

Master Thesis of Suzanne Lampe

Appendices: A Serious Game for the well-be- ing of CSN Parents

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Appendices master thesis
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A. Original Project Brief

Improving the well-being of parents with CSN through a serious game

project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 21 - 09 - 2020

26 - 02 - 2021

end date

INTRODUCTION **

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

The target group of the project are parents with children with special need(s) (CSN). These children need extra care compared to other children, because of a physical or mental disability or a combination of these. Examples are autism, ADHD, down syndrome, eating disorders, cerebral palsy emotional disturbance and learning disabilities. In this document the word child(ren) refers to a child(ren) with special need(s) and parent(s) to their parent(s).

Many parents with CSN get a burnout or overworked (60%) and there is a 42% chance of relationship problems (Trouw, 2014). This is caused by not knowing exactly what special need(s) the child has and the search for it through many appointments with doctors and specialists (Trouw, 2014). Aside from that they go through a kind of grieving process in which they are challenged to accept that their child is different and reframe their ideas about the future which will look different than expected. It is a challenge to become more resilient to be able to cope more effectively (M. Whiting 2019; Bayat, 2007; Gerstein et al., 2009; Peer and Hillman, 2014). So the most important need of these parents is to cope best as possible with the whole situation by accepting and adapting. It is important to figure out what is needed to become more resilient. Often parents are so focused on their child that they get in the survival mode and tend to forget to take care of themselves (can be seen in the numbers of the probability of a burnout, overwrought, relationship problems etc.).

This graduation project is in collaboration with het Ontzorghuis. Het Ontzorghuis established by Marise Schot and Astrid Bontenbal in 2018, aims to support CSN parents by creating a community which provides practical and emotional support. This is done by letting parents share their experiences, providing information, creating a feeling of community, offering online self-care-reflecting exercises, and offering parenting training. Also they are currently developing a cooperative housing community, where parents can move in for long or short stays during which specialists take care of their child, so parents can have a break. Recently they are organizing retreatweekends in which the children will be taken care of to give the parents a break and opportunity to do a workshop with the theme 'a valuable future'. One of the main topics is to explore for themselves what they need to unburden themselves in the future.

These weekends are an opportunity to get in touch with the targetgroup (parents) and do the final test. Something I should be aware of during the whole project is that these weekends could be canceled due to COVID-19. Another aspect to take into account during the process is that the parents could differ a lot (culture, age etc.) and their situation at home could be different.

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introduction (continued): space for images



image / figure 1: Mother and child with special need(s)

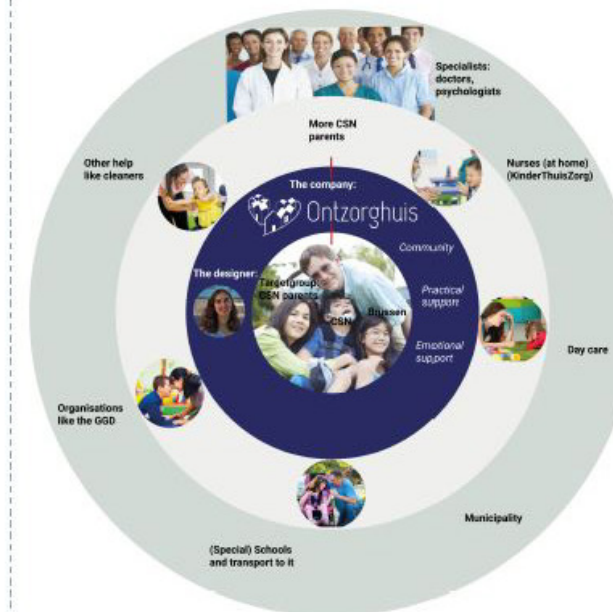


image / figure 2: Overview of stakeholders

PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

As was explained in the introduction, parents with children with special needs go through a lot and have to cope with many new uncertainties and changes of their lives. Also they tend to forget to take care for themselves, because taking care of their child requires too much time and energy. However if they don't take care of themselves it is hard or even impossible to take care of their child. This is illustrated by that during an airplane accident, parents should first put the oxygen mask on their own face to be able to put one over their child's face. Possible causes of parents that do not properly take care of themselves, 1) Parents don't realize that it is happening, 2) Parents don't want to focus first on themselves and secondly on their child or 3) Parents want to take care of themselves, but don't know how.

So the goal of the intervention is to create awareness of the importance for parents to care for themselves and give suggestions on how to take better care of themselves (based on one or more psychological theory/framework) to be able to take better care of their child.

A serious game which could be played during retraite weekends of het Ontzorghuis would serve this goal well, by letting explore the targetgroup together such serious and personal issue in a playful and open minded way and reflect together on it. The serious game will be based on happiness and/or positive psychology frameworks and theories and will be inspired by existing tools of het Ontzorghuis.

This project will address the following issues in advance of designing the serious game: What causes parents to forget taking care of themselves? How could they increase their own wellbeing? Which psychology theories or frameworks can offer support? How to design a serious game for this targetgroup based on psychological theories with the previous said goals?

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and/ or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, ... In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

I am going to design, prototype and test a serious game for parents with children with special needs and which firstly creates awareness of the importance for the parents to take care of themselves and secondly give suggestions on how to take better care of themselves (based on psychology) to be able to take better care of their child. The serious game should be playable during retraite weekends within the constraints of the COVID-19 measurements.

I aim to deliver a serious game which suits a group of (around at least 4) parents who joined a retraite weekend and which supports them in their journey on how to cope with the situation of having a child with special needs. After the game the parents will be stimulated to reflect together on what happened during the game and compare it with their situation. It would be perfect if the parents are going to share tips and tricks together on how they currently increase their wellbeing/take care of themselves. The ideal situation is that after playing the game they have an idea of how to unburden themselves and thereby increase their wellbeing and happiness.

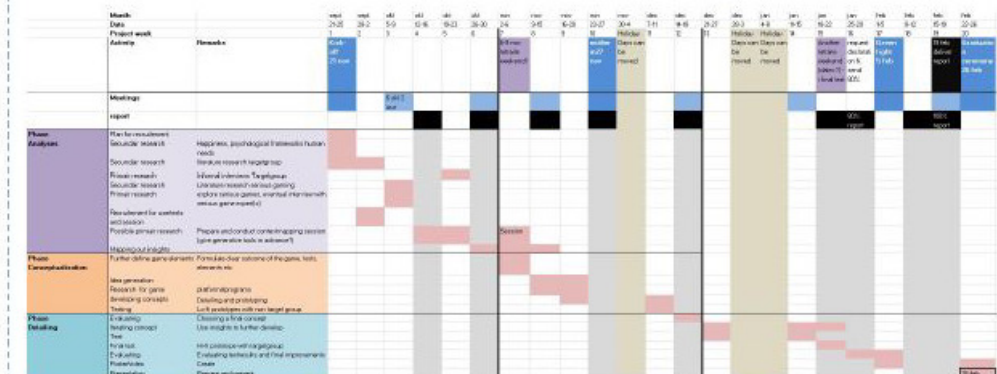
Depending on how the COVID-19 situation will develop, the serious game could shift more to an online version or a version which can be played in real life or a combination of these. Therefore, the (elements of the) game should be easily transformed into a more online or more physical one. For example the game could be with online communication but still include physical objects.

The serious game will be about the mental health of parents with children with special needs. Also the target group will be in close contact with the medical world due to their child. So the project is suitable for my Medisign specialization.

PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 21 - 9 - 2020 end date 26 - 2 - 2021



The kickoff will be on 21 September 2020. The graduation project is organized in three phases.

Analyses phase: Three fields will be researched: the target group, serious games and psychological models about happiness, human needs etc. For these three fields, literature research will be done. I will conduct interviews and contextmapping with the targetgroup. The research on the targetgroup will require most time, because it will be a challenge to understand and imagine the situation they are in and what needs they have. The phase doses with mapping out the insights about 1) the wellbeing of the parents and how they could increase this (targetgroup and psychological aspects) 2) Designing a serious game.

Conceptualization phase: The phase is about further defining the goal and elements of the game (based on the previous insights), brainstorming and developing concepts which will be Lo-fi prototyped and quickly tested with non target group. Important is to research the possibilities for an online serious game (suitable program/platform) as well as the possibilities for a version played in real life and ways to easily transform it to one another.

Detailing phase: Much testing and iterating. The aim is that the at least the final test will be with the targetgroup (possibly in the second retraite weekend). The phase ends with finalizing the report and presenting the outcome.

I planned some holidayweeks, however I will move some free days during the project where I need these at that moment. Also the date of second retraite weekend during which the final test possibly will take place is not set yet. This could change the planning later on.

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge on a specific subject, broadening your competences or experimenting with a specific tool and/or methodology, ... Stick to no more than five ambitions.

- Learn to dive into the lives of the target group and at the same time having overview (not get lost in all the heavy, but beautiful stories).
- Learn more about integrating psychology with design.
- Learn how to create a serious game and learn about the elements which it consists of.
- Become more of a leader; facilitating sessions/meetings.
- More dynamic working, like using more resources than my laptop (logbook, post-its etc.), working at different places etc.

In case your project brief needs final comments, please add any information you think is relevant.

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Month	Project week	Activity	Remarks	sept 1	sept 2	sept 3	oct 4	oct 5	oct 6	nov 7	nov 8	nov 9	nov 10	nov 11	dec 12	dec 13	dec 14	dec 15	jan 16	jan 17	jan 18	jan 19	jan 20	feb 21	feb 22	feb 23	feb 24	feb 25	feb 26	feb 27	feb 28	feb 29	feb 30
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C. Elaborated subquestions

Analyses target group

1. How to raise the awareness of CSN parents about the importance of self-care (also in the perspective of the child)?

1.1 Why do many CSN parents experience poor self-care?

Question was mostly answered by literature research results.

1.1.1 How do parents divide their energy between taking care of themselves and taking care of their child?

1.1.2 Why do they divide their energy between taking care of themselves and taking care of their child like that? Unbalance? What causes? (Was it too gradually to notice?, Was there ever asked for help? Where limits set?)

1.1.3 How do they experience an unbalance?

1.2 To what extent, how and when are CSN parents aware of the importance of self-care (also in perspective of their child)?

Question was mostly answered by contextmapping results.

1.2.1 Are they aware of how they divide their energy between taking care of themselves and taking care of their child?

1.2.2 When and how did they become aware (close to which moments/events) of an unbalance in dividing energy?

1.2.3 Are they aware what would happen if an unbalance between taking care of their child and themselves would remain over longer period (also in the perspective of the child)?

1.2.4 When and how did they become aware (close to which moments/events) of the impact of unbalance in dividing energy over longer period of time on themselves and their child?

2. How could CSN parents take better care of themselves to increase their mental well-being?

Question was answered by contextmapping results.

2.1 Which needs are important (miss or cannot miss) for CSN parents during unbalance?

2.2 To what extent are these needs fulfilled?

2.3 Are they aware of these needs and espe-

cially the unfulfilled ones?

D. Positive developments for CSN parents

To understand the world of CSN parents many quotes that reflect their experiences are used in this chapter. More often these quotes originate from CSN mothers than fathers, because these are more found.

Having a child with special needs also brings positive developments. First of all many CSN parents mention how much love their child gives to them and how having a CSN child adds to their own personal development. This is shown by the following story in a paper written by a CSN mother:

'Whereas I would never have chosen this complex and difficult life for her—and I would give anything to remove her disability if I could—I would in no way eliminate what I have learned from the experience and the way in which I have grown as a mother and a person. This experience, however difficult and bittersweet, has given my family a genuine gift: the true meaning of unconditional love. This kind of love is not solely my story. It also belongs to the countless women who are significantly transformed through the mothering of children with disabilities. As individuals, our hearts are soft and unassuming. Together, we have a voice that can help make the world a more tolerant and accepting place.' (Lawrence, 2011)

Often their identity changes and they become more tolerating, accepting and kind towards others. Besides according to Okma (2016) *'Parents discover the soft caring side of themselves, the support of their relatives or the remarkable way their child face life.'*

Maira Ribelles Armell (2020) gives the following reasons for the personal growth process over time:

- CSN parents develop and adapt strategies over time to overcome challenges they experience. This can be illustrated by the quote from this CSN mother: *'Families with a child with special needs develop their own way of coping. Our journey, as traumatic as it has been for our child, has taught my family not just how to cope*

but also the power of kindness. I learned the empowering art of being kind to others. And it taught me to find that kindness for myself.' (Nadella, 2017)

- The fact of not being able to go with the flow pushes them to be aware of what makes their lives meaningful. like this CSN father explains: *'He is the joy of our family, whose strength and warmth both inspire and motivate me to keep pushing the boundaries of what technology can do. And I've found that the moments that so deeply change our lives can also be a catalyst to empower those around us.'* (Nadella, 2017)

- They learn that they shouldn't compare themselves with other parents (especially non-CSN) since every situation is different.

According Ribelles Armell another positive element of having a CSN child is celebrate achievements like small milestones and also sharing these helps parents feel grateful about their child and they feel proud of past achievements. It can have a positive effect on the relation according Okma (2016): *'Many parents share that they, regardless of all the emotions, discovered beautiful new aspects as well.'*

For some parents their child is often a source of inspiration of how to live their own life: *'Even in his most vulnerable moments, our child shows great resilience and strength, which inspires me. That stops the internal chatter of Why me? Why my child? When he brings his maximum effort to the table, I think about needing to do more for him and others.'* (Nadella, 2017).

E. More solution directions for self-care

Live with self-compassion

According Pinhorn (2018) it would CSN parents help to become a Peaceful Warrior: To pause each day and fill their tanks with exceptional compassion towards themselves (for example by meditating) instead of burning through their energy supply like an aggressive warrior. *'Tell yourself each day that you are doing the job of a giant and that you are doing it well. This I know to be true because I have lived it. You can only be a warrior for so long, then you crash, and no one wins.'*

Embracing living with living-loss

As was explained after their child's diagnosis, parents experience emotions like denial, anger, fear, guilt, confusion, powerlessness, disappointment, and rejection. However eventually, some of these feelings develop into hope, joy, and acceptance (McGill Smith, 2003). According Manu Keirse (2019) these feelings will never end, however acknowledging the grief, embracing having a child with special needs and having a positive attitude towards it makes it more bearable. Important is to acknowledge how much impact it has on themselves as parents as well according Tanja Roosmalen (2019). Moreover acknowledgement of others who really listen for the grief can increase self-appreciation (I'm worth it) and makes it easier to move on.

Learn to reframe live

Reframing their live has partly to do with living-loss. CSN parents have to accept that their life changes a lot and adjust their vision of their future life by reframing. In other words parents have to redefine how their life should be and the meaning of normality, thus they have to give up their old ideas to create new ones (Ribelles Armell, 2020).

'I had to find the courage to accept our unimagined life, try to somehow think of it as a blessing, use it to grow and learn, and work to gain a new perspective on the important and meaningful things in life.' (Lawrence, 2011).

What could help to reframe life is to stimulate

to celebrate achievements, by on regularly basis asking parents what they are proud of. To put these successes in the development of their child down in words can give support for them (Okma, 2016).

Tolerating uncertainty

Tolerating uncertainty makes them learn to hope but not expect (Ribelles Armell, 2020). What could help to achieve this is the Live by the day mentality found in many sources like this CSN mother illustrates: *'If it goes well today, I am happy. I try to live with that attitude.'* (Vriendin, 2020). However it is important as well to make plans for the long term.

Positive psychology: Attention for good things, appreciation, power, taking advantage of opportunities (Loyalis, 2020)

Focus on the good: *'There is an inherent understanding and empathy out there. This I decided to focus on. When my child had a meltdown in a grocery store, I forced myself to respond to the man offering to unload my cart rather than the cashier rolling her eyes.'* (Nadella, 2017).

'Consciously try to embrace positive states like gratitude, kindness, compassion, joy, and peace and see that the negatives don't take up as much space as before' (Nadella, 2017).

Being in touch with other CSN parents

It helps for CSN parents to be in touch with other CSN parents because they understand best what it is like and often have practical tips (Okma, 2016). As this CSN mother shares: *'Having a child with special needs is isolating. Talking about it opened several doors. This shared experience with similar families was invaluable.'* (Nadella, 2017).

Organise personalized care around the child

'Don't try to fit your child in a box but create a new box for him/her.' (Anulla, 2017). This illustrates that the care around a child with special needs should be arranged in a way that fits that child, because every child is unique and needs different care. By having the care arranged will

result in more time for self-care.

Recognize your mood by looking carefully at your child

Researchers state that parents can recognize their mood by looking carefully at their child, because they reflect their mood back at them (Pinhorn, 2018).

Start with a small list

Make a list of things you would like to do for yourself, and carve out time to do it.

Other ways

On Facebook CSN parents mention solutions as having a housekeeper, good babysitter, respite and therapy (parents in Special Needs Parents Support & Discussion Group, 2020). For self-care they did activities like meditation, meeting with friends, find support, work-outs, healthy eating, hot bath and affirmation.

F. Contextmapping Booklet

Explanation per day the aim of each exercise in booklet and link with the most important questions of the interview

In advance of the interview the filled in booklet was analysed to formulate extra questions.

Day 1 filling in the scale to let participants think about dividing their energy and the metaphor of a scale. Also to be able to compare with the survival mode and talk in the interview about why the scale changed.

Day 2 describing or visualizing their experience of survival mode. Sensitizing for the topic and letting them imagine how it was if it was a long time ago. Also no restrictions were given to make it more fun and let them make it how it would suit them best. Understanding how the experience of the survival mode is to empathise with the target group and as possible inspiration for the serious game (interaction vision).

Day 3 filling in the scale for the period of being in the survival mode. The first two assignments were sensitizers for this exercise, which come together into this one. Possibly they will draw an unbalanced scale with not much energy given to themselves. The interview goes in depth about whether they were aware of this energy

division and its impact for longer period on their child, how and when they became aware. There is searched for causes for getting into the survival mode. Lastly in the interview the two scales are compared and there is reflected on what made this change in division.

Day 4 serves as providing insights about how their days look like: which kind of activities and what does it do with their emotion and energy level? It might also give insights in what they really need or what is missing, by asking the question: How would you rather have seen this day?

Day 5: Deciding on which needs were important during the survival mode and how much these were fulfilled. The results of this exercise will show an interesting direction for the serious game by being able to focus on the most important need(s). During the interview there is also discussed how to fulfil some needs.

Every day participants were also asked to give a **satisfaction grade** for themselves and for their child. The aim was to see if there were ordinary days or a certain pattern in the given grades to ask further questions about.

G. Interview Questions

Introductie

Bedankt dat je wilt deelnemen aan dit interview! De vragen zullen gaan over jouw energie verdeling van tussen jou en jouw kind en de periode dat zorgouders in de overleefstand staan/ stonden. Dit interview zal mij veel inzichten geven, die inspiratie geven voor een serious game waarin zorgouders bewuster worden van hoe belangrijk het is goed voor jezelf te zorgen. Is het goed als ik de zoommeeting opneem? Allereerst heb ik toestemming nodig die is vast gelegd. Geeft u toestemming voor het gebruiken van de geanonimiseerde resultaten van het boekje en het interview voor mijn afstudeerproject (Alle namen zullen worden vervangen door andere namen.)

Geef je toestemming voor het opnemen van deze zoommeeting?

Vind je het fijn als ik mijn scherm deel met jouw ingevulde opdrachten of pak je ze er liever zelf bij?

Voor het gehele interview geldt, dat als je er- gens niet op wil antwoorden dat helemaal prima is, geef dit dan graag aan!

Best vaak ging het in het boekje over de overleefstand.

- Als ik vragen mag, heb je het gevoel dat je nu in de overleefstand staat? zo niet, hoe lang geleden wel? Hoe oud was het kind? Wie nam de meeste zorg op zich?

Voor onderzoeksvraag 1.1

- Hoe ervaar jij een disbalans in energieverdeling waarbij je veel meer voor je kind zorgt dan voor jezelf, welke emoties?

- Hoe komt die disbalans er denk je?

Indien de weegschaal scheef hing:

- Welke emoties gingen eraan vooraf voordat de weegschaal goed scheef hing/overleefstand kwam?

- Ging dit proces geleidelijk of zat je er ineens midden in? (test assumption gradually)

- Heb je gezocht voor hulp voor jezelf? (Waarom niet?)

- Had je grenzen voor jezelf gezet, voor bijvoorbeeld hoeveel tijd je met iets bezig mocht zijn zoals het opzoeken van informatie?

Voor onderzoeksvraag 1.2

- Waarom ziet de tweede weegschaal er zo uit? Wat heeft ervoor gezorgd dat de weegschaal er nu anders uitziet?

- Was je bewust van hoe je je energie verdeelde nu? En tijdens de overleefstand?

- Wat voor effect zou het op jou en je kind hebben als de weegschaal lang scheef hangt?

- Wanneer werd je bewust van de disbalans in energieverdeling (minder goed voor jezelf zorgen), op wat voor momenten kwam deze bewustwording? Is dit vaak dichtbij een bepaalde gebeurtenis? Wanneer was dit voor het eerst?

- En wanneer kwam je tot actie?

- Hoe zou je de weegschaal/weegschalen meer in balans kunnen brengen als hij uit balans is? Hoe zorg jij daarvoor in jouw leven, of lukt dit niet? (waarom niet?)

Voor onderzoeksvraag 2

- Waarom waren de aangekruiste behoeftes belangrijk ((dus die je erg miste of die je veel steun gaven) voor je? Waaraan merkte je dat?

- Welke volgorde zou je eraan geven?

- Waarom waren deze minder vervuld of erg vervuld?

- Hoe zou je deze behoeftes vervullen? (wat voor activiteiten?)

- Wat zou er gebeuren denk je als de belangrijke behoeftes voor een hele lange periode onvervuld zouden zijn? Wat zou er met de weegschaal gebeuren? En met jou? En met je kind?

- Ben je bewust van de belangrijke behoeftes als je in de overleefstand staat? En van de onvervulde behoeftes?

Hoe zorg jij ervoor dat je voor jezelf blijft zorgen?

(- Hoeveel tijd per dag heb je over om aan jezelf te besteden? En tijdens de overleefstand periode?)

- Wat voor tip zou je ouders geven die in de overleefstand staan om beter voor zichzelf te zorgen?

- Dag 4 Hangt af van wat ingevuld: Wat gebeurde er op dit hoogste punt of dit diepte punt? Wat bleek je veel energie te kosten of geven?

- Wat gebeurde er met het energie level van je kind op deze hoogste/diepte punten?

- Had je de dag graag anders gezien? Hoe?

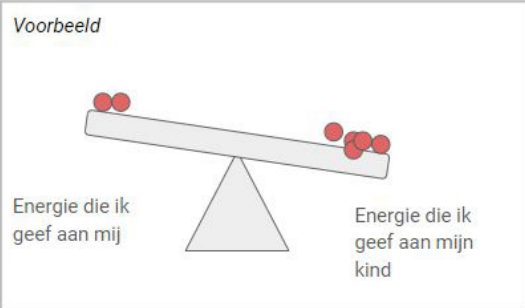
- Elke dag heb je een voldoeningcijfer voor

Dag 1 - De energie weegschaal nu

'Teken' een weegschaal die laat zien **hoe jij je energie nu verdeeld hebt**.
Maak een weegschaal met een ouder en een kind(eren) kant zoals rechts afgebeeld. Je kan de weegschaal van het voorbeeld gebruiken en aanpassen of je eigen maken (je kan hem ook tekenen, een foto maken ervan en hem hier toevoegen of naar mij whatsappen/mailen)! Je kan voor het maken van jouw energie weegschaal nadenken over de volgende vragen:

- Hoeveel energie heb je in totaal (je kan energie afbeelden in blokjes energie of iets anders)?
- hoeveel 'energie' geef je aan elke kant tijdens de?
- Helt hij naar één kant toe?

Voorbeeld



Energie die ik geef aan mij

Energie die ik geef aan mijn kind

Dagelijkse voldoening cijfers dag 2

Mijn cijfer voor mijn voldoening vandaag: **Cijfer**

Het cijfer voor de voldoening van mijn kind(eren): **Cijfer**

jezelf en jouw kind gegeven, viel je hier iets aan op?

- (Wat maakt jouw leven vooral anders als zorgouder?)
- Had je dingen anders aan willen pakken?
- Heb je verder nog opmerkingen of vragen?

Nogmaals heel erg bedankt voor het invullen van het boekje en het interview, ik hoop dat het jou ook iets heeft gebracht! Bedankt voor alle inzichten. Fijne dag verder!

H. Results Pilot

Context

There was a pilot conducted with most elements of the contextmapping booklet. This was done via the online tool Miro (and video calling) with a mother of two children. She also recognized a period of survival mode while her children were 1.5 and 2.5 years old. Both children needed a lot of attention (often ill also) and one child had often nightmares which resulted in shorter nights for the parents.

Needs

For the mother the most important and also the unfulfilled needs were:

- Autonomy (deciding when she got her sleep)
The need autonomy was unfulfilled, because I had difficulties with understanding the needs of my children.

- Fitness (sleep)
- Stimulation, ease and relatedness (having time with and from her partner)

Other needs of the mother which were fulfilled:

- Relatedness (being emotionally supported)
- Belonging (being accepted by family)

'I was aware of my unfulfilled needs, because I desired much to fulfil these.'

Energy scale

During the survival mode she experienced an unbalance in taking care of herself and taking care of her children.

Reasons she gave for proceeding with the situation were: *'you also think 'It is just part of it', 'It will pass.' and 'Maybe we only have to force them to eat more.' You simply have no clue how everything works and what is normal while raising kids.'*

Awareness of poor self-care

While being in the survival mode, she was not aware of how badly she took care of herself, illustrated with the following quote: *'Now that I really imagine myself back in that survival mode, I realize that you are not aware of how badly you take care of yourself. Later on, after that period, I was able to reflect on it which made me aware that I didn't take properly care of myself and made me look different at that period.'*

Quote from a family member of her with children with special needs: *'Sometimes you are only running and running and you are not aware of it, until someone asks; 'Isn't it too much?' Then something breaks in me and I plan something nice for me.'*

Survival mode

She explains the survival mode experience as: *'While being in the survival mode, you are kind of cramped. You try to keep everything upright and sometimes realize shit I am right in the middle of it.'*

'Caring less and less for yourself goes gradually, so you are less aware of it.'

'I kept continuing with this way of living, because I did not see another way out. I didn't allow myself to care for myself, because it would be at the expense of keeping everything upright.'

The participant did not look for help for herself. However she decided to work less. *'If the situation had continued, I probably would have collapsed.'*

I. Contextmapping Results

Results per participant

CSN mother 1

Experience of poor survival mode

'Survival mode is like being thrown in the deep, laying in the water with big waves on sea and you need tools like a boat to not drown, because you cannot swim with such waves for days. You need tools and gears like boat, paddles, helmet etc. Now I am like the person with skills and equipment.' 'It's like a job that always continues which needs a focus to get everything organized, because nothing comes for free.'

Giving food to her child involved frustration, daylong despair and required much patience. She shared: *'At moments that my child doesn't want to eat, I relive the pain again of those days I had to go very deep to feed my son.'*

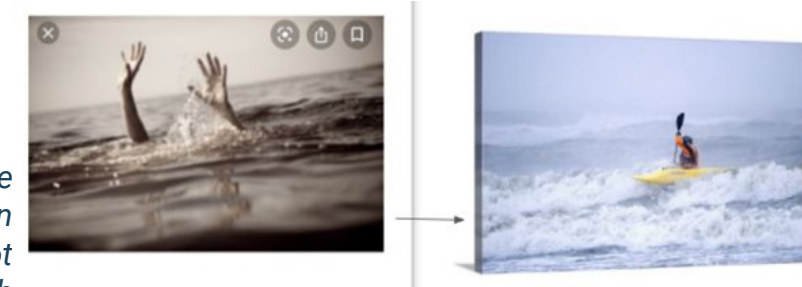
Nowadays she is out of the survival mode but still sometimes discovers unprocessed emotions. She expects that more CSN parents have unprocessed emotions from their survival mode period.

Dividing energy

'When I figured out activities that made him rest, I could rest as well. In this way there was a better balance in my day.' So by caring for herself she discovered that it helped her son as well.

'However a long time ago when I was in the survival mode, everything I did costed much energy.' And about caring for child at the cost of yourself she explained: *'You just do that, you don't think about it, but the consequences are pretty intense.'* She had drawn the scale with much energy to the child's side which also slipped away: the energy just disappeared.

It felt like there was a leakage in the kitchen so she started to mop the floor, but after six hours of mopping it still wasn't dry. *'During mopping the floor you are just busy with solving everything, you feel you need to recover from it, but with a child with special needs it is not*



possible: the shower starts to leak, the toilet is flowing over etc. At a certain moment you do not know anymore where to start or what to do or who to call.'

However she experienced that people do not see the seriousness of the situation *'Just mop the floor more'*, often because they think it is less water than it actually is.

Causes of unbalance

This CSN mother did not want the existing possibilities, because it would do no good for her child in a certain way. A possibility that helped her was health professionals at home to give food to her child, because this costed her much energy.

'Experiencing emotions also costs energy, which makes the scale also slanting.' She got trauma therapy for the big things: life-threatening events, but there are also small things that she not all processed yet. Her energy division got also better when she wasn't a single parent anymore and her partner took over some tasks and she could discuss and share responsibility with him.

'For a long time I choose what good was for my son, but this did not give me the space to take care of myself as well.' She expects that many parents are mostly looking at what is good for their child instead of also taking into account what is good for them. However if there is something not good for the child, they do not have the power and energy to change it. *'Actually you are always searching for the right spot for your child.'*

Awareness dividing energy

As was shown with the mopping example: *'During survival mode you yourself and others*

do not see the seriousness of the situation.' 'No one says: This cannot continue, this situation isn't normal.' She explains that it all is new, so you just assume it is normal. 'I wasn't able to explain WHAT did cost so much energy.'

'I first started looking at myself: is it me or this situation?' She compared herself with other parents and realized that she experienced a different kind of heaviness which was way heavier. She became aware of how she divided her energy after half a year: 'There was the moment I realized: this will never end. We won't go back to normal, this is the new normal. And I cannot sustain. I thought: I do not like it anymore, how am I supposed to do this?'

When she became aware of it she experienced feelings of dismay, despair, and isolation. In advance she was just continuing and so did not feel it. After becoming aware she started to organise more support. First year with small steps, later with bigger steps after a conversation with someone, who was in the same situation as her once, asking the right questions which were solution-oriented: 'How are you going to do this in the long term? How will you sustain? What do YOU need for it? What do you want? Than just ask the government what you want! They also do not know what you want.'

Awareness of consequences of an unbalance over longer period

During the survival mode she was focussed on that she had to do things like exercises with her son etc. However nowadays: 'I have to be able to carry on with my day and I discovered that my son also needs that to be able to carry on with his day.'

Thinking about the long term effect started after the conversation mentioned previously. In advance she didn't think about it and therefore did not take big steps. About the effect of an unbalance for longer period on her child she explains: 'For the short term I could take care of him, but not for the long term.' She needs energy to be able to act on time, organise his care, give him attention, and make real contact with him.

'Worst would be if as parent you cannot hold on anymore and you have to give all the care away. I want to sustain the autonomy, so my son has good care.' She further explained with: 'I see

children are placed outside their home sooner than they are ready for and this is not good for them.'

Ways to increase this awareness and other solutions

Getting the right questions helped to raise awareness 'When I could dream out loud what I wanted I gave the solution.' 'Also my design skills enabled me to brainstorm on new solutions and 'redesign' my life.' Now she also experiences that many parents just desire someone who thinks along.

'I didn't know the possibilities and what I wanted myself.' So knowing what is possible and a way to figure out what you need can solve the situation. The possibilities she knew wouldn't do good for the development of her child. 'I didn't look at the possibilities that weren't there.'

After getting the right questions she became more aware and created her own solutions 'When I could dream out loud what I wanted I gave the solution.'

So creatively creating possibilities suitable for the situation could help a lot.

Now she is always searching for what is good for him and what is good for her and her husband. 'You have to find a balance in that, for example sometimes I postpone this search to be able to take care for myself as well.' Also if it becomes all too much she starts to work less. 'It is always about setting priorities, which are sometimes good for the long term but not for the short term. You pay a prize for doing well on the long term.' For her it helped to create a vision and create solutions based this vision. 'However it is hard for many CSN parents to think about the long term, because you need energy for it, short term effect is undesired, and thinking about the future is avoided (future is uncertain and unclear).'

CSN mother 2

The experience of the survival mode

This CSN mother experienced different kinds of survival mode first eight months it was more about life or death.

- Not much food and sleep.
- Fretting/worrying and Heart palpitations
- Nauseous from the stress, fear and misery
- Barely time nor energy to take a shower e.g.
- Whole world is about my child with special needs, rest of it are side issues

- Many calls to keep the family up to date
- Always keep going: Automatic pilot
- The 'hit' comes later
- Like a lioness fighting for the interests of your child
- No notion of the day, time, what is happening in the rest of the world.
- Feeling like you are going to lose control, like the ground under your feet is sinking in.
- 'Every morning when I opened my eyes for the first time I thought I was still pregnant of my daughter, but then I again realized that she was born, what happened and that she wasn't with me but in the hospital getting oxygen.'

Dividing energy

The unbalance depended on events and there were better and worse times. An example of a worse time: 'First 2-3 weeks we were not able to fulfil our basic needs (eating, hygiene).' 'Totally not focussed on yourself' 'The situation made my body ignore the pain of the labour.'

Causes of unbalance

'There is an unbalance, because I want to be a good mom.' She experienced fulfilment, because she feels like a good mother and really is there for her child. 'I felt a bad mother and guilty if I took time for myself and I think that's the cause why it took so long to do this effectively.' Another possible cause wanting to be like regular parents: 'We want to do things as common as possible.' Also support from people around is a cause: 'The network that can care for our child isn't big enough.'

Awareness dividing energy

'I wasn't eating much and got skinny and people said that it wasn't going well with me. That made me aware that something was really going wrong.' When she looks back, she explains that she is amazed how she couldn't see this. She thinks it was because she was drawn into that moment and never stopped for her daughter. 'I totally didn't think about myself.'

She said she felt so bad and like there was no ground under their feet that it was hard to figure out what they needed.

'I really had to learn to take time for myself and not feel guilty about it.'

She felt mentally down and someone said to her: 'Shouldn't you go to the doctor? Maybe take antidepressants?' She explained that she was amazed that someone said that to her and that it isn't something for her to take that. However

she did. 'If I hadn't done that I would have maybe end up in the hospital myself.'

'I became aware that something had to change, when I got enormous physical complaints and cried a lot.' 'Now I am aware how important self-care is, because if you don't do that, you cannot be there for your child.' It took a time for her to realize that she had to spend time with a friend or go shopping to reload the battery. Her awareness also grew by visiting a psychologist. 'Talking with a psychologist makes me able to see things from a distance and thus see what is actually happening, everything becomes less scary.'

Awareness of consequences of an unbalance over longer period

Impact on her child was that she was emotional and not energetic. She explained that when she started to take antidepressants and started to care for herself, it was good for her daughter. 'When I took more time for myself I discovered how sustainable it was and good for my daughter.'

Ways to increase this awareness and other solutions

Felt good to go back to work: only have into account myself, however looking up against it in the beginning, because of the feeling of leaving my daughter behind.

There was much help offered, however accepting it was hard for them. 'I felt like I failed by asking help, because you cannot manage. We really had to learn this and it helped when others recognize the seriousness of the situation to see that it is upright to ask and get help.'

'My tip for other CSN parents: Be egoistic (and don't feel guilty about it)! And question 'what do I need?' instead of 'what do others think and expect?' Try to feel what your body says it needs. Try to create that it is possible to care for yourself. Everyone is different and needs other things.'

To become aware of an unbalance she explains that the question 'what do you need?' could help or 'What can I do for you?' And questioning yourself 'what do I need to handle the situation better.' Especially the small things work like getting a bit comfort, because someone made dinner for you.

Others are not aware of how much it asks from them, because it seems easy because they are experienced in what they do. *'We are not those people who tell about the burden to others or ask want to be pitied for it. However maybe we should show it more to others without creating pity.'*

CSN mother 3

The experience of the survival mode

- It drains the energy out of you, so that I sometimes question whether life is still fun
- Claiming behaviour, oppressive
- Look up to going home
- Always have to be 'on'
- Not much patience
- Stress, despair and worried
- Heavy

She often feels guilty, because it is easy to do something wrong for her daughter.

Dividing energy

Her child needs much attention, but doesn't directly show it. So her mother needs to be always alert with antennas to sense when her child doesn't feel well and this requires much energy. There was a time her child had thoughts about suicide. Also her child doesn't let go of her mother when she wants to go away. Lastly it has its ups and downs.

Causes of unbalance

She explains that at some moments her child really needs her and it is no option to care for herself, because it is the role of being a mother.

'As mother you have to be there for your child and do what is needed and of course you do that out of love.'

'You try to find a compromise during the years what is acceptable for your child as well as for yourself, but it is always balancing. Because you don't know and often think 'what now?''

What also costs energy is a lot of organising around the life of her daughter to help her. However this CSN mother also set limits to be able to care for herself. Also it was not hard for her to ask help:

'It wasn't hard for us to ask for help from others, because it is important. However it was hard to figure out where to ask help. Luckily I am per-

sistent.'

For her getting in the survival mode wasn't gradually, because if her child wasn't well, her parents didn't feel well as well.

Awareness dividing energy

'Of course I was aware of how I distributed my energy.' She becomes more aware at the moments that she feels the situation drains the energy out of her: when it asks more of her than she can provide.

Awareness of consequences of an unbalance over longer period

'It is the way it is and you should be strong. I can imagine that other parents end up in a burn-out.' She explains that making certain decisions in which she takes care of herself in the moments that are needed and her down-to-earth character makes her sustain. *'However a burn-out can come suddenly and unexpected.'*

'To not care for yourself is impossible. Luckily it never went wrong, but sometimes I am afraid that it goes wrong; how am I able to keep all the balls in the air? Sometimes you are in a split.' *'If it doesn't go well with us as parents, it doesn't have an effect on our daughter, due to her autism.'*

Ways to increase this awareness/solutions

Seems like she was aware of her needs and which she couldn't fulfil. For them the solution was a dog that could give attention and love to her child, so she could pay less attention.

Also dividing the care with her partner created more space for 'me-time'. What mostly seem to work for her was having a job and see this separately from the situation at home

CSN mother 4

This CSN mother was in the survival mode while she was interviewed. This and that she thought the booklet was too difficult resulted in not filling out the booklet. Besides during the interview I had difficulties with understanding what she was saying due to her dialect. This made it hard to ask follow-up questions.

The experience of the survival mode

- Providing constantly care
- It starts already in the morning
- It feels like everything can explode any minute
- Heavy (especially when kids come home after school and all energy and incentives has to be

released)

- The toughness varies
- Days with only hurry
- Easily crying

Dividing energy

She had given contradicting answers during the interview. During the first part she explained that she was in a survival mode, but she also had enough time for herself and was able to take care of herself. Also if she would have more time to spend, she wouldn't know how to spend.

Most energy goes to her children but also a bit to herself.

'Sometimes I am priority number one, but mostly my children have highest priority.'

However during the second part of the interview she seemed to become emotional when the question 'How do you ensure that you take care for yourself?' and answered:

'Hardly, I go on automatic pilot for my little children, there is the priority.' It seemed like she did not want to admit or want to share firstly that it was hard to take care of herself.

'If they are finally asleep, you feel that caring for yourself is really needed.'

She sometimes also gets energy of her children if they say things like: 'Mom, I like to be with you.'

Causes of unbalance

'You do everything for your children in which you actually forget yourself.' She did not trust her children yet to do or say things on their own, so constantly caring.

Unbalance was particularly caused by that the mother her perspective was that they are so little and need her. She explains that it can be somewhere an unconscious choice to put her children on priority because she herself lost her mother when she was six years old. This can be seen as a desire to be a good parent, also she also sees it as her duty:

'Eventually I have chosen for children, so that is my priority and I want to give all my energy to them.'

She already visited a psychologist, because of other reasons, so she could also talk about taking care of her children at the costs of herself.

About setting limits:

- Sometimes her energy level is low and then she wants to watch a film together with her children so the children become calmer.

- Sometimes I meet a friend, than it is mummy time.

Awareness dividing energy

She said she was aware of how she divided her energy, but she couldn't get the scale balanced, because her children ask much from her.

'It is not possible to change it.'

'Do not really have the feeling I should put myself on number one, but sometimes I should have maybe bit more moments for myself.'

Awareness of consequences of an unbalance over longer period

If the scale would be out of balance, it will become heavier and harder. She is aware that it shouldn't be like this for a long period, however she admits that she still automatically continues.

About the impact this unbalance for long period would have on her children:

'Sometimes I think to see the unbalance having an effect on the children, because while my energy division is out of balance they seem to annoy each other more.'

Ways to increase this awareness/solutions

This CSN mother already experienced certain events in the past like losing her mother at a young age in which she really had to take care of herself. This could have helped her in coping better in taking care of herself while having children with special needs.

Solutions are having support from other family members and dividing the care with her husband. Other things that help for her are to be patient, handle situations and to be resistant to critique.

CSN Father 1

The experience of the survival mode

- Stress, frustration
- Kind of surrender: it is the way it is and you cannot change it.
- You try to organise things best as possible, however you are also have a tunnel vision. So it is nice if someone thinks along, but this very difficult, because no one experiences the same situation. Every situation is unique and how parents are doing is influenced by many factors (job, other kids etc.), so hard to have a standard approach.



- Always having the pilot flame on/alert, even during the night, takes a lot of energy (restless nights etc.) *'Baby intercom is next to my bed, because my son has epilepsy, so if he already turns in his bed, I am awake.'*

- Not being alert enough and act on time is a Matter of life and death, very stressful.

- Having to fight to arrange and accomplish things (like a second opinion) as best as possible for your child. System doesn't cooperate and no one things along.

- That you are in the survival mode, that it is tough and care less for yourself is at a certain moment just part of the deal.

- You cannot do things as a daytrip.

- *'If you make a choice about what to do the weekend, it is always something for the children, although you also want to do something for yourself. This balance is out of balance.'*

Dividing energy

He shared he had no time nor energy to do things for yourself, like sporting, reading a book, figuring things out (except for administration), go out for a dinner, dancing or go out.

Causes of unbalance

According this CSN father it was not considered as option to create balance. *'The situation we were in is insane, but there is no alternative: if you fall over what would happen then? It is a primal instinct.'* What made the situation possibly more doable is that they always had help at home. *'Unbalance is caused by wanting to do the best you can for your children.'*

However he also said: *'You isolate yourself and I would like to ask more help sometimes.'*

Awareness dividing energy

'Yes was definitely aware of the unbalance in my energy devotion at a certain moment. For long time it was just continuing rippling on and at a certain moment it is at a certain level and you become aware of it.' Becoming aware was gradually for him.

On the question whether he organized more support at home he answered: *'I don't know if we had rights on more support at home. *struggling with words* I was so deeply in the survival mode that I didn't think of it.'*

They were aware of having to fight but didn't asked for help because they are a bit stubborn, want to be independent and became in the meantime such experts that it would take more time to let it take over (discussing, correcting).

He doesn't see it as an option to care more for himself: *'I don't spend enough time on myself, there is no option for this if the children are at home, unless they are in bed, but then I am exhausted.'*

'Unconsciously maybe we had the feeling that something had to change, but was often another trigger (tip from someone etc.) to organise that our son was away for a weekend.' So they were not fully aware that the situation asked for a change.

They never looked for help for themselves. However recently someone crossed their path, so now they are looking into it.

Awareness of consequences of an unbalance over longer period

He shared that during survival mode *'You don't think about the possibility to collapse.'*

According this CSN father, while experiencing an unbalance or unfulfilled needs for a longer period of time you become less open towards things, more grouchy, empty/no feeling. It is more and more about the children and less about your own needs and in despair about how to fulfil needs.

'If you live long enough with an unbalance it becomes the new normal, however if you would do it too long someone could fall over.' He does not see himself as someone who can fall over due to his mind-set.

'If we would be in such a heavy survival mode as the first years for a longer period, I wouldn't know where to look. Like running a marathon and every time you think you are almost there but it actually never ends.'

He is aware of the consequences of an unbalance for parents: *'In the end you will face yourself and get in a burn-out (not clearly think etc.)'*

On the question: What is the impact of an unbalance on the children? **had to think* 'Euhm, I think they will also experience a negative impact; doing less fun things together, you react bluntly, be more annoyed and take less time for them.'* So he seemed less aware of the seriousness for his children (had to think and doesn't talk about being placed outside home).

Ways to increase this awareness and other solutions

'Universal needs are something you don't think about if you're in the survival mode. It is just running for the lion behind you.' So if parents are in the survival mode, making them aware of all their unfulfilled needs could help them to real-

ize something has to change.

For this CSN father what helped him a lot is his mind-set: *'I don't believe in coincidence, things go the way they are and should be.'* This helped him to avoid taking the role of a victim. Also *'Everything doesn't just happen to me, things happen and I just make the best out of it.'*

To increase awareness and make it easier to ask help, it would have helped for him if someone would have asked the right questions. *'It would have been easier to ask for help if people would not only ask 'It seems like you have a lot on your shoulders are you alright?' but 'But what is on your shoulders? How do you do that, how does your day look like, what impact has it on you, how much time do you spend on yourself, do you even have time to spend on yourself, Why do you do it that way, do you achieve your goals?'*

However: *'You can wait for people to ask the right questions but you can also tell what is wrong.'*

Universal needs and activities translated to needs

During survival mode most participants were not aware of the fulfilment of universal needs, did not think about it nor did not know what they needed.

The situation is about getting control over what happens, that they can do their own thing and that everything goes well, so it is a lot about autonomy as almost all parents stated as most important. Competence was only mentioned once, however the way participants talked about autonomy, they seemed to mean competence as well.

Also social relatedness, acknowledgment and belonging were often mentioned as important with as core: being able to share your story or talk about something else than the home situation. Also being acknowledged for the burden by others feels good and makes it feel upright and easier to ask for help by also more acknowledging the burden as parent. So possibly by being acknowledged for your burden by others, you acknowledge your own burden. Also acknowledgement from other CSN parents creates the feeling of belonging and could break the isolation feeling.

For the parents first acknowledgement of the situation is needed to figure out how to create more autonomy in their life. And finally create

more of a purpose with this. Purpose was also seen as important. Many CSN parents found purpose in their job, which felt good to have a purpose which had nothing to do with caring for their child. Doing something else unrelated to the situation at home gave the participants energy.

Other universal needs that were less frequent mentioned were: fitness which is mostly a result of having an unbalance, and security which wasn't about their own safety but about the safety of their child.

One parent saw an order linked to time in the needs:

'In CSN parents groups I found acknowledgment from which I realized I need to have competence to be able to care for my child and need to stay autonomous. Due to being autonomous I got a purpose: I developed a long term vision in which I needed to stay autonomous and to achieve this I started setting goals.'

More information concerning universal needs of CSN parents

Autonomy:

- To be autonomous you need competences
- Having less time for yourself is a choice I consciously made and makes me feel autonomous. Everything doesn't just happen to me, if you think like that and about how bad everything is, this autonomous feeling would be way lower. Things happen and I just make the best out of it.
- Almost all parents mentioned as important
- Low while surviving mode: you have to let go of certain things and have to make heavy choices. However even in survival mode you can make choices with awareness.

Competence:

- Actually you want to achieve that you start to thing forward: Knowing that you have the skills and will get out of it.
- Having no control of the situation

Acknowledgement, relatedness, belonging seen as important because:

- **Acknowledgement** of the situation is first step
- One parent: is not important if it is from external source, however if it is intern source it is extremely important!
- Able to share story about the difficulties
- Makes the survival mode feel less heavy

- Needed to make the step towards autonomy and competence
- Belonging: Getting confirmation that the difficulty way you go has its utility and makes sense.
- Feeling of being acknowledged: Understanding by others of situation. Many do not understand what it is like.
- People empathies with you, feeling supported.
- Check: I am not crazy, it is really heavy (you doubt a lot why you cannot manage)
- Belonging: Becoming more aware about increasing the support after hearing stories of others.
- No advices, because every situation is unique.
- After acknowledgement looking for solutions
- Need for someone thinking along: first acknowledgement of other is needed, than right questions and then search for possible solutions to stay/become more autonomous by using your competences.

Relatedness:

- Not a thing during heavy survival mode
- Distraction/other topic/moment to laugh
- Doing something else than being a parent (shopping with friends) (also purpose)
- Makes the survival mode feel less heavy

Purpose:

- Often linked with autonomy by having another purpose in life than raising CSN child. Having your own thing. Working on something you believe in and has progress.
- Job/company in CSN parents directions: purpose by using knowledge to transfer to others, frustrations become research moments or inspiration.
- Feeling of progress (small goals development child or job)
- This need changed after having a CSN.

Lastly fitness was also mentioned, but this is a result of having an unbalance, and security, which wasn't about their own safety but about the safety of their child.

Some mentioned activities related to ease like reading a book, watching a movie, and going outside to relax.

One parent saw an order linked to time in the needs:

'In CSN parents groups I found acknowledgment from which I realized I need to have

competence to be able to care for my child and need to stay autonomous. Due to being autonomous I got a purpose: I developed a long term vision in which I needed to stay autonomous and to achieve this I started setting goals.'

More insights contextmapping

Other overlapping insights of the contextmapping:

- The toughness variates ups and downs. Most participants were out of the survival mode but explained that in periods when it didn't go well with their child the survival mode came back. Often this was experienced as another kind of survival mode than the one the first year(s); it was often less of a life and death matter.
- Survival mode is a broad definition, during the interviews the participants related differently to it.

Remarks about the contextmapping technique

Two out of the five participants printed the booklet out to fill in. with two participants there was more intensive contact via WhatsApp. Sending kind reminders everyday via WhatsApp proved seemed to let participants hesitate less to ask questions. Lastly one participant shared that it was hard for her to find a moment every day to do a small exercise.

Limitations of the contextmapping method

Please note that all possible interpretations described are subjective and might differ between participants.

One participant gave contradicting answers and many questions were about awareness which is hard to ask questions about. For example if they say they are aware of the unbalance, maybe they are only aware of a small bit of it and will later figure out that the situation is worse than they thought.

Also looking back at the survival mode period can be a long time ago which makes it hard as this participant shared: 'It is hard for me to remember the survival mode, because it is a long time ago. Also it is hard and I feel the tiredness again.'

J. Literature Serious Gaming

Cookbook method

In this method the overall game design approach is represented by a meal. It consists of the following dishes (steps) with ingredients (the material or components which need to be considered in each of the design stages) and utensils (the various techniques and tools that designers can use when preparing the ingredients).

Fundamental game components

Goals and rules

Juul (2003) summarized all classical game definitions into one definition in which rules and outcome are the basic building blocks. So goals and rules should be in a game to evoke a gameful experience.

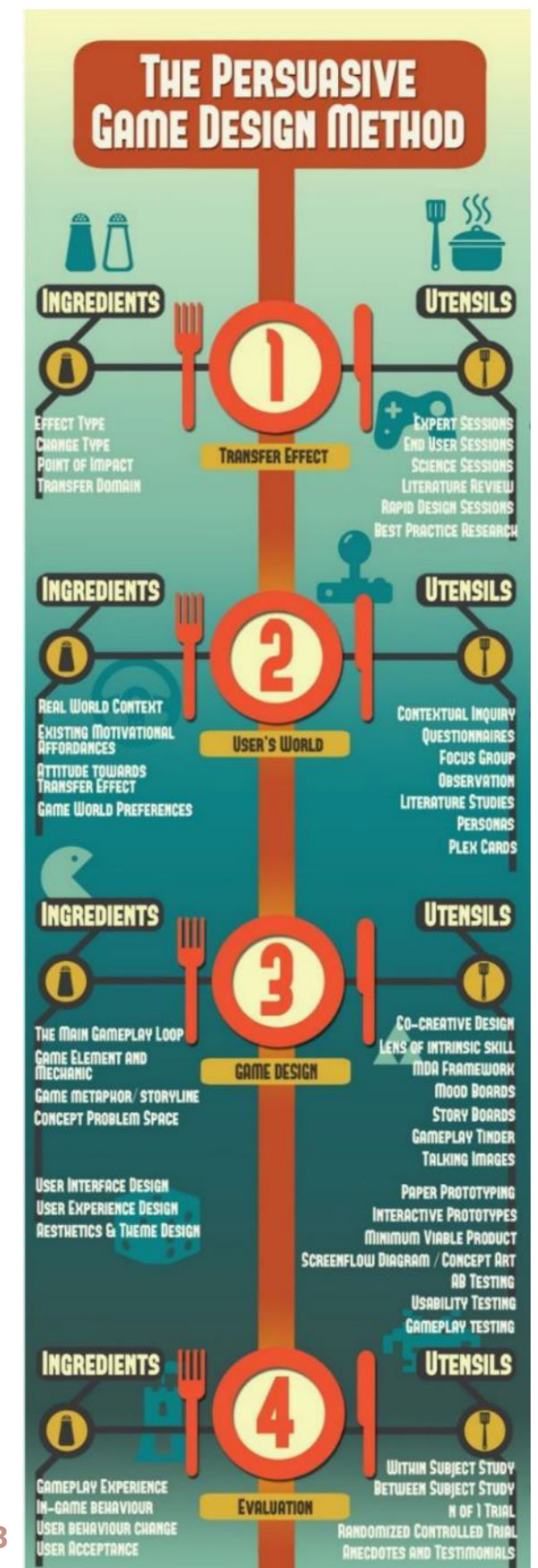
The goal element consists of the factors: Goal attribution, direct feedback and conflict behavior. Besides the rules element consists of the factors: Independence, learning and strategic behavior.

Objects

Objects do not require to be physical, but should enable interactivity (guessing-game e.g.). Also objects are the same as the mechanics of the MDA theory which is later further explained in the report. The object element consists of the factors: Style, meaning and affordance.

Freedom

The important element freedom is created by giving the players autonomy by offering choices during the game, having the voluntary choice to participate, and the negotiability of consequences outside the game. This last part is important for the learning part, because according the podcast 'serious games explained (level 1.3) the strength of serious games is that it creates a space in which players are offered to freely experiment (also referred to as magic circle, as was explained earlier). This is due to knowing the fact that what happens in the game has no real impact on their real world. You are allowed to fail and there are no differences between the players, because every-



one starts on the same level. However during the game you are free as well to decide your own individual direction. Being able to create a space where players can freely experiment without consequences was one of the reasons for designing the serious game for the target group.

To create more freedom in the game, one can give players more ways to accomplish their goal.

The freedom element consists of the factors: credibility, decision-making and playful behavior.

Game Elements

Use of storytelling

According to Bochner (2002), stories are how we make our experiences meaningful, how we attach meanings to events involving uncertainty, and how we struggle to do the right thing.

To make the story believable and make players accept to immerse in it, according to van den Hende (2010) it is important that everything is concrete and to add details. For example giving names to the characters, describing the context or give a bit of history.

Creation of suspension of disbelief

What is important is the suspension of disbelief (SOD): the ability of participants to believe the unbelievable and resist judgment by accepting the simulation more as genuine (Muckler, 2017). In this way also be more immerse and engage in the activities.

Determinants of the player's ability to suspend disbelief during are: the fidelity, psychological safety (magic circle again), emotional buy-in (game must be clearly relevant and invoke the emotions and beliefs of a real-life event) and how participants assign meaning (Muckler, 2017). Due to this psychological safety, participants are more apt to overcome fears of embarrassment and failure (Muckler, 2017). If emotional buy-in is achieved, players are more likely to function as if in reality (Bauman, 2012). Often learning becomes more meaningful when the content or skill being learned is relevant to the learner and applicable to what s/he is attempting to accomplish (Knowles, 1980).

Amount of given information should not be too much to still stimulate exploration

In a lecture for students following game design project course, serious game expert Heide

Lukosch explains to not give the ideal goal of the game and all the rules already away at the start, but trust the players that they will explore what they want to explore in this way they will learn what they want or have to learn.

Good feedback system

According to the podcast 'serious games explained (level 1.3) for the learning effect it is important that there is a good feedback system, so players get the right information. It shows the effect of your actions as player and how it contributes to the main goal. It makes it clear how to tackle problems or how to change the approach.

Use of time pressure to create urgency

According to the podcast 'serious games explained (level 1.3) often time pressure is used to create the feeling of urgency. This feeling makes players more open for the situation and makes them react in a way they would react in real life. The unconsciousness is also nudged by this.

The state of flow

This is in the real world but is also valuable to create in a game, by capturing the complete attention and imagination of the players for a long period to be fully immersed and forget about the real world.

Continuously challenging requires the right balance between the level of the challenge that is given and the level of skills that the players have to avoid boredom and frustration. The right ranges between these two aspects are called the 'flow channel'. Even more interesting experience for the player will be repeating cycles of increasing challenge followed by a reward, which gives an easier period of less challenge and thereby enjoy, excitement, relaxation, pleasure of variety and pleasure of anticipation (figure below) (Schell, 2004).

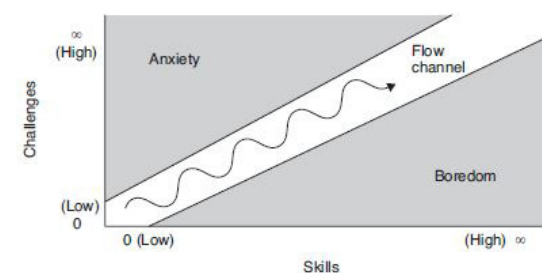


FIGURE 9.7

Insights existing serious games

Insights Serious game Happy zone

- Good stimulating briefing with main goal
- Uses a board and little blocks and things you can add to the blocks
- Many rounds
- It's about communication by information going via, via
- Stakeholders have different aims, communicating; speak each other language
- Role descriptions with who they are and there aims, characteristics (which product they have), what activities you can do. Prices and income use which cards etc.

Insights Fish game

This game is about involving people by attracting their interest, to make them part of the problem by experiencing it. The description explains: Games make factual knowledge grounded in body knowledge.

Insights and game elements found:

- Game world: Storytelling with use of metaphor: fishing company with multiple fishing boats. Ocean is renewable source. This is the game world which is also fun.
- The real world and learning: This game is about human behaviour, which is grounded in our system, we're all concerned with our own concerns. So it is about setting priorities: own or common goal.
- Limits/restrictions as rules (There are 25-50 fishes, never more than 50).
- Players are given a common responsibility, but have individual goals.
- Rounds provide long term idea (10 rounds for 10 years).
- Time pressure can also be 'social time pressure'.
- As facilitator: be a leader, manage time and be convincing.
- Game principles used:
 - Chance by experiencing uncertainty
 - Reward
 - Ownership

Insights The maze game

- Game world: maze.
- Real world: bureaucracy.
- Two teams which are clearly made different by 'team blue and team red'.
- Still individual tasks.
- Time pressure: do this as fast as possible.
- Limits: not allowed to talk with each other,

write things down or mark.

- If rules are not followed there is a punishment.
- Possibility to discuss tactic in advance (with limited time).
- Interesting reflection questions like: how was it to..? What happened at ... moment? Did you ...? Was there ...? Where there certain assumptions? Could you translate the game to your situation? How is it to make mistakes/choices?

K. Try out two serious game ideas

Outline game A

Introductie:

In de games krijg je een bepaalde rol via een WhatsApp met taken en bepaalde restricties. Daar moet je je aan houden. Vinden jullie het goed als ik het film en van het interview een geluidsopname maak?

Rollen en taken:

Leegmaker 1 en 2: Probeer de kom leeg te krijgen, dan ben je het winnende team. Verstopt de kruidnoten steeds verder weg en moeilijker (niet in de richting van het balkon). Je mag rennen, succes!

- Niet in de richting van het balkon
- Je mag niet praten met de andere leegmaker
- Wel in het zicht van degene die ze weer in de kom wilt gaan doen
- 1 per keer!

Extra taak alleen voor leegmaker 2: Telkens als het aantal kruidnoten in de kom weer lijkt te stijgen, zet de kom een meter dichterbij het balkon.

Komvuller: Doe alle kruidnootjes weer zo snel mogelijk terug in de kom. Als de kom leeg is heb je verloren. Als je hem voor een tweede keer vol krijgt heb je gewonnen. Je mag rennen, succes!

- Je mag er maar 1 per keer terug in de kom doen!

Klok kijker: kijk naar de klok alsof je de tijd bijhoudt. Als er nog maar 8 kruidnootjes in de schaal zitten. Doe een stap dichterbij de schaal toe. Als er nog 6 kruidnootjes inzitten vraag 'gaat het wel? Is het niet te veel?' aan de rennende persoon. Als deze om jouw hulp vraagt ga je helpen de kruidnoten terug te krijgen in de kom.

Other important aspects

Time pressure on the bowlfiller is added by having more bowl-emptyers. The bowl-emptyers were asked to put the kruidnoten farther away and at more difficult places the longer the game was played. Also one bowl-emptier had

the task to put the bowl farther away sometimes. Another important rule; move only one kruidnoot at the time.

Reflectie vragen

Voor de komvuller:

- Wat voor emoties kwamen in je op?
- Wat deed het met je dat de kruidnoten minder werden? Hoe voelde dat?
- Was je aan het rennen? Hoe voelde dat?
- Waar doet dit je aan denken? Heb je je eerder zo gevoeld?
- Hoe zou het zijn als je dit veel langer had moeten volhouden? Wat was er dan uiteindelijk met je gebeurd?
- Hoe was het dat de kom verder weg werd gezet? Wat voor emoties kwamen er in je op?
- Hoe was het om plots de vraag te horen of het wel goed met je ging? Wat gebeurde er met je?
- Kwam het in je op om om hulp te vragen aan die persoon?
- Voelde je je alleen?
- Voelde je je alsof je in een soort overleefstand stond?

Voor de rest:

- Hoe was het om de rennende persoon te zien?
- Wat voor emoties zag je bij die persoon?
- Had je de neiging om te helpen?

In the report not mentioned results

Another participant thought it would possibly feel like being bullied. For the participant who tried to fill the bowl, it did remind her of her study. *'Because I feel overran by the project I do and then feel like I catch up with one project but another one needs more time.'* The person who asked if she was doing okay and if it wasn't too much wasn't heard by the other players. Possibly because they were so focussed and it wasn't directly asked to her. However if she would have heard it or if the situation had taken too long, she would have said 'Yes just help me!' Also because the role of the helper was unclear for the others, so they expected the same role as the bowl-filler had. **Insight: This could maybe be reflected during CSN parents in the sur-**

vival mode; People want to offer help, but the CSN parents do not receive the help (maybe because it is too much effort to explain how to help and doing everything yourself would seem more efficient.)

She felt a bit alone, but the role of the helper was not clear so she thought he would help her but was just very slow. It wasn't stressful enough to experience the survival mode. For others she looked in the beginning a bit desperate until she had thought of smart solutions.

Outline game B

Introductie:

In de games krijg je een bepaalde rol via een WhatsApp met taken en bepaalde restricties. Daar moet je je aan houden. Vinden jullie het goed als ik het film en van het interview een geluidsopname maak?

Rollen en taken:

- Facilitator keeps track of the scores by moving kruidnoten (energy bits) from the left to the right side or the other way, which depends on which attention-asker got attention (and thus got more energy bits/energy from the decision-makers). And sets often a timer with an alarm.
- Two attention-askers. One presents the needs of the child and the other the needs of the CSN parent. Fulfilling the needs is simplified by getting for a stroke over the head. Both whine for attention/stroke over the head/pat on the back from the decisionmakers. The more attention the player gets the higher his/her score (energy bits move to his/her side). If all energybits are to one side, that player won.
- Two decisionmakers have to decide which attention-asker to give attention to. They are not aware of that there is keeping track of score and are told that they should have make together a decision and be back at their cross on the floor before the timer goes off.

Other important aspects

The decisionsmakers have the rule that if they would ever look back (with the result of seeing the score) they would lose the game. There are crosses taped on the floor to indicate their position. Lastly there was set often a timer with a loud alarm to increase stress for making decisions.

Reflectie vragen

Aan beslissers:

- Hoe was het om de keuzes te maken? Hoe voelde dat? Hoe kwam dat, denk je?
- Vond je het kiezen moeilijk? Waarom?
- Wat deed het alar-m met je?
- Wat vond je ervan dat anderen meer zekerheid hadden (meer begrepen waar het spel over ging)?
- Wat deden de keuzes met je?
- Hoe voelde het? Voelde je je onzeker? Voelde je je gestresst?
- Herken je deze situatie ergens van?
- Hoe zou het zijn als je dit langer zou moeten volhouden? Hoe zou je je gaan voelen? Wat zou je gaan doen?
- Heb je het gevoel dat het goed is voor jouw welbevinden/well-being om deze rol aan te nemen?

Aandachtvragers:

- Hoe was het om constant aandacht te vragen? Hoe voelde dat?
- Doet dit je ergens aan denken (situatie, persoon, periode)?
- Wat deed het verschuiven van de score met je?
- Wat deed het zien van jouw zeureffect met je? (dus beslissers hun acties en dat zij niet zagen dat er een score bord was)

Game B: Results and link with CSN parents

The people who had to make decisions never made decisions, because they alternately gave attention to the attention-askers. They felt that they had to choose as fast as possible but it was not hard to decide. They only communicated softly for the first move by having one person who said 'red' to indicate that the attention-asker with red hair would be the first one to get attention. The meaning of the alarm was confusing because it went off randomly and there happened nothing after it. This reduced the stress level instead of raising it. The decisionmakers felt really confused due to not understanding the aim of everything (also because of the randomness of the alarm), this made them feel powerless and lost; *'You never know when you do it right.'* and *'You don't know what is expected from you.'* *'By having not understanding the goal and experiencing confusion, it reminds me of my study by not know what is expected. Teachers say a lot but also nothing at the same time and thus you don't know which direction you have to go.'*

Insight: This could be reflected in CSN parent's lives as well; they don't know what is expected

from them as parent by means of where stops the usual care for your child and where start the special needs? Especially if their first child has special needs, they don't know what is usual for raising a regular child. The part about the teacher could be compared to the role of doctors/nurses.

'At a certain moment, I would have looked back just to know what the aim is and out of frustration just so the game is over.'

Attention-askers thought it was mean, because they tried many tactics (pretending to have pain or trying to stand in front of the other who got attention) but nothing worked. Because the decisionmakers did not chose based on how sad which attention-asker looked but just choosing someone and the second time choosing the other one etc. Attention-askers recognized the situation of having a sibling. They felt competition due to the score.

Game A & B: Insights serious games

- A countdown at the start seemed to increase the motivation of players.
- If an alarm or timer is used, it should be clearly communicated and going off at the right moment. Also different effect if there are consequences or not (e.g. stress or marking intervals).
- If you make games too abstract and play it with participants who would not easily recognize the situation, it can result in a very different game than expected.
- There is a difference in hiding information and participants who are aware that information is hidden.
- Keeping track of the score is a good game element to increase motivation and create competition.
- You can raise discussion by giving players different goals.
- Players seem to make assumptions about the roles of others based upon how the others act, what they seem to focus (attitude) on and where they stand (posture).
- The noise the bowl with kruidnoten made seemed to add to a chaotic environment.

L. More of the interview Niko Vegt

Expert: Serious Game designer Niko Vegt

But what makes a good game a good game? According to serious game expert Niko Vegt: *'A good game stimulates participants to play, try things out, explore and be able/comfortable to make mistakes. Players try things out more than they would do in their real life.'*

According Vegt it is important to have a good building-up in the game which starts simple, but gets more difficult over time (flow) like in the online game Team up. *'The level of difficulty should be similar to the degree of the skill you are developing during the game (flow), so that you are able to learn.'* By good building-up there is not much instruction needed because you are developing a skill. What he thinks makes this game good as well is that the steps in the game are in line with the steps in real life. Furthermore, the degree of learning should grow with the player.

'As method we often use the MDE model from the player's to the designer's perspective.' He explains the following steps:

1. What kind of experience do we want to create? So if it should feel as an impenetrable forest or continue flow like an easy hike, what game elements could create this?
2. Which dynamic is needed? What do we want the player will do? For example teamwork.
3. Which mechanics/elements are needed? These elements should be well developed. As mechanics, Vegt refers to the fundamental components of a gameful experience: goals, rules, objects and freedom, which were later explored (see literature research serious games FIXME).

The serious game in this project should also be designed based upon the desired experience that the players will go through (experience design) and secondly explore which elements could create or add to this desired experience. Therefore there was chosen to start the ideation phase with an interaction vision about the experience the target group has while playing the game.

About freedom Vegt explains: *'You can vary in*

the amount of freedom you give to players. You can give them many choices which lead to different scenarios, but sometimes the freedom is not big, but you still experience like you have many choices.'

According Vegt often in the beginning of the game there is much storytelling. *'However there are also games where the story is throughout the whole game: The story is the leader and game elements are used to make it more interesting and interactive.'*

According Vegt it depends on the context and aim whether online or a real life game would be most suited and a mix between both can be used as well. Also communication during online serious games between participants is not that often. Most online games are individual, so the moment of reflection is also often individual. However it is very important to include the reflection moment, because this is an extra step to make people a bit more aware of the learning goals.

'As psychological theories and frameworks we use especially the SDT for how to motivate the players, but also extrinsic and intrinsic motivators are interesting. In extrinsic motivation are many variations which can be inspiring. A combination of both, intrinsic and extrinsic motivators should be in the game. To stimulate as many players as possible, because how sensitive you are for which motivator is personally depending.' For this reason there was chosen to look at SDT as well (see paragraph 3.2).

Furthermore he explains: *'It is important that the players recognize the needs/situation during the games, but doesn't have to be directly about their own needs. They should see the importance so the game should reflect their needs (could be in some indirect way).'*

About increasing the stress level (interesting to create survival mode experience in the game): *'You can raise the stress level by adding time pressure, for example by a ticking clock or something that comes towards you and you should be faster. Another way to raise stress level is to add many tasks for which you get almost the feeling that you are not able to finish it.'*

As answer when he would step in as facilitator he answered: *'I step in as facilitator if they*

get really stuck and there arises an awkward silence.'

By comparing healthcare serious games with regular serious games he explains: *'The goal is a bit different. In both cases you design a game in which real life elements are added to be able to learn or understand something in the real world. Healthcare contains often more sensitive and emotional topics. Which makes the ethical side more important, so be clear what participants can expect, what will happen with them and that they are always free to go.'*

A way to make the topic less emotional is to make the topic more abstract, this can be achieved by:

- Using other characters, so projecting it on someone else.
- Connect topic related real life aspects which you do not directly associate with your own life to game elements. Can give another context or another style (for example all roles are animals).
- Use metaphors or analogies.

For this it is important to know what the target group is interested in.

'It is hard to find the right balance between making the game fun so it is less emotionally heavy and serious so the target group feels taken seriously. Important is to figure out which style, theme or metaphor fits the target group. For this it is also important to introduce the game in the right way. Also important to balance out is aspects like how easy the players learn, understand and process information.'

'For figuring out these balances, it is important to quickly start prototyping, playing and testing. Another advantage of testing is getting free ideas (people give own interpretation if the game goes wrong) and exploring the behavior, flow of the game.' Also *'Often a game is too complex to know how it will work out, that's why playing and testing is very important. The best what you can do is try to create something that is close to what you want to occur.'*

M. Elaborated criteria and more requirements list

Design Objectives

From the analyses phase followed the design objectives for this project which are firstly shown, throughout the project, requirements were formulated which are secondly shown.

The game should:

Design objectives from transfer effects:

- 1. Create awareness (importance of self-care)
- 2. Create awareness (having the option to increase self-care).
- 3. Alter to or reinforce the attitudinal change towards a creative problem-solution attitude for providing self-care as much as possible.

- 4. Achieve the previous three objectives to be interesting for CSN parents who are in different phases of the developing attitude process.
- 5. Create an experience similar to the interaction vision.
- 6. Create feelings firstly of relieved, empowered and confident after playing the game.

Other criteria

- 7. Be engaging by matching with the CSN parents
 - o match with the interest (style and fun vs serious) of CSN parents.
 - o match with the understanding of CSN parents.
 - o Match with interest in topic: unbalance, self-care.
- 8. Be immersive
 - o Use of gamification
 - o Including a story and metaphor.
 - o The game has a good building up and a game flow.
 - o Small achievements and small success at the start.
 - o Good feedback system for players during the game.
 - o Involving autonomy, competence and social relatedness.
 - o Game should create experience of magic circle, where players can freely experiment without having consequences on their real world.

o Game should consist of objects, goals, rules and freedom.

- 9. Create experience of magic circle, where players can freely experiment without having consequences on their real world.
 - o Due to being an emotional topic, the game world should be different than the real world situation by having a strong gamification effect.
- 10. Be possible to play with 3-5 players.
- 11. Be an online serious game which can be easily converted into a physical game for the retraite weekends of Ontzorghuis at which health care professionals can participate as well.
- 12. CSN parents must be able to see the link between the game world and the real world after reflection by:
 - o The game should evoke an experience that reminds players of a survival mode: In the game the players should be overwhelmed by responsibilities and have to make many choices which will often have a negative effect on something else (child vs parent needs and long vs short term).
 - o Steps in game are in line with steps in real life.
 - o Game should stimulate the universal needs acknowledgement (relatedness, belonging) and autonomy (competence).
 - o The game should evoke conversations about personal experiences and further possible solutions for each other at the end.

There was considered to send instructions on paper and customized dice beforehand to participants their homes to possibly increase the immersiveness. However, by doing so, there are fewer possibilities in creative solutions because players are less focussed on the online game in which they can adjust the rules etc.

Requirements List in progress

Category	Requirements	Source	Target reached?
Users	The game should fit with the understanding of the usergroup.	Analyses serious gaming: engaging	Players shared they were bit confused and some had small technical problems. That everything is unknown also fits with the real life of CSN parents.
	The game should fit the interest in topic of the usergroup.	Analyses serious gaming: engaging	
	The game should have the right balance of being playful/fun and that users feel taken seriously.	Analyses serious gaming: engaging	
	The game should fit with the style of the usergroup.	Analyses serious gaming: engaging	
	The game should be able to play with 3-5 players.	Assignment, Ontzorghuis	It is recommended to play with at least 4 players due to possible technical problems and being able to get to creative solutions.
	Playing the game should add value for CSN parents who are in different phases of the developing attitude process.	Designer	
Game performance	Users should feel free to explore (magic circle).	Analyses serious gaming	Yes, but could be improved.
	The game should have a magic circle by having a game world which is different than the real world of the users.	Analyses serious gaming	World is different (fishes).
	The game should have strong gamification (due to personal and emotional topic). With the use of: story with metaphor, good building up, game flow, good feedback system, SDT, magic circle, fundamental game components.	Analyses serious gaming: immersive	
	The game should evoke feelings of autonomy, competence and social relatedness (SDT).	Analyses serious gaming: immersive	As explained in the beginning there is not much autonomy and competence, which is comparable to the real world. There is social relatedness.
	The experience of the game should stimulate acknowledging the need for self-care and becoming autonomous (with competence).	Analyses CSN parents: Important found universal needs	
	The steps in the game should be in line with the steps in the real world of the users.	Analyses serious gaming: Link game and real world CSN parents.	Same process and duration (1 round is 2 months, so game more than a year).
	The game should start easy (a quick win).	Analyses serious gaming	Getting a Joeltje in advance.
	The game should stimulate the users to explore and try things out.	Transfer effect	Activity cards and comments of facilitator.
	The game should first make players focus on their own fishbowl and later on the lake.	Analyses CSN parents	
	The game should create a link between the fishes and the children.	Analyses CSN parents: Important found universal	Blindly choosing fishes and 'taking care' theme.
	The game should enable the players to personalise their fishbowl.	Analyses serious gaming: immersive (storytelling)	Bowl is already personalized to save time.
	The game should have a clear ending and provides a positive peak in experience.	Iterations	Pasting the 'Time is over' on the board.
	The game should evoke emotions similar to what CSN parents experience in their real world: from feelings of stress, desperately and frustration to relieved, empowered and confident.	Analyses CSN parents	
	The game should be able to convert into a physical game for the retraite weekends of Ontzorghuis.	Assignment	There are ideas, but should be further explored.

	It should be able to let healthcare professionals or other stakeholders like the municipality participate as well.	Assignment	Approaching should be different than CSN parents.
Platforms	Platforms should be accesible for non-technical users.	Research possible platforms	Even if someone has no mouse, s/he could join.
	The platforms must non technical users enable to play the game.	Research possible platforms	
	The platforms must enable prototyping and easily transforming prototypes without requiring high level of programming skills.	Research possible platforms	
Game goals	1.The game should create awareness (importance of self-care)	Design brief	
	2.The game should create awareness (having the option to increase self-care).	Design brief	
	3. The game should alter to or reinforce the attitudinal change towards a creative problem-solution attitude of players for providing self-care as much as possible.	Design brief	
	The game should stimulate to aim for long term solutions (is part of transfer effect 3).	Design brief	Stone instead of plant represents long term, but is barely chosen over plant.
	The game should include a task that can be dumped.	Analyses CSN parents	Extra task card.
	The game should stimulate to ask help of others/pass on tasks.	Analyses CSN parents	
	The game should evoke conversations about personal experiences and further possible solutions for each other after the game.	Designer	Due to evaluating the game as well during the reflection moment, there was no time for this.
Theme and story	The game should includes storytelling.	Analyses serious gaming	A story is provided in the game. Players are asked to introduce there fish: giving names context, history etc.
	All game elements should fit in the story.	Iteration	
	Introduction should be clear and engaging.	Iteration	Too long, but without introducing fishes it should be fine.
Facilitator	The facilitator must know how to work in Miro and Zoom.	Designer	Should be all clear by gamekit including the hand-out. Others looked at it, but the game was never facilitated by someone else than the designer. Also depends on the facilitator.
	The facilitator must understand the aims of the game.	Designer	
	The facilitator should be enthusiastic, motivating and empathise.	Designer	
	The facilitator should be able to estimate how much hints players need, when to be silent, when to put the water levels down, which solutions are not allowed (because these will ruin the aims of the game) and is able to keep secrets (vague answers).	Designer	
	The facilitator should be able to guide the reflection after the game.	Designer	
Time and location	The playtime of the game inclusive the reflection moment should be 60 minutes.	Ontzorghuis	It is possible, but due to technical issues the start often takes longer. Recommended is 90 min.
Preparation	The time to prepare for the facilitator must have 30 minutes as maximum.	Designer	Reading the the facilitators guide, preparing the miro board, practising with the hand-out/in miro and sending emails.
	The intervention should provide an idea how to recruit players.	Ontzorghuis	Flyer proposal. How to approach also other target groups is explained.
Appearance	The game should have a clear link with Ontzorghuis.	Ontzorghuis	Logo on game board, announced by facilitator
Ergonomics	The text on the game should be readable.	Designer	Explanation is given how to zoom.
	Navigate through the game should not take much effort.	Designer	Explanation is given how to navigate and lay-out could be made more optimal for screensize.
	Facilitator must have a good microphone and a webcam.	Designer	
Safety	The platforms should not be able to use information about the players for other intentions.	Designer	Only a bit questioning zoom.

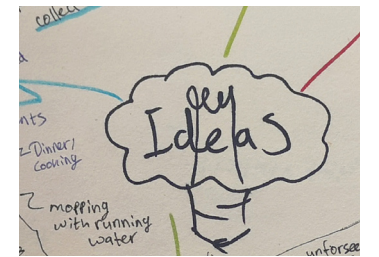
N. The relation between these universal needs and transfer effects

The previously found important universal needs for CSN parents do link with the transfer effect by:

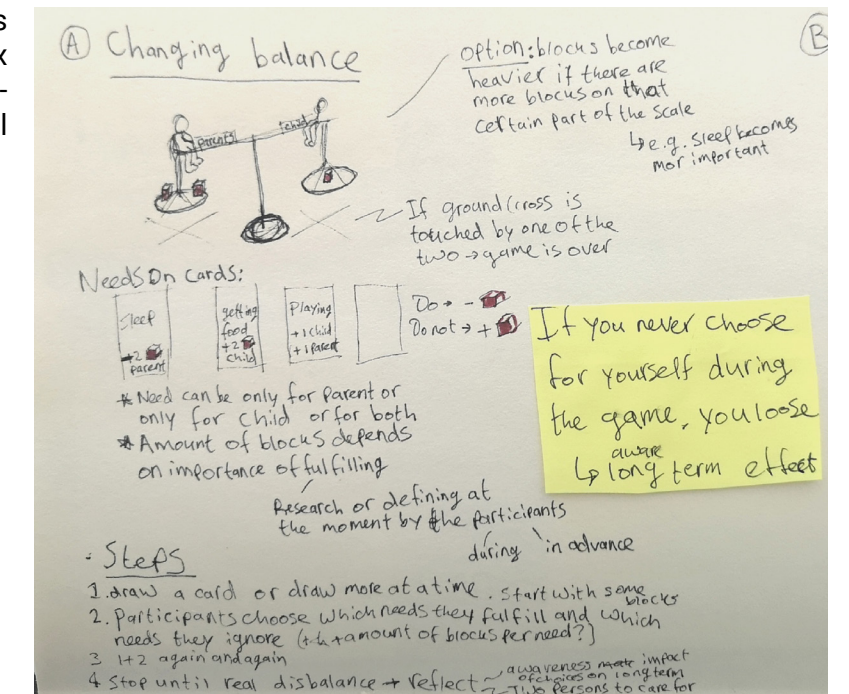
- De first transfer effect includes the first step, which is acknowledging the burden/importance of self-care
- The second transfer effect includes acknowledging that there is the option to change the situation and thus increase self-care.
- The third transfer effect includes the second step, which is gaining competence and thus autonomy over the situation. (Purpose is included by having to set (long term) goals to achieve this step.)

Note, here acknowledgment is used in acknowledging the poor self-care and the option to change the situation, so it is about another kind of acknowledgment than is described in the 13 universal needs. The way acknowledgment is used was chosen due to what seemed to be important for the CSN parents the contextmapping was done with. However this acknowledgement could also be created with the help of others.

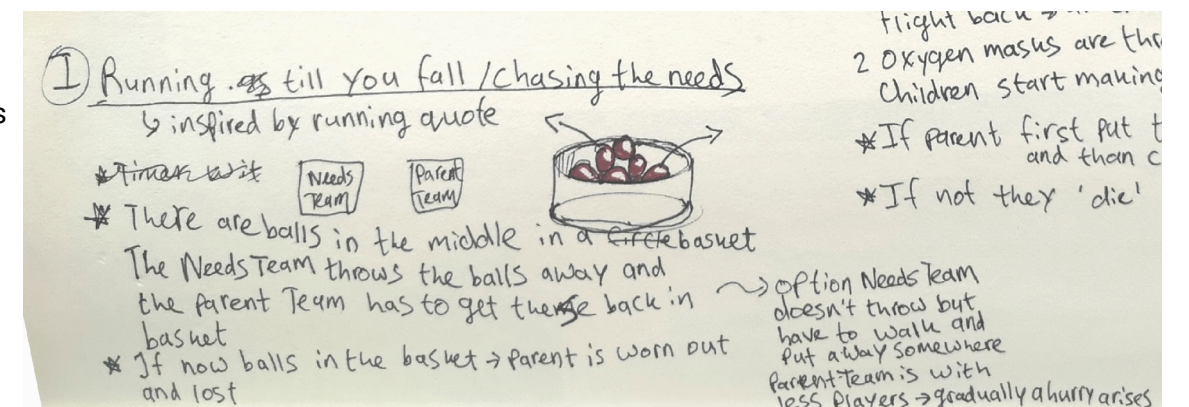
O. Generated ideas



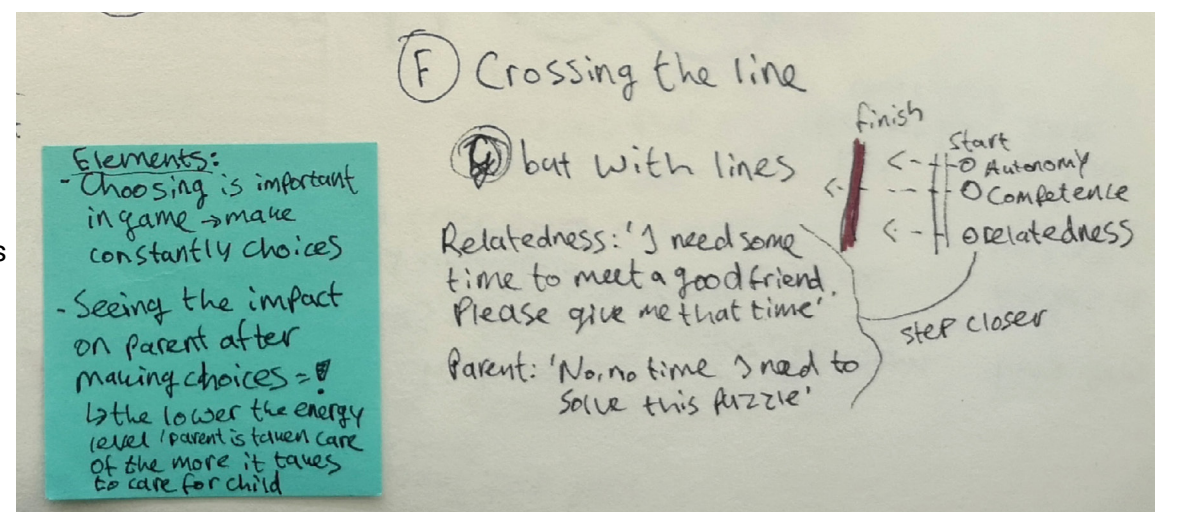
Many more ideas and mindmaps were generated than this appendix includes. The ones that most contributed to the concepts and final design are shown here.



Idea I,
Tried out
as serious
game A



Idea G (+
time
pressure
of other
ideas),
Tried out
as serious
game B



P. 'How to' list

The 'How to's' are showed per step (see game-play timeline) of the game.

CS = Explored in the first Creative Session

CC = Explored in the Co-Creation session with Ontzorghuis

1.
H2 take care of something? CS CC
What or who could you take care of? CS CC
2.
H2 show/experience (un)balance? CS CC
H2 represent energy? CC
H2 show/experience having to make choices/dividing your attention/energy etc.? CC
H2 show/experience the results of taking care of not for that something/one?
H2 show/experience the results of taking care of not for the player him/herself?
3.
H2 stimulate the realization that it is not achievable to care for everything?
4.
H2 create awareness that there could be other options to take care? CS
H2 create awareness that they can try things out, without being too obvious? CC
5.
H2 stimulate exploring different options?
H2 stimulate an attitude of creative problem-solving? CC
 - H2 stimulate creativity? CC
 - H2 stimulate problem-solving attitude(/H2 stimulate approaching challenges with resourcefulness)? CC
6.
H2 make it visible/experience that a player has won?
H2 make visible/experience that you are starting to lose? CS
H2 show long term effect of the choices made? CS
H2 make visible/experience that if you do not

care for yourself and the something during the game, you lost?

H2 show/experience that you should take care of yourself as well, without being too obvious?
H2 take care that the players who lost did not lose their confidence?

7. *Advice was asked of a game designer and a creative facilitator.*

H2 make the link between the game and their real world during reflection part? (
H2 make the link between the game and the real world in a smooth way?

8.
H2 stimulate the players to keep developing this creatively problem-solving attitude?
H2 stimulate the players to keep the right balance?

Q. Brainstorm with seven people-working in the healthcare

Association flower to get inspiration for possible game worlds/metaphors which can be used. The first one was about associations upon caring for and the second one was about playing with balance.

Association flower insights

It is important that in the game world the players feel responsible they care about/has impact on others for something and see the purpose of it. Possible metaphors:

- Household task like tidying up your house (creating room, washing, cleaning, doing the groceries).
- Taking care of pets, puppets, plants
- Having to provide food (fishing e.g.)
- Ensuring that something is functioning like repairing a bike.
- Have to arrange everything with consequences
- **Certain job (related to care?)** (Suddenly have to take over shifts/tasks?)
- **Rescuing** people

Looking about the balancing element it is about gaining control over the situation, thus autonomy. The players need to develop the competence to create this autonomy. It is about balancing of how much time to give attention to what. Insights:

- Balancing can happen with two sides (scale, seesaw) or multiple sides.
- **In the end it is a whole and much depends on each other.**
- While an object rotates around the centre of the object there is a balance (toll, Frisbee).
- Playing with balance often has one or more risks.
- Playing with balance asks for trying out.
- **In balance is like floating.**

Metaphors:

- In a store with herbs: weighing the herbs
- Balancing on a balk or dancing
- Pillow fight
- Balancing ingredients in food
- Games like Jenga or Mikado

Association flower

Je kan inspiratie halen uit spelletjes die je kent!



How to's insights

The 'how to's' were used to gain inspiration for which elements in the game can support the desired goals within the game.

For **step 4**, the **H2 create awareness that there could be other options (to take care)?** was used. Main insights:

- Show the options/more ways (arrows, icons)
- Create new paths
- From elevator perspective: Every floor having a different choice

- Practising and playing
- Show different dots on the horizon (different future scenarios).

For **step 6** the following how to's were used:
H2 make visible/experience that you are starting to lose? Main insights:

- Icons
- Hourglass
- Distribute visible points
- **Change of weights after choice**
- **A bulb that started full but gets emptier**
- A line that goes from green to red
- Player gets smaller
- Player gets excluded
- Throwing with stuff

H2 show long term effect of the choices made? Main insights:

- **With a long river, road or changing landscape**
- Players having to fill in/answer questions about long term.
- Change of colour
- Growing tree or tree that losses leaves
- Wall which shows previous experiences (of others)
- A map with routes
- Steps of a stair
- Something that becomes bigger or smaller

R. Results co-creation Ontzorghuis

Association flowers

Association flower dividing:

Dividing is very human. Establish vision in everything we see and look at, we divide things, values. For animals this is different, for example bull attacks cloth, but sees human as part of it.

Ideas and inspiration gained from the association flower dividing:

- Game in which you assign roles to each other and certain tasks. So roleplay by dividing roles.
- Agenda (organising and prioritising).
- Tapas or lunchbox with different compartments.
- **Deleting/dumping to ease up.**
- Multiplying instead of dividing.
- **Liquids.**
- Hunters & gatherers.

Association flower Taking care for

- Vitamins and medicines is a way to take care (instead of energy bits?)
- If something is inherited it can increase the personal value attached. -> Can increase the value of the 'something' that should be taken care of.
- Giving presents.

Metaphors for taking care of something:

- Garden with **plants, pets**, society, educations, your neighbours, your house (furniture), the world, and dinner/cooking.

Other insights:

- Taking care of others is part of evolution otherwise would be distinct. We are depended on each other, human nature.
- However, it is hard for children to take care for others, their world is about themselves. -> Something demands all attention/energy!
- Part of education, learn to take care, be less in own world. Offer to help others.
- Future vision important, but long and short

term vision might conflict with our human nature. Very natural something it happens naturally.

Association flower Energy:

- Energy is moving (windmill).
- **Fuel** (food, **coffee**). ->idea: roleplay with a boss of a company who divides the coffee (energy) over his employees.
- Game about having to charge batteries.
- Getting energy from social interactions/the people around you.
- A game gives energy as well due to being playful, experiencing new things, creativity and experiencing a flow.

Other insights:

- Gives energy to have a dream/passion or be on a mission (enthusiasm and excitement), like Ontzorghuis. Otherwise energy drain.
- In love endless energy.
- Perception is important for energy.
- Vibe negative or positive energy, music can define a lot. Body connected to energy; breathing.
- Creativity makes you energetic.
- Sustainable. Physical energy batteries and charging. Ways of sustaining.

H2 round with reversed brainstorming

Interesting insights: **H2 let players realize that they can try things out, without being too obvious?**

- Can be achieved by having a **role model**, spy or getting a **secret task** within the role to do something others did not know was allowed.
- Give hints or examples, for example sharing other results. **Hints could be given on the cards or the play environment** by text, visuals, or sound feedback.
- Having something obvious but enough distractions to make it less obvious.
- **Encouraging and praising** could help.
- **Ask triggering questions** (as part of the roles or as facilitator).

Useful outcomes of the reversed brainstorming of the previous H2: **H2 hide for players that they can try things out?**

- **Hide or highlighting things**, playing with brightness and contrast.
- Use a not immediately easy to understand lan-

guage/**vague hints**.

- **Give much information so they are firstly overwhelmed by the information.**
- **Uncovering options, for example things are on top of it**, so information is borrowed/hidden. Or show only a small part which is not immediately obvious.
- **Don't give much information to the players**, so leave them alone, (but approach them when they are doubting about trying things out).

H2 stimulate problem-solving attitude?

- **Show the impact.**
- Give them something out of it like rewards.
- Give them a **mission in which they feel challenged**. Make the challenge not too difficult (e.g. provide guidance).
- Take away stress.
- The problem is understandable (and can be split up in smaller pieces).
- Having sparring partners.
- **Immersing the players into the context and the problem, making them live it.**
- Game in which the players are inventors.
- **Helping others/doing it for someone else**

Useful outcomes of the reversed brainstorming of previous H2: **H2 stimulate 'laying back/accepting-what-is attitude'?**

- **Make players care about what is/can be happening in the game** by providing the feeling that it is possible to win, a topic that is interesting and **assign responsibilities to players**.
- Make people **feel heard/listen to all ideas**.
- Making people feel relaxed and comfortable. For example by **giving players time to think** instead of pushing them or having nice or no annoying music.

H2 stimulate creativity?

- By having an interesting and personal topic.
- Having a clear goal.
- 'Energizers' (dancing e.g.) or random stimulus.
- Feel safe and free to play, go crazy, have fun, and try random things.
- Stimulating environment: listen to music or **bright colours**.
- Having other motivated, encouraging, energetic and creative players surrounding you.
- **Working together**.
- Feeling relaxed; no judgement

Useful outcomes of the reversed brainstorming of previous H2: **H2 stimulate dullness/be-**

ing uninspired/just following the rules without thinking?

- Not too many rules.
- Rules do not have to be taken seriously.
- Being stimulated to think.
- Love what you are doing.
- Feeling confident, inspired and excited.
- Make people feel seen/heard.
- Listen to everyone's idea.
- Reward players by using creativity. For example ideas create impact.

Feedback initial concept Nurse game:

- Too close to their real world
 - Thinking about this world is often not very fun for target group
- Inspiration: replace nurses and hearts. Create characters as cute, fantastic, strange little balls with eyes and emotions as patients. These little creatures have needs as well. If something is cute people have the urge to care about it.

Feedback initial concept The farm game:

- Many games alike (Farmville)
 - + whole world around
 - CSN parents are often 'messy' in their heads, make straightforward and easy as possible.
- They are used to their own complexity not a whole new complex game. The game is possibly easily too complex.

Feedback initial concept the Fishes game:

- + Simplicity of fishes as concept is beautiful
 - + Directly attracted (colours, not standard)
 - + Fishes look different is a nice element (could represent the kids or different kind of needs) -> could be even more: flying fishes, other water animals.
- And can be more like a zoo in the water: fishes that clean plants, plankton, water plants etc.

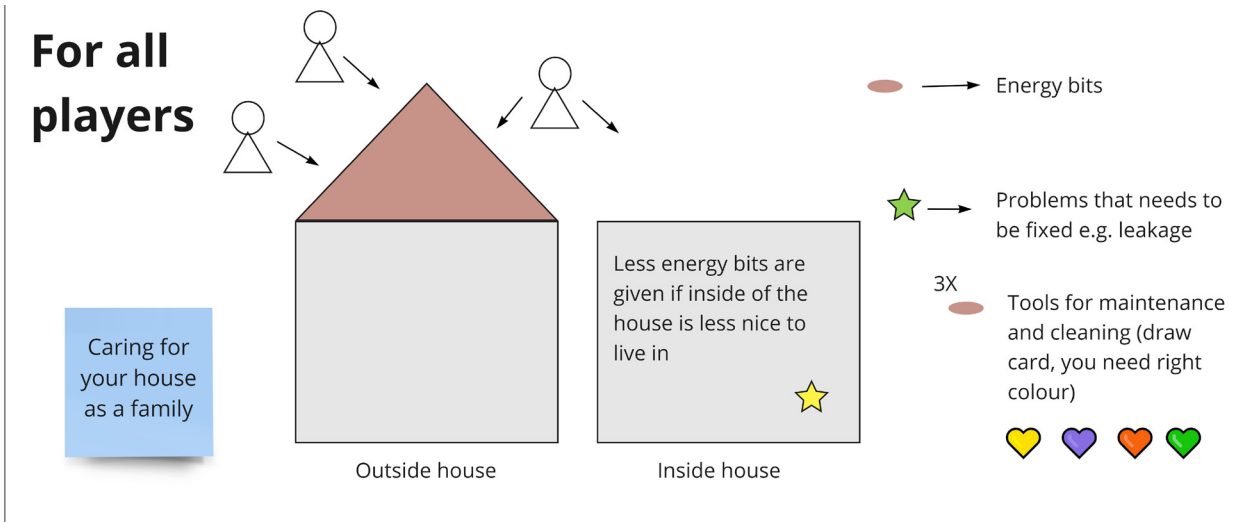


Other:

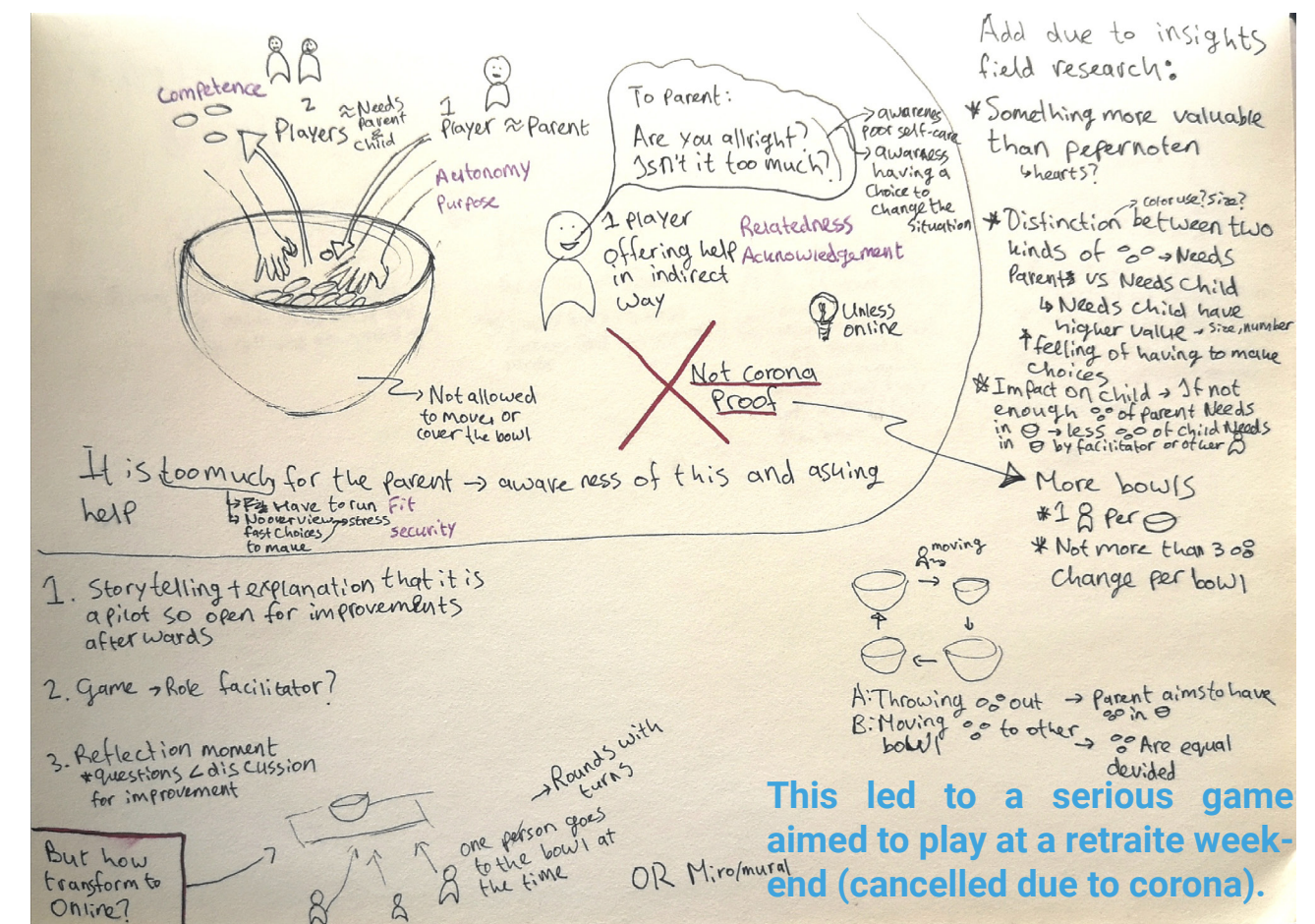
- Ontzorghuis was impressed by the concepts.
- Not being able to manage is frustrating. If it is frustrating it is hard to be creative, so a bridge is needed. Could be that one of the roles is a role model and has as extra task to show one of the creative solutions.
- Main focus is on realizing not being able to manage instead of being too complex.

S. Sketches initial concepts and a considered concept

Considered concept: Fixing the house



First concept: Physical version, based on idea I



Concept A: the nurse game

The Nurse game

There are 2 groups of patients that should be taken care of by Nurses (show to say names) and assistant(s) (say name(s)).

Bowl = (People with the same age as the old nurse)

Bowl = (People of younger age than the nurse)

Have priority in society and a longer life to live 'our future'

group of old people

parent

child

group of young people

→ Care

Roles:

- Nurses (always ~~one~~ more than old nurse(s))
 - See younger group as priority if there are not enough hearts anymore.
 - Try to convince everyone about taking care of the younger group
- Older Nurse(s)
 - Want to take care of both groups (feels along with old group but understands the value of younger group as well)
- The assistant(s)
 - Has also the preference to take care of younger group, however if the older nurse asks for help for old group, the priority changes.
 - If old group is almost empty, start asking questions to older nurse to trigger.

Unknown Rules:

- If a sound takes there are less than 3 hearts in the older people group → 2 hearts in the younger group will dissappear, importance to care for old group to be able to care for young group
- Creative solutions are allowed (only once) e.g.:
 - 'ignore an activity card', 'copy paste a heart', 'steal a heart', 'stop someone', 'move bowls'

Activity cards:

New too medicine Bring a heart in

You are allowed to move 2

You are allowed to move a

You can let someone else move a

oh no! more people get sick, remove 1 from each group

Make them move circle shake of the hearts

Ensure that the hearts are aligned

Tasks that can be dumped

+ Show compliments & small successes

Put names of older nurses in description of assistant(s)

- Everyone an extra task at the start? ↑ complexity
- Take into mind 'tools' (- Long term effect?)

First Concept C

Keep floating

only once per game if usable

Creative Solutions:

- 'put your shirt in'
- 'Can create a cork'
- 'Can borrow someone bucket'
- 'Swim for 2 round'
- 'Can make a hole in compartment'
- 'Can climb to other compartment'
- 'Ignore throwing a card'
- 'Ignore drawing a card'
- 'get energy bit'
- 'make hole in wall'
- 'have yourself out of the boat!'

water level can change

2 holes

Every player has own boat

cards

- someone let fall his phone now there is an extra hole.
- A whale jumps over the ship so the water rises

cards → stimulate creativity

- No water change
- someone had filled a box with water + threw away floating

Game should not be about human lives! Safe lives!

other passengers

* one compartment per round can the water level be changed in

* if water level varies too much the boat becomes unbalanced & lead is under & lost

Instead of human lives

fish

water = needed own wish vs plenty

presents for yourself vs for others

Concept B: the farm game

Farm game

Taking care of plants (short term)

Taking care of animals (long term)

Take Care of village

- Vegetables
- meat
- water

As farmer yourself!

Players will see whole village as higher value as farmer

Creative problem solving

- 'With less energy you can give the plants water as well'
- 'Pig can you live with less food as well?'
- 'Ask for tomatoes, because the neighbour has plenty.'
- 'Borrow the bucket from your neighbour farm.'
- 'Can plants live with water only once a week?'

Every one is a farmer for own village

- Farmer have different skill → ask help
- Collect tools → just grab one
- What care is needed changes
- Switch tools
- Use less focus which can be neglected → down

Water cards

- The farmer gets a bucket
- There was rain! you get 2 water bits
- The village consumed
- The farmer consumed

Change cards

- one of your cows died...
- The plants want twice as much water today
- The animals want to get more attention today
- The citizens believe in you!
- Wow! Your vegetables grew much!
- There is a hole in your bucket, next 2 you can not get water this round
- The village can
- Extra tools cards that can be dumped

* Every creative solution is allowed once per game!

* Water is short term focus, animal is long term focus → with animal as food people can be longer without new food compared to water

→ Improved version: Take care of the fish

Task:

ensure that the water level doesn't drop too much!

water drops as result of evaporating & fishes that drink & jumping

Water level = energy balance + extra task require (can be dumped) energy bits

known Rules:

- In one bowl per round the water level can be changed!
- If the more fish die, the more you loose

Unknown Rules:

- If level of own fish drops too much, the neighbour fishes panic & spill water → level drops
- Creative solutions are allowed & for (only once) e.g.:
 - ask other player for help with lower water
 - ask fish to drink less water
 - use a lid for one round → no drop of level
 - put fountain next
 - put in cooler surrounding
 - put a stone in
 - ignore the cards
 - put your fish in other compartment

Activity cards:

- Fishes jump so water level drops
- Someone walks into bowl → 1x water loss
- for one round you can decide over the water level (max. 2 up or down)
- No water change
- You put a stone in so the level rises!
- + Compliments & small success cards

Iterated concept C: Take care of the fishes

1. Throw die if is asked for

2. draw card if is asked for

3. Action?

4. Do something with energy bits?

+ another task at the start

- dumping possibility doing less / shorter
- someone else

Energy bits eg

- * 3 gets the water a level down up
- * 4 do your extra task e.g. calming down the passengers fish

- ask for help?

- long term effect?

T. Concept comparison with design Objectives

		Concept A: Make the cute furries feel better	Test insights	Concept B: Coffee Game	Test insights	Concept C: Take care of Fishes	Test insights	For all games
Creating the same situation and steps similar to that of the CSN parents world	Taking care of 'the something'	Unwanted Furrries (represent parents). Wanted Furrries (represent child).	Caring for living creatures and you have a role to fulfill.	Boss (represent parents). Employees (represent child).	Too far away of caring topic.	Own fishes/water animals (represent parent) and fishes/water animals from neighbour (represent child).	Really feeling responsible for the story. The impact was clear. 'I really didn't want to let the fish die.'	
	Feeling overwhelmed by responsibilities .	Taking care of many Furrries who get often new needs/complications represented by stars. Many	Too easy	Keep company running, so give coffee to employees and yourself as boss. More coffee is drank than is produced.	Too easy	Being responsible for own fish and the fishes of neighbor. The water level drops faster than players can raise it.	Too easy	
	Not possible to care for yourself and 'the something': Balancing	Not possible to have all the stars removed and after a while (If Furrrie gets 3 stars, it is transfered without getting	Didn't happen	Not possible to provide coffee for everyone.	Didn't happen	Not possible to keep the water high enough for all fishes.	Too easy	
	Not caring enough for themselves: Unbalanced	The wanted Furrries give more hearts if these are sold. Only one player (the Furry lover) wants to also care for the unwanted Furrries (represent	Everyone was kind, so most still tried to care for all furrries. However the wanted furrries had often least stars.	Employees are more seen as being cared for by the boss, moreover they need quicker coffee and have a clear role in the process.	Didn't seem to have a preference and	Feel more responsible of fishes of someone else (inherited fishes) and there are more of these	Most seemed to preference care for the fishes of someone else. (also visually, these fishes would seem dry because they were swimming	
	How time is divided in the steps of the game should be in same proportions as in the Real World.							
Game should evoke conversations	Open conversation after the game were bridges between worlds can be made and CSN parents can advice							
Realization not caring for themselves: awareness importance self-care	<i>Acknowledgement</i>	Unknown rule: If an unwanted Furry is transfered, the stars are distributed among the wanted Furrries.	Didn't happen	Without boss, there is no one managing to get coffee from the coffee plants	Didn't happen	Not caring for their own fish results in more panic (water loss) for all fishes, which results in being harder to rise the water level.	Link wasn't clear	
Realization that there are other options: Awareness having the option to increase self-care	Rolemodel? Some cards between activity cards that trigger creativity? Hints on play environment? Encouragement and praising? Certain questions?	Rolemodel is the trainee, s/he knows you can try out things but only starts doing (and thus revealing/shoring) this if it almost goes wrong.	The hints from the rolemodel weren't subtle 'come up with a creative story!'	On the boards are hints (and some on the cards).	The card: 'Explore.' -> looking around if something is hidden. Planted an extra plant. Card: 'are you sure you can handle it alone?' Extra boss? Working together! (one field, dividing plants). On board didn't work because felt too much like	On the cards are hints	Are you sure you can handle it alone?' Everyone wanted to help everyone.	
Exploring creative solutions/develop creative problem-solving attitude (to increase self-care)	<i>Competence and autonomy</i>		Came up with creative stories because the rolemodel had said that everyone had to do that.	Maybe in this way it seems like there is only one way to go...	They started to work together and build one big field already multiplied plants etc.	Room for creative solutions	They started working together with putting the fish that had almost no water anymore in a full bowl of someone else.	Much frustration that it would seem unfair and feels like cheating.. Maybe: Borders in solutions? Working together allowed?
Engaging	Style	Not standard		Not standard		Not standard		
	fun vs serious	Furrries are fun and that they leave the game makes it bit more serious.	Took the game serious, but furrries seemed not serious enough to represent such topic.	It is about humans, but these 'leave' (retire) the game instead of something extreme like dying.	None left the game, players had fun.	It is about fishes: Probably feel serious enough about these to take care but not feel sad if one would die.	seemed good balance.	
	understanding		confusion about the roles and goals.		Not clear how to win.		Not clear how to win, only how to lose. -> Maybe say goal: keep fishes alive within the time (i will say when it is over!)	
	Topic of story	Taking care, maybe bit childish	Maybe a bit too childish, so parents could feel not taken seriously.	Taking care and having a CSN sometimes feels like running a company/job.	Far away from caring.	Taking care, bit childish theme and many people have experiences with pets, so in many ways it could connect to their real world.	Could be childish or to close to reality.	

Magic circle	Participants feel free to explore		Possibly too much about caring.	there seems no way out if you loose employees		Yes it is about fishes.		
Immersive	Story/metaphor		Only one player feels like the parent. If roles are not understood and played well the game fails.		Topic too far away from caring for.		Really felt like caring/felt responisible.	
	Flow (incl. feedbacksystem)		Still too easy but fine		Too easy: Too many actions per turn possible.		Still too easy but fine	Writing down the names of the players next to the board.
	SDT							Not satisfying ending (suddenly ends)
	Magic circle							
	Freedom, objects, rules, !							
Other	long vs short term			Go for short or longer growing plants.	Aimed for longer term platns.	Stone	Maybe 6 energy bits is too much.	
	Dumping of extra tasks					Calm the fishes, feed the fishes, clean the bowls	Extra tasks seemed to important to not focus on it (giving food). They did not like it and felt fooled.	
	doorgeven' (e.g. asking help)	Ask for help to trainee	Wasn't done, because furry lover focussed at that moment on the wanted furries..		Was done due to activity card inspiration		Was done due to activity card inspiration	
	Unfortunate surprises	Activity cards	Could be more extreme.	Activity cards	Could be more extreme.	Activity cards, dice	Could be more extreme.	Empty card fun?
	Complexity (?), loosing control (?), survival mode (?) -> less creative.			Complex system				
	Objects	Roles, activity cards	Roles were perceived as fun: having secret mission	Board, activity cards	Activity cards were nice.	Dice, cards, board, coins	Dice was interactive and chance, but activity cards most fun.	Pointing out cards was experienced as nice (more than opening a card themselves, because there was more interaction now).
Convertible to a physical game		Cards + own interactive environment..?		Cards + own interactive environment..?		Dice??, water going up and down done by facilitator?		

U. More insights iteration cycles

Cycle 1

All iterations

- More activity cards (so less throwing), to feel less as boring repeating.
- Hidden things on the board, but in such a way that players feel like finding and exploring instead of cheating.
- Concept A proved that having roles added interaction between players and excitement.
- Dumping card maybe less close to caring topic and closer to perfectionism
- The stone more achievable.

- Limited time in each turn.
- Goals and how to win more clear: do not let the water level go below the red line, because than you lose. You win if the time is up and your water level is still high enough. Facilitator knows when the time is up, but how long is unknown.
- There was lack of a positive end feeling, because suddenly everything was possible. This could be solved with having the goal clear.
- More activity cards with examples of creative solutions, so having more subtle hints. And giving players secret powers which, aside from increasing the excitement and interaction, also show creative solutions.

More:

- Limits to creative solutions, to what extend allow people to work together?

Insights test

One of the players had no dice and a virtual dice worked well and explaining how to change the water level so they could do it themselves worked well.

Extra task was confused with drawing an activity card.

Cycle 2

More iterations

- Explanation in superpower when you can use it.
- Jar with Joeltjes, so easier to take one.
- Improve stone and introduction on board.

- More cards in which you have interaction with other players/bowls, so not 'waiting till it is your turn.' E.g. give water to someone.
- Energy hearts became Joeltjes (link to joule), because it seemed strange to give love to fishes.
- Players have to put the Joeltjes under their own fish, so it feels more as their own energy.
- Stone is more achievable by costing 4 Joeltjes.

More test results

They felt confused in the beginning, because you discover that less rules are set and that you can change them and after a while it became more fun. *'After a while I discovered that you have to look a bit further through the rules.'*

'At a certain moment I realized how important the neighbourhood lake is and that you are a neighbourhood, and that there is an opinion behind the game.

'firstly much focussed on my own water level, but after a while I realized that we had to think along with everyone.'

'In the end it is also better for yourself if the water level is everywhere high.'

Some were very attached to the fishes and some weren't. Giving a name helped.

Lastly, the Joeltjes were liked.

Idea: Getting more attached to the fishes by designing your own. (also boosts creativity!)

Cycle 3

All iterations are in the thesis

More insights:

- Purple cards were not clear enough, so as facilitator I read the turned purple cards out loud to stimulate the players and was silent for a while.
- What the different numbers of the dice mean is easily learned.
- PrEmo wasn't preferred to use, they preferred

saying their emotions out loud.

- In the start excitement 'What is going to happen?' and trying to empathise in own situation. During the game scared that the fishes would die and also how to help others that they don't have dead fishes. Feeling competitive to make it till the end, not between each other but working together.

'A Joeltje gives some air which makes you able to move on.'

- Clear shift from individual bowls to the lake: *'In the beginning I had the egocentric feeling 'as long as my fishes survive.' However during the game I realized the importance of the neighbourhood lake and then I looked at all bowls and lake.'* *'First focused to take care of you own things, but later the other bowls and the lake appeared important also to take plants etc. from it.'*

'In the end all bowls and the lake were important.'

- Realization moment more things were possible: was caused by the facilitator and the card. *'Going over the whole board to look if things were hidden.'*

SDT:

- Autonomy: not really because you had your activity cards to follow. The only action is using Joeltjes and secret power. And you could decide for yourself if you could do something with the cards or not.
- Competence: Not the feeling of having control about the game and what was happening. In the end the dice decided.

- Social relatedness: for some more caring for others than others, also due to giving Joeltje to someone.

Cycle 4

In advance of the test a new colourpalette was created (see below) and the visual appearance had some iterations of which one can be seen below.

More iterations

- Card with the hint 'try!' changed to 'It won't hurt to try.'
- More stimulation of reading the activity cards out loud.

More test results

- It is possibly important that parents also introduce themselves instead of only their fishes, to stimulate conversations about personal experiences and further possible solutions for each other in the reflection.

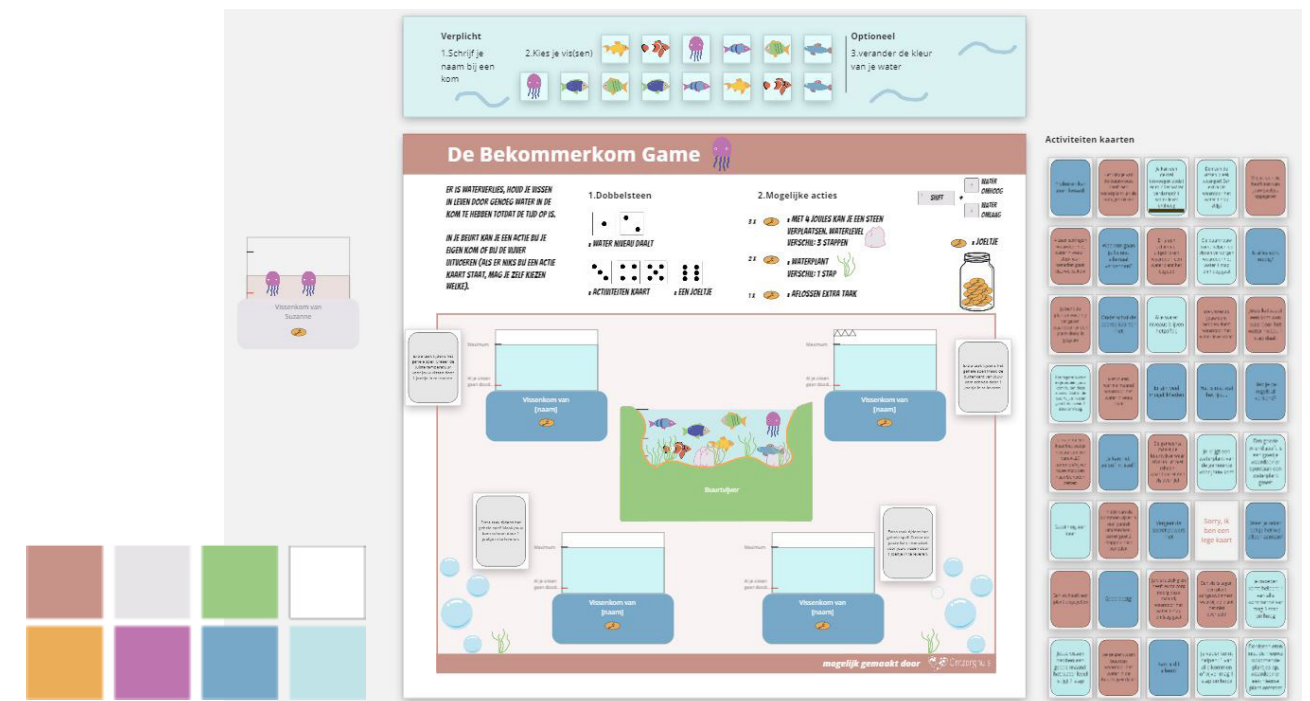
Creative solutions for all tests

First test

- No one rolled 5 yet, so I want to see 5 now.
- 'Why don't you all explore' activity card resulted in finding the hearts under the bubbles and bubbles and plants.
- A player put a fish in someone else's bowl.

Second test

- Make fish bigger.
- May instead of should, so decided to not do it.



One of the iterations of the visual appearance and the colourpalette.

- Putting the decoration bubbles in the lake.
- Change rules by moving the text and dices as result of 'Did you already explore the rules?'
- Using the fishes in the demonstration bowl to raise the water level.

Third test

- Putting fishes in other bowls.
- Finding the air bubble and joeltjes (explore card).
- Saying no to certain activities on cards.

Fourth test

- Finding Joeltjes and plants.
- Adding a fish from the fishes the game starts with.
- Asked each other for help.
- Working together by merging bowls and fish.
- 'A bowl' so the player chose which one.
- During reflection moment: bribe facilitator.

Questions send to participants one day after the test

After one day (final test) - Short term effect

Ik vond het super leuk gisteravond dat je mee deed en nogmaals bedankt!

Bij deze nog wat extra vragen die ik heb, waarbij ik de antwoorden anoniem ga verwerken. Het lijken veel vragen, maar de antwoorden zullen kort zijn dus het zal niet lang duren!

Vraag a. gaat over jouw ervaring en de emoties die je hebt ervaren tijdens het spel. Per subvraag kun je de emotie(s) noemen die je ervaarde op dat moment en een bijpassend nummer (zie bijgevoegde afbeelding hierna) die het beste de emotie uitbeeldt. Welke emoties kwamen in je op:

- a1. Tijdens het begin van het spel?
- a2. Erna (toen veel kommen leeg liepen)?
- a3. En op het moment dat de buurtvijver het

eerste rode streepje had bereikt?

a4. En op de momenten dat er oplossingen werden gevonden (dingen vinden, samenwerkingen etc.)?

a5. En op het einde toen je wist dat het spel over was?

a6. En tijdens en na het gezamenlijk nabespreken van het spel?

b. Hoe vond je het dat de game over vissen ging? Sprak dit thema en het verhaal je aan?

c. Had je het gevoel dat je echt in het spel zat/ werd meegevoerd door het spel en verhaal? ja/ nee (zo niet waarom denk je van niet?)

d. Voelde het veilig genoeg om dingen te proberen of zeggen? ja/nee (zo niet waarom denk je van niet?)

Optioneel: e. Ik wil dit nog kwijt/vragen/tips etc.:

Alvast bedankt! En ik begrijp het als je geen tijd hebt om de vragen te beantwoorden, dat is helemaal prima.

After one week (third and final test) - long term effect

Ik vond het leuk dat je meedeed aan de serious game!

Ik ben nog benieuwd naar het langere termijn effect van de game met vragen als: Heeft de game je nog aan het denken gezet na het spelen (zoja, op wat voor manier?), zie je dingen nu anders? (Zoja, hoe?) Doe je dingen nu anders? (Zoja, wat en hoe?)

En dan vooral met betrekking op zelfzorg en hoe je uitdagingen aanpakt (zijn hier dingen in veranderd?).

Alvast bedankt! En ik begrijp het als je geen tijd hebt om de vragen te beantwoorden, dat is helemaal prima.

V. Recruitement flyer

Spelen van een serious game voor zorgouders

Hallo, ik ben Suzanne Lampe en voor mijn afstuderen ben ik een serious game aan het ontwerpen voor zorgouders voor komende retraits weekenden en activiteiten van het Ontzorghuis.

Interesse? Mail dan naar: S.C.Lampe@student.tudelft.nl. Wie het eerst komt, het eerst maalt en een computer (met webcam) is wel gewenst.

De online game is al een paar keer getest, maar graag zou ik hem nog door zorgouders laten spelen. **Ik zoek minstens 3 en maximaal 5 spelers voor woensdag 10 februari 20:00-21:00.** Ik ben je eeuwig dankbaar als je mee zou kunnen en willen doen!



W. Gamekit: hand-out and guide for facilitator

Handout

De nieuwste nog niet geteste iteraties zijn in blauw weergegeven met de mogelijke onderzoeksvraag daarbij.

Rol tijdens het spel

- In het begin als Miro gebruiken moeilijk lijkt te zijn de tips herhalen: 'Om in en uit te zoomen kun je het muiswielje gebruiken of het '+' of '-' toetsen gebruiken. En om te navigeren kun je de rechter muisknop ingedrukt houden en slepen.' Ook geruststellen; het is niet gek dat het even wennen is om je draai in het spel te vinden. Of 'Het is begrijpelijk als jullie nog wat moeten uitzoeken hoe alles werkt.'
- Tijdens het gehele spel energiek, meelevend en aanwezig. 'Oh dit gaat niet goed zo, ik zie zwevende vissen.' Verder expres stil zijn op momenten dat er spelers gaan onderzoeken en afwachten.
- 'Oké, wie is er aan de beurt?' '[naam] heb je al gegooid?' 'Wil je iets met je Joeltjes doen? Anders is [naam] nu aan de beurt.'
- Kaarten omdraaien.
- 'Als je een kaart 'trekt' wil je dan voorlezen wat erop staat?'
- Als er wordt gevraagd naar de extra taak: 'Dan wordt je extra taak afgelost.' Als ze vragen of er iets gebeurd zeg je 'Deze taak geldt voor het gehele spel.' En als ze nog verder doorvragen: 'Sorry ik kan hier niks over zeggen.' En snel doorgaan met het spel: 'wie is de volgende?'
- Tijdsdruk aangeven: 'Ohjee, het water gaat binnenkort weer verdampen.' en af en toe het water naar beneden overal zetten (zonder dat de kans te groot wordt dat ze verliezen) naast het water level van de vijver bedienen.

Introductie (tekst om te zeggen (spel 45 min, reflectie 15 min))

'Hallo, ik ben [eigen naam] en ik ben jullie spelleider. Ik hoop dat jullie er ook zin in hebben!'

'Allereerst is het spel mogelijk gemaakt door

Ontzorghuis en het is een spel voor zorgouders; de gebeurtenissen en spelregels, zijn gebaseerd op het leven van zorgouders.

Ook goed om te weten: het is geen normaal spel maar een serious game, Dat is een game dat een hoger doel heeft dan alleen leuk zijn.'

'Er zijn heel veel stappen mogelijk en je kunt er creatief mee omgaan, de spelleider zal bepalen wat wel of niet mag.' Is deze hint te duidelijk of nog subtiel genoeg/speler vergeten hem?

'Laat het vooral lekker over je heen komen en je kunt me altijd alles vragen!'

'Voordat ik het spel uitleg, hebben jullie allemaal de extra informatie gekregen? (niet vertellen wat!!)

En hebben jullie een dobbelsteen? Anders heb ik een virtuele voor je. Het is wel de bedoeling dat je eerlijk bent in wat je gooit.'

'Ik heb in de chat van zoom de link gestuurd naar het spel.' *link plakken*

'Je kan navigeren door het spel door in en uit te zoomen d.m.v indrukken van de + of - toets. Je beweegt door het bord door je rechtermuisknop in te drukken en te slepen.'

'Jullie wonen allemaal in dezelfde buurt en hebben ieder een vissenkomp waar jullie voor moeten zorgen. Als het waterlevel hoog is de vissenkomp gezond. Echter daalt het waterlevel doordat er water constant verdampt en door onverwachtse gebeurtenissen. Als het waterlevel te laag wordt zal het aquarium dood gaan. Jullie mogen nu een kom kiezen en je naam daar invullen. Oké, heeft iedereen zijn naam ingevuld?'

'Dan mogen jullie nu twee vissen uitkiezen en je kunt ook de kleur van je water veranderen. Hierboven onder deze kaartjes zitten de vissen. Als jullie er eentje aanwijzen met je muis, zal ik hem openen en kunnen jullie de vissen naar je kom slepen. Laat me weten als dit niet lukt!'

Spelers wijzen de kaartjes aan waar de vissen op staan en de facilitator laat ze zien.

~~'Laten we een voorstelrondje doen waarbij iedereen wat verteld over jezelf en je aquarium; hebben je vis of vissen bijvoorbeeld namen en zijn ze daar gekomen, hoe ziet je kom eruit?' En regeren met 'leuk!' 'Klinkt goed.' Etc. Is er met dit weghalen later minder interactie tussen de spelers of zien ze hun kom minder snel als hun kind(eren)?~~

'Qua verzorging zit er één instructie bij: Als het waterlevel hoog is de vissenkomp gezond. Echter daalt het waterlevel doordat er water constant verdampt, aangezien elke ronde twee maanden voorstelt. Ook zakt het water door onverwachtse gebeurtenissen. **Als het waterlevel te laag wordt zal het aquarium dood gaan en verlies je het spel.'**

'In deze oorspronkelijke buurtvijver zitten ook waterplanten en stenen. Waterplanten en stenen laten het water zakken als je ze eruit haalt en stijgen als je ze ergens toevoegt. Het verplaatsen van stenen en water kost energie, wordt uitgedrukt in Joeltjes (roze ovalen). Plant verplaatsen kost 2 Joeltjes voor 1 stap water omhoog of naar beneden en steen kost drie Joeltjes voor drie stappen, dus de steen is wel heel gunstig. Jullie krijgen ook allemaal een extra taak die energie, dus joule, kost om uit te voeren. **Het doel van het spel is dus om je eigen vissen in leven te houden totdat de expert er is. Ik zal aangeven wanneer de tijd om is.'**

Bijvoorbeeld, dit is mijn vissenkomp met twee kwallen, kwak en blob. Een beurt stelt een maand voor en begint met het gooien van de dobbelsteen. De dobbelsteen vertelt mij wat mijn volgende actie is. Activiteiten kaarten zijn rechts en als ik er eentje wilt zien moet ik met mijn muis erboven hangen, zodat de spelleider weet welke ik wil zien. Als ik water krijg, bijvoorbeeld door een actiekaart, wordt dit gehaald uit de buurtvijver. Ook kan het zijn dat ik een joule krijg. Stel ik heb twee joule, dan kan ik een plant verplaatsen van de buurtvijver naar mijn kom, aangezien het water level van mijn kom laag is. Ik verander het water level door op het water te klikken en dan shift en pijltje omhoog of naar beneden te klikken. Lukt dit jullie? Als het in het spel veranderd moet worden mag je dit zelf doen. Probeer maar!

Nog belangrijk: In je beurt mag je maar 1 actie per kom of vijver uitvoeren.

Je mag altijd vragen stellen tussendoor en laat mij weten als iets niet lukt!

Het is ook helemaal prima en begrijpelijk als dingen niet lukken.

Oké, dan mag degene met de minste vissen beginnen.

Het doel is dat iedereen het haalt (en de buurtvijver het eerste rode streepje haalt), dus het water niet meer spontaan laten zakken als kommen bijna droog staan. Wel kan je een plant laten verschijnen en de spelers stimuleren te focussen op de gele kaarten (bijv. door ze nog eens voor te lezen).

De nog voor de speler onbekende regels

- Soms staat in de kaarten niet voor welke kom het is bedoeld of dat iets 'mag'. Dan mogen spelers zelf kiezen, als ze dit zelf door hebben.
- Grenzen aangeven in mogelijke oplossingen, zo moet er altijd minstens 1 vis in de kom/vijver zitten, is het niet mogelijk om zomaar een steen te pakken (te veel impact op het spel) of water van de ene in de andere kom te doen zonder er een verklarend verhaaltje bij te geven. Elke oplossing kan maar 1 keer per gehele spel. Als het einde nadert is er meer mogelijk om de creativiteit te stimuleren en zodat ze het gevoel van winnen hebben (dus dan gelden eerdere regels niet).

En verder waar nodig: Helpen (met technische problemen, en vertellen dat dit ook niet erg is) of als ze het niet lijken te gaan halen de focus leggen op de paarse kaarten/sommige voorlezen) en stimuleren.

Buurtvijver bereikt eerste rode streepje

Als de buurtvijver bij eerste rode streepje: 'de buurtvijver heeft het eerste rode streepje bereikt, hij is nu te ongezond om nog stenen en planten uit te halen.'

Creatief oplossende houding stimuleren

Om het spel te winnen, moeten ze met creatieve oplossingen komen.

- Probeer aan te voelen in hoeverre de spelers hints nodig hebben (hoe duidelijk) (ook met het oog op de tijd) om op tijd de switch naar creatief oplossende houding te maken. Je begint met vage/geheimzinnige antwoorden geven en geef naar mate het eind nadert meer (duidelijke) hints aan. Doe dit op gevoel.

- Als ze vragen stellen (bijvoorbeeld over de gele kaarten) kun je het heel vaag/geheimzinnig houden, zodat ze het zelf gaan proberen ('expres stil zijn, zeggen dat je het ook niet weet, daar komen jullie nog achter, je mag er zelf mee doen wat je wilt' etc.).
- Als er weinig op de gele kaarten wordt gelet, uitleggen dat de gele kaarten voor iedereen zijn bedoeld. En als ernaar wordt gevraagd 'Je kunt er nu iets mee doen, of je kunt er later iets mee doen.'
- Als de spelers dingen proberen/op onderzoek uitgaan/vragen stellen ze de tijd geven en niets zeggen. Als iets direct gevraagd wordt: 'Je kan het proberen(, ik weet het ook niet).' Je kan hints weggeven als ze vragen stellen. Bijvoorbeeld als ze vragen 'mag dat?' kun je zeggen 'Wat denk je zelf?' 'Of waarom niet?'. Het terugkaatsen van de vraag kan helpen om ze tot actie te brengen. Als ze een duwtje nodig hebben naar de creative oplossende houding kun je antwoorden met 'Ik heb niet gezegd dat het niet mag.'

Creatief oplossende houding vinden: Einde van het spel

Als ze bewezen hebben met creatieve oplossingen te komen en ongeveer drie kwartier voorbij is: de tekst 'De tijd is om!' in beeld plakken (niet direct na een grote creatieve oplossing maar als het spel weer wat normaler verloopt).

'Ja de tijd is inderdaad om, super goed gedaan allemaal! Ik vond het af en toe wel spannend met zwevende vissen die bijna uitdroogde, maar het is jullie toch gewoon gelukt om voor de vissen te zorgen totdat de expert kon komen die gaat kijken naar de mogelijke oplossingen voor de vissen, heel goed!'

Nabespreking

'Hoe vonden jullie het?' en meer vragen die staan bij reflectie vragen kunnen het reflectie moment begeleiden. Voor het leer effect is het goed om de basis van de metafoor uit te leggen (waar de vissen voor staan en wat het effect is van slecht zorgen voor de vijver en vaak creatieve probleem oplossende houding nodig als zorgouder om uitdagingen het hoofd te bieden/het leven makkelijker te maken.) **Zorg voor een open gesprek zonder veel eigen invulling.** Reageren met bijvoorbeeld 'Ja, mooi gezegd.' Of 'Kan ik mij voorstellen, hoe ervaren anderen dit?'

Mogelijke reflectievragen

- Hoe vonden jullie het?
- Wat voor emoties kwamen in het begin van het spel in je op? En erna? en op het einde?
- Doet jullie dit ergens aandenken? Heb je je eerder zo gevoeld?
- Wat voor gevoel hadden jullie bij je eigen vissenkom? En bij de vijver? Veranderde dit gevoel? Verantwoordelijk? Later wel gevoel van verantwoordelijk bij de buurtvijver? Wanneer?
- Voor welke vis of vissen bleek het het belangrijkste om goed voor te zorgen (om alle vissen te helpen)?
- Hoe zou het aflopen denken jullie als jullie niet met creatieve oplossingen waren gekomen?
- Voor wie denken jullie dat de vissen staan?
- Wanneer realiseerden jullie je dat er meer acties mogelijk waren dan die van de gegeven spelregels?
- Hoe ervaren jullie dit? (dat je creatieve oplossingen mag gebruiken) (dat je op creatieve oplossingen kwam)
- Viel jullie nog iets anders op?

Mogelijke oplossingen

- Niemand heeft nog vijf gegooit, dus ik wil vijf zien.
- Joeltjes onder luchtballonnen en losstaande planten.
- Een vis in iemand's ander zijn/haar kome doen.
- Een vis groter maken.
- Decoratie luchtballonnen in de kom/vijver doen.
- De losse luchtbel in de kom/vijver doen.
- Een vis toevoegen van onder de vijver.
- Elkaar om hulp vragen.
- Kommen samen voegen (samenwerken).
- Op een kaart: 'Een kom.' Dus ze bedenken zelf welke kom.
- Op een kaart: 'Mag' dus moet niet.
- Nee zeggen op tegen bepaalde kaarten.
- De regels veranderen door de tekst en dobbelstenen te verplaatsen.
- Een dobbelsteen in een kom/vijver doen.
- De vissen van de kom van de facilitator pakken.
- De facilitator omkopen.

Extra vragen voor tijdens testfase:

SDT checken:

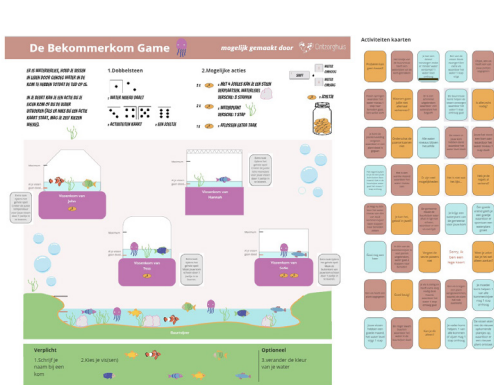
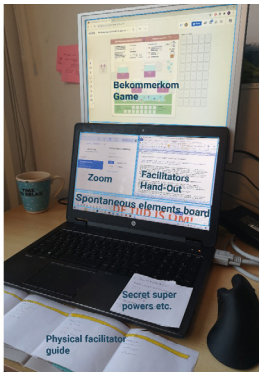
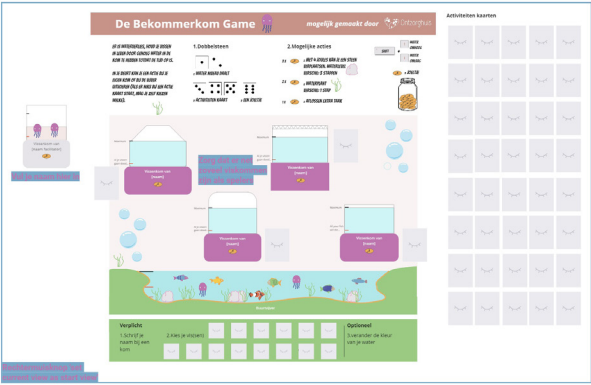
- Autonomie: Ervaarde jullie autonomie, dus dat

je je eigen acties kon bepalen? Veranderde dit tijdens het spel?

- Competentie: Ervaarden jullie controle over de omgeving en hadden jullie het idee dat jullie de problemen Social relatedness: Ervaarden jullie interactie tussen elkaar? En zorgen voor elkaar? Veranderde dit tijdens het spel?

Andere vragen:

- Welke emotie na het reflecteren? (kan met PrEmo)
- Hoe zagen jullie de extra taken?
- Hoe ervaren jullie het creëren van eigen kom en vissen blind kiezen?
- Heb je nog tips om het spel te verbeteren? (Secret powers, limited time, ending game)



Waterlevel in de vijver bereikt eerste rode streepje

Voorbeelden creatieve oplossingen

DE TIJD IS OM!



1 Week van te voren	12 uur voor het spel	Introductie van het spel	Spelen van het spel	Einde van het spel	Nabespreking spel
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Voorbereiding maximaal 60 min.
1.Ga naar originele board voor het gewenste aantal spelers:
vier spelers:
https://miro.com/app/board/o9J_IVUQuyA=/
vijf spelers:
https://miro.com/app/board/o9J_ISm1TkI=/
2.Duplicate dit board, vul je naam in bij facilitator kom en maak deelbaar (iedereen met link).
3.Stuur een email (zie **facilitators hand-out (HO)** voor email templates
<https://docs.google.com/document/d/1qmfd6zi88ftFFKma8rhRZ2y-YUteeBe8hznwBfy10/edit?usp=sharing>) met een gemaakte zoomlink en informatie (dobbelsteen en dat ze meer informatie nog krijgen op de dag zelf) naar de deelnemers die zich op hebben gegeven voor een online serious game met ontzorg thema (gevonden via digitale flyer verspreid in kringen van Ontzorghuis en op social media).
4. Bestudeer dit board (en de HO) zodat je jouw acties en rol, het doel van het spel en de achterliggende gedachtes weet en begrijpt.
5.Oefen met Miro en het verhaal (HO).

1.Stuur een email/WhatsApp (zie HO) naar iedere speler waarin hun secret superpowers staan en een reminder voor de dobbelsteen.

Overige tips:
• Onthoud of schrijf ergens op wie welke secret power heeft.
• Ben bereikbaar op whatsapp en e-mail voor mogelijke vragen over secret power.

Voor mogelijke secret superpowers (houdt volgorde aan) zie het **spontane spelelementen board (SSB)** (https://miro.com/app/board/o9J_IUHyD1Y=)
Voorbeeld:
• *Je kan alleen iets geven als iemand erom vraagt, en dit mag je maar 1 keer geven aan 1 persoon tijdens het gehele spel.*
• *Je helpt graag anderen, daarom mag jij 1 keer een joeltje uit de pot ergens op het spelbord leggen. De eerste die hem pakt mag hem houden. Andere spelers mogen jou dit niet na doen.*

0.Heb de HO, dit (of de fysieke versie), het SSB en het voorbereide Miroboard openstaan (zie voor aangeraden set-up hierboven). Zorg voor goed beeld en geluid en het liefste een tweede beeldscherm.

Volg de facilitators hand-out (HO), hierin staat de tekst voor de facilitator, voor de spelers onbekende regels en de volgende acties:
1. **Heet iedereen welkom**, deel de link, vertel het verhaal met daarin de regels en het doel (duidelijk) van het spel etc.
2.**Iedereen kiest vissen uit** door met hun muis erop te staan (en bewegen). Jij opent deze zodat ze de vissen naar hun kom kunnen slepen.


3.**Je doet een beurt met mogelijke acties voor en laat erna de spelers oefenen met Miro.**

- In elke beurt wordt met de dobbelsteen gegooid en kunnen spelers acties uitvoeren.
- Als een speler 3,5 of 5 gooit wijzen ze met hun muis een activiteitenkaart aan die jij dan opent (laat ze voorlezen!).
- Jij veranderd het water niveau van de buurtvijver waar nodig en spelers veranderen hun eigen water niveau.
- Af en toe zet je het water level van alle kommen en de vijver 1 stap naar beneden** (maar wel alleen op de momenten dat spelers erdoor niet verliezen, maar het wel benauwd krijgen).
- HOUDING: Wees enthousiast, actief, meelevend (met de vissen in de kommen), geruststellend, geef af en toe aan dat het water binnenkort gaat verdampen en reageer amper, vaag of onwetend als er vragen worden gesteld.

- Als het **waterlevel in de buurtvijver het rode streepje** bereikt leg je uit dat hij te ongezond is geworden om er stenen en planten uit te kunnen halen (HO) en verandert jouw houding.
- Voeg de spontane plant toe als spelers lijken te gaan verliezen (SSB)
- HOUDING: Probeer aan te voelen in hoeverre de spelers hints nodig hebben (hoe duidelijk) (ook met het oog op de tijd) om op tijd de switch naar creatief oplossende houding te maken. Als ze vragen stellen (bijvoorbeeld over de gele kaarten) kun je het in het begin heel vaag/geheimzinnig houden, zodat ze het zelf gaan proberen ('expres stil zijn, zeggen dat je het ook niet weet, de vraag terugstellen etc.).Stimuleer creatieve probleem oplossende houding/ super powers door hun aandacht te leggen op de gele kaarten.

- Einde spel:** Als ze bewezen hebben met **creatieve oplossingen** te komen en ongeveer drie kwartier voorbij is: de tekst **'De tijd is om!'** (SSB) in beeld plakken (niet direct na een grote creatieve oplossing maar als het spel weer wat normaler verloopt).
- Laat ze het zelf merken en vertel ze enthousiast dat ze het goed hebben gedaan etc. (HO).

Mogelijke reflectievragen (HO) stellen en beantwoorden van hun vragen. **Zorg voor een open gesprek zonder veel eigen invulling.** Waarbij je **de metafoor alleen in grote lijnen uitgelegd** (zie de achterkant voor de uitgebreide uitleg). Leg ook uit dat er nog meer mogelijke oplossingen zijn (zoals spelregels veranderen), nadat ze zelf hun gedachtes hebben gedeeld over welk spelelement wat/wie representeert. Het nabespreken is belangrijk om de spelers te laten reflecteren op het spel en de link te gaan zien met hun eigen leven. Het kan zijn dat de kwartjes pas vallen na de langere termijn en dat is ook prima. Forceer het niet.

Uitleg metafoor: Spelelementen en link zorgouders

Regels = Kaders die zorgouders waarnemen

Extra taak die spelers kunnen dumpen = Activiteiten die zorgouders doen, ondanks dat ze die kunnen dumpen (bijvoorbeeld uit perfectionisme) 3

Niet kunnen zien aankomen wanneer het water verdamt = Onzekerheid, onwetendheid, onverwachtse (vervelende) gebeurtenissen die ouders ervaren rond hun zorgkind

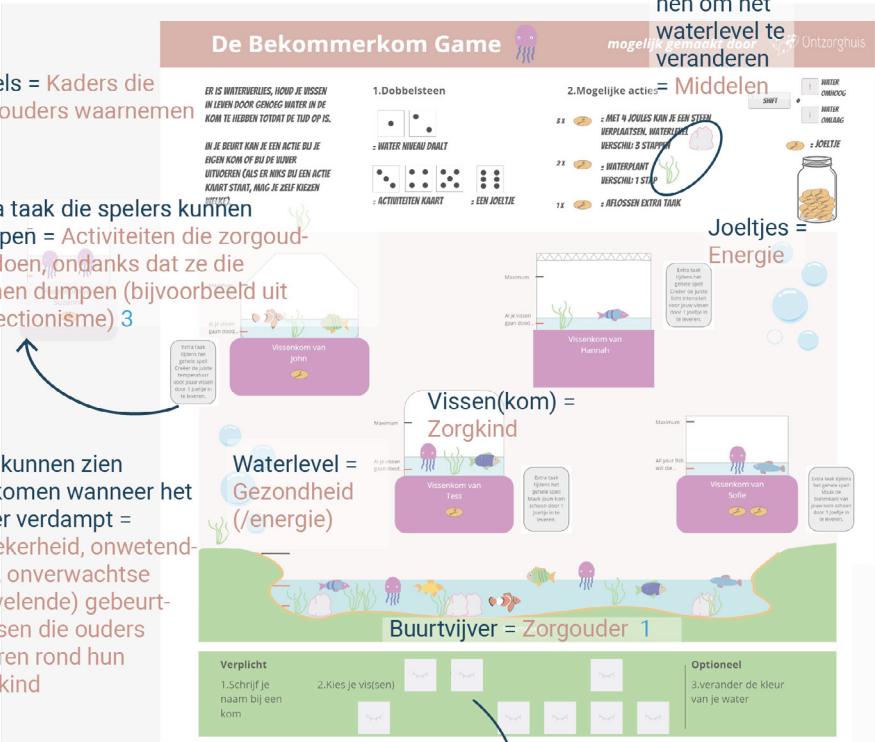
Plant = Korte termijn focus
Steen = Lange termijn focus 3

Planten/stenen om het waterlevel te veranderen = Middelen

Joeltjes = Energie

Rode (en blauwe) kaarten met onverwachtse gebeurtenissen = Onverwachtse (vervelende) gebeurtenissen die ouders ervaren rond hun zorgkind

Gele kaarten en secret powers creëren bewustzijn over de optie om 2:
1.Hulp te vragen = Is heel belangrijk voor zorgouders, maar vaak moeilijk 3
2. Creatieve oplossingen te gebruiken (om te kunnen winnen) = Is heel belangrijk voor zorgouders om creatieve probleem oplossingsgerichte houding aan te nemen, omdat ze vaak uitdagingen tegenkomen waar geen standaard oplossingen voor zijn (situatie is uniek) 3



De Bekommerkom Game

ER IS WATERLEVELS, HOUW JE VISSEN IN LEVEN DOOR GEHOEGE WATER IN DE KOM TE HEBBEN TOTDAT DE TIJD OP IS.

IN JE BEURT KAN JE EEN ACTIE DIT JE EIGEN KOM OF BIJ DE VIJVER UITVOEREN (ALS ER NIET EEN ACTIE KAART STANT, MAG JE ZELF KIEZEN)

1.Dobbelsteen

2.Mogelijke acties:

1.1.Schrijf je naam bij een kom

2.2.Kies je vissen

3.3.verander de kleur van je water

4.4.1.Schrijf je naam bij een kom

4.4.2.Kies je vissen

4.4.3.verander de kleur van je water

5.5.1.Schrijf je naam bij een kom

5.5.2.Kies je vissen

5.5.3.verander de kleur van je water

6.6.1.Schrijf je naam bij een kom

6.6.2.Kies je vissen

6.6.3.verander de kleur van je water

7.7.1.Schrijf je naam bij een kom

7.7.2.Kies je vissen

7.7.3.verander de kleur van je water

8.8.1.Schrijf je naam bij een kom

8.8.2.Kies je vissen

8.8.3.verander de kleur van je water

9.9.1.Schrijf je naam bij een kom

9.9.2.Kies je vissen

9.9.3.verander de kleur van je water

10.10.1.Schrijf je naam bij een kom

10.10.2.Kies je vissen

10.10.3.verander de kleur van je water

11.11.1.Schrijf je naam bij een kom

11.11.2.Kies je vissen

11.11.3.verander de kleur van je water

12.12.1.Schrijf je naam bij een kom

12.12.2.Kies je vissen

12.12.3.verander de kleur van je water

13.13.1.Schrijf je naam bij een kom

13.13.2.Kies je vissen

13.13.3.verander de kleur van je water

14.14.1.Schrijf je naam bij een kom

14.14.2.Kies je vissen

14.14.3.verander de kleur van je water

15.15.1.Schrijf je naam bij een kom

15.15.2.Kies je vissen

15.15.3.verander de kleur van je water

16.16.1.Schrijf je naam bij een kom

16.16.2.Kies je vissen

16.16.3.verander de kleur van je water

17.17.1.Schrijf je naam bij een kom

17.17.2.Kies je vissen

17.17.3.verander de kleur van je water

18.18.1.Schrijf je naam bij een kom

18.18.2.Kies je vissen

18.18.3.verander de kleur van je water

19.19.1.Schrijf je naam bij een kom

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19.19.3.verander de kleur van je water

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23.23.3.verander de kleur van je water

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24.24.3.verander de kleur van je water

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26.26.2.Kies je vissen

26.26.3.verander de kleur van je water

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27.27.3.verander de kleur van je water

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28.28.3.verander de kleur van je water

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29.29.3.verander de kleur van je water

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52.52.1.Schrijf je naam bij een kom

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79.79.3.verander de kleur van je water

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80.80.3.verander de kleur van je water

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81.81.2.Kies je vissen

81.81.3.verander de kleur van je water

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82.82.3.verander de kleur van je water

83.83.1.Schrijf je naam bij een kom

83.83.2.Kies je vissen

83.83.3.verander de kleur van je water

84.84.1.Schrijf je naam bij een kom

84.84.2.Kies je vissen

84.84.3.verander de kleur van je water

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85.85.3.verander de kleur van je water

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98.98.1.Schrijf je naam bij een kom

98.98.2.Kies je vissen

98.98.3.verander de kleur van je water

99.99.1.Schrijf je naam bij een kom

99.99.2.Kies je vissen

99.99.3.verander de kleur van je water

100.100.1.Schrijf je naam bij een kom

100.100.2.Kies je vissen

100.100.3.verander de kleur van je water

Uitleg metafoor: Spelverloop

In het spel halen spelers met Joeltjes planten en stenen uit de buurtvijver naar hun eigenkom, waardoor het waterlevel van de kom stijgt en die van de buurtvijver daalt. Daarnaast glipt er ook water weg. Spelers hebben alleen oog voor hun eigen kom en niet voor het dalende water in de buurtvijver. Alle water levels blijven maar zakken en spelers voelen zich zoekende, gefrustreerd, wanhopig en gestrest. Inzien hoe belangrijk de vijver is en creatieve oplossingen zijn nodig om dit proces te stoppen en het spel te winnen. Iedereen wint het spel en ervaart opluchting en zelfvertrouwen = **Zorgouders geven veel energie en aandacht aan hun kind vaak ten kosten van hunzelf, waardoor hun (mentale) gezondheid achteruit kan gaan. Ze hebben vooral oog voor hun kind en 'vergeten' daarbij hunzelf. Daarnaast glipt er ook energie weg (door bijkomende emoties). Ze zijn zoekende naar wat te doen en naar de juiste balans in hun leven. De huidige situatie aanhouden op deze manier is onmogelijk en roept frustratie, wanhoop en stress op. Het is belangrijk dat **zorgouders er bewust van zijn dat ze goed voor zichzelf zorgen (Transfer effect 1)** om goed voor hun kind te kunnen zorgen door er eerst **bewust van te zijn dat het een optie is om de situatie te veranderen (transfer effect 2)**. Hiervoor en om unieke uitdagingen het hoofd te bieden is **het ontwikkelen van een creatieve probleem oplossende houding** gewenst (Transfer effect 3).**

Voor digitale versie zie: https://miro.com/app/board/o9J_ISqD-qwo=

X. More recommendations

- To increase the dopamine and thus the motivation during the game, there could be looked into how to trigger more senses during the game. This possibly increases the immersiveness.
- There was considered to have the bowls in houses (create more link with Ontzorghuis), however the lake represents the parent and the parent lives also in the house.
- For the scenario that non-CSN parents join the game: it could help for non-CSN parents for imagining the situation to have a small presentation or video in advance of the game about how it is to be a CSN parent.
- Als facilitator help people immerse into the story entertainment role. Important that the facilitator understands the aim and story and make it a bit their own.

References Appendices

These references are only referred to in the appendices document. For other references see the thesis report.

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