

E-GAMES: successful implementation of e-games in youth work

MANUAL E-GAMES



www.youth-egames.org

With the financial support
of Youth Programme of EC



E-games: Empowering Youth Work project

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MANUAL

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e - games
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in the frame of
E-games: Empowering Youth Work project
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PREFACE:

Successful implementation of E-games in youth work manual is a result of 2-year work of an international team, involved in the E-games: Empowering Youth Work youth project. The project proposes new methods of non-formal youth training using modern media and new generation of games - **E-games**.

This manual could be useful resource for **youth trainers, youth leaders or workers** who would like to implement computer games in their training activities (in the youth exchanges, youth seminars, training courses etc.). The content could be also useful for **modern media designers and instructional designers** in youth centers who would like to design some interactive multimedia tools for training.

This book presents the innovative idea of computer and internet based educational games (E-games) usage in youth work and proposes a methodology for their successful implementation in youth training activities.

The manual provides useful information on some key areas in youth work (human rights, intercultural learning, youth information and youth project management), the role of games in youth work, as well key concepts related to e-games. E-games team shares experience and gives tips on educational computer games development and the tools in the game development process.

There is a whole section dedicated to the developed 20 educational E-games – with description of each game, technical requirements, educational objectives and useful tips. Moreover, the manual provides some **workshop examples** using the E-games.

Last but not least, the Resources and Glossary sections of the manual will assist you in learning more about the project related field and some of the key terms in youth work and educational games development.

SECTION 1: successful implementation of e-games in youth work

The first section of the manual is dedicated to the E-games: Empowering Youth Work project, which introduces the innovative concept of computer, mobile and internet-based games implementation in the field of youth work. By reading the following chapters you will get acquainted with:

6 **Project goals.** The main aim of the project and key objectives. Who takes advantage of the project results?

The 4 “Ws” for E-games in Youth Work. Key questions that justify E-games usage in youth work: Why, Where, When, What.

Project activities. Main training and development activities implemented in the frame of the E-games: Empowering Youth Work Project

The partnership. Project promoter SCAS (Bulgaria) and partners from 9 European countries.

1. Project Goal

E-games: Empowering Youth Work is an innovative project, implemented in the frame of YOUTH Programme of the EU.

Main goal of the project is to develop new sets of attractive educational multimedia games in the field of human rights, intercultural learning, youth information and youth project management.

The e-games project:

- Proposes new methods of non-formal youth training using modern media and new generation of games - E-games;
- Develops further the theory and practice of youth games by producing new types of confrontation, simulation games, adventure games etc. that could be used by youth workers during youth activities – training courses, seminars, youth exchanges;
- Develops a resource data-base with E-games and reference materials which will empower youth workers and organizers of youth event;
- Present a sustainable methodology for successful implementation of e-games in youth work;
- Establishment of E-GAMES Resource center for youth workers, available at:

www.youth-egames.org

The main target group encompasses youth workers (working in youth centers, in local authorities, youth project organizers) and youth leaders.

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The screenshot shows the homepage of the E-GAMES Resource Center. At the top, there is a navigation bar with icons for HOME, THEORY, E-GAMES, RESOURCES, FORUM, and GLOSSARY. Below the navigation bar, the main content area is divided into several sections:

- HOME:** A sidebar on the left contains 'News and updates' with a list of recent activities, a 'Username' and 'Password' login form with a 'LOGIN' button, and 'About the project' and 'Contacts' links. There are also logos for the project partners.
- Welcome to E – games resource center for youth workers!** A central heading followed by a paragraph describing the site as an online data-base and resource web site for multimedia e-games suitable in the youth work.
- Thematic Areas:** A list of four areas: Human rights, Intercultural learning, Youth project management, and Youth information.
- What you can find here:** A list of four sections:
 - Theory:** provides wide information about the main areas in youth work, non-entertainment e-games and a manual with methodology for development and implementation of e-games in youth work.
 - E-games:** proposes new interactive methods for non-formal education using modern media and new generation of youth games - e-games.
 - Resources:** contains useful links, documents and books and a download area with free tools for e-games development.
 - Discussion forum:** Feel free to express your opinion on these issues or exchange knowledge and experience in the discussion forum.
 - Glossary:** This is a significant element of non-formal education. It is here where you can find the meaning of fundamental concepts in the fields of human rights, intercultural learning, project management, etc.
- Footer:** A note stating 'This web site is developed in the frame of the project "e-games: empowering youth work".'

www.youth-egames.org

2. The 4 “Ws” for E-games in Youth Work

The E-games concept is based on the theory of **“4 “Ws” for e-games in youth work”** – Why, Where, When, What. This concept answers the key questions that justify E-games usage in youth work:

- **WHY** use e-games in youth work?

Some of the advantages of E-games are:

- They combine the advantages of ICT with the best of existing games and tools in youth work;
- E-games are more dynamic;
- They provoke and provide environment for analytical thinking and concentration;
- They are more attractive;

- **WHAT** areas of youth work E-games cover?

- Human rights education;
- Intercultural learning;
- Youth project management;
- Youth information;

- **WHERE & WHEN** to use E-games?

E-games are applicable at different phases of the youth activity – contact making seminar, training course, youth meeting, etc. They are appropriate for different phases of the youth activity:

- At the beginning of youth activity: E-games used as ice-breakers;
- In the course of the youth activity:
 - o E-games used as tools/means that provoke discussion on a certain topic in an attractive and challenging way;
 - o Adventure E-games that support learners to develop practical skills;
- At the end of a module/ activity: E-games designed in the form of tests where participants check their knowledge on certain topic of youth work;

With a view to the target group, the proposed E-games can be used to:

- Train youth workers – train-the-trainer activities on how to use e-games in introducing topics such as human rights education, intercultural learning, and youth project management;
- Train young people – to develop practical knowledge, analytical thinking; to challenge them on topics such as human rights, intercultural learning, tolerance, racism, etc.;

3. Project Activities

The main activities in the frame of the E-games: Empowering Youth Work project are focused on:

- Development of a set of 20 new media games (online and mobile games) in the most important thematic areas of youth exchanges: human rights, intercultural learning, tolerance, youth project management, youth information;
- Elaboration of methodology for implementation of e-games in youth work;
- Development of online data-base and resource site for multimedia E-games suitable in the youth work, a set of best practices in this field, useful resources in the net;
- Setting up discussion forum;
- Implementation of 3 training events:

1. Contact making seminar **"The role of modern media and games in youth work"**.

Where: Sofia, Bulgaria

When: May 2006

2. Training course **"Modern media and communications in youth work"**.

Where: Brussels, Belgium

When: September 2006

3. Training course **"E-games implementation in youth work"**.

Where: Region of Murcia, Spain

When: May 2007

- Organization of Youth developers' team meeting;
- Carrying out 3 pilot meetings of partners;

4. The Partnership

E-games partnership involves 9 organizations from 9 European countries – Austria, Belgium, Bulgaria, Germany, Greece, Italy, Malta, Slovenia and Spain:

:: Student Computer Art Society /SCAS/– Bulgaria – *Project Promoter*
www.scas.acad.bg

:: ICE /Netbridge – AUSTRIA
www.netbridge.at

:: JES vzw. – BELGIUM
www.jes.be

:: JFSB – GERMANY
www.jfsb.de

:: Voluntary work Thessaloniki – GREECE

:: Assozione culturale Orientare – ITALY
www.orientare.it

:: Isla Local Council, Youth Section – MALTA

:: MMC KIBLA – SLOVENIA
www.kibla.org

:: Asociacion Euroaccion – SPAIN
www.euroaccion.com

SECTION 2: the e-games concept

In order to understand the unique value and strengths of the e-games concept, there are some milestones to be explored and understood. Current chapter provides an overview of the key aspects of the e-games concept, as well as practical tips and advice from the E-games: Empowering Youth Work project implementation. There are special sections dedicated to:

Youth Work and Youth Work Areas. Overview of some of the key areas related to youth work, on the basis of which the E-games concept is developed and implemented. The areas on focus are: human rights and related to it concepts of tolerance, anti-racism; intercultural learning, cultural diversity and multiculturalism; youth information; and youth project management.

Role of Games in Youth Work. Introduction to the importance of games in youth work. Overview of traditional non-entertainment games used for educational purposes, in particular in youth activities (youth exchanges, seminars, training courses, workshops).

Non-entertainment Games. What is a non-entertainment game? Presentation of different categories of serious games and some examples.

Stages in Game Development. Basic knowledge and practical tips on game development – from the getting the idea to implementation. The e-Games project experience shared.

Tools for E-games. Introduction to the most commonly used game development tools. Tips for the proper choice of some of the game development tools used for creating simple games for educational purposes.

1. Typical Youth Work Areas

1.1 Keywords

- *human rights education*
- *anti-racism*
- *anti-discrimination*
- *intercultural learning*
- *youth information*
- *youth project management*

1.2 Objectives of the chapter

The current chapter aims to give an overview of some of the key areas related to youth work, on the basis of which the E-games concept is developed and implemented. The areas on focus are: human rights and related to it concepts of tolerance, anti-racism; intercultural learning, cultural diversity and multiculturalism; youth information; and youth project management.

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1.3 Introduction to human rights, intercultural learning, youth information and youth project management

E-games project idea and developed games correspond to the internationally recognized basic concepts of human rights, tolerance, intercultural learning, and anti-racism.

HUMAN RIGHTS

education is a key issue in youth work. Young people all over the world and particularly across Europe have always given themselves generously to the cause of human rights and human rights education. Non-governmental youth organizations have had a crucial role in the protection of human rights throughout the world, building solidarity among young people.

Human rights education is the combination of education, information and training with the goal of establishing a universal culture of human rights. The key elements of the human rights concept are:

- Respect for human rights and fundamental freedoms;
- Understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- Effective participation of all people in a free and democratic society governed by the rule of law;
- Person-centered approach and social justice;

Promoting human rights and equality among young people is essential if we want to achieve an open, tolerant and equal society. The idea of human rights has its roots in many cultures and ancient traditions. Thus, there are two key values that lie at the core of the idea of human rights. The first is **human dignity** and the second is **equality**.

Human rights can be understood as defining those basic standards which are necessary for a life of dignity; and their universality is derived from the fact that in this respect, at least, all humans are equal. We should not, and cannot, discriminate between them.

Human rights work can only be efficient if it is based on permanent dialogue with all stakeholders – governments, international organizations, civil society institutions, human rights defenders and educational establishments.

Compass manual is one of the major resources in this field providing theoretical and practical information on human rights issues and youth work.

E-games project tackles some of the key aspects of human rights education. The following games are related to human rights:

- FIGHTERS FOR RIGHTS

Topic: **general human rights**

- RECRUITMENT AGENCY

Topic: **human rights, anti-discrimination, stereotypes**

- EDUCATION FOR ALL

Topic: **right to education**

- BLIND

Topic: **tolerance**

- BE COOL

Topic: **anti-racism**

- SUPER MARIA

Topic: **introduction to the 30 human rights inscribed in the Universal Declaration of Human Rights**

More information about each of the games is available in SECTION 3 of the current manual – Index of all E-games.

All games are available to play online or be downloaded at:
www.youth-egames.org

INTERCULTURAL LEARNING

In order to plan, organize and implement successfully youth activities (most of which include youth from different nationalities and cultural background), it is a “must” that the youth worker is well-acquainted with the topic of intercultural learning.

The European Commission (DG Education and Culture) and the Council of Europe (DG IV) provide a definition of “intercultural learning”, according to which the term can be understood on different levels. On one hand, it refers to “an individual process of acquiring knowledge, attitudes, or behaviour that is connected with the interaction of different cultures”. On the other hand, “intercultural learning is seen in a larger context to denote a concept of how people with different backgrounds can live together peacefully”.

The principal aim of intercultural education is to promote and to develop the capacities of interaction and communication between youth and the world that surrounds them.

One of the founding principles of the European Union is respect for its diversity. The upheavals of European history show the importance of protecting national minorities and allowing different religious, cultural, linguistic and ethnic identities to flourish. The peace and stability enjoyed by the EU over the last half century is largely due to this pluralism.

In the past, education was given on an equal social basis, a school for everybody, promoting justice to diminish differences and targeting social integration. Today the major issue in our society is how to deal with difference? How should we recognize and valorize cultural differences and, at the same time, promote the authentic cultural integration and integral development of young people?

E-games project focuses on some of the key aspects of intercultural learning. The following games are dedicated to it:

- TRIP AROUND EUROPE

Topic: understanding of cultural difference

- TRIP AROUND EUROPE 2

Topic: learning about traditions of other cultures

- GUESS THE PROVERB

Topic: interesting and useful information about various nationalities and cultures

- CULTURAL DIVERSITY TEST

Topic: information about cultural specifics, habits, and non-verbal communication within different countries

- YOUR CULTURAL IDENTITY

Topic: cultural/folklore and historical traditions in other countries

- CULTURAL QUIZ

Topic: **different aspects of cultural identity**

More information about each of the games is available in SECTION 3 of the current manual – Index of all E-games.

All games are available to play online or be downloaded at:
www.youth-egames.org

YOUTH INFORMATION

Quite a large percentage of youth worker's activities are related to youth information provision. Youth information is about helping young people to identify their own resources, take their own actions and make their own decisions. Youth worker should provide this information in a warm and welcoming atmosphere. It is very important to encourage the active participation of the young person at all stages in the process in a manner, which helps develop their autonomy. By means of dialogue and observation youth worker should uncover the real needs of the young person.

Youth information is an educational process which aims to empower young people to make informed decisions and positive life choices. It is carried out through the provision of a service, based on the person-centered approach. Youth Information enables young people to:

- Develop their skills and abilities;
- Avail of services, facilities and opportunities;
- Solve problems;
- Actively participate at local, national and international level;

Information is an essential tool to enhance young people's participation and, therefore, to contribute to their role as active citizens. Youth information can be accessed through many different sources via the Internet. Youth information centers and services seek to guarantee the equality of access to information for all young people without exception. They provide information from European, national, regional and local levels, which are of interest to young people, who are living, learning and working in Europe.

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E-games project provides an overview of the multifaceted nature of youth information in the following games:

- YOUTH INFORMATION PUZZLE

Topic: main aspects and objectives of the youth information

- PUZZLE 2

Topic: information about prevention from drug abuse and HIV/AIDS

- SCRAMBLE

Topic: general youth information

More information about each of the games is available in SECTION 3 of the current manual – Index of all E-games.

All games are available to play online or be downloaded at: www.youth-egames.org

YOUTH PROJECT MANAGEMENT

Teaching young people how to plan, prepare, implement and report their own projects is quite important and responsible task entitled to the youth worker.

A definition of youth project management is provided in the Project management T-Kit 3*: "Project management is an important tool to improve the work in youth organizations. Most projects nowadays are managed by a team. Youth work projects are not anymore the hard work of an individual youth worker but a collective effort of a group composed of different people, with different capacities, expectations, experiences, backgrounds and cultures."

Projects have various typical features, characteristics that could be observed in almost every project. First of all, it is a means of enabling project managers to move from idea to action. The life cycle of a project has the following stages:

Here is a sample step-by-step implementation plan for managing a project, provided by E-games team. Each of the steps contains some useful tips and questions to draw attention to the most important issues at each of the project implementation phases.

The 6 Steps to Success in Project Management

• Step 1: Defining & Planning

- Needs analysis;
- Aims and objectives of the project;
- Strategy and methodology;

• Step 2: Fundraising

- Content of proposal;
- Organization of fundraising process;
- Interaction with potential sponsors;
- External environment;
- Financial and administrative management;

• Step 3: Implementation

- Time management;
- Financial management;
- Material and technical resource;
- Managing human resources;
- Effective teamwork;
- Ongoing monitoring;

* T-Kit Num. 3: **Project Management** (2004), Anne Dussap, Peter Merry
ISBN: 978-871-5567-2

• **Step 4: Dissemination**

- What makes it so important?
- Levels of dissemination - local, regional, nation, international;
- Methods of dissemination;
- How to identify the best dissemination strategy?

• **Step 5: Evaluation**

- Types and methods of evaluation;
- Object of evaluation;
- Preparing and conducting evaluation;
- Self – evaluation grid;
- Project evaluation report;

• **Step 6: Reporting**

- What it includes?
- Financial report;
- Narrative / activity report;
- Main steps in reporting;
- Useful tips for preparation of successful report;

Presently, there are a lot of supporting training materials that can be of use for the youth worker. Some of them are developed by European training institutions (Such as SALTO), others are published by the Council of Europe (DG IV) and the European Commission (DG Education and Culture) – the so-called “T-Kits”.

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E-games project offers different types of educational games, dedicated to the topic of project management – quizzes, puzzles, real time strategy:

- ARE YOU A GOOD MANAGER

*Topic: **phases in project management***

- WIN THE PROJECT

*Topic: **key skills in project management – creativity, capacity to assess and prioritize items by level of importance***

- PROJECT MANAGEMENT TEST

*Topic: **testing the level of knowledge acquired in the frame of a training course or other type of youth activity***

- LeaderSheep

*Topic: **aspects of project management related to managing people and importance of teamwork***

- YOUTH CENTER SIMULATOR

*Topic: **establishing and managing youth center (simulation game)***

More information about each of the games is available in SECTION 3 of the current manual – Index of all E-games.

All games are available to play online or be downloaded at:
www.youth-egames.org

2. Youth Work and Games

2.1 Keywords

- *ice-breaking games*
- *brainstorming games*
- *energizers*
- *simulation games*
- *role-play games*

2.2 Objectives of the chapter

The objectives of the current chapter are to introduce the importance of games in youth work, as well as to focus on their advantages and potential with a view to modern technologies and constantly increasing usage of computers and internet in education. Also, there is an overview of traditional non-entertainment games, used for educational purposes, in particular in youth activities (youth exchanges, seminars, training courses, workshops).

2.3 Games usage in youth work

In training activities games are commonly used to supplement traditional lecture-based or online delivery of information. The role of games is primarily to reinforce the understanding of presented material, to invoke deliberation or discussions or to add variety in training. Games reinforce learning by means of their ability to offer immediate feedback to learners. Quite often, games are used to break up a training session, to initiate a learning event, or to conclude a learning event. Games usage in youth work is mainly carried out because they help instructors maintain participant interest or make the training more enjoyable and fun.

2.4 When to use games?

Games can be used **before** traditional training methods (e.g. lecture, presentation) to create friendly atmosphere, to make participants get to know each other in a more informal way.

Games can be used **during** the training activity to: provide instruction in specific knowledge and skills acquirement; measure criterion performance; aid in formative and summary evaluations.

Games can also be used **after** traditional instruction to: assess the level of acquired knowledge; check whether the information has been conveyed properly and young people have understood it; provoke creativity and inspiration.

Ellington and Earl (1998) describe ten ways of games usage for educational purposes:

- To reinforce teaching of basic facts and principles;
- To demonstrate applications of theory;
- To develop higher cognitive skills of all types;
- To support and supplement laboratory and studio work;
- To develop library and research skills;
- To act as an 'icebreaker';
- To develop communication skills;
- To develop interpersonal skills;
- To develop multifaceted work related skills;
- To achieve affective objectives of all types;

2.5 Why games engage young people?

"You can learn more about a man in an hour of play than in a year of conversation."

Plato

Playing games is an important part of our social and mental development. When young people are engaged in the learning process, they learn and retain more. Engagement can come through emotion, relaxation, and especially through fun. Games are a strong motivating and engaging factor. Some people assume that playing games is trivial and insignificant. In fact, according to the statements of many scientists play has a deep biological, evolutionarily important function, which is in close relation with learning.

This powerful force stems first from the fact that games are a combination of fun and play, and second from a combination of key structural elements of games:

- Games are a form of fun. That gives us enjoyment and pleasure.
- Games are form of play. That gives us intense and passionate involvement.
- Games have rules. That gives us structure.
- Games have goals. That gives us motivation.
- Games are interactive. That gives us doing.
- Games are adaptive. That gives us flow.
- Games have outcomes and feedback. That gives us learning.
- Games have win states. That gives us ego gratification.
- Games have conflict/competition/challenge/opposition. That gives us adrenaline.
- Games have problem solving. That sparks our creativity.
- Games have interaction. That gives us social groups.
- Games have representation and story. That gives us emotion.

Nothing else provides all of these. Books and movies have many of these characteristics, but they are not interactive, and are typically experienced alone. Non-entertainment games are highly social, highly interactive experiences. Immediate and relevant feedback and positive reinforcement are additional keys to effective learning.

2.6 Types of traditional non-entertainment games

Here are some of the most used types of traditional games:

○ **Ice-breaking Games** - These games are especially well-suited for the very beginning of youth trainings, exchanges or other events. The object of these games is to get everyone comfortable and to have some fun.

○ **Brainstorming** - Brainstorming can be done either individually or in a group. It is an organized approach for producing ideas. The key to brainstorming is not to interrupt the thought process.

○ **Energizers** - Energizers can be useful to set a mood or create an atmosphere, to wake people up before or during an activity and to introduce a topic in a light-hearted way.

- Tips -

Energizers are used most frequently to:

- set a mood or create an atmosphere in the group;
- wake people up before or during an activity;
- introduce a topic in a light-hearted way, especially;

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There are lots of energizers around. Often they involve participants standing in a circle, singing a song, making particular movements, or chasing each other in different ways.

No debrief is necessary for an energizer, but a discussion can be productive.

Suggested questions:

- How was it for you to choose something you found interesting with no restrictions?
- How did you help others to see exactly what you see?
- What surprised you?
- How did you manage to see what others could see in their frames?

○ **Simulation Games** - The simulation game experience is a model of reality in which the potential exists for players to test boundaries and discover facets of themselves they never knew before.

- Tips -

From a youth work perspective, simulation games trigger a co-operative atmosphere where young people feel confident to explore their full potentials and creativity– this does not necessarily take place in conventional classrooms.

Why do we use simulation exercises?

Simulation games are practically designed to facilitate group development and understanding of differences. From a youth work perspective, simulation games trigger a co-operative atmosphere where young people feel confident to explore their full potentials and creativity – this does not necessarily take place in conventional classrooms.

1. Players learn critical thinking skills that better prepare them to rationally plan future strategies.
2. Players learn to apply the theories and models explored in the simulated situation to real-world situations.
3. A simulated reality is a safer arena for many people to confront cultural differences.
4. Impart knowledge to young people through experiential learning. motivates and empowers young people when constructively.

○ **Role-play Games** - The role play is an active learning method, based on exploring the experience of the participants, by giving them a scenario, where each person in the group has a particular role to play. The main point of it is to discuss and to learn more from one's own experience and that of others.

- Tips -

The role playing is a very good method of reviewing experience, and when used it in intercultural learning sessions its objectives should be: to analyze prejudices, to promote tolerance in the group and towards different cultures, to analyze minority/majority relations, limits of tolerance etc.

The role play is a very **powerful instrument** for bringing the experience of the participants to the table, especially when using it in intercultural learning sessions. Because of that the necessary preconditions are of major importance for achieving the objectives of the session. These are:

- The setting of **clear aims and objectives** for the session.
- The **needs and the specific nature of the group** itself. Some efforts to arrange the environment will be useful. Make sure that there will be no disturbances when the scenario is played.
- **Time** – there should be enough to develop the role play.
- **Observers** (those participants who have not taken part in the scenario), should be well-briefed and asked to contribute to the discussion because they often provide lots of useful material.
- The **experience of the trainer(s)** in terms of setting the objectives, running the role play and especially the debriefing and the discussion afterwards, is of crucial importance for achieving results.

○ **Adventure games** - games, characterized by investigation, which can include exploration, puzzle-solving, interaction with game characters (Wikipedia).

○ **Quizzes** - games, where the player tries to answer properly questions related to a certain field of knowledge.

2.7 How to choose the proper method?

In order to make the right choice, few aspects have to be taken into account:

- **In relation to the subject;**
- **In relation to personal preferences;**
- **The target group expectations;**
- **In relation to the settings;**

- In relation to the subject

- Which method will suit the subject best?
- Available time;
- What is the purpose – improving skills, challenging attitudes, etc.;
- Available equipment;
- How deep you want to go?

- In relation to personal preferences

- What is your experience?
- What is your preferred method?
- Take into account your skills and strengths;

- The target group expectations

- Learning style of the group;
- Group size;
- Age range;
- The gender make-up of the group;

- In relation to the settings

- Size & shape of the room;
- Available equipment;
- Available small rooms for division in groups, etc.;

3. Non-entertainment E - games

3.1 Keywords

- *non-entertainment games*
- *serious games*
- *edutainment games*

3.2 Objectives of the chapter

The objectives of the current chapter are to throw light upon the concept of non-entertainment games and give examples of different categories of serious games.

3.3 Introduction to the concept of non-entertainment (serious) games

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"Play is our brain's favorite way of learning things."
Diane Ackerman, Deep Play

With the development of the computer games industry over the past few years the interest in games has become bigger. People want more and more of them. This leads to the appearance of new branches, one of which is the non-entertainment games.

1. Definition.

What does a non-entertainment game mean? The term itself is nowadays established, but currently there is no single definition of the concept. In general terms, non-entertainment or serious games are associated with '**games for purposes other than entertainment**'. Serious games usually refer to games used for training, advertising, simulation, or education that are designed to run on personal computers or video game consoles. They are thought to have positive impacts on the players' development of a number of different skills. Further, serious games allow learners to experience situations that are impossible in the real world for reasons of safety, cost, time, etc. In order to understand fully the concept, one must be aware of some other domains, closely related and sometimes overlapping, such as e-learning, edutainment, game-based learning, and digital game-based learning.

- E-learning is a rather general concept that refers to computer-enhanced learning,

computer-based learning, interactive technology, and commonly, distance learning;

- Edutainment generally means education through entertainment;
- Game-based learning is described as “a branch of serious games that deals with applications that have defined learning outcomes”;
- Digital game-based learning is closely related to Game-based learning with the additional restriction that it concerns digital games;

2. Advantages and characteristics of serious E-games.

When comparing serious games with just computer games, serious games have more than just story, art, and software: the addition of pedagogy is what makes them serious. A serious games is not merely the application of games and game technology for non-entertainment purposes, in domains such as education, health, etc. The proven benefits of the non-entertainment games make them a preferred tool for training and education, not only in the process of learning, but in all spheres of social life. They extend far beyond teaching facts and rote memorization, and instead include all aspects of education – teaching, training, and informing, and at all ages. They should be engaging and motivating, which is advantageous, because it contributes to the development of a variety of skills and abilities. Serious games are defined as games that engage the user, and contribute to the achievement of a defined purpose other than pure entertainment. Games can support the development of a number of different skills:

Skills development

- Analytical and spatial skills;
- Strategic skills and insight;
- Learning and recollection capabilities;
- Psychomotor skills;
- Visual selective attention, etc.;

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For serious games it is more important that the model or simulation can be used to solve a problem, than just providing “rich experiences” of the kind sought by hardcore gamers.

Non-entertainment e- games are highly social, highly interactive experiences. They are preferred in the sphere of education, both formal and non-formal, because of the immediate and relevant feedback and positive reinforcement, which are additional keys to effective learning.

Non-entertainment games and simulations are one of the most popular tools for effective learning in non-formal education. Workshops and interactive events, in which games are core element, are significant part of youth trainings and exchanges. Games can awaken interest in issues and make a boring topic fun, and are well suited for learning content that requires practice.

Importance of design

However, to maintain engagement throughout the learning process and ensure effective

learning, relevant content and design is also important. Most of the existing games use only traditional media (paper, flip charts, mimics etc.) and quite old-fashioned technology of implementation. Even though traditional games in youth work are engaging, there is still a huge necessity to add more interactivity and flexibility. The use of multimedia elements to create reality is particularly important in non-formal education, to align the games with experiences from real life.

Increased interaction

Non-entertainment games also help improve the **quality of interaction**. When talking about games, interaction has two important aspects:

- The interaction of the player and the computer
- The inherently social aspect of games — you do them with other people. Playing

games promotes the formation of social groupings. While you can play alone, it is much more fun to play with others. This is why in pre-computer games the category of “solitaire games”, although not insignificant, is tiny compared to games that are played with others. Despite the industry’s initial (pre-networking) focus on single player games or games against the machine (an era in which we are still involved), the tendency of all computer games today is to become multi-player. And while game designers do attempt to put more and more of the creator’s “mind” into computer-based opponents or collaborators in games, we are still very far from being able to create anything with the true wiles of the real human mind. Critics who see computer gaming as an isolating activity should be aware of this. Like the Net, computer games are actually bringing people into closer social interaction — although not necessarily face-to-face.

3.4 Types of non-entertainment games

Non-entertainment or serious games can be applied to a broad spectrum of areas, but they can be categorized in a number of different ways. Some categorize serious games into pedagogical, idealistic, politic, or social games. Other examples are education, healthcare, national security, corporate management, or education, health, public policy, science, government, and corporate training. Yet another, but similar categorization states that serious games technology can be applied to domains as diverse as healthcare, public policy, strategic communication, defense, training, and education. There are subdivisions in some categories such as military for example, which includes medical maintenance, aviation, combat, leadership, logistics, ship handling, strategic planning, military history, electronics, communications, engineering, flight deck operations, business management, finance, criminal investigation, intelligence, combat awareness, acquisition, political science, health/nutrition, language and linguistics. Here is a list of some major categories:

Classification by purpose:

- Educational games - educational games did not come into wide use until the 1990s, even though such games were created and used long before. This type of non-entertainment games can support the development of a number of various skills: strategic thinking, planning, communication, collaboration, group decision making, and negotiating skills;
- Public policy games - these are games designed to educate the public on some aspect of policy, to help them better understand and fulfill their role as citizens in a democracy;
- Political and Social games - they may concern a number of different kinds of tasks and situations, like different types of crisis management, for instance, dealing with terrorist attacks, disease outbreaks, biohazards, health care policy issues, city planning, traffic control, fire fighting, budget balancing, ethics training, and defensive driving;
- Games for Health - games developed for health care applications. They can be of different types and purposes for example physical fitness (promote healthy habits); education in health/self-directed care; distraction therapy (used as distraction therapeutic tools); recovery and rehabilitation; training and simulation; diagnosis and treatment of mental illness/mental conditions, etc.;
- Business games;
- Military games - games treating various aspects of war fighting. From games with simple rules, allowing officers to become better planners for battles, they have evolved into extremely complex simulators for tanks, helicopters, group training, etc.;
- Commercial games - as new technology and media have become available, they have been adopted for corporate training, and now interest is growing in serious games and simulations, for several reasons: the number of employees familiar with video games is increasing, and their interest is quickly and effectively caught by interactive serious games.
- Advergaming - games for advertisement;
- Online communities;

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Classification by number of users:

- Single;
- Two-players;
- Multiplayer and Multi-team;

Classification by playing environment:

- Online Single Player Games;
- Online Multi-Player and Multi-Team Games;
- Offline games;
- Mobile Games (Handheld and Cell-Phone);

As far as youth work area is concerned and particularly the E-games Empowering Youth Work project, there are **four major categories** of non-entertainment games:

- Human rights- games in this sphere are based on general human rights, international documents and mechanisms of legal protection of human rights;
- Intercultural learning- the major issue in these games is how to deal with difference. How should we recognize and valorize cultural differences and, at the same time, promote the authentic cultural integration and integral development of our students, first at school, and, later on, in society?;
- Youth Information- the aim of these games is to help young people identify their own resources, take their own actions and make their own decisions;
- Youth project management - games teaching young people how to plan, prepare, implement and report their own projects;

3.5 Best practices

According to a historical and comparative analyses of the current situation related to the existing games and their implementation as far as Europe is concerned, less than 10% of the games in youth work include modern media (on-line and off-line multimedia) or mobile devices (mobile phones, Pocket PCs or wireless devices). At the same time the willingness to use modern media is quite high among youngsters.

Some countries like USA and Australia show much more examples of E-games than Europe. With the U.S. Army's release of the video game *America's Army* in 2002 the serious games movement got started. The U.S. military uses over 50 e-games mostly for teaching thinking skills, not weapons use. More and more corporations, government institutions, foundations, educator and non-profit organizations are turning to games and commercial entertainment technologies as a new approach to training and education. The increased number of non-entertainment or serious games leads to the appearance of an entirely new market, which finds its way to new spheres of social life. As the non-entertainment games aim to transform the way people learn by combining learning theories with imaginative and involving media approaches, they are more and more used as a learning tool in educational institutions. From primary school teachers to professors and students at MIT, Harvard, and the Universities of Wisconsin, Texas, as well as many other places are busily engaged in designing and testing various forms of complex custom educational games, as well as the possibility of using certain e-games in class. It is why many experts are currently engaged in producing educational e-games for learning math, history, science and foreign languages. Thus games become a means to overcome the routine ways of thinking, acting and learning, and instead deliver an exciting learning experience. Moreover through non-entertainment games people can not only learn new things, but also touch different cultures, lifestyles and viewpoints, which teaches them to be more tolerant and sympathetic towards those who are different. One brilliant example of this is *The Cost of Life*, a non-entertainment game developed by Global Kids together with Gamelab for Unicef. By taking the responsibility for a family of five in Haiti, the game shows what is like to live in poverty, struggling every day to stay healthy, keep out of debt and get educated.

The subject-matter of non-entertainment games is as diverse as the socially important issues. For example *Conflict: Middle East Political Simulator* familiarizes the player with the conflicts in the turbulent Middle East. The future of the region depends on the choices of the player. Another example of this type is the Cold War simulation *Balance of Power*. It is a geopolitical game considered to be one of the best in the genre.

As a whole many youth games are concerned with topical issues such as individual rights, discrimination, minorities, health subjects, environment, poverty and world problems. In the so called *Water Game- EU Funding*, the player is trying to collect aid money for vital water and sanitation services for the poor countries. The game shows the difficulties in getting aid.

If you want to learn something more about different cultures and their lifestyles you can just play one of the many games in the field. Here is an example: The *Exchanging Cultures Game* is a diplomatic game, which aim is to create virtual communities and relationships based on the exchange of cultural items such as dances, art, recipes, clothing and images of other places. Every player is in the role of a diplomat who has to understand the cultures of the people he or she is building relations with, as well as share elements of his or her own culture.

Or if you want you can even create your own civilization by playing through the entire span of human history. The game *Civilization IV* will engage you into alliances, negotiations, trade systems and diplomatic actions in order to create a civilization that dominates the world.

History is a subject of many games including the *Stronghold and Stronghold Crusader*. The setting is the dark Middle Ages and the goal is to create the best castle you can and then defend it against hostile hordes.

Or...you can browse the *Educational Games* on nobelprize.org and understand the works of the Nobel laureates. Through fun and amusement these games will teach you physics, chemistry, physiology, medicine, literature, peace and economics.

The list of examples of non-entertainment games is very long and includes games of different characters and goals. Their common feature is that they all try to make us better and open-minded by "teaching us, while amusing us".

4. Stages in Game Development

4.1 Keywords

- *genres of interactive environment*
- *game machines*
- *game development stages*
- *post production*

4.2 Objectives of the chapter

Current chapter aims to provide basic knowledge about key game concepts, as well as practical tips on game development - from getting the idea to implementation and post-production. The key stages of the game development process are presented, as E-games team shares valuable experience on educational E-games development.

4.3 Game concepts

One of the main advantages of computer games is that they give interactive entertainment in different realities. All other forms of entertainment like books and movies only show but don't let to participate, to be part of the stories that they describe.

When playing games people cultivate different skills - to prioritize, to allocate resources, to manage things and to solve problems. Almost all games are educational to some extent but it's important to connect the experience of the game to real life.

Before getting acquainted with key stages of the game development, you can learn about key game concepts.

The Genres of Interactive Entertainment

• **Action games** normally include physical challenges, puzzles, races, and a variety of conflict challenges, mostly at the personal level. They can also contain simple economic challenges, usually involving collecting objects. They seldom include strategic or conceptual challenges.

• **Strategy games** tend to include strategic (naturally), tactical, and logistical challenges, in addition to the occasional economic ones. Once in a while, they have a personal conflict challenge thrown in for spice, but this often annoys strategically minded players.

- **Most role-playing games** involve tactical, logistical and exploration challenges. They also may include economic challenges. They sometimes include puzzles and conceptual challenges, but rarely physical ones.

- **Real-world simulations** include sports games and vehicle simulations, including military vehicles. They involve mostly physical and tactical challenges, but not exploration, economic, or conceptual ones.

- **Construction and management games** are primarily about economic and conceptual challenges. Only rarely do they involve conflict or exploration, and they almost never include physical challenges.

- **Adventure games** are chiefly about exploration and puzzle-solving. They sometimes contain conceptual challenges as well. These may include a physical challenge also, but only rarely.

- **Puzzle games** tend to be variations on a theme of some kind. The challenges are almost entirely logical, although occasionally there's time pressure or an action element. When you play puzzle games, you learn to recognize patterns.

Some games cross genres for some reason, combining elements that are not typically found together.

Although it can add interest to a game, crossing genres is risky. Rather than appealing to two groups, you might end up appealing to neither. Many players prefer particular genres and don't want to be confronted by challenges of a kind that they normally avoid.

However, creativity should not be restricted by the genre descriptions and borders, especially at the concept stage. If you have an entirely new idea in mind, design it as you see it in your vision. A game needs to be true to itself. But don't mix up genres as an end in itself. A game should cross genres only if it needs to as part of the gameplay.

Types of Game Machines

- Home game consoles

The player of such console usually uses controller in both hands, 3 to 6 feet away from a relatively low-resolution display, the television. This means that games designed for the home console machine cannot be as complicated as the typical PC game. The graphics have to be simpler and bolder, and the control method and user interface must be easily dirigible with the provided controller. The precision pointing that's possible with a mouse is much more difficult with most controllers, even those with analog joysticks. However, you are guaranteed that every machine will ship with a standardized controller so you don't have to manage with the huge variety of controllers and joysticks that are available for the PC. Because the television is designed to be seen by several people at once, and because the console usually allows for at least two controllers, console machines are excellent for multi-

player games in which all the players look at the same screen. This means that every player can see what every other player is doing on the screen, which is a consideration in the design of some games. On the other hand, until recently, home consoles had no hard disk drives, so there was little space in which to store data between games. Games designed for consoles weren't very customizable and couldn't save complex states.

They are less powerful than personal computers and more difficult to program. On the other hand, their low price means that there are far more of them and the market for such games is larger.

- Personal computers

The player uses a relatively small (compared to the television) high-resolution display. This means that the game can have detailed graphics. The mouse allows precision pointing and a more complex user interface. The keyboard enables the player to enter text conveniently and send messages to other players over a network, something that is nearly impossible with console machines.

The personal computer is quite inconvenient for more than one person to use. The controls of a PC are all designed for one individual. PC games are rarely designed for more than one person to play on a single machine. On the other hand, a PC is very likely to be connected to the Internet, while consoles are just now beginning to get this capability. The PC is still the machine of choice for multiplayer networked games.

Big advantage of PC development is that anyone can program one; you don't have to get a license from the manufacturer or buy an expensive development station.

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- Handheld game machines

Handheld game machines are a hugely popular and very cheap form of entertainment, mainly used by children. A given model is absolutely standard. These machines normally have a very limited number of controls and a very small LCD screen. They have little or no capacity to store data between games. Their CPUs are weak and slow by modern standards. Many cheap handheld machines offer a fixed set of games that are built in, but the more advanced ones accept games stored on ROM cartridges. Cartridges store far, far less data than the CD-ROMs or DVD discs that home consoles and computers use. Designing for a cartridge machine places severe limits on the amount of video, audio, graphics, and animation that you can include in the game.

- Other devices

Games could be on all sorts of other devices these days. The more specialized the device is, the more important it is to have a clear understanding of its technical limitations and its audience.

Personal digital assistants (PDAs) are a great platform for small, simple games. And there are arcade machines. There are strange design limitations for the games for this type of machines not seen on other devices. For example they have to maximize the amount of money that people put in through the front.

4.4 Game development

1. *Getting the Idea*

Generating ideas is a creative process and a specific active state of mind. You have to let your mind roam free. Make notes of every idea that arise. You have to look for more than one, the more the better. Often the main idea is a result of expanding and refining several other ones.

- Game ideas from other media

A possible source of inspiration could be books, movies and even real stories. In any story that is exciting you can find basis idea although entertainment is one of the aspects for a good game. It's always good to entertain but also to learn new things.

- Game ideas from other games

People who play a lot of games develop a sense of how they work and what their weaknesses and strengths are. Playing games is important experience that gives insight and lets you compare features of different games. To learn from games you have to pay attention how they work while you play. You can take notes of bad and good features and have them in mind later when developing your own game. While playing games it is also important to see to what extend you develop certain skills or you just depend on luck.

Creative people want to devise new kind of games that have never been made before. But publishers want games that they are sure they can sell and that usually means variants on existing genres. That's why it's useful to keep copies of earlier games. It's also important to learn to balance between the desire to innovate and the publisher's need for certainty.

The way you present your idea is important especially if it's in a new genre-you have to be thorough in communicating your idea to others. Answer questions like that "Why would anyone want to buy and play this game?" If the game is in a well-known genre the answer is much more predictable.

- Understanding your audience

There are two main types of gamers- core gamers and casual gamers. Casual gamers play for the enjoyment of playing. If the game stops being interesting or becomes frustrating, they will stop playing, no matter whether it's competitive or not. They don't want to learn complex controls.

Actually there are as many types of games as there are gamers. If you design a game specifically for one group, you will lose other groups. Only the very well-designed games manage to appeal both. Core gamers could set the game at highest difficulty level and the casual ones could set the game at the easiest level and enjoy the visual details.

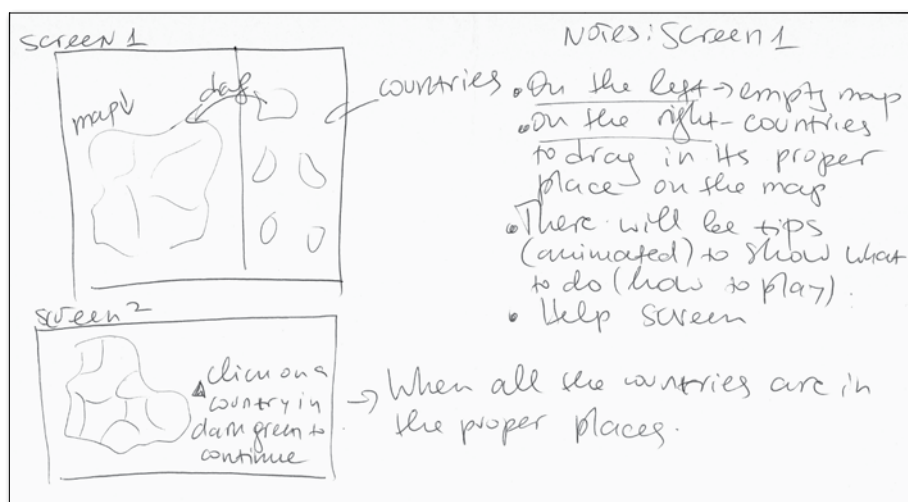
At the concept level you have to know who will play the game and what will bring joy to the gamers.

2. Storyboarding and scenario

A storyboard looks like a comic and shows the key scenes of an animation or represents the behavior of a character. One thing you don't need is artistic ability- sticking- the figures will be enough.

Scenario is a plan of what will happen in your game- with all details in it. It's very useful to draw graphics. When you have diagrams of your future work it's quite easy to plan and know the next step to be done.

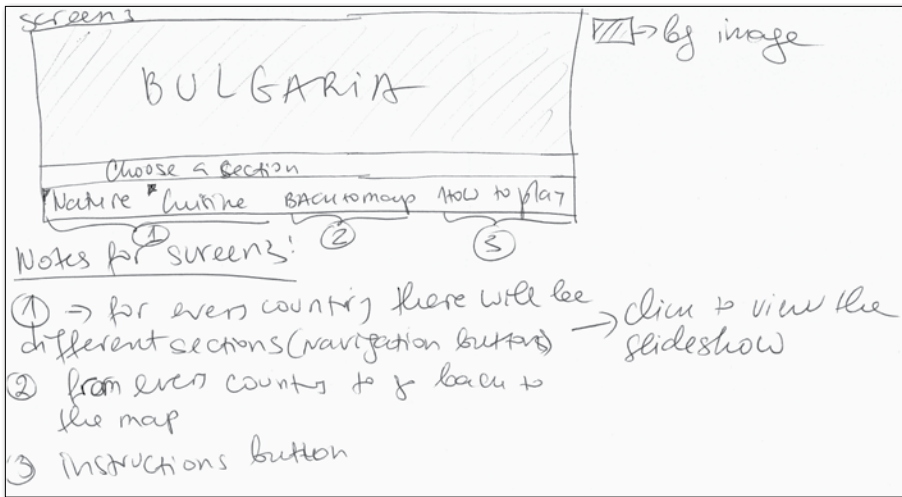
Graphics can be hand drawn. The idea here is to give the production team enough information so each member can take the storyboards/scenario and begin to develop his/her portion of the final product.



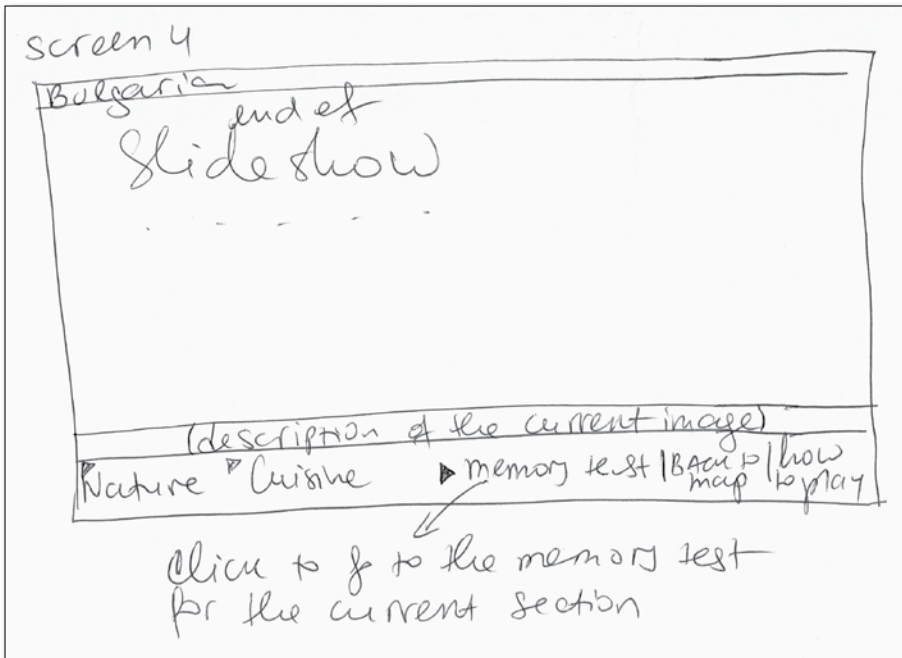
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Here is an example –the scenario for the “Trip around Europe 1” e-game:

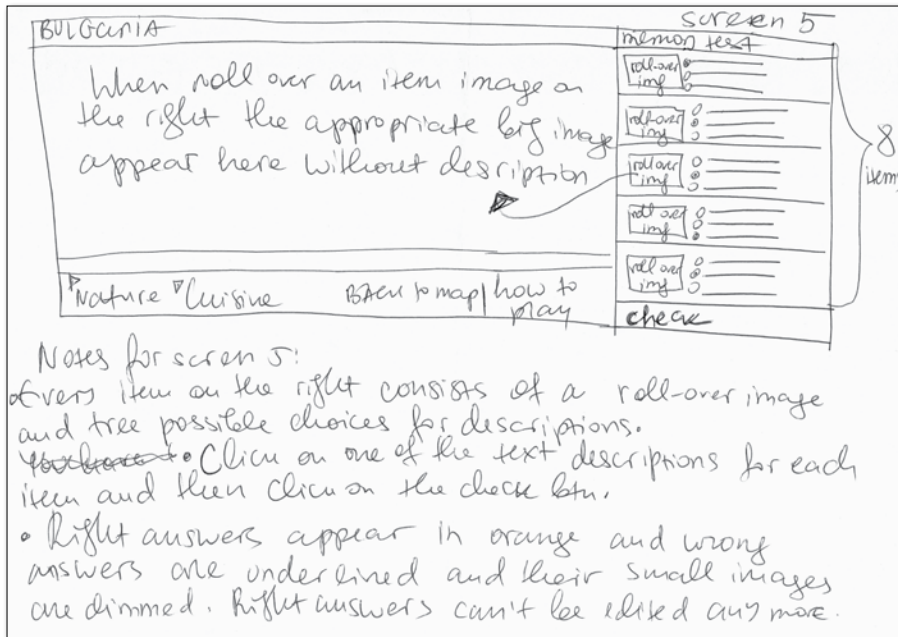
Here are drawings of the first two screens of the game with some notes. In the first one on the left side of the game is the empty map (only with boundaries) and on the right one are the countries. They should be dragged in the proper places on the map.



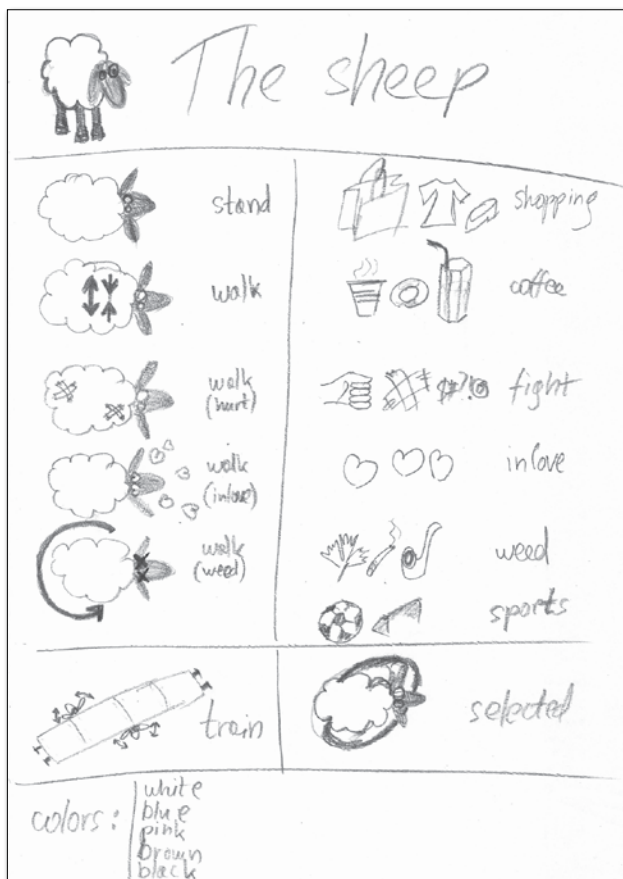
This is the third screen of the game, presenting mainly the navigation of the game.



The fourth screen describes what happens when the slideshow for the selected section is to its end- the "memory test" button appears. After clicking it you enter the memory test part.



The last screen shows the memory test part of the game.



3. Creating the characters

- Graphic design of the character

This is the sheep character for the "Leader-Sheep" game. There are many sheep in the game but as there is no difference in their look (appearance), only one sheep design is enough.

Before designing the character you should know everything about it –

- its role;
- its behavior;
- how it will interact in the game;
- its appearance.

The sheep, in our case, is a character in a real-time game. You see the town from the top so you should see the sheep from the top. Having that in mind, the normal, stand view of the sheep was designed first. The sheep should also be able to walk,

so an animation of the character for its walking condition was designed – the sheep's body is scaled while walking, imitating movement.

This is the basics for the character. But the sheep is also a part of different events – shopping, sporting, being in love etc. Each of these events was designed to be shown as a bubble with slideshow pictures inside it. So the pictures for each event were designed – shoes and shirts for shopping, coffee and juice for coffee, hearts for being in love etc. After that you go even deeper into the character – these events affect the character and it changes. A sheep that had a fight has stickers on its body. A sheep in love has flying heart symbols around it.

At the end of the game the sheep are all on a train and the train departs to its destination. A funny animation with the sheep showing their heads out of the windows and their ears clapping around was designed.

In the game if a sheep is selected a circle appears around it. This is very common and intuitive way for selection in real-time strategy games.

Depending on the role each sheep has specific color - male ones are blue, females are pink. There are also local sheep which are brown and there is one black sheep. To make the game funnier, short animations of the sheep were designed. When it is selected its face appears in the left bottom part of the screen. It makes funny things sometimes to entertain the player.

- Program design of the character

This is where the sheep's behavior should be defined. You should describe what the character will be able to do. Write down everything you know about your character and then systematize this information. Creating tables and schemes are always helpful.

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The main part in the sheep program design is their interaction with other objects. They run away from your mouse if it is a staff or follow it if it is a flute. They also run away from the dog. They walk in the town in random directions. They should be able to walk on the street, grass and under the trees, and bump into the building. When they bump into a special building like a shop or a cafe they should interact with it – go shopping or drink juice. The two sheep that are in love should interact with each other, the black sheep act quite the contrary– run from the flute instead of following it and is not affected by the staff. The sheep that had fought walks slower. The sheep that is in love is quite faster, having no patience to find its beloved one. The weeded sheep acts strangely sometimes and so on.

Other important things about the sheep are their “properties” – name, age, nationality and gender. The gender of a sheep affects its color.

When all this information is well sorted it becomes a very helpful guide when the programming part of the character starts.

4. Testing

Testing is one of the most important phases of the game development. It helps you find out if there are alternate solutions that you didn't think of, and it helps you discover errors

in the rules. It also tells you whether the game is too easy or too hard (this can be difficult to predict in advance), and it also tells you whether it's fun. It also lets people try out the user interface.

When the testing phase comes towards the end of the project the testers are usually not involved in the project until after most of the work has already been done. An unpleasant consequence might be testers not to be familiar with design decisions.

It's better to test your progress at each step during the development process. You should test all elements (scripts and graphics) of your game on various platforms and devices. The more people to test the game, the better- everybody plays a game in different approach and tries things that someone else doesn't. Testers have to be computer literate and good communicators-they should be able to explain you or the team what is the bug and when it happens.

A good tester is one who not only finds bugs but digs deeper, figures out how to make it happen again, and, knowing how the game works, figures out what's really going wrong. Maybe the circumstances that caused the crash are deeper than the ones seen at the first glance.

4.5 Post-production

Post-production work on a game includes creating the install program that installs the game onto a computer system and writing the game manual. If you are going to distribute the game via the Internet, you should definitely create a web site with screenshots and description of the game.

Once you have a complete package that is ready to go, burn the complete game installer with everything you need to play the game on CD and give it to a few people who were not involved in the beta testing process or send out copies of it to online and printed magazine editors for review.

5. Tools for E - games

5.1 Keywords

- *interface*
- *user-friendly*
- *built-in script language*
- *programming experience*
- *multiplatform availability*
- *functionality*
- *flexibility*

5.2 Objectives of the chapter

The main objective of this chapter is to introduce you to the most commonly used game development tools and how they can be of use for your projects. You will learn what you should consider when making the choice of what tool to use as well as some important techniques. Reading this chapter you will get aware of some of the game development tools used for creating simple games for the purpose of an educational project, for example.

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5.3 Introduction to game development tools

The variety of development tools used for creating games is so big that not being familiar with some of them or not knowing the specific requirements of your applications makes the choice of a development tool or development environment nearly impossible.

A bad choice of a development tool might lead to huge problems in the implementation of the application. You might find it too difficult working with a very powerful tool, while you might not need all that **functionality**, or you may have chosen a more limited one that doesn't have all the features you need to develop your game. Another example is if you want your game to be available for different platforms and operating systems your choice should be a **multiplatform** development tool such as Macromedia Flash or Java. However, in case you are new to programming and don't have enough time to start learning how to work with more complex kinds of tools, you should pick one of the more **user-friendly** game design tools such as Game Maker or Game Editor. It all depends on what is your application all about, what exactly are the problems you need to solve, etc.

Unfortunately, considering only your needs and your application's requirements is not quite enough. You also need to have in mind the users of your game and what platform

they are using, after all, they are the target of your game and should be able to play it without considering compatibility problems or installing new software.

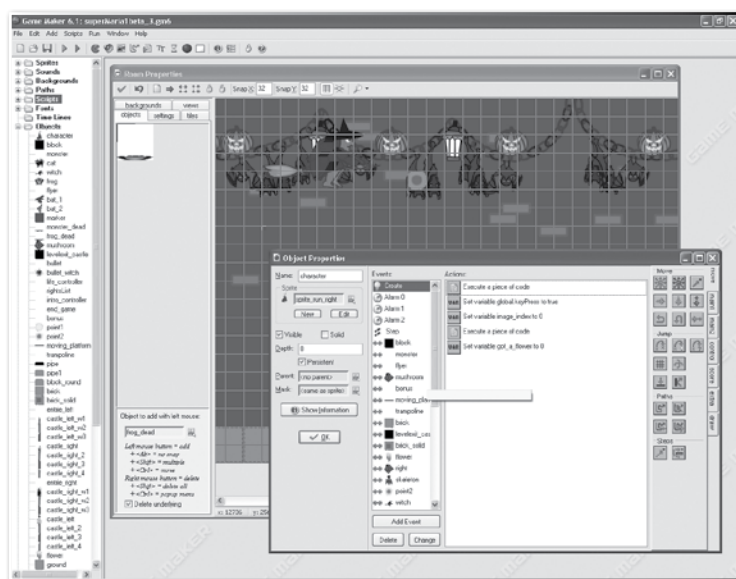
To avoid the mentioned difficulties you should consider very carefully whether you really need the functionality and features of the more powerful tools or working with a more limited tool should give you a similar result in less time and with less effort.

There are different types of tools with a view to **purpose of the application** – some of them are intended for game development in specific, others can be used for creating different types of interactive media, dynamic content, etc. Most of them are authoring systems that help you create some kind of specific content, but visual languages can also be used for creating such content, although it would be much more difficult.

The more complex tools can give you more freedom designing your game and have much more features for creating various types of content, while the more specific ones have a lot more restrictions. However, the more limited tools are built for the one and only purpose – creating games. Using these tools can be a great advantage if the developed game doesn't need complex, **animations, databases** and so on. They are built to make it much easier for amateurs and hobbyists to create games of different genres and purposes, all you need to do is simply “drag-and-drop” actions, events, characters, link sounds and graphics. If you want to add some more functionality to your game you can always use the **built-in script language** of the program. Almost all of the tools have their own script language which allows people with little programming experience to have greater control on the game they develop. Of course, this language won't be as powerful as the ones built in the more complex tools, which on the other hand require a bit more programming experience.

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5.4 Introduction to the most popular tools for game development



Game Maker

Game Maker is a limited game development tool that allows creating small and relatively simple games without the need of writing any code. You can create nice looking games just using drag-and-drop actions and events. There is also a built-in programming language, which makes the program really flexible. Game Maker can be used **free of charge** but a lot of functionality

can be unlocked paying for the Pro Edition.

This product is probably the most popular game development tool that includes everything you need to create a game. It's got a **built-in level system**, health, lives and score system. All of the objects, such as graphics, sounds etc., are ordered in a tree-structure of folders, all of the actions and events are displayed in a way anyone could understand their purpose and meaning, which make the navigating through the interface pretty easy. That reduces the time the development process takes and it lets focus on the idea and scenario of the game you need to implement.

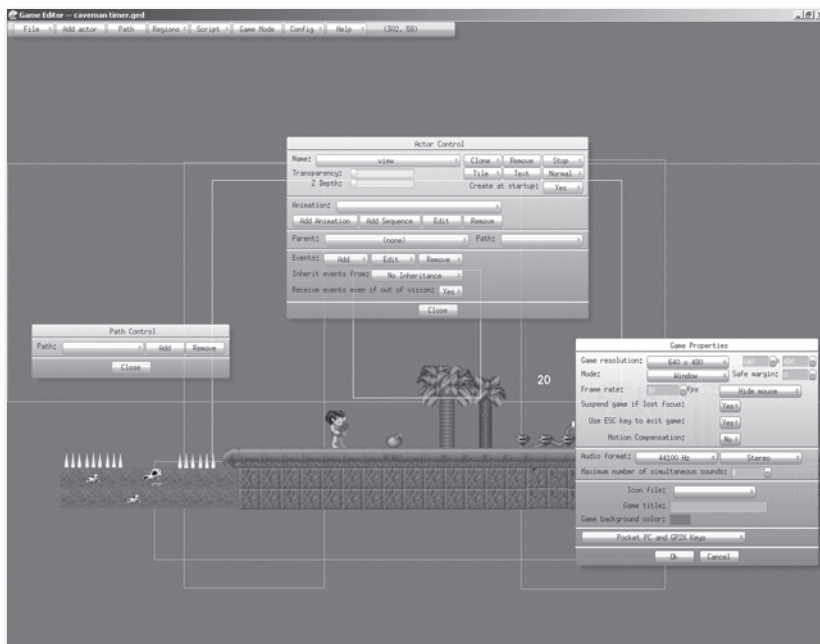
Unfortunately a lot of the interactive functionality is locked unless you pay for the registered version. Another disadvantage is that the only operating system you can create executables for is Windows.

Most of the games created with Game Maker are simple platform, jump-n-run games, 2d RPGs, 2d space shooters, etc. It doesn't have really good 3D capabilities and it's probably not the best choice for the development of a 3D game. A good use of it could be the development of a jump-n-run-like game or any kind of a logical game.

An example of a jump-n-run game developed using Game Maker is Super Maria, included in the E-Games - Empowering Youth Work project. Looking at the source the way the game is working shouldn't be difficult to understand, although there is a lot of script code written. All the events planned to be included in the game were implemented easy enough, thanks to the detailed manual available and the clear and user-friendly interface of Game Maker.

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No matter whether you are an advanced programmer or an amateur you will find working with Game Maker really easy and intuitive and turning your ideas into real games won't be an expensive effort.



Game Editor

Game Editor is a game development tool that helps you design games without knowing anything about programming. The way you develop the game is by setting actions fired by events. For the more advanced developers there is a built-in scripts system which can be used to program objects or characters.

The interface is quite intuitive for a beginner, but for an advanced game developer may be a little bit annoying. Game editor can work with many different audio and image file types.

Maybe the greatest advantage of this tool is the **cross-platform exporting** it offers. With just a single click you can choose the target platform of your game. You can choose from several different platforms like Windows, Pocket PC / Windows Mobile, Handheld PC, Windows Mobile-based smartphones, GP2X and Linux. The developers of the tool say that your game looks the same on each platform without any changes required.

Another advantage is that there is an implementation of the most popular pathfinding system – A* and you can use it in your games really easy. There is one thing that is really bad about that tool – it's not free. But the price is quite low, so if you download the free 30-day trial and like working with it, you won't find it expensive to buy it.

With Game editor you may develop 2D games for personal computers and mobile devices. The games may vary in many genres – jump-n-run, strategy, RPG and so on. You can even develop networked multiplayer games in the same easy way you develop a simple RPG.

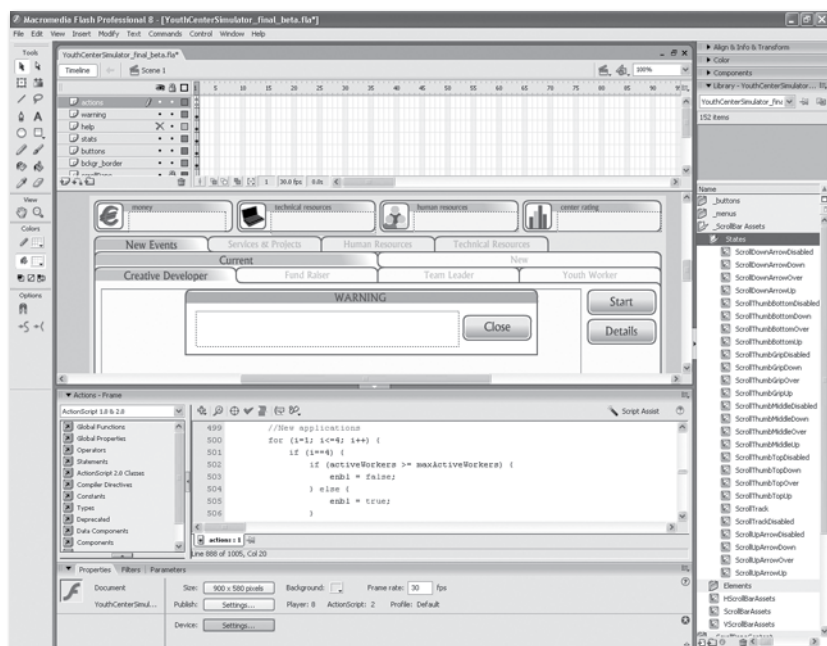
In our project any of the games wasn't developed with that tool, so if you want to see some examples of games made with the help of Game Editor, you should visit the official website. There is a Games section where you can download games.

Game Editor is a good alternative of Game Maker and has its advantages and disadvantages. You just need to find out if it is the tool for you or maybe to find another alternative.

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Macromedia Flash Professional

Macromedia Flash is a development tool that allows creating interactive content, video, graphics, animation, websites, presentations, mobile content. It's the most popular tool for



creating animated online content as well as offline multimedia and presentations. The capability of using powerful Actionscript code allows the development of complex applications and games.

Certainly it is one of the best development tools for creating small and simple games that don't require big calculation capabilities and a lot of CPU and

RAM usage. It has got powerful features for creating all kinds of animations, images, effects and their manipulation. The **drawing capabilities** allow you to create your images and get them to move all within Flash. You can even implement professionally looking 3d games with complicated actions and interactions. The various image and video input formats provide you the opportunity to work with most of the available media content.

Another advantage of Flash is that the executable files have extremely small size and are easy to download or ran trough the web browser itself.

The availability of the Actionscript language gives you the opportunity to add functionality to your games and make them a lot more complicated. Furthermore, you can create your own **objects and classes** and design them according to your needs. To do all this, of course, you need to have some programming experience, although there is a way the program can write most of the code for you thanks to the timesaving coding tools. You should also have in mind that the execution of Actionscript code is a bit slow and too complicated calculations are not advisable.

The executable files created by Macromedia Flash can be run on different platforms including mobile devices. The **multiplatform** availability is one of the greatest advantages of the product.

Examples of all kinds and genres of flash games can be found over the internet. The flash games are the most popular and widespread small games, because a professional looking game can be created with little effort and in very little time. That's why Flash Professional is the preferred tool for the development of those kinds of games.

Most of the games in the E-Games - Empowering Youth Work project were created using Flash Professional for the reasons already mentioned. There are little concerns when deciding whether to use this development tool in stead of another one, most of them related to the programming experience the developer has got. If you are an experienced programmer you can create applications with almost unlimited capabilities with Flash.

OGRE



Object-Oriented Graphics Rendering Engine (OGRE) is a **3D graphics engine** providing great capabilities for the development of all types of 3D applications – games, simulations, business applications, etc. It doesn't contain features like sound, networking, AI, collision, physics, but there are frameworks which integrate it with them.

Since OGRE is just one of the tools you have to use for the developing of your game, you can combine it with different libraries and tools so that they can meet your requirements. It has also got

flexible plug-in architecture so that you can extend the engine very easily according to your needs.

The engine has support over a great amount of features such as scene features (flexible scene management), all kinds of special effects systems (compositor system, particle system, support for skyboxes, skyplanes, skydomes, etc.), animation techniques, support for different kinds of input formats for textures, meshes, etc. That allows you to choose from a huge variety of tools to integrate it with. It has also got Direct3D and OpenGL support as well as different OS support – Windows (all major versions), Linux and Mac OS X.

To be able to use this tool effectively you must have some **programming experience** and you should also be aware of the other tools you are going to integrate OGRE with. You should also consider whether you really need such a powerful and complex tool for your game, because if you are planning to develop a rather small and simple game with nice looking graphics another less complex tool might be more useful.

XNA

Microsoft XNA is a set of tools with managed runtime environment. It facilitates computer game design, development and management, freeing game designers from writing thousand lines of code. XNA combines all the aspects of game production into a single system. It's relative new toolset. XNA is based on .NET Framework 2.0 and includes a large set of libraries specific to game development. A game made by using XNA may be run on every XNA enabled platforms with small or no changes needed. For now the runtime is available for Windows XP, Windows Vista and Xbox 360. Technically games can be written in any .NET language, but for now you can use only C# and XNA Game Studio Express IDE which are officially supported.

XNA has the power for developing games at commercial quality level in both 2D and 3D space. XNA Games Studio Express comes with full documentation and examples. This tool is for advanced game development and if you want to use it you should have to prepare to spend enough time on the tutorials provided by Microsoft on their website.

None of the games of E-Games were made using XNA.

Other Tools

There are a lot more game development tools which can also be of use for the development of small games. The most user-friendly of them are authoring systems like Macromedia Authorware, Macromedia Director, Mediator, etc., which allow the development of various contents. The main goal of these systems is to guide you through the complicated stage of development and let you design your application the easiest and time-saving way. You can find a lot of interactive media development tools among the Macromedia and Microsoft products.

An advanced developer might find a visual language more suitable than an authoring system for the development of such content because of their flexibility and power. Languages like Java and PHP for example have already gained a lot of popularity in the development of online dynamic and interactive content. Scripting languages like Perl and Python can

also be used for this purpose. More complex languages like C++ are usually used for the creation of much more complex applications and require a lot of programming experience and knowledge.

5.5 Useful resources to read more about the tools

Game Maker

Free download of Lite Edition available at: <http://www.gamemaker.nl/>

- Resources;
- Documentation;
- Examples;
- Demo and beta games;
- Communities to ask your questions;

Game editor

Download a 30-day trial version or buy one of the available packages at:

<http://game-editor.com/>

- Resources;
- Documentation;
- Demo games;
- Examples;
- Community;

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Macromedia Flash Professional

Download a trial version or buy the full version at: <http://www.adobe.com/products/flash/>

- Downloads and resources;
- Support;
- Sample applications;
- Community;

OGRE

Free download at: <http://www.ogre3d.org/>

- Downloads and resources;
- Gallery of finished projects;
- Documentation;
- Support;
- Community;

XNA

Download Microsoft XNA Game Studio Express at:

<http://msdn2.microsoft.com/en-us/xna/>

- Downloads;
- Documentation;
- Support;
- Community;

Tips about games development tools (E-games project developers' recommendations).

Tool	Advantages	Features	Multiplatform	Complexity of the built-in language
Game Maker	User-friendly interface, easy to learn	Simple	Windows	Simple
Game Editor	User-friendly interface, easy to learn	Simple	Windows, Pocket PC, Handheld PC, Smartphones, GP2X, Linux	Simple
Macromedia Flash	User-friendly interface, support, big community, rich capabilities	Various	Windows, Linux, Mac OSX, Pocket PC, Mobile Phones	Complex
OGRE	Open source, support, big community	Graphics oriented	Windows, Linux, Mac OSX	Powerful
XNA	Rich capabilities	Various	Windows, XBOX	Powerful

SECTION 3:

e-games

implementation

This whole section is dedicated to the practical implementation of educational E-games in youth work.

You can get concrete information about each of the developed 20 E-games on the topics of human rights, tolerance, intercultural learning, youth information and youth project management. Also, there are some proposals for usage of the E-games in workshops during youth activities – training courses, seminar and youth exchanges.

All the developed games are a kind of "model games", they could be easily adapted for your specific usage or could be used as a demo for your developments.

Index of all E-games. Presentation of each of the 20 games, developed in the frame of E-games project, organized by topics: Human rights, Intercultural learning, Youth information and Youth project management. Each game is described with a view to topic, type, platform, length. Also, there is brief description, educational goals and useful tips for putting into practice in youth activities.

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Workshops scenarios. Information about planning workshop using E-games. Examples of workshops on concrete topics of youth work, using E-games: Empowering Youth Work games.

1. Index of All E-games

1.1 Objectives of the chapter

This chapter will help you access easily each of the 20 games, developed in the frame of E-games: Empowering Youth Work project. They can be useful for organizing different types of youth activities: youth exchanges, youth meeting, seminars, workshops etc. They could be also used as an example games and could be adapted, if needed. All of them could be downloaded for free from the project web site (**provide quoting when using them**).

1.2 Introduction

To play the games all you need is a compatible computer. The games could be played both on PC and Macintosh. Most of the games are made with flash and are all available on both .swf and .exe format. Windows users can play directly from the .exe files. Flash .swf files can be either directly played (if compatible player is installed) or can be run through the .html file attached to it. The flash player is completely free, small in size and available for download at www.adobe.com. No other plug-ins, programs or installation of the games are needed. The games for mobile devices can be played on any device supporting Java. The games made with Game Maker are only available in .exe format and can only be played on Windows computers.

The games require only some **basic computer skills**, but you don't need to be an advanced gamer or computer specialist to play them.

The **system requirements** of the games are minimal as they are all small, very light games. They can be played on almost any computer.

All Flash games are available for both playing **online** and **off-line**. Nevertheless it's always better to play them off-line. There are several reasons doing so: better performance of the games; independence from Internet connection and servers malfunctions; once downloaded you can play them whenever you want without having to wait the game to load first. Most of the games are small in size but some of them are bigger and if played online will need some time to load.

The games are released in their first versions (1.0), but could be changed in time – to make them better, fix bugs, add new features etc. Check the website regularly for the **latest versions**.

HUMAN RIGHTS

--- FIGHTERS FOR RIGHTS ---



Title: *Fighters for Rights*

Topic: Human rights

Type: Text puzzle

Size: Version 1.0:

.swf, 207KB

.exe, 1.01MB

Platform: PC, MAC

Playable online: Yes

Time: 5-10 min.

Description:

The game provides interesting information about the life-works of some famous individuals who have fought for human rights in various countries.

The chart on the screen contains pieces from the short biographies of four human rights activists. The main task of the game is to match the piece with the correct character and thereby to build up a brief description of each person.

Educational goals:

- :: To learn about some of the individuals who have fought for human rights in different countries;
- :: To stimulate interest in human rights heroes;
- :: To develop skills of handling and ordering information;
- :: To promote respect, responsibility and engagement about human rights.

Putting into practice:

- Let every person in your youth meeting play the game for himself. After everyone is

finished playing you can make a little test games – read every quote from the game and let the participants guess whose words are those. You can also ask them what they know about the persons from the game after playing. That way you will see what they have learned.

- The next subject of the discussion could be: 'Give examples of people, either popular or not, even personal acquaintances of yours, who fight for human rights. If you can, give examples of their activity.

- Another way to play the game is to divide the participants in two groups. Their task is to finish the game as fast as possible. Very often some of them will just try to guess the right answer, while the others will try to read and understand. If you notice this, make them understand that the quickest are not necessarily the real winners, because the actual meaning of the game is to learn more about some famous fighters for human rights and their life. Thus you can have two winners- the faster and the smarter.

- If you don't have enough computers available, you can divide the participant into 4 groups, each two forming a team. One group from the first team and one from the second answer to half of the questions and then they pass on to the other groups, which task is to finish the game. In this case is better that the first group consists of a smaller number of participants, because the information in the first section of the game is less.

- This game is suitable for people fluent in English.

--- RECRUITMENT AGENCY ---



Title: *Recruitment agency*

Topic: Human rights, Youth information

Type: Interactive test

Size: Version 1.0:
.swf, 14.5MB
.exe, 15.8MB

Platform: PC, MAC

Playable online: Yes

Time: 10-15 min.

Description:

This is a game about tolerance and objective decision making. The player is a Human Resources Manager in an International Recruitment Agency. There is a virtual database of multiple profiles, representatives of different cultures, nationalities and with varied characteristics and qualifications. The main task of the player is to choose an appropriate candidate for each of the 3 job announcements on the screen.

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Educational goals:

- ⌘ To realize and modify the existing stereotypes and prejudices;
- ⌘ To show different kinds of discrimination;
- ⌘ To promote a positive evaluation of difference and diversity;
- ⌘ To generate positive attitudes and habits towards people from other societies and cultures.

Putting into practice:

- This game could be played individually or in groups. There should be a board for marking the scores. The participants have to make a list with the best and the worst candidates for particular job. Ask participants to answer questions such as: Why do you think this candidate is inappropriate? Do you think that we ignore this candidate out of stereotypes? What does a stereotype mean? Give examples of stereotypes in the working place.

- Bear in mind that younger participants may find this game not much amusing.

- This game is suitable for people fluent in English.

--- EDUCATION FOR ALL ---



Title: *Education for all*

Topic: Human rights

Type: Memory game

Size: Version 1.0:

.swf, 464KB

.exe, 1.26MB

Platform: PC, MAC

Playable online: Yes

Time: 10-15 min.

Description:

This game is divided into two parts: memory game and reporting on the issues. There are 16 pairs of cards in the left field on your screen. Each pair comprises of a statement card and a picture card. The task is to identify the pairs and to match them. The texts on the card are related to general issues of human rights and education. Source: "Compass" A manual on human rights education with young people.

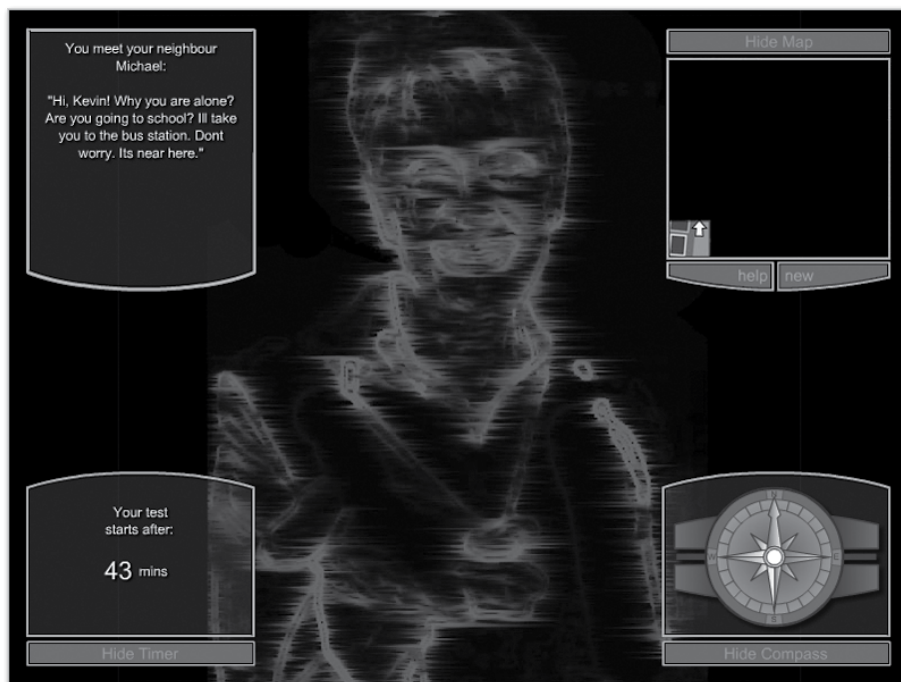
Educational goals:

- :: To reflect on education as an essential human rights issue.
- :: To critically analyze the level of access to quality education world-wide

Putting into practice:

- This game can provoke interesting and very important discussion on the subject "for and against education". The usage of score board is advisable, because it will show how many of the participants are for and how many are against. It will also show the opinion of the young people in this subject and whether their arguments "for" and "against" make sense.
- Another subject of discussion could be: Can education help young people find their place in the world? Do you believe that education is important in this sense?
- This game is suitable for people fluent in English.

--- BLIND ---



Title: *Blind*
Topic: Tolerance, anti-discrimination
Type: Role play game
Size: Version 1.0:
.swf, 15.1MB
.exe, 15.9MB
Platform: PC, MAC
Playable online: Yes
Time: 10-15 min.

Description:

The game is about a young blind boy, who has to go alone to school. He has to overcome different types of obstacles he encounters on the way: in the street, using public transport, etc. The game poses some questions for reflection about the problem with discrimination towards disabled people.

Educational goals:

- :: To promote respect and understanding towards people with disabilities.
- :: To reveal how important is to support disabled people.
- :: To prevent discrimination of people with disabilities.

Putting into practice:

- This is a particularly interesting game. It can be understood in different ways. Some may appreciate it while others may say that it is too difficult and confusing. It will be interesting for the participants to know that this game is played by listening. Some questions for discussion might be: How have you felt while playing the game? Do you believe that a blind person feels the same way?

- Other questions for discussion might be: "What do you know about disabled people? Try to think about different forms of discrimination towards disabled people".

- You can also carry out discussion on subjects such as: "Do you know people with disabilities? Do you know how to behave with a person with disability?"

NB!

Be careful if there is a person with disability in your group. Comments can provoke tension, embarrassment or negative emotions.

--- BE COOL ---



Title: *Be cool*

Topic: Human rights, anti-racism

Type: Quiz, Run and play

Size: Version 1.0:

.jar, 163KB

Platform: Mobile

Playable online: No

Time: 5-10 min.

Description:

This is a game for mobile phones. It is about a star in the universe that passes by different objects, aiming at evading dark ones and touching the bright ones. On the way, you can meet smaller stars and give them some of your light. The brighter your star is at the end of the game, the more stereotypes you have overcome and more tolerant you have become.

Educational goals:

- ⌘ To promote respect and understanding towards people with disabilities.
- ⌘ To fight stereotypes in the society
- ⌘ To oppose to fear of being different and showing your personality.

Putting into practice:

- The game is based on the metaphor that if every person was a small star not allowing their own prejudices and stereotypes to overshadow the light of the other stars-people, then more and more stars would shine stronger, brighter and more beautiful. In addition to this, the game can be used as grounds for a discussion about the 5 reasons to be influenced by stereotypes:

Reason 1: Refusal to think on our own

Reason 2: Snobbery

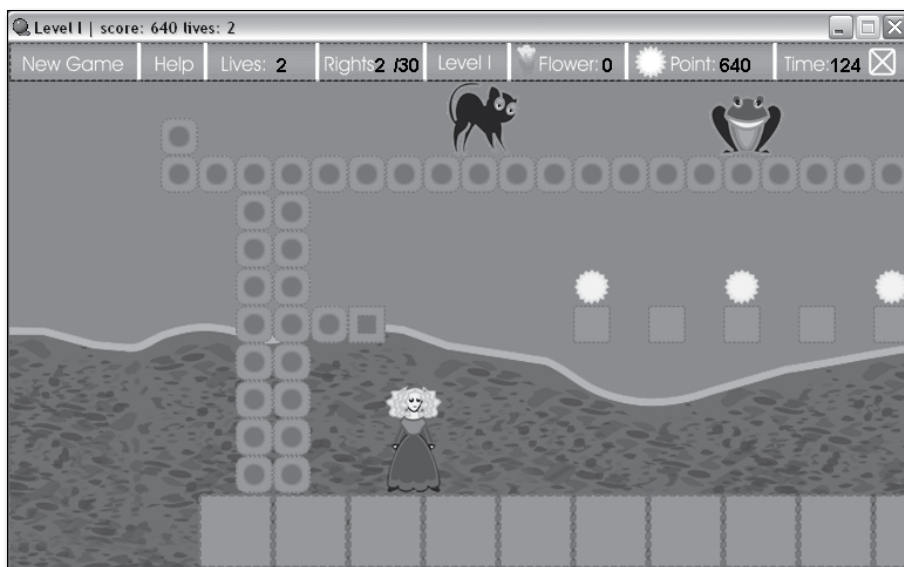
Reason 3: Advertising

Reason 4: Fear

Reason 5: Lack of information

- The game can be loaded to most of the mobile phones produced after 2005.

--- SUPER MARIA ---



Title: *Super Maria*
Topic: Human rights
Type: Jump and run
Size: Version 1.0:
.exe, 2.54MB
Platform: PC
Playable online: No
Time: 60-90 min.

Description:

The game presents the story of Princess Maria. In her kingdom an evil witch stole the human rights (the Universal Declaration of Human Rights) of the citizens and they became slaves. The king sent her daughter Maria to get the rights back to the people of the kingdom.

Educational goals:

- :: To learn more about "Universal Declaration of Human Rights".
- :: To know more about the basic human rights recognized by the United Nations.

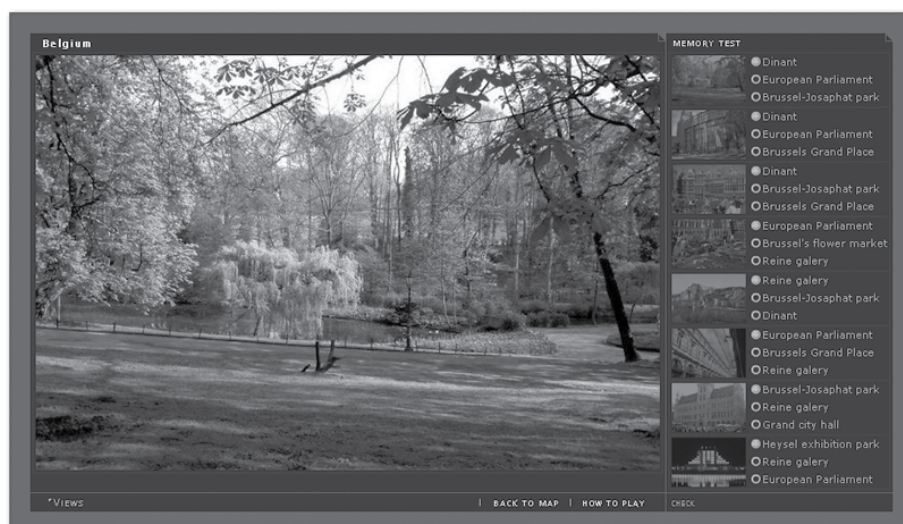
Putting into practice:

- This is an entertainment game with references to the classic game Super Mario. This game will be very interesting to most of the players. The game-player will be acquainted with the 30 human rights inscribed in the Universal Declaration of Human Rights. There is a trap-how much of the players will really learn these rights? This is an illustration of the fact that we know that our rights are protected by law. However, we don't know anything else about them, because we take them for granted and think they don't concern us, even when we have the possibility to learn more about them (for example, through the game Super Maria).

- It is very important that the participants try to enumerate the 30 human rights from the Universal Declaration of Human Rights on a flipchart. It is advisable that the work is done in groups.

INTERCULTURAL LEARNING

--- TRIP AROUND EUROPE ---



Title: *Trip around Europe*

Topic: Intercultural learning

Type: Memory game, puzzle

Size: Version 1.0:

.swf, 24.9MB

.exe, 25.7MB

Platform: PC, MAC

Playable online: Yes

Time: 10-15 min.

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Description:

The player starts a trip around Europe by clicking on a random country. The information about each country is arranged in various sections: cultural heritage; sights; nature; cuisine. Each category contains a slideshow of pictures with a description above. After the end of the slideshow the character has to make a memory test on the given information.

Educational goals:

- ∴ To provide interesting and useful information about different nationalities in attractive way;
- ∴ To promote respect and understanding of cultural difference.

Putting into practice:

- After the game is over, participants can be given pictures (as hand-outs) of the sights in the game Trip around Europe and they have to guess the right names of the places, without having to choose between several options. Thus they will check what they have actually learnt.

- Organize discussion on the following topics: If you have visited those places do you think you would have trouble with understanding local names? What does this show?

- Another scenario to play the game is to divide the participants into small groups (2 to 3

players). They can be asked to say something about particular country, which is not included in the game. The participants have to name at least 2 landmarks of this country.

---TRIP AROUND EUROPE 2---



Title: *Trip around Europe 2*

Topic: Intercultural learning

Type: Interactive puzzle

Size: Version 1.0:

.swf, 73.6MB

.exe, 74.4MB

Platform: PC, MAC

Playable online: Yes

Time: 5-10 min.

Description:

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The player starts a trip around Europe by clicking on a random country.

A video player appears on the screen so that the character could listen to folk songs from various countries with short video clips. After the end of the video clip the player has to make a memory test. This game provides an interesting point of view on cultural diversity by presenting some of the most valuable musical traditions of each nationality.

Educational goals:

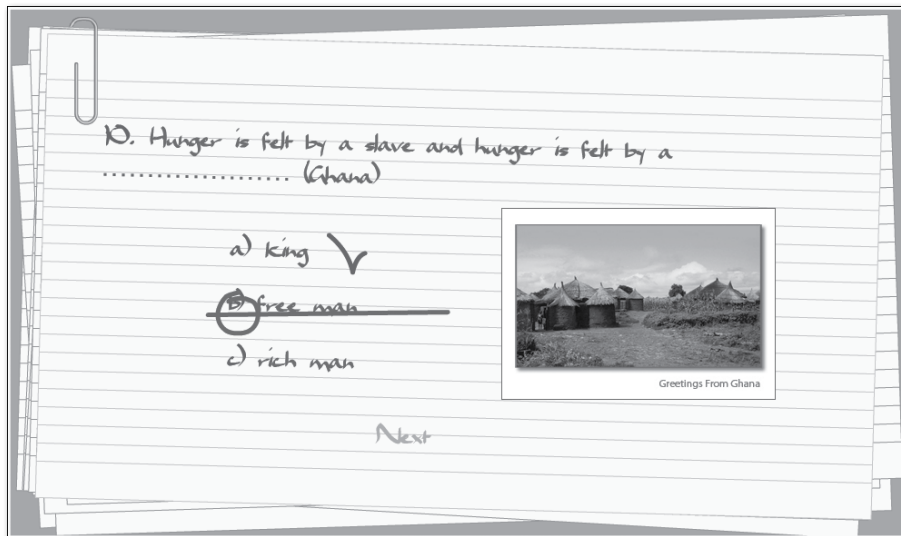
- :: To provoke interest and understanding of cultural difference.
- :: To widen the player's idea about cultural heritage.
- :: To provide visual and audio materials about different cultures.

Putting into practice:

- The game is about several countries in the European Union and their folklore. Participants can be asked to tell something about culture/ folklore/ of other countries, not presented by short films or music.

- You can ask participants questions like: "To what extent is cultural background important for the personal development of a European citizen?", "How can you interpret the phrase "United in diversity" and how it can be interpreted with a view to folklore and traditions of a nation?"

--- GUESS THE PROVERB ---



Title: *Guess the proverb*
Topic: Intercultural learning
Type: Quiz
Size: Version 1.0:
.swf, 1.55MB
.exe, 2.79MB
Platform: PC, MAC
Playable online: Yes
Time: 5-10 min.

Description:

This test is focused on one of the fundamental areas in youth work – intercultural learning. It provides interesting and useful information about various nationalities and cultures. The player could learn many curious facts about cultural peculiarities, customs, traditions and lifestyles of different nationalities, ethnic and religious groups through filling the gaps in the proverbs.

Educational goals:

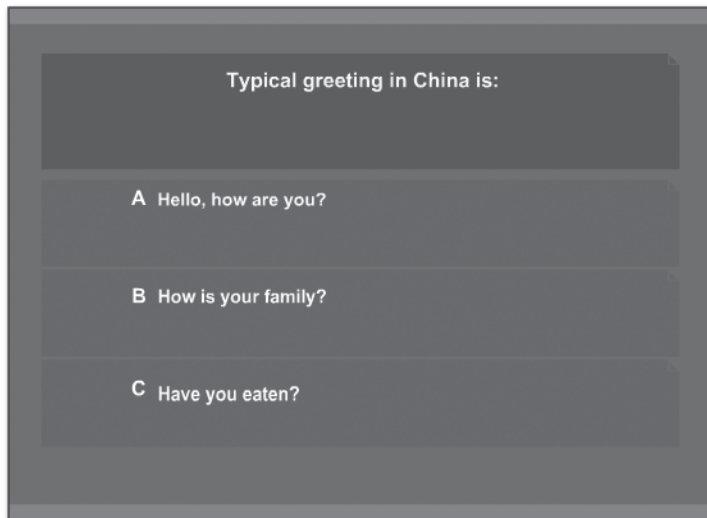
- :: To present various proverbs from many different countries.
- :: To provide interesting and useful information about various nationalities and cultures.

Putting into practice:

- This game will demonstrate that the wisdom of a nation gathered in its proverbs is valid for other nations too. In a multicultural society everyone can interact freely and use the experience of other nations.

- As a follow up of the game, you can ask each participant to give example of a proverb related to intercultural learning. All the proverbs can be written on a flipchart and discussed in plenary.

--- CULTURAL DIVERSITY TEST ---



Title: *Cultural diversity test*
Topic: Intercultural learning
Type: Quiz
Size: Version 1.0:
.swf, 45.6KB
.exe, 874KB
Platform: PC, MAC
Playable online: Yes
Time: 5-10 min.

Description:

This interactive test gives the player broadened information about cultural specifics, habits, and non-verbal communication within different countries. The test aims to help young people dealing with diverse backgrounds in the context of international youth projects.

Educational goals:

:: To show interesting habits of people from different nations.

Putting into practice:

- You can provoke a discussion on the following subjects: "Are you acquainted with cultural diversities that can be a barrier for the free communication with people from different ethnic groups and minorities? Give examples."

- Another subject of discussion could be: "Do you know that such questions are discussed in seminars and courses of business etiquette and diplomacy? Why are they considered to be so important? "

--- CULTURAL QUIZ ---



Title: Cultural quiz
Topic: Intercultural learning
Type: Quiz
Size: Version 1.0:
.swf, 100KB
.exe, 928KB
Platform: PC, MAC
Playable online: Yes
Time: 5-10 min.

Description:

This is an interactive test which emphasizes on different aspects of cultural identity. The test provides broadened information about visible and invisible elements of culture.

Educational goals:

To provoke reflection on the issue of cultural identity and the notion of culture.

- ⌘ To improve understanding of the elements of culture.
- ⌘ To deepen discussion and reach conclusions.

Putting into practice:

- The questions in this game prepare the participants to piece together a very complicated picture: the iceberg of the concept of culture (for details about this issue, please, have a look at the T-Kit Intercultural learning, available at www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit4/tkit4.pdf. At the beginning the questions might look strange and confusing, but this is what will catch the attention of the players.

--- YOUR CULTURAL IDENTITY ---



Title: *Your cultural identity*

Topic: Intercultural learning

Type: Puzzle

Size: Version 1.0:

.swf, 199KB

.exe, 1.43MB

Platform: PC, MAC

Playable online: Yes

Time: 5 min.

Description:

This is a game, where the player can test his/her knowledge about famous sights (buildings) in some European countries. After selecting a background (a famous building/sight from a country), the player should find the folk costume that refers to the same country. The aim of the game is to match the background with the corresponding folk costume.

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Educational goals:

- :: To learn more about cultural and historical traditions in other countries;
- :: To promote understanding of cultural differences;

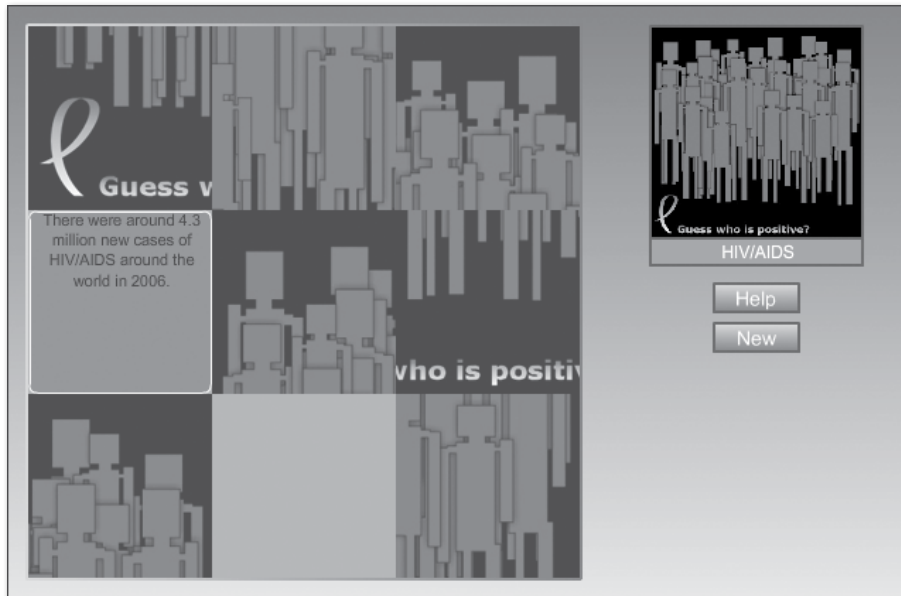
Putting into practice:

- This is an easy and relaxing game and can be played between discussions during a youth activity. The pictures can be printed and given to the participants as souvenirs from the seminar.

- Participants can try and give examples with other countries.

YOUTH INFORMATION

--- PUZZLE ---



Title: Puzzle
Topic: Health care
Optional Topics:
Any topic relevant to youth work
Type: Puzzle
Size: Version 1.0:
.swf, 382KB
.exe, 1.18MB
Platform: PC, MAC
Playable online: Yes
Time: 5-10 min.

Description:

Current topic: The player can choose between two topics: HIV/AIDS and Drugs prevention. You see a picture, divided into 9 sections with only 8 available tiles, which are mixed on random basis. The aim of the game is to arrange the picture correctly. Move tiles by using the empty section of the picture. When the picture is assembled, you see a window with interesting information on the topics of HIV/AIDS or Drugs prevention.

Optional Topics: Add your own theme (both picture and information related to it): Download the game in one of the 2 available versions and follow the instructions. You can add 8 themes! Go ahead!

Educational goals:

- :: To draw attention on the importance of prevention of drug abuse and HIV/AIDS;
- :: To provide interesting facts and statistics on HIV/AIDS and drug abuse and to provoke discussions on prevention.

Putting into practice:

- This game prepares participants for discussions on the puzzle topic

- Another option is to begin with discussions on the facts about drugs that are used in the game. Here are some sample questions: "What is your attitude towards people using

drugs? Do you think that there is any difference between heroin-addicts and people smoking marihuana for example? What does a drug-user mean? Do you know people using drugs? Why do they do this?

--- PUZZLE 2 ---



Title: *Puzzle 2*

Topic: Youth information

Type: Puzzle, quiz

Size: Version 1.0:

.swf, 183KB

.exe, 0.99MB

Platform: PC, MAC

Playable online: Yes

Time: 5-10 min.

Description:

This game is related to one of the principle areas in youth work – youth information. It includes an interactive test on the main aspects and objectives of the youth information.

Educational goals:

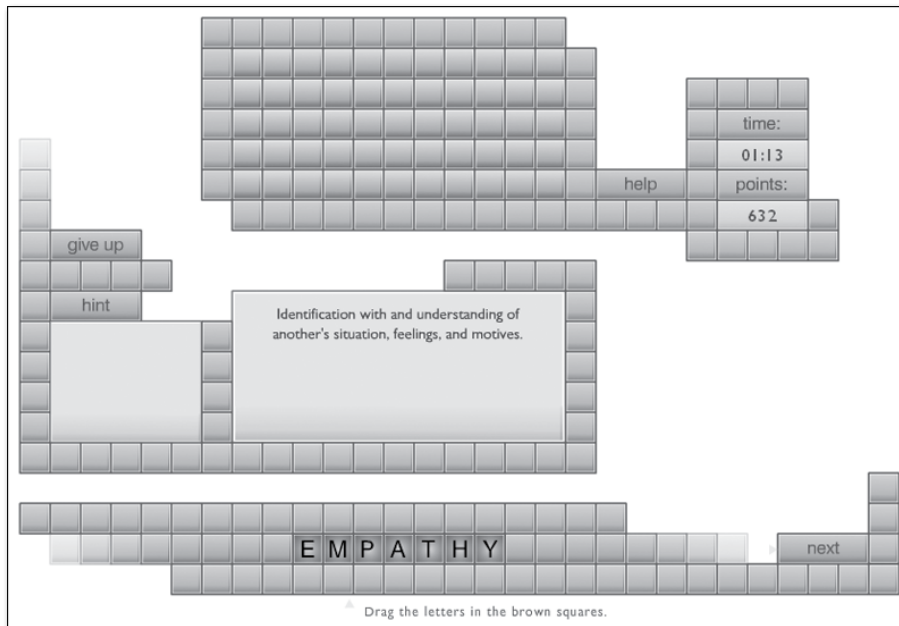
- ∴ To alert young people about the existence of a wide range of services, facilities and opportunities available to them.
- ∴ To encourage young people to use information sources as a basis of personal advancement.

Putting into practice:

- The goal of the questions in the puzzle is to explain what is the meaning of the term "Youth Information". After the game is over, ask participants to brainstorm about other topics, which in their opinion are part of the youth Information.

- You can continue the game with a discussion on the following questions: "What is the most important field of Youth Information for myself? How do I receive the information I need- Internet, Youth Information Centers, etc.:

--- SCRAMBLE ---



Title: *Scramble*

Topic: General youth information

Optional Topics:

Any topic relevant to youth work

Type: Quiz/puzzle

Size: Version 1.0:

.swf, 221KB

.exe, 1.44MB

Platform: PC, MAC

Playable online: Yes

Time: 15-20 min.

Description:

Current Topic: This is a classic scramble game, where the player has to arrange the mixed letters in order to find the right word. This game provokes the imagination of the player and enriches their knowledge in the field of intercultural education and human rights..

Optional Topics: Add your own words in the scramble. Download the game in one of the 2 available versions and follow the instructions! You can add as much words as you want! Go ahead!

Educational goals:

- :: To provide theoretical information about some aspects of youth information;
- :: To promote better understanding of some general issues related to cultural diversity.

Putting into practice:

- This game can be used as a competition between different teams. For this purpose the game should be screened and the two teams try to guess the word.

- Another interesting way to play the game is to make participants invent their own cross-word puzzle. This is very suitable if the subject of your discussion is different from the subject of the on-line game. There are instructions on the site that can help you make up your own scramble on a different subject and with different number of words. For more information, check the Make your own e-games section on the E-games resource center for youth workers, available at www.youth-egames.org.

YOUTH PROJECT MANAGEMENT

--- ARE YOU A GOOD MANAGER? ---



Title: *Are you a good manager?*

Topic: Youth project management

Type: Jump and run, quiz

Size: Version 1.0:

.swf, 32.9KB

.exe, 1.26KB

Platform: PC, MAC

Playable online: Yes

Time: 10-15 min.

Description:

This game defies the player to make decisions at each level of the process of youth project management. The character is a nice funny manikin that has to overcome difficulties and challenges at each stage. The game consists of 6 phases with 3 questions. The player has to solve various problems in order to move forward. In the end of the game the youngster will receive an assessment of their achievement and management skills.

Educational goals:

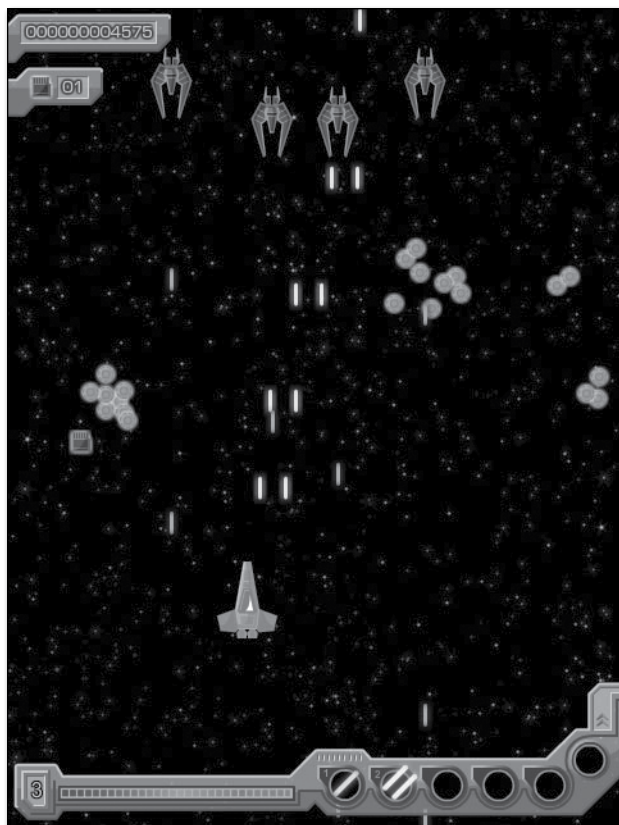
- ∴ To provide information about the main phases of the Youth project management: Defining and planning, Fundraising, Project implementation, Dissemination, Evaluation and Reporting;
- ∴ To display eventual weaknesses and strengths in youth project management;
- ∴ To tolerate improve leadership and management skills.

Putting into practice:

- After the game is over, you can ask participants comment on the following question: "Are there any questions in the game that show what must be the qualities of the good manager?"
- Another interesting subject for discussion could be: "Give examples from your personal life in which you have managed your own projects (school initiatives, university projects, charity campaigns)?".

- When the game is over, you can gather all participants and make them revise the phases of the project cycle, as well as the basic characteristics of each of the phases (what is it about, what are the activities that must be committed). Put the information down on a flipchart.

--- WIN THE PROJECT ---



Title: *Win the project*

Topic: Youth project management

Type: Shooter, quiz

Size: Version 1.0:

.swf, 293KB

.exe, 1.52MB

Platform: PC, MAC

Playable online: Yes

Time: 25-30 min.

Description:

In this game, the player is a pilot of a spaceship. His task is to bring back to Earth the information about the project „Map of the Black Substance in the Universe“, which has been stolen from extraterrestrials. The pilot should gather as much pieces of information as possible in each of the 4 Levels of the games. At the end of each level, he should decide which pieces of the obtained information to keep for the purposes of successful completion of the mission. Eliminate as many aliens as possible

in order to get higher score and finally, get back all information about the stolen project.

Educational goals:

- :: To develop key skills required in the project management process – creativity, capacity to assess and prioritize items by level of importance;
- :: To learn about project management specifics and significance of overcoming problems and acting properly in difficult situations;
- :: To take advantage of resources and act on time;

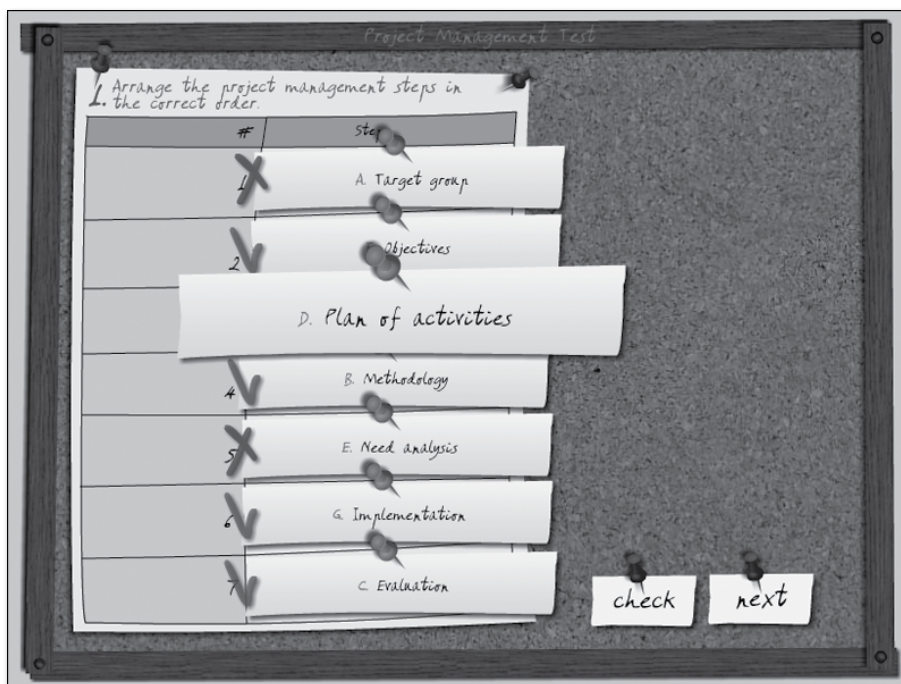
Putting into practice:

- When the game is over, each participant can give their own definition of management (Management, at its basic, can be defined as, ensuring a project makes the most effective and efficient use of resources in order to achieve agreed objectives). After that you can initiate a discussion on the definitions, provided by each participant.

-An interesting question for discussion could be: “Do you think that management can be interesting? How can you achieve it?”

- Draw special attention to the importance of prioritizing. You could ask participants to give example from their everyday life, where they have prioritized several different tasks. Let them explain how they took the decision and what helped them decide.

--- PROJECT MANAGEMENT TEST ---



Title: *Project Management Test*
Topic: Youth project management
Type: Quiz
Size: Version 1.0:
.swf, 105KB
.exe, 933KB
Platform: PC, MAC
Playable online: Yes
Time: 5-10 min.

Description:

This game tests player's knowledge on key issues related to project management. Questions are focused on practical aspects in the process of managing youth projects – some detail about needs analysis, target groups, methodology. Drag the answers to their right places. The player can proceed to the next question only if the previous one is solved properly.

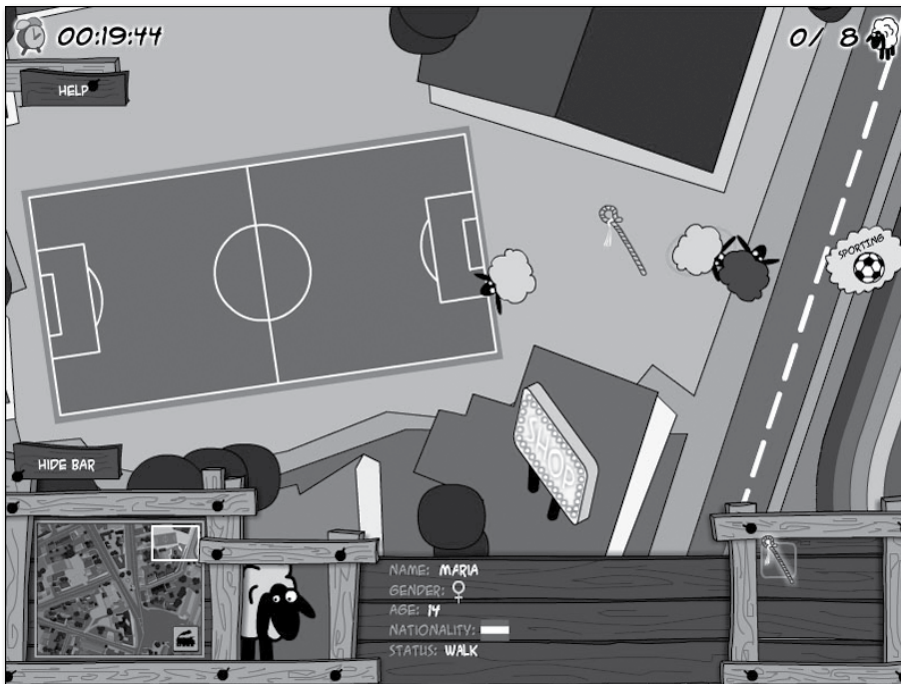
Educational goals:

- ∴ To test the level of knowledge acquired in the frame of a training course or other type of youth activity;
- ∴ To improve the management skills of the player.

Putting into practice:

- Initiate discussions on the following topics: "Project management is the process of turning the idea into reality. Do you believe that if you have management skills that will help you in your personal life as well? Provide examples."
- Pay special attention to the steps in the project management process. When the game is over, gather all the participants and make them put on a flipchart the main steps in the project management. You can provoke them by changing the place of some steps, for instance "needs analysis" and "objectives". Make them reach the correct answer by themselves.

--- LeaderSheep ---



Title: *LeaderSheep*
Topic: Youth project management
Type: Real-time strategy
Size: Version 1.0: .swf, 450KB
.exe, 1.24MB
Platform: PC, MAC
Playable online: Yes
Time: 15-20 min.

Description:

In this game you are the shepherd who has to guide 8 sheep through the town and take them to the train station. However, this is not an easy task. Each sheep represents a youngster (a boy or a girl) that has different interests and it is not easy task to look after all of them. You have to take in mind their individualities and prevent them from dangerous situations like street fight, smoking. You will see how difficult is to manage and guide young people with different interests, how challenging and responsible is the work of the youth worker and youth leader.

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Educational goals:

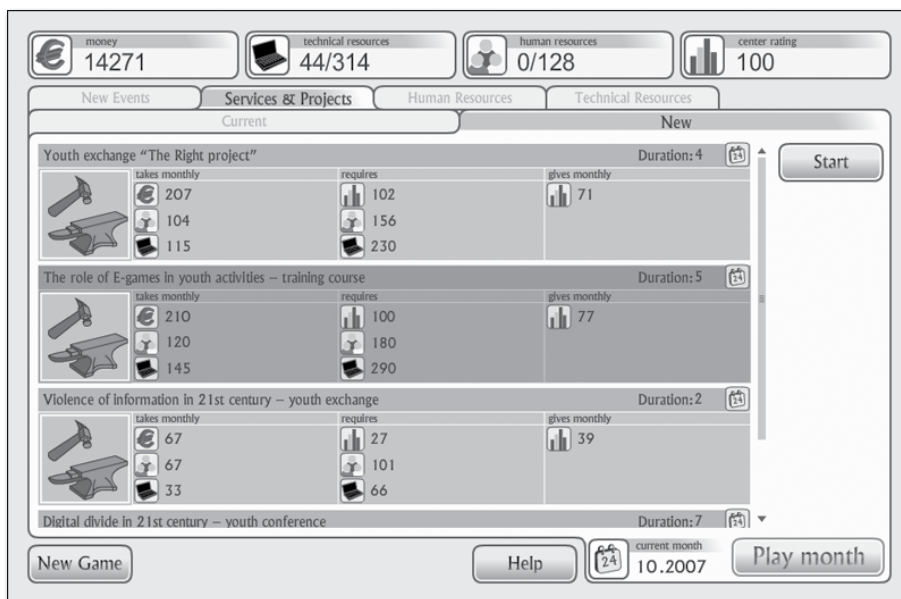
- ∴ To develop key skills required in the project management– capacity to demonstrate leadership and prioritize items by level of importance;
- ∴ To acquaint with aspects of project management related to managing people and importance of teamwork. To learn more about interests of young people and think how to prevent some unwilling situations;

Putting into practice:

- This is a very interesting game, which will offer the participants a lot of fun and entertainment. It can be suitable after more serious activities, such as lectures or activities, requiring concentration. Initiate a discussion on the situations presented in the game. Do participants like them? Do the included situations exhaust the subject of the game?

- When the game is over, participants can comment on some questions, such as: "Do you agree with the statement that the leadership is a hard activity?"

--- YOUTH CENTER SIMULATOR ---



Title: *Youth Center Simulator*

Topic: Youth project management

Type: Real-time strategy

Size: Version 1.0:
.swf, 100KB
.exe, 928KB

Platform: PC, MAC

Playable online: Yes

Time: 60-90 min.

Description:

This is a simulation game where the player has to develop a youth center. He's got a certain amount of money, employees and events to organize. The player has to manage the center well so that it can progress.

Playing the game you can learn more about how to manage projects.

Educational goals:

- :: What can a youth center offer?
- :: What can be the difficulties?
- :: What are the rules of resources management?

Putting into practice:

- It is recommendable to play this game in groups.

- When the game is over, participant can be asked to create a script for their own game, following the example of Youth Center Simulator or to try to further develop the script that already exists in the game. The goal of this task is to make youngsters think about the problems that can arise in the simultaneous management of projects and people.

- Pay special attention to the team work, especially to the right choice of people. Provoke participants with questions such as: "Why don't we invest in modern technology instead of employing a person, whose work can be done by a computer?", for example.

2. Workshops Scenarios

2.1 Typical youth events with workshops

There are number of different format youth events. They could involve kids, lower age teens or mature teens. They could be local, national or international. The events could be organized by small youth organizations, big youth centers or international youth organizations.

The events organized in the frame of the Youth in action programme (former Youth programme) are mostly youth exchanges, youth seminars or youth training courses. Sometimes study visits or big youth conferences could be organized as well. Because of the non-formal methods of training applied in the youth activities workshops are quite important part of each exchange or training course. During the workshops the youth exchange members could be involved more interactively in the training activities and could participate more intensively in the training process.

2.2 How to plan workshops using “E-games: Empowering youth work” project games?

The proposed training games are useful for activities exploring one of the games main topics- human rights, intercultural learning, youth project management or youth information. These training games are suitable for teens in wide age range. The games usage is quite easy and the interface is user-friendly. Of course, the workshops should be planned in advance in order to achieve better educational results. There are several steps usually necessary to plan some youth workshop.

1. Clarify the place of the workshop in the whole programme. Do participants need some basic knowledge about the theme (human rights, intercultural learning etc.) in advance? In case yes, may be some input lectures or introductions could precede the workshop. Also, there should enough time allocated for the workshop and also time left for breaks, if the workshop is too long;

2. Clarify the place and technical requirements for the workshop. Usually, the requirements are quite simple, you just need a computer hall with Internet. But, in order to avoid the noise while playing you will need phone sets for each computer. It is suggestible to have as much computers as the users but it may happen that 2 users are using one computer. Also, for the trainer/teacher presentation you may need beam projector connected to one of the computers. It is advisable to check the computers and the Internet speed connection in advance. Most of the games are platform independent so you could play them via Internet on PC or Apple or other computers. But it may happen that some of the games work properly only on a PC with Windows and Flash installed. For the mobile game you have to use the mobile phones of the participants but the phones should have

Java installed (it is usually installed in all modern phones).

3. Prepare the trainees for the workshop. Youth exchanges are usually involving people with different knowledge of using computers and Internet. Although most of the youngsters are fluent in using the net and computers it may happen that someone is not so familiar. In such cases the beginner could sit with someone else in front of one computer and receive some help while playing. The language barrier has also to be considered. The model games (proposed by E-games: Empowering youth work project) are in English. So, they could be applied in the events where the working language is English or participants know basics of the English. Some games could be easily adapted to other languages and texts could be translated. But it needs some preparation before the event.

4. Trainer preparation for the workshop. The trainers should know how to play the games in details and the specifics of the games. This will need some time to explore the games before the workshop. It is good if the games work under the particular operating system, if Flash is installed (for the Flash games). Most of the proposed games are not pretentious in terms of computers technical requirements but some advance testing is recommended. If the trainer is not familiar with the current hall equipment the technician could be asked to assist, if necessary.

Also, the trainers should carefully plan the timing and to prepare the intro and follow up activities. To achieve better educational results, usually, the workshop should have to intro about the tasks assigned to the users and after playing the games to have followed discussion.

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2.3 Examples of workshops

Here are some short examples how to execute a workshop with youth e-games. We suppose that all the workshop preparations (mentioned above) are considered.

Example 1 Workshop about youth project management with "Leader-Sheep" game.

- *Duration:* Approximately 90 min.
- *Users requirements:* Suitable for training courses including between 5 and 30 young people. The users should have just very basic skills in using computers.
- *Technical requirements:* hall with computers connected to Internet; if needed, beam projector for the trainer/lecturer;
- *Warming up (10 minutes):* The trainer could briefly explain the leadership phenomena and importance in the youth activities. It is suggestible not to enter into details

and leave the details for the following discussion;

- *Tasks and timing explanations (5 minutes)*: The trainer has to explain briefly how the trainees could start the games, how to play it and how much time they have for playing; If there are not enough computers for each trainee, 2-3 trainees could be placed in front of one computer; For example, the trainer could give 30-45 min for playing the LeaderSheep game.

- *Assistance during the playing (30-45 minutes)*: It is important that everybody starts the game properly. If some users feel difficulties in starting the games, the trainer should help them to enter the game and, if necessary, assist them how to navigate during the game. Usually, after some minutes all the users will know how to start and navigate and will not need help. It is also important to encourage the trainees to explore different situations in the game and enter those situations. For example, to walk in different streets, to interact with local sheep, allow some sheep to enter the shop etc. Ask the players to explore carefully what is happening in such situations. In case the trainees have not succeeded during the first try to lead all the sheep into the train, they could restart the game and play again. Remind the trainers after 30-45 min that they time for playing finished and ask them to close the game.

- *Discussion after playing (30 minutes)*: For beginning, ask the trainees to share their feelings and to tell about different situations they entered when playing the game. Facilitate them to think why such situations have been involved in the game. What is happen after some sheep enters some situation? Ask them to explain why the leader needs different instruments like dog, staff etc. Why we have different sheep – black sheep, local (brown) sheep, how they react? Let the users to share how they managed the time in order to fit in the time limits.

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After discussing the game characters, situations and consequences after entering such situations facilitate the users to analyze what kind of problems the young leader could face when working in a team. Why the time, situation management, resources/tools usage planning is important? Facilitate them to share interesting situations from the real youth leadership cases.

Example 2

Workshop about project management with “**Youth center simulator**” game.

- *Duration*: Approximately 90 min.
- *Users requirements*: Suitable for training courses including between 5 and 30 young people. The users should have just very basic skills in using computers.
- *Technical requirements*: hall with computers connected to Internet; if needed, beam projector for the trainer/lecturer;

- *Warming up (10 minutes)*: The trainer could briefly explain the management main aspects – human resources, technical resources etc. Also, the relation between activities and resources planning. The trainer could also overview the game aim. It is not necessary to enter into details.

- *Tasks and timing explanations (5 minutes)*: The trainer has to explain briefly how the trainees could start the games, how to play it and how much time they have for playing; If there are not enough computers for each trainee, 2-3 trainees could be placed in front of one computer; For example, the trainer could give 30-45 min for playing the Youth center simulator game.

- *Assistance during the playing (30-45 minutes)*: Similar to example 1 it is important that all the users could start the game without any problems. If necessary, the trainer should assist in the beginning. Facilitate the users to explore different cases- to hire different people, to buy different level of resources etc. Remind the trainers after 30-45 min that their time for playing finished and ask them to close the game.

- *Discussion after playing (30 minutes)*: Ask the trainees to share how they played the game and what kind of decisions they made in relation to the resources. Facilitate them to share their considerations when choosing different resources- technical resources, staff etc. Ask them to explain why they have chosen certain sequence of actions.

After discussing their game results facilitate the trainees to discuss the main aspects of the youth projects management and main resources to concern. Ask them to share their opinion about the importance of different kind of resources- human resources, technical resources and financial resources.

SECTION 4:

resources

Here are some useful resources and links, where you can go deeper and access additional information on the topics of:

Typical areas of youth work

Presentation of key international documents, institutions and training materials on the topics of:

- Human rights
- Intercultural learning
- Youth information
- Youth project management

E-games theory and practice

Additional information on serious games. Examples of other educational e-games.

All resources are available on the E-games resource center for youth workers, under the section Resources, www.youth-egames.org

HUMAN RIGHTS

Key international documents

:: Universal Declaration of Human Rights
<http://www.un.org/Overview/rights.html>

:: The European Social Charter
http://www.coe.int/T/E/Human_Rights/Esc/

:: European Convention for Human Rights and Fundamental Freedoms (ECHR)
<http://conventions.coe.int/>

:: International Convention on the Elimination of All Forms of Racial Discrimination
<http://www.ohchr.org/english/law/cerd.htm>

:: International Covenant on Civil and Political Rights (1966)
<http://www.ohchr.org/english/law/pdf/ccpr.pdf>

:: International Covenant on Economic, Social and Cultural Rights (1966)
<http://www.ohchr.org/english/law/cescr.htm>

:: Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984)
<http://www.ohchr.org/english/law/cat.htm>

Institutions and organizations

:: European Court of Human Rights (EctHR)
<http://www.echr.coe.int/echr>

:: Council of Europe Human Rights web site
http://www.coe.int/T/E/Human_rights/

:: The Council of Europe's Commissioner for Human Rights
http://www.coe.int/t/commissioner/default_EN.asp

:: United Nations High Commissioner for Human Rights
<http://www.ohchr.org/english/>

Education on human rights

:: Manual on Human Rights COMPASS
<http://eycb.coe.int/compass/>

:: European Youth Campaign on Diversity, Human Rights and Participation
"All different, all equal"- Education pack
<http://www.alldifferent-allequal.info/>

All resources are available on the E-games resource center for youth workers, under the section Resources, www.youth-egames.org

INTERCULTURAL LEARNING

Key international documents

:: UNESCO Universal Declaration on Cultural Diversity
http://portal.unesco.org/en/ev.php-URL_ID=20996&URL_DO=DO_TOPIC&URL_SECTION=201.html

:: Declaration of the Council of Ministers on Anti-Racism
http://ec.europa.eu/youth/whitepaper/download/st09405.en04_en.pdf

:: International Convention on the Elimination of All Forms of Racial Discrimination
http://www.unhchr.ch/html/menu3/b/d_icerd.htm

:: United Nations Declaration on the Elimination of All Forms of Racial Discrimination (1963)
<http://www.unhchr.ch/html/menu3/b/9.htm>

Institutions and organizations

:: European Federation for Intercultural Learning (EFIL)
<http://efil.afs.org/>

:: European Cultural Foundation
<http://grundtvig.euproject.net/go.cfm?PagelId=4526>

:: European Commission's website for the Youth Programme
http://ec.europa.eu/youth/program/index_en.html

:: United for Intercultural Action (including European Week Against Racism site)
<http://www.unitedagainstracism.org/>

Education on intercultural learning

:: European youth campaign against racism, xenophobia, anti-semitism and intolerance "ALL different, all equal" - Education pack
<http://www.alldifferent-allequal.info/>

:: Training Kit for trainers and other youth dealing with intercultural issues
<http://www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit4/index.html>

:: SALTO-YOUTH Cultural Diversity Resource Center
<http://www.salto-youth.net/diversity/>

:: Effective and sensitive intercultural communication
http://www.salto-youth.net/download/973/SALTO%20booklet_new.pdf

:: A guide to European diversity @ www.salto-youth.net (.pdf, 916KB)
<http://www.salto-youth.net/download/1160/Booklet.pdf>

:: Ideas for inclusion and diversity @ www.salto-youth.net (.pdf, 5.19MB)
<http://www.salto-youth.net/download/1050/IDbookletA4.pdf>

All resources are available on the E-games resource center for youth workers, under the section Resources, www.youth-egames.org

YOUTH INFORMATION

Documents and books

:: European youth information charter
<http://www.eryica.org/WebPortal/DesktopDefault.aspx?Alias=Rainbow&TabID=33&Lang=en>

:: White Paper on Youth
http://ec.europa.eu/youth/whitepaper/index_en.html

:: Training kits for youth workers
http://www.training-youth.net/INTEGRATION/TY/Publications/T_Kits.html

:: Data-base with youth information resources, SCAS
<http://www.euronetyouth.org>

Useful information for young people, organized into the following categories:

- Institutions
- Programs
- Organizations and networks
- Educational opportunities
- Career development

All resources are available on the E-games resource center for youth workers, under the section Resources, www.youth-egames.org

YOUTH PROJECT MANAGEMENT

Education on project management

:: Training Kit "Project management"

<http://www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit3/index.html>

:: Training kit "Organizational management"

<http://www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit1/index.html>

:: Coaching guide for youth participation and initiatives

<http://www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit1/index.html>

:: Virtual Career Center, SCAS

<http://www.careercenteronline.org>

All resources are available on the E-games resource center for youth workers, under the section Resources, www.youth-egames.org

E-GAMES THEORY AND PRACTICE

Links to some theory on serious/non-entertainment educational e-games:

:: Serious games

<http://www.seriousgames.org/index2.html>

:: Social Impact Games

<http://www.socialimpactgames.com/user.php>

Links to other educational games:

:: EU Funding game

<http://youth.tearfund.org/make+poverty+history/water+game>

:: Exchanging Cultures (EC) Game

http://interactive.usc.edu/members/jmfernandez/2006/02/exchanging_cultures_ec_game.html

:: Nobel prize - Educational games

<http://www.gamesforchange.org/>

:: Peacemaker game

http://nobelprize.org/educational_games/

:: Re-mission - Interactive, online community for teens and young adults who suffer cancer

<http://www.re-mission.net/>

:: The Big Myth

<http://mythicjourneys.org/bigmyth/>

:: Tolerance game

http://www.tolerance.org/news/article_tol.jsp?id=1228

:: Youth virtual community

<http://www.willinteractive.com/>

SECTION 5: glossary

HUMAN RIGHTS

The basic rights and freedoms to which all humans are entitled.

Citizenship - (Active) citizenship stands for an active participation of citizens in the economic, social, cultural and political fields of life. In the youth field much emphasis is on learning the necessary competences through voluntary activities. The aim is not only to improve the knowledge, but also motivation, skills and practical experience to be an active citizen.

Civil society - Civil society refers to the arena of unforced collective action around shared interests, purposes and values. In principle, its institutional forms are distinct from those of the state, family and market. Often civil society is understood as a "third sector", while the state is "the second sector" and business "the first sector". Civil society actors include non-governmental organisations, citizen advocacy organizations, professional associations, faith-based organizations, and trade unions, which give voice to various sectors of society and enrich public participation in democracies.

Tolerance - Recognizing and respecting the beliefs or practices of others.

Intolerance - A lack of respect for practices or beliefs other than ones own. This is shown when someone is not willing to let other people act in a different way or hold different opinions from themselves. Intolerance can mean that people are excluded or rejected because of their religious beliefs, their sexuality, or even their clothes and hairstyle.

Xenophobia - Comes from a Greek word meaning "fear of the foreigner". Similar to discrimination and racism, xenophobia feeds on stereotypes and prejudices, though it has its origin in the insecurity and the fear projected onto "the other". This fear of the other is often translated into rejection, hostility or violence against people from other countries or belonging to minorities.

Anti-semitism - Hostility toward or prejudice against Jews or Judaism.

Genocide - The systematic and planned extermination of an entire national, racial, political, or ethnic group.

INTERCULTURAL LEARNING

The process of becoming more aware of and better understanding one's own culture and other cultures around the world. The aim of intercultural learning is to increase international and cross-cultural tolerance and understanding. The learning process itself is constant movement of cultural awareness.

Global education - A type of education that encourages people to 'think globally and act locally'; it deals with common human values, human rights, ecology, resource distribution and development."

Culture - The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. Intellectual and artistic activity and the works produced by it.

Identity - The (feeling of) identity of a group or culture, or of an individual as far as she/he is influenced by her/his belonging to a group or culture. Common habits, characteristics, ideas may be clear markers of a shared cultural identity, but essentially it is determined by difference: we feel we belong to a group, and a group defines itself as a group, by noticing and highlighting differences with other groups and cultures.

Multicultural society - Different cultures, national, ethnic, religious groups all living within the same territory BUT not necessarily coming into contact with each other. Minorities may be tolerated passively, but not accepted or valued. Even in cases where there are legal rights, designed to stop discrimination, the law may not be enforced uniformly.

Intercultural society - Different cultures, national groups, etc. Living together within a territory, maintain open relations of interaction, exchange and mutual recognition of their own and respective values and ways of life. We are talking then about a process of active tolerance and the maintenance of equitable relations where everyone has the same importance, where there are no superiors or inferiors, better or worse people.

Stereotypes - Assumed characteristics based on a large group of individuals, whose beliefs, habits, and actions are perceived to be similar.

Ethnocentrism - Belief in the superiority of one's own ethnic group. "Ethnocentrism" is a commonly used word in circles where ethnicity, inter-ethnic relations, and similar social issues are of concern. The usual definition of the term is "thinking one's own group's ways are superior to others" or "judging other groups as inferior to one's own". "Ethnic" refers to cultural heritage, and "centrism" refers to the central starting point... so "ethnocentrism" basically refers to judging other groups from our own cultural point of view.

YOUTH INFORMATION

is an educational process which aims to empower young people to make informed decisions and positive life choices.

Young people are persons 13 – 30 years old (for the purposes of European youth policies this age is used both by the European Commission and Council of Europe).

Young people with fewer opportunities - Young people with fewer opportunities are young people from a less-privileged cultural, geographical or socio-economic background, or with disabilities.

Youth policy - The purpose of youth policy is to create conditions for learning, opportunity and experience which ensure and enable young people to develop the knowledge, skills and competences to be actors of democracy and to integrate into society, in particular playing active part in both civil society and the labour market. The key measures of youth policies are to promote citizenship learning and the integrated policy approach.

National (YOUTH) agencies - National agencies are structures established by the national authorities in each YOUTH Programme country in order to assist the European Commission with management and to assume responsibility for implementation of most of the YOUTH Programme (now it is called Youth in action programme).

White Paper - Generally speaking, "white papers" are policy documents containing background information and proposals for action in a specific political area.

Voluntary activities - Voluntary activities are understood as comprising all kinds of voluntary engagement. They are characterized by the following aspects: open to all, unpaid, undertaken of own free will, educational (non-formal learning aspect), and added social value.

Voluntary service - Voluntary service is understood as being part of voluntary activities and is characterized by the following additional aspects: fixed period (no matter if short or long-term), clear objectives, contents and tasks, structure and framework, appropriate support, legal and social protection.

Participation - "Participation is not an aim in itself, but an approach to becoming active citizen participation as a means of 'taking an active role both in the development of one's own environment and in European co-operation' "(CDEJ 1997:7).

Empowerment - Empowerment is helping people to help themselves.

Formal learning - Formal learning is purposive learning that takes place in a distinct and institutionalised environment specifically designed for teaching/training and

learning, which is staffed by learning facilitators who are specifically qualified for the sector, level and subject concerned and which usually serves a specified category of learners. Learning aims are almost always externally set, learning progress is usually monitored and assessed, and learning outcomes are usually recognised by certificates or diplomas.

Informal learning - Informal learning from the learner's standpoint at least, this is non-purposive learning which takes place in everyday life contexts in the family, at work, during leisure and in the community. It does have outcomes, but these are seldom recorded, virtually never certified and are typically neither immediately visible for the learner nor do they count in themselves for education, training or employment purposes. APEL systems are one way in which the outcomes of such learning can be made more visible and hence open to greater recognition.

E-learning - The term e-learning is most frequently used to refer to computer-base training which incorporates technologies that support interactivity. E-learning is an approach to facilitate and enhance learning through, and based on, both computer and communication technology. Such devices can include personal computers, CD-ROMs, Digital Television, P.D.A.s and mobile phones. Communication technology enables the use of the Internet, email, discussion forums, collaborative software and team learning systems.

Learning outcomes - Learning outcomes are the results of a learning process, which may be expressed in a variety of ways.

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Brainstorming - Brainstorming is an organized approach for producing ideas by letting the mind think without interruption. The term was coined by Alex Osborn. Brainstorming can be done either individually or in a group. The key to brainstorming is not to interrupt the thought process. As ideas come to the mind, they are captured and stimulate the development of better ideas.

Youth trainers - Youth trainers are people who train others to work with young people, using non-formal methods, focusing on personal and social development and with an emphasis on fostering intercultural competence.

REF: Training-youth.net

Youth workers - Youth workers are people who work with young people in a wide variety of non-formal and informal contexts, typically focusing on personal and social development through one-to-one relationships and in group-based activities. Being learning facilitators may be their main task, but it is at least as likely that youth workers take a social pedagogic or directly social work based approach. In many cases, these roles and functions are combined with each other.

REF: Training-youth.net

YOUTH

PROJECT MANAGEMENT

means organizing and managing resources (e.g. people) in such a way that the project is completed within defined scope, quality, time and cost constraints.

Project - A plan or proposal; a scheme. To throw forward. Every project includes some context analyses, aims definition, work-programme, testing/valorization of the results, dissemination strategy and, if needed, risk-management strategy. Youth projects have a lot of specifics in relation to the target group and activities.

Team - A group assembled for a specific common purpose. Project team usually includes the team leader, experts (internal or external) and administrators (for the office management, accounting etc.). Youth project teams are usually including both young people and youth workers.

Teamwork - Cooperative effort by the members of a group or team to achieve a common goal.

Co-management - refers to a model of youth participation practiced in the Council of Europe Youth sector. Representatives of both the governments and the young people decide together on the priorities, main budget envelopes, implementation of the work priorities and on the allocation of the resources of the youth activities of the Youth sector.
REF: Training-youth.net

Skill - Skill means having the knowledge and experience needed to perform a specific task or job – someone who has learned what to do (possesses the knowledge) and how to do it (can transfer the knowledge into real practice), which also means that someone else can observe the skill in action.
REF: Training-youth.net

Validation - The overall aim of validation is to make visible and value the full range of qualifications and competences held by an individual, irrespective of where these have been acquired. The purpose of this validation may be formative (supporting an ongoing learning process) as well as summative (aiming at certification).
REF: Training-youth.net

EDUCATIONAL GAME

one designed for learning, is a subset of both play and fun. It is a melding of educational content, learning principles, and computer games (Prensky, 2001). Digital game-based learning is organized to provide both education and pleasure.

Another term used by researchers is Serious Games. A serious game is a type of computer game that is usually a simulation of real-world events or processes. (Wikipedia, 2005). Serious games use game-like elements to provide education and training in a pleasurable experience.

Game development - The process by which a game is produced, starting from the idea and finishing with the testing and implementation. Today this term refers to the development of all the variety of electronic games - computer-based, console games, mobile games etc.

Game - A competitive activity or sport in which players contend with each other according to a set of rules. An activity providing entertainment or amusement.

Electronic game - A device or computer program that provides entertainment by challenging a person's eye-hand coordination or mental abilities. The games may be contested among several players, or an individual may engage in a test of skill against the computer. Some Internet-based games involve thousands of individuals interacting with each other in ongoing, open-ended play.

Non-entertainment games - Games that get people actively involved in learning.

Script - A script is a document describing the narrative and dialogue of a play, film, TV-series' episode or game in detail. It is written by a scriptwriter.

Storyboard - A sequence of images and annotations for a cartoon, animation or video drawn on paper or rendered in the computer. Storyboards are previews of the final version and typically contain mockups rather than final art and images.

Script breakdown - A script breakdown is an intermediate step in the production of a play, film, comic book, or any other work that is originally planned using a script.

Blog - A blog is a website in which items are posted on a regular basis and displayed in reverse chronological order. The term blog is shortened from a weblog or web log. Authoring a blog, maintaining a blog or adding an article to an existing blog is called "blogging". Individual articles on a blog are called "blog posts", "posts" or "entries". A person who posts these entries is called a "blogger".

Virtual community - An online community is a group of people communicating

or interacting with each other by means of information technologies, typically the Internet, rather than face to face.

Multiplatform - If a software program is developed for multiple operating systems, it is considered to be "multiplatform".

Game Engine - a game engine is the core software component of a computer video game or other interactive application with real-time graphics. It provides the underlying technologies, simplifies development, and often enables the game to run on multiple platforms such as game consoles and desktop operating systems such as Linux, Mac OS X, and Microsoft Windows.

Database - In computer science, a database is a structured collection of records or data that is stored in a computer system so that a computer program or person using a query language can consult it to answer queries. The records retrieved in answer to queries are information that can be used to make decisions.

Scripting language - Scripting languages are computer programming languages that are typically interpreted and can be typed directly from a keyboard. Thus, scripts are often distinguished from programs, because programs are converted permanently into binary executable files (i.e., zeros and ones) before they are run (There are some interpreters which convert the script into some suitable binary form, for efficiency reasons, but this is transparent to the user). Scripts remain in their original form and are interpreted command-by-command each time they are run.

Authoring System - The research "Intelligent tutoring system" research community use the term Authoring Systems to refer to computer based system that allow non-programmers (generally) to create (ie. author) content for an intelligent tutoring systems.

Visual Language - Any programming language that allows the user to specify a program in a two-(or more)-dimensional way. Conventional textual languages are not considered two-dimensional since the compiler or interpreter processes them as one-dimensional streams of characters. A VPL allows programming with visual expressions - spatial arrangements of textual and graphical symbols.

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 - :: JFSB - *Germany*
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