EduGaming Game(s)

Sun, 30/09/2018 - 23:01 -- Snežana Bačlija...
Type of tool:
Activity
Duration:
60-90 min
Topics addressed:
Human rights
Intercultural learning
Social inclusion

EduGaming Game(s) were developed through an approach empowering youth workers, with little or no experience, to develop educational tabletop games in their everyday youth work practice. Games included: Factics, Hello Effect, Reaction and Taking Taylor.

Aim:

The general purpose of the tool(s) is to engage young people in learning, reflecting and critically evaluating the topics that are around them, but they might have not paid much attention to.
The tools were designed to be used in multiple educational settings, beyond the workshop and training ones, including in: youth centres, community centres, schools, streets, etc.

Methodology:

Educational tabletop games.

Step by step process:

I would like to offer a chance for several games to be played in order to understand the mechanisms behind them and their descriptions would take a lot of space. Hence, I am including links for each of the Rulebooks, where all the instructions and step-by-step process can be found.

Factics: https://drive.google.com/open?id=15atv8karKN3TBMeqJjY7HIsYV-yNsFwn_ [1]
Hello Effect: https://drive.google.com/open?id=14Q7pv48QiZcV061whci1wsWC5HYzVmwb [2]
Reaction: https://drive.google.com/open?id=11rWAjmci-IIbgS0RZA8d3c0P18ZSKTzp [3]
Talking Taylor: https://drive.google.com/open?id=166Kjw31d3J56wyspf1waNMMbG0fJO9Dk [4]

Materials and resources:

A4 papers (20-30) and pens (5-10).

Outcomes:

Trying to think of outcomes as a whole (although each game has specific learning objectives and hence different specific outcomes), most commonly players:
• Get intrigued and more curious about core topics represented in the games;
• (In Factics) they get more information about the substance abuse and myths and truths behind it;
• Gain insights into their own attitudes and behaviours and attitudes and behaviours of others, in particular when it comes forming and dealing with preconceived ideas;
• Start discussion about the topics, with or without facilitators present;
• Get warmed-up to the idea of learning through games.

Evaluation:

Overall: the games were developed for educational settings and as such would like to avoid the usual tabletop game-mechanics, which involve competition, destruction, etc. Because of that, the designers needed to find another way in their mechanics, in order to engage the players and create elements of fun and excitement. The games that manage this, however, can easily loose the educational thread and therefore need a facilitator to keep it 'on track'. On the other hand, having facilitators somehow contracts the aim of all the games to be playable and re-playable in different contexts. To conclude: it is a vicious circle of opting for lesser evil :)

Rating:

No votes yet

Documents/handhouts:
[x] Factis_RuleBook_v1.pdf [5]
[x] HelloEffect_Rulebook.pdf [6]
[x] Reaction_Rulebook.pdf [7]
[x] Talking Taylor_Rulebook.pdf [8]

Source URL: https://educationaltoolsportal.eu/en/tools/edugaming-games

Links
[1] https://drive.google.com/open?id=15atv8karKN3TBMeqJjY7HIsYV-yNsFwn_
[2] https://drive.google.com/open?id=14Q7pv48QiZcV061whci1wsWC5HYzVmwb
[3] https://drive.google.com/open?id=11rWAjmci-IIbgS0RZA8d3c0P18ZSKTzp
[4] https://drive.google.com/open?id=166Kjw31d3J56wyspf1waNMMbG0fJO9Dk
[5] https://educationaltoolsportal.eu/en/system/files/documents-handouts/Factis_RuleBook_v1.pdf
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