Games
FOR INCLUSION

Educational games

FOR ADULT EDUCATORS

NGA

Co-funded by the Erasmus+ Programme of the European Union

TIA

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ASSOCIATION OF EDUCATIONAL GAMES AND METHODS

Games for inclusion

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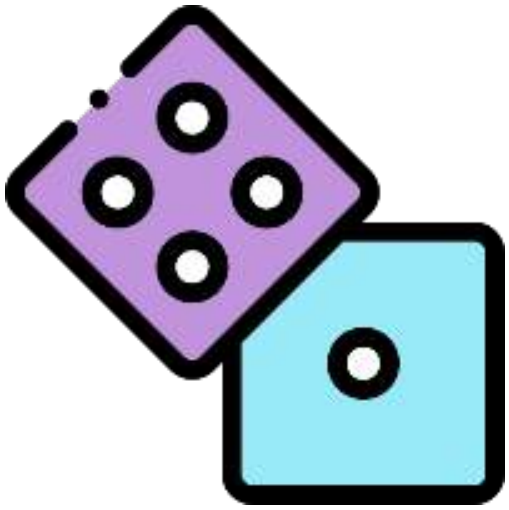

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Games for inclusion

Intro

This result consist of four newly created games that can be used by educators, with the purpose to integrate them in their education systems.

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

INGA project

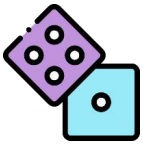
The project „INGA-Games Inclusion“ has the goal to improve the competences of educators and other adult education staff with the usage of games. It is Co-funded by the Erasmus+ Programme and started in 2021, going on for one year. It especially deals with the education of adults which contains new learning and teaching methods and approaches inclusion, promoting equality and non-discrimination.

The target group contains a lot of different actors like individual educators, especially organisations and persons working with disadvantaged learners. The main target groups contain members of the partner organisations, different adult educators, trainers, facilitators, coaches and organisations who work with immigrants, refugees, elderly people and other disadvantaged groups.
The motivation of the project is to give concrete advise on how to use games in adult education. Another point is that these games want to promote the European ideas and improve intercultural understanding.

Four different partners developed this manual-toolkit. They all come from different countries: Lativa, Hungary, Spain and Germany. Together, they worked out three project results:

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

Info about partners and the current situation on the use of games in adult education in the participating countries.

Beginning with Latvia´s partner-organisation, named ISMA- **„Izglītojošo spēļu un metožu asociācija**" they have many years of experience and are a non-governmental association.
Their main sectors are educational activities for trainers, teachers and other educators.
This organisation wants to bring together developers of educational games and methods and wants to promote a culture of using games and methods in educational processes.

In this project Latvias organisation planned activities like conferences and seminars.
ISMA is actively working to bring together Latvian methods' and games' developers and to jointly promote the game culture in educational 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 games and methods created in Latvia and also outside Latvia, which can be integrated into the learning process. But there is still a big 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.

Hungary´s organisation specises on offering participation in youth-led events and youth participation activities.

Tudatos Ifjúságért Alapítvány (TIA) is a voluntary organization in Hungary.

In this project their main activities were to share the experience they have developing and using non-formal and informal educational methods for personal development.
Working with people on competence development is one of TIA´s basic values and it is included in the every-day work of their volunteers.

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.

The organisation rooted in Spain started in 2005 and has years of experience when organising cultural activities and involvement possibilities with local communities. **AC Amics de la Biblioteca de la Fonteta** is non-formal education organisation providing learning opportunities to the people in their area (youth, adults and children).

This organisation is consided experts in nonformal education, motivation, empowerment and inclusion. They have participated previously in several international projects, and this gives a wide perspective on the topic of developing a training methodology. Most of the members are connected with the education field, being teachers or trainers of vocational education.

Adult education in Spain follows a traditional structure, where games are still not very much used. However, teachers and educators are including them slowly more and more and it is becoming very popular game-based-education as well as gamification.

As a non profit organisation with many years of experience, Germany - **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.

In Germany, there has been a tradition of using games in educational contexts since the 1960s, especially in the youth sector, but increasingly also in adult education, also and especially in the area of participation, teaching values and democracy building.

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Seminar evaluation with Rummy or poker cards

Organization who created:	HochVier Potsdam	
Duration:	10-30	min
Number of players:	2-13	player/s
Materials/ Tools needed:	Rummy/Poker cards	
Creator:	Michael Jahn	

Short description:

After a long seminar/course/meeting it is necessary to evaluate different aspects. With this card game there is a new way in which the participating people can say what they liked or didn´t liked and e.g., how they felt about the group-dynamic.
As an example, the jack stands for the feelings that came up in the seminar.
With a card deck of 110 cards, every participant gets 8 cards and the whole game lasts 5 rounds.

Type of game:

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

Topic:

(x) Peacebuilding
( ) Promoting lifelong learning/ Education
( ) Environment and climate change
(x) Active participation
( ) Diversity
(x) Other:

Recommendations for use:

This game can be played in bigger groups with more participants, these groups then need maybe 2 card sets.

Goal/ Learning Objectives:

With that game you can involve an evaluation in a fun way. It is usable for many different models like seminars, courses and meetings. The assessment has advantages for the educators and the participants.

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

The whole game is adaptable to different target groups.
As an example, here are 10 questions for the 10 cards:

Ate-> What was good? What did you like?
King-> What interesting fact did you learn about a certain topic or about yourself?

Lady-> What could be better next time?

Jack-> How did you feel? How did you like the group-dynamic?

10-> What did you miss? Which topic should be talked about more?

9-> How likely are you to take part in one of our events in the future?

8-> How well was the conference structured?

7-> Has enough time been dedicated to discussion?

6-> How would you rate the overall organization of this event?

5-> Would you have preferred more interactivity while taking the course?

2, 3, 4+Joker-> Jokers

Description of the game – How to play:

Every participant gets 8 cards and the whole game lasts 5 rounds. In each round the participants need to play a card and either answer a question or use a joker. When using one of the ten cards from above, the participant needs to answer the matching question.
The cards 2, 3, 4 and the joker are jokers in this game. That means that you can on the one hand choose not to answer a question, or you choose a question you want to answer.

To support one other's opinion, a player can hand over a joker of their own to the other one.

Another possibility is to choose a card and then ask another person to answer the question drawn. This person then again can decide if he/she will answer the question or choose a joker.

This helps the participants to get to know more about other ideas and opinions and they can compare their perception with the ones from the others. In this game the feedback is given in a more playful way and possible tensions can be solved in a comfier way for everyone.

EVERYDAY HEROES

Organization who created:	Tudatos Ifjúságért Alapítvány	
Duration:	30-60	min
Number of players:	3-7	player/s
Materials/ Tools needed:	Board, cards, counters, scale	
Creators:	Boldizsár Németh, Contributors: Gergely Lajtai-Szabó	
Links:	https://drive.google.com/drive/u/0/folders/1xdrdNemAQwpmteI2DZanjo02hbj4hWra	

Short description:

Everyday Heroes - is a board game which aims to support learning about volunteering and solidarity in our society and also to support volunteer organisations to understand the importance of recognition of volunteer experience and what people can gain during.

Type of game:

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

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: Volunteering

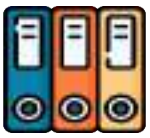
Recommendations for use:

Recommended for any organisation or institution who is willing to work with or already working with volunteers to understand the importance of their contribution to projects and tasks and for the volunteers to understand how much they can gain during this experience.

Goal/ Learning Objectives:

- understand the values of volunteering
- practice cooperation and teamwork
- contribute to the recognition of volunteer experience
- build solidarity

Description of the game – How to play:



Preparation:

- Select the cards corresponding to the number of players from the deck of projects.
- Shuffle the deck of projects and draw 4 cards each
- Place one less reward token than the number of players playing on each space of the central scoreboard (except for the own symbol at the top). Place the same on each type of the column.
- Place the tokens next to the scoreboard.
- Each player draws “Worker”, takes their scale and places the “Worker” on space 3 of the scale.
- Players are given as many compensation tokens as their position in the playing line. (The starting player takes 1, the 2nd player takes 2 and so on).

HOW TO PLAY:

Starting with the first player, the players follow each other and take actions in round order. On their own turn, each player can perform one action in the action phase, followed by one of the update phases.

1. Action phase
   The player in turn can perform one of two actions:
   - recruitment
   - project implementation.

   If they don't want to do either, they can also pass the turn.

   - Recruitment action
   - Move all your existing workers to space 0 on your scale.
   - Place a card from your hand as a worker on the 0 space on your scale.

   - Project implementation sale
   - The player should choose a card from his hand and place it in the center next to the board.
   - From the board, move the tokens on the reward part of the card next to the card (wherever you can take it, the draw and move tokens are next to the board).
   - Under the leadership of the player on your turn, discuss the conditions for the implementation of the project. If the agreement was not successful, see the failed negotiation section.
   - The players should produce the necessary resources according to the agreement. Move workers to smaller numbers than they produced. Dismiss burnt out workers. Discard the used pages.
   - Everyone takes their share of the tokens.
   - The player who received the new worker places it on position 0.
2. Update phase
   Each player moves all of their workers one space on the scale.
   The player on his turn draws a card from the central deck.

Negotiation:

The essence of the negotiation is for the project manager to find a player for the sub-tasks required for the given project. Each subtask can be undertaken by exactly one player. The undertaking player must produce the resources shown in the subtask.

During the negotiation, the players participating in the project can receive or give various game items from the project manager. It is not possible to transfer game items between other players.

During the trial, bids were marked by placing the player's piece on the appropriate space and collecting the tokens into piles.

Items that can be exchanged during negotiation:

- Rewards on the project card
- Handover of cards (it is not possible to specify which cards)
- A new worker for a successful project
- Already acquired tokens (the four different types, or compensation)
- Promises can be made as part of the negotiation

Production of resources:

- Shifting a worker by X: X points from the resource the worker produces.
- Burning out a worker: X+1 points from the resource the worker produces, where X is the worker's current position
- Throw a card from your hand: 1 point for anything or 2 points from the resource of the type of card

Resources:

Special resource: Can be completed with any resource (does not need to be completed from one type of resource)

Rewards:

Special rewards: Draw a card for each such reward you received!

Move a token within its own column for each such reward you received! The movement is started by the starting player and is done in round order.

Compensation token, worth 1 point at the end of the game.

<u>Failed negotiation:</u>

1. Players put back the reward tokens they took one by one. In round-robin order, starting with the player after the player on the turn, each player places a token back

on any space in the corresponding column of the central board. (If there are more tokens than players, continue the round until all tokens have been returned.)

2. The project manager should take back the project card.

The end of the game:

The game ends when you do not have all the rewards for a played project (either there are not enough cards in the deck or some type of token has run out). Instead of missing rewards, compensation tokens will be added to the project. The project is still negotiated by the players, but whether it succeeds or not, the game ends after that.

The game ends even if the active player draws a card during the update phase and there is no card.

Scoring:

- The players should look through the point categories below one by one and go down the scoring bar on the central board.
- All 4 reward types must be scored (you need to look at how many such symbols are on the central board, this will be the value of one reward token).
- Each card the player has (in his hand or as a worker in front of him) is worth 1 point.
- Compensation tokens are worth 1 point.

CONTAMEMORY

Organization who created:	AC AMICS DE LA BIBLIOTECA DE LA FONTETA	
Duration:	30-40	min
Number of players:	4-6	player/s
Materials/ Tools needed:	Cards	
Creators:	Antonio Benaches, Elena Crobu, Marija Marinkovic	
Links:	http://www.amics.eu/wp-content/uploads/2022/10/contamemoryimprenta_web.pdf https://drive.google.com/drive/u/0/folders/19BDUeZ-JyVY2y58ufAGErq1utcOErqvf	

Short description:

This card game is designed to incorporate 6 different types of games.
It consists of 30 cards divided in 6 categories with 5 different cards for each category. The core game is a Memory game, and then, other options can be played

Type of game:

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

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:

Recommendations for use:

This games work best when working with big groups. But it's also possible to play it with smaller groups or even with couples.

Goal/ Learning Objectives:

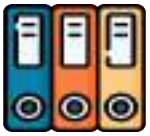
The main idea of this game is to learn and improve the competences related with 5 different topics:

-Memory
-Maths
-Language
-History
-Orientation

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

Co-funded by the European Union

Description of the game – How to play:



For each category, the game is played in a different way.

·**Memory -** 30 pairs of cards with the same photo. Put the cards facing down on the table and take turns turning over 2 cards in order to find the cards with the same 2 pictures.

·**Math -** this game is played with the category for food. On the uper part of each card there is a part of a recipe for the dish that is on the picture. The goal is to calculate how much of that ingredient is needed for a different number of portions (ex. 1 portion, 2, 4, 6 etc.)

·**Language -** there are 30 pairs of cards with the same image but also with the same word on the left side of the card. The thing is that the word is written in English on one card and in Valenciano on the other card. With these card the players can play hangman, charades, try to guess the word in the other language etc. For an easier level, the same games can be played in the player's mother language.

·**Timeline -** this game is played with the category of history. The goal is to put the cards that contain historical sites and events in the correct timeline, starting from earliest to most recent.

·**Geocatching / Orientation -** This game is played with the category for famous places in the hometown (in this case Agres). All of the 5 different pictures have their own pair with the same picture, but different information on the upper part of the cards. In this case, the longitude of the location on the photo is written on one card and on the other card there is the latitude of the same location. The players can either put the cards in order from the place that has the lowest position to the place that has the highest. The other option is to try to place the cards on a map guided by the latitude and the longitude.

*Other games and uses can be developed with the cards, explore your own options and adjust them to your target group.

Facilitation game “Be ready”

Organization who created:	Association of Educational games and Methods	
Duration:	60+	min
Number of players:	2 - 4	player/s in one team
Materials/ Tools needed:	Game materials - board, cards, dice, pawns	
Creators:	Ginta Salmina, Zane Veinberga	
Links (game materials):	https://drive.google.com/drive/u/0/folders/1IyIgLaxMhmOHE_IUZEH-HaB_rVRinYaG	

Short description:

If you've facilitated a training session or even a meeting, you know that running an effective session requires advance preparation. There also are times when you have to be prepared to switch things up on the fly to address group dynamics.

In the facilitation game “Be ready” are 6 categories - Activity type, Motivation, Learning process, Group dynamic, Evaluation, Green aspects.

Type of game:

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

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: Facilitation competences

Recommendations for use:

Recommended for organisations, educators and facilitators who are interested to develop facilitation competencies in the non- formal education. The game can be played starting from 2 participants up to 4 people in one team.

Goal/ Learning Objectives:

- To prepare facilitators for a better facilitation process.
- To inform educators about important aspects of the non-formal education training.
- A guide for organizing and facilitating the educational process or learning sessions.
- To develop trainers/ facilitators competencies.

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

Stages:
Preparation and setup.
Welcome and introduction.
Explaining Ground Rules.
Facilitating a game.
Playing process.
Debriefing & Reflection.
General atmosphere.

Co-funded by the European Union

Description of the game – How to play:

Preparation and setup:

- Game set consists of the playing materials that need to be printed on the colorful printer and preferably on the thicker A4 paper (160/250mg).
- The game can be played with and without a facilitator. It depends on the game aim and the target group. If in the group are newcomers in the training field/ non-formal education, it's recommended to have a more experienced facilitator who can support learners and discuss topics from the situation cards. If the aim of the game is to share experience among trainers/ facilitators already with some experience, the game can be played without a facilitator.
- Recruit and train facilitation assistants if needed.
- Prepare the tables, chairs and materials. Ensure all is in place.
- Stay positive and calm.

IO2 – Games for inclusion

Welcome and introduction:

- Be warm. Enhance lively, bonding atmosphere when introducing yourself, co-facilitators & players.
- Be confident. Convey trust in yourself and in the process.
- Listen well and observe if any of the participants are feeling unsafe/ uncomfortable - and give them support if needed or invite to become of observers if they are not keen to participate.
- Ensure you are having the participants trust (and treat this with respect).

Explaining Ground Rules:

- Game is not reality: Deliberately simpler than reality. Tell players: ‘Please do not question ground rules.
- Explain rules in the right sequence and with clear narrative, display materials
- Tell people: Like in the real world, you may not have enough time to think, decide and do your best. Be prepared for time pressure.
- Respond to questions on game rules only. Do not give away strategy.

Facilitating a game:

- Explain objectives clearly and briefly; start the game as soon as possible.
- Trust the process and don’t give away the learning moments.
- Do manage time: let people learn, but maintain the pace.
- Be prepared to find people so engaged that they don't listen to the facilitator: Be assertive if needed.
- Have a plan on how to shorten the game if time runs out (e.g. shorter rounds, time limits, etc.).
- If something unexpected happens, be flexible; try to think of alternative solutions!
- Keep the ‘end game’ (objective) in focus. Keep the game flowing, using humor to deal with surprises.

Playing process:

- Divide participants in smaller groups, from 2 up to 4 people in each of them and to provide for each team game set.
- Player rolls the dice and moves the pawn on the board according to the number shown on the dice.
- Player takes the card accordingly with the color player stopped on the board.
- Player reads the card and answers the questions.
- Next player continues with the same steps.

Debriefing & Reflection.

- After the game is finished (players reach “finish” or time is over) an important aspect is to hold a debriefing session.
- Invite participants/ players to sit in a circle and invite to share their thougts/ opinions.
- Ask key questions about gameplay experience: lessons about the theme of the game?
- Share key aspects of particular theme not covered in gameplay and encourage questions.

- Give players opportunity to discuss how they would modify the game to enhance the learning and dialogue experience.
- Examples of the questions

  Individual self-reflection
  - What can I learn from this activity?
  - Which card made me think the most?
  - Is there any card/ topic I would like to discover more? How could I do that?

  Pairs conversations
  - Did you find some cards 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?
  - How do you evaluate your team's involvement in the process?
  - Which topics need to be discovered more? How can you do that? How could you support each other to develop facilitator competencies?

General atmosphere.

- Keep it interactive, lively, with good humor.
- Always be fair and respectful to participants.
- Emphasize learning between neighbors, and shared experiences.
- Encourage sharing of experiences and thoughts in a safe environment.

Resources to discover more about facilitation process:
T-Kit 6: Training Essentials
https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-6-training-essentials
Manual for Facilitators
https://rm.coe.int/manual-for-facilitators-2022/1680a5ebc2
Training Course for facilitators
https://rm.coe.int/2018-training-for-facilitators-of-study-sessions-report/1680949239
Project HOWs
www.projecthows.com

Resources:
https://www.trainerslibrary.org/evaluation-in-learning-process/
https://teaching.cornell.edu/teaching-resources/assessment-evaluation/self-assessment
https://www.explico.sg/blog/group-learning-vs-individual-learning/
https://sites.augsburg.edu/publicachievement/files/2012/12/cs_howtobeattentive.pdf
https://preparecenter.org/wp-content/sites/default/files/game_facilitation_tips_0.pdf
https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-6-training-essentials
https://rm.coe.int/manual-for-facilitators-2022/1680a5ebc2
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