



## What Do We Have in Common? (Grades 6-8)

Mizzen Education, Inc.

Activity 13 of 15 in Collection: [Amplify Youth Voice with Lauren B. González](#)

In this fun activity, students learn about each other as they engage in conversations with a purpose. They sit in a circle and talk alternately with the person on their left and then the person on their right. Their goal is to find something in common with each partner that they don't have in common with the other partner.

Category: Social & Emotional Learning (SEL)

Tags: Relationship Skills, Self-awareness, Social Awareness

🕒 45 mins

✂️ Grades 6 - 8

\* Learning Standards: CASEL: Social Awareness

### Learning Objectives

Students will:

- Learn about each other.
- Practice strategies to meet a specific goal in a conversation.

### Preparation

- Read and familiarize yourself with the Activity Steps.
- Prepare the space for the number of students you expect.

### Activity Steps

1. Have students sit comfortably in a circle so that each student has one person to their left and one person to their right.
2. An even number of students is ideal for this activity. If there is an odd number, include yourself or another adult in the activity. Alternatively, a group of 3 students will need to converse with each other in steps 5 and 6.
3. Tell the students that in today's activity, they will be practicing conversations with a goal. The goal is to identify characteristics they have in common with students on either side of them and that the two of those students do not have in common with each other.
4. Have students form pairs. One way to do this is to letter the students A and B alternately. Each A should begin by speaking to the B on their right. Then, on the board, list examples of characteristics that students might have in common and that a conversation could confirm.
  - Home in the same neighborhood
  - Fan of a certain sports team
  - Vacation destination
  - Skill in a game, sport, or other activity
  - Wearing shoes or shirts of the same brand, style, or color
  - Numbers of brothers or sisters
5. Have pairs converse for about 3 minutes to gather information about each other. They may take notes if they like. Then have students change partners and speak for 3 minutes to the person on their other side.
6. Ask students for a show of hands if they have completed the goal, meaning they have identified unique characteristics in common with their two neighbors. If many students have not yet found shared characteristics, continue the activity. Let students converse with one another in pairs or groups of 3, as needed.
7. When all or most of the students are ready, go around the circle and invite each student to state something they have in common with the student to their left. If students enter into any disagreements, acknowledge the legitimacy of the disagreement but also try to move past it. Remind students that you are not awarding points or grades for the activity.
8. If time allows, have all A's move 2 positions to the right while B's move 2 positions to the left. Everyone should now have new partners.
9. Have students repeat the activity as before. Encourage students to find new characteristics that were not discussed before, if possible.

### Variations

Students can write 5 facts about themselves on index cards, then move around the room chatting to each other and comparing cards. When they find someone with the same fact written on their index card, they should sign one another's cards.

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