LEADER
CARD GAME

USER GUIDE

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Introduction to LEADER

If today's young people want to have a strong position on tomorrow's job market then they will have to take control over their work, their career, their personal development and their lives. In short: to develop their soft skills and show some degree of young leadership in order to be able to continue to occupy their rightful place in the labour market. We want all European students to gain, at every level, insight into their qualities, knowledge on how to build up a professional network and dare to take control of their careers. They need to know how to be agile and follow developments in their work and take advantage of the opportunities that arise. Our students are the future leaders of tomorrow and their young leaderships role is crucial in finding their position. This is what we want to achieve with LEADER, using innovative forms to teach this to young people: the LEADER platform stuffed with useful and practical tools to practice soft skills AND the LEADER Board Game, the LEADER Card Game and the LEADER serious game. These games aren't only useful for teachers to teach soft skills to their students, it will also be a great way for company trainers to upgrade the soft skill level of their interns and employees. On the contrary, you can even use it at home to play the game with your kids!

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The LEADER Card Game

To make life easier, we proudly present you the LEADER Card Game! This game is developed to use as a practical and guiding instrument for you to apply the LEADER activities (presented on our platform) in your lesson or training. The card game is a game, designed with an open mind, which is attractive and practical for you to use. You can use the LEADER Card Game to play the activities presented on the platform, however, you can also integrate your own activities, using the empty cards. Though this card game includes prepared activity cards, you can also enter your own information and set up original games to perfectly match your training strategy.

Contents
- 10 role cards
- 7 distraction cards
- 8 activity cards

What you need:
- LEADER Card Game
- Timer
- Pencil/pen (something to keep track of the points)

How the game works

Team division
You will have to divide the participants into groups of minimum 3 people and a maximum of 10. Ensure that all of the groups have around the same number of participants within it.

Then you will have to assign roles to each of the participants. Pick up the roles card and give 1 card to each person in the group. The role cards include an explanation of the role, which you can also find in an overview at the end of this document. Ensure that everyone in the group has a different role and emphasize to take time to read and understand the role before starting the game. You can choose to assign roles that are similar to the person's character, or you can try to push the participants out of their comfort zones, by assigning opposite roles to them. Moreover, you can decide if participants need to guess each other's role in the game or if you want to reveal this before the game starts. Based on your decision, emphasize to keep their roles a secret or to be open about the their roles.

You can find a list of all roles at the end of this guide. For you, as the facilitator, it is important to know these roles and their descriptions, so you can observe the participants and the roles they are carrying out.

Start the game
Make sure you reserve some time for the players to get connected and get familiar with their assigned role. Remind them to read their roles and the descriptions if they haven't done so.

Before you start, make sure to explain the game to them. Also explain how they can get extra points and about the distractions. You can refer back to this guide to help you explain it to them.

Grab your timer and keep it handy. This way you can always keep track of the time.

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The assignment

With you, you have a pile of 3 assignment cards. At the start of every round, you can choose to explain the activity and assignment, or you can give out the activity cards to read it themselves and start when they are ready. As you can read, there is a lot flexibility within the game. Find your own strategy and see what works for you!. Let them know how much time they have to complete the task.

As the facilitator, you can set a time that you think is appropriate. The more time you give, the easier it will be. We suggest about 7 minutes per round.

Interventions

To stay in the lead and keep control over the teams, you can interfere. This brings excitement to the game and activates the winning spirit! Make sure you explain this well before you start the game. The interventions are related to points. You have two options;

Reward a team

You can interfere by rewarding the teams who e.g. won the game, are concentrated best, giving the best answers, etc. It's up to you, as the facilitator, which team you want to reward, why you want to reward a team and be sure you explain well for which reasons you have rewarded them. The team will be rewarded with 100 points. You can reward teams as often as you like.

You could also rank the teams. For example, Team B concentrates best, Team C is just concentrating, Team A is struggling to concentrate. So Team B gets 100 points, Team C gets 50 points and Team A gets 20 points.

Distract a team

You can also decide to distract the teams. It is up to you to select which teams will be distracted, you can also choose to distract all teams to announce this distraction in front of all the players.

So what happens then? Pick up a distraction card and read out the riddle. The team has to come up with the answer to this riddle, and cannot continue with their assignment before they have solved the riddle. During the time they need to solve it, the number of points go down. The sooner the teams solve the riddle, the more points they will save. We suggest about 2 minutes on a riddle. However many seconds are left is the amount of points rewarded to the team. (e.g. 2 minutes=120 points, 1.5 minutes= 90 points). The participants are able to return to the assignment section in two ways;

1) Solve the riddle – the sooner the better
2) After time has passed

Once the riddle is solved and the answer was accepted by the facilitator, they can continue with their initial assignment. Again, it is important to explain this element well before the activity starts. In this way, players are aware of the fact that they could be given a distraction. Below you can find all the riddles and their answers.

Riddle	Answer
Lighter than what I am made of. More of me is hidden than is seen. What am I?	AN ICEBERG
I have cities, but no houses. I have mountains, but no trees. I have water, but no fish. What am I?	A MAP
It belongs to you, but your friends use it more. What is it?	YOUR NAME

I make a loud sound when I'm changing. When I do change, I get bigger but weigh less. What am I?	POPCORN
If I have it, I don't share it. If I share it, I don't have it. What is it?	A SECRET
What goes all around the world, but stays in a corner?	A STAMP
What has four fingers and a thumb, but isn't alive?	A GLOVE

Finish the game

You can finish the game anytime you want. Do not forget to make a note of how many points each teams receives throughout the game. Add all the points together and see which team won the game.

Time for reflection!

Reflection

After the activity has finished, it is of high importance to reflect with the participants who played the game. Reflection is **THE** way to learn, explore and improve. You can find tips for reflection included per activity on the LEADER platform. Also, you can decide if participants need to guess each other's role in the game or if you want to reveal this before the game starts. It can be a tool to help you reflect and evaluate the game. The more frequently the players play the game, the more familiar they get with the soft skills and their importance.

Example of a reflection strategy:

1. Sit down in groups and discuss the different roles and responsibilities. What was done right? Was the role clear for everyone?
2. What were the struggles? What would you do different next time?

KEY TIPS BEFORE YOU START THE GAME
➔ Explain the time they have for each assignment
➔ Explain the points and how to receive points
➔ Explain the distractions
➔ Explain the different roles that are assigned to the players
➔ Explain the reflection strategy at the end
➔ You can test the game with your colleagues and students. You can also just say in front of your participants it's a new thing and strategy, which will create empathy among the participants. Usually they're in for new, fun games in class!

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The LEADER roles:

	Role	Description	Responsibilities
1	Communicator	Communication skills are abilities that allow you to clearly convey ideas, whether it be through writing, talking, signing or body language. As a communicator, try to spot problems in communication between teammates and help resolve them.	Everyone has a chance to speak The team understands each other Connect the right people
2	Listener	Without the ability to listen effectively, messages are easily misunderstood. As the listener, take good note of everyone's ideas and make sure they are heard by other teammates	Ask questions to understand better Promote other people's ideas Listen before you talk
3	Leader	Leaders guide others towards a common goal within their team, group or organization. They have the skills to create a vision and inspire others to see that vision through its execution. It is your job to keep everyone going in the same direction.	There is a clear vision Everyone knows their role Resolve conflict
4	Adaptive	Being adaptable means you are open and eager to experiment with new skills, new ways of working and a different way of thinking. Be critical of the way your team is working on an assignment and suggest changes if you find a better way.	Be open to new ideas Keep calm when things change Promote new strategies
5	Empathy	Having empathy means you can project yourself into another person and imagine how they feel in their situation. Use this skill to check if everyone in your team is in a situation where they are comfortable to share their ideas, work together and have fun. Help people that are struggling in the group.	Everyone is having fun Everyone has the right job Everyone can share ideas
6	Decider	Making a decision means choosing between two or more options. While simple in words, there can be many factors that influence a decision. A good decider is able to weigh different factors by their importance and come to a logical conclusion. Help your team make effective decisions, especially when there is doubt and uncertainty.	Determine importance of factors Explain your decision Don't wait too long with deciding
7	Timekeeper	Time management is the art of getting everything done within the allowed time. Having a schedule of tasks and a plan when something takes too long helps teams manage their time and achieve their goals. You are responsible for keeping your team aware of the time and on their schedule.	Make a clear planning Keep aware of the time Prioritize between tasks
8	Team player	Team players put the goal of their team before their own personal goals. Be critical when teammates do something because they like it themselves, rather than it being good for the team or goal.	People have the right job Team goals before personal goals Tasks are shared equally

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9	Creative	Being a creative is not always about being the person that comes up with the best idea. It is about creating the environment where people are able to come up with brilliant ideas. Help your team to think out-of-the-box and pick only the best ideas for execution!	Define clear requirements Explore many ideas Inspire teammates creatively
10	Problem solver	If you are working on a difficult problem, you will encounter problems. A good problem solver has the ability to analyze a problem and formulate (multiple) solutions, fully aware of the pro's and con's of each option. Help your team keep track of the problems they have to solve and suggest ways they can investigate or overcome them.	Define problems clearly Propose strategy to solve problems Be open to unexpected solutions

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