

# GROW

GAMIFY YOUR YOUTH WORK



## **Gamify youR yOuth Work**

Blended Training Course  
programme

# Gamify youR yOuth Work



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## **CONTENT TABLE**

<b>1. Introduction</b>	2
<b>2. Day 1 – Training methods and communication skills</b>	4
<b>3. Day 2 – Introduction to gamification and gamification planning</b>	15
<b>4. Day 3 – Gamification in youth work and non-formal education</b>	19
<b>5. Day 4 – Practical tools for gamification</b>	23
<b>6. Day 5 – Gamification in assessment and evaluation</b>	27
<b>7. Summary and tips</b>	33

# 1. Introduction

Welcome to the GROW blended training course on "Gamification in Youth Work." This document serves as an example of a flexible training plan that can be easily tailored to meet the unique needs of your target group and adapt to the preferences of trainers and facilitators. Whether you choose to deliver this course in person, online, or a combination of both, this comprehensive plan provides you with a blueprint for an engaging and effective learning experience.

One of the strengths of this training course lies in its adaptability. We understand that every group of learners and every training environment is unique. As such, this plan allows for seamless customization to ensure that the content, pace, and delivery method align with your specific objectives and circumstances.

The GROW blended training course seamlessly combines both in-person and online learning modalities, offering you the best of both worlds. Whether you decide to conduct certain sessions face-to-face or opt for the convenience of online engagement, this plan accommodates your choices without compromising the quality of the learning experience.

The foundation of the GROW training course is the "Training Curriculum on Gamification in Youth Work", created within the framework of the GROW – Gamify youR yOuth Work project co-financed by the Erasmus+ Programme of the European Union. It draws upon the key modules and concepts from the curriculum, elaborated thanks to the cooperation and exchange of practice of 6 organisations dedicated to youth work and training: YouNet APS (Italy), KANE (Greece), Fundación general de la Universidad de Burgos (Spain), TC Taraba (Montenegro), People in Focus (Albania) and Open Data Kosovo (Kosovo). It ensures that the content remains rooted in established best practices and research in the field of gamification in youth work.

While this course plan includes suggested activities, it is essential to note that every element can be modified or replaced with other activities proposed within the curriculum. We encourage trainers and facilitators to tailor the course to their unique objectives, audience, and available resources. Your creativity and expertise are the driving forces behind creating a truly impactful learning experience.

In the pages that follow, you will find a comprehensive 5-day training course plan, complete with descriptions of activities, discussions, and assignments. Feel free to adapt, remix, and personalise the content to best suit your training needs and objectives.

The online mode of the course can be organised within tools such as Zoom, Google Meet, Webex, Microsoft Teams, and other virtual collaboration platforms.

We recommend as well to use [Padlet](#) to collect all the materials produced during in-person and online activities, and share them with participants.

Please note: the training course plan is prepared for the group of 20 participants, therefore the timing may vary depending on the number of participants in your training.

Thank you for choosing the GROW blended training course as a valuable resource in your journey to explore and master the exciting realm of gamification in youth work. We look forward to seeing how you tailor this course to create transformative learning experiences for your participants.

Check our other materials:

Training Curriculum: <https://grow-project.eu/training-materials>

GROW Handbook: <https://grow-project.eu/handbook>

GROW Community of Practice: <https://www.facebook.com/groups/693209439099646>

## 2. Day 1 – Training methods and communication skills

The first day of training places a special emphasis on training methods and communication skills—a crucial foundation for educators, facilitators, trainers, teachers, and all those engaged in the field of education and youth development. This part of the training cannot be found in GROW Training Curriculum, but was implemented during the Training of Trainers and local training during the project lifetime, due to the recognized need of the participants. We encourage you to embrace this supplementary material, as it promises to enhance understanding of gamification in the context of youth work.

### Objectives of Day 1:

- To understand effective training methods.
- To develop clear and engaging communication skills.
- To foster active listening.
- To build confidence in facilitation.

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> <li>- Different training methods</li> <li>- Effective communication principles</li> <li>- Content development</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to use the suitable training method for the target group</li> <li>- Effective communication skills: verbal clarity, active listening, non-verbal communication</li> <li>- Basic presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>- Being open to diverse perspectives and adapting training methods when necessary</li> <li>- Become open to new ideas, diverse perspectives, and different learning styles, fostering an inclusive and adaptable approach to education and communication</li> </ul>

### Proposed Agenda of the Day 1:

9.00 – 9.30	<b>Introduction of the training and ice breaking activity</b>
9.30 – 10.00	<b>Get to know each other activity</b>
10.00 – 10.30	<b>Expectations session</b>
10.30 – 11.00	Coffee-break
11.00 – 12.30	<b>Basic elements of training and training methods</b>

12.30 – 13.30	Lunch break
13.30 – 15.00	<b>Presentation skills part 1</b>
15.00 – 15.30	Coffee-break
15.30 – 16.30	<b>Presentation skills part 2</b>

## In – person

### Introduction of the training and ice breaking activity (30 minutes)

- Welcome all the participants and introduce the topic, objectives and agenda of the training course
- Ice Breaking Activity – you can facilitate your favourite energizer.

### Get to know each other activity (30 minutes)

For our get-to-know-each-other activity, we encourage you to use GROW Bingo, which can be found [here](#). This engaging game is designed to help you connect with your fellow participants while having some fun.

#### Materials needed:

- Bingo cards
- Pens/markers

#### How to Play:

1. Distribute Bingo cards to each participant. The Bingo card should contain a list of characteristics or experiences that are likely to be true for some of the participants.
2. Instruct participants to move around the room and find people who match the characteristics or experiences listed on the Bingo card. For example, if the Bingo card says "Find someone who has travelled to at least five different countries," participants should find someone who matches this criteria and ask them to sign or initial that square on their card.
3. The first participant to fill out their entire Bingo card wins the game.

\* Instead of the GROW Bingo, you are free to use any other activity of your choice for the "Get to Know Each Other" section that you find engaging and suitable for building connections among participants.

## Expectations session (30 minutes)

Expectations activities examples:

### Materials needed:

- Flipcharts
- Set of markers
- Post-its in 2 different colours

### "Expectations Mapping":

1. Divide participants into small groups of 3-4 people.
2. Give each group a large piece of paper and a set of markers.
3. Ask the groups to draw a map of their expectations for the training. They can draw anything that represents their expectations, contributions (such as images, symbols, or words).
4. Encourage the groups to be creative and use their imagination.
5. After 10-15 minutes, ask each group to share their map with the rest of the participants.
6. As each group presents their map, ask them to explain what they have drawn and why.
7. Encourage discussion and feedback from the rest of the participants.
8. Summarize the key expectations and contributions that have been shared and use them to guide the rest of the training.

### "Expectations Tree":

1. Prepare a flipchart with the tree drawing (roots, trunk, branches).
2. Provide each participant with the post-it in each colour (they might use more than one post-it in a single colour if they want to). Explain which colour is for contributions and which for expectations.
3. Give 10-15 minutes to the participants to think about their expectations of the training and contributions they can share with others.
4. Ask participants to stick their post-its with contributions in the roots of the tree and their expectations post-its on the branches of the tree.
5. Summarize the key expectations and contributions that have been shared and use them to guide the rest of the training.

## Basic elements of training and training methods (90 minutes)

For the session on the basic elements of training and training methods, there is available GROW presentation to enhance the understanding and discussions. You can find the presentation [here](#).

### Basic Elements of Training (45 minutes):

- Before moving on with the theory part of the presentation, create together with participants a word cloud on Flipchart or in Mentimeter (<https://www.mentimeter.com/>) on basic elements of training and facilitate the discussion.



- Review the presentation with slides on basic elements of training.
- How to prepare a good presentation – group work (30 minutes):
  1. Divide the participants into small groups (3-4 people).
  2. Give each group a topic or subject for their presentation (topics should be easy and brief to elaborate).
  3. Instruct each group to brainstorm the steps for preparing a good presentation on their given topic. Encourage them to be creative and think outside the box.
  4. Once each group has completed their brainstorming, have each group create a brief presentation, using visual aids such as slides or posters to illustrate their points.
  5. As a final step, having each group present their final presentation, the larger group can provide feedback and constructive criticism on the content, delivery, and visual aids used.

This activity allows for active participation, collaboration, and creativity, and helps to reinforce the key steps for preparing a good presentation. It also allows participants to practice delivering their presentation in front of a supportive audience and receive feedback to help improve their skills.

Training Methods and Interactive Training Methods (45 minutes):

- Before moving to the theoretical part, encourage discussion with your participants on their experience connected to different training methods.

You can use the following questions:

1. What are some training methods you've used in the past? Which methods have been most effective, and why?
2. How do you decide which training method(s) to use for a given topic or group of learners?
3. What challenges have you faced in using certain training methods? How did you address those challenges?
4. How do you adapt training methods to meet the needs of different learners (e.g., different learning styles, language barriers, cultural differences)?
5. What are some innovative or creative training methods you've seen or used? How did they enhance the learning experience?
6. How do you ensure that participants are actively engaged and involved in the training, regardless of the method used?
7. How do you measure the effectiveness of different training methods? What criteria do you use to evaluate their success?
8. How do you balance the use of different training methods within a single training session or program?
9. What resources or tools do you use to enhance the effectiveness of different training methods (e.g., technology, props, visual aids)?
10. What advice would you give to someone who is new to using a particular training method? What strategies or tips have helped you be successful in using that method?

In the next step focus on the theory of different training methods. Encourage your participants to share their own experience and feedback on different methods.

### **Presentation skills part 1 (90 minutes)**

#### BOMBER technique (10 minutes):

The presentation starts with the title and the word "BOMBER" displayed on the screen, creating a sense of curiosity. Gradually reveal the words associated with the acronym "BOMBER". This provides an opportunity for interactive engagement, as participants can make educated guesses about the meaning of each letter, fostering interesting and perhaps humorous exchanges.

Following this, delve into a discussion of each element:

**"B" stands for "Bang":** emphasize the importance of starting every presentation with a captivating "bang" – an attention-grabbing hook that piques the audience's interest, such as a surprising fact, a clever icebreaker, or a humorous anecdote.

**"O" represents "Opening":** Once the audience's attention is secured, the opening serves as a platform to outline the core points of the presentation. These should be concise, limited to 4-5 key points, and presented in bullet style.

**"M" signifies "Message":** The heart of the presentation is the message, where the speaker delivers the key learning points outlined in the opening. Stress the need for clear and concise communication.

**"B" stands for "Bridge":** Participants will learn how to bridge the gap between key points while delivering the presentation. This involves connecting each point back to the audience, personalizing the message to their specific needs and situations.

**"E" stands for "Examples":** Engaging the audience with relevant examples is crucial. Emphasize the importance of using relatable examples tailored to the audience's experiences and interests, while directly relating them to the message's key points. Staying on topic is essential.

**"R" represents "Recap":** Before concluding the presentation, encourage the audience to summarize their understanding of the topic. This ensures that the message has been comprehended accurately. Reiterate briefly the main points for clarity and reinforcement.

#### Creating the Best/Worst TED Talk (25 minutes):

1. Watch the [video](#) of Sebastian Wernicke about creating the best/worst TED talk.

2. Review again the BOMBER technique and together with the participants, evaluate whether the speaker has achieved all 6 points of this method.
  3. Let participants check tedPAD and try to create some bad/good TED talks. Link: <http://get-tedpad.com/>
  4. Ask a few participants to share their TED talks with the group.
- Public Speaking practice – activity (55 minutes)
    1. Give participants 15 minutes to prepare their 2-minute presentation, with a BOMBER technique, about any aspect of themselves.
    2. Let the participants present their intrapersonal presentations to the group. Discuss all the aspects of BOMBER technique used in their presentations.

### **Presentation skills part 2 (60 minutes)**

- Communication activity:

#### Materials needed:

- Papers with simple drawing for half of the participants
  - Blank papers for half of the participants
  - Pens/markers
1. Divide participants into pairs.
  2. Explain the rules: in each pair, one of the participants will receive a piece of paper with a simple drawing on it (they should not show it to their partner!), the other participant will receive a blank piece of paper and pen/marker. Each pair of participants should sit back-to-back. The participant with the drawing should describe in the best possible way the drawing to their partner, without telling what's on the drawing (they cannot say "it's a cat", "it's a house", but they should use phrases such as "there is a circle in the right down corner" etc). They will have 2 minutes to complete the task.
  3. Make sure the rules are clear to all the participants and proceed with providing them with the materials.
  4. Set the timer for 2 minutes and start the activity.
  5. Ask the participants to present their outcomes – they can stick their drawings to the table or the wall if there is such a possibility.
  6. Compare all the drawings with original pictures.
  7. Swap the roles of the participants and update some rules: person with the drawing should give instructions in the same manner as in the 1<sup>st</sup> part of the activity, with the distinction that this time, the participant doing the drawing can ask yes/no questions. Meanwhile, the person holding the picture observes as the drawing takes place. Time to complete the drawing is again 2 minutes.
  8. Hand to participants new drawings.
  9. Ask the participants to present their outcomes – they can stick their drawings to the table or the wall if there is such a possibility.

10. Compare all the drawings with original pictures.

11. Facilitate discussion on the outcomes of this activity. Supporting questions:

- What was your experience like when you were describing the drawing to your partner?
- How did you feel when you were trying to understand your partner's description without seeing the drawing?
- What challenges did you face in effectively communicating the details of the drawing without using explicit labels?
- Did you and your partner face any difficulties in understanding each other's instructions?
- What strategies or techniques did you use to convey the information accurately?
- What did you learn about the importance of clear and precise communication from this exercise?
- How did this activity highlight the significance of active listening and asking clarifying questions?
- What insights did you gain about the potential for miscommunication in real-life scenarios, and how can you apply what you've learned to improve your communication skills?

## Online

All presentations and digital materials used in the in-person mode are valid as well for the online version of the training. Below we present the modification of some activities into an online mode.

### Introduction of the training and ice breaking activity

- Welcome all the participants and introduce the topic, objectives and agenda of the training course
- Ice Breaking Activity Online, examples:

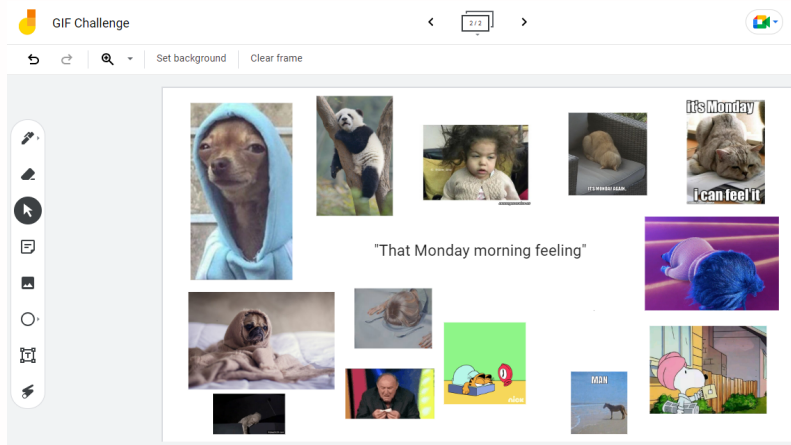
Useful digital tools:

- Slido [www.slido.com](http://www.slido.com)
- Jamboard [jamboard.google.com/u/0/](https://jamboard.google.com/u/0/)
- Mentimeter [www.mentimeter.com](http://www.mentimeter.com)

Mood barometer - use the scale type of slides in Slido or Mentimeter to check the overall energy of the participants by running a rating poll such as: "On a scale of 1-7, how are you feeling today?" or "What's your energy level today?"



Emoji representation – use Jamboard or Mentimeter to ask participants to answer the icebreaking question in the form of emoji or Gif. Example of the questions: How was your weekend? What's your hobby? That Monday morning feeling in one GIF/emoji.



### Get to know each other activity

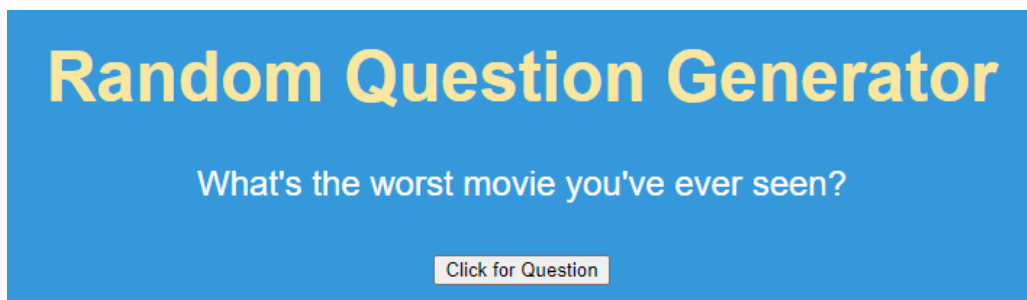
For the icebreaking and getting to know each other session you can use random questions generators. Here you can find a few online available generators:

<https://randomwordgenerator.com/question.php>

<https://faculty.washington.edu/ejsluger/random-generator/index.html>

<https://randomquestionmaker.com/>

Ask each participant to introduce themselves, saying a few facts from their life and answer the randomly generated question.



### Expectations session

You can simply move the previously described activities into the online mode. Instead of flipcharts and post-its, use Jamboard.

#### "Expectations Mapping":

1. Divide participants into small groups of 3-4 people. Use breakout rooms for the group work.
2. Give each group a link to their Jamboard table.

3. Ask the groups to draw/write a virtual map of their expectations for the training. They can draw anything that represents their expectations and contributions (such as images, symbols, or words).
4. Encourage the groups to be creative and use their imagination.
5. After 10-15 minutes, come back to the main meeting room and ask each group to share their map with the rest of the participants.
6. As each group presents their map, ask them to explain what they have drawn and why.
7. Encourage discussion and feedback from the rest of the participants.
8. Summarize the key expectations, contributions and fears that have been shared and use them to guide the rest of the training.

#### “Expectations Tree”:

1. Prepare a Jamboard with the tree drawing (roots, trunk, branches).
2. Provide participants with links and ask them to use the colourful post-it options to express their expectations and contributions. You can assign particular colours of post-it to contributions and expectations and explain it to the participants
3. Give 10-15 minutes to the participants to think about their expectations of the training and contributions they can share with others. They should “stick” their contributions in the roots part of the tree and expectations in the branches part.
4. Summarize the key expectations and contributions that have been shared and use them to guide the rest of the training.

### **Basic elements of training and training methods (90 minutes)**

#### Basic Elements of Training (45 minutes):

- Before moving on with the theory part of the presentation, create together with participants a word cloud in Mentimeter (<https://www.mentimeter.com/>) on basic elements of training and facilitate the discussion.
- Review the presentation with slides on basic elements of training.
- How to prepare a good presentation – group work (30 minutes):
  1. Divide the participants into small groups (3-4 people) in the breakout rooms.
  2. Give each group a topic or subject for their presentation (topics should be easy and brief to elaborate).
  3. Instruct each group to brainstorm the steps for preparing a good presentation on their given topic. Encourage them to be creative and think outside the box. They can use Jamboard or any other tool they prefer (eg. Powerpoint, Canva etc).
  4. Once they complete their brainstorming, they should create a brief presentation, using visual aids such as slides or posters to illustrate their points (Jamboard, Canva, Powerpoint).
  5. As a final step, having each group present their final presentation, the larger group can provide feedback and constructive criticism on the content, delivery, and visual aids used, in context of the online training.

### Training Methods and Interactive Training Methods (45 minutes):

- Before moving to the theoretical part, encourage discussion with your participants on their experience connected to different training methods.

You can use the following questions:

1. What are some training methods you've used in the past? Which methods have been most effective, and why?
2. How do you decide which training method(s) to use for a given topic or group of learners?
3. What challenges have you faced in using certain training methods? How did you address those challenges?
4. How do you adapt training methods to meet the needs of different learners (e.g., different learning styles, language barriers, cultural differences)?
5. What are some innovative or creative training methods you've seen or used? How did they enhance the learning experience?
6. How do you ensure that participants are actively engaged and involved in the training, regardless of the method used?
7. How do you measure the effectiveness of different training methods? What criteria do you use to evaluate their success?
8. How do you balance the use of different training methods within a single training session or program?
9. What resources or tools do you use to enhance the effectiveness of different training methods (e.g., technology, props, visual aids)?
10. What advice would you give to someone who is new to using a particular training method? What strategies or tips have helped you be successful in using that method?

To facilitate the discussion in a more fun and interactive way, you can use the free online fortune wheel: <https://www.fortunewheel.com/>

In the next step focus on the theory of different training methods. Encourage your participants to share their own experience and feedback on different methods.

### **Presentation skills part 1 (90 minutes)**

Follow the steps described in the In person version of the training.

### **Presentation skills part 2 (60 minutes)**

To adapt back-to-back drawing activity for communication skills, you can implement it in the following way:

1. Select one member of the meeting to be the describer of the picture to the group, the rest of the participants will draw according to the given instructions – they can draw on paper in their home or in Paint.

2. Share the drawing with the participant – describer. The drawing can be a bit more complicated. The rules of giving the instructions are the same as in the activity in person. Give the participants 5 minutes to complete the task.
3. Once the time is over ask the participants to paste their pictures in the common Google Jamboard (share the link in the chat).
4. The participants whose image comes closest to the original drawing takes the next turn as the describer.
5. After the 2<sup>nd</sup> round, facilitate the discussion.

Supporting questions:

- What was your experience like when you were describing the drawing? (question to describers)
- How did you feel when you were trying to understand the describer's description without seeing the drawing?
- What challenges did you face in effectively communicating the details of the drawing without using explicit labels? (question to describers)
- Did you face any difficulties in understanding instructions?
- What did you learn about the importance of clear and precise communication from this exercise?
- How did this activity highlight the significance of active listening?
- What insights did you gain about the potential for miscommunication in real-life scenarios, and how can you apply what you've learned to improve your communication skills?

**Tips:**

- Collect all the links and produced materials in the Padlet shared with participants.
- [GROW training – presentation 1](#)



### 3. Day 2 – Introduction to gamification and gamification planning

On day 2, delve deeper into the world of gamification, exploring its principles, methods, and how to effectively plan gamification activities. Building upon the foundation laid on Day 1, this day is designed to empower participants with the knowledge and skills needed to create engaging and impactful gamified experiences for their learners. From understanding the theory of gamification to honing the ability to plan gamification activities, this day promises to equip participants with valuable tools for success in the realm of education, training, and youth work.

#### Objectives of Day 2:

- To develop a clear understanding of gamification concepts.
- To become aware of the versatility and utility of gamification in various settings.
- To recognize the advantages and benefits of using gamification.
- To gain skills in planning and structuring gamification activities.

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> <li>- Gamification theory</li> <li>- Applications of gamification</li> <li>- Benefits of gamification</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to explain what gamification</li> <li>- Ability to draw conclusions as to what constitutes gamification and what not</li> <li>- Planning gamification Activities</li> </ul>	<ul style="list-style-type: none"> <li>- Become more open to using gamification methods in different settings</li> <li>- Become aware of the usefulness of gamification in different settings</li> </ul>

#### Proposed Agenda of the Day 2:

9.00 – 10.30	<b>Introduction to gamification - theory of gamification</b>
10.30 – 11.00	Coffee-break
11.00 – 12.30	<b>Gamification group work</b>
12.30 – 13.30	Lunch break
13.30 – 15.00	<b>Gamification planning. How to effectively plan gamification activities</b>
15.00 – 15.30	Coffee-break
15.30 – 16.30	<b>How to effectively plan gamification activities/group work</b>

## In – person

### Introduction to gamification - theory of gamification (90 minutes)

- You can support your training with [GROW training – presentation 2](#).
- Start with a short energizer.
- Follow the presentation with the theory on gamification and game-based learning.
- Facilitate discussion with the participants on the daily examples of gamification and game-based learning.
- Use \*[Socrative](#) to create engaging quizzes for participants on the examples of gamification and game-based learning.

\*You can check how to use Socrative in a training environment and create quizzes in [this GROW video tutorial](#).

### Gamification group work (90 minutes)

- Split participants in groups of 4-5 people.
- Each group should overview one of the examples apps (eg. Nike Run Club App, LinkedIn, Duolingo, etc) and focus on its elements. The participants should answer the following questions:
  - What are the game elements that this application is using?
  - What type of benefits does it offer to its users?
  - What would you say are the most important aspects of this game?
  - What do you think works best?
  - What would you improve?
- Ask each group to present their app and answer the given questions. Facilitate discussion with the large group on the elements of gamification in daily life.

### Gamification planning. How to effectively plan gamification activities (90 minutes)

- Follow with the planning strategy of gamification presentation.
- Facilitate discussion with the participants on pros and cons of the use of gamification in the youth work environment.
- Present different examples of the good gamification strategies.

### How to effectively plan gamification activities/group work (60 minutes)

- Split participants into groups of 4-5 people.
- Give to each group one of the following task:
  - Group 01:** You are a company that sells chocolates, and you want to launch a marketing campaign that includes gamification. Design your gamification strategy.
  - Group 02:** You are youth workers, and you want to motivate your young people to volunteer in community activities using gamification. Design your gamification strategy.

**Group 03:** You have a travel booking website and you want to encourage your users to use more trips and explore new destinations. Design your gamification strategy.

**Group 04:** You are developing a fitness app that aims to encourage users to adopt a healthier lifestyle through gamification. Design your gamification strategy, incorporating elements that motivate users to exercise regularly and achieve fitness milestones.

**Group 05:** As an online education platform, you want to enhance student engagement and learning outcomes through gamification. Design a gamification strategy that motivates students to actively participate in courses, complete assignments, and collaborate with peers.

**Group 06:** Your organization is running an environmental awareness campaign, and you want to leverage gamification to encourage eco-friendly behaviors. Design a gamification strategy that motivates participants to take sustainable actions and promotes environmental consciousness.

**Group 07:** You are responsible for designing a gamified employee training program to enhance learning and skill development within a company. Create a gamification strategy that encourages employees to actively participate in training modules and apply their new skills in the workplace.

**Group 09:** Your organization wants to promote financial literacy among young adults. Design a gamification strategy that educates users on financial concepts, encourages responsible spending habits, and provides incentives for achieving financial goals.

- Ask each group to present their results to the larger group.

## Online

### Introduction to gamification - theory of gamification (90 minutes)

- Follow the steps from the in-person training, organizing the meeting via Google Meet, Zoom or any other preferable video call platform.

### Gamification group work (90 minutes)

- To adapt the activity online, use the breakout rooms for the group work and Google Jamboard for the notes of the groups. Set the limited time for the breakout rooms.

### Gamification planning. How to effectively plan gamification activities (90 minutes)

- Follow the steps from the in-person training.

### How to effectively plan gamification activities/group work (60 minutes)

- To adapt the activity online, use the breakout rooms for the group work and Google Jamboard for the notes of the groups. Set the limited time for the breakout rooms.

**Tips:**

- Collect all the links and produced materials in the Padlet shared with participants.

**Activities based on:** GROW Training Curriculum module 1 and 4

**Supportive video tutorials:**

Module 1: <https://www.youtube.com/watch?v=nYAihKZVHxw&t=3s>

Module 4: <https://www.youtube.com/watch?v=BDIFZGgOs4w>

## 4. Day 3 – Gamification in youth work and non-formal education

The Day 3 of the training program is focused on "Gamification in Youth Work and Non-Formal Education", providing a deeper exploration of this topic. It combines the richness of gamification principles with the practical application of tools to create engaging learning experiences. Participants will discover how gamification can be seamlessly integrated into youth work and non-formal education, and how practical tools can make this integration more accessible and impactful.

### Objectives of Day 3:

- To develop a comprehensive understanding of how gamification can be applied in Youth Work and Non-Formal Education.
- To acquire knowledge of selected digital tools for gamification.

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> <li>- Knowledge about the ways how gamification can be used in Youth Work and NFE</li> <li>- Familiarisation with the benefits and the risks of using gamification in youth work and NFE</li> <li>- Knowledge on the selected digital tools</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to explain how gamification can be used in youth work and NFE</li> <li>- Ability to create activity with the selected digital tools</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness of the importance of the use of gamification in youth work</li> <li>- Openness for the new digital tools</li> </ul>

### Proposed Agenda of the Day 3:

9.00 – 10.30	<b>Gamification in youth work and non-formal education – case studies</b>
10.30 – 11.00	Coffee-break
11.00 – 12.30	<b>Practical tools in gamification: Mentimeter</b>
12.30 – 13.30	Lunch break
13.30 – 15.00	<b>Practical tools in gamification: Virtual Escape Room part 1</b>

15.00 – 15.30	Coffee-break
15.30 – 16.30	<b>Practical tools in gamification: Virtual Escape Room part 2</b>

## In – person

### **Gamification in youth work and non-formal education – case studies (90 minutes)**

- Start the training day with a short energizer.
- Follow the activity instruction from the GROW Curriculum, page 18 – Gamification in youth work and non formal education.
- Discuss with the participants the selected case study from the GROW Curriculum, pages 23 – 28.

### **Practical tools in gamification: Mentimeter (90 minutes)**

- Participants will need to use their phones and computers for this activity
- Start a session with the world cloud in [Mentimeter](#) asking participants of their favourite digital tool (or any other question).
- Explain the tool and facilitate the individual exploring of the Mentimeter by participants, following the instructions from the GROW Curriculum, pages 54- 55

### **Practical tools in gamification: Virtual Escape Room part 1 (90 minutes)**

- Introduce participants to the previously prepared in Google Forms Virtual Escape Room. Divide them into small groups and give the time to solve the game.
- After completing the Virtual Escape Room, facilitate a discussion to debrief and discuss the challenges. This can be an opportunity for participants to share their experiences and insights.
- Explain in detail step by step how to use Google Forms in preparation of the Virtual Escape Rooms.
- Introduce participants to the second part of the activity – creating their own escape rooms in small groups or individually.
- Give participants time to set up their own topics for creation of the virtual escape rooms.

### **Practical tools in gamification: Virtual Escape Room part 2 (60 minutes)**

- Participants should create their own virtual escape rooms in small groups or individually, based on the information from the previous session.
- Stay available for any additional questions or explanation of the tools.
- Ask participants to share their Virtual Escape Room links in the group Padlet.
- Choose one Escape Room and play it together with the rest of participants.
- Set the summary discussion on the tool.

## Online

### **Gamification in youth work and non-formal education – case studies (90 minutes)**

- Start the training day with a short online energizer.
- Follow the activity instruction from the GROW Curriculum, page 18 - 20 – Gamification in youth work and non formal education. To adapt the activity to the online mode, use breakout rooms.
- Discuss with the participants the selected case study from the GROW Curriculum, pages 23 – 28.

### **Practical tools in gamification: Mentimeter (90 minutes)**

- Participants will need to use their phones and computers for this activity
- Start a session with the world cloud in [Mentimeter](#) asking participants of their favourite digital tool (or any other question).
- Explain the tool and facilitate the individual exploring of the Mentimeter by participants, following the instructions from the GROW Curriculum, pages 54- 55

### **Practical tools in gamification: Virtual Escape Room part 1 (90 minutes)**

- Introduce participants to the previously prepared in Google Forms Virtual Escape Room. Divide them into small groups in breakout rooms and give the time to solve the game.
- After completing the Virtual Escape Room, facilitate a discussion to debrief and discuss the challenges. This can be an opportunity for participants to share their experiences and insights.
- Explain in detail step by step how to use Google Forms in preparation of the Virtual Escape Rooms.
- Introduce participants to the second part of the activity – creating their own escape rooms in small groups or individually.
- Give participants time to set up their own topics for creation of the virtual escape rooms.

### **Practical tools in gamification: Virtual Escape Room part 2 (60 minutes)**

- Participants should create their own virtual escape rooms in small groups or individually, based on the information from the previous session.
- Stay available for any additional questions or explanation of the tools.
- Ask participants to share their Virtual Escape Room links in the group Padlet.
- Choose one Escape Room and play it together with the rest of participants.
- Set the summary discussion on the tool.

**Tips:**

- Collect all the links and produced materials in the Padlet shared with participants.

**Activities based on:** GROW Training Curriculum module 2, 3, and 5

**Supportive video tutorials:**

Module 2: <https://www.youtube.com/watch?v=IM-P6x5-xsU>

Module 3: [https://www.youtube.com/watch?v=arWr\\_mdlyBM](https://www.youtube.com/watch?v=arWr_mdlyBM)

Module 5, Mentimeter: <https://www.youtube.com/watch?v=8HryjGm8csw&t=21s>



## 5. Day 4 – Practical tools for gamification

The Day 4 is tailored to provide participants with the resources and techniques essential for transforming gamification concepts into engaging and interactive learning experiences. They will have the opportunity to discover a multitude of tools that not only enhance the effectiveness but also the enjoyment of implementing gamified educational interactions.

### Objectives of Day 4:

- To acquire knowledge about selected digital tools relevant to creating gamification activities.
- Develop the ability to identify and select the most appropriate digital tools to support the creation of gamification activities based on specific objectives.

Knowledge	Skills	Attitude
- Knowledge on the selected digital tools useful in creation of the gamification activities	- Ability to identify tools that can support the creation of gamification activities and effectively choose the tool that is more suitable for the objectives of the activity	- Openness to use different tools to facilitate the planning, design and creation of gamification activities

### Proposed Agenda of the Day 4:

9.00 – 11:00	<b>Practical tools in gamification: Actionbound part 1</b>
11:00 – 11.30	Coffee-break
11.30 – 12.30	<b>Practical tools in gamification: Actionbound part 2</b>
12.30 – 13.30	Lunch break
13.30 – 15.00	<b>Practical tools in gamification: Kahoot</b>
15.00 – 15.30	Coffee-break
15.30 – 16.30	<b>Practical tools in gamification: Baamboozle</b>

## In – person

### Practical tools in gamification: Actionbound part 1 (120 minutes)

- This activity happens outdoors and requires the previous preparation of the bound in this tool. We recommend doing the short city tour or treasure hunt.
- Set with participants the meeting point, if other than the training place.
- Divide the participants into groups. In each group there should be one person with a smartphone and wifi connection.
- Share with participants QR code with access to the previously created bound and explain rules. Participants should play following the instructions given in the bound.
- After the plenary session instruct participants to go back to the training place.

### Practical tools in gamification: Actionbound part 2 (60 minutes)

- Check the results of the outdoor activity with Actionbound with participants (photos, videos, recordings made during the activity).
- Facilitate the discussion on the results and insights about the first part of the activity.
- Explain the usage of the app and step by step how to create the bound.
- Divide participants in groups and instruct them on creation of their own bounds in Actionbound. (30 minutes). During this session stay available for any further questions and explanations to the participants.

### Practical tools in gamification: Kahoot (90 minutes)

- Start this session with a quiz in Kahoot. This activity requires the previous preparation of the quiz.
- Explain the basics of the tool to the participants.
- Divide participants into groups and instruct them on creation of their own Kahoot quiz. (45 minutes)
- Stay available for any questions or doubts that may occur during exploring the tool.
- Ask participants to present their quizzes. Play in the whole group in the selected quizzes.

### Practical tools in gamification: Baamboozle (60 minutes)

- Start this session with a quiz in Baamboozle. This activity requires the previous preparation of the quiz or finding the suitable quiz on the website of [Baamboozle](#).
- Explain the basics of the tool to the participants.
- Divide participants into groups and instruct them on creation of their own Baamboozle quiz. (30 minutes). In this activity participants can prepare the quizzes individually as well.
- Stay available for any questions or doubts that may occur during exploring the tool.
- Ask participants to present their quizzes. Play in the whole group in the selected quizzes.

## Online

### **Practical tools in gamification: Actionbound part 1 (90 minutes)**

- Prior to the activity, prepare the Virtual Scavenger Hunt with Actionbound tool, that the participants will be able to use virtually.
- Explain to the participants rules of the bound game.
- Divide the group into small teams (breakout rooms) or instruct them to play individually.
- Give them time to complete the scavenger hunt.
- Review the results together with the participants and facilitate discussion on the outcomes and the tool usage.

### **Practical tools in gamification: Actionbound part 2 (60 minutes)**

- Explain the usage of the app and step by step how to create the bound.
- Divide participants in breakout room groups and instruct them on creation of their own bounds in Actionbound. (30 minutes). Participants can try to create bounds also individually. During this session stay available for any further questions and explanations to the participants.

### **Practical tools in gamification: Kahoot (90 minutes)**

- Start this session with a quiz in Kahoot. This activity requires the previous preparation of the quiz.
- Explain the basics of the tool to the participants.
- Instruct the participants to create their own Kahoot quiz. (45 minutes)
- Stay available for any questions or doubts that may occur during exploring the tool.
- Ask participants to present their quizzes. Play in the whole group in the selected quizzes.

### **Practical tools in gamification: Baamboozle (60 minutes)**

- Start this session with a quiz in Baamboozle. This activity requires the previous preparation of the quiz or finding the suitable quiz on the website of [Baamboozle](#).
- Explain the basics of the tool to the participants.
- Instruct participants on creation of their own Baamboozle quiz. (30 minutes).
- Stay available for any questions or doubts that may occur during exploring the tool.
- Ask participants to present their quizzes. Play in the whole group in the selected quizzes.

**Tips:**

- Collect all the links and produced materials in the Padlet shared with participants.

**Activities based on:** GROW Training Curriculum module 5

**Supportive video tutorials:**

Module 5:

Actionbound: <https://www.youtube.com/watch?v=THefzHp7wWA>

Kahoot: [https://www.youtube.com/watch?v=nA\\_CN0pGf\\_M](https://www.youtube.com/watch?v=nA_CN0pGf_M)

Baamboozle: <https://www.youtube.com/watch?v=0hCb1pHFqQU>

## 6. Day 5 – Gamification in assessment and evaluation

The Day 5 of the training program focuses on the "Gamification in Assessment and Evaluation." The activities are dedicated to exploring how gamification can revitalize the way we assess and evaluate learning outcomes. Participants will delve into innovative methods that blend engagement with measurement, making assessment not just informative but enjoyable.

### Objectives of Day 5:

- To develop a solid understanding of various gamification assessment and evaluation methods.
- To learn to adapt existing assessment and evaluation methods to meet the specific needs of activities and target groups.

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> <li>- Knowledge of different gamification assessment and evaluation methods</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to choose the assessment and evaluation methods that best fit the activities and the learning objectives</li> <li>- Ability to adapt existing assessment and evaluation methods to fit specific activities and target groups</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness of the importance on using appropriate assessment and evaluation methods in any gamification activity</li> </ul>

### Proposed Agenda of the Day 5:

9.00 – 10.30	<b>Gamification assessment and evaluation methods</b>
10.30 – 11.00	Coffee-break
11.00 – 12.30	<b>Group work- Gamification assessment and evaluation methods development</b>
12.30 – 13.30	Lunch break
13.30 – 15.00	<b>Importance of feedback</b>
15.00 – 15.30	Coffee-break
15.30 – 16.30	<b>Conclusion and evaluation session</b>

## In – person

### **Gamification assessment and evaluation methods (90 minutes)**

- You can support your training with [GROW training – presentation 3](#)
- Start the training day with a short energizer.
- Follow the presentation with the theory on gamification assessment and evaluation methods.
- Facilitate discussion with participants on the assessment and evaluation methods in their activities and work with youth.

### **Group work- Gamification assessment and evaluation methods development (90 minutes)**

- Divide participants into small groups (3-5 members per group)
- Task each group with brainstorming and jotting down ideas for incorporating gamification elements into assessment methods. Use flipcharts to illustrate their ideas.
- Each group should choose one idea and develop it into a gamified assessment/evaluation activity for youth.
- Each group should present their activity to a larger group, explaining the gamification elements, the targeted learning outcomes, and the assessment process.
- Facilitate a discussion on the practicality and feasibility of implementing these gamified assessment methods in different youth work contexts.

### **Importance of feedback (90 minutes)**

#### Activity 1

- Begin with a brief discussion on the importance of feedback in personal and professional development, especially in the context of working with youth.
- Provide a quick overview of the key principles of effective feedback, including specificity, relevance, and a focus on behaviour rather than personality.
- On a large paper create a mind map with "Giving Feedback" and "Receiving Feedback" at the centre.
- Ask participants to brainstorm and write down emotions associated with each category on sticky notes.
- In small groups or as a whole, discuss the emotions participants identified.
- Use the collected emotions to create a visual "Feedback Emotion Map".

#### Activity 2

Ball Feedback Exercise

**Materials Needed:** Ball or some small object

#### **Preparation:**

- Select four volunteers to temporarily leave the room.

- Inform the volunteers that they will be called back into the room one by one.

**Instructions to Participants:**

- Remaining participants are tasked with hiding a ball within the room.
- Each returning volunteer will have a specific feedback type from the group.

**Feedback Types:**

- Volunteer 1: Silent feedback - Group remains silent and motionless.
- Volunteer 2: Negative feedback - Group provides only critical comments without offering clues.
- Volunteer 3: Positive feedback - Group provides only encouraging, generic remarks without offering clues.
- Volunteer 4: Specific feedback - Group provides clues and can respond to yes/no questions.

**Hide the Object:**

- Conceal the ball somewhere in the room.
- Invite Volunteer 1 back and allow three minutes for the search, providing feedback based on the designated type.
- Repeat this step with Volunteers 2, 3, and 4.

**Facilitate Discussion:**

- Engage in a group discussion with all participants.

**Supportive Questions:**

- How did you feel while looking for the ball?
- What thoughts or emotions arose from the feedback you received?
- How did the feedback impact your performance?
- What did the feedback prompt you to think or feel about others in the room giving it?
- If this type of feedback was a daily occurrence, how do you believe it would affect your desire and ability to ensure personal and team safety?

Through this activity, participants gain insights into the impact of different types of feedback on individuals and team dynamics, fostering reflection and discussion.

**Conclusion and evaluation session (60 minutes)**

- Briefly recap the key topics covered during the 5-day training.
- Facilitate a group reflection on the overall training experience. One of the proposed methods is using Dixit cards for the evaluation of the training course. Put Dixit cards on the ground, instruct participants to choose 3 cards that represent their experience and their learning outcomes from the gamification training course. Encourage participants to show the cards they selected and share their reflections, highlights, insights, and challenges.
- Open the floor for any remaining questions or comments from participants.
- Encourage a dialogue about how they envision applying gamification in their youth work.
- Collect feedback for future improvements and adaptations.
- Present certificates to each participant individually, acknowledging their successful completion of the training. Certificate template can be found [here](#).

## Online

### **Gamification assessment and evaluation methods (90 minutes)**

- You can support your training with [GROW training – presentation 3](#)
- Start the training day with a short energizer.
- Follow the presentation with the theory on gamification assessment and evaluation methods.
- Facilitate discussion with participants on the assessment and evaluation methods in their activities and work with youth.

### **Group work- Gamification assessment and evaluation methods development (90 minutes)**

- Divide participants into small groups (3-5 members per group) and invite them into the breakout rooms.
- Task each group with brainstorming and jotting down ideas for incorporating gamification elements into assessment methods. In an online setting, they can use virtual whiteboards or digital collaboration tools.
- Each group should choose one idea and develop it into a gamified assessment/evaluation activity for youth.
- Each group should present their activity to a larger group, explaining the gamification elements, the targeted learning outcomes, and the assessment process.
- Facilitate a discussion on the practicality and feasibility of implementing these gamified assessment methods in different youth work contexts.

### **Importance of feedback (90 minutes)**

#### Activity 1

- Begin with a brief discussion on the importance of feedback in personal and professional development, especially in the context of working with youth.
- Provide a quick overview of the key principles of effective feedback, including specificity, relevance, and a focus on behaviour rather than personality.
- On a virtual whiteboard, create a mind map with "Giving Feedback" and "Receiving Feedback" at the centre.
- Ask participants to brainstorm and write down emotions associated with each category digitally.
- In small groups or as a whole, discuss the emotions participants identified.
- Use the collected emotions to create a visual "Feedback Emotion Map".



## Activity 2

### Feedback Theatre: Navigating Youth Work Dynamics

#### Materials Needed:

- Video conferencing tool (e.g., Google Meet or Zoom)
- Pre-prepared scenario descriptions for six participants (representing various roles in youth work)
- Virtual breakout rooms for small group discussions

#### **Tasks:**

- Briefly introduce the activity and its objectives to the entire group.
- Divide participants in groups of 5
- Distribute scenarios to each group and descriptions of different roles in the scenario to participants (there are 5 different roles per group, such as youth workers, volunteers, youngsters, training facilitator, mentor). Each role will be instructed to use the certain type of feedback to give to the others.
- Ensure that everyone has a clear understanding of their roles and the overall context.
- Divide the groups into separate virtual breakout rooms, each with a facilitator or observer. Participants engage in role-playing discussions based on the scenarios, focusing on the issue presented. Each participant should embody their role authentically.

#### **Scenarios:**

- Conflict Resolution: A disagreement arises among volunteers during a community project.
- Feedback Session: A youth worker conducts a feedback session with a group of volunteers.
- Evaluation of the training: The training facilitator receives feedback on the recent training course.
  
- Facilitators or observers guide the discussion within each breakout room, ensuring participants reflect on their roles, behaviours, and the types of feedback given and received.
- Encourage participants to discuss how they felt in their respective roles and how they perceived the feedback dynamics.
- Bring all participants back to the main session.
- Open the floor for a group discussion using supportive questions:
  - What were the roles of each role-player?
  - What determined their behaviour?
  - What kinds of feedback did you notice during the role play?
  - How did participants feel receiving different types of feedback?
  - How did the dynamics work for the group as a whole?

**Tips:**

- Remind participants to fully immerse themselves in their assigned roles.
- Encourage authenticity and open communication during the role-playing sessions.
- Emphasize the importance of constructive feedback and its role in fostering a positive youth work environment.

**Conclusion and evaluation session (60 minutes)**

- Briefly recap the key topics covered during the 5-day training.
- Facilitate a group reflection on the overall training experience. One of the proposed methods is using Dixit cards (you can download digital versions of cards online) for the evaluation of the training course. Put Dixit cards on the ground, instruct participants to choose 3 cards that represent their experience and their learning outcomes from the gamification training course. Encourage participants to show the cards they selected and share their reflections, highlights, insights, and challenges.
- Open the floor for any remaining questions or comments from participants.
- Encourage a dialogue about how they envision applying gamification in their youth work.
- Collect feedback for future improvements and adaptations, we encourage you to use tools such as Slid, Mentimeter etc.
- Present certificates to each participant individually, acknowledging their successful completion of the training. Certificate template can be found [here](#).

**Activities based on:** GROW Training Curriculum module 6

**Supportive video tutorials:**

Module 6: <https://www.youtube.com/watch?v=SlA69iCPUo>

## 7. Summary and tips

In navigating the GROW – Gamify youR yOuth Work training, here are key tips for trainers to optimize the learning experience:

### **Maximize Padlet Connectivity:**

Ensure that participants are seamlessly connected through Padlet updates. Share links to their products and actively encourage engagement in Q&A sessions, fostering a collaborative learning environment.

### **Encourage Self-Development:**

Empower participants with self-development materials. Guide them to explore GROW video tutorials and the comprehensive Handbook. Encourage the use of quizzes on the GROW website to reinforce their understanding, promoting continuous learning.

### **Tailor Digital Tools to Group Needs:**

Customize the use of practical digital tools based on the specific needs of your group and your facilitation style. The GROW Training Curriculum offers a variety of activities to further enhance engagement, providing a flexible and adaptable toolkit.

### **Navigate the GROW Training Curriculum:**

Familiarize yourself with the rich resources in the GROW Training Curriculum. This repository offers a diverse set of activities, ensuring you have a toolkit tailored to your unique training context, promoting comprehensive skill development.

### **Promote Interactive Learning:**

Foster an interactive learning environment by incorporating dynamic tools and resources. Leverage the GROW project's offerings to make your training sessions engaging and impactful, encouraging active participation and knowledge retention.

### **Emphasize Personalized Learning:**

Highlight the flexibility of the self-development materials. Encourage participants to explore these resources at their own pace, allowing for a personalized and effective learning experience that accommodates diverse learning styles.

### **Stay Informed and Updated:**

Keep yourself updated with the latest Padlet information. Stay abreast of new links, products, and participant queries to enhance your ability to facilitate a dynamic and responsive training program, ensuring real-time relevance.

**Evaluate and Adjust:**

Continuously assess the effectiveness of the practical digital tools and adapt them based on real-time feedback. The goal is to optimize the learning experience for both you and your participants, fostering a dynamic and evolving training environment.

**Celebrate Success Stories:**

Share success stories arising from the use of GROW resources. Celebrate achievements and innovations within your training group to inspire a positive and collaborative atmosphere, promoting a culture of shared success.

**Embrace Continuous Improvement:**

Embrace a mindset of continuous improvement. Reflect on each training session, gather feedback, and refine your approach to ensure that each training experience with GROW is better than the last, fostering a culture of growth and development.

**Join the GROW Community of Practice:**

Invite your participants to join the GROW Community of Practice to share their experiences and feedback with youth workers from other countries. This collaborative platform enhances networking and provides a space for cross-cultural learning and knowledge exchange.

Link to join: <https://www.facebook.com/groups/693209439099646>

