

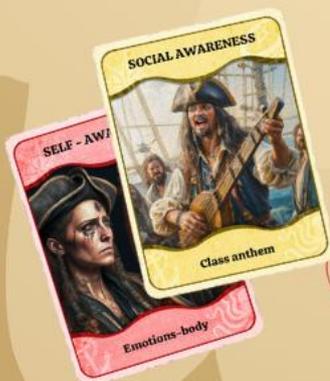
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HYBRID GAME FOR CHILDREN AGED 11-15

User's Guide

Developed by ASSERTED KNOWLEDGE

December 2024



EQstudents
Emotional Intelligence
The mind that feels



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www.eqstudents.eu



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Welcome to the EQstudents Hybrid Card Game – Your Adventure to Unlock Emotional Intelligence!



Ahoy, brave adventurers!

Ready to embark on a journey that will sharpen your emotional skills and lead you to the hidden EQ treasure?

Welcome aboard the EQstudents pirate ship, where you'll sail through fun challenges, both physical and virtual, to boost your emotional intelligence and become an EQ expert!

In this exciting game, you and your crew of fellow explorers will face 24 cards—12 filled with physical activities and 12 packed with virtual adventures. Each card holds a unique challenge designed to help you understand, express, and manage your emotions, all while building stronger connections with others.

Your mission is simple: collect all the cards, unlock the EQ treasure, and discover the true power of emotional intelligence. So, gather your crew, set sail, and get ready to boost your EQ while having a blast.

The treasure of emotional wisdom awaits! Let the adventure begin! 🌟

The EQSTUDENTS Hybrid Game Guide

Based on Daniel Goleman's groundbreaking definition of EQ, which emphasizes the ability to recognize, understand, and manage your own emotions as well as those of others, the game provides an engaging and hands-on way for players to develop essential emotional skills.

The game revolves around four key dimensions of EQ:

1. **Self-awareness:** Recognizing and understanding your own emotions.
2. **Self-management:** Managing your emotions effectively and responsibly.
3. **Social awareness:** Recognizing and understanding the emotions of others.
4. **Relationship management:** Building and maintaining healthy, positive relationships.

How the Game Works

The **EQstudents Hybrid Card Game** features 24 action cards—12 physical and 12 virtual—designed to engage players in various interactive activities that challenge them to apply EQ principles in real-life situations. Each action card contains a task or challenge that requires players to reflect on their emotions, practice emotional regulation, or navigate social interactions, all while working towards unlocking the ultimate treasure of emotional intelligence.

In the **virtual** component, players navigate digital adventures that test their ability to apply EQ concepts in virtual environments. Meanwhile, the **physical** activities are designed to bring the learning to life through fun, hands-on exercises, ensuring that the game experience is dynamic and interactive. With its main goal to encourage students to do as many EQ activities as possible, there is no level of difficulty as the game flows...Each EQ dimension is unique!

Gamification and Motivation

The **EQstudents Hybrid Card Game** incorporates motivational workflows and gamification elements, such as rewards, challenges, and progression, to keep players engaged throughout the experience. The gameplay is designed to be not only fun but also educational, ensuring that students not only enjoy the process but retain and apply the skills they develop.

With its vibrant, pirate-themed world, the game is visually appealing to students and encourages them to actively participate, fostering an environment where learning emotional intelligence feels like an adventure.

Goal of the Game

The ultimate goal of the **EQstudents Hybrid Card Game** is to collect all the cards and unlock the EQ treasure, a symbolic reward representing the mastery of emotional intelligence. By completing the challenges in each of the four EQ dimensions, you'll gain the emotional tools necessary to not only succeed in school but in life.

Ready to dive into the world of emotional intelligence and embark on a treasure hunt?

The adventure awaits!

Overview

The player holds an album of **24 cards** that need to be collected. All uncollected cards will be locked. The cards will be opened in a linear process following the mentality of 'escape' games.

Once a card is collected, it will be added in the photo album (image 1).



Image 1. Photo album with collected cards

To collect a card, a player has to click on it and complete the activity that is revealed. The player can go back anytime by clicking outside the card.

The activities included in the cards can be either *virtual* or *physical*.

The virtual activities can have the following format:

Matching tiles with text



Matching tiles with images





Puzzle



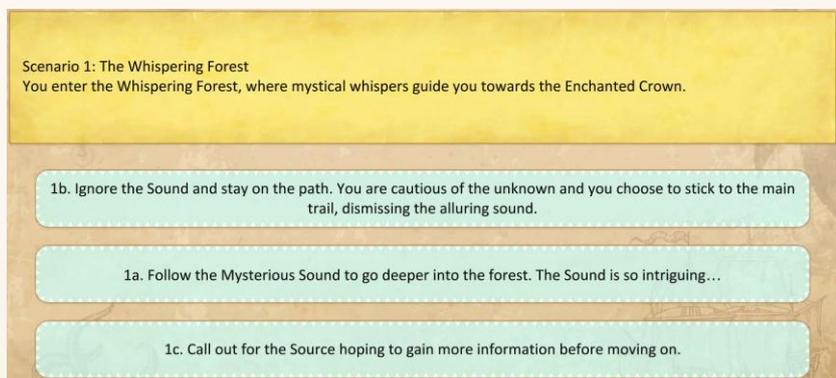
Storytelling with text



Storytelling with images



Decision tree



The physical activities will be played offline with the support of the teacher/moderator. Most physical activities are accompanied by supporting materials that the teacher/moderator can find in the web app by visiting the relevant card in the EQ cards tab.

To complete the virtual activity, the player clicks on a 'Submit' button (image 2).

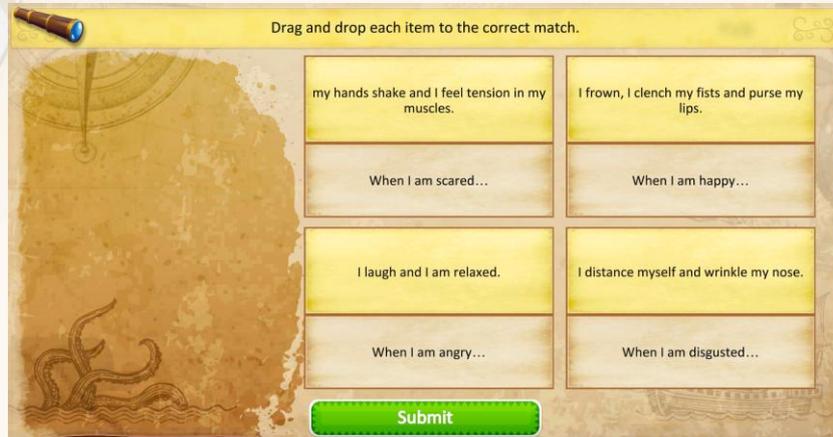


Image 2. Example of 'Done' button in physical activities

The card is automatically saved in the album.

The player can replay the card by clicking on the replay button appearing next to the card. Otherwise, players can move on by clicking anywhere outside the card.



Image 3. Example of replay button

To complete the physical activity, the player clicks on a 'Done' button (image 4).



Image 4. Example of “done” button in physical activities

The game is completed when all 24 cards are collected. Then, the EQ treasure chest opens as a reward for completing the game and making it to the final goal.



Image 5. Example of photo album with all cards collected

Game Learning Objectives & Outcomes

Learning Objectives During the game, students will...	Learning Outcomes After the completion of the game, students will...
Gain a deep understanding of the main EQ dimensions	Be able to use and explain how EQ works
Read and analyze the different emotions caused by different situations	Recognize how different real-life scenarios affect their emotions and the emotions of others
Study and think about applications of EQ in real life	Be in position to give examples of real-life applications so as to increase EQ awareness among others
Learn factual knowledge (terminology, methods) of EQ	Manage their own emotions within different environments

Table 1. Learning Objectives and Outcomes of Hybrid Game

Game Environment

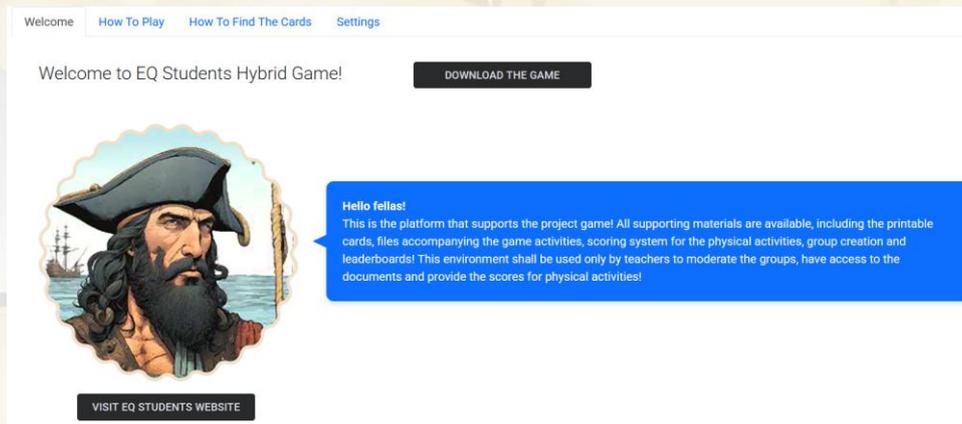
How to navigate as a teacher/moderator

After you visit <https://eqstudents.lykio.com/register-teacher> (in the case you are not already registered) or <https://eqstudents.lykio.com/> to login, all you have to do as a moderator is to follow this step-by-step guide!

Step 1 – Register with your email or login if you already have an account

Step 2a – To change the language of the platform, visit your settings

Step 2b – To change the language of the platform, change the system language AND the content language



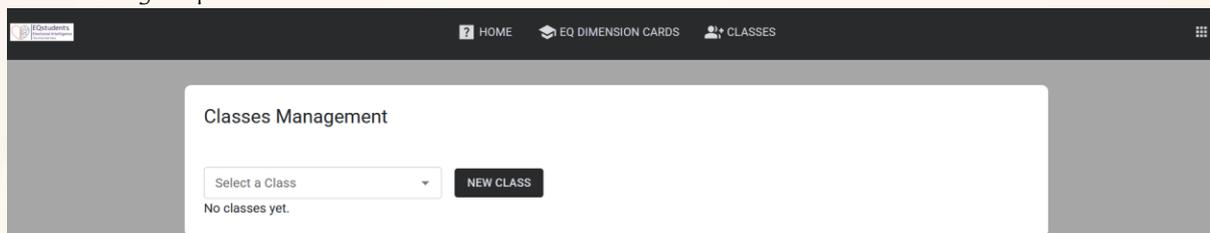
Step 3 – Visit the HOME section to get to know how to use the platform.

Click on the different tabs (Welcome – How To Play – How To Find The Cards – Settings) for the full tutorial.

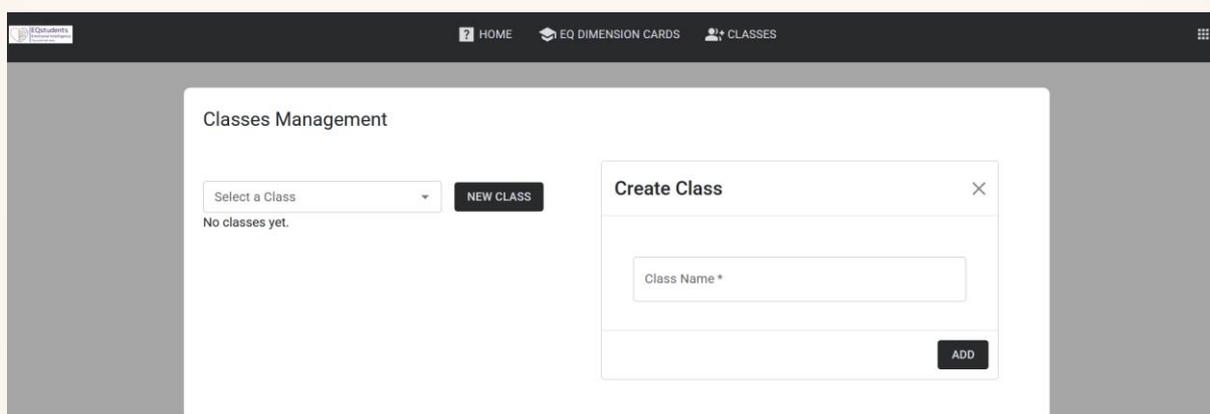
How to create groups of students as a teacher/moderator

Students must be already registered in the platform using the link: <https://eqstudents.lykio.com/>
Teachers are advised to create the accounts for the students before starting the piloting, in order to save time and focus on what really matters.

This means that the users should already exist in the system in order for the teacher/moderator to formulate groups.



Step 1 – Visit the 'CLASSES' tab appearing on the header. If the group of students (class), does not exist already, then click on 'New Class'.



Step 2 – To create a new group, enter the name of the group, then type in the emails of the students to 'Add New User' to the group

A teacher/moderator has access only to the groups that he/she created.

Classes Management

Select a Class
Test45 NEW CLASS

ADD NEW USER

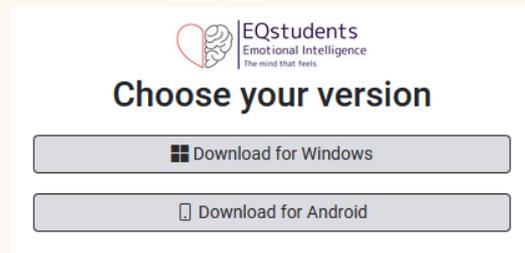
#	Full name	Email	Score	
1	Lykio Admin	admin@	N/A	EDIT REMOVE

Step 3 – To add new students in a group, you first select the group and then ‘Add New User’

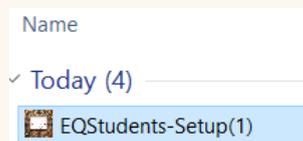
How to download and set up the game



Step 1a – In the login page and while being logged out, you can click on the ‘DOWNLOAD GAME’ option



Step 1b – You will be asked to choose the version of your computer / mobile.

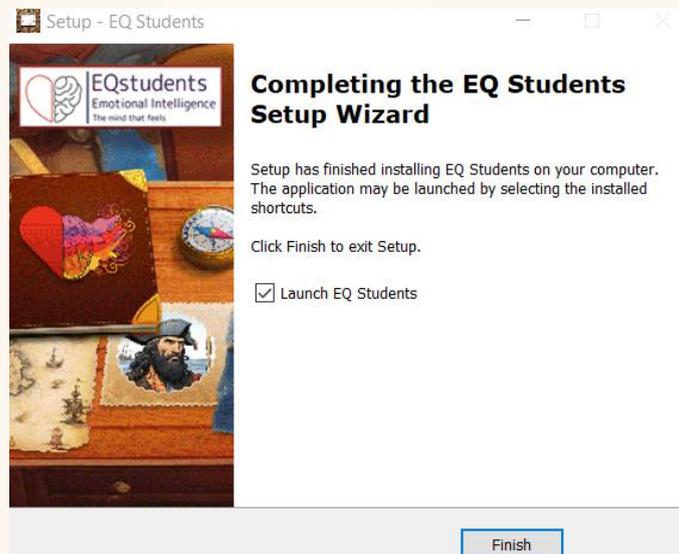


Step 2 – In case of a computer, in your ‘Downloads’ folder, you will find the game application. Click on the app to install it.



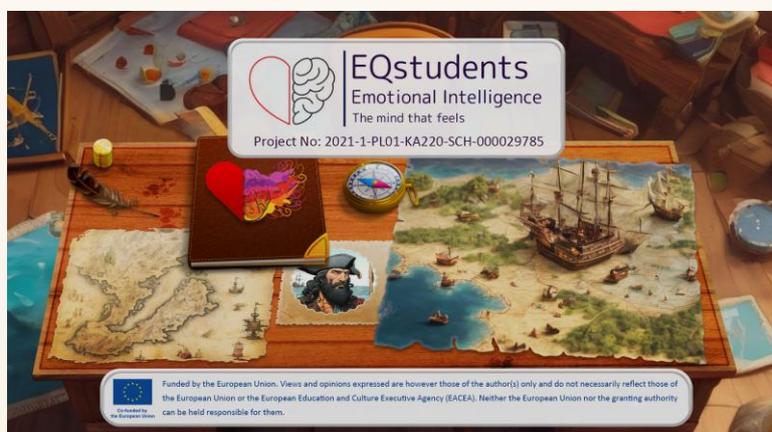
Step 3 – Click on ‘Next’ and then ‘Install’.

A shortcut of the game will be also placed in the desktop of the computer.

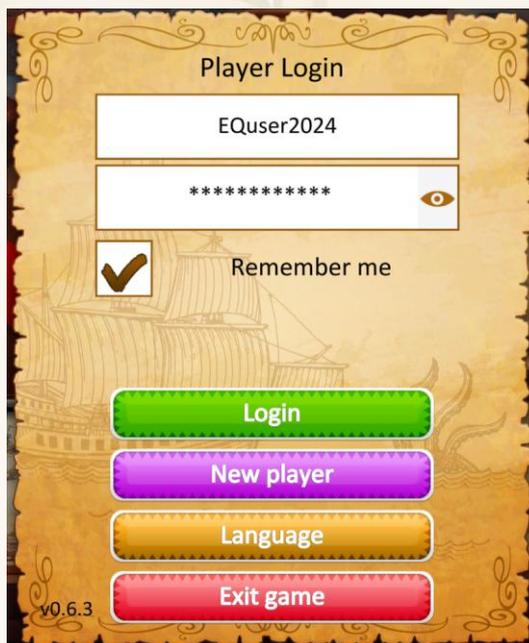


Step 4 – Click on ‘Finish’ to open the game.

How to play the game



Step 1 – This is the opening page. Click anywhere to move on.



Step 2 – Insert your email as username and password and then ‘Login’.

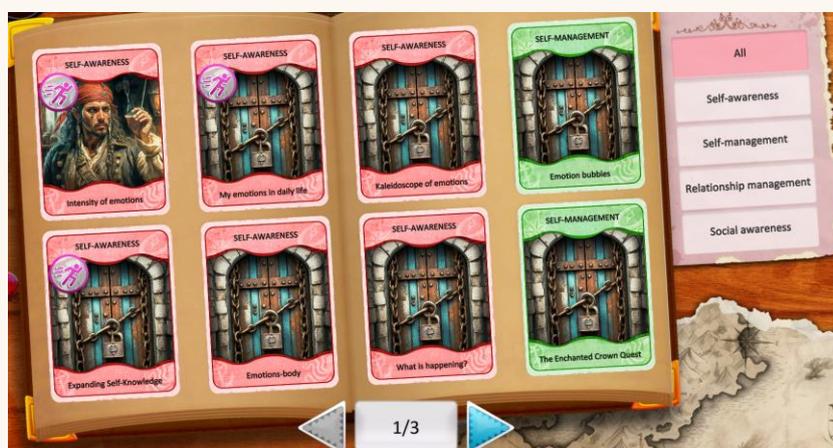
You can also change the language from this page.



Step 3 – Read the instructions on ‘How To Play’ before you move on. Then, PLAY.



Step 4 – The first mentor welcomes you to the game. Click on the check icon to move on.



Step 5 – The game consists of four dimensions and 24 collectible cards.

Each card is a physical OR virtual activity. You can recognize the physical activities through the

relevant icon 

The game has a linear process. You have to complete one card to move on to the next. The locked

cards are marked with a locker 



Step 6a – Select the card and click on the play icon to see the activity.



Step 6b – At the beginning of each EQ dimension, a mentor will appear. Click on the check icon to move on to the activity you selected.



Step 7 – For the physical activities to be completed, students must mark them as 'Done' to move on. Then, a feedback message appears.



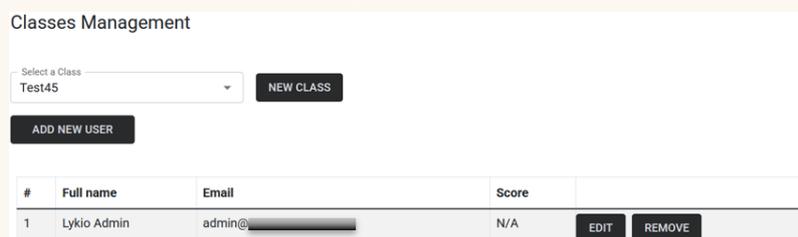
Step 8 – The completed cards are marked with the relevant check icon. Click outside the card to move on. However, the card can be replayed.

How to add scores as a teacher/moderator

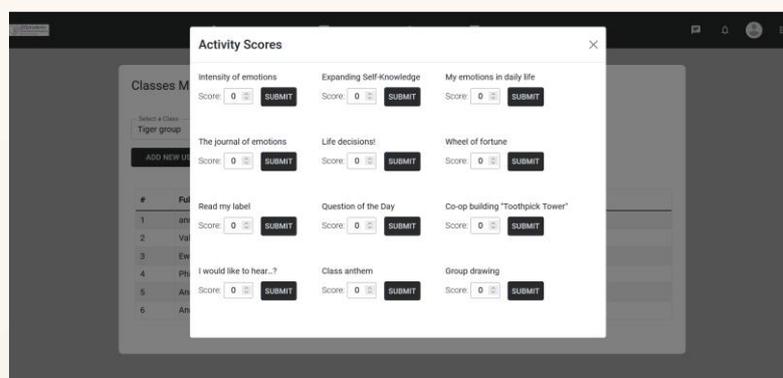
Both virtual activities and physical activities get a **score**, which is either 0 for incomplete activities or 1 for the activities that are completed. The reason behind is not to assess the knowledge nor EQ skills of students, but rather to encourage them to do all the activities of the game. Besides, for most of them, there is no right or wrong answer, as the goal is to increase their emotional intelligence.

The virtual activities are automatically scored through the game.

The physical activities are manually scored by the teacher/moderator through the platform based on the group's performance. The score refers to individual students in order to track performance.

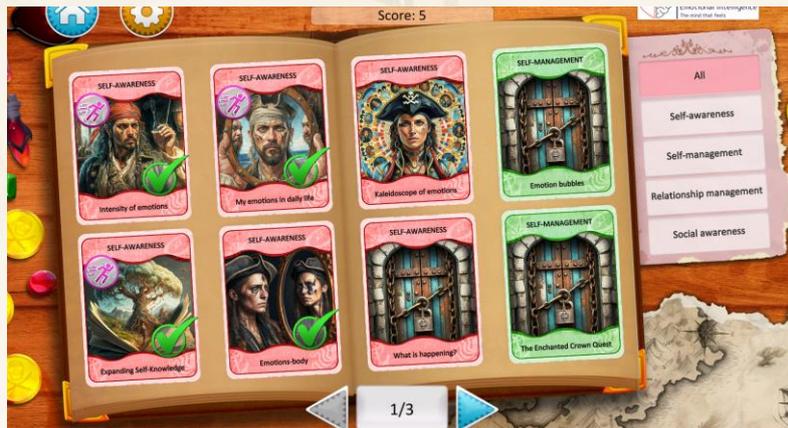


Step 1 – Select a group and click on 'Edit'



Step 2 – Write down a score for each of the physical activities once the activity is completed

Students can see their own score within the game.



Gameplay Screens

Login Screen

Before playing, the users must register **online** and then download the game on their computers/tablets. The registration together with the 'Forgot password' functionality will only work from the dedicated **web app** before downloading the application.

User roles

The game will be played in class with the support of the teacher (moderator). The moderator will have access to the **web app** through he/she will create a class with all the student' accounts and divide the accounts into **groups**. The moderator will select the accounts of the students that belong to each group. The teacher can delete or edit the groups.

The students will be also asked to sit closely to their groups when in class. Only **one** student account will be active in the game and collect cards for the whole group. The active account will be selected by the teacher when creating the groups. The active account can be changed by the teacher, if needed. The rest of the group members will be able to login with their accounts as well and see their progress.

Materials

Any downloadable materials or files that need to be exchanged with the teacher (assignments, exercises, etc.) will be available in the web app for the teacher to download, print and use in class. All student assignments and materials will be handed in a physical format in class.

The structure of the **web app** is similar to the structure of the game (material for all the cards with physical activities when needed).



Image 6. Example of supporting materials for physical activities

Main Menu

The main menu includes the following options:

- *Play button*
- *How to play button (information about the game, rules, main goal)*
- *Logout*
- *Exit game button*
- *Settings button (Music: on/off, Sound effects: on/off)*

Settings Screen

If the player logs out of the game, his/her progress will be saved. When the player logs in again, the first screen he/she will see will be the main game screen as he/she left it the last time he/she logged out.

When the player finishes the game, he/she will have the option to reset all game data (score, badges, etc.) and play the game all over again.

Gamification Workflows

Badges & Rewards

All players can see the pirate treasure at the end of the game as a badge for completion. The goal is to motivate players opt for the treasure badge and implement all the activities of the game.

Instructions

A 'How To Play' page will guide you before start playing so that you get a glimpse of the gameplay.

Scoring system

For each virtual activity that is completed, the user will gain one (1) point **directly in the game**.

For each physical activity, the teacher (moderator) will manually provide the score (0 or 1) to each group through the **web app**. The score will be also summarized to the total points collected during the game. Students will be able to see their score in the game. The moderator will be able to see the score of each group in the platform (how many activities are completed).

Mentors

Each card of the game will be associated to an EQ dimension, while some of them will cover all/some of the EQ dimensions.

For each of the dimensions, a triggering mentor will appear in the game to make the player feel more comfortable in the game environment. **Four** mentors will be available providing a useful quote each time that a different EQ dimension is approached in the cards.

Reporting functionality

Users will be able to play the virtual cards as many times as they want to receive a higher grade. Physical activities can be played as many times as the teacher/moderator agrees.

A data base will be kept saving the following data:

-Username – Answers in the virtual questions every time that a new answer is given. Previous answers will be deleted.

-Grades of the virtual activities will be kept within the game. Grades of the physical activities will be kept in the **web app** and linked to the score display in the game.

The goal of this function is to measure the impact of each of the card activities in players' EQ skills.

Feedback

A dedicated feedback page appears in the game upon completion of each activity

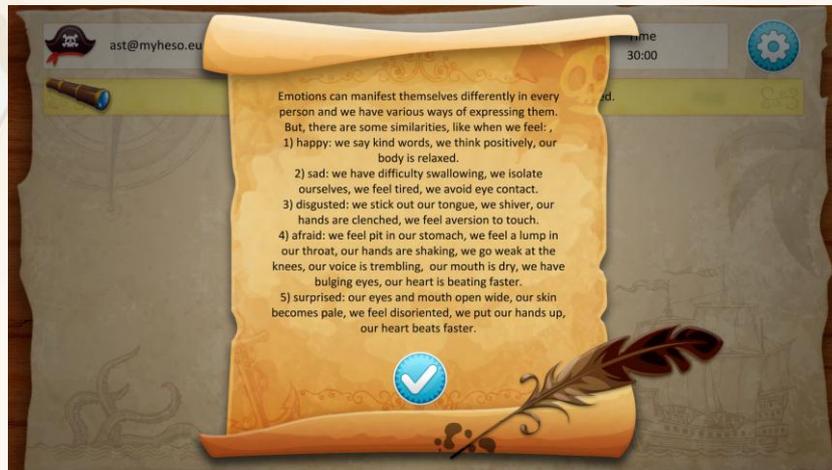


Image 7. Example of feedback within the game

The role of the moderator

Teachers will be able to use the web app in order to

- Create classes and divide students into groups;
- monitor the progress of the students;
- assign scores for the physical activities (manually) based on their performance.

The Activity Cards

EQ Dimension	Type	Format	Title	Description	Feedback	Supporting materials/Printouts
SELF-AWARENESS	Physical	Face-to-face	Intensity of emotions	Think about how intense your emotions would be in the situations described in the worksheet. Write them down in the appropriate place on the emotional thermometer scale. The higher the temperature, the greater the intensity of emotions experienced.	Different people can react to the same situation in very different ways. Even you, depending on many circumstances, may experience emotions with different intensities.	PR5 Physical activity Self Awareness Activity 1 PR5 Physical activity Self awareness activity 1 worksheets
	Physical	Face-to-face	Expanding self-knowledge	Draw a symbolic tree that reflects your personality: roots – these are your values, principles and standards of conduct; the trunk and branches are knowledge, abilities, skills, important life experiences; leaves – goals, desires and aspirations.	Physical differences are easily noticeable. The important thing is that you get to know yourself.	PR5 Physical Activity Self Awareness Activity 2 eng.
	Physical	Face-to-face	My emotions in daily life	Think about situations where you experienced different feelings... Describe in detail those feelings, associate them with symptoms, indicators and behaviours and rate their intensity! Can you? Remember! You are working individually this time!	Emotions show differently, but share some expressions. Happy: kind words, positive thoughts, relaxed body. Sad: withdrawn, tired, avoid eye contact. Disgusted: grimace, shiver, clenched fists. Afraid: shaky, weak knees, rapid heartbeat, dry mouth. Surprised: wide eyes, pale, disoriented, raised hands.	Physical activities_My emotions in daily life.docx
	Virtual	Matching tiles	Emotions-body	How do individual emotions manifest themselves? Match the emotion with its symptoms in the body.	We sweat, shake, and race our hearts when scared or angry. Happy = laughter, relaxation, energy. Disgusted? We grimace, distance ourselves, and might feel nauseous.	N/A
	Virtual	Storytelling	Kaleidoscope of emotions	Jack, a teenager from Lublin, had an amazing day today. See what emotions he experienced in the situations described.	Feelings flow: We feel all sorts of emotions, good and bad. They pop up for a reason, giving us	N/A

					clues (joy = good, anger = limits crossed, fear = danger). They change all day, and that’s okay.	
	Virtual	Storytelling	What is happening?	One day, Jacob was returning home at late hours. It was already dusk. Suddenly, he heard a strange noise coming from the bushes. Put his story in the correct order.	Fear triggers physical reactions first: sweating, rapid heartbeat, frozen state, fast breathing, trembling, and muscle tension. We then tend to flee or avoid the source of fear.	N/A

EQ Dimension	Type of Activity	Format	Title	Description	Feedback	Supporting materials [if relevant]
SELF-MANAGEMENT	Physical	Face-to-face	The journal of emotions	You have 10 minutes for a glance at the journal! Then, in a piece of paper, write down the first three words that come into your mind and better describe your emotions! Discuss with the person to your left about how you can improve this first reaction.	“The more you know about yourself, the better you can manage yourself.” – William B. Irvine	N/A
	Physical	Face-to-face	Life decisions!	Friends come first! A school project is due, but a friend needs help with a personal issue! In a piece of paper, write down 4 choices and their consequences! Let your class know about your decision!	“In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing.” – Theodore Roosevelt	N/A
	Physical	Face-to-face	Wheel of fortune	Divide the wheel into pieces, just like a pizza: Each piece is something vital for your life. For each piece, write down the goals you wish to achieve in the upcoming year!	The SMART way to self-management! What does SMART mean? It is an acronym that spells out the steps you need to do to achieve a goal within a specific time frame. It stands for: - Specific - Measurable - Attainable - Relevant - Timely	N/A

	Virtual	Matching images	Emotion bubbles	Each bubble represents a specific emotion (happy face for happiness, sad face for sadness, etc.) or a specific ‘Self-Management’ technique. Drag an emotion bubble and drop it onto the technique bubble that you believe it would help managing this particular emotion.	<p>Feeling Management Tips:</p> <p>Angry? Count to ten before reacting.</p> <p>Happy? Express gratitude to boost the feeling.</p> <p>Sad? Take a deep breath to calm down.</p> <p>Embarrassed? Use humour to lighten the mood.</p>	N/A
	Virtual	Puzzle	Hero’s Emblem of Mastery	<p>“Use me wisely to make every second count. I can help you find more time in the day if you use me effectively.”</p> <p>Drag and drop the pieces to solve the puzzle and reveal the ‘Hero’s Emblem of Mastery’.</p>	<p>This shield represents different self-management skills:</p> <p>Clock for time management</p> <p>Puzzle piece for problem solving</p> <p>Heart for emotional regulation</p> <p>Compass for decision making</p> <p>The shield symbolizes their newfound resilience, courage, and self-control. The shining star at its center signifies the inner strength and potential you have unlocked.</p>	N/A
	Virtual	Decision tree	The Enchanted Crown Quest	As a young adventurer exploring the Enchanted Forest, you face three pivotal scenarios that intertwine your journey...	<p>You develop your decision-making abilities, emotional regulation, and resilience, as you navigate through your own path, facing unexpected challenges and adapting to changing circumstances. The quest fosters goal-setting and focus. By empathizing with others and reflecting on the consequences of your choices, you become more aware of yourself and your surroundings.</p>	N/A

EQ Dimension	Type of Activity	Format	Title	Description	Feedback	Supporting materials [if relevant]
SOCIAL-AWARENESS	Physical	Face-to-face	I would like to hear...	Partner up with a classmate you feel comfortable with. Share with each other an unpleasant situation from your life. What words would have helped you if you had gone through the same situation? Turn to your classmate and say the exact same thing. Discuss if what you said has made you feel better or worse. Draw conclusions to share with the class.	Remember that kindness doesn't cost anything and yet it means everything. Kind words might change somebody's life forever.	N/A
	Physical	Face-to-face	Class anthem	Get to know your class! Have a quick look around and use a board to write down the first three words that come in mind and better describe your class! This 'class anthem' shall inspire you to create a song for your class! Ready to feel the beat?	Creativity is a super power that drives awareness, leads to new ideas, fosters empathy and collaboration and triggers you to take action! Indeed, research has shown that the five key creative resources that bridge creativity with socio-emotional skills are: empathy, humour, gratitude, curiosity, tolerance and ambiguity.	Class_anthem_Instructions.docx
	Physical	Face-to-face	Group drawing	Take a 5-second look at the drawing before it falls apart into puzzle pieces! With your group, draw one piece of the puzzle! Then, collaborate with your class to put all the pieces together! Does it remind you of the original drawing?	3 keys to group success: trust, shared identity, and belief in achieving goals (efficacy). Team emotional intelligence is unique – smart members don't guarantee a smart team.	N/A
	Virtual	Storytelling	The Mirror of Emotions	Peter, a very intelligent young boy, with a high interest in sciences, does not understand why people around him avoid him or even tend to bully him. He feels lonely and confused. Put his story in the correct order to help him.	Peter's story emphasizes the fact that all of us, with all of our behaviours and emotions, are interconnected in an invisible system and paying attention to what we and others feel acts like a compass that indicates if we are following the right path or not. If we and/ or others feel bad, it means we are not heading into the right direction and it's the time to change course, while positive emotions on both sides indicate functional behaviours.	N/A

					Paying attention to the other's emotions is a way to nurture connections in our life.	
	Virtual	Storytelling	What's going on my friends?	Sean's group of friends is united and happy, until an argument gets Greta into trouble and she isolates herself. Sean realises the situation and offers his friend help. Tries to put the images of this story in order.	In this story, Sean is a skilled reader of group dynamics and can recognize when everything is running smoothly and when, as in Greta's case, something goes wrong. Sean notices Greta's changes and knows how to stay close to her empathically.	N/A
	Virtual	Decision tree	The Amber Glass	In a distant kingdom, a young knight ventures into the dark forest to find the Amber Glass, also known as the Ear of the Heart. After a long journey, full of obstacles and vicissitudes, he finally finds it, but is stopped by a mighty dragon. What do you want to happen?	The courage of the knight lies not in fearlessly fighting those who stand before him, but in winning without fighting and restoring freedom and peace to those around him. It is only by listening and feeling empathy for those close to us that we are able to understand what is best to do.	N/A

EQ Dimension	Type of Activity	Format	Title	Description	Feedback	Supporting materials [if relevant]
RELATIONSHIP MANAGEMENT	Physical	Face-to-face	Read my label	<p>'I have a brother!' 'I love cycling!' 'I am a Harry Potter fan'</p> <p>Write down your own identifier in the label sticker, move around the class, find your match and open a discussion about your common labels!</p> <p>Can't find a match? Change your label anytime!</p>	<p>This activity will help you increase your communication skills and confidence to identify topics of discussions, or even open discussions about facts or interests in your life! There will always be a match for you!</p>	N/A
	Physical	Face-to-face	Question of the Day	<p>Have you listened to the question? Then, weigh in and respond!</p> <p>But...not just like that...More specific questions might come up! Make sure your mind and body stay focused and active!</p>	<p>Active listening is the key to build strong relationship! Lacking that can lead to misunderstandings, hurt feelings or even damaged trust. Being an effective communicator entails that you think of other people's feelings during a discussion. This will result in building</p>	<p>EQstudents PR5 Physical Activity Relationship Management Activity 2 LIST OF QUESTIONS TO ASK</p> <p>EQstudents PR5 Physical Activity Relationship</p>

					better relationships and ultimately achieve your personal or group goals.	Management Activity 2 ACTIVE LISTENING.docx
Physical	Face-to-face	Co-op building "Toothpick Tower"	Time for group work! Your group will get a bottle and each member will have two toothpicks. In turns, place the toothpicks in the bottle to create a tower. Beware! If your toothpick falls, you start over! Be as fast as you can to win!		"Alone we can do so little; together we can do so much" - Helen Keller	PR5 Physical activity Relationship management Physical Activity 3 teacher PR5 Relationship management Physical Activity 3 students
Virtual	Matching images	Find the Relationship Management Skill	Each picture shows a situation or a relationship management technique. Drag a situation image and drop it onto the technique that you believe would help manage this situation effectively or to the picture that you feel completes the description of the technique.		Relationship Management Tips: Listen actively (pay attention & show it). Practice empathy (understand & support). Use communication (verbal & non-verbal) to connect.	N/A
Virtual	Matching tiles	What to say in delicate situations	Each bubble contains a short description of a situation in which one may feel a certain emotion and a comment one may say in a certain situation. Match the situations with the comments you believe are adequate in each situation.		Acknowledging one's own improper behaviour. "This is a good opportunity to practice self-compassion! Try to forgive yourself!" Words can build bridges or walls. Choose wisely in delicate situations to connect, not isolate yourself.	N/A
Virtual	Puzzle	4 SKILLS	Listen, Be empathetic and Communicate. Drag and drop the pieces to follow Hearty and Brainy through 4 relationship management skills.		The image represents 4 different relationship management techniques. These are: Active Listening, Practicing Empathy, Non-Verbal Communication and Verbal Communication. Hearty and Brainy are the heroes of our periodical comic book and are a nice fit in this activity as they interact and work together when a person practices these skills.	N/A

Solutions for the virtual activities

EQ Dimension	Type	Format	Title	Description	Solution
SELF-AWARENESS	Virtual	Matching tiles	Emotions-body	How do individual emotions manifest themselves? Match the emotion with its symptoms in the body.	When I'm scared... - my hands shake and I feel tension in my muscles. When I am angry... - I frown, I clench my fists and purse my lips. When I am happy... - I laugh and I am relaxed. When I am disgusted... - I distance myself and wrinkle my nose.
	Virtual	Storytelling	Kaleidoscope of emotions	Jack, a teenager from Lublin, had an amazing day today. See what emotions he experienced in the situations described.	<ol style="list-style-type: none"> - "No! I overslept!" - Jack jumped out of bed, quickly dressed and ran to catch the bus. The driver closed the door in his face! - "I am furios! Today we are playing an important match with the school team! I'm stressed that I won't make it on time! - Suddenly, a car stopped in front of Jack and in it was Kate - a girl he had liked for a long time. Hi Kate, I'm glad to see you. Maybe it will be a good day after all! I'm sure that with your support we will win!
	Virtual	Storytelling	What is happening?	One day, Jacob was returning home at late hours. It was already dusk. Suddenly, he heard a strange noise coming from the bushes. Put his story in the correct order.	 <p>(Jacob hears a weird noise and feels the threat)</p>



(His fear causes sweat)



(His fear escalates. His heart is beating fast and he has difficulty in breathing)



(He starts running away from the threat)

EQ Dimension	Type of Activity	Format	Title	Description	Solution
SELF-MANAGEMENT	Virtual	Matching images	Emotion bubbles	Each bubble represents a specific emotion (happy face for happiness, sad face for sadness, etc.) or a specific 'Self-Management' technique. Drag an emotion bubble and drop it onto the technique bubble that you believe it would help managing this particular emotion.	 <p>(When angry, count to ten)</p> <p>(When happy, practice gratitude)</p> <p>(When embarrassed, react with humor)</p>

					 <p>(When sad, take a deep breath)</p>
Virtual	Puzzle	Hero's Emblem of Mastery	<p>"Use me wisely to make every second count. I can help you find more time in the day if you use me effectively."</p> <p>Drag and drop the pieces to solve the puzzle and reveal the 'Hero's Emblem of Mastery'.</p>		
Virtual	Decision tree	The Enchanted Crown Quest	<p>As a young adventurer exploring the Enchanted Forest, you face three pivotal scenarios that intertwine your journey...</p>		<p>Scenario 1: The Whispering Forest You enter the Whispering Forest, where mystical whispers guide you towards the Enchanted Crown.</p> <p>1a. Follow the Mysterious Sound to go deeper into the forest. The Sound is so intriguing... (Leads to scenario 2)</p> <p>1b. Ignore the Sound and stay on the path. You are cautious of the unknown and you choose to stick to the main trail, dismissing the alluring sound. (Leads to scenario 2)</p> <p>1c. Call out for the Source hoping to gain more information before moving on. (Leads to scenario 3)</p> <p>Scenario 2: The Guardian's Trial You encounter a formidable guardian, who guards the entrance to the realm of the Enchanted Crown.</p> <p>2a. Engage in Combat: You confront the guardian head-on, prepared to battle for passage. (Leads to scenario 1)</p> <p>2b. Offer a gift: Believing in diplomacy, you offer a token of respect to the guardian, seeking peaceful passage. (Leads to scenario 3)</p> <p>2c. Solve the Riddle: You attempt to solve a complex riddle presented by the guardian, hoping to prove your worthiness to proceed. (Leads to final text)</p>

					<p>Scenario 3: The Elemental Convergence</p> <p>You reach the heart of Elemental Convergence, where you must decide how to harness the Crown’s power.</p> <p>3a. Choose the Elemental Harmony: Recognize the importance of balance, you select a combination of elements that complement each other. (Leads to final text)</p> <p>3b. Focus on a Single Element: Opting for a singular elemental focus, you align yourself with the power of a single element. (Leads to final text)</p> <p>3c. Embrace all elements: Understanding the uniqueness of each element, you embrace their power, seeking to unite them in harmony. (Leads to final text)</p>
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EQ Dimension	Type of Activity	Format	Title	Description	Solution
SOCIAL-AWARENESS	Virtual	Storytelling	The Mirror of Emotions	Peter, a very intelligent young boy, with a high interest in sciences, does not understand why people around him avoid him or even tend to bully him. He feels lonely and confused. Put his story in the correct order to help him.	<ol style="list-style-type: none"> 1. While seeking to understand his situation, Peter meets Anna, a kind young girl, able to see, with the help of a magic mirror, things that others cannot. 2. Anna shows Peter past situations in which he, absorbed by the things in his mind, was rude to people around him and how his behaviour has made them feel. 3. At Anna’s suggestions, Peter aims repairing his image by paying attention to what others are feeling. 4. Peter develops a special sense which helps him become a carrying person who everyone wishes to befriend.

	Virtual	Storytelling	<p>What's going on my friends?</p>	<p>Sean's group of friends is united and happy, until an argument gets Greta into trouble and she isolates herself. Sean realises the situation and offers his friend help. Tries to put the images of this story in order.</p>	 <p>(Greta is with a group of friends hanging around)</p>  <p>(An argument)</p> 
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					<p>(Greta isolates herself)</p>  <p>(Sean offers his help)</p>
Virtual	Decision tree	The Amber Glass	<p>In a distant kingdom, a young knight ventures into the dark forest to find the Amber Glass, also known as the Ear of the Heart. After a long journey, full of obstacles and vicissitudes, he finally finds it, but is stopped by a mighty dragon. What do you want to happen?</p>	<p>Scenario 1: The knight immediately attacks the dragon and fights until he seriously wounds it, but before he strikes the fatal blow he notices a strange thorn stuck between its wings.</p> <p>1a: The knight then realises that the dragon cannot fly, is no longer dangerous and leaves him there dying. He reaches for the amber glass and as soon as he touches it. (Leads to scenario 3)</p> <p>1b: The knight decides to pull out the strange thorn that should not be there. Very carefully and dodging the dragon's tail blows, he finally succeeds. (Leads to final text)</p> <p>1c: The knight decides to use that strange thorn to immobilise the dragon for good. (Leads to scenario 2)</p> <p>Scenario 2: The knight knows dragons, knows they can talk to humans, and asks them a question.</p> <p>2a: the knight asks: "What causes your pain, dragon? I remember when you were flying happily in the skies, what's going on?" (Leads to final text)</p> <p>2b: the knight asks: "why are you so evil?". The dragon opens its jaws wide. (Leads to scenario 1)</p> <p>2c: the knight asks: "why do you defend the amber glass? This anger in your attack does not convince me." (Leads to scenario 3)</p>	

					<p>Scenario 3: The knight remembers that dragons have incredible powers, which they can use for good and evil, but it all depends on what they feel in their hearts.</p> <p>3a: The knight decides to state his purpose: he wants to use the amber glass to awaken the feelings of his people, who have been enchanted by a terrible witch who has turned their hearts to stone. ?” (Leads to final text)</p> <p>3b: The knight decides to take a closer look at the dragon and understand what is going on, why it attacked him, he carefully observes the dragon and recognises the witch’s curse, the enemy of his people, on the dragon’s wings he decides to free him. ?” (Leads to final text)</p> <p>3c: The dragon asks for help, says he has been the victim of an evil spell and needs his help. The knight decides to trust and listens to him. ?” (Leads to final text)</p>
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EQ Dimension	Type of Activity	Format	Title	Description	Solution
RELATIONSHIP MANAGEMENT	Virtual	Matching images	Find the Relationship Management Skill	Each picture shows a situation or a relationship management technique. Drag a situation image and drop it onto the technique that you believe would help manage this situation effectively or to the picture that you feel completes the description of the technique.	 <p>(Verbal communication, asking people how they feel or their opinion)</p>



					 <p>(Non-verbal communication, gestures, facial expressions to make other people feel heard)</p>  <p>(Empathy, giving encouraging advice)</p>
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					 <p>(Active listening when someone is speaking)</p>
Virtual	Matching tiles	What to say in delicate situations	Each bubble contains a short description of a situation in which one may feel a certain emotion and a comment one may say in a certain situation. Match the situations with the comments you believe are adequate in each situation.	<p>Admitting a personal mistake. – “It takes courage and dignity to be able to do that. I appreciate your honesty!”</p> <p>Loosing somebody or something. – “I am sorry for your loss! I can only imagine how you must feel!”</p> <p>Perceiving some kind of danger. – “Courage isn’t the absence of fear, but pressing forward in spite of the fear!”</p> <p>Disliking a thing, a behaviour or a situation. – “Disgust is meant to protect you from things or people that may harm you, but it is also a way of disguising the fear!”</p>	
Virtual	Puzzle	4 SKILLS	Listen, Be empathetic and Communicate. Drag and drop the pieces to follow Hearty and Brainy through 4 relationship management skills.		