



TOOLBOX FOR INCLUSIVE GAMES

INCLUSION MATTERS TRAINING COURSE ANTALYA, TÜRKİYE



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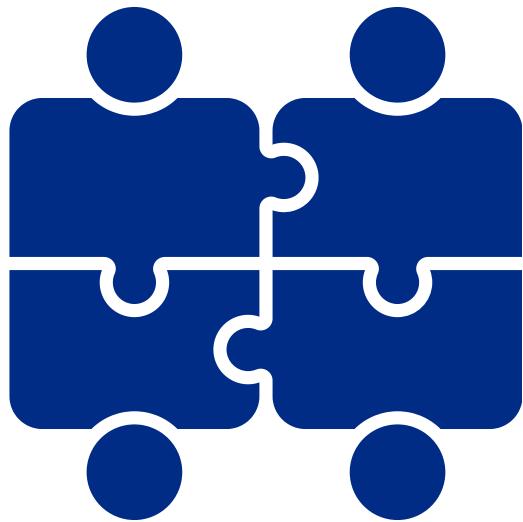
INCLUSION MATTERS ANTALYA, TÜRKİYE 2025

PROJECT SUMMARY

The Erasmus+ Training Course “Inclusion Matters” was implemented in Antalya, Türkiye, from 3-12 November 2025, bringing together 35 youth workers and youth leaders from eight European countries. The project focused on strengthening participants’ capacities to promote social inclusion, with particular attention to the integration of refugee and immigrant youth.

In response to ongoing challenges such as social exclusion, discrimination, and limited access to opportunities faced by disadvantaged young people, the training equipped youth workers with practical methods and inclusive approaches. Inclusion was addressed as both a core value and a concrete youth work competence through interactive workshops, study visits, and experiential learning activities.

A key outcome of the project was the co-creation of this “Toolbox for Inclusive Games.” developed collaboratively by participants, the toolbox brings together inclusive games, activities, and practical methods designed to foster empathy, cooperation, intercultural dialogue, and a sense of belonging. The activities are flexible, easy to adapt, and applicable in diverse youth work contexts, making the toolbox a practical resource for promoting inclusion and active participation among disadvantaged young people.



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I. TOWER OF BABEL

Timeframe

Total duration: 60 minutes

- Introduction: 10 min
- Game time: 25 min
- Debriefing: 20 min
- Wrap-up: 5 min

Aim & Learning Outcomes

Aim:

To raise awareness of unequal opportunities and promote social inclusion through teamwork.

Learning Outcomes:

Participants will:

- Understand different forms of disadvantage (economic, social, educational, geographical, cultural, disability)
- Develop empathy, tolerance, and respect for diversity
- Improve teamwork, communication, and cooperation skills
- Experience the value of inclusive participation despite individual limitations

Materials & Space Needed

Space:

- Indoor or outdoor space (weather permitting)
- One table per group

Materials:

- Plastic cups
- Rubber bands
- Strings
- Scissors
- Role cards
- Bag or backpack with weights

Structure & Description

Participants are divided into small groups. Each participant randomly draws a role card that represents a specific challenge or limitation.

The group must build a tower using plastic cups without touching them directly. A rubber band connected to three strings is used to lift and place the cups. Each participant holds one string.

The activity requires strong communication and coordination.

If the tower collapses, the group must restart the task.

Roles (adaptable)

- Geographical disadvantage (limited movement)
- Migrant background (language barriers)
- Disability (use only one hand)
- Educational difficulties (e.g. ADHD – wearing headphones)
- Socio-economic barriers (wearing a weighted bag)

👤 Roles & Responsibilities

Facilitator

- Explain rules and monitor group dynamics
- Encourage cooperation and inclusive communication
- Adapt roles, materials, or group size if needed
- Ensure everyone feels safe and included

Players

- Follow instructions and respect assigned roles
- Work as a team and plan together
- Adapt communication and support teammates

Observers (optional)

- Observe communication and cooperation
- Do not interfere
- Provide constructive feedback

🎯 Target Group

- Who: Young people, youth workers, volunteers, youth leaders
- Age: 7–24
- Skills needed: None
- Group size:
 - 20–40 participants
 - Groups of 3–6 (based on facilitator's decision)

🛡 Safety Measures

- Create a safe, inclusive, and respectful environment
- Emphasize emotional and psychological safety
- Use respectful language and avoid judgment
- Allow participants to step out if uncomfortable

⌚ Debriefing

Reflection questions:

- How did you feel during the activity?
- What challenges did you face?
- How did the team support each other?
- What does this activity say about inclusion in real life?

II. INCLUSKI

Timeframe

Total duration: 85 minutes

- Introduction: 10 min
- Game time: 60 min
- Debriefing: 15 min

Aim & Learning Outcomes

Aim:

To explore how people in different roles prioritize problems and how collective discussion can lead to shared solutions.

Learning Outcomes:

Participants will:

- Understand how power and roles influence decision-making
- Recognize different perspectives and hidden needs within a community
- Develop empathy and critical thinking
- Practice negotiation, dialogue, and teamwork
- Reflect on fairness, equality, and inclusion in decision-making processes

Materials & Space Needed

Space:

- One large room with open space for discussion

Materials:

- 7 chairs for the council
- 3–5 chairs for townspeople
- One table
- Paper and pen (for the Economy Minister)
- Printed role cards
- Printed list of community problems

Structure & Description

Participants are divided into two groups: a Council and Townspeople.

The Council consists of 7 members with different roles (e.g. Mayor, Economy Minister, Social Affairs, Education, Health, Environment, Security). The remaining participants take the role of citizens who represent different needs and problems within the town.

The council is responsible for discussing and prioritizing the presented problems and deciding which issues will be addressed, based on limited resources.

Townspeople present their problems, advocate for their needs, and react to the council's decisions.

The activity highlights power dynamics, prioritization, and inclusion in decision-making.

Roles & Responsibilities

Facilitator

- Explain the rules and roles clearly
- Moderate the process and keep time
- Observe power dynamics and emotional reactions
- Ensure respectful dialogue and equal speaking time

Council Members

- Listen to citizens' concerns
- Discuss priorities as a group
- Make decisions and explain them transparently
- Reflect on fairness and inclusion

Townspeople

- Present their problems clearly
- React respectfully to decisions
- Observe how power and inclusion affect outcomes

Target Group

- Who: Young people, youth workers, youth leaders
- Age: 18+
- Skills needed: None
- Group size:
 - Large group
 - 7 participants as Council
 - Remaining participants as Townspeople

Safety Measures

- Maintain a respectful and inclusive environment
- Emphasize that roles are fictional
- Monitor emotional reactions and allow pauses if needed
- No physical risks identified

Debriefing

Reflection questions:

- How did the council feel having decision-making power?
- Did the council empathize with the citizens? Why or why not?
- What factors influenced the decisions most?
- Did the decisions feel fair and inclusive?
- How did citizens feel when their needs were rejected or ignored?
- What was the overall atmosphere in the room?

III. THE FIRST WORD GAME

Timeframe

Total duration: 10 minutes

- 10 turns (1 turn ≈ 1 minute)

Aim & Learning Outcomes

Aim:

To simulate a meeting between people with language barriers and explore non-verbal communication.

Learning Outcomes:

Participants will:

- Experience communication challenges caused by language barriers
- Develop creativity in non-verbal communication
- Improve observation, interpretation, and active listening skills
- Reflect on misunderstandings and inclusion in group communication

Materials & Space Needed

Space:

- Table or floor space where players can sit together

Materials:

- Card decks (one per group)
- 10–12 concept cards per deck (each concept represented by a symbol)

Structure & Description

The game is played in groups of 5 players (more players possible with multiple identical decks).

Each player receives a deck containing the same symbols, each representing a specific meaning or concept.

Players must remain silent throughout the game. Communication is limited to gestures or non-understandable sounds.

At the beginning of each turn, one player is chosen as the Decision Maker. This player selects a concept and tries to communicate its meaning to the group without speaking.

At the end of the turn, all players place one card on the table that they believe represents the intended concept.

The aim of the group is to reduce miscommunication over time through shared understanding and non-verbal cues.

Roles & Responsibilities

Facilitator

- Explain rules and monitor fair play
- Keep track of turns and points
- Ensure silence and non-verbal communication rules are respected

Decision Maker (rotates each turn)

- Choose the concept for the turn
- Communicate its meaning non-verbally
- Avoid speaking or cheating

Players

- Observe carefully
- Interpret non-verbal cues
- Place one card per turn
- Respect silence rules

Target Group

- Age: 9+
- Group size:
 - 5 players per group
 - Scalable with multiple decks
- Skills needed: None

Safety Measures

- No physical risks identified
- Ensure respectful behaviour and fair play

Debriefing

Reflection questions:

- How did it feel to communicate without language?
- What helped you understand others better over time?
- When did miscommunication decrease, and why?
- How does this reflect real-life situations with language barriers?

IV. MATCHLAB

Timeframe

Total duration: Approximately 60 minutes

- Introduction: 10 min
- Game time: 30–35 min
- Reflection & debriefing: 15–20 min

Aim & Learning Outcomes

Aim:

To raise awareness of judgment, stereotypes, and prejudice, and to reflect on how systemic and organizational structures influence decision-making.

Learning Outcomes:

Participants will:

- Recognize personal biases and stereotypes
- Reflect on fairness, discrimination, and power in selection processes
- Understand how limited information shapes decisions
- Develop empathy and critical self-reflection
- Connect role-play experiences to real-life social structures

Materials & Space Needed

Space:

- Activity room with space to move around

Materials:

- Paper and pens
- Scissors
- Tape
- Chairs
- Printed role cards

Structure & Description

The facilitator asks for 10 volunteers, who are divided into 5 pairs. Each pair represents a “decision-making couple” with a specific need:

- Married couple looking for a babysitter
- Friends looking for a roommate
- Business partners looking for an employee
- Fashion studio owners looking for an interior decorator
- Senior couple/grandparents looking for a dog walker

The remaining participants become “applicants”. Each applicant receives a role card describing a character with personal, social, or professional traits. Each pair moves around the room and may ask up to three yes/no questions to each applicant. Based only on these limited interactions, the pair must decide who to choose for their role.

The activity intentionally limits information to highlight assumptions, stereotypes, and unequal power dynamics in decision-making.

Roles & Responsibilities

Facilitator

- Explain the rules and roles clearly
- Ensure respectful interaction
- Observe group dynamics and emotional reactions
- Intervene if discussions become harmful or judgmental

Couples (Decision Makers)

- Ask up to three yes/no questions per applicant
- Discuss priorities within the pair
- Make a final selection and justify it

Applicants (Characters)

- Stay in role during the activity
- Answer questions truthfully based on role description
- Observe how they are treated

Target Group

- Who: Young people, youth workers
- Age: 18+
- Group size:
 - Ideal: 24 participants
 - Roles can be adjusted based on group size
- Skills needed: None

Safety Measures

- Establish clear rules of respect and non-judgment
- Emphasize that roles are fictional and do not represent real individuals
- Allow participants to step out of a role if uncomfortable
- Facilitator monitors emotional safety throughout the activity

Debriefing

Questions for decision-making pairs:

- How did you decide who to approach first?
- What surprised you during the process?
- What did you learn about your own biases or comfort zones?

Questions for applicants:

- How did you feel in your role before and after being questioned?
- What behaviours communicated respect or disrespect?
- Did this reflect situations you have seen in real life?

Questions for everyone (out of role):

- Have I ever favored someone because they felt “similar” to me?
- Where do my assumptions come from (family, media, education)?
- Who benefits most from current systems, and who is excluded?
- How do stereotypes influence my everyday interactions?

V. ESCAPE YOUR PREJUDICE

Timeframe

Total duration: 60–90 minutes

- Introduction & rules: 10 min
- Game time: 60 min
- Debriefing: 10–15 min

Aim & Learning Outcomes

Aim:

To experience and better understand the challenges faced by refugees through an immersive role-play that promotes empathy, teamwork, and strategic thinking.

Learning Outcomes:

Participants will:

- Develop empathy for people experiencing forced migration
- Understand barriers such as language, fear, and limited freedom of movement
- Strengthen communication, teamwork, and problem-solving skills under pressure
- Reflect on power dynamics, protection, and inclusion

Materials & Space Needed

Space:

- Indoor or outdoor area (adapt clues to the location)

Materials:

- Printed clues
- Pens and paper
- Role indicators (e.g. blindfolds, earplugs, tape)
- Puzzle pieces or keys (5 total)
- Timer

Structure & Description

Introduction (5–10 minutes)

- Explain the aim, rules, roles, and safety guidelines
- Assign roles: Refugees, Border Police, and optional Outsider
- Explain the clue and key system

Game Phase (60 minutes)

Preparation:

- One participant is assigned as the Outsider and sent away during instructions to simulate a language barrier
- Timer is set for 60 minutes

Gameplay:

- Refugee teams receive their first clue and must move together
- Each solved clue leads to one key piece
- All players must remain in their assigned roles

Border Police Rules:

- Start 3–5 minutes after the game begins
- No running
- Can arrest only one person at a time
- Arrested players are removed from the game

Team Rules:

- Teams must protect all members
- Players may hide teammates if border police approach

Winning Conditions

- Refugees win if all 5 keys are found and assembled before time runs out
- Border police win automatically if time expires

🎯 Target Group

- Who: Young people, students, youth groups, community groups
- Age: 14+
- Skills needed: Basic communication and teamwork
- Group size:
 - 10–50+ participants
 - Adaptable to space and resources

🛡 Safety Measures

- Establish clear rules of respect and non-aggression
- No running or physical contact
- Monitor emotional reactions and stop the game if needed
- Allow participants to step out of roles at any time

⌚ Debriefing

Purpose:

To reflect on emotions, decisions, teamwork, and inclusion.

Reflection questions:

- How did you feel in your role?
- What was most challenging during the game?
- How did communication affect success or failure?
- What parallels can you draw with real-life refugee experiences?
- What does this activity teach us about empathy and inclusion?

