

Five Minute Morning Attention and Listening Activities

This resource contains links to a range of activities that generally support attention and listening skills as well as a range of other skills that are important for successful communication e.g. turn taking, emotional literacy, speaking, auditory memory, language, eye contact etc. Attention and listening skills are the foundation for communication and are essential in all aspects of life. These games are intended to support the development and use of these skills within the classroom. They can be used in the morning as part of registration or as a warm up activity before the lesson begins.

Game ideas

1. Simon Says.

This can be used to support listening and attention. The game can be easily adapted by using more complex instructions.

Versions with visual support can be found here:

[T-S-796-Before-and-After-Simon-Says-Activity](#)

[T-S-675-Preposition-Symbol-Instructions](#)

2. Winking Witch.

This can be used to support eye contact and following the gaze of another person. Everyone sits in a circle and a player is chosen to be a 'witch' / 'fairy' (depending on the group). The chosen player winks or blinks at another person in the group. That person has to pretend to fall asleep. The rest of the group have to guess who is doing the winking/ blinking.

3. Weekend / Evening news.

Giving weekend/ evening news as a group can support a range of skills e.g. turn taking, listening to peers, listening in a group etc.

The group talk and ask each other questions about their weekend / evening.

This link provides some visual support that might be useful:

[T-S-582-Editable-Weekend-Evening-Lunchtime-News-Activity](#)

A talking stick may be useful for this game to support turn taking skills – only the person holding the stick (or any object) can talk.

4. Memory Games.

These games can be used to support visual or auditory memory. Place a range of items on a tray, and allow the group 5 minutes (or less) to look at those items. Take the tray away and ask them to recall the items. This can be altered by taking away a few items on the tray when the group aren't looking and then asking them to name what is missing.

To adapt this game to support auditory memory skills – a range of sounds or words can be played to the group. Ask the group to repeat what they have heard. For lists of words see:

[T-S-1230-Listen-and-Repeat-Auditory-Memory-Cards](#)

5. I Went to the Supermarket and I Bought Activities and Variations.

These games support listening to peers and auditory memory. Go around the group adding one item each time to the list. If visual support is needed with this see:

[T-S-1245-Holiday-Memory-Game](#)

[T-S-1229-Beach-Memory-Game](#)

[T-S-1242-Picnic-Memory-Game](#)

[T-S-1215-Pizza-Memory-Game](#)

[T-S-1228-Zoo-Memory-Game](#)

6. Eye Game 1-20.

This game supports eye contact and following eye gaze. Seat the group in a circle, or they can remain at their tables (this will make the game harder). Explain that you want the group to count from 1 -20 and you will look at the person whose turn it is to say the next number. So the first person says '1' when you look at them. Look at another person and it will be their turn to say '2'. The next person you look at will say '3'. Continue around the group in a random order until the group has reached 20. Remind the group that you will not use their names to alert them to their turn, and use eye contact only.

7. Listening Stories.

These stories support listening skills. Give each student a word to listen for in the story. When they hear that word ask the student to put their hand up / jump up / stand up etc. Some ideas are:

[T-S-2261-Going-on-Holiday-Listening-Story-Activity](#)

[T-S-2260-Autumn-Themed-Listening-Story-Activity](#)

[T-S-2303-Bonfire-Night-Listening-Story-Activity](#)

[T-S-2304-Christmas-Eve-Listening-Story-Activity](#)

[T-S-635-Space-Themed-Listening-Story-Activity](#)

[T-S-668-A-Rainy-Summer-Day-Listening-Story](#)

[T-S-1946-Animal-Themed-Listening-Story-Activity](#)

[T-S-1947-Seasons-Themed-Listening-Story-Activity](#)

[T-S-667-Farm-Visit-Listening-Story](#)

8. Sensory Activities.

Use sensory activities to support listening and attention e.g. sieving flour / glitter/ lentils /salt onto black card / dribbling paint from a height onto paper / mix water, paint and washing up liquid and gently blow a straw into the mixture etc. Support the students to watch the activity. Support them to describe what they have seen / heard / felt / smelled etc.

9. What's In The Box?

Hide objects in a box and describe the item to the group. The group have to guess what the object is. This again supports listening and attention skills as well as introducing auditory comprehension.

For worksheets based on this use:

[T-S-905-Whats-in-the-Box-Drawing-Inferences-Activity-Cards](#)

[T-S-906-Whats-in-the-Box-Drawing-Inferences-Cards-Words-Only](#)

Similar games:

[T-S-892-What-am-I-Guessing-Game-Cards-Household-Objects](#)

[T-S-890-What-am-I-Guessing-Game-Cards-Animal-Themed](#)

[T-S-891-What-am-I-Guessing-Game-Cards-Food-Themed](#)

[T-S-894-Where-am-I-Guessing-Game-Cards](#)

10. Top 5.

This can be used to support listening, attention and vocabulary. Take it in turns to name your Top 5 foods, sports, clothes, school subjects, pop stars, breakfast foods etc.

Or: [T-L-1142-Name-5-Things-Challenge-Cards](#)

[T-S-856-Name-5-Things-Categories-Card-Game](#)

11. Preposition Games.

These can be used to support listening, attention and understanding of prepositions.

Ideas include:

- Using prepositions during a game of Simon Says e.g.

[T-S-796-Before-and-After-Simon-Says-Activity](#)

- Using prepositions during a treasure hunt e.g.
[T-S-733-Preposition-Treasure-Hunt](#)
- Hiding objects around the room for the others to find. The children can take it in turns to give each other instructions to find the object.
- [T-S-673-Preposition-Tree-Game](#)
- [T-S-698-Preposition-Football-Game](#)
- [T-S-699-Where-is-the-Alien-Preposition-Game](#)
- [T-S-679-Preposition-Bingo](#)
- [T-S-733-Preposition-Treasure-Hunt](#)
- [T-S-796-Before-and-After-Simon-Says-Activity](#)

12. Dice and Movement Games.

These games also intend to support listening, attention and taking turns. Assign each number of the dice to a different movement e.g. number 1 can be shake your arms, 2 can be spin around etc. Take turns to roll the dice and make the movement. This can also be a useful way to introduce brain breaks/ movement breaks throughout the day. For visual support see:

[T-S-1201-Time-for-a-Brain-Break](#)

[T-S-729-Time-for-a-Movement-Break-Visual-Support-Cards](#)

13. Musical Statues.

Musical statues is a lovely way to support listening, attention and working in a group. This can be adapted in various ways e.g. when the music stops the statues have to freeze in a certain pose (e.g. assertive stance, passive stance, friendly face, angry face, nervous face etc.)

14. Acting Out Emotions.

Act out different emotions for the rest of the group to guess or act them out as a group. This again supports listening and attention skills as well as supporting and developing emotional literacy. For visual support:

[T-T-15105-Emotion-Discs](#)

[T-S-1274-Emotions-Voice-Cards](#)

[T-T-12715-Feelings-Talk-Craft-Ball-Template](#)

15. Pass The Claps.

Pass the claps supports turn taking and listening skills. Make a rhythm by clapping e.g. two claps. Tell the group that you are passing it on to the next person. That person has to copy the claps. They then pass it on to the next person and this continues around the group. This game can be made easier or harder through the amount and speed of the claps. Musical instruments could also be used.

16. Listening Walk.

A listening walk supports the group to listen to the sounds around them. This can be on a listening walk around the school or sitting in the classroom/ playground for 5 minutes to see what they can hear. Tick sheets can also be used:

[T-S-588-My-Listening-Walk-Sheet](#)

[T-S-589-My-Listening-Walk-Drawing-Sheet](#)

17. What's That Sound? / Whose Voice Is It?

This game supports listening skills. Record sounds from different places e.g. washing machine, traffic, hair dryer, doorbell, dog barking, etc. These can then be played to the group for them to identify. Visual support of the sounds can be used to give choices if necessary.

This game can also be played using people's voices. Either record familiar voices or have the class close their eyes (or use blindfolds) and get one of them to speak. See if the rest of the group can identify the voice.

18. Where's The Sweet?

This game supports listening, giving instructions and working with others. One person hides an object e.g. a sweet in the classroom, while the second person isn't looking. The first person directs the second person to that object. The group then take it in turns to find and hide the object. Blindfolds can also be used to make the game harder.

19. Change One Thing Game.

This game focuses on observation skills, turn taking and working in a group. One person leaves the group and changes their appearance (in a way that you can see e.g. rolling their sleeves up, untying a shoe lace, taking off their glasses etc.). The person then re-joins the group and the others have to guess what has been changed.

20. Find The Sound.

Find the Sound supports listening skills. Ask the group to close their eyes. Hide a noisy object somewhere in the room e.g. under the table and tell the group to listen carefully. After they have heard the sound, the group members can open their eyes. Ask them to guess where the object is by pointing or saying the place. To make this harder you can hide two or more objects at the same time.

21. Follow The Leader.

This game aims to develop eye gaze and working in a group. Tell the group members that they need to look carefully and copy what you do. Start to make an action e.g. waving and repeat this again and again. The group members need to look at the actions you are making and copy them. Without giving the group members any warning, change the action you are doing. If there are group members not looking they will miss the change in action.

22. Name Race.

Name Race (sometimes called 'Fruit Salad') supports listening skills. Sit the group in a circle and start by calling out the names of two group members. The two who are called, must jump up, run around the circle and then sit back in their places again. Continue to call out varying combinations of group member names. Occasionally call out 'everyone' (or the group or class name). When this is called out the whole group have to get up, run around the circle and then sit back in their original place.

23. Pass The Whisper / Secret Messages.

This game supports listening to peers. Choose a special word or short sentence to say and whisper it to one student. This student then whispers it to the next person and it goes around the group until the last person receives it. The last person has to say aloud what the whispered message was. To make this harder you can use longer sentences or less familiar words.

To extend the game, the message can be an instruction for the last member of the group to complete e.g. an action to carry out, a shape to draw etc.

Visual support for this can be found at:

[T-S-1289-Secret-Messages-Game-Cards](#)

[T-S-1290-Secret-Messages-Game-Cards-set-2](#)

[T-S-1291-Secret-Messages-Game-Cards-set-3](#)