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Erasmus+ Programme  
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# *Specialsites*

## RULEBOOK







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## RULEBOOK



# SPECIALITES

## The story behind the game

A family and some friends have decided to open a small restaurant and became Chefs! Each one of them try to learn the others how to make his or her "Specialites" in order to create the Menu of the new restaurant.

Number of players: 2-6

Age: 4-109

Duration: 20-30 min

## List of contents

5 Menu cards with breakfast recipes

5 Menu cards with main Dish recipes

5 Menu cards with desserts recipes

33 Ingredients cards

1 Chef hat

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## Goal of the game

The main goal of the players is to create all together 3 recipes (1 breakfast, 1 main dish and 1 dessert).

## Game setup

One player becomes the chef and wears the Chef's hat.

Then s/he selects and takes in front of him/her a menu card with a recipe, so s/he is the only one that can see the recipe. The ched announces to the other players which category the recipe belongs to (breakfast, main course lunch or dessert).

In the meantime, the rest of the players shuffle the ingredients cards and place them in a pile facing down in the middle of the table. Each of them takes 4 ingredient cards in his or her hands.

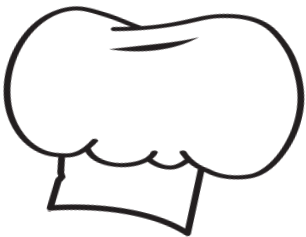


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## Basic game (medium level)

### Step 1

The chef says to the other players the name of the menu that they are going to cook (breakfast, main dish, dessert)



### Step 2

The player on the left of the chef selects from the ingredients cards in his/her hand, that s/he thinks they match to the recipe and says the name of each ingredient. Then s/he places the cards open on the table so everyone can see them and especially the chef.

### Step 3

The player then asks the chef which of the ingredients s/he chose are included in the recipe.



### Step 4

The chef, having in front of him the recipe and its ingredients, looks at the ingredients that the player thinks are in the recipe and mentions the ones that really are among the ingredients of the recipe. Then, the player takes these ingredients and places them in the center of the table. This indicates that these ingredients are included to the recipe. The other ingredients that the player has suggested, if not mentioned by the chef, means that they are not included in the recipe and the player takes them out of the game.

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## Step 5

The player then puts down the rest of the ingredients s/he thinks that are not included in the recipe by saying the name of each ingredient the moment s/he puts it down. Then, s/he asks the chef again if they are included in the recipe.

## Step 7

The player draws ingredients cards from the deck until s/he has 4 again and finishes his/her round. For the next round, the player must remember the ingredients s/he had mentioned that s/he did not think of being included in the recipe, but the chef confirmed to be, so s/he can suggest them to be included in the recipe.

## Step 9

At the end the chef reveals the name of the recipe. The player to the left of the chef is anointed the new chef, s/he wears the hat and chooses another recipe. Then, all the ingredients cards are shuffled and dealt again to the players to play in the same way and complete the new recipe.

## Step 6

The chef then looks at these ingredients and mentions those that are included according to the menu in front of him/her. Now, the player does not put these ingredients in the middle of the table but takes them in his/her hand. Then s/he takes out of the game the ingredients that the chef did not mention.

## Step 8

The other players continue in a similar way until the recipe is completed. Then, the players one by one try to guess the name of the recipe based on its ingredients. If they have difficulty, the chef can help them by saying some things about the recipe or its preparation.

## End of the game

The game ends when the players have succeeded to create 3 recipes and more specifically one breakfast, one main dish and one dessert.

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## Easy level

Players play similar to the medium difficulty level except that the ingredients that the player thinks are in the recipe and those that s/he thinks are not, will immediately go into the center of the table if the chef chooses them. So, in no case does the player take back any ingredient and in each round s/he only has new cards in his/her hand.

## Difficult level

### Game setup

In this gameplay there are no fixed recipes. The chef can create his or her own specialite. There are three ways to set up the game:

#### 1st way

The chef chooses a recipe and in addition to the ingredients that are already on it, s/he adds an additional ingredient that s/he considers to be suitable or that s/he uses. To be able to add extra ingredients he can look and choose one of the ingredient cards. He then writes the name of the material on a piece of paper and puts the ingredient card back in the stack at a random point.

#### 2nd way

We print the material cards twice so that one stack is materials that the chef can use and the other stack the materials that the players use. The chef makes his/her own recipe with 4-7 ingredients s/he chooses.

#### 3rd way

The chef looks at the material cards and notes on a piece of paper 4-7 materials depending on the difficulty of the game.

### Game

Players play similar to the medium difficulty level. In the end of the game the other players (except of the chef) should give a name to the dish close to the original name of the dish that the chef is trying to teach them.



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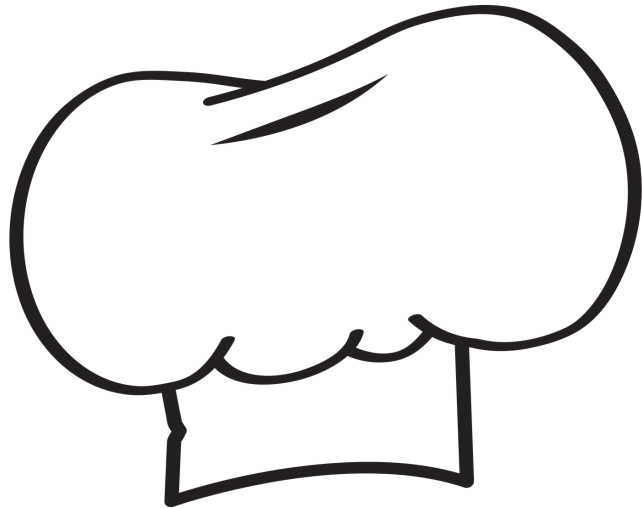
## Other modes of the game

### Make it easier

The chef does not hide the menu card and the recipe from the other players.

### Make it easier

The players select only one card each time to open in each round and replace it at the end.



### Make it harder

The chef narrates a recipe and asks for ingredients from the players.

The players try to persuade the chef to select their ingredient cards which are closer to the recipe.

In each round, each player has the right to change up to two materials by discarding two cards from his hand and taking two new ones. Also replenishing with the corresponding number of cards each material card chosen by the chef.

### Make it harder

The overall goal for recipes to be completed by the team is doubled or tripled (eg from 3 recipes to 6 or 9).

### Make it harder

The chef can add from one to three new ingredients as long as they are included on the ingredients cards.

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## Level of game by dementia stage

- For Severe Dementia and middle Dementia stages, easier modes are recommended.
- For the early dementia stage the difficult modes are recommended
- For Mild cognitive impairment stage, also difficult modes are recommended
- During intergenerational game workshops a mix of easy, medium and difficult levels is recommended depending on the skills of each player.

## Benefits for people with dementia

The game affects the following cognitive skills:

- Memory
- Observation
- Attention
- Concentration
- language skills
- creativity
- Executive functions and stimulated perception
- problem solving skills

Since it is a cooperative game it also involves several social skills such as:

- Socialization
- Communication
- Teamwork
- Collaboration
- Association with younger people depends on who the teammates may be.

The players with dementia involved in the games benefit also in their emotional state. They may have a:

- Sense of enhanced mood
- enjoyment of challenge
- Satisfaction
- Sense of achievement
- Alleviation of boredom
- Self-confidence
- Self-esteem
- Sense of belonging

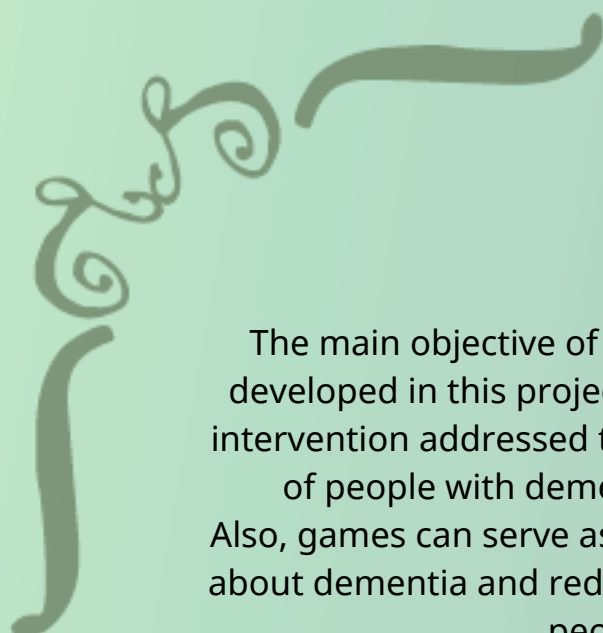


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## Enjoyment of the challenge

During the game, and especially if players of different ages participate in it, younger players are suggested to encourage discussion with people with dementia so that they can recall memories and stories from their lives.

In this way, the game becomes an intergenerational activity that may in the long run benefit people with dementia also on a behavioral level but also reduce the feeling of loneliness they may experience.



The main objective of this game, as well as of all the games developed in this project, is to act as an alternative method of intervention addressed to the mental and behavioral symptoms of people with dementia in a pleasant and playful way. Also, games can serve as an inclusive activity, raising awareness about dementia and reducing the stigma and social exclusion of people with dementia.

If you wish to learn more about the project visit our website:  
<https://projectbridge.eu/>

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