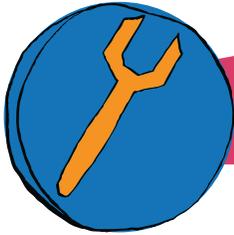


# I'M ONE OF A KIND



## TOOL 2A: 'THE NAME GAME'

### LINKED TO:

- This tool can be used in all situations where you might engage children directly
- Sections 2.7, 5.3, 5.4, 5.5



### WHY?

- A warm up game should be used when beginning group activities with children
- This is useful if a group don't already know each other as it can help cement names into memories! Also a good way to help everyone feel comfortable with each other.
- Building rapport
- Having fun
- Helping everyone feel comfortable



### WHO WITH?

- Groups including children, other family members and staff. You need at least 3 people.



### TIME?

- 10 – 15 minutes depending on how many people there are

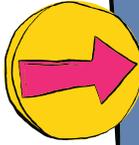


### YOU'LL NEED?

- Enough space to sit or stand in a circle



# I'M ONE OF A KIND



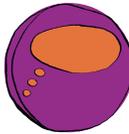
## WHAT TO DO:

- Everyone (including workers) stands in a circle, and thinks of something that they like that starts with the same letter as their name. You start off by saying 'My name is ...and I like ...' For example: 'My name is Adam...And I like ants.'
- Then the next person in the circle has to introduce you, then introduce themselves... ('Her name is Poppy, and she likes ponies. My name is Adam and I like ants').
- The next person has to introduce all the previous people, then themselves. It carries on like that. The more people you have, the better, as it can get confusing (with hilarious results) as you get further down the line.



## SOMETHING DIFFERENT?

- Have kids go through a similar process but get them to identify something they like to do which they can act out "My name is Adam and I like to read" (miming opening a book). The group repeats the statement and action as with the first option.



## TO THINK ABOUT:

This game can be used as part of the assessment process:

- Notice how children cope with meeting strangers and being in a group. Meeting strangers is a potentially stressful situation. Doing new things is also potentially anxiety provoking.
- Notice who withdraws, who draws attention to themselves, who clings to parents/siblings, who takes the lead in a family and looks after others (a clue about family dynamics and roles). Who don't you notice and what are they doing?
- Notice participants' ability to pay attention, follow instructions, be part of a group...or not
- Note down your observations as objectively as possible as soon as possible after the activity session is over, so you can add it to other observations. For example, 'Bill (age 5) remembered 4 items (2 names and 2 likes), he was quiet and watchful at first, but after the game started he smiled and joined in and didn't want any help from his older brother.'
- If a child is very stressed and their short term memory is inhibited they will most likely have trouble learning new things and this is especially important in school. Language and literacy learning is also likely to be effected. Depending on the age of the child this could be a cause of delays in their reading and writing.
- You can get clues about levels of stress by noticing short-term memory capacity.



## HAZARD ZONES:

- Some kids may find it embarrassing if they can't remember names. Try to arrange things (without making it obvious) so that the youngest children or any children who might struggle go earliest, but don't make them start unless you think they will be ok with that. If you think a child will feel bad if they make a mistake, you can make a mistake too and demonstrate a light-hearted fun way of dealing with it. ('Whoops I got your names all mixed up - I have trouble remembering names sometimes, that's why I like this game.')