

The Emotions' Path

Game play



The board can be used to play 3 possible games of growing difficulty:

1. Get to know the robot and the emotions
2. Understanding emotions and finding solutions
3. Roleplaying

The class is divided in small groups (from 3 to 5 pupils) each playing on a board.

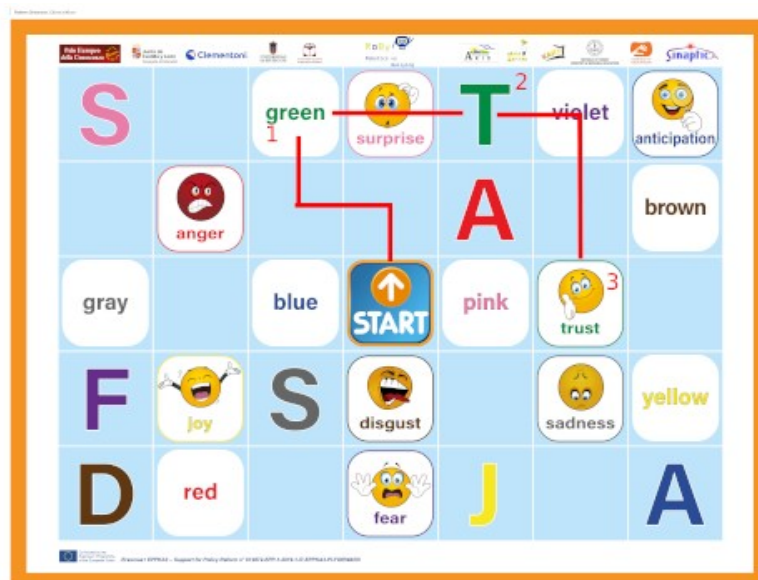
1. Get to know the robot and the emotions

To be used with the younger children or to get to know how the robot works.

- 1) The robot is put on the start box.
- 2) The player chose a colour to reach and programs the robot
- 3) The second step is to reach the letter with the same colour
- 4) The third step is to program the robot to reach the emotion starting with the same letter

This “Colour-Letter-Emotion association” game is useful to get the children to know the functioning of the robot-programming.

With the younger children, or the beginners, the three steps can be separated. Once the child develop a greater programming capacity they can program all the path at the same time (adding the “sound” button when they reach the desired box).



2. Understanding emotions and finding solutions

This game represents a first step to connect situations, emotions and possible solutions.

Requires a dice and a set of coloured cards with possible bullying situations (the cards can be created by the pupils during previous lessons).

The teacher works previously with the class to identify situations in which a child can experience bullying. This can be done working with specific books or asking directly to the pupils to describe these situations. In the latter case, the pupils will describe situations close to their experience and this can lead to a class discussion on already happened events.



- 1) Roll the dice: it indicates the number of moves the robot can do to reach a colour box.
- 2) Reach a COLOUR box, take a situation card of the same colour and read it to the friends
- 3) Decide which EMOTION is connected to that situation and move the robot on that box. Leave the card there.
- 4) Find a solution, discussing with the group, to the situation by reaching the

proper LETTER:

- S** (pink) stay calm (don't let the emotions overwhelm you)
- T** talk (look for a dialogue)
- A** (red) adult (tell to an adult what happened)
- F** friends (play together)
- S** (grey) stop! (say it clearly)
- D** distance (take a step back, go away)
- J** joke (use the humor to laugh together)
- A** (blue) ask for help to the group of friends

This game gives to the children pre-defined situations and solutions. This can help the teacher to start a discussion on bullying episodes.

3. Roleplaying

This game is more complex, the children enact situations connected to emotions and reactions. This activity is based on storytelling skills.

A group of 4 children plays together in 2 teams, moving 2 robots.

The game requires:

- a dice,
- a set of character-cards (the name of the characters starts with one of the letters on the board),
- a set of context-cards (in which an environment and a situation are described)

- 1) The first couple starts playing. The first child (A) draw a character-card and program the robot to reach the box with the first letter of the name. The second child (B) throw the dice and program the robot to reach an emotion box according to the number of moves the dice has set. This is the emotion the character is feeling
- 2) The second couple do the same procedure with their robot
- 3) One of the players takes a context card (which has a color assigned) where a prevarication situation is described
- 4) The children have now all the elements to create a play: 2 characters experiencing certain emotions in a certain context. They have to agree on a certain scenario, define what happened and the role of each character
- 5) The children who have picked the characters invent the dialogues,
- 6) In the meantime, the children who have picked the emotions moves the robots in the board while the dialogue is going on, reaching the boxes of the emotions they think the characters are feeling.
- 7) The scope is to find a common solution. Once the characters agree, both the robots have to reach the box with the colour indicated in the context-card

And extra set of cards can be added to define other elements of the story. The teacher can also use dices that are made especially to help the storytelling or provide more structured Context-cards.

Example of Character-Cards

S= Sofie
T= Tamara
A= Alice
J= Josephine
F= Frederic
S= Simon
D= Daniel
A= Andrew

Example of Context-Cards

Green = playground /park
Violet = school
Brown = sport field / gym
Gray = town square / street
Blue = seaside / swimming pool
Pink = at a party
Yellow = bus
Red = after school centre