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Youth
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2.0



How to use this game – Methodology for facilitators

Boardgame – The journey of discoveries and understanding

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METHODOLOGY

How can you use the boardgame?

The boardgame will be facilitated by a youth worker, in order to increase tolerance, to eliminate stereotypes and prejudices between young people with and without fewer opportunities, and to increase awareness of social exclusion and diversity.

"The journey of discoveries and understanding" is an interactive and fun boardgame, and will be played by young people with and without fewer opportunities jointly. Through the boardgame the young people will approach key concepts in the field of social inclusion, active participation and cultural diversity, and will be engaged in solving problems in the form of task/question/ challenge, the ultimate goal being to win the boardgame. This is a boardgame where everyday reality mixes with magic, it is a boardgame of discovery, challenges, teamwork and understanding; this is a competitive boardgame that challenges young people to find solutions so they can advance.

The goal is to solve, in teams, different situations and to create different situations that address exclusion, diversity, discrimination, tolerance, stereotypes, active participation in society, democracy, by winning this boardgame.

The game will last between 45 minutes to an hour and a half, it depends on the participants' abilities to finish the boardgame, on how fast they progress, it depends on the answers offered and on the obstacles that young people face.

The minimum number of participants will be 18 young people with and without reduced opportunities. The boardgame will be played in 3 teams, each team will always be formed of young people with and without fewer opportunities. So, there will be 3 mixed groups, with young people with and without fewer opportunities. The division of the groups is detailed in the boardgame rules. Because each team will play one by one, the young people will be able to follow how the other teams are solving the tasks, so they will learn from each other.

The tasks of the boardgame will provide a framework for participants to get to know each other better, to experience social exclusion and the various effects on individuals, to observe the behaviour of other young people from the other teams, to be aware of the limits and difficulties faced by a society, to learn from each other, to share competences and become aware of the diversity's peculiarities.

The boardgame contains 32 boxes. During the boardgame, young people go on the road and choose at one point, a route from the 3 different paths: by train - A, by car - B, on foot - C (more information can be found in the boardgame rules and cards). The time to reach the destination depends on how fast they go and the obstacles encountered along the way. This boardgame can be played with the same group because of its numerous boxes and 3 different paths, so each time, the young people can choose a different path, going through different boxes/ tasks/ questions/ problems. All paths are equal in size and number of boxes.

In all boxes, after each team has completed the tasks, the youth worker will provide a validation of their answers. If a negative response from the youth worker is received or if the young people have not solved the tasks, then they will return to the box where they left before throwing the dice.

The boardgame will stop in the moment the first group reaches the box 32, "Finish". If a team is forced by the boardgame cards to go back, if they go through the same boxes, they should give new examples, where is possible.

During the game, when necessary, the youth worker will use the penalties/ punishment section (detailed below). This section will be used in case the young people do not follow the rules of the game. The youth worker will determine whether to use punishment or verbal warning - this decision will be made according to the characteristics of the young people. The aim of the punishment section is to experience social exclusion, discrimination and different type of fewer opportunities. They will not be informed what is the aim of the penalties, they will receive just directly one of the following tasks:

- pantomime without using the arms;
- solve a task by covering the eyes for 5 minutes, during a specific period of the game;
- mime a question or a task that written on the playing cards, for example: What is ...? (a person will mime the word);
- answer to an incomplete question (the youth worker will read an incomplete question, omit one or more words, and the team will have to find the answer, using only the information they have);
- exclude one member of the team – the youth that will be excluded will not know. Two young people from the team will be randomly chosen, they will receive the secret instruction to exclude a member of their team for 3 minutes - in the end they can choose not to exclude, but it depends only on them, they will not receive information that they can choose differently.

What does this boardgame contain?

The boardgame "The journey of discoveries and understanding" is available online on the platform <https://youthworkers.eu/>, in Romanian, English and Spanish.

The online file available on the platform contains:

- Game cover
- About the game
- Game board - A3 format
- Methodology - Facilitator
- Game rules
- Game cards - Facilitator
- Game cards – Young people - Common houses
- Game cards - Young people - Road A
- Game cards - Young people - Road B
- Game cards - Young people - Road C

What you need to have:

- An A4 box
- A dice
- Tokens
- Stopwatch or hourglass

How do you prepare to use the game?

Step 1: Download the online files and study the boardgame, starting with the methodology and game rules.

Step 2: Purchase the necessary materials, which are not found in the online file. You need:

- An A4 box in which to store the game.
- A dice, which will be used by young people during the game.
- Tokens. You need to have 3 types of tokens to make 3 teams of young people (chips, lego pieces, caps, etc.). Tokens are used to create random teams. During the game, each team will use a single token on the gameboard.
- Stopwatch or hourglass to measure the time.

Step 3: Print the online files:

- Game cover. The cover will be glued on the box in which you will keep the game.
- About the game, you will include them in the box in which you will keep the game.
- Game board - A3 format. The game board is in A3 format and we recommend printing it on a thick paper, at least 180 g/m².
- Methodology – Facilitator. Represents this methodology.
- Game rules. Represents the rules of the game and serves for both youth workers and young people.
- Game cards – Facilitator. The document will be printed on both sides and then cut out to make playing cards. These cards will only be used by the facilitator when needed.
- Game cards – Young people - Common houses. The document will be printed on both sides and then cut it to make the playing cards. These cards will be used by all young people when they are in boxes 1-8 and 25-32.
- Game cards - Young people - Road A. The document will be printed on both sides and then cut out to make the playing cards. These cards will be used only by young people who have chosen to go on the A road.
- Game cards - Young people - Road B. The document will be printed on both sides and then cut out to make the playing cards. These cards will be used only by young people who have chosen to go on the B road.
- Game cards - Young people - Road C. The document will be printed on both sides and then cut out to make the playing cards. These cards will be used only by young people who have chosen to go on the C road.

Step 4: Organise the game. Before starting the game, you must place the game board, tokens and playing cards on the table. You will keep the playing cards that are intended for the facilitator and the other cards will be placed on the table, faced down. Place 4 different piles for the 4 types of cards, for Young people - Common Road, Young people - Road A, Young people - Road B, Young people - Road C.

Step 5: Start the game. Hand out the game rules to the young people and make sure everyone understands how to play. Make the teams according to the rules and start playing.

Step 6: Supervise the game. During the game you will measure the time allowed to accomplishing the tasks, you will make sure that the game rules are followed and you will give explanations and punishments when is necessary.

When can the boardgame be used?

The boardgame is recommended to be used after a minimum introduction for the young people, in the main concepts of the boardgame: social exclusion, cultural diversity, discrimination, tolerance, stereotypes, democracy, active participation in society. It is important for the young people to know these concepts, and not to be the first time they heard them. If there are any gaps and the young people needs more information regarding these concepts, the youth worker will carefully study the instructions, and will provide additional explanations, where it is necessary.

A special session for “getting-to-know-each-other” for the young people with and without fewer opportunities is also recommended. The boardgame imply collaboration within each team, for this reason, even before playing the game, in order to eliminate possible labelling, the cohesion of the group is necessary.

The boardgame can be used by youth workers, but can also be used by teachers, trainers in the VET and Education systems, in order to develop civic, social and intercultural skills, with the main goal of ensuring social inclusion.

What are the expected results?

The expected results at the young people with and without fewer opportunities level, after playing this game are:

- a greater confidence and self-esteem;
- acquired/ developed competences regarding social inclusion, intercultural learning, cultural diversity;
- acquired/ developed skills to manage conflicts;
- increased motivation to actively participate in society and in the decision-making process;
- a better understanding of the challenges and barriers of active participation;
- better motivation to change things in the community, to identify ways to be active in society, to understand democracy;
- young people will be more tolerant with each other, more inclusive, and will understand the differences between them.

Introduction to social inclusion

The purpose of the boardgame is to facilitate the social inclusion among young people, to promote the active participation and to approach diversity in a respectful and positive way.

Social inclusion among young people aims for all young people to take part in activities and social life, despite of the obstacle they face, and the focus on diversity is when all young people take part on it, regardless their conditions, accepting the values of differences in norms, attitudes, behaviours and life experience. By encouraging a positive response to diversity, the young people with fewer opportunities will especially benefit from it, contributing to their inclusion in the society.

This game provides a tool for the youth worker to work with young people with and without fewer opportunities jointly and contribute to a positive and inclusive interaction between them. A positive response to diversity is encouraged, which will benefit both young people with and without fewer opportunities.

According to the EU Youth Strategy, the objectives for social inclusion are:

- Creating equal opportunities for all young people to participate in education and the labour market;
- To support active citizenship and solidarity between young people with and without fewer opportunities;
- To use the youth centres and the full potential of the youth worker;
- To promote cross-sectoral collaboration, in order to prevent social exclusion, in areas such as education and employment;
- To support activities that develop intercultural awareness and combat prejudices and stereotypes;
- To support activities to educate and inform young people about their personal rights;
- To support access to quality services and to promote access for all young people.

It is important for youth workers to reach young people with fewer opportunities, who are not privileged, but this is just a step. Train and develop the young people with and without fewer opportunities competences is an important direction for inclusion, that can also lead to positive interactions between them.

Young people with fewer opportunities

"The journey of discoveries and understanding" boardgame is suitable for different types of fewer opportunities. Thus, if needed, the game will be adapted, as following.

For young people with special needs, young people with mental disabilities (intellectual, cognitive, learning):

- The playing cards that contains question will be read and explained by the colleagues without a mental disability. If the disability is severe, it is recommended to attach to each young person with a mental disability a teammate (young person without fewer opportunity).
- For the playing cards that contains tasks that involve role play/ presentations – the young people with disabilities will be helped by colleagues to do it. A suitable role will be assigned by the team/ facilitator, or will choose by them (if possible). The youth worker will provide assistance in shaping the role, ensuring the young people feels safe and he can follow what has been established in the team.
- For the playing cards where they have to answer questions, the young people will constantly give additional explanations by the youth worker. If the young people with mental disability is assigned to answer (the leader of the team) he can provide the answer in pairs with the young person without disability. The facilitator will accept as correct answers short answers also, and additional information can be added by other young people from the same team.

Young people with mental disabilities will be encouraged verbally, through positive feedback. The focus will be on the process, not the outcome.

For young people with physical disabilities, the space where you will play the game it will be primarily adapted for physical disabilities. If the situation requires, and the young people need to move, the young people with a physical disability will be helped by a young people without disability, will be his escort. The game does not necessarily involve movements. If a young person prefers not to move, to stay in the same place, he will be able to play the game without moving.

For young people with sensory deficiencies:

In the case of young people with hearing impairments, sign language will be used, and an outside person will be designated to deal with this part. In the case of deaf and mute young people, if they feel the need, the outside person will be able to use different tools in order to explain the tasks and explanations, using body movements, writing, drawing or mime. These

instruments can be used by the young people during the game instead of words. The youth worker will mention this to them from the beginning, and will provide them with the necessary materials.

In the case of young people with visually deficiencies, the tasks will be read all the time. Teams of 2 people will be formed, combined, youth with and without visual impairment, and depending on the severity of the deficiency, the youth without disability will have the role of companion, and the youth with visual impairment will be assigned another role, such as advisory. In the case of pantomime or a role-playing game, words will always be added, the one who will mime or play, will briefly describe what he is doing.

For young people with educational difficulties (young people with learning difficulties, people who drop out school early, poorly qualified people, or young people with poor learning results) the youth worker will explain the content, making sure that everyone understood the task/ question. Will explain each task whenever necessary, using common, non-scientific words, making the content simple. The answers will be accepted and will be encouraged to speak in simple words, the use of terminology will not be aimed.

Boardgame debriefing

After the boardgame is over, there will be a debriefing session with questions that will help participants to reflect and evaluate what happened during the game, and identify its applicability in real life. The debriefing will be done in plenary, where the youth worker will ask questions.

Reflection and evaluation

1. How did you cooperate and communicate as a team? What would you change about your teamwork?
2. How did you felt during the game? Did you trust the provided answers and solutions?
3. What did you learned during this game? What you believe you gained by playing the boardgame "The Journey discoveries and understanding"?
4. Was something from the game that you encounter in everyday life?
5. What can you apply in real life from what you have learned?
6. What do you think you can improve on a personal level, in terms of behaviours and attitudes towards discrimination, social exclusion, cultural diversity, social and civic participation?

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