



PROGRAM GUIDE



TomoClub

PLAY • COLLABORATE • LEARN

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About Us

TomoClub is an educational gaming club for kids (8 to 14 year olds) to foster social emotional and 21st century skills via social games that children play together during moderated sessions!

In a constantly evolving world where kids are bombarded with information at a pace that they cannot keep up with, it is important to address “how” they should learn in addition to “what.” Kids need to be able to make sense of the information given to them, identify what is relevant, and learn and unlearn continuously.

This is where we step in! TomoClub is an effort to make learning exciting, engaging, fun, and most importantly, relevant. To quote Prof. Feynman, “*Teach your children early what you learned late.*” Our research revealed that the structure of the present education system discourages curiosity and independent thinkers. Theories of Sociology posit that we evolve based on our choices and preferences and the force of our social milieu. Thus, it becomes important to be around the right people, with similar interests and inclinations.

A brainchild of our learnings and experiences, Tomo(rrow’s) Club provides a safe learning platform to foster the cognitive ability of today’s kids, enabling them to discover their inner potential and become better problem solvers, leaders, and innovators.

We are here to give your kid the tools that they need, not only to survive but to flourish and become the best version of themselves.

-Manik Mehta(CEO) & Avinash Bansal(CPO),
TomoClub Co-Founders.

Concept Note

Learning theories for long have guided the design and development of pedagogical tools. The 21st century requires an integration of the most relevant practices with the pre-existing methods of learning. This integration requires creative minds to come together to bridge the gap between theory and practice.

Try visualizing yourself in a classroom, where what is being taught feels mundane and irrelevant. What would be the big feeling that you would be feeling? What would you do in that class? Imagine a space where you feel heard and a sense of belongingness drives you to do better. The purpose is to foster the change that is already in motion. With the numerous systematic implementations of social emotional learning curricula, there now comes a need to add to and improve designs to make them relevant.

Dr. Martin Luther King quotes,

“The function of education, therefore, is to teach one to think intensively and to think critically.”

This is the core of what TomoClub envisions education as, answering the “how” and not just the “what”, but to do it collaboratively.

One of the principles of Adler’s ‘Paideia Proposal’ (1998) is ‘*The primary cause of learning is the activity of the child’s mind, which is not created by, but only assisted by the teacher.*’

Game Based Learning puts the student in the driver’s seat, with the teacher’s role shifting from ‘sage on the stage to guide on the side’. Research explains that educational games that combine collaborative work and technology can be one of the most valuable educational tools for teachers in the classroom (Alvarez et al, 2011). Collaboration has been a skill that has been a huge part of Social and Emotional Learning (SEL). SEL has been defined as an integral part of education and human development by the Collaborative for Academic, Social and Emotional Learning (CASEL).

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Thus, games become an effective pedagogical tool to make learning intuitive and beneficial!

Benefits of Collaborative Games and a TomoClub Intervention

1. Playing collaborative games offer children the opportunity to **share experiences and discuss information which can lead to interactive engagement and the reaching of personal goals** (Quintana et al. 2004). Games designed for this purpose use strategies such as discussion, role-play, and problem solving to engage players in solving social dilemmas whilst practicing social and emotional skills.
2. Players balance personal goals with those of others while **managing emotional reactions to frustration and delaying gratification** in order to play **collaboratively and cooperatively**.
3. After repeated interactions in such games, young people become familiar with each other and can then interact in other, more complex ways. By keeping a balance between chance, **skill, strategy, hope, competition, and fun, games engage the attention** of young people.
4. Another area of concern that we address is where researchers have stated that **loneliness has become one of the core concerns for children's mental health**. Schools can create interventions to provide a sense of belongingness to children. We've taken the solution to this into our own hands, our aim is to tackle this concern by creating and enabling a community of learners to communicate effectively and with kindness. **A community that would work towards the common goal of bringing out the best in each child, in the form of soft skills and knowledge of mental models to apply in their life**. Our sessions thus, also cater to bridging the social gap that the pandemic has worsened.

Learning together so we learn to live together!

TomoClub thus provides a child with the opportunity to evolve in a safe space and helps them hone skills to tackle real-life challenges by playing social games naturally and effectively!

Program Objectives

The objectives of the program are as follows:

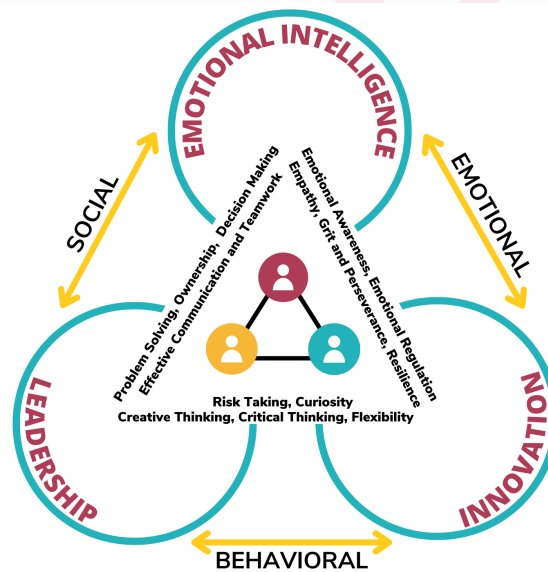
- To use games as an effective pedagogy to foster SEL skills that enable them to become leaders and innovators
- To develop a range of communication and social skills to interact effectively.
- To develop emotional regulation practices amongst learners by developing the skills to manage and express their emotions, thoughts, impulses, and stress in more effective ways.
- To inculcate skills of critical thinking & inquiry in the learners
- To enable learners to communicate effectively and express themselves freely and creatively
- To enable learners to apply life skills to deal with stressful & conflicting situations around them
- To develop the skills to set, monitor, adapt, achieve, and evaluate goals.
- To gain mastery of the different skills being covered in each program.
- To improve in academics as a result of mastery of skills

Program Outcomes and Designs

The curriculum offers a structure to achieve learning outcomes from emotional, behavioral and social domains where emotional intelligence, leadership and innovation are the top three competencies focused on and built. Each competency is broken down further into skills. The steps to build skills along with the objectives enable games to be designed from an engagement as well as educational perspective. Our design focuses on honing and regulating skills in safe spaces that provide an ownership for their personal development. This scaffolded learning manual has been developed to cater to the needs for each child. The needs of children may vary extensively and hence, session plans are developed to be grade appropriate and rigorous enough to foster growth on the competencies and not kill curiosity.

Our Learning Model

We align with the CASEL Social Emotional Learning framework which addresses five broad and interrelated areas of competence and highlights examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.



TomoClub Model of SEB Learning

The skills covered under the CASEL competencies have further been accommodated and incorporated under the social, emotional and behavioral domains of Emotional Intelligence, Leadership and Innovation. Emotional intelligence is the “the ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and actions” (Salovey & Mayer, 1990) Emotional intelligence is the driving force of leadership and innovation.

At the center of all the domains, competencies and skills lies the symbol for collaboration which is the core of the game designs and session deliveries at TomoClub. Each session includes our age appropriate multiplayer games where children “learn to live together” by interacting and regulating themselves throughout the session.

Our mission is to foster the emotional, behavioral and cognitive abilities of today’s children, so that they grow to become better problem solvers, leaders, and innovators!

Our Working Model

A cohort of 12-15 kids of the age group of 8-14 years will be present on an online interactive platform like Zoom where they would come together and play the games scheduled for the session. Each cohort is formed based on their grade group and their level of competency.

1. Children from **grades 3 to 5** (approx. 8-10 years old) are allotted ace, epic or legend programs based on their level of competency in the onboarding evaluation.
2. Children from **grades 6 and 7** (approx. 11-12 years old) are allotted ace, epic or legend programs based on their level of competency in the onboarding evaluation.
3. Children from **grades 8 and 9** (approx. 13 -14 years old) join the legend program for their grade.

For one cohort, hour long sessions are on a weekly basis. Each program is a year long program. We have multiple cohorts that would be guided by our expert moderators simultaneously. We enable a safe space where children can explore intuitively and express naturally their actions, thoughts and emotions. We also focus on enabling a spirit of collaboration through our live social games that encourage conversations.

For Parents

1. Register the child on the website
2. Book a demo session
3. Choose a subscription plan
4. Start the classes!

For Schools and other Organizations

1. Book a call on the website
2. Schedule a pilot session with 10-12 children
3. Share enrollment information
4. Start the classes

TomoClub Programs

Within each grade bracket, children are allotted cohorts based on their competency levels which is done through an evaluation by our trained moderators.

Programs	Rigor 1 (Grade 3-5)	Rigor 2 (Grades 6-7)	Rigor 3 (Grades 8-9)
Ace	Emotional Intelligence Emotional Recognition Emotional Vocabulary Self Reflection Leadership Goal Setting Active Listening Organization Innovation Data Interpretation	Emotional Intelligence Emotional Vocabulary Emotional Understanding Self Reflection Leadership Pattern recognition and problem solving Decision making Innovation Brainstorming	N/A
Epic	Emotional Intelligence Locus of control Stress management Self Reflection Leadership Birds' view Negotiation Innovation Effective planning	Emotional Intelligence Stress management Social awareness Self Reflection Leadership Conflict management Strategic thinking Innovation Risk taking	N/A
Legend	Emotional Intelligence Social awareness Empathy Self Reflection Leadership Delegation Team building Innovation Improvisation Organizational planning	Emotional Intelligence Empathy Self Awareness Self Reflection Leadership Ownership Creative Thinking Innovation Resource management Ownership	Emotional Intelligence Persuasion and Negotiation Self Reflection Leadership Creative Thinking Resource Management Innovation Effective Planning Risk Taking Resourcefulness

Novice: Aware of the skills and the competencies

Emerging: Begins to use the skills discussed

Accomplished: Uses and applies the skills beyond the games

The difference between rigor levels would be as the name states, the rigor of the session guide which will be grade-appropriate! However, if a teacher feels that their grade 3 students can be pushed to a higher rigor level, they can purchase the curriculum based on the rigor they want to deliver.

Schools can also choose programs based on the relevance of each program for the needs of their group of children:

Ace	Epic	Legend
<p>For children who:</p> <ul style="list-style-type: none"> ● Have trouble talking to others ● Are unable to put their points forward ● Have trouble identifying spaces of collaboration ● Are unable to take turns ● Need exposure to safe spaces ● Get influenced easily ● Have difficulties being in social settings ● Have low self-esteem and self-confidence 	<p>For children who:</p> <ul style="list-style-type: none"> ● Have great ideas but are unable to communicate them ● Hold back from taking the first step ● Are unable to look at problems beyond theirs ● Unable to perform under pressure ● Take unruly risks ● Are unable to identify perspectives of people's logical arguments ● Have trouble with logical reasoning 	<p>For children who:</p> <ul style="list-style-type: none"> ● Are mostly socially and emotionally aware ● Need a push to apply their ideas in a safe space ● Stick to the norm and are unable to think out of the box

Evaluation

Evaluation is a crucial step to gather information about learning outcomes. Each child's journey through the sessions would be ever evolving and different. We intend on creating a structure where parents are able to see their child's growth through the session.

After each session the trained moderator fills up an evaluation form for each child where the children are assigned levels based on actions noted during the session. The assessment is in the form of a rubric and designed to assess the competencies that TomoClub aims to build: **Emotional Intelligence, Leadership and Innovation.**

Self assessments and peer assessments also take place during or after each session to enable openness to feedback.

A report is sent to each parent after every session, which entails everything about what happened during the session, the growth of the competencies and asynchronous activities that parents can do with their children.

This enables parents to be connected with us in their child's journey through TomoClub.

Training Design

Moderators from the TomoClub team are trained in online class management, assessment, all the games, handling technical difficulties, handling behavioral concerns, and relevant policies like COPPA. All moderators are required to undergo a background check before being allotted any cohort. All the moderators have past experience of working with children.

On demand training is provided to educators who would like to host the sessions in their classrooms/groups by using the session guides and the games. Webinars and game sessions are held on a biweekly basis for all the educators.

Appendix

Tomo Club: Session Guide (Rigor 2)

Session Objective

Kids will be able to think critically, strategize and have effective communication to solve problems and manage resources to build the island using: The First Settlers

Prerequisite knowledge

Playing on a laptop/ iPad

Knows about the different types of games

Steps to build skills:

Critical thinking:

- Explore the game for understanding
- Analyze different components
- Draw conclusions

Strategic thinking:

- Organize
- Prioritize
- Rationalize
- Execute

Effective communication:

- Listen actively
- Put their points forward

Anchor Questions

1. How were you able to manage yourself during the game?
2. What strategies did your team come up with?
3. How did your team manage the limited resources?
4. How did your team work and make decisions?

Values

Collaboration

Way we will connect this back to ourselves and the world:

Sometimes we have problems in life, but we know that no problem is too big, if only we break it down into smaller pieces and strategize to reach the end result.

Materials to be used:

GAME LINK

Zoom link

Energy Connectors (5 minutes)

Hello and Welcome to Tomo Club today!

My name is ____ . We're going to be playing a very interesting game where we'll be working together to make our land prosperous. We're going to make our brains our superpowers.

For 8-10 year olds: Use gestures while talking.

Before we start let's do a quick round of introductions and to do that you're going to say an adjective that best describes you using the first letter of your name along with your name, for eg. Calm Claire;

You've got 10 seconds to think and then we'll start. *(Can use the name order as presented in the participants list. Keep giving reinforcements eg. Wow, that's interesting)*

Alright!

Are we ready?

*A quick round of expectation setting

1. We're here to explore.
2. We're here to learn with and from each other.
3. Failure is a new learning.

Discussion Zone (7 minutes)

We're now entering our discussion zone!

Before we start the game, let's all close our eyes and imagine/ visualize this short story that I'm going to tell you.

A long time ago, there was a group of 3 or 4 friends who were sailing on their large boat on an expedition, when suddenly they came across an island. And looking at how beautiful it was, these good people decided to stay back and take care of it and they became the first

settlers, the first people to settle down there.

And now they must build their island to produce essential amenities like fresh water, electricity, fruits, and milk. The better our setup, the better our island's health and wealth will be!

Open your eyes!

What did you see?

ESR: *Expect a narrative*

We're going to be playing The First Settlers, in groups of 3-4, in break out rooms.

I'm super excited to see how you all build your islands together, and remember each team will be competing against each other.

Guided Practice and Reflections (25 minutes)

Share the link in the chat box, explain how to join the room:

1. Click on player
2. Enter your name
3. Click on Join
4. Enter Room ID: _____

Allot the arenas and read the rules together.

1. Connect the warehouse to the lake (at the center) using the gray tiles to get fresh water for daily use. Get 10 points as instant reward and +2 points every 15 seconds.
2. Place the turbines in the correct locations (on the edges of the map) to generate electricity. Get 2 points instant reward and 1 point every 15 seconds after. (Turbines in the wrong locations or next to each other would render a negative point.)
3. Connect 3 farmlands together to grow fresh fruits. Get 3 points as instant reward and 1 point every 15 seconds.
4. Connect 5 farmlands together to have cows and produce milk. Get 5 points as instant reward and 3 points every 15 seconds.
5. If you've found a better strategy or want to change the layout, you can use power-ups to destroy or swap a tile when needed.

Put them in break out rooms and start the session.

The moderator also has the right to pause the game.

Encourage conversations, act like a commentator for the game, ask kids to share their screens and can toggle between rooms.

Stop after the alarm goes off. Focus on those who are working as per the instructions.

Oh great, ___ team was at the top!

How did that go?

Expected Student Response (ESR):

ESR: I was still trying to figure the game out.

So you used your brain power to think about how you might have used any such strategies before.

What were some things that were working for you and your team?

Where do you think you got stuck?

Alright, are we ready for another round?

Let's try and use the different strategies we've discussed.

Game play 2

What was happening when you were working together?

Did you also notice how the points were increasing every 15 seconds based on how many resources you had?

Collaborative Game Play (5-7 minutes)

Are we ready for the final round?

I am now going to break you all up into your respective groups and you can play the game independently in your respective groups. I'm just here to observe!

Is everybody in?

ESR: I'm there

Breakout rooms: 5 minutes of game play.

Debriefing (13 minutes): Summarizing the learning

Alright!

Let's all come back in 3..2..1..

Review the game

Concepts to debrief:

1. *Strategic thinking leads to problem solving*
2. *Taking ownership*
3. *Faster Decisions/ Improvisation*
 - a. *Exponential growth, when you invest in the right decisions so having more cows meant more points, having turbines in their place meant additional points.*

Alright, was there anything else that you noticed during the game?

How did you feel when you were suggesting what to do to others?

How did you feel when someone did not listen to you?/ How did you feel when others were listening to you?

Concepts that can further be explored:

Risk Taking

Recapitulate the session in a sentence.

That was it for today! Thank you for coming to TomoClub!

Bye bye everyone, see you next time!

Notes for the moderator

- The moderator needs to download the moderator set up before the session and test it on their laptops. Contact the TomoClub team for assistance with the moderator set up.
- Post the session, fill up the assessment for each child based on their performance during the session.

Progress Email To Parents

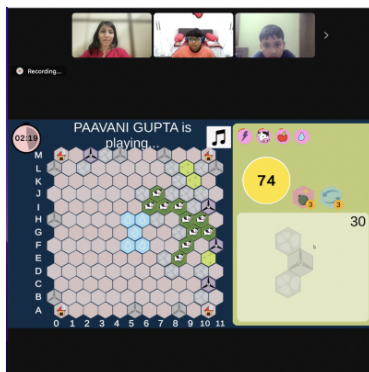
TomoClub

Hello from TomoClub!

Hope your child enjoyed today's session! Here's an overview of what the session looked like and their progress on our three main competencies: Emotional Intelligence, Leadership and Innovation during the session!

All about today's session

Today we played The First Settlers where the children thought critically, strategized and had to use effective communication to solve problems and manage resources to build the island.



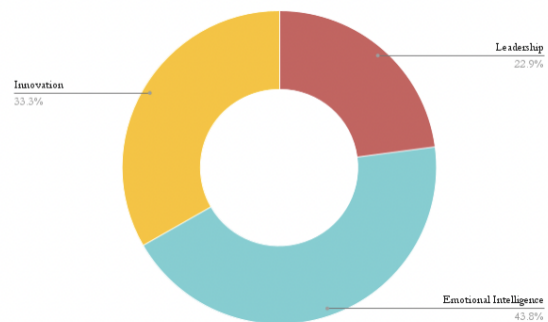
It was amazing to see the kids **solving problems, taking ownership** and **communicating effectively**. All while it was a race against time, to get the highest score for the group. They had to **strategically** place the tiles in a way that would enable them to get the maximum resources. Like placing the turbine in the right place, connecting 5 farmlands together for the island to produce more milk and connecting the grey paths in a way that they connect from the warehouse to the waterbody! They really had to align with each other to make the right decisions. What brilliant minds came together today to discuss this! Woohoo!

The important questions for the day were

1. What all did you have to do to get maximum points?
2. How were you able to manage yourself during the game, when you were waiting for your turn?
3. What strategies did your team come up with?
4. What were the highlights of working in a team?

Your child's progress!

Your child's competencies chart from this session looks like this, which is bound to change!



Here's what the moderator had to say!

"Alex is bright and cheerful. His presence creates a positive energy in the group as he is very thoughtful of other's feelings and emotions. Kudos to Alex!"

Collaboration in action!

We believe that making learning effective and long lasting requires a joint effort!

Here are some conversations worth having with your child:

1. **Failure teaches us how to improvise and innovate!** Watch this video together: <https://www.youtube.com/watch?v=b9qZWG-07M8>
It's okay to fail despite giving your best, it's an opportunity to try new methods.
2. Problems can be broken down into simpler steps!
If the child feels stuck at any point let them stay with the problem, and decipher it by asking the big 5 questions: **what, why, where, when and how!**

Thank you for joining TomoClub. See you next time!

COLLABORATE, PLAY and LEARN!

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