

Mingle Mingle Mingle - Levels F-3

STAY
ACTIVE

To build social confidence and connection by encouraging students to share, listen, and celebrate both similarities and differences in a fun and active way.



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 find a group.

► I can share my answer with my group or the class.

I can listen respectfully and encourage others during the activity.



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Duration: 10–15 minutes

Objective

To build social confidence and connection by encouraging students to share, listen, and celebrate both similarities and differences in a fun and active way.

Players

Whole class

Materials

- No materials needed
- Open space in the classroom or outside

Setup

- Students stand up and spread out around the space.
- The teacher prepares simple, age-appropriate categories (see below).

Gameplay / Activity Steps

1. Mingle Around

- Students walk, skip, or tiptoe around the space together while saying “Mingle, mingle, mingle!” in a fun voice.

2. Teacher’s Cue

- The teacher claps three times and calls out a category (e.g., *favourite colour*).

3. Form Groups

- Students quickly find others who share the same answer. They can say their answer out loud or ask friends what theirs is.
- Groups stand together in small circles.

4. Share with the Class

- Groups tell the class their answer (e.g., “We all like dogs!”).
- The teacher praises both groups with common answers and students with unique ones to celebrate individuality.

5. Repeat

- The teacher calls out another category. Students mingle, regroup, and share again.

6. Wrap Up

- After several rounds, students sit together and reflect on what they learned about their classmates.



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Example Categories for Levels 1 to 3

- Favourite colour
- Favourite fruit
- Favourite animal
- Favourite game or toy
- Favourite season (summer, winter, spring, autumn)
- Something you ate for breakfast
- Favourite song or dance

Reflection Prompts

- How did it feel to be in a group with people who had the same answer?
- How did it feel to have a different answer from others?
- Why is it important to listen to and respect each other's choices?

Winning the Game

There are no winners. Success is when everyone mingles, makes new connections, and learns more about each other.

Variations

- **Movement Edition:** Add an action before grouping (e.g., hop three times, do a spin).
- **Buddy Edition:** Students find one partner with the same answer before joining the bigger group.
- **Circle Edition:** Everyone comes back to the circle after each round and shares a few answers together.

For Wheelchair Users / Accessibility

- Ensure clear pathways for safe movement.
- Students can signal their answers verbally, with gestures, or by using picture cards for categories.
- Allow extra time for group formation if needed.

Notes for Inclusion

- Keep categories simple and visual where possible.
- Use pictures or props (fruit cards, colour cards, animal pictures) to support understanding.
- Celebrate all answers equally to make every student feel valued.

