

LEVEL UP!

Module 4

GOOD PRACTICE AND GAMES



With the support of the
Erasmus+ Programme
of the European Union

GOOD PRACTICE

Partner: ASSOCIAZIONE 2050

1. General information	
1.1. Title of the program /practice	D'BASKET PROJECT
1.2. Institution	D'Basket is a Strategic Partnerships for school education project led by the Istituto Comprensivo Romolo Onor in San Donà and it is made up of 10 international partners
1.3. Type of the program /practice (executive/university/school/vocational)	Schools (primary and lower secondary school)
1.4. Form of delivery (classroom, online etc.)	Mixed: <ul style="list-style-type: none"> • formal and non-formal • online/multimedia material • staff training sessions in classroom • sets of methodological and pedagogical material • each school test tools and pathways in a flexible way, according to their compatibility with curricular activities • short-term pupils' mobility
1.5. Duration (in weeks/months/years)	2 years and 6 month October 2016 – April 2019
1.6. Participants in the program (target group)	Three schools of the primary/lower secondary cycle (educators and pupils), NGOs and local authorities from Italy Slovenia and Croatia
1.7. Focus of the program (migration/ gender equality/ disable students/ etc.)	Education (primary and lower secondary school)
1.8 Contact details:	
Name of the contact person	
Organisation	IC ROMOLO ONOR Via N. Sauro, 11 – 30027 San Donà di Piave
E-mail	veic824008@istruzione.it
Website or other resources	https://www.dbasket.eu/ www.iconor.edu.it
2. Detailed description	
2.1. Short description of the practice and the challenges it addresses (please indicate the main purpose and motivation for establishing this program, how the program tackles the issue of inclusion for migrant children or other vulnerable groups etc)	<p>D'BASKET focuses on developing basic skills by improving educational methods from an early age through the collaboration of schools and NGOs active in education.</p> <p>The project D'BASKET is an attempt to develop – in an early stage of studies (ISCED II level) – basic and transversal skills of students that will be critical for their future: we focus on improving teachers and schools' competences, as well as leveraging the innovative education activities of other stakeholders such as businesses and NGOs into the formal education, insisting on early development of such skills in primary and lower secondary school.</p> <p>The project aims at creating a more “structural” cooperation between schools and other education providers, and actors (such as local authorities) to leverage the potential of learning basic and transversal skills by frequent interaction and exchange between</p>

	<p>the “world” of the school and the “world” outside in the community.</p> <p>Such interaction will also have positive effects on guidance for future educational choices of pupils. New and effective interdisciplinary educational methods developed in other external experiences will be adapted to the development stage of younger pupils (10-14 years old).</p>
<p>2.2. Educational/inclusion Objectives (please specify specific objectives)</p>	<p>Specific objectives:</p> <p>Lead to an understanding of the importance of non-formal and cooperative forms of education, specific characteristics and its contribution to the development of key competences complementing formal education.</p> <p>Introduce the validation system that correlates to both formal validation systems (identification, recording, assessment, certification) and non-formal ones.</p> <p>Explain the non-formal methodological approach to be used during the implementation phase.</p> <p>Offer three pathways with examples of exercises to incorporate them in curricula or extracurricular setting:</p> <ol style="list-style-type: none"> 1. basic skills in interpersonal and intercultural skills for educators and pupils for inclusion, 2. media literacy and creativity; 3. entrepreneurial skills.
<p>2.3. Functioning (please indicate the activities, courses and topics that are part of this educational program and how you assess the outcomes)</p>	<p>There are four main phases of the project:</p> <p>Phase 1- D’BASKET KNOWLEDGE TOOLKIT: This is the preparatory phase, which consists of the analysis and adaptation of existing pedagogical methods (formal, non-formal and based on successful practice in Europe).</p> <p>Phase 2 – DEVELOPMENT OF THE D’BASKET ACTIVITIES AND PATHWAYS: The deliverables are concrete sets of methodological and pedagogical material and include the learning outcomes, the link to statutory subjects for the development of basic skills, as well as tools to be used, such as training exercises, multimedia material and expert experiences and tips.</p> <p>The material is embedded in the main entry point of the D’BASKET experience, the multilingual Resource Centre, which will provide orientation and guidance. Each tool, exercise, activity is presented and validated during the joint staff training sessions.</p> <p>Phase 3 – TESTING AND EVALUATION OF THE PATHWAYS: This phase consists of the development of the OER Resource Centre (online) and the test of the 3 D’BASKET pathways in each country (each school will test tools and pathways in a flexible way, according to their compatibility with curricular activities), and will participate with pupils in three short-term pupils’ mobility to carry out some specific activities with groups of pupils coming from the three schools to test and appraise the EU added value of the pathways.</p>

	Phase 4 – DISSEMINATING AND STREAMLINING THE RESULTS: The final phase responds to the capitalization and dissemination of the project's results.
2.4. Gamification elements (what are the main game-based elements used?)	<p>- Participatory, creative and non-formal learning methods. Some of the main recurring features of Non-Formal Education are:</p> <ul style="list-style-type: none"> * Participation: the idea of non-formal education is based on voluntary involvement, deriving from people's own beliefs and motivations, which make them committed to what they do. * Learner-centred: in a non-formal educational process, methods and tools are always adapted to the learners * In non-formal learning settings, you need a balance between body, mind and feelings; only when all three levels are engaged then can socially-engaged learning take place. In contrast, formal education is too often focused only on the mind. * Action-oriented (there is always some action involved) * Experiential learning (one always goes through an experience) * Co-operative learning and groupwork-based (the group is a source of learning; group members learn from each other) * Problem solving (there are often difficult tasks or situations to tackle) * Conflict resolution (resolving conflicts within the group is a frequent task and a valuable source of learning)
2.5. Key Actors (teachers/target participants/target beneficiaries)	<p>Teachers, educator, and professionals working in the field of:</p> <ul style="list-style-type: none"> - Initial education (teachers/trainers, especially those who work on curriculum development) - Non formal training (trainers, educators, youth workers, especially those who cooperate with schools in supporting the development on non-formal activities both within the school curricula and in extra-curricular initiatives)
2.6. Transferability to other EU territories (how can the program be replicated in other countries/context)	The project brings together three schools of the primary/lower secondary cycle, NGOs and local authorities from Italy, Slovenia and Croatia.
2.7. Resources (funding, student fees, financial sustainability)	
2.8. Further information/ comments	<p>When approaching diversity, dialogue and inclusion, we can safely state that we are working on intercultural learning. This entails the abilities to understand the role of culture in shaping individuals and communities. In this regard, the development of sound intercultural processes is therefore an attempt to debunk stereotypes, prejudices or cultural hierarchy, by questioning social injustices and working on overcoming them in the learning environment.</p> <p>It is important to highlight that working on intercultural learning enhances basic and transversal competences that are useful in the overall educational process as well as citizenship competences. Regardless of the chosen methods, it is important to be able to flexibly adapt activities to the micro contexts and the individuals. In general, the topics addressed in intercultural learning are:</p>

	<p>identity; culture; social and political context; differences in perspectives; stereotypes, prejudices and discrimination; intercultural communication and dialogue.</p> <p>One of the tools that has been proposed during the D’Basket experience, in the “diversity, dialogue and inclusion” pathway, is the “Theatre of the Oppressed (TO)”, which is meant to lead to reflection through the exploration of situations in which people are deprived of their basic rights, both on the personal and collective levels; to do so, interactive games are inspired by real life situations and by the struggle for human rights.</p>
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GOOD PRACTICE

Partner: **CASA CORPULUI DIDACTIC TELEORMAN**

1. General information	
1.1. Title of the program /practice	PROF AID KIT- Methodologies for school integration of children with developmental disorders and behavioural management of student classes."
1.2. Institution	Școala Gimnazială "Mihai Eminescu", Alexandria, România
1.3. Type of the program /practice	SCHOOL
1.4. Form of delivery	classroom
1.5. Duration (in weeks/months/years)	1 year 2017-2018
1.6. Participants in the program (target group)	Students 7-12 years old, teachers
1.7. Focus of the program	<p>ProfAid marks three unique and innovative elements in the Romanian education system:</p> <ol style="list-style-type: none"> 1. The first implementation of modern techniques and principles for applied behaviour analysis in schools 2. Modelling and implementation of a complex program of intervention on problem behaviours by accredited specialists in behavioural analysis 3. The first exhaustive research of the impact that behavioural analysis programs create on the development of children with behavioural disorders, autism or with neuro-typical development. <p>The main objective was to introduce a new and modern methodology to increase student motivation in 30 schools in Bucharest, Alexandria and Ploiesti, which would allow the development of children's skills, modelling their behaviours and integrating children with autism or classroom disorders.</p>
1.8 Contact details:	
Name of the contact person	CIOFALCĂ MIHAELA CRISTINA
Organisation	Școala Gimnazială "Mihai Eminescu", Alexandria, România
E-mail	mihaita_crys@yahoo.com
Website or other resources	
2. Detailed description	
2.1. Short description of the practice and the challenges it addresses	<p>Methodology Prof Aid Kit</p> <p>Token system:</p> <p>Reward system that allows students to earn reinforcements (stamps, dots, dots), as an immediate consequence for positive behaviours.</p> <ul style="list-style-type: none"> - The token is a symbol or object, which acts as a reinforcer. - Tokens are earned for appropriate behaviours and later exchanged for primary rewards. - It is necessary to establish a "backup reinforcer" <p>The token system is a behaviour modification procedure that includes three major elements:</p> <ol style="list-style-type: none"> 1. A list in which the target behaviours are noted.

	<p>2. Tokens or points that students receive for the manifestation of target behaviours.</p> <p>3. List of rewards, which consists of favourite items, activities or privileges - which participants get by exchanging the tokens they have earned</p> <p>Rules help teachers reinforce students' appropriate behaviours. Differentiated reinforcement is a procedure very often used in the applied analysis of behaviour. In short, it consists in reinforcing (encouraging) appropriate behaviour, while others are placed in extinction (ignoring). The ultimate goal is to increase the frequency of the desired behaviour to the detriment of others.</p> <p>ProfAid is the teacher training program that offers concrete solutions to remove the concept of "problem child" in the classroom, using educational materials and specific techniques for managing difficult behaviours and severe behavioural disorders. The free ProfAid courses included a theoretical component (specific course and teaching materials) and a practical one, doubled by specialized consultancy. The teachers involved benefited, after the theory classes, from class counselling classes offered by ATCA psychologists, in order to be able to effectively implement the management strategies of the class mastered theoretically.</p>
<p>2.2. Educational/inclusion Objectives</p>	<p>The ProfAid project aimed to train teachers in grades 0-8 in order to use the most effective behavioural modelling techniques, motivation and reward systems, so that any child with difficulties can be supported and integrated into the community. The project included both the theoretical component, in the form of a 4-hour seminar materialized in a support kit for teachers, and the practical component - specific, 1 to 1 counselling and even free behavioural analysis for children with severe behavioural disorders.</p> <p>The main objectives were:</p> <ul style="list-style-type: none"> - Identifying children with behavioural disorders and autism spectrum disorders. - Advising teachers in applying behavioural modelling techniques. - Class implementation of applied behaviour analysis techniques - applications based on successfully applied techniques in Europe. - Carrying out a study on developmental and behavioural disorders and transmitting the results to the Ministry of Education and media channels.
<p>2.3. Functioning</p>	<p>ProfAid was implemented in distinct stages and allowed specialized monitoring of all procedures applied in the classroom. ATCA specialists have developed a complex methodology kit, ProfAid KIT, consisting of sets of materials specially designed to streamline the processes of teaching, learning, behavioural modelling, increasing motivation and academic performance of students. The teacher training segment included the training of 27 teachers for the correct understanding and implementation of ProfAid techniques and materials by participating in the training course "Methodologies for school integration of children with developmental disorders and behavioural management of student classes." They assimilated knowledge about applied behaviour</p>

	<p>analysis, the symptoms of developmental disorders and autism, effective behavioural management methods and classroom work techniques.</p> <p>Throughout the ProfAid implementation period, students received specialized assessments, counselling, and support to understand and successfully implement the ProfAid KIT materials for them (behavioural contracts, self-assessment sheets, and in-game reward systems).</p> <p>Within the ProfAid Kit, with the introduction of specialized materials in school and through the training of teachers and their advice, the implementation rate of modern teaching and behavioural management techniques has increased, which has had an immediate and beneficial impact on the classes in which was implemented, optimizing the teacher-student relationship and, most importantly, giving children the opportunity to express their needs, understand the benefits of positive behaviours and try to improve their group or individual school performance. The use of ProfAid Kit methods and techniques (behavioural contracts, token-based reward and stimulation systems, visual behavioural modelling schedule, reward sheets) led to the development of appropriate children's behaviours, increased class participation, interaction level, and communication between children, development of higher cognitive mechanisms - thinking, memory, imagination, by increasing the degree of motivation and easier integration of children with behavioural and developmental disorders.</p>
<p>2.4. Gamification elements (what are the main game-based elements used?)</p>	<p>The applicability stage of the project in the classroom consisted in the application, in the form of a game, of a token system. Once the child has understood the idea of reinforcing (rewarding) a good response or positive behaviour, he will cooperate so as to collect the set number of stars to receive the token.</p> <p>In the applied behaviour analysis we used various fun techniques that can be successfully applied by teachers in the classroom.</p> <p>BUN behaviour is a technique used successfully in school and is recommended as a practice that prevents child violence (according to a study by the US Department of Health and Human Services, 2001). In this game, students are rewarded for lack of inappropriate behaviour.</p> <p>What does the game look like?</p> <ol style="list-style-type: none"> 1. Divide the students into two groups. 2. Explain the rules of the class, what will happen when the rules are followed, what happens when the rules are not followed. 3. Determine how long the game will be played. 4. When a student breaks a rule, tick a sign on the board next to the team they belong to (the board will sit on a panel in front of the class, always in sight). 5. The team that meets the criteria (established before the start of the game-ex: less than 3 signs in the table) will receive a reward.

	<p>6. If a team loses, it will not receive the reward, which is enough as a consequence.</p> <p>The game will help improve the relationship with children. Once they get into the game and feel good together, they will certainly be more willing to follow the rules of the class.</p> <p>The identification of the target behaviours for which the students received the tokens was done as follows:</p> <ul style="list-style-type: none"> - Select measurable and observable behaviours; - Clearly specify the criteria for completing the task; - Start with a small number of behaviours and choose especially those that can be easily controlled and modified;
<p>Gamification elements (what are the main game-based elements used?)</p>	<ul style="list-style-type: none"> - Make sure the student has the necessary skills to achieve the desired criterion. <p>It is recommended that rewards be activities or events that occur naturally in the student environment. For example, in the classroom or at school, tokens can be used to buy time with popular games or materials, or they can be changed for favourite classroom tasks (such as: the person sharing the assignments, the teacher's assistant, etc.).</p> <p>How will tokens be changed?</p> <p>A list of rewards will be provided and a price will be set for each item. Students will then select from the list the desired activity / reward, which fits the number of tokens collected.</p> <p>Initially, the "rewards store" will be opened frequently. Subsequently, the exchange periods will be available twice a week or only at the end of the week.</p>
<p>2.5. Key Actors</p>	<p>ProfAid Kit is a teacher training program that offers concrete solutions to remove the concept of "problem child" in the classroom, using specific educational materials and techniques for managing difficult behaviours and severe behavioural disorders. 420 students participated in our school and 27 teachers, of which 98 students with behavioural and developmental disorders, developmental delay, ADHD, attention deficit, mild mental disabilities.</p>
<p>2.6. Transferability to other EU territories</p>	<p>Within the project, studies were developed that provide concrete data on the current situation of educational models applied in schools, on the number of children with developmental disorders and age risk, respectively comparative research study of the results of implementing the ProfAid methodology, with direct impact on performance students and their behavioural correction. They can also be used by other European institutions interested in this field.</p>
<p>2.7. Resources</p>	<p>The project was funded by Kaufland Romania and implemented by NGO ATCA - Association for Applied Behavioral Therapy</p>
<p>2.8. Further information/ comments</p>	<p>https://autismvoice.ro/proiecte/profaid/</p>

Partner: Slovenia_DRUSTVO ZA RAZVIJANJE PROSTOVOLJNEGA DELA NOVO MESTO

1. General information	
Title of the practice	Game Crossing the river
Name	Tina Bačar and Mirjam Grahut
Organisation	DRPDNM
E-mail	drpdnm.youth@gmail.com

2. Detailed description

Executive Summary	Two primary school teachers that teach 1 st grade and one intern are invited on a short meeting, where we discuss the importance of the game-based method of teaching. We discussed some game-based activities and practices that we already use in our classes. Later on, the teachers are presented an idea of a game-based activity "Crossing the river" that would make the class feel more connected. After performing a game, an evaluation of the whole activity is being performed.
Timescale (start/end date)	We have done it by implementation of 1 meeting session with teachers and 2 classes have been devoted to the practice of the game itself. We have done it in February 2020.
Background to the Good practice	An idea, where they can use non-formal education and be just an organiser of the activity and make children feel more active, is being presented. We agreed that teamwork and problem-solving attitude would be the best way to reach the goal of the activity and of course being adapted to kids' age.
Objectives	Main goal: team building Other goals: diversity, inclusion, cooperation, individual contribution, first contact
Key Actors	10 students of 1 st grade, teachers
Problem / Challenge	Class that was part of the project had a problem that students didn't feel connected yet or part of the group. They liked to play in small groups or individually.
Project Development	Project was developing nicely. Starting with discussion, sharing good practices, exposing the problem, planning goals we want to achieve, organizing a game and evaluating at the end.
Leadership	Being in a leadership role was a big challenge, but a very positive one. Being an open-minded person that likes taking parts in new projects and exploring some different points of view in learning/teaching motivate you to lead the game as effective as you can.

Success Factors	The biggest success was a motivation, that came from teachers' side and also from students. Important factor was also a good preparation and enough space to organise the game.
Innovations	Non-formal learning was a quite a new thing for teachers that were involved in the project. However, they were excited after the presentation of the idea and even more after the game we organised.
Difficulties encountered / Lessons learned	I would expose a surprise that we encountered – the behaviour of children and taking different roles in the game. Some of the students showed totally different role in the game opposite to the time spent in the classroom. We were observing characters that were developing through the game: leaders, followers, action students, thinking students, etc.
Outcomes	After the game children went back to the classroom and draw on the other side of the paper, how they were feeling after the game. All the faces were happy and excited. I made a short evaluation with teachers also and exposed, how children didn't know how to collaborate on the beginning and how they progressed during the game. We agreed game-based activities will be used later on, if possible, with our collaboration. We were a great team and children really enjoyed the activity. We were excited for new challenges that will lead to a higher purpose.
Recommendations for Good Practice	Using a game-based activity is definitely one of the best ways to reach important learning and social goals in our classes. Teachers shouldn't be in the active role all the time so using a non-formal teaching and being just an organizer and observer is a good practice for all of us.
Resources	DRPDNM got the resources and ideas at the LEVEL UP! Project, mainly at the training in Portogruaro. The game Crossing the river was our own work.



Partner: LATVIA_DAUGAVPILS PILSĒTAS IZGLĪTĪBAS PĀRVALDE

1. General information	
Title of the practice	Game "Brightest impressions of life"
Contact details	
Name	Žanna Papenoka
Organisation	Daugavpils Secondary School N 13
E-mail	zannapapenoka@inbox.lv

2. Detailed description

Executive Summary	<p>The participants of the game must recall the most beautiful and the brightest moments of their life.</p> <ol style="list-style-type: none"> 1. The activity leader asks all participants to sit in a circle. 2. The activity leader then asks them to close their eyes and spend a minute in their memories. The task is to recall the most beautiful and vivid moments of life, in their opinion. These can be moments spent alone, with friends or family, personal achievements, breathtaking adventures. It can be any valuable event in his or her life. 3. After the participants have been stuck in their memories for a while, the activity leader gives them a new task - still without opening their eyes - to make a decision which moment they would like to relive. 4. The participants in the activity, one by one, tell others what they would most like to experience again. <p>During the activity quiet, pleasant music is played.</p>
Timescale (start/end date)	<p>1-2 hours.</p> <p>The game was conducted in February (during a project week at school)</p>
Background to the Good practice	<p>The teachers explained the children the rules of the game, its goals. The students are divided into groups, quiet, pleasant music should be found.</p>
Objectives	<ol style="list-style-type: none"> 1) Get to know each other on a much more personal level. 2) Develop speaking/narrative skills. 3) Train attention and memory. 4) To unite the class team in an emotionally positive and relaxed atmosphere.
Key Actors	<p>36 students (12-13 years old) and 2 teachers</p>
Problem / Challenge	<p>The main challenge for the teacher is to create positive and friendly atmosphere in the beginning of the activity, to persuade the participants to be active and trust their memories to others.</p>

Project Development	It is possible to organize a discussion after the game in order to listen to students' opinions. Participants may also be offered to fill in individual assessment sheets with the relevant questions. Another way developing this activity is to ask participants to draw their brightest impressions.
Leadership	The leader of this activity is a teacher and it is very important to explain the idea of the game and to help them join the activity.
Success Factors	Students enjoyed the activity, they were active and interested in the process. On the one hand, they remembered the most vivid and the most pleasant impressions in their lives. On the other hand, it was a great chance to get to know their classmates better, that is very important for creating a friendly atmosphere among the students.
Innovations	It is a good way to integrate a person (a student) into a new team(group of children), even if he or she has a different cultural background or educational level.
Difficulties encountered / Lessons learned	The hardest part was to motivate all students to participate, another difficulty was to make them listen attentively to other students and to follow the process during the whole activity. Moreover, students' narrative skills are different. This thing also should be taken into consideration.
Outcomes	Such activities unite groups of people (students), help to understand other people better, create closer relationship.
Recommendations for Good Practice	The game can be used during class meetings as well as during language classes to develop speaking skills. It is also possible to ask participants to make two or three circles to do this activity, then the students are more relaxed and ready to share their thoughts with others. Game variation: Participants can tell about other players' life impressions. It would be better if the participants were older (15-18 years old).
Resources	Game adapted from https://ballites.lv/komandas-saliedesana/speles/

Name of game: From lap to lap

Presented by: DAUGAVPILS PILSĒTAS IZGLĪTĪBAS PĀRVALDE

Overview	
Age	Any
Cross-curricular links	Languages
Time	15-20 min.
Short description of the game	Each player is given one playing card, and one must remember the type of card - the ring, the spade, the werewolf or the raven. The game leader draws one card and names the card type. Players who had this card type, they move one place ahead.
Goals	<ul style="list-style-type: none"> • Create a relaxed and positive atmosphere. • Expand vocabulary.
Game details (tasks)	The players sit down in a circle, the referee hands out one card to each player, and the player has to memorize the type of a card. The referee then picks up the cards and pulls one by one from the deck of cards to name the drawn card, such as the spade. Those players who have this type of card, they move one seat to the left and sit on the neighbor's lap. The referee draws again and players move one chair to the left all the time. More than one player can sit on the same player's lap. The player whose lap is occupied will remain seated until the lap is released. The game ends when the first player returns to his original position.
Necessary materials	Chairs
Feedback and evaluation	Post-game discussion is about how players felt or memorized the vocabulary they liked.
Additional tips	This game allows you to expand your vocabulary on different topics, instead of playing cards, cards with colors, animals, food, transport, etc. can be used.
Source	https://dpsg.de/fileadmin/daten/dokumente/rover/arbeitshilfen/spiele.pdf

Name of game: How are you doing?

Presented by: **LATVIA_Daugavpils Pilsētas Izglītības Pārvalde**

Age	Any
Cross-curricular links	Languages
Time	15 min.
Short description of the game	The participants sit in a circle, but one of the participants asks another participant a question, "How are you?" Depending on the answer, all participants do different actions.
Goals	<ul style="list-style-type: none"> • Create a relaxed atmosphere. • Build open relationships. • Create a positive mood. • Learn the phrase "How are you?" and expand the vocabulary in the language.
Game details (tasks)	<p>All the players are sitting in a circle, one player is standing in the middle and asking another player, "How are you?" This person has one of three options:</p> <ul style="list-style-type: none"> • If he says 'okay' then nothing happens. • If he says 'bad', he has to be replaced by his next-door neighbor. • If he says "very well" then all players must change places. <p>While other players are swapping positions, the game manager should try to sit down on an empty chair. The non-chair becomes the game's leader and asks the question "How are you?"</p>
Necessary materials	Chairs
Feedback and evaluation	After the game, you can discuss what emotions people had during the game, whether they learned the phrase "How are you?" There can be a debate about what we usually answer this question: tell the truth, or just use standard phrases.
Additional tips	Depending on the level of knowledge of the players' language, other answers may be added, such as "excellent", "adorable", as well as the actions to be taken upon hearing these answers.
Source	https://dpsg.de/fileadmin/daten/dokumente/rover/arbeitshilfen/spiele.pdf

Name of game: Polyphonic Concert

Presented by: DAUGAVPILS PILSĒTAS IZGLĪTĪBAS PĀRVALDE

Overview	
Age	Grades 1-4
Cross-curricular links	The game can be used during science classes for animal learning, as well as during Latvian classes for animal names.
Time	10-15 min.
Short description of the game	The participants of the game have to find their pair (member of their group) by imitating the sounds of a certain animal.
Goals	<ol style="list-style-type: none"> 1) By learning the theme "Sounds", pupils get to know the sounds of certain animals. 2) Pupils learn to communicate with each other following the rules. 3) To unite the class team in an emotionally positive and relaxed atmosphere.
Game details (tasks)	<ul style="list-style-type: none"> •The game leader invites participants to stand in a circle and asks them to make sounds from different animals (e.g. cow, goat, pig, parrot, wolf, snake, hedgehog, owl, etc.) •Each player in the game is whispered the name of the animal or he gets the animal card which voice must be reproduced as accurately and loudly as possible. •At the leader's signal, everyone must perform a polyphonic concert at the same time. •The participants of the game have to find similar ones in this "concert". •The winners are those who have found each other (their group). <p>To make the game more interesting, participants can blindfold their eyes.</p>
Necessary materials	Cards with animal names, eye bandages, scarves.
Feedback and evaluation	<p>Discussion of the game itself</p> <ul style="list-style-type: none"> - what was the most interesting in this game; - what was the most difficult in this game; - how participants felt during this game. <p>Participants may also be offered to fill in individual assessment sheets with the relevant questions.</p>
Additional tips (optional)	To make it more interesting, players can close their eyes. Then the players will have to listen more to each other and find their own group (couple).
Source	Game adapted from the play collection Celmiņa, Indra (comp.) (2002). Party games. Publisher Zvaigzne ABC

Name of game: What is in the garden?

Presented by: DAUGAVPILS PILSĒTAS IZGLĪTĪBAS PĀRVALDE

Overview	
Age	Any
Cross-curricular links	Music
Time	10-15 min
Short description of the game	Singing or listening to the Latvian folk song "What is in the garden?", the participants get to know each other.
Goals	<ul style="list-style-type: none"> • Get to know and learn the Latvian folk game and folk song "What is in the garden?" • Get to know each other. • Create a funny and relaxed atmosphere.
Game details (tasks)	<p>The participants of the game stand in a circle and join hands, but one of the players stands in the middle of the circle and mentions his name and some interesting fact about himself.</p> <p>When playing music or singing "What is in the garden," the players raise their hands clasped, but the one who was in the middle crawls under the clasped hands. When the music is over, he stops at one of the players, who is in the middle of the circle, introduces himself to the other players in the game. The game continues as long as all players have been in the middle of the circle and named their names.</p>
Necessary materials	<p>Computer(Internet) https://www.youtube.com/watch?v=FzUEp_Qk-jw- here it is possible to find the song.</p> <p>Lyrics of the song: <i>Kas dārzā, kas dārzā ? Bitīt' rožu dārziņā. Kas dārzā, kas dārzā ? Bitīt' rožu dārziņā. Ložņā, bitīt, Caur zaru zariem, Caur zaru zariem, Caur lapu lapām. Ja citu atrod, Liec to savā vietā.</i></p>
Feedback and evaluation	After the game everyone can be asked how they felt and try to repeat the names of the participants.
Additional tips	<ul style="list-style-type: none"> • Before you play, you can read the lyrics. • To remember the names of the players in the game better, replace the word "bit" in the lyrics with the name of the player in the middle of the circle.
Source	<p>Latvian folk song and game "What is in the Garden?"</p> <p>https://www.lspa.lv/files/research/2018/LATVIESU_TAUTAS_TRADICIONALAS_ROTALAS_ML_2018.pdf</p>

Name of game: Brightest impressions of life

Presented by: DAUGAVPILS PILSĒTAS IZGLĪTĪBAS PĀRVALDE

Age	15+
Cross-curricular links	The game can be used during class meetings as well as during Latvian or other languages classes to develop speaking skills.
Time	10-15 min.
Short description of the game	The participants of the game must recall the most beautiful and the brightest moments of their life.
Goals	<ol style="list-style-type: none"> 1) Get to know each other on a much more personal level. 2) Develop speaking / narrative skills. 3) Train attention and memory. 4) To unite the class team in an emotionally positive and relaxed atmosphere.
Game details (tasks)	<ol style="list-style-type: none"> 1) The activity leader asks all participants to sit in a circle. 2) The activity leader then asks them to close their eyes and spend a minute in their memories. The task is to recall the most beautiful and vivid moments of life, in their opinion. These can be moments spent alone, with friends or family, personal achievements, breathtaking adventures. It can be any valuable event in his or her life. 3) After the participants have been stuck in their memories for a while, the activity leader gives them a new task - still without opening their eyes - to make a decision which moment they would like to relive. 4) The participants in the activity, one by one, tell others what they would most like to experience again. <p>During the activity quiet, pleasant music is played.</p>
Necessary materials	CD player
Feedback and evaluation	<p>Discussion about the game</p> <ul style="list-style-type: none"> - what was the most interesting in this game? - what was the most difficult in this game? - how the participants felt during this game? <p>Participants may also be offered to fill in individual assessment sheets with the relevant questions.</p>
Additional tips	Game variation: Participants can tell about other players' life impressions.
Source	Game adapted from https://ballites.lv/komandas-saliedesana/speles/

Name of game: CREATIVE CARDS

Presented by: DRUSTVO ZA RAZVIJANJE PROSTOVOLJNEGA DELA NOVO MESTO



Age	Students of primary school and secondary school children visiting day care center. Possible to adjust games for all the ages
Cross-curricular links	Languages
Time	This activity can be produced every day, or limited to several days in a week. It all depends on the needs of the learner. 1h 30 min + evaluation
Short description of the game	This workshop can be made one on one or in a group, whereas, youth worker provides blank cards and explains to the student/user that they should draw on the cards things that they want to learn, that they need in their daily lives, things that they have difficulties to pronounce or understand. On the other hand, youth worker/teacher can draw down or print the cards of the things that the student/ user needs to learn in every class. This helps users to remember what they have seen on the cards and remember information easier. This is a great tool for learning but also helps with association between mother tongue and foreign language, also helps remembering the keywords that are needed in daily communication and correspondences.
Goals	Main goal: inter-cultural learning Other goals: diversity, inclusion, acceptance, developing skills (language and social skills). “Creative cards learning” helps creating the feeling of being accepted because it involves mutual interactivity, not using much words and learning and communicating in creative way. Feeling of being accepted in smaller or bigger group can be made by going from formal to informal and more personal relations, which this workshop provides. “Creative cards learning” is a workshop that can be used as a great ground to teach and understand behaviours, symbols, rules, roles, belief and values.
Game details (tasks)	Space: classroom (can be adapted for outside game) Number of participants: 10-20 Introduce the method. Prepare paper and pens for both youth worker and student/user. Start making your own cards with the most important words that are necessary in daily communication or words those users/students considers that are relevant for him/her. Mix pictures and words. Try making mental connections. Make/ask questions, start simultaneous communication with the help of pictures, sounds and motion. Make sure that both sides are engaged and that you have created relaxed atmosphere so that the user/student feels welcomed and sharing.

	<p>If is necessary make a game out of it with different subject like: “How do you call food in your country?”, “How do you pronounce number in your language?”, “What holidays you have in your country?”.</p> <p>Make sure that you cover topics like: language, history, culture, habits, tradition, sports, family, education...</p> <p>Ask to save the cards for the future learners.</p>
<p>Necessary materials</p> <p>Feedback and evaluation</p>	<p>paper, pens and color pens, newspapers</p> <p>Workshop will be evaluated with the tool called the Mood Meter. On a board or piece of paper draw a chart with days of workshops and subjects that you did that day (key words can help, for example, if you have addressed topic “friends and family, just write friends..) When leaving the workshop ask participants to pass by the board and write your mood (happy, indifferent, good...) and another word that they are going to take home and use it. The Mood meter is a great way to read the energy of the group and recognize their needs. This is not only a great tool to reflect upon the workshop but also great way to ask for clarification.</p>
<p>Additional tips (optional)</p>	<p>When it comes to preparation time, it should be adopted according to the needs of the group. For example if, the user/student doesn't feel skilled or pleasant when drawing, print out different picture from the internet and used them as the creative card learning. Also you can use all technical aids like, google translate, videos or audio for pronunciation.</p> <p>Teachers or youth workers should mainly focus on creating relaxed and welcoming atmosphere, support students and be, in a certain way a mentor, in order to help them to express their needs and interests.</p>

Name of game: Land Art

Presented by: Associazione 2050

Overview	It is a simple activity of environmental education that contribute to develop creativity and to experience contact with natural materials.
Age	Over 7
Cross-curricular links	Fine arts, science, interdisciplinary
Time	45 minutes
Goals	The game aims to enable children: <ul style="list-style-type: none"> - to see the wholeness in nature, - to see the role and importance of every being, big or small, - to gain more awareness of nature, to have more information about it and to learn to respect it, - to learn how to live in harmony with nature, - to realize their responsibility within this whole, - to develop creativity.
Description of the game	Ask participants to choose from their surroundings a piece of nature that symbolizes themselves or that they really like. Then everyone stand in a circle, show the object and explain why they chose it. The next step is to ask them to create a composition in nature that uses only natural elements. They should start making their composition with the object they chose earlier. Afterwards everyone walks around and looks at all the compositions – the land art exhibition.
Necessary materials	Non specific material. It's just necessary stay outdoor, preferably in a forest or meadow.
Additional tips (optional)	For older children you can give an introduction to the concept of land art. Land art is an art form that is created in nature, using only natural materials such as soil, rocks, logs, branches, leaves, water and other items. Rather than sculptures being placed in the landscape, the landscape is the means for the creation of a sculpture. Land sculpture works frequently exist in the open, located well away from civilization. After the piece of art has been created it is left to change and erode under natural conditions.
Source	The booklet "Games for Nature" is a follow-up project of the Youth Exchange "Learning from each other – games of environmental education", financed by Youth in Action Programme. https://yeenet.eu/games-for-nature/

Name of game: Building a tree

Presented by: Associazione 2050

Overview	It is a simple activity of environmental education that contribute to develop creativity and to understand how the tree functions
Age	Over 10
Cross-curricular links	Environment, science
Time	Approximately 5 minute to prepare + 20 minutes of activity
Short description of the game	The goal of this game is to build a tree using people's bodies. We divide participants (over 12) into small groups and each group will be asked to build a different part of the tree with their bodies.
Goals	<p>The game aims to enable children:</p> <ul style="list-style-type: none"> - to understand how the tree functions - to see the wholeness in nature, - to see the role and importance of every being, big or small, - to gain more awareness of nature, to have more information about it and to learn to respect it, - to learn how to live in harmony with nature, - to realize their responsibility within this whole, - to develop creativity.
Game details (tasks)	<p>Every part of the tree have to do something:</p> <p>- HEARTWOOD: Choose two or three tall, strong-looking people and ask them to be the heartwood. Have them stand with their backs to each other. Tell the rest of the group: "This is the heartwood – the inner core, the strength of the tree. The heartwood's job is to hold the trunk and branches upright so the leaves can get their share of sun. The heartwood has been around a long time, so long that it's actually dead; but it's well preserved! The heartwood used to be alive, but the thousands of little tubes that carried water up and food down are now all clogged with resin and pitch." Tell the heartwood players that their job is to stand tall and strong. They can beat a hand against their chest and sing a "boom" heartbeat.</p> <p>- TAPROOT: Next, ask several people to play the taproot. Tell them to sit down at the base of the heartwood, facing outward. Explain to them: "You are a very long root, called a taproot. Plant yourself deep in the ground – about thirty feet. The taproot enables the tree to get water from the deep in the earth, and also anchors the tree firmly to the ground. When storms come, the taproot prevents the tree from being blown over by high winds." Be sure to say that not all trees have a taproot (es: redwoods), but that this one does. They can bring their knees towards their chest and make slurping sounds as they draw in water and nutrients.</p> <p>- LATERAL ROOTS: Choose people with long hair who look as if they won't mind lying on the ground! Ask the "lateral roots" to lie on their backs with their feet up against the trunk and their bodies extending away from the tree. Tell them: "You are the lateral</p>

roots. There are hundreds and hundreds of you. You grow outward all around the tree, like branches but underground. You also help to hold the tree upright. At your tips are tiny root hairs". They can make slurping noises as they suck and draw water and nutrients too. At this point, kneel beside one of the lateral roots and spread his/her hair out around his/her head.

Continue your narrative: "Trees have thousands of miles of root hairs that cover every square inch of soil into which they grow. When they sense that there is water nearby, the cells grow toward it and suck it up. The tips of the root hairs have cells as tough as the helmets that American footballers wear. I want the lateral roots and taproot to practice slurping up water. When I say Let's slurp! you all go like this (make a loud slurping noise). Okay, let's hear you slurp!"

- XYLEM:

Now ask a small group of people to play the xylem. Choose enough people to form a complete circle around the heartwood. Have them circle the heartwood, facing inward and holding hands, being careful not to step on any roots!

Tell them: "You are part of the tree called the xylem. You draw water up from the roots and lift it to the tree's highest branches. You are the most efficient pump in the world, with no moving parts. You're able to lift hundreds of gallons of water a day, and you do this at speeds of over 100 miles per hour! After the roots slurp up the water from the ground, your job is to bring the water up the tree. When I say Bring the water up', you go like this: Xylem! (say this with your voice ascending in pitch and volume)."

As you do this, throw your arms up into the air.

Next let students practice by saying: "Let's practice. First we'll have the roots slurp. Let's slurp! Now let's have the xylem bring some water up, Bring the water up! Xylem!"

- CAMBIUM:

Select a group to play the cambium. Have them form a circle around the xylem, also facing inward and holding hands.

Tell them: "Toward the inside of the tree is the cambium layer, the growing part of the tree. Every year it adds a new layer to the xylem and phloem. A tree grows outward from its trunk, and also from the tips of its roots and branches. The cambium can hold hands and shake their behinds singing, We make cells Cha Cha Cha!"

- PHLOEM:

Behind you, toward the outside of the tree, is the phloem. This is the part of the tree that carries food manufactured by the leaves and distributes it to the rest of the tree. Have the group chosen to be the phloem stretch their arms upward and outward so that they join arms at the wrist and forearm, leaving their hands free to flutter like leaves.

Now give some instructions: "When I say Let's make food! raise your arms and flutter your leaves and absorb the energy from the sun and make food. And when I say Bring the food down, you go Whooo! (Make the Whooo! a long, descending sound while you bend at the knees and drop your arms and body toward the ground.) Let's practice!"

Go through all the sounds and motions with all the parts, in this order: Let's slurp! Let's make food! Bring the water up! Bring the food down! (Notice that the cambium/ phloem ring makes food before the sapwood brings the water up. Also make sure that they don't raise their arms and flutter their leaves until you say, Let's make food. That way their arms won't get tired.)

	<p>- BARK:</p> <p>Ask the remaining people to play the bark. Have them circle around the tree, facing outward. Tell them: “You are the bark. What kind of dangers do you protect the tree from?”</p> <p>Suggest fire, insects, extreme temperature changes, and little boys and girls with pocket knives. Tell the bark how they protect the tree: “Raise your arms like a football blocker with both elbows out and both fists close to the chest. Do you hear that high pitched sound? It’s a feisty and very hungry long-snouted pine-borer. I’ll go and see if I can stop it. If I don’t come back, you’ll have to stop the pine-borer yourselves.”</p> <p>Disappear behind a tree and come out as a pine-borer. Make it funny for the participants by scowling, using branches for your antennae, and turning your head back and forth. Zero in with your antennae and point your long borer-snout toward the tree. Now run or walk quickly around the tree, pretending to try to penetrate the bark’s protective layer. It is the job of the “bark” people to try to fend you off.</p>
Necessary materials	Non specific material. It’s just necessary stay outdoor.
Additional tips (optional)	If you have enough participants (for example, you could meet another group to do it) you can also have a few campers play Mycorrhizal Fungae – this fungus is intertwined with the tree’s root hairs and gives water and nutrients to the tree and takes away sugars in return. You can take the group/tree through the seasons, slowly awakening as the sap starts flowing in the late winter, building up to spring and full-blown growth in summer and dormancy in late autumn.
Source	The booklet “Games for Nature” is a follow-up project of the Youth Exchange “Learning from each other – games of environmental education”, financed by Youth in Action Programme. https://yeenet.eu/games-for-nature/

Name of game: TRAVEL AGENCY

Presented by: Associazione 2050

General description	Organization and marketing a few-days-holiday in another country (other classmates, family, teachers) that considers climate, cultural and gastronomic aspects including day-to-day activities, transportation, places or events, costs. The package is for three or four participants in the trip, of which at least two adults.
Cross curricular links	Geography,
Objectives	<ul style="list-style-type: none"> • The purpose of the workshop is to create and propose to a third party (other classmates, family, teachers) a package tour of a few days in another country organized by: • working with knowledge and skills and information gathered during group work activating entrepreneurial skills.
Learning outcomes	<ul style="list-style-type: none"> • A spirit of initiative and entrepreneurship • Collaboration with peers • Easily use the most common information and communication technologies, identifying useful solutions to the application context, starting from the study activity. • Own and interpret the information. • Find relationships and transfer skills to other contexts. • Make judgments about the information, the assignment, the context; evaluate alternatives and make decisions. • Adopting problem solving strategies. • Plan and organize projects.
Target group and size	students of a class of 21/24 students divided into small groups (three students) 6-7-8 grades adjustments in the content according to the class. It is important that – in case you have students who come from other countries, that among the choices of the destinations you include countries of origin of such students, this will make them feel “experts” and motivated.
Instructions for educators/teachers	<p>Setting up a "TRAVEL AGENCY" stand "... in the atrium of the school and its management for a week, including the advertising of the opening.</p> <p>Method</p> <ul style="list-style-type: none"> • Individual work (choice of country, research, search for motivation of choices) • Small group work: sharing of choices, roles organization and individual work, discussion and choice of materials, oral exposition of research, organization of the agency's stand and work shift to the agency. <p>Execution times</p> <p>1. <i>First phase</i></p> <p>The Educator/teacher:</p> <p>-Forms groups of three students-useful to approach students who are little known.</p> <p>Each group will identify the group leader who has the task of reporting to the teacher and the class the progress of the work, the archivist who takes care of any common materials, the moderator who is in charge with the relationships within the group (roles can be interchangeable but should always be communicated and transcribed in the respective notebooks and in the common part of the “map in the middle”* (map template attached).</p>

- Suggests countries to conduct research, but also accepts students' proposals and then, upon request, assigns to each group the country - it may happen that two groups want to work on the same state, in which case it will be suggested to choose different destinations. The names of the participants in the groups, roles and countries will be posted on a poster so that everyone knows their tasks. Alternatively, maps will be hanged.

Students:

- Identification of roles within the group, choice of status choice of type of finished work - 1h.

- Individual study of the chosen state on the textbook and on other sources - 1h.

- Individual compilation of the "map in the middle" (see Pavan source), in particular climate, morphology for tourist use, currency, cities, natural parks, infrastructures, usable textbook images - ½ hour.

- Discussion on the aspects of diversity and choice of destinations / possible search on the internet on travel sites (no Wikipedia), transcription on "the map in the middle" of the conclusions - 1h / 1h e1 / 2.

- Drawing outline of the information / materials needed to draw the package - 1h / Others

It may be useful and motivating that in this phase students meet with a real travel agent, who can give them an idea of how travel agencies work on destination management. The travel agent could be involved in the whole process and become a "judge" in the final presentation of the package.

2. *Second phase*

Group work with PCs: plane / train booking, accommodation with dates and related expenses.

The teacher indicates which links to use and how far the booking process arrives, then suggests saving the page (for the host structure also the photo over the features) or printing. Depending on search skills, internet speeds, choice of destination- 1 or 2h.

Group work: 3-person groups: research of historical / cultural / naturalistic news etc. on the three destinations through the internet, books, travel accounts of friends or relatives.

Each student shares information in the notebook and passes to his classmates, even to the other groups, any info that she/he finds in the research. With regard to monuments or places to visit, it is recommended that students focus more on the description of the research object than on its history (this is to avoid losing it in long listings - should only select the most important events). For each site / monument, look for an image that will then be commented with an explanatory caption.

As for information about typical foods, souvenirs, or events, educators can assign this as homework to expedite the times, then the group will make choices of materials at school. It is good to suggest that students always save material on a USB and produce copies. Time required 2h.

3. *Third phase*

Construction of PPT or billboard

The teacher indicates the characteristics that the PPT and the billboard must have. The time for this phase is variable because it depends on the actual digital skills of the students and in case of poster, on graphic competence of the students, and is very much related to the harmony of the group in the management of roles and distribution of homework.

	<p>The teacher can suggest that the group splits the tasks so that PPT slides, once the graphic setting is decided, are built individually and then assembled, while for the billboard, once the spaces have been shared, each student works his/her portion (in either case the ideal is that the students have already revised the materials and that they have prepared the worksheets with texts, captions, and images at home.</p> <p>FOR THE CARDBOARD: the teacher will have to print the materials before the lesson or they will be printed at home by the students. The teacher revises the materials produced and suggests adjustments (the operation can be done while the students are working or finished product by bringing it home). Time at least 4 h.</p> <p><i>4. Fourth phase</i></p> <p>The travel agency is proposed in the classroom. The teacher has scheduled the travel agency simulation lessons: generally, there are two groups of lessons, so for a group of 24 students the time spent is 4h.</p> <p>The group has a maximum of ¼ hour (5 minutes each component of the group) to propose their own trip. In front of the group, 2 other students who pretend to be clients who will ask for clarifications / additional info about what has been proposed in the next 5 minutes and then open the class for 1 or 2 questions. The last 10 minutes of lesson are used by the class for a maximum evaluation of product effectiveness, clarity of exhibit, interest shown that each student expresses with a score of 1 to 5 and that then comes to mind in a post-it on the general board. The travel agent can be invited to this presentation or in the next phase.</p> <p><i>5. Fifth phase</i></p> <p>Preparation of the agency in the lobby</p> <p>The teacher agrees with the class the agency's opening week, name, group shifts. The set-up can also take place during an interval: the agency is a table where to arrange the brochures (printed PPTs) and the panels on which the billboards are displayed. Prepare the agency sign that can be made in an hour of art and image or at home and the brochure prints. Alternatively, you can opt for a laptop on which to run the PPTs. Also, a booklet for visitors where they can make comments and their degree of satisfaction (it is rewarding).</p>
Debriefing and evaluation:	You can use the assessment grid of D'Basket for the assessment of transversal and entrepreneurial skills, by observing individual works, maps in the middle, oral presentation...
Time needed	Total time about 16/20 hours excluding the opening week of the agency at the lobby
Materials needed	Classroom or pc in class, Lim, lobby, printer, bookbinder; Materials: 70x100 billboards, markers, usb keys, A3 size photocopy paper for the map in the middle, paper and ink for printer, scissors, ruler, punches, adhesive tape, glue.
Additional tips for educators	<p>It is important that students note on a diary or notebook the phases of the process.</p> <p>It may be useful to have some short research on the Internet (suggesting search engines) on topics related to the workshop as typical recipes for food, music, art, culture state, school system ...; The teacher should plan, informing the school Manager, of the need to engage the school lobby with some desks, a portable PC and a screen / panel for simulating the agency. You will also need a written invitation from the class families to visit the agency and colleagues so that students can actually experience the agent / client relationship.</p>

Additional information, notes	<p>Expected product: 1. PPT with slides containing up to 2/3 images and printable in brochure format / billboard / even pop-up style.</p> <p>Project features: Short description of the destinations with visualization, motivation of the package and chosen places, location of the destinations on the map with route mapping, precise period of the trip with motivated reference to seasonal / climate aspects and related clothing / precautionary advice healthcare, means of transport used and the relative cost, times and times of travel, detailed program of days and places to visit or events with some general information, hotel / hostel / accommodation, local food to taste and 'crafts / agri-food / industry / culture to buy, total cost.</p>
Developed by	<p>2050 - Tiziana Pauletto. For more information on using the "map in the middle" see Pavan Daniela www.scintille.it, "map in the middle." This workshop is part of the D'Basket Toolkit.</p>

Annex:

Model of the map in the centre

