



Erasmus+



Game Guide

**Learn Europe is a game for
young people**



PROJECT CODE: 2020-1-IT02-KA201-079054

Table of Contents

1. Introduction.....	2
1.1. How to Use this Guide.....	2
2. Methodological Standpoints	3
2.1. Game-based learning and Gamification.....	3
2.2. Experiential Learning.....	3
3. Why use the LearnEU Games in the classroom?.....	4
4. The Games: A brief description and instructions	5
4.1. The Animated History.....	5
4.2. Europe Hunt	7
4.3. Who Is Who: Europa Quiz Show.....	9
4.4. EuroQuiz	12
4.5. The Founding Values	14
4.5.1. EU Values.....	14
4.5.2. Discover the Founding Values	15
4.6. I'm also a European Deputy	17
5. Guidelines for the Games' Incorporation in the Teaching Process.....	19
5.1. THE ANIMATED STORY OF THE EUROPEAN UNION	20
5.2. EUROPE HUNT	20
5.3. WHO IS WHO: EUROPA QUIZ SHOW	20
5.3.1. Usage scenarios.....	21
5.4 EUROQUIZ.....	21
5.5 DISCOVER THE FOUNDING VALUES.....	22
5.6. I'M ALSO A EUROPEAN DEPUTY	22
6. Recreational Training Path	23
6.1. Lesson Plan 1 (The Animated Story of European Union).....	24
6.2. Lesson Plan 2 (EUROPE HUNT).....	26
6.3. Lesson Plan 3 (WHO IS WHO: Europa Quiz Show)	27
6.4. Lesson Plan 4 (EUROQUIZ)	28
6.5. Lesson Plan 5 (DISCOVER THE FOUNDING VALUES)	29
6.6. Lesson Plan 6 (I'M ALSO A EUROPEAN DEPUTY).....	30
7. Evaluation for Improvement	31
7.1. Teacher Reflection.....	31



1. Introduction

Games are viewed as appropriate and beneficial tools for teaching to younger and adolescent students and the positive impact of game-based learning and gamification in education has been highly acclaimed throughout scholarship as an innovative methodology that promotes learner-centeredness. To this end, the serious games created for the LearnEU project aim at improving the quality of teaching within the school sector with particular reference to the cultivation of knowledge on European citizenship, at facilitating teachers' endeavor to explain Europe and its values, and at further engaging the students in the learning process by active participation as well as by making learning fun and pleasant experience.

The necessity to deeper young students' knowledge and understating of EU values and foundations, principles and history is related to the dominance of a general sentiment of mistrust combined with lack of education towards institutions which is fortified by current predicaments such as the economic crises, the refugee crisis and rise of extreme nationalism and high unemployment rates. Therefore, students need to learn about EU, so that they participate as active European citizens respecting its values and principles.

The Learn EU project focuses on supporting educators, youth workers and anyone involved in the educational field and on strengthening the profile of the teaching professions by advancing and promoting innovative practices in the digital era that characterizes not only education but also public and private life. In this light, the outputs part of which is also the Guide aim at opening up opportunities for creativity to flourish and intercultural competences and knowledge to be cultivated, for contributing to the development of pedagogical and didactical tools by utilizing to their maximum potential new technologies to build upon learners' digital competences.

The present Guide demonstrates the intellectual outputs created for the purposes of the LearnEU project and to help achieve the aforesaid aims. The intellectual outputs are a series of serious games that are meant to be used for teaching and educational purposes.

1.1. How to Use this Guide

This intellectual product comprises a manual with the rules of the games along with the training path, the techniques and methodologies to be adopted in order to be able to fully implement them in the teaching process. This manual is a Guide to the use of all the intellectual outputs created in order to help instructors to



better use the tools created and to obtain the best possible result in implementing the playful didactic paths created in the project.

2. Methodological Standpoints

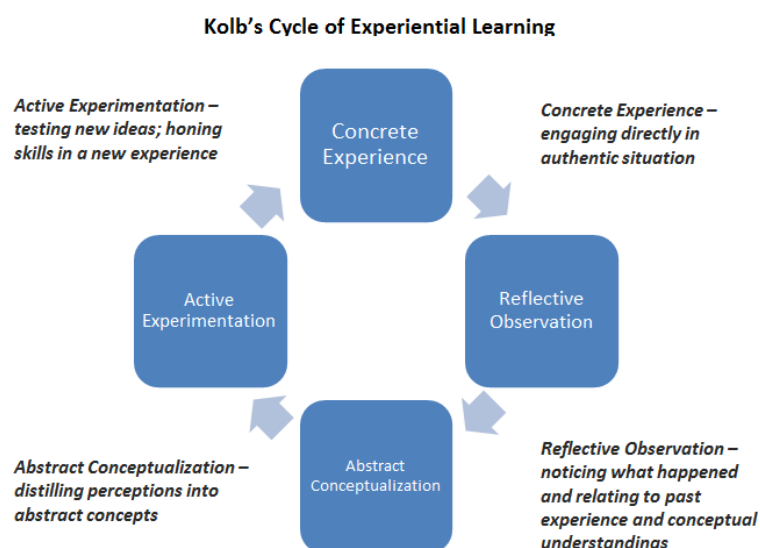
2.1. Game-based learning and Gamification

Game based learning and Gamification are two different processes often referred to in tandem. Game-based learning refers to when the process of learning is based on activities that incorporates game like attributes and qualities. As a learning approach and strategy it includes the use of games in the learning process which can be either digital and/or non-digital.

Gamification, often mistakenly taken for a synonym to game-based learning is embedded in GBL as it refers to the process of gamifying or including game like properties, principles and components to teach subjects that do not on their own have such elements. In other words, gamification is about integrating game elements into more traditional learning environments and contents, whereas in game-based learning the outcome of learning is a result of playing the game and GBL involves a game-like environment where students to practice the learning content.

2.2. Experiential Learning

As indicated by its very title, experiential learning refers to the process of learning through experience. Based on Kolb's¹ (1984) experiential learning theory learning



is categorized in four learning styles and four stages that comprise the learning cycle. Experiential learning is all about the cognitive processes of the learner. An experience is followed by retrospection and reflection to analyze the input and then draw conclusions to be used in the future.

3. Why use the LearnEU Games in the classroom?

This set of serious games played together or separately will comprise the path leading to active and pro-active knowledge of Europe and its institutions while highlighting and giving prominence to EU values and principles.

The primary goal is to promote students' active participation in the sociopolitical context by strengthening the European identity. For this to be achieved, we need to engage students and excite them about learning.

Another goal that is aimed to be accomplished through these games is to instigate the responsibility to exercise one's right to vote in a more informed and well-educated manner.

The LearnEU games targeted to address these aims in a simple, yet modern and innovative manner and can be easily incorporated in the school's curriculum.

Figure 1. Kolb's Cycle

¹ Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.



4. The Games: A brief description and instructions

The designed games will be briefly described in terms of their overall aim and objective, rules, infrastructure and environment. The games are the following: *The Animated History*, *Europe Hunt*, *Who Is Who*, *EuroQuiz*, *EU Values*, *European Deputy*.

In this section, you will find the instructions to each of the six games that were created as part of the LearnEU project.

The games have been designed and developed so that they can be played independently from one another, but also to function well in a complementary manner should the teachers choose to use them all.

The games, originally designed and developed in English, have been translated to all seven languages of the consortium i.e.

4.1. The Animated History

This game aims at familiarizing students with the history of Europe and is comprised of two parts. The first part is a short animated cartoon that shows four friends playing a board game. Each of them takes turns and answers a question that is relevant to the EU. The video is available in English, Italian, Spanish, Greek, Portuguese, Romanian, Turkish and Macedonian.

The second part is comprised of another video contextually related to the first one which aims to function as a way of testing and consolidating the students' knowledge on the history of Europe. This video contains some of the questions addressed and answered in the cartoon video mentioned above. The cartoon character asks the question and allows some time before providing the answer.

The videos have been uploaded on the YouTube platform. The video of the animated story (see Figure 1) can be found here:

<https://www.youtube.com/watch?app=desktop&v=x0iMPVhx5bA>

The video for the interactive activity (see Figure 2) can be found here:

<https://www.youtube.com/watch?app=desktop&v=mHZntdyLLSo>





Figure 1



Figure 2



4.2. Europe Hunt

Europe Hunt is an animated version of traditional board games and as such it will speak to the fans of board games as its infrastructure bears similarities to the board games we are used to playing in real life. Before starting the game, the player can choose the language they will play in. The options are English, Italian, Spanish, Greek, Portuguese, Romanian, Turkish and Macedonian.

After pressing the Start button the player can choose the level of difficulty of the game (1-3) as well as the numbers of players (1-4).

When making the selection of level and number of players and upon clicking on START on the top of the screen the player is directed to the main environment of the game. Each player's pawn is assigned a color. If there are more than one players, their color appears on the square with the Turn indication.

The player must press on the purple dice that appears in the bottom left corner of the screen and then press on Go. The pawn will move as many positions as indicated by the dice roll. Then a multiple-answer question appears on the screen. The player has to choose the right answer. If the player fails to provide the right answer they get no points. If they answer correctly, they get a point. In either case, they remain at the same position and need to roll the dice again (by pressing on the purple dice appearing in the bottom left corner of the screen).

In case they land in the square indicated in Figure 3 below, the player is redirected to another game within the game where they have the option of selecting to play with another player and engage in a tennis match. The one who wins gets a hint. For the tennis racket to move the player needs to use the tab button or the arrow computer keys. For further info, see the Instructions Table below:

OBJECTIVE OF THE GAME. The game is about hunting answers; the goal is to get to the final tile with at least 15 correct answers. Along the way, you find objects that can help you solve the questions and hunt for answers.

1. INITIAL SCREEN: selection of language, level, and number of players (up to 4)

LANGUAGES: English, Spanish, Italian, Greek, Turkish, Macedonian, Portuguese

LEVELS: 1, 2 and 3

PLAYERS: 1, 2, 3 and 4

2. START of the game. A random selector (a roulette) determines the order of the players.



3. CREATE a movement system on the board. A dice with animation that marks the result, or any other system.

4. BOARD: It consists of a tile path, see graphical proposals.:

- a) TILES with the 27 European flags, duplicated
- b) A START tile and an END tile
- c) Every 5 tiles we find a special tile:

i. The well/jail tile, where a turn is frozen (one in the middle of the board and another almost up)

ii. The ladder tile is two squares connected, if you land at the bottom you go up and if you land at the top you go down.

iii. Challenge tile: mini-game to get a correct answer or an element that helps you in the answers (eliminates options or tells you the answer that is double dice, avoid the WELL, rope to avoid falling down the ladder, DUEL that you challenge an opponent by X answers)

→ *The total of squares will be: 56 flag tiles + 10 challenge tiles + 2 pot tiles + 6 ladder tiles + start tile + end tile : 76*

5. If a player reaches the finish tile without all the answers, he will be sent to the START tile.

6. When a player MISSES an answer, his turn ENDS, and the next turn for this player starts advancing on the board directly (no correct answer is needed to move at beginning)

Table 1





Figure3

4.3. Who Is Who: Europa Quiz Show

Who Is Who: *Europa Quiz Show* is a question-based game.

Download and installation

Users will have to download a client with the game and its contents from LearnEU website and install it locally on their PC (Windows or Mac) or tablet (Android or iOS). They will be able to play the game without an internet connection. They will be able to download it from LearnEU website without creating a user account (without providing their personal details and a valid email address) to keep the process simple and avoid any GDPR and parental consent issues. The game does not feature user leaderboards or rankings.

Environment setting – Location

Backgrounds are 'postcards' of featured European Institutions and Officials. There are 14 backgrounds, one for each challenge i.e. one for each featured European Institution and Official. There is also one additional background (the European Map) for the menus, intros, and game over screens. All backgrounds are the same in all 3 modes of the game (Easy, Medium, Difficult).

The 14+1 backgrounds - 'postcards' can all be found in the players' postcard collection. See section Our Postcards below.

To get the cards, the players have to complete the level (see Figure 4)



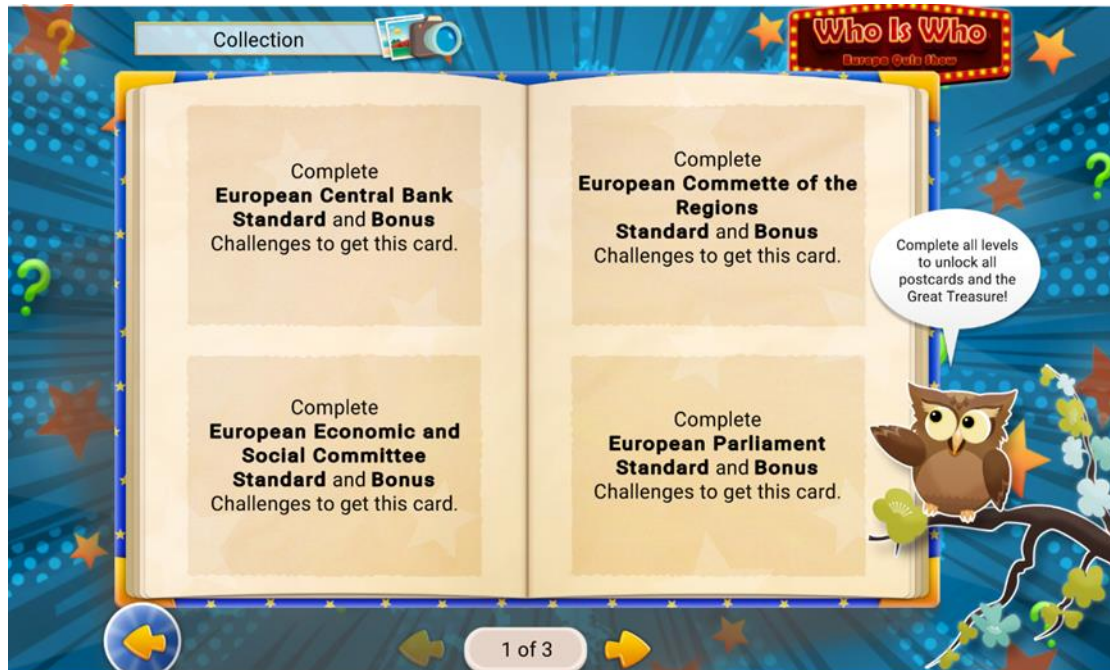


Figure 4

Gameplay description / Rules / Mechanics

Game structure

Each game mode (Easy, Medium, Difficult) features 14 challenges (one for each EU Institution and one Official) with 15 questions for each challenge divided into 2 instances (a “standard” instance with 10 questions and a “bonus” instance with 5 question), a total of 210 questions per game mode.

At the start of the game, users are asked to choose the preferred mode of their game (Easy, Medium, Difficult) that reflects the level of difficulty of the questions.

Each challenge features 2 instances: a “standard” instance that includes 10 questions and a “bonus” instance that includes 5 questions (15 in total per challenge).

A user can choose freely which challenge to play. In the beginning only the “standard” instance is unlocked while the “bonus” is locked.

In the “standard” instance, players begin with 90 seconds to answer the 10 questions. A correct answer gives players an additional 10 seconds (still maximum of 90) as well as coins (for more info see the Coins section). An incorrect answer imposes a penalty of 10 seconds. If players run out of time, they lose the game. If players manage to go through all questions without running out of time, they win the “standard” instance. A perfect victory is when players manage to answer all questions correctly without using Dionysus or Athena. Players must collect at least



50 coins by playing the “standard” instance (i.e. to answer correctly at least 50% of the questions without using Dionysus) to virtually ‘buy’ access to the “bonus” instance which then becomes unlocked.

In the “bonus” instance, players begin with 60 seconds to answer the 5 questions, but Athena or Dionysus are not available to help. All other rules apply as previously.

When players complete a challenge (both standard and bonus instances), the postcard/background of that challenge is added to their collection. (At the beginning of the game, the collection contains only the European Map postcard/background seen on the main menu screen).

When all 14 challenges have been completed, the End Game sequence (i.e. the ‘Great Treasure of Europa’ sequence) is triggered.

Time & time bonuses / penalties

Players begin the “standard” instance with 90 seconds and the “Bonus” with 60 seconds.

A correct answer gives players an additional 10 seconds (maximum of 90 or 60).

An incorrect answer imposes a penalty of 10 seconds.

If players run out of time, they lose the game.

Winning

If players manage to go through all questions of an instance without running out of time, they win the instance. However, players must collect at least 50 coins by playing the “standard” instance (i.e. to answer correctly at least 50% of the questions without using Dionysus) to virtually ‘buy’ access to the “bonus” instance which then becomes unlocked.

A perfect victory is when players manage to answer all questions of an instance correctly (in “standard” instance also without using Dionysus or Athena).

Coins

Each correct answer awards 20 coins.

Each incorrect answer costs players 10 coin.

“Bonus” instance costs 50 coins to unlock.

A perfect victory awards an additional 100 coins.

Postcards

Players acquire/collect a postcard by completing a challenge. Acquired/collected postcards of featured European Institutions and Officials are available in the



‘Collection’ section of the game. All backgrounds are the same in all 3 modes of the game (Adventure/Easy, Heroic/Medium, Epic/Difficult).

Great Treasure

If players complete all challenges, the ‘Great Treasure of Europa’ sequence is triggered. (the ‘great treasure’ is a 1-minute sequence in which Europa tells the players the value of acquiring knowledge, working together to bring results, thinking quickly, and taking challenges head- on. See section End Game.)

Game screens

Intro / Log-in screen

Game mode selection (Easy, Medium, Difficult)

User or Team selection or creation

Help, Settings, Exit buttons

4.4. EuroQuiz

The EuroQuiz is a mobile game and it includes a set of questions from different categories.

These categories are *Environment and Climate, Currency, Rights, Equality, Solidarity, and Duties* (see Figure 5)

The game is available in 8 languages, originally made in English and then translated into the languages of the LearnEU project’s partner countries, i.e. Greek, Spanish, Italian, Portuguese, Romanian, Turkish, and Macedonian.

Players have to download the game to their mobile phones from the LearnEU website. Please consider the following while installing the game;

- When it is asked if it is safe; please tap “INSTALL ANYWAY” button, NOT “OK”

The players have to create a user account giving a valid email address, a username, and a password in order to play.

There are 3 “Modes” in Euroquiz;

- Marathon (One Player) How many questions you can answer in 30 seconds? Each correct answer awards the player 10 points.
- Trivia – (Team game) The correct answer awards 10 points to the team. The team with the most points wins the game.



· Survival (One Player) The player has 3 lives. When they answer incorrectly they lose a life. (see Figure 6)

After choosing the preferred “Mode”, the players have to decide in which of the 6 “Categories” they want to be challenged. Then, they can select between the two levels of difficulty “Normal” and “Hard” and start playing.

If players run out of time, they lose the game.

The team or player with the most correct answers (points) wins the game.

You can play Marathon yourself, but you should try Trivia with at least two players/tablets. Students should be encouraged to try it with their friends and it should be promoted as a fun activity.



Figure 5

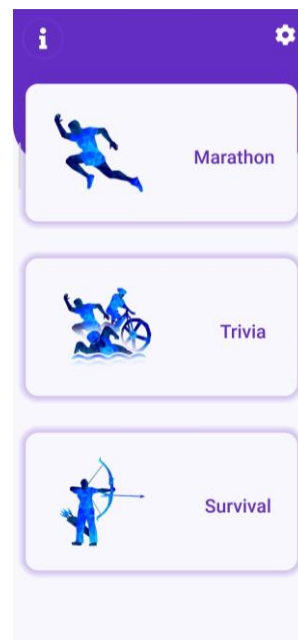


Figure 6

4.5. The Founding Values

4.5.1. EU Values

EU Values is a game that aims to familiarize students with the principles that underlie the European Union and their characteristics in a fun and enjoyable way. The game is available through the following link:
<https://ftp.lykio.com/demogames/eu/values/>

After opening the link, the players can choose the language they desire to play in. The game is available in 8 languages: English, Italian, Spanish, Greek, Portuguese, Romanian, Turkish and Macedonian (see Figure 7). By clicking on the question mark symbol the player can see the instructions to the game (see Figure 8). By clicking the start symbol the game is about to begin. Before starting the game, the player is required to select their opted level of difficulty. There are three levels of difficulty, each awarding a specific type of rewards (see Figure 9).



Figure 7

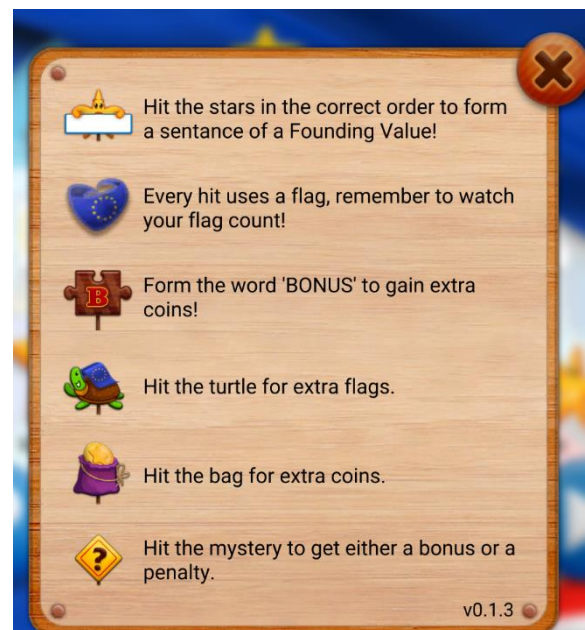


Figure 8

A word that describes the general concept, idea or category that pertains to an EU principle or value will appear and the students will have to construct the sentence that delineates this principle/value, within a specific time frame (see Figure 10). Students can work in groups and try to build the sentences correctly and gain as many coins as possible. Every hit costs **1** flag, therefore players must be careful not to spend all of their hearts or the game will be over.



Figure 10

EU Values is can help players learn some of the most significant European Union Values in an engaging way.

4.5.2. Discover the Founding Values

The Discover the Founding Values is a mobile game that the students have to download and install to their phones from the LearnEU website. It is a team game and cannot be played individually.

Please consider the following while installing the game;

- When it is asked if it is safe; please tap “INSTALL ANYWAY” button, NOT “OK”

The players have to create a user account giving a valid email address, a username and, a password in order to play.

In the beginning, the player can choose the language they will play in from the “Settings” symbol in the upper right corner of the screen (see Figure 11). The game is available in 8 languages: English, Italian, Spanish, Greek, Portuguese, Romanian, Turkish and Macedonian.

When logged in, the users select the number of players on each team, and the game begins. The player is directed to the main environment of the game. Team 1 gets the phrase or word on the supranational values (see Figure 12) and Team 2 gets the 3 answer choices (see Figure 13).

Basically, the goal of the game is for Team 1 to draw a picture, on the interactive screen (see Figure 12), without using any letters, numbers, words, gestures, verbal cues, or nonverbal cues, and Team 2 has to guess the word or phrase (3 choices) that corresponds to the picture being drawn, which appears on their screen in real-time (see Figure 13).



The teams have 60 seconds to draw and discover which secret phrase or word is that the other team is drawing. If players run out of time, they lose the game.

Each correct answer awards the guessing team with 10 points and the drawing team with 5 points. In the next round, the teams change places.

The team with the most points wins.

It is recommended that students play EU Values first to become acquainted with the values and concepts of the EU, and then the teacher can introduce Discover the Founding Values to assess their level of understanding.

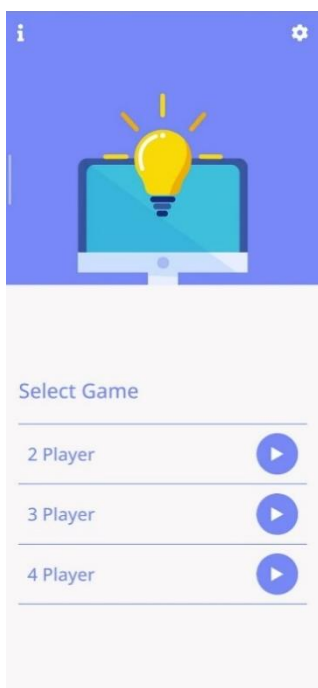


Figure 11

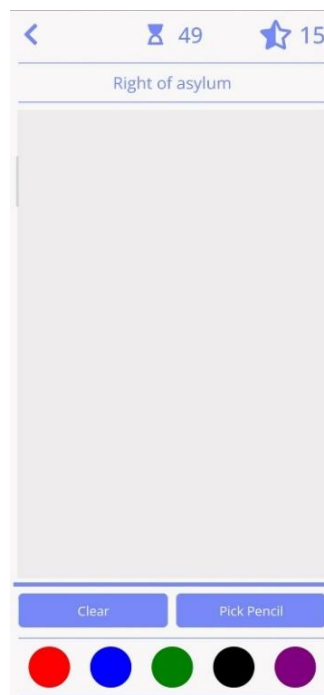


Figure 12

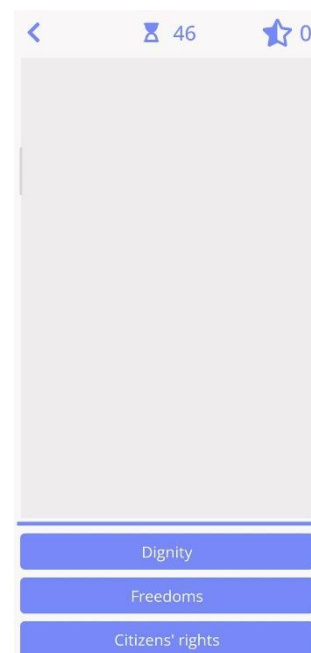


Figure 13

4.6. I'm also a European Deputy

European Deputy is a simulation game that students can access through the LearnEU website and does not require installation. It is an interactive game and can be played in many ways.

Before the game starts, the player has to choose the language they will play in. The game has been developed in 8 languages: English, Italian, Spanish, Greek, Portuguese, Romanian, Turkish and Macedonian.

After selecting the preferable option, they name the character, who is a Member of the European Parliament, and the game begins. The character arrives at the airport in Brussels to attend the European Conference. The player starts with *50 green* points and *50 charm* points. (see Figure 14)

The player's character is navigated through various settings in which he has to select between different options. The choices the player makes affect his points. (see Figure 15) As a member of the environmental committee, the player has to make conscious choices and gain charm and green points. Each **right choice** awards the player with **10 points**, either charm or green ones, depending on the social exchange and the people he/she encounters. In case of a **wrong choice**, the player loses **10 points**.

During the game, the player arrives at the European Parliament and has to communicate with his colleagues and gain extra points in order to enter the environmental commission. (see Figure 16) If the player fails to make the right choices and loses too many points, then the game is over and he/she has to *START AGAIN*.

To win the game, the player has to attend the environmental committee meeting, discuss a new law with his/her colleagues and then participate in the plenary session, where the Members vote on the new amendment.





Figure 14



Figure 15

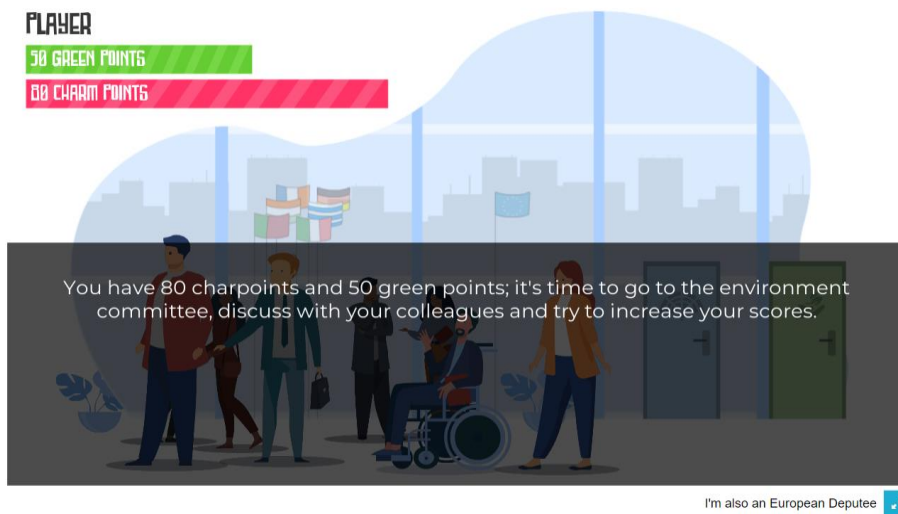


Figure 16

5. Guidelines for the Games' Incorporation in the Teaching Process

Teachers before incorporating the games in their teaching need to familiarize themselves with the games and play them multiple times to acquaint themselves with their content. Based on the games' content, aims and objectives, and mode of playing, they can be integrated into the learning process in various ways. To a great extent, the games' incorporation is contingent upon the main subject it is aimed to be incorporated into. At a first glance, the subjects in which the games could be used are Geography, Civil Education, Social and Political Education, etc.

However, the suggested Training Path (see Chapter 6) could be further modified to meet the needs of the English subject. The LearnEU games could potentially become part of the syllabus as students will also be able to use and practice the target language along with cultivating their knowledge of EU values and principles.

The games could be used in a linear manner to form their own modular unit as indicated in the Training Path in the section that follows, or they could be used independently.

Generally speaking, the possibilities are endless and dependent on the subject, the teachers' field of expertise, and the students' age and previous knowledge.



Nonetheless, as a general guideline, teachers should be open-minded and try to approach the material in a game-like and fun way. They need to have in mind that the end goal is for students to engage actively in the learning process and discover more about EU principles and values and acquire a working knowledge of EU institutions in a practical and self-driven way.

What follows is a description of the games' content.

5.1. THE ANIMATED STORY OF THE EUROPEAN UNION

This intellectual product involves the creation of a mixed path between cartoon and live theatrical stage. The realization of a live representation can be planned, partly made with cartoons and partly theatricalized by the facilitators/trainers, who will intervene in the cartoon animated to add interactive moments for students to participate.

In fact, this intellectual product can be used as a reconstruction of EU history where the trainer in response to the video's content can play specific roles and interact with their students prompting them to engage in role-playing activities and to become protagonists of European history by involving them as "involuntary actors". For example, taking departure from the information contained in the game, young students can be encouraged to engage in a role playing game and become historical characters and pay out certain events with the guidance of their teacher.

5.2. EUROPE HUNT

This intellectual product involves the creation of a game that can take up the form of a team game in which an obstacle course will be created, with time trials to overcome for achieving the ultimate goal of the treasure hunt which will be to discover as much as possible on the European continent. The game will focus on the elements that characterize the geographic-political morphology of Europe: young people will not only have to remember the various geographical locations of nations but further identify other traditional elements, typical and characteristic of each EU country (paella in Spain; the mandolin in Italy; the kilt in Scotland, etc.).

5.3. WHO IS WHO: EUROPA QUIZ SHOW

This intellectual product involves the creation of an interactive game in which a European character and/or institution and their role must be identified. This multiple-choice game is user-friendly and its content will familiarize the students with the European Parliament and transnational EU bodies raising awareness to promote the active knowledge, understanding, and participation of young people.



In being able to identify the values, roles, and activities that the European Parliament develops the EU identity will be promoted.

5.3.1. Usage scenarios

The game features a single non-turn-based game mode running locally on a PC or tablet. A user/student (or a team of users/students) can play the game at home or in the classroom. Progress of the game is saved locally on the PC or tablet the game is played. Users just have to provide a user (or team) name to log in to the game locally (there is no limit to the number of users or teams that play the game locally on a PC or tablet). For example, in classrooms, teachers may create as many teams as they like locally on a PC or tablet, then team A “plays” the game answering e.g. questions about an EU Institution and once team A completes the questions (i.e. the corresponding challenge), their progress is being saved locally and then team B starts “playing”.

To start playing (once the game is downloaded and installed locally):

Users are initially asked to choose the preferred mode of their game (Easy, Medium, Difficult) that reflects the level of difficulty of the questions. Then they have to create a new user or team to play the game at the level of difficulty they have selected in the first step. Existing users or teams have just to login to play the game in the mode they had selected initially. The game saves each user’s or team’s progress locally, i.e. on the device where the game is played.

The game saves the game mode (level of difficulty) selected by the user along with:

- Challenges completed (also standard and bonus instances completed)
- Coins collected
- Postcards collected

5.4 EUROQUIZ

This intellectual product involves the creation of a multiple-choice quiz game. The questions are revolving around central European issues. The game can be played only on smartphones. There is a strict time limit on which the questions need to be answered. The questions are asked in a random mode. The goal is to learn as much as possible about Europe in relation to rights, duties, currency, values, and other important topics.

The nature of the game implies that students will be allowed to use their smartphones in class. Students’ cell phones are not being viewed as a means of distraction, but rather as a tool that will engage them to get hands-on in the learning process and that will motivate them to provide correct answers to win the game. The game could be seen to have an individualistic character as its



students could potentially play the game on their own phones. However, given that many students might not possess a smartphone, the teacher, as a good practice and avoid causing some of the students to experience unpleasant emotions like embarrassment, should make sure to assign two or three students to play the game as a team using one phone. Euroquiz is a great tool, which provides the opportunity for team work and motivation during the lesson while testing students' knowledge.

5.5 DISCOVER THE FOUNDING VALUES

This intellectual product involves the creation of a team game in which the goal is to guess a secret phrase or word on the supranational values that a player will have to suggest to his teammates by drawing something on an interactive monitor without ever pronouncing any word. This is a fun interactive activity, that keeps the classroom engaged and motivated to find out as many words/phrases as possible, thus discovering more about the EU principles and values.

5.6. I'M ALSO A EUROPEAN DEPUTY

The intellectual product involves the creation of a game that involves the development of simulations of the life of the European Parliament to raise awareness of active participation and debate on supranational issues of greatest interest to young people through workshops based on Compass and EC and COE training kit. The knowledge acquired in IO3 (Who is who?) will now allow us to organize real simulations and utilize endless active learning methodologies in the classroom.



6. Recreational Training Path

The following Training Path is the suggested optimal way that teachers can use the games developed for the LearnEU project. However, teachers are encouraged to experiment with, modify and supplement the material as they better see fit so that they meet the specific needs of their learners.

This training path follows the linear progression of the games as indicated by their numerical assignment in the Guide and is comprised of 6 lesson plans.

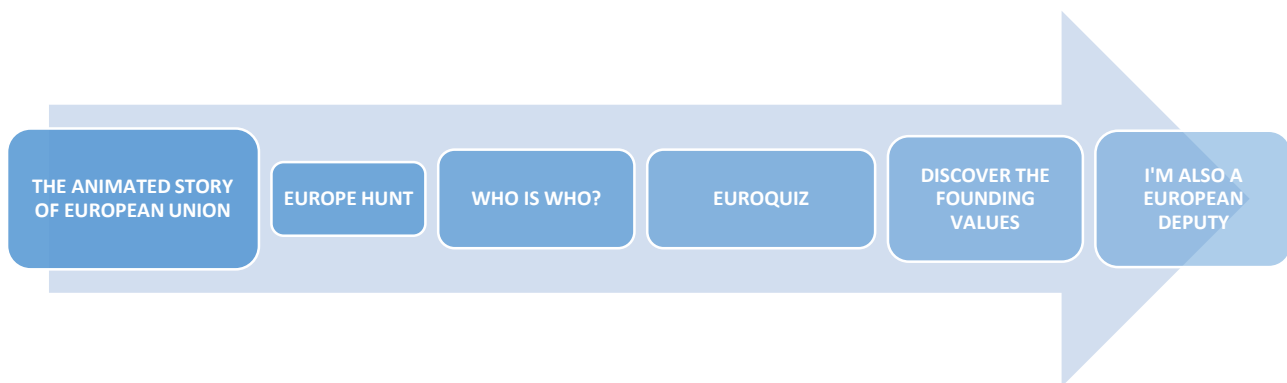
General Guidelines

Estimated Duration: Each lesson/training path is expected to have a 45-50-minute duration.

TEACHING METHODS AND MEANS:

This series of lessons is based on game-based learning, experiential and collaborative learning and team working.

Each teaching session will utilize one of the games created for the purposes of the LearnEU project.



6.1. Lesson Plan 1 (The Animated Story of European Union)

AIM: The aim is to help students understand the history of the European Union

LEARNING OUTCOMES

Students are expected to:

- gain better understanding of the origins and foundations of EU
- explore key themes that relate to EU history and institutions

Phase 1. Introducing the topic

At the beginning, the teacher informs the students of the scope of the lesson, its aims and objectives. Then, the teacher asks the students what they know about the EU.

Phase 2. Play, Explore and Learn

The teacher shows the students the suggested video uploaded on YouTube lasting 11:56' about different facts about the EU. The teacher can choose to show the video in a language different from the students' L1 to intrigue their interest. The teacher can then ask them what they think the video was about and ask them to guess the answers to the questions asked.

The target goal of this activity is to introduce students to the topic and engage them.

The teacher will pause the video to allow for interactive moments to emerge between students and video and among students with each other.

Note: The video is available in 8 languages. However, if the students' L1 is not one of them, the teacher can also choose to show the video in English to also advance the learners' skills in English.

The teacher then divides the class in groups and plays the Learn EU Test video which is available on YouTube², whose aim is to test the students' understanding of the history of Europe.

Each group will write the answer to the question asked in the video within the 10 seconds timeframe. When the times is passed the groups will raise their papers. For each correct answer they get 1 point. For each wrong answer they get two options: they either lose a point or they remain stable and 1 point goes to the opponents whose answer was right. In case no one provided the right answer no points are deducted. The winner is the group that reaches the most points first by the end of the video's questions

² <https://www.youtube.com/watch?app=desktop&v=mHZntdyLLSo>



Phase 3. Assessment and Reflection

The students then with the help of the teachers create their own EU “trivia” cards based on the video’s information and play the game in class. They are also encouraged to use online resources to find more information to include in their trivia game.

After playing the game, a discussion is held among teacher and students. The teacher may ask students what the main theme presented in the video is and reflect on their views and experiences on this topic.

The teacher wraps up the session by restating the expected learning outcomes.

The teacher assigns to each of the groups to find more information about the EU, draft their own trivia questions to further supplement the class’ EU trivia game.



6.2. Lesson Plan 2 (EUROPE HUNT)

AIM: The aim is to help students explore and learn about different EU countries

LEARNING OUTCOMES

Students are expected to:

- gain a better understanding of the geographical locations and traditional elements, typical and characteristics of each of the EU nations
- explore and discover the European continent

Phase 1. Introducing the topic

In the beginning, the teacher informs the students of the scope of the lesson, its aims, and objectives. To remind the students of the previous lesson they start playing the EU trivia game with the cards that they made in the previous session.

Phase 2. Play, Explore and Learn

After concluding a round of the game, students play the EUROPE HUNT game on the computers in pairs. The first to finish the online game gets an extra clue for the following activity.

After all, pairs finish the game, the teacher invites them to play a treasure hunt game that has been prepared beforehand by the teacher to take place in the classroom. Students form groups of five to six members depending on the class's number of students. The teacher has already played the game and knowing the questions selects some of them- both easier and more difficult ones -and uses them as clue indicators to facilitate a treasure hunt. The clues need to point to a specific object or spot in the classroom. If it is possible the teacher can use outer spaces like the school's yard or another classroom to make the treasure hunt more vivid. The teacher can use props like posters of political figures or places that are mentioned in the game.

To maintain the students' interest, the teacher can add in some random rewards along the way such as chocolate bars, juice boxes, dollar-store dolls or other affordable toys like bouncing balls. If a test is coming up they can throw in the mix some of the questions that will be on the test to intrigue students to play.

Phase 3. Assessment and Reflection

The teacher asks if the students found the treasure hunt to be easy or difficult and which parts were the most challenging for them.

The teacher then asks the students to add as many questions as they remember from the game to cards that are to be added to the class' EU Trivia game.



6.3. Lesson Plan 3 (WHO IS WHO: Europa Quiz Show)

AIM: The aim is to raise students' awareness of the life of the European parliamentarian and other supranational bodies and the actions they have to implement in favor of the various Member States

LEARNING OUTCOMES

Students are expected to:

- gain better understanding of European Parliament duties and activities
- become active European citizens

Phase 1. Introducing the topic

At the beginning, the teacher informs the students of the scope of the lesson, its aims and objectives. In a PowerPoint presentation, they present the EU bodies and their role. They can also show a brief video available on YouTube such as this for example <https://www.youtube.com/watch?v=8Rkwllr912A>

Phase 2. Play, Explore and Learn

Students are grouped in pairs and play the online game WHO IS WHO: Europa Quiz Show.

Phase 3. Assessment and Reflection

The teacher writes in pieces the EU bodies that are included in the game. Each student picks a paper and they take on the role of the EU body assigned to the paper they pick. They have some time to write down in a piece of paper all the information they remember about this particular EU body so that they are better prepared to answer their classmate's questions.

In groups they play the guessing game "Who Am I?". Students ask the each other questions to try and guess which EU body the other person is.

The teacher sums up the session and asks students to reflect on the role they encompassed in the game and the role they actually encompass as European citizens. How do these EU bodies influence their lives?



6.4. Lesson Plan 4 (EUROQUIZ)

AIM: The aim is to teach students about Europe in relation to Rights, Duties, Currency, Values, and other hot topics.

LEARNING OUTCOMES

Students are expected to:

- gain knowledge regarding European rights, duties, currency, values, and other topics.

Phase 1. Introducing the topic

The teacher introduces the scope of the lesson which is around different EU principles and values and around the thematic areas of *Environment and Climate, Currency, Rights, Equality, Solidarity and Duties*. The teacher can use the visual aid of a brief video like the ones provided below to add to their discussion on the values and principles of the EU:

https://www.youtube.com/watch?v=Fh4uX_Grxrg and this
<https://www.youtube.com/watch?v=FMDk58yAUhM>

Phase 2. Play, Explore and Learn

The students are invited by the teacher to download the online game EUROQUIZ and play the Marathon game.

Students in groups of 3 play the second game “Play Trivia”. The winning groups play the Survival game.

Phase 3. Assessment and Reflection

Students are divided into groups and select one of the values and/or goals of the EU and create a collage and a brief presentation that is to be presented in the next session.



6.5. Lesson Plan 5 (DISCOVER THE FOUNDING VALUES)

AIM: This activity aims to instill the values of the European Union in an engaging and creative way.

LEARNING OUTCOMES

Students are expected to:

- know the EU Values and their significance

Phase 1. Introducing the topic

Students present their collages on EU values as assigned during the previous lessons. The student and the teacher interview the students about their collage and selected value.

Phase 2. Play, Explore and Learn

The teacher can utilize the EU Values game first to remind the most important values to the students and then have them play Discover the Founding Values, to evaluate their knowledge. The teacher separates the students into teams and shares with them the link to the game. Each team has to use one mobile phone and download the game. This is particularly useful for those who do not own a mobile phone, as they will not feel discouraged or isolated. When the teams set up their accounts, the teacher explain the rules and the game begins. Students should be as quiet as possible and be ready to think of the right answer, depending on the player's drawing. That way students are urged to experiment, think and make inferences. Depending on the student's level and linguistic competence and to make the game more challenging the selected language could vary. For example, if the students' native language is Spanish but they share an advanced level in English they can play the game in the English language and practice their foreign language skills as well as their knowledge on EU values.

Phase 3. Assessment and Reflection

Students are handed out random pieces of paper where the teacher has printed key words included in the game and then asks students in groups to write a short essay using these EU values as to what it means to be a responsible EU citizen.



6.6. Lesson Plan 6 (I'M ALSO A EUROPEAN DEPUTY)

AIM: The aim of this activity is to familiarize students with the life of a Member of the European Parliament, his/her duties and obligations

LEARNING OUTCOMES

Students are expected to:

- gain better understanding of European Parliament duties and activities
- become active European citizens

Phase 1. Introducing the topic

At the beginning, the teacher informs the students of the scope of the lesson, its aims and objectives. In a PowerPoint presentation, they present the EU bodies and their role. They can also show a brief video available on YouTube such as this for example <https://www.youtube.com/watch?v=8RkwIlr912A>

Phase 2. Play, Explore and Learn

Students are divided in groups and the teacher shares the link of the online game. Each team uses one smartphone/computer/tablet. The groups have 15 to try the game and play around with the different options.

Phase 3. Assessment and Reflection

The teacher asks the students to pick a card and assigns roles to the students and they are now Members of the European Parliament. They have to work together as the environmental committee, discussing a current issue and trying to reach a decision. After that, they will take their proposal to the plenary session, where they will vote on the amendment.

The teacher sums up the session and asks students to reflect on the role they encompassed in the game and the role they actually encompass as European citizens. How do these EU bodies influence their lives?



7. Evaluation for Improvement

7.1. Teacher Reflection

After the lesson, the teacher should allow some time to reflect on how the entire session was. The following questions can facilitate the process of reflection

- Was I well prepared? Was the preparation required for the lesson too cumbersome?
- Were my students engaged and interested in the activities? If not, what could have been better?
- Were the aim and the objectives of the lesson met by students?
- Would I do anything differently in the next session?
- Was the teaching hour sufficient to finish all the designated stages of the lesson?
- Was it easier to transfer knowledge to the students through the games?

7.2. Questionnaire

And do not forget to ask your students for Feedback! Their opinion matters the most!

What follows is a questionnaire to be used after the training path has been implemented to inquire the students' reception of it. Teachers are encouraged to modify the questions in this questionnaire to better meet their and their students' teaching-learning experience.

Close-ended Questions

Did you enjoy the games?

1-Not at All 2 It's ok 3 Quite 4 Lots 5 Absolutely

Did you enjoy the game-based lessons more than more than traditional lessons?

1-Not at All 2 It's ok 3 Quite 4 Lots 5 Absolutely

Do you feel you leant something interesting?

1-Not at All 2 It's ok 3 Quite 4 Lots 5 Absolutely

Do you believe you retained more information through playing these games than you would if you just read about these facts in a book?

1-Not at All 2 It's ok 3 Quite 4 Lots 5 Absolutely

Was the graphic design of the games satisfactory?

1-Not at All 2 It's ok 3 Quite 4 Lots 5 Absolutely

Was the learning experience more interesting than before?

1-Not at All 2 It's ok 3 Quite 4 Lots 5 Absolutely



Were the instructions of the games clear enough for you to follow?

1-Not at All 2 It's ok 3 Quite 4 Lots 5 Absolutely

Were the instructions provided to you by your teacher throughout the lesson clear enough?

1-Not at All 2 It's ok 3 Quite 4 Lots 5 Absolutely

Will you play the games again on your own?

1. Never 2. Don't think so 3. Maybe sometime 4. Sure 5. Definitely

Did you find the language used on the games easy to understand?

1-Not at All 2 It's ok 3 Quite 4 Lots 5 Absolutely

Did you use a language other than your native language(s) to play the game?

YES NO

If so, do you feel that you developed your language skills through playing the game?

1-Not at All 2 It's ok 3 Quite 4 Lots 5 Absolutely

Did you find these game-based lessons to have been beneficial for you?

1-Not at All 2 It's ok 3 Quite 4 Lots 5 Absolutely

Did you find these game-based learning lessons to have been beneficial for the rest of the class as a whole?

1-Not at All 2 It's ok 3 Quite 4 Lots 5 Absolutely

Did you find the learning experience to be more enjoyable?

1-Not at All 2 It's ok 3 Quite 4 Lots 5 Absolutely

Open ended questions

Was there a game that you liked more? If so, which one?
Why?.....

What were your overall impression of the game-based learning lessons?.....

How satisfied were you by the learning experience?
.....

