

# UC Agriculture & Natural Resources

## 4-H, Youth and Family (includes home livestock)

### Title

4-H Tabletop Gaming (Hobbies) Project

### Permalink

<https://escholarship.org/uc/item/4m89q9kd>

### Authors

Borba, John  
Diaz, Claudia  
Horowitz, Marcel  
[et al.](#)

### Publication Date

2016-04-01

### DOI

10.3733/ucanr.8612

Peer reviewed



# 4-H TABLETOP GAMING (HOBBIES) PROJECT



## 4-H Thrive!

### Help Youth:

#### Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find what it is about tabletop games that excites them.

#### Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

#### Reach Their Goals

Help youth use the GPS system to achieve their goals.

- Goal Selection:** Choose one meaningful, realistic and demanding goal.
- Pursue Strategies:** Create a step-by-step plan to make daily choices that support your goal.
- Shift Gears:** Change strategies if you're having difficulties reaching your goal. Seek help from others.

#### Reflect

Ask project members how they can use their passion to be more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character or establish connections.

Tabletop refers to board games, card games, dice games, and other games played on a flat surface. The Tabletop Gaming 4-H project introduces members to the fundamentals of game theory and game mechanics through experiential playing and reflection on games. The field of tabletop has expanded enormously and the variety of games now utilizes diverse mechanics (including turns, dice, role-playing, worker placement, tile-laying, and other rules or processes).

- Learn about the history of tabletop games, the breadth, and depth of games available.
- Reflect on game mechanics, gameplay type, and identify your preferred play styles.
- Design and test your own game based on key game mechanics and victory conditions.

*Games should align with the mission and goals of 4-H and be age-appropriate.*

#### Starting Out Beginner

- Play and reflect on introductory games, such as adventure, board, card, dice, strategy, and tile-based games.
- Play and compare a competitive versus a cooperative game.
- Learn about the basic game mechanics in popular games—particularly with regards to the role of chance.

#### Learning More Intermediate

- After becoming familiar with a few games, start to analyze the game mechanics and develop a play strategy that capitalizes on this.
- Compare games based on their gameplay types— asymmetric, cooperative, emergent, and nonlinear.
- Reflect on and discuss how you can adapt (or modify) a game to change gameplay.

#### Exploring Depth Advanced

- Play an advanced strategy game (taking over 5-hours).
- Learn how others have designed, developed, and tested games.
- Design your own game, based on identified game mechanics and victory condition. Test it with the group.

The activities above are ideas to inspire further project development. This is not a complete list.



# Expand Your Experiences!

## Citizenship

- Host a tabletop game event at a local library or community center to celebrate International Tabletop Day (April annually).
- Learn about the benefits of games for building social capital.
- Research and support fellow game designers through crowd-funding websites.

## Leadership

- Become a Junior or Teen Leader for the tabletop game project.
- Teach someone else how to play one of your favorite games.
- Play a game that requires one person to act as the lead role (e.g., Dungeon Master). Invite players to provide feedback on your leadership style after the game

## Science, Engineering, and Technology

- Develop a game that helps players understand a scientific concept or theory.
- Investigate games available in both real-world and online formats and identify the benefits and disadvantages (for example, Carcassonne is available in a box and also an app).

## Healthy Living

- Learn how games may enhance socio-emotional learning and psychological well-being.
- Learn to navigate conflicts during gameplay and resolve conflicts positively.

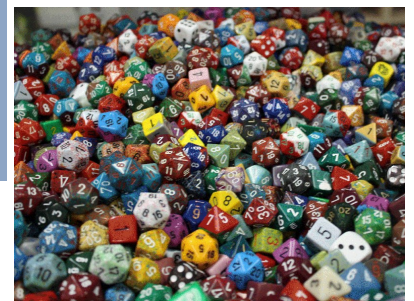
## Resources

- Game Mechanics [https://badgeville.com/wiki/Game\\_Mechanics](https://badgeville.com/wiki/Game_Mechanics)
- BoardGameGeek- Board Game Mechanics [www.boardgamegeek.com/browse/boardgamemechanic](http://www.boardgamegeek.com/browse/boardgamemechanic)
- Game Mechanics Explorer [gamemechanicexplorer.com/](http://gamemechanicexplorer.com/)

## Suggested Introductions

- Cooperative
- Forbidden Island
  - Pandemic
- Worker-Placement
- Agricola
- Strategy
- 7 Wonders
  - Settlers of Catan
- Tile Placement
- Carcassonne
- Story-Telling
- Gloom
- Deck-Building
- Dominion
- Rule Variation
- Fluxx

The UC ANR 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites or games.



Connections & Events	Curriculum	4-H Record Book
<p><b>Presentation Days</b> – Share what you’ve learned with others through a presentation.</p> <p><b>Field Days</b> – During these events, 4-H members may participate in a variety of contests related to their project area.</p> <p>Contact your UC Cooperative Extension office to determine additional opportunities available, such as a field day.</p>	<ul style="list-style-type: none"> <li>• Entropy– Tabletop Games Curriculum <a href="http://entropymag.org/tag/tabletop-games-curriculum/">http://entropymag.org/tag/tabletop-games-curriculum/</a></li> <li>• Design a Board Game <a href="http://www.mathshell.com/publications/numeracy/boardgame/boardgame_teacher.pdf">http://www.mathshell.com/publications/numeracy/boardgame/boardgame_teacher.pdf</a></li> <li>• Book: <i>Challenges for Game Designers</i></li> </ul>	<p>4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their personal experiences, learning, and development.</p> <p>4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.</p> <p>To access the 4-H Record Book online, visit <a href="http://ucanr.edu/orb/">ucanr.edu/orb/</a></p>

## University of California Agriculture and Natural Resources

*Light Your Spark*

*Flex Your Brain*

*Reach Your Goals*

*Light Your Spark*

*Flex Your Brain*

*Reach Your Goals*



## FOR FUTURE INFORMATION

To order or obtain ANR publications and other products, visit the ANR Communication Services online catalog at <http://anrcatalog.ucanr.edu/> or phone 1-800-994-8849. You can also place orders by mail or request a printed catalog of our products from

University of California  
Agriculture and Natural Resources  
Communication Services  
2801 Second Street  
Davis, CA 95618  
Telephone 1-800-994-8849  
E-mail: [anrcatalog@ucanr.edu](mailto:anrcatalog@ucanr.edu)

©2018 The Regents of the University of California. This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

### Publication 8612

ISBN-13: 978-1-62711-042-6

The University of California, Division of Agriculture and Natural Resources (UC ANR) prohibits discrimination against or harassment of any person in any of its programs or activities on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy (which includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, status as a protected veteran or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994 [USERRA]), as well as state military and naval service.

UC ANR policy prohibits retaliation against any employee or person in any of its programs or activities for bringing a complaint of discrimination or harassment. UC ANR policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to any of its programs or activities.

UC ANR is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment and/or participation in any of its programs or activities without regard to race, color, religion, sex, national origin, disability, age or protected veteran status.

University policy is intended to be consistent with the provisions of applicable State and Federal laws.

Inquiries regarding the University's equal employment opportunity policies may be directed to: John Sims, Affirmative Action Contact and Title IX Officer, University of California, Agriculture and Natural Resources, 2801 Second Street, Davis, CA 95618, (530) 750-1397. Email: [jsims@ucanr.edu](mailto:jsims@ucanr.edu). Website: [http://ucanr.edu/sites/anrstaff/Diversity/Affirmative\\_Action/](http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/).

To simplify information, trade names of products have been used. No endorsement of named or illustrated products is intended, nor is criticism implied of similar products that are not mentioned or illustrated.



An electronic copy of this publication can be found at the ANR Communication Services catalog website, <http://anrcatalog.ucanr.edu/>. This publication has been anonymously peer reviewed for technical accuracy by University of California scientists and other qualified professionals. This review process was managed by ANR Associate Editor for Human and Community–Youth Development Lynn Schmitt-McQuitty.

### California 4-H Project Sheet Series Authors

JOHN BORBA, 4-H Youth Development Advisor, UC Cooperative Extension, Kern County; CLAUDIA DIAZ, 4-H Youth Development Advisor, UC Cooperative Extension, Riverside and San Bernardino counties; MARCEL HOROWITZ, Healthy Youth, Families, and Communities Advisor, UC Cooperative Extension, Yolo County; ANNE IACCOPUCCI, 4-H Healthy Living Academic Coordinator, California State 4-H Office; SHANNON KLISCH; UC CalFresh Community Education Supervisor, UC Cooperative Extension, San Luis Obispo County; KENDRA LEWIS, 4-H Evaluation Academic Coordinator, California State 4-H Office; KATHERINE SOULE, Youth, Families, and Communities Advisor and Director of UC Cooperative Extension, San Luis Obispo and Santa Barbara Counties; and STEVEN WORKER, 4-H Youth Development Advisor, UC Cooperative Extension, Marin, Napa, and Sonoma counties.

*Light Your Spark*

*Flex Your Brain*

*Reach Your Goals*

*Light Your Spark*

*Flex Your Brain*

*Reach Your Goals*