



# FACILITATION GUIDE

Planning to facilitate a session of **From 10 to 25: A Game of Adolescent Discovery**? **Read through this guide before you play with your group.**

**From 10 to 25** is a collaborative storytelling game about the period of life we call adolescence.

In the game, players take on the role of a young person making their way through adolescence by collecting **Experiences**, **Resources**, and **Relationships** that they then turn into **Discoveries**.

The game was developed by the **FrameWorks Institute** and the **Center for the Developing Adolescent** to support efforts to change the narrative about adolescence and adolescent development.

The game is designed to be played by adults who have power and influence in the lives of adolescents: educators and school board members, elected officials and policymakers, community leaders and youth workers—anyone who makes decisions that can affect the lives of young people.

This guide includes talking points and cues to help you lead players through the game. **Here's everything else you'll need:**

## PLAYERS

The game is played by groups of 2-5 people. If you're playing with more than 5 people, split them into groups of 2-5.

## TIME

The game should take about 30-60 minutes to complete, depending on the size of the group and the amount of time given for discussion.

## CARDS

Each group of 2-5 people will need a deck of **From 10 to 25** cards. [Request decks here](#), or play virtually at [playingcards.io/game/10to25](https://playingcards.io/game/10to25).

## INSTRUCTIONS

You'll want to get familiar with [these step-by-step instructions](#) and have a copy available to each group that's playing.

## SLIDES

If you're introducing the game to several groups of players at once, or you'd simply like some visual assistance, use [this slide deck](#).

## SCRIPT & CUES

### Framing Adolescence

When everyone is ready to begin, use these talking points to set the tone and begin reframing adolescence.

- We're going to play a game about adolescence.
- Before I explain the rules, I want to tell you a little bit about what adolescence is and why it's such an important time.
- Adolescence is a time of discovery.
- From the ages of 10 to 25, we explore the world around us, discover who we are, and find our path to adulthood.
- During this time, our brains are hungry for new experiences, our bodies are growing towards maturity, and our social selves are seeking connection.
- All of this makes adolescence a critical period of opportunity.
- To complete this journey, adolescents need diverse experiences, accessible resources, and supportive relationships.

### Introducing the Game

Next it's time to introduce the game.

- From 10 to 25 is a collaborative storytelling game about adolescent discovery.
- In the game, you'll play the role of a young person making their way through adolescence.
  - You'll be dealt a hand of Experience cards.
  - You'll have to combine those with Relationship and Resource cards to tell a story about growing up.
  - Then, your fellow players will complete your story by matching it to an adolescent Discovery.
- The object of the game is for each player to tell a series of 3 stories that add up to a picture of their character's adolescent development.
- This is *not* a walk down memory lane. You won't be playing as yourself.
- You're taking on the character of a young person growing up today.
  - If you're an educator, maybe it's one of your students.
  - If you're a parent, maybe it's your child.
  - If you're a leader, maybe it's a young person you serve.
- No matter who you are, imagine yourself as someone on the cusp of adulthood: primed to learn, ready to grow, unsure of what comes next, but eager to find out.
- The game will take us about 30-45 minutes to play, then we'll have time for a post-game discussion.

Be clear that the players are not playing as themselves.

## Virtual Setup

*If you're playing online, use these talking points.*

Copy and paste the link into the chat.

Start sharing your screen.

Go slowly to make sure people can follow along.

Click on your seat and rename it.

Click and drag a card around to demonstrate the different areas of the game room.

Drag any cards back into their respective piles.

Stop screen sharing, wait until all players have seats and names.

- We're going to use an online platform called [PlayingCards.io](https://PlayingCards.io) to play this game together.
- Here's a link to join the game: [**IMPORTANT!** You'll need to go to [playingcards.io/game/10to25](https://playingcards.io/game/10to25) ahead of time and launch a new room, then share a link to your room here]
- I'm going to screen share just to give a quick orientation, and then after that I'll stop so that you can play the game from your own screen.
- When you click that link you should see a box like this pop up. You want to choose **Enter**.
- When you do that, you're going to be placed in one of 4 seats.
  - You'll know which seat you're in because this little silhouette icon will appear next to the number.
  - I can see that I'm in seat #.
  - Now I'm going to click Player # and change it to my name.
- The top portion of the screen is the table where we're all sitting. This whole area is shared and everyone can see it.
  - So any cards that are dragged onto the table area are seen by everyone, and anyone can pick them up and move them around.
  - But this bottom area of the screen is where you'll see your hand.
  - So if I drag a card into this bottom area, that's like taking it into my hand. I can still see it, but now it's in my own little private space.
- I can also hover over cards to enlarge them. Anyone in the room—both players and spectators—can do this.
- Now I'll reset the game here and pause for a second to give you a chance to enter the room, figure out which seat you're in, and rename your seat.
- Ok, now that everyone's here, let's get started. From here on out we're going to assume that you're looking at that [PlayingCards.io](https://PlayingCards.io) room on your screen and playing along with us there.

## Getting Started

Next you'll introduce the different card types and deal them out.


Ask each group to deal 5 Experience cards to each player. In the virtual setting, this means clicking the `Deal` button next to the pile of the blue Experience cards.

Pause for a minute or two to let players read their Experience cards.


Model an introduction, then pause while groups take turns introducing their characters.

Ask each group to place 6 Resource cards face-up in a grid on their table. In the virtual setting, this means clicking the `Place` button next to the pile of green Resource cards.

- There are four different types of cards in the game.
  - The blue **Experience** cards
  - The green **Resource** cards
  - The yellow **Relationship** cards
  - The purple **Discovery** cards
- The first thing we'll do is **deal 5 Experience cards to each player**.
  - These are the experiences you might have as an adolescent today.
  - Some of them are challenges, some of them are opportunities, some are neutral.
  - Some are big events, and some are small moments.
- These experiences add up to your character in the game.
  - **Take a few moments now to read through them.**
  - Imagine a young person who is having these experiences.
  - What's this person's name? How old are they? Where do they live? What's their situation?
- This is your character. This is the role you'll be taking on as we play the game. Take a minute to think about it.
  - Then **go around in your group and take turns introducing our characters.**
  - You should give your character a name, and also share other details: how old are they? Where do they live? Be as creative as you want, or just stick to your cards—it's up to you.
  - This is a collaborative game, so you don't have to worry about hiding your cards, or keeping information secret.
  - I'll give you a few minutes to go around as a group. Ask for a volunteer who would like to go first at your table.
  - [After a few minutes] Hopefully you all had a chance to introduce your characters.
- Next, let's learn a little bit about the community where our characters live.
  - So we'll **place 6 Resource cards face-up on the table** in a grid where everyone can see and access them.
  - These are the resources available to all players.
  - As you flip these over, can someone from your group please read them out loud to the table?

Ask each group to place 6 Relationship cards. In the virtual setting, this means clicking the `Place 

**NOTE:** For 2-player games, place 8 Resources and Relationships instead of just 6. In the virtual setting, choose to play in the 2-person room.

Ask each group to distribute the Discovery cards evenly to all players. In the virtual setting, this means clicking the `Deal 

**Telling Stories**  
Next, explain how to combine cards to create stories.

Pull and show an example of an Experience, a Resource, and a Relationship.

Point out the icons.

- Next, let's meet some people in our community.
  - Let's **place 6 Relationship cards face-up on the table.**
  - These are the relationships available to all players.
  - And once again, can someone from your group read these relationships aloud?
- As we play the game, **there will always be 6 Resources and 6 Relationships face-up and available to the table.**
  - Whenever a Resource or Relationship is used, you're going to flip over a new card from the appropriate deck to replace it.
- Now let's **deal the Discovery cards.** We'll deal out all of these cards evenly among your group.
  - These are the discoveries that young people make during adolescence. You'll use these cards to complete other people's stories.
  - Take a few moments to read both the fronts and the backs of your Discovery cards.
- Now we have everything we need to begin telling stories together.
- The game is played in 3 rounds. Each player takes 1 turn per round.
- During your turn, you'll combine **3 matching cards to create a story:**
  - A blue Experience card from your hand
  - A green Resource card from the table
  - A yellow Relationship card from the table
- To make a match, **all 3 cards must have matching symbols in the top-left corner.**
- On your turn, you'll **place all three cards on the table and tell a story that connects them.**
  - You should use the three cards as inspiration, and you can put them in any order you'd like.
  - Add as much detail as you'd like to help make your story come to life.

Select a matching set of cards and tell a story to model for other players.

Pull and show an example of a dark blue Experience card.

We recommend telling your players to stay in character as they have these discussions.

Pull and show an example of a Discovery card.

Be sure to pause and invite questions here. The game's about to begin.

- I'm going to **model the kind of story we'll try to tell.**
- If you can't make a match, you can draw another Experience card from the deck. After that, if you *still* can't make a match, you must pass to the next player.
- The deck includes **some dark blue Experience cards** that represent the systemic issues that adolescents face.
  - Each time someone tells a story using one of these cards, the group must **pause to discuss the question on the card** before proceeding.
  - You might already have one of these cards in your hand. If not, you'll probably see them from another player as we play.
- After someone tells a story, it's up to **your fellow players to complete the story.**
  - Another player will offer **a Discovery card from their hand**, flip that card over, and read the back of the card aloud, and build on the story, telling how what happened matches that event or milestone in adolescent development.
  - Again, you'll want to get creative here and add some detail that personalizes this story. You should try to interpret the story the player told and how it relates to the Discovery you're offering.
  - After that happens, the original storyteller takes the Discovery card and keeps all 4 cards together in front of them to mark their discovery.
- We'll **take turns** making matches, telling stories, and completing each other's stories.
- The game isn't really focused on winning or losing. The point is to provoke and inspire discussion.
  - If all four players make three discoveries by the end for round 3, we can call that winning.
  - But it's entirely possible that one or more players won't be able to make three matching stories by the end of round 3.
  - There's a number of reasons why this might happen, and we'll discuss what they represent after the game.
- **Everybody got it?**

## Facilitation Tips

- Keep in mind that not everyone will be comfortable with storytelling, especially right off the bat. It might take them a round to warm up.
- Remind groups to replenish the Resource and Relationship cards at the start of their turn.
- Narrate game play as much as possible until it's clear that the players have the hang of it.
- Offer or ask for suggestions if a player needs help turning their matching set into a story.
- Keep an eye out for players making stories out of non-matching sets. They may be compelling stories, but they don't count in the game. Ask them to try again with a matching set.
- Notice when a player uses a dark blue Experience card and remind the group that they need to read and respond to the questions those cards ask.
- If you finish the second round and no one has played a dark blue card, encourage the group to do so.
- If you're playing a virtual game and you have more players than "seats" available, you can have an unlimited number of game observers who are watching live at the game link: simply make sure that your players are "seated" at their seats, and then share the link with your observers and ask them to choose "Spectate" instead of "Enter" when the game page loads.

## Discussion

After the end of round 3, use these prompts to engage players in a discussion.

These prompts are also included in the [Instructions and Slide Deck](#) so that players can see them, too.

- The game's over. Let's talk about it.
- **Adolescence is a time of remarkable opportunity and growth.** What changes did you see happening within and around the adolescents in our stories?
- **Experiences that encourage autonomy and healthy risk-taking can lead to positive adolescent development.** What combinations of Experiences, Relationships, and Resources did you see best promoted autonomy?
- **All adolescents need supportive social environments, stimulating learning experiences, and access to resources in our communities to thrive.** How did the Relationship and Resource cards affect the Experience cards you used in your stories?
- **Structural barriers—such as poverty, discrimination, and marginalization—mean that some young people have fewer opportunities than others.** How do you think the stories you told would have been different if there were fewer relationships and resources on the table?
- **The experiences, relationships, and resources that adolescents encounter can affect the rest of their lives.** How good of a job are we doing supporting adolescents in our community? What could we do to expand access to supportive relationships and resources for adolescents?

## Audience-Specific Discussion Prompts

For **teachers, administrators, board members,** and other educators.

- There's a lot more to learning than what's in the curriculum. How could our school support adolescents' whole development?
- Much of life for adolescents happens outside of school. How can we help adolescents connect with out-of-school experiences, resources, and relationships?
- Adolescents have ideas. How can we make sure we're listening and responding to what they have to say?

For **elected officials, policymakers,** and other civic leaders.

- Adolescents face unique challenges and opportunities. How do you think we should take these into account when we are designing programs and policies?
- Adolescence is a critical period to address earlier adversity. How can we make development in adolescence as big a priority as early childhood when it comes to making policies and designing programs?
- Adolescents are primed to learn from and give back in ways that benefit our whole society. How could you bring them into the leadership process?

For **researchers, scientists,** and others studying adolescence.

- What characteristics of adolescents do you think have the most potential for positive impact, both in their individual lives and in their communities?
- What are some proven, effective strategies you've seen implemented for supporting healthy adolescent development?
- Brainstorm some ideas for communicating knowledge about adolescence with people who have influence over the lives of adolescents.

For **community groups, youth organizers,** and other advocates.

- What priorities do you have for supporting adolescents in your community?
- If you had 10 minutes with an elected official, school board member, or other decision maker, what would you advocate for?
- Adolescents can be a force for good in their community. How could you engage young people in shaping the future of your community?

For **young people** playing the game.

- Adolescence is a time for trying new things and learning from mistakes. What are some new experiences you've had where things have gone particularly well or particularly poorly?



- What were the relationships or resources that helped you through those experiences?
- What did you discover as a result of working through those experiences?
- What gets in the way of your trying new things and exploring new experiences?

## PLAY ALTERNATIVES

From 10 to 25 is a flexible game. The core storytelling activity can be altered or supplemented by making simple changes to how cards are dealt to players and the table, how cards are combined to form stories, or how they're matched with Discoveries.

You're welcome to vary the gameplay as much as you'd like to suit your needs, goals, and the group of people you're playing with. In addition to bringing your own ideas, consider these alternatives when planning your session.

### Handling Dark Blue Experiences

The darker blue Experience cards represent the systemic injustices that many young people face, like poverty, racism, and sexism. In a standard game, these cards can be used to create a story like any other Experience. You may be interested in upping the stakes of these cards by changing their role in the game. Here are a few ideas for variations you can try. These variations can be combined with each other, and you are also welcome to come up with your own variation, either as a facilitator or as a group.

- **If players have a dark blue Experience card in their hand, they must make a match with that card before making any other matches.** If they can't make a match (because the Resources and Relationships on the table don't match what they need), they must pass. This increases the difficulty, as it's less likely that there will be matching Relationship and Resource cards available on the table during the player's turn. This variation can emulate the increased barriers faced by young people experiencing systemic discrimination and injustice. Be careful *not* to imply that systemic barriers make it impossible for an adolescent to learn and grow.
- **The group of players must choose the matching Relationships and Resources for dark blue Experiences together.** Players should stay in character during the discussion, and take time to talk through what the match their choosing means for the character having this experience.
- **The group must come up with a systemic solution to the systemic injustice.** After considering the experience described on the dark blue card, the group should discuss what systemic solutions are necessary to truly cure the injustice, not just treat the symptoms. The group then writes that idea down on a blank card and gives it to the player to add to their Experience, Resource, and Relationship use to complete their story. To make this work, you'll need to have a set of blank index cards handy.

### Making & Discussing Discoveries

The Discovery cards represent the developmental milestones, personal transformations, and social relations of adolescence. In a standard game, players offer these to complete each other's stories. You may be interested in deepening engagement with these cards using one of these variations:

- **The player offering the Discovery must make the case for it.** After reading the Discovery card to the table, the player offering it must argue for how it relates to the story that was just told. They must show how the Experience combined with the Relationship and Resource led to the kind of Discovery described on the back of their Discovery card. It's then up to the group to decide whether it's a good fit.
- **Multiple players must offer a Discovery to choose from.** After a player has told a story, each of the other players choose a Discovery from their hand that they think suits the story. They each make their case as to why the Discovery they're offering matches the story that was just told. The player who told the story then has to choose which of the offered Discoveries best fits the meaning of their story.
- **The group must decide if the story warrants a Discovery.** After a player has told a story, prompt the rest of the group to discuss if that story adds up to an adolescent Discovery. Has the player's character really experienced enough growth to reach a developmental milestone? If so, how did the Relationship and Resource cards help them do that? If not, what else would be necessary to complete their story?