



# CO-M-E and play for health!

Gamification in senior health education



Methodology handbook  
**“How to Play?”**



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## ✕ The Project

**CO-M-E and play for health! Gamification in senior health education** is a cooperation project for innovation and the exchange of good practices, framed within the strategic associations for adult education. This project is co-funded by the European Union.

The **main goal** of the project CO-M-E and play for health! (hereinafter, Project CO-M-E or CO-M-E) is to create a toolbox for senior educators and carers for the elderly, enabling work in the field of health education based on the process of self-diagnosis, self-reflection and modular content selection depending on the needs of the group and the moment of the learning process. The tool box will consist of a report comparing examples of good practices, a packet of games in stationary education (CO-M-E and sit to play!), on-line games (CO-M-E ON and play!) and a handbook presenting the methodology of working with these tools.

**The toolbox**, main result of project, will allow our target groups of our project and results, educators and healthcares, with different levels of experience and knowledge in the field of older people's work with to:

- modular selection of educational content in the area of Cognitive, Mental and Emotional Health (CO-M-E) in working with seniors, using ready-made content and proposed methodology;
- the ability to develop their own ways of working with seniors, using the received game methodology tool;
- diagnosis of knowledge and level of cognitive ability of the group at the beginning of the educational process;
- easy evaluation of the impact of educational / caring / on seniors through the ability to monitor the obtained variable input, middle and output results;
- the possibility of planning remote education of older people using the online tool, simultaneously with the ability to view their results.

The target groups of our project are people involved in non-formal education of seniors, especially educators and volunteers dealing with health issues in their cooperation with seniors. Educators, volunteers and caregivers working with seniors will have innovative tools to better interact and comprehend elderly people and their difficulties. Through the online games and the cards, together with the tool box that gives practical tips to better use them, educators will be able to diagnose the cognitive capabilities and mental condition of learners. This will give them the opportunity to better define the educational path for seniors. It is very important that the game module developed in the toolbox will allow you to plan the entire educational paths based on them, along with monitoring the progress of competences acquired by seniors in the field of health education, as well as the impact of these tools on the health of seniors in the area of CO-M-E health (e.g. emotions of seniors or memory abilities). The project will boost the creation of a collaborative learning interaction environment between educators and seniors. By raising the awareness and training on sensitive issues such as Cognitive, Mental or Emotional health, it will be possible to spread good practices to use innovative tools such as games to support and educate the elderly.



## ✘ The Games

### » Stationary Games

During Project CO-ME, different types of games have been developed according to three different topics. Fundacja Biosynergia (Poland) has developed a complete game focused on teaching and improving healthy eating habits; Ljudska univerza Rogaška Slatina (Slovenia) has been the entity in charge of developing a card game to improve the memory of seniors (spatial, mathematical and language memory). Lastly, Asociacion Egeria Desarrollo Social has developed a simple deck of cards and a board game to become aware of the development of emotions and, thus, improve knowledge about them and how to manage them more effectively.

### » Online Games

The company Vitale Technologie Comunicazione (Viteco) has been commissioned to develop three complete games for online use. Based on the aforementioned topics, the games are related to healthy eating habits, memory skills and tests on behaviour patterns according to the management of emotions.

## ✘ The Handbook

### » Study cases and Best Practices

#### Good practice “Social Support Network for Seniors” (Poland)

The project, carried out by FUNDACJA “W CZŁOWIEKU WIDZIEĆ BRATA concerns the creation of a social support network between citizens and seniors, and comprehensive support for the elderly in regaining their well-being and psychophysical balance in/after the difficult period of pandemonium. It involves the reintegration of people over 60+ years of age into activities, and the creation of a support network for people over 80 years of age who are at risk of exclusion due to health status, low level of independence, material status, difficult life situation further aggravated by the pandemic. The project also includes animation workshops and psychological consultations.

The need for the project is the result of our daily observations and conversations with people 60+ before and during the ongoing pandemic. The project is a response to the problem of social exclusion of people 60+, especially 65+ due to age, poor health and the deepening experience of isolation and loneliness among older people as a result of the ongoing pandemic.

From our past activities in implementing cyclical projects for seniors, it is confirmed that people 60+ experience loneliness, social isolation, hopelessness and resignation. For many of them, this is a difficult time of transition into retirement age and the end of their working lives. Despite the personal potential they have (e.g., intellectual, professional) or resources resulting from life experiences (e.g., resourcefulness, ingenuity, entrepreneurship, etc.) they fall into passivity, helplessness and lack of faith that something good will still happen to them in life. We consider inter-senior assistance, i.e. the action of seniors = for the benefit of their older colleagues, to be innovative in our project. At this point, based on the numerous attendances during the classes and conversations with seniors during the implementation of the activities, we can share the following results: the recipients of the project have gotten to know each other, established





relationships with each other, spend time with each other outside of the classes, talk about improved well-being, "I'm motivated to get up."

Determining factors in a successful implementation were the following:

- a project that responds to the specific and real needs of seniors, developed on the basis of observations and interviews with people over 60.
- personnel implementing the project with high competence
- Funding for a period of 12 months, i.e. long-term implementation
- implementation and communication between implementers based on cooperation, partnership communication, flexibility, kindness to people 60+
- recruitment through a local newspaper, which is read by seniors in Lodz, as a result of placing an article in the above-mentioned newspaper there were 90 people willing to participate in the project for 32 places! We have found an effective source of reaching lonely and needy seniors, thanks to which we reached very lonely people and those who are taking part in any activities for the first time.

The project is possible to be implemented by other NGOs, also in other cities. Interested organizations can contact the Foundation directly to learn more about the project, etc.

### **Good practice "Projekt Super Senior/wydawca Studio B" (Poland)**

Super Senior is a content support (provider of silver content) for institutions, NGOs and companies in the senior sector, a nationwide blog (promoter of interesting initiatives and methods of working with seniors), publisher of activation publications (books, workbooks) and publisher of a monthly magazine and animator of the local environment. The main area of activity is to show good practices related to the care and activation of seniors, and thus to strive for social (mental) change - the recognition of the opportunities and potential of the elderly by those around them (family, environment, workplace), but above all by themselves.

Super Senior was established in 2019 as a response to the growing needs of an aging society. The idea was conceived by Barbara Górnicka-Naszkiewicz, who combines her experience as a journalist with a copywriter's flair. For the past 3 years she has specialized in creating content (silver content) and publications for mature audiences, being a leader in 60+ activation and communication in Poland. More and more seniors are using the Internet, and companies and institutions need to respond to this growing trend. Creating valuable content aimed at the Silver Generation (silver content) for nationwide websites, portals, stores and blogs is a major support for the silver economy. Enabling older people to access press dedicated to them is especially important today.

This is primarily a mental change and an improvement in the well-being of older people. Activation content results in greater motivation to take action, showing good practices breaks down barriers, and activation publications mobilize even people with severe health limitations to become active.

More and more places on the web targeting people 60+ are being created every day. They can only be reached with the right content tailored to their needs. Valuable and engaging content is a guarantee of loyalty of Readers and Customers 60+. Daily observation of the senior community, combined with journalistic and copywriting skills, results in the creation of interesting and inspiring content.

With the help of the publications created, any organization can stimulate seniors into action.



Similarly with silver content - anyone can use it. Publishers, ngo employees and entities representing the silver economy do not have the knowledge and competence to, for example, effectively run their blogs or promote events to a wider audience. With this support, they can focus on running their activities, and Super Senior helps them describe and promote them. This is a huge help in attracting an audience and encouraging them to take action and make a mental change.

### **Good practice "SeniorApp Sp. z o.o." (Poland)**

SeniorApp is a platform available through a mobile app and website that aims to enable contact between those who seek support and those who want to offer it. The solution addresses the needs of seniors, people with disabilities and their loved ones, as well as those who lack the time or ability to fulfill any of their daily obligations. The platform also provides an opportunity to offer assistance and, on occasion, add to the household budget. An innovation we intend to introduce is the launch of a student internship/internship module in the mobile application for medical university and medical school students, where they could provide free services related to medical care, rehabilitation, dietary care and support in various health-related areas to those in need.

We were inspired by our personal experience of caring for people in need of help - and the number of such people, unfortunately, continues to grow. We want to develop technology to fight social exclusion and help those in need. Initially, the pandemic situation had a huge impact on the interest in our app - many Seniors needed help, if only to do their shopping or clean their apartment. We take action to break down technological barriers and digital exclusion among the elderly and people with disabilities, promoting the idea of lifelong learning. We feel that Seniors are very thirsty for new knowledge, it should be presented to them in an interesting and accessible way.

Over the course of this year, we have organized 20 "Like yourself with a phone" group meetings across Poland, attended by more than 300 people, and we already have more planned. More and more institutions working for seniors are coming to us with invitations to workshops across the country. The success of our solution is undoubtedly the way we reach our audience - we strive to make our communication with Seniors respectful, empathetic and tailored to their individual needs. We present useful functions of smartphones in an accessible form so that the digital world does not make Seniors afraid, but becomes an interesting and convenient tool in everyday life. However, the biggest role in the implementation of our initiatives is played by the staff - the SeniorApp Team, which is selected for its skills and predisposition for intergenerational contact.

Any organization can implement our method in order to improve. In changing the world, we strive to start with ourselves and make every effort to ensure that the consultations and workshops we provide are of the highest quality, both in terms of the range of issues and what we believe is most important - proper communication and contact based on trust, security and mutual respect.



### Good practice “Brain Fitness” (Slovenia)

Organization, led by Jasmina Lambergar, an internationally certified memory coach, conducts brain fitness workshops, individual memory exercises, workshops for companies, relaxation exercises with copyrighted content and exercises to strengthen attention all over Slovenia. In recent years, she has devoted herself intensively to the prevention of memory loss for all generations.

The activities include the following programs:

- Individual exercises brain fitness;
- Training of short-term and long-term memory;
- Personal society upgraded with memory exercises around slovenia;
- Brain fitness course – prevention;
- Learning, help with learning, memorization techniques;
- Lectures on memory and exercises for memory;
- Exercises for attention and concentration;
- Awareness techniques and relaxation;
- Dementia and relatives;
- Grandmothers and grandfathers with grandchildren;
- Programs for companies.

Among others, the association has taken part in the following events:

- brain fitness presentation at the 25th ALZHEIMER EUROPE conference;
- lectures and workshops at the NARAVA - ZDRAVJE fair, Gospodarsko razvatshišče, Ljubljana;
- workshops and lectures within the framework of the international exhibition MOŽGANI, Gospodarsko razvatshišče, Ljubljana;
- lecture EMPLOYEE AND MEMORY – impact of stress on memory and the positive effects of brain fitness;
- CAREER COACHING CONFERENCE: on the impact of stress on memory and the positive effects of brain fitness in employees within the framework of the 5th conference of career coaches with international participation;
- Coaching for more health and well-being of employees , STATE COUNCIL of the Republic of Slovenia;
- lectures and brain fitness exercises in the neighborhood communities of the LJUBLJANA CITY MUNICIPALITY;
- lectures and exercises in the Education Center CENE ŠTUPAR, Ljubljana;
- lectures as part of LIFELONG LEARNING weeks;
- lectures throughout Slovenia: associations, intergenerational centers, homes for the elderly, educational centers, cultural institutions, primary, secondary, vocational and higher education institutions;
- training and workshops for companies;
- lectures and individual exercises for memory, exercises for relaxation and exercises to strengthen attention in Slovenian and English, by agreement at the client's home or at the company's headquarters.

For additional information:

- Website: <https://www.mozganski-fitness.si/>
- Facebook: <https://www.facebook.com/vajezaspomini>





### **Good practice “Brain Training” (Slovenia)**

The participants, usually 10 to 15 of them, meet once a week and solve cognitive tasks that are prepared by Dnevni center Toti DCA. There are usually five tasks - some take a little more time, others take a little less time. They solve them individually, they also help each other a little, at the end of the task we review and discuss it together. The meeting lasts about an hour. The tasks are compiled on the basis of empirically supported guidelines for the implementation of general cognitive training and include tasks for training verbal and non-verbal working memory, attention, problem solving and logic. Research shows that physical activity, social activity and mental activity are the three groups of activities that are the most effective protective factors against accelerated mental decline. Brain training exercises improve short-term memory and the storage of information in long-term memory, which also improves the recall of newly stored information.

For additional information:

- Website: <https://www.dca-maribor.si/>
- Facebook: <https://sl-si.facebook.com/people/Dru%C5%A1tvo-TOTI-DCA-Marbor-sop/100064757284502/>

### **Case of studies “We read to different readers with different needs” (Slovenia)**

Organized by the Reading Society of Slovenia, “Trening spomina Preobrat (The turnabout programme)” was published in 2013.

The training for working Memories was designed by Israeli expert dr. Carol Goldfus, because she believes that by increasing the capacity of working memory, we can improve reading for people with dyslexia. The training consists of several simple exercises that train the child's visual and auditory memory, i.e. two important factors in learning to read and write. The author reports on many cases where people with dyslexia significantly improved their memory after training reading. The approach definitely offers a new possibility of working with people with dyslexia. The author of the case study was interested in whether the training helps the child to read faster and reduce the number of errors. For three months, she did training according to the Preobrat program with two children, one from the beginning of the second and the other from the beginning of the third triad of nine-year primary school. The author of the exercises performed the training with people of different ages, but she wanted to do it herself to test the effectiveness of the training for a younger or older student.

The program consists of several mental exercises to improve visual and auditory memory. These are aimed primarily at people with dyslexia and attention deficit hyperactivity disorder (ADHD). The exercises are simple, so they don't have to be performed by an expert, they can also be performed by parents, elders parents, brothers, sisters... The Reversal Program should enable the child to improve reading, writing and mathematics. We train for 20-35 minutes three to four days a week. The talented children see results quickly (after three months), while some need a year of training before we can start talking about progress. All training exercises are designed as a game, tasks are divided into areas.

With two case studies, she found that three months of intensive training brings to the named program a reduction in the number of errors during reading itself, not only increasing reading speed. Results on various diagnostic tests showed improvement functioning of the child in various areas (phonological awareness, memory, acquisition vocabulary, visual and auditory discrimination), and, most importantly, raising self-image. Both students are much more satisfied with themselves, and above all, of course, with their reading. The students described the



training as tiring, but at the same time interesting and above all efficient. They are aware of the improvement in their reading.

**Data base:** E-PROCEEDINGS OF THE READING SOCIETY OF SLOVENIA at the 10th expert consultation in Ljubljana (E-ZBORNİK BRALNEGA DRUŠTVA SLOVENIJE ob 10. strokovnem posvetovanju v Ljubljani).

**Link:** <http://www.bralno-drustvo.si/wp-content/uploads/2011/01/Tudi-mi-beremo-splet.pdf>

### **Good Practice "Training Activities Classroom for the Elderly +55" (Spain)**

Training Activities Classroom for the Elderly +55 is a program that has been carried out since 1994 with the participation of the Vice-rectorate for Equality, Diversity and Social Action of the University of Malaga, together with the Ministry for Equality and Social Welfare of the Junta from Andalusia.

Classroom for the Elderly +55 is an initiative that is developed with the aim of giving an opportunity to those people who, after the end of their work stage or due to other circumstances, wish to access training and culture, providing them with a space for debate cultural, social and scientific, and offering them an ideal framework for intergenerational coexistence.

The idea of removing the Classroom for the Elderly from the University and taking it to a closer and more accessible place was born in 2020.

In that year, a campaign was launched with this objective to help get out of loneliness, facilitate their training, bring culture and education closer together, as well as promote social relations through common interests for the thousands of elderly people who live alone in the district of the Carretera de Cádiz and other areas of the city of Málaga that, due to mobility problems and transport difficulties, cannot attend the courses at the University's Classroom for the Elderly.

The programming for the 2021/2022 academic year consists of a total of 150 training activities, including annual courses and workshops, and quarterly subjects, seminars and workshops. They cover different areas such as literature, art, science, history, economics, law, psychology, cinema, theater, mindfulness, physical activity, languages and new technologies, among others. For the 2021/2022 academic year, there are 1,300 people enrolled. Of these, 930 correspond to women and 379 to men.

They also have access to sports activities organized for them at the University Sports Complex.

For additional information | Website: <https://www.uma.es/aula-de-mayores>

### **Good practices: Workshop "Emotional management during confinement by Covid-19" (Spain)**

Workshop "Emotional management during confinement by Covid-19" took place on November 19, 2021. It was organized by Educational Psychology Research Group- Senior University of the University of Coruña (Galicia, Spain).

In the context of the Covid-19 pandemic, many institutions and entities have been interested in evaluating people's state of mind during the confinement and post-confinement period. It has been found that a high percentage of people suffered from anxiety problems as well as depression. Therefore, there has been great interest in knowing how strong stressors, such as Covid-19, influenced people's mental health and how it continues to affect them today.

The Workshop "Emotional management during confinement by Covid-19" is an example of it.



The workshop was aimed at women over 55 years of age, who took part in training in learning and managing emotions and social skills.

The practice had a positive impact that can be summarized in the following points:

- promote innovation and the exchange of good practices between adult education institutions;
- teach tools to educators and trainers to work with women;
- the activities implemented in the project engage 300 women aged 55+ from Poland, Latvia, Turkey, Spain, Slovakia in national training on creative skills.

The workshop is part of the Erasmus + "Women 55+ /vs/ COVID-19" program of the University of Coruña's Senior University. This program aims to promote innovation and the exchange of good practices between adult education institutions from different European countries, focused on supporting through creativity the acquisition of skills and learning abilities for personal and social development, increasing social inclusion.

### **Case of studies "Stimulation of Emotional Intelligence in the elderly: The PECE-PM program" (Spain).**

"Stimulation of Emotional Intelligence in the elderly: The PECE-PM program" was published in 2014 in the European Journal of Investigation in Health, Psychology and Education 2014, Vol. 4, No. 3 (Pages 329-339).

The Cognitive Stimulation and Emotional Intelligence for Seniors Program (PECE-PM), combines cognitive stimulation with intervention and stimulation of aspects related to emotional intelligence. The purpose of this study was to analyze the emotional intelligence results of the first stage of PECE-PM implementation. A sample of 28 program users who had completed 20 sessions and participated in the two evaluations (pre-post) was employed for this. Emotional Intelligence was evaluated before and after intervention using the Inventario Breve de Inteligencia Emocional para Mayores [Brief Emotional Intelligence Inventory for Senior Citizens] (EQ-i-M20).

After intervention with the PECE-PM, improvement was observed in most of the emotional intelligence dimensions (Intrapersonal, Interpersonal, Adaptability and Mood). In the Stress Management dimension, there was no change in scores after intervention, which leads us to reconsider the weight of this emotional intelligence dimension in the older population. On the other hand, the role of the Interpersonal dimension, which correlates significantly with other emotional intelligence factors (Intrapersonal and Adaptability) in older people, should be emphasized.





## ✘ Description of the games

### Educational culinary game: "Bon Appetit"

Educational culinary game: "Bon Appetit" is a board game developed under the topic of healthy eating habits.

#### RULES

3 to 7 participants take part in the game. The duration may vary depending on the number of people. The game is round-based and is played over four rounds. One round takes about 10 minutes to play. Total game time is 40-50 minutes.

#### CONTENTS OF THE PACKAGE

- 3 small boards showing a graphic representation of three plates with a central field for basic cards, surrounded by 3, 5 or 7 slots for ingredient cards.
- The board shows the volume of rounds in the game which helps to determine the number of turns depending on the number of players in a given game.
- The 36 main cards are divided into 3 sets of 12 cards. Each set comes with a 3, 5, or 7 ingredient collectible card dish. Cards with 3 components are marked in blue, 5 components in yellow, 7 components in green. The cards contain dishes to be made (main courses, desserts and special dishes) which are real recipes to be eaten depending on the season and a specialized diet in the case of various diseases. You may have to complete: main course, dessert and a special dish (for people with certain diseases). You may also need to make any combination of these dishes.
- 127 helping cards + 8 joker cards, also known as ingredient cards, are interchangeable hand cards, symbolizing basic food ingredients (onion, carrot, salt, groats, etc.) These cards are marked with additional information about the amount of a given card in the entire deck and the card's sequence number consistent with the number marked on the basic cards - so that it is easier to match them. Some cards are marked with ordinal numbers in brackets, which means that such a card can also replace another card with an additional number. Such a card is more valuable.
- Among the ingredient cards there are also Jokers, i.e. cards that are substitutes for each of the 'ingredient' cards. The Joker scores just like any other ingredient card they replace.
- 20 physical activity cards to complete after each round.
- 2 pawns - one to mark the round number, the other to mark the turn in the round.
- 100 individual point tokens.





## THE GAMEPLAY

After placing the boards and shuffling the cards in individual categories, the main cards should be placed on the color-coded fields corresponding to their reverses, and the ingredient and activity cards next to the plates. The player who starts the game deals 5 cards to the players and reveals the main card on the board of each plate. Then, in turns, each participant places one of his ingredient cards on the appropriate fields assigned to the dish card.

If a player does not have any cards to put on the board, any of his cards should be put to the pile of discarded cards and a new card should be drawn from the stack of unused cards. During each round a player who decides that his cards do not allow him smooth play may discard all cards from his hand to the pile of unused cards and draw 5 new ingredient cards but only once per round. If the ingredient deck runs out of cards, shuffle the discard pile and draw new cards from it.

With 3 players - 12 turns, total of 36 shows, with 4 players - 9 turns, total of 36 shows, with 5 players - 7 turns, 35 shows, with 6 players - 6 turns, 36 shows, with 7 players - 5 turns, 35 shows. Before the start of the first round, one pawn should be placed on the number 1 of the table of turns and one on the number 1 of the table of rounds. They need to be moved after each turn and round.

Each participant receives point tokens individually for the cards they have played.

At the end of the round, a card is drawn from the 'ACTIVITIES' pile after which the players perform the action described on the card. The activity card can also be taken by the person who placed the ingredient card on the plate last.

The cards you have in hand stay with you until the next turn.

In addition, on the last turn of the last round, all matching ingredient cards from the hand can be placed on plates.

## GAME SCORE

The maximum possible number of points for one person in the game is about 100 (assuming that one player scores all the points).

Scoring: Each player who puts a card on the plate takes 1 token from the token container. The player who places the last card on any plate receives 2 extra tokens. For arranging a plate with the card named 'Special dish' you get 1 extra token.

The player with the most tokens collected wins.

## POSSIBLE RULES MODIFICATIONS:

- Time game. The game limit is 40 minutes. The number of rounds played doesn't matter.
- You can also arrange that after each round the cards remaining in your hand are placed in the discard pile.
- When there is already a joker thrown on the plate and the player has a card in his hand that matches this dish he can remove the joker in one move, take it to his cards, and place an originally matching card. Of course he scores an extra point.
- Different ways of counting points; for each card completing the dish (placed as the last one on a given plate), the player receives additional points according to the following conversion rate: 3-component plate + 1 point, 5-component plate + 2 points, 7-component plate + 3 points. The rest of the scoring method remains the same.
- If during a turn one of the plates is completed, the cards are removed from it and a new dish card is placed to be filled.



## Memory cards. Game number 1: Memory cards for improving language abilities – combining things that go together

The memory card game for improving language abilities is played with a deck of memory cards. In it, 2 to 4 players can participate.

### HOW TO PLAY

Players combine cards with images of things that they associate together. The set of cards has two different piles. Cards from one pile are distributed one by one on the left side of the table, and cards from the second pile are distributed one by one on the right side of the table. The game has three levels:

- On level 1 both sets of cards are faced up for the users to be seen. The first player starts by choosing one card from one pile and the one card from the other pile, while both cards contain the images of the things he/she associates together (for example fork and knife). He/she keeps both cards. Then the same is done by the second player, afterwards the third player...
- On level 2 one pile of cards is faced down and the other faced up. The first player starts by choosing one card from the pile faced up and the one card from the other pile faced down, trying to find a card containing the image of the things he/she associates together (for example fork and knife). If he/she succeeds in finding a suitable pair, she/he keeps both cards, if not, he/she puts both cards back on the same spot, one faced up and the other faced down. Then the same is done by the second player, afterwards the third player...
- On level 3 both piles of cards are face down which makes the game more challenging. The first player starts by choosing one card from one pile and one card from the other pile, trying to find a card containing the image of the things he/she associates together (for example fork and knife). If he/she succeeds in finding a suitable pair, she/he keeps both cards, if not, he/she puts both cards back on the same spot, both faced down. The first player continues to play as long as he/she finds a suitable pair. If he/she does not find it, it is the next player's turn. Then the same is done by the second player, afterwards the third player...



### OBJECTIVES

The objective of the game is to find suitable pairs until no cards are left on the table. At the same time players train their memory by trying to memorize the location of the cards. The players can also be asked to speak out the words they connect with the cards (for example knife and work) and therefore practice their language abilities. With additional instructions from the mentor the game can also be turned into a discussion game, where players can discuss their emotions, memories, about why they associate two things together and similar.

### RULES

The cards are set in two different piles on the table, faced up or faced down, depending on the level of the game. The players are changing turns and the game finishes when there are no more cards on the table. There is no set duration. The time depends on the number of players and how fast they play.





## **Memory cards. Game number 2: Memory cards for improving language abilities – combining the opposites.**

The memory card game to improve geographic and cultural knowledge and awareness is played with the deck of memory cards. In it, 2 to 4 players can participate.

### **HOW TO PLAY**

Players combine cards with images of different countries' flags and images of things typical for that country. The set of cards has two different piles. Cards from one pile are distributed one by one on the left side of the table, and cards from the second pile are distributed one by one on the right side of the table. The game has three levels:

- On level 1 both sets of cards are faced up for the users to be seen. The first player starts by choosing one card from one pile and the one card from the other pile, while one card contains a flag of a certain country and the other of an image of a thing typical of that country (for example Cuba and a cigar). He/she keeps both cards. Then the same is done by the second player, afterwards the third player...
- On level 2 one pile of cards is faced down and the other faced up. The first player starts by choosing one card from the pile faced up (cards with flags) and the one card from the other pile faced down, trying to find a card containing the image of a typical thing for the country (for example Cuba and a cigar). If he/she succeeds in finding a suitable pair, she/he keeps both cards, if not, he/she puts both cards back on the same spot, one faced up and the other faced down. Then the same is done by the second player, afterwards the third player...
- On level 3 both piles of cards are face down which makes the game more challenging. The first player starts by choosing one card from one pile and one card from the other pile, trying to find a card containing the image of a thing typical for a certain country (for example Cuba and a cigar). If he/she succeeds in finding a suitable pair, she/he keeps both cards, if not, he/she puts both cards back on the same spot, both faced down. The first player continues to play as long as he/she finds a suitable pair. If he/she does not find it, it is the next player's turn. Then the same is done by the second player, afterwards the third player...

### **OBJECTIVES**

The objective of the game is to find suitable pairs until no cards are left on the table. At the same time players train their memory by trying to memorize the location of the cards. In addition, players revise their knowledge about different countries and cultures. The players can also be asked to speak out the words they connect with the cards (for example young and old) and therefore practice their language abilities. With additional instructions from the mentor the game can also be turned into a discussion game, where players can discuss their emotions, memories.

### **RULES**

The cards are set in two different piles on the table, faced up or faced down, depending on the level of the game. The players are changing turns and the game finishes when there are no more cards on the table. There is no set duration. The time depends on the number of players and how fast they play.



### **Memory cards. Game number 3: Memory cards for improving geographical and cultural knowledge and awareness.**

The memory card game to improve geographic and cultural knowledge and awareness is played with the deck of memory cards. In it, 2 to 4 players can participate.

#### **HOW TO PLAY**

Players combine cards with images of different countries' flags and images of things typical for that country. The set of cards has two different piles. Cards from one pile are distributed one by one on the left side of the table, and cards from the second pile are distributed one by one on the right side of the table. The game has three levels:

- On level 1 both sets of cards are faced up for the users to be seen. The first player starts by choosing one card from one pile and the one card from the other pile, while one card contains a flag of a certain country and the other of an image of a thing typical of that country (for example Cuba and a cigar). He/she keeps both cards. Then the same is done by the second player, afterwards the third player...
- On level 2 one pile of cards is faced down and the other faced up. The first player starts by choosing one card from the pile faced up (cards with flags) and the one card from the other pile faced down, trying to find a card containing the image of a typical thing for the country (for example Cuba and a cigar). If he/she succeeds in finding a suitable pair, she/he keeps both cards, if not, he/she puts both cards back on the same spot, one faced up and the other faced down. Then the same is done by the second player, afterwards the third player...
- On level 3 both piles of cards are face down which makes the game more challenging. The first player starts by choosing one card from one pile and one card from the other pile, trying to find a card containing the image of a thing typical for a certain country (for example Cuba and a cigar). If he/she succeeds in finding a suitable pair, she/he keeps both cards, if not, he/she puts both cards back on the same spot, both faced down. The first player continues to play as long as he/she finds a suitable pair. If he/she does not find it, it is the next player's turn. Then the same is done by the second player, afterwards the third player...

#### **OBJECTIVES**

The objective of the game is to find suitable pairs until no cards are left on the table. At the same time players train their memory by trying to memorize the location of the cards. In addition, players revise their knowledge about different countries and cultures. The players can also be asked to speak out the words they connect with the cards (for example young and old) and therefore practice their language abilities. With additional instructions from the mentor the game can also be turned into a discussion game, where players can discuss their emotions, memories.

#### **RULES**

The cards are set in two different piles on the table, faced up or faced down, depending on the level of the game. The players are changing turns and the game finishes when there are no more cards on the table. There is no set duration. The time depends on the number of players and how fast they play.



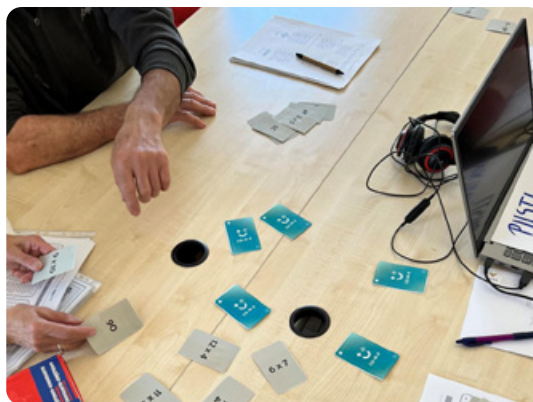
## Memory cards. Game number 4: Memory cards for improving mathematical abilities - addition.

The memory card game to improve math abilities (addition) is played with the deck of memory cards. In it, 2 to 4 players can participate.

### HOW TO PLAY

Players combine cards with mathematical operation of addition with the result of the calculation. The set of cards has two different piles. Cards from one pile are distributed one by one on the left side of the table, and cards from the second pile are distributed one by one on the right side of the table. The game has three levels:

- On level 1 both sets of cards are faced up for the users to be seen. The first player starts by choosing one card from one pile and the one card from the other pile, while one card contains a mathematical operation of addition (for example  $5 + 5$ ) and the other card the result of this operation (for example 10). He/she keeps both cards. Then the same is done by the second player, afterwards the third player...
- On level 2 one pile of cards is facedown and the other faced up. The first player starts by choosing one card from the pile faced up (card with a mathematical operation) and the one card from the other pile faced down (card with the result), trying to find a card containing the result of the mathematical operation. If he/she succeeds in finding a suitable pair, she/he keeps both cards, if not, he/she puts both cards back on the same spot, one faced up and the other faced down. Then the same is done by the second player, afterwards the third player...
- On level 3 both piles of cards are face down which makes the game more challenging. The first player starts by choosing one card from one pile and one card from the other pile, trying to find a card containing the result of the mathematical operation. If he/she succeeds in finding a suitable pair, she/he keeps both cards, if not, he/she puts both cards back on the same spot, both faced down. The first player continues to play as long as he/she finds a suitable pair. If he/she does not find it, it is the next player's turn. Then the same is done by the second player, afterwards the third player...



This set of memory game cards is used for development of mathematical abilities of players. Players combine cards with simple mathematical formulas with the correct results.

### RULES

The cards are set in two different piles on the table, faced up or faced down, depending on the level of the game. The players are changing turns and the game finishes when there are no more cards on the table. There is no set duration. The time depends on the number of players and how fast they play.



## **Cards of Emotions. Game number 1: Solitaire**

The card game called "Solitaire" is played with the Emotions deck. As its name indicates, it is designed for a single player.

### **HOW TO PLAY**

The description of this game is very simple: it is about stacking the cards in six piles (one for each color corresponding to a main emotion), following an order of numbers, from 1 to 12.

### **OBJECTIVE**

The objective of the game is to stack all the cards in their corresponding pile, until the player has no cards left in his hands. A second objective is for the player to learn that there are different emotions and that these, in turn, can cause others. Therefore, the names of the 6 basic emotions and associated emotions are written on the cards.

### **RULES**

The player has the cards in his hands and turns them over, seeking to place them, starting at number 1, in each of the six piles. If the matching card doesn't come up, the player keeps flipping cards until he/she gets a number that he can place, in order, on the matching pile. There is no set duration. It depends on the time it takes for the player to place all the cards, in order, in the piles.

## **Cards of Emotions. Game number 2**

This game is played with the Emotions deck. In it, between 2 and 6 players can participate.

### **HOW TO PLAY**

Each player is dealt two groups of cards. The first of them contains 15 cards (group 1) and remains face down so that they are not seen. The second group (group 2) are the cards that each player will have in hand. 5 cards will be dealt to each player. So, each player will have 5 cards in their hands + another group of 15 cards that they will keep face down until the game begins. In addition to these two groups of cards for each player, there is another group (group 3), with the largest number of cards, to "draw" after each turn.

The player who previously runs out of group 1 cards will win. To do this, he/she has to create 4 groups of cards from 1 to 12 (group 4), using both the cards he/she has in their hands and those of group 1, remembering that these have priority. In his hand he/she must always have 5 cards, so in the next play he/she will have to draw from group 3 the number of cards necessary until he/she has 5. On each turn, the player must drop a card, even if he/she did not drop any in group 4. The "released" cards must be grouped carefully (group 5), since they can be used during the game. To group these cards different strategies can be taken into account, but always considering that they can only be used in the order in which they are grouped (example: if the player needs a n° 5 but has a n° 8 on him, he will not be able to use it). Remember that there are 16 joker cards that can be used with the value of the number that the player needs to continue with the game. These cards are mixed with the rest.

### **OBJECTIVES**

On the other hand, other objectives contained in the card game are: the game is useful for making friends, learning to relate and creating friendship / support networks, reduces stress and anxiety, provides motivation and improves communication, among many other benefits.

### **RULE**





Who starts the game? The player who draws a card with the highest number. That is, a group of cards is placed in the center and each player draws one. Whoever gets the highest number, the game begins.: Once the game has started, each player will turn over the first card of group 1. The player who got the highest number starts the game. If the player has a n° 1 or joker, he/she can start to drop cards. If not, he/she drops the card and places it in group 5. Thus, the rest of the players. If a player places cards, on the next turn he/she must "draw" as many cards from group 3 as he/she needs to have 5 in hand and continue the game. It is not allowed to "steal" cards from teammates, as the game does not promote competitiveness or rivalry. However, in the pairs mode, the players who form a team can give each other cards, as a way of facilitating values such as cooperation and teamwork. During the turns, each player can choose the most appropriate strategies for their game. For example, if the player have jokers but they do not facilitate the game, the player can save them for later turns, or if he/she has cards from group 1 to drop but do not have cards from group 2 to continue the game, he/she can take turns, without forgetting to drop a card to group 5.

The duration of each hand is short, with which a criterion of the number of games can be established to establish a winner.

### **Cards of Emotions. Game number 3**

This game is played with the Emotions deck. In it, between 2 and 4 players can participate.

#### **HOW TO PLAY**

Each player is dealt 7 cards with which they will play. The rest of the cards are available to "draw" according to the needs of the players to develop their games. Each player observes the 7 cards he/she has in his hand and decides if his play is going to consist of grouping by colours or numbers. Of course, this criterion can change during the game depending on the cards that are "drawn". The discarded cards are put in a group apart from the ones that can be "drawn", for when they finish using the discarded cards to continue drawing. The number of cards "drawn" is the same as that of discarded, so that each player will always have 7 cards in hand. The game ends when one player has completed his/her game with the highest number of cards grouped by colour or number.

#### **OBJECTIVE**

The objective of this game is for each player to group the cards they have in their hands by numbers or by colours (we remember that there are 6 different colours). If it is by numbers, they must follow an order. We remember that the joker cards have the value that each player assigns them according to the game they are playing.

The game is useful for making friends, learning to relate and creating friendship / support networks, reduces stress and anxiety, provides motivation and improves communication, among many other benefits.

#### **RULES**

The number of cards "drawn" is the same as that of discarded, so that each player will always have 7 cards in hand. The player can change, at any time, the criteria for grouping the cards (by numbers or players) depending on the cards he/she takes. The duration of each hand is short, with which a criterion of the number of games can be established to establish a winner.

### **Cards of Emotions. Game number 4**

This game is played with the Emotions deck (without Joker cards). In it, between 2 and 4 players can participate.





### HOW TO PLAY

10 cards are dealt to each player. The rest of the cards are left stacked for players to pick up as needed. The player who has a 5 among his cards starts the game. If he has more than a 5, he places them all on the table. Then the next player to have a 5, and so on until all 5s are placed on the table. In order, each player drops a card, in order, from 4 to 1 and from 6 to 10, until each group of cards is complete.

### OBJECTIVE

The purpose of the game is to complete the cards, in order, by dropping the cards you have in your hand. The player who runs out of cards first wins.

The game is useful for making friends, learning to relate and creating friendship / support networks, reduces stress and anxiety, provides motivation and improves communication, among many other benefits.

### RULES

This game is played without the Jolly/Joker cards and without the number 11 and 12 cards. That is, the order of the cards will be from 1 to 10.

If a player has no cards to continue the game, he will take cards from the pile until he has one that he can place on the table. If the stack runs out of cards, the game ends and the player with the fewest cards in their hands at that time wins. There is no time limit. The game ends when any player runs out of cards or when there are no more cards in the pile to draw.



### Board Game: Staircase of Emotions

Staircase of Emotions is a board game consisting of a board and 120 question and answer cards. It can be played by 2 to 4 players.

### HOW TO PLAY

The game is inspired by the different Modules into which the authors divide Emotional Health: 1) Emotional Awareness. 2) Emotional Regulation. 3) Emotional Autonomy. 4) Interpersonal Intelligence. 5) Life Skills and Wellness.

Board Game "Staircase of Emotions" consists of a board where each of the modules is a step that the players will have to climb until reaching the last one. To reach each of these steps, the players have to climb 3 more, which represent different characteristics of these modules. Players complete these steps and climb the next one by correctly answering a series of questions or challenges. For each correct question / challenge, the player goes up to the next step. Each characteristic has 4 questions / challenges associated with them. These are written in cards (total 120), which are piled up and grouped in colors according to the characteristic to be obtained (example: if the player wants the "body expressiveness", he/she takes a card associated with it and not with another characteristic).





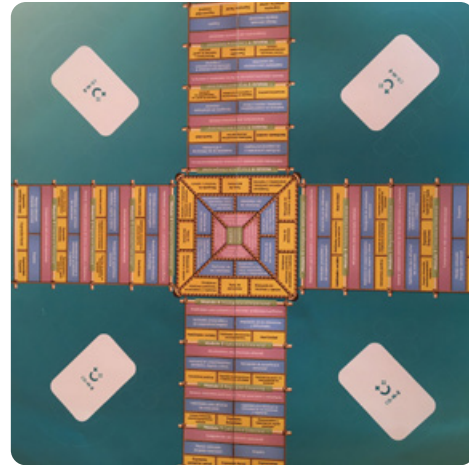


## OBJECTIVE

The aim of the game is to increase emotional self-knowledge and management of emotions through play. Know the process of acquisition and management of emotions in a playful environment. The player who first reaches the GOAL wins (module 5).

## RULES

The player who rolls the highest number on a die starts the game. He/she begins by moving his token to the first step of module one. There are four questions to answer. If the player gets the question right, he/she goes to the next step and the turn goes to the next player. If he/she fails, he/she stays on the same step waiting for a new turn. The duration of the game will be between 1 hour and an hour and a half.



## ✘ Methodology

### » Workshop: What value does health have for me? Coaching workshop based on the Wheel of Values/Wheel of Life too

In the workshop "What value does health have for me? Coaching workshop based on the Wheel of Values/Wheel of Life too" the materials from the game "Bon Appetit" are used. Printed circle of life for each participant is also used. This workshop is designed for the participation of 4 people per 1 set of games.

## HOW TO PLAY

1. Welcome to the group;
2. introduction of the aim of the workshop, which is to increase knowledge about healthy eating and the changes participants can make to their lives in this area;
3. the rules of the game are explained and the game is played;
4. at the end of the game, participants share their feelings, reflections and general impressions after the game;  
*IMPORTANT!* Points 5 - 7 must be written down in such a way that they are visible to participants in the next part of the workshop. This can be a flipchart or an A4 sheet on which the answers are written. Working on points 5 - 7, therefore, does not mean just talking, but that the trainer records the results accurately.
5. The facilitator records the most important elements of knowledge on the topic of healthy eating which the participants have acquired during the game. Work on the basis of the participants' reflections in the forum;
6. Participants, together with the facilitator, create a definition of "What does a healthy lifestyle mean?".

## Guiding questions:

- How do we recognise that we or someone else is leading a healthy lifestyle?
- What behaviours and attitudes are indicative of a healthy lifestyle?
- If these questions are too difficult for the participants - ask each participant to list 3 situations in his/her life when he/she "lived a healthy life" or "made a decision for his/her health".



7. The next step is for the participants to list as many advantages (social, personal, mental and emotional health, physical health) of a healthy lifestyle as possible.

## II. Coaching work with the group

### 1. Individual work - each participant receives a blank life circle.

Here you can choose between two versions:

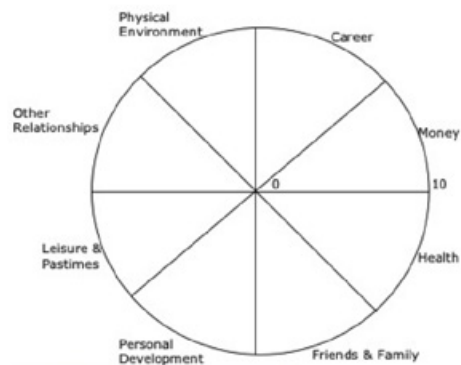
**A) Basic version:** Participants receive a standard life circle, with values such as personal development, family, financial health, fun, relaxation, spirituality. The facilitator can use ready-made half-lives available on the internet or ones they have worked with before.

The question then becomes "How important is a healthy lifestyle to you in a particular area?"

This version is recommended:

- when the educator hasn't worked much with the group before, doesn't know the group's cognitive capacity or knows it and it is low.
- the group is large and the facilitator does not have the possibility to support the participants individually in their work when difficulties and ambiguities arise (for example 1 facilitator).

This is a simpler version, but it does not hinder the goal of the workshop.



**B) Advanced version:** Looking at the results of the previous part in points 5-7, each participant writes down in one part of the circle the element "values of leading a healthy life" which is important to him/her. So everyone has to choose 8 such values, elements. They mark it along the line defining the value.

This version is recommended:

- when the facilitator knows the group very well and the group is more self-reflective, with high cognitive abilities;
- as a deepening of the work on the basic version (e.g. the facilitator works long-term with the group, they have already worked through the basic level and as a deepening of the topic of healthy lifestyle they implement the advanced version);
- the group is smaller (e.g. 4 people) I like to have more than one leader (they can support the participants in creating their circle).





## 2. When each participant has his/her circle ready, he/she is given another task.

The objective is to define on a circle scale from 0 to 10 how important a certain element, value is for him/her in life.

It should be explained to the participants that it is useful to reflect on and give different meanings to each of these values. Support participants not to mark everywhere, for example 8 or 10 or 5. The circle should be diverse. Example of result:



After determining how important a value is in my life - participants divide into pairs and exchange their circles. One person is the coach and the other person is the client. The client gives their wheel to the coach so that they cannot see their answers. It is important for the facilitator to make sure that those quivering understand the question and to be able to support them in the process.

The coach reads out the written value and asks the client: to what extent is this value present in your life?

**Basic version:** the coach's question to the client is "to what extent is health in a particular area present in your life?" E.g. "to what extent do you take care of your health in your family?", "to what extent is a healthy lifestyle important in your self-development?", "to what extent is a healthy lifestyle important in your leisure time?"

**Advanced version:** e.g. The client wrote down "a healthy body". - coach "To what extent do you feel your body is healthy?", "how would you describe on a scale of 1 to 10 the health of your body?". e.g. Client wrote down "less medical expenses" - coach "how much do you feel you spend little on treatment?"

The coach records the results of the answers by marking this with a coloured line, in a different color to that done by the client, along the values on the wheel.

## 3. When the whole circle has been completed:

- if the group is up to four people - participants do not discuss this, swap roles and repeat point three.
- if the group is more than four people - participants discuss the results. The client shares his or her reflection on the differences between the specific value in point two and how much of this quality is present in his or her life. Afterwards they swap roles.

After the pair has done the exercise, the trainer discusses the results in a forum.

**Questions** (ancillary catalogue which can be freely modified by the trainer):

- What surprised you most about the results?
- On a scale from zero to 10, how would you rate your level of care for a healthy lifestyle?



- At what point do you see the biggest discrepancy between the value you gave it and how pleasant it is in your life?

**7. After choosing this area - they are given the task " Write the first three steps you need to take to change this element in your life"**

**8. They share their goals and the three steps in the forum.** The facilitator asks " Is there someone or something that can help you to realize these three steps?".

**9. Summary of the meeting, reflection, evaluation.**

**10. ATTACHMENT:** If the facilitator is working with the group in the long term, he/she can agree with the group that at the meeting, for example, in one month's time, they will evaluate together how much and which of the planned changes I managed to introduce.

**The workshop aims** to raise older people's awareness of the value of a healthy diet.

By taking part in the workshop, they can look at how they take care of their health, how much attention they pay to it and what benefits this brings to them.

After the workshop, they will have identified goals, areas that need to change on this topic. They will also identify how they can begin to make these changes in their lives.

This method can be adapted to the individual work of dietitians, psycho dietitians. Based on the game, they can, for example, organise 4-person meetings of a group that plays the game and then carry out the coaching process individually with each of their patients. They then become the coaches. The method of working individually allows us to get to know the patient/client better, to identify areas that may be conducive to making a change in their habits and, as a result, to develop dietary changes that are realistic for the patient/client to implement and embedded in a broader social and personal context.

## **DURATION**

In total, the duration of the workshop is 2 hours and a half:

- Game: 40 minutes
- Reflection about game: 25 minutes
- Coaching process: 40 - 60 minutes

## **How to talk to each other at the dinner table? Workshop with game: "BON APPETIT"**

This workshop, which uses the materials from the "Bon Appetit" game, is designed for groups of 4 or 6 people.

## **HOW TO PLAY OR DO THE ACTIVITY**

Proceedings of the workshop:

### ***1. GAME***

1. Greeting the group.
2. Introduction to the workshop - participants should not know that the aim of the game is to analyse their decision-making process. The trainer informs the group that today they will play a game about healthy living and nutrition.
3. The facilitator divides them into pairs or they divide themselves (principle described in the rules)
4. Participants sit in pairs around a larger table.
5. They receive an instruction:
  - Presentation of the rules of the game (described in the instructions).
  - You play in pairs - i.e. the pair makes decisions together to win the game.



6. The game takes place. The facilitator's task is to moderate, but does not interfere with the work of individual pairs (the natural process is important)
7. At the end of the game, the facilitator asks a few questions about the game - what have you learned about building a diet? (This topic is not central to this workshop, so it is just a brief summary)

## **II. DISCUSSION**

1. The facilitator invites the working pairs to sit together. They are given questions for reflection:
  - Talk about how you worked together on the game?
  - What elements were key in making decisions? Choose:
    - MY RACE - OUR RELATIONSHIP
    - OUR RELATIONSHIP - WINNING THE GAME
    - REASON - INTUITION
    - COMMON DECISION - decision of the leader
  - Have you considered the different options?
  - ..... Here we encourage the educator/trainer to create their catalogue of questions. It is important that these are opening questions (HOW, why) and not WHAT
2. Discussing the pair discussions in the forum - summary
  - WHAT was the most important thing that came up in your conversation?
  - What emotions are you experiencing in the context of your work together?
  - How do you assess the impact of your collaboration on the outcome - did it affect the outcome of the game?
3. Presentation of the selected decision-making models - the facilitator should adapt the model to the possibilities of the group. A model which might be interesting is the Gestalt psychology model (I think - I feel - I decide).

## **ALTERNATIVES**

Short exercise. Participants sit in a circle. Their task - come up with a plan together for (and here an activity that can bring the group together) . Everyone says 1 sentence and the next person starts theirs with "BUT". 3 rounds of ideas.

Second round - same task, but participants after each other start their sentence with "AND".  
2 - 3 rounds

Discussion of the difference in the two rounds. How does the result look different? How does the emotion in the group look different?

## **OBJECTIVES**

The aim of the tool in this workshop is to use a game for group building. It is aimed at educators and caregivers who work with the same group of seniors in the longer term.

Workshop objectives:

- to increase the competence of older people in cooperation and joint decision-making;
- to raise seniors' awareness of their own decision-making processes and strengthening their sense of influence;
- increase knowledge of senior citizens in the area of informed decision-making regarding their diet.



## RULES

Rules of the game - same as in the main manual.

Difference:

- Participants do not play individually, but play in pairs - 3 or 4 pairs (6 or 8 people in total);
- the selection of pairs is done randomly or the participants can select pairs. Random selection is recommended when the group does not know each other or when working with a fixed group where conflicts arise. Independent division is recommended in groups where everyone knows each other and the group is in the early stages of constructing itself;
- post-game reflection takes place first in pairs and then in the forum.

## ADAPTATIONS

1. The game can be played by MORE pairs - if the leader has more pieces of the game. The number of 3 -4 pairs given is the number for 1 game piece.
2. If there are more people - we suggest that there should be two leaders.
3. The reflection process can be adapted to your working style, the specific purpose of the game, the moment of the group.
4. The facilitator is advised to be very attentive to the emotions that will arise in the group. The process is very dynamic, evoking both joy and anger. Games in group work regress the group, primal behaviours and mechanisms emerge. After the game, and before discussion - the group should be 'pulled out' into an adult role.

## DURATION

About 2h:

- Duration of the game: 50 minutes
- Pair discussion: 20 -30 minutes
- Forum work: 25 minutes

## » Workshop: What value does health have for me? Coaching workshop based on the Wheel of Values/Wheel of Life too

For each set of the game 2+7 players. We work with a few groups (maximum 25 people splitting for each game).

## HOW TO PLAY

The game can be used by seniors, people working in senior centers, activists working for the benefit of 60+ people in various places of activity. The use of the game in educational activities requires the educator using it to understand its rules (to be able to explain the more difficult elements of the game to participants). It is advisable for the educator using it to have at least a cursory knowledge of the principles of healthy nutrition for people 60+ (the game is only to be a carrier of a certain idea, an element supporting the educational process). The game was created in cooperation with a licensed nutritionist and contains more than 120 recipes for healthy dinner dishes, desserts and dishes recommended for certain diseases of senior age.







## OBJECTIVES

- Overall Objective: To familiarize people 60+ with the principles of healthy eating and encourage their application in daily life.
- Operational objectives:
  - they know what healthy eating is and how it can be introduced into their lives;
  - they know the names and properties of healthy dietary ingredients;
  - they know the vegetables, grains and seeds that help keep them fit;
  - they feel that by being proactive you can make real changes in their lives;
  - they appreciate the value that healthy eating can bring to their lives;
- Methods: Working with an educational game, discussion, exchange of ideas, asking questions, brainstorming.
- Forms of work: Individual work, group work.
- Teaching resources: educational game "Bon Appetit", flipchart type board.

## RULES

The educator prepares the space for working with the group. Depending on the number of people, organize the appropriate number of game sets and tables or playing space - so that each group has its own space to play. We recommend that 4-6 people play each set of games (best playability).

### *The course and role of the workshop leader.*

1. Welcome. Introducing the idea of today's meeting. What we will be dealing with today. Introduction to the educational game environment and the need for healthy eating.
2. Divide the seniors into groups. Group members take seats at their tables.
3. Distribution of games. Familiarizing seniors with the basic rules of the game. Setting a time frame for each component of the workshop.
4. First introductory game. Participants review the contents of the game box, read the instructions. The facilitator explains the instructions, gives possible hints, supports the seniors in assimilating the rules of the game. This game is designed to familiarize participants mainly with the mechanics and rules of the game.
5. After the first game, the animator collects information from the seniors on understanding the rules of the game, what was not understood, explains to the participants the elements of the game that were not well understood.
6. The second hand of the game. Its task is to emphasize the educational elements in the game. Participants already know the rules of the game, now their task is to pay attention to the specific foods featured in the game and the recipes for healthy dishes created from them.
7. After the second game is over - the leader conducts a summary of the game. Participants share their results, say what they experienced during the game, what interested them, how they played, what was the most fun, what they particularly noticed.
8. The workshop leader asks participants to indicate what new food product they learned about thanks to the game, to give the most interesting recipe for a dish that was included in the cards. He writes these answers on the board. He asks participants which of these products they need most. She also focuses on creating a list of products indicated to be eaten for two conditions selected from the game that are typical of senior age.
9. Summarizing and thanking for participation in the activity. Collecting information from seniors on what they liked best, what recipe for the game dish will they make when they return home?



## ADAPTATIONS

To conduct the workshop, we need a sufficient number of educational game sets (depending on the number of expected participants), game tables, flipchart + markers. The maximum class time can be increased by the third game played, if it turns out that the seniors like the game so much that they want to keep playing.

## DURATION

Minimum time for the workshop is 2h. Maximum time is 2:30

### » Learning English vocabulary with memory cards

The number of players for this game will be 2-4 with every set of memory cards (for up to 20 people playing at once, divided into pairs or groups, each pair/group has its own set of cards). The material used will be Memory cards for developing language abilities – opposites and things that go together.

## HOW TO PLAY

The session can be carried out after the participants have learned about the words in connection to the memory training cards in the previous session. Memory cards are used as a tool for revision of these words.

The methodology is the same as playing a normal memory card game with one big difference: the mentor tells the players they need to name all the images they see on the memory cards in English.

Players combine cards with images of things that they associate together or images that they think are the opposites, depending on the set of cards they are given.

The set of cards has two different piles. Cards from one pile are distributed one by one on the left side of the table, and cards from the second pile are distributed one by one on the right side of the table.

The game has three levels:

- On level 1 both sets of cards are faced up for the users to be seen. The first player starts by choosing one card from one pile and the one card from the other pile, while both cards contain the images of the things, he/she associates together or the opposites (for example fork and knife or young and old). He/she keeps both cards. Then the same is done by the second player, afterwards the third player...
- On level 2 one pile of cards is faced down and the other faced up. The first player starts by choosing one card from the pile faced up and the one card from the other pile faced down, trying to find a card containing the image of the things he/she associates together or the opposite (for example fork and knife or young and old). If he/she succeeds in finding a suitable pair, she/he keeps both cards, if not, he/she puts both cards back on the same spot, one faced up and the other faced down. Then the same is done by the second player, afterwards the third player...
- On level 3 both piles of cards are face down which makes the game more challenging. The first player starts by choosing one card from one pile and one card from the other pile, trying to find a card containing the image of the things he/she associates together or the opposite (for example fork and knife). If he/she succeeds in finding a suitable pair, she/he keeps both cards, if not, he/she puts both cards back on the same spot, both faced down.



The first player continues to play as long as he/she finds a suitable pair. If he/she does not find it, it is the next player's turn. Then the same is done by the second player, afterwards the third player... Each time the player has to name the image on the card in English. If he/she cannot remember the name of the image, other players can help.

### **OBJECTIVES**

The main objective of the session is to help seniors remember and drill words in English they have learned in previous sessions. The English course is dedicated to senior learners (55+).

### **RULES**

- The course is carried out by an English teacher/mentor.
- The teacher/mentor explains that players should not feel stressed if they cannot remember the word in English. The purpose of the game is not to judge, but to revise and improve the participants' vocabulary.

### **ADAPTATIONS**

The memory cards can be used for learning any foreign languages, not just English.

### **DURATION**

The sessions last for about 20 minutes. After 20 minutes the participants can exchange the cards, so the ones who were finding the opposites can now search for things that go together and the other way around.

### **» Learning Maths with memory cards**

The number of players for this game will be 2-4 with every set of memory cards (for up to 20 people playing at once, divided into pairs or groups, each pair/group has its own set of cards). The material used will be Memory cards with mathematical operations (addition, subtraction, division and multiplication).

### **HOW TO PLAY**

Players are divided into pairs or in groups of 3 or 4. Each pair/group gets one set of cards containing one of the mathematical operations (addition, subtraction, division or multiplication). The cards are shuffled and the dealer gives each player 5 cards which they hold in their hands so the others cannot see. The rest of the cards are put in one pile and placed on the table face-down. The dealer starts the game so that he/she throws one of the cards on the table face up (it can be the card with the result or the card with the calculation). Other players check the card and check the cards in their hands if they are perhaps holding a card with the suitable calculation or solution that would fit the card placed on the table. If somebody has the suitable card, he/she throws it on the table. All other players have to take one card from the pile. If nobody has the suitable card, they all have to take one card. Then it is the next player's turn and so on. The game goes on until one of the players is without the cards.

### **OBJECTIVES**

The MAIN objective of the game is to revise mathematical calculations. Another objective of the game is to train the memory of seniors while having fun.





## **RULES**

- The dealer always starts the game.
- The game finishes when one of the players has run out of cards.

## **ADAPTATIONS**

- The game can also be used for revision of numbers in foreign languages.
- All sets of cards can be shuffled together (cards with addition, subtraction, division and multiplication) to make the game more challenging and longer.

## **DURATION/TIMING**

The duration of the game with individual sets should not exceed 30 min.

## **» Learning about flags and cultures around the world**

The number of players for this game will be 2-4 with every set of memory cards (for up to 20 people playing at once, divided into pairs or groups, each pair/group has its own set of cards). The material used will be Memory cards with flags and images that fit certain countries. The use of mobiles/tablets or other devices with an internet connection is allowed during this game. Also, paper and pencil or pen.

## **HOW TO PLAY**

- Each pair/group gets its own set of cards, a Mobile device/computer/tablet with internet connection and paper and a pen.
- The set of cards has two different piles. Cards from one pile that contain the pictures of flags are distributed one by one on the left side of the table, and cards from the second pile that contain some typical things for a certain country are distributed one by one on the right side of the table.
- One of the players chooses one flag and tries to guess which country it belongs to. Afterwards all the players in the group find a website where all the flags are presented and check if the answer is correct on the internet. Once the country is determined, all the players together do an internet search and try to find some interesting facts/characteristics of that country. They write down their findings on a piece of paper in the form of a mind map.
- When they finish with one country, the next player chooses another flag and the game is repeated.
- The trainer decides when the game is finished, leaving enough time for each player to present one country to other participants.

## **OBJECTIVES**

- Learn about the flags of different countries.
- Learn about other countries.
- Encourage cooperation and teamwork.
- Improve skills with new technologies.

## **RULES**

- The trainer or expert person has to be able to help the players with his/her suggestions of the websites they should use for their internet search.
- The trainer encourages cooperation and teamwork.
- The trainer helps the players with the technical aspects of using a computer/mobile/tablet.



## ADAPTATIONS

Instead of writing the findings on paper, they can use various applications on mobile phones/ computers/tablets, if they possess enough skills to do it.

## DURATION

30 minutes for the game and 15 minutes for the presentations.

## » Workshop "Women and Emotional Development"

In this workshop, 10 to 15 women (no more than 15) will participate. In it, the cards of the board game are used. Other materials: computer, projector, slides with explanations of the Emotion Development Modules and materials typical of art therapy or music therapy.

## HOW TO PLAY

The workshop is divided into 2 parts:

- In the first part, the process of development of emotions will be explained and we will relate them to episodes in the life of the participants. We will also discuss whether the development of emotions is the same in women as men, with specific episodes (they can be from their own lives or others they know).
- In the second part and, according to the answers of the participants in the first part, we will choose specific cards from the "board game" to work with them.

Non-mixed sessions, guided by the trainer or expert person.

Each part can be divided into more than one session, depending on how deep you want to go into the topic.

Art therapy or music therapy materials can be used during sessions to help women express their emotions.

## OBJECTIVES

- The workshop is intended for women over 60 years of age.
- The main objective of the workshop is for women to learn how, due to specific conditions, they have developed their emotions, how to deal with them, get rid of guilt, how to recognize their emotions and how they would respond to them, how to change their behaviour, knowing how to manage their emotions, etc.
- The purpose of the workshop is to create a space for women where they can speak openly, without anyone judging them and knowing that what is said will remain private.

## RULES

- The workshop will be presented by the trainer or expert person.
- The trainer or expert person will explain to the women that they are in a safe space, where they can share opinions, feelings, experiences, etc., that they will not be judged and that everything they say will remain private.
- It will also be explained that there are no wrong or invalid feelings or experiences. Each one acted in the best way given the specific situation and, therefore, they should not be judged.
- In the same way, no disrespect or insults towards the participants or the trainer/expert are allowed.



## ADAPTATIONS

- For the workshop, elements that help the expression of emotions, such as music, photographs, can be used. Elements of art therapy, music therapy, can be used. The trainer or expert person will plan this type of activity well within the workshop, as well as the materials to be used and the time it will take to carry it out.
- This workshop can be adapted depending on the group with which we work. We can work with seniors with specific pathologies, such as depression or anxiety, as a prevention workshop or learning how to manage emotions, etc.

## DURATION

It will be divided into as many sessions as deemed appropriate. The sessions will be 2h or 2h30min maximum.

### » Board game "Staircase of emotions" advanced version

In the game "Staircase of Emotions: advanced version", the game can be played individually (with which 4 players will compete) or in the "doubles" mode (in this mode, 8 players participate). New materials: chronometer and mobile devices with internet connection.

## HOW TO PLAY

- The game follows the same methodology as the original version, only this time you can use mobile devices to answer the questions. In addition, to facilitate the search for answers and make the game faster, it can be played in pairs.
- Each player, or pair of players, will answer the questions in each module, using mobile devices if necessary, until reaching Module 5, which is the goal.
- Do not use this version of the "Board Game" if seniors do not know how to use mobile devices.

## OBJECTIVE

- The objective of this game is for seniors to learn about the development and learning of emotions, identify them in themselves and others, learn to manage them and modify behaviour patterns based on those emotions.
- By being able to use mobile devices, we help seniors approach and use new technologies.
- Among the purposes of the game is to create a fun and learning space for seniors, where in addition to the game they can establish conversations and share experiences.
- Being able to play in pairs encourages cooperation. In addition, it is a game that focuses on learning (theoretical and common experiences) and not on competitiveness.

## RULES

- As in the original version, the player (or pair of players) who rolls the highest number starts.
- The player (or pair of players) has to answer the different questions corresponding to each characteristic of each module to go up the steps, until reaching Module 5, which is the Goal. In this version of the game, they can search for the answers on the internet, thus increasing the chance of getting it right and moving up the ladder to the finish line.
- By being able to play in pairs, the answer can be given among the members of the pair,





without the need to do an internet search.

- Each player (or pair of players) will have a maximum time of 3 minutes to answer the question or find the answer on the internet.
- If the answer is not correct, the turn passes to the next player or pair of players. If the answer is correct, the same player or pair continues.

### **ADAPTATIONS**

- Using mobile devices makes it easy to find out the answers to questions.
- If the answer is correct, we can have two different rules: one, that the same player or pair continues. Two, let the next player or pair continue.
- When introducing the use of new technologies, the rule of "maximum time to respond" is established. The player or pair has a maximum of 3 minutes to answer the question.
- As the duration of the game time is extended, instead of answering questions for each characteristic, we can choose only some of them. This can be done randomly or by choosing characteristics based on the group you are working with.
- This last rule can be applied in the original version of the game.

### **DURATION**

- Players or pairs have a maximum of 3 minutes to answer each question.
- The duration of the game should not exceed 1h30min or 2h maximum.

## **» Board game "Staircase of emotions" DIY version**

4 players to create a board. The number will depend on how many boards we want to create. Questions can be created in pairs or trios, but no more than three people. Materials: Mobile device with internet connection; paper, pencil, pen, scissors, cardboard, etc; some slides for the presentation; computer and projector.

### **HOW TO PLAY**

- The trainer or expert person introduces the seniors to a bit of theory about emotions. It does not have to be a lot of information or very specific, since from there the seniors will have doubts and questions with which they will create their own "game of emotions".
- The seniors will write down on a piece of paper all the doubts and questions that arise during the presentation. With this, they will search the internet for the answers. More questions may come up during the search. All this will be written down on paper.
- The questions do not have to be theoretical, they can be doubts about situations that they know or have already experienced.
- Cards from the original game can be used as an example during the presentation.
- Once all the questions with their answers have been gathered, the seniors will be able to put together a board with questions tailored to their needs, that is, responding to what they would like to know about emotions.
- To create the new board, they will have different materials.
- Once the board for four players has been created, in later sessions the seniors will play the game but with the questions of others. So, the rules will be the same as the original version of the game.



## OBJECTIVES

- Encourage cooperation and teamwork.
- Improve skills with new technologies.
- Encourage creativity and imagination.
- Facilitate seniors' self-knowledge of their own emotions, how to manage them and how to seek emotional solutions to different situations.

## RULES

- The trainer or expert person must communicate to the seniors that they are in a space of trust and respect, where they will not be judged.
- As the interests of each senior will be different, you must allow time and space for the search for questions and answers. If we have a large space, it will be very useful.
- As it will not be necessary to find and answer as many questions as in the original version of the "board game", we can limit the number of questions per Module (example, 3 or 4).
- Each senior will have between 45 min and 1h to find their answers and create their questions for their "version of the emotions board". This time limit may vary depending on what trainers and experts observe in different sessions. They may find that seniors actually need less time for this task. Or maybe they need more or need some help or support.
- The presentation of the theory of emotions by trainers/experts should not last more than 30 min. Hence the importance of influencing key elements and that may give rise to subsequent questions, which the seniors will have to look for in order to create their own "board".
- Questions can be created in pairs or trios, but no more than three people.

## ADAPTATIONS

- Use of mobile devices with internet connection.
- Paper, pencils, markers, cardboard, scissors... everything the seniors need to make the boxes for their own "board".
- "Base board" for seniors to put their questions on.

## DURATION

- Presentation by trainer/expert: no more than 30 min.
- Search for questions and answers: between 45 min-1h.
- Duration of the "created board game": 1h-1h30min.





## ✕ Online Games

### » HEALTHY CHOICE

The "Healthy Choice" game is played individually, either online or with a browser game.

#### HOW TO PLAY

The player, through Healthy Choice Game, will have the opportunity to stimulate and improve cognitive mental health through a fun and challenging exercise. The game is based on the correct choice of ingredients for a healthy food diet according to the selected disease. The player will be able to play with 10 different diseases covered: constipation, diabetes, hypothyroidism, Alzheimer's, Hashimoto's autoimmune thyroiditis, tachycardia, hypertension, insomnia, atherosclerosis, rheumatism. For each disease, there are different levels, with various game difficulties (easy, medium, hard).

Once the pathology and level is chosen, the player will see a screen open with foods falling from above and 3 baskets at the bottom. The scope of the game is to drag the ingredients inside the right basket. Each basket indicates an action to be performed with respect to proper nutrition: in fact, the first basket is for foods that can be eaten daily, the second for those that can be eaten occasionally, and the third for those that should never be eaten because they are not recommended for that particular disease.

At the end of each level the result is shown with a summary of how many items were entered correctly in the baskets and how many incorrectly. In addition, it is always possible to visualize the correct food diet by disease with a graphical summary of diary, occasional or discouraged food consumption ingredients.

It is a game with levels, points and time, the difficulty is incremental and it is possible to redo the levels several times. Once all levels are completed, the game will show the final score.

A thorough study of pathologies with associated diets is recommended in order to be ready and able to play the game and have fun.

#### OBJECTIVE

The goal of the game is to train the minds of the elderly in remembering which ingredients are pertinent to a particular disease, while also educating them on proper dietary habits.

#### RULES

The player has to drag the ingredients inside the right basket. The level of difficulty initially chosen (easy, medium or hard) refers to the speed at which the ingredients fall.

#### ADAPTATIONS

The basket game could be adapted to any other topic associated with possible teaching for our target group. Baskets can contain YES, NO, MIGHT for specific questions, different time frames for historical subjects, various colours, geometric shapes or numbers for science or mathematics topics.

#### DURATION

It depends on the difficulty chosen and the number of pathologies played:



- 2'04" for each pattern with easy difficulty level (around 20 minutes to complete all easy levels).
- 1'48" for each pattern with medium difficulty level (around 15 minutes to complete all medium levels).
- 1'19" for each pattern with hard difficulty level (around 12 minutes to complete all hard levels).

## » BEHAVIORAL PATTERN EVALUATION

The Behavioral Pattern Evaluation is an online game designed for a single player, since it is about re-evaluating our behaviour and how we manage emotions based on the experiences and learning acquired over time. Game mode: Online / browser game.

### HOW TO PLAY

The player, through BEHAVIOR PATTERN EVALUATION GAME, can monitor and evaluate proper behaviour evolution.

The test is made of 30 questions. Each question has 3 alternative answers. This behaviour test evaluates the psycho-emotional conditions evolution of the target group, through the evaluation of behavioural patterns. It could change over the time so it should be repeated to assess psycho-emotional changing in the target group.

### OBJECTIVE

The goal of the game is to evaluate the psycho-emotional health of the target group over the time, through the evaluation of behavioural patterns, regarding its care pathway.

### RULES

The player has to answer each of the situational questions honestly and, at the end, the final score will let him/her know a specific behavioural profile. It is advisable to repeat the test following particular events so that the player's psycho-aptitude and behavioural progress over time can be assessed.

### ADAPTATIONS

New questions could be implemented to assess various aspects of personality.

### DURATION

vAround 20 - 30 minutes.



## » MEMORY GAME

Based on the card game to improve memory skills, the game is developed for one player. Game mode: Online / browser game.

### HOW TO PLAY

The player, through the ONLINE MEMORY GAME, will have the opportunity to stimulate and improve mental and cognitive health through fun, mnemonic-based memory exercises to stimulate cognitive skills.

The player will be able to play with 4 categories of cards: equal, opposite, related/consequential images, and mathematical operations. The game consists of 12 levels on three courses, with two types of cards, face-up (on the side courses) or face-down (on the middle course). The goal is to match the cards to each other according to the instructions shown at the beginning of the level. Each level has a stopwatch, which calculates the time it takes users to match cards with each other.

At the end of the last level, the player receives a game score based on which they will be awarded a gold, silver or bronze cup.

### OBJECTIVE

The goal of the game is to train the elderly's minds in mnemonic activities, focusing particularly on memorizing cards, associating similar or dissimilar concepts, and mathematical operations.

### RULES

Depending on the level, the player displays the cards and memorizes their pictures and positions on the screen and then matches the two corresponding cards according to the instructions. The level of difficulty increases if the player chooses the middle path (more difficult because the cards are face down) or the side paths (easier because the cards are face up). In each case, in order to complete the game, all levels on the 3 paths have to be finalized.

### ADAPTATIONS:

Just as with the board game, the ONLINE MEMORY GAME could be adapted to any other topic concerning geography, cooking, biology, history, cultural heritage, and so on. Requests could be to match concepts, dates, ingredients, typical dishes, countries, artistic works, etc. In addition, the option of choosing the level of difficulty could be included.

### DURATION

It depends on the capacity of each player. A weighted-time average could vary from 5 minutes to 15 minutes.



## ✘ Guide to create different learning scenarios

### » Staircase of Emotions

Game methodology for 4 participants, played with the Staircase of Emotions game materials.

#### HOW TO PLAY

The initial methodology stays the same as in the original game, so the player who rolls the highest number on a die starts the game. He/she begins by moving his/her token to the first step of module one. There are four questions to answer. If the player gets the question right, he/she goes to the next step and the turn goes to the next player. If she/he does not get the answer right, the chance is given to the next player in line. If the next player gets the answer right, he/she goes to the next step and the previous player who didn't get the answer right goes one step down.

#### OBJECTIVE

Increase emotional self-knowledge and management of emotions through play. Know the process of acquisition and management of emotions in a playful environment. The player who first reaches the GOAL wins (module 5).

#### RULES

The player begins by moving his/her token to the first step of module one. There are four questions to answer. If the player gets the question right, he/she goes to the next step and the turn goes to the next player. If she/he does not get the answer right, the chance is given to the next player in line. If the next player gets the answer right, he/she goes to the next step and the previous player who didn't get the answer right goes one step down.

#### DURATION

Between an hour or an hour and a half.

### » Card Game

Game methodology with the deck of cards of emotions in which 2 to 4 players can participate. It is played with 2 decks of emotion cards.

#### HOW TO PLAY

Players are divided in pairs and are drawing cards of emotions from the deck of cards and try to mime without saying a word the emotion they have written on the card to the other person from their pair.

#### OBJECTIVE

Increase the ability to recognize various emotions, learning how to express your emotions better and recognizing how each individual expresses his/her emotions.







## **RULES**

The players are put in pairs. The deck of cards is placed on the table face down. One pair starts the game by one if the player in the pair draws the card from the pile without other players seeing what is written on the card. He/she reads the emotion and tries to mime, without using any words, the other person in his/her pair which emotion is written on the card. If the other person in the pair guesses the emotion, they get to keep this card, if not, the card is placed back to the deck of cards and cards are shuffled before it is the next pair's turn. The game goes on until the entire deck of cards has been used and the winner is the pair that has the most cards.

## **DURATION**

Between an hour or an hour and a half.

### **» Educational culinary game: “Bon Appetit” in cooking classes**

For these cooking classes, 3 to 5 groups of participants will be created, with 3 participants per group. Materials: cards with ingredient components and detailed recipes with instructions for preparing dishes.

## **HOW TO DO THE ACTIVITY**

Participants of cooking class for seniors are divided into groups. They draw cards with the ingredients and each group has to prepare the dish they have received.

## **OBJECTIVE**

Increase the knowledge about suitable diet according to different health issues and conditions of individuals, increase the knowledge about eating healthily.

## **RULES**

The mentor of the cooking class prepares cards with ingredients for preparing meals. He/she chooses a topic for each meeting (for example preparing dishes for people with diabetes) and also prepares detailed recipes with clear instructions. The mentor prepares some facts about the topic addressed during the individual session (for example some facts about diet for people with diabetes) and at the beginning of the session there is a short debate about the topic, with mentor leading the discussion and participants taking an active part in the debate. Prior to the session, the mentor also purchases all the ingredients or asks the participants to bring them (depending on the arrangement). Afterwards the participants are divided into groups of 3. Each group draws a card with ingredients and gets the dish and the detailed recipe for the dish they are going to prepare during the session. Each group starts cooking their dish, following the instruction cards, detailed recipes and advice from the mentor. At the end of the session all the dishes are tested by all the participants and each group shortly presents how they prepare their dishes.

## **DURATION**

Three to four hours.





## » EMOTIONAL MEMORY WORKSHOP

Based on the memory card game, a maximum of 10 people can participate in this workshop. Materials: memory cards; any material that can be used to generate the emotional situation prior to the card game: music, papers, pencils, costumes, images; electronic devices, internet...

### HOW TO DO THE ACTIVITY

The main idea of this workshop is based on research that concludes that memory processing is influenced by emotional states, due to the levels of activation and levels of hormone segregation that they produce. Thus, it has been found that a positively charged activity before the learning situation helps to improve memory recovery after a while. In the same way, stressful events during learning also help memory.

For this reason, the idea of this workshop is to create pleasurable or highly emotional activities for the participants before offering them the memory card game.

The activities used for this purpose and the materials that will be needed are the choice of the trainer or expert person. They can be activities based on music therapy, art therapy, they can ask the participants for photographs or objects that cause them special or specific feelings, they can use the same memory cards to create stories or evoke stories, etc.

They can also use sessions of physical activity, mindfulness, yoga, dance, etc, to relax the participants and help them create a state of well-being prior to the game of memory cards.

### OBJECTIVE/PURPOSE

The main objective is to improve memory processing, linking it to emotional memories. Through the connection with emotions, the workshop aims to:

- Improve attention and perception through the details of the different cards.
- Improve math skills with math fact cards.
- Improve language skills with opposites cards.
- Improve spatial memory with object cards and geometric shapes.
- Improve knowledge of Geography and History with geography and history cards.
- Improvement of social skills.

### RULES

The workshop is carried out in one session, since the temporal proximity between the activity and the exposure to memory cards is needed to create that connection between emotion and memory.

As a variant, several sessions can be held with different activities or the same session with different groups of seniors, always bearing in mind that each session is made up of an activity + memory card game.

As the workshops are focused on awakening the emotionality in the participants (positive, but sometimes it could be negative), before starting, the trainer or expert person will communicate the following to the participants:

- situations of great emotionality are possible;
- expressing emotions (positive and negative) is good and desirable;
- time and space will be left to manage them;
- respect for others is the main rule.

Due to the above, the trainer or expert person must have skills for the management and redirection of emotions or highly emotional situations.





## **ADAPTATIONS**

Adaptations depend on previous activities and their materials. Perhaps the same activity can be done with physical or online materials. Electronic media and devices may be introduced. The images of the photos can be changed or vary the theme of the same.

## **DURATION**

With the idea that the activities last no more than 1h30min and the card game between 45 min and 1h, the expected duration for each session is 2h30min, including explanations prior to workshops and memory cards. Perhaps it can be extended if the trainer or expert takes time to redirect the emotions of the participants until the end of the activity.

## **» HEALTHY HABITS WORKSHOP**

Based on the "Bon Appetit" healthy eating habits game, a maximum of 10 people can participate in this workshop. Materials: cards and game boards; any material that can be used to generate the emotional situation prior to the card game: music, papers, pencils, costumes, images; electronic devices; internet.

### **HOW TO DO THE ACTIVITY**

Before applying to the workshop on healthy habits, the participants will complete a brief evaluation questionnaire to find out their habits regarding food, physical activity and sleep.

After the evaluation, the workshop begins. The trainer or expert person will introduce the most relevant aspects of good nutrition, physical activity and routines before going to sleep. After this, the participants will be asked about their answers. Here, a speaking time is opened for them to respond if what they wrote in the evaluation corresponds to the new information learned (perhaps the questionnaire responded to what would be desirable, but it is not fulfilled on a day-to-day basis, this is expected).

This is a perfect occasion to find out how the participants relate to food, not in the sense of what they like to eat, but of rejection towards a specific food (sometimes, we reject food because of its smell or texture). We can also find out whether or not they do physical activity and the cause (it may be lack of time or fatigue from work or care), as well as their sleeping habits (to achieve a good sleeping habit there are some guidelines that can be followed, such as going to bed at the same time every day and not watching TV or using mobile devices before going to bed).

Once the theory is known and compared with the real habits of the participants, let's put it into practice! To do this, we use the cards and boards of the healthy habits game.

### **OBJECTIVES**

The main objective of the workshop is to educate seniors in healthy lifestyle habits and create in them positive attitudes towards healthy eating, the importance of maintaining regular physical activity and a rest routine that helps them to easily disconnect from day to day and to sleep to wake up in optimal conditions.

Other objectives of the workshop are:

- share and manage their emotions around food, daily activity and sleep habits, since the stress of daily life can cause an imbalance that generates discomfort;
- promote the social component of this type of group activities, where participants are expected to interact with each other, cooperate and help each other;



- teach seniors recipes so they can improve their diet;
- create a relaxation space where, in turn, they can inform and train in healthy lifestyle habits.

## **RULES**

The workshop will be held in one session. The materials used for the evaluation and the realization of the workshop will be created previously. The trainer or expert person must take into account the following:

- create a safe and trusting environment so that participants feel comfortable talking about aspects that affect their health. Therefore, everything they discuss during the session will be treated with respect and privacy;
- once the turn to speak is open after the previous evaluations, we must leave a few minutes for the participants to speak. Important: do not interrupt, do not correct, do not judge;
- the trainer or expert person must assess whether he needs more or less time to speak. This depends on the specific goals of the current session or how the session is going, among other factors.

## **ADAPTATIONS**

Adaptations depend on previous activities and their materials. Perhaps the same activity can be done with physical or online materials. Electronic media and devices may be introduced.

## **DURATION**

The expected duration for each session is 2h30min, including explanations prior to workshops and evaluation tests. Perhaps it can be extended if the trainer or expert takes time to redirect the emotions of the participants until the end of the activity.





## ✕ Project channels

- Project CO-M-E Facebook page: <https://www.facebook.com/Come.project>
- Website: [https://come-project.eu/?fbclid=IwAR3UWCYsm4ylhPIICFzPwe2eYiir-AGvu8szM-VXKLhKVSHqL\\_Wd0niGch8](https://come-project.eu/?fbclid=IwAR3UWCYsm4ylhPIICFzPwe2eYiir-AGvu8szM-VXKLhKVSHqL_Wd0niGch8)
- Intellectual Outputs: <https://come-project.eu/intellectual-outputs/>





# CO-M-E and play for health!

Gamification in senior health education



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