

## ABOUT

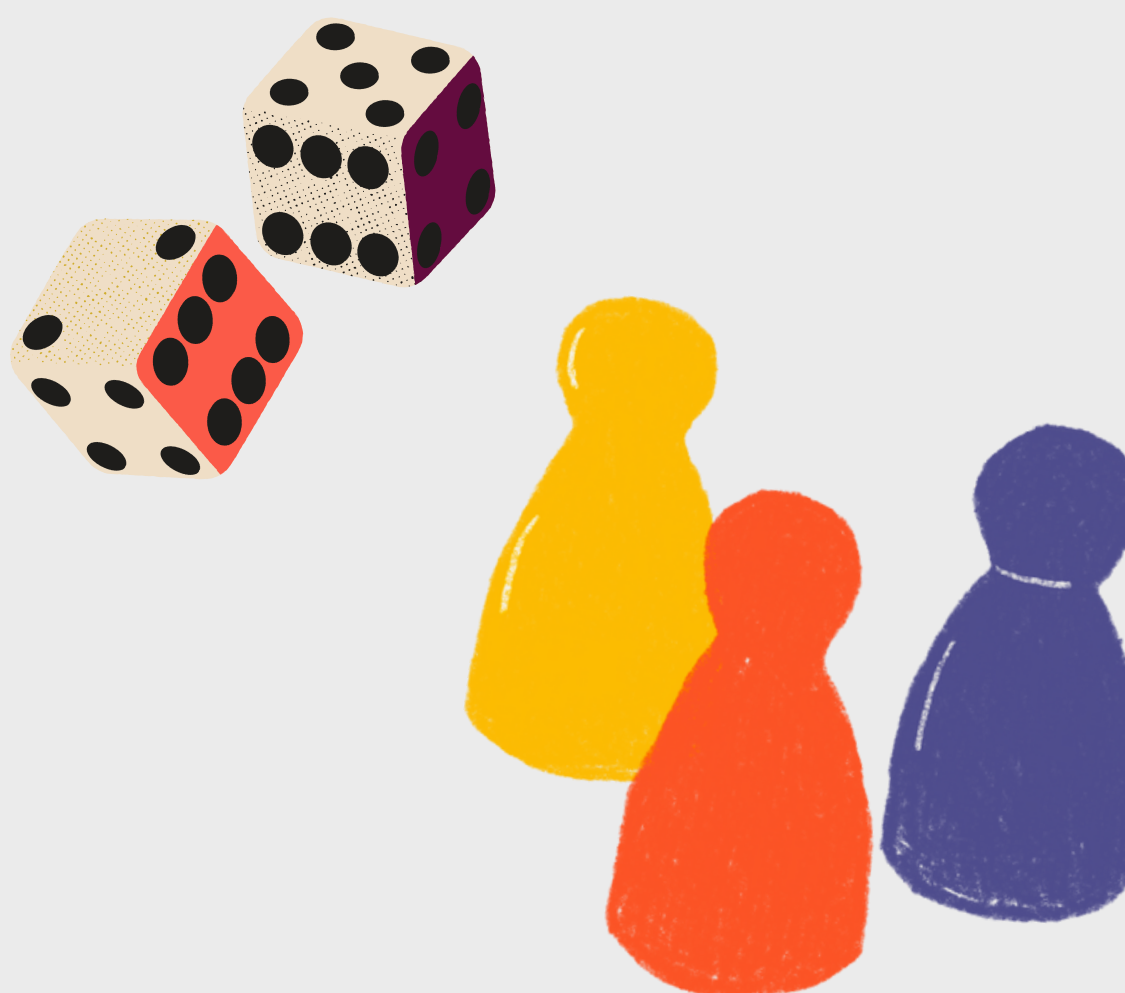
Welcome to the FELLOWSHIP Board Game on Emotional Intelligence, a key outcome of the Erasmus+ KA220-YOU-95BBAA97 FELLOWSHIP project! This engaging game is designed to enhance your emotional intelligence (EI) through fun and interactive activities focusing on emotional awareness, regulation, empathy, and social skills.

The goal of the game is to support youth professionals (e.g., youth workers, youth trainers/facilitators, mentors of ESC, volunteers) in engaging youth to improve their emotional intelligence, working together in teams to complete a series of engaging challenges geared toward enhancing visual memory, auditory memory, and decision-making skills in children.

The FELLOWSHIP Board Game on Improvement of Emotional Intelligence is available as a printable PDF file, which is freely available to download from the website of the project. The game's availability in English, German, Greek, French, and Bulgarian as a free download enables its transferability across Europe and beyond.

## REQUIREMENTS

- Printable board
- 1 dice
- Game pieces of your choice (action figures work great!)
- Timer (e.g., smart phone timer)
- Paper & pen
- Emotional Intelligence Questionnaires (1x prior to playing the game; 1x following the game)



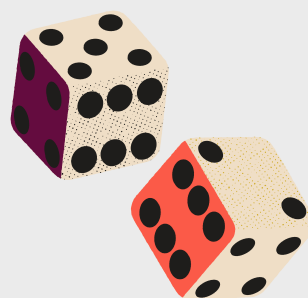
Number of players: from 3 to 6



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## HOW TO PLAY



In order to assess the game's impact on your emotional intelligence (EI), players are to take this pre- and post-assessment Emotional Intelligence (EI) Questionnaire, which was inspired by established assessments like the EQ-i 2.0 and TEIQue. It focuses on measuring EI across five key domains: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills. The scoring system enables comparison of changes in EI before and after participating in the FELLOWSHIP project's game-based learning (GBL) activity.

## GAME DYNAMICS

1. **Assemble a group of players** (recommended 2–6 participants) and **gather the required materials**. Ensure all participants are familiar with the goal of improving Emotional Intelligence.
2. Distribute the **pre-assessment questionnaire** to all participants. Have each participant answer the questions honestly and thoughtfully. Record individual scores in each of the five EI domains: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills.
3. **Play the game!** Follow the instructions included in the "GAME DYNAMICS" section below.
4. **After playing:** Administer the questionnaire again post-activity to measure changes in EI scores. Compare pre- and post-activity scores for individual participants and the group as a whole.

## LET'S PLAY!

Each player (e.g., player 1) throws a di to help select the other player (e.g., player 2) to play the game with, as this is a cooperative board game.

If you roll a number...

- ...from 1 – 2: Play with player on your right
- ...from 3 – 4: Play with player in front
- ...from 5 – 6: Play with player on your left

Each team throws the single dice and moves ahead on the board by that number of spaces. According to the colour of the board, a small challenge will be played.



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# LIST OF GAMES

## LIST OF GAMES (ACCORDING TO THE COLOUR OF THE BOARD)

### **RED** Word (Job) Guessing Through Mimicry (Visual Memory)

- The players who don't play this round write down on a paper a specific job title.
- Player 1 mimics ("acts out") the job role while player 2 try to guess what it is.
- Time: 30 seconds
- If guessed right, both players move on the board by 2.

### **PINK** Emotions Guessing via Mimicry (Visual Memory)

- The players who don't play this round write down on a paper the name of an emotion/feeling, that is not joy, sadness, fear, anger, disguise.
- Player 1 mimics the emotion/feeling, so that player 2 has to guess.
- Time: 30 seconds
- If guessed correctly, both players move on the board by 2.

### **PURPLE** Word (Job) Guessing Through Mimicry (Visual Memory)

- Player 1 rolls the di again to choose the category of words to be used.
- 1: Job titles
- 2: Movies
- 3: Countries
- 4: Food
- 5: Animals
- 6: Things you can wear
- Players 1 and 2 say a list of names of jobs/movies/countries/food/animals/furniture from A to Z.
- Time: 30 seconds.
- Divide the number of letters reached by 3 and both players move ahead on the board by this figure.

### **GREEN** Word Pattern (Auditory Memory)

- Players 1 and 2 complete the following word pattern up until the 7th pattern. If failed, they start again.
  1. One Duck, Two Legs, Quack
  2. Two Ducks, Four Legs, Quack Quack
  3. Three Ducks, Six Legs, Quack Quack Quack
  4. Four Ducks, ...
- Time: 45 seconds
- If done, both players move on the board by 2.

### **YELLOW** Word Chain (Auditory Memory)

- The word chain is a kind of vocabulary game that is played by using the last letter of the previous word to be the beginning of the next word. Example: love, eat, tea, apple, ear, room, monkey.
- Time: 30 seconds.
- Divide the number of words identified by 3 and both players move ahead on the board by this figure.

### **BLUE** Coincidence (Auditory Memory)

- Players 1 and 2 count until 3 and say simultaneously the first word that comes to mind. Then, they continue to
- count to three and say words that connect the two previous words spoken out loud. They repeat this process
- until the same word is called out by both players.
- Time: 20 seconds
- If done, both players move on the board by 2.



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## REFLECTION & ANALYSIS

Here are some discussion questions for youth leaders to ask every few rounds during the FELLOWSHIP Board Game. These questions will help players reflect on their emotional intelligence and how they engage with others, particularly when working with diverse groups of young people. These questions are designed to foster meaningful conversations and enhance self-awareness, empathy, and collaboration skills among players.

## DISCUSSION QUESTIONS

### Self-Awareness

1. How did you feel during this round? Did any emotions surprise you?
2. Were there moments when you noticed your body language or tone of voice affecting how others understood you?
3. What emotions did you experience while solving the challenge, and how did you manage them?

### Empathy

1. How well do you think you understood the emotions or perspectives of your teammate?
2. Did you notice any non-verbal cues (like facial expressions or gestures) that helped you understand what others were thinking or feeling?
3. Was there a moment when you had to adjust your approach to connect better with someone on your team?

### Social Skills

1. How effectively did you and your teammate communicate during the challenge?
2. Were there any moments where you felt your collaboration improved as the game progressed?
3. What strategies did you use to build trust or rapport with your teammate?

### Self-Regulation

1. Were there any moments of frustration or confusion? How did you manage those feelings?
2. How did you stay focused on the challenge despite any setbacks or distractions?
3. Did you notice yourself or others adapting to changing circumstances in the game?

### Motivation

1. How did the cooperative nature of the game affect your motivation to succeed?
2. Were there moments when you encouraged or supported your teammate? How did that feel?
3. What kept you engaged or inspired during the more challenging tasks?

### Cultural and Background Awareness

1. Did you notice any differences in communication or problem-solving styles based on players' backgrounds?
2. How did diversity within the group contribute to the way you approached challenges?
3. Were there moments where understanding someone's unique perspective helped the team succeed?

### Reflection

- Looking back, how do you feel your emotional intelligence developed throughout the game?
- What's one thing you learned about yourself or others while playing?
- How can the skills practiced during this game help you in real-life situations, particularly when working with young people from various backgrounds?



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