

1

Hide and describe

Pairs take turns hiding a small object inside a defined part of the room, then describing where it is in one sentence. The searcher gets one go, so the sentence has to be right first time.

"Where did you hide it? Use a position word so I know where to look."

"One look only. Did the clue take them straight there?"

2

Follow the clue

One student gives a clue with their hands behind their back, and the partner searches using the words alone. Hands behind the back is what stops the clue being finished off with a point.

"Listen to the clue only. No pointing."

"Where do you think it is?"

3

Vague or clear

Put two clues side by side for the same hiding place, over there and behind the red chair, and ask which one would actually help. Send a searcher for each one so the difference is seen rather than argued.

"Which clue would help you find it? Why?"

"What does the second one tell you that the first one does not?"

4

The clue that does not match

Describe a hiding place wrongly, saying under the table when the toy is on top of it, and let the search fail. Students work out which word was wrong.

"I said under the table, and it is not there. What did I get wrong?"

"Was it the position word, or the thing I named?"

Draw a card, hide the toy there, then say the whole sentence out loud.

inside the box

inside the basket

under the cushion

behind the bin

under a chair

on top of the shelf

behind the door

next to the sink

under the table

behind the curtain

inside a bag

on the window sill

Use these to build a clue. Every gap has to be filled.

It is ____ the ____.

Look ____ the ____.

It is near the ____.

It is between the ____ and the ____.