

SOCIAL EMOTIONAL LEARNING

WITH:



INTRO TO S.E.L. WITH SPLATS

GAMES are only as enjoyable as the people playing them. Therefore, it's important for students to have the right mindset and attitudes when playing with each other. Social-emotional skills such as demonstrating good sportsmanship and effective communication go a long way towards making sure everyone feels included and has fun!

At Unruly, we know that social emotional learning (SEL) takes time and practice. That's why we've developed an activity pack focusing on the core CASEL (The Collaborative for Academic, Social, and Emotional Learning) competencies of self-management, self-awareness, social awareness, relationship skills, and responsible decision-making.

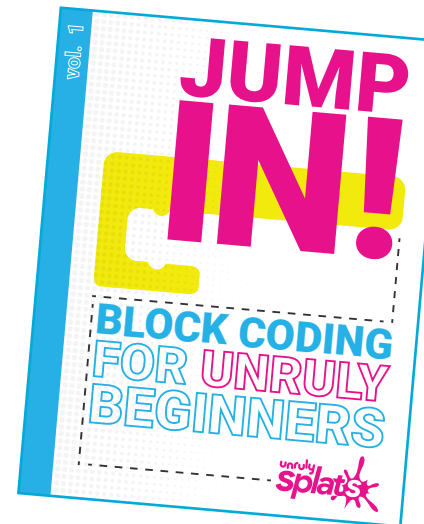
In this particular pack, all the programs are available for download, so that activities focus more on communal play rather than programming. Each activity also includes an SEL-checklist for instructional reference, as well as suggested lesson plans. These activities are suitable for same-space or remote play!

For educators interested in more coding-related activities, check out our diverse range of activity packs available for download on our website.



NEED HELP WITH VIRTUAL SPLATS?

Our Splatting without Splats guide is here to help.



WANT TO CODE?

Hit the ground running with our Block Coding for Unruly Beginners guide!

1. BUG OUT!

BUG OUT! is a cooperative, program debugging game, based on Splats Goalie, from Activity Pack 1. Each team is given a snippet of bugged code, and an instruction of how that code should really work, and together they form a functioning game!

[CODE IMAGE DOWNLOAD](#)[CODE SOURCE DOWNLOAD](#)

2. WONDER SPLATS

WONDER SPLATS is a puzzle solving game, where each player or group takes on a puzzle of their choice. The goal is the same, make all Splats green, and make a cheer sound, but there are three different challenges to take on, called WONDERSPLATS A, B, and C.

[CODE IMAGE DOWNLOAD](#)[CODE SOURCE DOWNLOAD](#)

3. FISHY SPLATS

FISHY SPLATS is our take on the classic card game Go Fish! Each player picks a 'hand' type, called FISHY SPLATS A, B, or C. One at a time, a player asks another player a question about what their Splats are doing. If they are correct, they get a point!

[CODE IMAGE DOWNLOAD](#)[CODE SOURCE DOWNLOAD](#)

4. WOULD YOU RATHER

WOULD YOU RATHER is a modification of our popular Activity Pack 1 game, Voting Machine! Teams rush to agree on a question to pose to the whole class. The code keeps track of the votes, and declares a winner!

[CODE IMAGE DOWNLOAD](#)[CODE SOURCE DOWNLOAD](#)

BUG OUT!

SETUP & PLAYERS

Partners or groups of 3-4 players.

GAME OBJECTIVE

Debug a snippet of code blocks before time runs out.

SEL OBJECTIVE

Communicate effectively and respectfully as a team.

GAME RULES

Select a buggy program block and give it to the groups. If your students aren't very familiar with block coding, we suggest starting with Bug 1. Once you have worked through a bug, play the debugged program as a class! Feel free to break this activity up over several days.

Give groups the 'How the Code Works' rules for their bug, and a limited amount of time to find the errors! (We suggest 5 minutes) After time runs out, provide groups with another bug, and repeat. Have students debrief the class in groups using the strategies on the next page.

HINTS & SUGGESTIONS

Time limits can be challenging! Remove the limit or give students more time. Students might benefit from prompting to help remain on task.

For example:

1. I figured out what the code should do! It should:
2. I figured out what the bug is! It is:
3. I will try changing _____. Did it work? If not, try again.
4. I figured out the solution! It is:

CODE PREVIEW (BUGS)

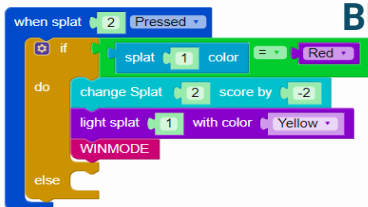
BUG 1



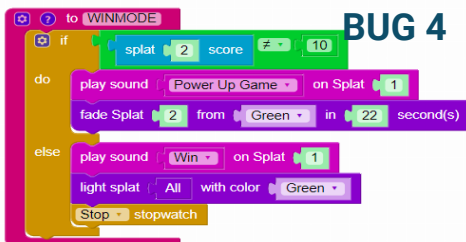
BUG 2



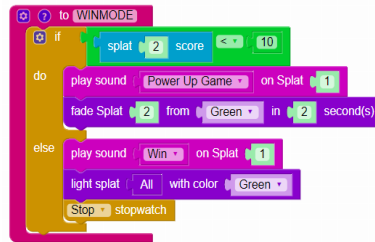
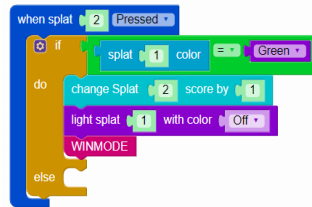
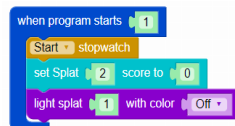
BUG 3



BUG 4



CODE PREVIEW (CORRECT)



HOW THE CODE WORKS

This program is broken into four parts, and each part has its own bug! When all four parts are debugged and put together, it makes a version of the game Relay Races.

BUG 1: When the program starts, the **stopwatch** should start, the **score** should reset, and all **Splat lights** should go off.

BUG 2: When Splat 1 is pressed, it should **light** up a random color, and **play** a coin sound.

BUG 3: When Splat 2 is pressed — **IF** Splat 1 is **lit with the color GREEN**, change Splat 2's **score** by one, turn off Splat 1's **lights**, and call the function **WINMODE** using its function block.

BUG 4: The function block **WINMODE** — **IF:** Splat 2's **score** is **less than 10**, play the **power up game sound** and **fade Splat 2's color** from green in 2 seconds. **ELSE:** play the sound **win** on Splat 1, **light** all Splats the color green, and **stop** the stopwatch.

SELF CHECK

SELF-AWARENESS:

- ☐ Identifying emotions
- ☐ Accurate self-perception
- ☐ Recognizing strengths
- ☐ Self-confidence
- ☐ Self-efficacy

SELF-MANAGEMENT:

- ☐ Impulse control
- ☐ Stress management
- ☐ Self-discipline
- ☐ Self-motivation
- ☐ Goal-setting
- ☐ Organizational skills

SOCIAL AWARENESS:

- ☐ Perspective-taking
- ☐ Empathy
- ☐ Appreciating diversity
- ☐ Respectfulness

RELATIONSHIP SKILLS:

- ☐ Communication
- ☐ Social engagement
- ☐ Relationship-building
- ☐ Teamwork

RESPONSIBLE DECISION-MAKING:

- ☐ Identifying problems
- ☐ Analyzing situations
- ☐ Solving problems
- ☐ Evaluating
- ☐ Reflecting

SEL SUGGESTED STRATEGIES

We communicate in many ways, but two major ways are with our words and our body. When working in a team it is important to show active listening and speak thoughtfully. We have included several strategies below to focus on communication — focus on one or two each day!

Active listening

- Eyes on the Speaker
- Calm body, e.g., not fidgeting with hands and feet.

“I” statements

- If having a disagreement, it’s especially important to share how you are feeling through “I” statements. The opposite of an “I” statement is a “You” statement, which can make the listener feel defensive.

For Example:

“You never listen to me!”

“I feel sad when the group talks over me because it makes me feel like I’m not important.”

- Students can practice the following sentence stem:

“I feel ____ (emotion) when ____ (event), because ____ .” (elaborate)

Elaborating

- Students can practice these sentence stems:

“What did you mean by ____ ?”

“Can you say more about ____ ?”

Adding On

- Students can practice this sentence stem:

“I agree with ____ (classmate) and want to add ____ .”

Disagreeing

- Students should be encouraged to disagree productively and respectfully by voicing reason for their disagreement.

- Students can practice this sentence stem:

“I respectfully disagree with ____ (classmate) because ____ (reason).”

DISCUSSION QUESTIONS

- How did this activity make you feel? Describe using one word and say why.
- What did your team do well today?
- What can you work on next time?
- Give a shout-out to someone you noticed doing a really good job. What were they doing?

VARIATIONS

- In a classroom, students can work at different stations to debug code, and rotate after time is up.
- When learning remotely, students can debug code independently using the web app, or go into breakout rooms to solve the bug as a team.

WONDER SPLATS

SETUP & PLAYERS

Partners or groups of 3-4 players.

GAME OBJECTIVE

Solve the chosen puzzle to make all six Splats light up GREEN at the same time, AND play the CHEER sound.

GAME RULES

Players pick one of the three different puzzles, called Wonder Splats A / B / C and snap it into place as shown in the code preview. Press RUN to start!

Each one has different, hidden rules, under their function block! A few hints:

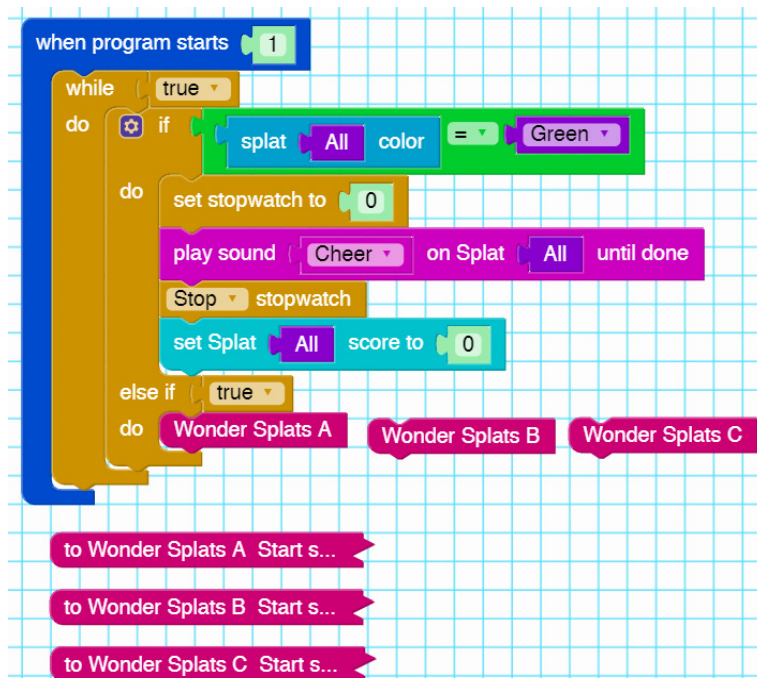
Wonder Splats A: Explore, Wait, Pounce.

Wonder Splats B: HOLD!

Wonder Splats C: Be still.

Make sure you keep the function blocks collapsed to avoid spoilers!

CODE PREVIEW



SEL OBJECTIVE

Develop awareness of negative self-talk and use positive self-talk to practice growth mindset.

HINTS AND SUGGESTIONS

- Students can write down what they notice (hint: keep track of sounds and lights).
- Some students might benefit from working with the code alone or with a smaller group.
- Some students might benefit from extra time to figure out the pattern or trick.
- If you find groups are struggling, try having them view the function blocks' code to try and make sense of the puzzle that way.

HOW THE CODE WORKS

Each of the three different puzzles is solved by pressing (or not pressing) Splats in different ways.

Our **when program starts** block holds the code that is looking for our solution, all Splats being green. If that happens, the puzzle plays the cheer sound and resets the stopwatch and score to zero.

The program will continue to run the puzzle function (Wonder Splats A in this example) until all the Splats are green.

To change the puzzle, unsnap Wonder Splats A, and snap in a different function block to start a new puzzle.

SELF CHECK

SELF-AWARENESS:

- ☐ Identifying emotions
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SELF-MANAGEMENT:

- ☐ Impulse control
- ☐ Stress management
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- ☐ Organizational skills

SOCIAL AWARENESS:

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RESPONSIBLE DECISION-MAKING:

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SEL SUGGESTED STRATEGIES

Self-talk is the feedback you give yourself, like an 'inner-voice.' We can have both negative and positive self-talk. Unfortunately we tend to be hard on ourselves, and often use negative self-talk. What we should do is try our best to turn our negative self-talk into positive self-talk. Doing so 'teaches' our brain to keep trying even when things are hard. The more we train our brains to be tough, the more successful we can be!

Do This	Not This
"Mistakes help me learn."	"I'm dumb."
"This is hard, but I will keep trying."	"I give up. I will never figure this out."
"I haven't figured it out... YET!"	"I will never understand this."
"What am I missing?"	"I'm not good at this."
"I'm going to ask them how they do it!"	"They're so smart. I'm so dumb"

DISCUSSION QUESTIONS

- How did this activity make me feel? Describe using one word. Why did I feel this way?
- Did I use positive self-talk? What did I say?
- Did I use negative self-talk? What did I say? What can I say instead?
- Give a shout-out to someone you noticed doing a really good job. What were they doing?

VARIATIONS

- For virtual Splats play, groups can each take on a puzzle using the Splats web app. We suggest using break-out rooms or separate meeting rooms to do this!
- Advanced groups of students can even create their own puzzle game, using the '**all lights green** and **cheer sound**' goal, and share them with the class.

FISHY SPLATS

SETUP & PLAYERS

3 - 6 players per group

GAME OBJECTIVE

Be the first fish 'OUT' by guessing other players' Splats correctly three times.

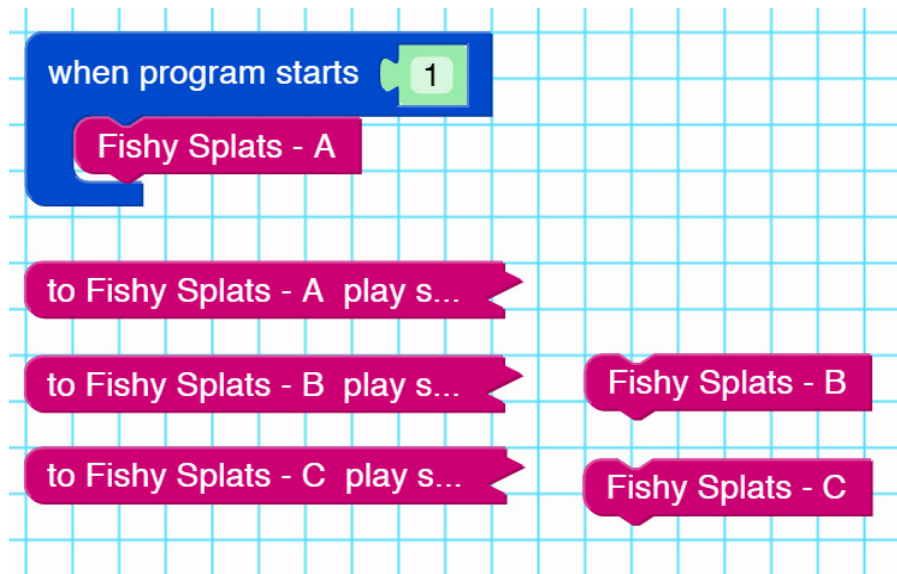
GAME RULES

To start, players pick a letter, A, B, or C and snap it into **when program starts**. On your turn, ask another player **one of these twelve questions** about what happens to their Splats when they press the RUN button:

- Do you have many **lights**? (31+) Not very many lights? (1-30) Zero lights?
- Do you have a lot of **colors of lights**? One color of lights? Zero lights?
- Does your **stopwatch** read over thirty? (31+) One to thirty? (1-30) Zero?
- Do any of your Splats have a **score** of over thirty? One to thirty? Zero Score?

If they have what you asked, you get a point! The first to three points wins.

CODE PREVIEW



SEL OBJECTIVE

Students should recognize when they are getting upset and self-soothe using calm down strategies.

HINTS AND SUGGESTIONS

- Students might benefit from writing down traits for their chosen block.
- Having the available questions displayed or projected somewhere visible to everyone can help.
- Provide groups with the table in the 'How the Code Works' section to help keep track of what questions have asked.

HOW THE CODE WORKS

Each function block, which should be collapsed during the game, sets up a different set of lights, colors, stopwatch, and score when run! This grid can help demonstrate the questions that can be asked!

For an extra challenge, try each letter individually, and keep track on the table which boxes the different functions fit into.

FISHY QUESTIONS	Zero (0)	Some (1-30)	Many (31+)
Number of Lights			
Colors of Lights			
Stopwatch Value			
Score Amount			

SELF CHECK

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SEL SUGGESTED STRATEGIES

Students can get quite competitive when playing games! Bad attitudes can ruin a game for everyone involved, so it is important to be aware of when we're feeling frustrated and need to deescalate. We also should show good sportsmanship when winning AND losing.

Dealing with Frustration

- Calming breaths. Imagine smelling a rose (deep breath) and blowing out a candle (big exhale).
- Take a break! If you know you get distracted easily, use a timer for your break, and come back when time's up.

Remind students to show good sportsmanship verbally

- "Good job!"
- "Nice try!"
- "That's a really good idea!"
- "You'll get it next time!"

Remind students to show good sportsmanship physically

- Physical celebrations such as 'touchdown' dances should be discouraged.

DISCUSSION QUESTIONS

- How did this activity make you feel? Describe using one word. Why did you feel this way?
- Rate from fist(0)-to-five, with fist being worst and five being the best, were you a good teammate? Why?
- Did you get frustrated? What did you do to solve your problem?
- Describe someone you saw being a good teammate / classmate. What were they doing?

VARIATIONS

- For online learning, teams can be sent into different breakout rooms to avoid talking over each other.
- Advanced student groups could create their own 'fishy' functions that display different amounts of lights, score, etc.

WOULD YOU RATHER

SETUP & PLAYERS

Two teams of any size

GAME OBJECTIVE

Form teams that race to come up with a 'Would you rather' question to present to the class for a vote!

GAME RULES

Students must decide as a team on their 'would you rather?' question. For example, "Would you rather live in a tree or live underwater?" **Everyone** in the group must accept the question!

When there is a group consensus, **ONE** player from the team must run to touch their team Splat (or raise their hands), indicating they are ready to present. The class then casts a vote on the winning question.

The other team does not get to present their question for voting!

CODE PREVIEW

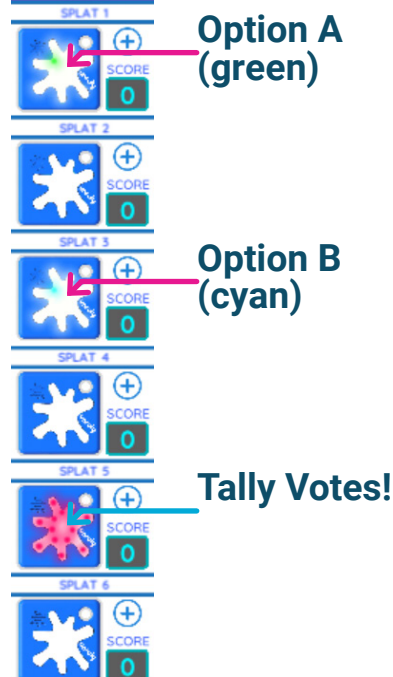
```
when program starts 1
  set Votes for A to 0
  set Votes for B to 0
  fade Splat 1 from Green in 0.3 second(s)
  fade Splat 3 from Cyan in 0.3 second(s)
  delay 1 second(s)
  light LED Votes for A on Splat 1 with color Green
  light LED Votes for B on Splat 3 with color Cyan
  light splat 5 with color Pink
  while true
    do Light Up Votes to Light Up Votes light LE

when splat 1 Pressed
  change Votes for A by 1
  play sound Ding on Splat 1 until done

when splat 3 Pressed
  change Votes for B by 1
  play sound Pop on Splat 3 until done

when splat 5 Pressed
  Find a Winner to Find a Winner if Votes ...
```

PRESS TO VOTE



SEL OBJECTIVE

Come up with strategies for sharing ideas and work as a team to achieve a common goal.

HINTS AND SUGGESTIONS

- Some students would benefit from writing down their ideas prior to the activity.
- Students can talk within their small group to share ideas first!
- ELLs would benefit from working as pairs within a larger group and from extra talk time within their groups.

HOW THE CODE WORKS

Splats number 1 (green) and 3 (blue) are the answer choices A and B for the winning question. Splats keep track of votes by lighting up one LED every time a vote is cast by pressing Splat one or three.

When Splat 1 and 3 fill up, the votes continue to be counted on Splats 2 and 4!

Once all votes are cast, press Splat 5. The winning team's Splats will cheer and flash the color of the winning choice.

Make sure to right-click or long press to collapse the two functions (to make the code much easier to read)!

SELF CHECK

SELF-AWARENESS:

- ☐ Identifying emotions
- ☐ Accurate self-perception
- ☐ Recognizing strengths
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- ☐ Self-efficacy

SELF-MANAGEMENT:

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- ☐ Identifying problems
- ☐ Analyzing situations
- ☐ Solving problems
- ☐ Evaluating
- ☐ Reflecting

SEL SUGGESTED STRATEGIES

Come up with a system to share ideas

- Students can take turns.
- Students can use hand signals to show agreement, disagreement, or that they have an idea to share.

Remind students to show good sportsmanship verbally

- “Good job!”
- “Nice try!”
- “That’s a really good idea!”
- “You’ll get it next time!”

Remind students to show good sportsmanship physically

- Physical celebrations such as ‘touchdown’ dances should be discouraged.

DISCUSSION QUESTIONS

- How did this activity make you feel? Describe using one word. Why did you feel this way?
- Rate from fist-to-five, with fist being worst and five being the best, were you a good teammate? Why?
- Describe someone you saw being a good teammate or classmate. What were they doing?
- What did your team do well? What can your team work on next time?

VARIATIONS

- For online learning, teams can be sent into ‘breakout’ rooms and tell the teacher or person presenting the Online app to keep track of votes as they are tallied. This would be a great morning routine or brain break!
- This voting system / team relay can be adapted for a variety of classroom activities!