



With the support of the
Erasmus+ Programme
of the European Union



THE GAMIFICATION OF EMPLOYMENT

Manual for educators

The use of board games to increase
key competences



fundación
aspaym
castilla y león



CEIPES
CENTRO INTERNAZIONALE PER LA PROMOZIONE
DELL'EDUCAZIONE E LO SVILUPPO

UEMC Universidad Europea
Miguel de Cervantes

 **ROSTO
SOLIDÁRIO**
Organização Não Governamental para o Desenvolvimento

 **GAMA INSTITUTE**
Sănătate, Educație, Cercetare

Material elaborated in the project "The Gamification of Employment"



With the support of the
Erasmus+ Programme
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GAMIFICATION OF EMPLOYMENT

START
NOW



CHAPTER 1

THE GAMIFICATION OF EMPLOYMENT: PROJECT DESCRIPTION

How to use board games as a tool to develop key competences

"The Gamification of Employment" is a project focused on the use of board games as a tool to acquire some competences that can be used to increase the opportunities to get a new job.

The main aim of this project is the **transnational and intersectorial cooperation in order to develop, try and implement the innovators work methods with young people, through the board games**. These new methods have the aim to improve the youngsters' participation so as to identify, train and evaluate the most important generic competences towards to increase their employability and to stimulate with that their insertion into the labor market.



THE PROJECT



Objective 1

To create innovative practices in the youth scope through a work methodology by using the board games, which let us to identify, to maximize and to evaluate the most significant generic skills or competences, which will be developed during the simulated contexts with the board games uses, in order to extrapolate them to the youth day by day and to increase, with this, our youth employment.

Objective 2

To increase the transferability of innovative and non-formal methodologies, through the development of a web platform with multicultural resources for youth workers and youth educators through the use of the board games.

Objective 3

An organizational development by 5 institutions with different cultural and organizational experiences and a strengthening of the strategic association between them through the development and diffusion of the intellectual products and the innovative work methodologies which are created into the youth education and non-formal education.

PARTNERS



ASPAYM CASTILLA Y LEÓN

Valladolid, Spain

This entity, born at 1992, works with the aim of improve the life condition of the people with disabilities in general and with spinal cord injury in particular. Some objectives of this foundation are: to promote the development of activities and programs to promote the inclusion and the participation in the society of people with disabilities or additional investigation and innovation to improve the life quality of people with disabilities, among others. And to get the objectives, working in the field of social services, ASPAYM CyL develops different projects and programs, in which the youth department is included. This department develops many activities of non-formal education, employment, inclusive leisure, etc.

Finally, in ASPAYM Castilla y León there is a section which mission is the associative development and which is the responsible of the organization of seminars and trainings about different topics related to the recreation, disability, body language, emotions, between others.



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PARTNERS



UNIVERSIDAD EUROPEA MIGUEL DE CERVANTES *Valladolid, Spain*

The Miguel de Cervantes European University accompanies the students in their learning process and future projects. The students have at their disposal a hands-on teaching staff with a highly specialised academic and professional profile who work with the most innovative methods to help maximise both personal and technical abilities. The teaching that the students receive generate the essential aptitudes and values to enter successfully in the labour market. They have designed your entire educational policy: human and technical resources, infrastructure and organisation of the university itself, so the students can benefit from the highest educational standards.

The University is at the forefront of the development of effective personalised support, tutorials that help to reinforce abilities and boost results, education through modern information technologies and communication, as well as the offering of language classes to advance the students' studies.



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PARTNERS



ROSTO SOLIDARIO

Santa Maria da Feira, Portugal

Rosto Solidário (RS) is a Portuguese NGOD (non-governmental organization for the development), established in 2007. RS work aims to foster global citizenship and solidarity by enhancing local communities' human and social development.

RS core principles are civic participation, social integration, solidarity, networking and partnership.

The organization aim of work includes four main areas: International Development Cooperation, Global Citizenship Education, Volunteering and Family-based Social Support. Gender Equity, Human Rights and Social Inclusion are addressed as cross-cutting issues.

Also the organization consider Non Formal Education as a vehicle for lifelong learning opportunities within the Global Citizenship Framework.

RS is a credited host and sending organization for European Voluntary Service projects since 2011.

Currently is working within European Solidarity Corps.



ROSTO
SOLIDÁRIO

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PARTNERS



CENTRE FOR THE PROMOTION OF EDUCATION AND DEVELOPMENT (CEIPES) *Palermo, Italy*

CEIPES – International Centre for the Promotion of Education and Development is an International non-profit association founded in Palermo in 2007 and with antennas in other 8 European countries.

The mission of CEIPES is to foster and support the sustainable development of local communities and individuals' empowerment through education and training, human rights and international cooperation.

Objectives:

- To promote non formal education as a fundamental tool in the education of youth and adults and as complementary to formal education.
- To promote personal and community development through learning mobilities.
- To create new innovative tools and methodologies to develop useful strategies in the field of education through the cooperation with public and private entities at local and international level.
- To encourage intercultural dialogue with the objective of fostering mutual understanding and respect between individuals from different cultures



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PARTNERS



AICSCC – GAMMA INSTITUTE

Iași, Romania

The aim of **Institute for Research and Study of Cuantic Consciousness - Gamma Institute** is the promovation, development, research and initiative for activities in the field of psychology, psychotherapy and mental health, in particular through training programs, workshops, psychological services and psychological assistance, counseling, psychotherapy and training of specialists; also, another aim is to facilitate the cooperation between romanian specialists from the fields mentioned above and other specialists from international area. Gamma Institute has 3 departments:

- Gamma Training - education department, accredited by Romanian Psychologists Association.
- Gamma Clinic Psychology - health and intervention department. In this department, there are available different psychological services, in individual sessions, couple, family or group sessions and workshops on interesting topics.
- Gamma Projects & Research is the department that develops european projects and research in the field of psychology, with the aim to promote self awareness and to promote the benefits of mental state on the individual and familial life quality. Also, through this department, we make mobilities and good practices exchange for psychotherapists and students from the training school in systemic psychotherapy.



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CHAPTER 2

THE USE OF BOARDGAMES FOR EMPLOYMENT COMPETENCES



"The Gamification of Employment" is a project focused on the use of board games as a tool to acquire some competences that can be used to increase the opportunities to get a new job. Before analyzing the soft skills that are developed through playing boardgames, we started from the main soft skills needed on labor market.

The Top 10 Soft Skills



Communication



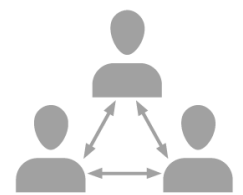
Self-motivation



Leadership



Responsibility



Teamwork



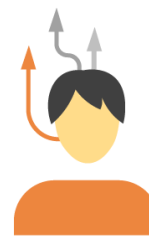
Problem solving



Decisiveness



Ability to Work Under Pressure and Time Management



Flexibility



Negotiation and Conflict Resolution

2.1. WHY USING BOARDGAMES FOR SOFT SKILLS DEVELOPMENT?



It is no secret: humans love playing games. Humans have figured out a way to create games with every emerging technology in history. In fact, games have often contributed to the expansion and deployment of many of those technologies. Today, there are millions of games with different rules and goals; they are played in many different circumstances by people of different cultures and various ages. However, there is a single element in most of these gaming experiences that goes beyond these differences, an element that makes people laugh while playing games and makes them play together to enjoy more than just what the game itself has to offer: This is the social element of playing games.

Nowadays, the role of social robots and virtual agents is rapidly expanding in daily activities and entertainment. One of these areas is games, where people traditionally play even simple card and board games as a means of socialization, especially if not gambling.



The artisanal board games constitute an excellent recreational route that, through the passing of time, have become a tradition of the people, perfecting themselves until they become an important part of the recreational forms of the different epochs, so the games constitute the fundamental activity in early ages of life, so they can be considered as a natural and spontaneous environment that can be used in favour of the educational process, is analysed as the recreational activity, influences the integral formation of children, because it can not only modify the physical and motor aspects, but also the psychosocial and moral aspects.

2.2. POSITIVE EFFECTS OF BOARD GAMES



Several studies show that **board games cause different positive effects.**

Increase the motivation. Because by playing games, become more motivated to learn, pay attention and participate in set tasks. Games help them to become a part of a team as well as take responsibility for their own learning. They can also be a great classroom management tool, helping to motivate a class.



Controlled Competitiveness. Students can become very competitive in the classroom, especially boys. Games are a great way to control the competitiveness between peers.

Strategy Simulator. Most games require problem-solving strategies and planning. By applying a range of strategies in a game, students are able to use their working memory to solve problems, increasing their mental cognition.

Peer Positivity. Using games in a lesson, as part of teaching and learning, helps to create positivity around the lesson, motivating students with their participation and creating a positive attitude towards learning.

**Studies in the project bibliography.*



Decrease Stress. Having to answer questions on a worksheet, or produce a page of text can be quite daunting and stressful for some students. It can also create a negative perception of a students' learning environment.

As an alternative to worksheets, games can be used as a less stressful way for students to demonstrate their knowledge, skill and understanding of a topic. Being less stressed will help students to have a more positive perception of their learning environment and give a true indication of their own learning.

Class Cooperation. Playing games in the classroom increases class cooperation. Students need to work together as a team when playing as a whole class against the teacher, or in small team groups when playing games with each other.

Alert Attention - Playing games requires students to pay great attention to details. As games can move quickly, when playing a game, a student needs to be alert and attentive. This attentiveness when playing a game can help students to stay focused on other tasks in the classroom throughout the day.



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Friendly Fun. Playing games in the classroom is always great fun! When playing a game, endorphin's are produced that stimulate the brain and gives students a feeling of euphoria. This feeling of euphoria creates a great sense of happiness and excitement for students in the classroom, developing a positive learning environment.

2.3. BOARD GAMES EFFECTS ON MENTAL HEALTH



Board games are played by moving game pieces in particular ways on special boards marked with patterns. To clarify the possible roles of board game use in psychosomatic medicine, the present review evaluated studies that investigated the effects of this activity on health education and treatment.

A literature search conducted between January 2012 and August 2018 identified 83 relevant articles; 56 (67%) targeted education or training for health-related problems, six (7%) examined basic brain mechanisms, five (6%) evaluated preventative measures for dementia or contributions to healthy aging, and three (4%) assessed social communication or public health policies.

The results of several randomized controlled trials indicated that **the playing of traditional board games** (e.g., chess, Go, and Shogi) **helps to improve cognitive impairment and depression, and that the playing of newly developed board games is beneficial for behavioral modifications, such as the promotion of healthy eating, smoking cessation, and safe sex.** Although the number of studies that have evaluated board game use in terms of mental health remains limited, many studies have provided interesting findings regarding brain function, cognitive effects, and the modification of health-related lifestyle factors.

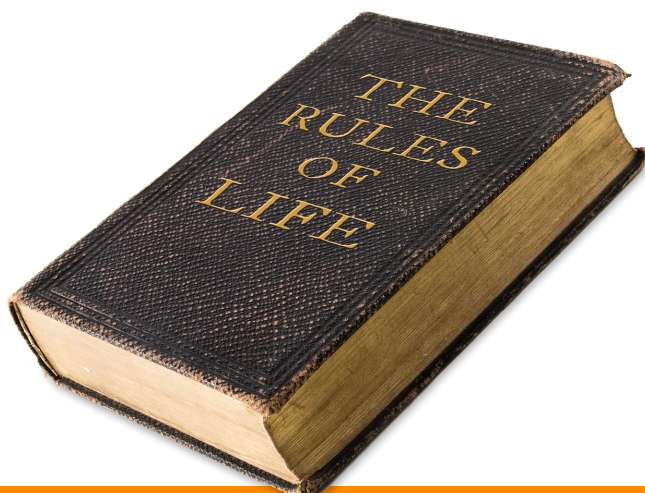
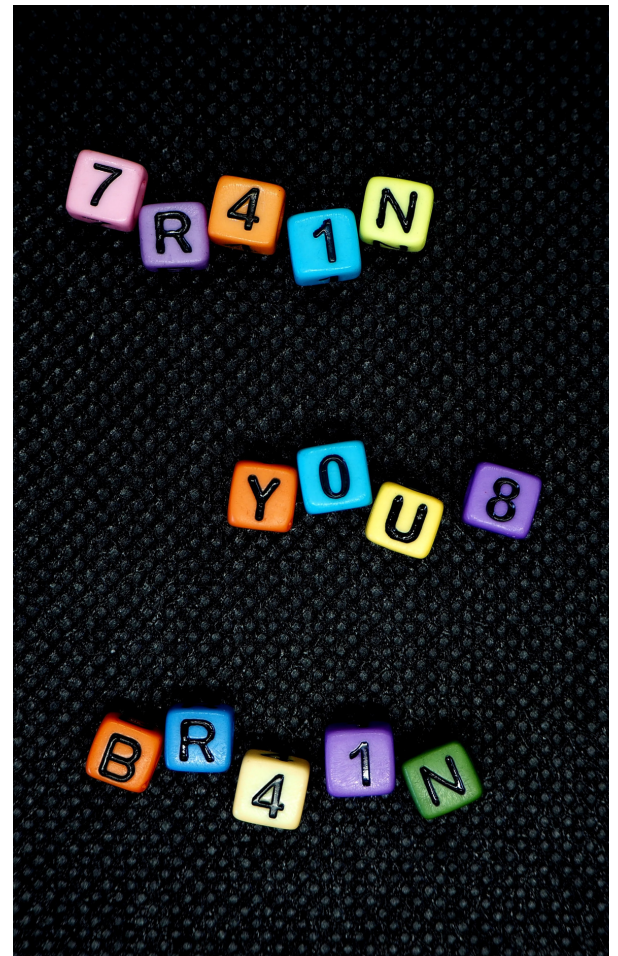


In the field of psychosomatic medicine, board game playing is sometimes regarded as a leisure activity, and engagement in this type of activity has been shown to protect against dementia and cognitive decline in elderly individuals

**Essays in the Project Bibliography.*

The risk of dementia was 15% lower in board game players than in non-players, and board game players exhibited lesser declines in Mini-Mental State Examination (MMSE) scores and less incident depression than did non-players. Although the mechanisms underlying the reduced risk of dementia in board game players have yet to be elucidated fully, these games require players to be proactive and to anticipate, thinking several steps ahead, during play.

These processes may enhance logical thinking and prevent declines in cognitive function. Individuals may also engage in non-verbal communication while playing board games, and players are more likely to have the opportunity to gather and participate in a fun activity with others. These factors could enhance individuals' social networks, which also protects against cognitive decline. Furthermore, in terms of leisure activities, board game playing may also be a form of stress management, as the fight-or-flight response is regulated safely within the sophisticated structures of match-type games. Board game playing could also be a form of art therapy, similar to miniature garden therapy, facilitating infinite internal manifestations within a narrow space.



In terms of education, the playing of board games may help children learn to follow rules and stay seated for a certain amount of time, and it may **increase children's concentration levels**.

Board Games keep your brain younger for longer

Playing games, especially as you get older is beneficial as an active brain is at lower risk of cognitive decline. A study in the New England Journal of Medicine showed that playing board games was associated with a reduced risk of dementia and Alzheimer's disease. The old adage 'use it or lose it' seems to have some truth after all.

Board games help with children's cognitive and social development

Useful social skills can be taught through board games, skills that can lead children to happier and less isolated lives. Games teach social skills such as following rules, taking turns and sharing with others. Board games support cognitive skills, from simple number and pattern recognition to the most complex calculations and estimations. In some games you'll use a mixture of logic, mathematical skills and abstract thinking, whilst also planning out your next moves, and coming up with ways to counter your friends' actions.



With so many different types of board games, there are thousands of ways to give your brain a workout.

Board games help to reduce stress

A study from Realnetworks Inc showed that games help us to reduce stress, support mental balance and help with relaxation. I imagine this is because board games offer escapism, a chance to take leave your daily worries behind for a while and do something completely different. You can build civilizations, construct railways, control vast armies, hunt zombies or even try to take over the world. There's no need to worry about the minutiae of life for a few hours, or perhaps the structure of a clear set of rules is a safe bulwark against the chaotic world outside. Board games are a great way to connect with others, to take you away from the normal troubles of life for a few hours, and to give your brain a workout. Why not see if there's one out there that will suit you?

Board games help reduce isolation

Most board games are designed to be played with a group of people. Having a regular group of people to play board games with helps stave off loneliness, and builds positive relationships with others, all things that are associated with good mental health. Isolation has been shown as a contributing factor in worsening mental health, and those with mental health issues tend to report increased loneliness. However, it can be difficult for those suffering with issues such as depression and anxiety to step out and make new friends. Board games solve a lot of these problems as they offer a structured way to meet others. Instead of needing to strike up a conversation from scratch, having a game as the focus of the activity allows friendships to build slowly in a less formal or pressured way. Board Game Cafés are springing up around the country and all you need to do is turn up, talk to the staff and you'll soon find someone to have a game with. Even for those that struggle to leave the house there is an online board game simulator on 'Steam' where you can play hundreds of board games with others online.

Board games help family cohesion

There are now hundreds of board games out there aimed at families, or that are sufficiently well designed to be enjoyed by adults but simple enough for your 10 year old to get to grips with (and then beat you mercilessly). A board game is an opportunity for the family to take part in something together.



Board games offer the opportunity for more face-to-face interaction with others, which in itself is supportive of mental health. All too often in family situations, while everyone is physically present, the focus is either on the TV or individual mobile phones, tablets or laptops. While playing a board game, whether competing or collaborating you're engaging with each other actively in person. Families who spend time together on enjoyable activities have a better emotional bond, and better communication between family members.



2.4. ACQUIRED COMPETENCES THROUGHOUT BOARD GAMES

Once the studies are known for all their implicit advantages, a study has been carried out in which the most requested skills by employers have been analysed, when looking for new employees for their companies.

With the aim that the results were applicable to all the countries that make up this strategic work group, each country carried out its own studies, and then created a document with the most relevant common aspects of the 5 entities. These studies have been carried out in two ways: on the one hand, through interviews with different companies that have offered themselves to answer questionnaires in which they were asked about the most valuable aspects when they proceed to the hiring of new employees. On the other hand, we have analysed several existing studies carried out by companies dedicated to employment, in which the aforementioned competences appear specifically.

Once all the countries have carried out their studies individually, a synthesis has been made of those competences that most coincided with all the conclusions. These conclusions have resulted in the proposition of 5 key competencies.



- **Teamwork.** It refers to the process of working collaboratively with a group of people to achieve a common goal.
- **Creative problem solving.** Understand the ability to demonstrate how an employee is able to adapt, solve small problems and collaborate with others to reach solutions to unexpected problems. Occasionally, when employers focus too much on complex skills, they overlook creative problem solving.
- **Communicative skills.** These skills include speaking in a reasoned manner, attentive listening and critical thinking.
- **Decision making.** It refers to the ability to make decisions in a reasoned and critical manner, following some stated objectives and taking into account all the factors that influence the process.
- **Negotiation.** It refers to dealing with conflict situations through dialogue, seeking acceptable solutions for all parties involved.



CHAPTER 3

METHODOLOGY FOR USING BOARD GAMES ON SOFT SKILLS DEVELOPMENT

Playing board games at home or with friends, as a leisure activity, can be useful also for achieving or developing some soft skills, but we realized that doing this on purpose, targeting specific skills and playing some games in a specific order, can help a lot the youngsters to develop themselves and to include easier on the labor market.

We used a specific methodology for soft skills development of youngsters:

PREPARATORY ACTIONS:

- Target group selection
- Soft skills selection
- Boardgames selection - according to target group (for egs, the games should be inclusive if the target group has specific characteristics or if the group is heterogeneous. The boardgames sheets are in appendix of this manual
- Preparing a program, including: information for introducing the topics, order of boardgames, debriefing questions



IMPLEMENTATION:

- Initial evaluation of target group (evaluating the soft skills before the program)

- Participant's Diary - an instrument that youngsters can use for taking notes about their AHA moments, about the soft skills development and ideas for implementing in their daily life what they have learned during the program

- Final evaluation of target group (evaluating again the soft skills) - same questionnaire
- Interpretation of improvement - analyzing the questionnaires and conclude about the difference between initial and final evaluation - in terms of efficiency of the program and how the youngsters improved their soft skills playing boardgames.



3.1. TARGET GROUP



ASPAYM CASTILLA Y LEÓN

ASPAYM Castilla y León works with people with some disability in general, and with physical one in particular. People with disabilities have barriers to access to the full social inclusion, which can be analyzed and reflected in different areas of the person: physical condition, emotional well-being, interpersonal relationships, job access and educational and socio-cultural resources. In this way, and following the main proposal of this project, which works to minimize the social exclusion risks, we include in our target group young people, between 16 to 30 years old. In this collective, there are included people with and without disabilities.

UEMC – UNIVERSIDAD EUROPEA MIGUEL DE CERVANTES

Students between 18 and 24 years who are studying different University degrees. After finishing their studies, they will have difficulties to find a job due to their lack of experience and their youth.

There will be a lot of competition due to the high number of graduates in Spain, so it won't be enough just to have a University degree. It would be necessary to exhibit more than knowledge in a job interview. For this reason, we think that this project will develop in our students' soft skills which will help them in their future employments.





CEIPES

The target groups that CEIPES involved in the implementation of the project consist of:

Young unemployed and in disadvantaged socio-economic conditions and Young people with migration background. CEIPES, having received a property confiscated from the mafia, is now based in the district of Uditore, one of the most disadvantaged in Palermo.

In contact with the offices of the district and with the offices of the social services sector, it arose the need to initiate paths that could provide young people in the neighbourhood with the possibility of developing transversal skills according to employability.

Young people with migration background: the city of Palermo is characterized by a substantial presence of young migrants who need support even in the labour market. The inclusion process is really difficult, given also by the current European context characterized by fear and rejection of the "different", which also affects the choices of the entrepreneurs, sometimes influenced by prejudices and stereotypes.

For both target groups it is about providing them with an alternative to the possibility of approaching the criminal world, finding in themselves and in their abilities, the necessary tools to undertake a different and satisfying life path.





ROSTO SOLIDARIO

In Rosto Solitario the participants need to be young people between 18 and 30 years old. We created at least two groups:

- 1st in Rosto Solidário office acrossing local volunteers, international volunteers and others;
- 2nd in the local agency for the employment where we plan to work with youth who are looking for a job and are unemployed.

We will include in each groups:

- Participants coming from communities and groups socially excluded;
- Participants with few opportunities;
- Cultural diferences (as migrants, roma people, etc);
- Economic obstacles (unemployed or coming from poor contexts, unemployed, facing social and economic obstacles in their communities).

AICSCC – GAMMA INSTITUTE

Gamma Institute included in this project the following target group:

- People (all ages) with psychological issues as: low level of self-esteem, anxious or depressive episodes, bullying in schools or organisational environment, difficulties in lifespan transitions (launching in independent life on youngsters, divorce, career transitions – re-professionalization) etc. This target group will be selected from the health department – Gamma Clinic Psychology (clients in psychotherapy and participants on Gamma Events)
- Professionals in education and psychology field: people which are working with youngsters and with people with psychological problems, teachers and school/career counsellors, systemic psychotherapists, clinical psychologists, etc.
- Future professionals in psychology: students from psychology (bachelor and master degree), which are making internships in Gamma Institute
- People (all ages) from Iasi city which are interested in personal development process.

3.2. APPLICATION PROCESS



Once the key competencies, common in all the countries that make up this project, have been established, an analysis has been carried out by the European University Miguel de Cervantes, with extensive experience in the field of using table games as an educational methodology. In this study, they have contemplated with which board games each of the competencies analysed are used.

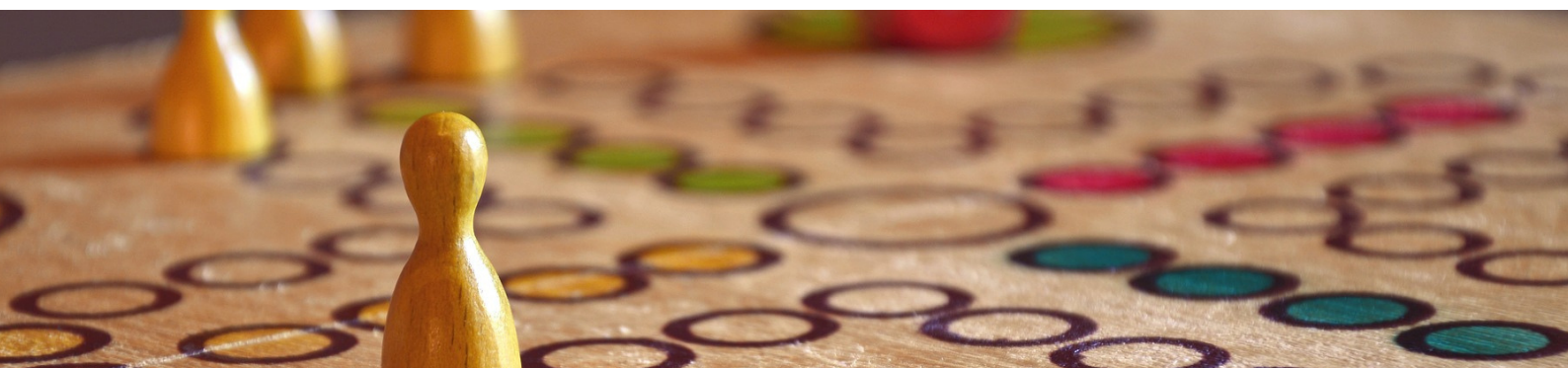
Before officially establishing the games to be used, it has been essential to carry out an analysis of different variants, which allows to create a list of useful board games for the different target groups. Thus, aspects such as the non-influence of the language to play, accessibility of the games with the possibility of adaptation for different disabilities, and economical accessibility of the games, have been taken into account.

Under these conditions, the games that were chosen, with the main competencies of each of them have been:

- Story Cubes. Communicative skills.
- Pandemic. Teamwork.
- Bohnanza. Negotiation.
- Mysterium. Decision making.
- Unlock. Creative problem solving.

To make the work of the facilitators easier, templates of each game have been created, where the most important aspects to take into account to perform them appear. In addition, you can find other competencies, in addition to the main one, which are worked in each game.

*In the Appendix you can find fact sheets of the 5 different games.





In a consensual way, it was established that the most appropriate period for the development of the proposed sessions would be a total of 7 workshops. These workshops are developed twice, with the aim of checking the expected improvements in the skills analysed between two different periods.

The total number of beneficiaries in each entity has been 32, divided into a minimum of two groups, to facilitate the task and so that the necessary number of games per session was smaller, since 4 young people participate in each game, and in each small group, they must use the same type of game.

In order to analyse the level of skill acquisition, two types of assessments have been developed.

- On the one hand, participants must complete the **initial and final evaluation forms** at the beginning and at the end of the 7 workshops. This will be done three times: at the start and at the end of the first round and only at the end of the second round. At the start of the project, it was proposed to do the evaluation 4 times, at the start and at the end of both rounds, but it finally was decided to delete the initial evaluation in the second round, due to the proximity of the last and the first workshops. That two evaluations, let us being able to have more data on the changes generated before and after participating in the workshops. ANNEX 1 shows both the initial and the final questionnaire.
- On the other hand, an **observation document** has been prepared that includes a series of items that analyse on a scale from 1 to 6 the level at which they demonstrate these aspects. This analysis is done individually and, in order to perform it, specific training has been given to people who have performed the work of observers. To carry out this work, observers have been present in all the workshops.

- The diary is a personal element in which each participant has been able to express their feelings and emotions about what was experienced in the sessions. To make it more personalized, it has been favoured that, those who would like to share their deliberation, could do it out loud, while those who would rather not do so, could only write it in the notebook, taking into account that the main quantitative evaluation is derived from the annotations made by observers.
- Completing an observation sheet for each of the sessions. It has been ensured that the observers have not taken part in the workshops, to prevent participants from feeling conditioned by outsiders who were evaluating them. In ANNEX 2 you can find the observation sheets to be used.
- Third, there will be a final deliberation at the end of each of the workshops. For this purpose, questions have been asked so that the participants could answer freely, which are included in the "Participant Diary", included in ANNEX 3 of this manual.





Every workshop has been recorded by the entities, distributing the task so that the 7 workshops, in the first and second round, were recorded only by one entity and not to repeat the recordings.

To facilitate the task, it has been established which country records, in which workshop and with which of the two groups they were going to do it. This responds to the previous division mentioned above, in which it was established that the final number of 32 participants should be divided into at least 2 groups.

- The recordings of the corresponding workshop in each case have been made with a fixed camera during the entire development of the game and recording at the end of the testimonies of a facilitator, a participant and an observer. To make the assembly, the instructions of the entity CEIPES, an entity with great experience in the assembly and design of video, have been followed, thus creating a video with the explanation of the game, its development and the testimonies for each workshop. All videos will appear subtitled in the different languages of the countries participating in the project.



3.3. RESULTS INTERPRETATION



INTRO

After the application of this program on 150 youngsters from the 5 partner countries and the interpretation of initial and final questionnaires, we have some conclusions about the affects of using boardgames in the personal development process of youngsters and, especially on the abilities they need for accessing the labour market, in a more easier way.

STATISTIC INTERPRETATION

DATAS ABOUT TARGET GROUP DISTRIBUTION & STATISTIC ANALYSIS

Table 1 shows the **characteristics of the participants of the study depending on the gender and job** (if the person was working or not during the study). Some of the subjects that participated in the study (18%) were working at the time that the study was carried out; however, these were partial or temporal jobs in all cases. The amount of men and women was similar in this sample.

Table 1. Characteristics of the sample.

		Job		Total	Age ¹
		Yes	No		
Sex	Male	12	56	68	22,2±5,0 years
	Female	16	71	87	23,2±4,8 years
Total		28	127	155	

¹ Age is expressed as mean±standard deviation.

In order to analyze the influence of the board game's sessions on the soft skills, a questionnaire was designed by a group of expert psychologists (appendix I). Initially, it was composed of 18 items. After the initial evaluation, a factorial analysis was done to group the items into dimensions. According to the model, 3 dimensions were created (Table 2), and two items were removed from the questionnaire.



Cronbach's alpha coefficients of these dimensions were also calculated. The values obtained are quite acceptable, since in the field of social sciences a questionnaire with an alpha coefficient greater than 0,7 is considered to be quite reliable. An experts committee proposed a name for each one of the dimensions depending on the items included.



Table 2. Dimensions of the screening tool and the items corresponding to each of them after the initial factorial analysis.

Dimension	Items	Cronbach's alpha	Dimension's name
1	1, 3, 7, 11, 12, 14, 15, 16, 17	0,874	Teamwork and negotiation skills
2	8, 10, 13, 18	0,599	Decision making
3	4, 5, 9	0,594	Problem solving
All		0,695	

Table 3 shows the median and interquartile range of each dimension in the initial and final evaluations for all the subjects (n=155). No change was observed in any dimensions.

Table 3. Dimensions of the screening tools before and after the board game sessions in all the sample.

Dimension	Initial	Final	P value ¹
1	3,7±1,9	3,7±1,1	0,828
2	3,7±1,3	3,7±1,3	0,347
3	4,0±1,7	4,00±1,7	0,636

¹Wilcoxon signed-rank test for two related samples



Table 4 shows the median and interquartile range of each dimension in the initial and final evaluations for the male participants (n=68). As shown in the analysis of all the participants, no change was observed in any dimension.

Table 4. Dimensions of the screening tools before and after the board game sessions in the men.

Dimension	Initial	Final	P value ¹
1	3,3±2,0	3,4±1,6	0,937
2	3,7±1,4	4,0±1,3	0,196
3	4,0±1,3	4,0±1,1	0,577

¹Wilcoxon signed-rank test for two related samples



Table 5 shows the median and interquartile range of each dimension in the initial and final evaluations for the female participants (n=87). As shown in the analysis of all the participants, no change was observed in any dimension.

Table 5. Dimensions of the screening tools before and after the board game sessions in the women.

Dimension	Initial	Final	P value ¹
1	3,9±2,0	3,9±2,1	0,799
2	3,7±1,3	3,5±1,3	0,973
3	4,0±1,7	4,0±1,7	0,299

¹Wilcoxon signed-rank test for two related samples

Table 6 shows the median and interquartile range of each dimension in the initial and final evaluations for the participants who had a job (n=28). No change was observed in any dimension.

Table 6. Dimensions of the screening tools before and after the board game sessions in the participants who had a job.

Dimension	Initial	Final	P value ¹
1	3,7±2,3	3,1±1,2	0,946
2	3,8±1,6	4,0±1,3	0,101
3	4,3±1,3	4,7±0,9	0,133

¹Wilcoxon signed-rank test for two related samples

Table 7 shows the median and interquartile range of each dimension in the initial and final evaluations for the participants who had no job (n=127). No change was observed in any dimension.

Table 7. Dimensions of the screening tools before and after the board game sessions in the participants who had no job.

Dimension	Initial	Final	P value ¹
1	3,5±1,9	3,8±1,8	0,817
2	3,7±1,3	3,7±1,3	0,668
3	4,0±1,7	4,0±1,3	0,893

¹Wilcoxon signed-rank test for two related samples

After these results, we can state the following conclusions:

- 1. The proposed questionnaire was a reliable and a sensitive screening tool.**
- 2. Participants did not improve the measured skills after the board game sessions, in a statistic significant way.**
- 3. The selected board games seems to be useful for the development of some soft skills related with the possibility of access to a job.**



CHAPTER 4

WORKSHOPS FOR DEVELOPMENT OF SOFT SKILLS THROUGH BOARD GAMES



Here, you can find how the workshops are developed.

First of all, as an explanation, there are 7 different workshops for the 5 board games. This means that some of them have to be repeated during the full project. The first proposal of the consortium was to do the following workshops:

1. Story Cubes
2. Pandemic
3. Bohnanza
4. Unlock! + Story Cubes
5. Mysterium
6. Pandemic
7. Story Cubes

But, after analyze the sequence, we decided not to repeat so many times the game Story Cubes, because it could be too easy the participants and they can get bored because of the repetition. Also, Pandemic is not going to be repeated neither, because the team have realized that in the second round, the motivation of the participants went down.

On the other hand, Bohnanza is a game that creates a very big motivation into the group and the competence that is worked with this game increases notably.

So finally, the sequence of board games is the following:

1. **Story Cubes**
2. **Pandemic**
3. **Bohnanza**
4. **Unlock!**
5. **Mysterium**
6. **Bohnanza**
7. **Story Cubes**



WORKSHOP 1

STORY CUBES

Knowing each other and creativity

Intro

We are going to develop this project during different sessions, in which we will be able to play 5 different games. We are going to participate 32 people and every moment it will be people who can help you if you need, but don't forget that you are the main characters, and you should try to solve them by yourself.

Before the start of the session, you can ask us for any question, to solve any doubt you can have.

ACTIVITIES

A1

Dreams & Fears

You have to complete in two different colors your dreams and fears about the project. To do that, we are giving you an orange paper in which you have to describe your dreams and a blue one in which you should complete your fears. Once you have it, you have to stick it on the big paper, creating a wall of your feelings.



A2

Story Cubes

First of all, we are going to play Story Cubes. We are going to play all together and we will be changing the tasks to do with the dices. It is very important to put attention to the rules and to let your imagination fly.

RULES

The rules of the game are very easy: you have to roll a dice by following the dices according to the tasks and to tell the stories we ask you for. The most important is to respect the turns and to speak only when you have to do.

- The first step of this game is the following: each participant has to take two dices of any color (blue, orange or green) and you have to take two of them. With that two colors you have taken, you should describe something about yourself, like a presentation for the others. The dices that you will use for your presentation can be chosen by you.

Once everybody is presented, you can discuss about them, showing the similarities between you, what do you think about the others, if you are interesting in something that other person has explained, etc.

- The second round will be related to a chained story. To do that, the person who starts rolls the dices, selects one of them and start a story related with the picture that appeared on the selected dice. The following person has to choose other dice and, with the picture, continue the story that the previous person has started. All of you are going to do the same, until finish two rounds and complete a full story.

Stories matter



WORKSHOP 2

PANDEMIC Strategic thinking

Intro

Now, we are going to play Pandemic. All of us are going to create a team which have to eradicate the virus which is attacking the world.

ACTIVITIES

A1

Pandemic

We are going to play 4 people during 45 minutes. It is important to collaborate between you and don't forget that, in this game, all of you will win or lose all together. Once again, we are here to help you, but not for playing in your name.

The first thing we have to do is to prepare the game. For that, we are going to do the following tasks:

- Prepare the board and let the disease cubes and the investigation centers in a side.
- Put the outbreak marker in 0, propagation's in the first 2 and the 4 of cure in each boxes.
- Shuffle the infection deck, put it in its zone and infect 9 cities (3 cubes in the 3 firsts, 2 in the next 3 and 1 in the last 3)
- Each player chooses a character and receives 4, 3 or 2 cards according to whether they are playing 2, 3 or 4.
- Prepare the play deck including epidemic cards.

RULES

Now, all of us are ready to start the game. For that, we have to play with different phases.

Each turn has 3 phases:

Make 4 actions (there are 8 possible ones and the same action can be done several times)

- **To travel by land or sea.** Move your pawn to another city which is connected by a line with yours.
- **Direct flight.** Discard a city card and fly to there.
- **Charter flight.** Discard a city card where you are in and fly to any other city.
- **Air bridge.** Fly between two investigation centers.
- **To build an investigation center.** Discard a city card where you are in to build in it a new center.
- **To treat a disease.** Take away a disease cube from the city where you are in.
- **To share information.** Give to another player or receive from him/her the card of the city in where both of you are in.
- **To discover a cure.** If you are in an investigation center, discard 5 cards with the same color to find the disease cure of that color. If once the cure is discovered, every cube of that color would be eliminated, the disease is eradicated and won't be added any cube of that color when infections cards will appear.

Steal game cards. If an epidemic card is stolen, resolve it by following the indicated steps: spread, infect and intensify.

Infect cities. Steal as many infection cards as the spreading score indicates. Add a cube of the indicated color in the city, unless: (1) the disease has been eradicated or (2) there are already 3 cubes of that color, in which case an outbreak is produced.

Outbreak: Advance the marker 1 box. Put a cube in each connected city with those in where the outbreak has been produced.

**DON'T
PANIC**

In this game, all of us can win or lose.

The conditions are the following:

You will win the game if they discover the 4 cures.

You will lose the game in case of one of the next circumstances:

- The outbreak marker reaches the last box.
- Disease cubes must be putted on the board, but they have been depleted.
- Game cards must be stolen, but they have been depleted.



You can put the following questions for debriefing and conclusions:

A2

Conclusions

REFLECT

CONCLUDE

CHOOSE

IMPLEMENT

- What was the impact of the role you had during the game and what are the common points with your everyday life?
- What was the responsibility you felt for achieving the game mission?
- How was it for you to lead or follow others during the game?
- How did you feel when winning or losing during the game and how is this reflecting on your everyday life?



WORKSHOP 3

BOHNANZA

The power of negotiation

Intro

Here, we are going to play Bohnanza, which will last about 45 minutes. We will play in teams with 4 people, by following the rules we are going to explain to you.

ACTIVITIES

A1

Bohnanza

Before starting the game, the preparation that we have to make is:

- Each player starts with 5 cards, whose sequence can't be changed.
- In front of each player there will be 2 cards that indicate both starter beans fields.

And please, remember the following information:

- The cards are played in the order they are received.
- The players CAN NEVER change the order of their cards.
- When a player steals cards, he/she will do it one by one and will put it behind the last card in his hand.
- In each field, it can only be one type of bean.



RULES

For the development of the game, we will follow the turns' order with the **4 actions** which correspond to each player.

The aim of the game is to get the maximum possible gold by planting and selling beans.

During a turn it is made the following:

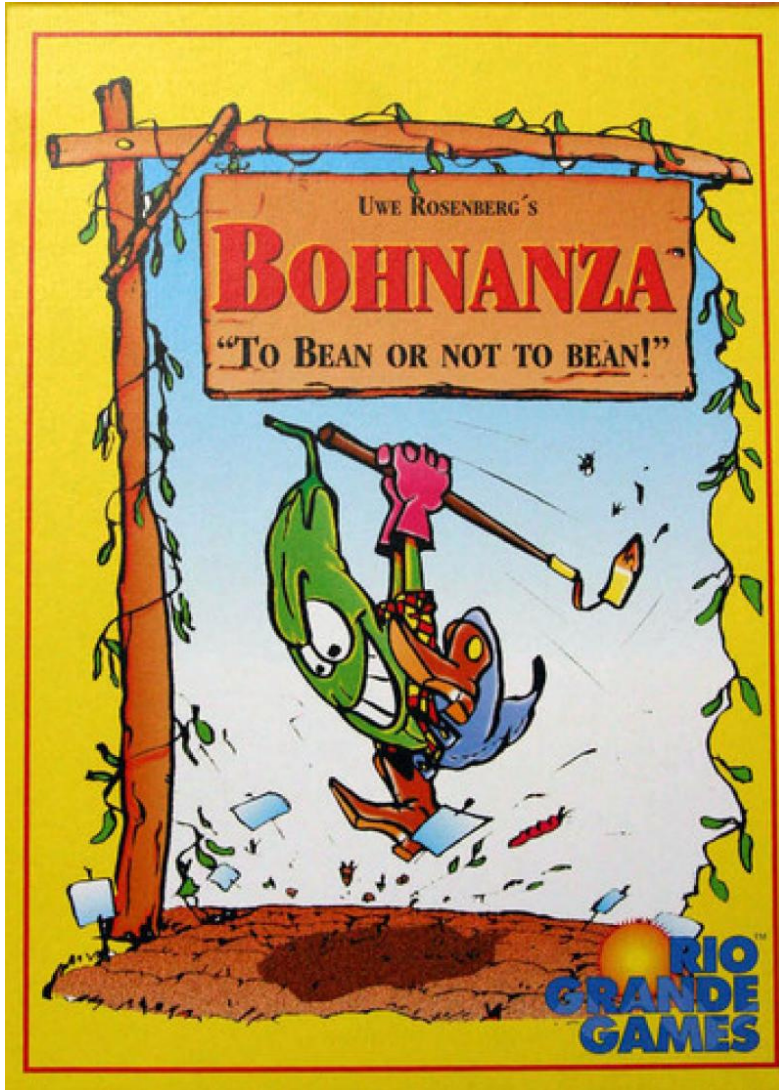
- **To plant beans card.** It must be planted the first card in one of the fields. The second card can be planted, in the same or in another field.
- **To steal, negotiate and give beans.** 2 cards are stolen and they are put face up. It can be planted or negotiated with them and with the others from the hand with the rest of players. The active player is the only one that can negotiate with the others, not the rest between them. The stolen cards can be donated too.



- **To plant the obtained beans.** The plants which are obtained after a negotiation must be planted; they are NEVER returned to the hand. To plant, it will be possible to collect the fields. If the number of cards in both fields doesn't achieve the minimum to be exchanged for golden, the player decides what field he/she will discard to plant the obtained beans.
- **To steal new beans cards.** The active player steals 3 cards one by one and puts them at the end of his/her hand's cards.

The turn passes to the left player, in a clockwise direction.

- When the deck is spent, it is shuffled and it turns around again to make a new theft deck.



In the lower part of each card it appears how many gold coins are obtained by selling the number of equal cards of the variety of beans. A player can harvest beans or buy a new beans field (3 golden coins) at any time.

The game ends when the deck of cards ends by a third time. In that moment, the hand cards are set aside and the players collect and sell their fields of beans. **The player with the most number of coins is the winner.** In case of a tie, the player with most cards in the hand is the winner.

You can put the following questions for debriefing and conclusions:

A2

Conclusions



- What kind of arguments did you used to negotiate with the others? (emotional, rational)
- What was your purpose in this game? (to have fun, to win, to confront the others, to achieve more coins/camps, etc.)
- How was it for you to ask for a card and how it was when the others asked you? When more people asked, how did you decide the one to collaborate with?



WORKSHOP 4

UNLOCK!

Solve the problems and escape adventures

Intro

In this workshop we are going to play Unlock!

In this game, you have 60 minutes to escape from the room by solving different enigmas. You should work all together and to share their points of view in order to show a teamwork to be able to escape. It is necessary to use a smartphone or tablet during the game as a tool. So at least one person should have Internet connection to download the app.

ACTIVITIES

A1

Unlock

For this session, you have to prepare to do the following:

- Download the App on the mobile phone or tablet and select the adventure to play.
- Take the card with the adventure's title and place the rest of the cards on one side.
- Read aloud the content of the card.
- Start the countdown on the App.
- During the game, remember these two aspects: It's important to read aloud the card's text so that everybody will know and you can ask for some clues about cards in the App.
- Now, we are going to develop the game, so you have an hour to get into an adventure and to complete the mission with the rest of players.

RULES

The rules are the following:

- Every time you see a number or a letter in any card, steal that card and show it to everybody. Put attention to each card, so that information could be hidden.

The types of cards are:

- **Objects** (red or blue top band). The objects can interact with other objects, always by mixing a red one with a blue one. In case of the combination of those objects, show the card whose number is the addition of the numbers of two mixed objects.
- **Machines** (green top band). The numbers that appear in it do not correspond with other cards. According to the progress of the game you will know how they work and how to deduce the corresponding numbers.
- **Codes** (orange top band). They require to introduce a 4 digits-code in the App. If the code is correct, the App will tell you how to proceed; on the contrary it will be applied a penalty.
- **Other cards (grey top band)**. They could be a place, a penalty, a modifier or the result of the interaction with an object.

As new cards appear, on top of them, they will indicate you what previous cards you can eliminate from the game.

When you show a penalty card follow the instructions.

The game ends when you complete the adventure and stop the timer. The App will show the punctuation. If the time ends, the game IS NOT finished. You still can complete the mission, although your punctuation will be smaller.



A2

Conclusions

REFLECT

CONCLUDE

CHOOSE

IMPLEMENT

You can put the following questions for debriefing and conclusions:

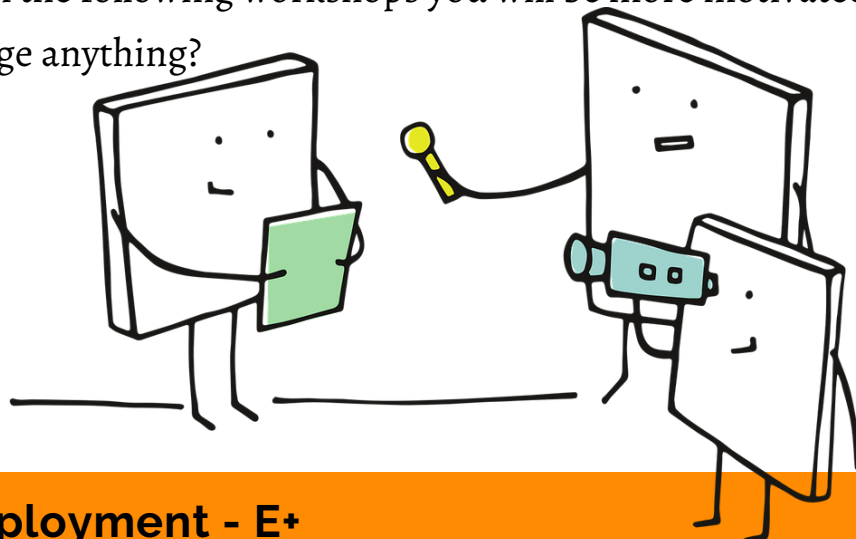
- What was the main emotion for you, during this game?
- What was the responsibility you felt for achieving the game mission?
- How did you feel when your idea was listened in the group and what was the emotion when your idea didn't work?
- What was the thought about yourself during this game? But the emotion? What was the behavior you had?

Due to the fact that we are in the middle of the workshops, we are going to ask some questions related to your experience and your feelings during the past workshops.

A3

Middle evaluation

- What did you like the most?
- What did you like the less / What did you like least about the game?
- What are your strengths?
- How did you solve the difficulties of the game?
- What was the most stressful moment?
- Do you think you are communicating well with your game mates?
- Tell us, at least, two competences that you think that you have acquired.
- Do you think that in the following workshops you will be more motivated, or less?
- Do you like to change anything?





WORKSHOP 5

MYSTERIUM

The wisdom of decision making

Intro

In this workshop, we are going to play *Mysterium*, where we have to discover the mystery of the murder of the house. There are two different characters and because of that, first of all, you have to choose who is going to be the spirit and the others will be the human characters trying to solve the mystery.

ACTIVITIES

A1

The preparation of this game is the following:

- One player is the spirit, the others, will be seers.
- Select the number of cards of each type according to the chosen difficulty level and the number of players (page 8).
- Look for seer and spirit's cards with the same number.
- The spirit takes as many cards as seers and puts them in the inside part of the game screen, in the columns which represent each seers. Thus, each seer player will have a combination of character, place and object. Remember that the spirit must not communicate in a verbal way with the seers. It can point them and hit the table one or twice to say yes or no.
- It's important to put attention on the explanation of the rules, because there are various actions and it is easy to feel loose.

RULES

Once everybody has a character, the game will start. You only have to follow the turns and during each one, to make your corresponding actions. If you don't remember the steps, it's better to ask for it from the help person rather than doing nothing..

The game is divided in 2 phases:

Phase 1: Reconstruction of the facts. This phase lasts a maximum of 7 turns, which are represented by the clock's hours.

Step 1. Interpretation of the vision. The spirit must give, at least, one vision card to each seers. The given card will have some similarity with each character's card, of vision or of the seer's object who receives it.

NOTE 1: It is possible that 2 or more seers put their sheet in the same card.

NOTE 2: Although the spirit listens the seers' deliberations, he should never make comments or gestures that could give any clue to the players.

NOTE 3: In any moment the spirit can discard the vision cards and steal as many. To do it, he will use a crow. The number of crows and their utility depend on the chosen difficulty level (page 8).

Divination sheets. The seers can add divination sheets to the intuition sheets placed by other seers, according to whether they believe that they have guessed or failed at their choice. Once those cards are used, they pull them out from the game and will be recovered in the 4th turn.

Step 2. Spectral manifestation. The spirit manifests itself and let the seers know if they have correctly interpreted their visions. If the seer has guessed, he takes a correct seer card and he puts it inside of his envelope. He will put his intuition sheet in the next progress board and he will discard the vision cards. If the seer has failed, he will put his intuition card in the same progress board.

Progress board. Every time a seer guesses in his vision or guess with the divination tokens, his token will advance a square per success on the progress board.

Phase 2. To discover the guilty: If every seer has completed successfully the phase 1, the following steps are carried out:

Step 1. Identity parade. Each seer takes out his 3 cards combination (character, place, object) and he put it on the table with a number token.

Step 2. Shared vision. The spirit selects secretly one of the combinations and he selects 3 vision cards related to that combination.

Step 3. Voting. The seers see the vision cards and they vote what combination they think the spirit has chosen. The number of vision cards that each seer will see before voting will depend on their progress on the progress board.

The game ends if the full group chosen by the seers contains the real guilty person. In this case, every player wins and the soul of the spirit will be able to rest in peace! Otherwise, you will lose the game.

You can put the following questions for debriefing and conclusions:

- How did you felt during the game (main emotions)?
- How hard/easy was for you to make the decision and how the other's opinions influenced you?
- What was the most challenging moment for you in this game?

A2

Conclusions





WORKSHOP 6

BOHNANZA

Negotiate again and make the plan

Intro

In this workshop we are going to play Bonanza again. The structure of the workshop it is the same, except debriefing and conclusion's part.

A1

The participants are playing Bonanza, but this time, on different groups.

Bohnanza

You can put the following questions for debriefing and conclusions:

- What kind of arguments did you used to negotiate with the others? (emotional, rational)
- What was your purpose in this game? (to have fun, to win, to confront the others, to achieve more coins/camps, etc.)
- How was it for you to ask for a card and how it was when the others asked you? When more people asked, how did you decide the one to collaborate with?
- How it was different from the first time you played this game?
- You kept your strategy and motivation or you changed it? How?

A2

Conclusions

REFLECT

CONCLUDE

CHOOSE

IMPLEMENT

You can put the following questions for debriefing and conclusions:

AZ

Conclusions

- How was for you to play this game?
- How it was for you to continue another colleague story, different from your perspective?
- In the end, how did you saw that the story that came out, is reflecting your emotions and your perspective?
- How was for you working in group and making a team with the other participants?



REFLECT

CONCLUDE

CHOOSE

IMPLEMENT

Now, we have finished the full workshops with you. We hope that you have acquired the main competences we supposed you could get by the use of board games.

Because of that, we want you to fill the final evaluation, which can help you to interiorize everything you have done during these days.





DEBRIEFING & CONCLUSIONS

Boardgames have a big effect on the psychological dimension of people, also when are played at home or in informal groups of youngsters, but for obtaining a significant effect on the competencies described in this toolkit, it is required, after each boardgame, a debriefing part, with specific questions, that put the participants in a reflexive position. In this way, they can become aware of the effect and can translate this effect and what is happening during the game, in their daily life, improving the wellbeing.

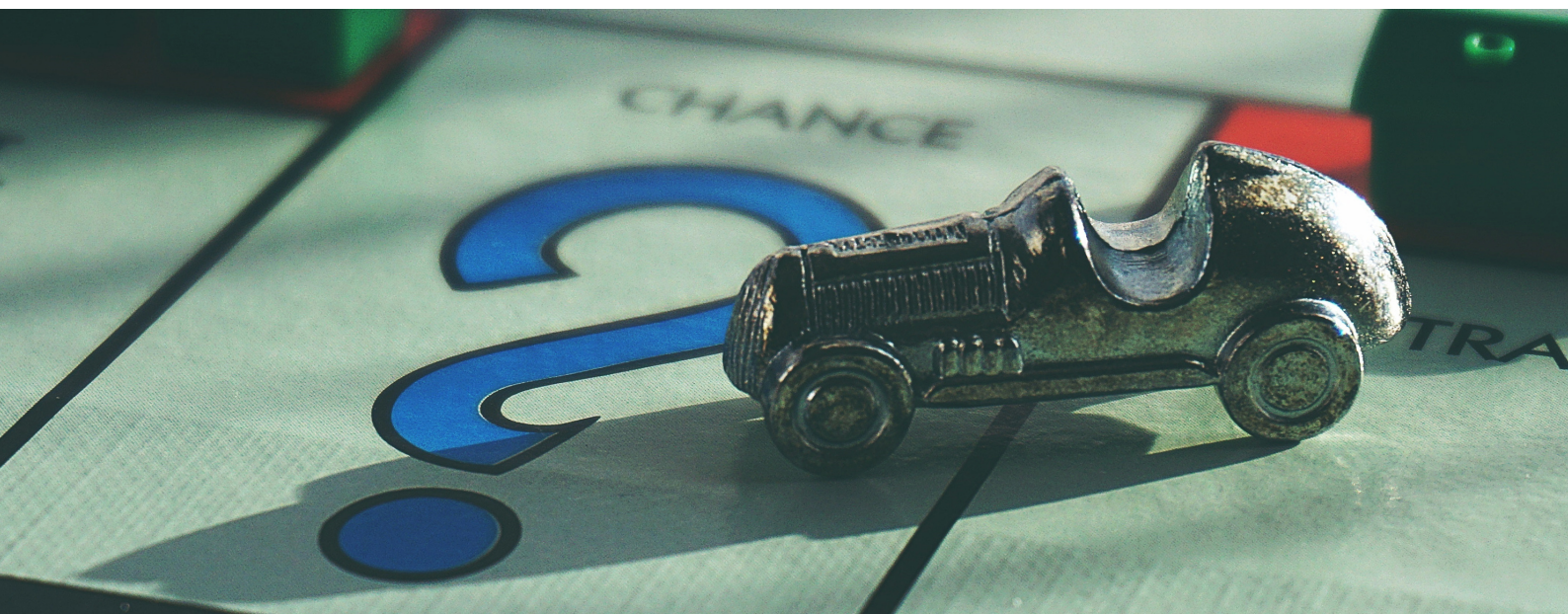
For creating this context of reflective position, we created a Diary, that was given to each participant, on the beginning of the program and after each game, there were some couple of minutes of reflection, when the participants answered the questions from the **Participant's Diary** - You can download from the page 18 of this manual.

Debriefing part contains 2 types of questions:

- **general questions** - recommended for each trainer/youth worker in this activity and that can be discussed in the group, in public, by all participants
- **specific questions**, for each boardgame in the program, that are individual and the participants are answering on, taking 10-15 minutes after the game. On these questions, only the big conclusions are made public, on the wish of each participant.

General questions to put in the debriefing part

- How did you feel during this game/ during the entire workshop?
- How was it for you to understand the instructions from a facilitator and what is the difference between what happened here and the situation of playing with friends at home?
- What challenged you the most?
- What did you found out about yourself playing this game?
- What are the similarities between the roles you had in the game and the role you play in your daily life?
- There is something that you want to change in your life and your approach being aware of these similarities/ differences?
- What are the skills that you developed during this game (at the end of each game)/ workshop (at the end of each workshop) / programme (at the end of the entire programme)?
- Had you been a leader of a follower? And how is this role reflecting in your decisions and your daily life? How was for you the interaction with the others?
- This type of interaction is similar or different from the one with your colleagues in a working team?
- How could you apply what you have learned today in your daily life? Give 3 actions you want to make in the next week or until the next workshop.





FACILITATORS & OBSERVERS CONCLUSIONS

After each board game's session, a reflection was done between the participants and the facilitator. The structure of the questions made by the facilitator to the participants was the same within each game. The following observations were concluded for each boardgame applied during the workshops:

STORY CUBES

Regarding to the most important reflections, most of the participants were **motivated and interested** on it and their attitudes and participation were adequate.

Finally, according to the main competences, **the average is higher in the communication skills and imagination** and where the score is lower is in the divergent thinking. On other groups, according to the main competences, the average is higher in **attention and listening**.

Related to the evaluation collected by the observers, there are some aspects in common with the majority of participants. Due to there is the first workshop and the first board game, all of them showed a **high immersion level** also during the explanation, development of the game and in the final reflection. In this game there is no score, so this point is not evaluated. However, most of the participants put attention in the stories that their colleagues created and they tried to create common stories when it was required.

Interesting is **the creative potential** that the dice have managed to trigger and the absence of receiving the evaluation scores has made the game even more fluid. The participants, not feeling the pressure of a possible "victory" or "loss", collaborated to the maximum with the others and freed the imagination. In both the 1st and the second round, the observers register a **high degree of enthusiasm, attention and listening from everyone**.

Some participants considered this an **"emotional game"**, as it called for stress management and creativity. The game also appealed to the imagination and communication between all, since although each one has its role in the story, it was dependent on the previous colleague and conditioned the next one.





PARTICIPANT'S OPINION

HOW WAS FOR ME TO PLAY THIS GAME...

- *"Rewarding to develop creativity and improvisation capacity in uncontrolled situations."*
- *"Enjoyable and funny because of uncertainty."*
- *"It has been a fun experience to get to know my colleagues better."*
- *"It was super interesting to have to frame everyone's stories"*
- *"It was easy, intuitive, fun and very exciting"*
- *"Thanks to this game I could know my colleges more."*

WHAT I LEARNED ABOUT ME, PLAYING THIS GAME...

- *"I understood that I have a lot of curiosity"*
- *"I let myself be taken by the imagination"*
- *"To do a team work is the thing I liked the most, until today I didn't know I could be a team so well"*
- *"Improvisation and imagination can be used to skip from uncontrolled situations."*
- *"I can be very original and creative when it is necessary."*

HOW I WANT TO USE THESE CONCLUSIONS IN MY DAILY LIFE...

- *"Tell others what I really think without being afraid."*
- *"Be faster when I have to associate ideas and pay more attention on what others say."*
- *"I like the dynamics generated in this game to use it in my professional field in order to develop improvisation."*
- *"To use my communication skills."*
- *"To listen the others with the aim to get common conclusions."*



PANDEMIC

Regarding the Pandemic game, the participants recognize that the game itself was “a little confusing, until we started to understand the game”. After this initial phase of understanding the rules, what was most evident was the fact that it is a game simultaneously “stressful, but funny. Stressful when we thought it was under control, but then the epidemic came and ruined everything and we always had to find ways to get around the problems and win the game”. For other participants, who were unable to win the game, “It was frustrating not to win, because we always want to win”, although they also recognized that “We work well as a team, despite losing”.

As regards the level of **immersion and involvement** in the first session, the figure is average, suggesting that the game has managed to spark the interest of the participants. In reality, even in the second session, although a slight decrease, the participants showed themselves to be active.

The intermediate phase presents an increase in the attention given by the fact that young people mainly started to enter the young person's mechanism. The highest scores are in the **involvement**, as after understanding the rules the young people start to be passionate and make a **teamwork** with the others. The game has not a personal victory, but a **team victory**. It is interesting how **this game stimulates teamwork and collective strategy planning**. It is also clear how the distinctive characteristics of the guys emerge clearly from the game, for some young people there are high scores in the ability to make decisions or leadership or cooperation. The most important thing is that this game lasts several hours, so during the game there are changes in attention. The guys have a way of confronting the various dynamics and changing their approach.

The **skills** that the participants felt they developed more with this game were **Team work, Communication skills** (Persuasive communication and Attention and listening), **Decision making and Association of ideas, Stress management, Concentration** and **Leadership** (for some of the participants).





PARTICIPANT'S OPINION

THE RESPONSIBILITY THAT I FELT DURING THE GAME...

- *"This game is very immersive. You notice that your life is going at it."*
- *"Having to help my colleagues to achieve a common goal."*
- *"You cannot make individual decisions; you have to make them as a team."*
- *"I felt responsible in to be helpful for the team"*
- *"My responsibility was to take care to the others and it is very important for achieve a common objective."*
- *"To take many decisions."*

WHAT I LEARNED ABOUT MYSELF, PLAYING THIS GAME...

- *"I have known how to delegate responsibility to my colleagues."*
- *"I have realized that I am able to work as a team".*
- *"I learned that I am very persistent"*
- *"I like to work hard to reach the plans"*
- *"The choices of the other must be taken into consideration"*
- *"To concentrate and to strive."*
- *"To take decisions in common with the others and to create strategies."*

HOW I WANT TO USE THESE CONCLUSIONS IN MY DAILY LIFE...

- *"Listening more to my colleagues."*
- *"I am able to listen and respect the opinions of others."*
- *"Listen better and reflect before making a decision."*
- *"You have to work as a team; it is always nice to listen the opinion of others."*
- *"It helps me to plan, to be concentrate and to respect others"*
- *"Have the courage to make decisions that can influence the group"*
- *"To think more before make a decision."*
- *"To concentrate oneself and to strive to skip an obstacle."*
- *"To fight for the most difficult things in the life, as in this game to defeat the virus."*





BONANZA

With regard to Bohnanza, the participants considered it an **enthusiastic game**, whose main objective was to try to win. For this, if some consider that having been rational and strategists guaranteed them victory (*"I always saw my plays and those of my colleagues, trying to anticipate different scenarios"*), others recognize that they used emotional arguments (*"If you don't give me the card, I won't be your friend anymore"*). Most of the participants considered that the most complicated was sometimes deciding whom to give the cards. If some confessed to do it rationally, to ensure an individual advantage in the game (*"Friends, friends, business apart"*), other participants confess to having decided on more emotional factors (*"She needed the cards more than he did and so I was sorry"*).

The skills that the participants felt they developed more with this game were **Negotiation**, **Organization** and planning, **Decision making**, **Persuasive communication**, **Concentration** and **Attention and listening**.

Regarding to the attitudes, although they every time tried to win, they respect the rules and the only remarkable cases when they didn't respect them were because they forgot some rule. Some of them showed a bit angry at the end of the game, when they lost the game, but mostly had good acceptance for win or lose.

Finally, the **negotiation competence** was highly worked during this game and it was very clear how they increased this skill both during the game and from the first round to the second one. Those people that at the start found more difficulties (specially people with disabilities), during the development of the game, started to negotiate quickly and to try to create personal strategies. Also, the **decision-making competence** was developed in a significative way, specially from the first round to the second one. It was showed when the participants started the second round without the necessity of helped them very much to make their own decisions, a very important aspect specially for the youngsters with disabilities.

The **planification competence** was not strongly worked, because some of them changed their strategies due to the moment of the game. Also, **interpersonal skills** were developed and improved in the way that at the end of the game and specially in the second round of the workshop, they were more active to make exchanges with the others, with independence of the personal feelings they had before.



PARTICIPANT'S OPINION

WHAT I FOLLOWED/ PURPOSED IN THIS GAME...

- "It has been easier for me to negotiate for the cards of others than when others negotiated for my cards."
- "I have decided who to trade based on the coins that each player had accumulated."
- "At the beginning of the game I thought it was fun but after a while I wanted to win"
- "I liked the idea of having fields, as if I were a real entrepreneur"
- "First of all, to have fun. But if I win, it was better."

WHAT I LEARNED ABOUT MYSELF, PLAYING THIS GAME...

- "My ability to influence other people through their feelings."
- "That I don't like to negotiate, but that doing it rationally is very important."
- "That I do well under pressure, being able to hide my feelings so as not to reveal my plans."
- "I learned how much I can use my negotiation skills."
- "Benefits for oneself, how to manage the pressure moments."
- "How to deal with the others and to argue."

HOW I WANT TO USE THESE CONCLUSIONS IN MY DAILY LIFE...

- "I can use my interpersonal skills, to speak with the others and to put attention in the way of negotiate of the others."
- "How to take advantage of my own abilities."
- "To give value to your resources and to manage them."
- "The game helped me understand when to say no, or how to get a better position for both. I think this will help me in personal situations"
- "Use rational arguments in future negotiations."
- "To negotiate any type of job, situation, etc., and to be clear about what I can demand in proportion to what I can offer."



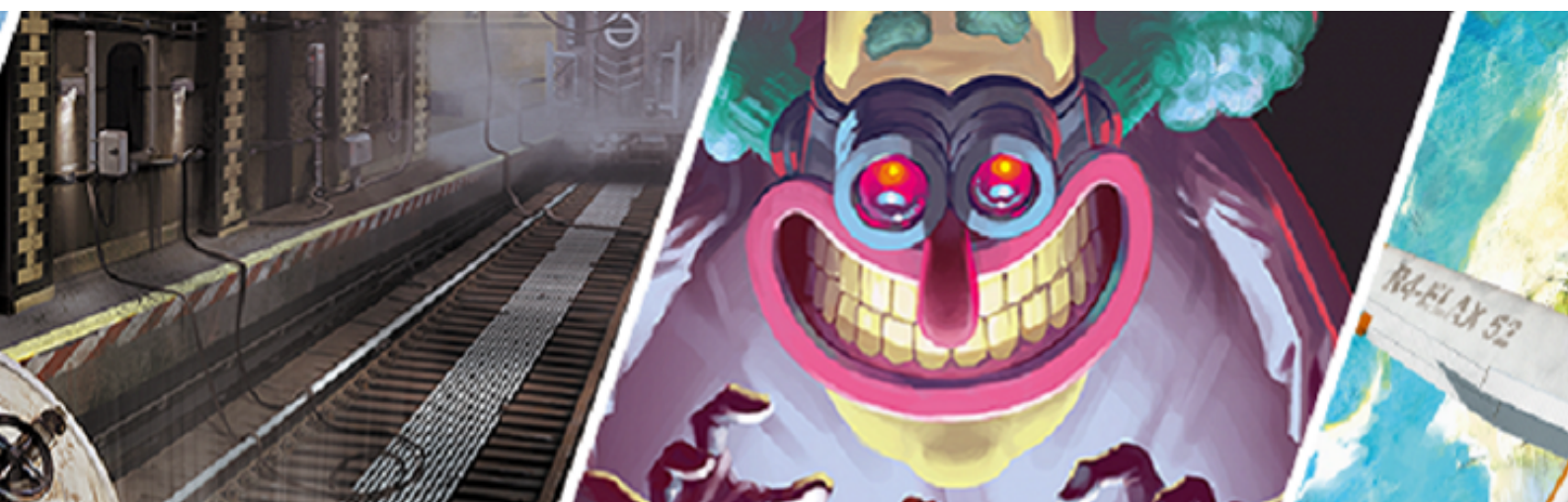
UNLOCK

Regarding the Unlock game, the participants confessed to having felt a lot of pressure during the game and nervousness (due to the time and the fact that they have to make decisions under pressure), but also enthusiasm when they discovered the clues. Everyone considered that this was a game in which the “**team work** to achieve the objectives and overcome the obstacles” became evident.

This game, given its associated time, led the participants to feel, above all, a lot of pressure, but also **concentration** to achieve the goals. So, **listening to each other's ideas** and also knowing how to express their own ideas was fundamental. As for the learnings that the participants feel they made while playing this game, but also how to carry them into their daily lives, the conclusions they reached were that “I know how to work under pressure” and “Team work really works when we have schedules to fulfill”.

There was a high level of immersion both in the first and in the second round, the average is five. This shows a clear interest in this type of game. Despite this there is negative data regarding the enthusiasm, because probably some of them have felt the frustration given by not guessing the solutions of the game. The main skills worked are “**problem solving**” which is closely related to **creativity**. Those who showed a high score in creativity generally presented a high score in the ability to solve a problem and find solutions. The ability of **teamwork** has also improved, because especially in the second session the data show greater cooperation.

The skills that the participants felt they developed more with this game were **Team work, Stress management, Creativity, Organization and planning, Decision making, Concentration, Association of ideas and Attention and listening.**





PARTICIPANT'S OPINION

THE MAIN EMOTION DURING THIS GAME...

- *"It has been very exciting every time we solve a puzzle."*
- *"In many moments, frustration and powerlessness for not knowing how to solve the riddles."*
- *"There has been a continuous tension throughout the game."*
- *"At the beginning I was anxious because I wasn't sure what to do"*
- *"Less shame. Stress, Nervousness and burden. A little bit disappointed."*
- *"Frustration, so it was important to work as a team, so as not to get discouraged".*

WHAT I LEARNED ABOUT MYSELF, PLAYING THIS GAME...

- *"I work fine and I don't have a mental block under pressure."*
- *"I'm better at associating ideas than I expected."*
- *"You have to control the nerves and keep a cold mind. Yipee!"*
- *"I learned to have a good intuition and to know how to work under pressure without losing my temper"*
- *"I learned not to work well in a group"*
- *"I realized that I am a bit anxious, so sometimes I didn't listen my colleagues. I have to improve this characteristic of me."*
- *"That I have many good ideas"*

HOW I WANT TO USE THESE CONCLUSIONS IN MY DAILY LIFE...

- *"That I have to listen the others when we are trying to solve something in common. To think before act."*
- *"I will certainly think more about my actions without assuming that I am right"*
- *"Think better about my actions before acting and listen to the arguments of others."*
- *"Working as a team achieves more things than individually."*
- *"Looking for solutions at all times to my problems, without surrender."*
- *"Know how to listen to the ideas of others and work as a team."*
- *"I'm going to try to see things from another perspective."*
- *"Pay attention to any detail, as it may be the key."*

MYSTERIUM

In *Mysterium* participants felt a mixture of emotions, given the characteristics of the game. While some felt **enthusiasm, creativity and a lot of desire to participate**, others confessed that they felt a little bored (“Sometimes it took a long time to be able to play”). Regarding the immersion level, if in the first round they were very immersed during the explanation and the game development (score 6), in the second round they clearly decreased this immersion level, especially during the explanation (maybe because they remember the rules), but also during the game.

In terms of main competences developed in/with this game, “**Decision making**” was the one which participants showed more in the first round (score 6), maybe because, in fact, this is a game where all of the participants have to make decisions, even if more or less influenced by others. All the other competences – “**Inferential thinking**”, “**Creativity**”, “**Teamwork**” and “**Interpersonal skills**” maintained consistent between the rounds, with a 5 level score, which shows that in this game this competences are, in fact, are important to succeed.

According to the attitudes, the majority of the participants have **high level in the involvement, team working level, and respect of the rules** (with a score of 5 on average) in both rounds. The enthusiasm during the game depends on the level of understanding of it. Because some participants needed too many helps during the game to understand what to do and some of them, lost their motivation and enthusiasm for the game. But this score increased in some cases in the second round, due to they already knew how to play, despite they continued needing help





PARTICIPANT'S OPINION

THE MOST CHALLENGING MOMENT FOR ME DURING THIS GAME...

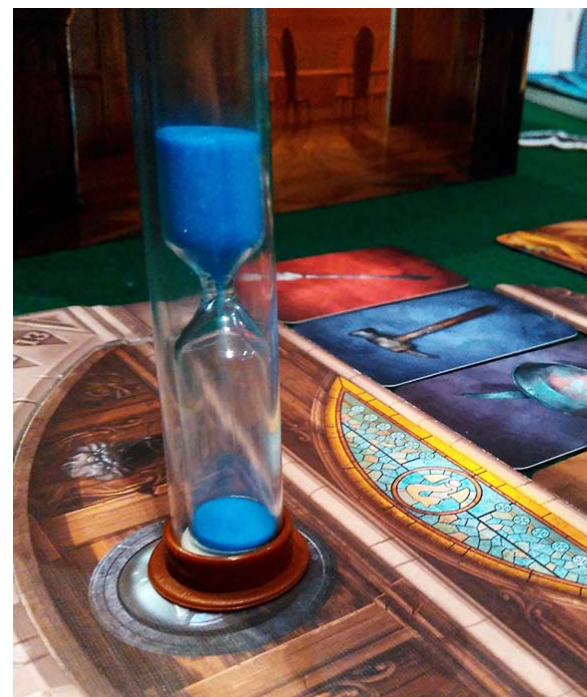
- *"The final voting, since it was taken individually. Until then we had shared our opinions as a team."*
- *"Being attentive to details"*
- *"At the end of the game when we all tried to figure out who the killer was"*
- *"Having been a medium I really liked being able to keep the players on edge"*
- *"To imagine the descriptions."*
- *"The final part, to decide only one character."*
- *"When the others advanced but not me."*

WHAT I LEARNED ABOUT MYSELF, PLAYING THIS GAME...

- *"The power of my imagination."*
- *" That I have to put attention to the little details. To listen the others."*
- *"I learned that I know how to pay close attention to details"*
- *"I know how to listen to my colleagues and work as a team."*
- *"I am more intuitive than I thought."*
- *"That I can help others, because I have felt useful doing it."*

HOW I WANT TO USE THESE CONCLUSIONS IN MY DAILY LIFE...

- *"Relate ideas abstractly."*
- *"Look beyond what is in the surface".*
- *"Know how to relate concepts establishing causal relationships between them."*
- *"Be more reflexive day-to-day."*
- *"Take more time to make really important decisions."*
- *"I think the game made me understand that in life it is always necessary to have another perspective to discover new things"*
- *"To stare everything before take a decision."*
- *" To collaborate with my mates."*
- *" To explain everything better."*



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APPENDIX 1. STORY CUBES



<p>Data sheet</p> <p> Number of players: 1 to 7. Recommended: 2-4</p> <p> Duration: 20 min.</p> <p> Age: 4+.</p>	<p>Development of the game</p>  <p>It can be played as many ways as the facilitator imagine.</p> <p><i>Basic level:</i> Throw from 3 to 5 dices and create a story which relates the images.</p> <p><i>Advanced level:</i> Throw from 6 to 9 dices and create a story which relates the images.</p> <p><i>Cooperative level:</i> Throw a number of dices equivalent to the double of players. One player starts the story with the images of two dices. Other one continues with other two dices. And so on until the end.</p> <p><i>Competitive level.</i> Two players create a story in the same roll. The rest of players value which one they liked the most.</p> <p><i>Forbidden word.</i> The players have to create a story without using explicitly the word of the object that appears in the picture, but something that is evoked or related with it.</p> <p><i>Role playing level.</i> The facilitator will indicate the player the simulated situation in which they are (p.e. A job interview, family discussion, conversation with a customer, etc.). The facilitator will start a conversation in this situation and will throw 1-3 dices. The player must continue the conversation including in a creative way the elements of the dice.</p> <p><i>Riddle level.</i> The player throws the dice being him/her the only one seeing what has come up. He/She must discover the image so that the others can guess it.</p> <p>Mix the different editions to enrich the games.</p>
<p>Competences</p> <ul style="list-style-type: none"> • <u>Communication skills</u> • Imagination/Creativity • Attention and listening • Association of ideas • Divergent thinking 	
<p>Preparation</p> <ol style="list-style-type: none"> 1. Select the number of dices to throw. 2. Stablish the creation guidelines of the story. 	
<p>Remember</p> <ul style="list-style-type: none"> • There are not wrong stories. • Give some ideas to promote the creativity. • Make the players create stories altogether in a chained way. 	

APPENDIX 2. PANDEMIC



<p>Data sheet</p> <p> Number of players: 2 to 4. Recommended: 4</p> <p> Duration: 45 min.</p> <p> Age: 8+.</p>	<p>Development of the game</p> <p>Each turn has 3 phases:</p> <ol style="list-style-type: none"> 1. Make 4 actions (there are 8 possible ones and the same action can be done several times). <ul style="list-style-type: none"> <i>To travel by land or sea.</i> Move your pawn to another city which is connected by a line with yours. <i>Direct flight.</i> Discard a city card and fly to there. <i>Charter flight.</i> Discard a city card where you are in and fly to any other city. <i>Air bridge.</i> Fly between two investigation centres. <i>To build an investigation centre.</i> Discard a city card where you are in to build in it a centre. <i>To treat a disease.</i> Take away a disease cube from the city where you are in. <i>To share information.</i> Give to another player or receive from him/her the card of the city in where both of you are in. <i>To discover a cure.</i> If you are in an investigation centre, discard 5 cards with the same color to find the disease cure of that color. If once the cure is discovered, every cubes of that color would be eliminated, the disease is eradicated and won't be added any cube of that color when infections cards will appear. 2. Steal game cards. If an epidemic card is stolen, resolve it by following the indicated steps: spread, infect and intensify. 3. Infect cities. Steal as many infection cards as the spreading score indicates. Add a cube of the indicated color in the city, unless: (1) the disease has been eradicated or (2) there are already 3 cubes of that color, in which case an outbreak is produced. <p>Outbreak: Advance the marker 1 box. Put a cube in each connected city with those in where the outbreak has been produced.</p>
<p>Competences</p> <ul style="list-style-type: none"> • <u>Teamwork</u> • Leadership • Decision making • Organization and planning • Interpersonal skills 	<p>End of the game</p> <p>The players win the game if they discover the 4 cures.</p> <p>The players lose the game in case of one of the next circumstances:</p> <ul style="list-style-type: none"> • The outbreak marker reaches the last box. • Disease cubes must be putted on the board, but they have been depleted. • Game cards must be stolen, but they have been depleted.
<p>Preparation</p> <ol style="list-style-type: none"> 1. Select the number of dices to throw. 2. Stablish the creation guidelines of the story. 	
<p>Remember</p> <ul style="list-style-type: none"> • There are not wrong stories. • Give some ideas to promote the creativity. • Make the players create stories altogether in a chained way. 	

APPENDIX 3. BOHNANZA



Data sheet



Number of players:

3 to 7. Recommended: 5



Duration:

45 min.



Age:

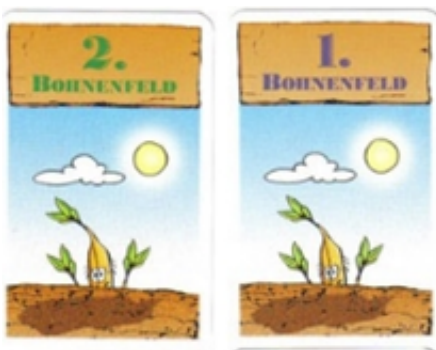
8+.

Competences

- Negotiation
- Decision making
- Strategic view
- Planning
- Interpersonal skills

Preparation

1. Each player starts
2. with 5 cards, whose sequence can't be changed.
3. In front of each player there will be 2 cards that indicate both starter beans fields.



Remember

- The cards are played in the order of they were been received. The players CAN NEVER change the order of their cards. When a player steals cards, he/she will do it one by one and will put it behind the last card in his hand.
- In each field, it can only be an only type of bean.

Development of the game

Aim: Get the maximum gold possible by planting and selling beans.

In the lower part of each card if appear how many gold coins are obtained by selling the number of equal cards of the variety of beans. For example:

3 coins are obtained for selling 7 cards. The coins are obtained by spinning the relevant number of cards.



During the turn it is made the following:

1. To plant beans card. It must be planted the first card in one of the fields. The second cards can be planted, in the same or in another field.
2. To steal, negotiate and give beans. 2 cards are stolen and they are put face up. It can be planted or negotiated with them and with the others from the hand with the rest of players. The active player is the only one that can negotiate with the others, not the rest between them. The stolen cards can be donated too.
3. To plant the obtained beans. The plants which are obtained after a negotiation must be planted; they are NEVER returned to the hand. To plant, it will be possible to collect the fields. If the number of cards in both fields doesn't achieve the minimum to be exchanged for golden, the player decides what field he/she will discard to plant the obtained beans.
4. To steal new beans cards. The active player steals 3 cards one by one and puts them at the end of his/ her hand's cards.

The turn passes to the left player, in a clockwise direction.

When the deck is spent, it is shuffled and it turns around again to make a new theft deck.

A player can harvest beans or buy a new beans field (3 golden coins) at any time.

End of the game

The game ends when the deck of cards ends by a third time. In that moment, the hand cards are set aside and the players collect and sell their fields of beans. The player with the most number of coins is the winner. In case of a tie, the player with most cards in the hand is the winner.

APPENDIX 4. UNLOCK!



Data sheet

Number of players: 2 to 6. Recommended: 2-4

Duration: 45-75 min.

Age: 12+.

- Competences**
- Problem-solving
 - Teamwork
 - Creativity
 - Inference capacity

Preparation

1. Download the App on the mobile phone or tablet and select the adventure to play.
2. Take the card with the adventure's title and place the rest of the cards on one side.
3. Read aloud the content of the card.
4. Start the countdown on the App.

- Remember**
- It is necessary to play the tutorial before starting the adventure in order to understand the rules.
 - Read aloud the card's text so that everybody will know.
 - You can ask for some clues
 - about cards in the App.

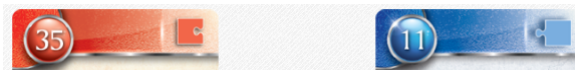
Development of the game

You have an hour to get into an adventure and to complete the mission with the rest of players. Remember the following rules:

- Every time you see a number or a letter in any card, steal that card and show it to everybody. Put attention to each card, so that information could be hidden.

The types of cards are:

- Objects (red or blue top band). The objects can interact with other objects, always by mixing a red one with a blue one. In case of the combination of those objects, show the card whose number is the addition of the numbers of two mixed objects.



- Machines (green top band). The numbers that appear in it do not correspond with other cards. According to the progress of the game you will know how they work and how to deduce the corresponding numbers.
- Codes (orange top band). They require to introduce a 4 digits-code in the App. If the code is correct, the App will tell you how to proceed; on the contrary it will be applied a penalty.
- Other cards (grey top band). They could be a place, a penalty, a modifier or the result of the interaction with an object.



- As new cards appear, on top of them, they will indicate you what previous cards you can eliminate from the game.
- When you show a penalty card follow the instructions.




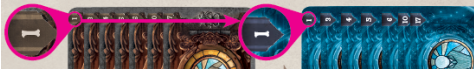
End of the game

The game ends when you complete the adventure and stop the timer. The App will show the punctuation.

If the time ends, the game IS NOT finished. You still can complete the mission, although your punctuation will be smaller.

APPENDIX 5. MYSTERIUM



<p>Data sheet</p> <p> Number of players: 3 to 7. Recommended: 5-6</p> <p> Duration: 45 min.</p> <p> Age: 8+.</p>	<p>Development of the game</p> <p>The game is divided in 2 phases:</p> <p><i>Phase 1:</i> Reconstruction of the facts. This phase lasts a maximum of 7 turns, which are represented by the clock's hours.</p> <ul style="list-style-type: none"> Step 1. Interpretation of the vision. The spirit must give, at least, one vision card to each seers. The given card will have some similarity with each character's card, of vision or of the seer's object who receives it. <p><u>NOTE 1:</u> It is possible that 2 or more seers put their sheet in the same card.</p> <p><u>NOTE 2:</u> Although the spirit listens the seers' deliberations, he should never make comments or gestures that could give any clue to the players.</p> <p><u>NOTE 3:</u> In any moment the spirit can discard the vision cards and steal as many. To do it, he will use a crow. The number of crows and their utility depend on the chosen difficulty level (page 8).</p> <p>Divination sheets. The seers can add divination sheets to the intuition sheets placed by other seers, according to whether they believe that they have guessed or failed at their choice. Once those cards are used, they pull out them from the game and will be recovered in the 4th turn.</p> <p>Step 2. Spectral manifestation. The spirit manifests itself and he lets know the seers if they have correctly interpreted their visions. If the seer has guessed, he takes a correct seer card and he puts it inside of his envelope. He will put his intuition sheet in the next progress board and he will discard the vision cards. If the seer has failed, he will put his intuition card in the same progress board.</p> <p><u>Progress board.</u> Every time a seer guesses in his vision or guess with the divination tokens, his token will advance a square per success on the progress board.</p> <p><i>Phase 2.</i> To discover the guilty: If every seer has completed successfully the phase 1, the following steps are carried out:</p> <ul style="list-style-type: none"> Step 1. Identity parade. Each seer takes out his 3 cards combination (character, place, object) and he put it on the table with a number token. Step 2. Shared vision. The spirit selects secretly one of the combinations and he selects 3 vision cards related to that combination. Step 3. Voting. The seers see the vision cards and they vote what combination they think the spirit has chosen. The number of vision cards that each seer will see before voting will depend on their progress on the progress board.
<p>Competences</p> <ul style="list-style-type: none"> • <u>Decision-making.</u> • Inferential thinking • Creativity • Teamwork • Interpersonal skills 	<p>End of the game</p> <p>If the full group chosen by the seers contains the real guilty, every player wins and the soul of the spirit will be able to rest in peace! Otherwise, the players lose the game.</p>
<p>Preparation</p> <ol style="list-style-type: none"> 1. One player is the spirit, the others, will be seers. 2. Select the number of cards of each type according to the chosen difficulty level and the number of players (page 8). 3. Look for seer and spirit's cards with the same number.  <ol style="list-style-type: none"> 4. The spirit takes as many cards as seers and it put them in the inside part of the game screen, in the columns which represent each seers. Thus, each seer player will have a combination of character, place and object. 	
<p>Remember</p> <ul style="list-style-type: none"> • Use the narrative of the game to achieve a better immersion of the players. • The spirit mustn't communicate in a verbal way with the seers. It can point them and hit the table one or twice to say yes or no. 	

T H E
E N D



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