

EYE CARDS



This deck of cards is intended to be played during and after the *EYE Opener / EYE Liner training courses, to enrich the learning process. It is designed also to be used as a traditional deck of cards, as well as having a variety of other game functions.

Several elements are intended to increase the **inclusive** character of these cards: the cards are good for both left and right-handed players; 'touch spots', circular holes on one side of each card (none, one, two or three), enable players to identify the different suits by touch; the traditional gender cards (King, Queen, Jack) have been replaced by gender-neutral cards; and an optimal number of images are used instead of words, to increase the visual over the verbal emphasis of the deck.

The EYE Opener / EYE Liner Deck has **multifunctions**.

The deck has four **suits**, as in a traditional pack, with three different sets of symbols:



The best known **symbols**, internationally, are Clubs, Spades, Hearts and Diamonds. So we have kept them to make it easy to use this deck when playing traditional card games.

An alternative set of symbols, as historic as the above, and also common in many parts of the world, are Batons (*Bâtons*), Swords (*Épées*), Cups (*Coupes*), and Coins (*Deniers*). In our deck, we have updated these symbols to fit with the modern world, in order to demonstrate how symbols change their meaning over time; so Batons have become Walking Sticks, Swords have become Guns, Cups have become Mugs and Coins have become Charge Cards. The third set of symbols relates to four distinct stages in the overall process of a youth exchange: planning; preparation; implementation; and follow-up.

STAGE 1 – PLANNING – LIGHT BULB

This is the 'light bulb' moment, the realisation of a great idea for a youth exchange, when the light is suddenly switched on. Partners have to be found, who share a similar enthusiasm for the youth exchange idea, and a project partnership is formed.

STAGE 2 – PREPARATION – MICROSCOPE

This is when the project partnership has to look at the idea as if 'under the microscope'. All aspects of the youth exchange have to be examined in great detail by the whole partnership, to make sure there is maximum learning through exploring the idea. This work has to be presented as an application for funding.

STAGE 3 – IMPLEMENTATION – TORCH

This is the youth exchange itself happening, when the light of the torch is full-on, the moment for which everyone has been working, sharing in a collective, learning experience. Everything in the spotlight! In the limelight!

STAGE 4 – FOLLOW-UP – TELESCOPE

This is what comes after the youth exchange, looking into the distance, the future. The telescope can focus on things near and far, using its great combination of lenses. So follow-up might be staying in contact with new friends, two, three, four days after the youth exchange, or it might be planning for a more ambitious youth mobility project in a year's time.

In each suit there are 13 **cards**, as in the traditional pack. The highest value cards, the Ace and the court cards, King, Queen, Jack, have been replaced by the I, S, D & P cards; these represent the four key principles of youth exchanges, Inclusion, Sustainability, Diversity and Participation (in order of decreasing value). The remaining cards in each suit are numbered traditionally, 2-10.

Inclusion: inclusion refers to projects that: either actively involve young people with fewer opportunities (providing tailor-made preparation, support and follow-up for them); and/or address issues of inclusion and diversity that ultimately benefit young people with fewer opportunities (even when they are not directly involved in the project).

Sustainability: sustainability refers generally to the avoidance of the depletion of natural resources in order to maintain an ecological balance. It focuses on meeting the needs of the present without compromising the ability of future generations to meet their needs. The concept of sustainability is composed of three pillars: economic, environmental, and social - also known informally as profits, planet, and people.

Diversity: diversity refers to differences of all kinds. Some types of diversity are more obvious than others, such as ethnicity, religion, culture and language. But diversity goes wider. It also refers to different (dis)abilities, educational levels, social backgrounds, economic situations, health statuses, the place where people come from – as described in the definition of "young people with fewer opportunities".

Participation: youth participation actively involves young people in decision-making processes on issues that affect them. Young people make invaluable contributions to communities and are empowered themselves when they participate.

There are many **possibilities of use**, in developing youth exchange projects, for this deck, which relate to traditional playing card conventions, and we invite you to be creative and experiment. But, to give you an idea, here's a couple of ways in which we see the deck being used.

Each suit represents a stage in the development of a youth exchange project. Taking the Light Bulb suit, which corresponds to the planning stage, we can imagine the order of cards, from 2 (first) to the 1 (last), as representing a timeline, with the first, for example, indicating the moment when the very first idea is put forward, to the last, when all the partners are agreed on the partnership and working together. Similarly the same suit could be viewed in terms of the importance of each card, with the 2 being the least important and the 1 the most important; players could then discuss what they consider to be the most important aspect of the preparation stage, and the least, with everything in-between.

As in a conventional card game, a player could collect a 'run' in a suit, and then be required to identify what each card might represent in terms of its place in that stage of the youth exchange project; for example, a 'run' of 5, 6, 7, 8, 9 of the Microscope suit (preparation stage), would require the card-holder to explain what you might need to do half-way through the preparation stage (5 - make sure everyone has a passport; 6 - make sure everyone has travel and health insurance; 7 - make sure all dietary requirements have been identified; 8 - make sure specialist equipment has been hired for hill-walking; 9 - agree who is attending the APV). If the player is able to do this satisfactorily, they would win that round, if not they might have to surrender a card, and the game continues.

Players might swap cards whose function they are uncertain about, so that another player then has to explain; for example, what would you see as the most important aspect of the follow-up stage, as represented by the 1 (Inclusion card) of the Telescopes suit, which relates to 'inclusion' in the follow-up. So, as we suggest above, use the deck in ways which suit your exploration of youth exchange projects. Be creative!

Project building questions

Each card bears a question related to the identified project stage. For example, in the Light Bulb suit (the planning stage), the question, '*What will you learn from doing this?*', encourages the card-holder to consider the importance of learning in the youth exchange, while in the Torch suit (implementation stage), the question, '*What do you really like about your partners?*' invites the card-holder to reflect on the other partners involved in the youth exchange itself, in progress.

Use these questions as you go along in developing your youth exchange project. Even though some questions indicate a short answer (e.g. yes/no), we invite you to explore the issues raised in more depth.

Labels

Each card bears, at its 'head' end, a name; these names are mainly of well-known people or characters, some real and some fictional. The intention is that these can be used as in the 20-question 'label' game (in which the player is unaware of the identity of the person and tries to guess who the person is by asking a series of 'yes' or 'no' questions, up to a maximum of 20 questions). The names have been selected to encourage discussion about values.

Mime and sound



Each card has a unique image at the bottom-left corner, an object, marked with a 'hand' or 'sound' symbol beside it. This relates to traditional 'charade' games. It is designed to encourage communication; although we might not speak the same language, we can still communicate through gesture (mime) or sounds. The hand symbol means a regular mime, that is, without making any sound or drawings, acting out the object using only your body and gestures. The sound symbol requires the identification of the object using only sound (no words) - more of a challenge, perhaps, than mime.

Perhaps you could also try out variations on the usual way of playing. For example, instead of having one person miming in front of a group, with the group guessing the mime, consider doing this the opposite way; one person faces the group, the group mimes and that person has to guess (or two or three people guess etc). Not only more fun, but also easier to engage with some of the challenging objects.

Codes

Each card has, at its base, a unique, individual code. You can use these codes in a variety of ways to build subgroups. The options below work if you use the whole deck of cards (52).

From left to right, the code comprises:-

- Numbers 1 - 52 - this allows all kinds of numerical division.
- Smileys - division into 3 groups - 😊 😐 😞
- Clocks - division into 5 groups - 🕒 🕒 🕒 🕒 🕒
- Mix - division into 6 groups - ⌚ 🌟 🦋 ✈️ 🧑 🌀
- Hands - division into 7 groups - 🖐️ 🖐️ 🖐️ 🖐️ 🖐️ 🖐️ 🖐️

But, of course, these codes can be used as creatively as you wish!

Evaluation

On the back sides of each card, you can spot a 'smiley'. There are 18 different smileys, each repeated 3 times. Use them to initiate and support the evaluation of the different project stages and activities.

**The EYE Opener is the residential version and EYE Liner the online version of (basically) the same training course.*