Teachers Guide

Erasmus+

Peace GAMES

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Introduction

"And yet each man among us knows which of the two to prefer, the good or ill, and how much better peace is for mankind than war, peace, the Muses' dearest friend, the foe of Sorrow, whose joy is in glad throngs of children, and its delight in prosperity. These are the blessings we cast away and wickedly embark on war, man enslaving his weaker brother, and cities following suit."

(Euripides, Suppliants 487-493)

This guide is designed to help teachers to integrate games into the classroom. The guide presents how analogue and digital games can be used as tools in the field of education for improving democratic culture and peace related competences.

As research shows, games and game elements are effective means to increase motivation, communication and inclusion of students. Besides the fun factor they also show positive effects on socialisation as well as problem solving skills and acquisition of a wide range of competences. The importance of strengthening peace capacities through game-based learning is also reflected in the Declaration for Joint Advocacy "Manifesto for peace education as a public good" [1].

Games have a long history, but they do not only serve to pass the time - even the two ancient heroes Achilles and Ajax used to pass the time between their breaks in battle by playing a board game [2] - but they can also consciously contribute to the promotion of various competences. Games can contribute to the development of civic, democratic and social skills by harnessing the full potential of game-based learning in formal and informal settings. In the last decades, a multitude of cooperative games have been developed, but rarely specifically for the educational sector.

As part of the project, a game catalogue was created with fifty-five analogue and digital games that are suitable for use in the classroom. The connection to peace may not always be obvious at first glance, which is why this guide was developed to show teachers how the games can be usefully integrated into the classroom.

The collected games were tested in schools, universities and educational institutions in six different countries (Austria, France, Germany, Italy, Malta, Spain) with the aim to identify which positive impact selected games can have on young people in developing and increasing competences and skills for peace-related democratic culture.

The guiding research questions were:

Q1: How can game play activity be successfully used for developing peace related competence and acquisition in different learning settings?

Q2: What are the factors of success for game-based teaching of peace related competence?

For this guide a variety of selected piloting example-settings were chosen to show possible applications for the use of games for the acquisition of peace competences. The guide addresses problems that arise when integrating games and play-session into everyday school practice and how best to work with available resources. Based on the results of the piloting and thematic grouping of the games, the guide also presents some guidelines for teachers to support them in the uptake and implementation of games in everyday teaching.

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1 Solidar Foundation. Declaration for Joint Advocacy. In: https://www.solidar.org/system/downloads/attachments/000/001/647/original/Annual_Thematic_Conference__Declaration_for_Joint_Advocacy.pdf?1671443926 (accessed 12 January 2023).

2 From the 6th and 5th centuries BC more than 150 ancient vases are known that show Achilles and Ajax playing a board game. Cf. Ajax and Achilles playing a board game: Revisted from the literary tradition. In: Classical Quarterly 61,2 (2011), 394-401; Exekias, amphora with Ajax and Achilles playing a game. In: Khan Academy, https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/greek-pottery/v/exekias-attic-black-figure-amphora-with-ajax-and-achilles-playing-a-game (accessed 3 Febuary 2023).

"This is a good introduction to emotions for very young children. It's absolutely ideal for children with learning difficulties, anxiety or autism who may find their emotions overwhelming and confusing at times."
(Teacher of an Italian primary school)

I COLORI DELLE EMOZIONI (Monster colors) (DEVIR) and WOOLFY (DJECO) "are suitable for children of this age [= 4-6 years] and really useful for an intercultural class."
(Pre-primary school, Italy)

"It could be a tool in the classroom to help children learn empathy, how they can help others handle the negative emotions." (Teacher of an Italian primary school)

World Peace Game: „The group dynamics and especially the commitment of the students was very exciting and interesting for us as observers."
(Observer)

About the project

The EU funded project Peace Games (ERASMUS+)[1] aims to contribute to the development of citizenship, democratic and social competences by using the full creative potential of game-based learning in formal and informal learning. The project is developed and realized within the Laboratory for Education Inspiring Peace (EIP Lab) and nine partners from all over Europe.

According to the seven project objectives listed below, the aim of the project is to spread and to strengthen peace-related competences in learners and to help teachers to make good educational use of games. In a selection procedure fifty-five games were identified by the project consortium and collected in a catalogue[2]. Building on the competences of the "Reference Framework of Competences for Democratic Culture of the Council of Europe" (RFCDC)[3] the project partners defined seven thematic areas in which the games were categorized:

1) Children's Rights, Democracy, Citizenship
2) Decision-making
3) Cooperation
4) Prevention of bullying, Disabilities
5) Prejudices and stereotypes, Cultural diversity, Intercultural understanding
6) Peace and War
7) Feelings and Emotions

In extensive piloting actions the collected games were tested with close to eight hundred participants in six different European countries. The results of the piloting - qualitative and quantitative feedback from students and teachers - as well as the thematic grouping of the games are the basis for the guidelines for teachers presented here.

Project Objectives

1) To explore, analyse and classify the available supply of peace-oriented games based on their relevance to the most pertinent competence frameworks that are developed and tested internationally;

2) To identify, through a substantial mapping exercise based on the competence frameworks, existing gaps and engage the game developers community in the creation of new games addressing the identified gaps, also using existing sets of peace exercises that have not yet taken a game configuration;

3) To develop an online hub able to provide information, advice and support to education institutions and educators who are interested to use the potential of games to achieve learning outcomes in these competence areas and engage "indie game development communities" in the creation of new games;

4) To test and validate the use of the online hub and available games in ten pilot schools in five countries and, on a voluntary base, in other local communities and civil society organisations engaged in citizenship education;
5) To develop and validate a Guide on "How to use, adopt and adapt game-based learning in traditional education settings";

6) To provide guidance and a collaborative context to individual learners who are already engaged in online and offline games and might discover the interest and life-relevance of peace-oriented games;

7) To draw lessons from the review and the online hub activities in order to feed the present education policy debate on citizenship and peace education.

Process of the work
Based on the game catalogue, games were tested in different contexts in the different partner countries for their practical use in the classroom or other settings. Piloting guidelines enabled a structured approach to piloting by providing guidance and support in how to prepare a piloting session, what needs to be

1 Laboratory for Education Inspiring Peace (EIP Lab). Peace Games. In: http://eiplab.eu/peace-games (accessed 12 January 2023).

2 Laboratory for Education Inspiring Peace (EIP Lab). Peace Games Catalogue. In: http://eiplab.eu/peace-games-online-catalogue (accessed 12 January 2023).

3 Council of Europe. Reference Framework of Competences for Democratic Culture. In: https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture (accessed 12 January 2023).

considered when acquiring test participants and how the associated usability tests can be carried out. In addition, the importance of good preparation, a pleasant test environment, as well as data collection framework for the test participants to provide feedback and carry out the final evaluation were defined in the guidelines.

The piloting of selected games was conducted in two phases. The first phase with short pilots was planned for the period from January to March 2022 and a second phase with deeper pilots later in the spring and summer 2022. Due to the Corona restrictions creating additional challenges in the implementation of piloting, a partial deviation from the original plan had to be considered, with starting the piloting in March and prolonging the piloting accordingly in the autumn, to be able to complete the envisaged activities.

This first piloting was open-ended, as the aim was to find out how teachers can use existing online and analogue games in the classroom. In addition to playing the games, in this piloting phase an online survey of students and feedback form from teachers were distributed for the data collection. The focus was on the following questions: How and in what context can games be used in the classroom? How can teachers use games in the classroom to promote peace education? How can democratic and social skills be taught and promoted by using (online/board) games?

In the second in-depth pilot round, the focus was on teachers from different countries trying out the same games. With the aim to find out whether, for example, intercultural differences show up in the evaluation and acceptance of the games in connection with the democratic and social as well as peace-building competences to be acquired. Based on piloting results, a collection of good practice cases, recommendations from teachers for teachers, i.e. what worked well, what should be rather avoided, etc., was compiled in order to include these in the teacher's guide for the uptake of peace games in education.

Sixteen institutions took part in the pilot study, including schools, universities and non-profit organisations. A total of almost eight hundred feedback reports were collected, out of that five hundred fifty-five online questionnaires were completed by students, further feedback was documented based on group reflections in collaborative debriefings. The feedback from

students and teachers makes it clear that game-based learning is effective in can be used successfully to enhance peacebuilding skills.

The use of games is not limited to a particular type of school or age cohort. With good preparation and follow-up, game-based learning can be used purposefully in all school levels and types as well as in age-heterogeneous groups of students. Thematic learning weeks, thematic peace-related semester focus are just as conceivable as extracurricular activities such as workshops or summer schools. It was consistently observed that the students were committed, persistent and engaged, regardless of age, nationality, gender, etc. The results were very positive. Through the debriefings, reflection phase and subsequent exercises, it became clear that the intended learning goal could be well achieved. Particularly noteworthy are the reports on intergenerational learning, in which older students explain the games and the theme to younger students.
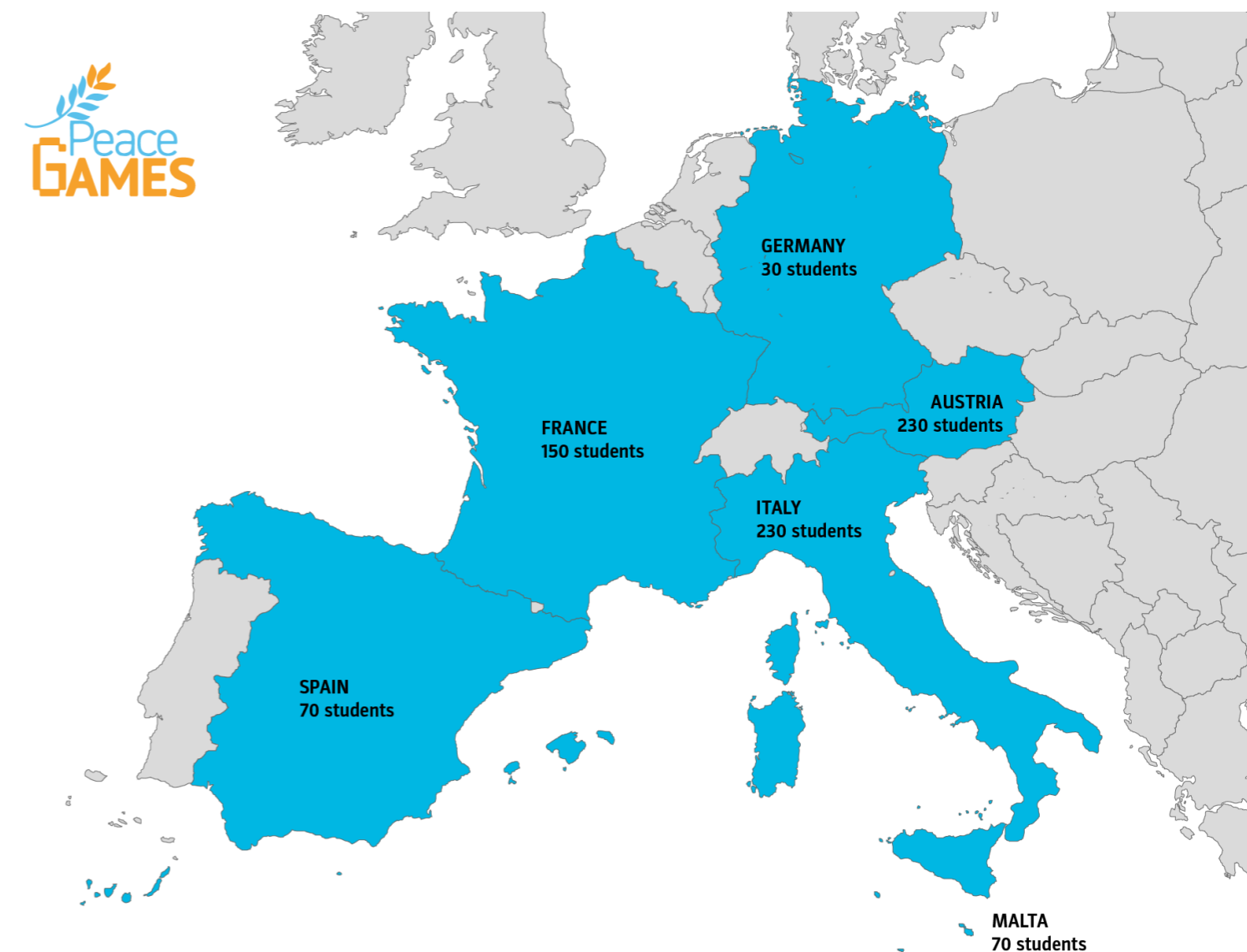
Peace Games Piloting in different countries.

The aim of the guide

The aim of the guidelines is to support teachers in the implementation of games in everyday teaching with concrete suggestions. The structure of the guide follows the seven game categories developed by the Consortium.

The guide shows different possible use of games for the acquisition of peace-related skills and competences. Games can be used, for example, in the context of civic education or also in cooperation with teachers who teach different subjects (history lessons, language lessons, art lessons, etc.). It is also considered that games can be used in different types of schools, e.g., primary schools, grammar schools, secondary schools, vocational schools, or as extracurricular activities such as workshops and play sessions, summer schools or project days.

For the use of games in schools teachers could decide themselves which game or games they want to play or test with their students. The games in this guide were selected from the Peace Games catalogue, however there are no restrictions in this respect, as every day new games are discovered and emerging on the market.

How to use the resources

This section lists the most important project results and explains how the results can best be used.

Project Website (http://eiplab.eu/peace-games) The project website contains information about the Peace Games project and its goals and provides access to the project results.
One of the results is IO1 – Peace Games classification and review report that provides more details on game review process, selection of games and assessment criteria, and can be downloaded from the web site.
http://eiplab.eu/wp-content/uploads/2023/01/ Peacegames-IO1_Report.pdf

PEACE GAMES catalogue of games is a selection of fifty-five interesting digital and analog games relevant to teaching and learning peace and peace-oriented competences and can be accessed from the web site

http://eiplab.eu/peace-games-catalogue-and-info

For choosing the games for your teaching activity the catalogue is the main entry point. The catalogue contains fact sheets about the games and connects the games to specific peace-related competences.

Two versions of the catalogue were produced. The online interactive version of the catalogue can be used in a flexible way, where the games can be searched by different filters, such as digital, non-digital, by language (English, French, German, Italian, Spanish), by age group (5-10, 11-13, 14-18 years) and by seven specific topic themes:

1) Children's Rights, Democracy, Citizenship
2) Decision-making
3) Cooperation
4) Prevention of bullying, Disabilities
5) Prejudices and stereotypes, Cultural diversity, Intercultural understanding;
6) Peace and War
7) Feelings and Emotions

In the pdf version all games are collated in one document that can be downloaded here
http://eiplab.eu/wp-content/uploads/2022/11/ Peace-Games-Catalogue-Final-v.3.pdf

Learning Paths

For some inspiration about which games to take and how to combine them, have a look at the learning paths for each of the game categories presented online. This interactive version can be accessed directly from the catalogue web page.

Other pedagogical possibilities and information from the trials are presented in this guide, where the suggested learning paths are augmented by individual national piloting settings and experience made when piloting these games.

How to plan a session

The game-based learning process could be designed flexibly depending on the type of school, age of students and other individual requirements or constraints. In this guide, four play settings are suggested as follows:

Option 1: The game could be played in one lesson of forty-five minutes with the students, followed by a reflection round and written feedback.

Option 2: Two lessons of ninety minutes could be planned: After a warm-up, game 1 could be tested, followed by a reflection, then the students played game 2. The lesson could end with a debriefing and subsequent written feedback on learnings.

Option 3: Two lessons of forty-five minutes each could be planned in two consecutive days and could be interrupted by a homework assignment. After a warm-up, game 1 could be played, followed by a class reflection. Game 2 could be played by the students at home, followed by a written reflection. In the following lesson, the experiences and written reflections were discussed in class and the lesson could be concluded with the feedback questionnaire.

Option 4: This also includes two lessons of forty-five minutes each. In the first lesson the students could talk about peace and related topics. As homework the students could play a selected game. In the following lesson students could discuss their game-play experience and make the connection to peace as well as to fill in the questionnaire at the end.

General thoughts and challenges

Age group: The activities and type of skills required for the game should be suitable for the targeted age group. To select appropriate games for the age group of your students please check the Peace Games catalogue and use available filters.

Please consider that it is also possible to play games in mixed age groups. In piloting settings this was tested successfully.

Language: The level of the language used should be adequate for the age group. If necessary, adapt the language and play instructions to the age.

Clear objectives: You should ensure that the objectives of the game are stated clearly, so that students know exactly what they are required to do. Frustrating situations can arise from vague instructions.

Time: You need to estimate the time required to complete challenges to ensure that students will have enough time to finish the game levels and benefit from their educational features.

Please consider that play time will vary across games. For suggestions on how to adapt to different play times have a look at four suggested play settings described in this guide, as well as consider the possibility that games can also be used after school as homework or preparation for the class.

Learning curve: The game should have an easy learning curve, allowing players to make mistakes at the start and begin with the game play as soon as possible.

Educational content: The game content should illustrate the topics taught. Even if the content is not closely related to the curriculum, it should provide a clear and simplified representation of some of the taught concepts.

Conflict mediation: Gaming can lead to conflict in some cases, even when preparatory work has been done. In order to complete early preparation and sensitization to peace work, and peace-based gaming, here are some resources to prevent or solve conflict when appearing between students. Those practices and programmes come from the Education Inspiring Peace Lab (EIP Lab). Practices you will find can vary from constructing a Peace Garden in the school to methods of character education and social and emotional learning.

You can look for different practice here: **http://eiplab.eu/good-practices-by-category**

Students with disabilities: If necessary, you should check if the game (analogue or digital) accommodates people with disabilities.

- Visual impairment
- Auditory disability
- Learning disabilities
- Physical disabilities

Testing the game before classroom use: It is important that you play the game before playing it with the students in class. The game experience is necessary to assess whether the game is suitable for the classroom and to consider contextual and technical aspects.

Playing the game yourself will also give you the confidence and knowledge to help your students play successfully. Please make sure that you understand the instructions of the game and that you can communicate the game instructions to your students in an understandable way.

Organizing a play session

Regarding the current political conflicts, peace and war are topical issues that need to be communicated very gently, especially to young children. You should be particularly sensitive to the family situation and ethnic background of your students when discussing this topic.

Once you have decided to use a specific game in class as a pedagogical resource, you need to determine the scenario that you think will work best to support your students. In doing so, you should consider several points, see the next section for more details.

Bullet points listed below could help you to further organize the class and the classroom. Try also to create a especially nice atmosphere for the gameplay, e. g. by choosing a nice room, not necessary a school room, preparing some snacks and drinks.

Technical and content issues

- If the digital game uses sound and the activities are not collaborative in nature, you should ensure that students use headphones.
- Depending on the type of game and the learning objectives, you may need to form groups. Grouping can engage students in discussions or collaborative activities.
- Breaks: Please encourage the students to take regular five-minute breaks, e.g. every 45 minutes.
- Ensure a pleasant atmosphere and sufficient light in the room.

Pedagogical points

Before the lesson

- Determine the learning objectives
- Determine which part of the game or, in the case of digital games, which levels could best support the learning objectives.
- Provide the learning objectives in printed form.
- Provide a copy of the game instructions or booklet for the students.

During the lesson

- Explain the objectives of the lesson at the beginning.
- Demonstrate the game and explain how common tasks are performed (e.g. moving the game piece, playing the cards, accessing help, navigating menus and so on).

Debriefing and its significance for learning

General considerations for conducting a debriefing session: Games can promote many different cognitive skills; however, some of the skills needed to connect the game to the curriculum, such as reflection, observation, prediction or theory building, are not always built into the game. Moreover, it may not always be clear at first sight to students where the connection to peace and democracy education lies.

Debriefing is a way to make a connection between the game and the learning outcomes as well as to strengthen the acquired knowledge. It is therefore necessary to plan for and provide a debriefing session where students can reflect on the content of the game and share

the knowledge they have acquired. During a debriefing session, you should encourage students to refer to their experiences and discuss what they have learned from the game. The debriefing can also be used to ask your students to explain how they feel about the game and to describe their successes or disappointments.

Characters in the game and their behaviour, strategy etc. can serve as a starting point for discussion. Students can be asked to comment on the behaviour of some of the characters, the consequences of their actions and possible actions to solve the problems. After the debriefing, you should summarise the different points raised in the discussion and the learning objectives of the session.

Also ask the students to summarise what they learned from the game. This will help formalise and memorise the concepts and ideas presented. The issues raised in the debriefing can then be addressed in the next lessons or used as a starting point to explore the topics of peace and democracy in more depth.

Summary - Strategy for debriefing

- Review the learning objectives.
- Ask students to answer the questions posed at the beginning of the session.
- Ask students to refer to their experiences.
- Stimulate discussions.
- Make the connection between the game experience and the learning objectives.
- Summarise the results.
- Refer to the results of the game during the following lessons.

Template for planning a game-based lesson

Following points can help you plan and prepare a lesson that includes game play and competence-based learning.

1. Overview over the unit (time necessary)

2. What competences you should expect students to learn (learning goals)

3. What do you need, list of materials (additional possible materials)

4. Preparation activities (see the check lists)

5. Realization steps - Implementation of the individual stages:

a) Introduction
(Plan how to start the hour, what to show and present, possible questions and interaction with the students)

b) Play phase (learning format)
(Think about the time available, group size, look at good practice)

c) Debriefing & conclusion
(Wrap up the play session, debriefing and discussion, collection of questions for guided reflection)

CHECK LIST

Planning a game-play session consists of three main stages - Before, During and After - and related activities1. These check lists may be a good starting point to help you to include games for learning about peace-related competencies.

Before

- ☐ Select the game,
- ☐ Starting from the main topics you want to teach in the classroom, design the learning process, also including different games,
- ☐ Introduce peace related competences to students,
- ☐ Get the permissions from school administration (if necessary),
- ☐ Get the permission from parents / legal guardians (if necessary),
- ☐ Give information about the peace competence play-session to the school community,
- ☐ Ensure other teachers are onboard voluntarily,
- ☐ Organise and get the games that you want to use (when not free: from the school or public library, colleagues, publishers, students, …),
- ☐ Prepare the materials and the play equipment for the gameplay,
- ☐ Prepare the technical equipment for the gameplay (if necessary),
- ☐ Ensure that pedagogical, gameplay and technical training is given beforehand,
- ☐ Prepare the de-briefing questions,
- ☐ Prepare feedback forms for students to use in the reflection activity or after the play session,
- ☐ Prepare classroom for the play session.

During

- ☐ Welcome students and explain them that this is game-play session, and their participation is important,
- ☐ Introduce to students Peace Games project, selected game and the game aim,
- ☐ Outline the learning objectives of the play activities and what you will be asking from them,
- ☐ Take reference to the Reference Framework of Competences for Democratic Culture, especially to selected competences aligned with the learning objectives,

- ☐ Begin the play session based on the options provided in the guidelines or follow your own lesson design,
- ☐ Provide constant support to students in case of problems and questions (procedural, pedagogical or technical),
- ☐ Provide support to students in case of conflicts or unwanted group dynamics,
- ☐ Encourage students to take active breaks if activities are planned over longer time period,
- ☐ Remind students that the play session will finish in specific time frame (e.g. in fifteen minutes) and allow them to wrap up their game play,
- ☐ Officially finish the play session and thank students for their participation,
- ☐ Collect the games and technical devices.

After

- ☐ Start with collective debriefing session. Provide short observation feedback on the gameplay to the students,
- ☐ Ask students about what was amazing / surprising for them or use other questions that you prepared,
- ☐ Allow some time for the class discussion and debriefing,
- ☐ Ask students to fill out their individual feedback forms related to gameplay and learning goals,
- ☐ Collect the feedback and analyse it,
- ☐ Talk with fellow teachers and share your gameplay observations,
- ☐ Compare your gameplay observations, student feedback and student learning,
- ☐ Together reflect upon lessons learnt and share your impressions with teacher colleagues,
- ☐ Report about the activities and students' perspectives in an article for the school yearbook, poster presentation at the open-door day and similar.

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1 Activities were jointly defined by partners on the Peace Games Piloting.

Game Categories and Learning

In the following chapter, the seven categories developed based on the Reference Framework of Competences for Democratic Culture of the Council of Europe are used to present areas of application in everyday school life. For each Game category some general information how to do the lesson and some suggestions for intro and de-briefing activities are presented.

The structure of the learning paths for students includes different learning activities: not only digital or analogue games, but also films, collective reflections, learning materials, including contextual problems and questions, i.e. by embedding the experiences in each classroom in the "activities" section. In addition, some suggestions are included that relate to both the national scenario and learners' characteristics and preferences, as well as a full set of RFCDC indicators useful for building the assessment framework.

COMPETENCES

Values: Valuing democracy, Justice fairness, equality and rule of law; valuing the dignity and human rights

Skills: Analytical and critical thinking, Autonomous (self) learning skills

Attitudes: Responsibility, Civic mindedness, Responsibility, Respect

Knowledge and critical understanding: knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

1) Children's Rights, Democracy, Citizenship

For the themes "Children's Rights, Democracy, Citizenship" we suggest the following games.

- Sur le chemin des droits de l'enfant On the way to children's rights
- Democracy 3
- Demokratia L'isoloir/voting booth
- Etre citoyen, c'est quoi ? (Be a citizen, what does that mean?)
- Constructores de paz

Learning paths - Children's Rights, Democracy, Citizenship

1. Upper primary education cycle (8/10 years old)
2. Secondary education cycle (11/16 years old)

Upper primary education cycle (8/10 years old)

Games: Be a citizen, what does that mean?, On the way to children's rights

Information: This learning path is composed of the following 7 sequential phases:

Phase 1: Introduction of the topic of 'children's rights' by the teacher. This is further explained by giving examples.

Phase 2: Students are set into groups and are invited to think/explore their rights

Phase 3: The teacher monitors the progress of the activity and encourages solidarity when and where needed

Phase 4: Students complete the tasks of the game: quiz/mime/drawings

Phase 5: Introduction of the topic: 'Being a good citizen - what does it entail?'

Phase 6: Work out activities of 'Be a citizen, what does that mean?' individually or in groups depending on the boxes chosen

Phase 7: Promote a general discussion promoting specific thinking skills

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2) Decision-making

For the theme "Decision-making" we suggest the following games:

- iThrive:Sims - Lives in Balance
- Quandary
- First Strike
- The Sims FreePlay
- 5 Minuten Dungeon - Wahre Helden gegen die Zeit
- Ticket to Ride

Learning paths - Decision-making

1. Teenagers (14-18 years old)
2. Teenagers (14-18 years old) - Variant

Teenagers (14-18 years old)

Games: Two truths and a lie (Ice Breaker), First Strike online, Ticket to Ride online

Information: Games can be played in parallel and compare the decision-making process of both games (First Strike Online; Ticket to Ride online). The games can be played on computer or tablet classes. Both digital games are multiplayer games. Variation: 2 students or a group of students can play a single-player game, for this, they have to decide together on the next move or next action. If all three games are played, 2-3 lessons should be planned. "Two truths and a lie" can be used as a warm-up exercise/ice breaker for decision making and critical thinking before moving on to the First strike. First Strike and Ticket to Ride can be played parallel. For example, the class can be divided into 2 groups (boys and girls …). The learning output of this path is that not everything that looks like truth/lie is actually true or false.

COMPETENCES

Values: valuing democracy

Attitudes: self-efficacy; openness to cultural otherness and to other beliefs, world views and practices

Skills: Decision making, analytical and critical thinking skills

Knowledge and critical understanding: knowledge and critical understanding of the self; reflection on one's own actions/one's own decision

LEARNING PATH - DECISION-MAKING

Teenagers (14-18 years old) - Variant

Games: Two truths and a lie (Ice Breaker), Scribble Corner, SIMS Free Play

Information: "Two truths and a lie" and/or Scribble Corner can be used as warm-up exercises/ice breakers for decision making and critical thinking before moving on to The Sims. Suggestions to play The Sims: Start with an introduction about the competences from the butterfly that are necessary to acquire. Give the students a set of challenges that they should work on in class or after class and document them with screenshots and notes. Reflect on them later in class and discuss how those competences play a role and can be acquired during the gameplay.

• What is different to real life?
• What is better?
• What is worse?
• How do certain decisions make it better/ worse?

COMPETENCES

Values: valuing democracy

Attitudes: self-efficacy; openness to cultural otherness and to other beliefs, world views and practices

Skills: Decision making, analytical and critical thinking skills

Knowledge and critical understanding: knowledge and critical understanding of the self; reflection on one's own actions/one's own decision

ITHRIVE:SIMS – LIVES IN BALANCE

1. Overview over the unit (time necessary):
    • 2,5 hours [45 min for preparation – 35 minutes game play – 45 min debriefing] or thematic focus for a few weeks: American politics and how political decisions are made, which parameters and implications have to be taken into account and so on.
    • Suggested by the game developers: 45 minutes of teacher prep, 45 minutes of optional pre-simulation activities, 35 minutes for the full simulation (can be paused/resumed at any time), 45 minutes of optional post-simulation activities

2. What competences you should expect students to learn:
    Cooperation, recognising connections, empathy, thinking about one's own decisions, weighing up advantages and disadvantages, listening, decision-making despite different positions and points of view

3. What do you need _ List of materials (additional possible materials)
    • Gaming licence, you need to register on the game portal your class prior the play that all players have a computer or electronic device with the access to internet
    • List of all players: There are six student roles in iThrive Sim: Lives in Balance, five of these roles must be filled in order to play the simulation.

4. Preparation activities
    • Map of America
    • Globe
    • Competence butterfly
5. Realization steps - Implementation of the individual stages:

A) INTRODUCTION

At least 1 hour: Come together with the students talk about the US-American political system and how political decisions are made, which parameters and implications have to be considered.

Show the students the map of America and the state borders.

Possible Questions: On what basis do you think politicians make decisions? Do you think that the decision-making process changes in a crisis situation (e.g. outbreak of a disease). Do social media have an influence on political decision-making?

Before starting to play the games: Describe the content of the game and the structure of the game so that the students have a rough idea of what to expect.

Show the students the competence butterfly and discuss individual aspects in the plenary. Possibility to talk briefly about what competences and skills are required. Now the students are already prepared for the topic of peace and democracy. The butterfly could

be displayed in the classroom for all to see.

Change seats: The teacher has divided the groups in advance, now the system assigns everyone a role with different tasks and different access to information.

B) PLAY PHASE (LEARNING FORMAT)

Time: 45 minutes

Divide students into groups of five or six, place the students in their session groups so that they sit opposite each other and can easily work together.

Start the game session: 35 minutes

Good Practice: iThrives was tested with 22 students (18 years and older). The game and the gameplay were perceived as not quite easy; some felt stressed because of the pace. Nevertheless, the feedback was very good: "*It was kind of a real-life situation, a dive-in into politics and roleplay.*" Another comment was: "*at first was quite overwhelming, but once settled in the role, very entertaining*".

Students are confronted with how and on what basis political decision-makers make decisions, how they communicate with each other and what effects these decisions have for the general public.

"It was new terrain and fun to play as a given role in politics, discuss with others and get a feeling how it could may be in real life."

"I liked the fact that every person in the team was given their own character, role and goals. I liked that you were able to send documents to certain people, so you were in control of who got which information, and, as Twitter plays quite a huge role in politics nowadays, I think the Chirp-feature was realistic and nice."

"It's cool that it deals with a current problem and the way politics are dealing with it / have to deal with it and how difficult it is to fulfil all needs."

C) DEBRIEFING & CONCLUSION

After the end of the play session, the reflection phase follows. Each group member reflects on his/her own actions and behaviour during the crisis.

Possible Question: How am I doing with my constituents being scared, frustrated, sceptical and vocal because of the crisis. How do I deal with the fact that other politicians have different priorities and competing political agendas. What does it mean for me as a decision-maker that the information landscape is constantly changing?

Exercise: Each student writes a letter to himself/herself stating what he/she would do differently in the event of another crisis. Why would I no longer make certain

decisions from today's perspective? Who would I include in the decision-making process with my current experience, what would I rather avoid.

Each group reflects on the outcome of the crisis in the group.

Possible Questions: The students try to understand their decision-making process.
Why did they arrive at the result they did? In retrospect, what strongly influenced the decision-making process?
What would we do differently today?

Other activities (in the following school hours):

After the play session the students work on a poster on the topic of peace, democratization and their experiences during the game. Finally, the students come together again in the plenum. Look at the posters together. The groups present their results to the whole class.

The decisions of those in charge have led to a civil war. Question: How do I personally feel about the fact that I am co-responsible for a civil war with my decisions?

The students are also encouraged to reflect on which competences they think they have acquired according to the butterfly.

Questions to conclude: You were now involved in a political decision. As a private person, can you understand the decision of the politicians? Would you bow to the decision or offer civil resistance?

Hint: With this game, it is important to allow enough time for explanation and introduction to the gameplay as well as into the US American policy. This game is ideal for cross-curricular use, e.g. history or political education and language teaching.

"It's cool that it deals with a current problem and the way politics are dealing with it / have to deal with it and how difficult it is to fulfil all needs."

3) Cooperation

For the theme "Cooperation" we suggest the following games:

- Mind
- Rock Paper Scissors
- Hanabi
- Portal 2
- Tokyo Nagano Kobe
- Rory's Story Cube
- The Maze/The Maze children

Learning paths – Cooperation

1) Cooperate with non-verbal communication skills - primary and secondary school
2) Cooperation and negotiation – Secondary school
3) Strategy and communication – Secondary school

LEARNING PATH - COOPERATION

Cooperate with non-verbal communication skills - primary and secondary school

Games: Rock Paper Scissors – Hameba Version, The Mind,The Maze/5 MINUTES DUNGEON

Information: The path is aimed at stimulating the reflection on the different levels of communication and on the idea that it is possible to communicate even if we don't speak the same language. Tolerance and cooperation are key words in this learning path. The particularity of this path is that players should not speak.

COMPETENCES

Values: Valuing democracy, justice, fairness, equality and rule of law

Attitudes: Tolerance of ambiguity

Skills: Listening, empathy, cooperation, observing, analytical critical thinking, non-verbal communication

Knowledge and critical understanding: knowledge and critical understanding of the self; reflection on one's own actions/one's own decision

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LEARNING PATH - COOPERATION

Cooperation and negotiation – Secondary school

Games: Hanabi, Rory's story Cube, Jembatan: Misión ¡Parar la guerra!

Information: In order to have enough time to play Jambatan in class, we recommend to collaborate with another teacher and merge time slot to have two consecutive hours available.

COMPETENCES

Values: Valuing democracy, justice etc

Attitudes: Tolerance of ambiguity; responsibility; respect

Skills: Listening and observing, empathy, cooperation, analytical critical thinking, non-verbal communication, Linguistic skills

Knowledge and critical understanding: knowledge and critical understanding of language and communication

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LEARNING PATH - COOPERATION

Strategy and communication – Secondary school

Games: Jembatan, Rory's Story Cube, Hanabi

Information: Throughout this path, players are encouraged to develop their strategic and communication skills both through verbal and non verbal skills.

COMPETENCES

Values: Valuing democracy, justice etc

Attitudes: Tolerance of ambiguity; responsibility; respect

Skills: Listening and observing, empathy, cooperation, analytical critical thinking, non-verbal communication, Linguistic skills

Knowledge and critical understanding: knowledge and critical understanding of language and communication

THE MIND
HANABI

"HANABI, could be a good game to learn to take decision, to design a strategy, to understand what and how communicate with your friends. Hanabi knows how to make children uncomfortable and fear players of their next turn in pressure situations." (Teacher of an Italian primary school)

1. Overview over the unit (time necessary):
   3 hours

2. What competences you should expect students to learn:
   Fairness, equality, responsibility, respect, cooperation, looking out for each other, empathizing with the other person, responding to the other person's needs and wishes; putting aside one's own wishes in favor of a common goal.

3. What do you need _ List of materials (additional possible materials)
   - 5 Tables with at least 5 chairs
   - 5 x Hanabi
   - 5 x The Mind
   - Flipchart
   - Partition wall
   - Paper, heavies, pens, printed peace symbols, magazines, journals,
   - Snacks

4. Preparation activities
   - Copies of the competence butterfly
   - Game instructions laid out on the tables
   - 5 different peace symbols for forming groups: for 20 players: 5 x 5 = 20 symbols + 1 enlarged printout for the table 5. Realization steps - Implementation of the individual stages:

A) INTRODUCTION

Come together with the students in a sitting circle. Before starting to play the games: talk in a circle about what will be done in this workshop. Describe the process

Each child draws one of the 5 peace symbols (e.g., dove, peace sign, etc.). Each child looks at his or her symbol before you draw attention to the individual symbols and discuss them in plenary. The students are asked to think about the symbol they have drawn and, after a short discussion round at the table, to describe what they see and how it relates to peace and democracy.

Possible Questions: Take a closer look at your symbol. What do you notice? Have you ever noticed this symbol in public? Do you know what it means? What effect does it have on you? What do you feel when you look at your symbol?

Short introduction to peace and war in the present and the past.

Show the students the competence butterfly and discuss individual aspects in the plenary. Possibility to talk briefly about what competences and skills are required. Now the students are already prepared for the topic of peace and democracy. The butterfly is hung up in the classroom for all to see.

Change seats: Everyone goes to the table with their peace symbol on it.

B) PLAY PHASE (LEARNING FORMAT)

Time: 30 minutes [break: for example, offering some activities with movement or getting outside] - 30 minutes

Group size: 4-5 players

Start the game session: Made a short introduction to the game Hanabi. For each table prepare the game instructions as a copy.

Good Practice: 20 students, heterogeneous age group, in the context of a summer afternoon care of students

1st game session: Hanabi: 5 groups play Hanabi. The dynamics were very good. Afterwards the paper-based questionnaires were filled out.

2nd game session: "The Mind", whereby 1 group voluntarily played Hanabi again in order to improve their competences. The group setup was redone as only 2 sets of "The Mind" game were available. Because of the game situation, calm returns to the groups and the students are very concentrated. The feedback on the game was very good. After "The Mind" the questionnaire was filled in again.

C) DEBRIEFING & CONCLUSION

After the end of the play session, the reflection phase started.

The students work together on a poster on the topic of peace, democratization and try to present their experiences during the game. Finally, the students come together again in the plenum and together observe their posters. The groups present their results to the whole class.

The students are also encouraged to reflect which competences they think they have acquired according to the butterfly.

Questions to conclude: To what extent do peace and democracy play a role in your everyday life? How can you contribute to peaceful coexistence in your environment?

Alternative: After the gameplay meet again in a circle to reflect together upon the play-activities. Prepare different methods of giving feedback. Ask the students to write a short letter about what they learned during the play session.

HANABI

Students' reactions: it is fun, because we "Working together to reach the goal" and "developing a strategy & logic together, a lot of thinking-work, team success".

"The Collaboration part of the game really makes it interesting to play, removing the idea of ‚competition' completely." (student, Hanabi)

"It's about developing a global strategy and cooperation instead of competition. Slow but amusing gameflow." (student, Hanabi)

What the test players liked about the game is that you don't have to see your own cards and trust the others, as well as the challenge of thinking and playing together.

Students have identified the following skills as learning outcomes: Analytical and critical thinking as well as listening and observing skills, empathy, cooperation skills and conflict resolution skills are established through the game. In addition, knowledge and critical understanding of oneself as well as of language and communication are taught.

The following learning outcomes were achieved according to self-assessment: "That it is important to communicate and stay calm if someone does not understand." (student, Hanabi)

"Communication is key! Planning your tips and look a few steps ahead is very important." (student, Hanabi)
"Rhetoric: Hidden hints inside of hints, by the way of forming the sentence. Also Logic and thinking steps ahead." (student, Hanabi)
"It is very cool to find a solution together and be happy about the solution, not minding every small mistakes" (student, Hanabi)
"listen actively to what others have to say, don't interrupt, work together and celebrate success together" (student, Hanabi)
What do you learn? "Mistakes are okay :) and I liked that it was to win all together, that it was cooperative" (student, Hanabi)
Student reaction after the play session with "The Mind": "I better understood what „peace" means" (student, The Mind)

Hint: It is also possible to play different games with the students in one lesson, e.g. Jembatan, The Mind, Hanabi …

To play and try out different games with students, to also be able to make a comparison between the games and the play experiences. It is a good idea to have the students play different games in the same session. Jembatan is intended for 2 players, although it can also be played by 2-3 people per team. It might require the presence of the game leader. Hanabi works very well with 5 players, in this game and also in The Mind, team play as in Jembatan is not useful.
One challenge that may arise when playing different games in one session is that some groups may progress faster than others and finish the game sooner. This should be discussed with the students beforehand. Either they get the opportunity to watch the others or you prepare reflection questions to be answered in writing. So that there is not too much unrest in the room.
Another thing to consider is that players who have no or less experience with board games sometimes feel that the game others are playing is more fun. This impression can be due to the fact that the other group talks more, laughs more or does not talk at all. Here it is important that the game leader is there as a coach and acts in a motivating way.

TOKYO, NAGANO, KOBE

1. Overview over the unit (time necessary):
	1 hour

2. What competences you should expect students to learn
	Teambuilding, intercultural skills, communication skills, creativity, negotiation

3. What do you need _ List of materials (additional possible materials)
	•	Worksheet

4. Preparation activities
	•	One can play this game in the classroom, as well as an on-line activity using break-out rooms.
	•	If played in the classroom prepare the class for group work. For on-line prepare the break-out rooms and assign groups to the rooms.

5. Realization steps - Implementation of the individual stages:

A) INTRODUCTION

We live in mobile worlds. Through migration and digital media, we are increasingly networked worldwide, which on the one hand leads to an expansion of our own thinking and understanding of cultures, but on the other hand can also very quickly lead to misunderstandings. I.e. where people with different cultural backgrounds meet, irritations and misunderstandings can occur, also in the school context. Intercultural communication and interculturality require an understanding of cultural differences so that peaceful coexistence and action is possible.
The game "Tokyo Nagano Kobe"can be used in different settings, e.g. in gymnastics (group dynamics, conflict avoidance) or ethics lessons (roles, group dynamics, language, cultural diversity, …) but also in extra-curricular workshops where students come together who do not yet know each other.
Besides team building and socialising, the game served to experience communication in multicultural and interdisciplinary groups and to reflect on the effects of not understanding a language or understanding it only rudimentarily.

The game is language-independent as participants have to invent their own language.

B) PLAY PHASE (LEARNING FORMAT)

45 min

4 groups: Each group (5-6 students) works together to create its own language. Only 3 words are allowed be used: Kobe, Nagano and Tokyo. The aim is to agree in the group on a common set of word combinations. Following this, the group is given the task of communicating a physical task to someone who knows the character stock. This means that the group has to find a common word or sequence of words for the body parts (hand, foot, head, etc.) as well as for down, up, back, front, etc. The groups compete against each other: who solves the task the fastest.

1) Create your language
Create your own language from the words Toko, Nagano and Kobe and their combinations.

Example: „Tokyo" = Yes; „Tokyo Tokio" = No; „Nagano" = part of body for example arm.

The first part of the game is that they develop their own new language in a given time and learn to use it. The only restriction is that the language consists of the three words Tokyo, Nagano, Kobe and their combinations.

You have to think carefully about which words you need in order to guide the task - a physical exercise - as effectively as possible.

2) Task
After everyone has developed and learned the new language, you choose a group member „M". The task is now to work together to tell „M" a specific sequence of postures so that it can be performed.

- „M" goes offline/leaves the classroom so that the task can be communicated
- The rest of the group, except member »M« will get the task. When the chosen member »M« will return to the class, the game can start. The rest of the group will instruct the member »M« to reach the posture.

Remember: use only your new language!

Winner is the group that will reach the posture first.

C) DEBRIEFING & CONCLUSION

The following questions will be answered by the students in writing in order to initiate a reflection process and to have a basis for discussion.

- How did you feel when you used a language that was previously unknown to you?
- How did it feel to communicate a task in a language where only a few words are available?
- How did you feel to be part of a group, which speaks the same language, but with limitations?

- What did you find difficult? Were there any problems in communication?
- How important is it to understand what someone wants to tell us?
- How do I deal with it if a group member does not understand me and therefore cannot solve the task quickly?
- How did you feel about the role of communicating a task to a group member? Did one person take the „lead"?
- Do you know similar situations from your everyday life?

Variant: In the reflection phase, students are asked to think about what communication looks like in communities made up of members from different countries, cultural backgrounds, professions and expertise.

In the group provide slides and present your experience to the class.

- List what did you find easy and what did you find difficult?
- How did you feel to use a language you did not practice much?
- How did you feel to be part of a group which speaks the same language, but with limitations?
- How important is it to understand what someone wants to tell us?
- Have you been in a similar situation which you can compare with the »principle« of this game?

Students' reactions:

"Lost at first but it was nice to see myself improve in a short amount of time"

"Helpless and frustrated but it was kind of fun because we all felt the same helplessness"

"We all felt limited and also lost and confused. We had to think a lot and we realized quickly that our language was very restricted."

"We didn't have enough words (numbers or spinning) it was hard communicating with this broken language and for the other person to understand what you were trying to say. People not understanding the language and miscommunication between the group so people used different words"

"Our language was not really structured, we did not have enough words for a proper communication"

"It was quite hard and a little bit frustrating but we we're still able to understand each other a little bit"

4) Prevention of bullying, Disabilities

For the themes "Prevention of bullying, Disabilities" we suggest the following games:

- STOP Violence!
- TOIMOINOUS – YOUMEUS
- Concrete genie
- HAND17FAMILLES – Seventeen Families (Handicap)
- HANDICAP - DAY
- A blind Legend
- To the Moon

Learning paths - Prevention bullying

1) Primary school (6+ years old)
2) Secondary schhol (12+ years old)

Learning paths - Dealing with Disabilities

1) Primary school (8+ years old)
2) Secondary school (11+ years old)

LEARNING PATH - PREVENTION BULLYING

Primary school (8-10 yo)

Games: The language of emotions, Everybody is different

Information: The learning path suggested is composed of 5 phases:

Introduction: LOU (cortometraggio Pixar)

Discussion: The learners are introduced to the topic of bullying and what they think/experience about it.

Icebreaking: The language of emotions

Tools and activities: Everybody is different

Final reflection: The activities are focused on reflection with teachers/educators and extrapolation of those aspects on which all learners spend time for improving empathy and respect

COMPETENCES

Values: valuing cultural diversity

Attitudes: openness to cultural otherness and to other beliefs world views and practices, respect, civic-mindedness,

Skills: Empathy, conflict resolution skills

Knowledge and critical understanding: knowledge and critical understanding of the world (politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability)

LEARNING PATH - PREVENTION BULLYING

Secondary schools (12+)

Games: Everybody is different, Abbiamo alternative?, La mia vita non è uno spettacolo

Information: The learning path suggested is composed of 5 phases:

Introduction: Wonder (Stephen Chbosky, 2017)/ LOU (Pixar Short Film, 2017)

Explanation/Discussion: The first sequence needs to introduce learners to the topic of bullying and what they think/experience about it.

Icebreaking: Everybody is different

Tools and activities: Abbiamo alternative? / La mia vita non è uno spettacolo

Final reflection: The activities are focused on reflection with teachers/educators and extrapolation of those aspects on which all learners spend time for improving empathy and respect.

COMPETENCES

Values: valuing cultural diversity

Attitudes: openness to cultural otherness and to other beliefs world views and practices, respect, civicmindedness

Skills: Empathy, conflict resolution skills

Knowledge and critical understanding: knowledge and critical understanding of the world (politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability)

LEARNING PATH - DEALING WITH DISABILITIES

Primary school (8+ years old)

Games: Human knots, Identity and diversity, Handicap Day

Information: the learning path is composed: of the following phases:

Introduction: Nemo/Loop (cortometraggio 9 min)

Icebreaking: Human knots

Explanation/Discussion: The first sequence needs to introduce learners to the topic of disabilities and what they think/experience about it.

Tools and activities: Identity and diversity (Amnesty International) + Handicap Day

Final reflection: The activities are focused on reflection with teachers/educators and extrapolation of those aspects on which all learners spend time for improving empathy and respect

COMPETENCES

Values: Valuing cultural diversity

Attitudes: Respect, responsibilities

Skills: Empathy, skills of listening and observing, cooperation skills

Knowledge and critical understanding: knowledge and critical understanding of the self

HAND17FAMILLES (HANDICAP)

FAMILIE GAME – CARDS

1. Overview over the unit (time necessary):
    1 hour

2. What competences you should expect students to learn
    Civic-mindedness, empathy, interpersonal sensitivity, respect, valuing human dignity and human right

3. What do you need _ List of materials (additional possible materials)

4. Preparation activities
    List of disabilities: Allergy, Asthma, Intellectual disability, Autism, Depression, Diabetes, Dyslexia, Dyspraxia, Temporary disability, Hyperactivity, Back pain, Low vision, Motor disability, Deafness, OCD, Head trauma, and Trisomy.

5. Realization steps - Implementation of the individual stages:

A)INTRODUCTION

The game's main objective is to teach about disabilities and their consequences on daily life and to develop tolerance towards difference. To get the students in the mood for the topic of disability, work with categories, for example, which are presented in the form of a table. This allows the students to discover certain forms of disability and to open the discussion in class with students who have e.g. dyslexia or hyperactivity. The students tell each other what they experienced and how they felt. In general, it helps students to understand better that everyone perceives things in a different way.

Explanation of the rules and the gameplay: It is explained to the students that through the game they learn to put themselves in the other person's shoes even better.

B) PLAY PHASE (LEARNING FORMAT)

Time: 30 min

The game can be played alone or with other players.

Two stages: Stage 1 - presentation of the different forms of disability and finding out what students know about them.

Stage 2 - Class group work: game of the 17 families then discussion about the family they had found.

C) DEBRIEFING & CONCLUSION

Through the play experience, the students should reflect on attitudes towards people with disabilities and develop a sense of tolerance.

Reflection: Do you think you have ever behaved inappropriately towards a person with a disability? What would you do differently today?

With a view to extending the use of the game, students will rework the game and create a mental map around disabilities.

Hint: The game was perceived as easy to play and the students did enjoy it. Here are a few comments from students concerning the Hand17 families game after the game play:

"We have fun and we learn that we have to do when there are people with disabilities."

"I like it because I learn a lot and it could be used in the future."

"I liked this topic of these families because I learned new things about diseases and disabilities."

"I learned if we are sick or disabled, we have the right to live like everyone."

"If you are kind you can help people with disabilities, and they will thank you."

"We should not make fun of people who are not like us"

"I learned a lot of things about disabilities, and I like this game."

"I learn it's necessary not to reject people not like us."

"To show that even people with disabilities can connect with us."

Teacher's feedback

"The first impression was that the cards were too big and the students could not handle them. Finally, they had no problem."

"Hyperactive: it was very difficult for everyone. They annoy everyone. They are rejected. Not medicated. The game shows that it is not their fault. Recent awareness: no impact on attitudes at the time of the interview."

"Previously worked with a colleague: brainstorming. They had prejudices and thought that the students would not play well and would not buy in. The students did much better than expected and than the adults."

5) Prejudices and stereotypes, Cultural diversity, Intercultural understanding

Games of this category are relevant to talk about stereotypes, sensitize to prejudices and value diversity and differences, either in the games' subject and/or thanks to its dynamic.

For the themes "Prejudices and stereotypes, Cultural diversity, Intercultural understanding" we suggest the following games:

- If you love me don't die
- Never Alone
- Tell me why
- Can you? The privileges game
- Dixit
- Stronger together
- Stereotypes
- Assassin's Creed: Discovery Tour
- Fake it to make it
- Distinct'go
- Kosmopolit
- @miclick
- Play2talk
- Post-facto

"This is a good introduction to creativity (DIXIT), emotions (FEELINKS) for children." (Teacher of an Italian primary school)

Learning Path: Prejudices and stereotypes, Cultural diversity, Intercultural understanding

1) Opening to others - embracing diversity - Secondary education or higher education
2) Celebrate diversity - Secondary education or higher education
3) Transversal path: Media literacy and digital citizenship (full online) - secondary to upper education

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LEARNING PATH - PREJUDICES AND STEREOTYPES, CULTURAL DIVERSITY, INTERCULTURAL UNDERSTANDING

Opening to others - embracing diversity - Secondary education or higher education

Games: Stereotypes/Dixit/Dinstinct'Go, Stronger Together, Can You? The privilege game

Information: The topics addressed by this learning path are: discrimination, prejudices, Human rights, LGBTQ+ rights, gender equality, anti-racism. This learning path is very interesting and crucial to build a safer educational environment. However, if the various topics are not evoked before, and if the participants to the activities are not sensitized to these issues, games and linked interactions may be an occasion to face discriminating or oppressive behaviours. But we have to keep in mind that those behaviours are anyway existing in the reality field, and this precaution necessity should not prevent or discourage you to try to raise awareness about discrimination and stereotypes. The role of the teacher/animator is to reduce the risk to see bad behaviour happen, for instance by setting strict rules of expression and by evoking these topics with pedagogy, caring and expertise. Complementary activities may be watching the movie „Imitation Game" (Morten Tyldum, 2014) or 120 Beats Per Minute (Robin Campillo, 2017).

COMPETENCES

Values: valuing human dignity and human rights, valuing cultural diversity

Attitudes: openness to cultural otherness, respect

Skills: empathy, flexibility and adaptability, cooperation

Knowledge and critical understanding: knowledge and critical understanding of the self

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LEARNING PATH - PREJUDICES AND STEREOTYPES, CULTURAL DIVERSITY, INTERCULTURAL UNDERSTANDING

Celebrate diversity - Secondary education or higher education

Games: Assassin – Discovery Tour, Kosmopolit, Never alone (at home or in the computer room), Dixit

Information: How to organise an online-game session at school? You can split the class in two, one with you in the classroom playing board game, and the other group with a pedagogical assistant having clear guidelines in the computer room. Let's play for half an hour or 45 minutes and then exchange rooms. You may also require the help of the informatics department of your organisation. Advice on playing Kosmopolit: We advise that the waiteress role is embodied by the most experimented player, the teacher or animator. This role needs indeed to know the game, and interact with the app. You can merge the role of the waiter·ress and the role of the Coordinator (Maitre d'Hotel). You can also play the game without headphone so every player can here the dish name out loud.

COMPETENCES

Values: valuing human dignity and human rights, valuing cultural diversity

Attitudes: openness to cultural otherness, respect

Skills: empathy, flexibility and adaptability, cooperation

Knowledge and critical understanding: knowledge and critical understanding of the self

LEARNING PATH - PREJUDICES AND STEREO-TYPES, CULTURAL DIVERSITY, INTERCULTURAL UNDERSTANDING

Transversal path: Media literacy and digital citizenship (full online) - secondary to upper education

Games: Misclick, Post-Facto, Fake it to make it

Information: The topics addressed by this learning path are: media literacy, digital citizenship, online behaviour, fake news, critical thinking

KOSMOPOLIT

1. Overview over the unit (time necessary):
     At least 1 hour

2. What competences you should expect students to learn
     Cooperation skills, flexibility and adaptability, linguistic, communicative and plu-rilingual skills, listening, respect for other cultures

3. What do you need _ List of materials (additional possible materials)
     Copies of world map

4. Preparation activities
     •   App
     •   headphones

5. Realization steps - Implementation of the individual stages:

A) INTRODUCTION

You can start by talking to the students about meals and certain foods. The students draw their favourite food and compare it with at least 5 other students? In plenary, the students can talk about their results in groups of 5.

Variant: In groups of 4, the children think about which languages they know and where they are spoken and enter them on a prepared world map.

Afterwards, there is an introduction about the fact that different plants grow in different regions and that this has resulted in different eating habits. Due to the global exchange of goods, the seasonal and regional differences are often no longer recognisable at first glance. When people are on holiday, they often want the food they know from home. Further down the line, you can discuss the fact that people from different regions speak different languages and mean the same food by different names.

In the game the team is running a restaurant, serving multicultural dishes and tourists from all over the world. The aim is to recognize the meal's name, identify where it comes from, gather all the ingredients and finally deliver it to the customer.

B) PLAY PHASE (LEARNING FORMAT)

Time: Each round of the game lasts about ten minutes, including preparation and wrap-up. Afterwards, the roles can be swapped.

Group: 15 students

Short introduction to the game (board game and app): It is important to explain the rules and the process of the game well and to prepare the players for the tight time budget.

Good Practice: The competences required to play the games are numerous and various: the player should be able to listen, transcript the order, read, figure out what language is used, coordinate with other players, all of this under time pressure.

"This game is about opening to differences, which leads to tolerance".
(teacher about the game Kosmopolit)

C) DEBRIEFING & CONCLUSION

After the game session, the individual groups report on how they fared during the game. Where were the big challenges? What experiences do they take with them for their everyday life. What is your recommendation to avoid misunderstandings.

Hint: The 30-page accompanying booklet, presents selected languages of the world, gives linguistic insights and shows geographical distributions of languages.

The cooperative aspect of the game is of course one of its main assets, but the theme of the game is a great aspect of sensitization and awareness to other cultures through food and languages. The game can lead to geographical, historical or linguistic lessons. The diversity of the language and the highlight of some regional languages encourages reflection about the origins of language, the complexity and interconnection between languages and people. The game promotes the richness and variety of cultures, the acceptance of complex and hybrid identities, and in the end, builds a solid foundation for mutual respect in the classroom and in society.

Students' reactions: it is fun "because you can discover other cultures", "because it includes all the world's continents so it's very inclusive" and that they cooperated with each other during the game.

The learning outcomes were summarised by the students as follows: "the respect for other cultures", "respect for other people", "learn how to cooperate and collaborate" and it "is better to discuss", it "is better to work together rather than to work alone".

More than fifty per cent of the test players during the piloting said they would also like to play the game in their free time and forty-one percent feel that they have learned something about peace through the game and eighty-five percent feel motivated by the game to actively deal with peace and conflict prevention.

DIXIT
FEELINKS
HANABI

1. Overview over the unit (time necessary):
   - 2 hours

2. What competences you should expect students to learn
   - DIXIT and Feelinks: Creativity, innovative thinking, empathy, intercultural understanding, reflection
   - Hanabi: Analytical and critical thinking skills Communication, non-verbal Intercultural understanding

3. What do you need _ List of materials (additional possible materials)
   - DIXIT
   - Feelinks
   - Hanabi

4. Preparation activities
   - 20 students (10-11 years)
   - 3 facilitators
   - The pupils prepare the game on the table and read out the rules. Players who know the game support their colleagues and explain the rules. The players play a first round with the support of the teacher, then they play independently. The teachers try to keep track of and coordinate the activities, which can be very challenging.

5. Realization steps - Implementation of the individual stages:

A) INTRODUCTION

- Introduction in the issue with a short movie: Animated Short „Monsterbox" by - Team Monster Box | TheCGBros, https://www.youtube.com/watch?v=DoLAoOkG5gY
- Discussion with all students about emotions of the girl and the old man, we spoke about friendship, feeling of not being understood, the generosity, the capacity to understand emotions and help other people.
- 20 pupils in 3 groups (8-7 and 5), each group in a circle

B) PLAY PHASE (LEARNING FORMAT)

- Each group plays 1 game, assisted by a teacher at the beginning.
- In each group, the rules are introduced. The game environment is prepared together. Start with a first test run of the game to internalise the rules.
- Emphasise that the games are not competitive games: The games focus on emotions, on creativity and on the ability to make decisions together with the classmates.
- Game play: 60 minutes

C) DEBRIEFING & CONCLUSION

20 minutes: Finally, the children discuss their experiences with their colleagues and teachers.

Teachers' feedback: „Feelinks" is the more challenging game as it requires self-reflection. All games require collective decision-making. Dixit focuses more on creativity and students liked both the cards and the flow of the game. Hanabi is simple and the group was able to organise themselves.

The pupils like the games for the following reasons: "They liked to play in team. They liked to listen and they learned the importance to listen the classmates. They like to play the role of Master of emotions (Feelinks) or the role of Narrator (Dixit). The pupils liked the cards and the colours (Dixit)"

"DIXIT, thanks to the cards, the imaginative colours and images, as well as evocative of many emotions, are a good tool to stimulate creativity and ‚tell oneself'. Using Dixit, the teacher could help pupils to express and shared their emotions. Dixit could be also a way as a ice Breaking."

"FEELINKS it's absolutely good for children with learning difficulties, anxiety who may better understanding their emotions, as well the emotions of their classmates at times. It could be a tool in the classroom to help children learn empathy, how they can help others handle the negative emotions."

"HANABI, could be a good game to learn to take decision, to design a strategy, to understand what and how communicate with your friends. Hanabi knows how to make children uncomfortable and fear players of their next turn in pressure situations."

Students' reactions about the game „Feelinks": "It was fun because you had to guess emotions", "Because it's a game where you can express your emotions in different situations".

Students answered the following when asked if they had learned anything about conflict prevention and peace: "That you have to talk about how you feel and discuss it peacefully", "I learned that conflicts are very underestimated", "You have to show respect".

DIXIT
FEELINKS
MEMO ROBOT
KALEIDOS

1. Overview over the unit (time necessary):
   - 2 hours

2. What competences you should expect students to learn:
   Creativity, innovative thinking, empathy, intercultural understanding, reflection, interpersonal sensitivity

3. What do you need _ List of materials (additional possible materials)
   - DIXIT
   - Feelinks
   - Memo Robot
   - Kaleidos

4. Preparation activities
   - 19 students, 4th grade of primary school (9-10 years)
   - 4 facilitators

5. Realization steps - Implementation of the individual stages:

A) INTRODUCTION

Introduction to the topic with a short film: Animated Short „Monsterbox" by - Team Monster Box | TheCGBros, CGI 3D Animated Short „Monsterbox" by - Team Monster Box | TheCGBros

Discussion with all pupils about the girl's and the old man's feelings, about friendship, the feeling of not being understood, generosity, the ability to understand emotions and to help other people.

B) PLAY PHASE (LEARNING FORMAT)
- Students are divided into 4 groups (4-5 students), each group in a circle
- 1 hour and 20 min playing time
- Each group plays 2 games
- Explanation of the rules of the game and preparing together.
- The games are played once together as a test run to internalise the rules.
- It is emphasised that these are not competitive games: The games focus on emotions, on creativity and on the ability to make decisions together with classmates.

C) DEBRIEFING & CONCLUSION

20 minutes: pupils discuss their experiences with the pupils and teachers

Teachers' Feedback: All games require collective decision-making. Feelinks is the more challenging game as it requires self-reflection. It could be a tool in the classroom to help children learn empathy, how they can help others handle the negative emotions.

Dixit focuses more on creativity and the students. Using Dixit, the teacher could help pupils to express and shared their emotions.

The students like the Memo Robot game, especially the teamwork required to find the parts of the „good" robot. If you make a mistake, the „bad" robot gets bigger.

Kaleidos are more appreciated by teachers, for children is a little bit confused. Pupils stressed the fact that Kaleidos is a competitive game, with a one winner: they prefer the collaborative game, win or lose all together. Kaleidos is a new version of the traditional game "Names, Flower, Town and Animal". The teachers suggested to play Kaleidos with different teams.

"They mainly liked and Kaleidos and Dixit, Feelinks seems to be a little bit challenged for children: they are not used to reflect on their emotions and on emotions of their classmates.
In some case, they refused to guess the emotion of their classmates." (an Italian teacher)

The pupils like the games for the following reasons:

They liked to play in team and the collaborative decision process: they are not usedto play in a team.

They liked to listen and they learned the importance to listen the classmates (Feelinks). Nevertheless, some boys refused to guess the emotions of the classmates.

They like to play the role of Master of emotions (Feelinks) as well as the role of Narrator (Dixit).

The pupils liked the cards and the colors (Dixit), the creation of sentences (Dixit) and the process.

The pupils said they have learned to play in team, to take a decision with other class-mates and to find a mediation. They discover that they can listen the friends and can change their opinions (Feelinks and Dixit). Playing all together was a new experience for the majority of the pupils: at home they play alone with smart phone, PlayStation or Tablet.

6) Peace and War

For the themes "Peace and War" we suggest the following games:

- It's a Wonderful World: War or Peace
- Reconstrucción- War is not a game
- Peacemaker
- Valiant Hearts - (The great war)
- Jembatan: Misión ¡Parar la guerra!
- The war of mine
- Time for peace
- El Juego de la Paz
- Bakeraikileak - Constructoras/es de Paz
- The World Peace Game
- Peace War Peace

Learning paths - Peace and War

1) Children
2) Celebrate diversity - Secondary education or higher education

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LEARNING PATH - PEACE AND WAR

Children

Games: Jembatan, Hellapagos, Constructores de paz

Information: Jembatan is a purely cooperative game, thus serving as a good "antidote" to situations of exclusion: it can be used to complement a conflictual game with dynamics of exclusion, be it a board game or a playground game such as "police and thieves"; for board games, avoid Lupus in tabula, which can dangerously exacerbate exclusion dynamics and foster conflict. Jembatan can be played starting with a simpler version (available in the instructions) and making it gradually more complex. The metaphorical aspects of the game reflect real life, but analogies may need to be explicated better. It shows how cooperating helps to prevent a conflict even though the path to war seems simpler. The aspect of negotiation can be found in the game but should be developed externally by the teacher. After Jembatan, Totem and Friendship cards could be used to explore emotions and emphasise positive traits of children.

COMPETENCES

Values: Respect of law comes out in all games as rules must be known, respected and then used; peace

Skills: Cooperation skills, conflict resolution/prevention; empathy

Attitudes: Respect

Knowledge & understanding: critical understanding of the self

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LEARNING PATH - PEACE AND WAR

Celebrate diversity - Secondary education or higher education

Games: Jembatan – Hellapagos – Totem – Friendship cards

Information: Jembatan can be used as a warm-up exercise for cooperation, before moving on to Hellapagos. Hellapagos is more suitable for teenagers than younger children due to its content and themes, e.g. the phase in which a player is chosen to die for the survival of the rest of the group. It is a strategic game which initially requires teamwork and coordination, but which later leaves room for individualistic strategies. Players need to negotiate and convince others when choosing who to eliminate. Totem can then be used to balance the conflictual aspects of Hellapagos by emphasising positive individual traits. Friendship cards can also be connected to Hellapagos since it involves reaching an agreement through emotions. Constructores de Paz can be included in this path: it is an encyclopedic, informative game which requires basic knowledge of certain historical figures and events: this makes it more suitable for teenagers, maybe starting from 14 years old. It is useful for Civic Education, and is more informative than recreational. Constructores is available in English, French, Spanish, Basque.

COMPETENCES

Values: human rights and dignity, democracy, justice, fairness

Skills: Cooperation and Conflict resolution, empathy, listening and observing

Attitudes: Openness to otherness and other world views, civic mindedness (collective interest), responsibility

Knowledge: Critical understanding of self, Knowledge & critical understanding of the world

THE WORLD PEACE GAME

The organisation of „World Peace Game" is particularly challenging as it requires teachers to complete a master class in order to facilitate the game in the classroom. Additional training is required for heterogeneous groups outside the school context.[1]

1) Overview over the unit (time necessary):
    5 days (each 6 hours)

2) What competences you should expect students to learn:
    analytical and critical thinking, empathy, long-term and strategic thinking, respect, responsibility, self-reflection, public speaking

3) What do you need _ List of materials (additional possible materials)
    • Game board and necessary equipment
    • Printed instructions for all participants
    • Snacks, drinks – best placed in a snack corner

4) Preparation activities
    • Setting up the game takes a few hours. The playing field must be set up on four levels, and the documents must be copied for each player.
    • To enhance the game experience, the game should not be played in the classroom. Space must be available for the individual players and countries.

5) Realization steps - Implementation of the individual stages:

A) INTRODUCTION

The World Peace Game was developed by John Hunter in the 1970s. It is designed to give students between the ages of 11-17 the opportunity to recognise economic, political, social and economic interrelationships on a national and international level and to find creative solutions to bring about world peace, as the world is threatened by environmental catastrophes, armed conflicts, hunger, global migration and a lack of raw materials.

The game board - on 4 levels - is divided into 4 countries: The 4 countries are of different sizes and have different resources and budgets. The students slip into the roles of political decision-makers: prime minister, foreign and defence minister, finance minister, president of the World Bank, arms supplier, UN secretary-general, etc. and thus directly experience the consequences of their actions on the one hand on the conditions in their own country and on the neighbouring countries.

In addition, there is also a weather goddess and a saboteur who introduce the element of chance and incalculable events.

The aim of the game is to free each country from a dangerous situation and to achieve global prosperity with as little military intervention as possible. Only if at the end of the game week all countries have a higher budget than at the beginning and all crises have been solved - have they won together.

In the framework of this game, different competences and so-called soft skills are needed, as well as a feeling for the effects that political decisions can have, both on a national and international level.

B) PLAY PHASE (LEARNING FORMAT)

The game is played over 5 days and is structured by the facilitator, who has to complete a masterclass for this.

Facilitator: The entire course of the game is led by the game facilitator, who ends the five-minute negotiation phase with the ringing of a bell and a countdown. This is followed by an explanation of the procedure of the explanation phase and the accompaniment of the individual steps. Again and again, the students are asked to study the rule book, to observe and comply with the rules of the game.

The game facilitator does not actively intervene in the course of the game, but repeatedly gives suggestions to question and reflect on their own actions so that the students can plan and carry out further steps. In addition, the game facilitator can activate the student's (buried) knowledge through repeated questions so that they can find and overcome a solution to a crisis together (e.g. what the effect of a sandstorm is, etc.).

The game facilitator takes a central and supporting role for the smooth and comprehensible course of the game. Due to the pace of the game and the game setting, a very high level of energy is demanded from him/her. The importance of the game facilitator is also expressed by the fact that he/she structures the course of the game, comments on it and encourages the students to get involved according to their role or to reflect on their own actions. However, the game facilitator deliberately stays in the background, which is also made clear by the seated or less centrally present standing position.

Students: The game demanded a lot from the participants in many ways: teamwork, group dynamics, getting involved in a specific role and task and so on. The longer the game lasted, the more the students came out of their shells in the explanation phase. Shy students became noticeably more confident as the game progressed, which was evident in the way they spoke as well as the way they acted at the board.

The game can be only won together.

C) DEBRIEFING & CONCLUSION

After the intensive phase of the game, there is a closing event were families and relatives can also be present.

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1 Home - World Peace Game Foundation. In: https://worldpeacegame.org/ (accessed 12 January 2023).

The students receive a certificate, but it is also important to talk to them about the game and what they have experienced. A good way is to have the students write a letter to the game developer John Hunter in which they try to put into words what they have experienced.

"I admit that I have doubted my decisions from time to time, but I think and hope that politicians do the same sometimes. I think their game will inspire many more young people in the future. The game made me realise how much can and does go wrong in a world like this. I hope that our world will be better than it is now, and I hope that I will be part of it. Thank you for this experience."
(A letter from a 12-year-old participant to John Hunter)

PEACE-WAR-PEACE

1. Overview over the unit (time necessary):
    this game requires minimum 30 minutes, maximum 1 hour.

2. What competences you should expect students to learn:
    Empathy, reflection, self-reflection, value of the others', respect of the others, reflection on peace and war

3. What do you need _ List of materials (additional possible materials)
    • 1 paper for each participant
    • Colors

4. Preparation activities
    The Peace-War-Peace game should be played in a circle. Each child gets a piece of paper and some colors.

5. Realization steps - Implementation of the individual stages:

A) INTRODUCTION

In general terms, the game is structured as following:
Phase 1: drawing peace
Phase 2 discussion
Phase 3: drawing war
Phase 4: discussion
Phase 5: drawing peace
Phase 6: discussion

IMPORTANT: The educator should not tell the students how the game will develop.

B) PLAY PHASE (LEARNING FORMAT)

Phase 1: The facilitator/teacher/educator invites all children to draw what peace is for them.
Suggestions:

The educator should say that there are no wrong answers.

Important: an added value to this game is that the educator walks around the room while children are drawing in all drawing phases. This is important for the following reasons:
    • In case children do not know what to write, the educator can help giving them ideas, without influencing them too much. For example, the educator can ask "What makes you feel at peace?" "what do you like doing?" "What kind of activities make you feel happy?".

- Walking around children while they are drawing gives the educator some useful inputs for the following phase: the educator can get an overview of the different drawings of the children.

Phase 2, Discussion: After 5/10 minutes (it depends on the time available for the game), the educator stops children from drawing and start asking questions like:

- How did you feel to draw peace?
- Was it difficult to identify what peace meant to you?
Then, the educator asks if any of the students want to show and explain the drawing.

Phase 3, drawing war (5/10 minutes): After having some of the children showed their drawings, the educator now asks the children to pass the piece of paper to the person to his/her right side. Once they all have a piece of paper, in front of them, the educator asks them to pass again the paper to the person to his/her right side (in this way the paper is not so close to the child who originally drew it).

At this point, the educator asks the children to draw war on the paper they have in front of it. Some of the children may ask what the educator means, and again, the educator should tell children to feel free to interpret war as they prefer. It may happen that some of the children decide not to draw war on their friend's paper, in some way going against the rule of the game. The educator should not interfere with this decision.

Important: there are two ways to proceed with this phase. The first one is to just ask children to draw war as explained before. The second one is to add that they are not obliged to do that, for example by saying: "Now, I would like to ask you to draw war on the paper that you have in front of you. However, if you are not comfortable with this task, you can also choose not to do it". In this variant, some children may decide not to draw war, but differently from Variant 1, they are not going against the rule of the game as the educator left open the possibility not to do it. Variant 2 can be considered a "lighter" version of the game.

Suggestions for educators during the drawing war phase:
- It is key for educator to walk between the children while they are drawing, in order to identify the most significant drawings (which will help the educator to be ready in Phase 4, during the discussion)
- The educator should let children express themselves. Some children may completely ruin their friend's paper.

Phase 4, discussion: This is the most delicate phase because children may feel emotional for both:
- Having had to draw war on their friend's paper
- Seeing their paper edited by another student.

During this phase, the educator should start the discussion by asking:
- How was it to draw war on your friend's paper? Was it difficult?
- What kind of emotions did you feel?

Afterwards, the educators ask for volunteers between the children to show what they draw. The educator may also ask the child who originally drew peace how they feel to see their drawing changed.
At this point, the children may feel sad or angry to see their drawing "ruined" or modified by their friend. The educator should be ready to face these kinds of situations.

Phase 5, drawing peace: at this point, the paper goes back to the original drawer. The educator then asks children to draw back peace on their paper. Again, the educator is invited to walk around the room and identify the most significant drawings, so that afterwards he/she can ask children to explain them.

Phase 6, final discussion. The educator asks children to stop drawing and ask them questions such as:

- How was it to see your paper with war on it?
- How did you solve the war on your paper?

Afterwards, the educator asks if any of the children want to show their paper.

At this point, the game ends. For this game, the feedback guide could be modified in order to get inputs more specifically on this game.

Some examples of drawings:
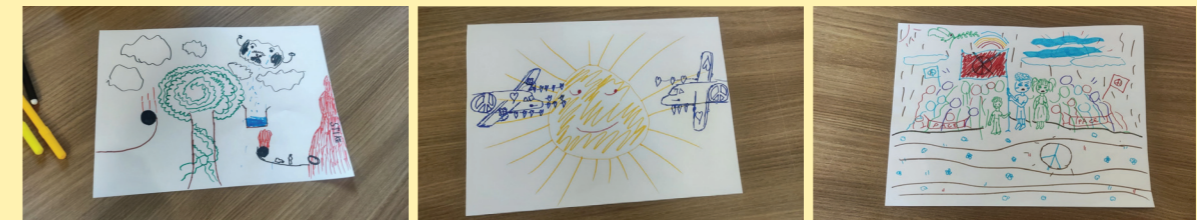
Drawing 1: during the drawing peace phase, child A (9 years old) drew a tree and some clouds. Child B (9 years old) who had to draw war, added two bombs falling from the sky, and angry cloud with rain. During the final phase of drawing back peace, child A transforms the war. As he explained, the bombs became bowling balls (on the right he also wrote "strike") and he draw a glass to collect the water falling from the sky not to waste it.

Drawing 2: Peace was drawn by child C (17 years old) as a smiling sun. Child D (17 years old), who had to draw war, pictured two planes that were shooting themselves. Child C transformed the shoots in hearts and added the traditional sign of peace on the planes.

Drawing 3: this is an intergenerational drawing as Child E, the first one to draw, was 17 years old while Child F, the second, was 9 years old. Child E draw a peace manifestation, with the sun and happy people. Child F puts clouds on the sun, make the people angry and added rains (in brown). Afterwards, Child E put the rainbow and added the peace dove.

Good Practice

During one of the pilotings, before the games, the educator asked children to reflect upon the concepts "peace", "war", "human rights". After the brainstorming, the educator showed the movie "MILA" a short movie on children and war (https://www.raiplay.it/programmi/mila). Mila is an Italian production and may not be available in each country, but surely there are similar short films for children easily available online. Brainstorming on the concepts before and showing a short film for children help start reflecting about the concept of Peace and War, introducing also the game.

C) DEBRIEFING & CONCLUSION

This game has different discussions and debriefing phases, and it is important to respect then.

The feedback from the students was very different and also related to whether they like drawing or not. Feedback emphasised that they did not find the game fun because they do not like drawing. On the other hand, they stated that they found the game fun because it was about peace. 71 would play it with their friends or family.

The children said they had learned the following about peace: "I learned to not fight", "the symbols of the wars and religions", "about wars and what peace means", "Peace is good for us", "you should be a good person".

One person stated that he/she had learned how "Important [it is] to talk about this subject". And 65 % feel motivated by the game to actively deal with peace and conflict prevention.

"Peace is good for us"

HELLAPAGOS

Overview over the unit (time necessary):

What competences you should expect students to learn:

What do you need _ List of materials (additional possible materials)

Realization steps - Implementation of the individual stages:

A) INTRODUCTION

B) PLAY PHASE (LEARNING FORMAT)

Best Practice I: 12-13 year old students
The classes were divided into groups of 12 players. The kids overall understood the rules of the game even though a minority had difficulties in understanding the rules. The game was very popular. They appreciated being able to establish alliances (team play). They reflected on how the exploitation and destruction of the environment and the lack of resources can affect wars and migrations.

Best Practice II: 17-18 year old students
At the beginning, the students were a bit difficult to understand the rules and needed help from the teachers to understand the dynamics of the game but, little by little, they overcame the difficulties and played independently, collaborating. They had a lot of fun and, in the end, were sorry they had to stop the game to test other products. The next day, at school, a discussion about the meaning of the game was started. According to the students, this game is NOT suitable for peace education because it triggers competitive dynamics.

Teachers' Feedback:

"The game is certainly fun but very competitive and knockout. It can be used as a provocation to show how often competition and oppression can threaten peace."

C) DEBRIEFING & CONLUSION

79% of the students who tested the game liked Hellapagos, because it is a funny game: "It is fun because in order to win you have to work in groups" and nearly 75% would play it again with friends or their families. 40% feel that they learned something about peace, for example "A world with peace is more beautiful and a world without it is uglier", "That

you have to stick together and try not to fight", "If you work peacefully in a group, it's easier to accomplish your tasks". 53% think they have learned something about conflict avoidance: "To respect my friends/mates", "To make it up with words, calmly, without shouting", "I learned that conflicts are very underestimated".

Finally, the students summarised their play experience with the following comments: "I understood peace better!", "I had a lot of fun and I learned a lot", "[…] most amazing part was to play".

"You should not fight, but stay together and learn together."

7) Feelings and Emotions

For the themes "Feelings and Emotions" we suggest the following games:

- The Colour Monsters
- Feelinks
- Language of feelings
- Totem - The Feel Good Game

"FEELINKS it's absolutely good for children with learning difficulties, anxiety who may better understanding their emotions, as well the emotions of their classmates at times." (Teacher of an Italian primary school)

Learning paths - Feelings and Emotions

1. Like to get you know you well - 8-14 Years old
2. You're playing with My feelings. Aren't you? - 16 - 19 Years old

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LEARNING PATH - FEELINGS AND EMOTIONS

Like to get you know you well - 8-14 Years old

Games: The colour monster, Totem, Feelinks

Information: All the games may be used at various levels: as ice-breaking activities or to a deeper level to increase self-awareness and mutual knowledge and acceptance. Our advice is to start with less complex games such as the color monster or Totem then play Feelinks which may lead to some surprisingly good conversations about complex issues (from genetic manipulation to their relationship with their father). Elder students can play these games using foreign languages.
The learning path aims are:
- to identify examples of emotions, feelings, and moods
- to develop self-awareness

COMPETENCES

Values: respect of law as it comes out in all games as rules must be known, respected and then used human dignity

Skills: respect, cooperation, listening, observing, empathy, linguistic, communicative and pluri-linguistic skills, conflict resolution

Attitudes: openness to otherness, respect, tolerance of ambiguity

Knowledge & understanding: knowledge and critical understanding of the selself

TOTEM – THE FEEL GOOD GAME

1. Overview over the unit (time necessary)

2. What competences you should expect students to learn
Empathy, reflection, intercultural understanding, knowledge and critical understanding of the self

3. What do you need _ List of materials (additional possible materials)

4. Preparation activities

5. Realization steps - Implementation of the individual stages:

A) INTRODUCTION

- Beginning of the lesson: Self-perception and external perception.
- Written assignment:
My colleagues appreciate ...
What do I think my colleagues don't like about me? What do I still have to work on?

B) PLAY PHASE (LEARNING FORMAT)

The one who deals out the cards gives each player, except himself, 7 animal cards (strengths). From these cards, each player must choose the one they think best suits the one who deals out the cards and then pass it to them face down. The dealer shuffles the cards and looks at them. The one who deals out the cards arranges the cards in order of which he thinks best suits him and places them face down on the table (best match as the last card). The one who deals out the cards shows the first card from the deck, and the person who chose it explains why he or she chose that strength and gives examples of that strength.

C) DEBRIEFING & CONCLUSION

Written reflection:
Part I
- What strengths do I have according to my colleagues?
- Does my self-image match my image in the eyes of others?
- Where do I have a different self-image than my colleagues see me?

Part II
- Have I recognised strengths in colleagues that have remained hidden from me until now?
- What do I learn from this?

Students' reactions: "It was fun because I want to see if the person knows me"
"We can see qualities that we didn't know and we see more things about the person"

"I like all in this game because we discover how others see you."

What the students have learned:

"Maybe I have learned to manage the problems and to calm down"
"I learned that if we argue we should know the solution easily (if we know the person well!"

"I learn that there are bullies but in reality, they are nice"

"I learned that everyone has his personality"
- To be kind and wise

"It is necessary to be careful to the personality - I learned that we don't know well our friends"

FEELINKS

1. Overview over the unit (time necessary):
      1 hour

2. What competences you should expect students to learn
      Empathy, reflection, intercultural understanding, knowledge and critical unders-
      tanding of the self

3. What do you need _ List of materials (additional possible materials)
      The board game FEELINKS

4. Preparation activities
      2 facilitators

5. Realization steps - Implementation of the individual stages:

A) INTRODUCTION

   •   Explanation of what the game is about, explanation of the rules
   •   The students were divided into groups up to 8 players

B) PLAY PHASE (LEARNING FORMAT)

Preparation phase:
The students were divided into groups

Good Practice I: First degree secondary school 16 children (12-13 years old included students with special needs). The game was popular with the majority of players, although some of them found it boring. Students appreciated having to put on the shoes of others by recognizing the feelings and emotions of other players. Links with Peace Education: The game makes the players understand each other's feelings. Feelinks can also be used in many situations in the classroom as it it is particularly useful to solve conflicts.

The strengths were: Almost all the students were involved in the games and many of them showed enthusiasm for the activity. The instructions of the games were easily understood by the students. After a brief explanation of the rules, the students were able to play without the need of their teachers. All the games can be suitable for learning paths on peace education

The weaknesses: Probably too many students were selected, so that they sometimes had to interrupt while they were playing because time was running out. Several games were played at the same time in the same rooms, which caused some disruption. Despite the engagement, it was not possible to check if all students filled in the satisfaction questionnaire. Despite these drawbacks, the day was great and all students expressed their gratitude for the time spent together.

Good Practice II: 15 students (16-18 year): The students understood the rules immediately and did not need the teacher's guidance. The activity was very much enjoyed. The students also shared private aspects of their personalities and this did not create difficulties, but it strengthened the cohesion within the group-class.

The action was very successful. The students followed the rules and collaborated for the success of the activity. The game was very empathetic. The students were happy to share some facets of their character. The game was followed by the discussion phase in which each player explained their emotional choices, opening up to confrontation and debate. It aroused real empathy among the participants. Some situations presented in the School or Family cards are not very realistic, or in any case they are far from the reality of our pupils. Instead of using the cards and the situations proposed, they could be taken as an example of the real events (at school, in the city, ...)

C) DEBRIEFING & CONCLUSION

Teachers' Feedback:

"The game is not competitive. It is based on empathy and is oriented towards discovering the many facets of the character of the companions. Recommended in the already formed classes, in which the classmates have known each other for a long time, to deepen the knowledge. I would advise against using it in the first classes, where the pupils do not yet know each other."

Feedback from the students between 9-14 years: "It is fun because while we play we have a laugh and we communicate, especially in a team."

They liked it because:
 "You must guess the emotions of your schoolmates and express, describe them"

"You learn a lot of things about your friends and schoolmates"

"That you have to reflect"

"Playing alltogether"

A student asked in the feedback because he liked the game: "I like all. Can you leave to the school the game?" and over 65% of this age group (9-14 years) would play it at home with friends or their family and 40 % feel motivated by the game to actively deal with peace and conflict prevention.

Many of the students feel that they have learned something about peace and conflict prevention. For example, they said: "That to work in a group is better than being alone", "That in a team you can do everthing without fighting" "We are all different and everybody has different emotions", "That you have to talk about how you feel and discuss it peacefully", "To talk and to not get angry"

Feedback from the older students (16 years +) why they liked the game Feelinks: "You can discover other point of view", "Even if It was a repeat of actions you could understand other feelings", "You have to think about your emotions".

Some students didn't like the game. The reasons were: "I don't like really much expose my self", "Some people cheat"
According to the students, they have learned the following about peace and conflict prevention: "to don't judge other people,", "learn how to cooperate", "Accepting others".

"That to achieve peace one must understand others"

MY FIRST ORCHARD
HOP! HOP! HOP!
I COLORI DELLE EMOZIONI
WOOLFY

1. Overview over the unit (time necessary):
     2 hour

2. What competences you should expect students to learn
     Empathy, reflection, intercultural understanding, knowledge and critical understanding of the self

3. What do you need _ List of materials (additional possible materials)
   • My first orchard (HABA)
   • HOP! HOP! HOP! (DJECO)
   • I COLORI DELLE EMOZIONI (Monster colours) (DEVIR)
   • WOOLFY (DJECO)

4. Preparation activities
   • primary school (1st grade), 22 students
   • 5 facilitator (at least 3 teachers)

5. Realization steps - Implementation of the individual stages:

A) INTRODUCTION

22 students divided into 4 groups, each group in a circle.

Each group plays 2 games coordinated by a teacher.

The games are: My first orchard (HABA), HOP! HOP! HOP! (DJECO), I COLORI DELLE EMOZIONI (Monster colours) (DEVIR), WOOLFY (DJECO)

Game is set up and rules of the game are explained

Test run of the game so that the rules can be understood.

It is pointed out that these are cooperative games. I.e. we all win together, or we all lose together (against the crow, against the wolf, against the wind). The game „The Colour of Feelings" is different, as it is more challenging and requires self-reflection. All games require a collective decision.

B) PLAY PHASE (LEARNING FORMAT)

- 45 minutes – game 1
- Break
- 45 minutes – game 2

C) DEBRIEFING & CONCLUSION

Discuss with the students about their experiences.

Teachers' Feedback:

"All 22 students were really enthusiastic of the games: they preferred the easier games, like "My first orchard" and "Woolfy" (16 out of 22 students). The Girls preferred "The colours of emotions" (6 out 22)" (Teacher)

The pupils like the games for the following reasons:

"My first orchard: it is easy, simple rules, it is a collaborative game towards the crow, which id the common enemy."

"HOP! HOP! HOP! The pupils like to move the pawns of the game, the strategies, to play all together to save all the pawns."

"I COLORI DELLE EMOZIONI (Monster colours) (DEVIR): The colors monster: the pupils like the game, and they are enthusiastic about the process, the collaborative decision-making process, the reflection about emotions."

"WOOLFY it is a collaborative game towards the wolf, which id the common enemy of the three Little pigs. They like the simple rules and the logic of the game and the pot."

Pupils reaction after the piloting: The pupils said they have learned to play and to respect the turns. They discover that they can easily learn new games and that all games are nice. This is a new experience for the majority of pupils: 16 out of 22 pupils at home play alone with smart phone, PlayStation or tablet. Only 4 out of 22 play sometimes with parents or brother/sister.

The teachers' final feedback on the play session was as follows:

"This is a good introduction to emotions for very young children. It's absolutely ideal for children with learning difficulties, anxiety or autism (there is a autistic pupil in the class) who may find their emotions overwhelming and confusing at times. It could be a tool in the classroom to help children learn empathy, how they can help others handle the negative emotions."

I COLORI DELLE EMOZIONI
WOOLFY

1. Overview over the unit (time necessary):
    2 hour

2. What competences you should expect students to learn
    Empathy, reflection, intercultural understanding, knowledge and critical understanding of the self

3. What do you need _ List of materials (additional possible materials)
    • I COLORI DELLE EMOZIONI (Monster colours) (DEVIR)
    • WOOLFY (DJECO)

4. Preparation activities
    • Pre-primary school 9 children (4-6 years with migratory background)
    • 2 facilitators

5. Realization steps - Implementation of the individual stages:

A) INTRODUCTION

    • Pupils organized in circle
    • Introduction: the story of the wolf and little pigs is told.

 B) PLAY PHASE (LEARNING FORMAT)

    Play session

C) DEBRIEFING & CONCLUSION

Talking about the experience during the game.

Teachers' Feedback
„The colour monster: The pupils like the game, but the rules and the process are a bit difficult for this age. They find it difficult to identify and describe the feelings of the monster."
"The game made children more attentive to the emotions and the situation, but the game requires concentration and reflection."

Pupils prefer WOOLFY.

„WOOLFY (DJECO) is a common game with the wolf, who is the common enemy of the three little pigs. They like the colours, the logic of the game and the pot. The pupils like moving the game pieces, rolling the dice and especially building the house. They like to rescue the little pig from the pot."

"This game allows to learn the concept of the movement from one box the next one, after rolling the dice. They also like to save the little pig from the pot! They would prefer to cook the wolf. In the game, the children learned the rules of the game and practised the language. They learned to play together and learned to respect each other's moves. The ability to pay attention to the game is limited."

The teachers finally stated that the games are very suitable for intercultural classes. Monster Colours can also be used in many situations in the classroom.

Further Example:

CAN YOU? SCRUPULES - LE JEUX DES PRIVILÈGES

CAN YOU? SCRUPULES - LE JEUX DES PRIVILÈGES is a game that is not in the catalogue, but is very suitable for teaching peace skills.

1. Overview over the unit (time necessary):
   30 minutes

2. What competences you should expect students to learn
   Empathy, reflection, intercultural understanding, knowledge and critical understanding of the self. Reflection on stereotypes, prejudices, and the advantaged/disadvantage part of the society

3. What do you need _ List of materials (additional possible materials)
   • The card game CAN YOU? SCRUPULES - LE JEUX DES PRIVILÈGES

4. Preparation activities
   • 19 students (10 boys -9 girls) – 17-18 years

5. Realization steps - Implementation of the individual stages:

A) INTRODUCTION

   • explanation of the rules
   • The students were divided into groups up to 8 players

B) PLAY PHASE (LEARNING FORMAT)

Preparation phase: The students were divided into groups

Playsession: The students were very involved and relaxed in the game and in the reflections proposed by the pilot action.

C) DEBRIEFING & CONCLUSION

The game is quite simple, a role-playing game in which you play a privileged or marginalized character and reveal your feelings according to the situations proposed by the game, the students understood the rules immediately and did not need the teacher's guidance.

The activity was appreciated. After the game, students also shared private aspects of their personality and this did not create difficulties, but it strengthened the cohesion within the group.

Students Feedback: The action was very successful. The students followed the rules and collaborated for the success of the activity which was appreciated. After the game, students also shared private aspects of their personality and this did not create difficulties, but it strengthened the cohesion within the group

Teachers' Feedback: Testing the game went very well. The game was very addicting. The students identified with the characters and situations. The game was followed by a discussion phase in which each player revealed whether he feels privileged or marginalized. The game also allowed to reflect on issues of citizenship such as rights, health, equality and equity. Some situations presented in the game touch on sensitive issues (sexuality, immigration, gender identity) and are very realistic so they could make students uncomfortable even if in our case it did not happen. The game is recommended for ages 16 and up.

Recommendations for fellow teachers that would like to use these games for teaching: The game is not competitive. It is based on empathy and is oriented towards self-awareness and it can be useful to make people reflect on citizenship rights and issues. Recommended for more mature students to deepen self-awareness.

Further Example:

WHOLE SCHOOL APPROACH OF CITIZENSHIP EDUCATION

Target: local authorities

The Métropole of Grand Lyon had launch an experimental initiative called "participatory budget" which is a call for project of development plan in colleges (lower secondary education).

Context: In France, Education Policy is decided at the national level (ministry of Nationale Education), then monitored at local level by « Rectorat ». So local authorities can not impact deeply the content of formal Educational programmes, however, they can influence learning environment: Regions are responsible for the construction and maintenance of upper secondary education facilities, Department are responsible for lower secondary education facilities, and cities for primary education facilities. The case of Métropole of Grand Lyon is particular as the Métropole get some competences of the department level.

Grand Lyon organised a call to development plan in 5 institutions:
- le collège Lucie Aubrac à Givors,
- le collège Colette à Saint-Priest,
- le collège Henri Longchambon à Lyon 8e,
- le collège Marcel Pagnol à Pierre Bénite,
- le collège Pierre Valdo à Vaulx-en-Velin

These institutions are considered a priority as they are located in "Priority district of the City" which are area with high unemployment rate, with a population with a disadvantage economic background, lower school achievement rate etc.

Grand Lyon granted 200 000 euros for development plans in these 5 institutions. Development plans can encompass equipping a classroom with innovative material, building a garden, renovating community spaces etc. In the selected institutions, renovation work will be done in the students community space (foyer des élèves), including an "isolation box", in other schools they will enhance the garden and recreation area.

Why is this practice relevant?
This practice is relevant to the whole school approach of Citizenship Education as it enables a direct dialogue between local authorities and pupils, who can bring their own plan to face specific issues. For instance, pupils asked to build an "isolation box" within the school: this request highlights two facts: first learning environment may not be quite enough, especially in big cities facing an increase of the number of students in each institution. Second, it also brings to light the will of pupils to better handle their emotions, and this isolation box may be used in a broader policy of Peace Education or Conflict Resolution.

In this way participating pupils get an idea of a democratic process related to budget allocation, of responsibility for those who are designed to present the project on behalf of their entire institution, as well as a better idea of what is the competence of local authorities and how they can impact their daily lives. In the end, the dynamics included in this whole process is a very good way to learn about democracy and citizenship in a concrete way.

Link:
https://met.grandlyon.com/un-budget-participatif-pour-donner-la-parole-aux-collegiens/

http://lyonbondyblog.fr/LBB/metropole-de-lyon-un-budget-participatif-pour-et-par-les-collegiens/

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Council of Europe. Reference Framework of Competences for Democratic Culture[1]

Values

- ☑ Valuing human dignity and human rights
- ☑ Valuing cultural diversity
- ☑ Valuing democracy, justice, fairness, equality and the rule of law

Attitudes

- ☑ Openness to cultural otherness and to other beliefs, world views and practices
- ☑ Respect
- ☑ Civic-mindedness
- ☑ Responsibility
- ☑ Self-efficacy
- ☑ Tolerance of ambiguity

Skills

- ☑ Autonomous learning skills
- ☑ Analytical and critical thinking skill
- ☑ Skills of listening and observing
- ☑ Empathy
- ☑ Flexibility and adaptability
- ☑ Linguistic, communicative and plurilingual skills
- ☑ Co-operation skills
- ☑ Conflict resolution skills

Knowledge and critical understanding

- ☑ Knowledge and critical understanding of the self
- ☑ Knowledge and critical understanding of language and communication
- ☑ Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability.

Erasmus+