# Collection

## OF THE GOOD PRACTICES

# Games and tools

## FOR ADULT EDUCATORS

NGA
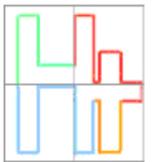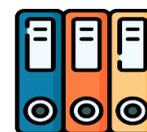
# INTRO

This game collection contains 80 different games that are examples of what games can be used in adult education and offers adult educators and adult education organisations the opportunity to use these and other games as an effective and creative tool in their educational work.

It was produced as part of the INGA project by educational organisations from Latvia, Hungary, Spain and Germany.

# ABOUT THE PROJECT

The project "INGA – Inclusive Games in Adult Education" was Erasmus+ Small-scale partnership project in adult education, implemented by educational organisations from Latvia, Hungary, Spain, and Germany. The project was implemented from November 2021 to October 2022.

In this project we wanted to look at the games from a different perspective and to raise the understanding of adult educators as to how games can be integrated in educational activities.

Our aim was to highlight why games are a powerful tool, how games can be used as an educational tool, how to choose appropriate games for specific target groups, in particular disadvantaged groups, which aspects are important and need to be particularly taken in consideration, and what the game thinking and gamification approach in adult education are. The created Toolkit will also give advice on how to use the existing games for educational purposes and provide tips on how to create your own educational game based on learner needs.

The target group consists of many different actors such as individual educators, particular organisations and persons working with disadvantaged learners:

- members of the partner organisations (staff, volunteers, trainers) to improve their competences and expertise in using games as an educational tool;
- different adult educators;
- trainers, facilitators, coaches etc.;
- organisations/ institutions working with adult education;
- NGOs, training centres, labor offices etc.;
- enterprises and their HR specialists;
- different institutions providing educational activities for adults (libraries, cultural centres);
- other interested parties.

## IO3 – Collection of good practices of existing games and tools for inclusion in adult education

The motivation of the project is to give concrete advice on how to use games in adult education. Another point is that these games want to promote European ideas and improve intercultural understanding. This project is focused on European values such as integration, inclusion, equality, diversity, democracy, freedom of speech etc., and aims to protect and promote these values. One of the main priorities of the EU is to improve, promote, and contribute to "inclusion & diversity in all fields of education", focussing on adult education. All types of games are a very efficient way to convey knowledge, and their use can help to present complicated topics in a simpler way than through formal educational approaches.

The project goal is to improve competences of educators and other adult education staff through the use of games, and the project particularly deals with the adult education offering new learning and teaching methods and approaches that promote inclusion, equality, and non-discrimination.

For this reason we developed 3 intellectual outputs, including this collection of best practices.

1. **A Manual-toolkit** (on the power of games for adult education)

   Offers adult educators and adult education organisations the opportunity to raise understanding of why games are a powerful tool

2. **Games for inclusion** (4 new games)

   Newly created games that can be used by educators, with the purpose to integrate them in their education systems
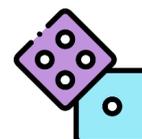
3. **Collection of good practices** of existing games and tools for inclusion in adult education

   The game collection has 80 different games that are examples of what games can be used for further training.

# AIMS OF THE PROJECT

In this project, European values such as integration, inclusion, equality, diversity, democracy, freedom of speech etc. are focused on and to protect and promote these values is one main goal.

This aim can be perfectly combined with the EU-priorities and games in adult education. Values can be challenged while playing games which leads to reflecting and discussing them in a neutral and safe space and recognizing that all of them are important to individuals and the society.

Through the project, educators should learn about games in adult education, their benefits, new methods and they will get a tool to develop their own, tailored games for conveying values, knowledge and methods in adult education.

One of the main priorities is to improve, promote and contribute to "inclusion & diversity in all fields of education", focussing on adult education. Games of all kinds are a very effective way to convey knowledge.

INGA - inclusive games in adult education

By using them, big and complicated topics are presented a lot easier than through formal education and common approaches.

# PROJECT PARTNERS

Four different organisations from four countries were involved.

**The Latvian Association of Educational Games and Methods (*Izglītojošo spēļu un metožu asociācija* (ISMA))** is a non-governmental association which has a significant experience in the development of educational games and gamification. Since its establishment, the organisation has been actively involved in the activities and projects related to educational games, development of games and their adaptation to learning and occupational processes, promotion and integration of gamification approaches into the educational and work-related processes.

The use of games in the educational process in Latvia is a relatively new experience that has been developing more rapidly in the last 5-7 years. Currently, some educators are familiar with the games and methods created in Latvia and also outside Latvia that can be integrated into the learning process, yet there is still a considerable need for materials to explain the benefits of using games and also to provide some guidelines on how games can be used for educational purposes and processes.

The Association organises various conferences and seminars, and one of its best known events is the Tool Fair – a practical seminar aimed at introducing game-based educational methods and their use in educational practices, and familiarising practitioners from various fields with different educational games developed in Latvia.

Hungarian organisation specialising in offering participation in youth-led events and activities in game-based learning which are offered to young adults. **The Foundation for Youth Awerness (Tudatos Ifjúságért Alapítvány (TIA))** is a voluntary organisation in Hungary that aims to develop the competences (particularly the social and civic competences) of young people and adults which are important in the modern world in order to actively affect positive change in communities and in our society. These goals are delivered by organising talent development programmes and training. The organisation also aims to support public life and research of young adults and youth providing a range of professional work which deals with the problems of individuals and civil society organisations. They define their activities along three guidelines: active participation and citizenship, human rights education, and game-based learning.

Adult education in Hungary is still very strict and traditional. There are more and more adult education institutions and organisations that are open to including non-formal educational elements, such as games and gamified methods, in their courses. Game-based education is developing very quickly, and its popularity is rising in the educational field. It is slowly becoming part of adult education activities.

INGA - inclusive games in adult education

**IO3 – Collection of good practices of existing games and tools for inclusion in adult education**
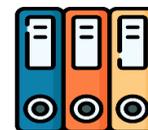
The organisation rooted in Spain started its work in 2005, and it has years of experience in organising cultural activities and involvement possibilities with local communities. **AC Amics de la Biblioteca de la Fonteta** is a non-formal education organisation providing learning opportunities to the people in their area (youth, adults, and children).

This organisation unites experts in non-formal education, motivation, empowerment, and inclusion. They have previously participated in several international projects, and this gives a wide perspective on the topic of developing training methodology. Most of the members are related to the education field as teachers or trainers engaged in vocational education.

Adult education in Spain follows a traditional structure where games are not used very often. However, teachers and educators are including them in educational processes increasingly more, and game-based-education as well as gamification are becoming very popular.

As a non-profit organisation with many years of experience, German **HochVier** provides learning activities, such as summer universities and language courses. HochVier was founded in 2004 and is an independent provider of political and cultural education. Their full-time, honorary or freelance lecturers, trainers, and project coordinators are very experienced in target group specific extracurricular educational work and primarily use unconventional educational measures as well as creative and interactive methods.

Germany has been using games in educational contexts since the 1960s, especially in the youth sector, but games are also actively employed in adult education, in particular in the areas such as participation, teaching values, and democracy building.

Co-funded by
the European Union

INGA - inclusive games in adult education

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| | Name of the game | Description | Language independent | English | Hungarian | German | Latvian | Spanish | Discrimination | Lifelong learning vs willingness to learn | Environment and climate change | Elderly people to minimize ageing | Active participation in local communities | Inclusion with no borders | Diversity | Other | Board game | Card game | Role play | Simulation | Computer | Other | PAGE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **THE GAME** | | **LANGUAGE of the game** | | | | | | **TOPIC of the game** | | | | | | | | **TYPE of the game** | | | | | | |
| 1 | **4 Elements** | "4 Elements" is a game that helps to understand the concept of sustainability and to discover how our daily actions affect the environmental change. | | X | | | X | X | | X | X | | | | | | X | | | | | | 10 |
| 2 | **52 Answers** | "52 Answers" are 52 drawings are the reflections of your thoughts. These cards are not a miracle cure; a tools for sortilege or fortune telling. | X | | | | | | X | X | X | X | X | X | X | X | | X | | | | | 12 |
| 3 | **52 Steps Upward** | "52 steps upward" are small inspiration cards that bring you closer to achieving any goal easier, quicker and in a more playful manner., | | | | | X | | | X | | | | | X | | | X | | | | | 14 |
| 4 | **Black&Whites - 50th Anniversary Edition** | "Blacks & Whites" is a socially-conscious version of Monopoly. | | X | | | | | X | | | | | X | | | | | | | | | 16 |
| 5 | **Diversity - SHAPING DIVERSITY** | "Diversity" is a game that includes three different sets of action cards (knowledge, opinion and event cards). | | | | X | | | | | | | | X | X | | | | | | | | 18 |
| 6 | **Buffalo** | "Buffalo: the name dropping game" is a card game of quick wits and many combinations. | | X | | | | | | | | | | X | | | X | | | | | | 20 |
| 7 | **Can I come in?** | "Can I come in" is a role-play about a group of refugees trying to escape to another country. | | X | | | | | | | | | | X | | | | | | X | | | 22 |
| 8 | **Cardline** | "Cardline-Globetrotter" is a card game where players compare states according to certain values. | X | | | | | | | | | | | X | X | | | X | | | | | 24 |
| 9 | **Case studies (Domino)** | "Case studies - Domino" activities are focusing on the peer coaching involved in peer group education programmes. | | X | | | | | | X | | | | X | X | | | | | | | X | 26 |
| 10 | **Conversation-On** | "Conversation-On" is a game which aims to support the players to start extremely versatile conversations. | | X | X | | | | | | | | X | | | | | X | | | | | 28 |
| 11 | **Diversity - the online knowledge game** | "Diversity - online knowledge game" tests your own knowledge of diversity topics. | | X | | X | | | X | X | | | | X | X | | | | | | X | | 30 |
| 12 | **Diversity Card Game** | "Diversity card game" is a game that imitates how discrimination and privilege feels like. | | X | | | | | X | | | | | | | | | X | | | | | 32 |
| 13 | **Diversonopoly** | "Diversinopoly" is a game where players can travel around Europe and discover interesting facts about cultures and customs. | | X | | X | | X | X | X | | | | X | X | | X | | | | | | 34 |
| 14 | **Dixit** | "Dixit" is a game where people can travel to the world of imagination. | X | | | | | | | | | | X | | X | | X | X | | | | | 36 |
| 15 | **Ecogon** | "Ecogon" is a game where you can practice life in nature in your small ecosystem. | | | | X | | | | X | X | | | | | | X | | | | | | 38 |
| 16 | **Equirarchy** | "Equirarchy" is a small draft game about archetypal group dynamics. | | X | | | | | | | | | | | X | X | X | | | | | | 40 |

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| 17 | Ethic-poly | "Ethic-Poly" is a game that leads to thinking about different social projects and why implementation of such projects are important. | | X | | | X | X | | | | | X | X | X | | X | | | | | | 42 |
| 18 | Evolution Climate | "Evolution: CLIMATE" is a game where players adapt their species in a dynamic ecosystem. | | X | | | | | | X | X | | | | | | X | | | | | | 44 |
| 19 | Fair play | "Fair Play" is a game which confronts players with discrimination against Muslims and homosexuals and with anti-Semitism. | | X | | X | | X | X | | | | | X | X | | | | | | | | 46 |
| 20 | Fate of the world: Tipping points | "Fate of the World: Tipping Point" is a complex, turn-based strategy game in which players take care of the needs of a growing world population. | | X | | | | | | | X | | X | | | | | | | | X | | 48 |
| 21 | Feelinks | "Feelinks" aims to express your own and correctly guess the other's emotion while working on the topic of discrimination. | | X | X | X | X | X | X | | | | | | X | | X | | | | | | 50 |
| 22 | Fish´n´Flips | "Fish 'n' Flips" is about rescuing marine animals such as dolphins and turtles from fishing nets cooperatively or in a race. | | | | X | | | | | X | | | | | | | | X | | | | | 52 |
| 23 | Flixa | "Flixa" is a card game that aims to multiply your start-up capital and earn more than other players in five game years by trading in the stock exchange. | | X | | X | X | | | X | | | | | | X | | X | | | | | 54 |
| 24 | Game of Bricks | "Game of bricks" is a set of games, mainly team building activities to be played using Lego (or other) bricks. | X | | | | | | | X | | | | | | | | | | | | X | 56 |
| 25 | Get into the Circle | "Get into the Circle" is short energizer game. | X | | | | | | X | X | | | X | X | | | | | | | | | 58 |
| 26 | Get organised! | "Get organised!" is an interest protection & advocacy board game developed by Közélet Iskolája. | | | X | | | | | X | | | X | | | | X | | | | | | 60 |
| 27 | Goalball | "Goalball" is a team sport designed specifically for players with a vision impairment. | X | | | | | | | | | | | X | X | | | | | | | X | 62 |
| 28 | Green Deal | "Green Deal" is a game where you'll run an international company in the year 2050! | | | | X | | | | | X | | | | | | X | | | | | | 64 |
| 29 | Green House | Team up to stop climate change and restore our Green House - in a game, and then in real life. | | X | | | | | | X | X | | | | | | | X | | | | | 66 |
| 30 | Habitat Expeditie | Habitat Expeditie - is an online escape room where players are invited to travel around the world and discover about Habitat's work. | | X | | | | | X | | | | | X | | X | | | | | X | X | 68 |
| 31 | Identity | "Identity" is a psycholocical board game that in addition to deepening self-knowledge, it has an impact on self-development. | | | X | | | | | X | | X | | | | | X | | | | | | 70 |
| 32 | Identity Lotto | "Identity Lotto" guides you through the another identity. | | | | X | | | | X | | | | X | X | | X | | | | | | 72 |

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| 33 | Ikonicus | "Ikonikus" is a game in which playing with emotions has never been so much fun. | | X | | | | | | X | | | | | | X | | X | | | | | 74 |
| 34 | Journalist for a day | "Journalist for a day" game will support the development of critical thinking by showing the subjective nature of Journalism. | | X | | | | | X | X | | | | X | X | | | | X | X | | | 76 |
| 35 | Keep Cool | "Keep Cool" is the game to develop knowledge about the difficulties with climate change. | | | | X | | | | | X | | | | | | X | | | | | | 78 |
| 36 | Keep it Real Diverse Rx2 | "Keep it Real Diverse Rx2" game gives people the opportunity to have impactful conversations of their lives. | | X | | | | | | | | | | | X | | X | | | | | | 80 |
| 37 | Kyoto | "Kyoto" takes players straight into one of the burning issues of our time: climate change. | | X | | | | | | | X | | | | | | X | | | | | | 82 |
| 38 | Lilluu | "Lilluu" is an associative card set to talk about oneself, others and the world around. | X | | | | | | | X | | | | | X | X | | | X | | | | 84 |
| 39 | Living library | 'Living Library" is a tool that seeks to challenge prejudice and discrimination. | X | X | | | | | | | | | | X | X | | | | | | | X | 86 |
| 40 | Milk inside a bag of milk inside a bag of milk | "Milk inside a bag of milk inside a bag of milk" games are small visual novels with experimental storytelling, which try to depict mental disorders. | | X | | | | | | | | | | | X | X | | | | | X | | 88 |
| 41 | Mobility Safari | "Mobility Safari" is a game where players try to realise as many innovative urban mobility projects as possible. | | | | X | | | | | X | | | | | | X | | | | | | 90 |
| 42 | MONDO | "MONDO" is a card game with the aim that people living with disabilities can recognise when their rights are restricted. | | | X | | | | X | | | | | | | X | | X | | | | | 92 |
| 43 | More than words | "More than Words" is a card game with the aim to encourage conversations about life, values and other important things. | | X | | | X | | | X | | | | | X | X | | X | | | | | 94 |
| 44 | Musical chairs COOPERATIVE | "Musical chairs" is a variation of the well-known game with music and chairs. | X | | | | | | X | | | | X | | | | | | | | | X | 96 |
| 45 | My talents and limits: Big Purpose | "My talents and limits: Big Purpose" is a board game, a maze journey to ourselves, by discovering our talents and development possibilities. | | | | | X | | | X | | | | | X | X | X | | | | | | 98 |
| 46 | Need for inclusive data | "Need for inclusive data" is a game where players create a problem tree identifying the root cause of one man's hunger. | | X | | | | | | | | | X | X | | | | | | X | | | 100 |
| 47 | New Shores | "New Shoes" is a game to develop personal and professional skills –tolerance, empathy, communication, active listening, strategy. | | X | | | | | | X | X | | | | X | | | | | | X | | 102 |
| 48 | On the borders of Europe | "On the borders of Europe" is a simulation game that will put the players in the shoes of a family who all of a sudden need to escape from their home. | | X | | | | | X | | | | | X | | | | | X | X | | | 104 |

# IO3 – Collection of good practices of existing games and tools for inclusion in adult education

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| 49 | Once upon a time | "Once upon a time" is a card game designed to develop expression and communication through the storytelling activities. | | X | | | X | X | | X | | | | | X | | | X | | | | | 106 |
| 50 | One way or another | "One way or another" is a card game that focuses on development of communication skills and active listening. | | X | | | X | X | | X | | | X | | X | | | X | | | | | 108 |
| 51 | Peace Cards | "Peace Cards" are a tool to spark discussion on the topics of peace, nonviolence, and activism. | | X | | | | | X | | | | | X | X | | | X | | | | | 110 |
| 52 | Photosynthesis | "Photosynthesis" is a green strategy game in which players plant and shape the ever-changing forest as cultivating seeds. | | X | X | X | X | X | | | X | | | | | | X | | | | | | 112 |
| 53 | Pitch | "Pitch" is a game that helps to develop a sense of initiative and entrepreneurship, which is the ability to turn ideas into action. | | X | | | X | X | | | | | | | | X | | X | | | | | 114 |
| 54 | Play it again | "Play it again" activity is based on a role play: someone is drawn into an act of bullying. | | X | | | | | X | | | | | | | X | | | X | | | | 116 |
| 55 | Shared responsability | "Shared responsibility" is a card game where players can get to know competences. | | X | | X | | X | | X | | | | | | X | | X | | | | | 118 |
| 56 | Shoes cards | "Shoes cards" are Images of shoes and feet on one side and quotes on the other that stimulates visualization, creative thinking. | X | | | | | | | X | | | | | X | X | | X | | | | | 120 |
| 57 | Silent Discussion | "Silent discussion" allow us to access and activate the learner's prior knowledge, stereotypes and preconceived ideas related to topics. | | X | | | | | | X | | | | | X | | | | | | | X | 122 |
| 58 | Social emotions | "Social Emotions" - is a card set where players can go through different situations to be tolerant, express and understand different opinions. | | X | | | X | X | X | | | | | X | X | | | X | | | | | 124 |
| 59 | Soft Skills Tree | "Soft Skills Tree" is a board game allowing you to activate and train 5 soft skills. | | X | | X | X | X | | X | | | | | | | X | X | | | | | 126 |
| 60 | Stoy Cubes | "Story Cubes" is a game where imagination has no limits. Epic, fabulous, or paranormal adventures... roll the cubes, make a story! | X | | | | | | | X | | | X | | | | | | | | | X | 128 |
| 61 | Szociopoly | "SZOCIOPOLY" board game provides opportunity to think about all the questions that we formulate, feel or think that we know about poverty. | | | X | | | | X | | | | X | | | X | X | | | | | X | 130 |
| 62 | Table Talk for Fourth Agers | "Table Talk for Fourth Agers" is a card game that stimulates life-changing conversations among elderly people. | | X | | | | | | | | X | | | | | | X | | | X | | 132 |
| 63 | Take a step forward | "Take a step forward" is an activity where participants take on roles and move forward depending on their chances and opportunities in life. | | X | | | | | X | | | | X | X | | | | | | X | | X | 134 |
| 64 | Tell your story | "Tell your Story" card game is a method to involve people to talk about their experience and share ideas, thoughts and personal views. | | X | | | X | | | X | | | | X | X | | | X | | | | | 136 |

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| 65 | The blind walk | "The blind walk" is an activity often used as an outdoor education game to build trust among the participants. | X | | | | | | | X | | | | | | X | | | | | | X | 138 |
| 66 | The Empathy game | "The Empathy Game" is a tool with question cards which helps to broden your thinking and start conversations. | | X | | | | | | X | | | | | | X | X | | X | | | | | 140 |
| 67 | The new mosque in Sleepville | "The new mosque in Sleepville" is a simulation game about diversity. | | X | | | | | X | X | | | | | | X | | | | | X | | | 142 |
| 68 | The story of ABIGALE | "The story of Abigale" gives the participants a good starting point to debate about roles, relations and culture in general. | | X | | | | | X | | | | | X | X | | | | | | | | X | 144 |
| 69 | The tale of two cities | "The tale of two cities" is a board game in which players vote for the kind of city they wish to live in and the amenities they wish to enjoy. | | X | | | | | | | | | X | | | | | X | | | | | | 146 |
| 70 | The Tea Party | "The Tea Party" is a role play activity where ambassadors coming from different countries with different traditions and cultures is represented. | | X | | | | | | | | | | X | X | | | | | X | | | | 148 |
| 71 | Timeline | "Timeline" is a game where you need to discover the timeline of actions and situations happening in the world and create the correct order. | X | | | | | | | X | | | | | X | | | X | | | | | | 150 |
| 72 | Tipping Point | "Tipping Point" is a card game that playfully demonstrates the dangers of global warming. | | X | | | | | | X | X | | | | | | X | | | | | | | 152 |
| 73 | To be Continued | "To be Continued" game aims to encourage players to get to know themselves better and learn more about other people's thoughts and values. | | X | | | X | | | X | | | | | X | X | | X | | | | | | 154 |
| 74 | Together - Play fit for the future | "Together – Play fit for the future" are short-format simulation games on the topics of leisure, democracy, flight & migration and work. | | | | X | | | | | | | | | | X | | | | | X | | | 156 |
| 75 | Tokyo Train | "Tokyo Train" is a very funny placement game in which players form teams of two: the tourists and the Japanese and trying to find out which direction to go. | X | | | | | | | | | | X | | X | | | X | | | | | | 158 |
| 76 | Trick or treat | "Trick and Treat" is a game which represents - in a playful way - the privileges and differences of the world. | | X | | | | X | X | | | | | | | X | | X | | | | | | 160 |
| 77 | VoxPop | "Vox Pop" is a debate game to initiate conversations about exciting topics of what a debate would be possible. | | X | X | | | | | X | | | | X | | | | X | X | | | | | 162 |
| 78 | Welcome Diversity | "Welcome Diversity" is icebreaking/warm up activity to demonstrate in a swinging way what all is in the group. | X | | | X | | | | | | | | | | X | | | | | | | X | 164 |
| 79 | Werewolf of SleepyHollow | "Werewolves of Miller's Hollow" is a game that takes place in a small village which is haunted by werewolves and each player is secretly assigned a role. | X | | | | | | | | | | | X | X | | | | | X | X | | | 166 |
| 80 | Why inclusion matters? | "Why inclusion matters?" is a role play/simulation game where players assume the role of a community member. | X | X | | | | | | | | | X | X | X | | | | | | X | | | 168 |

# 4 ELEMENTS

| Duration: | 60+ | min |
| --- | --- | --- |
| Number of players: | 4 | player/s |
| Materials/ Tools needed: | Game set "4 Elements" | |
| Creators: | Baltic Regional fund/ 8KEYCOM project | |
| Links: | https://drive.google.com/drive/u/5/folders/16aRqXwbILv2Ai qB38iruDr9y9-b--bZj | |
| Language: | English, Latvian, Spanish, Estonian, Croatia | |

| Short description: | Image: |
| --- | --- |
| "4 Elements" is a game that helps to understand the concept of sustainability and to discover what daily actions affect environmental change. Through this game players also can develop a bunch of competences – communication skills, team work, critical thinking, mathematics etc.<br><br>Game "4 Elements" was developed during Erasmus+ strategic partnership project "Enterprising and Surprising through 8 Key Competences". |  |

| Topic: | Type of game: |
| --- | --- |
| ( ) Discrimination:<br>(X) Lifelong learning vs willingness to learn<br>(X) Environment and climate change<br>( ) Elderly people to minimize ageing discrimination<br>( ) Active participation in local communities<br>( ) Inclusion with no borders<br>( ) Diversity<br>(X) Other: Personal goals and values | (X) board<br>( ) card<br>( ) role play<br>( ) simulation<br>( ) computer<br>( ) VR<br>( ) Other: |

## Goal/ Learning Objectives:

- To understand the concept of sustainability.
- To discover what daily actions affect more environmental change.
- To understand the benefits of cooperation.
- To reflect about our daily attitudes-activities and how they affect the environment.

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- Each participant needs to choose one of the four elements and the goal of the game is to achieve the highest development of your element.

- In order to discover more, there are many online films that can be seen about the environmental impact of humans on the planet.
  - "Garbage island" (https://www.youtube.com/watch?v=D41rO7mL6zM)
  - "Home" (https://www.youtube.com/watch?v=jqxENMKaeCU)

- Each of the cards show a different situation (good or bad) for the planet. You can go through them and see if everyone understands them. Or start a debate about some of them. Some are more controversial and some are more easy.

- Be creative and invent new games and rules with provided materials!

**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- (Experience) What did you observe during the game (objective facts)?
  What happened? Are the cards "real" in your city?
- (Reflection) How did you feel? Did you "recognise" yourself in the different cards?
- (Conceptualize) What can we learn out of it?
- (Applying) How can we transfer it to our life?
  What small actions can be done in our daily lives to protect the environment?

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## 52 Answers

| | | |
|---|---|---|
| **Duration:** | 15 min+ | min |
| **Number of players:** | 1+ | player/s |
| **Materials/ Tools needed:** | Metaphoric cards "52 Answers" | |
| **Creators:** | www.52pakapieni.lv | |
| **Links:** | https://www.52pakapieni.lv/katalogs/params/category/0/item/546338/ | |
| **Language:** | Language independent | |

| Short description: | Image: |
|---|---|
| "52 Answers" - are 52 drawings are the reflections of your thoughts. These cards are not a miracle cure or tools for sortilege or fortune telling. No tricks - just you and your mind. It is all about the fact that we are completely different and with our own unique perceptions, associations, experience and convictions.<br><br>Use these associative cards as they carry hidden details that will help you to find "out of the box" solutions. Go for it! |  |

| Topic: | Type of game: |
|---|---|
| (X) Discrimination:<br>(X) Lifelong learning vs willingness to learn<br>(X) Environment and climate change<br>(X) Elderly people to minimize ageing discrimination<br>(X) Active participation in local communities<br>(X) Inclusion with no borders<br>(X) Diversity<br>(X) Other: | ( ) board<br>(X) card<br>( ) role play<br>( ) simulation<br>( ) computer<br>( ) VR<br>( ) Other: |

## Goal/ Learning Objectives:

These cards will be useful:
- to anybody seeking answers for themselves;
- for teams to get feedback;
- in communication with children to help them articulate some experience, bright emotional moment or some "uncomfortable" topic;
- in a party as a way to get to know each other;
- in coaching sessions for finding client's resources;
- for wonderful fairy tale evenings with family using the drawings to create your own story.

## Recommendations for use:

- Define a question/situation to what you will be looking for answers/solutions now and pick a random card or the drawing that "speaks to you"

- What do you see? Putting emotions aside tell what exactly you see in the card. Name facts, possible emotions of the objects in the drawing, colors, layout or how things are intertwined. Do not yet interpret what you see, just say what you see in the card.

- What is it about? Define your description as a metaphor so that it answers the question: "What in your opinion do the things you said before symbolize?" or "what do you think this card is about?" Now is the time for interpretation but not for solving your situation. The metaphor must be general and it should not give a clear and direct answer to your question.

- How could it be connected to your question? Finally – answer the question: "How is your metaphor connected to your question?" Start to interpret adding various metaphor related answers to your question. Not all answers will fit you and not all you will like, so carry on interpreting until you come up with at least 3 acceptable answers.

- When you have found answers that resonate with you and you feel you want to explore them more then prioritize them, write them down and start to prepare your action plan by making a list of all the things you could possibly do already today/ this week/ this month to solve your issue.

## Tips and Tricks for Facilitators
### (e.g. feedback questions, further discussion topics):

- Cards can be used also as icebreakers, for example, put one card on each chair and let participants find a place to sit according to their mood. Then explain the mood they chose. Instead of mood, there can be any other question connected to the topic.

- For increasing creativity. Tell your own stories or fairy tales, by choosing 3 cards. Next person can continue the story with another 3 cars.

- You can also draw the story, by putting a card in the center of a big paper. Continue to draw to the right, left, up and down.

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# 52 Steps Upward

| Duration: | 15+ | min |
|---|---|---|
| Number of players: | 1+ | player/s |
| Materials/ Tools needed: | Inspiration cards "52 Steps Upward" | |
| Creators: | www.52pakapieni.lv | |
| Links: | https://www.52pakapieni.lv/katalogs/params/category/0/item/546338/ | |
| Language: | Latvian | |

### Short description:

"52 steps upward" are small inspiration cards that bring you closer to achieving any goal easier, quicker and in a more playful manner using practical weekly tasks. These cards encourage and cheer up to achieve the best results in four vital areas: personal growth, health, finance and relationships.

52 inspirational cards that will strengthen your financial well-being and quality of life.

### Image:



### Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
(X) Diversity
( ) Other:

### Type of game:
( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- Give tips for a balanced life.

- Can be used not only for individual self-development, but also as a challenge for a team with game elements that not only entertains the team, but also educates and develops. In addition, it also provides meaningful daily conversations over a cup of coffee.

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**Recommendations for use:**

● This unique set is for everyone who wishes to develop themselves and achieve both financial and emotional growth. The set consists of 52 small cards that will become your trusty ally, friend, advisor and a source of inspiration for a whole year, covering the important areas of a successful person's life: finance, personal growth, health and relationships.

● Just take one random card at the beginning of the week and do the task for the whole week. Take another card next week.

● Choose one of the four topics to develop this week and select the card from this topic.

● Feel free to create your own way to play!

**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

● Discuss topics included in the cards.

● Give meaning for stars included in each card. For example, one star means that you need to do this task in one day, four stars – four days. Or one star means 10 euro cents. Do the task and put 10 cents in your piggy bank. Etc.

**Notes & More Pictures:**

# Blacks & Whites: 50th Anniversary Edition

| | | |
|---|---|---|
| **Duration:** | 60-120 | min |
| **Number of players:** | 3-9 | player/s |
| **Materials/ Tools needed:** | Board Game "Blacks & Whites: 50th Anniversary Edition" | |
| **Creators:** | Jed Feiman, Nehemiah Markos | |
| **Links:** | https://www.kickstarter.com/projects/neversad/blacks-and-whites-50th-anniversary-edition | |
| **Language** | English | |

## Short description:

"Blacks & Whites" is a socially-conscious version of Monopoly. Fifty years ago, Prof. Robert Sommer and Judy Tart created it, highlighting the racial inequity of the housing market and capitalism in America. Inspired by the original, the 50th Anniversary Edition features a new foreword by Prof. Sommer, modern original artwork, entertaining gameplay, and renewed lessons in the economics of prejudice.

The objective is simple: control the board by owning the most property – and hopefully learn something about empathy and cooperation along the way. Play as a Black player: you may feel disenfranchised, but you also get access to Bonus Cards that White players can only dream about! Or play as White, and this game should be as easy as getting a loan or being seen as human by the police!

Image:



## Topic:
(X) Discrimination:
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
( ) Diversity
( ) Other: prejudice

## Type of game:
(x) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

## Goal/ Learning Objectives:

- To discussion about discrimination and racism

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### Recommendations for use:

- As Introduction or at the end of a session about the topic discrimination, privilege, prejudice and racism
- Recommended for every age from 16 years

### Tips and Tricks for Facilitators
### (e.g. feedback questions, further discussion topics):

- <u>Individual self-reflection</u>
  What can I learn from this activity?
  What prejudice do I have?

- <u>Discussions in groups</u>
  What did you learn new about discrimination?
  How can these insights help you be more tolerant of others?
  What values does society try to impose on us?

## Notes & More Pictures:

## Diversity - GEMEINSAM VIELFALT an Hochschulen GESTALTEN
## (The Diversity - SHAPING DIVERSITY in higher education TOGETHER)

| | | |
|---|---|---|
| **Duration:** | >30 | min |
| **Number of players:** | 3-5 | player/s |
| **Materials/ Tools needed:** | 1 game board, 1 game piece, 1 game dice, 1 set of knowledge questions, 1 set of opinion cards, 1 set of event cards, 1 set of decision tokens (3 x 4 tokens),1 quick start guide with game rules, 1 solution booklet | |
| **Creators:** | University Hamburg | |
| **Links:** | https://www.universitaetskolleg.uni-hamburg.de/ueber-uns/projektbereiche/unidiversitaet/brettspiel/brettspiel.html | |
| **Language:** | German | |

**Short description:**

"Diversity" is a game that includes three different sets of action cards (knowledge, opinion and event cards).

The person whose turn it is rolls the dice and lands on an action square. Depending on the field, he draws a card from the three piles of cards. The card is read aloud and the question must be answered. This can and should lead to an exchange on the respective topic about diversity.

Image:



**Topic:**
( ) Discrimination:
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
(X) Diversity
( ) Other:

**Type of game:**
(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

**Goal/ Learning Objectives:**

● Raising awareness of the different dimensions of diversity
● Introduction for a discussion about diversity

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**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- Individual self-reflection
  - What can I learn from this activity?
- Pairs conversations
  - Did you find some questions difficult to answer?
- Discussions in groups
  - What did you learn about diversity?
  - How can these insights help you be more tolerant of others?

# Buffalo: the name dropping game

| | | |
|---|---|---|
| **Duration:** | 20 | min |
| **Number of players:** | 2-8 | player/s |
| **Materials/ Tools needed:** | Card set "Buffalo" | |
| **Creators:** | Mary Flanagan, Mary Flanagan, Max Seidman, Sukdith Punjasthitkul, Zara Downs, Sukdith Punjasthitkul, Geoff Kaufman, Mary Flanagan, Max Seidman | |
| **Links:** | https://tiltfactor.org/game/buffalo/ | |
| **Language:** | English | |

## Short description:

"Buffalo: the name dropping game" is a card game of quick wits and zany combinations, buffalo: the name dropping game asks you to name-drop faster than your friends, collect the most cards, and win!

How fast can you name a vain artist? How about a glasses-wearing heartthrob? Don't be surprised if you find yourself surrounded by curious players eager to name an annoying conqueror or perky religious figure!

## Image:



## Topic:

( ) Discrimination:
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
( ) Diversity
( ) Other: prejudice

## Type of game:

(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

## Goal/ Learning Objectives:

- To discussion about prejudice
- Warm up

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**IO3 – Collection of good practices of existing games and tools for inclusion in adult education**

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**Recommendations for use:**

- Introduction for further discussions about discrimination, privilege and prejudice

- Use the game as Warm-up

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**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- Individual self-reflection
    - What can I learn from this activity?
    - What prejudice do I have?
- Discussions in groups
    - What did you learn new about discrimination?
    - How can these insights help you be more tolerant of others?
    - What values does society try to impose on us?
    -

---

**Notes & More Pictures:**

# Can I Come in?

| | | |
|---|---|---|
| **Duration:** | 60+ | min |
| **Number of players:** | 6-20 | player/s |
| **Materials/ Tools needed:** | | |
| **Creators:** | Compass CoE | |
| **Links:** | https://www.coe.int/en/web/compass/can-i-come-in | |
| **Language:** | English (International) | |

| **Short description:** | Image: |
|---|---|
| "Can I come in" is a role-play about a group of refugees trying to escape to another country.<br><br>It addresses:<br>● The plight of refugees<br>● The social and economic arguments for giving and denying asylum |  |

| **Topic:** | **Type of game:** |
|---|---|
| ( ) Discrimination: | ( ) board |
| ( ) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | (X) simulation |
| ( ) Active participation in local communities | ( ) computer |
| (X) Inclusion with no borders | ( ) VR |
| ( ) Diversity | ( ) Other: |
| ( ) Other: | |

## Goal/ Learning Objectives:

● To develop knowledge and understanding about refugees and their rights
● To practice skills to present arguments and make judgements
● To promote solidarity with people who are suddenly forced to flee their homes.

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## Recommendations for use:

- Not recommended with bigger groups.

## Tips and Tricks for Facilitators
### (e.g. feedback questions, further discussion topics):

**Examples of the feedback questions:**
- How fair was the treatment of the refugees?
- Refugees have a right to protection under Article 14 of the Universal Declaration of Human Rights and under the 1951 Convention Relating to the Status of Refugees. Were the refugees given their right to protection? Why/why not?
- Should a country have the right to turn refugees away? When? For what reasons?
- Would you turn someone away if you were a border official? What if you knew they faced death in their own country?
- How are refugees met at the borders of your country? Are any of their human rights being violated? Which?
- What can and should be done to stop people becoming refugees in the first place?

## Notes & More Pictures:



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# Cardline - Globetrotter

| | | |
|---|---|---|
| **Duration:** | 15+ | min |
| **Number of players:** | 2-7 | player/s |
| **Materials/ Tools needed:** | Card set "Cardline" | |
| **Creators:** | Asmodee | |
| **Links:** | https://boardgamegeek.com/boardgame/145014/cardline-globetrotter | |
| **Language:** | Language independent | |

## Short description:

"Cardline-Globetrotter" is a card game where players compare states according to certain values.

The game includes approximately 100 cards. Both sides of each card depict a country, while only one side of the card includes information about that country's size, population, GDP, and $CO_2$ emissions. For each game, players decide before playing which of these four country traits they'll compare.

## Image:



## Topic:

( ) Discrimination:
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
(X) Diversity
( ) Other:

## Type of game:

( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

## Goal/ Learning Objectives:

- Icebreaking
- Develop personal and professional skills - tolerance, empathy, communication, storytelling, presentation, argumentation, active listening, language training, time management, creativity, etc.

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**Recommendations for use:**

- You can also play standing up all and creating a line of people.

- You can also create your own game with the villages in your region or with the regions in your country.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Here are some questions that can be used:**
- <u>Individual self-reflection</u>
    - What can I learn from this activity?
    - Which data made me think the most?
- <u>Pairs conversations</u>
    - Did you find that some answers surprise you?
    - Which countries were the most challenging?
- <u>Discussions in groups</u>
    - What competences can you develop through this game?
    - How would they help you understand the world?

**Notes & More Pictures:**

# Case studies - Domino

| | | |
|---|---|---|
| **Duration:** | 90-120 | min |
| **Number of players:** | 10-20 | player/s |
| **Materials/ Tools needed:** | Case studies | |
| **Creators:** | Council of Europe - Domino | |
| **Links:** | https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/-/domino-a-manual-to-use-peer-group-education-as-a-means-to-fight-racism-xenophobia-anti-semitism-and-intolerance-3rd-edition-2005- | |
| **Language:** | English, French | |

### Short description:

"Case studies - Domino" activities are focusing on the peer coaching involved in peer group education programmes.

It is designed to help them to examine their role, the empowerment of young people and possible conflicts which can arise.

### Image:



### Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
(X) Diversity
( ) Other:

### Type of game:
( ) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
(X) Other:

### Goal/ Learning Objectives:

- Group building
- Develop personal and professional skills - tolerance, emphaty, communication, storytelling, presentation, argumentation, active listening, language training, time management, creativity, etc.

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**Recommendations for use:**

- You can also play standing up all and creating a line of people.
- You can also create your own game with the villages in your region or with the regions in your country.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**-    Individual self-reflection**
What can I learn from this activity?
Which data made me think the most?
**-    Pairs conversations**
**Did you find that some answers surprise you?**
**Which countries were the most challenging?**
**-    Discussions in groups**
What competences can you develop through this game?
How they would help you understand the world?

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## Conversation-ON

| Duration: | 15+ | min |
|---|---|---|
| Number of players: | 2-15 | player/s |
| Materials/ Tools needed: | Conversation-ON game | |
| Creators: | Katica Játék Kft. | |
| Links: | https://katica.hu/Tarsal-Go-beszelgetos-jatek-angol-nyelvu | |
| Language | English & Hungarian | |

### Short description:

Conversation-On is a game which aims to support the players to start extremely versatile conversations, which is ideal for getting to know each other and ourselves better.

The cards contain questions in 10 different topics related to the basic areas of life (sweet home, study, work, family, emotions, development, BESTs, people, what if?s, this and that, favorites), which the players ask each other.

### Image:



### Topic:
( ) Discrimination
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
(X) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- To start conversations and open up for other people.
- To listen to each other's opinions.
- To foster the memory of elderly people.
- To start intergenerational conversations.

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**Recommendations for use:**

- We recommend it for home, school, and team building. The advantage is that there is no time limit and it can be retrieved anywhere!

- The conversations can be shaped freely, its quality and depth are not determined by the situations.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- Invent you rule - use the cards as help to discover different topics from different angles and use them as tools to make your workshops more creative.

- Use the cards to discover topics related to inclusion - different perspectives, ideas of different people.

- The game is ideal for strengthening relationships between different generations, for informal social events, but we also recommend it to professionals working with elderly people in an educational context.

## "Diversity – Online knowledge game"

| | | |
|---|---|---|
| **Duration:** | 15-30 | min |
| **Number of players:** | Min. 2 | player/s |
| **Materials/ Tools needed:** | Online-Link | |
| **Creators:** | charta der vielfalt | |
| **Links:** | Diversity: Das Online-Wissensspiel - Für Diversity in der Arbeitswelt (charta-der-vielfalt.de) | |
| **Language:** | English, German | |

### Short description:

"Diversity - online knowledge game" tests your own knowledge of diversity topics. Depending on your level of knowledge, you can start with the basic version or jump straight into the challenging pro quiz.

The quizzes are available in German and English.

Image:



### Topic:
(X) Discrimination: all kind
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
(X) Diversity
( ) Other:

### Type of game:
( ) board
( ) card
( ) role play
( ) simulation
(X) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

● Icebreaking
● Develop knowledge of the different dimensions of diversity

<div style="border:1px solid">

**Recommendations for use:**

- Fits very well for trainees, workers and interested people

- Plan enough time to include a debriefing activity to deepen the learning experience and learning outcomes

- For further motivation, you can also offer a small prize for the winner.

</div>

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- <u>Individual self-reflection</u>
    - What can I learn from this activity?
    - Which personal topics do you like to talk about, and which ones don't?
- <u>Pairs conversations</u>
    - Which questions were easy to answer and which were more difficult? And why?
- <u>Discussions in groups</u>
    - What diversity dimensions did you recognize in the game?
    - How would they help you understand the world?
    - Have you ever heard of Unconscious Bias?

**Notes & More Pictures:**

Unter welchem Namen ist das Fest des Fastenbrechens in Deutschland und der Türkei noch bekannt?



9

DEUTSCHER DIVERSITY-TAG 2021

▲ Brotfest

◆ Zuckerfest

● Fastenfest

■ Reisfest

# Diversity Card Game

| | | |
|---|---|---|
| **Duration:** | 15 | min |
| **Number of players:** | 6-15 | player/s |
| **Materials/ Tools needed:** | 1 deck of cards and tape | |
| **Creators:** | teentalk | |
| **Links:** | https://teentalk.ca/wp-content/uploads/2014/05/Diversity-Card-Game_TeenTalk-2012.pdf | |
| **Language:** | English | |

| **Short description:** | Image: |
|---|---|
| "Diversity card game" is a game that imitates how discrimination and privilege feels like. Each person gets a card they do not know and are treated according to rank. People with the lower cards are treated worse, those with kings, for example, are treated better. At the end, everyone has to estimate which rank they have. |   Quelle: Diversity is More Than Just the Kind You Can See – TLNT |

| **Topic:** | **Type of game:** |
|---|---|
| (X) Discrimination: | ( ) board |
| ( ) Lifelong learning vs willingness to learn | (X) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| ( ) Diversity | ( ) Other: |
| ( ) Other: | |

**Goal/ Learning Objectives:**

- To discuss discrimination and privilege

**Recommendations for use:**

- Introduction for further discussions about discrimination and privilege

- good to be played in smaller groups

**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- Individual self-reflection
  - What can I learn from this activity?
  - What privileges do I have?
- Pairs conversations
  - Did you find some questions difficult to answer?
  - How did the J-K feel?
  - Do you think sometimes people think that they are a middle card, but are actually a high card?
- Discussions in groups
  - What did you learn about diversity?
  - How can these insights help you be more tolerant of others?
  - Does this activity reflect the real world at all?
  - Do you think the way you're treated impacts your self-esteem?
  - Who is treated poorly? Who is treated well in society?
  - Why are some people treated badly in real life? Why are others treated like "royalty"?
  - What values does society try to impose on us?

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# Diversonopoly

| | | |
|---|---|---|
| **Duration:** | 30+ | min |
| **Number of players:** | 10-30 | player/s |
| **Materials/ Tools needed:** | Printouts | |
| **Creators:** | Erasmus+ project | |
| **Links:** | https://www.whkt.de/avik/index.php/2019/02/14/59/ | |
| **Language:** | English, Spanish, Greek, German | |

## Short description:

"Diversinopoly" is a game where players can travel around Europe and discover interesting facts about cultures and customs.

This game is a result of an Erasmus+ strategic partnership project. It's a quiz style that you can print-and-play and enjoy discovering details and facts about different cultures around Europe.

## Image:



## Topic:
(X) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
(X) Diversity
( ) Other:

## Type of game:
(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

## Goal/ Learning Objectives:

- To introduce the subject of cross cultural communication
- To allow participants to experience some of the difficulties involved in cross cultural communication
- To enable participants to begin to identify their own values, attitudes and cultural biases

**Recommendations for use:**

- You can invite your participants to prepare 2-3 new questions for each category after they play.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Here are some questions that can be used:**

- Observations – e.g. what's going on? What happened?
- Feelings – e.g. how did you feel faced with other people?
- Learning – e.g. what did you learn from this role play?
  How can we take these lessons into real life?
- 

**Notes & More Pictures:**
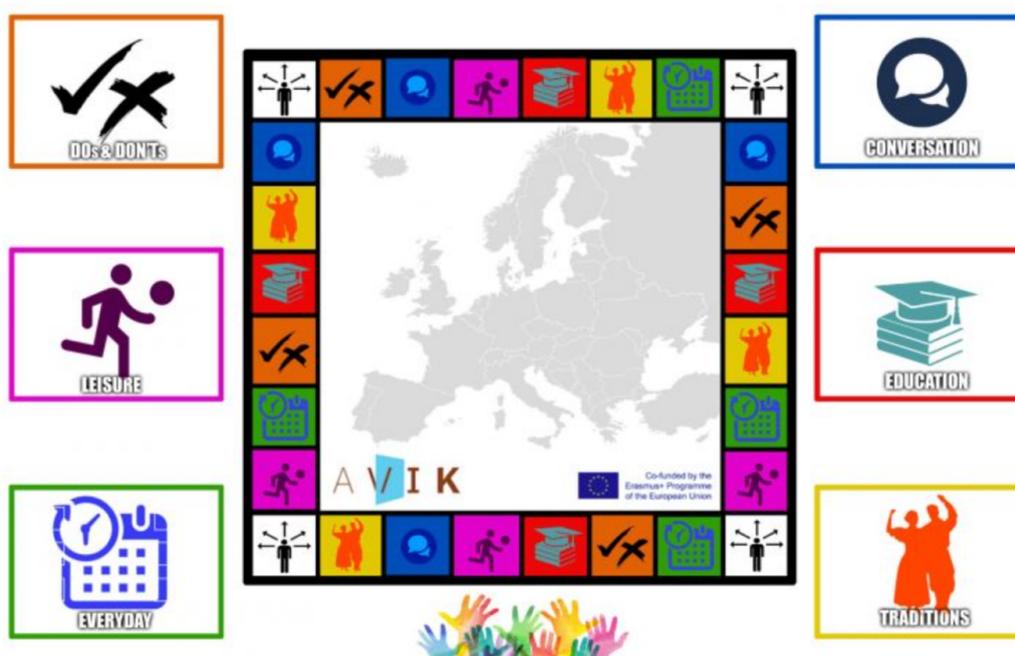
# Dixit

| | | |
|---|---|---|
| **Duration:** | 15+ | min |
| **Number of players:** | 2-8 | player/s |
| **Materials/ Tools needed:** | Board game/card set Dixit | |
| **Creators:** | Valentin Gaudicheau | |
| **Links:** | https://boardgamegeek.com/boardgame/39856/dixit | |
| **Language:** | Language independent | |

## Short description:

"Dixit" - is a game where people can travel to the world of imagination.

One player is the storyteller for the turn and looks at the images on the 6 cards in her hand. From one of these, she makes up a sentence and says it out loud (without showing the card to the other players).

Each other player selects the card in their hands which best matches the sentence and gives the selected card to the storyteller, without showing it to the others.

The storyteller shuffles her card with all the received cards. All pictures are shown face up and every player has to bet upon which picture was the storyteller's.

If nobody or everybody finds the correct card, the storyteller scores 0, and each of the other players scores 2. Otherwise the storyteller and whoever found the correct answer scored 3. Players score 1 point for every vote for their own card.

Image:



## Topic:
( ) Discrimination:
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
(X) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
(X) Diversity
( ) Other:

## Type of game:
(X) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

## Goal/ Learning Objectives:

● Icebreaking.

- Develop personal and professional skills - tolerance, empathy, communication, storytelling, presentation, argumentation, active listening, language training, time management, creativity, etc.

**Recommendations for use:**

- You can use it with bigger groups too.

- You can use the card for a storytelling game or for an evaluation process.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Here are some questions that can be used:**
- How did you feel playing?
- Was it easy to understand other people's statements?
- Was it hard to explain in one sentence the pictures?
- What can you learn from this game?
- How can you use it in real life?

**Notes & More Pictures:**



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# Ecogon

| Duration: | 30-90 | min |
|---|---|---|
| Number of players: | 1-6 | player/s |
| Materials/ Tools needed: | Game set "Ecogon" | |
| Creators: | Micha Reimer | |
| Links: | https://www.ecogon.de/ | |
| Language: | German | |

### Short description:

"Ecogon" - is a game where you can practice life in nature in your small ecosystem.

Whether playing cooperatively or against each other, the rules of Ecogon are simple: assemble animals, plants, and habitats so that as many species as possible find a place to survive. Your small ecosystem will be changed and damaged again and again by event cards. Only when it is stable enough will you be victorious.

### Image:



### Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
(X) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

● Develop personal and professional skills – teamwork, tolerance, empathy, communication, active listening
● Learning new facts about the environment and nature

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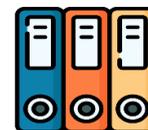
**Recommendations for use:**

- You can play the game together or against each other, depending on the learning objective/ group

- You can use the game as icebreaker for the topic environmental protection

---

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- Individual self-reflection
  - What did I learn from this activity?
  - Which data made me think the most?
- Pairs conversations
  - Did you find that some answers surprise you?
  - Which event cards were the most challenging?
- Discussions in groups
  - What competences can you develop through this game?
  - Was it easy to cooperate with the others?
  - How would they help you understand the world?

---

**Notes & More Pictures:**





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## Equirarchy

| | | |
|---|---|---|
| **Duration:** | 15-20 | min |
| **Number of players:** | 2-4 | player/s |
| **Materials/ Tools needed:** | Equirarchy cards | |
| **Creators:** | Ádám Bui, Tudatos Ifjúságért Alapítvány | |
| **Links:** | www.playinclusive.com | |
| **Language** | English | |

**Short description:**

Equirarchy - is a small draft game about archetypal group dynamics. It tries to explore how different types of people interact with each other or how the "value" of an individual given to them by the system can depend on their social environment and position.

It invites the players to think about and discuss such topics as social structures, character archetypes or interdependence. It tries not to dictate any specific values or judgements but rather to foster critical thinking.

The game has been developed as part of the PlayIn'clusive project in 2019 within the framework of Erasmus+ Programme.

Image:



| **Topic:** | **Type of game:** |
|---|---|
| ( ) Discrimination | ( ) board |
| ( ) Lifelong learning vs willingness to learn | (X) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| (X) Diversity | ( ) Other: |
| (X) Other: | |

**Goal/ Learning Objectives:**

- To understand the value of each individuals in our societies
- To analyse the structure of society
- To analyse the interaction of people and how it affects the structure of societies
- To foster critical thinking.

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**Recommendations for use:**

- In the game each player tries to build a social group with different characters of their choice. The position of each character and their interaction with each other will make the social group.

- You may use this game for understanding how different society structures can function or cannot function well.

- Make the aim of building up the best ever functioning society with inventing new characters or raise the values each character have by adding extra values to them.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- **Feedback/reflection questions can be to start the discussion at the end of the game:**
  - What values do you need for the best functioning society?
  - How can inclusion be supported to raise the values of each individual?
  - Does the form of state affect the value of each individual and also how inclusive a society can be?

**Notes & More Pictures:**

[Learn how to play by the creator in this tutorial video!](#)

## ETHIC-POLY

| | | |
|---|---|---|
| **Duration:** | 60 min+ | min |
| **Number of players:** | 4+ | player/s |
| **Materials/ Tools needed:** | Game set "Ethic-Poly" | |
| **Creators:** | Baltic Regional fund/ 8KEYCOM project | |
| **Links:** | https://drive.google.com/drive/u/5/folders/16aRqXwbILv2AiqB38iruDr9y9-b--bZj | |
| **Language:** | English, Latvian, Spanish, Estonian, Croatia | |

| **Short description:** | **Image:** |
|---|---|
| "Ethic-Poly" - is the game that leads to thinking about different social projects and why implementation of such projects are important. Through this game players also develop a bunch of competences – communication, critical thinking, mathematical, social and civic competence, understanding of diversity etc.<br><br>Game "Ethic-Poly" was developed during Erasmus+ strategic partnership project "Enterprising and Surprising through 8 Key Competences". |  |

| **Topic:** | **Type of game:** |
|---|---|
| ( ) Discrimination: | (X) board |
| ( ) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| (X) Active participation in local communities | ( ) computer |
| (X) Inclusion with no borders | ( ) VR |
| (X) Diversity | ( ) Other: |
| ( ) Other: | |

### Goal/ Learning Objectives:

In this game participants are invited to think about different social factors in the local society and problem solving.

Participants will:
- To learn how to plan and optimize a budget.
- Develop expression and communication skills, willingness to compromise and overcome prejudices.
- Evaluate the impact of funding social projects and discover the influence of different factors to the economy.
- Develop awareness to respect social diversity.
- Develop different competences, including critical thinking, mathematical, social and civic competence.

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**Recommendations for use:**

- The goal of the game is to manage the available budget (starting from 4M€/player) to invest in as many social projects as possible.

- If there are many players, one of them can choose to be only a banker and not a player.

- The game could be adapted to the local real projects, looking at the funding distributed by the public institutions to the social organizations. It would be a way to better understand the local reality and it could be linked with entrepreneurship competences.

- Be creative and invent new games and rules with provided materials!

**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

- **Examples of the feedback questions:**
    - (Experience) What did you observe during the game (objective facts)? What happened? Do you know any projects like those in the game?
    - (Reflection) How did you feel?
    - (Conceptualize) What can we learn out of it?
    - (Applying) How can we transfer it to our lives? How does the economy influence social development?

**Notes & More Pictures:**



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# Evolution Climate

| Duration: | 60 | min |
|---|---|---|
| Number of players: | 2-6 | player/s |
| Materials/ Tools needed: | Game set "Evolution Climate" | |
| Creators: | Dominic Crapuchettes, Dmitry Knorre, Sergey Machin, Ben Goldman, Catherine Hamilton | |
| Links: | https://www.northstargames.com/products/evolution-climate | |
| Language: | English | |

**Short description:**

"Evolution: CLIMATE" is a game where players adapt their species in a dynamic ecosystem where food is scarce, predators lurk, and the climate can swing between scorching hot and icy cold.

Traits like a Hard Shell and Horns can protect your species from Carnivores while a Long Neck will help them get food that others cannot reach. Heavy Fur and Migratory can protect your species from the cold while being Nocturnal or Burrowing will provide protection from the cruel desert sun. With over 200,000 ways to evolve your species, every game evolves into a different adventure.

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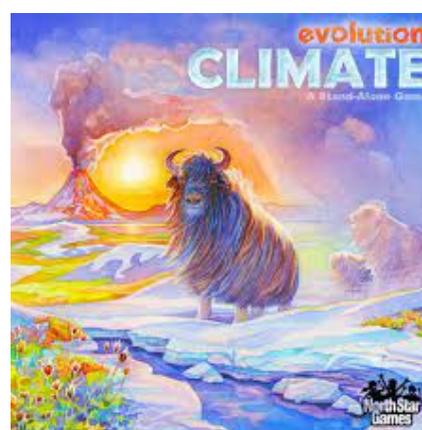


| Topic: | Type of game: |
|---|---|
| ( ) Discrimination: | (X) board |
| (X) Lifelong learning vs willingness to learn | ( ) card |
| (X) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| ( ) Diversity | ( ) Other: |
| ( ) Other: | |

**Goal/ Learning Objectives:**

- Develop personal and professional skills –tolerance, empathy, communication, active listening
- Learning new facts about the environment, nature and climate change

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**Recommendations for use:**

- You can use the game as icebreaker for the topic environmental protection

- Can be played in several smaller groups to compare the different outcomes at the end

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- <u>Individual self-reflection</u>
    - What did I learn from this activity?
    - Which data made me think the most?
- <u>Pairs conversations</u>
    - Did you find that some answers surprise you?
    - Which event cards were the most challenging?
- <u>Discussions in groups</u>
    - What competences can you develop through this game?
    - How would they help you understand the world?

**Notes & More Pictures:**
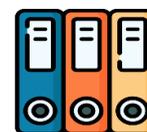
## Fair Play

| Duration: | 50 | min |
|---|---|---|
| Number of players: | Max. 30 | player/s |
| Materials/ Tools needed: | | |
| Creators: | | |
| Links: | http://playfairplay.de | |
| Language: | Dutch, English, German, Portuguese, Spanish, Turkish | |

### Short description:

"Fair Play" - is a game which confronts players with discrimination against Muslims and homosexuals and with anti-Semitism. The game challenges them to think about their own actions. In this way, the students develop an awareness of their behavior and the impact of their statements.

The game shows how behavior influences situations. Young people react to discriminatory behavior. Consciously or unconsciously, they take on the social role of perpetrators, bystanders or helpers. The characters Julia, Ab and Remco in the game react to this.

### Image:



### Topic:
(X) Discrimination: all kind
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
( ) board
( ) card
( ) role play
( ) simulation
(X) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- Knowledge and personal skills: tolerance, prejudice, discrimination
- Becoming more sensitive for discriminatory statements and behavior

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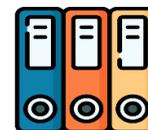
**Recommendations for use:**

- The game gives good opportunities for further discussions and self-reflection about prejudice and discrimination

- good to be used at the beginning and in the end of a session, to review what you have learned

**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- Individual self-reflection
    - What can I learn from this activity?
    - Was it easy for me to discover discrimination?
- Pairs conversations
    - Which discriminatory statement surprised me the most?
- Discussions in groups
    - What competences can you develop through this game?
    - What did you learn new about discrimination?
    - What suggestions can you imagine incorporating into your everyday life?

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# Fate of the world: Tipping points

| | | |
|---|---|---|
| **Duration:** | 60+ | min |
| **Number of players:** | 1- | player/s |
| **Materials/ Tools needed:** | Computer, Internet | |
| **Creators:** | Red Redemption | |
| **Links:** | https://store.steampowered.com/app/901776/Fate_of_the_World_Tipping_Point/ | |
| **Language** | English | |

## Short description:

Fate of the World: Tipping Point - is a complex, turn-based strategy game in which players take care of the needs of a growing world population.

Players can influence an area with their actions, but it isn't a direct cause-effect action. Everything is interrelated and extremely complicated. Players accept one of nine missions with challenging and dire goals like world peace, population survival, using renewable resources, and keeping Africa sustainable and functional. Each mission has certain win-or-lose conditions. Completing missions requires flexible thinking and the ability to form a strategy around constantly shifting variables.

### Image:



## Topic:
( ) Discrimination
( ) Lifelong learning vs willingness to learn
(X) Environment and climate change
( ) Elderly people to minimize ageing discrimination
(X) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

## Type of game:
( ) board
( ) card
( ) role play
( ) simulation
(X) computer
( ) VR
( ) Other:

## Goal/ Learning Objectives:

- To learn how to integrate a lot of information into their strategy.

- Deeper understanding of global systems (climate, energy markets, technology, economy)

**Recommendations for use:**

- The game is not a simulator, it's not absolutely realistic, but it presents a nice approximation of some problems. Don't be afraid of failure. Try to identify causes and effects. Do research outside of the game.

- Players have to find a balance among civil unrest, ecological impact, and the safety and satisfaction of the world's citizens. They also must manage resources; money; emissions; supply and demand of oil, coal, and electricity; political intrigue; and more.

- Players succeed if they can understand and consider the political, economical, societal, techological, and ecological situations in each region and make wise decisions about dealing with them. Many strategies can be used, including trial and error or prioritizing different elements (such as making citizens happier or increasing sustainability).

- Each combination of factors is unique to the region, so players have to evaluate each factor and region individually. It's similar to playing multiple games at once, each of which affects the others, while finding a balance among them.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- **Feedback/reflection questions can be to start the discussion at the end of the game:**
  - What was your strategy which helped you in solving upcoming problems?
  - How did it make you feel when you failed and how did you feel when succeeding?
  - How difficult was it to consider the different aspects?
  - How do these factors affect our everyday lives?

**Notes & More Pictures:**

# Feelinks

| Duration: | 20-40 | min |
|---|---|---|
| **Number of players:** | 3-8 | player/s |
| **Materials/ Tools needed:** | Board Game "Feelinks" | |
| **Creators:** | Vincent Bidault, Jean-Louis Roubira | |
| **Links:** | https://actingames.com/fr/feelinks/ | |
| **Language** | English (also available in Spanish, Hungarian, Latvian and German) - original in French | |

| **Short description:** | Image: |
|---|---|
| Feelings - the original game, was proclaimed winner of the call for projects launched by the city of Poitiers in the fight against discrimination. The goal was the creation of a simple, easily playable game that relies on situations or questions around discrimination.<br><br>The aim of the game is to express your own and correctly guess the other's emotion. Feelinks contains 50 cards offering 150 situations from everyday life. Upon hearing a given situation, each player is invited to choose, among the potential emotions, the one that he/she feels closest to. Next, the players must wager on the partner's emotion in the same situation. |  |

| **Topic:** | **Type of game:** |
|---|---|
| (X) Discrimination<br>( ) Lifelong learning vs willingness to learn<br>( ) Environment and climate change<br>( ) Elderly people to minimize ageing discrimination<br>( ) Active participation in local communities<br>( ) Inclusion with no borders<br>(X) Diversity<br>( ) Other: | (X) board<br>( ) card<br>( ) role play<br>( ) simulation<br>( ) computer<br>( ) VR<br>( ) Other: |

**Goal/ Learning Objectives:**

- In the game, the personal preconceptions are challenged.
- The developed empathy for each player is conducive to the debate and to challenges of our preconceptions.
- The game will reveal your insight and understanding of other people's emotions.

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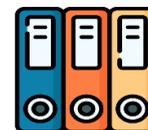
**Recommendations for use:**

- Taking into consideration the spirit of the game, make sure at least one full round is played per player so that everyone has the opportunity to be the Master of emotions (first player).
- With 3 or 4 players, we suggest you play two full rounds per player. If you play without counting each round, the first player to reach the last square of the Emotion track ends the game.
- Choose the deck of cards that you use to play. You may of course play with the deck of your choice in any given context, but it is advised to take into consideration the suggested ages and the relations among the people. Otherwise, it is also possible to play with several decks at once.

---

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- **Feedback/reflection questions can be to start the discussion at the end of the game:**
  - How difficult was it to reveal your emotions in different situations?
  - How did you make the guess of other people's feelings? What led you to make a decision?
  - Do you realise any differences amongst the strategies you had to make decisions at the beginning and later during the game? Is there anything that changed your way of thinking?
- **Further discussion topics, next steps:**
  - continue to analyse preconceptions in people by talking of values and how feelings in different situations might connect with one's value system

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**Notes & More Pictures:**

# Fish 'n' flips

| | | |
|---|---|---|
| **Duration:** | 15-30 | min |
| **Number of players:** | 1-6 | player/s |
| **Materials/ Tools needed:** | Card set "Fish 'n' flips" | |
| **Creators:** | Kevin Luhn | |
| **Links:** | https://www.gaiagames.de/spiele/fish-n-flips/ | |
| **Language:** | German | |

## Short description:

"Fish 'n' Flips" - is about rescuing marine animals such as dolphins and turtles from fishing nets cooperatively or in a race. Many marine animals that end up in fishing nets are bycatch and are often taken out of the sea "for free".

Fish 'n' Flips is first and foremost a puzzle game with a variable difficulty level, in which you have to plan well together to discover the best rescue possibilities. The cards are laid out memory-like and you flip and swap cards to form swarms, because only together will the sea creatures manage to escape.

Image:
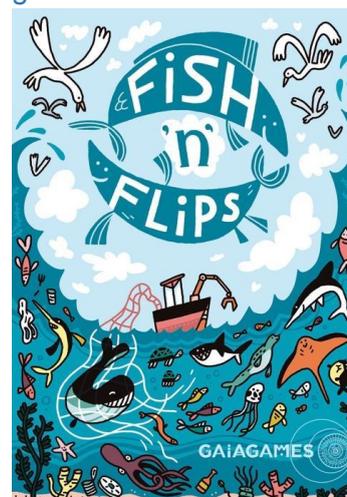
## Topic:
( ) Discrimination:
( ) Lifelong learning vs willingness to learn
(X) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

## Type of game:
( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

## Goal/ Learning Objectives:

- Develop personal and professional skills – teamwork, tolerance, cooperation, communication, memorizing, and problem solving
- Knowledge about sustainability, fishing and garbage in the seas

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**Recommendations for use:**

- The game is perfect for young and old people to learn more about saving sea creatures and trash in the sea

- The game gives good opportunities for further discussions and self-reflection about suggestions how to save marine animals and keep the seas clean

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</table>

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- Individual self-reflection
    - What can I learn from this activity?
    - What have I done so far in my everyday life to protect the sea?
- Pairs conversations
    - Which marine animal was the easiest to save?
- Discussions in groups
    - What competences can you develop through this game?
    - What suggestions can you imagine incorporating into your everyday life?

**Notes & More Pictures:**

# Flixa

| | | |
|---|---|---|
| **Duration:** | 90-120+ | min |
| **Number of players:** | 2-10 | player/s |
| **Materials/ Tools needed:** | Card set Flixa | |
| **Creators:** | IGRIKA | |
| **Links:** | http://igrika.ru/index.php/games-2/flixa/flixa-classic-english-edition/?fbclid=IwAR26ea_H4eWeJNuuFPKT6N2AMxu5Gt-q7Ns6DlpRUAiPQgH597opYC3oBW8 | |
| **Language:** | English, Latvian, Russian, Belarussian, Lithuanian, German | |

### Short description:

"Flixa" - card game's main goal is to multiply your start-up capital and earn more than other players in five game years by trading in the stock exchange, building a business or working in the real estate market.

Game objective is to create, in five «game years», the greatest capital in assets and money on the account. One dealing of cards is considered to be one game per year. One conventional unit of game currency is accepted as money, call it as you like. Assets – are stocks, garages, rooms, offices, cottages, apartments, shopping centers and businesses (see item «Assets» of the Game Rules).

### Image:



| **Topic:** | **Type of game:** |
|---|---|
| ( ) Discrimination: | ( ) board |
| (X) Lifelong learning vs willingness to learn | (X) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| ( ) Diversity | ( ) Other: |
| (X) Other: Entrepreneurship | |

### Goal/ Learning Objectives:

- To develop entrepreneurial skills and attitude
- To develop communication, presentation, and argumentation skills
- To develop forward thinking and other important competencies for personal and professional life.

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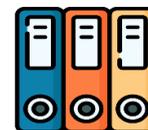
**Recommendations for use:**

- Before the start of the game, all participants are issued a start-up capital in accordance with the chosen difficulty mode of the game. This is the money that players have accumulated over the previous year economizing their wages, as a financially literate person should do. The players will invest this money in various assets in order to increase capital. The player puts down the issued amount in the form field «Money». The same amount is subsequently issued to players before the beginning of each following game year.

- The game includes 4 types of unprofitable «penny» shares - B1, B2, B3, B4 and EU bonds, yielding a small income. The real estate market is represented by six types of assets from land to shopping centers. The prices for these assets are constantly changing in the game as the game cards are opened on the table, which makes it possible to earn not only on a rental payment, but also on the market price spread. There is an opportunity to create and develop your business from one stand to the whole network and sell it to an angel investor in the game.

- The game lasts from 3 to 10 game years. One game year is one deal of game cards on a table. After the cards are opened, the year ends. At the end of the year, the players calculate the profit from assets and increase capital. The winner is the one who formed the maximal capital.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Here are some questions that can be used:**
- Individual self-reflection
  - What can I learn from this activity?
  - How can I connect it with my life?
- Pairs conversations
  - What was the most challenging?  Why?
  - What did you enjoy the most?
- Discussions in groups
  - What competences can you develop through this game? űHow would they help you in a professional and personal life?
  - 

**Notes & More Pictures:**



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## Game of Bricks

| Duration: | 30-60 | min |
|---|---|---|
| Number of players: | 4- | player/s |
| Materials/ Tools needed: | Brick pieces, Lego | |
| Creators: | N/A | |
| Links: | https://gameofbricks.eu/blogs/news/team-building-activities-with-lego-bricks | |
| Language | English | |

### Short description:

Game of bricks - is a set of games, mainly team building activities to be played using Lego (or other) bricks. You can use LEGO bricks in your team building activities, thereby reducing the chance that players get bored.

### Image:
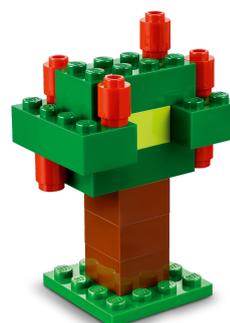


### Topic:
( ) Discrimination
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
( ) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
(X) Other: team building

### Goal/ Learning Objectives:

- Learn how to work together in a fun way
- Develop skills such as cooperation, communication, leadership, solidarity, empathy, listening etc.

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---

<div align="center">

**Recommendations for use:**

</div>

- Choose the activity that best fits the needs of your groups and the learning goal.

- You can develop your own ideas as well, using Lego bricks and the fun factor of building together during your activity.

---

<div align="center">

**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

</div>

- **Feedback/reflection questions can be to start the discussion at the end of the game:**
  - How did you feel in the given "role"?
  - How satisfied were you with the team work and why?
  - How did you complete the goal?
  - What would you do differently if you could do this activity again?
  - How can this learning experience and its outcomes support you in your professional life?

---

# Get into the circle

| | | |
|---|---|---|
| **Duration:** | 10+ | min |
| **Number of players:** | 10-30 | player/s |
| **Materials/ Tools needed:** | Nothing, outdoor activity recommended | |
| **Creators:** | | |
| **Links:** | | |
| **Language:** | Language independent | |

### Short description:

"Get into the Circle" is a short energizer game.

The game consists of all participants making a circle with their hands strongly taken and close to each other. Then, one volunteer steps outside and tries to go in.

### Image:



### Topic:
(X) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
(X) Diversity
( ) Other:

### Type of game:
( ) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
(X) Other: Energizer

### Goal/ Learning Objectives:

- To introduce the concept of assumptions and the power of prejudice.
- To allow participants to experience some of the difficulties involved in cross cultural communication.
- To enable participants to begin to identify their own values, attitudes and cultural biases.

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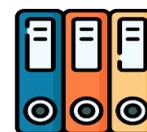
**Recommendations for use:**

- Better in an open-air setting, if possible in the grass.

</div>

<div style="border:1px solid">

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- Observations –
  What's going on? What happened?
  What were the instructions given?
  Did anyone say that the group should NOT ALLOW THE OTHERS TO ENTER?

- Feelings –
  How did you feel faced with other people?

- Learnings –
  What did you learn from this role play?
  How can we take these lessons into real life?

</div>

# GET ORGANISED!

| | | |
|---|---|---|
| **Duration:** | 90-120 | min |
| **Number of players:** | 4-10 | player/s |
| **Materials/ Tools needed:** | Get organised! board game | |
| **Creators:** | Közélet Iskolája | |
| **Links:** | https://kozeletiskolaja.hu/post/szervezodj-erdekvedelmi-tarsasjatek/# | |
| **Language** | Hungarian | |

**Short description:**

Get organised! - is an interest protection & advocacy board game developed by Közélet Iskolája. The game aims to show that there are countless forms of activism and advocacy - and that everyone can do it! The game leads to good conversations and even collaborations around different issues, as well as expand the toolbox of active citizens.

In the game players take on the role of different civic organizations over several rounds and in each round they jointly stand up for a new social cause.

Image:



| Topic: | Type of game: |
|---|---|
| ( ) Discrimination | (X) board |
| (X) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| (X) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| ( ) Diversity | ( ) Other: |
| ( ) Other: | |

**Goal/ Learning Objectives:**

- Gain knowledge about civic rights and advocacy possibilities
- Practice lobbying in different issues
- Develop communication and activism skills

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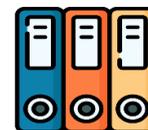
**Recommendations for use:**

- Get organised! is based on storytelling, so people can let your imagination run wild while playing and create the most creative campaigns. But the possibilities are limited, since you could only build from a few resources in each round, and luck also has some role in the final result.

- In the game, you can make decisions together and individually, but you can only win together, as a group. Are you able to come together and use all your resources for a good cause?

- Examples of a causes:
  - You want to prevent a shopping mall from being built in place of the city park
  - You are fighting not to reduce the duration of unemployment benefits

**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

- **Feedback/reflection questions can be to start the discussion at the end of the game:**
  - Why do you think advocating for someone's or our own rights is important?
  - How can you support inclusion with activism?
  - How easy it is to make the right decisions? How can you make sure that your decisions are inclusive and support each member of the community?

---

**Notes & More Pictures:**

Print&Play version of the game in Hungarian

Check out the video about how to play with the Get organised board game:

▶ Szerveződj! - társasjáték aktivizmusról és társadalmi igazságosságról




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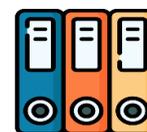
# Goalball

| | | |
|---|---|---|
| **Duration:** | 24 (2x12) | min |
| **Number of players:** | 6 (3x3) | player/s |
| **Materials/ Tools needed:** | Field to play, rattle ball | |
| **Creators:** | Hans Lorenzen and German Sepp Reindle | |
| **Links:** | N/A | |
| **Language** | Language independent | |

| **Short description:** | Image: |
|---|---|
| Goalball - is a team sport designed specifically for players with a vision impairment. Participants compete in teams of three, and try to roll a rattle ball (that has bells embedded in it) into the opponents' goal field. The ball is thrown by hand and never kicked. Using ear-hand coordination, originating as a rehabilitation exercise, the sport has no able-bodied equivalent. Able-bodied players are also blindfolded when playing this sport.<br><br>Played indoors, usually on a volleyball court, games consist of twelve-minute halves.<br><br>Teams alternate throwing or rolling the ball from one end of the playing area to the other, and players remain in the area of their own goal in both defense and attack. Players must use the sound of the bell to judge the position and movement of the ball. Eyeshades allow partially-sighted or fully-sighted players to compete on an equal footing with blind players. | |

| **Topic:** | **Type of game:** |
|---|---|
| ( ) Discrimination | ( ) board |
| ( ) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| (X) Diversity | (X) Other: Indoor/Outdoor sport game |
| (X) Other: Disabilities | |

**Goal/ Learning Objectives:**

- Experience a fully inclusive sport activity
- Develop empathy and understanding towards people living with vision impairment

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**Recommendations for use:**

- Eyepatches (blindfolds) may be worn under eye shades to ensure complete coverage of the eye, and prevent any vision should the eyeshades become dislodged.

- The game relies heavily on the sense of hearing instead of sight, so all outside noise, including cheering, clapping, chanting must be fully eliminated. During the game talking is not allowed, everyone in the game and outside must remain silent.

- It can be played outdoors as well, but you need to take care of the environment as the game requires full silence.

- Any new rules can be invented to be played with a rattle ball

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- **Feedback/reflection questions can be to start the discussion at the end of the game:**
  - How did you feel during the game?
  - Was it easy/difficult for you to concentrate more on one sense? What was your immediate reaction when you lost your sights and how did you react later on in this situation?
  - What was the most memorable, pointing out moment for you?
  - How can you use this activity when working on inclusion topic in adult education?

**Notes & More Pictures:**

## Green Deal

| | | |
|---|---|---|
| **Duration:** | 60-90 | min |
| **Number of players:** | 3-5 | player/s |
| **Materials/ Tools needed:** | Board game set "Green Deal" | |
| **Creators:** | Juma Al-JouJou | |
| **Links:** | https://spiele.tips/green-deal | |
| **Language:** | German | |

### Short description:

"Green Deal" is a game where you'll run an international company in the year 2050!

It's your job to increase profits and plan finances. But your business doesn't just have to be profitable. Due to resource scarcity and social misery, governments increasingly require you to produce cleanly and comply with social standards.

Customers have also become more demanding. That's why you initiate PR campaigns. Do good and, above all, talk about it!

### Image:
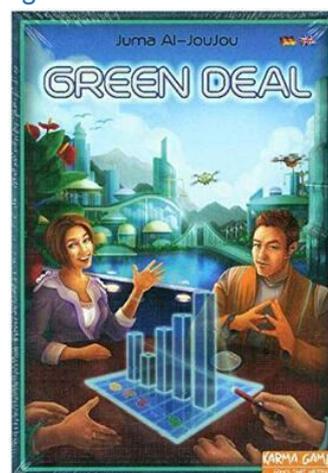


### Topic:
( ) Discrimination:
( ) Lifelong learning vs willingness to learn
(X) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- Develop personal and professional skills – teamwork, tolerance, cooperation, communication, memorizing, marketing and problem solving
- Knowledge about the difficulties with implementing sustainability in a company

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**Recommendations for use:**

- good for people in the management and governance sector

- The game gives good opportunities for further discussions and self-reflection about suggestions how implement sustainability

---

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- <u>Individual self-reflection</u>
  - What can I learn from this activity?
  - What have I done so far in my everyday life to protect the environment?
- <u>Pairs conversations</u>
  - Which marketing strategy worked best?
- <u>Discussions in groups</u>
  - What competences can you develop through this game?
  - Which suitability standards were the easiest to implement?
  - What suggestions can you imagine incorporating into your everyday life?

---

**Notes & More Pictures:**

## Green House

| | | |
|---|---|---|
| **Duration:** | 20-30 | min |
| **Number of players:** | 1-8 | player/s |
| **Materials/ Tools needed:** | Game set "Green House" | |
| **Creators:** | Alix Dvorak, Adam Lupu | |
| **Links:** | https://www.greenhousegame.com/ | |
| **Language:** | English | |

### Short description:

"Green House" is a game where players need to team up to stop climate change and restore our Green House - in a game, and then in real life.

Win by playing real world solutions in the face of climate events that just keep coming at us. Avoid bankruptcy, hopelessness, or over-pollution. Each card is a real-life climate solution with a way to get inspired and take action.

### Image:



### Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
(X) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- Develop personal and professional skills –tolerance, empathy, communication, active listening
- Learning new facts about the environment, nature and climate change

**Recommendations for use:**

- You can use the game as an icebreaker for the topic of environmental protection and climate change.

- Good for groups to improve teamwork.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- Individual self-reflection
  - What did I learn from this activity?
  - Which data made me think the most?
- Pairs conversations
  - Did you find that some answers surprise you?
  - Which event cards were the most challenging?
- Discussions in groups
  - What competences can you develop through this game?
  - How would they help you understand the world?

**Notes & More Pictures:**

## Habitat Expeditie

| | | |
|---|---|---|
| **Duration:** | 90-120 | min |
| **Number of players:** | 1+ | player/s |
| **Materials/ Tools needed:** | Computer, Internet, Notebook, Pen | |
| **Creators:** | Habitat for Humanity | |
| **Links:** | https://habitatonlineexpedition.ie/en/ | |
| **Language** | English (Holland) | |

### Short description:

Habitat Expeditie - is Habitat for Humanity's online expedition where players are invited to travel around the world and discover about Habitat's work through a challenging and exciting online escape room.

As you complete the challenging puzzles and exciting games you will learn more about why housing is vital in breaking the cycle of poverty and helping to drive the sustainable development goals. That's why Habitat is focused on building a world where everyone has a safe place to live.

So pack your bag and sign up for the journey

### Image:



### Topic:
(X) Discrimination
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
( ) Diversity
(X) Other: Poverty

### Type of game:
( ) board
( ) card
( ) role play
( ) simulation
(X) computer
( ) VR
(X) Other: escape room

### Goal/ Learning Objectives:

- Understand more about poverty and the importance of housing project in fighting against it
- To understand the work that Habitat for Humanity does in this field
- Build empathy and understanding towards people living in poverty

## Recommendations for use:

- Make sure you have a pen and paper handy; there is some working out involved!

- This game is designed for a desktop computer or a laptop. If you want to use a smaller screen some things may not work as well or may not be very visible.

- This journey is most fun in teams, so gather your group and make sure everyone can see the screen! Playing from separate places? Use a video call to talk to each other so you can solve the puzzles together.

- Some puzzles are harder than others. This allows everyone to be challenged at some point in the game.

- Worried you might get stuck? There are hints provided.

- The solution to a puzzle may be a number or a letter you have to fill in somewhere else. Remember and/or write these answers down.

- Worried that you won't have enough time to complete the game in one sitting? Don't stress, you can copy your URL and go back!

## Tips and Tricks for Facilitators
### (e.g. feedback questions, further discussion topics):

- Play with more groups and make it a challenge

- After the game you can have a deeper discussion on poverty and inclusion topics such as non-discrimination and equity

# Identity (Psychological board game)

| | | |
|---|---|---|
| **Duration:** | 120 | min |
| **Number of players:** | 2-6 | player/s |
| **Materials/ Tools needed:** | Board Game "Identity" | |
| **Creators:** | Dr. Füzesi Györgyi | |
| **Links:** | https://identityjatek.hu/ | |
| **Language** | Hungarian | |

## Short description:

Identity - is a unique board game that in addition to deepening self-knowledge, it has an impact on self-development. The players can also expand their knowledge in psychology by getting background explanations. By applying the game's rules of communication the players can develop their culture of interaction and emotional intelligence. This game is a mini self-knowledge and communication-developer training, in which the players are protected by the rules and the framework of the game in a playful way.

## Image:



## Topic:

( ) Discrimination
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
(X) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
(X) Other: Self-development

## Type of game:

(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

## Goal/ Learning Objectives:

A game contributes to:
- get to know more about yourself
- become more intimate with others
- find a (new) life's mission
- discover new things about yourself for further development
- trust yourself more
- take control of your life decisions
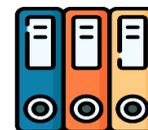
**Recommendations for use:**

- In order for one to get the most out of themselves, to treat themselves in the best way, they need to be aware of their talents, abilities, desires, goals, values, and way of working. The game's tasks help players take stock of their inner treasures.

- The game aims to look at our still unknown areas and collect new puzzle pieces for our personality by developing our self-awareness. And since this game was primarily designed to be "social" (although, of course, closed-minded people can also play alone), it should also mean that the players open up and get closer to each other, and learn a lot about each other something that is everyday it might remain hidden in the simple interactions of life. So the game also has a relationship-building effect.

- This game has been primarily developed for adults, but it can be played also with teenagers over the age 13.

- During the game, you open up and get closer to the other players, you learn a lot about them, and you also reveal things about yourself that would perhaps remain hidden in simple contact in everyday life. As a result it can be an important tool in strengthening relationships.

**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

- Self-disclosure is a sensitive and risky thing. People show their innermost, most sensitive parts to each other in connection with some tasks. To receive that, a safe, accepting environment is needed. It is very important to create a safe,attentive, non-judgmental atmosphere in which players can open up and overcome their fears.

- To this you may set some basic rules with the players:
  - Do not interrupt anyone
  - Do not analyse and/or criticize each other
  - Do not interpret what others said
  - Do not give advice
  - The subject of the statements should be "I"
  - Do not force someone to talk if they want to pass

**Notes & More Pictures:**

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the European Union

# Identity lotto (Identitätenlotto)

| | | |
|---|---|---|
| **Duration:** | 90 | min |
| **Number of players:** | 2-6 | player/s |
| **Materials/ Tools needed:** | Board game with cards "Identitätenlotto" | |
| **Creators:** | Juliette Wedl, Veronika Mayer, Eva Jaeger-Nilius | |
| **Links:** | Identitätenlotto – Ein Spiel quer durchs Leben (identitaetenlotto.de) | |
| **Language:** | German | |

### Short description:

"Identity Lotto" board game guides you through another identity.

What is life like in another identity? This question guides you through the game. With your new, randomly drawn game identity, you live in Germany (Austria, Switzerland) and go through various life themes such as everyday life, self-image and family.

In addition to everyday events, your game identity encounters questions about life.

### Image:



### Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
(X) Diversity
( ) Other:

### Type of game:
(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- Learning about diversity, new insides about prejudices and inequality, Gender, Nationality, Sexuality
- Develop personal skills - tolerance, empathy, communication, active listening, argumentation

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**IO3 – Collection of good practices of existing games and tools for inclusion in adult education**
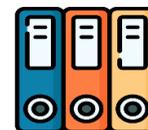


| Recommendations for use: |
|---|
| ● Target group: people from 15-99 years |
| ● good to be played in several smaller groups and compare at the end |

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- Individual self-reflection
  - What can I learn from this activity?
  - Which information made me think the most?
- Pairs conversations
  - How did you feel?
  - Did some of your feelings surprise you?
- Discussions in groups
  - What biases have you noticed?
  - How can we prevent prejudice ourselves?
  - What competences can you develop through this game?
  - How would they help you understand the world?

**Notes & More Pictures:**

# Ikonikus

| | | |
|---|---|---|
| **Duration:** | 15+ | min |
| **Number of players:** | 2-8 | player/s |
| **Materials/ Tools needed:** | Card set "ikonikus" | |
| **Creators:** | Brain picnic | |
| **Links:** | https://boardgamegeek.com/boardgame/148381/ikonikus | |
| **Language:** | English | |

| **Short description:** | Image: |
|---|---|
| "Ikonikus" is a game in which playing with emotions has never been so much fun. In the game, a player raises an issue and the others must choose which of their cards best represents that emotion. Each card represents an emotion with multiple readings.<br><br>The game includes approximately 100 cards. | |

| **Topic:** | **Type of game:** |
|---|---|
| ( ) Discrimination:<br>(X) Lifelong learning vs willingness to learn<br>( ) Environment and climate change<br>( ) Elderly people to minimize ageing discrimination<br>( ) Active participation in local communities<br>( ) Inclusion with no borders<br>( ) Diversity<br>(X) Other: | ( ) board<br>(X) card<br>( ) role play<br>( ) simulation<br>( ) computer<br>( ) VR<br>( ) Other: |

**Goal/ Learning Objectives:**

- Icebreaking
- Develop personal and professional skills - tolerance, empathy, communication, storytelling, presentation, argumentation, active listening, language training, time management, creativity, etc.

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**Recommendations for use:**

- You can use it with bigger groups too.

- You can use the card for a storytelling game or for an evaluation process

---

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Here are some questions that can be used:**

- Individual self-reflection
    - What can I learn from this activity?
    - Which question made me think the most?
- Pairs conversations
    - Did you find that some answers surprise you?
    - Which countries were the most challenging?
- Discussions in groups
    - What competences can you develop through this game?
    - How would they help you understand the world?

---

**Notes & More Pictures:**

# Journalist for a day

| Duration: | 90+ | min |
|---|---|---|
| Number of players: | 25 | player/s |
| Materials/ Tools needed: | Printouts | |
| Creators: | Salto resources center | |
| Links: | https://www.salto-youth.net/downloads/4-17-3332/Final.pdf( Page 11) | |
| Language: | English | |

### Short description:

"Journalist for a day" game will support the development of critical thinking by showing the subjective nature of Journalism.

Image:



### Topic:
(X) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
(X) Diversity
( ) Other:

### Type of game:
( ) board
( ) card
(X) role play
(X) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- To show the difficulties of objective representation
- To reflect on the subjective nature of journalism
- To become aware of our biases in both reading and writing articles for newspapers
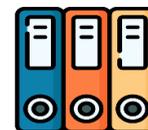
**Recommendations for use:**

- Images from newspapers from a broad range of political and cultural affiliations (cut out without headings or captions), flip chart paper, markers, paper, pens.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- What kind of newspaper did your group choose to create and why?
  Why did you choose this layout? Which headline will people notice first?
  Which headline will people notice last?

- How do you give equal importance to issues with unequal space on the front page?

- Which words did you use in your headlines and how do these words influence the reader's perspective?
  How did your group make decisions about which stories to cover?
  Was it a fair process?
  Did you think about the issue first or were you influenced by the picture?
  How does this reflect on how the reader will view this issue?
  How does this compare to a 'real' front page?

- Did you try to imitate a real front page or make your own version?
  Is your front page objective?

## Keep Cool

| | | |
|---|---|---|
| **Duration:** | 90 | min |
| **Number of players:** | 3-6 | player/s |
| **Materials/ Tools needed:** | Board game set "Keep Cool" | |
| **Creators:** | Klaus Eisenack, Gerhard Petschel-Held | |
| **Links:** | https://www.climate-game.net/keep-cool-brettspiel/ | |
| **Language:** | German | |

### Short description:

"Keep Cool" is the game to develop knowledge about the difficulties with climate change.

In a game of KEEP COOL, three to six players represent groups of states such as Europe, OPEC or the developing countries. For one to two hours, they can choose between "black" and "green" growth, but also adapt to unavoidable climate consequences such as droughts and floods. These increase in severity as the world temperature rises.

In addition, lobby groups such as the oil industry or environmental associations must be taken into account. The winner will be the one who best reconciles climate protection and lobby interests. But if some act too ruthlessly, everyone loses.

Image:
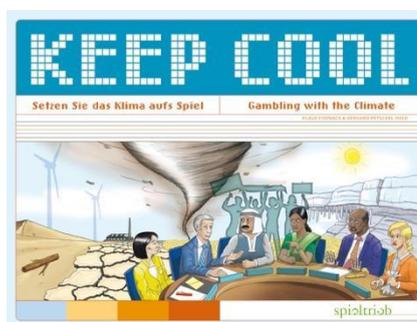


### Topic:
( ) Discrimination:
( ) Lifelong learning vs willingness to learn
(X) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- Knowledge about the difficulties with climate change and developing a sustainable economic power
- Warm up

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---

**Recommendations for use:**

- The game is good for people 12 years and older, especially for student classes

- The game gives good opportunities for further discussions and self-reflection about climate change and implementing sustainable policies

---

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- <u>Individual self-reflection</u>
    - What can I learn from this activity?
    - What have I done so far in my everyday life to protect the environment?
- <u>Pairs conversations</u>
    - Which management strategy worked best?
- <u>Discussions in groups</u>
    - What competences can you develop through this game?
    - Which sustainability standards were the easiest to implement?
    - What suggestions can you imagine incorporating into your everyday life?

---

**Notes & More Pictures:**

# Keep it Real Diverse Rx2

| | | |
|---|---|---|
| **Duration:** | 60 | min |
| **Number of players:** | 5-9 | player/s |
| **Materials/ Tools needed:** | Board game set "Keep it Real Diverse Rx2" | |
| **Creators:** | Ralph Newell | |
| **Links:** | http://keepitreal.diverseeducation.com/index.html | |
| Language: | English | |

### Short description:

The "Keep it Real Diverse Rx2" game gives people the opportunity to have some of the most impactful conversations of their lives as they reflect together in a unique, healing and transformative way.

A player selects a question from below and reads the question out loud, answers first, then all players answer the same question. Please note there are several categories to choose from. There are no right or wrong answers. A player can express as much or as little as they are comfortable with. Even a few words are fine.

The idea is to escape your comfort zone!

Image:



| **Topic:** | **Type of game:** |
|---|---|
| ( ) Discrimination: | (X) board |
| ( ) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| (X) Diversity | ( ) Other: |
| ( ) Other: | |

### Goal/ Learning Objectives:

- Bring greater awareness, empathy and connection to students, faculty and administration as well as to engage them in facilitating "making a difference."
- Making diversity fun and engaging.

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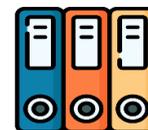
**Recommendations for use:**

- Can be used as a stand-alone connection tool, simply purchased and facilitated by students, faculty or administration.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- Individual self-reflection
  - What can I learn from this activity?
  - How did I feel while sharing my perspective?
- Pairs conversations
  - Was it easy for you to share your thoughts?
- Discussions in groups
  - What competences can you develop through this game?
  - What suggestions can you imagine incorporating into your everyday life?
  - Which barriers could you overcome?

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# Kyoto

| | | |
|---|---|---|
| **Duration:** | 30-45 | min |
| **Number of players:** | 3-6 | player/s |
| **Materials/ Tools needed:** | Game set "Kyoto" | |
| **Creators:** | Christian Opperer, Sabine Harrer, Johannes Krenner | |
| **Links:** | https://boardgamegeek.com/boardgame/317643/kyoto | |
| **Language:** | English | |

### Short description:

"Kyoto" is a game which takes players straight into one of the burning issues of our time: climate change — and not with a wagging finger, but by putting them into the shoes of the decision makers.

As delegates from different countries, players face a few quick rounds of negotiation at a climate conference. Together, they try to hit reduction targets and provide the needed funding, knowing that each round they fail to do so they inflict severe damage on the planet. But bent on preserving their own country's wealth and following their secret agendas, none of them may be eager to give more than absolutely necessary.

After all, the winner will be whoever best preserves their wealth..unless the impending damage to earth becomes too severe, in which case the conference fails immediately and the greediest player can't win.

Image:
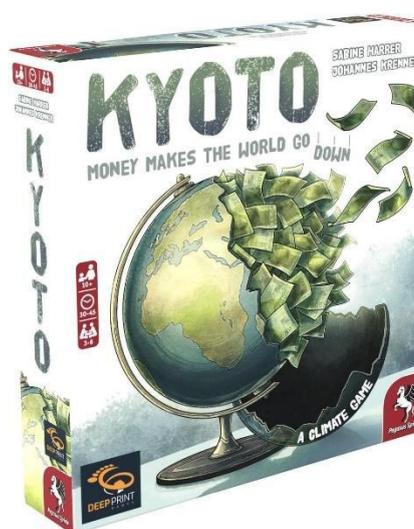
### Topic:
( ) Discrimination:
( ) Lifelong learning vs willingness to learn
(X) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- Develop personal and professional skills –tolerance, empathy, communication, active listening, cooperation.
- Learning new facts about the environment, nature and climate change.

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**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- Individual self-reflection
  - What did I learn from this activity?
- Pairs conversations
  - Did you find that some answers surprise you?
  - Which event cards were the most challenging?
- Discussions in groups
  - What competences can you develop through this game?
  - How would they help you understand the world?

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## Lilluu

| Duration: | 15+ | min |
|---|---|---|
| Number of players: | 2- | player/s |
| Materials/ Tools needed: | Card set "Lilluu" | |
| Creators: | TELLYOURSTORY LTD. | |
| Links: | https://stastustastiem.lv/product/lilluu/ | |
| Language: | Language Independent | |

### Short description:

"Lilluu" - is an associative card set to talk about oneself, others and the world around.

The purpose of the cards is to help players talk about themselves and get to know themselves better, as well as to learn more about their experience, people and the world around them. There are no age limits for the use of the method, and the game can be played both individually and in groups.

The method can be employed according to the professional competence of the facilitator of the game. Before starting to use the game it is highly recommended that you consider carefully the purpose of using the cards, the way of their use and the desired result of the game.

### Image:



### Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
(X) Diversity
(X) Other: Personal goals and values

### Type of game:
( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- Icebreaking
- To promote discussions and dialogue to build a stronger team and to get to know each other better.
- To develop personal and professional skills - tolerance, empathy, communication, storytelling, presentation, argumentation, active listening, language training, time management, creativity, etc.

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<div style="text-align:center">

**Recommendations for use:**
</div>

- Just take the cards and talk!

Ask the players to take a card (or 2-3 cards) which characterises the question and answers to it the best. Depending on the number of players and specific situation players can be invited to discuss the chosen cards in pairs, small groups or in a larger group.

- Some possible questions to combine with Lilluu cards:
  - How do I see myself at the moment? How do I feel right now?
  - What do I need to feel better? What do I need to feel happy?
  - What makes me happy? What makes me smile?
  - What motivates me? What inspires me?
  - What would help me to achieve more? What do I want the most right now?
  - Which card shows what I would love to do right now? Which card shows the way I am?
  - Which card reflects my interests the best? Which card reflects my goal?
  - What am I thankful for? What gives quality to my life?
  - Does the card remind me of someone? Of whom and why?
  - Which card describes.... *(a specific person)*?
  - How do I think others see me? How would I like others to see me?
  - Which card describes my day the best?
  - How do I evaluate a specific activity *(studies, consultation, task etc.)*?
  - Which card would you associate with the word … *(for example, happiness, joy, tiredness etc.)*?
  - Be creative! Make new rules of the game which are most appropriate for your needs! Good luck!
  - The description and questions are available in Latvian, Russian and English languages.

<div style="text-align:center">

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**
</div>

You can also give cards to the learners and invite them to go outside for a walk during which they answer questions, speak, and share thoughts! To highlight the education aspect, after playing the cards short debriefing sessions could be very useful. Here are some questions that can be used:

- <u>Individual self-reflection</u>
  - What can I learn from this activity?
  - Which sentence made me think the most?
- <u>Pairs conversations</u>
  - Did you find some answers that surprised you? Which ones and why? What was the most challenging? Why?
- <u>Discussions in groups</u>
  - What competences can you develop through this game?
  - How would they help you in a professional and personal life?

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# Living Library

| | | |
|---|---|---|
| **Duration:** | 30+ | min |
| **Number of players:** | 10-30 | player/s |
| **Materials/ Tools needed:** | Papers and markers | |
| **Creators:** | Council of Europe | |
| **Links:** | https://rm.coe.int/16807023dd | |
| **Language:** | English | |

### Short description:

"The Living Library" is a tool that seeks to challenge prejudice and discrimination.

It works just like a normal library: visitors can browse the catalog for the available titles, choose the book they want to read, and borrow it for a limited period of time. After reading, they return the book to the library and, if they want, borrow another.

The only difference is that in the Living Library, books are people, and reading consists of a conversation.

### Image:



Value the Difference
Resource pack

| Topic: | Type of game: |
|---|---|
| ( ) Discrimination: | ( ) board |
| ( ) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| (X) Inclusion with no borders | ( ) VR |
| (X) Diversity | (X) Other: |
| ( ) Other: | |

### Goal/ Learning Objectives:

The Living Library was created and is motivated by the realization that most people use stereotypes in their interactions with other people at least some of the time. Almost no one can truthfully declare that they have no prejudices at all or that they do not subject others, even if unconsciously, to stereotypes. Stereotypes can automatically be activated even in individuals who strive to be prejudice-free. This is due to most people not being consciously aware of the precise moments when their attitudes and judgments are being influenced by a particular, pre-existing stereotype.

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**Recommendations for use:**

● Prepare some creative materials for the "decoration" and dressing up of the ambassadors. Arrange a real Tea party, serve real Tea and try to create the atmosphere of "ambassadors" this will increase the impact and the fun.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

● Observations –
What's going on? What happened?

● Feelings –
How did you feel faced with other people?

● Learning –
What did you learn from this role play?
How can we take these lessons into real life?

**Notes & More Pictures:**

Watch this video for more inspiration: https://vimeo.com/38208134



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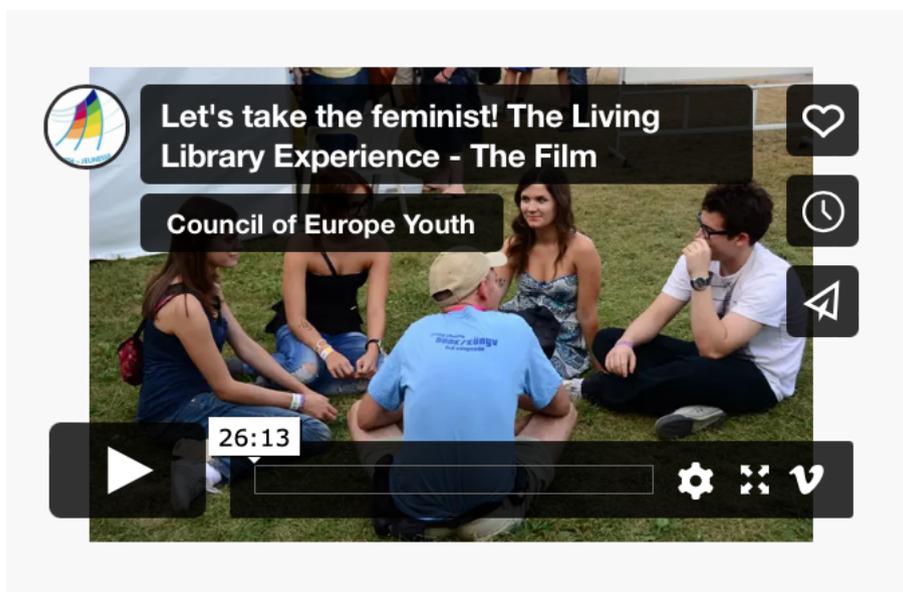
# Milk inside a bag of milk inside a bag of milk

| | | |
|---|---|---|
| **Duration:** | 20 | min |
| **Number of players:** | 1- | player/s |
| **Materials/ Tools needed:** | Computer, Internet | |
| **Creators:** | Nikita Kryukov | |
| **Links:** | https://milk-games.fandom.com/wiki/Milk_Series_Wiki | |
| **Language** | English | |

**Short description:**

Milk inside a bag of milk inside a bag of milk - is a short story about what sort of challenges everyday little things can be. The goal is to help a girl to buy milk in the first game and get to sleep with the help of the player in the second game.

The games are small visual novels with experimental and introspective storytelling, which try to depict mental disorders showing either funny abstraction and wordplay or painful psychological episodes. The claim that history is based on real events will be too specific, so it is easier to pretend that it is just a set of abstractions and wordplay.

Image:



**Topic:**
( ) Discrimination
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
(X) Diversity
(X) Other: Mental health disorders

**Type of game:**
( ) board
( ) card
( ) role play
( ) simulation
(X) computer
( ) VR
( ) Other:

**Goal/ Learning Objectives:**

- Understanding life with mental health disorders
- Growing empathy towards people with mental disabilities

**Recommendations for use:**

- Play the game with an open mind. First of all, this is an artistic manipulation with word and form, only then - a game.

- Try to comprehend and empathize with the protagonist's perspective and decipher her situations and experiences.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- **Feedback/reflection questions can be to start the discussion at the end of the game:**
    - How did this game support your understanding of mental disorders?
    - Was it difficult to play the game? How did the abstract workplay support your learning of mental health disorders?
    - How much more empathy can you have towards people living with disability?
    - How would an inclusive society look like where diversity is appreciated?

**Notes & More Pictures:**

Watch the video about the game:

▶ Milk inside a bag of milk inside a bag of milk TRAILER ENG

## Mobility Safari

| | | |
|---|---|---|
| **Duration:** | 20 | min |
| **Number of players:** | 4-6 | player/s |
| **Materials/ Tools needed:** | Mobility Safari board game and cards | |
| **Creators:** | Katharina Gugurell und Martina Jauschneg | |
| **Links:** | Mobility Safari | Play!UC: Playing with Urban Complexity (play-uc.net) | |
| **Language:** | German | |

### Short description:

"Mobility Safari" is a game where players try to realise as many innovative urban mobility projects as possible.

In Mobility Safari during a period of five years (= 5 rounds) players try to realize as many innovative urban mobility projects as possible in the categories „innovative & educational", „fair & safe", active & healthy" and „flexible & connected".

The spatial basis therefore is the Vienna city map which forms the game board and contains barriers like the Danube river, the underground railway network as well as some of the important urban development areas.

### Image:



### Topic:
( ) Discrimination:
( ) Lifelong learning vs willingness to learn
(X) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- Getting to know the mobility strategy of Vienna
- Develop personal and professional skills – teamwork, project management, financial skills, knowledge about urban development projects, social interaction, sustainability

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**Recommendations for use:**

- You should play this game in a quiet surrounding.

- Plan enough time to include a debriefing activity to deepen the learning experience and learning outcomes.

- perfect for groups of students or employees in city development .

---

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- <u>Individual self-reflection</u>
    - What can I learn from this activity?
    - Which project was the most important one for me?
- <u>Pairs conversations</u>
    - Did you find some projects difficult to implement? Why?
- <u>Discussions in groups</u>
    - Did you have any institutional questions?
    - Which project is the most sustainable?
    - How would they help you understand the world?
    - Was it easy to team up to realise a project?

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**Notes & More Pictures:**

# MONDO

| Duration: | N/A | min |
|---|---|---|
| Number of players: | 1- | player/s |
| Materials/ Tools needed: | Card Game "MONDO" | |
| Creators: | Társaság a Szabadságjogokért, Csillagház Általános Iskola | |
| Links: | https://mondo.tasz.hu/ | |
| Language | Hungarian | |

| Short description: | Image: |
|---|---|
| MONDO - is a card game developed by TASZ and Csillagház Primary School in Hungary with the aim that people with disabilities can recognise when their rights are restricted. The card game was created to support people living with disabilities in Hungary to be aware of their rights, to learn how to react well in certain situations and communicate more easily with their environment. |  |

| Topic: | Type of game: |
|---|---|
| (X) Discrimination<br>( ) Lifelong learning vs willingness to learn<br>( ) Environment and climate change<br>( ) Elderly people to minimize ageing discrimination<br>( ) Active participation in local communities<br>( ) Inclusion with no borders<br>( ) Diversity<br>(X) Other: Disability | ( ) board<br>(X) card<br>( ) role play<br>( ) simulation<br>( ) computer<br>( ) VR<br>( ) Other: |

## Goal/ Learning Objectives:

- Get to know the rights of people living with disabilities in Hungary
- Learn about how to act more inclusively in situations

The purpose of the MONDO card game is to learn about the situations people living with disabilities may face and how they and others act in them in order to support them to have better chances of getting on with life. The game does not provide answers to everything and does not take into account all eventualities, but it shows what situations can arise with them and where it is worth starting in them. If someone is prepared to face these situations in real life, they can protect themselves. It is inevitable that the individual topics overlap in some places. At the same time, they make it easier to learn and practice the most important information.

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### Recommendations for use:

- The card format can be disassembled and divided into parts, customised for individuals and groups; this way it gives the opportunity for players to be presented with a card describing only a specific topic or even only a specific situation. This helps to adapt to age, life events, intellectual abilities and opportunities.

- There is a Parent's guide and Teacher's Guide which supports the users so the game can be played even in diverse locations without a facilitator.

- MONDO's approach clearly supports the independence of the disabled person.

### Tips and Tricks for Facilitators
### (e.g. feedback questions, further discussion topics):

- Before starting to play with the game, make sure a safe learning environment is created for the people living with disablóilities which is directly proportional to the level of abilities.
  You may read the Teacher's Guide for further information on rights and workshop plans etc.

- [Download the Guide (in Hungarian)](#)

**Notes & More Pictures:**

# More than Words

| | | |
|---|---|---|
| **Duration:** | 15 min+ | min |
| **Number of players:** | 2+ | player/s |
| **Materials/ Tools needed:** | Card set "More than words" | |
| **Creators:** | TELLYOURSTORY LTD | |
| **Links:** | https://stastustastiem.lv/product/more-than-words/ | |
| **Language:** | English, Latvian | |

**Short description:**

"More than Words" - is a card game with the aim to encourage conversations about life, values and other important things, thus learning more about yourself and others. Each card may serve as an impulse to reflect on the content and meaning of a specific word – what it means to use, what is our attitude to it, how we relate it to ourselves and our personal and professional life. The method invites us to consider if, what and how we would like to change something in ourselves and why. The cards encourage conversations about important things which we do not discuss often enough.

Image:

| Topic: | Type of game: |
|---|---|
| ( ) Discrimination: | ( ) board |
| (X) Lifelong learning vs willingness to learn | (X) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| (X) Diversity | ( ) Other: |
| (X) Other: Personal goals and values | |

**Goal/ Learning Objectives:**

- Icebreaking
- Promote discussions and dialogue to build a stronger team and to get to know each other better.
- Develop personal and professional skills - tolerance, empathy, communication, storytelling, presentation, argumentation, active listening, language training, time management, creativity, etc.

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**Recommendations for use:**

- Just take the cards and talk!

  o Individually – take a random card, look at it and reflect on what the specific picture and word tell about yourself. Try to think of 5 reasons why this picture is connected with the specific word and consider how these reasons relate to you. Words are different, you can select the cards which are more suitable to a specific group and purpose. You can also create discussion groups about topics, words and pictures of individual cards.

  o In a group – each player selects 5 cards without looking and arranges them in front with pictures facing up. Players are asked to reflect on the meaning of the five selected pictures and words in their lives, business, career etc. If a player cannot/does not want to relate some card to himself/herself, it is possible to put the specific card back in the middle of the table explaining the reason for, and take another card explaining his/her choice. At the end each player has 5 cards containing words and values of special importance in his/her life.

- Be creative! Make new rules of the game which are most appropriate for your needs! Good luck!

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

You can also give cards to the learners and invite them to go outside for a walk during which they answer questions, speak, and share thoughts! To highlight the education aspect, after playing the cards short debriefing sessions could be very useful.

**Here are some questions that can be used:**
- Individual self-reflection
  o What can I learn from this activity?
  o Which card (word, picture or both) made me think the most?
- Pairs conversations
  o Did you find some answers that surprised you? Which ones and why?
  o What was the most challenging?  Why?
- Discussions in groups
  o What competences can you develop through this game?
  o How would they help you in a professional and personal life?

**Notes & More Pictures:**



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# The musical chairs - cooperative

| | | |
|---|---|---|
| **Duration:** | 30+ | min |
| **Number of players:** | 10-30 | player/s |
| **Materials/ Tools needed:** | Printouts | |
| **Creators:** | | |
| **Links:** | | |
| **Language:** | Language independent | |

## Short description:

"Musical chairs" is a variation of the well-known game with music and chairs.

When the music stops, the participants need to find a place to sit, but in this "cooperative" version of the game, chairs are removed each round, but the participants stay and need to help each other to sit in the remaining chairs

## Image:



## Topic:
(X) Discrimination:
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
(X) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

## Type of game:
( ) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
(X) Other: Warm-up

## Goal/ Learning Objectives:

- To introduce the subject of cooperation.
- To allow participants to experience some of the difficulties and benefits and fun of non-competitive games.
- To enable participants to begin to identify their own power to help others.

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## Recommendations for use:

- Make sure that the chairs are strong enough for the group of participants to sit.

## Tips and Tricks for Facilitators
### (e.g. feedback questions, further discussion topics):

- Observations –
  What's going on? What happened?
  What did you expect it to be?

- Feelings –
  How did you feel helping and being helped by other people?

- Learning –
  What did you learn from this play?
  How can we take these lessons into real life?

# My talents and limits: Big Purpose

| Duration: | 90+ | min |
|---|---|---|
| Number of players: | 2+ | player/s |
| Materials/ Tools needed: | Board coaching game "My talents and limits: Big Purpose" | |
| Creators: | Kristine Joanna Golubeva | |
| Links: | https://www.facebook.com/joannakristine.golubeva | |
| Language: | Latvian | |

### Short description:

"My talents and limits: Big Purpose" - is a board game, a maze journey to ourselves, by discovering our talents and development possibilities.

We each have our own big goals and purposes in life. If we know this, then it is easier to choose a professional path, achieve the set goals, and make decisions. Aware of their inhibiting qualities and beliefs, the personal path of development is completely clear - what and how to do, learn, become aware, so that life gets more color.

The game is like a journey through a maze. Only by being honest will you be able to find your gold key.

The game has talents, development fields and brakes. Each field can be viewed through the prism of balance - how it balances your life, or something is not too much.

### Image:



### Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
(X) Diversity
(X) Other: Personal goals and values

### Type of game:
(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

At the beginning of the game there is a question - what I want to find out about myself - my mission, talents, opportunities, inhibiting factors, self-awareness, etc. What result at the end of the will? Self-awareness, what traces can I leave in the world, what can I do? What's going on right now? What's in me? What are my plans to start moving in that direction.

Big Purpose – discovering your potential.

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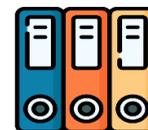
**Recommendations for use:**

The game has 3 stages:

- Stage 1 - My talents, strengths, my potential. The first step is to become more self-aware of what you can do. Realize that everyone has something to give the world, find their resources. Such as SWOT analysis through the game to be able to move on.

- Stage 2 - Me and the social world. My relationships with people. What qualities do I need to develop so that I can open myself to the world? What qualities and activities do you need to pay attention to in order to understand your mission / goal? What prevents you from opening up to society, workplace, family in full. What things or activities need to be developed to start realizing to fulfill life and be more happier.

- Stage 3 - what will I get from realizing my mission / goal. There are no inner limits at this stage. What will me and others receive and feel from me if I realize my mission / goal? What value will I give to this world? In this circle, a person finds a greater purpose and scale, even if he does not see it at the moment.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- At the beginning of the game there is a request - what do I want to find out about myself - my mission, talents, opportunities, limiting factors. Understanding myself, what mark can I leave on the world, what can I do? What is happening now? What is in me? What are my plans to start moving in that direction?

- **Questions could be asked:**
    - How to increase your income?
    - How to find yourself?
    - I want to build a relationship - what to do?
    - Need more time for yourself - how to achieve it?
    - In which direction to develop?
    - Find your talents?
    - What is my mission with my existing talents and qualities?

- This game could be played online and off-line. If online- then you need a link for the game. Off-line you need a game board and dice. Optionally you can use metaphorical cards as well.

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## Need for inclusive data

| | | |
|---|---|---|
| **Duration:** | 40-60 | min |
| **Number of players:** | 3-12 | player/s |
| **Materials/ Tools needed:** | Printout of the Problem tree and the problem tree cards | |
| **Creators:** | Help Age International | |
| **Links:** | https://www.helpage.org/download/5f3e991c47ddb/ | |
| **Language** | English | |

### Short description:

Need for inclusive data - is a game where players create a problem tree identifying the root cause of one man's hunger.

The game highlights the importance of collecting and using inclusive data so that no one is left behind, excluded in a vulnerable situation.

### Image:



### Topic:
( ) Discrimination
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
(X) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
( ) board
( ) card
( ) role play
(X) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- To understand needs analyses and the importance of data collection in an NGO work when tackling inclusion/exclusion issues
- To learn about the method problem tree
- To understand with empathy elderly people's situations

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**Recommendations for use:**

● It is possible to extend the game by asking players to turn their problem tree into a solution tree. To do this, players start with the root causes, turning each piece of card over and writing a positive statement on the reverse or adding new cards - for example, 'Jose doesn't know how to access food or medicine from the NGOs working with his community' might become 'The NGO working with the community explains to Jose how he can access food or medicine'. Afterwards, teams compare their Solution trees.

● Important note! This scenario is based on data from Venezuela, where HelpAge International found that older rural men go to bed hungry three to four nights a week. In the analysis hunger is higher among older men than women.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

● Suggested to use with adults working in project identification, design, implementation or monitoring and evaluation who would like to understand more about inclusion and exclusion (in the humanitarian response)

● **Feedback/reflection questions can be to start the discussion at the end of the game:**
  ○ How easy was it to identify the causes and effects, including the root cause?
  ○ What were the benefits of using Problem Tree Analysis?
  ○ What would you do to tackle the root cause?
  ○ What else did you learn by playing this game?

**Notes & More Pictures:**

Tips for facilitators

More games on inclusion from HelpAge

# New Shores

| | | |
|---|---|---|
| **Duration:** | 60-120 | min |
| **Number of players:** | >10 | player/s |
| **Materials/ Tools needed:** | Online Link | |
| **Creators:** | Centre for Systems Solutions (CRS) | |
| **Links:** | https://newshores.crs.org.pl/ | |
| **Language:** | English | |

### Short description:

"New Shoes" is a game to develop personal and professional skills –tolerance, empathy, communication, active listening, strategy.

Players are sent on a mysterious island which boasts rich coal deposits and pristine forests full of green trees and tasty berries. Unlike in regular games, they are not assigned a concrete mission. Instead, the players may engage in a variety of activities on the island, and either learn to collaborate for the common good or choose to pursue their individual goals.

Image



### Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
(X) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
(X) Other: Democracy

### Type of game:
( ) board
( ) card
( ) role play
( ) simulation
(X) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- Develop personal and professional skills –tolerance, empathy, communication, active listening, strategy.
- Learning new facts about the environment, nature and climate change.

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**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- Individual self-reflection
  - What did I learn from this activity?
- Pairs conversations
  - Which strategy did you focus on?
- Discussions in groups
  - What competences can you develop through this game?
  - How would they help you understand the world?
  - Was it easy to cooperate with the others?

**Notes & More Pictures:**

# On the Borders of Europe

| Duration: | 15+ | min |
|---|---|---|
| Number of players: | 2-8 | player/s |
| Materials/ Tools needed: | Printouts | |
| Creators: | Amnesty International | |
| Links: | http://www.amics.eu/wp-content/uploads/2022/05/Amnesty-International-simulation.pdf | |
| Language: | English | |

| Short description: | Image: |
|---|---|
| "On the borders of Europe" - is a simulation game that will put the players in the shoes of a family who all of a sudden need to escape from their home. In the game they become refugees and need to follow the steps of this life. |  |

| Topic: | Type of game: |
|---|---|
| (X) Discrimination: | ( ) board |
| ( ) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | (X) role play |
| ( ) Elderly people to minimize ageing discrimination | (X) simulation |
| ( ) Active participation in local communities | ( ) computer |
| (X) Inclusion with no borders | ( ) VR |
| ( ) Diversity | ( ) Other: |
| ( ) Other: | |

## Goal/ Learning Objectives:

- Understanding the situation of the refugees
- Develop personal and professional skills - tolerance, empathy, communication, storytelling, presentation, argumentation, active listening, language training, time management, creativity, etc.

**Recommendations for use:**

- You can use it with bigger groups too.

- You can use the card for a story telling game or for an evaluation process

**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

- Questions to summarize the game:
    o  How did you like this game? What did you learn?
- Questions for discussion:
    o  Do you think that it is the same in real life ?
    o  Does every refugee and migrant go through this path?
    o  Did you know what happens on the borders of the European Union?

# Once upon a time

| Duration: | 15+ | min |
|---|---|---|
| Number of players: | 2+ | player/s |
| Materials/ Tools needed: | Card set "Once upon a time" | |
| Creators: | Baltic Regional fund/ 8KEYCOM | |
| Links: | https://drive.google.com/drive/u/5/folders/16aRqXwbILv2AiqB38iruDr9y9-b--bZj | |
| Language: | English, Latvian, Spanish, Estonian, Croatia | |

| Short description: | Image: |
|---|---|
| "Once upon a time" - game set consists of 120 cards and in each card is shown one picture/ drawing. The game is designed to develop expression and communication through the storytelling activities.<br><br>Game "Once upon a time" were developed during Erasmus+ strategic partnership project "Enterprising and Surprising through 8 Key Competences". |  |

| Topic: | Type of game: |
|---|---|
| ( ) Discrimination: | ( ) board |
| (X) Lifelong learning vs willingness to learn | (X) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| (X) Diversity | ( ) Other: |
| ( ) Other: | |

**Goal/ Learning Objectives:**

- Develop conversation skills.
- Develop expression and communication skills.
- Develop teamwork.
- Be creative and innovative.
- Develop the imagination of players.
- Develop creation of links and finding of common features.

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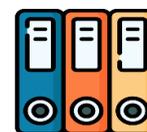
**Recommendations for use:**

- Every player gets 5 cards and puts them all on the table telling a story based on them at the same time.

- The story telling starts from the person sitting left to the player who dealt the cards and continues clockwise.

- The game lasts until all cards are used or when the game master decides it is time to finish.

- During the debriefing some toys (like a speech ball) can be used as an auxiliary material.

- Be creative and invent new games and rules with provided materials!

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Questions for debriefing:**

- (Experience) What did you observe during the game (objective facts)?
  - What happened? Did you like the game? What was difficult in this game? Did you have good group work? What did you notice? Which were more difficult moments, what did you enjoy? What were they? Did you have a moment when you would have liked to turn the card (because of the colour combination), so you could continue telling your story? …..?
- (Reflection) How did you feel when talking in a foreign language? Did
  - you feel it was complicated to express yourself in a foreign language?
  - …..?
- (Conceptualise) What can we learn from it? What do you think, how important it is for people to understand each other? What did you learn yourself from this game? What did you learn together? How important is it to know foreign languages? Which new words did you learn during this game? …..?
- (Applying) How can we transfer it to our lives? Which skills are you taking with you from this game to everyday life? (for example, the skill to be the group's leader, notice etc.) …..?

# One way or another

| | | |
|---|---|---|
| **Duration:** | 15 min+ | min |
| **Number of players:** | 3+ | player/s |
| **Materials/ Tools needed:** | Card set "One way or another" | |
| **Creators:** | Baltic Regional fund/ 8KEYCOM project | |
| **Links:** | https://drive.google.com/drive/u/5/folders/16aRqXwbILv2AiqB38iruDr9y9-b--bZj | |
| **Language:** | English, Latvian, Spanish, Estonian, Croatia | |

### Short description:

"One way or another" - is a card game that focuses on development of communication skills and active listening. The main game idea is transferring the message from person to person.

Game "One way or another" were developed during Erasmus+ strategic partnership project "Enterprising and Surprising through 8 Key Competences".

### Image:

### Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
(X) Active participation in local communities
( ) Inclusion with no borders
(X) Diversity
( ) Other:

### Type of game:
( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- Develop communication skills.
- Raise awareness of the importance of active listening, and to develop active listening.
- Enhance creative thinking of participants.

**Recommendations for use:**

- Participants are divided into groups. Each group has the same number of participants (minimum 3, maximum 6), and each of the participants has his/her own role in the group.
  The roles are as follows:
    a. Eyes - a card with eyes and mouth. This person is allowed to see the handout of the drawing.
    b. Ears - a card with ears and mouth. This person gets the message from the Eyes and transfers it to other Ears, or directly to the Hands (depending on the size of the group).
    c. Hands - a card with hands. This person is drawing what he/she is told to draw.

- This game can also be used to develop "Communication in foreign language" competence if you work in an intercultural group; or to address communication and communication skills in general. It can also be used as a team building activity.

- Instead of going in rounds and transferring one message at a time, you can set an exact time of playing - for example 15 minutes - and the group that finishes the first with the most similar drawing is the winner.

- Be creative! Make new rules of the game which are most appropriate for your needs! Good luck!

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- This game is appropriate for playing outdoors.

- It's very important to give clear instructions when using this game. At the beginning, if the time allows, the facilitator can discuss and brainstorm about communication with participants.

- When it comes to debriefing, facilitators should pay attention to the game flow and adapt questions as necessary. Also, at the end of the activity some time should be provided for a round-up on communication and how we can both develop and use these skills.

**Questions for debriefing:**

- (Experience) What did you observe during the game (objective facts)? What happened? ……?
- (Reflection) How did you feel? Did you find the game difficult? What was the most challenging? Was it difficult to transfer the message?
- (Conceptualise) What can we learn from it? What do you think is the most important when it comes to efficient communication? ……?
- (Applying) How can we transfer it to our lives? …….?

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## Peace cards

| | | |
|---|---|---|
| **Duration:** | 15+ | min |
| **Number of players:** | 2+ | player/s |
| **Materials/ Tools needed:** | Card set "SCI Peace Cards | |
| **Creators:** | International Secretariat – IS | |
| **Links:** | https://sci.ngo/resource/sci-peace-cards/ | |
| **Language:** | English | |

### Short description:

"Peace Cards" - are a tool to spark discussion on the topics of peace, nonviolence, and activism. The Cards were created in a collaborative process, with contributors from all across the world proposing their favorite quotes, and global voting which helped us to make the hard choice and determine the 56 quotes that were eventually printed! The quote authors are persons from all walks of life, and we ensured a diverse configuration of backgrounds.

### Image:



### Topic:
(X) Discrimination:
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
(X) Diversity
( ) Other:

### Type of game:
( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- The Peace Cards are for everyone – both those who are interested in peace and those who are not (yet)! In particular, this set can support trainers, facilitators, youth workers, workcamp coordinators, psychologists, and educators who look for a creative tool to discuss the issues of peace, war, nonviolence, and activism with diverse groups.

- The Cards are also a great tool to introduce the above topics to families, groups of friends, and other informal circles!

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**Recommendations for use:**

There are numerous ways to benefit from the Peace Cards.

Below you will find a few examples to help you kick off their usage:
- *Individually* Think of a recent situation in life and pick up a card that resonates with this situation. What can you learn from it?
- *In a pair* Let's put peace into practice! Each of you picks a quote that encourages you to do one little thing for peace today. What is it? Share and inspire!
- *In a small group* Pick a random card and discuss it in the group. Do you agree with the quote – or not? Why?
- *In a big group* Display all the cards on the table/floor and ask participants to choose a card that they find the closest to their understanding of what peace is. Share!

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**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

You can also give cards to the learners and invite them to go outside for a walk during which they read quotes, speak, and share thoughts! To highlight the education aspect, after playing the cards short debriefing sessions could be very useful.

**Here are some questions that can be used:**
- Individual self-reflection
  - What can I learn from this activity?
  - Which quote made me think the most?
- Pairs conversations
  - Did you find some quotes that surprised you? Which ones and why?
  - What was the most challenging?  Why?
- Discussions in groups
  - What competences can you develop through this game?
  - How would they help you in a professional and personal life?

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## Photosynthesis

| | | |
|---|---|---|
| **Duration:** | 30-60 | min |
| **Number of players:** | 2-4 | player/s |
| **Materials/ Tools needed:** | Board game "Photosynthesis" | |
| **Creators:** | Hjalmar Hach | |
| **Links:** | https://blueorangegames.com/index.php/games/photosynthesis | |
| **Language** | English (Spanish, Hungarian, Latvian and German) | |

| **Short description:** | Image: |
|---|---|
| Photosynthesis - is a green strategy board game in which players plant and shape the ever-changing forest as cultivating seeds and playing according to the strategy. Trees go through their life-cycle, from seedling to full bloom to rebirth, and players earn points as their leaves collect energy from the revolving sun's rays.<br><br>In Photosynthesis players earn points by completing the life cycles of your trees. The game is played over a series of rounds, each of which has two phases, the photosynthesis phase and the life cycle phase. | |

| **Topic:** | **Type of game:** |
|---|---|
| ( ) Discrimination | (X) board |
| ( ) Lifelong learning vs willingness to learn | ( ) card |
| (X) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| ( ) Diversity | ( ) Other: |
| ( ) Other: | |
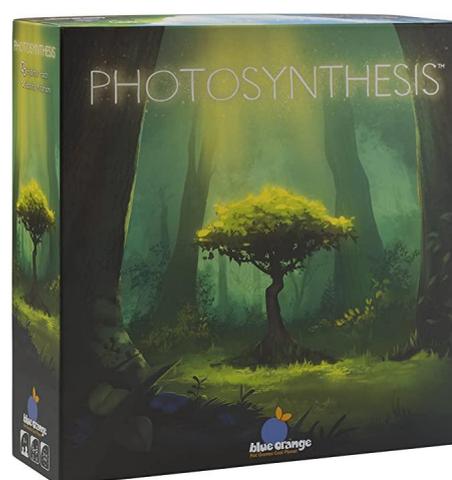
**Goal/ Learning Objectives:**

- Understanding the life cycle of a tree and the importance they have in our lives
- Gain knowledge about environmental topics
- Support strategic thinking

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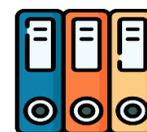
**Recommendations for use:**

- The board game can be used as an introduction to environmental and climate change topics, to start the thinking and understanding of life-cycles and how everything is connected in the ecosystem.

- By developing strategies in teams, players might concentrate on the most benefits and can add other elements connected to climate change or sustainable lifestyle.

- The game is easy to learn and easy to adopt to any learning environment.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- **Feedback/reflection questions can be to start the discussion at the end of the game:**
    - What is the most important learning outcome of this game?
    - What are the steps of strategic thinking? What strategy did you create in the game?
    - How can you succeed in the challenges of sustainability? What steps can you do to fight against climate change?

**Notes & More Pictures:**

Check out the video: ▶ Photosynthesis Board Game



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# Pitch

| | | |
|---|---|---|
| **Duration:** | 90+ | min |
| **Number of players:** | 6+ | player/s |
| **Materials/ Tools needed:** | Card set "Pitch" | |
| **Creators:** | Baltic Regional fund/ 8KEYCOM project | |
| **Links:** | https://drive.google.com/drive/u/5/folders/16aRqXwbILv2AiqB38iruDr9y9-b--bZj | |
| **Language:** | English, Latvian, Spanish, Estonian, Croatian | |

## Short description:

"Pitch" is a game that helps to develop a sense of initiative and entrepreneurship, which is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.

Game "Pitch" was developed during Erasmus+ strategic partnership project "Enterprising and Surprising through 8 Key Competences".

Image:



## Topic:
( ) Discrimination:
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
(X) Other: Entrepreneurial

## Type of game:
( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

## Goal/ Learning Objectives:

- Create new ideas and be innovative.
- Develop the ability to turn ideas into action.
- Dare to take risks and encourage to take initiative.
- Take responsibility for your own decisions.
- To present developed ideas.
- To develop presentation skills, creative thinking and teamwork skills, argumentation. and communication skills.

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**Recommendations for use:**

Sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

- In the game "Pitch" participants are divided in teams by three and during several steps teams need to develop new ideas. They can be business, project, social, events ideas ect.

- After ideas are developed, participants need to present - "pitch" them.

- Be creative! Make new rules of the game which are most appropriate for your needs! Good luck!

---

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

1. In the beginning you can "hide" that in the end there is "pitch" presentation, to hold their focus on all the process.

2. Size of the groups depends on the total amount of participants and aims of the game. Can be played also individual.
3. The group can develop more ideas.
4. You can ask the groups to present results at every stage of business idea development.
5. The elevator pitch can be presented by one representative of the small group or invite all small group members to do it together.
6. "Pitch" presentations can be presented in front of business people.
7. After creating ideas, it is possible to get to the next level (according to plan, time limits and goals of the training) – project management

**Questions for debriefing:**
- (Experience) What did you observe during the game/presentations (objective facts)? What happened? …..?
- (Reflection) How did you feel? What was easy? What was the most challenging? …..?
- (Conceptualise) What did you learn personally?/ What can we learn from it? …..?
- (Applying) How can we transfer it to our lives? How can you develop projects/businesses in our daily lives and what do you need for it? …..?

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# Play It Again

| | | |
|---|---|---|
| **Duration:** | 15+ | min |
| **Number of players:** | 2-8 | player/s |
| **Materials/ Tools needed:** | Printouts | |
| **Creators:** | Council of Europe | |
| **Links:** | https://rm.coe.int/bookmarksen2020-web2/16809e5789 (page. 92) | |
| **Language:** | English | |

| **Short description:** | Image: |
|---|---|
| "Play it again" activity is based on role play and an act of bullying.<br><br>This activity is based on a role play: someone is drawn into an act of bullying because of peer pressure. Participants are asked to replay the scenario in order to achieve a different outcome. |  |

| **Topic:** | **Type of game:** |
|---|---|
| (X) Discrimination: | ( ) board |
| ( ) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | (X) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| ( ) Diversity | ( ) Other: |
| (X) Other: | |

**Goal/ Learning Objectives:**

- To understand how bullying works
- To develop solidarity and empathy for victims of bullying
- To encourage participants to take action against bullying and hate speech online

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**Recommendations for use:**

- Make sure you are aware of any potential tensions in the group before running the activity.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- What did you think about this activity?
- What were the things that made Albert join in with the bullying?
- How easy do you find it to resist these pressures in your own life?
- What if this happened online? What would be similar? What would be different?
- Have you ever seen posts on someone's personal profile, or elsewhere on the Internet, which target people in the way Albert did in this scenario?
- Is there anything you can do to stop things like this being posted, or lessen their impact?
- Did you learn anything from the activity, or did it make you think about bullying in a different way?

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# Shared responsibility

| | | |
|---|---|---|
| **Duration:** | 30+ | min |
| **Number of players:** | 2-30 | player/s |
| **Materials/ Tools needed:** | The set of cards (print&play) | |
| **Creators:** | Erasmus+ project | |
| **Links:** | http://sharebadges.eu/services/ | |
| **Language:** | English, German, Spanish, Dutch, Italian, French | |

## Short description:

"Shared responsibility" is a card game where players can get to know competences.

The set of cards representing 4 competences (communication, social, entrepreneurship and digital) linked to the EU framework of competencies and divided (each of the 4), in 15 micro-competencies or skills or attitudes.

With the whole set of cards, different games can be played.

## Image:



## Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
(X) Other:

## Type of game:
( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

## Goal/ Learning Objectives:

- To develop the competences of Digital, Social, Entrepreneurship and Communication.
- To support the assessment and validation of the competences that youth have.
- To motivate and have fun while learning

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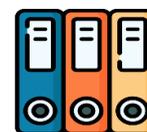
## Recommendations for use:

- 8 different games are described, but you can invent new ones with this tool.

## Tips and Tricks for Facilitators
### (e.g. feedback questions, further discussion topics):

**Here are some questions that can be used:**
- Observations – e.g. what's going on? What happened?
- Feelings – e.g. how did you feel faced with other people?
- Learning – e.g. what did you learn from this role play? How can we take these lessons into real life?

## Notes & More Pictures:

# Shoes cards

| Duration: | 15+ | min |
|---|---|---|
| Number of players: | 2+ | player/s |
| Materials/ Tools needed: | Card set "Shoes cards" | |
| Creators: | Joanna Kristine Golubeva | |
| Links: | https://www.facebook.com/joannakristine.golubeva https://www.instagram.com/p/Cg4BUbNrc3C/ | |
| Language: | International (cards), Latvian (description) | |

### Short description:

"Shoes cards" are Images of shoes and feet on one side and quotes on the other. Images stimulate visualization, creative thinking. Quotations give the opportunity to read and rational approach. Together, images and quotes create a unique combination.

Citations are used as appropriate. The quote is intended for inspiration, thought, challenge, so that additional answers can be found.

The cards will be perfect for:
- options for actions must be found
- obstacles and opportunities must be seen
- you need time to think about why you "do" or "don't"
- many ideas and need focus for actions
- for motivation and inspiration to act
- for studying the situation

Image:



### Topic:

( ) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
(X) Diversity
(X) Other: Personal goals and values

### Type of game:

( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

● Icebreaker for teams and individuals.
● Open discussions and dialogues to build a stronger team and to get to know each other better.
● Develop communication skills - tolerance, empathy, storytelling, presentation, argumentation, active listening, language training, creativity, etc.
● Making goals and observing obstacles.
● Inspiration for action and new viewpoint.

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**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

**Questions could be used in the starting point with cards:**
- Do I like or dislike the picture? Why?
- What do I see in the picture – big picture, individual, details?
- What catches my attention the most? Why?
- The image is like a pause, what happened just before what after?
- What is missing from the picture? What would I like to add?
- What emotions, feelings, memories does it evoke in me?
- How does this image connect to my purpose?

**Notes & More Pictures:**
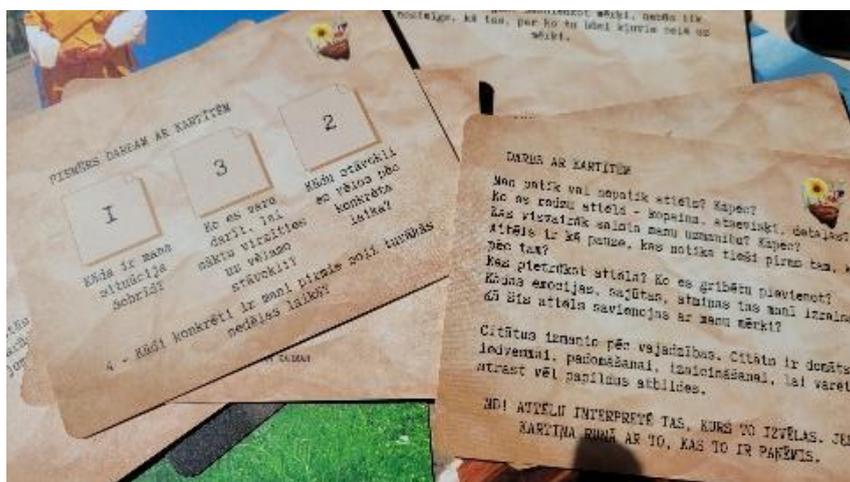
## Silent Discussion

| | | |
|---|---|---|
| **Duration:** | 60+ | min |
| **Number of players:** | 6+ | player/s |
| **Materials/ Tools needed:** | Flipchart paper, Different coloured pens | |
| **Creators:** | Recommended by Martin Robinson | |
| **Links:** | https://www.teachertoolkit.co.uk/2017/04/23/silent-discussion/ | |
| **Language:** | English | |

### Short description:

"Silent discussion" - is a practical strategy recommended in a chapter by Martin Robinson from the book Progress, a classroom guide detailing some of the ideas from the best of the best educational thinkers. "In this scenario, every member of the class is given equal opportunity to 'voice' their opinion in the debate and everyone is exposed to a multitude of diverse opinions."

Silent discussions allow us to access and activate the learner's prior knowledge, stereotypes and preconceived ideas related to topics. It also helps learners make new connections and learn from the collective wisdom of the group.

Image:



### Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
(X) Diversity
( ) Other:

### Type of game:
( ) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
(X) Other:

### Goal/ Learning Objectives:

Writing and silence help students explore a topic or concept in-depth and it engages everyone, particularly those who are less involved in verbal discussions as there is no competition to get their voice heard. It works best when done in pairs or triads.

**Recommendations for use:**

- **Engage**

First, choose a stimulus to ponder, debate and mull over. This can be a question, quotation, problem, excerpt, idea or image – anything that has an impact and provokes thinking. Whatever you choose, this is centered on a large single sheet of paper (poster paper) leaving plenty of room for students to write.

- **Deliver**

Explain to everyone that the activity involves responding to the stimulus by writing or drawing their thoughts and questions around it and sharing their thinking. Different coloured pens can be used for each student so you can easily differentiate their thoughts.

- **Copy and Paste**

After 10 minutes, one student from each group travels silently around the room visiting other groups and is allowed to 'steal' ideas to then bring back and add into their own Big Paper.

- **Break**

Silence is broken after another 5-10 minutes and students can talk about their ideas and discuss verbally.

- **Debrief**

As a class, delve into the content and discuss ideas, reactions and responses written on the Big Papers.

To end the activity you can display the Big papers on walls or across tables and hold a 'Gallery Walk' for students to view in silence.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

Here are some questions that can be used:

- Individual self-reflection
  - What can I learn from this activity?
- Pairs conversations
  - What was the most challenging? Why?
- Discussions in groups
  - What competences can you develop through this game?
  - How would they help you in a professional and personal life?

## Social Emotions

| | | |
|---|---|---|
| **Duration:** | 15+ | min |
| **Number of players:** | 2+ | player/s |
| **Materials/ Tools needed:** | Card set "Social Emotions" | |
| **Creators:** | Baltic Regional fund/ 8KEYCOM project | |
| **Links:** | https://drive.google.com/drive/u/5/folders/16aRqXwbILv2A iqB38iruDr9y9-b--bZj | |
| **Language:** | English, Latvian, Spanish, Estonian, Croatian | |

| **Short description:** | Image: |
|---|---|
| "Social Emotions" - is a card set consisting of the 42 emotion cards and 30 situation cards. Developed situation cards are based on the Universal Declaration of Human Rights. While playing this game the player can go through different situations and by doing this test his/her skill to communicate constructively in different situations, to be tolerant, express and understand different opinions, be convincing during negotiations and protect one's point of view. |  |

| **Topic:** | **Type of game:** |
|---|---|
| (X) Discrimination: | ( ) board |
| ( ) Lifelong learning vs willingness to learn | (X) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| (X) Inclusion with no borders | ( ) VR |
| (X) Diversity | ( ) Other: |
| ( ) Other: | |

### Goal/ Learning Objectives:

- Help to develop social and civic competences
- Develop expression and communication skills
- To be creative and innovative and develop imagination of players
- Develop creation of links and finding of common features
- Help to handle the stress and frustration and express these emotions constructively
- Develop self-confidence and honesty
- Develop willingness to compromise and overcome prejudices
- Develop communication skills in the public sphere, and solidarity and interest in the local community of the problem solving
- Develop potential for self-realization and ability to function as a conscious and responsible citizen who is able to support development of a democratic society
- Develop awareness and capacity to follow socially accepted norms and values, including various media rules
- Develop tolerance and the ability to understand differences between people Help players to respect social diversity, including religious and racial diversity

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**Recommendations for use:**

- The facilitator takes one situation card and reads it out loud. The rest of the players pick one emotion card. All players have to describe/act out what they could feel in the given situation based on their emotion cards. The facilitator decides who is the first one. The round continues clockwise.

- Important role has a debriefing process and you can make it after every round and make final debriefing at the end of the game.

- During the debriefing some toys (like a speech ball) can be used as an auxiliary material.

- The game can be played without emotional cards.

- Be creative! Make new rules of the game which are most appropriate for your needs! Good luck!

- Game "Social Emotions" was developed during Erasmus+ strategic partnership project "Enterprising and Surprising through 8 Key Competences".

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

Developed situation cards were based on Human Rights. If you would like to know more about Human Rights, then please look on the internet for the Universal Declaration of Human Rights.

Be creative and invent new games and rules with provided materials!

Examples of the feedback questions:

- (Experience)
    - What did you observe during the game (objective facts)?
    - What happened? Did you like the game? What was difficult in this game
    - Did you have good group work? What did you notice? Which were more difficult moments, what did you enjoy? What were they? ..... ?
- (Reflection)
    - How did you feel, when you had to play different roles? Why? .....?
- (Conceptualise)
    - What can we learn from it? What do you think, how important it is for people to understand each other? What did you learn yourself from this game? What did you learn together? .....?
- (Applying)
    - How can we transfer it to our lives? Which similar cases have
    - Have you noticed in real life? Have you thought of similar situations before? Which skills are you taking with you from this game to everyday life? (for example, the skill to be the group's leader, notice etc.)

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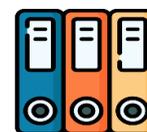
## Soft Skills Tree

| Duration: | 50+ | min |
|---|---|---|
| **Number of players:** | 4+ | player/s |
| **Materials/ Tools needed:** | Game board, cards | |
| **Creators:** | ISMA with partners form project consortium | |
| **Links:** | https://playing4softskills.eu/ | |
| **Language:** | English, Latvian, German, Spanish, Italian, Polish | |

### Short description:

"Soft Skills Tree" - is a board game allowing you to activate and train 5 soft skills: teamwork, dealing with stress, motivation, desire to learn and critical thinking.

According to a specific questionnaire, the game has been designed following the preferences of students, teachers and employers, which were necessary to identify the 5 most important transversal skills and bridge the gap between the skills acquired at school and those demanded by the labor market.

The Soft Skills Tree is a cooperative board game for 4 players, with the duration of activity of approximately 50 minutes. Originally the game was created for VET students but it can be played also with adults and other target groups.

### Image:



### Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
(X) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

The educational objective of the game "Soft skills Tree" is to activate soft skills by facing all the challenges the players encounter on their path.

During game many different soft skills will be activated but the main focus are to the skills:
- teamwork, dealing with stress, motivation, desire to learn and critical thinking.
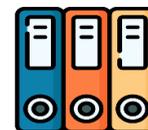
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The Soft Skills Tree is a cooperative board game for 4 players, with the duration of activity of approximately 50 minutes. Its educational objective is to activate soft skills by facing all the challenges the players encounter on their path.

The game board is made of a path of 23 squares + *start* and *finish* squares.
6 Decks of cards made of 14 cards per 5 colors/skills + 1 deck of 10 bonus cards. Each of the 5 colors is related to a specific soft skill and constitutes one deck. On each card, players can find the challenge that has to be faced and the amount of time available to fulfill it. Cards can be downloaded and printed.

The game is available in 6 languages: English, Latvian, German, Italian, Spanish and Polish.

**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

**Here are some questions that can be used:**

- Individual self-reflection
  - Which competence was developed through this game the most?
  - How can I use them in my life?
  - What can I learn from this activity?
- Discussions in groups
  - How was the teamwork?
  - How did you feel during teamwork with others?
  - Were there moments in the game when you felt confused? Why?
  - Did anybody help you?

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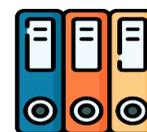
## Rory's Story Cubes

| | | |
|---|---|---|
| **Duration:** | N/A | min |
| **Number of players:** | 1+ | player/s |
| **Materials/ Tools needed:** | Rory's Story cubes - any edition | |
| **Creators:** | Rory - Zygomatic | |
| **Links:** | https://www.storycubes.com/en/ | |
| **Language** | Language independent | |

| **Short description:** | Image: |
|---|---|

Story Cubes - is a game where imagination has no limits. Epic, fabulous, or paranormal adventures... roll the cubes, make a story! Rory's Story Cubes is a game to discover with family or friends. In turn, each player becomes the Narrator.

Throw the dice, and create a story starting with "Once upon a time…" using the nine symbols on the faces of the dice. Then, follow your imagination!

Rory's Story Cubes is a game that offers a key to finding inspiration, to take one step further in narration, and experience wonderful moments full of emotion while playing together.

| **Topic:** | **Type of game:** |
|---|---|
| ( ) Discrimination | ( ) board |
| (X) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| (X) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| ( ) Diversity | (X) Other: |
| ( ) Other: | |

### Goal/ Learning Objectives:

- Develop creative thinking
- Develop any skills/knowledge of different topics through storytelling techniques
- Discover languages
- Decision making tool

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**Recommendations for use:**

- You're free to interpret the symbols- They can represent different things for everyone, and the first idea you have is often the right one.

- If you have more than one box of Rory's Story Cubes mix all the dice up to give a new dimension to your stories!

- Rory's Story Cubes is a game to discover languages, develop concentration skills, and feed the imagination…

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- Invent you rule - use the cubes as help to discover different topics from different angles.

- Use the cubes to discover topics related to inclusion - different perspectives, ideas of different people.

- Use the cubes to help in team processes, such as developing communication skills, decision making or problem solving.

### Notes & More Pictures:

To create your story, you can use three dice for the setup, three for the story development, and three for the conclusion.



Introduction

Development

Conclusion

A gameplay: ▶ Rory's Story Cubes Gameplay - Just roll with it!

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# SZOCIOPOLY - game and reality

| Duration: | 40-60 | min |
|---|---|---|
| Number of players: | 4-6 | player/s or groups |
| Materials/ Tools needed: | Board Game "Szociopoly" | |
| Creators: | László Bass, Kata Fodor - GYERE - Gyerekesély Közhasznú Egyesület | |
| Links: | https://www.szociopoly.hu/ | |
| Language | Hungarian | |

**Short description:**

SZOCIOPOLY - can be a good or bad, interesting or boring board game in itself, but it provides a good opportunity to think about all the questions (and stereotyped answers) that we formulate, feel or think that we know about poverty and try them out during the game. During the game players go through the days of an average month - somewhat accelerated, with the help of dice rolls - and the players have to survive the month with their incomes with or without work; where the income can be obtained from aid, family allowance, children allowance and temporary work (the amounts of income and expenses correspond approximately to today's Hungarian reality).

**Image:**



SZOCIOPOLY
JÁTÉK ÉS VALÓSÁG

**Topic:**
(X) Discrimination
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
(X) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
(X) Other: Poverty

**Type of game:**
(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
(X) Other: Interactive theater board game

**Goal/ Learning Objectives:**

- understanding poverty gave financial limitations
- break stereotypes toward people living in poverty
- understanding the limitation of possibilities of access to resources for many people

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## Recommendations for use:

- The number of players is not limited, the optimal number is 4-6 people or a team of 3-5 people (as "family"). A facilitator/game leader is needed who plays the role of the mayor, the shopkeeper and the usurer.

- Moving along the individual fields of the game, the game meanwhile challenging the players with situations also presents the data, scientific results, legislation or everyday experiences that can help the players to understand why a family turns to usury, under what conditions someone can get public work, why people are forced to steal wood, how many days it is possible to take on black market work today, how much food can be bought with this amount of money, etc.

- **SOCIOPOLY - as an interactive theater board game**
  It is a joint production of the Mentőcsónak Egység and the "GYERE" Children's Opportunity Association
  Szociopoly takes place in a small town in northern Hungary. The characters are the people living in the settlement: the elite of the village (the mayor, the entrepreneur and the doctor), the employees of the institutions operating there (the policeman, the teacher, the guardian, the shopkeeper and the innkeeper) and the people living in the village (mostly poor), some of whom are played by actors, but the majority of the villagers are personified by the viewers/players. The play goes through four weeks, during which the participants have to live within the framework of the game: they are raising two children, they are unemployed, they may expect public work or temporary work, but every week they have to shop, pay the utilities for their apartment, and possibly their other incurred expenses as well.

## Tips and Tricks for Facilitators
### (e.g. feedback questions, further discussion topics):

- SZOCIOPOLY can be used well as a kind of pedagogical sensitization tool. In such cases it is useful to have a facilitator who reacts to conflict situations that arise during the game.

- Download the Guide (in Hungarian):
  📄 kezikonyv.pdf

**Notes & More Pictures:**

## Table Talk (for Fourth Agers)

| Duration: | 15+ | min |
|---|---|---|
| Number of players: | 2-15 | player/s |
| Materials/ Tools needed: | Table Talk cards | |
| Creators: | The Ugly Duckling Company | |
| Links: | https://uglyducklingresources.org/collections/table-talk | |
| Language | English | |

### Short description:

Table Talk - aims to provide a fun way in which people can begin to have conversations about the important questions in life. This game stimulates life-changing conversations among 4th agers (elderly people).

Table Talk cards are designed to stimulate conversations across a wide range of age, background and interests. Every Table Talk game has 6 themes, with 16 questions exploring each theme.

Table Talk for Fourth Agers is a dementia-sensitive conversational resource.

### Image:



### Topic:
( ) Discrimination
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
(X) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
( ) board
(X) card
( ) role play
( ) simulation
(X) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- To start conversations and open up for other people.
- To listen to each other's opinions.
- To foster the memory of elderly people.
- To start intergenerational conversations.

**Recommendations for use:**

- The themes in Table Talk for Fourth Agers are below (with an example question):
  Trivia: Best decade: '50s, '60s, '70s?
  Celebrating: Best day of your life?
  Treasured Memories: Describe your mother's kitchen?
  Relationships: Who was your first love?
  Health & Well-being: What is your greatest fear?
  Big Issues: Is there anything that cannot be forgiven?

- We recommend it for home, communities of elderly people and/or team building. The advantage is that there is no time limit and it can be retrieved anywhere!

- The conversations can be shaped freely, its quality and depth are not determined by the situations.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- The game is ideal for strengthening relationships between different generations, for informal social events, but we also recommend it to professionals working with elderly people in an educational context.

- Try out the other Table Talk cards as well considering what age group and aim you have with the activity.

**Notes & More Pictures:**

- [There is an only version as well - application is available in Mac App Store](#)

  Online version is available in more languages: English, Arabic, Dutch, French, German, Greek, Italian, Japanese, Korean, Portuguese, Romanian, Russian, Simplified Chinese, Spanish

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# Take a step forward

| Duration: | 60+ | min |
|---|---|---|
| Number of players: | 10+ | player/s |
| Materials/ Tools needed: | Role cards, An open space (a corridor, large room or outdoors), Tape or CD player and soft/relaxing music, A hat | |
| Creators: | Council of Europe - Compass | |
| Links: | https://www.coe.int/en/web/compass/take-a-step-forward | |
| Language: | English | |

## Short description:

"Take a step forward" - is an activity where participants take on roles and move forward depending on their chances and opportunities in life.

This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights – although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights.

We are all equal, but some are more equal than others.

## Image:



| Topic: | Type of game: |
|---|---|
| (X) Discrimination: | ( ) board |
| ( ) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | (X) simulation |
| ( ) Active participation in local communities | ( ) computer |
| (X) Inclusion with no borders | ( ) VR |
| (X) Diversity | (X) Other: |
| ( ) Other: | |

## Goal/ Learning Objectives:

- To raise awareness about inequality of opportunity
- To develop imagination and critical thinking
- To foster empathy with others who are less fortunate

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- Read the instructions carefully.

- Review the list of "situations and events" and adapt it to the group that you are working with. Make the role cards, one per participant.

- Copy the (adapted) sheet either by hand or on a photocopier; cut out the strips, fold them over and put them in a hat.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements.

- In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them, this does not matter especially, and that they should use their imagination and to do it as best they can.

- The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants' own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer "yes"). This also applies if you have a large group and have to devise more roles.

- During the debriefing and evaluation it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes?) Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work.

# Tell your story

| | | |
|---|---|---|
| **Duration:** | 15+ | min |
| **Number of players:** | 2+ | player/s |
| **Materials/ Tools needed:** | Card set "Tell Your Story" | |
| **Creators:** | TELLYOURSTORY LTD. | |
| **Links:** | https://stastustastiem.lv/product/tell-your-story/ | |
| **Language:** | English, Latvian, Russian | |

## Short description:

"Tell your Story" card game is a method to involve people to talk about their experience and share ideas, thoughts and personal views. This method is a tool to empower people to talk with each other, listen and train different skills.

Answering questions from the cards promotes self - exploration, playing cards in pairs or groups can promote discussions and dialogue to build a stronger team and to get to know each other better.

Image:



## Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
(X) Diversity
(X) Other: Personal goals and values

## Type of game:
( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

## Goal/ Learning Objectives:

- Icebreaking.
- Promote discussions and dialogue to build a stronger team and to get to know each other better.
- Develop personal and professional skills - tolerance, empathy, communication, storytelling, presentation, argumentation, active listening, language training, time management, creativity, etc.

---

**Recommendations for use:**

- Just take the cards and talk!

- Use five empty cards to write down your own questions!

- Feel free to create your own way to play!

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

You can also give cards to the learners and invite them to go outside for a walk during which they answer questions, speak, and share thoughts! To highlight the education aspect, after playing the cards short debriefing sessions could be very useful.

**Here are some questions that can be used:**

- Individual self-reflection
  - What can I learn from this activity?
  - Which question made me think the most?
- Pairs conversations
  - Did you find some answers that surprised you? Which ones and why?
  - Which questions were the most challenging?  Why?
- Discussions in groups
  - What competences can you develop through this game?
  - How would they help you in a professional and personal life?
  - Which team members' answers surprised you the most?

**Notes & More Pictures:**

# The Blind walk

| | | |
|---|---|---|
| **Duration:** | 30+ | min |
| **Number of players:** | 10-30 | player/s |
| **Materials/ Tools needed:** | Blind folds | |
| **Creators:** | Unknown – popular game | |
| **Links:** | N/A | |
| **Language:** | Language independent | |

## Short description:

"The blind walk" is an activity often used as an outdoor education game to build trust among the participants.

The game consists of experiencing the lack of one sense (sight) and developing trust in our partner while having a walk around the venue. In the middle of the walk, some new challenges might appear, such as shouting or singing or touching different things. All with the aim of creating an interesting experience that takes everyone out of their comfort zone.

Image:

## Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
(X) Other:

## Type of game:
( ) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
(X) Other:

## Goal/ Learning Objectives:

● To raise the trust among the members of the group.
● To understand how disabilities make people feel (either from the perspective of the blind person and for the support person).

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**Recommendations for use:**

- Explore the area beforehand and try to create challenges but keep in mind the safety measures. You can try to increase the challenge of the experience by including new rules.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Here are some questions that can be used:**
- Observations – e.g. what's going on? What happened?
- Feelings – e.g. how did you feel faced with other people?
- Learning – e.g. what did you learn from this role play?
  How can we take these lessons into real life?

## The Empathy game

| | | |
|---|---|---|
| **Duration:** | 30 min+ | min |
| **Number of players:** | 2-6 | player/s |
| **Materials/ Tools needed:** | Card set "The Empathy game" | |
| **Creators:** | Saskia Hermann, Jorik Elferink | |
| **Links:** | https://theempathygame.com/ | |
| **Language:** | English | |

### Short description:

"The Empathy Game" - players draw question cards (150 cards total) in three categories (the category is determined with a category die) and have to answer them:

- "Memory" cards require you to remember facts about yourself, for example: "What has been incredibly rewarding to do?"
- "Who is…?" cards about your tastes or interests that help understand "who you are", for example: "What interests you that most people know little about?"
- "Imagine" cards require you to imagine what you would do, think or be in a given situation, for example, "If you could turn any activity into an Olympic sport, what would you win a gold medal for?"

Image:



### Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
(X) Diversity
(X) Other: Personal goals and values

### Type of game:
( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

The strength of the game is that:
- You will learn things about others that you would have never asked.
- The questions are generally very open and enable you to answer in a light manner or more deeply, according to your mood (for example "What would you stop doing if you could?" or "What's a life goal you've discarded?").

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**Recommendations for use:**

- The "engagement die" can be a bit less easy to use. It enables to go beyond the initial answer, but players might start "commenting" other player's answers (you want absolute benevolence from everyone or players start to censor themselves), and the fact that it is based on our senses often feels strange (who knows what is the "smell" of "I have decided to abandon learning to play the guitar"?).

- An "engagement die" that is thrown after the question card has been answered. It challenges the players to engage with the answer or story, guided by one of the following categories:
  - **Colour** of the story
  - **Draw** the story
  - **Smell** of the story
  - **Taste** of the story
  - Feeling of **touch** of the story
  - Body **pose** that best represents the story

- The game is simple. You pick a card and tell your story, from the everyday to the fantastic. Afterwards the listeners engage with your story by throwing the dice and exploring elements of their human experience.

- Be creative! Make new rules of the game which are most appropriate for your needs! Good luck!

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

You can also give cards to the learners and invite them to go outside for a walk during which they answer questions, speak, and share thoughts! To highlight the education aspect, after playing the cards short debriefing sessions could be very useful.

**Here are some questions that can be used:**

Individual self-reflection
- What can I learn from this activity?
- Which sentence made me think the most?

Pairs conversations
- Did you find some answers that surprised you? Which ones and why?
- What was the most challenging? Why?

Discussions in groups
- What competences can you develop through this game?
- How would they help you in a professional and personal life?

**Notes & More Pictures:**



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# A new mosque in Sleepville

| | | |
|---|---|---|
| **Duration:** | 120-150 | min |
| **Number of players:** | 15-30 | player/s |
| **Materials/ Tools needed:** | | |
| **Creators:** | Malcolm X (Compass) | |
| **Links:** | https://www.coe.int/en/web/compass/a-mosque-in-sleepyville | |
| **Language:** | English | |

| **Short description:** | Image: |
|---|---|
| "The new mosque in Sleepville" is a simulation game about diversity.<br><br>The activity explores a dispute over the building of a new mosque in a traditionally Christian area through the simulation of a town council meeting. |  |

| **Topic:** | **Type of game:** |
|---|---|
| (X) Discrimination: | ( ) board |
| (X) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | (X) simulation |
| ( ) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| (X) Diversity | ( ) Other: |
| ( ) Other: | |

**Goal/ Learning Objectives:**

- To experience real conflicts that can arise in meeting the needs of diverse communities
- To explore the right to freedom of religion and belief
- To develop skills of debate and analysis

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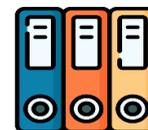
<table>
<tr><td>

**Recommendations for use:**

- You can also link it with: 21 September International Day of Peace

</td></tr>
</table>

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Ask the participants what they feel about the process they have just been through:**

- Were you surprised by the result of the vote, and did it reflect the position of the person you were playing?
- How much influence do you think you (in your role) had on the result?
- Did interaction with other people or groups make you alter your approach or your attitude towards the problem?
- How easy was it to identify with your role? Why or why not?
- Do you think that this situation could arise in real life? Can you think of any similar cases?
- How would you react if this case arose in your town / place of residence? Did the activity alter your attitude at all?
- What do you understand about the right to freedom of thought, conscience and religion?
- Do you know of any cases in history (or today) when this right has been denied?
- Why do you think that religious freedom is a fundamental human right?
- To what extent do you think this right is observed in your community?

# The story of Abigale

| | | |
|---|---|---|
| **Duration:** | 30+ | min |
| **Number of players:** | 10-30 | player/s |
| **Materials/ Tools needed:** | Printouts | |
| **Creators:** | Council of Europe | |
| **Links:** | https://www.salto-youth.net/downloads/4-17-1891/Abigale.pdf? | |
| **Language:** | English | |

## Short description:

"The story of Abigale" gives the participants a good starting point to debate about roles, relations and culture in general.

They will rank the participants of the story from 1-5 in small groups and then in bigger groups. This will allow a debate about stereotypes, prejudices and culture in general.

## Image:



## Topic:
(X) Discrimination:
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
(X) Diversity
( ) Other:

## Type of game:
( ) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
(X) Other:

## Goal/ Learning Objectives:

- To introduce the subject of cross cultural communication
- To allow participants to experience some of the difficulties involved in cross cultural relations
- To enable participants to begin to identify their own values, attitudes and cultural biases

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**Recommendations for use:**

- Prepare some creative materials for the "decoration" and clarification of the story for those people who don't understand English well.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- Observations –
  What's going on? What happened?

- Feelings –
  How did you feel faced with other people?

- Learning –
  What did you learn from this role play?
  How can we take these lessons into real life?

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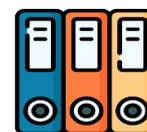
# The tale of two cities

| | | |
|---|---|---|
| **Duration:** | 90 | min |
| **Number of players:** | 4-10 | player/s |
| **Materials/ Tools needed:** | As listed in handout | |
| **Creators:** | Council of Europe | |
| **Links:** | https://www.coe.int/en/web/compass/tale-of-two-cities | |
| **Language** | English | |

## Short description:

The tale of two cities - is a board game in which players vote for the kind of city they wish to live in and the amenities they wish to enjoy. The issues addressed include such topics as social solidarity, the implications of paying taxes and the value of local democracy.

## Image:
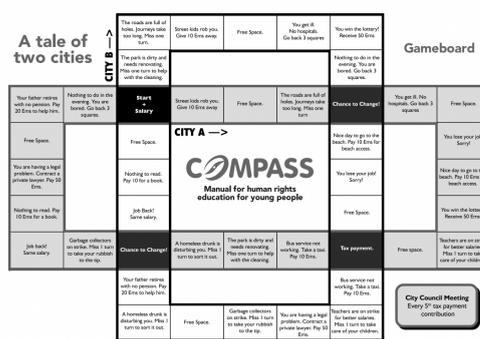


## Topic:

( ) Discrimination
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
(X) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

## Type of game:

(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

## Goal/ Learning Objectives:

- To understand the importance of social welfare to community life
- To develop communication and teamwork skills
- To promote values of solidarity and responsibility to the community

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**Recommendations for use:**

- The game is fairly easy for anyone familiar with playing board games, but take care to explain the rules of the game and how to play. It may help the players if you write the rules on a flip chart or use an overhead transparency or hand out copies of the rules of the game.

- The game works best with a maximum of 10 people playing as citizens, and there should be an equal number of citizens in each city at the start of the game. If you have say 16 participants, you could get the bankers to work in pairs. If you work with a larger group it is best to run two games. In this case, don't forget to multiply all the materials by two, and be sure to have a co-facilitator to be responsible for the second game!

---

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- A good piece of advice: before you try the game with your group, play it with friends! You will then feel more secure about giving the instructions and getting it to run smoothly.

- Get a copy of the local development plan for where you live and discuss it within the group. Investigate issues that concern you and see how these are met in the plan. Alternatively you may be concerned about access for disabled people or safety on the streets and plans to encourage safe cycling. Give your feedback to the authorities by participating in public meetings or get others in the locality involved by creating a blog, writing to a newspaper or organising a public meeting or awareness-raising event.

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**Notes & More Pictures:**

Download the handout here!

This game is included in COMPASS - Manual for Human Rights Education with Young People.
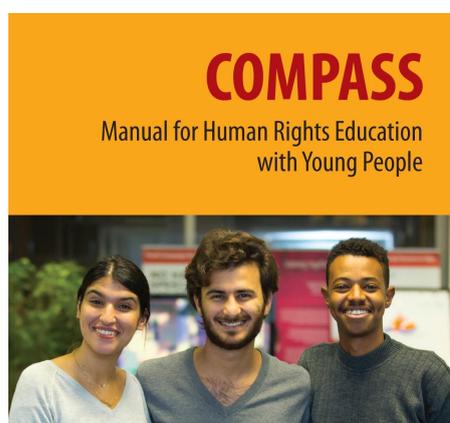
# The Tea Party

| | | |
|---|---|---|
| **Duration:** | 30+ | min |
| **Number of players:** | 10-30 | player/s |
| **Materials/ Tools needed:** | Printouts | |
| **Creators:** | Salto Resources Center | |
| **Links:** | https://www.salto-youth.net/downloads/4-17-3332/Final.pdf ? (Page 26) | |
| **Language:** | English | |

## Short description:

"The Tea Party" - is a role play activity where a Tea Party of ambassadors coming from different countries with different traditions and cultures is represented.

During the roleplay of the party, different clash-of-cultures will happen and this will lead to the following enriching debriefing part.

## Image:



| Topic: | Type of game: |
|---|---|
| ( ) Discrimination: | ( ) board |
| ( ) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | (X) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| (X) Inclusion with no borders | ( ) VR |
| (X) Diversity | ( ) Other: |
| ( ) Other: | |

## Goal/ Learning Objectives:

- To introduce the subject of cross cultural communication
- To allow participants to experience some of the difficulties involved in cross cultural communication
- To enable participants to begin to identify their own values, attitudes and cultural biases

**Recommendations for use:**

● Prepare some creative materials for the "decoration" and dressing up of the ambassadors. Arrange a real Tea party, serve real Tea and try to create the atmosphere of "ambassadors" this will increase the impact and the fun.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

● Observations – e.g. what's going on? What happened?
● Feelings – e.g. how did you feel faced with other people?
● Learning – e.g. what did you learn from this role play? How can we take these lessons into real life?

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# Timeline

| | | |
|---|---|---|
| **Duration:** | 15+ | min |
| **Number of players:** | 2-7 | player/s |
| **Materials/ Tools needed:** | Card set "Cardline" | |
| **Creators:** | Asmodee | |
| **Links:** | https://boardgamegeek.com/boardgame/145014/cardline-globetrotter | |
| **Language:** | Language independent | |

**Short description:**

"Timeline" is a game where you need to discover the timeline of actions and situations happening in the world and create the correct order.

The game includes approximately 100 cards. Both sides of each card depict an event of humankind history, while only one side of the card includes information about the year when this happens. For each game, players decide the timeline of the events.

Image:



| **Topic:** | **Type of game:** |
|---|---|
| ( ) Discrimination: | ( ) board |
| (X) Lifelong learning vs willingness to learn | (X) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| (X) Inclusion with no borders | ( ) VR |
| ( ) Diversity | ( ) Other: |
| ( ) Other: | |

**Goal/ Learning Objectives:**

- Icebreaking
- Develop personal and professional skills - tolerance, empathy, communication, storytelling, presentation, argumentation, active listening, language training, time management, creativity, etc.

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**Recommendations for use:**

- You can also play standing up all and creating a line of people.

- You can also create your own game with the events in your region or with the events in your country.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Here are some questions that can be used:**
- Individual self-reflection
    - What can I learn from this activity?
    - Which data made me think the most?
- Pairs conversations
    - Did you find that some answers surprise you?
    - Which countries were the most challenging?
- Discussions in groups
    - What competences can you develop through this game?
    - How would they help you understand the world?

**Notes & More Pictures:**

# Tipping Point

| Duration: | 60-90 | min |
|---|---|---|
| Number of players: | 2-4 | player/s |
| Materials/ Tools needed: | Game set "Tipping Point" | |
| Creators: | Ryan Smith, Bradford Gyselman | |
| Links: | https://treecer.com/en/store/product/Tipping%20Point | |
| Language: | English | |

### Short description:

"Tipping Point" is a card game that playfully demonstrates the dangers of global warming.

The players build cities that are home to the ever-growing population. However, the accumulation of carbon dioxide in the atmosphere is leading to ever more extreme weather disasters and forces players to think creatively how to face this shared problem.

Image:



### Topic:
( ) Discrimination:
(X) Lifelong learning vs willingness to learn
(X) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
(X) board
( ) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- Develop personal and professional skills –tolerance, empathy, communication, active listening.
- Learning new facts about the environment, nature and climate change.

---

**Recommendations for use:**

● You can use the game as an icebreaker or as a summary for a session about environmental protection and climate change.

---

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
● Individual self-reflection
  ○ What did I learn from this activity?
  ○ Which data made me think the most?
● Pairs conversations
  ○ Did you find that some answers surprise you?
  ○ Which event cards were the most challenging?
● Discussions in groups
  ○ What competences can you develop through this game?
  ○ How would they help you understand the world?

---

**Notes & More Pictures:**

# To be Continued

| | | |
|---|---|---|
| **Duration:** | 15+ | min |
| **Number of players:** | 2+ | player/s |
| **Materials/ Tools needed:** | Card set "To be Continued" | |
| **Creators:** | TELLYOURSTORY LTD. | |
| **Links:** | https://stastustastiem.lv/product/to-be-continued/ | |
| **Language:** | English, Latvian | |

| Short description: | Image: |
|---|---|
| "To be Continued" - game aims to encourage players to get to know themselves better, improve themselves and learn more about other people's thoughts and values. Sentences invite players to think and speak about important topics not discussed often on a daily basis.<br><br>The game promotes tolerance, since each player is unique, with his or her special opinion and vision, and also develops an ability to listen to both other people and ourselves. |  |

| Topic: | Type of game: |
|---|---|
| ( ) Discrimination:<br>(X) Lifelong learning vs willingness to learn<br>( ) Environment and climate change<br>( ) Elderly people to minimize ageing discrimination<br>( ) Active participation in local communities<br>( ) Inclusion with no borders<br>(X) Diversity<br>(X) Other: Personal goals and values | ( ) board<br>(X) card<br>( ) role play<br>( ) simulation<br>( ) computer<br>( ) VR<br>( ) Other: |

## Goal/ Learning Objectives:

- Icebreaking
- Promote discussions and dialogue to build a stronger team and to get to know each other better.
- Develop personal and professional skills - tolerance, empathy, communication, storytelling, presentation, argumentation, active listening, language training, time management, creativity, etc.

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**Recommendations for use:**

- Just take the cards and talk!
  Choose a card and finish a sentence. Each player can select his or her own card, or all players can finish one sentence on the card and notice similarities and differences. It is also possible to create discussion groups regarding topics of individual cards or visualise your answers.

- Be creative! Make new rules of the game which are most appropriate for your needs! Good luck!

- The game is available in English and Latvian languages.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

You can also give cards to the learners and invite them to go outside for a walk during which they answer questions, speak, and share thoughts! To highlight the education aspect, after playing the cards short debriefing sessions could be very useful.

**Here are some questions that can be used:**

- Individual self-reflection
    - What can I learn from this activity?
    - Which sentence made me think the most?
- Pairs conversations
    - Did you find some answers that surprised you? Which ones and why?
    - What was the most challenging?  Why?
- Discussions in groups
    - What competences can you develop through this game?
    - How would they help you in a professional and personal life?

**Notes & More Pictures:**



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# "Together – Play fit for the future" (ZUSAMMEN – Spiel dich fit für die Zukunft)

| | | |
|---|---|---|
| **Duration:** | Each game 90 | min |
| **Number of players:** | 15-30 | player/s |
| **Materials/ Tools needed:** | Card set "ZUSAMMEN", Photocopies, blackboard/flipchart, atlases or internet for research | |
| **Creators:** | Heinrich-Böll-Stiftung e.V. | |
| **Links:** | https://www.boell.de/de/zusammen-planspiele-im-kurzformat | |
| **Language:** | German | |

## Short description:

"Together – Play fit for the future" are short-format simulation games on the topics of leisure, democracy, flight & migration and work.

ZUSAMMEN consists of four sets of cards plus teaching materials, and is also suitable for beginners to German. You only need one double lesson per game. Each of the four games can also be used individually.

ZUSAMMEN is based on various methodological approaches that enable students to change perspectives in a playful way, to reflect on their own attitudes and behavior, and to transfer them to situations from their everyday lives.

Image:



| Topic: | Type of game: |
|---|---|
| ( ) Discrimination: | ( ) board |
| ( ) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | (X) simulation |
| ( ) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| (X) Diversity | ( ) Other: |
| ( ) Other: | |

## Goal/ Learning Objectives:

- Develop personal and social skills - tolerance, openness, respect, interest in other and new things
- Clarification of attitudes and behaviors (one's own and those of the social environment), pointing out starting points for change and practicing new behaviors
- Knowledge about migration, work, democracy, free time

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**Recommendations for use:**

- Target group: Students between 16-25 and Teachers at vocational schools

- The simulation game in course format can be used independently of each other; you need a double lesson of 90 minutes per game.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Examples of the feedback questions:**
- Individual self-reflection
    - What can I learn from this activity?
    - How did you feel?
- Discussions in groups
    - What competences can you develop through this game?
    - How would they help you understand the world?

**Questions specifically related to the topics:**
- Migration:
    - What major refugee movements do you know from history?
    - How would you feel, if you needed to flee?
- Work:
    - Do you know what you want to become in the future?
- Democracy:
    - What have you learned about democracy?

**Notes & More Pictures:**



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## Tokyo Train/Loco Motive

| | | |
|---|---|---|
| **Duration:** | 15 | min |
| **Number of players:** | 4-6-8 | player/s |
| **Materials/ Tools needed:** | Tokyo Train | |
| **Creators:** | Walter Obert | |
| **Links:** | https://boardgamegeek.com/boardgame/41052/loco-motive | |
| **Language** | English (Language independent) | |

### Short description:

Tokyo Train - is a placement game in which players form teams of two: the tourists and the Japanese. Can you manage to place the tourists in the Tokyo trains?

Tourists who don't speak Japanese flock to the Tokyo train. The players need to put things in order with an extremely effective communication method, pointing and introducing a new (common) language!

### Image:



### Topic:
( ) Discrimination
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
(X) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
(X) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- To get active and try out different communication methods
- To develop memory and challenge active aging
- To try out different communication methods
- To work on group dynamics and develop the quality of team work

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**Recommendations for use:**

- The board game Tokyo Train can only be played in pairs, where the two characters will be a guide and a tourist. As a guide, you have to direct the tourists to their place. Try to be the first to put them in their place before the opposing team does!

- Each team must direct its passengers to their place based on a specific card. The team that gets everyone to their seats first will be the winner!

- Remember! A good tourist understands everything if you speak to him LOUDLY and clearly!

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- **Feedback/reflection questions can be to start the discussion at the end of the game:**
    - How did you feel during the game?
    - How can this game support a more inclusive society?
    - What was your learning moment?
    - Did you get any inspiration during playing? What was it?

**Notes & More Pictures:**

# Trick or Treat

| | | |
|---|---|---|
| **Duration:** | 30+ | min |
| **Number of players:** | 10-30 | player/s |
| **Materials/ Tools needed:** | Printouts, candy (2 per player minimum) | |
| **Creators:** | Scout movement – Erasmus+ Project | |
| **Links:** | https://amics.eu/playing2learn/created-by-the-spanish-team | |
| **Language:** | English, Spanish | |

### Short description:

"Trick and Treat" is a game which represents - in a playful way - the privileges and differences of the world.

Based on random circumstances like where you were born or your family background. The game requires candy that shows the resources of the world and these will be distributed unevenly among the participants depending on the card they take.

### Image:



### Topic:
(X) Discrimination:
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
( ) Active participation in local communities
( ) Inclusion with no borders
(X) Diversity
( ) Other:

### Type of game:
( ) board
(X) card
( ) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:

- To understand and recognize their own privileges.
- To reflect about inequality.
- To enable participants to begin to identify their own values, attitudes and cultural biases

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**Recommendations for use:**

**Tips and Tricks for Facilitators
(e.g. feedback questions, further discussion topics):**

**Here are some questions that can be used:**
- Observations – e.g. what's going on? What happened?
- Feelings – e.g. how did you feel faced with other people?
- Learning – e.g. what did you learn from this role play?
  How can we take these lessons into real life?

**Notes & More Pictures:**

# Vox Pop - debate is (not) a game

| | | |
|---|---|---|
| **Duration:** | N/A | min |
| **Number of players:** | 4- | player/s |
| **Materials/ Tools needed:** | Game "Vox Pop" | |
| **Creators:** | Demokratikus Ifjúságért Alapítvány | |
| **Links:** | https://i-dia.org/en/vitajatek/ | |
| **Language** | Hungarian (English, German) | |

| **Short description:** | Image: |
|---|---|
| Vox Pop - is a debate game that was created to initiate conversations about exciting topics of what a debate would be possible. A tool which makes it possible for the players to hold conversations with a variety of viewpoints about important topics. A game where you cannot lose, just win, a great community experience. Debate, where there are no broken plates, just real arguments and calm nerves. A tool for development which helps you to acquire new knowledge and at last, but not least: brings people closer together.<br><br>We are in the same boat. We may think differently. We may have different beliefs. We may disagree. But we need to work together to move forward. | |

| **Topic:** | **Type of game:** |
|---|---|
| ( ) Discrimination | (X) board |
| (X) Lifelong learning vs willingness to learn | (X) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| (X) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| ( ) Diversity | ( ) Other: |
| ( ) Other: | |

**Goal/ Learning Objectives:**

- understanding differences and expecting different viewpoints, beliefs
- developing skills connected to debating: communication, active listening, creative thinking
- a tool to initiate conversation in a creative way in any topics, decision making events

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**Recommendations for use:**

- For leaders: Innovations have two important preconditions: genuine knowledge and courage to question the status quo. Vox Pop Debate Game provides an opportunity for colleagues to share their opinions and knowledge on a given problem in a safe environment.

- For trainers, coaches: Vox Pop Debate Game is a special method for developing intra-group communication and facilitating debates. It's equally suitable for improving soft skills (communication, argumentation, critical thinking, problem-solving) and innovative programme and organizational development.

- For educators: Vox Pop facilitates discussion between students, teaches proper argumentation techniques and mobilises student's knowledge in a creative way. Let it be a historical event, literary work or debating about a class-based problem.

- Groups, families: With the help of Vox Pop Debate Game discussions provide a chance for all members of the family to share their views as an equal partner, take part in decision-making. This way everyone will acquire a culture of debate and will be able to stand up for themselves without personal remarks or insults.

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- Workshops of debating: in which participants have a chance to experience proper argumentation techniques, learn to recognise the most common fallacies and try out Vox Pop Debate Game.
- Workshop about organisational development: tailored to individual needs which aims to establish an organisation debate culture where professional disagreement is not treated as an internal conflict, but as a potential resource.

**Notes & More Pictures:**




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# Welcome diversity

| Duration: | 10 | min |
|---|---|---|
| Number of players: | 15-100 | player/s |
| Materials/ Tools needed: | | |
| Creators: | Kurt Faller, Wilfried Kernke, Maria Wackmann | |
| Links: | baustCD_#44 (dgb-bwt.de) | |
| Language: | German (Language independent) | |

## Short description:

"Welcome Diversity" is an icebreaking/warm up activity to demonstrate in a swinging way what all is in the group.

Everyone stands in a loose circle. A team member now greets different groups of people. Those greeted step into the middle or wave and everyone else applauds. Now follows according to this principle a lot of applause for the most different qualities and wishes (also those which one does not have).

Examples:
- all who have a birthday in spring have
- all women
- all who have children

| Topic: | Type of game: |
|---|---|
| ( ) Discrimination: | ( ) board |
| ( ) Lifelong learning vs willingness to learn | ( ) card |
| ( ) Environment and climate change | ( ) role play |
| ( ) Elderly people to minimize ageing discrimination | ( ) simulation |
| ( ) Active participation in local communities | ( ) computer |
| ( ) Inclusion with no borders | ( ) VR |
| (X) Diversity | (X) Other: Warm-up |
| ( ) Other: | |

## Goal/ Learning Objectives:

- Icebreaking/ Warm up
- The activity is to demonstrate in a swinging way what all is in the group.
- Diversity should be perceived as the richness of the group.
- The game provides movement, a good mood and can also lead to initial questions about content (belonging, exclusion, etc.)

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**Recommendations for use:**

- Ask easy questions at first, then more difficult ones

- It is important that really everyone has been greeted once, if necessary additional questions are developed for this.

- The questions can be adapted to the group and a little bit to the topic of the seminar.

- perfect for every kind of group

**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

- Immediately after the activity, there should be no evaluation to linger in the applause mood.
- If there is a daily reflection at the end of the seminar day, it can be asked how it was to step into the middle for characteristics and if there is a reflection at the end of the day, it is possible to ask how it was to step into the middle and receive applause for qualities and wishes that are otherwise seldom noticed.

# The Werewolf of Millers Hollow

| | | |
|---|---|---|
| **Duration:** | 15+ | min |
| **Number of players:** | 2-8 | player/s |
| **Materials/ Tools needed:** | Card set "Werewolf of Millers Hollow" | |
| **Creators:** | Brain picnic | |
| **Links:** | https://boardgamegeek.com/boardgame/25821/werewolves-millers-hollow | |
| **Language:** | Language independent | |

### Short description:

"Werewolves of Miller's Hollow" - is a game that takes place in a small village which is haunted by werewolves. Each player is secretly assigned a role - Werewolf, Ordinary Townsfolk, or special characters such as The Sheriff, The Hunter, the Witch, the Little Girl, The Fortune Teller and so on... There is also a Moderator player who controls the flow of the game.

The game alternates between night and day phases. At night, the Werewolves secretly choose a Villager to kill. During the day, the Villager who was killed is revealed and is out of the game. The remaining Villagers (normal and special villagers alike) then deliberate and vote on a player they suspect is a Werewolf, helped (or hindered) by the clues the special characters add to the general deliberation. The chosen player is "lynched", reveals his/her role and is out of the game. Werewolf is a social game that requires no equipment to play, and can accommodate almost any large group of players.

### Image:



### Topic:
( ) Discrimination:
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
( ) Elderly people to minimize ageing discrimination
(X) Active participation in local communities
(X) Inclusion with no borders
( ) Diversity
( ) Other:

### Type of game:
( ) board
(X) card
(X) role play
( ) simulation
( ) computer
( ) VR
( ) Other:

### Goal/ Learning Objectives:
● Icebreaking
● Develop personal and professional skills - tolerance, empathy, communication, storytelling, presentation, argumentation, active listening, language training, time management, creativity, etc.

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**Recommendations for use:**

- You can use it with bigger groups too.

- You can use the card for a storytelling game or for an evaluation process.

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**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

**Here are some questions that can be used:**

- Individual self-reflection
    - What can I learn from this activity?
- Pairs conversations
    - Which characters were the most challenging?
- Discussions in groups
    - What competences can you develop through this game?
    - How would they help you understand the world?

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## Notes & More Pictures:

# Why inclusion matters?

| | | |
|---|---|---|
| **Duration:** | 60 | min |
| **Number of players:** | 10-15 | player/s |
| **Materials/ Tools needed:** | Role cards, large space | |
| **Creators:** | Help Age International | |
| **Links:** | https://www.helpage.org/download/5f3e9725ca60a/ | |
| **Language** | English | |

## Short description:

"Why inclusion matters?" - is a role play/simulation game where players assume the role of a community member. Presented with a series of simple scenarios, players decide the extent to which they are included in an NGO's programming and activities, or have access to information.

Image:

## Topic:
( ) Discrimination
( ) Lifelong learning vs willingness to learn
( ) Environment and climate change
(X) Elderly people to minimize ageing discrimination
(X) Active participation in local communities
(X) Inclusion with no borders
( ) Diversity
( ) Other:

## Type of game:
( ) board
( ) card
( ) role play
(X) simulation
( ) computer
( ) VR
( ) Other:

## Goal/ Learning Objectives:

● To discover how to explain the impact that a failure to work through inclusiveness can have on individuals.
● To recognise the importance of inclusive disaster risk reduction.

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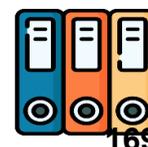
**Recommendations for use:**

● Anyone can play it who is relatively new to the concept and practicalities of age, disability and gender inclusion in disaster risk reduction.

● Possible adaptations to game:

○ Instead of reading the second set of scenarios, participants could be asked to write their own scenario that they feel will be inclusive, part B can then be played with their own scenarios. This game could also be adapted to more urban focused scenarios.

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**Tips and Tricks for Facilitators**
**(e.g. feedback questions, further discussion topics):**

● **Feedback/reflection questions can be to start the discussion at the end of the game:**
   ○ What scenario(s) caused you to step backwards?
   ○ How did it feel to step backwards?
   ○ What did you notice the further back you stepped?
   ○ How did it feel to remain in the circle?
   ○ What did you notice about the power dynamics and access to resources?
   ○ Have you ever experienced this in real life? Is there anything that could have been done differently to ensure you were included?
   ○ How does this game reflect the reality of humanitarian work?
   ○ What are the risks of not using an inclusive, rights-based approach in all our work?

**Notes & More Pictures:**

Tips for facilitators

More games on inclusion from HelpAge

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# CLOSING

*Every game has a goal.*

*Every game has rules.*

*Every game has players.*

*Every game has challenges.*

*Every game involves motivation.*

*Every game creates emotions.*

*Every game has learning.*

We invite you to use more and more games as educational tools, because:

## "Play is our brains' favorite way of learning."

**Diane Ackeman**

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