
Activity Report from the TC Let's Go 4 Games

(Amsterdam Netherlands, 5-13 March 2018)

Training course for youth workers on how to apply games as a learning tool for personal development and promoting values of Inclusion and Diversity



[Introduction](#)

[Participating countries](#)

[Day by Day Programme Flow](#)

[Day 0 - Arrivals \(Monday, 05/03/2018\)](#)

[Day 1 \(Tuesday, 06/03/2018\)](#)

[Day 2 \(Wednesday, 07/03/2018\)](#)

[Day 3 \(Thursday, 08/03/2018\)](#)

[Day 4 \(Friday, 09/03/2018\)](#)

[Day 5 \(Saturday, 10/03/2018\)](#)

[Day 6 \(Sunday, 11/03/2018\)](#)

[Day 7 \(Monday, 12/03/2018\)](#)

Host organization: WOW Go Amsterdam
Host org coordinator: Manuela Renjaan (Netherlands)
Trainers: Ieva Grundsteine (Latvia) and Antonio Benaches Bodí (Spain)

Introduction



GENERAL INFO

Games don't have to be just fun – they can be also used as an effective tool for personal and social development of youngsters as well as promoting the changes in society. There is still a lot of undiscovered and unused potential in games that can help to tackle very serious issues and problems in society – like fear from the “others”, hate, discrimination, oppression, exclusion.

The general idea of this project is to contribute to increasing the impact and quality of youth work by developing the competences of 29 youth workers from 14 Programme countries on using games as an effective tool for value-based education and inclusion.

The objectives of the seminar would include:

- Exchanging experiences on what are the most crucial challenges that youth workers are dealing with in relation to value-based education and inclusion at the local level and providing a space for identifying areas they would like to work on more
- Exploring the concept of games and playing as an effective opportunity for young people's personal and social development and promoting the changes in society
- Training the skills of participants of using already existing games or develop new ones for working on concrete values and changing the attitudes through good quality non-formal learning process (design of game, facilitation, etc.)
- Developing further ideas on using the games as an effective learning opportunity for value-education and inclusion at the local level
- Sharing experiences from the training with wider network of youth work practitioners through the publication

Participating countries

The Netherlands, Spain, Latvia, Lithuania, Poland, Croatia, Cyprus, Greece, Malta, Macedonia, Slovakia, Slovenia, Bulgaria, Romania, Italy

Day by Day Programme Flow

Day 0 - Arrivals (Monday, 05/03/2018)

- 22:00 Welcome words by Manuela (the project coordinator) and Ieva and Antonio (the trainers) PRACTICALITIES
- Name circle (Name, country and favourite game)
- Getting to know each other by questions from “Tell Your Story” cards

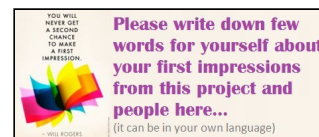


Day 1 (Tuesday, 06/03/2018)

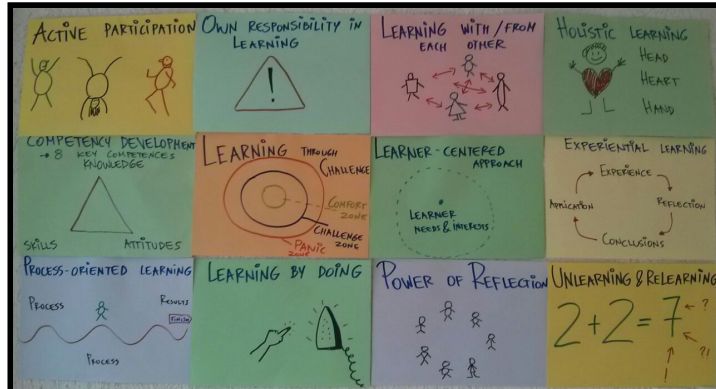
- Good morning in different languages
- Name games:
 - Name circle (Name-Country-MimeTheFavouriteGame)
 - Neighbours (Do you like your neighbours?)

- Getting to know each other better:
 - Facebook profile creation on the paper (Antonio)
 - Name___ lives in___ Born___ Studies___ working___
Hobbies/likes_____
 - What was the most exciting thing you experienced this summer?
 - What is your super-power?
 - What you dislike the most?
 - A book/movie/music that you like specially
 - Future: What are you looking forward the next 3 months
 - A question that you still didn't get an answer for
 - "Check-in" Statements: 4 corners (Ieva)
 - Favourite season of the year
 - Visiting Netherlands (first time, 2-3 times, many times, I live here)
 - How many cups of coffee per day do you drink?
 - How many students in your school?
 - How many teachers in your school?
 - How big is the city where you work?
 - What is the subject you teach?
 - Extracurricular topics/activities
 - International projects
 - Etc.
 - Introduction of idea of note book - the Learning Diary and invitation to reflect on sticker1: First impressions

- Coffee BREAK
- Presentation of:
 - Aim, Objectives, Programme, Youthpass+Sticker and learning diary



- Non-formal education approach



- Families division: (Visser family, Timmerman family, Stratenmaker family, Smit family, Tuijnman family)
 - Find a nice place for a family picture
 - Reflect (according to the flipchart) about motivations and expectations
- Present the results in a visual way (use your creativity)

LUNCH

- Icebreakers:
 - Mirrors (theatre)
 - Blind Walk - divided in 3 parts - 1.) Can touch and talk 2.) Can not touch, but can talk 3.) No talking no touching (leading and following)
 - Discussion on trust and group work
- Break
- Division in 2 SUB-groups by passing around balloons filled with water in 2 different colours
- Group-building activity: "Crossing the River" and debriefing



- Family meeting
- Dinner
- Playful evening: Movie quizz

Hashtags for the day:

#WOWWelcome #analogFacebook #FrozenLake #DutchFamilies #14LostStones
 #MovieQuest #whatisyourname #Trust #ColorfulMugs #whereistheshop

Day 2 (Wednesday, 07/03/2018)

- Presentation of the day and community service (tasks to be done by families to contribute..)
 - Cleaning, Facebook, Timekeeping, GroupSpirit
- Energyzer: 1.2.3-NAME and/or Musical chairs (cooperation version – no one needs to go out..)
- Magic Ruler task and short debriefing (we don't have enough space for the "falling chairs")
- Moving debate (agree – disagree)
 - Mornings are better than evenings
 - Diversity is all about different cultures
 - Inclusion means bringing different people together
 - Inclusion/exclusion starts in your neighbourhood
 - Cultural diversity is a value
 - The growing cultural diversity is a threat in Europe
 - For everyone the own culture seems the best
 - Prejudices and discrimination are unavoidable
 - The minority should accept the majority rules
 - Fighting against discrimination is the duty of people who are oppressed
 - Human rights are protecting people who are being excluded from society
 - I am glad that I don't have any stereotypes/prejudices
 - Media are helping to get to know the people with very different backgrounds and promote inclusion
 - Young people are more tolerant than older people
 - Games promote inclusion.



COFFEE break

- INPUT about stereotypes, inclusions, exclusions, equity and prejudice
- 3 stickers delivery - on stereotypes, prejudice, discrimination; equality&equity; exclusion-segregation-integration-inclusion
- Explanation of living library (link with homework) and preparation in national teams of the cover
- "Living library" – 13 stories about exclusion and inclusion in different youthwork



LUNCH

Living library II





Summary of “situation of youth” in Europe based in the stories of Living Library and based on own research (homework)


First round of Parallel Games for learning






2 Games rotation (Ieva-Antonio) 1h15' each rotation

- Ieva
 - Dixit
 - Story Cubes
 - #Sowhat?! The Gayme
 - Pitch (8keycomp)
 - Troubles
 - Ikonikus
- Antonio
 - Cardline (Geography)
 - Timeline (History)
 - Diavolo (Maths)
 - Virus (Biology)

DINNER

Dixit https://boardgamegeek.com/boardgame/39856/dixit		Creativity, abstract thinking, induction, deeper level of getting to know each other
Story Cubes https://www.storycubes.com		Story-telling, creativity, problem-solving
#SoWhat?! The Gayme http://www.weljongniethetero.be/sowhatthegayme		Gender issues
Learning out of the Box https://www.youthpass.eu/da/publications/card-game		Learning to learn

<p>Bag with games on 8 key competences (9 games) http://www.8competencesgame.com</p>		<p>All 8 key competences</p>
--	--	------------------------------

<p>Dobble https://boardgamegeek.com/boardgame/63268/spot-it</p>		<p>Foreign language</p>
<p>Timeline https://boardgamegeek.com/boardgame/131325/timeline-diversity</p>		<p>Knowledge about History</p>
<p>Cardline https://boardgamegeek.com/boardgame/145014/cardline-globetrotter</p>		<p>Knowledge about geography or environmental issues</p>
<p>Diablo https://boardgamegeek.com/boardgame/130999/diavolo</p>		<p>Knowledge about Mathematics, deduction, reaction</p>
<p>Virus https://boardgamegeek.com/boardgame/180020/virus</p>		<p>Biology, medical, card game</p>

Day 3 (Thursday, 08/03/2018)

- Name-remembering game - if a person has an empty chair on the right side, she/he calls someone name
- Second Games rotation (Ieva-Antonio) 90'
- Bus to Study Visit in Amsterdam City of Arts
- LUNCH
- Excursion to Amsterdam. Action Bound game.
- Dinner at the World house



Hashtags for the day:

#gametime #dixit #atlast #cards #wowgoamsterdam #amsterdam #letsgo4games
#womensday #georgeisthebest

Day 4 (Friday, 09/03/2018)

- Intro of day
- Energyzer: Earthquake and Dentist



- 6 X Chairs. Instructions: The task of your team is after the signal to make sure that the 6 chairs with X (A) are put in circle; (B) are not touching the ground; (C) are brought outside the training room.
 - DEBRIEFING: How to do it, phases, Kolb theory

BREAK

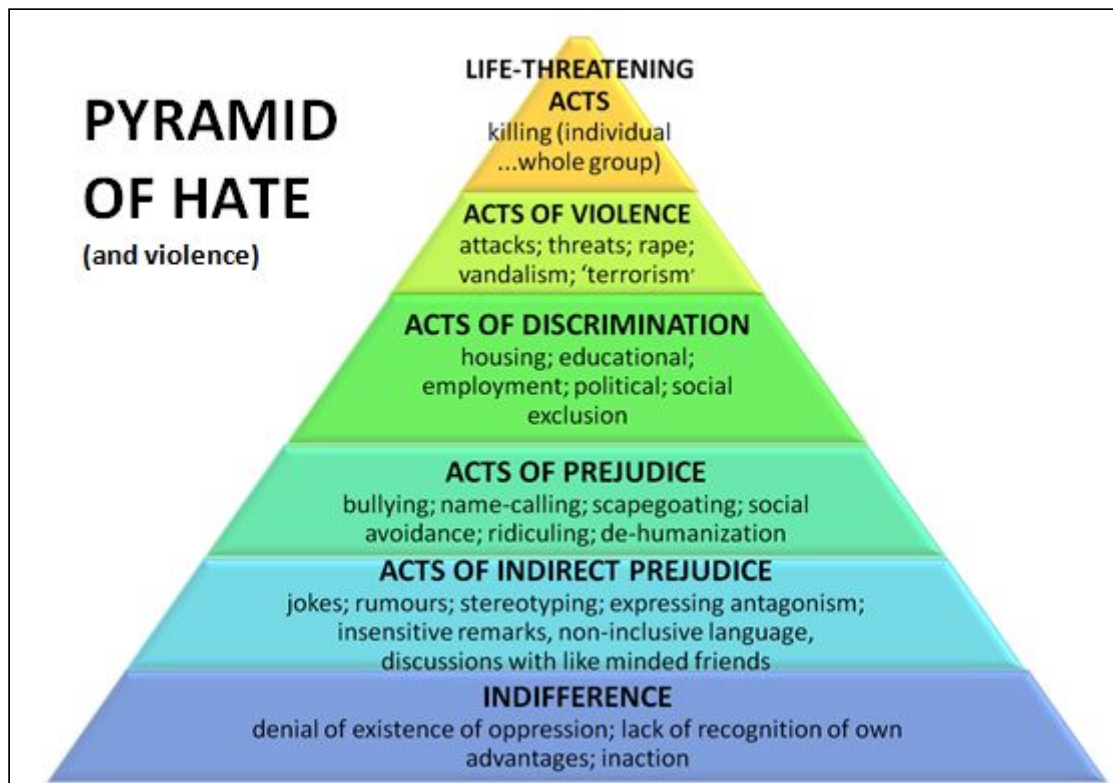
- BARNGA: Card game

LUNCH



- Energyzer: 1-2-3 Counting in pairs and changing the numbers for actions and sounds.
- Pyramid of hate and videos input.
 - [Italians vs. EU](#)
 - [EU by Estonians](#)

- [Lekk](#)
- [Latvian rental house](#)
- [Delete-it \(email against muslim\)](#) (Also this [video](#))



- One step forward activity
 - Short debriefing including identity, prejudices/stereotypes
- Introduction of games categories and differences Games-Toys. Classification by places (indoor, outdoor), by number of participants (individual, group), by age of participants, by interaction (cooperative, competitive), by themes (mathematical, values, geography...), by the elements used (cards, ball, board, rolegames...), by purpose (for fun, education, conflict solving...), sportive (fighting, divided field, athletics...), Digital/analog, Sports, mind...
- Dinner
- Night: Self-arranged night by the "On Duty" family (Games and dancing)

Hashtags of the day:

#livingisnoteasy #ChairsWar #CardsMess

Day 5 (Saturday, 10/03/2018)

- Intro of day
- [Competences for democratic citizenship](#) workshop



- Division in 2 groups by activity - Geisha, Dragon and Samurai
- Exploring how facilitation and non-formal learning works in 2 parallel groups 40' each:
 - [Methods](#) (types methods and how to choose methods)
 - [Flow model](#) (Challenge vs. capacity)
 - [Group dynamics](#) - Bruce Tuckman model
 - [6 Human Needs theory](#) - Anthony Robbins
 - [Facilitation vs teaching](#) (Education approach: PowerFree-PowerBased)
 - Baby steps (don't expect too much)
 - Clear outcomes
 - Be clear about the values (live the values)
 - Don't give answers, but raise questions
 - Environment importance
 - [Youthwork is about...](#)
 - [Learning styles](#)

BREAK

- Second rotation of groups
- Presentation of the LabPhase, introduction of the activity and creation of the working groups according to 4 areas:
 - Inclusion exclusion
 - Hate speech
 - Stereotypes-prejudices-discrimination
 - Cultural diversity

-
- The groups are created and the participants are having a time on their own to develop the activities that cover the needs of the group and develop some competences and values. We suggest a round of “consultation” for each group to share what they are developing and give some feedback.

LUNCH

- Preparation of the activities for the Laboratory
- Dinner

Hashtags for the day:

#amaziggame #amazingpower #amazingparticipants #thankyou #culture #diversity
#language #crossword

Day 6 (Sunday, 11/03/2018)

Each group is implementing the activity that they prepared the day before - 70 minutes and then there is 20 minutes feedback.

All the 7 activities can be found on the attachments and on the Facebook Group of the project.

In the end of the day there is a Dutch party organised by the local participants.



Hashtags for the day:

#HowDoYouFeel #DebriefingMasters #TestingGames #Friendship #PartyModeON
#DutchNight #EatTheCake

Day 7 (Monday, 12/03/2018)

- Theatre to sum up the activities of the week



- Summing-up the training through role-play in couples (sitting in 2 concentric circles):
 - You and a talkative taxi driver
 - You and your family
 - You and over-protective family member
 - You and friends
 - You and your closest friend/partner
 - You and your youth work colleagues
 - You and head-master of your past school
 - You and a local journalist



- Planning ideas for the follow up activities in national groups or individually
 - Follow up activities with **colleagues, students, group**:
 - Poland: Workshop for other leaders during festival summer

- Lithuania: Article on the news about the importance of the topic and the effectiveness of games. School meeting with the students council to develop 2 main activities about the magic stick and other about empathy.
- Croatia: (Ana) Activities with teenager girls using some of the methods and with social workers groups to share some of the methods (Non-formal). (Lucija) Sharing with other volunteers and students from other NGO the activities.
- Macedonia: Within the company (aged 19-29 y.o), indoor activity about games to improve cooperation among colleagues. Also sharing in the social media and facebook. Also with the Scouts, sharing some of the games and activities.
- Spain: Sharing some methods with the “big-brother” organisation with the participants 12-16 y.o. Teenagers with problems about inclusion-exclusion to improve tolerance, respect and show other skills and knowledges.
- Romania: Target group 12-18y.o. In groups of 6-10 people. Aim: promoting games for understanding concepts like equity, exclusion, inclusion, segregation. Using non-formal methods and using debriefing. Second activity about the importance of diversity and special needs of people, using board games.
- Italy: Improve the activity created for the Lab Phase and use it in a Park during the festival of the city. In the treasure hunt the participants will discover local and international culture, as well as promoting cooperation. Late august or beginning of September.
- Cyprus-Greece: activities developed in both countries, using tools like treasure hunts, theatre and games. Activity about theatre in Museum. Treasure hunt in Thessaloniki (maybe action bound style). In Cyprus same activities also in high-school setting.
- Malta: Writing an article for the media to spread the information and raise awareness of what we have done here these days. Meeting the sponsors of the NGO to share the results and to try to create a new outdoor activity for the girls of the NGO, using some of the games and concepts (inclusion, exclusion, discrimination...). Also with the Scout girls.
- Slovakia: Board games evening in the kindergarten with the families of the kids and also with the colleagues-educators. Also in Scouts doing activities about group work and newcomers.
- Slovenia: Activities in the NGO with the young people including energizers, board games, roleplay debates... Also second activity adapted to younger children in school or kindergarten.
- Bulgaria: follow-up activities with young people in cultural centers

- Erasmus+ presentation and encouragement to use the opportunities

Evaluation: Dixit game (Choose one or two cards and connect them with your final statement)

Formal evaluation document online: <https://goo.gl/forms/zbtDY5CDznWZ2HKn2>

YouthPass ceremony - farewell speech and handing out certificates to each other and closing ritual (standing in circle with eyes closed and talking in own language and after one person stops speaking - everyone gradually stops to speak)

Thank you all!!!

