

## PRINT INSTRUCTIONS:

A4 landscape  
single sided printing



# Campfire Talk

a game for reflection in education

## Welcome to this Campfire Talk!

Do you know that feeling of sitting around a campfire and having a surprisingly good conversation? That could also happen right now.

Read  
this out  
loud!

Whether you are a student or a professional, you are in a learning journey. You encounter new things, you are looking to achieve something, you want to learn; it is an adventurous path. No matter how well prepared you are, unexpected things always happen. Maybe there are things you find difficult that are not running smoothly or that you worry about...

Around this campfire, you can take the time to explore these situations and discuss what you can do, in conversation with the others.

**Good to know:** The first time you play, the game might feel complex. That's okay. You'll get used to it, it becomes simpler. Therefore, it makes sense to play the game more than once and also because each round is dedicated to just one issue. What is also important is this: conversations are confidential. What is discussed at the campfire stays at the campfire.

Now, go light this campfire by setting up the table as visualised on page 2 of the Game rules.

# Campfire Talk

A serious game  
for peer-to-peer  
coaching and  
reflection without  
supervision



## Game rules

# WELCOME!

In the box you'll find a letter, please read this out loud.

## Set up

Ideally the game is played with **5 players** with a set up as seen below. For games with 4, 6 or 7 players see the next page for the set up.



One Campfire Talk takes +/- 45 minutes



## Preparations

To prepare the printed materials, you:

- Tape the two parts of the Gameboard together.
- Fold the Playerboards in half.
- Fold the Logbook and Question guide to create a folder.
- Cut out the pawns and fold them as visualized on the page.
- Place the Gameboard in the centre of the table and divide the 5 Playerboards amongst the players.

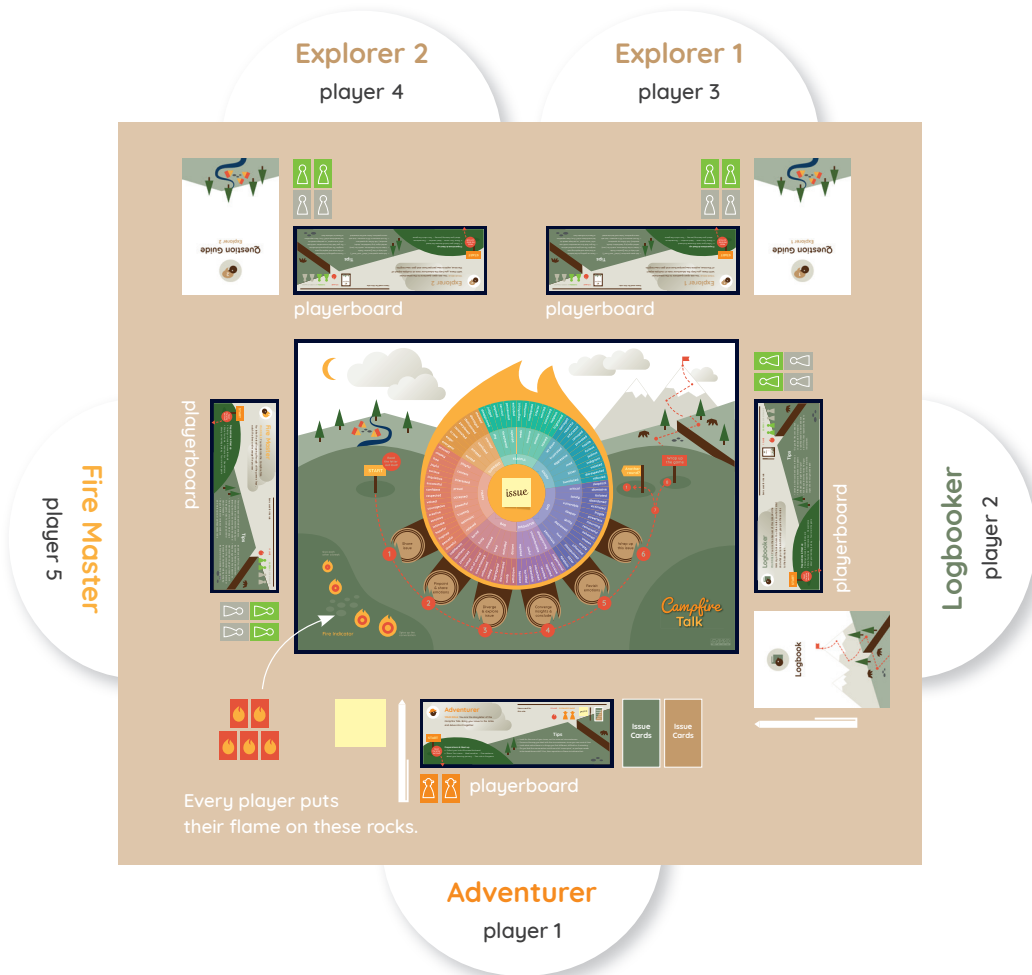
### Set up with 6 or 7 players

> Set up the table similar to 5 players, as shown on your left. Add Explorer Playerboards for every additional player.

### Set up with 4 players

> Don't use the Playerboards Fire Master and Logbooker. Instead use just one combined Playerboard called LogMaster. Be aware that the LogMaster acts both as Fire Master and Logbooker. See page 4 for the relevant game steps and page 9 for both role descriptions.

- Collect the items that are specified on the Playerboards. Familiarize yourself with the info and items on the Playerboard.
- You are ready to start your Meet up and Campfire Talk.



## Meet up

Do a quick round to get acquainted and share

- Your name
- Your favorite vacation
- One sentence about your learning journey
- Your role in the game.

# Game play

**1 Share issue (3 min)** As an **Adventurer** you pick an issue that is bothering you on your learning journey. Take a look at the Issue Cards for ideas and then make it your own in whatever way you like. As the **Adventurer**, you write your issue on a post-it and place it in the centre of the campfire. Share your issue with the other players.

**2 Pinpoint & share emotions (5 min)** For **all players**: determine and pinpoint your own emotions around the Adventurers' issue. Have you experienced something similar: share your emotions by using 1 or 2 **GREEN PAWNS**. Have you never experienced this issue: use 1 or 2 **GREY PAWNS** to indicate how you imagine you would feel if this issue was in your life. For an example see p 6 & 7. **Adventurer**: you share and explain your emotions first by using the **ORANGE PAWN(S)**. All other players: share and explain your emotions briefly in a clockwise direction.

**3 Diverge and explore issue (10-20 min)** Together you explore the Adventurer's issue. As **Explorers**, you ask questions so that the **Adventurer** can look at the issue from different perspectives. Explorers can use the Question Cards as guidance. As **Logbooker** you observe, and take notes and as the **Fire Master**, you moderate the whole process. You can all use the Fire Indicator to help moderate the intensity of the conversation (see next page).

**4 Converge insights and conclude (5-10 min)** Now that the issue has been explored, as the **Adventurer** you summarize the conversation by reformulating your issue with all the newly gained insights. Next, try to formulate future steps you can take.

**5 Revisit emotions (3 min)** **Adventurer**: you revisit the emotions that you had around your issue at the start of this campfire talk. Has something changed? Share this with the other players.

**6 Wrap up this issue (5-10 min)** **Logbooker**: you fill out the Logbook by answering all questions. You give the Logbook to the **Fire Master** and **Explorers**, so that they can write down their advice to the **Adventurer**. To save time, everyone can write their advice on a post-it and post it in the Logbook. When it's filled out, the **Adventurer** takes the Logbook home and answers the final question at a convenient time.

**7 Another round?** **Fire Master**: Check in with all players to see if you all want to have another Campfire Talk this session. If yes: change roles and proceed to **1** (step 1). If no: proceed to **8** (step 8).

**8**

Wrap up the game

**Reflect** Do a round in which everyone shares what they have learned during in this Campfire Talk. Do you want to play this game again at another time?

Give each other a break



## Fire Indicator

What if the conversation in the Campfire Talk is just not quite right? Maybe the talk is too practical or superficial. Or maybe it is too intense or personal. In that case, every player can express this by replacing a flame on the fire indicator.

The **Explorers** can change their questioning accordingly. The **Fire Master** guides this process..

- Move the flames towards **the small fire** if you want the questions a little lighter.
- Move the flames towards **the big fire** if you want the questions to be more in depth.



## Good to know

Even if it's only possible to discuss one issue during a Campfire Talk, know that everyone can learn something from each Campfire Talk. Take some time to think what you can learn from others' experiences if your issue was not addressed. Do you want to discuss your issue? Try planning a new Campfire talk.

# Example Step 2

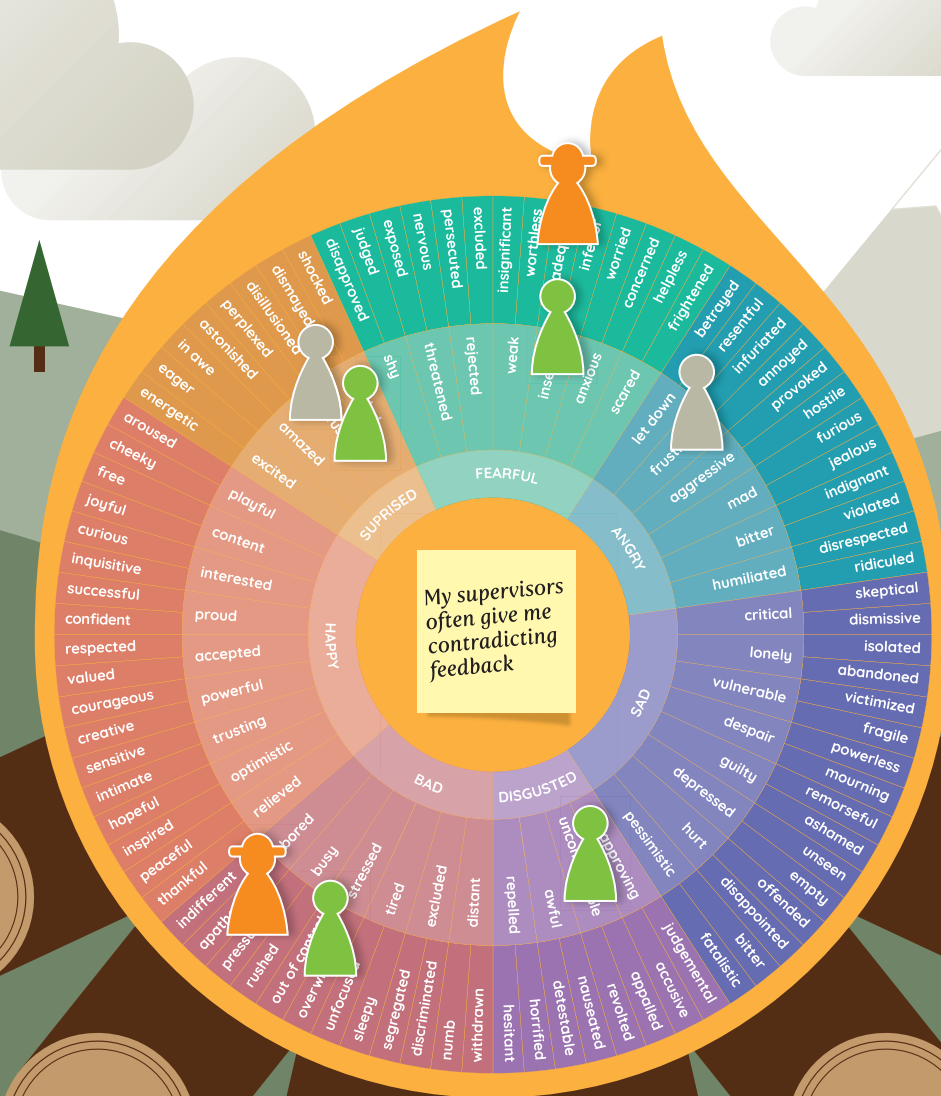
The Explorer is first to indicate emotions with the **ORANGE PAWNS**

For the other players:

Use **GREEN PAWNS** to express your emotion if you have experienced this issue or something similar.

Use **GREY PAWNS** if you have not experienced this issue yourself. Indicate the emotion that you think you would have in that situation.

- Sometimes emotions are mixed or hard to pinpoint. Therefore you can use up to two pawns.
- Emotions are categorized in the wheel and listed on page 8. Find the emotion you (would) experience by starting from the centre.



Share issue

Wrap up this issue

Pinpoint & share emotions

Revisit emotions

Diverge & explore issue

Converge insights & conclude



**Adventurer**  
 "My supervisors often give me contradicting feedback, which causes me to get stuck. This makes me feel **inadequate** and **pressured**."



**Fire Master**  
 "I recognize this issue, but I feel **uncomfortable** and **overwhelmed**."

## Logbooker

"I have never experienced this, but I would feel **confused** in that situation."



## Explorer 1

"Me neither, my supervisors' feedback is always consistent. I feel a bit **frustrated** about that, actually, as it is hard to get any meaningful discussion."



## Explorer 2

"I have the same with my supervisor. It makes me feel **confused** and **insecure**."



<b>FEARFUL</b>	<b>shy</b> disapproved judged	<b>rejected</b> persecuted excluded	<b>insecure</b> inadequate inferior	<b>scared</b> helpless frightened
	<b>threatened</b> exposed nervous	<b>weak</b> insignificant worthless	<b>anxious</b> worried concerned	

<b>ANGRY</b>	<b>let down</b> betrayed resentful	<b>aggressive</b> provoked hostile	<b>bitter</b> indignant violated	
	<b>frustrated</b> infuriated annoyed	<b>mad</b> furious jealous	<b>humiliated</b> disrespected ridiculed	

<b>SAD</b>	<b>critical</b> skeptical dismissive	<b>vulnerable</b> victimized fragile	<b>guilty</b> remorseful ashamed	<b>hurt</b> offended disappointed
	<b>lonely</b> isolated abandoned	<b>despair</b> powerless mourning	<b>depressed</b> unseen empty	<b>pessimistic</b> bitter fatalistic

<b>DISGUSTED</b>	<b>disapproving</b> judgemental accusive	<b>uncomfortable</b> appalled revolted	<b>awful</b> nauseated detestable	<b>repelled</b> horrified hesitant
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<b>BAD</b>	<b>bored</b> indifferent apathetic	<b>stressed</b> out of control overwhelmed	<b>excluded</b> segregated discriminated	
	<b>busy</b> pressured rushed	<b>tired</b> unfocused sleepy	<b>distant</b> numb withdrawn	

<b>HAPPY</b>	<b>playful</b> aroused cheeky	<b>proud</b> successful confident	<b>trusting</b> sensitive intimate	
	<b>content</b> free joyful	<b>accepted</b> respected valued	<b>optimistic</b> hopeful inspired	
	<b>interested</b> curious inquisitive	<b>powerful</b> courageous creative	<b>relieved</b> peaceful thankful	

<b>SUPRISED</b>	<b>startled</b> shocked dismayed	<b>confused</b> disillusioned perplexed	<b>amazed</b> astonished in awe	<b>excited</b> eager energetic
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# Player roles



## Adventurer

The Adventurer is the storyteller. The issue that the Adventurer experiences in the education journey is central in this Campfire Talk.



## Fire Master

The Fire Master takes the lead in going through all the game steps, watches the time and manages the process.



## Logbooker

The Logbooker observes this talk and functions as the memory of the Adventurer by keeping a Logbook.



## Explorer(s)

Explorer asks open questions to the Adventurer, helping the Adventurer explore as much different aspects and perspectives as possible.

## GEAR LIST

- 1 Gameboard
- 8 Playerboards:
  - 1 Adventurer board
  - 1 Fire Master board
  - 1 Logbooker board
  - 1 LogMaster board
  - 4 Explorer boards
- 1 Game rules
- 4 Question Guides:
  - 2 Guides Explorer 1
  - 2 Guides Explorer 2
- Logbooks
- 2 orange pawns
- 12 green pawns
- 12 grey pawns
- 7 flames

### Needed

- Post-its
- 2 pens

# More about this game

This game was originally developed to help students in their graduation process. With this game they can experience peer-to-peer coaching and intervention, independent from (time and energy from) supervisors. In the development of this game we have seen that it is not only useful for graduation students, but as well for other Master and Bachelor students, PHD's, educational professionals, researchers, managers and others as well. This is why the game offers a variety of issue cards sets. There are more sets of issue cards coming in the future. Check out our website to get more issue cards.

This version is the open source printable version that is free to use for everyone. We would kindly appreciate that you comply with our creative common license below.

## The use of the game

### Campfire Talk can be used for:

- Exploring student issues in individual projects (for example a thesis project).
- Exploring students' **individual issues** in a group project.
- Exploring issues from Education professionals (lecturers, supervisors, study advisors or educational scientist).
- Exploring issues from .... [your context]

### Campfire Talk can **NOT** be used as:

- A replacement for therapy
- A tool for dealing with conflicts
- A tool for dealing with group issues in a group project
- A tool for solving problems in group work

For possible use that is not listed here: see website and/or get in touch.

## Ludodidactics

Ludodidactics uses game principles to design education and learning behaviour. Traditional education starts from the perspective of the subject-matter, ludodidactics start from the perspective of the person. When designing education for a specific experience, it makes the learner operate in a way that they want to know or need to learn the subject-matter. In this case students both deal with their (personal) issues and learn how to listen, ask open questions and communicate better.



[www.campfiretalkgame.com](http://www.campfiretalkgame.com)

### On our website, you can find more information. Featured there are:

- The (ludo)didactic design
- User experiences
- Learning outcomes
- Frequently asked questions



This Campfire Talk is developed by Pleun Hermsen (TU Delft) with support from Comenius Teaching Fellowship (2021), a grant from the Netherlands Initiative for Education Research (NRO). It is designed in co-creation with students Rosanne Aartman, Guus Bakker, Karien ter Welle and Maarten de Jong and teachers Astrid van der Niet, Sjoerd van Dommelen and Paula Hueso Espinosa. Albaraa Khalil and Tamara de Vries helped with formulating additional relevant issues. The emotional wheel was inspired by many emotional wheels that can be found online including Geoffrey Roberts' version.

Many students, teachers and other colleagues contributed by playtesting the game and giving feedback.

Artwork & design by Iris van Sen, [www.irisvansen.nl](http://www.irisvansen.nl)

The programme Reflective Engineer of the TU Delft is involved in the implementation.

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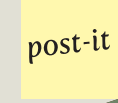


# Adventurer

**YOUR ROLE:** You are the storyteller of the Campfire Talk. Bring your issue to the table and delve into it together.

Items used for this role:

1 FLAME 2 ORANGE PAWNS



## START

Read the letter out loud!

### Preparations & Meet up

- Collect your tools & browse this board
- Share: Your name - Ideal vacation - One sentence about your learning journey - Your role in the game

## Tips

- Look for the core of your issue, not for external circumstances.
- Focus on the way you deal with the circumstances, since you can control that.
- Look what value there is in things you find different, difficult or frustrating.
- Do you feel the conversation could use a bit 'more spice', or perhaps needs to be toned down a bit? If so, then reposition a flame to indicate that.

## Adventurer



### Share issue

Formulate your issue. Use the Issue cards for inspiration. Write it down on a post-it and place it on the board.



### Diverge and explore issue

Answer questions openly and honestly.



### Revisit emotions

How do you feel now?  
What has changed?

Another round?



1

2

3

4

5

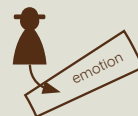
6

7

8

### Pinpoint and share emotions

How do you feel about this issue?  
Place your orange pawns at the corresponding emotion on the wheel and explain.



### Converge insights and conclude

Summarize your issue and the insights you have gained.  
Formulate possible next steps.



### Wrap up this issue

**Reflect**  
What did you learn today?

## Your attitude

OPEN MINDED •  
HONEST • CURIOUS





# Fire Master

**YOUR ROLE:** You moderate the Campfire Talk. You take the lead in going through all the game steps, watch the time and manage the process.

Items used for this role:

1 FLAME

2 GREEN & 2 GREY PAWNS



## Tips

- There is no need to be afraid of emotions. Allow space for all emotions that arise by just listening. Emotions do not need to be 'solved'.
- Time indications for all steps are on page 4 in the game rules. You can go quicker or slower if needed.
- Do you feel the conversation could use a bit 'more spice', or perhaps needs to be toned down a bit? If so, then reposition a flame to indicate that.
- Keep an eye on the Fire Indicator: as mentioned above, players indicate with flames if the conversation is too intense or too superficial. Guide the talk by nudging the Explorers towards better questions.

## START

Read the letter out loud!

### Preparations & Meet up

- Collect your tools & browse this board
- Share: Your name - Ideal vacation - One sentence about your learning journey - Your role in the game

## Fire Master

Listen to shared issue

1



### Diverge and explore issue

Moderate this process and manage time. If necessary, steer conversation away from practicalities.

2

### Pinpoint and share emotions

Use **GREEN PAWNS** if you have experienced this issue or something similar. Use **GREY PAWNS** if you have not experienced this issue yourself. Imagine yourself in that situation. Explain to each other.

(For example see p6 & 7 Game rules.)

3

4

### Converge insights and conclude

Help Adventurer to summarize and formulate next steps.



Revisit emotions

5

6

### Wrap up this issue

Write down your advice for Adventurer. Close off this Campfire Talk.

7

### Another round?

Decide together if you want to have another Campfire Talk this session.

8

### Reflect

What did you learn today?

## Your attitude

MINDFUL OF ALL PLAYERS AND TIME • SUPPORTIVE

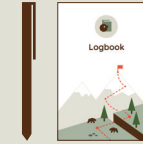




# Logbooker

**YOUR ROLE:** You are the observer of this talk and the memory of the Adventurer. You take notes on what is said and what you notice. At the end you give these notes to the Adventurer.

Items used for this role:



1 FLAME

2 GREEN & 2 GREY PAWNS



## START

Read the letter out loud!

### Preparations & Meet up

- Collect your tools & browse this board
- Share: Your name - Ideal vacation - One sentence about your learning journey - Your role in the game

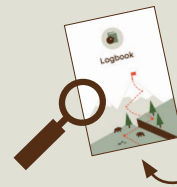
## Tips

- Listen to what is said and what is left out.
- If the Adventurer is hesitant or appears affected, what might this tell you?
- Ask the questions that arise from your observing perspective or that are in the Logbook and not (yet) addressed.
- Do you feel the conversation could use a bit 'more spice', or perhaps needs to be toned down a bit? If so, then reposition a flame to indicate that.

## Logbooker

Listen to shared issue

1



### Diverge and explore issue

Observe what is said and what is left out. If helpful: ask questions. Answer questions in the Logbook.

2

### Pinpoint and share emotions

Use **GREEN PAWNS** if you have experienced this issue or something similar. Use **GREY PAWNS** if you have not experienced this issue yourself. Imagine yourself in that situation. Explain to each other.

(For example see p6 & 7 Game rules.)

4

### Converge insights and conclude

Fill out the Logbook.



Revisit emotions

5

Another round?

6

### Wrap up this issue

Let other players write their advice for Adventurer down in the Logbook.

7

8

### Reflect

What did you learn today?

## Your attitude

OBSERVANT • CURIOUS • READ BETWEEN THE LINES



# Explorer 1

**YOUR ROLE:** You ask open questions to the Adventurer. With these, you help the Adventurer look at multiple aspect of the issue, explore new perspectives and gain new insights.

Items used for this role:



1 FLAME

2 GREEN & 2 GREY PAWNS



## Tips

- Ask open questions (“what?” and “how?”) with help of the Question Guide.
- Listen to the Adventurer, watch for (non) verbal signs (e.g. hesitation, doubt, emotion). Ask follow up questions.
- Do not assume or fill in answers. Just ask more questions, listen and be interested.
- Focus on getting to the bottom of the issue and exploring new insights. Do not give practical advice.
- Do you feel the conversation could use a bit ‘more spice’, or perhaps needs to be toned down a bit? If so, then reposition a flame to indicate that.

### START

Read the letter out loud!

#### Preparations & Meet up

- Collect your tools & browse this board
- Share: Your name - Ideal vacation - One sentence about your learning journey - Your role in the game

## Explorer 1

Listen to shared issue



#### Diverge and explore issue

Ask open questions to make the Adventurer explore different perspectives. Use Question Guide.

Revisit emotions

Another round?

1

2

3

4

5

6

7

8

#### Pinpoint and share emotions

Use **GREEN PAWNS** if you have experienced this issue or something similar. Use **GREY PAWNS** if you have not experienced this issue yourself. Imagine yourself in that situation. Explain to each other.

(For example see p6 & 7 Game rules.)

#### Converge insights and conclude

Ask questions that will help to reach conclusions.



#### Wrap up this issue

Write down your advice for Adventurer.

#### Reflect

What did you learn today?

### Your attitude

ATTENTIVE • CURIOUS • TENACIOUS • INVESTIGATIVE





# Explorer 1

**YOUR ROLE:** You ask open questions to the Adventurer. With these, you help the Adventurer look at multiple aspect of the issue, explore new perspectives and gain new insights.

Items used for this role:



1 FLAME

2 GREEN & 2 GREY PAWNS



## Tips

- Ask open questions (“what?” and “how?”) with help of the Question Guide.
- Listen to the Adventurer, watch for (non) verbal signs (e.g. hesitation, doubt, emotion). Ask follow up questions.
- Do not assume or fill in answers. Just ask more questions, listen and be interested.
- Focus on getting to the bottom of the issue and exploring new insights. Do not give practical advice.
- Do you feel the conversation could use a bit ‘more spice’, or perhaps needs to be toned down a bit? If so, then reposition a flame to indicate that.

### START

Read the letter out loud!

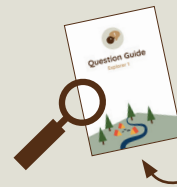
#### Preparations & Meet up

- Collect your tools & browse this board
- Share: Your name - Ideal vacation - One sentence about your learning journey - Your role in the game

## Explorer 1

Listen to shared issue

1



#### Diverge and explore issue

Ask open questions to make the Adventurer explore different perspectives. Use Question Guide.

Revisit emotions

5

Another round?

7

8

#### Pinpoint and share emotions

Use **GREEN PAWNS** if you have experienced this issue or something similar. Use **GREY PAWNS** if you have not experienced this issue yourself. Imagine yourself in that situation. Explain to each other.

(For example see p6 & 7 Game rules.)

#### Converge insights and conclude

Ask questions that will help to reach conclusions.



#### Wrap up this issue

Write down your advice for Adventurer.

#### Reflect

What did you learn today?

### Your attitude

ATTENTIVE • CURIOUS •  
TENACIOUS • INVESTIGATIVE



# Explorer 2

**YOUR ROLE:** You ask open questions to the Adventurer. With these, you help the Adventurer look at multiple aspect of the issue, explore new perspectives and gain new insights.

Items used for this role:



1 FLAME

2 GREEN & 2 GREY PAWNS



## Tips

- Ask open questions (“what?” and “how?”) with help of the Question Guide.
- Listen to the Adventurer, watch for (non) verbal signs (e.g. hesitation, doubt, emotion). Ask follow up questions.
- Do not assume or fill in answers. Just ask more questions, listen and be interested.
- Focus on getting to the bottom of the issue and exploring new insights. Do not give practical advice.
- Do you feel the conversation could use a bit ‘more spice’, or perhaps needs to be toned down a bit? If so, then reposition a flame to indicate that.

### START

Read the letter out loud!

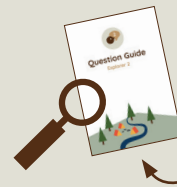
#### Preparations & Meet up

- Collect your tools & browse this board
- Share: Your name - Ideal vacation - One sentence about your learning journey - Your role in the game

## Explorer 2

Listen to shared issue

1



#### Diverge and explore issue

Ask open questions to make the Adventurer explore different perspectives. Use Question Guide.

Revisit emotions

4

#### Converge insights and conclude

Ask questions that will help to reach conclusions.



Another round?

6

#### Wrap up this issue

Write down your advice for Adventurer.

Another round?

7

8

#### Reflect

What did you learn today?

### Your attitude

ATTENTIVE • CURIOUS • TENACIOUS • INVESTIGATIVE

**Pinpoint and share emotions**  
Use **GREEN PAWNS** if you have experienced this issue or something similar. Use **GREY PAWNS** if you have not experienced this issue yourself. Imagine yourself in that situation. Explain to each other.  
(For example see p6 & 7 Game rules.)



# Explorer 2

**YOUR ROLE:** You ask open questions to the Adventurer. With these, you help the Adventurer look at multiple aspect of the issue, explore new perspectives and gain new insights.

Items used for this role:



1 FLAME

2 GREEN & 2 GREY PAWNS



## Tips

- Ask open questions (“what?” and “how?”) with help of the Question Guide.
- Listen to the Adventurer, watch for (non) verbal signs (e.g. hesitation, doubt, emotion). Ask follow up questions.
- Do not assume or fill in answers. Just ask more questions, listen and be interested.
- Focus on getting to the bottom of the issue and exploring new insights. Do not give practical advice.
- Do you feel the conversation could use a bit ‘more spice’, or perhaps needs to be toned down a bit? If so, then reposition a flame to indicate that.

### START

Read the letter out loud!

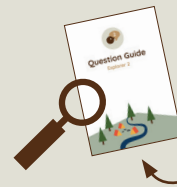
#### Preparations & Meet up

- Collect your tools & browse this board
- Share: Your name - Ideal vacation - One sentence about your learning journey - Your role in the game

## Explorer 2

Listen to shared issue

1



#### Diverge and explore issue

Ask open questions to make the Adventurer explore different perspectives. Use Question Guide.

Revisit emotions

5

Another round?

7

8

#### Pinpoint and share emotions

Use **GREEN PAWNS** if you have experienced this issue or something similar. Use **GREY PAWNS** if you have not experienced this issue yourself. Imagine yourself in that situation. Explain to each other.

(For example see p6 & 7 Game rules.)

#### Converge insights and conclude

Ask questions that will help to reach conclusions.



#### Wrap up this issue

Write down your advice for Adventurer.

#### Reflect

What did you learn today?

### Your attitude

ATTENTIVE • CURIOUS • TENACIOUS • INVESTIGATIVE



only use with 4 players



# LogMaster

**YOUR ROLE:** You manage the Campfire Talk process by taking the lead in going through the steps and by taking notes in the Logbook. In the end you give these notes to the Explorer.

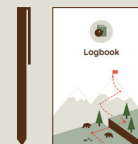
## START

Read the letter out loud!

### Preparations & Meet up

- Collect your tools & browse this board
- Share: Your name - Ideal vacation - One sentence about your learning journey - Your role in the game

Items used for this role:



1 FLAME

2 GREEN & 2 GREY PAWNS



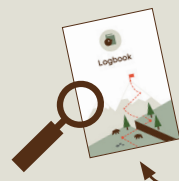
## Tips

- Time indications for all steps are on page 4 in the game rules. You can go quicker or slower if needed.
- Keep an eye on the Fire Indicator: Players indicate with flames if the conversation is too intense or too superficial. Guide the talk by nudging the Explorers towards better questions.
- For the Logbook: If the Adventurer is hesitant or appears affected, what might this tell you?
- Do you feel the conversation could use a bit 'more spice', or perhaps needs to be toned down a bit? If so, then reposition a flame to indicate that.

## LogMaster

Listen to shared issue

1



Diverge and explore issue

Manage the process and time. Fill out the Logbook.

2

Pinpoint and share emotions

Use **GREEN PAWNS** if you have experienced this issue or something similar. Use **GREY PAWNS** if you have not experienced this issue yourself. Imagine yourself in that situation. Explain to each other.

(For example see p6 & 7 Game rules.)

3

Converge insights and conclude

Help Adventurer to summarize and fill out possible next steps in the Logbook.

4

Revisit emotions

5

Wrap up this issue

Let other players write their advice for Adventurer down in Logbook.

6

Another round?

Decide together if you want to have another Campfire Talk this session.

7

Reflect

What did you learn today?

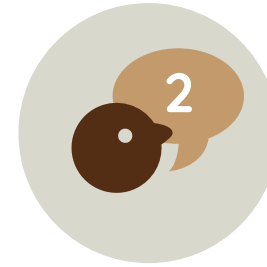
8

## Your attitude

CURIOUS • OBSERVANT • MINDFUL OF ALL PLAYERS







# Question Guide

## Explorer 2

*Campfire  
Talk*

a game for reflection in education



Asking open questions is a powerful way to help someone. By asking an effective question, you can help someone reach discoveries, clarity and a path to action. As you can see from the following examples, they are mostly open-ended questions that provide learning opportunities and new perspectives.

## To elaborate

- Can we dwell on that a little longer?
- Can you say more about that?
- Is there anything else?
- What other ideas do you have on that?

## Example

- Can you give me an example?
- Such as... ?
- Name something.
- For example. . .?
- What would that look like?

## Essence

- What do you think is the problem?
- What do you think is the biggest obstacle? What stops you?
- What are you most concerned about? What do you want?

## Emotions

- Can you elaborate on the emotion(s) you pinpointed?
- Are there moments that you feel different about this? What does that tell you?
- You pinpointed (...) as an emotion and others chose different emotions: what is the difference? What does that tell you? What other issues give you similar feelings? What can you learn from that?

- when Campfire talk stalls -

- Has something changed in your feelings around this issue, during this conversation?

## To clarify

- What do you mean?
- How does it feel?
- What are you confused about?
- Can you say more about that?
- What do you want?

## History

- What led you here?
- Where did it come from?
- What was the occasion?
- What have you tried so far?
- Can you remember how it happened? What conclusion do you draw from this?

## To judge

- In what way?
- Is this good, bad or in between? Why?
- How does this relate to your plans/lifestyle/values?
- What do you think that means?

## Results

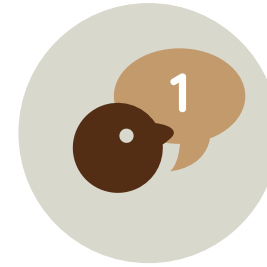
- What do you want?
- What is your desired result?
- What would you gain if you had achieved that?
- How do you know if you've achieved it?
- What would that look like?

## Options

- Is it possible to look at it in a different way?
- What other angles are there to see this issue?
- Could you come up with a different option?
- If everything was possible (time/ money/skills), what would you do?
- What happens if you go forward and what if you don't?
- What would you do if you could start with a clean slate?
- What would you do if you had to do it again?

## Perspective

- What would you like to be able to say about this in 5 years?
- How would you feel about this in 5 years?
- What would you recommend to a friend in a similar situation?
- How important is this in the grand scheme of things?



# Question Guide

## Explorer 1

*Campfire  
Talk*

a game for reflection in education



A good conversation needs open questions. Open questions are questions that cannot be answered with yes/no or other short answers. Questions using 'what?' and 'how?' are most inviting, 'Why?' questions can cause people to get defensive. Try these questions or adjust them any way you like.

## What if...

- What would you do differently if you could do it over?
- What would you have done if it had been?
- How could anyone have done this differently?
- What would you do if you could do anything you wanted? Give an example.
- What would you do if you had all the time/money/options in the world? What aspect is feasible in your situation.

## Emotions

- Can you elaborate more on the emotions you pinpointed?
- Are there moments that you feel different about this? What does that tell you?
- You pinpointed (...) as an emotion and others chose different emotions: what is the difference? What does that tell you? What other issues give you similar feelings? What can you learn from that?

- when Campfire talk stalls- has something changed in your feelings around this issue during this conversation?

## Perspective

- What would you like to be able to say about this in 5 years?
- How would you feel about this in 5 years?
- What would you recommend to a friend in a similar situation?
- How important is this in the grand scheme of things?

## Options

- What are the possibilities?
- What would you do if you had a choice?
- What possible solutions can you come up with?
- What happens if you do, and what if you don't? What options can you create?

## Resources

- What do you need to reach a decision?
- What do you know about it now?
- How could you find out more about it?
- What image do you have of it now?
- What resources do you have at your disposal?
- What else would you need for it to be successful?

## To estimate

- What do you make of it?
- What do you think is best?
- What impression do you have of it?
- How does it make you feel?
- Suppose it doesn't work?
- What is your gut feeling?

## Predictions

- How do you think it will go?
- What will you gain from it?
- Where will this lead you?
- What is the chance of success?
- What are your expectations?

## To strategize

- What are you going to do about that?
- What is your strategy?
- What kind of plan should you draw up?
- How do you think you can improve the situation? And now?

## Looking forward

- What could happen?
- What if things don't go the way you want?
- Suppose it doesn't work?
- What do you do if that doesn't work?
- What is your alternative?

## To implement

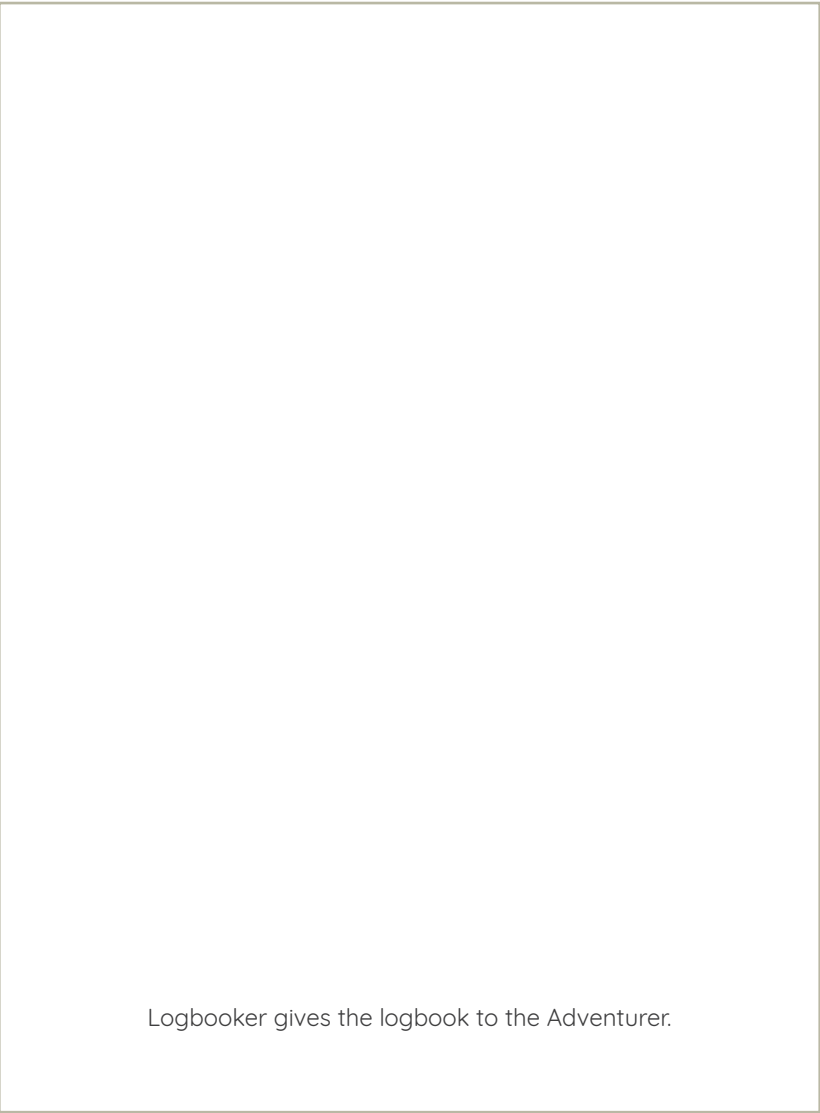
- What is your action plan?
- What do you need to do to make this happen?
- What support do you need for...?
- What are you going to do?
- When are you going to do it?

## Example

- Can you give me an example?
- Such as... ?
- Name something.
- For example. . . ?
- What would that look like?

## Role models

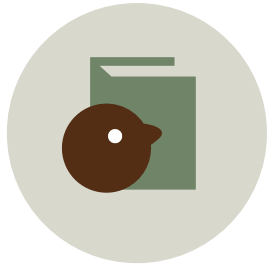
- What would your professor do in this similar situation? And what can you learn from that?
- What would a superhero do with a similar issue? And what can you learn from that?
- What would a criminal do? And what can you learn from that?
- What would a child do? And what can you learn from that?
- What would (insert name of a person with opposite strengths) do? And what can you learn from that?



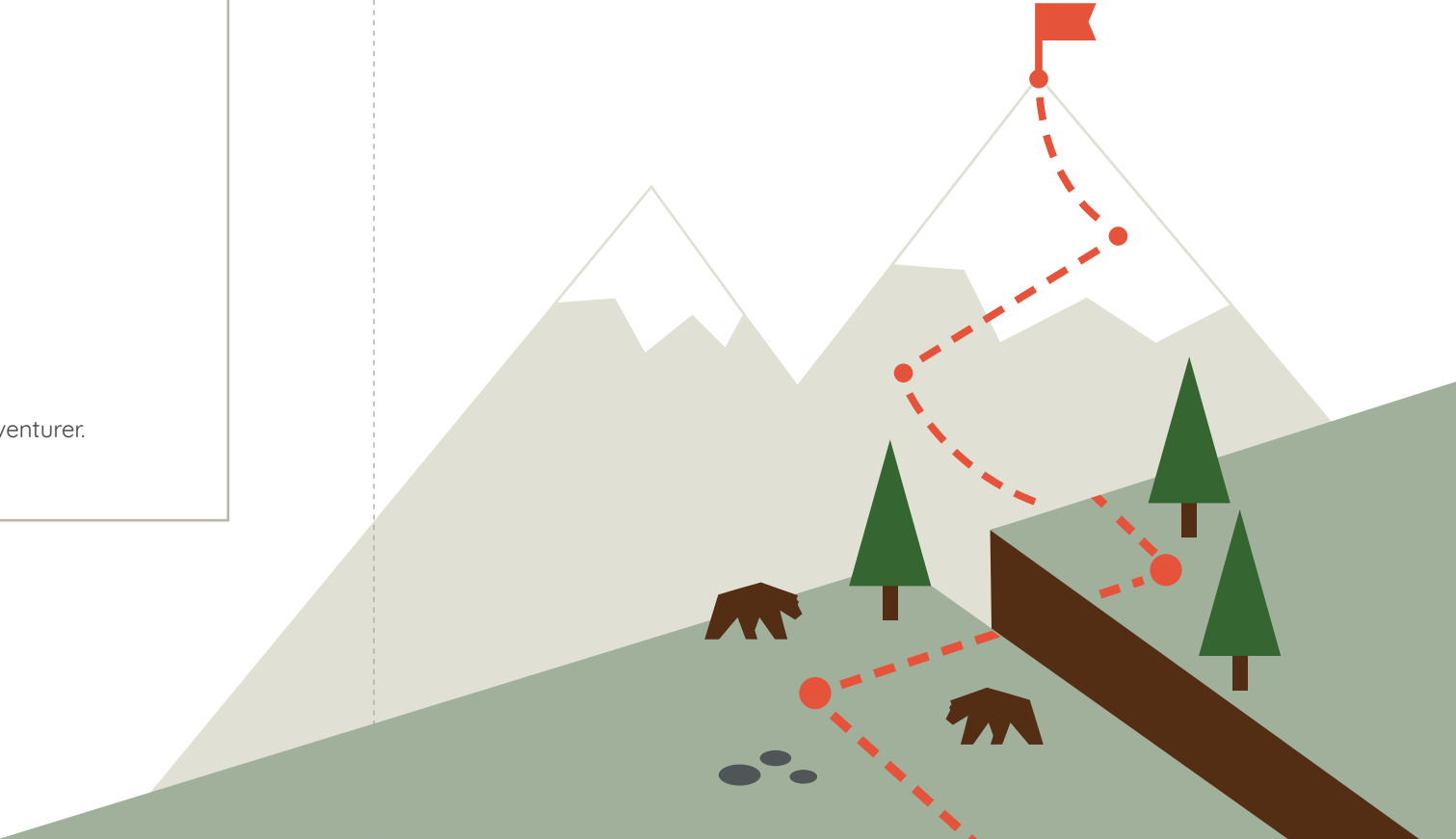
Logbooker gives the logbook to the Adventurer.

# Campfire Talk

a game for reflection in education



# Logbook



**General remark:**

The Logbooker uses what the Adventurer says but can also incorporate their own insights.

**Write down the issue that the Adventurer brings to the table here.**

**What has the Adventurer already tried regarding this issue?**

**What are the insights that the Adventurer has gained during this conversation?**

**What is the pattern that underlies this issue? What are the underlying issues for the Adventurer? What is the 'trap' that the Adventurer keeps falling into?** (Use both what the Adventurer says and your observations as Logbooker.)

**What new approach could the Adventurer try out?**

(Use both what the Adventurer says and your observations as Logbooker.)

**What might be outside the control of the Adventurer and who can be asked for help or support?**

**What will the Adventurer try first and when?**

**What does the Adventurer want to quit doing? What behavior is not helpful regarding this issue?**

**What advice can you and the other players give to the Adventurer using your own experience? Where could you help out?** (Logbooker starts with filling this out and all other players can write something down.)



## Doing research

1. I don't know when my research question is good enough.
2. It is difficult for me to look so far ahead with regards to setting up my experiment.
3. During the processing of my results, I lose oversight.
4. Because of the large amount of results, I can't grasp the overall picture.
5. Because of circumstances I must alter my research set-up, but I worry about the quality.
6. I find too little | too much relevant literature.
7. My research has already been performed by someone else. What does that mean for me?
8. I have difficulty judging when I can ask something or when I must find the answer myself.

## Planning

1. Taking longer than planned is a sign that I am performing badly.
2. I don't oversee the creation of a planning and I'll just see how everything will run its course.
3. I can't discuss my planning with anyone.
4. Making a planning is obligatory, but it will not help me at all.
5. I just have too much to do, and I don't know where to start.
6. I don't have time for vacation or days off.
7. I can make a very good planning, but I never carry it out.

## Writing

1. I want to put everything on paper but am not allowed to use that many words.
2. I'm having doubts about the amount of references that I should cite.
3. I don't know how stern I can be in my writing, or how much uncertainty I can show.
4. Feedback on what I write lacks detail.
5. I have to wait for feedback for a very long time.
6. No one ever taught me how to write academically.
7. I know exactly what my project | assignment | assessment is about, but I'm unable to put it on paper.
8. I have the intent to sit down and write, but when I do, I hardly get anything on paper.

## Supervisor

1. My supervisors often give unclear or contradicting feedback, which causes me to get stuck.
2. I want to cancel a meeting with my supervisors when I haven't made enough progress yet.
3. Before a meeting with my supervisors, I think: 'How am I going to survive this?!'.
4. When my supervisor thinks something is wrong, it's wiser that I head in a new direction with my research.
5. I feel like my supervisors are interfering with my project.
6. I experience little interest from my supervisor in my research.
7. My supervisors lack the specific expertise I need.
8. My supervisors have conflicting wishes for my presentation and/or report.

**Assessment**

1. I don't think my work is good enough to hand in.
2. I feel uneasy being evaluated.
3. I'm afraid I won't graduate | pass my course.
4. It's not clear to me when something is good enough to hand in.
5. My supervisors | lecturers perspective is so different from my own that I feel misunderstood.
6. Evaluations vary a lot between supervisors | lecturers.
7. I feel like the feedback I received throughout the project | course is not in line with my overall grade.
8. My supervisors | lecturers are too judgemental.
9. The way my supervisor gives feedback is too harsh.

**Presentation**

1. I get stress from giving a (final) presentation.
2. I find it difficult to choose the right tone for my (final) presentation.
3. I worry that my grade depends on my presentation skills and not on the quality of my work.
4. I find it hard to receive feedback on my presentation.
5. Presentation is not a skill relevant for me.
6. I get nervous if I will be able to answer all questions.
7. I am afraid that I will go overtime.
8. I talk too fast, this makes me feel ...
9. I am afraid that I cannot communicate my message, that is why I ...

**(Self)criticism**

1. I find it difficult to look critically at my own research | work.
2. Critical feedback demotivates me.
3. I'm afraid I'll open up a can of worms if I ask for feedback.
4. My research | project turned out to be so small that it no longer feels useful.
5. I feel unfairly criticized.
6. I'm not getting the feedback I need.
7. I'm not sure how to ask for feedback that will help me.
8. Feedback is so overwhelming that I forget half of it afterwards.
9. I never ask for feedback from fellow students.

**Motivation**

1. If I get unsatisfying results during my research | exam | quiz, I get discouraged.
2. I have trouble starting my day.
3. I lose a lot of time on useless things.
4. I want to quit and look for a job | go and travel | start a new bachelor or master.
5. Everyone I studied with graduated already.
6. I seem to be the only one having a hard time.
7. I get lonely while writing.
8. I don't want to graduate and start working; life will be over then.
9. I do not know how to study anymore, perhaps I have never really had to study hard before.



## Expectations

1. I doubt whether my work is of sufficient quality.
2. My supervisor | lecturer wants more from me than I want to deliver.
3. I feel pressured by ... (e.g. parents, money, supervisors, ...).
4. Everyone seems more successful than me.
5. I was hoping for really challenging courses, but it all feels so superficial.
6. My results are worse than I expected.
7. I feel like I have to compete with other students.

## Health

1. I struggle to fall asleep.
2. I wake up a lot during the night.
3. I have trouble to get out of bed in the morning | I live at night and skip classes.
4. I find it difficult to make time to relax.
5. I miss the fun things I used to do besides studying.
6. All my time and energy revolves around graduating | studying.
7. I might drink | take pills | smoke pot | gamble (a bit) too much.
8. I always feel tired and busy.
9. I have feelings of loneliness | I feel isolated.
10. I spend too much time watching Netflix | gaming | on social media.
11. I feel like a fraud, I haven't taken an exam for some time and no one knows.

## Circumstances

1. Something happened and I find it difficult to pick myself up and move on.
2. I have less focus on my graduation | project | study due to circumstances, and because of that ...
3. Something happened during my graduation | project | study that is not okay, but I don't know what to do with it.
4. I feel unfairly treated.
5. I don't have time for (e.g. problems | illness | passing | ... of) a loved one.
6. I have experienced something that felt wrong in hindsight. I am unsure how to deal with it.
7. I have come out as ... (gay | bisexual | queer | ...) and I find this ...
8. I have to take care of my ... (siblings | parents | ...) and this is ...
9. I want to quit my studies, but I cannot disappoint my ...

## Disability & support issues

1. I sometimes need to skip a lecture | class due to personal circumstances.
2. I feel like my lecturer can't give me what I need (e.g. the extra support).
3. I don't feel understood | safe | welcome on campus.
4. I find it hard to study with my disability or other extra needs.
5. I can't find the space to temporarily withdraw myself (e.g. desensitize, pray, ...).
6. I feel that I can't be open about my disability or extra needs.
7. I feel like an outsider.
8. If I compare myself with others, I ...

## International student life

1. It is hard to find my way in another culture.
2. I find it hard to mix (socially) with other students and that feels problematic because ...
3. I have too much on my plate.
4. I've spent a lot of money doing this master, so failing is not an option.
5. My (mental) health is worrying me, but I'm not sure how to discuss this | I can't find help | I worry that people can hold this against me.
6. I want to socialize with local students, but I don't know how to make that happen.
7. It is hard to find my way in another culture.
8. I feel financial pressure due to ...
9. There are so many experiences to have (e.g. company internships | student associations | other activities). How can I balance that?

## Bridging program | premaster

1. I find it hard to ask questions because they might think that I am ...
2. I feel that I am not fitting in, because of ...
3. I feel that I have complicated my life by doing a bridging program | premaster.
4. I'm not sure if I'm clever enough for university. At the HBO everything felt easy ...
5. I spent a lot of money on the bridging program | premaster. I can't stop now.
6. My family expect me to do a master at the university. I'm struggling with the bridging program | premaster, but I can't let them down.
7. In HBO | BSc I knew how everything worked. Now I am unsure. This makes me feel ...
8. When I was at the HBO | BSc, I had enough time for life outside university. Now I don't.
9. I expect more of myself in this new environment, at my age.
10. Supposedly, bridging programs | premasters are difficult. It feels too easy to me.

## Life outside university

1. I don't have enough money to pay ... (e.g. study tuition | study materials | groceries ...).
2. I can't find student housing.
3. It's hard for me to find work alongside my study.
4. I have no idea what to do with my future (... e.g. after my graduation | next year).
5. I am homesick.
6. Living on my own and taking care of myself is really hard.
7. My student home is too distracting.
8. I don't go out much.
9. I don't have any real friends yet.

## Studying abroad

1. Working in groups | sharing knowledge feels strange to me. I am not used to that.
2. Studying takes up almost all of my time, this makes me feel lonely.
3. I think that doing a thesis inside a company is the only way to go.
4. I am unsure who to ask to supervise me in my thesis. What if I make the wrong choice?
5. I feel that my parents | my family | teachers will look down on me if I do not pass an exam.
6. I find it hard to keep track of all my to-do's.
7. I have too many courses.
8. I want to change my courses | MSc, but I am afraid to do so, because ...
9. The guidelines for a thesis proposal are too vague | give me too much freedom.
10. I feel isolated in the international student bubble.

## Assessment

1. I struggle with setting up the assessment as a learning opportunity.
2. I worry that students evaluate my course better if their grade is higher.
3. The course evaluation does not give any meaningful information.
4. I struggle with motivating students without assessment.
5. I find it difficult to judge students' work objectively.
6. I have trouble making the deadline for the review period.
7. I don't know how to deal with recurring complaints from students about the assessment.
8. It is impossible for me to positively change the stress students experience during exam periods.

## Social safety

1. I see behavior in others that I disapprove of, but what can I do?!
2. I can't really be myself at work.
3. I rarely say that things are hard for me to do, because it is a sign of weakness.
4. I am unable to empower students to speak up about social safety issues.
5. I realise social safety is a relevant topic; however, I am not sure how to deal with it in my work | teaching | supervision.
6. I sometimes see or feel that there is something wrong in the atmosphere in class. I am unsure how to deal with this.
7. I have experienced something that felt wrong in hindsight. I am unsure how to deal with it.
8. I sometimes feel threatened by students who are unhappy about how I do my work | my assessment | my feedback.

## Professional development

1. I get (too) little space to learn informally from colleagues.
2. I experience little space to work on my own development.
3. I don't feel appreciated for my educational work.
4. Many of my colleagues ignore the need to adapt to changing times, this makes me feel ...
5. I can't keep up with the pace.
6. Professional development is appreciated and supported as long as it is in line with what my supervisor has in mind for me.

## Feedback

1. I find it difficult to ask for feedback.
2. I find it difficult to be evaluated.
3. I find it difficult if students give me feedback on my work.
4. I get stressed from scheduling and | or sticking to a schedule.
5. My days are so packed that I never have time to really work on anything.
6. I'm not as motivated as before.
7. Colleagues do not appreciate my constructive feedback on their work.
8. Within our group we have no culture that allows for giving feedback to each other.

## Educational development

1. I am not getting around to revising or innovating my course.
2. I feel that I should do something around major social issues (e.g. climate change | racism | ...) in my course or in my work, but how?
3. I am insecure about inclusive education.
4. I see students who suffer from noninclusive education. What can I do?
5. My good ideas die in the system.
6. I experience too little autonomy to do my job well.
7. I can't find support for the improvements I want to make.
8. Without tenure it is impossible to work on my professional development.
9. Educational development is always driven by budget cuts, not by improving the quality.

## Supervise & advise

1. It is hard to maintain a good relationship with some of the people.
2. I feel that the people I supervise don't like me, and that's hard for me.
3. I find it difficult not to take over work.
4. I spend a lot of time on unclear questions from others.
5. I find it difficult to deal with students' emotions.
6. My students react defensively to my well-intentioned feedback | advice.
7. It takes a lot of time to align expectations.
8. The roles and responsibilities of students and supervisors are not clearly defined. This causes the following problem: ...
9. I feel pressure to make students pass, because of the consequences of failing.
10. The roles and responsibilities of students and supervisors are not clearly defined.

## Health

1. I have trouble getting out of bed in the morning.
2. I find it difficult to make time to relax.
3. All my time and energy revolves around my work.
4. I might drink | gamble | take pills | do drugs (a bit) too much.
5. I always feel tired and busy.
6. I loose sleep over worrying about the things I have to take care of.

## Teach

1. My students take too little initiative.
2. I find the consumer behavior | calculating behavior of students difficult to deal with.
3. I can't get my students to do what I want.
4. I find it difficult when my students perform worse than I expected.
5. I get frustrated when my students don't take my subject | advice seriously.
6. Nowadays everything can be learned online, I have the idea that I am not adding anything.
7. My course has so many participants that I no longer have personal contact with students.
8. The pressure on my time is so high, I have no room for real contact with students.
9. I am overwhelmed by all the available literature, tools and models on teaching.

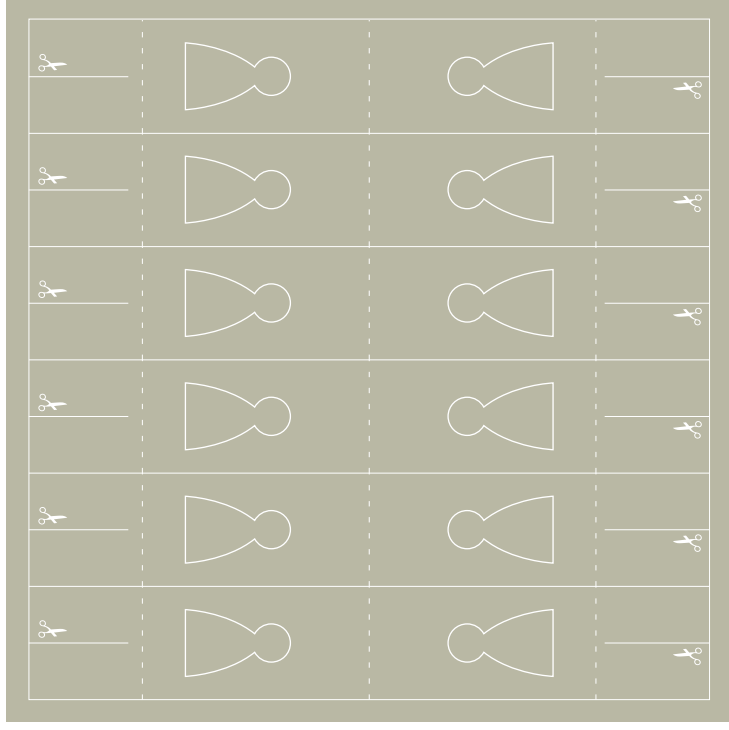
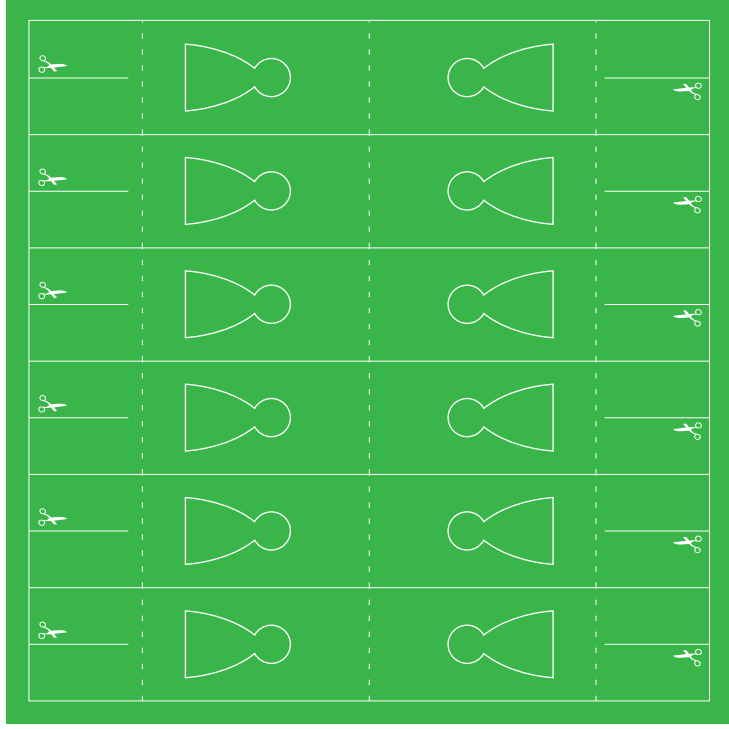
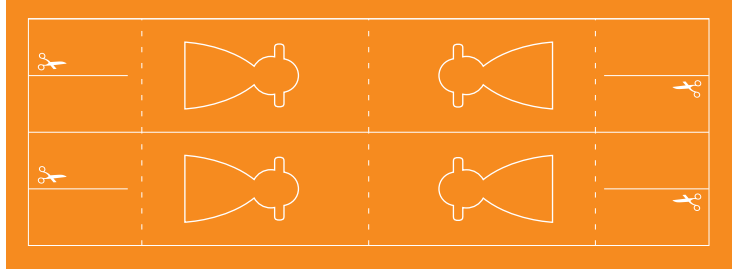
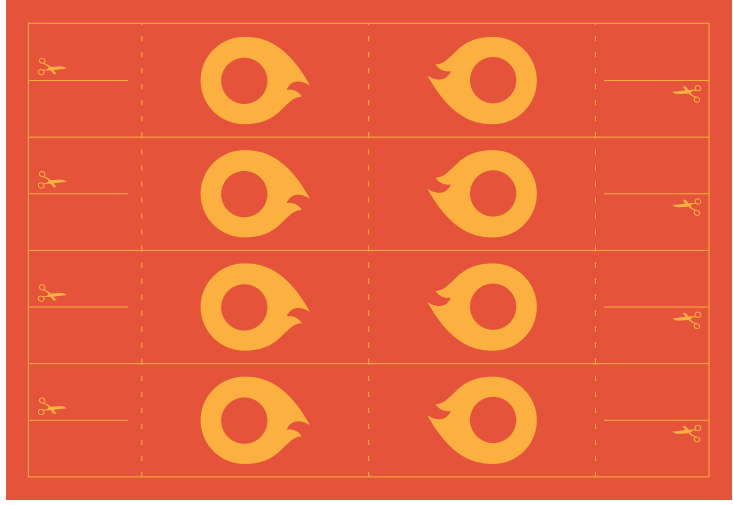
## Sustainability 1

1. I don't know enough about sustainability to include it in my teaching.
2. If I teach sustainability, I worry that I also need to be a sustainability role model.
3. My course is already crammed with too much content, I can't see how I could include sustainability as well.
4. I struggle to find relevant connections between sustainability and my subject area.
5. I worry that the students won't like it.
6. I worry that I'll be perceived as teaching a political agenda.
7. Integrating sustainability in my teaching seems like an overwhelming task, I've no idea how to start.
8. I worry that I won't be able to answer students' questions.

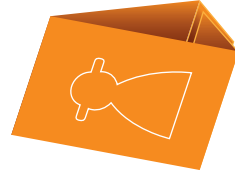
## Sustainability 2

1. I struggle to assess sustainability learning in meaningful ways.
2. I feel alone in this, none of my colleagues work with sustainability.
3. Thinking about the future makes me feel depressed.
4. I worry that my students will get depressed, and I don't know how to deal with their emotions.
5. I don't feel empowered to question what and how we teach our students.
6. I don't think I can make a difference.
7. I don't have time to work with sustainability, I'm already overworked.
8. I worry that I'll be perceived as being activist.





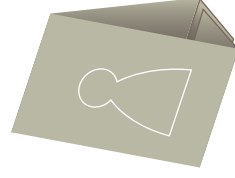
7 flames



2 orange pawns



12 green pawns



12 grey pawns