



THE TALKING, FEELING & DOING Game
Number of Players: 2-4
Age Range: 4-7
Playing Time: 15-20 minutes

Objectives of the Game:
To help children understand and express their feelings and actions through role-play and discussion.

How to Play:
1. The children sit around the board game.
2. One child spins the spinner and moves their token.
3. The child who lands on a space with a picture must act out the picture.
4. The other children guess the feeling or action.
5. The child who guesses correctly earns a chip.
6. The game ends when all children have collected 10 chips.

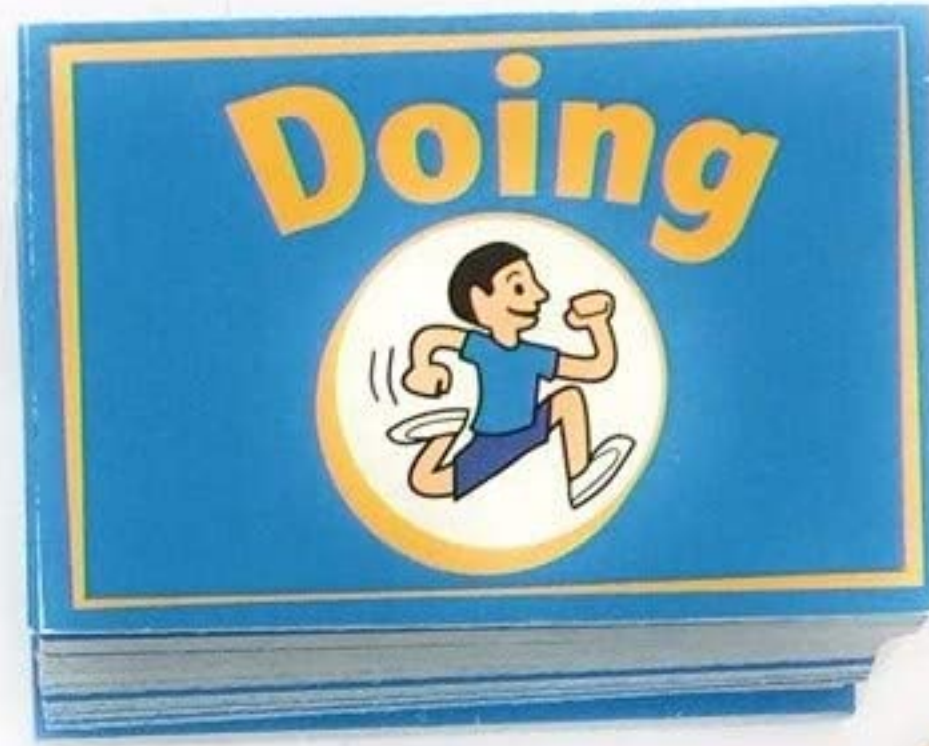


Make 'em see that something is happening. It's all very happening. What is happening?

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THE TALKING, FEELING & DOING

Board Game



Talking

Feeling

Doing

by Richard A Gardner, M.D.

Start

Finish



Ages 4 to 15



THE TALKING FEELING & DOING Game

by Richard A. Gardner, M. D.
Revised and Updated

2-6 Players

What's Included in the Box

- 108 Doing Cards
- game board
- bag of chips
- 108 Talking Cards
- spinner
- 2 dice
- 108 Feeling Cards
- 6 pawns

The Talking, Feeling, & Doing Game—devised by Dr. Richard A. Gardner in 1968 and first published in 1973—has enjoyed world-wide utilization as an extremely effective psychotherapeutic instrument. Most child therapists consider it an indispensable part of their playroom equipment. With a high degree of predictability, the game will engage the most resistant and inhibited children into meaningful psychotherapeutic endeavors. The game routinely facilitates disclosures often not otherwise obtainable. Further, the materials elicited by the game serve as points of departure for meaningful psychotherapeutic interchanges.

During the decades over which Dr. Gardner has utilized the game, he has found nothing to change in the game's basic format. Times change, however, and some revision and updating of the instructions and question cards were warranted. This new version retains the basic format of the original game. However, some of the question cards have been updated, modified, or improved—with the result that the revised game is likely to prove even more effective than the original.

Purposes of the Game

The Talking, Feeling, & Doing Game: A Psychotherapeutic Game for Children was devised to enable therapists to learn more about their child patients' psychological processes. Children in treatment do not generally come forth with revelations about themselves, especially those that may cause psychological pain, anxiety, shame, or guilt. This game enables children to provide such information in a way that is nonthreatening. In short, it enables the therapist to find out what is going on in the child's mind in the context of a friendly and often enjoyable game format—so universally appealing to children. It utilizes the vehicle of standard board game play, a format with which most children are familiar.

Though the game facilitates the elicitation of the child's responses via token reinforcement, it is by no means a form of behavior modification. The purpose of the token reinforcement is not to change behavior at the manifest level (which is what is done in behavior modification) but to use such reinforcement for the elicitation of psychodynamically meaningful material, material that is designed to serve as a point of departure for meaningful psychotherapeutic interchanges between the child and the therapist.

The Talking, Feeling, & Doing Game has proven helpful for shortening the psychotherapeutic process because it quickly and predictably provides the therapist with information about the child's underlying psychological processes. Information that might have taken weeks or even months to elicit may even be obtained during the first few sessions. The game was originally designed to enable inhibited children to reveal themselves, but even children who are more freely engaged in direct discussion and insight-oriented therapy will find it a pleasurable additional psychotherapeutic experience.

Who Can Play

The Talking, Feeling, & Doing Game has proven useful for child patients as young as age four. Younger children, because of cognitive immaturity, cannot generally play board games in a meaningful way. The upper age range is approximately early adolescence (ages 12 to 15). Children in this bracket are usually too old to involve themselves in fantasy play (especially around dolls) and may be too young to involve themselves meaningfully in direct face-to-face discussion, especially when such discussions involve the development of insight. Many in this older age bracket will welcome the game and openly state that it helps provide them with material for discussion with the therapist.