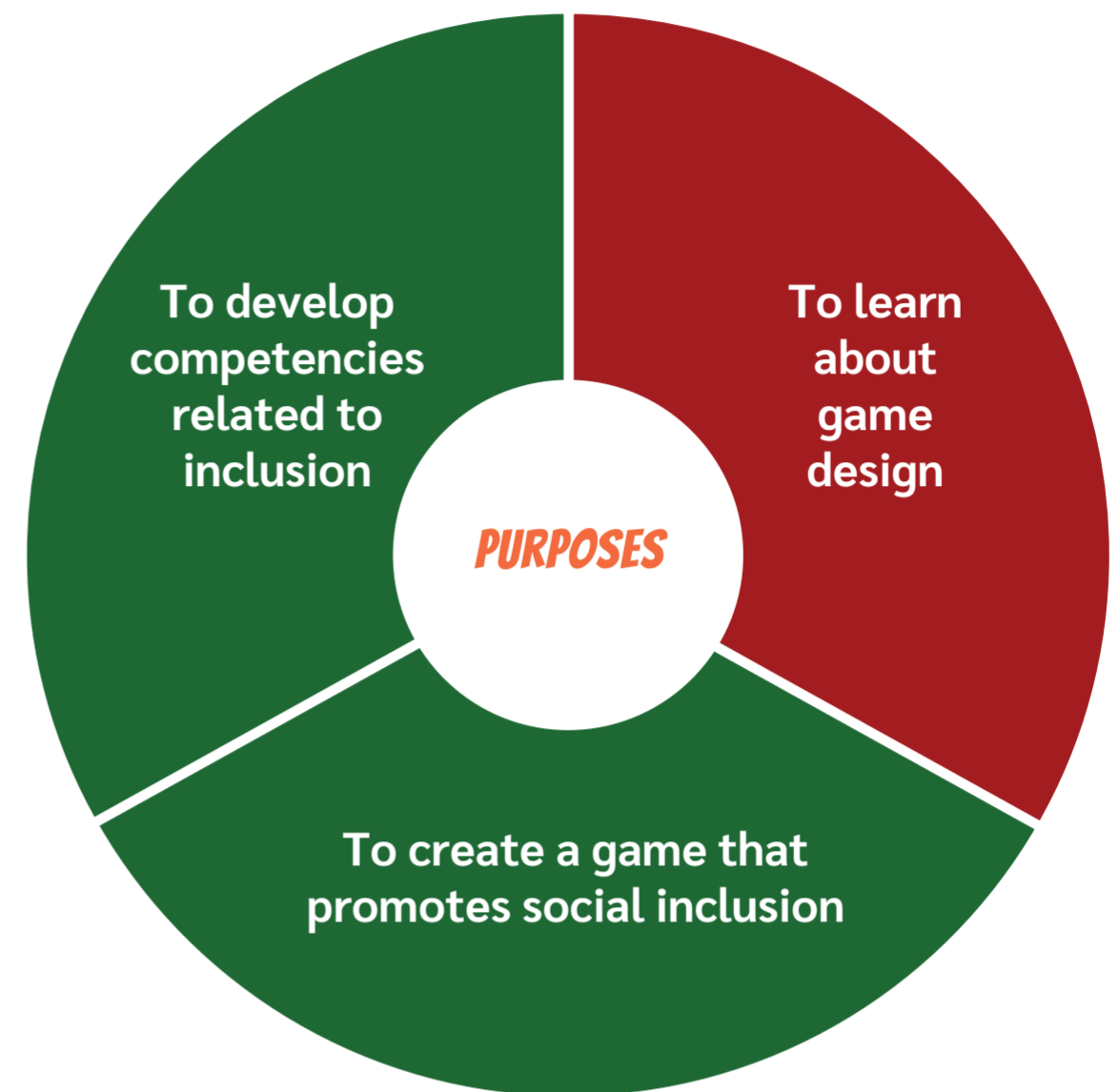
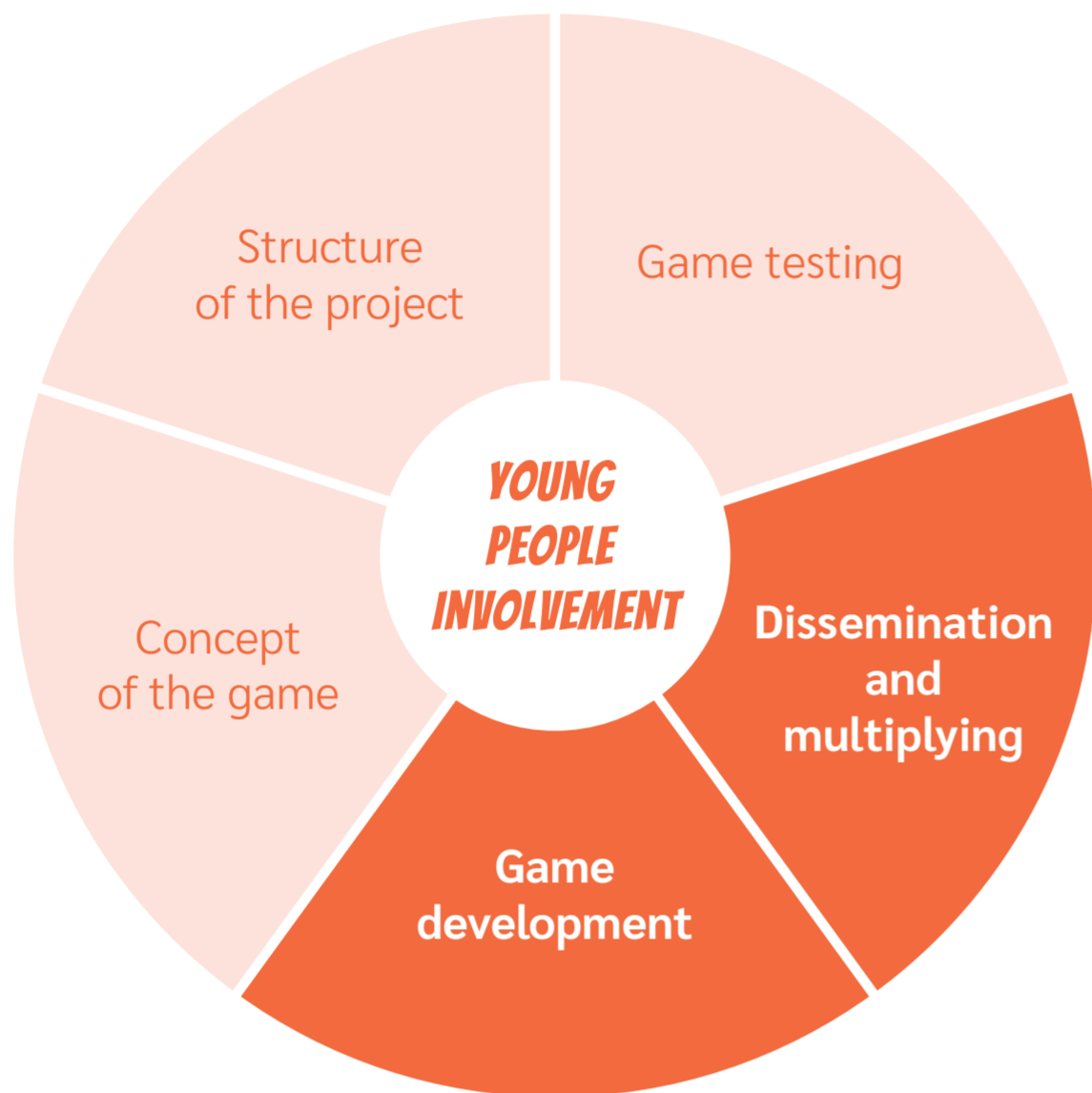




MIXING



Projects developed in formal education institutions (high schools or universities) and in non-formal educational environments, in which young people participate in some development phases of one and only educational game related to a topic selected by the promoters. If the project is developed in formal education institutions, the topic of the game is related to the academic curriculum. The main purpose of the project is to develop young people's competencies related to inclusion, and to create a game that promotes social inclusion among other young people.



● Young people involved ● Young people not involved ● Main purpose ● Secondary purpose ● Not a purpose

DEVELOPMENT

Each project has a different development process (collaborative small groups work, individual work with feedback system, task division with deadlines...) in a guided process. The development time is very variable: from 4 hours (for quick content creation and testing) until 1 semester (including a training to develop game dynamics). In this model, one game is developed connecting curricular competencies and a specific socially relevant topic.

PARTICIPANTS

Mainly high school students (for whom it was compulsory to take part in it), or participants in youth centers.

OTHER ACTORS INVOLVED

Youth workers (staff members) of non-governmental organizations, teachers, experts in game design or graphic design, professionals of youth centers and volunteers.

STRUCTURE

Project developed in high schools, universities or youth centers, with a wide variety of activities (trainings, workshops, individual work, group work...).

GUIDANCE

Mainly staff members of non-governmental organizations and professionals of the centers involved.

PERSONAL COMPETENCES	SOCIAL AND CIVIC COMPETENCES
Creativity ●●●●○	Collaboration ●●●●●
Resilience ●●○○○	Involvement ●●●○○
Problem Solving ●●●●○	Respect ●●●○○
Adaptability ●●●●●	Empathy ●●●●○
Communication ●●●●○	Democratic Decision Making ●●●●●
Critical Thinking ●●●●○	Active Citizenship Practices ●●●○○

EXAMPLES OF EXPERIENCES