

Giochinsieme



The cards by **Itala Riccardi Ripamonti**

# SEQUENCES AND RELATIONSHIPS

To develop language  
and logical-temporal skills

Erickson

## Objectives

The “**Sequences and relationships**” cards are designed to:

**S**timulate **temporal and logical skills**, which enable a series of pictures to be put in the correct order.

**D**evelop the concept of **cyclicity** and encourage the child to think about the interdependence between a **cause/effect** event and our mental processes; just like between the construction of the different situations and the way in which we direct our attention. In fact, by using these cards children find themselves dealing with sequences of four pictures which have the distinctive feature of having neither a predefined start nor an end, in other words, they have to create cyclic sequences: any one of the four situations depicted can thus be the starting point or end of the same sequence. Children are thus drawn to the conclusion that nothing is cause or effect in itself, in so much as an effect can be considered a cause in relation to another thing that follows it in time and that, in the same way, what we consider a cause can be seen as an effect in relation to what it was preceded by. This helps children become aware of their mental processes and realise - with all the positive repercussions that this brings - that they are the ones who «build» the reality surrounding them. After all, children are fascinated by this kind of cyclic, infinitive succession of events, which is at the basis of many concepts, including mathematical ones.

**I**nternalise awareness of the difference between state and action and thus **semantic differences**. In particular, many children and adolescents with hearing impairments and/or a Specific Language Disorder are unable to grasp the difference between certain verbs: for example, between «pour» and «drink», but also between «pour» and «poured», «dry» (verb) and «dry» (adjective), which they see as a single, undifferentiated action. The use of these cards helps them to make these distinctions, to understand them and to master them.

**I**mprove **self-regulation**: the playful modality, which exploits children's motivation, involves emotions, and this meeting of the emotional and the cognitive unleashes behaviour self-regulation, which enables objectives to be fulfilled, regardless of external stimuli. By strengthening the cognitive system we are able to work on the emotions and thus obtain greater self-regulation, in so much as the cognitive system controls the emotional aspect, even if self-regulation occurs both ways.

**S**timulate **flexible use of language**, teaching children to change their point of view, on the basis of which a situation is considered - and thus is given meaning and described.

**E**ncourage the use of **suitable language** from a lexical and morphosyntactic point of view.

## Age and characteristics of target users

This aid is designed for children of **4** years upwards, both for developing and stimulating the aforementioned objectives in individuals with typical language development and for remediating these skills in children with language difficulties.

## Description of the cards

The deck contains **86 cards** (84 sequence cards + 2 jokers), which depict 42 «actions» and 42 «states» and can be sorted into temporal and logical sequences of 4 cards.

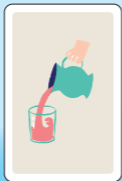
The distinctive feature of these sequences is that they are circular, every picture can act as a starting point for the others and vice versa.

## How to use the cards

Let's look at a sequence:



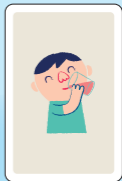
The glass is empty



You fill it

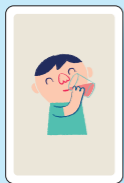


It's full



You drink it (you empty it)

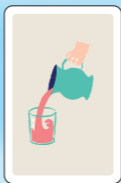
You can continue, because after drinking from the glass, it is empty (see the following figure), and so the cycle repeats itself starting from «You drink it»:



**You drink it**



**The glass is empty**



**You fill it**



**It's full**

In this way, that mentioned in the objectives regarding concepts of cause and effect and our mental processes is highlighted. The educator may also use these cards to draw the child's attention to the difference between «state» and «action». In fact, it often occurs that very young children or those with analytical difficulties or with language problems, tend to globalise or generalise, and thus do not take into account the difference, as mentioned above, between «you sit down» and «sat down», between «you open» and «open», and so on. In actual fact, they have problems both with naming and with putting in order. Nevertheless, in order to help them quickly remediate, drawing their attention to the difference between the two conditions with certain games is all that's needed. The different uses of the cards are the best way for the educator to realise the kind of support the educational

tips can provide, stimulating the children's mental activity and rendering them an active part of it.

## An example game:

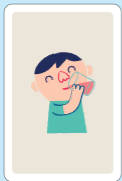
# DOMINOES

## How to play

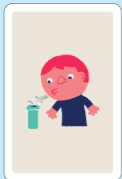
Deal out the cards to the players, using a full or reduced deck, depending on the age and ability of the individual players. Each child keeps their pile of cards face down on the table next to them and, when it's their turn, turns over one card at a time. The first card turned over is put on the desk (let's say it's «you drink it»), then the same player turns over another card. This may depict:

- a verb (action) of any other sequence – in this case the player would put it under the «you drink it» card – and would then carry on the game by turning over another card;
- a state. If the player were extremely lucky , they might turn over the card "empty" which would then be put next to the "you drink it" card.

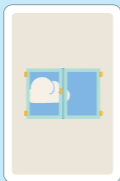
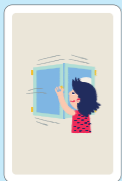
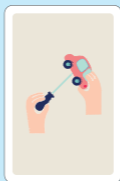
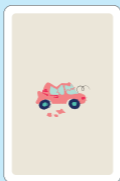
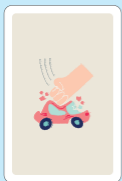
No other cards can be put down, instead they should be kept aside face up so that they may be used in the player's next turn. When a player is unable to continue (because their card cannot be used) it is the next player's turn.



As the game continues the various sequences of the dominoes will be built: the winner is the player who finishes their cards first.



In the examples given, each sequence starts with a verb and proceeds accordingly but remember that the order is set by the first card placed on the table and therefore will be different every time you play.



For example, if the first card placed on the table were «clean», all the sequences would have to start with a card depicting a «state».

# “Sequences and relationships” games:

- Dominoes
- Opposites memory
- What next memory?
- Old maid
- Steal the pack
- Happy families



