



A Board Game-Based Learning Guide to Promote Screen-Free Family Time



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Play to Disconnect

Code: 2025-1-RO01-KA210-ADU-000356923



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This publication is an English translation of the original guide titled <<Guía de aprendizaje basado en juegos de mesa para fomentar el tiempo en familia sin pantallas>> published in Spanish, with ISBN 978-84-09-86399-0

Title: *Play to Disconnect: A Board Game-Based Learning Guide for Meaningful Offline Family Time*

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First edition, 2026

Place of publication: Valladolid, Spain

This publication has been produced within the framework of the Erasmus+ project

PLAY2DISC – Play to Disconnect: Strengthening Families Through Non-Digital Engagement

Project code: 2025-1-RO01-KA210-ADU-000356923

Coordination: Asociatia Parinti pentru Copii (Romania)

Partner: European Institute for Modern Board Games / Ludus Magnus (Spain)

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How to cite this work (APA 7th ed.):

Herrero, A. J., Herrero-Martín, M., & Lahuerta, A. (2026). Guía de aprendizaje basado en juegos de mesa para fomentar el tiempo en familia sin pantallas. Ludus Magnus.

Available for download at:

<https://www.play2disconnect.com/methodology> and <https://www.ludusmagnus.es/metodo-ludus/>

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WHY BOARD GAMES AS AN ALTERNATIVE TO DIGITAL LEISURE

We live in a time in which technology is an integral part of everyday life and offers undeniable opportunities for learning, communication, and access to information. For this very reason, the aim of this project is not to demonise screens or portray the digital world as an enemy, but rather to **help families restore balance**.



The PLAY2DISC awareness campaign builds on this idea by **promoting responsible digitalisation and providing resources for a more conscious, safe, and healthy use of technology**. Within this framework, board games are presented not as a rejection of the digital world, but as a valuable alternative for **reconnecting face to face, sharing quality time, and strengthening family bonds**.

DISCONNECT FROM DIGITAL LEISURE



- ✓ FEWER SCREENS
- ✓ LESS ISOLATION
- ✓ LESS PASSIVITY

CONNECT WITH WHAT MATTERS, CHOOSE BOARD GAMES

♥ TIME TOGETHER, MEMORIES APART

CONNECT WITH FAMILY



- ✓ MORE CONNECTION
- ✓ MORE COMMUNICATION
- ✓ MORE FUN
- ✓ MORE MEMORIES



STRENGTHENS BONDS



FOSTERS COMMUNICATION



DEVELOPS SKILLS



FUN FOR ALL



CREATES LASTING MEMORIES

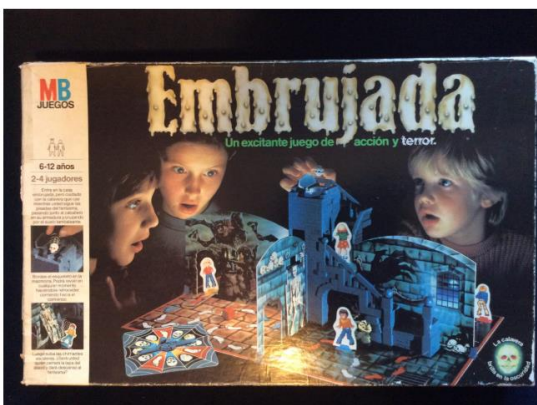
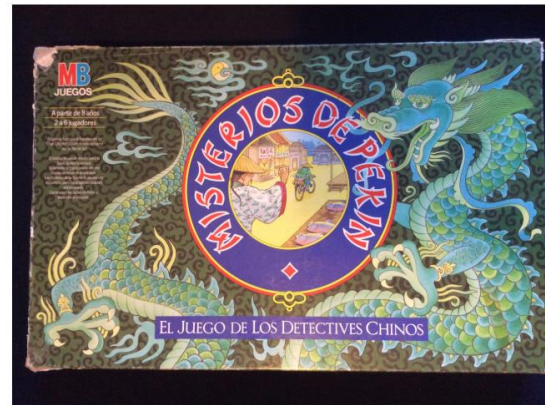


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This conviction is grounded not only in theory, but also in lived experience. In the article *Growing and Growing Up with Board Games*, Azael Herrero, like many of you, reflects on how **playing board games with family and friends during childhood and adolescence** was far more than a form of entertainment: it was a **space for conversation, cooperation, negotiation, and shared enjoyment**. This idea connects closely with the core of this guide: around a table, people do not only play games—they also **learn to listen, to wait, to make decisions together, and to build shared memories**. Board games offer something that is increasingly scarce in everyday life: unhurried shared time, mutual presence, genuine attention, and family cohesion.



Juegos de mesa populares en España en la década de 1980

From a **pedagogical perspective**, modern board games are not merely a form of leisure, but also a context for **active, social, and meaningful learning**. The evidence gathered in *The Power of Board Games* shows that, when a game is well chosen and properly facilitated, it can activate processes such as sustained **attention, working memory, planning, cognitive flexibility, and impulse control**. Moreover, this occurs through a key element of learning: emotional engagement.

Enjoyment is not presented here as a simple add-on, but as the **driving force that sustains participation and makes cognitive and social training possible in a natural way**.

These benefits are not limited to a single age group or context. The same dissemination review reports **positive outcomes both among older adults and among children in school settings**.

Among **older adults**, board games have been associated with improvements in **cognitive functions** and in quality-of-life dimensions such as **emotional wellbeing, interpersonal relationships, and social inclusion**.



In **educational settings**, various studies show improvements in **motivation, collaboration, and executive functions**, and it has even been reported that students who play board games demonstrate **better academic performance**. All of this reinforces the idea that board games, when used intentionally, can become a valuable tool for learning, building relationships, and promoting wellbeing.





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International Journal of Geriatric Psychiatry
RESEARCH ARTICLE
Cognitive training with modern board and card games in healthy older adults: two randomized controlled trials
Verónica Estrada-Plana, Roger Montañera, Ana Ibarz-Estruga, Jaume March-Llanes, Núria Vita-Barrull, Núria Guzmán, Agnès Ros-Morente, Rosa Ayesa Arriola, Jorge Moya-Higueras
First published: 04 December 2020 | <https://doi.org/10.1002/gps.5484>
Mary Ann Liebert
A Part of Sage
Games for Health Journal
Volume 14, Issue 6, 1 December 2020, Pages 456-464
© The Author(s) 2020. SAGE Publications, Article reuse guidelines
<https://doi.org/10.1089/g4h.2020.0197>

Developing Key Competencies in Primary Education Using Modern Board Games
Miriam Herrero-Martin (European University Miguel de Cervantes, Spain), Cristina Aldavero (European University Miguel de Cervantes, Spain), Alfonso Lahueta (European University Miguel de Cervantes, Spain), Luis Carro (University of Valladolid, Spain), and Azael J. Herrero (European University Miguel de Cervantes, Spain)
Source Title: International Journal of Game-Based Learning (IJGBL) 15(1)
Copyright: © 2025 | Volume: 15 | Issue: 1 | Pages: 17
Trends in Neuroscience and Education
Volume 33, December 2023, 100216

Board game-based intervention to improve executive functions and academic skills in rural schools: A randomized controlled trial
Núria Vita-Barrull, Carlos Fernández, Jaume March-Llanes, Núria Guzmán
Learning and Instruction
Volume 95, October 2024, 101946

Do you play in class? Board games to promote cognitive and educational development in primary school: A cluster randomized controlled trial
Núria Vita-Barrull, Verónica Estrada-Plana, Jaume March-Llanes, Pablo Sotoca-Ortega, Núria Guzmán, Rosa Ayesa, Jorge Moya-Higueras

Can Traditional Board Games Prevent or Slow Down Cognitive Impairment? A Systematic Review and Meta-Analysis
Federico Emanuele Pozzi, Ildebrando Appollonio, Lucio Tremolizzo
View all authors and affiliations
Volume 95, Issue 3 | <https://doi.org/10.3233/JAD-230473>
Journal of Alzheimer's Disease

Scientific studies summarised on our blog “The Power of Board Games” by Ludus Magnus

<https://www.ludusmagnus.es/el-poder-de-los-iejuegos/>

Within the framework of PLAY2DISC, this perspective is particularly relevant. The project does not seek to replace technology with nostalgia, nor to establish an artificial opposition between the digital and the non-digital. On the contrary, it is embedded in a **broader strategy of responsible digitalisation**, which includes guides, videos, and resources aimed at **promoting a safer, more balanced, and more conscious use of technology in family life**. In this context, board games represent a concrete **alternative for reclaiming shared time and spaces of presence**: moments to talk, cooperate, take turns, solve small challenges, and enjoy time together.



WHAT IS BGBL METHODOLOGY

The **BGBL** (Board Game-Based Learning), is an educational approach that uses **board games in an intentional, structured, and reflective way to promote meaningful learning, strengthen relationships, and generate high-quality experiences around non-digital leisure**. In the context of this guide, ABJM is applied especially to the **family setting**, where play is understood not only as entertainment, but as an opportunity to live together, communicate, cooperate, and learn as a group.



The PLAY2DISC project presents ABJM as a tool to promote **sustainable non-digital leisure habits, strengthen family cohesion, and foster intergenerational learning**. The project does not simply propose playing more, but playing with purpose: selecting appropriate play experiences, creating spaces for shared interaction, and supporting the process through a clear educational framework.



Beyond play: a structured educational proposal

Playing as a family can be valuable in itself. However, ABJM goes one step further. Its aim is not only to have an enjoyable time, but to turn play into a means of fostering specific processes: **improving communication, training cooperation, learning to respect turn-taking, tolerating frustration, making shared decisions, solving problems, and enjoying quality face-to-face time**.











ABJM differs from what might be described as “playing just for the sake of playing” in that a spontaneous game session may involve enjoyment, but does not always include a clear intention, a careful selection of the game, or a moment to reflect on the experience. By contrast, within the ABJM methodology, play is part of a **proposal designed in advance**. There are **defined objectives, prior knowledge of the group, a**

reasoned selection of games, guidance provided by an adult or facilitator, and a reflective phase that helps give meaning to the experience.

This does not mean turning play into a disguised lesson or stripping it of its natural character. On the contrary, the methodology is based on the idea that **enjoyment, motivation, and participation are essential conditions for learning to emerge in an authentic way**. Educational value does not arise despite play, but precisely because of it.

More than just play

Free play vs ABJM

Free play	ABJM
 <p>1 Immediate fun</p>	 <p>1 Educational intentionality</p>
 <p>2 No defined objectives</p>	 <p>2 Clear objectives</p>
 <p>3 Free and occasional play</p>	 <p>3 Appropriate game selection</p>
 <p>4 No final reflection</p>	 <p>4 Guidance and reflection</p>
 <p>5 No intentional impact</p>	 <p>5 Transfer to home</p>

ABJM turns play into a structured educational experience.



Free play can be valuable, but ABJM adds intentionality, guidance, and educational meaning.

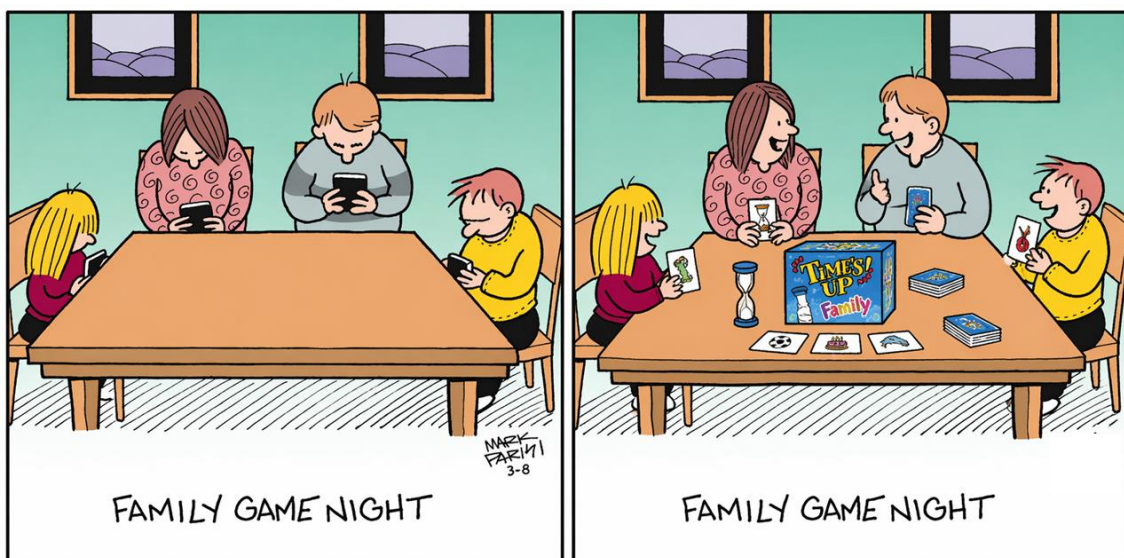
ABJM in the Family Setting

When applied to families, the ABJM methodology understands board games as a privileged **space for connection and shared encounter**. Compared to other forms of leisure that are more solitary, more passive, or more mediated by screens, board games require presence, shared attention, and real interaction. They bring people together around a table, propose a **common challenge or a shared experience**, and invite participants to talk, negotiate, take turns, observe, and enjoy time together.



In this context, learning does not mean acquiring school-based content in a direct way, but rather developing **competencies and relational dynamics that improve everyday coexistence**. A single game session can become a natural training ground for **listening, patience, empathy, and decision-making**. It can also offer **mothers, fathers, children, and even grandparents a shared space** from which to relate on **more equal terms**, grounded in enjoyment rather than solely in rules or obligations.

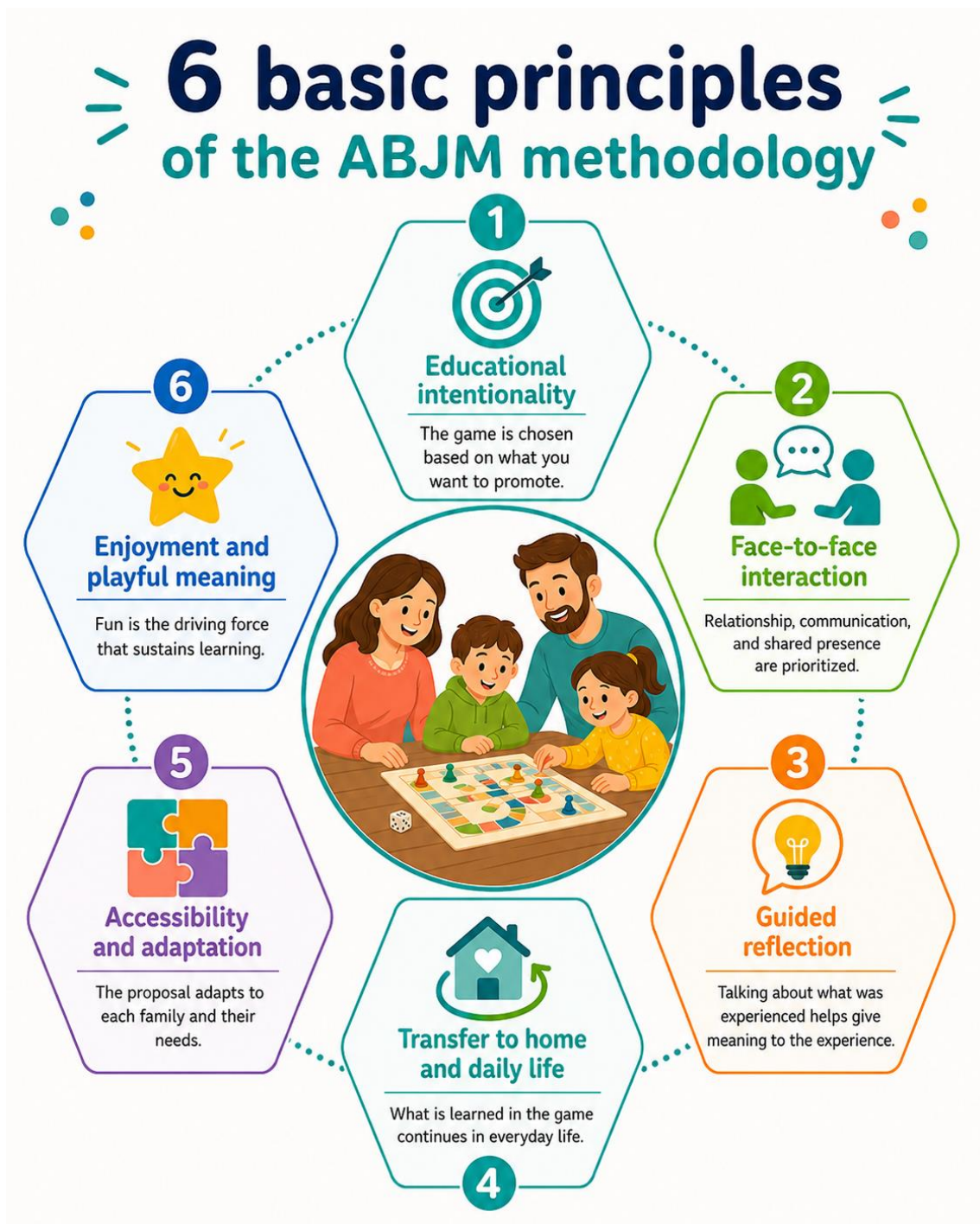
For this reason, the ABJM methodology in the family context does not seek merely to introduce games into the home, but rather to help families transform free time into meaningful shared time.



You decide how you want to spend time as a family

Principles of the ABJM Methodology

The methodology is built upon six core principles that guide the entire approach.



Educational intencionality



Each play experience should respond to a **specific purpose**. At times, the goal may be to strengthen family bonds and cohesion; at others, to foster cooperation, work on emotional regulation, or simply create a positive routine of non-digital leisure. Games are not chosen at random, but rather **according to what one aims to promote**.

Face-to-face interaction



The methodology prioritises face-to-face, **shared experiences centred on relationships**. The richness of board games lies not only in their mechanics, but in what happens between people: how they communicate, how they support one another, how they experience frustration, how they celebrate, and how they resolve small conflicts. Learning how to win and how to lose is also something that needs to be developed within the family context.

Guided debriefing



An important part of the educational value of play emerges when the **experience is verbalised**. This reflection is not always necessary, but it is advisable at least the first times one plays with a new person in the group, when new games are introduced, or simply when we want to give **educational meaning to the act of playing**. This reflective process **helps ensure that play does not remain merely anecdotal, but leaves a lasting impact**.

Transfer to home and everyday life



The methodology seeks to ensure that what is experienced during the game **continues beyond the moment of play**. If a family discovers that cooperation works better than constant competition, that a child needs more time to make decisions, or that sharing an activity without screens **improves the atmosphere at home, then learning begins to transfer into real life**.

Accessibility and adaptability



Not all families are the same, and not all games are suitable for every group. The ABJM methodology starts from the need to **adapt the proposal to the age, experience, group size, available time, interests, and possible specific needs of the participants**. A good game is not the most famous or the most complex one, but the one that best fits a particular family. In any case, there are hundreds of thousands of games available, and the **diversity of games and play experiences fosters engagement and encourages families to keep playing and exploring together**.

Enjoyment and playfulness



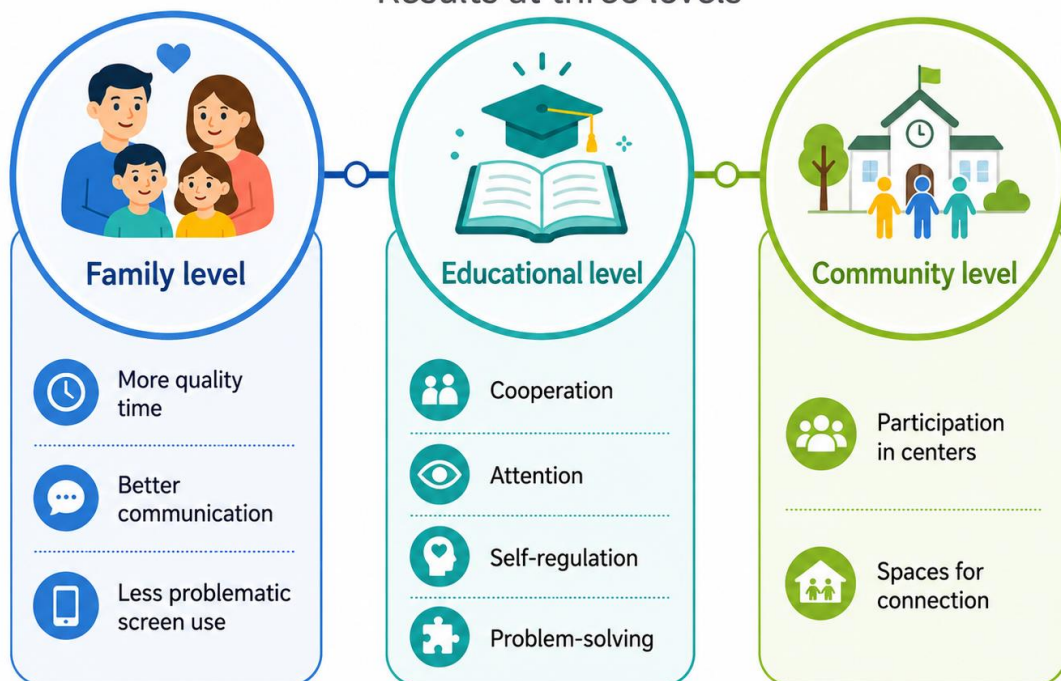
None of the above works if the enjoyment of play is lost. The ABJM methodology does not aim to instrumentalise play to the point of stripping it of fun. **Enjoyment** is not a secondary element: it is the **driving force that facilitates engagement, motivation, and the repetition of the experience**. When a family enjoys playing together, it is much more likely that they will want to repeat the experience and that this habit will become established. Play should never be imposed, and in some cases it is advisable to interrupt the game if a lack of enjoyment or frustration emerges.

LEARNING OBJECTIVES

The ABJM methodology does not aim solely to encourage families to play more, but rather to ensure that this **shared time generates positive and sustainable change**. Within the framework of PLAY2DISC, the objective is to **promote non-digital leisure habits, strengthen family cohesion, foster intergenerational learning, and create experiences that can be transferred both to the home and to the wider community**.

Learning and change objectives

Results at three levels





Family objectives



At the family level, the methodology aims to **increase the amount of quality time shared, improve communication among family members, and offer real alternatives to excessive screen use.** Through play, the goal is to strengthen the bond between adults and children, create positive routines of non-digital leisure, and contribute to a family environment that is closer, more participatory, and more balanced.



Educational objectives



At the educational level, the methodology aims to foster learning outcomes that emerge from the play experience itself, such as **cooperation, attention, self-regulation, communication, decision-making, and problem-solving.** The goal is not to turn every game session into a formal lesson, but to **harness the potential of board games to develop cognitive and social skills in a natural, motivating, and meaningful way.** The methodology also seeks for families and educators to recognise its practical usefulness and to be able to incorporate it easily into everyday contexts.



Community objectives



At the community level, the methodology aims to go beyond the home and encourage family participation in educational centres, workshops, and shared meeting spaces. PLAY2DISC specifically proposes the validation of the methodology in several centres, as well as the creation of stable spaces in Romania and Spain where families can continue playing, learning, and living together within the community. In this way, board games also become a tool for strengthening networks, reducing social isolation, and promoting intergenerational participation environments.



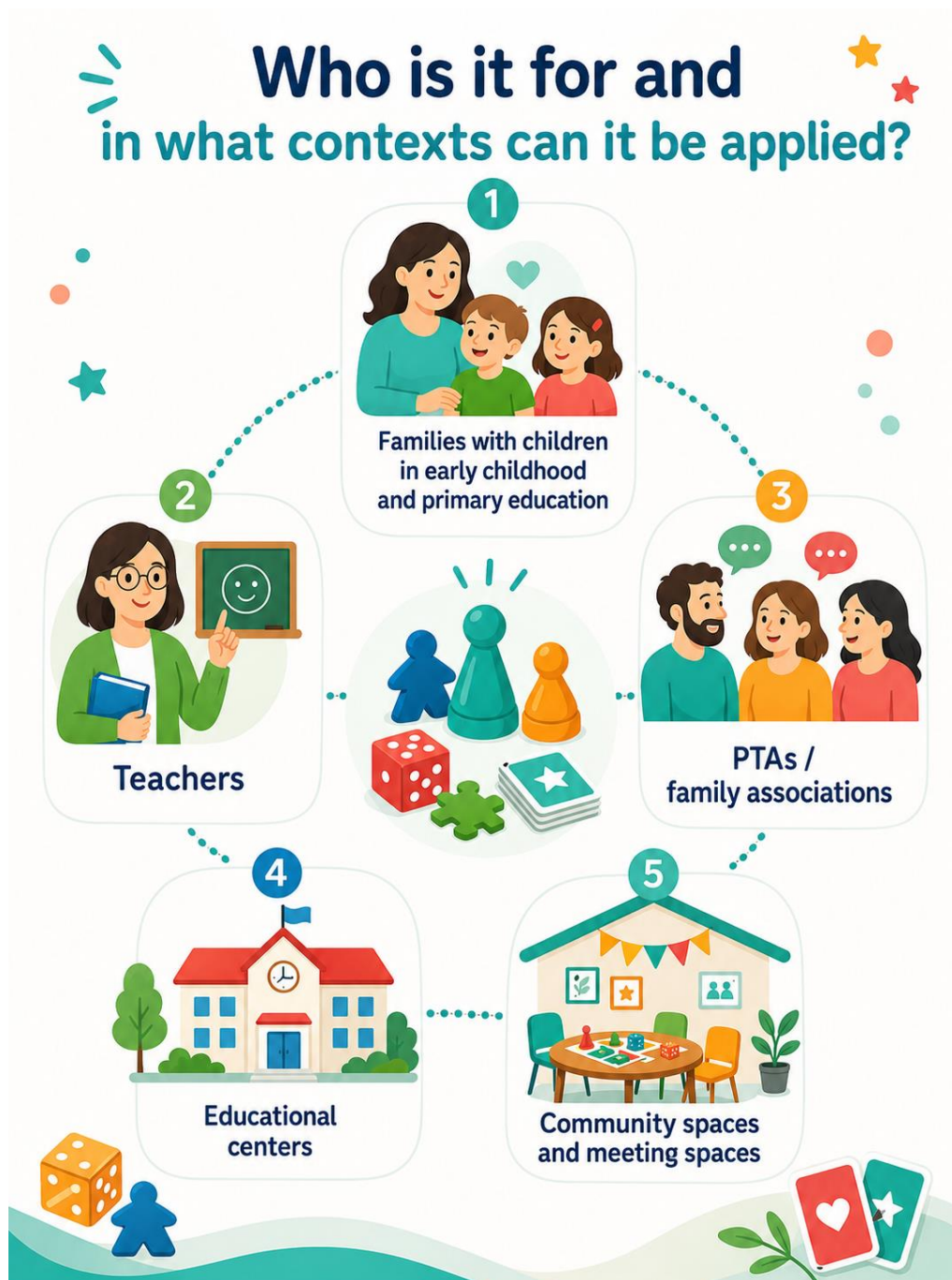
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WHO IS FOR

The following infographic identifies the target groups of the board game-based learning methodology designed to promote screen-free family time.



For board game-based learning to function in a coherent and replicable way, it is advisable to organise each session **according to a fixed sequence**. This structure helps ensure that play does not remain an isolated activity, but becomes an **educational, relational, and assessable experience**.

A six-step framework

To apply these principles in a practical way, the ABJM methodology is organised into **six steps**. This framework serves as a **basis for designing activities, workshops, and family sessions**.



1. Setting objectives

The session begins with **preparation**, before sitting down to play. During this phase, what is to **be addressed or achieved is clearly defined**. In the family context, objectives can be very diverse: spending more time together, offering alternatives to excessive screen use, improving communication, fostering cooperation between siblings, strengthening self-esteem, or simply reclaiming a shared weekly space. Having this point clear helps bring coherence to the rest of the process.



2. Analysing the family group

Before choosing a game, it is important to have a good understanding of the people who will be participating. A family with young children is not the same as one with adolescents; nor is a family accustomed to playing board games the same as one that is just beginning; and neither is a family experiencing ongoing conflict comparable to one in which mutual understanding and positive interactions are the norm.

Analysing the group involves observing **ages, interests, level of experience, available time, possible tensions, attention spans, and expectations**. This step helps avoid common mistakes, such as choosing games that are too complex or not well suited to the family dynamic. It is also advisable to analyse and prepare the space where the game will take place, eliminating potential distractions (e.g. mobile phones, televisions left on, background noise). In some cases, it can be helpful to set a specific playing time (e.g. “We are going to play for 45 minutes”), so that all participants remain focused on playing during that period rather than on other activities.

When **playing with children, it is essential to give them time to think**. Their cognitive processes do not function in the same way as those of adults. Adults should avoid rushing them or making decisions on their behalf. If children feel pressured or made to feel incapable, they will not enjoy the experience, and the intended objectives will not be achieved.



Enthusiasm, interest, and motivation are contagious. In other words, if you want your children to feel enthusiastic, interested, and motivated by the game, it will be difficult for them to do so if you are not.

3. Selecting appropriate games

Once the objectives have been defined and the group is well understood, the games are selected. This selection should take into account not only the recommended age, but also the type of **interaction** each game encourages, its **duration, level of difficulty, number of participants, and the type of experience it generates**. Some games are better suited to cooperation; others to communication, observation, or problem-solving. The ABJM methodology is based on the idea that each game has a different potential and should therefore be chosen with intention and care. Further below, we refer to other publications that provide multiple game references based on these criteria. We also explain the concept of *Flow Theory*, which is essential for selecting games effectively.



4. Developing supporting materials

In some cases, if we want to maximise the educational value of games, it may be necessary to develop **supporting materials** for each game in order for the experience to work more effectively. These materials often include a **pedagogical worksheet** that provides a **brief introduction to the game, adaptation suggestions according to age, questions for discussion at the end, or guidelines to support participants** who become easily frustrated. The aim is not to complicate the game, but to accompany it with resources that facilitate its educational and relational value.



5. Facilitators training

In the family context, the role of facilitator is usually assumed by an **adult**, although it may also be carried out by a **teacher, instructor, or community facilitator**. Facilitating does not mean controlling the entire game session, but knowing how **to introduce it, accompany the process, observe, and sustain a positive group climate**. Attending ABJM training activities helps develop the skills needed to act effectively as a facilitator. The main functions of the facilitator can be understood as follows:



WELCOME: Before starting the game, it is important to create a **positive atmosphere** and situate the participants. This welcoming phase serves to greet those **involved, briefly present the activity, and explain in a simple way what is going to be done and why.**



GAME EXPLANATION: The explanation of the rules should be **clear, brief, and adapted** to the group. The aim is not to detail every exception from the outset, but to provide a **sufficient foundation to begin playing with confidence**. In many cases, it is more effective to explain the general logic of the game, demonstrate an example turn, and address questions as they arise during play. The facilitator's role here is key: presenting the game without overwhelming participants, adjusting the level of information, and ensuring that everyone understands how to play.



GUIDED GAMEPLAY: The game session itself is the core of the activity. During this phase, the facilitator—who may also be a player—**accompanies without intruding**: observing, clarifying doubts, managing time, and ensuring that all participants are able to take part. Depending on the game, it may be necessary to **support turn-taking, balance the participation** of those who speak more, and **help manage small conflicts or moments of frustration**. The goal is not to control the experience, but to sustain an environment in which interaction, cooperation, communication, and enjoyment can develop naturally. Offering occasional positive reinforcement to players is highly recommended to foster a positive play climate.



FINAL REFLECTION: At the end of the session, it is advisable to devote a few minutes to **verbalising the experience**. This reflection can be **brief**, but it helps consolidate the **educational value of the game**. Simple questions may be asked, such as: What was the easiest or most difficult part? How were decisions made? How did each person feel? What helped cooperation work better? What could be done differently next time? What skills do you think this game helps develop? Why do you think mum won?

6. Impact evaluation

Finally, the methodology incorporates an evaluative and **transfer-oriented perspective**. In the family context, this evaluation does not need to be complex. Sometimes it is enough to observe whether the family plays more frequently, whether certain moments of tension are reduced, whether shared screen-free time increases, or whether participants express that they enjoy spending time together more.



Within PLAY2DISC, the evaluation specifically includes pre- and post-questionnaires, observation, feedback, and small follow-up actions in order to assess whether shared quality time increases and problematic digital leisure decreases.

In summary, the ABJM methodology proposes understanding board games as an **educational and relational practice with the potential to transform free time into an experience of connection, learning, and wellbeing**. Its value lies not only in the games themselves, but in the way they are selected, facilitated, and integrated into families' everyday lives.

HOW TO CHOOSE SUITABLE BOARD GAMES

Selecting games carefully is a central decision within the ABJM methodology. Rather than simply choosing popular or visually appealing titles, it is important to select play experiences that align with **educational objectives, the age of the participants, the context in which they will be used, and the type of interaction one aims to promote**. To support this process, it is particularly useful to draw on reference works that have already systematised proposals, adaptations, and criteria for use across different contexts. In the case of this guide, we consider three references especially valuable for school and socio-educational settings, as well as a specific line of work focused on higher education.



Key references fo BGBL



A first key reference is *En clase sí se juega*, by Manu Sánchez Montero, a well-established work closely linked to sustained teaching practice, offering a wide range of materials and resources for bringing play into the classroom. The book explains Board Game-Based Learning through more than **100 example games designed to develop content, competencies, and learning situations in early childhood and primary education**. The philosophy of “A School of Games” presents play as a teaching resource, a methodology, and a socialising tool, integrated across different areas of the curriculum and at all educational levels. For this reason, this work is particularly useful when seeking games linked to specific competencies, subject areas, and educational stages, and when aiming to make a selection with a clear pedagogical intention.



A second highly valuable reference is *Juega y crece: Board Games as a Resource for Skills Development*, promoted by the Institute of Youth of Extremadura. This guide is based on **applied experience and is presented as a reference and guidance tool grounded in real results**. The project worked with more than 700 young people aged between 10 and 17, selected 18 board games, and developed a game profile for each one, including technical information, guidelines for explanation and supervision, the skills each game could enhance, and questions for subsequent reflection.



A third work well worth considering is *50 Didactic Applications Based on Games*, by Juan Carlos Ruiz Arroyo, Lucía Olivar Castrillejo, and Pedro Giraldo Granados. It is presented as a practical guide featuring **50 ready-to-use proposals, conceived as a reference manual for ongoing consultation rather than as a one-time read**. The descriptions highlight that each proposal can be adapted to different subjects and educational levels, and include guidelines on objectives, materials, implementation, evaluation, and possible extensions. This makes the work particularly useful for educators seeking to bring game-based approaches into the classroom in a highly practical way. This publication is especially appropriate when the priority is not so much to select an individual game, but to have access to already structured examples of didactic implementation.

University Education



Finally, in the context of higher education, it is worth including the proposal derived from the study conducted by the LudIA research group at UEMC on **transversal competences, teamwork, and social skills**. In this quasi-experimental intervention, applied to university students, a 12-week programme consisting of 24 sessions was developed, based on collaborative and cooperative games, hidden-role games, and murder-mystery formats, supported by expert facilitation and structured debriefing. The games used included titles such as *Forbidden Island, Pandemic, Horrified, Unlock!, Magic Maze, The Resistance: Avalon, Secret Hitler, Blood on the Clocktower, and Mystery Party in the Box*.

The results showed improvements in **social skills, attitudes towards teamwork, and teamwork competence**. While this proposal should not be transferred automatically to family contexts, it nevertheless offers a highly valuable reference for adult groups, university settings, facilitator training, or team-building contexts.

Flow Theory

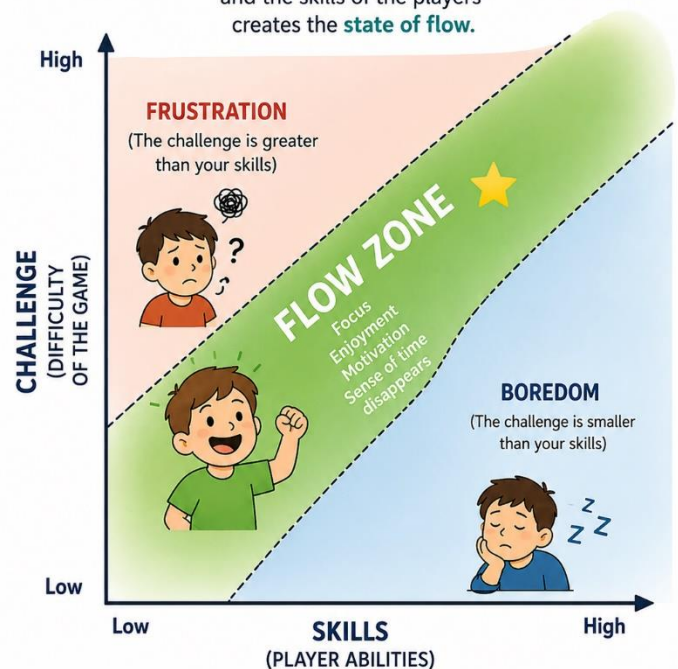
One of the key factors for a board game session to be truly meaningful is selecting games whose level of challenge is aligned with the players' skills and experience. Psychologist **Mihaly Csikszentmihalyi** explains this balance through *Flow Theory*: **when a game's difficulty exceeds our abilities, we experience frustration; when it is far below them, boredom arises.**

However, when both variables meet at an optimal point, we enter a state of flow—an experience of **deep concentration, enjoyment, and intrinsic motivation that makes time pass quickly and encourages us to keep playing.** Choosing a board game that is not suitable for your children or your family can lead to unintended effects and reduce willingness to play in future occasions.

When playing with young children, we often choose games that are more motivating for them than for adults. At other times, especially with adults who have extensive experience with board games, more complex games may be selected, with rules adapted as needed. Occasionally, we may wish to test our children to see whether they are ready for more complex games. If frustration or demotivation appears, it is better to set that game aside and choose another game or activity. Quite simply, the child may not yet be ready for that challenge—and that is not a problem. The important thing is to recognise it and respond accordingly.

THE FLOW THEORY by Csikszentmihalyi

The balance between the challenge of the game and the skills of the players creates the **state of flow**.



KEY: Choose games that offer a challenge appropriate for all players.

This way, everyone will enjoy and want to keep playing.

Steps for board games selection

Based on all of the above, game selection should always take into account several key aspects:

OBJECTIVE:

We would not choose the same game if our aim is to work on communication, cooperation, attention, emotional regulation, or problem-solving. If the goal is simply to have fun, we might opt for a party game¹; if we want a shorter challenge, we might choose a filler²; and if we are looking for a greater challenge, we would turn to more complex mechanics.

AGE AND GROUP MATURITY:

This involves considering not only the manufacturer's age recommendation, but also the level of reading, abstraction, negotiation, or tolerance for frustration that the game requires.

TYPE OF INTERACTION:

Within the PLAY2DISC framework, games that encourage conversation, mutual support, shared decision-making, and quality face-to-face time are particularly valuable. It is also important to consider factors such as game duration, clarity of rules, number of players, adaptability, accessibility, available space, and the game's potential to prompt reflection afterwards or facilitate transfer to the home context

¹ Games designed for relatively large groups, with simple rules, high levels of social interaction, and a light-hearted tone, primarily oriented towards communication, humour, or shared participation.

² Short, light, and easy-to-explain games, often used as quick experiences, introductory activities, or transitional games, which allow for agile play without a heavy ruleset or extensive preparation.

How to select the right games

Decision tree for choosing the most suitable game



The best game is not the most famous, but the most suitable for the goal, the group, and the context.



Play to Disconnect



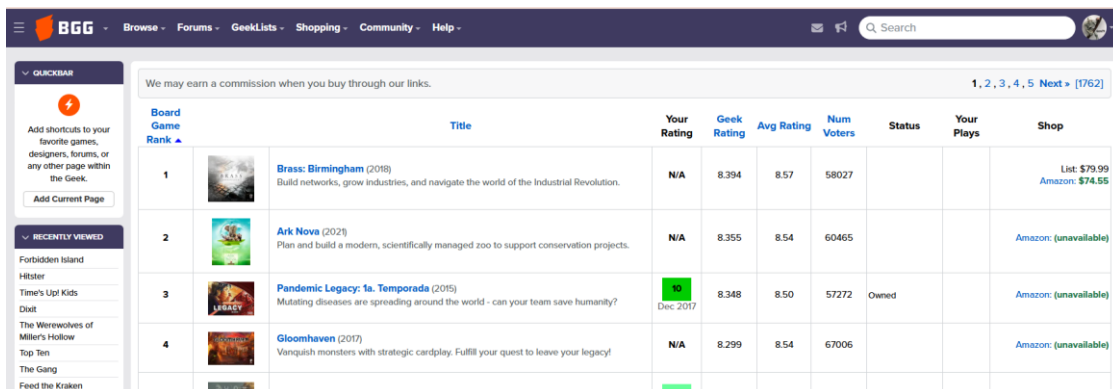
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The following table offers general guidance. While it does not replace the facilitator’s judgement, it can be used as a first guide to adapt the game to the context and the people involved.

Age / Context	Recommended Type of Games	Illustrative Examples
Children (3–5 years)	Very visual, manipulative, short games with simple rules, little text, and significant adult support. Best if they work on recognition, classification, turn-taking, fine motor skills, and basic language.	<i>Animal Upon Animal, My First Orchard, Bearzzz, Blurble, Story Cubes, Dobble</i>
First Primary Cycle (6–8 years)	Games of observation, memory, vocabulary, basic calculation, spatial orientation, and simple cooperation. It is advisable to prioritize short sessions and very clear explanations.	<i>Ghost Blitz, Kaleidos Jr, Eurodomino, Stone Age Junior, Potion Explosion, Speed Cups, Tokyo Train, The Magic Labyrinth</i>
Second and Third Primary Cycle (9–12 years)	Games with more decision-making, deduction, communication, planning, and problem-solving. Games with small strategic challenges or verbal expression can fit better.	<i>Perfect Words, Quick Stop, 50 Mysterious Cases of Sherlock, The Key, Unlock! Kids, Dog crimes, Draftosaurus</i>
Secondary	Games with a higher load of argumentation, negotiation, complex cooperation, critical thinking, or creativity. Games that allow for debate and subsequent reflection also work well.	<i>Codenames, Dixit, Time’s Up, Just One, Unlock!, Break the code, Deductio, Hanabi, Magic Maze, Once Upon a Time</i>
Families with Children of Various Ages	Accessible games, quick to explain, with high face-to-face interaction and adaptability. Best if they favor conversation, turns, cooperation, or shared humor.	<i>Just One, Time’s Up Family, Sushi Go!, Hogwarts Battle, Interferences, Unanimous, Sketch Hunt, Zombie Kids Evolution</i>
PTAs, Associations and Community Spaces	Games that are easy to table, inclusive, with flexible participation, and good group facilitation potential. Avoid rules that are too dense in the first sessions.	<i>Just One, Codenames, Dixit, Time’s Up Family, Concept, Catan, Ticket to Ride, Bohnanza, Mysterium</i>
Youth and Educational Leisure	Games that allow for working on social skills, cooperation, emotional management, communication, and subsequent reflection. Especially useful are those that allow for a pedagogical sheet or final debrief.	<i>The Mind, Hanabi, Codenames, Dixit, Forbidden Island, Top Ten</i>
Higher Education / Adult Training	Collaborative, cooperative, hidden role, and mystery games, when looking for teamwork, social skills, decision-making, leadership, and communication. They require facilitation and a final debrief.	<i>Pandemic, Horrified, Unlock!, Point of View, Magic Maze, The Resistance: Avalon, Secret Hitler, Blood on the Clocktower</i>
Facilitator Training or Team Building	Games that make coordination, communication, conflict management, trust, and interdependence visible. Best in guided sessions and with structured reflection.	<i>Rescue, The Resistance: Avalon, Blood on the Clocktower, Murder Mystery Games, Feelinks, Emotio, Unanimous Party, Hitster</i>

COMPETENCIES AND DIMENSIONS DEVELOPED BY EACH TYPE OF BOARD GAME

One of the most common mistakes when discussing board game-based learning is to assume that competencies depend solely on the specific game title. In reality, what most strongly shapes a game's educational potential is not only its name, but how it is designed: **what it requires from players, the type of interaction it generates, the level of planning it demands, its duration, the number of players it works best with, and its level of complexity.** For this reason, within this project it is particularly useful to complement recommendations from pedagogical literature with a reference tool such as *BoardGameGeek*³ (BGG), a specialised **database** and community that serves as a key reference for board and card games, featuring millions of ratings, reviews, images, and other community-generated content.



Board Game Rank	Title	Your Rating	Geek Rating	Avg Rating	Num Voters	Status	Your Plays	Shop
1	Brass: Birmingham (2018) Build networks, grow industries, and navigate the world of the Industrial Revolution.	N/A	8.394	8.57	58027			List: \$79.99 Amazon: \$74.55
2	Ark Nova (2021) Plan and build a modern, scientifically managed zoo to support conservation projects.	N/A	8.355	8.54	60465			Amazon: (unavailable)
3	Pandemic Legacy: 1st Temporada (2015) Mutating diseases are spreading around the world - can your team save humanity?	10 Dec 2017	8.348	8.50	57272	Owned		Amazon: (unavailable)
4	Gloomhaven (2017) Vanquish monsters with strategic cardplay. Fulfill your quest to leave your legacy!	N/A	8.299	8.54	67006			Amazon: (unavailable)
	Dune: Imperium - Initiative (2022)	10						

BoardGameGeek. A globally recognised reference website for board games.

³ BoardGameGeek. (s. f.). *BoardGameGeek*. <https://boardgamegeek.com/>



BGG utility

BGG can be understood as a large game database that allows users to consult highly useful **technical and community-based information for making informed game selections**. Each game is associated with a profile displaying different fields, such as **minimum and maximum number of players, minimum age, minimum and maximum playing time, category, mechanics, family, and weight or complexity**, among others.

For this guide, BGG can serve a particularly valuable function: helping to move from an intuitive game selection process to a more reasoned and well-justified one. Thanks to its structure, it makes it possible to assess whether a game is suitable for a family, school, youth, or adult context, and facilitates linking design features with dimensions such as cooperation, communication, attention, emotional regulation, problem-solving, or social interaction.

The usefulness of BGG lies not only in discovering titles, but also in helping users “read” games through their **structural features**. From the ABJM methodology perspective, there are at least **five types of information that are particularly relevant**:

What useful information does BGG provide?



The screenshot shows the BGG website interface for the game 'Forbidden Island (2010)'. The page is annotated with numbered callouts (1-9) pointing to specific information:

- 1 Game Title**: Identifies the game and its edition. (Points to the title 'Forbidden Island (2010)')
- 2 Player Count**: Helps to know if it fits for family, classroom, or group. (Points to '2-4 Players')
- 3 Playing Time**: Orients on the duration and viability of the session. (Points to '30 Min Playing Time')
- 4 Recommended Age**: Indicative reference for the group. (Points to 'Age: 10+')
- 5 Complexity (Weight)**: Indicates the approximate difficulty level. (Points to 'Weight: 174 / 5 Complexity Rating')
- 7 Mechanics**: Info about how it's played (cooperative, hand management, etc.). (Points to the 'Description' section)
- 8 Categories**: Orients on the theme or type of experience. (Points to the 'Classification' section)
- 9 Families**: Helps to place the game within related lines or series. (Points to the 'Family' section)

The game page includes the following details:

- Game Title**: Forbidden Island (2010)
- Rank**: Overall 1090, Family 350
- Rating**: 6.8
- Players**: 2-4 Players (Community: 1-4 - Best: 4)
- Playing Time**: 30 Min
- Age**: 10+ (Community: 9+)
- Weight**: 174 / 5 Complexity Rating
- Alternate Names**: Forbidden Island (328) + 22 more
- Designer**: Matt Leacock
- Artist**: C. B. Cango
- Publisher**: Gamewright

Description

Forbidden Island is a visually stunning cooperative based game. Instead of solving by competing with other meat-wheat prey by constant games, everyone must work together to win the game. Players take turns moving float games around the "Island" which is built by arranging the many beautifully surreal, porous Mers before sifone play begins. As the game progresses, more and more Island tiles sink, becoming unusable, and the pace increases. Players use strategies to keep the Island from sinking, while trying to collect treasures and items. As the water level rises, it gets more difficult-sacrifices must be made.

What causes this game to truly stand out among co-op and competitive games alike is the extreme detail that has been paid to the physical component of the game. It comes in a sturdy and organized tin of good shelf storage size. The plastic treasure pieces and wooden pawns are well crafted and they fit just right into the box. The cards are durable, well printed, and easy to understand. The Island tiles are the real gem; they are screen-printed with vibrant colors, each with a unique and pleasing image.

With multiple levels of difficulty, different characters to choose from to each with a special ability of their work, many optional Island formats and game variations available. Forbidden Island has huge replay value. The game can be played by its few as two players and up to four (though it can accommodate five). More players translates into a faster and more difficult game, though the extra lines can make off five difference. This is a fun game, tricky for players of almost any age. Selling for under twenty dollars, eddy, Forbidden Island is a rare game of both quality and affordable price.

For those who enjoy Forbidden Island, a follow up prequel by Gamewright titled Forbidden Desert was released in 2013.

AWARDS & HONORS

- 2020 Guldbrännen Best Family Game Nominee
- 2011/2012 Boardgames Australia Awards Best International Game Nominee

CLASSIFICATION

- Type**: Family
- Category**: Adventure, Fantasy, Science Fiction
- Mechanism**: Action Points, Cooperative Game, Events, Grid Movement, Hand Management
- Family**: Components: Dynamic, Event Beards, Containers: Tin/Metal Box

Mechanics



BGG maintains a system for classifying game mechanics and allows users to navigate through them, including, for example, **cooperative games, deduction games, drafting, limited communication, real-time play, hand management, or dice movement**. This classification can be highly useful, as mechanics often **anticipate which cognitive and social processes** are most likely to emerge during gameplay.

Number of players



Knowing whether a game works well with **2, 4, 6, or 8 players** affects its suitability for family, **classroom, or meeting-space contexts**. In family or community-based intervention settings, this information is essential to avoid choosing games that, although very good, do not fit the actual size of the group. Users often assess the optimal number of players beyond the publisher's recommended range.

Game duration



Within PLAY2DISC, the focus is **on quality family time and repeatable experiences**, which makes it especially important to distinguish between 15-minute games and games lasting 90 or 120 minutes. Game duration **affects attention span, fatigue, the likelihood of repeating the experience, and accessibility for younger ages**.

Weight



BGG uses a scale from **1 to 5 to indicate a game's weight or complexity**. Although this measure is only indicative, it can be very helpful in avoiding titles that are too demanding for a novice group or too simple for an experienced adult group.

Categories and families



They have less direct pedagogical value than mechanics, but they help identify the type of experience involved: **thematic, historical, detective-based, children's games, party games, abstract games, and so on**. This can guide selection according to the group's interests, the tone of the session, and the potential for initial motivation.

Beyond this basic information, users can also check whether a game has a Spanish-language edition, download support files for different games, or consult specific queries in the forum.



Mechanics-competencies relationship

This guide puts forward a key idea: competencies are not automatically “contained” within a game, but **certain mechanics make the emergence of specific processes** more likely.

Cooperative or collaborative board games

They foster communication, coordination, active listening, shared decision-making, and mutual support, as the group pursues a common goal. In the higher education study mentioned above, mid-week sessions focused on cooperative and collaborative games, which were associated with more favourable changes in social skills, attitudes towards teamwork, and teamwork competence.



In addition, the article distinguishes between **collaborative games**, in which other players may **suggest actions to the active player**, and **cooperative games**, in which each participant **acts with greater independence during gameplay**.

Hidden-role board games

Hidden-role games tend to activate, in particular, **argumentation, social reading, deduction, emotional regulation, and the management of disagreement**.



In the same study, it is explained that these games pit two factions against each other: a minority group with privileged information and a majority group that must rely on discussion, social inference, and coordination to identify the opposing side. For this reason, this type of game can be especially useful when the goal is to develop **strategic communication, reasoned suspicion, listening skills, and the analysis of others' behaviour**.

Murder mystery

Narrative mystery games can **foster information interpretation, the shared construction of hypotheses, oral expression, listening skills, empathy, and evidence-based argumentation.**

The university study describes how, in these formats, participants reconstruct a fictional event based on partial information distributed across different roles, evaluating accounts, cross-checking alibis, and generating hypotheses under a certain degree of time pressure.

This structure makes them particularly valuable tools for **working on structured dialogue and social reasoning.**



Real-time board games

Games involving time **pressure or countdown mechanics** tend to activate **sustained attention, rapid coordination, self-control, and stress management.**



Action-planning board games

Games focused on action planning, action selection, or hand management tend to activate **anticipation, prioritisation, strategic thinking, and problem-solving.**



Limited-communication board games

Limited-communication or gesture-based communication games can be particularly useful for developing **expressive precision, attentive listening, and the interpretation of shared signals.**



These associations should not be understood as fixed formulas, but rather as useful **methodological guidelines for making more informed selections. Here we have discussed only some mechanics;** however, there are currently **192 different mechanics registered.** Games can be searched by mechanics, and entries can be sorted by ranking or by the number of users who own the game. This often helps **identify which games are considered better by the community or which are more popular.**



Game Mechanics and Competencies

Guideline relation between game characteristics and skills they can foster

Mechanic	Competencies					
	Communication	Cooperation	Attention	Self-regulation	Problem Solving	Social Thinking & Argumentation
 1. Cooperative / collaborative	Communication	✓	●	Communication	✓	Social Thinking & Argumentation
 2. Hidden roles / social deduction	✓		●	✓		✓
 3. Narrative / mystery	✓		●	Self-regulation	✓	✓
 4. Real time	●	●	✓	✓		
 5. Planning / hand management			✓	●	✓	
 6. Limited communication	✓	✓	✓		●	



The mechanics guide game selection, but the educational impact also depends on facilitation, adaptation, and final reflection.

PRACTICAL SESSIONS WORKSHEETS

The following worksheets are designed as **session models** for **families, educational centres, and community spaces**. They are not intended to cover all possible **applications of the ABJM methodology**, but rather to provide a **clear and adaptable structure** that can be used in the project's workshops and in future replications. All of them share the same template in order to promote **methodological coherence, facilitate comparison between sessions, and support evidence collection**.

These worksheets should also be understood as illustrative examples whose main value does not lie in reproducing them verbatim, but in helping to understand how the ABJM methodology is implemented in a real session. Their purpose is to show, in a **practical way, how objectives, game selection, adult facilitation, final reflection, and evidence collection are articulated within a coherent proposal**. Although making full use of their potential may benefit from some basic experience or training as a facilitator, any family can gain a clear understanding of what this methodology involves through these worksheets and use them, at least partially, as inspiration for organising their own shared play moments. This interpretation fits well with the PLAY2DISC project, which presents the methodology as a structured yet transferable approach for families, educational centres, and community spaces, and with the quality plan, which emphasises clarity, usefulness, and real applicability of the materials for the target groups.

All worksheets follow the **six-step framework presented on page 14 of this guide**. It is recommended to record some basic evidence from each session, such as participation, group climate, enjoyment, cooperation, or intention to repeat the experience. This is consistent with the evaluation and quality approach envisaged within the project.

REDISCOVERING SHARED PLAY	
1 Objective	Generate a positive first moment of family encounter through play.
2 Analyze family	<p>Family with 2 children in primary education. Social pressure because some classmates already have mobile phones. We want to find a daily time to do something together as the 4 of us.</p> <p>Participants and ages: 2 adults and 2 children (8 and 11 years old)</p> <p>Available time: 30 – 45 minutes</p>
3 Selection of games	We opt for 'party' type games to favor this objective. Eg: Time's up! Family, Sketch Hunt, Interferences.
4 Support material	<p>We create a sheet to record the reflection individually in writing after playing, and then share it.</p> <p>The adult has a sheet at hand, if necessary, to record observations during the game to be commented on after the session.</p>
5 Facilitator	It will be the adult who takes on the responsibility of organizing the session, explaining the rules of the game, resolving doubts before and during the game, coordinatng the reflexion. It is advisable that this role rotates. Even later, this responsibility can be given to the children, with the adult acting as a guide.
6 Final reflection	How have you felt during these 45 min? What has been different from what we do during the rest of the day? What did you like most? What moment of the would you highlight? How would you explain to another person how to play?

WE COMMUNICATE BETTER	
1 Objective	Favor the listening, the verbal and non-verbal expression and the respect for turns.
2 Analyze family	<p>Family that gathers on weekends at the grandparents' house and wants to use the 'sobremesa' to make everyone feel important and that no one feels set apart or excluded.</p> <p>Participants and ages: 2 adults, 2 seniors and 2 adolescents</p> <p>Available time: 60-75 minutes</p>
3 Selection of games	We opt for games with storytelling, verbal and non-verbal communication, negotiation. E.g.: Once Upon a Time, Bohnanza, Catan, Hanabi, Tokyo Train.
4 Support material	<p>We create a sheet to record the reflexion individually by scriting after playing, and then sharing it.</p> <p>An adult has a sheet at hand, if necessary, to record observations during the game that should be commented on after the session.</p> <p>Check that the seniors can read well the information of the game components.</p>
5 Facilitator	<p>Ensure that both young people and seniors unterstend the rules well.</p> <p>Encourage creativity and give positive reinforcements to those who need it most. In some of the proposed gaeges, give the necessary time to each player to make decisions.</p>
6 Final reflection	<p>Intentionally ask someone what they thought of the creative ability of another family member, what would they highlight. How have you felt?</p> <p>Have you felt listened to and understood? What happens regarding these questions in our family in other contexts?</p>

COOPERATE TO ACHIEVE A COMMON CHALLENGE		
1	Objective	Working cooperation, mutual help and shared decision making
2	Family analysis	<p>Divorced parent who has their daughter on alternate weeks.</p> <p>Participants and ages: 1 adult and 1 girl (10 years)</p> <p>Available time: 60-90 minutes</p>
3	Selection of games	We opt for collaborative games that work well for 2 Players. Ex: Forbidden Island, Harry Potter: Hogwarts Battle, Unlock Kids.
4	Support material	<p>We create a sheet to record the reflection individually in writing after playing, and then share it.</p> <p>The adult has a sheet at hand, if necessary, to record observations during the game that should be discussed after the session.</p>
5	Facilitator	You are alone with your daughter. There is no rush in understanding the games. Make sure she understands the rules well before starting to play. Remind her of some rules during the game. Ask her sometimes what she thinks about you making a certain decision. Make her feel important. Occasionally, have explain to you the decisions she makes. Do not make decisions for her, do not rush her, do not correct her (unless she proposes something that the rules do not allow). Set an example with your behavior when you are winning and when you are losing.
6	Final reflection	How did you spend the time? What do you think is important in this game in order to win? Do you think that winning or losing depends more on chance or on the decisions we have made? If we lose, how should we not behave? If we win, what behaviors should we have and which should we avoid?

ARGUE, LISTEN, RESPECT	
1 Objective	Work on argumentation, listening, social thought, deduction, power of conviction, and emotional regulation.
2 Analizar familia	<p>Group of cousins of different ages who meet on specific dates.</p> <p>Participantes y edades Between 8 and 10 cousins from 14 to 22 years old.</p> <p>Tiempo disponible 90 – 120 minutes</p>
3 Selección de juegos	We opt for hidden role games, which work well for more than 6 players. E.g.: The Resistance: Avalon, Werewolves of Miller’s Hollow, Secret Hitler, Blood on the Clocktower (if the group has experience).
4 Material de apoyo	In these games, especially in Blood on the Clocktower, a summary sheet of charanjer abilities that might be in play is essential.
5 Facilitador	Hidden role games imply that several players will lie and impersonate other charanjers. Sometimes it is worth starting by saying that what happens in the game, stays in the game. Due to a debate moment in each round, it is important for the facilitator to act as a moderator to give speaking turns and ensure that the same people don’t always monopolize argumentation. It is crucial not to interrupt when someone is speaking and to respect moments of silence, such as votes. The facilitator/moderator must be visible and respected.
6 Reflexión final	These jueges always lead to a spontaneous reflexion on how the round went when hidden roles are revealed. This space can be used to highlight behoviors, make suggestions, clarify potential misunderstandings, and see transfers to other contexts.

GUIDELINES FOR FACILITATORS, EDUCATORS AND FAMILIES

Within the ABJM methodology, the role of the adult is decisive. Not only because adults select the game or prepare the space, but also because they set **the tone of the experience, help all participants find their place, and give meaning to what has been experienced at the end of the session**. In PLAY2DISC, board game workshops are conceived precisely as **guided experiences in which families participate alongside adults who provide guidance, observe, and accompany the process, while the facilitator acts as a key agent in reinforcing the continuity of play beyond the workshop and in presenting play as an engaging alternative form of non-digital leisure**.



How to explain without over-guiding

A good explanation does not aim to say everything, but rather to enable the group to **start playing with confidence**. In most cases, it is advisable to first explain the general objective of the game, then the basic turn logic, and finally only those rules that are essential to begin. When explanations are too detailed—especially with groups of children or people who are not used to playing—attention tends to drop before play even starts, and the experience loses its freshness.



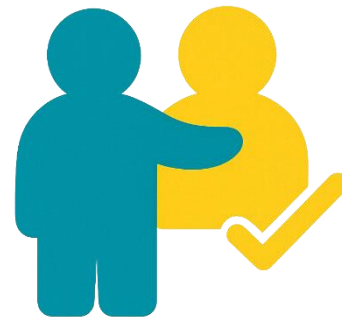
Brief explanations usually work better when accompanied by a simple example or a trial turn. Afterwards, as questions arise, the adult can clarify what is needed without interrupting the flow excessively. The priority should not be strict adherence to the rules from the very first moment, but ensuring that the group understands enough to engage in the experience with confidence.

It is also important to **resist the temptation to constantly suggest what the best move would be**. If the adult anticipates every decision, the group stops exploring, making mistakes, and learning. Explaining well does not mean thinking on behalf of others, but providing a clear foundation that allows them to act independently.



How to support without taking over

Supporting effectively means being **present without taking up too much space**. The adult **observes, identifies who may need support, helps resolve blockages, and takes care of the group climate**, while avoiding taking ownership of the experience. In family contexts, this is especially important: if parents or educators correct everything, rush each turn, or immediately resolve every question, play ceases to be shared and becomes externally directed. Attention should be paid to ensuring that everyone is enjoying the experience and feels heard and valued.



A useful reference here is the same logic presented in the responsible digitalisation guide: it is not about invading or excessively monitoring, but about providing active support. Just as technology use should be supervised without undermining autonomy, play should be supported without removing protagonism from those who are playing.

Supporting without invading **also means leaving room for mistakes**. Making mistakes is part of playful learning. In many cases, an imperfect game experienced with autonomy has greater educational value than a flawless game that is constantly directed by an adult.



How to manage frustration, conflict and age gap

Every game generates emotions. At times, enthusiasm and joy emerge; at others, frustration, anger, disappointment, or conflict.

None of these should be understood as a failure of the session.

On the contrary, they are **part of the educational potential of play, provided that the adult knows how to accompany them appropriately.**

When frustration arises, the first step is to help name it without ridiculing it. Phrases such as *“I understand that this upset you”* or *“sometimes losing is hard too”* are often more helpful than *“it’s easy peasy”* or *“don’t be like that.”*



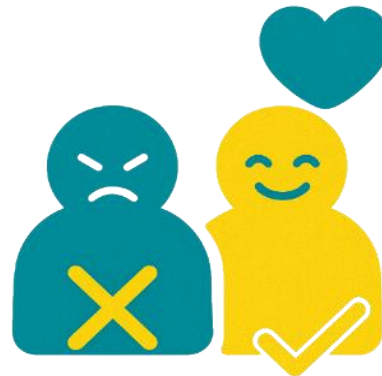
The goal is not to deny the emotion, but to help regulate it. In this sense, play offers a **highly valuable context for practising patience, waiting, self-control, and tolerance of frustration**—precisely some of the skills that the project seeks to strengthen through non-digital, face-to-face activities.

In **situations of conflict**, it is useful to distinguish between **rule-based conflict** and **relationship conflict**. If the issue is a rules question, it is usually enough to clarify it and continue. If the problem relates to tone, teasing, anger, or an unequal distribution of speaking time, the adult should intervene to restore respect and remind participants that the relationship is more important than the outcome of the game.

Age differences also require attention. Playing with people of similar ages is not the same as playing with siblings, parents, or intergenerational groups. In such cases, it is often helpful to **choose more accessible games, create adult-child pairs, reduce strategic demands, or introduce small supports to balance the experience**. It is not always necessary for everyone to compete under the same conditions; sometimes it is preferable to adapt the activity so that all participants can engage meaningfully.

Learning how to win and lose

One of the most valuable learnings that emerges from play is practising fair play—that is, playing with **respect, sportsmanship, and appreciation for the shared experience**. Learning how to win without humiliating others and how to lose without disrupting the experience is part of this style of play that is worth cultivating within the family. **Winning should not become an excuse to ridicule someone who has been less successful, nor should losing be experienced as something unbearable.** On the contrary, recognising another person’s good move or acknowledging one’s own mistake are valuable, mature, and commendable gestures, as they demonstrate respect for both the game and the people involved.



The adult plays a crucial modelling role here: the way an adult celebrates, accepts a mistake, or reacts to defeat teaches more than any speech.

The responsible digitalisation guide emphasises the value of family modelling and the importance of coherence between what is asked of children and what adults themselves do. The same principle applies here: if an adult expects calmness, respect, and sportsmanship, these attitudes must also be demonstrated during gameplay. In practice, this means reinforcing statements such as “you played well,” “I liked how you thought through that decision,” “that was a very good move,” or “next time we can try a different strategy,” rather than focusing all attention on who won.

At the end of the game, moreover, the **most important aspect should not be who won or who lost, but the experience that was shared together**. **Post-game conversations** are much richer when they focus on how the game was played, which decisions were interesting, what feelings the game generated, which mechanics were most enjoyable, or what could be done differently next time. This **shared reflection** always adds more value than dwelling on victory or seeking excuses for defeat. When the process is valued as much as the outcome, **play becomes a safer, more educational, and more enjoyable space for everyone**.



How to conclude the session with a debriefing

An ABJM session does not end when the game is put away. It is advisable to devote a few minutes to verbalising what has been experienced. A long or solemn reflection is not necessary; a few **well-chosen questions are enough to help consolidate the experience.** This part is important because it allows play to **move beyond being merely an enjoyable activity and become an opportunity for learning and transfer.**

In PLAY2DISC, workshops are designed as sessions that combine **gameplay debriefings about teamwork, communication, and problem-solving.** The quality plan also includes observation, questionnaires, feedback, and evidence collection during implementation. For this reason, the reflective closing is not an optional add-on, but a component that is fully consistent with the project's overall methodology.

Some useful questions may include:

- ★ Did you enjoy it?
- ★ What was the easiest part and what was the most difficult?
- ★ How did we communicate during the game? (tone, frequency of communication, questions, encouragement, complaints...)
- ★ What could we repeat at home or in another session?
- ★ What did we work on with this game? (If the children are young, we can give them three options.) How could this skill be useful in everyday life? (the skill that was worked on).
- ★ Why do you think mum/dad/you won?
- ★ How did you/he/she react when you/he/she won?
- ★ How did you/he/she react when you/he/she lost?



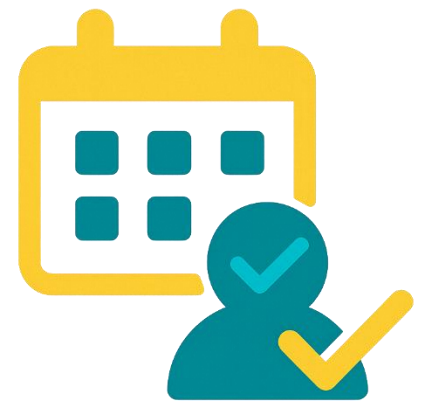
Reflection should **be brief, focused, and adapted to the participants' age.** With young children, it may focus on a single idea; with older groups, it can explore the experience in greater depth. What matters most is avoiding an abrupt closure.

How to turn play into a family habit

One of the project's core objectives is to ensure that board games do not remain a one-off experience, but rather help **create sustainable habits of non-digital leisure and shared quality time**. To achieve this, it is not necessary to turn every week into a major event. It is often more effective to start with something small, realistic, and repeatable: a specific afternoon, twenty or thirty minutes, a familiar game, and a table free of mobile phones.

The experience gathered in the responsible digitalisation guide can also be helpful here. It emphasises the importance of family agreements, the family digital plan, role modelling, and the creation of moments and spaces in which screens disappear to make room for real presence. The same logic can be applied to play: establishing a small ritual, keeping games easily accessible, avoiding devices during gameplay, and turning that moment into a positive routine.

When **play is naturally integrated into everyday life, it stops being perceived as an exceptional activity and becomes part of the family's relational style**. This is, to a large extent, one of the most valuable changes that this methodology seeks to promote.



Common mistakes to avoid

There are some fairly **common mistakes** that can significantly hinder the experience:

- ★ Choosing games that are too complex for the age or level of the group.
- ★ Explaining for too long before starting to play.
- ★ Constantly correcting or making decisions on behalf of others.
- ★ Not allowing time to talk, comment, or reflect at the end.
- ★ Giving more importance to the outcome than to the process experienced.
- ★ Confusing competition with learning, as if value only existed when one wins.
- ★ Failing to adapt the session when there are significant differences in age, pace, or experience.
- ★ Assuming that a session has failed simply because emotions, conflict, or mistakes have appeared.

Avoiding these mistakes does not mean that everything must be perfect. It means remembering that the **main objective is not to demonstrate expertise in games, but to create a shared, accessible, meaningful, and enjoyable experience.**



A final idea


Facilitating an ABJM session means taking care of an experience. It involves knowing how to **explain without intruding, supporting without controlling, intervening when necessary, and stepping back when the group is able to sustain itself.** It also means **helping play go beyond the game itself, leaving a small but meaningful mark on the way people live together, communicate, and share time.** In PLAY2DISC, this is precisely one of the key ideas: using board games not only for playing, but to **help families disconnect a little from screens and reconnect with one another.**



GUIDE FOR FACILITATORS, TEACHERS, AND FAMILIES

 Do / Don't 

✓ DO	✗ DON'T
<p>1  Explain briefly and clearly</p>	<p>1  Choose overly complex games</p>
<p>2  Accompany without invading</p>	<p>2  Explain too much before starting</p>
<p>3  Manage frustration and conflict, and teach how to win and lose</p>	<p>3  Don't leave time for talking</p>
<p>4  Close with a brief reflection</p>	<p>4  Confuse competition with learning</p>
<p>5  Make play a family habit</p>	

 The adult should not control the game, but create the conditions for the game to be a **shared, meaningful, and enjoyable experience.**

FINAL REMARKS

At a time when screens occupy an increasingly prominent place in everyday life, this guide proposes a simple yet profound idea: **disconnect a little in order to truly reconnect**. This is not about rejecting technology or idealising the past, but about **restoring balance and offering families shared experiences that strengthen communication, cooperation, and quality time together**. This is also the essence of PLAY2DISC: promoting responsible digitalisation, fostering intergenerational learning, and strengthening family bonds through board games as a form of non-digital leisure.



Throughout these pages, a clear proposal has been presented: **to understand board games not only as entertainment, but as an educational and relational practice with the capacity to transform free time into a space for connection, learning, and wellbeing.** The ABJM methodology is grounded precisely in this conviction: **when play is selected with care, facilitated with sensitivity, and accompanied by reflection, it can generate valuable changes in family, educational, and community life.**

This guide does not aim to offer fixed recipes, but rather practical guidance so that each family, educator, or facilitator can adapt the proposal to their own reality. Each context is different, each group has its own needs, and each play experience opens up different possibilities. For this reason, the true value of this methodology lies not only in the games themselves, but in **the intention with which they are used, the quality of the interaction they generate, and the continuity they can have beyond a single session.**

PLAY2DISC aspires for this proposal to have a real life beyond these pages: in homes, educational centres, workshops, and the meeting spaces created by the project. Its aim is not only to raise awareness, but also to leave behind a useful, open, and transferable methodology, supported by resources, evaluation, and continuity strategies so that other people and communities can make it their own.

In conclusion, playing together is not a minor activity. It can be a way to look at one another again, to listen more attentively, to learn to cooperate, to better tolerate frustration, to talk more, and to share time more meaningfully. It can also be a concrete and accessible way to build healthier and more conscious family habits in an increasingly fast-paced and digitalised world. If this guide contributes, even in a small way, to **helping more families find around a table a space for better coexistence, then it will have fully achieved its purpose.**



