TRAIN THE TRAINER
EDUCATIONAL MATERIAL

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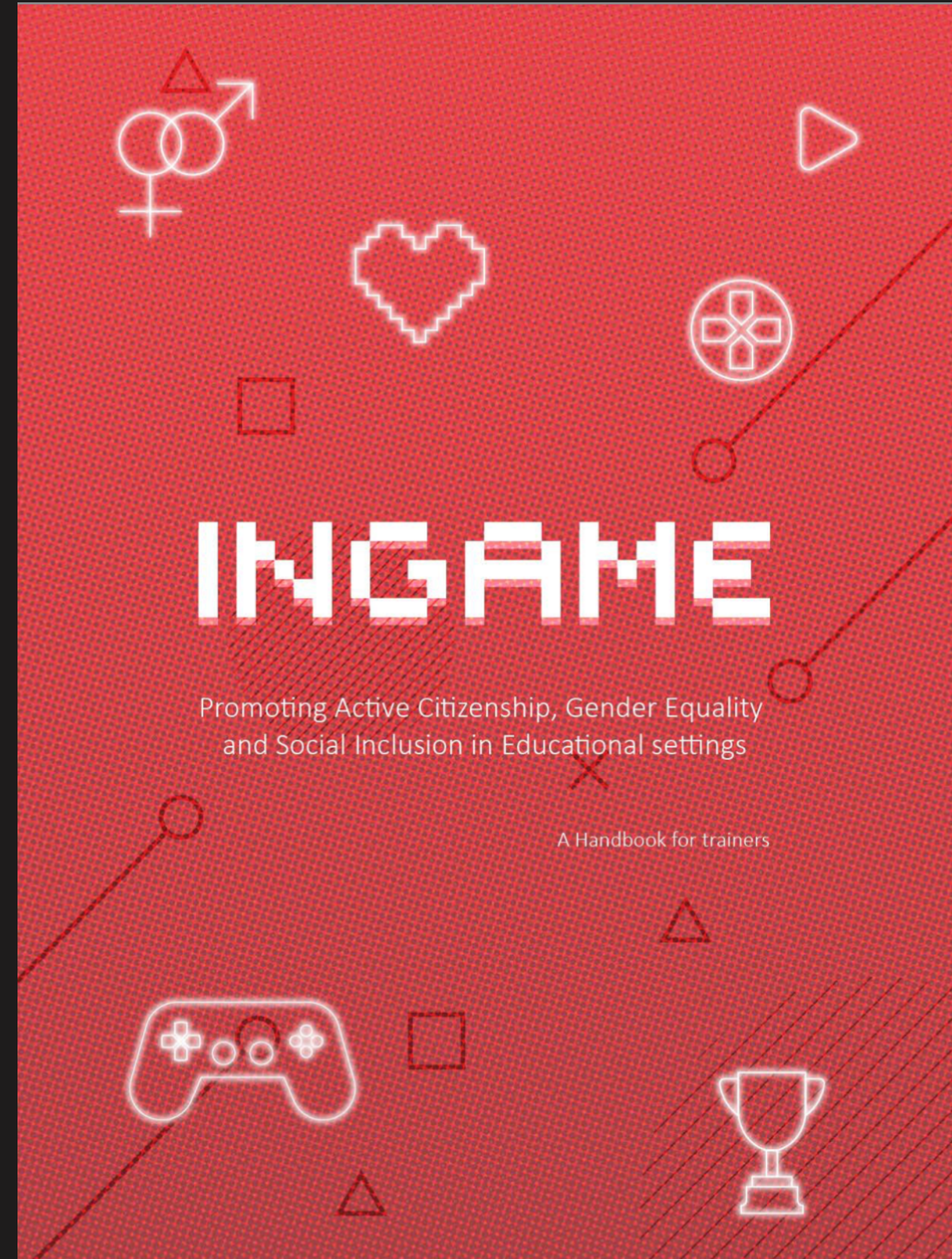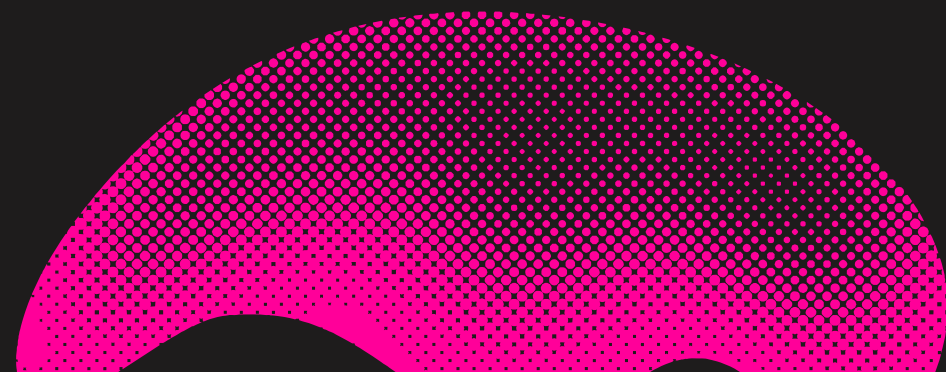
INGAME

Gaming for Social Inclusion and Civic Participation

Promoting Active Citizenship, Gender Equality and
Social Inclusion in Educational Settings

A handbook for trainers

INGAME

Promoting Active Citizenship, Gender Equality
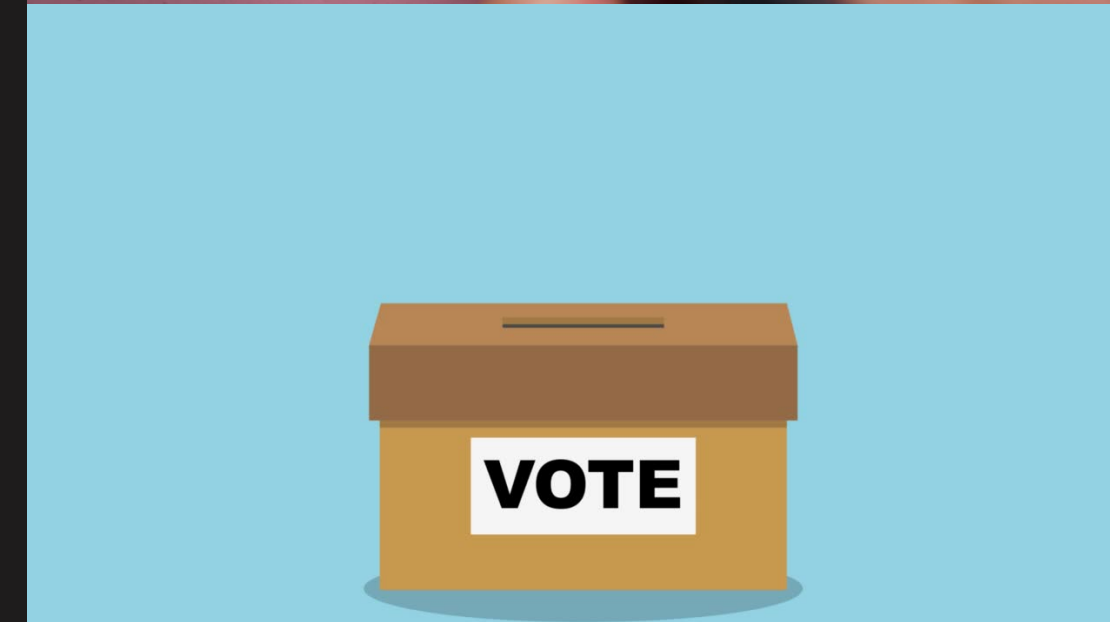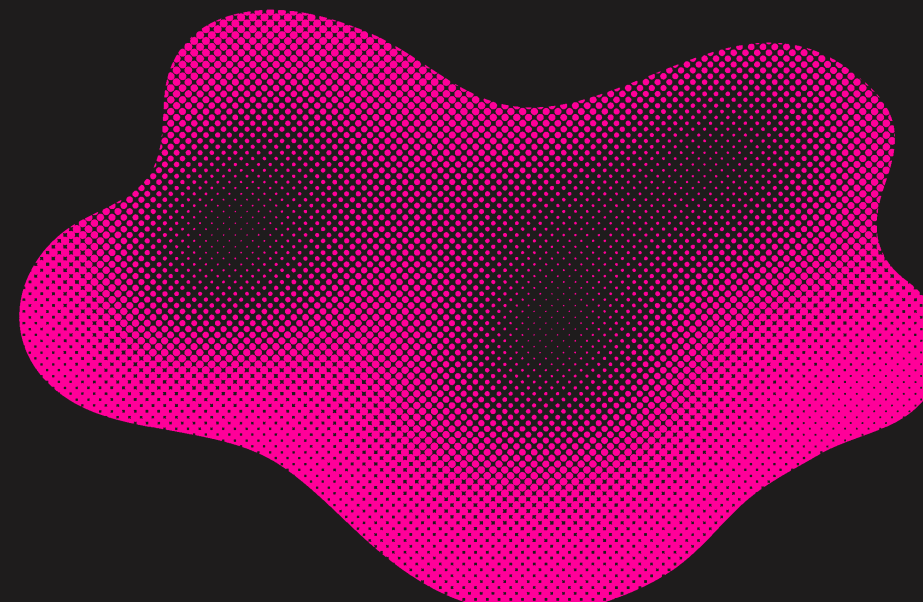and Social Inclusion in Educational settings

A Handbook for trainers

Aim of Handbook

- Provide an educational framework and offer a pedagogical approach for trainers.

- Useful resource for all youth practitioners, youth and stakeholders, who wish to improve their skills related to social inclusion, gender equality and civic participation in educational settings through authentic texts, interactive and game-based learning activities.
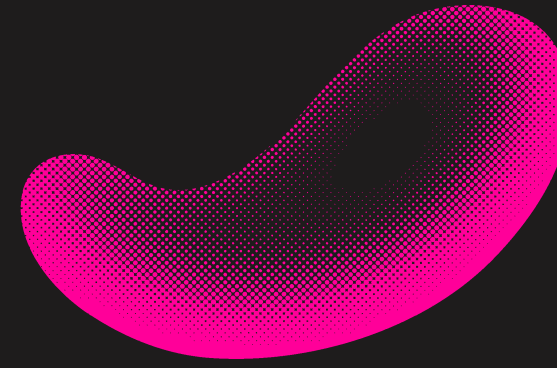
VOTE

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Languages of Handbook

Methodology

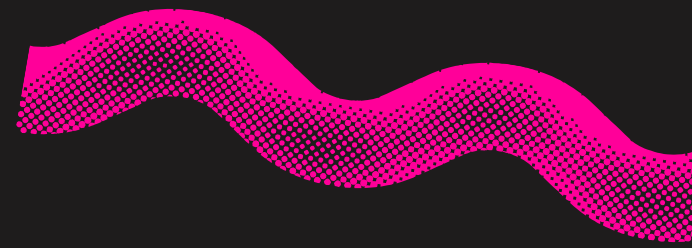![INGAME - Gaming for Social Inclusion and Civic Participation]
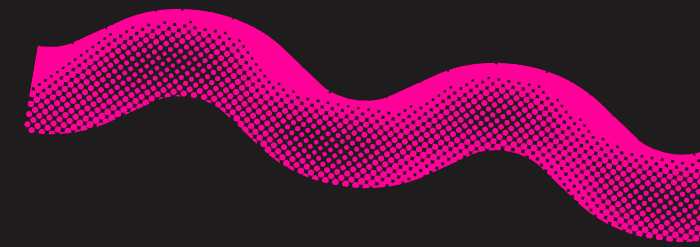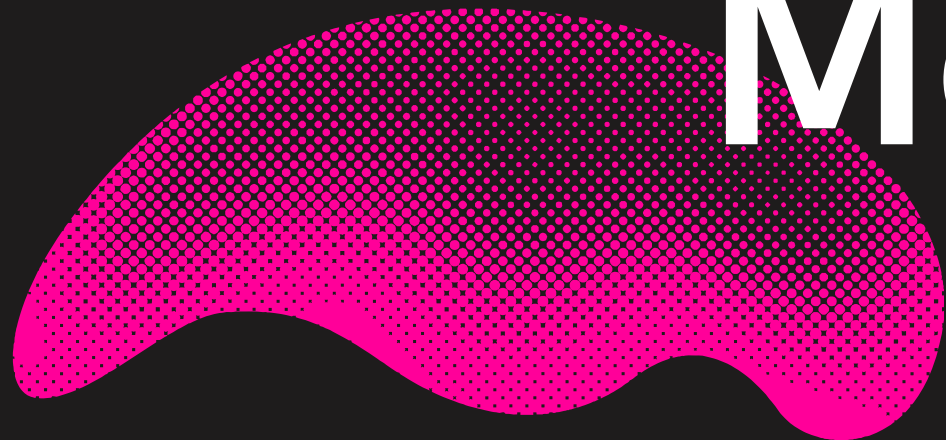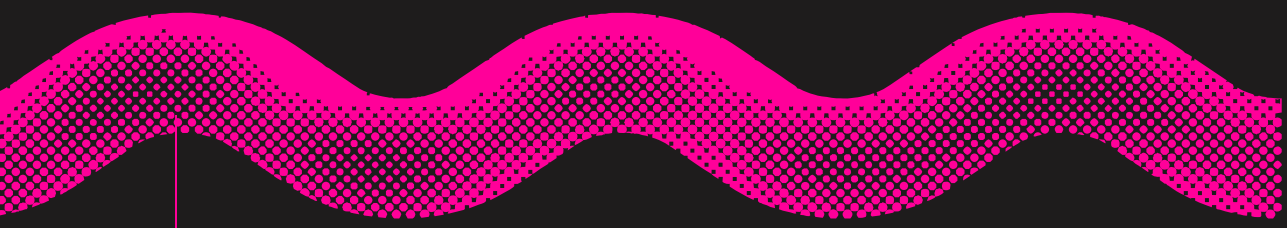
Literacy as a social practice
(Baynham, 2002; Street,
2006)

Social Critical Literacy
(Vasquez & Comber, 2019),

Learner-centred approach to
better involve participants
and keep them motivated.

The rationale is to make the content interesting, relevant and efficient, and to offer participants the space and time to share their own experiences, ideas, thoughts, knowledge, and to learn through active participation.

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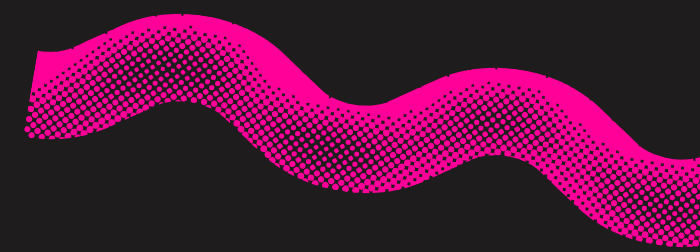
Thematic Units

- The handbook has been designed to offer as much flexibility as possible It includes four thematic units that can be used separately and individually

- one topic at a time

- put together in whatever combination of topics is suitable and desirable

- used as an entire package for a comprehensive training program on social inclusion; gender equality and civic participation.
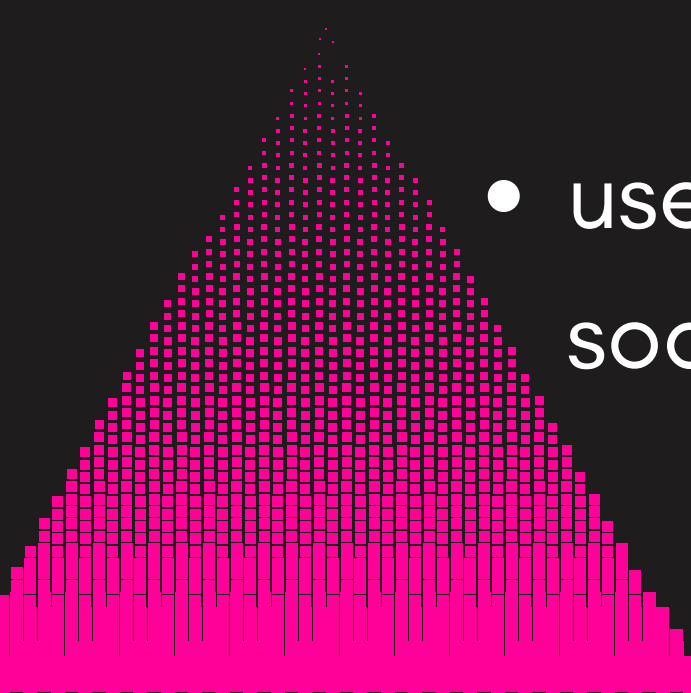
- Each thematic unit offers a brief introduction with a number of definitions and key concepts that guide the approach of the training.

- Each activity contains duration; summary of the activity; materials to be used; learning outcomes; educational approach and debrief discussion.

Introduction

Definitions and Key Concepts

There are a number of key concepts that trainers should be well acquainted with prior to implementation. These include definitions and key principles that guide the approach of the training. For the purposes of this handbook, the following definitions and key concepts should be taken into consideration.

→ **Social exclusion** refers to a complex, multidimensional, dynamic and multi-leveled process, which involves the lack or denial of resources, rights, goods, services and the inability to participate in the relationships and activities that are available to the majority of individuals in societies. It affects both the quality of life of individuals and the equity and cohesion of society (Levitas, et al., 2007). Individuals can also be excluded due to their identities diverging from established norms and customs. These identities can include gender, age, race, caste, and ethnic characteristics, or religious and political affiliations (Kuo, Malhotra & Mo 2017).

→ **Social inclusion** is defined as a multidimensional process aiming at creating conditions and improving the terms of participation in society, especially for individuals who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights (UN, 2016). Social inclusion emphasizes encouraging participation and moving beyond merely appreciating diversity, toward leveraging and integrating diversity into everyday work and life. Inclusion is a mutually beneficial state for both the community and the individual. When people rely upon each other and the success of their interactions, that responsibility and interdependence create a commitment to the social processes in a community. The depiction of social inclusion at the local level is useful as it addresses inclusion at a manageable and feasible level. In a smaller geographic region than the nation, there is much greater opportunity to develop inclusive systems, economically and socially as well as politically. An inclusive society is a society that overrides differences of race, gender, class, generation, and geography, and ensures inclusion, equality of opportunity as well as capability of all members of the society to determine an agreed set of social institutions that govern social interaction.

→ **Discrimination** refers to the situations in which individuals are unable to enjoy their human rights or other legal rights on an equal basis with others because of an unjustified distinction made in policy, law or treatment (Amnesty, 2022). Discrimination can also be defined as the "different treatment of individuals or groups based on arbitrary ascriptive or acquired criteria such as sex, race, religion, age, marital or parental status, disability, sexual orientation, political opinions, socio-economic background, and trade union membership and activities" (Eurofound, 2022, p.1).

→ **Bullying** includes four main types of bullying: physical, verbal, relational, and cyber (Wang et al. 2009). Physical bullying refers to the physical acts of aggression, e.g., hitting, punching, or pushing. Verbal bullying refers to verbal aggressions, e.g., name calling and teasing. Relational bullying is characterized by rumour spreading and purposefully leaving other individuals out of activities or interactions (Crick & Grotpeter, 1995). Cyberbullying is peer aggression and harassment implemented with the use of technology, e.g., text messages, emails, or social networking sites (Butler et al. 2009).

Activity 3.2
Inequality and Rejection

Duration
90 minutes

Summary
The activity aims to offer participants the opportunity to observe instances of inequality and rejection, identify the reasons for social inequalities, compare different forms of inequalities and critically discuss the issue.

Learning Outcomes
- Raise awareness of the concepts of inequality and rejection.
- Understand the consequences of social exclusion to individuals.
- Understand the consequences a variety of forms of bullying have on individuals.
- Demonstrate a critical understanding of inequality, rejection and bullying.

Preparation and materials
- Personal stories 3.2 [included]
- Article 3.2.1 [included]
- A3 papers
- A4 papers
- Sticky notes
- Balloons
- Pen

Approach
1. Prepare the materials. Cut Personal stories 3.2 and Article 3.2.1.
2. Separate participants into (5) five groups.
3. Share with them five personal stories and ask participants to read them in their groups and write on an A3 paper about commonalities they have identified in all of the stories and share on an A4 paper their thoughts and feelings.
4. Get back in a circle.
5. Discuss what they have written on the papers and broaden up the discussion by including the terms rejection, bullying and their consequences.
6. Then, give each participant a balloon, a sticky note and a pen/pencil.
7. Ask them to write briefly on the paper if they ever were excluded/bullied; for what reason and how they felt. Each participant should roll the sticky note and put it in the balloon. Afterwards, they should blow up the balloon with the paper inside and throw it in the middle of the class.
8. Ask participants to stand up and play with the balloons for 1-2 minutes.
9. Once they finish, ask them to take one balloon, pop it and take out the note that was inside.
10. Each participant reads aloud the note that they found in the balloon.
11. We continue with the article 3.2.1 "The pain of social exclusion". We ask the participants to go back to their groups, read the text and find out the impact of social exclusion on the human brain.

Debrief
- What was learnt through this activity?
- Why is social inclusion vital for our societies?
- What is required to achieve social inclusion?
- How do you feel with this new information and knowledge.

Activity 3.5

The INGAME experience

Duration

180 minutes

Summary

The current activity aims to provide an interactive problem-solving experience to the participants through the INGAME Game and the correlated online interactive activities.

Approach

The participants are invited to visit the INGAME website and play Level 3 and Level 4 of the game. After they finish Levels 3 and 4 they can do the online activities.
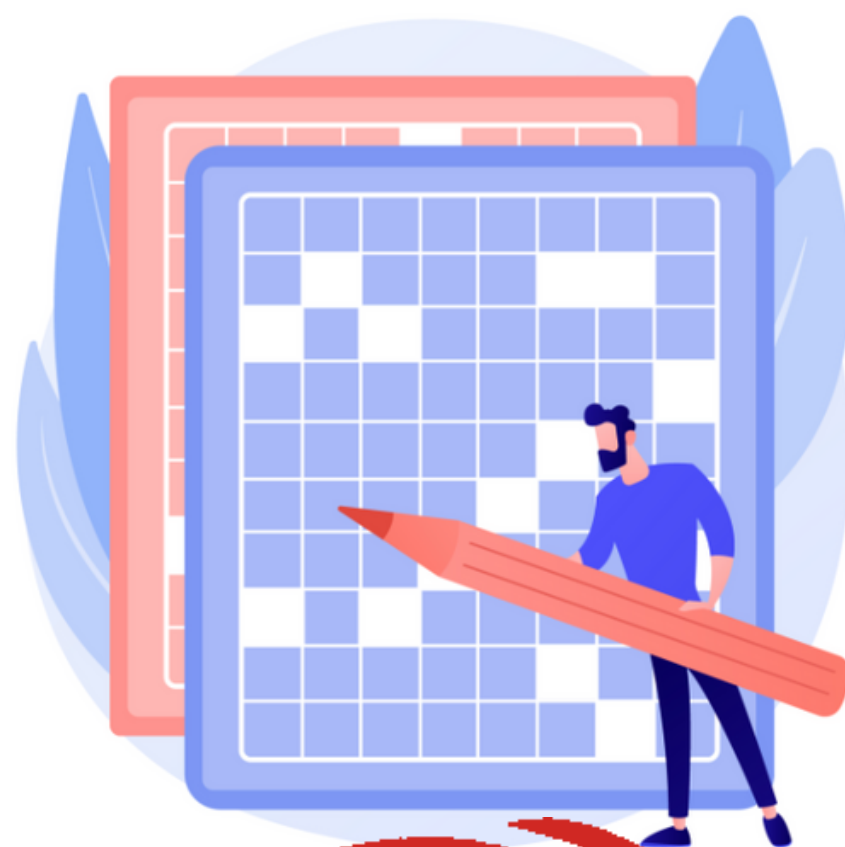
Open Exercises

Open Game

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Thematic unit 1: Bonding together

- Introductory thematic unit

- Build a positive, friendly and supportive learning environment for the participants

- Discuss issues correlated to active citizenship, social inclusion and gender equality in a fun and gamified way.

Thematic Unit One

Bonding Together

Introductory activity 1

Who I am, What I know

Duration

45-60 minutes

Summary

This introductory activity includes aims to build a positive, friendly and supportive, learning environment for the participants. Participants, with the help of the icebreaker learning activity "Who I am, What I know", will get to know each other and discuss issues related to active citizenship, social inclusion and gender equality in a fun and gamified way.

Learning Outcomes

- Relax the formal atmosphere of the first training course meeting.
- Get participants to know each other in a fun way.
- Energise the group.
- Improve team bonding and relationships between the participants.
- Share and exchange initial opinions and ideas on the topics of active citizenship, social inclusion and gender equality.

Preparation and materials

- Posters 1.1 [included]
- Chairs
- Sheets of paper [A4]
- Scissors
- Mounting putty
- Markers [different colours]
- Sticky notes

Approach

1. Welcome the participants with a welcoming speech by presenting yourself; your role in the INGAME training program and provide a summary of the aims of the INGAME project.
2. Briefly explain the aims of the INGAME training program focusing on the three thematic units: gender equality; social inclusion; civic participation and the online module of the INGAME experience.
3. Explain to the participants the aims of this introductive thematic unit (see learning outcomes).
4. Work with the participants to draw up some group agreements (ground rules) e.g., break time; ways of dividing into groups.
5. Then, proceed by dividing participants into two groups: Group A and Group B. Group A will be called "Artists" and group B will be called "Models".

Everything I know about:

Active Citizenship

Center for Social **Innovation**

Thematic unit 2: Reclaiming gender equality

- Awareness on gender stereotypes and sexism

- Ways cultural constructions can influence assumptions about individuals

- Critical understanding – advertisements, toys, jobs play a role in the construction of specific and binary identities for boys and girls
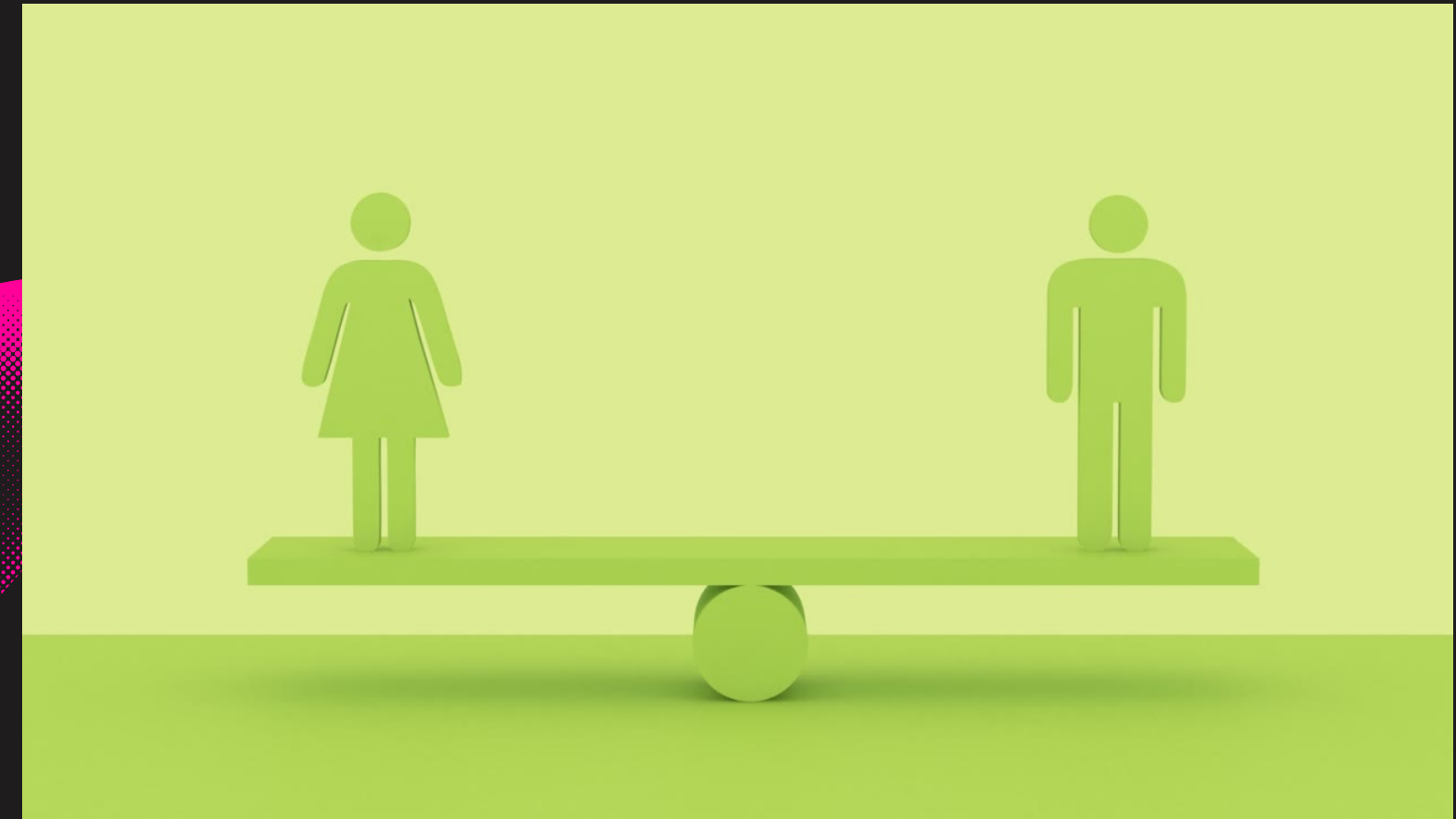
Thematic Unit Two

Reclaiming Gender Equality

Activity 2.2

Gender norms and stereotypes

Duration

90 minutes

Summary

The current activity aims to encourage participants to consider how social constructions can influence assumptions about individuals and to contribute to a more effective understanding of how practices, e.g., mass media play a role in the construction and/or deconstruction of specific and binary identities of boys/men and girls/women.

Learning Outcomes

- Raise awareness of gender norms.
- Express feelings and thoughts about gender norms.
- Define gender stereotypes.
- List gender stereotypes.
- Deconstruct assumptions for gender stereotypes.
- Understand and critically discuss the idea of "boy things" and "girl things" from a sociological perspective.

Activity 2.3

Sexism and gender inequality

Duration

90 minutes

Summary

The current activity is a continuation of activity 2.2, but it also aims to raise awareness about sexism and gender inequality, and to encourage participants to consider how social constructions can influence assumptions about individuals, and to contribute to a more effective involvement of men and women in the promotion of gender equality.

Learning Outcomes

- Raise awareness of sexism.
- Express feelings and thoughts about the specific theme.
- Unpack and break gender stereotypes.
- Critically discuss the need for gender equality.
- Analyze the ways in which the media has a role in the shaping of identity, particularly along intersections of gender.

Thematic Unit Two

Reclaiming Gender Equality

Boy or a Girl thing?

Burping and Farting	Rescuing
Dancing	Teacher
Cooking	Doctor
Nurse	Motorcycles

Sexist Advertisments

Thematic unit 3: Social inclusion in action

- Deep-dive into inequality, social exclusion, rejection, and the importance of social inclusion

- Identify the reasons for social inequalities

- Critically understand and reflect on different forms and paradigms of inequality and rejection

Thematic Unit Three

Social Inclusion in Action

Activity 3.2

Inequality and Rejection

Duration

90 minutes

Summary

The activity aims to offer participants the opportunity to observe instances of inequality and rejection, identify the reasons for social inequalities, compare different forms of inequalities and critically discuss the issue.

Learning Outcomes

- Raise awareness of the concepts of inequality and rejection.
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Preparation and materials

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- A3 papers
- A4 papers
- Sticky notes
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Approach

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Thematic Unit Three

Social Inclusion in Action

Jamie Hubley died Saturday. A suicide note was posted on his online blog where he spoke of his love for singing and pop music including Lady Gaga, Adele, Katy Perry and Christina Aguilera. The note also spoke of the pain from both bullying and depression. "I'm tired of life, really. It is hard, I'm sorry, I can't take it anymore", his note read. "I don't want my parents to think this is their fault, either. I love my mom and dad. It's just too hard. I don't want to wait three more years, this hurts too much". "I couldn't fix my own body and that's tearing me apart". The teenager also described how he hated being the only openly gay boy in his school. Hubley had even spoken out for gay students at A.Y Jackson through the Rainbow Club, a gay-straight alliance. But the bullying did not stop and there were no other openly gay teenagers at that school, either.

Source: cbc.ca

Thematic unit 4: Towards civic participation

- Examines the principles of democracy, and leverages these principles to take action.

- Ways of discussing common goals and develop teamwork skills to change the future of their country.

- Develop an understanding of the relationship between citizens and elected representatives; the role of citizens and the power of being an active citizen; the importance of being an active citizen.

Thematic Unit Four

Towards Active Citizenship

Activity 4.1

Voting for a change

Duration

90 minutes

Summary

Participants, with the help of the activity, will learn how to discuss common goals and develop skills for teamwork, while discussing issues on changing the future of the country.

Learning Outcomes

- Understand key concepts of civic participation.
- Understand the necessity of being an active citizen.Understand active citizenship requires critical thinking
- Discuss social issues for change.
- Find ways of being active citizens.
- Inspire leadership of participants.

Preparation and materials

- Poster 4.1 [included]
- Flag 4.1.2 [included]
- Cards 4.1.3 [included]
- Internet connection
- Computer | Laptop
- Projector
- YouTube Videos

Approach

1. Introduce to the participants this new thematic unit by presenting and discussing the poster 4.1 "What is civic engagement".
2. Divide participants into (4) four groups.
3. Each group has to decide its leader, who will lead the discussions and all the activities in the parliament. To do this, each group selects one person in the middle of a circle holding the flag 4.1.2 and two others try to get it as fast as possible when they say "Flag", until they have a leader.
4. The leader manages the brainstorming about the method of voting they are going to use in the parliament. Members of the parliament need to decide about one method they will be using during the game (e.g., raise hand, online voting).
5. All participants need to decide which person will have the role of "The president of the parliament" to respect the laws implemented by the parliament and accomplish the task by respecting them.

Thematic Unit Four

Towards Active Citizenship

Climate Change

Knowledge

Climate Change is the defining issue of our time and we are at a defining moment. From **shifting weather patterns** that threaten food production, to **rising sea levels** that increase the risk of catastrophic flooding, the impacts of climate change are global in scope and unprecedented in scale.

UNICEF

Existing problem

The latest scientific report by the IPCC finds changes in the Earth's climate in **every region** and **across the whole climate system.** The report clearly states that the role of human influence on the climate system is undisputed. Human actions still have the potential to determine the future of climate, pointing to strong and sustained reductions in emissions of carbon dioxide and other greenhouse gases to limit climate change.

UNICEF

Decisions for a change

1. **Get prepared** (search more about causes of climate change)
2. **Discuss** (at the parliament)
3. **Propose** (national solutions)
4. **Vote** (for a change)

![INGAME logo — Gaming for Social Inclusion and Civic Participation]

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Password

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Thank you