



# LEADER GAME

## USER GUIDE

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# Content

- Introduction..... 2
- The LEADER game..... 3
  - Requirements ..... 3
  - Preparation..... 4
- Step-by-step guide ..... 5
  - THE FACILITATOR** ..... 6
  - THE PLAYER** ..... 12
- Serious Gaming..... 17
  - The concept..... 17
  - The importance of Social Emotional Learning (SEL)..... 17
- Why did we chose to develop a serious game? ..... 18
- LEADER background ..... 18
  - The LEADER book ..... 18
  - The LEADER platform ..... 18

## Introduction

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 serious game. This game isn'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!

## The LEADER game

To make life easier, we proudly present you the LEADER 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 game is an application based tool, designed with an open mind, which is attractive and practical for you to use. You can reach out to the LEADER game to play the activities presented on the platform, however, you can also integrate your own activities. The game is an application, where you can change settings, enter your own information and set up original games to perfectly match your training strategy. The application has a multilingual functionality and you can choose to have the interface in English, Romanian, Dutch, Danish and Spanish. After you have downloaded the game you have the opportunity to enter the game as a facilitator or player. Find the instructions on how to download the game from your (mobile) store on the next page.

### [I am a facilitator](#)

Here you have access to the overview page of the game you would like to play. In this part of the application you can select (or even create yourself) the game you would like to play with your players and are in control of all players' activities related to the game during the activity. You can select the amount of players, type of game and when your trainees enter the game (via a room code) the application will randomly create teams, without any effort expected from your side! Easy peasy! Read the full instruction in the step-by-step guide on page 5 of this guide.

### [I am a player](#)

Your students and trainees can enter the application via their own button "I am a player". Here they have to fill in their name and enter the application through a room code, which is automatically created in your facilitator part of the application. Players have to fill in the room code and will be automatically assigned to a team. If all players have entered the game, you can start! It's as simple as that! More information on the players' side of the application can be found in this guide on page 12.

Now you have a first impression of how the game works. In the following chapters you will learn step-by-step how the game can be applied in your lessons or training sessions.

**Fun fact:** The LEADER game can also be played fully online to facilitate your classroom activity, which means it can be played with participants all over the world!

## Requirements

In order to apply the LEADER products (both platform and game) you might consider to have the following items ready;

- Computer/laptop [to find the perfect activity to play in your class/organization]
- Printer [to print hand-outs if needed]
- iPad/tablet [to play the game while having the overview during the activity]
- Other requirements per activity can be found in the description integrated in the LEADER platform

## Preparation

For playing the LEADER game, you need your smartphone or tablet. To have a larger overview, it is recommended to use a tablet, as the screen is bigger and easier for you to keep track of all students' activities. Students need their smartphone, so they can log in with the room code and enter the game. It is important to make clear to the students that they cannot use their smartphone for other purposes, so they won't be distracted while playing the game. The process for downloading the LEADER serious game differs between Android and iOS, however, it is the same for you and students. Please follow the steps below:

### ANDROID:

1. Open the (Google) Play Store app
2. Press on the search bar
3. Type 'LEADER game'
4. Press on the LEADER Game app by 8D-Games
5. Press on the 'Install' button
6. Wait for the app to finish installing
7. The app can now be accessed through your app drawer or by pressing open on the (Google) Play Store page
8. Have fun!



### iOS:

1. Open the (Apple) App Store app
2. Press on the search button
3. Type 'LEADER game'
4. Press on the 'LEADER Game' app
5. Press on the 'Get' button
6. You get a pop-up, press 'Install'
7. Wait for the app to finish installing
8. The app can now be accessed through your app drawer or by pressing open on the (Apple) App Store page
9. Have fun!



This is the logo of the LEADER Game.



## Step-by-step guide

After downloading the app, open it by pressing the icon on your phone or tablet. The app will start giving you two choices; “I am a facilitator” and “I am a player”. For both options we give you the instructions, so you, as the facilitator, are also able to instruct your participants how to deal with the application. An easy step-by-step explanation is given below. Make sure you prepare your activity well and read the instructions carefully. Before you start with the application, we strongly recommend to play, test and practice with the application, so you will start the activity with confidence. Also, you can find a complete and comprehensive description of all the activities online, at our LEADER platform. These descriptions will make sure you are fully equipped and well prepared to start the game with your participants. Don’t forget to reflect and evaluate at the end, this makes the activity a complete learning experience, where your participants get tools to improve their soft skills and gain new insights to play the game better next time. Good luck and don’t forget to have some fun!

# THE FACILITATOR

## *Set your game!*

First, select the language in which you want to play the game. Then, you enter the facilitator part of the game by clicking the button 'I am a facilitator' (figure 1). You can choose between 'start a game session', to set your game and 'Teacher instructions', to find the user guide on how to use the LEADER application (figure 2). Go to 'start a game session' to follow the next steps.

You enter the next screen (figure 3).

figure 1

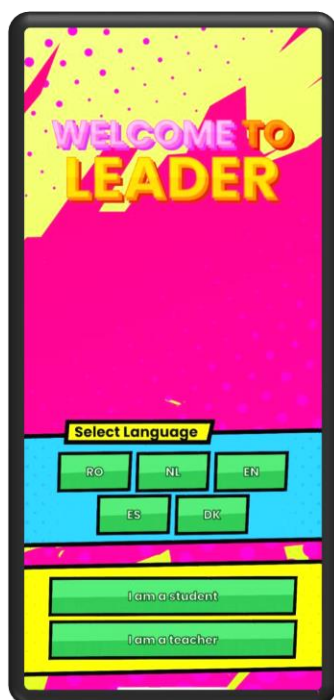


figure 2

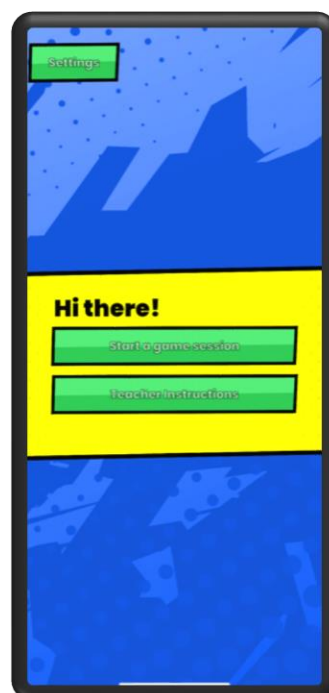
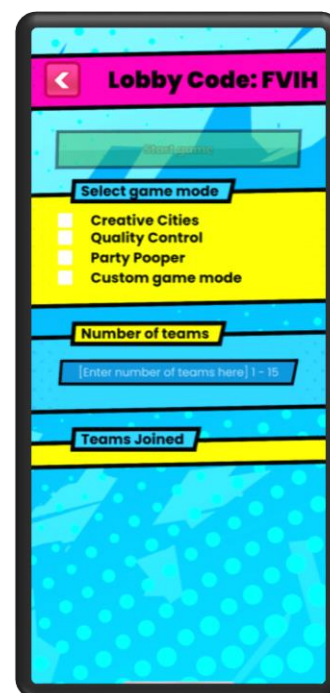


figure 3



### **Lobby Code**

At the top of this page you find the Lobby Code. This lobby code changes every time you start a new game session. This is the code you have to tell your participants in order for them to enter the lobby and to be assigned to teams.

### **Select game mode**

Here you can select which game you want to play with your participants. You can play all the games which are pre-programmed in the application. These games can also be found on the [LEADER platform](#). It is smart to take a look at the platform and the activities before you play the game with your participants. Read the instructions carefully and then start your game.

### Number of teams

Depending on the size of the group you want to play the game with, you select the number of teams suitable for the group. By giving up this number, the app will automatically allocate all players in the number of teams you have set. Smart right?

### Teams Joined

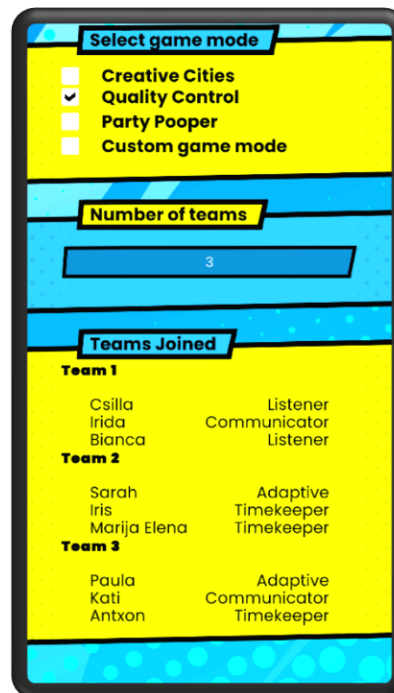
Here you can see the number of teams and the participants' names, who have joined the game by entering the Lobby Code. You also have the overview of which player has been assigned which role (communicator, leader, timekeeper, etc.). In case a player disconnects with the application, the name will turn red. This is your moment to check if the student is still participating, or is distracted by other activities on their phones.

For all the above features, see figure 4, 5 and 7.

figure 4



figure 5



### Start the game

Make sure you reserve some time for the players to get connected and get familiar with their role which have been assigned to them. They can find this role at the top of their screens, including a description of what it means and its responsibilities.

After you have entered the required information and all players joined teams, you can start the game by clicking 'Start game'. Now a pop up appears to make sure you want to start the game. Clicking 'no' means you want to go back to the previous screen, clicking 'yes' means you want to proceed. To proceed with the instructions below, click 'yes'.

A new screen opens (figure 6). Again, at the top of the page you see the Lobby Code, so you are always able to give this code to the players when they ask for it. Players can always re-enter the room if they are accidentally disconnected and the game hasn't finished. Right below the Lobby Code



you can see the button to end the game; 'Finish the game'. In this case you are always in the lead to end the game when time is ready.

While playing the game you can choose to (re)start or stop a timer, which ensures you to always keep track of time.

figure 6

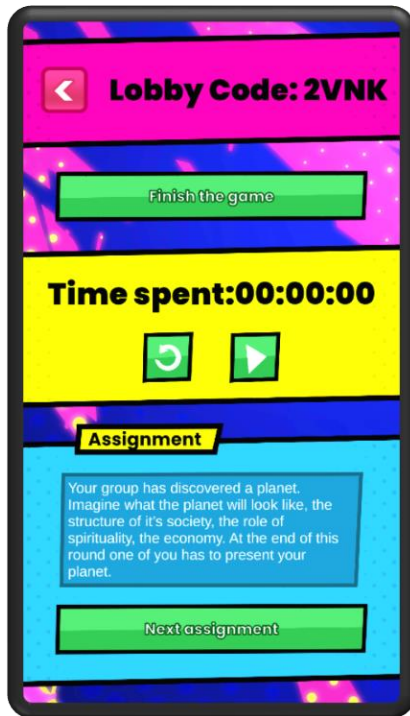


figure 7

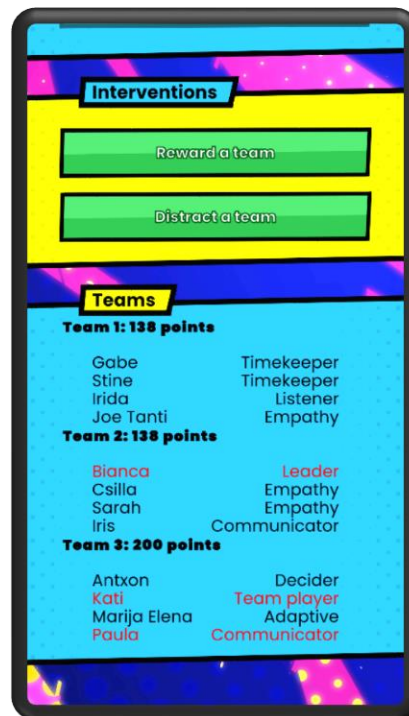
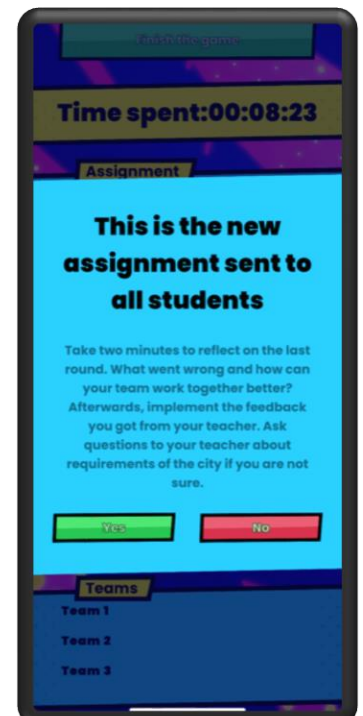


figure 8



### The assignment

Below the timer you can find the description of the assignment. This is also the assignment players' see on their smartphone screens. Read the instructions belonging to that specific activity out loud, which can be found on the LEADER platform. If you choose to manually insert an own activity, be sure you reserve some time in advance to prepare well. You can read the full instructions on how to do this below; "Customize your own game".

Depending on the assignment you chose, a button is visible to go to the next (follow-up) assignment, belonging to the same activity you played earlier. Now, a new pop up will appear on your screen (figure 8). This pop up will give you the time to reflect on the first assignment which has been carried out by the participants, and to tell the participants a follow-up assignment is coming up. By clicking 'yes' the follow-up assignment will appear on all participants' smartphone screens. This new assignment will be introduced on their smartphones while it buzzes. In this way the participants are aware something new happened.

## 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. You can reward the team to click the button 'Reward a team' and select the team. Click 'confirm' to reward. The team will be rewarded with 100 points. You can reward teams as often as you like (see figure 9)

### Distract a team

By choosing this option, you can distract the teams. It is up to you to select the teams which will be distracted, you can also choose to distract all teams to announce this distraction in front of all the players. However, you still need to click all teams manually in the applications to distract them.

*So... what will happen when you decide to distract the teams?*

They have to solve a riddle! The teams have to come up with the answer to this riddle. During the time they need to solve it, the number of points will go down. The sooner teams solve the riddle, the more points will remain. The teams need to fill in the answer on their mobile devices. Once the riddle is solved and the answer was accepted by the application, 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 they could be given a distraction. Find the screenshot of the distractions (figure 10) and all riddles and their correct answers below.

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

figure 9

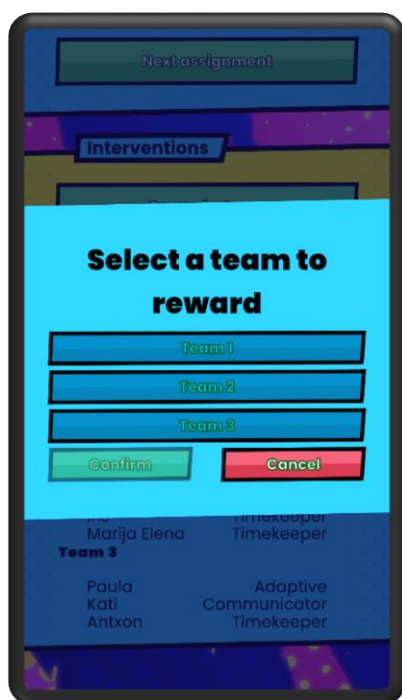
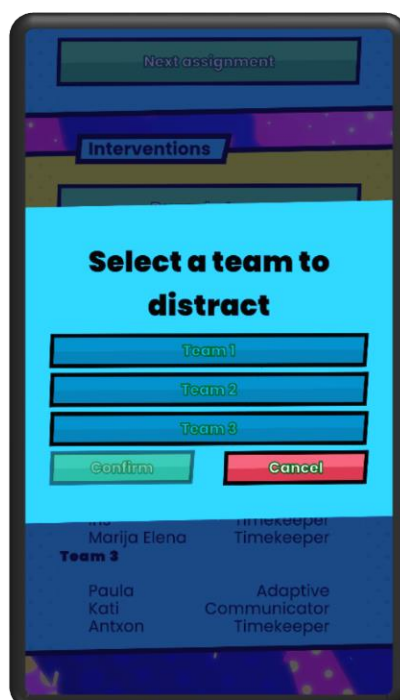


figure 10



### *Team overview*

An overview of the teams and their allocated points are given if you swipe up to go to the lowest part of the screen. Here you can find the different teams and the points per team earned during the game.

### *Customize your own game*

Another innovative element of the LEADER app is that you are able to customize your own game! In case you want to do this, you select 'Custom game mode' under 'Select game mode' (figure 3). Again, you can fill in the number of teams you want to create and click 'Start game'. A new window opens, quite similar to the one of a pre-programmed game, however, by clicking on the 'assignment text' you can type your own assignment. Send the assignment to your participants and confirm by clicking 'yes' in the pop up. The intervention section remains exactly the same as applied for pre-programmed activities. Also, the section to get an overview of all teams and the number of points earned is identical.

### *Finish the game*

You can stop the game by clicking "Finish the game". You can find it at the top of your screen (figure 6). Confirm finishing the game (figure 11) and see which team won the game! You find an overview of the teams and their points in the final screen (figure 12). Be aware, your participants can't re-join the session once you have stopped the game.

Time for reflection!

figure 11

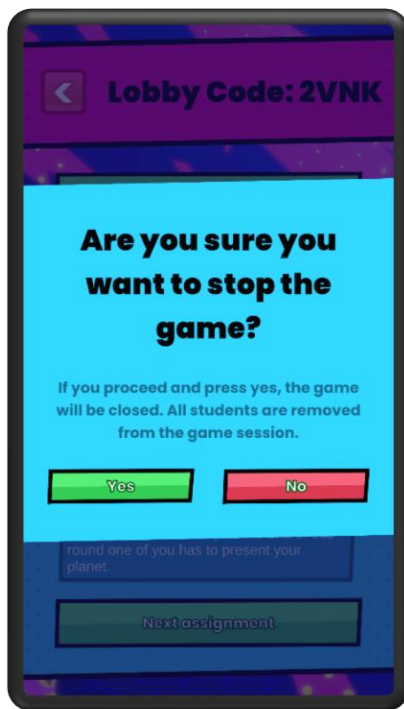


figure 12



### 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 timer
- ➔ Explain the points and how to receive points
- ➔ Explain the distractions
- ➔ Explain the different roles which can be designed 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!

## THE PLAYER

### *Join the team!*

After you have set your game in the facilitator part of the application, you can start to use the game in your e.g. training or class. Tell all participants to grab their smartphone and tell them to download the game via google play (Android) or the app store (Apple). Find an explanation of this process on page 4 of this User Guide. This process is the same for both the facilitator and participants.

After the downloading succeeded, students can open the application and choose to enter the game by clicking “I am a player” (figure 1). The student can fill in their name and confirm to continue. Now, the room code is being asked, which is the same code you can find in the teacher part of the game, at the top of the screen. Participants can fill in the room code and confirm to enter the (virtual) room (figure 14).

figure 13

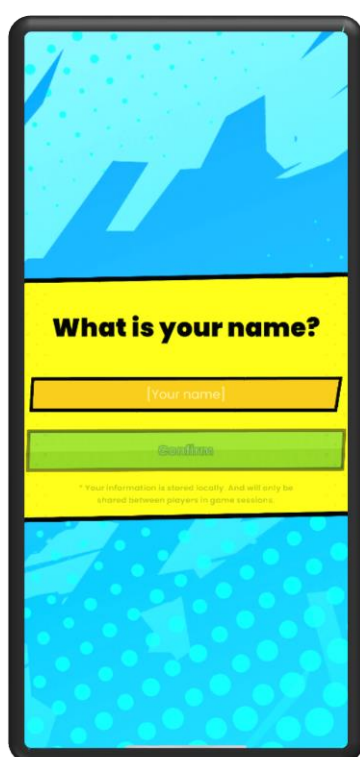
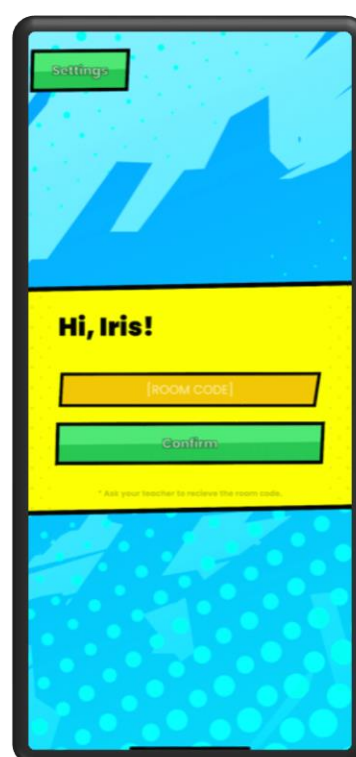


figure 14



While you see in your own ‘teacher’ mode that the participants are coming in, the student is appointed to a team and has to wait until you press “start game”. The participant is able to see the names of the other team members in his/her team (figure 15).

Wait until all participants have entered the room and appointed to teams. Once everyone is in and all participants have formed the teams (according to the app) physically, you can start the activity by clicking “start game”!



All screens of the participants will change and displays the assignment belonging to the activity (figure 16). The participant is able to see the following components on his/her screen;

figure 15



figure 16

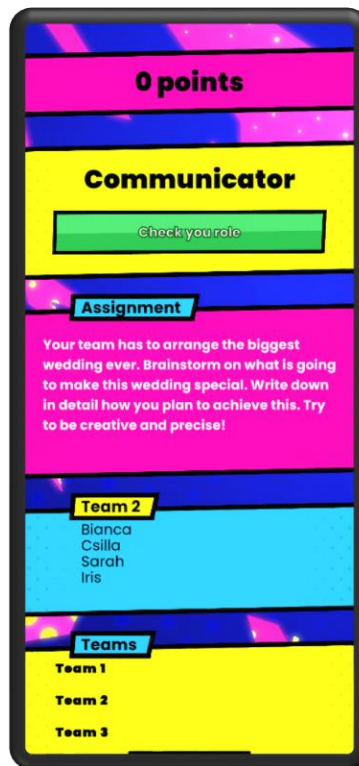


figure 17



### Points

At the top of the screen the earned points for the team are visible. Depending on the rewards and distractions the team receives (from you), this number of points will change. In this way, the participants can see their points, while playing the game.

### Check your role

Below the amount of money, participants can check their roles in the game. Each participant has designated a different role while carrying out the activity. They can check it by clicking "Check your role" (figure 17). Make sure you give the participants some time to read their role and belonging responsibilities. On the next page, you find a list of all roles and their description. 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. These roles are related to the top 10 soft skills, defined in the research phase;

	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

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

### Assignment

After the participants have checked their roles, you can choose to explain the activity and assignment, or you can tell the participants 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!

If the activity has multiple assignments, you click on “next assignment” in your own teacher-mode and all participants will see the description of the next assignment in their screens. The participants will be notified by a buzz in their phones.

figure 18

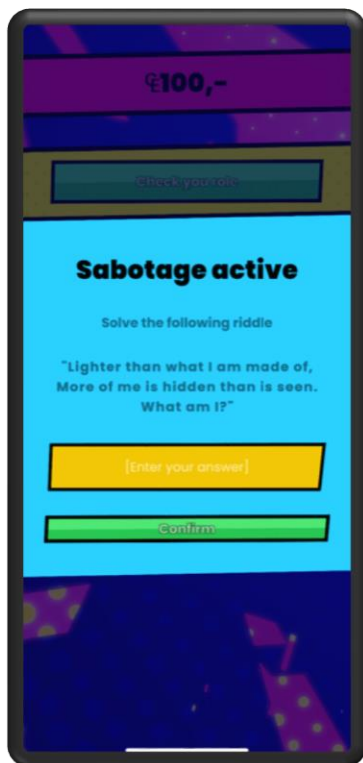
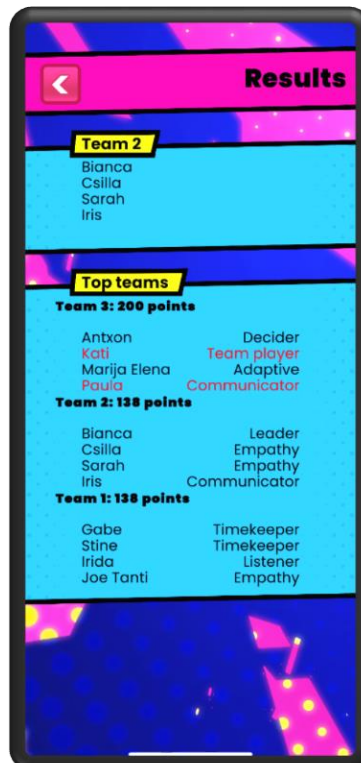


figure 19





## **Distractions**

As a facilitator you can choose to distract a team for any reason you want. If you do this (see the instructions of how to do this under “Interventions” earlier in this User Guide in the ‘facilitator’ part. Now, the participants in this specific team will see a ‘sabotage pop-up’. Before the participants can continue with their assignment, they have to solve a riddle (figure 18). The participants have to fill in the right answer, which will deblock their assignment, so they can continue. The sooner they fix this, the more points they will save. Every second they spill to solve the riddle, 2 points will be deducted. The participants will return to the assignment section in two ways;

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

All sabotage assignments – and their answers- are listed in the section “facilitator” a few pages back.

### *Finish the game*

After the participants have carried out the activity, you can finish the game by clicking ‘Finish the game’. The participants go to the result screen, which shows which team is the winner (figure 19)!

## Serious Gaming

### The concept

Serious games are games that have another purpose besides entertainment. But what are serious games exactly? They are used to promote learning and [behavior change](#). Serious gaming is used in various areas such as education, healthcare, marketing and other businesses and industries. The power of serious games is that they are entertaining, engaging and immersive. Serious games combine learning strategies, knowledge and structures, and game elements to teach specific skills, knowledge and attitudes. They are designed to solve problems in several areas and involve challenges and rewards, using the entertainment and engagement components provided when the user is playing games.

So why are more and more companies using games for a serious goal? What's wrong with a good old book or e-learning module? There's nothing wrong with the old methods, but games give us a new tool to transfer information and knowledge. And it is effective as a tool because of the following reasons:

- **Higher engagement and immersion:** Because of the way how games are designed, they always motivate the player to keep on playing by using rewards, story progression or other feedback systems. Add a beautiful environment to this for complete immersion in the subject matter.
- **A safe space to experiment:** In the real world your actions have consequences, sometimes this can lead to damaged material or hurt feelings. Games create a safe, virtual environment where players can experiment to their hearts extend without having to worry about damage.
- **Positive emotions improve learning:** It's fun! Studies have shown that students who use games to learn, experience more positive emotions. This leads to an improved learning experience when compared to traditional and video learning methods.

LEADER uses serious gaming to engage youth in soft skill development and to make learning fun for both youngsters and teachers/trainers! Haven't tried it yet? THIS IS YOUR CHANCE!

### The importance of Social Emotional Learning (SEL)

At school, children develop academically. This means learning in an academic manner increasing general knowledge of arithmetic, language, etc. In addition to academic knowledge, more and more attention has been paid in recent years to the well-being of the child, or "teaching the whole child". The emphasis here lies on training social-emotional skills. During the many hours the child spends at school, it will have to learn to deal with the other children, the teachers but also and especially with itself.

They learn life skills such as: recognising emotions of yourself and others, dealing with (intense) emotions, caring for others and your environment, making the right decisions, resolving challenging situations, building relationships. Sounds familiar right? All these life skills can be related to the social and soft skills, one way or the other. This again, emphasize the need of soft skill improvement at a young age.

The child must first get to know him/herself before he/she is able to imagine which consequences his/her own behaviour has for others. The LEADER serious game contributes to this, because the young participants carry out the activity using the game, where learning skills and reflection of the activity are highly important. In this way, youngsters work on both their social emotional skills (getting to know themselves) and soft skills.

## Why did we chose to develop a serious game?

We chose a serious game because we wanted to guard against a method that would quickly become obsolete. Gaming is popular and it appeals to young people, while simultaneously it can be of great help as a supporting tool in the classroom or in organizations. With the game being played on the smartphones, this will be a refreshing experience. The interactivity also adds to the open atmosphere that must be created in the classroom and work floor to discuss and address the importance of soft skill development for future employment opportunities.

## LEADER background

### The LEADER book

As soft skills become more and more important in education, daily life and in jobs, LEADER wants to create a movement among youth and teachers/trainers, to become more aware of their soft skills. The LEADER platform and game is based on an in depth research, existing out of three main parts, executed in the field of education and business;

- 1) Desk research
- 2) Best practices
- 3) Interviews with both students and business owners/managers

The results from this comprehensive research can be found in the **LEADER book**. An absolute must to look through and read when soft skill development has your interest!


### The LEADER platform

To teach soft skills to e.g. students, employees or interns, LEADER has developed an easy going platform, where you can find all kind of tools to apply to your teaching strategy. These tools are related to the 10 most important soft skilled, concluded from a very extensive research done prior to the development of the platform. The innovative part from this research methodology is that we have gathered interesting opinions from youngsters themselves! In this way, we KNOW the conclusions are up-to-date and relevant for our ultimate beneficiaries; the youngsters! As mentioned before, the top 10 soft skills were taken as a solid basis to find and develop the tools most suitable to apply in the training. These top 10 soft skills are;

1. COMMUNICATION
2. LISTENING
3. LEADERSHIP
4. ADAPTABILITY
5. EMPATHY
6. DECISION-MAKING
7. TIME MANAGEMENT
8. COLLABORATION
9. CREATIVITY
10. PROBLEM-SOLVING

You can find more specific information on these skills [in our platform](#).

The tools are carefully selected for you to use in your existing classes, trainings, courses, workplace-settings. Some tools are existing tools, other tools are created especially for this occasion to provide you with the most effective and valuable activities. All activity descriptions are explained in detail on our platform and specified into the 10 soft skill categories. Also, hand-outs are available to make it



easier for you to apply the activities in your teaching strategies. All of the above mentioned – and more, are presented on our LEADER platform. Don't wait any longer and discover them [here!](#)