

## Educational Packet

# Play in class with



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## **Forward**

This game was created in 2020 by **François Romain**. This name may not mean anything to you, but it's now a key figure in the Belgian gaming scene.

And yet, before entering the world of games, François Romain was first a comedian and even a police officer at one point. Then he was hired by Asmodee Belgium. This position allowed him, among other things, to host belgoludiconews (which had no less than 200 episodes), during which he introduced the general public to new game releases. He also worked for Repos Production, which he left recently, to begin a new adventure with a new board game publisher CAPTAIN GAMES.

*So Clover!* is a cooperative board game about connecting ideas that brings friends and families together during game night. And why not at school too?

On top of the gaming aspect, we're convinced the game *So Clover!* - just like games as a whole - has a special interest in the classroom. Here, we'll show you the educational interests as well as the skills it can help develop.

In this helpful packet, we focus on the manner in which the game can be used in a school setting and for a large number of players.

Next, we also provide a series of adaptable activities to use *So Clover!* in every dimension. Each activity can be used independently from the others.

They can also be adapted to your goals, needs, and group of students.

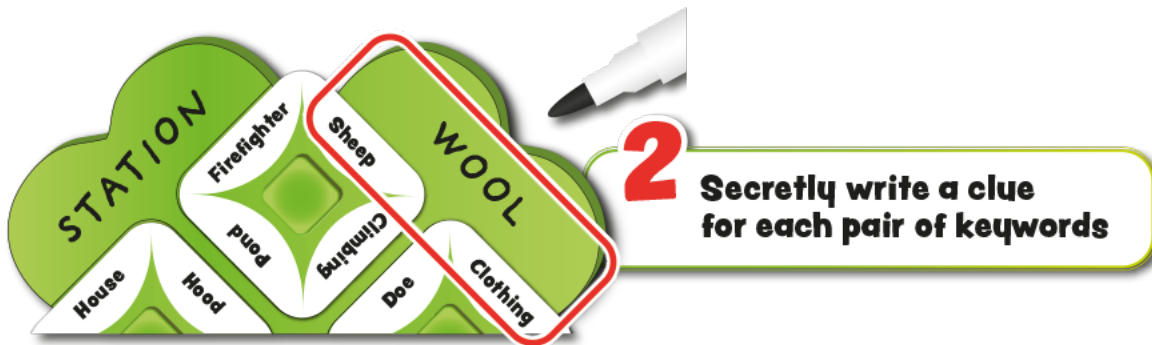
Feel free to come up with other possible uses. This list is not exhaustive.

**Playfully yours,**

*Frédéric Cogghe (Ludismart) & Repos Production*

# Quick Rules

Draw 4 random cards and place them on the clover.



Detailed rules are available at <https://www.rprod.com/fr/games/so-clover>.

# Educational Uses of the Game

Board games encourage gradual acquisition of different fields that make up the common base of knowledge, skills, and culture, by asking players to follow rules they impose and through the relationships fostered between players.

In the school setting, games, as a learning tool, are an effective means of contributing to students' formation as a person and member of society, while promoting language for thinking and communicating.

In the classroom, they are also sometimes the trigger that lets students pay closer attention, become more motivated, and throughout an entire activity too. They can also activate their prior knowledge or help acquire new knowledge.

## ***So Clover!, a game for developing core skills***

Depending on your students' ages, subjects taught, timing, you can easily spark an interest in this game, since there are so many educational opportunities.

Here are several tracks to explore with your class:

### **In English:**

- Reinforce verbal vocabulary
- Reinforce lexical knowledge
- Create lexical fields
- Associate two ideas
- In a notebook, list clue words observed during games
- Write definitions of guessed words
- Understand homophones
- Understand antonyms
- Understand words in the same family
- Write texts by including words on the card
- Understand the alphabetical order
- Work on the nature of words

### **For Language classes (French, Spanish, Italian, etc) :**

- To understand vocabulary, why not ask students to write their clues in another language?
- For a higher difficulty level, you can also play with the base game rules after buying a copy of the game in the target language.

### **For ELL or ESL classes:**

1. *You can choose cards that will go on the clover (game board) yourself to facilitate creating connections between words.*
2. *You can also create your own cards (with words learned together) by following the normal card format.*

*For recently immigrated or assimilated students that are beginning to feel comfortable in English, So Clover! can also be a really rich experience. The game will let students expand their vocabulary in a fun way.*

### ***So Clover!, a game for developing interdisciplinary skills***

- Follow instructions and rules
- Facilitate verbal expression
- Facilitate communication in a group setting
- Give positive encouragement to struggling students
- Reason with logic
- Form hypotheses
- Practice deduction
- Work on short-term and long-term memory
- Help get over shyness
- Find your place in a group
- Develop students' imagination and creativity (having ideas that others don't have)
- Increase the speed of thought and wit
- Demonstrate an interest in culture
- Make decisions
- Put oneself in another's shoes (and their understanding of the world)
- Develop confidence in oneself and the teacher

### ***Playing in groups also allows students to:***

- Create bonds with players
- Help others to succeed together, by respecting everyone
- Improve positive communication with others
- Encourage a group dynamic
- Better understand and accept rules by winning or losing together
- Consider other players as allies, not opponents
- Exchange ideas with each other (when partnered)
- Agree on a solution together
- Accept each person's development
- Strengthen relationships between players
- Practice collaboration
- Work in a team
- Self reflect and, if needed, self correct

## Other variants:

### With younger students (or groups of struggling students):

#### 1. With only 2 cards:

- connect only 2 words (2 cards chosen by you)
- connect only 2 words (2 cards chosen randomly)

It would be interesting to grade the quality of the clues (with stars?) collectively and describe what makes a good clue (after playing).

#### 2. Then with 4 cards, but with changes:

- Choose the 4 cards beforehand, but you can leave opportunities to determine the correct placements of the 4 cards on the board.

Finally, students will be ready to enjoy the full game.

### Playing with 2: it's possible!

Each student takes a board and 4 cards that they place in front of them. On their own, each student connects words to create clues that will let their teammate find the right placements on the board. They gain victory points together, adding their points up over 3 rounds, for example.

# EDUCATIONAL WORKSHEETS





# I'm Bored!

1

*This activity lets your students highlight their creativity and improvisation skills by telling stories with certain restrictions.*

## Contents:

- The game *So Clover!*
- A timer (1 minute)
- A 6-sided die

**Goal :** be the player or team who tells the funniest story.

## Overview:

1. Each player (or team) receives a card that they place in front of themselves, facing all other players. The other players have 30 seconds to look over the 4 words on the card. The last player to have seen a play begins.
2. As soon as they are ready, this player rolls the die. The value of the die determines the genre of story they will have to tell.

*1: drama, 2: horror, 3: comedy, 4: science fiction; 5: adventure, 6: mystery*

They have one minute to tell their story. Then, the player seated to their right starts telling their story, keeping the same theme. Play continues in this way for all players.

The vote:

At the end of the round, after all players have told their story, they cast their votes. Each player chooses their favorite story. The player with the most votes wins.

## Advice:

- You can change themes according to your interests (pool, family dinner, etc)
- You can play multiple rounds. Each round lets the winning player gain 1 point.

## Target Skills:

- Speaking :- Practice speaking and listening during different situations
- Create meaning
- Guarantee a clear structure and coherence of the message
- Use and identify non-verbal elements

Elementary		Secondary		
8-10 year olds	10-12 year olds	9th	10th	11th
				

# Face to Face

2

*This activity lets your students improve their vocabulary.*

## Content:

- The game *So Clover!*

**Goal :** be the player or team who earns the most points.

## Overview:

Make groups of 3 students. One of the three teammates is the judge, the other 2 are players. The judge takes 4 face down cards. They place the clover between both players, who are seated facing each other.

**Round 1:** On their signal, the judge flips over the first 2 cards and puts them side by side on the clover. The first player to say a word that connects both words (example: banana and ice cream = sundae) gains 1 point.

**Round 2:** The judge then places the third card. Continue play with the same rules.

**Round 3:** For the next round, when the judge places the final card, the first player to say 2 words gains 1 point. The first word must connect the second and third placed cards and the second word must connect the first and fourth placed cards, since they are now all on the clover.

Whoever has the most points at the end of the third round wins the game. Players switch roles (one player stays a player, the other becomes the judge, and the judge becomes a player).

The total points after 3 games determines the winner.

## Variants :

- You can also play this in 2 teams (with an equal number of players) that face each other. The judge has the same role, but uses more cards (around twenty). The losing player is eliminated (and can become the judge), while the winning player plays directly against a player from the opposing team. The goal here is to eliminate all the players on the opposing team. New cards are played on top of the old ones or replace them entirely - whichever way you prefer.
- The 3rd round could earn players 2 points instead of only 1.

## Target Skills:

Speaking/Listening:

- Practice speaking and listening during different situations
- Create meaning

Elementary		Secondary		
8-10 year olds	10-12 year olds	8-10 year olds	10-12 year olds	8-10 year olds
	😊	😊	😊	😊

# Story Machine

3

*This activity lets your students begin creating stories with certain restrictions.*

## Contents:

- The game *So Clover!*
- The “Story Machine” worksheet

**Goal:** create a text that is 10 lines long and incorporates 4 words on a card from the game *So Clover!*

## Overview:

1. Play a game of *So Clover!* with your students.
2. At the end of the game, each team or player takes their clover (board) and leaves all 4 cards in place.
3. Ask them to write a text that is at most 10 lines long that includes the 4 clues from the game.

## Variants :

- Use the same words for all the students (a single card for the class).
- Decrease or increase the number of words (according to students’ ages).
- You can give them other restrictions (about the genre or type of text, etc).
- For older students, you can require more than 10 lines.
- You can use all the words found across the cards (16) and, for extreme difficulty, even incorporate the 4 clues they wrote on the clover.






## Target Skills:

Reading:

- Create meaning

Writing:

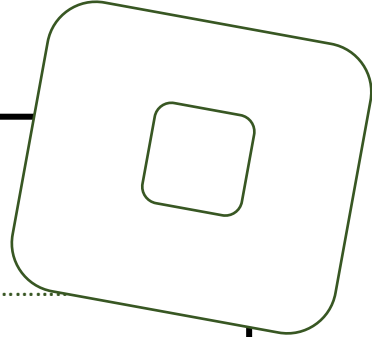
- Expand on contents
- Identify lexical units
- Use grammatical and lexical units
- Guarantee a clear structure and coherence of the message
- Alter writing according to the communication situation
- Provide a clean presentation

Elementary		Secondary		
8-10 year olds	10-12 year olds	8-10 year olds	10-12 year olds	8-10 year olds
				

# Story Machine

First, **write** the 4 words on your card onto the card shape to the right. Using the 4 words on this card, **write a text that is 10 lines long**. Start with a first draft. As soon as you finish, have your teacher **correct your text**. Then, **rewrite your text** while being careful not to make the same mistakes.

**Underline** the 4 words in your text.



10 lines of dotted writing space for the story.

# Alphaspeed

4

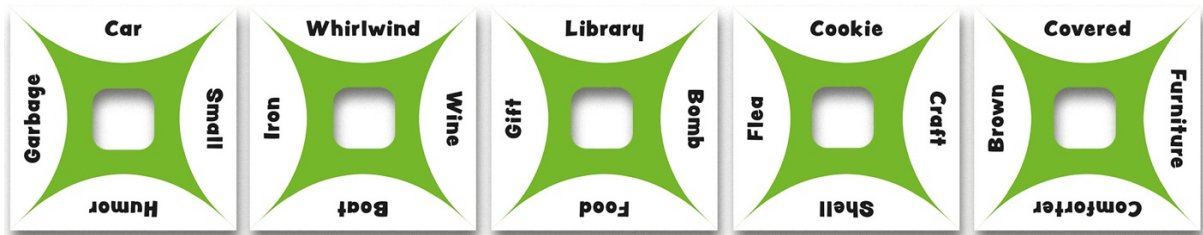
This activity lets your students improve their reading speed, but also alphabetize words.

## Contents:

- Cards from the game *So Clover!*

**Goal:** be the fastest student to put the cards in alphabetical order.

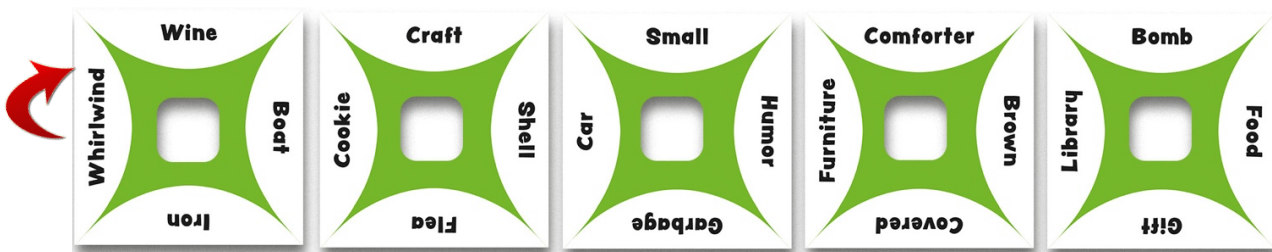
You can split students into groups of two, with a player and judge each. Give 5 cards per group, which the students lay out in front of them:



On your signal, “player” students will rearrange words in the top row (yellow border) in alphabetical order. As soon as they’ve finished, the judge checks their work.



If everything is correct, players rotate all their cards by a quarter turn towards the right to have 4 new words, and so on until they finish rearranging the words in the final row (yellow border).






If the judge approves, they shout “ALPHASPEED.” The first player to finish wins the game.

At the end of the game, students swap roles.

## Target Skills:

Reading:

- Alter reading according to the communication situation
- Consider grammatical units
- Identify lexical units

Elementary		Secondary		
8-10 year olds	10-12 year olds	8-10 year olds	10-12 year olds	8-10 year olds
				

# Connect Them All!

5

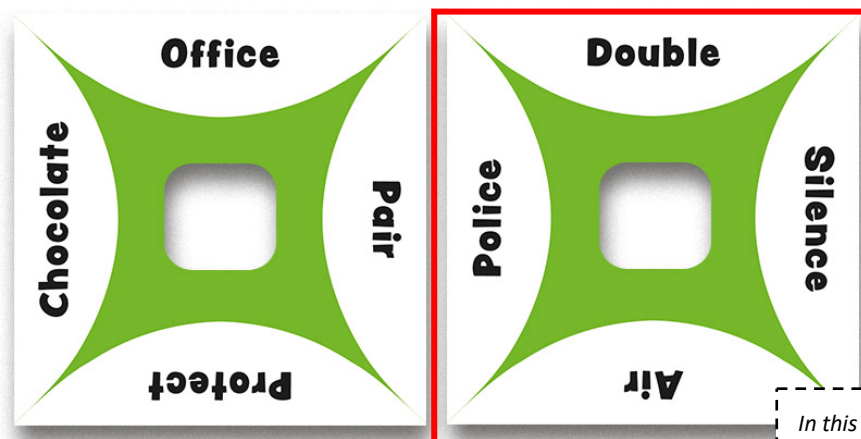
*This activity lets your students write stories with certain restrictions.*

## Contents:

- Cards from the game *So Clover!* (5 cards per student)
- The “Count Me” worksheet (make photocopies)

**Goal:** be the first player to discard all their cards

Each student receives 5 cards from the game and places them in front of them, face down. You place one face up in the center of the table. All players flip over their first card. The student seated to your left plays first. To play one of their cards, the student must find a connection between two words (one on their card and one on the card in the center of the table, outlined in red below).



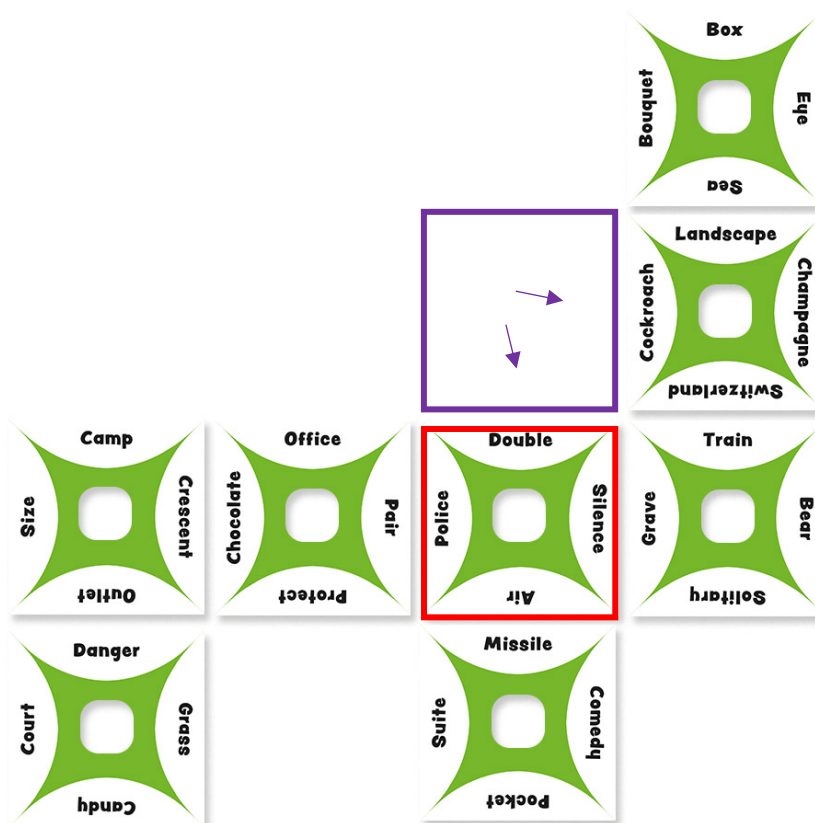
*In this example, I decided to play my card next to the word “Police.” If I connect it with the word “Pair,” I could say the word “Handcuffs.” I can play my card. The player to my left then takes their turn.*

**After several turns, it could look like this:**

If you decide to place your card where the purple square is, make sure all words work. You must therefore connect your word with “Double” and “Cockroach” (purple arrows). If it’s not possible, you must find a different place to play your card.

Players can pass on their turn.

When a player plays their last card, all other players take one last turn. Everyone who has played all their cards wins the game.



## Target Skills:

Reading/Speaking:

- Elaborate on the significance of contents
- Identify lexical units
- Use grammatical and lexical units
- Guarantee a clear structure and coherence of the message
- Alter speaking and listening according to the communication situation

Elementary		Secondary		
8-10 year olds	10-12 year olds	8-10 year olds	10-12 year olds	8-10 year olds
😊	😊	😊	😊	😊



# Meet the Designer

6

*This activity lets your students meet the designer of the game through a video clip.*



## Contents:

- The “Meet the Designer” worksheet
- [link] <https://fb.watch/cHMXFOqNxk/>

**Goal:** answer the most questions correctly.

## Overview:

Let’s get to know the designer of the game: François Romain.

In this video, he explains the process behind creating the game, and also talks about his life.

1. Watch the video with your students one time, with nothing other than a piece of paper and something to write with. Students can take any notes they want.
2. Hand out the “Meet the Designer” worksheet. Give them time to read over the questions, without answering them.
3. Watch the clip again, without letting them look at the worksheet.
4. At the end of the clip, give them time to answer the questions.
5. Watch the clip one last time and, finally, give them time to complete or correct their responses.

At the end of the activity, gather the worksheets, then if you want, correct them out loud with the students.

**Careful:** the clip is hosted on Facebook.

## Target Skills:

Listening:

- Alter listening according to the communication situation
- Create meaning
- Guarantee a clear structure and coherence of the message

Writing:

- Elaborate on the significance of contents

Elementary		Secondary		
8-10 year olds	10-12 year olds	8-10 year olds	10-12 year olds	8-10 year olds
😊	😊	😊		

# Meet the Designer



Answer different questions about the designer.

1) What is the designer's first and last name?

.....

2) How long did it take him to create his board game?

.....

3) What does the expression "like a bolt from the blue" used by the designer mean?

☐ *in a difficult way*

☐ *like a sure winner*

☐ *suddenly and surprisingly*

4) What's the most board games he's owned at a given time?

.....

5) What was the game called before "So Clover!"?

.....

6) How was the original name chosen?

.....

7) List two jobs the designer has had in his life.

.....

8) List three elements in the Repos Production logo. Redraw it.

.....

.....

.....

If you had to remember one thing from this interview, what would it be?

.....

.....

# The Soul of a Poet

7

*This activity lets your students practice poetry using the game.*

## Contents:

- A die
- Cards from the game *So Clover!* (1 card per student)
- A piece of paper and something to write with
- Optional: a dictionary

**Goal:** write a poem using the given restriction.

## Overview:

Give each student a card from the game. Using this card, each student must write a poem with a restriction. To do this, roll the die (or ask one of the students to roll the die). The result decides the form the poem will take:

1. Prose: the poem does not need to have lines.
2. Calligram: the text is written in a way to make a picture. This also generally reflects the theme of the poem.
3. Sonnet: a poem with 14 lines separated into 4 verses, 2 quatrains (verses of 4 lines), followed by 2 tercets (verses of 3 lines).
4. Rondeau: a poem with a fixed form of 13 total lines.
5. Haiku: a poem composed of 3 lines (the first and last with 5 syllables, and the middle with 7 syllables).
6. Acrostic: poetic text where the first letter of each line spells a word when read vertically.






## Variant:

- Write a poem as a group.
- You can decrease or increase the words to include.

## Compétences sollicitées :

Writing:

- Elaborate on the significance of contents
- Identify lexical units
- Use grammatical and lexical units
- Guarantee a clear structure and coherence of the message
- Alter writing according to the communication situation
- Provide a clean presentation

Elementary		Secondary		
8-10 year olds	10-12 year olds	8-10 year olds	10-12 year olds	8-10 year olds
				

*This activity lets your students manipulate their smartphone while developing their analytical mind and technique while filming their own video rules.*

## Contents:

- A smartphone
- A copy of the game *So Clover!*

**Goal:** film video rules for the game.

## Déroulement :

Video rules are a video clip that teaches the rules to the game. Explain the rules of the game *So Clover!* to your students. Let them play a few games. Then, ask them to explain the rules of the game, by filming themselves or filming the game using their smartphone or any other tool that records video. To do this, they can be inspired by other examples. Here are 3 (for the game *Just One*):

[example 1](#)   [example 2](#)   [example 3](#)

Using their smartphone (or tablet, etc) and in groups of 3, students must:

1. Write a script for the video rules.
2. Film the rules explanation using a copy of the game.
3. Send you the final video.

## Careful:

The video rules must be filmed in one plane only (no editing).

## Variants:

- This activity also works for other Repos Production board games.
- If you don't have the necessary material, you can still ask students to write a script, but ask them to illustrate the scenes instead.

## Target Skills:

All English skills are targeted.

### + Interdisciplinary skills:

- Use audiovisual tools (smartphone or tablet)
- Manage time to complete an activity
- Work in teams

Elementary		Secondary		
8-10 year olds	10-12 year olds	8-10 year olds	10-12 year olds	8-10 year olds
	😊	😊	😊	😊

# Time to film video rules for

## *So Clover!*

1. Before filming, prepare the text you will read as a team. You can use the rulebook found in the game box.
2. Memorize the text.
3. Start the video by saying the title of the game.
4. Explain the basic rules of the game.
5. Give an example.
6. Invite other players to play.
7. End your video with special thanks to the viewers.

**Careful:** Keep the total length of your video under 3 minutes.

Handwriting practice lines consisting of 25 rows of dotted lines on a solid background.