



# SCENE DESCRIPTIONS

## FIRST SIX SCENES

The first six scenes personalize the rest of the game for each student.



### Emotion Regulation

Players are confronted by bullies in the hallway who demand a "toll" to enter a classroom

Objective: Regulate emotions when faced with people blocking your path



### Impulse Control

Players must figure out the correct food to feed the elephant

Objective: Follow directions and stay on task to perform a non-obvious job



### Communication

Players must get a hall pass from the hall monitor when they cannot find their class.

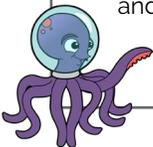
Objective: Be polite and appropriate with different types of authority figures



### Empathy

Players have the choice of continuing a fun game or checking on a solitary classmate.

Objective: Identify a child in need and help him feel better



### Cooperation

Players must catch a loose bird by first trying independently and then working with a classmate.

Objective: Cooperate with another student to perform a difficult task



### Social Initiation

Players must choose to join a four square game already in progress.

Objective: Engage with three others who initially reject your offer





# SCENE DESCRIPTIONS

## IMPULSE CONTROL

### Scene One

1

Players must complete several tasks (finish a painting, wash paint brushes, clean up clay), before a certain time so they can go help Principal Wild with a fun project.

Objective: work independently, stay on task using time-management and organization skills, complete steps of a task in a set order

### Scene Two

2

Players wait in line for lunch in the hallway and cafeteria. The rule is "no talking in line," but players are offered several distractions and temptations. Players must successfully fill their lunch tray with food.

Objective: Exhibit self-control despite distractions, pay attention to social cues like when to move forward in line, pay attention when adults ask questions

### Scene Three

3

The receptionist leaves players and a classmate alone in the main office. Before she leaves, she tells the students to play word games while they wait. The classmate wants to feed candy to Owlivia the Owl.

Objective: Follow directions despite a tempting distraction, resist peer pressure to do something wrong

### Scene Four

4

Ms. Swan leaves students in the library to complete an assignment. Players are dared to turn Karma the chameleon pink later in science class. Players complete a pro-con list for accepting the dare.

Objective: Weigh pros and cons of a situation, differentiate between short- and long-term goals, resist peer pressure

### Scene Five

5

Players are tasked with creating a feather tonic for Owlivia the owl in the science lab. They must listen to, record, and follow multi-step directions to complete the experiment. Players deal with distracting classmates and how to respectfully ask the teacher for help.

Objective: Avoid distractions to listen to directions, approach teacher correctly to get missed instructions, follow multi-step instructions correctly



OWLIVIA THE OWL



# SCENE DESCRIPTIONS

## COMMUNICATION

### Scene One

1

Two teachers ask players to bring notes to the Principal's office. Players much interact with adults respectfully along the way.

Objective: Follow instructions and stay on task, use appropriate tone of voice, and be specific with adults

### Scene Two

2

Players participate in a word game (similar to Catch Phrase or Taboo) with classmates and teachers. Players takes turns guessing and giving descriptions for different words.

Objective: Employ effective listening skills, gather enough information before making a guess, give detailed and specific descriptions for others

### Scene Three

3

Players must carry on a conversation with students at the lunch table. They must focus on staying on topic and not derailing the conversation to talk about what they want.

Objective: Practice effective speaking and listening skills, stay on topic, take turns in the conversation

### Scene Four

4

Players work with a classmate to prepare for a puppet show. They first practice reading a script, matching their tone of voice to the listed emotion, then put together puppets so their body language and facial expressions match the emotions. Players will also give and receive feedback from their classmate.

Objective: Understand the connection between tone of voice, body language, and facial expressions, understand and portray a variety of emotions, give and receive appropriate and constructive feedback

### Scene Five

5

Players are playing ball at recess, and their ball knocks down a classmate's sandcastle. The classmate is upset, and a teacher helps them use I-statements to resolve the situation. Players help the classmate rebuild the sandcastle they broke.

Objective: De-escalate a situation by listening and acknowledging a classmate's feelings, express your feelings using I-statements



LYLA THE LEMUR



# SCENE DESCRIPTIONS

## COOPERATION

### Scene One

1

Players work in the library to decode a joke. They are given the option to work independently or with a partner. Eventually they will discover that working with a partner makes the activity easier and more successful.

Objective: Decide when it's best to work alone or with a partner, demonstrate effective teamwork and cooperation skills

### Scene Two

2

Players work with two classmates to conduct animals playing instruments. Players have to act as a leader and cooperate with their classmates to make the music sound good.

Objective: Listen to classmates' preferences and strengths, act as a leader in a group of peers, trouble-shoot to find the best solution

### Scene Three

3

Players work with a classmate to cook food for Cooper the Lion based on his preferences.

Objective: Work with a teammate effectively by sharing resources, communicating respectfully, and sharing the workload

### Scene Four

4

Players work with a partner to train Cooper the Lion to do three different tricks. They must compromise to decide which tricks to teach Cooper.

Objective: Compromise with a classmate

### Scene Five

5

Players work with a classmate to create a slideshow presentation for Principal Wild under a time constraint.

Objective: Compromise with a classmate and effectively negotiate your preferences



COOPER THE LION



# SCENE DESCRIPTIONS

## SOCIAL INITIATION

### Scene One

1

The art teacher instructs players to find a partner to create their favorite animal. Students making balloon animals already have a partner, so players have to find someone working alone.

Objective: Determine who is available/best to work with in this situation, and how to best initiate partnering with them

### Scene Two

2

Players are at recess looking for an activity to do. There are two students playing tetherball, one student by himself, and an activity the player could do by him/herself.

Objective: Decide between initiating with a group, a single student, or playing by yourself

### Scene Three

3

Three students are in the attic playing a game called Bugzz that the player does not recognize. There is also an arcade game players could choose. Players must inquire about the game appropriately, and play the game with good sportsmanship.

Objective: Be positive and appropriate when asking about an unfamiliar activity, use good sportsmanship while playing a game

### Scene Four

4

Players are outside and encounter three picnic tables: one has a box of bugs and magnifying glasses with no students, and the other two each have three students sitting at them. Players must initiate with a group of students already engaged in conversation.

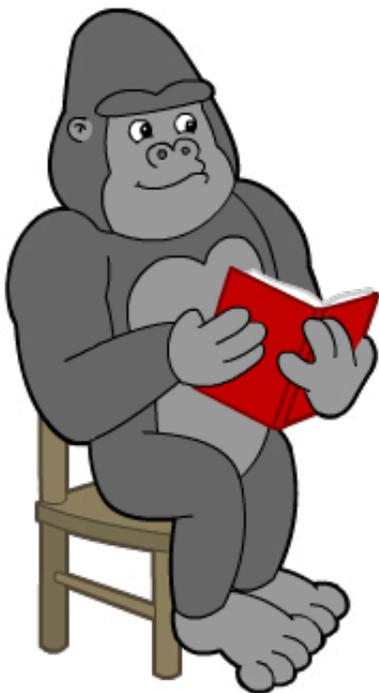
Objective: Positively initiate with a group after being rejected, interrupt and leave a conversation at the appropriate times

### Scene Five

5

Players are playing a card game called Trio with a partner, when their partner is called to the office. Players must choose to join another table playing the same game, but adjust when they realize those students have different "house rules" for the game.

Objective: Ask to join a game already in progress, be flexible when the rules of a game change



TANGO THE GORILLA



# SCENE DESCRIPTIONS

## EMPATHY

### Scene One

1

Lester the bird steals Podi the Octopus's toy airplane from the attic and drops it in the yard outside. Players must communicate with a classmate via walkie-talkie to describe the airplane's position from the classmate's perspective.

Objective: Recognize Podi's feelings, use perspective-taking skills to describe an object's location

### Scene Two

2

Players attend a "Feelings Fair" in the library and play three different games: Moody Mugs (matching emotion words to facial expressions), Choose and Chomp (match related emotion words and faces with the given scenario), and To the Rescue (identify how someone is feeling and how to help them in different scenarios)

Objective: Identify others feelings and appropriate ways to make them feel better, understand which feelings and facial expressions may be associated with different scenarios

### Scene Three

3

Ms. Swan, the librarian, asks players to forgo part of recess to cheer up an upset classmate.

Objective: Gather information to identify a classmate's feelings, choose the best way to help the classmate feel better

### Scene Four

4

Lester the bird drops purple fruit on a classmate's head and two other classmates laugh at the student. Players must identify the fruit-covered students' feelings and choose whether to join in on making fun of him or help him get cleaned up.

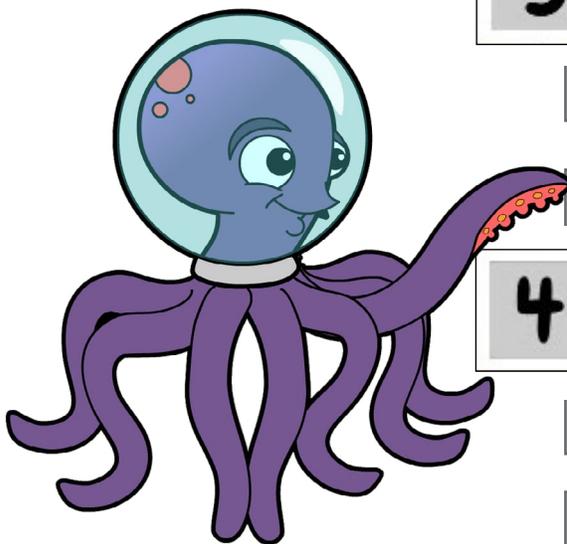
Objective: Identify other's feelings, resist peer pressure to make fun of a classmate, help a classmate in need

### Scene Five

5

Players are at recess with the option to play basketball, turtle toss, or a snail race. Players must recognize that a classmate is alone on the playground and help her appropriately.

Objective: Recognize that a classmate is isolated in a fun environment, choose to approach that student rather than playing fun games, identify the classmate's feelings and help her feel better



PODI THE OCTOPUS



# SCENE DESCRIPTIONS

## EMOTION REGULATION

### Scene One

1

Players ask to join a soccer or basketball game and are rejected. They must choose how to react in order to play one of the games.

Objective: Regulate emotions and demonstrate effective coping skills when faced with rejection, identify your feelings, practice resilience and attempt to join another game.

### Scene Two

2

Players compete against a classmate in two field day games: Turtle Toss and Rat Race. Players experience both losing and winning and the emotions related to both.

Objective: Regulate emotions not only in disappointing situations, like losing a game, but also in situations in which it's tempting to boast, such as winning a game.

### Scene Three

3

Players are packing up their locker and overhear their classmates' conversation. These students accuse players of being a "snoop." Players must react immediately, then contemplate their emotions later at home.

Objective: Regulate emotions when false accusations are made, engage in positive self-talk, and create positive change when given the opportunity.

### Scene Four

4

In the attic, three classmates are discussing what to give a mutual friend for their birthday party. They ask players for input on the gift, implying the player is no longer friends with this person and is not invited to the birthday party.

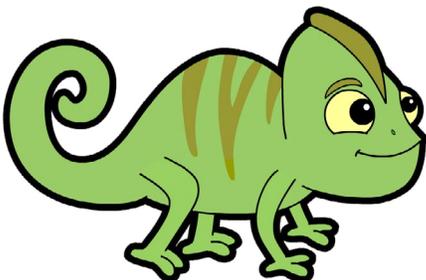
Objective: Resist jumping to conclusions and negative self-talk, cope with feeling left out and hurt feelings, approach friend in a respectful way.

### Scene Five

5

Two classmates pressure players to turn Karma the Chameleon pink while the teacher is away from the science lab. Players must choose between acting on the dare and completing their regular assignment.

Objective: Resist peer pressure



KARMA THE CHAMELEON