

CHILD IN THE MIDDLE



Key Learning

To develop an ability to cope with negative emotions.

Goal Of The Game

To keep the ball away from the child in the middle.

What You Need

Equipment

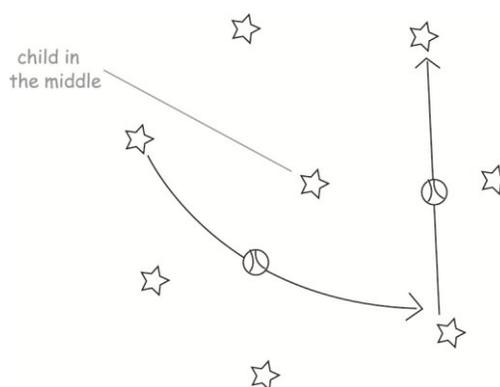
- Ball
– 1

No. of children

- 6 or more

How To Play

1. Divide the children into groups of 6-10.
2. Ask children to form a circle.
3. Ask for 1 volunteer from each group to stand in the centre of the circle.
4. Give each team a ball.
5. Explain and demonstrate that:
 - The children in the circle will throw the ball across the circle to players on the other side of the circle without allowing the child in the middle to catch the ball.
- ⚠ Make sure the children are not throwing the ball too hard.
 - Children are not allowed to pass the ball to the child beside them. They must try to pass the ball across the circle.
 - The child in the middle must try to catch the ball.
 - If the child in the middle catches the ball, then they switch positions with the child who threw it.
- ⚠ If the child in the middle does not catch the ball after 2-3 minutes, consider asking another child to take a turn in the middle.
6. Repeat game for as long as you wish.



Watch For

- Is every child getting a chance to catch and throw the ball?
- Are the children able to catch the ball?
- Is the child in the middle intercepting the ball often?

CHILD IN THE MIDDLE CONTINUED



Discussion

Reflect

- How did you feel being the child in the middle?
- How did you feel when you were a part of the circle and not in the middle?

Connect

- What is difficult about being the only one not included in activities?
- How do you usually take care of yourself when you feel left out or alone?

Apply

- How can you ensure everyone is included?



Variations

- Divide the children into groups of 3. Two children in each group must try keep the ball away from the third child.
- Kick the ball on the ground instead of throwing it.
- Increase the number of balls used.
- Challenge the children to throw the ball with their non-throwing hand.



Inclusion

- Refer to pp. G7-G11.