Intellectual
Multiverse

Project Number: 2023-1-ES01-KA220-ADU-000152430

WORKSHOP "INTELLECTUAL MULTIVERSE"

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PRESENTING THE PROJECT

The "Intellectual Multiverse" project aims to develop innovative educational tools for adult learners with fewer opportunities, creating a new approach based on Multiple Intelligences Theory. This new approach will facilitate inclusivity and promote constructive learning pathways for all adults involved.

The **main objective** of the project is to **promote educational equity through an alternative methodology** based on **multiple intelligences**, in order to fully develop personal potential in the field of **non-formal education for adults with fewer opportunities**.

The specific objectives of this project are:
- Improve the abilities of adult educators to recognize and respond to personal educational needs, adapting to individual contexts and backgrounds, and teach them the priorities of this process..
- Promote teaching strategies that prevent frustration and foster motivation in non-formal education for adults with fewer opportunities.
- Offer strategies to adult educators to overcome their students' learning difficulties through individual motivation.
- To learn about and promote collaborative work between entities working in the social sphere with disadvantaged people from different groups, through the Erasmus+ program, building collaboration agreements and good relationships between European organizations with common interests.
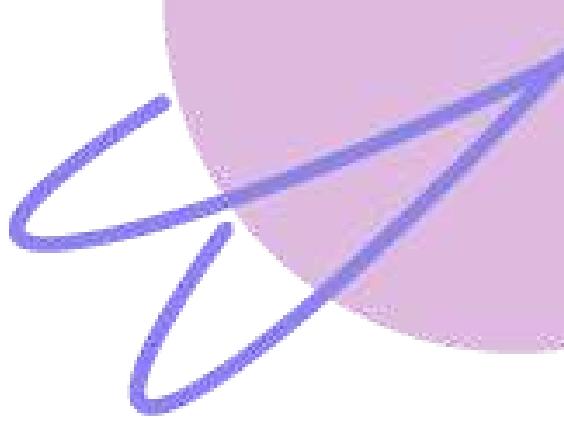
INTRODUCTION TO THE PROJECT

The expected results of the "Intellectual Multiverse" project are:

- **Toolkit on Multiple Intelligences Theory called "Intellectual Multiverse: adult learning by playing with multiple intelligences",** with resources and activities for professionals in this field.
- **"Intellectual Multiverse" workshop** for adults in general, but with an inclusive approach for adults with fewer opportunities. It will be a tool for professionals on how to detect individual potential in relation to different types of intelligence and personal motivation.

PROJECT PARTNERS

ASPAYM CASTILLA Y LEÓN FOUNDATION (COORDINATOR)

The ASPAYM Castilla y León Foundation has been working since 2004 in the field of social services, particularly in the area of physical disability. It helps people throughout their entire life cycle and is supported by educational and social experts, as well as researchers in the field. In recent years, the Foundation has developed several projects that use new technologies and has promoted their use as a tool to improve the rehabilitation and quality of life of people with disabilities.

The Youth Department of ASPAYM Castilla y León carries out numerous activities related to promotion, non-formal education, employment, inclusive leisure, etc. One of the most notable examples is the inclusive camp developed by the organization, which has 22 years of experience and has won multiple awards, as well as the awareness-raising project "Ponte en mis zapatos" (Put yourself in my shoes), whose main objective is the normalization of disability in schools, community centers, youth organizations, etc.

DESCRIPTION OF THE PARTNERS

PLAN B SOCIAL EDUCATION FOUNDATION

LThe Plan B Socio-Educational Foundation is a private Spanish non-profit foundation, formally constituted and capable of self-management. Our mission is to generate social change that improves the lives of children and adolescents by providing them with opportunities for personal, social, and educational growth.

We strive to achieve this by establishing clear objectives that serve as a guide for the foundation's work:
- Develop transformative participation.
- Research, intervene, and comprehensively promote education as a tool for change.
- Empower communities, promote quality democracy, and develop the environment.

Our experience involves designing innovative projects that we implement both nationally and internationally. The foundation disseminates its initiatives to a wide range of target groups, from children to young people and adults. We also try to accommodate disadvantaged groups and people from rural areas. The initiatives carried out by the foundation not only focus on developing activities for each group individually, but also on connecting different groups with each other to nurture social ties and participation dynamics between different groups, for example between children and the elderly. At the national level, we focus on providing educational opportunities for our target groups, based on the needs of the community, including labor integration, democratic dialogue, and support in multiple dimensions of the educational field.

Internationally, we have implemented many projects supported by Erasmus+, KA1, KA2, and KA3, as well as the European Solidarity Corps, as coordinators and participants, with the aim of developing communities through socio-educational interventions with young people in Europe and abroad.

In line with our passion for empowering different community groups, we fight for socio-educational rights and would like to be a reference partner for social education and strengthen our efforts to achieve this goal.

DESCRIPTION OF THE PARTNERS

CEIPES - INTERNATIONAL CENTER FOR THE PROMOTION OF EDUCATION AND DEVELOPMENT

CEIPES – International Center for the Promotion of Education and Development is a non-profit organization founded in 2007 and based in Palermo, Italy. It runs a network of more than 8 European and non-European associations focused on education, training, and social development. CEIPES has experience in education, innovation transfer, and project management in various European programs that address the education and skills development of different target groups, from young people to adults, from women to the unemployed, immigrants, and disadvantaged groups. It also promotes lifelong learning, vocational training, and entrepreneurship with the aim of increasing opportunities for young people and adults to improve and acquire skills and, therefore, boost their employability and inclusion.

CEIPES maintains various links with local and international public and private actors who can contribute to the achievement of project results in terms of dissemination, exploitation, and sustainability. CEIPES can count on experienced staff composed of professionals with different skills and backgrounds in fields such as psychology, communication, training, international cooperation, social and cultural mediation, social assistance, ICT, digital manufacturing, and law.

DESCRIPTION OF THE PARTNERS

ROSTO SOLIDÁRIO

Rosto Solidário (RS) is a Portuguese NGDO (Non-Governmental Development Organization) created in 2007. The organization is based in Santa Maria da Feira, about 30 km from Porto. RS aims to promote global citizenship and solidarity by improving the human and social development of local communities. The basic principles of RS are civic participation, social integration, solidarity, networking, and partnership. The organization's scope of work includes four main areas: International Development Cooperation, Education for Global Citizenship, Volunteering, and Social Support for Families. Gender equality, human rights, and social inclusion are cross-cutting themes at RS. RS's legal status as a public utility entity was recognized by the Ministry of Foreign Affairs in 2008. As a Portuguese member of the NGDO Platform, it is represented in both the Working Group on Education for Development and the Working Group on Ethics. RS has been an accredited host and sending organization for European Voluntary Service projects since 2011.

Since its inception, RS has been supported by the Congregation of the Passion of Jesus Christ. It is also a member of the Plataforma das Entidades de Voluntariado Missionário (a national network of Catholic institutions that promote international volunteer programs). At the local level, RS is a member of the Rede Social do concelho de Santa Maria da Feira (a local network of 115 organizations with social intervention programs - following the guidelines of the National Action Plan for Inclusion). Within this network, RS has been awarded four times in recognition of its volunteer work and support for the development of local communities.

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DESCRIPTION OF THE PARTNERS

GAMMA INSTITUTE - AICSCC

GAMA INSTITUTE
Sănătate, Educaţie, Cercetare

Gamma Institute - AICSCC is an NGO whose objective is to promote, develop, research, and initiate activities in the field of psychology, psychotherapy, and mental health, in particular (training of specialists, workshops, non-formal education for adults and professionals), promotion of best practices; training of specialists in various branches of modern psychology and mental health; facilitating collaboration between Romanian specialists and experts from the international arena.
AICSCC (with Gamma Institute as its brand) has three departments:

- Gamma Training is the educational department of the organization and consists of two training schools: the School of Systemic Training and the School of Self-Activation. School of Systemic Training: launched in 2011, it is accredited by the Romanian College of Psychologists as a provider of training in systemic family and couple psychotherapy, and has incorporated the latest research related to clinical practice into its curriculum. The aim of the training school is to create a national and international network of highly trained professionals and to offer a space for constant development to therapists of all specialties (couples therapy, child psychology, clinical disorders, etc.). The training group has a 4-year postgraduate curriculum, with approximately 150 graduates to date. Graduates have the opportunity to work after graduation in the organization's private practice clinic and research department, which are described below.
- Gamma Clinic is the organization's health department and consists of two parts: Gamma Clinic Psychology and Gamma Kids. Gamma Clinic Psychology offers various psychological services to adolescents, young people, and adults with different problems, in individual, couple, family, or group sessions. The professionals are accredited clinical psychologists and psychotherapists. The other part is Gamma Kids, a department whose goal is to help children (of all ages) and their families with all kinds of difficulties.

The topics covered include: anxiety and depressive disorders, school maladjustment, learning disorders, speech disorders, bullying, family and social difficulties, and much more. The psychologists who work at Gamma Kids are psychotherapists specializing in child psychology, clinical psychologists, speech therapists, psychotherapists, and art therapists for children with special educational needs (including learning disorders). At Gamma Kids, we work with the child, but also with the whole family in a systemic approach, and we collaborate with teachers and other specialists. Activities include individual sessions, family sessions, sessions for parents, workshops for children, art therapy workshops, training for parents, and training for specialists.

- Gamma Research is the organization's research department and aims to develop fundamental research in the field of neuroscience and consciousness, but also in the field of psychotherapy. Through this department, we want to develop new training programs for professionals in the field of psychology and develop new high-level intervention methods and tools. Our research platform brings together specialists in psychology, cognitive sciences, genetics, human sciences, and child psychology (the psychologists working at Gamma Kids are also researchers in the Gamma Research department).

METHODOLOGY

MAIN OBJECTIVES OF THE 17 ACTIVITIES AND 9 GAMES

Within the framework of the 'Intellectual Multiverse' project, the consortium has developed a proposal for a programme of activities to be carried out in the same space, through which educators and adults participating in it will be able to recognise the 8 Intelligences and their relationship with the following areas of personal development:

- Linguistic and logical-mathematical intelligences related to cognitive development.
- Musical intelligence related to artistic development.
- Bodily and spatial intelligences related to psychomotor development.
- Intrapersonal and interpersonal intelligences related to emotional development.
- Natural intelligences related to ethical-sustainable development.

Thus, the 'Intellectual Multiverse' Workshop has been created using game-based learning and gamification methodology. Thanks to this Workshop, in particular, and the 'Toolkit and Recommendations', in general, the aim is to improve adult education practices in European organisations towards educational inclusion by promoting the skills and potential of individuals. By generating this result, which combines different activities, games and educational resources focused on people's potential and abilities (through multiple intelligences and using game-based learning and gamification), the aim is for the educational community and related professionals to be able to identify the competences, skills and motivations of students in the different areas of knowledge proposed as intelligences and their relationship with the areas of development mentioned (cognitive, artistic, psychomotor, emotional and ethical-sustainable). Another objective of the 'Intellectual Multiverse' workshop is to increase the motivation of students, especially adults with fewer opportunities, by helping them to see their abilities and recognise their potential after the workshop.

Game-based learning and gamification have been used to develop and achieve the results of this project (i.e., this Toolkit and the 'Intellectual Multiverse' Workshop contained therein) because, despite being a complex methodology with its own elements and techniques studied by many authors, it transfers the mechanics of games to the educational-professional sphere, whether to better absorb knowledge, improve a skill, or generate a positive experience.
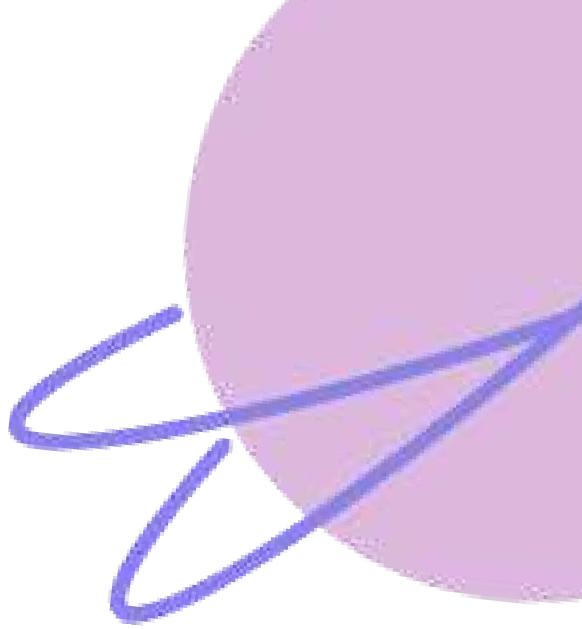
Gamification is not just about games in the classroom, but rather about using game designs and techniques in non-playful contexts to develop skills in players (in the specific case of this project, in adults, especially those with fewer opportunities). The aim of gamification is to engage participants, encouraging both competition and cooperation among peers, as well as increasing their motivation. Gamification uses an individual perspective to study students' progress and offer the best learning path for each student, based on their needs and qualities, so this learning technique complements the information offered by Gardner in his Theory of Multiple Intelligences and its application in this project. Furthermore, gamification is capable of managing diversified learning paths, as it emphasises small achievements (rather than the links between these achievements), so that multiple paths to the main goal can be constructed, depending on the objectives, skills and other characteristics of the participants. It should be noted that gamification also takes into account the visual dimension of the learning process, especially the visualisation of progress in the learning process and the chosen learning path.

WHAT ARE THE ACTVITIES AND HOW CAN THEY BE USED

As part of the Intellectual Multiverse project, the consortium has consulted and compiled a total of 17 activities to work on the different Multiple Intelligences, some of which are existing resources and others developed by the project partners themselves. Two activities have been chosen for each of the Intelligences to be worked on, except in the case of Musical Intelligence, which consists of three different activities.

The distribution and main characteristics of each of the 17 activities mentioned are explained below:

- If the intelligence to be worked on is **Linguistic**, the following activities are proposed:
  - Activity called "Collaborative storytelling" (approx. 30 min.). The objectives of this activity are for participants to use their creative expression, to use descriptive language (using grammar and vocabulary appropriately) and also figurative language, and to practise their written language and comprehension.
  - Activity called 'Alibi' (approx. 30-45 min.). The objectives of this activity are for participants to improve their verbal communication, listening, argumentation, figurative language and constructive questioning, to practise debating skills (including comprehension and reasoning), to work on grammar (especially the past tense), to practise storytelling and to use creative expression.

- If the intelligence to be worked on is **Logical-mathematical**, the following activities are suggested:
  - Activity called 'Einstein's Game' (approx. 30 min.). The objectives of this activity are for participants to use logical reasoning, make predictions and draw conclusions, and analyse and interpret data.
  - Activity called 'Mathematical Escape Room' (approx. 30 min.). The objectives of this activity are for participants to use their problem-solving skills in groups and individually, to identify patterns, and to practise and reinforce their calculation skills.

- If the intelligence to be worked on is musical **Intelligence**, the following activities are suggested:
    - Activity called 'Harmony in images' (approx. 20 min.). The objectives of this activity are for participants to improve their cognitive skills and use music as a tool to understand reality.
    - Activity called 'Musical Storytellers' (approx. 25 min.). The objectives of this activity are for participants to connect emotions with music and learn to describe emotions and create stories based on them.
    - Activity called 'Rhythms and Emotions' (approx. 20 min.). The objectives of this activity are for participants to connect emotions with music and learn to interpret the emotions of others and describe their own emotions without speaking, through sounds and rhythms.

- If the intelligence to be worked on is **Bodily-Kinesthetic**, the following activities are proposed:
    - Activity called 'Rhythmic Heartbeats' (approx. 30 min.). The objectives of this activity are for participants to develop the mentioned Bodily-Kinesthetic Intelligence through body percussion, exploring rhythms and movements, improving coordination, memory and creativity, and also improving body awareness.
    - Activity called 'Talk with your hands' (approx. 30 min.). The objectives of this activity are for participants to learn a little about sign language and, in this way, practise a different way of speaking and stimulate the locomotor system, as well as improve attention and visual perception.

- If the intelligence to be worked on is **Spatial intelligence,** the following activities are suggested:
    - Activity called 'Illustrating the Imagination' (approx. 30 min.). The objectives of this activity are for participants to develop representation, encourage their imagination, and also work on gross and fine motor skills.
    - Activity called 'Blindly' (approx. 30 min.). The objectives of this activity are for participants to improve their concentration, strengthen their fine motor skills, understand shapes, and recognise textures.

- If the intelligence to be worked on is **Intrapersonal**, the following activities are suggested:
  - Activity called 'Sculpting the Self: A Journey in Clay' (approx. 90 min.). The objectives of this activity are for participants to foster self-awareness through creative expression, reflect on their personal identity, emotions and values, and develop the ability to translate their internal concepts about themselves into symbolic representations.
  - Activity called 'The 3 Letters: A Deep Immersion into the Self' (approx. 90 min.). The objectives of this activity are for participants to foster greater self-awareness and emotional intelligence, to reflect deeply on their past experiences, current identity, and future aspirations, and to develop personal goals and a long-term vision in line with their internal values.

- If the intelligence to be worked on is **Interpersonal**, the following activities are proposed:
  - Activity called 'Building Bridges: The Circle of Empathy' (approx. 90 min.). The objectives of this activity are for participants to improve their empathy and active listening skills, to foster collaboration and understanding among participants, to develop their ability to interpret social cues and respond appropriately, and to practise constructive feedback and peer support.
  - Activity called 'The Negotiation Game: A Win-Win Mission' (approx. 60-75 min.). The objectives of this activity are for participants to improve their negotiation and conflict resolution skills, develop the ability to balance assertiveness and empathy, and strengthen teamwork and collaborative problem solving.

- If the intelligence to be worked on is **Naturalistic**, the following activities are proposed:
  - Activity called 'Field Diary / My Nature Diary' (approx. 1 hour). The objectives of this activity are for participants to become aware of the nature around them, to motivate them to do outdoor activities and to encourage learning while enjoying natural environments.
  - Activity called 'C.S.I. Nature' (approx. 40 min.). The objectives of this activity are for participants to solve environmental mysteries by analysing evidence of the presence and actions of animals.

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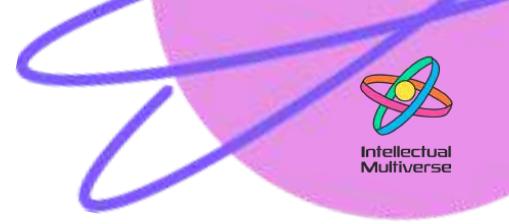
1. "COLLABORATIVE STORYTELLING" ACTIVITY

LINGUISTIC INTELLIGENCE

TARGET GROUP
Adults and adults with fewer opportunities.

NUMBER OF PARTICIPANTS
4-5 groups (15 -20 people in total)

TIME
Aproximately 30 min.

OBJECTIVES
- Use creative expression.
- Use descriptive language.
- Use grammar and vocabulary correctly
- Use standard lenguage.
- Practice written language and comprehension.

WARM-UP EXERCISE

1. The facilitator divides the participants into groups of 4-5 people.
2. In each group, each person takes turns saying a word to add to the proverb. Each word added to the proverb must fit grammatically with what the previous person said.
3. The facilitator should explain that this exercise should be done fairly quickly, so participants should say the first word that comes to mind.
4. Each group will come up with 3 sayings, for which they have 5 minutes.
5. The last person to finish the saying should explain its meaning. The funnier, the better!
6. When the time is up, each group can share their favourite saying with the other groups.

The aim of this warm-up exercise is to prepare participants for the activity by practising teamwork to construct a common phrase. It should also serve to "break the ice" in the group.

DESCRIPTION OF THE ACTIVITY

In this activity, the groups will write a shared story together.
Participants will remain in their groups (the same ones from the warm-up exercise). Each group will have a topic to write about, which may be assigned in advance by the facilitator or chosen by the groups on the day itself.

The facilitator can decide whether all groups will have the same topic or different ones (with more advanced groups, they can also ask them to suggest their own topics).

The groups will also be given a vocabulary list with words, phrases or expressions that must be used in the story (depending on the group, the facilitator may also use pictograms or story cubes for this part).

Each member of the group must choose a different colour to write in, so that the facilitator can identify who wrote which part.

Each person will take turns writing one sentence. After someone writes a sentence, the next person must write another sentence that is consistent with the previous one and continues the story.

Participants will have about 15-20 minutes to write their stories. The stories can be funny, scary, romantic, serious... whatever they prefer!

At the end, groups are encouraged to share their stories with everyone.

DISCUSSION/REFLECTION SESSION

- How did you feel while doing this activity? What did you like most/least about it?
- How did you feel when it was your turn to write? What strategies did you use to write each part?
- Did you find it difficult to create a story that was consistent with the theme and vocabulary your group had to use?
- How was communication between the members of your group?
- How do you think this activity promotes teamwork?
- How do you think this activity helps improve linguistic intelligence?
- If you were to do this activity again, what would you do differently?

MATERIALS

- Sheets of paper
- Pencils and/or pens
- Suggested tópicos for stories (Appendix 1).
- Vocabulary List (Appendix 2).

RECOMENDATIONS FOR FACILITATORS - VARIATIONS

- **DIFFICULTY LEVEL**: The difficulty level of the story ideas and vocabulary can be adjusted when working with groups of native or non-native speakers, as well as with groups of people with disabilities. Depending on the level of the participants and the time available, the group can be asked to create their own stories and vocabulary lists.

- **ASSESS ORAL LANGUAGE SKILLS INSTEAD OF WRITTEN SKILLS:** depending on the group, this can also be done as an oral storytelling activity. Instead of asking participants to write, they can be asked to take turns saying one sentence each; in this case, the facilitator should move around and observe each group individually.

- **ADAPTATION FOR PEOPLE WITH VISUAL IMPAIRMENTS:** When working with people with visual impairments, explain the story's plot aloud, as well as the words they should use (or make them accessible in Braille). Instead of vocabulary lists, the facilitator can use pictograms and/or story cubes.

- **ADAPTATION FOR PEOPLE WITH HEARING IMPAIRMENTS:** The warm-up exercise can be changed to be written instead of spoken. If the facilitator knows sign language, it can be done by signing instead of writing.

- **VIRTUAL VERSION:** The activity can also be done online. Participants can meet on Zoom and work together on the collaborative story in Google Drive. Each participant should write in a different colour to distinguish who has written what. Participants can split into Zoom rooms for the warm-up exercise and the writing activity.

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APPENDIX 1: PROPOSED TOPICS FOR REPORTS

- **1st topic:** 'One day, while cleaning my house, I found a secret letter...'

- **2nd topic:** 'I used to love chocolate cake, but that all changed when...'

- **3rd topic:** 'As I sat by the fireplace, I watched the snowflakes falling outside...'

APPENDIX 2: PROPOSED VOCABULARY LIST

- Turquoise
- Tomato sauce
- Oven
- Lonely
- Cinema
- Frankly
- Spider
- Postman/woman
- Frying pan
- Viscous
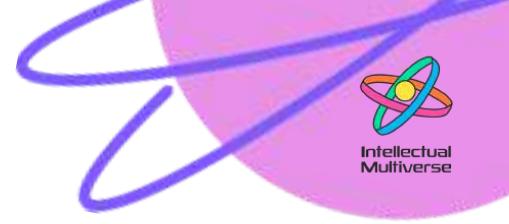
2. "ALIBI" ACTIVITY

LINGUISTIC INTELLIGENCE

TARGET GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
15 participants (1 group of 3 people and 3 groups of 4 people)

TIME
Approximately 30 - 45 min.

OBJECTIVES
- Improve verbal communication, listening comprehension, argumentation, figurative language, and constructive questioning.
- Practise debating skills.
- Use comprehension skills.
- Activate reasoning skills.
- Work on grammar (especially the past tense).
- Practise storytelling.
- Use creative expression.

WARM-UP EXERCISE: TWO TRUTHS AND A LIE

1. All participants stand in a circle. Without saying it out loud, each person prepares three statements about themselves (two will be true and one will be false).
2. When it is a person's turn, they must say their three statements. The false statement must be believable enough to make it difficult for the others to guess.
3. The participants guess which one is the lie.
4. Once someone guesses correctly, it is the next person's turn.

The aim of this warm-up exercise is to prepare the participants and help them practise their reasoning and debating skills for the activity.

DESCRIPTION OF THE ACTIVITY

The facilitator begins by explaining that the group will take part in an activity in which they will act as characters. Three people in the group will be accused of committing a crime; they can be volunteers or the facilitator can choose them directly.

Depending on the size of the group, the rest of the participants will be divided into three groups (of approximately four people each) to prepare questions to ask the 'suspects.' If the group is small, it may be better for each participant to work on the questions individually.

The facilitator shares the crime with the group (this should be prepared in advance). The facilitator decides whether to say the crime aloud or write it on the board, depending on the level of the group.

The three 'suspects' are asked to leave the room for 10-15 minutes to prepare their alibis (stories proving their innocence); they must decide among themselves, or the facilitator must decide, who committed the crime.

The others remain in the room for 10-15 minutes and write questions together with their groups. Explain to the groups that each one must have a spokesperson and at least one person to act as a 'note-taker' for when they question the suspects.

The facilitator will move between the two groups, helping the 'suspects' to work on their alibis and the other groups to work on writing their questions. The alibis must be quite credible, and participants must consider all aspects of the crime, when it was committed, and why their character could not have done it. The other groups asking the questions must consider what information they need to decide who is guilty.

When the three suspects are ready to present their alibis, the facilitator will bring them back into the room. The facilitator explains that the jury must decide which of the three suspects is guilty. They must listen carefully to the three stories, take notes, ask questions, and write down the answers. They should not say out loud who they think is guilty. There will be time to discuss with their groups at the end of the questioning.

The facilitator will then act as judge, ensuring that the suspects present their alibis and answering each group's questions in an orderly manner. All groups should have the same amount of time to ask questions of the suspects, and the suspects should also have time to respond; therefore, the facilitator must manage the time efficiently.

Once the questioning is over, the three suspects leave the room. The groups will have five minutes to discuss who they think is guilty.

Once they have reached a verdict, the facilitator invites the three suspects back in. Each group votes and the identity of the guilty party is revealed.

DISCUSSION/REFLECTION SESSION

- How did you feel during the game? What was it like to be a suspect and a member of the jury?
- (For the suspects) Was it difficult to think of an alibi? How did you feel when the rest of the group questioned you?
- (For the jury) Was it difficult to think of questions before knowing how the suspect would respond? What strategies did you use to write your questions? Did this change after hearing the alibis?
- How do you think this activity could help you improve your linguistic intelligence?
- If you were to do this activity again, what would you do differently?

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MATERIALS

- A room and another place where some people can leave the aforementioned room
- Paper
- Pencils and/or pens
- Instructions for the scenario (Appendix 1).

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

- Where possible, it is useful to have two facilitators for this activity; that way, one can stay with the main group, who are writing the questions, and the other can stay with the suspects. However, this is not essential.

- **LEVEL OF DIFFICULTY:** Depending on the language skills of the group, for example, if there are non-native speakers, the facilitator may wish to introduce courtroom vocabulary and review verbs in the past tense.

- **GROUP SIZE:** if you are working with a small group (fewer than 10 people), you may decide to choose two suspects and have the rest of the group work individually to ask questions. There is also another version in which there is only one suspect who has to prove their innocence; in this case, the facilitator should change the instructions slightly and explain that this person is being accused. If time is limited, this version of the activity is shorter.

- **ADAPTATION FOR PEOPLE WITH VISUAL IMPAIRMENTS:** If working with people with visual impairments, ensure that the crime is read aloud and assign them a role (either in the group or as suspects) that does not require writing. Members of your group should explain any visual cues they may observe in the suspects (for example, if they are not maintaining eye contact while speaking, as this could be a sign that they are lying).

- **ADAPTATION FOR PEOPLE WITH HEARING IMPAIRMENTS:** As this activity mainly focuses on oral debate skills, a sign language interpreter may be necessary if there are people with hearing impairments in the group.

- **VIRTUAL VERSION:** The activity can also be done online. Using the Zoom platform, the facilitator can send the three suspects to a breakout room in Zoom, where they can work on their alibis. However, keep in mind that someone else will need to manage the Zoom call so that the facilitator can move between the breakout rooms.

APPENDIX 1: PROPOSED GUIDELINES FOR THE SCENARIO

Crime: 'Yesterday, at 7:30 p.m., someone stole the frog from the facade of the University of Salamanca!'
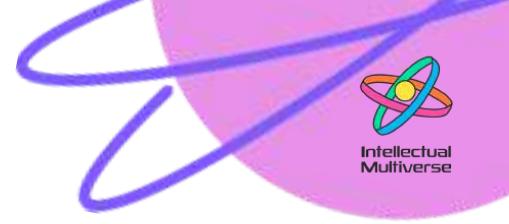
3. "EINSTEIN'S GAME" ACTIVITY

LOGICAL-MATHEMATICAL INTELLIGENCE

TARGET GROUPS
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
15 participants

TIME
Approximately 30 min.

OBJECTIVES
- Use logical reasoning.
- Make predictions.
- Draw conclusions.
- Analyse and interpret data.

WARM-UP EXERCISE: ROWING GAME

1. All participants must stand up. The facilitator tells them to line up according to the instructions he/she gives.
2. Participants must line up in order, following the instructions (e.g. who was born furthest west/east, shoe size, etc.).
3. The facilitator can increase the difficulty by adding instructions (e.g. without speaking, you must hop on one leg, etc.).

The aim of this warm-up exercise is to prepare participants to work together following guidelines and to organise themselves in a coherent and logical manner.

DESCRIPTION OF THE ACTIVITY

In this activity, participants must obtain clues from each other, analyse the information in those clues, put them in a logical order, and discover the missing information. There are two different versions, depending on the difficulty, but in both the objective is to discover who has the fish.

First, the facilitator explains to participants that, although the activity is for the whole group, most of it is individual. Each participant must have a piece of paper and something to write with, as each person will be given a piece of paper with a clue ('clue cards').

In order to obtain information from others, participants must move around the room and approach each person individually. They can only ask that person for information regarding what is on their clue card; that is, if the person has information about other participants with whom they have spoken, they cannot give it to you. The aim is for participants to talk to each and every person in the room and write down the information they are given.

When giving information, participants should only do so about what appears on their paper. They should not make inferences based on clues they have received from others or give information about others to the group.

Once everyone has spoken to each other, participants sit down with their information and try to figure out how to organise it to see who the fish belongs to. The facilitator can decide whether or not to show participants the chart for organising the information. Depending on the group, they may prefer participants to discover for themselves that they can make a chart.

While sorting the information, participants should work individually, in silence, and not talk to others. If the facilitator sees that the group is having problems, they can encourage them to work together, but only after giving them the opportunity to solve the activity on their own.

Once the answer has been discovered, the facilitator will review the clues and show the table with the solutions to the group.

DISSCUSION/REFLECTION SESSION

- How did you feel while doing this activity?
- How did you feel while sharing information with others? How did you feel when others gave you their information?
- How do you think this activity could help you strengthen your logical-mathematical intelligence?
- What did you find most difficult about the activity?
- What strategies did you use to solve it?
- If you were to do this activity again, what would you do differently?

MATERIALS

- Sheets of paper.
- Pencils and/or pens.
- Clue cards (Appendix 1).
- Solutions (Appendix 2)

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

- This activity can be adapted to many different groups; however, it is important to have as many clues as there are participants in the group.
- When working with groups of fewer than 15 people, the facilitator can decide whether to give several clues to different people or to keep them all. Some of the clues can also be combined, especially those that only give one piece of information.
- It is essential that all the clues are distributed because the puzzles can only be solved if the participants have all 15 clues.
- The clue cards have additional boxes at the bottom where the facilitator can add more clues when working with larger groups. Some of the clues provide two pieces of information, so they can be divided into two. For even larger groups, the clues can be repeated or irrelevant information can be provided, which could make it even more difficult.

- **DIFFICULTY LEVEL:** There are two scenarios that can be used, which can be found in the appendices. The first version is of medium difficulty and should be solvable by most adults. The second version is difficult and may be more challenging to solve alone. After talking to the other participants and obtaining all the missing information, encourage participants to work on organising the information on their own first. If the facilitator sees that some people are stuck, they can form small groups. The facilitator can also give additional clues, if necessary.

- **ADAPTATION FOR PEOPLE WITH HEARING IMPAIRMENTS:** Instead of speaking, participants can be asked to write down the information from their clues.

- **VIRTUAL VERSION:** This activity can also be done online. If done on Zoom, participants can send private messages to each other to obtain information. Other platforms such as virtual conferences that allow participants to talk to each other individually can also be used.

APPENDIX 1: TRACK CARDS

Difficulty level: Medium

Trails:

The person who dances ballet has a dog.

The Dane does not play football.

The person who has a goat drinks milk.

The Norwegian drinks hot chocolate.

The Swede has a dog and lives next door to the person who plays basketball.

The Norwegian has a cat and lives next door to the person who has a dog.

The Brit plays bowling and lives next door to the person who plays basketball.

The Dane does not drink apple juice.

The Dane does not have a goat.

The German plays volleyball.

The German has a hamster and lives next door to the person who has a cat.

The German is in the first house.

The person who has a hamster drinks tea.

The person drinking water plays basketball.

The Dane does not have a hamster.

Difficulty level: Difficult

Tracks:

> The British person lives in the red house.

> The Swedish person has a dog.

> The Dane drinks water.

> The green house is just to the left of the white house.

> The owner of the green house drinks coffee.

> The person who has nothing has a bird.

> The owner of the yellow house plays football.

> The person who lives in the middle house drinks milk.

> The Norwegian lives in the first house.

> The person who plays basketball lives next door to the person who has a cat.

> The person who owns a horse lives next door to the person who plays football.

> The person who plays rugby drinks fizzy drinks.

> The German plays tennis.

> The Norwegian lives next door to the blue house.

> The person playing basketball has a neighbour who drinks water.

APPENDIX 2: SOLUTIONS

Difficulty level: Medium

27

Clues:
- The person who dances ballet has a dog.
- The Dane does not play football.
- The person who has a goat drinks milk.
- The Norwegian drinks hot chocolate.
- The Swede has a dog and lives next door to the person who plays basketball.
- The Norwegian has a cat and lives next door to the person who has a dog.
- The Brit plays bowling and lives next door to the person who plays basketball.
- The Dane does not drink apple juice.
- The Dane does not have a goat.
- The German plays volleyball.
- The German has a hamster and lives next door to the person who has a cat.
- The German is in the first house.
- The person who has a hamster drinks tea.
- The person who drinks water plays basketball.
- The Dane does not have a hamster.

Who has the fish?

Solution:

Position	Nacionality	Pet	Drink	Sport
1	German	Hamster	Tea	Volleyball
2	Norwegian	Cat	Hot chocolate	Football
3	Swedish	Dog	Apple juice	Ballet
4	Danish	**Fish**	Water	Bascketball
5	British	Goat	Milk	Bowling

Difficulty level: difficult

Clues:
- The Briton lives in the red house.
- The Swede has a dog.
- The Dane drinks tea.
- The green house is just to the left of the white house.
- The owner of the green house drinks coffee.
- The person who swims has a bird.
- The owner of the yellow house plays football.
- The person who lives in the middle house drinks milk.
- The Norwegian lives in the first house.
- The person who plays basketball lives next door to the person who has a cat.
- The person who has a horse lives next door to the person who plays football.
- The person who plays rugby drinks soft drinks.
- The German plays tennis.
- The Norwegian lives next door to the blue house.
- The person who plays basketball has a neighbour who drinks water.

Who has the fish?

Solution:

Position	House colour	Nationality	Pet	Drink	Sport
House 1	Yellow	Norwegian	Cat	Water	Football
House 2	Blue	Danish	Horse	Tea	Bascketball
House 3	Red	British	Bird	Milk	Swimming
House 4	Green	German	**Fish**	Coffee	Tenis
House 5	White	Swedish	Dog	Soft drink	Rugby
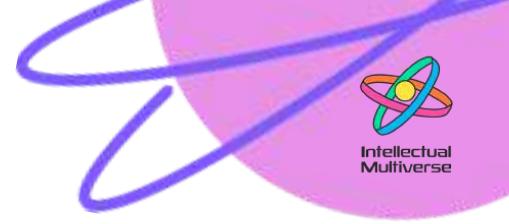
4. "MATHEMATICAL ESCAPE ROOM" ACTIVIY

LOGICAL-MATHEMATICAL INTELLIGENCE

TARGET GROUPS
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
15 - 20 participants (groups of 3 - 4 people)

TIME
Approximately 30 min.

OBJECTIVES
- Use problem-solving skills in groups and individually.
- Practise problem solving.
- Identify patterns.
- Practise and reinforce calculation skills.

WARM-UP EXERCISE: SILENT COUNTING

1. All participants stand in circles, facing each other. The facilitator tells them that they are going to count silently in their heads.
2. When the facilitator claps, the group must stop counting and remember their last number. The facilitator will give instructions with operations to apply to that number (e.g., add 2, subtract 7, multiply by 5, etc.).
3. When everyone is ready, the facilitator will tell them to start counting from 1 in their heads.
4. The facilitator should wait a moment and then add operations. These operations should start out very simple and gradually increase in difficulty.
5. When the facilitator is ready to end the activity, they should clap their hands and tell the participants that this will be the last operation.
6. At the end, the facilitator can ask for a few volunteers to say the number they obtained.

The aim of this warm-up exercise is to prepare participants to do mathematical operations in their minds so that they are ready for the challenges of the Escape Room.

DESCRIPTION OF THE ACTIVIY

In this activity, each group must work together to find solutions and escape from the room. The sum of the solutions to all the problems is the answer that unlocks the padlock.

First, the facilitator explains to the participants that they are all locked in a room and must find a way to escape. The answers to the challenges will give them clues to the final solution.
The facilitator can make up a story to make things more interesting, such as the participants being trapped in the basement of an abandoned building and having to find the exit before it gets dark.
All members of the groups will work together to find solutions to the six challenges in the Maths Escape Room. The sum of all the solutions will open the lock.
Each group will be given paper and pencils to solve the problems, but they must not say the answers out loud, otherwise they could help the other groups.

In the Escape Room example in the appendix, there are four challenges; this can be adapted depending on the group and how many challenges the facilitator decides to set. However, this must be decided in advance, as the sum of all the challenges is the final answer.

Once all the groups have solved all the challenges, they must add up the answers. If this number is correct, it will open the lock. They must write down the answer and show it to the facilitator: if it is correct, they can escape from the room; if not, the facilitator can help them and show them where they went wrong.

DISCUSSION/REFLECTION SESSION

- How did you feel while doing this activity?
- (If the activity is done in a group) How was the experience of doing this activity in a group? How would it have been different if you had done this activity alone?
- (If the activity is done alone) How was the experience of doing this activity alone? How would it have been different if you had been in a group?
- How do you think this activity could help you strengthen your logical-mathematical intelligence?
- What did you find most difficult about the activity?
- If you were to do this activity again, what would you do differently?

MATERIALS

- Paper.
- Pencils and/or pens.
- Challenge cards (Appendix 1).
- Challenge solutions (Appendix 2).

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

- **DIFFICULTY LEVEL:** The warm-up exercise can be adapted to different difficulty levels. For a lower difficulty level, division and multiplication can be eliminated. The facilitator can also ask the group to count slowly so that they do not reach higher numbers. To add more difficulty, the facilitator can mix the operations from the beginning and give participants less time to count.

- **INDIVIDUAL VERSION:** It may be preferable to do the activity individually rather than in a group. In this case, each participant should review all the challenges on their own and write down their answers. The facilitator can adapt the challenges accordingly.

- **ADAPTATION FOR PEOPLE WITH VISUAL IMPAIRMENTS:** To work on this activity with people with visual impairments, it may be best to shorten the activity. The facilitator should say all the challenges aloud and give participants enough time to complete them. If available, the challenges can be prepared in Braille or Nemeth code.

- **ADAPTATION FOR PEOPLE WITH HEARING IMPAIRMENTS:** To conduct this activity with people with hearing impairments, all challenges should be written down on paper. It may be helpful to project them onto the wall or write them on the board. The human calculator challenge suggested in the appendices can also be done in writing and may work better as an individual exercise.

- **VIRTUAL VERSION:** The activity can also be done online. If done in a group, the facilitator can use Zoom's breakout room feature to divide participants into small groups. The human calculator challenge could be done in writing in the main group, where the facilitator can display the questions on their screen and have participants work individually on each question on a piece of paper. At the end of the challenges, each group or individual participant can send their answer in a private chat to the facilitator.

APPENDIX 1: CHALLANGE CARDS

HUMAN CALCULATOR:

3 2

1.

Math Escape Room!
4x8

2.

Math Escape Room!
/2

3.

Math Escape Room!
+ measurement
of the folder

4.

Math Escape Room!
x2

5.

Math Escape Room!
-53

6.

Math Escape Room!
/ number
of groups
= final number

SEQUENCES:
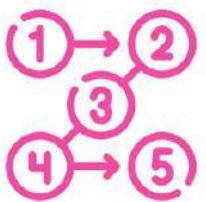
Math Escape Room!

1, 9, 17, 25, _____

35, 33, 31, 29, _____

98, 88, 79, 71, _____

144, 72, 36, 18, _____

1, 1, 2, 6, _____

Sequences!

SUM= _____

ENIGMA:

Math Escape Room!

I am a two-digit number. My tens digit is three times my units digit. The sum of my digits is 12. What number am I?

a+b= 12
bx3=a

Enigma!

FINAL CHALLANGE:

Math Escape Room!

Final challenge!

9	8	12	10	44
39	5	29	72	40
42	74	81	58	25
87	35	79	45	17
38	4	13	24	55

1. The initial number (9) x 8
2. -37
3. /7
4. x itself
5. + 14
6. /3
7. + this number's digits in reverse
8. - digit from 1-9 not in the chart

Clue: all answers are in the chart

APPENDIX 2: SOLUTIONS TO THE CHALLANGES

HUMAN CALCULATOR:

34

Math Escape Room!

4x8=32

32/2=16

16 + measurement of the folder (33) = 49

49x2=98

98-53=45

45/ number of groups (5)= 9

Human calculator!

SEQUENCES:

Math Escape Room!

+8 +8 +8 +8
1, 9, 17, 25, 33

-2 -2 -2 -2
35, 33, 31, 29, 27

-10 -9 -8 -7
98, 88, 79, 71, 64

/2 /2 /2 /2
144, 72, 36, 18, 9

x1 x2 x3 x4
1, 1, 2, 6, 24

Sequences!

33+27+64+9+24= 157

ENIGMA:

Math Escape Room!

I am a two-digit number. My tens digit is three times my units digit. The sum of my digits is 12. What number am I?

a+b= 12
bx3=a

93

Enigma!

FINAL CHALLANGE:

1.

Math Escape Room!

9	8	12	10	44
39	5	29	(72)	40
42	74	81	58	25
87	35	79	45	17
38	4	13	24	55

- Your number x 8 (9x8=72)

Clue: all answers are in the chart

2.

Math Escape Room!

9	8	12	10	44
39	5	29	(72)	40
42	74	81	58	25
87	(35)	79	45	17
38	4	13	24	55

- Your number x 8 (9x8=72)
- -37 (72-37= 35)

Clue: all answers are in the chart

3.

Math Escape Room!

9	8	12	10	44
39	(5)	29	(72)	40
42	74	81	58	25
87	(35)	79	45	17
38	4	13	24	55

- Your number x 8 (9x8=72)
- -37 (72-37= 35)
- / 7 (35/7=5)

Clue: all answers are in the chart

4.

Math Escape Room!

9	8	12	10	44
39	(5)	29	(72)	40
42	74	81	58	(25)
87	(35)	79	45	17
38	4	13	24	55

- Your number x 8 (9x8=72)
- -37 (72-37= 35)
- / 7 (35/7=5)
- x itself (5x5=25)

Clue: all answers are in the chart

5.

Math Escape Room!

9	8	12	10	44
(39)	(5)	29	72	40
42	74	81	58	(25)
87	(35)	79	45	17
38	4	13	24	55

- Your number x 8 (9x8=72)
- -37 (72-37= 35)
- / 7 (35/7=5)
- x itself (5x5=25)
- + 14 (25+14=39)

Clue: all answers are in the chart

6.

Math Escape Room!

9	8	12	10	44
(39)	5	29	(72)	40
42	74	81	58	(25)
87	(35)	79	45	17
38	4	(13)	24	55

- Your number x 8 (9x8=72)
- -37 (72-37= 35)
- / 7 (35/7=5)
- x itself (5x5=25)
- + 14 (25+14=39)
- / 3 (39/3=13)

Clue: all answers are in the chart

7.

Math Escape Room!

9	8	12	10	(44)
(39)	5	29	(72)	40
42	74	81	58	(25)
87	(35)	79	45	17
38	4	(13)	24	55

- Your number x 8 (9x8=72)
- -37 (72-37= 35)
- / 7 (35/7=5)
- x itself (5x5=25)
- + 14 (25+14=39)
- / 3 (39/3=13)
- + this number's digits in reverse order (13+31=44)

Clue: all answers are in the chart

8.

Math Escape Room!

9	8	12	10	(44)
(39)	5	29	(72)	40
42	74	81	58	(25)
87	(35)	79	45	17
(38)	4	(13)	24	55

- Your number x 8 (9x8=72)
- -37 (72-37= 35)
- / 7 (35/7=5)
- x itself (5x5=25)
- + 14 (25+14=39)
- / 3 (39/3=13)
- + this number's digits in reverse order (13+31=44)
- - the digit from 1-9 that doesn't appear in the chart (44-6=38)

Clue: all answers are in the chart
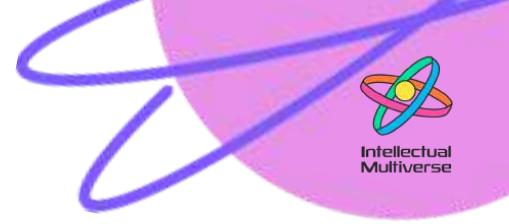
5. "HARMONY IN IMAGES" ACTIVITY

MUSICAL INTELLIGENCE

TARGET GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
20 participants (divided in 4 - 5 grupos)

TIME
Approximately 20 min.

OBJECTIVES
- Improve cognitive skills.
- Use music as a tool for understanding reality.

DESCRIPTION OF THE ACTIVITY

The facilitator divides the participants into 4 or 5 groups. Each group is given an image and some instruments or tools to make music/sounds.
The groups must analyse their image in search of ideas about the mood or story it conveys and then create a piece of music that reflects the emotion or narrative of the image.

After creating the piece of music, each group must perform it for the other participants without revealing the image.
The other groups must guess the image based on the music, and then the image is revealed.

DISCUSSION/REFLECTION SESSION

- How did you feel while doing this activity?
- What was the most difficult part of the activity?
- How do you think music conveys emotions or stories?
- If you were to do this activity again, what would you do differently?

MATERIALS

- Sheets of paper.
- Pencils and/or pens.
- Musical instruments or tools for making music/sounds.

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

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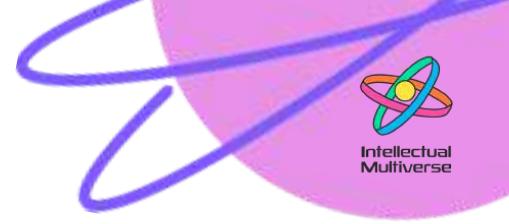
6. "MUSICAL NARRATORS" ACTIVITY

MUSICAL INTELLIGENCE

TARGET GROUP
Adults and adults with fewer opportunities.

NUMBER OF PARTICIPANTS
20 participants (divided in 4 - 5 groups)

TIME
Approximately 25 min.

OBJECTIVES
- Connect emotions with music.
- Learn to describe emotions and create stories based on them.

DESCRIPTION OF THE ACTIVITY

The facilitator prepares a piece of music in advance. The music is then played while the participants divide into 4 or 5 groups.
The facilitator asks them to focus on the emotions, mood and any "story" they can hear. Participants can note down key elements such as tempo, dynamics and instrumentation.

After listening, each group is asked to write a short story (200 words maximum) based on how the music made them feel, describing the characters, setting and plot.

Finally, all participants share their stories with the rest of the groups.

DISCUSSION/REFLECTION SESSION

- How did you feel while doing this activity?
- What did you find most difficult about the activity?
- How do you think music conveys emotions or stories?
- How many different interpretations arose from the same piece of music?

MATERIALS

- Sheets of paper.
- Pencils and/or pens.
- Musical instruments or tools for making music/sounds (e.g., drums, maracas, sticks, or other objects that can produce rhythm).

RECOMMENDATIONS FOR FACILITATOR - VARIATIONS

7. "RHYTHMS AND EMOTIONS" ACTIVITY

MUSICAL INTELLIGENCE

TARGET GROUPS
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
20 participants (divided in en 4 - 5 groups)

TIME
Approximately 20 min.

OBJECTIVES
- Connect emotions with music.
- Learn to interpret the emotions of others and describe your own without speaking, through sounds and rhythms.

DESCRIPTION OF THE ACTIVITY

The facilitator divides the participants into 4 or 5 groups. Each group is given some musical instruments or other objects that they can use to produce sound (e.g., maracas, sticks, etc.).
Each group is asked to create a rhythm that expresses a specific emotion, assigned in advance: happiness, fear, anger, calm, etc.

Once each group has developed its rhythm, it will perform it for the other participants.
After each performance, the other groups must guess what emotion the rhythm represents and discuss how it made them feel.

DISCUSSION/REFLECTION SESSION

- How did you feel while doing this activity?
- What did you find most difficult about the activity?
- How do you think music conveys emotions or stories?

Intellectual
Multiverse

MATERIALS

- Sheets of paper.
- Pencils and/or pens.
- Musical instruments or tools for making music/sounds (e.g., drums, maracas, sticks, or other objects that can produce rhythm).

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

8. "RHYTHMIC HEARTBEATS" ACTIVITY

BODY-KYNESTHETIC INTELLIGENCE

TARGET GROUP
Adults and Adults with fewer opportunities

NUMBER OF PARTICIPANTS
15 participants

TIEMPO
Approximately 30 min.

OBJECTIVES
- Practise body percussion, exploring rhythms and movements.
- Improve coordination, memory and creativity.
- Improve body awareness.

DESCRIPTION OF THE ACTIVITY

At the beginning, the facilitator explains that body percussion uses the body itself as a musical instrument, allowing each person to explore rhythms and movements in a creative and conscious way. For this reason, this activity improves coordination, rhythm and body awareness.
The facilitator should explain to participants what body percussion is and what its benefits are for coordination and body awareness.

The facilitator then plays music (which should be prepared in advance) and asks participants to individually explore some basic rhythms, using different parts of the body and creating sequences.

To end the activity, it is recommended that the facilitator prepare a moment of relaxation.

DISCUSSION/REFLECTION SESSION

- How did you feel while doing this activity?
- Had you ever tried body percussion activities before?
- What did you find most difficult about the activity?

MATERIALS

- Music and devices to play it on.
- A spacious, quiet area.
- Comfortable clothing.

RECOMENDATIONS FOR FACILITATORS – VARIATIONS

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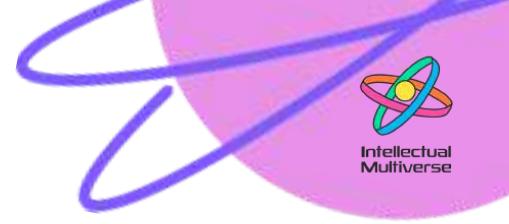
9. "SPEAK WITH YOUR HANDS" ACTIVITY

BODY-KINESTHETIC INTELLIGENCE

TARGET GROUP
Adults and adults with fewer opporunities

NUMBER OF PARTICIPANTS
15 participants

TIME
Approximately 30 min.

OBJECTIVES
- Learn a little about sign language.
- Practise a different way of communicating.
- Stimulate the motor system and improve attention and visual perception.

DESCRIPTION OF THE ACTIVITY

At the beginning, the facilitator explains to participants the importance of sign language, emphasising that there is no such thing as a 'universal sign language' but that each language has its own sign language. For this activity, the facilitator can use the sign language of their own language, but some sign language alphabets are provided as examples.

After the explanation, using the sign language alphabet, participants are asked to practise names and words and to understand how they work.

DISCUSSION/REFLECTION SESSION

- How did you feel while doing this activity?
- Have you ever tried talking with your hands?
- What was the most difficult part of the activity?

MATERIALS

- Spacious and quiet space.
- Sign language alphabet for each country (Appendix).

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

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APPENDIX: SIGN LANGUAGE ALPHABETS

SPANISH SIGN LANGUAGE ALPHABETS:

46
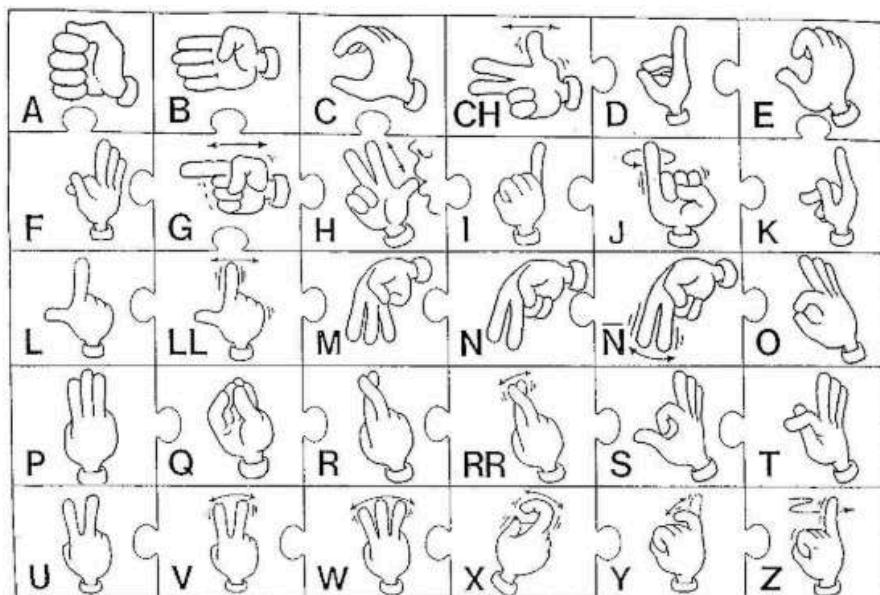
PORTUGUESE SIGN LANGUAGE ALPHABETS:

ITALIAN SIGN LANGUAGE ALPHABETS:

ROMANIAN SIGN LANGUAGE ALPHABETS:
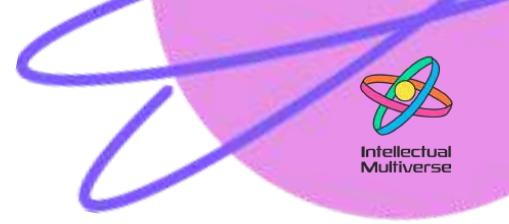
10."ILUSTRATING THE IMAGINATION" ACTIVITY

SPATIAL INTELLIGENCE

TARGET GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
10 participants

TIME
Approximately 30 min.

OBJECTIVES
- Develop representation.
- Encourage imagination.
- Work on gross and fine motor skills.

DESCRIPTION OF THE ACTIVITY

The facilitator reads an excerpt from a randomly selected story or tale. He/she repeats the excerpt three times.

While the facilitator reads, participants are asked to visualise the scene with their eyes closed. They are given a few minutes to let their imaginations run wild.
After this time, participants must draw what the excerpt from the story (or tale) suggests to them.

It is not necessary to explain what the story is about; it is very enjoyable to see how the same excerpt is something different for each person.

DISCUSSION/REFLECTON SESSION

- How did you feel while doing this activity?
- What was the most difficult part of the activity?

Intellectual
Multiverse

MATERIALS

- Sheets of paper.
- Pencils, crayons or felt-tip pens.
- Exctract from a story or tale.

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

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11. "BLINDLY" ACTIVITY

SPATIAL INTELLIGENCE

TARGET GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
15 participants

TIME
Approximately 30 min.

OBJECTIVES
- Develop concentration and recognition skills.
- Strengthen fine motor skills.
- Develop texture recognition and shape comprehension.

DESCRIPTION OF THE ACTIVITY

Before conducting this activity, the facilitator should hide several easily recognisable objects in a bag; for example, a small ball, a banana, a pencil, and an apple.

In this activity, participants are asked to reach into the bag without seeing what is inside and select an object. They must touch it to try to recognise it and then draw it without looking at the paper, as this helps them to concentrate much more on the feel and the strokes of the coloured pencils.

Another option for this activity is for the facilitator to ask participants to model the object they have selected from the bag with clay or plasticine, using the touch and texture of the object.

DISCUSSION/REFLECTION SESSION

- How did you feel while doing this activity?
- What was the most challenging part of the activity?

MATERIALS

- Sheets of paper.
- Pencils, crayons or markers.
- Bag with different objects inside (the facilitator decides which objects).
- Blindfolds (optional).
- Clay or modelling clay (optional).

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

Intellectual
Multiverse
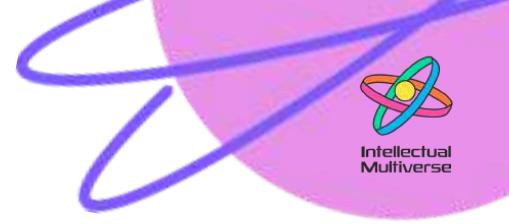
12."SCULPING THE SELF: A JOURNEY IN CLAY" ACTIVITY

INTRAPERSONAL INTELLIGENCE

TARGET GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
8 - 20 participants

TIME
Approximately 90 min.

OBJECTIVES
- Promote self-awareness through creative expression.
- Encourage reflection on personal identity, emotions, and values.
- Develop the ability to translate internal concepts about oneself into symbolic representations.

INTRODUCTION

The facilitator should present intrapersonal intelligence as the ability to access one's own feelings and internal states and to use this knowledge for self-guidance (Gardner, 2011). They should then explain that creative activities such as sculpture can help to externalise internal experiences, promoting a deeper understanding of oneself.

WARM-UP EXERCISE: GUIDED VISUALISATION

The facilitator asks participants to close their eyes and imagine their current self as an object, shape, or symbol (approximately 5 minutes).
Immediate reflection: What colours, textures, or shapes come to mind?

DESCRIPTION OF THE ACTIVITY

This activity is divided into three different stages:

1. Sculpting session (approx. 45 min.):
The facilitator distributes clay or plasticine to each participant. They are then asked to sculpt a representation of themselves (not a literal self-portrait, but a symbolic or abstract model that reflects who they are at that moment).
The facilitator should encourage them to think about their emotions, values, strengths, and challenges as they sculpt.

2. Writing Reflections (approx. 10 min.):
Once the sculpture is finished, the facilitator asks participants to write a short paragraph describing their work:
How did they choose these shapes/colours?
What aspects of themselves do they represent?

3. Sharing with the rest of the group (approx. 20 min.):
Participants who feel comfortable can present their sculptures and reflections to the rest of the group.

DISCUSSION/REFLECTION SESSION

- How did you feel about representing yourselves in a non-verbal, artistic way?
- Did the sculpture reveal anything unexpected about yourselves?

MATERIALS

- Clay, modelling clay or modelling dough (preferably in various colours).
- Disposable tablecloths or placemats.
- Paper and pens for writing down reflections.

RECOMMENDATIOS FOR FACILITATORS - VARIATIONS

To explore this further, repeat the activity by asking participants to sculpt their 'ideal self' and compare both results.

BIBLIOGRAPHY

- Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences* (Updated ed.). Basic Books.
- McNiff, S. (2004). *Art heals: How creativity cures the soul.* Shambhala Publications.

Intellectual
Multiverse

13. "THE 3 LETTERS: A DEEP INMERSION INTO THE SELF" ACTIVITY

INTRAPERSONAL INTELLIGENCE

TARGET GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
8–20 participants (individual activity, optional sharing in pairs or small groups)

TIME
Approximately 90 min.

OBJECTIVES
- Promote advanced self-awareness and emotional intelligence.
- Encourage deep reflection on past experiences, present identity, and future aspirations.
- Develop personal goal setting and a long-term vision aligned with internal values.

INTRODUCTION

The facilitator should present intrapersonal intelligence as the basis for self-knowledge, managing emotions, and making informed and authentic life decisions (Gardner, 2011). They should also explain that the ability to reflect deeply across time (past, present, and future) builds a coherent sense of identity and purpose.

WARM-UP EXERCISE: QUICK GUIDED VISUALISATION

The facilitator says the following to the participants: 'Close your eyes and imagine yourselves as children. Now change the image to how you are today. Finally, imagine yourselves in 10 years' time.'

After approximately 5 minutes, the facilitator asks participants to write down 3 words that describe each version of themselves: Past, Present and Future.

DESCRIPTION OF THE ACTIVITY

This activity is divided into three different stages, as participants will write three different letters in sequence, creating a dialogue across time:
1. Letter to Your Past Self (approx. 20 min.):
Participants are asked to address their younger selves (from 5-10 years ago). Each person should express gratitude, forgiveness or advice for the experiences they have had. The facilitator will ask participants to reflect on what they have learned from their past challenges and successes.

2. Letter to Your Present Self (approx. 20 min.):
The facilitator asks participants to write to themselves today, reflecting on their strengths and areas for growth. Participants should reflect on what matters most to them now and how they are living in accordance with their values.

3. Letter to My Future Self (approx. 20 min.):
The facilitator asks participants to project themselves 10 years into the future and share their hopes, dreams, and intentions. Participants should describe the kind of person they aspire to become and the path they envision.

Finally, there will be an exchange of reflections (approx. 20 min.): in pairs or trios, participants can share selected excerpts or ideas, optionally, depending on their comfort level.

DISCUSSION/REFLECTION SESSION

- Which letter was the most difficult to write? Why?
- Did writing these letters change your understanding of who you are or where you are headed?
- How can you use what you have discovered to guide your actions from this day forward?

MATERIALS

- Paper, pens, envelopes (optional, if participants wish to seal their letters).
- Quiet background music (optional) to create an atmosphere conducive to reflection.

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

- Create a 'time capsule': seal the letters and schedule their return to participants in one year.

- As a visual variation, after writing, participants can draw a timeline connecting the three selves.

- A poetic form can be used for the letters to encourage deeper emotional expression.

BIBLIOGRAPHY

- Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences* (Updated ed.). Basic Books.
- Pennebaker, J. W. (1997). *Opening up: The healing power of expressing emotions*. Guilford Press.
- Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. Random House.

14. "BUILDING BRIDGES: THE CIRCLE OF EMPATHY" ACTIVITY

INTERPERSONAL INTELLIGENCE

TARGET GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
8 - 20 participants

TIME
Approximately 90 min.

OBJECTIVES
- Improve empathy and active listening skills.
- Encourage collaboration and understanding among participants.
- Develop the ability to interpret social cues and respond appropriately.
- Practise constructive feedback and peer support.

INTRODUCTION

The facilitator should introduce the concept of interpersonal intelligence as the ability to understand and interact effectively with others (Gardner, 2011). They should emphasise the importance of empathy and listening skills in building strong personal and professional relationships.

WARM-UP EXERCISE

The facilitator begins by pairing participants randomly. Each person has three minutes to share a positive experience from their life, while the other participant listens attentively without interrupting.
After each round, the listeners summarise what they have heard, focusing on emotions and key points.

The facilitator can summarise the warm-up activity by asking:
How did you feel being listened to without interruption?
What did you find difficult when summarising the story?

DESCRIPTION OF THE ACTIVITIES

The facilitator asks participants to form small circles (5 to 6 people each).
Next, one participant shares a problem or dilemma that may be real or hypothetical (approximately 2-3 minutes). After sharing, each member of the group briefly reflects (approximately 1 minute) on what they have understood, focusing on the emotions and needs expressed. At this stage, no advice is allowed, only reflections and empathetic responses.

Once all the reflections are complete, the participant who shared the problem can comment on which comments they found most meaningful.

The facilitator then asks the participants to switch roles until everyone has had a chance to share something.

DISCUSSION/REFLECTION SESSION

- What have you learnt about yourselves and others?
- How has active listening influenced your connection with the participant who shared their problem?
- In what ways can these skills be applied in everyday life?

MATERIALS

- Chairs arranged in circles.
- Timer or stopwatch.
- Notebook and pen (optional, for personal notes).

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

- For smaller groups, you can increase the number of exchange rounds.

- For advanced participants, introduce more complex topics for discussion (e.g., ethical dilemmas).

- Encourage participants to maintain eye contact and use non-verbal affirmations (nodding, smiling, etc.).

BIBLIOGRAPHY

- Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences* (Updated ed.). Basic Books.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ.* Bantam Books.

Intellectual
Multiverse

15."THE GAME OF NEGOTIATION: A MISSION THAT BENEFITS EVERYONE" ACTIVITY

INTERPERSONAL INTELLIGENCE

TARGET GROUP
Adults and adults with fewer opporunities.

NUMBER OF PARTICIPANTS
12 - 30 participants

TIME
Approximately 90 min.

OBJECTIVES
- Develop awareness of the nature around us.
- Encourage everyone to engage in outdoor activities.
- Promote learning while enjoying the natural environment.

INTRODUCTION

The facilitator should briefly introduce interpersonal intelligence, emphasising the importance of negotiation, collaboration and social awareness (Gardner, 2011). This can be followed by a discussion of how success in the real world often depends on reaching mutually beneficial agreements.

WARM UP EXERCISE: YES - NO

The facilitator begins by pairing participants randomly. In each pair, participants must continue a conversation in which they are only allowed to respond with 'yes' or 'no,' without using any other words.

After two minutes, the facilitator should ask the following questions:
- Was it difficult to keep the conversation going?
- What strategies worked best?

DESCRIPTION OF THE ACTIVITY

The facilitator divides the participants into teams of 3 to 4 people.
Each team represents a different 'country' responsible for negotiating an international agreement (e.g., an environmental treaty, a trade agreement, or a cultural exchange).
Each team receives a confidential report detailing their country's objectives, non-negotiable points, and points on which they are willing to compromise.

The negotiation phase then begins: all teams have approximately 30 minutes to negotiate and reach a consensus that satisfies at least 70% of each country's objectives.

Finally, the negotiation process is reflected upon, and the facilitator may ask participants the following questions:
- What strategies were effective?
- What were the biggest challenges?
- How did empathy and understanding help to reach agreements?

DISCUSSION/ REFLECTION SESSION

- How did you manage conflicting interests?
- What role did listening and flexibility play in the success of the negotiation?
- Can you think of any real-life situations where these skills are essential?

MATERIALS

- Sheets of paper.
- Pencils and/or pens.
- Confidential reports on countries (printed or digital).
- Negotiation sheets (to keep track of agreements and commitments).
- Timer/stopwatch.

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

- Add a twist: introduce unexpected "global events" midway through the game (e.g., an economic crisis or environmental disaster) that force teams to adapt their negotiation strategies.

- For smaller groups, create fictional companies or organizations instead of countries

BIBLIOGRAPHY

- Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences* (Updated ed.). Basic Books.
- Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). Penguin Books.

16. "FIELD DIARY - MY NATURE DIARY" ACRIVITY

NATURALISTIC INTELLIGENCE

TARGET GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
10 - 12 participants (individual work)

TIME
Approximately 60 min.

OBJECTIVES
- Improve negotiation and conflict resolution skills.
- Develop the ability to balance assertiveness and empathy.
- Strengthen teamwork and collaborative problem solving.

WARM-UP EXERCISE: WHO IS WHO?

The facilitator begins by explaining to participants that certain historical figures are considered to possess the highest naturalistic intelligence. The facilitator then challenges participants to guess who these figures are (to do this, the facilitator has a set of slides at their disposal, which are included in the appendix).

DESCRIPTION OF THE ACTIVITY

This activity is divided into four steps.

STEP 1. (approx. 15 min.):
Following in Darwin's footsteps, the facilitator challenges participants to create their own Nature Journal, a small notebook to take with them on their next walk and begin to notice natural details around them: drawings, feelings, observations, interesting details, learnings, natural elements, etc.
The facilitator presents the video on how to make a Nature Journal (the link is available in the 'Materials' section) or another video more suitable for the group.
Then, the facilitator presents the materials and allows participants to work with them for approximately 15 minutes: drawing, cutting, writing... using their creativity to build and decorate the Journal. The cover can be personalised and chapters can be included (plants, animals, thoughts, drawings, photographs...).

STEP 2. (approx. 10 min.):
The next challenge for participants is to start using the Nature Diary. The facilitator asks participants to think of a specific place in nature that they remember: their garden at home, a holiday destination, an unforgettable trip, a Sunday walk with the family, etc.

Once the place has been identified, the facilitator challenges participants to recall memories of that natural place and fill in the diary with related information: name of the place, location, date of visit, season, typical landscape (mountain, plain, valley, river, forest...), typical trees/flowers/animals, common sounds (water, wind, birdsong, etc.), smells and colours, specific and unique details that have remained etched in the memory... This information can be written down or even drawn.

STEP 3. (approx. 10 min.):
The facilitator invites participants to write ideas related to sustainability and respect for nature in our lives on post-it notes (or small pieces of reused paper) and place them in three different boxes:
Nature-friendly actions that each person already includes in their life.
Nature-friendly actions that each person plans to try.
WOW actions (something new, daring, out of the ordinary...).
Finally, from the three boxes, participants can choose some actions they would like to try in their daily lives to be more sustainable and respectful of nature, and include them in their Nature Diary.

STEP 4. (approx. 10 min.):
The facilitator invites participants who wish to do so to present their Diaries and/or their special place, and/or their WOW actions.

DISCUSSION/ REFLECTION SESSION

- Did you feel that you connected with nature in some way?
- Did you discover a 'nature lover' within yourselves that you didn't know existed?
- Do you agree that this type of activity can help you develop naturalist skills and a more careful attitude towards nature?

MATERIALS

- Sheets of paper. Pencils and/or pens.
- Craft materials: tracing paper, used cardboard boxes, carbon paper, scissors, glue, adhesive tape, old magazines (for cutting out pictures) and natural items (flowers, leaves, sticks, etc.), among others.
- Post-it notes or small pieces of paper.
- Three small boxes.

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

Play music/sounds while participants work, if the activity is taking place in a room. Here are some links to nature sounds:

- Birds singing
- White noise of water
- Ocean waves

While participants are working, aromatherapy is another option for awakening the senses and creating an atmosphere of well-being.

If possible, this activity should be carried out in an outdoor space (a garden, a picnic area, etc.).

Another suggestion, given that the project activities provide a personal journey, is to use this Nature Journal as a Personal Journal for the entire Multiverse Activities process. This way, each participant will have a personalised notebook to record, write, draw, take notes, make lists, make plans, etc. while participating in the Multiple Intelligences project activities.

RESOURCES

- Short video on how to make a Nature Journal: Nature Journal film
- Step-by-step instructions for making a Nature Journal: https://www.wikihow.life/Make-a-Nature-Journal
- Different ideas for Field Journals: https://pt.pinterest.com/search/pins/?q=naturalistic%20journals&rs=typed
- What to record in a Field Journal:
  - https://www.youtube.com/shorts/jU0YwtzT8Y
  - https://www.earthwiseaware.org/ewa-nature-circles/ewa-circles-rules-tools/nature-naturalist-journaling-why-how-to/

APPENDIX: SLIDES FOR THE WARM-UP EXERCISE "WHO IS WHO?"

Charles Darwin

Guess who?
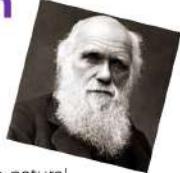
He retained his childhood love and curiosity for the natural world, he ultimately became one of the most influential people in history with his work on the evolution of species.

Jacques Costeau

Guess who?

French naval officer and ocean explorer, scientist, and researcher studied all forms of marine life.

Dian Fossey

Guess who?

She was a zoologist best known for researching the endangered gorillas of the Rwandan mountain forest and one of the first to call attention to the extinction of species..

Carl Sagan

Guess who?

He led us through the heights of the galaxy and became a popular and influential astronomer.

Jane Goddall

Guess who?

She is a British ethologist, known for her exceptionally detailed and long-term research on the chimpanzees of Gombe Stream National Park in Tanzania.

Greta Thunberg

Guess who?

She is a young Swedish environmental activist known for challenging world leaders to take immediate action to mitigate the effects of human-caused climate change.

Nature & (NOT famous) people

Since the beginning, **indigenous peoples** have had a strong relationship with nature.

They consider it sacred and feel an integral part of it.

It's the environment from which they derive their sustenance - the food and water they need to survive.

Indigenous communities pay special attention to climate cycles and the seasons (the best time for planting and growing crops.)

In their rituals, the elements of nature, especially flora and fauna, are always present.

Nature & (NOT famous) people

Indigenous people are peoples who maintain **a way of life in harmony with nature**.

They are **inspiring examples of sustainable societies**, and their knowledge and practices should guide humanity's growth towards sustainability.

Examples: Amazonian Indian communities, the north american First Nations, the Massai People in Kenia, the Pigmee People in central Africa, the Maoris in New Zealand, the Kanaks in New Caledonia...

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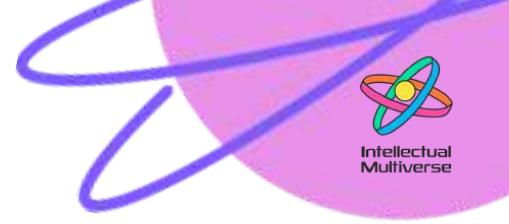
17. "C.S.I. NATURE"

NATURALISTIC INTELLIGENCE

TARGET GROUP

Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS

15 participants

TIME

Approximately 40 min.

OBJECTIVES

- Solve environmental mysteries by analysing evidence of animal presence and actions.

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WARM-UP EXERCISE: ¿MAY I KNOW?

The facilitator begins by challenging participants' knowledge of nature: can they identify animals by the sounds they make? Here is a list of possibilities:
https://animalsoundslist.com/
Another possibility is to do this with a variety of sounds that can be found in nature (water, animal footsteps, birds singing, frog sounds, etc.):
https://pixabay.com/sound-effects/search/nature/

DESCRIPTION OF THE ACTIVITY

The facilitator divides the participants into small groups and informs them that they will be Crime Scene Investigators (CSI) of something that has happened in a specific natural environment.

The facilitator presents an example (called 'Mystery 0'): the setting, the clues, the suspects, the possible hypotheses, the answer, and the justification.
Then, each group is given a situation in nature to analyse in relation to a mysterious scenario. The group analyses the clues and proposes hypotheses about what may have happened.

After this, each group presents their solutions to the mystery, as well as their justifications, based on their naturalist knowledge.
Finally, the facilitator confirms and/or reveals the correct answer and provides further explanations (if necessary).

DISCUSSION/REFLECTION SESSION

- Do you agree that this type of activity can help you develop naturalist skills and a more respectful attitude towards nature?

MATERIALS

- Sheets of paper.
- Pencils and/or pens.
- Mystery cards for the facilitator (Appendix 1) with clues to help the groups, if necessary.
- Mystery cards for participants (Appendix 2) with information about the mystery and blank spaces to write down the hypothesis, answer and justification.

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

The facilitator can create their own C.S.I. scenarios that are more suited to the fauna and flora of their region.

RESOURCES

Animal sounds for warm-up exercises:
https://animalsoundslist.com/
https://pixabay.com/sound-effects/search/nature/

APPENDIX 1: MYSTERY CARDS FOR THE FACILITATOR

MISTERY 0: (EXAMPLE)

TITLE	THE SCRATCHEED TREE
SCENE	A tree shows signs of having been visited by an animal.
CLUES	Large, rounded footprints near a scratched tree. There are partially eaten fruit peels and teeth marks on the ground. Someone scratched the tree and left tufts of dark hair.
SUSPECTS	• Wolf • Bear • Deer • Fox
POSSIBLE HYPOTHESES	Wolves do not eat fruit. Deer do not have dark fur. Bears eat fruit, leave large footprints, and rub against trees. Foxes do not have dark fur.
ANSWER	Bear
JUSTIFICATION	Bears eat fruit, have dark fur, and love to scratch trees with their claws.

MISTERY 1:

TITLE	THE INVADED CAMPING
SCENE	A group of campers wake up to find that their campsite has vanished. There are footprints in the dirt, torn food packets, and a ripped rucksack.
CLUES	Small footprints near the shops. Bitten-into food packets scattered about. Orange hairs stuck to the rucksack.
SUSPECTS	• Fox • Badger • Stray dog
POSSIBLE HYPOTHESES	Foxes have orange fur. Badgers can rummage through rubbish, but they have dark fur. A stray dog may also search for food in rubbish.
ANSWER	Fox
JUSTIFICATION	Foxes have orange fur and are very curious about human activity.

MISTERY 2:

TITLE	THE POLLUTED LAKE
SCENE	A small lake, which used to be crystal clear, is now murky and has foam on the surface. Several fish lie dead on the shore.
CLUES	The water smells different. The grass near the lake looks greener and overgrown. There is a lot of algae on the surface of the water. There are tyre tracks on the shore.
SUSPECTS	• Fertilisers from a nearby farm • Beavers • Wild boars
POSSIBLE HYPOTHESES	Fertilisers from a nearby farm: excess nutrients cause algae to proliferate, which removes oxygen from the water and kills fish. Beavers can change the flow of water, but they do not cause foaming or fish deaths. Wild boars can stir up mud, but they would not affect the water in this way.
ANSWERS	Fertilisers from a nearby farm.
JUSTIFICATION	Fertilisers cause water discolouration and excessive plant and algae growth. Tyre tracks on the shore are evidence of human presence.

MISTERY 3:

TITLE	THE LOST EGGS
SCENE	A nest that was full of eggs yesterday is now empty. There are no signs of broken shells, but there are feathers on the ground.
CLUES	Grey and white feathers scattered on the ground. Small scratches on the tree trunk. No eggshells at the site. Distant sound of an animal calling at night.
SUSPECTS	"Owl - Wildcat - Raccoon"
POSSIBLE HYPOTHESES	Owls hunt small birds and can carry away entire eggs without leaving a trace. Wildcats may steal eggs, but they usually leave more visible marks. Raccoons steal eggs, but they usually break the shells on the spot.
ANSWER	Owl
JUSTIFICATION	Scattered grey and white feathers, no other marks, and disappearance of the eggs. The sound of an animal calling.

MISTERY 4:

TITLE	THE SHATTERED TREE
SCENE	A young tree has been destroyed during the night. Its trunk has been cut into pieces and its branches are scattered everywhere.
CLUES	Irregularly cut log. Teeth marks in the wood. Small dam beginning to form in a nearby stream. Wet footprints near the bank.
SUSPECTS	• Beaver • Wild boar • Bear
POSSIBLE HYPOTHESES	Beavers cut down trees with their teeth to build dams. Wild boars may scratch trees, but they do not fell trunks. Bears scratch trees to mark their territory, but they do not destroy them in this way.
ANSWER	Beaver
JUSTIFICATION	The trunk cut unevenly with teeth marks in the wood. The construction of a small dam on a nearby stream.

MISTERY 5:

TITLE	THE MYSTERIOUS BURROW
SCENE	On a mountain trail, some hikers find a freshly dug burrow, but they do not know what animal it might belong to.
CLUES	Deep, wide hole with disturbed earth around it. Small claw marks at the entrance. Remains of insects and small bones nearby. Strong musky odour coming from the hole.
SUSPECTS	• Badger • Rabbit • Fox
POSSIBLE HYPOTHESES	Badgers dig large burrows and feed on insects and small animals. Rabbits also dig burrows, but they do not leave bone remains around them. Foxes can dig holes, but they usually choose natural shelters rather than digging something new.
ANSWER	Badger
JUSTIFICATION	The deep, wide hole with small claw marks at the entrance and the strong smell of musk coming from the hole.

MISTERY 6:

TITLE	ATTACKED GARDEN
SCENE	A community garden full of vegetables and flowers is starting to show eaten leaves, small sticky trails and diseased plants.
CLUES	Leaves with small holes and bite marks. Small greenish eggs on the underside of the leaves. Some plants covered with a sticky substance. Presence of ants around affected plants.
SUSPECTS	• Aphids • Caterpillars • Snails
POSSIBLE HYPOTHESES	Aphids suck sap from plants and excrete a sweet substance (honeydew) that attracts ants. Ants protect aphids in exchange for honeydew. Caterpillars also eat leaves, but they do not produce the sticky substance. Snails leave trails of mucus, but they do not lay greenish eggs or attract ants.
ANSWER	Alphids
JUSTIFICATION	The sticky substance, the greenish eggs, and the presence of ants.

TEMPLATE FOR CREATING OTHER MYSTERIES:

TITLE	
SCENE	
CLUES	
SUSPECTS	
POSSIBLE HYPOTHESES	
ANSWER	
JUSTIFICATION	

APPENDIX 2: MYSTERY CARDS FOR PARTICIPANTS

MYSTERY 0 (EXAMPLE)

TITLE	THE SCRATCHED TREE
SCENE	A tree shows signs of having been visited by an animal.
CLUES	Large, rounded footprints near a scratched tree. There are partially eaten fruit peels and teeth marks on the ground. Someone scratched the tree and left tufts of dark hair.
SUSPECTS	- Wolf - Bear - Deer - Fox
POSSIBLE HYPOTHESES	
ANSWER	
JUSTIFICATION	

MYSTERY 1:

TITLE	THE INVADED CAMPSITE
SCENE	A group of campers wake up to find that their campsite has disappeared. There are footprints in the dirt, torn food packages, and a ripped backpack.
CLUES	Small footprints near the tents. Bitten and scattered food packages. Orange hairs stuck to the backpack.
SUSPECTS	• Fox • Badger • Stray dog
POSSIBLE HYPOTHESES	
ANSWER	
JUSTIFICATION	

MYSTERY 2:

TITLE	THE POLLUTED LAKE
SCENE	A small lake, which used to be crystal clear, is now murky and has foam on the surface. Several fish lie dead on the shore.
CLUES	The water smells different. The grass near the lake looks greener and overgrown. There is a lot of algae on the surface of the water. There are tire tracks on the shore.
SUSPECTS	• Fertilizers from a nearby farm • Beavers • Wild boars
POSSIBLE HYPOTHESES	
ANSWER	
JUSTIFICATION	

MYSTERY 3:

TITLE	THE MISSING EGGS
SCENE	A nest that was full of eggs yesterday is now empty. There are no signs of broken shells, but there are feathers on the ground.
CLUES	Gray and white feathers scattered on the ground. Small scratches on the tree trunk. No eggshells at the site. Distant sound of an animal calling at night.
SUSPECTS	- Owl - Wildcat - Raccoon
POSSIBLE HYPOTHESES	
ANSWER	
JUSTIFICATION	

MYSTERY 4:

TITLE	THE DESTROYED TREE
SCENE	A young tree has been destroyed during the night. Its trunk has been cut into pieces and its branches are scattered everywhere.
CLUES	Trunk cut unevenly. Teeth marks in the wood. Small dam beginning to form in a nearby stream. Wet footprints near the bank.
SUSPECTS	• Beaver • Wild boar • Bear
POSSIBLE HYPOTHESES	
ANSWER	
JUSTIFICATION	

MYSTERY 5:

TITLE	THE MYSTERIOUS BURROW
SCENE	On a mountain trail, some hikers find a freshly dug burrow, but they don't know what animal it might belong to.
CLUES	Deep, wide hole with disturbed earth around it. Small claw marks at the entrance. Remains of insects and small bones nearby. Strong musky smell coming from the hole.
SUSPECTS	• Badger • Rabbit • Fox
POSSIBLE HYPOTHESES	
ANSWER	
JUSTIFICATION	

MYSTERY 6:

| TITLE	GARDEN ATTACKED
SCENE	A community garden full of vegetables and flowers begins to show signs of eaten leaves, small sticky traces, and diseased plants.
CLUES	Leaves with small holes and bite marks. Small greenish eggs on the underside of the leaves. Some plants covered with a sticky substance. Presence of ants around the affected plants.
SUSPECTS	• Aphids • Caterpillars • Snails
POSSIBLE HYPOTHESES	
ANSWER	
JUSTIFICATION	

WHAT ARE THE GAMES AND HOW CAN THEY BE USED?

With the aim of creating a proposed game program through which educators and adults participating in it can recognize the eight intelligences and their relationship to areas of personal development, the Intellectual Multiverse project consortium has **created and developed 9 different games** (one for each of the eight multiple intelligences and one extra game). The aforementioned program, with its corresponding introduction and subsequent conclusions, takes shape in the "Intellectual Multiverse" Workshop (found in the last chapter of this Toolkit), aimed at increasing student motivation, especially among adults with fewer opportunities, through the vision of their abilities and the recognition of their potential after completing the aforementioned Workshop.

To work on I**nterpersonal Intelligence**, the following games are suggested:

- Game called "The Submarine Journey" (approx. 30 min.). In addition to interpersonal intelligence, this game can be used to work on spatial intelligence. The objectives of this game are for participants to improve their spatial orientation and coordination skills, practice movement sequences, build confidence, communication, and active listening, work on teamwork (being aware of their individual role in the group), and also enhance body and personal awareness, both individually and as a group.
- Game called "Acquire Wisdom" (approx. 30 min.). Through this game, you can work on Intrapersonal and Interpersonal Intelligence. The objectives of this game are for participants to label emotions, use them as a means to understand and guide their own behavior, and be able to read the intentions and desires of others.
- Game called "A Happy New World" (approx. 45 min. - 1 hour). This is the ninth game designed as an addition to this project. It lasts approximately one hour and the main intelligence worked on in this game is logical-mathematical, with interpersonal intelligence being secondary. The objectives of this extra game for participants are to connect their logic with Interpersonal Intelligence and make environmentally friendly decisions, evaluate their logical intelligence and decision-making skills, set priorities, and develop their teamwork skills.

If the objective is to work on **Logical-Mathematical Intelligence**, the following games are suggested:

- Game called "The Whispering Forest" (approx. 20-25 min.). In addition to Logical-Mathematical Intelligence, this game can also be used to work on linguistic intelligence. The objectives of this game are for participants to strengthen their problem-solving and critical thinking skills, to exercise logical thinking in a cooperative environment, and to develop their linguistic skills in a cooperative environment.
- Game called "A Happy New World" (approx. 45 min. - 1 hour). The primary intelligence developed is logical-mathematical, and the secondary intelligence is interpersonal. The objectives of this extra game for participants are to connect their logic with interpersonal intelligence and make environmentally friendly decisions, evaluate their logical intelligence and decision-making skills, as well as establish priorities and develop their teamwork skills.

If the goal is to work on **Spatial Intelligence**, the following games are suggested:

- Game called "Moving around your house" (approx. 30 min.). In addition to spatial intelligence, this game can be used to work on bodily-kinesthetic intelligence. The objectives of this game are for participants to develop the ability to solve problems using their body or parts of their body, to improve physical coordination and body awareness (as well as fine and gross motor skills), to improve spatial awareness and kinesthetic memory, and also to practice expressive movement and the creation of mental representations.
- Game: "The Submarine Journey" (approx. 30 min.). This game can be used to work on interpersonal and spatial intelligence. The objectives of this game are for participants to improve their spatial orientation and coordination, practice movement sequences, build confidence, communication, and active listening, work as a team (being aware of their individual role in the group), and also increase body and personal awareness, both individually and as a group.

If the objective is to work on **Musical Intelligence**, the following games are suggested:

- Game called "Connect the Rhythms" (approx. 30 min.). In addition to Musical Intelligence, this game can also be used to work on Naturalistic Intelligence. The objectives of this game are for participants to discriminate, integrate, and create sounds and melodies; develop rhythmic ability; discriminate, identify, and categorize natural sounds; and logically compile and critically evaluate data to give it meaning
- Game called "WordJam: The Music Factor" (approx. 30 min.). Through this game, you can work on linguistic and musical intelligence. The objectives of this game are for participants to foster their creativity, improve their vocabulary, teamwork, and performance skills, and practice time management and public speaking/performance.

If the objective is to work on **Intrapersonal Intelligence**, the following games are suggested:

- Game: "Acquire Wisdom" (approx. 30 min.). In addition to intrapersonal intelligence, this game can also be used to work on interpersonal intelligence. The objectives of this game are for participants to identify emotions, use them as a means to understand and guide their own behavior, and be able to interpret the intentions and desires of others.
- Game called "Know Your Emotions" (approx. 30 min.). Through this game, you can work on Bodily-Kinesthetic Intelligence and also Intrapersonal Intelligence. The objectives of this game are for participants to recognize their own emotions and those of others, and to use these emotions as a means to understand and guide their own behavior.

If the objective is to work on **Linguistic Intelligence**, the following games are suggested:

- Game: "WordJam: The Music Factor" (approx. 30 min.). In addition to linguistic intelligence, this game can also be used to work on musical intelligence. The objectives of this game are for participants to foster their creativity, improve their vocabulary, teamwork, and acting skills, and practice time management and public speaking/acting.
- Game: "The Whispering Forest" (approx. 20-25 min.). This game can be used to work on logical-mathematical and linguistic intelligence. The objectives of this game are for participants to strengthen their problem-solving and critical thinking skills, exercise logical thinking in a cooperative environment, and exercise their linguistic skills in a cooperative environment.

If the objective is to work on **Naturalistic Intelligence**, the following games are suggested:

- Game called "Naturalistic Gymkhana" (approx. 45 min.). In addition to Naturalistic Intelligence, this game can also be used to work on Logical-Mathematical Intelligence. The objectives of this game are for participants to learn to pay attention to the details and natural elements of their environment, validate their knowledge of natural elements and improve their learning about them, and develop awareness of the causes and natural issues in their environment.
- Game called "Connect the Rhythms" (approx. 30 min.). Through this game, Musical and Naturalistic Intelligence can be developed. The objectives of this game are for participants to discriminate, integrate, and create sounds and melodies; develop rhythmic ability; discriminate, identify, and categorize natural sounds; and logically compile and critically evaluate data to give it meaning.

f the objective is to work on **Bodily-Kinesthetic Intelligence**, the following games are suggested:

- Game: "Know Your Emotions" (approx. 30 min.). In addition to Bodily-Kinesthetic Intelligence, this game can also be used to work on Intrapersonal Intelligence. The objectives of this game are for participants to recognize their own emotions and those of others, and to use those emotions as a means to understand and guide their own behavior.
- Game: "Moving around your house" (approx. 30 min.). Through this game, you can also work on spatial and bodily-kinesthetic intelligence. The objectives of this game are for participants to develop the ability to solve problems using their body or parts of their body, improve physical coordination and body awareness (as well as fine and gross motor skills), improve spatial awareness and kinesthetic memory, and practice expressive movement and the creation of mental representations.

GENERAL RECOMMENDATIONS FOR FACILITATORS

- The facilitator should carefully read this chapter of the Methodology and the entire "Intellectual Multiverse" Workshop before implementing it with their target group. This will allow the facilitator to decide whether they want to use some activities in addition to the games, or combine some of them (depending on the objective of their workshop).
- The facilitator should ensure that the space, necessary materials, and other resources are available for each group of participants. It is important to adapt some of the materials mentioned, as well as the explanations, to suit the target group.
- The facilitator must ensure that they have enough time to properly develop the "Intellectual Multiverse" Workshop; in fact, the facilitator can divide the aforementioned Workshop into two different sessions, working on the eight different intelligences in each through four different games. This is explained in depth in this chapter on "Methodology."
- If possible, it would be advisable to have at least two facilitators.
- In the introduction to the Workshop, depending on the target group and their level of understanding of the content, the facilitator, instead of explaining the entire text on each intelligence, may limit themselves to giving examples of each one.
- As a recommendation, the facilitator should start each session with an energizing activity or game that "wakes up" the group of participants.
- The facilitator should end each game with a quick moment of reflection/information or debriefing, in accordance with the explanation given in each of the 8 different games.
- The facilitator should adapt the conclusions of the Intellectual Multiverse Workshop according to their target group, the purpose for which they conducted the Workshop, and the different experiences that participants may have during the sessions. It is important that the facilitator does not forget to use the evaluation tools (including the informative/reflective part or debriefing).
- After conducting the Workshop and identifying the profile of their target group, it is important that the facilitator adapts some of the materials mentioned and also the explanations.
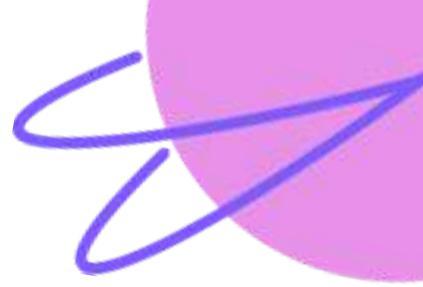
ASSESSMENT TOOLS TO BE USED DURING AND AFTER THE IMPLEMENTATION OF ACTIVITIES AND GAMES

At the end of the "Intellectual Multiverse" workshop, it is advisable to allow time for individual reflection by each participant, as well as for group reflection, for which the following questionnaire is suggested:

A. Overall Evaluation of the Workshop

1. The workshop motivated the group to participate.

1	2	3	4	5
Strongly disagree				Strongly agree

2. The workshop created a good context for participants to become aware of their abilities in different areas of intelligence.

1	2	3	4	5
Strongly disagree				Strongly agree

3. The workshop created group cohesion.

1	2	3	4	5
Strongly disagree				Strongly agree

4. The workshop has motivated me.

1	2	3	4	5
Strongly disagree				Strongly agree

5. The logistic of the workshop was adequate (schedule, space, materials, etc.)

1	2	3	4	5
Strongly disagree				Strongly agree

6. During the workshop, good environmental practices (green practices) were adopted: responsible consumption of materials, recycling, etc.

1	2	3	4	5
Strongly disagree				Strongly agree

7. The workshop activities, games, and facilitation respected and promoted gender equality.

1	2	3	4	5
Strongly disagree				Strongly agree

8. What was the most challenging part of the workshop for you?

9. What have you learned about yourself and your abilities in the different intelligences during the workshop?

10. Do you have any suggestions for improving the workshop?

B. Awareness Questionnaire

<u>Intrapersonal Intelligence</u> - Involves knowledge of a person's internal aspects: access to one's own emotional life, range of emotions, the ability to distinguish between these emotions and, eventually, label them and use them as a means to understand and guide one's own behavior. For example, this allows you to have self-compassion and awareness, self-reflection, and to understand others by first understanding yourself.

After the workshop, answer to what extent you agree with each of the following statements about different aspects of intrapersonal intelligence:

Scale:
1 - Strongly disagree.
6 - Strongly agree.

1. I am aware of my inner self.

1	2	3	4	5	6
Strongly disagree					Strongly agree

2. After understanding myself, I can better understand others.

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly disagree   Strongly agree

Interpersonal Intelligence - The ability to perceive differences between others, particularly contrasts in their moods, temperaments, motivations, and intentions. For example, this intelligence allows a person to read the intentions and desires of others, create positive relationships with them, and communicate well verbally and non-verbally.

After the workshop, answer to what extent you agree with each of the following statements about different aspects of interpersonal intelligence:

Scale:
1 - Strongly disagree.
6 - Strongly agree.

1. I can recognize the mood, temperament, motivations, and intentions of others.

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly disagree   Strongly agree

2. I can create positive relationships with others (verbal and nonverbal).

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly disagree   Strongly agree

Linguistic Intelligence - Covers skills and abilities related to language: verbal/spoken, but also written, sign language, interpretation of symbols, etc. It allows us to speak, read, tell stories, argue, and learn languages and phonology. It also allows us to analyze information and create products involving oral and written language, such as speeches, books, and memos.

After the workshop, answer to what extent you agree with each of the following statements about different aspects of linguistic intelligence:

Scale:
1 - Strongly disagree.
6 - Strongly agree.
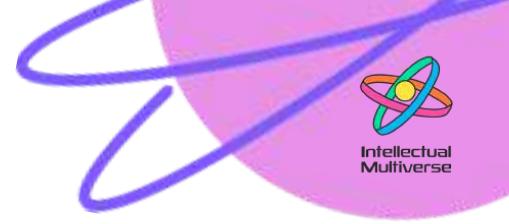
1. I am able to analyze information and create products involving spoken and written language.

1	2	3	4	5	6
Strongly disagree					Strongly agree

2. I can use my verbal/oral language skills to speak, tell stories, and argue.

1	2	3	4	5	6
Strongly disagree					Strongly agree

3. I can use my written language skills to tell stories and argue.

1	2	3	4	5	6
Strongly disagree					Strongly agree

Musical Intelligence - Involves skill in interpreting, composing, and appreciating musical patterns. For example, this ability allows a person to recognize and compose musical tones, timbres, and rhythms.
After the workshop, answer to what extent you agree with each of the following statements about different aspects of musical intelligence:

Scale:
1 - Strongly disagree.
6 - Strongly agree.

1. I can use my body and instruments to create sounds and rhythms.

1	2	3	4	5	6
Strongly disagree					Strongly agree

2. I can recognize and distinguish musical patterns.

1	2	3	4	5	6
Strongly disagree					Strongly agree

Intellectual
Multiverse
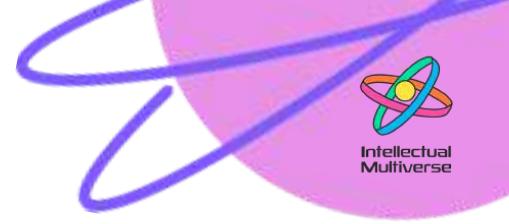
<u>Logical-mathematical intelligence</u> - Related to human interactions with objects, which gives rise to their capacity for conceptual and abstract thinking, and an ability to analyze numbers and patterns. For example, this allows people to solve equations and perform calculations, as well as use logical reasoning.
After the workshop, answer to what extent you agree with each of the following statements about different aspects of logical-mathematical intelligence:

Scale:
1 - Strongly disagree.
6 - Strongly agree.

1. I can analyze numbers and patterns to solve equations and perform calculations.

1	2	3	4	5	6
Strongly disagree					Strongly agree

2. I can use concepts for logical reasoning.

1	2	3	4	5	6
Strongly disagree					Strongly agree

<u>Naturalistic Intelligence</u> - The ability to discriminate, identify, observe, categorize, understand, and manipulate natural elements such as plants, animals, and the environment, and detect patterns in nature. For example, this allows people to distinguish and find relationships between plants, animals, and other components of nature. This ability involves how sensitive a person is to nature and the world.
After the workshop, answer to what extent you agree with each of the following statements about different aspects of naturalistic intelligence:

Scale:
1 - Strongly disagree.
6 - Strongly agree.

1. I am sensitive to nature and the world around me.

1	2	3	4	5	6
Strongly disagree					Strongly agree

2. I am able to discriminate, identify, and manipulate natural elements (plants, animals, environment).

1	2	3	4	5	6
Strongly disagree					Strongly agree

Bodily/Kinesthetic Intelligence - Ability to solve problems or create products using the body or its parts: for example, the skills to use strength, endurance, flexibility, balance, dexterity, movement, expression, and body language.
After the workshop, answer to what extent you agree with each of the following statements about different aspects of bodily/kinesthetic intelligence:

Scale:
1 - Strongly disagree.
6 - Strongly agree.

1. I can move and express myself with my body.

1	2	3	4	5	6
Strongly disagree					Strongly agree

2. I can solve problems or create products using my body.

1	2	3	4	5	6
Strongly disagree					Strongly agree

Spatial Intelligence - The ability to process information in 3 dimensions, to deal with aspects such as color, the shape of lines, space, and the relationships between them. For example, it allows a person to perceive reality, create mental representations, and appreciate sizes and directions, among other things.
After the workshop, answer to what extent you agree with each of the following statements about different aspects of spatial intelligence:

Scale:
1 - Strongly disagree.
6 - Strongly agree.

1. I can process information in three dimensions (relationship between color, line, shape, and space).

1	2	3	4	5	6
Strongly disagree					Strongly agree

2. I can perceive reality and create a mental representation.

1	2	3	4	5	6
Strongly disagree					Strongly agree

C. General Assessment

After the workshop, assess how aware you are of your own competencies in the different intelligences.

Scale:
1 - Not at all aware.
6 - Fully aware.

	1	2	3	4	5	6
Logical-mathematical						
Linguistic						
Interpersonal						
Intrapersonal						
Musical						
Naturalistic						
Spatial						
Bodily/kinesthetic						
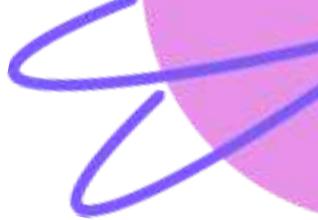
It is also important that **each professional involved in the "Intellectual Multiverse" Workshop** (i.e., both facilitators and observers) reflect individually, for which the following questions are suggested:

A. TAfter organizing and facilitating the workshop, do you think that...
- the games were suited to the target group?
- the games allowed you to assess the intelligence they were related to (as described in the template for each game)?
- the games helped you improve your tools and strategies for working with disadvantaged adults?
- the activities carried out (and results obtained) were appropriate for the objectives of this project?
- the resources/tools developed in this project are appropriate or inappropriate for the educational inclusion of adults with fewer opportunities?

B. Regarding your acquisition of skills after coming into contact with and experimenting with the different resources in this project, particularly in the Workshop:
- Do you consider that you have acquired knowledge about Gardner's Theory of Multiple Intelligences?
- In your opinion, is the Theory of Multiple Intelligences useful for educators of adults with fewer opportunities? What is its potential?
- How do you imagine using the resources and games from this project in the future with your target groups?
- Do you think you now have more tools to detect the individual potential and intelligences of your participants?

Intellectual
Multiverse

WORKSHOP "INTELLECTUAL MULTIVERSE"

INTRODUCTION TO THE WORKSHOP

During your school years, were you ever told that you were "very good at math" or "great at literature," but that you weren't good at physical activities or music? And do you know anyone who was the complete opposite?

Many years ago, when we talked about intelligence, there were only two options: you were either smart or you weren't.

After a few years, a psychologist named Howard Gardner presented his theory on different types of intelligence. The main conclusions were that we all have the full range of intelligences (that's what makes us human, cognitively speaking) and that no two individuals have the same intellectual profile because, even if their genetic material is identical, people have different experiences.

Do you know how many intelligences there are in a person? The answer is 8 different intelligences! And I'm sure you'll recognize them all now:

- **Intrapersonal intelligence**: involves knowledge of a person's internal aspects: access to one's own emotional life, range of emotions, ability to discriminate between these emotions and, finally, label and use them as a means to understand and guide one's own behavior; for example, this allows for self-compassion and awareness, self-reflection, and understanding others by first understanding oneself.
- **Interpersonal Intelligence**: the ability to perceive differences between others, in particular, contrasts in their moods, temperaments, motivations, and intentions; for example, this intelligence allows a person to read the intentions and desires of others, create positive relationships with them, and communicate well verbally and non-verbally.
- **Linguistic Intelligence**: encompasses skills and abilities related to language, both spoken and written, sign language, interpretation of symbols, etc. It allows people to speak, read, tell stories, argue, and learn languages and phonology. It also allows them to analyze information and create products involving oral and written language, such as speeches, books, and memos.

- **Musical Intelligence**: involves the ability to interpret, compose, and appreciate musical patterns; for example, this ability allows a person to recognize and compose musical tones, melodies, and rhythms.
- **Logical-Mathematical Intelligence**: relates to human interactions with objects, leading to the development of conceptual and abstract thinking skills and the ability to analyze numbers and patterns; for example, this allows people to solve equations and perform calculations, as well as to reason logically.
- **Naturalistic Intelligenc**e: the ability to discriminate, identify, observe, categorize, understand, and manipulate natural elements such as plants, animals, and the environment, and to detect patterns in nature; for example, this allows people to distinguish and find relationships between plants, animals, and other components of nature. This ability involves a person's sensitivity to nature and the world.
- **Bodily-Kinesthetic Intelligence**: the ability to solve problems or create products using the body or parts of it, for example, the skills of using strength, endurance, flexibility, balance, dexterity, movement, expression, and body language.
- **Spatial Intelligence**: the ability to process information in 3 dimensions, to deal with aspects such as color, the shape of lines, space, and the relationships between them; for example, this allows a person to perceive reality, create mental representations, appreciate sizes and directions, among other things.

It is important to note that each of us has all eight intelligences at different levels! Each of these types of intelligence has an innate part and another part that develops throughout life through different activities and experiences.

You are here, at this moment, to realize and discover to what extent each of these intelligences manifests itself in you! You may discover parts of yourself that you did not know and be able to start improving in each of these areas. Let's start discovering!

WORKSHOP DEVELOPMENT

Although the consortium has designed a total of nine games as part of the "Intellectual Multiverse" project, we propose using 8 (one for each type of intelligence). During the internal testing phase of the different games by the professionals participating in this project, which took place in Santa Maria da Feira, Portugal, the consortium discovered that the duration of the "Intellectual Multiverse" workshop was twice as long as initially planned: instead of 3 hours, it turned out to be approximately 6 hours. Therefore, after analyzing the duration of each game and the primary (and also secondary) intelligence being worked on, it was decided to divide this workshop into two different sessions with four games in each.

The first session of the Intellectual Multiverse Workshop is designed as follows:
- **Introduction** for participants, found at the beginning of this chapter.
- First game called "**Acquire Wisdom**" (approx. 30 min.). The primary intelligence worked on in this game is **Intrapersonal**, and the secondary intelligence is interpersonal.
- Second game called "**The Whispering Forest**" (approx. 30-45 min.). The primary intelligence worked on in this game is **Logical-Mathematical**, and the secondary intelligence is linguistic. This game can be replaced by the game called "A Happy New World" (the ninth game designed as part of this project), which lasts approximately 1 hour and focuses primarily on logical-mathematical intelligence and secondarily on interpersonal intelligence.
- Third game is called "**Moving Around Your House**" (approx. 30-40 min.). The primary intelligence worked on in this game is **Spatial**, and the secondary intelligence is Bodily-Kinesthetic.
- Fourth game is called "**Connect the rhythms**" (approx. 30 min.). The primary intelligence worked on in this game is **Musical**, and the secondary intelligence is Naturalistic.

The second session of the workshop is designed as follows:
- Fifth game called "**The Submarine Journey**" (30-40 min.). The primary intelligence worked on in this game is **Interpersonal**, and the secondary intelligence is spatial.
- Sixth game called "**Naturalist Gymkhana**." The primary intelligence worked on in this game is **Naturalistic**, and the secondary intelligence is Logical-Mathematical.
- Seventh game called "**Know Your Emotions**" (approx. 30 min.). The primary intelligence worked on in this game is **Bodily-Kinesthetic**, and the secondary intelligence is Intrapersonal.
- Eighth game called "**WordJam: The Music Factor**" (approx. 30 min.). The primary intelligence worked on in this game is **Linguistic**, and the secondary intelligence is musical.
- Final conclusions.

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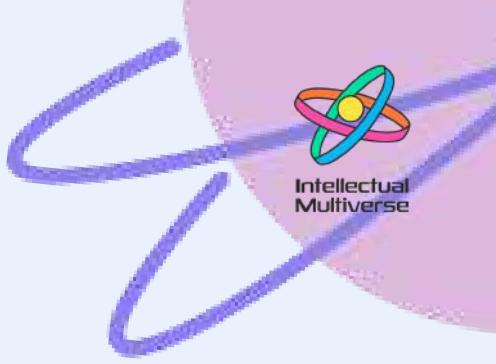
1. GAME "GAIN WISDOM"

INTELLIGENCES: Intrapersonal and Interpersonal

TARGET GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
3-4 groups of 4 people

TIME
Approximately 30 min

OBJECTIVES
- Use intrapersonal intelligence to identify each person's strengths and areas for improvement.
- Practice teamwork skills by collaborating on 3-4 different tasks.
- Put leadership skills into practice in a team activity.
- Use problem-solving skills

GAME DESCRIPTION

EThe facilitator begins by reading the following text to the whole group:
"Once upon a time, in (…), an old wizard realized that people were having difficulty finding (…) in their lives, and decided that it was time to reveal a secret that the ancients knew, but which had been lost when (…). To access this wisdom, they need the super-brain to decipher the code and truly understand the message. To have this super-brain, it is necessary to activate the superpower. So, first, we must discover who we are."

Next, the facilitator asks participants to draw a character that represents them, including their strengths when working in a team and one main characteristic they would like to improve. Then, they must give their character a name.
Next, the facilitator explains the next part of the activity: "*It turns out that the super-brain needs three parts of the message. When it was lost, the message was separated into three different parts of the world, far away from each other. To succeed in this mission, you are lucky to have teammates, so we will divide into three groups. Your ultimate goal is for each team to find a lost part of this message and then work together to complete the super-brain.*"

The facilitator will then divide the participants into teams. The teams are asked to spend 1-2 minutes introducing the characters they have drawn. Depending on the size of the group or the time available to the facilitator, there may be 3 or 4 different activities; these activities can be carried out simultaneously, dividing the groups into smaller groups, or one after the other.

Here are some examples of activities that can be done for the first task, related to bodily-kinesthetic/spatial intelligence:
1. Ask each group to throw an object (such as pebbles, acorns, a small ball, a plastic figurine, etc.) and get it to land inside a box or container.
2. Each group has a jar and different materials (such as pebbles, fabrics, coins, etc.) and must fit them all inside the jar.

The following task is related to musical and/or naturalistic intelligence. Here are some examples of activities:
1. Prepare 3-4 different natural or musical sounds in advance (these can be animal sounds, weather sounds, musical instruments, etc.). Send the sound clips to the groups or ask them to go to a separate part of the room to listen to them with their group and guess the natural and/or musical elements.
2. Another variation would be to play the sounds and ask participants to choose the card corresponding to the correct sound.
3. Have participants play a song with their bodies. This also incorporates bodily-kinesthetic intelligence.

The following task is related to logical-mathematical and linguistic intelligence. Each group is given one or more of the following riddles and asked to solve them:
1. There is a rooster sitting on the roof of a barn. If it laid an egg, where would it roll? (This would not happen because roosters do not lay eggs).
2. What is the only star that has no light? (A starfish).
3. What must be broken in order to be used? (An egg).
4. Which month of the year has 28 days? (All of them).
5. I have no life, but I can die. What am I? (A battery).
6. A man went out in the rain without an umbrella and not a single hair on his head got wet. Why? (He is bald).
7. I am tall when I am young and short when I am old. What am I? (A candle).

For the last task, the facilitator can add logical-mathematical exercises. Some examples are:
1. Math problems.
2. Crossword puzzles.
3. Word searches.

When the groups have completed the 3 or 4 tasks, each is given a piece of the final super-brain puzzle to solve together. Each piece is part of a larger message that must be prepared in advance, depending on the word the facilitator decides to put in the second blank space in the super-brain message (e.g., happiness, intelligence, success, etc.). Some examples of the message could be:
1. Happiness is not found, but created every day.
2. The key to success is to focus our conscious mind on the things we desire, not on the things we fear.
3. Success is the sum of small efforts, repeated day after day.

DISCUSSION/REFLEXION SESSION

- Did you have enough time to answer?
- Did you feel stressed/frustrated and why? What did you do?
- What could you do during class or at home to improve your performance in this game?
- How did you calculate the result?
- What would you do differently next time?
- Did you find a strategy to calculate faster?
- Are you better or worse than your classmates? How can you help them improve?
- How can they or your teacher help you improve?
- What variation would you include to help students who get frustrated more often?

MATERIALS

- Paper sheets.
- Pencils and/or pens.
- A box or jar (something that can be filled with a few objects).
- Audio clips and riddles should be prepared and selected in advance.
- Small pieces of paper with parts of the super-brain message, prepared in advance.

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

The facilitator can choose between 3 or 4 tasks per group.
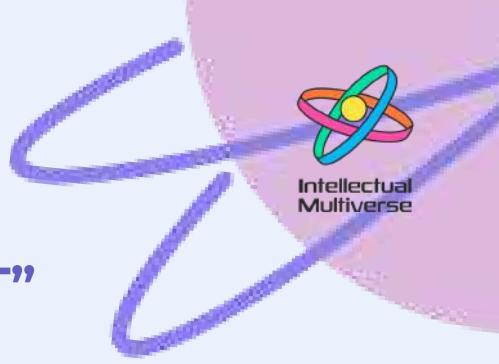
2. GAME "THE WHISPERING FOREST"

INTELLIGENCES: Logical-mathematical and Linguistic

TARGET GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
Maximum 25 people

TIME
20 - 25 min.

OBJECTIVES
- Strengthen problem-solving skills and critical thinking.
- Practice logical thinking in a cooperative environment.
- Practice language skills in a cooperative environment.
- Assess participants' logical-mathematical and linguistic intelligence.

GAME DESCRIPTION

This game is cooperative. Participants are divided into 4-5 groups with the same number of people, if possible; groups can be adjusted according to the size of the group.

The game consists of 7 categories, and each category has a different color. The facilitator will decide in advance which tasks to use, what level of difficulty, etc. Each category has 5 different tasks, all of which incorporate logic to some extent.

The 7 categories are:
- Logical patterns (orange cards).
- Mathematical calculations (yellow cards).
- Logical puzzles (pink cards).
- Science and linguistics (green cards): depending on the group, facilitators may ask participants to write 3 or more sentences related to these green cards.
- Logical deduction (purple cards).
- Data measurement and analysis (red cards).
- Debate (blue cards): participants present three arguments for or against something.

The facilitator begins by reading the following **introductory text** to the participants: "*We are gathered in a lush, enchanted forest; we hear the soft rustling of leaves and the gentle songs of different animals. Suddenly, an old, wise owl appears and explains that the forest is in danger and that its inhabitants need our help. To save the forest and its creatures, we must complete a series of tasks and answer some questions: each correct answer will reveal part of a magic phrase which, when completed and joined with the phrases from the other groups, will reveal the secret to restoring harmony to the forest. The owl encourages everyone to work together, reminding us that every little action counts when it comes to protecting the world around us.*"

Participants are divided into groups of 5 people. Each participant must complete at least one task, so each person in the group chooses a colored card with their challenge, without knowing which category each color corresponds to, which prevents the strongest participants in one area from choosing only questions from that area.

The facilitator will give an example of how to do/solve each of the tasks. Here are a few examples:

- Example of task 1 (mathematical calculations):

  $$
  \begin{array}{cc}
   & 10 \\
  \_ & 8 \\
  1 \quad\_ & 7
  \end{array}
  $$

  $$
  Respuesta: \quad\begin{array}{ccc}
   & 10 & \\
   & 2 & 8 \\
  1 & 1 & 7
  \end{array}
  $$

- Example of task 2 (logical patterns): "*First, you plant a seed, then you water it, then a plant blooms, etc.*"

- Example of task 3 (logical riddles): "*There is a rooster sitting on the roof of a barn. If it laid an egg, which side of the roof would it roll off?*" Answer: Roosters don't lay eggs!

- Ejemplos de la tarea 4 (ciencia): "*¿Cuál es la única estrella que no tiene luz?*" *Respuesta: la estrella de mar. "Por favor, escribe un breve texto sobre los animales en peligro de extinción.*"

- Example of task 5 (logical deduction): "*Some bees are queens. All queens are beautiful. Conclusions:*
  1. *All bees are beautiful.*
  2. *All queens are kings*
  Answer: Neither Conclusion 1 nor Conclusion 2 is correct.

All groups must complete all 7 tasks.

As participants finish each task, the facilitator will give each of them a word. When they are done, participants put the words together to form a sentence.
Then, the groups get together and arrange their sentences in a logical order to form a coherent story.

Some **examples of final texts** are as follows:
- *"The environment is very important to all of us. It includes the air, water, and land around us. We need to protect nature for future generations. Small actions can make a big difference. Let's work together to keep our planet healthy!"*
- *"Animals are essential to a balanced ecosystem. They provide us with food, companionship, and help pollinate plants. We must protect their habitats to ensure their survival."*

The facilitator should divide each text into separate sentences and then divide each sentence into 4-5 parts, depending on the number of people in each group.

MATERIALS

- Task cards, divided into color categories (Appendix), which can be printed or sent in digital format, i.e., PDF.
- Pencils and/or pens.
- Paper sheets

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

- The game can be played in person and can also be easily adapted for use online. When playing online, Zoom can be used to send challenges to participants in private messages, or through any messaging app (e.g., WhatsApp).
- If a group of participants completes the tasks very quickly, the facilitator can give them more cards; just remember to cut the final text that all participants must put together to finish the game into more pieces, and that's it.
- As for the green cards (Science and Linguistics), depending on the target group, facilitators can ask participants to write 3 or more sentences.
- Facilitators can decide whether to give participants a set of cards or one card per person.

Complete this number pyramid. The sum of the numbers on each level should equal the number at the top, on the last level.

Complete this number pyramid. The sum of the numbers on each level should equal the number at the top, on the last level.

Complete this number pyramid. The sum of the numbers on each level should equal the number at the top, on the last level.

Complete this number pyramid. The sum of the numbers on each level should equal the number at the top, on the last level.

Complete this number pyramid. The sum of the numbers on each level should equal the number at the top, on the last level.

30

___ 21

___ 8 ___

Arrange the following words so that they make sense.

1. Secondary education,
2. Master's degree, 3. University,
4. Primary education,
5. Doctorate

- A: 5, 1, 2, 3, 4
- B: 4, 2, 3, 1, 5
- C: 4, 1, 3, 2, 5
- D: 4, 3, 2, 1, 5

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Arrange the following words so that they make sense..

1. Word, 2. Paragraph, 3. Sentence, 4. Letters, 5. Full text

- **A: 4, 1, 5, 2, 3**
- **B: 4, 1, 3, 5, 2**
- **C: 4, 2, 5, 1, 3**
- **D: 4, 1, 3, 2, 5**

Arrange the following words so that they make sense.

1. Elephant, 2. Cat, 3. Mosquito, 4. Tiger, 5. Whale

- **A: 5, 3, 1, 2, 4**
- **B: 3, 2, 4, 1, 5**
- **C: 1, 3, 5, 4, 2**
- **D: 2, 5, 1, 4, 3**

Arrange the following words so that they make sense.

1. Grass, 2. Curd,
3. Milk, 4. Cow,
5. Butter

- A: 1, 2, 3, 4, 5
- B: 2, 3, 4, 5, 1
- C: 4, 3, 1, 2, 5
- D: 5, 4, 3, 2, 1

Arrange the following words so that they make sense.

1. Police, 2. Punishment,
3. Crime, 4. Trial,
5. Sentence

- A: 3, 1, 2, 4, 5
- B: 1, 2, 4, 3, 5
- C: 5, 4, 3, 2, 1
- D: 3, 1, 4, 5, 2

Debate: Present three arguments for or against the proposed topic.

Artificial intelligence

Debate: Present three arguments for or against the proposed topic.

Social media

Debate: Present three arguments for or against the proposed topic.

Vacations

Debate: Present three arguments for or against the proposed topic.

Environmental protection

Debate: Present three arguments for or against the proposed topic.

The countryside VS. The city

Logic puzzle

You have 6 eggs, break 2, fry 2, and eat 2. How many eggs do you have left?

Logic puzzle

There are 10 white socks and 10 black socks in a bag. What is the minimum number of socks you need to take out of the bag to have a pair of socks?

Logic puzzle

In which month of the year do people sleep the least?

Logic puzzle

You are my son/daughter, but I am not your father. Who said this?

Logic puzzle

Beth's mother has three daughters. One is named Lara, the other is Sara. What is the third daughter's name?
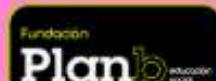
Please write a short text about:

Animals in danger of extinction

Co-funded by
the European Union

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Project code: 2023-1-ES01-KA220-ADU-000152430

aspaym
castilla y león

CEIPES

Fundación
Plan b animación social

ROSTO
SOLIDÁRIO

GAMA INSTITUTE

Please write a short text about:

What the climate is like in your area

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the European Union

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Project code: 2023-1-ES01-KA220-ADU-000152430

aspaym
castilla y león

CEIPES

Fundación
Plan b animación social

ROSTO
SOLIDÁRIO

GAMA INSTITUTE

Please write a short text about:

The different types of animals that can be found in the desert

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GAMA INSTITUTE

Please write a short text about:

What you can find in the mountains

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Please write a short text about:

The different types of animals that can be found in the ocean
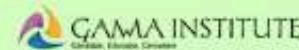
Assuming these statements are true, read the conclusions and choose the correct option (A, B, C, or D):

Some dreams are nights. Some nights are days.
Conclusions:
1. All days are nights or dreams.
2. Some days are nights.

- **A: Only Conclusion 1 is correct.**
- **B: Only C. 2 is correct.**
- **C: Neither C.1 nor C.2 are correct.**
- **D: C.1 and C.2 are correct.**

Assuming these statements are true, read the conclusions and choose the correct option (A, B, C, or D):

Some kings are queens. All queens are beautiful.
Conclusions:
1. All kings are beautiful.
2. All queens are kings.

- **A: Only Conclusion 1 is correct.**
- **B: Only C. 2 is correct.**
- **C: Neither C.1 nor C.2 are correct.**
- **D: C.1 and C.2 are correct.s.**

Assuming these statements are true, read the conclusions and choose the correct option (A, B, C, or D):

All flowers are trees. No fruit is a tree.
Conclusions:
1. No fruit is a flower.
2. Some trees are flowers.

- **A: Only Conclusion 1 is correct.**
- **B: Only C. 2 is correct.**
- **C: Neither C.1 nor C.2 are correct.**
- **D: C.1 and C.2 are correct.**

Assuming these statements are true, read the conclusions and choose the correct option (A, B, C, or D):

All handles are gold in color. No gold-colored objects are cheap.
Conclusions:
1. All handles are cheap.
2. Gold-colored handles are not cheap.

- **A: Only Conclusion 1 is correct.**
- **B: Only C. 2 is correct.**
- **C: Neither C.1 nor C.2 are correct.**
- **D: C.1 and C.2 are correct.**
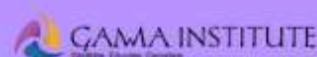
Assuming these statements are true, read the conclusions and choose the correct option (A, B, C, or D):

Some swords are sharp. All swords are rusty.
Conclusions:
1. Some rusty things are sharp.
2. Some rusty things are not sharp.

- **A: Only Conclusion 1 is correct.**
- **B: Only C. 2 is correct.**
- **C: Neither C.1 nor C.2 are correct.**
- **D: C.1 and C.2 are correct.**

Answer the following question:

What is your favorite place?
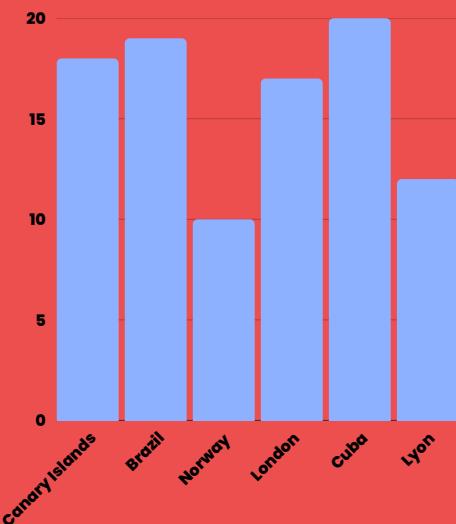
Project code: 2023-1-ES01-KA220-ADU-000152430

## Answer the following question:

What fruit do you like the least?

Project code: 2023-1-ES01-KA220-ADU-000152430

## Answer the following question:

How many people prefer pasta?

Answer the following question:

How many people prefer tennis?

Answer the following question:

How many people prefer the color pink?
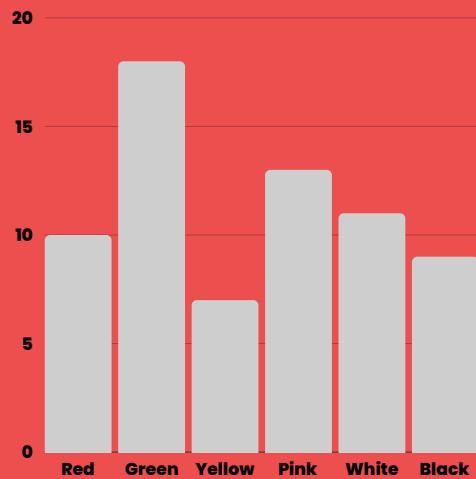
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3. GAME: "MOVING AROUND YOUR HOME"

INTELLIGENCES: Spatial and Bodily-Kinesthetic

TARGET GROUP
Adults and adults with fewer
opportunities

NUMBER OF PARTICIPANTS
3-4 groups of up to 5 participants

TIME
Approximately 30 minutes

OBJECTIVES
- Encourage the ability to solve problems using the body or parts of it.
- Improve physical coordination and body awareness, as well as fine and gross motor skills.
- Improve spatial awareness and kinesthetic memory.
- Practice expressive movement and the creation of mental representations.

GAME DESCRIPTION

The facilitator divides the group into smaller groups to play the game. Each group will have a floor plan of the house with rooms and must decide who will represent each character.

The facilitator gives the following instructions:
"Now we are going to play a game. I am going to give each of you a floor plan of the house (A 1). This is your shared home. Five people live in this house (or fewer, if the group has fewer participants): person 1 (e.g., Mother), person 2 (e.g., Aunt), person 3 (e.g., Son), person 4 (e.g., Cousin), and person 5 (e.g., Grandmother).
Please decide who will represent each character. You have to act (perform) as if you were really that character. The way you move around the space, the way you act during tasks...
Now, each person has a map of the house and is a character. Imagine that the map is this space in front of you. You have the scale of the map right there. Each square on the grid represents one step. So, can we all take a step forward? It has to be a small one. Let's try it!"

Participants should try to take the steps and align the size of the steps they take. The facilitator continues with the instructions:
"Those thick lines are doors. All the doors are closed, and on the map you can see the direction in which they should open.
Now, where do you think the bathroom is? And the living room? And the kitchen? Can you open the kitchen door, please?"

The facilitator should let participants point out where they think the rooms are in the space and give an example of how the doors open. If the facilitator notices some confusion, they will help participants understand the scale and position of the rooms in the actual space before the game begins.
The facilitator can give each group 5 minutes to move around the space and better understand where the imaginary spaces in their house are.

When everyone is familiar with the scale and location of the rooms and doors, the facilitator will ask participants 2, 3, 4, and 5 to stand outside the house at the front door. Only person 1 will go into the living room.
Each person must stand where the facilitator has instructed them to stand.

The facilitator will ask participants to spend a few minutes imagining that they really are that person/character, trying to think and behave like them. Each participant will then receive instructions from the facilitator (on a piece of paper or whispered – Appendix 2).

The task consists of guiding someone to another room to perform a task, without saying which room they are being guided to. Participants must understand where the other person is and guide them through the space, taking into account the objects and doors on the map. The facilitator must remind participants that all doors are closed.

The facilitator begins to give instructions to person 1, as presented in Annex 2.
If any participant has difficulty giving or receiving instructions, the facilitator should wait a moment to see if the group will help that person or if they can develop a strategy. Only if the person begins to show signs of discouragement should the facilitator intervene.

Example of the game dynamics:
Person 1 is in the living room and receives the first piece of paper to give instructions to person 2. Person 1 must give instructions to person 2 to go to the bathroom and clean it. However, person 1 cannot tell person 2 what the final destination is. Only when person 2 arrives at the bathroom does person 1 tell them to clean that room of the house.
After completing the task in the bathroom, the facilitator gives Person 2 the piece of paper with the instructions (or whispers them) that they must give to Person 3, and so on with all the characters, until everyone has been guided and has guided other participants.

DISCUSSION/REFLEXION SESSION

- What did you think about working in groups?
- What did you think about representing another person?
- What did you think about giving instructions to others? And receiving them?
- Did you imagine the space in your mind? Was it difficult?
- How was it for you to move around the space with your body (awareness of space and body)?

MATERIALS

- A large space, at least 4 meters long (6 small steps) and 2 meters wide (4 small steps).
- Paper and pens/pencils.
- Printed maps of the house (Appendix 1).
- Instructions for participants (Appendix 2): these can be printed or whispered.
- Suggestions for characters (optional).
- Blindfolds (optional).

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

- The facilitator should be familiar with the space where the game will take place, ensuring that there is sufficient space to play.
- Ideally, there should be a minimum of 3 players and a maximum of 5 to play (Part 2). If the group only has 3 or 4 people, the facilitator should remove some characters from the instructions (Appendix 2); however, if the group is larger, the facilitator can form pairs and have each pair represent a character, which must move as one person. In this case, the game can be played with 10 participants.
- The facilitator can adapt the characters to the group: for example, the characters can be a traditional family, a group of friends, a cleaning team… Whatever best suits each group. The facilitator can also let each group decide who they are.
- The facilitator can also change the tasks that each character must perform and decide their level of difficulty.

APPENDIX 1: MAP OF THE HOUSE
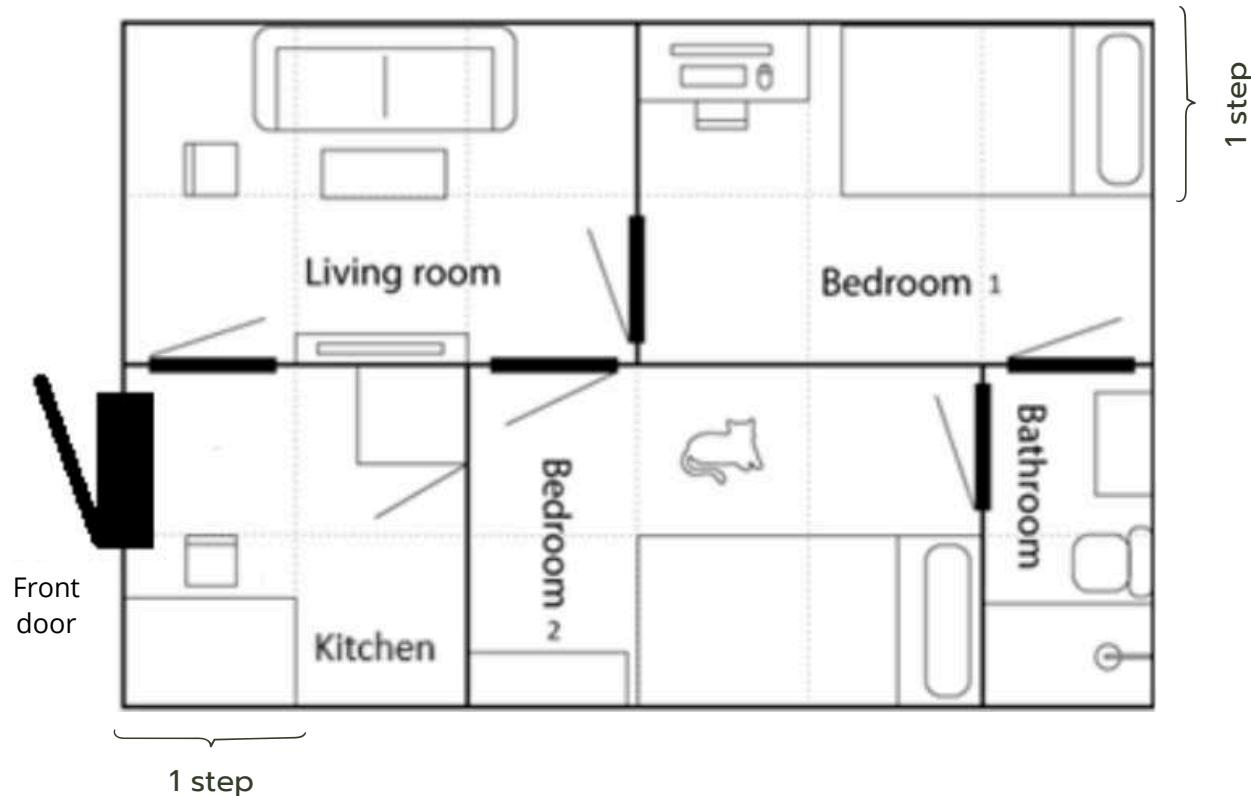
APPENDIX 2: INSTRUCTIONS FOR PARTICIPANTS

Nr	Who gives the instructions	Where is the person	To whom are the instructions given	Where does that person have to go	What task must that person do and where
1	Person 1	Living room	Person 2	Bathroom	Clean the bathroom
2	Person 2	Bathroom	Person 3	Kitchen	Clean the fridge in the kitchen
3	Person 3	Kitchen	Person 4	Bedroom 2	Clean the bedroom 2
4	Person 4	Bedroom 2	Person 5	Bedroom 1	Put the clean clothes in the closet in bedroom 1
5	Person 5	Bedroom 1	Person 1	Outside	Go outside and cut the grass

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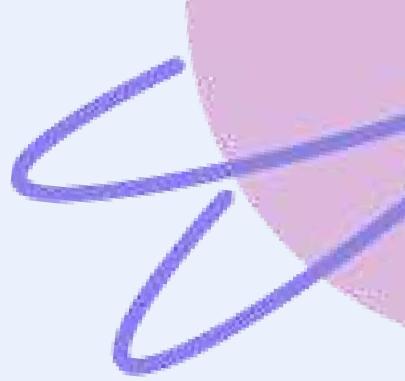
4. GAME: "CONNECT THE BEATS"

INTELLIGENCES: Musical and Naturalistic

TARGET GROUP
Adults and adults with fewer
opportunities

NUMBER OF PARTICIPANTS
4 groups of 4-5 participants

TIME
Approximately 30 minutes

OBJECTIVES
- Discriminate, integrate, and create sounds and melodies.
- Musical creation; rhythmic ability.
- Discriminate, identify, and classify natural sounds.
- Logical compilation and critical evaluation of data to give it meaning

WARM-UP ACTIVITY:

All participants must stand up. The facilitator gives the following instructions: *"You are going to hear some sounds. You have to figure out if they are sounds from nature, animals, or humans. Each corner of the room is a category. You have to move to the corner you think is correct."*

GAME DESCRIPTION

FIRST PART:
The facilitator divides the group into 4 teams (with a maximum of 5 members in each team). He or she then explains the game as follows:
"*Each team will work separately. You will be given a cell phone/computer with four music clips. Your first task is to identify the music and the category it belongs to.*
- *1st category: Music style.*
- *2nd category: Musical instrument.*
- *3rd category: Natural elements.*
- *4th category: Animals.*
To access all categories, you must first guess the previous one. Once you have guessed all the categories, your group must figure out which setting it belongs to. The setting is an ecosystem. All settings are different."

Then, the 4 groups must go to different places to access the musical sounds; it may be necessary to have a facilitator in each group to play the first track, decide if the answer is correct, and play the next track. Another option is that, instead of having one cell phone/computer per group, a pre-recorded interactive application or QR code is used so that each group can unlock the sounds step by step.

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SECOND PART:

After each group has identified the setting, the facilitator gives the following instructions:

"Now, each group must create a melody or performance that includes some of the musical sounds you heard earlier. The goal is to perform that melody in front of the other groups so they can guess your scenario. This is not a competition, as the whole group wins together (collaborative work).

You have 20 minutes to create and you can use them however you want: produce sounds, use your body, look for elements outside, manipulate and explore natural elements..."

THIRD PART:

When all the groups have finished the task, they go to the same room and begin to perform.

The game ends when all the groups' performances have been guessed.

SCAN

Jungle   Desert   City   Beach

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DISCUSSION/REFLEXION SESSION

Once the game is over, the facilitator asks the group some questions:
- What do you think about working in groups?
- What did you think about listening to each piece of music? Was it difficult to recognize them?
- What do you think about creating a new melody?
- How do you think this exercise relates to musical and naturalistic skills?

MATERIALS

- A large space.
- A cell phone or computer with an internet connection for each team.
- Musical stages (Appendix 1).
- Music for each stage (Appendix 2).
- Headphones (optional).
- Musical instruments, elements of nature (optional).

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

The facilitator should be familiar with the space where the game will take place, ensuring that there is enough room to play.
Ideally, there should be a maximum of 4 teams, with 5 players each.

Adaptations for special needs:
- Use visual aids (cards or images) to represent sounds or instruments.
- Offer noise-canceling headphones to participants who are sensitive to sound.
- Allow tactile exploration of instruments/natural elements.
- Provide written or visual instructions for clarity.

APPENDIX 1: MUSICAL SCENARIOS

1st scene: Jungle

- Music style: traditional/tribal.
- Instrument: drums/bongo.
- Natural element: waterfall.
- Animal: monkey or elephant.

2nd scene: Beach

- Music style: reggae.
- Instrument: voice.
- Natural element: ocean waves.
- Animal: seagulls or dolphins.

3rd setting: Desert

- Music style: Arabic music.
- Instrument: flute.
- Natural element: sandstorm or fire.
- Animal: snake.

4th setting: City

- Music style: rock.
- Instrument: electric guitar.
- Natural element: thunder.
- Animal: dogs or cats.

APPENDIX 2: MUSIC FOR EACH SCENE

Some examples for the scenarios:

1st scenario (Jungle):
- Jungle-jazz-drum-water cascade-monkey/elephant: https://open.spotify.com/intl-es/track/2Ju42T1PwVXzBoG4qnRgxm?si=fdea892ad7634eb5 (2:02-2:21) https://open.spotify.com/intl-es/track/4d21y8DL6oMN4n9NmArNqq?si=033585c3e56c4920 (6:29 -6:40)
- Drums: https://open.spotify.com/intl-es/track/7lkfR8pnwz7EE2Scvo7EP8?si=0999247818224012
- Bongo drum: https://open.spotify.com/intl-es/track/71J0ZiyY16BJBlTgeQuSl3?si=98df326f285a4a2f
- Waterfall: https://open.spotify.com/intl-es/track/6LWNOJ2CRhFCqdomoysEh3?si=6f0dfa659af84e9c https://open.spotify.com/intl-es/track/0Hid0lrDc50PWfBdyadwVD?si=4b0dddcf6e684b9c
- Monkey: https://open.spotify.com/intl-es/track/3ahQ6mc3lrdgKJVI6bUJhz?si=054af68324a1417c
- Elephant: https://open.spotify.com/intl-es/track/5JvB9P9JN6Ny9kJRmV4gCl?si=8f78f65dae2b4f7b

2nd scenario (Beach):
- Beach reggae/ vocals ocean waves dolphins: https://open.spotify.com/playlist/37i9dQZF1EIgtVMuIk5m2P https://open.spotify.com/track/3c6CoQBVpDNHL2QcBogllc
- Voices: https://open.spotify.com/album/1r0zcv9hn6TFqajmdFcHg5 https://open.spotify.com/album/0U8YOylg6DUJTco8NhvCsW
- Ocean waves: https://open.spotify.com/playlist/51xnvswDeZbfyKq5d1ufHT https://open.spotify.com/track/0YuKG1kFgb6vLDiQqmBaM3
- Dolphins: https://open.spotify.com/track/0ZRE4to8ZWvstsGngL7PHm
- Seagulls: https://open.spotify.com/track/762UJE0oSp7By20KsbWKs2

3rd scenario (Desert):
- Arabesque style: https://open.spotify.com/playlist/37i9dQZF1EId4VNBaRtbbT
- Western style: https://open.spotify.com/playlist/43h5szKEIG0gKfoBLFsXAg
- Classical flute: https://open.spotify.com/playlist/6waO5TodgqE9epY91vYIwE https://open.spotify.com/playlist/3ZRlJdLljyRJm4MjD25wdb
- Fire: https://open.spotify.com/playlist/37i9dQZF1DXaa8UmWJHYTU
- Snake(silbido): https://open.spotify.com/playlist/1u22b1ppbHwuk3WdHxkPYG
- Rattlesnake: https://open.spotify.com/track/3kJEX8plJltkvQTEfylO8g

4th scenario (City):

- Rock: https://open.spotify.com/album/3DGHc6kJMQauqBiDqQC76t
  https://open.spotify.com/playlist/6mwwlCec874FbDaz8EDeyj
- Instrument - electric guitar:
  https://open.spotify.com/playlist/71u9LyXX96cfmfPBJVpe3A
- Electric storm: https://open.spotify.com/playlist/6wx6zQaEaQ7pWj7e0CIM3S
- Dogs: https://open.spotify.com/playlist/63tOlPXEGtCWGBqYAbTKbN

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5. GAME: "THE SUBMARINE JOURNEY"

INTELLIGENCES: Interpersonal and Spatial

TARGET GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
10 participants (2 groups of 5 people)

TIME
Approximately 30 minutes

OBJECTIVES
- Improve spatial orientation and coordination skills.
- Promote confidence, communication, and active listening skills.
- Work as a team, be aware of the individual role within the group, and work toward a common goal.
- Enhance body awareness and self-awareness, both individually and as a group.

WARM-UP ACTIVITY "THE SPY":

This is a 5-minute introduction/warm-up to the game. Participants are now spies and stand together in a circle. The facilitator explains that everyone must lower their heads, look at the floor, and when he or she counts to 3 (1..., 2... and 3!), they must look up from the floor and look at someone. If by chance two people (two spies, in this case) look at each other, they lose because they have discovered each other and both leave the circle.
The participant or participants who remain at the end win.

GAME DESCRIPTION

Before beginning, the facilitator should ask if anyone has any difficulties and adapt the game accordingly. Since this game involves physical contact, they should also ensure that everyone is comfortable with this or adapt the game accordingly.

The objective of the game is to find Jacques Cousteau's lost treasure. Each group has separate pieces of the treasure, and both groups must put them together to find the treasure (a complete puzzle). The facilitator tells a story about a sunken ship and explains the background of the story. The participants (the crew) will be in an underwater submarine and will follow their captain's instructions to gather their pieces and find the treasure (the puzzle image).

Roles:
- 2 captains.
- 2 submarine crews.

BEFORE PLAYING:

One facilitator takes the group out of the room and explains the activity; the other facilitator prepares the room with the obstacle course. They can move chairs, place cones on the floor, ropes, etc.

The participants are divided into two equal groups, and one person from each group starts as the "submarine captain" (leader).

The captain must take care of the submarine, use their empathy to guide the group, and be in touch with the group's feelings and reactions (the facilitator should explain this to the captain and give them a few seconds to reflect on the aspects of their personality that they could use to lead the group).

The rest of the group is the crew. The crew must also use their intrapersonal skills to harness their potential to support others and follow instructions (the facilitator should explain this to the crew and give them a few seconds to reflect on the aspects of their personality that they could use to be good crew members).

The facilitator explains the signals for moving:

- 1 tap on the shoulders with both hands, 1 step forward.
- 2 taps, 2 steps forward.
- 1 tap on the right shoulder, one step to the right.
- 1 tap on the left shoulder, one step to the left.
- 2 taps on the right shoulder, turn to the right.
- 2 taps on the left shoulder, turn right.
- 1 tap on the head, step back.

Depending on the level of difficulty, the facilitator can remove or add more taps (for example, a signal to jump, to crouch).

If there is time, participants can also invent their own signals, which is a great way to work on interpersonal skills.

HOW TO PLAY:

1. The "submarine captain" (leader) gives orders to the rest of the group. They will lead for a maximum of 4-5 minutes, and the facilitator will indicate when to change captains by shouting "change of captain!" or something similar.
2. Once the group members have reviewed the instructions, the groups line up and the "submarine captain" stands at the end of the line.
3. The whole group places their hands on the shoulders of the person in front of them. Everyone except the captain is blindfolded and must rely on the instructions given by the captain.
4. With each change of captain, another instruction is added to increase the difficulty. Each person will have the opportunity to be the captain for a maximum of 4-5 minutes.

The goal of both teams is to gather their treasures, put them together, and find the treasure (image in the appendix)..

DISCUSSION/REFLEXION SESSION

The reflection session begins when the two groups have gathered the pieces of the treasure and discovered the final image. The facilitator will ask all group members to explain what they have "found." Some sample questions to deepen the reflection session are:

- How did you feel during this activity?
- Which did you prefer: being the captain of the submarine or being part of the crew?
- How did you feel as leaders and how did you feel as participants? (leadership, empowerment, communication, concern for the state of the team, empathy, dependence on the captain, nervousness, insecurity, confidence, feeling of security in the group, etc.)
- What did you learn about yourselves? (Your strengths, your weaknesses, your personal limits)
- What did you learn about the group?
- What did you learn about yourselves by being in this group?
- What did you use to perform that task (learning style)?
- How could you improve in this game the next time you play?

MATERIALS

- A large space.
- Classroom objects that can be used as obstacles (chairs, stools, ropes, backpacks, boards, etc.).
- Treasure (Appendix): puzzle pieces and 2 treasure chests. The treasure is an image divided into many pieces and distributed equally between the 2 treasure chests. When put together, they form a complete image (i.e., a scene).
- Blindfolds (optional).
- Background music related to the sea to create atmosphere (optional).
- Captain's hat (optional).

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

- **ADAPTATIONS:**
  - Depending on the characteristics of the group, the game can be adapted by adding more or fewer instructions and more or fewer obstacles.
  - For people who do not like to be touched, instead of touching them, the captain could clap or make sounds, and each person could stand in a specific direction.
  - For people with reduced mobility, verbal instructions or clapping can be used. If this is not possible, visual instructions such as images, colors, or pictograms can be used.

- **VIRTUAL VERSION:** This game can be adapted to the game "Battleship" or a digital treasure chest using https://genially.com/ (participants would need to create an account beforehand). The game would need to be prepared in advance and made public, sharing it with the participants. The captain is the only person who can open the template and move the game, and the others discuss how to move it. After 2-3 minutes, the captain can be changed. Explain the rules before starting. You may want to send a document in the chat with instructions for the task (which increases digital skills). To make it more difficult, give them only 10 minutes to finish and then have the facilitator close the game. Teams do not know where the other teams are.

- **CLASS DOJO:** At the beginning, each person creates an avatar of themselves, an emotion that identifies them and their personality. A brief presentation of each person is made before starting the activity. This would be a way to work on intra- and interpersonal skills.

- **OPTIONS FOR THE REFLECTION SESSION:** If talking is difficult, perhaps emoji cards could be used so that participants can show how they feel.

APPENDIX: TREASURE (IMAGE TO CREATE THE PUZZLE)
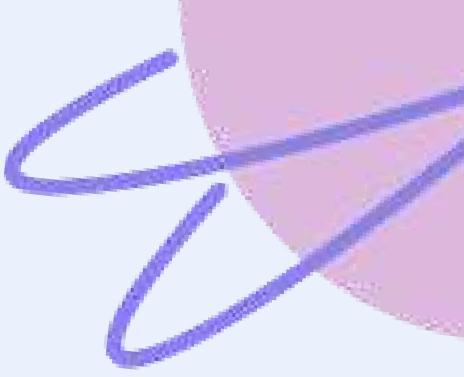
6. GAME "NATURALIST GYMKHANA"

INTELLIGENCES: Naturalist and Logical-Mathematical

TARGET GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
12 to 16 participants (divided into groups)

TIME
Approximately 45 minutes

OBJECTIVES
- Learn to pay attention to the details and natural elements of our area.
- Validate knowledge about natural elements and improve learning about new ones.
- Develop awareness of natural causes and issues related to our environment.
- Improve logical reasoning skills to identify patterns.
- Develop problem-solving skills.
- Improve skills for structuring and organizing ideas logically.

WARM-UP ACTIVITY:

The facilitator asks participants to sit comfortably, close their eyes, and listen to music (approximately 2 min.):
- Birds singing: https://www.youtube.com/watch?v=Nmmsl2X_--U
- White noise of water: https://www.youtube.com/watch?v=jkLRith2wcc
- Ocean waves: https://www.youtube.com/watch?v=6Mwq88CqzJ4

After this experience, participants may feel immersed in a natural environment. This warm-up activity is a suggestion for our daily lives.

The facilitator can read the following text to participants:
"Often, we would like to go out and enjoy nature, but we can't; however, technology can help us get closer to nature. At work or at home, a soundtrack can give us a pleasant atmosphere or a moment of relaxation at the end of the day...."

GAME DESCRIPTION

Naturalistic intelligence also has to do with knowledge; some people have a lot of knowledge about a specific topic, but generally, we don't even realize how much we already know about nature. And how much more we can easily learn...

The facilitator explains that the participants are playing a team game with 4 challenges. The challenges will be the same for all teams, but the order of those challenges will be different for each team, so they will not be doing the same challenge at the same time.

IMPORTANT NOTE FOR FACILITATORS:
If there are, for example, 4 teams, the facilitator should prepare 4 different sequences for each team.
The facilitator should also explain that some challenges in the game will take place outside the workroom (preferably in a nearby garden).
Each team will be evaluated on their performance in the challenges. The total score for the 4 challenges will have a maximum value of 98 points. The team that finishes first will receive 2 extra points. Therefore, the maximum score that can be obtained in this game is 100 points.
Each team has 30 minutes to complete the game!

GAME STEPS:
- Step 1: The facilitator divides the group into teams, each with a name (e.g., fire, water, wind, earth, etc.).
- Step 2: Each team must choose a representative with a cell phone. This will be the only cell phone available per team (as an alternative, the tasks can be printed out).
- Step 3: Each team will receive the activity instructions (Appendix 1) on that cell phone. The team must follow the sequence of tasks (previously set by the facilitator). The facilitator warns that searching for information on the Internet is prohibited.
- Step 4: Teams must respond to the four challenges of the game (outside and inside the room) in 30 minutes.
- Step 5: After completing the tasks, all teams return to the work room and hand in their answer sheets to the facilitators. The first team to finish wins two extra points (total: 100 points).

CHECKING THE RESULTS:
The facilitator corrects the answers and writes them on a board. In some challenges, the answers are "closed" and easy to correct (question and classification challenges).
In the "Treasure Hunt" challenge, the facilitator must check all the elements of the challenge (photos, trash, natural elements brought in, etc.).

In "Connection Story," the facilitator can define some criteria in advance to evaluate each group's presentation: for example, the ability to argue, the clarity of the arguments, the coherence of the presentation, and/or the participant's interpretation of the character, among other criteria.

In the end, once the teams' scores are added up, one of them will be the winner.

MATERIALS

- Cell phone and/or speaker.
- Activity sheets (appendix), which can be printed or sent in PDF format to cell phones.
- Whiteboard or flipchart paper.
- Pens/pencils and markers.
- Trash bags and disposable gloves (optional).

- Warm-up music:
  - Birds singing: https://www.youtube.com/watch?v=Nmmsl2X_--U
  - White noise of water: https://www.youtube.com/watch?v=jkLRith2wcc
  - Ocean waves: https://www.youtube.com/watch?v=6Mwq88CqzJ4

- Examples of nature quizzes:
  - https://quiz-questions.uk/nature-quiz/
  - https://toptriviaquestions.com/nature-quiz-questions-and-answers/

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

- **ACTIVITY SHEETS**: These can be printed out and the answers written directly on them, as some participants may find this easier than reading a document on their cell phone. The second option is more environmentally friendly.

- **QUESTIONNAIRE QUESTIONS**: Look for questions related to the natural environment where the participants live. They will find it easy to know the answers. Make sure that the questions only have one answer

- **CLASSIFICATION CHALLENGE**: Participants may not be familiar with these animals (which are very rare), so one option is to include animals that are unique to their area.

- **TREASURE HUNT**: Find a nearby outdoor location and look for possibilities to include in the hunt. The facilitator should check the search beforehand (area and tasks) and adapt the questions/tasks related to that specific area.

- **CONNECTION STORY**: choose a nature-related topic that your participants are familiar with. The words given should also be understandable to everyone

QUESTIONNAIRE
MAXIMUM 15 POINTS (1 POINT/EACH QUESTION)

Category	Question 1	Question 2	Question 3
Natural phenomena	How are earthquakes measured?	Volcanoes can produce lightning. True or false?	What is the official name for the northern lights?
Water	What is the largest ocean in the world?	What are catastrophic ocean waves called?	What are large bodies of water surrounded by land called?
Plants	Is aloe vera a plant, a tree, or a herb?	What type of tree is the traditional Christmas tree?	Name the miniature trees that are native to China and Japan.
Animals	What is the name for the fear of animals?	What are the only mammals that can fly?	What part of their body do butterflies use to taste things?
Under the sea	How many hearts does an octopus have?	What fish produces caviar?	What underwater creatures are the only animals in which the male gives birth?

RANKING CHALLENGE
MAXIMUM 20 POINTS (5 POINTS FOR EACH CORRECT ANSWER)

Classify the following images into the correct category:
1. Mammals
2. Reptiles
3. Birds
4. Insects

A	B
C	**D**

TREASURE HUNT
MAXIMUM 48 POINTS

Using all your senses, complete the following tasks while walking through
_____ (name of place, garden, street, farm…).

1. How many trees (*name*) can you count? _____ . (4 points)
2. Smell two natural elements and write down their names. (4 points / 2 points each element) _____ + _____
3. Collect three different leaves from trees (from the ground). (9 points – 3 points each leaf)
4. Record five different sounds from the environment (natural and/or human). (15 points / 3 points each sound)
5. Take 3 photos that illustrate how human construction and nature can be integrated into sustainable urban planning. (6 points / 2 points each photo)
6. *Plogging* action: collect at least 5 objects that are considered trash and take them with you. (10 points / 2 points each object)

Definition of "Plogging": Plogging is a term coined by Erik Ahlström that refers to the act of picking up trash and litter while *jogging*. It is a combination of the Swedish term "*plocka upp,*" which means "to pick up," and "jogging."

CONNECTION HISTORY
MAXIMUM 15 POINTS

Your group must write a speech, no longer than 75 words, on the topic of **"Forests"** (for example). You must use the following words:
- Biodiversity.
- Climate change.
- Sustainable economy.
- Wildlife.

You must choose a representative to present the argument to the other groups.

You can be politicians, students, businesspeople, environmental activists... (give each group a choice).

SOLUTIONS

QUESTIONNAIRE:
- Answers about natural phenomena: Richter scale, True, Aurora Borealis.
- Answers about water: Pacific Ocean, Tsunami, a lake.
- Answers about plants: a plant and a herb, pine trees, bonsai.
- Answers about animals: zoophobia, bats, legs.
- Answers about the seabed: 3 hearts, sturgeon, seahorses.

CLASSIFICATION:
The animals mentioned are all mammals (pangolin, bat, platypus, and manatee).

Intellectual Multiverse
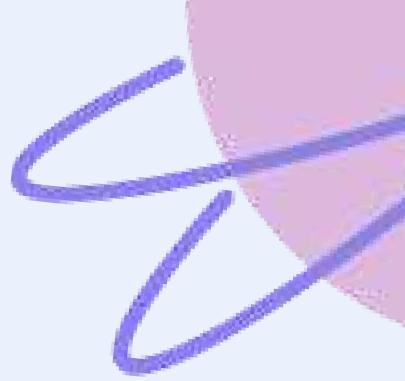
7. GAME "KNOW YOUR EMOTIONS"

INTELLIGENCES: Intrapersonal and Bodily-Kinesthetic

TARGET GROUP
Adults and adults with fewer opportunities

NUMBERS OF PARTICIPANTS
Maximum 10 participants

TIME
Approximately 30 minutes

OBJECTIVES
- Recognize your own emotions and also the emotions of others.
- Use emotions as a means to understand and guide your own behavior.

GAME DESCRIPTION

PHASE 1 - PREPARATION/TIMED WARM-UP:
The facilitator distributes a blank sheet of paper and a piece of plasticine/clay to each participant.
Then, they give everyone two minutes to write on the sheet of paper, "*What emotion best describes you today?*" Each person writes their answer on their paper, without letting anyone else see the emotion they have written, folds the sheet of paper, and puts it in their pocket or wherever they feel most comfortable.

When the time is up, the facilitator stops the timer and gives participants another 2 minutes to represent the emotion they wrote down earlier with the plasticine. Participants mold the plasticine without saying what emotion they are "representing." When the time is up, the facilitator alerts the participants.

Brief reflextion - the facilitator asks:
- *"Was it difficult to create your emotion with plasticine?"*
- *"Does it look like the image you had in your mind?"*
- *"If not, that's okay, but do you think the shape or at least the colors match your emotion?"*

PHASE 2:
The facilitator divides the participants into groups of three and explains that each group must guess and share the emotions that the participants represented in each plasticine/clay figure.
Once the 3 participants in each group have shared their emotions (represented in the plasticine/clay), all members of that group must work together to create a short story based on those emotions.

Brief reflexion:
- *"How did you feel about cooperating in the creation of a story based on different emotions? Did you all agree?"*
- *"Was it easier to guess or to make others guess?"*
- *"Was it difficult to create a story?"*

PHASE 3:
The facilitator explains to each group that, once they have developed their story (based on the emotions identified by all members and gathered together), they must prepare a role-play for the other groups to guess not only the plot of the story, but also the emotions that make it up. To do this, each member of the group must be a different character.
In this way, one by one, each group will perform their role-play (story) and the other groups will have to guess the story and the emotions.

FINAL REFLEXION SESSION:
- *How did you feel when expressing your emotions through plasticine/clay?*
- *Do you still feel the same way you did when you wrote on the sheet of paper and modeled a while ago?*
- *Did you find teamwork stimulating?*

DISCUSSION/REFLEXION SESSION

- How did you find preparing the plasticine and then the role-play?
- Would you do anything differently next time?
- How did you find playing this game?
- How did you feel about communicating with your group partners?
- How did you find understanding the rules of the game?
- Could you explain this game to another student?

MATERIALS

- White sheets of paper.
- Pens/pencils or markers.
- Plasticine/clay in various colors.
- Wheel of emotions (Appendix) with some synonyms, to project during the game.
- Bell sound (optional).

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

- **VIRTUAL VERSION**: A maze of emotions can be created online. The home screen asks, "How are you feeling today?" The player chooses a face and must reach the corresponding emotion by navigating through the maze.

- **VARIATION FOR VISUAL/COGNITIVE DISABILITIES**: People with visual/cognitive disabilities can whisper their emotion to the facilitator, who will write it down on a piece of paper. Instead of plasticine/clay, they can choose a sound or a song.
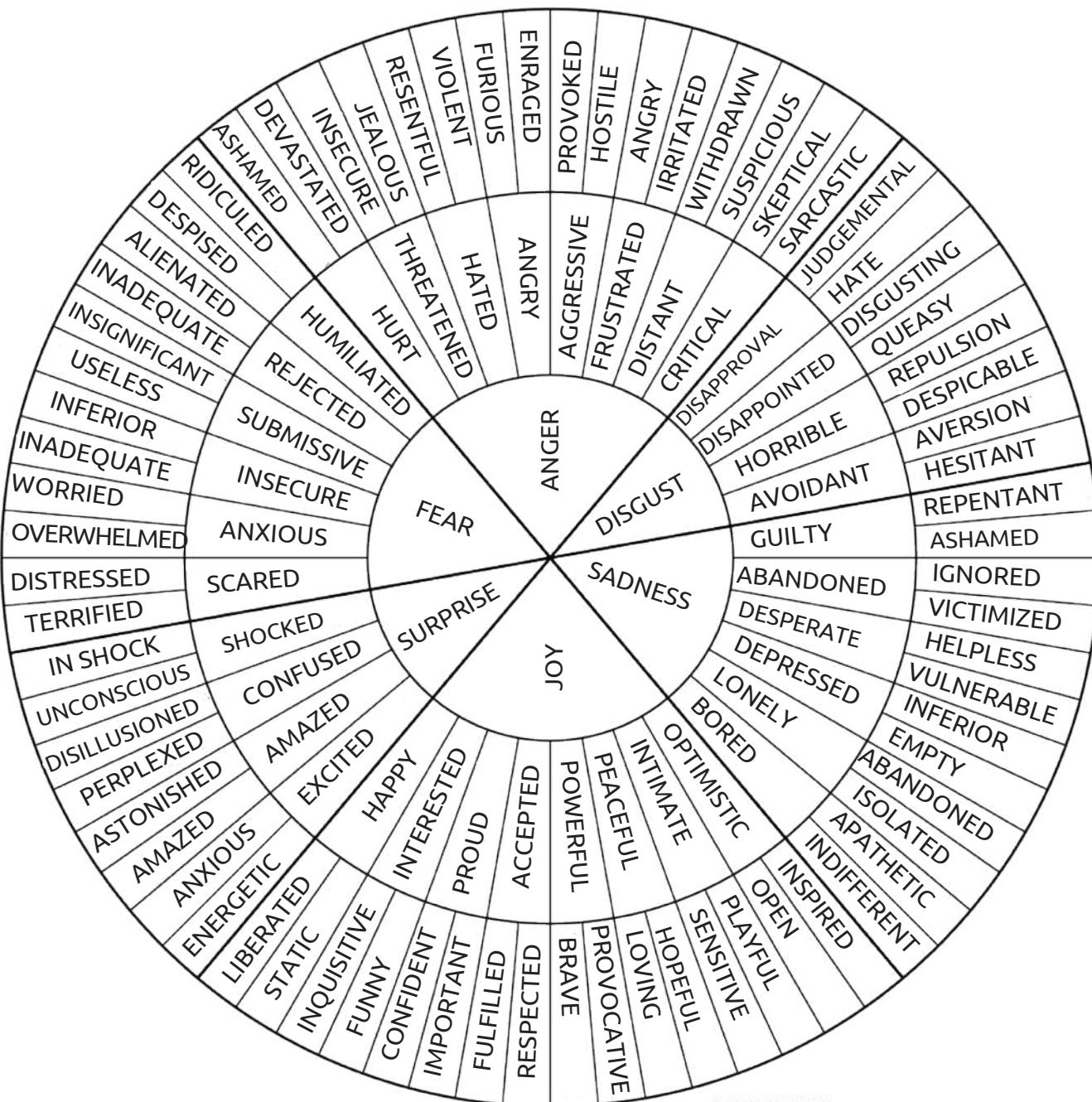
8. GAME "WORDJAM: THE MUSIC FACTOR"

INTELLIGENCES: Linguistic and Musical

TARGET GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
3 groups of 5 participants

TIME
Approximately 30 minutes

OBJECTIVES
- Encourage creativity and improve vocabulary.
- Teamwork and performance skills.
- Improve time management and public speaking/acting.

GAME DESCRIPTION

Participants are divided into three groups of five people and given a list of 50 terms/words, asking them to compose a song in their favourite genre. Groups must incorporate as many terms as possible into the lyrics and must take care not to repeat words more than once (terms/words can be repeated, but will count as a single point).

Each person (if possible) should write a paragraph of the lyrics; however, the whole group is responsible for the lyrics and their interpretation.

Finally, once the lyrics are ready, they should be handed in to the facilitator.

Groups may use any available instruments or tools to create rhythms for their song.

The winner of **'WordJam: The Music Factor'** will be the group that obtains the highest score according to the points table determined by the other groups and the facilitator. The facilitator will evaluate each performance according to specific criteria, both quantitative (scores on the scoreboards) and qualitative (coherence of rhythm and lyrics), and the use of the terms provided.

Creativity will be evaluated by the other groups, according to the scoreboard and entertainment value.

The group with the most points (total) at the end of the activity will be declared the winner.

DISCUSSION/REFLECTION SESSION

- How did you find playing this game?
- How did you feel about communicating with your groupmates?
- How did you find understanding the rules of the game?
- Could you explain this game to another student?

MATERIALS

- List of 50 terms for each group (Appendix 1), divided into different categories.
- Scoring table (Appendix 2).
- Various instruments, if possible (e.g., maracas, drums, or any other necessary instruments or tools for creating rhythms, etc.).
- Sheets of paper.
- Pencils and/or pens of different colors assigned to each person within the group.

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

- Emphasize that participants have 30 minutes to compose, practice, and perform their creation.
- Emphasize that the important things are creativity, personal expression, the use of the terms provided, and having fun.
- The facilitator's role is to supervise the groups and how they are developing the lyrics, mediate the distribution of tasks, and remember the colors used by each participant. If a participant cannot or does not want to write, the facilitator can suggest that the whole group support this person.
- Keep in mind that participants will have different levels of musical and lyrical ability. For those who are less confident in creating rhythms, allow them to focus more on the lyrics (or vice versa). Each person will have a different colored pen to write their paragraph of the lyrics.
- Encourage participants to adopt their personal style, whether it be lyrical complexity or focusing more on rhythm and performance.

APPENDIX 1: LIST OF 50 TERMS

Basic Words:
- *Hello* – A simple but versatile word used to greet someone.
- *Thank you* – Used to express gratitude.
- *Please* – Used to make polite requests.
- *Sorry* – Used to apologize or to get someone's attention.
- *Yes* – One of the simplest and most useful words, meaning "affirmation."
- *No* – The opposite of "*yes*," meaning "negation."

Words to Introduce Yourself:
- *I* – Personal pronoun.
- *You* – Personal pronoun.
- *My name is* – Used to say your name.
- *Pleased to meet you* – An expression used when meeting someone for the first time.
- *How are you?* – A common question to ask how someone is doing.
- *Good* – Positive response to the question "How are you?"

Words about Time:
- *Today* – The current day.
- *Tomorrow* – The next day.
- *Yesterday* – The previous day.
- *Morning* – The beginning of the day.
- *Afternoon* – The middle of the day.
- *Evening* – The end of the day.

Essential Numbers:
- *One* – The number 1.
- *Two* – The number 2.
- *Three* – The number 3.
- *Four* – The number 4.
- *Five* – The number 5.
- *Ten* – The number 10.

Words about Food and Drink:
- *Water* – An essential element for life.
- *Bread* – A common food in many cultures.
- *Wine* – A popular drink in Italy and Spain.
- *Coffee* – Much loved by Italians and Portuguese.
- *Breakfast* – The first meal of the day.
- *Lunch* – The main meal at midday.
- *Dinner* – The evening meal.

Words about the House:
- *House* – The place where you live.
- *Bedroom* – A room in your house.
- *Kitchen* – The place where you prepare food.
- *Bathroom* – The place where you shower.
- *Bed* – Where you sleep.
- *Table* – Where you eat or work.

Words about Transportation:
- *Car* – A common means of transportation.
- *Bus* – A means of public transportation.
- *Bike* – An environmentally friendly means of transportation.
- *Train* – A means of rail transportation.
- *Plane* – A means of air transportation.

Words for Shopping:
- *Shop* – A place where you buy things.
- *Price* – How much something costs.
- *Discount* – A reduction in price.
- *Money* – The money you use to buy things.
- *Credit card* – A method of payment.

Words for Expressing Emotions:
- *Happy* – When you are happy.
- *Sad* – When you are not happy.
- *Angry* – When you are very upset.

APPENDIX 2: POINTS TABLE

- **Basic Words:** 1 point
- **Words for Introducing Yourself:** 2 points
- **Words about the Weather:** 3 points
- **Essential Numbers:** 4 points
- **Words about Food and Drink:** 5 points
- **Words about the Home:** 6 points
- **Words about Transportation:** 7 points
- **Words for Shopping:** 8 points
- **Words to Express Emotions:** 9 points
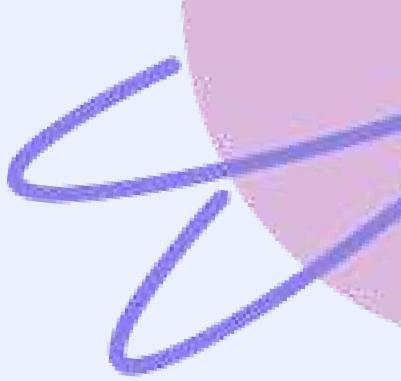
9. GAME "A NEW AND HAPPY WORLD"

INTELLIGENCES: Logical-mathematical and Interpersonal

OBJECTIVE GROUP
Adults and adults with fewer opportunities

NUMBER OF PARTICIPANTS
Groups of 3-4 participants

TIME
Approximately 45 min. - 1 hour

OBJECTIVES
- Connect logical intelligence with interpersonal intelligence and make environmentally friendly decisions.
- Assess logical intelligence and decision-making skills.
- Set priorities.
- Develop teamwork skills.

GAME DESCRIPTION

NARRATIVE:
"You (the group) and 30 other people have been sent to a newly discovered island that has been kept secret. You must survive on the island, in a healthy and happy way, for more than three weeks, without contact or help from the rest of the world."

DEVELOPMENT:
The group receives a map and a list of tasks.

1. Individually, each participant analyzes a list of 15 priorities and distributes five priorities per week (five minutes).

2. Group members negotiate among themselves what the final priorities for the island community will be (10 minutes).

3. To put your plan into action, you must answer the following questions:
- How will you manage basic resources (food, water, energy, etc.)?
- Where on the island will you set up your various facilities/buildings?
- How will you ensure the safety and well-being of the community?
- On the map, draw your plans for those 3 weeks.

Groups have 15 minutes for these 4 tasks.
Extra task: Create a slogan for your island community. If you manage to complete this task on time, you will earn an extra point.

4. Each group presents their map and the facilitator asks certain questions to assess the feasibility of the plans, based on 3 indicators: health, happiness, and sustainability. Groups must present 2 examples for each indicator (10 min.).

DISCUSSION/REFLECTION SESSION

- How did you feel?
- Which indicators did you focus on most?
- What did you discover about priorities in life?
- How will you integrate what you learned in this exercise into your life?

MATERIALS

- Sheets of paper.
- Pencils and/or pens.
- Colors.
- Priority list (Appendix 1).
- Map of the island (Appendix 2).

RECOMMENDATIONS FOR FACILITATORS - VARIATIONS

- Facilitators can print out a list of priorities for each group of participants.
- Facilitators can omit the initial part (to make this game shorter) in which participants reflect on their own priorities, based on the list provided.
- Form groups of 3 or 4 people, depending on the number of participants, but no more than 5 (to facilitate discussions within the groups).
- Remind the groups of the time available for them to move on to the next task. It is very important to respect the time allocated to each task so that the game lasts as long as planned.

APPENDIX 1: LIST OF PRIORITIES

1. Create shelters.
2. Find drinking water.
3. Separate domestic animals from dangerous ones.
4. Discover/develop natural medicines.
5. Teach children and young people safe and healthy habits for living in nature.
6. Build facilities for raising/keeping animals.
7. Engage in planting and gardening.
8. Learn about the island's climate.
9. Create an inventory of the island's resources.
10. Make fires for warmth and cooking.
11. Have fun in nature.
12. Create a social system for decision-making.
13. Create tools for hunting and fishing.
14. Use natural elements to create tools for cooking, building, and transporting objects.
15. Cut enough firewood.
16. Hunt animals.
17. Produce mechanisms for preserving food and natural resources.
18. Identify animal tracks to know where they tend to move.
19. Build walls around the community to prevent animal attacks.
20. Cook for everyone, once sufficient resources are available.

Week 1	Week 2	Week 3

APPENDIX 2: MAP OF THE ISLAND
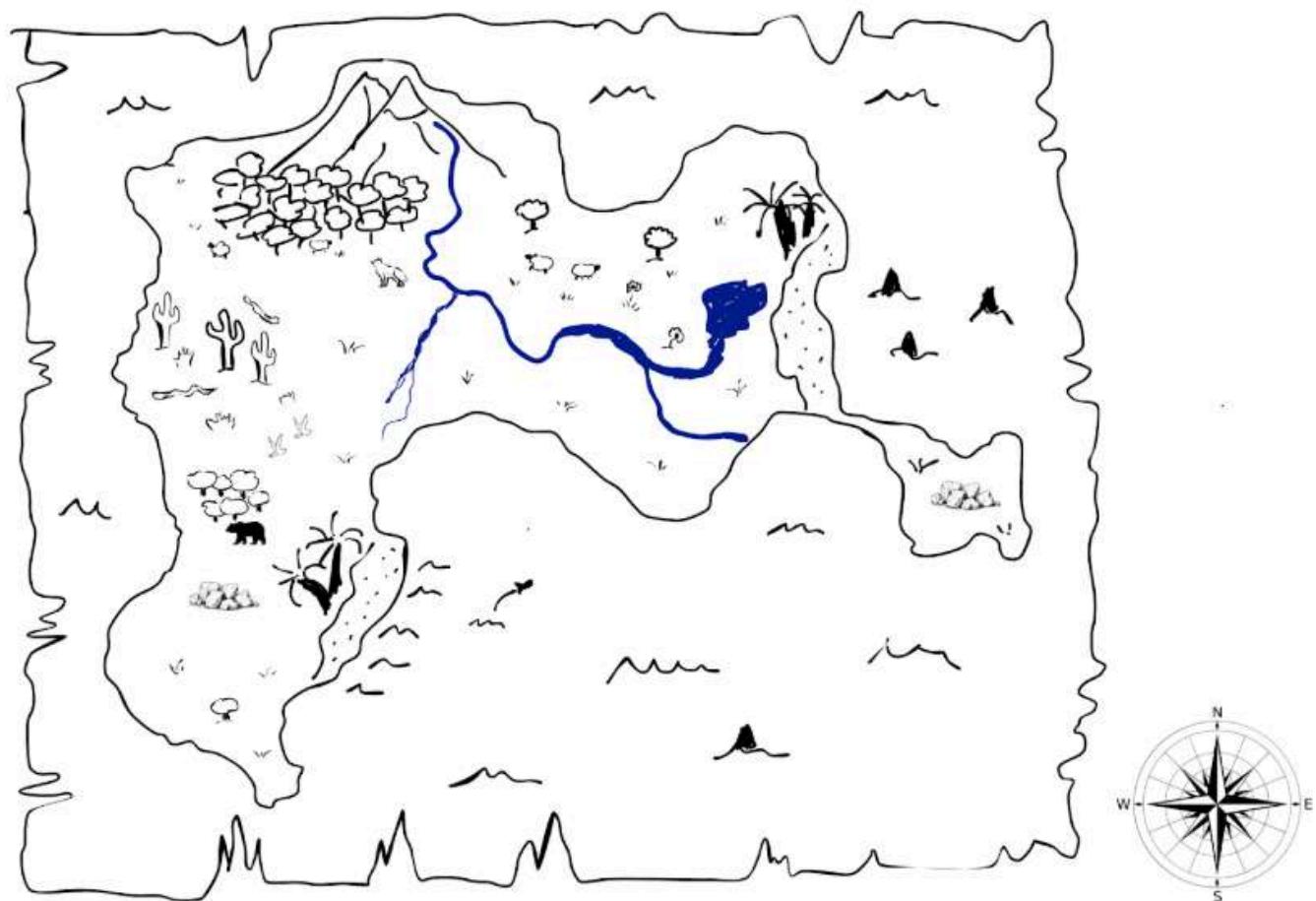
FINAL CONCLUSIONS AFTER THE WORKSHOP

At the end of each session, there should be a moment for sharing thoughts and ideas, in which participants can reflect on their work. At the end of the Final Workshop, the facilitator should focus on three main aspects related to the development of the workshop:

- **Final Questionnaire:** this should be answered by participants individually.
- **Reflections/group reflection session:** how participants felt that day: what was easy, what was difficult, what they would improve with regard to the games, what they have learned, what they think they will use in their daily lives after these sessions...
- **Final certificates** for participants**.**

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