



Week 12 Newsletter

Dear Quad Manhattan Parent,

We began by reviewing the schedule and time breakdown of our class. We did our check in and said how we were feeling and if there was a present that we were hoping to receive this holiday season.

The focus of our psychosocial activity this week was investigating volume differences and intonations to achieve one's social intentions. One student offered a fictional scenario and then modeled two ways of handling it first with a calm voice and second by yelling. We discussed the difference between these two styles and pointed out volume, tone and word choice. All of the students agreed that the situation would have better results if one used a calm voice.

Next, we discussed how yelling can make others feel. We implemented a "flag system" in which Sam and Timm will raise a bright pink piece of paper when the volume in the room is too loud or if a tone sounds disrespectful in some way. We used this new system throughout class to great effect. We then played One Word Story and allowed the students to explain the rules to our newest student. By each saying one word, we build a silly story together. This is a great basic improv game to play at home and teaches turn taking and working together, one of our group psychosocial goals.

We began the Dungeon World portion of the class by reviewing the way we would communicate during the game; by raising our hand and being called upon by the active player. We discussed how the inter-player "negotiations" (a natural side effect of Dungeon World) are great, but only if they are not disruptive. With two possible plotlines to follow, the players had a difficult decision to make: not only which route to take, but whether or not (and how) to compromise their own goals to work with each other. This sort of discussion will typically test the flexibility of students, who might feel strong feelings about one plan. Happily, a resolution was worked out, and while the party split into two teams, everyone felt like they had reached a positive agreement.

We used the "flag system" in order to bring attention to the volume, but in general, the students seemed more attentive to the necessity for turn-taking and hand-raising. We discussed a lot of out-of-game mechanics, such as how a player could creatively design their character's background, and what it means to add something to the story in a way that is fun for everyone. We completed the class with a cliffhanger ending, and a general sense that everyone present now has a solid handle on how the game is played, and how the group will continue to be able to work as a team, even if people are taking turns being the focus of the story.

Best,
Sam and Timm

Thanks for reading!

