





The Match Game



Table of contents

Table of contents	2
Instructions for school – one-on-one	3
Tips for school – one-on-one	4
Instructions for school – full class	5
Tips for school – full class	6
Instructions for home	7
Tips for home	8
Cards with checklist – front	9
Cards with checklist – back	10
Blank cards – front	11
Blank cards – back	12
 Reflection activity	13
 Weekly reflection activity	14-15
 Class tracker	16
 Learner tracker	17
Legalese and shameless plugs	18



[Click to watch the YouTube video instructions.](#)



Click the Google icon above to get the Google version.

Clicking on a number will take you directly to that page.



Instructions for school – one-on-one

The match game is designed for self-reflection and self-regulation. By talking to each other, the two players will be able to adjust behavior over time.

1. Talk about why you are playing the game – to work as a team and better understand your behavior to meet your needs and learn new skills.

2. The players, the educator and learner, each take a set of cards.

3. A time frame is chosen for the educator and learner to rate their behavior (it can be the same time frame every day or new ones depending on the goals of the game).

4. Decide who is going first.

5. The educator and learner pick the card they think represents how the learner behaved during that time frame.

6. The goal is for them both to match cards.

7. After both they show their cards, the learner explains why they chose their card and then the educator explains their choice.

8. Both players then pick the card they think represents how the educator behaved during the chosen time frame.

9. Again, the goal is for the players to match cards. It is also a great chance for the educator to model being self-reflective and/or disagreeing respectfully.

10. After both players show their cards, the learner explains why they chose their card and then the educator explains their choice.

Extending the game



Tips for school – one-on-one

- Note that it's essential to stay positive about what's being done well to encourage growth.
- Self-reflective conversation is the most important part of the match game. The [reflection activity](#) can be used to continue the conversation. It's good if they're more comfortable writing or drawing their reflections.
- Each game comes with a [set of cards with checklists](#) and another [set with blank backs](#). Trust your gut reaction on which one is right for you.
Fingers can be used instead of cards. Using your fingers can be great to use at an extracurricular activity, or out in the community.
- It can be helpful to laminate the cards for easy cleaning and re-use.
- If you're not sure, start with the checklist version, and as you become more comfortable move to the blank version to set your own classroom "rules"/ expectations for the different levels. After doing classroom checklists, you can also have learners set their own expectations/checklists for their own behavior.
- The [reflection activity](#) can be saved for data if needed. Or, you can use the included [learner tracking system](#), which is also available as Google Form on the [table of contents](#). Counting how many matches there were can help both the student and their educational team know how they are moving towards self-regulation.
- The educator can go first to establish trust, model expectations, and experience how rating feels
- If a learner is hesitant about playing, ask them what they are hoping to get out of playing the game. Also, you can let the learner pick the time frame/ event being rated to develop confidence around playing the match game.
- If it is not appropriate to have the learner rate your behavior, skip the turn focused on you.
- Discuss with the learner where they would feel most comfortable playing the game
- Be kind and patient – rating your behavior can be new and uncomfortable – especially at first



Instructions for school – full class

The match game is designed for self-reflection and self-regulation. By talking to each other, the two players will be able to adjust their behavior over time.

1. Choose a way for players to pair up. Stand up, hand up, pair up is a great option. If there is an uneven number, then the teacher and/or aides can also play.
2. Both players take a set of cards.
3. They can volunteer or play rock, paper, scissors to decide who goes first (player 1) and who goes second (player 2).
4. A time frame is chosen for the players to rate their behavior. (For example: how did math class go? How was this morning? How did you do at lunch? Etc.)
5. Both players pick the card they think represents how player 1 behaved during that time frame.
6. The goal is for the players to match cards.
7. After both players show their cards, player 1 explains why they choose their card and then player 2 explains their choice. **Educators should monitor partner conversations and help students choose constructive language.**
8. Both players then pick the card they think represents how player 2 behaved during the chosen time frame.
9. Again, the goal is for the players to match cards.
10. After both players show their cards, player 2 explains why they chose their card and then player 1 explains their choice.



Tips for school – full class

- Note that it's essential to stay positive about what's being done well to encourage continued growth.
- Self-reflective conversation is the most important part of the match game. The [Reflection activity](#) can be used to continue the conversation. It's also a good option if either player is more comfortable writing or drawing their reflections.
- Each game comes with a [set of cards with checklists](#) and another [set with blank backs](#). Trust your gut reaction on which one is right for your class.
- Another fun way to use the cards is to check for understanding and/or to have the learners rate the lesson. They could also use their fingers to rate the lesson.
- If you're not sure, it can be great to start with the checklist version, and as you become more comfortable move to the blank version to set your own classroom "rules"/expectations for the different levels. After doing classroom expectations/checklists, you can also have students set their own expectations/checklists for their own behavior.
- It can be helpful to laminate the cards for easy cleaning and re-use.
- The [Reflection activity](#) can be saved for data on matching if needed. Or, you can use the included [class](#) and [learner](#) tracking system, which are also available as Google Forms on the [table of contents](#). Counting how many matches there were can help both the student and their educational team know how they are moving towards self-regulation.



Instructions for home

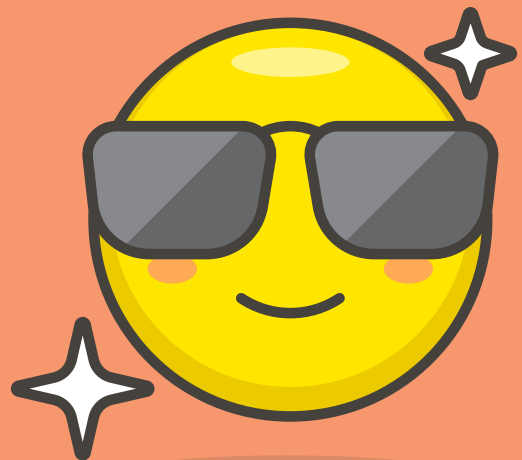
The match game is designed for self-reflection and self-regulation. It helps over time by using feedback from the game's results. It provides a voice and a way to explain their behavior to children. It gives families the ability to communicate and move forward together positively.

1. Talk about why you are playing the game – to work as a team and better understand your behavior to meet your needs and learn new skills.
 2. A time frame and a behavior are chosen for the families to rate their behavior (it can be the same time frame every day or new ones depending on the goals of the game).
 3. Both family members take a set of cards.
 4. When it is time to play the match game the adult will reiterate the question they agreed upon (it is ok to agree upon a different question if appropriate).
 5. The goal is for the players to match cards.
 6. Both players pick the card they think represents how the child behaved during that time frame and show them at the same time.
 7. After the cards are revealed the conversation starts. Adults can go first at the beginning to role model how the conversation part works. Both will tell the reason they picked their card.
- ## Extending the game
8. If appropriate, both players then pick the card they think represents how the adult behaved during the chosen time frame. Again, the goal is for the players to match cards.
 9. After both show their cards, the child explains why they chose their card, and then the adult explains their choice.







Tips for home

- Note that all rating options are positive. This is intentional. It's essential to stay positive about what is being done well to encourage continued growth.
- Self-reflective conversation is the most important part of the match game. The [reflection activity](#) can be used to continue the conversation. It's also a good option if either player is more comfortable writing or drawing their reflections.
- Each game comes with a [set of cards with checklists](#) and another [set with blank backs](#). Trust your gut reaction on which one is right for your family. If you're not sure, it can be great to start with the checklist version, and as you become more comfortable move to the blank version to set your own "rules"/expectations for the different levels.
- They will decide how many times a day they will play the game. If it is during a certain time of day then playing the match game right after that time is most beneficial. Plan on the game and discussion lasting between five to ten minutes each time it is played.
- Leave judgments behind. Be specific about what you saw, how you felt and where you both can grow. The child will do the same. The match game works best when the conversation stays positive, comes up with proactive strategies, and addresses skills and needs.
- If it is not appropriate to have the child rate your behavior, then skip taking a turn focused on you.
- You can use the [learner tracking sheet](#) to keep a running log of how many times your child matched with you. This will help you see growth over time.
- **Fingers can be used instead of cards.** Using your fingers can be great to use in the car, while traveling, at an extracurricular activity, or out in the community.









I can check one

- I showed up 
- I identified how I'm feeling 
- I followed the rules 
- I selected a positive choice option presented to me 







I can check three

- I showed up 
- I identified how I'm feeling 
- I followed the rules 
- I selected a positive choice option presented to me 







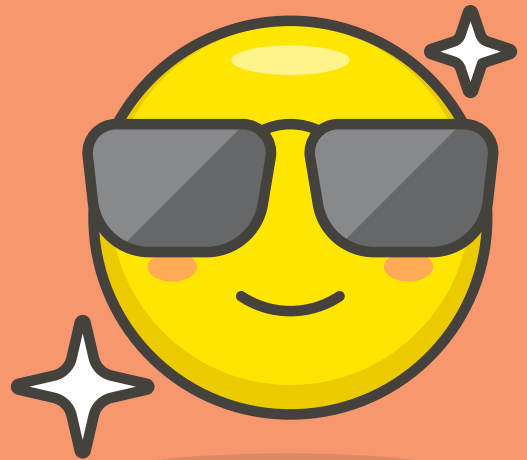
I can check two

- I showed up 
- I identified how I'm feeling 
- I followed the rules 
- I selected a positive choice option presented to me 



I can check four

- I showed up 
- I identified how I'm feeling 
- I followed the rules 
- I selected a positive choice option presented to me 





Reflection activity



What did you pick?



What did your partner pick?



Did you match?

Yes

No



Who did you match / play with?



Why did you pick what you picked?



How did playing the game feel?



What did you learn?



Weekly reflection activity page 1

Monday

My partner today was: _____



What did you pick?



What did your partner pick?



Did you match?

Yes

No



Why did you pick what you picked?



How did playing the game feel?



What did you learn?

Tuesday

My partner today was: _____



What did you pick?



What did your partner pick?



Did you match?

Yes

No



Why did you pick what you picked?



How did playing the game feel?



What did you learn?

Wednesday

My partner today was: _____



What did you pick?



What did your partner pick?



Did you match?

Yes

No



Why did you pick what you picked?



How did playing the game feel?



What did you learn?



Weekly reflection activity page 2

Thursday

My partner today was: _____



What did you pick?



What did your partner pick?



Did you match?

Yes

No



Why did you pick what you picked?



How did playing the game feel?



What did you learn?

Friday

My partner today was: _____



What did you pick?



What did your partner pick?



Did you match?

Yes

No



Why did you pick what you picked?



How did playing the game feel?



What did you learn?

Check-in

This space is for you. You can use it however you need to check-in with yourself or let someone know your needs right now.



Class tracker

Class _____

Time / activity _____

Student name	Date					%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%

Student name	Date					%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%
						%



Learner tracker

Student name _____ Time / activity _____

Month _____

Date										%

Match? Y/N

Date										%

Date										%

Date										%

Month _____

Date										%

Match? Y/N

Date										%

Date										%

Date										%

Month _____

Date										%

Match? Y/N

Date										%

Date										%

Date										%

Month _____

Date										%

Match? Y/N

Date										%

Date										%

Date										%

All rights reserved

Purchasing this product under an individual license entitles the purchaser the right to show the videos and reproduce the pages in limited quantities for single classroom use only.

Megg Thompson

Certified Behavioral Consultant

Certified Life Coach working with children, adults and families

Professional Speaker



[@meggthompsonbehavior](https://www.instagram.com/meggthompsonbehavior)



[meggthompson.com](https://www.meggthompson.com)

Azulita

Helping students and educators thrive with amazing materials and self-care resources.



[@GrowAzulita](https://www.instagram.com/GrowAzulita)



[azulita.org](https://www.azulita.org)