

TRAINING COURSE

17-24.11.2018 | Velbert (Germany)

GAME TIME

THE BOOKLET

**AN EDU-GAME BOOKLET FOR YOUTH
WORKERS, YOUTH LEADERS, TEACHERS
AND EDUCATORS**

INTRO

"GAME TIME"

"Game Time" was an Erasmus+ Training Course organised by Jubuk in Velbert (Germany), during the period 17-24.11.2018 including 32 youth workers and team members from 10 European Countries.

The training course was connected to educational game design and game facilitation to address social topics such as migration, inter-cultural understanding, inter-religious dialogue, tolerance, anti-discrimination. The training programme supported youth workers/youth leaders to get inspired and create new games that can be used when working with youth and enrich their own toolbox.

JUBUK

JuBuK is non-governmental, non-profit organization which was founded in 2008. Since that time JuBuK organized a lot of national and international projects on the topics of bridge building, active citizenship, entrepreneurship, inclusion, inter-religious dialogue, gender, migrant issues, intercultural dialogue, capacity building, change making.

The target group of the organization are young people with migrant background and minorities, migrant NGOs and initiatives on the national level. On the international level: cooperation with like-minded NGOs, youth workers, activists, trainers, change makers. Our mission: bringing positive change to the community and especially youth; tolerant, open-minded society, inclusion of vulnerable groups, social activism, gender equality, development of skills and competences of young people and youth workers, development of entrepreneurial education, recognition of non-formal learning, interfaith dialogue, intercultural cooperation and solidarity.





GAME OUTLINES

THE COST OF FACTS

GAME DURATION

60 min with debriefing

TARGET GROUP

High-school students

GROUP SIZE

10 - 30 (preferably organized in teams of 3-4)

LOCATION

One large room

LEARNING OUTCOMES

- Understand how the point of view of the author/newspaper influences the result
- Understand how news are created

MATERIALS

- 4 flipcharts / large sheets for the Media Outlet accepted articles.
- 4 A4 sheets for Media Outlet presentations: name + one liner
- 6 A4 sheets for the news sources
- 4 seating places for the Media Outlets
- 1 A4 sheet per each team - for portfolio stamps
- 12 A4 sheets for articles

LINK TO MATERIALS



AUTHORS

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STEP BY STEP GUIDE

1. Prepare 4 tables for the Media Outlets (Left wing, National News, Tabloid, Right wing)

- a. Put a desk and a chair.
- b. Put the Media Outlet's flip chart next to the desk - it should be clearly visible.
- c. Stick the Media Outlet's presentation sheet at the top of the flip chart.
- d. Put a unique marker/seal on the desk.

2. Prepare for the players

- a. Prepare enough pens for the players.
- b. Clean the middle of the room so that players can freely move between the Media Outlets, the News Sources and their group's position.
- c. Setup potential working spaces for the players.
- d. Prepare a sheet with written rules for each team (or a single flip chart).
- e. Prepare article templates for each team.

3. Prepare the News Source space

- a. Pick a clearly visible place in the room and stick the news sources on the wall.
- b. Stick an article template on the wall.
- c. Place a large amount of article template sheets so players can take when needed.

4. Let the players in the room

5. Divide players into groups of 3-4 each

THE COST OF FACTS

6. Introduce the story (SEE LINK WITH ATTACHED MATERIALS)
7. Show the players the written rules and stress on the importance of the groups
8. Facilitators take their positions at the Media Outlets
9. The Game Starts
 - a. Players start to write articles and offer them to the Media Outlets
 - b. The Media Outlets start giving tricky tasks to the players
 - c. The Media Outlets start sticking the accepted articles on the flip charts
10. Every 5 minutes the Facilitators announce how much time is left and that the game is being played by the end of time
11. After minute 15' most teams should have reached the minimum required money - at this point the Media Outlets start giving the more weird requests
12. Optionally create a “hot news” event at the middle of the game - introduce a new News Source and pay a lot to the first team who manages to sell a story on it. Then it is destroyed. This is meant to boost competition.
13. Time ends - the game is over
14. Ask players to give their portfolios to the facilitator
15. The players sit, one facilitator summarizes team’s money and portfolio results
16. The debriefing begins

SHORT GAME DESCRIPTION FOR THE FACILITATORS

Players play as young journalists in groups of 3-4. Facilitators play as media outlets “buying” news articles. On the wall there are 6 news sources. Each team needs to write short articles based on the news on the wall and “sell” them to the media outlets. The different media outlets want different angles and styling in their stories so players need to twist the facts in order to satisfy the client. The debriefing points how different factors affect news.

The four Media Outlets are as follows:

1. Left wing News: asks for leftists views in the articles. Supports environment angles.
2. National News: a centenary media company. They publish the most objective articles. They often require opinion articles.
3. Tabloid News: a combination of Daily Mail and a conspiracy media. They want gossip, aliens, conspiracy.
4. Right wing News: a hardcore right wing propaganda machine. Anti-globalization, anti-immigrants, racist.

THE COST OF FACTS

	Article Slots on the Flipboard	Money per article	Total Money to Give
National - Times	8	20	160
Green - Daily	10	10	100
Mashable - Reporter	16	10	160
Right wing - News	12	20	240

DEBRIEFING QUESTIONS

1. Can you describe what happened?
2. How did you feel while playing the game?
3. What are the results - papers overview, portfolio overview, money overview? Why?
4. Did you choose to write more relevant news or more profitable news? Why?
5. Did this change after you reached the required amount?
6. How did you change the information in order to sell it?
7. Next time you are reading an article - how are you going to think about it?
8. Optionally - ask any question specific to your participants / topic / outcomes.

COMMENTS

- Facilitators can ask players to add pictures in the articles (draw images).
- Facilitators may provoke players by asking them to add non-existent facts in the articles.
- Nothing stops the players from offering news that are not based on the news sources on the wall.



SAVE THE PLANET

GAME DURATION

40 min game +
20 min debriefing

TARGET GROUP

Youth 12-18

GROUP SIZE

9-18

LOCATION

Inside or outside
(big open spaces)

LEARNING OUTCOMES

- Communication and collaboration.
- Acceptance, trust and tolerance.

MATERIALS

- 1 ball
- Balloons
- Rope
- Objects for obstacles
- Puzzle parts
- Puzzle
- Scarves
- Hats
- Paper tape
- Signs of stations
- Identity cards

LINK TO MATERIALS



AUTHORS

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STEP BY STEP GUIDE

The game starts with all participants enclosed in a circle, being asked to close their eyes. A narrative story is told to them describing the scenario. Participants must split into various groups of 3 people each (one blindfolded, one mute and one with no arms) and perform a total of 4 tasks. The aim of the game is to complete the tasks in a specified amount of time and collect enough pieces to build a spaceship (puzzle) and run away safely. Upon completion of the tasks, the team is given a reward which is a part of this spaceship.

The main goal is to combine the efforts and abilities of the individuals present in each group to pass the tasks through communication. Upon completing all the tasks, each group is faced with two options: wait for the other teams to complete their tasks, build a big spaceship and escape together OR build a small spaceship and escape, just the three of them.

The general rules are that the participants have to complete each task twice, following the orders the facilitators will give them. The first time they will have four minutes to complete each task and the second time, three minutes.

TASK 1: AVOIDING THE RUINS

Participants have to avoid the ruins of the destroyed buildings after the fall of the first pieces of meteorites. In this task, participants must complete a maze made with tables and chairs. The blindfolded member of the team must do the maze, the one without hands must have the maze at his or her back and he or she can't see it, and the last one, who can't talk, must show the direction that the blind one must follow using their hands.

SAVE THE PLANET

TASK 2 : ENERGY GENERATOR

Participants have to complete the task in order to activate the generators of the machines that melt the metals that they will use to build the different pieces of the spaceship. In this station, each group must complete, at least, 3 jumps. In order to complete the task, the blind one and the mute one hold the rope and the person who can't use hands jumps.

TASK 3: THE LABORATORY

Participants have to throw balls of canned food inside the basket that they will carry with them in space. In this station, the facilitator tells the participants that they have to imitate a living basketball hoop. The hoop is to be created by the participants themselves, such that a person should act as the hoop, another as the player (shooting a ball through the hoop) and the other is guiding the blind person to throw in the direction of the hoop.

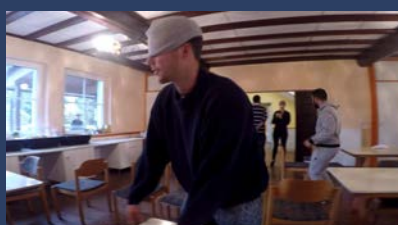
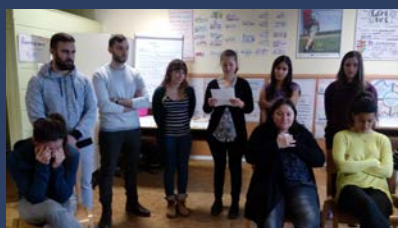
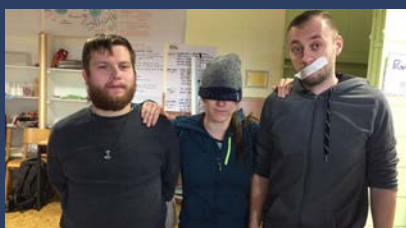
TASK 4: THE ANTI-GRAVITY TEST

Participants need to complete the task in order to prove that they can survive in space conditions and adapt to a different atmosphere. In this station, the participants should all carry a balloon from the starting point to the end point. They all needed to touch the balloon and it shouldn't fall to the ground.

After each team completes all tasks, they go to the room where the puzzle is and they need to put all parts together. Then they need to decide what they will do with their spaceship. The game ends when 40 minutes pass (when the meteorites hit the planet and destroy it) or when the decision is made.

DEBRIEFING QUESTIONS

1. How do you feel?
2. Were the different ways of communication an issue for your team? If yes, how?
3. Did anybody feel left behind by their team or you were actively participating in all tasks?
4. One of the facilitators will share a personal story about him experiencing miscommunication because of language barriers. How do you relate the game to your real life experience?
5. What would you do differently next time you face miscommunication? Would you change the way you play next time?
6. Was it hard to trust somebody that you didn't understand and you haven't met before?



BATTLEMINES

GAME DURATION

60 min with debriefing and
20 min preparation time

TARGET GROUP

Youth 16-30

GROUP SIZE

Optimized for 20 people.
Adaptable (must be even no.)

LOCATION

Indoor or outdoor,
two separate places

LEARNING OUTCOMES

- Understanding how lack of information influences our behavior.
- Learning to verify the information available.

MATERIALS

Papers with instructions for players and blank for facilitators, tape, posters with information/hints, pens, timers.

LINK TO MATERIALS



AUTHORS

Mariano Galea, Daniela Cosovan, Cristina Godino, Diana Lupei

STEP BY STEP GUIDE

Arrange chairs in an equal number in two separate groups and let people sit wherever they want. Then mix the groups and say that they are “a group divided in two teams”. This is important because they have to figure out that they should cooperate rather than be competitive.

They are now located at the base (room 1) and are given instructions on paper. The battlefield (room 2) is a grid 7x7 but can be adapted for group size. Example of instructions can be found in additional materials. Players are told that the battlefield is mined and that once a bomb explodes they are injured and should return to the base without continuing going to the battlefield.

They can send only one person at a time from each team to the battlefield. They can cross one tile at a time (forward, left, right, back). Entry point of battlefield is any tile an row 1 and exit point is any tile on last row. They have 40 min global time to finish the game and can not stay on the battlefield for longer than 45 sec.

The goal of the game is to have all players reaching the safe point. Injured players should be carried to the safe point by healthy players. What they are not told is that all tiles in the battlefield are mined and that a bomb can explode only once so they have to cooperate to win the game. There are some tiles which can be safe tiles containing medical kits that heal 3 people or that contain messages intended to confuse the players (eg. “Do you know who are your friends/enemies?”).

Players can come up to two at a time on the battlefield, one from each team. They are injured only if they step on a mine, so they can spend time reading the posters without getting on the battlefield. These players can return any time to the battlefield. The safe point can help the players by placing medkits on the battlefield when they decide. After the game is finished, there should be de-rolling and then debriefing.

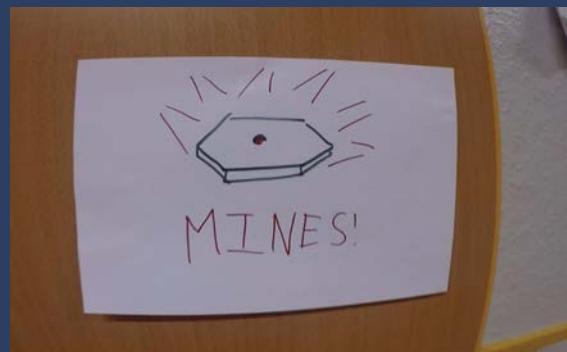
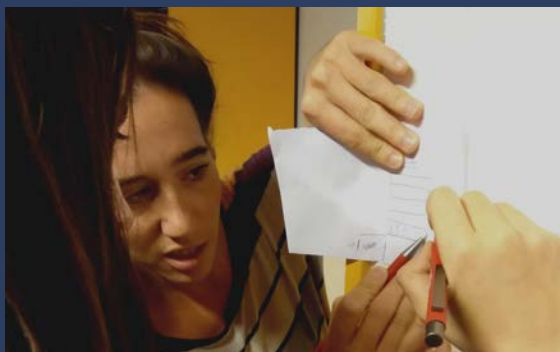
BATTLEMINES

DEBRIEFING QUESTIONS

1. How do you feel?
2. What happened?
3. What challenges did you face?
4. Did you feel you made use of all the information available?
5. What did you learn from this experience?

ADDITIONAL MATERIALS/COMMENTS:

- Preferably, the person that tells the players they are injured should not be the same person as the one at the safe point, not to confuse the players.
- When debriefing, facilitators should specify the game will be discussed after answering the questions.
- Optional challenge: there could be some tiles named “pits” that injure the player every time they step on it.



LADDER FOR A BETTER WORLD

GAME DURATION

60 min with debriefing

TARGET GROUP

youth 16-18 with previous intro to human rights education

GROUP SIZE

10-30

LOCATION

1 room, indoor

LEARNING OUTCOMES

- To raise awareness about multiculturalism and human rights issue
- To promote tolerance, inclusion and no-violence behaviors
- To achieve and develop negotiation skills

LINK TO MATERIALS



MATERIALS

Duck tape, paper, printed material, big scale pawns

AUTHORS

Nikolaos Papachristodoulou, Spiridon Kavvadias, Simona Giagnoni, Jevgenia

STEP BY STEP GUIDE

PREPARATION TIME

- To Print: Crossword for the each team, Questions, Story and roles, facilitator instructions, answers for every part of the game.
- In the preparation time also you have to form in the floor 30 squares (6x5, using for example duck tape) plus ladders with the pattern of snakes and ladders board game, so you can have a real life board game.
- Red cards (one for the team)
- Tables and chairs for the teams according to number of participants and amount of teams
- Put number for the each team Pawns for the team (one for each)
- On the tables should be pens and papers
- For each station: questions, story and roles, crossword
- For the main facilitator: story and rules

HOT TO PLAY THE GAME

Divide the teams to groups of 5 people. Various methods could be used: For example facilitators can ask the youngsters to start walking randomly on the squares area and suddenly stop and stand on a square. This way they will form immediately the teams. The progress to the board games is based on three subgames:

1. Crosswords game
2. Simulation game
3. Quiz game

In the following pages we will analyze the three subgames, which content can be found in the material's link.

LADDER FOR A BETTER WORLD

1. Crosswords Game

Each team is handed a crossword (attached in the materials link) with words related to human rights and discrimination. Each word on corresponds to 1 step of progress on the board game. Maximum 6 points on this game.

2. Simulation Game

The facilitator have to deliver a specific scenario to each team (printable and attached in the materials link). Every player is assigned a role (also attached) randomly by picking the role card. Each player has to read the role card carefully . On each card there are possible attitudes or actions each role can act on them. Every player has to decide in front or during the debate which option to adopt. All the players participate on the debate about the incident stating their opinion or what they are planning to do about it.

The simulation game stops when everyone has stated their arguments. The facilitator is responsible to supervise the debate and secure that everyone express his/her opinion about the role and what he/she should do. After the end of simulation game team progresses 10 points.

3. Quiz games

After the simulation game, a number of quiz questions related to human rights is given to each team. Some examples of those questions can be found in a printable format in the attached materials. Each question gives a team 3 points to progress. Each team has to finish the game.

DEBRIEFING QUESTIONS

1. How did you feel in the process of the game?
2. What were the challenges of the game for you?
3. Which emotions you had during the process of the game?
4. How can you definite the word tolerance and why this is so important in our society?
6. How did you feel yourself analysing the story and being in role?
7. What do you think is important to learn about tolerance, social inclusion and solidarity?



DAILY CHOICES MATTER

GAME DURATION

60 min with debriefing

TARGET GROUP

People 14+

GROUP SIZE

Minimum 4 groups of
4-6 players

LOCATION

1 large room, indoor

LEARNING OUTCOMES

- Raising awareness about the incentives for illegal action and bullying.
- Understanding the consequences of individual life choices.
- Learning about the alternatives and opportunities for change.

**LINK TO
MATERIALS**



MATERIALS

Papers for player cards and money, pencils, posters where they can 'vandalize', dice.

AUTHORS

Jiri Kadlec, Liza Galkina, Ognyan Petkov, Daniela Snejdarova, Mateusz Makowski, Paola Lupi

STEP BY STEP GUIDE

1) People receive their player cards, which show the following:

- a. School name
- b. Indicators (slightly different for everyone)
 - i. Education
 - ii. Money (physical money can also be used)
 - iii. Status

2) The rules are explained:

- a. Follow the rhythm: school - free time (everyone going at the same time)
- b. Get your status as high as possible
- c. Bad behavior may be punished – there is a police man
- d. You can buy status for money, this can be done in school, the money is given to the facilitators

3) First round: They go to school (number of schools depends on the number of players), where they get three options of what to do:

a. MOVE 1: TO BULLY SOMEONE - STATUS +2

- i. Pick someone from your school.
- ii. The bullied one gets -1 decrease in status.
- iii. The bully rolls a 12-sided dice, the status is added up depending on the number.
 - Example: I roll 10 and my status is 2, so after my movement my total status is 12.
- iv. The victim rolls the dice and adds up status.
- v. If the bully's status is higher or equal, bullying action succeeded, and the bully get extra +2 status points, while the victim decreases -1 in status.
- vi. If the bully's status is lower, he/she gets caught and receives a punishment: no free time activity, having to stay at the school.
- vii. You can team up (unions are explained at the rules sheet). In this case, status sums up but only one dice rolling.

Rule: After being chosen once, the victim can't be picked again in the next turn.



DAILY CHOICES MATTER

- b. MOVE 2: TO STUDY - EDUCATION +1
- c. MOVE 3: TO BE LAID BACK - STATUS +1

4) Free time . During this time, everyone (except those who are punished) choose to which station to go:

a. Job place: more money (the task consist on performing 10 squats or something similar). The amount of money that will be earned depends on the level of education each participant has:

- i. Education 0-4: 5 money
- ii. Education 5-9: 10 money
- iii. Education 10+: 20 money

b. Vandalize: higher status +2

- i. 3 flip charts in the room, draw a specific shape in all of them
- ii. If you get caught by the police, no status increase, pay a fine of 5

c. Extra school activities: education +1

d. Socialize: tell a funny fact about yourself: status +1

5) After free time: optional market

- a. 10 money can be spent on +1 status

6) Day 2 starts, going to school, everything repeats as in day 1, then days/rounds keep repeating.

7) Grand finale: reunion after 10 years

- a. Every education point means 2 points for status.

8) Debriefing

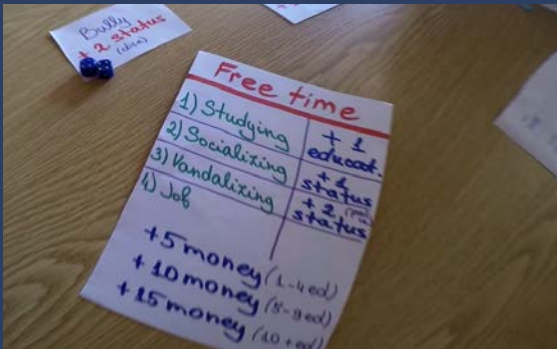
DEBRIEFING QUESTIONS

1. How do you feel? What are your emotions?
2. Where do you see yourself after 10 years? How does it connect to the ways you played?
3. Why was vandalism and bullying attractive?
4. Why did you pick certain victims?
5. How did the situations vary among different schools?
6. What were the effects of switching schools?
7. Why did you form unions – was it peer pressure ?

DAILY CHOICES MATTER

ADDITIONAL MATERIALS/COMMENTS:

- For every free-time activity, there is a mini-game that involves real-life action. For instance, vandalizing means that you need to draw something on the wall of the room, socializing means that you need to share something about your personality, studying involves learning three foreign words, etc. These activities should be shaped for every specific player group.
- To prevent systematic bullying and spice up the game, the facilitators can decide to exchange students between their schools, so that new unions need to be created.
- Number of facilitators: There needs to be one facilitator per school. For the free time activities, there need to be 5 facilitators: one for extra school, one for socializing, one for vandalizing, one for the job, and one policeman.
- For the players to have an overview, it is good to have the rules at every table. We attached a picture of how it looked in our pilot.



TRAINING COURSE

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GAME TIME

THE BOOKLET



WATCH THE VIDEO RECAP OF THE PROJECT

This project has been funded with support from the European Commission.

This game compilation booklet reflects the views only of the authors, and the Commission can not be held responsible for any use which may be made of the information contained therein.