



## THE WINDS ARE BLOWING

**Number of players:** 4+

**Space:** Enough room to make a large circle with an empty space in the middle.

**Materials needed:** Chairs or masking tape to designate space

### Procedure:

Clear a space in the room and ask all students to gather their chairs in a circle or to stand on space designated by a piece of tape. “One of our goals today is to take risks. So I’m going to start this game by sharing something about me.” The teacher stands in the middle and says, “The winds are blowing for . . .” and completes the sentence with a true statement about something they like or don’t like. When the statement is made, all those with that characteristic must change places. At the same time the person in the middle is also trying to get a spot. Whoever does not get a spot goes to the center and the game begins again. Side coach as needed with ideas: clothing, shoes, hair color, favorite food, sports team, movies, etc.

### Tips for playing:

- Teach this game from the middle spot and demonstrate as you explain.
- You can play this game with your students after you teach it.
- Students should be encouraged to go around one another, not through or over each other. [This may seem obvious, but wait for the first collision.]
- The center person can ONLY make a statement that includes them.
- This activity is about being nonjudgmental, listening, and taking risks. Support these behaviors.
- After some playing time encourage students to move past simple observational statements [“The winds are blowing for anyone who is wearing red.”] to more personal opinions [“The winds are blowing for anyone who likes scary movies.”] and onward [“The winds are blowing for anyone who has stood up for something they believe in.”].

### Extend the lesson:

- Language Arts: Connect this activity to themes from a book. Challenge students to explore their own personal connections or opinions about the theme. Have students write about a time when they dealt with a similar issue.
- Social Studies: Connect this activity to an issue in history. Challenge students to explore their own personal connections or opinions about the issue.
- Science: Connect this activity to ethical questions in science. Challenge students to explore their own personal connections or opinions about these questions.

### Possible learning areas:

Observation skills, listening skills, taking risks