



2022-Semester 2 "Exploring and Implementing Social Issues" Course, Topic 13
Explanation Meeting and Tabletop Board Game Experience: "Complex Lives"

Time: 2023-04-27

Location: Chueh-Hsuan Chinese Garden Classrooms (Traditional Classrooms H108 – H110)

Activity Content:

The seminar was presented by Professor Gutierrez Jannette Wang and Social Worker Hsu, Hao-Ju, who explained the content and format of the course "Exploring and Implementing Social Issues" - Topic 13: A Preliminary Exploration of Gender Issues in Multiculturalism (Homosexual Issues). The seminar also included a tabletop board game activity.

First, Professor Wang provided an overview of Topic 13 and explained how to accomplish the activity's objectives.

Then, Social Worker Hsu explained the rules of the tabletop boardgame and lead the students in playing it. Students formed groups and discussed the diverse character settings of the game cards, the social issues involved, and the changes within families. Through this, they discovered that many families are not as ordinary as imagined. For some children, "home" may not necessarily be a safe haven, but a place filled with various changes and challenges. This activity aims to help students understand that being "different" from others is also normal.

Activity Results:

There were 25 participants in this seminar. Student satisfaction ratings were as follows: understanding of the course content and format after the presentation received an average score of 5.3, perception of the helpfulness of the seminar scored an average of 5.3, and overall satisfaction was rated 5.3.

Student Feedback:

1. Through the process of the activity, I got to meet students from other departments affiliated with holistic education and discovered a number of different individual personalities. Some are more passive, while others are more outgoing. We also discussed our thoughts on same-sex issues. Another



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student stated that by creating interactive family stories based on picture cards, using our imagination, and learning about different values through the stories shared by others, the process of the tabletop board game encouraged them to speak up and participate in group discussions. The activity allowed us to experience multiculturalism, and I hope to participate in similar activities in the future.

2. Through the tabletop game, we were able to contemplate family relationships, compositions, genders, and more. It was a unique experience and learning opportunity that taught us not to judge a person's gender, character, or orientation solely based on appearance and physical characteristics. I appreciate the efforts made by the social worker in guiding us through the process. We learned that families could have diverse compositions, with members of different races and genders, some with disabilities or strained relationships. This activity provided a new understanding of various family forms, such as same-sex, adoption, single-parent families, and more. It was my first time playing a tabletop game related to family, and it was an interesting and enriching experience where I gained insights into myself and the composition of family members.

Benefits of the Activity:

Students believe that this event helped them understand the topic of the activity, address any doubts about the tasks, and find a direction for implementation. Through the tabletop board game, they gained knowledge about gender issues and diverse families, aiming to break stereotypes associated with traditional gender roles and family structures. Students were able to broaden their perspectives by experiencing different life situations from various viewpoints, thus expanding their horizons.



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Professor Wang explains how to achieve the Activity objectives:



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Social Worker Hsu introduces the tabletop game "Playing House – Complex Lives":



The students unleash their creativity and engage in group discussions about the identities and gender identities of the characters depicted on the game cards.



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The students present the family backgrounds and life experiences of the characters created within their groups to the rest of the class.