



**UpGameIn**

Upskilling of Game Industry for more Inclusive and  
environmental friendly games

# UpGameIn- Upskilling of Game Industry for more Inclusive and environmental friendly games

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## About the project

The “UpGameln - Upskilling of Game Industry for more Inclusive and environmental-friendly games” project is an initiative aimed at transforming the game industry by integrating principles of inclusivity, accessibility, and environmental sustainability into game design. Through collaborative workshops, curated resources, and vocational training, UpGameln empowers game studios, educators, and organizations to create games that not only entertain but also address pressing global challenges outlined in the Sustainable Development Goals (SDGs). By fostering cooperation between industry stakeholders and promoting the inclusion of marginalized groups, UpGameln is shaping a more inclusive, equitable, and environmentally friendly gaming ecosystem for the future.

### THE IDEA BEHIND

The UpGameln project is driven by the recognition of the immense potential of the game industry to not only entertain but also educate and promote social change. However, this potential can only be fully realized if games are designed to be inclusive, accessible, and environmentally friendly. The idea behind UpGameln is to address the existing gaps in game design by providing resources, training, and guidelines that empower game industry professionals and educators to create games that cater to diverse audiences and address pressing global challenges outlined in the Sustainable Development Goals (SDGs) and circular economy principles. By fostering inclusivity, promoting diversity, and considering environmental sustainability throughout the game development process, UpGameln aims to elevate the industry and contribute to a more inclusive, equitable, and environmentally friendly gaming ecosystem.

### OBJECTIVES

The project objectives are to:

- Adapt to the needs of the game industry by facilitating co-creation learning training workshops and developing a library collection of frameworks, methodologies, and guidelines for designing inclusive, accessible, and environmentally friendly games.
- Adapt vocational education and training (VET) to meet industry demands by creating guidelines for upskilling game design teams and improving the skills of VET educators to teach topics related to inclusivity, accessibility, and environmental sustainability.
- Update Game-Based Learning pedagogy and didactics to foster a more inclusive and environmentally friendly future, ensuring that educational institutions and organizations leverage games as effective tools for learning and social change.
- Empower inclusion and accessibility of vulnerable or marginalized groups in the field of games by providing resources and training that enable the creation of games playable by all individuals, regardless of their abilities, age, culture, economics, education, or race.
- Create materials, including a resource library and training resources, to disseminate partnership experiences to both VET trainers and the game industry, with the goal of developing the skills of game studios and VET organizations in creating more inclusive, equal, and accessible games that address environmental challenges and promote a circular economy.
- Enable cooperation between educational institutions, NGOs, and businesses to address key European priorities, including adaptation of VET education to labor



needs, enhancement of inclusion and diversity, and the fight against environmental destruction and climate change.

## TARGET GROUPS

The main target groups of the project are:

- Game studios and professionals
- VET organizations, educators, and professionals
- Educational organizations, especially those focused on game-based learning
- Organizations empowering vulnerable groups
- Members of partnership, game societies and groups
- Institutions or individuals interested in the project

## Scope of the document

This document is addressed to VET trainers on the field of game designers and contains 4 modules on the topic of accessibility in games.

## Green recommendations

The partnership of UpGameIn has agreed on a green approach to the whole project and its outputs in alignment with the EU's guidelines.

Thus, it is highly recommended and encouraged that this approach be adopted by any future game designer or stakeholder who will use the following guidelines.

**Digitalise:** Instead of using physical materials for the following activities, try to adjust them to digital alternatives. Some examples are: shared documents for the brainstorming of the groups, digital posters and digital presentations, to name but a few.

**Recycle:** Sometimes the digital form may be inconvenient or exclusionary for certain groups. In the case of physical material usage, be sure that all the expendables are both recycled and recyclable (e.g. paper).

**Re-use:** There is no need to print or purchase your educational material again and again. It is highly recommended to “upgrade” your reusable printed material (e.g. on Module 2 - Activity 3 - Implementation Step 3: Teams write their “new rules” right on the cards. These papers can be laminated and reused multiple times). Another recommendation could be to purchase small whiteboards, so that the participants waste less paper for the activities.

**Adjust and improvise:** Every activity of these guidelines needs to be adjusted to the participants' needs and abilities. The best equilibrium between accessibility and green awareness needs to be found, depending on the country, the space, the time, and any other factor that makes the upcoming workshops unique.



# Icebreaker - Course opener

## General information

**Duration:** 5–10 min.

**Nr of participants:** Up to 15 participants

### Objectives of the activity:

- Warming up the participants and encouraging social interaction.
- Creating interconnectedness by getting to know each other.

**Materials Needed:** Big ball of wool

## Detailed description of the activity

### Preparation

1. Remove any obstacles in the middle of the room, creating some free space. Then, everyone stands next to each other in a circle.
2. The facilitator will start the game by holding a ball of wool.

### Implementation

#### Step 1: Demonstration of rules and actual play

Tying the end of the wool around their finger in one hand, the facilitator will introduce themselves, sharing something personal about themselves. E.g. “Hello, my name is Yannis and I have loved playing guitar since I was a kid.” Yannis will then toss the ball of wool (with their other hand) to someone else who has not received it yet, and they will repeat the process respectively. This continues from person to person in a similar way, and the game ends when each participant has received the ball once. Eventually, there will be a criss-crossing effect of wool showing a visual interconnectedness of everyone in the group. The group can then lower the wool to the ground (or table, if playing a seated version).

#### Step 2: Debriefing

A few minutes of general conversation can be encouraged when we see commonalities being acknowledged and shared.

## Accessibility and inclusion Variations

- **Mobility-friendly version:** If participants have limited mobility, the facilitator can adapt the format by having others rotate around seated participants, or by conducting the game in pairs while seated.



# Icebreaker - Eco-Action Bingo

## General information

**Duration:** 10–15 min

**Nr of participants:** 8-16 participants

### Objectives of the activity:

- Warming up the participants and encouraging social interaction.
- Introducing the link between games and environmental responsibility.
- Getting everyone thinking about how games can create impact.
- Highlighting real-life eco-actions.

### Materials needed:

- PDF printouts of the “Eco-Action Bingo” sheet (see [Annex 1](#))
- Pens (one per participant)
- Timer (or relevant digital app)
- Optional: laptop with speakers to set background music

## Detailed description of the activity

### Preparation

1. The facilitator prints the “Eco-Action Bingo” sheets (in a thick paper, one per participant), collects pens, and sets a timer.
2. Then, the facilitator rearranges the space in the venue so as to ensure clear walking paths and provide seating options for low-mobility participation.

Note: The aim of the activity is to connect and have fun. Participants should share information they feel they are comfortable to do avoiding disclosing personal information. If the participants feel the statements of the “Eco-Action Bingo” sheet do not fit the audience’s profile, they can feel free to adapt or even replace them, before starting the game.

### Implementation

#### Step 1: Explaining the rules

Participants receive bingo sheets containing eco-statements in each box, like:

- “I walked, biked, or used public transport instead of a car.”
- “I’ve played a game about the environment.”
- “I have planted or cared for a plant this week.”



- “I chose digital instead of printing.”
- “I’ve shared an environmental post on social media.”

The participants have to wander around the room and ask other participants whether they fit the statement included in a square of the bingo table. Each time they find someone, they mark the box with their name. Then, they must find another person to ask about a different square.

Additionally, the facilitator may call a volunteer to demonstrate the rules of the activity.

### Step 2: Actual play

The facilitator sets the timer (and optionally the background music). Participants are encouraged to mingle freely and discuss with other participants about the statements in the “Eco-Action Bingo” squares. In case of mobility issues, the facilitator can propose seated pairing with rotations every 60–90 seconds.

When a participant has completed a full diagonal, horizontal or vertical line complete with names, they shout “Eco!” and win the game. If you have spare time, you may continue playing to see who comes 2nd and 3rd.

### Step 3: Debriefing

Have a group discussion about the commonalities within the group. Which actions were most common? What surprised you the most from the answers received? You may also discuss how games can help more people take similar actions.

## Accessibility and inclusion Variations

- **Pairs version:** In case there is a large number of participants and/or limited space, the facilitator could split them into pairs. The facilitator will signal every 90 seconds for participants to switch partners.
- **Shorter version:** If there are time restrictions, the facilitator might create a bingo activity sheet with fewer statements (see [Annex 1](#)).
- **Enhance readability:** If needed, the facilitator can edit the “Eco-Action Bingo” Canva file to change to a bigger, sans serif font (e.g. Arial, Verdana). They also have to ensure high contrast between text and background to assist participants with low vision. Digital copies of the “Eco-Action Bingo” sheet could also be used to assist persons who need to zoom in or use screen readers. Lastly, when designing the Bingo sheets, the facilitator should also avoid using color-coded information.
- **Mobility-friendly version:** If any participants have limited mobility, the facilitator can adapt the format by having others rotate around seated participants, or by conducting the game in pairs while seated.
- **Inclusive design:** The facilitator should ensure the statements included in the bingo squares are culturally neutral and inclusive and avoid items that might reveal personal information or bias toward specific life experiences. Topics suggested could be fun and open (e.g. hobbies, interests, or universal life experiences).



# Module 0: Pre & Post Self-Assessment

## General information

**Duration:** 5-10 min

**Objectives of the activity:**

- Understanding and visualizing the actual impact of training activities.
- Assisting VET trainers to redesign their methodologies.

**Materials needed:**

- Online survey tools (e.g. Mentimeter, Kahoot, Google forms, etc.)
- Computers/smartphones/tablets

A set of nine likert scale (1-5) questions can be used in both (pre & post) sessions.

## Detailed description of the activity

### Preparation

The facilitator creates an online questionnaire that contains the following set of likert scale questions, one to be used in pre assessment and a second one to be used in post assessment session.

The likert scale (1-5) numbers should be defined like this:

- 1 = not at all
- 2 = a little
- 3 = somewhat
- 4 = quite a lot
- 5 = very much

The questionnaire is divided into 3 sections.

### **Section A:** Knowledge and Understanding

Q1. I can identify environmental games and the mechanics they use.

Q2. I understand how game mechanics influence player motivation.

Q3. I can recognize different types of rewards and accountability systems in games.

### **Section B:** Application and Skills

Q4. I can apply gamification techniques in my own projects.

Q5. I can create gamified feedback mechanisms that have real-world impact.

Q6. I can apply gamification principles to design collaborative environmental activities.

### **Section C:** Attitudes and Awareness



Q7. I believe balance between fun and education makes games better for everyone.

Q8. I see environmental activism in game designing as an enhancement, not a limitation.

Q9. I feel confident discussing or reflecting on gamified environmental activities.

Additionally, for the post assessment, the facilitator can add the following open ended questions.

Q10. Which activity helped you most to understand how gamification can promote sustainability?

Q11. What is one gamification idea or method you could apply in your future environmental-friendly projects?

## Implementation

The facilitator shares the link of the questionnaire and lets participants fill them in. An informal discussion —especially in the post assessment session— can follow.

# Module 1: Introduction to Gamification and Environmental Activism

## Theoretical Background / Key Concepts

Gamification applies game design elements —like points, badges, levels, and collaboration— to non-game contexts. When used for sustainability purposes, it turns awareness into meaningful action.

Gamified environmental initiatives such as *Ant Forest*, *Eco*, and *Clean Games* have shown that simple mechanics (leaderboards, progress bars, social rewards) can motivate millions to adopt eco-friendly habits, and daily habits are the root of creating essential environmental impact.

The psychological foundation is found in *Self-Determination Theory* (Deci & Ryan, 2000):

- **Autonomy:** Giving users meaningful choices.
- **Competence:** Rewarding progress and mastery.
- **Relatedness:** Connecting users to communities and shared causes.

When combined with storytelling and feedback, these principles can transform learning about the planet into active participation, working as small yet solid motivators.

## Learning Objectives

By the end of this module, participants will be able to:

1. Define gamification and its role in promoting sustainability.
2. Identify environmental games and the mechanics they use.



3. Recognize the value of behavioral motivation in environmental engagement.

## Activity 1: “Game or Not a Game?”

### General information

**Duration:** 15-20 min

**Nr of participants:** Up to 12 participants

**Objectives of the activity:** Introducing the concept of gamification towards environmental activism through recognition, discussion, and comparison.

### Materials Needed:

- PDF slides (see [Annex 2](#))
- Projector (connected to a laptop)
- Alternatively, printed examples of real initiatives (e.g. *Duolingo*, *Eco*, *Google Maps*, weather apps, etc. - see [Annex 2](#))

### Detailed description of the activity

#### Preparation

The facilitator prepares the room and the PDF slides, making sure all digital aspects are connected and work correctly.

#### Implementation

##### Step 1: Explaining the rules

Each slide will show an example image of an app/game that might have been eco-gamified or not. Each participant will have to verbally vote and briefly describe which aspects influenced their decision. The facilitator will count the votes and when voting is done, they will reveal the correct answer, before moving to the next slide.

##### Step 2: Actual activity

Using the slides, the facilitator shows the first example. Then, in turn order, each participant must vote if the app/game shown in the example is eco-gamified or not, justifying their answer. The facilitator will be responsible for counting the votes throughout the process. When everybody has voted, the facilitator reveals the truth and discusses which are the elements that make it eco-gamified or not. If the majority of participants have guessed correctly, the facilitator congratulates them on their win; if not, he simply encourages them for the next one. Either case, the group moves to the next slide and repeats the process, until all examples have been covered.



### Step 3: Debriefing

Gamified apps use game elements like points, levels, rewards, avatars, challenges, or progress tracking to motivate users. On the other hand, non-gamified apps focus on functionality and information, without game mechanics like points or rewards. Keep in mind, there are no real winners or losers in this activity. This activity focuses on the learning objective: establishing understanding of what counts as gamification.

### Accessibility and inclusion Variations

- **Printed version:** During preparation, the facilitator prints out the PDF with the activity examples (see [Annex 2](#)) as many times as the amount of participants, and equally distributes them to the participants. Then, during the actual activity, everyone should vote for the same example card, before moving to the next one.
- **Groups version:** In case there is a large number of participants and/or limited space, the facilitator could split them into groups of two/three people. While voting, the groups can take a few seconds (30-60) to discuss and collectively vote.
- **Shorter version:** In case there are time restrictions, the facilitator may simply use fewer examples to present than the PDF sheets provide.

## Activity 2: “Motivation Wheel”

### General information

**Duration:** 15-25 min

**Nr of participants:** Up to 14 participants

### Objectives of the activity:

- Enhancing (through discussion) the ability to distinguish game mechanics and to use them cleverly, in order to create eco-friendly behaviors.
- Linking motivation psychology to sustainability engagement.

### Materials Needed:

- Whiteboard and a marker
- A4 papers and pens (one per participant)
- Optionally, a projector and the “motivation wheel” PDF template (see [Annex 3](#))

### Detailed description of the activity

#### Preparation

The facilitator draws on the whiteboard a big enough “motivation wheel”, dividing it into 8 different slices. Then, fills each slice with one of the following motivator words/titles:



1. Fun
2. Engagement
3. Teamwork
4. Mastery
5. Socializing
6. Meaningful goal
7. Competition
8. Reward system

## Implementation

### Step 1: Motivator words/titles

Each slide shows a different motivator that can be found in a game/gamified project. At this point, the facilitator should take a few minutes to briefly explain each motivator to the group.

**Fun:** It focuses on the element of fun throughout the entire activity, usually combined with minimum challenge. Winning or losing is not prioritized.

**Engagement:** Elements that highlight narrative, mystery, or a rich-story concept are usually the most important aspects here.

**Teamwork:** Cooperation is key to winning! But above all, doing it together has always more value than succeeding or failing.

**Mastery:** Challenging elements are always present here. Difficult achievements or specific goals outside the main activity is what brings motivation to the player.

**Socializing:** It's neither about winning/losing, nor teamwork/competition. Socializing with others through interactive elements (like trading or co-creating) is already enough of a motivator.

**Meaningful goal:** Fun or challenges are not enough, sometimes. There must be a higher aspiration than the intention to win itself (like a donation or a charity for a good cause).

**Competition:** As the title suggests, this motivator focuses mostly on the element of competition against others. Challenging situations where each participant aspires to be the best.

**Reward system:** Can be found in a lot of different forms, in either cooperative or competitive activities/games. In all cases, rewarding is undeniably a strong motivator.

### Step 2: Explaining the rules

Each participant receives an A4 paper and a pen, with which they will have to rate these motivators. Considering which one drives them personally the most and which one drives them the least, all participants will create a list from 1 to 8. When everybody's finished,



they will discuss in pairs their choices and how —or if— these motivators could inspire eco-friendly behaviors.

### **Step 3: Actual activity**

For the next 3-5 minutes all participants simultaneously start creating their personal list. When all ratings are done, the participants will group in pairs of two people to discuss with each other their choices for 5-10 minutes. Can these motivators inspire eco-friendly behaviors to the players? And if yes, how?

### **Step 4: Debriefing**

When the actual activity is finished and if there is some time left, participants might openly share their motivator preferences and opinions about the eco-friendly behaviors. This discussion fosters linking natural motives with sustainable engagement.

## Accessibility and inclusion Variations

- **Projector version:** During preparation, the facilitator, instead of drawing the “motivation wheel”, prepares the laptop, projector, and the PDF slide (see [Annex 3](#)), making sure all digital aspects are connected and work correctly. The rest of the activity works the same.
- **Groups version:** In case there is a large number of participants and/or limited space, the facilitator could split them into groups of two/three people. While rating, the groups should take a few moments to discuss their opinions and choose to rate the motivators collectively.

## Activity 3: “Design Your Eco-Avatar”

### General information

**Duration:** 25-30 min

**Nr of participants:** Up to 14 participants

### **Objectives of the activity:**

- Enhancing creativity and imagination.
- Fostering the idea that taking environmental action is a personal responsibility.
- Building strong emotions and attaching them to sustainable actions.

### **Materials Needed:**

- PDF printouts of the “Eco-Avatar” template (see [Annex 4](#))
- Pens (one per participant)
- Optionally, a whiteboard and a marker



## Detailed description of the activity

### Preparation

The facilitator prints the “Eco-Avatar” template sheets (one per participant) and collects pens for the participants.

### Implementation

#### **Step 1: Demonstration of rules and actual play**

The facilitator distributes an A4 “Eco-Challenge” sheet and a pen to each participant. Next, the participants will have 10 minutes to think of a personal “eco-avatar” with at least two super powers, representing sustainable values (e.g. recycling hero, energy guardian). They should write down on their sheet all the details about each power: what it does and how the player is planning to use it (see [Annex 4](#)). They could also give their avatar a name or even draw it! When everybody’s finished, the facilitator will randomly pick one participant to start their brief eco-avatar presentation. Continuing clockwise, each participant should take 60-90 seconds to present their own creations.

#### **Step 2: Debriefing**

The facilitator summarizes the eco-avatars and their super powers, creating emotional connection while setting a playful tone for future design ideas.

### Accessibility and inclusion Variations

- **Whiteboard version:** During preparation, the facilitator arranges the room so that everyone can easily access the whiteboard. While presenting their avatars, each participant should stand up and move to the whiteboard, writing their eco-avatar’s name and abilities on it, before explaining all the details. This might be a slightly longer version of the activity, but it will boost the emotional connections even more.
- **Groups version:** In case there is a large number of participants and/or limited space, the facilitator could split them into groups of two/three people. While creating the “eco-avatar”, the groups should take a few minutes to discuss their opinions and choose their super powers collectively.
- **Mobility-friendly version:** If any participants have limited mobility, the facilitator can adapt the activity by making clear from the beginning that participants can remain seated for the presentation part.

## Module 2: Designing for Environmental Engagement

### Theoretical Background / Key Concepts



Environmental games risk two extremes: being too educational (and dull) or too entertaining (and meaningless). The challenge is to merge both, finding the ideal balance.

Successful models like *Eco* and *Terra Nil* integrate ecological feedback systems, where every action changes the virtual environment. Additionally, emotional storytelling mechanics, such as that one used in *Alba: A Wildlife Adventure*, build empathy and reinforce care for the planet. Strong emotions create lasting willpower and motivation. Intensifying engagement, commitment, and emotional sensibility through designing techniques like these, is key to a successful and impactful environmental game.

## Learning Objectives

By the end of this module, participants will be able to:

1. Understand how game mechanics influence player motivation.
2. Explore methods to design eco-actions within gameplay.
3. Balance fun and education without losing engagement.

## Activity 1: “Mechanic Makeover”

### General information

**Duration:** 25-30 min

**Nr of participants:** Up to 15 participants

### Objectives of the activity:

- Providing neutral bases for “greenifying” existing mechanics.
- Helping participants recognize how existing game types can incorporate sustainability values through minor changes in mechanics or story.
- Improving game development thinking.

### Materials Needed:

- A4 papers and pens (one per group)
- PDF printouts with the “Neutral Game Concepts” cards (see [Annex 5](#))

### Detailed description of the activity

#### Preparation

The facilitator prints and cuts the “Neutral Game Concepts” sheet, creating playing cards, and then collects pens and papers for the participants.



## Implementation

### Step 1: Explaining the rules

The facilitator divides participants into groups of 2-3 people, then distributes a blank A4 paper and a pen to each group. Next, each group receives a neutral game concept card at random. Teams must “greenify” their concept card, adding at least two mechanics or narrative elements that promote sustainability. For example:

- a. Replace generic collectibles with eco-objects: seeds instead of coins.
- b. Introduce a cause-effect mechanic: pollution increases if players overuse resources.
- c. Frame the narrative around restoration: rebuilding coral reefs or reforesting a city.

### Step 2: Actual activity

Each team will have 15 minutes to analyze and depict its concept on paper, or alternatively create a short digital presentation (e.g. in Canva). When everybody is ready, starting from a random team and moving to the next one clockwise, each team will have to present a 1-minute “elevator pitch” about their “greenified” game concept. Additionally, if time allows, other teams may give quick feedback or suggest improvements.

### Step 3: Debriefing

Summing up, when all presentations are finished, the facilitator should emphasize how small changes in mechanics (energy, resource use, or choices) can inspire real awareness.

## Accessibility and inclusion Variations

- **Shorter version:** In case there is a large number of participants or if there are time restrictions, the rules could change by having the groups add only one mechanic or narrative element while “greenifying” their concept card. Additionally, during the presentations, the quick feedback or improvement suggestions by the other teams could also be skipped, if necessary. The activity’s experience will be slightly affected through such changes, but the participants will still get the core idea, while respecting the time limits.
- **Enhance readability:** If needed, the facilitator can edit the “Neutral Game Concepts” Canva file to change to a bigger, sans serif font (e.g. Arial, Verdana). They also have to ensure high contrast between text and background to assist participants with low vision. Digital copies of the “neutral game concepts” sheet could also be used to assist persons who need to zoom in or use screen readers.
- **Mobility-friendly version:** If any participants have limited mobility, the facilitator can adapt the activity by making clear from the beginning that participants can remain seated for the presentation part.

## Activity 2: “Eco-Challenge Brainstorm”



## General information

**Duration:** 25-30 min

**Nr of participants:** Up to 16 participants

### Objectives of the activity:

- Designing simple real-world challenges that motivate sustainable behaviors, using gamification principles.
- Improving brainstorming ideas on practical eco-designing.

### Materials Needed:

- PDF printouts of the “Eco-Challenge” template (see [Annex 6](#))
- Pens (one per group)
- Alternatively, the online “Eco-Challenge” template (see [Annex 6](#))

## Detailed description of the activity

### Preparation

The facilitator prints the “Eco-Challenge” template sheets (one per group) and collects pens for the participants.

### Implementation

#### Step 1: Explaining the rules

The facilitator divides participants into groups of 3-4 people, then distributes an A4 “Eco-Challenge” sheet and a pen to each group. Next, each team must fill this sheet by brainstorming one real-life eco-action that could be turned into a game challenge. Moreover, they should design a simple points/reward system and explain what behaviors it promotes. For example:

- a. Recycling Challenge: Take a photo of recycled items → 10 points per item; earn a “Green Guardian” badge after 10 uploads.
- b. Public Transport Quest: Use bus/train ×3 this week → unlock a discount code or virtual trophy.
- c. Clean-Up Crew Mission: Join a community clean-up → team earns extra points on a specific leaderboard.

#### Step 2: Actual activity

Each team will have 15 minutes to analyze and depict its real-life eco-action on the paper, filling all sections. When everybody is ready, starting from a random team and moving to the next one clockwise, each team will have to present their game challenge to everyone. Then, participants may vote (by raising hands) for the most impactful Eco-Challenge!



Note: The aim of the activity is to try creating real-world challenges and discuss with each other how these could actually work; not to foster competitive behaviors. Winning or losing on the voting should not be emphasized.

### Step 3: Debriefing

The facilitator congratulates all teams for their ideas and summarizes key insights through the following open questions:

1. Which challenges felt most realistic?
2. How do reward systems reinforce desired behaviors?
3. What risks exist in relying too much on external rewards?

Participants may dedicate 3-5 minutes to think and answer these questions, considering the time limits.

## Accessibility and inclusion Variations

- **Shorter version:** In case there is a large number of participants or if there are time restrictions, the voting part of the activity could be totally skipped. It will not affect the activity's overall experience. Additionally, the facilitator may choose to skip one of the debriefing questions, if necessary.
- **Mobility-friendly version:** If any participants have limited mobility, the facilitator can adapt the activity by making clear from the beginning that participants can remain seated for the presentation part.
- **Online version:** In order to include online participants or just to avoid paper waste, the online "Eco-Challenge" Canva file can be used (see [Annex 6](#)). During preparation, the facilitator will have to create as many copies of the original file as needed (one per group).

## Activity 3: "Balance Bar"

### General information

**Duration:** 25-30 min

**Nr of participants:** Up to 16 participants

### Objectives of the activity:

- Helping participants understand how to balance enjoyment and educational impact when designing environmental games.
- Visualizing the balance between entertainment and education.

### Materials Needed:



- One long rope/string (or masking-tape line labeled Pure Fun → Balance → Pure Lesson)
- ×3 sticky notes (if using the rope/string)
- PDF printouts with “Game Ideas/Mechanics” cards (see [Annex 7](#))
- Pens (one per group)

## Detailed description of the activity

### Preparation

1. The facilitator prints and cuts the “Game Ideas/Mechanics” cards, then rearranges the space in the venue, so as to ensure that everyone can reach the table/desk where the activity will take place (probably somewhere in the middle of the room).
2. The facilitator then:
  - a. writes “**Pure Fun**” on one of the notes, “**Balance**” on a second one, and “**Pure Lesson**” on the last one,
  - b. spreads the rope out on a table/desk, and
  - c. puts one of the Pure Fun/Pure Lesson sticky notes on each end, and the third (Balance) one on the middle, dividing the rope in two halves.

Note: The length of the rope/string should be enough to hold up to sixteen “Game Ideas/Mechanics” cards next to each other (depending on the number of participants), in addition to the space that the sticky notes will cover.

3. If playing with the pre-labeled masking-tape line, ignore step 2.

### Implementation

#### Step 1: Explaining the rules

The facilitator divides participants into groups of 3-4 people, then distributes a number of “Game Ideas/Mechanics” cards and a pen to each group. If you are playing with:

- 13-16 participants (4 groups) → 4 cards to each group
- 9-12 participants (3 groups) → 5 cards to each group
- up to 8 participants (2 groups) → 7 cards to each group

Then the facilitator explains that the rope is a scale, where one end of the line represents “Pure Fun” (entertaining but little learning value) and the opposite end represents “Pure Lesson” (highly educational but less playful). Furthermore, each of the cards shows a game idea or mechanic (e.g. Recycling Quiz, Forest Runner, or Eco-Trivia App) that should be placed along the scale.

#### Step 2: Actual activity

For the next 10-15 minutes, starting with a random team and proceeding clockwise, each team places a card along the line based on team consensus. The facilitator may encourage discussion for each placement. For example:



- a. Why does this feel “fun-heavy” or “lesson-heavy” in your opinion?
- b. What element defines that perception?

### Step 3: Balancing mechanics

This continues until all cards are placed. Then, using a pen, each group should choose and adjust two of their cards (one from each extreme) by adding or changing mechanics, in an attempt to move them closer to the “Balance” center. (e.g. add storytelling to the quiz, introduce points to a lesson-heavy simulation, etc). They may write their “new rules” right on the card’s backside, briefly justifying their changes.

### Step 4: Debriefing

The facilitator highlights the key insights by encouraging a quick, open discussion around the following questions:

1. What did it take to make a “lesson-heavy” activity more engaging and fun?
2. What happens when the fun overshadows the message?

## Accessibility and inclusion Variations

- **Shorter version:** In case there is a large number of participants or if there are time restrictions, the facilitator might distribute one card less to each team. Additionally, during the Balancing mechanics phase, each team could just adjust one of their cards, instead of two. The activity’s experience will be slightly affected through such changes, but the participants will still get the core idea, while respecting the time limits.
- **Enhance readability:** If needed, the facilitator can edit the “Game Ideas/Mechanics” Canva file to change to a bigger, sans serif font (e.g. Arial, Verdana). They also have to ensure high contrast between text and background to assist participants with low vision. Digital copies of the “Game Ideas/Mechanics” sheet could also be used to assist persons who need to zoom in or use screen readers.

# Module 3: From Virtual Actions to Real-World Impact

## Theoretical Background / Key Concepts

Virtual gaming and digital tools have been undeniably well established in our daily lives, but when it comes to environmental activism, gamification succeeds only when digital actions lead to tangible results.

Creating lasting green habits and a heightened sensibility can be achieved only when people see real-world impact through their actions, and a strong impact will emerge



through verification sources; in other words, results. Gamification can be a great tool for that matter. Some examples with tangible results:

- **Ant Forest:** Virtual trees = real trees planted
- **Clean Games:** Points for waste collection = cleaner cities
- **Ailuna:** Completing challenges = build sustainable habits

Behavioral economics concepts like *Loss Aversion* (Kahneman & Tversky, 1979) and *Commitment and Behavior Change* (Lokhorst et al., 2013) keep users engaged long-term.

## Learning Objectives

By the end of this module, participants will be able to:

1. Learn how games can drive measurable environmental outcomes.
2. Recognize different types of rewards and accountability systems.
3. Create feedback mechanisms that make impact visible.

## Activity 1: “Design Your Impact Tracker”

### General information

**Duration:** 25-30 min

**Nr of participants:** Up to 20 participants

### Objectives of the activity:

- Guiding groups in visualizing player progress and eco-impact.
- Raising awareness on strong motivation emerging through visibility of impact.

### Materials Needed:

- PDF printouts of the “Impact Tracker” template (see [Annex 8](#))
- Pens (one per group)
- Alternatively, the online “Impact Tracker” template (see [Annex 8](#))

### Detailed description of the activity

#### Preparation

The facilitator prints the “Impact Tracker” template sheets (one per group) and collects pens for the participants.

#### Implementation



### Step 1: Explaining the rules

The facilitator divides participants into groups of 3-4 people, then distributes an “Impact Tracker” sheet and a pen to each group. Next, each team must design on the paper a visual dashboard of an app, showing how players’ actions contribute to environmental goals. For this, they should include:

1. An **app title**
2. A **progress bar** (a creative name and a few milestone unlocks)
3. A **feedback loop mechanic** (briefly write the Action(s) → Points → Impact)
4. A **community scoreboard system** (a creative name and the reward concept)

### Step 2: Actual activity

The participants will have 15-20 minutes to discuss and design their “Impact Tracker”, including the necessary features. There are no other restrictions, except the fact that all details should be written in an easily presentable way. When everybody’s finished, the facilitator will randomly pick one team to start their brief “Impact Tracker” presentation. Continuing clockwise, each participant should take 120-150 seconds to present their own designs.

### Step 3: Debriefing

When the actual activity is finished, the facilitator may encourage all participants to openly share their opinions on how —or if— visibility of impact increases engagement.

## Accessibility and inclusion Variations

- **Online version:** In order to include online participants or just to avoid paper waste, the online “Impact Tracker” Canva file can be used (see [Annex 8](#)). During preparation, the facilitator will have to create as many copies of the original file as needed (one per group).
- **Mobility-friendly version:** If any participants have limited mobility, the facilitator can adapt the activity by making clear from the beginning that participants can remain seated for the presentation part.

## Activity 2: “Eco-Pledge Chain”

### General information

**Duration:** 20-25 min

**Nr of participants:** Up to 18 participants

### Objectives of the activity:

- Representing collective action and accountability.



- Highlighting the fact of interaction and connection of all eco-actions.

### Materials Needed:

- Up to 12 colorful strings (×2 per color, one different color per group)
- ×12 sticky notes (two per group)
- Pens (one per group)
- Alternatively, a whiteboard and a marker

## Detailed description of the activity

### Preparation

The facilitator rearranges the space in the venue, ensuring that everyone can reach the table/desk where the activity will take place (probably somewhere in the middle of the room) and then collects the colorful strings, pens, and sticky notes for the participants.

### Implementation

#### Step 1: Demonstration of rules and actual play

The facilitator divides participants into groups of 2-3 people, then distributes two sticky notes, a pen, and the two strings of a certain color to each group. In the next 1-2 minutes, each team must write a small eco-action they will commit to this week, on each sticky note (e.g. "I'll reduce plastic use"). When everybody's finished, the facilitator will collect all the notes and try to create a "circular chain" in the middle of the table/desk, by connecting each eco-action with another. It doesn't matter if an eco-action could be connected to more than one actions; just pick one of your choice. Connections should be justified and any participant may interact, sharing their opinions or ideas about them.

#### Step 2: Placing the strings

Once all sticky notes are on the table (forming a circle), it's time for the strings to come into play. Starting from a random team and moving to the next one clockwise, each team will have to connect one of their eco-actions to another team's action, placing one of their strings on top of the corresponding notes. Again, it is recommended that they justify their choices. This continues until all teams have placed both their strings.

Note: When placing the strings, the second string should start and end at different eco-actions than the first string.

#### Step 3: Debriefing

Summing up, the facilitator should emphasize the fact that there is a lot of interaction and connections between our small individual actions, but through these, strong collective actions emerge. Last but not least, in-game accountability systems can affect real-life behaviors and commitments.



## Accessibility and inclusion Variations

- **Whiteboard version:** During preparation, the facilitator arranges the room so that everyone can easily access the whiteboard. Then, depending on the amount of teams, the facilitator should draw connected circles on the board, forming a circular chain (just like the one on the original version with the sticky notes). Keep in mind that the circles should have enough space for writing an eco-action title within them. During the actual play, instead of writing on sticky notes, the teams should take turns, writing their eco-action ideas on the whiteboard, in a single list (next to the circular chain). When the list is complete, the facilitator (with the help of the participants) should start writing the eco-actions inside the small circles, making the connections. Then, each team will have to connect one of their eco-actions to another team's action, following the original rules, only this time they will just use the marker and the whiteboard, drawing lines from circle to circle, within the circular chain. This might be a slightly longer version of the activity, but the visual outcome on the whiteboard will depict the connections between actions much clearer to everyone.
- **Individual version:** In case there is a small number of participants, the facilitator could let them play individually, with each participant taking all strings of one color and writing just one eco-action they commit to. Furthermore, during the strings connection part, each participant will have to connect another eco-action to theirs, using one available string. This version will intensify the feeling of connection and interaction even more.
- **Mobility-friendly version:** If playing the whiteboard version and any participants have limited mobility, the facilitator can help them with what needs to be written on the whiteboard, always under their instructions. The participants can remain seated throughout the activity.

## Activity 3: “Reality Quest”

### General information

**Duration:** 25-30 min

**Nr of participants:** Up to 20 participants

#### **Objectives of the activity:**

- Designing short missions that bridge gameplay with real-world environmental action, illustrating how gamification can activate community behaviors.
- Helping participants understand how to create connections between real and virtual engagement.

#### **Materials Needed:**

- PDF printouts of the “Reality Quest Design” template (see [Annex 9](#))
- Pens (one per group)



- Alternatively, the online “Reality Quest Design” template (see [Annex 9](#))

## Detailed description of the activity

### Preparation

The facilitator prints the “Reality Quest Design” template sheets (one per group) and collects pens for the participants.

### Implementation

#### Step 1: Explaining the rules

The facilitator divides participants into groups of 3-5 people, then distributes a “Reality Quest Design” sheet and a pen to each group. Next, the facilitator introduces the idea of real-world quests: small, playful challenges that connect digital engagement to physical impact (as in *Clean Games*, *Ailuna*, *JouleBug*, or *Ant Forest*). For example:

- a. Record walking/running 2 km
- b. Collect 5 photos of urban trees
- c. Record one water-saving action

Each team then must select one environmental theme (e.g. water, waste, energy, biodiversity).

#### Step 2: Actual activity

Within 15 minutes, the teams will have to discuss and design on the paper their “Reality Quest” around their chosen environmental theme, consisting of the following features:

- **Quest Title & Theme** — a title and short narrative hook
- **Real-World Action(s)** — 1 or 2 real-life actions players must complete
- **Reward / Feedback Loop** — a reward or progression system
- **Social Interaction (Optional)** — social-sharing elements for extra motivation

Keep in mind that all details should be written in an easily presentable way. When everybody’s finished, the facilitator will randomly pick one team to start their brief “Reality Quest” presentation, describing how their quest concept works. Continuing clockwise, each participant should take 120-150 seconds to present their own designs.

#### Step 3: Debriefing

Through this activity, the participants experience how to transform environmental goals into interactive, measurable player challenges. Reflecting on the exercise, the facilitator might spend the last 5 minutes to open a discussion around the following questions:

1. How easy/difficult was it to connect the digital and real worlds?
2. What do you think would motivate players to complete your quests?



3. Could any of these missions realistically be implemented in your community or workplace?

## Accessibility and inclusion Variations

- **Online version:** In order to include online participants or just to avoid paper waste, the online “Reality Quest Design” Canva file can be used (see [Annex 9](#)). During preparation, the facilitator will have to create as many copies of the original file as needed (one per group).
- **Mobility-friendly version:** If any participants have limited mobility, the facilitator can adapt the activity by making clear from the beginning that participants can remain seated for the presentation part.
- **Shorter version:** In case there is a large number of participants or if there are time restrictions, stick to the rule where groups add only one real-life action, instead of two. The activity’s experience might be slightly affected through this change, but the participants will still get the core idea, while respecting the time limits.

# Module 4: Case Studies & Prototype Jam

## Theoretical Background / Key Concepts

When it comes to educational games or activities, participatory design and co-creation amplify learning outcomes. This happens because such processes position learners as active contributors, rather than just passive recipients of educational content. When players help shape game mechanics, narratives, or in-game challenges from scratch—especially in contexts like environmental activism—they develop a stronger sense of ownership, relevance, and agency. This encourages deeper engagement, as learners must reflect on real-world issues, negotiate perspectives, and translate their understanding into meaningful game elements.

As a result, gamification itself becomes not only a motivational tool, but a reflective and social learning experience that strengthens critical thinking, environmental awareness, and continuous engagement with related activities.

Frameworks like *Universal Design for Learning (UDL)* and *Participatory Game Design (PGD)* stress accessibility, collaboration, and shared authorship, ensuring eco-games are inclusive and educational.

## Learning Objectives

By the end of this module, participants will be able to:

1. Apply gamification principles to design a short environmental activity.
2. Collaborate in small groups to develop a prototype idea.
3. Reflect on real-world feasibility and potential partners.



## Activity 1: “Yes, and the Planet...”

### General information

**Duration:** 15-20 min

**Nr of participants:** Up to 16 participants

### Objectives of the activity:

- Creating a collective working definition of what an “environmental game” is.
- Enhancing (through discussion) the ability to distinguish sustainable game features.
- Improving imagination and brainstorming skills.

### Materials Needed:

- A whiteboard and a marker
- An A4 paper and a pen (or a digital device for keeping notes)

### Detailed description of the activity

#### Preparation

The facilitator readies the A4 paper and pen for noting down comments, and then prepares the room, ensuring that all participants are seated close to each other (ideally in a circle) and that they can hear everyone from their position clearly.

#### Implementation

##### **Step 1: Demonstration of rules and actual play**

The facilitator asks for any willing participant to voluntarily start the game, or randomly picks one participant as the first player. The first player must start saying: “A sustainable game should...” and complete the sentence by adding one element. Could be anything, as long as the player believes it for being true. For example:

- a. “A sustainable game should be pretty challenging.”
- b. “A sustainable game should have digital features.”
- c. “A sustainable game should not reward players for their actions.”

At the same time, the facilitator should note down on the paper (or digital device) the player’s added element.

Continuing clockwise, each next participant should continue by contributing with a new sentence, saying: “True, and it should also...”, completing it with a different element, respectively. This verbal mini-game continues until all players have contributed once.



## Step 2: Debriefing

When the actual activity is finished, the facilitator congratulates all participants for their ideas and then (using the notes) writes down on the whiteboard all the added elements about the sustainable game. Summing up, the facilitator encourages an open 5-10 minute discussion around these contributions or any other important that was not mentioned. This discussion will help participants establish a clearer impression of what an “environmental game” is.

## Accessibility and inclusion Variations

- **Pairs version:** In case there is a large number of participants, the facilitator could split them into pairs. On their turn, the participants may discuss with each other for a few more seconds than in the original version of the game, before contributing their answer.
- **Shorter version:** If there are time restrictions, the facilitator may skip the part with the whiteboard and simply start the open discussion, highlighting specific insights that were noted down, or even important elements that were not mentioned at all.

## Activity 2: “Green Game Jam”

### General information

**Duration:** 25-30 min

**Nr of participants:** Up to 20 participants

### Objectives of the activity:

- Structuring an impactful design under a short-time period.
- Fostering co-creation and collaboration.
- Developing co-designing and brainstorming skills.
- Improving creativity and imagination.
- Implementing acquired theoretical knowledge into practical eco-designs.

### Materials:

- PDF printouts of the “Eco-Game Concept” template and pens (one per group)
- Alternatively, the online “Eco-Game Concept” template (see [Annex 10](#))

## Detailed description of the activity

### Preparation

The facilitator prints the “Eco-Game Concept” template sheets (one per group) and collects pens for the participants.



## Implementation

### Step 1: Explaining the rules

The facilitator divides participants into groups of 3-5 people, then distributes an A4 “Eco-Game Concept” sheet and a pen to each group. Next, each team will have 15-20 minutes to fill this sheet by brainstorming and designing a short eco-game concept inspired by any of the modules. This game concept must (see [Annex 10](#)):

- a. Have a name and a theme (a title and short narrative hook)
- b. Address a real environmental issue
- c. Include at least two gamification elements
- d. Connect to real-world actions or learning outcomes

Note: Try to add as many details for each section as possible. Imagine that you create a prototype for an actual test run.

### Step 2: Actual activity

When everybody has completed their eco-game concept, starting from a random team and moving to the next one clockwise, each team will have to present a 3-minute “elevator pitch” about their eco-game prototype.

### Step 3: Debriefing

Reflecting on the prototype designs, all together (facilitator included) may provide feedback on clarity, innovation, and potential impact of the game prototypes. Additionally, the facilitator may ask the following question to each team: How can we test or implement this idea in education or the community?

## Accessibility and inclusion Variations

- **Online version:** In order to include online participants or just to avoid paper waste, the online “Eco-Game Concept” Canva file can be used (see [Annex 10](#)). During preparation, the facilitator will have to create as many copies of the original file as needed (one per group).
- **Shorter version:** In case there is a large number of participants or if there are time restrictions, the rules could slightly change by having the groups including only one gamification element instead of two, while creating their eco-games. The activity’s experience (as well as the next activity) will be slightly affected through this change, but the participants will still get the core idea, while staying within the time limits.
- **Mobility-friendly version:** If any participants have limited mobility, the facilitator can adapt the activity by making clear from the beginning that participants can remain seated for the presentation part.



## Activity 3: “Feedback Market”

### General information

**Duration:** 25-30 min

**Nr of participants:** Up to 20 participants (following the previous activity)

### Objectives of the activity:

- Facilitating peer-to-peer evaluation and refinement of participants’ prototype ideas in an engaging, collaborative format.
- Improving constructive peer review and evaluation.
- Enhancing collegiality and mutual assistance.

### Materials Needed:

- The “Eco-Game Concept” sheets (or online templates) from the previous activity
- Large table/desk for displaying prototypes
- ×48 colorful sticky notes (×3 different colors, a set of three colors per group for each prototype)
- Pens (one per group)

### Detailed description of the activity

#### Preparation

The facilitator rearranges the space in the venue, so as to ensure that everyone can reach the table/desk where the activity will take place (probably somewhere in the middle of the room) and then, collects the colorful sticky notes and pens for the participants.

#### Implementation

##### Step 1: Explaining the rules

The teams formation remains the same, considering the “Green Game Jam” (previous) activity. Each team displays its prototype sheet —created during the previous activity— on the table/desk. The facilitator distributes to each group a set of three colorful sticky notes for each other team’s prototype (e.g. if two teams are playing, deal 3 notes to each team, one of each color), and then explains the three feedback colors (sticky notes):

- a. **Strong Point** – something that works very well or stands out
- b. **New Idea** – a suggestion for improvement or addition
- c. **Question** – something unclear or needing clarification

Each team will have 15-20 minutes to review and analyze all other teams’ eco-game prototypes, and then leave one note of each type on every game. In addition to the title (e.g. “Strong Point”), the teams must comment on the sticky note explaining the reasons for their choice, before sticking it close to the corresponding game sheet section.



Note: For a smoother execution, a team may focus on a single “Eco-Game Concept” sheet until they decide and put all their three feedback notes on it, and then pass it to the next team (receiving at the same time the next one).

### Step 2: Actual activity

When all teams have reviewed the other teams’ prototypes putting their feedback notes on them, everybody returns to read their own “Eco-Game Concept” sheet, collecting and sorting their received feedback into categories (strengths, opportunities, open questions).

Next, starting from a random team and moving to the next one clockwise, each team will have to select from the collected feedback one idea to refine or one question to address publicly, justifying their choice. If time allows it, other participants may also share opinions on these topics.

### Step 3: Debriefing

The facilitator congratulates all teams for their feedback and highlights the key insights by encouraging a quick, open discussion around the following questions:

- What kind of feedback was most useful to you?
- How did other teams interpret your design goals?
- If you had to choose one, which would be the next step to evolve your prototype?

Teams may dedicate a few minutes to think and answer these questions, considering the time limits. Through this exercise, participants practice collaborative reflection, gain multiple perspectives, and learn to iterate designs constructively, mirroring real game-development processes and feedback loops.

## Accessibility and inclusion Variations

- **Online version:** In order to leave a note in the eco-game prototypes made from the online participants (if any), you may use the same copied online “Eco-Game Concept” Canva files that were used in the previous activity (see [Annex 10](#)). Teams may add comments on the online template of each game, following the rules for the sticky notes. Just keep in mind to change the color of each comment to distinguish its type, matching the sticky note colors that you are physically using.
- **Shorter version:** In case there is a large number of participants or if there are time restrictions, during the part where teams share the collected feedback, the verbal commenting or improvement suggestions by the other teams could be skipped, if necessary. It’s a minor change that will slightly affect the activity’s experience, but it will also save some time, overall, while letting the participants get the core idea.
- **Enhance readability:** If playing with the online version, the facilitator may remind the participants to use a bigger, sans serif font (e.g. Arial, Verdana) while commenting on the online templates, and to make sure that there is high contrast between text and background to assist participants with low vision. Lastly, always remember to choose wisely when using color-coded information.



# Annexes

## Annex 1 – Eco-Action Bingo Sheet

Used in the [Icebreaker - Eco-Action Bingo](#).

A 4×4 bingo grid containing statements related to personal environmental behaviors.

## Annex 2 – “Game or Not a Game?” Slides

Used in [Module 1 – Activity 1 \(Game or Not a Game?\)](#).

PDFs show a mix of apps/games, some gamified (e.g. *Duolingo*, *Ant Forest*) and some not (e.g. *Wikipedia*, *Google Maps*).

Gamified app examples shown in the PDF slides:

- 1. Duolingo: The Language Lessons**  
*Why it's gamified:* Uses points (XP), levels, streaks, badges, leaderboards, and a mascot. Learning feels like progressing through a game.
- 2. Ant Forest (Alipay)**  
*Why it's gamified:* Users earn points for eco-friendly actions, grow a virtual tree, and unlock real trees planted in the real world—clear rewards and progression.
- 3. Asana Rebel: Get In Shape**  
*Why it's gamified:* Tracks workouts, awards achievements, shows progress, and motivates users with goals and challenges.
- 4. Habitica**  
*Why it's gamified:* Turns daily habits into a role-playing game (RPG). Users have avatars, earn rewards, and lose points for missed tasks.
- 5. Eco (video game)**  
*Why it's gamified:* A full game where players collaborate to build a society while protecting the environment, using goals, rules, and win/lose conditions. It helps decision-makers understand the impact of their choices on the environment, climate, and biosphere.

Non-gamified app examples shown in the PDF slides:

- 1. Wikipedia**  
*Why it's not gamified:* Provides information without points, rewards, levels, or challenges. The goal is knowledge, not progression.
- 2. Weather Forecast**  
*Why it's not gamified:* Shows forecasts and data. There are no goals, rewards, or feedback loops typical of games.
- 3. Wikiloc: Trails of the World**  
*Why it's not gamified:* Helps with navigation and directions. Even though it's interactive, it doesn't reward users with game elements.



4. **Ryanair**

*Why it's not gamified:* Purely functional. No motivation mechanics, achievements, or challenges.

5. **Easy Notes**

*Why it's not gamified:* Designed for writing and organizing information, not engaging users through play or competition.

### Annex 3 – “Motivation Wheel” Slide

Used in [Module 1 – Activity 2 \(Motivation Wheel\)](#).

A circular chart divided into eight motivators: Fun, Engagement, Teamwork, Mastery, Socializing, Meaningful goal, Competition, and Reward system.

### Annex 4 – “Eco-Avatar” Template

Used in [Module 1 – Activity 3 \(Design Your Eco-Avatar\)](#).

A creative A4 worksheet where participants describe their personal environmental hero avatar, including: their Name, two Green Super Powers, their Mission (what will they use their powers for), and one Real-World Green Habit it represents.

### Annex 5 – “Neutral Game Concepts” Cards

Used in [Module 2 – Activity 1 \(Mechanic Makeover\)](#).

An A4 sheet with a list of 16 cards with generic game mechanics or types:

RPG (Role-Playing)	Endless Runner	City Builder	Board Game
Life Simulation	Survival	Tile-Laying Game	Resource Management
Trivia Quiz	Dexterity Game	Cooperative Game	Escape Room
Card game	Hidden Information	Set Collection	Match-3 Puzzle

### Annex 6 – “Eco-Challenge Brainstorm” Template

Used in [Module 2 – Activity 2 \(Eco-Challenge Brainstorm\)](#).



A creative A4 worksheet with sections for: Challenge Title, Real-life Behavior Encouraged, Rules / Actions, Reward System, and Expected Impact.

### Annex 7 – “Game Ideas/Mechanics” Cards

Used in [Module 2 – Activity 3 \(Balance Bar\)](#).

An A4 sheet with a list of 16 cards with generic game ideas, apps, or mechanics:

Trash Sorting Card Game	Climate Trivia Quiz	Forest Runner	Sustainable City Builder
Eco-Balance Board Game	Match-3 Recycling Puzzle	EcoDecision Makers	Carbon Footprint Calculator
Eco-Bingo!	Energy Management Simulation	Nature Hunt V.R.	Plant-Growing Virtual Pet
Interactive Documentary Game	Progress Badges Live Course	Climate Disaster Survival	Wildlife Photo Quest

### Annex 8 – “Impact Tracker” Template

Used in [Module 3 – Activity 1 \(Design Your Impact Tracker\)](#).

A creative A4 worksheet with sections for: App Title, Progress Bar, Feedback Loop Mechanic, and Community Scoreboard System.

### Annex 9 – “Reality Quest Design” Template

Used in [Module 3 – Activity 3 \(Reality Quest\)](#).

A creative A4 worksheet with sections for: Quest Title & Theme, Real-World Action(s), Reward / Feedback Loop, and Social Interaction (Optional).

### Annex 10 – “Eco-Game Concept” Template

Used in [Module 4 – Activity 2 \(Green Game Jam\)](#).

A creative A4 worksheet with sections for: Game Title & Theme, Real Environmental Issue, Two Gamification Elements, and Connect to Real-World Actions or Learning Outcomes.



## Annex 11 – “Evaluation & Reflection” Sheet

Used after the final debrief, containing open questions such as:

- “What have I learned about gamification?”
- “How can I apply this knowledge in my work or community?”

*Purpose:* To encourage reflection, helping trainers collect qualitative feedback and insights.

## Annex 12 – Resource & Reference List

List of all games, research papers, and tools referenced during the modules, or extracted from Odd Statue Games’ research library.

Games or Gamified Apps:

- [Clean Games](#)
- [Terra Nil](#)
- [Alba: A Wildlife Adventure](#)
- [Ailuna](#)
- [JouleBug](#)
- [Duolingo: The Language Lessons](#)
- [Ant Forest \(Alipay\)](#)
- [Asana Rebel: Get In Shape](#)
- [Habitica: Gamify Your Tasks](#)
- [Eco \(video game\)](#)

Researches and other Tool References:

- [Self-Determination Theory \(Deci & Ryan, 2000\)](#)
- [Loss Aversion \(Kahneman & Tversky, 1979\)](#)
- [Commitment and Behavior Change \(Lokhorst et al., 2013\)](#)
- [Universal Design for Learning \(UDL\)](#)
- [Participatory Game Design \(PGD\)](#)

*Purpose:* To encourage further exploration of the learning material and initiatives around the world.