

Crystals of Kaydor Lesson Plan #3

Small Group Lesson - Tumbling Emotions

TERM 2014
LOCATION G+L+S
PROGRAM VideoGames and Learning

Overview of Lesson Within the Games+Learning+Society video game “Crystals of Kaydor,” students are introduced to alien life forms whose facial expressions dictate their emotional responses to various situations. Students will utilize specially-labeled Jenga blocks to explore their own ability to display and deduce emotional expressions.

Materials Needed Game of Jenga (or similarly stackable blocks)
Sharpie Markers

Content of Lesson While students are playing Crystals of Kaydor before this activity, ask them to notice how the aliens’ facial expressions dictate their emotions and behaviors throughout the video game. After all of the students have had a chance to experience Crystals of Kaydor (either in partners or individually), initiate a Jenga-like game in the following manner:

Before students play the game, label each Jenga block with an emotional vocabulary term (happy, unhappy, nervous, peaceful, distraught, calm, furious, excited, etc.) being sure to use 50% positive and 50% negative feelings. Then, build the Jenga tower as one would otherwise play with it. Instruct your students that they will need to depict (using gestures and/or facial expression) the emotion they read from their block so that others can understand their vocabulary term, as they will not be reading it aloud until it’s guessed correctly.

Going around the small group in a circular fashion, each young person will take turns withdrawing a block from the tower (to review the rules of Jenga, [follow this link](#)) and depicting it for their peers. Whenever the Jenga piece contains a descriptive word that makes the player feel good, they get to keep it - likewise, if the player retrieves an emotion vocab word that would not make them feel good, they must replace it on the tower in traditional Jenga fashion. Continue play in this manner until the tower falls or until there are only four layers of the tower remaining.

Ask the students to consider how, as the tower gets smaller, it becomes more manageable. If their tower was very tall and filled with many gaps when it toppled, discuss with them how being full of nothing but negative emotions can destabilize life for an individual. Ask them how they see these concepts reflected in their real lives, and any connections they can make between the game and their own emotional experiences.

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Learning Objectives Students will be able to understand and convey multiple emotion-based vocabulary.

Students will be able to participate cooperatively in a small group setting.

Students will be able to reflect on emotional aspects of game play.

Students will be able to thoughtfully participate in follow-up discussions.

Social/Emotional Content

- (MMSD-SELS.6-8)** Students will analyze ways their behavior may affect the feelings of others and adjust accordingly.
- (MMSD-SELS.6-8)** Students will show respect for other people's perspectives.
- (MMSD-SELS.6-8)** Students will demonstrate an ability to be a leader as well as a group member in achieving group goals.
- (MMSD-SELS.6-8)** Students will generate multiple problem solving strategies, a variety of solutions and possible outcomes to a problem.