

“average 10000 hours gaming by age 21 equals with an entire track of parallel education and also enough practice to master anything as per cognitive psychology”

YOUTH FOR YOUTH



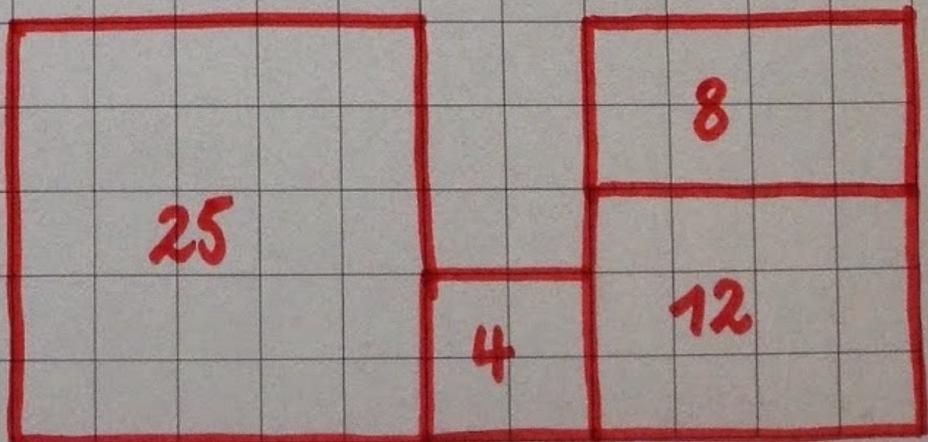
Erasmus+



COOPERATION FOR INNOVATION (KA205)

If I'm going to be happy anywhere,
 Or achieve greatness anywhere,
 Or learn true secrets anywhere,
 Or save the world anywhere,
 Or feel strongly anywhere,
 Or help people anywhere,
 I may as well do it in reality.

—futurist Eliezer Yudkowsky



Games and education have, to put it lightly, always had a turbulent relationship. On more than one occasion, games have been viewed by educators and the general public as detractors and distractors from activities deemed more serious and valuable. During certain time periods, games such as computer games were at best called a “waste of time” and at worst declared directly harmful to children and young adults.

Games are often celebrated for their unique capacity to represent and simulate complex systems and invite players to experience and interact with them first-hand. They allow the player to form an understanding of intricate subject matters based on participation and experimentation rather than mere observation, and thus they are often argued to have great potential as educational tools.

If the game is well-crafted, the player can spend hours upon hours engrossed in it, trying to master whatever challenges the game contains. Many games are naturally designed to become progressively more challenging to keep the player interested, too. It introduces new concepts, items, manoeuvres, or characters that the player needs to experiment with and figure out in order to be able to confidently put them to use and to continue progressing in the game’s narrative. Given these qualities and the wide variety of game genres out there, it seems as though games could find a natural place in classrooms to teach a wide variety of subjects in a hands-on and participatory manner. Games seem to correspond nicely to most buzz-words frequently thrown about in the debates surrounding education – the “new” era of education should be engaging and motivating for students, it should be participatory and active instead of passive, and it should invite students to interact with new technologies to give them the “21st century skills” that nowadays seem essential to surviving in contemporary society. While all of this rings true to some extent, it is dangerous to assume that merely throwing a game into a classroom will create a positive learning environment that embodies all those desirable values. Games are complex technologies, and while they do provide many exciting new opportunities they also have their own limitations and unique requirements that both developers and educators need to be aware of if they want to use them effectively. Games can certainly be put to good use in classroom environments. But it’s important to keep in mind that a game is a tool; a tool with some unique and endearing properties certainly, but a tool nonetheless. As with any other tool it needs to be used correctly in order to function efficiently (or to function at all).

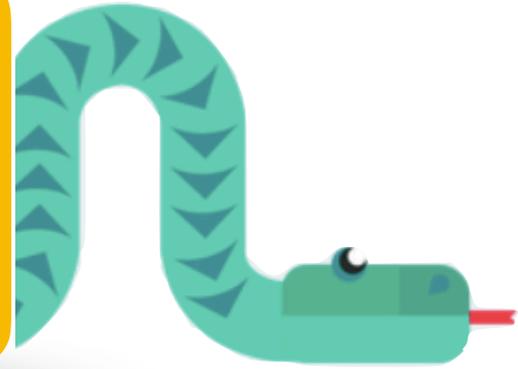
OUR CONCEPT OF GAMES IN
GRIT FOR CHANGE - GAME SERIES

TED Gaming can make a better world | Jane McGonigal
<https://www.youtube.com/watch?v=dE1DuBesGYM>

Why do we always think in black and white?

“Over the next decade, the most vibrant innovations in education are likely to take place outside traditional institutions. These institutions face a critical dilemma: how to reconcile bottom-up developments in education with the traditional top-down hierarchy that is currently in place.”

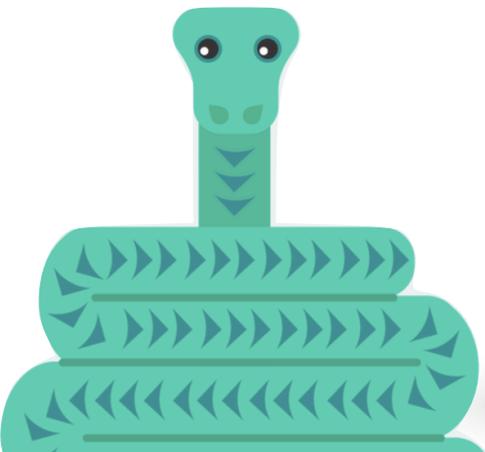
FROM EDUCATIONAL INSTITUTIONS TO LEARNING FLOWS



Why do we neglect changes?

“Two-thirds of schoolchildren will be occupying jobs that do not exist yet, reflecting the great transformation the workforce will face. New skills will emerge, and, together with existing skills based on inherent human qualities, will become prominent. Young people, as employees and entrepreneurs, will need to learn and unlearn over a lifetime to successfully build careers that span over 100 years. They will get a unique opportunity to shape jobs that fit their passions.”

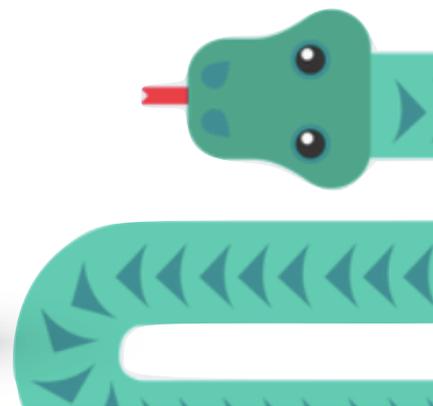
MISK GLOBAL FORUM 2019.
<https://miskglobalforum.com/forum>



Why do we neglect the needs of the future ?

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn”

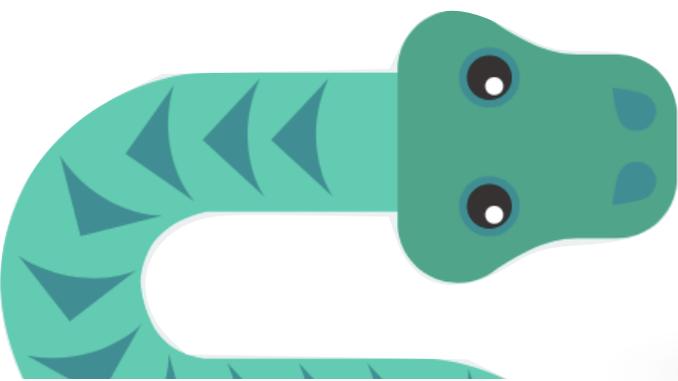
Institute of The Future - Youth Skills Report 2019
http://www.iftf.org/fileadmin/user_upload/downloads/work-learn/IFTF_GlobalYouthSkills_Report_2019.pdf



And most importantly
why do not we let Youth to...

Be the **CHANGE**
you wish to see in
the **WORLD**
 Gandhi

or at least to facilitate it?



Not to get away
from broken reality...

...but to become the
architects of the future!

the **PARTNERSHIP** aims to:

- build a methodology and a future in a cross-sectoral approach where learning through play empowers to become creative, engaged, lifelong learners and leaders of change who thrive in a 21st century world
- promote and raise awareness on the power of educational games as an inclusive and participative tool to tackle youth related and wider social challenges and
- provide know-how to transform challenges via the game development process and offer solutions in a collaborative manner to increase both active citizenship and creative entrepreneurship

Supporting opportunities for all in acquiring and developing key competences, including basic skills

Common values, civic engagement and participation

Supporting educators, youth workers, educational leaders and support staff

engaging, connecting, empowering young people

contributing to quality and innovation in Youth Work

promoting creative learning and social entrepreneurship among young people



Games

Boost Trust,
Collaboration

Allow to
experience:

Blissful
Productivity

Importance
to be Done

Urgent
Optimism

Epic
Meaning

Social
Fabric

Expand the
Threshold of
Imagination



- as games are often misperceived or often just used to raise awareness on a single issue in the context of youth work

The partners included will:

- break down walls and work in a cross-sectoral cooperation to spread a holistic view on learning including its social, emotional and creative development aspects as well becoming multipliers to be able to facilitate serious game development or take part productively in related processes for social change
- explore active citizenship in depth and its various ways to be practised while discussing theme related county trends to be able to extract more specific learning needs and take a glance how GDP can be used as a tool for both encouraging active citizenship and youth empowerment at the same time
- develop competencies for designing own educational games following diverse formats as games are being assessed from a meta perspective hand in hand with discovering instructional design principles and several classifications of games and their possible adaptation to serve social purposes
- develop a methodology and quick impact tool, where games are not only merely a tool raising awareness, but also encourages young people to generate solutions (1), experience the power of collaboration (2), get an entrepreneurial mindset (3) and develop their essential skills therefor themselves(4)
- so games and the development process becomes a well planned and consciously supported learning journey, yet allows youth to hold ownership

GRIT FOR CHANGE is an international, informal network of young professionals engaged in empowerment projects often working with sensitive topics in a playful manner. They continuously strive to develop themselves and follow the latest trends of youth work, but also still remember which support they were lacking the most in their journeys to become social activists and innovators starting late back in their early teens implementing their first initiatives.

As a result of the developed methodology the youth will not only be able to become youth leaders, facilitators of a game design process and learn how to develop products from ideas, but also to contribute to social change in a participative manner experiencing collaborative creativity in a personal learning journey, where participants are empowered and challenged at the same time and required to be original, creative and curious shaping attitudes, behaviours and the future!



the Concept



serious games



Serious games are at the intersection of learning, games, and simulation. They almost always have a social dimension and can boost active citizenship via problem based-learning as they mostly involve simulation of real-world events or processes designed for the purpose of solving a problem in a joyful, but simplified way providing hands-on and minds-on learning. Games have the power to change attitudes and behaviors of players. Using games in education enables students to put theory into practice and further develop soft skills Learning through play supports overall healthy development, acquisition of both content and learning-to-learn skills.



collaborative creativity



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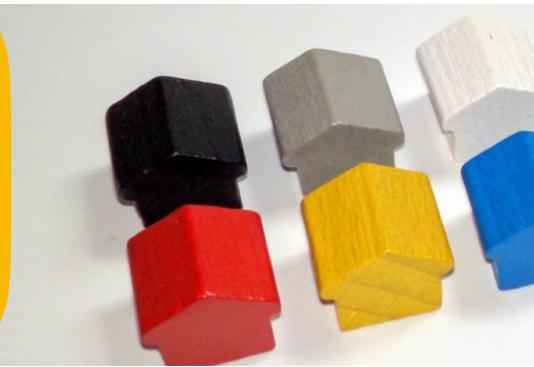
Therefore taking part in such development processes can empower youth facing various challenges, who need skills and mindsets allowing them to step into this uncertainty, create opportunities for themselves and their communities, and learn throughout life. Furthermore, they will also experience **collaborative creativity, which** is all about bringing people together, viewing a challenge from different perspectives and then combining that knowledge and insight to, together, create a solution. A solution which can then be strategised, planned and implemented effectively.

“we often falsely assume that the game itself will be powerful enough to cause change or learning that the outcomes will be used automatically for decision making. this is seldom the case”

Mayer & Bekebrede 2006,

NEED FOR COOPERATION

...as only a few methodologies, frameworks and models have been proposed to guide the design and development of such games...



Game-based learning is the act of designing interactive learning activities, student-centred learning environment that can gradually convey concepts and guide students towards an end goal, while their wellbeing and soft skills are also cultivated in a dynamic, enjoyable and playful way in a process is requiring collaboration that is rooted in cooperation, coordination and co-creation.

MEANINGFUL GAMES

and impactful gamification leaves space to the freedom of exploration and allows learners to experience meaning, which leads to the desired outcome meanwhile also supporting basic psychological needs such as autonomy, competence, relatedness.



Quality educational games must balance engagement, assessment, and learning as three equally important components facilitated by the educators as they are the ones making the change in the classroom via seizing learning moments and provoking minds, connecting students to their learning goals, and making them understand how acquired knowledge is applicable beyond the classroom. Therefore

EDUCATORS ARE TO BE CHALLENGED

to reconstruct their identity in order to be able facilitate the design of such playful, but serious frames



“Games are just a medium, so can be used well or poorly to discuss a serious topic. However, I believe they have the capacity to be one of the most effective ways to discuss a serious topic as they cast the player in the role of active participant.” - D. Garrett, We see the GDP itself also a powerful tool with remarkable

PARTICIPATORY ASPECTS

that allows in an ideal setting to participate wholeheartedly being self-motivated and self-directed and intensely interested and genuinely enthusiastic, which we also hope to better explore in our cross sectoral cooperation encouraging to the connected educators to become the facilitators of our joint future.



Aims to create a flexible, but common knowledge base adapted to the realities of youth work as a reference for anyone connected to the project and interested in general in GDP and serious games.

Digital training materials for Online learning communities

MODULE I. - Getting started - the basics: differences of game, gamification, game based learning, educational games, serious games and their application in youth work, challenges,

MODULE II. - Becoming a game architect: exploring the different types of games, elements of a games in correlation of formulating learning goals (Bloom taxonomy) and planning the learning trajectory.

MODULE III. - Creating the collaborative bias: understanding the GDP and its participative applications, how it may transform problems to solutions.

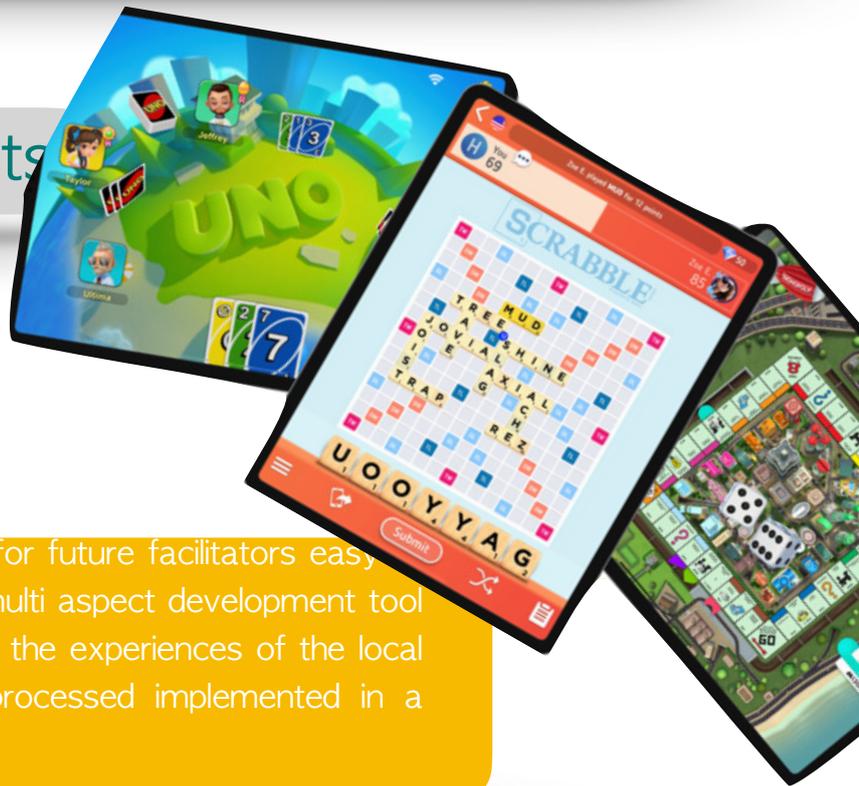
MODULE IV. - Giving meaning: instructional design insights, type of instructions, how games can support basic psychological needs, introduction to the flow theory,

MODULE V. - Framing: getting familiar with storytelling and different narratives in the context of active citizenship and grit studies.

the Intellectual Outputs

Quick Impact Toolkit Facilitator Question Cards

It aims to create a quick impact toolkit for future facilitators easy use - access and implement GDP as a multi aspect development tool in collaborative creativity bias - based on the experiences of the local pilot projects and game development processes implemented in a cross sectoral approach.



PILLAR I. - Horizons of active citizenship: methods of exploring the subject matter, tricks and tips on boosting Critical - Divergent Thinking

PILLAR II. - Entrepreneurship enhanced: diving into Project Management and the facilitation of Problem-Solving, Creative Design Thinking

PILLAR III. - Boosting soft skills: developing transferable and essential traits contributing to contentment and a healthier self-image as well as to better collaboration

Appendix: **OUTLOOK FOR EDUCATION** and **OUTLOOK FOR MUNICIPALITIES**

Annexes: FACILITATION QUESTION CARDS in national languages, Open Source GAME DATABASE.

1/4. Month

Preparation (M1DM), Assessments (O1)

- to reinforce common understanding
- to kickstart the cooperation
- to assess learning needs

4/11. Month

Digital training (O2)

Online learning community
as described above

11. Month - Italy

Facilitator training (C1)

- exploring GBL in the context of active citizenship
- enabling the participants to facilitate GDP
- sharing cross sectoral experiencing

10/15. Month

Pilot processes (O3)

Game development (M2SP)

19. Month-Portugal

Game Fest (E1)

GDP Seminar (C2)

- raising awareness on GBL,SG
- presenting the games created

15/18. Month

Methodology Toolkit (O4)

Facilitation Cards (O5)

as described above

24/26. Month

Evaluation, Closure (M3GR)

- to plan the continuation of the project,
- to evaluate the entire learning journey
- to assess mentorship needs

19/24. Month

Educator training (E2-8)

-
- to challenge, encourage and empower
- multiply the toolkit outside non-formal
- to generated alternatives for application

the Partners



La **TRANS**
Educativa

