GAMIFYING

EDUCATION

· Live Action Games ·

H·A·N·D·B·O·O·K

GAMIFYING EDUCATION

2022

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PLAYVERSITY

Playversity is an online hub for educational games and playful educators. We strive to change the way learning is perceived by spreading the use of quality game-based learning solutions in the youth work and education fields.

Youth workers, teachers, youth leaders, managers and everyone else who might benefit from using games in their educational process are welcome here.

We aim to create a community of game-based educators who will support each other, share their experiences, knowledge, and resources to improve the education process all around Europe and the world.

If you are curious to dive into the world of educational games and game-based learning news and would like to interact with like-minded individuals, then **join the growing online community of Playversity here**:

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Table of contents

About the project and handbook

This is the first of three handbooks that will be produced within the project **"Gamifying Education"**. It introduces different types of games for learning and provides ready-to-use educational games that can be applied to school, summer camp, youth center or training environments.

"Gamifying Education" is a strategic partnership project focusing on exchange of best practices in game-based learning by further developing educational games, namely table-top games, escape games and live action games, that have been initiated during Key Action 1 training courses and hold big educational value potential.

The strategic partnership aims to further develop, share and promote game-based learning practices as an efficient and innovative approach to learning and to make game-based learning more present in formal and non-formal education institutions.

This handbook is divided in three main sections: the first one is dedicated to a **brief introduction to game-based learning** and the analysis of live action games as a learning tool. In the second section you will find the scenarios of **five live action games** which can be accessed in separate folders and contain:

- **Game outline** with detailed description of the game, step-by-step gameplay, introduction stories, debriefing questions, tips for follow-up activities and list of materials.
- **Printable materials.**
- **Additional documents** to make it easier for the facilitators to prepare and run the games.

Lastly, in the last pages you can read the **testimonials** of the youth workers and educators who took part in the first training mobility of "Gamifying Education", implemented from 9th to 13th of March 2022 in Brno (Czech Republic).

The organisations behind

et.shokkin.org
@shokkinest

Shokkin Group (Estonia) is a youth organization composed of young people aged 15-30, youth workers, educators and youth work trainers.

The organization was founded in 2011 with the main aim of empowering young people of Estonia to live a pro-active lifestyle by providing them with opportunities for personal, professional and social growth.

beinternational.cz
@beinternationalngo

Be International is a youth organisation based in Brno, Czechia.

We believe in a world where young people enjoy their learning, are engaged in public affairs and develop themselves through non-formal education.

Our journey towards a better world leads through synergy of local activities, international youth mobilities and volunteering.

ticket2europe.eu
@Ticket2Europe

Ticket2Europe is an organization founded in 2016 with the mission is to open up new paths and development possibilities for young people, specially those in NEET situation or coming from regions with geographical obstacles.

Its activities and projects focus on areas related to European values and topics such as human rights, social inclusion, peace building or youth employability.

@PuzzleOptimEast
@puzzle.optimeast

Puzzle OptimEast is a youth organization based in Romania since 2014 as a place where youth have the opportunity to grow in a safe environment and prove that in small towns it is also possible to be active.

Its activities focus on the fields of personal and professional development, entertainment, culture, sport, and tourism through non-formal education activities and equality.

Funding bodies

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. With a budget of €26.2 billion for the period 2021-2027, the programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.

Erasmus+ has opportunities for people of all ages, helping them develop and share knowledge and experience at institutions and organisations in different countries. The programme also offers opportunities for a wide range of organisations, including universities, education and training providers, think-tanks, research organisations, and private businesses.

More information: **ec.europa.eu/programmes/erasmus-plus/about_en**

To bring Erasmus+ as close as possible to the participants and make sure it works well across different countries, the EU works with National Agencies to manage the programme.

The National Agencies are based in Programme Countries and their role involves providing information on Erasmus+, selecting projects to be funded, monitoring and evaluating Erasmus+, supporting applicants and participants, working with other National Agencies and the EU, promoting Erasmus+ and sharing success stories and best practices.

Games and game-based learning

What is a game?

It is easy to imagine what a game is. Probably all of us played games with our peers in the streets between blocks of flats, in parks, schoolyards and forests. Many of us played at least one video game or board game, visited an escape room or participated in a mysterious real life quest happening at a summer camp. Playing games is natural to humans, so you can probably imagine what a game is.

However, it is a more difficult endeavour to move forward from abstractly imagining to *defining* what a game is. There is a whole bunch of definitions, and we are not here to propose our own to you. Still, we picked a few of the ones we like and want to show them to you if you are interested.

If you are not really into theoretical frameworks, feel free to skip this chapter.

In her book *Reality is Broken*, Jane McGonical writes:

"When you strip away the genre differences and the technological complexities, all games share four defining traits: a goal, rules, a feedback system, and voluntary participation."

- The **goal** is the specific outcome that players will work to achieve. It focuses their attention and continually orients their participation throughout the game. The goal provides players with a sense of purpose.
- The **rules** place limitations on how players can achieve the goal. By removing or limiting the obvious ways of getting to the goal, the rules push players to explore previously uncharted possibility spaces. They unleash creativity and foster strategic thinking.
- The **feedback system** tells players how close they are to achieving the goal. It can take the form of points, levels, scores, or progress bars. In its most basic form, the feedback system can be as simple as the players' knowledge of an objective outcome: "The game is over when . . ." Real-time feedback serves as a promise to the players that the goal is definitely achievable, and it provides motivation to keep playing.
- Finally, **voluntary participation** requires that everyone who is playing the game knowingly and willingly accepts the goal, the rules, and the feedback. Knowing establishes common ground for multiple people to play together. And the freedom to enter or leave a game at will ensures that intentionally stressful and challenging work is experienced as safe and pleasurable activity.

Dave Gray, Sunni Brown and James Macanufo claim that every game has five basic components:

Game space: A shared, alternative world where the rules of the real world are suspended and which the players enter willingly. Players technically agree to suspend reality and replace it.

Boundaries: A game has boundaries in time and space (e.g. when the game starts and ends, outlined playing area).

Rules for interaction: Technically a component very much connected to game space - by following the rules, the game space can exist without being violated.

Artifacts: Objects that hold information about the game. A ball that should be kicked, a pawn (or even a player!) that can be moved, a card that can be played, a progress bar that tracks the health of a character. These are all examples of artifacts.

Goal: A moment that defines the end of the game. Some games are timed, others end when a certain amount of points is accumulated.

In *Rules of Play*, one of the core books on game design, Katie Salen Tekinbas and Eric Zimmerman even have a whole chapter in which they compare eight different definitions and come up with their own:

"A game is a **system** in which **players** engage in an **artificial conflict**, defined by **rules**, that **results** in a **quantifiable outcome**."

Naturally, they almost immediately challenge the definition by providing examples of games that do not strictly fit into it, only to conclude:

"Sometimes the answer to the question of whether or not a game is a game rests in the eye of the beholder. Any definition of a phenomena as complex as games is going to encounter instances where the application of the definition is somewhat fuzzy."

What is game based learning?

Game based learning for us is an approach in learning design when the educator incorporates games in the curricula they create with the intention to engage students in the learning process, spark curiosity towards a theme, start a discussion in a group, wrap content in a more interactive format or provide an embodied experience that prolongs the learning effect. In a shorter manner, **game-based learning is the intentional use of games or game elements in the educational process.**

Games can be used as a way to introduce a new topic, discover one in depth or even assess the acquired learning. Thus, we don't introduce games as a standalone panacea for learning, but as a powerful tool to enhance engagement in combination with the whole pedagogical instrumentarium.

Game-based learning is intimately intertwined with *gamification:* the process of applying game elements to other areas of activity. Indeed, what occurs in a classroom has more in common with a game than one would expect.

Let's take a closer look at the definition proposed in *Rules of Play*: "A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome."

Imagine students as players. Look at the artificiality: schools as we know them are socially constructed (a space that the players enter, if you wish). Is there a conflict happening at school during the learning process? Are there levels of cooperation and competition naturally occurring? Do you see the rules that set certain limitations on the players? And what is the final goal? Could each school year constitute a level? Could the whole high school constitute a game?

Schools and the learning processes create an environment which naturally invites us to gamify it. One of the simple examples that are becoming more and more popular are badges: a kind of award distributed to the students after completing a course, acquiring a new competence or performing in a certain way. *This* would be gamification. However, it is not what we refer to as game-based learning.

In game-based learning as we understand it, we use the game itself - not just game elements - as an activity that will provide the learners an opportunity to gain new knowledge, skill or even an attitude. In this handbook you will find a set of games that were created specifically with this intent.

Live action games

When we speak about ***live action games*** we mean games that are played in a bigger group of players, often starting with 12 players and more.

These games include physical movement and interaction among players and non playable characters (NPCs), they are often facilitated by several game masters and can be set either in a big space, among several tables, zones or even multiple rooms. Such games may include roles that can be detailed or vague, scenarios that can be strict or flexible and personal or group objectives to be completed.

Simulation games, roleplays (LARPs), quests, team challenges or big puzzle games all can fall under the category of live action games as long as they provide space for interaction and discovery as well as freedom of decisions and strategy development.

How to facilitate live action games: TIPS

A **game master** is a person who takes up the task to facilitate the game. We see game masters as the ones responsible for opening up the new world for the players, leading through the experience and closing the world without leaving anyone stuck in the game, while bridging the lived experience with the real world and the lessons learnt.

When taking up the role of a game master in live action games, there are a few things you want to be sure about in order to provide players with the best possible experience.

Live action games require strong facilitation skills, as the game masters have to introduce the game to a larger group of people, make sure the goal and the rules of the game are clear enough but the journey to this goal is not defined. Here are a few tips for making it a pleasant process for you, colleagues and players:

Play through the game in your head

To be ready for extra questions, to be sure you are comfortable briefing the participants and that the whole game is clear, we advise you to play through the game from a perspective of a participant in your head or map it out on a paper sheet. In this way you will have a clearer picture of how to facilitate the game.

Prepare the materials

Check the material list in advance and make sure to have all of the materials gathered in one spot the day before the activity. You won't even believe how often last minute printer issues happen or how often very simple materials are not available in the shop at the exact time when you need them. Spare your nerves and prepare your props in advance.

Brief your colleagues

When facilitating a live action game, it is likely that you will have several game masters or will need some helping hands to start the game. Prepare some scenario sheets or briefing notes to share with colleagues and run through the game the evening before. This will ensure the process is smooth and if any questions pop up throughout the evening, you can still clarify them before the activity.

Let players know in advance

Remember that playing a game should be voluntary, so announcing the specific topic of the game or providing relevant disclaimers to the group beforehand will give space for the participants to get ready for a challenging experience. If the game will involve a lot of movement or it is partially played outside, it is nice for players to know that also.

Visualise the rules for the players

Many games have a set of lengthy rules and reading them out loud might not be enough for everyone to understand and memorise them. Don't forget to prepare a flipchart or a slide with all the necessary information to kick the game off.

Ask for clarifications

After introducing the rules, don't forget to ask if any clarifications are needed. Here you have a possibility to make sure that the goal and rules are clear. After asking if there are any questions, make a pause of 5-6 seconds and if no new questions arise, then you can start the game.

Observe but don't intervene

Remember that playing through an educational game is an experience, and every player/group has the right to live through their own. So no matter how tempting it is to intervene, provide a hint or comment on the process, **don't**. The only reason for intervention is if the rules are being broken or if there is any unsafe situation developing. If that is not the case, then you are better off as an observer who notes quotes, actions and reactions that can be brought up in the debriefing.

De-role when necessary

Certain live action games have a stronger emotional impact through taking up a role, engaging in a conflict or having to deal with difficult dilemmas. In such cases, it is important to "shake the role off" before entering the debriefing stage.

Come up with a way that allows participants to let go of the role. It can be as simple as getting rid of the game props (taking off hats, tearing ID badges apart) or having a short conversation with one another about what really makes them themselves.

Lead the debriefing

Of course, at first there will be a need to steam some emotions off and talk about the game experience. Your role as a facilitator is to provide space for sharing emotions, tracking the order of speaking and following up with relevant questions. Debriefing is the most important part of an educational game experience and the reason for the game to happen, so never underestimate it.

Transfer to the real world

Harvest the main thoughts of the discussion and move the discussion to the "so what?" phase where you provide space for creating concepts, extracting wisdom and linking the game experience to own behavioural patterns or the society around.

Think of a follow-up

An educational game provides an embodied experience for players. After the game, this experience is fresh, so there is a good opportunity to link it to some theoretical input or start a follow-up discussion.

Step-by-step creation process

Live Action Games

As Jesse Schell said in *The Art of Game Design: a book of lenses*: "...You could no sooner become a singer, pilot, or basketball player by reading a book than you could become a game designer. There is only one path to becoming a game designer, and that is the path of designing, and more to the point, designing games that people really like. That means that simply jotting down your game idea isn't enough. You must build the game, play it yourself, and let others play it...".

In this section of the "Gamifying Education" handbooks we introduce the logic we use to create a specific type of educational game but this is no magic recipe of creating a great game.

When creating an educational game, think of the dynamic and emotional state that you want to place the players in. What do you want them to experience, which emotions to have and what feelings to generate throughout the playing process. As any educational tool, a game creation process has to start with a portion of research to create a game that will be applicable to the learning needs and attractive to the target group.

So how can you create an educational live action game, you might be wondering?

Here is a brief step-by-step suggestion:

1. Identify your target group

When designing any educational activity, we should start from looking at the potential target group and their learning needs. We take an opportunity to look at what they already know about the game topic and what they should realise and know about the topic. What the curriculum or the training program suggests the learners should understand in regards to the topic of the game developed.

2. Set preliminary learning outcomes

Setting preliminary learning outcomes is crucial in the design process. We want to analyse what relevant knowledge should the players acquire through the game, which skills they should have a possibility to practice and which attitudes or behaviours we can challenge or desire to adjust.

3. Imagine the desired dynamic state

The preliminary learning outcomes and impact of the game will provide ideas of what emotional states the game should place players in. What atmosphere the game should create, how players should interact with one another, what dilemmas should players face and what decisions to make.

4. Identify limitations

Before creating the gameplay or scenario, it is important to set the limitations according to the resources available. What should be the gameplay length and the game session length, what is the ideal number of players and game masters, what spaces and materials are available or required for the game to be played.

5. Define the gameplay

Learning outcomes, dynamic states and limitations set the foundation for defining gameplay. What is the aim of the game and its winning or losing conditions. Will players have personal missions or a set mission for the whole team. What roles, locations, mini games are there.

6. Test the raw system

Once the initial gameplay is defined, it is time to test the system in the simplest way. Create initial roles, place game pins on the table, simulate the gameplay as quickly as possible and check whether it makes sense and what should be adjusted. Is there enough autonomy and interaction in the game?

7. Create a scenario

When the raw idea is satisfying, a more detailed scenario can be created. You can enhance the game with facts, cases or Easter eggs. Elaborating on roles or NPC actions in a written form will allow for a deeper scenario and atmosphere creation.

8. Cross check with the learning outcomes

Now is a good time to critically look at the game as a whole and crosscheck with the set learning outcomes. Here the designer might find out that some aspects of the set outcomes are less evident and maybe the game should be adjusted or enhanced.

9. Identify learning extraction

To make sure the learning outcomes are reached, it is important to define what will drive reflection and how the debriefing of the game will be organised. Identify whether it makes sense to make individual or small group reflection or facilitate a plenary debriefing following the experiential learning cycle.

10. Create aesthetics

Once the game system is created, validated and all educational components are in place, it is time to work on the thematic elements, enhancing the roles with visual materials, preparing and designing game artifacts or whatever else the game requires.

11. Test and iterate

Testing the game with the target group will allow you to identify any bugs in the game system and see what the weak points are. After each test it is important to gather feedback from the players and adjust some of the elements on the go.

Game scenarios

Ticket to Holiday

Learning Outcomes:

1. To understand the process of discrimination in society.
2. To experience being privileged or underprivileged members of society.
3. To develop competences for noticing and addressing inequality.

Facilitator team: 5
Group Size: 15+
Player Age: 16+
Game Time (with debriefing): 120 minutes

Ticket to Holiday takes the players to the capital city of a planet called Mambla. Summer is coming and the players need (and deserve) a holiday.

Their task is to visit different workstations and earn enough money to buy a holiday ticket. However, the game offers a twist for the players to discover. Each player belongs to one of three tribes living in the city and each tribe is being treated very differently.

How will the players behave? Will their actions affect the city for the better or will everything stay the same at the end of the game?

Ticket to holiday invites the players to explore discrimination in society, experience what being privileged or underprivileged feels like and develop their competences of noticing and addressing inequality.

- **Game outline**
- **Printable materials**

Why would you recommend playing *Ticket to Holiday*?

"It's delivers the message that changes are hard to make if we do not converse about them with one another. If we are too focused in our own subject or life only then the system will stay as the way it is."

Carl-Marcus Veide
Estonia

"It's good for understanding group dynamics. But be aware, this game results in strong emotions that need to be properly addressed in debriefing."

Petra Çınar
Czech Republic

"Very good simulation of a economical class system and the experience of being a part of either a privileged group or one that is oppressed. Watch out for the revolt."

Jana Sklepníková
Czech Republic

"This game is very emotional and may cause various feelings at the end. But without a doubt, I would recommend it to every teacher who finds this topic relevant to his/her subject. It's a great way for students how to understand the topic of nationalities and discrimination. And not only this topic. It covers so much more!"

Adéla Sílešová
Czech Republic

Startup Life

Learning Outcomes:
1. To introduce participants to basic financial management and investment planning.
2. To create space for practising generating capital and following a financial strategy.
3. To give participants practical understanding of financial terms.

Startup life is a game focused on financial literacy. The teams of players have a goal of earning as much money as possible over the course of four work weeks in order to prove they know how to manage their money and receive a seed investment for their business from a local agency.

The players earn money at workplaces (which include a shady and risky grey market workplace), store their earnings in a bank on short and long term accounts and analyse news to make the best choices when investing into stocks.

The game invites the players to explore basic financial management and investment planning, creates space to develop a strategy for capital generation and introduces basic financial terms. The materials include two automated excel sheets used for the stock market and the bank.

Facilitator team: min. 3, ideally 4-5
Group size: 6-27 (divisible into teams of 2 or 3)
Player age: 16+
Game time (with debriefing): 90 minutes

- **Game outline**
- **Printable materials**

Why would you recommend playing *Startup Life*?

"*Startup Life* is amazing to learn about economy and finances. By playing it, people can learn how to apply complex concepts to their daily life, because money issues are not always easy to understand."

Fátima Gómez
Spain

"Because it shows how the different types of financial funding work and what are consequences to your actions."

Ayaz Karimov
Estonia

"The game improves special tactical skills to decide which is the best way to increase income and develops the team-based decision making. This is the game for everyone: for those who start their life and for those who needs a reminder where to invest their financial resources."

Giorgi Lazariashvili
Estonia

"*Startup Life* is a game that allows you to develop strategic thinking that makes it easier to understand how the financial and economic rules that govern the markets work."

Francisco Ismael Román
Spain

The Forest

Learning Outcomes:
1. To understand basic principles of intercultural communication.
2. To experience cooperation in diverse environment.
3. To reflect upon own attitudes towards diversity.

Players are coming towards the end of their journey to uncover the secret ritual that will save their tribes. They enter an enchanted forest, finding a hermit who has the knowledge they seek, and a forest spirit who can help them reach their goal.

Players need to cooperate to fulfill tasks given by these two beings and uncover the secret. However, the cooperation will not be as easy, since each tribe has their own quirks which might (and will) confuse the others quite a lot.

The Forest is a role playing game which focuses on the topic of intercultural cooperation. The players belong to one of three tribes and need to figure out how to communicate together, become aware of the differences they have and find a way to overcome them in a limited time. Or not.

Facilitator team: 2
Group Size: 10-24, possible to scale
Player Age: 16+
Game Time (with debriefing): 80 minutes

- **Game outline**
- **Printable materials**

Why would you recommend playing *The Forest*?

"You can learn different ways how to communicate even when you have some difficulties. The game also shows that being part of different teams doesn't mean you have to play against the others."

Mario Galindo
Spain

"I would recommend The Forest if you want to understand the power of a team and how working together can change many things."

Malina Rosca
Romania

"It is a game that starts as a chaotic mission for different teams and through difficult discussions and cooperation, everyone has to understand that they need to be one huge team."

Paul Cusmir
Romania

"If there are collaboration issues, *The Forest* is the best game to implement, because the only way to win the game is to act together, and when the players understand this, then real cooperation happens."

Ayaz Karimov
Estonia

The Island

Learning Outcomes:

1. To practically experience how one learns to overcome challenges best.
2. To practice skills of developing an effective communication strategy in a team.
3. To develop skills of strategy and teamwork.

Facilitator team: 4-5
Group Size: 12+
Player Age: 14+
Game Time (with debriefing): 40-60 minutes

Players just crashed on an island, each group being located on a different side of the thick jungle that covers it. Something sinister is lurking in the jungle, turning it into a maze and making it almost impossible to cross.

Players will need to cooperate, communicate and learn how to exchange information efficiently to make sure they are the first group to cross the maze and escape the forest spirits.
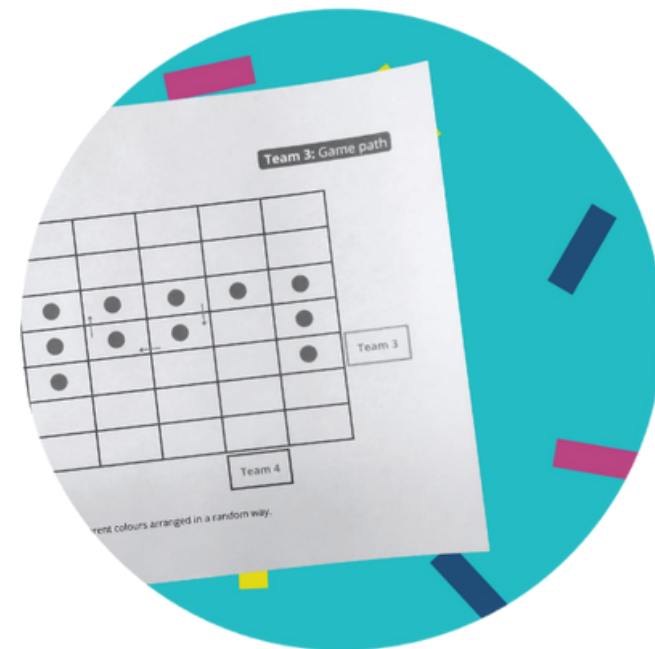
The Island is a rather quick and easy to set up team building game which specifically focuses on effective communication, testing strategies and overcoming challenges together.

- **Game outline**
- **Printable materials**

Why would you recommend playing *The Island*?

"I recommend playing *The Island* to understand how important is communication, but also to feel that you are part of a team, and that you have to work in order to achieve a common goal."

Fátima Gómez
Spain

"Easy to prepare and to play. It teaches players about the different way people perceive and process information and how hard can it be to communicate about the same easy thing from multiple points of view. Only successful cooperation can save your group."

Jana Sklepníková
Czech Republic

"*The Island* is the best example where teams demonstrate understanding and cooperation with each other. The game can develop team-building skills and same time enrich an individual sense of impressibility."

Giorgi Lazariashvili
Estonia

"*The Island* is a game that allows the creation of a language based on the coordination of movement and spatial sense. It's a simple game with an attractive format and instant feedback."

Francisco Ismael Román
Spain

Transylvania Corp

Learning Outcomes:
1. To understand the effects prejudice can have in the society.
2. To experience invisible workplace discrimination or favorability.
3. To develop skills of argumentation and convincing.

In **Transylvania Corp**, players take part in a series of job interviews as managers and interviewees with a simple task: to climb the career ladder.

However, the game is rigged from the beginning and interviewers have a specific set of criteria by which they have to choose the winner of each round. Every round, few players at each table are promoted or demoted and moved to a new table. *How will they manage at the new one where the rules are slightly different?*

This rather simple but powerful game allows the players to experience workplace discrimination and prejudice.

Facilitator team: 1-2
Group Size: 9-36
Player Age: 16+
Game Time: 60-70 minutes

- **Game outline**
- **Printable materials**

Why would you recommend playing *Transylvania Corp*?

"With this game you can show young people different ways of discrimination that we can find when applying for a job and show them that sometimes they are not to be promoted not because they are not good enough, but because there were already some established guidelines to get that job."

Gema Faura
Spain

"It's a great game in which students practice much more than just 'getting a job'."

Adéla Sílešová
Czech Republic

"The game can help you develop certain skills in your future interviews and also teaches that there are some types of discrimination during this process and sometimes it is not only on your hand to be selected."

Mario Galindo
Spain

"I would recommend playing this game because it reflects the discrimination you face in real life work environment."

Vanessa Pohoata
Romania

Testimonials
Games as a learning tool

Why are games powerful learning tools?

"Because they can simulate real life situations in a save environment. You can try to take risks you normally wouldn't. You can be in the skin of somebody else."

Jana Sklepníková
Czech Republic

"Games are immersive and interactive. In good games the feedback is instantaneous, meaning that people playing them make more meaningful connections in their brains than taking a more leisurely attitude in the educational process."

Carl-Marcus Veide
Estonia

Why are games powerful learning tools?

"Games are the best way to increase the engagement of participants in training and lectures. Game based learning guarantees to make a potentially boring process more enjoyable and interesting."

Giorgi Lazariashvili
Estonia

"Games are the most useful and easy to learn method because from when we were children the first learned things were through games."

Malina Rosca
Romania

Why are games powerful learning tools?

"Games have an innate way of keeping players interested and focused as they play. Therefore, they offer a perfect medium for learning in an environment in which the evolution of technology led us to a really short attention span and we tend to interacting less and less with each other."

Gabriela Paval
Romania

"Games are a powerful tool for learning because they allow you to enjoy the learning process. In addition, participants live an experience, and it is more difficult to forget a process that is accompanied by feelings and emotions."

Francisco Ismael Román
Spain

Why should more games be played in the education field?

"They make learning more interesting and can be used as a tool for evaluation. You shouldn't base the whole learning experience on them, but you should definitely include them in your curriculum."

Petra Çınar
Czech Republic

"Because it is the best way to involve everyone and avoid discrimination. And makes the education entertaining and helps keep students motivated to learn."

Gema Faura
Spain

Why should more games be played in the education field?

"Learning new information takes time and it is not always fun. Games can help you to teach the content in a way that the learners enjoy the process and the learning productivity is high."

Ayaz Karimov
Estonia

"Games should be played more not only because they can easily explain difficult concepts, but they are also fun so they make the learning process more relaxing."

Vanessa Pohoata
Romania

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This manual is the result of the work done by coordinators, trainers and participants of various international training courses and local teams over the course of "Gamifying Education". This is the space to recognise the contribution of our respective communities and associated partners for making it possible. We would like to acknowledge the following projects and coordinating organisations:

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- *Game Zone* by Association La Villa
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- *Power of the Game* by GEMMA
- *The Game Theory* by Youth Association DRONI

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- *The Forest:* Jakub Mácha, Mathilde Brusselmans, Sarah Lauwers.
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Never stop playing!

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