

# 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.

