

I AM NOT ALONE



Key Learning

To develop
empathy for others.

Goal Of The Game

A group game in which the children organize themselves into groups according to game commands.

What You Need

Equipment

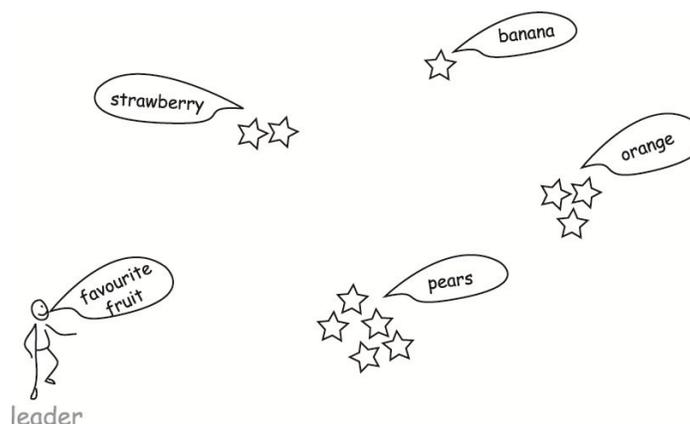
- None

No. of children

- 6 or more

How To Play

1. Ask the children to find a space in the play area and to face you.
2. Explain and demonstrate that:
 - The children will walk, run, hop or dance around the play area.
 - You will call out certain characteristics among the children (for example, hair colour, favourite sport, age, favourite fruit).
 - The children must then organize themselves as quickly as possible into groups that are similar (for example, the children who like baseball would be in one group, those who like basketball in another, and those who like volleyball in a different group).
3. Ask each group to tell you what quality or characteristic they have in common. For example, "We all like pears," "We all have brown hair," etc.
4. After each category, the children should run, hop and dance around the play area again.
5. Continue calling out different categories encouraging children to reorganize themselves each time.
6. The game finishes at your discretion.



Watch For

- Are the children able to find their group?
- Do the children understand the characteristics that you are calling out?

I AM NOT ALONE CONTINUED



Discussion

Reflect

- How did it make you feel when you found your group?
- What did you notice when you formed into groups?
- Was everyone always able to find themselves a group?

Connect

- Have you ever been left out or excluded before?
- What have you done in the past to help include others?

Apply

- What will you keep in mind the next time you make groups in school or when you are playing?
- What are some things you can do in the future to ensure that other children don't feel left out or excluded?



Variations

- Call out categories for which not everyone will be able to find a group. The person left over will call out the next category.
- Set up your game so that only the caller can speak. The children will then have to find their groups without talking.



Inclusion

- Refer to pp. G7-G11.