

“Help Me, Help Me!”

Overview

Students practice team work and the importance of helping one another in a fun game.

Grades

Any

Activity Type

Partner

Materials

None

Duration

20-30 minutes

Procedure

1. Students should choose partners and determine who is A and who is B.
2. Instruct Partner A to think of an activity that would be hard to finish on his/her own (i.e., a partner may choose to act out cleaning their room.) If students cannot think of something, tell them they can ask you for ideas. Tell A's they must also have a reason in their minds that this has to be done so quickly. (For example, if they are acting out cleaning their room in a rush, in their head they may be thinking that their parents will be home any moment and they will be in trouble if the room isn't clean. Or, if they are rushing to finish cooking dinner, it might be because they are imagining that they are throwing a dinner party and have only a few minutes before guests arrive.)
3. Explain to A's that in a moment, they will begin pantomiming this activity, which means they will pretend to be doing it (acting it out) without using words. Since the activity they are acting out should be something they are worried about finishing, they should show this in their acting.
4. Explain that B's responsibility is to watch the pantomime and try to figure out what A is attempting to do. Once B's feel they know what A is doing, they should jump into the scene and pantomime helping A finish. Remind students that there can be no talking at any point in this activity. B's should also be careful about jumping in too soon.
5. Allow students to ask questions and then instruct Partner A's to begin their silent pantomime. B's should pay close attention and figure out how they can help A. Once they feel they know what A is doing, they can jump into the scene and offer assistance.

6. Once all partners have entered the pantomime, stop the exercise and remind students to remain silent. Go around the room and ask each B to say what they thought they were helping A finish, then have A say what they were actually doing and why it had to be finished so quickly.
7. Debrief:
 - Was anything difficult about that activity?
 - Were you both working on completing the same thing? If not, where did the miscommunication come from?
 - In what ways did your partner help you/try to help you?
 - Are there times in life when we may need assistance from others? Explain.
 - Why is it important to be willing to help others in our community? Why is it important to ask for help when you need it?
 - For those of you who didn't finish your task or were unable to help your partner, is this realistic? Are there times when we mean to help and don't end up helping? Explain. Are there also times when people, such as parents, are trying to help us, even though we may not want that help? What is an appropriate response for this type of help?
8. After debriefing, you can allow partners to switch roles and repeat the activity.