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Name of the game- Embracing your humanness

KEY LEARNING

Self compassion, mindfulness, common humanity

GOAL OF THE GAME

The goal of this tool is to demonstrate to people that they are not alone in their tendency to be self-critical. In this way, people develop a sense of common humanity, which is a key component in self-compassion

WHAT YOU NEED

You will need:

- Blank pieces of paper or cardpaper (1x piece per group participant)
- Pens (identical)
- A box or bowl

Instructions:

Step 1. Hand out the blank pieces of paper, ensuring that each participant gets one piece.

Step 2. Ask participants to write down something about themselves that they are (mildly-moderately) insecure about; something they tend to criticise themselves for. For example, "I'm ugly" or "I'm not smart enough." Instruct participants to write in capital letters, so that their handwriting is not recognisable to others, and to fold their piece of paper in half when they are finished.

Step 3: Collect all participants' folded notes into a box, and shuffle them around.

Step 4: Hand the box with folded notes around the group and ask each participant to retrieve a note at random. As they do this, participants unfold the note and read it aloud to the group. The facilitator then asks for "a show of hands" from group members who have criticised themselves in the same (or similar) way.

DISCUSSION

As a group, discuss the following:

- ■ What was this exercise like?
- ■ Have you ever thought you were alone in experiencing such self-critical thoughts?
- ■ What was it like to see that others also have these (or similar) thoughts?



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Name of the exercise: How would you treat a friend?

KEY LEARNING: Self-compassion, Mindfulness

GOAL OF THE GAME: Develop self-compassion

WHAT YOU NEED: Sheet of paper + pen

HOW TO PLAY

1. First, think about times when a close friend feels really bad about him or herself or is really struggling in some way. How would you respond to your friend in this situation (especially when you're at your best)? Please write down what you typically do, what you say, and note the tone in which you typically talk to your friends.
2. Now think about times when you feel bad about yourself or are struggling. How do you typically respond to yourself in these situations? Please write down what you typically do, what you say, and note the tone in which you talk to yourself.
3. Did you notice a difference? If so, ask yourself why. What factors or fears come into play that lead you to treat yourself and others so differently?
4. Please write down how you think things might change if you responded to yourself in the same way you typically respond to a close friend when you're suffering.

Why not try treating yourself like a good friend and see what happens?

Source: Dr.Kristin Neff.

DISCUSSION

Reflect



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Name of the game: I Am Not Alone

KEY LEARNING

To learn empathy for others

GOAL OF THE GAME

A group game in which students organise themselves into groups according to game commands.

WHAT YOU NEED

Equipment

- none

No. of children

- 6 or more

WATCH FOR

- Are students finding their groups.

DISCUSSION

Reflect

- How did it make you feel when you found your groups?
- What did you notice when you formed into groups?
- Was everyone 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. What are some things you can do in the future to ensure others don't feel left out or excluded?

HOW TO PLAY

1. Ask the students to clear some space in the room and face you.
2. Explain and demonstrate that:
 - The students will move around the cleared space.
 - You will call out certain characteristics amount the students eg. hair colour, favourite sport, age, etc.
 - The students must then organise themselves as quickly as possible into groups that are similar.
3. Ask each group to tell you what quality or characteristics they have in common eg. "we all have brown hair" etc.
4. After each category, the students should move around the area again.
5. Continue calling out different categories encouraging students to reorganise themselves each time.
6. Variations: Call out categories not all students will be able to join. Ask students to pick categories
7. The game finishes at your discretion.

VARIATIONS



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Name of the game: TY Equity Game

KEY LEARNING

Students will show an understanding of and evaluate how advantage and disadvantage relate to equity and fairness. Analyze the concept of equity and fairness in sport.

GOAL OF THE GAME

The purpose of the activity is for students to learn about advantage, disadvantage, fairness and equity. This will be accomplished by creating a simulation where students experience being at an advantage or disadvantage.

WHAT YOU NEED

Equipment

- bucket/box/basket
- 1 piece of paper per student

HOW TO PLAY

1. Have students sit at their desks or on the floor. Place a bucket/target at the front of the space so some students are closer to the target than others.
2. Give a piece of paper to each student. Ask them to crumple their paper into a ball. Tell students to throw their paper ball into the bucket from where they are sitting without standing up.
3. Ask students:
 - Who had an advantage when throwing the paper ball into the bucket? If you think you had an advantage, how do you feel about your advantage?
 - Who had a disadvantage when throwing? If you think you had a disadvantage, how do you feel about your situation?
 - How could this game be more fair or/equitable for everyone?
 - Use the students suggestions to modify the gam. It is likely that they will suggest that everyone should be equidistant from the target. Try playing that version





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DISCUSSION

Reflect:

Ask students:

- What are your reflections of the two versions of the game?
- When people have different abilities is it fair/equitable for everyone to be at the same distance from the target? Or is it fair to arrange everyone so that some sit nearer to the target while others are far away?
- Consider fairness in other games and sports. Ask, why do some sports divide players according to age or gender? Is this always fair/equitable?

Apply:

Ask students to identify examples of advantage, fairness and equity from their school, community, country or international experiences.

VARIATIONS

Space: reduce or increase the distance from the target. Arrange students in different locations.

Taks: Play the game according to colours of the students clothes or using criteria (Eg. age, height) to give everyone an advantage at some point. **People:** A partner ca clap or call from behind the target to assist students who have a vision impairment.

Equipment: Small balls or bean bags can be used instead of paper balls.

Source: IOC /UN Equity Game.



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Name of the game: Line Ups

KEY LEARNING

To develop cooperative and communication skills. To develop empathy for others.

GOAL OF THE GAME

A team challenge that requires students to line up in a specific order.

WHAT YOU NEED

Equipment

- none

No. of children

- 6 or more

HOW TO PLAY

1. Divide students into groups of 6-10.
2. Tell the students this is a game that requires them to use different forms of communication.
3. Explain and demonstrate that:
 - You will ask the students to form straight lines in a specific order (for example, from tallest to shortest, from youngest to oldest, alphabetically by first name, last name etc)
 - The students will have to work together to form the line as quickly as possible.
4. When the students become comfortable with forming the lines, challenge them to form new lines without speaking. For example "Get Into a line from smallest hands to largest hands without making a sound."



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WATCH FOR

- Are the students organising themselves quickly?
- Is every student participating?
- Are the students using gestures to communicate when they are not allowed to speak?

DISCUSSION

Reflect

- What did you find challenging about this activity?
- How did you organise yourself into the lines as quickly as possible?
- How did you organize yourselves when you weren't allowed to speak?

Connect

- When else in life do you have to use different ways of communicating?

Apply

- What are some ways of communicating when you cannot use words?
- What can you do to communicate with someone who is mute (cannot speak) or has a hearing impairment (cannot hear)?

VARIATIONS

- Ask the students to complete the task with blindfolds on.