

TTRPGs & Wellbeing

Tabletop roleplaying games: Review of psychological literature on subclinical and general populations

TTRPGs & Wellbeing

Part 1

Article Review

- Occupational Meaning
- Autism & Social Connection
- Morality
- Culture/Racism
- Identity (e.g. Gender)
- Serious vs Casual Games
- Scoping Review of TRPGs, CRPGs, MMOs
- Scoping Review of TRPGs

Meaning & Occupational Therapy. Hazlett et al. (2024)

“In occupational therapy, “occupation” refers to the everyday activities that people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life. Occupations include things people need to, want to and are expected to do.”

Hazlett, N., Smith, L., Murray, E., & Duncan, A. (2024). Exploring tabletop role-playing games as meaningful occupations: A qualitative exploratory study. *Occupational Therapy In Health Care*, 1-18. <https://doi.org/10.1080/07380577.2024.2403784>

- U of Toronto & Montreal
- N=15, 21-55y

Meaning

4 N. HAZLETT ET AL.

the lenses of inclusive design, critical disability studies, and critical autism studies; players reported positive shifts in self-esteem, better understandings of identity, and transferable self-autonomy skills such as leadership and facilitation. A narrative inquiry research paper from the field of psychological science documented the emergence of adaptive skills for mental health recovery from playing Dungeons & Dragons (Causo & Quinlan, 2021). Sidhu and Carter outline how death in Dungeons & Dragons produces **meaning** and emotions that transcend the game's boundaries (Sidhu & Carter, 2021). This phenomenon is known in TRPG literature more broadly as *bleed*, or the flow of emotions and identity between and over the boundaries of real and game life (Valozoro-Jones, 2021). Bleed can be either distressing or cathartic for players, suggesting that the identification of oneself with another person in the context of a narrative can generate profound experiences for TRPG players that may translate into their engagement with everyday life. Ultimately, game playing is not something that occurs in the silo of a fantasy world but is thought to affect emotions and potentially actions and behavior toward others.

death, the phenomenon of “**bleed**”,
catharsis, identification, profundity,
neurodivergence

pations. Finally, the current body of research has mostly focused on TRPGs as a therapeutic medium to develop social skills, with neurodivergent populations. Future research should investigate their use for other scenarios

Most participants also stated that the collaborative aspect of storytelling and creativity is important to the game. Collaboration makes the game feel organic, believable, creates different viewpoints, and allows people to support one another during gameplay. One participant specifically talked about how valuable the supportive aspect of working with others is when being creative, and not feeling shame when doing so.

I think part of that is that we just really latched on to being creative and being supportive in that creativity. And so when I talk to her about a new character idea she's like 'oh my god, have you thought of this, have you thought of this' And so it's really like, collaborative building...and so I think that's really **meaningful**. – Participant B

collaboration, support, working with others, creativity, lack of shame, connection, skill transfer, “being, belonging, and becoming”

Discussion

This study explored experiences of playing TRPGs and how they relate to other parts of their life experiences. Participants had mostly positive experiences and were able to manage more challenging aspects, such as nervousness, in the pursuit of occupations meaningful to them. Playing TRPGs also supported participants' development of transferrable skills, social connections, and creativity. Participants shared that societal perceptions of game playing were mixed but appear to be shifting toward greater acceptance. Alternatively stated, playing TRPGs are a meaningful occupation for players as they contribute to doing (occupational participation), being and belonging (social participation) and becoming (creativity) in ways unique to the game (Wilcock, 1998).

Social Connection & Neurodiversity.

Atherton et al. (2024)

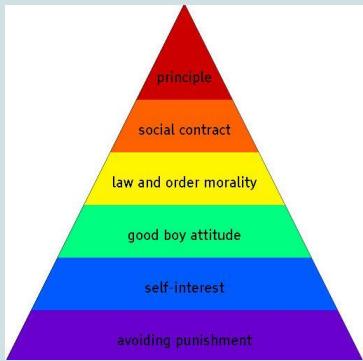
Research on the social effects of TTRPGs consistently finds that players form important relationships with one another through shared access to and experiences within the ‘magic circle’. In Adams’ (2013) analysis of discussions between TTRPG players, friendship maintenance was identified as a significant theme. Although they were in a fantasy world, players nonetheless believed that their real-world needs had been met with symbolic in-game interactions. Based on interviews with autistic TTRPG players, Parks and Parks (2023) also concluded that engagement in role-playing games provided an open, understanding and supportive creative environment where autistic people developed social skills and friendships through shared in-game experiences. This is echoed in findings by Katō (2019), who found that autistic teens showed higher ratings of emotional well-being after 5 months of regular TTRPG sessions. In addition, Abbott et al. (2022) concluded that engaging in role-playing games led to additional friendships, increased confidence in setting boundaries and daring to make mistakes among adults with anxiety.

“Although they were in a fantasy world, players nonetheless believed that their real-world needs had been met with symbolic in-game interactions”

- Social skills, friendships
- Emotional wellbeing after 5 months
- Confidence, tolerance of mistakes

Atherton, G., Hathaway, R., Visuri, I., & Cross, L. (2024). A critical hit: Dungeons and Dragons as a buff for autistic people. *Autism*, 13623613241275260.
<https://doi.org/10.1177/13623613241275260>

Morality. Wright et al. (2020)



Kohlberg's
stages: 1950s-
1980s

Methods & Measures

- weekly sessions for 1 semester
- **Post-conventional Morality** (opposite of unmitigated agency)
- **Integration of self-enhancement** (power, achievement, wealth, social power, dominance) with **self-transcendence** (universalism, benevolence, interpersonal concern, social justice, ecological justice)

Results

- 56% of gaming group shifted to post-conventional morality, vs 24% of non-gaming group

Conclusion

- gaming was **protective of integrative morality**; non-gaming group increased in self-enhancement at end of semester
- **gaming did not increase morality but did prevent erosion**

Wright, J., Weissglass, D., & Casey, V. (2020). Imaginative role-playing as a medium for moral development: Dungeons & dragons provides moral training. *Journal of Humanistic Psychology*, 60, 129-199.
<https://doi.org/10.1177/0022167816686263>

Culture

Consider New Games:

- Dragonbane (80s-present): Swedish goblins are vegetable folk
- Vaesen (2020): Nordic folklore
- Beyond the Pale (Yochai Gal, 2024): Jewish folklore and mysticism
- Many East Asian TTRPGs
- Some South Asian subcontinent

Are orcs racist? (34% say the depiction is)

Table 1 Descriptive responses to the subtler and blunter questions related to the standard D&D depiction of orcs

Question	Agree	Disagree
Subtler Set		
1) I think this sounds like an exciting monster to fight	57.2%	42.8%
2) These creatures sound scary	70.8%	29.2%
3) I think I would consider playing an orc character were I to play the game	56.4%	43.6%
4) The description makes me feel angry	13.1%	86.9%
5) I think this is a great description	73.4%	26.6%
6) (reliability check item)		
7) This description offended me	10.2%	89.8%
8) This description made me feel good	19.0%	81.0%
9) This description made me feel sad	35.9%	64.1%
10) These creatures sound like worthwhile foes for good guys to fight	59.2%	40.8%
11) The description feels unfair	47.2%	52.8%
12) These creatures sound intimidating	75.2%	24.8%
13) This description seems too reductive or simplistic	49.0%	51.0%
14) This description is just fine the way it is	57.0%	43.0%
Blunter Set		
1) I am concerned that orcs represent real life human cultures	53.6%	46.4%
2) I find the depiction to be racist	34.0%	66.0%
3) I worry players of D&D experiencing this may become more racist in real life	19.6%	80.4%
4) It is unacceptable to define even monster races as inherently evil	42.8%	57.2%
5) I would advocate that this depiction be removed from all D&D products	20.6%	79.4%

The position of the reliability check item was retained for clarity

Ferguson, C. J. (2022). Are orcs racist? Dungeons and Dragons, ethnocentrism, anxiety, and the depiction of “evil” monsters. *Current Psychology*, 42(15), 12400–12408.
<https://doi.org/10.1007/s12144-021-02551-4>

Identity

"It Might Have a Little to Do with Wish Fulfillment": The Life-Giving Force of Queer Performance in TTRPG Spaces

Abstract: In *Cruel Optimism*, Lauren Berlant asserts that "fantasy [can serve] as a life-sustaining defense against the attritions of ordinary violent history," which is a statement that holds true for many queer role-players in TTRPG spaces (Berlant 2012, 45). Around the table, these worlds enable players to discover and render their identities legible in social utopian spaces and rehearse their performance for life outside of them. Through engaging with scholarship, autoethnographic writing, and cultural production surrounding TTRPGs, queer identity, avatars, and gender performance, this project asserts that TTRPGs function as safe spaces for becoming, due in part to the ability to create an avatar, or "flexible representational stand-in" for the self, that is queer and embodied through role-play (McMillan, 2015 13). This is achieved through tracking the author's experience of discovering and forming their queer and trans identity through role-playing various characters and disciplining their function through related interdisciplinary theory

Auto-ethnography

Sottile, E. (2024). "It might have a little to do with wish fulfillment": The life-giving force of queer performance in TTRPG spaces. *International Journal of Role-Playing*, 15, Article 15.

<https://doi.org/10.33063/ijrp.vi15.324>

Gender customization in RPG videogames (N=100)

Wert, S. V., & Howansky, K. (2025). Fantasy worlds, real-life impact: The benefits of RPGs for transgender identity exploration. *Journal of Homosexuality*.

<https://www.tandfonline.com/doi/abs/10.1080/00918369.2024.2320242>

> *J Homosex*. 2025 Jan 28;72(2):319-345. doi: 10.1080/00918369.2024.2320242. Epub 2024 Feb 23.

Fantasy Worlds, Real-Life Impact: The Benefits of RPGs for Transgender Identity Exploration

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Affiliations + expand

PMID: 38394617 DOI: 10.1080/00918369.2024.2320242

Abstract

The current research explored the influences of role-playing video games (RPGs) on the development of gender identity among transgender and gender non-conforming (TGNC) individuals. In Study 1 ($N = 10$), we used a Consensual Qualitative Research approach to interview TGNC individuals and identify common themes regarding the perceived impact of RPGs on gender identity development. TGNC individuals highlighted the influence of character customization, exploration, and the function of RPGs as safe spaces. In Study 2 ($N = 100$), we quantitatively explored the influence of RPG avatar customization on TGNC gender identity development. Although avatar customization was not associated with gender identity commitment, those playing RPGs with highly customizable avatars were more likely to report an impact of RPGs on their gender identity development. Content analyses reinforced Study 1 findings, indicating that RPGs, especially those with customizable avatars, can shape the gender identity journey for TGNC individuals.

Keywords: Role-playing video games; gender exploration; gender identity; identity development; safe space; transgender.

Serious vs Casual Games. Wols et al. (2024)

1.3. Nonspecific effects in games

As outlined earlier, applied games are developed to train or promote behaviour change. Specific therapeutic techniques are designed as training elements in these games and these techniques are assumed to be responsible for improvements in mental health outcomes, though these links are rarely investigated explicitly (for an exception, see [Wols, Lichtwarck-Aschoff, Schoneveld, & Granic, 2018](#)). At the same time, casual games do not incorporate any therapeutic techniques in particular, and yet playing casual games may have mental health benefits. These findings suggest that factors other than the incorporated therapeutic techniques may contribute to improvements in mental health.

In the clinical literature, positive intervention outcomes are, in part, explained by nonspecific factors. These are elements that are not specific to any psychotherapeutic school but nevertheless contribute to mental health improvements (e.g. [Grencavage & Norcross, 1990](#); [Ilardi & Craighead, 1994](#)). A consistent and large body of evidence in the therapy literature shows that nonspecific factors play an important role in treatment efficacy and improve mental health outcomes, and even more so than specific therapeutic techniques that are based on theories about mental health disorder onset and maintenance ([Ahn & Wampold, 2001](#); [Lambert, 2005, 2011](#); [Messer & Wampold, 2002](#); [Wampold, 2001](#)). Examples of the most important and most researched nonspecific factors include the client-therapist relationship ([Krupnick et al., 2006](#); [Norcross, 2002](#)), expectations for improvement ([Asay & Lambert, 1999](#); [Crum & Phillips, 2015](#); [Kazdin, 1979](#)), hope ([Ilardi & Craighead, 1994](#)), mindset or implicit theories of beliefs about the malleability of personal attributes ([Crum & Phillips, 2015](#); [Dweck, 2017](#); [Tamir, John, Srivastava, & Gross, 2007](#)), and motivation or readiness to change ([Dozois, Westra, Collins, Fung, & Garry, 2004](#); [Lewis et al., 2009](#); [Norcross, Krebs, & Prochaska, 2011](#); [Prochaska & Norcross, 2001](#); [Taylor, Abramowitz, & McKay, 2012](#)).

- Maximizing on non-specific factors:
 - relationship, expectations for improvement, hope, growth mindset, readiness to change
- no clear pattern for non-clinical populations across momentary and longitudinal assessments
- Resilience and positive outcomes > prevention
 - Note: contrast with Wright et al. (2022) wrt morality

In studies employing a longitudinal design measuring mental health traits, almost two-thirds focused on applied games, while more than a third focused on casual games. The majority of these studies compared the applied or casual game to a passive condition. With regard to mental health domains, well-being and internalising symptoms were most often researched. For well-being, mixed evidence was found with no clear pattern. For internalising symptoms, no clear patterns were found for the effects of both applied and casual games. Six other studies employing a longitudinal design measured general psychological difficulties, but here as well mixed evidence was found ([Axford et al., 2020](#); [David et al., 2019b](#); [David & Fodor, 2023](#); [Hammond et al., 2014](#); [Mannweiler et al., 2023](#); [Valenzuela et al., 2022](#)). Overall, these mixed findings resonate with conventional prevention research, showing smaller effect sizes for universal prevention (i.e., in a healthy population) compared to selective and indicated prevention (i.e., in a clinical population; [Horowitz & Garber, 2006](#); [Stockings et al., 2016](#)). Future research on digital games in healthy populations may want to focus more on positive outcomes, thereby fostering resilience and well-being rather than preventing negative outcomes ([Adachi & Willoughby, 2013](#); [C. Jones, Scholes, Johnson, Katsikitis, & Carras, 2014](#); [Kelly, 2020](#)).

Wols, A., Pingel, M.,
Lichtwarck-Aschoff, A., &
Granic, I. (2024).
Effectiveness of applied
and casual games for young
people's mental health: A
systematic review of
randomised controlled
studies. *Clinical
Psychology Review*, 108,
102396.
<https://doi.org/10.1016/j.cpr.2024.102396>

Serious vs Casual Games. Wols et al. (2024)

could matter for its effectiveness (Scholten & Granic, 2019). Gamification, involving the addition of game elements to an intervention, is often done to transform activities perceived to be demotivating into more enjoyable experiences (Turan, Avinc, Kara, & Goktas, 2016). While it does not necessarily focus on playfulness and fun (Fleming et al., 2017), it aims to ensure engagement with a task that is less motivating or not entertaining in the first place. Youth today, however, are digital natives (Prensky, 2012), use interactive media and technology daily and have grown accustomed to interacting with highly engaging, sophisticated and immersive contexts (Knowles et al., 2014; *The Lancet Child Adolescent Health*, 2018). Gamified interventions may not be as attractive, interactive, flexible and responsive to individual needs as youth nowadays would expect and prefer (Liverpool et al., 2020) and, thus, they may prove less effective in improving mental health (Scholten & Granic, 2019). Instead, digital health interventions that stimulate intrinsic motivation to play, offer choice and autonomy over one's gameplay and that are simply fun (i.e., one would continue playing outside the therapeutic or trial environment), may be more effective in improving mental health (Granic et al., 2014; Scholten & Granic, 2019). Consequently, gamification may be most suitable to test mechanisms of change and basic game mechanics that may be fruitful to iterate on. In contrast, well-designed immersive and entertaining environments that retain youths' attention and foster replayability might be more suitable to improve mental health for the long term.

Effective for all clinical pops
without externalizing symptoms
(aggression, delinquency,
conduct-related, oppositional
defiant, disruptive)

“Simply fun” games > “forced” gamification

- attractive, interactive, flexible, responsive, stimulating of intrinsic motivation, attention, replayability, long term sustainability

On a related note, it is important to mention that our findings showed that for all clinical populations except those with externalising problems, either applied or casual games showed promising effects. It remains unclear why certain clinical populations benefitted more from applied games and others more from casual games. It might be that the casual games were more engaging and intrinsically motivating than the applied games, providing (better) disruption of negative automatic thoughts and enhancing positive emotions in youth with anxiety and depressive symptoms, and increased motivation for therapy in youth with ADHD. Due to the fact that we were not able to distinguish between gamified and serious game interventions, however, further explanations remain speculative. Given the promising results of games on a wide range of mental health outcomes, more research is needed that looks into the working mechanisms of these games.

Consider male-type depression (~externalization):
McDermott, R. C., Addis, M., Gazarian, D., Eberhardt, S. T., & Brasil, K. M. (2022). Masculine depression: A person-centric perspective. *Psychology of Men & Masculinities*, 23(4), 362–373.
<https://doi.org/10.1037/men0000396>

Sidebar: Overtgaming

Problematic/Internet Gaming Disorder

Mercante, D. E., Adão, D., Mendez, M., Areco, K. C. N., Paiva, P. B., Silveira, D. X., & Fidalgo, T. M. (2024). Factors related to pathological game patterns among role-playing game (RPG) players. *Canadian Journal of Addiction*, 15(2), 33.

<https://doi.org/10.1097/CXA.000000000000000179>

Table 3: DSM 5-based questions to screen for RPG addiction

- Do you worry excessively with RPG?
(worry about things experienced during the game, speculation of the results of a game session or planning new strategies for your character or game plot, thinking on how to get more time to play)
- Have you been criticized already for being excessively involved with RPG?
- Do you make efforts frequently to control, reduce or stop playing RPG?
- Do you feel unquiet or irritable when you reduce or stop playing RPG?
- Do you use RPG as a way to escape problems or relieve dysphoric states?
(feelings of helplessness or guilt, anxiety or depression)
- Do you feel the need to progressively increase the frequency of playing or hours of the RPG sessions?
- Do you lie to family, therapists or others with the purpose of hiding the extension of your involvement with RPG?
- Do you bring elements of the RPG environment or characters to real life?
(clothing, objects, habits beliefs or language of the game)
- Do you threaten to lose or lose significant relationships, opportunities of job, education or career because of RPG?
- Do you expend excessive time in activities that are complementary to the RPG?
(preparing tour characters or an adventure, elaborating plots or *backgrounds*, reading books or articles, listening to music, watching movies, going to places or other events related to the theme)

Review by Arenas et al., 2022 (RPGs, MMOs, TRPGs) ★★☆

50 papers, 1974+, 73% from 2013+

SPARX (Smart, Positive, Active, Realistic, X-factor thoughts; 2013-2018)
mmo: also a gender exploration version (SPARX-G)

- e.g. Fight GNATs “gloomy negative automatic thoughts”.
- Worked for most populations, null for some, negative only for youth offenders.

Other demographics examined (not with SPARX)

- Bullies (LARP)
- ASD (TRPG unsure transferability of skills learned)
- smoking/drugs
- disruptive behaviour

*Aesthetics (poetry, music, visuals, metaphors) as bridge (See Wols et al., 2024)



Review by Yuliawati et al., 2024



TTRPG studies only

- ethnographies
- semi-structured interviews
- thematic analysis of reddit threads
- 8 week workshops

51 papers, 25 from 2013-2019, 26 from 2020+

Positives

Counselling:

- Useful pre-counseling tool
- Helps elicit emotions and facilitate discussions
- Allows counselors to observe behavior patterns
- Creates safe space for emotional expression
- Yalom's 11 therapeutic factors

Identity Formation:

- Safe space for identity exploration
- Opportunity for self-reflection
- Beneficial for marginalized groups (e.g., LGBTQIA+)
- Aids in personal meaning-making

Review by Yuliawati et al., 2024



Extensive Challenges

Suitability Issues:

- Benefits limited to those who enjoy gaming
- May be challenging for adults less comfortable with fantasy
- Not suitable for individuals with psychosis or certain mental health conditions

Implementation Challenges:

- Lacks built-in debriefing process
- May be viewed merely as recreation
- Requires long-term participation for maximum benefit
- Need for careful adaptation to therapeutic settings

System Limitations:

- D&D's rigid character creation system can be restrictive
- Risk of oversimplifying complex traits
 - Charisma as a trait can make many players uncomfortable
 - [Charisma originally only determined monster reactions and max # of followers, not social interaction like in 5e]
- Potential for negative reinforcement of stereotypes
- Class-based structures (some games)

Cultural Considerations:

- Limited research in non-Western contexts
- Different storytelling traditions between East and West (harmony vs triumph)

Yuliawati, L., Wardhani, P. A. P., & Ng, J. H. (2024). A scoping review of tabletop role-playing game (TTRPG) as psychological intervention: Potential benefits and future directions. *Psychology Research and Behavior Management*, 17, 2885-2903. <https://doi.org/10.2147/PRBM.S466664>

News Articles

Blakinger, K. (2023, August 31). The Dungeons & Dragons players of death row. *The New York Times*.

<https://www.nytimes.com/2023/08/31/magazine/dungeons-dragons-death-row.html>

Markus, J. (2023, December 23). How Dungeons and Dragons is making its way into therapy. *CBC News*.

<https://www.cbc.ca/news/canada/calgary/dungeons-and-dragons-therapy-calgary-1.7065300>

Toombs, A. (2023, December 11). *Dungeons and Dragons helps heal trauma through therapy at Discovery House*. LiveWire Calgary.

<https://livewirecalgary.com/2023/12/11/dungeons-and-dragons-helps-heal-trauma-through-therapy-at-discovery-house/>

TTRPGs & Wellbeing

Part 2

New RPG Designs Mirror Therapeutic Modalities

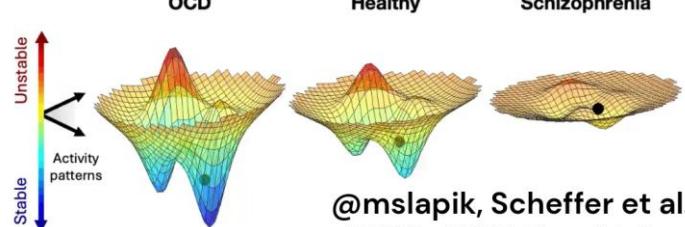
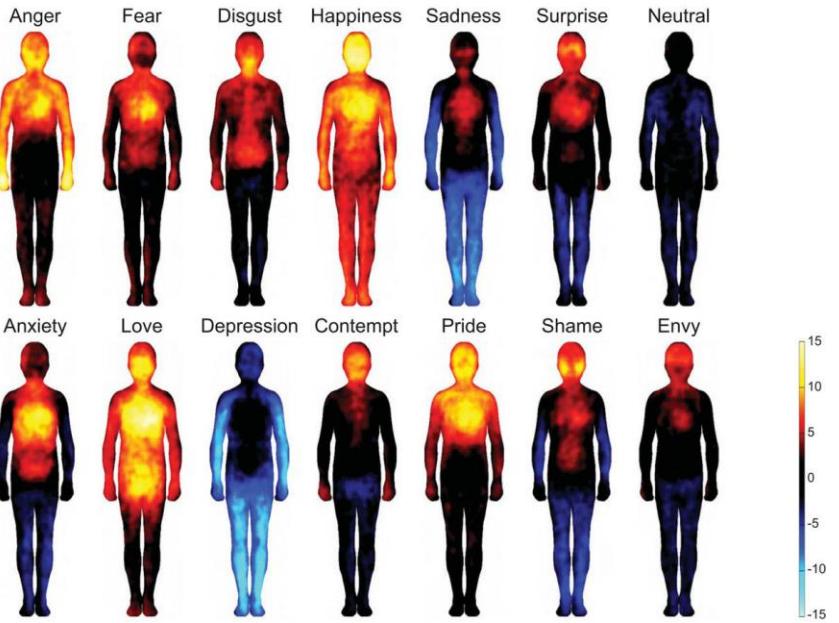
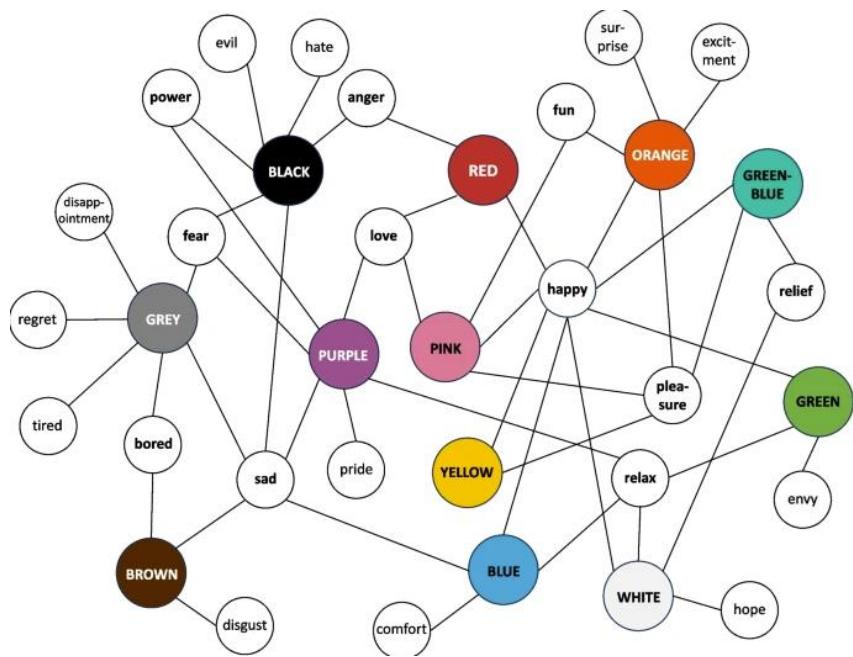
- Strengths-inventories in positive psychology
- Feelings as game mechanics
- CBT principles
- Non-violent communication
- My attempt at integrative design



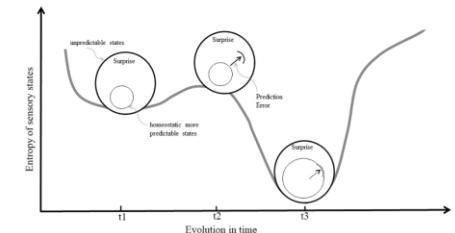
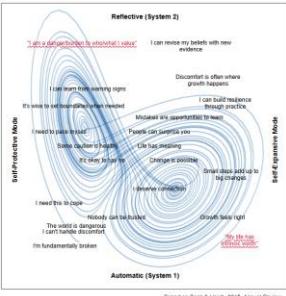


♪ We are all just fragile things
Soft and small ♪

<https://www.youtube.com/watch?v=9miYtOcNHf0>



@mslapik, Scheffer et al.,
2024, JAMA Psychiatry



Attachment and Resonance

Bi, X., Hongbo, C., & Ma, Y. (2023). Hyperscanning studies on interbrain synchrony and child development: A narrative review. *Neuroscience*, 530.

<https://doi.org/10.1016/j.neuroscience.2023.08.035>

Lee, Y., & Schumacher, E. H. (2024). Cognitive flexibility in and out of the laboratory: Task switching, sustained attention, and mind wandering. *Current Opinion in Behavioral Sciences*, 59, 101434.

<https://doi.org/10.1016/j.cobeha.2024.101434>

Li, L., Huang, X., Xiao, J., Zheng, Q., Shan, X., He, C., Liao, W., Chen, H., Menon, V., & Duan, X. (2022). Neural synchronization predicts marital satisfaction. *Proceedings of the National Academy of Sciences*, 119(34), e2202515119.

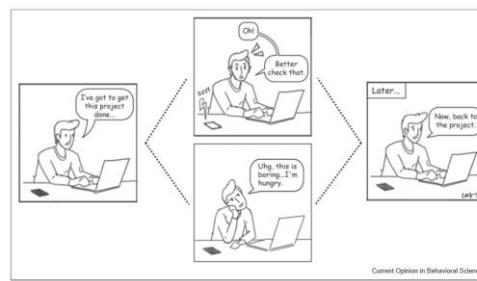
<https://doi.org/10.1073/pnas.2202515119>

Smith, R., Mayeli, A., Taylor, S., Al Zoubi, O., Naegele, J., & Khalsa, S. S. (2021). Gut inference: A computational modelling approach. *Biological Psychology*, 164, 108152.

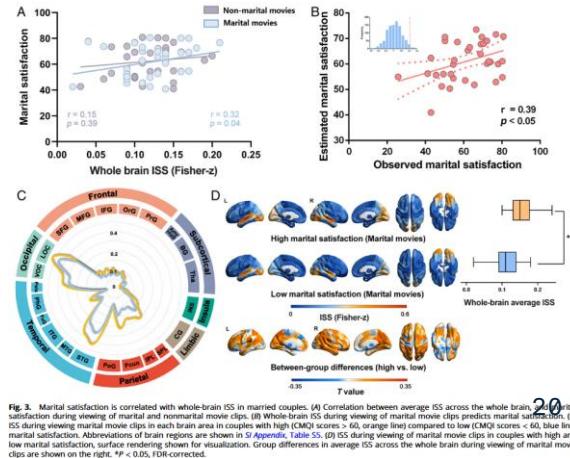
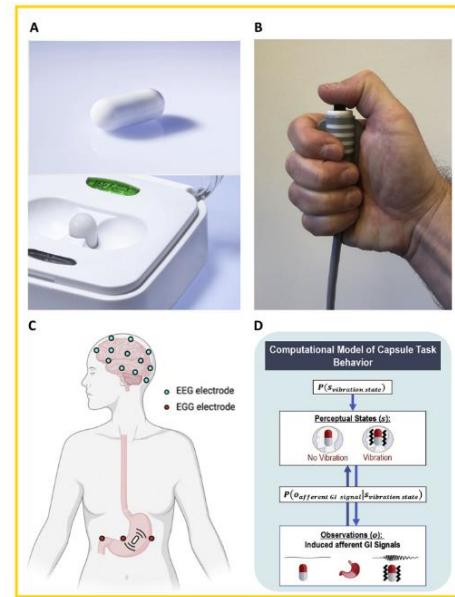
<https://doi.org/10.1016/j.biopsych.2021.108152>

Wotruba, D., Michels, L., Buechler, R., Metzler, S., Theodoridou, A., Gerstenberg, M., Walitzka, S., Kollias, S., Rössler, W., & Heekeren, K. (2014). Aberrant coupling within and across the default mode, task-positive, and salience network in subjects at risk for psychosis. *Schizophrenia Bulletin*, 40(5), 1095–1104.

<https://doi.org/10.1093/schbul/sbt161>



Current Opinion in Behavioral Sciences



CRCNS 12-7-
2023 Geometric
constraints on human
brain function - Alex
Fornito

Connectome vs Neural Field
Theory
[https://www.youtube.com/watch?
v=VxslS_HVKLg&t=468s](https://www.youtube.com/watch?v=VxslS_HVKLg&t=468s)

Standing Waves

[https://youtu.be/VxslS_H
VKLg?si=8LGDnG8hTwP8VU2C
&t=684](https://youtu.be/VxslS_HVKLg?si=8LGDnG8hTwP8VU2C&t=684)

Chladni Plates

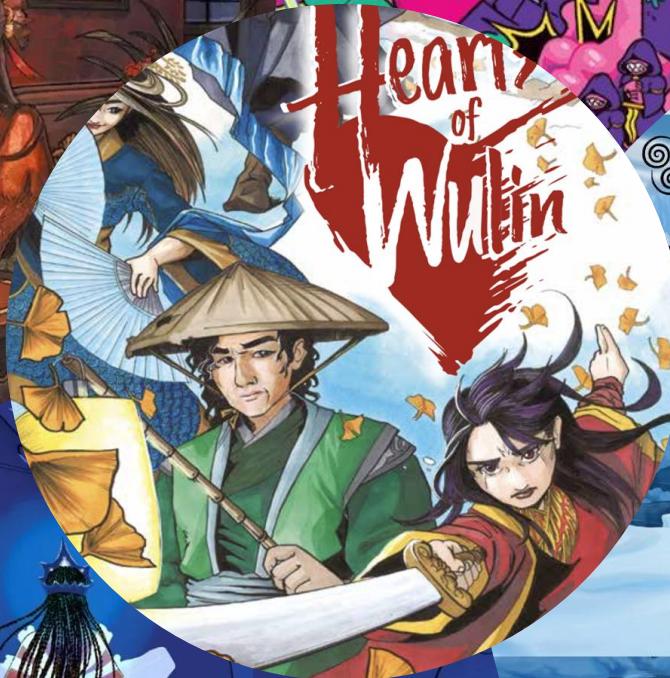
[https://youtu.be/VxslS_H
VKLg?si=F1EbvwjnKZrgKi2S
&t=731](https://youtu.be/VxslS_HVKLg?si=F1EbvwjnKZrgKi2S&t=731)

Character traits/attributes

Inventories

24 CHARACTER STRENGTHS

TRANSCENDENCE	APPRECIATION OF BEAUTY & EXCELLENCE * Awe * Wonder * Shows admiration	GRATITUDE * Thankful * Feels blessed * Shows appreciation	HOPE * Positive outlook * Expects the best * Excited about the future	HUMOR * Playful * Brings smiles to others * Sees the funny side of things	SENSE OF MEANING * Sense of purpose * Strong beliefs * Searches for meaning
COURAGE	BRAVERY * Valor * Accepts challenge * Speaks up for what's right		PERSEVERANCE * Hard worker * Completes tasks * Overcomes barriers	HONESTY * Truthful * Genuine * Owns up to his/her own behavior	ZEST * Active * Enthusiastic * Energized
JUSTICE	TEAMWORK * Loyal * Team player * Responsible to group	 	FAIRNESS * Cares about what's right * Treats others fairly * Respects others	LEADERSHIP * Encourages others * Organizes groups * Sets good example	
HUMANITY	LOVE * Loving * Compassionate * Relationships are important	SOCIAL INTELLIGENCE * Strong relationships * Understands others' thoughts and emotions	 	KINDNESS * Nice * Caring * Generous	
TEMPERANCE	FORGIVENESS * Doesn't hold grudges * Gives second chances * Accepts others' faults	HUMILITY * Humble * Focuses on others * Lets actions speak for themselves	PRUDENCE * Careful * Practical * Plans ahead	SELF-CONTROL * Disciplined * Manages feelings and actions	
WISDOM	CREATIVITY * Clever * Inventive * Comes up with unique ideas	CURIOSITY * Open to new ideas * Explores * Asks questions	JUDGMENT * Critical thinker * Open-minded * Thinks things through	LOVE OF LEARNING * Enjoys building knowledge & skills * Looks for new things to learn	PERSPECTIVE * Wise * Gives good advice * Sees the big picture



Suggested Themes

Ambition	You strive to prove your worth to yourself and/or others.
Anger	You are a ticking bomb, always on the brink of rage.
Belonging	You are afraid of being alone, forgotten or abandoned.
Doubt	You need to find the answer to a burning question.
Duty	You live to fulfill a promise you made or obey an order you received.
Guilt	You wish to atone for your past mistakes.
Hope	You seek a better world for yourself and/or others.
Justice	You always side with the weak and defenseless.
Mercy	You wish to help others, regardless of their past misdeeds.
Vengeance	You seek to bring retribution upon someone or something.

EDGAR

PRONOUNS: HE/HIM



ATTRIBUTES & STATUS EFFECTS

DEXTERITY	d10	<input type="checkbox"/> SLOW	<input checked="" type="checkbox"/> ENRAGED
INSIGHT	d8	<input type="checkbox"/> DAZED	<input type="checkbox"/> POISONED
MIHT	d6	<input type="checkbox"/> WEAK	<input type="checkbox"/> SHAKEN
WILLPOWER	d8	<input type="checkbox"/> SHAKEN	<input type="checkbox"/> POISONED



TRAITS

IDENTITY: YOUNG INVENTOR WHO SURVIVED

THEME: HOPE

ORIGIN: PEMBLE

We can make this world a better place.



BONDS

<input type="checkbox"/> Admiration	<input type="checkbox"/> Loyalty	<input type="checkbox"/> Affection
<input type="checkbox"/> Inferiority	<input type="checkbox"/> Mistrust	<input type="checkbox"/> Hatred
<input type="checkbox"/> Admiration	<input type="checkbox"/> Loyalty	<input type="checkbox"/> Affection
<input type="checkbox"/> Inferiority	<input type="checkbox"/> Mistrust	<input type="checkbox"/> Hatred
<input type="checkbox"/> Admiration	<input type="checkbox"/> Loyalty	<input type="checkbox"/> Affection
<input type="checkbox"/> Inferiority	<input type="checkbox"/> Mistrust	<input type="checkbox"/> Hatred



	DARING	skill at arms forcefulness
	GRACE	elegance agility
	HEART	emotional awareness expression
	WIT	cleverness knowledge
	SPRIT	integrity metaphysical power

Conditions



ANGRY

-2 to **Figure Out a Person**



FRIGHTENED

-2 to **Fight**



GUITY

-2 to **Emotional Support**



HOPLESS

-2 to **Defy Disaster**



INSECURE

-2 to **Entice**

To clear, break something important to you or someone you care about

To clear, run away and leave something important behind

To clear, sacrifice something important just to hurt yourself for what you did

To clear, lose yourself in escapism or pleasure when you should be doing something important

To clear, take rash action to confront the object of your jealousy and prove your worth without any plan or advice

LABELS

(at character creation, add +1 wherever you choose)

DANGER	-2	-1	0	+1	+2	+3
FREAK	-2	-1	0	+1	+2	+3
SAVIOR	-2	-1	0	+1	+2	+3
SUPERIOR	-2	-1	0	+1	+2	+3
MUNDANE	-2	-1	0	+1	+2	+3

CONDITIONS

- Afraid (-2 to directly engage a threat)
- Angry (-2 to comfort or support or pierce the mask)
- Guilty (-2 to provoke someone or assess the situation)
- Hopeless (-2 to unleash your powers)
- Insecure (-2 to defend someone or reject others' influence)



Stress



When you eclipse—Who you really are clearly isn't enough; only the mask is worthy of their love. You reject all aspects of your everyday self, and embrace the most superficial aspects of your persona. Give them what you know they want—effortless beauty, and extravagant drama!

You escape eclipse when someone shows you the truth of their heart, and you reveal your identity to them. They add a promise about keeping your secret.

Girl By Moonlight (2023)

TRAITS: 2 they are ● | 1 they're really not Ø

- Brave Gentle Protective
- Caring Honest Quiet
- Confident Honorable Rash
- Curious Persistent Stubborn

DESIRSES: 2 they want ● | 1 they really don't Ø

- Belonging Justice Renown
- Glory Knowledge Thrills
- Harmony Love Wealth
- Honor Power Wisdom

Grimwild (2024)

GROWTH ARCS

- Embrace Change
- Escape My Past
- Find Belonging
- Just Enjoy Life
- Prove Myself
- Settle Debts

STRUGGLE ARCS

- Come Unraveled
- Doubt Convictions
- Feed My Vices
- Flirt with Betrayal
- Keep a Secret
- Survive the Storm

AMBITION ARCS

- Build a Reputation
- Explore the World
- Finish the Mission
- Make Things Right
- Satisfy Desires
- Uncover the Truth



Avatar Legends (2023)

CONDITIONS

AFRAID

-2 to intimidate and call someone out

ANGRY

-2 to guide and comfort and assess a situation

GUILTY

-2 to push your luck and +2 to deny a callout

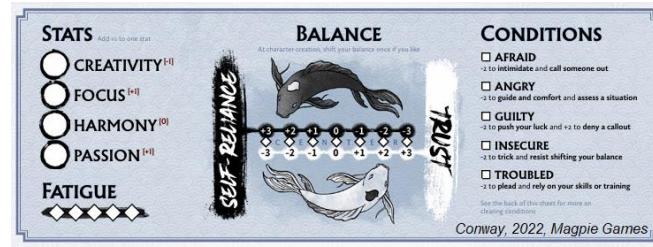
INSECURE

-2 to trick and resist shifting your balance

TROUBLED

-2 to plead and rely on your skills or training

Original negative emotion system for adolescent characters



CONDITIONS

FRUSTRATED

-2 to push your luck and +1 to intimidate

JADED

-2 to plead and +1 to trick

REMORSEFUL

-2 to the stance move and +1 to call someone out

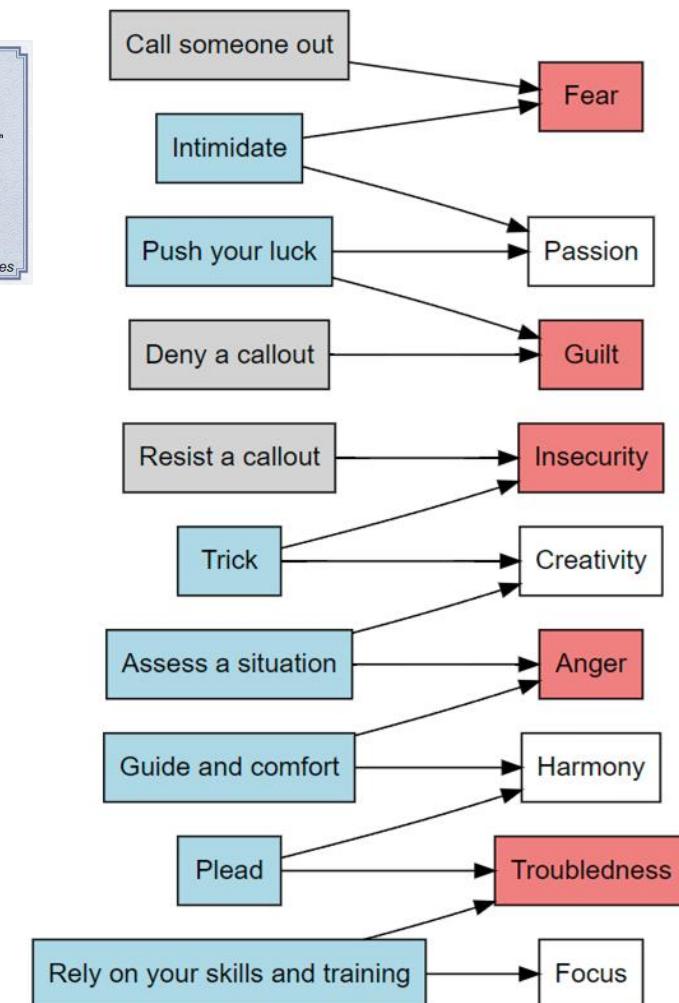
SHAKEN

-2 to guide and comfort and +1 to assess a situation

WORRIED

-2 to deny a callout and +1 to rely on skills or training

Newer emotion system for "elders"



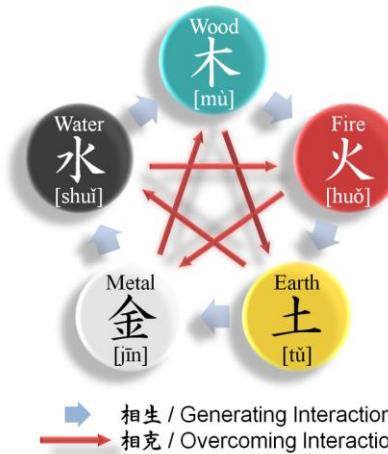
5. ELEMENTS

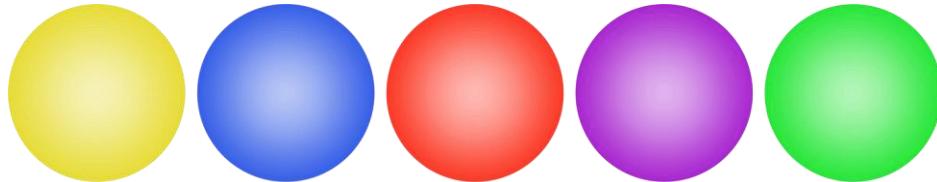
Players next assign each of the following numbers to one of the Elements:

+2, +1, +1, 0, -1.

In **HEARTS OF WULIN**, players freely select the Element that will modify the roll before the roll occurs, with two exceptions. First, players always roll with their Style Element when fighting. Second, players cannot roll with their Style Element when rolling the Inner Conflict move. Each Element has loose associations: on the left are positive associations and the right are the negative ones. The latter represents a lack, imbalance, or over-abundance of that Element.

 EARTH	Caution, Focus, Presence	Obsessive, Disdaining, Uncaring
 FIRE	Creativity, Speed, Passion	Reckless, Alienating, Scattered
 METAL	Control, Calculation, Reflection	Unsatisfied, Inflexible, Scared
 WATER	Awareness, Wisdom, Flexibility	Uncertain, Isolated, Depressed
 WOOD	Patience, Growth, Curiosity	Overconfident, Angry, Licentious





Inside Out (2015)
Inside Out 2 (2024)



- Rock paper scissors -> fixed Nash equilibrium ($1/3, 1/3, 1/3$ is unexploitable by adversarial environments/agents)
- Dynamic game -> dynamic Nash equilibrium (the unexploitable ratio evolves)

Story-building

BURDEN & TRADITION

You are an icon of your burden and tradition. You are expected to be its exemplar, its single most important representative, trained up from a young age and saddled with the weight of history. You have been told that you are vital to the world.

Choose **3 responsibilities** of your burden and tradition you are expected to assume:

Protecting humanity from natural disasters and dark spirits; destroying dangerous creatures; overthrowing tyrants; serving and defending rightful rulers; performing rituals; providing aid and succor to the downtrodden; searching for hidden histories and artifacts; guarding nature from threats and destruction; safekeeping records and relics

Choose **3 prohibitions** of your burden and tradition:

Never refuse an earnest request for help; never express great emotion; never run from a fight; never start a fight; never deny someone knowledge or truth; never use your role for gain or profit; never intervene in a community without invitation; never withhold forgiveness; never steal or cheat

You have dedicated yourself to accomplishing great, exciting deeds and becoming worthy of the trust others place in you. Choose four drives to mark at the start of play. When you fulfill a marked drive, strike it out, and mark growth or clear a condition. When your four marked drives are all struck out, choose and mark four new drives. When all drives are struck out, change playbooks or accept a position of great responsibility and retire from a life of adventure.

- successfully lead your companions in battle
- give your affection to someone worthy
- start a real fight with a dangerous master
- do justice to a friend or mentor's guidance
- take down a dangerous threat all on your own
- openly outperform an authority figure
- save a friend's life
- get a fancy new outfit
- earn the respect of an adult you admire
- openly call out a friend's unworthy actions
- form a strong relationship with a new master
- stop a fight with calm words
- sacrifice your pride or love for a greater good
- defend an inhabited place from dire threats
- stand up to someone who doesn't respect you
- make a friend live up to a principle they have neglected
- show mercy or forgiveness to a dangerous person
- stand up to someone abusing their power
- tame or befriend a dangerous beast or rare creature
- pull off a ridiculous stunt

— BEATS —

- Beats are moments you can purchase with your trouble and style to fuel the story, advance your character, and prompt roleplaying scenes.
- The cost listed with each beat is the amount of style or trouble you clear to buy it, but you can purchase trouble-cost beats even if you can't afford them.
- Trait and arc beats are one-time buys. Arc beats must also be bought in descending order, and only once per downtime. These limits don't apply to any other beats. Buy six *In the Labs* at once for all I care.

GRIT ARC

A Goal (1 style). A montage where you work towards a goal. Practicing an impossible trick in the driveway, building something no one believes in, saving change in a jar, etc. +1 **slam** (*tired, blistered, etc.*)

Setbacks (2 style). The work gets harder, progress slows, and now it's raining. Your goal feels farther away than when you started, but you keep at it. +1 **slam**. What's the crew think?

Quitting (4 trouble). The moment you finally give up. Why? What broke you? Who have you let down, besides yourself? +1 **doom**, +1 **fracture**.

Perseverance (3 style). You get back up and keep going. You always do. Who believed in you? -1 **doom**, -1 **fracture**, +2 **legacy**, +1 **trait**.

GUTS ARC

Spotlight (3 style). You get scouted by a sponsor, become the fan favourite, or get singled out for some kind of reward or accolade. You aren't humble about it. +1 **legacy**, +1 **fracture**.

Star Power (2 style). More attention, more offers. It's going to your head. How do you treat your *entourage* crew? +1 **legacy**, +1 **fracture**.

Going Solo (4 trouble). You have a big fight with your crew, choosing yourself over them. It eats at you. +1 **fracture**. +1 **doom**, +1 **slam** (*guilt, anger, etc.*)

The I in Team (1 style). You turn down a huge offer, set the record straight, or show up just in time to help, sacrificing your legacy for the crew. -1 **legacy**, -1 **doom**, -2 **fractures**, +7 **style** for your crew, and +1 **trait**.

SMARTS ARC

Inspiration (1 style). A big idea strikes you, gnawing at your mind and flooding you with adrenaline. Do we know what it is yet? You drop everything to go work on it. Pick a teammate who was there.

Results (2 style). The idea shows promise. Is it some kind of device, a new trick, a portaling breakthrough, or what? +1 **legacy**. Pick a teammate who is there when you test it.

Unintended Consequences (4 trouble). The idea goes haywire, dominoes terribly, or gets into the wrong hands. What's the crew think? +1 **doom** or +1 **fracture**.

Full Realization (3 style). And just like that, it snaps together. Who or what helped you see the missing piece? -1 **doom** or -1 **fracture**, +1 **legacy**, +1 **trait**.

HEART ARC

Dalliance (2 style). You begin a special relationship with a member of another faction, a teammate, or someone else. +1 **legacy**.

Catching Feelings (1 style). The relationship blooms, but things get more complicated, too. What's at stake? Which teammate disapproves? +1 **legacy**, +1 **fracture**.

Us or Them (4 trouble). A misunderstanding, conflict of interest, betrayal, or messy break-up hurts you and your crew. +1 **doom**, -1 **legacy**, +1 **fracture**.
No one understands your love!!!

Love Conquers All (3 style). You make it right, prove your loyalty, speak truth and do the brave thing. Your bonds are stronger than ever. -1 **doom**, -2 **fractures**, +1 **legacy**, +1 **trait**.

CHILL ARC

Caught in a Plot (1 style). You overhear something, get mistaken for someone, get ushered into the wrong line, etc.

Serendipity (2 style). Your moment of dumb luck continues to pay out, but also gets more complex. What does the crew think? +1 **legacy**.

In Too Deep (4 trouble). You're found out, painted into a corner, caught frantically Mrs. Doubtfireing at an event, and just in way over your head. +1 **doom**. Pick a teammate who notices.

Somehow Works Out (3 style). And yet, you land on your feet, as per effing usual. That photo becomes a meme, the money was still in your backpack, the CEO liked your initiative, etc. -1 **doom**, +1 **legacy**, +1 **fracture**.

FAMILY ARC

Trouble at Home (2 trouble). Your family disapproves. How? Why? Do you care? +1 **slam** (*distracted, worried, etc.*) and pick a teammate who notices.

Final Warning (3 trouble). An argument, punishment, or ultimatum. What do they want? What do you? What don't they understand? What don't you? +1 **doom**.

Last Straw (4 trouble). Nuclear war, scorched-earth, and words you both regret. +1 **slam** (*grounded, lost device, etc.*) and +1 **doom**. What's the crew think?
Uh oh! You've done it now, kid.

Redemption (4 style). Who makes the first move toward forgiveness? What's changed? How will you treat each other differently now? -2 **doom**, +1 **legacy**.

ANGST ARC

Angst (2 trouble). You've got issues. Do we know why? How do they show? +1 **slam** (*angry, jealous, depressed, etc.*) Pick a teammate who notices.

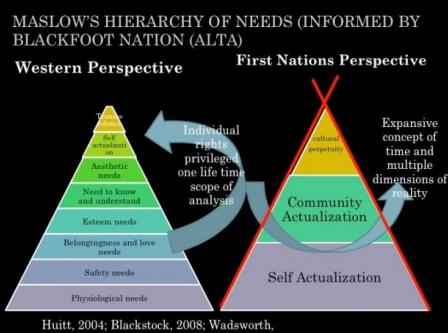
Struggling (3 trouble). Your issues get worse. You act out, project, or try to solve the problem the wrong way. +1 **doom**.

Darkness (4 trouble). Woof. Your issues hurt your own crew. How? What did you say? What did you do? What did you not do? +1 **fracture**.
We've all been there. And it sucks.

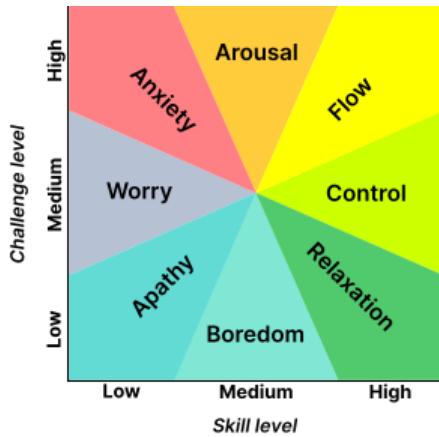
Catharsis (4 style). Who helps you? What do you understand now you didn't before? What will you change? -1 **doom**, -1 **fracture**, +1 **legacy** or **trait**.

Positive Psychology

Seligman and Csikszentmihalyi



Maslow's hierarchy of needs



Maslow was inspired by the Blackfoots

Feigenbaum, K. D., & Smith, R. A. (2020). Historical narratives: Abraham Maslow and Blackfoot interpretations. *The Humanistic Psychologist*, 48(3), 232-243. <https://doi.org/10.1037/hum0000145>

24 CHARACTER STRENGTHS

TRANSCENDENCE	APPRECIATION OF BEAUTY & EXCELLENCE	GRATITUDE	HOPE	HUMOR	SENSE OF MEANING
COURAGE	BRAVERY	PERSEVERANCE	HONESTY	ZEST	
JUSTICE	TEAMWORK		FAIRNESS	LEADERSHIP	
HUMANITY	LOVE	SOCIAL INTELLIGENCE	KINDNESS		
TEMPERANCE	FORGIVENESS	HUMILITY	PRUDENCE	SELF-CONTROL	
WISDOM	CREATIVITY	CURIOSITY	JUDGMENT	LOVE OF LEARNING	PERSPECTIVE

TRANSCENDENCE: desire to become the most that one can be

- * Awe
- * Wonder
- * Shows admiration

COURAGE: respect, self-esteem, status, recognition, strength, freedom

- * Thankful
- * Feels blessed
- * Shows appreciation

JUSTICE: friendship, intimacy, family, sense of connection

- * Positive outlook
- * Expects the best
- * Excited about the future

HUMANITY: personal security, employment, resources, health, property

- * Playful
- * Brings smiles to others
- * Sees the funny side of things

TEMPERANCE: air, water, food, shelter, sleep, clothing, reproduction

- * Playful
- * Brings smiles to others
- * Sees the funny side of things

WISDOM: * Playful

- * Strong beliefs
- * Searches for meaning

APPRECIATION OF BEAUTY & EXCELLENCE: * Playful

- * Strong beliefs
- * Searches for meaning

GRATITUDE: * Playful

- * Strong beliefs
- * Searches for meaning

BRAVERY: * Playful

- * Strong beliefs
- * Searches for meaning

PERSEVERANCE: * Playful

- * Strong beliefs
- * Searches for meaning

HONESTY: * Playful

- * Strong beliefs
- * Searches for meaning

ZEST: * Playful

- * Strong beliefs
- * Searches for meaning

TEAMWORK: * Playful

- * Strong beliefs
- * Searches for meaning

FAIRNESS: * Playful

- * Strong beliefs
- * Searches for meaning

LEADERSHIP: * Playful

- * Strong beliefs
- * Searches for meaning

LOVE: * Playful

- * Strong beliefs
- * Searches for meaning

SOCIAL INTELLIGENCE: * Playful

- * Strong beliefs
- * Searches for meaning

KINDNESS: * Playful

- * Strong beliefs
- * Searches for meaning

FORGIVENESS: * Playful

- * Strong beliefs
- * Searches for meaning

HUMILITY: * Playful

- * Strong beliefs
- * Searches for meaning

PRUDENCE: * Playful

- * Strong beliefs
- * Searches for meaning

SELF-CONTROL: * Playful

- * Strong beliefs
- * Searches for meaning

CREATIVITY: * Playful

- * Strong beliefs
- * Searches for meaning

CURIOSITY: * Playful

- * Strong beliefs
- * Searches for meaning

JUDGMENT: * Playful

- * Strong beliefs
- * Searches for meaning

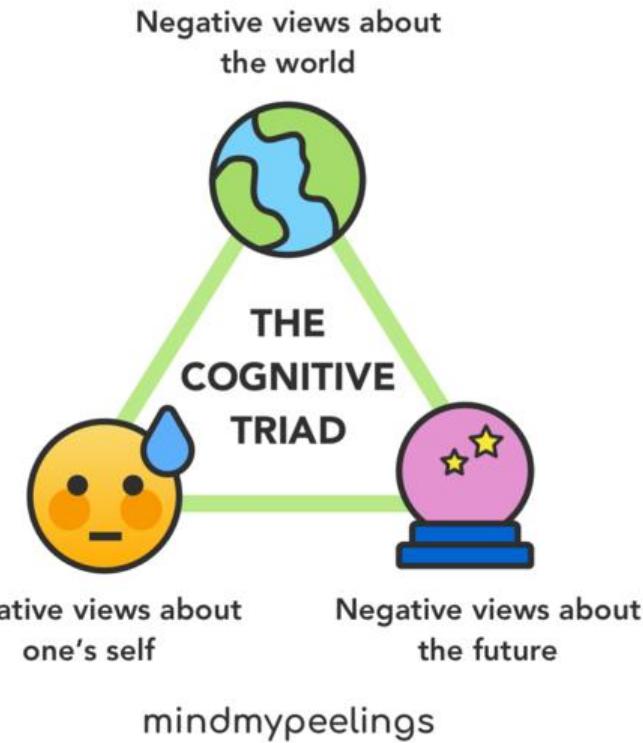
LOVE OF LEARNING: * Playful

- * Strong beliefs
- * Searches for meaning

PERSPECTIVE: * Playful

- * Strong beliefs
- * Searches for meaning

Cognitive Behavioural Therapy (CBT)

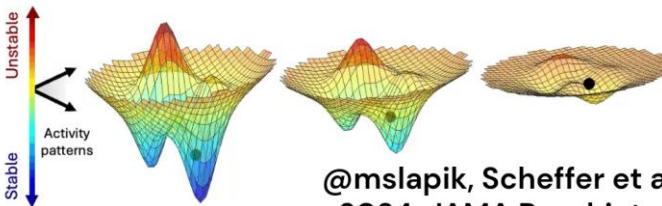
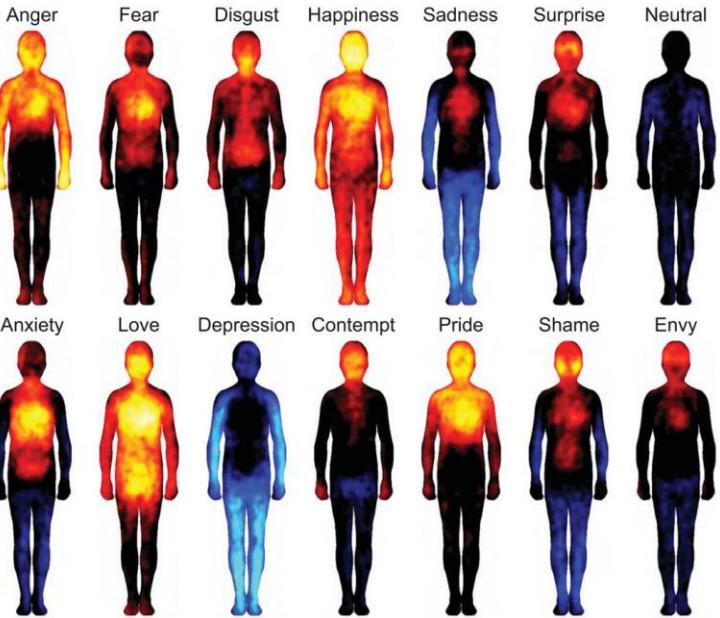
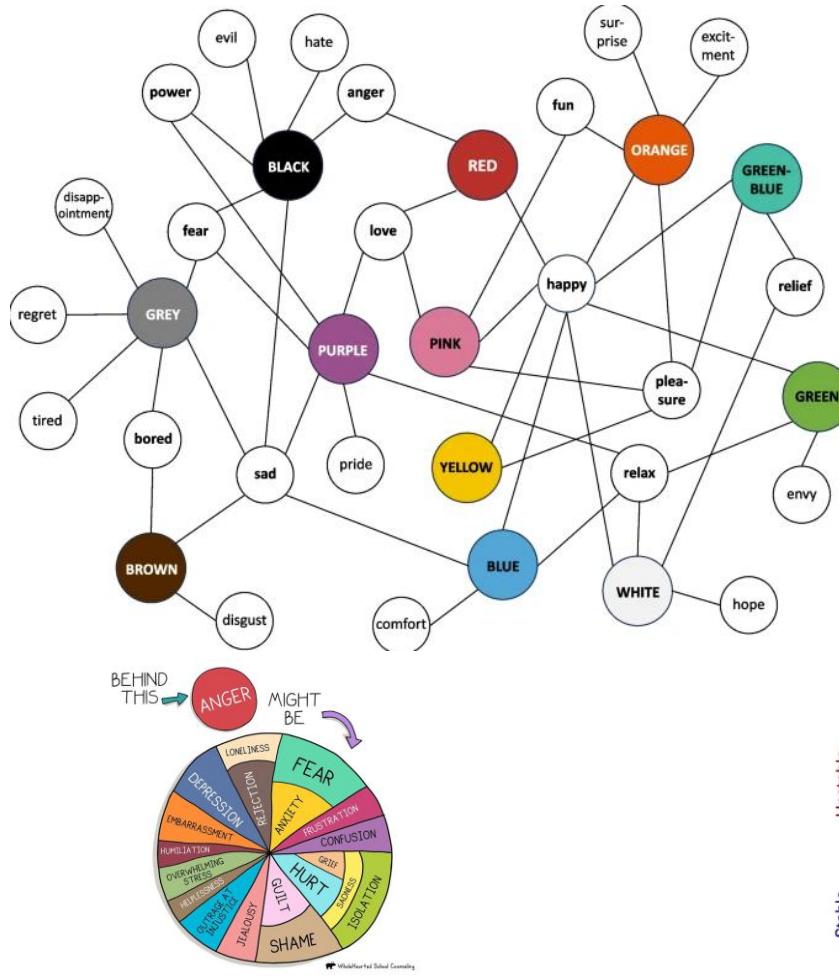


There's something wrong with me	I am unattractive	I am entitled to special treatment	Others should satisfy my needs	I am unimportant	I am not as good as others
I am a bad person	I am incapable	I can do no wrong	If I don't excel, I am worthless	I am not worth others time	Caring leads to being hurt
I am always wrong	I am insignificant	I must be respected or I can't take it	Others don't deserve good things	People I love will leave me	I can't be happy on my own

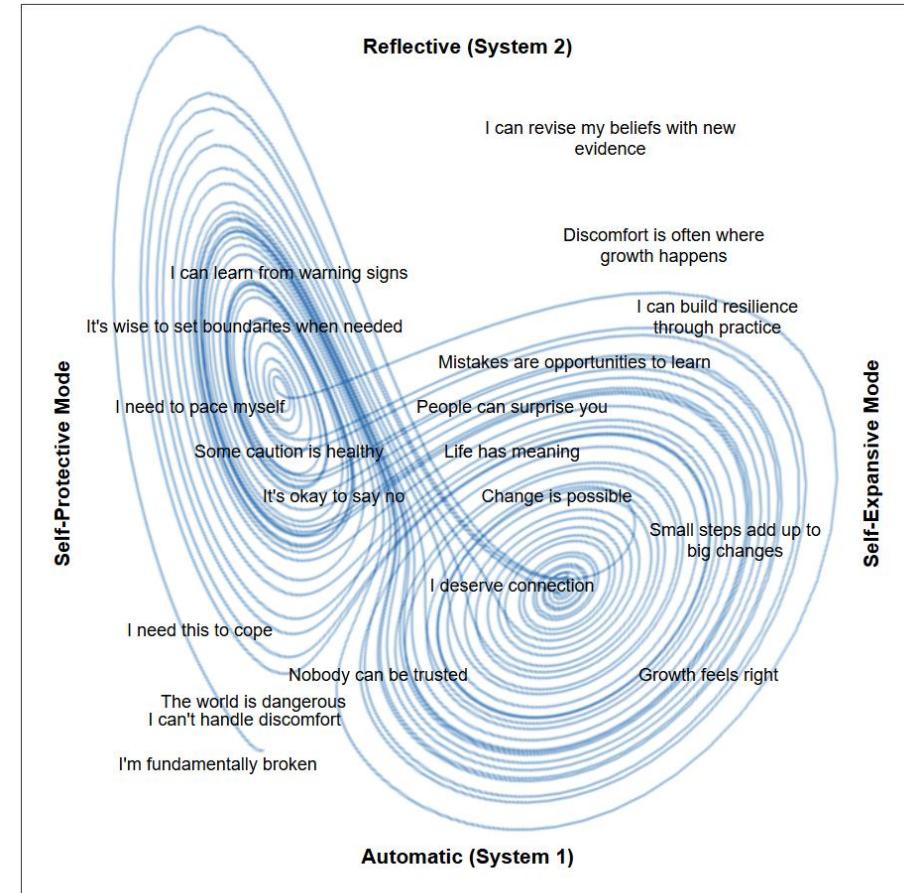
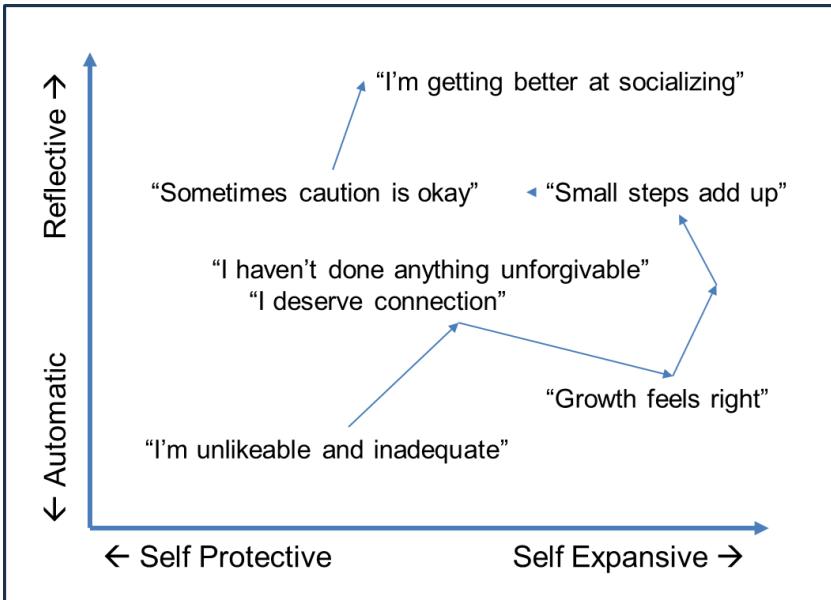


I am unlovable	I will be rejected	I can't ask for help	I can't trust others	I can't handle anything	I am weak
I am unacceptable	I am unwelcome	My needs are unimportant	I can fix people	I am out of control	I am powerless
I don't fit in	I am unlikeable	Everything is my fault alone	I am responsible for others feelings	I am unsuccessful	I am a loser

Situation	Thought	Emotion (%)	Cognitive Distortion	Evidence for the thought	Evidence against the thought	Balanced thought	Re-rate Emotions (%)
Receiving my exam grades	<p>“I am worthless”</p> <p>“I am a terrible student”</p> <p>“Other people will think I am a failure”</p>	<p>Sad (80%)</p> <p>Guilty (85%)</p> <p>Ashamed (90%)</p>	<p>Personalizing</p> <p>Catastrophizing</p> <p>Mind-reading</p> <p>Emotional reasoning</p>	<ul style="list-style-type: none"> - I only got 60% on the exam - The score was below average 	<ul style="list-style-type: none"> - I am still maintaining a good mark - I do well in my other academic work - There are other areas that makes me a good student, like volunteering and leadership roles 	<p>- Although I did not do well on the exam, this does not make me a terrible student because I am doing well in the course and in other courses. I also engage in other activities that make me a strong overall student, such as volunteering for research labs and leadership roles in the school.</p>	<p>Sad (50%)</p> <p>Guilty (30%)</p> <p>Ashamed (30%)</p>



@mslapik, Scheffer et al.,
2024, JAMA Psychiatry



Based on Beck & Haigh, 2015, Annual Review

Brené Brown

Vulnerability, Trust

BRAVING

Boundaries

There is respect for boundaries and when these are unclear clarification is sought, and it's ok to say no

Reliability

Each team member does what they say they will do – they know their limitations and strengths and do not over-promise and under-deliver

Accountability

Team members own their mistakes, apologise and make amends

Vault

Team members don't share information or experiences that are not theirs to share – confidence is respected

Integrity

Team members choose courage over comfort, what is right over what is fun, fast or easy; living by their values

Non-judgement

There is a sense of openness in the team, everyone can talk about how they feel and ask for help without being judged

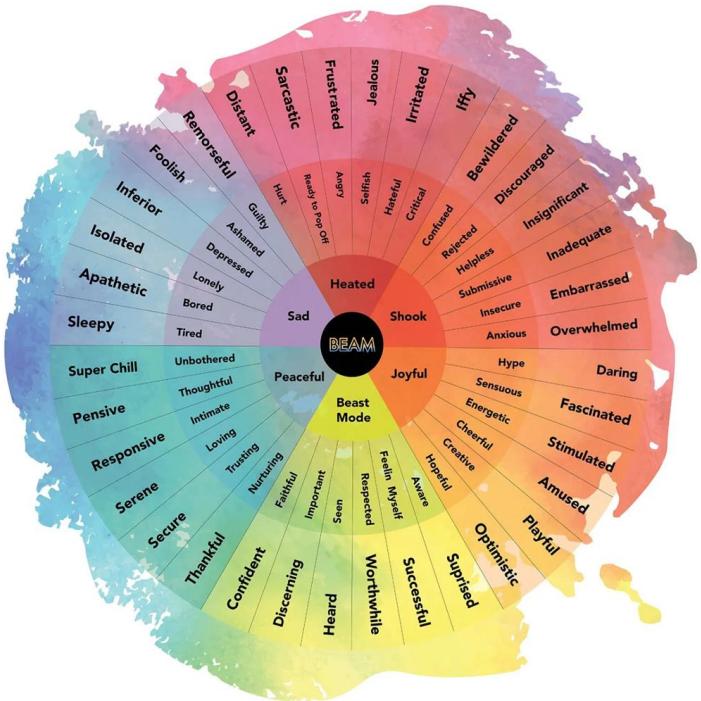
Generosity

Others' actions and behaviours are assumed in the first instance to be well-intended; we avoid creating our own negative-narratives

TRUST

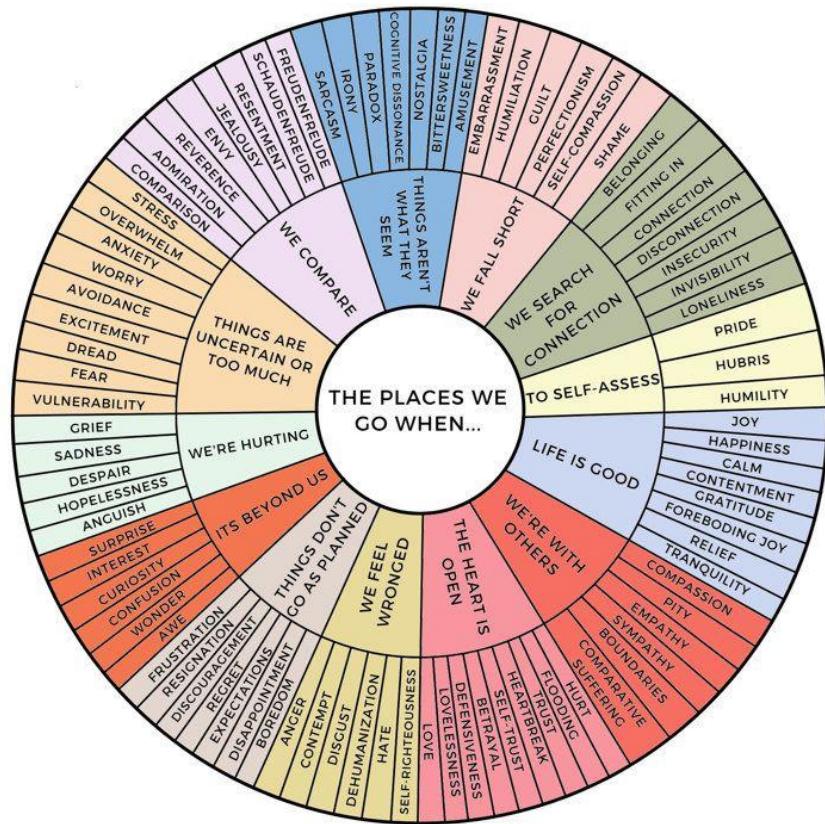
<https://brenebrown.com/videos/anatomy-trust-video/>

How are you really feeling today?



Inspired by Dr. Gloria Wilcox

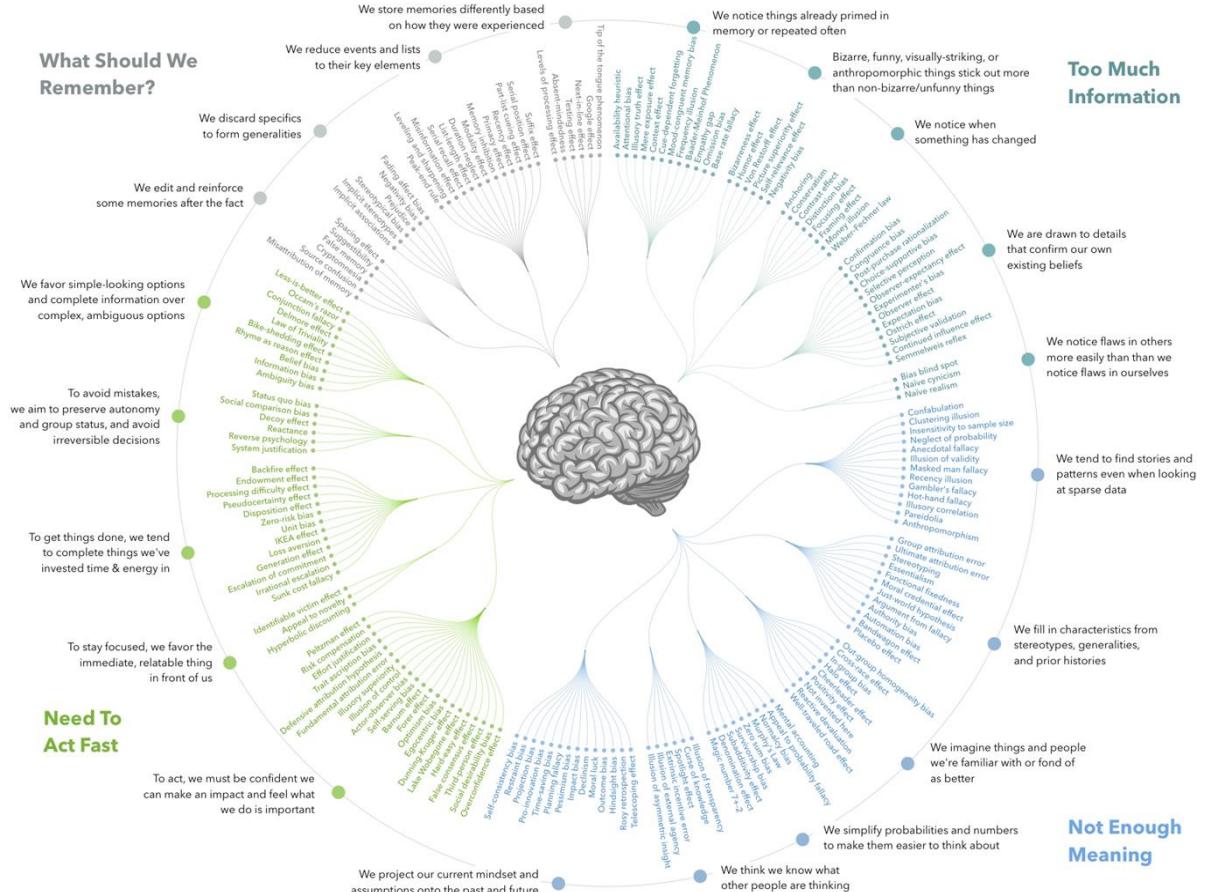
www.beam.community



Wheel adapted from Brené Brown's Atlas of the Heart (2021)

<https://www.etsy.com/ca/listing/1485248410/atlas-of-the-heart-feelings-wheel>

COGNITIVE BIAS CODEX



Nonviolent Communication (NVC)

way to compress the big inventories



<https://www.youtube.com/watch?v=-VJyGfCfAo>

Table 2

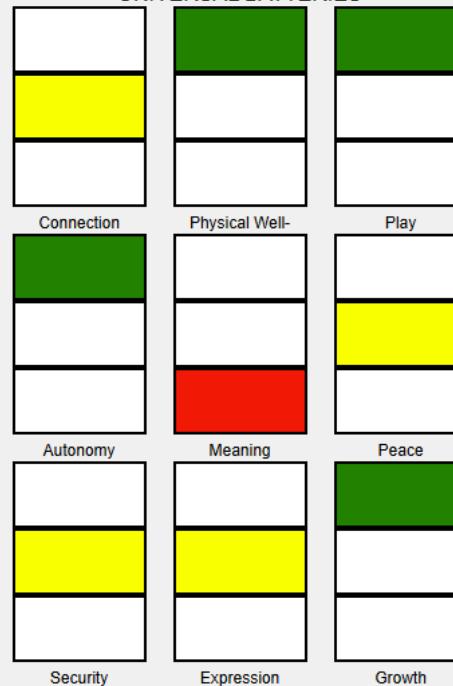
Goals for Participants.

Theme	Topics	Examples
HONESTY	Observations vs. Evaluations	"You disrespected me" becomes "I observed you take my phone without asking me".
	Feelings vs. Thoughts	"I feel disrespected" becomes "I feel frustrated, angry, and sad. I have unmet needs for safety, for order, and trust."
	Needs vs. Strategies	"I have a 'need' to hit this person when they grab my phone" becomes "I have needs for safety, trust, and order. When this person takes my phone, my strategy to meet these needs has been to strike back at the person, and now I can use other strategies, such as making requests, asking others to intervene, etc."
EMPATHY	Requests vs. Demands	"Give me back my phone or else!" becomes "I have a need for safety and my phone helps me feel safe. Please return it now".
	Feelings of Others	Acknowledge feelings others express during conflict situations.
	Needs of Others	Take needs guesses to understand what unmet needs are present (PUN – presence, understanding, needs).
	Feelings of Self	WAIT (Ask myself, "Why am I talking? What am I thinking?")
	Needs of Self	Honor one's needs and express them directly without other conversational responses (such as sarcasm or blaming)

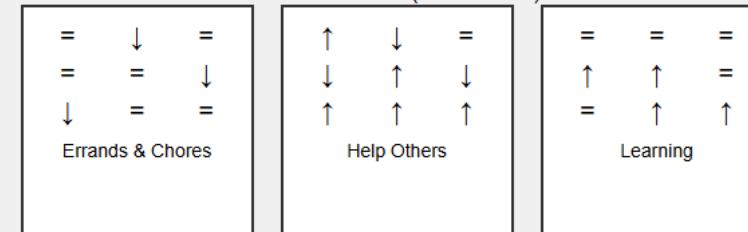
McMahon, S. M., & Pederson, S. (2020). "Love and compassion not found Elsewhere": A Photovoice exploration of restorative justice and nonviolent communication in a community-based juvenile justice diversion program. *Children and Youth Services Review*, 117, 105306.

<https://doi.org/10.1016/j.childyouth.2020.105306>

UNIVERSAL BATTERIES



DAILY EVENTS (CLICK ONE)

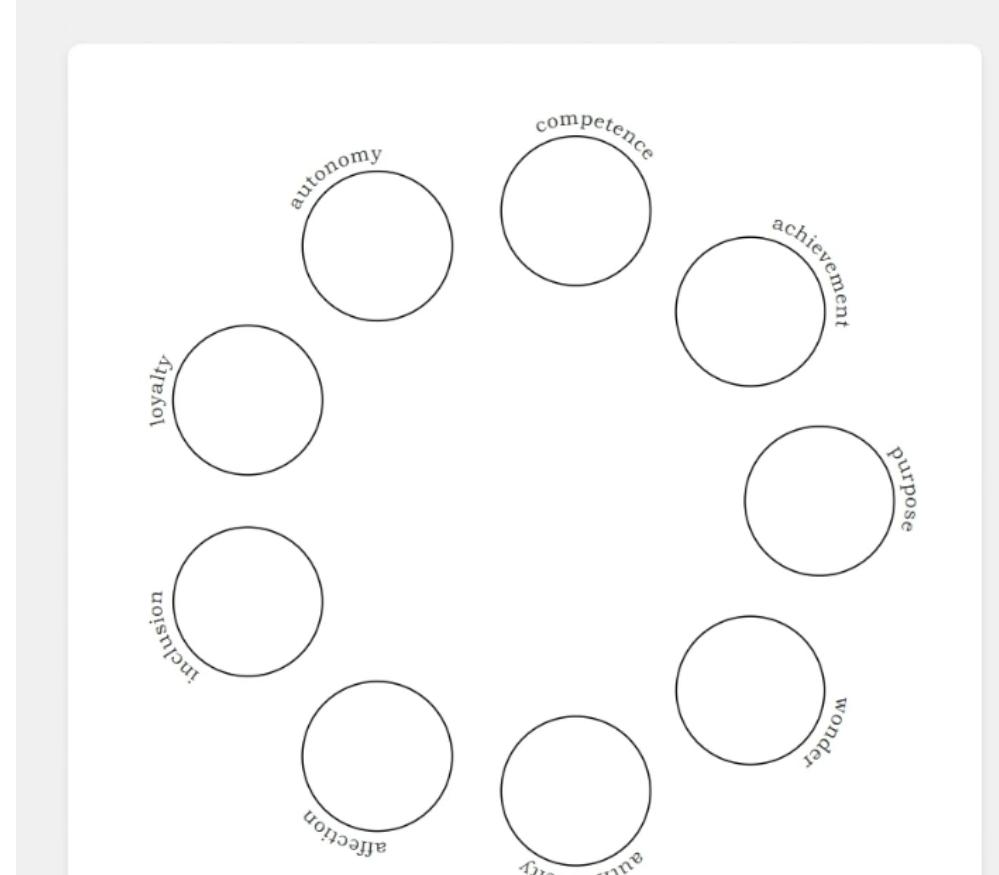


<https://psynapsshots.github.io/academia-magica-apocalyptic/activity-weaving-battery-analogy.html>

Appendix C: Feelings Versus Evaluations

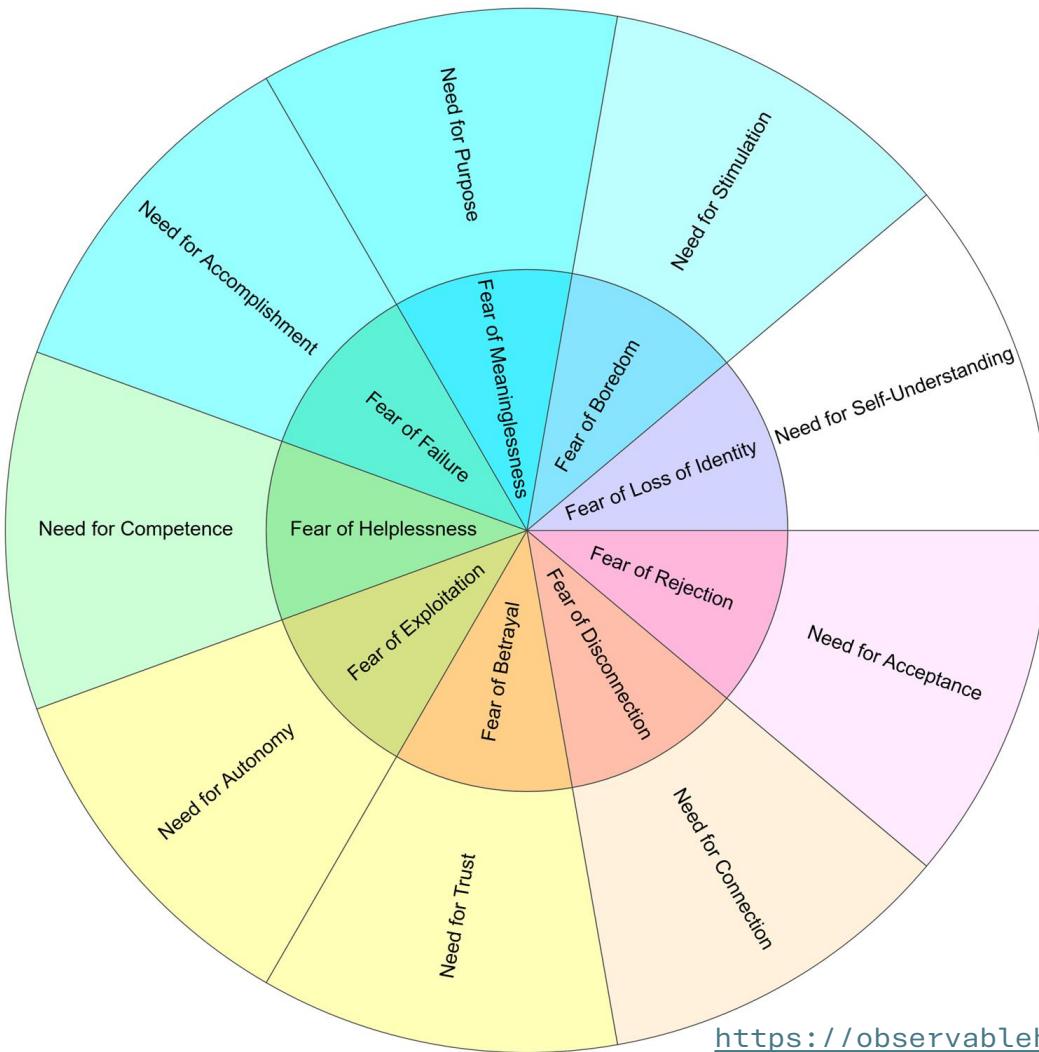
Masquerading as Feelings

Evaluative Word	Feeling(s)	Need(s)
abandoned	terrified, hurt, bewildered, sad, frightened, lonely	nurturing, connection, belonging, support, caring
abused	angry, frustrated, frightened	caring, nurturing, support, emotional or physical well-being, consideration, for all living things to flourish
(not) accepted	upset, scared, lonely	inclusion, connection, community, belonging, contribution, peer respect
attacked	scared, angry	safety
belittled	angry, frustrated, tense, distressed	respect, autonomy, to be seen, acknowledgment, appreciation
betrayed	angry, hurt, disappointed, enraged	trust, dependability, honesty, honor, commitment, clarity
blamed	angry, scared, confused, antagonistic, hostile, bewildered, hurt	accountability, causality, fairness, justice
bullied	angry, scared, pressured	autonomy, choice, safety, consideration
caged/boxed in	angry, thwarted, scared, anxious	autonomy, choice, freedom
cheated	resentful, hurt, angry	honesty, fairness, justice, trust, reliability
coerced	angry, frustrated, frightened, thwarted, scared	choice, autonomy, freedom (to act freely, to choose freely)



<https://www.nonviolentcommunication.com/wp-content/uploads/2020/07/Feelings-vs-Evaluations.pdf>

<https://psynapsshots.github.io/academia-magica-apocalyptic/animated-overlapping-needs-loop.html>





Serious Drawbacks of NVC

Strengths

- Universality of Needs > strategies / feelings
- Efficiency once practiced
- Conflict resolution

Drawbacks

- High potential for harmful misuse (intentional/accidental)
- Complex: favours academics
- Requires practice

Table 2

Goals for Participants.

Theme	Topics	Examples
HONESTY	Observations vs. Evaluations	"You disrespected me" becomes "I observed you take my phone without asking me".
	Feelings vs. Thoughts	"I feel disrespected" becomes "I feel frustrated, angry, and sad. I have unmet needs for safety, for order, and trust."
	Needs vs. Strategies	"I have a 'need' to hit this person when they grab my phone" becomes "I have needs for safety, trust, and order. When this person takes my phone, my strategy to meet these needs has been to strike back at the person, and now I can use other strategies, such as making requests, asking others to intervene, etc."
EMPATHY	Requests vs. Demands	"Give me back my phone or else!" becomes "I have a need for safety and my phone helps me feel safe. Please return it now".
	Feelings of Others	Acknowledge feelings others express during conflict situations.
	Needs of Others	Take needs guesses to understand what unmet needs are present (PUN – presence, understanding, needs).
	Feelings of Self	WAIT (Ask myself, "Why am I talking? What am I thinking?")
	Needs of Self	Honor one's needs and express them directly without other conversational responses (such as sarcasm or blaming)

Combining CBT, NVC,
Positive Psychology,
and RPGs

PROBLEMS

Investigate, Pursue, Escape, Negotiate, Secure, Deceive, Observe, Survive, Follow, Persuade, Explore, Slay, Protect, Redeem

FORTES

Assign one unique die (d4/d6/d8/d10/d12) to each stat. Pick one forte per stat (unfoiled or *foiled to start).

1. **Mystique**
 Graceful → 😊 * Acquiescent / Stretched Thin
or
 Mysterious → 😐 * Guarded / Out of Sync
2. **Acumen**
 Astute → 😊 * Cynical / Overthinking
or
 Rigorous → 😐 * Detached / Hesitant
3. **Grit**
 Tenacious → 😊 * Stubborn / Predictable
or
 Adaptive → 😊 * Rootless / Scattered
4. **Instinct**
 Mindful → 😊 * Withdrawn / Paralyzed
or
 Courageous → 😊 * Dances with Danger / Reckless
5. **Craft**
 Resourceful → 😊 * Takes Shortcuts / Minimalist
or
 Visionary → 😊 * Unrealistic / Overextended

FORTES solve **PROBLEMS**
which fulfill **NEEDS**
which provide **RESOURCES**
which power **FORTES**

NEEDS

For each category below, you must achieve ONE of the two positive actions. Check the boxes if you're experiencing the negative states from unmet needs.

1. **Social Growth** (😊 -> invisible unrecognized)
 Foster Connection: Build meaningful bonds or strengthen relationships
 Earn Recognition: Achieve something noteworthy or gain respect from others
2. **Personal Power** (😊 -> insecure disempowered)
 Demonstrate Mastery: Show competence or overcome a challenge through skill
 Create Security: Establish safety or stability for yourself or others
3. **Self-Expression** (😊 -> unfree disrespected)
 Exercise Freedom: Make an important choice or act on your own terms
 Set Boundaries: Successfully establish or maintain personal limits
4. **Mutual Trust** (😊 -> untrusted unsupported)
 Show Integrity: Demonstrate trustworthiness or keep an important promise
 Offer Support: Provide meaningful help or care to another
5. **Understanding** (😊 -> misunderstood disconnected)
 Champion Justice: Stand up for what's right or ensure fair treatment
 Foster Empathy: Create genuine understanding between people

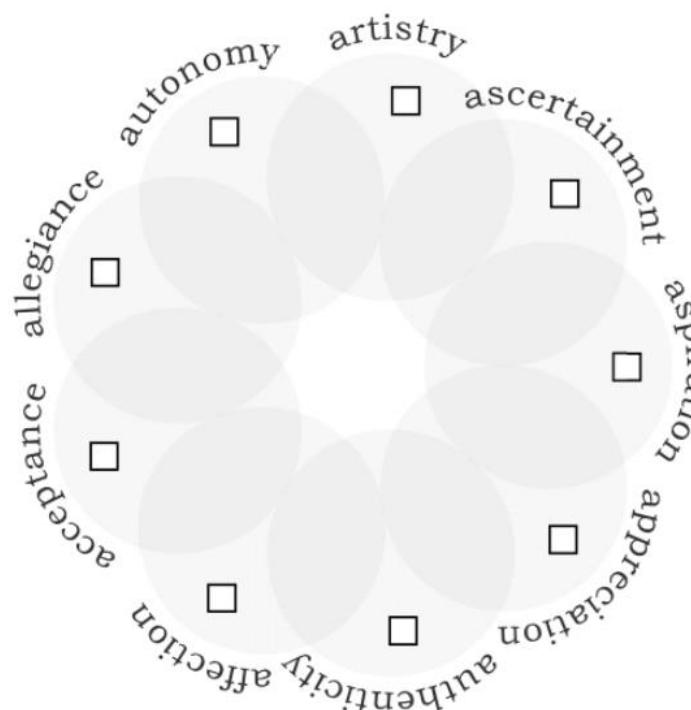
RESOURCES (HP, MP, sanity, items, allies, focus, energy, rage etc)

Use these to boost your rolls

ACADEMIA MAGICA APOCALYPTICA	
+ Character + Name (School)/House: Looks/Specialties: + Rolling + Roll and sum up each die result. If one you pick, add 1 to all others. Add 1 for each specialty or skill you choose under these stats. Add 1 for each determined by tiers (e.g. Strength) and taking him out until results look like: + Magic + A.M.R. = power and control over magic. Range: 1-100. Constant. Just one tier. <ul style="list-style-type: none"> - Reflexive: 1-10 - Mystic: 1-10 - Instinct: 1-10 - Special: might be 1-10 or 1-100. Challenging might be Grit - based on the type. - Any stats could be 1-100 or 1-1000 depending on how you read it / block. + Downtime + Choose 2 changes: <ul style="list-style-type: none"> - Try a new style - Find a new job - Make a friend and make it last - Travel far away. Then, go on a 1-year adventure with your best friend and their crew. - Write a book or an unprintable thesis. 	+ Core Attributes + Assign one unique die (1d4+1d6+1d10+1d12) to each attribute. Choose one profession to specialize in. Mystique <input checked="" type="checkbox"/> <input type="checkbox"/> Guidance <input type="checkbox"/> Maintenance Acumen <input checked="" type="checkbox"/> <input type="checkbox"/> Analysis <input type="checkbox"/> Riddles Grit <input checked="" type="checkbox"/> <input type="checkbox"/> Transaction <input type="checkbox"/> Adaptive Instinct <input checked="" type="checkbox"/> <input type="checkbox"/> Mindful <input type="checkbox"/> Courageous Craft <input checked="" type="checkbox"/> <input type="checkbox"/> Resourceful <input type="checkbox"/> Visionary + Success Tiers + 7+ Coatty Cuddles 10+ Lesser... 13+ Bold C**t 16+ Greater C***t 19+ Extraordinary C****t 22+ Astounding C*****t + Ring of Universal Needs + Order each round from (1) Love to (12) Growth in 90° sectors. Checked = fulfilled in 30° or start. Your longest chain of unfulfilled needs determines your tier.
+ Allies + Take from given. Past experiences, relationships, strengths, etc. Consider: past life, family members, friends, etc. 11 to 16 total points available. Points can be spent on the strained relationships and others. Don't use with 6.	+ Animus + Take from given. Past experiences, relationships, strengths, etc. Consider: past life, family members, friends, etc. 11 to 16 total points available. Points can be spent on the strained relationships and others. Don't use with 6.
+ Bits + Choose 1 or 2. Only 2 if both another character has them. <ul style="list-style-type: none"> - Unfuddle: 1 point. Use once per day. Can't be used in a roleplay. - Brute: 1 point. Use once per day. Use twice in a row. - Shroom: 1 point. Use once per day. Use twice in a row. 	+ Friends + Roll 1d10 and have your group guess each other's numbers. <ul style="list-style-type: none"> - 1st: <input type="checkbox"/> - 2nd: <input type="checkbox"/> - 3rd: <input type="checkbox"/> - 4th: <input type="checkbox"/> - 5th: <input type="checkbox"/> - 6th: <input type="checkbox"/>
+ Agent + Let go and Ask before: Add + Agent to your roll.	+ G.S.T. Rew-A + Hypothetical, January 26, 2015

❖ Ring of Universal Needs ❖

*Order each Need from (1) most insecure to (9) most secure.
Checked = fulfilled (#5-#9 at start). Your longest chain of
unfulfilled needs determines your Angst score.*



autonomy & artistry

"if it's not my own idea or if I get help, I don't want to do it since it doesn't count.

affection & authenticity

"they don't know the real me, so them liking me doesn't count"

aspiration & acceptance

"if I put in the effort,
people must like me"

acceptance & affection

“if they don’t like every part of me, then they hate me”

authenticity & appreciation

“because it’s not 100% original, it’s not art”

ascertainment & aspiration

“getting this degree won’t 100% for sure make my life better, therefore it’s worthless”