

# TOOLKIT

**The toolkit was created within the project Erasmus+ Seminar “Engaging for Change” that was held in Nitra, Slovakia from 7th to 13th of April 2025.**

## **ABOUT THE PROJECT ERASMUS+ “ENGAGING FOR CHANGE”**

Engaging for change was Erasmus+ SEMINAR that brought together 32 Europeans from selected EU countries. Project took place in the Nitra on 7th April to 13th April 2025. The main topic of the seminar was Space and Participation for all - the 9th goal of the European Youth Goals.

The aim of the project was to work with digital tools mostly related to gamification and to collect as many as possible in order to create tool kit that can be shared with youthworkers and youngsters that are interested in youth work in our selected topics.

Participants attended also HACKATHON where they tried to “HACK” 9th EU youth goal and tried to invent games within this topic. It was chance to learn how to work with digital tools collected and possibility to learn how to create concepts of games and use gamification in youth work. You can find results of their work, they were able to finish during the hackathon, within this document as well.

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# ABOUT SIEDAS ORGANISATION



## **Social Innovation and Entrepreneurship Development Association of Slovakia**

SIEDAS is a non-governmental, voluntary, interest and non-profit association that devotes its attention particularly to young people who want to find out their talent, discover spirit of entrepreneurship and principles of sustainable society.

Within this objective and through its activities, association create local activities and international opportunities, which bears elements of study, active approach to fulfillment of life goals, relaxation and exploring of new things to broaden young people's horizons and facilitate their entry into the labor market.

# LIST OF DIGITAL TOOLS THAT MIGHT BE USED FOR GAMIFICATION:

By clicking on the name of the tool you will reach the webpage.

[genially](#)

[goosechase](#)

[gamefroot](#)

[MakeCode Arcade](#)

[flowlab](#)

[GDevelop](#)

[Actionbound](#)

# ALIENATING NEWS

## **Name of the Game:**

Alienating News

## **Link to the Game:**

<https://view.genially.com/67f8e74f9fc18368b0c89919/interactive-content-alienating-news>

## **The aim of the game is (in bullet points, briefly)**

- Provide tools to debunk fake news
- Teach essential verification skills
- Empower young voters
- Enhance media literacy
- Strengthen democratic engagement

## **METHODS AND TOOLS**

- Genially (interactive platform)
- Padlet
- Freepik (visuals)
- ChatGPT
- SoraGPT
- Gamma (presentation/design)

## **TIME and SPACE**

- Duration: ~10 minutes to play
- Players: Single-player experience

## **Describe the game/activity and its rules:**

The title “Alienating News” is a pun — referring both to the alien protagonist and the feeling of being overwhelmed by online news. It metaphorically mirrors how modern media can alienate or mislead individuals through overwhelming information, clickbait, and misinformation.

## **Plot:**

An alien has just landed on Earth during election week. Greeted by a loud crowd shouting slogans and promoting differing viewpoints, the alien is overwhelmed. The player must help the alien blend in with humans by learning how to distinguish real from fake news.

## **Structure:**

The game consists of 4 missions. Each mission is a quiz in a different interactive form, presenting real-world media challenges. After each mission, players receive tools and tips for identifying misinformation.

## **LEARNING CONTENT**

**Players are introduced to and encouraged to use the following resources:**

- Snopes
- Ground News
- Google Fact Check Explorer
- InVid & WeVerify Plugin

**WHAT IS BEING EVALUATED? WHO IS THE WINNER? If the game does not explicitly state this (e.g., speed to time, number of xy earned, etc.), describe what is to be evaluated in the game to determine the success of this activity. If the game does not have a winner, describe qualitatively what to look for in the game/activity, e.g., the educator**

There is no traditional “winner” — instead, success is measured through:

- Development of critical thinking
- Understanding of fact-checking tools
- Encouragement of active, informed participation
- Awareness of media influence and manipulation
- Source verification and cross-referencing skills

## **RESOURCES**

- ChatGPT
- Google
- Wikipedia
- Reddit
- YouTube

# Game: Green Journey

## Link to the game:

<https://scratch.mit.edu/projects/1160527125>

## Aim of the Game

- To serve as a pedagogical tool for children aged 8–12.
- To promote a healthy ecological attitude through engaging gameplay.

## Methods and Tools Used

- Interaction
- Gamification
- Comics and Storytelling
- Dialog and Humor
- Humanization of animals in nature
- Symbolic Play
- Chromatology (use of colors for emotional/educational impact)

## Time and Space

- Online format, accessible on Scratch
- Estimated duration: Up to 15 minutes
- Timeless and asynchronous – children can play at any time, at their own pace

## Number of Players

- Single-player experience

## Game Description and Rules

- The game features dinosaurs who guide the player through various ecological adventures.
- There are three minigames, each targeting a specific aspect of ecological thinking:
  1. Energy Saving → Players switch off lights and turn off the water to reduce the energy consumption.
  2. Recycling → Players sort items into correct recycling bins.
  3. Biodiversity Preservation → Players help animals return to their habitats and understand the importance of species protection.
- The child interacts by clicking, dragging, and solving small challenges or puzzles within each minigame.

## **Learning Content**

- Supports short- and long-term memory activation
- Engages multiple senses through visual, auditory, and interactive elements

## **What Is Being Evaluated? Who Wins?**

- There is no traditional “winner” in this game.
- Success is evaluated qualitatively, based on:
  - o Completion of each ecological mission
  - o Ability to follow instructions and make correct choices
  - o Active participation and engagement

## **Educators or parents can observe whether the child:**

- o Understands basic environmental principles
- o Can apply knowledge to in-game situations
- o Shows interest in ecological topics

## **Resources · Scratch Slovakia**

- Pedagogical frameworks for ecological education and symbolic play

# YOUTHOPIA

## **Name of the game:**

Youthopia

## **Link of the game:**

[game.u-grow.gr](http://game.u-grow.gr)

## **The aim of the game is (in bullet points, briefly)**

- Level 1: The purpose of the game is to distinguish between ideas that are related to the Youth Goals and ideas that are harmful, toxic and do not promote the same values as Youth Goals do;
- Level 2: Raise awareness and deepen the understanding of the 11 EU Youth Goals.

## **Methods and tools**

- Canva
- Affinity Photo2
- JavaScript
- Genially
- iPhone recorder

## **Time and Space**

- Around 15 minutes for both levels.

## **Number of players**

- It's an individual game but it can be played by an unlimited number of players on different devices.

## **Describe the game/activity and its rules:**

The players will enter the universe of Youthopia, a kingdom where democracy and Youth Goals are leading alongside King Paolo.

However, the players will soon find out that the kingdom is under attack and that they must become the Hero who will help King Paulo save Youthopia.

Level 1:

- Once entering the game and finding out about the fires that are destroying the kingdom, you receive "the weapon" – a water gun, embarking on a journey whose purpose is to save all ideas that are connected to the Youth Goals.
- Every correct answer = +1 point
- Every wrong answer = -1 point
- There is also a +5 points bonus called Santa Paula's Blessing



## Level 2:

- After saving the Kingdom and completing the Level 1 quest, players need to embark on a brand new adventure whose final goal is to reconstruct Youthopia so that citizens can return to their homes and happily live in peace and balance.
- The players will get the chance to explore the Kingdom, answering to questions in order to move forward and help rebuild Youthopia.
- If players answer correctly, they move forward, if not, they will get one more chance to answer the questions.
- The map has 3 quests that reward players with coins at the end of completing them. Once collecting the 3 coins, the players reach the end of the game and can choose to play again.

## Learning Content

- The educational content of the game revolves around the 11 EU Youth Goals, providing information about ideas that are related to them.
- The overall experience is interactive, with games, quizzes and tests.

## WHAT IS BEING EVALUATED IN THE GAME? WHO IS THE WINNER?

If the game does not explicitly state this (e.g., speed to time, number of xy earned, etc.), describe what is to be evaluated in the game to determine the success of this activity. If the game does not have a winner, describe qualitatively what to look for in the game/activity, e.g., the educator.

Level 1: The idea is to manage to gather 15 points in order to move on to the second level. But there is also the option of turning on a timer and transforming the game into a competition. Reaching a higher number of points means the players have managed to identify ideas related to the EU Youth Goals.

Level 2: There aren't any winners or losers, as the players always get another chance to answer the questions they initially answered wrongly. The goal is to reach the end of the game and to go through all the levels in order to acquire as much information as possible.

## RESOURCES

- Canva · Genially · European Youth Portal · Youth Goals
- Original soundtrack and sound effects

# YOU VOTEAT

## **Name of the game:**

YOU VOTEAT

## **The aim of the game is (in bullet points, briefly)**

To show the importance of voting through the immersion on the voting system.

## **Methods and forms**

We used mostly a canva to keep track of the game and another one to create the roles and mentimeter (has to be created for each game).

The idea came from a latvian preformance from an independent artist group. There it was made with the ingredients of russian salad, and it still could be used that way.

The methodology is role-playing game.

## **Time and Space**

40 - 60 minutes - A classroom or a place to give speeches or Gathertown.

## **Number of players**

Minimum: 15 people

Maximum: 30 people

## **Aims**

Show people that their vote matter, through the making of a pizza.

Make them get better at giving their opinion and in public speaking.

The main target group is youngsters and teenage students.

## **Describe the game/activity and its rules:**

The game is a simulation of the voting system. In it there are various "political parties" who are represented by the ingredients of a pizza. These ingredients get some guidelines, but they can follow whichever they want.

People get different roles aswell such as sea food lover, who doesn't not have representation or vegans, who won't vote for cheese nor salami.

After the assignment of roles, the political parties make speeches of 3 minutes (but could change depending on the necessities).

After the speeches there's a 10 minute questions time, with answers that are no longer than 30 seconds.

After that they go to mentimeter and cast their votes. The politicians vote as well (as in real life). And with the result we make a pizza taking those proportions. This proportion is what people are going to eat for the next 4 years, so we ask the questions: "Would you eat this pizza?"

### **Learning Content**

The people should engage on the pizza enough so the voters should be connected with the politicians so they feel the result.

The results have to be analysed, if the proportions are not equal, probably the pizza is going to look not good. Politics need plurality to work, just as pizza. Only tomato pizza wouldn't be good, so that or some result like this is the ideal so people know. Also the roles have to tell what was the process so we could understand what were they thinking as voters