



GAME MANUAL

8KEYCOM

Enjoy the game!



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Preface

Why games?

There are currently more than 5 millions of unemployed young people in the EU which means that one in five young Europeans cannot find a job. One of the four main objectives of the European Commission is to tackle unemployment and to develop skills that are crucial in the labour market. And those at risk the most are the ones that have the least knowledge or fewer opportunities.

Nowadays, in addition to the formal education, different non-formal learning activities are essential components in enhancing the competitiveness of young people. Games are considered to bring pleasure in learning – if a game allows its players to enjoy it, learning will be more efficient despite the difficulties. Each game is based on learning and participation in the game on a voluntary basis and with the aim of entertainment. Games allow players to learn new things, thus improving their basic skills or competences.

Non-formal learning methods can help to develop young people's skills and deepen their understanding of them which is necessary for finding and keeping a job, or even becoming an entrepreneur. It is especially the case for those who are excluded or discriminated for various reasons, and those who lack self-confidence and personal motivation. Studies show that young people learn best when they are given an opportunity to take an active role in order to clearly understand learning goals and be aware of their own choices.

This manual is an outcome of the Erasmus+ project “Enterprising and surprising through 8 key competences” that was implemented by the Baltic Regional Fund from Latvia as the project beneficiary, and AC Amics de la Biblioteca de la Fonteta from Spain, Eesti MTÜ Edela Arenduskeskus from Estonia, and Association of the Deaf and Hard of Hearing in Nova Gradiška from Croatia as partners.

The project lasted for 19 months, and it resulted in development of 9 educational games aimed to deepen the understanding and develop 8 key competences in lifelong learning. The project partners also produced a manual which helps to play the games providing further explanations, introducing rules for playing games and containing the relevant information on the competences themselves, and a summary of research on the competences that was also conducted in all the involved countries.

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Project description

Erasmus+ Strategic Partnership project “Enterprising and surprising through 8 key competences” (No. 2015-2-LV02-KA205-000815) was implemented from 1 September 2015 to 31 March 2017. Four partners were involved in the project development – the project coordinator Baltic Regional Fund from Latvia and partners AC Amics de la Biblioteca de la Fonteta from Spain, Eesti MTÜ Edela Arenduskeskus from Estonia and Association of the Deaf and Hard of Hearing in Nova Gradiška from Croatia. The total budget of the project was EUR 90,406.00.

The main aim of the project was to develop a new tool of non-formal education – an interactive competence game which would promote and develop 8 lifelong learning key competences: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression.

The developed tool is a set of games that includes 9 games. Each of them is specially focused on one of the 8 key competences, and all of them include various NFE elements – simulations, discussions, individual work, group work etc. By playing games participants will improve their knowledge, skills and attitudes in different fields and at different levels. Games can be adapted to several levels of complexity and are suitable for young people aged 13+. An important element of the game is evaluation, through which young people will analyse and reflect which competences they develop by completing a specific task or exercise in the game, why these competences are important, and how they are connected with personal and professional life.

Project activities:

1. Research conducted in each partner country on the 8 lifelong learning key competences;
2. Sharing of the best practices of youth work in the countries involved;
3. Development of a new NFL tool – an interactive game with the help of which young people will be able to better understand and develop the eight key competences that are required in the labour market;
4. Development of a game manual which includes a summary of research, materials about the 8 key competences, rules of various games, and all supportive documents;
5. Production of game materials in 200 copies;
6. Implementation of pilot training involving young people from each partner country;
7. Implementation of multiplier events involving 15 youth workers/trainers/teachers and 15 young people from each partner country;
8. Creation of a video about the developed NFL method and the main advantages of games.

More information: www.8competencesgame.com

Enjoy the game!



Partners' profile

BALTIC REGIONAL FUND

Baltic Regional Fund (BRF) is a non-governmental organisation created in 2011 with the aim to develop, encourage and support creative ideas. Members of the Foundation enhance the idea of friendly and peaceful world by promoting intercultural dialogue and equality and respecting individuality. Seminars, training and projects open the door to new experiences, competences and opportunities by promoting non-formal education and lifelong learning. BRF is located in Riga (Latvia) but the Fund collaborates on a European level implementing educational projects. The organisation has BaMbuss Youth Centre in Riga where we organise multi-faceted youth activities, such as workshops, non-formal learning, discussions and specialised clubs, train volunteers, develop mentoring and peer support network and provide career counselling.

www.brfonds.lv



EDELA EESTI ARENDUSKESKUS

Edela Eesti Arenduskeskus is a non-governmental organisation which has been working in the public interest of local initiative and for local development purposes since 2008. We engage young people in different activities contributing to the development of rural youth active citizenship, tolerance-building and enhancing their understanding of differences in cultures, traditions and worldviews.

Today we train the unemployed and assist the unemployed youth to find work. We also organise various seminars and debates for young people in order to increase tolerance and understanding of cultural differences. One of the new directions we have taken is to promote youth entrepreneurship. We also support local community through different projects in order to raise their identity and initiative.

www.facebook.com/edelaeesti



AC AMICS DE LA BIBLIOTECA DE LA FONTETA

AC Amics de la Biblioteca de la Fonteta is a non-profit, non-governmental organisation created in 2005. Its origins are connected with the Scout movement, and its main aim is to "leave the world a bit better for the future generations". We aim to achieve it by promoting an intercultural dialogue, non-formal education and active citizenship. Our target group is mainly young people aged 16-35, and our main activities are related to (all kind of) games and international mobility.

www.lafonteta.net



ASSOCIATION OF DEAF AND HARD OF HEARING

Association of the Deaf and Hard of Hearing Nova Gradiška is a non-governmental and non-profit organisation. The Association gathers hearing impaired people and general population of youngsters in Nova Gradiška and surrounding municipalities. According to the Association's aims, its major activities are focused on social activities; education, science and research; international cooperation; human rights protection and promotion of democratic and political structure. We regularly implement different projects for involvement of the deaf in political and social life and other aspects of society, as well as for youth work. We have been actively engaged in the international youth work since 2012.

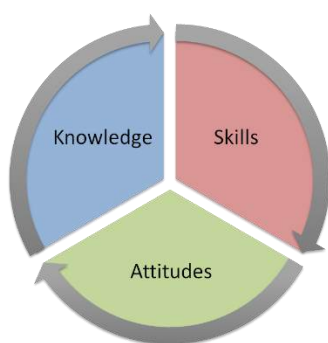
www.ugng.hr



Key Competences

“Lifelong learning has become a necessity for all citizens. We need to develop our skills and competences throughout our lives, not only for our personal fulfillment and our ability to actively engage with the society in which we live, but for our ability to be successful in a constantly changing world of work.”/ Ján Figel (Member of the European Commission responsible for Education, Training, Culture and Youth)

Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context.



Key competences are those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment.

The key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support competence in another.

The European Reference Framework (Dec 2006) sets out eight key competences:

1. Communication in the mother tongue

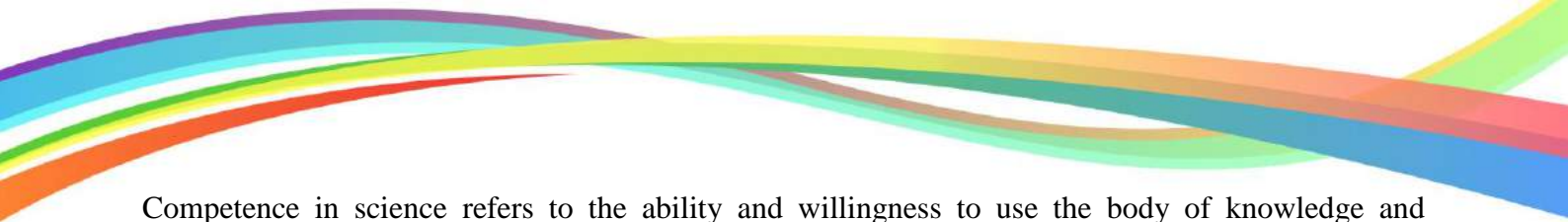
The ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of contexts (e.g. in projects, work, home and leisure).

2. Communication in foreign languages

It broadly shares the main skill dimensions of communication in the mother tongue, but in a different language. Communication in foreign languages also calls for skills such as mediation and intercultural understanding.

3. Mathematical competence and basic competences in science and technology

Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. It involves mastery of numeracy, both mathematical processes and knowledge. It involves the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).



Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world in order to identify questions and to draw evidence-based conclusions.

Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs.

4. Digital competence

It involves the confident and critical use of ICT for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

5. Learning to learn

The ability to pursue and persist in learning, to organise one's own learning, both individually and in groups. It includes awareness of one's learning process and needs. This competence means gaining, processing and assimilating new knowledge and skills in order to use and apply them in a variety of contexts (e.g. at home, at work, in education and training). Motivation and confidence are crucial to an individual's competence.

6. Social and civic competences

Social competence refers to personal, interpersonal and intercultural competence. It covers all forms of behaviour that equip individuals to participate in an effective and constructive way in their social and working life and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on their knowledge of social and political concepts and structures and a commitment to active and democratic participation.

7. Sense of initiative and entrepreneurship

An individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. It is about being aware of the context of one's work and projects and being able to seize opportunities. This should include awareness of ethical values and promote good governance.

8. Cultural awareness and expression

Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.

More information:

<http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=URISERV:c11090&from=EN>

Research summary

Introduction

Erasmus+ Strategic Partnership Project “**Enterprising and surprising through 8 key competences**” has been implemented in order to develop a new tool of non-formal education “8KEYCOM”, consisting of 9 games which will promote and develop 8 lifelong learning competences.

First part of the project is to conduct research (qualitative and quantitative) in each partner country on the 8 competences that will be used in the development of an interactive game.

The main goals of the research are to establish whether experts from different fields and youngsters are actually aware of the 8 key competences, then to discover what competence experts and youngsters find to be the most important in professional work and also to get some information about game techniques that could be used in the development of games.

Information from the research is used in the creation process of games in order to make them more effective, easily understandable for youngsters and more engaging.

Aims of the research:

- To find out how much youngsters and experts know about the 8 key competences;
- To discover how well youngsters and experts know what the 8 key competences are and where they are used;
- To identify how youngsters recognise competences in themselves and how they evaluate development level of competences in themselves;
- To discover how youngsters evaluate competences from the perspective of the employer; and
- To determine what would be the most effective way of including the 8 competences in the game.

Methodology

1. First part of the research – qualitative research

Employing the semi-structured interview method the target group, i.e. experts and/or decision makers from different business fields and organisations (IT, NGOs, retail, manufacturing, cultural enterprise, service field etc.) in each project partnership country, was interviewed about the most necessary competences in their opinion, the 8 key competences, competences that employers require from employees, and a gap between youngsters and the labour market.

Overall, **40 people were interviewed** from January 2016 to the end of February 2016. These were 10 experts from each country – Latvia, Estonia, Croatia, Spain.

2. Second part of the research – quantitative research

Target group: youngsters in Latvia, Spain, Estonia, Croatia.

430 surveys were analysed, 130 were from Latvia, 100 – from Estonia, 100 – from Croatia, and 100 – from Spain. Surveys were collected in the period from December 2015 to the end of February 2016.

Survey for youngsters **aged 13 – 25** was about the 8 key competences, how they have developed these competences in themselves and what level of the competences employers would expect from their employees. Youngsters were also asked about their learning habits and favourite games.

Results and discussion

1. Qualitative research – interviews with experts

A semi-structured interview with experts consisted of 7 questions. These were informative questions about the position held in company and the company itself, about competences and a gap between employers and employees.

“Could you tell what the most important competences in the labour market are from your point of view?”
The most frequently mentioned skills and knowledge can be related to the **communication competence and then the communication in the mother tongue and foreign languages**. Apart from soft skills, some specific professional knowledge (hard skills) has been mentioned as well as one of the most significant competences for a specific position.

Second group consist of skills that experts mentioned that can be related to social and civic competences which are connected to the communication competences, and also the skills that are associated with motivation, willingness to work and learning to learn which could be related to the learning to learn competence; and partly to the sense of initiative and entrepreneurship which is the next group where skills such as initiative, management, innovation, planning etc. are highlighted.

“Do you know (or have you heard) what the eight key competences for lifelong learning are and what each competence stands for?”

While people working in the youth sector and NGOs know what the eight key competences are, experts from business sector have either heard about them but do not know anything more or do not know anything about them. Overall, about 20% of the experts actually know what the eight key competences are.

“Which competences are the most important from the employer’s point of view?” was asked after presenting all the eight key competences to the experts.

Answers show that the social and civic competences, and the communication in the mother tongue are considered to be the most important competences (in some cases the communication in foreign language was added to the communication in the mother tongue).

The next group is the sense of initiative and entrepreneurship which is followed by the learning to learn competence. The digital competence and the mathematical competence have also been mentioned once or twice, but it does not seem to be a general trend. The cultural awareness and expression either has been mentioned as the last one or has not been mentioned at all.

“Could you tell us your observations or comments – is there a gap between the competences that an employer expects from an employee and the competences that an employee actually has?”

In general, the answer is “Yes”, there is a gap. Overall, 40 experts agree that there is a gap between the employees and the employers, and the main focus is on the gap concerning skills, competences and knowledge that the young people have when leaving formal education institutions. Employers evaluate this knowledge as being mainly theoretical and not sufficiently practical which is the result of the education system in general.

“What would be your suggestions for bridging the gap?”

Most of the suggestions focus on the idea of connecting theoretical approach with practical approach, and connecting formal education with non-formal education, for example, through field work, as well as practical working in real companies (internship, or companies being paid for having an intern), having educational seminars about companies, professions and labour market in general, making educational tours in organisations.

2. Quantitative research – surveys for youngsters.

Participants

In total 430 surveys were filled by youngsters in Latvia, Estonia, Spain, Croatia.

Age: 24% aged 13-17, 76% aged 18-25.

Gender: 68% of participants were women, 32% – men.

Education: the largest share of the respondents is high school graduates.

Work status: most of the respondents are out of work and not currently looking for work or they are part-time employees or work during the summer holidays, as in most cases they are still at school or university.

Results of survey questions

Have you been involved in any Youth in Action or/and Erasmus + project?

48% of the respondents (n=430) have not been involved in any YIA and/or Erasmus+ projects, 44% have been involved, and 7% do not know what these projects are (see Table 1).

Table 1



Do you know what the eight key competences for lifelong learning are?

In general, it can be concluded that 20% of the respondents from all the countries state that they know what the eight key competences are, almost 80% do not know what they are or have heard about them but do not know much (see Table 2).

Table 2



Questions: **“To what extent have you personally developed these competences?”** and **“Imagine that you are an employer, how developed should these competences be for your employee?”**

We have asked all the respondents to evaluate how developed their own eight key competences are, and, in the following question, if they were employers, how developed these competences should be for their employees. Thus we are comparing answers of self-evaluation and youth understanding of employer expectations.

The **communication in the mother tongue and the social and civic competences** have received the highest level of self-evaluation (“Very much”) (see Table 3 and Table 4)). Thus it can be concluded that the young people believe their personal development of these competences is very high. The highest employer expectations may be observed for the communication in the mother tongue, while the second highest evaluation has been given to the social and civic competences. **This shows that the youth believe these are the most important competences sought by the employer.**

Table 3



Table 4



As to the answer “Sometimes”, the employer expectations are higher than the self-evaluation of the young people in most of the competences except communication in the mother tongue (see Table 3) and the cultural awareness and expression (see Table 5), where results are similar, and the **social and civic competences where self-evaluation exceeds the employer expectations** (see Table 4). The most similar evaluations where **self-evaluation meets the most of the employer expectations** can be observed in the **communication in the mother language** (see Table 3), and the **cultural awareness and expression** (see Table 5).

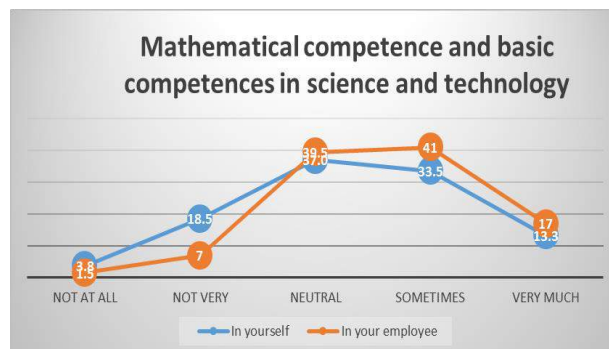
Table 5



Thus we can conclude that the young people feel more confident in these competences than any others. If the employer expected the employees to have these competences “Sometimes”, they would meet the requirements or even exceeded them in the case of the social and civic competences.

Mathematical competence and basic competences in science and technology. It is clear from the Table 6 that the young people evaluate this competence to be developed at a lower level at “Neutral”, “Sometimes” and “Very much” than the employer would expect it to be.

Table 6



Digital competence. As we can see from Table 7, the digital competence is evaluated similarly, with a tendency for young people to evaluate a lower level of this competence than the level the employer would expect them to have which is reflected at “Sometimes” and “Very much”, but a higher level at “Not at all”, “Not very” and “Neutral”. This tendency is rather insignificant, but still it shows that the young people believe employers have higher expectations than the level of this competence the young people actually have, though the self – evaluation is rather high for this competence.

Table 7



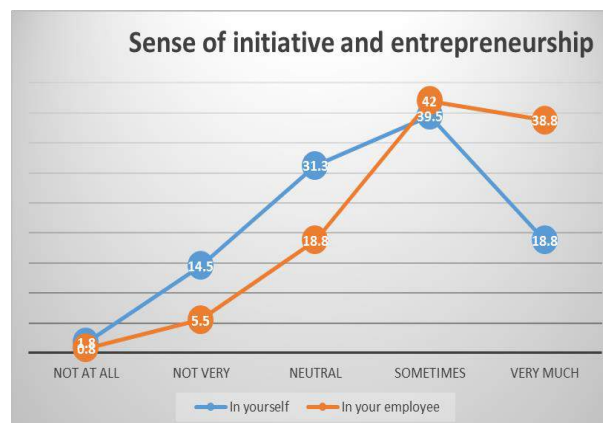
Learning to learn. The Table 8 shows that at “Neutral” the learning to learn is evaluated at a higher level than the level the employer would actually expect. At “Sometimes” it shows a tendency for young people to believe that the employers would expect more than there actually is, but their actual competence is close to expectations. The larger gap appears on level “Very much”, where expectations exceeds personally developed competences.

Table 8



Sense of initiative and entrepreneurship. As we can see from Table 9, the level of the sense of initiative and entrepreneurship is higher than the employer expectations at “Not very” and “Neutral”, but lower at “Sometimes” and much lower at “Very much” which suggests that young people think that employers would expect this competence to be developed “Very much” and certainly more developed than the competence they actually have. But on the level “Sometimes” self – evaluation result and expectation level is very close, so on this level this competence could match expectations.

Table 9



Taking into consideration that the most common answer given in both self-evaluation and employer expectations is “Sometimes”, it is possible to identify the biggest gap between the employer expectations and the actual self-evaluation. Comparing all competences, the largest gap can be observed in the communication in foreign language, where the level of expectations considerably exceeds the real situation (see Table 10). This allows us to conclude that the young people believe this is the most important competence from the employer’s point of view but not sufficiently developed personally.

Table 10



We would like to emphasise a couple of aspects which have likely influenced the results. First, only 20% of all the participants actually knew (or at least they thought they knew) what the eight key competences were and what they meant. The rest of them were given short descriptions which they read before evaluating the competences, so their evaluation of the competences might have been affected by stereotypical thinking. Second, questions were similar in both evaluation groups which could have also affected the results and encouraged to provide similar answers to the same questions. Third, as most of the participants were looking for a full-time job, some aspects, such as being nervous or afraid to fail in attempt to find a good full-time job, as well as the recent crisis and unemployment could have made the respondents to feel pressured and afraid of requirements they might face in the process of finding a job.

We can conclude that, on average, the evaluation of their personal development of the competences is lower than the employer expectations. This is normal for pupils and students to have this opinion, because they are still in education process and being prepared for labour market. It is, however, very important to help them to recognise their competences on each stage of the education, because the labour market requires different positions, starting from ones where no specific education is required and a young person can start with this position and develop his/her competences in a practical way. The survey results reveal the inner fear of the young people and the way they see employers, as, overall, the results show that the employers expect more than there actually is in almost all competences which can lead to subjective fear of being inadequate for some position. **Therefore, it would be advisable to help the young people to recognise their competences and to be able to compare them to the positions and professions they want to enter in order to be more adequate, prepared and successful in finding the right job.**

What is especially important for you in the learning process?

Learning process should be as follows:

1. **educational;**
2. **innovative;**
3. **interesting.**

How would you prefer to learn new knowledge the most?

It can be concluded that the most common answer provided by the young people in this survey is that they would like *to learn new knowledge by trying themselves*.

Please list the 3 table games that you like the most.

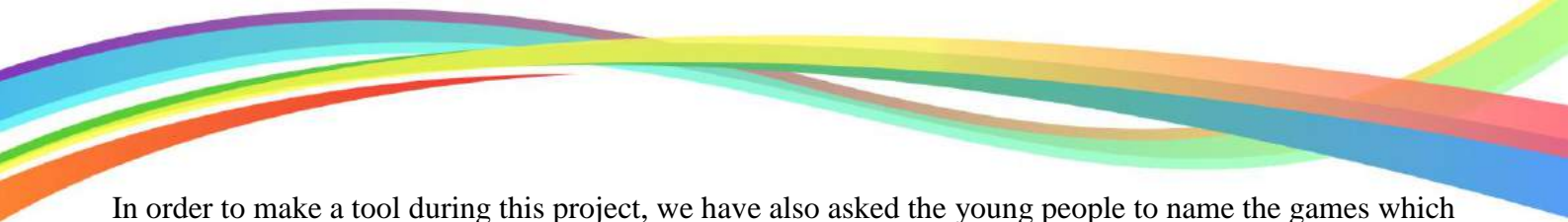
There are some games, such as Monopoly, Alias, Cash Flow, cards games, chess and domino, Uno, Scrabble, Catan, which are very popular in all the countries.

Conclusion

After carrying out all the interviews and comparing all the answers, it can be concluded that the *communication in the mother tongue* (and foreign language) and the *social and civic competences* are the most required competences in different organisations. The next two are the sense of initiative and entrepreneurship and the learning to learn. The survey results also reveal that the young people are aware of the fact that the communication in the mother tongue and the social and civic competences are the competences which the employer expects to be developed at a very high level. So both sides are prioritising the same competences. From this we can conclude that the reason for the gap is likely not the misunderstanding as to which competences are necessary, but rather the inability to present them to an employer.

Taking into consideration that the aim of the research is also to find out more about the possible difficulties which the young people experience when looking for a job, the question about the gap showed that *there is a gap in four EU countries between the competences which the employer expects from the employee and the competences that the employee actually has or presents*. The main reason for this gap is the fact that the knowledge the people acquire at formal education institutions is theoretical, while employers expect more practical knowledge. This means that more practical, non-formal and educational methods are required in formal education. All kinds of tools, methods and materials that can educate and inform young people about different professions and their connection with the particular competences (skills, knowledge and attitude) should be supported, as well as the tools for developing different competences in a practical way.

Both the qualitative research and the quantitative research reveal that *approximately 20% of the people know what the eight key competences are*. This proves that the eight key competences are not well known and should be discovered more for young people and for employers. This may also help to arrive at a common understanding of what exactly both sides expect and which competences should be developed more.



In order to make a tool during this project, we have also asked the young people to name the games which they play, and explain how they would like to learn and what the most important for learning process is. ***It can be concluded that the learning process should be educational, innovative and interesting, where young people can learn by trying to do things themselves which is the practical learning by doing that complies with the non-formal education approach.*** These aspects will be used to develop a new tool in this project, i.e. a game for young people.

Reviewing the main aims of the research, it can be concluded that the level of understanding and using knowledge of 8 key competences is rather low both in expert group and between youngsters. This research shows general tendency that has to be discovered more in future researches.

The main aim of this project is to create a game for young people aged 13–25. This research clearly shows that such a tool is necessary for helping to educate young people about the eight key competences, understand them, as well as to define, recognise and analyse their competences in order to be more prepared to present their competences to the employer. We will also employ a number of methods and ways to engage youth in the development of the competences in an educational and interesting way, allowing them to learn by doing.

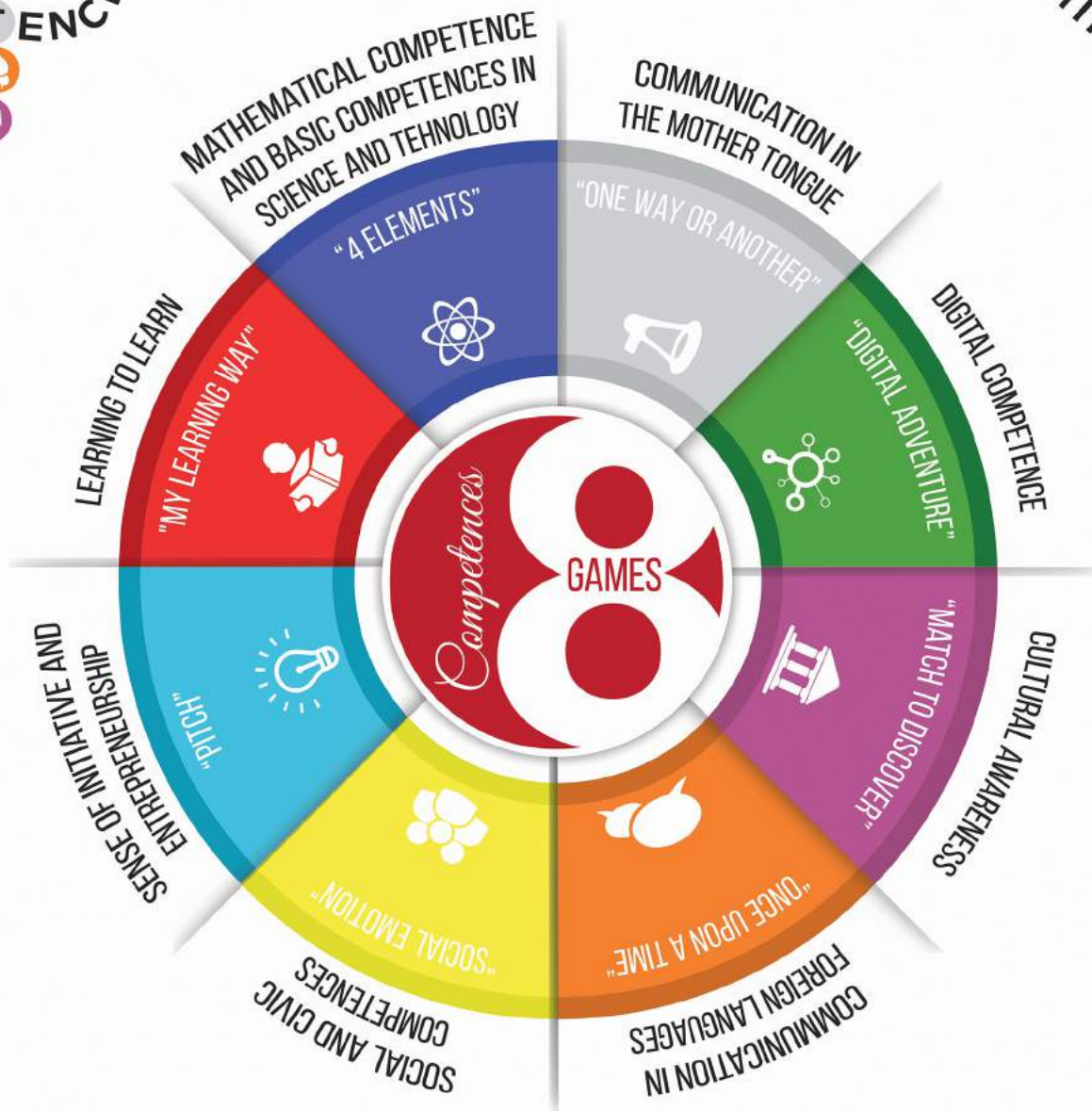
As to the future research on competences, it would be necessary to determine whether the young people and experts understand competences the same way in order to better discover what they expect from each other.



GAME "8KEYCOM"

WWW.8COMPETENCESGAME.COM

+ BONUS GAME
"ETHIC-POLY"



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AC. Amics de la
Biblioteca de la Fonteta
C/ Francesc d'Assís, 42
46013 (Valencia)
CP: 01984001




UDRUGA GLUHIH
I NAGLUHIH
NOVA GRADIŠKA

Name of the game	“ONE WAY OR ANOTHER”
Name of the competence	Communication in the mother tongue
Short description of the competence	The ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of contexts (e.g. in projects, work, home and leisure).
Objectives of the game	<ul style="list-style-type: none"> • Understand and develop communication in the mother tongue • Raise awareness of the importance of active listening, and to develop active listening • Broaden vocabulary of participants • Enhance creative thinking of participants
Duration of the game (in minutes)	60 – 90 min
Min and max number of the players	3 – 30
Resources/materials/equipment needed	<ul style="list-style-type: none"> • Set of game cards (1 Eyes/Mouth, 4 Ears/Mouth, 1 Hands) • 1 handout - drawing • Flipchart • Colour pens • Large space
 <p>Rules and description step-by-step (content elements, methods)</p>	<ol style="list-style-type: none"> 1. All participants in a circle. Energiser is necessary. 2. Discuss the 8 key competences with participants, particularly focusing on the Communication in the mother tongue. Provide participants with short info about this competence. 3. Facilitator generally describes the main objectives of the game, rules and the playing process. 4. Participants are divided into groups. Each group has the same number of participants (minimum 3, maximum 6), and each of the participants has his/her own role in the group. The roles are as follows: <ol style="list-style-type: none"> a. <u>Eyes</u> – a card with eyes and mouth. This person is allowed to see the handout of the drawing. b. <u>Ears</u> – a card with ears and mouth. This person gets the message from the Eyes and transfers it to other Ears, or directly to the Hands (depending on the size of the group). c. <u>Hands</u> – a card with hands. This person is drawing what he/she is told to draw. <p>The group division is done in a creative way. Names should be given to the groups, and each member of the group can wear it on a post-it.</p> 5. Groups are separated, and each gets their spot in the room. (Outdoor

	<p>space can be used as well in order to separate groups as much as possible). “Hands” need to be separated from others as far as possible. Each “Hand” gets a flipchart and a set of colouring pens.</p> <ol style="list-style-type: none"> All the participants that have the role of “Eyes” are invited to see the drawing (provided in the set) which is placed somewhere outside of the room where no other participants can see it. Now the “Eyes” describe what they saw to their teammate with a role of “Ears” according to these rules: <ol style="list-style-type: none"> They cannot use the exact word (e. g. if there is a cloud in the drawing they cannot say cloud, but they have to describe it using other words); They cannot say the name of the colour, but describe it using other words (instead of red, they can say the colour of the fire etc.); They can only transfer one message at a time; in simple words, if there are 5 objects in the drawing they can only describe one object in one message. They can use the word which determines location (left, right, up, down); “Ears” are only allowed to additionally ask “Yes/No” questions. “Ears” now have the task to transfer the message they got from the “Eyes” to other teammates following the same rules. The message should stay unchanged. When the last person with the “Ears” card in the line gets the message, he/she should transfer it to “Hands”. Now each participant with the “Hands” card has to draw what he/she has been told on their flipchart (or any other bigger piece of paper). The whole round of transferring the message from “Eyes” to “Hands” should not last more than 5 minutes. The number of rounds depends on the number of objects in the handout. Before starting the game, make sure each person with the “Eyes” card identifies the same number of objects in the drawing. When all the groups finish the drawing, you should compare it to the original handout. The group that has the drawing most similar to the original one is the winner. Round up for debriefing. Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups or individually with self-reflection templates.
Questions for evaluation/debriefing	<ol style="list-style-type: none"> (Experience) What did you observe during the game (objective facts)? What happened? (Reflection) How did you feel? Did you find the game difficult? What was the most challenging? Was it difficult to transfer the message?

	<p>3. (Conceptualise) What can we learn from it? What do you think is the most important when it comes to efficient communication??</p> <p>4. (Applying) How can we transfer it to our lives??</p>
Modification options (if applicable)	<ul style="list-style-type: none"> • This game can also be used to develop the competence Communication in foreign languages if you work with an intercultural group; or to address communication and communication skills in general. It can also be used as a team building activity. • Instead of going in rounds and transferring one message at a time, you can determine exact time of playing – for example, 15 minutes, and the group that finishes the first with the most similar drawing is the winner.
Tips for trainers/facilitators	<ul style="list-style-type: none"> • Read the instructions very carefully. • Each group should have an observer that will monitor how the message is being transferred from one team member to another. This can be a facilitator, or one of the team members can have the role of an observer. • The game can be played choosing different levels (easy, medium and advanced) depending on the selected handout. You can download handouts from our website, or print or draw your own handout. • This game is appropriate for playing outdoors. • It is very important to give clear instructions when using this game. At the beginning, and if time permits, the facilitator can discuss and brainstorm about communication with participants. • When it comes to debriefing facilitators should pay attention to the game flow and adapt questions as necessary. • Also, in the end of the activity some time should be provided for round-up on communication and how can we both develop and use these skills. • If you want to play this game with hearing impaired participants, make sure you have a sign language translator available. Also, you can allow participants to write down the message that needs to be transferred. • Be creative and invent new games and rules using the provided materials!
Other comments	<p><i>“The biggest communication problem is we do not listen to understand, but to reply.” /Farzana Jaffer Jeraj/</i></p>

Name of the game	“ONCE UPON A TIME“
Name of the competence	Communication in foreign languages
Short description of the competence	It broadly has the main skill dimensions as the communication in the mother tongue, but in a different language. The communication in foreign languages also calls for skills such as mediation and intercultural understanding.
Objectives of the game	<ul style="list-style-type: none"> • Acquire new foreign language vocabulary • Develop the conversation skills in a foreign language • Develop expression and communication skills • Develop team work • Be creative and innovative • Develop imagination of players • Develop creation of links and finding of common features • Help to learn the language of non-formal contexts
Duration of the game (in minutes)	45 – 90 min
Min and max number of the players	6 – 24
Resources/materials/equipment needed	Set of game cards (120 story cards)
 <p>Rules and description step-by-step (content elements, methods)</p>	<p>Level 1: Game consists of 120 cards, special symbols ("CHANGE DIRECTION", "NEW STORY", "SKIP") are not used.</p> <ol style="list-style-type: none"> 1. All participants in a circle. Energiser is necessary. 2. Discuss the 8 key competences with participants, particularly focusing on the Communication in foreign languages competence. Provide participants with short info about this competence. 3. Facilitator generally describes the main objectives of the game, rules and the playing process. 4. A pack of cards is on the table, players are not dealt any cards. 5. Game master opens the game by taking a card from the pack and placing it on the table. 6. The game master starts telling a story and the round starts clockwise. 7. After this all players take a card from the pack in turn, and cards are placed into a spiral on the table, as the story is told taking inspiration from the picture on the card and trying to make up a consistent story. 8. The game lasts until all cards are used or when the game master decides it is time to finish. 9. Round up for debriefing. Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups or individually with self-reflection templates.

Level 2: (suitable for a smaller group)

Game consists of 120 cards, special symbols ("CHANGE DIRECTION", "NEW STORY", "SKIP") are not used.

1. All participants in a circle. Energiser is necessary.
2. Discuss the 8 key competences with participants, particularly focusing on this game competence. Provide participants with short info about this competence.
3. Facilitator generally describes the main objectives of the game, rules and the playing process.
4. Every player gets 5 cards and puts them all on the table telling a story based on them at the same time.
5. The story telling starts from the person sitting left to the player who dealt the cards and continues clockwise.
6. The game lasts until all cards are used or when the game master decides it is time to finish.
7. Round up for debriefing. Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups or individually with self-reflection templates.

Level 3:


1. All participants in a circle. Energiser is necessary.
2. Discuss the 8 key competences with participants, particularly focusing on this game competence. Provide participants with short info about this competence.
3. Facilitator generally describes the main objectives of the game, rules and the playing process.

The game comes with 120 cards, including:

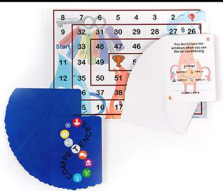
- 8 cards with a special symbol "NEW STORY" (image of the sun in the top corner of the card) allow a player to start a new story during the game (but it has to be this player's turn). The player starting a new story has to set a new colour. The "NEW STORY" card is the only card that does not have to follow the set colour.
- 8 cards with a special symbol "CHANGE DIRECTION" (image of a cross in the top corner of the card) change the order of players in the opposite direction.
- 8 cards with a special symbol "SKIP" (image of the hand on the top corner of the card) mean that the person sitting next to you should miss his/her turn.

Corners of the cards are coloured – yellow, red, blue. Depending on the first card's colour and direction, the next card added has to be with the same colour and put on the table by the next player continuing the story at the same time. If the player does not have the necessary colour, the player must take a new card from the pile until his/her card matches the colour and can be played out. If there are no more cards in the middle of the table, the player is skipped and it is the next player's turn.


	<ol style="list-style-type: none"> 4. In the beginning of the game every player gets 3 cards. The rest of the cards stay in the middle of the table. 5. The game master opens the game by taking one card from the spiral in the middle of the table and starts telling a story (every player can add maximum 3 sentences per card). 6. The round starts clockwise. 7. The game lasts until all cards are used or when the game master decides it is time to finish. 8. Round up for debriefing. Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups or individually with self-reflection templates.
Questions for evaluation/debriefing	<ol style="list-style-type: none"> 1. (Experience) What did you observe during the game (objective facts)? What happened? Did you like the game? What was difficult in this game? Did you have good group work? What did you notice? Which were more difficult moments, what did you enjoy? What were they? Did you have a moment when you would have liked to turn the card (because of the colour combination), so you could continue telling your story? 2. (Reflection) How did you feel when talking in a foreign language? Did you feel it was complicated to express yourself in a foreign language? 3. (Conceptualise) What can we learn from it? What do you think, how important it is for people to understand each other? What did you learn yourself from this game? What did you learn together? How important is it to know foreign languages? Which new words did you learn during this game? 4. (Applying) How can we transfer it to our lives? Which skills are you taking with you from this game to everyday life? (for example, the skill to be the group's leader, notice etc.)
Modification options (if applicable)	Corners of the cards are coloured in the game level 3 – yellow, red, blue. Depending on the first card's colour and direction, the next card added has to be with the same colour (modification – you are not allowed to use the same colour).
Tips for trainers/facilitators	<ul style="list-style-type: none"> • Read the instructions very carefully. • Time dividing: <ul style="list-style-type: none"> - 5 min introduction - 60 min playing - 25 min debriefing • Watch for a situation or a moment when some player would like to turn the card around (because of the colour combination) so he/she could continue telling his/her story. It is also allowable. • During the debriefing some toys (like a speech ball) can be used as an auxiliary material. • Be creative and invent new games and rules using the provided materials!
Other comments	<i>The best way to understand each other is to talk to each other!</i>

Name of the game	“ETHIC-POLY”
Name of the competence	Mathematical competence and basic competences in science and technology
Short description of the competence	<p><u>Mathematical competence</u> is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts). <u>Competence in science</u> refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions.</p> <p><u>Competence in technology</u> is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.</p>
Objectives of the game	<ul style="list-style-type: none"> • Reflect on the costs of things • Learn how to optimise a budget • Discover the influence of different factors on economy • Evaluate the impact of funding in social projects
Duration of the game (in minutes)	60 min
Min and max number of the players	5 – 30 (The maximum number of players is 6, so if we have more, they will build teams of 2 or even 3 people per team, or will play parallel games)
Resources/materials/equipment needed	The game box includes a board, project cards, «GIVE&GET» cards, money (printed in different colours), 1 token per player, two 6-sided dice
 <p>Rules and description step-by-step (content elements, methods)</p>	<ol style="list-style-type: none"> 1. All participants in a circle. Energiser is necessary. 2. Discuss the 8 key competences with participants, particularly focusing on the Mathematical competence and basic competences in science and technology. Provide participants with short info about this competence. 3. Facilitator generally describes the main objectives of the game, rules and the playing process. <p>RULES:</p> <ul style="list-style-type: none"> • The goal of the game is to manage the available budget (starting from 4M€/player) investing in as many social projects as possible. • One player will also play the role of “Banker”, keeping the personal funds separated from the common funds. • Each player throws a dice in turn starting with the Banker. The player with the highest total starts the game. Place your token on the corner marked GO, then roll the dice and move your token forward (clockwise) the number of spaces indicated on the dice. • After you have completed your play, the turn passes to the left. Two or more tokens may rest on the same space at the same time. • Depending on the space your token reaches, you may be entitled to invest in a project, or be obliged to contribute to another player’s project, pay taxes,


	<p>draw a «GIVE & GET» card, or etc.</p> <ul style="list-style-type: none"> • If you throw doubles, you move your token as usual, the sum of the two dice, and are subject to any privileges or penalties pertaining to the space on which you land. Retaining the dice, throw again and move your token as before. This is only allowed once per turn, if you throw doubles again, nothing happens. • Each time a player's token lands on or passes over ANY CORNER, the Banker pays that player 100K€. • Whenever a player lands on a project, which is still available, the player can decide whether to invest in it or not. If the player decides to invest, he/she will pay the bank the amount shown on the card, and receive the corresponding project card. If the project is already taken, the player will have to support it by paying the owner of the project the amount indicated on the project card. This amount will differ depending on whether the owner has one project or more of the same field. • Whenever a player wants to resign from a project, he/she can give it back to the game and the bank will refund paying out the “resign” amount. • If a player has neither money nor projects, the rest of the players will decide whether this player continues playing or is eliminated from the game. • The «GIVE&GET» cards are not optional. Whatever is written should be done. • END OF THE GAME: the facilitator will decide if it is a time-limited game or if it is extended until only one player becomes the main investor in the game. <p>4. Round up for debriefing. Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups or individually with self-reflection templates.</p>
Questions for evaluation/debriefing	<ol style="list-style-type: none"> 1. (Experience) What did you observe during the game (objective facts)? What happened? Do you know any projects like those in the game? 2. (Reflection) How did you feel? 3. (Conceptualise) What can we learn from it? 4. (Applying) How can we transfer it to our lives? How does economy influence social development?
Modification options (if applicable)	If we have a big group, we could print the board on a big A1 paper and play it in small groups, changing part of the actions which are carried out in a creative and active way.
Tips for trainers/facilitators	<ul style="list-style-type: none"> • Read the instructions very carefully. • If there are many players, one of them can choose to be only the Banker instead of a player. • The game could be adapted to real local projects, taking into account the funding allocated to social organisations by public institutions. It would help to better understand the local reality and it could be linked with the entrepreneurship competence. • Be creative and invent new games and rules using the provided materials!
Other comments	<i>“You cannot predict the outcome of human development. All you can do is like a farmer create the conditions under which it will begin to flourish.”/ Ken Robinson/</i>

Name of the game	“4 ELEMENTS”
Name of the competence	Mathematical competence and basic competences in science and technology
Short description of the competence	<p><u>Mathematical competence</u> is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts). <u>Competence in science</u> refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions.</p> <p><u>Competence in technology</u> is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.</p>
Objectives of the game	<ul style="list-style-type: none"> • Understand the concept of sustainability • Discover which daily actions affect the environmental change more • Understand the benefits of cooperation • Reflect on our daily attitudes and activities and how they affect the environment
Duration of the game (in minutes)	60 min
Min and max number of the players	4 – 30 (The game is played by 4 people, so if we have more, they will build teams of 2 or even 3 people per team, or will play parallel games)
Resources/materials/equipment needed	The game box includes a set of game cards, a scoring mat, and 5 tokens (for the scoring mat)
 <p>Rules and description step-by-step (content elements, methods)</p>	<ol style="list-style-type: none"> 1. All participants in a circle. Energiser is necessary. 2. Discuss the 8 key competences with participants, particularly focusing on the Mathematical competence and basic competences in science and technology. Provide participants with short info about this competence. 3. Facilitator generally describes the main objectives of the game, rules and the playing process. <p>RULES:</p> <ul style="list-style-type: none"> • Each participant will choose one of the four elements (water, fire, air, earth), then the player places his/her token on the start tile (number 10) of the scoring mat, and the game starts. Also place the common «Planet» token on the start tile (number 10). • The goal of the game is to achieve the highest development of your element. • There is a common deck of 80 cards, it is shuffled, and each player receives 3

	<p>of them in a random manner. Leave the remaining cards in a pile in the middle.</p> <ul style="list-style-type: none"> • The first player will be the one whose birthday falls the earliest. • In a turn a player can: <ul style="list-style-type: none"> a. Play one card (the cards, when used, go to the centre of the table, next to the not-used ones); b. Change the full hand (discard 3 cards and take 3 new ones); or c. Skip the turn. • When a card is played, it must be READ OUT ALOUD, and it affects some (or all) of the players, increasing or decreasing their level of development. Move the tokens on the scoring mat according to the card numbers. • During the game actions of the players also influence the planet, so move the planet token according to the cards played. If the planet reaches number 0, it dies, and the game is over. • END OF THE GAME: a time-limited game of 20' to 30' is recommended. The duration can be set by the facilitator. If the planet dies, the facilitator can decide whether to start a new game or debriefing. <p>4. Round up for debriefing. Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups or individually with self-reflection templates.</p>
Questions for evaluation/debriefing	<ol style="list-style-type: none"> 1. (Experience) What did you observe during the game (objective facts)? What happened? Are the cards “real” in your city? 2. (Reflection) How did you feel? Did you “recognise” yourself in different cards? 3. (Conceptualise) What can we learn from it? 4. (Applying) How can we transfer it to our lives? What small steps can be taken in our daily lives to protect the environment?
Modification options (if applicable)	New cards could be developed in a follow-up session, or even a new “element” could be added to the basic 4.
Tips for trainers/facilitators	<ul style="list-style-type: none"> • Read the instructions very carefully. • For a previous or following session, there are many movies that can be watched online about the human impact on the environment. We suggest watching the “Garbage island” (https://www.youtube.com/watch?v=D41rO7mL6zM) or “Home” (https://www.youtube.com/watch?v=jqxENMKaeCU). The latter one (“Home”) is translated into many languages. • Each of the cards shows a different situation (good or bad) for the planet. You can go through them and make sure that everyone understands them, or encourage a debate about some of them. Some are more controversial, while some are easier. • Be creative and invent new games and rules using the provided materials!
Other comments	<i>“Leave this world a little better than you found it.”/ Baden Powell/</i>

Name of the game	“DIGITAL ADVENTURE”
Name of the competence	Digital competence
Short description of the competence	Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.
Objectives of the game	<ul style="list-style-type: none"> • Discover how to use Google Translate • Explore how to use mobile phone differently • Discover new languages in the world • Develop creative invention of stories
Duration of the game (in minutes)	60 min
Min and max number of the players	1 – 30 (it will mainly depend on the number of phones available for the activity)
Resources/materials/equipment needed	<ul style="list-style-type: none"> • One phone per participant (or at least one per every two participants) with Google Translate installed and Internet connection • Set of game cards (30 Word cards for translation, 2 Facilitator cards)
 <p>Rules and description step-by-step (content elements, methods)</p>	<ol style="list-style-type: none"> 1. Before starting the game, leaders post 30 words in different languages around the room (building or area). 2. All participants in a circle. Energiser is necessary. 3. Discuss the 8 key competences with participants, particularly focusing on the Digital competence. Provide participants with short info about this competence. 4. Facilitator generally describes the main objectives of the game, rules and the playing process. 5. Form pairs/trios to start the game. 6. Participants will go around the room with their mobile phones trying to identify the language and the meaning of words. 7. Using the words each team has “collected”, stories are invented. 8. Then the stories are shared. 9. Show the “live” translation option with downloaded languages offline: you will need to download a language package to your phone (only some of them are available for the camera “live” translation). Show how to use this function. 10. Round up for debriefing. Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups, or individually with self-reflection templates.

Questions for evaluation/debriefing	<ol style="list-style-type: none"> 1. (Experience) What did you observe during the game (objective facts)? What happened? Have you used Google Translate before? 2. (Reflection) How did you feel? Was it hard? Was it harder to translate or to invent a story? 3. (Conceptualise) What can we learn from it? What digital knowledge, skills or attitudes did you develop in this activity? Did you learn any new word? 4. (Applying) How can we transfer it to our lives? Where can you use this kind of tool?
Modification options (if applicable)	<ul style="list-style-type: none"> • Invite the participants (in groups of 3) to think of 5 words in their language, then translate them to other languages, copy on A4 paper and post around the room. • Invite them to explore different alphabets. Then all the participants will go around trying to translate the different words. • You can also include the optional “story-invention”.
Tips for trainers/facilitators	<ul style="list-style-type: none"> • Read the instructions very carefully. • Topics can be different. If you are involved in a project about environment or sports, or politics, you can find new words in different languages and print them out before the activity. • You can help participants to invent their stories asking the following questions (if necessary): <ul style="list-style-type: none"> ○ What is the beginning of the story? The middle? The end? ○ Who are the characters? ○ What do you like about them? ○ Where does the story take place? ○ Is there a problem that occurs in the story? If so, how does it get resolved? ○ What do you think about the ending? Is there a connection between the ending and the beginning of the story? • You can also have some dictionaries in case you want to have a longer debate about digital vs. analogue tools. • Other translation tools can be used as well, but the activity is created for Google Translate. • Be creative and invent new games and rules using the provided materials!
Other comments	<p><i>“The real problem is not whether machines think but whether men do.”</i> /B. F. Skinner/</p>

Name of the game	MY LEARNING WAY
Name of the competence	Learning to Learn
Short description of the competence	Learning to learn is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities.
Objectives of the game	<ul style="list-style-type: none"> • Understand importance of lifelong learning • Understand player's learning style • Understand player's motivation to learn • Organise player's own learning • Enable players to deal with obstacles • Show learning as a useful habit • Learn to be responsible for one's own learning • Develop skills to evaluate oneself • Evaluate/ assess the outcomes of personal learning • Define personal aim and make personal learning plan with steps
Duration of the game (in minutes)	60 – 90 min
Min and max number of the players	5 - 30
Resources/materials/ equipment needed	<ul style="list-style-type: none"> • Set of game cards (8 specific task cards and 1 facilitator card "Steps") • Printed handout "Steps" for each participant • Flipchart • Colour pens • Large space • Use the resources you have around the space, outside. You can also prepare extra materials, for example, juggling balls, games, balloons, etc, and/or ensure access to internet. • For Level 2, an additional template "Learning stairs" for each participant
	<p>Level 1:</p> <ol style="list-style-type: none"> 1. All participants are in a circle. Energiser is necessary. 2. Discuss the 8 key competences with participants, particularly focusing on the competence Learning to learn. Provide participants with short info about this competence. 3. Together with participants make a list of ideas of what generally participants could learn in 30 minutes using the resources available in the training room. 4. Ask each person to choose 1 thing out of the list which they will learn during the next 30 minutes.

<p>Rules and description step-by-step (content elements, methods, with division of time in minutes where applicable)</p>	<p>5. Facilitator generally describes the main objectives of the game, rules, tasks and the playing process. The main task is to learn new things in the next 30 minutes using certain steps-tasks and make short notes in personal handout “Steps”:</p> <ol style="list-style-type: none"> Card <u>Hands</u> – practise alone. Card <u>Search</u> – find information about the thing you chose to learn using the internet/a book/calling to a family member, friends. It can be any theoretical info, history, practical aspects etc. Card <u>With others</u> – practise and learn together with your group member/s. Card <u>Video</u> – find and watch a video about the thing you decided to learn and learn from it. Card <u>Childhood</u> – take a pause for a moment and remember things from your childhood, some moments when you learnt something, how you did it, how you felt, what was challenging etc. Cards <u>Question</u> – there are 3 cards with a question mark “?” in the game, and participants have to do the tasks given by the facilitator. Before the game the facilitator selects specific questions which are appropriate for the relevant group taking into account their age, experience, feelings etc. For example, they can be more active if participants had a long day behind or they can be more related to learning experiences or specific learning aim. <p><u>Examples of questions/tasks:</u></p> <ul style="list-style-type: none"> Ask at least 3 participants what their most memorable learning moments from childhood are? Ask at least 3 participants what their most memorable learning moments from school are? Ask at least 3 participants what new things they would like to learn in the next 5 (or less) years? Ask at least 3 participants – if the learning was an object, what would it be? Observe your training mates and write down 3 common things you notice during their learning process! Do a physical exercise – 10 squats. Do a physical exercise – stretching exercise for 10 times. Mindful Breathing – be still and focus on your breathing for just one minute. Start by slowly breathing in and out. One cycle should last approximately 6 seconds. Breathe in through your nose and breath out through your mouth, letting your breath flow effortlessly in and out of your body. Mindful Observation – choose an object from your immediate environment and focus on watching it for a minute or two. This could be a flower, an insect, or even clouds or the moon. Do not do anything other than watching
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the object of your attention. Simply relax in harmony, as long as your concentration allows. Look at it as if you are seeing it for the first time.

- Make a list of things that are important for you in the learning process.
 - Feel free to create your own questions.
6. Participants go, practice and do the tasks.
 7. When any of the participants completes all the 8 tasks and learns the chosen things she/he calls, “Bingo. I have learnt!”
 8. Round up for debriefing. Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups or individually with self-reflection templates.

Level 2:

1. After the Level 1 exercise explain the group instructions for the exercise “Learning stairs”. The aim of this exercise is to involve participants into conscious planning of their own learning process.
2. Show one example of completed stairs.

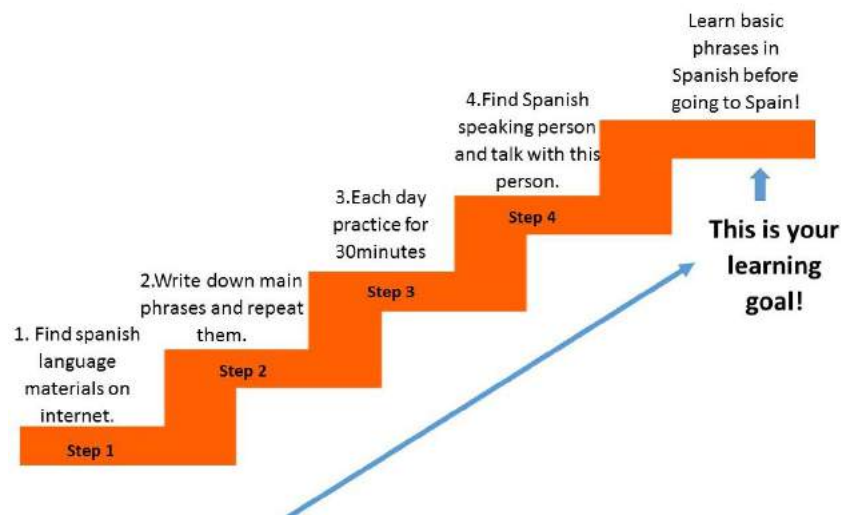
Example of the stair exercise:

To understand principle of the stair exercise, let us see how it works.

Step 1 – Please write one learning goal on the highest step. See example.

Step 2 – Write 4 actions/steps that are necessary for achievement of this goal.

Step 3 – Share your plans in pairs.



3. Invite participants individually to take the paper and draw five-step stairs (or you can use the prepared template “Learning stairs” . Ask them to write one learning goal on the highest step.
4. Invite participants to write 4 actions/steps that are necessary for achievement of this goal. Start from the lowest step and go up. Write each action on one step. Tell participants they have 7 minutes for this task.
5. Invite participants to make pairs and share their plans when they are ready. You can give them few minutes to develop plans after sharing.

	6. Round up for debriefing. Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups or individually with self-reflection templates.
Questions for evaluation/debriefing	<ol style="list-style-type: none"> 1. (Experience) What did you observe during the activities (objective facts)? What happened? What did you learn? Did you like the game? Which were the difficult moments? What did you enjoy? 2. (Reflection) How did you feel? How did you learn? Did you “recognise” your learning style? Did you manage to learn what you planned? If not, why? 3. (Conceptualise) What can we learn from it? 4. (Applying) How can we transfer it to our lives? How can we make learning new things in everyday life as a habit?
Modification options (if applicable)	<ul style="list-style-type: none"> • Depending on your time available, you can ask every person to demonstrate what they have learned. • If there is enough time, before group debriefing participants can evaluate their Learning in Action individually (use the template from the Manual-Self-Evaluation form). • For debriefing, you can choose to ask only one question “How did you learn?” or you can go deeper and use all the questions to share and discuss experience. • Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups, or individually with self-reflection templates.
Tips for trainers/facilitators	<ul style="list-style-type: none"> • For Level 2, make sure that participants clearly understand the expected goal. You can use the SMART GOAL model for this purpose: S-pecific; M-measurable; A-chievable; R-ealistic; T-ime-bound. • Be creative and invent new games and rules using the provided materials!
Other comments	<i>"Learning – it is the same as rowing against the current: as soon as you stop paddling you will be carried back!" /Chinese proverb/</i>

Name of the game	“SOCIAL EMOTION”
Name of the competence	Social and civic competences
Short description of the competence	Personal, interpersonal and intercultural competence. It covers all forms of behaviour that equip individuals to participate in an effective and constructive way in their social and working life and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on their knowledge of social and political concepts and structures and a commitment to active and democratic participation.
Objectives of the game	<ul style="list-style-type: none"> • Help to develop social and civic competences • Develop expression and communication skills • Develop team work • Be creative and innovative • Develop imagination of players • Develop creation of links and finding of common features • Help to handle the stress and frustration and express these emotions constructively • Develop self-confidence and honesty • Develop willingness to compromise and overcome prejudices • Develop communication skills in the public sphere, and solidarity and interest in the local community problem solving • Develop potential for self-realisation and ability to function as a conscious and responsible citizen who is able to support development of a democratic society • Develop awareness and capacity to follow socially accepted norms and values, including various media rules • Develop cooperation skills in various situations • Develop tolerance and the ability to understand differences between people • Help players to respect social diversity, including religious and racial diversity • Develop willingness to take responsibility for shaping their own lives
Duration of the game (in minutes)	45 – 90 min
Min and max number of the players	6 – 24
Resources/materials/equipment needed	Set of game cards (42 Emotion cards, 30 situation cards)



Rules and description
step-by-step
(content elements,
methods)

Level 1:


1. On the first level the facilitator chooses 5-6 situation cards which are suitable for the group playing.
2. All participants in a circle. Energiser is necessary.
3. Discuss the 8 key competences with participants, particularly focusing on the Social and civic competences. Provide participants with short info about this competence.
4. Facilitator generally describes the main objectives of the game, rules and the playing process.
5. The pack of (selected) situation cards and spread-out emotion cards are on the table.
6. The facilitator takes one situation card and reads it out loud.
7. The rest of the players pick one emotion card randomly.
8. All players have to describe/act out what they could feel in the given situation based on their emotion cards. The facilitator decides who is the first one. The round continues clockwise.
9. When the circle has finished, the facilitator starts debriefing (please have a look at the Questions for debriefing).
10. After debriefing players put all the cards back on the table and cards are shuffled.
11. The facilitator takes a new situation card and everything repeats again. The game is played depending on the group size – until all cards are used or when the game master decides it is time to finish.
12. Round up for debriefing. Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups, or individually with self-reflection templates.

Level 2:

On the second level (this is a harder level, as some of the cards have too deep conversation topics for some players, therefore take into consideration the players in your group)

1. Now all the situation cards are in the game.
2. All participants in a circle. Energiser is necessary.
3. Discuss the 8 key competences with participants, particularly focusing on this game competence. Provide participants with short info about this competence.
4. Facilitator generally describes the main objectives of the game, rules and the playing process.
5. The pack of (selected) situation cards and spread-out emotion cards are on the table.
6. The facilitator takes one situation card and reads it out loud.
7. The rest of the players pick one emotion card randomly.

	<ol style="list-style-type: none"> 8. All players have to describe/act out what they could feel in the given situation based on their emotion cards. The facilitator decides who is the first one. The round continues clockwise. 9. When the circle has finished, the facilitator starts debriefing (please have a look at the Questions for debriefing). 10. After debriefing players put all the cards back on the table and cards are shuffled. 11. The facilitator takes a new situation card and everything repeats again. The game is played depending on the group size – until all cards are used or when the game master decides it is time to finish. 12. Round up for debriefing. Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups, or individually with self-reflection templates.
Questions for evaluation/debriefing	<ol style="list-style-type: none"> 1. (Experience) What did you observe during the game (objective facts)? What happened? Did you like the game? What was difficult in this game? Did you have good group work? What did you notice? Which were more difficult moments, what did you enjoy? What were they? 2. (Reflection) How did you feel, when you had to play different (emotion) roles? Why? 3. (Conceptualise) What can we learn from it? What do you think, how important it is for people to understand each other? What did you learn yourself from this game? What did you learn together? 4. (Applying) How can we transfer it to our lives? Which similar cases have you noticed in the real life? Have you thought of the similar situations before? Which skills are you taking with you from this game to everyday life? (for example, the skill to be the group's leader, notice etc.)
Modification options (if applicable)	<p>The game can be played without the emotion cards.</p> <p>NB! Do not forget that some of the cards have too deep conversation topics for some players – take into consideration the players in group!</p>
Tips for trainers/facilitators	<ul style="list-style-type: none"> • Read the instructions very carefully. • Make debriefing after every round and make final debriefing at the end of the game. • During the debriefing some toys (like a speech ball) can be used as an auxiliary material. • Developed situation cards are based on the Universal Declaration of Human Rights. Find more about human rights in Appendix 7 (Universal Declaration of Human Rights). • Be creative and invent new games and rules using the provided materials!
Other comments	<p><i>“Use soft words and hard arguments.” /Elias Canetti/</i></p>

Name of the game	“PITCH”
Name of the competence	Sense of initiative and entrepreneurship
Short description of the competence	Sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.
Objectives of the game	<ul style="list-style-type: none"> • Create new ideas and be innovative • Develop ability to turn ideas into action • Dare to take risk • Encourage to take initiative • Take responsibility for their own decisions • To present developed ideas • To develop presentation skills, creative thinking and team work skills, argumentation and communication skills
Duration of the game (in minutes)	90 min (Level 1)
Min and max number of the players	6 – 36 (in smaller groups)
Resources/materials/equipment needed	<p>Level 1:</p> <ul style="list-style-type: none"> • A training room and a chair for all participants, a small table for each group, if possible • Set of game cards (36 Situation cards - 12 different situations (3 cards for each situation), 36 Inspiration cards) • Red bag with coins (1 coin for each person) • Hourglass (1 min) • 12 templates “Bank of Ideas” for notes and ideas • 12 pencils <p>Level 2:</p> <ul style="list-style-type: none"> • Additional game cards and instructions: <ul style="list-style-type: none"> • 12 Iceberg cards (12 cards with the same questions (Why? How? What?) and one facilitator card
	<p>Level 1:</p> <ol style="list-style-type: none"> 1. All participants in a circle. Energiser is necessary. 2. Discuss the 8 key competences with participants, particularly focusing on the Sense of initiative and entrepreneurship. Provide participants with short info about this competence.

<p>Rules and description step-by-step (content elements, methods)</p>	<ol style="list-style-type: none"> 3. Facilitator generally describes the main objectives of the game, rules and the playing process. 4. Split participants into smaller groups of 3 people giving each individual one Situation card (there are 36 cards in total, but 12 types of pictures each repeating 3 times). Choose as many cards as you need depending on the group size. Instructions to participant: "Please take a look at your card. Find two partners that have cards with exactly the same picture on card as you have. Now make groups of three. The Situation card shows friends meeting to discuss 3 great ideas. Ideas can relate to business, social business or social projects. What ideas do they have? Please come up with 3 ideas in your group and write them down. You have 7 minutes for this exercise." 5. Each group takes the Bank of Ideas template and a pencil and writes ideas down. 6. Provide further instructions to the groups: "Please choose one Inspiration card for each of your ideas (each group gets 3 Inspiration cards). You can use some elements from the Inspiration card or all of them as an inspiration for making your ideas even more creative and innovative. Please write down at least 5–7 advanced ideas in total as a group. You have 7 minutes for this exercise". 7. Each group continues using the Bank of Ideas template, takes a pencil and writes the advanced ideas down. 8. Invite participants to choose one of the ideas they like the most and prepare a one-minute presentation about it. Provide the following instructions: "Dear idea developers, there are people around who would like to support you with this money in order to make your ideas real. You have to be able to show these people why they should support you. So now you have 7 minutes to prepare a one-minute presentation about your idea". 9. Before presentations EVERY participant takes one coin from the red bag. 10. The facilitator takes an hourglass, so that everybody can see it, and very strictly (!) controls that the one minute time limit is observed for each presentation. 11. After presentations participants have one minute to evaluate individually which idea they would like to support with their money. After a minute participants give their coins ALL at the same time. IMPORTANT! Tell them that the winner will be the person who receives the most money. 12. All participants return to the circle with the money they received, calculate the received coins and announce voting results. Congratulate everyone. 13. Discuss the experience with the help of debriefing questions. Debriefing
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depends on time limits, there can be options: in a big circle or in smaller groups, or individually with self-reflection templates. After debriefing all participants put money back into the red bag.

Level 2:

1. Invite the group to continue working on the idea they presented on Level 1.
2. Invite participants to take one Iceberg card (12 identical cards in total). Before you move one, use the Iceberg card to provide theoretical input explaining the Golden Circle model.



The Golden Circle model

According to the Golden Circle model by Simon Sinek, three important questions should be asked when having your business – WHY, HOW and WHAT. This model is the result of research into the success of the world's most influential leaders and companies.

In this model WHY is the core belief, purpose or cause. HOWs are the specific actions you take to realise that belief. And WHATs are the results of those actions – everything you say and do. And the sequence of asking these questions is from the invisible – underwater part to the upper visible part – starting with WHY!


- **Why** – This is the core belief of the business. It is *why* the idea exists.
- **How** – This is *how* the idea fulfils that core belief. These are the things that make the idea special and are different from competitors, a strategy.
- **What** – This is *what* the company does to fulfil that core belief. These are products the company sells or services it offers.

If your Golden Circle is in balance, if all three levels are present and functioning, the combination becomes like your fingerprint: it is identity of your business. By knowing WHY, we understand the reasons for what we do.

3. Invite participants to develop their idea using the Iceberg model and prepare a one-minute pitch presentation. Take the red bag with the

	<p>money, put it in a place visible to all participants and provide the following instructions: “Dear idea developers, there are people around who would like to support you with this money in order to make your ideas real. You have to be able to show these people why they should support you. So now you have time to prepare a one-minute presentation about your idea. When preparing presentations, find answers to all the Iceberg card questions about your idea, write them down and use for your presentation.”</p> <ol style="list-style-type: none"> Before presentations EVERY participant takes one coin from the red bag. The facilitator takes an hourglass, so that everybody can see it, and very strictly (!) controls that the one minute time limit is observed for each presentation. After presentations participants have one minute to evaluate individually which idea they would like to support with their money. After a minute participants vote with their coins ALL at the same time. IMPORTANT! Tell them that the winner will be the person who receives the most money. All participants return to the circle with the money they received, calculate the received coins and announce voting results. Congratulate everyone. Invite all participants to put money back into the red bag. Ask the group to identify the successful moments of presentations they heard – why they liked one or the other presentation. Introduce participants to the main principles of successful presentation. <ul style="list-style-type: none"> Principle 1: Simplicity Principle 2: Unexpectedness Principle 3: Concreteness Principle 4: Credibility Principle 5: Emotions. Principle 6: Stories Round up for debriefing. Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups, or individually with self-reflection templates.
Questions for evaluation/debriefing	<ol style="list-style-type: none"> (Experience) What did you observe during the game/presentations (objective facts)? What happened? (Reflection) How did you feel? What was easy? What was the most challenging? (Conceptualise) What did you learn personally?/ What can we learn from it? (Applying) How can we transfer it to our lives? How can you develop projects/businesses in our daily lives and what do you need for it?

	<p>If there is more time, before common debriefing participants can be asked to personally answer the Questions from the self-reflection template (facilitator distributes them to everyone).</p>
Modification options (if applicable)	<ul style="list-style-type: none"> • At the beginning you can keep silent about the fact that there is a presentation or pitch (on level 2) at the end in order to hold their focus on the whole process. • Size of the groups depends on the total number of participants and aims of the game. It can also be played individually. • The group can develop more ideas. • You can give one topic and invite the group to come up with the relevant ideas. • When the first 3 ideas are ready, a group can pass them to another group to develop them further with the Inspiration card. • At the point where groups have 5-7 ideas, every person can choose one idea and develop it further. • You can ask the groups to present their results at every stage of the idea development. • The elevator pitch can be presented by one representative of a small group or all group members can do it together. • Pitch presentations can be given in front of people who might be interested in supporting ideas (they can come from business, social field or different foundations etc.). • After the pitch you can welcome questions. • After coming up with ideas, it is possible to get to the next level (according to a plan, time limits and goals of the training) – project management.
Tips for trainers/facilitators	<ul style="list-style-type: none"> • Read the instructions very carefully. • When presenting the Iceberg model (the Golden Circle principles), give an example of a specific idea (NGO, commercial etc.). • Make sure that young people understand that they focus in pitch on all three questions on the Iceberg card. • Consider involvement of 2 facilitators when choosing Level 2 of the game in order to provide sufficient support for each group. • Make sure that every person has only one coin and chooses only one idea. Motivate youngsters to support the idea for it to become real... • Be creative and invent new games and rules using the provided materials!
Other comments	<p><i>“Imagination is the beginning of creation. You imagine what you desire, you will what you imagine and at last you create what you will.” /George Bernard Shaw/</i></p>

Name of the game	“MATCH TO DISCOVER”
Name of the competence	Cultural awareness and expression
Short description of the competence	Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.
Objectives of the game	<ul style="list-style-type: none"> • Understand and develop the competence of cultural awareness and expression • Increase creative expression of participants • Deepen and expand the knowledge of major European cities • Develop the sense of competition among players • Increase teamwork and communication skills of participants
Duration of the game (in minutes)	60 min
Min and max number of the players	5 – 30
Resources/materials/equipment needed	<ul style="list-style-type: none"> • Set of game cards (30 City cards, 30 City name cards) • Flipchart • Colour pens • Large room
 <p>Rules and description step-by-step (content elements, methods)</p>	<ol style="list-style-type: none"> 1. All participants in a circle. Energiser is necessary. Use something that can also serve the purpose of group division. 2. Discuss the 8 key competences with participants, particularly focusing on the Cultural awareness and expression. Provide participants with short info about this competence. 3. Facilitator generally describes the main objectives of the game, rules and the playing process. 4. Divide participants into small groups (3-5 people in one group). If you only have 5 participants, explain that each of them will work alone. 5. Distribute an even number of card pairs to all groups. Explain participants that all the cities in the game are capitals of EU member countries, or other European cities. 6. Explain that each group has to match the card with the name of the city and the card with the photo. 7. Give them 5 minutes for this task. 8. After they finish, check how many pairs they have guessed correctly. Remove the pairs they missed and leave them only with the correct ones. 9. Enter the second phase of the game by explaining participants that now they will have to compete with each other. 10. Invite one participant from one group to take a flipchart and draw what

	<p>was on their cards. The rest of the groups should guess which city it is according to the drawing.</p> <ol style="list-style-type: none"> Another participant from the group is drawing another city on the flipchart. The facilitator(s) is/are following the process and recording points the groups earn. Each of the groups should take turn drawing on the flipchart, while other groups guess. Give a maximum of 30 seconds per each drawing, and 30 seconds for guessing. Do not allow yelling in one voice; explain that they need to raise their hand and the group that raises it first gets the opportunity to guess first. If nobody guesses, move on to the next city. After all the groups have taken turns, calculate their points. The group that gets the most points is the winner. Get all the cards and shortly explain participants the connection between each city and its symbol. (See Appendix 1) Round up for debriefing. Final debriefing depends on time limits, there can be options: in a big circle or in smaller groups, or individually with self-reflection templates. <p>Scoring system goes as follows: Every group gets 1 point for each correct match they made during the first part of the game. In the second part the group which guesses the correct city drawn by another team scores 1 point. Also, if the drawing is made in a good, easy to guess way (instead of making it as much complicated to guess as possible), the group that was drawing gets 1 point.</p>
Questions for evaluation/debriefing	<ol style="list-style-type: none"> (Experience) What did you observe during the game (objective facts)? What happened? How successful was your group decision-making process? (Reflection) How did you feel? What role did you take? Were you more competitive or collaborative? Can you combine both?.....? (Conceptualise) What can we learn from it? (Applying) How can we transfer it to our lives?
Modification options (if applicable)	<p>There are several possible options:</p> <ul style="list-style-type: none"> Easy level: Participants do not have to draw in the second part of the game, instead they just show one of their cards with the symbol (photo) for other groups to guess. Easy level: Allow participants to draw different, easier symbols of the cities than they had – symbols which are more familiar to them or easier to draw. They do not have to draw the same symbols that they had on their cards. You can play just the first part of the game – matching the cards – as an energiser.

	<ul style="list-style-type: none"> You can play just the second part of the game – drawing and guessing – as a quiz.
Tips for trainers/facilitators	<ul style="list-style-type: none"> You can divide the 30 cards for an easy, medium or advanced level and play the game according to the experience of your group. However, it depends on your socio-cultural context which cards go for which level, and each facilitator delivering this game should determine it. Read the instructions carefully and get familiar with Appendix 1 to this manual. It is very important to give clear instructions and follow the time limits when using this game. Please explain to the groups that they should not speak loudly before the second phase of the game (or separate them as much as your working space allows). At the beginning, if time permits, the facilitator can discuss and brainstorm about culture and cultural expression with participants. When it comes to debriefing, the facilitators should pay attention to the course of the game and adapt questions as necessary. Also, at the end of the activity some time should be provided for round-up on this competence and how can we both develop and use it. Be creative and invent new games and rules using the provided materials!
Other comments	<i>“Culture is roughly anything we do and the monkeys don’t!” /Lord Raglan/</i>

Evaluation methods

JoHari window - self awareness tool

	WHAT I KNOW ABOUT ME	WHAT I DON'T KNOW ABOUT ME
WHAT OTHERS KNOW ABOUT ME?	1 PUBLIC SELF	2 OTHER SELF
WHAT OTHERS DON'T KNOW ABOUT ME?	3 HIDDEN SELF	4 UNKNOWN SELF

1. Open Area (Quadrant 1)

This quadrant represents the things that you know about yourself, and the things that others know about you. This includes your behaviour, knowledge, skills, attitudes, and "public" history.

2. Blind Area (Quadrant 2)

This quadrant represents things about you that you are not aware of, but that are known by others.

3. Hidden Area (Quadrant 3)

This quadrant represents things that you know about yourself, but that others do not know.

4. Unknown Area (Quadrant 4)

This last quadrant represents things that are unknown by you, and are unknown by others.

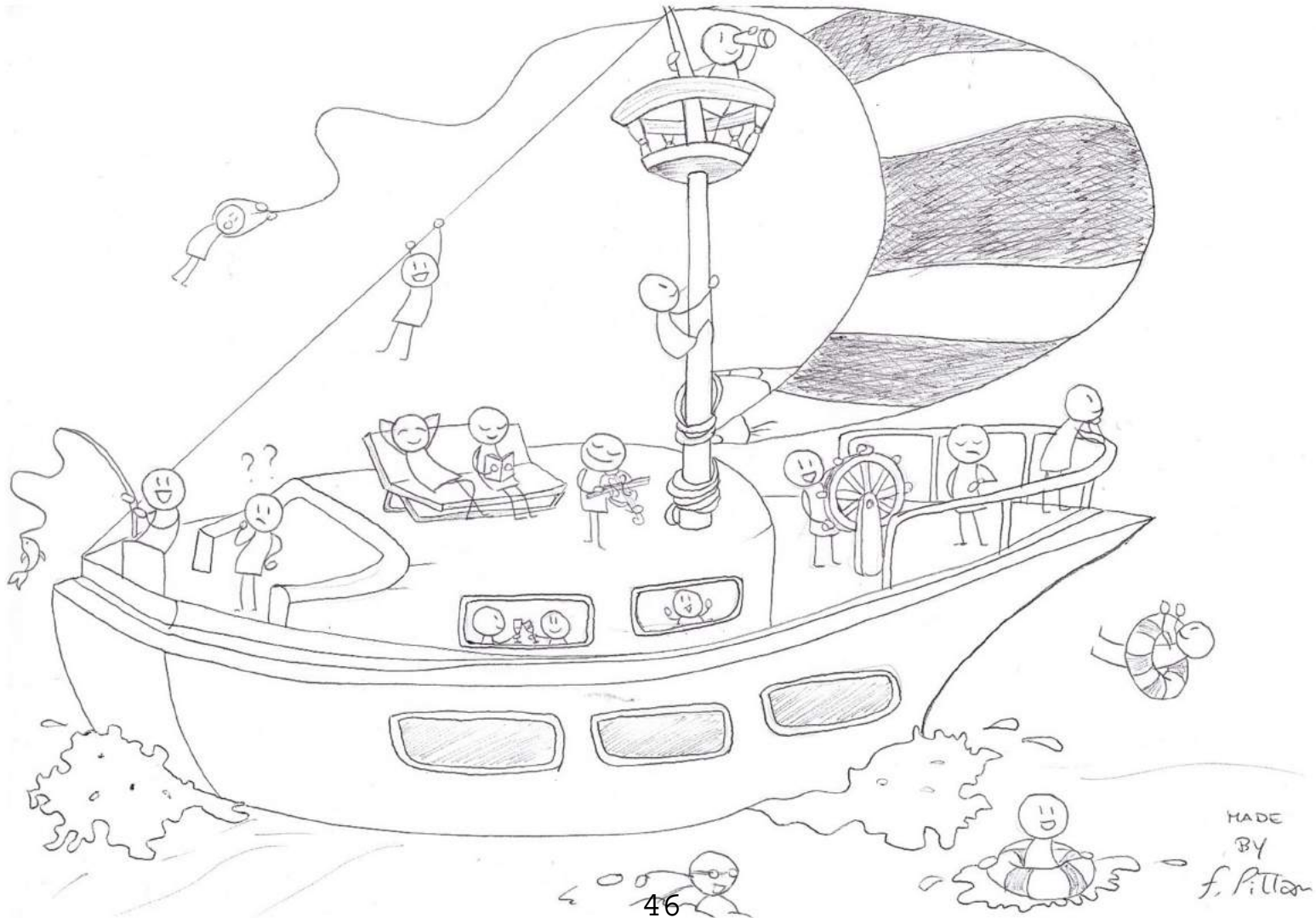
The End Goal

The ultimate goal of the Johari Window is to enlarge the Open Area, without disclosing information that is too personal. The Open Area is the most important quadrant, as, generally, the more your people know about each other, the more productive, cooperative, and effective they'll be when working together. The process of enlarging the Open Area quadrant is called "self-disclosure", and it is a give-and-take process that takes place between yourself and the people that you are interacting with. As you share information, your Open Area expands vertically and your Hidden Area gets smaller. As people on your team provide feedback to you about what they know or see about you, your Open Area expands horizontally, and your Blind Area gets smaller. Done well, the process of give and take, sharing, and open communication builds trust within the group.

More information:

<https://www.mindtools.com/CommSkll/JohariWindow.htm>

Visual evaluation form





Self - reflection form

WHAT WAS THIS GAME ABOUT? HOW WOULD YOU DESCRIBE IT IN FEW WORDS?
HOW DID YOU LIKE IT? WAS IT EASY TO PLAY? WAS IT FUNNY?
WHAT DID YOU LEARN WITH THIS GAME? ARE YOU MORE AWARE OF THE KEY COMPETENCES NOW?
HOW CAN YOU APPLY IT TO YOUR REAL LIFE? HOW CAN IT HELP YOUR PROFESSIONAL LIFE IN THE FUTURE?

Training evaluation form

Please take some quality time to answer these questions.

Circle the appropriate answers. Give your answer how it was 'before the activity' or now, after the activity, as indicated before the answer options.

Question 1:

How much do you know about the 8 key competences?

Before the course > Nothing - A little - Moderate - A lot - Everything

After the course > Nothing - A little - Moderate - A lot - Everything

Explain/Comment:

Question 2:

How did you like the activity in general? (0=not at all, 6=perfect)

After the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

Explain/Comment:

Question 3:

Would you play it again?

After the course > No - Yes

Explain/Comment:

Question 4:

Rate your sense of initiative and entrepreneurship competence (0=none, 6=perfect)

Before the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

After the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

Explain/Comment:

Question 5:

Rate your cultural awareness and expression competence (0=none, 6=perfect)

Before the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

After the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

Explain/Comment:

Question 6:

Rate your digital competence (0=none, 6=perfect)

Before the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

After the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

Explain/Comment:

Question 7:

Rate your mathematical competence and basic competences in science and technology (0=none, 6=perfect)

Before the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

After the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

Explain/Comment:

Question 8:

Rate your learning to learn competence (0=none, 6=perfect)

Before the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

After the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

Explain/Comment:

Question 9:

Rate your social and civic competences (0=none, 6=perfect)

Before the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

After the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

Explain/Comment:

Question 10:

Rate your communication in foreign language competence (0=none, 6=perfect)

Before the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

After the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

Explain/Comment:

Question 11:

Rate your communication in the mother tongue competence (0=none, 6=perfect)

Before the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

After the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

Explain/Comment:

Question 12:

Rate the facilitators of the activity (0=very bad, 6=very good)

After the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

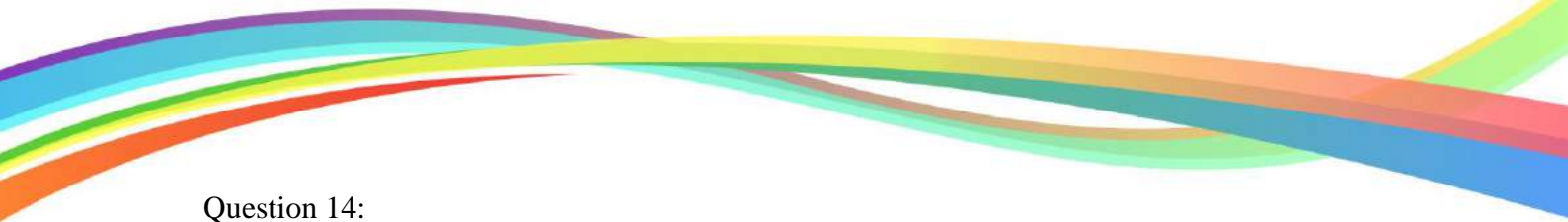
Explain/Comment:

Question 13:

**Rate the playability of the games and the rules
(0=too simple and boring, 6=too complex and hard)**

After the course > 0 - 1 - 2 - 3 - 4 - 5 - 6

Explain/Comment:



Question 14:

(Only for youth workers) Would you use this game in the future?

Before the course > Yes - No

After the course > Yes - No

Explain/Comment:

Question 15:

General comments about the materials used:

Question 16:

General comments about the playability of the game(s):

Question 17:

General comments about the level of difficulty:

Question 18:

General comments about the rules:

Question 19:

Other comments:

Appendix 1 - “Match to discover” information

VIENNA - snow globe - Austrian Erwin Perzy, inventor of the snow globe, along with his brother Ludwig opened first shop with snow globes in Vienna.

BRUSSELS - Audrey Hepburn - Audrey Hepburn was born Audrey Kathleen Hepburn-Ruston on May 4, 1929 in Brussels.

SOFIA - St.Alexander Nevsky - St. Alexander Nevsky Cathedral is a Bulgarian Orthodox cathedral in Sofia, it is one of the largest Eastern Orthodox cathedrals in the world, as well as one of Sofia's symbols and primary tourist attractions.

ZAGREB - Licitar heart - Licitar heart is a colorfully decorated cake made of honey dough, it is part of Croatia's cultural heritage and a traditional symbol of Zagreb, small size licitar hearts are favorite decoration of Christmas trees in Croatian homes, whereas the large size licitars are created for giving as a gift to the loved ones at special occasions (weddings, St. Valentine's Day).

NICOSIA - border - Nicosia, capital of Cyprus, is the only city in Europe still divided into two parts; one belongs to Cyprus and the other one to so-called Northern Cyprus; while there are UNPROFOR troops in the middle.

PRAGUE - Astronomical clock - The clock is one of Europe's best-known tourist attractions, and a 'must-see' for visitors to Prague, it is also known as the Prague orloj, according to local legend the city will suffer if the clock is neglected and its good operation is placed in jeopardy.

TALLINN - Skype - Tallinn has been known as the capital city where Skype originated.

COPENHAGEN - Lego - Lego began in the workshop of Ole Kirk Christiansen in Denmark.

HELSINKI - Nokia - NOKIA is a Finnish multinational communications and information technology company. Place of registration is in Helsinki.

PARIS - cinema - The film *Sortie de l'usine Lumière de Lyon* (Workers Leaving The Lumière Factory) (1895) by French Louis Lumière is considered the “first true motion picture”.

BERLIN - The wall - The Berlin Wall was a physical division between West Berlin and East Germany for 28 years and had been a symbol of the Cold War.

ATHENS - scale - According to Greek mythology Athens was the Goddess of justice and scale is the symbol for justice.

BUDAPEST - Rubik cube - Rubik's Cube was invented in Budapest in 1974 by Hungarian sculptor and professor of architecture Ernő Rubik, the first test batches of the cube were released in Budapest toy shops.

DUBLIN - U2 - U2 are an Irish rock band from Dublin, the band formed at Dublin's Temple Mount School.

ROME - wolf - According to legend, twins Romulus and Remus were saved and nurtured by a she-wolf. Romulus eventually murdered his brother and went on to found Rome.

RIGA - freedom monument - The Freedom Monument is a memorial located in Riga, honoring soldiers killed during the Latvian War of Independence, it is considered an important symbol of the freedom, independence, and sovereignty of Latvia.

VILNIUS - Šakotis - Its name means "branched tree" or "tree with many branches" due to its distinctive shape (it is often conical, like a pine tree, and with the drips as branches). It is

baked in a time- and labor-intensive process by painting layers of dough onto a rotating spit in a special open oven or over an open fire. Šakotis is one of the most important desserts in Lithuanian celebrations, especially at weddings or other special occasions such as Christmas.

LUXEMBOURG - Christmas tree - According to some sources, Luxembourg was the first city that had Christmas tree. Today it has even a fair of Christmas trees.

VALLETTA - Maltese cross- The Maltese cross is displayed as part of the Maltese civil ensign. The Maltese euro coins of one and two euro denomination carry the Maltese cross. It is also the trademark of Air Malta, Malta's national airline.

AMSTERDAM - windows without curtains - Most of the houses in Amsterdam have no curtains and you can peek into every home, see what they have for dinner, what they watch on TV.

WARSAW - Mermaid - The Mermaid of Warsaw is a symbol of Warsaw, represented on the city's coat of arms and in a number of statues. According to the legend mermaid was swimming in the river when she stopped on a riverbank near the Old Town to rest and she decided to stay. Local fishermen fell in love with her but rich merchant trapped her. Hearing her cries, the fishermen rescued her and ever since, the mermaid armed with a sword and a shield, have been ready to help protect the city and its residents.

LISBON - sardines - In June Lisbon celebrates St. Anthony and city is invaded by a characteristic fog and an unmistakable smell of sardines as they are considered to be the symbol of the city and its most famous dish.

BUCHAREST - People's palace - the Palace of Parliament is one of Romania's biggest tourist attractions, it is the world's second-largest building (after the Pentagon).

BRATISLAVA - castle - Bratislava Castle is the main castle of Bratislava; massive building with four corner towers stands on an isolated rocky hill has been a dominant feature of the city for centuries.

LJUBLJANA - Metelkova - Metelkova City is an autonomous social centre in the centre of Ljubljana, one of the largest urban squats in Europe, an abandoned army base, the self-proclaimed city has become the leading centre of underground music and art in the region. It is named after nearby Metelko Street.

MADRID - bear - The Bear and the Strawberry Tree (El Oso y El Madrono) is the official symbol of the city, it is located in Madrid's most famous and most central square, La Puerta del Sol.

STOCKHOLM - ABBA museum - ABBA the Museum is an interactive exhibition about the pop-group ABBA that opened in Stockholm in May 2013; and ABBA is a well known Swedish pop band.

LONDON - Sherlock Holmes - He is a fictional private detective who lives at 221B Baker Street in London, character was created by British author Sir Arthur Conan Doyle.

OSLO - The scream - The Scream is Munch's most famous painting and it is one of the most recognizable art works in the world, one version of that painting is placed in the National Gallery in Oslo and two versions in Munch Museum in Oslo.

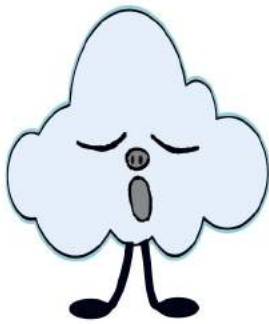
ANKARA - Mustafa Kemal Atatürk - He was a Turkish army officer, revolutionary, and founder of the Republic of Turkey, serving as its first President from 1923 until his death in 1938. His surname, Atatürk (meaning "Father of the Turks"), was granted to him in 1934 and forbidden to any other person by the Turkish parliament.

Appendix 2 - “Social emotion” information

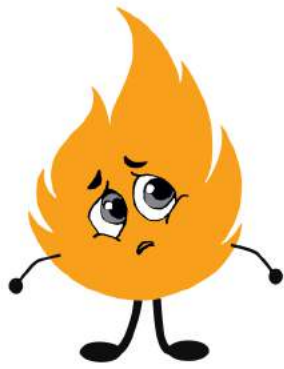
Situation cards:

1. I am a Jew. There is a church and a mosque in the town. I go to the local government to ask for a permission to open a synagogue. I do not get the permission and the reason is that there are already too many religious institutions in the town. How do I feel about that?
2. Me and my partner are the same gender. We wish to adopt a child. Orphanage has turned us down saying that they do not give children for adoption to gay families. How do I feel about that?
3. There is an ongoing civil war and suddenly I am facing my own beloved brother on the opposite frontline. How do I feel about that?
4. My sister just told me that she is in a homosexual relationship. How do I feel about that?
5. Mobile phones are not allowed at my school. How do I feel about that?
6. I find out that my male colleague gets paid 1/3 more than me for doing the same job. How do I feel about that?
7. Refugees move in as my neighbours. How do I feel about that?
8. I am standing in a long waiting line when suddenly an ambassador pushes his way to the front, and his only excuse is that he is more important than others in the waiting line. How do I feel about that?
9. I find out that my female colleague gets paid 1/3 less than me for doing the same job. How do I feel about that?
10. My sister has been diagnosed with an incurable disease, and now she is tormented by this. She wants euthanasia. How do I feel about that?
11. My best friend consistently forces his kid to train, so he would only achieve the best scores. How do I feel about that?
12. I am offered to make money in an illegal manner. How do I feel about that?
13. An official assigned a child to a lower standard school after he had found out that the child was of Romani origin. How do I feel about that?
14. It is an election day. I am standing with a ballot in my hand. How do I feel about that?
15. Strict rules have been imposed regarding the use of drugs at my school. How do I feel about that?

- 
16. It is my decision under which the minorities will be allowed to perform in public areas or not. How do I feel about that?
 17. In country “X” more money is allocated from the state budget for defence than for social sector, and that is why education and medicine sectors suffer greatly. How do I feel about that?
 18. I find out that my classmates are cyber-bullying a quarrelsome teacher. How do I feel about that?
 19. Mom complained about stepdad’s drinking problem, as a result of this my stepdad hit my mom repeatedly. How do I feel about that?
 20. As an employer I have to choose between two equivalent employees of whom one has special needs (which do not prevent him from working). How do I feel about that?
 21. My neighbour grabbed a belt and punished his 6-year-old child with it. How do I feel about that?
 22. I notice rubbish dumped in a national park. How do I feel about that?
 23. I am in a country “X” where smoking is allowed everywhere. How do I feel about that?
 24. My country temporarily denied access to all social media sites. How do I feel?
 25. I am on my way to my friend who lives in a country “X”, and I am taking liquor filled chocolates with me as a present. When I arrive in this country, it turns out that such chocolates are forbidden, and possession and eating of them is subject to severe punishment. How do I feel about that?
 26. I am going to stay in a country “X” where women are not allowed to drive cars. How do I feel about that?
 27. While I am abroad, my country experiences some changes and it is not the country it used to be, therefore I do not have a valid passport and opportunity to return home. How do I feel about that?
 28. I suddenly fall ill while being in a foreign country and I do not have the funds necessary for covering the cost of treatment, therefore I am denied treatment. How do I feel about that?
 29. I am wearing a miniskirt at a ball held by the President. How do I feel about that?
 30. I am alone in opposition in the local government composed of 15 members. How do I feel about that?



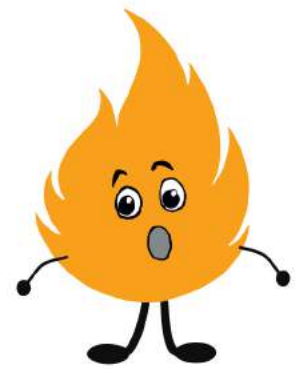
apathetic



anxious



amused



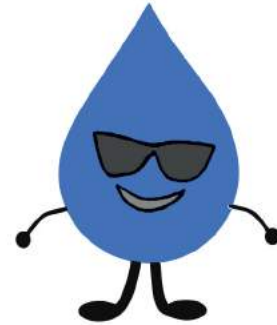
amazed



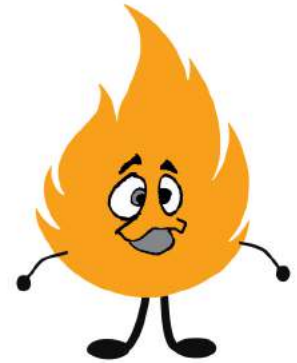
depressed



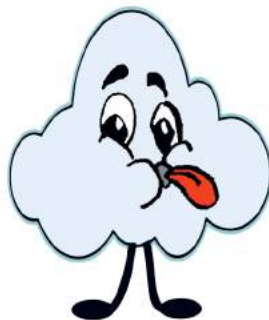
despair



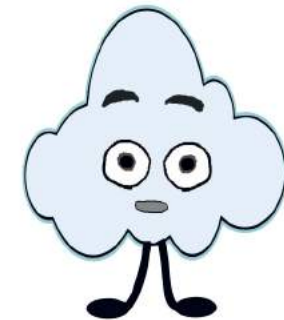
courageous



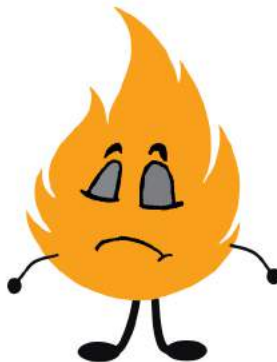
confused



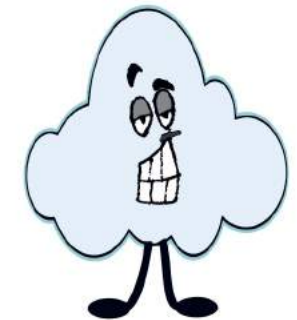
avoidance



astonished



ashamed



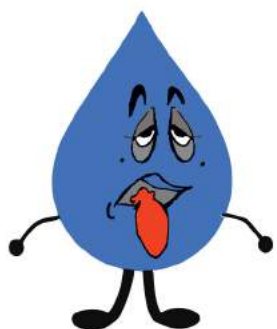
hesitant



aggressive



abandoned



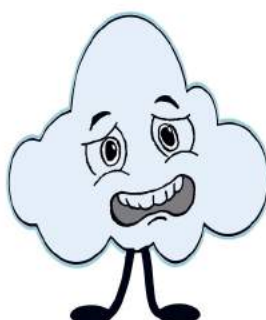
disgust



eager



excited



fear



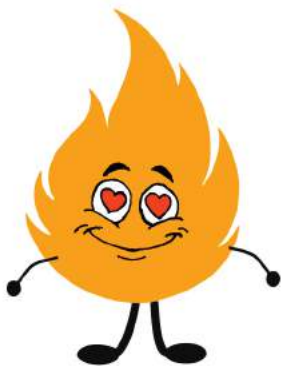
embarrassed



furious



guilty



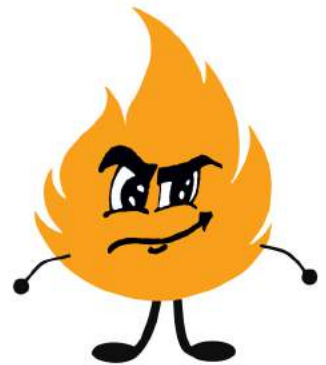
loving



lonely



joyful



jealous



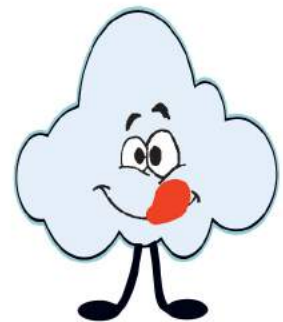
irritated



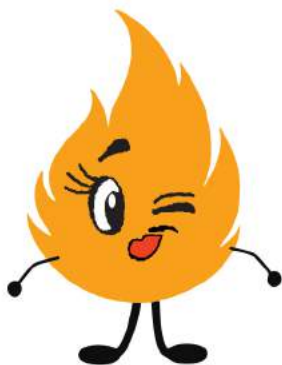
inspired



insecure



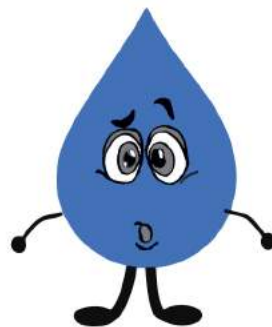
inquisitive



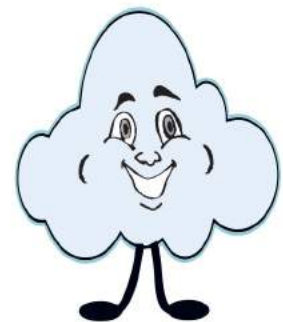
playful



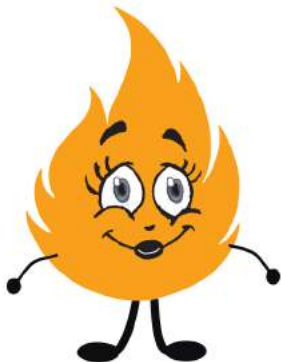
peaceful



mad



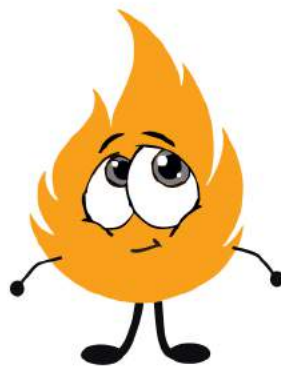
optimistic



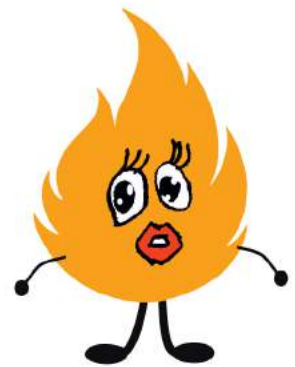
hopeful



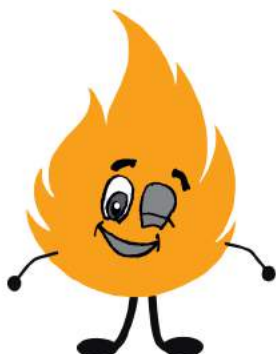
terrified



submissive



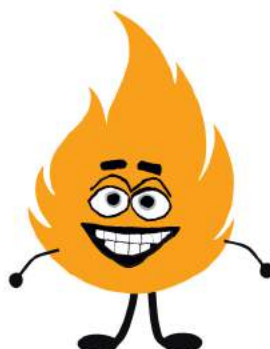
skeptical



sensitive



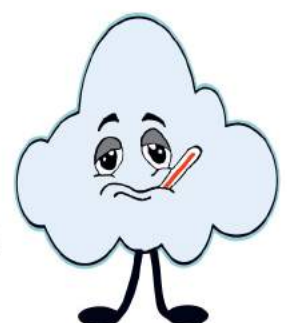
sartled



sarcastic



proud



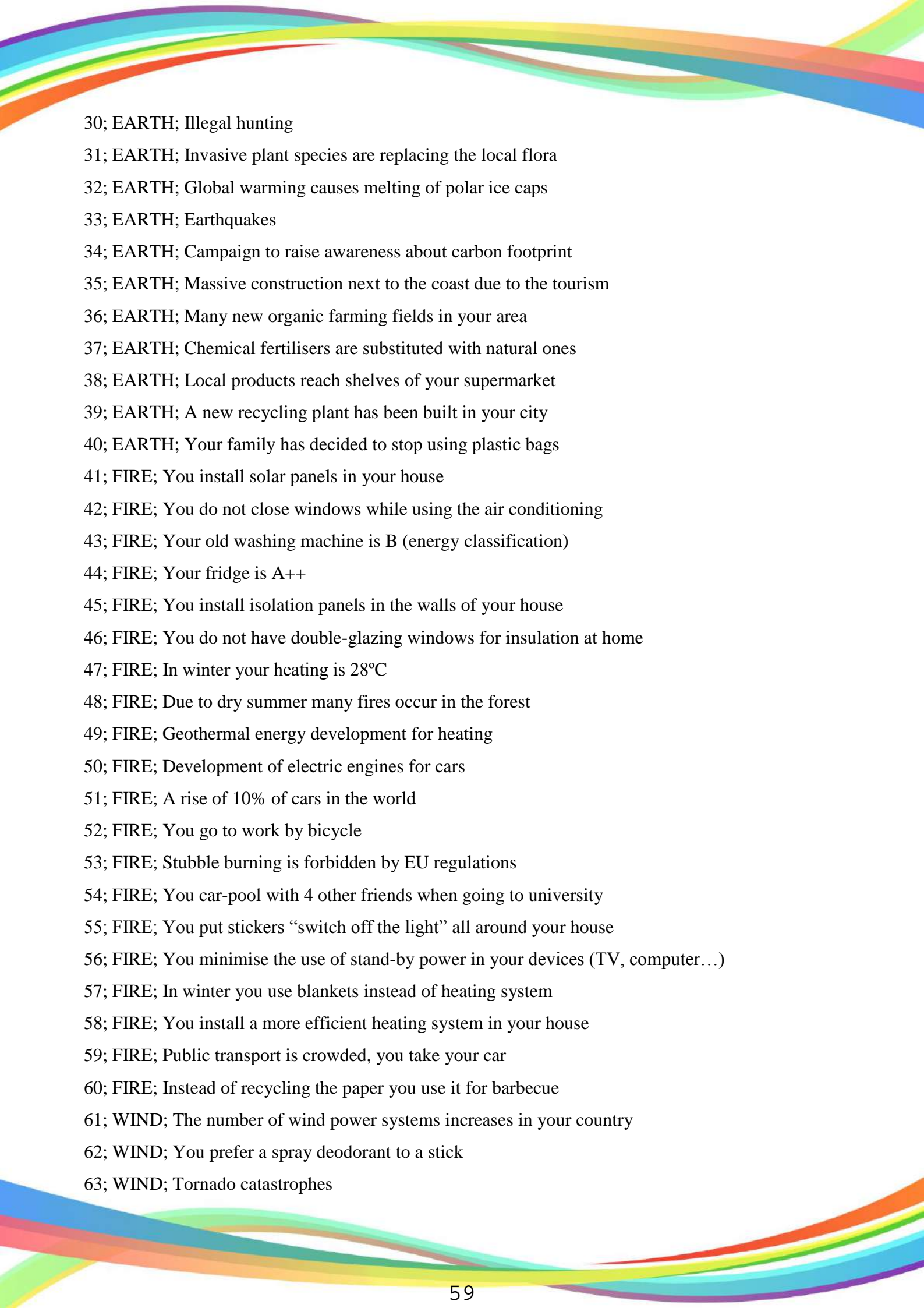
powerless

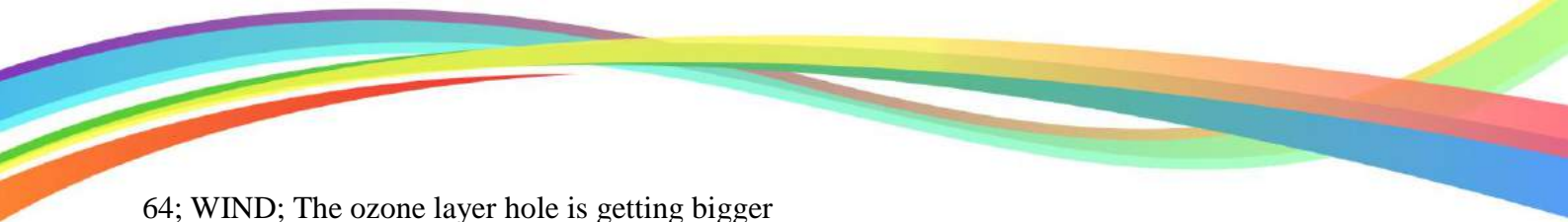
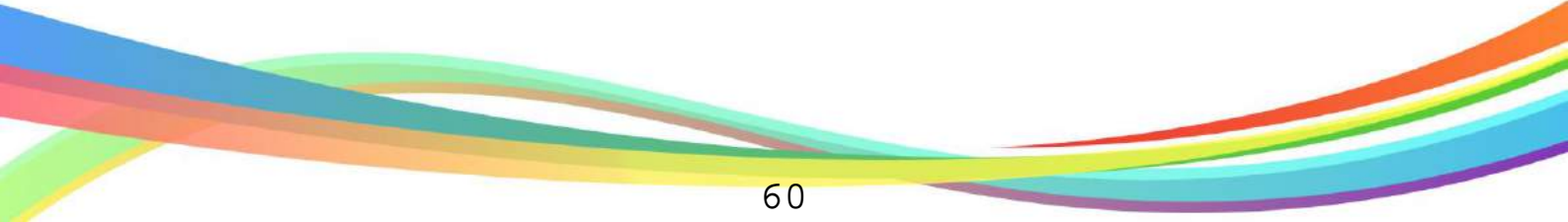
Appendix 3 - “4 Elements” information

Cards for the game

CARD NUMBER - MAIN TYPE - MAIN TEXT

- 1; WATER; At home you decide to shower instead of having bath
- 2; WATER; You prefer bath to shower
- 3; WATER; River pollution has increased
- 4; WATER; Acid rain due to pollution
- 5; WATER; Dams and hydropower plants have been built in your country
- 6; WATER; No rain this year: risk of fire, increase of allergies
- 7; WATER; Soil pollution contaminates the underground water
- 8; WATER; At home you use glass bottles instead of plastic ones
- 9; WATER; You have a swimming pool and you change the water every 2 days
- 10; WATER; Heavy floods in some parts of the planet
- 11; WATER; You turn off the tap while brushing your teeth
- 12; WATER; You install a water saving mechanism in the WC
- 13; WATER; You do not reuse the water coming from the air conditioning
- 14; WATER; A big petrol boat has sunk next to the coast
- 15; WATER; A new water purification plant has been built in your city
- 16; WATER; A system to reuse the rainwater has been installed in your house
- 17; WATER; Melting of polar ice caps raises the sea level
- 18; WATER; You never use wipes and put them in the WC
- 19; WATER; You never flush used cooking oil down the toilet
- 20; WATER; You always turn off the tap while shaving
- 21; EARTH; You learn how to compost
- 22; EARTH; Two new dumps are built in your city
- 23; EARTH; You are learning how to grow your own organic food
- 24; EARTH; You decide to reduce your weekly meat consumption
- 25; EARTH; You decide to become a vegetarian
- 26; EARTH; You learn more about animal rights and farms
- 27; EARTH; You stop buying baby fish
- 28; EARTH; You do not know what the green eco-label is
- 29; EARTH; Uncontrolled fishing endangers some species of fish

- 
- 30; EARTH; Illegal hunting
 - 31; EARTH; Invasive plant species are replacing the local flora
 - 32; EARTH; Global warming causes melting of polar ice caps
 - 33; EARTH; Earthquakes
 - 34; EARTH; Campaign to raise awareness about carbon footprint
 - 35; EARTH; Massive construction next to the coast due to the tourism
 - 36; EARTH; Many new organic farming fields in your area
 - 37; EARTH; Chemical fertilisers are substituted with natural ones
 - 38; EARTH; Local products reach shelves of your supermarket
 - 39; EARTH; A new recycling plant has been built in your city
 - 40; EARTH; Your family has decided to stop using plastic bags
 - 41; FIRE; You install solar panels in your house
 - 42; FIRE; You do not close windows while using the air conditioning
 - 43; FIRE; Your old washing machine is B (energy classification)
 - 44; FIRE; Your fridge is A++
 - 45; FIRE; You install isolation panels in the walls of your house
 - 46; FIRE; You do not have double-glazing windows for insulation at home
 - 47; FIRE; In winter your heating is 28°C
 - 48; FIRE; Due to dry summer many fires occur in the forest
 - 49; FIRE; Geothermal energy development for heating
 - 50; FIRE; Development of electric engines for cars
 - 51; FIRE; A rise of 10% of cars in the world
 - 52; FIRE; You go to work by bicycle
 - 53; FIRE; Stubble burning is forbidden by EU regulations
 - 54; FIRE; You car-pool with 4 other friends when going to university
 - 55; FIRE; You put stickers “switch off the light” all around your house
 - 56; FIRE; You minimise the use of stand-by power in your devices (TV, computer...)
 - 57; FIRE; In winter you use blankets instead of heating system
 - 58; FIRE; You install a more efficient heating system in your house
 - 59; FIRE; Public transport is crowded, you take your car
 - 60; FIRE; Instead of recycling the paper you use it for barbecue
 - 61; WIND; The number of wind power systems increases in your country
 - 62; WIND; You prefer a spray deodorant to a stick
 - 63; WIND; Tornado catastrophes

- 
- 64; WIND; The ozone layer hole is getting bigger
- 65; WIND; The global CO2 emissions increase by 2% every year
- 66; WIND; Hot air wave increases the use of air conditioning equipment
- 67; WIND; In summer you turn down the AC to 19°C
- 68; WIND; The air conditioning is on day and night at your office (even when there is no one)
- 69; WIND; You use natural ventilation at home when possible
- 70; WIND; Each member of your family has a car
- 71; WIND; You prefer a natural deodorant to a spray deodorant
- 72; WIND; You stop using sprays at home
- 73; WIND; You slow down. Driving a bit slower saves fuel.
- 74; WIND; You turn down your central heating and put on a sweater
- 75; WIND; You buy local products, or even grow your own food, so energy is not wasted on transportation
- 76; WIND; You cook for friends. Large amounts of food require less packaging
- 77; WIND; You refuse plastic carrier bags, or at least reuse them. Cloth bags are better
- 78; WIND; You drink tap or filtered water instead of bottled water
- 79; WIND; You improve the ambience and dine by candlelight, saving electricity
- 80; WIND; You buy from companies with environmentally friendly policies; boycott those without such policies
- 

Appendix 4 - “Ethic - poly” information

Support and playing cards

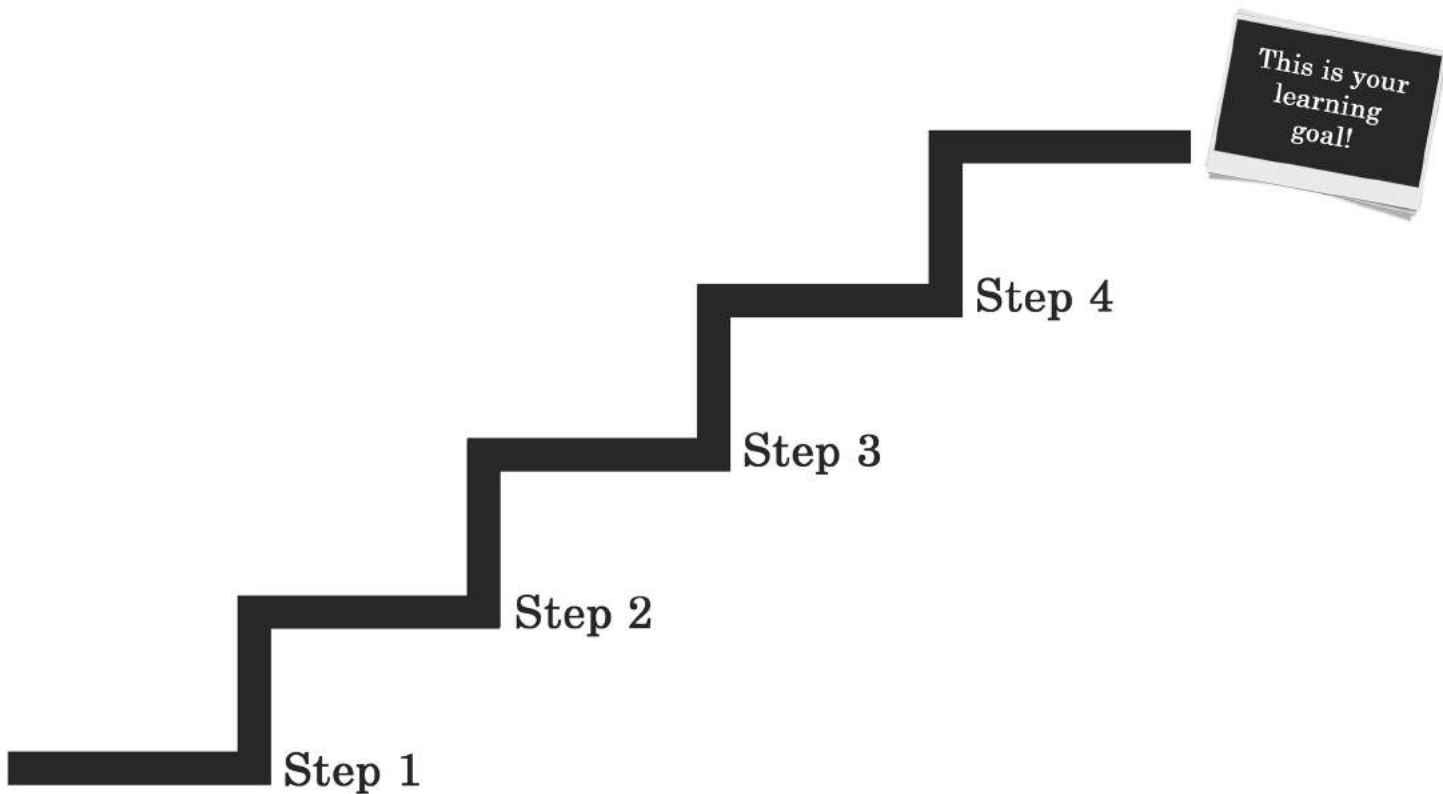
Support cards “GIVE & GET”
Private donor gives you 500K€
Private donor gives you 600K€
Private donor gives you 300K€
Private donor gives you 400K€
The other players contribute to your projects 200K€ each
The other players contribute to your projects 300K€ each
The other players contribute to your projects 300K€ each
Christmas campaigns raise 1M€ for you
Receive 200K€ for each of your active projects
Receive 500K€ for each project you run fully on your own
Political corruption causes resources leak 400K€
A dictatorship arises in one of the countries. You lose one project
A dictatorship arises in one of the countries. You lose one project
A dictatorship arises in one of the countries. You lose one project
It is hard to find volunteers for your projects, cover costs of campaign to raise awareness 300K€
Tornado. You arrange an emergency campaign and all players contribute with 200K€
Flood. You arrange an emergency campaign and all players contribute with 300K€
Earthquake. You arrange an emergency campaign and all players contribute with 300K€
Internal problems in your organisation. Miss one turn
New international regulations on cooperation and development. Miss one turn to study them.
You support an Educational project of another player with 200K€
You support each Educational project with 100K€
You support a Health project of another player with 200K€
You support each Health project with 100K€
You support a Development project of another player with 200K€
You support each Development project with 100K€
You support a 4th world project of another player with 200K€
You support each 4th world project with 100K€
You receive support from EU for all your projects (each one 100K€)
New EU funding for Educational projects. Receive 200K€ for each project you have
Many volunteers want to collaborate in your projects. You have another turn
Local government supports your project with a new law. You have another turn
Exchange rate and stock market influence benefit your projects. +200K€

Project cards
AIDS prevention
Basic nutrition campaign
Basic vaccination campaign
Building hospitals
Sending ambulances
Stop human trafficking
Building 4 new schools
Providing educational materials
Training local teachers and educators
Promotion of sports and non-formal education
Children rights to education campaign
Development of ICT networks for education
Micro-credit support to cooperative work
Campaign to promote e-commerce
Improving public transport network
Empowerment of women campaign
Building facilities the refugees
Fair trade support campaign
Campaign against gender violence
Activities to prevent bullying and cyber-bullying
Healthy lifestyles campaign
Drug addiction prevention activities
Empowerment of youth and employability
Campaign against racism and xenophobia

BANK OF IDEAS

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LEARNING STAIRS



MY LEARNING WAY



Appendix 7 - United Nations Universal declaration of Human rights

Note

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and “to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories.

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore, The General Assembly, Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article I

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

(1) Everyone has the right to freedom of movement and residence within the borders of each State.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right to equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

More information:

<http://www.un.org/en/universal-declaration-human-rights/>

Erasmus+ framework

Erasmus+ is the EU's new programme for boosting skills and employability through education, training, youth, and sport. In the time frame 2014-2020 the programme will provide opportunities for over 4 million Europeans to study, train, gain work experience, and volunteer abroad.

What does it involve?

Funding for youth activities under Erasmus+ aims to improve the key competences, skills and employability of young people, promote young people's social inclusion and well-being, and foster improvements in youth work and youth policy at local, national and international level. Concretely in the field of youth, the Erasmus+ programme offers three main opportunities:

Key Action 1:

Learning mobility opportunities for young people and youth workers

Young people have the opportunity to participate in youth-exchanges or to volunteer for a period up to one year in another country. Youth workers can take part in training and networking activities abroad or spend some time in a youth organization abroad for a job shadowing or an observation period.

Key Action 2:

Opportunities for cooperation for innovation and exchange of good practices

Organizations can apply for funding to work in partnership with organizations from other participating countries. The projects funded under this action will focus on sharing, developing and transferring innovative practices in education, training and youth provision between participating countries.

Key Action 3:

Opportunities to support policy reform

The Erasmus+ programme will fund strategic activities supporting policy reform across the EU. Funding opportunities in the field of youth under this action can take the form of meetings between young people and decision makers.

Who can take part?

Various opportunities are available under Erasmus+, including opportunities for young people (aged 13-30), youth organizations, and other stakeholders active in the field of youth.

More information:

http://ec.europa.eu/programmes/erasmus-plus/index_en.htm



Youthpass

Youthpass is part of a wider European Commission's strategy aimed at fostering the recognition of non-formal learning among young people and youth workers, thus supporting their employability and active citizenship, as well as strengthening the social recognition of youth work Europe-wide. It is available for projects funded by Erasmus+: Youth in Action (2014-2020) and Youth in Action (2007-2013) programmes. As a tool to document and recognize learning outcomes, it puts policy into practice and practice into policy.

While creating their Youthpass Certificate together with a support person, the participants of the projects have the possibility to describe what they have done in their project and which competences they have acquired. Thus, Youthpass supports the reflection upon the personal non-formal learning process and outcomes. There is the opportunity to describe each of the 8 key competences within the Youthpass Certificate.

Being a Europe-wide validation instrument for non-formal learning in the youth field, Youthpass contributes to strengthening the social recognition of youth work. Describing the added value of the project, Youthpass supports active European citizenship of young people and of youth workers. Youthpass also aims at supporting the employability of young people and of youth workers by documenting the acquisition of key competences on a certificate.

Youthpass is also a valuable tool to be used for the documentation and reflection on the learning process happening in youth activities. Currently it is available for Youth Exchanges, European Voluntary Service, Mobility of Youth Workers (all of them both within Key Action 1 and 2), for Structured Dialogue meetings (Key Action 3) and for the Transnational Cooperation Activities (TCA) of the National Agencies. Every participant of such activities is entitled to receive one, thus to have their learning outcomes recognized.

There are several publications issued by SALTO – Youth that are facilitating the process of using Youthpass. Those publications can be found on www.youthpass.eu website.

A stronger link to Europass and synergies with the process of defining a European Skills, Competences and Occupations framework (ESCO) would also be sought, as a way to further reinforce the recognition of non-formal learning Europe-wide.

Finally, the Youthpass' processes, models and practices would be put forward in national, regional and local contexts in order to be used as inspiration for the development of similar tools outside of the Erasmus+: Youth in Action Programme.

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Last but not least, we take this opportunity to express our gratitude to Manuela Strinavić, who has contributed to the implementation of this project in many ways.

Game developers

Antonio Benaches Bodi / Spain

ICT and education expert. Passion for games

By playing, we can enjoy and develop our competences in many ways. Games can be very motivating and engaging tools if we use them wisely. Let's play more and talk less!



Ginta Salmina / Latvia

Board Member at Baltic Regional fund, non-formal trainer

Lifelong learning is a journey, and it is our own responsibility to choose the direction and the way of learning. Let's make our lives and journeys unforgettable with new and interesting methods and games!

Josep Morera Lopez / Spain

Human resources specialist

Gamification is a great way to improve skills and the 8 key competences which are very important in terms of employability.



Josip Brozovic / Croatia

Project manager and lawyer

Today is highlighted by the need for new tools to assist in the transfer of new knowledge and skills to young people. I believe that the games can play a strong role in strengthening young people for the new challenges of our time.

Krista Habakukk / Estonia

Chairperson of the Board at the Estonian Village Movement Kodukant

If you want to go fast, go alone. If you want to go far, go together.



Marika Valter / Estonia

Manager of the NGO Southwest Estonia Development Center and Paikuse Open Youth Centre

I work with youth – My work is the future.

Natalja Gudakovska / Latvia

Trainer in the field of youth, coach and youth work specialist

People are more likely to learn when they play games, as this is real experience what they get, i.e. experience and knowledge that is easy to retain. Learning through games makes the learning process attractive and engaging. Play, discover yourself and others, and learn!





Nikolina Jurekovic / Croatia

Project coordinator, youth worker

As Maya Angelou said, “We are all creative, but by the time we are 3 of 4 years old, someone has knocked the creativity out of us. Some people shut up the kids who start to tell stories. Kids dance in their cribs, but someone will insist they sit still. By the time the creative people are 10 or 12, they want to be like everyone else.” Therefore, by engaging in projects such as this one, I try to bring out my inner creative child in order to help everyone else to bring out theirs.

Zane Veinberga / Latvia

Psychologist, trainer

For me, “game” is a point where the interest, attention, learning and joy come together and help to reach new heights!



More information:

www.facebook.com/8keycom

www.8competencesgame.com

