

EDUBOARDS

Exploring Educational Board Games

EDUCATIONAL BOARD GAME OUTLINES

INTRO

"Eduboard: Exploring educational board games" was an Erasmus+ Training Course implemented in Estonia from 10th to 18th of September 2019 by Shokkin Group Estonia.

The activity, which involved 28 youth workers/leaders from Estonia, Germany, Greece, Portugal, Spain, Czech Republic, Norway, Romania and Croatia, had the aim to promote the use of game-based learning methods in youth work and explore the application of educational board games through training youth workers to assess learning needs of young people, adapt game-based learning methods and develop table-top games in correspondence with them.

This document, designed for youth workers and educators, contains the description and access to the printable materials of one of the six educational board games developed during the course on the topics of: authority and power, data security, bullying, intercultural learning, stress management and protesting.

The training course was designed and delivered by Pavel Vassiljev (trainer), Filip Gábor (trainer) and Olalla González (graphic facilitator).

HOW TO TAME YOUR MONSTERS?

Facilitator's Toolkit



INTRO OF THE GAME

Monsters used to live in the forests surrounding the village since ages, but recently they started to get wild and harass the villagers. The mayor of the village run out of ideas how to manage them and decided to send some volunteers for a mission of taming the monsters to take control over the situation. Villagers go through various challenges to learn how to tame the monsters. Once they are ready to face them, they are confronted with their biggest fears. But remember that by taming the monsters once, they can go wild any time again, so it is important to learn to live with them and pay attention daily.

TOPICS:

- Getting to know each other
- Stress management
- Emotional intelligence
- Mental health
- Communication

GROUP SIZE: 2-4 players

TARGET GROUP: Young people 16+

DURATION:

- Preparation of the game: 15'
- Set-up: 5'
- Duration of the game: 50-60'
- Debriefing: 15-20'

LEARNING OBJECTIVES:

This game can be used in any context of formal or non-formal education. It is important to create a trust and safe atmosphere between the participants. Participants can decide themselves how much of their personal details they reveal answering the questions. Nevertheless, the facilitator should make sure that nobody is laughed upon or misuses heard information.

The game can be used to support getting to know each other in a group, team building and increasing social cohesion within a group. Furthermore, it can be a good introduction to the topic of mental health and stress as preventive care. Since it might not be clear what past experiences the participants have with the topic, it is advisable to be careful with personalization of stories or putting pressure on players in order not to activate triggers.

PREPARATION NEEDED:

1. Print all the materials on A4-paper. Cut the cards out. Stick both halves of the board together.
2. For the gates use rectangular tokens.
3. Cut pieces of red, green and blue colored paper in little squares as Stress, Social and Bravery tokens.
4. Depending on your knowledge on the topic, it might be helpful to read some background information on the topic.

TERMS:

SADNESS

If a person suffers under excessive sadness, he/she could be _____ (DEPRESSED).

Depression is a disorder that is evidenced by excessive sadness, loss of interest in enjoyable things, and low motivation. It is normal to experience feelings of sadness and despair in response to adverse life events. Such events could include loss, major life changes, stress, or disappointment. In most cases, the sad feelings resolve as one comes to terms with the changes in life. In situations such as death of a close person, these feelings may persist for months and return at significant times, such as birthdays and anniversaries related to the lost loved one. If one can in general still enjoy things, this sadness is not a sign of depression. One in three people will experience a major depressive episode at some stage in their lives. While most cases of depression are mild, about one person in ten will have a moderate or severe episode.

ANXIETY

Persistent, excessive _____ (WORRYING) about everyday events might be an indication of Generalized anxiety disorder.

Generalized anxiety disorder (GAD) is characterized by persistent, excessive worrying about everyday events and activities which the person finds difficult to control. Most people worry about everyday things such as family, work pressures, health, or money. However, people with GAD find that their worry is excessive, difficult to control, and pervasive (the worry begins about a specific event but then extends to all similar or related events). GAD often results in occupational, social and physical impairment, as well as emotional distress. There is a 9% chance of a person developing Generalised Anxiety Disorder at some point in their life. This disorder is one of the most common diagnoses at the primary care level. The age of onset of GAD is quite variable, ranging from twenty to forty years of age, but most report that they have always been worriers and that the worrying is only now becoming a handicap. Females are more likely to develop GAD than males. GAD tends to develop gradually and fluctuate in severity over time.

INSECURITY

Social phobia is a strong _____ (FEAR) of being the centre of attention.

Shyness or insecurity is a very common reaction when being exposed to unfamiliar situations or new people. Social phobia is a much stronger fear of being the centre of attention and impacts heavily on one's life and life choices. This usually leads to avoidance of certain situations, such as social gatherings and job interviews, or speaking and writing in front of others. The key feature of social phobia is the fear of being scrutinised and being evaluated negatively by other people. A person with social phobia worries that they may do something embarrassing. The fear may be circumscribed to particular situations (e.g., public speaking) or may be generalized to most social situations. Social phobia is often not recognized because these people do not like to talk about their fears. Clinicians often fail to make the diagnosis because they confuse social phobia with normal shyness.

TRAUMA

Posttraumatic stress disorder affects work, _____ (RELATIONSHIPS), and physical health.

Following a deeply disturbing or threatening event it is normal to feel distressed and overwhelmed. Traumatic events include actual or threatened death, serious injury to oneself or another person, or a threat to the personal beliefs of oneself or others. Examples include violent assaults (e.g. sexual or physical assault, or mugging), torture, and severe car accidents. Refugees who are fleeing their homes because of war and political problems may suffer as well. Response to trauma may be embodied by an acute stress reaction, which is a short-lived and follows a traumatic event directly. Posttraumatic stress disorder (PTSD) usually develops within six months of the traumatic event. About half of all adults report experiencing an event that could cause PTSD sometime in their lives, but only 10% will develop PTSD as a result. The median age at onset is 22 years, which reflects the age at which traumatic experiences tend to occur. Once begun, PTSD is often a chronic disorder associated with significant disability and handicap, affecting relationships, work, and physical health.

EMOTIONAL INTELLIGENCE

Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional intelligence is generally said to include at least three skills: emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same.

STRESS

Stress can be defined as a response of the body to any demand placed on it. Stress can be influenced by both external and internal factors. Examples of external factors include work, relationships, and finances. Internal factors such as health, hunger, and amount of sleep or own expectations can affect how people deal with situations in which they might otherwise have dealt competently. Stress is a normal human experience and can be useful when dealing with demanding situations. People experience events in different ways. For example, the loss of a job may be viewed as a disaster that affects feelings and behaviour. Alternatively, it may be viewed as an opportunity to move on to something better.

DEBRIEFING:

Possible questions for the reflection:

- How do you feel after the game and why?
- What happened during the game?
- Did you cooperate or compete with each other?
- Did you learn something new about the other players?
- What do you think was the hardest part of the game?
- Did you feel comfortable answering questions about your feelings?
- Have you ever heard about Emotional Intelligence?
- Do you consider this topic relevant? Do you think that it is necessary to include it in school curriculum?
- How do the factors stress, social contacts and bravery relate to your everyday life?
- How much stress there is in your live and what causes it? Do you see also positive stress?
- Can you think of examples of stress influenced by external and internal factors? Which of them is more present in your daily live?
- How do you deal with stress in life? What are your strategies to relax and "recharge"?
- What do you think is important if one of your friends suffers sadness/aggressivity/anxiety/insecurity?
- Can you imagine that you are once confronted with one of the monsters in your real life?

HOW TO TAME YOUR MONSTERS?

Game Rules



CONTENTS

- 4 villager tokens
- 2 dices
- 1 token as time indicator
- 42 adventure cards
- 32 chance cards
- 8 gate cards
- 5 gate tokens
- 4 monster IDs
- 90 colored tokens (30 each color: green: social points; blue: bravery points; red: stress points)
- 1 board



STARTING SETUP:

Shuffle the Adventure, Chance and Gate cards separately and put them on the designated places on the board. Place the villagers (players' tokens) in the village area. Put all the gates on the respective places on the board (rectangles intersecting the paths). Place the monsters IDs on respective places on the board – pictures upwards. Colored tokens stay in the treasury.

CAMEPLAY:

The goal of the game is to tame all four monsters by gathering sufficient number of social and bravery tokens, at the same time keeping the amount of stress tokens low as designated on monster IDs. Players have 21 weeks of time to tame all the monsters. The countdown is indicated on the bottom of the board and should be updated at the beginning of every new round.

As a group, players get 6 Social tokens, 6 Bravery tokens and 6 Stress tokens to be split between each other according to how they feel today. Roll a dice. The player who gets the highest number begins. The game proceeds clockwise, from player to player. The first player rolls both dice. He/she can choose which die value to follow and move. The player takes an adventure card from the deck. On the back of the card there is a certain question or task which needs to be read out loud and completed by the player straightaway to get the shown amount of tokens. If the player does not succeed in fulfilling the task, he/she receives one stress token. In any case, the turn is over and the next player proceeds.

During the game, players need to take care that their stress level does not exceed 8 tokens. These can be controlled by Adventure cards, Chance cards or forest sauna spot. If one's stress level exceeds 8 tokens, the player needs to come back to the village (starting point) to recover, thus losing 2 tokens of each category. He/she can continue the game from the starting point in the next round. Should there be more than one player on the same dot, it is possible for them to take an additional action. The players can either exchange one token to a token of another color from the other player or give one token as a gift to the other involved player. The minimum amount of tokens in all categories (Stress, Social and Bravery tokens) is 0. The players are free to choose their path on the board and the direction of movement.

END OF THE GAME

Once a player has enough points to tame a monster, he/she needs to face it by reaching to it on the board. The monster ID indicates the needed minimum (or in case of stress: the maximum) of tokens. Players don't need to have the exact number of tokens. Once you arrive at the spot having enough tokens, flip the monster ID and fill out the gap in a sentence on the backside of the monster card relating to the mental challenge. It can be done with help of the other villagers.

If the players manage to tame the monsters and save the village in the given time – they win! If one of the monsters still remains wild in the forests, the time was too short for the players to tame all the monsters. Probably the villagers need to send another expedition to face this challenge.



SPECIAL EVENTS

CHANCE CARDS

If a player arrives at the Chance spot (yellow spot with a symbol of the four-leaf clover), they have to draw a card from the chance deck. These are events that may apply to one or more players that happen during the adventure.

FOREST SAUNA

As the players need to keep the number of stress tokens low, they can approach the forest saunas (pink spots) to relax and lower their stress level. As long as the player stays on this spot, he/she does not draw adventure cards. Every turn they reduce stress with 2 tokens. If the player wishes to further reduce the stress level, they can stay for another round on the same spot (not move forward) and lower the stress level of another 2 tokens.

GATE

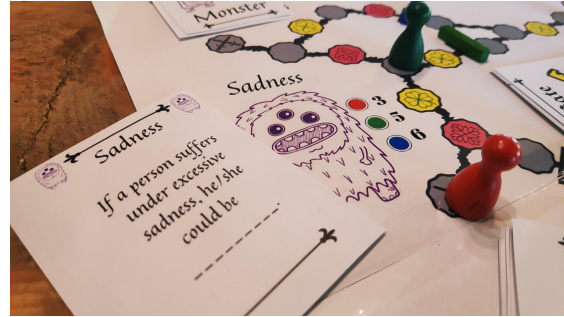
There are gates on the route which stop the player from discovering certain paths in the area. In order to open a gate you need a companion: another villager. Once a player arrives at the gate (not an exact number on dice is needed, since the gate prevents you from moving further), he/she needs to wait for another player to arrive on this spot. The first player still draws the adventure card or takes another action corresponding to the spot.

Once the second player arrives, he/she draws a gate card with a task or question that these two players need to fulfill together. It is possible that the gate is approached by the players from one or from the opposite sides. For completing the task the two players receive 1 social and 1 bravery token which they agree to divide among each other. If they don't succeed to fulfill the task, the turn of this second player is over and they can draw another gate card once it is the other player's turn. Once the gate is opened, it remains accessible for the rest of the game for all the players.

VARIATIONS

It is recommended to play the game with a narrator who explains the story and rules and further on navigates the players through the game. He/she is also responsible for running the reflection round after finishing the game and can be taking notes on the things that have happened or were said during the game.

If some of the questions appear to the facilitator too difficult or too personal for the participants taking into account the group he/she plays the game with, they can be removed. There are also some empty cards for the facilitator to add new questions adjusting them to the special needs or topics.



GAME CREATORS

This game was developed by Marta Kurek (Germany), Eszter Lokodi (Romania) and José Manuel Suárez (Spain).

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DOWNLOAD THE PRINTABLE GAME



PHOTO ALBUM

