

# It's all in the GAME

Mathematical  
competence  
and basic  
competences in  
science and  
technology

Learning  
to  
learn

Sense of  
initiative  
and  
entrepreneurship

Cultural  
awareness  
and  
expression

Competences  
and  
educational  
games

Social  
and civic  
competences

Communication  
in the  
mother  
tongue

Digital  
competence

Communication  
in foreign  
languages

“We do not stop playing  
because we grow old,  
we grow old because we stop playing!”


/G.Stanley Hall/





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Erasmus+



This Booklet was created during the project "It's all in the game" that has been supported by the Erasmus+ program, under sub-action K1 Mobility of Youth workers. The project implementation was held in Latvia, from 19th to 25th July 2015. During the training course, a variety of educational games were played, explored, analysed and summarized. These games help to develop the 8 key competences for lifelong learning:

- communication in the mother tongue;
- communication in foreign languages;
- mathematical competence and basic competences in science and technology;
- digital competence;
- learning to learn;
- social and civic competences;
- sense of initiative and entrepreneurship;
- cultural awareness and expression.



## Objectives of the project:

- To encourage youth workers and persons involved in youth work to understand better the possibility of using educational games and analyze these games as non-formal educational methods and tools. To discover the advantages and disadvantages of this method.
  - To share personal youth work experiences and best practices, analyze these experiences and how they affect young people's lives.
- To experience and learn a variety of educational games for future activities in order to develop youngsters' 8 key competences, especially the competence of sense of initiative and entrepreneurship.
- To create a common material with educational games that youth workers can use in their future work with young people in order to develop their personal and professional competences
  - To develop future cooperation with partners through Erasmus + program.

Project coordinator:  
Baltic Regional fund / Latvia

Project partners:  
Magna Carta n.o. / Slovakia  
MTÜ Edela Eesti Arenduskeskus / Estonia  
Asociación Mundus / Spain  
Slawek & Friends / Poland  
Cooperativa Sociale A.E.P.E.R. / Italy  
A4Action / Romania  
CVS-Bulgaria / Bulgaria



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We believe in non-formal education and especially we like to use different games in youth work. Relationship between games and learning is determined by pleasure - if the game allows participants/players to have fun, then learning despite the difficulties will be much more effective. This is the main reason to carry out our training course and to try to engage with gaming other people who are involved in youth work.

Youth workers from 8 different countries took part in the training course and during 5 working days different games that can be used to develop 8 key competences for lifelong learning were played and analyzed. It was very easy to observe how games engage people, how motivated were participants to try new games and to explain them to other participants. They were so involved in the process of playing that it was difficult to stop them playing.





The involvement of participants wasn't surprising, as games are made to be interesting, exciting, funny, challenging and engaging. All these processes are very important if we look at the game as a tool for learning, because it can help to learn and develop, promote inner motivation to learn more, discover more, explore and understand. There are some principles in games that help people to be involved – clear rules of the game to follow, clear goals to achieve, clear process to follow and steps to be made. Following some psychology theories about motivation, goal setting and involvement, it can be observed that acquiring new skills and then using them is at the same time challenging and thrilling, so players can lose sense of time while playing.



And there is another very practical part of the game: it can develop different skills and competences, starting from language, social skills and ending with mathematical and business skills. For example, "Tell your Story", "Dixit" and "Story cubes" can help with communication, socialization and language skills, whereas "Flixa" focuses more on business skills. It is important to highlight the role of reflection after the game, to define and emphasize learned and acquired skills, to show the connection between the game and developed skills, as it was done in this training.



The brochure that has been produced at the end of this project is a very good way to show how games can help to promote and develop different competences. This project provided an opportunity for the trainers and the youth workers to try and learn a lot of new games that they can use in different ways in their daily work with young people in order to diversify the content of trainings and youth activities as a whole.



As well, some of the training activities and games supported and opened a new level of interaction and relationship among the participants. For example, through Latvian dances, drum playing together, along with the games and stories told, participants got united at a new level of trust, support and tolerance.



It can be suggested that games “jump over” the borders of culture, nation, religion and social differences and they can bring together different people to play ONE game all TOGETHER.

Feedback from evaluation forms:  
Which parts and games of the training were the most useful for you?

- *Learning to learn competence games. They were very well chosen and gave me a look how to show others to understand this competence. Discussions and games did amazing job!*
- *I liked almost every game, all of them gave me a bit of something. In a professional level I think the “Tell your story” game.*
- *I personally very enjoyed card games and professionally I see the most useful the MethodKit and the game Barnga.*
- *Everything was equal - fantastic and amazing. But if I must choose, “Story cubes”. This game broke barrier with speaking, and I could improve my English in a good direction.*
- *All parts were useful but the most useful was to understand the link between life and games and what is the advantages of the games.*

What  
is  
competences?

Synergy between Knowledge, Skills & Attitude



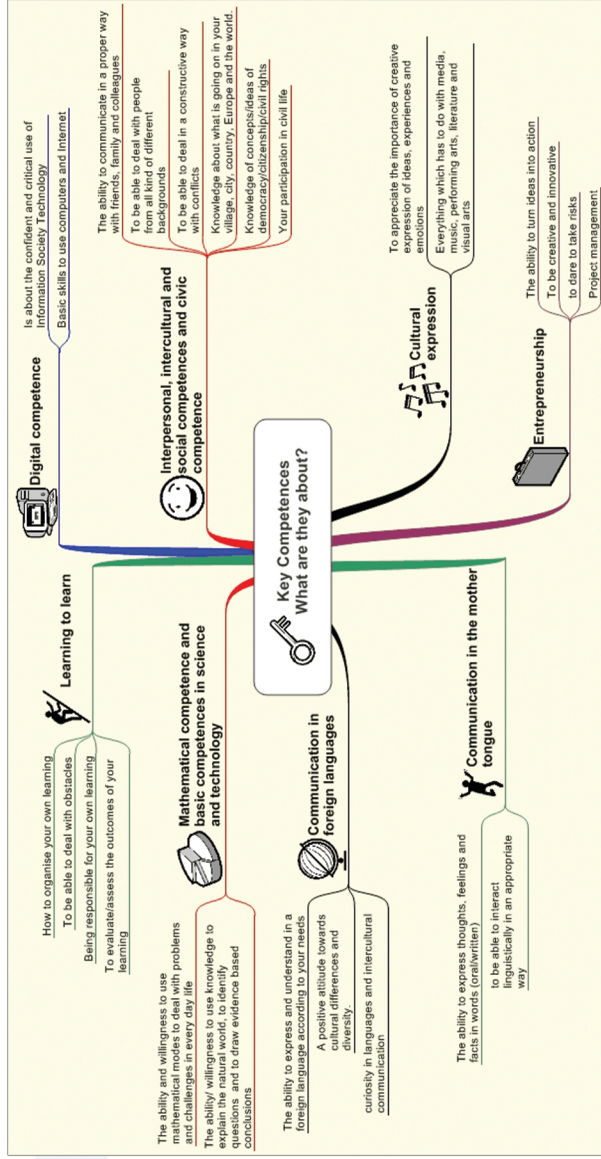
Key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment.

Key competences are essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.

Key competences should be acquired by:

- young people at the end of their compulsory education and training, equipping them for adult life, particularly for working life, whilst forming a basis for further learning;
- adults throughout their lives, through a process of developing and updating skills.

The acquisition of key competences fits in with the principles of equality and access for all. This reference framework also applies in particular to disadvantaged groups whose educational potential requires support. Examples of such groups include people with low basic skills, early school leavers, the long-term unemployed, people with disabilities, migrants, etc.



These key competences are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings. They provide added value for the labour market, social cohesion and active citizenship by offering flexibility and adaptability, satisfaction and motivation. Because they should be acquired by everyone, 8 competences approach is recommended for European Union (EU) countries to ensure that these key competences are fully integrated into their strategies and infrastructures, particularly in the context of lifelong learning.

More info:

<http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c1109>

All the information about key competences was obtained from the document "European Commission KEY COMPETENCES FOR LIFELONG LEARNING, European Reference Framework", published by the Office for Official Publications of the European Communities in 2007.



## COMMUNICATION IN THE MOTHER TONGUE AND IN FOREIGN LANGUAGES

**Communication in the mother tongue** is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.

Individuals should have the skills to communicate both orally and in writing in a variety of communicative situations and to monitor and adapt their own communication to the requirements of the situation. This competence also includes the abilities to distinguish and use different types of texts, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context.

This competence requires an individual to have knowledge of vocabulary, functional grammar and the functions of language. It includes an awareness of the main types of verbal interaction, a range of literary and non-literary texts, the main features of different styles and registers of language, and the variability of language and communication in different contexts.

A positive attitude towards communication in the mother tongue involves a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and a willingness to strive for them, and an interest in interaction with others. This implies an awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner.

**Communication in foreign languages** involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing.

Essential skills for communication in foreign languages consist of the ability to understand spoken messages, to initiate, sustain and conclude conversations and to read, understand and produce texts appropriate to the individual's needs. Individuals should also be able to use aids appropriately, and learn languages also informally as part of lifelong learning.

Competence in foreign languages requires knowledge of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of language. Knowledge of societal conventions, and the cultural aspect and variability of languages is important.

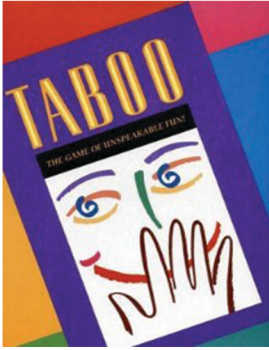
A positive attitude involves the appreciation of cultural diversity, and an interest and curiosity in languages and intercultural communication.



**Game 1: STORY CUBES**  
 Rory's Story Cubes Mix are 3 cube sets that introduce a new theme or genre to your storytelling. Craft tales of cracking crime with the Clues set. Conjure fantastic fairy-tales with Enchanted. Weave tales of primeval predators with Prehistoria. There are 9 cubes with 54 images on their sides. More than 10.000 combos can be made, therefore infinite stories to be created.

Suggested uses:

- Take a 9 cube set of Rory's Story Cubes® such as Original, Actions or Voyages.
- Remove three cubes, to give space to introduce 3 Mix cubes.
- Add three Mix cubes, for example the Enchanted set, so that you have 9 cubes.
- We always like to use 9 cubes for storytelling.
- Give them a good shake.
- Roll them out, and start storytelling!
- You'll notice that introducing the new icons changes the whole thematic flavour of the story, and will help you take your storytelling to a whole new dimension.



## Game 2: TABOO

The objective of the game is for a player to have their partners guess the word on the player's card without using the word itself or five additional words listed on the card.

Taboo is a party word game. Players take turns describing a word or phrase on a drawn card to their partner without using five common additional words or phrases also on the card. The opposing partners watch a timer and use a buzzer to stop the game, buzz the player describing if one of the five off limits words or

phrases is used, or the describing player makes any gestures. The describing team gets a point for each card they guess

### Suggested uses:

An even number of players from four to ten sit alternating around in a circle. Players take turns as the "giver," who attempts to prompt his or her teammates to guess as many keywords as possible in the allotted time. However, each card also has "taboo" (forbidden) words listed that may not be spoken. Should the giver say one, a "censor" on the opposing team hits the buzzer and the giver must move on to the next word. For example, the giver might have to get his or her team to deduce the word "baseball" without offering the words "sport," "game," "pastime," "hitter," "pitcher," or "baseball" itself as clues. The giver may not say a part of a "taboo" word; for example, using "base" in "baseball" is taboo. The giver may only use speech to prompt his or her teammates; gestures, sounds (e.g. barking), or drawings are not allowed. Singing is permitted, provided the singer is singing words rather than humming or whistling a tune. The giver's hints may not rhyme with a taboo word, or be an abbreviation of a taboo word. While the giver is prompting the teammates they may make as many guesses as they want with no penalties for wrong guesses. Once the team correctly guesses the word exactly as written on the card, the giver moves on to the next word, trying to get as many words as possible in the allotted time. When time runs out, play passes to the next adjacent player of the other team. The playing team receives one point for correct guesses and one penalty point if "taboo" words are spoken.



### Game 3: SCRABBLE

Scrabble is a word game in which two to four players score points by placing tiles, each bearing a single letter, onto a gameboard which is divided into a 15×15 grid of squares. The tiles must form words which, in crossword fashion, flow left to right in rows or downwards in columns. The words must be defined in a standard dictionary.

#### Suggested uses:

The game is played by two to four players on a square board with a 15×15 grid of cells (individually known as "squares"), each of which accommodates a single letter tile. In official club and tournament games, play is between two players or, occasionally, between two teams each of which collaborates on a single rack. The board is marked with "premium" squares, which multiply the number of points awarded: eight dark red "triple-word" squares, 17 pink "double-word" squares, of which one, the center square (H8), is marked with a star or other symbol; 12 dark blue "triple-letter" squares, and 24 light blue "double-letter" squares.

The number of points of each lettered tile is based on the letter's frequency in standard English writing; commonly used letters such as vowels are worth one point, while less common letters score higher, with Q and Z each worth 10 points. The game also has two blank tiles that are unmarked and carry no point value. The blank tiles can be used as substitutes for any letter; once laid on the board, however, the choice is fixed. Other language sets use different letter set distributions with different point values.



## DIGITAL

Digital competence involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT).

Skills needed include the ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing the real from the virtual while recognising the links. Individuals should have skills to use tools to produce, present and understand complex information and the ability to access, search and use Internet-based services. Individuals should also be able use IST to support critical thinking, creativity, and innovation.

Digital competence requires a sound understanding and knowledge of the nature, role and opportunities of IST in everyday contexts: in personal and social life as well as at work. This includes main computer applications such as word processing, spreadsheets, databases, information storage and management, and an understanding of the opportunities and potential risks of the Internet and communication via electronic media (email, network tools) for work, leisure, information sharing and collaborative networking, learning and research. Individuals should also understand how IST can support creativity and innovation, and be aware of issues around the validity and reliability of information available and of the legal and ethical principles involved in the interactive use of IST.

Use of IST requires a critical and reflective attitude towards available information and a responsible use of the interactive media. An interest in engaging in communities and networks for cultural, social and/or professional purposes also supports this competence.





### Game 1: DUOLINGO

Duolingo is a free language-learning platform that includes a language-learning app along with a crowdsourced text translation platform and a language proficiency assessment centre. Duolingo is ad-free and users are not charged for its services. The language-learning app offers over 40 different language courses across 23 languages, and is available on iOS, Android and Windows Phone 8.1 platforms with over 100 million registered users across the world.



#### Suggested uses:

Duolingo provides extensive written lessons and dictation, with speaking practice for more advanced users. It has a gamified skill tree that users can progress through and a vocabulary section where learned words can be practiced. Users gain "experience points" (XP) as they learn a language, such as when they complete a lesson. Skills are considered "learned" when users complete all the lessons associated with the skill. Users win one point for each correct answer, and lose one for each error, and validate the lesson when they reach 10 points. (In an earlier version, users used to start with four "lives" on early lessons and three on later lessons, a "life" being lost with each mistake.) Duolingo also includes a timed practice feature, where users are given 30 seconds and twenty questions and awarded a skill point and seven or ten additional seconds (time depends on the length of the question) for each correct answer. This timed practice feature is only available after purchase in the Lingot store for ten lingots, the currency the site uses. As the goal of Duolingo is to get people to learn the language, each skill (containing between 1 to 10 lessons) has a "strength bar" that corresponds to the computer's estimate of how strongly certain words or constructions still exist in the user's memory. After a certain duration of time, strength bars fade, indicating a need for a user to refresh/re-study that lesson, or to "strengthen weak skills." Courses can teach upwards of 2,000 words. Duolingo uses a data-driven approach to lesson planning. At each step along the way, the system measures which questions the users struggle with and what sorts of mistakes they make.



## Game 2: EUROMED

The aim of the EM GAME is to improve the knowledge among young people and youth workers on the cultural and socio-political settings of the Euro-Med countries and on youth projecting by recreating the steps of the implementation of a project (fund raising, partnership building, getting the project approved...) or by quick quiz rounds.

### Suggested uses:

The EM GAME intends to be a useful educational tool with exhaustive multimedia material - in the hands of young people, youth workers, youth trainers, EVS volunteers, teachers - in order to enrich the various activities in youth work. The EM GAME is really flexible and can be used, for example, in training activities, pre-departure training for volunteers and preparation for youth exchanges. The EM GAME has two main options of playing - Playing the GAME and Answering the QUIZ - in order to give everyone the ability to adapt it for every possible activity and participants.

### Which Activities?

The EM GAME deals with Youth exchanges, European Voluntary Services, Training courses.

### Which geographical area?

EU program countries, Mediterranean partner countries, EFTAs (except Switzerland).

The main topics of the questions are: History and geography - Culture, Traditions and language - Geo-political and socio-economic contexts; Gender mainstreaming, geopolitical issues, scratches from real life, i.e. various questions on culture, traditions...

### Game 3: GEOCACHING

Geocaching is an outdoor recreational activity, in which participants use a Global Positioning System (GPS) receiver or mobile device and other navigational techniques to hide and seek containers, called "geocaches" or "caches", anywhere in the world. A typical cache is a small waterproof container containing a logbook (with a pen or pencil). The geocacher enters the date they found it and signs it with their established code name. After signing the log, the cache must be placed back exactly where the person found it. Larger containers such as plastic storage containers

(Tupperware or similar) or ammunition boxes can also contain items for trading, usually toys or trinkets of little financial value, although sometimes they are sentimental. Geocaching shares many aspects with benchmarking, trigpointing, orienteering, treasure-hunting, letterboxing, and waymarking.



**GEOCACHING.COM**

#### Suggested uses:

For the traditional geocache, a geocacher will place a waterproof container containing a logbook (with pen or pencil) and trade items then record the cache's coordinates. These coordinates, along with other details of the location, are posted on a listing site (see list of some sites below). Other geocachers obtain the coordinates from that listing site and seek out the cache using their GPS handheld receivers. The finding geocachers record their exploits in the logbook and online, but then must return the cache to the same coordinates so that other geocachers may find it. Geocachers are free to take objects (except the logbook, pencil, or stamp) from the cache in exchange for leaving something of similar or higher value.

Typical cache "treasures" are not high in monetary value but may hold personal value to the finder. Aside from the logbook, common cache contents are unusual coins or currency, small toys, ornamental buttons, CDs, or books. Also common are objects that are moved from cache to cache called "hitchhikers", such as Travel Bugs or Geocoins, whose travels may be logged and followed online. Cachers who initially place a Travel Bug or Geocoins often assign specific goals for their trackable items. Examples of goals are to be placed in a certain cache a long distance from home, or to travel to a certain country, or to travel faster and farther than other hitchhikers in a race. Higher-value items are occasionally included in geocaches as a reward for the First to Find (called "FTF"), or in locations that are harder to reach. Dangerous or illegal items, weapons, food and drugs are generally not allowed and are specifically against the rules of most geocache listing sites. If a geocache has been vandalized or stolen, it is said to have been "muggled". The former term plays off the fact that those not familiar with geocaching are called muggles, a term borrowed from the Harry Potter series of books which was rising in popularity at the same time geocaching got its start.



## CULTURAL AWARENESS AND EXPRESSION

Cultural awareness and expression involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts). Skills relate to both appreciation and expression: the appreciation and enjoyment of works of art and performances as well as self-expression through a variety of media using one's innate capacities.

Skills include also the ability to relate one's own creative and expressive points of view to the opinions of others and to identify and realise social and economic opportunities in cultural activity. Cultural expression is essential to the development of creative skills, which can be transferred to a variety of professional contexts.

Cultural knowledge includes an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular contemporary culture. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life. A solid understanding of one's own culture and a sense of identity can be the basis for an open attitude towards and respect for diversity of cultural expression.

A positive attitude also covers creativity, and the willingness to cultivate aesthetic capacity through artistic self-expression and participation in cultural life.



# HUJAMBO

**HUJAMBO**  
is an informative game which challenges you to think and talk with others about **values in life**.

**HUJAMBO**  
hands you a lot of material, so you can give a thought to **values** in a playful, creative and yet serious way. Values that are important or that might become important in each person's life.

**HUJAMBO**  
is Swahili and it means: "Who are you?"  
A question which the game wants to help young people find an answer to.

**HUJAMBO**  
is a publication of Don Bosco Youth-Net izzw, which is produced with the financial support of the European Youth Foundation.

[www.hujambo.info](http://www.hujambo.info)



## Game 1: HUJAMBO

Hujambo is an informative game that challenges you to think and talk with others about values in life. This game hands you a lot of material, so you can give a thought to values in a playful, creative and yet serious way. Values that are important or that might become important in each person's life. Hujambo is Swahili and it means: "Who are you?", a question which the game wants to help young people find an answer to. The number of participants in every group should preferably be between 5 and 12. Playing a game on values can trigger a lot of emotion. Therefore it is important to plan time after the end of the game, where the participants can express themselves about their experiences playing the game, especially about their feelings and the effect it has had on them. It is important to give them appropriate space and time to reflect, maybe to journal on the experience. Make sure that they have a break afterwards before doing something else.

### Suggested uses:

- You choose one value and one method. You approach that value through the chosen method.
- You choose one value and 2 methods. You now have two different ways to approach the value. The participants can choose which one they prefer.
- You choose different values and one method matching a certain value. You approach the values through the matching methods. The players choose a value-card and do whatever the method-card tells them to do.
  - You choose different values and two methods for each value. Participants can choose which one they prefer.
- Follow-up game: The game can be played in different stages; for example, by focussing only on 1 value during 1 meeting. This way, all the different values could be approached after some time. At the beginning of a new meeting, there can be a reflection on the previous one, and the value that was tackled then.
- Endless possibilities: There are many more possibilities than the ones presented here. You can play with more than 2 groups; you can start from 1 particular card; you can work with clay but not in an ordinary way ... Endless possibilities!  
On condition of course, that you reflect before playing whether the chosen possibility is really "possible".

## FORUM THEATRE



### Game 2: FORUM THEATRE

Our society is made out of people that we meet every day, in different situations: in the street, at work, in their families, in a couple or among friends. Each of us is playing different roles in different situations. We are in the same time adults, children, husbands or wives, somebody's boss or employee, drivers or pedestrians, neighbours, clients, etc. Playing these roles, playing these parts everyday makes us interact with other people. And there is a permanent dialogues coming out of our interactions.

This dialogue brings everybody in a dynamic communication process. But most of the times, the dialogue becomes a monologue. Starting from this moment conflicts and oppression appear. Once the oppression is present among us, we are not able to explore our needs and the others' in a creative, constructive and objective manner. We can be very subjective while analysing different solutions to different oppressive situations we're dealing with; or we realize that we don't know how to react to different situations. That is why theatre appeared, as a social intervention tool that helps people to stimulate their creativity and thinking, trust and local identity that enables people to be more involved in their community. Theatre becomes a tool that transforms our monologues into a permanent dialogue.

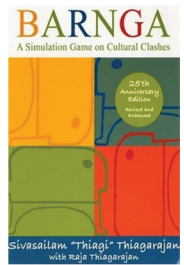
Theatre of the oppressed is a system of Games and special Techniques that aims at developing, in the oppressed citizens, the language of the theatre, which is the essential human language. This form of theatre is meant to be practiced by, about and for the oppressed, to help them fight against their oppressions and to transform the society that engenders those oppressions. The word Oppressed is used in the sense of s/he who has lost the right to express his/her wills and needs, and is reduced to the condition of obedient listener of a monologue. It must be used as a tool of fighting against all forms class oppression, racism, sexism, and all kinds of discrimination. Forum Theatre was created to help us to play a proactive role in our daily life and in our community, whether it's about involving local authorities or searching for new solutions among the members of the community. Being aware of our social problems, FT set its targets: social inclusion, equality and cooperation.

### Suggested uses:

- The basic steps suggested by the official guide of the Forum Theatre are: from the Theatre of the Oppressed to the FT, identifying the problem in a community; creating a team for the project; structure of the 'script'; the Forum part; information regarding the Joker; the impact of the play on the team; impressions – of the volunteers and of the public; information regarding planning and organizing a FT event, including PR; and challenges offered by FT.
  - FT wishes to be as close as its people as possible, that is why it does not need a theatre room. It does not even need professional actors. Only a small group of very motivated people, a minimal setting (a market place, a park, a classroom) and basic FT knowledge – these are the basic needed to create a FT play.  
Everything else is improvisation
- Most of all, FT is a social intervention tool. It offers the public the unique chance to do and undo a real situation, to change the end and the whole play from the very beginning, to observe what happens after each intervention. A FT play is like a laboratory where everyday life experiences are re-produced and the learning experience is oriented towards a positive ending. The dramatic situation is presented in 10-21 minutes and then discussed with the public. The best ideas and solutions always come after the desperate situation has ended.

### Game 3: BARNGA

The goal is to raise awareness of cultural differences, especially when people move from one culture to another. Everyone will be playing the same game except that each group has just slightly different rules. When a player moves to a new group, unable to communicate, he/she will run into obstacles in winning a trick. When someone joins a new group, or moves to a new home, the rules in that new place are similar to what he/she is used to but with some important differences which he/she must figure out. When someone joins our group, club, circle of friends, neighbourhood, we should be flexible and supportive when the person doesn't quite "get it" how we do things here. This game is meant to be played by at least 10 participants, in groups of 4 or 6, and it takes around 1 hour to play.



### Suggested uses:

In each card deck remove all cards EXCEPT Ace, 2, 3, 4, 5, 6, 7 of each suit. This leaves 28 cards. In each table these cards have a different role and value, determined by the rules given to the participants in each table before starting the game. When the game is finish, the looser and the winner goes to play to another table, where the rules will be different, but participants are not aware of this fact. That is why this is more of a challenge and reflection than a game, but the card game is what helps us reach reflection. At the end, invite participants to reflect what happened when they arrive to a new table, how they felt and how they behave when a new person arrived to their table and seemed to not be aware of the actual rules.

# SENSE OF INITIATIVE AND ENTREPRENEURSHIP

Competence  
&  
games

Sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity.

Skills relate to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, debrief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams. The ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential.

Necessary knowledge includes the ability to identify available opportunities for personal, professional and/or business activities, including 'bigger picture' issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise.

An entrepreneurial attitude is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals, or aims held in common with others, including at work.







### Game 1: FLIXA

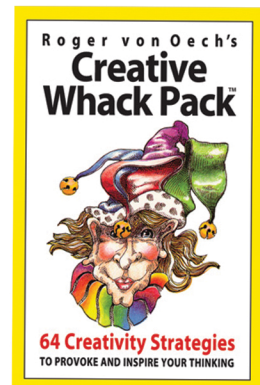
This game aims to teach the players the principles of the real estate market and the stock market, the principles of business, the cashflow and passive income, train negotiation skills, mutually beneficial solutions, examine the loans and deposits, the principles of insurance, contribute to the development of the economic outlook. Flixia is designed as a card board game and does not require additional accessories. There are 54 cards in the deck. Each of them shows a symbol and a description in the center. In each border of the card (Up in the middle, down in the middle, right in the middle and left in the middle) there is a number or an indication that allows you to play along with the other cards. In the left down corner there is also a symbol.

#### Suggested uses

- The task for players is to create in five "game years" the greatest capital in assets (real estate, shares and businesses) and funds on the account. One dealing cards three to each player is considered one game year.
  - 1 standard unit of game currency is taken for money, just name it at your convenience.
  - Assets are shares, land plots, offices, houses, apartments and businesses. For further detail, see the instructions.

### Game 2: GAME CREATIVE WHACK PACK

This card deck is a set of cards that allows you to discover different creativity strategies, grouped in 4 main categories (The explorer, the artist, the judge and the warrior). The creative whack pack is based on the idea that sometimes you need a whack on the side of the head to jolt you out of habitual thoughts patterns that prevent you from looking at things in a fresh way.



### Suggested uses:

- Let's get acquainted: Go through the deck and read each card. As you do so, look for patterns. Some cards are similar and some differ, some are contradictory. Ask yourself which ones, how and why they are different or similar. You can do this technique in pairs, group or by yourself, but is better to share and discuss the information with others. Afterwards, exchange your thoughts and try to come up with a set of patters. This is also useful to set the minds of participants within a group in the same "wave length".
- Your creative style: Go through the deck and put each card in one of three piles. Pile 1 represents the things you have done in the last month. Pile 2 represents the things that you have done in the last year. Pile 3 represents things you rarely do. What sort of patter do the different piles create? Are certain colours dominating each pile? Which is your strongest colour? And the weakest? What do the different piles say about your own personal creative style in the past year? You can play this technique one by one or with a work team to solve out difficulties and barriers.
- Three day agenda: Go through your deck and select five cards for things you'd like to do in the next three days. Place these cards in a prominent place such as your desk, refrigerator or dashboard. As you perform each activity, return its card to the deck. It can be also played in groups. Put all the cards face up in a table. Ask the participants to have a look to all of them and choose 5 cards (they can put a coloured paper or a clip with their name on each card). Then, if more than one people choose the same card, they have to discuss about why they choose this card and about the strategy they are going to follow to do these things. The rest of the participants can be paired up related to the colour of the cards or other kind of pattern they can find to discuss together.

There is available also innovative whack pack, designed to help you to break out of rutted ways of thinking and develop powerful new insights and idea.



### Game 3: GAME METHOD KIT FOR STARTUPS

This set of cards is a game that can be used to be more creative, to define and develop your startup, it can be used as well for workshops and discussions, as a thinking tool, to create overview and structure and to find out what to focus on next. There are 59 cards in this deck, each bearing an aspect, a suggestive description and a symbol related. The cards are in violet colour.

### Suggested uses:

- **Prioritize:** You have to discuss and prioritize the importance of each card and put them in order from important to unimportant or important-urgent, or strategic-details, etc. If you are working with a big group, this helps you to get a shared picture of how you see things.
  - **Timeline:** Put the cards on a time line and get an overview of the process. Discuss in the group which aspects need to be done first.
  - **Cluster cards:** Put the cards on a table, discuss and cluster them. Create bipolar groups of ideas and put the cards in one of these two groups. For example, high priority ↔ low priority; defined ↔ undefined; agree ↔ disagree; pros ↔ cons.
  - **Use with sticky notes:** put the cards faced up on a table. Write down ideas in notes and put them close to the relevant card. This could be a good workshop exercise in groups.
  - **Make your own start up canvas:** Pick 5-10 cards/aspects. (On this example we picked Solutions, Value, User Acquisition, Reach out tactics, Elevator Pitch, Hazards, Target Group and Roles/Responsibilities). Then, attach them to the canvas paper. Finally, start defining and taking notes to define your venture.
- There are more Method Kits available in the topics of project and personal development.

### Game 4: SEE A Game MENU and SEE A Game FAIR

Menu is a competitive game designed for promoting the development of entrepreneurial attitudes and competencies. MENU focuses on the following ones: Assessment/factor analysis; self-confidence; motivation; focusing/goal-orientation; taking initiative; out-of-the-box thinking; organisational competence; self-reflection; decision making; problem solving; social competencies and empathy; creativity. Competitive game means that competition is the main drive in the game. However, the game is designed not to allow uncontrolled flaming up and strikes a balance



between in-game competition and keeping a socially collaborative learning environment. MENU is designed for sessions with 10 or 20 players, such as in a classroom environment, and is played in groups. It includes different challenges, that can be played over multiple sessions, and it also allows teachers to create their own challenges. Playing the game requires a game master.

FAIR is a collaborative game designed for promoting the development of entrepreneurial attitudes and competencies. In particular, FAIR focuses on the following ones: ambiguity management; self-confidence; motivation; focusing/goal-orientation; taking initiative; self-reflection; decision making; problem solving; social competencies and empathy; creativity.

Collaborative game means that collaboration is the main drive in the game. However, for the game to remain intriguing, some competition will develop within teams, still maintaining a socially collaborative learning environment. FAIR is designed for session with 6 to 24 players and is played in groups. It includes different variants that can be played over multiple sessions fostering reflection. Playing the game requires a game master.

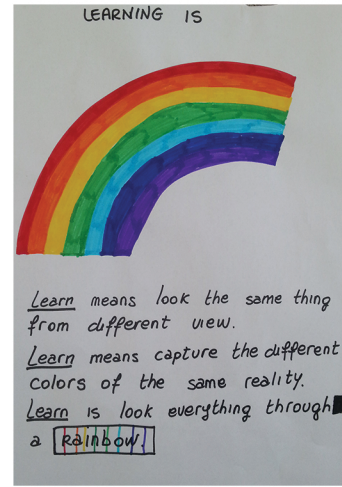
## LEARNING TO LEARN

Learning to learn is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities.

Learning to learn skills require firstly the acquisition of the fundamental basic skills such as literacy, numeracy and ICT skills that are necessary for further learning. Building on these skills, an individual should be able to access, gain, process and assimilate new knowledge and skills. This requires effective management of one's learning, career and work patterns, and, in particular, the ability to persevere with learning, to concentrate for extended periods and to reflect critically on the purposes and aims of learning. Individuals should be able to dedicate time to learning autonomously and with self-discipline, but also to work collaboratively as part of the learning process, draw the benefits from a heterogeneous group, and to share what they have learnt. Individuals should be able to organise their own learning, evaluate their own work, and to seek advice, information and support when appropriate.

Where learning is directed towards particular work or career goals, an individual should have knowledge of the competences, knowledge, skills and qualifications required. In all cases, learning to learn requires an individual to know and understand his/her preferred learning strategies, the strengths and weaknesses of his/her skills and qualifications, and to be able to search for the education and training opportunities and guidance and/or support available.

A positive attitude includes the motivation and confidence to pursue and succeed at learning throughout one's life. A problem-solving attitude supports both the learning process itself and an individual's ability to handle obstacles and change. The desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and apply learning in a variety of life contexts are essential elements of a positive attitude.



### Game 1: GROUP WORKS

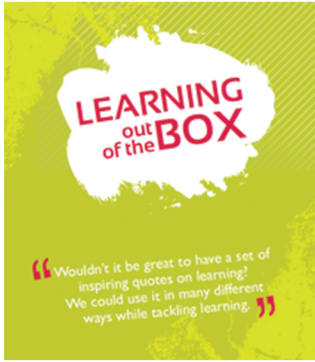
This is a pattern language game for bringing life to meetings and other gatherings.

This game is formed by a deck with 91 cards, each card represent an idea. There are 9 categories that all the ideas are divided into. The ideas are called patterns. Inside each category there are the patterns related to it. In each card you can see the name of the pattern, a suggesting photo, a description of this idea and the related patterns for this idea. Also, it includes 4 cards in white where you can add other ideas you came up with.



#### Suggested uses:

- For reflection and debriefing after an event: Face all the cards up and after summarizing what happened, ask the members of the group to choose the patterns they think were invoked and which ones it could be used and ameliorate for next events.
- Preparation of work teams for an event: In a large display board put in rows the nine categories and in columns the time stages (advance planning, just before event, beginning of event, mid event, end of event and follow-up) sort the cards by category and give each to a group. One person has to describe the upcoming event (objective, background, possible obstacles to success). Then, each group has to select and put in the board the patterns that could be used at each stage. Finally, discuss the strategy you created between everybody with the patterns and arrange it if there is something that doesn't match.
- Self-assessment and self-directed learning: Put all the cards face up in the table and give the participants several tokens (clips, beads..) of different colours each (blue and red, for example). Each participant has to choose the patterns he/she feels most competent using (blue) and those ones they want to improve (red), and lay a token in the cards. At the end, each has to search for the ones that put a blue token in the specific patter he/she wants to improve, and learn from each other.



## Game 2: LEARNING OUT OF THE BOX

This is a set of cards that bear a selection of quotes mainly based on previous experiences of using quotes about learning in seminars and training sessions. The quotes that really triggered debate are those who were selected for this game. The selection aims to provide a wide variety of aspects related to learning. It compiles diverse quotes on different pedagogical approaches (such as learning to learn, learning by doing, self-directed learning); educational systems (such as formal, non-formal); values and practices of learning (such as fulfilment, usefulness) and various dimension of learning (such as creativity, change, pressure). There are 32 cards with quotes.

Each card is numbered. The game also provides 3 blank cards for the participation of players in increasing the number of quotes to select and even in the creation of new ones.

### Suggested uses:

- Learning is ... : Display cards with the quotes visible on the floor or on a big table. Ask participants to choose the one that strikes them the most. Then, ask participants to gather in pairs and answer. What does it evoke? Is it linked to personal and/or professional experience? Positive? Challenging? Does it remind participants of someone who helped them to learn? Does it generate emotions? If yes, which ones? Why? At the end, a debriefing can be done, collecting key words used by participants on a flip chart.
- Learning tables: Display the cards with the quotes visible on five tables. While dividing the quotes between tables, put them in clusters such as pedagogical approaches/ educational system, values and practices, dimension of learning, etc. Form five groups and allocate a table to each of them. Ask each member of the group to first look at the quotes and rank them individually, from the most to the least important/relevant and to share their ranking and to explain the reasons behind their choices. Before starting the debriefing, you may ask each table if they managed to identify the category or the dimensions of their table. It may be that different tables come up with the same one? If so, how come?
- Learning on the agenda: Set the frame of the talk by reminding the mentee that during a long-term learning experience (such as voluntary service or participation on a long-term training course) it is useful to regularly reflect on the learning process and outcomes. Display the cards with the quotes visible on a big table and ask the mentee to think about some good learning experiences (a personally important one or a rewarding process of learning). Then ask the mentee to take three cards that seem to be associated with those positive learning experiences. Collects these important aspects of learning for the mentee and explore the links to this kind of learning for the context in which mentor talk take place (such as voluntary service or participation in a long-term training course). You may also encourage the mentee to explore future possibilities in experiencing more of this kind of learning.

Participants think individually about what competences are linked to the quotes and share their reflection with their group. During the debriefing, you can focus on the following questions: Was it difficult to identify the competences that could be developed in applying learning/education as implied in the quote? Why? Did you come up with similar competences or rather very different ones? If different ones, what was interesting when listening to the proposals of your colleagues? Were there strong disagreements or striking issues? If yes, which ones and why? Were the competences identified linked to your own learning experience? Or rather to learning as you would like it to be?

### Game 3: LEARNING IN TRANSITION

This game is inviting you to tell stories, inspired by statements on the card, you recall important learning events, you start to reflect about and share them with others and interesting dialogues emerge. In the process you learn about yourself as a learner, about others and about learning in general.



The deck consists of 67 cards with inspiring sentences, 8 white cards and 5 activity cards. On each card you find a beginning of a sentence that can inspire you to tell a story or share a reflection. There are 3 main categories of cards, called emerging, engaging and exploring Learning.

#### Suggested uses:

- My learning map (individual exercise): Collect old magazines with coloured pictures. Glance through them and cut out several pictures that attract your attention. Individually put all green cards on the table, read them and start associating the images you have previously cut with the green cards. Position the cards and the images as to create an imaginary map of your "learning world". Cut out new images as needed or draw what comes to your mind next to the green cards, in order to complete the map. You can leave out some cards if they do not speak to you. At the end, take a picture of your creation and write down your story.
- My learning story, our learning stories (small group exercise): In groups of 3-5 people, the green deck of cards is being equally distributed. Everyone keeps the cards that inspire them and passes on the other ones until everyone has 5-6 cards (depends on the time you have). Then one starts to play a card and tells the story with it. At any time another one in the group feels she or he has a card and story that is connected, plays it and continues...and an inspiring storytelling about learning emerges.
- Learning stories in dialogue (group exercise): Invite the group to walk around the space, without direction and following music. Suddenly you say stop and invite everybody to find a partner. Everybody receives a card from the same deck of cards (green, orange, blue) and has 30 seconds to tell the story to the partner. After one minute, the music goes on and everybody starts walking again. You collect the cards and when the music stops, you distribute a new card to everyone. It continues as long you feel there is intention to share stories. Then you can gather the group and invite sharing insights.

# MATHEMATICAL AND BASIC IN SCIENCE AND TECHNOLOGY

**Mathematical competence** is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.

An individual should have the skills to apply basic mathematical principles and processes in everyday contexts at home and work, and to follow and assess chains of arguments. An individual should be able to reason mathematically, understand mathematical proof and communicate in mathematical language, and to use appropriate aids.

Necessary knowledge in mathematics includes a sound knowledge of numbers, measures and structures, basic operations and basic mathematical presentations, an understanding of mathematical terms and concepts, and an awareness of the questions to which mathematics can offer answers.

A positive attitude in mathematics is based on the respect of truth and willingness to look for reasons and to assess their validity.

**Basic competences in science and technology** refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen.

Skills include the ability to use and handle technological tools and machines as well as scientific data to achieve a goal or to reach an evidence-based decision or conclusion. Individuals should also be able to recognise the essential features of scientific inquiry and have the ability to communicate the conclusions and reasoning that led to them.

For science and technology, essential knowledge comprises the basic principles of the natural world, fundamental scientific concepts, principles and methods, technology and technological products and processes, as well as an understanding of the impact of science and technology on the natural world. These competences should enable individuals to better understand the advances, limitations and risks of scientific theories, applications and technology in societies at large (in relation to decision-making, values, moral questions, culture, etc.).

This competence includes an attitude of critical appreciation and curiosity, an interest in ethical issues and respect for both safety and sustainability, in particular as regards scientific and technological progress in relation to oneself, family, community and global issues.





### Game 1: MANCALA

Mancala is a type of game that is believed to have been invented by the Egyptians around 1400 BC. It is still popular today in Africa and Asia. There are many different versions of the game, however the rules are simple and you don't even need a board to play - you can dig holes in the ground and use seeds, beans or stones as counters!



Mancala is a 'sowing' game. The idea is to place your counters in each bin, or hole, until you run out. If your handful runs out opposite your opponent's bin you capture their counters. The aim of the game is to end up with the most counters.

#### Suggested uses:

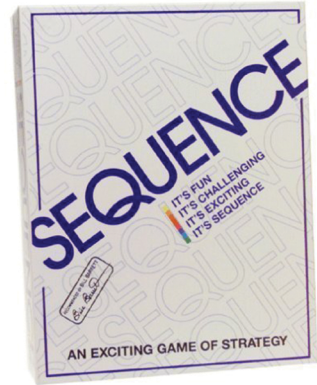
- The first player scoops up all the counters from any bin on their side of the board. Moving to the right (anti-clockwise), drop one counter into each bin that you come to. If you come to your mancala, drop a counter into it. If you come to your opponent's mancala, skip over it.
- If your last counter goes into your mancala, have another turn. Otherwise, it's your opponent's turn. If the last counter that you drop goes into an empty bin on your side of the board, you capture any of your opponent's counters that are in the bin directly opposite it. Put the captured counters in your mancala. After you make a capture, it's your opponent's turn.
- The game ends when all six bins on your side (or your opponent's side) are empty. The player with counters left in their bins picks them all up and puts them in their mancala. The winner is the player with the most counters in their mancala.

## Game 2: SEQUENCE

Sequence is an exciting game of strategy.

One player or team must score two sequences before their opponents.

A sequence is a connected series of five of the same colour marker chip in a straight line, either up and down, across or diagonally on the playing surface. It is a game meant to be played in groups of 2 to 12 people, in teams of two or three people, not surpassing 3 teams in total. Less than 3 people can play individually. There is a game board, 104 sequence cards, 48 blue marker chips, 48 green marker chips and 48 red marker chips.



### Suggested uses:

Choose two colours of chips. Keep the third colour away from the game board. Team players must be evenly divided into two teams. Team members must alternate their physical positions with opponents around the playing surface. The dealer should shuffle the cards and deal out the same number of cards to each player, the remaining cards are laid down as draw deck, facing down. The players now pick up their cards making sure no one see them. In your turn, you select a card of your choice from your hand and place it face up on a discard pile (players should start their own discard pile in front of them visible to all other players). Then place one of your markers chips on the matching card on the game board. Finally, you draw a new card from the draw deck. Each card is pictured twice on the game board, with exception of the jacks. A player can play on either one of the cards spaces as long as it is not already covered by another marker chip. The first player or team that scores two sequences wins the game.

### Game 3: LOGIC

This card game is used to train your brain with different logic cards in 5 difficulty levels. There is a booklet with the solution and some instruction about how to play the game. There are two decks, number 1 and number 2, with different logic problems each.

There are 53 cards and each one shows a logic problem with numbers, geometric figure or letters. Each level cards have a different colour and the levels are represented by bulbs. The green bulb means the easiest level, two blue bulbs is the second easiest level, then three orange bulbs will be medium level, four red bulbs will be the second hardest level and the 5 black bulbs will be the hardest level. You will find these bulbs in the upper left corner of each card. The cards are numbered, from the easiest level to the hardest.



#### Suggested uses:

Draw a card and try to solve the question symbol as fast as possible. You may measure your timing in order to train your brain to look for logic patterns that help you to understand how to solve the question mark. You can challenge yourself and try to solve 3 cards each day. Until you solve them, you cannot pass to the next 3 cards. You may ask for help to friends and relatives, in case you are not capable of solving the card. Try not to look for the solution until you come up with a logic explanation of the possible solution. Then, check your answer and in case is wrong, try to find out why and which is the correct logic applied. There are different symbols that you will find in the cards that you have to be aware of in order to understand how to solve the mystery.

Here is a translation of these symbols:

- Crossed question mark: Find the element that doesn't belong to the pattern
    - Blue question mark: Find the missing element
      - 2 sticks and an arrow: Move two sticks
      - 3 crossed sticks and a bowed arrow: Remove 3 sticks
      - Blue arrow pointing to the right: To create
  - A geometric figure with a number inside: This number of equal geometric figure
    - An equal symbol between 2 check symbol: A correct equation
- Example: 3 crossed sticks and a bowed arrow + Blue arrow pointing to the right + a triangle with a 4 inside: Move 3 stick to create 4 equal triangles.



## SOCIAL AND CIVIC

Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential.

The core skills of this competence include the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Individuals should be capable of coping with stress and frustration and expressing them in a constructive way and should also distinguish between the personal and professional spheres.

**Social competence** is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environment, and knowledge of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments (e.g. at work). It is equally important to be aware of basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society and culture. Understanding the multi-cultural and socioeconomic dimensions of European societies and how national cultural identity interacts with the European identity is essential.

The competence is based on an attitude of collaboration, assertiveness and integrity. Individuals should have an interest in socio-economic developments and intercultural communication and should value diversity and respect others, and be prepared both to overcome prejudices and to compromise. This should include awareness of ethical values and promote good governance.

**Civic competence**, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation.

Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision-making at all levels, from local to national and European level, in particular through voting.

Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe.

Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive attitude. This means displaying both a sense of belonging to one's locality, country, the EU and Europe in general and to the world, and a willingness to participate in democratic decision-making at all levels. It also includes demonstrating a sense of responsibility, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others.



### Game 1: TELL YOUR STORY

"Tell your Story" cards is a method to involve people to talk about their experience and share ideas, thoughts and personal views. This method is a tool to empower people to talk with each other, listen and train different skills. Answering questions from the cards promotes self-exploring, playing cards in pairs or groups can promote discussions and dialogue to build a stronger team and to get to know each other better.



Skills you can develop using cards "Tell your Story" are: communication, storytelling, presentation, tolerance, argumentation, active listening, language training, empathy, time management, creativity, etc.

#### Suggested uses:

Cards can be used as a tool for introductions, team-building and promotion of tolerance to different cultures, values, religions etc., for example "Tell what your interests are!" Cards in English can be really helpful in international projects to reduce stereotypes, find similarities between people, and become friends!

Cards can be differently used in schools. They can be integrated into particular subjects, language learning, art of speaking, as well as individual consultations with students, for example, "Tell about the person that inspires you!" Cards can also be used as an entertaining game for leisure – "Tell funny story from the time you went to school!"

Individual consultations sometime require to go deeper in some topics, which is not always easy to do. Cards can help to start personal conversation in a playful way. If cards are used by a competent professional, they acquire appropriate significance and help to achieve the necessary goals, for example "Tell what you're planning to accomplish in the next 12 months!"



## Game 2: DIXIT

Using a deck of cards illustrated with dreamlike images, players select cards that match a title suggested by the "storyteller", and attempt to guess which card the "storyteller" selected. It is intended for people older than 8 years old, in groups from 3 up to 12 people and a game lasts around 30-60 minutes. There is a deck of 83 cards with expressive drawings which enhance your imagination. There is also a board, 10 points cards with different colours and the tokens matching those colours. There is extension of the cards, with 83 cards each deck.

### Suggested uses:

- Each player starts the game with six random cards. Players then take turns being the storyteller. The player whose turn it is to be storyteller looks at the six images in his or her hand. From one of these, he or she makes up a sentence or phrase that might describe it and says it out loud (without showing the card to the other players).
- Each other player then selects from among their own six cards the one that best matches the sentence given by the storyteller. Then, each player gives their selected card to the storyteller, without showing it to the others. The storyteller shuffles his or her chosen card with the cards received from the other players, and all cards are then dealt face up. The players (except for the storyteller) then secretly guess which picture was the storyteller's, using numbered voting chips.
- If nobody or everybody finds the correct picture, the storyteller scores 0, and each of the other players scores 2. Otherwise the storyteller and all players who found the correct answer score 3. Players other than the storyteller score 1 point for each vote their own pictures receive.
- A large part of the skill of the game comes from being able, when acting as the storyteller, to offer a title which is neither too obscure (such that no other player can identify it) nor too obvious (such that every player is able to guess it).
- The game ends when the card deck is empty. The player with the highest point total wins the game.



### Game 3: ALIAS

Alias is a board game, where the objective of the players is to explain words to each other. Hence, Alias is similar to Taboo, but the only forbidden word in the explanations is the word to be explained. The game is played in teams of varying size, and fits well as a party game for larger crowds. The game is very competitive. It is intended for group more than 4 people, aged more than 11 years old and it lasts around 30 minutes. Alias consists of a deck of cards, each card has 6 words written on it. Each word has a number, from 1 to 6. Words are various - from very easy to very hard. Some are made of several words defining one thing (example: "Silver Medal"). There is also a board with tiles. Each tile is marked with numbers 1 to 6.

#### Suggested uses:

Alias is played in teams, usually in teams of 2, but more people are also allowed. The "explainer" must change every turn. Each team gets a figure representing them on the board. Their goal is to get through the board. Each time a figure stops one team member must take cards from the pack (not showing it to the other team member(s)) and explain the words on every card that have the same number as the space their figure landed on. The hourglass (also included) is set just before the team member starts explaining the word. (Looking at the first card and thinking about how to explain the word before the time is set is allowed.) The Player must get the other team member to say the word that is written on the card by using sentences to describe the word. For example, if the word is "Silver Medal", a player can say "something that a sportsman wins at the Olympic games". But if other team member says just "Medal", it isn't correct. Then the first player must further define what the hint might be. Second player can answer as often as he/she wants until the time runs out. If time runs out or first player accidentally uses the word which is written in card, the team loses a turn. Variations: opposites and/or foreign words are allowed.



## GAME AND COMPETENCES LIST

This list of games is an outcome of the activities developed in project "It's all in the game". Here you can find a proposition of the competences you could develop in each game. In behalf of our experience, most of the games can be played in more than one way. Hence, more than the selected competences can be displayed and practiced while playing. This is only our recommendation for you to profit from the knowledge gathered during the training course.

GAME NAME	Mother Tongue	Foreign Languages	Mathematical & science and technology	Digital	Social & Civic	Cultural awareness and expression	Sense of initiative and entrepreneurship	Learning to Learn
ACTIVITY	x	x			x	x		x
ALIAS	x	x			x	x		x
BARNGA	x	x	x		x			x
BAZAR BIZARRE					x			x
BLACK STORIES	x	x			x	x		x
BULLS			x		x		x	x
CARCASSONNE	x	x	x		x		x	x
CASH FLOW	x	x	x		x		x	x
CATAN	x	x	x		x		x	x
COYOTE	x	x	x				x	x
CREATIVE WHACK PACK	x	x			x	x	x	x
DIXIT	x	x			x	x		x
DOBBLE								x
DOMINO			x					x
DUOLINGO	x	x		x				x
EUROMED	x	x		x	x	x		x
FIND A RULE	x	x			x	x		x
FLIXA	x	x	x		x		x	x
FORUM THEATRE	x	x			x	x		x
GEOCACHING			x	x		x	x	x
GEPOL	x	x		x		x		x
GROUP WORKS	x	x			x	x	x	x
HANABI	x	x	x		x		x	x
HAPPY FAMILIES	x	x			x			
HOMBRES LOBO	x	x			x	x		x
HOTEL	x	x	x		x		x	x
HUJAMBO	x	x			x	x		x
HUMAN RIGHTS EDUCATION	x	x			x	x		x
IKONIKUS	x	x			x	x		x

GAME NAME	Mother Tongue	Foreign Languages	Mathematical & science and technology	Digital	Social & Civic	Cultural awareness and expression	Sense of initiative and entrepreneurship	Learning to Learn
INNOVATIVE WHACK PACK	x	x			x	x	x	x
JUNGLE SPEED			x					x
LEARNING IN TRANSITION	x	x			x	x		x
LEARNING OUT OF THE BOX	x	x			x	x		x
LOGIC			x				x	x
MACCHIAVELLI	x	x			x		x	x
MAFIA	x	x			x	x	x	x
MANKALA			x				x	x
MEMORY MATCH			x				x	x
METHOD KIT FOR PERSONAL DEVELOPMENT	x	x			x		x	x
METHOD KIT FOR PROJECT	x	x	x		x		x	x
METHOD KIT FOR STARTUPS	x	x	x				x	x
METHOD KIT FOR SUSTAINABLE DEVELOPMENT	x	x	x		x		x	x
MIKADO			x				x	x
MOLKKY			x		x		x	x
MONOPOL	x	x	x		x		x	x
MORE THAN ONE STORY	x	x			x	x		x
OM NOM NOM	x	x	x				x	x
OPPO			x		x			x
REFLEXION CUBES	x	x			x		x	x
SABOTEUR	x	x			x		x	x
SCRABBLE	x	x	x		x		x	x
SEE A GAME	x	x	x		x	x	x	x
SEQUENCE	x	x	x				x	x
SET			x				x	x
SPEED CUPS			x				x	x
STORY CUBES	x	x			x	x	x	x
TABU	x	x			x	x		x
TELL YOUR STORY	x	x			x	x		x
THE EUROPEAN YOUTH FOUNDATION	x	x			x			x
TWISTER	x	x			x		x	x
VIRTONOMICS	x	x	x	x	x	x	x	x
WE WILL ROCK YOU					x			x
WHO'S YOUR ELVIS/CHEAT			x		x		x	x
WORD DOMINO	x	x				x		x
YARDMASTER EXPRESS			x				x	x
YATZY			x				x	x

Here is the link of the project blog, where you can find this list of games with the description, instructions and web links with more information about the games.  
[www.itsallinthegamepuduri.wordpress.com/](http://www.itsallinthegamepuduri.wordpress.com/)



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absolutely great trainer from Bulgaria

**Ginta Salmina,**  
Project manager and Trainer

More info about project and Game list:  
[www.itsallinthegamepuduri.wordpress.com](http://www.itsallinthegamepuduri.wordpress.com)

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Play, learn & enjoy, because  
“It’s all in the game”

