It is more than playing!

A catalogue of good practices using games as intercultural tools
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**Introduction**

“Game for Euromed” – GEM - is a project that aims at promoting education for intercultural citizenship through playing, involving organisations from both shores of the Mediterranean Sea: Italy, France, Palestine and Egypt.

The main tool developed in the project framework will be a board game to be used with youngsters, so as to promote tolerance and mutual understanding of different traditions and cultures. Our aim is to create an informal and amazing setting supporting youngsters to become Euro-Mediterranean citizens and encouraging reciprocal dialogue and cultural awareness.

In order to define the pedagogical framework of GEM board game, it was considered highly relevant to explore existing good practices in all partner countries, which promote the use of games as intercultural tool.

This approach allowed us to collect inputs and stimuli stemming from different experiences and also to have deep insight into games in partner countries, so as to identify useful elements to be featured in the implementation of our games, either for their contents or for their specific characteristics.

This catalogue has been finalized thanks to the contribution of all project partners. It doesn’t aim at being an exhaustive overview, but at giving the readers the opportunity to focus on a few elements which might be explored when developing GEM board game.
**What is a good practice?**

A good practice is “an exemplary project which has positively influenced systems and practices throughout its activities and results, and which is worth transferring and exploiting in different contexts and environments by new users or entities” (EAC Glossary of terms).

In Comparative Educational Research, the identification and transfer of good practices between countries and educational systems is called “Educational Borrowing and Lending”\(^1\). Transferring and using good practices is a recommended habit in the educational field, as good practices help to achieve goals in a quicker and more effective way, they give educators a framework which enables them to develop their activities and share methodologies and positive results with partners at international level.\(^2\)

By establishing the conceptual framework of GEM, the following elements have been considered so as to identify good practices using games as a means to promote intercultural dialogue:

- **RELEVANCE** to the project’s goals and the design of the pedagogical framework for the board game
- **FEASIBILITY** for the target groups (youngsters aged 14 up to 20 years old)
- **POTENTIAL IMPACT** in terms of learning outcomes as far as the education to intercultural understanding and citizenship is concerned
- **ADAPTABILITY** and **TRANSFERABILITY** to different cultural contexts

Moreover, this catalogue we decided to include some board games which have proven to be useful for the implementation process of GEM board game. Indeed, these board games can be considered an important element for those who want to promote learning in a creative contest.

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The project “Diversity4Kids” - [www.diversity4kids.eu](http://www.diversity4kids.eu) – has been an Interreg IV project that used playful and narrative tools to motivate children to reflect on values and interests different from their own, encouraging openness and intercultural awareness. Children aged from 8 to 14 explored cultural differences in order to understand and experience the values stemming from diversity. They learned how to recognise and overcome prejudices, xenophobic and discriminatory attitudes through playing.

About **100 activities** have been carried out and tested in schools. A training **kit** (available both in Italian and in German) has been developed, including non-formal activities related to:

- Theatre workshops and role-plays
- Workshops on cross-cultural biography and creative writing
- Stories about diversity

**PROJECT CONSORTIUM**

- Zentrum für MigrantInnen in Tirol (ZeMiT)
- Accademia Europea di Bolzano (EURAC) - Istituto sui Diritti delle Minoranze
- GECT “Euregio Tirolo-Alto Adige-Trentino”
- Centro Culturale Luciano Tavazza (CCT) per il volontariato e la partecipazione in Friuli Venezia Giulia
- Provincia autonoma di Trento – Centro informativo per l’immigrazione(CIFORMI)
- Amt der Tiroler Landesregierung, Abt. JUFF – Fachbereich Integration

**EDUCATIONAL VALUES**

We value this project as it has given relevant contributions and created activities aimed at enhancing:

- Imagination
- Creativity
- Common cultural values
- Cross-cultural beliefs
- Freedom of thought/ of speech/of interpretation
- Acting skills

In particular one of the activities, which can be considered useful for GEM project, is the **biographical workshop**. During this activity, children learned how to describe themselves to others and even to come up with a new biography.
This activity can inspire GEM board game as teenagers aged from 14 to 20 could be asked to guess the identity of famous and important historical figures by giving players a few clues concerning biographical facts.

In fact, the promotion of intercultural dialogue can be enhanced by becoming more knowledgeable about a country’s cultural heritage. Indeed, the idea that teenagers can learn more about intercultural citizenship by studying biographies can be adapted to other contests and projects.
Volunteers in Playwork: New Professionals to Promote the Play as Tool for Learning.

“Volunteers in Playwork” (VIPER) – www.viperproject.eu – aimed at transferring a volunteer training course so as to improve the quality of vocational education and training for adults, willing to work with children. It incorporates EU best practices to support children’s play across Europe. Its training programme and volunteering model have been adapted to seek EU accreditation.

This project developed a multilingual training course with resource materials for VET providers and learners. One of the project’s output is the Trainer’s Notebook targeted at educators, explaining the importance of play. The Italian version of this manual is available on CESIE website: http://cesie.org/media/viper-manuale-formatori.pdf.

Project Consortium

- University of Gloucestershire – UK
- Tokium (C.A.Gonzaga Unip. Lda) – Portugal
- CESIE – Italy
- Rogers Személyközpontú Oktatásért Alapítvány – Hungary
- Univerzita Palackého v Olomouci – Czech Republic
- Dumlupinar University Kutahya Vocational High School of Social Science – Turkey
- Hafelekar Consultancy Ltd – Austria

Educational Values

We value this project as it has given relevant contributions and created activities aimed at enhancing:

- Solidarity
- Creativity
- Acting skills
- Sense of community
- Respect

Moreover, there are two aspects that should be regarded for the development of GEM board game, but also for other activities or projects using games for educational purposes. The first aspect is related to VIPER theoretical framework which underlines the importance of “playwork” in childhood and adolescence. The second aspect is the Trainer’s Notebook helping educators understand the importance of play.
**Intercultural Joint Awareness Raising: Intercultural dialogue among the Global Youth.**

In.J.Awa.Ra – [www.injawara.eu](http://www.injawara.eu) – aimed at enhancing the levels of information and proactive awareness of European citizens on the foundations, the dynamics as well as the effects of the relations between the Global North and South.

The young participants have been involved in a series of workshops on the topics of sustainable development and poverty eradication, and they contributed to the creation of a board game on international development cooperation.

The project In.J.Awa.Ra has created a board game on the topic of the Millennium Development Goals. The aim of the board game is to stimulate the interest of the youth in the Millennium Development Goals, including the learning to play approach in the project’s experience. The board game is also available online at the following link. Click [here](http://www.injawara.eu) to play!

**Project Consortium**

- Tamat – Italy
- SERETAS – Lithuania
- CARDET – Cyprus
- EURO-Training – Bulgaria
- AMSED – France
- JARIT – Spain

**Educational Values**

We value this project as it has given relevant contributions and created activities aimed at enhancing:

- Solidarity
- Common cultural values
- Creativity
- Memory
- Accuracy
- Sense of community
- Respect

Moreover, the developmental process of In.J.Awa.Ra board game and its pedagogical approach are important points of reference for the implementation of GEM board game, as they combine play and education for intercultural citizenship.
Trivial Pursuit - [https://en.wikipedia.org/wiki/Trivial_Pursuit](https://en.wikipedia.org/wiki/Trivial_Pursuit) - is a board game, produced by Hasbro and Horn Abbot, in which players have to answer correctly trivia questions split into six categories:

- Geography
- Entertainment
- History
- Arts and Literature
- Science and Nature
- Sports and Leisure

In December 1993, Game magazine named Trivial Pursuit to the “Games Hall of Fame” and ten years later, in September 2003, an online version was launched. Moreover, in 2004 almost 88 million games had been sold in 26 countries, and the game was translated in 17 languages.

**EDUCATIONAL VALUES**

We value this game for its rules and structures aimed at enhancing the following skills:

- Imagination
- Creativity
- Memory
- Accuracy

In particular, the structure of Trivial Pursuit board game can be taken into consideration for the development of GEM board game. The promotion of intercultural citizenship and knowledge will be supported by including questions related to different subjects such as geography, history, and national cultural heritage.
**DIXIT: winner of the Spiel des Jahres award in 2010.**

Dixit - [https://en.wikipedia.org/wiki/Dixit_(card_game)](https://en.wikipedia.org/wiki/Dixit_(card_game)] - is a game created by Jean-Louis Roubira, and published by Libellud. In the game there are 8 players. Each player starts the game with six random cards. The “storyteller” chooses one of his/her cards (without showing it to the other players), and he/she makes up a sentence to describe it. The sentence might be a movie quote, a saying, song lyrics, or whatever comes to the storyteller’s mind.

The other players should select among their cards the one that matches better the sentence given by the storyteller. The storyteller shuffles all the cards, which are then dealt face up. Each player has to find out which was the storyteller’s card. If nobody or everybody finds the correct card, the storyteller scores 0, and each of the players scores 2 points. Otherwise, the storyteller and whoever found the correct answer score 3 points. Players score 1 point for every vote for their own card.

The game was introduced in 2008 and it received many awards in different countries, attesting its adaptability to different cultural context and appreciation among different audiences.

**EDUCATIONAL VALUES**

We value this game for its rules and structures aimed at enhancing the following skills:

- Imagination
- Creativity
- Intercultural understanding
- Pertinence
- Accuracy
- Personality
- Freedom of thought/ of speech/of interpretation

For instance, guessing and imaging the cultural heritage of other countries increases intercultural awareness. Even though it is rare enough to score points trying to make sense out of other people’s interpretations, it is interesting to analyse a game that stimulate the participants’ imagination.

In the end, some elements of the structure of the game can fit well with the idea of GEM board game and will be further explored in its development process.
**Time’s up: guess the character!**

Time’s up is a charade based game - [https://en.wikipedia.org/wiki/Time%27s_Up!_(game)](https://en.wikipedia.org/wiki/Time%27s_Up!_(game)) – played by two teams made of 4 players (or more).

The game is played with an average of 40 name cards, featuring famous figures or themes, used throughout all the three rounds. In round 1, the cluegiver has to lead his teammates to guess the content of the card using sentences; in the second one he/she can use just one word, and in the third one he/she is not allowed to speak and can only use gestures.

The game is over when the three rounds are done, and there are no more cards to guess. The team which scores more points wins.

Time’s Up has won more than 15 awards including the “Mensa Select”, an annual award given by American Mensa to five board games that are “original, challenging and well designed”.

**Educational values**

We value this game for its rules and structures aimed at enhancing the following skills:

- Collaboration
- Shared common values
- Creativity
- Memory
- Acting skills

Moreover, it is important to point out that the success of the team depends on the acting or intellectual skills of each of its players and in their ability to collaborate.

The game is a source of inspiration for developing GEM board game as the cards could feature also European and Mediterranean characters and/or themes.

Therefore, the game might be a pedagogical tool to be used so as to promote the cultural awareness and knowledge concerning different topics, such as history and relevant public figures, amongst youngsters.
Seven Stones Game: Take down the prejudice!

This game can be played from 6 up to 10 children. The materials used are very simple: seven small stones and one little ball.

The players have to form 2 teams with the same number of players. They should draw a circle on the ground inside which they should build a pile of seven stones, placing each stone on the top of the other.

Then, the players draw a line 4-5 meters distant from the pile of stones. The two teams decide who will attack first. The attacking team should try to take down the pile using the ball while a person from the other team tries to catch the it.

This game allows reflecting on how important the following skills are:

- Teamwork
- Communication skills
- Leadership skills

The pile of stones is a metaphor of the prejudices that often influence our knowledge and hinder our mutual understanding.

Educational Values

We value this game as it allows players to think about:

- the sense of belonging to a group
- the idea of sportsmanship, with proper consideration for fairness and respect
- the enhanced level of Communication and Leadership Skills amongst participants
**Tug of Palestine: a popular game in Palestine.**

The players are divided into two teams. The referee draws a line between the two teams, and the teams should stand symmetrically by the line. Then, the referee requests the teams to catch the rope from both sides. During the game there is a “coach” standing in front of his/her team in order to encourage and guide them. The two teams pull each other such that the marking on the rope closest to their opponent crosses the centre line. The referee declares the winning team.

This game allows us to reflect on the importance of the movement in games. Moreover, the concepts of teamwork, communication and leadership are important skills needed to play such activity.

**Educational Values**

We value this game as it allows reflecting on:

- Teamwork, sense of unity, cohesion, and cooperation
- Sense of belonging to the group.
- The idea of sportsmanship, with proper consideration for fairness, respect and resistance.
- Communication and Leadership Skills amongst participants
Baladna Board Game: Egypt’s Cultural Diversity.

Baladna - [https://www.youtube.com/watch?v=6AHv3MMyH_s](https://www.youtube.com/watch?v=6AHv3MMyH_s) is a colourful map of Egypt that invites children to travel across Egypt. There are questions regarding the history of Egypt, its traditions, common habits, food and environmental regions.

Baladna mingle creativity and learning: players are asked to draw, perform and test their imagination in order to win. What’s the point of the game? Helping children to learn more about Egypt’s cultural diversity in a fun and engaging way.

The players can become more knowledgeable about traditions, environmental regions, food, cultural environment, etc. The team has to travel across the map. The only way to move on the counter is to roll the dice and step over a place on the map (city or town or village). In order to get a point a be allowed to roll the dice again the team has to perform some tasks (linked to specific learning objectives) dealing with:

- Drawing
- physical tasks
- trivia questions
- Acting
- Expressing opinions or describing situations

The game is sold in stores and online. It was also distributed for free to kindergarten, preschools, schools and youth centres. Workshops are held regularly to train educators and teachers to learn how to use the game.

Educational Values

We value this game as it promotes:

- Knowledge about the country in a fun learning experience
- Teamwork to achieve a common goal

Moreover, the game can be considered a model for its graphics and its journey-like scenario for another board game. These components are useful for those who want to create a board game based on the education to intercultural dialogue as can they make the game attractive.
**GENDER GAME – ZOOM IN, ZOOM OUT: DIFFERENT WOMEN DIFFERENT STORIES!**

‘Zoom In, Zoom Out’ - [https://www.salto-youth.net/tools/toolbox/tool/zoom-in-zoom-out-board-game.1089/](https://www.salto-youth.net/tools/toolbox/tool/zoom-in-zoom-out-board-game.1089/) is an educational board game about the condition of women worldwide. Based on 12 women’s lives and stories, the game looks at several aspects of women’s condition, such as health, development, the economy and history.

The board game is designed for 2-12 players. Each player acts as a woman throughout the game. The players have to answer question cards about the condition of women in the world. They gradually gain pieces of a puzzle if they give the correct. The first who completes his/her puzzle wins.

The game is a valuable tool to reflect about the situation of women in the world. The players can “travel” across the world and discuss similarities and differences concerning the condition of women in different cultures, as well as in their own families and surroundings. Therefore, it helps overcome stereotypes and encourages the users to become aware of global issues, specifically on women’s situation and rights.

The game was developed by SALTO-YOUTH ([https://www.salto-youth.net/](https://www.salto-youth.net/)): this Resource Centres provides online practical tools for youth work and training.

**PROJECT CONSORTIUM:**

- The Educational Association (NBV), Nykterhetsrörelsens Bildningsverksamhet, Sweden
- Landes Jugendwerk der AWO Thüringen, Germany
- Kafa, Enough Violence and Exploitation, Lebanon
- Sustainable Development Association (SDA), Egypt
- With support from the EU YOUTH Programme through the national board of Youth Affairs, Sweden (Ungdomsstyrelsen)

**EDUCATIONAL VALUES**

We consider this project as a good practice as it promotes reflection on the following topics:

- Gender issues
- Knowledge of different cultures and traditions
- Overcoming stereotypes
- Collaboration
- Shared common values
Zambosia: Let’s know Egypt!

Zambosia is a simulation game - http://work.crisp-berlin.org/de/new/foundation-of-the-simulation-club-egypt/ - based on a role play and improvised interactions between players. The game simulates the political situation in Egypt and the role of civic society and private sector.

The game is set on the governmental scene in Egypt post 2011 revolution. The players act according to different roles as ministers, private sector representatives, Civil Society Organisations representatives, International organisations, student unions, activists, press/media and Minorities.

The game designs a contest where alliances and negotiations are needed to achieve the planned goals. Each character has its own ideology and objectives which sometimes generates conflicts and sometimes offer opportunities for cooperation.

The educational effectiveness of that game was so significant that nationwide workshops have been organised and managed by facilitators.

Educational Values:
We value this game as it produced a significant impact in terms of:

- Change of perspectives
- Empathy with other participants
- Self-reflection as a tool for self-development and self-assessing ones actions and reactions

Simulation games offer a crucial advantage, as they allow testing several strategies in one given scenario. As the participants step into their roles during the simulation games, it changes the way they look at problems increasing their perspectives.

By stepping into someone else’s shoes, the participants are encouraged to broaden their perspective, overcoming personal mind-sets, stereotypes and prejudices, and to reflect on their own values and beliefs. This diversity of perspectives enriches the learning process and can produce more relevant educational results.
CONCLUSIONS

We hope that this short collection of good practices using games for promoting education for intercultural citizenship could represent a useful source of inspiration for educators who are interested in exploring and using creative approaches and tools to support the growth of Euro-Mediterranean citizens. New generations united by respect and cultural awareness across the shores of Mediterranean Sea, messengers of tolerance and mutual dialogue.

"Playing" allows us to create a non-formal and amazing setting where people can learn more about each other while having fun. Therefore, it might be the best scenario to promote unity amongst people from different cultures and beliefs.

Use your imagination and explore what’s behind a group of people playing!

And...

LET THE GAME BEGIN!
PARTNERS AND CONTACTS

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Waseela for training and development - Egypt
The Anna Lindh Foundation is an international organisation which promotes intercultural exchanges and common projects among the civil societies of the EuroMediterranean region.

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