

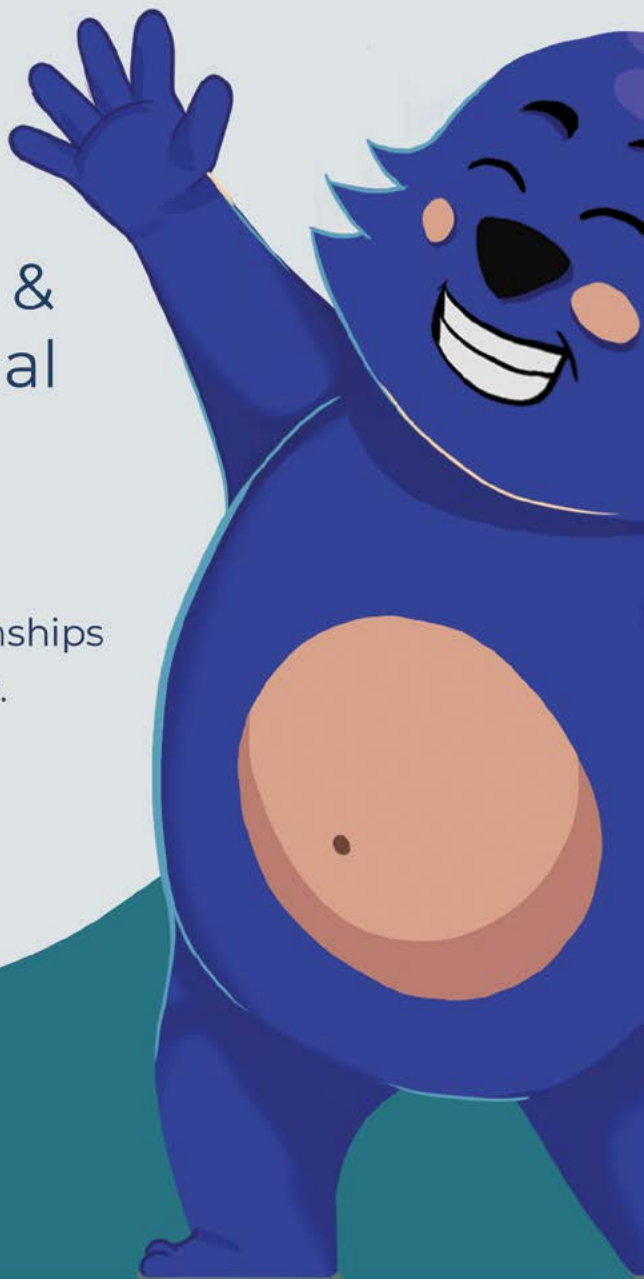
C *connectication*

Engaging &
educational

Made for

- life skills
- healthy relationships
- good character.

9-13 years





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Introduction to the OBJECT OF THE GAME:

What is “Connectication”?

Connectication is an engaging and educational board game that is designed to teach children aged 9-13 important life skills based on healthy relationships and good character.

What is the aim of the game?

Through playing Connectication, children learn how to show admiration and appreciation, problem-solve and find solutions for different situations, self-regulate when strong emotions occur, identify emotions, cooperate, and communicate with others effectively.

...But Connectication is more than just a game. It also includes tips for teachers and educational specialists to use as a constant reference point when dealing with disruptive behavior in the classroom or outside of it. These tips are intended to be read and reviewed regularly to help teachers guide children in a positive and effective way.

Who is it for?

The game is designed to be used by both teachers and students in classroom settings, however it is also an excellent resource for parents who want to promote healthy communication and problem-solving skills at home.

So if you’re looking for a way to help your children learn important life skills in a fun and engaging way, invite them to play Connectication. With its focus on authentic communication, problem-solving, and healthy relationships, this game is sure to provide hours of entertainment while also promoting valuable skills that will last a lifetime.

SET UP:

Decks and their topics

The game contains 7 decks of cards.

They can be played:

- together or separately.
- with individual students or with a group.

Each deck is dedicated to a different topic:

DECK 1 - Admirations and appreciations

DECK 2 - Problem-solving

DECK 3 - Self-regulation

DECK 4 - Identifying the Emotion

DECK 5 - Cooperation and communication

DECK 6 - Inclusive Ta-Boo Game

DECK 7 - Tips for Teachers

DECK 1 - Admirations and appreciations

What is the aim of the deck?

The aim of this deck is to teach and practice how to recognize and praise the good qualities or deeds of someone. This will show students how important it is to notice the good aspects in each other and will build a better bond between students in the class and the teacher, while also setting a more positive tone to a situation or meeting.

How and when to use the cards?

When: **The cards could be used in several scenarios:**

- As a routine beginning of every class assembly or class time;
- At the end of a lesson – when at the beginning of a certain lesson, lets say Geography, the teacher asks the students to be prepared to express their Admirations and appreciations later, about something that happened during the lesson.

How:

- Use the sentences provided in the cards as a template.
- Limit the Admirations and appreciations only to things that happen at school.
- If a student includes an insult or a joke, ask them to rephrase the sentence until it no longer sounds hurtful.
- If possible, make sure that everyone receives an appreciation. To help the process, set a timer for 10 seconds per person and turn it into a game of “How fast can we go”;
- The teacher spreads the 5 cards and 1 student randomly chooses a card each time the class decided to use this deck. The class uses only the card that this student has picked.
- Students pass the card around and whoever has the card says the appreciation.

DECK 2 - Problem-solving

What is the aim of the deck?

The deck is to be used both by students and teachers, however, the TEACHER has the role of a moderator/ leads the activity.

How and when to use the cards?

When: This deck can be used in several scenarios:

- or an individual situation – the teacher refers the students towards the 5 possible solution paths and the student chooses which one to use to resolve the issue
- for a class problem – students are asked to write “class issues” on a small paper and put it in a “box of issues” and then stop discussing the problem at the moment; then during class time, teacher and students review together the issues and decide which problem solving method to use to resolve the issues jointly;
- *For teachers: Create an issue box, using the template provided, where students can put problems during the week and during class council the teacher moderates a discussion using the solution techniques given in this deck.
- How: Students should be introduced to the process of problem-solving, written in the cards before an actual problem occurs, and should get familiar with the options listed in the cards in hypothetical role-play before being asked to use them by themselves during disrupting situations.
- Students should be guided and encouraged to refer to the process in the cards by the teacher, and to use the suggestions for problem-solving listed there, in order to promote taking responsibility and taking the pressure off the adult to solve everything immediately.

What are the rules?

- Teacher has the role of a moderator and chooses which deck to use based on the problem. Depending on the situation, they can choose to combine the different decks.
- The instructions in the cards are intended for teachers to guide students through the process of problem-solving.

DECK 3 - Self-regulation

What is the aim of the deck?

The cards deck helps with solving problems through self-regulation techniques. The cards will help you to calm down and/or divert attention to something else. Most cards are applicable in all situations. However, if the card cannot be realised at this very moment, you have a second chance to take a card.

How and when to use the cards?

- Individually by a student when he/she faces an individual problem and on his/her own time
- Individually by a student but can be sent to the problem solving spot by the teacher (if needs to calm down or solve a problem)
- During a class if a problem for the whole class arises, or the class needs some calming or diverting of attention - a student or a teacher can lead the activity
- Teacher or student randomly picks a card with eyes closed. If the card cannot be realised at this very moment, they have a second chance to take a card.

DECK 4 - Identifying the Emotion

What is the aim of the deck?

This deck aims to teach students how to recognize positive and negative emotions that they are feeling, to be able to name them and to be able to relate the emotion with the physical sensation they are experiencing. The student is presented with 6 cards with emotions with instructions on one side. The deck is inspired by the “Feeling Wheel”, created by psychologist Robert Plutchik and developed by Dr. Gloria Willcox.

The objective is for students to learn how to:

- Identify one’s own emotions with more accuracy and those of others.
- Identify the body sensations that goes with the feeling.
- Learn to deal with emotions, to develop self-compassion.

How and when to put it into practice?

When: When a student exhibits changes in behaviour, in class or in individual context. The game may be played in the curriculum class, or when the teacher sees fit. The purpose is to help the pupils understand their emotions in a heated situation, where some kind of disagreement occurs. This game might be useful when the class is faced with a problem, when the student is misbehaving, or if the teacher wants to teach the students how to express their emotions and self-reflect.

How: The teacher presents 6 cards to the student so that he can choose the one that best defines what he/she feels at the moment. On the side with instructions, it is explained that the student has to select 3 feelings from the card, that best describe his/her emotional status at the moment. Then, the student is asked to describe the physical sensation that they are experiencing with that emotion. After this, the student is asked to provide an example of a similar situation and how did he deal with his emotion

DECK 5 - Cooperation and communication

What is the aim of the deck?

The idea of the deck is to teach students on how to communicate, share their needs and express their feelings.

The cards will:

- Help students understand what bothers them and build a social contract between the students
- Teach students how to politely and effectively listen to one another

How and when to use the deck?

When: It can be played in any setting, any time during the school year when we want to teach students to communicate with each other.

It can be a quick game where each students takes a card and quickly goes through the different points or it can be a 2 minutes per student game during which, each student has to say three things for each 'square'.

Also, every time a problem arises in class and students start behaving badly because of a strong positive or feeling, refer to the deck of cards and pick the relevant feelings card to discuss what they need, and what they can and should not do.

How: The teacher presents the students with the deck of cards when he/she wants to focus attention and to practice communication skills. Each student picks a card from the deck, and has 30 seconds to say something about each point. The next student picks a different card and speaks through what is on his/her card.

It can also be played using the same card for all the students. This can be quicker if it is part of a normal class.

If there is enough time, each student can have 2 minutes, and can say three things about each of the empty spaces.

DECK 6 - Inclusive Ta-Boo Game

What is the aim of the deck?

The idea of this deck is to raise students' awareness of the terms diversity, equality, and inclusion through a guessing game played by more than 2 people, preferably in 2 groups.

The aim of the game is to:

- Help students understand that we are all different.
- Assist students beyond understanding, to see how our differences become assets we can embrace and celebrate.
- Assist students to discover new inclusive words and terminologies.
- Familiarize students with the importance of respecting others, diversity, and other people's feelings by teaching them about it.

How and when to use the deck?

When:

This game can be played in class free time or wherever the teacher/facilitator deems appropriate. It can be used as an icebreaker, for bonding, or incorporated into the lesson. It can be played repeatedly throughout the year or event as its purpose is to introduce inclusive vocabulary to participants. Playing it repeatedly will reinforce their knowledge.

How: The teacher/facilitator needs to read the instructions' card thoroughly. Students divide into groups of 2 and their main aim is to find as many Card Words as possible.

One player, called the 'Hint-Giver', tries to describe the term or key-word without using the taboo words written on the cards. The other players have to guess the main word. The deck contains 37 base word cards each including 3 forbidden words and instructions.

There are also 10 additional empty cards for improvisation. On the term cards, the player sees the base word they must describe, and below it, the forbidden or “taboo” words they cannot say when describing the base word:

Rules for playing:

1. Divide students in 2 groups
2. Team A selects one of its members to serve as the initial Hint-Giver.
3. In order to view the cards as they are dealt, Team B’s members should sit behind Team A’s Hint-Giver.
4. The teammates of the Hint-Giver must sit across him/her and wait to yell out their Response Word while they are not permitted to view the cards.
5. The Hint-Giver randomly selects one Card.
6. For the duration of 90 seconds, the Hint-Giver must explain the Card Word without using the Excluded Words or the Card Word itself.
7. The team of the one providing the clues earns a point each time a teammate calls out the right Card Word.
8. The group that scores the most wins.

DECK 7 - Tips for Teachers

What is the aim of the deck?

“Tips for Teachers” deck contains examples of common problematic behaviour that students often engage in during or after class grouped in 5 example sheets. On the other hand, each sheet contains suggestions on what might the unexpressed conviction behind the behaviour, what the student wants to tell us with their actions and suggestions for how you, as a teacher, could act in order to resolve the problematic situation in the best possible way.

The aim of the “Tips for Teachers” deck is:

1. To help understand the hidden intention behind the behavior of the child and to find a solution.
2. To present the teacher with tools to resolve the situation in a healthy way.

How and when to put it into practice?

“Tips for Teachers” deck is intended to be used only by teachers or other educational specialists. It is to be read and reviewed regularly and it is intended to be a constant reference point when dealing with disrupting behaviour in the classroom and/or out of it.

When a child or children engage in a disruptive behaviour regularly, and the teacher is out of ideas on how to deal with the situation, then they can review the “Tips for Teachers” deck in the following way:

1. Identify what is the intention of the student (Tip sheets 1 to 5) by looking at the “Examples of probable behaviour” column and comparing their behaviour to the listed examples.
2. Once you have identified the correct Tip Sheet you need, proceed by reading columns “What is the student’s unexpressed conviction” and “What they want to tell us”
3. Then, in column “Ideas for proactive and motivating reactions” you will find helpful tips and suggestions on how to deal with the situation.
4. Refer to the deck on a daily basis and use all other decks to assist you in implementing the Ideas.

Credentials

The game was developed under Erasmus+ Programme KA210-YOU - Small-scale partnerships in youth.

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Start playin`

