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A2.2: CV validation – “Report - summary of surveys and focus groups”

Project Number: 2023-1-IE01-KA220-SCH-000158117

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Participants' description

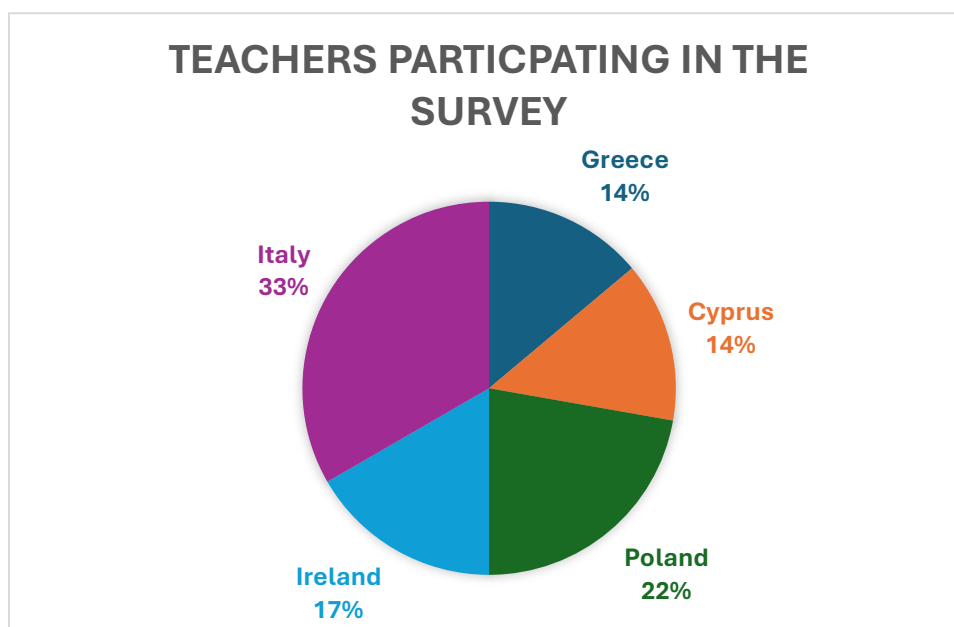
Organiser	<p>MTU – Tralee Education Support Centre, Ireland</p> <p>PASCAL Private English School Lemesos, Cyprus</p> <p>Consorzio Ro.Ma., LabGDR, Italy</p> <p>Vardakeios School, Greece</p> <p>X Liceum Ogólnokształcące im. I.J. Paderewskiego, Katowice, Poland</p>
Date and Time	Between 21/05/24 and 25/05/2024
Venue	<p>CBC Cork, Christian Brother College, Ireland</p> <p>PASCAL Private English School Lemesos, Cyprus</p> <p>Online, Italy</p> <p>Vardakeios School, Greece</p> <p>X Liceum Ogólnokształcące im. I.J. Paderewskiego, Katowice, Poland</p>
Number of participants	<p>Focus group: 5, 6, 10, 5, 5 – total: 31</p> <p>Survey for teachers: 12, 10, 24, 10, 16 – total: 72</p> <p>Survey for students: 25, 20, 20, 25, 19 – total: 109</p>
Facilitator (focus group)	Edmond Hussey, Christina Mariou, Davide Diletti, Eugenia Kollia, Bernadeta John-Jankowska
Assistant	n/a, Georgina Miltiadous, Silvia Marotti, Anna Dalmyra, Maciej Małek

Survey findings

Sample description – teachers

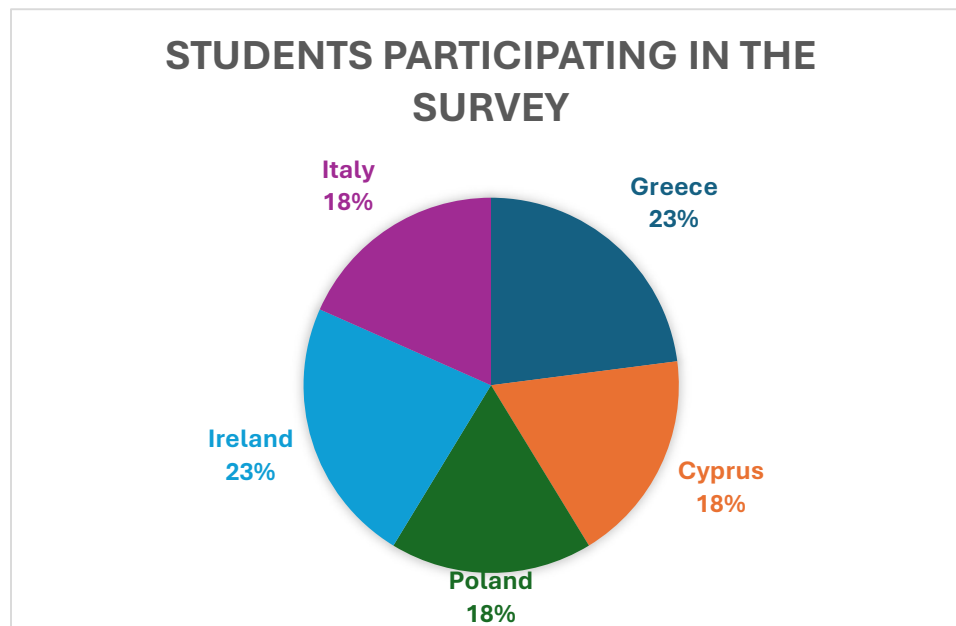
Overall, the survey aimed at teachers collected 72 replies. The respondents involved were mainly teachers, distributed as following:

- MTU (Ireland): 5 male and 5 female – practising secondary teachers, more than 12 years' experience. Those interested in Learning and Teaching and new innovative ideas.
- PASCAL (Cyprus): 10 teachers took part in the online survey. Their areas of expertise were mainly English and Math teachers.
- Ro.Ma. & LabGDR (Italy): the participants in the survey for teachers are teachers, support workers, school psychologists, or professionals who have solid experience working with adolescents of the EuLabRPG reference age. Moreover, all the participants in the survey have concrete experience with the TTRPG developed over several gaming sessions.
- Vardakeios (Greece): the participants of the survey for teachers were 10 High School teachers for students between 13-18 years old.
- X Liceum (Poland) There were 13 respondents in the survey, including teachers of various subjects, as well as school psychologists. They all have a lot of experience gained over the years working with students aged 14-19. Some of the teachers also have experience with TTRPGs as they are a part of the school educational plan.



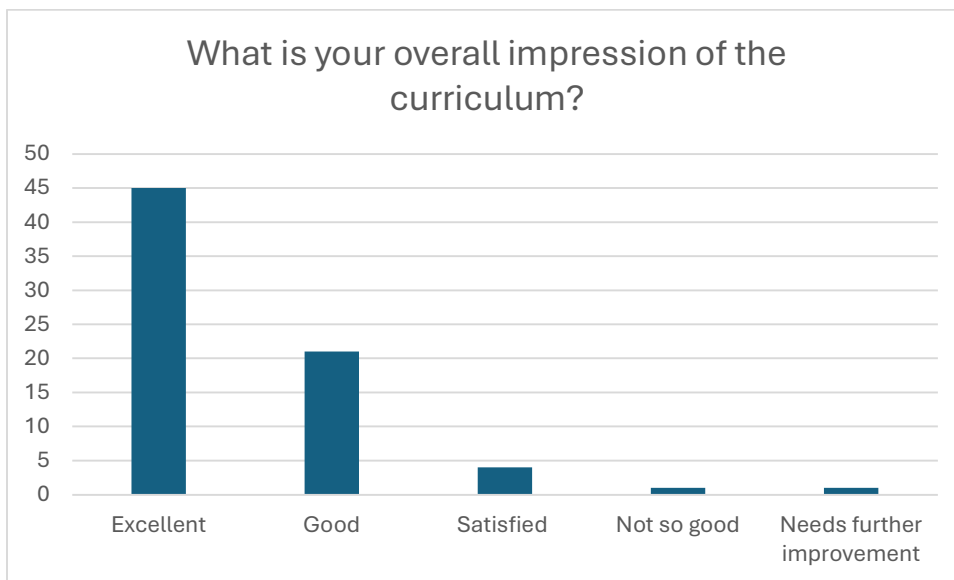
Sample description - students

- MTU (Ireland) 2nd Years - Junior Cycle - 14-year-old - all from one class - Geography lesson.
- PASCAL (Cyprus): 20 students participated in the survey. The sample consisted of Year 2 pupils (equivalent to UK Year 8), 13-14 years of age, 8 boys and 12 girls.
- Ro.Ma. & LabGDR (Italy): the survey for students involved 20 respondents, aged 14-15, all attending a Human Science school with prior exposure to these themes, but not to TTRPG.
- Vardakeios (Greece): in the survey for students participated 25 High School students between 13-18 years old.
- X Liceum (Poland): there were 19 students participating in the survey, mostly first- and third-year students (aged 15 and 18). They are all students at X Liceum Ogólnokształcące im. I.J. Paderewskiego, Katowice, Poland.

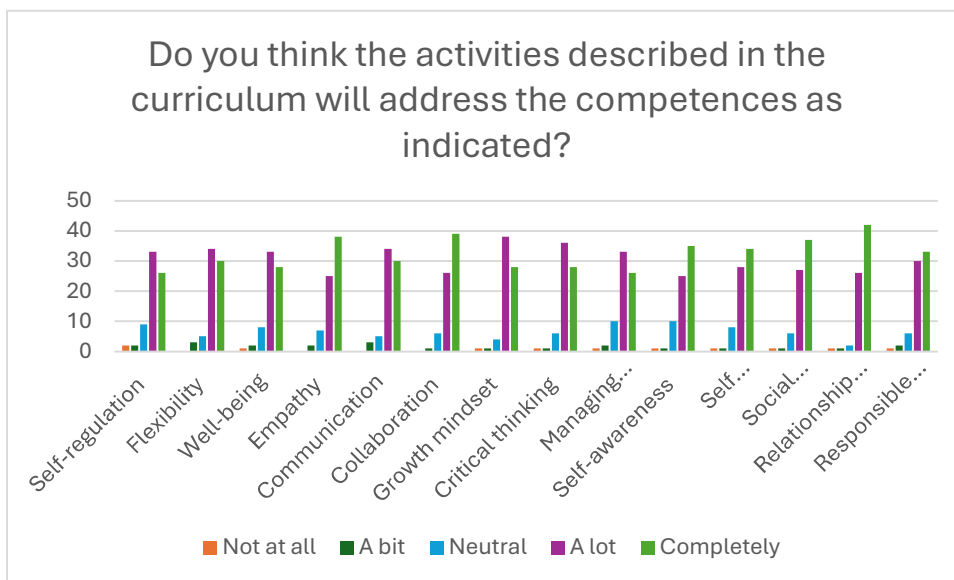


Survey findings – teachers

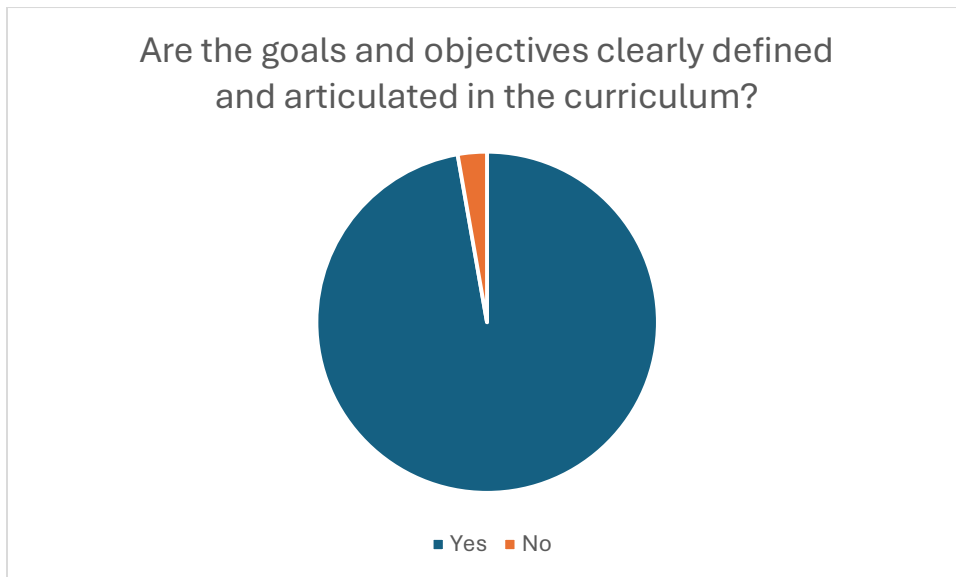
1. What is your overall impression of the curriculum?



2. Do you think the activities described in the curriculum will address the competences as indicated?



3. Are the goals and objectives clearly defined and articulated in the curriculum?

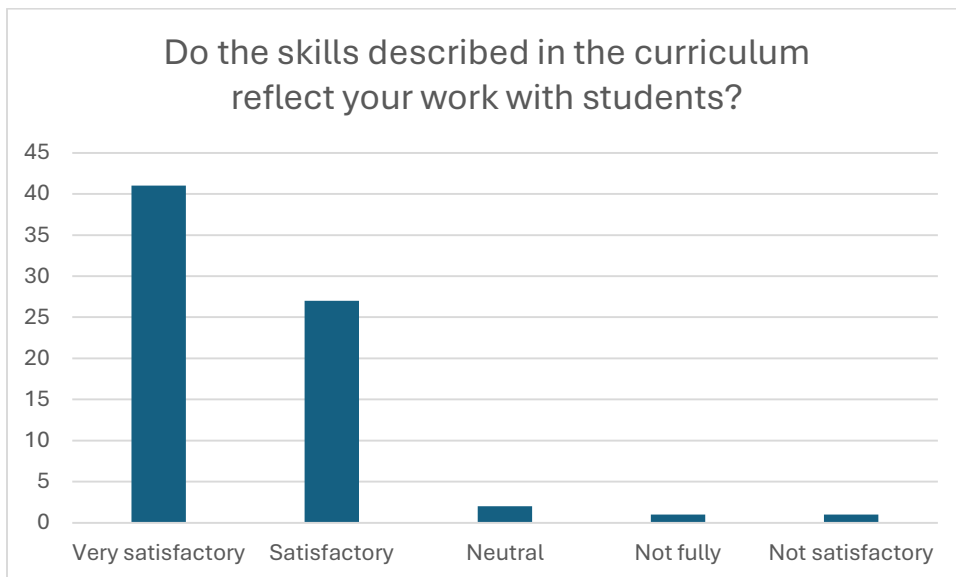


Summary:

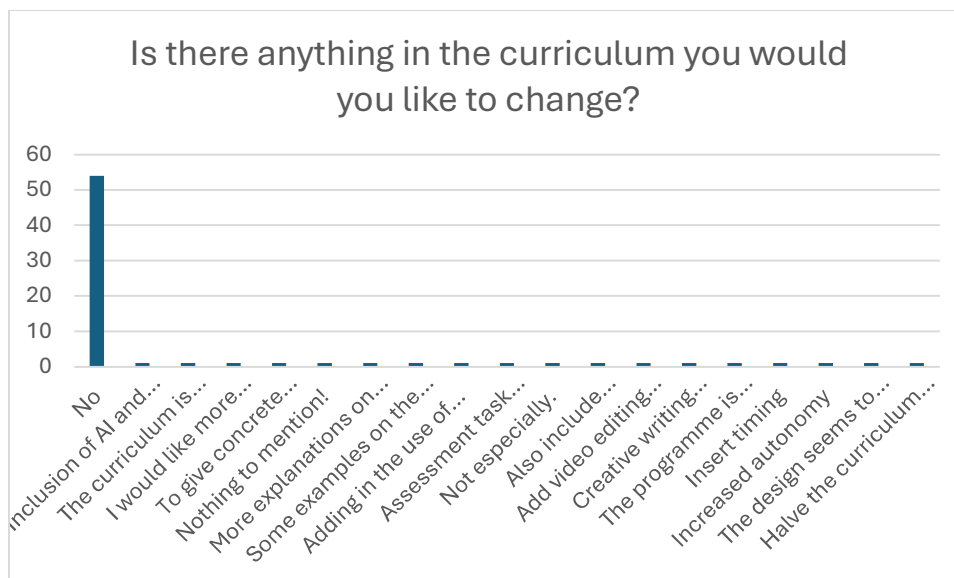
The overall impression of the proposed curriculum by the participants was very positive, either excellent or good and they agreed that the goals and objectives are clearly defined.

Most teachers thought that the activities described in the curriculum will address the competences as indicated. There was no competence that was seen as not being addressed in the curriculum.

4. Do the skills described in the curriculum reflect your work with students?



5. Is there anything in the curriculum you would like to change?



54 teachers responded NO; there were 3 following comments added:

1. 'Nothing to mention!'
2. 'No, I wouldn't change.'
3. 'The curriculum is comprehensive and to the point.'

Two responded stating:

1. 'Not sure.'
2. 'Not especially.'
3. 'Not specific.'

Other respondents suggested the following:

1. including AI and technology into the curriculum,
2. more extra-curricular activities,
3. giving concrete examples of scenarios,
4. more explanations on the methodology,
5. some examples on the application of role play gaming in the school's existing curriculum,
6. a course about life with Twitch,
7. any extracurricular activities related to cybersecurity and netiquette,
8. more information in line with EuLabRPG's development in the coming months,
9. adding the use of business-related games/board games,
10. assessment task should not be in English for languages, class sizes for languages are too big, literature questions in leaving cert should not be asked in languages when they can't speak the language.

Overall, most respondents (54 teachers) were satisfied with the current curriculum, indicating that it is comprehensive and meets their needs. The curriculum is generally well-received, with most teachers finding it comprehensive and not requiring changes.

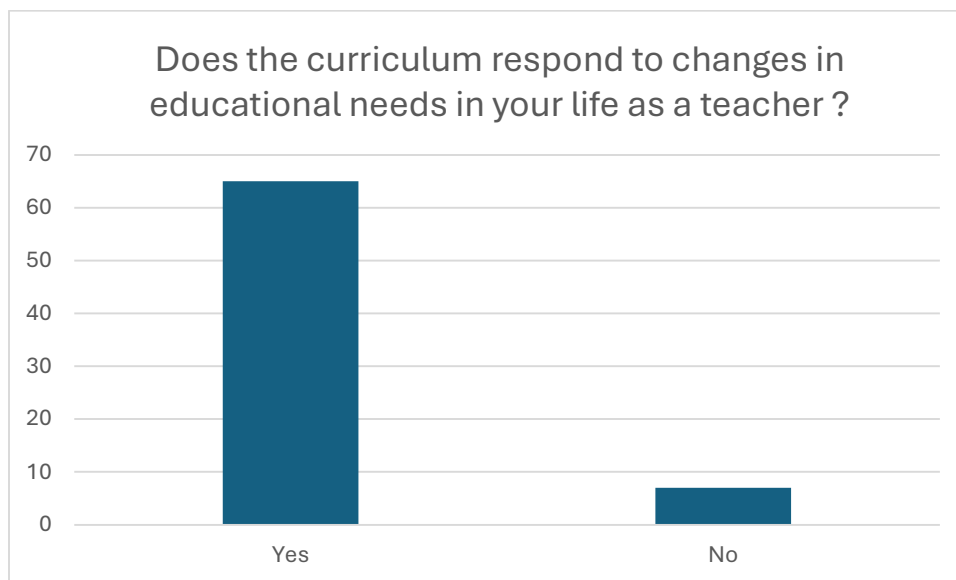


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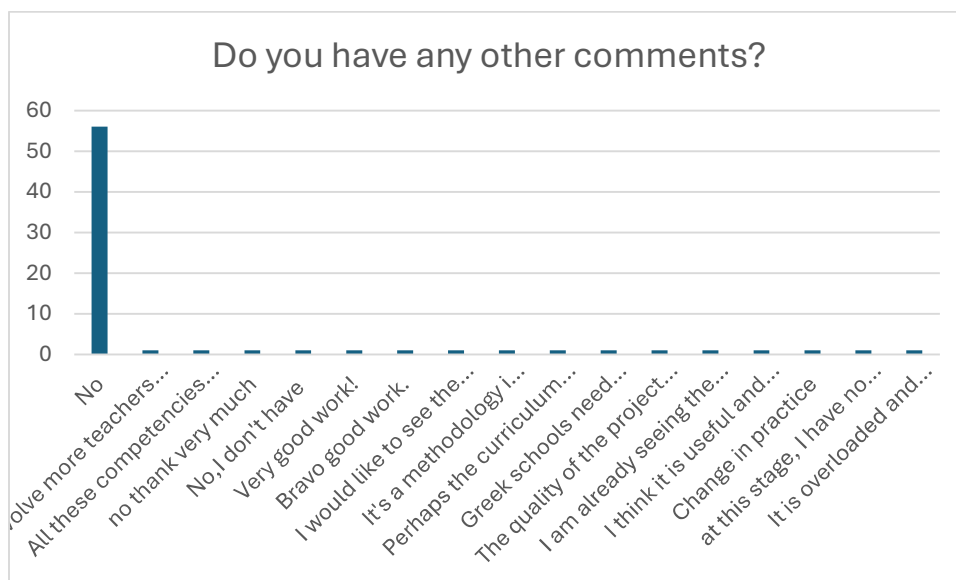
There is a notable interest in incorporating AI and technology into the curriculum, which aligns with modern educational trends and the increasing importance of digital literacy. Teachers see value in adding more extracurricular activities, which can enhance students’ engagement and provide practical learning experiences. Also, incorporating business-related games can provide practical skills and engage students in new ways.

By addressing these areas, the curriculum can be further enhanced to meet the evolving needs and expectations of teachers and students alike.

6. Does the curriculum respond to changes in educational needs in your life as a teacher?



7. Do you have any other comments?





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56 respondents answered NO to the question, and added the following comments:

1. 'Very good work!'
2. 'Bravo good work.'
3. 'I would like to see the results of your work.'

Others made the following comments:

1. 'All these competencies are valuable and need to be included in the academic environment'.
2. 'It's a methodology I would like to explore more. I'm waiting for the results.'
3. 'Perhaps the curriculum should have more specific information on the activities for those who are not familiar with role play gaming.'
4. 'Greek schools need urgently reinforcement from such methodologies.'
5. 'Curriculum is helpful in bringing about effective changes in working with students.'
6. 'I have no other comments at this stage.'
7. 'The quality of the project is excellent; I am a child neuropsychiatrist.'
8. 'I am already seeing the first benefits, bringing what I have learned into my daily work.'
9. 'I think it's useful and necessary.'
10. 'No, it's all very interesting.'
11. 'Inclusion of AI and technology. All these competencies are valuable and need to be included in the academic environment.'
12. 'I have no comments on this stage.'

Summary:

A majority of respondents (56 out of 69) answered 'NO', expressing satisfaction and praise for the curriculum.

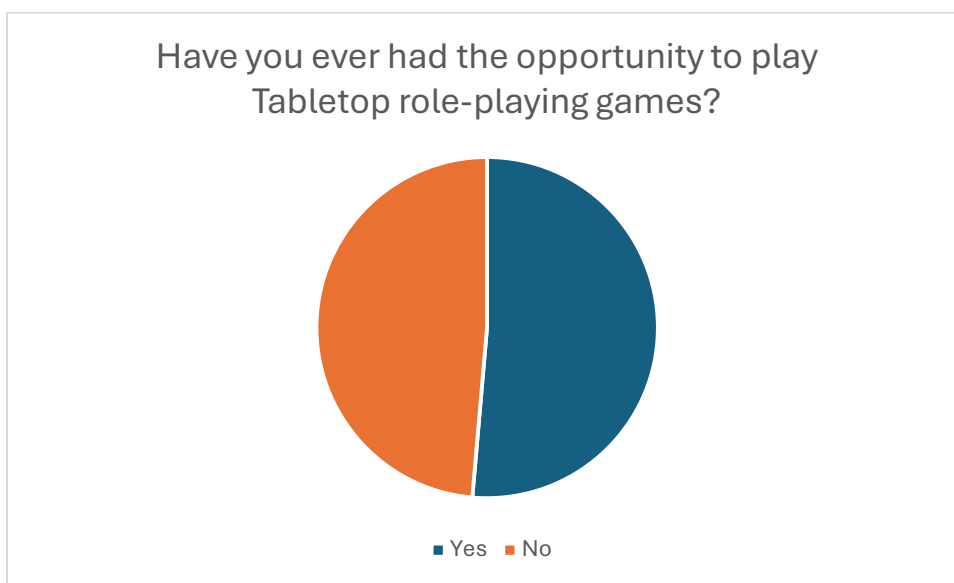
There was a positive Feedback on the curriculum and practical benefits were indicated, as well as some suggestions made. The majority of respondents are satisfied with the curriculum, as indicated by the positive remarks.

Some respondents are keen to explore the methodology further and are eager to see the results, indicating a positive reception and interest in the implementation of the curriculum.

However, it might be useful to enhance the curriculum by including more detailed information and specific examples of activities, particularly for educators who are not familiar with role-playing games. By addressing these areas, the curriculum can be further refined and tailored to meet the diverse needs and expectations of educators and students, thereby enhancing its overall effectiveness and acceptance.

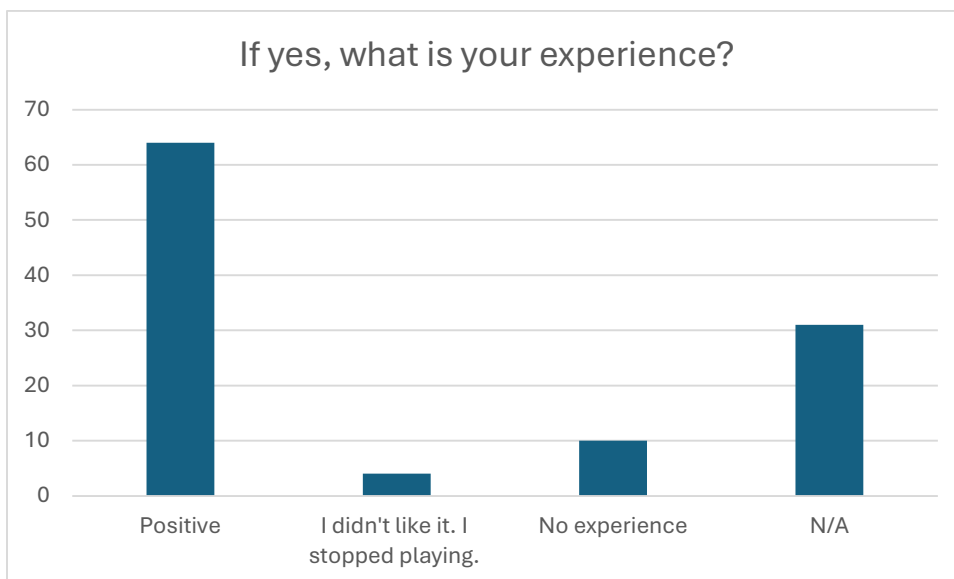
Survey of findings – students

1. Have you ever had the opportunity to play Tabletop role-playing games?



The partnership was surprised how many students replied to this question saying “no”. However, it means that the term “Tabletop role playing games” (TTRPGs) must be clearly defined in all future documentation.

2. If yes, what is your experience?





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Feedback from 'YES' respondents:

Positive experiences were indicated by majority of respondents.

Common positive remarks included words like 'fun,' 'interesting,' 'cool,' 'nice,' and 'good.'

Examples:

'It was fun.'

'I enjoyed it.'

'It was interesting.'

'Good experience. It helped me realize my personal characteristics.'

'I had so much fun, and I would love to do it again.'

'Games such as D&D or Magic the Gathering are very addicting and immersive.'

However, there was also one neutral comment: 'It was just okay. I prefer computer games.'

and three negative experience comments:

'I did not like the experience.'

'I did not like it. I stopped.'

'I didn't like it. I stopped playing.'

Most students who had played TTRPGs provided positive feedback. Some examples of how they describe their positive experience include:

1. The educational benefits, such as improving self-confidence, persuasive skills, and thinking outside the box.
2. Respondents highlighted the educational benefits of RPGs, such as improving various skills and offering an engaging form of learning ('Thanks to the games, I improved my self-confidence and persuasive skills.').
3. Social and Fun aspects of RPGs were also frequently mentioned - many respondents enjoyed the social aspect of playing with friends and family. 'It's a good idea to spend time with friends or family.'
4. Creativity: Games were noted for their ability to stimulate creativity and provide immersive experiences. 'I believe that these games stimulate creativity and are an interesting form of learning.'
5. Played in various settings, including schools and youth programs: 'I had this experience at school in a youth program.', 'In the first drawing lesson, we used role game playing to get to know the group better.'

It should be noted that two respondents who have had no experience of this kind, express interest in trying TTRPG (e.g. 'No, but I'd love to try.')

A significant majority of respondents who played TTRPGs reported positive experiences, indicating a generally favorable reception of RPGs among those who have tried them.

Only 4 respondents did not enjoy playing RPGs, indicating that while RPGs can be highly engaging for many, they may not be universally appealing ("I did not like the experience'). The solution here could be offering different types of games or providing better guidance and support for new players.

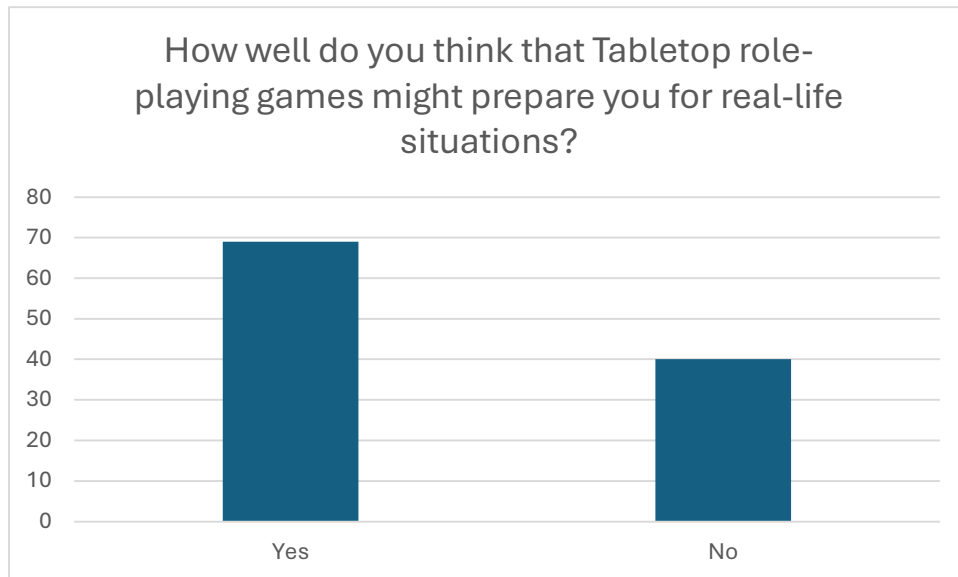
According to these results, a comprehensive explanation of the dynamics of TTRPGs is needed, particularly how they can support the development of emotional and relationship skills.



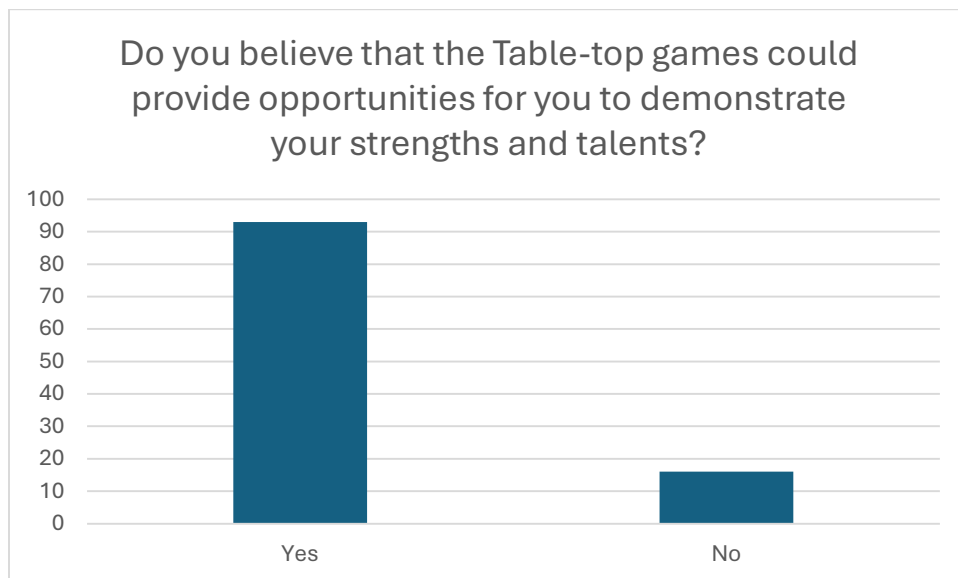
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Overall, students who had experience with TTRPGs provided positive feedback and enjoyed playing them. Therefore, it appears that they could be enthusiastic about using them during class time at school.

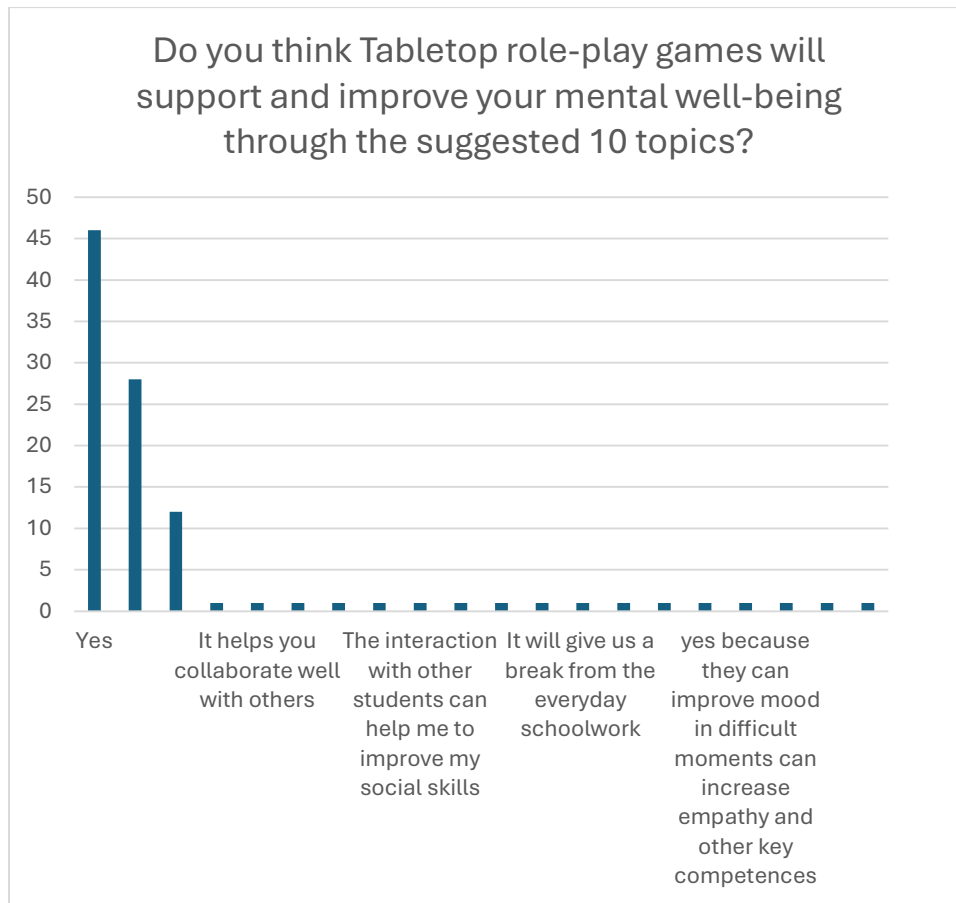
3. How well do you think that Tabletop role-playing games might prepare you for real-life situations?



4. Do you believe that the Table-top games could provide opportunities for you to demonstrate your strengths and talents?



5. Do you think Tabletop role-play games will support and improve your mental well-being through the suggested 10 topics?



Overall, the responses were rather diversified. Majority of students responded 'YES', even though there was a number of 'NO' answers, and a few students were not sure of it.

In terms of personal development, several respondents indicated that TTRPGs could help them understand themselves and others better, enhance social skills, and prepare for real-life situations. Students indicated:

1. 'Yes. They make you think and react through the eyes of a specific person.'
2. 'Yes, it helps me to understand myself and others in the group.'
3. 'Yes, I believe will help me to evolve myself.'
4. 'Yes, the interaction with other students can help me to improve my social skills.'
5. 'Yes, it can help young people improve their mental well-being.'
6. 'Yes, it is a new way to present ideas in learning.'

There were respondents who did not believe that TTRPGs could support their mental well-being ('No.' / 'Not really. It's just a game.') but also those who expressed mixed feelings or uncertainty about the



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curriculum ('Perhaps yes.' / 'Maybe yes.' / 'I hope so.' / 'I don't know.' / 'I think yes.'). Nevertheless, they showed openness to the potential benefits.

Students highlighted the potential for TTRPGs to make school more enjoyable, provide a mental break from regular schoolwork, and enhance social and academic skills.

1. 'I think it would make school fun and I would think learning would be easier when it's fun.'
2. 'Yes, because it will give us a break from the everyday schoolwork.'
3. 'Yes, because the role-playing games allow you to help your social and academic skill.'

Summary:

The survey results indicate a mixed reaction to the idea that TTRPGs can support and improve mental well-being. While some students see clear benefits, a significant number remain skeptical or uncertain. There are notable differences in responses between countries:

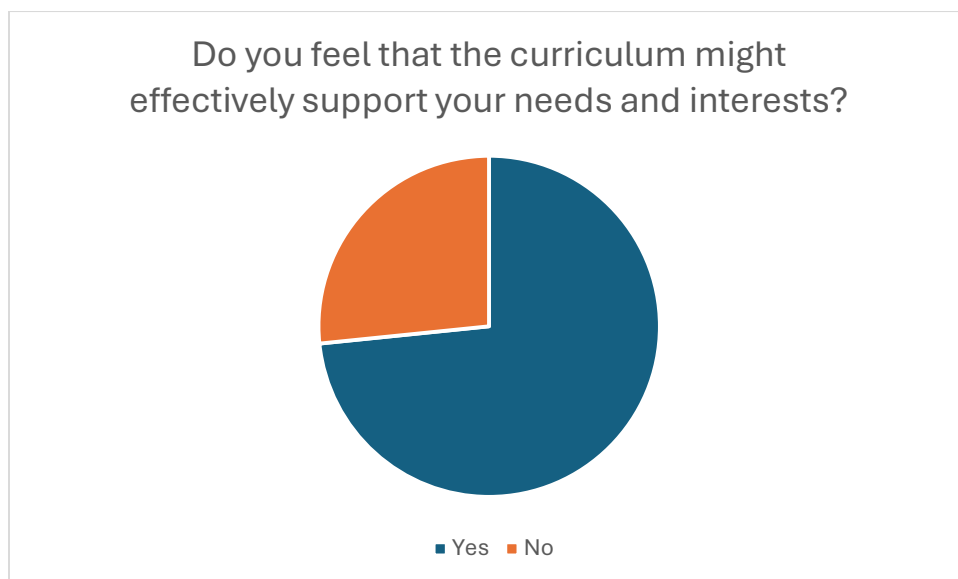
Italy: Majority of students did not see TTRPGs as beneficial for mental well-being.

Ireland: Generally positive responses, with students highlighting the potential for fun and engagement.

Poland: Strong positive feedback, with many students acknowledging the mental well-being benefits of TTRPGs.

This highlights once more that we need a very strong introduction to TTRPGs to emphasize the potential benefits to students' wellness.

6. Do you feel that the curriculum might effectively support your needs and interests?





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7. Are there any topics or subjects you wish were included in the activities but are currently missing?

A significant majority of respondents indicated that they did not feel any additional topics or subjects were missing from the activities. This suggests general satisfaction with the current curriculum.

However, those who wished other topics or subjects were included indicated the following:

- performing arts: 5 comments,
- literature: 2 respondents,
- drama: 1 respondent,
- literature or music: 1 respondent,
- music: 1 respondent,
- climate change,
- historical facts,
- bullying and its reasons,
- sex education,
- history,
- geography,
- business,
- group trust,
- science,
- sport,
- population,
- hurling,
- practical subjects,
- woodwork,
- animal rights,
- grammar and writing,
- development of imagination and self-confidence,
- strategic thinking,
- nutrition,
- making plans for the future and forecasting possible future events.

A substantial number of respondents felt that no additional topics were necessary, indicating that the current curriculum largely meets their needs.

The diversity in additional topics suggested (e.g., climate change, bullying, sex education, practical subjects) reflects varied interests among students and a potential opportunity to broaden the curriculum to cover more interdisciplinary and practical subjects. However, only some additional topics can be addressed in our project due to limited time and resources. The findings might be considered for the creation of a follow-on project.

8. Which life competences do you find challenging or difficult to acquire?

The survey explored various competencies considered crucial for personal and professional development. Respondents provided insights into which competencies they found challenging and which ones they felt confident in acquiring.



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The students identified the following as the most challenging competencies:

- self-regulation,
- self-management,
- communication,
- empathy,
- managing emotions,
- social relationships,
- time management,
- public speaking,
- self-confidence,
- teamwork,
- planning and organizing learning,
- critical thinking,
- specific challenges and difficulties,
- self-regulation and self-management.

Many respondents highlighted difficulties in self-regulation and managing learning. This includes maintaining focus for extended periods and organizing their work efficiently.

Effective communication, particularly in stressful situations or when speaking a foreign language, was a significant challenge. Respondents also mentioned the stress associated with meeting new people and the importance of getting along with diverse individuals.

Managing emotions and empathy were noted as critical yet difficult skills to master. This includes handling stressful situations and expressing emotions appropriately.

Critical thinking was seen as a complex competency requiring multiple capabilities. The growth mindset was also highlighted as challenging.

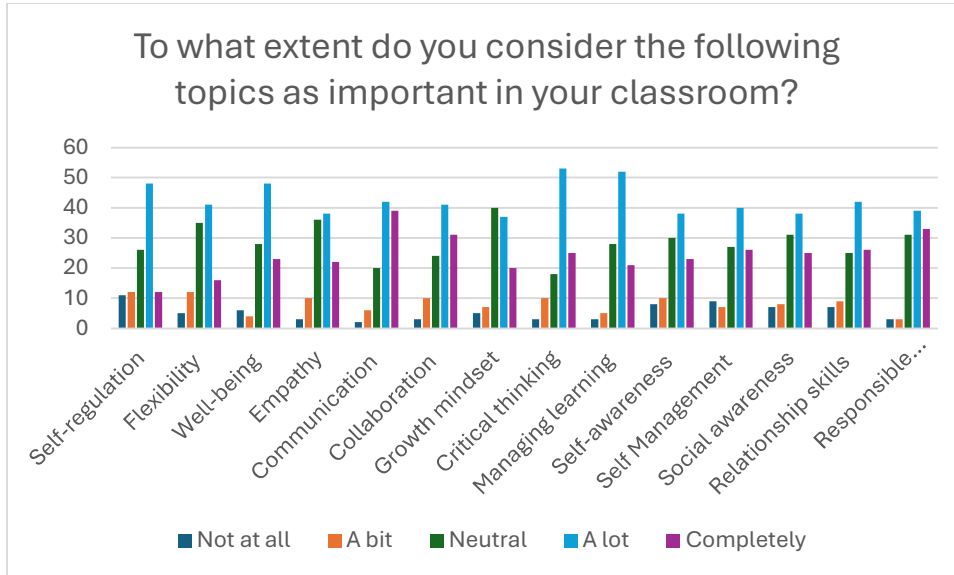
Skills related to professional success, such as collaboration, social awareness, and personal empowerment, were seen as essential but challenging. The ability to navigate work challenges and achieve professional success was particularly emphasized.

Respondents also noted difficulties with trust, resource management, and language learning. The stress and anxiety associated with knowledge tests and the impact of these on performance were also mentioned.

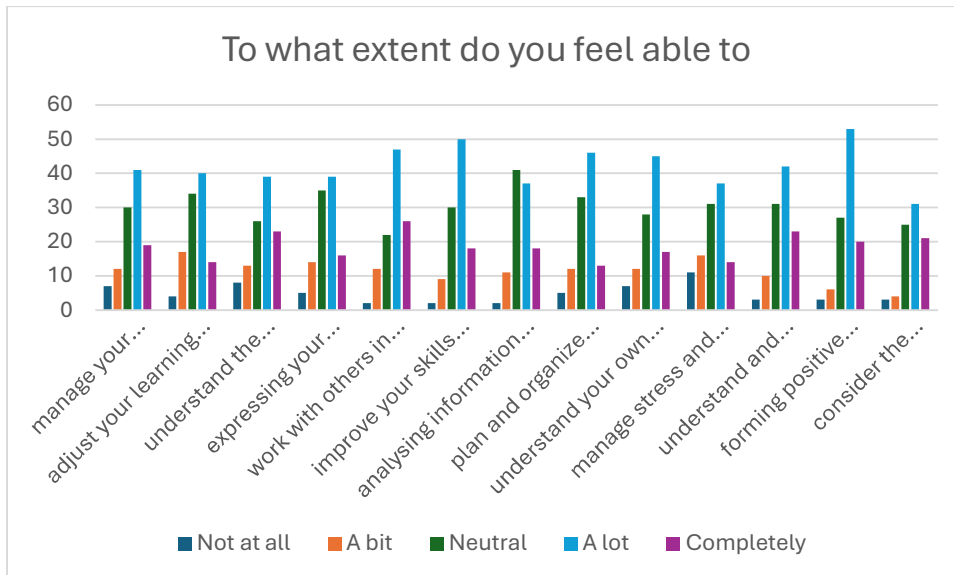
There is a clear need for targeted support and training in self-regulation, self-management, and emotional management. Programs designed to enhance these skills could be beneficial.

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9. To what extent do you consider the following topics as important in your classroom?



10. To what extent do you feel able to:





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Summary:

Students' answers to question 9 are quite diverse, but no topic is dismissed. There are some topics that they considered to be more important than others in their classroom: critical thinking, managing learning, self-regulation and well-being.

None of the statements in question 10 are dismissed. The favorites are 'forming positive relationships, communicating clearly, and solving problems effectively with others', 'improve your skills through effort and practice', 'work with others in group activities or projects', 'plan and organize your own learning goals and strategies' and 'understand your own emotions and how they influence your behaviour'. 'Manage stress and motivate yourself to work towards your goals' received the less positive evaluation and needs to be considered for our future TTRPGs design. However, the replies are very spread between the possible answers and need to be considered overall when designing new TTRPGs, specifically the skills which are seen by students as **not** being able to be implemented.



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Additional feedback from focus groups (important findings highlighted in yellow)

Briefly describe any additional feedback you may have gathered during the focus group.

Please see the replies below to the questions by the **Irish** focus group: [replies in blue](#).

1. What is your overall impression of the curriculum?

5. excellent
4. good
3. satisfied
2. not so good
1. needs further improvement

Answer – 3

2. Do you think the activities described in the curriculum will address the competences as indicated?

Items	Not at all	A bit	Neutral	A lot	Completely
Self-regulation			√		
Flexibility		√			
Well-being				√	
Empathy				√	
Communication				√	
Collaboration				√	
Growth mindset			√		
Critical thinking				√	
Managing learning		√			
Self-awareness			√		
Self-Management			√		
Social awareness				√	



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Relationship skills				√	
Responsible decision making			√		

3. Are the goals and objectives clearly defined and articulated in the curriculum? YES/NO

No and yes.

4. Do the skills described in the curriculum reflect your work with students?

- 5. excellent
- 4. good
- 3. satisfied
- 2. not so good
- 1. needs further improvement

Answer - 3

5. Is there anything in the curriculum you would like to change?

The three socio-emotional and metacognitive competences described in the European Framework for Personal, Social and Learning to Learn Key Competence are Self-regulation, Flexibility, and Wellbeing.

The four social and emotional learning (SEL) competencies mentioned in the text are Self-awareness, Self-management, Social awareness, and Relationship skills.

Three extracurricular activities mentioned in the text that can help foster the development of competencies and macro areas are Debate Club, Service-Learning Projects, and Model United Nations (MUN). Our focus group would determine that this list is limited, there must be more similar activities.

6. Does the curriculum respond to changes in educational needs in your life as a teacher? YES/NO

No and yes.

Surly Mathematical reasoning and numeracy should be considered, critical component of our national curriculum by DE. We agreed that the project does enhance social and emotional culture within schools if carried out properly. From our focus group we also said it could enhance communication and problem-solving skills.

7. Do you have any other comments?

We as a focus group discussed the EuLabRPG project aims to enhance social and emotional culture in schools through role-playing activities integrated into the curriculum. The project focuses on promoting social inclusion, developing students' life skills, and creating an inclusive and supportive school



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environment. Teachers play a crucial role in fostering competencies such as self-regulation, flexibility, empathy, communication, collaboration, growth mindset, critical thinking, and managing learning.

Perhaps the authors of the report and those involved in this project could reflect on the following:

1. Reflect on a time when you have participated in a role-playing activity or game. How did it enhance your communication, empathy, or problem-solving skills?
2. Think about a challenging phase or transition you have experienced in your life. How do you think structured role-playing activities, like the ones described in the text, could have helped you during that time?
3. Consider the social and emotional competencies mentioned in the text, such as self-regulation, empathy, and collaboration. Which of these competencies do you feel you excel in? How have they positively impacted your relationships and overall well-being?

Ireland – summary:

Teachers have a positive impression of the curriculum and thought that 50% of the activities described in the curriculum will address the competences as indicated.

The replies to questions 3 and 4 are quite limited. Replies to questions 5, 6 and 7 need to be considered when working on the TTRPGs.

Cyprus – summary:

Positive feedback was provided by the focus group regarding teachers' overall impression of the curriculum and how the activities described in the curriculum will address the competencies. The focus group uniformly agreed that the goals and objectives defined and articulated in the curriculum are clear and that the goals set also reflect their goals as educationalists. No changes to the current curriculum were proposed. The project was met with great enthusiasm as some educationalists, who play TTRPGs, were unaware of how the topic areas and competencies could enhance students' acquisition of vital skills via TTRPGs. During our discussion, many mentioned that the project provides an opportunity for active learning in an entertaining way. One teacher commented that AI could be somehow implemented (maybe through dice) so there is also an element of technology in the games.

Greece – summary:

The overall impression of the focus group regarding the curriculum was satisfactory. All of them answered positively (a lot/ completely) that the activities will address the competences as indicated. They also answered positively about the goals and objectives, and they were very satisfied with the skills described in the curriculum which reflect their work with students. Regarding Q5 they expressed their need for a more in-depth explanation of the methodology and a thorough description of specific activities that they think it would be beneficial. In addition to this they said that a catalogue of diverse themes and topics would give them an idea of how the games would cover different subjects (science, history, economics, and literature). In Q6 they answered positively that the curriculum responds to changes in educational needs in their life as teachers.



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Italy – summary:

Regarding the FG, below is the most relevant feedback that we received:

- Competencies well describe daily work of teachers.
- Teachers were inspired by the extra-curricular activities proposed.
- The further links provided are helpful.
- The goals of the CV could have been explained better. More information is needed.
- Teachers should receive a concrete and strong guidance to be trained and carry out the workshops. The challenge is that during extra-curricular activities, teachers are left alone, poor motivated, so they quit. We need to avoid this.
- Guidance during the workshops is needed, so that whenever they feel the need for support, they can ask. A help desk was suggested.

Teachers were really motivated and interested. They found our project helpful for students.

At the same time, they need guidance and support. Additionally, the activities proposed can be easily implemented in their Curriculum.

Poland – summary:

All the respondents in the focus group were positive about the Curriculum. Obtained comments from the participants were as follows:

- Interesting Curriculum
- Breaking the first 'barriers' in using the TTRPGs will depend on the group you are working with
- Discussions, exchanging views might be difficult (students will have to be encouraged at the beginning)
- It is good that students will practice communication, empathy, interpersonal skills and others.
- Students will collaborate which now is quite often difficult for them (teamwork, team problem-solving, etc.)
- The Curriculum will provide us with the tools supporting teachers at their everyday work
- Students will learn how to initiate conversations, solve conflicts, manage time and communicate with teachers, for example
- Using TTRPGs is in a way project work
- TTRPGs means learning through playing, so it might be attractive for students.
- The topics / scenarios of TTRPGs should be real-life, subjects relevant to their interests as students don't like 'artificial' elements

However, the focus group also formulated some questions:



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- Will teachers assume an active or passive roles in TTRPGs?
- Could these TTRPGs be used in specific subject lessons (e.g. Math, Biology, etc.)?
- Will the TTRPG comprise elements of preventive programs (various risk prevention, discrimination prevention, etc.)?
- Will the curriculum comprise the elements of self-evaluation?
- Who will evaluate the curriculum after piloting?
- Will the curriculum also have some impact on improving teachers' wellbeing?
- Will (and how) will parents be involved in all the activities?

The focus group gave positive feedback on teachers' overall impressions of the curriculum and the way the activities outlined in it will help develop competencies. They unanimously agreed that the goals and objectives outlined in the curriculum are clear and align with their own educational goals. No changes to the current curriculum were suggested. Because the school reality is constantly changing, the teachers feel positive about the project. Those who are not very familiar with TTRPGs or using them in the classroom are willing to try using them. In their view, more explanation of the methodology and description of activities is expected. They would like to be able to use the scenarios in lessons of various subjects.

Summary overall of the FGs:

All important points of constructive criticism have been highlighted in yellow. It is clear from the collected data that more guidance and support are needed for the teachers and, for example, the list of questions by the Polish teachers has to be taken into account. The Methodology needs further elaboration.

Conclusions

The overall feedback by teachers and students is a positive attitude towards the proposed curriculum and some replies clearly indicate that there is a need for our project. However, we also need to explain in very clear terms what TTRPG means to avoid any misunderstandings. All sub-summaries of the data have to be taken into account when designing our TTRPGs examples.

Annexes

Annex I – Focus group survey and teachers’ questionnaire

1. What is your overall impression of the curriculum?

- 5. excellent
- 4. good
- 3. satisfied
- 2. not so good
- 1. needs further improvement

2. Do you think the activities described in the curriculum will address the competences as indicated?

Items	Not at all	A bit	Neutral	A lot	Completely
Self-regulation			√		
Flexibility		√			
Well-being				√	
Empathy				√	
Communication				√	
Collaboration				√	
Growth mindset			√		
Critical thinking				√	
Managing learning		√			
Self-awareness			√		
Self-Management			√		
Social awareness				√	
Relationship skills				√	
Responsible decision making			√		



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- 3. Are the goals and objectives clearly defined and articulated in the curriculum? YES/NO**
- 4. Do the skills described in the curriculum reflect your work with students?**
 5. excellent
 4. good
 3. satisfied
 2. not so good
 1. needs further improvement
- 5. Is there anything in the curriculum you would like to change?**
- 6. Does the curriculum respond to changes in educational needs in your life as a teacher? YES/NO**
- 7. Do you have any other comments?**



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Annex II – Questionnaire for students

1. **Have you ever had the opportunity to play Tabletop role-playing games? *Yes/No***
2. **If yes, what is your experience?**
3. **How well do you think that Tabletop role-playing games might prepare you for real-life situations? *Yes/No***
4. **Do you believe that the Table-top games could provide opportunities for you to demonstrate your strengths and talents? *Yes/No***
5. **Do you think Tabletop role-play games will support and improve your mental well-being through the suggested 10 topics?**
6. **Do you feel that the curriculum might effectively support your needs and interests? *Yes/No***
7. **Are there any topics or subjects you wish were included in the activities but are currently missing?**
8. **Which life competences do you find challenging or difficult to acquire?**
9. **To what extent do you consider the following topics as important in your classroom?**

	Not at all	A bit	Neutral	A lot	Completely
Self-regulation					
Flexibility					
Wellbeing					
Empathy					
Communication					
Collaboration					
Growth mindset					
Critical thinking					
Managing learning					
Self-awareness					
Self-management					
Social Awareness					
Relationship skills					



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Responsible decision making					
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10. To what extent do you feel able to

Items	Not at all	A bit	Neutral	A lot	Completely
manage your emotions and staying focused in challenging situations					
adjust your learning strategies to fit different subjects or teaching styles					
understand the emotions and perspectives of your classmates					
expressing your thoughts and ideas effectively					
work with others in group activities or projects					
improve your skills through effort and practice					
analysing information and making reasoned conclusions					
plan and organize your own learning goals and strategies					
understand your own emotions and how they influence your behaviour					



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manage stress and motivate yourself to work towards your goals					
understand and respect the perspectives of others from diverse backgrounds					
forming positive relationships, communicating clearly, and solving problems effectively with others					
consider the consequences and well-being of yourself and others when making decisions					