Game "MESSENGERS & RECEIVERS"

PART A - ACTION GAME

GAME RULES
Props/what you need:
- Game cards
- Playground
- Tape/charcoal/spray to mark the area

Preparation:
Teams
- 2 messenger teams and one receiver team. Receiver team has to be two times bigger than one messenger team, so that in total there are equal numbers of messengers and receivers. (For example messenger team number one has 4 people, messenger team number two has 4 people and receiver team has 8 people.)

Playground
- Square is divided into two equal rectangles and one rectangle devided into two equal squares.
- Messenger teams will stand in the squares and receiver team in rectangle.

<u>Description</u>

Game master gives every player a card with a word on it in a way that every player in a messenger team has a matching word with a player in receivers team. Words doesn't have to match in opposite messenger teams, only with receivers.

The goal for every player is to find their match from opposite teams (messengers from receivers and receivers from messengers).

When game master announces start, one person from both messenger teams will have to run to one of the receivers of their own preference and start to ask questions to find out if they have the same word. Messengers can ask questions that can only be answered with a YES or NO. For example if messenger has the word 'love', messenger could ask: "Is it the feeling when two people really like each other" and receiver has to decide if the same description applies to his/her own word. If the sentence feels accurate to receiver, he/she can answers 'yes', if not then 'no'.

If messenger gets 'no' as an answer, he/she has to run back to his/her square and it's other teammate's turn to run to one of the receivers of their own preference to find a match.

If messenger gets 'yes' as an answer, he/she can ask a new question if needed to make sure that they really have the same word. If messenger has made a final decision that their words match, he/she has to say the word to receiver and and receiver has to confirm again with a yes or no. If it's a yes, both of them run back to messengers square and it's other teammate's turn to run to one of the receivers of their own preference to find a match.

The first messenger team who collects all their word matches wins.

<u>Tasks of the game master</u>
This person will explain the game to the groups of players. And also will be monitoring that the game will be played by the rules. He/she also keeps track of which team is on the winning side. Announces the winner at the end of game.

<u>Players and non playing characters</u>
Players:
- Mothers
- Kids
- Social workers
- School
- Authorities

Non playing characters:
- Elderly people
- Babies
- Kindergarden kids

<u>Space and setting</u>

Outside, on the 'Driehoeksplein', because there is space enough to make a big square we want to play the game in. We subdivide the square in three parts. A red corner for team a (messengers), a blue corner for team b (messenger), and the rest of the field is going to be white for team c (receivers).

Objects and probs
Objects
- Square
- Lines on the square

Probs
- Cards
- Tape, spray, charcoal

Story
In a playful way we want people to come in contact with each other so they will learn how to communicate and understand each other better. Not just the one on one contact is important here, but mainly the different interpretations people may have, we want to make it clear with the game. In this way they will learn to understand each other's language better in different situations more understanding for each other, and widening the meaning of a word.

How/why did it work?
When we tested the game we found out that our goal was mainly achieved. This because the participants tried to verbalize the words in their own language while playing the game. This was one of our main goals because the participant will learn to explain different kind of feelings in this way. In addition to this the participant also learned to explain these words to others. This causes them to communicate better but also to get to know each other's interpretation of the chosen words, causing them to produce more empathy.

What should be kept, deleted or changed in the future?
We have tested the game on small scale this worked well. The words we used in the game created the effect we wanted. But in the future we would like to test the game with the children, mothers and social workers to see if the games also works in this setting and whether there is room for improvement.

PART B - IMPACT MEASURING
Questions in order to harvest anecdotes, stories, ideas, suggestions, thoughts
1. What was the hardest word to explain/understand ?
2. What was the easiest word to explain/understand ?
3. What word felt the most personal to you/meant the most to you?
4. What did you learn about others?
5. What did you learn from today?

<u>Design the way to ask questions</u>
We will separate the participants into different groups depending on the words they choose according to the questions 1-3. They will explain to their groupmates WHY did they pick these certain words and then reflect and discuss together. This will be switched around for every question. After this we will discuss the last two questions (4-5) together and ask every participant to make up their own favourite word for the experience of the whole game and let them explain why. They can write this down.

<u>What impact did the game have on the players and why?</u>
The players who have tested the game were enthusiastic, at first they found it very difficult to find the right questions they should ask the opponent. This was caused by the fact that they first had to make up a translation of the words themselves. For most of the participants this was more bothering than expected. But as the time passed by, they mastered the game more and more. The participants were getting better. This caused different impacts. The participants learned to explain their emotions better and it improved their communication skills. Another notable observation was that the people kept talking about their different approaches with each other after the game was finished. This was caused by the fact that all the people were approaching the definitions and game differently.

<u>What are the most relevant quotes from players?</u>
- "It was really hard at first because you need to think about the meaning of the words in an different way."
- "You learn to verbalize and putting words in a different context."
- "It is surprising how everyone has a different interpretation of the words!"
- "It's much more difficult to understand the words than it looks like at first sight!"

PART C - Social practice qualities
  Starting off with the **context** and assignment, where in the group of three people, we had to work with the residents around the Driehoeks plein, that is a square in Delfshaven, where there are "unwise mothers" who feel that they are not enough "street wise" to understand what is happening to their children on the street. Our assignment was to create a game that can be played there in summer time to improve the interplay between mothers and young people, and if possible also with the police, social workers and school involved. We want them to help to get a better understandind how they can respond to the situation of their own children and their street rules.
  Firstly, we had to set up the **goal** and the **concept** for our game - what would be the behaviour we would like to achieve with the game and what impact would it have? We chose it to be communication and therefore understanding each other better. From there on, we stated ourselves questions like "Why they don't talk to each other?" or "Why is it so hard for them to communicate and understand each other?". The main problems we came up with were that they are from different generations, they have different values, interests and point

of views, and also, different social rules. We thought how can we create **rules that create a framework that enforces the behaviour** we want to create, so trying to connect the differences became the main aspects and themes, when we started to create our game. We want them to talk and discuss about the problems they are facing in the neightbourhood and to overcome difficulties when communication and understanding each other. Therefore we tried to develop a game that uses words that are accurate and meaningful for them in these kind of situations to make them more think and undserstand each other values and point of view about different things and problems around the area.

When it comes to the **influence of the choices** made in the different steps in the designing process, for me, had a big influence on the quality and impact of the game. A lot of role played visiting the area and talking to locals, to find out about the "hidden rules" they have there and what is the overall life like there, finding the behavioural goals we want to achieve, also reframing the situation, testing and therefore further developing of the game.

The **outcome** was an active game "Messengers & receivers", where in a playful way we want people to come in contact with each other so they will learn how to communicate and understand each other better. Not just the one on one - contact is important here - but mainly, with the game we want to make clear the different interpretations people may have by explaining the meaning of words to each other. In this way, they will learn to understand each other's language better in different situations, become more understanding to each other and widening the meaning of a WORD. The words we used in our game were chosen by the context there is in Delfshvaen, for example: trust, betrayal, power ect. (Exact game rules are added as an attachment)
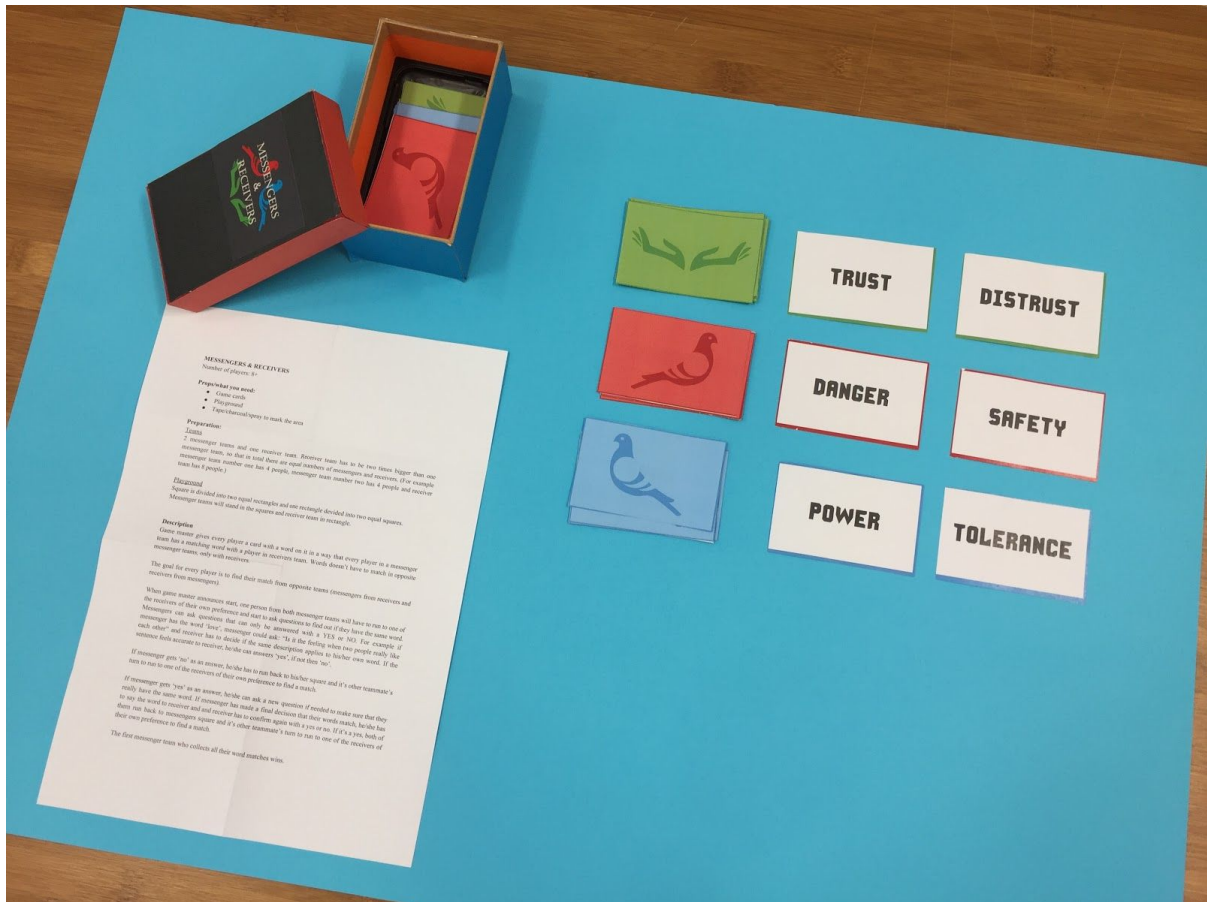
When taking the **artistic approach**, I think we managed to create a seperation from the real world, a social as well as a game world for them, where they can freely talk about topics they normally don't want to talk about. With this game we didn't want them to feel what they are supposed too feel, but to guide players to certain behaviour and therefore to think more about certain topics, like why do different words mean different thing to different people.

Continuing with the **participatory part**, I think that it is a **co-creational** project as we were still the ones making decisions, but on the other hand, we did a lot of research in the neighbourhood and observed information from people living there, discussing and sharing information between all gamification group, to be able to develop a better game according to our knowledge. Also, testing the game on friends and fellow students and thereby seeing, what doesn't work that well and what should be improved. When in comes to the comparison where the project would take place when mapping it according to the community art scheme in auto-relational or allo-relational point of view, I would place it more on the **auto-relational** side, because we didn't have the actual contact with the persons for who we designed the game for. Another justification in this contexts, is that they also have to follow the rules we give them. Ofcourse, they can be creative with the game, but we, as designers, created the way everything is going to look like.

For me, **transformative part** of this project can also be related to the part why is it a good social project, and that's because of going deeply in a social problem they have and

creating this kind of a game for all parties living there (youth, mothers, police, social workers, school), we will manage them to talk about topics that they normally don't talk to and express themselves in a way they usually don't. In a game, situations are reframed for them and they will open up themselves more easily. Also, because it stays more on the **digestive** side and we worked withing the currect framework they have, we are trying to "send a messege" to them, so that they would start thinking about the problems they have there and therefore making changes and improvement in cooperation and communication.

   Strong aspects of the game is that it's really challenging and captivating, makes you want to compete and achieve something, but in a way that you challenge and evolve by yourself. **Weak aspects** are that we did not have a chance to meet the mothers and sons in person to test the game on them, so therefore we don't really know, how they would've reacted to the game and how it will work on them specificly. So shortly, we are lacking in information when it comes to changing the game according to the need of players. But as far as we did the game testing on others (fellow students, friends and teachers) everyone were really attached to the game and found it very challenging and interesting.

   In conclusion, I would say that I am pretty happy with the game we came up with as it really goes along with the context we had and brings out the behaviour we wanted to see in people. It would make an even stronger project, if we could cover the aspects I stated as 'weak' ones, as the game was made for the residents of Driehoeks plein.