Game instructions

Game for primary school students aged 11–14

GDAŃSK

GET UP AND GOALS!
Global Education Time

NA STYKU
STOWARZYSZENIE

The game was created in cooperation between the City of Gdansk and the "Na Styku" Association.

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Introduction

The game was created on the occasion of International Migrants Day. It concerns the issue of migration and is intended for school students, free of charge. The materials, published here, can be fully or partially used for other education purposes.

Enjoy the game and the educational resources presented here for you!

What is migration?

Migration is people's movement which causes short-term, long-term or permanent change of their place of residence. An over three-month stay abroad can be called migration.

Migrants are most commonly understood as people who move to different countries, but remember that moving within your own country is also a kind of migration. This makes a lot of us migrants.

Are we all migrants?

No, not all. But all of us have migrants' origins. Most probably, the first wave of homo sapiens set out from Africa tens of thousands of years ago, and several groups of people have moved, created communities and languages ever since. They have been migrating in pursuit of new, better places to live or escaping from conflicts or poor life conditions. Those groups eventually formed peoples and states and set the borders – open for some, closed for others. Until today, one can be either welcomed with job and life opportunities or condemned to a life full of dangers, deprived of the possibility to legalize their stay or work or studies, based on the country of origin.

Migration within one country has, in general, less serious consequences for the individuals – they don't have to learn a new language, confirm their education certificates or the right for employment or residence. But it is still a migration. This game was created in Gdańsk – a city where it is unlikely to find a person, whose ancestors also lived in it for 2 or 3 generations. It means that almost all the residents of the city originate from migrants. Some of us not only have migrant roots, but we are actual migrants, which means that we have experienced migration within the country or abroad.

In this game, all the players impersonate a member of migrants' family and play a migrant's role. It is a role-play, a drama, which aims at awakening empathy towards The Other. It facilitates game-based learning.

The family histories you will find in the game are fictional, but were based on the stories and features of real migrants, known to the authors, or taken from research and media.

While working on the game creation, we were challenged by the question – how to tell children about migration, which is a complex phenomenon and often a traumatic experience. Sometimes it goes together with a dangerous journey, an illegal crossing of international borders, escape from poverty, war, famine, persecution. Avoiding difficult subjects would have given an incomplete image of migration. On the other hand, being aware of the children's sensitivity, we did not want to shock them with the stories of people's suffering. We have decided to present somewhat disturbing stories as well – in some of them passage across the sea or escape occur, some contain the description of perturbations, happening to migrants. However, we refrained from drastic or extremely disturbing descriptions. We would like to encourage you to discuss those stories with children after playing the game and talk about their feelings, impressions and conclusions as a result of this role-play.

Another dilemma was, if telling a story describing a certain kind of migration, could create or enhance already existing stereotypes concerning migrants of this certain group. For instance, the Roma migration, described in one of the cards, is a specific story, in which children sometimes have trouble understanding teachers' instructions at school and feel ridiculed because of their standard of living. A lot of Roma in Gdańsk struggle with similar problems, however, obviously, not all of them and of course not all Roma come from Romania, not all of them know French etc. It is only one story among many others and it would be impossible to show the whole complexity of this type of migration.

It is good to remember, while playing the game and speaking to the students that these are the stories of certain families and they cannot present fully all the migrants' experiences, even if these migrants originate from the same country.

Game rules

The game is intended for students aged 11–14. For students aged 13–14 we prepared an extended version of the Border task.

The game consists of 12 family stories. Each family should consist of minimum 2 people, and maximum 5 people. The game is best when played in 24–38 people groups.

The goal of the game

The goal of the game is to receive stickers for all the tasks completed from the Movement Cards envelope and to arrive at the Diplomas Location.

Time of the game

Depending on the decision of the gamemaster and the group ability, the game takes between 55 and 110 minutes to play. Important: the game time is not set. We also recommend an after-game reflection, discussion. It is best to do it within one class.

The Gamemaster

The gamemaster deals the cards and moderates the discussion. It should be the person who can freely discuss the issues of migration, who is able to talk to children about their feelings and experiences.

Additionally, at each location there should be Location Animators, responsible for preparing the location for the game purposes, completing the tasks and making necessary clarifications for the participants. In our experience, older students can perform as Animators, and therefore, get involved in the game.

It is important for the Animators not to solve the tasks for the participants. Their role is to help the participants to impersonate migrants' family members and adjust the task level to their abilities. Each task should be a challenge, however, adequate to the participants' skills.

A group of Location Animators can also be responsible for technical issues, e.g. issuing diplomas at the end of the game. Animators also impersonate some characters during the game (e.g. a chef can wear an apron and a chef's hat, a traveler can carry a suitcase etc.).

The elements of the game

- Character cards to be printed (12 family stories, if the game is played in 4-people teams, 4 sheets of each variant are supposed to be printed out). *Attachment 1,2,3*
- Game-guidelines for the students to fill and to be printed and placed in 12 envelopes. *Attachment 4*
- Movement cards (fill the task location, print out, cut and put instruction stripes into each envelope (with the Family Name name on it), one stripe = 1 task) *Attachment 5*
- Diplomas to be printed (1diploma for each player) *Attachment 6*
- Stickers to be printed (5 different stickers for each player) *Attachment 7a–7e*

Equipment

Phases 1–2

- Loudspeakers (if necessary)
- Character cards
- Envelope with printed instruction and stripes of Movement cards
- Gamemaster's lines. *Attachment 11a*

Phase 3

- Table
- Objects (minimum 12)

Phase 4

Each task completion is marked by receiving an appropriate sticker.

Border

- 2–5 tables
- The tasks printed out and cut in stripes. *Attachment 8a* for students aged 11–12. *Attachment 8b* for students aged 13–14
- World Map puzzles (not obligatory, but an attractive supplement, especially for the younger learners)
- Border checkpoint equipment – construct boom gate or use doors

Kitchen

- 6–10 tables
- Plates, bowls, cutlery, chopsticks, knives, chopping boards, potato peelers
- Groceries, ready dishes and pre-packed foods (according to Movement cards)
- Toaster

Music

- Projector and loudspeakers
- A version of "Are You Sleeping Brother John" in each language *Attachment 9a*
- "Are You Sleeping Brother John" lyrics print-out in different languages *Attachment 9b*
- Music instruments (e.g. piano, bells etc.)

Language

- 12 suitcases (real or printouts) *Attachment 10*
- Table
- Other store equipment elements

Construction

- Blocks or other available construction material (e.g. school desks or mattresses)

Phase 5

- Gamemaster's lines *Attachment 11b*

Phase 6

- Diplomas *Attachment 6*
- Optional materials for drawing or painting, if needed

Note:
After finishing the game, Character Cards and Diplomas with stickers remain in the possession of the students.

Preparation for the game – location selection

At the first stage of planning the game it is best to read the instructions and choose locations for particular tasks completion.

Look for particular and interesting locations. Take full advantage of the location, use its potential. E.g. a music task can take place in a piano room. With tasks involving having a meal, make sure there is a bathroom nearby, so that the participants could wash their hands. The Border task is recommended to be carried out at school entrance. It can be arranged with opening entrance doors.

We suggest choosing quiet, interesting and safe locations found on the entire school premises. It can be a classroom, a broom cupboard, whatever you find suitable. Selected locations have to be placed in the Movement Cards.

Preparation for the game – Movement Cards

Having selected the locations, we have to adjust the content of the Movement Cards. *(Attachment 5)* Print out attachment 5 and cut it into 5 separate stripes – instructions and put them into 12 envelopes, containing also guidelines for the participants *(Attachment 4)*. Envelopes should be signed with the surnames of the characters from the Character Cards.

Location Animators

In our experience, Location Animators can be either the students aged 13–14 or parents, or teachers. Location Animators impersonate some characters in the course of the game. There should be a minimum 2 people assigned for each location. A few days before the game it is necessary to discuss the roles, which Animators have to play – who they are at a given location, which language they speak, what they should say and how they can do it. It is best to just outline the framework of the character, make it clear for the Animator what the function of the given character is and then let them freely interpret the task.

Ask the students to look for useful objects at home (e.g. a chef might bring a chef's hat and an apron, a traveler – a suitcase and a construction worker – a safety vest). A few role-playing scenes can be rehearsed with them. You can also familiarize the Animators with useful information concerning their role, e.g. facts about housing for construction workers *(Attachment 12)*. Animators responsible for the kitchen task can prepare some dishes beforehand or look for exotic foods. A musician can learn to play a music piece etc.

It is recommended that Animators choose their locations and roles themselves, so that they could show their strengths (foreign languages, musical skills, technical literacy, cooking skills etc.). Some of the participants can solve organizational problems e.g. preparing diplomas, some can create the role for themselves e.g. the Great Certifier etc.

Our experience shows that the higher the Animators' involvement in the preparation of the game is, the more interesting the game turns out, and the more exciting experiences of the participants are.

Attention:
Before you start playing, make sure all the elements of the game are printed out and prepared and every location is appropriately equipped.

Phases of the game

Phase 1: Drawing phase

Time: 1–5 min

Location: This phase requires a quiet location. Depending on your space capacity, acoustic conditions and group size, it can be a gym, an audience hall, a canteen, a playroom etc. If the location is a school hall or a schoolyard, it is best to make sure other classes or students will not be found in the same location at the same time.

In the first phase of the game the students draw the cards. Each student who draws the card reads it by themselves and familiarizes themselves with it. Depending on the group size and the number of the organizers, you may give the students extra time for asking questions, receiving necessary explanations and making sure everyone understood everything correctly.

Phase 2: Imagination phase

Time: 7–15 min

Location: the same as above

The Gamemaster reads out loud the guidelines to the game. *Attachment 11a*

"Read carefully the family story in your card...Close your eyes for a moment and imagine you are one of the members of the family described on your card..."

The Gamemaster asks the questions concerning the characters in the cards, helping the students to use their imagination.

„Imagine how old you are (pause), what you look like (pause), what you like doing (pause) and what you don't (pause). Imagine where you live (pause), what your room looks like (pause), if you go to school or to work (pause). Imagine if you have friends (pause), close friends (pause), if they are boys or girls (pause), what you like eating (pause), if you miss something important from another country (pause) and what your dream is (pause)."

The examples of Gamemaster's lines in this Phase are in *Attachment 11a*. It is important to read them slowly, make pauses to give the participants time to think.

When Gamemaster creates an appropriate atmosphere, he/she suggests that the participants look for other people with the same Character Card or personally helps them find other members of their Family.

The Gamemaster reads the surnames of the Families, according to Character Cards and hands in the envelopes with the tasks to the participants. The envelope for each Family is different (containing their surnames). The families draw the first task stripe. The task contains the location where they should go after selecting an object. (Phase 3 – objects). If some families draw the task at the same location, they can re-draw the card so that the game is more dynamic.

Do you know now what your character looks like?

Now look for other family members of yours. Introduce yourself to each other. In a moment you'll start your adventure together.

Have you found other members of your family? Come to me then.

Phase 3: Picking objects

Time: 1–3 min | **Location:** random, near the previous one.

Table and the objects are needed.

The families come to the table where different objects are displayed. Together they decide which of the objects they will take with them for the further journey. Each family can choose only one common object.

Guidelines for the Location Animator:

On the table different objects can be put (real or toys), or even images of the objects – depending on your choice and possibilities.

The object list can be modified. In this part of the game discussion and common problem-solving is the most important. The more interesting objects will be included (a book of poetry, a camera, vitamins?), the more fascinating the discussion may turn out, though you need to remember about time limitations.

Examples of the objects to choose:

- ✓ A bag of apples
- ✓ Water bottle
- ✓ Mug
- ✓ Smartphone
- ✓ Computer
- ✓ Camera
- ✓ Model ship
- ✓ Dictionary
- ✓ Cuddle toy
- ✓ Notebook and pen
- ✓ Tent
- ✓ Book of poetry
- ✓ Toothbrush
- ✓ Umbrella
- ✓ Passport
- ✓ Vitamins

The aim of this activity is to imagine the dilemmas of the migrants, who must make decisions about what to take with them and what to leave behind.

Phase 4: Tasks

At the border

Time: about 5–10 min

Location: any place where border experience can be performed. It can be any kind of physical border, e.g. school reception desk.

This activity makes the students aware of the physical presence of borders and the necessity of crossing them during migration. The passage is not always easy and can require solving additional problems. In our game these are tasks with educational meaning – the students learn who the refugees are or where the first people emigrated from.

You can also add other, simpler tasks e.g. map of the world puzzle (with level of difficulty adjusted to the students' age, matching countries to their flags or other riddles or fun facts.

When the students accomplish all the tasks, Location Animators pass them through "the border" and give them skills stickers.

Attachment 8a – ideas or riddles for students aged 11–12

Attachment 8b – ideas or riddles for students aged 13–14

Note: The aim of these activities is not checking or assessing the students' competences, but rather learning through play. Therefore, it is necessary to create a friendly atmosphere – it should rather be a quiz, not a test. The students can be given a chance to answer the questions themselves or consult their group mates. They may be helped by giving them hints. Eventually, all the participants should pass through the border.

In the kitchen

Time: about 5–15 min

Location: you will need a kitchen or another place where you can keep basic hygienic standards. A place equipped with a sink or a washbasin and a waste bin is ideal. Tables, crockery and cooking utensils: chopping boards, spoons, bowls etc. are necessary.

There are two aims of this activity:

1. Learning about cuisines of different countries, and in case of migrants, presenting their cuisine – a possibility to share their culinary heritage.
2. Integration while cooking and food-tasting. Location Animators cook common national dishes for the nationalities from the Character Cards or prepare groceries, typical for the Families, described in Character Cards

The participants taste the dishes and guess where they come from. They match the dishes to their Character Card. In their Movement Cards they also have additional tasks to be performed at this Location, e.g. gingerbread decorating or eating with chopsticks.

Note

Depending on the available time and space, you can carry out the kitchen task also in an alternative way:

1. The participants (Families) cook a dish from "their" country according to a detailed recipe given on the card, preferably with the photo of the dish. In this case you should bear in mind that all the ingredients should be prepared beforehand and available in the course of the game. This activity, however, will take longer.
2. The participants (Families) cook a dish inspired by "their" country. Then, they don't need all the ingredients and can only choose some of them which will be available at the Location. The instructions for this variant of the task: "In the dishes of your country (typical ingredient name) is used very often. One of the most popular dishes is (a dish from the Character Card or Movement Card), where we put (some names of the ingredients). Try to cook a dish, inspired by your national cuisine from the ingredients which you can find in/on (place e.g. kitchen table)"
3. If cooking on school premises is not possible, this instruction can be modified and ready-made dishes can be brought for this purpose.

Music

Time: 6–8 min | **Location:** any location with good acoustics, projector and loudspeakers.

The students will listen to the song "Are You Sleeping Brother John" in the language of "their" Family or the country, to which this family migrates. Next, they will try to sing this song together.

The aim of this activity is integration around music, learning different languages through singing a song. The need to use a foreign language, including singing in it, is a common experience of migrants, and is helpful to impersonate their roles in the game.

Moreover, the choice of "Are You Sleeping Brother John" song shows the students cultural commonality of different countries which may differ in languages and culture, but still share the same canon. *Attachments 9a and 9b*

Tip

Students can sing *a capella* or with instrumental accompaniment or with playback, or to a recorded unplugged version. In our experience, live accompaniment is highly engaging for the Location Animators.

Language

Time: 4–8 min | **Location:** quiet

The students come to the Location Animator who plays the role of a salesperson, who speaks only foreign languages. Location Animator can improvise the conversation, e.g. asking about the color of the product (suitcase or other), giving the price, describing the features of the product – whatever ideas she/he might have. At the end of the activity the students either receive a real suitcase (and in this case they can put in it the object they had previously chosen as crucial for their journey), or an image of a suitcase.

The aim of this activity is to put the student in a position of a migrant who must communicate in a foreign language on a daily basis. It is crucial that the Location Animator only speaks languages which are foreign to the students. *Attachment 10* – an image of a suitcase.

Construction

Time: 5–10 min | **Location:** random

The students build a shelter for themselves. Depending on your possibilities it can be:

- a construction made of blocks
- a construction made of paper or recycled materials
- a construction made in a 3D design program
- tents which have to be put up by the participants
- drawings

On the Movement Cards there are additional tips for this task for particular families. Location Animators should know some fun facts about the living conditions in different countries. *Attachment 12*

Phase 5: Migration and me

Time: 10–25 min | **Location:** quiet

The aim of this phase is to leave the role played by the students and refer to their own experiences.

Now let's leave our role-play and go back to our lives, to ourselves as students of this school and class and as people coming from different families and having different experiences.
I'll read out different sentences to you – if they describe your situation, raise your hands like this (show the gesture of raising a hand) and say "yes". And if this sentence is not about you, just do nothing.

Example of an instruction for this task:

- You know people coming from different countries
- You have been abroad
- There's a place in this city which you really like
- There's a place outside this city which you really like
- You can speak more than 1 language
- You can use a different alphabet (e.g. Cyrillic, Arabic, Chinese)
- You can cook a dish which is popular in some other country

- You can build a house from bricks, for example from Lego
- There are people in your family (maybe your parents or grandparents) who were not born in this city
- You have a passport
- You know what the words: *emigrant, immigrant, refugee* mean
- You know where your grandparents were born
- You have migrated from somewhere
- You can play a musical instrument or sing
- You like travelling
- You have dreams

At the end it is best to encourage the students to discuss this task – if there was anything they were not sure about, if answering those questions was easy or difficult. It is recommended to give them some time to talk about migration experiences in their families spontaneously, if they want to tell those stories. Remember not to force those stories out of them, let them talk according to their needs and wishes.

The conversations about migration can be continued during other classes and meetings with the students, it can also be a written assignment – to create a short essay on one of the subjects discussed.

Phase 6: Recap and extra activities

For some families-teams it may take longer or shorter to finish their tasks. Those who finish earlier can take part in painting a migration poster – each team paints one fragment of the poster. The poster will remain at school and will be placed on the wall or any other surface, depending on the ideas the school community might have about its usage.

When all the teams finish painting and go through all the phases of the game, the time comes to summarize the game, to thank all the participants and hand out the diplomas, where the students can put their stickers, gained during the game. *Attachment 6 and 7a–7e*

Phase 7: Reflection

Time: 45 min | **Location:** quiet

This phase may take place in the classroom, within one class or in smaller groups. You can divide students into teams, but it is recommended to discuss a few different Family stories.

The participants gather in the room. They can take their seats at the desks or sit on the floor. If you have time, the students can talk in small groups about their experiences. The following questions can be answered either spontaneously or after some consideration.

Presentation of the students' experiences

The representative of each Family tells a short version of their migration story – the one he/she had on the Card and also about things he/she experienced during the game.

The questions you can ask your students:

- How did you feel in the role of a member of that certain family?
- Was your migration story easy or difficult?
- Which of the tasks was the most difficult one and which one was the easiest?
- Did you make use of the object which you took with you?
- Do you think other objects would have been more useful?
- In your opinion, which are the main problems of the people witha similar migration story to yours?

About the authors

Małgorzata Zielińska, PhD – educational scientist and Scandinavian studies' scholar. One of the founders of "Na Styku" Association. Author of several articles and a book on migration, co-author of games created for Gdynia InfoBox. She lived in Sweden, Denmark and Iceland. Małgorzata has conducted training sessions for schoolteachers in Gdańsk on the issues of migration, multiculturalism and educational games design. She is a language teacher, translator, talent acquisition specialist, chess player, traveller and a mother of three.

Małgorzata Mach – Polish philology graduate, culture animator, event organizer, author of several texts, theatre lover. Since 2012 Małgorzata Mach has been an entrepreneur, and her main business activity is realizing original location-based games. She is the founder of "Co w trawie piszczy" theatre and a mother of three amazing boys.