

The following events are useful, present in the recording and their time stamps are recorded here:

- 1:42–1:49 “which ones are smiles, and which one is health?” [Confusion identifying the two trackers. At 5:49–5:54, starting values are explained as 5 smiles and 5 health.]
- 3:46–4:08 “Do you know what the star is?” [The sample resource icon is mistaken for a game component; clarify that it is illustrative. Also recorded in Jessica’s notes.]
- 5:20–5:54 “place the token at start” [Token placement needs explicit instructions; starting smiles and health are then explained. Jessica also flags this setup question.]
- 6:11–6:23 “Place 3 resource cards. This get ready, it's just not explicit enough.” [Setup wording does not clearly explain the resource display.]
- 8:05–8:09 “Is this goal covering the directionality?” [Goal placement may obscure movement arrows.]
- 9:38–10:46 “But I don't understand what's the point of refilling when you have to land on there in order to even be able to do it.” [Goal visibility and replenishment are unclear. The later explanation that goals remain visible helps players understand planning. Jessica also flags whether goals are face up or face down and whether new goals are added when none is purchased.]
- 11:18–11:27 “Technically, it's commanding me to buy one of the three displayed cards at its price, but I'm going to assume that that's an option.” [Players need clearer wording for optional purchases and the alternative of taking \$2.]

- 11:39–12:15 “what’s the terminal goal? Like, how do you win?” [Players work out the win condition together. Judy flags the complexity of its visual presentation.]
- 12:28–12:43 “I can spread it out a little bit so you can see them.” [Players confuse illustrative resources with actual cards; spreading out the display improves visibility.]
- 16:13–16:44 “You may complete a goal you passed.” [Players revisit the rule to confirm that passing a goal, rather than landing on it, allows completion.]
- 18:39–19:26 “My interpretation of that card would be you would gain one health when you play that card.” [Card effect timing is ambiguous. The group discusses activating the effect immediately; a consistent rule is needed.]
- 19:27–20:27 “So, can I go in any direction that I want?” [Movement direction remains unclear. One player subsequently chooses to move backward.]
- 25:29–25:41 “But do you keep these cards when you play them, or do you put them back in the pile?” [Resource retention and reuse remain unresolved in the discussion.]

We assessed learning by asking a series of questions following the game:

How was your trip?

- 22:48–23:03 “Never escaped. Never got out.” [Players describe an unsuccessful trip.]
- 22:48–23:03 “No one left Valadora in a better state.” [Players question whether the unknown deck was shuffled. This suggests checking setup before concluding that the event distribution is unbalanced.]

Any notable moments?

Related feedback from the postgame discussion:

- 23:51–24:01 “the goals are, like, kind of close to the start square, at least on the bottom path.” [Players report that early goals are not achievable with their initial resources; this points to a pacing problem.]
- 24:32–24:49 “because then you can kind of strategize around what direction you want to move into.” [Allowing direction choice receives support as a way to improve planning.]

What do you remember from the cards?

The postgame questions about travel dangers and helpful tools provide related evidence:

What are some of the potential travel dangers that you might interact with?

- 21:09–21:15 “Don’t be stupid and fall on your scooter.” [Recalls the scooter safety scenario.]
- 21:16–21:26 “Lack of resources, being underprepared is the enemy of travel. You need to charge your phone.” [Connects travel risks to preparation and the phone battery scenario.]

21:16–21:46 Players also discuss packing too much and needing a sensible plan. [Judy’s assessment notes summarize five danger themes: scooter safety, lack of resources, phone charging, passport loss, and unreasonable planning. Passport loss appears during gameplay at 16:56–17:16; the transcribed assessment instead includes a discussion of overprotecting a passport.]

What are some tools that can help you avoid those things?

21:46–22:07 “Band-aids.” [Recalls a practical response to blisters. Other responses include “a licensed tour guide” (22:03–22:05) and “just listen to your local pharmacist” (22:07–22:11).]

22:11–22:37 “knowing where resources are”; “Get to know the people.” [Adds resource awareness and local people to the tools already recalled. Judy’s notes summarize five tools: band-aids, a licensed tour guide, local pharmacists, knowing where resources are, and local friends or people.]

22:31–22:37 “So knowing how to ask people for help.” [Identifies seeking help as a travel strategy. These responses show immediate recall, but do not establish long-term retention.]

We will make the following changes to gameplay:

Proposed changes based on the observations and feedback:

- Players can move in either direction. We will add arrows onto the map from the starting location.
- Provide a rulebook and a mini rule card or short start guide that covers a player’s turn:
 - Clarify goal rules: explicitly address replenishment when no goal was purchased [8:29–10:46; 23:30–24:01]
 - State movement direction explicitly. [16:13–17:45; 19:27–20:27; 24:01–25:04]
 - Clarify that players must keep used resource cards face down to distinguish them from available cards [11:18–11:27; 18:39–19:26; 25:16–25:41]
 - Short card will have real card examples not fake ones
- Add clarity to the map and travel journal [12:28–12:43]
 - Adding one line explanation to each card deck
 - Adding 3 resource slots
 - Remove bank
- Add a single line encouraging players to focus on learning [similar to Cabinets of Curiosity]

Assessment Notes

- People successfully named 5 dangers: scooter, lack of resources, charge your phone, passport loss, not planning reasonably.
- And 5 tools too: bandaids, licensed tour guide, local pharmacists, know where the resources are, local friends/people