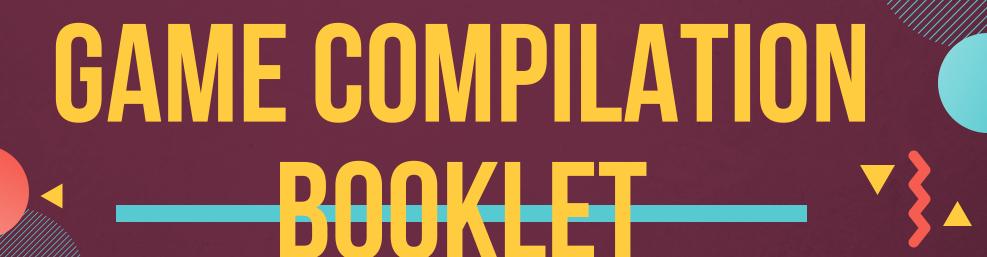
CAMES 4 Leaning Course









ABOUT THE PROJECT



Games have a positive effect on transforming relations in groups of youngsters, can resolve conflicts, teach about numerous topics and inspire youngsters to **take up initiative**. However, daily work with youngsters can make the "toolbox" of youth workers/youth leaders empty, making it difficult to come up with entertaining and meaningful methods.

Through **G4L,** we wanted to give a chance for participants to learn how to create new thought-through games on current "hot" topics (migration, inter-cultural understanding, inter-religious dialogue) for their work and benefit of other youth workers.

"Games 4 Learning" was an international Erasmus+ training course organized by Shokkin Group Norge and Youth Association Droni. The main activity of the project took place in Rustavi (Georgia) during the period 10-17 January, 2018, including 23 participants and four team members from 8 different countries (Georgia, Denmark, Estonia, Spain, Belarus, Armenia, Norway and Ukraine).

PARTNERS









WWW.FACEBOOK.COM/SH OKKINARMENIA/ ARMFNIA



WWW.NEW-FACES.ORG BELARUS



WWW.NGOLOGOS.ORG UKRAINE

-GAMES-OUTLINES-

During the project, participants were divided into smaller working groups. Each group choose one topic on which to prepare an educational game. At the end we agreed on two games connected with migration issues, two games for intercultural communication, one game about youth unemployment and one about media consumption.

GAME 1: THE JOURNEY TO PALU

- Game duration: 60 min.
- Target Group: Young people aged 16-24
- Group size: 20 (adaptable)
- Location: At least 4 indoor rooms and 1 outdoor place
- Learning Outcomes:
 - 1. To become empathetic towards refugees.
 - 2. To learn about political procedures to obtain a legal refugee status.
 - 3. To identify problems faced by refugees.
- Materials Needed:

Envelopes

4 stories about families

20 IDs

20 photos

20 medical approvals

4 application forms

4 papers with different colors

Eye-test

20 quiz papers

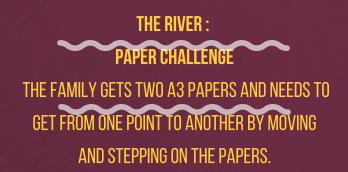
Encrypted message

The signs



• Step by step guide:

- 1. Facilitator introduces the game
- 2. Randomly distribute paper pieces which will divide the group into four families (3, 4, 6 and 7 members). Each paper has a role description. They have to find other people with the same paper color.
- 3. Each family gets a story and certain objects in one envelope (history of the family, medical, id, photos, info). Give them a few minutes until they know everything in the envelope and they know one another.
- 4. Tell participants that they need to get to Palu and they have 2 options: to go through the river or the mountains (remember to inform them to wear shoes and coats because they are going outdoors).



THE MOUNTAINS: TREE CHALLENGE

THE GROUP HAS TOO SOOPERATE TO GET ALL ITS

MEMBERS OVER THE SET SBSTACKE RAROPE TIED

AMONG TWO OR MUNE TREES).

- 5. Finalizing the initial challenge means that the families managed to arrive to Palu, where facilitators will provide them with application forms (real application forms from UNCHR) and a paper with some info about the game rules (where should they go, how much time they have...).
- 6. Families are then sent to the NGO, where they will learn cultural aspects by writing down the rules. Tell participants that UNCHR office will close in 30 minutes, but to complete the application form they will have to first go to the Hospital, the Police Department and the Government. **Result of the NGO stage= photo**.



- 7. **Hospital.** Eye-test: rewrite the local letters with a dictate-drawing 1 min game between 2 family members. (Only one member can see the symbols and describes them to the other member). When the task is finished, the family gets the **Medical approval**.
- 8. **Police department.** Family quiz: how well family members know each other, fill in the tables in silence. **Result = ID card, Family info.**
- 9. **Government:** pass language test. Figure out the meaning of encrypted message (shuffled letters). **Result = Date of birth, Place of birth, Address, Occupation.**
- 10. Return to the NGO office with the completed application form. The game is then over.

• Debriefing Questions:

- 1. What did you experience?
- 2. How did you feel during the game and how do you feel now?
- 3. Have you learnt anything?
- 4. How do you relate this to the real life? (talk about real statistics)
- 5. Is there anything else you would like to say?



Watch the summary video

ANNEX 1: THE JOURNEY TO PALU



FAMILY STORIES

Family Hansen (4)

You are a family of four from Norway, who are forced to leave the country because the temperature is getting so low that it is impossible to live your life there anymore. You have been struggling for almost a year with these conditions because you love your country and you are very proud of your culture so you do not want to leave. At the same time, you can see that you are running out of money and almost everyone already left, which means that there is no proper healthcare and no way of getting food. Your only option left is to head towards Palu and hope that you can obtain legal status as a refugee.

FamilyFamily Rojo (7)

You are a big rich Spanish family living in Catalonia. Nowadays the political situation has become hard. All your neighbors want the independence of Catalonia from Spain, as many people in your region. Some economical problems have started, caused by the political instability. The family business have broke down and the streets are dangerous because of continuous fights between people and police. You need to go to another place to start a new life. You have heard about a place with some opportunities called Palu, and you hope that you can obtain legal status as refugees there.

Family Kalinowski (3)

You are two sisters and a brother from Belarus. You are teenagers from a middle class family. Recently Russian government announced that historically the city you live in belongs to Russia and they will do everything to get it back. The war began. One day your house was bombed and you had to flee immediately with other neighbors. Though your parents were not home and you haven't seen them or heard from them since then. Now you are trying to settled down in a safe place and start searching for your parents, so you have planned to go to Palu.

Family Aramian (5)

You are a family from Armenia where a devastating earthquake happened lately, taking away thousands of lives. Fortunately, the members of your family have survived, but left homeless. The father of the family - a dedicated physics professor and scientist at the local Academy of sciences (the building of which is no longer usable as a result of earthquake) decides to sell the few valuable things left with them to flee to Palu together with his wife and 3 children, where he would be able to continue his scientific research, ensure a decent future for his children and try to relieve the psychological trauma that the family experienced.

ANNEX 1: THE JOURNEY TO PALU



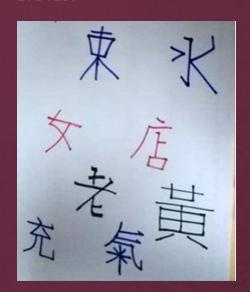
RULES OF JAPAN

- If you want to interact with locals, you will need to compliment their face aspects -specially nose.
- If you are going to talk, you need to shake your left hand.
- If you are listening to a local, you need to close your eyes to show respect.
- To announce that you are leaving a station, you need to clap three times.

TABLE TO FILL IN AT THE POLICE OFFICE

Family member name	Spoken languages	Age	Highest level of education	Field of studies	Favourite colour

EYE TEST







- Game duration: 45 min + 20 min debriefing.
- Target Group: Young people aged 16-24
- Group size: 12-24
- Location: 4 rooms, or outside. Each group should not be able to see each other.
- Learning Outcomes:
 - 1. Increase the awareness of your personal culture.
 - 2. To learn how to overcome differences and engage diversity.
 - 3. To learn to see and understand the background of the culture.
- Materials Needed:

Name cards for 4 different groups, resource cards (or actual resources), printed rules for each region.

• Step by step guide:

- 1. Make name cards for each group, it will make it easier for the groups to know who they are able to communicate with and not.
- 2. Make sure there is a room for each group. Groups should not be able to see or hear each other well. There should also be paper and pens in the room assigned to group A in case they decide to use drawing as a way to communicate.
- 3. Get the resources ready for the different groups. What type of resources are optional.

Here there is an example of distribution with resource cards showing paper, wood, bricks and animals;

Group A: 12 papers, 2 wood and 2 bricks.

Group B: 2 wood, 12 animals and 2 bricks.

Group C: 2 papers, 2 animals and 12 bricks.

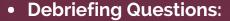
Group D: 12 wood, 2 animals and 2 papers.

4. The groups should not know what the given resources are before going to their location. They are not allowed to share information with the other group of how many of each resource they have during the game. The aim is to collect 4 resources of each kind.

There are enough resources for every region to survive, but participants are not told this information.

- 5. Divide the participants into 4 equal groups. Tell them their regional location, and give a little background story: The territory has been suffering from a natural disaster, and as a result each of the regions are lacking the resources needed for survival. You will try to collect the resources needed.
- 6. Give the rules and the resources to each group, but they are not allowed to read it or look at it before entering their own region (you can leave it in the rooms before the game starts.) They should not tell the other groups about their own rules. Explain they all have one reflective task when they gather their group in their assigned location. This should only take a few minutes.
- 7. There could be 4 facilitators, one in each room, to observe and maybe answer questions from each group.

There could also be only 1 or 2 facilitators in a neutral space for the participants to approach. The facilitators should be able to have a view over most of the game area.



- 1. How was it?/How do you feel?
- 2. What was happening when you were interacting with another group?
- 3. Can you name some of the differences you spotted in different regions? What are the parallels with these differences in real life?
- 4. Did you give up your cultural identity or brought it to the other regions? How did it feel?
- 5. How do you overcome these cultural differences in real life?
- 6. What attitude/mindset helps to engage diversity in the society?

Topics to cover: reflect on the commmunication within the groups (regions), communication between the groups (regions), on the processes happening during the game, cultural identities and cultural integration.

Comments:

The aim of the game is to overcome cultural differences. There is also a reason for the different cultural rules, which should be tackled during the debriefing, here are our thoughts:

- Not being able to speak with other groups represents language barriers.
- Not being able to say no represents hospitality. You always want to help, even if you are not actually able to do so.
- Not speaking with someone that is taller than you represents hierarchy, very important in some cultures.
- Not speaking with people with shoes on represents spiritual beliefs, for example purity.



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ANNEX 2: MULTI-CULTI REGIONS



REGIONS RULES

Region Alta

You can not tell the other groups about your rules.

To survive you need to collect 4 items of each resource existing.

You are not allowed to tell anybody from another region how many of each resource you have.

The only place you can communicate with your group is within your own regional location

Communication between the regions can only be done at one of the regional locations.

You believe that communication only can be performed when shoes are off. You will not communicate with someone that enters your region with shoes. You will not say why you are not communicating.

Reflect on why this cultural aspect is important for you_____

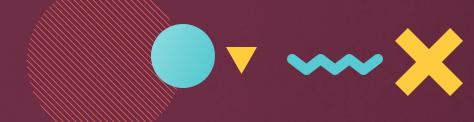
You can not visit region Cora, since there are no logistic connecctions there.

When you visit another region you have the option to integrate and adapt with the culture of the other region.

Region Berta

- You can not tell the other groups about your rules.
- To survive you need to collect 4 items of each resource existing.
- You are not allowed to tell anybody from another region how many of each resource you have.
- The only place you can communicate with your group is within your own regional location
- Communication between the regions can only be done at one of the regional locations.
- You believe that you should always try to help your visitors.
- You will not be able to say 'no', but always answer 'yes' when asked, even though you actually mean 'no'.
- You will not have to actually do what asked for, but always answer 'yes', since the word 'no' is not used in your region.
- Reflect on why this cultural aspect is important for you_____
- You can not visit region Dima, since there are no logistic connections there.
- When you visit another region you have the option to integrate and adapt with the culture of the other region.

ANNEX 2: MULTI-CULTI REGIONS



REGIONS RULES

Region Cora

- You can not tell the other groups about your rules.
- To survive you need to collect 4 items of each resource existing.
- You are not allowed to tell anybody from another region how many of each resource you have.
- The only place you can communicate with your group is within your own regional location
- Communication between the regions can only be done at one of the regional locations.
- You can not communicate with anyone that is taller than you.
- You will however be able to communicate if another person lowers himself to your height or below. As soon as they rise and become higher the communication ends.
- Reflect on why this cultural aspect is important for you_____
- You can not visit region Alta, since there are no logistic connections there.
- When you visit another region you have the option to integrate and adapt with the culture of the other region.

Region Dima

You can not tell the other groups about your rules.

To survive you need to collect 4 items of each resource existing.

You are not allowed to tell anybody from another region how many of each resource you have.

The only place you can communicate with your group is within your own regional location

Communication between the regions can only be done at one of the regional locations.

You can not verbally communicate with the other groups.

When a visitor tries to communicate you will not understand any verbal communication.

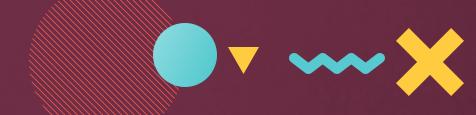
Reflect on why this cultural aspect is important for you_____

You can not visit region Berta, since there are no logistic connections there.

When you visit another region you have the option to integrate and adapt with the culture of the other region.

GAME 3: THE CERTIFICATE

- Game duration: 60 min.
- Target Group: Young people aged 14-18
- Group size: 6-10 people (2 teams)
- Location: inside, 1 room.
- Learning Outcomes:
 - 1. Practice skills such as team-building and cooperation, creativity, problem solving, critical thinking.
 - 2. Illustrate the most typical structure applying for the job.
 - 3. Involve youth in a typical interview process.
- Materials Needed:
 - School level: 20 task cards: 10 easy (one color) and 10 hard (other color). Certificate for each task of 2 different colors.
 - University IvI: 3 variants of the task. Certificates of graduation.
 - CV lvl: CV templates.
 - Interview lvl: prepared questions about interviewee.
 - Final lvl: final certificates indicating salary, duration of leave and the place and duration of vacation and other parameters (optional). Pens, paper, table, chairs, cards with points or coins (nominal value of 100 and 200), envelope.



• Step-by-step guide:

- School level

- 1. (2 min)Introduce the game about learning experience and applying for a job.
- 2. (1 min) Divide participants into teams. Each team starts with the school level.
- 3. (10 min) Pupils need to pass school exam doing certain number of tasks of 2 levels (easy level: 100 points, hard level:200 points). Every done task leads participants to the special certificate of relevant subject (for example, math task brings a math certificate).
- 4. After the exam is passed participants graduate from school and enter the university. All coins and certificates team members retain for themselves.

- University level

- 5. (2 min) Participants look at certificates they received on previous level and join into teams according to the color. Every team represents its University.
- 6. (8 min) On this level teams need to pass another exam. The questions are about team building and cooperation, creativity, problem solving and critical thinking. Every team chooses one task blindly and takes 3 minutes to prepare. Teams show each other get the task done and 200 coins.
- 7. (1 min) Each team receives a certificate corresponding to the topic of the assignment.

- CV level

8. (5 min) Each team receives CV template to fill. The template should list all existing certificates; indicate which educational institutions are completed (from previous levels) and some other competences. Sample competency list: team photo, contacts, education, experience, courses, skills, languages, interests.

- 9. (5 min) Host of the game has 5 minutes to check and give points for the task.
- All completed fields with detailed information: 500 points;
- One or two fields has short answers:400 points;
- All fields have short answers: 300 points;
- One field is empty: 200 points;
- Two or more field are empty: 100 points.

- Interview level

10. (15 min) When CVs are verified, participants are invited one by one to an interview. Each one has 1 question and 60 seconds for answering this question without words starting with "S". Completed task brings 100 points.

- Final level

11. (3 min) Teams count collected individual and collective points and receive final certificates according to the number of points.

• Debriefing Questions:

How do you feel now and during the game?

- 2. What was frustrating?
- 3. What task was the most useful/useless for you?
- 4. Do you feel the importance of teambuilding during the game?
- 5. What was new for you?
- 6. Is it possible to use received knowledge in your life?



Watch the summary video





- **○**▼ **~~**>
- Game duration: at least 70 min (including introduction and debriefing).
- Target Group: Young people aged 16 30.
- Group size: 3-7 people per game.
- Location: One large space.
- Learning Outcomes:
 - 1. Understand the anti-migration narrative and point of view.
 - 2. Understanding the migrants narratives and point of view.
 - 3. Building empathy through highlighting the mutual benefits of migration.
- Materials Needed: Cards, board game, two dice, checkers.
- Step-by-step guide:
 - 1. Set up the board.
 - 2. Each player must select three ID cards, one from each pile ("Background", "Special Attributions" and "Skills and Professions"). These will give the player an identity to follow throughout the game.



- 3. Facilitator reads out five opening sentences that the players must follow. They step one step forward if the sentence applies to their character. Therefore each player will start at different points.
 - a. I have never had to hide my sexuality or identity.
 - b. I feel safe when I walk the street at night.
 - c. I can go on holiday at least once a year.
 - d. If I get sick I have access to health care.
 - e. I have a say in the politics of the country I live in.
 - 2. Now first player will roll a dice, and turns will be in that order for the whole game. (Tip: Sit down in this order!) If two players are on the same tile, the oldest starts.
 - 3. Players continue to play and turn around the appropriate card and do tasks until all players arrive at the end of the game.
 - 4. At the end of the game there is a reflection questionnaire which is handed out to all participants.

• Debriefing questions:

- 1. Describe what happened in the game
- 2. How do you feel in one sentence?
- 3. Why did you feel like that?
- 4. How did your role affect the way you played the game?
- 5. What did you learn from the game?
- 6. How do you think the game reflects to real life?
- 7. What will you do in the future?



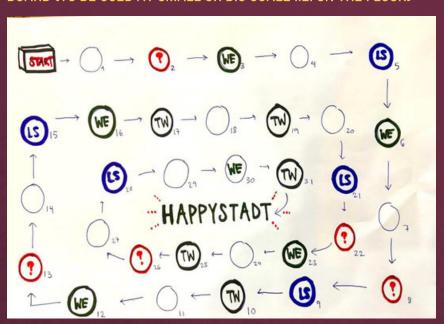
ANNEX 4: WELCOME TO HAPPYSTADT!



GAME RULES

- 1. Refugees do not have health care, but local Europeans do.
- 2. Locals throw two dices, and refugees one. If the refugees, however, learn how to speak the language, they can also throw two dices. If they are multilingual from the beginning, they can always throw two dices.
- 3. If the teacher or translator helps you overcome a challenge, they do not have to know the answer. However, they must go 1 step back after helping.
- 4. Someone else must read the questions for the player getting the question. The right answers are underlined. If the player answers correctly, he/she moves 1 step forward. If it is wrong, he/she moves 1 step back.

BOARD (TO BE USED AT SMALL OR BIG SCALE I.E. ON THE FLOOR)



GAME CARDS (PRINTABLE)



QUESTIONNAIRE (PRINTABLE)





GAME 5: SAVE ATLANTIDA

- Game duration: 60 min.
- Target Group: Young people 16-24, but the game could apply to all groups of people.
- Group size: 20 people.
- Location: 1 room, big enough to build a map on the floor.
- Learning Outcomes:
 - 1. Breaking stereotypes
 - 2. Tolerance/respect/mobility
 - 3. See the bottom of the iceberg
- Materials Needed: Cards, tape, paper, music.
- Step-by-step guide:
 - 1. Preparation stage: build a map on the floor containing 4 different areas, one of which will be the fertile soil.
 - 2. Divide the players in 4 groups of 5 people, assigning each team to a different area. Read the story and rules aloud (3 minutes).
 - 3. Family meeting (5 minutes) the owners of one-color cards gather together, exchange their info and think how they could use that. Beginning of rounds:
 - Boundaries open sound:



- Boundaries closed sound:





- 4. Group representative meeting (3 minutes) borders are open, you could go and communicate.
- 5. Family meeting (3 minutes) discuss the info in the family.
- 6. Group representative meeting (3 minutes).
- 7. Family meeting (3 minutes).
- 8. Group representative final meeting (3 minutes).
- 9. Leaders meeting (4 minutes): leaders from all civilizations gather together to speak about the solution.
- 10. Borders are open, you have no rules, you need to quickly solve the riddle. (15 minutes with alarm every 5 minutes). During this period players are open to communicate with each other any way they want, discuss information of cards, try to solve riddles of reasons of stereotypes (supervised by facilitators), start action of making waterline on map.
- 11. Debriefing+feedback (20 minutes).

• Debriefing questions:

- 1. How did you feel in the process of the game?
- 2. What were the challenges of the game for you?
- 3. Why do you think we need the borders?



Watch the summary video

ANNEX 5: SAVE ATLANTIDA



GAME RULES

- Cards cannot be exchanged and during the 7 rounds, communication about information from the cards should be peer-to-peer ONLY while boundaries are open.
- After 7 rounds they can communicate and start actions for building the waterline, but only after solving the riddles of stereotypes, which will be supervised by facilitators and will be told in the beginning while presentation of rules.

BACKGROUND STORY

On the continent of Atlantida there were 4 civilizations, each one with their own identity and heritage, but still united with one another. Through the centuries they had times of peace and war. By communication they gained high level of development, solved a lot of conflicts and wars, but the day came when they lost their points of connection, no friends, nor foes anymore. Their common development went in different directions: somebody become technologically advanced, for others land became the source of existence and happiness, somebody knew how to extract resources and one of the civilization was wise and intelligent, education about the world around was their treasure. The boundaries were changing, but not everyone was happy.

Over time the nature began to change: it was leading its own life. Eventually, they faced the hugest challenge in history which they didn't know how to control – infertility of soil – which was the reason for disappearance of many civilizations before them. For their survival they need to find the way to get back to the time when the only possible solution was communication, but for this they have to forget all the resentment between each other and urgently break prejudices and stereotypes about each other, as it is the only option standing in the face of immense danger: starvation and death.

TRAGIC ENDING

No one united and the group did not build the pipeline to the fertile soil. Unfortunately, as a result of the individualist approach of the teams and not building the pipeline, you all died due to starvation, as the land became infertile.

Soundtrack (from second 35):



ANNEX 5: SAVE ATLANTIDA



MEDIUM ENDING

If the group managed to build pipeline, even if it is from or into the wrong territory or only techno team build it, all your relatives died, as trying to solve the problem for too long time made resources only enough for you and it was late for others

Soundtrack:



BEST ENDING

Congratulations! You managed to fertilize the land! Now you all live happily together, and the most important: without stereotypes about each other!

Soundtrack:



GAME CARDS (PRINTABLE)





GAME 6: THE TRUTH BEHIND THE SHADOW

- Game duration: 60 min.
- Target Group: Young people 16-24, but the game could apply to all groups of people.
- Group size: 20 people.
- Location: 1 room, big enough to build a map on the floor.
- Learning Outcomes:
 - 1. Breaking stereotypes
 - 2. Tolerance/respect/mobility
 - 3. See the bottom of the iceberg
- Materials Needed: paper, pens, markers, scissors, two stories for the groups (containing maximum info about the event it describes, as objective as possible).



• Step-by-step guide:

- 1. Make two groups of players which are located in different rooms.
- 2. Divide each group into 3 teams.
- 3. Hand in one of the stories to the 1 st group and the 2 nd story to the second group. Each of the teams has a role: pro-governmental newspaper, yellow press, and social media, with description of its interests. (10min)
- 4. Each of the teams creates an article about the same topic from their point of view in 20 minutes.
- 5. Choose a team member who will go to a team from the opposite group to introduce the news to them. This will take 8 minutes.
- 6. The two big groups discuss the information they received and make a final conclusion about the stories. (10min)
- 7. Two big groups represent each other the information that they think is the reality.
- 8. Debriefing (10min).

• Debriefing questions:

- 1. What did you feel during the game?
- 2. How do you select media?
- 3. What are the preferable sources in your country?
- 4. What do the youth prefer?
- 5. How do you think the game is connected to reality?



Watch the summary video

ANNEX 6: THE TRUTH BEHIND THE SHADOW



EXAMPLES OF MEDIA CARDS FOR JOURNALISTS

Your task is to write and later present an article to a daily 'yellow' magazine

- Likes eye-catching headlines
- Every article contains always gossip about important people
- There can be no numbers or dates in any article
- Max 40 words

Your task is to write and later present an article to weekly business newspaper

Every sentence in an article contains numbers Always favors businessmen Always includes a chart or table Max 50 words and one picture

Your task is to create a news story and later present it at national TV channel's evening news show

Always favours government Newstory can only be 2 minutes long In every newstory mentions word `policy`at least 3 times Always includes a quote from source

STORY 1 (PRINTABLE)



STORY 2 (PRINTABLE)







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Design: Olalla González

Shokkin Group Norge

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