

The Emotion Path

How to play



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

1. Get to know the robot and 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.

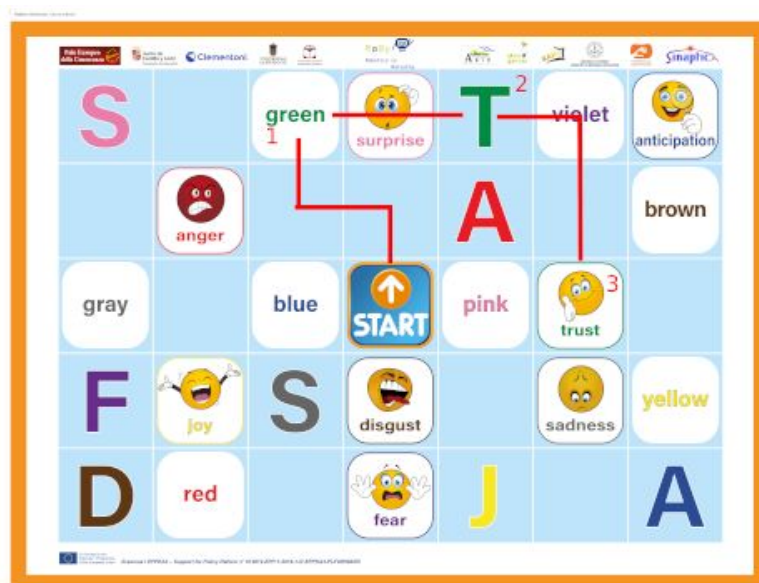
1. Get to know the robot and emotions

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

- 1) The robot is put on the start box.
- 2) The player chooses 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 know the functioning of the robot-programming.

With younger children or beginners, the three steps can be separated. Once the children have developed 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). If you don't have a dice, children can pick freely the colour they want to reach.

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 the pupils directly to describe such 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.



How to play:

- 1) Roll the dice: it indicates the number of moves the robot can do to reach a colour box.
OR Chose the colour you prefer
- 2) Reach a COLOUR box, take a situation card of the same colour and read it to the friends
- 3) Find a solution to the situation by reaching the proper LETTER...

Situation card

<p>The school break bell rang, Martina and Silvia finished their snack and, after asking the teacher's permission, strolled a little in the corridor.</p> <p>When they arrive in front of the bathroom door, they find Camilla standing in front of them. She says that Silvia should spend the break only with her because they are best friends. Silvia shouldn't be with Martina.</p> <p>Silvia and Camilla leave together, while Martina...</p> <p style="text-align: right;">[Pink]</p>	<p>Paul, Matt and William, accompanied by their dads, arrive at the basketball court near the playground in their village. After a few rounds of free throws, Peter arrives and asks them to play a two-on-two game: Matt and Paul challenge William and Peter.</p> <p>At each of their teammate's mistakes, however, Peter taunts him with increasingly nasty words.</p> <p>William, in front of his friends, becomes increasingly ashamed and...</p> <p style="text-align: right;">[Green]</p>
<p>During gymnastics, the teacher asks the children to form two teams for the volleyball match. Michela and Philip are the two team leaders and, in turn, choose their teammates. Richard is left last and gets very angry: he absolutely does not want to be on Michela's team. When Richard, red in the face, approaches her, Michela ...</p> <p style="text-align: right;">[Red]</p>	<p>It is break time, Giulia has been dreaming of eating the chocolate muffin her mother had prepared for her snack. Before starting to eat she goes to the bathroom to wash her hands, but when she gets back to class Tomas is eating her snack. Giulia tries to get her snack back, but Tomas keeps eating.</p> <p>Then Giulia..</p> <p style="text-align: right;">[Brown]</p>

<p>It is art class: the teacher tells the children that the first one to finish the drawing would become her assistant for two days. Michael finishes before all the others and the teacher sends him out to make photocopies. Francesco, his desk-mate, would have loved to finish first to become the teacher's assistant and, with a red pen, ruins his friend's drawing.</p> <p>When Michael returns to class and sees what has happened to his work he remains motionless, incredulous...</p> <p style="text-align: right;">[Purple]</p>	<p>It is a spring afternoon, Cecilia and Kevin are playing in the park on the slide, when Joel, together with his aunt, arrives at the playground. The child immediately runs to the slide because he wants to go on it. Cecilia would like it to be just her and Kevin on the slide, so just before Joel starts to slide she gives him a strong push which causes him to fall to the ground. Joel...</p> <p style="text-align: right;">[Gray]</p>
<p>Francis started attending a new school some time ago. He is very shy and clumsy and his classmates immediately started calling him 'Carrot' for his red hair. Francesco is tired of the situation and...</p> <p style="text-align: right;">[Blue]</p>	<p>It's a summer morning, Mark and Louise are at summer camp and they're doing an art workshop. They notice Nick's drawing and start mocking him because they consider his work the ugliest of all.</p> <p>Nick gets more and more nervous, he's tired of the situation and...</p> <p style="text-align: right;">[Yellow]</p>

Solutions:

- 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 humour to laugh together)
- A** (blue) ask for help to the group of friends

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

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.
- 2) The second child (B) throws the dice and programs 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
- 3) The second couple does the same procedure with their robot
- 4) One of the players takes a context card (which has a colour assigned) where a situation of prevarication is described
- 5) The group of children invent a scenario that keeps together the characters, the emotions and the context randomly chosen.
- 6) The children who picked the characters invent the dialogues
- 7) In the meantime, the children who picked the emotions move the robots on the board while the dialogue is going on, reaching the boxes of the emotions they think the characters are feeling.
- 8) The goal is to find a common solution. Once the characters agree, both robots have to reach the box with the colour indicated in the context-card

An extra set of cards can be added to define other elements of the story. The teacher can also use dices created specifically 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