



Educational Curriculum for The Path of Dreams Game

IO4 – Train the Trainers Pack for The Path of Dreams Game

Project Number: 2020-3-PL01-KA205-094940

www.gameon-project.eu



Erasmus+

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



Table of contents

Introduction	04
Game presentation	05
Game Elements	06
Instructions	07
Cards	08
Game Goals	12
Board games as educational tools	16
Target groups	19
Youth workers	19
People with fewer opportunities	20
Game-On Workshop	20
“Build up employability skills”	20
Short description	20
Learning outcomes	21
Tentative schedule	21



Table of contents

Specifics	22
“Socio-economic diversity and inclusion in the workplace”	23
Short description	23
Learning outcomes	24
Tentative schedule	24
Specifics	25
Game-On Workshop	25
“Establishment of New Business”	25
Short description	26
Learning outcomes	26
Tentative schedule	27
Specifics	28
Conclusion and Reflections	28



Introduction

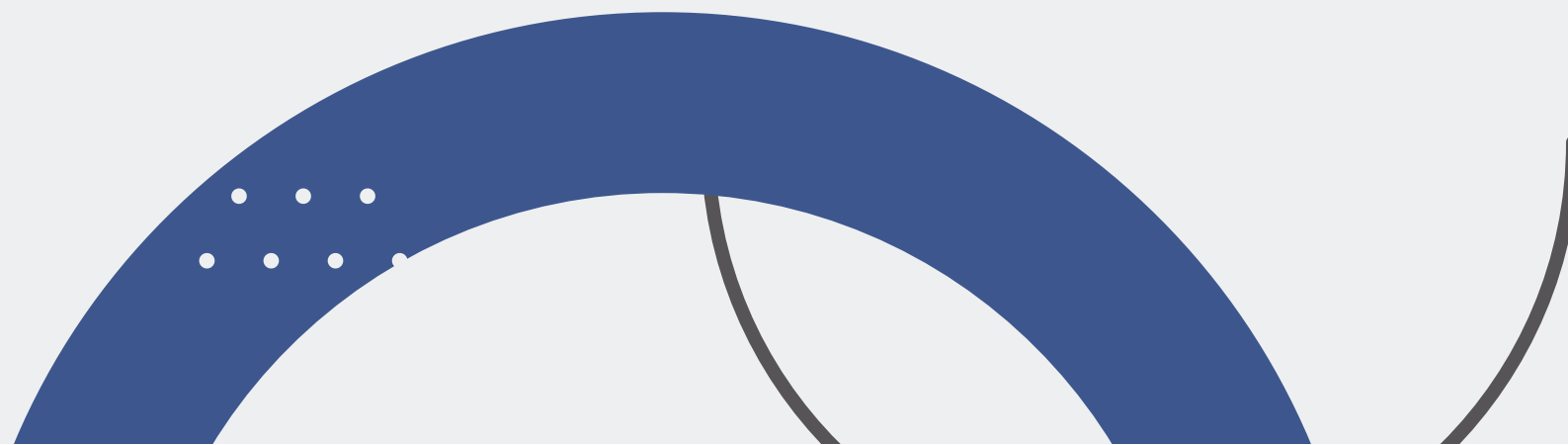
The partnership recognizes that all the aforementioned IOs can be used by youth workers and NGOs to foster social and economic inclusion of the target audience. Thus it will create trainers packs that will provide basic information about the game mechanics and the ideas behind the games and videos, how they can be promoted and implemented in the work of NGOs, trainers and coaches working with the target group.

The train the trainers pack has 2 main elements:

1. A guide for youth workers and NGOs how to use the game as a teaching tool and monitor the process of gaming, including a set of rules and suggestions on how the game could be modified if needed, which ensures versatility.
2. Suggestions for 3 60-minute workshops, based on the game and the audience's interaction with it. The aim of the workshops is to make sure players get help and have the opportunity to ask questions and share their results with peers.

The Path of Dreams is our single-player game, it can, however have workshops developed around it with many young people from the target group, meaning that it's versatile and adaptable and can be catered both to individuals and to groups. The innovation comes again from the elements of the game - engaging gameplay, introspective examination and meaningful conversations, as well as easily manageable groups of players since the games can be played both with just a single player and with larger groups of players, everyone playing for themselves. In addition both games and the train the trainers pack are easy to use and the games are suitable for young people who have not had extensive educational and academic background.

The train the trainers pack will allow youth workers to demonstrate to the target audience that they are socially respected and they can improve their communication skills even when they don't have a great language proficiency. We all know that youth workers and NGOs are mostly the main point of contact with the target audience, thus they can reach them, inform them about the game, teach them how to play it and support them. Such work will impact the most vulnerable from the target audience who might need a safe place to go through the process and start making their first steps. We believe the impact of the train the trainers pack will be great as it will ensure that youth workers support groups of the target audience to go through the entire process and gain results from it.





The main focus of this board game is goal setting, and it's used at an individual level as a tool to estimate time for different tasks. The Path of Dreams is a goal-setting game that supports and inspires the player to fulfill one (and why not more) of their dreams. The game is based on proven principles of goal-setting and coaching practices, as well as Eastern wisdom, and is created as an inspiring fairy tale - an interactive game. It contains a Dashboard of Dreams, Dream Cards and Linking to Authentic Motivation, an Inventory of Resources Available, and Maps - Steps that invite you to take one step towards your dream every week.

The game provide series of prompt and scenarios to develop understanding, questioning and self-expression skills in a wide array of digital scenarios - email, online meetings, task tracking. The aim of the game is to develop communication and assertiveness skills in the digital environment and prepare the target audience for work in a mostly digital setting. The prompts and scenarios will allow user to make decision, choose communication strategies, develop messages, understand messages and deal with miss-communication and misunderstanding.

Game presentation

Game Elements



Dream Dashboard

It contains a Dream Dashboard, dream cards and connecting with authentic motivations, a list of available resources and maps - steps that invite you to take one step towards your dream each week.

The kit also includes:

- A guide (instructions and golden rules of fulfillment),
- A story of purpose, with many secrets to achieving the goals and a dream talisman for the player for motivation and strength.

The game consists of the following elements:

- Dream Dashboard - to track the path to the dream - A guide on how to use the game which is mostly visual
- Dream Vision Card - a place where the player can write how he will feel when he completes the game and what it will give him (the card is placed on the board)
- Goal Card - a card to write what your goal is (placed on the board)
- A set of cards for each step towards the goal you have taken (they are placed on the board once a step is taken). When the player takes 3 steps, he becomes a rookie. When they take 6 steps, they become apprentices. With 9 steps - a master.
- Map The Way Towards Your Dream - a simple guide to setting and executing goals to help the player define what a step is and how to plan their journey towards the goal
- Dream Card - a business card with an inspirational quote for the player to motivate until they achieve their goal. Having a physical object to remind them of their goal serves as a constant reminder that one can achieve their goals no matter how big they are.

Instructions



PATH OF DREAMS GUIDE

The Path of Dreams is a board game that inspires and supports you to realize one of your goals.

The game has:

- a board where you formulate your dreams and
- cards that help you formulate and achieve your goal
- a token to keep you inspired in your journey
- and the Book of Dreams



There are 3 types of cards:



- Major Arcana Cards – Dream, Personal Manifesto, and Goal cards where you outline your goal. You write on them and put them on the board!
- Minor Arcana Cards – a set of complimentary cards for each Major Arcana card which helps you outline your goal and streamline your energy to superpower your goal
- Step Cards – on those cards you write down each step you take towards your goal to mark the path towards your goal, You write on them and put them on the board!
- Evaluation card – you write on it at the end of the process to help you honor your path, You write on it and put it on the board!

There is a Book of Dreams along with the game which outlines everything that works when it comes to realizing goals and making dreams come true.

The Path of Dreams is a board game that inspires and supports you to realize one of your goals.

The game has:

- a board where you formulate your dreams and
- cards that help you formulate and achieve your goal
- a token to keep you inspired in your journey
- and the Book of Dreams

There are 3 types of cards:

- **Major Arcana Cards** – Dream, Personal Manifesto and Goal cards where you outline your goal. You write on them and put them on the board!
- **Minor Arcana Cards** – a set of complimentary cards for each Major Arcana card which help you outline your goal and streamline your energy to superpower your goal
- **Step Cards** – on those cards you write down each step you take towards your goal to mark the path towards your goal, You write on them and put them on the board!
- **Evaluation card** – you write on it at the end of the process to help you honor your path, You write on it and put it on the board!



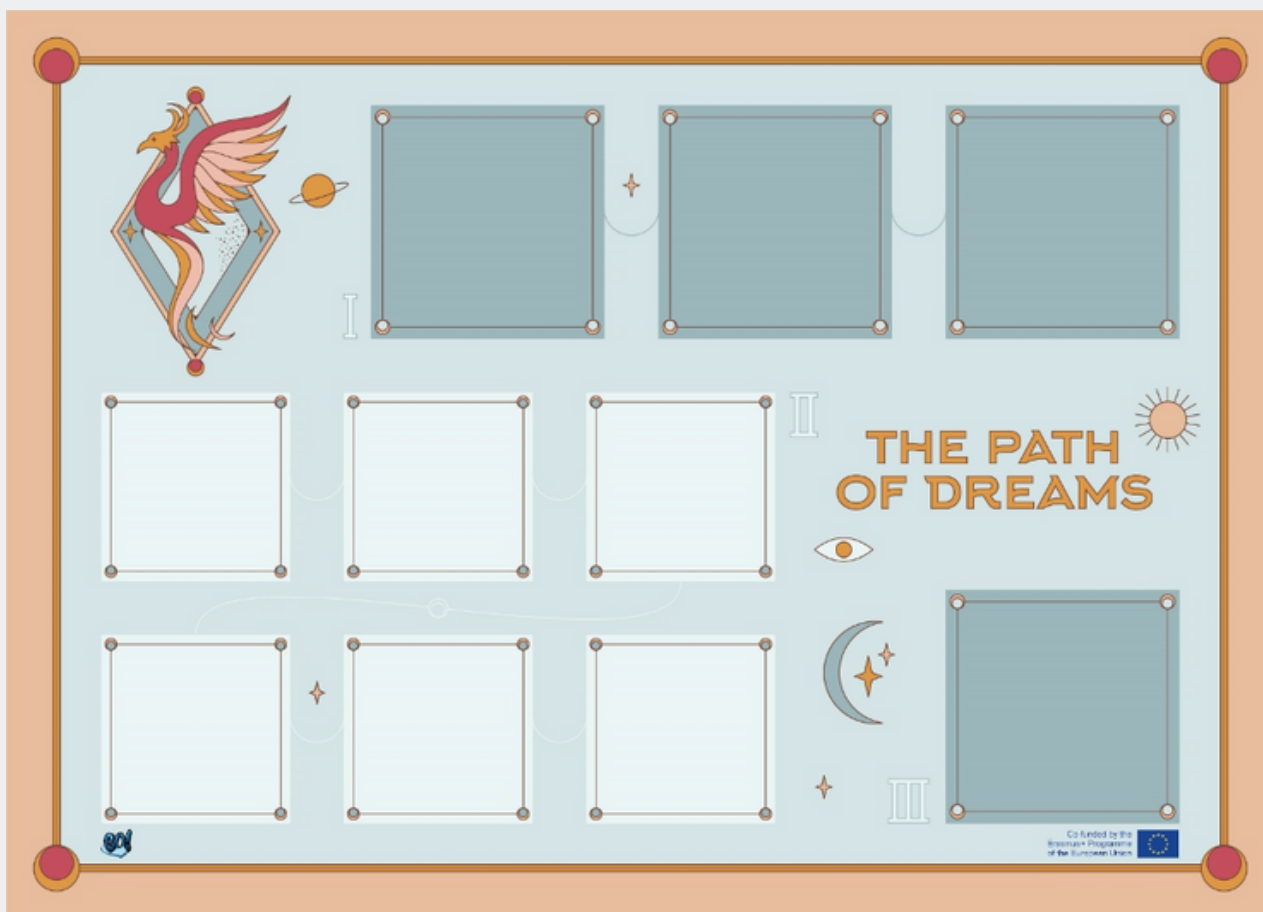
The game has 2 main phases:

DREAM CREATION – in this first phase you will formulate your dream.

You use the board, the Major Arcana cards and the Minor Arcana cards to formulate your goal in a way that inspires you. The Minor Arcana cards contain guiding questions and instructions which help you craft your goal. The Major Arcana Cards is where you write the aspects of your goal.

PATH TOWARDS THE DREAM – in this second phase you will walk the path towards your goal.

Now that you have set your goal, each week make a step towards the goal and write it down in the step card and place it on the board.



STEPS FOR CREATION OF THE GOAL AND WALKING THE PATH:

Step 1: Dream Card – Vision

Start with the Dream Card - Vision. It is the context in which you will set your goal. Think of it this way - your dream is a timeliless vision of your ideal career or life. In order to make it come true, you need to tune into it and achieve a goal which will bring you closer to that vision. The secret is to tune in + move one step forward. Afterwards everything unfolds.

THE DREAM

MY DREAM IS:

AFTER I REALIZE MY DREAM, I:
(Imagine what you feel and experience after the dream becomes a reality)

THIS DREAM IS IMPORTANT TO ME BECAUSE:

WHILE MAKING THIS DREAM COME TRUE I BECOME:
(Describe your qualities, character strengths - what kind of person am I becoming)

Step 2: Personal Manifesto Card – Purpose

- Continue with the Personal Manifesto card. It is the statement of who you are – in your life and on the path towards your dreams. These are the values, personal rules and beliefs you need to remember when you lack energy, and motivation or you have distractions.
- You have 4 complimentary cards to help you create your personal manifesto. Each one represents a key aspect of the manifesto and gives you guidance. You can take words directly from the cards or use your own words.

PERSONAL MANIFESTO

I AM:

MY SUPERPOWER IS:

MY 3 VALUES ARE:

MY 3 RULES ARE:

I BELIEVE IN:

Step 3: Goal Card – Project

Continue with the Goal card. In this step, you move from the general vision – the Dream to a specific goal related to this dream. This game is designed for career goals, although the algorithm works in any area of life. Here are some suggestions and of course you are welcome to come up with your own ideas:

- Career change (change of industry, role, organizations, culture)
- Growth (develop a skill, mindset, mastery);
- Mindset and hearset (confidence, assertiveness, healthy belief about success);
- Financial wellbeing
- Discovery and realization of your calling
- New opportunities

You have 4 complimentary cards to help you set your goal as your project. Use them as guidelines to set your goal.

The image shows a goal card template. It is a light blue square with a darker blue border. The title "THE GOAL" is centered at the top in a bold, brown font. Below the title, there are four sections, each with a label in a small, brown font: "THE PATH OF MY DREAM:", "MY GOAL:", "THE PROJECT:", and "EMOTION:". The card is decorated with four small, brown circular icons at the corners, resembling rivets or fasteners. The card is set against a white background with a large, dark blue curved shape at the bottom.

Steps 4,5,6,7,8, 9– Steps Cards

Once you have defined the vision, your manifesto and the goal like a project, it's time for the most important part – weekly steps!

At least once a week, take a step toward your goal. It is important for each step you take to put one step card on the board – this is what keeps you motivated and visualizes your progress. Write down in a few words or a sentence what the step is. You can also draw a symbol and just put it on the board.

Step 10 – The Evaluation Card

Once you've taken the 6 steps toward your goal, it's time to see what you've accomplished, and what these lessons are. It is important to see and appreciate what has been achieved so far, no matter what it looks like from the outside. Often the greatest treasures are the lessons along the way.

RESOLUTION

ON THE WAY UP TO HERE...

Wins:

LESSONS:

AND NOW WHERE?

Cards



The most important element of this game in order to perform and implement is the recording of the cards as well as their analysis of them. With the use of these, the conduct of the game can be carried out correctly.

Here is the in-depth analysis of the cards below:

- Major Arcana Cards - Dream, Personal Manifesto and Goal cards where you describe your goal. You write on them and put them on the board!
- Minor Arcana Cards - a set of free cards for each Major Arcana card that help you outline your goal and refine your energy to overpower your goal
- Step Cards - on these cards you write down each step you take towards your goal to mark the path to your goal, write on them and put them on the board!
- Assessment card - you write on it at the end of the process to help you celebrate your progress, write on it and put it on the board!
- Along with the game is a Dream Book that describes everything that works when it comes to making goals and making dreams come true.

Game Goals

The main objectives of the game and extensively of the whole project are to increase the professional and professional competences of the participants, such as native language fluency, foreign language acquisition, and speaking confidence, mathematical literacy, learning to learn, interpersonal, intercultural, social, and civic competence, and entrepreneurship. Players aim to improve their communication and planning skills and apply this knowledge in life and at school and at least a quarter of it – directly at work, increasing their employability and job interview success rate.



Game Goals

Young people being constantly confused about their future careers and unable to find a way out of their social upbringing, they are often involved in substance abuse, addiction, or other criminal behavior. That is why the project and as part of it the game that analyzes below, seeks to have a significant impact on the employability of these young people meaning that they will be able to find and achieve a job that matches their skills and values, thus achieving success (i.e. realizing the goals they have set for themselves).

By the end of the game and actually the whole project, the aim is for Game On board games to reach a huge quantity of young people as active players with the aforementioned skills. Another goal to be achieved is to organize workshops and/or webinars with young people from our target group, which will have the other purpose of training them to set goals, plan their achievement, develop skills, reflect for their learning and intellectual development through the use of Games.

USE THESE GUIDELINES TO COMPLETE THE GOAL CARD
FOR THE BOARD.

My GOAL

**1. WRITE DOWN ON A PIECE OF PAPER EVERYTHING
ABOUT YOUR GOAL:**

WHAT DO YOU WANT TO ACHIEVE, BE, HAVE, DO?
WHY IS THIS IMPORTANT TO YOU?
HOW ARE YOU GOING TO ACHIEVE IT?
WHAT RESOURCES AND CONTACTS WILL YOU HARNESS?
WHO CAN HELP YOU?

**2. SUMMARIZE YOUR GOAL IN 1 SENTENCE ON THE CARD
FOR THE BOARD:**

EXAMPLE:

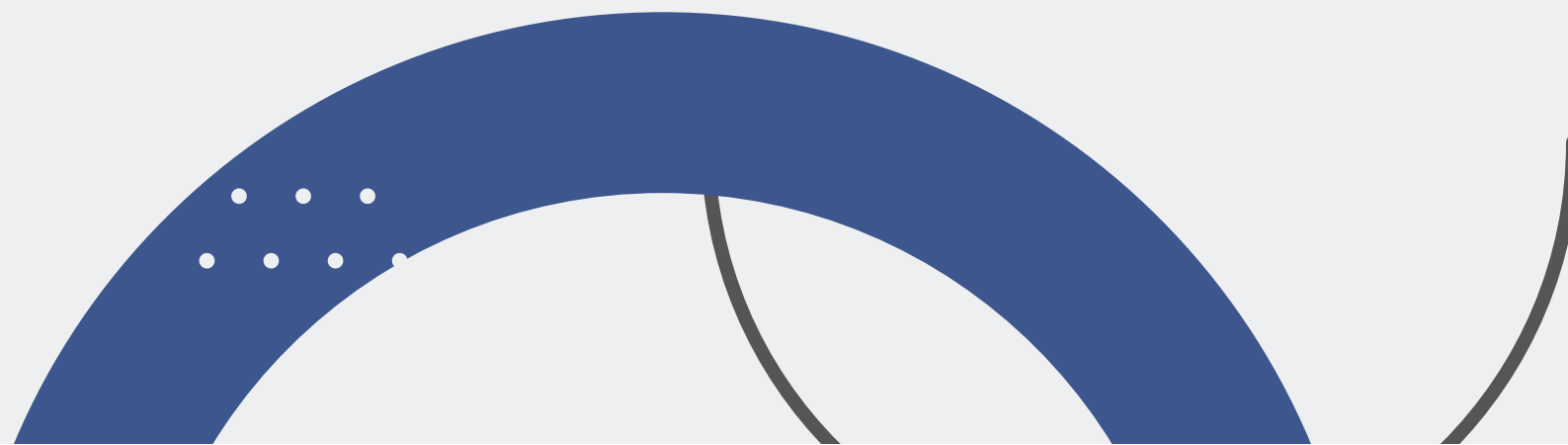
FROM TODAY, UNTIL | BY ... I (WILL) ACHIEVE | HAVE | DO | AM ...



Board games as educational tools

Every person has a different way of learning. A sizable amount of research demonstrates that games are effective teaching tools that may be used to engage students with a variety of learning styles, enabling educators to reach a wide range of students. Games can be used as educational resources because they immerse players in the action while also providing them with a challenge. The games are designed to be interesting, thrilling, enjoyable, challenging, and engaging. When considering the game as an educational tool, all of these processes are crucial because they aid in learning and encourage a player's inner drive to explore, learn, and comprehend more. The following guidelines encourage participation in the game: clear rules that must be followed, clear game objectives, clear process, and clear steps to take. Thus, board games can be a valuable and innovative technique for promoting learning.

Over the years, there have been significant changes in teaching techniques. Today's students are typically much more active in the classroom, and what better way to be active than by playing games. In the past, learning was all about passively listening and participating in lectures. Traditional teaching methods, through sterile rote learning and lack of interactivity, often tend to be tedious and lead to a lack of interest from students. The facilitator in active pedagogy directs the learning process via "role play, simulation, brainstorming, team work, and interactive conversations." Note-taking and listening are not effective learning strategies.



Board games as educational tools

Learning through gaming is revealed as a method of instruction where students create the pertinent elements of games by incorporating a learning resource created by educators. Together, teachers and students enhance the game interaction experience by providing context and depth. By enabling learning through games, including interactive games, these advancements have shaped a new conception of what educational experiences are.

Traditional teaching methods, through sterile rote learning and lack of interactivity, often tend to be tedious and lead to a lack of interest from students. The facilitator in active pedagogy directs the learning process via "role play, simulation, brainstorming, team work, and interactive conversations." Note-taking and listening are not effective learning strategies.

Board games may be a fun and inspiring way to study material while fostering teamwork, competitiveness, and fun. Through board games, tutors are given the opportunity to teach different subjects in a more fun and interactive way. For instance, they can be used as a tool to enhance the knowledge about important issues such as health, environmental or social issues. Also, they could be a very useful tool when teaching a foreign language.

Last but not least, one of the reasons why games are played in the classroom is because some kids are unable to play due to a lack of free time. Boys and girls now spend more time at home playing video games and using virtual tools than they did in the past, which is why they spend less time playing board games that can strengthen interpersonal relationships. For instance, watching television or using any screen now consumes more of our free time than it did in the past. This fact will have repercussions in the future because children's inactivity (keep in mind that not all classroom games involve physical activity) can result in health issues down the road. Creating interpersonal connections, including everyone, and putting them on an equal footing is one of the most crucial roles played by games in general. Playing in class typically fosters a positive environment where we can maintain a really engaging learning environment thanks to the rules we must abide by in the game.

Through games, large groups can be broken up into smaller ones, allowing, for instance, students who are more reluctant to speak up during activities to feel more comfortable doing so and improving their oral communication skills.

Board games as educational tools

In addition, it is simple to forget shyness because the environment in games is very different from the environment, for instance, in classroom activities or exams. Board games can be very beneficial for people who suffer from social anxiety, as they can be used as a platform to meet new people and work on their social skills. As board games are usually multiplayer, they can be used as a common ground for helping people to form bonds with other individuals. Furthermore, board games can improve the communication skills, as conversation during the game helps individuals to articulate their thoughts and ideas while having fun. It allows them to exploit their critical thinking, interpersonal skills, decision-making skills or creativity. Players have the opportunity to learn as they strategize, negotiate, analyze, make decisions, and receive immediate feedback; as a result, their learning becomes memorable.

A competitive game is especially good for moral growth because it forces players to coordinate their opposing intentions within a larger cooperative framework. Within a larger framework of cooperation, it is necessary to coordinate opposing intentions. That is to say, cooperation among players is necessary for competition to exist. Players must agree on the rules, uphold them, comply with them, and accept the results, even if they are not favorable to them. Players must work together by coordinating their points of view in order for the game to proceed. Competing as a team can foster collaboration, balance skill levels, and develop teamwork abilities. Instead of competing against one another independently, teams can motivate young people to assist each other in learning. Young people can be given specialized roles to make each team member essential to achieving their goals, which will foster collaboration within the group.



Target groups

Youth workers

In the context of youth work, games have long been used as a tool to pique interest, inspire motivation, and promote cooperation and interaction. Games are used in a youth work context to serve a variety of purposes, from energizers and icebreakers like Fuzzball and Pool, Scrabble, and Draughts to more purposeful games like the Game of Life and the Trading Game. They can be used to entice young people into an environment, keep them occupied and entertained, reward them, and possibly even manage their behavior. Games can also be used to enhance and develop specific abilities and knowledge, whether they be technical, social, or creative (think about Scrabble, Trivial Pursuit, Lego and Pictionary).

Games can serve as a platform for relationships to be formed, problems to be discussed, emotions to be discovered, expressed, and acted upon, all under the direction of a youth worker. They can offer a setting where young people can experience oppression and injustice through role-playing. They can encourage people to take action and contribute to changing their local and global environments by fostering awareness, empathy, and understanding. Games can therefore significantly contribute to young people's personal growth and to the accomplishment of the goals set forth for youth work in pertinent national policy and strategy.



People with fewer opportunities

Board games can be very beneficial for people with fewer opportunities. Through games, they can feel included and function as part of a team. During the game, everyone is equal, regardless of their socio-economic background, physical, mental or psychological disabilities, origin or religion. Participants are given the opportunity to express themselves freely, become creative and communicate their ideas and perceptions. Through this process, they feel included and their self-confidence increases.

Game-On Workshop “Build up employability skills”

Short description

Everybody loves to play games: they are engaging, immersive, and fun. Thus, can we make our educational activities just as exciting and rewarding? This is “gamification”, that is, the inclusion of elements of game design in other areas or activities.

Hence, learning about it, and how to integrate them effectively in an educational framework is a powerful asset in the curriculum of any professional in the fields of education and communication. This workshop through a specific schedule will teach you how to make educational activities more effective through the use of gamification. There will be a specific focus on social and educational games.

Special emphasis will be placed on social and educational games. Through this game, the young people who will participate will encounter concepts such as employability, job offers, work opportunities and the ethical work code that they must serve in order to be active in the social and work environment. Principles and values such as ethics, solidarity, respect, and altruism must follow in their official relations. Participants are able to merge into concepts such as Problem-solving, Communication skills, Adaptability, Collaboration, Time management, Organization, Technology use, Information use, Personality traits and Leadership.

Learning outcomes

- Identify principles and definitions of game design (e.g., reward mechanisms, activity loops, habit creation, fun, immersive experience, emerging and branching storytelling);
- To increase the professional and professional competences of the participants, such as native language fluency, foreign language acquisition, and speaking confidence,
- To involve mathematical literacy, learning to learn, interpersonal, intercultural, social, and civic competence, and entrepreneurship.
- To improve their communication and planning skills and apply this knowledge in life and at school and at least a quarter of it – directly at work,
- To increase their employability and job interview success rate and their employment opportunities
- To find and achieve a job that matches their skills and values, thus achieving success (i.e. realizing the goals they have set for themselves).
- To improve teamwork and adaptability and solidarity as basic and fundamental values

Tentative schedule

Day 1 – Course introduction & setting goals

- Introduction to the terms of employability, job offer, and labor market.
- Icebreaker activities to know better each other.
- Identification of needs and goals for each participant.
- Introduction of basic elements of this digital board game

Day 2 – Game design

- Introduction to game design and the theory of “fun”: Why are they engaging and what can we learn from them
- Practical activity: analyzing the rules of gaming in order to be able to start with playing it.
- Showing a demo on how to play the game

Tentative schedule

Day 3 – Games and Education

- Groupwork: Start playing the game
- Dividing roles to each participant
- Short Conversations and sharing comments during the game process
- Finishing the game procedure
- Emergence of winners
- Evaluation results of game

Day 4 – Game education and values

- Lecture on “Gamification” with case studies and examples;
- Values in Games (adopting Schwartz’ theory of Basic Human Values);
- Course evaluation: round up of acquired competences, feedback, and discussion
- warding of the course Certificate of Attendance;

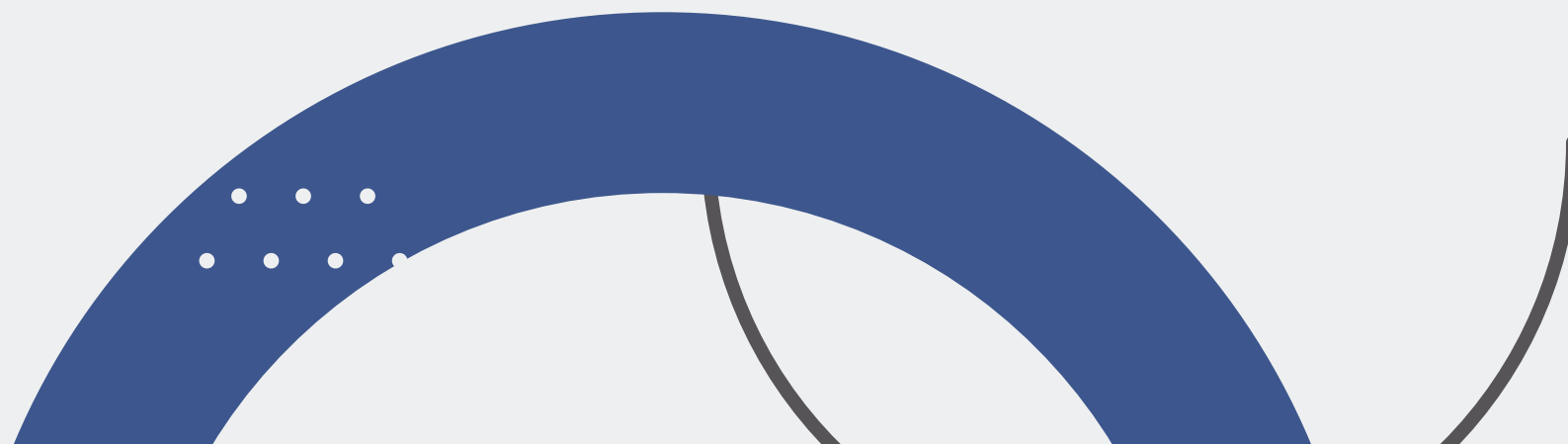
Specifics

Activities: This workshop focuses on the topics we mentioned above. Ice-breaking activities are also included for the participants to get to know each other better. It also includes the main piece of the courses which is the digital board game. The rules of the game are adapted to the principles of integrity, respect, altruism, and healthy interaction with other participants. The final part of the courses will include the evaluation form.

Certificate: Guaranteed certificate of attendance for participants who attend at least 80% of the course.

Lesson Plan: The plan outlines possible activities, but may vary significantly based on the instructor delivering the particular session and participant requests.

Course Equipment: Depending on the course, you may be required to have a smartphone and internet connection.



Game-On Workshop

“Socio-economic diversity and inclusion in the workplace”

Short description

Everybody loves to play games: they are engaging, immersive, and fun. Thus, can we make our educational activities just as exciting and rewarding? This is “gamification”, that is, the inclusion of elements of game design in other areas or activities.

Hence, learning about it, and how to integrate them effectively in an educational framework is a powerful asset in the curriculum of any professional in the fields of education and communication. This workshop through a specific schedule will teach the participants on how to make educational activities more effective through the use of gamification. There will be a specific focus on social and educational games.

Special emphasis will be placed on digital game based on socio-economic principals. Through this game, the young people who will participate will encounter concepts and terms based on inclusion in a working environment because of their socio-economic background that might have and through which techniques they could managed to be incorporated into these environments. Inclusion and diversity can play a crucial role in developing a workplace environment that is conducive to productivity and innovation. Establishing a working environment that makes employees feel comfortable and represented has several benefits including better performance and productivity , higher employee engagement and satisfaction levels, increased innovation and creativity and enhanced talent attraction and retention.

Learning outcomes

Participants to the course will learn to:

- To increase the professional and professional competences of the participants, such as native language fluency, foreign language acquisition, and speaking confidence,
- To involve mathematical literacy, learning to learn, interpersonal, intercultural, social, and civic competence, and entrepreneurship.
- To improve their communication and planning skills and apply this knowledge in life and at school and at least a quarter of it – directly at work,
- To improve diversity and inclusion through the member of a working community



Learning outcomes

- To redesign workplace practices , creating an environment that may require redesigning business processes and practices and make to workplace more comfortable for employees across all levels and roles
- To update corporate policies ensuring all employees feel welcome and heard and including time-off requests to accommodate employees with different religions or updating the performance management system to make it fair and equitable.
- To create an inclusive environment adapting working space for neuro-diverse employees and allowing for flexible work schedules for employees with at-home commitments.

Tentative schedule

Day 1 – Course introduction & setting goals

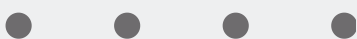
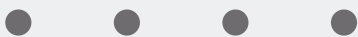
- Introduction to the terms of inclusion, diversity, socio-economic types and levels
- Icebreaker activities to know better each other.
- Identification of needs and goals for each participant.
- Introduction of basic elements of this digital board game

Day 2 – Game design

- Introduction to game design and the theory of “fun”: Why are they engaging and what can we learn from them
- Practical activity: analyzing the rules of gaming in order to be able to start playing it.
- Showing a demo on how to play the game

Day 3 – Games and Education

- Groupwork: Start playing the game
- Role-play: Dividing roles to each participant
- Short Conversations and sharing comments during the game process
- Finishing the game procedure
- Emergence of winner
- Evaluation results of game



Tentative schedule

Day 4 – Game education and values

- Lecture on “Socio-Economic profiles” with case studies and examples;
- Values and strategies (on how to promote inclusion in workplace)
- Course evaluation: round up of acquired competences, feedback, and discussion
- Awarding of the course Certificate of Attendance;

Specifics

Activities: This workshop focuses on the topics we mentioned above. Ice-breaking activities are also included for the participants to get to know each other better. It also includes the main piece of the courses which is the digital board game. The rules of the game are adapted to the principles of inclusion, respect, diversity, and healthy interaction that need to develop all the participants. The final part of the courses will include the evaluation form.

Certificate: Guaranteed certificate of attendance for participants who attend at least 80% of the course.

Lesson Plan: The plan outlines possible activities, but may vary significantly based on the instructor delivering the particular session and participant requests.

Course Equipment: Depending on the course, you may be required to have a smartphone and internet connection.

Game-On Workshop “Establishment of New Business”

A Short description

Everybody loves to play games: they are engaging, immersive, and fun. Thus, can we make our educational activities just as exciting and rewarding? This is “gamification”, that is, the inclusion of elements of game design in other areas or activities.

Short description



Everybody loves to play games: they are engaging, immersive, and fun. Thus, can we make our educational activities just as exciting and rewarding? This is “gamification”, that is, the inclusion of elements of game design in other areas or activities.

Hence, learning about it, and how to integrate them effectively in an educational framework is a powerful asset in the curriculum of any professional in the fields of education and communication. This workshop through a specific schedule will teach you how to make educational activities more effective through the use of gamification. There will be a specific focus on social and educational games.

Special emphasis will be placed on social and educational games. Through this game, the young people who will participate will encounter concepts such as start up business, entrepreneurship, business and business plan. There are a number of benefits to starting a business but there are also risks that should be evaluated. Principles and values such as business culture, customer service, teamwork, reward collaboration and at with integrity.

Learning outcomes

- Identify principles and definitions of game design (e.g., reward mechanisms, activity loops, habit creation, fun, immersive experience, emerging and branching storytelling);
- To increase the professional and professional competences of the participants, such as native language fluency, foreign language acquisition, and speaking confidence,
- To involve mathematical literacy, learning to learn, interpersonal, intercultural, social, and civic competence, and entrepreneurship.
- To improve their communication and planning skills and apply this knowledge in life and at school and at least a quarter of it – directly at work,
- To strengthen business values and beliefs against bullying, harassment, and racist tactics
- To improve teamwork and adaptability and solidarity as basic and fundamental values assembling team of people to work on value creation
- To set short and long-term goals (define growth, keep up with competitors manage time and stress by setting realistic expectations)



Tentative schedule



Day 1 – Course introduction & setting goals

- Introduction to the terms of entrepreneurship, business plan , start up
- Icebreaker activities to know better each other.
- Identification of needs and goals for each participant.
- Introduction of basic elements of this digital board game

Day 2 – Game design

- Introduction to game design and the theory of “fun”: Why are they engaging and what can we learn from them
- Practical activity: analyzing the rules of gaming to be able to start with playing it.
- Showing a demo on how to play the game

Day 3 – Games and Education

- Groupwork: Start playing the game
- Dividing roles to each participant
- Short Conversations and sharing comments during the game process
- Finishing the game procedure
- Emergence of winners
- Evaluation results of game

Day 4 – Game education and values

- Lecture on “Gamification” with case studies and examples.
- Values in Business (adopting Business strategies, business administration);
- Course evaluation: round up of acquired competences, feedback, and discussion
- Awarding of the course Certificate of Attendance;



Specifics

Activities: This workshop focuses on the topics we mentioned above. Ice-breaking activities are also included for the participants to get to know each other better. It also includes the main piece of the courses which is the digital board game. The rules of the game are adapted to the principles of integrity, respect, critical thinking, and healthy interaction with other participants. The final part of the courses will include the evaluation form.

Certificate: Guaranteed certificate of attendance for participants who attend at least 80% of the course.

Lesson Plan: The plan outlines possible activities but may vary significantly based on the instructor delivering the particular session and participant requests.

Course Equipment: Depending on the course, you may be required to have a smartphone and internet connection.

Conclusion and Reflections

Playing board games can encourage young people's curiosity. Young people's engagement can be boosted by curiosity because it fosters their sense of wonder. Young people will be motivated by curiosity to seek out the solution to a problem, unravel a mystery, or learn a skill. By encouraging their desire to try something new, this component can fuel intrinsic motivations. Young people are encouraged to apply their knowledge through challenges, which encourage them to finish tasks even when they are difficult to complete. Challenges shouldn't be overly difficult or underly simple. They are likely to feel defeated if challenges are too difficult, while they will become bored if challenges are too easy.

Through board games, students learn to work as a team and listen to opinions different from their own. Young people are encouraged to join the group by external rewards. Rewards can motivate young people to participate in an activity, but they shouldn't always be counted on to get them to learn something new or alter their behavior. If overused, extrinsic rewards can discourage voluntarily learning. Young people won't want to learn without a reward if they anticipate getting one every time they participate, so this is true.





Game On – Inclusive and Accessible Participation GO!

www.gameon-project.eu

Project Number: 2020-3-PL01-KA205-094940

