

Mingle Mingle Mingle - Levels C and D

STAY
ACTIVE

To encourage social interaction and connection by helping students discover shared interests, listen to others, and celebrate individuality while having fun in a group setting.



Learning Intentions

Students aim to explore why kindness is important for themselves and others.



Build social confidence:

Students aim to share something about themselves with their peers and educators..

Find common ground:

Students aim to identify their peers who share a similar answer.

Celebrate individuality:

Students aim to recognise and respect differences amongst their peers when answers are unique and different to their own..



Success Criteria

I can move around safely and quickly join a group when prompted.



I can share my preference or interest with my group or class.

I can listen respectfully and encourage others during the game.



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Duration: 10–15 minutes

Objective

To encourage social interaction and connection by helping students discover shared interests, listen to others, and celebrate individuality while having fun in a group setting.

Players

Whole class

Materials

- No materials required
- Spacious room for movement

Setup

- Clear enough space in the classroom for students to move safely.
- The teacher prepares a list of fun and inclusive categories (e.g., favourite colour, favourite food, favourite sport). This can be done as a class brainstorm session prior to starting.

Gameplay / Activity Steps

1. Mingle Around

- Students walk casually around the space while saying or singing “Mingle, mingle, mingle!” together.

2. Teacher’s Cue

- The teacher claps three times, says “Stop!”, and gives a category (e.g., *favourite colour*).

3. Form Groups

- Students quickly find others who share their answer. Students can either call out their response or ask their peers until they find a match.
- Groups form and stand together.

4. Share with the Class

- Each group says their shared answer aloud (e.g., “We all like pizza!”).
- The teacher highlights similarities and differences, praising unique answers to celebrate individuality.

5. Repeat

- The process repeats with new categories such as favourite pet, subject, season, or sport.

6. Wrap Up

- After several rounds, the teacher leads a short discussion: “*What did you learn about your classmates today?*”

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Reflection Prompts

- How did it feel to find others who had the same answer as you?
- How did it feel to have a different answer from most of the group?
- Why is it important to respect and celebrate both similarities and differences?

Winning the Game

There are no winners. Success is when everyone mingles, listens, and shares while building connections and celebrating differences.

Variations

- **Fitness Edition:** Add a movement before grouping (e.g., 5 star jumps before joining your group).
- **Teamwork Edition:** See how many categories the whole class can complete with everyone in a group within a set time.
- **Virtual Edition:** Students type their answers in chat and move into breakout rooms with peers who chose the same option.

For Wheelchair Users / Accessibility

- Ensure clear, safe movement space with no obstacles.
- Students can signal answers verbally, with gestures, or using cards with written/visual options.
- Allow extra time for group formation if needed.

Notes for Inclusion

- Choose categories that are inclusive and relevant for all students.
- Encourage positive responses and praise for unique answers.
- Reinforce that both common interests and individuality make the classroom community stronger.

