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Description of game conception



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1. Conception of the game «Understand my culture, understand me»

1.1 Goal

The purpose of the innovation is to develop a method of integration work with refugees and migrants who are on the territory of Poland and experience social isolation due to the cultural and social differences.

The effect of the game is to establish understanding through mutual learning, finding common cultural features in Poland and Ukraine. The game encourages Ukrainians to integrate into Polish society, as well as to bring Polish citizens closer to the culture of their Ukrainian neighbors.

1.2 Methodology

The work method will be based on the development of a universal scenario for the meetings of the refugees, migrants of both gender with Polish citizens and a cross-border meeting with Polish citizens and an integration game that helps to overcome social and cultural barriers.

Such a decision will help overcome social and cultural barriers, get to know each other, find common features in the culture of Poland and Ukraine, and thus encourage Ukrainians to assimilate into Polish society, and show Polish citizens the culture of their Ukrainian neighbors.

1.2.1 Gamification

By using gamification in meetings aimed at the integration of refugees and migrants in Poland, we switch from the activities that are not particularly attractive to those that constantly attract the user's attention and create enjoyment from something that usually has little to do with fun. In addition, they provide game elements in non-game contexts to motivate participants in performing of the specific actions.

Gamification is the conscious and intentional use of game design mechanisms to activate and motivate selected group of participants. Gamification involves the use of one or more game elements in the learning process and is perceived as a set of strategies, tactics and products, which use allows you to achieve the set goals.

To fully understand what gamification is, you can define several criteria that must be met:

- **goal** - you need to achieve previously set goal, for example, maintaining motivation until the end of the course or studying a certain topic;
- **emotions** - it should be pleasant and give satisfaction from the planned activities;
- **game mechanics** – must use mechanisms known from games, such as rewards, providing feedback, elements of surprise, competition, winning;
- **vitality** – should refer to elements obtained from real life, which are usually not related to the games;
- **motivation** – should increase motivation and encourage specific activities.¹

¹ <https://e-pasje.pl/gamifikacja-w-edukacji-najlepsze-sposoby-wykorzystania-grywalizacji/>

It is a good idea to use challenges that are random or story based different quest paths and that you have to complete to earn points or level up the game. Such actions introduce an element of uncertainty and surprise into the game, which can directly affect the level of satisfaction during the game.

It is recommended that the results of the game user be measurable. Badges show what challenges the player has faced and what achievements they have had (they serve to bring joy and satisfaction).

It should also be remembered that joining the gamification project, especially at the first stage of its implementation, should be voluntary. The user should treat this form of training as an alternative to classical training.

Research shows that in order to obtain the best results from the use of gamification in education, the game must meet several important conditions:

- winning condition – the user must know when he will win;
- the goal, that is, what the player must achieve to win (not necessarily once);
- the action we expect from the player at a specific moment;
- obstacles, i.e. difficulties that the player will face when trying to achieve the goal;
- rules and restrictions that the player must pay attention to during the game.

1.3 Product

The final product will be a description of the method of integration work, containing a lesson scenario and an integration game created taking into account the gamification method discussed above.

The tools have universal character, thanks to which they can be adapted to social work with refugees and migrants of other nationalities.

By using gamification in meetings aimed at the integration of refugees and migrants in Poland, we change actions that are not particularly attractive to those that constantly attract the user's attention and create pleasure from something that usually has little to do with fun. In addition, they use game elements in non-game contexts to motivate participants to take specific actions.

The game is a closed unit; it has its beginning, course and end. Game participants are focused on the victory. The main prerequisite for the use of the game in the process of learning about intercultural differences is the achievement of increased motivation and encouragement to action.

The game includes a board, dices, 4 different colored chips and cards with questions, designed for different age groups: children, teenagers and adults. Participants can be teams or individuals.

Answering questions, the player moves along the board to the goal and shares his experience with other participants of the meeting.

Game version to be printed will be available at Stowarzyszenia Czas Przestrzeń Tożsamość web-site (<http://cpt.org.pl>) after approval of the final version at the end

of testing. The meeting plan is designed so that it can be used regardless of the participants' age.

During the game:

- Class participants point out cultural differences (customs, holidays, games, musical groups, etc.).
- Class participants indicate cultural similarities (customs, holidays, games, music groups, etc.).
- Participants get to know their individual interests.

2. Game rules

2.1 Game elements

The game consists of:

- A2 board (it is possible to print the board on A4 format cards and assemble the entire board from them),
- 4 different color chips (in the case of more players, you can use additional substitutes),
- Hexagonal dices (K6)
- 4 sets of cards - each set contains 16 cards with questions covering separate thematic blocks.



2.2 Game host

To conduct the game, the game host (moderator) must know before the meeting in which language it can be conducted and the level of understanding and communication among the participants. It is worth being ready to translate questions and answers so that all participants in the game can understand the answers of their opponents.

The presenter lists the countries from which the participants of the game come and encourages them to gain knowledge about the "next-door neighbors." If the participants do not know each other, the presenter asks them to introduce themselves.

Before starting the game, the presenter should learn about:

- Main cultural differences of the participants,
- Rules of the game.

2.3 Moderation and conduction of the game

To reach its full potential, game "Understand my culture, understand me" requires the introduction of people who moderate the game during the integration meeting (see "Scenario of integration activities").

During the game, the host (moderator) must:

- Provide translation - personally or with the participation of an interpreter (if necessary),
- Choose the game option,
- Ensure compliance with the rules of the game,
- Encourage participants to expand their answers,
- In the case of playing in a group setting, encourage other members of the group to answer,
- Organize age prizes for all participants.

2.4 Game variants

Game can be conducted with individual or team players.

2.4.1 Group setting – principles

Game start

We set the chips of the game participants - each group of players has the right to one chip (we play as a team), located on the START field.

The group that rolls the most points on the dice moves its token first and gets an additional chance to roll the dice.

The group has a choice of one of two routes leading to the finish line:

- A longer road, but without serious obstacles,
- Shorter road, but associated with obstacles.

Moving on the board

The group that rolls the most points on the dice, moves their piece first and gets an extra roll of the dice.

Moves the chip by the sum of the numbers from both attempts.

The dice are rolled by the next group of players to the left of the first player, and they move their chips by the number of dots rolled on the dice.

The group that rolls 6 points has the right to roll the dice one more time. If a 6 is rolled again, and then it repeats again, it is rolled until the number of dots on the dice

is different. (Example: If a player has a 6 and then a 3, he moves the chip 9 steps ($6+3=9$). If he rolls 6,6,4, he moves the chip 16 steps ($6+6+4=16$).)

Chips can jump over each other.

The goal of the game is to reach the finish line - the winner is the group whose chip is the first to reach the GOAL field.

Types of the fields and playing cards

The board consists of colored fields:

- Pink – field of obstacles – don't require to choose the card,
- Yellow – choice of the card "Question/task" in the group "Culture",
- Blue – choice of the card "Question/task" in the group "Culinary",
- Red – choice of the card "Question/task" in the group "Savoir-vivre",
- Green – choice of the card "Question/task" in the group "Holidays",
- Two colors – take the card/question of two colors, read the question, give the answer to one of it and give the card to the chosen person.

Depending on the color of the field where the chip stood, we choose a question card of the corresponding color and answer it. If a group does not answer a question or complete a penalty task, it moves its token back to the nearest neutral field (purple).

When the checker is on a two-colored field, cards of both colors should be taken.
After reading the questions, one is chosen, and the other is given to the next player.

Placement of the chip on a purple field with an exclamation mark! leads to the loss of the move.

When the chip is placed on the purple field marked with the number 1, 2 or 3, you should go back the corresponding number of steps.

Summarizing of the game by the moderator

At the end of the game the host asks to summarize it, meaning to express in one sentence the information, which each participant remembers (food, music band, movie) from the presentation of the other nation's culture.

2.4.2 Individual variant

The same rules apply, as for the group variant (recommended). Each player leads his/her own game.

2.5 List of the game questions

- 1. What is your favorite movie produced in your country?**
- 2. What's your favorite movie?**
- 3. Tell me about your favorite book from your country?**
- 4. What is your favorite book in general?**
- 5. What is your favorite music performer from your country?**
- 6. What is your favorite band in general?**
- 7. What is your favorite music artist in general?**
- 8. What is your favorite music band from your country?**
- 9. Which song from your country do you like the most? (hum or sing)**
- 10. Which song do you like the most in general? (hum or sing)**
- 11. What do you choose - theater or cinema?**
- 12. Describe where you would like to go on vacation with your family.**
- 13. Briefly tell your favorite fairy tale.**
- 14. What is your favorite movie character's name?**
- 15. What is your favorite book character's name?**
- 16. What rhyme do you remember from your childhood? Recite some verses.**
- 17. Tell me about your favorite food.**
- 18. What are your favorite sweets?**

19. What's your favorite cold drink?
20. What's your favorite hot drink?
21. What is your favorite fruit?
22. What is your favorite vegetable?
23. What's your favorite dessert?
24. Tell me, what world cuisine do you like?
25. Describe what you usually eat for breakfast?
26. What do you usually eat for lunch?
27. What do you usually eat for dinner?
28. Give a recipe for your favorite exotic dish.
29. Give a recipe for your favorite national dish.
30. Do you cook yourself or order food?
31. Are recipes passed down from generation to generation in your family? Give an example
32. Who prepares the family dinner?
33. What country, region or city do you come from?
34. Describe your favorite game/fun.
35. What was your favorite backyard activity?
36. What is your favorite sport?

37. Tell your favorite anecdote or joke.
38. What was your favorite toy as a child?
39. Do you have family heirlooms and what are they?
40. Does your last name mean anything?
41. Do you have any hobbies - what are you interested in?
42. Tell me about some nice or funny childhood memories.
43. Tell me about a famous person from your country.
44. What was your first teacher's name?
45. Do you like football?
46. Do you have pets?
47. How did your mother affectionately address you as a child?
48. Tell me about a famous athlete from your country.
49. Which day of the week is a public holiday in your country?
50. Tell me about your favorite holiday.
51. Describe how you celebrate your favorite holiday.
52. Describe your favorite holiday food.
53. Do you celebrate your name day?
54. Describe what is the most important holiday in your family.
55. Do you have any special, traditional family customs?

- 56. Which religious holidays do you consider the most important?**
- 57. Name the most important national holidays in your country.**
- 58. Who performs weddings in your country?**
- 59. Do you have any special customs related to childbirth?**
- 60. What moments in your life do you celebrate in a special way?**
- 61. Introduce how you celebrate the New Year.**
- 62. Tell me how you celebrate your birthday.**
- 63. Are holidays of selected professional or social groups celebrated in your country?**
- 64. On what occasions do children have a break from school?**