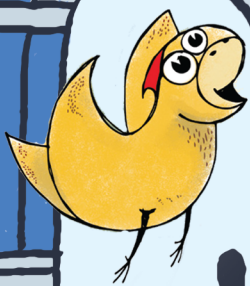




LEVEL 2 HOME KITS

WEEK #21 – GOKUL'S GAME





GOKUL'S GAME

ACTIVITY 1

LEARNING GOALS

By the end of the WEEK, your child/ ren should be able to:

- Name and identify emotions in themselves and others
- Describe the difference between what it feels like to be lonely or left out and what it feels like to be included
- Practice empathy and perspective-taking
- Name strategies that they can use to help others feel included

RESOURCES

- None

VOCABULARY

- Disability
- Lonely
- Left out/excluded
- Included

ACTIVITY

- Ask your child if they have ever felt nervous (for example, if they can remember their first day at school, where they had never been before).
- Ask your child to describe how they felt (did they feel pleasant or unpleasant feelings: nervous, afraid, worried etc.).
- Then ask your child, "Why do you think you felt nervous that day?" (Explain that it is natural to feel nervous when you are with many people you don't know, and it's natural to feel worried about whether you will make friends).
- Explain to your child that everyone wants to feel included and to make friends. No one likes to feel lonely.
- Explain that sometimes children and people can have an illness or have bodies that work differently from others, and then they may not be able to play the same games as everyone else.
- Talk to your child about other children and people who have a disability (for example, people who may need a wheelchair or a walking frame to move their body around or people who can't see or can't hear). Explain that they may be unable to run, play catch, or play ball games with their friends.
- Let your child know that all children and people may have different abilities and are different in some ways, everyone is unique and different, but we all have a heart and feelings. Tell them that it is always important to think about another's feelings. Tell them by finding ways to include them, you show kindness and understand how they are feeling and that you like them.

- Tell your child just as they felt nervous and worried on the first day of school; others might feel the same. And just as they don't like to be left out of a game when other children are playing together and having fun, they must always be sure that no one around them is left out and feels bad.
- Remind your child that we are all different and unique in our own special way, and we can always find ways to play and have fun together.
- To end the activity, sing the song below.

SONG (to the tune of "I'm a Little Teapot")

**If you see someone who's lonely or left out
Smile, say hello, and give them a shout
You can always be kind and invite them to play
Let others know and lead the way**

GOKUL'S GAME

ACTIVITY 2

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Name and identify emotions in themselves and others
- Describe the difference between what it feels like to be lonely or left out and what it feels like to be included
- Practice empathy and perspective-taking

RESOURCES

- Buckets/Rocks/Chalk
- Ball

VOCABULARY

- Left out
- Included
- Lonely

ACTIVITY

- Sing the song from Activity 1.
- Ask your child what their favourite sport is in the whole world.
 - If your child can play this game physically (whether or not they know how to play it yet), ask them to imagine what it would feel like to really want to play it but not be able to do so because their body worked in such a way that they could not play.
 - If, on the other hand, your child can't physically play due to a physical disability, discuss with your child how they feel about this and find other ways that your child can be involved in the game (for example, if they love tennis, but are in a wheelchair, then they can be the umpire, or the referee in a football match).
- Talk to your child about a time when you were lonely and left out, and discuss what you felt at the time.
- Invite your child to talk about a time they may have felt lonely and left out. Invite them to describe how they felt.
- If you have observed your child exclude siblings or another family member from play, invite them to reflect on how their sibling/family member might have felt. Ask your child if they think their sibling/family member could have felt lonely and left out.
- Remind your child that children and people may have different abilities or be different in some way, but we all have a heart and feelings.
- Agree that feeling lonely and left out doesn't feel nice, and we can always do something about it find a way to make people feel included.
- Remind your child that we are all different and unique in our own special way, and we can all play and have fun together.

- To end the activity, invite your child to play a game of football! You could use buckets, rocks, or chalk to mark the goalposts. If your child doesn't like to play football, invite them to play any ball game.

GOKUL'S GAME

ACTIVITY 3

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Name and identify emotions in themselves and others
- Describe the difference between what it feels like to be lonely or left out and what it feels like to be included
- Practice empathy and perspective-taking

RESOURCES

- None

VOCABULARY

- Included
- Lonely
- Left out/excluded
- Culture

ACTIVITY

- Begin the activity by singing the song in Activity 1.
- Remind your child that when we take a moment and think, we can always find a way to include our friends so they don't feel lonely or left out.
- Now invite your child to play a game and answer some questions. Tell them you will read a situation, and they must answer your question.
 - Situation 1. Pedro has moved to a new house with his family and is attending a new school. He doesn't know anyone and has no one to play with. He wants to go home. Why did Pedro want to go home? (He felt sad, lonely and left out).
 - In situation 1, what could they do to help Pedro feel included at school? (They could smile, say hello and introduce themselves. They could ask Pedro to play).
 - Situation 2. Eluisa uses a wheelchair to move around. At lunch, the children in her class decide to play a skipping game. Elouisa can't join in and play with her friends. She watches her friends playing together alone. What is Eluisa feeling? (Lonely and left out or included).
 - In situation 2, what could Elouisa's friends do to help her feel included and be able to join in? (They could play another game that Eluisa could play too).
 - Situation 3. Ava lived in Mexico and then moved to another country. She was sad to be away from her friends in Mexico and worried about making new friends in this new country. The teacher and children in the class asked Ava questions about Mexico and the traditions that Mexican people celebrate. The class decided they would make a "fiesta" (party) and asked Ava to teach them how to play Mexican games. How did this make Ava feel? (Happy and excited. The kindness of the children in her class made her feel included).
 - In situation 3, what did the teacher and children in Ava's class do to make her feel included? (They made her feel welcome by making a party and

games that celebrated her culture – where she came from and who she was).

- End the activity by reminding your child that by including others, we show kindness and care about their feelings.

GOKUL'S GAME

ACTIVITY 4

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Name and identify emotions in themselves and others
- Describe the difference between what it feels like to be lonely or left out and what it feels like to be included
- Practice empathy and perspective-taking
- Name strategies that they can use to help others feel included

RESOURCES

- A whistle (if possible).

VOCABULARY

- | | | | |
|---------------|--------------|------------|------------|
| • Ill/Illness | • Left | • Included | • Referee |
| • Lonely | out/excluded | • Rules | • Kindness |

ACTIVITY

- Start the activity by inviting your child to play a game outside. The idea of the game is for your child to have fun while doing physical exercise. Then when they start to feel tired, you will tell them that some children may have illnesses which means they get tired very quickly when they do anything physical, even just walking. Ask your child to imagine what that might feel like.
- Explain that you will blow a whistle (or just whistle yourself or clap your hands) and ask them to do some physical movement, such as running, hopping, skipping, jumping, etc. After 10 seconds, you will blow the whistle again and change the physical movement to something else. Play the game for a few minutes, and then ask them if they feel the same energy as they did at the start of the game. When they are tired, ask them to think about what illness can make children feel in their bodies. Ask your child to imagine if they were tired all the time; how would they feel? (Excluded and very sad).
- Then ask your child if they can think of a time when friends included them. How did they feel? Were they happy and excited to join in and be included?
- Ask your child to imagine someone at their school couldn't play games because they were ill. Discuss different ideas of how they could show kindness and make them feel welcome and included in their class. (You could smile, say "Hello," ask them if they would like to have lunch with you, play at playtime together, share your materials, show them around etc.).
- To end the activity, sing the song from Activity 1.

GOKUL'S GAME

ACTIVITY 5

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Name and identify emotions in themselves and others
- Practice empathy and perspective-taking
- Describe the difference between what it feels like to be lonely or left out and what it feels like to be included
- Name strategies that they can use to help others feel included

RESOURCES

- | | | |
|----------------------|-------------------------------|----------------------------------|
| • Two Pairs of Socks | • Item of clothing with a Zip | • Item of clothing with a button |
| • Shoes | | |

VOCABULARY

- | | | |
|---------------------|------------|------------|
| • Ill/Illness | • Included | • Fair |
| • Lonely | • Rules | • Kindness |
| • Left out/excluded | • Referee | |

ACTIVITY

- To begin, invite your child to participate in an activity to help them understand what someone with a physical disability may feel. Ask them to fasten their shoes, zip up some clothing, and fasten a button. Now, ask them to put two pairs of socks on each hand and invite them to do the same thing again. What did they notice? How difficult was it to fasten their shoes, zip up their clothing and fasten the button with the socks on their hands? How did it make them feel? Then explain that some children who have a physical disability can have difficulty doing things that we do every day without thinking too hard about them.
- Now ask your child to tell you how they can make someone with an illness or a disability feel included and what they could say to them.
 - For example: “I know you get tired easily because of your illness”, or “I know you find it hard to do this, so what would you like to play?” And change the game.
- Remind your child that children and people are unique and have different abilities, and we all have feelings. Remind them that no one likes to feel lonely and left out.
- Remind them that it is considerate to think about another’s feelings, and by finding ways to include them, you show kindness.
- Tell your child that we are all different, but we can always find ways to play and have fun together.
- To end the activity, sing the song from Activity 1.

