

Likadislike



Players draw a card describing a situation. Then, each child expresses face down with an emoji card whether they like, dislike or love the situation described. All players turn over the emoji cards at the same time and react without judgment to each other's feelings.

Printable resources attached: situation cards x 45, reaction cards x 12, groups cards (majority card x 1, minority card x 1, median card x 1)

Additional material needed: cissors

Onboarding - Welcome to the Unplugged Universe



Total duration: 30 min.

Players number : 2 - 8+

Learning objectives



Putting into words and discussion of emotions and feelings



Communicating



Acquiring a sense of the rules of living together



Understanding and expressing myself orally



Acquiring the skills to discuss and question moral choices

Linked SDGs



5 GENDER EQUALITY

4 QUALITY EDUCATION



10 REDUCED INEQUALITIES

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Game modalities

8 - 12 years old

Work in group

Indoor

Outdoor

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Pedagogical interest and topics targeted

Learn how to get to know each other and oneself without judgement: offer an ice-breaking means aimed at bonding children by putting them in different situations, be it funny, entertaining or embarrassing, in their daily lives. The game allows for children to share freely facts about themselves, discover alike thinkers, and understand other points of view. It prepares young people who can confidently share their views and know how to do this respectfully. There is no card "neither like, nor dislike" as the games aims for children to really take a standpoint.

Building confidence and independence by caring less about what other people think about us: as with any other societal group, students do not always know each other very well. They can have preconceived ideas, which can lead them to be afraid of others and what they think, and therefore sometimes also intimidate or reject them. Likadislike helps children develop their social relationships and promotes inclusion.

Speak out: give reasons to speak out with words, verbally, their emotions and feelings. Likadislike fosters expression of thoughts and feelings and provokes discussion about habits and emotions which may often stay out of the comfort zone of children. It develops healthy communication skills in the youngest.

Develop one's sensibility: extends one's emotional sensibility, and understand the rules of common life as well as respect what others think or feel.

Question one's self: fuel curiosity and help adopt ethical and responsible behaviour.





Game rules

Game narrative: With Likadislike, break the ice by betting on the opinion group you belong to in realistic and funny situations.

Role of the teacher and game organisation: We will call the children, **players**, and the adult in charge of the children, a **referee**. While the players take turns playing, the referee decides the order.

Installation: Shuffle the **situation cards** pack and place it in the middle of the players.

Give each player a **reaction card** of each type:

I don't like,



I like



I love.



Place all **group cards** in the middle of the players:

majority



median



minority



Each game turn is made of three successive phases:

- **Active** player phase
- **Reaction** phase
- **Revelation** phase

A game session stops when all players have been active the same number of times. **Those that have the most victory points [situation cards] win!**





Game rounds

Round 1 - Active player phase

At each turn, the active player changes. All players will take turns to be active.

The active player takes the following steps while never showing their card:

1. Draw a **situation card** and read it alone
2. Choose his **reaction card** describing best his real feelings towards the situation or whether the situation corresponds to how they react having the same circumstances.
3. Choose the **group card** matching their position, if they think(*) they will be in the players' majority, minority or neither (median) who feel/act that way.
4. Decide if the voting will be about "feel towards" or "act like in" the situation.

(*)To try to bet correctly, it is suggested to take into account the situation and the other players.

Round 2 - Reaction phase

At the beginning of the reaction phase, the active player shows the **situation card** they have drawn.

All the other players read the situation and choose their reaction card matching their feeling for the situation, and place it, face down in front of them.

Round 3 - Revelation phase

During the revelation phase, all players turn in their reserved reaction cards at the same time.

The players are free to talk peacefully, respectfully and without judging, the reactions of each other.

The referee then helps the players to count the reaction of each type to determine if the active player wins their bet /guessing (if they guessed correctly if they will be among minority, majority, etc., of liking, disliking or loving the situation). If the player has guessed it, they keep the situation card as a victory point.



Going further



Topic 1 - Expressing opinion

To further develop healthy communication and expressing of opinion you may wish to refer to other Unplugged games, among which: ***Brainstorming, The Perfect City, Live in Harmony, etc.***

To read more about logical reasoning you may see <https://www.rolemodels.me/news/express-opinions-confidently>.



Topic 2 - Expressing feelings

To further foster expressing of feelings you may wish to refer to other Unplugged games, among which: ***Clay and Sculpture, Poverty-free game collection, Live in Harmony, etc.***

To read more about how to develop emotional intelligence you may see <https://ideas.ted.com/how-to-raise-emotionally-intelligent-kids/> or <https://www.understood.org/en/articles/the-importance-of-emotional-intelligence-for-kids-with-learning-and-thinking-differences>



Topic 3 - Inclusivity

To further foster children develop their feeling towards you may wish to refer to other Unplugged games, among which: ***Poverty-free game collection, Live in Harmony, Cookies and Peace, Equal, etc***

To have an overall glance to inclusivity you may refer to <https://www.twinkl.bg/teaching-wiki/inclusion>



Print statements



Chew the pens I'm lent	Always sit at the front row	Borrow things and forget to return them
Always sit at the back row near the heater	Always bring snacks for breaks	Always check social networks during breaks
Always be in fashion	Say that I did not revise while I have good marks	Frequently go to the bathroom
Always be sleepy	Always be hungry	Get a new backpack for each start of the school year
Have new play ideas for each break	Always check what others do	Sit alone in the bus

Print statements



Chew the pens I'm lent	Telling all the wonderful adventures that may have happened to me	Make everybody enjoy my beautiful voice
Be reassured to have all my stuff in my schoolbag	Do acrobatics with my fingers	Never stop saying hello
Never remember anything on my first try	Sculpt rubbers	Correct those who make language mistakes
Coming home with clothes belonging to someone else	Want to help others all the time	Always try to skip punishments
Ask the same question just asked	Sniff instead of blowing my nose	Go to the board

Print statements



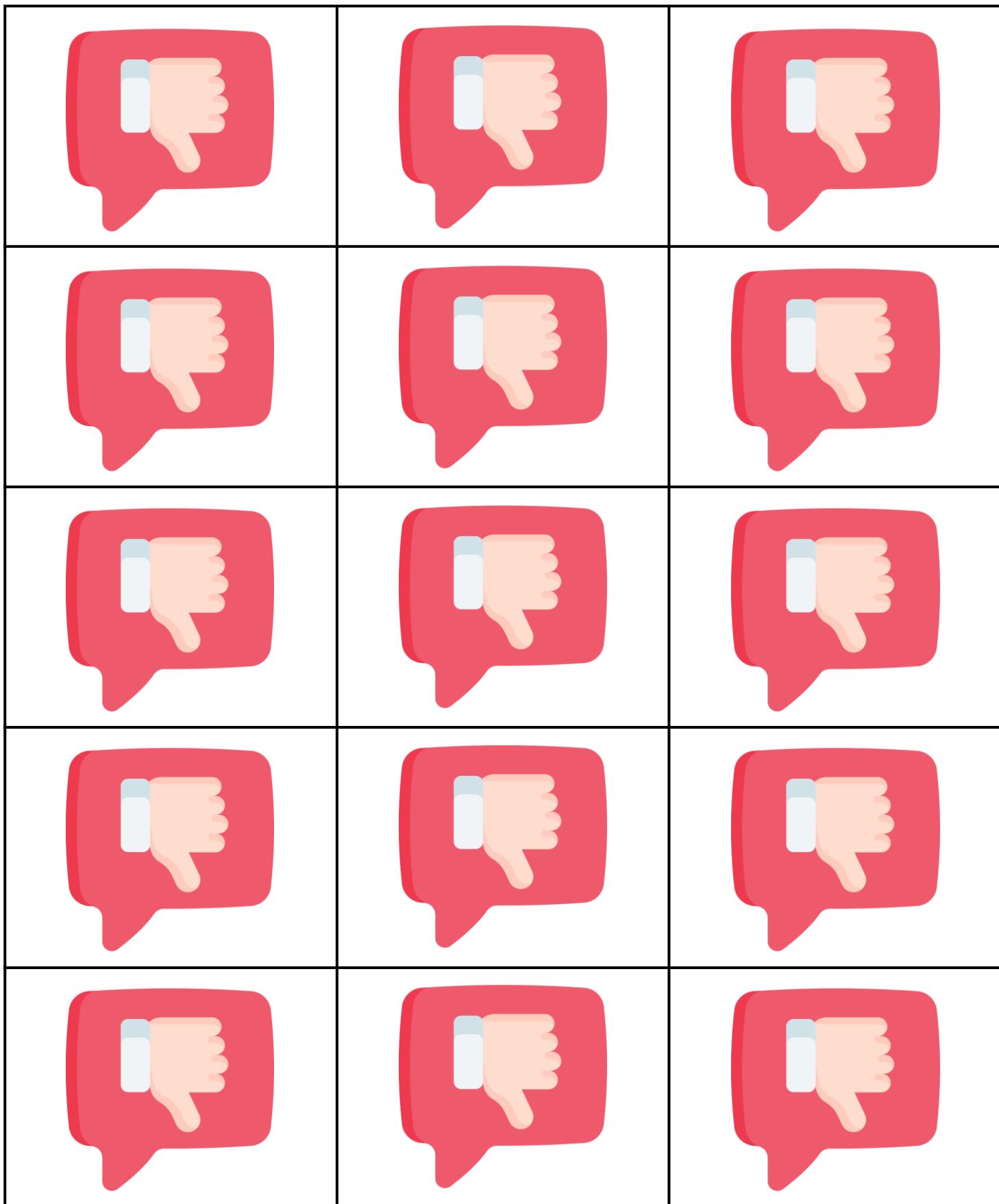
Watch movies during class	Not be asked to play during breaks	Outings to the swimming pool
Class representative elections	Canteen food	Knowing timetables
Always comment everything	Start of the schoolyear	Homeworks
Math problems	Dictations	Schooldays off
Inter classes rivalry	When the teacher is away	School

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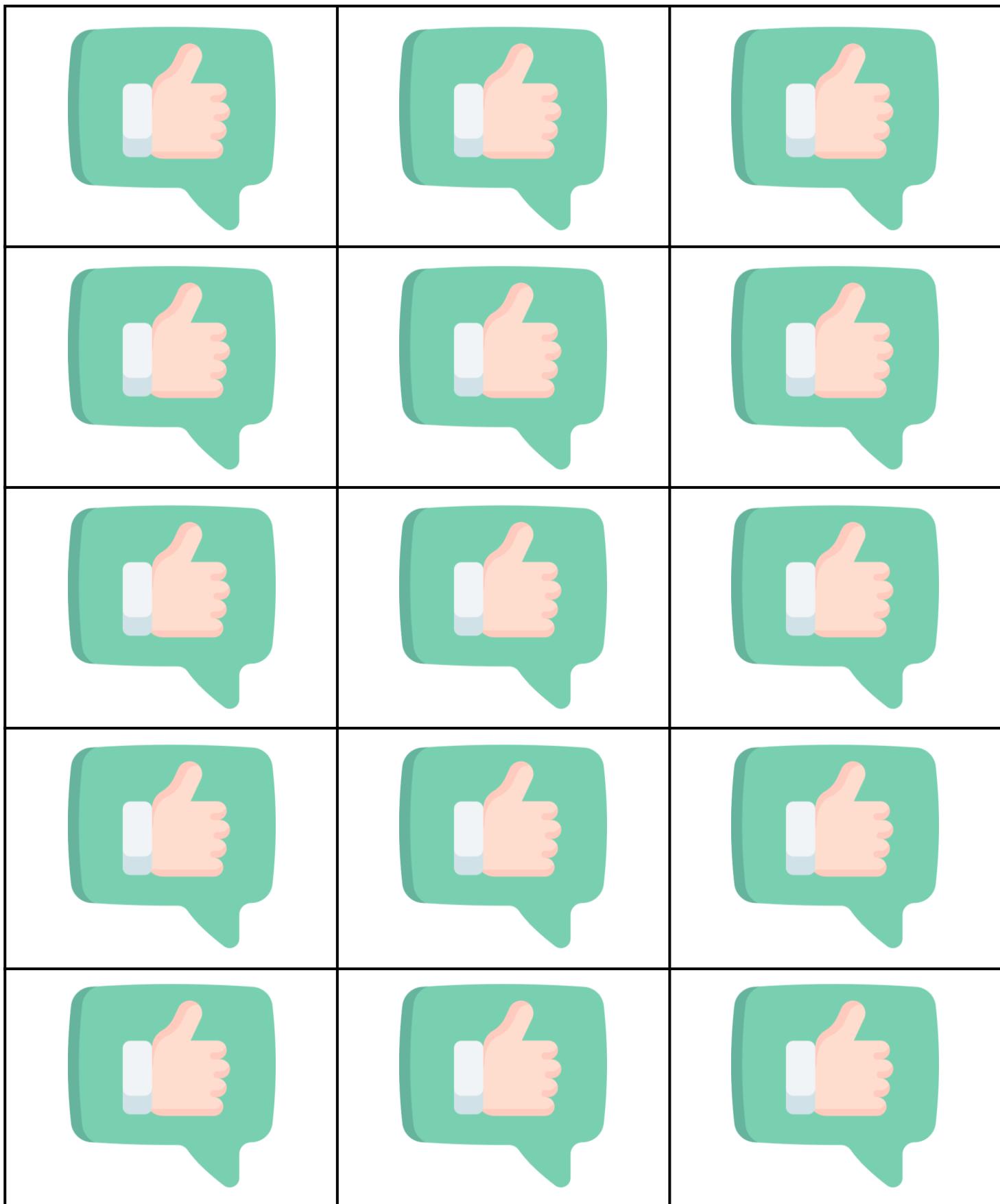
Print emojis



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Reproduce as much as needed depending on the number of pupils



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