

1, 2, 3... AND OUT YOU ARE

Inclusion and community
learning via games

Training
Course

GAME COMPILATION BOOKLET



Erasmus+

ABOUT THE PROJECT

Games have a positive effect on transforming relations in groups of youngsters, can resolve conflicts, teach about numerous topics and inspire youngsters to take up the initiative. However, daily work with youngsters can make the "toolbox" of youth workers/youth leaders empty, making it difficult to come up with entertaining and meaningful methods.

Through this project, we wanted to contribute into creating more inclusive and experiential approach in youth work, especially with youngsters with a disadvantaged background, by training youth workers and educators in using gamification and participative, experiential learning methods in their daily work.

"1,2, 3... And Out You Are.." was an international Erasmus+ training course organized by HochDrei. The main activity of the project took place in Potsdam, Germany during the period 2-7th of May, 2018, including 32 participants from Germany, Georgia, Ukraine, Greece, Poland, Hungary and Belgium.)

PARTNERS



GERMANY



GEORGIA



POLAND



GREECE



BELGIUM



UKRAINE



HUNGARY



GAME OUTLINES

One of the outcomes of the training course is educational games on different social topics created by the participants.

The readers of this booklet are kindly invited to use games in their own work or relevant educational context. Please bear in mind, that each game has been created for a specific target group. If you decide to use them - we suggest thinking about possible adaptations and modifications according to your target audience.

We will be happy to hear your feedback and suggestions after you have playtested the game.



GAME 1: TICKET TO SPACE HAWAII

Game creators: Michał, Nika, Natalia, Ioanna

- Game duration: 45 min.
- Target Group: Young people
- Group size: 6-20 (adaptable)
- Location: Large outdoor space, no need for separate rooms, the game can be modified for indoors as well
- Learning Outcomes:
 1. To put participants in the situation where they experience inclusion or exclusion.
 2. To make Participants aware of their own behaviors and attitudes in a team and towards people with disabilities

Materials Needed:

- Dice
- Containers
- Random small objects/rocks/ balls
- Blocks
- Timer
- Flipchart with scoreboard



Step by step guide:

Separate the group in teams of equal size. A team can win the game by collecting the most points. The game has three rounds of 5 minutes each. In each round there are 3 “stations” open:

- 1) Power plant-Rolling a die
- 2) Construction-Building a tower
- 3) Transport company-Running & collecting the material

Each team is free to choose the order they go to the stations, how many members will go to which station and how long they stay in each, but in every round, each team member has to go in all the stations at least once. For the second round, one player from each group is blindfolded. For the third round, two players from each team are blindfolded. (You can add more rounds and more blindfolded members if you wish.) After each round you count the points each team has gotten, the points go like this:

- 3 points per 6 rolled,
- 10 points per tower build
- 30 points for material brought back.



Debriefing Questions:

- What happened in the game?
- What strategy did you follow (as a team or as an individual)?
- How did you support each other in the team?
- How did you feel?
- Did you feel included and why/why not?
- Have you experienced something similar in your life?
- What can you learn from this experience?



GAME 2: FLEES FROM THE DRAGON

Game creators: Caroline, Livia, Alicia

- Game duration: 45 min.
- Target Group: Children 5-10 years old
- Group size: 5-30 (adaptable)
- Location: Anywhere, but preferably outdoors
- Learning Outcomes:
 - To raise awareness for humans with disabilities;
 - To improve group dynamic & cooperation;
 - To develop different strategies in a teamwork.

Materials Needed

- Identity cards (siamese twins, blindfold, clock, dragon)
- path supplies (chairs, pillows, paper, stones, etc.)
- Connect: 1 involved player, game master, dragon



Step By Step Guide:

1. Collect the group – arrange them in a circle
2. Introduction of the game: “Once upon a time, there was a kingdom, the name of the kingdom was In this kingdom, all lived happily together.”
3. Distribute the identity cards: 1 King, 2 Residents, Baby, Toddler, Blind person, old man with one leg, person without arms, conjoined twins.

“Yesterday, there was a big party in the kingdom”

One of the gameleaders runs in panic and tells the following events:

Yesterday we had a lot of fun, but we partied so loud that the dragon wake up from 100 years of deep sleep. He already burned the whole surrounding Kingdom, which left floor as hot as lava. Exhausted from his efforts he fell asleep again. This time his sleep is not very deep, so he is easily disturbed and we can not defeat him. To save ourselves we have to flee this place and find a new home somewhere else. When we escape:

- ❖ We can not make any noise or even talk – the dragon will wake up
- ❖ Nobody can touch the floor, since it is lava. The platform is the only space we can stand on. – If we touch the floor, we all have to start from the platform again.
- ❖ If the dragon wakes up from some noise – come 1 step closer to the platform. After 3 steps the dragon can reach the platform and eat everyone.

- The rules will be written on a poster and kept in plain sight

- Goal of the game:

Build a bridge to escape the Kingdom. Every member of the Kingdom has to arrive at the gate -> then you win.

You can build a bridge with all the material you can find.

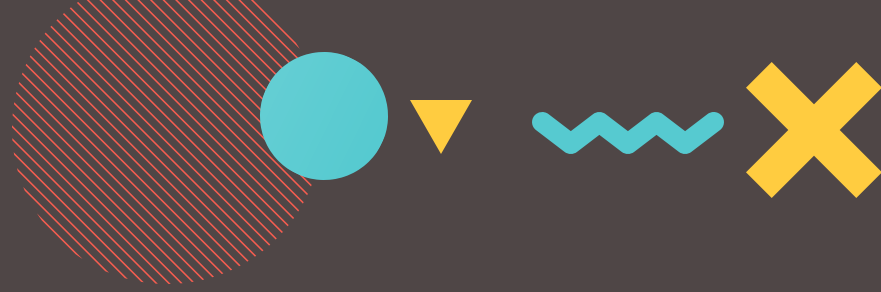


Debriefing Questions:

- How did you feel in your role?
- What was the hardest part for you?
- How did you manage to help people with limitations in your escape?
- What could be improved?
- ... (Questions can be added according to the answers players (children) give..)

Additional Comments:

- Be aware of possible dangers;
 - The story teller wakes sure, all rules will be followed
 - Be sensitive if there are real life disabilities around the players
 - The level of difficulty can be adjusted:
- More materials for the bridge
More players with limited disabilities. .



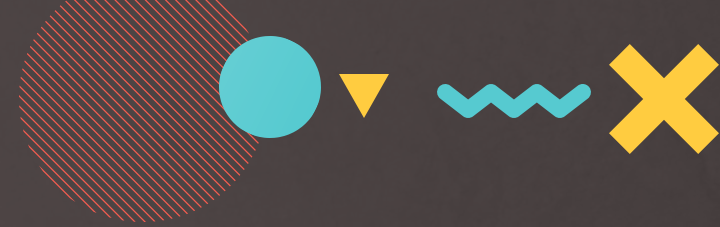
GAME 3: GENDER MIND-BREAKER

Game creators: Murtaz, Sandor, Daria, Taras;

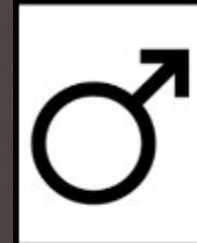
- Game duration: 1,5 Hours including debriefing
- Target Group: Anyone within the age of 16 to 101 years. An equal number of representatives of both sexes (to keep good gender balance).
- Group size: 8 (adaptable to 16)
- Location: Optimally – 2 rooms. For the first and second round – one room is enough, but in the third round, it would be good to have two separate spaces.
- Learning Outcomes:
 - To provoke a discussion on gender stereotypes and illustrate how do they function.



Step by step guide:



Each participant gets two cards with symbols representing sex (male/female):



and a card for collecting points:

Name:						
Round 1						
Round 2						
Round 3						
Total:						

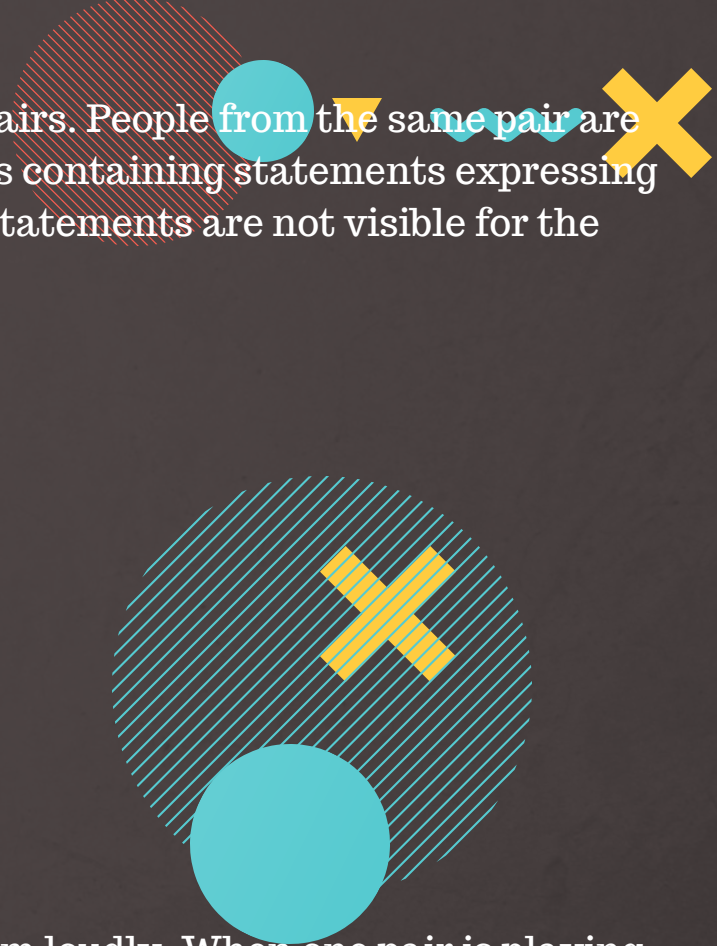
ROUND 1 [Four pairs]

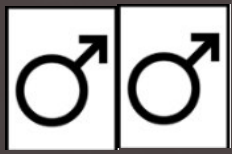
All participants sit around the same table. They are divided into 4 pairs. People from the same pair are sitting in front of each other. They are playing with the pool of cards containing statements expressing gender stereotypes. Cards are laying upside down (in the way that statements are not visible for the eyes of players) in the middle of the table. Example of statements:

- Person x cries more often.
- Person x is usually better in maths.
- Person x is more into shopping.
- Person x talks more.
- Person x naturally copes better with emotions.
- Person x is more into having children.
- Person x more often says: “I will think about it”.
- Person x is more creative.
- Person x usually cooks better.
- Person x is usually a head of the family.

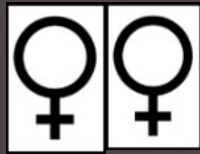
Pairs are taking cards with statements, one by one, and reading them loudly. When one pair is playing, all other pairs are listening to them and observing the game. Each person from the given pair needs to decide on their own if the statement describes better men or women. Each one from the pair puts on the table the card with the symbol of the chosen gender symbol upside down, and then they reveal their choices. The rule of getting points in this round is:

- if players from the pair choose the same symbol, each one of them gets a point
- if players from the pair choose different symbols, no one gets a point

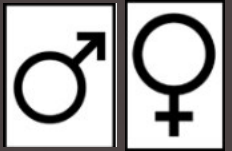
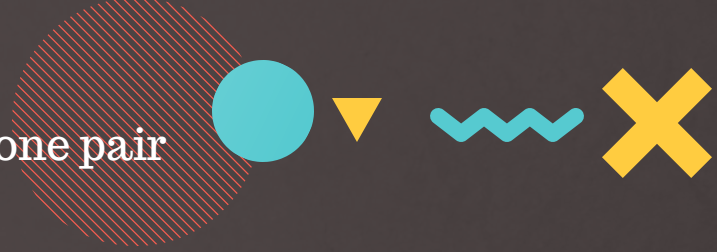




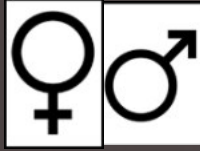
or



= 1 point for each player from one pair



or



= 0 point for each player from one pair

For this round we need 12 statements – 3 per each of 4 pairs.
Each player can get from 0 to 3 points.







ROUND 2 [Pair versus pair within the group of four]





In this round each one of pairs joins another pair (so 4 already existing pairs create 2 groups of 4 people each). Now each group is taking cards with statements, one by one, and reading them loudly. The rule in this round is that people within the originally existing pairs can consult their opinions with each other before they decide if the statement refers more to men or women. However, still each one person from the group of four has a right to decide individually about their final choice (♂ or ♀). Each one from the group puts on the table the card with the symbol of chosen gender upside down, and then all four group members reveal their choices at the same time. The rule of getting points in this round is:

- if all players from the group choose the same symbol, each one of them gets 2 points
- if half of the group (two players) choose one symbol, and another half choose another symbol, no one gets a point
- if three players out of four choose one symbol and one player choose another symbol, this one person gets 1 point and the rest of the group don't get points

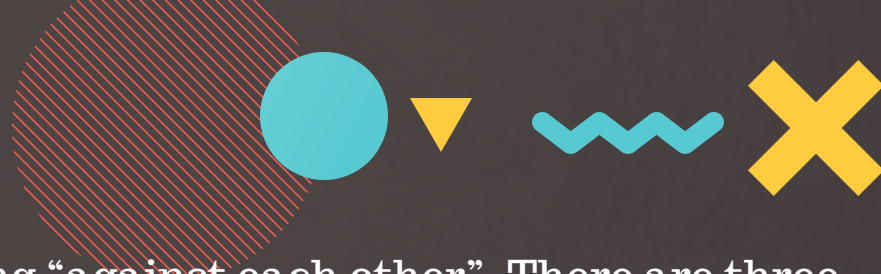
 or  = 2 points for each player from the group

 or  = 0 points for each player from the group

 or  1 point for player who chose differently from the rest of the group (“nonconformist”), 0 points for other three players who chose the same (“majority”)

For this round we need 12 statements – 6 per each of 2 groups. Each player can get from 0 to 12 points.

Round 3 [Group versus group]



In this round two already existing groups are playing “against each other”. There are three stories describing different “real-life” problematic situations with two different options of solutions provided (please see stories on the next page).

Each story is being read loudly for both groups. Then, groups (optimally – working in two different rooms to not be able to hear each other) decide which of two provided options of solutions is better. Time for making decision: up to 7 minutes. Once decisions are made, groups meet and reveal their choices (A or B). The rule of getting points in this round is:

- if both groups choose the same option, each player gets 5 points
- if each group choose different option, each player gets 1 point

Additionally, in this round and in case groups chose different options, they can decide to try to convince each other to change a decision. Then, they have additional 7 minutes to discuss the topic in the whole group and try to reach an agreement. If they manage to do so – each player, instead of 1 point, gets 3 points.

AA or BB = 5 points for each player

AB = 1 point for each player

AB --> AA or BB = 3 points for each player

STORIES:

STORY 1

A man who works in a big company, finds out one day that his female colleague who does exactly the same job as he, receives lower salary. Which of the solutions proposed below (A or B) is better in this situation?:

A: He goes to the management to discuss this topic and try to change the situation, however in this case he is risking that nothing will change or that his salary will decrease.

B: He decides to keep quiet on the topic and to not reveal to anyone what he has discovered. He thinks it is better to not cause more problems and to protect his friend from knowing that she earns less.

STORY 2

A young couple (♂ + ♀) accidentally got pregnant (they didn't plan to have a child yet). She doesn't want to have this child and considers abortion and he really wants to keep the child. Which of the solutions proposed below (A or B) is better in this situation?:

A: They should follow her will as she is the one who is going to carry the baby for 9 months, so if she doesn't want it, they should decide for abortion.

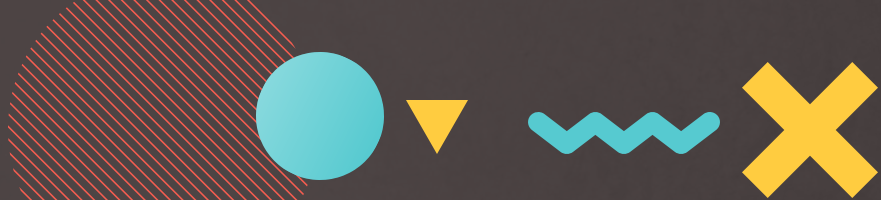
B: They should keep the baby following his will. If he feels ready to have a baby, it is enough to make a decision to keep it.

STORY 3

A muslim man working in an International Company says that according to the rules of his religion, he cannot have a female supervisor (he cannot have a woman over him in a company structure). He complained about it to his manager, expecting from him that he will change this situation.

A: Manager should respect the expectation of a muslim man and change the structure of the team in a way that a muslim man doesn't have a woman over him.

B: Manager should ignore complaints and expectations of a muslim man and inform him that he needs to adjust himself to the situation.



At the end of the 3rd round players count their points and everyone moves in the circle for debriefing.

Debriefing Questions:

- ◆ how do you feel after the game?
- ◆ what was more important for you: to keep your own opinion/real belief on the topic or to collect more points?
- ◆ how did you feel when somebody had a totally different opinion than you?
- ◆ did you have any strategy and if yes – what was this strategy?
- ◆ was your strategy changing during the game? (and how?)

GAME 4: IGGY AGAINST THE MASTER OF POLLUTION



Game creators: Julie, Marco, Christine

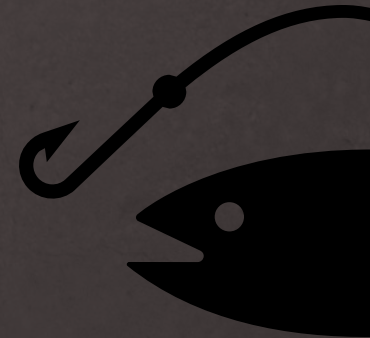
- **Game duration:** 1,5 Hours including debriefing
- **Target Group:** Kindergarten group (children between 3 and 6 years old).
- **Group size:** 8 (adaptable to 16)
- **Location:** Optimally – The surface of the board game we designed was about 2X3 meters. So, you need a place that is big enough to place the board on the floor and to do the related activities which also need some space. You can play the game indoor our outdoor (if it is not raining and if it is not too windy).

If you want to play the same game with fewer children you can also design the same game on a smaller board.

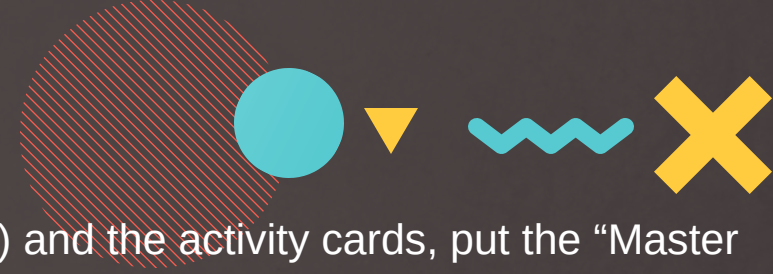
- **Learning Outcomes:** - Social and cooperative learning
 - learning by using the body and all its senses
 - promotion of creativity and imagination
 - mathematics: spatial perception
 - languages: Phonology, rhyme, rhythm
 - music: rhythm, intonation
 - science/geography: rising awareness about problems concerning the sea life: pollution of the seas, dying of coral reefs and overfishing

Needed Materials:

- The background story (especially if you play the game for the first time)
- The board
- The Master of Pollution (bad character)
- Iggy, the fish (main character)
- ± 50 little fish (to form a shoal in the shape of a big fish)
- ± 50 activity cards (5 topics)
- For the tasting activity: 5 glasses with water, five different flavors (e.g. pure water, water with salt, water with sugar, water with lemon, water with mint, water with vinegar), straws or spoons (for each child)
- For the drawing/texture activity: one big plate, shaving cream (or sand) and a wet cloth/towel to clean the hands afterwards.



Step by Step guide:



1. **Unfold the “board” and prepare Iggy** (fish: main character) and the activity cards, put the “Master of Pollution” (a scary looking monster made out of rubbish) in its cavern (bottom left of the board).

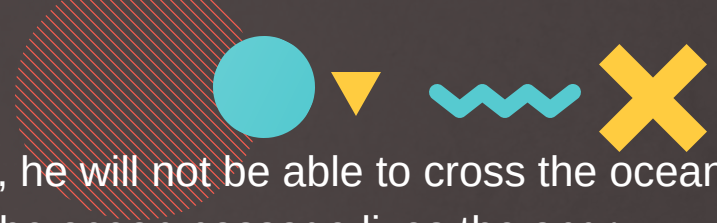


2. Read Iggy's Story.

Important elements of the story:

- o Iggy lived happily with his parents in the ocean full of beautiful coral reefs near the island of ...
- o The coral reefs started disappearing.
- o There is less and less food due to overfishing of the seas.
- o Iggy's mother died because she ate a piece of rubber because she did not find anything else to eat anymore.
- o Iggy and his father decide to leave their home in the ocean near the island where they had lived their whole lives to find another sea where there is enough to eat and to survive.
- o On their way to their new home they had to swim through more and more rubbish.
- o Iggy's father is caught in a plastic bag and he does not manage to escape and swim further.

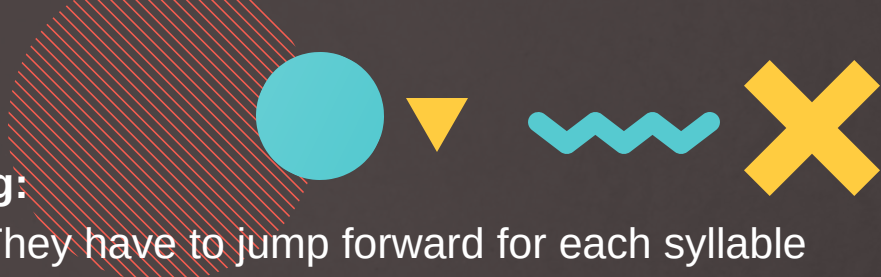
- o Iggy's father convinces Iggy to continue his way without him.
- o He tells him, that he should find new friends because otherwise, he will not be able to cross the ocean passage to arrive the peaceful sea (new home). In the depths of the ocean passage lives the angry "Master of Pollution". He will attack and try to destroy anything that is smaller than him.
- o The only way to survive and cross the ocean passage is to find new friends and to collaborate: only if they swim altogether in the same direction in a shoal in shape of a big fish they will have a chance to win against the "Master of Pollution".



3. Start playing the game.

There are five different activities. For each activity, there are more or less 10 tasks to do. For each correct answer, the children get one fish. With all fish they win, they have to form a shoal in shape of a big fish. For each wrong answer the "Master of pollution" moves one step (shell on the board) forward towards Iggy and his friends.





4. Activity 1: Language – Phonology – syllable jumping:

The children get 10 words related to the topic of the sea. They have to jump forward for each syllable the word is composed of. The kids can help each other or jump by two.

e.g.: “boat”: jump 1x

“dol-phin”: jump 2x

“je-lly-fish”: jump 3x

5. Activity 2: Tasting:

You have 5 glasses (or more) full of water. In each glass you put a different flavour (eg. sugar, salt, vinegar, lemon, mint,...) Each child tries a little bit from each glass. The children have to agree on what was added to the water.

6. Activity 3: Arts – drawing – experiencing different textures:

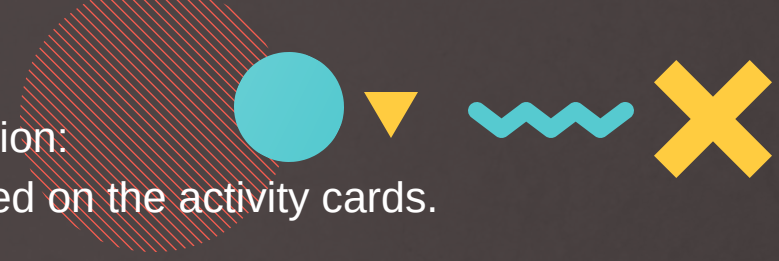
Put shaving cream all over a big plate. Whisper a word (related to sea-life) in the ear of one child. This child has to draw the word with its finger on the plate with the shaving cream. The other children have to guess, what the word is.

7. Activity 4: Mathematics – figures - volumes – spatial perception:

The children have to “build” with their bodies the tasks described on the activity cards.

e.g. 3 x ○ (circles)

1 x pyramide



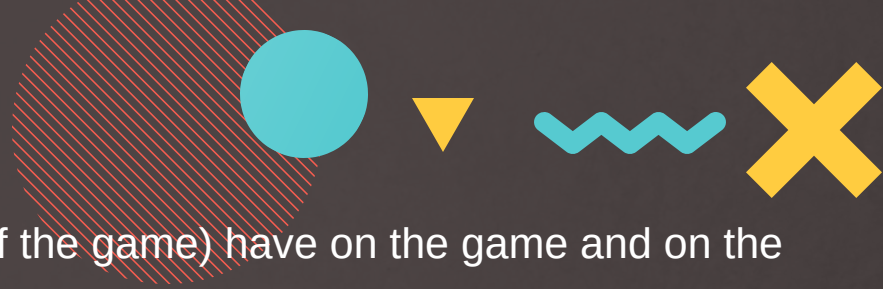
8. Activity 5: Music – body percussion – playing together in an orchestra– rhythm – intonation:

Each child chooses a tone it can make with its body. The tone should be related to the seaside. The children form a circle and show their tones. Similar tones (e.g. birds, wind, water drops ...) are grouped together. This is the orchestra. The kindergarten teacher is the conductor of the orchestra. The conductor shows pictograms (e.g. night (everybody is sleeping), sun rising, wind, storm, thunder and lightning, sunset,...) and the children have to make their tones in the mood of the pictograms. Altogether they make the performance “A day at the seaside”.

End of the game: If at the end of all the different tasks, the shoal is bigger than the “Master of Pollution”, the children win, if the “Master of Pollution” took all the steps (shells) up to Iggy and the shoal and if it is bigger than the shoal, the “Master of Pollution” wins.

Debriefing Questions:

- Did you enjoy playing the game?
- What impact did the story about Iggy (at the beginning of the game) have on the game and on the learning outcome of the game?
- Which of the activities did you like best? Why?
- Which of the activities did you like less? Why?
- Was the game adapted to the age of the children (between 3 and 6)?
- If you were between 3 and 6 years old, do you think you would like to play the game again?
 - o If no, why not?
 - o If yes, do you think it would be as interesting as the first time you played the game? Why?
- Which elements of the game would you change?



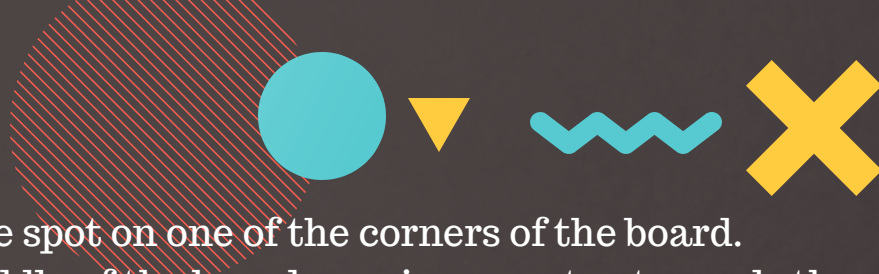
GAME 5: GAME FOR TWO

Game creators: Agnieszka, Marta, Anna, Abigel

- Game duration: Infinite (As long as players still enjoy playing)
- Target Group: 16+
- Group size: 6-20 players
- Location: Optimally – Any
- Learning Outcomes: -To get to know our world better and raise awareness about the problems surrounding us.
- Needed Materials: Board, pawns, two dices (one with color, one with dots), color cards, word cards, legend for actions, clay, paper, pencils, card of instructions, creativity.



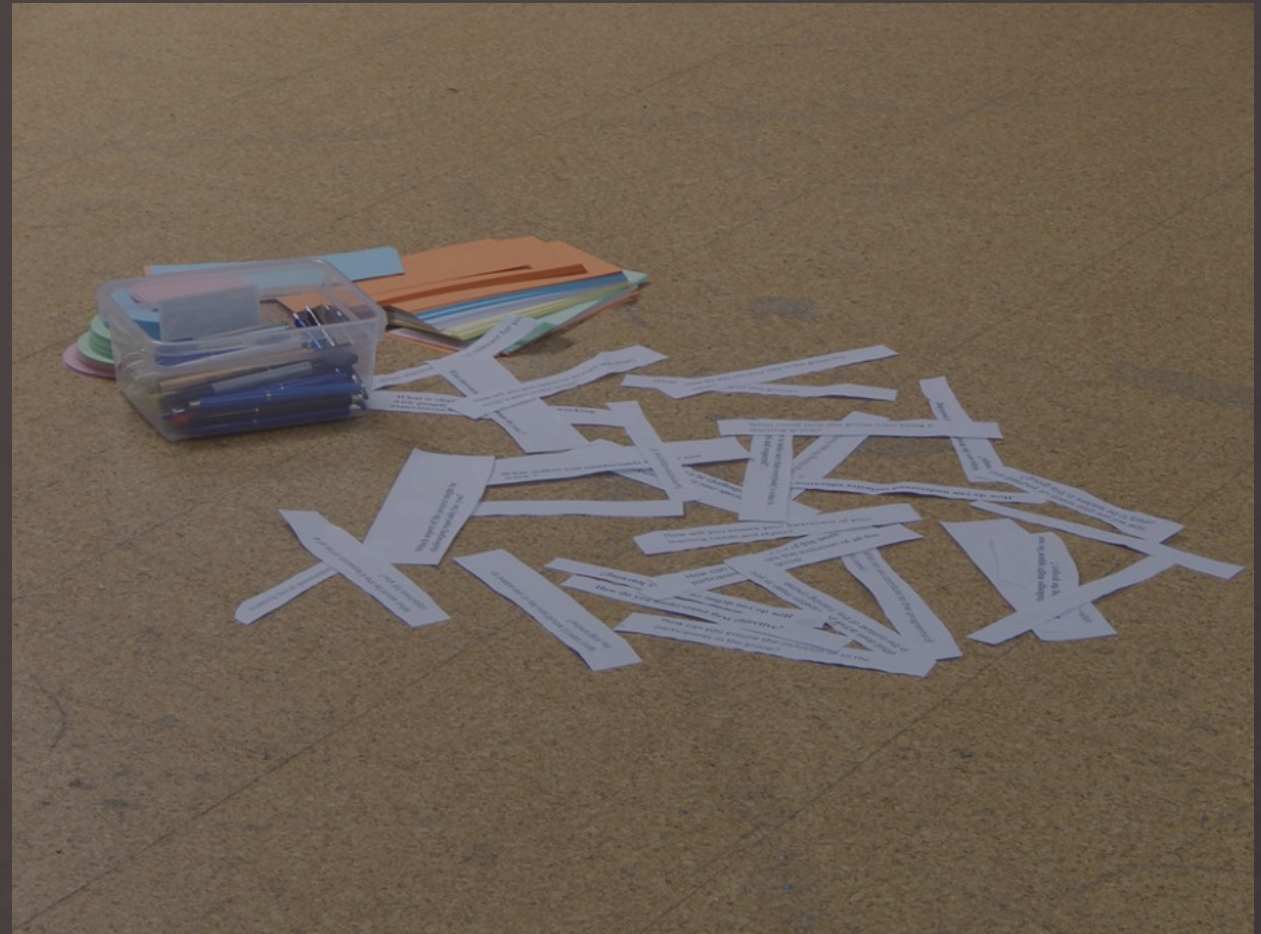
Step by Step guide:



1. Divide into teams 3-5 people.
2. Choose a pawn for your team and place it on one dark blue spot on one of the corners of the board.
3. Your team will follow the road from that corner to the middle of the board, moving one step towards the middle with each point you get. The winning team is the one who gets there first.
4. Inside the teams divide the color cards between yourselves. You will play with that color.
5. One member from each team roll the dice with dots, the team with higher score will start the game and after the first round you continue clockwise.
6. Let's start the game.
7. Decide in the team who starts, the first person, and this person rolls the action dice (= the dice with colors) to choose the couple to perform together in front of the team. And the same time roll the dice of dots to choose the action to perform together.
8. Pick a card from the word card pile, this is the word you have to perform together to the other members of the team to guess in the way the action dice shows. There are two types of words, concrete and abstract, your team will recognize it by the drawing on the back side of the card.
9. In the couple you can not communicate how to perform, one person will start, the other will finish it. You have 2 minutes for all the actions from picking the card till the correct answer of your team.
10. If the team doesn't give the correct answer in 2 minutes the other teams have 1 minute to give their answers (sign: hit the table with your hands). If they manage to give the correct answer they steel the point.
11. If you want to change the word or the action type you can pick an other card or roll the action dice again. Remember you can make a change only one time in a round and the change also is in the 2 minutes.

Debriefing Questions:

- How do you feel after the game? How was it for you?
- Which method was good for you?
- How was using unusual forms to express yourself (e.g. making a sound, using clay)?



GAME 6: FACE BOND

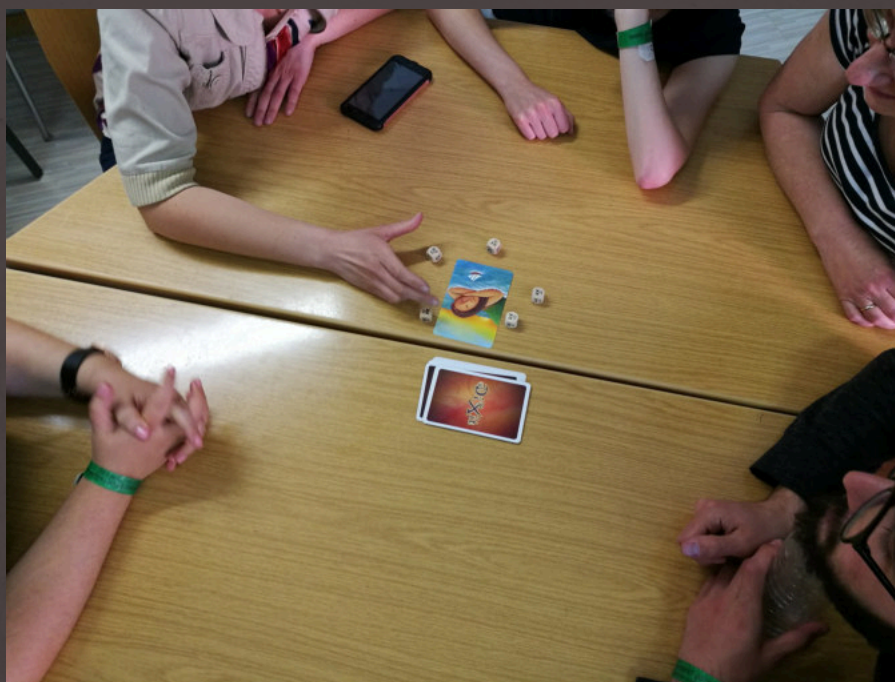
Game Creators: Petros, Eirini, Christos, Iryna

- Game duration: 10 min + (Adaptable to the aim)
- Target Group: Anyone 6+
- Group size: 4-10 players
- Location: Can be played anywhere outdoors or indoors, around a table or any other group circle setting
- Learning Outcomes: - Getting to know each-other by understanding what makes them feel fear, sadness, anger etc. For kids this game helps them express their feelings verbally and fosters their imagination. For adults, this can be used as an ice breaker game when played among strangers or as a bonding game among peers and colleagues.
- Needed Materials: Cards with sketches, (e.g. Dixit, Imaginarium..) dice which depict facial expressions to help remember the feelings



Step by step guide:

Players gather around in a circle or around a table and each one of them is given a 6-sided dice which depicts faces with excited, angry, happy, sad etc facial expressions. In the middle of the table there is a deck of cards with pictures or sketches or custom-made sketches depicting fictional characters, settings, scenery or well-known pieces of art etc. Anything that could evoke a sentimental reaction from the players. Each turn starts when the top card is picked from the deck and placed faced up so it is visible by anyone. The players take a moment to reflect on what kind of emotion this picture evokes within them. When everyone is ready the players count to three and they place their dice simultaneously next to the card with the top of the dice showing the side of the dice which has the feeling closer to what the card evokes in them. The players then take turns and they can explain in short time why this card makes them feel this way. When everyone has expressed his feelings then it is time for a new round. Repeat until tired or end up hugging all together in tears.



GAME 7: COEXIST

Game Creators: Iryna , Mark, Kateryna

Game duration: 45 min

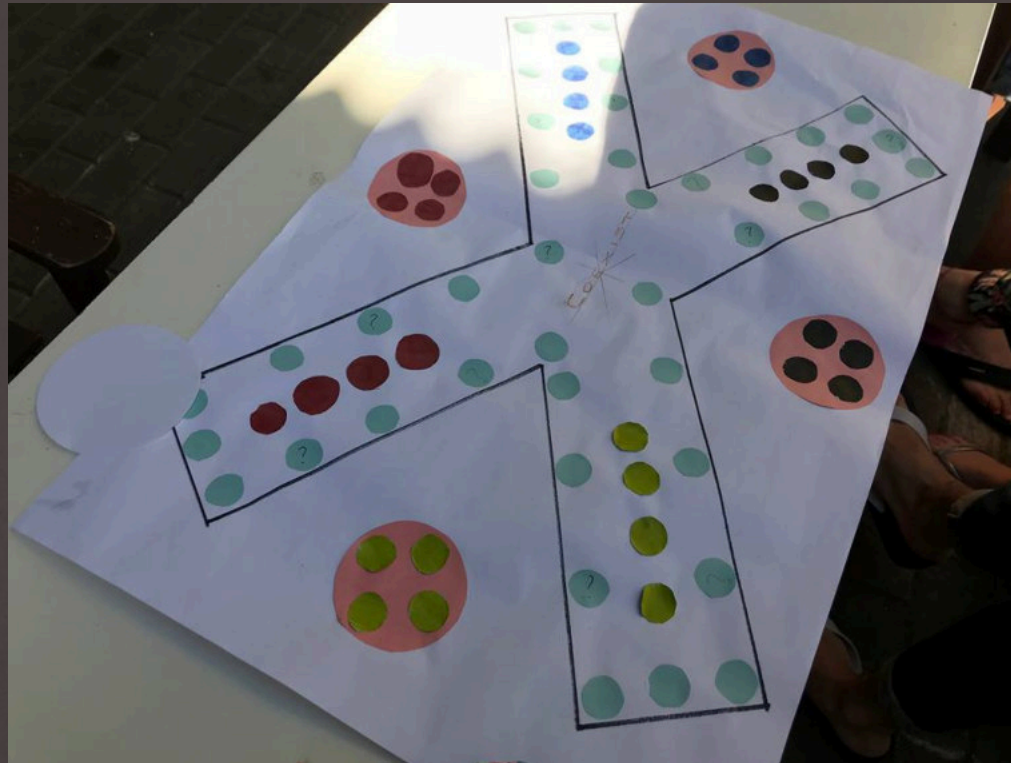
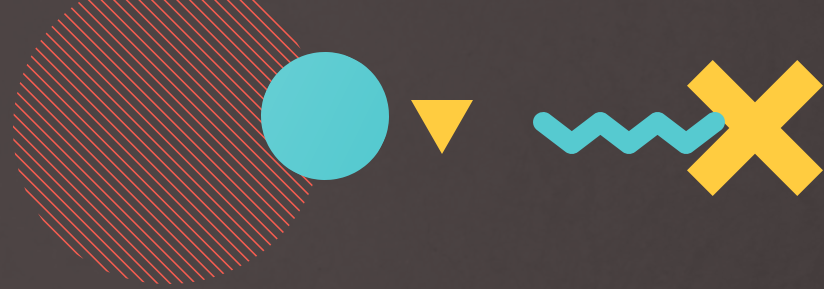
Target Group: European citizens from age 8-99

Group size: 4 Players

Location: Any

Learning Outcomes: To gain more facts and knowledge about the world and European affairs

Needed Materials: 4x4 colored figures, two dice, table, pieces of paper



Step by step guide:



Take some time before playing, give around pieces of papers, where everybody has to write five questions, in the topic of your liking, which will later be the deck of cards during the game.

Do you know "Mensch ärgere dich nicht" ("Ludo" in English.) tabletop game? The base table should look like that. You can find it in almost any family home, but if you can't, you can draw one yourself. The rules are as follows. Ideally, you have four people playing and each player has four figures. They are outside of the game for now. Your goal is, to get to the playing field, go around and lead your figure into the safe zone, which is right next to where you started. Here comes the difficult part. You can only get to the playing field if you throw a 6 with the dice. Unless you roll 6, you are stuck outside. Once you manage to get in, you can start going around to get to the safe zone. Every once in a while, there are some places, marked with a question mark. If you happen to be on one, you'll be presented with a question one of your teammate wrote earlier. If you get your own question, place it to the bottom of the deck. If you answer correctly, you'll be rewarded with one extra roll of dice. If not, well, don't worry, listen to the right answer to the question, so next time it happens, you'll know the answer.

If you catch up with someone during the game, and you step on the same place they were standing on, bad luck for them, because the figure now has to go back to the outside of the game. Get all your figures into the safe zone and you win the game. Good luck!

Debriefing Questions:

How was the game for you, did you have fun?

What did you learn?

Did you feel like you can contribute more to society?



Erasmus+

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Bildungsforum
**Internationaler
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For more information:

<http://www.spielmarkt-potsdam.de/>

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