

Children's Connection Curriculum

Session Topic: Interactions, (Choices & Consequences Board Game)

Developmental Level: Middle School

Purpose: To help students to learn about the natural consequences that occur in life in a social, educational and community setting. To understand the impact of these consequences on other life events.

Materials Needed:

- Choices & Consequences cards
 - Child/Adolescent (Handout 1)
 - Adult (Handout 2)
- Game Board (see below)
- Game pieces (or tokens or small pieces of construction paper, 1 per student)
- Play money (or money that you have created on your own in quantities of \$5 and \$10)

Description of Session:

PREPARATION:

1. Cut Handouts 1 and 2 into cards so that they can be set upside down on the table and the children will be able to grab one when it's their turn.
2. Color the Game Board two different different colors, splitting the number of squares in half. One color should be for the first 1/2 of the board, another color should be the second half of the board.
3. If your group is large, consider creating multiple sets of the cards and game board.
4. *I choose to laminate the cards and game board for ease of reuse.*

DURING GROUP:

5. Set out the game board and allow the students to each pick the game piece that will be theirs for the game.
6. Explain the rules of the game: Students take turns picking 1 card, reading the scenario and following the directions on their card to move forward or backward

and/or to earn or pay money. Once they've completed the directions on the card, their turn is over and the next child gets a turn. The card the student picks depends upon where he or she is located on the board. The first half of the board picks from the Child/Adolescent pile, the second half of the board picks from the Adult pile. Students will know which pile to pick from depending upon which color their game piece is sitting on (first half color or second half color). To win the game, the student must make it to the end of the board game with at least \$10 in their possession.

7. When the game begins, students take turns picking 1 card and reading the directions and following the commands. Discuss the reason why the student is moving forward or backward and/or why money might be earned or lost for this kind of behavior (Students start to get obsessed with if they get to move forward or backward or pay a fine and focus more on the direction and not on the scenario; this doesn't help to teach any lessons!)
8. If the student has to pay a fine and doesn't have the money to do it, they have to go back to the beginning of the "adult" section (i.e. the first square of the second half of the board).
9. If the student makes it to the end but doesn't have enough money, they have to go back to the beginning of the "adult" section.

Discussion Questions:

1. After each card is drawn, ask the student or the entire group why this scenario required a move forward or back and/or why money was earned or lost.
2. Ask about the types of consequences (positive or negative) that might come for someone who makes this same kind of choice in life.
3. Ask the students how they felt related to the money. How did you feel when you earned money for doing good things? How did you feel when you had to pay money for bad choices? How did it feel when you didn't have enough money to pay for the things that you needed to pay for? How is this like real life?