

## The Rivalry Game

**Directions** Read the passage below on sibling rivalry. Then follow the steps to design a game that explores the subject of sibling rivalry.

Conflict between siblings (brothers and sisters) or other children who live together is normal. In fact, it is even common among other animal species. Human children do not usually have to compete with one another for food and shelter, but they may fight over shared possessions or attention from their parents. Competing can also be a way for children to set themselves apart from their siblings and define themselves as individuals.

Siblings are more likely to fight when they are hungry, bored, tired, or stressed. Violent movies and television shows may also encourage fighting. By contrast, siblings are less likely to fight in families that enjoy activities together as a group. Parents can also reduce sibling conflict by teaching their children that fighting is an unacceptable way to solve problems.

Experts encourage parents to avoid interfering in children's disputes unless there is a

risk that a child could be hurt. They should encourage children to work their problems out themselves and avoid assigning blame. They can also help smooth over conflicts by making an effort to spend some one-on-one time with each child. Most of all, they should avoid comparing their children and playing favorites. They should encourage their children to be themselves and not try to label them.

Siblings can also take steps to reduce their conflicts. For instance, if they frequently fight over the use of certain items, such as the television or computer, they can set ground rules to determine who gets to use these items at different times. They should understand that it is okay to get frustrated and angry with each other sometimes, but that it is also important to treat each other with respect.

- 1 Choose the audience.** Who will be the target audience for the sibling rivalry game you are creating. For example, it could be for young children or teens. This decision affects the design of your game. Young children, for example, cannot follow complicated directions or answer detailed questions. Perhaps you would like to design a game that adults and children of all ages can play together. To do this, you could have different levels of play, such as questions of varying difficulty levels on each card.
- 2 Determine the object of your game.** Will it be a question-and-answer game to test people's knowledge about sibling rivalry? Will players explore how to handle sibling rivalry through role-playing? Perhaps the game will tell a story, with players taking the roles of siblings in a family and gaining points for working out their conflicts successfully. Think about what might make an interesting way to teach this subject through a game.

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**CHAPTER 10 Family Challenges (Continued)****Focus on Competition**

**3 Consider possible game formats.** Here are a few common ones:

- With board games, players move pieces around a game board. A die or spinner can determine where to move the pieces. Some board games have squares marked with instructions that players must follow. In some games, the object is to advance a piece to the end of the board. In others, the goal may be to take up territory on the board or to capture other players' pieces.
- For card games, players are dealt and play cards from their hands. Card games may be played with an ordinary pack of playing cards or with special cards designed for the game. The object of a game may be to win cards or to get rid of all your cards.
- Party games keep a large group of players active at the same time. "Charades" and "Celebrities" are examples. Such games may involve guessing a name or phrase, drawing pictures, or brainstorming things that fit into a category.

Your game could combine elements of different game formats. For example, players might draw cards, act out the words on them for others to guess, and advance their pieces around a board.

**4 Establish the rules.** Do not expect to get all the rules fixed right away. You may need to test the game a few times and refine the rules as you go. Nevertheless, you do need to come up with the basic elements of game play. For instance, do players take turns or play all at once? If they take turns, how do they know whose turn is next? What actions can each player take on a turn?

**5 Develop game materials.** You might need a game board, playing cards, playing pieces, and other items. If you need cards with questions or instructions on them, begin writing these. You may come up with more ideas for cards as you play-test your game.

**6 Test the game.** Gather people to play the game. If possible, choose players of the appropriate age. Observe what parts of the game go smoothly and what parts could use adjustment. Ask the players for their opinions. What did they like about the game? What did they feel could be improved? Use their advice to help you refine the rules and other elements of the game. You may go through several rounds of play-testing and adjustment before you feel satisfied with your game.

## Out-of-Control Anger

**Directions** Violent and aggressive behavior harms individuals and families. Read the scenario below. Then answer the questions that follow and try the Discovery activity.

Fifteen-year-old Curtis lives in a home where angry outbursts are common and are getting worse. His parents fight, and sometimes Curtis becomes involved in the shouting. His father acted like he was going to hit him once when Curtis yelled back as an argument escalated. Curtis used to fight with his older brother until Lenny left home. Lenny has

been gone for a year, and now no one knows where he is, which saddens Curtis. Curtis's ten-year-old sister Ellie is very moody and can not keep a friend for long, so Curtis takes her places sometimes, trying to get her to be happier. Curtis feels angry inside and just wants to break something at times.

1. What are some possible reasons why Curtis's parents fight? \_\_\_\_\_  
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 \_\_\_\_\_
  
2. Why do you think Lenny left and is no longer in touch? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
3. What do you think Ellie is feeling and why? Why does she have trouble keeping friends?  
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 \_\_\_\_\_  
 \_\_\_\_\_
  
4. Describe the kind of person you think Curtis is. \_\_\_\_\_  
 \_\_\_\_\_  
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**CHAPTER 10 Family Challenges (Continued)**

**Focus on *Writing***

5. What can happen when family arguments escalate over time? \_\_\_\_\_

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6. Everyone experiences anger. How should it be handled when you are a parent? \_\_\_\_\_

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\_\_\_\_\_

7. If things continue as they are, what do you think is ahead for Curtis? \_\_\_\_\_

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\_\_\_\_\_

8. If children grow up in angry, violent families, what could happen when they have families of their own?

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\_\_\_\_\_

9. What can Curtis do to help himself and his family now? \_\_\_\_\_

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10. What kind of impact do troubled families have on society? \_\_\_\_\_

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**Discovery**

**Letter Writing** Write a letter to Curtis that will be helpful to him. How could you show empathy and give him hope for the future? What ideas do you have for him?