

# GAME ON

THE FUN WAY TO LEARNING



NOW WITH **20** DIFFERENT ACTIVITIES!

INCLUDING: PRINTABLE HANDOUTS



# EDUCATION THROUGH GAMING



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InterStep, 2024

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**GAMEON**

**EDUCATION THROUGH GAMING**

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# P R E F A C E

## ABOUT

**GAMING IS A FUNDAMENTAL LEARNING METHOD FOR THE YOUNGEST GENERATIONS SINCE WE LEARN BY PLAYING GAMES IN THE FIRST FEW YEARS OF OUR LIVES.**

**T**oday game-based learning is getting more and more popular. In the digital era, there is even more possibilities to use games to facilitate and enhance the educational experience of young people.

According to the Interactive Software Federation of Europe's (ISFE) report, which examined the key European video game markets in 2018, 54% of the population aged 6-64 play video games, with 77% playing at least one hour a week. Nearly half of the players are female (46%) while the number of children and young people playing are the highest with 84% between the age of 11-14, 74% between the age of 15-24 and 67% between the age of 25-34.

As everything in life, video games can be constructive or destructive, de-

pending on how they are used. A study about the impact of video games on young people recommends, that youth workers increase their understanding of the video game world to utilize its potentials and get to know its risks. Ensuring that youth workers are familiar with the video game world, and therefore able to connect with young people who play, youth workers can also discuss young people's gaming habits in an open and honest way and can address occurring negative behaviours in due time.

This Toolkit contains 20 activities utilising video games that youth workers can use in their educational provisions with young people. The activities are designed to address one or several Youthpass competences. For a full description of these competences, please visit [www.youthpass.eu](http://www.youthpass.eu).



## CREDITS

THIS TOOLKIT IS A RESULT OF THE PROJECT "GAME ON", CO-FINANCED BY THE EUROPEAN UNION THROUGH THE PROGRAMME ERASMUS+.



**GAME ON**

### PROJECT LEADER



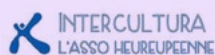
KØBENHAVN

FORA COPENHAGEN (DENMARK)

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EGİTİM MÜDÜRLÜĞÜ  
(TÜRKİYE)



ASSOCIATION STRIVE  
(CROATIA)

# INDEX

THE LIST BELOW COMPILES THE VIDEO GAMES USED FOR THE PURPOSE OF THE PROJECT, THE TITLE OF THE ACTIVITIES DEVELOPED AND WHICH OF THE YOUTHPASS COMPETENCES THEY ADDRESS.

VIDEO GAME	ACTIVITY TITLE	YOUTHPASS COMPETENCE
Portal 2	Puzzled Cooperation	<ol style="list-style-type: none"> <li>1. Personal, social, and learning to learn competence.</li> <li>2. Cultural awareness and expression competence.</li> </ol>
Overcooked	Burning Skills	<ol style="list-style-type: none"> <li>1. Multilingual competence.</li> <li>2. Personal, social, and learning to learn competence.</li> <li>3. Cultural awareness and expression competence.</li> </ol>
Overcooked	The Clash of Pancakes	<ol style="list-style-type: none"> <li>1. Personal, social, and learning to learn competence.</li> <li>2. Cultural awareness and expression competence.</li> </ol>
Letterbox	World of Words	<ol style="list-style-type: none"> <li>1. Multilingual competence</li> <li>2. Personal, social, and learning to learn competence</li> </ol>
Taboo AI	Say it Wisely	<ol style="list-style-type: none"> <li>1. Personal, social, and learning to learn competence.</li> <li>2. Multilingual competence.</li> </ol>
Ancestors: The Humankind Odyssey	Into the Unknown	Personal, social, and learning to learn competence.
Discovery Tour by Assassin's Creed: Ancient Egypt	Exploring the Past	Cultural awareness and expression competence.
Cooking Madness	Financial Flavours	<ol style="list-style-type: none"> <li>1. Entrepreneurship competence.</li> <li>2. Literacy competence</li> </ol>
Papers, please	The Moral Compass	Citizenship competence.

VIDEO GAME	ACTIVITY TITLE	YOUTHPASS COMPETENCE
Planet Zoo	Conservation Chronicles	<ol style="list-style-type: none"> <li>1. Personal, social, and learning to learn competence.</li> <li>2. Citizenship competence</li> </ol>
Guacamelee!	Day of the dead and Wrestling!?	<ol style="list-style-type: none"> <li>1. Cultural awareness and expression competence.</li> <li>2. Personal, social, and learning to learn competence.</li> </ol>
There is no game	Unusual game?!	<ol style="list-style-type: none"> <li>1. Entrepreneurship competence.</li> <li>2. Multilingual competence</li> </ol>
Keep talking and nobody explodes!	One Room, One Boom!	Personal, social, and learning to learn competence.
Overcooked	Be the best restaurant!	<ol style="list-style-type: none"> <li>1. Cultural awareness and expression competence.</li> <li>2. Personal, social, and learning to learn competence.</li> <li>3. Entrepreneurship competence.</li> </ol>
Baba is You	A melting pot of words	<ol style="list-style-type: none"> <li>1. Personal, social, and learning to learn competence.</li> <li>2. Entrepreneurship competence.</li> </ol>
Endling - Extinction is Forever	Guardians of the Earth	<ol style="list-style-type: none"> <li>1. Citizenship competence.</li> <li>2. Personal, social, and learning to learn competence.</li> </ol>
Hogwarts Legacy	Wizarding Wisdom	<ol style="list-style-type: none"> <li>1. Personal, social, and learning-to-learn competence.</li> <li>2. Citizenship competence.</li> </ol>
GeoGuessr	Disappearing Worlds	<ol style="list-style-type: none"> <li>1. Personal, social, and learning to learn competence.</li> <li>2. Cultural awareness and expression competence.</li> </ol>
Among Us!	Trust and Betrayal	<ol style="list-style-type: none"> <li>1. Cultural awareness and expression competence.</li> <li>2. Citizenship Competence.</li> </ol>
Pokémon Go	Wellbeing Expedition	Personal, social, and learning-to-learn competence.

DATA CENTER





GAME: **PORTAL 2**

# PUZZLED COOPERATION

YOU ARE LAB RATS FOR A DEADLY ARTIFICIAL INTELLIGENCE, GLADOS, WHICH TEASES THE PLAYERS, DEMEANES THEM, AND PROGRESSIVELY MAKES PUZZLES HARDER UNTIL THE END OF THE GAME.

GAME TYPE



SINGLE  
PLAYER



MULTI  
PLAYER

CHARGE



PAID

PLATFORMS

 Windows



Linux™

XBOX 360™

 PlayStation 3

# PORTAL 2



16-21  
YEARS



6-34  
GROUP SIZE



2 h 25 min  
TIME

The activity is divided into two parts. In the first part, the participants will play the game itself. Players must use logic to find solutions to the puzzles posed in the game and think strategically to progress through the levels.

The second part of the activity is a game that could be played indoors or outdoors and is designed so that regardless of the number of participants everyone can participate. Players must act quickly to complete the levels, remain focused and memorise solutions to succeed.

FLIP PAGE TO START!

## LEARNING OBJECTIVES

- ▶ TO ENHANCE PARTICIPANTS' COMMUNICATION, TEAMWORK, AND PROBLEM-SOLVING SKILLS.
- ▶ TO DEVELOP STRATEGIC THINKING, LOGIC, AND CONCENTRATION

## EQUIPMENT & MATERIALS

- ▶ 2 PLAYSTATIONS (WITH 2 CONTROLLERS EACH) OR 4 PCS WITH THE GAME INSTALLED.
- ▶ PRINTED VERSION OF THE RIDDLES (SEE SUPPORTIVE MATERIALS);
- ▶ **RECOMMEND:** DIFFERENT ROOMS AND OUTDOOR SPACES TO ENSURE GOOD COMMUNICATION BETWEEN PARTICIPANTS.

## YOUTHPASS COMPETENCE

- ▶ PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE
- ▶ CULTURAL AWARENESS AND EXPRESSION COMPETENCE



PORTAL 2

PURCHASE & INSTALL

TEST & FAMILIARISE

PREPARE RIDDLES

## READ BEFORE



PURCHASE, INSTALL, AND TEST THE VIDEO GAME BEFORE CONDUCTING THE ACTIVITY. FAMILIARISE YOURSELF WITH THE GAME BEFORE CONDUCTING THE ACTIVITY.

FOR THE SECOND PART, PREPARE 10 EASY TO SOLVE RIDDLES. WRITE DIFFERENT PARTS OF A RIDDLE ON TWO PAPERS (MAKE SURE THE RIDDLES ARE APPROPRIATE TO AGE GROUP). ALTERNATIVELY, USE THE RIDDLES IN SUPPORTIVE MATERIALS.

\*AS THIS ACTIVITY IS DEVELOPED FOR THE PLAYSTATION, ADAPT IT FOR PC USERS.



## INSTRUCTIONS

### PART ONE

01  
STEP

Divide the participants in 4 groups of 5 people and assign each group to their gaming device.

Let participants choose among themselves who will be “the player” in each team and start the game. Instruct the participants that the rest of the team will support the “player” by giving advice (e.g., “Turn left, jump. Squat, come back...”)

10 MIN

02  
STEP

Let the groups play the game. If needed, provide help to start the game. Navigate each group to work together and talk among themselves

45 MIN

03  
STEP

Bring the participants into a circle and conduct a group discussion upon how they worked and communicated in their groups. Continue by discussing what effective communication is. Conclude by summarising the participants inputs and agreeing on a common understanding on why communication is important.

30 MIN



### PART TWO



01  
STEP

Divide the participants in 10 groups of 2 people.

05 MIN

02  
STEP

Explain the rules: each of you will have a part of a riddle. You need to find your pair to figure out the riddle and solve it.

To win you need to find your pair and solve the riddle before the other group figures out your riddle. You are allowed to talk but not to show your paper before you find your pair.

10 MIN

03  
STEP

Randomly give each participant a paper with a part of a riddle.

05 MIN

04  
STEP

Let them start the game. Keep track of time and that the rules are observed. At the end, let every group read their riddle and potential answer.

20 MIN

05  
STEP

Bring the participants in a circle for a short debrief.

20 MIN

FLIP TO CONTINUE

## DEBRIEF QUESTIONS

### FOR PART ONE

- ▶ How did you choose who will play?
- ▶ Did every participant take part in the game?
- ▶ Who showed leadership skills and how?
- ▶ Did you manage to agree which action to take?
- ▶ Was it hard to work together?
- ▶ What part was the most challenging?
- ▶ What do you think the big part of your success was?
- ▶ How did you manage to communicate?
- ▶ Did you have some strategy and what was it?
- ▶ How did that game make you feel?

### FOR PART TWO

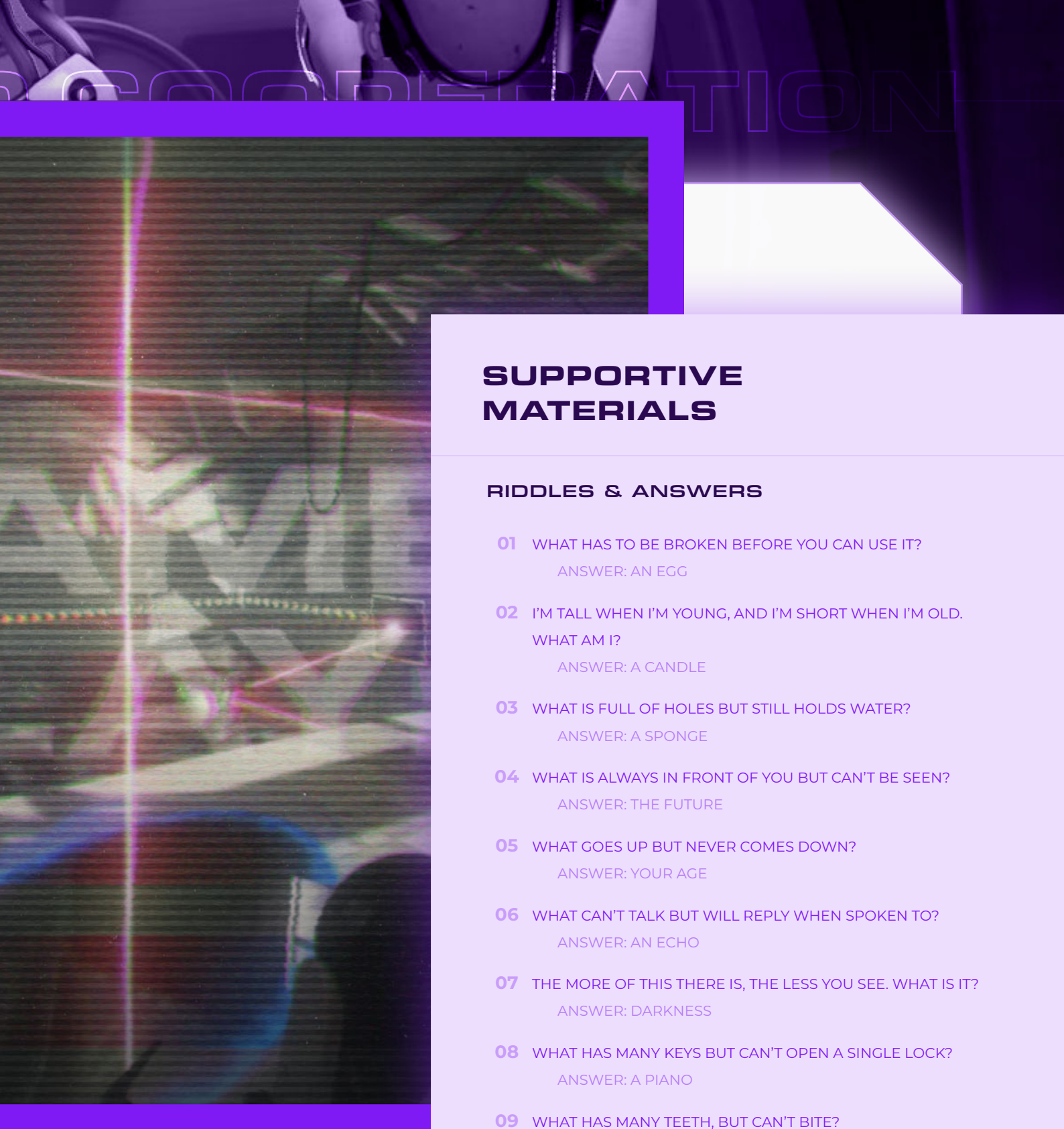
- ▶ How did you manage to find your pair?
- ▶ How did you figure out the riddle?
- ▶ Was it hard?
- ▶ Which method did you use?
- ▶ What was the outcome of this activity for you?

## BONUS INFO



IN ORDER TO MAKE THE SECOND PHASE MORE INTERESTING, TRY WRITING RIDDLES LIKE YODA, E.G., "WHAT MANY KEYS CAN'T OPEN A SINGLE LOCK?"

IF NECESSARY, YOU CAN HELP EACH GROUP BY GIVING THEM THREE ANSWERS BUT ONLY ONE CORRECT.



## SUPPORTIVE MATERIALS

### RIDDLES & ANSWERS

- 01** WHAT HAS TO BE BROKEN BEFORE YOU CAN USE IT?  
ANSWER: AN EGG
- 02** I'M TALL WHEN I'M YOUNG, AND I'M SHORT WHEN I'M OLD.  
WHAT AM I?  
ANSWER: A CANDLE
- 03** WHAT IS FULL OF HOLES BUT STILL HOLDS WATER?  
ANSWER: A SPONGE
- 04** WHAT IS ALWAYS IN FRONT OF YOU BUT CAN'T BE SEEN?  
ANSWER: THE FUTURE
- 05** WHAT GOES UP BUT NEVER COMES DOWN?  
ANSWER: YOUR AGE
- 06** WHAT CAN'T TALK BUT WILL REPLY WHEN SPOKEN TO?  
ANSWER: AN ECHO
- 07** THE MORE OF THIS THERE IS, THE LESS YOU SEE. WHAT IS IT?  
ANSWER: DARKNESS
- 08** WHAT HAS MANY KEYS BUT CAN'T OPEN A SINGLE LOCK?  
ANSWER: A PIANO
- 09** WHAT HAS MANY TEETH, BUT CAN'T BITE?  
ANSWER: A COMB
- 10** WHAT HAS WORDS, BUT NEVER SPEAKS?  
ANSWER: A BOOK

FLIP **PAGE** FOR A NEW ACTIVITY

GAME: **OVERCOOKED**

# BURNING SKILLS

OVERCOOKED IS A CHAOTIC CO-OP COOKING GAME FOR ONE TO FOUR PLAYERS. WORKING AS A TEAM, YOU AND YOUR FELLOW CHEFS MUST PREPARE, COOK, AND SERVE UP A VARIETY OF TASTY ORDERS BEFORE THE BUYING CUSTOMERS STORM OUT IN A HUFF.

PLATFORMS

XBOX ONE

Windows

STADIA

SERIES X|S

NINTENDO SWITCH

PS5

PS4

GAME TYPE

MULTI PLAYER

CHARGE

PAID



# RECROOKED



14-30  
YEARS



4+  
GROUP SIZE



2,5-3 Hours  
TIME

This activity is a great preparation for intercultural dinners during youth exchanges to enhance intercultural understanding and learn about different cultures.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO LEARN HOW TO ADAPT TO DIFFERENT ENVIRONMENTS (VIRTUAL AND REAL).
- ▶ TO PRACTISE INTERCULTURAL COMPETENCES WHILST COOKING A MEAL.
- ▶ TO PRACTISE TIME MANAGEMENT.
- ▶ TO PRACTISE COMMUNICATION AND PROBLEM SOLVING WHILE IN A TEAM.

## EQUIPMENT & MATERIALS

- ▶ GAMING DEVICES (ONE PER GROUP)
- ▶ ACCESS TO AN EQUIPPED KITCHEN;
- ▶ INGREDIENTS FOR ONE RECIPE;
- ▶ TIME COUNTER APP.

## YOUTHPASS COMPETENCE

- ▶ MULTILINGUAL COMPETENCE.
- ▶ PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE.
- ▶ CULTURAL AWARENESS AND EXPRESSION COMPETENCE.



# PS5™

**PURCHASE & INSTALL**

**TEST & FAMILIARISE**

**PREPARE INGREDIENTS**

## READ BEFORE



PURCHASE, INSTALL, AND TEST THE VIDEO GAME BEFORE CONDUCTING THE ACTIVITY. FAMILIARISE YOURSELF WITH THE GAME BEFORE CONDUCTING THE ACTIVITY.

SET UP THE GAMING DEVICES SO THAT FOUR PLAYERS CAN PLAY LOCALLY ON ONE DEVICE.

CHOOSE ONE MEAL ALL 16 PARTICIPANTS CAN COOK TOGETHER AND PROVIDE THEM WITH ALL INGREDIENTS THEY NEED TO PREPARE THE MEAL. CHOOSE SOMETHING SIMPLE, LIKE PIZZA, TORTILLA, OR PASTA.

ENSURE THAT SAFETY AND HYGIENE REQUIREMENTS IN THE KITCHEN ARE MET.

\*BEFORE SELECTING THE RECIPE, TAKE NOTE OF THE PARTICIPANTS' DIETARY RESTRICTIONS AND DIETS.

## INSTRUCTIONS

### 01 STEP

Divide the participants into 4 groups of 4 people. Give instructions on how to play a game and mention skills you can practise by playing this video game.

10 MIN

### 02 STEP

Give each group 25 minutes to play the game and write down how many points each team scores.

25 MIN

### 03 STEP

Bring participants to the kitchen and give them instructions on what they can use from ingredients to inventory. Share the recipe but don't explain how to prepare the food – it is their job to figure this out.

10 MIN

### 04 STEP

Explain the participants the following rules:

- ▶ All people should take part in preparing the meal;
- ▶ The cooking of the meal should be finalised;
- ▶ All ingredients have to be used;
- ▶ Kitchen must stay clean during and after the cooking;
- ▶ The meal should be sufficient for the entire group.

Monitor the cooking workshop.

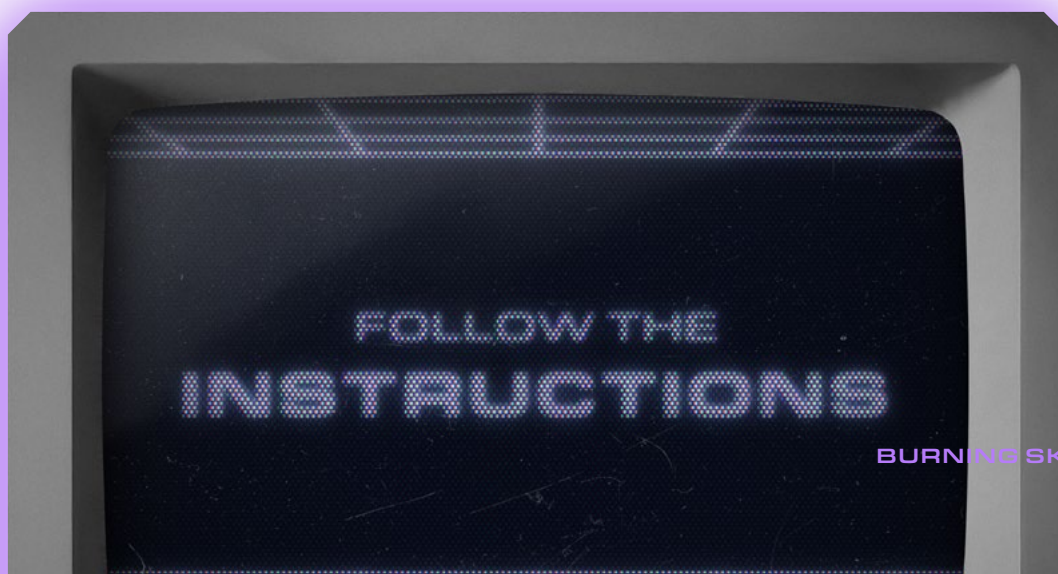
60 MIN

### 05 STEP

When the time has passed, bring all the meals on a table, and dine together.

10 MIN

FLIP TO CONTINUE



## DEBRIEF QUESTIONS

**DURING THE MEAL, CONDUCT A DISCUSSION BASED ON SUCH QUESTIONS AS:**

- ▶ How did you feel while playing?
- ▶ How would you describe communication in your team while playing?
- ▶ Which skills you have learned could be used in a real kitchen?
- ▶ What does it take for an international team to cooperate and communicate together effectively?
- ▶ What did you learn about each other's cultures today?
- ▶ How can meals be used to bring people together?
- ▶ In which local context would you use meals to bring people together?

## TIPS FOR FACILITATORS



GIVE A LITTLE REWARD TO THE WINNING TEAM WHO SCORED THE MOST POINTS IN THE GAMING SESSION. THE WINNING TEAM CAN DECIDE WHICH TEAM WILL SERVE THE TABLE, CLEAN THE DISHES, ETC.

IF YOU WANT TO MAKE THE ACTIVITY MORE CHALLENGING, INTRODUCE THE RULE THAT NOT NO VERBAL COMMUNICATION IS ALLOWED DURING THE PREPARATION OF THE MEAL IN PART II OF THE ACTIVITY. IN THE DEBRIEF PART, DISCUSS THE IMPORTANCE OF VERBAL COMMUNICATION TO SUCCEED WITH A TASK. ALSO DISCUSS THE IMPORTANCE OF NON-VERBAL COMMUNICATION AND HOW TO ENSURE AN EFFECTIVE NON-VERBAL COMMUNICATION (E.G., BY UNDERSTANDING EACH OTHER'S CULTURES - SOME GESTURES MAY BE PERCEIVED IN SOME CULTURES, OR SOME GESTURES IN SOME CULTURES ARE USED TO EXPRESS A SPECIFIC MESSAGE ETC.).







FLIP PAGE FOR A NEW ACTIVITY

GAME: **OVERCOOKED**

# THE CLASH OF PANCAKES

OVERCOOKED IS A CHAOTIC CO-OP COOKING GAME FOR ONE TO FOUR PLAYERS. WORKING AS A TEAM, YOU AND YOUR FELLOW CHEFS MUST PREPARE, COOK, AND SERVE UP A VARIETY OF TASTY ORDERS BEFORE THE BUYING CUSTOMERS STORM OUT IN A HUFF.

## PLATFORMS

XBOX ONE

Windows

STADIA

SERIES X|S

NINTENDO SWITCH

PS5

PS4

## GAME TYPE

 MULTI PLAYER

## CHARGE

 PAID



14-21  
YEARS



4 - 30  
GROUP SIZE



2 h 10 min  
TIME

In this activity the participants experience teamwork and communication whilst working in teams to prepare a big stack of pancakes.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO LEARN HOW TO WORK WITH SIMPLE TASKS IN A TEAM.
- ▶ TO PRACTISE TIME MANAGEMENT, COMMUNICATION, AND TEAMWORK.
- ▶ TO LEARN TO MAKE HEALTHY FOOD CHOICES.

## EQUIPMENT & MATERIALS

- ▶ GAMING DEVICES (PC AND/OR PLAYSTATION) FOR FIVE GROUPS.
- ▶ ACCESS TO A KITCHEN WITH STOVE;
- ▶ FOUR PANS & PANCAKES INGREDIENTS (FLOUR, BAKING POWDER, SALT AND SUGAR, EGGS, MILK, OIL). OPTIONAL, CHOCOLATE, CHOCOLATE CREAM, MARMALADE;
- ▶ DISH DETERGENT, SPONGE TO CLEAN UP & TIME COUNTER APP.

## YOUTHPASS COMPETENCE

- ▶ PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE.
- ▶ CULTURAL AWARENESS AND EXPRESSION COMPETENCE.



PURCHASE & INSTALL

TEST & FAMILIARISE

DIVIDE INGREDIENTS

## READ BEFORE



PURCHASE, INSTALL, AND TEST THE VIDEO GAME BEFORE CONDUCTING THE ACTIVITY. FAMILIARISE YOURSELF WITH THE GAME BEFORE CONDUCTING THE ACTIVITY.

SET UP THE GAMING DEVICES SO THAT FOUR PLAYERS CAN PLAY LOCALLY ON ONE DEVICE.

DIVIDE ALL PANCAKE INGREDIENTS EQUALLY FOR EACH TEAM.

SET THE GOAL OF HOW MANY PANCAKES EACH TEAM SHOULD MAKE.

ENSURE THAT SAFETY AND HYGIENE REQUIREMENTS IN THE KITCHEN ARE MET.

\*BE AWARE OF PARTICIPANTS' DIET (LACTOSE INTOLERANT, GLUTEN-FREE). IF YOU HAVE MORE PARTICIPANTS WITH A SPECIAL DIET, THIS MAY NOT BE A GOOD ACTIVITY TO IMPLEMENT.

# INSTRUCTIONS

## 01 STEP

Divide the participants into five teams of four people. Give instructions on how to play the game and mention skills one can practise by playing this video game.

10 MIN

## 02 STEP

Give each group 30 minutes to play the game and write down how many points each team scores. For the next step of the activity, the team who won the highest score will be the “pancake jury”

30 MIN

## 03 STEP

Bring the teams to the kitchen and instruct them about safety and hygiene requirements. Give them instructions on what ingredients they can use from inventory. Instruct the participants on the following rules:

- ▶ Everyone in the team should participate;
- ▶ Kitchen must stay clean during and after the cooking;
- ▶ Each team has 35 minutes in which they have to make as many pancakes as possible;
- ▶ Two pancakes will be served to the jury.

10 MIN

## 04 STEP

Give each team 5 minutes to create a “pancake strategy” (e.g., divide the roles in the group, discuss how to prepare the pancakes etc.) while you are explaining to the jury their role and rules.

05 MIN

## 05 STEP

Whilst the groups are making their strategies, instruct the jury on their role: the jury should monitor the cooperation of each team, keep time, check if the kitchen is clean after the activity and give a verdict on the pancakes.

## 06 STEP

Give the start of the activity. When the 35 minutes have passed, ask each group to bring two pancakes to the jury. The jury will taste the pancakes of each team and comment on their qualities (imitating the jury in famous TV cooking or talent shows). The jury will then have max 5 minutes to deliberate in secret and choose the winning team.

50 MIN

## 07 STEP

The jury announces the winning team and comments on their decision.

05 MIN

## 08 STEP

Bring the participants in a circle to eat the pancakes and debrief.

20 MIN

FLIP TO CONTINUE

## DEBRIEF QUESTIONS

### ASK QUESTIONS SUCH AS:

- ▶ What do you think about this competition/workshop?
- ▶ How did you feel during the competition?
- ▶ How did you cooperate in your team? Did you have specific roles in your team? How did you divide the roles?
- ▶ What challenges did you encounter during the process of making pancakes? How did you address them?
- ▶ What did you learn about team cooperation?
- ▶ What did you learn about time management?
- ▶ What did you learn about you in terms of time management, teamwork, and communication? What competencies would you like to develop? How can you do that?
- ▶ What learning from today in terms of team cooperation, communication can you apply in your everyday life?
- ▶ What did you learn about cooking?
- ▶ How do you choose the ingredients for your meals? What do you take into account?
- ▶ Could you have made any substitutes to make your pancakes healthier?

## BONUS INFO ★

- ▶ TEAMS SHOULD COOK SIMULTANEOUSLY, BUT IF THERE IS NOT ENOUGH SPACE, THEY CAN COOK TEAM BY TEAM.
- ▶ IF YOU COOK TEAM AFTER TEAM, BETWEEN COOKING SESSIONS, EACH TEAM HAS 5 MINUTES TO CLEAN THE KITCHEN FOR THE NEXT TEAM.



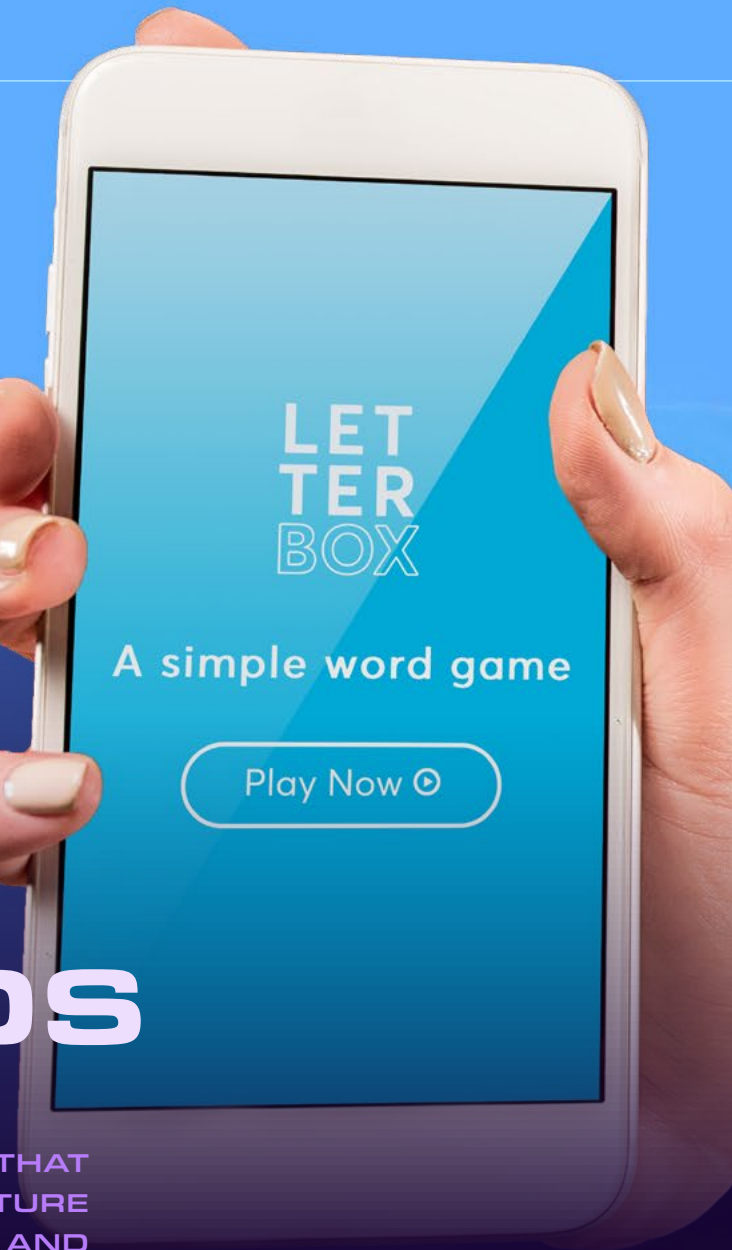


FLIP PAGE FOR A NEW ACTIVITY

GAME: **LETTERBOX**

# WORLD OF WORDS

LETTERBOX IS A FREE GAME THAT FOLLOWS THE COMMON STRUCTURE OF PROVIDING SEVERAL LETTERS AND THEN CHALLENGES THE PLAYER TO CREATE WORDS OUT OF THEM IN A SHORT TIME.



GAME TYPE



SINGLE  
PLAYER



MULTI  
PLAYER

PLATFORMS



BROWSER

CHARGE



FREE



# LETTERBOX



16-21  
YEARS



Min. 4  
GROUP SIZE



1 h 50 min  
TIME

This is an activity that can be used as an introduction to discuss specific subjects of common interest. The participants will use the game to create words related to the theme chosen.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO ENABLE PARTICIPANTS TO RECOGNIZE AND WRITE DIFFERENT WORDS IN A NON-NATIVE LANGUAGE.
- ▶ TO ENCOURAGE PARTICIPANTS TO LEARN A FOREIGN LANGUAGE.
- ▶ TO ENABLE PARTICIPANTS TO WORK AND THINK UNDER PRESSURE.

## EQUIPMENT & MATERIALS

- ▶ ONE MOBILE PHONE/PC PER PARTICIPANT.

## YOUTHPASS COMPETENCE

- ▶ MULTILINGUAL COMPETENCE.
- ▶ PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE.



[LETTERBOXGAME.COM](https://letterboxgame.com)

TEST & FAMILIARISE

CHOOSE A THEME

## READ BEFORE



INSTALL, AND TEST THE VIDEO GAME BEFORE CONDUCTING THE ACTIVITY. FAMILIARISE YOURSELF WITH THE GAME BEFORE CONDUCTING THE ACTIVITY.

CHOOSE A THEME OF DISCUSSION THAT COULD BE OF INTEREST/RELEVANT TO ALL PARTICIPANTS.

## INSTRUCTIONS

### 01 STEP

Start with a warm-up activity. Bring participants in a circle and introduce them the game “Kaladont” (toothpaste). Start the game by sending a word of your choice. The participant on your right must find a word that starts with the last two letters of your word (e.g., game - medicine). Continue clockwise until all participants are up to their turn.

05 MIN

### 02 STEP

Depending on the group size, divide the participants into groups of two people. Ask them to find a quiet place (outside or inside). Ask the leader of each group to start the Letterbox game and share their URL with their teammates. If it is scheduled to be played on PC, assign each player their place. If necessary, give instructions on how to play the game

05 MIN

### 03 STEP

Give all the groups 25 minutes to play the game and write down how many points each team scores. When the time is up, allow each group to present their experience and words created. Conclude by agreeing on a common definition on what multilingualism is and why it is important.

40 MIN

### 04 STEP

Play another round of the game, this time asking the groups to create words related to a specific team of your choice (e.g., biodiversity, friendship, healthy lifestyle, emotions etc.).

30 MIN

### 05 STEP

When the time is up, let each group present the words created and argue how they relate each specific word to the chosen team. Once all the groups have presented their words, create a list of common words.

10 MIN

### 06 STEP

Bring the participants into a circle to debrief.

20 MIN

FLIP TO CONTINUE

## DEBRIEF QUESTIONS

CONDUCT A DISCUSSION  
BASED ON QUESTIONS SUCH  
AS:

- ▶ How did you feel during the activity?
- ▶ What have you learnt about team co-operation?
- ▶ Did this game teach you something about working under pressure? If yes, what?
- ▶ What did you learn about multilingualism?
- ▶ Was it hard to find words in limited time?
- ▶ What does it take to learn a new language?
- ▶ How can you use this game to improve your vocabulary?

\*Add questions related to the chosen theme.

### BONUS INFO ★

FIND THE GAME AT:  
[LETTERBOXGAME.COM](http://LETTERBOXGAME.COM)

K R V T  
Z A H H  
D L U D  
Q S A O  
Y E L E  
Z K U Z

Moues 119. Uff  
Mopus 20. Sup  
Mopes 21. Sum  
Meous 22. Sun  
Fuzes 23. Spu  
Fumes 24. Sou  
Fomes 25. Sou  
Zeps 26. Son  
Imps 27. Qu

FLIP PAGE FOR A NEW ACTIVITY


GAME: **TABOO AI**  
(FREE VERSION)

# SAY IT WISELY


IN THIS GAME PLAYERS COMPETE AGAINST AN AI OPPONENT TO HELP IT GUESS A WORD WITHOUT USING ANY OF THE "TABOO WORDS" IN THEIR CLUES.




**GAME TYPE**

 SINGLE PLAYER


**PLATFORMS**

 BROWSER

**CHARGE**

 FREE

AVAILABLE ALSO

 PAID

# TABOO AI



16-26  
YEARS



12-32  
GROUP SIZE



2 h 30 min  
TIME

In this activity, the participants use their creativity to describe a word without using a number of taboo words and reflect upon the advantages and disadvantages of artificial intelligence.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO RAISE AWARENESS UPON RESPONSIBLE USE OF AVAILABLE INFORMATION AND TECHNOLOGY.
- ▶ TO ENABLE PARTICIPANTS TO WORK AND THINK UNDER PRESSURE.
- ▶ TO ENCOURAGE PARTICIPANTS TO LEARN A FOREIGN LANGUAGE.

## EQUIPMENT & MATERIALS

- ▶ 4 PC'S (ONE PC/PER GROUP);
- ▶ WHITEBOARD, MARKERS, A4 PAPERS AND PENS;
- ▶ TIME COUNTER;
- ▶ *OPTIONAL: FOUR TABLES AND CHAIRS.*

## YOUTHPASS COMPETENCE

- ▶ PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE.
- ▶ MULTILINGUAL COMPETENCE.



[TABOO-AI.VERCEL.APP](https://TABOO-AI.VERCEL.APP)

[TEST & FAMILIARISE](#)

[CHOOSE TOPICS](#)

## READ BEFORE



INSTALL AND TEST THE GAME BEFORE CONDUCTING THE ACTIVITY. FAMILIARISE YOURSELF WITH THE GAME BEFORE CONDUCTING THE ACTIVITY.

CHOOSE SEVERAL TOPICS FROM THE TOPIC LIST OF THE GAME.



# INSTRUCTIONS

## PART ONE

01  
STEP

Divide the participants in 4 groups of 4 people and assign each group a PC. Introduce the participants to the game. If necessary, give instructions on how to play the game. Give the participants the first topic you have chosen and instruct them what topics they should continue with should they finalise the game before the time is up. Allow each group to play for 30 minutes. Instruct them to write down the Guess Words and the clues they gave the AI opponent.

45 MIN

02  
STEP

When the time is up, bring the participants into a circle. Identify the team that passed the most rounds/games. Ask what words the teams had to define, what were the taboo words and how they defined them.

15 MIN

## PART TWO

01  
STEP

Divide the participants in four new groups of four people and assign each group to their table. Give each group paper and pens.

05 MIN

02  
STEP

Explain that in this second part of the activity, each team will choose a word and the other teams must find a question that has the chosen word as an answer.

Explain the rules:

- ▶ The teams have one minute to agree on a word and a question that has the word as an answer.
- ▶ The word will be written on the board;
- ▶ The other teams have one minute to write a question on their paper notes that can be answered with the word on the board;
- ▶ The team with the correct (or the closest) question wins a point;
- ▶ The game is started by the team that first passed the most fields in the first part of the activity then continues clockwise.

Play as many rounds as possible within 20 min.

Keep track of time and that the rules are observed.

25 MIN

03  
STEP

Bring the participants into a circle to debrief.

20 MIN

FLIP TO CONTINUE

## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF AROUND QUESTIONS SUCH AS:

- ▶ What was it like to play against AI?
- ▶ How was it to play the game in the second part of the activity? What were the differences/similarities between the two?
- ▶ What do you think about artificial intelligence?
- ▶ What is the difference between human and artificial intelligence?
- ▶ Are there advantages and disadvantages/risks to artificial intelligence?
- ▶ Where can AI be applied?
- ▶ Where can you apply artificial intelligence in your everyday life? Are there any advantages and risks connected to this?
- ▶ How can artificial intelligence be used responsibly in general? How can you use AI responsibly?

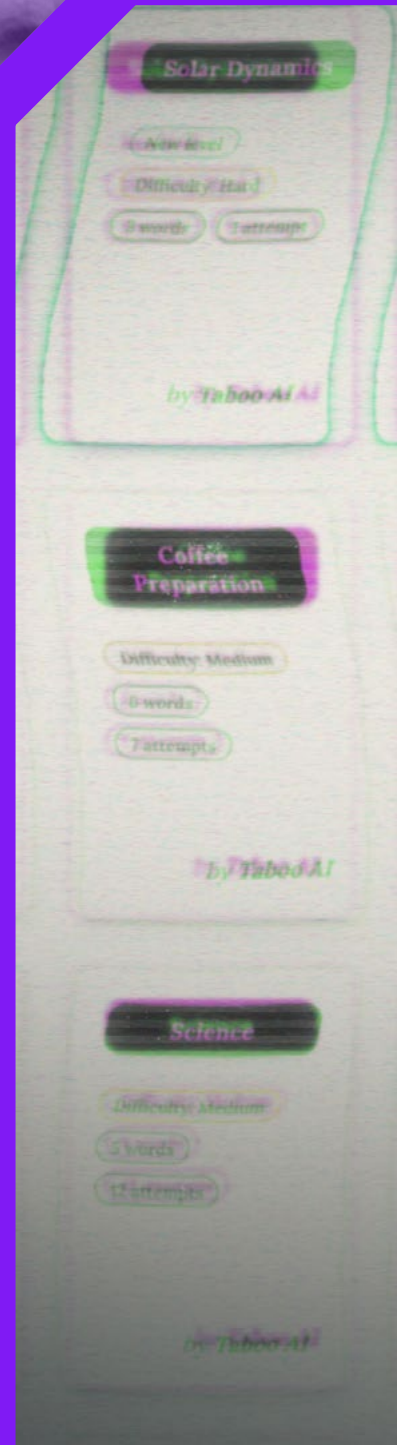
## BONUS INFO ★

THE PC VERSION OF THE GAME CAN BE FOUND AT:

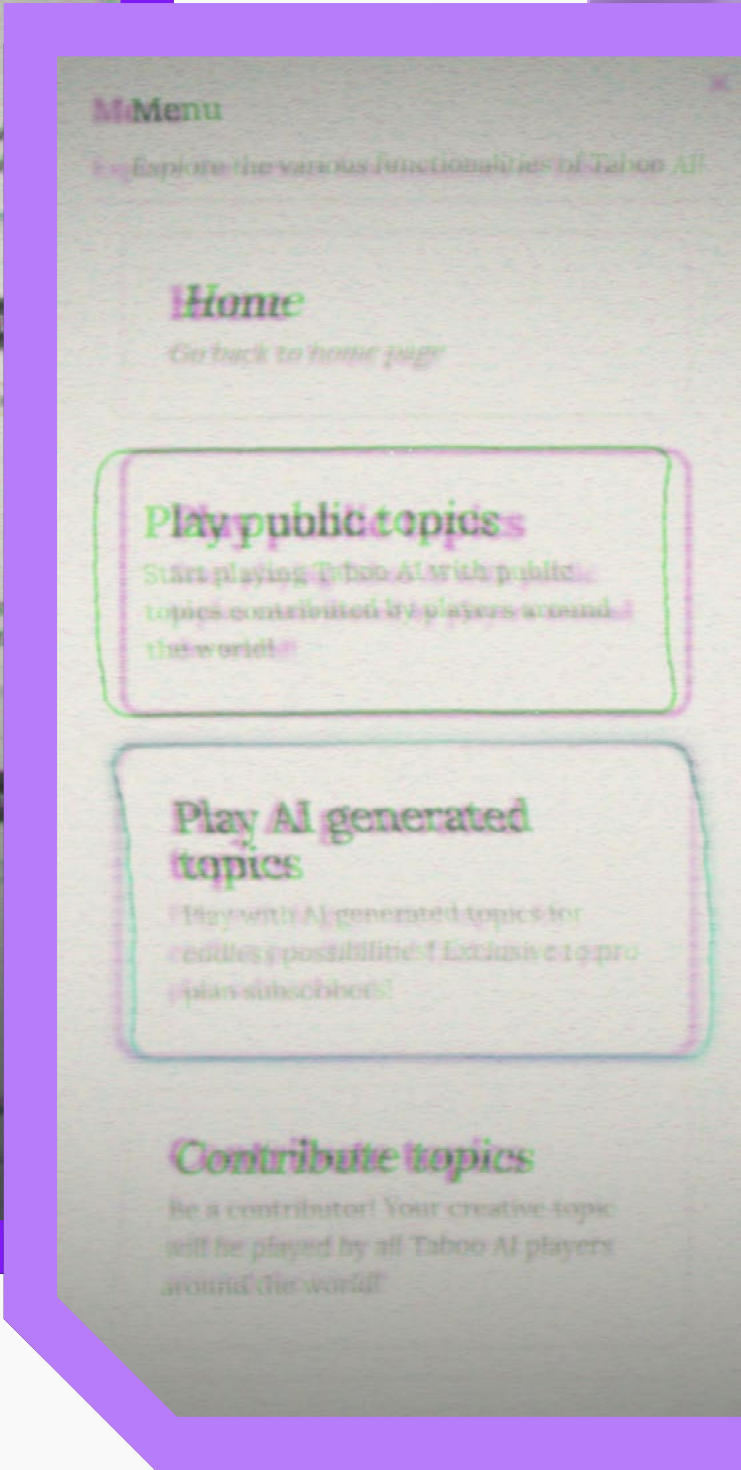
[TABOO-AI.VERCEL.APP/](https://taboo-ai.vercel.app/)

FIND THE RULES OF THE GAME AT:

[TABOO-AI.VERCEL.APP/RULE](https://taboo-ai.vercel.app/rule)



# SAY IT WISELY



FLIP **PAGE** FOR A NEW ACTIVITY

GAME: **ANCESTORS: THE HUMANKIND ODYSSEY**

# INTO THE UNKNOWN

ANCESTORS: THE HUMANKIND ODYSSEY IS A THIRD-PERSON OPEN-WORLD SURVIVAL GAME OF DISCOVERY AND TEACHING, WHERE THE PLAYER EXPLORES, EXPANDS, AND EVOLVES TO ADVANCE THEIR CLAN TO THE NEXT GENERATION ON THE HARSH, RUTHLESS, YET BEAUTIFUL LAND OF AFRICA STARTING 10 MILLION YEARS AGO.

GAME TYPE



SINGLE  
PLAYER

CHARGE



PAID

PLATFORMS

Windows

XBOX ONE

PS4



# ANCESTORS: THE JOURNALS OF THE UNMANKING ODYSSEY



+12  
YEARS



5-10  
GROUP SIZE



1 h 35 min  
TIME

In this activity the participants immerse participants in a game excursion where they learn by trial and error, practice how to persist in learning and how to manage emotions on the way.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO REFLECT ON THE IDEA OF JUMPING INTO THE UNKNOWN.
- ▶ TO REFLECT ON THE ABILITY OF LEARNING SKILLS WITHOUT PREVIOUS KNOWLEDGE.
- ▶ TO RECOGNIZE THE REACTION OF OUR BODY AND MIND WHEN FACING AN UNKNOWN SITUATION.
- ▶ TO LEARN HOW TO DEAL WITH OUR FRUSTRATIONS

## EQUIPMENT & MATERIALS

- ▶ COMPUTERS (ONE PER GROUP)

## YOUTHPASS COMPETENCE

- ▶ PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE



## Windows

[PURCHASE & INSTALL](#)

[TEST & FAMILIARISE](#)

[PREPARE GAME](#)

### READ BEFORE



PURCHASE AND INSTALL THE GAME ON EACH COMPUTER. TEST THE GAME BEFORE CONDUCTING THE ACTIVITY. FAMILIARISE YOURSELF WITH THE GAME BEFORE CONDUCTING THE ACTIVITY.

PREPARE THE GAME ON EACH COMPUTER BY:

- 01 MAKING A USERNAME;
- 02 CHOOSING THE TYPE OF DIFFICULTY. IT IS RECOMMENDED TO CHOOSE THE EASY MODE OF THE TUTORIAL.
- 03 GET THE GAME READY TO JUST PLAY "START".

## INSTRUCTIONS

**01**  
STEP

Start by asking participants what they know about learning to learn competence? If their understanding of the competence is low, introduce them to the concept.

Follow it up with the question “what do most people do when they do not know how something works?” If most of the answers are linked to “read the instruction” or “google it”, ask the following question: “how you think people in the past learned how to do certain things”?

15 MIN

**02**  
STEP

Divide the participants in groups of three. Allow participants to play the game for 10 minutes to familiarise themselves with it.

15 MIN

**03**  
STEP

Start the game and follow the instructions: the participant that learns the most skills, gets the most children, and adds members to their Alpes family wins.

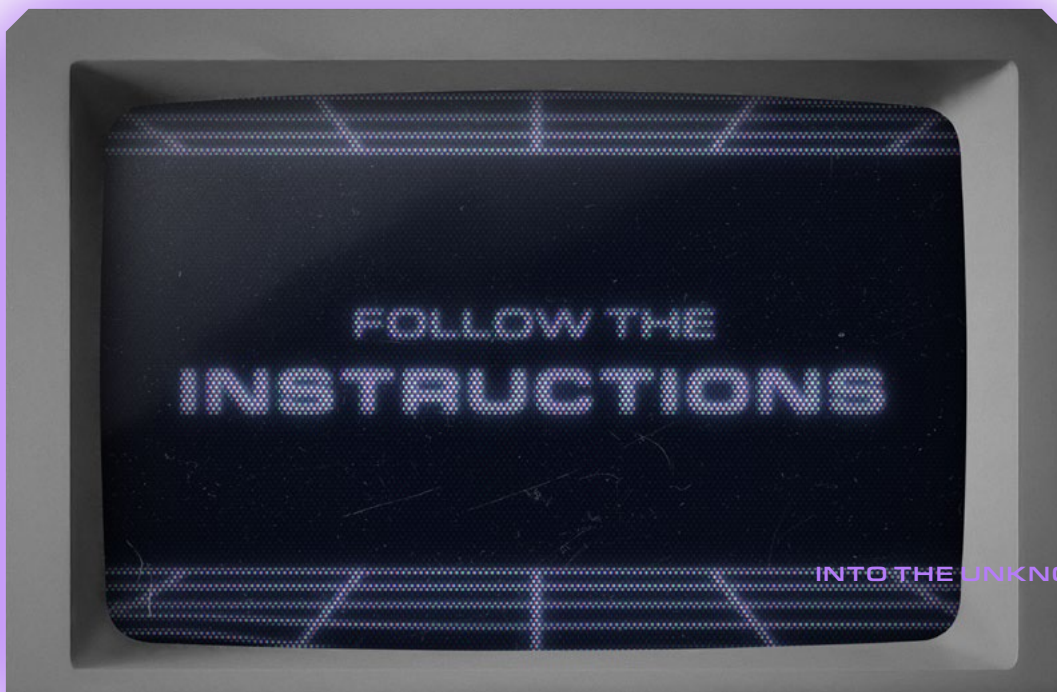
45 MIN

**04**  
STEP

Bring the participants into a circle to debrief.

20 MIN

FLIP TO CONTINUE



## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF AROUND QUESTIONS SUCH AS:

- ▶ What do you find challenging when playing this kind of game?
- ▶ Did you learn things that you did not plan or expected to learn?
- ▶ Did you find it hard to not have instructions or tutorials for the game?
- ▶ How long did it take you to learn the dynamics of the game?
- ▶ What type of emotion did you have while playing the game? Why? How did you work with your emotions?
- ▶ How will you compare the experience of the game to real life?
- ▶ What can we learn from this game? What will you take from this game to your day-to-day life?

## BONUS INFO



YOU CAN FIND MORE INFORMATION ABOUT THE GAME AT:

[ANCESTORS.FANDOM.COM/WIKI/HOW\\_TO\\_PLAY](https://ancestors.fandom.com/wiki/How_to_Play)

THE GAME CAN BE DOWNLOADED HERE: [STORE.STEAMPOWERED.COM/APP/536270/ANCESTORS\\_THE\\_HUMANKIND\\_ODYSSEY/](https://store.steampowered.com/app/536270/Ancestors_The_Humankind_Odyssey/)





## **FOLLOW UP SUGGESTIONS**

ASK PARTICIPANTS TO LEARN A NEW SKILL WITHOUT SEARCHING THE INSTRUCTIONS AND DOCUMENT THEIR JOURNEY. FOLLOW UP ON THAT JOURNEY WITH THE SAME DEBRIEF QUESTIONS.



FLIP **PAGE** FOR A NEW ACTIVITY

GAME: **DISCOVERY TOUR BY ASSASSIN'S CREED: ANCIENT EGYPT**

# EXPLORING THE PAST

ASSASSIN'S CREED IS AN OPEN-WORLD, ACTION-ADVENTURE AND STEALTH GAME WHICH DEPICTS A FICTIONAL MILLENNIA-OLD STRUGGLE BETWEEN "THE ASSASSINS", WHO FIGHT FOR PEACE AND FREE WILL, AND THE TEMPLARS, WHO DESIRE PEACE THROUGH ORDER AND CONTROL.

GAME TYPE



SINGLE PLAYER



MULTI PLAYER

CHARGE



PAID

PLATFORMS

Windows

XBOX ONE

PS4

# DISCOVERY TOUR BY ASSASSIN'S CREED: ANCIENT EGYPT



**+14**  
YEARS



**10-20**  
GROUP SIZE



**2 hours**  
TIME

In this activity the participants enhance their knowledge of Egyptian ancient history while enjoying a virtual walk through this civilisation via the Assassin's Creed video game.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ BE ABLE TO IDENTIFY REPRESENTATIONS OF HISTORICALLY SIGNIFICANT PEOPLE, PLACES, EVENTS, AND CULTURE.
- ▶ BE ABLE TO EXPLAIN THE SIGNIFICANCE OF THESE TO CIVILISATION AND HUMAN PROGRESS.
- ▶ TO ENHANCE HISTORICAL KNOWLEDGE.
- ▶ TO REFLECT UPON HOW GAMING CAN BE USEFUL TO STRENGTHEN CULTURAL AWARENESS.

## EQUIPMENT & MATERIALS

- ▶ PROJECTOR;
- ▶ ASSASSIN'S CREED VIDEO CLIPS;
- ▶ PAPER & PENS.

## YOUTHPASS COMPETENCE

- ▶ CULTURAL AWARENESS AND EXPRESSION COMPETENCE.



# YouTube

PREPARE PRESENTATION

FIND CLIPS FROM GAME

## READ BEFORE



PREPARE A PRESENTATION ABOUT ANCIENT EGYPT. FIND THE CLIPS FROM THE GAME THAT CAN CONTRIBUTE TO THE LECTURE. THE CLIPS CAN BE TAKEN FROM:  
[WWW.YOUTUBE.COM/WATCH?V=WEDMHIMZ63A](http://WWW.YOUTUBE.COM/WATCH?V=WEDMHIMZ63A)



# INSTRUCTIONS

## 01 STEP

Start by making your presentation. Conduct a group discussion by asking the participants to quickly mention how they feel about combining the traditional history lecture with a video game. Conclude by summarising the participant's inputs and agreeing on common feelings.

20 MIN

## 02 STEP

Divide the participants into 5 groups of 4 people and ask each group to identify/analyse the accuracy of one of the following elements from the game:

- ▶ History events;
- ▶ Geography;
- ▶ Human Activities;
- ▶ Art;
- ▶ Architecture;
- ▶ Artefacts.

They can use any bibliographic resources available. The task should be completed in 30 min.

35 MIN

## 03 STEP

When the time is up, give each group 5 minutes to present in plenary their findings. Allow questions from the floor

25 MIN

## 04 STEP

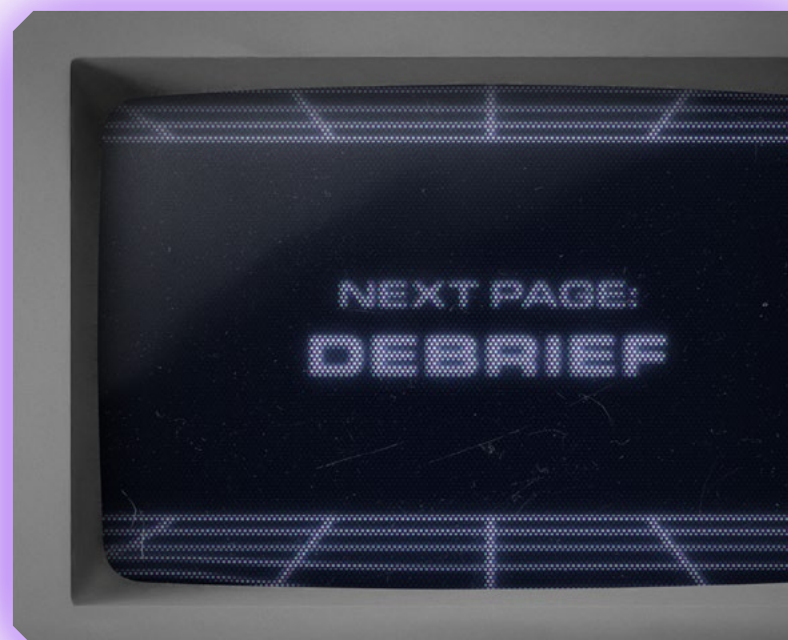
Facilitate a discussion about globalisation, including advantages and possible disadvantages. Discuss how ancient Egypt shaped today's societies.

20 MIN

## 05 STEP

Bring the participants into a circle to debrief.

20 MIN



## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF AROUND QUESTIONS SUCH AS:

- ▶ What information do you remember most from the activity?
- ▶ Do you think it is important to keep learning about ancient history? Why/why not?
- ▶ Do you think that this type of game plays an important role in keeping culture alive? Why/Why not?
- ▶ How many inaccuracies were you able to find?
- ▶ How can these types of games be best used in learning? What should one consider when learning history through video games?
- ▶ What other competences can you get by playing such a game?





FLIP PAGE FOR A NEW ACTIVITY

GAME: **COOKING MADNESS**

# FINANCIAL FLAVOURS

COOKING MADNESS IS A GAME WHERE THE PLAYER NEEDS TO SERVE AS MANY CUSTOMERS AS THEY CAN BEFORE THE BUSTLING BAR CLOSES. TIME MANAGEMENT IS CRUCIAL IN THE GAME SINCE PLAYERS WILL HAVE TO WORK QUICKLY TO BE ABLE TO SERVE ALL CUSTOMERS.

GAME TYPE

SINGLE  
PLAYER

CHARGE



FREE

PLATFORMS

android The Android logo, a white robot head.

The Apple logo, a white silhouette of an apple with a bite taken out of it. iOS





# COOKING MADNESS



15-21  
YEARS



Any  
GROUP SIZE



2 h 50 min  
TIME

An activity where participants learn to track their expenses while running their own businesses. The aim is for participants to reflect on the importance of financial literacy and entrepreneurial practices.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

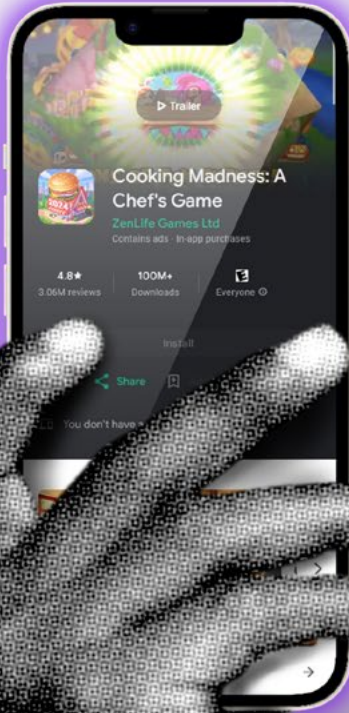
- ▶ TO REFLECT ON THE IMPORTANCE OF KEEPING TRACK OF PERSONAL BUDGET.
- ▶ TO LEARN HOW TO MANAGE FINANCES.
- ▶ TO REFLECT ON THE IMPORTANCE OF PROACTIVITY, CREATIVITY, AND INNOVATION.

## EQUIPMENT & MATERIALS

- ▶ THE GAME *COOKING MADNESS* INSTALLED ON THE PARTICIPANTS' SMARTPHONES;
- ▶ HANDOUT FOR EACH PARTICIPANT (*SEE HANDOUTS*);
- ▶ PENS FOR EACH PARTICIPANT.

## YOUTHPASS COMPETENCE

- ▶ ENTREPRENEURSHIP COMPETENCE.
- ▶ LITERACY COMPETENCE.



Android 

[DOWNLOAD GAME](#)

[FAMILIARISE WITH IT](#)

## READ BEFORE



DOWNLOAD & FAMILIARISE YOURSELF WITH THE GAME.

## INSTRUCTIONS

### 01 STEP

Ask participants about their understanding of financial literacy. What is it? Why is it important? When do people need to start their financial literacy journey?

### 02 STEP

If participants are from different countries, ask them how financial literacy is taught in their home countries. Is it part of the school curriculum? Is it expected to be taught by the parents?

### 03 STEP

Ask participants about their knowledge of entrepreneurship. Have they ever been involved in entrepreneurial activities? Why are entrepreneurs important for the economy? Is entrepreneurship promoted by public and private institutions in their home countries? Why/why not?

STEP 1-3: 20 MIN

### 04 STEP

Ask participants to download the game. It can be found in the Apple Store or Google Play, and it is free of charge. Sit the participants in a circle. Explain the dynamic of the game, see Bonus Info.

10 MIN

### 05 STEP

Give each participant a copy of the handout. Ask them to read the instructions. Once they are ready, let them play between 35 minutes, and ask them to fill in the handout as they play.

45 MIN

### 06 STEP

Once the time is over, ask participants to present their handout information. Ask them to discuss the difference between their initial budget, their investment, and their final income. Was there a profit? If not, what does it mean for the business? Ask them how long it could take in real life for a similar business to break even and how long it may take for the business to generate profit.

15 MIN

### 07 STEP

Bring the participants into a circle to debrief.

20 MIN

## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF AROUND QUESTIONS SUCH AS:

- ▶ Why is it important to know your expenses and keep track of them?
- ▶ When did you feel it was a good idea to improve your kitchen? How did you decide which improvements to make? Did you follow the game suggestions, or did you risk trying something else?
- ▶ What was your strategy to make upgrades/purchases? Did you upgrade/purchase new items at each level or did you wait until you had enough money? How did you make this decision?
- ▶ Compared to your initial budget, do you feel satisfied with the levels achieved and the money collected? Why/why not?
- ▶ Why was it important to ensure that the food you made was both well-made and on time?
- ▶ How can you translate this to the current business world? How important is it for businesses to create good-quality products to be successful?
- ▶ What have you learnt from this game?
- ▶ How will you connect this game with entrepreneurial activities and financial literacy?

## BONUS INFO



### COOKING MADNESS DYNAMICS:

- 01** THE MAIN GOAL OF THE GAME IS TO SERVE AS MANY CUSTOMERS AS POSSIBLE. THE FASTER THE PLAYER COMPLETES EACH ORDER, THE MORE COINS THE PLAYER EARNS.
- 02** LET PARTICIPANTS KNOW THAT IN ORDER TO BECOME FASTER AT SERVING FOOD, THEY NEED TO BUY OR UPGRADE THEIR KITCHEN UTENSILS. FOR THIS, THEY NEED TO MAKE SMART UPGRADE CHOICES. LET PARTICIPANTS KNOW THAT THEY CAN FOLLOW THE UPGRADE RECOMMENDATIONS OR TRY SOME OTHER STRATEGY.
- 03** THE GOAL OF THIS ACTIVITY IS NOT FOR THE PARTICIPANTS TO GAIN MORE MONEY, BUT TO REFLECT ON THEIR CHOICES FOR THEIR BUSINESS. THAT IS WHY THEY NEED TO KEEP TRACK OF THEIR EXPENSES.





## ALTERNATIVE USE OF THE GAME

The game can be used by teachers in English classes. Start the class by discussing the importance of expanding one's vocabulary. Ask the participant to play the game, whilst paying attention to new words and food items. Allow the students to play the game for 25 minutes. When the time is up, gather the group and ask the participants to share the new words they encountered during the game.

Continue the activity by forming groups of 2-3 people. Ask the groups to choose a dish from the game/ a dish that could be part of the game. As homework, ask the groups to write a detailed recipe and a blog post about the dish. Emphasise the importance of clear and engaging writing. The groups can include the list of ingredients, step-by-step instructions, cooking tips, and a personal reflection on the dish as well as photos/drawings.

Allow the groups to present their result in the class.

HANDOUTS ON THE NEXT PAGE ►

# HANDOUTS



## EXPENSES TRACKER

INITIAL BUDGET

FINAL EARNINGS

INITIAL BUDGET	ITEM	UPGRADE	PRICE	LEVEL



**DOWNLOAD**



**SCAN QR CODE TO PRINT:**

► Expenses Tracker

## INSTRUCTIONS



### EXPENSES TRACKER

**BEFORE YOU START PLAYING, PLEASE WRITE DOWN YOUR INITIAL BUDGET, YOU CAN FIND IT AT THE TOP OF THE SCREEN.**

- 01** IN THE COLUMN INITIAL BUDGET WRITE DOWN THE AMOUNT OF MONEY YOU HAVE BEFORE UPGRADING OR BUYING NEW SUPPLIES.
- 02** IN THE COLUMN ITEM WRITE DOWN THE NAME OF THE NEW KITCHEN SUPPLY OR THE NEW UPGRADE.
- 03** IN THE COLUMN UPGRADE WRITE DOWN HOW MUCH THE UPGRADE YOU PURCHASE WILL INCREASE YOUR EARNINGS, E.G., WRITE +2 COINS/ITEM IF THE EARNING INCREASES FROM 5 COINS 7 COINS. YOU CAN SEE THIS INFORMATION BY CLICKING ON THE ITEM.
- 04** IN THE PRICE COLUMN WRITE DOWN THE PRICE OF THE UPGRADE/PURCHASES.
- 05** IN THE COLUMN LEVEL WRITE DOWN THE LEVEL YOU ARE DOING THE UPGRADE FOR.

**ONCE YOU HAVE FINISHED PLAYING, WRITE DOWN YOUR FINAL EARNINGS.**

FLIP **PAGE** FOR A NEW ACTIVITY

PA

GAME: **PAPERS PLEASE**

# THE MORAL COMPASS

PAPER, PLEASE IS A SIMULATION GAME, WHERE THE PLAYER TAKES ON THE ROLE OF A BORDER-CROSSING IMMIGRATION OFFICER IN THE FICTIONAL DYSTOPIAN COUNTRY OF ARSTOTZKA. AS IMMIGRATION OFFICER, THE PLAYER MUST REVIEW THE DOCUMENTS OF THE TRAVELLERS WHO TRY TO GET INTO THE COUNTRY.

## PLATFORMS

 Windows

 mac OS

 Linux™

 PS VITA

 android

 apple iOS

## GAME TYPE

 SINGLE PLAYER

## CHARGE

 PAID





# PAPERS PLEASE



**15+**  
YEARS



**5-10**  
GROUP SIZE



**1 h 40 min**  
TIME

**A**n activity where the participants explore how decisions can produce negative and positive consequences and reflect on the ethics and morality of their choices.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO REFLECT ON REASONS FOR MIGRATION.
- ▶ TO REFLECT ON THE DILEMMAS THAT COME WITH REFUGEE CRISES.

## EQUIPMENT & MATERIALS

- ▶ COMPUTERS/PHONES/TABLETS (ONE PER PARTICIPANT) WITH THE GAME "PAPER, PLEASE" INSTALLED.

## YOUTHPASS COMPETENCE

- ▶ CITIZENSHIP COMPETENCE.



**PURCHASE & INSTALL**

**TEST & FAMILIARISE**

**STUDY TOPIC**

## READ BEFORE



PURCHASE AND INSTALL THE GAME ON EACH DEVICE. FAMILIARISE YOURSELF WITH THE GAME BEFORE CONDUCTING THE ACTIVITY.

FAMILIARISE YOURSELF WITH THE UN CONVENTION AND PROTOCOL RELATING TO THE STATUS OF REFUGEES.

FAMILIARISE YOURSELF WITH REFUGEE CRISES CLOSE TO YOU.

# INSTRUCTIONS

Start by asking participants about their understanding of “border control”, “tourist”, “immigrant”, and “refugee”. Find the definition of each term in Supportive Material.

Ask participants why countries have borders? Why is it important to control who enters the country? Are there border controls within the EU?

If participants are from different countries, ask them if they are aware of any specific regulations regarding entry in their country.

Ask participants what makes people go to another country, e.g., to live, to study, to work, for tourism purposes?

**01**  
STEP

20 MIN

Introduce the game. Tell participants that in this game they will take the role of border control officers and they will check and process travel documents as quickly as possible, without making mistakes.

Let the participants know that when processing an entrant, they have three options: **approve** them to come into the country, **deny** their entry or **detain** them. To do this, they need to verify the information on the people's passports.

**02**  
STEP

Let them know that it is important for them to check the per-

son's name, the passport expiration date, the city that was issued and their gender. If the information is correct, they can approve that person's entry. However, if the player finds any discrepancy, they can either deny their entry right away or ask the person about it. Some discrepancies can be cleared, and if everything else is correct, the player can approve that person.

Let participants know that while the dynamic of the game is to accept those who have their papers in order, they also have the opportunity to give entry to those whose situation is so desperate that they need entry to the country.

**02**  
STEP

15 MIN

Once the instructions have been given, let participants play the game for 45 minutes.

**03**  
STEP

When the time is over, ask participants the following:

- ▶ Did they allow people in even if they did not have their papers in order? Why/why not?
- ▶ What did they think about the rules that people need to follow in order to enter the country?

**04**  
STEP

Bring the participants into a circle to debrief.

**05**  
STEP

15 MIN

FLIP TO CONTINUE

## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF AROUND QUESTIONS SUCH AS:

- ▶ During the game, the Arstotzka government strengthened their migration policies by requesting more documents for immigrants. Why do you think countries do this?
- ▶ During the game, the Arstotzka government requested to deny the entry of people from specific countries. Why do you think countries do so?
- ▶ If you granted entry to someone whose papers were not in order, why did you do it? How did you know that this person was eligible to enter Arstotzka and was not a threat to the country?
- ▶ Based on the game, what were the reasons for people to enter Arstotzka?
- ▶ Should countries open their borders to refugees? Why / Why not?
- ▶ Should countries within the EU control their borders to limit the flow of refugees in their countries? Why / Why not?
- ▶ Has your country dealt with a refugee crisis? What was the approach?
- ▶ Who has the responsibility to address refugee crises?
- ▶ How hard is it to make decisions regarding refugees? How did the game make you feel when you had to make a hard decision?
- ▶ Were there any situations where it was difficult for you to decide? How did you make your decision?

## FOLLOW-UP SUGGESTIONS

SUGGEST PARTICIPANTS TO WATCH THE FILM SAMBA AND CONDUCT A DISCUSSION AROUND IT. FIND INFORMATION ABOUT THE FILM AT: [WWW.IMDB.COM/TITLE/TT3399024/](http://WWW.IMDB.COM/TITLE/TT3399024/)





## SUPPORTIVE MATERIALS

### DEFINITIONS OF “BORDER CONTROL”, “IMMIGRANT”, “REFUGEE” AND “TOURIST”.

According to the European Commission, border control is the activity carried out at a border, in accordance with and for the purposes of Regulation (EU) 2016/399 (Schengen Borders Code) in response exclusively to an intention to cross or the act of crossing that border, regardless of any other consideration, consisting of border checks and border surveillance.

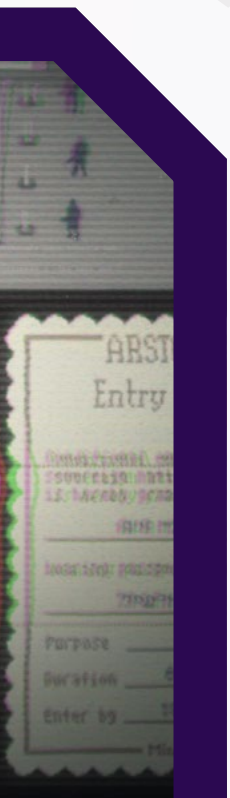
An immigrant is a person who has come to a different country in order to live there permanently. (Cambridge Dictionary)

A refugee is a person who has escaped from their own country for political, religious, or economic reasons or because of a war. (Cambridge Dictionary)

A tourist is someone who visits a place for pleasure and interest, usually while on holiday. (Cambridge Dictionary)

The Refugee Convention of 1961 is the main international treaty concerning refugee protection. It was adopted in July 1951 and was initially drafted to meet the needs of refugees in the aftermath of World War II.

Find the Convention at:  
[www.unhcr.org/1951-refugee-convention.html](http://www.unhcr.org/1951-refugee-convention.html)



FLIP **PAGE** FOR A NEW ACTIVITY

GAME: **PLANET ZOO**

# CONSERVATION CHRONICLES

PLANET ZOO IS A CONSTRUCTION AND MANAGEMENT SIMULATION GAME WHERE PLAYERS CREATE UNIQUE HABITATS AND VAST LANDSCAPES, MAKE BIG DECISIONS AND MEANINGFUL CHOICES, AND NURTURE THEIR ANIMALS AS THEY CONSTRUCT AND MANAGE THE WORLD'S WILDEST ZOOS.

GAME TYPE

SINGLE  
PLAYER

CHARGE



PAID

PLATFORMS



Windows



# PLANET ZOO



**10+**  
YEARS



**5+**  
GROUP SIZE



**2 hours**  
TIME

**T**his activity participants construct detailed animal habitats, research, and discover the different needs of wild animals while reflecting on animal welfare and the importance of ecosystem and animal protection.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO REFLECT ON ANIMAL WELFARE;
- ▶ TO LEARN ABOUT THE IMPORTANCE OF ECOSYSTEM CONSERVATION AND ANIMAL PROTECTION;
- ▶ TO REFLECT UPON THE ROLE OF HUMANS IN HABITAT AND ANIMAL PROTECTION.

## EQUIPMENT & MATERIALS

- ▶ THE GAME "ZOO PLANET" DOWNLOADED GAMING DEVICES;
- ▶ A GAMING DEVICE PER PARTICIPANT;
- ▶ PAPER SHEETS FOR EACH PARTICIPANT;
- ▶ PENCILS FOR EACH PARTICIPANT.

## YOUTHPASS COMPETENCE

- ▶ PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE.
- ▶ CITIZENSHIP COMPETENCE.



## SERIES XIS

**PURCHASE & INSTALL**

**TEST & FAMILIARISE**

**USE "SANDBOX" MODE**

### **READ BEFORE**



PURCHASE AND INSTALL THE GAME ON EACH DEVICE. TEST AND FAMILIARISE YOURSELF WITH THE GAME BEFORE CONDUCTING THE ACTIVITY.

FOR THIS ACTIVITY, USE THE MODE SANDBOX.

CREATE AN AVATAR WITH THE NAME OF THE PARTICIPANTS.



## INSTRUCTIONS

### 01 STEP

Ask participants about their understanding of animal welfare. What is animal welfare? What is habitat conservation? Why is it important? Depending on their answer, you may choose to give them a definition of each concept, see *Supportive Materials*.

10 MIN

### 02 STEP

Explain the dynamics of the games and the main goal: to construct different habitats where animals are able to co-habitate. For this, they need to do some research on the “Zoo-pedia” of the game, see *Bonus Info* for further explanation.

10 MIN

### 03 STEP

Start the game and let participants play for 60 minutes. Instruct them to create at least three different habitats.

60 MIN

### 04 STEP

Once the time is over, give each participant a copy of the Information Sheet, see *Handouts*, and ask them to fill it in with the information gathered from the game.

25 MIN

### 05 STEP

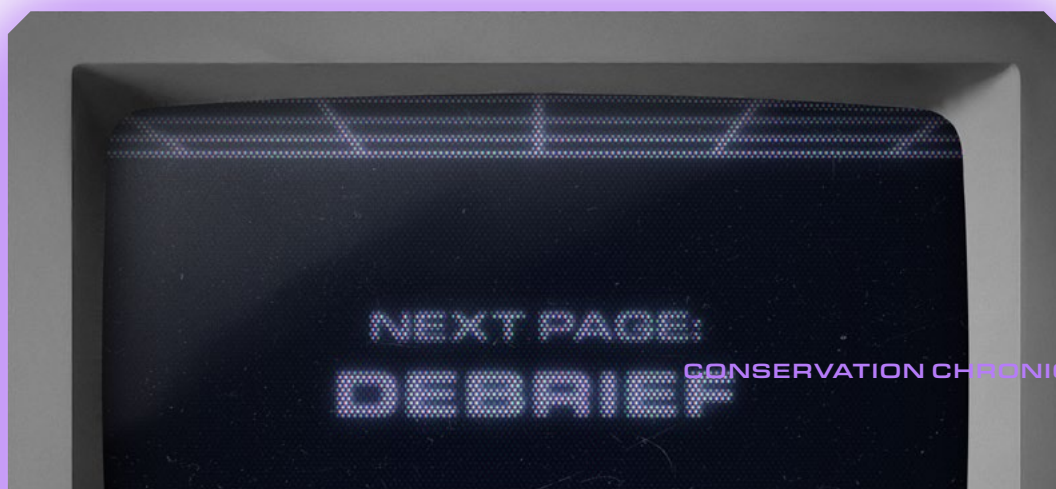
Once participants are finished, ask them to present the information written on their handouts. *What type of animals did they add to their zoos? How is their habitat? Can they co-exist with other animals?* Finish by asking the participants three things they will do to prevent animal abuse and habitat destruction.

25 MIN

### 06 STEP

Bring the participants in a circle to debrief.

20 MIN



## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF AROUND QUESTIONS SUCH AS:

- ▶ What did you know about animal welfare before this game?
- ▶ What did you learn about animal welfare by playing the game?
- ▶ How did you feel when building the habitats?
- ▶ Why is it important to learn about animal welfare and habitat conservation?
- ▶ What decision did you have to make whilst building the habitats? How did you prioritise?
- ▶ How the decisions you made during the game may affect the animals, their behaviour, or the ecosystem?
- ▶ Did you have any dilemmas whilst building the habitats?
- ▶ Should zoos still exist? Why? / Why not? Are they important for animal welfare and habitat conservation? If yes, how?
- ▶ How did you feel while playing the game? What are you taking with you from this game?

## FOLLOW-UP SUGGESTIONS

FOLLOW-UP ON THE ACTIVITY BY ASKING PARTICIPANTS TO RESEARCH WHAT ENDANGERED ANIMALS ARE THERE IN THEIR COUNTRY AND WHAT IS BEING DONE TO PREVENT THEIR EXTINCTION.

CONDUCT ANOTHER ACTIVITY RELATED TO GLOBAL GOAL 14, SEE *GLOBAL RESPONSIBILITY EDUCATION. A MANUAL FOR YOUTH WORKERS*: [HTTP://TOOLBOX.SALTO-YOUTH.NET/3145](http://toolbox.salto-youth.net/3145)

REPLAY THE GAME IN MODES OR SCENARIOS TO CHALLENGE PARTICIPANTS WITH VARIOUS CONSERVATION AND ANIMAL WELFARE ISSUES.





## BONUS INFO



### DEFINITIONS/EXPLANATIONS:

**Sandbox** mode is a way to play the game with unlimited resources, so participants can be creative with their zoos.

**Animal welfare:** “the physical and mental state of an animal in relation to the conditions in which it lives and dies.” (World Organisation for Animal Health)

**Habitat conservation:** “management practice that seeks to conserve, protect and restore habitats and prevent species extinction, fragmentation or reduction in range.” (California Department of Fish & Game)

**Zoopedia:** a tool built in the game that allows players to learn about the different animals they can add to their zoos. There, the players can get some guidance on the type of habitat they need to build for each animal as well as which animals can coexist with each other. This tool is important for this activity since the idea is for participants to learn why it is important for the animals to live in an environment as close as their natural environment.

HANDOUTS ON THE NEXT PAGE ►



## INFORMATION SHEET

<b>1</b> ANIMALS' NAME:				
APPROXIMATE SIZE:				
WHERE CAN YOU FIND IT:				
CATEGORY	REGION	CONSERVATION STATUSES	SPECIES IT CAN CO-EXIST WITH	

<b>2</b> ANIMALS' NAME:				
APPROXIMATE SIZE:				
WHERE CAN YOU FIND IT:				
CATEGORY	REGION	CONSERVATION STATUSES	SPECIES IT CAN CO-EXIST WITH	

<b>3</b> ANIMALS' NAME:				
APPROXIMATE SIZE:				
WHERE CAN YOU FIND IT:				
CATEGORY	REGION	CONSERVATION STATUSES	SPECIES IT CAN CO-EXIST WITH	

<b>4</b> ANIMALS' NAME:				
APPROXIMATE SIZE:				
WHERE CAN YOU FIND IT:				
CATEGORY	REGION	CONSERVATION STATUSES	SPECIES IT CAN CO-EXIST WITH	



**DOWNLOAD**



**SCAN QR CODE TO PRINT:**

▶ Information Sheet

FLIP **PAGE** FOR A NEW ACTIVITY

GAME: **GUACAMELEE!**

# DAY OF THE DEAD & WRESTLING?!

GUACAMELEE! IS A METROIDVANIA ACTION PLATFORMING VIDEO GAME. THE GAME DRAWS ITS INSPIRATION FROM TRADITIONAL MEXICAN CULTURE AND FOLKLORE. METROIDVANIA IS A SUBGENRE OF ACTION-ADVENTURE VIDEO GAMES AND PLATFORMERS FOCUSED ON GUIDED NON-LINEARITY AND UTILITY-GATED EXPLORATION AND PROGRESSION.

PLATFORMS

Windows



XBOX ONE

XBOX 360™

PS4™

PS3  
PlayStation 3

PSVITA

GAME TYPE



CHARGE





# GUACAMELEE!



10+  
YEARS



4+  
GROUP SIZE



1 h 45 min  
TIME

An activity in which the participants discover traditions in Mexican culture and discuss how culture and traditions form.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO DISCOVER A NEW CULTURE AND TRADITIONS.
- ▶ TO ENCOURAGE CRITICAL ANALYSIS OF INFORMATION OBTAINED ABOUT CULTURES AND TRADITIONS.

## EQUIPMENT & MATERIALS

- ▶ THE GAME BOUGHT ON THE DEVICE YOU WILL USE (PC OR SWITCH FOR INSTANCE). **NOTE: THE GOLDEN EDITION HAS ONLY TWO PLAYERS. AVOID PURCHASING THIS EDITION IF YOU WANT TO DIVIDE THE PARTICIPANTS IN GROUPS BIGGER THAN TWO PEOPLE.**
- ▶ COMPUTERS AND CONTROLLERS WITH STEAM OR NINTENDO SWITCH WITH CONTROLLERS.
- ▶ SHEETS OF A4 PAPER AND PENS FOR EACH GROUP.

## YOUTHPASS COMPETENCE

- ▶ CULTURAL AWARENESS AND EXPRESSION COMPETENCE.
- ▶ PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE.



PS4™

[PURCHASE & INSTALL](#)[TEST & FAMILIARISE](#)[PLAY & UNLOCK COOP](#)[READ RELATED TOPICS](#)

## READ BEFORE



PURCHASE AND INSTALL THE GAME. TEST THE GAME BEFORE CONDUCTING THE ACTIVITY.

FAMILIARISE YOURSELF WITH THE GAME BEFORE CONDUCTING THE ACTIVITY. PLAY THE GAME TO UNLOCK THE COOP MODE. THIS WILL EXPLAIN THE CONTROLS SO THAT YOU WILL BE ABLE TO SUPPORT THE PARTICIPANTS.

READ ABOUT *METROIDVANIA*, *DIA DE MUERTOS* AND *LUCHA LIBRE*.



## INSTRUCTIONS

**01**  
STEP

Start with an energizer or an icebreaker.

05 MIN

**02**  
STEP

Initiate a discussion about what types of video games the participants play and if they know what a Metroidvania is. You can show them some pictures of Super Metroid and Castlevania Symphony of the Night to help you.

05 MIN

**03**  
STEP

See screenshot below.

**03**  
STEP

Ask the groups to note down traditions and elements of culture encountered during the game

40 MIN

**04**  
STEP

Once the groups have reached the required level, ask them to discuss and agree upon the most surprising aspect of culture or tradition encountered during the game. Ask them to verify the facts online.

15 MIN

**05**  
STEP

Allow each group to present the tradition/cultural aspect selected by them and justify their choice. Ask them if these are accurately presented in the game.

20 MIN

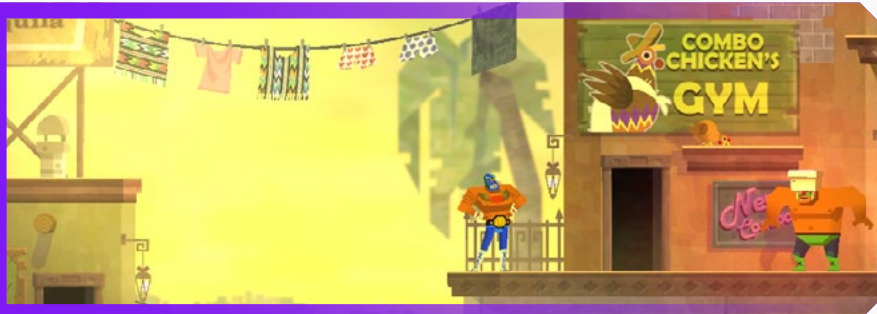
**06**  
STEP

Bring the participants into a circle to debrief.

20 MIN

FLIP TO CONTINUE

REACH THIS PART



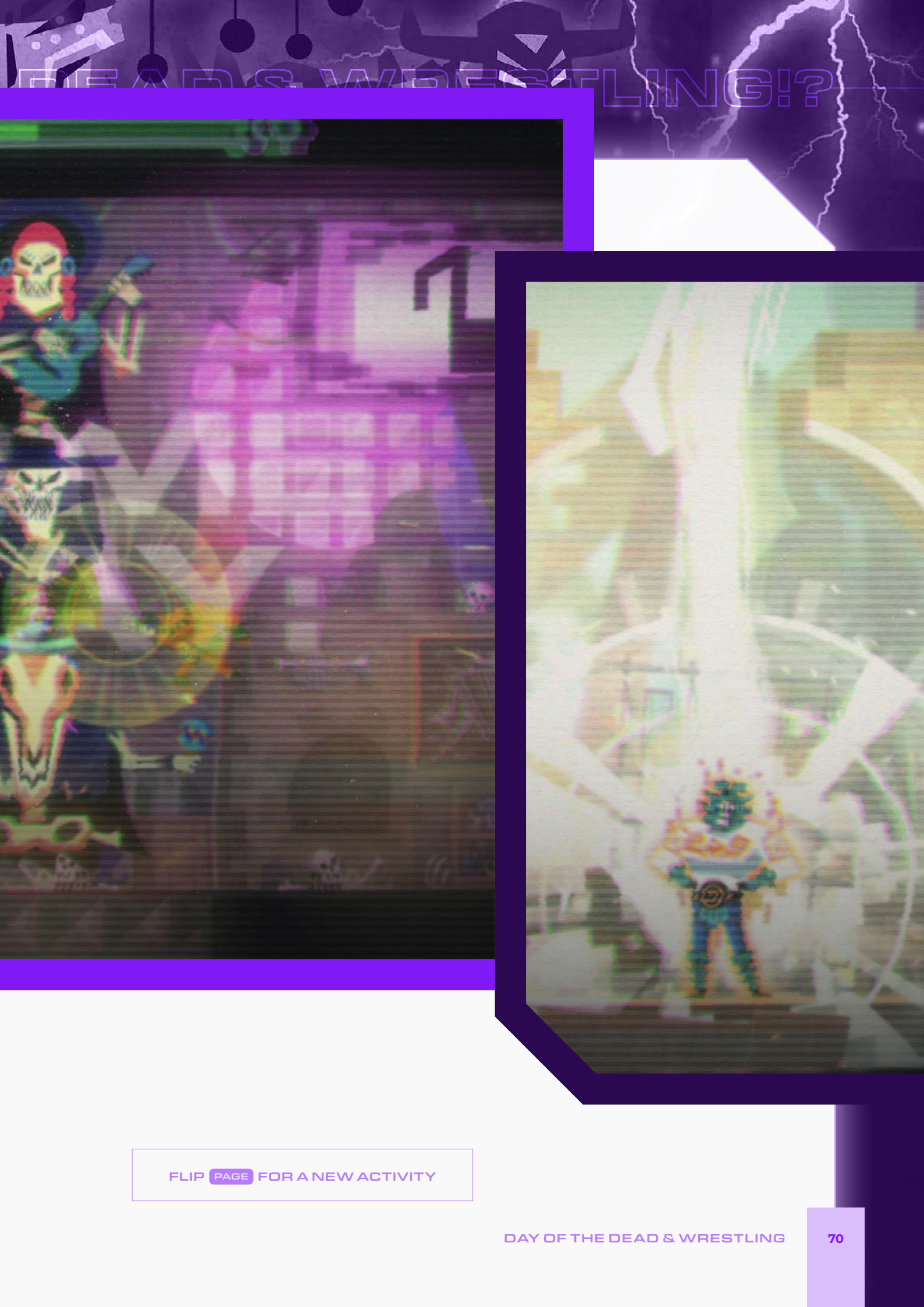
## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF AROUND QUESTIONS SUCH AS:

- ▶ Where is this game located? What do you know about the culture portrayed in the game?
- ▶ What traditions did you spot in this game? (You can talk about Lucha Libre and Dia de Muertos)
- ▶ Have you heard about these traditions before? Are there any similar traditions in your country?
- ▶ To what extent the traditions and cultural aspects portrayed in the game coincide with reality?
- ▶ How can one make sure that their understanding of other traditions and cultural aspects is precise, well-founded, and reliable?
- ▶ What do traditions and cultural values tell about a nation?
- ▶ How does culture and traditions evolve?
- ▶ Does this game remind you of other games? What are the similarities and the differences?
- ▶ What did you learn from playing this game today?

## FOLLOW-UP SUGGESTIONS

- 01** WATCH WITH THE PARTICIPANTS THE DISNEY FILM "COCO" FROM THAT IS ABOUT MEXICAN CULTURE AND CONDUCT A FOLLOW-UP DISCUSSION.
- 02** ASK THE PARTICIPANTS TO MAKE A SHORT SEARCH ON THE INTERNET ABOUT THE CULTURES EXPLORED THROUGH THE GAME AND PRESENT THEIR FINDINGS IN PLENARY. THEY CAN USE VARIOUS CREATIVE METHODS TO PRESENT THEIR FINDINGS (E.G., A ROLE PLAY, A DANCE, DRAWINGS ETC.).



# HEADS & WRESTLING!?



FLIP PAGE FOR A NEW ACTIVITY

GAME: **THERE IS NO GAME**

# UNUSUAL GAME ?!



THERE IS NO GAME IS AN EXPERIMENTAL GAME PRODUCED BY PASCAL CAMMISSOTO (AKA KAMIZOTO), WINNER OF THE “CONSTRUCT 2 DECEPTION JAM 2015” ON THE THEME OF DECEPTION. THE GAME CONSISTS OF SOLVING A VARIETY OF DECEPTIVE PUZZLES AS A TEAM.

GAME TYPE

SINGLE  
PLAYERTEAM PLAY  
POSSIBILITY

CHARGE



FREE

PLATFORMS



BROWSER



Windows

mac  
OS

# THERE IS NO GAME



10+  
YEARS



3+  
GROUP SIZE



1 h 05 min  
TIME

**A**n activity in which the participants reflect on the importance of cooperation and teamwork.

## LEARNING OBJECTIVES

- ▶ TO REFLECT ABOUT THE IMPORTANCE OF TEAMWORK AND COOPERATION.

## EQUIPMENT & MATERIALS

- ▶ 5 COMPUTERS
- ▶ THE GAME *THERE IS NO GAME* INSTALLED ON ALL DEVICES.

## YOUTHPASS COMPETENCE

- ▶ MULTILINGUAL COMPETENCE.
- ▶ ENTREPRENEURSHIP COMPETENCE.

FLIP **PAGE** TO START!



TEST & FAMILIARISE

READ ABOUT  
"GLOBAL GAME JAM"

## READ BEFORE



TEST AND FAMILIARISE YOURSELF WITH THE GAME BEFORE CONDUCTING THE ACTIVITY TO BE ABLE TO HELP THE GROUPS IN CASE OF PERSISTING DIFFICULTIES.

READ ABOUT GLOBAL GAME JAM, *SEE BONUS INFO*.

# UNUSUAL GAME!?



## INSTRUCTIONS

**01**  
STEP

Start with an energizer or an icebreaker.

05 MIN

**02**  
STEP

Initiate a discussion about what types of video games participants play, then explain that events like “Global Game Jam” exist and explain to them what such an event is if they are not familiar. Ask them what defines a multiplayer video game.

10 MIN

**03**  
STEP

Divide the participants in teams of three. Introduce them to the game and inform them that it was created during a Global Jam and that it is similar to an escape game: during the game, they will encounter various puzzles, riddles and tasks that they have to solve as a group.

**03**  
STEP

Direct participants to pay attention to the instructions provided by the built-in voice. Encourage them to persist in trying something that someone else in their team failed at initially.

Tell participants that only one in their team can control the game but they can help each other by giving suggestions or replacing the one who controls.

Allow the participants to play for 20 minutes.

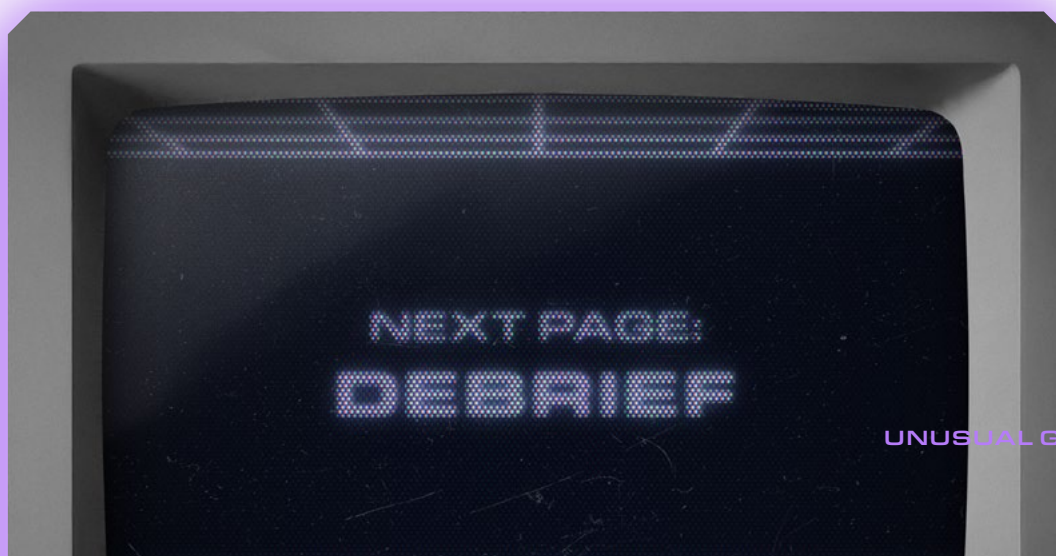
20 MIN

**04**  
STEP

When the time is up, bring the participants into a circle to debrief.

20 MIN

FLIP TO CONTINUE



## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF AROUND QUESTIONS SUCH AS:

- ▶ How did you cooperate in your team? What roles did each of you have? How were the roles assigned? Did you change roles during the game?
- ▶ In what ways did you demonstrate leadership or followership roles while playing the game?
- ▶ Did you notice any differences in communication styles among team members during the game? If so, how did these styles impact your ability to progress?
- ▶ What strategies did your team employ to solve puzzles or complete tasks within the game?
- ▶ Were there any instances where conflicts/frustrations arose within your team? How were these conflicts resolved/addressed in your team?
- ▶ What did you learn about yourself during this game?
- ▶ How did the game emphasise the importance of collaboration and cooperation?
- ▶ Reflecting on your experience, what lessons can you apply from the game to real-life teamwork situations?
- ▶ What skills do you think are essential for effective teamwork, based on your experience playing the game?

### BONUS INFO



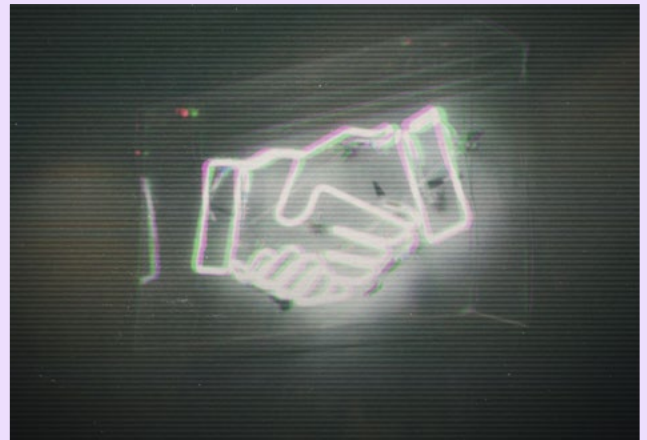
THE GAME HAS AN ENGLISH VOICEOVER, BUT SUBTITLES IN OTHER LANGUAGES ARE AVAILABLE.

THIS ACTIVITY CAN BE USED AS A TEAM BUILDING EXERCISE.

CONDUCT THIS ACTIVITY AS A COMPETITION, IF PREFERABLE.

LEARN ABOUT GLOBAL GAME JAM AT: [GLOBALGAMEJAM.ORG/ABOUT](https://globalgamejam.org/about)





## FOLLOW-UP SUGGESTIONS

- 01** ASSIGN GROUP PROJECTS OR TASKS THAT REQUIRE PARTICIPANTS TO COLLABORATE AND WORK TOGETHER TOWARD A COMMON GOAL. PROVIDE OPPORTUNITIES FOR PARTICIPANTS TO PLAN, DELEGATE RESPONSIBILITIES, COMMUNICATE EFFECTIVELY, AND RESOLVE CONFLICTS AS THEY WORK ON THEIR PROJECTS.
- 02** CONDUCT AN ACTIVITY FOCUSED ON SPECIFIC TEAMWORK SKILLS AND COMPETENCIES, SUCH AS ACTIVE LISTENING, CONFLICT RESOLUTION, DECISION-MAKING, AND GOAL SETTING (E.G., BUILD A BRIDGE).
- 03** CONDUCT A ROLE-PLAY ACTIVITY WHERE TEAMWORK AND COLLABORATION ARE ESSENTIAL. PARTICIPANTS CAN TAKE ON DIFFERENT ROLES AND PRACTISE EFFECTIVE COMMUNICATION, PROBLEM-SOLVING, AND DECISION-MAKING SKILLS (E.G., MINI MODEL UN; A MOSQUE IN SLEEPYVILLE).

FLIP **PAGE** FOR A NEW ACTIVITY



GAME: KEEP TALKING AND NOBODY EXPLODES!

# ONE ROOM, ONE BOOM!

KEEP TALKING AND NOBODY EXPLODES IS A 3D COOPERATIVE PUZZLE GAME. YOU ARE ALONE IN A ROOM WITH A BOMB. YOUR TEAM PLAYERS, THE “EXPERTS”, HAVE THE MANUAL NEEDED TO DEFUSE IT. BUT THERE IS A CATCH: THE EXPERTS CANNOT SEE THE BOMB, SO EVERYONE WILL NEED TO TALK IT OUT – FAST!

**PLATFORMS**

XBOX ONE PS4

Windows mac OS NINTENDO SWITCH

android Linux™

**GAME TYPE**

MULTI PLAYER

**CHARGE**

PAID

# KEEP TALKING AND NOBODY EXPLODES



12+  
YEARS



4+  
GROUP SIZE



1 h 30 min  
TIME

An activity that pushes participants' creativity and outside-the-box thinking and creates room to discuss team roles and cooperation.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO STRENGTHEN PARTICIPANTS' COMMUNICATION SKILLS IN TEAMS.
- ▶ TO STRENGTHEN PARTICIPANTS' ABILITY TO WORK IN TEAMS.

## EQUIPMENT & MATERIALS

- ▶ 5 COMPUTERS WITH STEAM OR SMARTPHONES.
- ▶ BOB DEFUSAL MANUAL, IN THE LANGUAGE OF YOUR CHOICE: [WWW.BOMBMANUAL.COM/LANGUAGE.HTML](http://WWW.BOMBMANUAL.COM/LANGUAGE.HTML)

## YOUTHPASS COMPETENCE

- ▶ PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE.



# Linux<sup>™</sup>

[DOWNLOAD & INSTALL](#)

[TEST & FAMILIARISE](#)

[CHOOSE LANGUAGE](#)

## READ BEFORE



DOWNLOAD AND INSTALL THE GAME ON THE COMPUTERS USED IN THE ACTIVITY. FAMILIARISE YOURSELF WITH THE GAME.

CHOOSE THE LANGUAGE YOU WANT THE PARTICIPANTS TO PLAY THE GAME AND [DOWNLOAD THE MANUAL](#) IN THE RESPECTIVE LANGUAGE.

## INSTRUCTIONS

**01**  
STEP

Start with an energizer or an icebreaker.

05 MIN

**02**  
STEP

Initiate a discussion about what types of cooperative video games the participants have played before, if any, and what they liked about them.

05 MIN

**03**  
STEP

Introduce the participants to the game and tell them that they will play in teams of four people. One of them will be the bomb diffuser and the other three - the helpers. The bomb diffuser cannot see the bomb manual and the helpers cannot see the screen of the bomb. Each team will play four times to let everyone be the bomb diffuser. Each round will last 5 minutes. Helpers will split the different puzzles between them.

05 MIN

**04**  
STEP

Divide the participants in teams of four. Make available the Bob Defusal Manual to each team in the language of your choice (you can print it or just have each team download it on a separate device).

**04**  
STEP

Give the teams 15 minutes to explore the Manual and watch the tutorial before starting the game. Ask them to agree in their teams who the first bomb diffuser will be.

20 MIN

**05**  
STEP

Give the start of the game and allow the teams to play for 20 min.

20 MIN

**06**  
STEP

After everyone has played as the bomb diffuser, you can set a challenge: ask the teams to play another round. The team who finishes first wins.

05 MIN

**07**  
STEP

Finally, get one of the teams to play another level, whilst the other teams observe and note down the dynamic within the playing team.

10 MIN

**08**  
STEP

Bring the participants into a circle to debrief.

20 MIN

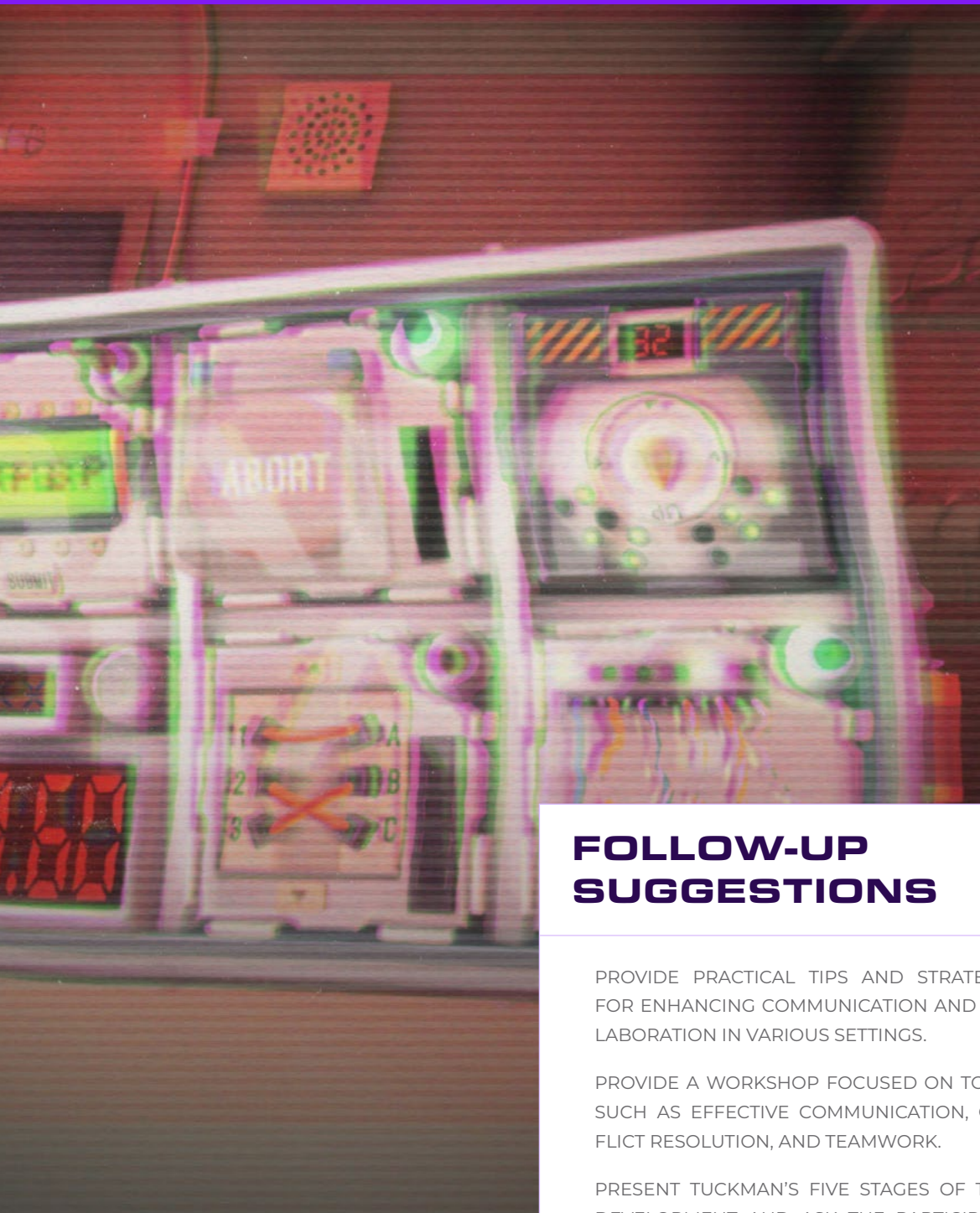
▶  
FLIP TO CONTINUE  
▶

## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF AROUND QUESTIONS SUCH AS:

- ▶ How did you feel your team communicated during the game?
- ▶ Did everyone have a chance to speak up and contribute ideas?
- ▶ Were there any instances where communication broke down? If so, what happened?
- ▶ How did the team approach solving these puzzles?
- ▶ Were there any strategies or problem-solving techniques that worked well for your team?
- ▶ Did your team designate specific roles or responsibilities during the game? If so, what were they?
- ▶ How did you decide who would take on each role?
- ▶ Did anyone emerge as a leader during the game? Why do you think that was the case?
- ▶ Were there any moments when the team felt particularly cohesive or united?
- ▶ Has your strategy of solving the puzzles and communication within your team changed once you were challenged against the other teams? Why/Why not?
- ▶ How might the skills and strategies you used during the game apply to real-life situations?
- ▶ What did you learn about yourself during the game?





## FOLLOW-UP SUGGESTIONS

PROVIDE PRACTICAL TIPS AND STRATEGIES FOR ENHANCING COMMUNICATION AND COLLABORATION IN VARIOUS SETTINGS.

PROVIDE A WORKSHOP FOCUSED ON TOPICS SUCH AS EFFECTIVE COMMUNICATION, CONFLICT RESOLUTION, AND TEAMWORK.

PRESENT TUCKMAN'S FIVE STAGES OF TEAM DEVELOPMENT AND ASK THE PARTICIPANTS TO DESCRIBE THEMSELVES IN EACH OF THESE STAGES BASED ON THE GAME PLAYED.

PROVIDE A WORKSHOP BASED UPON THE NINE BELBIN TEAM ROLES.

FLIP **PAGE** FOR A NEW ACTIVITY

GAME: **OVERCOOKED**

# BE THE BEST RESTAURANT!

OVERCOOKED IS A CHAOTIC CO-OP COOKING GAME FOR ONE TO FOUR PLAYERS. WORKING AS A TEAM, YOU AND YOUR FELLOW CHEFS MUST PREPARE, COOK, AND SERVE UP A VARIETY OF TASTY ORDERS BEFORE THE BUYING CUSTOMERS STORM OUT IN A HUFF.

PLATFORMS

XBOX ONE

Windows

STADIA

SERIES X|S

NINTENDO SWITCH

PS5

PS4

GAME TYPE

MULTI PLAYER

CHARGE

PAID





# RECROOKED



12+ YEARS



4+ GROUP SIZE



1 h 50 min TIME

An activity in which the participants discover a variety of cultural dishes and reflect upon cultures and interactions between them.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO DISCOVER CULTURAL AND NATIONAL DISHES.
- ▶ TO ENHANCE COMMUNICATIONS SKILLS AND TEAMWORK.

## EQUIPMENT & MATERIALS

- ▶ THE GAME (*THE GAME MUST BE PURCHASED. USE OFFLINE MODE ON STEAM TO USE ONLY ONE COPY OF THE GAME*)
- ▶ COMPUTERS AND CONTROLLERS WITH STEAM OR NINTENDO SWITCH WITH CONTROLLERS.

## YOUTHPASS COMPETENCE

- ▶ CULTURAL AWARENESS AND EXPRESSION COMPETENCE.
- ▶ PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE.
- ▶ ENTREPRENEURSHIP COMPETENCE.



## Windows

[PURCHASE & INSTALL](#)

[TEST & FAMILIARISE](#)

[STUDY HISTORY DISHES](#)

### READ BEFORE



INSTALL THE GAME AND TEST YOUR CONTROLLERS.

FAMILIARISE YOURSELF WITH THE GAME.

INFORM YOURSELF ABOUT THE HISTORY DISHES IN THE GAME.

## INSTRUCTIONS

**01**  
STEP

Start with an energizer or an icebreaker.

05 MIN

**02**  
STEP

Initiate a discussion about what types of cooperative video games the participants played before and what they like about them. Introduce the participants to the game and inform them they will play in teams of four.

05 MIN

**03**  
STEP

Divide the participants in teams of four. Allow them to watch a 4-min tutorial before starting to play. Give the start. Instruct the teams to play until they reach level 4.

30 MIN

**04**  
STEP

When the time is up, ask each group to select a dish they came across during the game and research the history of the dish: in which culture is the dish typical, how did the dish occur and evolve, variations across cultures. Ensure that each group chooses a different dish.

30 MIN

**05**  
STEP

When the time is up, allow each team to present.

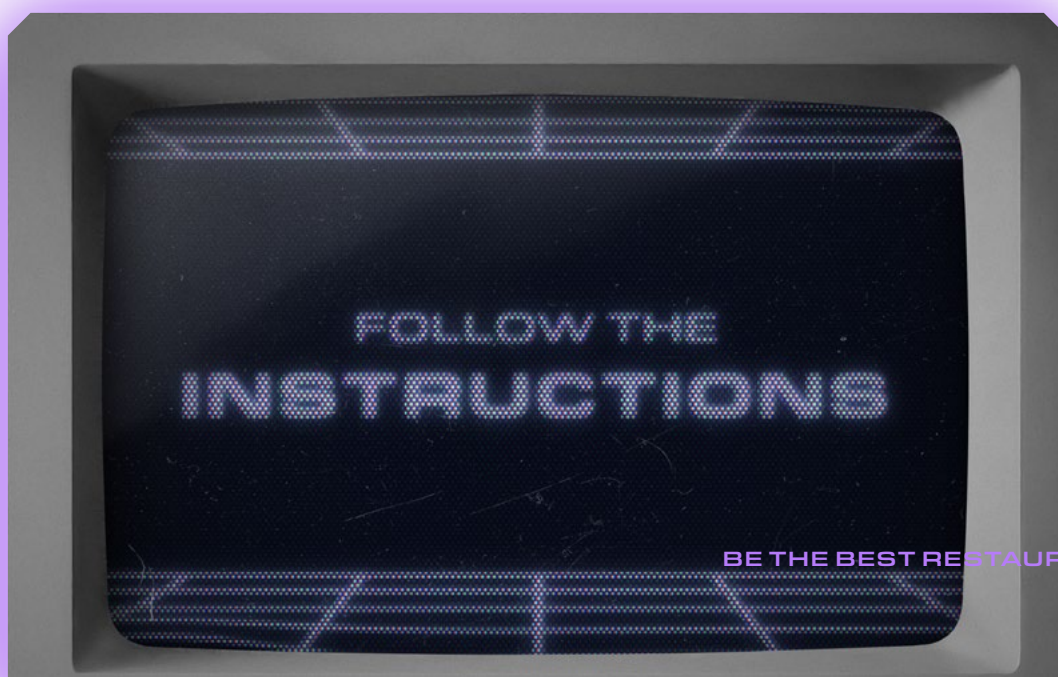
20 MIN

**06**  
STEP

Bring the participants into a circle to debrief.

20 MIN

FLIP TO CONTINUE



## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF BASED ON QUESTIONS SUCH AS:

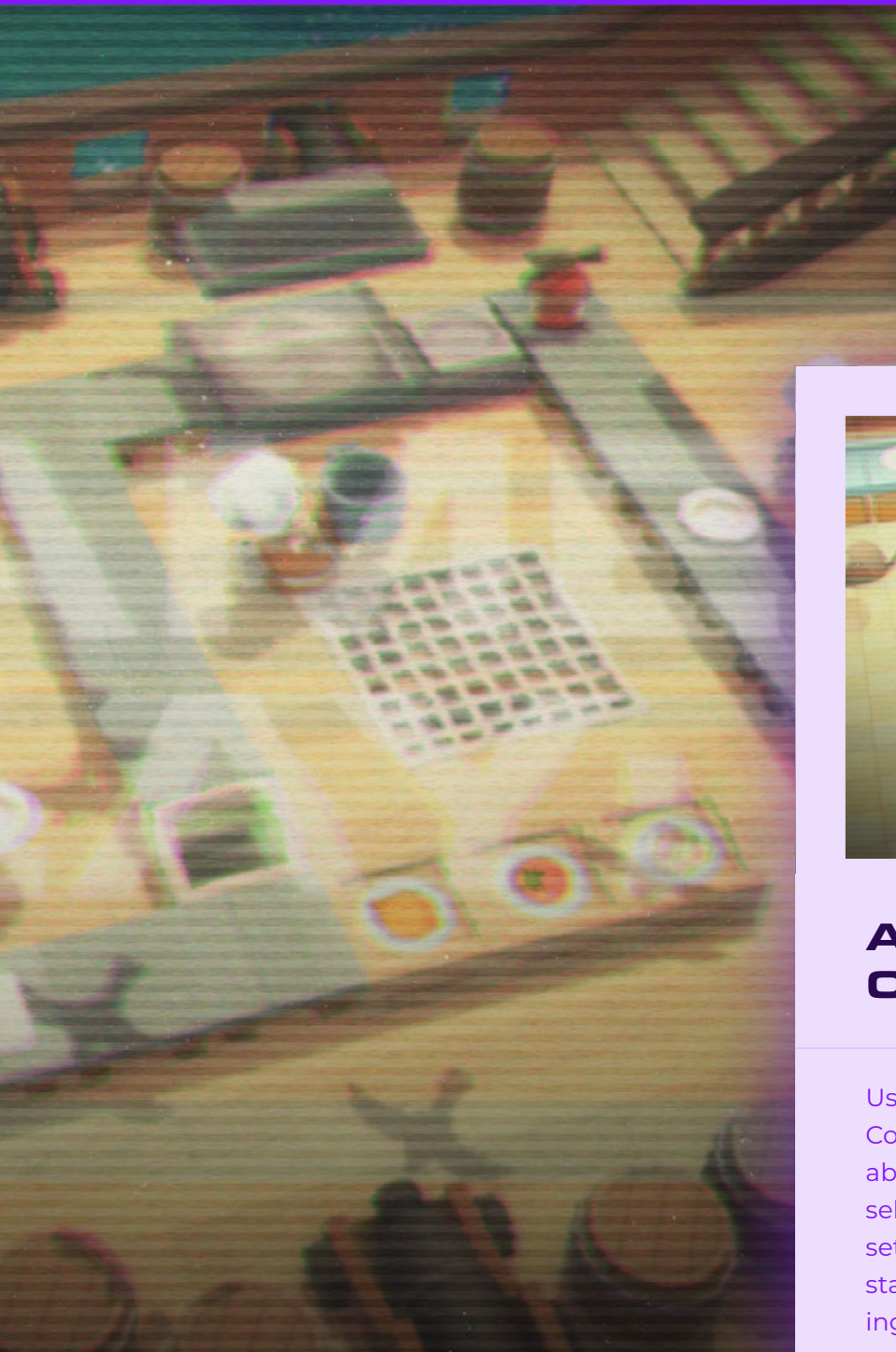
- ▶ How did you play the game? Did you have a strategy? What was your strategy?
- ▶ Did you change your strategy during the game?
- ▶ Did you have a leader in your team?
- ▶ What kind of dishes did you come across during the game? (Burger, salad, soups, Spaghetti Bolognese, etc.).
- ▶ Where do these dishes originate from? Were you familiar with the history of any of the dishes?
- ▶ What do dishes say about a culture?
- ▶ Are cultures static?
- ▶ How do cultures evolve?
- ▶ What dishes can tell about the world we live in today (you can, for example, discuss globalisation).
- ▶ How can dishes be used to enhance intercultural understanding?



## FOLLOW-UP SUGGESTIONS

YOU COULD USE THE BOARD GAME *KOSMOPOLIT* THAT PLAYS AROUND INTERCULTURALITY AND FOOD.

SELECT ONE OR SEVERAL DISHES FROM THE GAME AND HAVE THE PARTICIPANTS PREPARE IT TOGETHER WHILST CONTINUING TO DISCUSS THE RICHNESS OF CULTURES AND IMPORTANCE OF CULTURAL UNDERSTANDING.



## ALTERNATIVE USE OF THE GAME

Use this game to discuss team cooperation. Conduct the activity as described in step 1-3 above without asking the participants to select a dish and find its story. As a step 4, set a challenge. Go back to the menu and start the dual model with two teams playing against the other two teams. Set a new round of the challenge if the time allows, allowing the teams to change if desired. Conduct a debrief based on questions similar to those in the activity *“There is no game?!”*

FLIP **PAGE** FOR A NEW ACTIVITY

DADA

GAME: **BABA IS YOU**

# A MELTING POT OF WORDS

BABA IS YOU IS A PUZZLE GAME WHERE THE RULES TO FOLLOW ARE PRESENT AS BLOCKS PLAYERS CAN INTERACT WITH. BY MANIPULATING THEM, THE PLAYER CAN CHANGE HOW THE GAME WORKS, REPURPOSING THINGS YOU FIND IN THE LEVELS AND CAUSING SURPRISING INTERACTIONS! THIS IS A SOLO GAME THAT WILL BE USED IN THIS ACTIVITY AS A MULTIPLAYER GAME.

GAME TYPE

SINGLE  
PLAYERTEAM PLAY  
POSSIBILITY

CHARGE



PAID

PLATFORMS

Windows



Linux™



android

iOS

# BABA IS YOU



14+  
YEARS



3+  
GROUP SIZE



1 hour  
TIME

An activity that pushes creativity and outside-the-box thinking, as well as strengthens participants' stress management skills.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO ENHANCE PARTICIPANTS' STRESS MANAGEMENT SKILLS.
- ▶ TO ENHANCE PARTICIPANTS' CREATIVITY AND OUTSIDE-THE-BOX THINKING.

## EQUIPMENT & MATERIALS

- ▶ THE GAME "BABA IS YOU" (IT MUST BE PURCHASED FOR THE SPECIFIC DEVICE THAT WILL BE USED, E.G., PC OR SWITCH). USE OFFLINE MODE ON STEAM TO USE ONLY ONE COPY OF THE GAME.
- ▶ COMPUTERS WITH STEAM AND CONTROLLERS OR NINTENDO SWITCH WITH CONTROLLERS.

## YOUTHPASS COMPETENCE

- ▶ PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE.
- ▶ ENTREPRENEURSHIP COMPETENCE.

# NINTENDO SWITCH

PURCHASE & INSTALL

TEST & FAMILIARISE

STUDY RELEVANT TOPIC



## READ BEFORE



INSTALL THE GAME AND TEST YOUR CONTROLLERS.

FAMILIARISE YOURSELF WITH THE GAME. YOU CAN TRY SOME LEVELS AND CREATE A LEVEL TO UNDERSTAND HOW IT WORKS AND SUPPORT THE PARTICIPANTS.

INFORM YOURSELF ABOUT INDIE GAMES AND AAA GAMES.



# INSTRUCTIONS

**01**  
STEP

Start with an energizer or an icebreaker.

05 MIN

**02**  
STEP

Initiate a discussion about what types of puzzle video games the participants are acquainted with, if any, and what do they like about them. Ask them what defines a multiplayer video game. You can also talk about indie games and what are the differences with AAA games.

10 MIN

**03**  
STEP

Introduce participants to the game and tell them that it is about resolving puzzles by using the words in the game and making sentences. Those sentences will affect the rules of the game.

Inform the participants that, normally, this is a solo game, but they will play it in teams of three.

Tell them that only one member of the team will be able to control the game, but they can help each other by making suggestions or changing the one who controls. They will encounter some enigmas and they have to find a solution together.

**03**  
STEP

Direct participants to note the order of the words and encourage them to persist in trying something that someone else in their team failed at initially.

05 MIN

**04**  
STEP

Divide the participants in teams of three. Let them try to break sentences during the tutorial to understand how the mechanics works (if you push the menu button, you will see all the active sentences). Each participant in the team can play a level. Ask the participants to share their level in the menu necessary to complete step 6 in this activity.

10 MIN

**05**  
STEP

Once the participants have understood how to play the game, go into the level editor menu and tell them that they have 30 min to make as many levels as possible. The only rule is that they have to use those words: WIN, YOU.

35 MIN

**06**  
STEP

Ask each team to choose a level of another team and solve the puzzle in max. 5 minutes.

10 MIN

**07**  
STEP

Bring the participants into a circle to debrief.

20 MIN

FLIP TO CONTINUE

## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF AROUND QUESTIONS SUCH AS:

- ▶ What were your initial thoughts about the game?
- ▶ Which levels did you find the most challenging, and why?
- ▶ Did you feel stressed or frustrated while playing? How did you manage those feelings?
- ▶ How did you approach solving the puzzles in the game?
- ▶ Were there any moments where you had to think outside the box? How did you tackle those situations?
- ▶ Did you find any patterns or strategies that helped you progress through the levels?
- ▶ Describe a time when you encountered a difficult level. How did you react, and what kept you going?
- ▶ Did you ever feel like giving up? How did you overcome that feeling?
- ▶ How did you and your teammates communicate and collaborate to solve puzzles?
- ▶ Did playing the game help you understand anything about stress management? If so, what?
- ▶ How do you think the problem-solving skills you used in the game can be applied to managing stress in real life?
- ▶ Are there any strategies or approaches you learned from playing the game that you could use to deal with stressful situations outside of gaming?





## BONUS INFO



YOU COULD USE SUPER MARIO MAKER AS ANOTHER VIDEO GAME TO BE ABLE TO WORK ON STRESS MANAGEMENT AND DEVELOP CREATIVITY.

READ ABOUT AAA GAMES AT:  
[GEEKYGAMINGSTUFF.COM/WHAT-ARE-AAA-GAMES/](http://GEEKYGAMINGSTUFF.COM/WHAT-ARE-AAA-GAMES/)

FLIP **PAGE** FOR A NEW ACTIVITY

GAME: **ENDLING - EXTINCTION IS FOREVER** (2022)

# GUARDIANS OF THE EARTH

ENDING - EXTINCTION IS FOREVER IS A SURVIVAL ADVENTURE GAME WHERE THE PLAYER CONTROLS THE LAST MOTHER FOX ON EARTH, SEARCHING FOR HER ABDUCTED CUB WHILE ENSURING THE SURVIVAL OF HER OTHER THREE CUBS BY FINDING FOOD, AVOIDING DANGERS, AND CONFRONTING ENEMIES IN A DETERIORATING NATURAL ENVIRONMENT DUE TO HUMAN ACTIVITIES.

## PLATFORMS

SERIES X|S

XBOX ONE

Windows

android

Apple iOS

NINTENDO SWITCH

PS5

PS4

## GAME TYPE

SINGLE PLAYER

## CHARGE

€ PAID

# ENDING- EXTINCTION IS FOREVER



15+  
YEARS



5+  
GROUP SIZE



3 h 15 min  
TIME

**A**n activity that raises awareness about environmental issues and promotes empathy and critical thinking regarding the natural world. The activity sets the stage for participants to reflect on climate change and the consequences of human actions on the environment.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO REFLECT ON THE CONSEQUENCES OF HUMAN ACTIONS ON THE NATURAL WORLD.
- ▶ TO ENCOURAGE REFLECTION UPON CONSEQUENCES OF PERSONAL CHOICES ON ECOSYSTEMS AND WILDLIFE.

## EQUIPMENT & MATERIALS

- ▶ GAME
- ▶ GAMING DEVICES (ONE PER PARTICIPANT)
- ▶ PAPER AND PENS FOR EACH PARTICIPANT.

## YOUTHPASS COMPETENCE

- ▶ CITIZENSHIP COMPETENCE.
- ▶ PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE.



# SERIES X|S

[PURCHASE & INSTALL](#)

[TEST & FAMILIARISE](#)

[REVIEW GAMEPLAY](#)

## READ BEFORE



ENSURE THAT THE GAME "ENDLING - EXTINCTION IS FOREVER" IS INSTALLED ON THE DEVICES YOU WILL USE DURING THE ACTIVITY.

FAMILIARISE YOURSELF WITH THE GAME: TAKE SOME TIME TO EXPLORE THE GAME YOURSELF OR REVIEW GAMEPLAY VIDEOS AND TUTORIALS.

# INSTRUCTIONS

**01**  
STEP

Start by asking participants about their understanding of *air pollution, water pollution, land pollution, biodiversity, and climate change*. Provide the participants with an overview of each term.

05 MIN

**02**  
STEP

Ask participants what are the main causes of environmental pollution? Write these causes on a whiteboard.

05 MIN

**03**  
STEP

Ask participants if they are familiar with the 17 Sustainable Development Goals. Why are SDGs important? How are their countries contributing to reduce environmental pollution?

05 MIN

**04**  
STEP

Introduce the game. Let participants know that during the game they will play as a mother fox who navigates the contaminated world trying to save her kidnapped cup. Ask them to pay special attention to the situation the mother fox has to face and reflect how this translates into real-world scenarios. Ask the participants to make notes of their dilemmas and decisions during the game. Allow them to play for 30 minutes.

35 MIN

**05**  
STEP

When the time is up, conduct a short reflection session upon participants' experience with the game. Such questions such as:

- ▶ To what extent the game relates to real-world environmental issues and their consequences to wildlife?
- ▶ What emotions did you experience while playing the game? How have these emotions influenced your decision-making as the mother fox?

15 MIN

**06**  
STEP

Ask two-three participants to present in plenary their dilemmas or tough decisions they had to make during the game. Ask players how they felt making these decisions, if a different decision could have been taken, and whether they would make different choices in real life.

10 MIN

**07**  
STEP

Ask the participants to replay the game for another 30 minutes. Ask them to note down decisions taken during the game and emotions felt.

30 MIN

MORE STEPS ON THE NEXT PAGE

FLIP TO CONTINUE


**08**  
STEP

When the time is up, ask whether there are any players who made different decisions during the game compared to the first session. Have two-three participants present their decisions, how are they different than those in the previous playing session, and why they took a different decision.

**10 MIN**
**09**  
STEP

Divide the participants in groups and ask them to make a campaign promoting environmental protection, or any of the Global Goals at their choice. Give participants 25 minutes to define their campaign objectives, message, and target group. Use the rest of the time for presentations and feedback from the group. Ask the participants to share their campaigns on social media.

**60 MIN**
**10**  
STEP

Bring the participants into a circle to debrief.

**20 MIN**

## FOLLOW-UP SUGGESTIONS

- 01** CONDUCT AN ACTIVITY OF YOUR CHOICE RELATED TO THE GLOBAL GOALS. FIND INSPIRATION IN "GLOBAL RESPONSIBILITY EDUCATION. A MANUAL FOR YOUTH WORKERS", [HTTP://TOOLBOX.SALTO-YOUTH.NET/3145](http://toolbox.salto-youth.net/3145)
- 02** DIVIDE THE PARTICIPANTS IN GROUPS OF 3-4 PEOPLE AND ASK THEM TO PRESENT AN ANIMAL ON THE VERGE OF EXTINCTION, WHAT ARE THE CAUSE, CONSEQUENCES, AND POSSIBLE SOLUTIONS. YOU CAN ALSO ASK THE TEAMS TO RESEARCH AND IDENTIFY ANIMALS THAT WERE SAVED FROM EXTINCTIONS AND HOW THAT WAS POSSIBLE.



## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF BASED ON QUESTIONS SUCH AS:

- ▶ How did playing “Extinction is Forever” change your perception of human impact on the environment?
- ▶ What specific environmental issues or challenges did the game highlight for you?
- ▶ What are some of the main threats to wildlife depicted in the game, and how do they relate to real-world conservation issues?
- ▶ What examples of human-wildlife conflict did you encounter in the game? How do these conflicts impact both wildlife populations and human communities?
- ▶ Are there any ethical considerations that arise from the interactions between humans and wildlife portrayed in the game?
- ▶ How do cultural beliefs and societal values influence our perceptions of wildlife and the environment?
- ▶ Should wildlife in conflict with humans still be protected? Why? /Why not? How can this be achieved?
- ▶ How does biodiversity loss affect ecosystems and the balance of nature?
- ▶ What are some of the consequences of biodiversity loss for humans and wildlife?
- ▶ In your opinion, what are some long-term solutions to address the issues of habitat destruction, pollution, and climate change depicted in the game?
- ▶ How can we balance the needs of human development with the preservation of natural habitats and wildlife?
- ▶ Did playing “Extinction is Forever” change your perspective on your own role in protecting the environment?
- ▶ How do you think you can contribute to conservation efforts in your daily life?
- ▶ What are your hopes and concerns for the future of wildlife and the environment, based on your experience with the game?
- ▶ How can we inspire others to take action and advocate for positive change in environmental conservation?

GAME: **HOGWARTS LEGACY**  
[STANDARD EDITION]

# WIZARDING WISDOM

HOGWARTS LEGACY IS AN ACTION ROLE-PLAYING GAME SET IN THE WIZARDING WORLD OF HARRY POTTER. PLAYERS ASSUME THE ROLE OF A STUDENT AT HOGWARTS SCHOOL OF WITCHCRAFT AND WIZARDRY, WHERE THEY WILL EXPLORE THE MAGICAL WORLD, ATTEND CLASSES, MASTER SPELLS, AND UNCOVER THE MYSTERIES HIDDEN WITHIN HOGWARTS.

## PLATFORMS

 Windows

 NINTENDO SWITCH

SERIES X|S

XBOX ONE

 PS5

PS4

## GAME TYPE

 SINGLE PLAYER

## CHARGE

 PAID



# HOGWARTS LEGACY



14+  
YEARS



5+  
GROUP SIZE



90 min  
TIME

**A**n activity that sets stage for participants to deeply reflect and explore the overarching themes and values addressed in the game, such as friendship, bravery, identity, whilst being faced with ethical dilemmas.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO EXPLORE ETHICAL DILEMMAS PRESENTED IN THE GAME AND REFLECT ON THE CONSEQUENCES OF THEIR CHOICES.
- ▶ TO DEVELOP THE ABILITY TO SEE SITUATIONS FROM DIFFERENT VIEWPOINTS AND CONSIDER ALTERNATIVE PERSPECTIVES.

## EQUIPMENT & MATERIALS

- ▶ GAMING DEVICES (ONE PER GROUP).
- ▶ THE GAME "HOGWARTS LEGACY" INSTALLED ON GAMING DEVICES.
- ▶ PENS AND A4 SHEETS OF PAPER FOR EACH TEAM.

## YOUTHPASS COMPETENCE

- ▶ PERSONAL, SOCIAL, AND LEARNING-TO-LEARN COMPETENCE.
- ▶ CITIZENSHIP COMPETENCE.



PS5™

PURCHASE & INSTALL

TEST & FAMILIARISE

PREPARE HOUSE NAMES

## READ BEFORE



ENSURE THAT THE GAME "HOGWARTS LEGACY" IS INSTALLED ON THE DEVICES THAT WILL BE USED FOR THE ACTIVITY.

FAMILIARISE YOURSELF WITH THE GAME: TAKE SOME TIME TO EXPLORE THE GAME YOURSELF OR REVIEW GAMEPLAY VIDEOS AND TUTORIALS.

WRITE THE NAME OF EACH HOGWARTS HOUSE ON SEPARATE SMALL SHEETS OF PAPER. FOLD EACH OF THEM SO THE NAME IS COVERED.

## INSTRUCTIONS

### 01 STEP

Identify how many participants in your group are familiar with the Harry Potter world (have seen the films/read the books).

### 02 STEP

Provide an overview of the game's settings, the Wizarding World, and the immersive nature of the game.

### 03 STEP

Present the four Hogwarts houses and the traits associated to each house (see Handouts). If you have participants who are familiar with the Harry Potter world, you may ask them to present the four houses.

STEP 1-3: 20 MIN

### 04 STEP

Divide the participants in four teams of 3-4 people depending on the size of your group and devices available with the game installed. Conduct a lottery where each group extracts a sheet of paper with the name of their house.

Allow the participants to play the game for 30 minutes selecting the house assigned to them. Ask the participants to note down decisions made during the game. Inform the participants that one of the team members will control the game, whilst the other team

### 04 STEP

members will support in making decisions, they can however switch roles if desired.

35 MIN

### 05 STEP

When the time is up, have participants reflect upon decisions they have taken during the game. Ask the participants:

- ▶ What decision did you have to take so far?
- ▶ Have you come across any ethical dilemma? What were these?
- ▶ In which way have your morals been challenged during the game?
- ▶ Can you connect experiences of the game with real-life experiences?

Assign each group an ethical dilemma depicted by the game, see examples in Handouts. Give the groups 15 minutes to make a decision. Ask each group to present their choice and justification. Ask the plenary if they agree to the decision made and what choice would they make.

35 MIN

### 06 STEP

Bring the participants into a circle to debrief.

20 MIN

## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF BASED ON QUESTIONS SUCH AS:

- ▶ What values or principles did you consider when faced with the ethical dilemmas in the game and after the game?
- ▶ How did your personal beliefs and experiences influence your decision-making process?
- ▶ Reflecting on the choices you made, what were the potential consequences of each decision?
- ▶ How did you weigh the short-term benefits against the long-term consequences of your actions?
- ▶ Describe the ethical considerations that guided your decision-making process during the game.
- ▶ Did you prioritise certain ethical principles over others in your decision-making?
- ▶ How did you navigate conflicting interests and values when making your decisions?
- ▶ What lessons did you learn about yourself and your approach to ethical decision-making through playing the game?
- ▶ How might the experiences and insights gained from the game apply to real-life situations and decision-making?
- ▶ How might your experiences with ethical decision-making in the game influence your approach to similar dilemmas in the future?
- ▶ What strategies or principles will you apply to navigate ethical challenges and dilemmas beyond the context of the game?

## ALTERNATIVE USE OF THE GAME

USE THE GAME TO DISCUSS PERSONAL DEVELOPMENT AND GROWTH. AFTER ALLOWING PARTICIPANTS TO FAMILIARISE THEMSELVES WITH THE GAME, ASK EACH OF THEM TO CHOOSE A CHARACTER FROM "HOGWARTS LEGACY" OR CREATE THEIR OWN FICTIONAL CHARACTER INSPIRED BY THE GAME. ASK PARTICIPANTS TO REFLECT ON THE STRENGTHS, WEAKNESSES, AND PERSONAL GROWTH OPPORTUNITIES OF THEIR CHOSEN CHARACTER.

ENCOURAGE PARTICIPANTS TO JOURNAL ABOUT THEIR CHARACTERS' EXPERIENCES, CHALLENGES, AND ASPIRATIONS, DRAWING PARALLELS TO THEIR OWN LIVES.



# WIZARDING WISDOM



## FOLLOW-UP SUGGESTIONS

**01** SELECT A SENSITIVE SUBJECT OF ACTUALITY IN YOUR COMMUNITY/COUNTRY/SOCIETY. ENCOURAGE THE PARTICIPANTS TO REFLECT UPON:

- ▶ *What are their views on the topic?*
- ▶ *How do they think culture and background influence them and their understanding of the topic?*
- ▶ *Do they feel challenged when people have a different opinion? What should be the approach in such situations?*

**02** CONDUCT A ROLE-PLAY THAT PROMPTS PARTICIPANTS TO MAKE HARD DECISIONS. SEE FOR EXAMPLE:

- A. *A MOSQUE IN SLEEPYVILLE* IN “COMPASS: MANUAL FOR HUMAN RIGHTS EDUCATION WITH YOUNG PEOPLE”: [WWW.COE.INT/EN/WEB/COMPASS/A-MOSQUE-IN-SLEEPYVILLE](http://WWW.COE.INT/EN/WEB/COMPASS/A-MOSQUE-IN-SLEEPYVILLE)
- B. *TO MEAT OR NOT TO MEAT* IN “GLOBAL RESPONSIBILITY EDUCATION. A MANUAL FOR YOUTH WORKERS”: [HTTP://TOOL-BOX.SALTO-YOUTH.NET/3145](http://TOOL-BOX.SALTO-YOUTH.NET/3145)

HANDOUTS ON THE NEXT PAGE ▶



## ETHICAL DILEMMAS

### DILEMMA 1: THE FORBIDDEN CURSE

An important quest requires the use of a forbidden curse, which is powerful but also morally questionable and potentially harmful to others.

Players must decide whether to use the curse to achieve their goal, risking the safety and well-being of those involved, or to find an alternative solution that may be more difficult or time-consuming.

### DILEMMA 2: HOUSE UNITY VS. HOUSE LOYALTY

Players are faced with a situation where their loyalty to their Hogwarts house conflicts with the greater goal of promoting unity and cooperation among all houses.

They must choose between prioritising their house's interests and reputation or working towards a common purpose that benefits the entire Hogwarts community.

### DILEMMA 3: MAGICAL SECRECY VS. HELPING MUGGLES

Players encounter a scenario where they have the opportunity to use magic to help a non-magical (Muggle) individual in need. However, doing so risks exposing the wizarding world to Muggles and violating the International Statute of Wizarding Secrecy, which could have serious consequences for both magical and non-magical communities. The team must take a stance: will they help the Muggle or not?

### DILEMMA 4: TRUTH VS. LOYALTY

Players uncover a secret or wrongdoing committed by a friend, mentor, or authority figure within the wizarding community.

They must decide whether to confront the individual and reveal the truth, potentially damaging their relationship and loyalty, or to remain silent and preserve the status quo at the expense of justice and integrity.

### DILEMMA 5: CREATURE RIGHTS AND CONSERVATION

Players encounter a conflict involving the treatment and exploitation of magical creatures, such as dragons, Hippogriffs, or house-elves.

They must choose whether to advocate for the rights and welfare of these creatures, even if it means challenging existing traditions or societal norms, or to prioritise personal gain and convenience over ethical considerations.



## HOGWARTS HOUSES



### **GRYFFINDOR**

BRAVERY, HELPING OTHERS, AND CHIVALRY.



### **HUFFLEPUFF**

HARD WORK, PATIENCE, LOYALTY, AND FAIR PLAY.



### **RAVENCLAW**

INTELLIGENCE, KNOWLEDGE, PLANNING AHEAD, AND WIT.



### **SLYTHERIN**

AMBITION, CUNNINGNESS, HERITAGE, AND RESOURCEFULNESS.



**DOWNLOAD**



SCAN QR CODE TO PRINT:

- ▶ Ethical Dilemmas
- ▶ Hogwarts Houses

GAME: **GEOGUESSR** (PRO VERSION)

# DISAPPEARING WORLDS

THE GAME DROPS PLAYERS IN RANDOM LOCATIONS AROUND THE WORLD USING GOOGLE STREET VIEW, AND THEIR TASK IS TO GUESS WHERE THEY ARE USING CLUES (E.G. LANDSCAPES, VEGETATION, ARCHITECTURE, SIGNS, AND LANGUAGE). ONE ROUND CONSISTS OF FIVE LOCATIONS.

GAME TYPE

 SINGLE PLAYER

 MULTI PLAYER

PLATFORMS

 BROWSER

android 

 iOS

CHARGE

 MONTHLY SUBSCRIPTION (REQUIRED)



# GEOGUESSR



13+  
YEARS



15  
GROUP SIZE



2 h 15 min  
TIME

The activity involves playing GeoGuessr to explore islands facing disappearance due to environmental factors. Participants work in teams to analyse clues and discuss causes of island disappearance, fostering awareness of environmental issues and human impacts on vulnerable ecosystems.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO RAISE AWARENESS OF ISLANDS AT RISK OF DISAPPEARING DUE TO ENVIRONMENTAL FACTORS SUCH AS SEA-LEVEL RISE, EROSION, AND HUMAN-INDUCED CLIMATE CHANGE.
- ▶ TO EXPLORE THE INTERCONNECTEDNESS BETWEEN HUMAN ACTIVITIES AND ENVIRONMENTAL IMPACTS ON VULNERABLE ECOSYSTEMS.

## EQUIPMENT & MATERIALS

- ▶ 5 COMPUTERS WITH ACCESS TO INTERNET
- ▶ PENS AND A4 SHEETS FOR PAPER FOR EACH GROUP
- ▶ FLIPCHART PAPER
- ▶ MARKERS IN DIFFERENT COLOURS

## YOUTHPASS COMPETENCE

- ▶ PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE.
- ▶ CULTURAL AWARENESS AND EXPRESSION COMPETENCE.



CREATE A CHALLENGE

SET TIME

GET "SHAREABLE LINK"

## READ BEFORE



CREATE A CHALLENGE IN GEOGUESSR PINPOINTING FIVE ISLANDS THAT FACE THE THREAT OF DISAPPEARING DUE TO VARIOUS ENVIRONMENTAL FACTORS, INCLUDING SEA-LEVEL RISE, EROSION, AND HUMAN ACTIVITIES (E.G., CARTERET ISLANDS, TUVALU, MALDIVES, KIRIBATI, SOLOMON ISLAND).

SET A TIME FOR EACH ROUND (E.G., 5 MINUTES).

GET A LINK OR A CODE TO SHARE FOR PEOPLE TO JOIN YOUR PARTY.

# INSTRUCTIONS

## 01 STEP

Begin the activity by introducing the concept of GeoGuessr to the participants. Explain that GeoGuessr is a game that drops players in random locations around the world using Google Street View, and their task is to guess where they are.

05 MIN

## 02 STEP

Explain the participants that they will play the game in teams based upon a challenge that you have prepared.

Demonstrate how to play GeoGuessr by projecting the game onto a screen. Walk the participants through the interface, how to move around, zoom in/out, and make guesses. To demonstrate how to play the game, you can use the challenge link in Supportive Materials.

05 MIN

## 03 STEP

Divide the participants into five groups of three people. Ask the groups to choose a name for their team. Explain the participants how to connect to the game (share the link or a code to your Party).

10 MIN

## 04 STEP

Give the start of the game and allow the teams to pass all the rounds. Encourage the participants to discuss their observations and reasoning

## 04 STEP

as they make their guesses. Ask the participants to note down the correct locations.

25 MIN

## 05 STEP

When the time is up, acknowledge the winning team (the team with the highest score) and then conduct a discussion regarding the locations in your challenge. Pose questions such as:

- ▶ How many locations did you guess?
- ▶ What was the closest location that you guess?
- ▶ What clues/reasoning did you use to guess the locations?
- ▶ Have you heard before about these islands?
- ▶ What do you know about them?
- ▶ What these locations have in common?

Highlight to the participants that all five islands share a common risk of disappearing due to environmental factors

15 MIN

MORE STEPS ON THE NEXT PAGE

FLIP TO CONTINUE

# GEOGUESSR

LET'S EXPLORE THE WORLD

## 06 STEP

Ask the participants to identify causes contributing to the disappearance of islands, and record these on a whiteboard or flipchart.

30 MIN

## 07 STEP

In the same groups, have participants select one of the islands and prepare a 5-minute presentation containing information on: population size; primary industry; language spoken; cultural highlights and traditions; an interesting fact; and the factors that may contribute to the disappearance of the island the most.

## 07 STEP

Allow the participants to use online resources and encourage them to be creative with their presentations. For example, they can learn the steps of a traditional dance and incorporate it into their presentation as a demonstration. Allow 30 min to complete the task.

30 MIN

## 08 STEP

When the time is up, have each team to present. Allow questions and comments from the floor.

30 MIN

## 09 STEP

Bring the participants into a circle to debrief.

30 MIN

## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF BASED ON QUESTIONS SUCH AS:

- ▶ How did playing GeoGuessr make you aware of islands at risk of disappearance due to environmental factors?
- ▶ What were some of the human activities or behaviours your teams presented that could contribute to the disappearance of these islands?
- ▶ In what ways do you think tourism and development activities might affect the delicate ecosystems of island environments?
- ▶ How do you think deforestation and habitat destruction contribute to the vulnerability ecosystems?
- ▶ What consequences could there be if these islands were to disappear?
- ▶ What are some potential solutions or actions individuals and communities can take to mitigate the effects of human-induced causes on island disappearance?
- ▶ How can awareness and education about environmental conservation help prevent the disappearance of islands and protect vulnerable ecosystems?
- ▶ Who has the responsibility to protect vulnerable ecosystems such as islands that we have encountered today?
- ▶ What role do you think international cooperation and policies play in addressing the challenges faced by island nations threatened by environmental change?
- ▶ What personal commitments or changes in behaviour are you inspired to make to contribute to the preservation of island environments and their communities?

## FOLLOW-UP SUGGESTIONS

FOLLOW UP WITH AN ACTIVITY INTRODUCING THE SUSTAINABLE DEVELOPMENT GOALS, SEE EXAMPLES IN *GLOBAL RESPONSIBILITY EDUCATION. A MANUAL FOR YOUTH WORKERS*: [HTTP://TOOLBOX.SALTO-YOUTH.NET/3145](http://toolbox.salto-youth.net/3145)

ASK THE PARTICIPANTS TO DEVELOP A CAMPAIGN AIMED AT RAISING AWARENESS ABOUT ISLANDS AT RISK OF DISAPPEARANCE DUE TO HUMAN ACTIVITIES AND HUMAN-INDUCED CLIMATE CHANGE.

## BONUS INFO



USE THE APPROACH IN THIS ACTIVITY TO DISCUSS OTHER SUBJECTS, E.G., CLIMATE CHANGE AND EXTREME WEATHER EVENTS; GEOPOLITICAL BOARDERS AND CONFLICTS; MIGRATION AND REFUGEE CRISIS; DISPARITIES BETWEEN URBAN AND RURAL AREAS.





## SUPPORTIVE MATERIALS

Open the link to find a challenge created in the game: <https://www.geoguessr.com/challenge/1pnxiPjrgMFHInFh>

Use the challenge to familiarise yourself with the game without needing a subscription or to demonstrate your participants how to play the game.

This link does not expire, but after guessing all five locations, it cannot be reused with the same GeoGuessr account.

*The challenge was created by participants in the training course "Game On" that took place in Bucharest, Romania between 11 and 19 November 2023.*

FLIP **PAGE** FOR A NEW ACTIVITY

GAME: **AMONG US!**

# TRUST AND BETRAYAL

AMONG US! IS A MULTIPLAYER ONLINE GAME WHERE PLAYERS WORK TOGETHER TO COMPLETE TASKS ON A SPACESHIP WHILE TRYING TO IDENTIFY AND ELIMINATE IMPOSTORS AMONG THEM. AMONGUS! CAN ACCOMMODATE 4 TO 10 PLAYERS IN A SINGLE GAME.

GAME TYPE

MULTI  
PLAYER

PLATFORMS

SERIES  
X|S

XBOX ONE

Windows

android 

Apple iOS

NINTENDO  
SWITCH

PS5

PS4

CHARGE



PAID

ON MOBILE DEVICES:



FREE

# AMONG US!



13-25  
YEARS



12+  
GROUP SIZE



2 h 20 min  
TIME

An activity in which participants explore complex social phenomena and develop a deeper understanding of cultural dynamics, societal structures, and interpersonal relationships.

FLIP **PAGE** TO START!

## LEARNING OBJECTIVES

- ▶ TO ANALYSE THE DYNAMICS OF TRUST AND BETRAYAL IN SOCIETAL CONTEXTS.
- ▶ TO EXPLORE HOW TRUST AND BETRAYAL IMPACT INTERPERSONAL RELATIONSHIPS, GROUP DYNAMICS, AND SOCIETAL STRUCTURES.

## EQUIPMENT & MATERIALS

- ▶ PARTICIPANTS REQUIRE MOBILE PHONES OR TABLETS.
- ▶ FACILITIES SHOULD BE EQUIPPED WITH ENOUGH PLUGS FOR CHARGERS AND A STRONG WI-FI CONNECTION.
- ▶ SHEETS OF A4 PAPER
- ▶ PENS/MARKERS

## YOUTHPASS COMPETENCE

- ▶ CULTURAL AWARENESS AND EXPRESSION COMPETENCE.
- ▶ CITIZENSHIP COMPETENCE.



## Windows

TEST & FAMILIARISE

READY UP DEVICES

### READ BEFORE



FAMILIARISE YOURSELF WITH THE GAME AMONG US!

ENSURE THAT THE GAME IS DOWNLOADED AND READY TO PLAY ON AT LEAST THREE DEVICES (FOR A GROUP OF 12 PEOPLE).

## INSTRUCTIONS

### 01 STEP

Start the activity with an energizer.

05 MIN

### 02 STEP

Divide the participants into groups of four people. Introduce the concept of trust and betrayal, discussing its significance in social interactions and relationships.

10 MIN

### 03 STEP

Present a tutorial on how to play “Among Us!” or explain the mechanics of the game.

35 MIN

### 04 STEP

Have each group play two rounds of Among Us! together. Encourage the participants to observe and analyse how trust is established, maintained, or broken within the game. Facilitate discussions after each round to reflect on the decisions made, the strategies employed, and the consequences of trust or betrayal.

30 MIN

### 05 STEP

In the same groups, ask the participants to relate their experiences by playing Among Us! to real-world scenarios, considering cultural differences, historical events, and contemporary issues. See examples of topics in Supportive Materials or propose subjects that are current in your context. Give participants 25 minutes to prepare a max. 5-min presentation.

30 MIN

### 06 STEP

Invite each group to present their reflections and allow extra time for debate.

30 MIN

### 07 STEP

Bring participants into a circle to debrief.

20 MIN

FLIP TO CONTINUE

## DEBRIEF QUESTIONS

### CONDUCT A DEBRIEF BASED ON QUESTIONS SUCH AS:

- ▶ How did you decide whom to trust in Among Us!?
- ▶ How did your perceptions of trust and suspicion evolve throughout the gameplay experience? Did you find yourself trusting certain players more than others? Why or why not?
- ▶ What strategies did you use to gain the trust of others?
- ▶ Reflect on a specific moment during the game when you had to make a decision based on trust or suspicion. What factors influenced your decision-making process? How did the outcome impact your perception of trust within the group?
- ▶ How did it feel to be accused of betrayal or to mistrust a teammate? How can these experiences inform our understanding of trust and cooperation in interpersonal relationships?
- ▶ How do cultural backgrounds and social norms influence trust and suspicion?
- ▶ What are the consequences of betraying trust within the game? How do these consequences parallel real-life situations?
- ▶ How do the dynamics observed in Among Us! mirror real-world dynamics in workplaces, communities, and social interactions? What lessons can we draw from these parallels?
- ▶ Share insights or strategies that you gained from the gameplay experience that can be applied to real-life situations. How can we foster environments of trust, cooperation, and collaboration in our personal and professional lives? What steps can we take to address issues of mistrust and suspicion in our communities?
- ▶ Consider the ethical dilemmas and moral challenges encountered during the game. How did your decisions reflect your values, beliefs, and ethical principles? How can we navigate ethical grey areas and make informed and responsible decisions in complex situations?

## FOLLOW-UP SUGGESTIONS

HAVE THE PARTICIPANTS WRITE REFLECTIVE ESSAYS OR PARTICIPATE IN GROUP DISCUSSIONS TO ANALYSE THE CULTURAL AND SOCIAL DYNAMICS OBSERVED DURING GAMEPLAY.

ENCOURAGE CRITICAL THINKING BY ASKING THE PARTICIPANTS TO PROPOSE STRATEGIES FOR BUILDING TRUST AND FOSTERING COOPERATION WITHIN DIVERSE CULTURAL CONTEXTS.



## SUPPORTIVE MATERIALS

**Cultural Norms and Stereotypes:** Among Us! provides opportunities to examine cultural norms, stereotypes, and prejudices within a diverse group setting. Participants can discuss how cultural backgrounds influence perceptions of trust, suspicion, and loyalty, and how these dynamics play out in real-life interactions.

**International Relations and Diplomacy:** Participants can explore the dynamics of trust and betrayal in international relations, diplomatic negotiations, and geopolitical conflicts. They can analyse how trust-building strategies, alliances, and power dynamics shape international cooperation and conflict resolution efforts.

**Social Media and Online Communities:** Participants can examine the role of trust and betrayal in online communities, social media platforms, and virtual environments. They can discuss issues such as online deception, cyberbullying, and digital privacy, and explore strategies for building trust and fostering positive online interactions.

**Community Building and Social Change:** Participants can explore how trust and betrayal impact community building, social movements, and grassroots activism. They can discuss historical examples of trust-based initiatives, collective action, and social change efforts, and examine the role of trust-building strategies in promoting solidarity, cooperation, and civic engagement.

FLIP **PAGE** FOR A NEW ACTIVITY

GAME: POKÉMON GO

# WELLBEING EXPEDITION

POKÉMON GO IS PART OF THE POKÉMON FRANCHISE, DEVELOPED AND PUBLISHED BY NIANTIC IN COLLABORATION WITH NINTENDO AND THE POKÉMON COMPANY FOR IOS AND ANDROID DEVICES. IT USES MOBILE DEVICES WITH GPS TO LOCATE, CAPTURE, TRAIN, AND BATTLE VIRTUAL CREATURES, CALLED POKÉMON, WHICH APPEAR AS IF THEY ARE IN THE PLAYER'S REAL-WORLD LOCATION.

GAME TYPE

MULTI  
PLAYER

CHARGE



FREE

PLATFORMS

android  ios



# POKÉMON GO



13+  
YEARS



5+  
GROUP SIZE



2 hours  
TIME

An activity in which the participants engage in a Pokémon GO walking activity while discussing the benefits of physical exercise for general wellbeing.

FLIP PAGE TO START!

## LEARNING OBJECTIVES

- ▶ TO EXPLORE THE BENEFITS OF PHYSICAL EXERCISE FOR GENERAL WELLBEING.
- ▶ TO ENCOURAGE PARTICIPANTS TO REFLECT ON THEIR PERSONAL EXPERIENCES WITH PHYSICAL ACTIVITY.

## EQUIPMENT & MATERIALS

- ▶ SMARTPHONES WITH *POKÉMON GO* INSTALLED AND ACCESS TO THE INTERNET AND GPS;
- ▶ COMFORTABLE WALKING SHOES;
- ▶ WATER BOTTLES;
- ▶ ONE-TWO LARGE BLANKETS, DEPENDING ON THE GROUP SIZE;
- ▶ OPTIONAL: NOTEPADS AND PENS FOR PARTICIPANTS TO WRITE DOWN REFLECTIONS.

## YOUTHPASS COMPETENCE

- ▶ PERSONAL, SOCIAL, AND LEARNING-TO-LEARN COMPETENCE.



android 

CHOOSE AREA

INSTALL & FAMILIARISE

## READ BEFORE



CHOOSE AN AREA OUTDOOR AREA WHERE POKÉMON GO IS ACCESSIBLE.

FAMILIARISE YOURSELF WITH THE GAME.

## INSTRUCTIONS

### 01 STEP

Gather participants and introduce the purpose of the activity: to explore the benefits of physical exercise through the engaging platform of Pokémon GO. Discuss the importance of physical activity for overall health and wellbeing, including its positive effects on mental health, mood regulation, and physical fitness.

10 MIN

### 02 STEP

Ask the participants to install the Pokémon GO app on their phones using Google Play or Apple Store.

05 MIN

### 03 STEP

Lead participants on a guided walk in an outdoor area where Pokémon GO is accessible.

Encourage participants to actively engage with the game, walking to PokéStops, catching Pokémon, and participating in Raid Battles or Gym Battles.

### 03 STEP

As participants walk, prompt discussions about their experiences with physical activity, sharing personal stories, challenges, and successes related to incorporating exercise into their daily routines.

Emphasize the enjoyment and social connection that can come from outdoor activities like Pokémon GO, highlighting its ability to make exercise fun and accessible to people of all ages.

45 MIN

### 04 STEP

Arrange the blankets on the ground and facilitate a debrief session with the participants seated

20 MIN

### 05 STEP

Return to the venue after the debrief. See Follow-up Suggestion to conduct an activity whilst walking back if desired.

FLIP TO CONTINUE

## DEBRIEF QUESTIONS

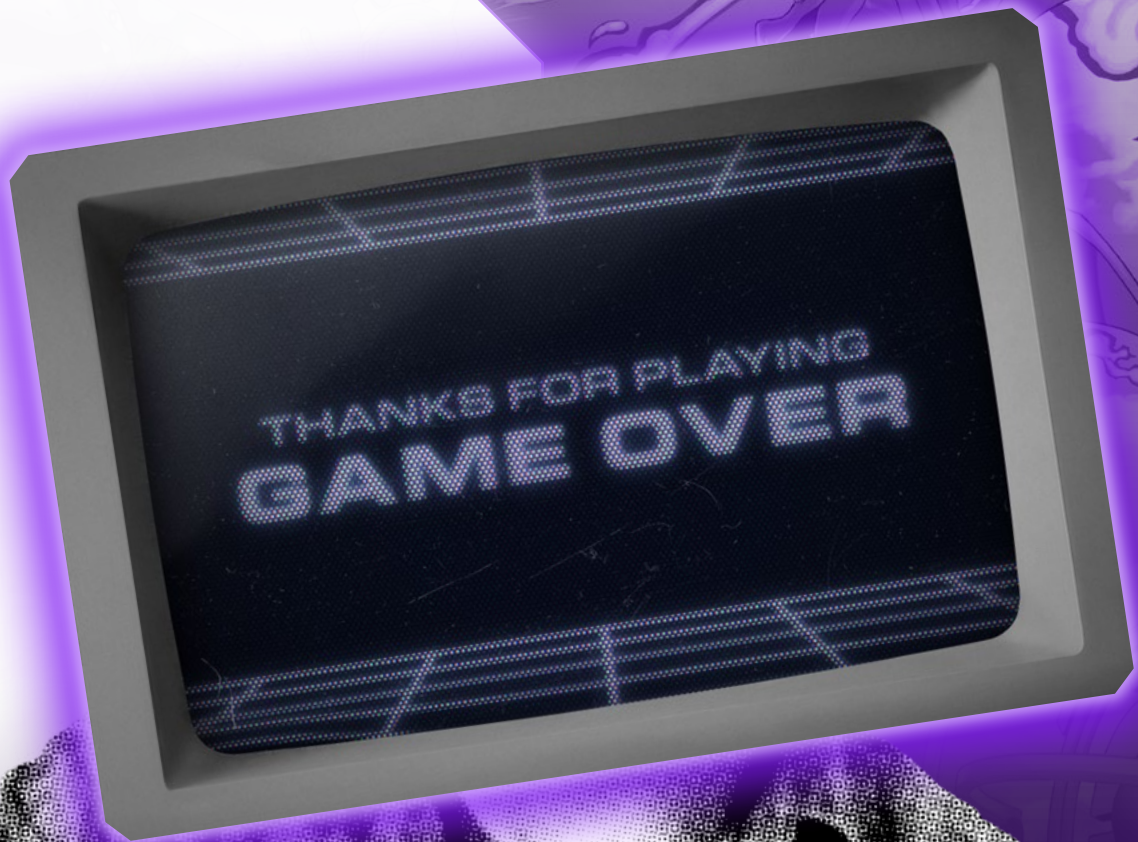
### CONDUCT A DEBRIEF BASED ON QUESTIONS SUCH AS:

- ▶ How did you feel during the Pokémon GO Wellness Walk? Did you notice any changes in your mood, energy levels, or overall wellbeing as a result of the physical activity?
- ▶ What are some of the barriers you face when it comes to incorporating exercise into your daily routine, and how can you overcome them?
- ▶ What role do walks and outdoor activities play in reducing stress, improving mental clarity, and enhancing overall quality of life?
- ▶ What insights or observations have you gained during the walk? Did you discover any new Pokémon or explore new areas in your community that you have not visited before?
- ▶ How did interacting with other participants during the walk contribute to your overall enjoyment and sense of connection?
- ▶ How does augmented reality gaming encourage people to be more active and explore their surroundings?
- ▶ What are some simple changes you can make to prioritize movement and exercise, even on busy days?
- ▶ How will you stay motivated and accountable for incorporating regular exercise into your routine?
- ▶ How can regular exercise contribute to your overall sense of wellbeing and fulfillment?
- ▶ How do you envision your lifestyle evolving as you continue to prioritize movement and exercise?

## FOLLOW-UP SUGGESTIONS

ORGANISE ANOTHER WALK WHERE PARTICIPANTS GO FOR A PAREIDOLIA HUNT (*PAREIDOLIA IS THE TENDENCY FOR THE HUMAN BRAIN TO PERCEIVE FAMILIAR PATTERNS, SUCH AS FACES OR SHAPES, IN RANDOM STIMULI, SUCH AS CLOUDS, ROCK FORMATIONS, TREES, CRACKS ETC.*). ASK THE PARTICIPANTS TO TAKE A PICTURE OF A "FACE" IDENTIFIED, GIVE IT A NAME, AND ATTRIBUTE A PERSONALITY. LET EACH PARTICIPANT PRESENT THE FACE IDENTIFIED AND THE PERSONALITY ATTRIBUTED.

# WELLBEING EXPEDITION









GAME ON

# DIVE INTO THE WORLD OF GAMING

## ENGAGING CONTENT

HARNESSING THE NATURAL INCLINATION OF TODAY'S YOUTH TOWARDS GAMING, THIS RESOURCE OFFERS **20 ENGAGING ACTIVITIES** AIMED AT ENHANCING THE EDUCATIONAL EXPERIENCE.

## CONNECT WITH THE YOUTH

DEVELOPED THROUGH THE PROJECT "GAME ON", CO-FINANCED BY THE EUROPEAN UNION, THIS TOOLKIT EQUIPS YOUTH WORKERS WITH TOOLS TO MAKE LEARNING IMPACTFUL AND ENJOYABLE, WHILE EFFECTIVELY CONNECTING WITH YOUNG PEOPLE.