

Game 2.0 changers

Educational game outlines



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“WHAT A BEAUTIFUL PLACE”

GAME RULES

Game authors: Veronika Reshetilina, Indraja Mažionytė, Maris Mumgaudis, Oskar Nordeman Malm

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 **GROUP SIZE:** 3 players

 **AGE:** 13+ years old

 **PLAY TIME:** 30 min

” INTRO STORY

"Your home is in a very active neighborhood. You often have bypassers. One of them is Alice, she is known in the neighborhood as a naughty girl. She has a good friend Jacob, who sometimes causes problems and messes with your garden. But do not worry too much! You also have very friendly neighbors like Karl the gardener. From time to time he collects unusable things and creates something beautiful in his garden. Also there is Emma, she is very creative and might take some unusable glass for her art exhibitions. You wake up one day and your yard is full with mixed waste which you now should sort out..."

MISSION

To sort out all the waste from your yard into the corresponding containers.

CONTENTS

- 40 Trash cards: *Metal (5), Paper (5), Tires (5), Glass (5), Plastic (5), Battery (5), Electronics (5) Biodegradable (5)*
- 6 Action cards
- 5 Event cards
- 3 Player maps
- 1 Recycle station (Card placer)

Action cards: The player who picks this card will save it and can use it during their turn.

- *"A plastic bag! With this you can collect up to 3 plastic parts and throw it in the bin directly. Can only be used 1 time."*
- *"Throw all your trash from your hands to your neighbor's area. Can only be used 1 time."*
- *"Take one action card from your neighbor on your left. Can only be used 1 time."*
- *"Do a double high five with your neighbor. If you and/or your neighbor got anything in the hands, this will drop to the area. Can only be used 1 time."*
- *"Steal a card from another player. Can only be used 1 time."*
- *"Call on the bird and it will take all your metal parts from your area. Can only be used 1 time."*

Event cards: This happens right away and only affects the player who drew the card.

- "Sorry! If you have any ability card, give one card for the player on your right."
- "Karl the gardener picked up all the trash in your area and drove it to the recycle station. (*What a nice guy!*)"
- "*Jacob slipped and your trash bin fell, so if you had trash in that, it is now in your area (Sorry!)*"
- "*Naughty Alice came and stole an action card (The player to your left decides which)*"
- "*Karl picked up all tires in your area (I think he's building something in his garden?)*"
- "*Emma picked up all the glass in your area (She will need it to create a masterpiece for her art exhibition)*"

STARTING SETUP

Every player/team places one map in front of them. **Trash, action and event cards** are all shuffled together in one deck, which is placed in the middle of the table, facing down.

Every player takes **2 cards** and puts them on the corresponding spots on their map:

- **Trash cards** are placed in their hands on the board (one hand can only hold one card).
- **Action cards** are placed between the player and the player-area to use for later.
- **Event cards** go back into the deck since they will not be usable at this moment.

Next to the deck of cards there is a place to put discarded cards. All players have their own trashbin where they put trash to go to the recycle center. Players cannot mix different kinds of trash. This bin will be emptied when it is full and the trash-cards will go to the discarded pile of cards.

GAMEPLAY

The youngest person starts and players take turns clockwise. **On every turn:**

- The active player takes one (1) card from the deck.
- The player can choose to do one (1) action or end his/her turn.

What counts as one action?

- Moving one (1) trash within your area
- Using an Action Card
- Trading with another player

What does NOT count as one action?

- Throwing trash into your own area

NB! Trading is allowed but **ONLY** during the player's turn.

ENDGAME

The game ends when there are no more cards and no more moves can be made. Players have to make sure that their area is free of trash when the game ends.

FACILITATOR'S GUIDE

TOPIC & LEARNING OUTCOMES:

Waste management and recycling

1. How to recycle more efficiently.
2. The state of your surroundings will also impact your situation.
3. Teamwork always pays off.

GUIDELINES

- Tell the players to read the rules.
- Be there if they ask questions.
- If something is not stated in the rules, then it is not forbidden.

CLOSING | DEBRIEFING | ANALYSIS

- How do you feel?
- What happened during the game? Did we collaborate? Did we use each other's bins?
- What could we have done better?
- Can we find any connections to real life problems?
- What is a list of 5 actions to take as individuals regarding this topic?

FOLLOW-UP ACTIVITY

Talk about ways to reduce the amount of trash and increase environmental awareness to reach a common goal.



PRINTABLE MATERIALS




USA (UNITED STATES OF AWARENESS)

GAME RULES

Game authors: Maksim Leontjev, Magdalena Sierotnik, Laura Izabellla Klava

Contact: Magdalena Sierotnik (madziasierotnik@gmail.com)

 **GROUP SIZE:** 10-30 players

 **AGE:** 16+ years old

 **PLAY TIME:** 30-60 min

” INTRO STORY

"Life is different in the USA (United States of Awareness). There is a capital called Divercity. Some were born on this earth, some came here from other lands because of the evolutionary chemical weapon. Despite all the troubles that have happened before, they are now creating a new community in this city. Their city is starting to grow, so it currently has a developed structure. Here is the city council, hospital, education institutions, workplace center, local media and a joyful place called Empathland.

As we have already mentioned, life boils differently here, and time passes very quickly. Each year here lasts one minute, and it depends only on how you live that time. From the moment you draw a character card, you become a part of this Divercity community life and immerse yourself in the skin of your character. Be in the game, be in the role, live your best life possible but don't forget to enjoy this short trip. Good luck :)"

MISSION

The ultimate mission of each player is to fulfill the personal goal written on their ID card.

GAMEPLAY

At the beginning of the game, each player draws a random character card to get to know the character they will be playing. Every player starts with a currency of 50 years that they will be "using up". Then, once the city's theme music start, the game begins and each player chooses which way to go and which game stations to visit.

At a certain time, a sound signal will announce that the game has updates or important messages for the townspeople. All residents must then gather at the city council and follow the instructions given by the game master to complete the task.

In Divercity there are some institutions that characters need to visit:

1. Academic Center

(if the amount of players is bigger than 10, then you should create two stations)

Role: The Academic Center plays a pivotal role in providing education to the residents of Divercity. In this version of the game, the duration of education varies based on whether a player is a local resident or an immigrant, highlighting the challenges and disparities faced by newcomers in accessing education.

Attitude: The Academic Center staff welcomes all players, but they implement different education paths based on whether a player is a local or an immigrant. This setup reflects the real-world challenges faced by immigrants in some educational systems.

- **Local Residents:** Local residents enjoy a more straightforward and shorter path through basic education, symbolizing their familiarity with the system. They typically complete basic education in a shorter time frame.
- **Immigrants:** Immigrant players, on the other hand, face a more extended and challenging path through basic education due to their unfamiliarity with the system and potential language barriers. They must overcome additional hurdles to complete their education.

This dynamic serves as a learning opportunity, highlighting the experiences of immigrants who may face additional obstacles in accessing education. It encourages players to reflect on the importance of inclusive educational policies and support systems for newcomers, promoting empathy and understanding.

After finishing basic education, players can choose what to do next: continue education or start working.

2. University (Class-Based Assistance)

Role: The University is a vital institution responsible for providing education to the residents of Divercity. In this version of the game, the level of assistance players receive in passing their exams is based on their socio-economic class, illustrating the impact of financial background on educational opportunities.

Attitude: The Academic Center welcomes all players, but the level of support they receive in passing their exams depends on whether they belong to the high, middle, or low socio-economic class.

- **High-Class Students:** High-class students have access to additional resources, such as textbooks, which can significantly aid them in passing their exams. This reflects the advantages of financial privilege and the ability to afford educational assistance.
- **Middle-Class Students:** Middle-class students receive some assistance, but it may not be as extensive as that provided to high-class students. They may have access to a limited number of resources, such as study aids or reference materials.
- **Low-Class Students:** Low-class students have fewer resources available to them and may face greater academic challenges. They may not have access to textbooks or additional support, highlighting the educational disparities associated with lower socioeconomic status.

This setup prompts players to consider how financial background can impact educational opportunities and success. It encourages discussions on the importance of equitable access to education and the role of socioeconomic factors in shaping individuals' academic journeys.

3. Job Center (Gender-Biased)

Role: The Job Center assists players in finding employment opportunities based on their chosen career paths. However, in this version of the game, the Job Center exhibits gender bias, reflecting real-world challenges related to gender discrimination and inequality in the workplace.

Attitude: The Job Center staff, in this scenario, may exhibit gender bias in their interactions with players. They might unintentionally or intentionally favor or disfavor certain genders when offering job opportunities or providing guidance. The bias could manifest in various ways, such as:

- **Offering Different Job Opportunities:** The staff may steer players toward certain job options based on their perceived gender roles or stereotypes. For example, they might encourage male players toward traditionally masculine jobs and female players toward traditionally feminine jobs.
- **Unequal Pay and Benefits:** Players of different genders receive varying salary offers & benefits for the same job roles, reflecting the gender wage gap prevalent in society.
- **Promotion and Advancement:** Staff may provide different advice and opportunities for career advancement based on gender, reflecting the real-world challenges faced by women in particular
- **Stereotyped Interview Questions:** During job interviews, staff may ask gender-biased questions reflecting traditional gender roles. For instance, they might inquire about a female player's plans for starting a family or a male player's physical abilities.
- **Discriminatory Hiring Practices:** In some cases, the Job Center may exhibit discriminatory hiring practices, favoring one gender for specific job roles.
- **Gender-Based Stereotyping:** Stereotypes and biases may be reinforced through conversations and interactions at the Job Center. Staff might make assumptions about players' abilities and preferences based on their perceived gender identity.

The objective of these behaviors is to illustrate the challenges and biases that individuals can encounter in real-world employment situations due to gender discrimination. It prompts players to engage in discussions about gender equality, workplace diversity, and the importance of addressing gender bias in society.

By introducing gender bias in the Job Center, the game underscores the importance of addressing gender inequality in the workplace and encourages players to reflect on the challenges faced by individuals in different gender identities. It serves as a platform to discuss and raise awareness about gender-based discrimination and its impact on career choices and opportunities.

4. Police (Color-Based Decisions)

Role: The Police station enforces the laws of Divercity. In this version of the game, the decisions made by the police are based on the color of a player's skin, reflecting the challenges and injustices associated with racial profiling and bias in policing.

Attitude: The Police station staff, in this scenario, may make decisions and carry out their duties with a focus on the color of a player's skin, rather than impartially enforcing the law. This setup mirrors real-world issues related to racial profiling and discrimination:

- **Racial Profiling:** Police officers may be more likely to stop, question, or arrest players of a certain skin color based on stereotypes or biases.
- **Inequitable Enforcement:** Police decisions, such as arrests and detentions, may disproportionately affect players of specific skin colors, even in cases where the actions are unrelated to the law.
- **Biased Arrests:** Some players may be chosen for arrest by the police based on their skin color, even if they are innocent, highlighting the consequences of racial bias in law enforcement.
- **Disproportionate Sentences:** Players may receive different sentences or treatments in the criminal justice system based on the color of their skin, emphasizing the inequities present in the system.

This dynamic prompts players to engage in discussions about racial bias, racial profiling, and the importance of addressing systemic racism in society. It serves as a platform for exploring the challenges faced by individuals from diverse racial backgrounds and encourages empathy and understanding among players.

5. Hospital

Role: The Hospital provides medical care and rehabilitation to players. Players can receive treatment for various ailments.

Attitude: Hospital staff should be compassionate and provide medical care without discrimination. Rehabilitation tasks should be designed to promote players' well-being and recovery, irrespective of their backgrounds.

6. City Council

Role: The City Council makes decisions that affect the entire city. Some council members may exhibit discriminatory behavior to demonstrate how decisions can impact different groups.

Attitude: Council members should represent diverse perspectives and make decisions that reflect the game's theme of diversity. Some council members may have biased attitudes to highlight the challenges diverse communities face when seeking equal representation.

7. Entertainment Place (Differential Pay)

Role: The Entertainment Place in the game is a joyful and fun-filled destination for players to relax and enjoy themselves. In this version of the game, players can engage in various activities, and each activity pays a different amount, reflecting income disparities associated with different jobs in society.

Attitude: The Entertainment Place staff continues to create a welcoming and enjoyable atmosphere for players. However, players' experiences here are tied to the income they can earn from participating in different activities:

- **Differential Pay for Activities:** Each activity in the Entertainment Place pays a different amount of in-game currency. Some activities offer higher pay, while others provide lower pay, depending on the fictional jobs associated with those activities.
- **Income Disparities:** Players who engage in activities linked to higher-paying fictional jobs can accumulate more in-game currency during their visit. This reflects the income inequalities that exist in society.
- **Equal Enjoyment:** Despite the income disparities, the Entertainment Place remains a fun and pleasant environment where players can unwind and socialize. The focus is on relaxation and enjoyment, irrespective of the income players earn.

This setup encourages players to explore the impact of income disparities on leisure activities and prompts discussions about socioeconomic inequalities and fairness in society. It emphasizes the importance of addressing income inequality while fostering a positive and enjoyable gaming experience.

TASKS EXAMPLES

Academic center

- **Basic education's tasks:** solving the puzzle (*see printouts*)
 - Easy level for locals (6 years): cut the picture into 6 puzzles
 - Hard level: for immigrants (8 years): cut picture into 16 puzzles
- **University's tasks:** solving the test (*see printouts*)
 - People from upper classes get a page from textbook (4 years)
 - People from middle class gets to pick one card out of two. (yes, no)
 - People from lower class gets to pick one card out of three (yes, no, no)

How many years middle class and low class players will get will be based on the fact if they will pass the exam. Failed exam adds +2 years.

Job center

The facilitators asks to write a short CV (3 sentences) about oneself.

- cleaning person (20 years), office worker (15 years), hotel manager (10 years)

After the first election, new jobs will be available:

- job at the police station, job at the medical center, job at the educational center, job at entertainment place.

City council

Every 15 minutes there will be an election to the city council. The election will be announced on community meetings where people are gathered together.

Police

Players can go to prison based on "Life happened" cards. Characters can also make a complaint about others and police can decide if they will follow that lead. On the card there is written how many years they have to spend in prison. Police can decide if they will shorten the sentence based on written promise to never do that again. Players also can choose to make some social service work to shorten your sentence.

Social services tasks examples:

- Hug 5 people
- Ask 5 people if they need your help and help them if needed
- Say something nice to 5 people who needs it the most

Entertainment place

There are no tasks here, the goal is to relax and enjoy the entertainment. Each location costs a different number of minutes. They can spend no more than 5 minutes here. The game master informs them about the end of time.

- Cleaning person + 6 years
- Office worker + 4 years
- Hotel manager + 2 years

Hospital

To be cured players have to make rehabilitation tasks. Rehabilitation tasks examples:

- Do 3 stretching exercises.
- Go for a 2 minutes walk.
- Do 5 sit-ups.

"Life happened" cards

Unexpected life events which can happen anytime during the characters' life. Cards are placed on every station and the game masters of every station decide when players will have to draw one card. Players then have to follow the instructions written on the card.

ENDGAME

Everyone has their life expectancy. The game ends when everyone lived their full life and they are out of time (currency). In the game "USA (United States of Awareness)," the game finale can be designed to bring closure to the players' experiences and to reinforce the game's key messages about diversity, empathy, and the impact of various life experiences. Here's a suggested game finale:

Game Finale: The Currency of Time

As mentioned in the game rules, each year in Divercity lasts only one minute, and it depends on how players live that time. The game master keeps track of the time, symbolized by the in-game currency representing years or minutes.

Towards the end of the game, the game master announces that the residents of Divercity have reached the end of their collective journey. The players have experienced a lifetime in this diverse city.

The game master reveals that each player's character card had a predetermined life expectancy written on it, reflecting the challenges and privileges associated with their background and identity.

Players are asked to calculate how many years (in-game currency) they have accumulated throughout the game, taking into account their character's experiences, decisions, and any bonuses or penalties they received along the way.

Players gather at the City Council station for a final community meeting. Here, they are given an opportunity to reflect on their character's life journey and share their thoughts and experiences with the group.

The game master facilitates a discussion on the impact of diversity and different life paths on the characters' lives. Players can share how their character's background influenced their choices and challenges they faced.

The game master highlights that in Divercity, the currency of time was used to represent life experiences, but in the real world, people have different currencies: their unique backgrounds, identities, and opportunities.

The game concludes with a message of reflection and empathy. Players are encouraged to think about how they can apply the lessons learned in the game to their real lives and communities, fostering a more inclusive and understanding society.

The game finale serves as a powerful moment for players to contemplate the game's themes, their character's journeys, and the broader implications of diversity and empathy in society. It encourages meaningful discussions and self-reflection while reinforcing the game's educational goals.

FACILITATOR'S GUIDE

TOPIC & LEARNING OUTCOMES:

Diversity

1. To raise awareness about different kinds of diversity such as people of color, gender, ethnicity, disabilities, financial background, etc.
2. To show how diversity can affect daily life.
3. To raise empathetic levels towards diversity.

PREPARATION

Prepare six spaces where you can set the following stations: **Educational center, Job center, Hospital, Police, City Council and Entertainment place.** For the beginning of the game, prepare some swing music to set the mood. Materials per station:

Educational Center:

- blank papers
- pens
- puzzles (see *printouts*)
- tests (see *printouts*)
- text book (see *printouts*)
- "Life happened" cards

Job center:

- job descriptions,
- blank papers
- pens
- job application
- "Life happened" cards

Police:

- complaint card
- pens
- "Life happened" cards

Hospital:

- "Life happened" cards

CLOSING | DEBRIEFING | ANALYSIS

Players:

- How are you feeling after the game?
- What was your character's background, and how did it influence your experience in the game?
- What were some of the challenges you faced in the game, and how did you overcome them?

Game masters:

- Can you describe what was your role in the game?
- How did you feel with your tasks?

Final:

- Were there any particular moments in the game that that will stay with you?
- Can you connect these moments or realizations with real life?
- What next steps can we take as individuals so this is not repeated around us?

CONTENTS

General materials:

- Game theme music or sound cues for signaling important events
- In-game currency (representing time or years)
- Pens for players to write CVs, notes, and responses
- Blank papers for various tasks
- Swing music for setting the mood
- Materials related to different fictional jobs (e.g., props or visual aids)

Printable materials:

- Character cards (one for each player)
- Game Master instructions and scripts
- 7 x Roleplay outlet for every station
- 6 x Picture for puzzles (3 for easy, 3 for hard)
- Tests (for exams) (as many as participants)
- 3 x Textbooks (optional, for high-class students)
- Job descriptions (as many as participants)
- Job application forms (as many as participants)
- Complaint cards (as many as participants x 2)
- 29 x "Life happened" cards
- Currency (50 years x amount of participants)

Remember to adapt the materials according to the specific requirements and dynamics of your game. Additionally, consider having backup materials in case some are lost or damaged during gameplay.



PRINTABLE MATERIALS





“WWW.VOLUNTE.ER”

GAME RULES

Game authors: Giorgi Dumbadze, Gagik Grigoryan, Lizi Katamadze

Contact: Gagik Grigoryan (gr.gagik@yahoo.com)

 **GROUP SIZE:** 4-6 players

 **AGE:** 13+ years old

 **PLAY TIME:** 40-60 min

”” INTRO STORY

"You are youngsters from The Continent that consists of three countries: Genzeestan, Millennial and Boomer Kingdom. You shall randomly choose your character profile, study it carefully and see what country you are a citizen of. Each of you has a personal goal. To achieve it, you should do either local or international volunteering. You can also add characters to your social media in order to interact and support."

MISSION

To achieve your personal goals within a year.

CONTENTS

- Profile cards
- Organisation logo tokens
- Knowledge, skills and attitude tokens
- Time and energy tokens
- Opportunity cards
- Board
- Die

GAMEPLAY

The game facilitator asks the players if they ever wanted to travel, learn or practice a language for free, meet new friends or become a part of a support group. After hearing some answers, the facilitator asks players what are the resources we spend most often in doing so, excluding money, and reveals the ones which are key to the game if they were not mentioned (knowledge, skills, attitude, time and energy). The facilitator explains the rules and the game starts with the player that most recently took on a new opportunity.

Players need to read the descriptions of each **character profile** to figure out the personal goals of each. To reach the goal they need to develop a certain amount of **knowledge (explicit and implicit), skills (soft and hard) or attitude (affective, cognitive and behavioral) by spending time and energy resources.**

The game starts with players flipping an **opportunity**. If the opportunity can contribute to their personal goals, then they roll a die. The die determines the success of their opportunity. If it's 2 or 1, then the activity fails and they only spend resources and gain nothing. If the die lands on number above 2, the resources spent will have good rewards. The players can also support each other by sharing knowledge and skills. They can choose between local and international opportunities, **local activities** cost less and give less rewards, **international activities** are the opposite.

Round example

The personal goal of player 1 is to develop their English. They start with 2 energy and 2 time tokens. They want to try international opportunities, but lack time and energy, so they choose a local opportunity: working in an animal shelter. The player decides that they don't want it, and the card stays there.

The next player's objective is to make friends, so they flip a card and it is volunteering in an orphanage. They want this opportunity, so they spend their time and energy. The die is rolled and a 6 appears, so the player received the benefits given by the card by paying its cost. An opportunity may be used more than once.

ENDGAME

The game ends when all reach their objective by adding skills, knowledge, attitude and experience. However, the goal is to about volunteering possibilities and motivate them to try it out.

FACILITATOR'S GUIDE

TOPIC & LEARNING OUTCOMES:

Benefits of volunteering

1. Raise their awareness and motivation/courage to try volunteering.
2. Introduce them to the positive outcomes of volunteering.

CLOSING | DEBRIEFING | ANALYSIS

- Do you relate to the characters?
- Have you ever been volunteering?
- What were the advantages and disadv?
- Do you know people who did it?

FOLLOW-UP ACTIVITY

If they relate to the characters and are intrigued the facilitator can introduce different local and international volunteering opportunities available.

PRINTABLE MATERIALS





“NEW HOPE”

GAME RULES

Game authors: Ibrahim Al Hndawi, Elena Heinsalu, Monika Staškevičiūtė, and Jelizaveta Maksimova

Contact: Elena Heinsalu (elena.heinsalu@gmail.com)

 **GROUP SIZE:** 8, 10, or 12 players

 **AGE:** 13+ years old

 **PLAY TIME:** 30 min

”” INTRO STORY

"The story is set in the year 2067, where a war broke out between planets, and resources were consumed. People decided to save humanity by sending groups to a new planet, but only two groups survived - one consisting of highly skilled builders and the other consisting of strategic scouts. These two groups must work together to build an air filtration tower, which would provide oxygen and enable them to start a new life on the new planet. Despite their inability to communicate verbally, they come together, overcome various challenges, and finally complete the tower and start a new life with the help of Earth base (facilitator) who would keep track of the time and help them with few supplies if possible."

MISSION

The ultimate mission of both teams is to build an air filtration tower.

RULES

- Only non-verbal communication is allowed.
- Hupas can leave their table (since they have one oxygen mask for the whole team that lasts for 2 minutes). One person at a time for 2 minutes, the person who goes searching for the missing pieces cannot go again before 5 minutes have passed.
- Boba cannot leave their table because they can't breathe outside.
- Any player who uses verbal communication will pass out for a certain time chosen by the organizer.

GAMEPLAY

- Players choose a color or a symbol and are divided into the two equal groups.
- The intro story is presented and they are asked to go to their tables, check the cards on their tables, and start thinking of a strategy.
- The facilitator allows 10 minutes for strategy and for players to agree on communication codes among themselves.
- During that time, the Earth base (organizers) will be contacting them to clarify any rules and tasks.

- The game starts (20 minutes): Players from both sides are not allowed to talk anymore. Every 5 minutes, Earth base contacts them and sends support (pen, paper).
- End: If they succeed in finding all the missing pieces, they gather around the tower and hug each other. If they don't manage to build the tower, they meet in the middle, hug each other, and lose oxygen.

Game finale outro stories:

- The game ends if the players manage to find all missing pieces and build the tower. *"You have succeeded in building the air tower, and now you can meet each other and start a new life together."*
- The game ends if 20 minutes from the start of the game pass and the players don't manage to find the missing pieces. *"You haven't managed to build the tower, but you managed to connect with the other team and did a great job trying but ran out of time, unfortunately."*

FACILITATOR'S GUIDE

TOPIC & LEARNING OUTCOMES:

Volunteering for faster integration of diversities in society

1. Collaboration and teamwork: Players work together to achieve a common goal.
2. Communication skills: Players develop a non-verbal communication code to communicate with their team members effectively.
3. Problem-solving skills: Players work through challenges and come up with creative solutions to complete their mission.

PREPARATION

- Set two tables 10 meters away from each other.
- Set a borderline of 2 meters around the Boba table.
- Place the files related to each team on their table.
- Hide different pieces of the tower in an area of maximum 40 meters from the tables.
- Create two different colors or symbols for the players to divide into two teams.

CLOSING | DEBRIEFING | ANALYSIS

- How do you feel?
- How was your experience during the game?
- How would you connect it to real life?
- Have you been in a situation where you met someone who needs help but you couldn't communicate with them, or you needed help and people didn't speak your language?
- What 5 steps can we take as individuals to make their integration easier?





Game 2.0 changers

"**Gamechangers 2.0**" was an international Erasmus+ training course implemented from 6th to 13th of May 2023 by Shokkin Group Estonia.

The activity, which involved **youth workers/leaders from Estonia, Latvia, Lithuania, Poland and Sweden**, aimed to equip educators and youth workers with practical knowledge of civic education and game-based learning tools to raise the level of young people's active citizenship.

This document, designed for youth workers/leaders and educators to integrate new resources in their daily work with young people, contains the **outlines and access to printable materials** of the educational games developed during the course on the topics of **recycling and environmental sustainability, inclusion and diversity** and **promotion of volunteering and active citizenship**.

The educational games were created by participants of the course with the support of the training team based on the most **common needs of young people in the local communities** of the participating organizations.



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