

FUN WITH MELVIN



SONGS AND GAMES

WHY PLAY...

The top 10 skills employers want in the future include:

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgement and Decision Making
8. Service Orientation
9. Negotiation
10. Creative Flexibility

(Study conducted by Harvard University, Carnegie Foundation and Stanford Research Institute, 2016)

Employers are looking for students who have strong social, emotional and prosocial skills. The foundations for these skills are developed in the early years of development and they are fostered through playful experiences. These play experiences help to develop your child's executive functioning skills, which are critical for learning and self-regulation.

The purpose of the Melvin's songs and games is to provide you with some playful activities that will build on all areas of your child's executive functioning including:

Inhibition: the ability to control thoughts and behaviours even when there is a strong desire to do something different.

Working Memory: the ability to hold things in the mind so that it can be used later, such as following directions.

Cognitive Flexibility: the ability to adapt to changes when new or different rules and/or perspectives are presented.

RHYTHM songs and activities are also included in this book as they support language development, feelings of emotional connectedness, improves attentions span and thinking skills.

The FUN with Melvin Songs and Games book provides you with many joyful activities to do with your child and will help to support you in building a better for brain for your child in the future!



INHIBITION

Games that help my brain and body “stop and wait” include:

- ★ Freeze Tag
- ★ Hide & Seek
- ★ Go Go Stop
- ★ Simon Says
- ★ Board Games
- ★ Monkey Tag
- ★ What time is it Melvin Monkey?



COGNITIVE FLEXIBILITY

Games that help me to be flexible when rules change include:

- ★ Simon Says
- ★ Imaginative Play
- ★ Head & Shoulders (advanced)
- ★ Puzzles
- ★ Matching Games

WORKING MEMORY

Games that help me build skills to retain information in my brain so I can work with it later...like following instructions include:

- ★ Dramatic Play
- ★ Matching Games
- ★ Memory Games
- ★ Card Games
- ★ Guess What's Missing



RYTHYM AND SONG

Rhythm activities help my brain and body regulate. Just like breathing and sleeping has rhythmic patterns, my brain may crave other types of rhythm such as songs including:

- ★ Head and Shoulders
- ★ Wheels on the bus
- ★ Gator Hunt
- ★ If You're Happy & You Know it
- ★ Melvin Hammers
- ★ Sleeping Monkeys

IF YOU'RE HAPPY AND YOU KNOW IT



If you're happy and you know it clap your hands.
If you're happy and you know it clap your hands.
If you're happy and you know it, then your face will surely show it,
If you're happy and you know it clap your hands.

If you're sad and you know it tell a friend...I'm sad.
If you're sad and you know it tell a friend...I'm sad.
If you're sad and you know it, then your face will surely show it,
If you're sad and you know it tell a friend...I'm so sad

If you're angry and you know it take a breath...
If you're angry and you know it take a breath...
If you're angry and you know it, then your face will surely show it,
If you're angry and you know it take a breath...

If you're scared and you know it ask for help...Help, please.
If you're scared and you know it ask for help...Help, please.
If you're scared and you know it, then your face will surely show it,
If you're scared and you know it ask for help...Help, please .

But if...

If you're happy and you know it clap your hands.
If you're happy and you know it clap your hands.
If you're happy and you know it, then your face will surely show it,
If you're happy and you know it clap your hands.



SLEEPING MONKEYS



See the little monkeys sleeping till it's nearly noon.

Come and let us wake them with a merry tune.

Oh so still, are they ill, WAKE UP SOON!

Jump little monkeys, Jump, Jump, Jump.

Jump little monkeys, Jump, Jump, Jump.

Jump little monkeys, now you STOP! (Repeat)

See the little monkeys stirring finishing their nap,

Melvin come and wake them with a gentle tap,

Oh so slow, voices low, off we go.



Game Changer - How to Play:

Instead of saying “monkeys”, change the animal and action.

For example,

“See the little bunnies Hop little bunnies, Hop, Hop, Hop.”

“See the little snakes..... Slither little snakes, Slither, Slither, Slither”.

“See the little dinosaurs Stomp little dinosaurs, Stomp, Stomp, Stomp”.

“See the little lion..... Roar little lions, Roar, Roar, Roar”.

This adaptation is an excellent game to help development children’s inhibition skills.

COLOUR GAUGE SONG



Are you in the grey zone, grey zone, grey zone,

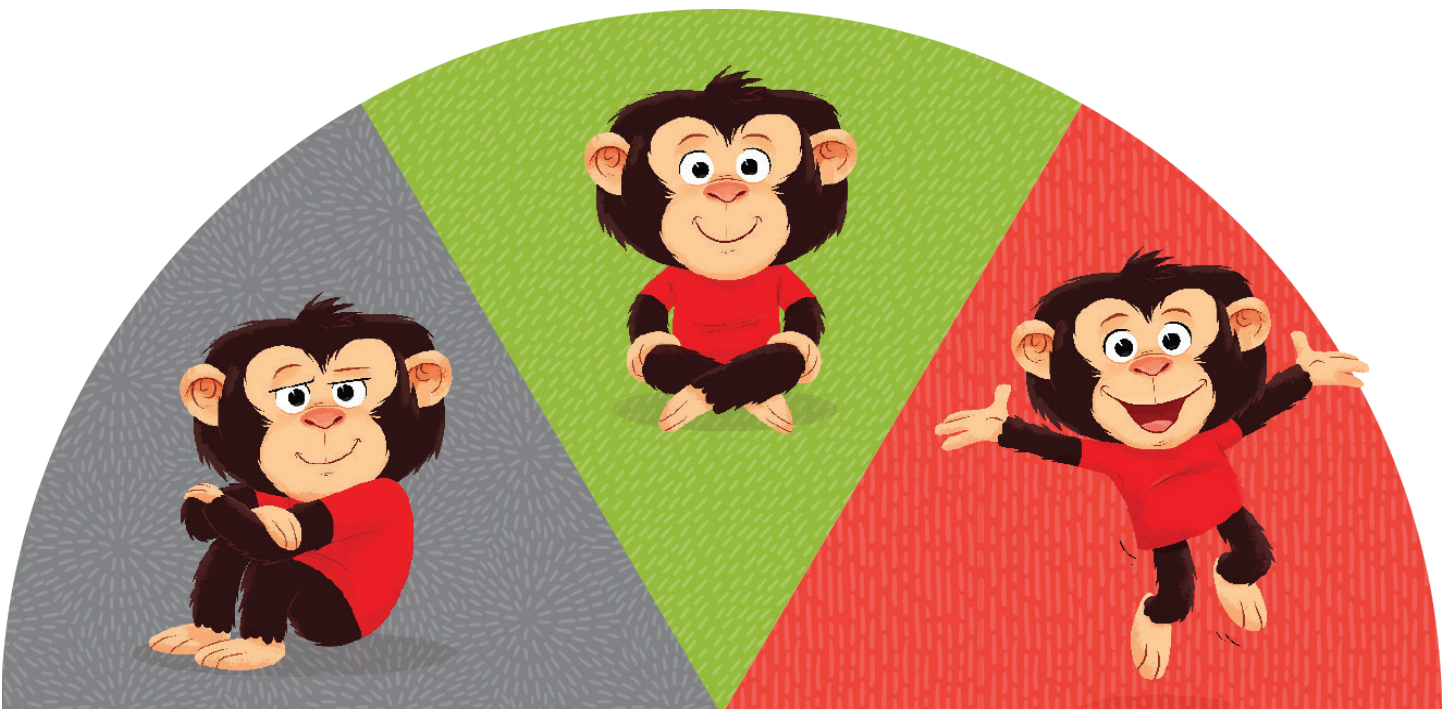
Are you in the grey zone, feeling tired today?

Are you in the red zone, red zone, red zone?

Are you in the red zone, energized today?

Are you in the green zone, green zone, green zone?

Are you in the green zone, feeling Just Right to play.



TUCKER TECHNIQUE SONG



Sung to the beat of One, Two, Three
[child's name] caught a flea

ONE, TWO THREE
TUCKER [child's name] NEEDS A SQUEEZE
STOP, TUCK AND TRY A HUG
THEN
BREATHE, BREATHE, BREATHE



HEAD AND SHOULDERS SONG



Head and shoulders

Knees and toes,

Knees and toes,

Knees and toes,

Head and shoulders

Knees and toes,

Eyes, Ears, Mouth and Nose.



Head

Game Changer - How to Play:

The song can be sung traditionally with the words as written above. When your child is used to singing the song in this way, expand their learning by changing how the song is sung. Singing the song in these changing formats will require your child to use inhibition and cognitive flexibility to stop, think and act differently.

For example,

“Head and Shoulders, Knees and Toes,
Knees and Toes, Knees and Toes, Head and
Shoulders, Knees and Toes, **Mouth, Nose,
Eyes and Ears**”. OR

“Mouth and Nose, Shoulders and Toes,
Shoulders and Toes, Shoulders and Toes.
Mouth, Nose, Shoulders and Toes, Head,
Knees, Ears and Eyes”.



Shoulders

GOING ON A GATOR HUNT SONG



Going on a gator hunt (repeat)

Going to catch a big one (repeat)

I'm not scared (repeat)

Long tail (repeat)

Rough Scales (repeat)

And a mouth full of big sharp teeth (repeat)



What do I see..... A swamp!

A stink, snaky swamp.

Can't go over it (repeat)

Can't go under it (repeat)

Can't go around it (repeat)

I guess we'll have to slosh through it.



What do I see..... A forest!

A rangely, tangley forest.

Can't go over it (repeat)

Can't go under it (repeat)

Can't go around it (repeat)

I guess we'll have to climb through it.



What do I see..... A Jungle!

A limey, twiney jungle.

Can't go over it (repeat)

Can't go under it (repeat)

Can't go around it (repeat)

I guess we'll have to go through it.

There's your front door.

Open the door.

Close the door.

Lock it!

Phew, we made it!



It must be an alligator!

Quick out of the jungle,

Through the forest,

Through the swamp.

See ya later Alligator (repeat)

In a while crocodile (repeat)

What do you mean jelly bean. (repeat)

What's the word hummingbird (repeat).

WHEELS ON THE BUS SONG



The wheels on the bus go round and round
Round and round, round and round
The wheels on the bus go round and round
All through the town.
(Roll hands over each other)



The wipers on the bus go "Swish, swish, swish,
Swish, swish, swish, swish, swish, swish"
The wipers on the bus go "Swish, swish, swish"
All through the town.

(Put arms together in front of you and
'swish' like windshield wipers)

The door on the bus goes open and shut
Open and shut, open and shut
The door on the bus goes open and shut
All through the town.

(Cover eyes with hands on 'shut'
and uncover them on 'open')

The horn on the bus goes "Beep, beep, beep
Beep, beep, beep, beep, beep, beep"
The horn on the bus goes "Beep, beep, beep"
All through the town.

(Pretend to honk horn)

The gas on the bus goes "Glug, glug, glug
Glug, glug, glug, glug, glug, glug"
The gas on the bus goes "Glug, glug, glug"
All through the town.

(Pretend to fill tank using pointer
finger as gas nozzle)

The money on the bus goes "Clink, clink, clink,
Clink, clink, clink, clink, clink, clink"
The money on the bus goes "Clink, clink, clink"
All through the town.

(Pretend to put money in cash box on bus)

The baby on the bus says, "Wah, wah, wah!
Wah, wah, wah, wah, wah, wah!"
The baby on the bus says, "Wah, wah, wah!"
All through the town.

(Fisted hands in front of eyes and
rub them like baby crying)

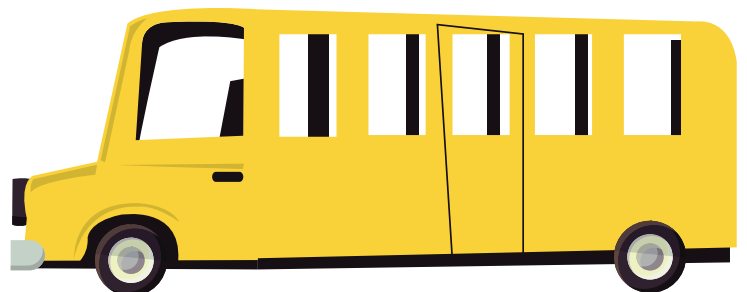
The people on the bus say, "Shh, shh, shh,
Shh, shh, shh, shh, shh, shh"
The people on the bus say, "Shh, shh, shh"
All through the town.

(Put pointer finger to mouth to 'shhh')

The mommy on the bus says, "I love you,
I love you, I love you"

The daddy on the bus says, "I love you, too"
All through the town.

(Point to self on 'I', right hand over heart
on 'love', and point to other on 'you')



MELVIN HAMMERS SONG



Melvin Hammers with one hammer, one hammer, one hammer.

Melvin Hammers with one hammer all day long.

Melvin Hammers with two hammers, two hammers, two hammers.

Melvin Hammers with two hammers all day long.

Melvin Hammers with three hammers, three hammers, three hammers.

Melvin Hammers with three hammers all day long.

Melvin Hammers with four hammers, four hammers, four hammers.

Melvin Hammers with four hammers all day long.

Melvin Hammers with five hammers, five hammers, five hammers.

Melvin Hammers with five hammers. Melvin's work is done.



How to Sing with Song with Actions

Sit with your child on the floor.
Have your legs extended in front of you.
When you hear Melvin hammers with...

One hammer—

move one leg up and down

Two hammers—

move both legs up and down

Three hammers—

move both legs and one arm up and down

Four hammers—

move both legs and arms up and down

Five hammers—

move both legs, arms and head up and down.



MEMORY GAMES

Matching Pairs

Take a standard pack of playing cards and remove the numbers 6-10 from the pack. Place the remaining cards face down on the table in eight rows of four. Each player tries to find a matching pair by turning up two cards. If it is not a matching pair, then the cards are placed face down again in the same position. If they do match, the player keeps this pair of cards and has another turn. When all the pairs have been found, players count their pairs. The one with the most pairs of cards is the winner.

Memory Train

First of all tell your child to imagine going on holiday. Start off by saying, "I packed my suit-case and put in my...hairbrush". The next person repeats the phrase but adds on an extra item, eg: "I packed my suitcase and put in my hairbrush and t-shirt." And so on. You can play your own variation of this game. For instance, you could go to the supermarket to buy groceries or visit the funfair to go on rides.

Spot the difference

Ask your child to study you, paying attention to what you are wearing. Leave the room and change one thing. For instance you could take off an earring, tie your hair back or change your shirt. Come back in and ask your child to spot what you have changed. You can also play this game on a white board. Draw a person or scene and rub one thing out when your child is not looking. Can your child spot the difference?



Melvin's Brain Games
The CALM Curriculum®

MELVIN SAYS

- ★ Melvin says touch your toes. Melvin says touch your elbow. Melvin says touch your nose. Stand on one foot!
- ★ Melvin says open and close your eyes. Melvin says open your mouth. Touch your head!
- ★ Melvin says wave your hands. Melvin says shake your hands. Melvin says shake your head. Melvin says shake your feet. Shake your hands!



How to Play the Game:

Like Simon Says, this game, Melvin Says is best with three or more children. One player takes the role of “Melvin” and gives instructions (usually physical actions such as “hop on one foot” or “tap your head”) to the other players, which should only be followed if prefaced with the phrase “Melvin Says”. For example, “Melvin says, hop on one foot”. When the instruction is not prefaced with “Melvin Says” and the children do the action, they are eliminated.

Examples of instructions include:

- | | |
|-------------------------|---------------------|
| ★ Jump up and down | ★ Clap your hands |
| ★ Stick out your tongue | ★ Stand on one foot |
| ★ Touch your toes | ★ Hands over eyes |
| ★ Thumb up | |

GO, GO STOP GAME

Make Go and Stop signs.

You can stick the signs to a ruler or something similar, to give them handles to hold.

Have the children dance around the room.

When you hold up the “Stop” sign and say “STOP”, the children have to stop dancing.

When you hold up the “Go” sign and say “GO”, the children can start to dance again.

You can add the “Slow” sign.

When you hold up the “Slow” sign and say “SLOW”, the children have to dance in slow motion.

To make the game harder, you can hold up the signs without saying the instruction.

The children can take turns; holding up the signs and giving the instructions.



MEMORY GAMES

Guess What's Missing?

Put five objects on a tray, such as a pencil, pen, small toy, shell or ornament. Ask your child to study them for a couple of minutes. Put a cover over the tray. How many objects can your child remember? Children love this game and it can be played with more or less items depending on your child's age and ability. A variation of the game can be played when they get very good at it. Here, you take the tray out of sight after they have studied the objects. You then remove one object and ask your child if they can spot which one is missing.

Storytelling Memory Games

These games might not tell a literal story, but they are based on memorizing chains of events or images which are connected to how we process stories. These games are fantastic game busters.

Group storytelling, for example Chinese Whispers, is where one person starts the story and whispers the story to the child beside them. This child adds to the story and then repeats (whispering) the whole story to next child. When the story has been passed along by all the children the last child says the story out aloud.



WHAT TIME IS IT MELVIN MONKEY?

Mirroring the game “What time is it Mr. Wolfe”, this game strengthens children’s executive functioning skills of inhibition (waiting for instructions), cognitive flexibility (instructions always changing) and working memory (listening for instruction).

How to Play the Game:

Melvin the Monkey stands with their back towards the other children.

The children then ask in unison “What time is it Melvin Monkey?”

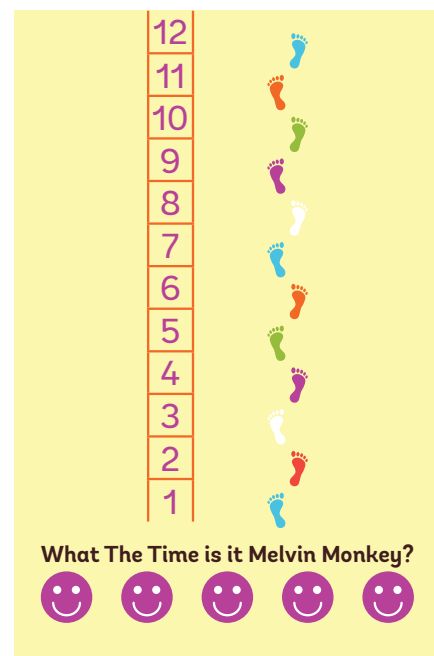
Melvin the Monkey then answers with a time - such as “It’s 7 o’clock”.

The kids then take that many steps towards Melvin Monkey.

At anytime Melvin the Monkey can answer “Supper time!”.

When Melvin the Monkey answers “supper time”, Melvin turns around, chases and tags as many kids as possible before they reach their “home”.

Who ever is tagged by Melvin the Monkey then also becomes a monkey and lines up with “Melvin the Monkey” to begin play again.



MELVIN'S FREEZE DANCE

How to Play the Game:

Have your child dance to some music and then stop the music and have them freeze in the position. Then increase the level of difficulty by having them dance slow to slow music and then fast to fast music and continue stopping the music and having your child freeze. Your child has now practiced inhibition skills. You can make this game even harder and work at your child's working memory and cognitive flexibility by having your child dance fast to slow music and slow to fast music.

Other fun ways to play Freeze Dance is to have your child freeze into a different animal when the music stops. You could call out the animal and see how your child uses their creative thinking skills to demonstrate their pose. Different poses you could call out include: a dog, a cat, a giraffe, an elephant, a monkey, a turtle, a snake, a kangaroo, a rabbit, a spider, a dinosaur...

How ever you choose to play Freeze Dance with your child, there are many different skills your child will gain by playing the game. Most importantly, have fun!



DRAMATIC PLAY

Dramatic play can strongly influence how children make sense of their worlds and children learn skills that support their planning, memory, inhibition and cognitive flexibility skills. It is also a great way for children to learn early numeracy and literacy skills. Here is an example when playing doughnut shop.

Planning: In order to have a doughnut shop, children would need basic materials or props to create their doughnut shop. For example, they might want to make different kinds of doughnuts by cutting round circles with construction paper, or with play dough (fine motor skills). They may also need a sign that has the name of their doughnut shop (early literacy), and they may want to make some money to purchase doughnuts (early numeracy).

Memory: Children are drawing on their memory skills to help them recall what is needed for a doughnut shop so they act out their play based on their own memories of their experiences in a doughnut shop.

Inhibition: In a pretend doughnut shop, children would perhaps act out the roles of adults who are working at the doughnut shop or the customers that are coming into their shop. This requires that their behaviours would resemble those of these older adults. This requires significant self-regulation skills as the child is inhibiting impulses that would bring out their younger self in this role.

Cognitive Flexibility: The rules in dramatic play are not constant and keep changing so children learn to be cognitively flexible to help them problem solve in new situations.

Finally, dramatic play can help children learn empathy by having to learn perspective taking. While children are acting out a role, they are essentially walking in someone else's shoes and this helps them to develop perspective taking skills.



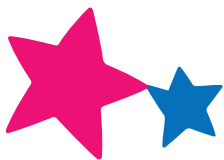
ABOUT US

FRASER VALLEY CHILD DEVELOPMENT CENTRE

PLAY is a child's work and it is through play that children develop the skills they will need for the rest of their lives. Fine and gross motor, cognitive, social and emotional, speech and language skills are fostered through the experiences children have during play. Always encourage your children to PLAY!

At the Fraser Valley Child Development Centre we are dedicated to strengthening the well-being, growth and participation of children, youth and their families through innovative, evidence-based, child development services. We believe that early identification, support and intervention is key! If you have questions or concerns about your child's development, we encourage you to connect with us.

IF IN DOUBT, GIVE US A SHOUT!



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fb.com/helpingkidsshine



@helpingkidsshine

MEET MELVIN!

Melvin the Monkey is the main character from a social and emotional program called **The CALM Curriculum**® which has been implemented in many early learning, Kindergarten, and grade one classrooms.

The CALM Curriculum® connects neuroscience, theoretical research, and positive psychology to support and strengthen children's social and emotional well-being

www.connectwithcalm.ca



Fraser Valley
Child Development
Centre

Helping Kids Shine!

