



Erasmus+



POWER OF PLAY: GUIDE THROUGH GAMES

GETTING TO KNOW EACH OTHER

BINGO

Participants get a 5x5 sheet with facts listed on it. They wander around the room to obtain signatures of people who have the facts listed on the sheet. Once a participant get a 5 in a row (horizontal, vertical, diagonal) he/she says bingo and wins

Each person you talk to may sign only ONE TIME you sheet.

The winner can present the people that signed his/her sheet and the signers can explain if they want the fact that they signed.

Has been to Hawaii	Has swum with dolphins	Like spiders	Have already met a celebrity	Can read Arabic alphabet
Has 4 or more siblings (brothers and sisters)	Can ride a motorcycle	Has never been on a boat	Lived in a foreign country	Have a vegetable garden
Does not know how to swim	Has a horse in his garden	Have kids	Doesn't like chocolate	Participated in a beauty contest
Has been on an active volcano	Speak more than 3 languages	Sleeps with window open even in winter	Participated in a marathon	Plays a musical instrument
Has gone without a shower for more than 3 day	Like anchovies	Sometimes snores at night	Has been on at least 5 continents	Has been in a earthquake

Has been to Hawaii	Has swum with dolphins	Like spiders	Have already met a celebrity	Can read Arabic alphabet
--------------------	------------------------	--------------	------------------------------	--------------------------

Has 4 or more siblings (brothers and sisters)	Can ride a motorcycle	Has never been on a boat	Lived in a foreign country	Have a vegetable garden
Does not know how to swim	Has a horse in his garden	Have kids	Doesn't like chocolate	Participated in a beauty contest
Has been on an active volcano	Speak more than 3 languages	Sleeps with window open even in winter	Participated in a marathon	Plays a musical instrument
Has gone without a shower for more than 3 day	Like anchovies	Sometimes snores at night	Has been on at least 5 continents	Has been in a earthquake

CREATIVE NAME

Participants have 10 minutes to prepare how they will present their name in a creative way so others will be able to remember it. You can draw it, dance it, sing it.... Be creative.

Give each participant 2 minutes to present the name.

COLA OR PEPSI

Lists with the following questions are on the floor. Participants stand in couples and discuss the question. They have 2 minutes. Then they exchange and find a go to a new question with a new participant and discuss.

QUESTIONS

Coca cola or pepsi?

Where would you like to live if you had the opportunity to live anywhere in the world?

Your favorite food?

The best vacation you ever had?

If you could be an animal, which animal would you be?

If you could have super power, what would it be?

Your family?

Your greatest talent?

Three things you would like to experience in your life?

Have you ever done something crazy?

Which celebrity would you like to go to dinner with?

What made you laugh the most in your life?

Your favorite time of year?

What do you like to do in your free time?

TRAVIS GAME

A group of mingles, when the two PAX meet they shake hands and say their names. Then they take over the name from the other person and when they shake hands with the other PAX, they say the name from the person whose name they took. Eg I'm Anja and I'm shaking hands with Doris. I become Doris, when I go on I shake hands with Denis I say that I am Doris and then I take the name from Denis.

NAME SHOOTOUT

PAX are all in a circle, one person is in the middle. He/she stretches out her/his hand in front of him/her and spins and when he/she stops with his/her hand he/she points to one person and calls them by name. This person squats in an instant and the person to her/his left and right must say each other's name as soon as possible. The one who says it first wins and the one who loses goes in the middle of the circle and continue the game by pointing on a new participant.

TALKIE WALKIE

Please take care that everybody is involved in the debate. Please manage your time well and be back till _____

- What is the **strangest food** you tried in your life? Why you liked or didn't like it?
- If you would end up on a deserted **tropical paradise island**, who would you take with you? Why?
- What was the strangest place you stayed **overnight** in?
- If you would be granted a **two-way ticket** anywhere in the world, where would you go and how long would you stay there? Why?
- If you could open a **manufacturing business** and you would have a basic needed start capital for it, what would it produce? Why?
- What's something I would **never guess about you**?

- What is the **dumbest way you've been injured?**
- How do you like to **spoil yourself** /take care of yourself?
- What is your most **unusual talent?**
- What song represents your **personality** the best? Why?
- If Hollywood would make a movie about your life, what would be the **genre and the plot?** Why?
- Do you have any **peculiar habit**, what is it?
- What were your **least favorite school subjects?** Why?

ATOMS

People run around the space and then we scream atom 3 they have to get in group of three, atom 2 groups of two...the once they do not find the pair fall out.

TRUST GAMES

THE RUN OF TRUST

- Participants form two rows that are facing each other. They stretch their arm in front of them so as to block the tunnel they form. One person is standing a few meters before the start of the tunnel.
- At the signal, this person starts to run as fast as possible through the tunnel.
- The people forming the tunnel have to raise their hands just before the passage of the running person.

I'M FALLING!

- Participants walk around the room and at any time can decide to scream "I'm falling!". At the same time, this person begins to fall backwards. The goal for the other participants is to immediately rush to him/her and catch him/her.
- At the beginning, only one person should be falling at one time but later on it can be more people at the same time.
- **Upgrade:** The same game can be played but without warning others by screaming 'I'm falling'. Someone just start to fall and the other should jump to help him/her. Somebody can also tell the others: such and such is falling! (Denis is falling and Denis has to start falling).

BLINFOLDS

Go in pairs. One PAX has a blindfold and the other has to lead him/her safely around the space by holding hands. After 3 minutes they change the roles.

Next step. They lead each other just by touching with one fingertip.

Next step they lead each other just by the sound the leading participant makes.

Possible discussion

- What kind of feelings did you experience as a blind person?
- What kind of feelings did you experience in the role of a leader?
- Which role did you like more?
- Did any situation make you feel uncomfortable?
- Did you trust your partner?
- Did you trust yourself as a leader?
- Did you have the feeling of responsibility for the blind person? If yes, how did you like it?

IMPORTANT: This game can be dangerous if participants don't follow the rules and don't take care of their blindfolded partner.

COOPERATIVE GAMES

GORDIAN KNOT

- Everybody stand in a circle. Everybody close their eyes and stretch their arm in front of them. The participants have to each grab someone's hand, right and left so that every hand is linked to someone else's. They should not cross their arms and grab their neighbors' hand.
- With open eyes the group has to try to undo the 'knot' without letting go of the hands.

THE LION GAME

Put chairs randomly in the classroom, some in two, three, four or just one chair by its own. Leader is the lion and participants who sit on chairs are gazelles. Therein one empty chair. The aim of the game is that participants prevent lion to sit on the empty chair. Lion goes out of the room and they have 5 minutes to discuss the strategy. Lion returns and game starts. Lion goes out again after few trials and gives them 3 more minutes for strategy. We can repeat that more times.

RULES:

- You cannot move the chairs.
- We cannot hinder the lion.
- A lion should not sit on an empty chair.
- If you get up from the chair (even just a little bit) you have to go and sit on a new chair.
- You can no longer sit back on the chair from which you just got up, you can sit on it later in the game.
- Everyone must participate / be involved.

POSSIBLE QUESTIONS FOR DISCUSSION

How was the game for us?

Did we feel included?

Were our suggestions acknowledged?

How was the progress between the first and fifth try?

What worked? What things helped with the strategy?

What didn't work? What things were not helping?

What is important for good cooperation?

What is a good cooperation?

GAMES TO TACKLE SPECIFIC THEMES

FIRST IMPRESSION

AIM: Talk about prejudices and stereotypes

The PAX get 5 minutes to make a list of the people they would prefer to sit next to. They have to write down, from 1 to 4, based on a set of pictures they get.

Pictures are in the attachment.

Who do you want to sit next
to? Make a list

The PAX get 10 minutes in small groups to agree on a list of four people and the order.

Please agree on four people

The PAX are asked to present their list to the others. The facilitators take notes on a flipchart or the blackboard how often the people are named. Afterwards, the notes are used to compare the lists and the debriefing questions are asked.

Revealing who the people in the pictures are in real life. The facilitators present the people and check whether the groups want to change their list or order now that they know more about the people.

POSSIBLE QUESTIONS TO BE DISCUSSED

How was it? How did you feel?

Was it easy? (Why (not)? How did you make your list?

Why is this passenger especially popular/unpopular to sit next to?

How did you proceed and make your list? How could you have preferences, even though you did not know the person? Can you give examples of real life situations?

PEOPLE ON PICTURES-THEIR DESCRIPTION IN REAL LIFE

1- Ashin Wirathu is a Burmese Buddhist monk, and the communal leader of the anti-Muslim movement in Myanmar. He openly supported the persecutions/genocide in Rohingya. Facebook has banned his page on the charge of spreading religious hatred towards other communities.

2- Blair Imani Black, Queer, and Muslim. In addition to being a writer, public speaker, Blair is the founder of Equality for HER, a nonprofit educational platform for women and nonbinary people

3- Michel Paul Fourniret is a French serial killer who confessed to killing twelve people.

4- Dalia Mogahed is an American scholar. She is the Director of Research at the Institute for Social Policy and Understanding in Washington, D.C. She has been one of the advisors of U.S. President Barack Obama

5- Gina Rinehart is an Australian mining entrepreneur. She is the richest citizen in Australia

6-Toni Wirtanen is a Finnish musician. He graduated from renowned schools with highest results. He has been volunteering in projects for childrens' rights and animal rights.

7: Gábor Vona is the former chairman of the extreme right-wing party Jobbik in Hungary

8: Wafaa El-Sadr is the Director of the International Center for AIDS Care and Treatment Programs (ICAP) and a professor at Columbia University.

9: can be Liu Xiaobo was a Chinese human rights activist in China and a Nobel Peace Prize winner. For over twenty years, Liu has fought for a more open and

democratic China. He was arrested in December 2008, and sentenced a year later to eleven years' imprisonment for undermining the state authorities.

or same sex couple adopting a baby

FLOWER POWER

Aims: raise awareness on different experiences regarding privilege and discrimination; reflect on where you stand and how you feel on these topics; recognise own privileges and vulnerabilities.

Self reflection 1: The Power Flower

Take a few moments alone to fill in the identity flower. In the middle of the flower are some categories that can be important for your identity. Write in the outer leaves your corresponding positioning (e.g. gay for sexual orientation). It may well be that categories are missing that are important for you, you can add these in the lower leaves. In a second step you color the leaves, depending on how privileged you are with your positioning in your social context. A fully colored sheet means many privileges.

Picture of Power flower is in the attachment

Self reflection 2:

POSSIBLE QUESTIONS TO BE DISCUSSED

- How was that?
- Was it difficult for you to identify how much to colour the leaves?
- Which of the identity categories do you count as the most important for you personally? Which do you use to identify yourself the most?
- How do you feel about the labels in your leaves? Which experiences have you had related to these aspects of your identity?
- In what way do these experiences shape the person you are today?
- Which positionings are considered privileged and deprivileged for the individual categories? What are the consequences for the individuals?
- How would you classify your own positioning?

- What feelings do you associate with your positioning and the resulting consequences?
- Try to identify your vulnerabilities and blind spots (blind spots = things that you are not aware of and are thus still learning points) and discuss with your partner. Do you find parallels?

Blind spot scan be the once where you have lots of privilage and you did not even thing about it. might be insensitive in this areas.

TAKE A STEP FORWARD

Roles and situations are in the attachment

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read carefully what is on their role card.
4. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:
 - What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
 - What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
 - What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?
 - What excites you and what are you afraid of?
5. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)
6. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

Debriefing and evaluation

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- How did people feel stepping forward - or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
- How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
- Does the exercise mirror society in some way? How?
- Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- What first steps could be taken to address the inequalities in society?

Tips for facilitators

If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements.

In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them, this does not matter especially, and that they should use their imagination and to do it as best they can.

The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants' own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer "yes"). This also applies if you have a large group and have to devise more roles.

During the debriefing and evaluation it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes?) Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work.

Note

This activity was learned from Els van Mourik (Something Els) and others.

This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights – although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights.

GAMES FOR CREATIVITY AND BODY EXPRESSION

BOTTEL

Give a plastic bottle and everybody has to invent /imagine what the bottle is and use it ex: comb your hair – comb, microphone, toothbrush.... we do two circles

BUS OF EMOTIONS

One person is bus driver. He come on the bus very excited. Another person joins him on the bus and comes with different emotion (stressed) and goes behind him in a line and suddenly also the bus driver becomes stressed they both stressed. Third person come son the bus and is angry. So they are all three angry. Forth person comes sad, they all act sad... and so on. When the bus is full they drive on.

STATUES

We decide for situation ex: hospital. One person is lying on the floor. Others join one by one and add to situation. They can also change it a bit. They all come and do a pose and freeze in it. On the end we have a picture.

VARIATION

We can also do it without telling the situation. One person just comes and does one statues ex: Girl standing on titanic. Others join one by one without knowing what the situation was. When the last person joins we ask what did we imagine was the situation. And we see what first person who decided for situation says and what the last one thought. Which can be very different.

MACHINE

One person does one move and sound and repeats it all the time over and over again. Other people join him/her with new sound and move. It can be also just a move. And it should connect to the situation and it can change it a bit as well. When the machine is finished. We take a picture.

SITUATIONS

People are in groups of 5 and they have one situation (beach, hair saloon, park, party, hospital,) they all have to make this situation (static) they have to be representing one person and one object (this are the conditions). When first group does it they scream ready count to 5 and go to the next situation (where the other group was)

STORY TELLING

Groups stay the same as in previous exercise. we all write the sentence on the paper "When she opened her eyes/doors she could not believe what she saw..."

And than Denis makes a position. Every group has to write one sentence associated with this position. Than one person from next group has to go and do the position/statue and every group has to write one sentence and so on. And than they read their stories.

REFLEXION

You can find different way to help participants with their daily reflection in the attachment.



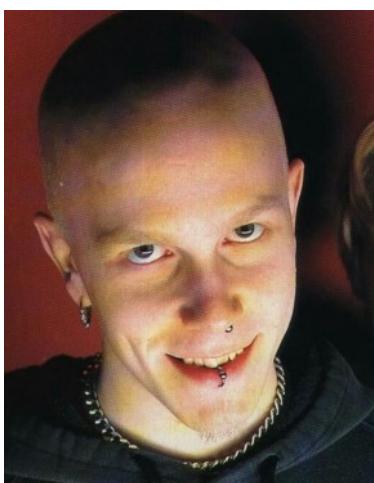
1



2



3



4



5

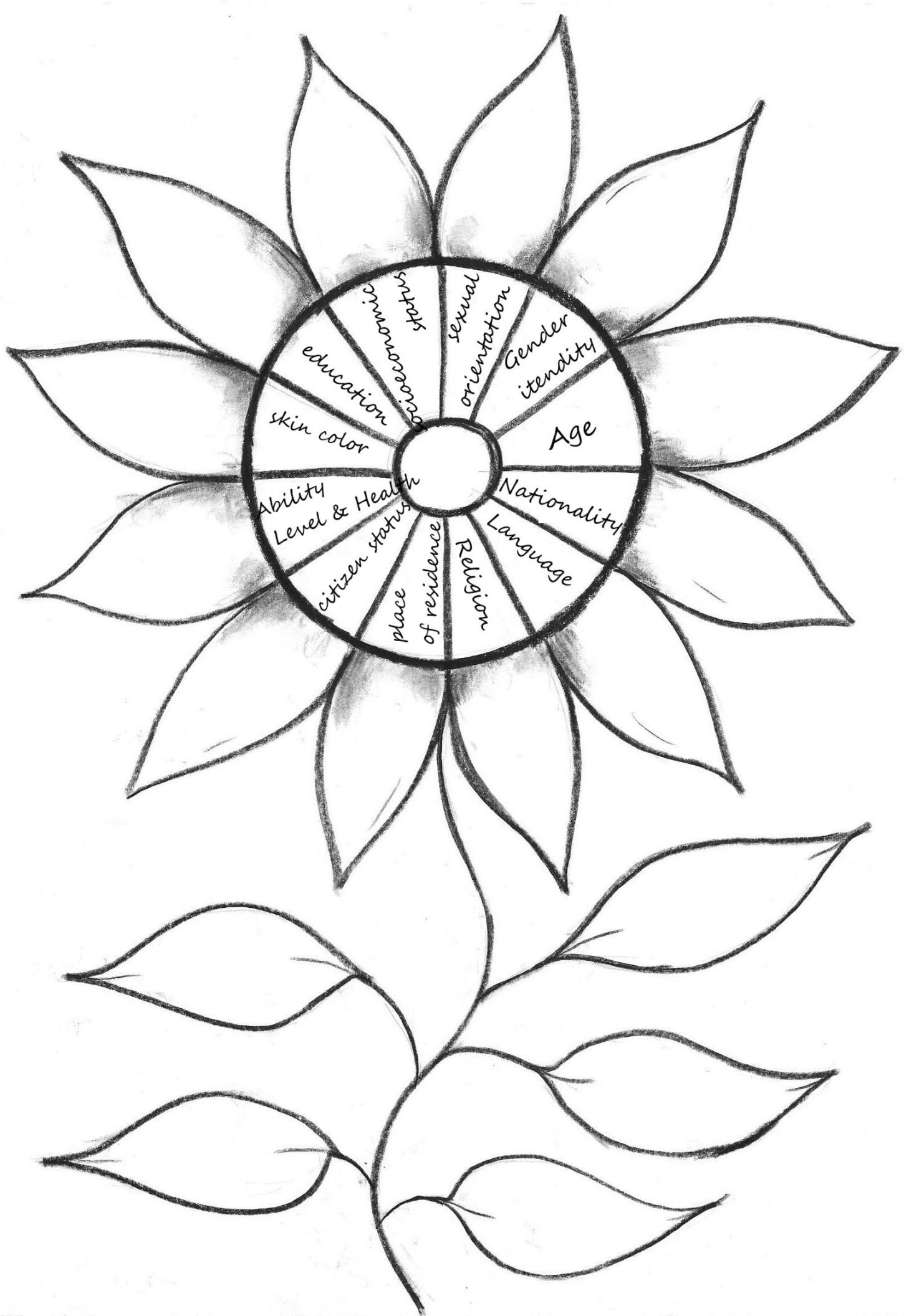


6



7

9



The group may like to take more time to consider the stereotypical images they have of the people represented in "Take a step forward". You could use the activity "Euro-rail 'a la carte'" in the All Different – All Equal Education Pack to ask which people they would most like to share a railway carriage with, and which people they would least like to share with.

Ideas for action

Take up the ideas from the follow-up. Follow through how you and young people can help groups and organisations working with cultural or social minorities, and turn the ideas into practice.

Handouts

Role cards

You are an unemployed single mother.	You are the president of a party-political youth organisation (whose "mother" party is now in power).
You are the daughter of the local bank manager. You study economics at university.	You are the son of a Chinese immigrant who runs a successful fast food business.
You are an Arab Muslim girl living with your parents who are devoutly religious people.	You are the daughter of the American ambassador to the country where you are now living.
You are a soldier in army, doing compulsory military service.	You are the owner of a successful import-export company.
You are a disabled young man who can only move in a wheelchair.	You are a retired worker from a factory that makes shoes.
You are a 17-year-old Roma (Gypsy) girl who never finished primary school.	You are the girlfriend of a young artist who is addicted to heroin.
You are an HIV positive, middle-aged prostitute.	You are a 22-year-old lesbian.
You are an unemployed university graduate waiting for the first opportunity to work.	You are a fashion model of African origin.
You are a 24-year-old refugee from Afghanistan.	You are a homeless young man, 27 years old.
You are an illegal immigrant from Mali.	You are the 19-year-old son of a farmer in a remote village in the mountains.

Situations and events

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship.

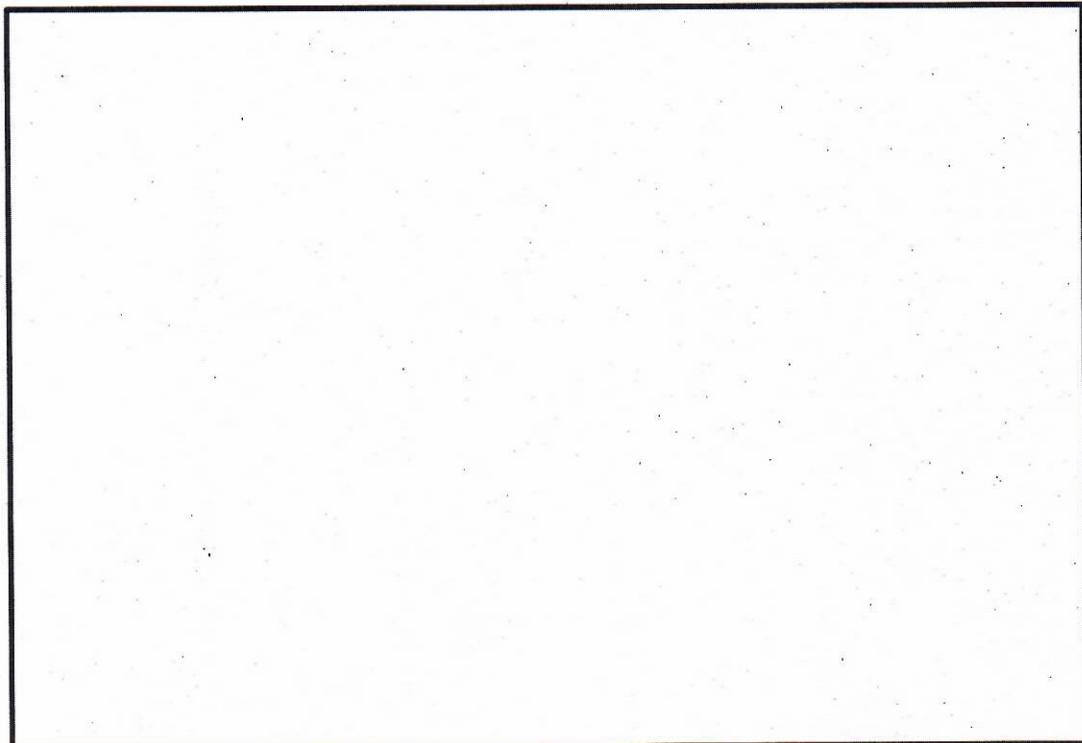
Let's think about the first day and measure the temperature of the whole group accordidng. Just put a mark on the temperature you feel best represents your feeling to the whole group. Share the reasons behind your assessment.

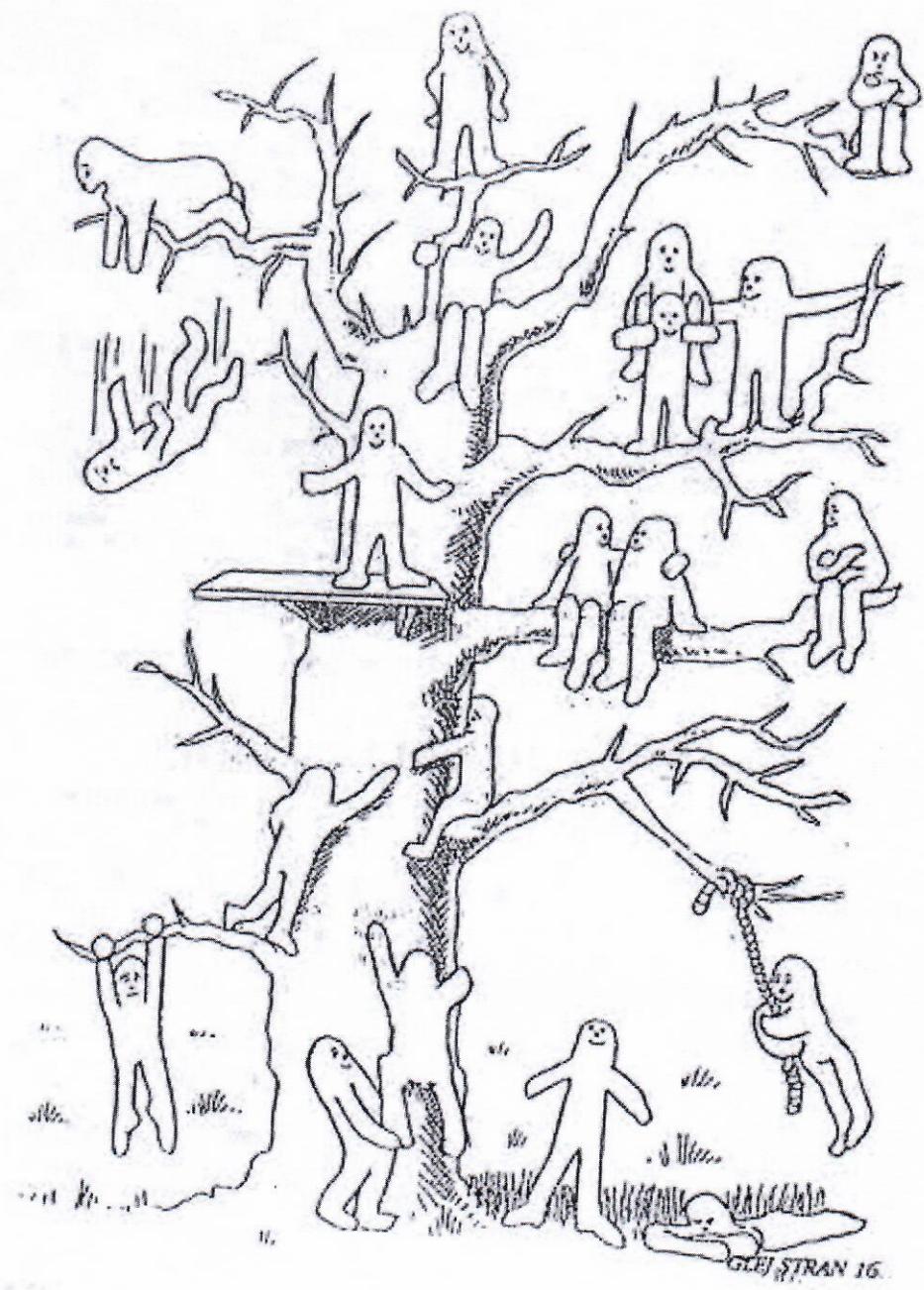
YOUR FEELING ABOUT THE WHOLE GROUP



Let's think about the day. What kind of animal (real/mythical) represents you the best today? Why?

- *Draw the animal and share within the group your masterpiece and the reasons for choosing it.*





OLEJ STRAN 16.



Choose/circle the word which expresses how do you feel in that moment/how did you feel today during the programme?

Ok



Happy

Great

Dissatisfied

Full of questions



Angry

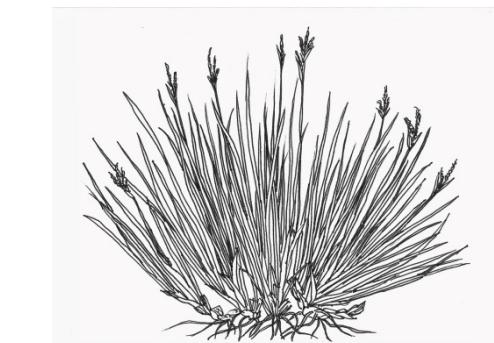
Confused

Satisfied

Insecure

Positive

Negative



Wonderful

Sad

Excited

Hopeles

Uncomfortable

Confident

In thoughts



In need of help

Bored

Responsible

Challenged

Interested

Interest

