



Domus
Ludens

LÜDIC AGENT MANUAL

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This document is available in the following languages:

English

Spanish

German

Polish

Catalan

The manual has complementary materials that can be consulted on the project website:
<https://www.domusludens-project.com/products/>

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FOREWORD AND PRESENTATION OF THE LUDIC AGENT MANUAL

The present Ludic Agent Manual has been developed as part of the European funded “*Domus Ludens-A House that Plays*” Project.

The project address the important topic of the right to play. Despite its high importance in child and youth development and wellbeing, PLAY is not always taken into account in general and even less in residential care services. The Domus Ludens project focuses on promoting the right to play of young people in residential care settings.

The present Ludic Agent Manual aims to revert the situation, beginning as a tool that promotes and implements a proper board game culture in them. Hence, the Ludic Agent Manual has been conceived to be used as a highly practical tool for youth workers and other professionals supporting these young people.

Youth workers using the Ludic Agent Manual will be able to easily analyze their context and identify methodologies and key contents that can be addressed, to effectively use board games to improve the right to play and thus the skills and well-being of young people in care.

The Domus Ludens partnership wishes that the *Ludic Agent Manual* will contribute to facilitate and make effective the implementation of board games but also actively playing in the context of residential care services, and thus contributing to make them more cohesive and enjoyable.

For a more efficient implementation of active playing and the right to play in residential contexts, we recommend youth workers to use these guidelines together with the *Guidelines on Board Games*.

Enjoy the guidelines and have fun playing!

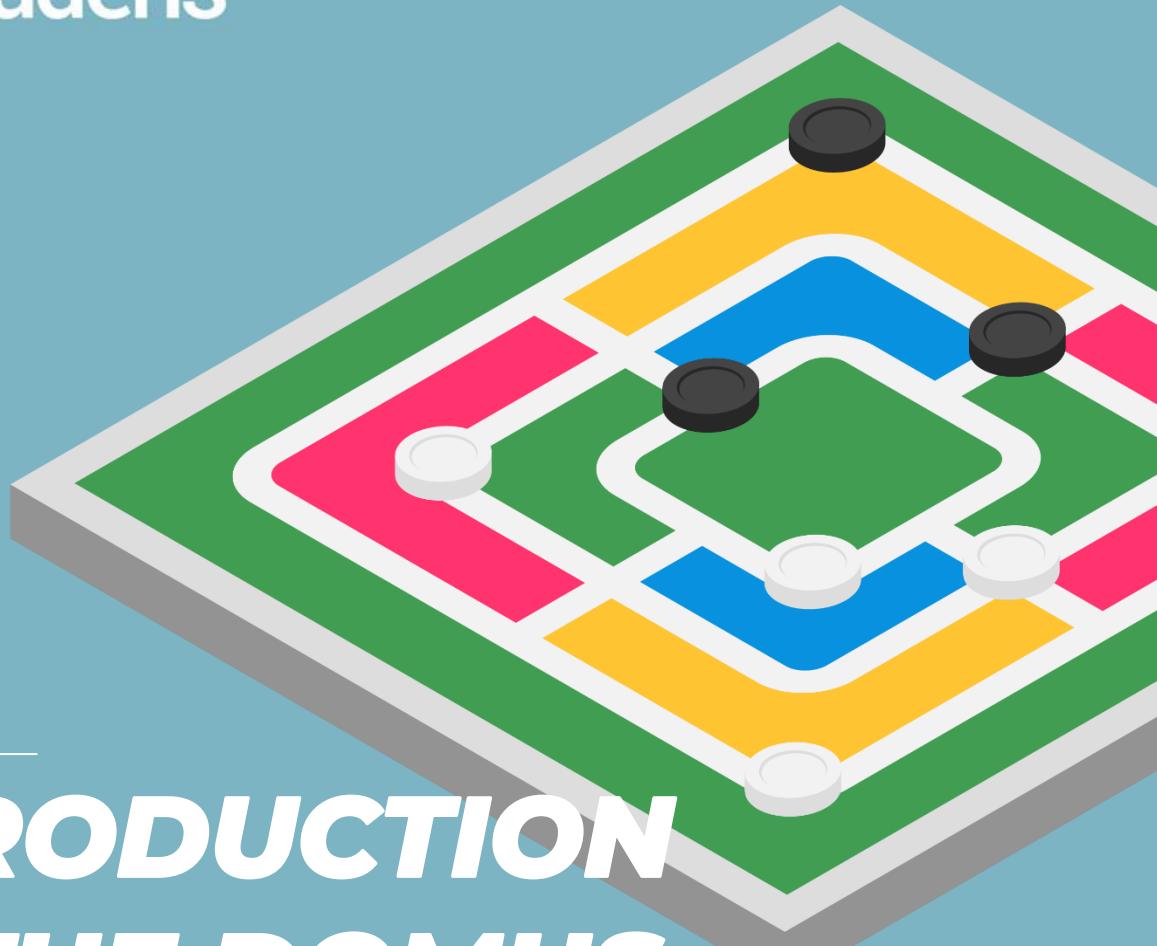
The Domus Ludens Project partnership.

**Keep reading!
Let's learn
together
how to
play!!!**





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Section 1

INTRODUCTION TO THE DOMUS LUDENS PROJECT

Let's briefly explore this EU funded project!

- ★ The project's in a nutshell
- ★ Domus Ludens products
- ★ Project partners



THE PROJECT IN A NUTSHELL

The present LUDIC AGENT MANUAL has been developed as part of the European Funded “Domus Ludens - A House that Plays” Project.

But... **What is this Domus Ludens Project about? Let's check it out!**

- » **Why is the Domus Ludens project important? Because the Project is going to help us to play more and better inside residential care services.**

To engage in play and recreational activities is a fundamental and global right of children and youth recognized by the Article 31 of the UN Convention on the Rights of the Child. In the past, practical experiences and various scientific studies have underlined the importance of this right, especially with regard to the individual child development. Regular active playing promotes creativity, social behaviour and strengthens cognitive and motor abilities.



Despite all this proven knowledge, the special importance of play is not always taken into account. This applies for the general population but especially for children and youth growing up within the children and youth welfare system. Unfortunately, creative, diverse and individualized playing is not always the main priority here. This is not an intended condition, but the result of lacking resources and capacities within many national welfare systems.

- » **Domus Ludens Project objectives: Enhance wellbeing through playing!**

Domus Ludens translated from Latin means “a house that plays”.

The overall goal of the Domus Ludens project is to improve the subjective well-being and the acquisition of personal skills of young people in residential care through games. The project will investigate whether regular, structured and professionally guided play has a positive effect on the "well-being" of this particularly vulnerable target group. In addition the project will examine in detail, which cognitive, emotional and social skills can be positively reinforced and precisely addressed through regular playing of specifically selected board games.



» Domus Ludens Project products

The Domus Ludens project will develop 3 products that are complementary to each other:



The Guidelines on board games. They provide information and guidance on **20 games** that besides being utterly fun, have been specifically selected to impact on the acquisition of skills, and the emotional well-being of young people living in the protection system, concretely in residential care services.



The "Ludic Agent Manual" is presented in this document. It addresses methodologies and contents specifically aimed to youth workers in residential centres, to effectively use board games to improve the skills and well-being of young people in care.



Evaluation of the impact of Board Games in the well-being and acquisition of skills of young people living in residential care. This study incorporates the results and conclusions of several pilot projects conducted within the partnership of the Domus Ludens Project. Youth workers trained as ludic agents applied their knowledge on the implementation of structured board games spaces with young people in care. The results and conclusions of the evaluation can be found in this document.

All project products can be downloaded for free here:
<https://www.domusludens-project.com>



Domus Ludens, an European financed project



Co-funded by the
Erasmus+ Programme
of the European Union

Domus Ludens - A House that plays is a European project financed by the European Union's Erasmus+ programme. A funding scheme to support activities in the fields of Education, Training, Youth and Sport.

For more information on the Erasmus+ Program in Spain/Germany/Poland please visit:
<https://erasmus-plus.ec.europa.eu/>

Who are we? The Domus Ludens Project partnership

The Domus Ludens partnership consists of 5 competent partners who are active in three European member countries: Spain, Germany and Poland. We bring valuable expertise in four main fields:

- 1) Residential care for children and youth;
- 2) Practical expertise in board games;
- 3) Scientific research and evaluation in the educational and childcare field and;
- 4) Long term knowledge in the implementation of European funded projects.

The following organizations are involved:



» Fundació Resilis (Spain)

Its main mission is the management and development of projects, programs or services for children and young people in situations or at risk of social exclusion mainly in Catalonia. Fundació Resilis manages residential centres for children and young people, including support to families and with a community based approach. <http://www.resilis.org>



» **FÜR SOZIALES** is part of a big children and youth welfare organization (S&S Gemeinnützige Gesellschaft für Soziales mbH), with more than 40 years of experience.

The non-profit organization provides services for approximately 600 clients, in residential facilities as well as ambulant care settings, within the city of Hamburg (Northern Germany). In addition, FÜR SOZIALES offers a differentiated range of other services like socio-educational family assistance, consulting and training in the field of domestic violence and stalking as well as practice-oriented offers within the framework of integration assistance. <https://www.fuersoziales.de/>



» **Fundacja Samodzielni Robinsonowie** is a polish youth-focused non-profit organization established in 2014, to support young people at risk of social exclusion.

Fundacja Samodzielni Robinsonowie develops and directs programs aimed at young people from institutions and foster homes, to help them make a successful transition from institutional care to an independent living.

<https://www.fundacjarobinson.org.pl/>



» **Liberi (University of Girona)** is a children, youth and community research group, led by Dr Carme Montserrat, and Dr Pere Soler. It is part of the Educational Research Institute (IRE) of the Universitat de Girona (Catalonia, Spain). The work and action of this research group focuses on children's and youth policies, specially paying attention to situations of vulnerability suffered by some of the children and young people and delving into the community development that can make the deployment of specific public policies possible.

<https://www.udg.edu/ca/grupsrecerca/liberi>



» **La Jiganera** is a non-profit cooperative specialized in board games. Promoting the culture of game as a healthy leisure and as a tool for innovative education is the organization's main goal. La Jiganera offers a physical and online board game store, where they also provide training on Game Based Learning. Furthermore they are developing and creating games themselves.

<https://lajiganera.cat/>





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Section 2

THE LUDIC AGENT MANUAL

Let's explore the reasons why this is needed

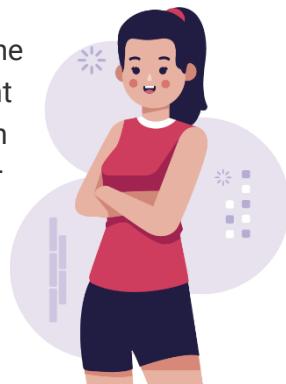
- ★ Where to apply the?
- ★ Why don't we play more?
- ★ Why is needed it?

2

WHERE TO APPLY THE LUDIC AGENT MANUAL?

The Ludic agent manual has been specifically envisaged to be applied in residential care settings with the specific population of young people in care.

At first moment, this *Ludic Agent Manual* may be useful to anyone interested in learning about how best to successfully implement a board game culture among teenagers, but it has been specifically designed for use in a fairly specific context: for educators who provide support to adolescents who are part of the protection system, especially those who live in residential care centers.



■ RESIDENTIAL CARE SETTINGS

Residential centres are part of child protection services and are conceived to address and protect Children's Rights. In this regard, the UN Convention from 1989 on the Rights of the Child¹ is the main document of reference addressing children and youth rights and covers a wide range of issues that apply to protection systems.

The Convention on the Rights of the Child states that all people should grow up with a family that loves and cares for them. In case this is not possible, Article 20 of the Convention explains that states must ensure, by their national laws, alternative care for children who are temporarily or permanently unable to live in their family environment.

Examples of such alternatives care are kinship care, foster care, other forms of family-based or family-like care placements and supervised independent living arrangements for children. Residential care is a widespread form of alternative care².

Hence when working with children and youth in residential care centre we must have "due regard" to



¹ Assembly, U. G., 1989

² United Nations General Assembly, 2010

the UNCRC. There are four articles in the UNCRC that are fundamental to be applied in residential care settings:

1. Non-discrimination (article 2);
2. Best interest of the child (article 3);
3. Right to life survival and development (article 6);
4. Right to be heard (article 12).

Residential care is a “care provided in any non-family-based group setting. It involves a wide variety of formats tailored to the different needs and characteristics of its users such as places of safety for emergency care, transit centres in emergency situations, however the most common ones are short- and long-term residential care facilities, including group homes³”. Those are the ones that we will relate to within the scope of our project.



The principal objective of the residential centres is to guarantee adequate attention to the needs of each child; biological, affective, and social, within an environment of security and protection as well as enhancing learning experiences and access to social resources in the same conditions as any other person of their age. Residential care should be a temporary solution, with an aim to reintegrate the child and or youth to his/her family, or, if this is not possible, to find an appropriate family-based care arrangement.

Key characteristics of residential care:

- * It addresses the needs of children and young people up to the majority of age, then they go to another resource to work their independence.
- * Professional support is given 24 hours a day, 365 days a year
- * It's a formal type of care, which means it should be ordered by a competent administrative body or judiciary authority.
- * It should be focused on the individual approach to the child and should give the child an opportunity to bond with a specific career. Therefore it works through an individualized educational project.
- * The intervention of the professionals consists of promoting an integral well-being in the child, both of their own person, as well as in the rest of society, including in this the relationship with their own family.



³ United Nations General Assembly, 2010, p. 6



Residential centres are **the home of the children cared for**. Therefore, the activities are organized to generate a daily life as normal as possible.

- » The schedules are mainly organized to promote daily routines, which are understood as necessary to be able to develop wellbeing, skills and normalization.
- » Also the organization of spaces is as close as possible to what would look like in a conventional family houses. In residential care settings children and young people enjoy shared and individual spaces such as the dining room and the bedroom, however this might vary in each specific case. In some residential care settings, children and young people might have to share rooms.

■ CHILDREN AND YOUNG PEOPLE LIVING IN RESIDENTIAL CARE

Residential care centres are very diverse and heterogeneous places, with equally diverse residents. In most cases, the lack of caregivers who can meet their needs and rights and/or a damaged and/or inadequate family environment forces the authorities to intervene and encourage temporary residential care in an institution. Nowadays, in these services, there has been a significant increase in care and support for children and adolescents in migratory transit without family references.

To be more specific, the children and youth may have been the victims of physical, psychological and emotional abuse or neglect; subject, directly or indirectly to behaviours that seriously affect their safety or their emotional balance; behave in a way that may affect their health, safety, training, education or development, without the caregiver's opposition or capacity to alter that situation⁴.

⁴ Calheiros; Garrido,Lopes; Nunes Patrício (2015): Children and Youth Services Review 55 p.159-169

⁵ Moreno & Del Barrio (2005)



Specificities of adolescents: Concretely, the target group of this Ludic Agent Manual developed in the framework of the Domus Ludens project are adolescents aged between 13 and 18 years old who are in residential care, under the legal measures and living in residential care.

Adolescence is a period of transition between childhood and adulthood, which is between 11-12 years and 18-20 years. This is a stage of the life cycle that involves many changes⁵. Adolescents are a vulnerable population that enters the centers after having suffered a situation of abandonment or mistreatment in their family of origin and from highly fragile socioeconomic contexts. The emotional damage associated with these situations ends up affecting the development of basic transversal skills, and many adolescents may present:

- » **Associated emotional difficulties** such as attention deficit, impulsivity, difficulties in sociability, etc.
- » **Educational and cognitive difficulties.** Many of the young people in care suffered from delays in their basic education and regular interruptions in their education that the school system is not always able to compensate for.
- » **Social-economic obstacles.** In many cases, their family environment suffers significant economic difficulties and the risk of poverty. As a whole, the contexts of origin at a social, educational, and training level hinder their full social integration and their full participation in the community.
- » **Health problems.** Exposure to different types of negligence and/or inappropriate treatment ends up translating into a higher prevalence of health problems. The associated emotional difficulties often lead to mental health problems. In some cases, these adolescents may present physical or mental disabilities, or behavioural problems, among others.
- » Furthermore, it is important to point out that an increasing part of these young people are **unaccompanied foreign adolescents**.

3

WHY DON'T WE PLAY?

Nowadays in residential care settings young people aren't sufficiently playing. What is happening?

There are many reasons why board games take a backseat in everyday life and are an underutilized resource in residential care settings. Within the framework of the Domus Ludens project and in the process of preparing this Ludic Agent Manual, we asked a wide range of educators from our centers and tried to find out what elements they identified as obstacles when playing in a more or less usual.

The following is a summary and categorization of the most common barriers that need to be addressed in order to establish a play initiative in residential care settings.

	<p>Institutional framework and time available: Day-to-day tasks greatly limit the time available to play. To this tight list of assignments and activities, we must add the limitations of personnel, the technical and bureaucratic records of the services, and the internal and external coordination. All this ends up causing the time to play to go into the background.</p>
	<p>Motivation: All these framework conditions can have an impact on the motivation of children as well as on the social workers. Motivation often depends on the external stress factors that prevail in the current situation and facilities. This is problematic because motivating and inspiring children and young people to play in a relaxed environment is a core factor for successful play.</p>
	<p>Staff training The young worker staff training program does not include its topic on modern board games nor does it provide explanations on how to stimulate playful activities. This further emphasizes the importance of self-motivation and the skills acquired by each one.</p>

	Socialization For many children and adolescents who live today in a state care, playing was not a form of previous socialization and was not a natural and regular part of their childhood. Motivating them to start playing during their teenage years can be challenging as they may not have had any experience with it.
	Crisis situations Boys and girls in residential care can experience crises associated with their personal history, their future, emotional regulation difficulties, and coexistence itself. These crises often do not facilitate a favourable climate and context for the game. Although it would be especially important in this case, the game sometimes becomes a secondary issue because the focus is on crisis management and care.
	Falling into old patterns Often we follow old patterns and traditions, because we feel safer here. Learning new and challenging games and teaching them to young people requires motivation, time, knowledge, practice and courage. Many circumstances involve the risk that leads to game situations where we play the same familiar games again and again. This prevents new learning processes and does not create new interest or even can reinforce a rejection.

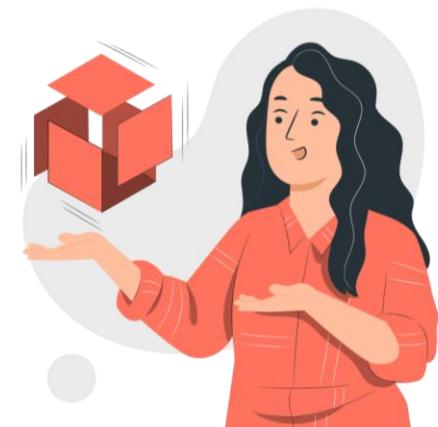
Example of reason given by youth workers for not playing.

Do you, as youth workers feel reflected in any of them?

- * We need ideal conditions to play and we do not have them;
- * Children and young people often cannot play;
- * Games could disturb the dynamic, or begin a conflict;
- * The youngest doesn't like board games, they think that are bored;
- * Games generate excessive excitement and this disrupts the service;
- * Children and young people don't like to play games;
- * Board games cannot compete with screens;
- * Board games are expensive;
- * We don't have time to play games;
- * Playing is a waste of time;
- * We have a lot of activities scheduled, already;
- * The pieces are lost and damaged;
- * Games are difficult to explain;
- * Children and young people don't know how to lose; they don't know manage good their emotions.

With the above, it becomes clear what the inhibitions are and why playing is sometimes not practiced enough. However, we would like to emphasize that there are no perfect conditions and that they are not necessary to start playing in residential care settings.

Rather, it is important to become aware of these obstacles and to do one's best. Individual motivation can often overcome the problems mentioned above.



4

WHY IS THE LUDIC AGENT MANUAL NEEDED?

- Promotion of the right to play in residential care settings. We aren't playing, and play is also a right.

The basis of Ludic Agent Manual is the promotion of children and young people's rights and concretely the right to play in the context of residential centers of protection systems.

Engaging in play and recreational activities is also a fundamental and global right for children and youth established within article 31 of the UNCRC.



» Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Practical experiences and various scientific studies have underlined the importance of this right, especially with regard to the individual child development. Play is an essential part of any child's development and helps each child have a healthy childhood, physically and emotionally. Regular active playing promotes creativity, social behaviour and strengthens cognitive and motor abilities.

- THE OPPORTUNITY FOR BOARD GAMES

The Ludic agent manual emphasizes the opportunity for board games as a great option for promoting the right to play in residential care contexts.

In residential care facilities where the procedures of living in community and the different personal circumstances of young people might pose challenges in their general coexistence and development, board games can offer an excellent opportunity to play and thus promote occasions for gathering, story-making and relationship building.



Those are key aspects to be promoted in the context of residential care settings in order to stimulate of a good atmosphere in the facilities that encourages wellbeing and development of skills of young people.

» **Gathering.**

Gathering can be defined as “the conscious bringing together of people for a reason, shaping the way we feel, the way we think, and the way we make sense of the world⁵.” In that sense a board game match is an opportunity for a gathering, a meaningful experience of being together. Thanks to their usually short duration, strong internal structures and clear goal (fun) board games make it possible to gather in a meaningful way, with purpose and intention.

» **Story.**

A board game match is also a story. As such, a win or a loss is just a piece of the story, not the end goal. Witnessing somebody’s spectacular winning streak or incredible bad luck, making interesting choices, trying out bold and innovative strategies - is co-creating to that story and thus also contributes to learning and developing new skills . Being one of the story makers, the fun thrill and flow of that is always more important than just winning.

» **Relationship.**

Board games facilitate creating new relationships and bonding within existing relationships. Board games are a perfect excuse to meet new people. There are countless cases of people forming lasting friendships that started out with a board game missing a player. Gaming together can strengthen pre-existing friendships.

Watching people in new situations, observing their strategies and the way they cope with various challenges can show us a new side of an old friend and bring people closer together.



⁶ Priya Parker, The Art of Gathering: How We Meet and Why It Matters

■ BOARD GAMES FOR IMPROVING SKILLS

The ludic agent Manual acknowledges the capacity of board games to work and improve skills.

Games are profound learning experiences. The immersive character of games, tying emotions to choices and giving an opportunity to make mistakes without grave consequences create a perfect environment for strong neurological pathways to be formed during gameplay. The immediacy (we see results of our choices almost right away) and repetitiveness (play, win/lose, repeat) only increase our memory retention rates and boost our motivation for perfecting our skills.

Additionally, board games are extremely useful to address and work a wide range of cognitive, emotional and social skills.



Let's check them out!

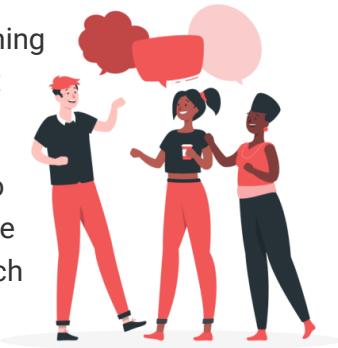
COGNITIVE SKILLS

- * **Language skills:** communicate, debate, understand and assimilate new knowledge in the case of beginners, or transfer information in the case of experts.
- * **Memory:** To be successful in a game you have to retain the information during the game.
- * **Pay attention:** when it is not our turn, we must observe and remember what is happening to act accordingly.
- * **Tactical and causal thinking:** applying strategies.
- * **Deductive skills:** reflect and plan. To activate all those skills at once and put them into practice, you have to stay focused.
- * **Problem-solving:** board games are advanced puzzles that force players to participate in a complicated task, which requires the use of multiple and diverse resources to meet their own or common objective if it is a problem. a cooperative game.
- * **Creativity and artistic skills:** those in which we have to communicate through any artistic expression (images, mimicry, singing, etc.).
- * **Motor skills and coordination:** games that involve the participants on a physical level.



SOCIAL SKILLS

- * **Empathy:** We actively listen, learn to recognize non-verbal communication signals, and observe group dynamics. Board games push us to be better at communication and improve our social skills.
- * Create healthy communities and relationships, **we become vulnerable, admit our ignorance and accept help.** So it helps us stay connected with other people.
- * **Competitiveness:** accepting the possibility not only of winning and therefore opting for the best version of ourselves, but also accepting losing.
- * **Teamwork:** create alliances to find ways to work together to obtain a common goal. At the same time, it implies the acceptance of shared responsibility and the ability to reach agreements, even under pressure.



EMOTIONAL SKILLS

- * **Confidence:** accept the challenge regardless of the result.
- * **Acceptance:** we deal with the possibility of losing and all the emotions that this entails, trying not to take small failures personally.
- * **Value:** we take calculated risks.
- * **Patience:** the ability to regulate our own emotions.
- * **Conflict tolerance:** peaceful resolution in the face of negative interactions.
- * **Ambition:** setting goals 'thinking big'.



■ BOARD GAMES HELP PEOPLE FLOW

Flow is a mental state experienced while performing an engaging, enjoyable, meaningful task. It is characterized by intense focus and almost unbreakable concentration that makes other needs negligible. It induces loss of reflective self-consciousness and distortion in subjective experience of time. To put it simply, when the difficulty of an interesting task is adequate to our skill level, when we feel both challenged and capable of taking on said challenge, we focus fully with all our attention and energy on that task.

That experience brings joy, sense of purpose and a feeling of competence; all very elevating feelings for everybody but especially important for those coming from environments that couldn't fully support harmonious growth and development. Youth in residential care centres could definitely use increased contact with tools that facilitate access to that liberating feeling of flow, namely a good selection of board games.

In case of board games, flow emerges when players give in to the immersive character of the game, feel the potential to win but mostly just fully enjoy the process in itself. It is credited with being very anchoring in the present moment, without ruminating on the past or worrying about future.





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Section 3

THE LUDIC AGENT

Elements additional that support the task of the ludic agent

5

THE FIGURE OF THE LUDIC AGENT

DEFINITION

Figure that has the specific purpose of promoting the creation of an adequate board game culture in residential centers.

The Ludic agent is hence responsible for promoting knowledge, orientation and resources to youth workers so that they can successfully implement the right to play in residential care centres through board games.

To achieve this, the Ludic should be able of analysing the context and specific needs of children and young people in care and, based on an evaluation, structuring board game spaces in a programmed and sustained way. Or on the contrary, being able to introduce the board game in an unstructured dynamic.



AIMS OF THE LUDIC AGENT

The main aims of the Ludic Agent are:

- Eliminate prejudices towards board games;
- Facilitate tools to adequately implement board games by youth workers and care services;
- Create and maintain a culture of board games in the centers;
- Use the board game as an intervention method.

SKILLS

To be an effective Ludic Agent it helps to be a passionate player, but that does not suffice.

Promoting a game culture in residential centres and hosting games events requires many different skills, namely:

COGNITIVE SKILLS

- * **Observation:** pay attention to what happens, memorize the movements of the players and integrate this data to predict how the game session may unfold.
- * **Creativity:** use the imagination to plan new strategies.

EMOTIONAL SKILLS

- * **Control your impulses:** promote the well-being of all the participants, show enthusiasm for competing at the moment, seeking connection with adolescents. But always taking into account the expression of one's own emotions, due to the need to set limits both for the part of the game itself and for inappropriate behaviours.
- * **Confidence:** in what they do and in the game session itself, to be able to transmit it to others.

SOCIAL SKILLS

- * **Educational references who lead the activity:** they must be role models during the sessions, to be responsible for:

1. Promote a friendly and inclusive environment
2. Advocate fair play
3. Being able to intervene assertively
4. Resolve the current conflict



KNOWLEDGE

Knowledge and key insights to successfully apply the right board game culture in residential care services:

* About board-games.

- › Know a widerange of board games, so as not to always focus on the same ones.
- › Identify the different skills and other meaningful learnings that board games can potentially bring to the players.
- › Detect opportunities the board game provides in a given context or situation. For example to help ease a conflict.

* About the context and need of players.

It is important to be able to know the characteristics and needs of the group served by the residential care setting to select the most proper board game option for them at a given time. Areas to know:

- › **The interests**, their preferred leisure activities and what they think these activities bring them.
- › **The relationships with others**: how is their relationship with the youth workers and other young people in the residential centre? Is it conflictive? Is it cohesive?
- › **Cognitive, emotional, and social skills** of young people who participate in game experiences. It is also important to consider some aspects of their life, such as their level of subjective well-being and the emotions they express. The different challenges that the children and adolescents bring with them (attachment disorders, concentration, aggression problems) are often relevant for the practice of leisure activities and playing games.

* **Know how to enliven board games** from their start to the end. Knowing methodologies for the correct dynamization of board games with young people. This includes preparing the game sessions, and addressing challenges that may arise, including resolution of conflicts that may arise.

* **Knowledge about promoting a game culture.** Be able to maintain a playful attitude that encourages interest in playing and having fun by those involved namely by young people's own will to want to play and youth workers facilitating and structuring board games.

* **The community context and external resources** available to support the implementation of game spaces.



KEY TASKS OF THE LUDIC AGENT

- * **Not having to always play, but leading and promoting the game in others.**
- * **Analyse the context, problems and specific profile of the young people in care** play and how it can impact in the best possible way on the improvement of their transversal skills and subjective well-being.

- › It is important to be aware of the different characteristics of youngsters, such as their age, gender, country of birth, education, time spent at the centre or if they have a disability, for example.
- › Concerning different countries of origin, the intercultural component is a key aspect to be taken into account. In many other parts of the world, people play differently and learn different games.



* **Check the structure of residential centres (spaces, materials, schedules, etc.)** to propose the most suitable space and time to play.

* **Analyse the potential of the staff team and encourage:** those aspects that can promote the implementation of a board game culture in the residential centre.

* **Identify moments to play games:** Make proposals for either arranging semi-structured or spontaneous board game sessions or as a distraction tool to resolve conflicts.

* **Promote a meaningful learning narrative:** board games can be used to work transversal skills of young people, such as emotions, abilities, etc. This may be possible while playing or from reflection after the game session.

* **Manage changes and improvements to implement the right to play effectively in care centres.** Discuss changes, resources and support needed to effectively implement board games in your residential centre with other youth workers and managers.

* **Be the link with the community and external resources in the field of play:**

* Perhaps the residential centre might not be the only place to play board games. Explore what other resources are available in your community and that can be used to promote the right to play in your residential centre.

* **Stand up as a figure for monitoring and supervision** of the board game implementation in your organization.

- Advice to other youth workers on how to implement board games sessions, monitor the various board games proposals and ensure continuous evaluation to address changes and improvements.
 - * **Think board game proposals concerning families:** board games can be a useful tool promote interaction between adolescents and their families in a casual way, since on many occasions neither party knows how to approach the other.
- * **Gather inputs from other youth workers** on topics such as:

- **The impact on young people:** gather their point of view on the experiences carried out with regards to the implementation of leisure activities in general and board games specifically and their impact on the young people.
- **Their own experience and expectations:** gather their training and experience with ludic activities and specifically with board games in the framework of residential care facilities and their expectations and challenges they have concerning their practical implementation in such settings.



6

ELEMENTS SUPPORTING THE TASK OF THE LUDIC AGENT

- » **Promoting the Visibility of the Ludic Agent:** Youth workers working in the residential centre need to be informed about the vision of the institution towards promoting the right to play and the use of board games, the function of Ludic Agent and the extent of his/her activity.
- » **Committing of time and space to play board games:** Board Games need storage space that is accessible and known to staff youth workers and in case this is not yet available, the institution should facilitate spaces for this purpose. In addition sufficient time should be allocated to play board games and in case this is not the case openings for this purpose should be introduced within the regular programming of the service.
- » **Allocating specific budget for board games:** to develop game culture institutions need to insure budget for related purchases, such as:
 - » New games and future additions to those games;
 - » Relevant books and publications;
 - » Tickets for board game conventions and competitions;
 - » Continuous training for youth workers in the field of board games (participation in workshops...).
- » **Supporting Evaluation processes:** The activity of Ludic Agent and implementation of game culture needs to be regularly evaluated within the framework of the overall support service. In this regard, board game programs need to be flexible and adapt according to the needs and specific context of the service.



USE OF EXTERNAL RESOURCES AVAILABLE

To encourage access to board games and promote community integration, it is recommended that the Ludic Agent knows available external resources from which to benefit throughout the process of implementing a proper board game culture in a given residential setting. **This relates to for example:**



- » Adequate spaces to play board games that in some are more appropriate than those existing in the residential care center.
- » A wide range of board games that expand the range that the residential care center currently has.

This would allow young people to opt for more variety of board games which encourages interest in them whilst minimizing the apathy of always playing the same ones. It also gives the opportunity to play games that cannot be afforded due to potential budgetary constraints within the care service.

Many of these external facilities offer board games resources free of cost or at substantial low-cost. Some of the aforementioned facilities may be:

- » **Libraries:** board games can be lent to take home or to be played at their facilities directly for free.
- » **Civic Centres:** they offer board game activities promoting meeting points and social relations with the community.
- » **Cooperatives and Foundations:** In addition to explaining and giving recommendations on board on games they also allow people to play in their facilities most of the cases. Depending on the conditions they might also lend board games.



Note:

Board games can lead to a rapprochement with the community where the service is located, by favouring the inclusion of adolescents in local resources and agents outside the residential center, due to the use of these services from a playful environment.



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Section 4

LET'S GO PLAY!

The key elements to take into consideration when Playing games!

WHEN TO PLAY?

Taking into account that it is difficult to establish a general schedule for table games since it depends to a great extent on the dynamics of each residential centre and of the young people, however, several aspects can be considered depending on the type of center:

- **During the school year:** this period may be easier and more functional to play in the afternoons and on weekends. Even after dinner, it may be appropriate to set a time to play, but remember not to select table games that generate agitation.
- **During vacation periods: playing in the morning can be a possibility,** taking advantage of the fact that adolescents already have established schedules to which they are accustomed. However, during holiday periods, playing in the morning can be a possibility, taking advantage of the fact that young people already have established a routine schedule to which they are accustomed.



Should I wait for the game to be spontaneous?

After analyzing the activities and routines of several residential care centers of the partner entities of the Domus Ludens project, it was identified that the implementation of activities with board games was more effective in the centers that included time for this type of game as part of their programming. In this sense, spontaneous play tends to appear scarcely, since young people usually have other alternatives in mind, such as the use of new technologies. a scarce way, as young people often had in mind other alternatives such as using new technologies.

How do I get the dynamics of the board game to be implemented?

- » **Reduce distracting stimuli as much as possible and** set aside a specific time each week to play board games.
- » **Participation of educators during the game.** This can contribute to motivating adolescents to participate in board games and to feel more comfortable since they are sure that someone is directing the game and is capable of resolving possible conflicts that may arise.
- » **Offer different alternatives to spend your free time choosing from.** How to choose if they prefer to play board games or read? In this way, the decision to play will come from your motivation. This is a very important aspect to take into account since creating a voluntary and semi-structured game dynamic will always give better results than a mandatory one.

And if you still have doubts, remember: the game is **directly related to pleasure and fun in the company of others**. Board games can make us equal during the time we play (equality both between the adolescents themselves and between them and the playful agents).

Board games help entertainingly pass the time and teach participating people an alternative to healthy, non-consumer, and sustainable leisure.

All the above can contribute to create a culture of play among young people that is internalized and assumed as part of their routine. So that THE WILL TO PLAY arises spontaneously from them, without having to be promoted.



There is no **exact formula** for deciding WHEN TO PLAY BOARD GAMES however the following items proposed below can help to identify suitable moments:

- 1. Semi-structured board game sessions as part of the residential centre daily dynamics:** have a day or a specific moment during the week when board games are played as part of the regular routine of the residential centre.
- 2. Detect spontaneous/additional opportunities for playing:** for example during holidays, while travelling or when there is some time to kill (e.g. during that half hour before having dinner)...
- 3. Use the game as a possible tool to resolve existing conflicts and promote bonding:** cooperative games can be used to empower the group.
- 4. Promote that young people set up a culture of play during interactions with family members,** for example when they do their weekend visits to their families or even when their families visit them in the residential centres: sometimes during family visits, young people and family members don't know how to interact with each other. Board games can be a healthy way for young people and their families to relate easily and subtly.

8

THE ANIMATION OF BOARD GAMES

How can we have a successful board game session?

- 1. First we need to make a good choice of games** by making sure they work well with the people that will play with them and the time they have available for playing.
- 2. We need to have a proper space that makes players feel** comfortable and makes it easier for them to concentrate.
- 3. It is also very important to make a good explanation of the games**, not only that it is clear and understandable, but also inspiring, that generates a desire to play.
- 4. Finally**, after playing it can be useful **to make an assessment of the board game** that has been played, even if it is a very small assessment, in order to learn from experience and take the learnings into account when playing future board games.



Below we provide some concepts and tips that can be very helpful.

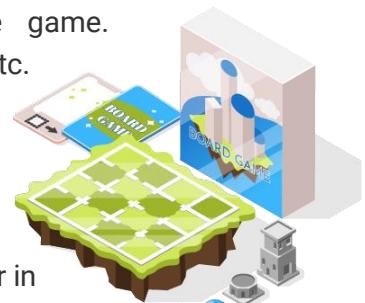
8.1. CHOOSING BOARD GAMES

a. What parts does a game have?

Components, narrative, mechanics, goal for victory & dynamics between players. Knowing what a game is made of will be very helpful to be able to choose which game suits us at any given time.

In general, games are composed of:

- **Components:** they are the physical parts of the game. They include the board, cards, dice, meeples, tokens, etc. Find out if the game has many or few components, if they are easily replaceable or not in case of loss, their quality and durability... even if they are beautiful or not! The components will also condition the place where we can play: do we need a table? Can you play on the sofa or in the garden? Are they portable?



- **Narrative:** Many games tell a story. Sometimes we are adventurers, sometimes builders, a monster chases us, or we do car races... Having the game have a good narrative can help us in two important things. First, in the motivation of the players. Sometimes we choose a game just because we like its theme. Secondly, a good narrative that is well integrated within the rules of the game and that give it internal logic will make it easier to understand and remember how a game is played. We call abstract games those games that have no narrative.
- **Mechanics:** It is the core of a board game. The mechanics tell us about the actions, interactions between players, turns and rounds. They are defined in the rules of the board game. The mechanics are in the game what a script is to a movie.
- **Victory Goal:** What we need to do to win the game. Each game has a different way for declaring victory: sometimes it is about who gets the most points, or who gets to the finish line first, or, in the case of cooperative games, if we all defeat some bad guy... Understanding the victory goal will be of great help to explain a board game well.
- **Dynamics:** How do players relate to each other during the game? This is perhaps the most difficult concept to understand. It's about seeing what kind of interrelationship between players the game proposes: should we talk or play in silence? Cooperate or compete? Do you have to annoy the other players a lot or is everyone doing their part in the best possible way? Do we have to move a lot, touch each other...?



b. Modern games, classic games and old games. The importance of good mechanics.

Sometimes youth workers state that in the residential centres they have games, but young people do not use them and automatically come to the conclusion that they don't like board games. This usually happens when we have old, or outdated, board games.

We can make this small and simplifying classification of board games:

- **Classic games:** those that have existed for many years (or centuries!) and are part of the general culture. We are talking about board games like chess, backgammon and so on. They tend to be very good games, and quite well known around the world. They usually have no narrative.

- **Modern games:** They appeared during the second half of the twentieth century and started to become well known specially since the appearance of the board game Catan in Germany in 1995. Since then thousands of new board games are made every year with a thousand and one varieties in terms of mechanics, components, dynamics... and are increasingly creative and original.



Note: The Domus Ludens project focuses on this type of board game because they are the ones that work best and provide more possibilities for playing in the context of residential care centres.

- **Old games:** we refer to games that, despite being well known, current game experts consider them outdated because they have some mechanics that do not work sufficiently well. For example, games that are unnecessarily long, or that do not allow a comeback, or that eliminate players from the game too soon...

Examples of these games are Monopoly, or Risk. We know that some people like them but in general they are bad choices for introducing people into the world of board games, and when are played, the players get often bored. These should be urgently supplemented by modern games in order to have better gaming experiences.



c. Luck in games

The luck factor of a game is an ally we need to know. There are games where luck does not intervene at all, such as chess. And there are games where everything depends on luck, like the Goose Game. In the former, victory depends entirely on the ability and skill of the players. In the latter it will all depend on luck, players won't need to make any decisions and therefore previous experience will not be important.

Most modern games include the luck factor to a greater or lesser extent and it is important to know how to analyse each game regarding this aspect. A game with too much luck can give the feeling that we are not making any decision and, as victory is not up to us, we won't be interested. On the other hand, in a game with no luck, the worst players will not have a chance to win and this can demotivate them. The level of luck that the players will need will be a good question to ask when choosing a board game.

d. Competitive games are also cooperative!

Competitive games are those that have one or more winners and one or more losers. Cooperative games are those in which everyone either wins or loses. In this second case, we need to collaborate and help each other in order to win the game to the game itself. Thus, cooperative games will be of great interest to educators in order to work on skills such as teamwork, group cohesion, empathy, assertiveness, and so on.

But be aware! A competitive game is, in itself, a first-rate cooperative activity. To play, even in a fiercely competitive game, you have to agree on the time and place, the rules, the order of the game, you have to listen to and accept the actions of the opponents, and so on. In short, we will have to work together for the game to work.

e. What needs to be taken into consideration before choosing a game?

Main features:

i. Age

All games include information regarding the most suitable age to play them. Most games for young people and adults are from 8 or 10 years old. But keep in mind that games from the age of 6 can also be good for young people or adults (e.g., the Dobble or the Rummikub).



ii. Duration

Finishing the games we start is important. Therefore, it's necessary to choose the board games being sure that we will be able to finish the game. The duration of the game is usually indicated on the box. But usually this can be very variable depending on the number of players of the game, whether the players spend more or less time thinking, & so on. Therefore, it is not necessary to take it as an absolute truth. Also, keep in mind the explanation time if the players do not know the game yet.



Note: In addition, if the players are not yet familiar with the game, the time it takes to explain it should be taken into account.

iii. Number of players

The number of players will also be indicated. But you have to be careful, because sometimes a game may not work completely properly depending on the number of players. For example, Dixit Odyssey is a game, in theory, for 3 to 12 players, but experience teaches us that 3 players makes the game not sufficiently fun or interesting.



At times when we have more players than the game allows, we can make pairs or teams. But you have to be careful, because often playing in pairs makes each turn slower and players lose pace and concentration.

iv. Difficulty

Some easy games and games that are difficult to explain and understand, as well as games that are easy to explain but complex to play and vice versa. So, for the more complex games, it is important to assess if we have enough time to play them and if players have the capacity to follow up the game effectively.

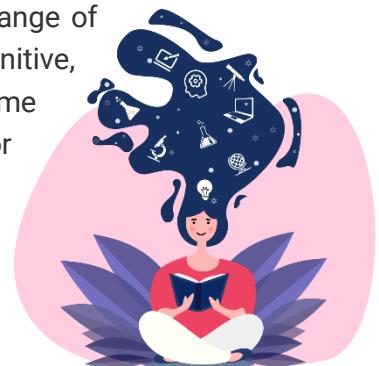


v. Degree of excitement

There are games that, because of their characteristics, tend to excite players, make them shout, move... or turn the game into a kind of party. Others invite more silence, reflection, conversation. Depending on the schedule, the space, whether the game room is shared with other activities, etc. this aspect will have to be taken into account.

vi. Skills or educational intent: games that allow us to work on something that specially interests us.

As we explained earlier, board games address a wide range of skills and therefore can help us in educating many cognitive, affective and social aspects of young people. But some games can help us work on more specific aspects. For example, there are games that require negotiation, such as Catan or Bonanza, others that require mental calculation, such as Adventurers on the train, or language skills, such as Dixit. As educators we can take advantage of the choice of the game depending on whether or not we want to work on any of these specific aspects.



NOTE: Check our **Guidelines on board games** to learn the educational intend of 20 board games specifically selected to work skills of young people in residential care.

vii. Participation of players in the choice of board games

Who chooses which game to play? Sometimes it will be the young people of the residential centres themselves, sometimes the youth workers (aka Ludic Agents) will want to do it. It's interesting to stop for a moment and ask ourselves "Who should choose which board game to play today?"

Young people being the ones choosing the games helps them become more involved and play with more motivation, as it will be easier for them to choose games that they already like or that, because of the narrative, they think they might like.

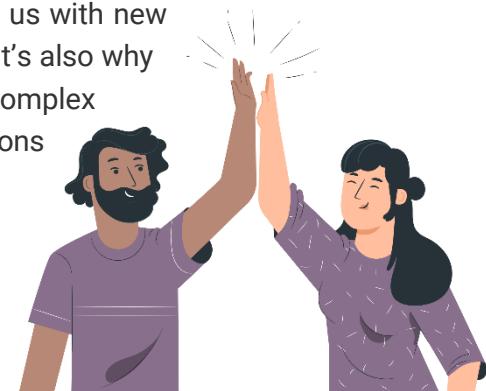
But on the other hand, if young people are always the ones choosing, maybe some games can stay on the shelf forever because of the prejudices they may have, or out of laziness in the effort to learn a new game.

There will be other situations where it will be convenient for the Ludic Agent to be the one choosing the game in order to work on some specific educational aspect.

viii. *The pleasure of playing*

What makes a game fun or interesting for some players and not for others? It is very difficult to know. There's no accounting for taste. Now it is important to be aware that if the game isn't fun nor it generates interest, it doesn't make sense to play it. Nor will it be possible to motivate young people to play it again another day.

The opposite of boredom is not fun, it's interest. According to Raph Koster, what makes a game interesting is its ability to create learning. Every time we learn and practice learning, our brain generates dopamine, a neurotransmitter that helps create the feeling of pleasure. That's why, when a game is too simple, or no longer provides us with new learning, it bores us and we let it be. And that's also why we might be interested in playing more complex games, which always generate new situations and therefore new learning opportunities.



8.2. THE PLAYING AREA

In reality, we don't need to have too special conditions to be able to play board games. Little is enough, and each game can be played in different conditions. This does not mean, however, that we should not try to have adequate playing spaces that make it easier to have a good experience when we play. Three factors that we consider important are:

- » **The table** must be the right size. If it is too small, not all the components of the game will fit. If it's too big, players won't get everywhere. It is a good idea to have extendable tables, to adapt them to the game we are playing.
- » **The sound.** When we play we need to have a space where we can hear and be heard when we talk, but also a space where we don't bother anyone if we turn up the volume and shout. It will also be important to avoid rooms where there is a lot of echoes.
- » **The lighting.** It should be enough to read the texts, distinguish the colours, and so on.



8.3. DYNAMIZATION OF GAMES BY THE FACILITATOR

The game facilitator can be the Ludic Agent or any youth worker willing to lead this task.

In a general manner, a game facilitator is a person that during the play of a board game assumes the following tasks: supporting players managing all the aspects related to the game logistics, managing the group dynamics, and the various learning processes that might arise from the games... A good facilitator knows how to balance all the tasks and the process.

The golden rules to be followed by the facilitator

- 1. Playful attitude:** The facilitator must convey a desire to play, to have fun, to share the interest in the game with the players.
- 2. Knowledge of the game:** There's nothing worse than having players waiting, hoping to try a new game, and the facilitator not knowing it and reading the instructions while trying to explain it. The situation will soon be tedious, and interest in the activity will be lost. Therefore, a game that has not been played before and is not mastered should never be explained. Having fresh rules and enough experience to quickly resolve doubts that arise will be crucial.

DEVELOPMENT OF THE EXPLANATION

A game can be explained perfectly in different ways and each person has their own style when it comes to animate games. However, we must be aware that how we explain a game will be a key factor in the success or failure of the game. And so, as we explain it, we have to make sure that it is a good explanation that it works and serves to start playing as soon as possible, and effectively.

Not all games are explained in the same way. Some can be played and explained as you play. Others will need to be explained all at once previous the start of the game. In other cases we'll have to do a test round before starting a proper round.

Below we provide a general outline and tips that can help.



1. Preparation of the game

- » **Accommodate the players:** make sure they are sitting in the right place to make the game comfortable. That all the players get to the board, that they are well seated, that no one is covered and that everyone can see everything correctly, and so on.
- » **Set up the table:** Set up the components to start the game (prepare the board, if any, cards, tokens, etc.).
- » **Explain the narrative.** Narrative helps motivate players, especially if it's a narrative they like, but most of all it helps to better understand and memorize the rules of the game.
- » **Introduce the components of the game:** the parts of the board, the meaning of the pieces, the pictures of the cards.

2. Explaining the objective

Who will win? How do you achieve victory? The one that makes more points or whoever gets to the finish line first? You need to explain what needs to be done to win the game.

3. Game mechanics: explaining how the game is played (the rules)

1. Whenever possible, explain the rules while playing the game.
2. Introduce the rules gradually, as the game demands. Instead of explaining all the rules at once, explain them gradually. If necessary, do a trial round.

4. The First game:

- » **Pay attention to the first rounds** and check that they are played correctly. Correct mistakes and, if deemed appropriate, give some strategic or tactical clues (without favouring any particular player). If the facilitator also plays, he can explain why he made a specific move. This helps novice players learn the basics and strategies of the game and see the fun.
- » **Observation:** look at how the players react to the different situations in the game. Do they understand it? Are they aware of where the fun element of the game? Do they come with strategies to play the game? If they are mistaken, downplay the mistake and take the opportunity to reinforce those rules that have not yet been assimilated.



5. End of the game:

- » **Congratulate the winners (in moderation) and cheer on the losers (good game!).** See that the players do the same to each other. Comment on the good rounds of the game, analyse the different strategies of the players, the key to victory, the most fun moments, etc
- » **Ask how the game went.** Did the players like it? What makes the game interesting? Do they want to repeat? Now is the time to make players aware of the interest in the game, the fun time we have had, the value of the game itself.
- » **Provide, if it is the right time, the personal vision of the game.** What does this game bring to us? What sensations does this game give us that we like? In what aspects is it similar or different with regards to other games that we've played or that we know?

8.4. DECALOGUE OF ETIQUETTE⁷ (FOR GOOD BEHAVIOUR PLAYING BOARD GAMES)



1. **Choose the game taking into account the other players.** We play in groups, not alone. If the game is not liked or not suitable for other players, the game will not go well and you will not enjoy it either.



2. **Respect the playmates.** Be polite and considerate with other players. An angry playmate is not a good playmate.



3. **Put attention to the explanations.** Interrupting or repeating to who is telling us the game lengthens the process and makes it more complicated.



4. **Don't cheat. Play fair.** A competition that is not fair is not fun. No one wants to play with someone who cheats.



5. **Take care of the playing materials.** When pieces are missing or broken the game is not possible or becomes more uncomfortable.



6. **Be competitive.** Look for victory. Playing without wanting to win loses the sense in the game, for you and the rest of the players. Healthy competitiveness is intrinsic to the game.



7. **Win and lose in good ways.** Congratulate the winner, respect the loser. Recognize a good game from opponents.



8. **Get involved in the game.** Be careful, do your part, don't get distracted... the game is up to you and each of the players.



9. **Be patient with new players.** Learning a game takes effort, time and practice. It is important to understand that beginners make mistakes or have difficulty understanding and remembering some rules.



10. **Try not to interrupt the pace of the game.** Increasing turn-by-turn times prevents the game from flowing and can make it boring. Stay tuned for when it's your turn to play. Take the opportunity to think about the play while it is the turn of the other players.

⁷ Adapted from the "Guía juega y crece" del Instituto de la Juventud de Extremadura

8.5. STORAGE AND CARE OF BOARD GAMES.

One of the main values of games is their durability. When you buy a board game you can play for many years. Having a strategy and planning for the conservation of the board games is basic.

Some tips that may go well for the storing and care of board games:

1. **Never, never, never, during a game, do we leave the box empty or its lid on the floor.** This way we will not step on it or accidentally damage it.
2. **At the end of a game, we check the floor and under** the table in case a piece has fallen without realizing it.
3. **When assembling the game back in its box, we can count on all the pieces of the game** in order to make sure we are not missing any. In the rules there is usually a list of the components and their quantity.
4. **You should reserve a wardrobe or shelves specific for the games.** Enough so that they are not too tight and it is easy to grab them and put them back again. That it is in a place without humidity or direct sunlight.
5. **Save games vertically whenever possible.** The boxes are better preserved without the weight of the piled up games. It will also make it easier to grab and store them by preventing friction between the different boxes.
6. **Game cards can be sheathed to last longer.** In Game stores they sell covers for cards of any size.
7. **Use plastic bags to protect and classify the components of a game when you store them in their box.** Many games already incorporate these bags.
8. **If one or more parts are lost, look for ways to replace them.** Some publishers have a special service on their websites. You can also search for items that replace the originals (for example, using beans to substitute the lost coins), or even using 3D printers to print new pieces.
9. **Cover the boxes like books.** This can contribute to its greater conservation.



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Section 5

PRACTICAL EXPERIENCES

Let's explore...

9

ROADMAP FOR LUDIC AGENTS TO SET UP A BOARD GAME SESSION

The moment to play has arrived. How can you initiate and successfully implement a board game session? Find below a synthetic roadmap.

ORGANIZING THE GAME SESSION

- 1. Research the needs of the target group.** To plan a successful gaming event.
- 2. Game selection.** Take into account that it should respond well to their needs.
- 3. Envision the scenario.** Have a vision of how you want the event to unfold.
- 4. Invitation.** For games to be enjoyable, they must voluntarily for the sole purpose of having fun.
- 5. Preparation.** Before the game session it is a good practice to
 - a. Check all the games that are intended to be played are available
 - b. If boxes contain complete sets of pieces
 - c. Plan out the use of space.



BEFORE THE GAME STARTS

- **Introducing the game.** Each game should be introduced with one sentence designed to peak the interest, and intrigue and generally encourage the group to play it.
- **Explaining the rules.** The gaming agent must be able to provide clear and concise rules and ways of playing. As part of the explanations, you will need to be able to run a demo of the game and learn if the game needs a quick training round.

PLAYING THE GAME

- **To play or not to play, that is the question.** It is solely up to the social educator to participate in the game sessions by playing since he or she must be flexible, making a said decision based on what is conceived best for the game session.

- a) Functions that must be carried out if you decide to participate by playing:
 - * **Modelling behaviours.** The Ludic Agent needs to impersonate the behaviour they want to model and stick to it during entire gameplay. It will be the role of the Ludic Agent to be the showcase of what the group needs to learn, be it friendly rivalry or a sense of carefree curiosity.
 - * **Promote the state of flow.** Originate a space of attention, attractive concerning the difficulties of the game with the skills of the participants.
 - * **Guide the group towards autonomy.** Lead to the formation of a group of players who at a given moment do not need the support of a said agent.
 - * **Adapt to the group dynamics.** Moderate but do not impose or monopolize the knowledge about how to play, which game to choose, and what environment it should have.

- b) Functions to be performed if you decide to participate as a mere observer:
 - * **Respect the experience of players.** He or she won't make any remarks that break the magic circle they're in, but will save any comments for last. You must protect the safety of the players, that is, point out inappropriate behaviour, and calm down if someone takes the game too personally. And help with the mechanics if necessary.



FINAL CHAPTER

- **Recapitulation.** After every game the ludic agent should encourage players to share ideas, reveal their strategies, discuss interesting turning points of gameplay. Invite self-reflection and propose changing up the default way of playing.
- **Plan ahead.** At the end of the event ask for suggestions, announce what games can be played next time.

10

USEFUL RESOURCES

- * Board Game Geek - <https://boardgamegeek.com>
The website of the largest game community in the world. There are games, videos, rules, authors...
- * The dice tower - <https://www.youtube.com/thedictower>
A YouTube channel with the opinions and explanations of Tom Vasel, one of the experts in board games with better comments.
- * Reservoir jockeys - <https://reservoirjocs.cat/>
A podcast channel about table games in Catalan.
- * British Society for Knowledge - <http://labsk.net>
The largest games community in Spain.
- * Analysis Paralysis - <https://www.youtube.com/user/APJUEGOS>
A YouTube channel with reviews in Spanish.
- * NonameChannel - <https://www.youtube.com/channel/UCkxXdhasWnbriVdB3H0scfw>
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