GENIE

Gamified Education for Nature Inclusion and Environment

Toolkit

ASNU
SCIENZE NATURALI

G Agenzia Italiana
per la Gioventù

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Erasmus+
Enriching lives, opening minds.

DESAPLATANATE

BIO LIVING Associação BioLiving

Active Green Solution

ADEL Slovakia

Association AVR

Паралел Силистра
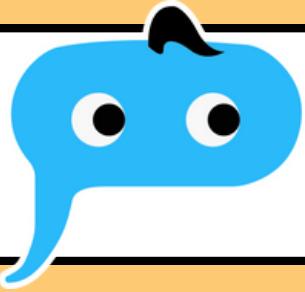
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Introduction
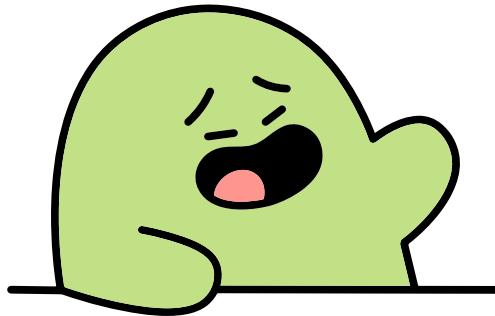
This booklet is part of GENIE – Gamified Education for Nature, Inclusion and Environment, an international youth work project co-funded by the Erasmus+ Programme of the European Union.

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Coordinator: ASNU – Associazione Scienze Naturali Unite APS (Italy)

Why GENIE?

GENIE (Gamified Education in Nature for Inclusion and Environment) is based on the awareness that youth workers play a fundamental role in raising young people's awareness of environmental issues and in promoting responsible and sustainable behaviours. As stated in the UNESCO Tbilisi Declaration (1978), they are key actors in fostering responsible attitudes and actions; however, to do this effectively, they need effective tools not only to inform, but also to motivate young people toward active participation and meaningful action.

Outdoor non-formal education (NFE) and the integration of gamification elements are two factors that can significantly amplify the impact of these activities. The natural environment offers unique opportunities to stimulate engagement and well-being, supporting personal and social development and enhancing learning effectiveness. Numerous studies, such as those by Becker (2017), show that immersion in nature can strengthen educational outcomes, especially when addressing environmental topics.
Moreover, there is a strong correlation between a sense of connection to nature and environmentally responsible behaviour (Brügger, 2011).

Why GENIE?

Another powerful tool is gamification, which, as defined by Kapp (2012), involves the application of game mechanics and dynamics to motivate and engage people. The use of gamification in non-formal education has already demonstrated its effectiveness in improving engagement, motivation, and experiential learning (Fiona Fui-Hoon Nah et al., 2014), as shown by successful global examples, including digital tools such as Duolingo and Kahoot. However, the use of such approaches in outdoor and non-digital contexts is still relatively limited, despite promising examples such as SUMMIT by the University of Edinburgh (Lim, MY, Taylor, NK & Gallacher, 2016), which demonstrate their strong potential.

THE PROJECT

The GENIE project consisted of an international training course which took place in June 2025 Near Napoli, Italy, and a set of follow-up dissemination and implementation activities aimed at strengthening the capacity of youth workers to use games, gamification, and outdoor methods in their educational practice.

The core of the project was a residential training experience where participants from different countries learned through games rather than about games, by testing activities, designing their own educational games, and reflecting on their role as facilitators in non-formal learning contexts. The project also included dissemination actions, local implementations, and the sharing of tools developed during the training.

The aim of GENIE was to make youth work more engaging, accessible, and effective when addressing topics such as nature, sustainability, inclusion, and participation. Its main objectives were to provide youth workers with practical, tested methods; to strengthen their confidence in using games and outdoor activities as educational tools; and to create a shared set of resources that could be adapted and reused in different local contexts.

THE TOOLKIT
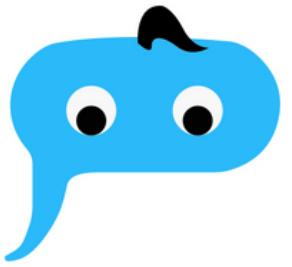
The GENIE Toolkit (the one you are reading right now!) collects the practical outcomes of the project. Its content focuses on activities that were actually implemented during the training, including group-building exercises, outdoor and nature-based activities, role-playing games, and games designed by participants.

Rather than offering extensive theory, the toolkit documents how activities were carried out, what worked, what needed adaptation, and how they can be replicated, making it a hands-on resource for youth workers who want to apply game-based and experiential learning in their own work.

Basically, you can replicate the whole training and experiment with our outcomes. Please, share your results in case!
The first part is going to be about the activities of the training itself: the reasoning behind the structure of the days and an overview of the activities, with links and all you need to reproduce them
The second part is about the dissemination part and the developed (and drafted) games

Let's go!

THE TRAINING
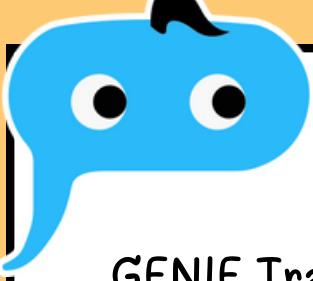
RATIONALE

GENIE Training Course (TC) took place in Roccaromana, Italy, in June 2025. It hosted 25 participants and 2 trainers for a total of 8 days of activities + 2 of travel

The target was youth workers who had little experience in the field, no more than 3 years. It was important to clearly define our target beforehand, in order to avoid big gaps in knowledge

It was structured to give each day a focus and works around *3 pillars:*

Youth work, as the target was beginner youth workers it was important to address it

Nature, in terms of how a youth worker should approach the subject and important points to make

Game, what is a game, how does it work and how can we develop it

TIMETABLE
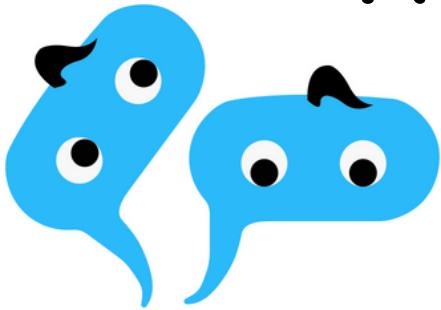
|	Day 1	Day 2	Day 3	Day 4
FOCUS OF THE DAY	ARRIVAL DAY	KNOWING EACH OTHER	YOUTH WORKING	NATURE AND OUTDOOR
Morning	Arrival day	Getting to know each other, Fear Expectation Contribute	Formal, Non formal and informal education	Role play game about Nature: CARE
		Introduction to the training, social contract, padlet eco	Word Cafè: YouthPass & Erasmus framework	
Afternoon	Training Course Opening	Task teams	Skills of a youth worker	Photocontest in Pietramelara
		City Rally	Partner market	Partner activity Outdoor
		Introduction to Reflection Groups	Reflection Groups	Reflection Groups
Evening	Dinner	games and chill	international night	grant night

TIMETABLE

	Day 5	Day 6	Day 7
FOCUS OF THE DAY	GAME	HIKE	GAME DEV
Morning	What is gamification, experiencial learning, gamification games and game-based learning examples	Day Hike Bioblitz Partner activities	Creativity lab
			How to develop games and formation of teams
Afternoon	Partner game activity		Game developing
	Games in action		
	Reflection Groups		Reflection Groups
Evening	Games in action	Game night	Partner activity

TIMETABLE

	Day 8	Day 9	Day 10
FOCUS OF THE DAY	GAME DEV	EVALUATION AND REFLECTION	DEPARTURES
Morning	Game developing	Networking	Departure day
Morning	Testing and feedbacks for tools	What did I learn this week	Departure day
Afternoon	Partner activity Outdoor	Looking to the future, dissemination and networking	Departure day
Afternoon	Partner activity Outdoor	Final evaluation and youthpass	Departure day
Afternoon	Reflection Groups	Reflection Groups	Departure day
Evening	Game night	Farewell party	

THE TRAINING DAY BY DAY
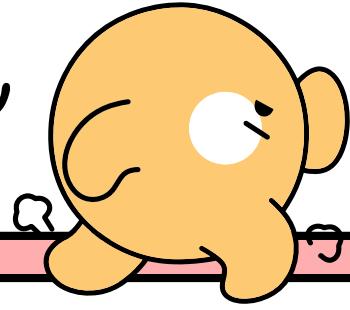
Follows a description of the activities day by day with simple cards. We'll skip over arrival and departure days.

Every day had in common some parts that are not going to be repeated every day:

Sharing circle: first thing every morning after breakfast and before activities everyone was put in a circle. Trainers asked to all participants if they were ok, if they needed anything and how were they feeling. This space is very important to make everyone's need feel heard and give a place and time to express them. It also make participants understand that their needs are important and should be voiced

Reflection groups: at the end of each day a different reflection method in group was used to digest and talk about the activities of the day

DAY 2: GETTING TO KNOW EACH OTHER

This day is crucial in every training. A good group dynamics and team building, and a good trust in the trainers, will make the whole training fruitful and efficient

Title	Welcome
Objectives	Making people aware of the context they are in and brief knowledge of their host rules
Description	• Hello to everyone • Trainers introduction • Project introduction and how the days are going to be structured • Introduction from the host and house rules (where to smoke, silence times etc)
Time	10 minutes
Materials	None

Title	Ball throwing to know names
Objectives	Getting to know each other
Description	First round: with one ball you throw and say your name and favorite game. The next one has to repeat your name and say their own name. And so on until all are done Second round you need to say the other person name, that person has to say the name of the one who threw and their own. You can add more ball at the same time to make everything more confusing and fun
Time	10 minuti
Materials	6 tennis balls

DAY 2: GETTING TO KNOW EACH OTHER

Title	Clock name
Objectives	Getting to know each other names
Description	This activity works very well but they should have at least an idea of the names around the place, so they can do this game Divide the whole group in a smaller circle, like 12 people for each group. 2 people go in the center and set themselves back to back. Going clockwise they have to say the name of all the other people in the circle, running against the other one. Who first overtakes the other wins, and someone else goes in the middle. After the group is done, merge together the groups and do it all together
Time	15 minutes
Materials	None

Title	Know each other with questions
Objectives	Know each other - not just the names
Description	The previous day at the arrival they were distributed cards with questions for one another. Now walk around in circles and find someone that you didn't know before. Ask each other the questions you have in your card. You have 1 minute each top. Then exchange the card and look for someone else Now put back all the cards in the bucket At the end say that the objectives was to reflect on what was learned and if you learned anything interesting about the others or yourself These cards are thought of and created for roleplaying games, and you use them in character. This is also to show how interesting roleplay games can be in terms of exploring oneself When the music stops it's time to change partner
Time	20 minuti
Materials	You can use any card with questions, we used the Ultimate RPG Campfire deck, by James D'amato

DAY 2: GETTING TO KNOW EACH OTHER

Title	Introduction to training, fear expectation contributes
Objectives	This activity helps participants connect the project objectives with their personal motivations, clarify expectations, and surface possible concerns at an early stage. It also supports group trust and transparency. It's important for the trainer too, to adju
Description	Briefly remind participants that the project goals and structure have already been presented. Explain that this activity focuses on the personal level: What do they expect from this experience? What would they be happy to contribute to the group? Are there any doubts, fears, or concerns (logistical, human, emotional, or related to the program)? Emphasise that there are no right or wrong answers. Step 2 – Individual reflection Invite participants to take a few minutes to reflect individually. Ask them to: Write their expectations on sticky notes and place them on the "Expectations" flipchart. Write what they feel they can contribute on the "Contributions" flipchart. Write any fears or doubts on the "Fears / Doubts" flipchart. Play light background music to create a relaxed atmosphere and allow participants to work at their own pace. Step 3 – Collective reflection Once everyone has finished, gather the group around the flipcharts. Read the notes together, cluster similar ideas if needed, and briefly discuss: Common expectations Shared strengths and contributions Recurrent fears or concerns Acknowledge what emerges and clarify which points can be addressed immediately and which will be revisited later during the training.
Time	30 minutes – take your time!
Materials	4 flipcharts Sticky notes Markers Light background music (optional)

DAY 2: GETTING TO KNOW EACH OTHER

Title	Padlet, partner activities, group tasks
Objectives	Help participants understand how the training works in practice and to actively position themselves within it. By presenting the programme day by day, introducing partner-led activities, and clarifying organisational responsibilities, the activity aims to reduce uncertainty, increase transparency, and create a shared sense of orientation. The introduction of the Padlet and the assignment of group tasks support participants in taking collective responsibility for the training's daily life, documentation, and learning process, reinforcing the idea that the programme is co-created and sustained by the group rather than delivered only by trainers.
Description	After the initial introduction, the programme is presented day by day, giving participants a clear overview of the rhythm of the training and how the different moments fit together. Special attention is given to the activity slots reserved for partners, explaining that each organisation will have space to propose and facilitate activities for the group. The intercultural evening is introduced as a participant-led moment: facilitators explain the format and practical guidelines, while leaving the content and organisation to the group.
	Participants are also shown how partner activities are scheduled. Each partner fills in a simple activity card with basic information (title, time, space, needs), which is then placed directly onto the programme so that everyone can see when and how activities will take place.
	The Padlet is then introduced as a shared working and documentation space. Facilitators explain its purpose: collecting materials, documenting activities, and allowing participants to contribute reflections and content throughout the training.
	Participants are subsequently divided into small groups and assigned rotational tasks that support the daily life of the training, such as helping with meals, taking care of common areas, supporting logistics during breaks, and contributing to documentation by uploading content to the Padlet. These tasks are designed to foster responsibility, collaboration, and a sense of shared ownership of the experience.
	Each group completes and confirms its assigned task, and all task cards are printed and displayed in a visible common area. This makes responsibilities clear and helps integrate organisational aspects into the educational process, reinforcing the idea that the training is a collective experience, not only a facilitated programme.
Time	60 mins
Materials	Cards for partner activities Objectives flipchart Padlet set up

DAY 2: GETTING TO KNOW EACH OTHER

Title	Social Contract
Objectives	The objective of this activity is to co-create a shared social contract that defines how participants and facilitators agree to live, work, and learn together during the training. It aims to build trust, clarify boundaries and expectations, promote mutual respect, and establish a collective responsibility for creating a safe, inclusive, and supportive learning environment.
Description	Participants are invited to collectively define the rules and values that will guide the training experience. Facilitators introduce the idea of a social contract as a living agreement, created by everyone and open to revision if needed. Participants are encouraged to propose guidelines related to communication, respect, time management, inclusion, conflict, and care for shared spaces. Contributions are gathered visibly and discussed together, allowing the group to clarify meanings, merge similar ideas, and agree on common principles. Once consensus is reached, the social contract is displayed in a common area and referred to throughout the training whenever needed. This process helps shift responsibility from the facilitators to the group and reinforces the training as a shared space of learning and co-responsibility.
Time	30 min
Materials	Flipchart Markers

DAY 2: GETTING TO KNOW EACH OTHER

Title	City Rally in Roccaromana
Objectives	Getting to know the place; team building
Description	After the creation of the social contract, participants took part in a gamified city rally designed to explore the local area. The activity was prepared in advance by one of the trainers using the Actionbound app and served both as an orientation exercise and as a practical example of digital gamification applied to outdoor education. The activity began with a short introduction to the Actionbound app, explaining how it works, what type of tasks participants would encounter, and how to navigate the route. Participants were then divided into small groups, making sure that each group included at least one person with the Actionbound app installed on their smartphone. Each group followed the same digital route, completing challenges, answering questions, and interacting with the surroundings as they moved through the town. The tasks encouraged observation, cooperation, and informal interaction with the environment and the group. By combining physical movement, exploration, and playful challenges, the city rally helped participants become familiar with the area while experiencing firsthand how a simple digital tool can transform a place into an engaging learning space. At the end of the activity, participants briefly shared impressions and reflections, linking the experience to possible uses of Actionbound and similar tools in their own youth work contexts.
Time	2 hours
Materials	Actionbound app installed Actionbound adventure prepared. The one we used for the training is available as an example here : https://en.actionbound.com/bound/genie---roccaromana-city-rally

DAY 3: YOUTH WORKING

The objective of the day was to give at least some foundation of what we mean by youth working, non formal education, learning methods

Title	Learning styles
Objectives	The objective of this activity is to help participants explore different learning styles and reflect on how people learn in non-formal education settings. Through games and group tasks, the activity aims to raise awareness of learning by doing, theoretical learning, and mixed approaches, while connecting these concepts to the basics of youth work and facilitation. It also supports participants in recognising diversity within groups and adapting activities to different learning needs.
Description	The activity introduces participants to the concept of learning styles by asking a simple but central question: How do we learn? Group was divided in 3 groups: • 1 group had to learn how to fold a t-shirt by just listening to a t-shirt history lesson • 1 group could watch someone else perform the folding • 1 group could watch and actually practice the folding At the end the 3 groups competed against each other in a folding race to see what method worked best. This is followed by a brief reflection linking the experience to principles of youth work and non-formal education. In a second phase, participants are divided into small teams for the game "Where am I?". Each team is asked to create its own internal rules and strategies while consciously considering the different learning approaches present in the group. The focus is not on performance, but on how teams organise themselves, communicate, and include different ways of learning. The activity concludes with a group reflection on what emerged during the games and how understanding learning styles can improve facilitation, inclusion, and effectiveness in youth work contexts.
Time	1 hour
Materials	1 t-shirt for each participant Pen and paper to write the internal rules Printed history of t-shirts Video about t-shirt folding

DAY 3: YOUTH WORKING

Title	YouthPass & Erasmus framework
Objectives	Help participants understand the Erasmus+ framework and the Youthpass tool through experiential learning. By using creative and performative methods, the activity aims to make institutional concepts more accessible, memorable, and less abstract. It also reinforces participants' responsibility to actively contribute to the project by reminding partners of their role in documenting and reporting their activities.
Description	This activity introduces the Erasmus+ framework and Youthpass using non-formal and creative methods rather than a traditional presentation. The facilitator briefly explains the purpose of Youthpass and how it relates to learning processes within Erasmus+ projects, including training courses, partnerships, and the European Solidarity Corps. Participants are reminded that Youthpass is not only a certificate, but a reflection tool connected to what they experience and contribute during the project. Partners are also reminded of their responsibility to document and register their activities. After a short energiser to activate the group, participants are divided into four groups of approximately six people. On the floor, four creative formats are placed: Dance, Sing/Poetry, Theatre, Mime, and Puppets (using socks). Each group randomly receives one creative format and one topic related to the Erasmus+ framework, such as Youthpass, Erasmus+ KA1 Training Course, Erasmus+ KA2, or European Solidarity Corps. Groups have 20 minutes to prepare a short creative performance that explains their assigned topic using the given format. Each group then has a maximum of 5 minutes to present their interpretation to the rest of the participants. The activity ends with a 15-minute debriefing, during which participants reflect on what they learned about Youthpass and Erasmus+, how creative methods supported understanding, and how these tools connect to their role as youth workers and project partners.
Time	60 minutes
Materials	Puppets Informational sheets for each topic Musical instruments Costumes

DAY 3: YOUTH WORKING

Title	Partners organizations market with elevator's pitch
Objectives	The objective of this activity is to help participants get to know the other organisations involved in the training, understand their profiles, competences, and areas of work, and create opportunities for networking and future cooperation.
Description	Participants are first divided into national or organisational groups. Each group prepares a flipchart presenting their organisation, focusing on key information that can be easily shared with others. Facilitators briefly introduce the concept of an elevator pitch, explaining how to communicate essential information clearly and effectively in a very short time. Each group then delivers a one-minute elevator pitch, presenting their organisation to the whole group. After this, a speed-dating session between organisations takes place, allowing participants to interact in smaller settings, ask questions, and explore potential synergies. At the end of the activity, all flipcharts are displayed on the wall and remain visible for the rest of the training, serving as a reference point and a support for informal networking. When preparing the flipchart, groups are encouraged to include: • name and logo of the organisation • location • vision, mission, and main objectives • key features and projects • main competences and areas of expertise
Time	60 mins
Materials	1 flipchart per organization Markers A flipchart on how to give elevator's pitch

DAY 4: NATURE

Day 4 was dedicated to nature. It is important to remember that in a training you do not have the duty to create scientists or inform about technical aspects of nature, as much as to what is relevant and how to communicate about it in an engaging way

Title	Role play game: CARE
Objectives	Use a game to explore natural topics and enviornmental issues
Description	We used the role play game CARE, developed by asnu in the homonymous KA210, to explore nature, ecosystem services, natural capital and all this things. For more information about the game please follow the link in the materials section. It took the whole morning, and it is recommended to give a lot of space for debriefing
Time	120+ minutes
Materials	You can find the whole game including the needed materials and how to play here: https://asnu.itch.io/care

DAY 4: NATURE

Title	Study visit - Photocontest in Pietramelara
Objectives	Explore the surrounding area and its natural and cultural features Use creativity and visual tools to reflect on the relationship between humans and nature Encourage observation, curiosity, and group cooperation
Description	During the afternoon, participants visited Pietramelara for a study visit combining local discovery and experiential learning. The activity started with a meeting with representatives of the local Pro Loco and local administration, who introduced the group to the area, its history, and its connection to the surrounding landscape. This moment highlighted the importance of engaging with local communities and institutions when working in a territory. After the introduction, participants were invited to explore both the medieval town and the nearby natural areas through a creative task. Divided into small groups, they took part in a photo contest focused on the theme "Nature and Humans". Each group was asked to observe the environment, take photographs, and interpret the theme in their own way, using curiosity and artistic expression. At the end of the exploration, groups shared their photos and briefly explained their choices, reflecting on different perspectives on the relationship between people and nature.
Time	120 minutes
Materials	No specific materials required. Participants use their own smartphones.

DAY 5: GAME

This day was dedicated to understanding what games actually are, how they work and what we mean by it. Oftentimes people think they know what a game is but has trouble putting it into clear words, while we have decades of research and thinking about it to help us define it

Title	What is a game?
Objectives	Understand why games and gamification work as educational tools and how these concepts can be applied consciously in youth work. The activity aims to shift participants from an intuitive use of games to a more reflective and intentional approach, connecting game elements, motivation, feedback, and safe learning spaces.
Description	The session is facilitated using a flipchart and participatory questions, rather than a frontal presentation. Participants are first invited to reflect collectively on what makes an activity a game, with their ideas written and clustered on the flipchart. From this shared exploration, key concepts such as play, rules, uncertainty, and the "magic circle" are introduced through examples and short experiential moments. The facilitator guides participants through a practical reflection on why games work, focusing on the motivation–action–feedback loop and using examples from activities already experienced during the training. Rather than presenting models abstractly, participants are asked to recognise these dynamics in their own experiences. The session then moves to gamification, comparing it with game-based learning through concrete, everyday examples. Participants analyse familiar platforms and discuss the limits of "pointsification", critically reflecting on when gamification supports learning and when it becomes superficial. Throughout the activity, participants are repeatedly invited to contribute, move, discuss in pairs or small groups, and connect concepts to youth work practice. The session ends with a short collective reflection on how these insights can inform the design of inclusive, meaningful educational activities.
Time	120 minutes
Materials	Post its Flipchart For all the materials of the presentation, please refer to this document

DAY 5: GAME

Title	Game Stations – Experiencing Different Types of Play
Objectives	The objective of this activity is to allow participants to experience different types of games firsthand and to reflect on how different game structures create different emotions, dynamics, and learning opportunities. The activity helps participants recognise the four main types of play (Agon, Alea, Mimicry, Ilinx) and understand how each can be used intentionally in youth work and educational contexts.
Description	Four game stations are set up in the space, each representing one of the main types of play according to Caillois: Agon (competition), Alea (chance), Mimicry (role-play/simulation), and Ilinx (physical sensation and vertigo). Each station hosts one main game. Participants rotate freely between stations and are encouraged to try the games rather than complete them. The focus is on experiencing the dynamics, emotions, and interactions generated by each type of play, not on winning or finishing the activity. Examples of games used during the activity include: - a role-playing or LARP scenario for Mimicry - giant Jenga or similar for Ilinx - bocce or another skill-based game for Agon - a simple chance-based game (dice, cards, or similar) for Alea If needed, facilitators can add or replace games, keeping the total number limited (no more than ten) to avoid overload. Clear, printed rules and instructions are placed next to each station so participants can start playing autonomously. Facilitators observe and support when needed but avoid directing the experience. The activity is followed by a group reflection connecting the lived experience to game design, facilitation choices, and possible applications in youth work.
Time	120 minutes
Materials	Materials for the selected games Printed rule sheets for each station Space allowing multiple parallel activities

DAY 6: HIKE

This days was a synthesis of the previous days: we went to a natural area, we did games, the activities were mostly facilitated by participants.
Much of the day was a hike in a local area (in our case Montenuovo and lago d'Averno)

Trainers introduced the use of two tools: seek and wikiloc

Wikiloc: Wikiloc is a digital platform that allows users to discover, create, and share outdoor routes such as hikes, walks, bike trails, and nature explorations using GPS. For outdoor youth workers, Wikiloc is a useful tool because it supports safe planning, accessibility, and adaptability of activities in natural environments. It helps facilitators select routes suited to the group's abilities, check distance and elevation in advance, and share clear navigation with participants. Wikiloc can also be used as an educational resource, encouraging young people to explore their surroundings, document routes, and reflect on their relationship with nature through responsible outdoor practices.

DAY 6: HIKE

Title	Gamified bioblitz
Objectives	The objective of a gamified bioblitz using the Seek app by iNaturalist is to help participants observe and identify biodiversity in a playful and accessible way, while increasing environmental awareness and curiosity toward local ecosystems. The activity aims to introduce basic principles of citizen science, encourage active exploration of nature, and show how digital tools can support learning outdoors. Through gamification, the bioblitz also fosters teamwork, motivation, and engagement without requiring prior scientific knowledge.
Description	Participants are introduced to the Seek app and shown how to use it to identify plants, animals, and fungi through their smartphone cameras. They are then divided into small groups and given a limited time to explore a defined outdoor area. The bioblitz is framed as a game or mission, with simple challenges such as identifying a certain number of species, finding specific categories (e.g. insects, trees, flowers), or earning in-app badges. The focus is not on collecting perfect data, but on observation, discovery, and discussion. Groups move freely, cooperate, and share findings within their team. At the end of the activity, participants regroup to compare results, reflect on what they observed, and discuss how this type of activity can be adapted for youth work, environmental education, and local community engagement.
Time	60 minutes
Materials	SEEK by iNaturalist. I like to print the qr code to download the app

DAY 7: GAME DEV

This day was dedicated to putting everything else together and finally develop our own educational games!

Title	Creativity lab
Objectives	The objective of this activity is to use creative exercises and playful constraints to explore how creativity works and how it can be applied to understanding natural dynamics and addressing sustainability-related challenges. The activity aims to help participants recognise creativity as a practical tool for problem-solving, innovation, and youth work.
Description	The activity begins with an individual discovery phase using post-its. Participants are invited to reflect on creativity from different perspectives: • on a blue post-it, they write their personal definition of creativity; • on an orange post-it, they write how they usually use their creativity; • on a green post-it, they are asked to do something creative using the post-it itself. • This is followed by a short energiser ("Molecules") to activate the group. Participants then work on creative vocabulary and reflection, exploring what supports creativity (such as environment, group support, and comfort) and what blocks it (stress and judgement). Through guided discussion, the facilitator introduces key ideas about how creativity functions: the brain's tendency to save energy, the role of culture, knowledge, and experience, and how creativity can be enhanced by breaking habitual patterns and rigid categorisation. Creative thinking is presented as the ability to connect ideas in new combinations when facing a problem. The activity then moves into a hands-on creativity lab. Participants work in small groups (four groups of five) and engage in a series of creative challenges with clear constraints, including: • drawing as many different objects as possible inside printed circles; • creating the most useless invention in the world; • inventing a slogan to convince young people not to eat meat without using the letter "E". • After a short coffee break, the focus shifts to problem-solving and sustainability. Participants collectively identify a common sustainability-related problem. They are then asked to generate the worst possible ideas to educate young people about nature, select three of them, and finally vote to transform one "bad idea" into a strong and effective educational concept. Groups develop and refine this new idea, applying the creative tools explored earlier. The activity ends with a debriefing, reflecting on the exercises and the role of creativity in problem-solving and innovation. Each participant shares one concrete way they intend to bring more creativity into their everyday life or youth work practice.
Time	90 minutes
Materials	Printed sheets with circles Markers Pens Coloured paper and post-its

DAY 7: GAME DEV

Title	Introduction to Game Development
Objectives	Guide participants through a structured process of game development, using games as a tool to explore natural dynamics and sustainability-related topics. The activity aims to support participants in transforming ideas into testable game concepts.
Description	Participants are divided into small groups and introduced to the basic elements of game design, building on the games, activities, and reflections experienced during the previous days. The facilitator recalls key game elements and introduces the main phases of game development, highlighting design choices such as level of physical involvement, degree of competition or cooperation, and complexity. Each group is guided to clearly identify the core parameters of their game concept: - educational objective - duration - target group - number of players - required materials An Idea Market is then organised, allowing participants to propose ideas and form groups around shared interests. Groups are informed that they have the current day and the following morning to work on their game concepts. By the end of the day, each group presents a short update on the current state of their game, sharing what is working and what still needs development. Groups may work on two or three parallel ideas, as long as each concept is testable. All game concepts and materials are collected on the Padlet, which will later be used to create the project booklet. Clear constraints are given to support focus and feasibility: - maximum total game duration: 120 minutes - possibility to run a 30-minute demo - mandatory theme: nature, environment, and sustainability During the evening presentation, groups are asked to clearly communicate the core concept of their game and its expected duration.
Time	Flexible (development across one full day and the following morning)
Materials	Flipcharts with key design parameters written on them Game elements used during previous activities Basic game materials (dice, cubes, cards, etc.)

DAY 8: GAME DEV

In this days the groups met for the sharing circle and an energizer and then went to develop the games within their groups.
In the afternoon the games were tested.

DAY 9: EVALUATION AND REFLECTION

Last day was dedicated to Evaluate the training and reflect about the learning outcomes

This part is common to all trainings so use whatever method you are more comfortable with. I'm gonna summarize what was done during the training

Title	Evaluation
Objectives	The objective of this activity is to provide participants with a structured space to evaluate the training and give feedback to the organisers. It aims to understand what worked well, what worked less well, and how the overall experience was perceived, while also supporting collective reflection and closure of the learning process.
Description	The evaluation is conducted using three complementary methods, combining anonymous feedback, visual group reflection, and a return to the expectations set at the beginning of the training. • First, participants complete a Google Form, filled in individually and anonymously. The form includes questions related to logistical aspects such as accommodation, food, organisation, as well as overall satisfaction. This method allows participants to express honest feedback in a private way. • The second method is a Pizza Evaluation, carried out using a flipchart. A large circle is drawn and divided into slices, each representing a key aspect of the training (for example: accommodation, trainers, content, group dynamics, programme balance). Participants are invited to place a mark on each slice: closer to the centre if their experience was positive, closer to the outer edge if it was less positive. This visual method supports immediate understanding of group perceptions and naturally opens space for discussion and debriefing. • Finally, the group revisits the Fear, Expectations and Contributions collected on the first day. Together, participants reflect on which expectations were met, how contributions were valued, and whether fears were reduced during the training. This closing reflection helps connect the evaluation to the initial intentions of the group and gives a sense of continuity and completion.
Time	90 minutes
Materials	Flipchart Markers Google form ready Flipchart fear expectations contributes from day 2

DAY 9: EVALUATION AND REFLECTION

Title	Reflection
Objectives	The objective of this activity is to give participants dedicated time to reflect on their personal learning journey, identify what they have gained from the training, and articulate their experiences in a supportive group setting. It also aims to support emotional closure and acknowledge participants' learning through the Youthpass.
Description	This session is designed as a reflective and closing moment for the group. A mix of Dixit cards and Youthpass cards is used to support personal reflection and expression. Each participant is invited to select one Dixit card and one Youthpass card that best represent their experience of the training or what they have learned. Participants then share with the group why they chose those cards, connecting images and competences to their personal journey. After this structured sharing, a free debriefing in a circle takes place, allowing participants to openly reflect on what worked well during the training and what worked less well, both on a personal and group level. This open space encourages collective reflection and mutual listening. The activity concludes with a Youthpass ceremony, marking the formal recognition of participants' learning, followed by a group photo to commemorate the closing of the training and the shared experience.
Time	60 minutes
Materials	Flipchart Markers Google form ready Flipchart fear expectations contributes from day 2

GAMES DEVELOPED BY PARTICIPANTS
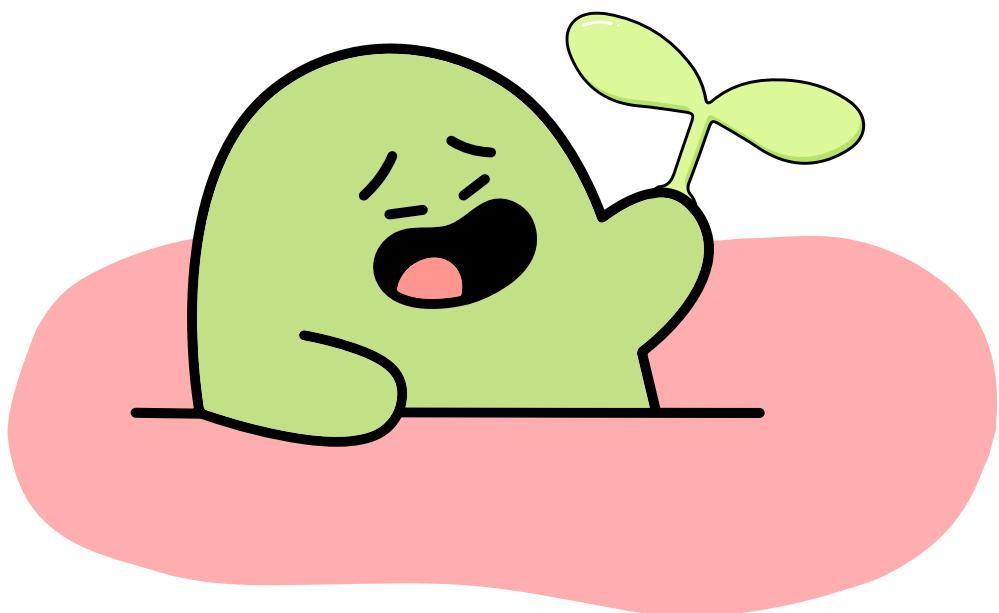
SPECIES' ODYSSEY

A cooperative outdoor game focused on biodiversity and ecosystems, where players explore natural environments and complete challenges related to species identification and ecological relationships. The game encourages observation, teamwork, and discussion about how different species interact within an ecosystem.

45 min.

9-14 years, 3-4 team, 3-5 prs each, max 20 players

Outdoor in the specific protected area

Objectives: Lern about wetlands and specific ecosystems, how to act more responsible in daylife and in the nature

Materials: Printed paper, rope, bottles of water, reed, bag, coloured sand bags
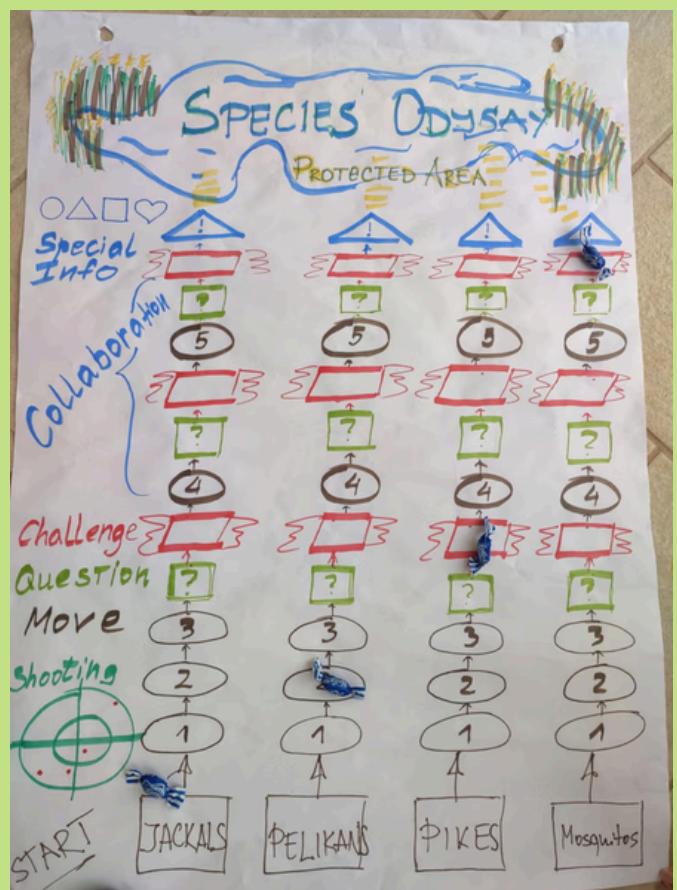
SPECIES' ODYSSEY

Description:

One person from each team throws a colored ball to a target. The nearest to the center moves forward. Ones reached the filed "Question" the team answer to question dedicated to its specie. Correct answer – move forward. Other teams stay waiting for the next round/throw.

Once reached the filed "Challenge" the team must discuss and find a solution how to go through using one of the five objects in its bag. The challenges are related to the species' life. Reaching the final stage, the "Winner" team finds out that it need to help one other team, because the other team has its key for the protected area in its bag.

This game was implemented in an event in Bulgaria!

You can read more about it here:
https://www.facebook.com/share/p/1ChG3RPTzM/

SPECIES' ODYSSEY

NATURE GAME

A flexible educational game designed to be adapted to different natural settings. Players interact with their surroundings through observation and simple tasks, using the environment itself as a core game element. The focus is on connection with nature, curiosity, and experiential learning rather than winning.

This game has actually become its own fully develop game by Ceila Alonso Gonzalez!

You can download the definitive version HERE

BIOMANIA

30-60 min
+12 years
2-12 participants

Fast paced, party game where the forces of Nature and Humans compete for control of the Ear. Players face off in a series of challenges drawn from 5 deaks: Taboo, Hangman, mimice, physical, sketching and extra point round. Each successful challenge lets a team claim territory and win points. Nature defends balance, biodiversity and renewal. Humans drive innovation. Expansion and control.

Rules:
2 teams of Nature and Humans
Roll the dice to determinate how many houses you move and which challenge will you play

The challenge will be timed

Challenge in your own house +2 points
Challenge on your opponents house +1

The team with the most pointe wins
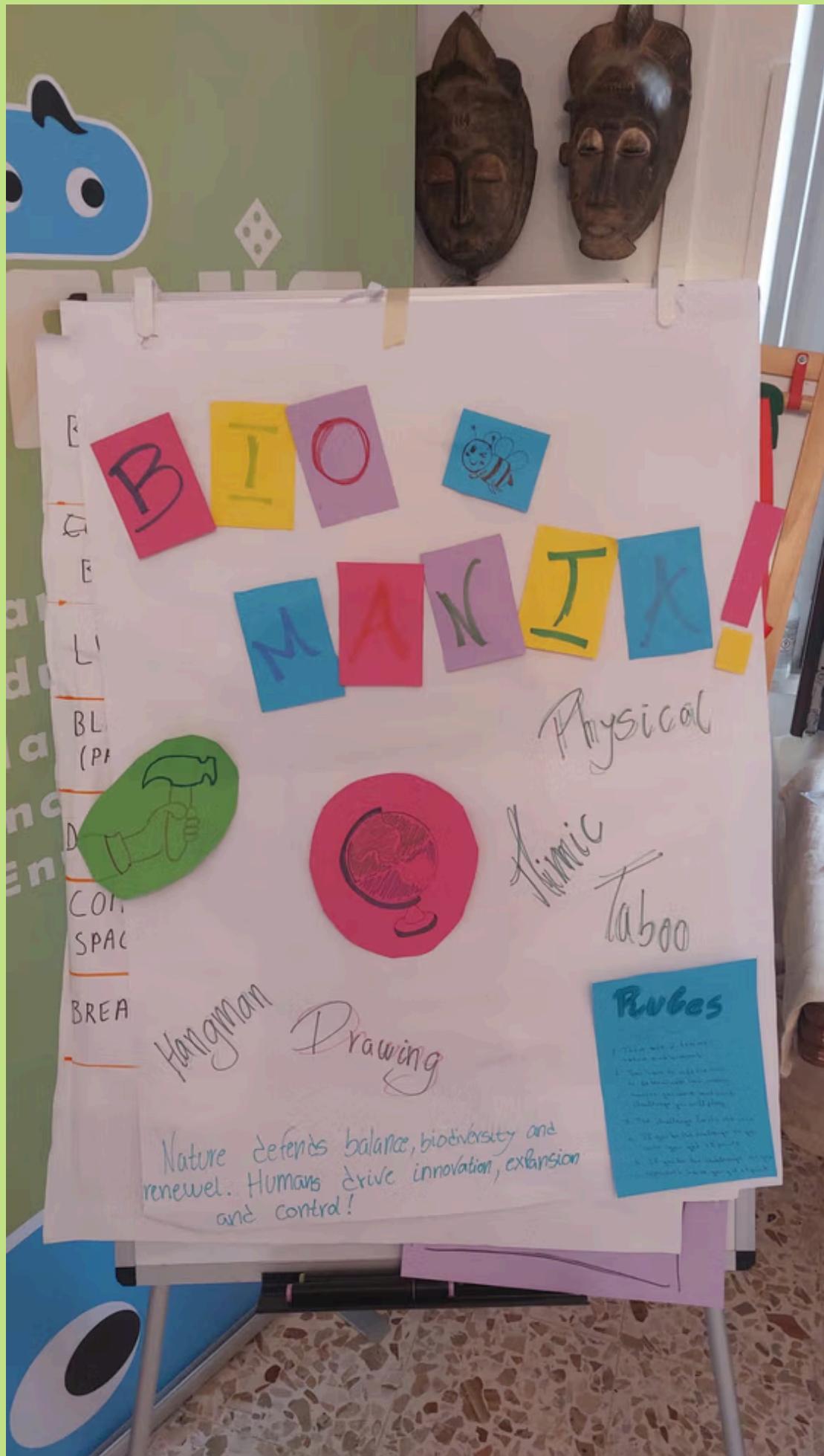
GTA –GREEN TRAVEL ADVENTURE

GTA is a game about green travel in Europe: participants will fight against one another to make the most sustainable travel possible while at the same time making it to the highest amount of destinations!

GTA -GREEN TRAVEL ADVENTURE

NERD BATTLEFIELD

NERD battlefield was designed as an outdoor game to promote active lifestyle and open air activities in a target group that is oftentimes quite sedentary

This game has actually become its own fully develop game by Javier Gonzalez Exposito and Jorge Granell Felipe from the organization Desaplatanate! You can find the whole finished game HERE
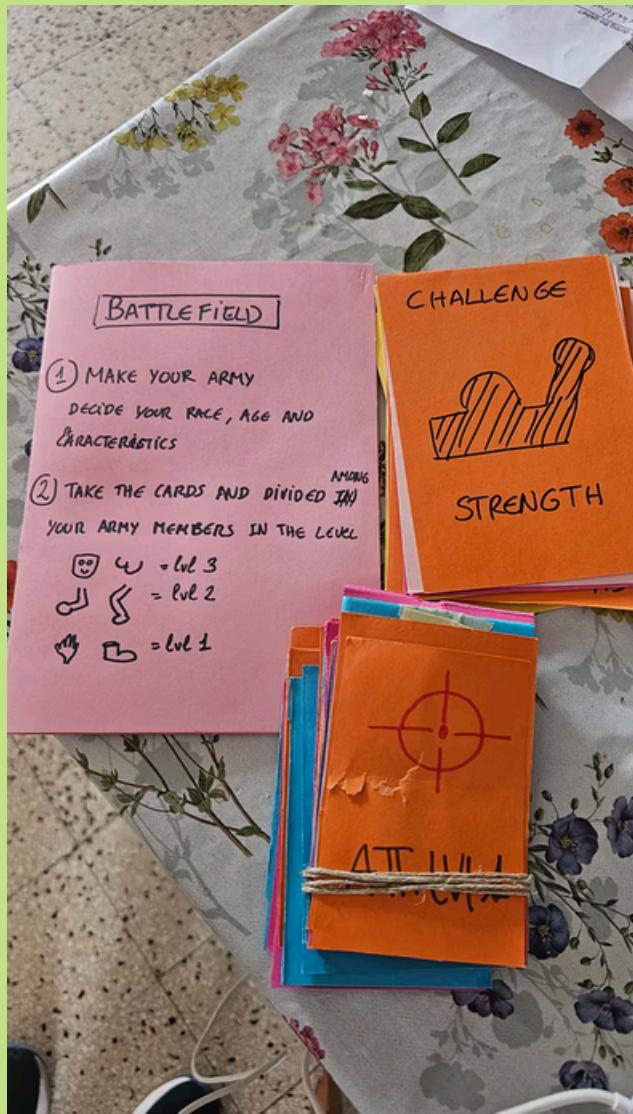
GOOD COOK

A Strategy Card Game about cooking and resource management.

Pick a "generic" recipe card

Buy - trade ingredients or recipes

Cook (Combine ingredients) → Eat (Gain points)

Manage waste / ttal energy: take an action card or compost

Take special challenges: make a special recipe

Gain fame → Increase income → gain abilities
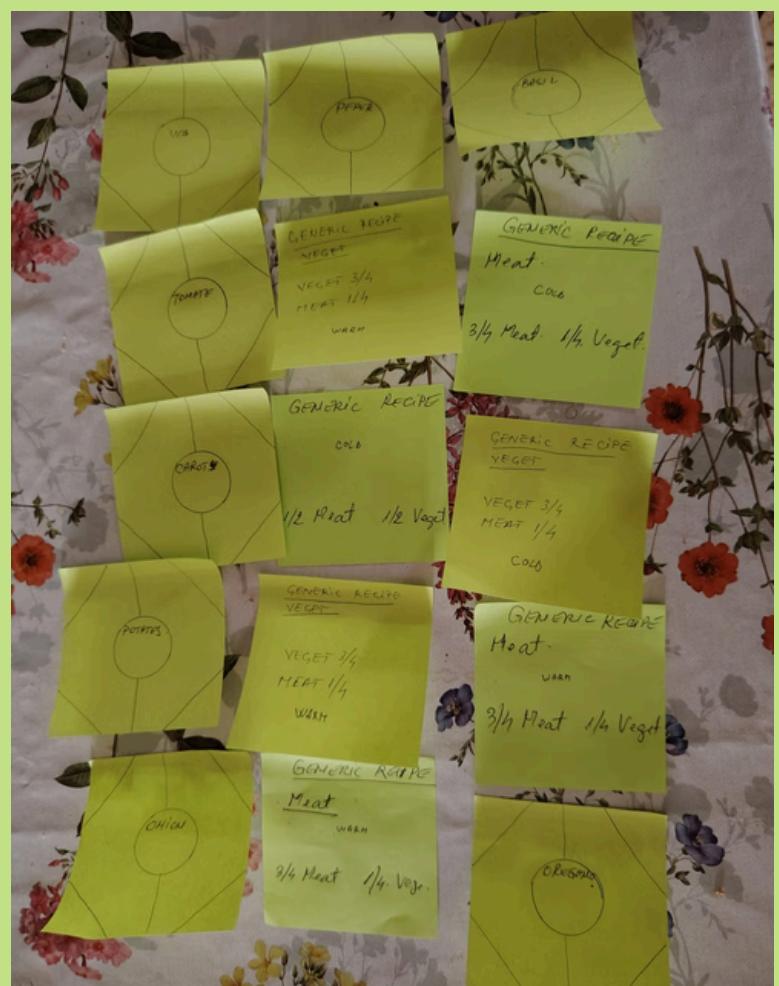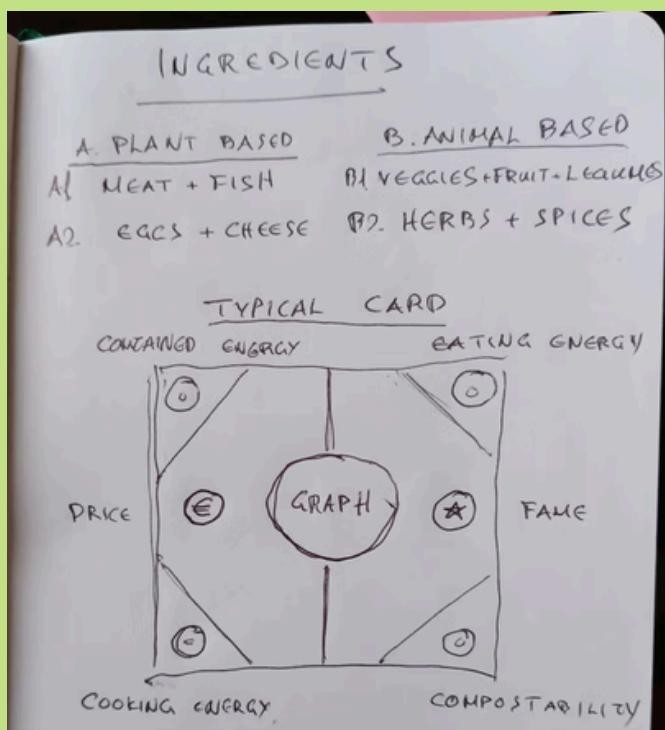
PARTNER ORGANIZATIONS

ASNU – Associazione Scienze Naturali Unite APS (Italy) – Coordinating Organisation

https://asnuaps.it/links

ASNU is a non-profit organisation active in youth work, environmental education, and scientific dissemination. It works mainly in outdoor and natural contexts, using non-formal education, experiential learning, and game-based approaches to promote environmental awareness, sustainability, and youth participation.

Asociación Desaplatánate por un Turismo Social y Sostenible (Spain)

https://desaplatanate.org/en/

Desaplatánate is an organisation focused on social and sustainable tourism, community development, and environmental awareness. Its activities combine education, local heritage, and sustainability, with a strong emphasis on place-based learning and responsible interaction with territories.

PARTNER ORGANIZATIONS

Associação BioLiving (Portugal)
https://bioliving.pt/en/

BioLiving is an organisation dedicated to environmental protection and biodiversity conservation. It works on ecological restoration, environmental education, and volunteer engagement, combining scientific approaches with community-based activities.

Fundacja im. Philippe Pinel (Poland)
https://www.facebook.com/people/Fundacja-im-Philippe-Pinel

The Philippe Pinel Foundation operates at the intersection of mental health, social inclusion, and education. It supports young people and vulnerable groups through educational, social, and awareness-raising activities, with a strong focus on well-being and personal development.

PARTNER ORGANIZATIONS

Asociatia AVR (Romania)
https://www.facebook.com/avrngo/

Asociatia AVR is a non-profit organisation working in the field of youth education and social development. It promotes non-formal learning, active citizenship, and youth participation through educational activities, training courses, and community-based initiatives.

Active Green Serres Youth Group (Greece)
https://www.facebook.com/ActiveGreenSolution

Active Green Serres is a youth-led group engaged in environmental action and sustainability. It promotes ecological awareness, community involvement, and youth participation through local initiatives, volunteering, and environmental activities.

PARTNER ORGANIZATIONS

Paralel – Silistra (Bulgaria)
https://paralel-silistra.net/?lang=en

Paralel is an organisation working with young people in the areas of social inclusion, youth participation, and European values. Its activities often take place in local and rural contexts and aim to strengthen community engagement through education and youth initiatives.

ADEL Slovakia (Slovakia)
https://www.adelslovakia.org/en/

ADEL Slovakia is an organisation active in European youth projects, volunteering, and non-formal education. It focuses on personal development, civic engagement, and sustainability, supporting young people and youth workers through training and international cooperation.
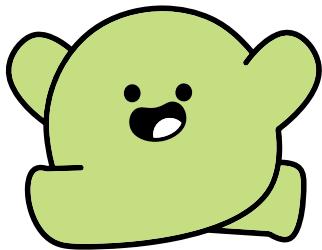
CONCLUSIONS

This toolkit represents the practical outcome of the GENIE project and reflects the experiences, experiments, and learning processes that took place during the training course.

The activities, games, and methods collected here are not intended as fixed models, but as starting points that can be adapted, reshaped, and combined according to different contexts, groups, and needs.

GENIE has shown that games, gamification, and outdoor experiences can support meaningful learning when they are used intentionally and supported by reflection.

We invite youth workers, educators, and organisations to use this toolkit as a living resource: to test the ideas it contains, to adapt them to their own realities, and to continue exploring how play, nature, and participation can foster learning, inclusion, and positive change in youth work.