GET INCLUDED

ERASMUS KA2 YOUTH PROJECT

Gamification and Examples of Tools and Methods used for Inclusion and Entrepreneurship

PLAY INN

Gamification as a Tool of Inclusion & Entrepreneurship for Young Refugees & Migrants
Erasmus+ KA2 Strategic Partnership Project in the Field of Youth
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INTRODUCTION

Currently Gamification is a trend, used in diverse contexts and purposes, as business, human resources or even in the social sector. It has been discovered the motivational power that "Gamification" has got in order to engage players (users) into an specific activity.

So, throw this Toolkit, and in the framework of the european project Get Included, we want to introduce you, that maybe has information or not about this concept, to what is it about and some concrete information about its mechanism. Furthermore, this document is also providing you with concrete and practical experiences where Gamification has been applied in the social sector, in order to deal with issues as social inclusion, social participation, active citizenship, etc.

Hopefully this Toolkit can be useful and inspiring for you in your future activities, possible replication of some of the games and methods described, or at least provide you with information about this trend that is taking the best of the "games" but contextualized in diverse situations.

1. What is Gamification?

Gamification in simple words is the process of using the elements of games in order to change behaviour. It integrates the rules or methods into activities with goals or to add value.

The practice of gamification begun to emerge when the motivational aspects of games secret plans were started to be applied to services inspection and repair outside of game contexts.

Salen and Zimmerman define a game as "a system during which players interact in artificial conflict, outlined by rules that leads to a quantitative outcome".

Juul on the opposite hand, summarizes that "a game is a rule-based formal system with a variable and quantifiable outcome, where different outcomes are assigned different values, the player exerts effort so as to influence the end result, the player feels connected to the outcome, and also the effects of the activity are optional and negotiable".

Common for each the definitions are that games are rule-based systems, wherever players of the games interact to influence the outcome, and also the outcome is quantifiable because Games give clear goals, sense of rewards and fulfilment to players, thus acting nearly as good motivators naturally.

As psychologist Byron Reeves says, there are however no psychological mechanisms that would work only for games but not in real life – the reward centres that are activated by the well-designed games will also activate when interacting with any other well-designed interactive system.

Gamification takes advantage of these motivational capacity of games and applies them to non-game systems.

2. Game Mechanics

The definitions of gamification mostly talk about the usage of game design elements in context outside of games, and they usually consist of some of these elements that leverage the motivation of the players, as well as other psychological needs such as competence, autonomy, and relatedness to drive interest, engagement and participation in a specific activity.

A primitive example of gamification would be rewarding Scouts with a badge for a task that they wouldn't necessarily partake in, such as fishing or orienteering. Competition amongst the Scouts reinforces a desire to keep getting more badges. These badges engage the Scout through those desires mentioned earlier, status, achievement, competition and being part of an inclusive social community. The fact that 10 out of the 12 people to have walked on the moon were Scouts means something must be working!

3. Main Elements of Games

FAST FEEDBACK

Acknowledge user progress and provide real time feedback to their performance. Congratulate a user for reaching a goal, encourage the next step to a milestone or promote a new reward.
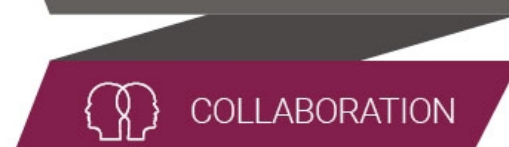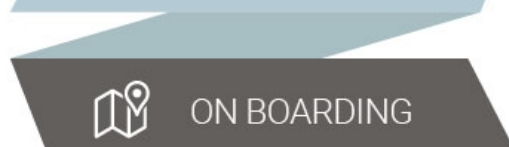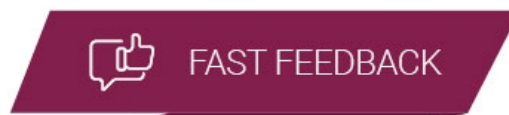
COMPETITION

Showing users how they compare to their peers in real time raises the stakes. Encourage competition with team and individualised leader boards.

LEVELLING UP

Levels indicate long-term or sustained achievement. Different levels have access to different objectives, missions and rewards.

GOALS

Specific objectives give users a purpose for interaction and keep people coming back to the game.

TRANSPARENCY

Progress and achievements of individuals and teams are updated in real time and tracked historically.

COMMUNITY

Sharing achievements create energy by making people aware of what others are doing.

POINTS

Points are used to track achievement, contribution and participation over a long period of time. They form the basis for achieving badges and other types of rewards.

ON BOARDING

Simple walk-through 'mission' style tasks introduce users to the nature of their job and the standard at which they are expected to perform.

COLLABORATION

Connecting users allows teams to collaborate to complete more complex tasks while giving the opportunity to each team member to contribute to its team's success.

BADGES

These indicate mastery of a skill or recognise accomplishments more in general. Users compete harder and strive to excel at a given task to show their ability and reap the benefits attached to these rewards.

FAST FEEDBACK

COMPETITION

LEVELLING UP

GOALS

TRANSPARENCY

COMMUNITY

POINTS

ON BOARDING

COLLABORATION

BADGES

There are many game-specific elements, but some frequent core factors of games can be recognized from the current educational literature.

Flatla et al. defines core elements of games to be competition, clear goals, rewards, feedback, progress and theme, most of the successful Games are consisted of

3.1 Goal-focused challenge

Goal-focused challenges give challenging goal factors tied to rewards. This means offering clear goal-oriented tasks, such as accumulating items with clearly defined win conditions that triggers a challenging activity engaging the player. The challenges provide the users course of what to do in the game, so it should to be made certain that there are always challenges for the users to complete.

The challenges should include a number of obstacles that the users' need to overcome to complete the activities. The difficulty of challenges may increase as the game progresses (within the game boundaries) to keep the users interested. This can be achieved by increasing the required actions per level, but also with other game features, such as timed response or randomness.

3.2 Feedback

Feedback capability supplying unique development devices and fulfilment markers to let the customers recognize how they have advanced in the game and how well they are doing, and to understand what must be done to reach the next milestone without the development tracking it would be not possible to identify what is still needed to attain the winning conditions of the giving goal. The game features that provide comments are for example points, levels and progress bars.

Zichermann and Cunningham states that points are a requirement for all gamified systems. The factors must be used to track every movement that the customers make so they can give consistent comments on how the users are progressing. However, while the factors can be used as a comments mechanism to show the users their progress in the game designers can also use the point system without sharing it with the users. The points can additionally be only visible internally as a remarks of how the exclusive users are acting in the gamified environment.

Levels in the games show the progress and show the users where their position are in the game. As the challenges in the game raise, also the levelling becomes more difficult. In gamification, levels are not generally present in a similar way than in typical games. Still, levels are often used additionally in the gamified systems to point out progress, for example by using several membership degrees based totally on the consumer activity. Progress bars are also intently associated to levels, seeing that they are frequently used as a growth guide for the users, showing how closely they are in accomplishing a level or other activity.

Feedback can also be used for a strengthening method in the game, with an intention to alternate players' behaviour. For instance, a progress unit showing a time limit can pace up the gamers moves and social leader boards can foster competition and amplify replay value of the game.

3.3 Reward

Goal-focused challenges set challenging goals with a defined set of winning conditions, and comments suggests how the person is progressing closer to them. After these prevailing conditions are met the third key aspect of games is reward. Challenges alone

do not usually give enough motivation to remain engaged in the game activities if the users are now not rewarded. Thus, the rewards work as conduct reinforcements and preserve the motivation of the users to engage in the game activities. Games can use many kinds of reward mechanisms, however Glover states three most important reward categories: leader boards, prizes and achievements.

Leader boards are lists where users are ranked primarily based on their success in a game. However, they grant a ranking system for games. They are typical specially in competitive activities and their cause is to make easy comparisons between exclusive users. Leader boards can be of many exceptional types: they can exhibit for instance all the users of the service, only the ones close by the user only the friends of the user. Leader boards can act as effective motivators, so it is necessary to pay interest to the type of the leader board that is being used.

In games, prizes are commonly interior rewards, and users can be rewarded for example with special in-game items or additional game content when completing certain tasks. These rewards supply the users get right of entry to content material that cannot be otherwise obtained. In the gamified services, it is common to reward the users additionally with exterior prizes, such as service discounts or free goods.

Glover defines achievements as icons that the users gather as a sign of completing certain tasks. They are frequently publicly seen and act as a way for the customers to gain social awareness. Along with signalling status, the users also wish achievements for many different reasons: collecting is a powerful drive for many people, and many enjoy the shocking impact of acquiring an achievement. Especially badges are a famous way to point out achievements in state-of-the-art games and gamified services.

4. User Engagement and Motivation

The main goals of gamification are to *increase the user engagement* towards a system or a service and encourage the users to change their behaviour. There are more than one ways to obtain these, but the underlying idea in gamification context is motivation. Understanding the underlying wants and motivational sources of the users is vital for user-centred gamification design.

<u>The role of extrinsic and intrinsic motivation in gamification.</u>

Intrinsic motivation is when the user's actions are typically driven by way of the project itself, due to the fact it is viewed as inherently interesting or enjoyable. The movements of intrinsically influenced user are no longer dependent on external stress or rewards. Conversely, the actions of extrinsically prompted person are driven more often through exterior outcomes, such as prevailing a prize or making money.

It is debatable, what variety of superb or negative consequences external rewards have on users' motivation. Deci, Koestner and Ryan found out that nearly all forms of rewards, barring non-controlling verbal rewards, decreased the interior motivation in academic context. Based on these findings, it may want to be argued that any variety of external beneficial decreases the inside motivation.

It is however vital to note that an external rewarding system should not be taken into use without committing to it, considering that researchers widely agree on the negative outcomes of casting off a profitable system. they stated that when a system is primarily based on exterior rewards and then the rewards is stopped, the users' motivation to use the system will be worse than in case the device would have been commenced besides any reward mechanism in place.
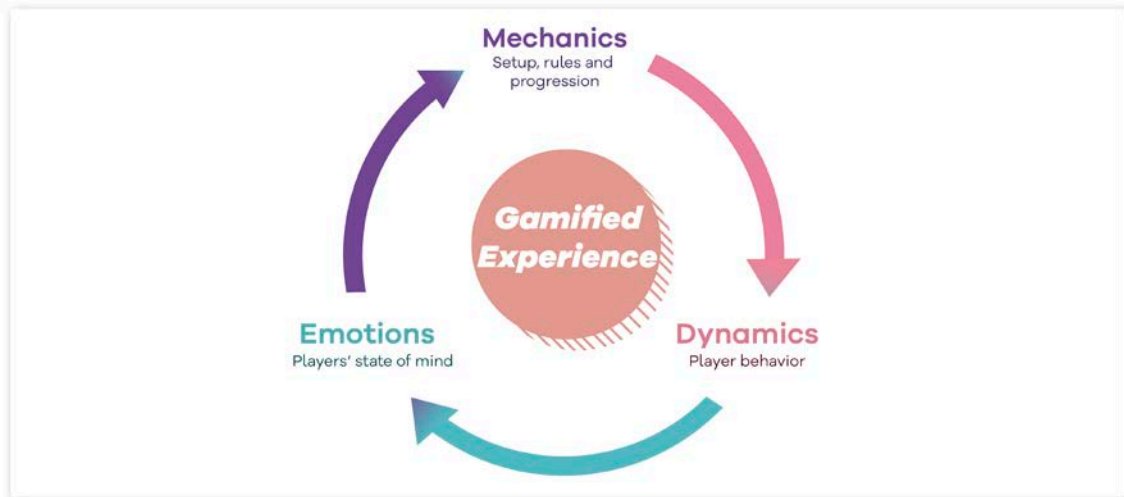
It has to be mentioned that countless motivational sources can affect the user behaviour at the same time. Lindenberg states that the strongest motivation becomes predominant in shaping the consumer behaviour, however also weaker motivational sources have impact on the consumer behaviour.

5. MDA and MDE Design Frameworks

The two frameworks are very similar in their content and their strategy to the game and gamification design. MDA (stands for Mechanics, Dynamics and Aesthetics) framework by Hunicke, LeBlanc and Zubek and MDE framework (stands for Mechanics, Dynamics and Emotions), introduced by Robson et al.

MDA framework breaks the consumption of games to three components: mechanics, dynamics and aesthetics. In short, mechanics describe the static components of the game, such as goals, guidelines and rewards. Dynamics describes the run-time behaviour of the mechanics, and how the mechanics act on player inputs and each other's outputs. Aesthetics describes the acceptable emotions and emotional responses of the participant when the player interacts with the gamified experience.

Robson et al. (2015) use the MDA framework as a basis for introducing the MDE framework specifically designed for gamification design process. The major difference in MDE framework is changing the aesthetics with emotions. Based on Robson et al. aesthetic responses are generally computer recreation specific, however in the gamification context the engagement effects can be extra widespread. This is due to the distinct natures of games and gamified systems – the motive of games is to entertain its users, whereas in the gamified systems additionally non-game related components can affect the gamification outcome.

6. Links for Further Information

- What is Gamification? And what are its elements?

- https://www.pentaquest.io/gamification

- https://www2.deloitte.com/insights/us/en/deloitte-review/issue-11/the-engagement-economy-how-gamification-is-reshaping-businesses.html

- https://www.growthengineering.co.uk/definition-of-gamification/

- https://www.consultancy.uk/news/13694/the-benefits-of-gamification-and-an-approach-for-implementation

For more theoretical content;

- http://gamification.al.uw.edu.pl/files/Gamification-Critical-Approaches.pdf

- Gamification Kit: A practical toolkit for designing user-centered gamification.

7. Examples of Activities

In the following tables can be found a list of diverse tools, games and methodologies based on gamification that have been already practically implemented. The tools are shared in order to be applied or tested freely. The examples come from diverse context of intervention and organisations, so possible adaptation or small changes can be requested in order to reach a positive and productive result.

All tools are based on results, so the main goal is not to "play" but to reach some kind of goal throw the use of games or specific techniques.

Credits: Jovesolides

ACTIVITY - 1	
Game Name	**Step forward**
Game Duration	*45 min.*
Aims	• Make participants feel "on the shoes of someone else" • Increase social awareness of other realities, mainly more disadvantaged ones • Make people realise about their confortability in front of other personal situations, and feel the Injustice that some others are suffering Can be a good game to for introduction for "empathasing" with a concrete context (migrants, disabled, refugees, people suffering violence, etc)
Type of activity	Group activity

Materials	• Roles written in small papers: 1 per participant
	• List of sentences (at least 15-20)
	a big room or corridor, where participants can walk freely
Implementation	This game allow participants live for few minutes the reality of some other person. It is a role playing where participants feel the injustice of living other social realities, and compare them with others, or even with their own life. The steps are as follows:
	• participants are aligned in the back part of a class, all at the same line.
	• Each participant will receive a small paper that describes his/her role: that is brief description of a person (personal situation, age, gender, nationality, and some relevant items about their life. The profiles are combined between people in a positive situation and other with difficulties.
	• Participants are invited to read their role and try to fit into this situation, feel as this person.
	• The Manager of the activity will start reading diverse sentences regarding situations that reflects the opportunities that people can have or not.
	• Then, participants, it the sentence that has been read is correct for their reality, then they step forward. If that is not an opportunity their have in this role, then they stand in the position they are.
	• After the manager has red all the sentences, the situation is that some people could advance a lot, some just few steps, some nothing. That is a metaphor about our society where opportunities are not distributed in an equal manner.
	Then, the manager can ask to some participants about "Who are you(your role)", and how they felt in this situation".
Source:	Project Team

ACTIVITY - 2	
Game Name	*Time flies like an egg*
Game Duration	*60 min.*
Aims	- *To learn and practice innovation* - *To be efficient with limited time and resources* - *To work in a team* - *To be creative and practical*
Type of activity	Group activity
Materials	Boiled eggs (1 per group), pencils, markers, scissors, glues, tape, papers, and plastic spoons. Each group receives an equal amount of material. Each material will have a price tag. The trainer can decide about the amount of the price.
Implementation	1. The trainer can start with a small energizer to put the participants in the right mood for running the activity (max. 10 min.). 2. The trainer divides the participants into groups with an equal amount of people. 3. The trainer explains that the goal of the game is to build a flying object from all the provided material. This flying object has to protect the egg from breaking. The egg will be flying within the flying object in order to test if the egg breaks or not. 4. The participants should keep in mind, how much money they spend on the material for the flying object. Each group decides to its own criteria for building the object (either to be investing or being as cost efficient as possible). 5. Each team has 20 min. time to build the flying object. After this, they will present their flying eggs (10 min.), followed by 15 min. of debriefing and evaluation.
Source:	The activity is inspired by the activity "The unbreakable flying egg" from. https://www.salto-youth.net/downloads/toolbox_tool_download-file-1646/Training%20Module%20on%20Entrepreneurship%20-%20RAISE%20Project.pdf

ACTIVITY - 3	
Game Name	*Build Bridges, Not Walls*
Game Duration	*60 min.*
Aims	*1. Build creative thinking* *2. Build Communication Skills* *3. Collaboration and problem solving skills*
Type of activity	Group game activity (8-20 people- at least enough to create two teams)
Materials	Cardboards, Lego, building blocks, straws, paper, tape, ruler
Implementation	1. Grab items that can be used to build a bridge, such as cardboard, Lego, building blocks, straws, paper, tape, rulers etc. 2. Divide the participants into two equally sized teams. Separate them into two different sections on the playing area so that they can't see what the other team is doing (use a sheet to make the separation if you have to). 3. Ask each team to build one-half of a bridge. A team cannot see what the other is doing. They can, however, communicate verbally and exchange ideas about the bridge design. 4. Give the teams free access to whatever materials they need to build a bridge. 5. Each team get 10 minutes to come up with an idea and a sketch for the bridge. They get an additional 30 minutes to build the actual bridge. The teams can communicate across the room throughout this period. 6. After 30 minutes, ask the two teams to meet together and see whether their bridges were actually similar or not. Optional: If you have a larger group, you can make this competitive by dividing the group into 2 (or more) pairs of teams. The team-pair that gets closest to building a complete bridge wins. **Strategy** Building bridges is fun, but when you have to build only one half and ensure that the opposing team does the same, it brings in interesting dynamics. Teams have to communicate clearly through verbal instructions to be successful. They also have to be good at solving problems, teamwork and collaborating on a design - again, without actually seeing each other (something that happens a lot in modern remote offices as well).
Source:	https://www.workamajig.com

ACTIVITY - 4	
Game Name	*Exchange Ideas*
Game Duration	*80 min.*
Aims	- *To create an idea by using gamification* - *Exchange ideas with other participants* - *Taking a active role in order to foster the social inclusion* - *To make a contribution for their entrepreneurial skills.*
Type of activity	Group activity
Materials	Sticky note papers, various materials (pencil, chair, ball, spoon, etc.), flipcharts, pencils.
Implementation	Before the activity begin ,tranier will prepare the different materials for participants and will put in the middle of the activity venue. The participants will be dividing equal groups (max. 5 per group) and trainer will choose a leader for each group. Trainer gives a minute to participant for choosing the material for their group. Each group has 20 minutes to discuss about how they can use that material as an enterprise idea by using their creativity. (For example; If the group has a pen, they can use as a touch pen for tablet) When the first step is done, the groups have 5 minutes to present their idea to the others. The presentations will be lead by group leader. - They can use a flipchart, draw on whiteboard,etc. - They should focus only on the points that they think are the most important - Presentations should not be longer than 5 minutes. Trainer will take the presentations end of the activity. After all presentations are completed, trainer will ask groups how the products they have created will complement each other and form one product that can be used singly, groups will have 20 mins for the question. (For example; they have ideas as a touch pen, a tablet pc and an equipment which can transform the brain waves to the voice. Each group can create a different ideas, such as a music box which can include all this ideas) Each group present their final product (5 min max.). All participant will give a point to presentations and the final product which has the bigger point will be a winner.

ACTIVITY - 5	
Game Name	*PSAIGON CORP*
Game Duration	60 min.
Aims	• To understand social exclusion faced by disadvantaged groups (especially young people with migrant background) by using gamification
Type of activity	Group activity / Role play
Materials	ID cards (name, age, nationality/appearance), CV cards, assessment sheets for facilitators /bosses.
Implementation	1. INTRO (10 min) The participants draw the ID and CV cards prepared by the facilitators. They read it and the narrator helps them connect to the characters by guiding them with some questions (for example: think about your past, imagine what you look like…). They stick the ID cards on their shirts and proceed to the "waiting room", where they are welcomed by the coordinator. 2. PLAY (30 min) The coordinator manages people in the waiting room. The participants are invited in for the interviews, having 2-4 participants per interview session. If there is more than one boss in the game, multiple interviews can take place at once. When a participant enters the office, they hand the boss their CV. The boss asks interviewees to answer questions and complete some tasks. Each boss has an assessment sheet with the names of the players. The role of the boss includes a set of specific stereotypes and prejudices (decided before the game) that influence their behavior towards the interviewees. According to their prejudices, they make discriminating comments during the interview and decide to grade a participant (0-5 points). The grade is a reflection of boss's prejudices. Other qualities, talents and work experience of the interviewee are disregarded, even though they are encouraged to tell the boss about them. The participant has to be made aware of their score. When in the waiting room, the participant are encouraged to interact with each other. 3. CLOSING THE GAME (20 min) When all the interviews are finished, the interviewees wait for the decision in the waiting room. The boss(es) meet in one "office" and compare their assessment sheets. The participant with the highest number of points gets the job. The bosses then come to the waiting room and greet the top 3-5 participants (praising them, telling them they will keep in touch when there's another vacancy in their company etc.) Finally, they announce who got the job. The coordinator invites players to sit down in a circle and guides the debriefing process with follow up questions about how the participants felt during the role play.
Source:	Game Zone: Educational Games Compilation https://www.salto-youth.net/tools/toolbox/tool/game-zone-educational-games-compilation.2410/

ACTIVITY - 6	
Game Name	*COMMUNITY MAPPING*
Game Duration	90 min.
Aims	• To analyze different communities/target groups for social entrepreneurship by using gamification • To brainstorm ideas with participants • To foster entrepreneurial skills among participants for social inclusion
Type of activity	Group activity
Materials	Flipcharts, markers
Implementation	The participants are asked to select a community of interest (their neighborhood, nation, school, specific demographic/ethnic/disadvantaged groups etc.) and write down the community on a piece of paper. All suggestions are put on the floor and participants rate the suggestions. Following selection, first 4 communities are put around the corners of the training room. Participants think about which type of issues they are interested in and choose the most appropriate corner. Once the groups are formed, the task is to "map" the chosen community by identifying its key traits and characteristics, key resources and the key issues/problem it faces. The community map should include: • Drawing/map of the community including its key traits/characteristics • Population size and characteristics • Sub groups and their mutual relations • Infrastructure and relations to other communities • Key institutions / resources available • Leisure and entertainment areas • Economic status • Key problems/issues After the group activity, each group presents their map. Debriefing and Q&A are done to finalize the exercise.
Source:	http://cid.mk/projects/long-term-project-social-inclusion-through-entrepreneurship/

ACTIVITY - 7	
Game Name	*Inclusion/Exclusion*
Game Duration	*60 minutes*
Aims	To experience the frustrations of being left out of a group or being ignored by its members and to explore the factors associated with the behaviors of insiders and outsiders.
Type of activity	Group activity
Materials	One sheet of paper for each group of five or six students; each paper should have a large number on it (1, 2, 3, 4, 5, etc.).
Implementation	Determine the number of students in the group and how many groups you can form with six or seven students in each group. Begin by telling the group that you will need some volunteers. Select enough volunteers to equal the number of groups you determined earlier. (For example, assume you have 30 students in the class. That would allow for five groups of six students in each group. Therefore, you will need to select five volunteers.) Ask the class to wait just a minute while you take the volunteers out into the hall. Tell the volunteers that you will be back to give them instructions in a minute.

Return to the large group and ask them to get into groups of five or six participants and form a circle. It is okay if a few groups have a smaller or larger number than five. Tell the students that the goal of each circle is to keep the volunteers from becoming a part of their group. They should pick any subject and talk to each other. The subject may be planning a party or some other special event; each group should appear to be having a good time. The groups can use any means possible, except violence, to keep the volunteer from becoming a part of the group. The group may choose to stand very close together so that the volunteer cannot get into the circle. The group members may simply ignore the volunteers and not talk to them. Give each group a sheet of paper with the number of their group on it.
Leave the larger group to form their circles and select their topics to talk about. Return to the volunteers in the hall. Tell the volunteers that their goal is to become a part of the circle that you will assign them to. Assign a number to each volunteer and remind them that their goal is to become a member of the group with that number. Bring the volunteers into the room and ask the circles to hold up their numbers. Allow the interaction to proceed for about three minutes. Then ask everyone to return to their seats. |

Source:	Discussion First, ask everyone to give the volunteers a round of applause for being brave enough to be volunteers for this activity. Thank them. Then lead them in a discussion of this activity. Ask volunteers: 1. How did you feel about being excluded by the group? 2. How hard did you try to become part of the group? 3. What did you do to try to get in? 4. What did the group say or do to you to keep you out? Ask group members: 1. How did you feel about excluding the volunteer? 2. How far were you willing to go to keep the volunteer out? Tell them that in this situation they were asked to keep the volunteers out of the group. But in real life people do get excluded from groups and a lot of the time it is because they are thought to be different from people in the group. • Can you think of a time when you felt different from everyone else? Maybe you were the only girl in a group that had all boys. Or maybe you were the only person who spoke English in a room full of people. Who can share a time when they felt different? • What is one word that best describes how you felt when you were the one who was different? (Write these on a blank overhead or wall sheet.) • Have you ever been excluded from some group that you wanted to join? Why did you want to join them, and how did they exclude you? • Think about some people at your school that you consider different from you or the kids you hang around with. I'm sure everyone can think of at least one person that you think of as being different. Do you have that person in mind? Raise your hand if you have that person in mind. Now, here comes the hard part: Think of at least two ways in which that person is the same as you. (Ask students to share.) So, as you can see, although we are all unique and are in many ways different from everyone else, we are also the same in many ways. • What is the most important thing you learned from this activity? • Based on your experience in this activity, would you change any of your behaviors at school? • How could we make it easier for outsiders to join our group?
Source:	JYIF

ACTIVITY - 8	
Game Name	*Walk Apart--Walk Together*
Game Duration	*30 minutes*
Aims	*To help participants recognize the differences among people, as well as the many similarities people share.*
Type of activity	Groups of Twos
Materials	Open space large enough for two people to take a short walk
Implementation	Two "volunteers" come forward and stand with backs together. Ask the "audience" to call out things about these two volunteers that are different. Differences sometimes pull us apart. As each difference is called, the volunteers take one step apart. When they reach the end of the available space, have them turn and face each other. Now, ask the audience to call out similarities of the volunteers. As each similarity is called out, the volunteers take one step toward each other. Discussion 1. Think about the things that were noted as differences. How many were things that we can easily see (gender, size, hair color, skin color, dress, wearing glasses or not, etc.)? 2. What were some of the similarities? While certain physical characteristics are similar, many other similarities are not so visible. Perhaps both "volunteers" are enthusiastic or both have similar interests or goals in life. 3. Talk about the importance of the differences and of the similarities among members of the group. Be sure to talk about the importance of accepting and welcoming all members into the group.
Source:	Project Team

ACTIVITY – 9	
Game Name	*Label Activity*
Game Duration	*60 minutes*
Aims	*To experience the effects of inclusion and exclusion in a simulated activity.*
Type of activity	Group activity
Materials	Blank mailing labels or blank name tags, cut in half. Make as many labels as you have students. On the labels, write, "Smile at me," "Say, 'Hi,'" "Pat me on the back," "Shake my hand," "Give me five," and "Give me an "okay" sign." Use other responses that are typical for the group. On 10 percent of the labels, write, "Turn away from me."
Implementation	Begin the lesson by asking students if they think we sometimes label people because they belong to different groups. Tell them that the labels we put on people often limit their participation in groups.
	Tell students that you are going to give them each a sticker. Tell them that you will put it on their foreheads so that they cannot see what it says. Distribute the labels randomly. Ask everyone to remain quiet and not reveal to each other what their labels say.
	When everyone has a label, ask students to get up and mill around as if they were in the lunch room at school or at a party. Remind them that they should not reveal what is on anyone else's label. Let students mingle for 4 to 5 minutes, then ask them to return to their seats without looking at their labels.
	Discussion
	Ask students the following questions:
	1. How were you feeling?
	2. Without looking at your label, do you know what it says? How do you know?
	3. All of you who think you have the "Turn away from me" label, please come and stand together in front of the room. How did you feel?
	Allow students to look at their labels now. Explain that all of us have experienced times when we felt like we were wearing a "Turn away from me" label — when we felt left out or targeted. However, some groups experience this more than others, even regularly. What are some groups in your school that get targeted or left out? What groups in society seem to have a "Turn away from me" label on them? (Some examples include people with disabilities, people of a different religion, people of a different race, people who speak with an accent, and underprivileged people.)
	Remind them that no one said anything negative to them; it was just in our nonverbal communication—our body

	language and our expressions. Without words, they got the message. Point out that 94 percent of all communication is nonverbal. We need to pay close attention to our body language and nonverbal expressions as well as our words. End with the following additional questions: • What can we do to change our nonverbal behavior to help everyone feel included? • What do people from groups that are left out or excluded sometimes do? (Sometimes they get together and form their own groups and isolate themselves; perhaps this happened during this activity.) • Any new thoughts about why members of excluded groups act in society the way they do? • Any new insights on how being in an oppressed group feels?
Source:	JYIF

Credits: Jovesolides

ACTIVITY – 10	
Method Name	*Six Thinking Hats*
Description:	Dr. Edward de Bono who is a consultant in business, government and education sectors developed this "lateral thinking" method. Lateral thinking involves thinking differently or "out of the box" as opposed to traditional thinking. Using this method, thinking modes can be organized using six thinking hats (literally or metaphorically) with different colors assigned for different thinking styles. Attributes of each style are as follow: • White Hat **Represents;** neutrality and objectivity; information that is neutral and objective, facts and figures **Excludes;** own opinions, judgments, feelings and impressions **Questions under white hat:** What information / facts do we know?, What information is missing?, What information / facts would we like to have?, How are we going to get the information?, What is relevant?, What is most important?, How valid is this? • Red Hat **Represents;** feelings, emotion, intuition and gut feelings **Exclude;** justifications, reasons or basis and does not have to be logical or consistent **Questions under Red hat:** How do I feel about this right now?, How cold or warm do I feel about this?, How am I reacting to this? • Black Hat **Represents**; seriousness; logical negative, what could go wrong or be a risk **Focuses** on errors, evidence, conclusions **Questions under Black hat:** Is this true?, Will it work? Why it won't work?, What are the weaknesses?, What is wrong with it? • Yellow Hat **Represents** positivity; logical positive, what are the advantages or benefits **Focuses** on benefits and Best-case scenarios **Questions under Yellow hat:** What are the good points?, What are the benefits?, Why will this idea work?, Why is this worth doing?, How will it help us?, Why can it be done? • Green Hat **Represents** growth; creativity, new ideas, concepts and perceptions **Questions under Green hat:** What are some possible ways to work this out?, What are some other ways to solve the problem? • Blue Hat **Represents** coolness; control hat that is responsible for thinking about the thinking

	Sessions begin and end with blue hat and is usually worn by the facilitator **Questions under Blue hat:** Why are we here?, What are we thinking about? What have we achieved? What decision have we reached? What we want to achieve?, Where we want to end up? The method allows for flexibility and innovation for creative thinking as the different thinking perspectives - *hats*- can be used as frequently as needed and different thinking styles can be taken up by participants. Furthermore, the method can be applied to many situations, fields of work and projects, in this case social inclusion of young migrants and refugees through entrepreneurship and gamification. Six thinking hats method is frequently used in European Youth projects to facilitate creative thinking, problem solving and developing new ideas and initiatives. Yaşar University European Union Research Center has also used the method in an Erasmus+ Youth Workers Training project entitled *"Create, Act, Manage"* to develop project ideas in group work. (https://creactment.yasar.edu.tr/) During implementation, the facilitator provides a debriefing about the concept to participants to ensure that each hat and the underlying thinking style attached to it is understood. This is done through explaining the components of each hat via flipcharts. Following debriefing, participants are asked to utilize the hats in their thinking process with their chosen project idea.
Purpose:	• To allow for idea formation, creative thinking and innovative solutions through gamification • To provide a practical method of identifying problems for social inclusion • To foster entrepreneurship for young migrants and refugees
Source:	**Creativity and Innovation for Youth Development,** https://www.salto-youth.net/tools/toolbox/tool/creativity-and-innovation-for-youth-development.1233/ **Bono's SIX THINKING HATS** https://www.miun.se/siteassets/fakulteter/nmt/summer-university/bonopdf

ACTIVITY – 11	
Method Name	*Design Method*
Description:	*There are 5 steps to the "thinking process "* **1. Empathize:** This involves understanding the needs of young refugees both physical and emotional, how they think about world, and what is meaningful to them. This can be achieved in three ways: "Immersion" (experiencing what your user experiences, by living with them), "Engagement" (interviewing refugees, interacting with them), "Observation". **2. Define:** This involves coming up with an actionable problem statement. The young people should focus on the target group and its needs. It is also important to think about how changes will impact the experience of users. **3. Ideate:** Ideate is the mode of the design process in which the young refugees concentrate on producing as many ideas as possible and suspending judgement (quantity over quality). Ideation provides both the fuel and also the source material for building prototypes and producing innovative solutions. There are several different methods for the ideating process (Brainstorm, Brainwriting, Worst Possible Idea, and SCAMPER). **4. Prototype:** Create multiple iterations of low-resolution artefacts that users can interact with (e.g. wall of post-its notes, models, sketches,…). The group should start building even if they are not sure about the final product. The prototype should always be designed with the user in mind **5. Test:** This is the final stage of the 5 stage-model, but in an iterative process (the results generated during the testing phase are often used to redefine one or more problems and inform the understanding of the users) Even during this phase, alterations and refinements are made in order to rule out problem solutions and derive as deep an understanding of the product and its users as possible.
Purpose:	The design method is mostly used by entrepreneurs and web developers to create a product that responds to specific needs. But it can also be applied more widely to find solutions that match a specific context or situation. The purpose of this method is to respond to a particular need (in this case those of young refugees), and then design a solution that meets the particular requirements and constantly improve upon it.
Source:	From Salto Tool Box: *International Young Naturefriends - Project Name: Working with Migrants and Refugees Guidelines Tools and Methods* Please, click the link below; https://www.salto-youth.net/tools/toolbox/tool/working-with-migrants-and-refugees-guidelines-tools-and-methods.2213/

ACTIVITY – 12

Game Name	WORLD CAFÉ
Game Duration	*100 min.*
Aims	• Simple, effective and flexible format for hosting a large group dialogue and debate about a concrete issue • Promote the collective participation in the construction of ideas, reflexion, arrive to concrete goals, etc. • Invite all participants to discuss and bring ideas, as it is always easier if they are provided in smaller groups. Grow and learn from other opinions, positions and have the chance to debate and create together within participants from diverse profiles.
Type of activity	Group activity
Materials	• Round tables and chairs in a room acconditioned (good light, good and confortable atmosphere, etc) • "Table hosts", 1 per table than can be people we invited or part of the leader organisation. Paper, stick paper, markers, etc. And a possible final panel for registering the final results / ideas.
Implementation	This activity will be always focused in a concrete issue and to reach concrete goals (as defining strategies, planning activities, arriving to some conclusions about a topic, debating openly about a concrete issue of general interest, etc). The process will be as follows: • define the issue and goal of the activity. And according to that participants will be invited to participate: they should be diverse and from diverse perspectives and point of views (social workers, youth, elderly,

politicians, social organisations, university, etc) acoording to the topic we will be debating about.

- Once the participants are defined and invited to the event they will be mixed distribuited into tables. And the main steps of the process are as follows:

- **1. Setting**: creating an special environment as a relaxed and confortable space to participate (as in a café), with prefarable round tables where to sit participants in groups of aprox. 5-6. They will have paper, stick paper, markers, etc.

- **2. Welcome and introduction:** about the activity, goals and profiles of participants. One person will be leading the introduction and the timing If the whole activity.

- **3. Small Group rounds:** in rounds of 20 minutes participants will debate/propose aroung the topic of the table, normally repressented on a question o several questions to answer. After each 20 minuts, the group moves to another table meanwhile a "table host" that will briefly inform the new group about what hapenned in the previous round. From that point they will keep on the debate, using part of all the information already debated.

4. Harvest: after the small groups, individuals or by teams can share their impressions or ideas. There are 2 diverse ways how to proceed. One option is just with an open talk where each person is invited to extract the ideas, best proposals, etc. That will finish just as a general result of debate itself. Another option is to bring to a final PANEL, the final proposals and ideas debated in each table. So the final result will be a summary of what happened in all the process. It will be perfect to have a short balance of the final results by the leader of the activity.

Source:	Project Team

This information booklet is a part of the "Play Inn" box game designed for trainers who will work with young refugees and migrants in order to raise their capacity on social entrepreneurship.

The game is designed as a non-formal education tool and mainly uses gamification in its mechanics and it is an output of the Erasmus+ KA2 Project "Get Included".

The booklet aims to give a general picture of gamification and its practice on social inclusion especially of young refugees and migrants.

As it includes short theoretical information, it also presents several non formal methods and examples which can be used for the activities designed for young refugees and migrants.

The similar methods and examples and interactive tools can be found as well on "www.getincluded.net" - so called "Digital Platform" which is another output of the Get Included Project.

GetIncludedProject