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The Game and the role of the Master

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MyLIFE – The Game

It has some features of cognitive games and serious games:

Use cards as stimuli to write.

It has structured activity with a path that allows you to get to the end of the game.

It has simple instructions.

It allows you to acquire new skills or consolidate those present (how to play online games).

It allows to measure the progress achieved. (cards used, written products).

It favors the valorization and the gratification tied to the task.

MyLIFE – The Game offers other opportunities

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- ▶ At the end of the game we can save our writings in PDF.
- ▶ With all the writings we can build our autobiography.
- ▶ In group play the various writings can constitute a kind of collective autobiography.
- ▶ We can make known and share life stories in the European Community.
- ▶ We can also build new relationships with people from different countries.
- ▶ We can do research on stories by identifying common aspects and differences.



Versions of the Game

A paper kit version of the game

for single and group play

You need: notebook, paper, pen, pencils

A online version

for single and group play

You need: a computer, a tablet or a mobile phone, an internet connection to play online.



Version online for group play

The Master logs users, chooses the type of game and language. The Master sees all the writings and can export them, asking the participants for the release.

- 1) **Traditional game:** players play cards individually and choose cards to share
- 2) **Collaborative game:** the Master subdivides the deck and assigns the cards to players who will have different cards.

The cards of the Game

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- ▶ The cards contain images and words. Sometimes sounds.
- ▶ They are solicitations that have to bring back memories and events that happened during life. "*Writing dissociates memories*" (Jacques Derrida, 1987)
- ▶ The images and the words are deliberately essential. There are no indications on what to write but only some writing proposals to start. They allow our mind to travel, give space to creativity. The color is within us.
- ▶ Players write and then proceed in the game.
- ▶ Memories can be short sentences, autobiographical fragments, sensory memories, facts.

It is not necessary to be able to write well, nor to know grammar

There is no beautiful or ugly script but all are equally interesting and important.

You **Are** Important!



The decks of cards

- ▶ **The deck of 64 cards**

- ▶ 64 is the number of boxes in the Game of the Italian Goose, 63 boxes + 1 that represents the center, the end of the game.

The deck of 22 cards

22 is the number of the major arcana of the Tarot, cards of ancient origin with psychological implications, studied by Carl Gustav Jung and Alejandro Jodorowsky. (*The way of the Tarot* , Alejandro Jodorowsky, 2014)

Which deck to choose?

It depends on the time we want to dedicate to the game, the writing, the type of players, the context.

The 64-card deck offers more opportunities to explore more aspects of our life story. It takes more time to get to the end of the game. Suitable for a round of matches.

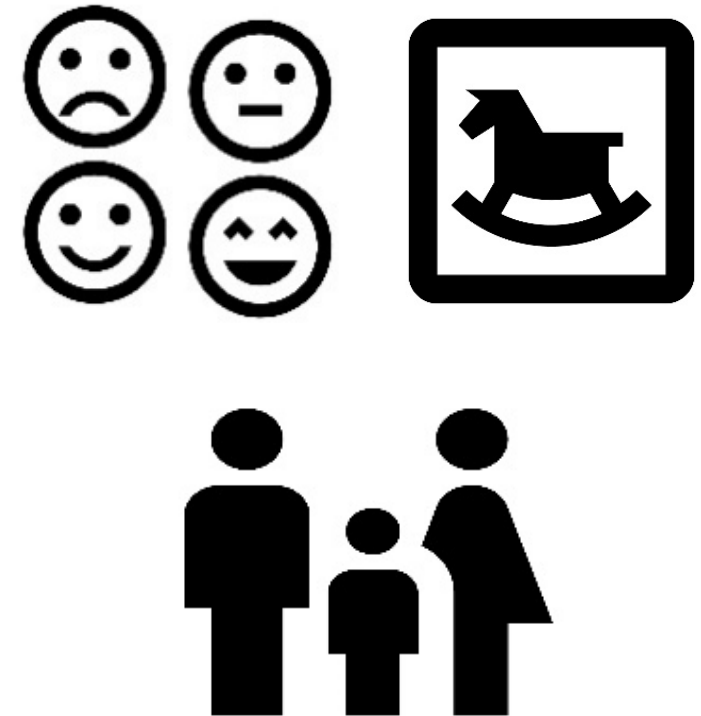
With the 22-card deck we will arrive in less time at the end of the game. Also suitable for a single match. It can be used in the first trial of the game.

The game in its variants can be repeated several times. Memories change every time and we can enrich previous memories or write new memories on the same stimuli.

The Manual will contain some examples of writing proposals. Some examples:

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1. **Name:** Who gave you the name? Do you like your name? Do you know why they chose your name? Do you know the meaning of your name? Tell...
2. **First memory :** What image, face, event or other comes to mind? The first time I felt happy, the first time I discovered something important.
3. **Family :** Describe your family. Family parties. If I think of my mother, my father...
4. **Emotions:** that time I felt joy, anger, sadness, fear...

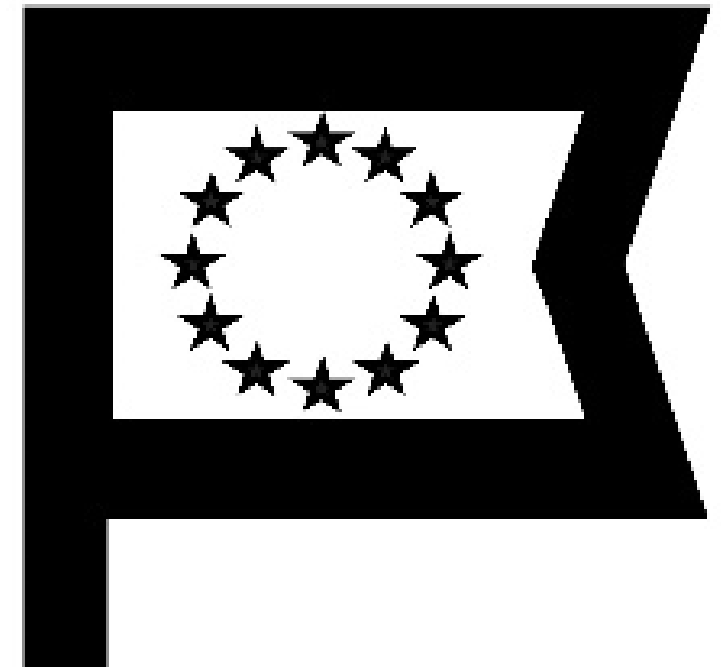


United in diversity

Writing proposals

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1. What comes to your mind when you think of this motto?
2. Reflections, ideas, proposals, desires on what "united in diversity" stimulates in you.
3. Invent your own motto
4. If you imagine Europe, looking down at it, what comes to your mind?
5. If you imagine your life, looking at it from above, what do you see? Are there passages, bottlenecks, plains, quiet places, rough seas? Try drawing a picture.



Some words or images have a clear meaning like: family, school, friends. Others have a darker sense. More space is given to personal interpretation and metaphorical use of the figure.

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Dr.ssa C



Changes



Conquests



Falls



Discoveries



Stops

For example: **Stops**
Getting off a bus, having an illness,
taking time to reflect, the end of a
love

The word “metaphor” comes from the Greek metaphorá, which means “to transfer” or “to carry over.” This suggests a kind of literary transference, in which you’re taking the idea behind one word and maneuvering it into place behind another word.

The rules of the paper game

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You need: one dice, place cards, cards in color or black and white, a notebook, a pen, colors.

Ideal number: 5-6 players but they can be even more.

Arrangement of the cards:

- 1) the cards are placed on a plane, in numerical sequence from the lowest number to the highest one, from left to right, in the form that is decided at the beginning of the game (spiral, vertical, horizontal)
- 2) The cards can be drawn directly from the deck without giving a sequence.



the Game of the Goose

The rules of the paper game

How to play:

Each participant will roll the dice to decide in which order to play. For example, whoever has the highest number will play first.

Each player rolls, in turn, the die and proceeds by as many cards as the number indicated by the die.

Based on the image, the word, the sound of the card, the player writes an episode of his life that then reads the other participants. If there is time, all participants can read what they wrote. If there is no time the other player say three keywords taken from their script.

The winner is the first player to reach box 64 or 22. If he surpasses it, he must go back a number of cards equal to those in excess and continue the game.

Before starting, the participants together with the Master can choose variations of the game.

A prize may be awarded to the winner.

Towards the autobiography

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- ▶ Rereading the writings helps build a plot, give them a sense.
- ▶ With the web app of the game all the writings of the different games can be archived and used to build your autobiography.
- ▶ The stimuli of the cards have a chronological disposition from the first memory to the adult age, a life line.
- ▶ You can find specific topics to write about: work, studies, health, love, dark events and so on.
- ▶ In this choice the facilitator/ master can be of great help.



The role of Master

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The master has a very important role within a group. It is able to provide its skills to facilitate exchanges between the elements of a group and help achieve the set goals. It's crucial that I have experienced my life game personally in the various versions.



Important skills for the facilitator



NO JUDGMENT



ACTIVE LISTENING

An active listener

Observes the verbal and non-verbal language
(gestures, voice colors, posture...)

Tries to understand how the person in front feels

Find the right words to communicate this empathy

Welcomes emotions in a secure context



Attention and observation

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It is important to pay attention and observe what is happening in the group



The Master can take notes on what emerges with a few lines

Stimulate writing and sharing without forcing

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Dr.ssa Grazia C.

Would you like to write about this?

Who wants to share?

Which of you has lived a similar story?





After each writing is desirable but not mandatory, sharing.



The Master invites participants to write only what they want sharing in the group.



a Sara Calcinai

relation of the
point of view.
Surname ['sɜːn
name that you
family name a
last name, sir

The master can propose variations of the game, choose a prize for who finishes the game first or in any other way.



Feedback and Self-assessment

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At the end of the group the Master asks the participants how they felt
also asks himself :

How did I feel? (Emotions)

Was I effective within the group?



After each meeting the Master can fill out a short form

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- ▶ **Difficulties faced during the meeting**
- ▶ **Difficulties observed in the participants on an emotional, practical and relational level**
- ▶ **Positive notes**
- ▶ **Observations and reflections**





IN THE GROUP ALL PARTICIPANTS INCLUDING THE MASTER TAKE CARE OF EACH OTHER

In group work

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We read together
We write together
We share our scriptures with someone who listens
We actively listen to the other who reads his writing
We reflect ourselves in the other
We share the reflections
We make a metareflection on the experience



The pedagogical objectives of group work

- ▶ Learning to listen/observe/perceive carefully
- ▶ Improve self-awareness, emotions and the mechanisms of constructing meanings.
- ▶ Developing the exploration of different points of view
- ▶ Acceptance of diversity
- ▶ Exercise empathy

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In a second time the Master can:

- ▶ make a report on all the narratives, putting together the various fragments of writing.
- ▶ write his/her own narrative about the group's story.
- ▶ along with other masters analyze stories to grasp common elements, differences, main themes, metaphors...
- ▶ become a thoughtful researcher



The stages of a group meeting

with changes depending on the context

Welcome: All participants present themselves saying their name. The Master presents himself/herself, the Project, the game, saying that the general objective of the path is to promote the subjective well-being of participants through self writing and sharing.

Classroom agreement : how many meetings, duration of the single meeting, documentation to be completed.

Group rules: confidentiality, not judgment, listening, humility, free sharing, invite to write what you want to share, creating an atmosphere of active listening and respect for each other.

Game presentation and instructions on how to play.

Presentation of the cards without giving interpretations;

Possible use of icebreakers: write freely for few minutes, write three starting words.

The stages of a group meeting

with changes depending on the context

Invitation to writing, without forcing , saying that there is no right or wrong way to write. The Master can give indications on the duration time of a writing if necessary. Example 4-5 minutes.

Invitation to share contents with reading aloud of the writings. If there is not enough time to share all the writings the Master asks participants to say three keywords of their writing. The Master gives an encouraging feedback never judgmental.

Reception of the emotions and **reflections** of the various participants

Restitution without interpretations, evaluations on the scriptures.

A the end of the game : the Master asks participants how they felt to write about themselves, what emotions they felt, what doubts.


Closing with three words of leave that each participant says.

Experimentation of the game

First stage: March – April

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- Find the context where you can experience the game.
 - 1
- Identify the Masters among RSA operators, day centers, associations...
 - 2
- Identify the participants :
 - over 59 years with or without disabilities.
- 3
- Experiment the game in the version of 22 cards in the contexts identified to capture the first impressions.
- 4

A red pencil is shown in the bottom left corner, drawing a red line on a white surface. The background is filled with a dense, chaotic pattern of colorful scribbles in various colors including red, orange, yellow, green, blue, and purple. The scribbles are made with a similar colored pencil or marker.

Writing is the painting
of the voice

Voltaire