SHOKKIN GROUP INTERNATIONAL
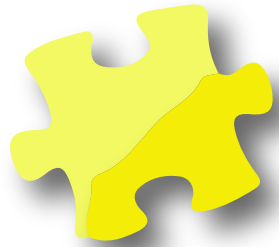
Training Course
Game Magic @ Youth Work

Bernati, Latvia/2-9 November, 2015
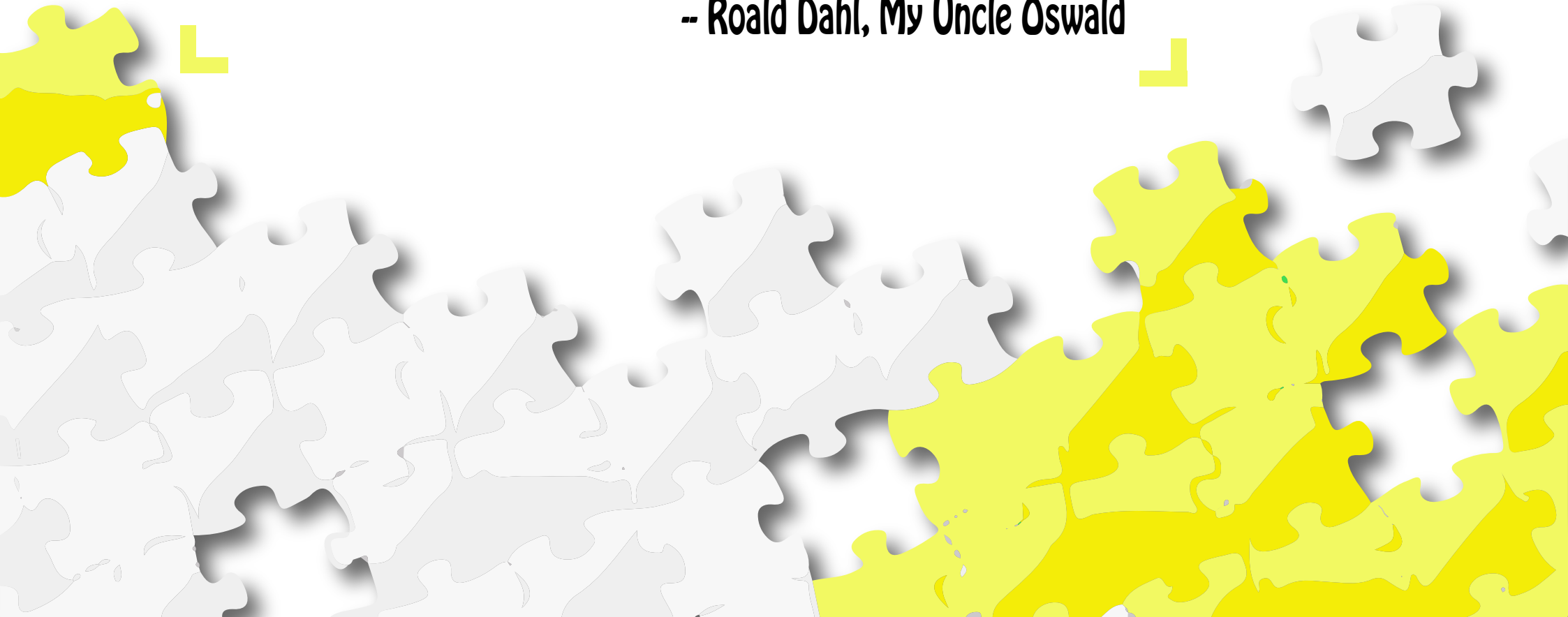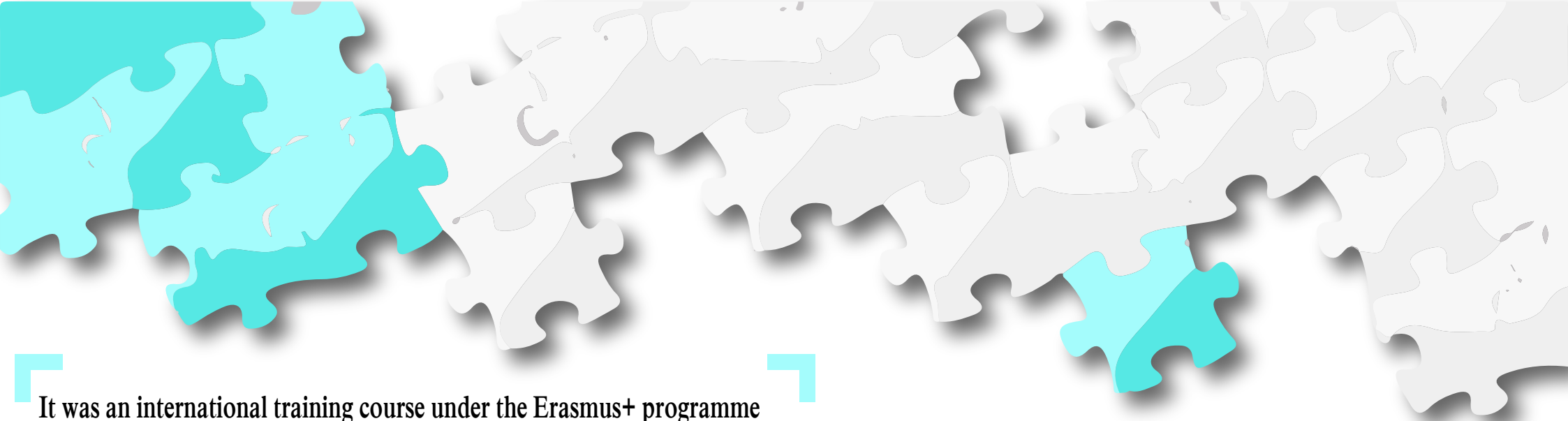
Erasmus+

Agency for International
Programs for Youth
Republic of Latvia

"Life is more fun if you play games."

-- Roald Dahl, My Uncle Oswald

It was an international training course under the Erasmus+ programme organized by Shokkin Group Latvija in Bernati, Latvia during the period of 02.11.2015 - 09.11.2015 involving 30 participants from Estonia, Latvia, Poland, Denmark, Netherlands, Turkey, Cyprus, Malta and Spain. When speaking of the topic and the methodology of the training course we have highlighted that all members of our organizations time to time experience the creativity burnout and not always come back on track. Thus, the training course was needed to help youth workers/youth leaders get inspired and create new games and methods for youth work. The training course aimed to give youth workers frameworks and space to create and practice educational games.

Aim: To empower and give youth workers frameworks and space to create and practice educational games of high quality.

Day 1 03.11	Day 2 04.11	Day 3 05.11	Day 4 06.11	Day 5 07.11	Day 6 08.11
Getting to know each other	Game Presentations	GAM-E-ductaion	Work in Groups	Let's Play (10:00-11:00)	Project Ideas
				Let's Play (11:00-12:00)	
Coffee Break				Coffee Break (12:00-12:30)	Coffee Break
Project presentation	Need-Assessment	Guest Speakers	Work in Groups	Let's Play (12:30-13:30)	Work in Groups
Lunch					
Team-building	Setting Learning Aims	Game Architecture	Discovering local realities	Let's Play (15:00-16:00)	Pitch Perfect
				Let's Play (16:00-17:00)	
Coffee Break				Coffee Break (17:00-17:30)	Coffee Break
Erasmus+ Introduction to NFE	Youth Worker Role	Work in Groups		Let's Play (17:30-18:30)	Final Evaluation
REFLECTION				REFLECTION	
Dinner				Dinner	

Host Country Evening	Intercultural Evening	Night Shift	Sauna Night	NGO Night	Farewell Party

This booklet is a summary of some of the methods and tools used during the training course & also a collection of the games created & tested during the training course. The group of Game Magic hopes that the resources will be useful in your work with youngsters.

Research suggests that there are moments in a child's life when a love of video games, and the skills that come with it, can do more than just come in handy. The right video game, deployed at the right moment, can help a child overcome trauma, handle pre-surgery anxiety, bond with a sibling or just feel generally more confident and capable after a setback. [KJ DELL'ANTONIA; DECEMBER 10, 2015; 'The New York Times', blogs: 'Motherload'] We believe that this can be said about games in general, and their usefulness for educators and youth-workers should be widely recognized.

What is Gamification?

Gamification : noun; the process of adding games or gamelike elements to something (as a task) so as to encourage participation. [Merriam-Webster Dictionary] Gamification taps into the basic desires and needs of the users impulses which revolve around the idea of status and achievement, striving to leverage people's natural desires for competition, achievement, status, altruism, community collaboration, and many more.
[from the Gamification Wiki: https://badgeville.com/wiki/]

Nowadays there are more than 2 billion gamers and 700 million of them spend more than one hour per day with their favorite titles (be that casual style like CandyCrash or eSports games – e.g. DOTA 2), those numbers are growing but the avarage age of a user oscilates around 31. Having those statistics in our mind and knowing that most of the kids will spend their time using electronic devices why not to turn it into a benefit for the education and the youth work? This way a facilitator can secure an effective utilization of the leisure hours and a higher level of active participation during sessions with the youngsters.

Especially that games can actually bolster the real life. Things like optimism, creativity or social confidence woken up while playing games can in fact stay with us and impact the behavior away from the screen or a well-designed activity for almost 24 hours.

Benefits coming from playing games include encouraging the engaged to:

- conceptualization and follow rules;
- thinking about moral problems;
- the knowledge on how to win and lose with good manners;
- detecting patterns;
- planing ahead;
- predicting patterns and results of actions;
- learning from experience;
- perseveration under pressure;
- socializing in order to achieve a goal.

Tanner Higgin from Graphite called our times a renaissance of multiplayer video games which means nothing less than that digital entertainment is enhancing the social connections.

What players are really good at?

- Optimism
- Building trust
- Productivity (if only they believe in what they're doing)
- Team-work
- Fast learning
- Adaptability
- Creativity

What is an educational game?

An educational game is a game designed to teach humans about a specific subject and to teach them a skill or change attitudes. Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing - enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion. "Play has a deep biological, evolutionarily important, function, which has to do specifically with learning." (Prensky, p. 6)

Tools for creating educational games

In Shokkin Group we strongly believe that every game that is played with young people should have an aim behind and also fulfills a need of the target group. The game can lead to energizing the group, to de-stressing the group, to putting the group into a working mood. During the training course we have been working on games that aim to teach something, change attitudes, give space for practicing skills & gaining knowledge. Thus, the game-creation process started from analyzing needs of young people in developing concrete competences (skills, knowledge, attitudes). The group noted that it is very important, but also hard, to work on shifting attitudes. That is why many attitudes wanted to be tackled through a game.
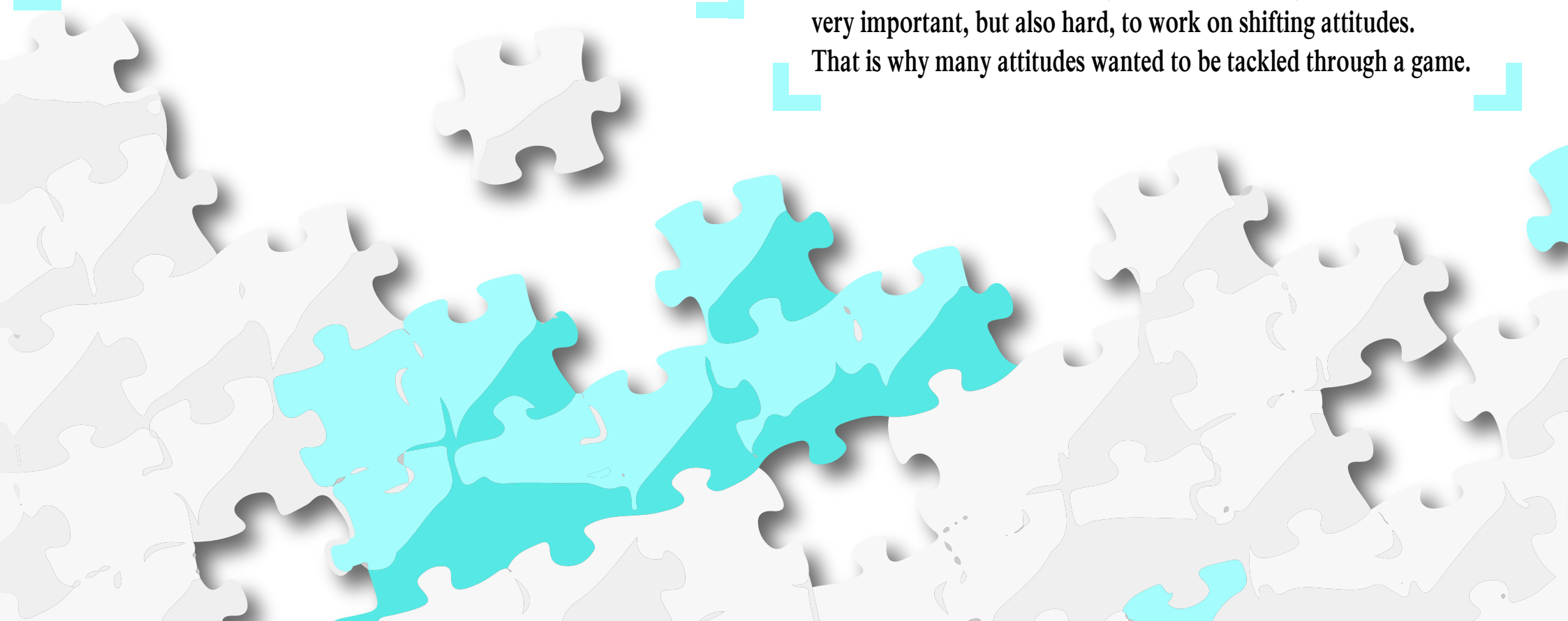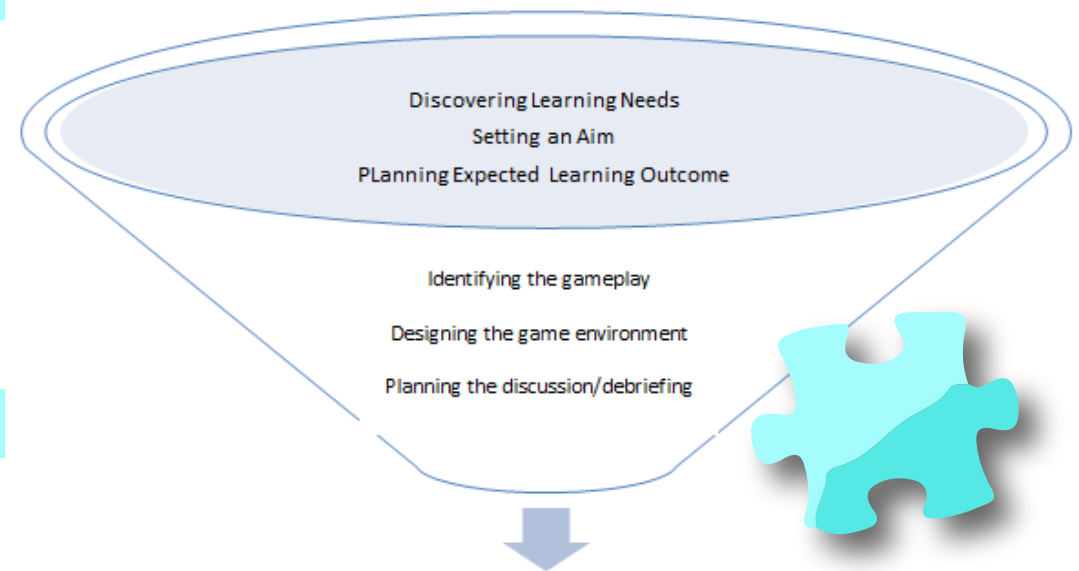
What steps you need to create an educational game?

Needs Assessment

A needs assessment is a systematic exploration to identify gaps and opportunities between the current and the desired condition of a situation. This type of environmental scan supports organizations in implementing solutions that are tailored to the circumstances of the organization
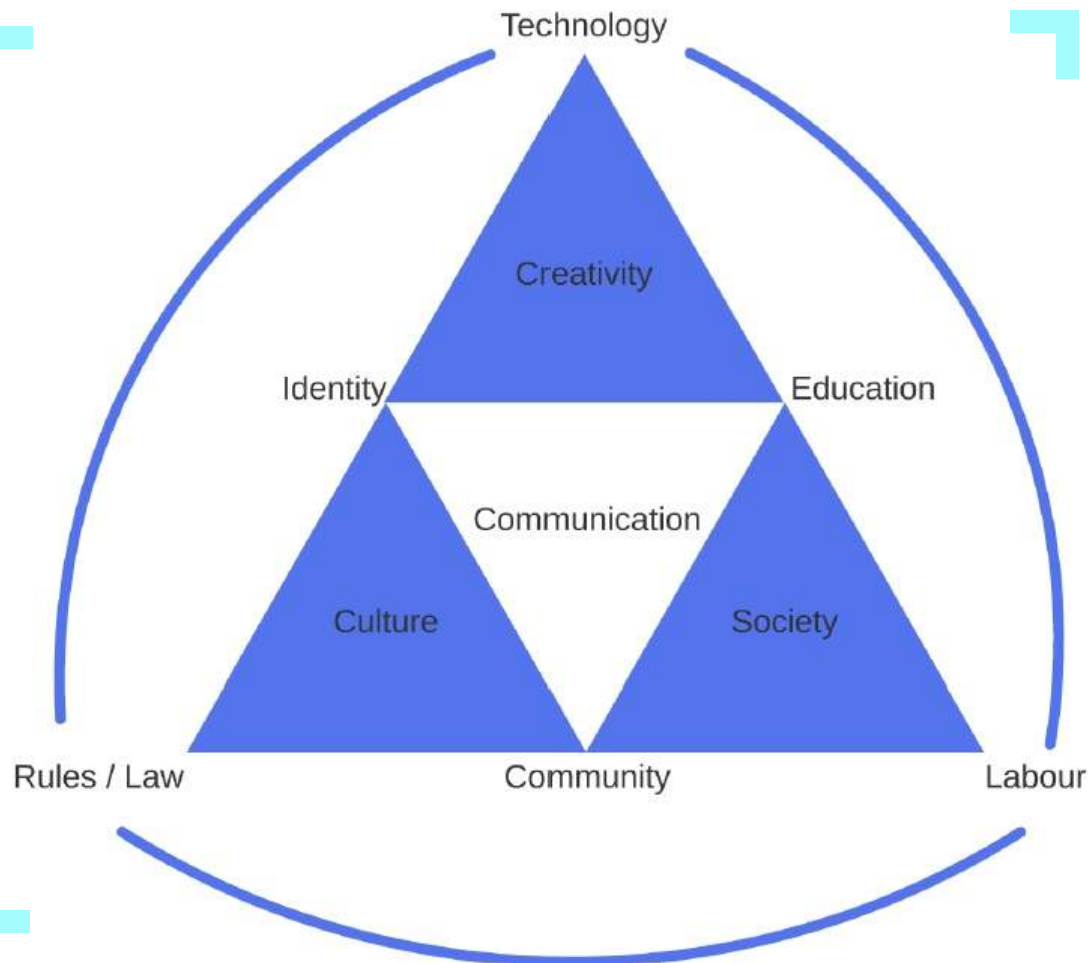
Aim

Game aims are a statement of the overall "Why" of the game. An aim is a statement starting with the words: "The aim of this game is…" That statement tells the reader what your overall goal is, what it is you want to achieve. It does not go into details or describe specific tasks. An Aim does not have more than 2 – 3 sentences.

Discovering Learning Needs
Setting an Aim
PLanning Expected Learning Outcome

Identifying the gameplay

Designing the game environment

Planning the discussion/debriefing

EDUCATIONAL GAME

Map of the game's place in a wider environment

When designing an educational game, or any kind of activity (or even a policy), concerning contemporary youth one might follow a map below. This structure is a variation on methods and guidelines which can be found online. We find it useful for clarification and making 'creator's checklists' when preparing the chosen project.
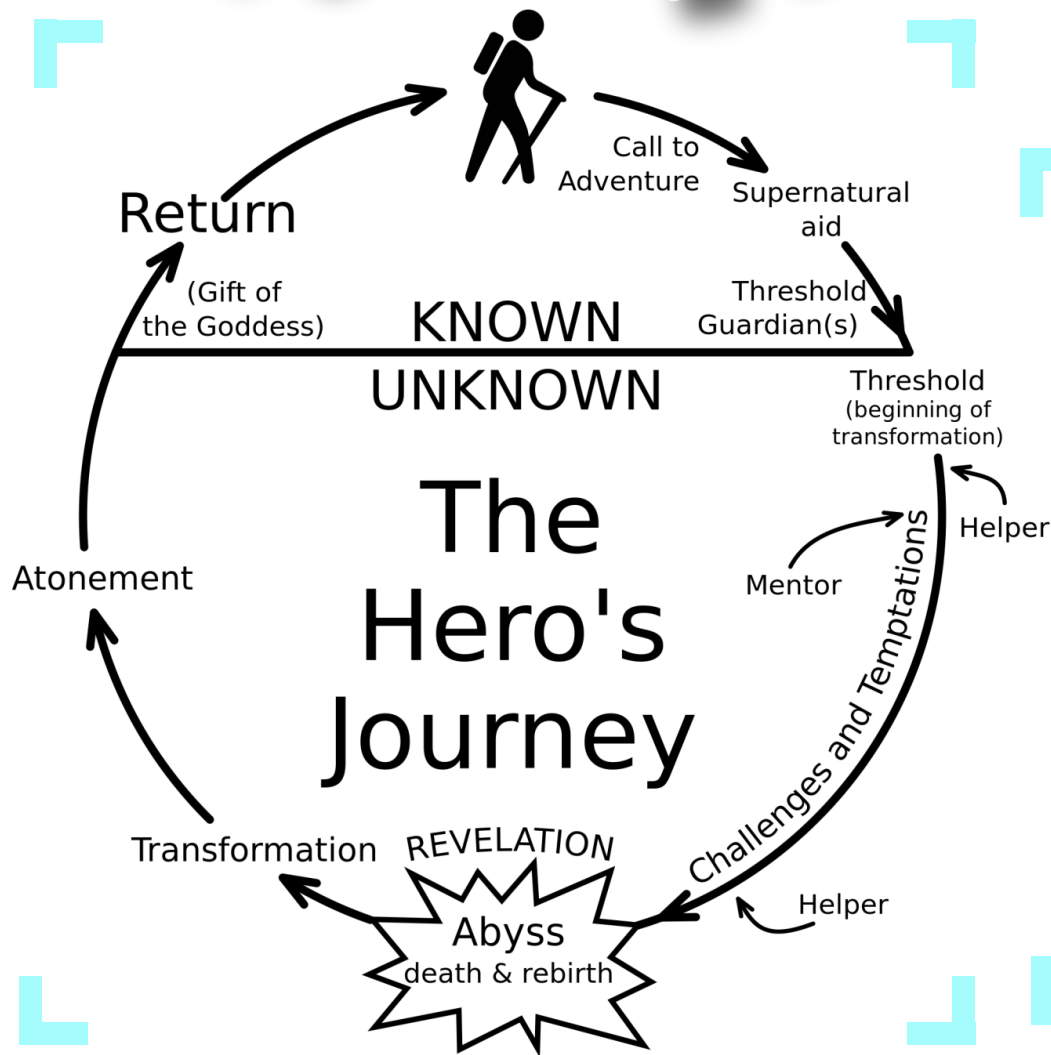
Technology

Creativity

Identity   Education

Communication

Culture   Society

Rules / Law   Community   Labour

Knowing game's aim the designer might travel the paths proposed above asking questions in r egards to the details for the benefit of the whole construction, e.g.:

- what aspects of the game are the strongest?
- how technology/rules might be used to enhance the overall experience?
- How the game might influence participant's position in a community?
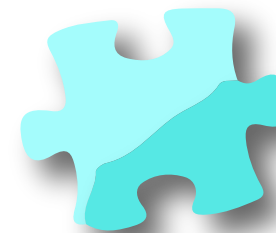
Those paths can also lead to an inspiration for a story behind the task waiting for players.

The Hero's Journey

- Call to Adventure
- Supernatural aid
- Threshold Guardian(s)
- Threshold (beginning of transformation)
- Helper
- Mentor
- Challenges and Temptations
- Helper
- Abyss death & rebirth
- REVELATION
- Transformation
- Atonement
- Return (Gift of the Goddess)
- KNOWN
- UNKNOWN

Storyline

When creating a simulation game or a roleplay there should be a story behind and preferably a narrative throughout the whole game. Such an approach helps players to engage more into the process and act freely. When developing a storyline you can use "The Hero's Journey" a framework that gives you a base for a full storyline for a bigger game.
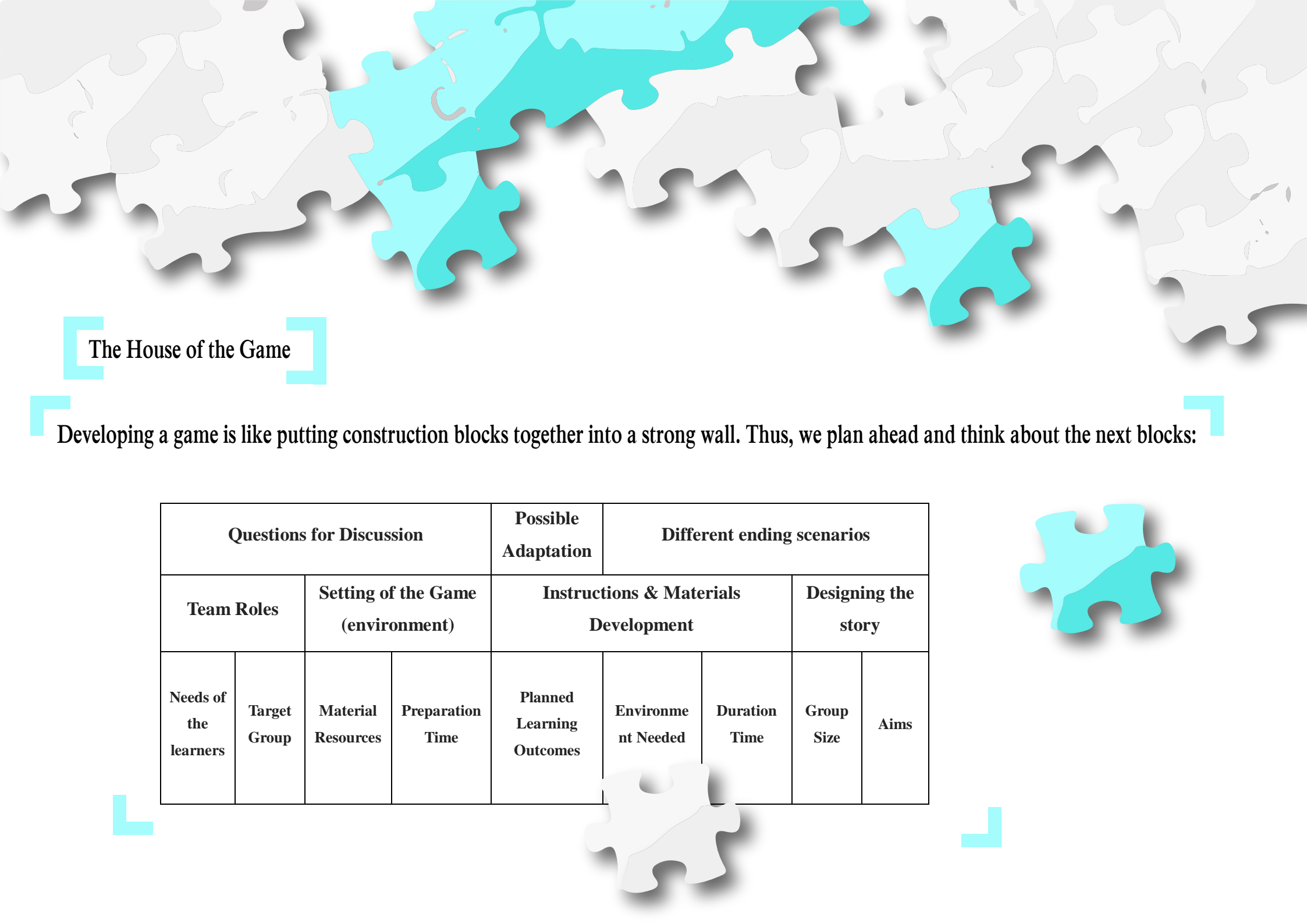
You can interpretate the framework however it is suitable for your idea. Although we advise you to make sure the following steps are covered:

- Setting the mood – introducing the story
- Planning the climax towards the second half of the game – biggest challenge of the game
- Closure – the end of the story, the end of this part of a story, a to be continued...

Facilitator's roles

When developing a game you should also think of what would be the team roles & the strategy of facilitating the game. We usually choose one from these strategies:
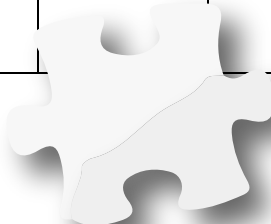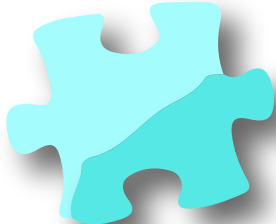
- Pushing the group into the deep waters – giving one instruction to the group and not assisting in anyway at all. In this case there should be sufficient explanations beforehand & extensive written support materials if the participants get lost.

- Being the wave-generators – giving the group one task at a time with a difficulty increase. In this case plan each stage and the story how it developed.

- Taking them on a boat ride – going with the participants through the whole storyline, playing roles inside of the game. In this case each facilitator needs to know their roles, their restrictions, their possibilities to act if necessary. The team should rehearse & plan various scenario outcomes depending on the team performance.

The House of the Game

Developing a game is like putting construction blocks together into a strong wall. Thus, we plan ahead and think about the next blocks:

Questions for Discussion				Possible Adaptation	Different ending scenarios			
Team Roles		Setting of the Game (environment)		Instructions & Materials Development			Designing the story	
Needs of the learners	Target Group	Material Resources	Preparation Time	Planned Learning Outcomes	Environment Needed	Duration Time	Group Size	Aims

Our Games

Euro-Trip

Aims:

- To creating awareness of different common values in the european cultures.
- Learning european geography and cultures.
- Learn time manegement, that can be used in the everyday life
- Give a space to discover different european contries when ever the person feel like it

Game trailer: You are going on a traveling competition around Europe, to win you need to travel strategically, show your knowledge of the countries you travel to and learn about new destinations.
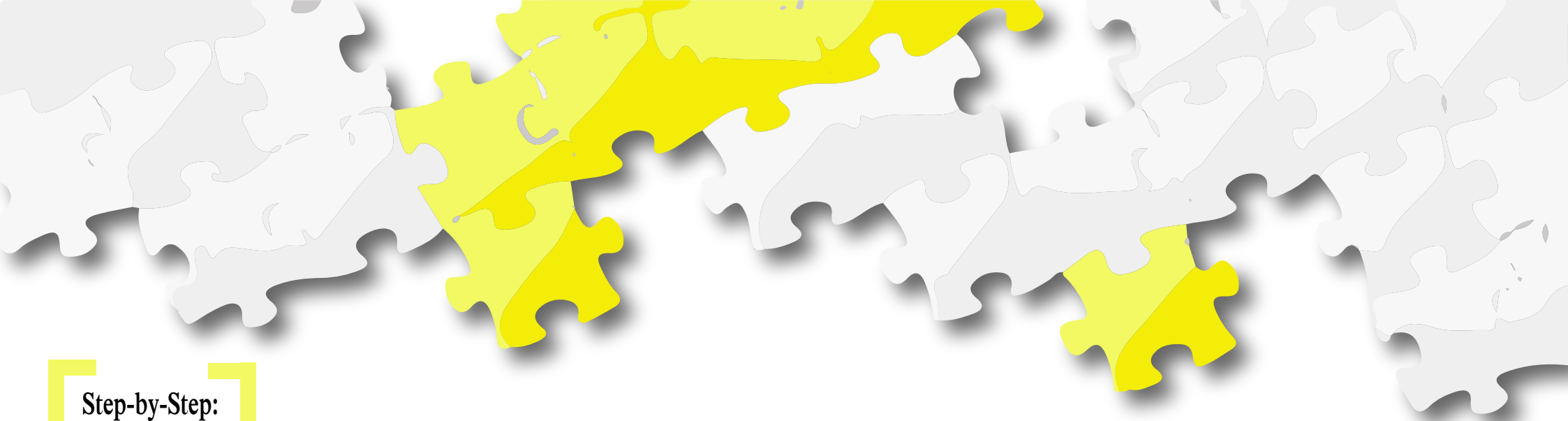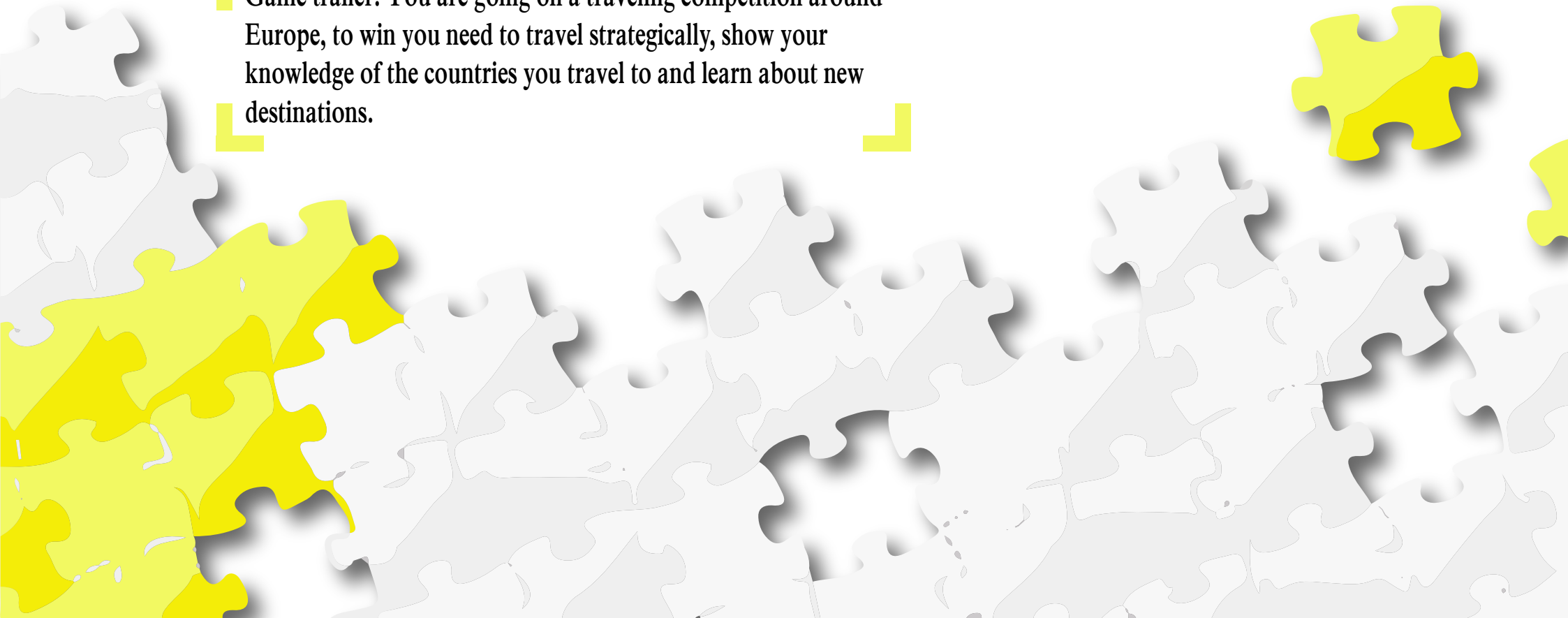
Preparation time: 30 min
Game Duration: 45 min
Group size: 2 - 8 (pref 4)
Age: 16+
Setting: indoors
Materials needed: Prepared map of Europe, figures, dice, prepared cards, prepared questions, papers, pens

Step-by-Step:

Each player must take a card with a country on it. Then this country will "be" the person the rest of the game. Starting and ending point for each person is the capital of the country that the person had receive.

- Afterwards, each person will receive train, plane and ferry cards that players can use to travel around in Europe.

- Each player will receive a stamp card that the person can fill out when they get to the various capitals in each county.

- Each player must now go now on a trip around in Europe and get as many point and stamps in the stamp card during the 45 minutes and the one who has the most points and stamps and also have come back to the country's capital wins.

- During the game each player has to travel around by throwing a dice. The number on the dice will be how far the person can move around at the fields in Europe.

- Each player now travel around by responding questions on various issues that are in this country. In addition, each player can get points by hitting the green colored fields and use backpack cards with different topics.

- The game ends after 45 minutes and the winner will be the player with the most points that the player has received during the game by visiting capitals and answer the questions correctly throughout the game.
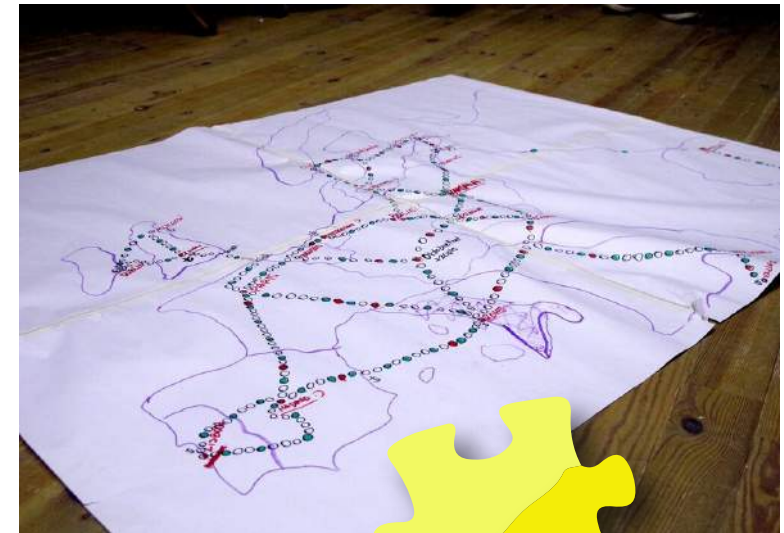
Awareness leads to success

Aims:
-   To allow participants to build confidence and develop self-awareness, through team building;
-   Understand necessary tools that are needed for self-confidence;
-   Awareness that cooperation contributes to confidence;

Preparation time: 10 minutes
Game Duration: 25 minutes
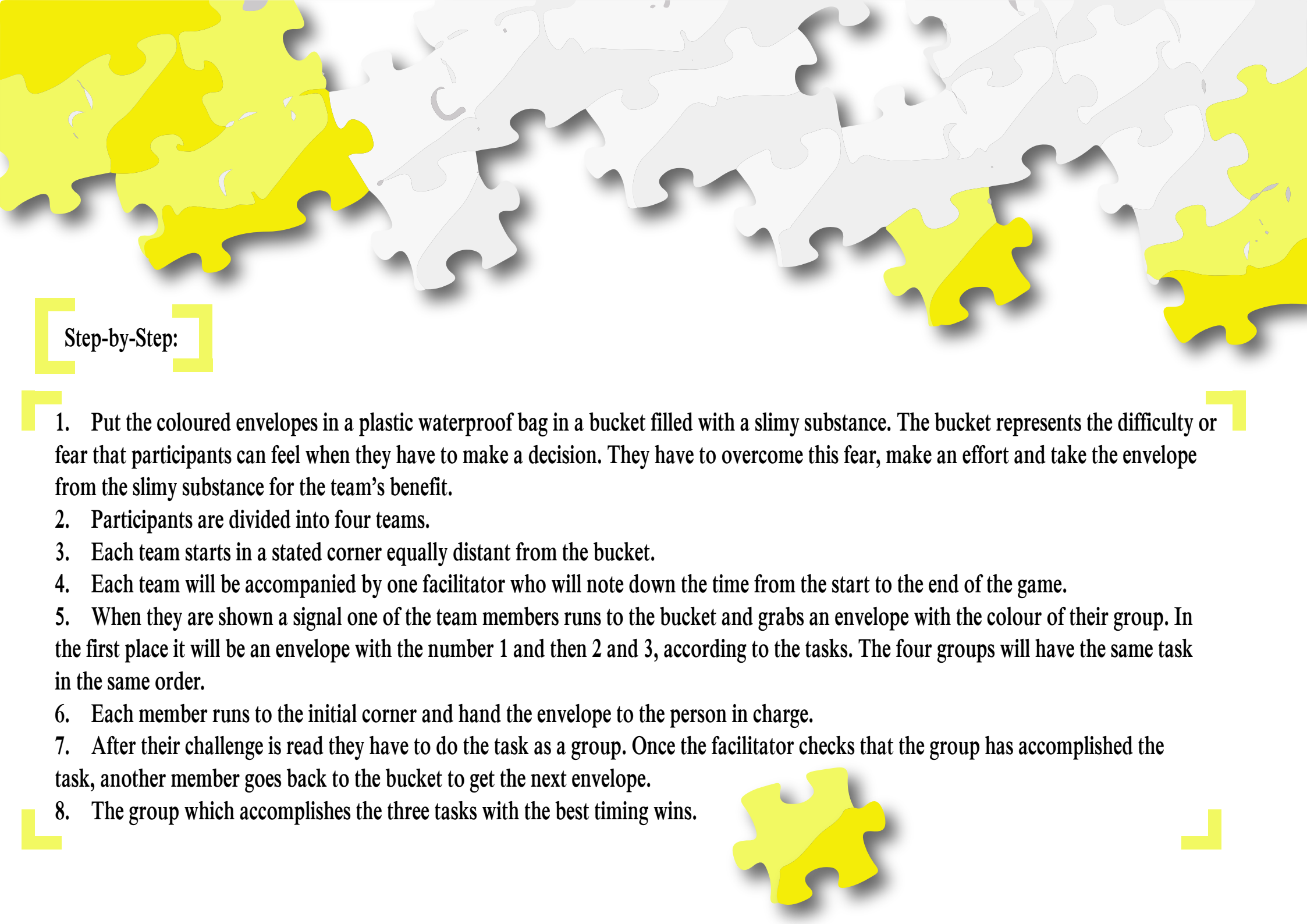Group Size: 5-6 participants per group, 4 groups
Age: 13-18 years of age
Setting (Location): open space or a large area inside
Materials needed: 3 red coloured envelopes, 3 blue coloured envelopes, 3 yellow coloured envelopes, 3 green coloured envelopes, blindfolds, small plastic bags (20x20 cm), bucket, slimy substance, chairs, crossword containing five words about self-awareness

Game trailer: In this game participants will get to know a bit more about how important self-awareness is in the course to success. Through a series of tasks, they will reckon their importance and value within a group. They will reflect about their abilities and their roles in challenging situations.

Step-by-Step:

1. Put the coloured envelopes in a plastic waterproof bag in a bucket filled with a slimy substance. The bucket represents the difficulty or fear that participants can feel when they have to make a decision. They have to overcome this fear, make an effort and take the envelope from the slimy substance for the team's benefit.

2. Participants are divided into four teams.

3. Each team starts in a stated corner equally distant from the bucket.

4. Each team will be accompanied by one facilitator who will note down the time from the start to the end of the game.

5. When they are shown a signal one of the team members runs to the bucket and grabs an envelope with the colour of their group. In the first place it will be an envelope with the number 1 and then 2 and 3, according to the tasks. The four groups will have the same task in the same order.

6. Each member runs to the initial corner and hand the envelope to the person in charge.

7. After their challenge is read they have to do the task as a group. Once the facilitator checks that the group has accomplished the task, another member goes back to the bucket to get the next envelope.

8. The group which accomplishes the three tasks with the best timing wins.

Tasks

Task 1 – Leader or follower

Things needed:

- Chairs
- Trees (if available outdoors)
- Bushes (if available outdoors)
- Blindfolds

Instructions

The participants form a line. All blindfold themselves except the last one. They have to find a strategy to go from point A to point B without verbal communication.

Task 2 – Human Knot

Things needed

- Blindfolds

Instructions

Participants form a circle. Half of the group blindfold themselves. They reach out their hands to the center and grab the hands of two persons in front of them, different hands – different people. As a team they have to untangle themselves.
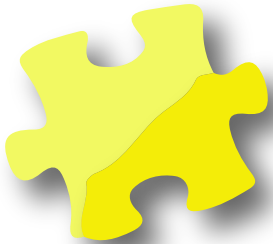
Task 3 – Crossword solving challenge

Things needed

- 4 Crosswords with five words related to self-awareness

Instructions

As a team the participants have to solve the crossword. When it is solved they run to the box where a member of staff will stop the time.

Questions for discussion:

- What was the most challenging task?
- What struck you the most of the task?
- What have you learnt about yourself?
- What role did you take in each task?
- How did you feel when you did not have to do the punishment?
- How did you feel when you had to do the punishment?
- How was your experience in the team?

SURVIVOR!

Game trailer: A plane crushed on an island. The impact of the crush made one blind, one in chock, and one mute. To survive, the three of them need to fulfil tasks and all the challenges to make it back to civilisation.

Preparation Time: 15-60min depending on tasks

Game duration: 45min, but obtional dependent on number of tasks and level of difficulty/ abalities of players.
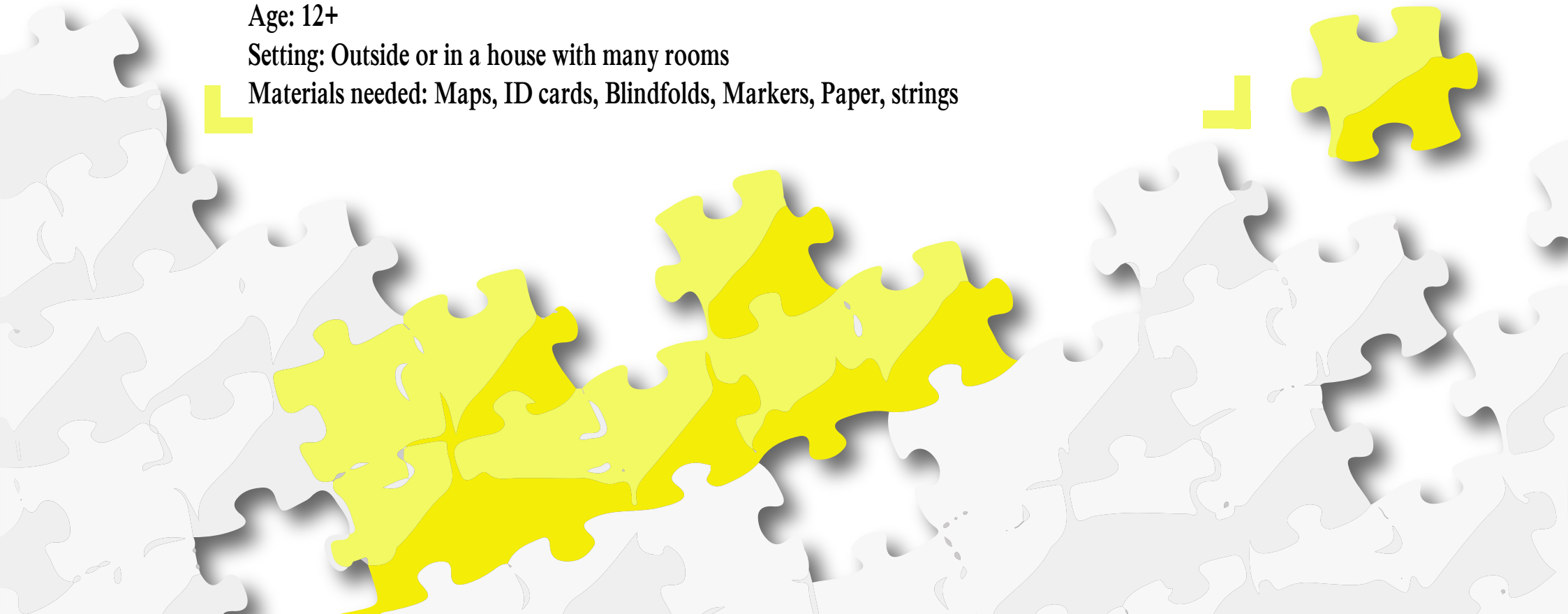
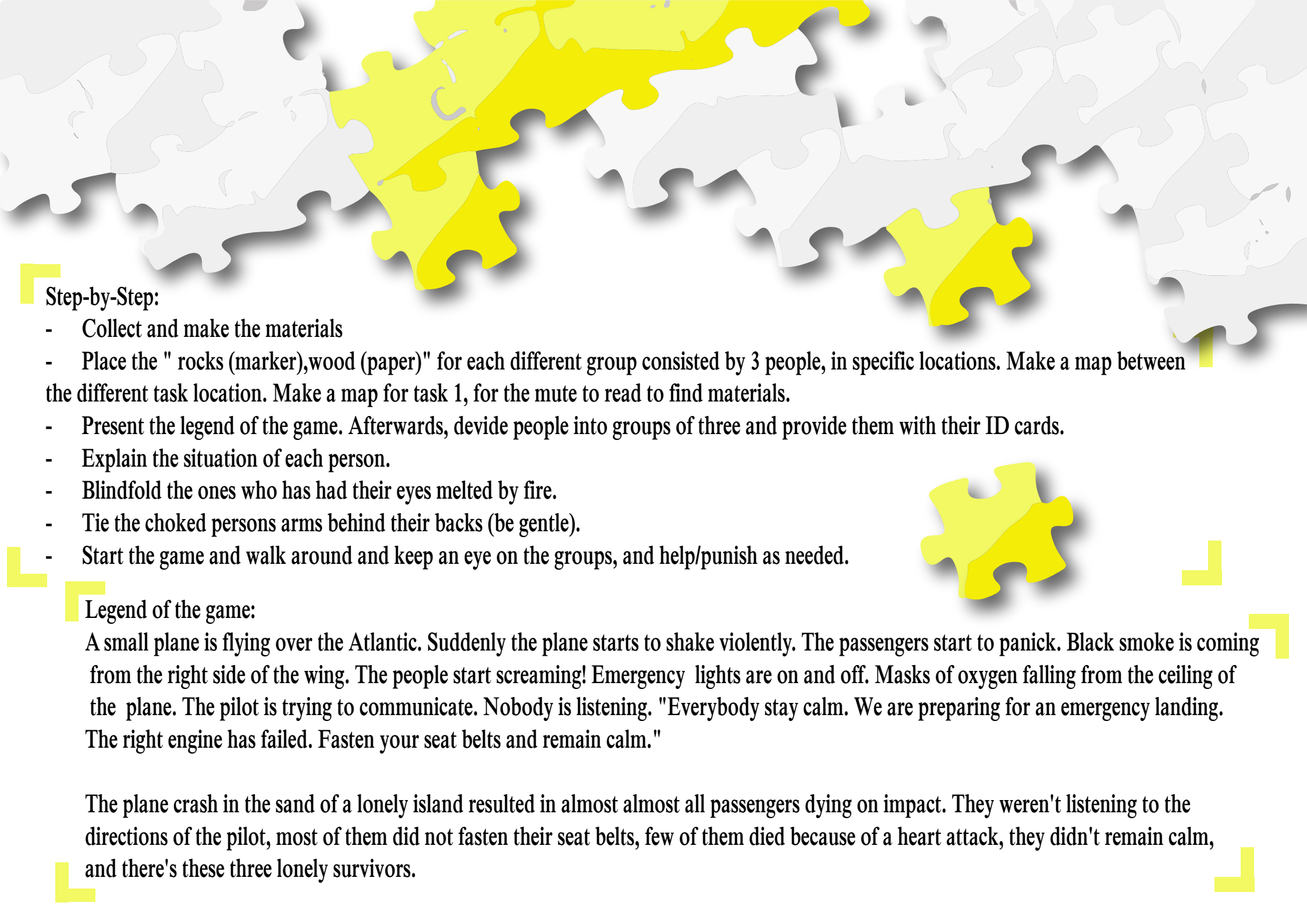Consider that possible breaks where the rules of the game still applies.

Group size: up to 30 people, teams of 3 people

Age: 12+

Setting: Outside or in a house with many rooms

Materials needed: Maps, ID cards, Blindfolds, Markers, Paper, strings

Step-by-Step:

- Collect and make the materials
- Place the " rocks (marker),wood (paper)" for each different group consisted by 3 people, in specific locations. Make a map between the different task location. Make a map for task 1, for the mute to read to find materials.
- Present the legend of the game. Afterwards, devide people into groups of three and provide them with their ID cards.
- Explain the situation of each person.
- Blindfold the ones who has had their eyes melted by fire.
- Tie the choked persons arms behind their backs (be gentle).
- Start the game and walk around and keep an eye on the groups, and help/punish as needed.

Legend of the game:

A small plane is flying over the Atlantic. Suddenly the plane starts to shake violently. The passengers start to panick. Black smoke is coming from the right side of the wing. The people start screaming! Emergency lights are on and off. Masks of oxygen falling from the ceiling of the plane. The pilot is trying to communicate. Nobody is listening. "Everybody stay calm. We are preparing for an emergency landing. The right engine has failed. Fasten your seat belts and remain calm."

The plane crash in the sand of a lonely island resulted in almost almost all passengers dying on impact. They weren't listening to the directions of the pilot, most of them did not fasten their seat belts, few of them died because of a heart attack, they didn't remain calm, and there's these three lonely survivors.

Roles

Lone survirvor 1: The flames of the crash have made him/her blind.
Lone survivor 2: He/she is in shock, which made him/her physically passive. She can not make any body expressions
Fortunately he/she can still talk and walk.
Lone survivor 3: During the crash, the impact made him/her bite her tongue off. This has left him/her mute. However, he/she found a map that will be their survival guide throughout this living hell. He/She is the only one who can read it.

TASKS: When moving between tasks, the group cannot touch each other due to pain inflicted by the crash. Touching hurts the skin.

Task 1

Its cold and dark. You guys have to make a fire to keep warm. You have to collaborate finding and collecting the materials. Those are: fire rocks (marker) and wood(paper). LS1 needs to find the materials, LS3 knows how to make fire so she guides LS2 through gestures where they are located. During this entire task you cannot touch each other. As soon as you have all the materials you have to collaborate to write the word : FIRE. Note, the mute one does not know how to make fire, so he/she cannot write the word.

Task 2

Its day and hot. you need water to survive, but luckely you find empty coconut shells and fresh water. Carry the coconut shells from point A to B as a team. Everybody has to touch the coconut (ball/bowl/cup) which is full of water. The precious water is not to be spilled!

Task 3

You are hungry! Luckely you have found a banana three. But due to your injuries you all have to feed the banana to someone else in the group. Due to exaution, you can only feed one banana per person.

Task 4

On the path back to civilisation, you have to cross a swamp filled with Crocodiles. Due to the swamp having a quick sand effect if too much weight, only one person at a time can cross the swamp.

Note that if a team is caught cheating, the facilitators ask them to restart the task.
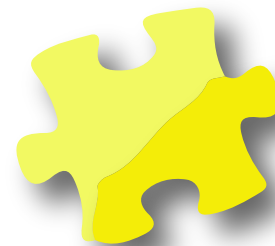
Questions for discussion:

- Did you manage to complete the task?
- How did the team work together?
- What strategy did you choose to fulfill the task?
- What went wrong or right? And why?
- Could you have done something different to solve the tasks better? Like what?
- What do you think the game was about?
- Did you learn something about yourself/others?
- How do you feel about the role that you were given?
- Would you rather have had another role? Why?
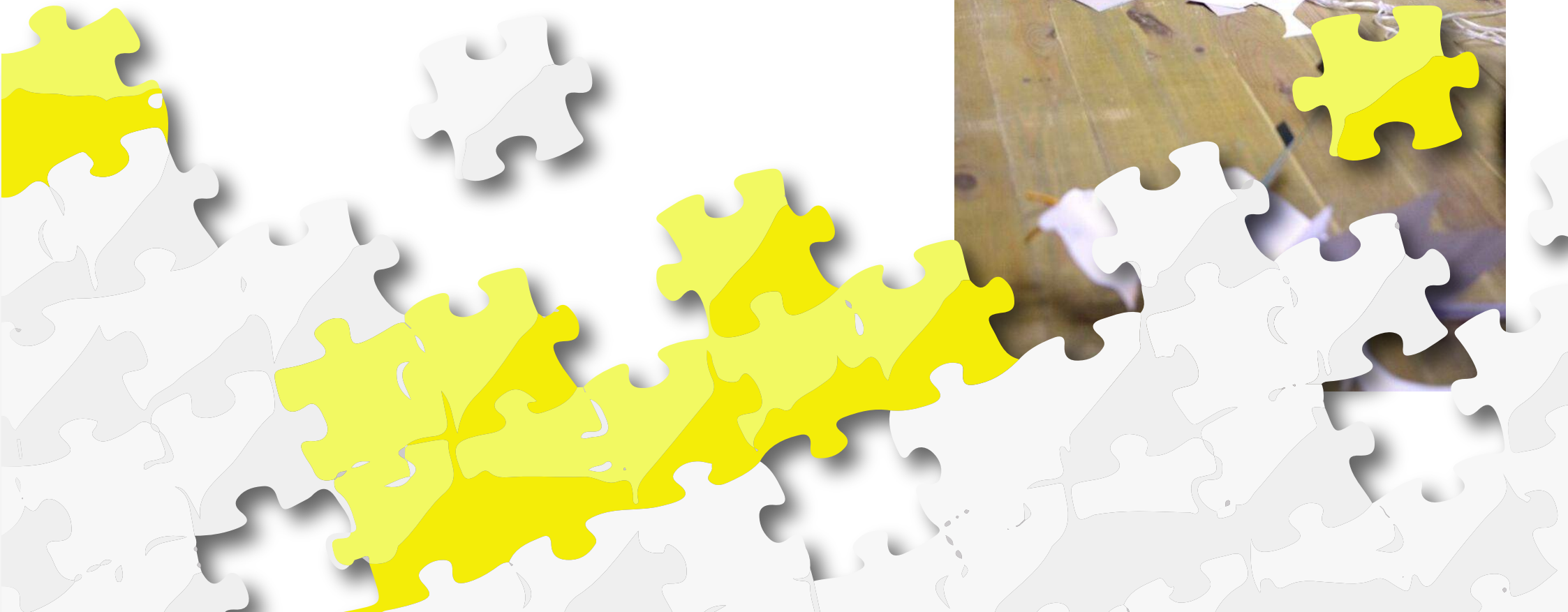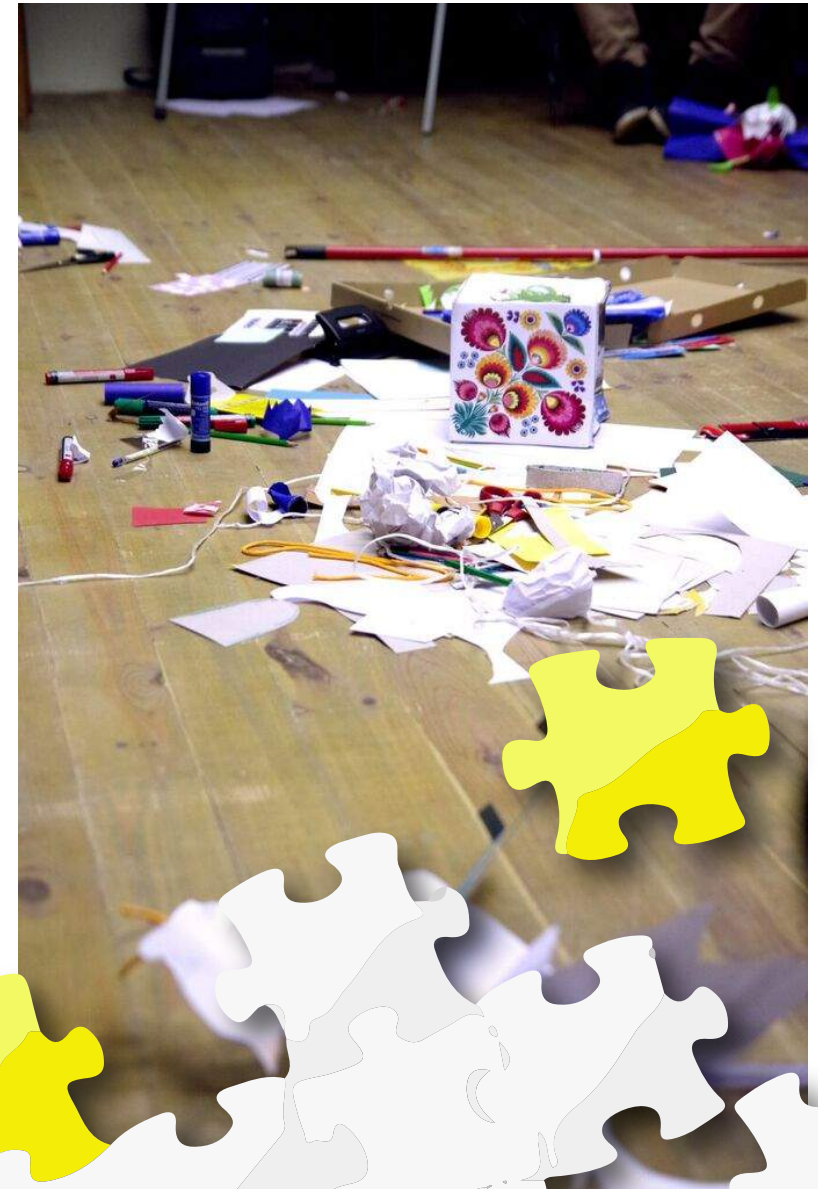
Alien Bomb

Aim:
Teaching the Target group better understanding of other people, make them more empathic and develop creative way of thinking.

Trailer:
The simulation shows the way how communication in the sense of coding/decoding works.
The difference of understanding, of information in a dialog, will be shown in form of a role play.
Participants also learn to understand how important it is to cooperate and fulfilling tasks in stress situations

Game duration: 45 min
Group size: max. 30
Team size: max. 5
Preparation time: 60 min
Age: 16+
Settings: Room with enough space for 5 participants. Eventually creepy setting (Alien control center)
Materials: scarfs for blindfolding, Paper, Pens, as much rooms as teams +one room for all together, alarm clock/timer (visible for everybody)

Created by: Johannes Tamegger, Ewa Korbut, Mark Sultana

Step by Step:

1. Create a message for each team. The messages can say:
   - In which room the bomb is;
   - Where in the room the bomb is;
   - How to open the box where the bomb is in;
   - The code you have to type in to defuse the bomb;
     etc.
2. Make door signs which shows the color of the room.
3. Prepare the messages, give them different colors related to colors of the Rooms.
4. Place the messages and the door signs in the individual rooms, be sure that the color of the message is not the same as the color of the Room
5. Draw a map of the area and mark the rooms and their colors on it.
6. Print out the game description and the map for the teams
7. Bring all participants together in one room.
8. Separate the group in teams of 3 or 4 participants.
9. Describe the situation (read the instructions)
10. If needed give them examples how they could code a message (Morse code, 1=A 2=B, ect.)
11. Handel out the game description and the map, one for each team
12. Send the participants in the different rooms and start the game
13. Walk around the area and watch out for the participants when you see them try to catch them. You don't can follow them in rooms, rooms are safe. If you touch them for more than two seconds they will turn to Aliens and have to help you.
14. After some time, depending how fast the process is going, you will make some obstacles to make the communication harder. For example it's not allowed to speak anymore because the Aliens are near and will hear you or they filled the room with smoke so you are unable to see anything ect.
15. If the participants didn't finished the tasked before the time limit is over, bring all the participants again together in the instruction room.
16. You start a discussion about the game and reflect it. (Possible questions are prepared in the end of this game description)
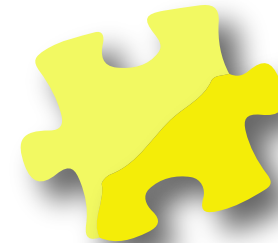
Legend of the Game:

"21st century Apocalypse is near, as you are all know a mega bomb created by Aliens, is about to explode. Long time we were almost hopeless but thanks to our spy we got secret messages where we can find and defuse the bomb. You are the bravest and most courageous people we could find, thats the reason why we are all here, now, in the heart of the alien control center. There are several messages, spread in different rooms, which says you: In which room the bomb is, where in the room the bomb is, ect. but unfortunately we don't know in which room is which message. Each team is specialized in one of the message tasks, that means if you are not the right team for the message you have to pass the message to the right team. You can figure it out by the color of the message and the color of the room/team. You have also a map where you can see the positions of the other teams. Important to say, if you once entered a room, the sensors will activated and the Aliens (facilitators) know you are here and they will try to catch you as soon as you are coming out of the room. To make it more safe for you to pass the messages without being read by the Aliens you have to code the message and bring it to the right Team, this team has to decode it and after that the whole team goes back to this room (the room where you give the instruction) when all the teams are here we will try to defuse the bomb together. There two more things 1. If the Alien touch you for more than 2 second you also turn to a Alien and you will help them 2. We have also a lack of time that means the bomb is about to explode in 30min."
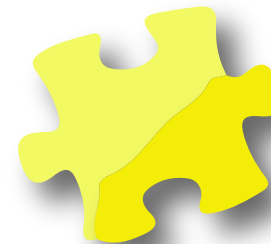
Questions for discussion:
- What is just happened?
- How did you feel during the game?
- Are you satisfied with the outcome?
- What was your role in the Team?
- How was the coding/decoding process?
- How works communication between two parties general?
- Do you see something in common to the game and real life communication?
- What did you learned or what take you with you from this game?
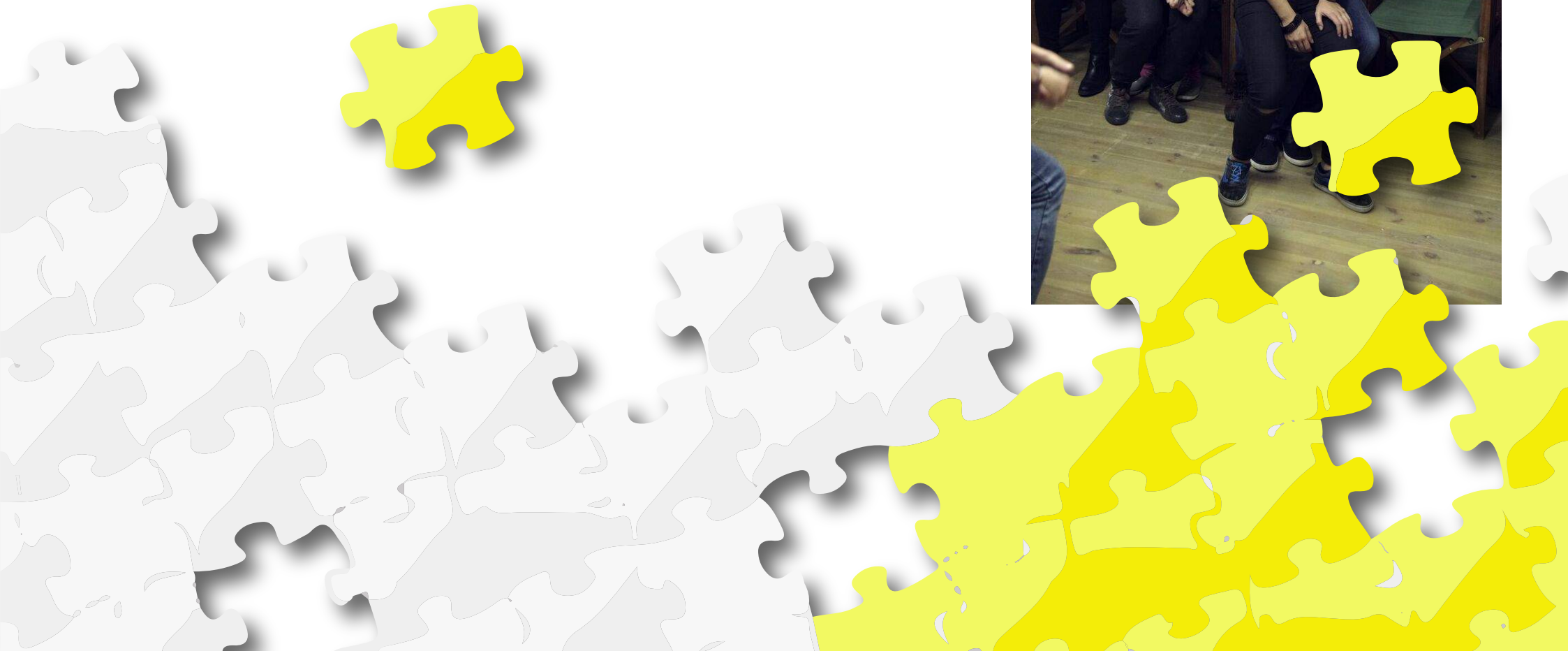
The Dragon slayer

Aim:

- Spark creativity
- Introduce different kind of creativity (cognitive, handcraft, music, etc.)
- Give the participant knowledge about different kinds of creativity
- Enhance group work
- Group building
- Make an imaginative quest
- Personal development
- Participants in group skills

LEARNING TOPICS:
- A possibility to discuss different topics of creativity
- knowledge about creativity
- knowledge about group dymanics

Game trailer:

A fantasy quest that spark the creativity of kids and make a learning opportunity about group work and creativity process in a group. creativity and other stuff.
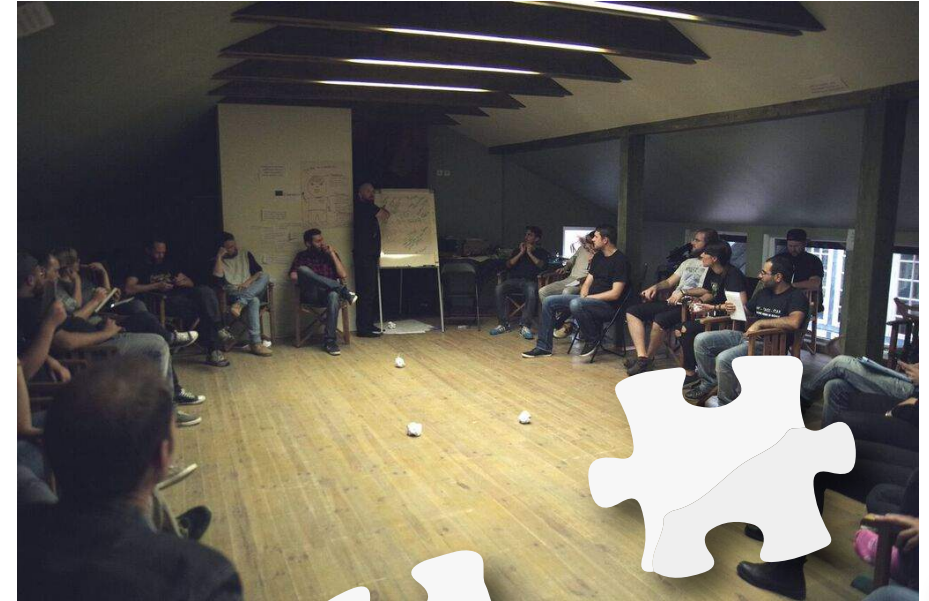
Preparation duration: 2 - 3 hours

Game Duration: 45 minutes (3 hours or the whole day)

Group Size: 15 - 40

Participant's age: 10+

Setting (Location): House with more rooms or outside in the night

Step-by-step

The participants arrives at the starting point. Where the game master and the "helpers" awaits. The game master explains the legend before dividing the group into smaller groups. After that the Helpers leaves to their different missions (maybe they can be dressed in cool outfits).

The Game master divides the big group into smaller groups depended on the big group's size. The small groups should consist of minimum 4 or 5 members till 8. After that the game master gives a riddle to each team, when they've answered correctly they'll be send to the mission where a helper awaits them. Simplified: All teams start at the starting point. At there they get a riddle which leads them to the mission post where a helper awaits them. 4 teams, 4 riddles, 4 missions, 4 helpers or more. every time they finished one mission they get a riddle to the next mission which is on another location or room.
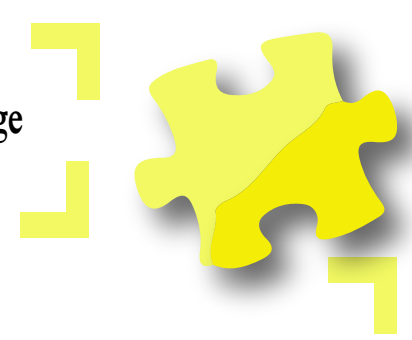
How the teams move around:

	1 round	2 round	3 round	4 round
Team 1	a	b	c	d
Team2	b	c	d	a
Team 3	c	d	a	b
team 4	d	a	b	c

Riddles:
- it is possible to choose different riddles depending on the difficulty. Because of that you can check out the webpage http://www.funology.com/riddles/

Missions:

The River (A)

Step 1: Team arrives and the helper introduces the mission, "Behind me there is a river you need to find a way to cross the river and present it to the helper".

Step 2: The team thinks of a way to cross the river an present it to the helper

Step 3: The Helper has to change the properties of the river or the obstacle in general, example "you build a boat but now the river is lava"

Step 4: The team cooperates to find another way to pass the obstacle and present it to the helper

Step 5: If the helper believes the mission was completed correctly, he/she gives the team a riddle thar leads to their next mission

Step 6: The team solves the riddle, gives the answer to the helper. The helper gives an item to the team and the team continue the quest

Materials: No materials needed - only

Ongoing story (B)

Step 1: Team arrives and the helper introduces the mission, "Welcome to the storey-telling world. In all kind of worlds and cultures histories exist and here you are creating your own!"

Step 2: The helper gives the beginning of a storey and then someone from the group has to keep on verbally building/telling the storey - "once apon a time there was a boy....."

Step 3: The helper feads the person/group with words, the words has to be incorporated in the storey. Every time the Helper gives a new word the storey-teller role changes to a new person in the group. words from the helper could be (Dragon, Girl, Circus, Giant, a colouer etc.)

Step 4: When all group participants has build on the storey the storey ends. You can chose to keep on until everyone in the group have been building on the storey 2,3,4 times and so on depending on how often the helper feads the group with words.

Step 5: If the helper believes the mission was completed correctly, he/she gives the team a riddle thar leads to their next mission

Step 6: The team solves the riddle, gives the answer to the helper. The helper gives an item to the team and the team continue the quest

Materials: No materials needed only item

Build a part of a dragon (C)

Step 1: Team arrives and the helper introduces the mission: "

Step 2: Each team have to collect a different part of a dragon and bring it with them. only the imagination sets the border. (feat, body, head and tail)

Step 3: The mission is time limmited and the helper can use punishment/handicaps if needed

Step 4: If the helper believes the mission was completed correctly, he/she gives the team a riddle thar leads to their next mission

Step 5: The team solves the riddle, gives the answer to the helper. The helper gives an item to the team and the team continue the quest

Materials: Tape, Glue, scissors, markers, paper in differnt colours, colours, and other stuff if wanted

Sing a song (D) (create a war-song)

The major quest

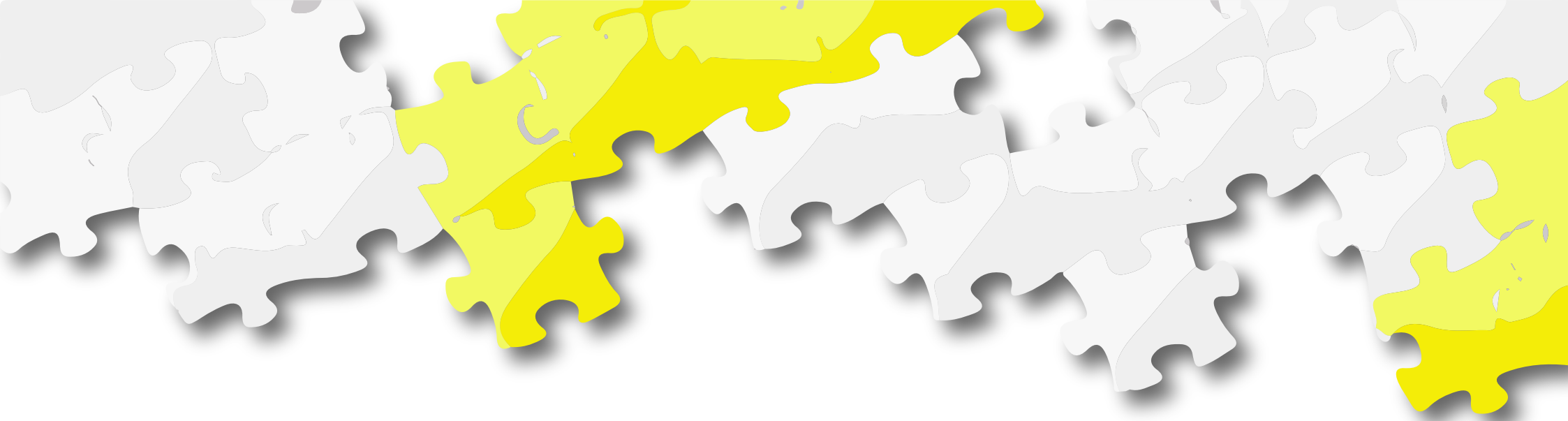Step 1: All the teams return back to the starting point

Step 2: Here all the teams have to cooperate to solve the MAJOR QUEST

Step 3: Collect the dragon and put all the items together to save the princes

Step 4: Sing the different war-songs

Materials needed: Only items and parts of dragon.

Legend of the game: (Explained before instructions and group division by the game master)

Once upon a time there lived a beutiful princes who was loved by all the people in the kingdom. up upon a nearby mountain, there lived a scary ancient dragon who was jealous and hated the princess. You see the dragon was the strongest and scariest being in the land. He loved, to score people and he was so proud. However, everything changed when the princess was born. Her smile spread happines all over the kingdom and people found strangth and hope to fight the dragon. The dragon drowned in his own jealousy kidnapped the princess and fear return to the hearts of the people once again. But all hope is not lost for a group of brave warriors. There is a quest to go on for the possibility to slay the dragon and free the princess. The problem is. the cannot do it alone. their journey is full of secrets of riddles and obstacles they need to overcome in order to gather the tools and items needed to slay the all powerfull dragon. will our heroes be victorious? only one way to find out......

Questions for discussion:

- What happened?
- How did I/you feel?
- How did i/you behave?
- What did i/you observe in others?
- How did the group function?
- Who was in charge?
- How did the group solve the mission?
- as one person or as a group?
- What happened when an ide was mentioned in the group?
- When was a solution good and chosen by the group?

Conceptualisation

- Can i relate this to other processes, where I'm creative or previous experiences?
- How was the group creative?
- What is the systeme behind the choosing of an idea in the group?
- What could be done to make the experience different?

Application

- How can this be applied in your own work as a youth worker?

How will I react next time i'm having a creative assignment with a group?