



# The EM GAME handbook:

suggestions and tricks to use  
the EM GAME  
in the Youth in Action Programme



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## Introduction:

This handbook has been adapted from the outcomes obtained during the Training Course “The EM GAME: how to get its best” held in Amarante (Portugal) in May 2009 and specifically addressed to youth workers and trainers aiming at getting a deeper knowledge of the EM GAME as an educational tool.

Participants were asked to examine and grab various usages and to analyze different approaches in its use in the following activities within the Youth in Action Programme:

- EVS (pre departure and arrival trainings)
- Youth exchanges
- Training courses
- Seminars

As such participants were asked to give an ACTIVE and PRODUCTIVE participation, in order to define the pedagogical approaches as an educational tool and its effective impact in youth work .

This handbook aims thus at giving a wide overview of the possibilities and the varieties of usage of the EM GAME as an educational tool in the above mentioned activities: it wants to suggest possible ways of profiting by its usage according to the different objectives addressed (group building, intercultural learning, cooperation and negotiation...) and thus presenting some models of inserting constructively and fruitfully the EM GAME into the activity program.

In order to site the EM GAME with the right attributes in the various activities, we organized the analysis in a schematic way, in order to be synthetic but at the same time exhaustive. As such we asked participants to provide first a general overview on the activity (pre departure and arrival trainings, Youth exchanges, Training courses and Seminars) in order to focus on the most important characteristics and peculiarities, then a SWOT analysis (strengths, weaknesses, opportunities and threats) of the EM GAME related to the activity concerned and then going deeper and analytically into the example of usage, by presenting an activity with all its steps and eventual extra material.

## The EM GAME

**The EM GAME project** started in 2007 and finished in 2010, for the moment: it is in fact important to understand that we intended to create a work in progress tool, subjected to improvements, adjustments and above all updates in the following years. Therefore the EM GAME was designed as a software game downloadable from the SALTO EM website.

### Background:

The idea of a game around the countries of the EuroMed partnership arised from the experience of the SALTO-YOUTH EuroMed Resource Centre in the field of training and the need analysis of what is still missing in this context. Under the Directorate-General for Education and Culture and in close cooperation with the EuropeAid Cooperation Office (AIDCO) and the Directorate- General for External Relations, the

implementation of the Euro-Med Youth programme is regarded as a main priority which also falls under other priorities featuring in the YOUTH programme, such as the *fight against racism, discrimination and xenophobia*, a *facilitated access to the Programme for young people with less opportunities*, *dialogue with other world cultures* and the promotion of a greater *mutual understanding* between European countries and the rest of the world. In addition, a training strategy for Euro-Mediterranean partners has been developed by the SALTO-YOUTH EuroMed Resource Centre.

### Aim and objectives:

The aim of the EM GAME is to improve the knowledge among young people and youth workers on the cultural and socio-political settings of the Euro-Med countries and on youth projecting by recreating the steps of the implementation of a project (fund raising, partnership building, getting the project approved...) or by quick quiz rounds.

It intends to be a useful educational tool with exhaustive multimedia material - in the hands of young people, youth workers, youth trainers, teachers - in order to enrich the various activities in youth work, as such it should be considered as a source and not as the deus-ex-machina of the youth work in the EM context, by:

- Improving the knowledge on culture and society of the countries partners of the Euro-Med partnerships;
- Combating prejudices and phobias based on ignorance and thus leading to changes of awareness, attitudes or behaviours;
- Improving mutual understanding and cohesion between young people across the Euro-Mediterranean region based on and committed to mutual respect, tolerance and dialogue between the various cultures.
- Inciting young people and youth workers to get an active role in the process of intercultural dialogue;
- Testing the skills on project management, through creating the basic steps for the approval and implementation of a project;
- Improving the knowledge on the Youth in action and Euro-Med Youth Programmes;
- Motivating young people and youth workers in getting actively involved in the Euro-Med Programme;
- Enhancing the role of multipliers of young people and youth workers in their working and living realities;
- Stimulating the cooperative attitude of participants;
- Providing an educational tool with the added value of game playing to be used in non-formal and formal education;
- Providing an active tool for group building and group dynamic activities;  
Providing a game for **ENTERTAINMENT AND LEISURE TIME**

### Methodological approach:

The EM GAME is based on the principles of non-formal education and mainly on the following ones:

- Being learner-centred, taking as starting point the participants' needs, interests, knowledge and experience;
- Based on the experiential learning, being an organised process with educational objectives by using a practical and a playful approach for improving knowledge, skills and competencies and leading to changes of awareness, attitudes or behaviours;

- Promoting active participation, by involving both individual and group learning with a collective approach and empowering the participants' commitment in the intercultural dialogue within their working and living realities as multipliers;
- Being holistic and process oriented, with a specific focus on the realities of the countries of the Euro-Med partnership, combining the cultural, historical and geographical information with the aspects concerning everyday life and customs.

### What it looks like:

The intent of the EM GAME is providing sources and tools to be adapted to the various activities and target group: therefore it contains lots of information and tricks to allow the animator to focus on the ones needed. In realizing it we thought to the different areas of interest in youth work in the Euro Mediterranean field both as contents and as approaches. The EM GAME has two main options of playing, with sub-options in order to give the possibility to everyone to adapt it at the best for the activity and participants.

The options are:

- Playing the game, with the sub-options:
  - COMPLETE GAME (no choices, everything runs by chance)
  - CUSTOMIZED GAME: with the choice of level of difficulty among
    - Compulsory (i.e. what you should know)
    - Recommended (i.e. what would be better to know)

Optional (i.e. what makes you an EXPERT)

- Answering the quiz, with the sub-options:
  - QUIZ , with the possibility of choosing:
    - A specific activity:
      - youth exchange
      - EVS
      - Training course
    - A restricted area (with the possibility of choosing 1 single country for the EVS activity, otherwise with a minimum of 2)
    - The level of difficulty (with the possibility of choosing 1 single topic, 2 or all of them)
      - Compulsory (i.e. what you should know)
      - Recommended (i.e. what would be better to know)
      - Optional (i.e. what makes you an EXPERT)
      -
  - EXPERTISE QUIZ, with the choosing of a topic transversal to all areas:
    - gender mainstreaming,
    - geopolitical issues,
    - scratches from real life, i.e. various questions on culture, traditions..

For the first option (PLAYING THE GAME) we decided to recreate in a sense what it means projecting and implementing a project in the EM youth reality, the objective of every player refers in fact to different actions of the Youth in Action Programme, even if it is just a purely symbolic reference. As such the aims of the EM GAME rotates around basic needs for realizing a project: making partnerships and having the right funding.

For the partnership we divided the EM area (consisting of 40 countries: EUs, MEDAs and EFTAs except Switzerland) into **6 sector areas** (Centre Europe, East Europe, South Europe, North Europe, Middle East and North Africa) .

The areas are divided into the corresponding countries, but the questions are related to all the countries of the area, as the partnership is obtained with the whole area and not with a single country.

The bulk of the game consists of a roulette, where all the activities and questions come from:

With the various option in the **partnership** cards, players have the opportunity to answer to various questions on the area concerned, with topics related to the following fields:

- HISTORY AND GEOGRAPHY
- CULTURE, TRADITIONS AND LANGUAGE
- GEO-POLITICAL AND SOCIO-ECONOMIC CONTEXTS

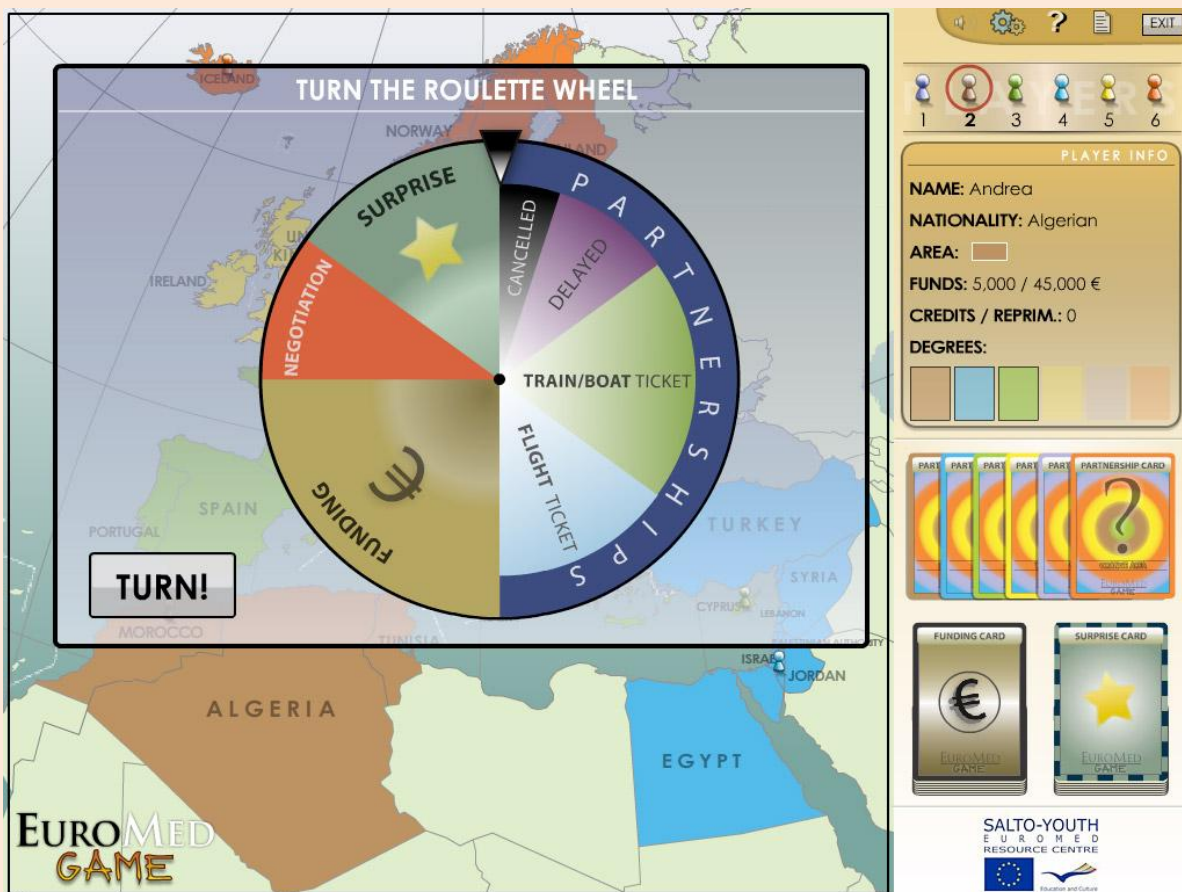
The questions are divided into 3 levels (mixed in the COMPLETE GAME and chosen in the CUSTOMIZED GAME) in order to encounter different knowledge and expertise (i.e. compulsory / recommended/ optional)

In order to give the possibility not simply to check the right answer, but above all to deepen the knowledge on the subject, it is possible to check the reference manual with an exhaustive explanation and the relative sources.

With the **funding** cards, players are brought into the world of the political background of the EM in general and EU in particular (with questions on EU bodies and functions, on the EMP and more restrictively on the Youth Programmes). This section includes also the questions on religions, as we intended not to connect a religion solely to a country or an area (when of course the question does not relate to a town or any geographical settings). The expertise questions (gender mainstreaming, geopolitical issues, scratches from real life, i.e. various questions on culture, traditions..) are also included in this group, as they are not strictly relevant for one area but are intended to treat a subject in a transversal way.

With the **surprise** cards, apart from the purely “surprising” ones, players are asked to share words, gestures and traditions from their cultures: this has no relevance on the game itself, but it’s a hint for setting an intercultural learning atmosphere.

With the **negotiation** option, we intended to set a springboard for pushing cooperation and negotiation (players can in fact negotiate and bargain their degrees, funds and credit).



The options of answering the quiz [basic and expertise] are intended to give a quick but effective tool in the hands of the trainer/youth worker, who wants to give inputs on the contents of the EM GAME and does not need the process of playing.

It is then clear that the EM GAME has several inputs inside to be used by the animator, and that it is not a ready packet in his/her hands: according to the needs and objectives the animator should use it enriching it with extra tools, material and activities.

The EM GAME intends as such to be a source and not the final product: it is in the hands of the animator, according to his/her experience and creativity, that it can adapt to the various situations and being therefore a really useful tool.

# THE EM GAME HANDBOOK: how to get its best in youth work

## RECCOMANDATIONS AND SUGGESTIONS:

Here after are listed some suggestion, common to all the activities, in order to use the EM GAME as a powerful tool, and some suggestions in avoiding or solving problems:

### Recommendations before playing

- To realize that we are living in a common and shared area, open to cooperation.
- Explain the different youth actions and programs, in a pleasant way.
- Use the tool as a departure for potential partnership, and concrete projects.
- New, virtual, modern and actual tool to experiment cooperation. (building partnership)
- Give chance to open discussion on Euro med realities, to learn, share and cooperate.
- Up to participants
- Take the opportunity when question is suitable, to debate, and to go deeper in the topic

○

### Problem solving

- Unavailability of logistical resources (exp. Computers, electricity, data shows...)  
Prepare printed questions related with the topic. (either from the game or similar)
- The language challenge
  - Animators can help in translating / explaining the questions in the mother language



## EVS PRE DEPARTURE AND ARRIVAL MEETINGS

### ACTIVITY PROPOSED 1: The PIE Game

Aims	To prepare future EVS volunteers to integrate in the hosting country by maximum use of the EM GAME features as well as former EVS volunteers.
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Topic	Environment and culture
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When implemented	Pre-moving to the HO (preparation)
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Duration	5 hours
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Steps	<ol style="list-style-type: none"><li>1- Equipments (computer – EM GAME- data show – cards - space)</li><li>2- Preparing the space for two groups and an animator</li><li>3- Explanation of the EM GAME</li><li>4- Divide the PARTICIPANTS into 2 groups of 6</li><li>5- Ask for 2 volunteers from each group to represent the former EVS and explain their roles</li><li>6- Ask groups to choose a name</li><li>7- Display the EM GAME on the data show</li><li>8- An animator assigned to manage the EM GAME rounds</li><li>9- It's recommended to disable the time limit factor in the GAME so as to ensure discussion between the groups</li><li>10-Each group assigns a delegate for representing the group in the answer.</li><li>11-Three help methods are offered: <b>hit the expert, net surf, competitor help</b> (cards to be developed)</li><li>12-Surprise cards are developed for special missions</li></ol>
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#### Surprise Cards

- Sing a traditional Portuguese song;
- Food tasting;
- Show us a traditional Portuguese Dance;
- Identify the word “thank you” in 6 languages (annex 1);
  - Arabic
  - German
  - Portuguese
  - Hindu
  - Hebrew
  - Turkish
- Identify 6 pictures (annex 2)
  - Arabic – Upper Egyptians
  - Argentina - Tango
  - Scottish - Skirt
  - Israel – singer Dana
  - Italian - gondola
  - Portuguese – Cristiano Ronaldo (Football Player)

13- Negotiation cards are developed for real situations

#### Negotiation Cards

- The place you volunteer at in the hosting country decided to increase your working hours. How will you react?
- Hand Game;
- The hosting organization asks you to present voluntary work at high school, you have only a 1 minute to do it... so ...do it!
- Congratulation! You arrived your hosting organization, still didn't ha

language course. Use non verbal language communication in order to ask for a toilet paper.

- Meeting in the airport (greetings);
- Broken telephone;
- The holiday game;

The negotiation cards are resolve by de formers Evs

## ANNEX 1

شكرا	Danke!
Obrigado	शुक्रिया!
תודה!	teşekkür ederim!

ANNEX 2



## ACTIVITY PROPOSED 2: pre departure training

Aims	In a pre-departure training prospective volunteers (your participants) want to know about EVS, their roles and responsibilities, the different countries they will live in.
Topic	Intercultural learning
When implemented	Pre departure training
Duration	Varied

**Steps**

The animator/facilitator can insert this in different ways either through Surprise Cards or Negotiation Cards that are separately prepared before hand OR by simply stopping the game and discussing a certain point. Deciding which method to use will depend on the level of the group you have, if some of the volunteers have some knowledge of EVS then opt for the first option with the Surprise Cards.

Options for Surprise cards to know about EVS, their roles and responsibilities:

- You arrive to your hosting organization but your accommodation is a very dirty house. What you do?
- You arrive to the airport and no one is waiting for you! What do u do?
- Your project has been accepted but your sending organization does not give you enough information about your project.
- Your hosting organization is a good one but they treat you as a full time staff, giving you too many tasks and asking you to do the books (money).
- Your hosting organization ignores you totally and do not have any time to acquaint you about the city/village where you are or give you any work to do.
- Your sending organization does not help you with the visa papers to do your EVS.
- You are in a group EVS (living with other volunteers) but one of the volunteers keeps on drinking every day, what do u do?
- Your hosting organization does not give you your per diem on regular basis.
- You are hit by a car and have to put your hand into plaster, what do you do?
- Your are living with another volunteer in one flat and she refuses to do any of the cleaning.

The method:

Different methods can be used to ask the participants of the training to act these situations out, discussion and acting are the most common ways.

Options for variations to acquaint participants on the different countries they will live in: through playing the game try to prepare some fast quiz questions on the different countries that your group of participants are going to. These questions can range from geo-political to social or cultural questions. Allow the possibility for the group (different teams) to help each other.

## ACTIVITY PROPOSED 3: on arrival training

Aims	In an On arrival training the current volunteers would want to know about the Hosting country, their rights and responsibilities, their emotional journey as volunteers (ups and downs) and to get to make friends (other volunteers) in their hosting country.
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Topic	Intercultural learning, practical info
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When implemented	On arrival training
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Duration	Varied
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Steps	<p>The animator/facilitator can insert this in different ways either through Surprise Cards or Negotiation Cards that are separately prepared before hand OR by simply stopping the game and discussing a certain point. Deciding which method to use will depend on the level of the group you have, if some of the volunteers have some knowledge of EVS then opt for the first option with the Surprise Cards.</p> <p>Unlike the Pre-departure training this is a multi cultural training so concentrate on the Intercultural dimension as well. Here the Euro-Med game comes of a good use with its varied questions on different countries. So it can be a good group dynamic at the beginning of a training.</p>
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Options for Surprise cards to know about EVS, their roles and responsibilities:

- You arrive to your hosting organization but your accommodation is a very dirty house. What you do?
- Your hosting organization is a good one but they treat you as a full time staff, giving you too many tasks and asking you to do the books (money).
- Your hosting organization ignores you totally and do not have any time to acquaint you about the city/village where you are or give you any work to do.
- You are in a group EVS (living with other volunteers) but one of the volunteers keeps on drinking every day, what do u do?
- Your hosting organization does not give you your per diem on regular basis.
- You are hit by a car and have to put your hand into plaster, what do you do?
- Your are living with another volunteer in one flat and she refuses to do any of the cleaning.
- You are happy with your organization but you feel home sick and wants to see your family.

The method:

A good method to use in On Arrival training is to act the situations. This would give participants the chance to express themselves and experience the actual situation whether or not they lived it. It would also create a sense of solidarity since all of them are volunteers in the same situation.

Options for Negotiation cards to know about EVS, their roles and responsibilities:

A good idea is to assign from the beginning of the game different roles for

the different teams so one team can be the Hosting organization, another a sending organization, the volunteers team and the national agency a fourth team. When the turn of a negotiation card comes you can present an external situation and ask the two negotiating groups to act in their roles to negotiate a need. The rest of the groups can decide if they are convinced and so the money is transferred to the designed group or not.

Options for variations to acquaint participants on their hosting country: You can put one information about the hosting country every 6 questions as a surprise card. You can make one group as the other then verify the answer.

## YOUTH EXCHANGES

### ACTIVITY PROPOSED Game show Quiz 'Are We Euro Medionnaires?'

Aims	Active Participation, Empowerment, Inclusion and Intercultural Learning and Group Building.
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Topic	Cultures, History, Geography and Religion
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When implemented	Second day.
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Duration	1 Morning/ Afternoon
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#### Steps

- Leaders to collect information of participants to balance gender and nationality.
- Form the groups, and balance group (boxes with balloons representing each team color)
- Explain before entering the 'Studio' that the participants will take part in a TV show, and should enter as a group with specific colours.
- Begin the game with an introduction to know how it will be played in turns.
- The intervals will be every 20 minutes to introduce sections of the exchange programme and games to be used for topics to be discussed. Eg - Stereotypes - by drawing what they imagine someone from the participating country is. Feelings of being a participant in the exchange - by choosing and drawing an animal and fruit to express their feelings. (The games must be chosen according to the subjects the exchange focus on)
- Open discussion regarding the topics of the exchange.

## TRAINING COURSES

ACTIVITY PROPOSED Get ready	
Aims	<p>Learning how to make a EM project:</p> <ol style="list-style-type: none"> <li>1. participants will get to know each other better (group building)</li> <li>2. participants will get to know the main points important to create a EM project</li> <li>3. participants will reflect about the difficulties of having a EM project and will offer ways to deal with them.</li> </ol>
Topic	Project management
When implemented	At the point of the training before dividing into groups to create a project/ finding partners.
Duration	Varied
Steps	<ol style="list-style-type: none"> <li>1. <b><u>Energizer - dividing into 3 groups (5 min):</u></b> In <b><u>the hat</u></b> there are different sentences (annex 1), each participants takes one paper and when the sign is given they should find the people holding the paper that completes there sentence and there for groups are created according to the sentences.</li> <li>2. <b><u>Explaining the game</u></b> - shortly (!!!) and choosing names, colors, nationalities etc.</li> <li>3. <b><u>Playing the game:</u></b> along the game there are methodological breaks to highlight the focal points of having a project according to the points on the wheel (finance, difficulties, how to find and gain partners, what is a surprise etc. (cards with some leading questions and points to raise – are attached in annex 2)</li> <li>4. <b><u>Debriefing and summarizing:</u></b> high light some points and make certain things clearer in case some points were not raised.</li> <li>5. <b><u>Summarizing the main points</u></b> important to know before creating a project and let them divide into groups of project</li> </ol>
Recommendations and suggestions	<ul style="list-style-type: none"> <li>▪ Take care of the time</li> <li>▪ Know when to insert the stopping points for discussions</li> <li>▪ Pay attention to who are the people in your target group and adjust the learning to them for ex: for more experienced people – more game, less stoops, for less experienced – less play more focus on the different elements of a project.</li> <li>▪ It is possible to create question cards to help the groups think more about more specific question</li> <li>▪ Be willing to be flexible and adjust the order of the topics to the course/flow of the game and the events happening</li> </ul>

## ANNEXES

1. Sentences for the energizer  
**Cultures** come from mixings, meetings and clashes  
What's important in any pedagogy is to point people in the right direction  
SALTO - Support advanced learning and training opportunities

2. Points for discussion brain storming

### **Partnerships :**

What is necessary in order to gain a partner?

- Participating (in Salto trainings, knowing the EMYU/na)
- Learning the basics (application form = learning the instructions of the game)
- Knowing the culture
- Common objectives

### **Flights, Boat/train trip:**

What do you think are the important points to consider when talking about travel?

- Limited options (for EM only program countries)
- Distances
- Money, is of course a limitation

### **Negotiation:**

Why is it important? What are the "warning signs"?

- About the program, costs, etc.
- Being willing to make a compromise – important because of tolerance, respect and openness, willingness to dialog
- Conflict management

### **Funding:**

- Money management
- Co-funding

### **Surprises (Cancels and delays):**

What are the difficulties you might encounter along the way?

Good and bad surprises?

Sustainability mobility bureaucratic problems, not all ideas are good projects



## SEMINARS

ACTIVITY PROPOSED How much do we know about each other?	
Aims	<ul style="list-style-type: none"> <li>▪ To stimulate the participant's curiosity on Euro med realities.</li> <li>▪ To prepare participants for further lectures and discussions.</li> <li>▪ To make participants aware of the game and its potentialities.</li> <li>▪ To put participants in a real communication act (exp. Negotiation part)</li> <li>▪ To make participants geographically well oriented.</li> <li>▪ To arise discussions on geopolitical situations.</li> <li>▪ To create an atmosphere of cooperation and competition.</li> </ul>
Topic	Euro med partnership / cooperation
When implemented	1 <sup>st</sup> afternoon. (after group building activity)
Duration	2 hours
Steps	<ol style="list-style-type: none"> <li>1. Introduction (3'):               <ul style="list-style-type: none"> <li>○ Present the Seminar again</li> <li>○ Present the context of the game</li> </ul> </li> <li>2. Explain the game: (approximately 15')               <ul style="list-style-type: none"> <li>○ Showing the map which is divided into 6 areas, with different colors</li> <li>○ The aim of the game is to be clarified.</li> <li>○ The contains of the roulette.</li> <li>○ The 4 cards (objectives, partnership, funding and surprise)</li> <li>○ The part of negotiation, and its options. (given by the roulette)</li> </ul> </li> <li>3. Observers:               <ol style="list-style-type: none"> <li>a. Two levels of observers: the first one selected (2) participants. And the second are two facilitators with the role of observing.                   <ul style="list-style-type: none"> <li>○ Explain the mission to the observers and give them the guidelines. (everyone, has to observe two different groups)</li> </ul> </li> </ol> </li> <li>4. Form the groups and organize players and areas: (approximately 10')               <ul style="list-style-type: none"> <li>○ Ask participants to form groups of 3 people.</li> <li>○ Ask the groups to choose one representative to negotiate the area of the group.</li> </ul> </li> <li>5. Play: (1 H)               <ul style="list-style-type: none"> <li>○ Use ONE computer, ONE beamer.</li> <li>○ Split the groups and start playing.</li> </ul> </li> <li>6. Debriefing inside the group (10')</li> <li>7. Debate in plenary: (22')               <ul style="list-style-type: none"> <li>○ Participants and observers point of view.                   <ol style="list-style-type: none"> <li>1. After debrief, participants should meet and reflect together about the process of the playing, having as departure, the following points:                       <ul style="list-style-type: none"> <li>▪ Team</li> <li>▪ Play</li> <li>▪ Negotiation</li> <li>▪ Decision</li> <li>▪ Participation</li> </ul> </li> </ol> </li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>▪ Feeling (before and after)</li> <li>▪ Knowledge</li> <li>▪ Questions</li> <li>▪ Cooperation and competitions.</li> </ul> <ul style="list-style-type: none"> <li>○ Facilitators point of view. <ul style="list-style-type: none"> <li>1. Referring to the given guidelines. (to participants and observers)</li> </ul> </li> </ul>
Recommendations and suggestions	<ul style="list-style-type: none"> <li>▪ It would be interesting to start the presentation, by giving the statistics of the two last years regarding the Euro Med cooperation, and then, propose to make the situation better...by playing and discussing.</li> <li>▪ To use supporting tools, to animate the game.</li> <li>▪ The EM GAME needs extra animation.</li> <li>▪ EM GAME or not EM GAME, that's the question, (depending on our target group, we can choose the suitable tool to use).</li> <li>▪ It is important that the observers and facilitators have a clear and a defined task. (to link the observation with the aims)</li> <li>▪ Facilitators should be more present in the game.</li> <li>▪ The objectives should be clarified before starting the game.</li> </ul>

## CONCLUSIONS:

From the experience of this training course, some new ideas have sprout and many other have been confirmed. The main characteristics of the EM GAME which have been appreciated have been its flexibility and transferability to different situations: even if at the beginning it was considered usable just for training courses and a bit for youth exchanges, after the work of the groups we realized that it can be really useful also for EVS (for seminars it really depends on the topic and on the target group).

Its obvious use for group dynamic and intercultural learning has been enriched by other uses, to which, I have to admit, we (the EM GAME team) never thought before: using it for EVS mid term evaluation, in general as a barometer of the group dynamic (played several times in an activity), for introducing the most varies subjects and topics, and even as an outdoor activity...

It has been remarked that in some situation it can be used at its best, as in LTTCs, in youth exchanges for group building activities, in general for proposing discussions...

The results of the training course confirmed the importance of the animator and that the EM GAME is not a ready packet in his/her hands: according to the needs and objectives the animator should use it enriching it with extra tools, material and activities.

The importance of a previous training before using it has been clearly asked, right for getting the best (as the title of the handbook suggests) of the EM GAME: the animator should be able to adapt it to his/her needs and not depending on its structure and time limits.

## ANNEX: the EM GAME recipe<sup>1</sup>

### Ingredients:

basics: curiosity, foolhardiness, determination, high ideals, challenge, game addiction

for the dough: creativity, intuition, passion, adaptability, patience, suggestions,

for the filling: knowledge, research, multimedia material, contributions, revision

for the decoration : attractive interface, friendly usage,

### Time needed:

for the preparation: 6 months (Jan-June 2007)

for the dough: 6 months (July-Dec 2007) + time needed for adjustments (virtually...a never ending story)

for the filling: 1 year (Jan-Dec 2008) opened to future additions

for the decoration: 2 years (2007-2008), always finding new little-nice-attractive tips to add

### Procedure:

Background: if are desperately sick of *curiosity*, strictly convinced that the dialogue should be based on *knowledge* (in order to avoid prejudices and to appreciate the other) and strongly *addicted to games* as the nicest way of learning and you speak with someone (the director of SALTO EM) who is sicker than you, it may happen that you sum up the idea of a game as an educational tool, based on the *high ideal* of sharing and getting the *knowledge* of the EM countries. You start thinking of the basic game rule structure and ... here you go: you put yourself into play.. and you have to play!

Preparation: for realizing a software game, you should have at your disposal a high dosage of *foolhardiness* mixed to a redundant *determination*, especially if you have no ideas how to create a software game. But this may seem irrelevant, if you can search for someone professional to do it . The problem will arise later soon: where and how shall I search someone, free lance and not an employee of a worldwide game brand, dealing with software games? Well, call forth all your *patience* and start searching by key words in the internet: it may happen that you find the right one living in New York (very expensive, but amazing, as a meeting place) or by chance someone, Andrea, living in Pisa (the Italian town with the leaning tower, not far from home) expert with 3D software game. Together with the chef master Bernard (i.e. director of SALTO EM) you opt for him and invite him and his colleague, Diana, to the Tool Fair in INJEP in order to make them breath and understand as much as possible the reality of EM youth work. The *foolhardiness* is however not ending yet, as you all perfectly know that you have no practical ideas on the realization of a game as an EDUCATIONAL tool: again you search in the internet (the best mall for finding the right ingredients) and you discover a French teacher, Denis, with a long expertise in this. You mix the ingredients (i.e. you call them all in INJEP) and you obtain the cake!

Well, before that your recipe needs a lot of work, *revision, research, adaptability* ... in a few words: sweat, delusions, drop of passion, but still driven by *determination* with the idea that the final product will be good and useful.

Realization of the dough: realizing a cake, when you just have a confused mixing of ingredients, but no indications on the procedures, is simply absurd: you shall rely than on *creativity, intuition* and above all on good *suggestions* of professionals. If you are determined, with your final product in mind, but loaded with *patience* and *adaptability*, you may arrive at a certain point in which you shout "Eureka, it works! And looks very nice, indeed". I have to admit that one of the nicest satisfaction has been thinking something apparently crazy, and seeing it realized!

Preparation of the filling: once the structure was almost done, we needed to fill the game with material (questions, answers, reference material). We decided to ask for a free contribution from trainers and youth workers of the SALTO EM net and the ones who accepted (great people!) had to follow precise rules

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<sup>1</sup> Article written by the EM GAME project coordinator, Lucia Barbieri, and published in Meet'n EuroMed, issue 12 July 2009

[topics to be dealt, 3 different levels of difficulty, citing all the sources, using just copyright free *multimedia material* etc...]. We received the *contributions* and then the *revision* task was starting and took a very long time together with additional *research*.

Finalization of the decoration: our intent was to create an educational tool not forgetting, but on the contrary focusing on, the gaming aspect of the product: people should have learnt but also ENJOYED playing!! The compromise between the two spheres brought us often to difference of opinion (two chefs in the same kitchen...) but at the end we reached an acceptable compromise.

We tested it in the various Tool Fairs (in order to make people TASTE it) and we decided also to train new chefs/animators in a TC in Amarante (Portugal) in order to use it at its best as an educational tool in the youth work. They produced a useful handbook, which will be soon distributed.

Well, if you are wondering where you can get this marvelous product, be patient a bit and keep an eye in the SALTO EM web site.

To all the young people playing it I wish you to enjoy its taste and to all the animators using it I push you to put your creativity and create your own new recipe!

For all: HAVE FUN (and learn)

## CREDITS

### The EM GAME project TEAM:

project idea: Bernard Abrignani and Lucia Barbieri

project coordination: Lucia Barbieri

graphic and interface design: Andrea Baroni

game programming: Diana Spano, Andrea Baroni

educational advising: Denis Sestier

### The EM GAME project contributions for questions:

Abderrahmane Louidani, Adva Leibovitch, Agnieszka Tatera, Anders Stenumgaard Lind, Ayga Giftgibasi, Caroline Dumand (relais europe direct val d'oise), Charlotte Justine , Christin Voigt, Cinzia Laurelli, Claudio Kogon, Claire Boulch , Davide Tonon, Emeric Abrignani, Erik Langbraten, Essie Arbiv, Evi Koutsospiro, Fateh Rachid Derbal, Federica Demicheli, French Na, Helga Maria Ferreira de Abreu, Hiba Taibi, Ilan Mamane, Islam Muhammad, Jihad Fiddah, , Lara Castrignanò, Leo Kaserer, Marek Brieska, Nataliya Nikolova, Nina Koell, Ola Seif, Patrick de Rond, Penny Young, Petra Kalocova, Pieter-Jan Uyttendrot, Simona Pronckute, Sylvain Abrial, Viktor Matis, Yiannis Yiannakis- Cyprus Na, Zeynep Tugce Ciftcibasi, Zied Touzani