BLUEY EPISODE GUIDE

Charades

DGO #15 · Grade 4 · Age 9+

Episode Name	Charades
Season & Episode	Season 2, Episode 11
Age Group	DGO #15 - Grade 4 (Age 9+)
Key Concept	The world doesn't need everyone to fit the same mould — it needs people willing to reshape the mould so everyone belongs

ABOUT THIS EPISODE

The family plays charades. The rules are clear and everyone knows them. Then there's Muffin — too young, too energetic, too herself to follow the game the way it's supposed to go. The other kids are frustrated. The usual instinct surfaces: either Muffin plays properly or she's out.

Nana doesn't do either. She doesn't exclude Muffin or lecture her about the rules. She adapts the game so Muffin can participate in her own way. And as the other kids watch Nana do this, something shifts. The game gets better. Muffin gets to play. And everyone learns something important about what the rules are actually for.

WHY IT MATTERS (FOR PARENTS)

Every nine-year-old has been in a group where someone can't keep up — the kid who doesn't understand the rules, the one who does things differently, the one people want to leave out because they slow things down. The instinct to exclude or demand conformity is strong and feels logical: the game works this way, you have to play it this way. Nana challenges that instinct directly.

She doesn't remove Muffin from the game or force her to fit. She changes the game. And in doing so, she asks a question this episode leaves with every child watching: whose rules are these? And why do those rules have to stay fixed? For a nine-year-old developing critical thinking about fairness and inclusion, this is one of the most practical lessons there is. Rules serve people. When they stop serving people, the rules should change.

DISCUSSION QUESTIONS (FOR YOUR CHILD)

1	*Nana changed the game so Muffin could play instead of making Muffin change. When have you seen someone adapt to include somebody who was struggling?*
2	*Have you ever been the person who couldn't keep up with the rules? How did it feel when people included you versus when they didn't?*
3	*Why do you think people's first instinct is usually to make the different person change, rather than changing the situation?*
4	*Can you think of a rule at school or in a game that doesn't work for everyone? What would you change about it to make it fairer?*

AFTER THE EPISODE — ACTIVITIES & EXTENSIONS

Try one of these to keep the learning going:

- Play charades together with one rule change: everyone gets to pick their own way of communicating their word. No restrictions. Notice what happens. Is it more chaotic? Is it more fun? Does everyone get to participate? Talk about what it felt like to play a version with flexible rules versus a rigid one.
- Ask question three and trace the psychology. Why do we default to asking the different person to change? Because changing the situation requires more creativity and effort. It's easier to ask the person to conform. But what does that cost them? Help your child see the logic clearly — and then question it.
- Ask question four and make it a genuine design exercise. Pick the rule. Identify who it disadvantages. Design an alternative. This is how rules actually change in the world — someone notices the problem and proposes a fix. Your child can practise that process in a low-stakes context now.
- Ask question two and let your child tell the experience of both versions. Being included despite not fitting versus being excluded for not fitting — what did each one actually feel like? What was different about how people treated them? That memory is the most direct route to empathy for the next person in Muffin's position.

Tip for parents: Nana's move in this episode is quiet and immediate — she doesn't make a speech about inclusion or explain what she's doing. She just adapts. That's the model worth pointing to: not the principle as an abstract idea, but the specific creative act of seeing what someone needs and changing the structure to fit them. If your child is in any role — team captain, group leader, just a peer — where they have some power over how a game or activity runs, this episode is a reminder that the power is worth using well.