

2 The 'Come in' game

Pupils enter the classroom with a certain attitude, and the other pupils have to guess what it is.

Intention: Pupils explore how we express ourselves through our bodies and practise presenting themselves positively.



SEL competency: Self-management Present yourself positively to others

Duration: 10–20 minutes

Key words: *attitude, communicate, mind, neutrally*; vocabulary for types of attitudes

Instructions:

Prepare

- 1 You may want to pre-teach the key words for this activity.
- 2 Introduce the activity: *Did you know that we don't just communicate through words? We also communicate through our bodies. In this activity, we're going to try and read someone's body language and facial expressions and guess how the person is feeling.*

Practise

- 3 Explain: *I'm going to ask each of you to come into the room and sit down in a certain way, with a certain attitude. I'll whisper in your ear so it's a surprise for the others. You'll take it in turns and the rest of the class will have to guess the 'attitude'. The person acting out the attitude should not let the others know the answer.*
- 4 Model what you want pupils to do. Go out of the room, closing the door. Knock on the door and come in and sit down on a chair you have placed in front of the class: *Each time, I want each of you to do the same thing, that is, leave the room and close the door. Then knock on the door, come in and sit down. But you'll do it with the attitude I give you.*
- 5 In reality, you whisper the same thing to each participant: *Knock on the door. When we say 'Come in', come into the room as neutrally as you can, with no specific attitude or feeling. Just be you.*
- 6 Call on a confident pupil to go first, asking them to leave and then knock at the door. Encourage other pupils to join in with you as you say: *Come in.*

- 7** Allow pupils to guess the attitude after each turn, and encourage them to explain why they thought it was that attitude: *What made you guess that? Was it his/her body language or his/her facial expression? Or perhaps it was how he/she moved?* Remind pupils who are modelling the attitude not to tell the others the answer yet.

Reflect

- 8** Once all pupils that want to have had a go (encourage but don't force everyone to do this), reveal the answer. You can reflect back on how each one moved and how we can be giving off an attitude, even if it's not intentional. Then ask: *So how do we show we have a positive attitude?*
- 9** Invite some pupils that want to try again and this time come in with a positive attitude. Then ask: *What was the difference? Did he/she look positive? What made him/her seem positive? Was it his/her facial expressions or his/her body language?*
- 10** Bring the activity to a close: *How can we present ourselves positively to other people? Does our body language affect how we feel? What else did you notice?*

**When we feel positive in our body,
we feel positive in our mind, too.**