

CURRICULUM

“GAMIFICATION IN YOUTH WORK FOR INCLUSION OF IMMIGRANTS”



TITLE:

CURRICULUM “GAMIFICATION IN YOUTH WORK FOR INCLUSION OF IMMIGRANTS”

PROJECT:

“DIGITALISATION AND INNOVATION OF YOUTH WORK METHODOLOGY FOR INCLUSION OF IMMIGRANTS”.

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ABOUT THE PROJECT

Young people are increasingly engaging with new technologies and digital media. There is clearly a role for online youth work practice, in terms of exploiting a new space for youth work in a meaningful way, supporting digital literacy and enabling young people to deal with some of the associated risks. The practice implications for youth workers lie in new competencies required and new forms of boundary maintenance in relationships with young people.

Most of the today approach of adult youth workers in establishing a contact with youngsters many times is ineffective because the methodologies to attract the youngsters' attention and interest are outdated. Youth workers struggle in finding contacts and moment of dialogue with youngsters because they use tools that are too far from the daily life of teenagers today, who spend most of the free time online.

Gaming and social networks are some of the most common hobbies for youngsters and can be considered as a passive activity. Or, from other perspective, the youngster in that moment can be described as an active contributor to an activity or a common project in a game platform or as a moderator in a chat.

Many times, youngsters discover most part of opportunities for their free time online and that is why they do not get usually in touch with youth centre and youth workers. Even if youngsters show a big confidence in using online tools, they are still not educated in using these tools with full awareness.

Quality youth work that meets young people's needs must, in this modern era, include digital considerations. This does not mean that every youth worker should be a technical expert, but that a recognition that young people are growing up in a digital era and that they need support to navigate the online aspects of their lives and critically analyse online information/interaction is becoming increasingly central to youth work.

This project responds to the needs of our youngsters (mainstream and marginalised) and youth workers, as well as is in line with the latest findings on European level that there is a need for innovative youth work approach towards youngsters that spend a lot of their time online and do not visit (local) youth centres/clubs so much, any more.

With this project, we aim at further empowering our youth workers in innovative usage of digitalisation, online youth work and gamification methodology in regular work with youngsters (incl. immigrants) in our communities, in order to increase attractiveness of the youth work activities and make them up to date for better impact on inclusion and engagement of both mainstream and marginalised, immigrant youngsters.

Therefore, the objectives of the project are:

- Empower youth workers with knowledge and skills to implement digital tools and use online youth work in their everyday activities, with special focus on inclusion, through development of innovative and up-to-date toolkit and handbook.
- Empower youth workers and improve knowledge management of youth work organisations in theory and practice for building competences of youth workers in Gamification and adventure/escape room methodology in online & offline youth work for inclusion of immigrants, through useful/inspiring curriculum, e-learning course & toolkit with innovative methodology.

- Encourage more youth workers for organising creative and innovative youth work online and offline activities with gamification methodology based on affordable, low-cost/efficient adventure rooms among mainstream & marginalised/immigrant youngsters in our communities.
- Attract more immigrant youngsters to youth work activities by multiplying the innovative low-cost/efficient adventure rooms in our communities, and thus increase inclusion among youngsters.

This project is carried out transnationally, as it is about new technology, ICT tools/methodology that does not recognise geographical borders, but instead is present fairly in all our countries. Diversity of the countries involved bring special added value to the project, as partners come from 4 countries that are each on different level of digitalisation of youth work and using gamification methodology.

Project activities are:

- A1 – Project Management activities
- M1 – Kick-off transnational project meeting of the partners
- O1 – Toolkit “Digitalisation of youth work for inclusion of immigrants”
- M2 – 2nd transnational project meeting
- O2 – Curriculum “Gamification in youth work for inclusion of immigrants”
- M3 – 3rd transnational project meeting
- O3 – E-learning course on Gamification in youth work for inclusion of immigrants
- O4 – Handbook “Online youth work for inclusion of immigrants”
- M5 – 4th transnational project meeting
- O4 – Toolkit “Adventure rooms in youth work for inclusion of immigrants”
- C1 – LTAA Training of trainers
- E1, E2, E3 – National conferences in Croatia, Sweden, and Serbia
- E4 – International conference, Germany
- M5 – Evaluation transnational project meeting

Project partners are:

- Youth Power Germany e.V., Germany
- Wizard, obrt za savjetovanje, Croatia
- Ung Kraft / Youth Power Sweden
- Centre for modern living competences (CSZK), Serbia
- Association for improvement of modern living skills “Realization”, Croatia



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INTRODUCTION TO THE CURRICULUM

The Curriculum “Gamification in youth work for inclusion of immigrants” is an innovative resource designed for youth workers/trainers working with educational programmes on inclusion of immigrants. The curriculum is designed for a full 7-day long training course to educate youth workers in developing the needed skills and knowledge in using gamification for inclusion of immigrants. It is an innovative training model, covering the existing need for adaptation of gamification methodology through youth work, as well as the needed learning tools to support a quality education of youth workers for latter usage of gamification in their work with beneficiaries. The chosen methods for the sessions developed for this curriculum are very practical and useful when working with youngsters (mainstream and especially marginalised) on inclusion of immigrants. This target group is not easily involved in youth work activities, but these methodologies are really appealing, and it guarantees an active participation that leads to a deeper and stronger self-improvement as well as motivation to remain active in the future.

The main objectives of the training courses adopting this curriculum are:

- To learn more about the realities of different countries regarding the existing programmes in youth work for inclusion of immigrants in the community
- To understand the challenges and disadvantages of immigrants and marginalised groups in the community
- To explore the key aspects of gamification and implementation techniques
- To explore the skills developed by using gamification in youth work for young immigrants
- To understand the impact of gamification in addressing social, psychological, and educational needs
- To discuss and reach common understanding on the importance of linking the daily life problems of immigrants within the gamification activity by using inclusive methods
- To create space for developing recommendations to youth workers working with immigrants in their city/country
- To develop and practice local workshop that use gamification methodology for inclusion of immigrants

The curriculum of the training course is based on principles, and approaches of non-formal education. It consists of practical activities easier to multiply for all interested youth workers/trainers. It also serves as a quality improvement of knowledge management in youth (work) organisations, as it allows for easy and quality multiplication of knowledge and practices described and for future education and empowerment of youth workers interested in using gamification methodology in their youth work for inclusion of immigrants.

Moreover, interactive methods such as small and big group activities, group challenges, role plays, presentations, entertaining learning activities, and exchange of practices in combination with theoretical input by the trainer are carefully chosen with the aim to meeting the learning needs of the participants and creating space for future planning and putting in practice the knowledge gained.

Programme of the training course

| Day 1 | |
|---------|--|
| PM | Arrival of participants |
| Evening | Welcome evening |
| Day 2 | |
| AM | Introduction session with Basic information about the Curriculum/Training course, Expectations, Contributions and Group building |
| PM | Inclusion of immigrants in our communities and different youth work programmes working on it |
| PM | Reflection and Evaluation of the day |
| Evening | Intercultural evening |
| Day 3 | |
| AM | Understanding disadvantage of immigrants and marginalised groups |
| PM | Basic concepts, values, and approach of Gamification |
| PM | Reflection and Evaluation of the day |
| Day 4 | |
| AM | Gamification and the daily multicultural life problems, social, psychological, and educational needs of immigrant youngsters |
| PM | Statistics and Prejudice about gamification and its influence on young immigrants |
| PM | Soft skills improved by Gaming - contributing to solving youth migrants' issues |
| PM | Reflection and Evaluation of the day |
| Day 5 | |
| AM | Steps needed to do a Gamification activity for inclusion of immigrants |
| PM | FREE AFTERNOON |
| Day 6 | |
| AM | Gamification: Player Persona and Types of archetype players influencing multicultural socio-psychological needs of immigrant youth |
| PM | The Mission and Mechanics within gamification activity; with link to daily life problems of immigrants |
| PM | Reflection and Evaluation of the day |
| Day 7 | |
| AM | Theoretical concepts of how to make a LASTLONG gamification activity related to inclusion of immigrants |
| PM | Infographic about how to design a gamification activity connected to inclusion of immigrant youth |
| PM | Development of local workshops on inclusion of immigrants for youngsters with using gamification methodology |
| PM | Reflection and Evaluation of the day |
| Day 8 | |
| AM | Development of local workshops on inclusion of immigrants for youngsters with using gamification methodology |
| PM | Testing the workshops, Feedback and Consultations |
| PM | Evaluation and closure |
| Evening | "See you again" party |
| Day 9 | |
| AM | Departure of participants |

RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

The curriculum “Gamification in youth work for inclusion of immigrants” is developed with the aim to extend the impact of the overall project to the partners and other organisations’ members and educators who are active in working with immigrants and other marginalised groups. Furthermore, it aims extending the impact and providing tools for all educators and youth workers that focus on the topic of inclusion in their work by providing techniques of using gamification as innovative source in this regard. Thus, the support to further develop capacities of organisations and youth workers in their programmes is the main idea behind this curriculum.

This curriculum is an especially useful resource for all educators, youth workers and organisations that are interested in working with immigrants and other marginalised groups and using gamification as a tool for inclusion of immigrants. The developed sessions can be easily adapted to implement in different country realities and needs, as well as it serves as an inspiration to organise similar activities.

The quality adaption and implementation of a training course based on this curriculum, including the successful achievement of aims and objectives set for each session and exercise can be ensured by following some key recommendations presented below. These recommendations are helpful in both stages - preparations before the arrival of participants to the training course and during the programme of the training course.

Stage 1: Before the training course

- Participants should be provided with all detailed information relevant to their participation through the info pack, email/phone communication, including the hygiene and safety measures. In the application form, there should be a question related to their motivation in the programme and based on that to do the selection of participants.
- The coordinators of the project and partners organisations in charge of preparing/sending participants to the training course, should arrange preparatory meetings with participants in order to prepare them and inform more about the topic and expectations, cultural values of the country, the key information regarding non-formal education methodology (for those who are participating for the first time in such programme), as well as support them in arranging the travel and needed preparations before the arrival.
- It is important that participants are informed in advance about some activities that require them to have some certain level of knowledge about the local context. Participants should do some research in advance about the situation of immigrants in their country, as well as the existing programmes in youth work related to their inclusion, and challenges of youth workers in this field in order to be able to adapt easily with the topic and develop local workshops based on the needs discovered.
- The partner organisations should prepare the participants about the importance of acceptance and tolerance when working in intercultural groups.
- Sending organisations should provide their participants with relevant materials about the organisation’s work and activities in order to give them the chance to share and exchange contact, as well as initiate potential partnerships. Such materials and information can include brochures, web page links, business cards, booklets or other relevant publications related to the topic, and so on.
- Participants should be informed that there is going to be an intercultural evening where each group brings local food or drinks, or present interesting facts and cultural values from his/her own country.

Stage 2: During the training course

- All the sessions presented in this curriculum are developed by competent trainers and youth workers and are designed for all educators who are interested in the topic of gamification and its usage for including immigrants in the community. However, when organising a training course based on this curriculum, educators have to first consider the level of knowledge in the group and adapt the sessions according to their needs and capacities.
- Evaluation and reflection on learning objectives is a key element of every working day. It is essential that participants set learning objectives and expectation to the training course in the first day of the programme and then reflect on it in the last day. Also, every working day should provide space for participants to reflect and evaluate the working day including the programme, energy within the group, trainers' performance, and his/her own level of contribution and learning.
- The daily reflection and evaluation should be encouraged highly and shared with the trainers. In this way, trainers can address easier the needs of the group and adapt the sessions and methodology according to those needs and ensure the success of the implementation and achievement of their learning goals.
- Trainers should be aware that sometimes some of the sessions might take longer time to be implemented than initially planned. Flexibility is important in these cases, especially when participants seem to enjoy and learn more about certain activities.
- Trainers should emphasise and give the opportunity to the participants to contribute to certain sessions if they wish to. This announcement can be done in the first day of the programme so that participants can plan something in the upcoming days.

Stage 3: After the training course

- It is important that after the training course an evaluation process takes place. In cases that participants have local workshops to implement, an evaluation form that includes this process and relates it with the long-term impact of the overall training is particularly useful for them to reflect and for the trainers to improve their work in the future programmes. The evaluation forms should always include questions regarding the suggestions and improvements for the work.
- After the departure, it is important to maintain contact with the participants to develop the local workshops and give the needed support/help to organise these workshops. After the implementation, a form for feedback and reporting of the follow-up activity can be requested from the participants.

GUIDELINES ABOUT THE SOCIAL DISTANCING AND SAFETY MEASURES DURING THE COVID-19 PANDEMIC

The training course and the chosen methods for the implementation of the sessions is designed in a way to easily adapt during the time of Covid-19 pandemic and the measures in force while having an in-person training. The aim and objectives of the training course are not negatively affected when organising the sessions by respecting the key safety measures.

However, it requires some additional effort and communication from the organisers to avoid any potential issues and misunderstandings with the arrival of participants and during the programme. The most updated information regarding the in-force measures in the country where the training course takes place should be communicated to the participants so that they are prepared and not experience any challenges while trying to enter the country, ensure safety for themselves, and know exactly what to expect when arriving. The communication can be done through the partner organisation to each participating country in the project, or to participants directly. All the preparations and logistics should be adapted according to the current safety measures, and for this reason the organising team should constantly check the situation to be able to react and plan on time.

BEFORE THE TRAINING COURSE

- The venue of the training course should have a bigger space to adapt the safety measures and social distancing. If the training course takes place during a warmer weather, it is better to organise some of the activities outdoor if possible.
- The selected participants for the training course should inform the organising team in case they are experiencing any symptoms of Covid-19 before the travelling takes place. Those participants are advised to not travel, and the partner organisation should be able to react on finding a replacement from the applicants on the waiting list.
- The safety and hygiene instruction should be provided to all participants and trainers before their arrival to the venue. Also, sanitizers and masks should be planned for each person, in the working room, as well as in the rooms where participants are accommodated.

DURING THE TRAINING COURSE

- The hand sanitizers and masks should be put in a visible place in the working room, including some of the most frequented places around the venue by the participants.
- The 1.5 – 2 meters distance and wearing masks should be the main rule while having big groups activities. When in small groups work, if the distance cannot be respected fully, participants must have their masks and disinfect their hands time to time.
- Everyone should wash and disinfect their hands when they enter the working room.
- It is recommended that trainers remind participants time to time about the disinfection and measures to take into consideration while doing an activity.
- Small groups activities are highly recommended to be organised during the Covid-19 pandemic to easily manage the physical distance.
- Whenever possible, outdoor activities should take place.
- Participants should be provided with a set of essential working materials in the first day of the training course. They are advised to use that set during the whole working days unless they need additional materials for some certain activities.
- Every person (participant, trainer, organising team members) should be aware that is responsible for himself/herself when it comes to respecting the measures.
- The working room should be ventilated time to time during the day, such as before the session starts in the morning, during the coffee breaks, and after the sessions.

DEVELOPED SESSIONS OF THE TRAINING COURSE: “GAMIFICATION IN YOUTH WORK FOR INCLUSION IMMIGRANTS”

Introduction session with Basic information about the Curriculum/Training course, Expectations, Contributions and Group building

Session Title: Introduction session with Basic information about the Curriculum/Training course, Expectations, Contributions and Group building

Duration: 180 minutes

Background:

Every training course needs a starting point where the participants, partners, and the organising team meets officially. The introductory sessions are developed for this reason so that the first contact with everyone is established and the information for the project, activities organised, the training course and agenda, as well as the group building takes place. Usually there are some people that know each other already, but the idea behind the session is to set the ground for introduction of the whole group and teambuilding, including the setting of learning objectives and potential concerns to have in mind before starting to work on the respected topic. Furthermore, all information regarding to the accommodation, logistics, food, and coffee breaks, as well as practical information about the venue and the surroundings is provided during this session.

Aim of the session: To set up the basis for the learning process and group building, including the information provision for the project and programme.

Objectives:

- To introduce the project background and the programme of the training course;
- To create space for getting to know each other;
- Setting the ground rules for working;
- To create space for reflection on expectations and contributions on the programme.

Competences addressed:

- Personal, social, and learning to learn competence;
- Cultural awareness and expression competence;
- Multilingual competence;
- Literacy competence.

Methodology and methods:

- Input (presentation);
- Plenary rounds;
- Work in pairs and individually;
- Small groups work;
- Brainstorming.

Session flow:

I. Introduction about the project and activities (15 minutes)

The representative of coordinating organisation/ project coordinator starts with an official opening of the training course by introducing himself/herself and the organisation's work. Further on, an introduction to the project and its main activities takes place, by continuing with the training course background. The trainers and key members responsible for the programme, logistics and participation support present themselves too.

II. Round of names (10 minutes)

Participants are invited to shortly introduce themselves by saying the names, organisation that they are representing, and to share with the group something regarding their travel to the training course. The trainers start first in order for the participants to feel more at ease continuing.

III. Find a pair and share (30 minutes)

There are some small papers in a box prepared in advance by the trainers. They contain different questions or topics for short discussion. The trainers invite each participant to take a paper from the box and instructs them to find a pair for discussing each other's questions/topics in 2-4 minutes. Then, they change the pair, and thus several rounds of sharing take place. The approximate amount of time for the whole exercise is 30 minutes. The potential topics/questions chosen for this exercise can be the following:

- The game I liked the most during my childhood
- What is your picture of a perfect day?
- Favourite food
- Favourite movie
- Favourite place to have a relaxing/fun time
- Favourite sport/activity
- How do you picture your future?
- The best gift I received/gave to/from someone
- Best friend
- Best work experience
- The most valuable thing I learned from my parents
- The greatest thing about school is
- Working with/for people of different backgrounds
- Favourite book of all times
- What is your most favourite way of travelling?
- A perfect job place
- My method of learning/studying
- The best/worst habit

IV. Presentation of the agenda and the programme (10 minutes)

The trainer dedicates some minutes to present the detailed agenda to the participants for the whole programme, through different drawings and visual materials. Some of the key methods and methodology that are planned to be used are shortly mentioned as well.

V. Expectations, Concerns, and Contributions (25 minutes)

The trainer places in the floor 3 coloured post-it papers (green, red, and blue coloured) and some pencils/pens. He/she instructs that in the following 5 minutes, they have to use a post-it paper from each colour to answer three questions related to the programme. Each participant has to do this task individually and have in mind that each colour represents a specific question and should not be mixed. The trainer writes the questions on a flipchart. The questions are the following:

- Green: what are the some of the expectations from this training programme?

- Red: what are some of the concerns from this training programme and the overall organisation of the event?
- Blue: how do you see yourself contributing to this programme and to the teambuilding?

When they are done, they stick the papers in each respective flipchart. Then, the trainer divides them into three groups, and each group has to analyse one flipchart/colour. Some short presentation from each group takes place after the analysing part, where they share their impressions and understanding on what was written in their flipchart.

VI. Building Bridges (80 minutes)

The trainer asks participants to stand and walk around the room and find people who are born in the same season as themselves. In this way, they will be grouped in 4 different groups (Spring, Summer, Autumn, Winter). The trainer merges two groups of opposite seasons, thus forming two bigger groups for the upcoming task/exercise. Participants are informed that their role in this exercise is that they represent two groups of inhabitants living in two parts of a town who are divided by a river. The groups have conducted several discussions through years, and finally came to a common idea to build a bridge as a solution to cross the river. The contribution to building the bridge should be done equally by both parts of the town. However, there challenge of this exercise is that one person should be appointed to discuss with other party about the designing of the bridge.

The trainer instructs both groups to join different working spaces/rooms where they can discuss freely without interrupting or hearing the other group. They have in their working spaces/rooms different type of materials that can be used for the construction of the bridge. The trainer gives only one criteria and instruction about the bridge – to be in a scale of 1 meter and to be able to support the weight of a toy car. Information regarding the width or height and materials chosen, should be discussed between the spokespeople of each group.

The groups use few minutes to discuss and choose the spokesperson as their representative, as well as prepare for the tasks. The discussion with the other group starts after 15 minutes between both spokespeople in private. At this stage, they do not share/exchange ideas for the design of the bridge. Then, they go back to their groups to report on the discussion and use the next 20 minutes to work on the design of the bridge and work. The groups representatives meet again for 10 minutes to discuss about ideas and design. They join their respective groups again to work for 15 minutes more and see if any adjustments are needed.

When the work is done, both groups join altogether to present their half part of the bridge constructed, to merge, and test it. They use the toy car to test the functionality of the bridge and applaud their work achievements and cooperation.

The trainer invites them to join the circle for a short reflection on the task by using the following questions:

- How efficient was the team in organising the work?
- Did each group member participate in the work?
- How is the negotiation process evaluated by each group and spokesperson?
- Did the initial idea for building the bridge work or there was a need for change? What about the design?
- Were there any challenges or problems in communicating with the other group?

VII. Group agreements (10 minutes)

This part of the session starts by connecting the logic behind the previous exercise. The trainer emphasises the importance of having common agreements on cooperating and completing a task together by referring to the bridge building experiences shared by the participants. Further on, he/she adds that during the programme, there should be certain rules established by the participants regarding different practicalities and working methods, as well as inclusion and respecting each other. Then, the brainstorming of ideas starts, and the trainer writes in the flipchart all the rules and

agreements set by the participants. The flipchart is glued on the wall, in a visible place to be shown during the whole training course.

Materials needed: timetable of the programme printed, post-it papers with written questions/topics, coloured pencils and pens, flipchart papers, different materials for the building bridge exercise (papers, cardboard, tape, scissors, glue, balloons, etc.), markers.

Background documents and further reading:

- More information about the Building bridges exercise can be accessed in this link: <https://www.salto-youth.net/tools/toolbox/tool/building-bridges.305/>

Recommendations for future trainers multiplying this session:

- The exercise “Find a pair and share” is similar to the “Speed Dating” exercise. The organisation of these exercises usually brings a vivid atmosphere to the group and allows them to share the passion and excitement while sharing their experiences in a certain topic. This might cause a lot of noise in the working room and distraction to the other pairs. Thus, it is important to analyse the working space if it is big enough, or if the activity can be organised outdoor where more space is available for them to not distract each other.
- When implementing the activity “Building Bridges” it is important to pay attention on the time. Participants might need more time to do the task, so, if possible, the session can be extended a bit more. If not, the element of time can be used as a challenge for them to complete the task.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

Inclusion of immigrants in our communities and different youth work programmes working on it

Session Title: Inclusion of immigrants in our communities and different youth work programmes working on it

Duration: 180 minutes

Background:

Participants and organisations that they represent work in different countries that have different realities regarding the inclusion of immigrants and other marginalised groups. Immigrants are dealing with a lot of challenges and discrimination when it comes to inclusion on education, employability, social interaction and so on. The inclusion of immigrants is treated differently in every country by respected organisations working on this topic, therefore the sharing and exchanging of experiences and realities is considered highly important in order to bring new ideas and programmes that contribute to inclusion of immigrants in the community. This session provides the opportunity for participants of each participating country to first learn and share with each other about the existing or previously implemented programmes that addressed inclusion of immigrants, and then to exchange this information with other countries' participants and organisations.

Aim of the session: To share and exchange with each other the realities on the youth work programmes for the inclusion of immigrants in the community.

Objectives:

- To learn about the situation of immigrants and their inclusion in different countries;
- To know more about the existing programmes related to inclusion of immigrants in the community;
- To identify commonalities and differences between different programmes existing;
- To share youth work practices in the field of inclusion.

Competences addressed:

- Personal, social, and learning to learn competence;
- Cultural awareness and expression competence;
- Multilingual competence;
- Literacy competence.

Methodology and methods:

- Small groups work;
- Discussion in plenary;
- Presentations.

Session flow:

I. Introduction to the session (10 minutes)

The trainer opens the session by emphasising the importance of inclusion and with a focus on inclusion of immigrants in the communities that partner organisations work. Then, he/she explains that this session is designed to give space to each national group to share the realities of youth work programmes that work with inclusion of immigrants.

II. National group work (80 minutes)

The trainer instructs participants to be divided into their national groups for this part of the session. They have to do some research, discuss about their involvement in the inclusion of immigrants in their community, as well as adding more programmes that they know about or have researched before the arrival of the training. They have approximately 80 minutes to complete this task and prepare a presentation about their findings. Potential questions to orientate their research are:

- How is the organisation you are part of addresses the topic of inclusion of immigrants in the community?
- Can you provide some of the best examples of certain programmes/activities that had impact in the community?
- What are the main challenges that youth workers experience when working on the topic of inclusion of immigrants in your city/country?

III. Presentations (50 minutes)

When all groups inform the trainer that they are done with their work and presentations preparations, they all join the circle and start with their presentations one by one. Each group presents either by flipchart or PPT prepared their findings about the inclusion of immigrants, and after each presentation a short session with questions takes place.

IV. International small groups (40 minutes)

The trainer applauds everyone for their presentations and announces that there is an additional task for everyone in order to enrich their learning and exchanging of practices in this topic. He/she forms mixed groups consisting of people from all participating countries. Their task is to discuss about potential commonalities and differences they recognised from each other's presented realities and programmes. The discussion is structured by following the questions:

- What were the common elements/activities that you recognised in the presented programmes by different countries?
- What were the differences spotted between countries in relation to the approach in inclusion of immigrants in different programmes?
- What is the role of youth workers in this aspect? How can our programmes help further the inclusion of immigrants in the community?

The discussion lasts about 25 minutes. When the time is over, the trainer invites once again everyone to shortly share the impressions from their group.

Materials needed: A4 and A3 papers, flipchart papers, pens, markers, colours, Laptop, projector.

Recommendations for future trainers multiplying this session:

- It is recommended that trainers or organising team asks participants to do some research about the inclusion of immigrants in their community before their arrival to the training course, including the programmes by the civil society organisations and youth led ones. This will help participants to easily complete the task and not struggle with managing time to research and prepare a presentation in 80 minutes.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

Understanding disadvantages of immigrants and marginalised groups

Session Title: Understanding disadvantages of immigrants and marginalised groups

Duration: 180 minutes

Background:

After the exploration of country realities on inclusion of immigrants and sharing/exchanging information and programmes on this topic, participants are invited to dig more into the topic of inclusion. It can be said with certain that in order to better understand a topic and contribute more to solving an issue, the best alternative is to explore and understand it from a closer perspective and get connected more with the local context. When it comes to the inclusion of immigrants, trying to understand their challenges and disadvantages, trying to involve them in different activities is not always the best solution. Instead, the local community should be invited as well educated in terms of social inclusion and intercultural values. In this way, immigrants would be less uncomfortable and overcome challenges and disadvantages they experience in daily bases, because they will be understood and supported by the local community. This session consists of different interactive exercises that deal with understanding the disadvantages of immigrants and marginalised groups by trying to put participants in the shoes of marginalised groups. Thus, it creates space for discussion, reflection and understanding the discrimination that these groups of people experience constantly.

Aim of the session: To explore and understand the disadvantages and challenges experienced by immigrants through interactive and creative methods.

Objectives:

- To create space for reflection on the situation of immigrants and marginalised groups;
- To better understand the challenges and disadvantages that immigrants and marginalised groups experience in daily life;
- To create space for a better understanding of the need for inclusion of these groups;
- To use creative and interactive exercises for learning.

Competences addressed:

- Critical thinking;
- Analysing and reflecting;
- Personal, social, and learning to learn competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Interactive exercises;
- Small group work;
- Individual reflection;
- Discussion.

Session flow:

I. Dots (45 minutes)

The trainer invites all participants to stand up and form a circle. They are informed that the trainer will stick a small paper (Dot) in their forehead and that during this exercise they are not allowed to talk to

each other until the end. The Dots are of different colours and/or shapes. Participants have to remain with eyes closed until the trainer tells them to open the eyes. Each participant gets a Dot stick in their forehead, and the trainer continues with further instruction. After opening their eyes, the instructions are that they have to form groups by their own and by not saying any word to each other. This is the only explanation that the trainer gives, and participants start with their task. Since the stickers in the forehead are the main focus and special sign that they now possess, they start grouping themselves according to the similarities in the sticker. There is only one sticker that is different from the majority ones. When the participants seem to be done with the grouping, the trainer asks if there is anyone who is not happy with the group and if everyone found a group. If someone expresses their dissatisfaction, they are instructed to join whichever group they like.

When everyone finds his/her place in the group, the trainer invites them in the plenary for a short debriefing on the exercise. The importance of the debriefing in this exercise is to explore the idea behind the exercise and relate it with understanding how disadvantageous groups feel when they are treated differently and not included (in this case the Dot that was different from other types of Dots). The debriefing is done by following the questions:

- Do you understand what happened in this exercise? Did you get the idea?
- How did you feel right after the given instructions were given to you? Who was the first one to proceed with groups formation?
- Was it difficult to find yourself a group or someone helped you?
- Did you experience any unfairness during the process?
- How did you become a member of a group? Did anyone end up alone?
- How did the person who was without a group in the beginning feel? What about the others who already had a group and saw a person standing alone and not included?
- In everyday life, who are those groups and people who are not included and are left alone? What disadvantages do they experience?

The trainer writes in the flipchart some of the key words and answers by the participants. He/she closes this part of the session by emphasising that the purpose of this exercise was to create understanding on how important inclusion is and highlighting that the marginalised groups and immigrant constantly experience disadvantages and challenges to be accepted in the community.

II. Sharing discrimination and exclusion (75 minutes)

Participants are all sitting in the plenary for the next exercise. The trainer explains that in this part they will need to think about an occasion when they felt discriminated or not included and write some of the key points of that situation in a piece of paper. In case they do not remember any of such case about themselves, they can describe a situation of someone else that they have seen. They are given 15 minutes to do this. When everyone is done, the trainer forms mixed small groups and asks them to discuss and share with each other their written situation regarding discrimination and exclusion and come up with an idea on how different way of responding or reacting could change the situation. Everyone joins their groups and have approximately 20 minutes to share with each other their story. When the time is up, every group is back at the plenary for a short presentation of their discussions. Each group has up to 10 minutes to share the key points of their discussion and the recommendation for solution related to their cases.

III. Chains of the ideal society (30 minutes)

The trainer invites all participants to think for a few minutes about the society they would like to live in and define two characteristics that can be considered as identical ones for that society. They have to write these two characteristics in sticky notes and put them in a big paper that the trainer has stuck on the wall. When everyone is done with writing and sticking these characteristics, the trainer gives further instructions. At this stage they have to think about two elements that prevent the pursuing of their ideal society with focus on the two defined characteristics of that society. These two elements represent the “chains” that do not allow the pursuing of the ideal society.

After a few minutes of reflection, the trainer brings a box with balloons and strings. Each participant has to take two balloons and two pieces of string. The next instructions are that they have to blow up those balloons and use the string to tie them up and write the two "chains" that prevent the ideal society to exist. The string should also be used to tie the balloons on each ankle.

The trainer announces that the next phase is the given opportunity to break the chains. They can do it by stamping on them individually, or by bursting each other's balloons in order to release them from the chains.

IV. Debriefing (30 minutes)

After the exercises part is done and all participants are free from the "chains" of the ideal society, the trainer invites everyone in the plenary for a debriefing on the session. The debriefing is organised by the following questions:

- How did you feel after the completion of these three exercises? What added elements you could notice after each exercise?
- What could be the main reasons that some groups experience disadvantages in a society?
- How about the society you live in or your neighbourhood? Which groups of people would experience difficulties in accommodating themselves in your neighbourhood?
- What is the importance in challenging this type of difficulties and social exclusion in regards of immigrants and other marginalised groups in our communities?
- Can you think of any ways that the youth workers can help the community understand the challenges these groups have?

Materials needed: A4 and A3 papers, small sticky papers/Dots with exact number as participants' (should consist of at 4 different colours, and only 1 sticker to be of different colour or design) flipchart papers, pens, markers, colours, 2 balloons per participant, 2 pieces of string per participants, a large empty room.

Background documents and further reading:

- Education pack "All different all equal" Ideas, resources, methods, and activities for non-formal intercultural education with young people and adults, COE, revised edition 2016, at the following link: <http://www.eycb.coe.int/edupack/28.html>

Recommendations for future trainers multiplying this session:

- When doing the Dots exercise, when choosing the person with the Dot that is different from all others and is left out without a group, the trainer should bear in mind to choose a person who is more able to easily manage the situation of being different and not in a group. If the participants are more emotional and sensitive regarding this, then someone from the organising team can join on this exercise.
- For the Sharing discrimination exercise, it is important that the trainer emphasises that even though real situations should be shared, no one is forced to share a situation which makes them feel uncomfortable.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

Basic concepts, values, and approach of Gamification

Session Title: Basic concepts, values, and approach of Gamification

Duration: 180 minutes

Background:

Participants have already gone through the process and importance of inclusion of immigrants in youth work. That gives the space to move forward with introducing the basic information about gamification including the values and approaches to do an activity. This session serves as the initial one to introduce the gamification as a process in order to continue further the programme with more complicated phases and steps. The concept of Gamification has become quite known in the business world, and especially for marketing purposes. According to Training Industry (2013), Gamification is the process of applying gaming designs and concepts to learning or training scenarios in order to make them more engaging and entertaining for the learner¹. It creates space for adding more challenges and interaction for the activity to be more inclusive and at the same time learning oriented. The use of gamification can be used both in online and in-person activities. This session is designed in a way to set the basis on understanding the concept of gamification, the approaches of implementation, including the type of implementation and the presence of online learning.

Aim of the session: To create space for understanding the concept and values of gamification and its importance in education programmes.

Objectives:

- To create space for brainstorming on the concept of gamification;
- To learn about the concepts, values, and approaches of gamification;
- To highlight the importance of gamification in education programmes.

Competences addressed:

- Communication and collaboration;
- Critical thinking;
- Analysing and reflecting;
- Personal, social, and learning to learn competence;
- Presenting.

Methodology and methods:

- Visual presentation and theoretical input;
- Video sharing;
- Brainstorming;
- Small groups work;
- Presentations and discussion.

Session flow:

I. Introduction to the topic and brainstorming (15 minutes)

¹ Training Industry, Inc. (2021). Gamification. Training Industry. <https://trainingindustry.com/wiki/content-development/gamification/#:%7E:text=Gamification%20is%20the%20process%20of%20applying%20gaming%20designs,them%20more%20engaging%20and%20entertaining%20for%20the%20learner>.

The trainer starts the session by informing participants that starting from this session, the programme will focus more into learning about the gamification and later on with adaption to youth work programmes designed for immigrants. He/she continues by asking the participants what comes to their mind when hearing the word "gamification". This word is written in a flipchart paper and the trainer starts writing down the ideas coming from the participants from this brainstorming part of the session. When having different opinions and ideas, the trainer adds on with a full definition of the concept of gamification.

II. What is gamification? – Video (10 minutes)

The trainer continues the session by screening a 10-minute video to the participants. The video explains by visualisation the key idea behind gamification and few examples.

Link of the video: <https://www.youtube.com/watch?v=BqyvUvxOx0M>

III. Theoretical input on Gamification and its core values (20 minutes)

The session continues by theoretical input by the trainer through a visual presentation. The content of the PPT consists of the following points:

- The values of gamification from the perspective of the organisation
- The values of gamification from the perspective of participants
- Exploring the elements of levels, challenges, feedback, scores, badges, leader boards, competition, and collaboration in gamification
- Gamification in online and offline setting

IV. The power of Gamification in Education (20 minutes)

The trainer emphasises the importance of gamification in youth work programmes in order to make the programmes more interactive and entertaining for the participants. In this phase, he/she plays another video which explains the importance of using gamification in education.

Link of the video: <https://www.youtube.com/watch?v=mOssYTimQwM>

V. Small group work - Exploring the presence of Gamification in online world and case studies (60 minutes)

Participants are divided in 3 mixed groups for this part of the session. The trainer explains that in order to understand in practice the concept of gamification with the focus of online programmes, each group has to work on an analysis of examples given about a certain organisation that uses gamification for their programmes. In addition, they will also research about the characteristics of gamification usage in online world based on these case studies.

The following are the case studies and task for the groups:

- General research for all groups: Gamification in online world

Case studies:

- Group 1 – Ticken: <https://www.ticken.co.uk/>
- Group 2 – Duolingo: <https://www.duolingo.com/>
- Group 3 - Deloitte Leadership Academy: <https://www2.deloitte.com/us/en.html>

The trainer shares the links for each programme/organisation and informs participants that they need to use laptops or tablets to do the research on this task. Participants can use their own laptops or are provided by one laptop per group by the trainers. They have 60 minutes to conduct their work and prepare a short presentation for the other groups to share.

VI. Presentations (55 minutes)

The groups gather back in the plenary for a short presentation on their findings. Each group has approximately 10-15 minutes in total to present their work and a short session on questions and

answers takes place after each presentation. The trainer adds comments after each presentation related to the understanding of gamification in these cases and in the online setting.

Materials needed: A4 and A3 papers, flipchart papers, pens, markers, laptops, projector.

Background documents and further reading:

- Useful materials for the PPT presentation on values of gamification: eLearning Industry (2015):
<https://elearningindustry.com/6-killer-examples-gamification-in-elearning>

Recommendations for future trainers multiplying this session:

- Trainers must be competent and well-prepared for the session and content provision to the participants. Gamification as a concept is not much explored in the youth work, therefore participants need detailed and clear information about it through the presentations, as well as ask questions in order to understand it better.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

Gamification and the daily multicultural life problems, social, psychological, and educational needs of immigrant youngsters

Session Title: Gamification and the daily multicultural life problems, social, psychological, and educational needs of immigrant youngsters

Duration: 160 minutes

Background:

With the introduction of gamification as well as exploration of its values and the initial analysis through researching of case studies, participants have developed the main idea and knowledge on the topic. In this session, they have the opportunity to further analyse the social, psychological, and educational needs of immigrant youngsters and further explore on the linkage and addressing of these needs through the usage of gamification. Immigrant youngsters experience challenges in adapting to the culture in the community they joined recently, including the challenges and the need for social interaction, education integration, and so on. Thus, this session will be focused mainly in addressing these problems and related needs of immigrant youngsters, through interactive methods that enable the exchanges of practices and collaboration between participants.

Aim of the session: The main aim of this session is to further explore the concept of gamification and its usage in the programmes related to the needs of immigrant youngsters.

Objectives:

- To identify the multicultural life problems of immigrant youngsters in the community;
- To identify the social, psychological, and educational needs of immigrant youngsters;
- To promote the use of gamification in addressing daily problems and needs of immigrant youngsters;
- To raise awareness about teamwork and creativity in addressing the needs of target groups.

Competences addressed:

- Communication and collaboration;
- Citizenship competence;
- Digital competence;
- Analysing and reflecting;
- Personal, social, and learning to learn competence;
- Presenting.

Methodology and methods:

- Interactive exercise – World café;
- Presentations and discussion.

Session flow:

I. Introduction (10 minutes)

The session starts with a short introduction by the trainer on the addressing of problems and needs of immigrant youngsters when coming in a new society where everything is unfamiliar, and the process of integration should begin. Furthermore, he/she explains that since the concept of

gamification is something they are familiar at this point, the next focus is on the target group, thus in the problems and needs of immigrant youngsters.

II. World café (90 minutes)

There are 4 tables set by the trainers where the participants are going to work. The trainer explains that in order to have a more critical thinking approach and be able to contribute to different problems/needs addressed in the task, they will be using the methodology of World Café. This methodology is considered as a simple and effective one when having a big group of participants and aiming to give the chance for everyone to contribute to several tasks and have a more complete work. Participants are divided in 4 small groups and the trainer instructs them to join a table for their task. Each table has a flipchart paper with the name of the topic, such as:

- Group 1 – Multicultural life problems of immigrant youngsters
- Group 2 – Social needs of immigrant youngsters
- Group 3 – Psychological needs of immigrant youngsters
- Group 4 – Educational needs of immigrant youngsters.

Further on, the trainer adds that each group has to select one person who will be the host of the table. The host has to stay during the whole time at the table, and the other group members have to change the table every 10-15 minutes in order to contribute to other tasks. There will be several rounds for each group to be able to visit each table and return to their original one. Moreover, the instructions are that when the group members come to their original table, that is the point when they all together go through all the written contributions by other participants and prepare a presentation as a summary of the whole work.

In addition, there is another question that they need to address as a group after summarising the work from the flipchart paper. They have up to 30 minutes to prepare their presentations and answer the question. The general question for each group in relation to the needs/problems covered is:

- How can gamification be used to address these needs/problems that immigrant youngsters have?

III. Presentations and discussion (60 minutes)

When all groups finish with preparing the presentation, everyone joins the plenary for discussion and presentation of their work. Groups are informed that they have 10-15 minutes in total to present their work and after each presentation, other participants and trainers ask questions and/or add comments related to the presentation.

Materials needed: A4 papers, flipchart papers, pens, markers, laptops, projector.

Recommendations for future trainers multiplying this session:

- In the World Café exercise, an important aspect is time management. The trainer should always have in mind the number of participants in order to set the most exact time for the completion of task. Since they have to visit each table, the more participants are in the group, the more time should be available for them in order for each person to contribute.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

Statistics and Prejudice about gamification and its influence on young immigrants

Session Title: Statistics and Prejudice about gamification and its influence on young immigrants

Duration: 90 minutes

Background:

The concept of gamification and its adoption in work and education is very popular in this decade. With the online programmes developed and expanding of different organisations in a larger area of operation and service provision, gamification became even more explored, including the period of Covid-19 pandemic where programmes and activities implemented online needed to be more attractive and entertaining for the people. However, there is again a certain percentage of those who have prejudices about gamification elements in work and education. This session consists of provision of the statistical information about gamification and prejudices. Moreover, participants have the chance to analyse the data and use their creativity to assess the influence on young immigrants they work with in their local communities.

Aim of the session: To use official statistical data and prejudices to assess the gamification influence on young people.

Objectives:

- To present the most updated statistics regarding gamification and its impact;
- To explore the prejudices existing about the concept of gamification on work and education;
- To trigger participants' attention into relating the presented statistics and prejudices with influencing the work with immigrant youngsters in their communities.

Competences addressed:

- Critical and creative thinking;
- Analysing and reflecting;
- Communication and collaboration;
- Mathematical competence;
- Digital competence.

Methodology and methods:

- Visual presentation;
- Input;
- Small group work;
- Discussion.

Session flow:

I. Statistics about gamification and its usage in work and education (20 minutes)

The trainer has a prepared presentation with data about the usage of gamification in work and education, as well as other areas. The data are statistical for the recent years including the presence of the pandemic and its influence into gamification elements in online working and education. An emphasis is given to the prejudices of gamification as well, which are more related to people who hesitate to put such elements in their work and educational programmes. Participants are announced

that the presentation of these data is the setting for them to further dig into this aspect in the next part of the session.

II. Small group work (30 minutes)

In this phase, participants are divided into their national groups for the task. Their task is to use the presented statistics and prejudices by the trainer for critical analysis and assess whether and how is the influence of gamification to the immigrant youngsters they work with in their community. They are provided with printed copies of presentation and statistics. When they are done, they have to share their key points of the task during the discussion part.

III. Discussion (40 minutes)

Participants gather in the plenary after the group work. The trainer emphasises that the purpose behind the group work was to prepare the participants for a more structured discussion and have concrete results in the topic. Each group starts sharing their conclusions from the group work and the discussion continues further on the impact of gamification to young people and immigrants.

Materials needed: Printed copies of the presentation for each group, papers, flipchart papers, pens, markers, laptops, projector.

Background documents and further reading:

- 54 Gamification Statistics in Education and Work (2021):
<https://financesonline.com/gamification-statistics/>

Recommendations for future trainers multiplying this session:

- The trainers should use trustful sources when it comes to the statistics and encourage participants to do so when in the group work and for future development of projects. It is also important that the most updated information is provided.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

Soft skills improved by Gaming - contributing to solving youth migrants' issues

Session Title: Soft skills improved by Gaming - contributing to solving youth migrants' issues

Duration: 110 minutes

Background:

After the exploration and analysis of different data regarding the perception of gamification and prejudices, the focus of the programme is on the soft skills development and improvement through gaming elements. Indeed, the emphasis are on those skills that contribute to solving youth migrants' issues, as the target group of the participating organisations. The usage of gamification is considered by many businesses and organisations to be highly effective in terms of people's motivation and creativity. This session is designed to identify some of the soft skills that are improved by gaming and are considered to contribute to solving youth migrants' issues. The session comprises of interactive exercises and group work to give space for more analysis and sharing between participants.

Aim of the session: To identify soft skills that are improved by gaming and their relation to contribute to solving youth migrants' issues.

Objectives:

- To identify how gaming can contribute to soft skills development;
- To create space for analysis of certain soft skills and their importance on education and work;
- To analyse and explore how soft skills developed by gaming can contribute to solving youth migrants' issues;
- To stimulate critical and analytical thinking in the group.

Competences addressed:

- Critical and creative thinking;
- Analysing and reflecting;
- Communication and collaboration;
- Digital competence.

Methodology and methods:

- Interactive exercises;
- Small group work;
- Discussion.

Session flow:

I. Introduction to the topic through game – Counting in pairs (20 minutes)

In order to have a more interactive approach towards introduction of soft skills and importance, the trainers start this session with the "counting in pairs" game. Participants are instructed to work in pairs for this exercise. They have to initially do a simpler counting as a practice where the first person says the number 1, continuing with the other pair saying number 2, and then again, the first-person saying number 3. After practicing, the trainer explains that the exercise has three rounds and the rules for counting in each round are the following:

- The first round is the simpler counting that they practiced.

- In the second round, instead of saying the number 2, the person has to replace it with a sound, and the repetition of this counting goes on for up to 1 minute.
- In the third round, another element is added. This time, besides replacement for the number 2, there will another one for the number 3. Number 3 should be replaced with a movement. The counting goes on for 1-2 minutes with the added elements.

When they seem to be done with the second round and move on, the trainer says that another element will be added. The new rule is that whenever one person makes a mistake, the pair has to make a celebrative sound to announce and re-start the counting.

When the participants are done with all rounds, everyone joins the plenary, and the trainer starts a short discussion on the exercise by asking the following:

- What is your opinion on this exercise?
- Was it difficult to adapt to the new elements added on each round?
- What kind of skills do you think one person should have to adapt to the new rules in different stages of such games?
- Do you think interactive exercises help one person to develop certain skills?

Then, after the answers take place, the trainer emphasises the importance of soft skills development and its value in education and work. furthermore, he/she adds that the purpose of this exercise is to introduce them to the concept of soft skills and more emphasis will be given to their development through gamification and work with immigrant youngsters.

II. Puzzle of skills (50 minutes)

The session continues with another exercise on the soft skills and their development or improvement by gaming. The exercise starts with the puzzle of skills in order to better understand and identify them and continues on the improvement by gaming. The trainer has printed concepts and information related to certain categories of soft skills that are listed below and cut them in the puzzle shapes. Participants are divided into 6 smaller groups and each group receives one puzzle consisting of one soft-skills category. Their task is to complete to put each piece of paper in its place and complete the puzzle. The trainer has put an additional paper for each group that does not belong to their skill, thus they find that out while trying to complete the puzzle. When they find out that they all have some piece of paper that is not compatible with their puzzle, they exchange them.

The list of soft skills categories for this exercise are:

- Communication
- Critical thinking
- Leadership
- Positive Attitude
- Teamwork
- Work ethic

After the completion of the puzzle, the trainer invites each group to work for the next 20 minutes in their 6 smaller groups and define how these skills can be improved by gaming. Then, each of the groups presents their discussion ideas.

III. Discussion (40 minutes)

Participants gather in the plenary for a discussion regarding their group work on certain soft skills contributing to solving migrants' issues. After each group briefly shared the results from their work, the trainer asks each of them to contribute to the discussion with the main question:

- How does the soft skills improved by gaming, contribute to solving migrants' issues?

Before they start answering, the trainer emphasises that for this part of the session, everyone's contribution is necessary for each soft skills category, and that is the reason why this part is being organised by using the discussion method. Groups starts sharing their opinion while other participants and trainer add comments or additional questions in between.

Materials needed: papers, flipchart papers, pens, markers, cards/papers for the puzzle of skills.

Background documents and further reading:

- Gamification in Education – the future of soft skills (2019): <https://educational-innovation.sydney.edu.au/teaching@sydney/gamification-in-education-the-future-of-soft-skills-development/>
- The list for soft skills categories can be found at: The balance careers – Top soft skills employers' value with examples (2021): <https://www.thebalancecareers.com/list-of-soft-skills-2063770>

Recommendations for future trainers multiplying this session:

- The trainers should share information for the soft skills categorisation lists and provide participants with detailed information about each soft skills corresponding to their category. If the puzzle is not descriptive enough, links can be provided so they can check it while working and avoid any kind of misunderstanding.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

Steps needed to do a Gamification activity for inclusion of immigrants

Session Title: Steps needed to do a Gamification activity for inclusion of immigrants

Duration: 180 minutes

Background:

Participants had the chance to go through different aspects of gamification and its concept, including the importance of soft skills and the contribution to the inclusion of immigrants. This session is the starting point for the participants to understand the process of organising a gamification activity. It consists of different interactive methods to briefly introduce the needed steps to do a gamification activity, consisting of the following: The player, Mission, Motivation, and Manage, Monitor, and Measure. Each of these are considered as key elements and steps towards the implementation of gamification. The methods used to design this session enable the participants to understand the main idea behind each step-in order to be able to take an action and further develop their knowledge and skills on the development of a gamification activity as well as be critical thinkers and analytical in planning – which is considered as a very important aspect when doing a gamification activity for inclusion of immigrant youngsters.

Aim of the session: To identify and explore the key steps for the development of gamification activity for inclusion of immigrants and build capacities of participants in critical thinking and analysis.

Objectives:

- To identify the key steps needed for developing a gamification activity;
- To analyse the steps when developing a gamification activity for inclusion of immigrants;
- To create space for cooperation and analytical skills development.

Competences addressed:

- Critical thinking;
- Analysing and reflecting;
- Communication and collaboration;
- Digital competence.

Methodology and methods:

- Theoretical input;
- Brainstorming;
- Interactive exercises;
- Small group work;
- Presentations;
- Discussion.

Session flow:

I. Introduction to the Gamification steps and task (20 minutes)

The session starts by a short theoretical input by the trainer on identifying the key steps when organising a gamification activity. The trainer explains that the identification of steps of the gamification activity are mainly based on Janaki Kumar & Mario Herger work in their published book “Gamification at work. Designing engaging business software” in 2013. They have created and

introduced a Player Centered Design methodology of doing a gamification activity. This methodology is embraced by many organisations and institutions that adopt gamification in their work, and it focuses on the Player as the key element of the whole activity followed by other techniques and motivation to organise the activity. The needed steps for gamification activity by following this methodology are:

- Know your player
- Identify the mission
- Understanding the motivation
- Apply mechanics
- Manage, monitor and measure (Kumar & Herger, 2013²)

The trainer briefly explains each step and announces that there will be an exercise related to each step for them during this session in order to get a better understanding.

II. The Player (20 minutes)

The trainer continues the session by focusing on the identification of the player. He/she starts a brainstorming session with participants regarding the characteristics of the player and the importance on the gamification activity related to inclusion. Participants share different opinions on how they see the importance of the player from their perspective, and thus have a clearer idea to this concept. The session also includes some short questions and answers regarding the presentation from the trainer in the previous part of the session. The trainer writes on the flipchart all key words on the player and puts it in the wall to have it visible for next days' session that focus on the player persona.

III. Mission (30 minutes)

In order to have participants understand in practice the gamification steps, the session continues further focusing on the second step – Mission. Mission of the gamification activity is very important to be well developed, as well as to be clear and concise. Therefore, for this part, participants are working in pairs, to together discuss the definition of the mission and a simple example of any activity (e.g., some recent initiative that they took part, or plan to organise). They have 15 minutes time to work on creating a simple definition on understanding the mission and an example of a mission.

After 15 minutes are done, the trainer invites each pair to join another pair and share with each other their work. Their task is to check and give feedback to each other for potential improvements.

IV. Motivation (30 minutes)

The session continues with an interactive exercise on understanding the step of Motivation in a gamification activity. The trainer instructs participants that they need to be divided into two groups. The groups represent two committees and each of the committee has to appoint a leader that is going to be the instructor of his/her group for the following part of the exercise. When the division in two groups is done and both leaders are chosen, the trainer provides them with instructions on a paper and some sugar cubes. The leaders should read the instructions before starting with anything concrete for the activity. The flow of the exercise goes on four different stages and followed by a short debriefing session on the exercise, which are described below.

Stage 1

Content of the instructions handout for the leaders: "The following instruction should be communicated to all your committee members: You should use the next 5 minutes to talk to as many people as you can, and find out what elements or attitudes motivate them, and what are the ones that demotivate them when doing an activity. You should write them down in a paper and bring it to the leader's spot".

² Janaki Kumar & Mario Herger.2013. *Gamification at work. Designing engaging business software*. Interaction Design Foundation.

Stage 2

Each member has 2 minutes to write down in the paper up to 3 things that are motivating to them when organising an activity or a project.

Stage 3

At this stage, the members start sharing with each other the things they wrote about motivation. Then they exchange the papers and write 1 or 2 methods/tools that are useful to motivation according to the listed things.

Stage 4

Next stage is that all committee members gather to design a chart which consists of different elements and things that motivate them, according to what they shared in their papers.

Evaluation

The leaders gather their committee members to shortly assess and evaluate the process of identifying the elements of motivation for them. Then both groups join a short debriefing session.

Debriefing moderated by the trainer

There is a short debriefing session taking place after the exercise, where the trainer asks both committee members and leaders about the process. The questions asked for participants are:

- Did you find this exercise easy to do as a process?
- How did you feel when being asked to identify your motivating elements or things?
- What is your opinion on the suggestions of tools from the others?
- How do you see the importance of motivation when it comes to organising an activity or project?

V. Game techniques, Manage, Monitor, and Measure (30 minutes)

With the player, mission, and motivation being practiced, the trainer continues the session focusing on the techniques and following steps of the gamification activity. For this part of the session, participants are divided into four small groups and have a specific gamification step and/or element to work on. The task is to analyse and understand the step while focusing on the nature of activity for inclusion of immigrants. Groups have to work on the following tasks for the elements/steps:

- Game techniques – its understanding and potential ideas when implementing a gamification activity for inclusion of immigrants;
- Managing – its understanding and potential ideas when implementing a gamification activity for inclusion of immigrants;
- Monitoring – its understanding and potential ideas when implementing a gamification activity for inclusion of immigrants;
- Measuring – its understanding and potential ideas when implementing a gamification activity for inclusion of immigrants.

VI. Presentations and discussion (50 minutes)

All groups join the plenary for a short presentation on their work. Each group has approximately 5-10 minutes to do the presentation. When the presentations end, they start a short discussion on the covered elements/steps of gamification activity, including the ones from the previous exercises. The trainer asks if there is any unclarified information and informs participants that the next sessions are designed to cover each step in a more detailed way in order to enable them to develop a refined gamification activity.

Materials needed: papers, flipchart papers, pens, markers, printed handouts for the Motivation exercise, laptops for research on the topics/steps, projector.

Background documents and further reading:

- Input for the presentation on gamification steps can be taken from the book: Kumar, J. M., & Herger, M. (2013). Gamification at Work: Designing Engaging Business Software. The Interaction Design Foundation.

Recommendations for future trainers multiplying this session:

- It is important that the presentation from the trainer to be well-structured. This enables an easier process to go briefly through different exercises that cover the presented steps. It also creates space for a more productive sessions on the upcoming days of the programme which are focused on detailed approach for each gamification step, as this is the initial phase for them to be introduced on the steps towards organising a gamification activity.
- As the gamification steps are very practical oriented, the trainer should always mention that the focus from participants should be on the topic of inclusion of immigrants in order to be more practical when analysing and understanding each step.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



Gamification: Player Persona and Types of archetype players influencing multicultural socio-psychological needs of immigrant youth

Session Title: Gamification: Player Persona and Types of archetype players influencing multicultural socio-psychological needs of immigrant youth

Duration: 180 minutes

Background:

The player is considered the key element when planning and developing a gamification activity, as well as the first and most important step towards the implementation. Chou (2015), in the book "Actionable Gamification. Beyond Points, Badges and Leader board", has presented detailed approach on the importance and role of the player when doing a gamification activity. Moreover, Kumar & Herger (2013) in their book "Gamification at work. Designing engaging business software", introduce the importance of creating a player persona for the player, which represents a fictional user created during the process. A typical user persona, in a business software context, describes the user's business goals, experience and aspirations, along with basic demographic information such as age, gender and education³. A template for the player persona is described in detail to serve as the starting point for everyone aiming to organise a gamification activity. This session is designed to address all the aspects of player persona and explore further the concept of archetype include the types of archetypes. Thus, participants create a deeper understanding on this gamification step in order to move forward with other steps and developing the gamification activity. Moreover, the exploration on aspects of player persona and archetypes follows with a discussion on the influencing multicultural socio-psychological needs of immigrant youth.

Aim of the session: The general aim of this topic is to develop participants' knowledge on the player persona and archetypes for organising the gamification activity addressing the needs of immigrant youth.

Objectives:

- To create a more detailed information on the player of a gamification activity;
- To explore the aspects of the player persona and the creation of player profile;
- To understand the concept of archetype players and their influence on multicultural socio-psychological needs of immigrant youth.

Competences addressed:

- Analysing and reflecting;
- Literacy competences;
- Communication and collaboration;
- Digital competence.

Methodology and methods:

- Theoretical input;
- Silent floor methodology;
- Video screening;
- Small group work;

³ Janaki Kumar & Mario Herger.2013. *Gamification at work. Designing engaging business software*. Interaction Design Foundation.

- Presentations;
- Discussion.

Session flow:

I. Theoretical input: Player persona and archetypes (50 minutes)

The trainer has prepared a PPT presentation related to all needed information for player persona and the archetypes. The presentation also includes information about the aspects of the player person that serve to create the player's profile such as demographic information, gender, aspirations, player type, and so on. Furthermore, the presentation focuses on the archetypes and their importance on influencing. The trainer informs participants that the next parts of the session are designed for them to be able to put in practice the learning from the presentation to the needs of immigrant youth.

II. Silent floor and discussion – aspects of Player persona (45 minutes)

The trainer uses a big empty space to put flipcharts with titles of aspects of player persona. Participants are invited to join the working space. The flipchart papers comprise of the following topics:

- Basic demographic information
- Gender
- Generation - consisting of Generation X (those born between early 1960s and 1980s), Generation Y (those born between early 1980s and 2000s), and Generation Z (those born between early 2000s and 2010s).
- Type of work or study
- Pain points
- Aspirations
- Competitive and Cooperative
- Individual achievement and Team Achievement
- Player type

Participants are informed that in the next 30 minutes they are invited to do a silent brainstorming. There are nine flipcharts with different titles comprising of aspects of player persona. Each participant uses the 40 minutes to silently visit each flipchart paper and contribute to writing. The most important instruction is that when adding information/input to each aspect, participants should have in mind that this player persona is created for a gamification activity for inclusion of immigrants. Therefore, all contributions in the aspects should correspond to this topic. Moreover, the trainer emphasises the importance of having this exercise as a learning process towards the initiation of gamification activity for the local community. Participants starts with their task on contributing to the flipchart papers. When the silent floor brainstorming is done, they are invited to bring the flipcharts in the plenary and discuss shortly about each aspect and the contributions put in the flipchart. They use approximately 15 minutes to sum up the written content in each flipchart paper and put them in a visible place in the wall.

III. What are archetypes? (15 minutes)

After the elaboration on aspects of player persona, the trainer emphasises that this part of the session is focused on the archetypes and its influence. A video by Carl Jung giving explanation regarding this topic is screened by the trainer.

Link of the video: <https://www.youtube.com/watch?v=wYwUQc-4Opk>

IV. The Eight Core Drivers (30 minutes)

To connect the understanding of archetypes from the trainer's input and the video screened that explains the psychological aspect of archetypes, the session continues further with a small group work

for the participants regarding the types of archetype players influencing multicultural socio-psychological needs of immigrant youth. In some cases, these are also called the Eight core drivers. The trainer divides participants into eight smaller groups. Each group has to work on one core drive of archetype as follows:

- Core Drive 1: Epic Meaning and Calling
- Core Drive 2: Development and Accomplishment
- Core Drive 3: Empowerment of Creativity and Feedback
- Core Drive 4: Ownership and Possession
- Core Drive 5: Social Influence and Relatedness
- Core Drive 6: Scarcity and Impatience
- Core Drive 7: Unpredictability and Curiosity
- Core Drive 8: Loss and Avoidance

Since the explanation about these was presented by the trainer in the beginning of the session, participants do not have to go further into conceptualisation of archetype players. Instead, their task for this group work is to identify how these archetype players can influence influencing multicultural socio-psychological needs of immigrant youth. The groups have 25 minutes to accomplish this task and write their input in an A3 paper or flipchart.

V. Presentations (40 minutes)

The groups join the plenary for a short presentation on their work. The groups shortly present their work and trainers add comments in between regarding the analysis they made.

Materials needed: A3 and A4 papers, flipchart papers, pens, markers, laptop, and speaker for the video and PPT, projector.

Background documents and further reading:

- Input for the presentation can be taken from the book: Kumar, J. M., & Herger, M. (2013). Gamification at Work: Designing Engaging Business Software. The Interaction Design Foundation.

Recommendations for future trainers multiplying this session:

- It is essential that the trainers are present during the silent floor and small groups work to support and assist participants in contributing to the tasks given. Also, at any discussion space, there should always be some space left for potential clarification on the session. This is because the whole step of Player should be noticeably clear to the participants in order to be able to move forward with other steps in the upcoming sessions.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

The Mission and Mechanics within gamification activity - with link to daily life problems of immigrants

Session Title: The Mission and Mechanics within gamification activity - with link to daily life problems of immigrants

Duration: 180 minutes

Background:

Once the concept of player is understood, as well as the knowledge on designing a player persona profile, the next step towards a gamification activity is to create the mission and continue further with game mechanics for implementation. The planning of these steps is about knowing the ‘What’ and ‘How’ of the gamification activity. Moreover, when it comes to Mission, the SMART approach (Specific, Measurable, Actionable, Realistic, Time-bound) should be used to create a clearer and understandable one that allows the next steps to be easily planned. On the other hand, the game mechanics can be different and choosing the right ones for the gamification activity that addresses the needs and problems of immigrants is an essential element. The analysis of each archetype player should be in consideration when choosing the mechanics, in order to properly address the needs of the player. This session is designed to further explore the concept of mission and its link with the game mechanics. Participants have the opportunity to further explore each archetype and identify mechanics for gamification activity linked to the needs and problems of immigrants.

Aim of the session: To further explore the role of the mission and game mechanics when developing a gamification activity linked to the daily problems of immigrants through detailed analysis of archetypes.

Objectives:

- To create an understanding on the SMART approach of setting the mission;
- To understand the connection of mission and game mechanics when planning a gamification activity;
- To analyse archetype players and identify the right mechanics for gamification activity addressing the problems of immigrants;
- To create space for discussion and sharing between participants on the topic.

Competences addressed:

- Critical thinking;
- Literacy competences;
- Communication;
- Team work;
- Creativity;
- Digital competence.

Methodology and methods:

- Theoretical input;
- Research and group work;
- Presentations;
- Discussion.

Session flow:

I. Theoretical input (30 minutes)

In order to give a better explanation about the importance of mission and its connection with game mechanics as the next step, the trainer starts the session with a theoretical input on this. The SMART approach (Specific, Measurable, Actionable, Realistic, Time-bound) is presented as the most adequate one when setting a mission that serves right for the further steps towards gamification activity. Moreover, the presentation contain explanation about the eight core drivers with relation to setting game mechanics. The trainer emphasises that this information is essential to know before moving further with more practical exercises.

II. Exploring mechanics of gamification activity with link to daily life problems of immigrants (100 minutes)

The trainer continues the session by mentioning the importance of knowing what needs to be done to include immigrants in the community, and how the contribution can be done. Once again, the importance on motivation and game techniques is mentioned. Then, participants are given instructions on the task. They are instructed that this part of the session consists of conducting some research regarding the use of the right mechanics when doing a gamification activity with link to daily life problems of immigrants. The trainer notes that in order to be able to do the task, they have to go again through the eight core drivers and focus on the choosing of mechanics for each type. In order to do so, participants are divided into four groups. Each group has 2 core drives to analyse and find out the right mechanics to use when the archetype player is compatible to this core driver. The groups have approximately 90 minutes to do the research and prepare a presentation on their work for other groups.

III. Presentation of groups work (50 minutes)

Participants gather in the plenary room to present their findings on the research and group work conducted. Each group has up to 10 minutes to present their work, while other participants can ask additional questions or comments after the presentation. The trainer also adds comments and or suggestions for each group.

Materials needed: papers, flipchart papers, pens, markers, laptop for groups (if needed), projector.

Background documents and further reading:

- More about the mechanics can be found in the following: What game mechanics are used in Gamification? – by Mitchell Denton: <https://www.gamify.com/gamification-blog/what-are-game-mechanics>

Recommendations for future trainers multiplying this session:

- It is recommended that the trainer provides participants with some links that present different mechanics, for the groups to have a more effective time management when doing the task. The 90 minutes might seem enough time for them to complete the task, but work in the groups creates space for discussion as well, thus any kind of assistance and support contributes for the best.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

Theoretical concepts of how to make a LASTLONG gamification activity related to inclusion of immigrants

Session Title: Theoretical concepts of how to make a LASTLONG gamification activity related to inclusion of immigrants

Duration: 50 minutes

Background:

Very often the gamification activity is considered to be very short in the meaning of implementing time and sometimes even for the impact. That is one reason why all steps and elements are explained in detail, so that each one of them is taken into consideration when organising a gamification activity. The detail-oriented approach is crucial in gamification, as it creates space for the player to be more connected to the activity itself in the long term, thus developing a long-term impact. This session is designed to provide participants with some existing theoretical knowledge on making a last long gamification activity, with a focus on implementing time as well as the impact. The highlight of the last long activity is on the inclusion of immigrants.

Aim of the session: To strengthen the capacities of participants on gamification and exploring the last long activity organisation for inclusion of participants.

Objectives:

- To explore elements that contribute to last long gamification activity;
- To create space for discussion on long-term impact gamification;
- To understand the importance of last long gamification activity for inclusion of participants.

Competences addressed:

- Literacy competences;
- Communication;
- Analytical;
- Creative thinking;
- Team work.

Methodology and methods:

- Theoretical input;
- Brainstorming;
- Discussion.

Session flow:

I. Brainstorming – What is LASTLONG Gamification activity? (10 minutes)

The trainer starts the session by asking participants: What comes in your mind when hearing the words LASTLONG Gamification activity? The question is written in the flipchart paper. The brainstorming of ideas by participants is up to 10 minutes. When they start giving some answers or ideas related to the concept, the trainer writes in the flipchart paper the answers and explains further that the next part is dedicated to understanding the concept through existing theories of experts in the gamification world.

II. Theoretical concepts on LASTLONG gamification (20 minutes)

The trainer continues the session by presenting different theoretical concepts that ensure the long-lasting engagement of players in a gamification activity. He/she also introduces the importance of core drivers in the context of longer activity. Moreover, detailed input is given to the long-term impact that the gamification activity can have on the player, and how to achieve it. The trainer uses theoretical input from the book “Actionable Gamification: Beyond Points, Badges and Leader boards” by Yu-Kai Chou

III. Discussion (20 minutes)

After the theoretical input by the trainer, a short discussion takes place. The trainer asks the following questions for discussion:

- Is it important to have a longer gamification activity when working for inclusion of immigrants in our communities?
- What is the importance of long-term impact? Can it be achieved through long lasting activities or also through short lasting ones?
- Does any of the theoretical concepts presented made an impression to you for using in future gamification activity?

Materials needed: papers, flipchart papers, pens, markers.

Background documents and further reading:

- More about the concept of LASTLONG activity to structure the presentation can be found on the book: Chou, Y. (2015). Actionable Gamification: Beyond Points, Badges and Leader boards. CreateSpace Independent Publishing Platform.

Recommendations for future trainers multiplying this session:

- There are difficulties to find exact information on how to make a last long gamification activity. Therefore, it is recommended that the trainer use the recommended book to analyse and combine the information through the eight core drivers in order to orientate participants on this.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

Infographic about how to design a gamification activity connected to inclusion of immigrant youth

Session Title: Infographic about how to design a gamification activity connected to inclusion of immigrant youth

Duration: 130 minutes

Background:

Infographics are considered as the performance boosters in any kind of activity. In gamification, their presence is very often found, especially in eLearning programmes. They are being used in different areas and educational programmes for promotion, learning, and other purposes to bring a better and creative visualisation to the target group. Thus, knowing its role, this session is designed to stimulate creative thinking of participants in relation to the usage of infographics to design a gamification activity to inclusion of immigrant youth. Participants are introduced to Canva, for designing infographics and are exposed to different interactive as well as creative methods to present their work on this session.

Aim of the session: To increase knowledge and skills on infographics and its usage for gamification activities through the practices of online tools and teamwork.

Objectives:

- To understand the importance of infographics on gamification activity;
- To develop participants' skills on designing infographics for gamification;
- To use interactive methods on promoting the usage of infographics to design gamification activity for inclusion of immigrants;
- To further promote creative thinking and teamwork in the group.

Competences addressed:

- Creative and critical thinking;
- Digital competences;
- Communication;
- Analytical;
- Team work.

Methodology and methods:

- Interactive exercise;
- Creative group work - Infographic;
- Presentation.

Session flow:

I. Adopting new changes - Learning together (20 minutes)

The session starts with an interactive exercise. The trainer has a flipchart paper shown to the participants where five words are written: Up, Down, Right, Back, Front. Participants are invited to stand up and move their hands by following the order of the words as written in the flipchart. When few minutes of practice take place, the trainer announces a new rule in the flipchart paper.

At this stage, the written words have a different meaning. Up is Back, Down is Right, Right is Front, Back is Up, Front is Down. Thus, participants have to move their hands by following the new rules.

Again, few minutes of practice take place. Then, the trainer invites everyone to sit, and a short discussion is facilitated by using the following questions:

- Was the exercise difficult for you?
- How did you feel having rules changed after the first round?
- How did you find the process of having to adapt alone in the activity? Is cooperation more important when going through new changes and new ideas for an activity?

Then, they conclude the discussion by mentioning that this session is about the adoption of infographics in gamification activity, as an innovative approach to better promote the activities and visualise the message transmitted.

II. Infographic about designing a gamification activity for inclusion of immigrant youth (70 minutes)

The trainer introduces the importance of infographic for boosting performance in many activities and explains shortly some examples of infographics used in marketing and learning. Moreover, the Canva design platform is shortly introduced. Participants are then divided into 4-5 small groups. They are instructed that in the next 50 minutes they should use Canva, or a different designing platform if they know, to make an infographic about how to design a gamification activity for inclusion of immigrants, based on the knowledge gained during the programme.

III. Presentation of infographics (40 minutes)

The session continues with a presentation of infographics from each group. Trainers pay attention to the creativity and elements used to design the infographic. Each group has 5-7 minutes to present their infographic, and after each presentation other participants and trainer ask questions or add comments related to the presentation.

Materials needed: papers, flipchart papers, pens, markers, laptops for presenting Canva and for participants' group work, projector.

Background documents and further reading:

- The source for designing infographics - Canva: <https://www.canva.com>

Recommendations for future trainers multiplying this session:

- In case that participants do not have enough laptops to design the infographic, trainers can switch to use flipcharts and drawings for that, and then the presentation takes place in a form of an exhibition, in order to be more attractive and entertaining for them.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

Development of local workshops on inclusion of immigrants for youngsters with using gamification methodology

Session Title: Development of local workshops on inclusion of immigrants for youngsters with using gamification methodology

Duration: 180 + 90 minutes

Background:

Participants have come to a point where their journey of learning is to be put in practice. This session is designed to make them reflect on the concepts learned and competences developed in order to find the potential on putting the knowledge into practice. They have the chance to create detailed workshops for the local community on inclusion of immigrants by using the learned gamification methodology. The idea behind this session also stands in the fact that these workshops are to be tested in the next phase in order to give feedback and recommendations for refining them when implementing in the local level. The development of these workshops enables participants to work in their national group and strengthen their teamwork and communication.

Aim of the session: To create space for using the gained knowledge to develop local workshops on inclusion of immigrant youngsters through gamification.

Objectives:

- Reflecting on the learning and competence gained in the topic of gamification and inclusion;
- To define and develop a potential workshop for the local community;
- To further promote teamwork and civic engagement.

Competences addressed:

- Creative and critical thinking;
- Social and civic competences;
- Communication and collaboration;
- Teamwork;
- Analysing and reflecting;
- Digital competence;
- Presenting.

Methodology and methods:

- Group work;
- Presentations.

Session flow:

I. Introduction to the task and TSO template for developing a workshop (20 minutes)

The trainer gives an introduction about the next phase of the session and the task for the participants. It is communicated to them that during this session, they have the opportunity to put the knowledge gained into practice. They have to develop a workshop for their local community. The workshops should be designed to use the methodology of gamification in the topic of inclusion of immigrants for youngsters. Since the workshops are to be developed and implemented for the local level, participants are instructed to work in their country groups.

Moreover, the trainer presents to them the template for the outline of the session (TSO) which serves as a guideline for them for the structure of developing their workshops and elements/details to pay attention to.

II. Developing local workshops – group work (160 minutes)

Participants join their country groups and are instructed that before starting to work, it is good that they do a short reflection in the topics covered in order to better include these concepts and methodologies while developing their workshops. They have 160 minutes to work on the workshops and then join the plenary for a short check-in about their progress. The trainer explains that after developing the workshops, they have to prepare a short testing of it in 20-30 minutes in order to check the effectiveness and the process of implementation.

III. CHECK IN (15 minutes)

The trainer invites all groups in the plenary to check the progress on the work, and for potential questions or help they might need. When each group shortly shares their progress and address their questions/concerns, the trainer instructs them to continue with the work based on the suggestions given.

IV. Continuation of group work and preparation for the testing phase (75 minutes)

All groups continue their work on the development of the workshops for the next 75 minutes, where also the preparation for the testing phase. Each group has to also communicate to the trainer in case they need additional materials that are not available in the working premises, in order to avoid any complications later on. They have to send their completed TSOs to the trainer before the testing phase takes place, or if the trainer already sets a deadline for this.

Materials needed: TSO template to be printed and/or to be shared electronically, flipchart papers, laptops, projector, markers, pens and pencils, and relevant materials.

Recommendations for future trainers multiplying this session:

- Trainers should be all the time available to assist and help participants. It is recommended that occasionally they visit the working space of each group to check if they need some support. The Check-In sessions are very short to address the needs of each group.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keep the distance while standing in the circle during the activities, as well as have disposal hand sanitizer/disinfectant.

Testing the workshops, Feedback and Consultations

Session Title: Testing the workshops, Feedback and Consultations

Duration: 180 minutes

Background:

Participants have come to the stage when all the learning, exploration of different concepts and methods of working are reflected in the development of the workshops. The organising of this session is the first reflection of results achieved from the programme and its effect, as the participants are putting the knowledge into practice. They have the opportunity to first test their workshops and receive feedback and further consultations for improvement of their workshops.

Aim of the session: To create space for putting the knowledge gained and developed workshops into practice and receive further consultations for improvements.

Objectives:

- To create space for presenting the developed workshops;
- To emphasise the importance of teamwork when organising an activity;
- To give feedback and further consultations for improvement of developed workshops when working with immigrant youngsters in the local community.

Competences addressed:

- Communication and collaboration;
- Citizenship competence;
- Analysing and reflecting;
- Digital competence;
- Presenting.

Methodology and methods:

- Testing the workshops/activities;
- Consultations.

Session flow:

I. Introduction to the session (10 minutes)

The trainer starts the session by emphasising the importance of testing the developed workshops and receive the feedback and consultations in order to have a more refined version when organising the activities with the target group in the local community. He/she adds that each group has 20-30 minutes to test the workshop and there will be evidence taken for the time management and the whole process in order to give feedback afterwards. In addition, a schedule for workshop is put on the flipchart where each group set their preferences on performing.

II. Time for testing the workshop (150 minutes)

The groups start with the testing phase according to the agreement on schedule. The trainer takes care of the time management and the changing of groups after each workshop completion. He/she writes down in the notebook main comments regarding their performance.

III. Feedback and consultations (20 minutes)

The trainer invites everyone to plenary for the last part of the session. First, he/she applauds every group for their completion of the task. Then, starts giving feedback for each group regarding the whole organisational process of their activity, effectiveness in time management, coordination between team members, and most importantly the transmitting of the message through the tested activity. Consultations and advice take place after the feedback for each group, and also general ones for all participants when organising a gamification activity for inclusion of immigrants.

Materials needed: flipchart papers, laptops, projector, other relevant materials that participants might need when testing their workshops.

Recommendations for future trainers multiplying this session:

- It is important that the trainer pays attention to each group regarding their performance in order to give personalised feedback and suggestions. If possible, another trainer should join in order to have two perspectives on this process.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.



Evaluation and closure

Session Title: Evaluation and closure

Duration: 90 minutes

Background:

This is the final session of the whole programme where all participants have the chance to fully reflect on the training course and their contribution. More specifically, there will be a reflection on their learning objectives, expectations set, the level of satisfaction and overall evaluation of the whole organisation of the training course. This session is of a high importance for the trainers and organising team as well because they will receive the feedback regarding the efforts and work for the organisation. This feedback and evaluation will create space for further improvement of the work in the upcoming programmes.

Aim of the session: To create space for reflection and evaluation of the working programme and sharing impressions on the whole organisation process.

Objectives:

- To reflect and evaluate the training course and methods used;
- To create space for sharing the impression on the programme and contributions;
- To reflect on the learning objectives set and their achievement through the process.

Competences addressed:

- Communication and collaboration;
- Literacy competence;
- Digital competence;
- Analysing and reflecting;
- Creative expression.

Methodology and methods:

- Self-reflection;
- Learning assessment;
- Verbal evaluation – plenary rounds;
- Written evaluation form.

Session flow:

I. Self-reflection on competences developed and learning objectives (15 minutes)

The trainer starts the session by mentioning that this is the last session for the programme and the activities are related to the evaluation and reflection of the whole processes. He/she invites everyone to use the next 10-15 minutes to self-reflect on the programme, their impressions, and most importantly on the competences developed and objectives set.

II. Group reflection on learning and next steps (25 minutes)

After the self-reflection, the trainer emphasises that the next part of the session is about reflection on the overall learning process. The trainer has prepared 4 flipcharts and placed them around the room. Each flipchart has a question to answer for the participants. The trainer instructs them that they can

use post-it notes to write the answers and stick them in the flipchart paper, or just use markers to write the answers in the flipchart paper. They have 20 minutes to complete this form of reflection. Questions in the flipchart paper are the following:

- What should be put in the fridge? (What are the tools, thoughts, and/or ideas that will not be used in the nearby future, but are useful for later stages?)
- What should be put in the oven? (What are the tools, thoughts, and/or ideas that will be used soon after arriving at home?)
- What should be put in the washing machine? (What are the tools, thoughts, and/or ideas that should be a bit changed in order to fit best to my working style and needs?)
- What should be put in trash? (Which tools, thoughts, and/or ideas are not useful and relevant for me and my work?)

III. Verbal evaluation (30 minutes)

The session continues further with the verbal evaluation of the training course. Participants are invited to join the plenary. The trainer asks them to shortly share their impressions on the programme and some of the best memories they created during the training course. A special focus is set on the contributions and expectations set in the first working day.

IV. Written evaluation (20 minutes)

The final evaluation form consists of the written evaluation which is designed through online tools. Participants are provided with the link of the evaluation form and are given 20 minutes to complete the form. The evaluation form consists of questions belonging under the following categories: learning objectives and contributions, evaluation of trainers' work and methodologies used, evaluation of support by the organisation's team, evaluation of logistics and accommodation.

Materials needed: flipchart papers, post-it notes, pencils and pens, markers, digital devices for written evaluation (in case some of the participants cannot use their phones).

Recommendations for future trainers multiplying this session:

- The written evaluation form should be prepared in advance and tested if working by the team. In case the participants wish to have a printed copy, the team should have an available printer or print few copies beforehand.
- The activities listed in this session can be easily adapted when implemented during the Covid-19 period. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.