

The Lost Art of Play

REDISCOVERING ROLEPLAYING
FOR
YOUTHWORK

-The manual-



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1. Introduction

Purpose of the Manual

This manual was created as the final outcome of a training course developed and implemented by Udruženje Svetlost, within the framework of our Erasmus+ accreditation (Grant Agreement No.: 2024-1-RS01-KA151-YOU-000222723, Accreditation code: 2022-1-RS01-KA150-YOU-000111513). The idea for the training emerged from within our team—youth workers with a longstanding passion for tabletop role-playing games and a deep interest in how these narrative tools can be meaningfully integrated into youth work.

Having observed the successful application of gamification and role-play techniques in youth work across Europe, we recognized a valuable opportunity to go a step further—by adapting the principles and mechanics of RPGs into structured, intentional youth work practices. The result was a training course designed to empower youth workers to explore RPGs as both a method of engagement and a tool for development, with this manual serving as its lasting resource.

This manual is intended for youth workers, educators, and facilitators who work directly with young people, as well as those who train and support other youth workers. It offers both practical tools for immediate use in educational contexts, and theoretical insights for those wishing to facilitate similar learning experiences for professionals in the field. It may be used in its entirety as a step-by-step guide, or selectively—allowing the reader to adapt specific methods, activities, or frameworks to suit their own context and needs.

The Lost Art of Play

At the heart of this manual—and the training course that inspired it—is the belief that play is a vital tool for growth. The thematic core of *The Lost Art of Play* lies in merging the imaginative depth of fantasy worlds with the social relevance of youth work. By adapting core mechanics from role-playing games—such as character creation, decision-making, and collaborative storytelling—we create powerful, accessible experiences that support emotional, social, and cognitive development.

Play is often associated with childhood, but its value stretches far beyond those early years. From ages 0 to 99+, play remains a meaningful, developmental force. Through play, we explore who we are, how we connect with others, and how we relate to the world around us. In rediscovering play, we rediscover imagination, empathy, and growth.

This manual is an invitation to bring that spirit of play into your work—and to share it with the young people and colleagues you support.

2. A Brief History of Role-Playing Games

Origins of Play

Long before the written word ever touched parchment, humanity communicated through oral storytelling—a shared act that connected generations, shaped identities, and preserved memory. By firelight, our ancestors spun myths, legends, and truths, creating vivid worlds from nothing but voice and imagination. This practice, present across all continents and cultures, formed the bedrock of collective imagination.

The earliest surviving visual records of storytelling—the Lascaux cave paintings in France—date back over 17,000 years. These symbolic images depicted hunting scenes, rituals, and mythic journeys. As civilizations evolved, so too did the complexity of storytelling. Ancient Egyptian priests used narrative to convey cosmic order, while Greek philosophers explored morality and politics through myth. In the Middle Ages, stories flourished as epic poetry, troubadour ballads, and courtly romances. The invention of the printing press in the 15th century revolutionized the dissemination of stories, making them more accessible across social classes.¹

Storytelling roles have evolved but never vanished. Today, they appear in many forms:

- Oral storytellers, folklorists, and spoken-word artists
- Writers, poets, screenwriters, and novelists
- Musicians and songwriters crafting stories through melody and rhythm
- Visual artists conveying narratives through symbolism and metaphor
- Journalists documenting the human experience
- Performers using movement and voice to bring characters to life
- Educators who teach through narrative-based methods
- Digital creators, from YouTubers to video game developers and VR designers

Simultaneously, play has always been humanity's companion. Whether through imitation, competition, or creation, play serves as an essential component of

¹ Zipes, J. On the Origin of Stories: Evolution, Cognition, and Fiction by Brian Boyd. *Marvels & Tales*. 24. 152-161, 2010.

development and cultural life. Ancient dice games, war simulations, and improvised stories testify to how people have used play to process, learn, and connect.

In ancient Greece, philosophers like Plato and Aristotle recognized the educational value of play. In Rome, children engaged in role-based games: boys reenacted battles; girls tended dolls. Even in the Middle Ages, despite the burdens of labor, children crafted toys and performed informal dramas. During the Renaissance, thinkers began formalizing play-based education, culminating in the establishment of the first Kindergarten by Friedrich Froebel in 1837—where learning through self-directed play was a core principle.^[2]

As the industrial revolution unfolded, mass-produced games like *Monopoly*, *The Game of Life*, and jigsaw puzzles gained popularity. The diversity of play expanded—from physical and sensory play to symbolic, dramatic, and structured games.

Modern developmental psychology recognizes that play:

- Enhances cognitive, emotional, and social skills
- Builds self-esteem and resilience
- Reduces stress and supports emotional healing
- Develops physical coordination and endurance
- Promotes independence and self-regulation³

Through rituals, myths, and theatre, we see that storytelling and play have long served similar purposes—mirroring, processing, and transforming our lived experiences. Together, they form the foundation for what would later become role-playing games.

The Birth of RPGs

The modern genre of tabletop role-playing games (TTRPGs) emerged in the 20th century as a fusion of storytelling, strategy games, and collaborative imagination.

² Ginsburg KR; American Academy of Pediatrics Committee on Communications; American Academy of Pediatrics Committee on Psychosocial Aspects of Child and Family Health. The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *Pediatrics*. 2007;119(1):182-191. 2007.

³ Ginsburg KR.2007.

The pivotal moment came in 1974, when Gary Gygax and Dave Arneson published the first edition of Dungeons & Dragons (D&D).

More than a game, D&D offered players an open world in which they could create characters, make meaningful choices, and collectively shape stories guided by a game master (GM). Unlike board games with fixed paths, D&D emphasized improvisation, problem-solving, and teamwork—turning each session into an evolving narrative.

Players found in D&D not only escapism but also a sense of agency and social connection. Campaigns often spanned months or even years, building deep friendships and shared mythologies. The game's influence quickly spread into popular culture, and with it came an explosion of new systems, worlds, and rulebooks.⁴

Though D&D remains the genre's most recognizable name, the TTRPG landscape has grown to include a rich variety of systems, mechanics, and themes. Some notable examples include:

- **Pathfinder:** A spiritual successor to early D&D editions, it retained familiar mechanics while introducing streamlined gameplay and expansive worldbuilding. Pathfinder now boasts a massive player base and a vibrant community.
- **Call of Cthulhu:** Inspired by the horror fiction of H.P. Lovecraft, this game invites players into a world of cosmic dread, psychological suspense, and mysterious investigation. Sanity mechanics make the mind as vulnerable as the body.
- **Blades in the Dark:** Set in a haunted industrial city, players take on the roles of daring scoundrels. The game focuses on heists, crew dynamics, and narrative flashbacks. Its streamlined rules and gritty tone have earned widespread acclaim.
- **Shadowrun:** A genre-blending TTRPG where cyberpunk meets fantasy. Players act as shadowrunners—mercenaries navigating a world filled with both corporate espionage and arcane magic.

Each of these systems offers different mechanics and thematic lenses, showing that RPGs are not bound to a single format—they are a toolbox for infinite kinds of play.

4

<https://www.forbes.com/sites/alisonescalante/2024/07/24/playing-dungeons--dragons-is-great-for-social-development/> (accessed 24.07.2025)

The Evolution of RPG Formats

As RPGs gained cultural traction, their principles spilled into other forms of storytelling:

- Live Action Role-Playing (LARP) allows participants to physically embody characters in real time, often with costumes, props, and immersive environments. LARP has been used not only for entertainment, but also for exploring identity, history, and social dynamics.
- Video games have inherited RPG mechanics such as experience points, branching narratives, and character stats. Iconic titles like *The Elder Scrolls*, *Final Fantasy*, and *Mass Effect* owe their success to the foundations laid by tabletop RPGs.
- Educational RPGs ⁵are now widely used to teach everything from history and literature to emotional intelligence and conflict resolution. Whether in classrooms, youth centers, or therapy groups, role-play has proven effective for engaging learners, fostering empathy, and promoting active learning.

Role-playing games are more than entertainment—they are a living tradition of storytelling and play that stretches across generations. By blending imagination, collaboration, and intentional design, RPGs offer powerful tools for education, empowerment, and growth.

3. Why Play Matters: The Psychology and Power of RPGs

Psychological Benefits of Play and RPGs

The psychological benefits of role-playing are not a new discovery. For decades, therapists, educators, and mental health professionals have used role-play as a tool for self-reflection, communication, and emotional regulation. In both clinical and educational contexts, role-playing has been shown to enhance empathy, foster perspective-taking, and improve social skills.

⁵ Collins G., Winardy B., Septiana E., Role, play, and games: Comparison between role-playing games and role-play in education, *Social Sciences & Humanities Open*, Volume 8, Issue 1, 2023.

A 2019 review of clinical role-play in classroom settings found that this practice significantly supports therapeutic and communicative skill development. Role-playing is also widely used in phobia therapy, where simulated environments provide a safe space to confront fears. Increasingly, mental health professionals are adopting “game therapy”—a structured use of games and interactive storytelling to promote healing, social connection, and self-confidence.

Role-playing games (RPGs), in particular, offer a uniquely powerful format for these outcomes. They provide a structured, yet flexible environment where players can explore alternate identities, face challenges, and contribute to shared goals. This shared narrative space helps develop a sense of belonging—something often missing in the lives of people experiencing social isolation or trauma.⁶

This immersive quality allows people to test new behaviors and explore parts of their identity in a low-risk, creative environment. Whether it’s a shy person stepping into the shoes of a bold leader, or a young person navigating fictional moral dilemmas, RPGs enable personal growth through play.

Beyond emotional support, RPGs promote cognitive and social development. Engaging with an RPG requires constant problem-solving, decision-making, and strategic thinking. Nearly every part of the brain is activated as players consider different outcomes, evaluate risks, and adapt to changing storylines. These activities mirror real-life scenarios in a fictional, low-stakes format.

Confidence is also often built through play. For some, completing missions or achieving character goals within a game can be a crucial first step toward believing in their capacity to succeed in the real world. In this way, RPGs help cultivate a growth mindset.

Importantly, RPGs model a healthy relationship with failure. Players will inevitably make mistakes or lose in-game challenges—but they are encouraged to try again, reassess strategies, and move forward. This promotes resilience, emotional regulation, and a deeper understanding of persistence as a path to growth.⁷

The therapeutic potential of RPGs has come into sharper focus in recent years. During the COVID-19 pandemic, for instance, sales of Dungeons & Dragons tripled, as people turned to collaborative storytelling as a form of escape, connection, and emotional relief. Although research on the psychological effects of RPGs is still emerging, existing findings are promising. While early public opinion linked RPGs to delinquency and escapism, modern studies debunk those myths, showing that players demonstrate no increased psychopathology compared to non-players. On

⁶ <https://www.fantasygroundsacademy.com/post/mental-health-benefits-of-role-playing-games> (accessed 24.07.2025.)

⁷ <https://www.fantasygroundsacademy.com/post/mental-health-benefits-of-role-playing-games> (accessed 24.07.2025.)

the contrary, RPGs have been linked to positive psychological traits such as creativity, empathy, and emotional insight. Some RPGs are now used directly in psychodrama and drama therapy, which allow participants to reenact emotionally significant scenes and test new outcomes. These techniques are particularly useful for individuals recovering from trauma or struggling with emotional expression.⁸

Relevance for Youth Work

For youth workers, these insights are deeply relevant. Many young people today face emotional overwhelm, disconnection, and insecurity—and traditional approaches do not always reach them. RPGs can provide a playful, engaging, and safe entry point for self-exploration, group cohesion, and emotional education.

Used with care and purpose, RPGs are not only a form of play—but a transformative tool. They help young people develop resilience, form meaningful connections, and begin to shape their own narratives, both in and out of the game. Through role-play, we can promote inclusion, empathy, and empowerment, giving space for youth to explore identity and difference in ways that feel meaningful and non-threatening. In a safe, fictional world, young people can navigate emotions, conflict, and peer pressure, gaining insights and skills that transfer into real-life situations.

4. Challenges and Considerations

When incorporating RPGs into youth work, it's essential to approach facilitation thoughtfully—recognizing that the imaginative safety of play requires careful planning. Below are key dimensions to consider:⁹

Emotional Safety and Facilitation

Creating an emotionally safe environment is foundational. Facilitators must build trust through inclusive and participatory practices. Research in youth settings highlights the significance of establishing *identity-safe communities* through deliberate tone-setting, shared stories, and collaboratively developed community guidelines—practices that encourage participants to feel fully seen and accepted.¹⁰

⁸ Baker IS, Turner IJ, Kotera Y. Role-play Games (RPGs) for Mental Health (Why Not?): Roll for Initiative. *Int J Ment Health Addict*. 2022

⁹ <https://epale.ec.europa.eu/en/blog/managing-power-dynamics-working-youth-practical-guide> (accessed 24.07.2025)

¹⁰ Rubin JD, Scanlon M, Cechony A, Chen K. "Here I can just be myself": How youth and adults collaboratively develop an identity-safe community across difference. *J Community Psychol*. 49(5) 2021.

Effective facilitation in creative group settings also depends on genuine interest in young people's stories, respectful engagement, and holding emotional space without rushing discomfort. Facilitators describe the importance of *listening*, *empathising*, and not moving away from big emotions too quickly.¹¹

Accessibility and Inclusion

Youth workers must pay attention to diverse learning styles, abilities, and sensory needs. Inclusive game design principles—common in educational game-based learning research—recommend features like alternative communication methods, multisensory cues, and adaptable mechanics to ensure all participants can meaningfully engage.¹²

An environment where everyone experiences a sense of belonging is key to inclusion. Studies in early childhood education demonstrate that inclusive settings—with supports for visible participation and peer interaction—promote stronger developmental outcomes for learners with disabilities, while also fostering empathy among peers.¹³

Cultural Sensitivity and Power Dynamics

Role-playing is inherently relational and political: cultural context and facilitator positionality shape the experience. Cultural sensitivity—understood as awareness and acceptance of cultural identities without hierarchy—is foundational to inclusive RPG design. It requires recognizing that diverse backgrounds bring different values, languages, and communication styles into play.

Facilitators must practice cultural humility, reflecting critically on their own biases and the power they bring into the room. This stance acknowledges the expertise and lived experience of young people and shifts authority from adult expert to collaborative guide.¹⁴

Additionally, power dynamics permeate facilitator–participant relationships. Recognizing how institutional or social power can influence interactions is essential.

¹¹ Chapin, Laurie & Fowler, M & D, C. The role of adult facilitators in arts-based extracurricular settings: Perceived factors for success of adult–youth relationships. *Journal of Community Psychology*. 50. 176-190. 2021

¹² Rye S., Sousa C., Investigating Inclusivity in Game-Based Learning: Current Practices and Multistakeholder Perspectives, *Proceedings of the 17th European Conference on Games Based Learning*, Vol. 17 No. 1, 2023.

¹³ <https://www.naeyc.org/resources/pubs/yc/fall2023/inclusive-classroom-community> (accessed 24.07.2025)

¹⁴ Chapin, Laurie & Fowler, M & D, C. The role of adult facilitators in arts-based extracurricular settings: Perceived factors for success of adult–youth relationships. *Journal of Community Psychology*. 50. 176-190. 2021

Reflective frameworks like RAP (Raising Awareness of Power) guide facilitators to identify and manage their power responsibly—encouraging transparency, shared agency, and empowerment rather than dominance.¹⁵

In group settings, staff may also navigate peer-group power imbalances. Research in child play contexts has shown that facilitators can use their structural power ethically—by rearranging group roles to support marginalized youth to take initiative or leadership and ensuring equal participation.¹⁶

Suggested Practices for Facilitators

For **emotional safety**—Begin with co-created guidelines; use ice-breakers and small-group sharing to build rapport; remain present during emotional moments.

For **accessibility**—Offer multiple ways to engage (visual, verbal, written); adjust rules or pacing; include peer support and structured turn-taking.

For **cultural sensitivity**—Incorporate cultural contexts and references relevant to participants; invite feedback and co-design; avoid stereotypes.

For **power awareness**—Reflect on your role and influence; offer transparent decision-making; enable youth-led choices within the game.

By attending to these challenges—emotional safety, facilitation quality, accessibility, cultural sensitivity, and power dynamics—you enhance not only the effectiveness of RPG-based youth work, but also the ethical integrity of the experience.

5. Designing Your RPG for Youth Work: Insights from the Training

This chapter presents selected sessions from the training course *The Lost Art of Play*, chosen for their practical relevance and adaptability to diverse youth work contexts. These sessions were designed to equip youth workers with the tools and mindset needed to integrate role-playing games into their work—whether for emotional education, social inclusion, or creative expression. Each activity included here supports skill-building in areas such as storytelling, decision-making, empathy, teamwork, and emotional regulation.

While the sessions reflect the original flow and design of the training course, they can be used as standalone activities, adapted to specific themes, or combined into longer programs depending on the needs of the facilitator and the group. What

¹⁵ <https://epale.ec.europa.eu/en/blog/managing-power-dynamics-working-youth-practical-guide> (accessed 24.07.2025)

¹⁶ Eidsvåg, G.M., Rosell, Y. The Power of Belonging: Interactions and Values in Children's Group Play in Early Childhood Programs. *IJEC* 53, 83–9, 2021.

follows is a collection of actionable, field-tested approaches for those who wish to bring the power of RPGs into their educational practice.

Character sheet creation

Duration: 30–40 minutes

Materials Needed: Printed character sheets-one per participant (see appendix), pens, markers or pencils, scotch tape or sticky tack.

Objective:

To introduce participants to role-playing concepts by encouraging self-reflection and creativity through character creation. This session helps build group cohesion and sets the thematic tone of the training by blending real-life traits with game-style thinking.

Description:

Each participant receives a character sheet that includes fields for name, age, country, personal traits, talents, tools they “always carry,” and playful stat values (e.g., Creativity +2, Patience -1). Instead of drawing their own portraits, participants pair up and draw each other’s portraits, reinforcing group connection from the start. Once completed, the character sheets are displayed in the shared space to remain visible throughout the training course—serving as ongoing reminders of each participant’s unique “character.”

Team quest challenge

Duration: 30 minutes

Materials Needed: Rope, three chairs, a scarf

Objective: To develop communication, teamwork, and creative problem-solving skills

Description:

Small teams receive a challenge to transport a mysterious package across a designated space (e.g., forest or room) without touching the floor. Using limited materials and one magical word, teams must strategize and plan their approach. The focus is on collaboration, communication, and creative thinking. The task does not have to be practically achievable.

Mini RPG Game Team Building

Duration: 30–40 minutes

Materials Needed: Premade character sheets and scenario materials (see appendix), D6 dice

Objective: To introduce participants to RPG mechanics while fostering imagination, teamwork, and improvisation

Description:

Participants are divided into four teams of 5–6 people. Each team receives premade characters and a simple scenario: students at a magical school investigating the theft of the Cupcake of Peace. Using a basic D6 dice system (1–3 = fail, 4–6 = success), teams investigate, interrogate a frog witness, and decide on the culprit. This provides a beginner-friendly RPG experience followed by a discussion on imagination, collaboration, and improvisation.

History, Psychology & Power of Play

Duration: 60–90 minutes

Materials Needed: Printed timeline elements (see appendix), empty timeline sheets, space for corner debates

Objective: To understand the historical roots and psychological benefits of play and RPGs

Description:

Part 1 (approx. 30 min) — In small groups, participants arrange key events and elements (e.g., ancient rituals, storytelling, D&D invention, video games) on an empty timeline. The facilitator then leads a discussion on how these developments led to modern RPGs.

Part 2 (up to 60 min) — Participants engage in a corners debate on the purpose of play, choosing from Education, Therapy, Fun, Connection, or Competition.

Representatives from each corner argue their viewpoint, then groups switch corners and debate again from a new perspective. The session ends with a group discussion about the purpose and benefits of play, focusing on psychological advantages of RPGs such as sense of control, social connection, trauma coping, and improvisation, with participant input encouraged.

Intro to Storytelling & Roleplaying in RPGs

Duration: 90 minutes

Materials Needed: Character creation prompts, drawing materials (paper, markers, beans/rice/dice for map outlines), scenario choice trees (see appendix)

Objective: To understand the core elements of RPG design: character, world, and decision-making

Description:

Part 1 (approx. 30 min) — Participants learn about character importance and archetypes (warrior, healer, rogue, wizard), inspired by iconic films. Divided into four groups by archetype, they create a character answering prompts like “What is their greatest fear?” and “What is their secret talent?”

Part 2 (approx. 30 min) — Groups build a fantasy world map related to youth work themes (e.g., “Island of Employment,” “Forest of Emotions”), populating it with relevant places and dilemmas. Maps are briefly presented. Encourage use of dice, beans or other materials for randomizing the map outline.

Part 3 (approx. 30 min) — Using a scenario choice tree, groups roleplay decision-making as their characters, discussing how choices influence storytelling and emotions.

Game Mechanics

Duration: 90 minutes

Materials Needed: Various dice (d6, d10, d20), sample character sheets with stats (see appendix), props for inventory items (torch, mirror, coin, scarf, map), cards with youth work goals

Objective: To explore core RPG mechanics and connect them to learning outcomes in youth work

Description:

Part 1: World Café (approx. 45 min) — Participants rotate through four interactive stations (10 minutes each plus transitions):

- Dice & Probability: Roll different dice to experience chance, excitement, and fairness for different challenges.
- Stats & Skills: Adjust stats on a sample character and try challenges, discussing the impact of low stats.
- Inventory & Resource Management: Solve a scenario using limited items, simulating creativity and resourcefulness.
- Turn-Based & Conflict Resolution: Practice turn-taking and decision-making, reflecting on how structure promotes safety.

A mini debrief follows to highlight interesting mechanics and discuss their potential for teaching problem-solving, teamwork, and decision-making.

Part 2: Linking Mechanics to Learning (30–45 min) — Small groups receive cards with youth work goals (e.g., build trust, emotional regulation). They brainstorm game

mechanics or challenges to support these goals, create simple scenarios, and present ideas with group discussion.

Adapting RPGs for Youth Work

Duration: 60–90 minutes

Materials Needed: Short RPG outlines or scenarios (see appendix), paper/markers for presentations, facilitator roleplay scenarios (see appendix)

Objective: To explore adapting RPGs for specific youth work goals and understand the facilitator's role in safe, effective RPG sessions

Description:

Part 1 (30–45 min) — Groups receive a simple RPG scenario and adapt it to address youth work themes such as emotional literacy, conflict mediation, anti-bullying, career guidance, gender roles, or inclusion. They modify the setting, characters, main challenge, and optionally add a new mechanic. Groups then give brief “elevator pitch” presentations and discuss how making the game educational affected the design.

Part 2 (approx. 45 min) — Facilitated discussion on the role of the Game Master as both facilitator and youth worker, focusing on maintaining emotional safety, player agency, and debriefing techniques. In pairs, participants roleplay handling challenging moments (e.g., a player refusing to participate or a sensitive topic arising), using prepared scenarios. Insights are shared in a group discussion.

RPG Creation Workshop

Duration: Approximately 10–12 hours total, split over 2 full days

Materials Needed: Paper, markers, post-its, laptops/tablets (optional), RPG template handouts (see appendix), crafting materials for props/cards (optional)

Day 1: Team Formation, Kickoff & Game Building

Session 1: Team Formation & Kickoff (up to 90 minutes)

Participants self-select balanced teams (4–5 teams of 4–6 people) based on topic or format interests. Predefined options can help guide selection.

Facilitator guides teams to define their RPG's: topic & goal, format, setting, characters, story structure, and mechanics.

Teams produce a rough outline and give brief presentations.

Session 2: Build the Game (approx. 3 hours)

Teams develop playable prototypes following this suggested timeline:

- Narrative & structure (1 hour)
- Mechanics & rules (1 hour)
- Scenario flow & facilitator notes (1 hour)

The facilitator checks progress and offers support.

Optionally create printable materials like character sheets, cards, or props.

End of day: Group check-in.

Day 2: Finalize, Present & Feedback

Session 3: Final Polish (up to 3 hours)

Teams finalize games and produce a concise how-to guide: title, goal, format, age group, setup, instructions, story summary, debrief questions, facilitator tip, following the template they received.

Complete any physical materials needed.

Session 4: Presentations & Feedback (3–4 hours)

Each team delivers a full presentation (up to 30 minutes) including:

- Explanation of concept
- Short live demo (intro and one scenario)
- Teams can invite participants from other groups to briefly playtest parts during their presentation.

Alternatively, run an RPG fair with rotating 20-minute playtest stations (optional; more complex to organize).

After all presentations, a facilitated feedback session invites reflections on inspiration, improvements, and applicability to youth work.

6. Forging New Worlds: RPGs Created During the Training

This chapter contains a collection of original educational RPGs developed by participants during the training. Each game addresses a youth work topic and

includes all necessary materials for replication.

1. StArt: the game

Group members:

Klaudia, Ema, Snežana, Mariana, Mike, Sandro, Uroš, Stefan

Goal / Learning Outcome:

- Build youth artistic skill set:
- Empower communication and self expression
- Foster teamwork and negotiation
- Promote interculturality
- Inform youth about different artistic paths

Format:

It is performance-based board game with drawing cards and throwing dice 🎲

Recommended target/age group:

16+, young people who want to explore different artistic paths

Setup:

- 4 players
- 4 colorful tokens
- Printed Card Decks
- Printed map
- D6 and D10 dice 🎲
- Potentially props for performance
- Pens and paper for score

(Setup should require 5-10 minutes)

Story Summary:

Stardom island is a mysterious place of wonder and creativity for artists with different skillsets are heading on a journey to discover their true selves and become legends

Game instructions (How to play):

- Players have to choose one character that they want to play as(chosen between actor,painter,musician and dancer).
- Players roll a D6 to decide the turn order (who rolls the highest goes first) if they roll the same number the youngest starts first.
- All players choose their token and place it on the starting point.
- Following the turn order the players roll a D6 and move the token to the other tiles.
- If the player lands on a normal tile they simply wait for their next turn.
- If you end up on a journey tile, pick a card from the journey deck and complete the challenge.
- As you are moving you might land on a burnout tile (black). Move to the nearest burnout tile behind you. Rest there for one turn to recharge.
- When you get to a stage tile you stay there to perform. You draw a talent card from the deck and you perform. The performance can last no longer than 40s. Once you're done with the performance roll the D6:you can proceed if you roll a 4 or higher.
- Completing the performance according to their role grants players a talent card. You draw the talent card from the deck.
- You can ask another player to perform for you. If they accept, give them 3 points.
- If you're in need of inspiration you may bring props to the game or draw an inspiration card.
- Players can trade or exchange talent cards in any of their turns. The objective is to obtain as many talent cards of your art as possible.
- If you're stuck on stage after the 2nd performance you can ask the audience/other players if you can proceed.
- The performers take note of their points and add them to their point counter.
- Once on the last stage players can no longer trade their cards. Each talent card adds its points to the counter for their score (10 for the same artist, 5 if its another artist talent).
- The highest score wins the game!

SPECIAL MODES:

- FREE FOR ALL:
 - The Talent Deck gets split in 4 piles (one pile per colour)
 - Players can perform as any artist they want during their performance
 - All talent cards only give +5 points to the player
 - If players encounter a stage they add the rest of their movement to their score

Debrief / Reflection Questions:

1. What happened?
2. How did it feel playing the game?
3. What was the most challenging part for you?
4. If you play the game again what would you do differently?
5. Do you think anything about the game has real-life application?

Facilitator Tips:

1. Make sure to bring all the materials before hand and allow the players to choose their own token of preference, small colorful objects work best
2. Check on the participants in the game every now and then to support healthy group dynamics and regulate instances of fighting or arguing.
3. Remind the players that it's a game, competition is good. It is just a game anyways :)
4. Let the players embrace their artistic attitudes freely during the game
5. Encourage participants to try giving positive feedback to the performers as art always stands from personal dimension and personal sensitivity
6. During reflection try to explore the group dynamic and make them think about the journey as both an individual path and a group experience... No one is "truly alone"

Printables:

-Board game

-Cards

See appendix for printables.

2. MEstery minds

Group members:

Emilija, Anja, Milana, Megi, Knarik, Hasmik, Izabela, Noelia

Goal / Learning Outcome

To help young people build a community and guide them through their mental health journey by using a combination of elements from escape rooms, RPGs and storytelling.

Format

Small groups try to escape buildings (4-6 players, escape rooms). Facilitated by an adult/youth worker.

Recommended target/age group

14-25 years (recommendation: decide and divide groups by age, ex. 14-18 years and 19-25 years)

Setup

- Paper and pen
- Printed character sheets
- Printed materials (situations, thought clouds, emotions)
- A diary (notebook)
- Speaker for music
- Phone
- Questionnaire that we use to decide the characters
- Microphone
- Narrative instructions and scenarios

Story Summary

It is the 1920s and there have been some rumors circling around the town. Among them, one piqued your interest. It is about a mysterious psychologist who does some suspicious experiments in the old, abandoned building. You, a group of young people, decided to investigate this specific rumor. Work together to figure out what is actually happening and uncover the truth about yourself as well.

Game instructions (How to play)

1. Prepare the room for the scene (put the clouds thoughts on one of the highest points of the room that players can reach it, situations under the chairs or any other similar objects will do, in one specific place and emotions in the back. Hide the characters questioner under the curtains or any other similar objects (tree, window, doors...) , and put some of the situations and pens at the table or some open visible space)
2. Introduce the narrative to the players
3. In the next step they are supposed to find the questionnaire first and then fill it. (give them a clue about where it is hidden – emphasizes it in narrative, ex. “Raise curtains, and let the game begin”)
4. After they fill the questioner, give them the roles based on the results and a diary with formula (situations + thoughts + emotions + x, x is a missing component).
5. Explain that on the table or the open space are situations and to pick one, but not all of the party members will get one, so make them find the rest of the situations. (do it through narrative, you can see examples in the MEstery minds narrative summary)
6. After they find the situations, put them in the diary and give them next clue how to find thoughts (ex. look for the highest points in the building/open, just like how clouds are high in the sky)
7. After they find the thoughts, put them in the diary and give them the clues about how to find emotions (ex. tell them to look in the back just like how we suppress our emotions in the back of our heads)
8. After they find emotions and put them in the diary, make them think a little about what possibly could be a last missing component
9. Then take the diary and throw it, so that you can get their reactions out (reactions are the missing component)
10. Use the questions from MEstery minds narrative summary to get them to understand what happened and get them to say reaction is the missing component.

11. After that you can do the debriefing questions.

Debrief / Reflection Questions

- How did you feel during the game?
- Explain your thought process.
- Did it come across easily to connect your feelings with situations?
- What's difference between before and now after when it comes to your feelings, what changed?
- What was the hardest part of the game?
-

Facilitator Tips

- Make instructions as clear/easy as possible
- Guide players through it (don't be afraid to step in when its needed)
- Don't be afraid to make places where the clues are hidden more visible through narrative and visuals
- React in real time
- Be flexible
- Remind players of their character roles and their abilities and weaknesses
- Have fun and enjoy

Printables

- Character sheets,
- Cloud thoughts, scenarios (situations), emotions
- Questionnaire that we use to decide the characters and answers to determine the characters

See appendix for printables.

3. *Flour Rush*

Group members:

Mira, Nađa, Marija, Dušan

Goal / Learning Outcome

To equip young people with practical entrepreneurial skills through interactive role - play.

Format

Small group role-playing game for 5 players, facilitated by a youth worker/adult. It is a quest-based challenge with elements of storytelling and collaboration.

Recommended target/age group

16 - 21 years old

*The game can be adapted for other age groups

Setup

The game master/facilitator needs to have and prepare the following things

- 5 cards
- Tokens that represent each player
- Printed map of the main room, an attic, and a table (on it book and some papers)
- Printed already prepared roles for players
- Printed already prepared NPC roles that the GM is going to play
- Printed set of rules

Story Summary

While walking through a peaceful forest, the group encounters a mysterious glowing object that transforms into a portal. Curious, they touch it and are instantly transported into a dusty cellar filled with sacks of flour, hay, and a purring cat. They already know each other, their abilities, Outside, desperate voices beg to buy flour, and the players learn they must sell at least five sacks at fair prices found in an old book in the house above. Each takes on a unique role—a persuasive mercenary, an anxious but skilled seller, a justice-driven knight in disguise, a witty jester negotiator, and an elegant yet kleptomaniac woman from wealth—to complete their mission and perhaps find a way back home.

Game instructions (How to play)

1) Setup & goal

- Players pick one role each: **Mercenary (Persuader)**, **Anxious Seller (Analyst)**, **Disguised Knight (Protector)**, **Jester (Promoter)**, **Elegant Thief (Opportunist)**. Each has a signature skill and a small inventory.
- Group objective: **sell at least 7 sacks of flour** before the time limit (default: 30 minutes in-game) while managing reputation, stock and crowd tension.

2) Turn / phase structure (per action)

Each player's turn or major action follows the same mini-cycle:

1. **Choose action** — (examples) negotiate a sale, protect sacks, distract crowd, check ledger, attempt a stealth move.
2. **Resolve with a skill check** — draw a 1–5 card tied to the acting role (see mechanics). The card determines outcome quality.
3. **Apply results** — update sales ledger, adjust number of sacks, change reputation/relationships, deal with consequences (lost goods, gained customers, side tasks unlocked).
4. **Random / timed events** — GM may trigger events (e.g., cat chases mouse). Some events use a card draw for specific outcomes. Time passes (each major action = a few minutes).
5. **Check win/lose** — if 5+ sacks sold → success; if time expires or too many sacks lost → failure.

3) Core mechanics

- **Skill checks:** primary resolution is a **5-card draw** (cards numbered 1–5). Outcome mapping:
1 = Failure, 2 = Partial failure, 3 = Middle ground, 4 = Partial success, 5 = Full success.
- **Special event dice:** the cat/mouse incident (and similar sudden events) uses a **5-card draw** by the GM to decide loss/no loss/momentary benefits.
- **Ledger & economy:** every sale, barter and tax (e.g., 5% town tax) is recorded in the ledger — profits, barter values and reputational notes matter for later interactions.
- **Time pressure:** default 30 minutes in-game to reach the goal. Players can gain extra minutes by calming the crowd or completing side tasks.

4) Winning / ending conditions

- **Success:** Sell **≥5 sacks** before time runs out. Rewards: profit, improved reputation/relationships, and a clue toward the portal/home.
- **Partial outcomes / scoring:** even if the main goal is met, the final score can reflect **profit earned + reputation + allies made** (useful for campaign continuity).
- **Failure:** Time expires or too many sacks are lost/stolen → crowd may break in, mission fails, group loses goods and standing.

5) Quick examples (how checks feel)

- Mercenary draws **5** → noble is charmed and buys at full price (big reputation boost).
- Jester draws **2** → distracted crowd causes a missed sale (minor loss).
- GM rolls **1** on the mouse D4 → big mess, lose 2 sacks

Debrief / Reflection Questions

1. What role did you play in the group, and how did your character's personality influence your choices?
2. How did you react to unexpected events—like theft attempts, sudden crowd tension, or the cat-and-mouse incident—and what did that reveal about your problem-solving style?
3. Which strategies or negotiations worked best for your team, and why do you think they succeeded?
4. Did any situations in the story remind you of real-life challenges in fairness, ethics, or handling pressure?
5. If you could replay the scenario, what would you do differently to improve your group's outcome or relationships with the townspeople?

Facilitator Tips

When handling unexpected situations, stay flexible and open to player ideas. If they suggest something creative or unusual, allow it to happen and build on it, even if it changes your plan. If the game stalls or arguments slow progress, let an NPC interrupt with urgent news or a sudden event like spilled flour or a loud rumor. This helps keep the story moving. Encourage players to work together and combine skills, and if the rules slow things down, make a quick ruling so the pace stays lively.

For timing, keep the sense of urgency visible. Remind players often that the crowd outside is getting louder and more impatient. Use sound cues such as knocking or

shouting to increase pressure. If the game feels slow, skip unnecessary small talk and move straight to the next challenge. Give each player a short turn so everyone stays involved, and add sudden events like a cat chasing a mouse or a rival seller arriving to keep the energy up.

If you want to make the game easier, you can give players more sacks of flour than they need, make NPCs more generous, or remove theft attempts entirely. To make it harder, you can require more sacks to be sold, have NPCs act more impatient, or add extra complications like bad weather or damaging rumors. For a fast version, focus only on three or four key NPC encounters. For a longer version, include all NPCs along with random events from the ledger. If playing with children, simplify the money system and use tokens instead of coins.

At the end of the game, ask players how their characters reacted to the challenges and what emotions they felt during play. Discuss what the story might have taught them about themselves or others and whether any part of it connects to real-life situations. You can also ask which NPC was the hardest to deal with and why, and what they might do differently if they played again.

Printables:

Room maps,

Roles for players,

NPC roles,

Set of rules.

See appendix for printables.

4. Dandelion and Concrete (D & C)

Group members:

Rita, Anna, Paulina, Daniela, Rosie, Lena, Aleksandra

Goal / Learning Outcome

1. To promote active citizenship
2. Spread environmental awareness
3. Inspire hope that change can be achieved
4. Learning by doing

Format

Collaborative storytelling with moving quests and role-play.

Recommended target/age group

16-26 year olds who want to take political action but lack resources to do so

Setup

- Character sheets
- Map of the building and miniatures
- NPCs
- Can caps as money
- Story prompts and scenario sheets
- Six-sided dice (D6) and 20 sided dice d20
- Pens and paper

Story Summary

The characters live in an amazing utopia, but a different timeline needs their help. They are sent to a dystopian world that is polluted and does not have a government. During their journey the players discover their skills and character traits. They encounter Franc and Stein who guide them to an abandoned building that the players explore - they befriend NPCs and clean up the place. They complete quests. In conclusion they inspire the NPCs and clean up the area leading to positive change and the rebuilding of a civilization. The players feel hopeful and inspired.

Game instructions (How to play)

1. Distribute character sheets and dice (d6 and d20). The group starts with 3 can caps (money). Explain the rules and character sheets.
2. Introduction - meditation and utopia. Story scenario.
3. Travel to dystopia. The players take turns exploring and talking to NPCs. Players decide how their characters act and how they solve problems.
4. Conclusion - civilization will be rebuilt.
5. Reflection and discussion.

Debrief / Reflection Questions

- Why was there conflict between the characters?
- How are the challenges that your characters encountered linked to active citizenship?
- How did you feel during the game?
- Was it hard to come up with solutions?
- How would you describe the communication in your group?
- How can you apply here what you learned here in real life?

Facilitator Tips

- Encourage all voices in the group to be heard.
- Emphasize that there are no wrong answers, only different perspectives.
- Adapt the story complexity based on the group's age and experience.
- Allow space for humor, creativity, and unpredictability.
- Do not be scared to improvise.
- The players cannot see in your mind, you need to describe everything.
- Give options to your players if they seem stuck.
- Have fun in the process.

Printables

- Character sheets
- Story prompts and NPC info
- Maps

See appendix for printables.

7. Running Your Own RPG-based Workshop

Practical Guidelines for New Facilitators

Steps for Preparing Your Session

Before running an RPG-based workshop, begin by defining the learning goal: What do you want participants to explore or develop (e.g., teamwork, empathy, decision-making)? Once the objective is clear, select or design a scenario that aligns with your purpose. Plan the session structure: introduction, gameplay, debrief. Prepare all materials in advance, including character sheets, dice, prompts, or props. It's helpful to test the game beforehand with a colleague or friend. Always adapt your timing flexibly and prepare a few backup strategies in case the game moves faster or slower than expected.

Tips for Choosing Appropriate Scenarios

Select scenarios that are relevant to your participants' age, context, and emotional readiness. For younger or new groups, use light-hearted, clear storylines with straightforward goals (e.g., finding a lost item or helping a character). For older or more experienced groups, you can explore complex themes such as conflict resolution, inclusion, or ethical dilemmas. Scenarios should offer opportunities for choice and collaboration, while remaining manageable within the time frame. Avoid overly dark or emotionally intense content unless you are confident in your facilitation skills and the group's readiness.

How to Introduce Mechanics Gently

Start with only the essential rules and keep mechanics simple—this lowers the barrier to entry for participants new to RPGs. For example, use a single dice mechanic (e.g., roll a D6: 1–3 = fail, 4–6 = success) or role cards with clear abilities. Demonstrate mechanics with a quick sample round or involve the group in a playful warm-up that uses similar logic. Encourage participants not to focus on “getting it right” but rather on trying things out and supporting the story. Add complexity gradually only if the group feels confident and engaged.

Managing Group Dynamics

As a facilitator, your role is to ensure that everyone feels safe, heard, and included. Monitor who is speaking and participating—gently invite quieter players to contribute, and balance dominant voices by giving everyone equal moments to shine. Clearly explain that there are no wrong answers in roleplay and that the goal is exploration, not performance. Be prepared to intervene if jokes go too far or if emotional themes

touch a nerve. Establish a group agreement or safety signal at the beginning for participants to pause or step out if needed.

Creating Space for Reflection and Learning

After the game, always hold space for debriefing. Start with simple questions like “What happened in the story?” before moving to “How did it feel?” and “What does this connect to in real life?” Tailor your questions to your goal—if the game was about teamwork, ask when collaboration worked or failed. Use methods like a reflection circle, creative journaling, or drawing scenes from the story. Emphasize that learning comes not just from gameplay but from the meaning participants assign to their experiences. Debriefing transforms play into insight.

8. Acknowledgements and Contributors

About the Facilitators

This training course was co-facilitated by Marija Ristić and Mirjana Dragojević, youth workers who share a passion for bringing creativity, storytelling, and playful methods into youth work. With experience in non-formal education, Erasmus+ mobility projects, and working directly with young people across Europe, they aimed to create a space where role-playing becomes a powerful tool for connection, learning, and personal growth.

This manual was written and compiled by Marija Ristić, based on the methodology developed and sessions delivered during the training course The Lost Art of Play. It is a result of collaborative effort, direct facilitation experience, and the creative contributions of participants.

Thanks to the Participants

A heartfelt thank you to all the participants of the training course for their openness, creativity, and willingness to explore new methods. Your ideas, energy, and collaborative spirit made this experience come alive and shaped many of the games and reflections captured in this manual. This toolkit would not exist without your imagination and input—thank you for playing boldly.

Partner Organizations

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Teatr Wschodni- Poland

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Associazione Link- Italy

Europa 2020- Spain

Lokal Patriot- Slovenia

Farra Fanfarra- Portugal

ADP Zid- Montenegro

Beyond Barriers- Albania

Association PEL- Macedonia

STEP - Spoločenstvo pre oblasťný rozvoj- Slovakia

3D friends- Latvia

Youth Opportunities Club NGO- Armenia

Eco Bike- Serbia

These organizations played a key role in preparing, supporting, and connecting participants, and continue to work actively in the field of youth, education, and social impact.

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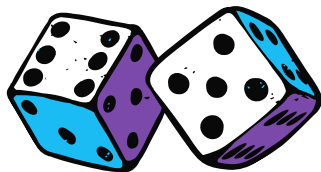
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Appendix: Printable Resources

- 1. Character sheet**
- 2. Mini RPG teambuilding**
- 3. Timeline + elements**
- 4. Intro to Storytelling and RPGs**
- 5. Game mechanics world cafe elements**
- 6. Adapting RPGs for youth work**
- 7. StArt game printables**
- 8. MEstery minds game printables**
- 9. Flour Rush game printables**
- 10. D&C (Dandelion and concrete) game printables**



The Lost Art of Play

REDISCOVERING ROLEPLAYING FOR YOUTHWORK

The Lost Art of Play: Rediscovering Roleplay for Youth Work is a practical and inspiring resource born from the international training course organized by Udruženje Svetlost under the Erasmus+ programme.

Bringing together youth workers from 12 countries, this manual explores the transformative potential of role-playing games in non-formal education. It offers a concise history of RPGs, insights into their psychological and educational benefits, and step-by-step guidance for designing and facilitating your own roleplay-based activities.

Inside, you'll find:

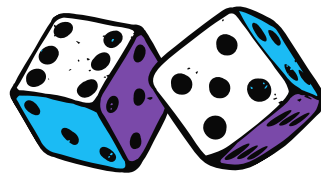
- Background on the value of play in youth development
- Guidance on adapting RPGs for different youth work contexts
- Ready-to-use session plans tested during the training
- A collection of original educational RPGs created by participants

Whether you are new to role-playing games or an experienced facilitator, this manual will help you use storytelling, imagination, and collaboration to foster inclusion, empathy, and growth in the young people you work with.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



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PRINTABLE 1

The Lost Art of Play

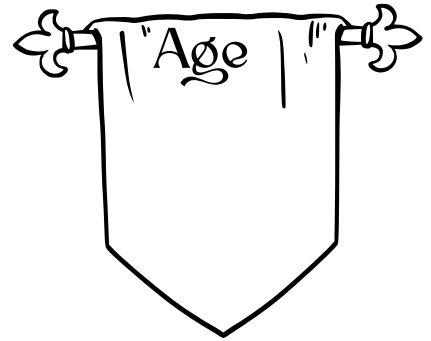
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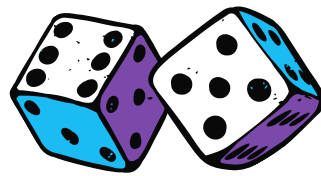


Skills:



Inventory:

Catchphrase:



PRINTABLE 2

The Case of the Stolen Cupcake

Welcome to Mystwood Academy, a school of magic, mystery, and muffins. This morning, a disaster shook the halls: The Cupcake of Peace has been stolen.

The magical pastry, once glowing on its pedestal, is gone. Chaos spreads in its absence—students are arguing, professors are flustered, and even the enchanted spoons are slapping people.

You are a group of magical students tasked with investigating this mystery. Can you find out who stole the Cupcake and bring back peace?

Soon, you will each receive your character sheets. Some of you are investigators. One of you is a talking frog witness. One of you... may not be who you claim to be.

D6 Dice Mechanic

How to Roll the Dice

- Every time someone tries to do something uncertain, roll the dice.
- 1–3 = FAIL
- 4–6 = SUCCESS

Example attempts:

- “I search the kitchen drawers.” → Roll: 2 → You knock over a stack of spoons. Nothing found.
- “I try to grab the suspect.” → Roll: 6 → You tackle them to the ground with magical flair.

Be creative with your actions and work together. Only the player doing the action needs to roll. If you fail another player can try something, but you cannot try the same thing again.

Frog Witness

You are Sir Croaksalot, a magically enhanced frog and the only witness.

You are nervous and forgetful—but you DID see something!

You're afraid to share it openly unless someone gains your trust.

Your goal: Share what you know gradually, or if someone really earns it. You can lie a little for fun but don't ruin the mystery. If someone does a successful roll of the dice reward it with a piece of the story you saw.

Your story: You were in the kitchen late at night licking the spoons that were soaking in the sink, waiting to be washed. When suddenly! A sound! You hid because you didn't want to get caught. But it turns out you weren't the only one in hiding! A person, short, must be a student. Their head is covered with a hood. But you are pretty sure you saw something green peaking out from the hood. They took the magic cupcake! Oh no, oh no.. What do you do now?!

Clue you know: The thief had sparkly green feathers in their hood.

Nova Skystitch

Magic Specialty: Creates floating light orbs that follow them

Backpack Item: A tiny telescope that only works at night

Trait: Curious and chatty

Goal: Find the truth and write an article about it for the school paper

Secret:

You want to use this mystery as your big break for the school newspaper. You've always dreamed of being a famous magical journalist. Try to take notes, ask the best questions, and be the first to figure it out—so you can publish the scoop before anyone else. You really like Zeke! Even though he's grumpy all the time it just makes the butterflies in your stomach go crazy!

Tilly Fernfog

Magic Specialty: Talks to plants and fungi

Backpack Item: A squishy mushroom diary that reacts to emotions

Trait: Gentle and observant

Goal: Make sure no one gets hurt during the investigation

Secret:

You feel like no one ever listens to you because you're quiet. You want to prove that quiet people can see things others miss. Try to observe everything and gently point out clues, even if louder teammates talk over you. You are friends with Luna and often share clothes. You like to wear her accessories very much.

Zeke Undercloud

Magic Specialty: Can create small storm clouds over people's heads

Backpack Item: A notebook filled with half-finished inventions

Trait: Grumpy but brilliant

Goal: Invent something during the investigation that actually works

Secret:

You've messed up a lot of inventions lately and your confidence is low. You want to prove you're useful to the group. Try to offer solutions, ideas, or devices—even if they're weird or unfinished. Bonus points if one of your inventions actually helps.

Luna Mirevale

(The Secret Culprit)

Magic Specialty: Can become invisible in candlelight

Backpack Item: A scarf with green sparkly feathers (currently stuffed deep in the bag)

Trait: Calm, calculating, and always helpful

Goal: Keep the group working together... and away from your scarf

Secret:

You stole the Cupcake of Peace. You believe the school relies too much on it instead of dealing with real issues.

You hid the Cupcake and joined the investigation to make sure no one suspects you.

Try to redirect suspicion or explain the feathers if needed. If they figure it out, you may confess—but spin it as a noble reason. You wanted to make a point. Maybe... they'll understand?

Ember Quickstep

Magic Specialty: Can make small objects teleport (within sight-they have to see the object)

Backpack Item: A pouch of strawberry-flavored spark dust

Trait: Impulsive but loyal

Goal: Solve the mystery before anyone else

Secret:

You don't actually care that much about the Cupcake—you just love solving puzzles and being the fastest. You want to be the one who solves it first. Try to lead the group and push things forward quickly, even if others want to slow down. You know Nova likes Zeke.

Bramble Nettlethorn

Magic Specialty: Can turn into a squirrel for 10 seconds

Backpack Item: Emergency granola bar (enchanted to never expire)

Trait: Suspicious of everyone, even friends

Goal: Catch the culprit and prove you were right to be paranoid

Secret:

You're convinced this whole thing is a cover-up. You suspect there's more going on than just a stolen Cupcake. Try to question everything—even your teammates. You might be wrong, but you'll feel better double-checking everyone. Green is your favourite color.

Scene 1 – The Kitchen

The magical kitchen is in chaos. Spoons are flying, frosting is splattered, and the Cupcake pedestal is empty.

Look around and investigate the scene.

You have 10 minutes to investigate.

Unlock with a successful “smell” or weird idea:

A spoon smells like frog
breath.

Unlock with group decision or succesful magic roll:

A magical voice whispers:
“The Cupcake was taken by
someone from inside...”

Unlock with a successful search roll:

You find green sparkly
feathers near the window.

Scene 2 – Frog Interrogation

Frog in the Library Aquarium

You find Sir Croaksalot, the school's talking frog, hiding in his tank behind a magical bookcase.

Talk to him and gain his trust. You may need to bribe him with flies, songs, or dramatic sob stories.

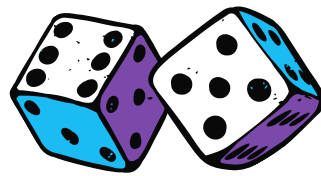
You have 10 minutes to question the witness.

The witness will choose when to give you the clues. It can be based on the way you talk to him, bribe him or on the successful rolls.

Scene 3 – Decision Time

You now know what you know. You have 10 minutes to talk among each other and decide who stole the Cupcake, as well as what will happen to them.

Be ready with your decision when the timer counts down, or something terrible will happen!



PRINTABLE 3

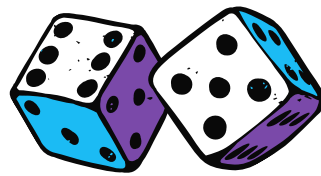
Timeline of RPG

The dawn of civilization



Modern world

<p>FOLKLORISTS & SPOKEN-WORD ARTISTS</p> <p>Keepers of traditional stories and oral poetry, passing down cultural myths through generations.</p>	<p>PERFORMERS</p> <p>Dancers, voice artists, and others portraying characters through movement and sound.</p>	<p>MODERN RPGS</p> <p>Rich narratives, player freedom, and genre blending in today's RPGs.</p>
<p>STORYTELLING</p> <p>Stories, myths, and legends shared by word of mouth long before writing.</p>	<p>TABLETOP WARGAMING</p> <p>Miniature war games simulating battles for hobbyists.</p>	<p>LIVE ACTION ROLE-PLAY (LARP)</p> <p>Players physically act out characters' stories in costume and real settings.</p>
<p>MUSICIANS & SONGWRITERS</p> <p>Storytelling through music and song, adding emotion to tales.</p>	<p>KNIGHTS & QUESTS</p> <p>Medieval tales of chivalry, heroic journeys, and battles.</p>	<p>VIDEO RPGS</p> <p>Video games with quests and character growth on computers and consoles.</p>
<p>WRITERS & NOVELISTS</p> <p>Creators of stories and fictional worlds inspiring RPG narratives.</p>	<p>ROLE-BASED BOARD GAMES</p> <p>Games like Monopoly and Cluedo where players take on roles and use strategy or deduction.</p>	<p>EDUCATORS</p> <p>Use role-play and storytelling to engage and teach learners.</p>
<p>THEATRE & ACTING</p> <p>Actors bringing stories to life through performance and improvisation.</p>	<p>DUNGEONS & DRAGONS</p> <p>The first modern tabletop RPG combining fantasy, dice, and group storytelling.</p>	<p>JAPANESE RPGS (JRPGS)</p> <p>Story-driven console games with turn-based combat.</p>
<p>VISUAL ARTISTS</p> <p>Tell stories through images and symbols shaping fantasy worlds.</p>	<p>WAR GAMES</p> <p>Strategy games like chess simulating combat and tactics.</p>	<p>DIGITAL CREATORS</p> <p>Game developers and digital artists expanding RPGs into new media.</p>



PRINTABLE 4

Fighters

Healers

Wizards

Rogues

You are in a group that is a band of travelers who wake up at the edge of a strange, magical forest.

A storm has wiped your memory of how you got here.

All you know is this: you must get home.

The forest whispers, shifts, and tests those who pass through it.

Choose your path. Face the consequences.

Entire group acts as the character you created.

You are in a group that is a band of travelers who wake up at the edge of a strange, magical forest.

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All you know is this: you must get home.

The forest whispers, shifts, and tests those who pass through it.

Choose your path. Face the consequences.

Entire group acts as the character you created.

You find a way out.
But the forest never lets go so easily.
You are free, but you return with a mark—something taken, or something added.
A memory fades. A strange glow under your skin. A constant whisper in your dreams.

The forest closes behind you.
You are still here.
The sky never changes. Time stops mattering.
No one remembers who you were before. Not even you.

This forest is not a place. It's a test.
You triggered something old and powerful.
The world shifts. You're given a choice: Go back to who you were... or become something more.

Join the dancing forest creatures

Politely decline and move on

Distract them to search their circle

Touch a statue

Let the statues guide you

Break a statue

Speak to the lights

Ignore the lights

Trap one in a jar

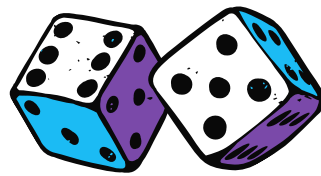
A bright path filled with flowers, you can hear laughter

A silent path lined with stone statues

A misty path with glowing lights in the fog

-you are here-
In front of you are 3 paths, which do you take?

[illegible]



PRINTABLE 5

Try various dice (d6, d10, d20) to solve random challenges and feel how probability impacts outcomes.

On D6 success is 5-6
On D10 success is 7-10
On D20 success is 15-20

Discussion Questions:

1. How did it feel when you succeeded or failed a roll?
2. Did a bigger die (like d20) feel more "fair" or more chaotic?
3. How does chance make a story more exciting or unpredictable?
4. Can luck in games feel like luck in real life?
5. When is it fun to rely on chance – and when is it frustrating?

You try to jump across a rushing river.

You attempt to charm a guard into letting you pass.

You want to decipher ancient runes on a wall.

You try to sneak past a sleeping dragon.

You attempt to lift a heavy gate.

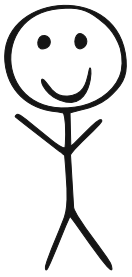
You try to hit an apple with a slingshot.

You attempt to climb a slippery tower wall.

You want to spot something hidden in the grass.

You try to remember the ingredients of a potion.

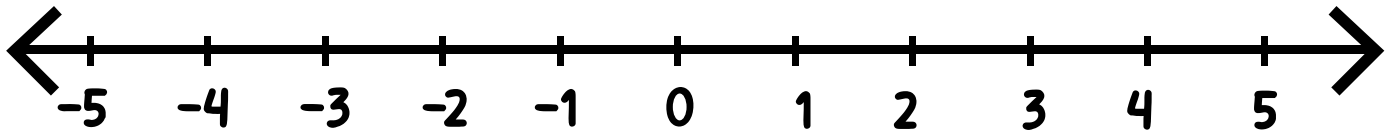
You attempt to bluff your way out of trouble.



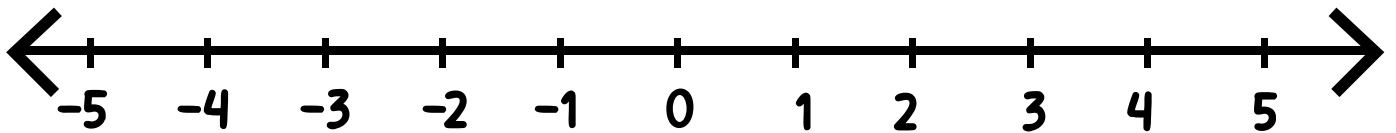
This is Steve.

Adjust Steves stats however you feel like. After adjusting try different challenges, and see how different stats impact the ability to do something in game.

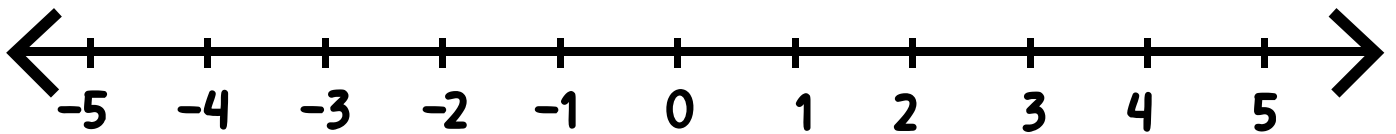
Strenght



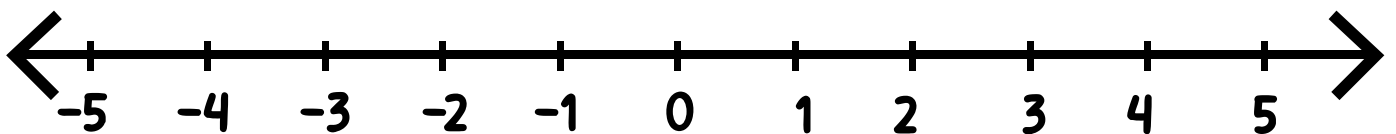
Dexterity



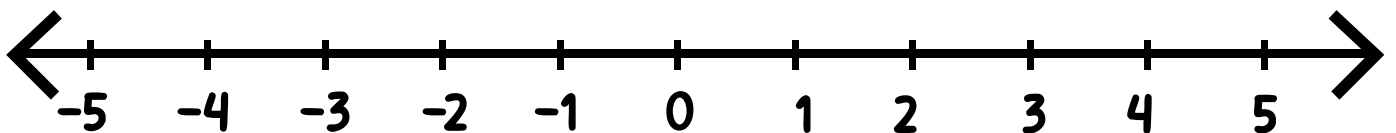
Constitution



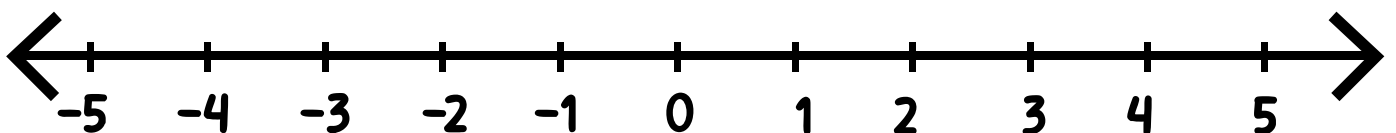
Intelligence



Wisdom



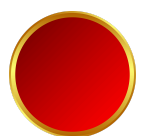
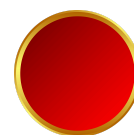
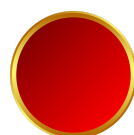
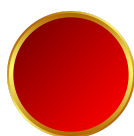
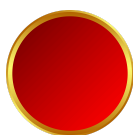
Charisma



Try successfully completing some of the challenges. Roll a D20 dice and add (or remove) the stat number. Success is if the final number is more than 16.

Discussion Questions:

1. How did your character's stats affect what they could do?
2. What was it like to "fail" because of a low stat?
3. Did anyone's weakness become interesting or funny?
4. How can this reflect real life – are we all "good at everything"?
5. What might youth learn from accepting their limits and strengths?



STR – Lift a fallen tree to free a friend.

DEX – Balance on a narrow ledge above lava.

INT – Solve a riddle from a talking statue.

CHA – Convince a rival to join your team.

WIS – Notice a hidden trap in the floor.

CON – Resist the effects of a strange sleeping gas.

STR – Push open a massive stone door.

INT – Quickly memorize a magical sigil sequence.

DEX – Catch a falling crystal mid-air.

CHA – Lead a nervous crowd through danger calmly.

"You are lost in the mountains at dusk. The sun is setting, and the temperature is dropping. A deep ravine blocks your path, and your map doesn't show any bridges. You hear wolves howling nearby. You have some items in your inventory (draw 5 items from the pile) You need to find a way to get to safety before nightfall."

Instructions for participants:

- Choose how to use the items to solve the situation.
- You can combine items creatively.
- No "magic solutions" – stay grounded in logic, but allow for imagination (e.g., use the scarf as a rope, the mirror to signal, etc.).

Discussion Questions:

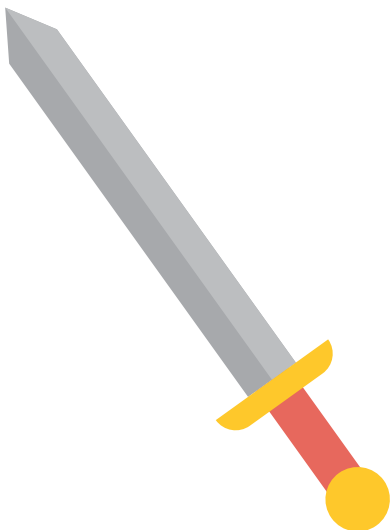
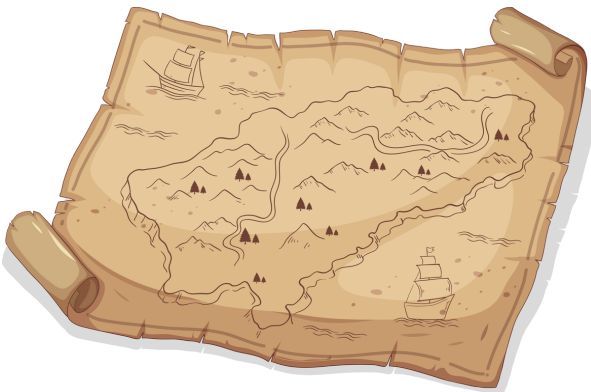
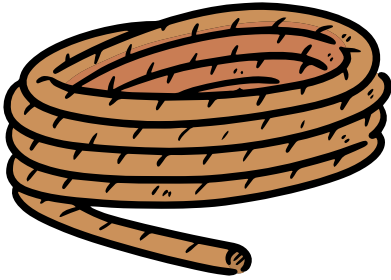
How did you decide what item to use in your scenario?

Was it hard to be creative with just a few things?

Did the group agree on how to solve it – or did you argue?

How does this reflect real life (e.g., having limited resources)?

What skills are needed to make the most of what you have?



Scenario 1:

"You find a magical fruit tree deep in the forest. The fruit can grant temporary powers, but it only grows 3 fruits every 100 years. You are 4 adventurers and there are only 3 fruits. Who gets them?"

Instructions:

- No structure: They can speak, interrupt, or argue freely.
- Let them handle the situation however they want.
- Let the group reach a decision within a time limit (e.g., 5 minutes) or note what happens if they don't.

Facilitator observes:

Does someone dominate?

Are voices left out?

What's the group dynamic like?

Scenario 2:

"You stumble upon a hidden cache with 3 magical artifacts. They give unique powers (e.g., invisibility, flight, super strength), but there are 4 of you. One person won't get anything. Decide who gets which item."

Instructions:

Draw cards to determine order of playing

- Everyone must speak one at a time, based on the cards they drew, in rounds.
 - Round 1: Say what you want and why.
 - Round 2: Respond to others.
 - Round 3: Propose a group decision.

No interrupting. Respect turns.

- Group must reach a decision after 3 rounds.
-

Facilitator observes:

Is there more equity in participation?

How does turn-taking affect tone, decision-making, and inclusion?

Discussion Questions:

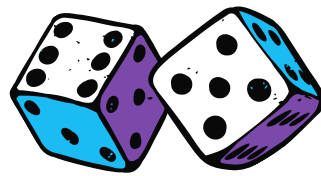
Did the turn-based system feel fair to everyone?

What happened when someone really wanted to go "out of turn"?

How did structure affect the way people behaved?

Why might youth feel safer in structured group settings?

What do clear rules change about how conflict plays out?



PRINTABLE 6

Activity: Game Mechanics for Youth Work Goals

Participants explore how game mechanics (e.g., chance, roles, time pressure, mystery) can be used to support youth work goals. They create simple example scenarios and present them.

Divide participants into small groups (3–5 people each) and give them a set of cards to select one youth work goal. They have to create the scenario using the following structure.

1. The youth work goal
2. The mechanic
3. The example scenario

Example scenarios

Goal: Learning to Deal with Peer Pressure

Mechanic: Secret Role Influence – One player is secretly assigned the role of a "Pressure Agent" whose job is to convince the group to make a specific (bad or risky) choice.

Example Scenario: *"Your group is stranded in the forest with only enough supplies for one path. You must all agree on which route to take. One player, secretly, is instructed to convince the group to choose the longer, more dangerous path — even if it's not the best one."*

This challenge encourages players to recognize manipulation, practice assertiveness, and reflect on how to resist peer pressure while still engaging in group decision-making.

Goal: Build trust

Mechanic: Blindfold challenge

Example: "One player is blindfolded and must build a Lego structure with verbal instructions from a partner."

Trust in communication and non-verbal cues.

Goal: Emotional regulation

Mechanic: Random emotion cards

Example: "Before each debate, players draw an 'emotion' they must express (e.g., frustration, nervousness) and reflect after."

Builds awareness and self-control.

Goal: Critical thinking

Mechanic: Puzzle with misleading clues

Example: "Players must escape a room using clues, but one clue is false. They must reason and debate to identify it."

Encourages logic and skepticism.

Goal: Peer pressure

Mechanic: Group decision with hidden roles

Example: "In a survival scenario, one person is secretly instructed to convince the group to make a bad choice."

Helps youth identify and resist manipulation.

Debrief:

What game mechanics created the most engagement?

Which ideas could realistically be used in a youth workshop?

What challenges did you face designing around the goal?

How did your own experiences influence your idea?

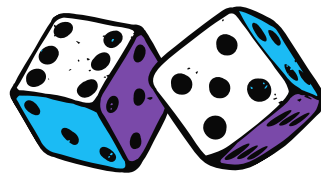
Game mechanics are the **rules and systems that** drive gameplay. In a youth work context, they can be adapted to support learning goals like teamwork, trust, emotional regulation, critical thinking, etc. Here's a list of common game mechanics with simple explanations and how they can be used in youth-focused activities:

Types of Game Mechanics

Turn-taking / Rounds Players take actions one at a time in a set order. <i>Useful for:</i> practicing patience, fairness, focus.	Role Assignment / Hidden Roles Players get specific characters or hidden identities with goals. <i>Useful for:</i> empathy, dealing with peer pressure, critical thinking.	Resource Management Players must collect, trade, or wisely spend limited resources (coins, tokens, energy). <i>Useful for:</i> decision-making, long-term thinking, planning.	Time Pressure / Countdown Actions must be taken within a limited time (e.g., 30 seconds). <i>Useful for:</i> emotional regulation, stress management.	Random Chance Dice rolls, card draws, or spinning wheels determine outcomes. <i>Useful for:</i> accepting unpredictability, resilience, adapting to change.	Cooperative Play Players work as a team to reach a shared goal. <i>Useful for:</i> communication, empathy, trust-building.
Voting / Group Decisions Players must discuss and agree on a single choice. <i>Useful for:</i> dealing with peer pressure, negotiation, democratic participation	Challenge Cards / Event Triggers Unexpected events occur that affect gameplay. <i>Useful for:</i> adapting to change, decision-making, empathy.	Progression / Leveling Up Players improve skills, characters, or situations over time. <i>Useful for:</i> motivation, personal development, growth mindset.	Puzzle-solving / Clue Discovery Players must solve a problem, riddle, or mystery. <i>Useful for:</i> critical thinking, logic, collaboration.	Limited Communication Players can't speak or are restricted in how they communicate. <i>Useful for:</i> non-verbal communication, listening, empathy.	Trading / Negotiation Players exchange items, favors, or make deals. <i>Useful for:</i> assertiveness, compromise, trust.

Scenarios for pair game

1. A young participant crosses their arms and quietly mutters, "This is stupid," refusing to take part in the group activity.
2. During a role-play exercise, a participant suddenly tears up and asks to leave the room.
3. A player interrupts the game and says, "I don't want to pretend to be someone else, it's dumb."
4. When the topic of family comes up in the game, a participant puts their hood over their head and goes silent.
5. A young person laughs during a serious moment in the game, causing discomfort among other participants.
6. A participant keeps checking their phone and disengaging during a sensitive group reflection.
7. One young person says, "I'm not doing this. You can't make me," when asked to join a small group activity.
8. A player storms out after their idea is dismissed by others during a collaborative game challenge.
9. When asked to reflect on the game experience, a participant blurts out, "Why are we even doing this? It's pointless."
10. A young person begins making sarcastic jokes when the game touches on mental health.
11. A participant loudly says, "This is boring," while others are sharing something personal.
12. A player suddenly refuses to wear a costume or participate in a scene involving physical movement.
13. During a game about discrimination, a participant says, "Well, I don't think that's even real," sparking tension in the group.
14. A participant crumples their character sheet and drops it on the floor without saying a word.
15. A young person whispers to the facilitator, "This reminds me of something bad," then goes quiet.
16. A participant becomes irritated when others are laughing and accuses them of "not taking anything seriously."
17. When asked to play a role opposite their gender, a participant refuses and looks visibly uncomfortable.
18. A player refuses to pair up with someone they've had past conflict with during a cooperative game.
19. A participant starts pacing and breathing heavily as the game nears a dramatic emotional moment.
20. After a peer shares a vulnerable story during debrief, one participant says, "Can we just move on?"



PRINTABLE 7

Talent Card



HAPPENING

A "Happening" in theatre is an unscripted, spontaneous performance or event that blurs the line between audience and performer, often emphasizing improvisation and audience participation.

+10 points for ACTORS
+5 for the others

Talent Card



CABARET

Cabaret is a form of theatrical entertainment featuring music, dance, comedy, and satire, typically performed in intimate venues like clubs or lounges.

+10 points for ACTORS
+5 for the others

Talent Card



INVISIBLE THEATRE

Invisible theatre is a form of interactive performance where actors enact a scripted scene in a public space without the audience knowing they are watching a play, aiming to provoke real reactions and social awareness.

+10 points for ACTORS
+5 for the others

Talent Card



GROTESQUE

Grotesque refers to a style or depiction that combines bizarre, distorted, or exaggerated features to evoke both horror and humor.

+10 points for ACTORS
+5 for the others

Talent Card



COMMEDIA DELL'ARTE

Commedia dell'arte is a form of Italian theatrical comedy from the 16th century featuring improvised performances, stock characters, and exaggerated masks.

+10 points for ACTORS
+5 for the others

Talent Card



FADO

Fado is a Portuguese music genre characterized by melancholic, soulful singing often accompanied by classical guitar, expressing themes of longing, fate, and nostalgia.

+10 points for MUSICIANS
+5 for everyone else

Talent Card



GUSLA

The gusla is a traditional single-stringed bowed instrument from the Balkans, used to accompany epic poetry and storytelling.

+10 points for MUSICIANS
+5 for everyone else

Talent Card



HAMMERING

Hammering is a guitar playing technique where a finger sharply presses down on a string to produce a note without picking, creating a smooth, connected sound.

+10 points for MUSICIANS
+5 for everyone else

Talent Card



SIGHT READING

Sight reading is the skill of performing or interpreting written music or text accurately upon first exposure, without prior rehearsal.

+10 points for **MUSICIANS**
+5 for everyone else

Talent Card



BELTING

Belting is a powerful singing technique where a vocalist uses a strong, chest-dominant voice to produce loud, sustained high notes with a bright and resonant tone.

+10 points for **MUSICIANS**
+5 for everyone else

Talent Card



CREEP WALK

Creep Walk is a smooth, shuffling dance style from the 1950s characterized by gliding footwork and a cool, laid-back attitude often performed to rhythm and blues music.

+10 points for **DANCERS**
+5 for everyone else

Talent Card



PAULITEIROS

Pauliteiros are traditional Portuguese stick dancers from the Minho region who perform energetic, rhythmic dances using wooden sticks, often accompanied by lively folk music.

+10 points for **DANCERS**
+5 for everyone else

Talent Card



BALLU TUNDU

Ballu Tundu is a traditional Sardinian circle dance performed with linked hands, featuring rhythmic steps and turns to communal folk music.

+10 points for **DANCERS**
+5 for everyone else

Talent Card



FOUETTÉ EN TOURNANT

Fouetté en tournant is a ballet turn in which the dancer uses a whipping motion of the working leg to generate momentum for one or more rapid spins on one supporting leg.

+10 points for **DANCERS**
+5 for everyone else

Talent Card



CUNNINGHAM TECHNIQUE

The Cunningham Technique is a modern dance style developed by Merce Cunningham that emphasizes precise movement, independence of dance from music, and innovative use of space and time.

+10 points for **DANCERS**
+5 for everyone else

Talent Card



MONET

Claude Monet was a French painter and founder of Impressionism, known for his vibrant depictions of light and atmosphere in works like Water Lilies and Impression, Sunrise.

+10 points for **PAINTERS**
+5 for everyone else

Talent Card



POINTILLISM

Pointillism is a painting technique in which small, distinct dots of color are applied in patterns to form an image.

+10 points for **PAINTERS**
+5 for everyone else

Talent Card



GRAFFITI

Graffiti is a form of visual expression, often involving spray-painted or drawn images and words on public surfaces, typically without official permission.

+10 points for **PAINTERS**
+5 for everyone else

Talent Card



CHIAROSCURO

Chiaroscuro is an artistic technique that uses strong contrasts between light and dark to create depth, drama, and three-dimensionality.

+10 points for **PAINTERS**
+5 for everyone else

Talent Card



ART-DECO

Art-deco is bold, glamorous design style from the 1920s and 1930s characterised by geometric shapes, luxurious materials, and a blend of modernity and elegance.

+10 points for **PAINTERS**
+5 for everyone else

Emotion Card

You get inspired by:

LOVE

+3 points if you
successfully use it in
your final performance.

Emotion Card

You get inspired by:

FEAR

+3 points if you
successfully use it in
your final performance

Emotion Card

You get inspired by:

JOY

+4 points if you
successfully use it in
your final performance

Emotion Card

You get inspired by:

SADNESS

+4 points if you
successfully use it in
your final performance

Emotion Card

You get inspired by:

CONFUSION

+5 points if you
successfully use it in
your final performance

Journey Card

You get inspired by:

ENTHUSIASM

+5 points for success

Journey Card

YOUR EVENT
WAS CANCELED.

You are stuck
for 1 turn.

Journey Card

YOU EXPERIENCE
ARTISTIC BLOCK

Swap a card with
someone or wait
for your next turn.

Journey Card

YOU DIDN'T GET PAID.

Go to your previous stage to raise money.

Journey Card

YOU ARRIVED LATE.

-3 points

Journey Card

YOU FOUND A TEACHER.

Get a bonus talent card.

Journey Card

YOUR SHOW WAS A SUCCESS.

You move twice on your next turn

Journey Card

YOU GOT ACCEPTED TO MUSIC SCHOOL

Roll 2 D6. Move the highest number of tiles

Journey Card

YOUR PRACTICE PAID!

+3 points

Journey Card

YOU GOT SICK!

Your next roll to move is halved.

Journey Card

YOU JOIN A COLLECTIVE OF ARTISTS

Your next challenge is an automatic success

Journey Card

Draw a bonus
TALENT CARD.

Journey Card

On your next
turn you play
with a D10 dice
instead of D6.

Journey Card

You get
inspired by
dreams.
You advance 2
tiles.

Journey Card

Choose a talent
card in your
hand and swap
it with one in
the main deck.

Journey Card

Choose a player
to be your
mentor. If they
have a card of
your color you get
that card.

Blank Card

FREE PASS

After your next
performance you
immediately
proceed further.

Blank Card

DIRECTOR'S CUT

Do whatever you
want.

+5 points for the
performance

Blank Card

FREE PASS

After your next
performance you
immediately
proceed further.

Blank Card

FREE PASS

After your next performance you immediately proceed further.

Blank Card

DIRECTOR'S CUT

Do whatever you want.

+5 points for the performance

Blank Card

CHALLENGE

Choose your opponent and let the others vote.

+4 points for the winner

Blank Card

COLLAB

Choose someone to perform with.

+3 points for both of you.

Blank Card

CHALLENGE

Choose your opponent and let the others vote.

+4 points for the winner

Blank Card

COLLAB

Choose someone to perform with.

+3 points for both of you.

Blank Card

WRITE YOUR RULE

Inspiration Card

You get inspired by:

FRIENDSHIP

Inspiration Card

You get inspired by:

WORK

Inspiration Card

You get inspired by:

HEARTBREAK

Inspiration Card

You get inspired by:

NATURE

Inspiration Card

You get inspired by:

SPORTS

Inspiration Card

You get inspired by:

BIRTHDAY

Inspiration Card

You get inspired by:

ROMANCE

Inspiration Card

You get inspired by:

FAMILY

Inspiration Card

You get inspired by:

HORROR

Inspiration Card

You get inspired by:

FIGHTING

Inspiration Card

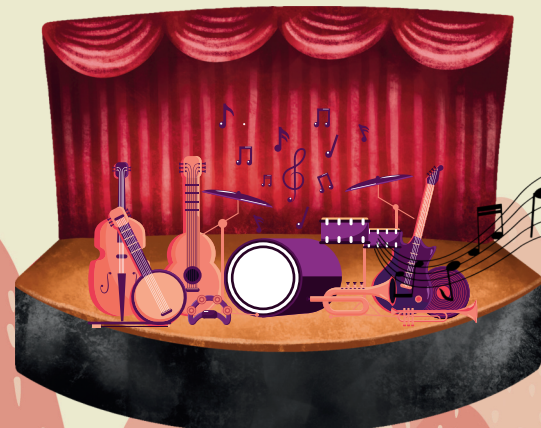
You get inspired by:

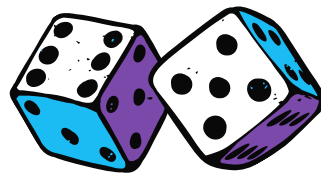
SOCIAL MEDIA

Inspiration Card

You get inspired by:

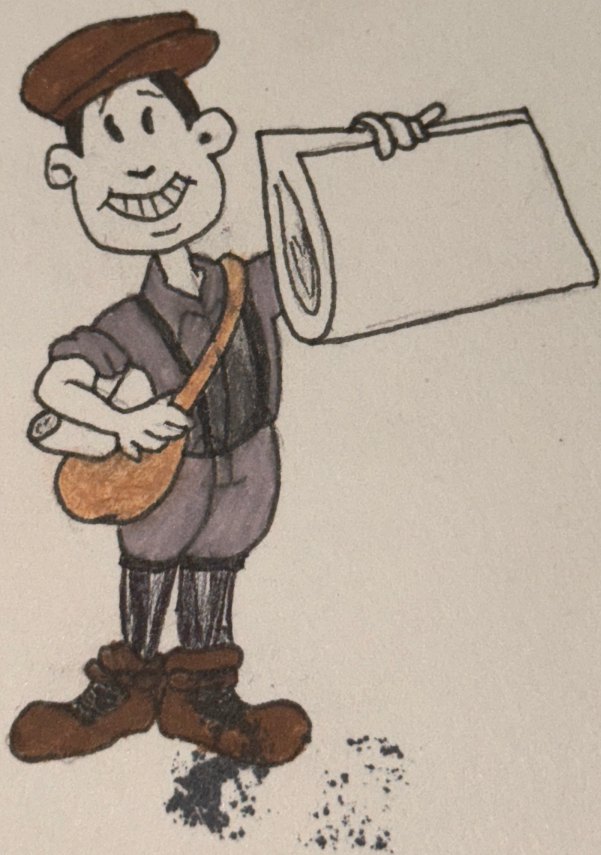
COMEDY





PRINTABLE 8

Reporter



About determined to expose everyone at any cost.

Ability "story hunter" can receive one additional hint only by communicating to his teammates mimicking.

Weakness but there will be a time limit for the team to get the hint, if they don't get it the skill is gone forever.



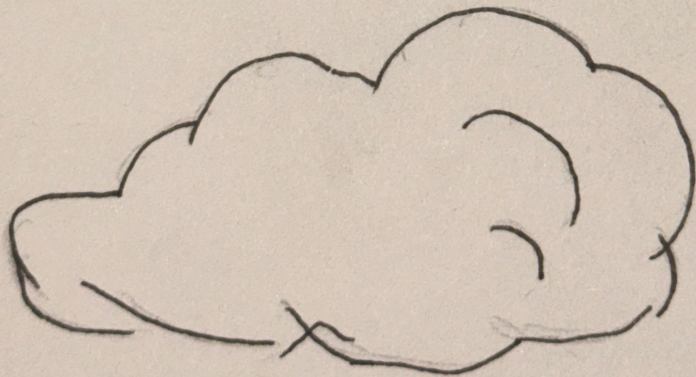


Performer

About ^o Performs in speakeases overhearing
^o dangerous conversations.

Ability ^o "Perfect pitch" is the only one who
^o can solve music based puzzle.

Weakness ^o "slowstart" starts the next
^o room with 30sec delay.



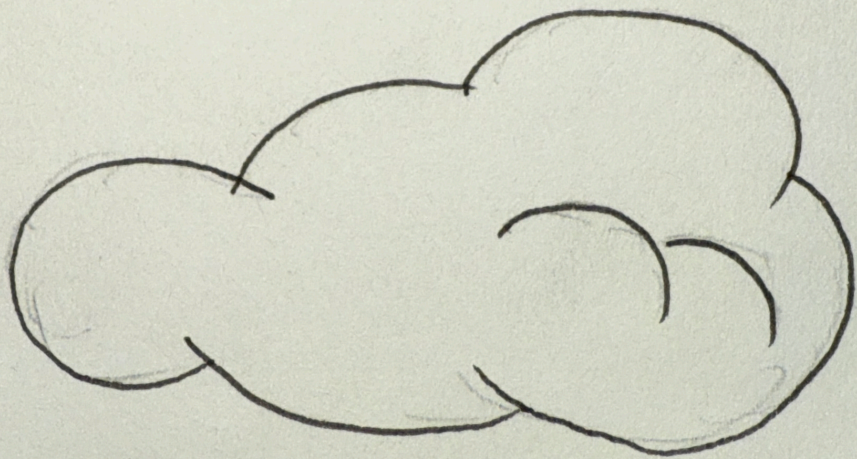


Thief

Abilities knows every trick, hideouts, smuggling. Routes and lock systems.

Ability "second chance" can physically open lock.

Weakness "old habits" if the player see a good looking loot it will spend 30 sec deciding wheather to take it or not.



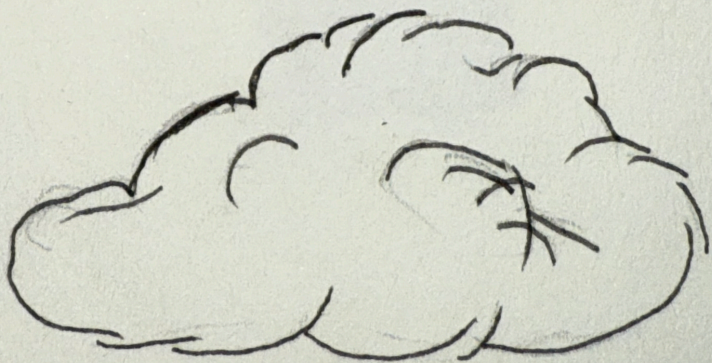


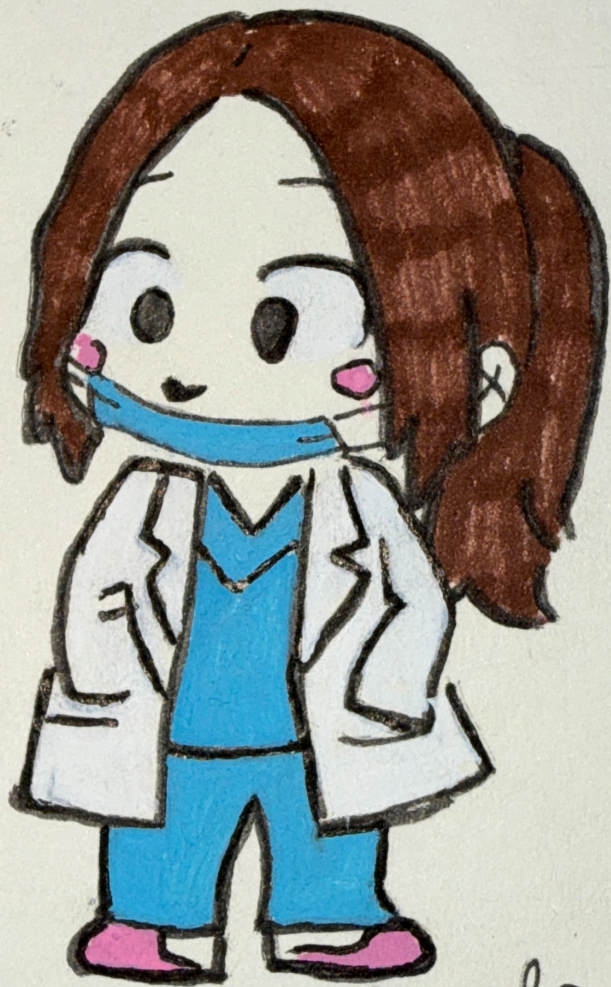
La Ex Policia

About knows the ways and criminal codes.

Ability "keen eye" can bypass one puzzle which involves hidden patterns by rolling the dice.

Weakness "tiger freeze" once in the game a sudden flashback after a sound force the player to freeze for 1 minute.



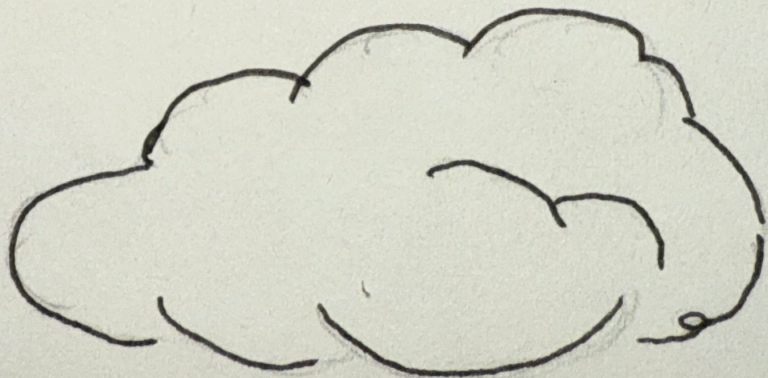


Bestie
Doctor

About ♂ former colleague of the doctor
♂ of this place, distrust the
doctor methods..

Ability ♂ "mind reader" can interpret
♂ medical/psychological clue and
skip one step of a puzzle.

Weakness ♂ "conscience check" hesitates
♂ before doing risky moves,
the player waste one challenge
debating a moral choice
confusing their teammates.





1. When you walk into a suspicious situation, what's your first move?

- A) Step back and scan for anything out of place.
- B) Strike up a conversation to see what people will reveal.
- C) Listen quietly for unusual sounds or words.
- D) Look for patterns in people's behaviour.
- E) Check if there's a quick exit or hidden passage.

2. How do you usually learn the truth in tricky situations?

- A) Use your knowledge of past cases or criminal behaviour. ✓
- B) Ask pointed questions until the other person slips.
- C) Let people talk while you listen for key details.
- D) Read the emotional state of others to guess their intentions.
- E) Inspect locks, rooms, or hidden spots for clues.

3. When something intense happens, you...

- A) Keep your eyes moving — danger can hide anywhere.
- B) Push forward even if others hesitate.
- C) Stay still and take in every sound and movement.
- D) Think carefully about the risks before acting.
- F) Follow your instincts to get the job done.





4: *Everyone has something they're especially good at when it comes to figuring things out. Which sounds most like you?*

- A) I notice small signs or patterns other people miss.
- B) I can get people talking and sharing without pushing too hard.
- C) I'm quick to pick up on details in sounds, tone, or rhythm.
- D) I understand clues connected to health, emotions, or behaviour.
- E) I'm good with locks, hidden doors, or finding ways into closed spaces.

5: *What could slow you down in the middle of a mission?*

- A) A sudden memory or reminder from the past can catch me off guard.
- B) I might lose time if others don't understand the clue I've found right away.
- C) I need a little extra time to get fully focused at the start.
- D) I sometimes pause too long when deciding what's the right thing to do.
- E) I can get distracted if I spot something valuable or unusual along the way.





MEstery minds the game summary

3 therapy rooms(example of first room)

The **idea** of the first room:

In the first stages of Cognitive Behavioral Therapy (CBT), clients learn to break down their experiences into four main components: situation, thought, emotion, and reaction.

By identifying and separating these elements, people begin to understand how their thinking patterns influence their emotional state and behavior — and how changing one part can change the whole chain.

START:

HA! You fools! You made a biggest mistake by trying to find me(crazy terapyst). Now, you are locked up, here, with me and my expirements. Our therapy starts here, in the room with the name “Hello Me” where everyone will start working on themselves, your thoughts.

But i am not to evil to not to give you something, so in a true crime fashion u need to find a questionare, let the curtains rase and the play begin

SITUATION (1st part):

Our therapy starts with a trigger, with situations that made you feel pain, that do not let you go until now, that prevent you from living and coping with difficult situations even now. You need to read these situations and deeply immerse yourself in thinking, which situation is close to you

But, do not rush, there are 6 of you but only five situations, do not rush to choose situations, because maybe you will find something that is closer (I advise you to start looking)

Well, you have found situations, now you can choose them, choose carefully, choose the most painful situation that you want to work through, maybe this is not exactly the situation, but you can take a similar one, immerse yourself deeply in your thoughts, and think about your situation

CLOUDS(thoughts)

Today is beautiful weather, gorgeous mountains, hot air, the best thing to continue your therapy, let's look at the highest point in this room which you can reach, but don't forget, it's cloudy today!

~~Insert sound so that the policeman does not move

These clouds, they are gentle, cute, and soft on the outside, but so heavy inside (900 tons)

As are our thoughts, so write down your first thoughts, the very first experiences that you experience after these situations

EMOTIONS

Well, our thoughts, like clouds, sometimes begin to become cloudy and it begins to rain from the emotions that we experience after a difficult situation

We must find these emotions, and a very important part, as soon as you find everything, you must put everything in your diary, one situation, one thought and one emotion, and so on for each situation

Then we take and just throw away everything that they found along with the diary, they are supposedly in shock and we say that we need one word from them and this will be the end of the quest

What just happened to you?

1. How did you feel when it happened?
2. What was the first thing you wanted to do in that moment?
3. Did you feel like speaking, acting, or staying silent? Why?
4. If someone else was in your place, what might they do?
5. What do we call the thing we do or say immediately after something happens to us?
6. And what is it called when our emotions turn into actions or words?

They need to say word **REACTION**

SITUATIONS->THOUGHT->EMOTION->REACTION

THE CHARACTERS:

Crazy terapist(facilitator)(narrator)

Former policeman - bypass one puzzle by throwing dice

Weakness - freezes because of the sound

Reporter - can get an additional hint, weakness is a time limit

The only one who can solve music

Weakness-slow start

Doctor-mind reading skipping one step, but the downside is that it confuses his comrades

Open the lock, loses 30 sec

THE BACKUP OF GAME:

EMOTIONS

1. Anger
2. Sadness
3. Frustration
4. Hurt
5. Shame
6. Loneliness
7. Disappointment
8. Confusion

THE SITUATIONS:

1. You send an important message, the person reads it but doesn't reply.
2. You walk into a group where everyone already knows each other, and the conversation goes quiet when you enter.
3. You're interrupted mid-sentence, and no one lets you finish.
4. You put effort into a gift or surprise, but the person reacts coldly or without emotion.
5. You see photos on social media of friends hanging out together, but you weren't invited.
6. You make a mistake at work or school, and someone loudly points it out in front of everyone.
7. You share something personal, but the person changes the topic as if it's unimportant.
8. You arrive on time for a meeting, but you're made to wait 20–30 minutes without explanation.
9. You share an achievement, and the response is: "Well, that's not such a big deal."
10. You suggest an idea in a group, it's ignored... but later someone else says the same thing and gets praised.

Character → Letter mapping

- Ex-Police (“Keen Eye”) → A
- Reporter (“Story Hunter”) → B
- Speakeasy Performer (“Perfect Pitch”) → C
- Doctor’s Ex-Colleague (“Mind Reader”) → D
- Smuggler (“Second Chance”) → E

Question 1: When you walk into a suspicious situation, what’s your first move?

- A) Step back and scan for anything out of place.
- B) Strike up a conversation to see what people will reveal.
- C) Listen quietly for unusual sounds or words.
- D) Look for patterns in people’s behaviour.
- E) Check if there’s a quick exit or hidden passage.

Question 2: How do you usually learn the truth in tricky situations?

- A) Use your knowledge of past cases or criminal behaviour.
- B) Ask pointed questions until the other person slips.
- C) Let people talk while you listen for key details.
- D) Read the emotional state of others to guess their intentions.
- E) Inspect locks, rooms, or hidden spots for clues.

Question 3: When something intense happens, you...

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- E) Follow your instincts to get the job done.

Question 4: Everyone has something they're especially good at when it comes to figuring things out. Which sounds most like you?

- A) I notice small signs or patterns other people miss.
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- C) I'm quick to pick up on details in sounds, tone, or rhythm.
- D) I understand clues connected to health, emotions, or behaviour.
- E) I'm good with locks, hidden doors, or finding ways into closed spaces.

Question 5: What could slow you down in the middle of a mission?

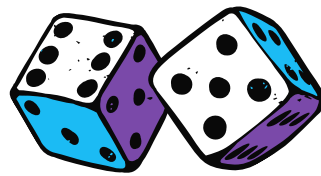
- A) A sudden memory or reminder from the past can catch me off guard.
- B) I might lose time if others don't understand the clue I've found right away.
- C) I need a little extra time to get fully focused at the start.
- D) I sometimes pause too long when deciding what's the right thing to do.
- E) I can get distracted if I spot something valuable or unusual along the way.

Question 6: In a group, your role is usually...

- A) The one keeping watch for danger.
- B) The one digging for hidden truths.
- C) The one who overhears and shares important info.
- D) The one checking if the evidence adds up.
- E) The one handling physical barriers and locked places.

Question 7: Sometimes during a mission we have thoughts that feel uncomfortable or unhelpful. When this happens, I usually...

- A) Step back and look at it from different angles.
- B) Talk to someone I trust.
- C) Distract myself with something else.
- D) Check if the thought is really true.
- E) Remind myself it will pass.



PRINTABLE 9







FAILURE

The attempt backfires or
makes things worse.



PARTIAL FAILURE

Minor success but
with a cost or complication.



MIDDLE GROUND

The solution works somewhat, but
with lingering challenges or reduced
effect.



PARTIAL SUCCESS

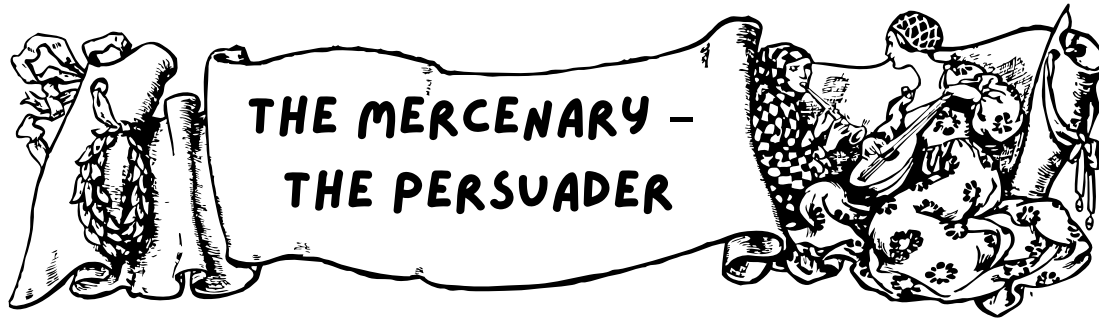
The solution works well, but not
perfectly.



FULL SUCCESS

The solution works perfectly
with no problems.





She's worked many jobs and learned that a confident voice can be more powerful than a sword. She's great at convincing people to buy, invest, or agree to a deal.

Entrepreneur skill: Persuasion and networking.

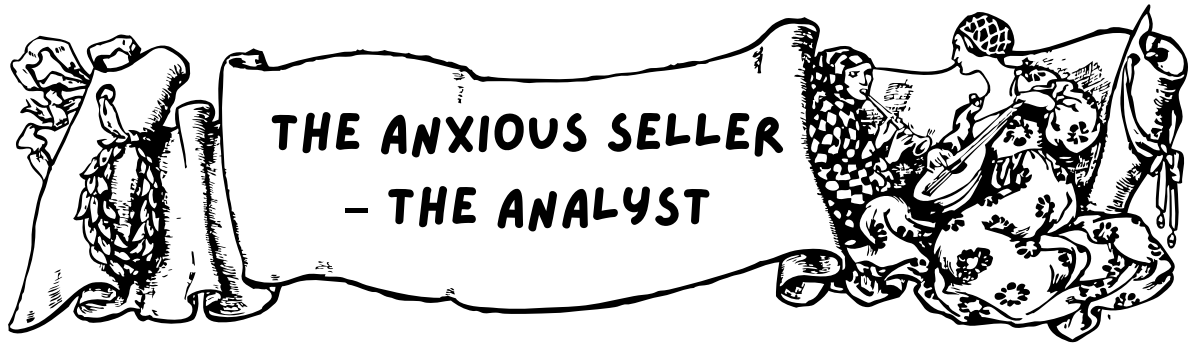
Flaw: Overconfident — Sometimes she pushes too hard and alienates people instead of convincing them.

Inventory:

- Old papers with different names (some crossed out, some bold with +)
- Small dagger (for protection)
- A worn leather pouch with some coins
- A few business cards or tokens from past clients
- A compact mirror (used to check appearance or signal)

Connections to other people:

- *Connection to The Anxious Seller:* She pushes him to be more confident in negotiations, but sometimes overwhelms him with her overconfidence. He secretly envies her smooth talk but appreciates how she brings in business.
- *Connection to The Disguised Knight:* She respects his sense of justice but sometimes feels restrained by his stubborn morals. They argue over pushing ethical limits for profit.
- *Connection to The Jester:* They're partners in performance — she charms clients, he entertains crowds, making a perfect sales combo. But her impatience with his distraction sometimes causes friction.
- *Connection to The Elegant Thief:* They share a tense alliance. She values the thief's quick thinking and ability to spot opportunities but worries about her kleptomaniac habits causing scandals.



He knows exactly how to set the right price and spot a bad deal, even if he gets nervous talking to strangers. He keeps track of numbers and helps the group avoid mistakes.

Entrepreneur skill: Financial literacy and risk assessment.

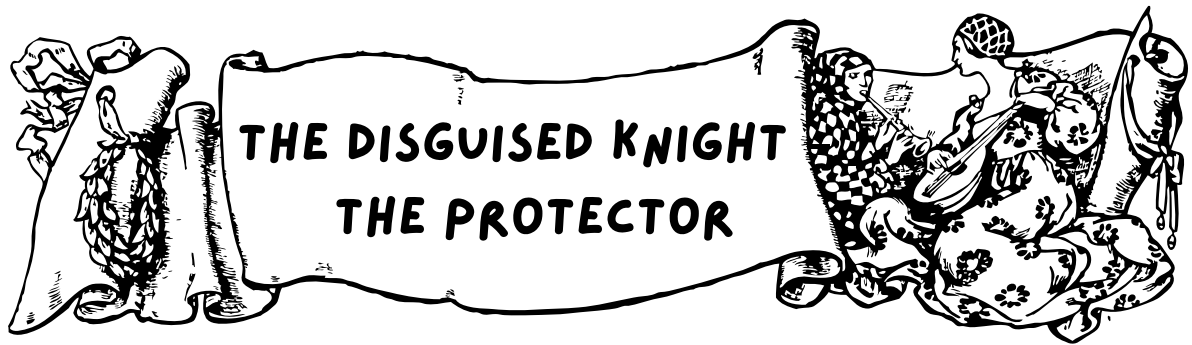
Flaw: Social anxiety — Gets overwhelmed in large crowds or stressful negotiations, which can cause mistakes.

Inventory:

- Notebook with sales tips and price calculations
- Small abacus or counting beads
- A worn-out wallet with a few coins
- Pencil and scrap paper
- Glasses or reading aids

Connection with other people

- *Connection to The Disguised Knight:* The Knight protects him during stressful deals and helps shield him from aggressive customers or threats. They trust each other silently.
- *Connection to The Jester:* The Jester tries to lighten his mood during tense moments, often acting as his social buffer — though the Seller's social anxiety means he can't always join the fun.
- *Connection to The Elegant Thief:* They are wary of each other — he's suspicious of her taking things without paying, but sometimes her quick grabs save the group from financial loss by retrieving stolen goods or rare finds.



He believes in fairness and honesty in business. If someone is being cheated, he steps in to make things right.

Entrepreneur skill: Ethics, trust-building, and leadership.

Flaw: Stubborn — Has trouble compromising, sometimes causing conflicts instead of resolving them.

Inventory:

- Plain cloak covering a hidden emblem (a symbol of justice)
- Old, sturdy leather gloves
- A small flask of water or healing herb
- A ring or token from past service
- A belt pouch with a few coins and a folded note with ethical codes

Connection with others

- *Connection to The Mercenary:* He pushes her to keep the business honest, sometimes frustrating her with his stubborn refusal to cut corners.
- *Connection to The Anxious Seller:* He acts as a protective shield for the anxious seller, calming crowds and standing firm in confrontations.
- *Connection to The Jester:* They have an odd friendship — the Knight's seriousness balanced by the Jester's levity. The Jester often lightens the Knight's mood after a long day of enforcing ethics.
- *Connection to The Elegant Thief:* They clash frequently. The Knight suspects the thief's behavior and tries to keep her in check, but sometimes secretly turns a blind eye, knowing her skills can be useful.



He makes people feel welcome and excited, turning shopping into a fun experience. He can grab attention and keep customers interested.

Entrepreneur skill: Marketing and customer engagement.

Flaw: Distractable — Easily loses focus or gets carried away with jokes at the wrong moments.

Inventory:

- Colorful scarf or hat with bells
- Small flute or whistle
- Notebook of jokes and stories
- Bag of colorful beads or trinkets to give away
- Coin pouch with some small change

Connections with others

- *Connection to The Mercenary:* They work as a dynamic duo — her confidence and his humor create a magnetic sales pitch.
- *Connection to The Anxious Seller:* The Jester tries to help the Seller overcome his social fears but sometimes goes too far, pushing him outside comfort zones.
- *Connection to The Disguised Knight:* Their friendship provides comic relief and grounding for the group.
- *Connection to The Elegant Thief:* The Jester is often the thief's unwitting accomplice — distracted by jokes and tricks while she slips away with a valuable item. Sometimes he suspects but enjoys the thrill.



She notices opportunities others miss and acts fast—sometimes a little too fast. She teaches the importance of spotting gaps in the market (and when not to cross ethical lines).

Entrepreneur skill: Opportunity recognition and adaptability.

Flaw: Kleptomaniac tendencies — Has a hard time resisting taking things that don't belong to her, which can cause trouble.

Inventory:

- Fine gloves (often used to steal unnoticed)
- Small lockpick set
- Compact folding knife
- Silk handkerchief
- A ring stolen from someone important (probably from someone in the crowd)

Connection with others

- *Connection to The Mercenary:* The Mercenary tolerates the thief's risky behavior because it sometimes leads to lucrative opportunities.
- *Connection to The Anxious Seller:* The thief's antics make the Seller nervous, but he can't deny her knack for spotting hidden opportunities or rare goods.
- *Connection to The Disguised Knight:* A tense cat-and-mouse — he tries to keep her honest, she tests his limits. Their conflicts reveal a grudging respect beneath the surface.
- *Connection to The Jester:* She exploits his distraction to pilfer items unnoticed, but their playful interactions suggest a twisted camaraderie.

FLOUR SALES LEDGER - MARKET RECORDS YEAR 1423

This ledger contains condensed records of flour transactions, including prices, barter deals, and customer notes. It is used as both a market record and a quick reference guide for fair trade.

March 15, 1423 - Mona Lisa (Desperate Mother) Sold 2 sacks at 50% price, traded eggs + firewood. Price/Payment: $53 \text{ s.p.} \times 2 @ 50\% = 53 \text{ s.p.} + \text{barter}$ Notes: Widow supporting 3 children; buys small quantities, depends on merchant's mercy.

March 15, 1423 - Gunter Halsebuge (Bargain Hunter) Bought 1 sack, negotiated 20% discount. Price/Payment: 42 s.p. Notes: Aggressive bargainer; known for tough deals.

March 16, 1423 - Travist Helfborn (Traveling Merchant) Bought 3 sacks at 30% bulk discount. Price/Payment: 111 s.p. total Notes: Buys in volume for resale; prioritizes fast sales.

March 16, 1423 - Sir MacPrider (Rich Noblewoman) Bought 1 sack at full price, requested luxury packaging. Price/Payment: 53 s.p. Notes: Demanding customer, expects premium service.

March 17, 1423 - Speedy (Sneaky Teen) Attempted theft of 1 sack; caught and warned. Price/Payment: None Notes: Persistent market thief with a troubled past.

March 18, 1423 - Dragan the White (Local Baker) Bartered 4 loaves of bread for 1 sack. Price/Payment: Bread (valued ~ 53 s.p.) Notes: Trusted baker; uses barter and credit systems. Page 1

March 18, 1423 - Eldra Moonshade (Herbalist) Bought 1 small sack, paid with rare herbs. Price/Payment: Herbs + coins valued ~ 20 s.p. Notes: Trades knowledge and rare herbs; cautious but wise.

March 19, 1423 - Borislav "The Blacksmith" Bought 2 sacks at full price. Price/Payment: 106 s.p. Notes: Respected craftsman; also helps with market security.

March 19, 1423 - Anya the Weaver Traded 5 yards of cloth for 1 sack. Price/Payment: Cloth valued ~ 53 s.p. Notes: Young artisan; passionate about fair trade.

March 20, 1423 - Father Gregor (Village Priest) received a donation of 1 sack. Price/Payment: Donation Notes: Uses flour for charity; respected community leader.

March 20, 1423 - Father Gregor (Village Priest) Received donation of 1 sack.
Price/Payment: Donation Notes: Uses flour for charity; respected community leader.

March 20, 1423 - Jorvik Grimsbane (Greedy Taxman) Collected 5% tax on sales.
Price/Payment: ~15 s.p. collected Notes: Grudgingly accepted tax for town infrastructure.

March 21, 1423 - Liora the Songbird (Traveling Bard) Traded music and stories for 1 small sack. Price/Payment: Music & tales valued ~30 s.p. Notes: Attracts crowds and creates market buzz.

March 21, 1423 - Kellan Quickhands (Shady Fence) Offered risky deal for stolen flour. Price/Payment: Negotiated 40 s.p. per sack Notes: Known black market figure; avoided by honest merchants.

March 22, 1423 - Helga Ironroot (Farmer's Wife) Traded eggs & vegetables for 1 sack. Price/Payment: Goods valued ~ 53 s.p. Notes: Supports farm family; barter-dependent; trusted in the community.

March 22, 1423 - Captain Rowan (Market Guard) Maintained order, no purchase.
Price/Payment: Paid by town budget Notes: Essential for market safety and theft prevention.

Notes with Dates:

- March 15: The market opens with familiar faces. Mona Lisa's trade warms the merchant's heart, but Gunter tests their resolve early.
- March 16: Big sales day! Travist's bulk purchase keeps the coffers flowing while Sir MacPrider demands premium treatment.
- March 17: Trouble arrives with Speedy's attempted theft, a reminder that vigilance is constant.
- March 18: A barter day, with Dragan's bread and Eldra's herbs exchanged for flour—relationships of trust build.
- March 19: Craftsman Borislav supports the market's backbone, while Anya pushes for fair artisan trade.
- March 20: Charity and taxes remind the merchant that commerce serves the community's needs beyond profit.
- March 21: Culture and shadows mingle—Liora's songs bring joy, while Kellan's shady deals loom nearby.
- March 22: The market closes the week with trusted local farmers and the steady watch of Captain Rowan.

NPCS

1. Mona Lisa – Desperate Mother

Goal: Feed her children.

Tactic: Asks for a discount or offers barter (eggs, firewood).

Player Choice: Mercy or profit?

2. Gunter Halsebuge – Bargain Hunter

Goal: Pay as little as possible.

Tactic: Pushy haggling, tries to wear sellers down.

Player Choice: Hold firm or make a small deal?

3. Travist Helfborn – Traveling Merchant

Goal: Buy in bulk for resale.

Tactic: Offers big sale but at lower price.

Player Choice: Quick sale or better margins?

4. Sir MacPrider – Rich Noblewoman

Goal: Get premium treatment.

Tactic: Demands luxury service, full price no issue.

Player Choice: Meet her demands or risk offense?

5. Speedy – Sneaky Teen

Goal: Steal flour.

Tactic: Distraction and quick hands.

Player Choice: Catch him quietly or let it slide?

6. Dragan the White – Local Baker

Goal: Keep bakery supplied.

Tactic: Offers barter (bread now for flour later).

Player Choice: Accept barter or insist on coins?

More Characters & Their Funny Traits:

Stanislav Stills-a-Lot

Always hesitating, counting every coin, takes forever to decide if he really needs flour. He's that guy who could be sold a whole sack but still tries to haggle over a single coin.

Petar Profit Hunter

Relentless about making money, always pushing prices up, "Flour is gold!" He tries to convince everyone flour should be sold for max silver coins possible.

Neda No-Discount

Wealthy but stingy, never gives discounts, insists on paying the lowest price. She might buy a lot but expects the seller to practically beg her for her money.

WTC – White Trade Champion

The market expert who knows all about fair prices and quality. Sets the standard price for white flour and advises on good deals.

Sava the Stiller

A sneaky fellow who tries to sneak some flour when no one's looking. Keeps disappearing mysteriously whenever flour sacks are left unattended.

Marija the Modest

Poor village woman, struggles to feed her family. Often receives some flour as a gift, grateful and humble.

Jovan the Just-Enough

A hardworking farmer barely scraping by, only needs a little flour. Sometimes given small amounts to help through hard seasons.

Lena the Lucky

Young orphan girl, hopeful but very poor. Occasionally gifted some flour by kind merchants.

Role Skill Checks

Each role has one main skill tied to their strength. When a player tries a solution requiring their skill, they pull out the cards marked from 1 to 5 to determine success.

Mercenary - Persuasion: Convincing others, calming disputes

Anxious Seller - Sales & Pricing, Assessing deals, spotting fair prices

Disguised Knight - Authority & Protection Intimidating or calming crowds, enforcing fairness

Jester - Charm & Distraction, Entertaining, distracting, lightening mood

Elegant Thief - Stealth & Observation, Spotting theft, gathering info quietly

Card Outcome Assignments

For each solution chosen, the player pull out the card, from 5 card deck, to determine the outcome:

1 Failure - The attempt backfires or makes things worse.

2 Partial Failure - Minor success but with a cost or complication.

3 Middle ground - Some parts succeed, some fail; you gain something but also lose

4 Partial Success - The solution works but not perfectly; some challenges still remain.

5 Full Success - The solution works well with no problems.

How to Use

- When a player tries a solution involving their skill, they pull out the card .
- The result determines the quality of success based on the table above.
- The GM can narrate accordingly, e.g., a Partial Success might mean they sold some flour but lost a customer's trust; a Failure could mean the flour was stolen or a negotiation collapsed.

Example

Situation: A rich noble demands extra services.

Player role: Mercenary (Persuasion skill) tries to charm the noble.

· Player chooses solution #5: Use charm to negotiate less demanding terms.

· They draw the card

1 = The noble gets offended, storms out, and refuses to buy.

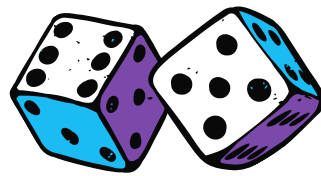
2 = The noble agrees to your request now but hints they'll demand more later. Still refusing to buy

3 = The noble accepts your terms but insists on a minor additional service to "sweeten the deal."

Neah

3 = The noble agrees with minor extra requests. Still maybe deciding should he by it

4 = The noble happily accepts and spreads good word about you.



PRINTABLE 10

Character name: Zepa Zaneta

Class: botanist

Health: 23

Skills:

Perception +1



Strength -2



Dexterity 0



Constitution 0



Intelligence +3



Wisdom +2



Charisma +1



The botanist is knowledgeable about and interested in plants and nature. Can emphasise with plants. Has a friendly and approachable vibe.

Character name: BALDROG

Class: cleric

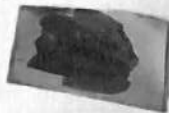
Health: 21

Skills:

Perception +2



Strength -1



Dexterity 0



Constitution -1



Intelligence +2



Wisdom 0

Charisma +3



Likes reading and is good at communicating. Is the "glue" and the "backbone" of the group. Is a bit clumsy.

Character name: Pegica The Protector

Class: mechanic

Health: 27

Skills:

Perception -1



Strength 0



Dexterity +3



Constitution +1



Intelligence +2



Wisdom +2



Charisma 0



A logical thinker, focused on problem ~~resolving~~ solving. Is good at fixing and creating. Tall and stubborn.

Character name: ~~Fraux~~ Sra. Hatha

Class: Fighter

Health: 29

Skills:

Perception 0



Strength +3



Dexterity +2



Constitution +2



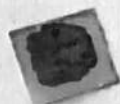
Intelligence 0



Wisdom -1



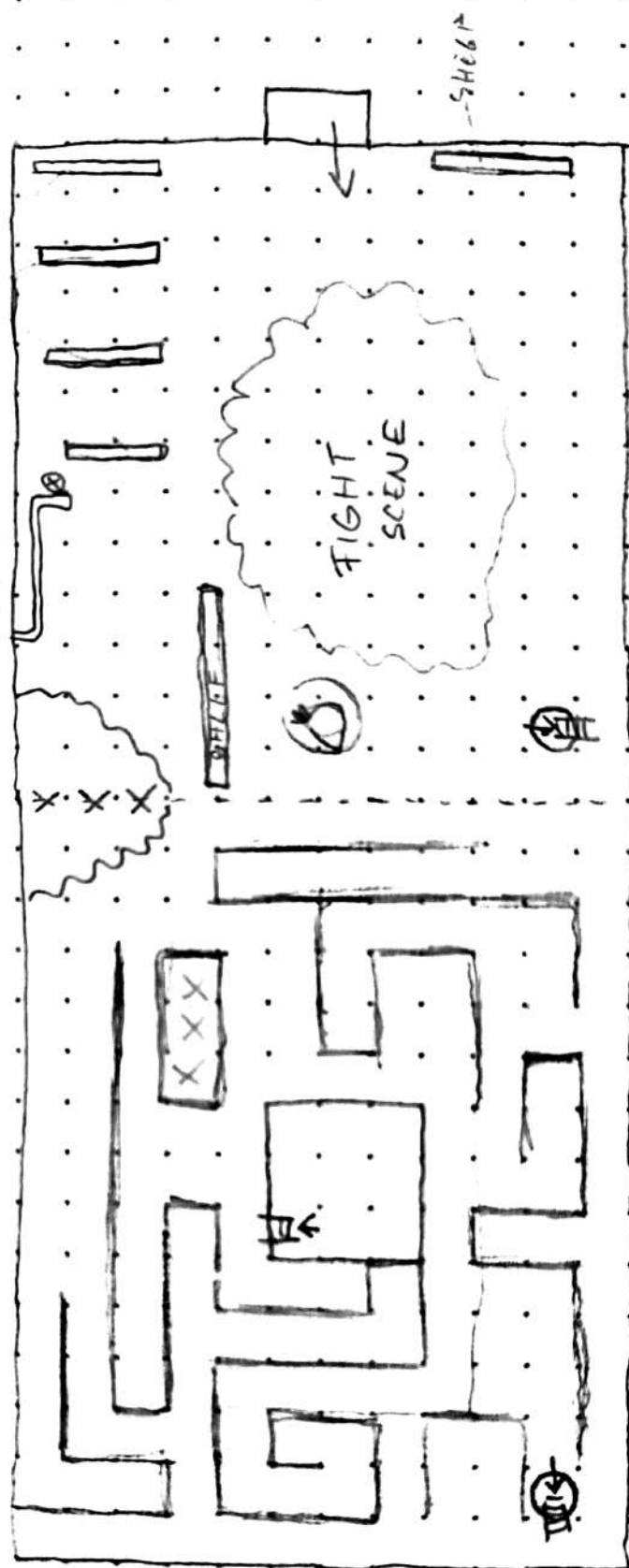
Charisma -2



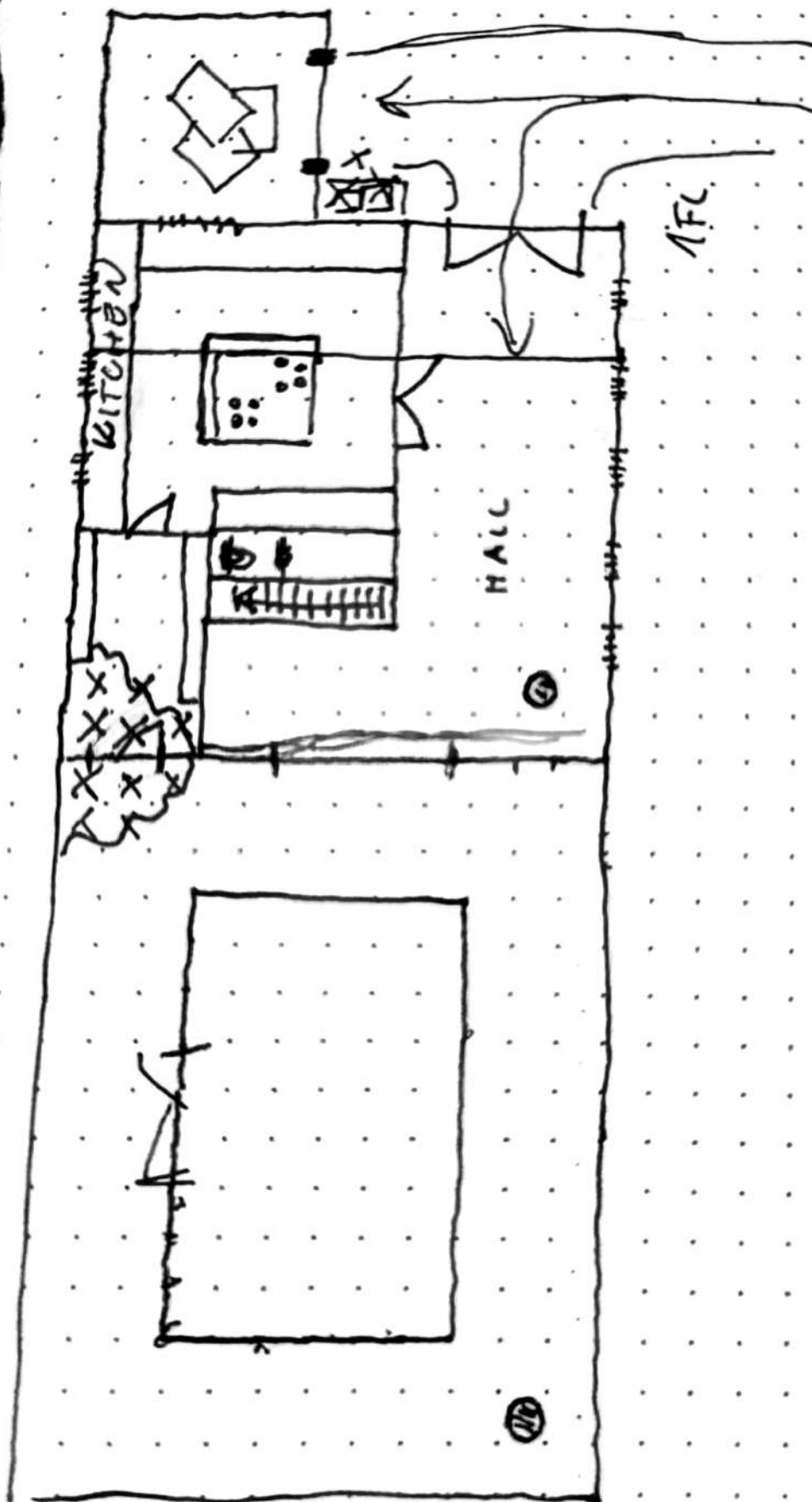
Is the protector. Thinks first with fists, ~~he~~ likes to do ~~the~~ rather than think. Is practical. ~~A~~ Wants to be the leader.

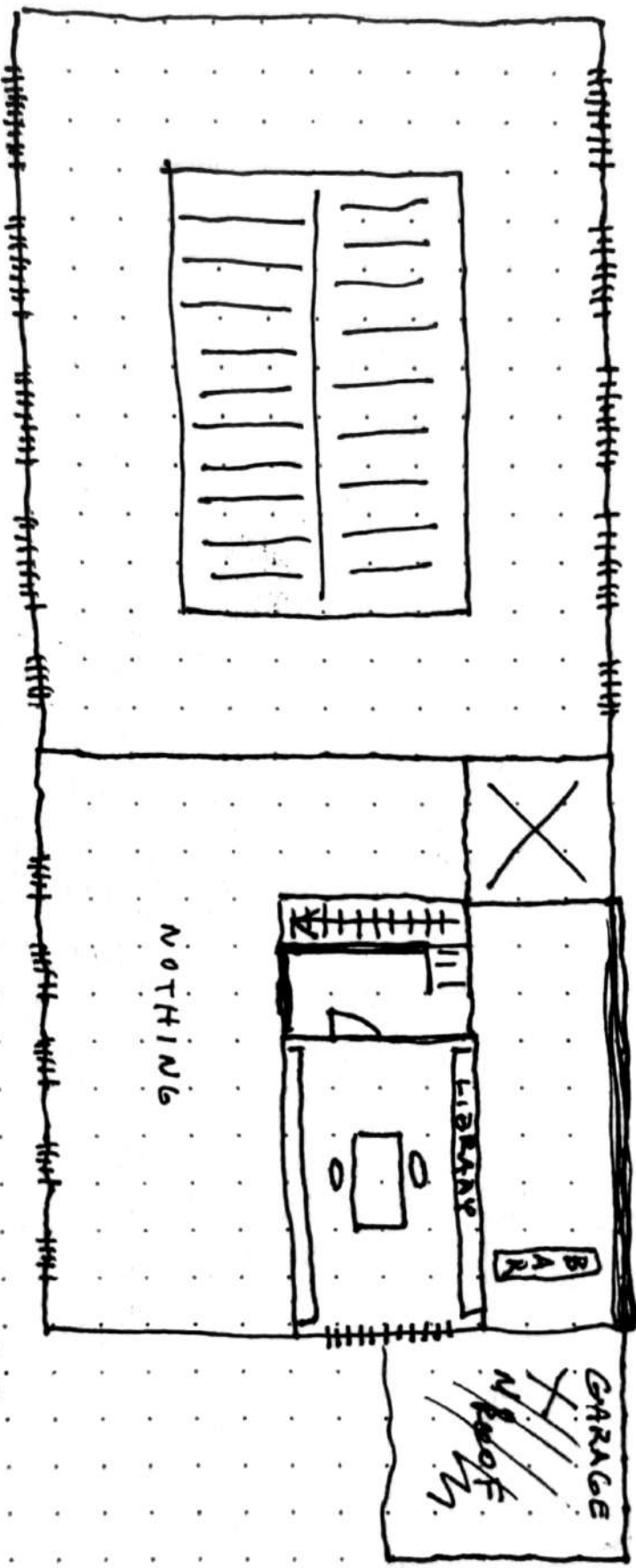
SHEETS

PIPE

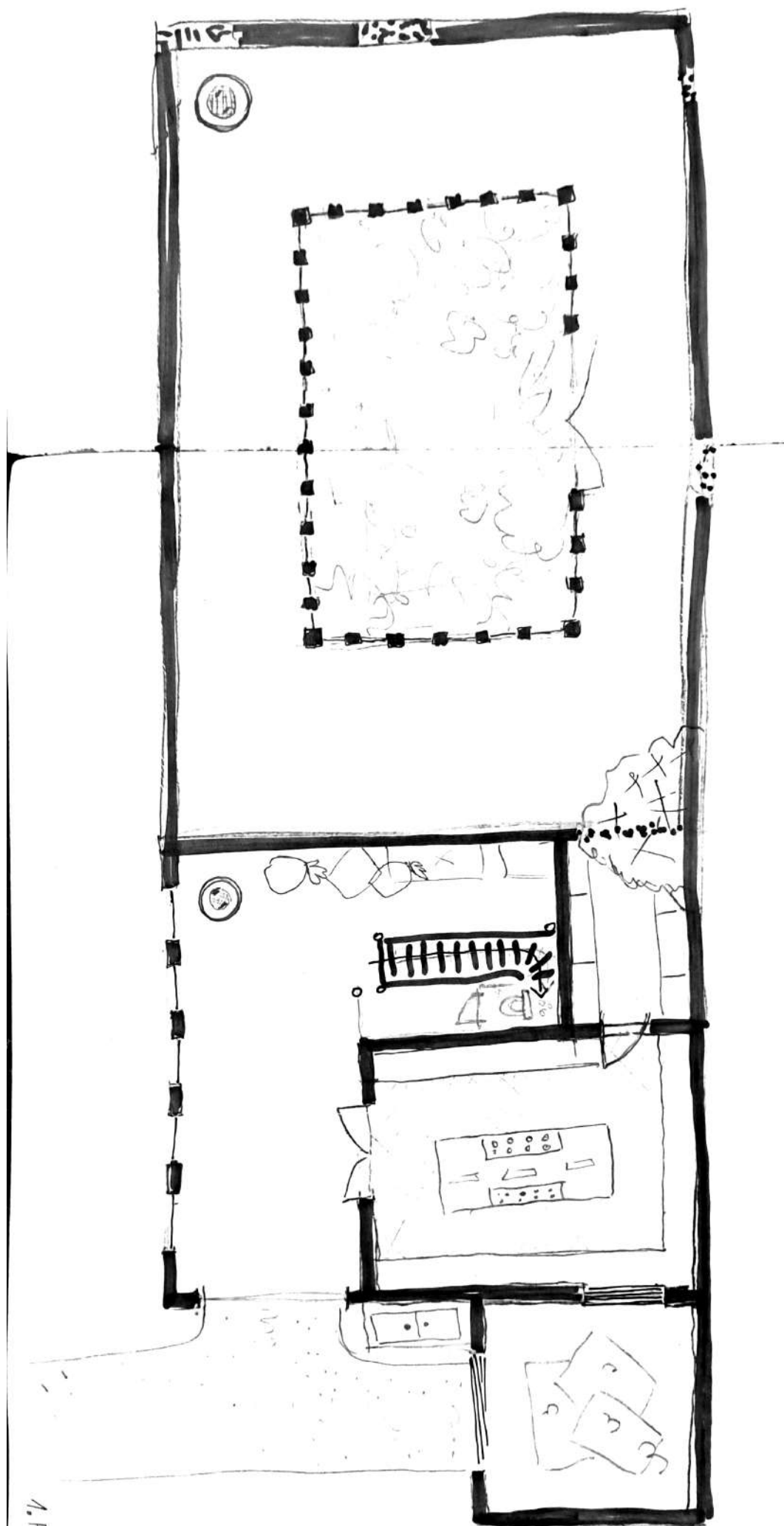


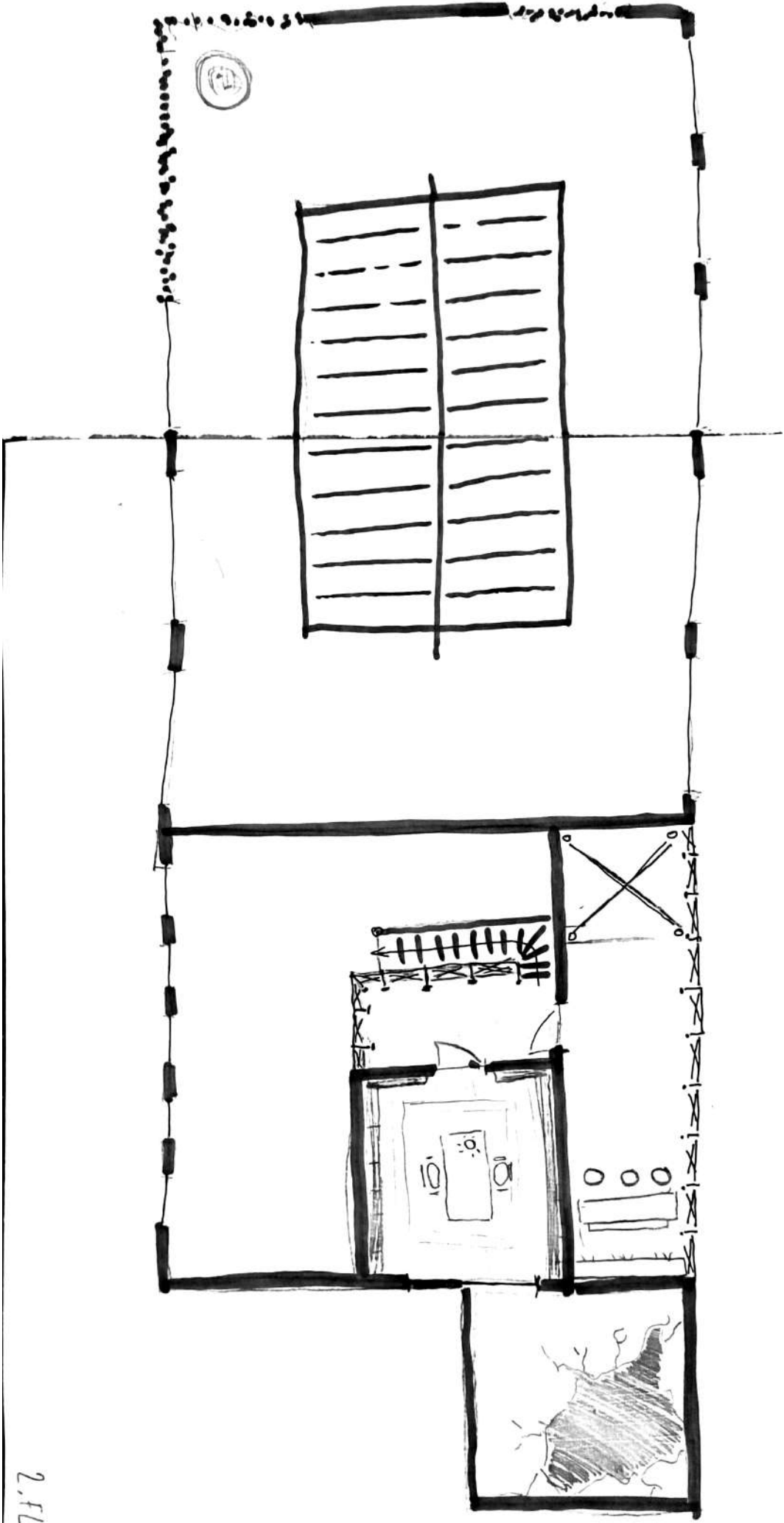
SOME MAZE XD.





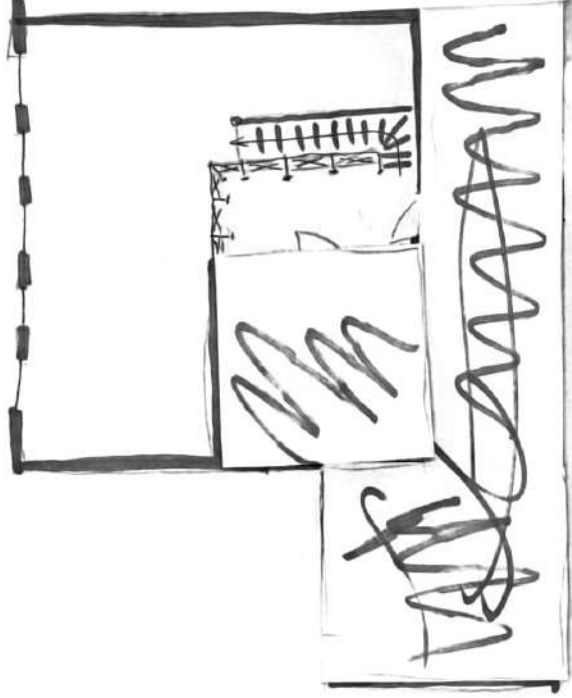
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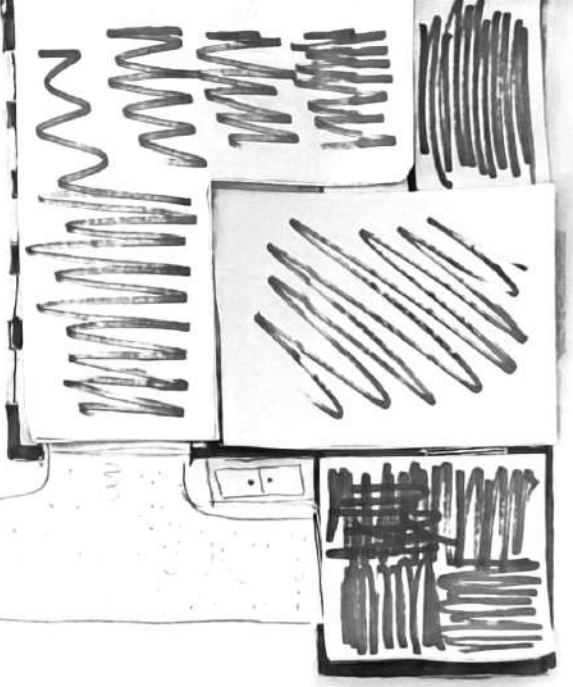
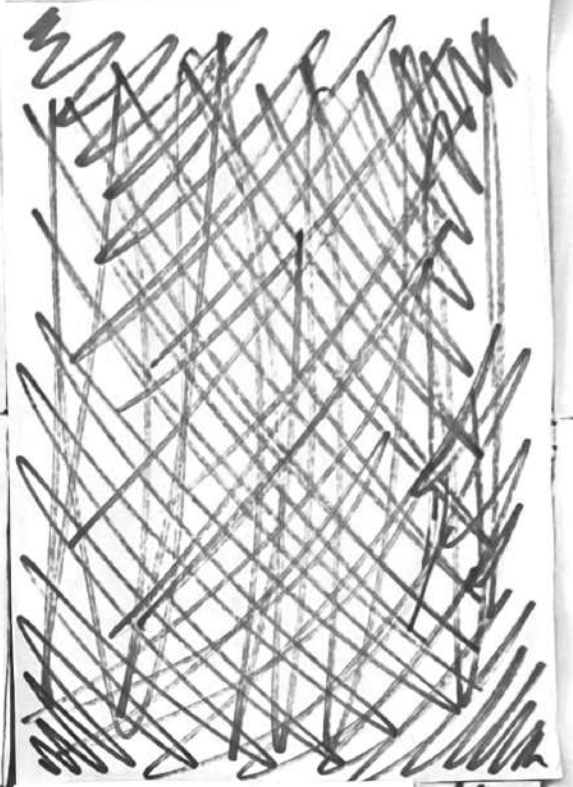


2. FL

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2.FL



4.FL

Scenario - Dust Bunny Room – Roleplay Task

You enter a room full of dust so thick you can barely see.
The dust moves in an oddly organized way.
Looking closer, you see that each dust clump is a tiny jumping rabbit.
They bounce off concrete like it's a trampoline.
On other materials, their jumps are weaker.

The walls are covered with strange wallpaper.
Up close, it's made of newspaper-like text.
If you read it, you find legal advice and a step-by-step guide on how to squat a building legally.

In the middle of the room is a pile of concrete from a collapsed roof.
Sunlight shines through the hole above.
This is where the dust bunnies are “born” and where most of them gather.

If players remove the concrete slabs, they discover something hidden underneath.
This will give them a mission: convince an NPC to start a community.

The NPC will follow them depending on what they want to build, based on their elements:

1. Garden & Green City – Botanist + Cleric.
2. Renovating the building using old/recycled materials – Warrior + Mechanic.

All four players must also establish voting rights for everyone, so the community can make decisions together.

Kitchen description

Cracked tiles on the floor, weeds growing between the cracks, rusty cupboards, small sink in the corner with rust stains around the sink

Dice roll

They start searching for resources and roll the dice every time to see if they found something good based on the number

Solutions to drink water (practically speaking)

- Build a water filter from sand, charcoal, and cloth found in the building
- Mechanical: Use a salvaged solar panel to power a water purifier they design
- Be creative, use imagination to transform any object into a filter
- Collect water rain

Resources

- broken glass (to drink) ROLL 1-2 = near the sink where the dishes are scattered
- object to collect water rain ROLL 4 = old bucket near the window
- colander (for straining larger debris) ROLL 5
- a bag of old aquarium gravel (could be repurposed as a basic filtering layer) ROLL 6
- hidden resource: magical item to directly filter the water without using any resource
- a torn piece of clean cloth or old curtain ROLL
- rope/cables ROLL 4
- used batteries inside a broken flashlight ROLL 3

STORY

You step into what looks like an old kitchen. The tiles on the floor are cracked, with weeds

growing between them. The air smells faintly of metal and damp. A small sink sits under a broken window, with smashed dishes around it, but there's no cupboard, just a wide, dark hole where the floor has collapsed. You can see it drops into what looks like another room, and faint dripping water echoes from below. You've come here to look for drinkable water, but when you turn the tap, a slow stream of brown, dirty water comes out, smelling like metal. This kitchen could be a good place to search for resources that might help you on your journey, or maybe find a way to make the water safe. Once you've searched, you can decide whether to climb down through the hole.

Scenario: Goat's Path to the Greenhouse

Setup:

Players are inside an abandoned building. They hear a goat bleating outside.

Following the sound leads them to a large rusted gate into an empty warehouse.

The Area:

The greenhouse is in the center, but the area is full of traps. Only the goat and old lady knows the safe paths. It grazes close to the traps without triggering them. The goat is walked by Old Lady Marta, who is deaf and cannot hear the players.

Mechanics: Roll a die when moving toward the greenhouse:

****Low roll:** Player triggers a trap. Some traps drop them underground into a side quest.

****High roll:** Player moves safely towards Marta

****Very high roll:** Old Lady Marta notices them and may help — but they must explain what they want without speaking (gestures, drawings, props).

Goal:

Reach the greenhouse, meet old man Ein Stein, and earn his trust to gain seeds, plants, and survival tips.

Scenario: Inside the Greenhouse – Meeting Ein

Setup:

Inside the greenhouse lives Ein Stein, an elderly man tending to plants. He mutters to himself about how nice it would be not to be alone.

**If players follow Marta quietly inside:

They overhear Ein telling her he wishes he had “extra hands,” that he can’t manage everything by himself anymore.

**If players enter openly:

Ein is suspicious of strangers. He tries to scare them off with threats, shouting, or even attempting to hit them — but he’s too weak to do any real harm.

Mechanics:

Trust Test: Players must win Ein’s trust before he will help or share knowledge.

- * High roll + convincing action → trust grows.
- * Low roll → he remains suspicious and uncooperative.

Helpful Actions: Offer useful items, Show skills (repair, gardening, defense), Mention they can find workers/defenders for him...

Goal:

Earn Ein’s trust and agree to help him recruit farmhands (fighters from another quest in a different part of the building). If successful, he will share: Seeds and plants, Survival tips, health potion, goat milk...

Ein’s Dandelion Wisdom

1. Food - Edible parts Leaves, flowers, and roots can all be eaten. Young leaves are less bitter.

Flowers can be brewed into a sweet wine or cordial.

Coffee substitute – Roasted roots can be ground into a caffeine-free coffee-like drink.

2. Healing and Medicinal uses– Dandelion tea or tincture supports digestion, liver function, and acts as a gentle diuretic. Crushed fresh leaves can be applied to insect bites or small skin irritations.

3. Soil indicator – Dandelions often grow where soil is compacted or low in calcium, signaling where the land needs care.

Or in this scenario where traps are hidden.

4. Pollinator food – Early spring flowers feed bees when little else blooms.
5. Resilience symbol – They grow in cracks of concrete and return year after year, no matter how often they're removed.
6. Natural dye – Flowers can be used to make a yellow dye for cloth or paper.
7. Seed dispersal lesson – Fluffy seed heads travel far, showing how life spreads opportunities widely.

LIBRARY

You enter a badly lit room. You can see different shelves on all the walls. Some shelves have glass bottles and other containers. Some have metal pinnets. There are a lot of books, but some are moldy, some are burnt, some have been ripped apart or thrown on the ground. (Books are in different languages, they have ^{important} history. This world used to have democracy and an ~~not polluted~~ environment without pollution). At the back of the room there is a table and chair, ~~over the table~~ a metal skeleton is slumped over the table. Of Ray appeared the eyes glow and it asks who are they and why are they here. It, name is AM. It knows a lot of history, but is missing a part, 1, broken, needs help.

The group can try to find the missing
hotel wires to help A.M.

Rat's away about

There is a window.

The way to the lockert
can be found in a leader

Scenario: The Small Toilet Room

Setting: A cramped room with only a toilet. The air is filled with a disgusting smell. Only one person fits in the room at a time, so help must be coordinated from outside.

NPC:

A small child (about 4 years old) sitting on the toilet, crying.

Problem: there is no toilet paper. The child is anxious, scared, and doesn't know where their mother or father is.

Behavior: Clings to the first person who enters, Speaks in short, shaky sentences, Goes from shy to physically holding on to their helper (-2 strength).

Mechanic for DM:

Roll 1d6 when the players enter to determine how chaotic the situation is:

1–2: Child is just quietly crying. They can be calmed easily.

3–4: Child is loudly sobbing, harder to communicate with.

5: Child is screaming and trying to leave the toilet, causing a mess.

6: All of the above + child run around and put poop stains on everyone's clothes

Time Pressure:

The room is small and stuffy, with a strong unpleasant smell. For every 5 minutes the players spend inside or interacting in the room, the player loses 1 Health Point (HP) due to poor air quality and stress.

If players take too long, the child's anxiety worsens (increase chaos level on next roll). This encourages players to act efficiently and calmly.

Possible Player Actions:

- Comfort the child verbally or physically

- Search for toilet paper or an alternative.

- Try to locate the mother (party teenager) or father(fighter) and guide the child to them or to safety.

BASEMENT ROOM / FIGHTING SCENE

The stairwell shudders with every impact from below. You don't know what it is, it's just loud and scary. Slowly you descend into thick, oil-slick air, steam hisses from broken pipes, and the smells of metal, ash, and damp concrete makes you sick.

/ or /

you crash through a tangle of pipes and cables, splashing into ankle-deep water.

You land in the middle of chaos:

The bottom of the stairwell yawns into the basement - a low, wide chamber where shadows thrash like living things.

Two plemions/ factions:

-the Copper Fists - former factory workers and

-the Glass Veil - masked fighters who use are locked in open combat.

Their shouting echoes off the steel walls: accusations of stolen water rations, betrayal, and pulled water

Your party was sent here to speak with both factions and convince them to send representatives to the Council- but right now, negotiation is buried under swinging hammers and shattering bottles.

What You See (Perception Check)

On a success: You notice

1. A collapsed walkway above the fight - someone could climb it and speak to both groups from above.
2. A leaking pipe of compressed steam near the Copper Fists - could be used to startle or separate them.
3. An old loudspeaker still wired to the foundry's PA system. It's not working tho

On a fail: You only see chaos and hear insults flying like shrapnel.

1. Step in physically (Strength or Dexterity check)

- Success: You deflect blows, push combatants apart, and buy a moment to talk.
- Failure: You get shoved or clipped, tensions rise.

2. Use your voice (Charisma or Persuasion check)

Checks:

- Appeal to unity
- Intimidate
- Deception (“There’s an outside threat coming!”)
- Success: One side pauses to hear you out - the other may follow with additional persuasion.
- Failure: They ignore you or accuse you of siding with the other group.

3. Use the environment (Intelligence check)

- Steam valve: Clear space by releasing steam.
- Loudspeaker: Amplify your voice to demand a ceasefire. You have to fix it first
- Walkway: Gain a high-ground position to address both sides.

If you broken the fight

The factions agree to send two delegates to your Council.

If One Side Wins

The victorious plemion sends delegates - but now holds a grudge against you if you helped the other side. Council unity will be harder later.

If You Walk Away

Both sides take heavy losses. You see just bodies all around the room. You were late.