



## Escape of the Birds and the Bees

*Bee in the Know:* A game about the un-BEE-lievable truths about sex  
(Marie-Claire Smith, Ruby Seamon, Bennett Montrose)

**Learning Objective:** Exploring Comprehensive Sex Education

**Target Audience:** Undergraduate Students

**Number of Players:** 3-6

**Estimated Playtime:** Dependent on discussion (estimated roughly 45 minutes-1 hour)

### Description of Game and Learning objectives

The Escape of the Birds and the Bees is about comprehensive sex education. It will include information about anatomy, identity, and consent through the cards and different possible routes on the board. Through the theme of the typical bird and bee discussion, the game will be a resource for college students, focused for undergraduate age, to learn about typically stigmatized topics such as sex and the education surrounding it, giving information that all people should have accessibility to learn about. The game does not follow a specific story but players will learn through the different scenarios and information of the cards, which could include elements of story within them.

The learning objective is to teach about sex safely. Through exploring a variety of topics one would typically find in a sex ed class curriculum, the game focuses on providing the players with more information about sex and ideas surrounding it. The game is related to health, sex ed, and social emotional learning as players will all grow through the process of the play and the interaction/discussions among players it encourages. It could be utilized in curriculum within these areas. It is designed to be played in order to reinforce and introduce new ideas from sex education curriculum and classes. The play is led by a facilitator, a player who self selects to fulfill the role, to work through the content and assure the safety of all players. This game will reference some topics that can be heavy for different players. There will be an extensive explanation of safety measures and expectations players must respect when interacting with this game. The purpose of the game is to teach players about sex and foster a healthy discussion about the topic.

### Some basic information:

Escape of the Birds and the Bees is a bit of a combination of different types of games. The game is collaborative and involves card pulling, tile placing, and conversations among players. The basic model we are working off of is Dorfromantik, drawing off of the cooperative tile building elements. Hexagonal tiles will depict a garden with hives, nests, and rivers and be placed to create the garden scene. In Escape to the Birds and the Bees, players will roll a die to decide on the type of card they will complete (activity, trivia, discussion). They will select a card and work to complete the content of the card with the other players. If the card is completed, players gain the tile and place it on the board. The goal is to maximize all of the different areas on the board, incentivizing building and structuring placement in locations where optimal points can be generated. At the conclusion of the game, players will assess their score and determine their rank on the Garden of Knowledge scale to determine their rank from play. The ranking system is also designed as the game completion metric to encourage players to replace in rode or improve their scores. A variety of safety tools (Group Safety Agreement, X card, II card, S card, and Debrief



Guidelines) are accessible along with the game to support players. These are outlined in more detail in the Safety Tools section to provide resources for comfortability. Play will include 3-6 players undergraduate college aged players and typically estimated to take around 1 hour yet this is very dependent on discussion engagement. The core dynamic of the game is building your garden until you run out of cards or tiles while collaboratively working with the different concept piles to learn about sexual education topics.

The mechanisms include dice rolling, card pulling, building your garden through developing different zones (rivers, nest, hives), and discussion. Similar to Dorf fromantik, the mechanics will be kept simple with hopes to really allow for engagement with the information. The game is not timed so players can take their time with the topics on the board, take breaks, or play without the pressure of time impacting discussion. This open structure will also be embedded as a safety tool option into the game again as it allows for freedom of the play requirements. The game will conclude when all tiles or cards have been used. Materials include cards, hexagonal tiles (including nest, hive, river paths), paper for creative tasks, safety tool outlines, and a safe space to play.

\* We hope to create a game that gives students the opportunity to talk about things that are often considered taboo and share information that is often not widely taught to young adults. Learning how to interact safely and comfortably with these topics is so important to provide resources for individuals.\*



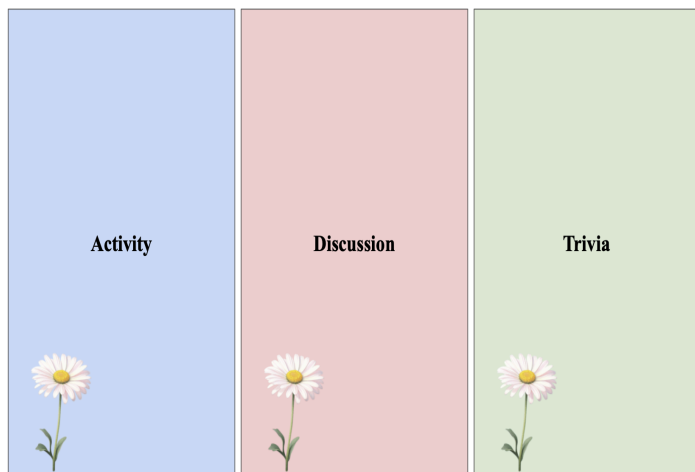
## Materials

- **20 Hexagon tiles:** river, hive, and nests for play



- **1 Dice**
  - Players roll the dice to see what kind of action card they will draw
  - Each side has a different color corresponding to the different piles
- **30 Playing cards:** 3 types of action cards (10x trivia, 10 x activity, 10 x discussion).

Within the piles, there are cards that ask players about three different topics:



- **Anatomy-** includes information menstruation, contraceptives, and human anatomy
- **Consent-** includes information about consent
- **Identify-** includes ideas about racial and gender stereotypes as well as prompting reflections about personal identity and experiences

- **Paper and Drawing Materials** (for activity tasks)
- **Activity Booklet** - packet to reference for activities
- **Facilitator Booklet** - packet for facilitator



- **Resources** for players (to find more information)
- **Safety Tools:**
  - X Card
  - Pause Card
  - Group Safety Agreement
  - Debrief Sheet
  - 5 Grass Tiles

*All materials are printable for play. There are additional templates for each card type if players want to create additional content for the game. More tiles can be printed and added to increase the number for play.*

# Rules



## Set-up:

1. To begin the game, players will discuss and read through the description of the role of facilitator from the facilitator booklet. This person will help to lead the game by encouraging supportive communication, guiding the play, and using the reference booklet to provide answers to questions. The facilitator can participate in discussions during the play and use the reference booklet ideas to engage the discussion or provide ideas to provoke thoughts.
2. Prior to play or game set-up, one player will read the group agreement and pass materials around for others to sign. Note that any adjustments to the safety agreement that the ENTIRE group approves may be made so long as everyone agrees. This must be done before any further set-up. If a player cannot agree to the outlined requirements, the player unfortunately is not able to participate.
3. Players shuffle the three decks of cards individually. The card piles represent different card themes: activity cards (blue), trivia cards (green), and discussion cards (red). Within these decks, there are cards that relate to topics surrounding information on anatomy, consent, and identity.
4. There is a starting tile to begin the garden. Locate the tile labeled start tile and place it in the beginning of your playing space. This tile signified the start of your river and the beginning of the garden scene.
5. Players will shuffle the tile cards and place them face down in a pile to pull from during the game.

*The game set-up is now complete with a facilitator to guide the game, a completed group safety agreement, 3 shuffled card piles (red, blue, green), and a randomized pile of tiles.*



## Play:

1. The last player to touch grass is the first to begin and the first to act in the role as facilitator. To begin, this player will roll the dice to determine which pile to pull their card from.
2. After selecting the card, the player whose turn it is will read out the card prompt. Collectively, the players will collaborate to work on the content of the card in hopes of completing the goal, task, or question. If the card specifies one player to do an action such as draw or write, then the facilitator will take on this role.
  - a. Players are trying to earn the ability to play a tile from the tile deck. Tiles are selected at random after completion of the card.
3. Facilitator role in the case of...
  - i. Activity cards- Facilitator reads the activity. If the card specifies a one person role, the facilitator takes on this role (such as "draw a depiction of ...") while the others discuss. If the card specifies a group activity, the facilitator will ensure what the group's collective response to the activity is.
  - ii. Discussion cards- Facilitator reads the discussion question and locate the discussion question in the facilitator guide to see relevant discussion points in the case that discussion is lacking. The facilitator also has the right to end the discussion or determine when the conversation has reached an end.
  - iii. Trivia cards- Facilitator will read the trivia card, may participate in answer, and will determine what the group's collective and unanimous answer is (unanimity is required). Then the facilitator will locate the answer in the facilitator book to determine if the group is correct.
4. If the card goal is completed (look to point 4a to determine "completed"), the team gains a tile from the tile deck and may play it in their garden. If the card is not



completed, the tile on the top of the tile deck must be discarded for the rest of the game.

- a. The facilitator has the jurisdiction to decide if a card is adequately completed or not.
    - i. Activity cards- The card is completed if the facilitator sees the players problem solving and working to complete the activity in a correct manner.
    - ii. Discussion cards- The card is completed if the players actively engage with the content and explore the ideas being asked.
    - iii. Trivia cards- The card is completed if the question is answered correctly.
  - b. If completed, the facilitator has the final decision of where to place the garden tile, however discussion about where the tile is placed is open to the entire group and may be determined in any way.
5. Play continues clockwise after this first player begins, with each player assuming the facilitator role on their turn.
  6. Tiles will be placed onto the game area to complete hives, rivers, or nests. Each tile has one or many small icons representing a hive, river, or a nest on different sides of the hexagon, and players must strategically try to place tiles so that similar icons are connected. Tiles may only be placed where they can begin or continue an existing area. An area of tiles is "completed" when it is closed off.

*\* examples of acceptable placement pictured in tile placement rules\**

7. There are benefits to working towards building a complete area of tiles, or the longest or largest area of tiles, as this can earn the group extra points at the conclusion of the game.
  - a. (unclosed areas gain 1 point per tile, closed gain 2, and longest/largest gain 3)



8. Players play until all tiles are used or all of the cards run out. This is how the game will conclude.
9. Players will calculate their points and identify their rank on the Garden of Knowledge scale.

*\*A list of resources is included with the materials of the game if any player wants to extend their learning from the game play and explore the topics further.\**

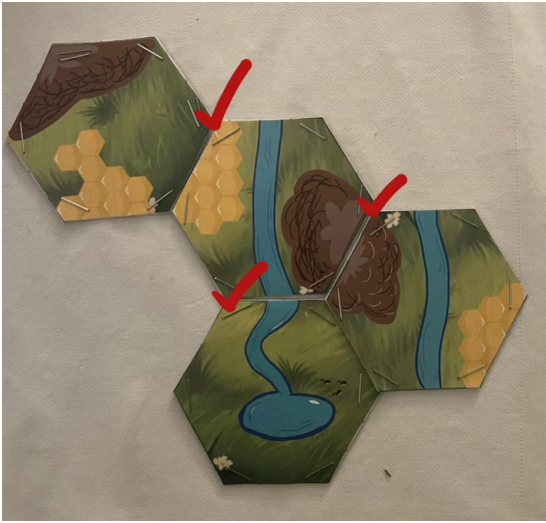
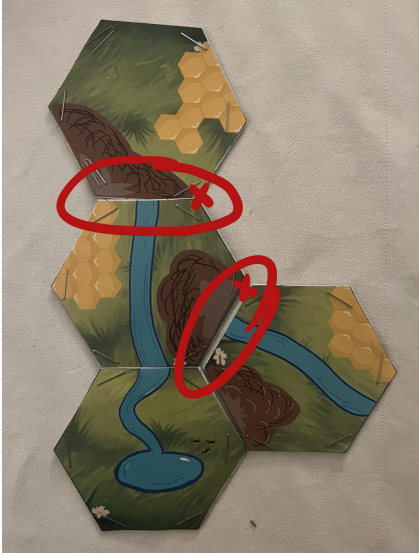
### **Tile Placement Rules**

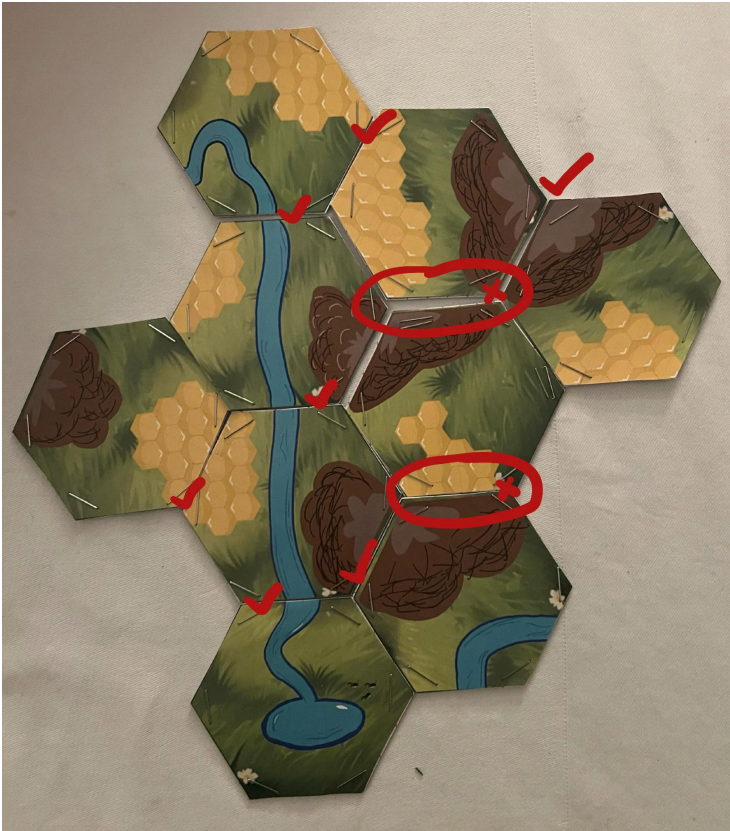
1. Tiles must be played with at least one edge connecting to another edge on the game board. Tiles may connect to other tiles on more than one of its edges.
2. River edges and nest edges must be played continuously with other river edges and nest edges (respectively). This means that when a tile is selected, the tile edge that features a nest/river must either be open ended (connected to nothing) or has to connect to another river/nest edge. (Reference photos available).
3. Hive edges and grass edges can be placed next to any other non-river or non-nest edge. They do not need to be played continuously and can be blocked off by other tiles.
4. A river is considered completed when it begins with a river start tile and ends with the river end tile.
5. A nest is considered completed when the outsides of the nest are connected. The nest structure cannot be expanded in any way as there is no nest edge that is open-ended.
6. A hive is considered completed when no portion of the hive has an open ended edge.





References Figures for Tile Placement

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## Scoring Rules

1. Once the game has been determined over, there are three components to gaining points.
  - a. Unclosed structures
    - i. For each unclosed structure on the gameboard, you gain 1 point for each tile used in building that structure.
  - b. Largest closed structure
    - i. For the three types of structures (rivers, nests, and hives) find the closed structure with the most tiles used in its composure (thus the maximum number of "largest closed structures" a player can count is 3). If there is a tie (e.g. two nests are closed with 4 tiles used in each and all other nest structures are unclosed), then one is the "largest closed structure" and the other is used as an "other closed structure." Each tile comprising the largest structure is worth 3 points.
  - c. Other closed structures
    - i. All other closed structures gain 2 points per tile which comprises the structure.
2. Once you have calculated your group's final score, navigate to the Garden of Knowledge to determine how your team ranks!



## Garden of Knowledge Scores

*After you score your game, determine your rank by finding the corresponding score on the Garden of Knowledge Scale.*

### **Inquisitive Insect** (0-50 points)

- Just beginning to explore and learn
- Still developing garden planning skills

### **Curious Chrysanthemum** (51-75 points)

- Growing understanding
- Starting to master tile placement strategy

### **Fabulous Frog** (76-100 points)

- Strong knowledge demonstration
- Effective garden planning abilities

### **Wise Willow** (101-125 points)

- Exceptional understanding
- Expert garden creation skills

### **Trailblazer** (126+ points)

- Perfect mastery of concepts
- Superior garden design strategy
- Maximum efficiency in tile placement



## BEE Safe - Safety Tools

### 1. Group Safety Agreement

- a. Players will together create a list of shared rules to help facial respectful conversations. The agreement will include an agreement between players for confidentiality among the personal information shared. The purpose of this agreement is to reinforce trust among the players. Players are free to add anything else they may want to. **This is completed prior to the play and led by the facilitator.**

Escape of the Birds and the Bees Safety Agreement Template:  
Topics to avoid:

.....  
.....  
.....  
.....  
.....



Agreement Statements:

- I agree to listen to my peers actively, with an open mind, and without judgment.
- I agree to create a safe space for learning and exploration of topics about sex.
- I agree to listen to what I am needing during the play, whether that is to take a break, ask a question, or anything else so that I can feel comfortable while engaging with the game.
- I agree that the information shared during the game stays within the confines of the game.
- I agree to respect the thoughts and feelings of all players no matter what. I also agree to respect my own thoughts and feelings.
- I agree to contribute to a mature and respectful game atmosphere, as some topics discussed during play can be sensitive to some players.

Signature of players:

### 2. X Card (X)

- a. At any point during the game, players have the option to tap an X card. The card means that activity, trivia, or discussion card will be discarded and all discussion related to that card ends. **DO NOT DISCARD A GARDEN TILE.** Players can then select another card as a replacement.



### 3. Pause Card (II)

- a. Players have the option to take a moment away from the play at any point by touching the pause card to take a break from the game. The game play can resume when players agree everyone is ready to rejoin the discussion.





#### 4. Sit it out (S)

- a. A player has the option to use the 'sit it out' card to not engage with the card drawn. This can be used at any time if the content of the card is not something a player is comfortable with, but the remainder of the group players is okay discussing. This does not have any repercussions and the players can rejoin the play whenever they feel comfortable to do so. If multiple players are sitting out a card, consider pressing the x card.



#### 5. Debrief

- a. A facilitated debrief will be conducted at the conclusion of the play to allow players a space to discuss their feelings about what they learned, ask questions, and give a supportive space to check-in after the game.

*Example of Debrief Questions:*

- What is something that you learned? Was the information helpful?
- How did listening to these discussions make you feel? How comfortable or challenged did you feel discussing these topics? Did this change during the play?
- What do you think the importance of having these conversations surrounding sex is?
- What is something you feel you can take away from this game to apply to conversations or experiences in your own lives?



**\*With the use of a safety tool, players receive a grass tile to build into their garden landscape. (maximum of 5 grass tiles can be gained, but safety tools may be used an unlimited number of times).**