

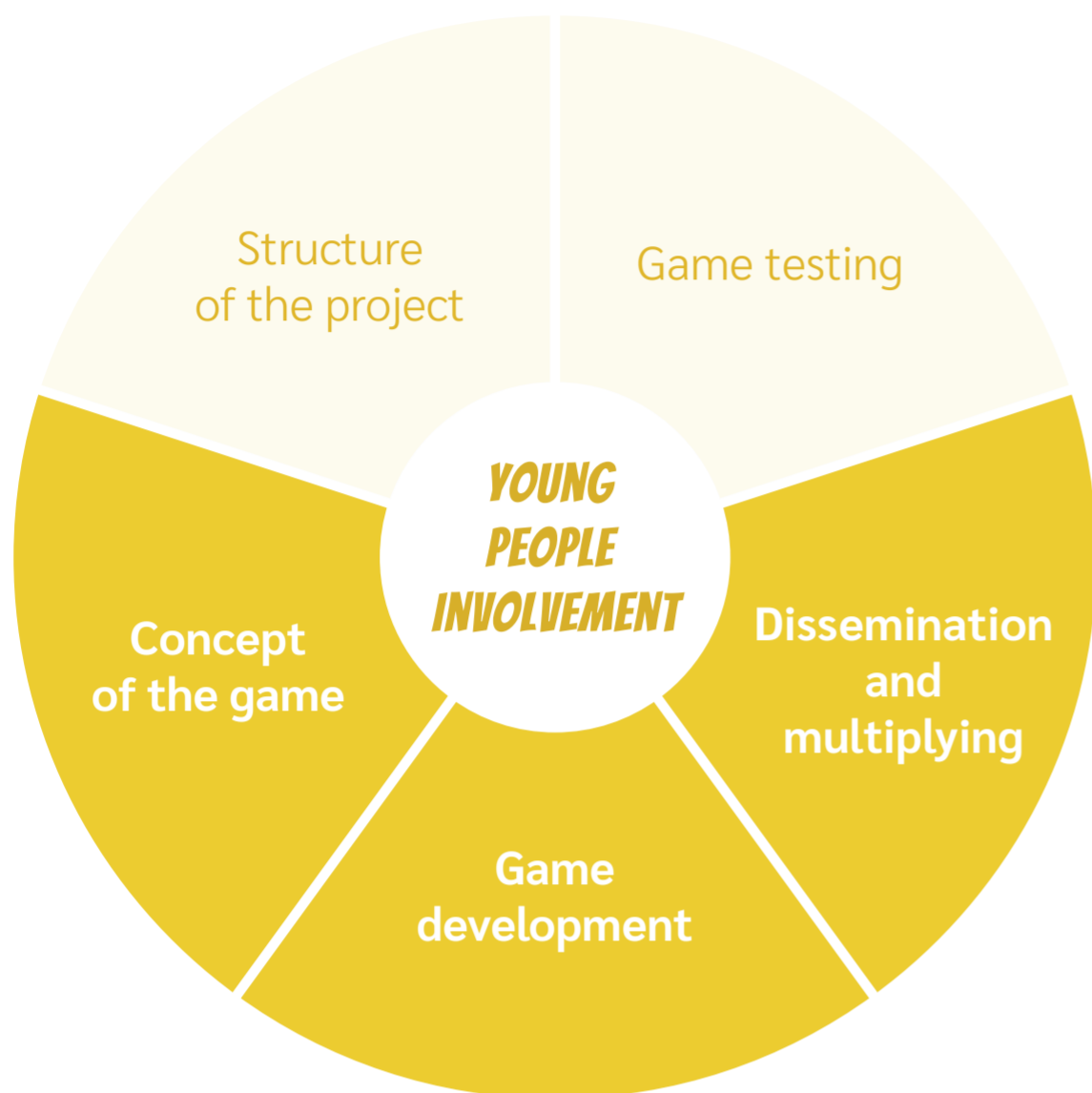


CURRICULAR



Formal education settings

Projects developed in formal education institutions (high schools or universities), where young people design game prototypes related to a specific topic from the academic curriculum. Young people are involved in all phases of the game design, but usually the project does not include a dissemination and multiplying phase of the games created. The main purpose of the project is to develop young people's competencies related to inclusion and learn about the selected topic of the curriculum.



● Young people involved

● Young people not involved

● Main purpose

● Secondary purpose

● Not a purpose

DEVELOPMENT

Collaborative small groups work in a guided and planned process. Each small group creates a different game, which usually result in prototype versions that miss a longer testing and dissemination phase. The focus is on the development of the students' curricular competencies, as well as on the knowledge and critical thinking about the socially relevant topics covered by the games. Those topics are selected by the promoters, which usually are high schools. The development phase is limited and planned to last between 3 and 6 months, in alignment with the academic calendar.

PARTICIPANTS

Mainly high school students, for whom it was compulsory to take part in it.

OTHER ACTORS INVOLVED

Teachers, youth workers (staff members) of non-governmental organizations, and experts in game design or graphic design.

STRUCTURE

Project developed in high schools or universities, facilitated by professionals with the participation of young people. The results are formally evaluated by teachers.

GUIDANCE

Teachers and group facilitators.

PERSONAL COMPETENCES

- Creativity ●●●●●
- Resilience ●●●○○
- Problem Solving ●●●●●
- Adaptability ●●●○○
- Communication ●●●●●
- Critical Thinking ●●●○○

SOCIAL AND CIVIC COMPETENCES

- Collaboration ●●●●●
- Involvement ●●●○○
- Respect ●●●●●
- Empathy ●●●●●
- Democratic Decision Making ●●●●○
- Active Citizenship Practices ●●●○○

EXAMPLES OF EXPERIENCES

