

# GAMIFICATION AND GAME-BASED LEARNING IN YOUTH INFORMATION WORK



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A special thanks to all the national coordinators and multipliers who contributed to this publication by sharing their practices with us.

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# FOREWORD

I'm thrilled to release Eurodesk's guide on gamification and game-based learning in youth information work designed to reinforce our capacities as Eurodesk mobility advisors to inform, engage and empower young people.

This guide, aimed at involving young people in exploring learning mobility and active citizenship through gaming experiences, underscores our commitment to empowering youth through innovative approaches.

Based on non-formal learning, youth work has used game elements since its foundations, even before the concept of gamification emerged. A classic example is ice-breaking games, which help create a safe, supportive environment where young people feel confident sharing their ideas and participating actively.

This guide is not about these methods; it explores the role of games and gamification in increasing our audiences' engagement and motivation to use our services and connect with us. These techniques can also help us raise awareness of youth opportunities and explore topics such as active citizenship, sustainable development, and solidarity while fostering critical thinking and open-mindedness.

The guide begins by introducing key concepts and theories and delves into the fundamentals of game design, distinguishing between gamification and game-based learning. Following this theoretical input, concrete examples from Eurodesk are provided. If using game elements in youth information work is not new, this guide is an opportunity to put them to the fore, share them and inspire new practices.

By equipping Eurodesk mobility advisors with the necessary knowledge and resources, Eurodesk aims to harness the transformative potential of games and play in its youth information services.

Audrey Frith,  
Eurodesk director



# ABOUT US

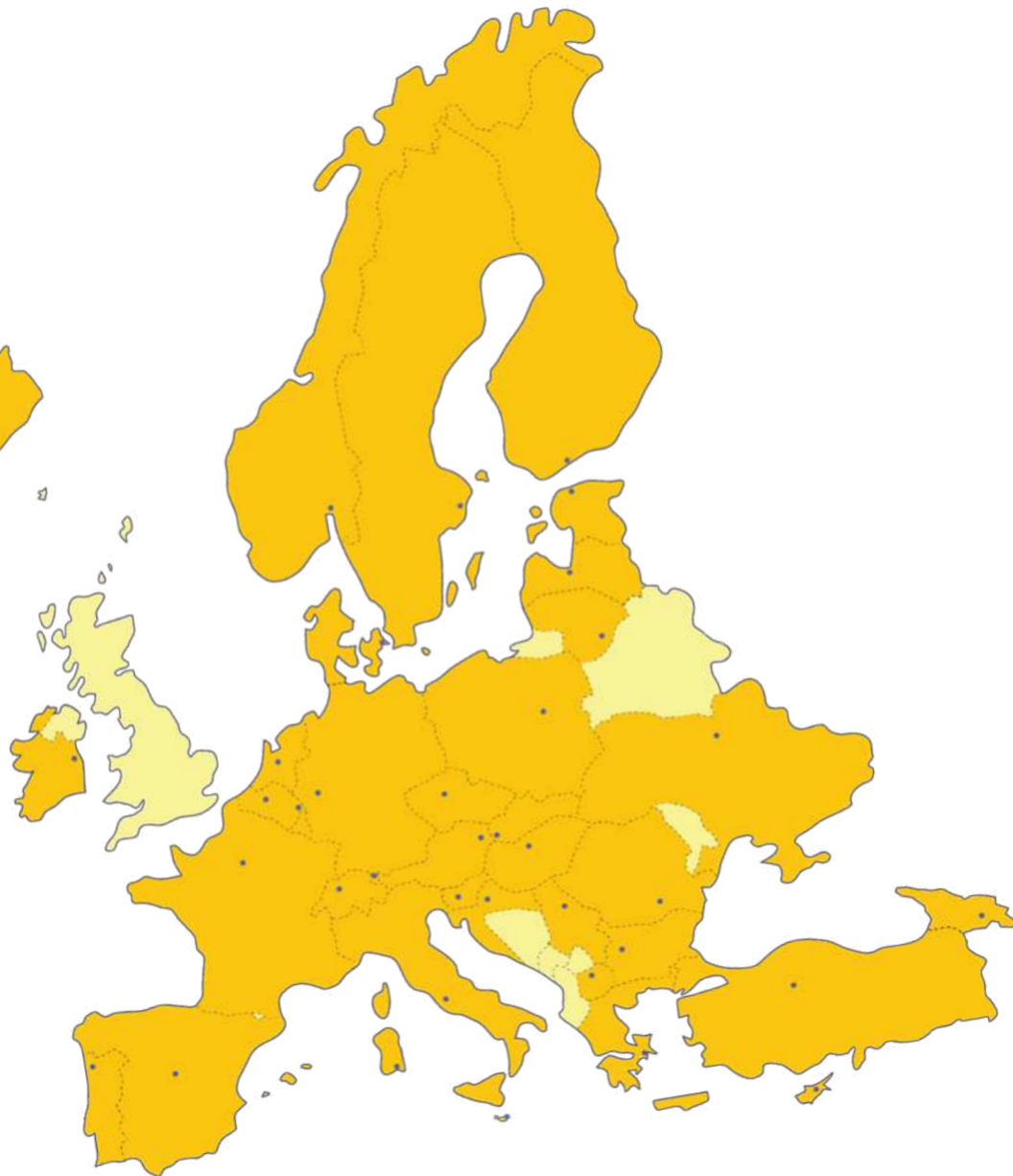


Created in 1990, Eurodesk is a **European youth information network** specialised in the promotion of **international mobility** related to studying, volunteering and learning abroad and **youth participation**. Eurodesk is recognised as a support structure of the Erasmus+ programme and EU Youth Strategy.

Eurodesk operates at European level with a network of **38 Eurodesk Centres**, connecting over **3.000 local information providers** in **37 countries**. Eurodesk Brussels Link (EBL) is the coordinating body of the network.

**36**  
**COUNTRIES**

Austria	Malta
Belgium	Luxembourg
Bulgaria	Netherlands
Croatia	Liechtenstein
Cyprus	North Macedonia
Czechia	Latvia
Denmark	Norway
Estonia	Poland
Finland	Spain
France	Romania
Georgia	Serbia
Germany	Portugal
Greece	Slovakia
Hungary	Slovenia
Iceland	Sweden
Ireland	Switzerland
Italy	Türkiye
Lithuania	Ukraine



**MORE ON [EURODESK.EU](https://eurodesk.eu)**

\* The dots on the map represent the National Eurodesk locations.

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- Dexterity & challenge games
- Immersive games

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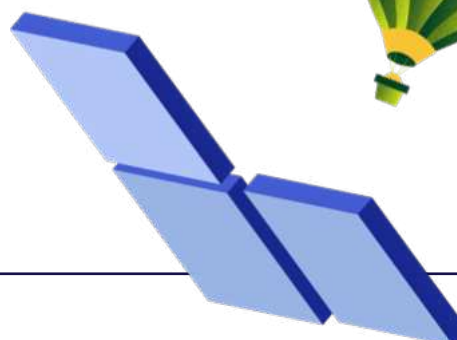
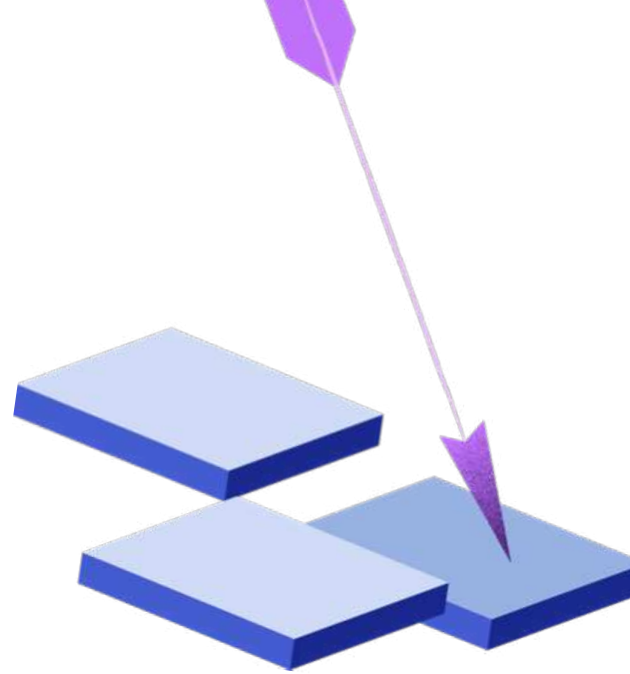
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- Point-based systems
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- Interactive quizzes and challenges
- Social media and digital gamification

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# INTRODUCTION

Games are a universal tool enjoyed by individuals of all ages and backgrounds. Research suggests that **play is intrinsic to human development**. It serves as a means of exploration, learning, and social interaction.

While **games** are often seen primarily as a form of entertainment, they also serve as powerful **learning tools**. James Paul Gee, a pioneer in the field of **serious games**, emphasised how games provide an immersive environment for **problem-solving and active learning, leading to deeper understanding and skill acquisition**.

On the other hand, **gamification** is about using game mechanics in a non-gaming context, harnessing play elements to boost engagement, motivation, and participation.

## *DIFFERENCES BETWEEN GAME-BASED LEARNING AND GAMIFICATION*

	Game-Based Learning	Gamification
What?	Present learning content in the form of a game	Use of game elements in a non-gaming context
Why?	Achieve learning outcomes + increase critical thinking, active participation and motivation	Promote motivation and engagement + enhance users' experience
How?	Game levels or stages	Point systems, badges, leaderboards or rewards

Don't worry; this will become much clearer when you see the examples!

# → GAME, GAMIFICATION AND PLAY

Psychologists such as Piaget and Vygotsky have long acknowledged the **importance of play in cognitive development and learning**. Through play, individuals explore the world, test boundaries, and internalise complex concepts.

Play is **the foundation that both gamification and game-based learning build upon**. The difference is that games and game-based learning are based on choices and mechanisms to support a purpose<sup>1</sup> while play is free, fun and spontaneous.

Whether it is incorporating competition through leaderboards (gamification) or simulating a new reality through an educational game (game-based learning), these approaches tap into our **innate motivations** for social interaction, exploration and self-discovery. This is why integrating play and game elements into informational settings can make learning more immersive, engaging, and impactful.

## → SO, WHY DO PEOPLE PLAY?

**Diverse reasons** draw people to use games. Some use them as a source of **social interaction** where people can foster connections with friends, family or online communities, strengthening relationships and creating shared experiences. This setting provides a space to connect and have fun together, be it through teamwork or friendly competition.

Games can also be used as a form of escape, offering a mental break from daily stressors and providing a temporary **escape from reality**. They are a source of excitement, challenge, and relaxation. Immersing ourselves in other realities or overcoming challenges can be rewarding and even reduce anxiety.

They can also be used for **self-discovery and expression** as they allow us to explore new identities and develop new skills. The autonomy of games gives users a sense of freedom of choice that is widely sought by many of us.

**By tapping into why people enjoy playing games, youth (information) workers can create environments that inform, connect and empower young people. Let's go deeper into each of these areas.**

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<sup>1</sup> From Game Design Elements to Gamefulness: Defining Gamification, Sebastian Deterding, et al, Mindtrek, 2011

## Chapter 1:

# GAME-BASED LEARNING

Game-based learning (GBL) is **an educational approach that uses games to achieve learning outcomes.**

In this chapter, we will see how integrating games and game-like elements into youth information activities can significantly **increase engagement and learning effectiveness.** It encourages participants to actively delve into the information presented - which leads to a deeper understanding - as compared to more traditional, passive methods.

## Subchapters

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### → A BIT OF THEORY...

- Main characteristics of games
  - Basic elements of game design
  - Main player types
  - How to design your games
- 

### → A LOT OF INSPIRATION

- Classic games
- Dexterity & challenge games
- Immersive games



In the Eurodesk context, GBL could be used to achieve different learning outcomes. For example:

- **Young people will be able to identify specific opportunities** related to learning, working or volunteering abroad and where to search for relevant information and support services.
- **Young people will demonstrate an understanding of complex concepts** such as solidarity, sustainability, and youth participation and how they relate to their personal experiences and communities.
- **Young people will develop curiosity and openness toward going abroad**, exploring new cultures, and gaining first-hand experience of the benefits of international mobility.

Why is it powerful? By immersing young people in games, they can explore concepts in different realities. For instance, they might virtually “travel” through Europe, discover new cultures, and imagine themselves in diverse environments. This exploration fosters curiosity, broadens their worldview, and sparks the desire for real-world experiences. By doing so, games can **unlock opportunities and inspire young people** to envision futures they had not considered before.

When collecting examples from national coordinators and multipliers using GBL in their daily work, we observed that most were recycling mechanisms of existing games while others were developing their own. You will discover them at the end of this section. But first, let’s explore some basic concepts.



# A BIT OF THEORY..

## → MAIN CHARACTERISTICS OF GAMES

Jane McGonigal, in her groundbreaking book “Reality is Broken”, delves deep into the core elements that make games so compelling.

Games follow four fundamental elements:

### Goal

The ultimate objective that leads players through the game and gives them a sense of purpose.



### Rules

Define limitations on how players can achieve the goal, encouraging them to use their creativity and strategic thinking to meet their objectives.



### Feedback

Allows players to measure their progress toward the goal and how close they are to achieving it, reinforcing motivation and engagement.



### Voluntary participation

Empowers players by enhancing enjoyment and creating a sense of ownership.



These elements form a dynamic system where each element influences and is influenced by the others. A well-designed game effectively balances these elements to create a rewarding and enjoyable experience for players.

# ➔ BASIC ELEMENTS OF GAME DESIGN

For a game to be successful, some basic elements have to be taken into consideration, as outlined by game design expert Jesse Schell. They are all equally as important for analysing or designing games and are divided into four categories.

## 1/ Mechanics

These are the **rules and procedures** that the game will follow: the goal of the game, how to achieve it, what happens when the players attempt it and the things that are prohibited.

It will include aspects such as if you will play by rolling a die, if the pawn will move forward one square or if the players will move levels as they accomplish tasks. Essentially, they outline how the game is played.

Mechanics should always be **tailored to the specific age group** you target.

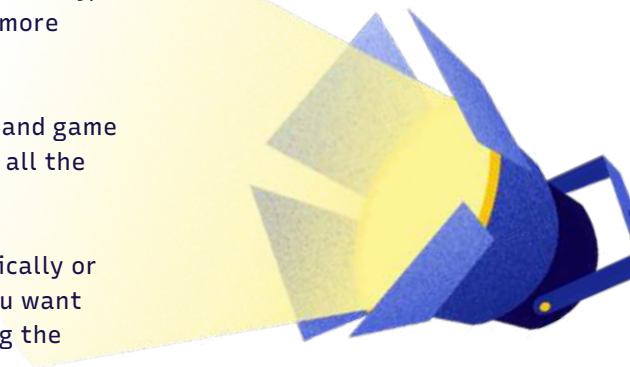


## 2/ Story

The story is the **series of events** that unfold in your game. It's what pulls players in, makes them care about the characters and their challenges, and ultimately, makes them believe in what you have created. Having a story makes it more exciting and easier to understand.

The **narrative** serves as the plot that creates the context, background and game structure. For example, it can include settings, events, characters and all the necessary information to develop the game's storyline.

A good narrative is crucial for engagement and can be presented graphically or through words. The mechanics of the game should support the story you want to tell. When mechanics and story work together seamlessly, they bring the narrative to life and create an immersive experience.



### 3/ Aesthetics

Aesthetics is the **visual aspect** that contributes to the overall **feel and look of the game**. It is how your game will appear and sound. It's the most apparent aspect to the players, thus having a more direct relationship with their experience. It includes features such as graphics, illustrations, sounds, music and other elements that are necessary for the game aesthetic.

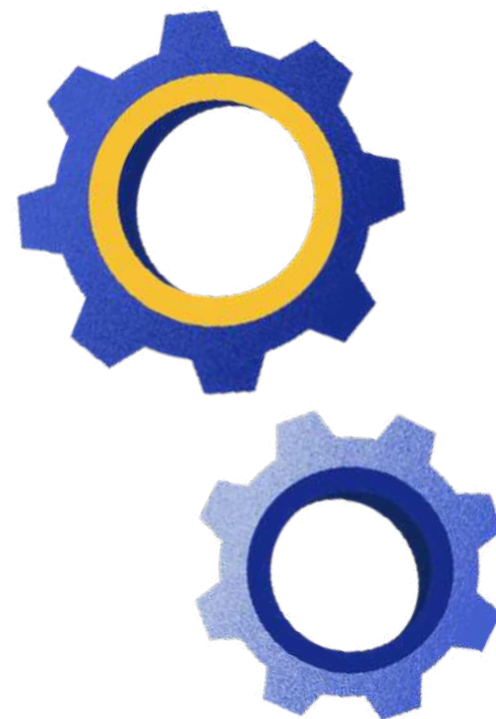
In the case of Eurodesk, this means using Eurodesk brand elements while supporting the storyline and visual aesthetics of games.



### 4/ Technology

Technology refers not only to the 'high tech' used but also to **any material or interaction** that your game requires. For example, the paper and pencil, the dice, or pawns you will use during the game. This is important because these elements determine the possibilities a player may face. It is the least visible element.

Simple games typically feature straightforward mechanics and dynamics. For instance, in Tic-Tac-Toe, the rules remain consistent whether you're starting the game or nearing its conclusion. Conversely, in more complex games like Risk, additional rules and intricacies emerge as the game unfolds.

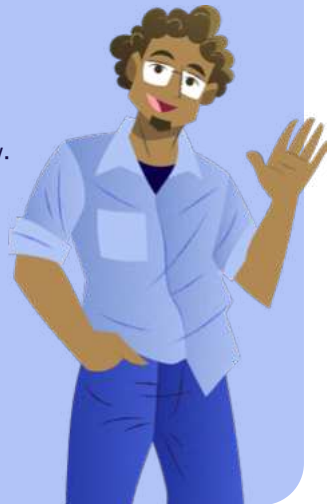


## ➔ MAIN PLAYER TYPES

Players exhibit diverse motivations when engaging with games. While numerous frameworks exist to categorise player types, Bartle's Player Types remains a foundational model, dividing players into four primary groups:

### Socialisers

They are in for the community. Primarily driven by social connection, they thrive on cooperation and building relationships with others. Approximately 80% of players identify with this type.



### Explorers

Characterised by curiosity, they enjoy discovering all aspects of the game, be it hidden ones or even technical issues, which makes them great testers. Since this requires time, they resent games that have time limitations.



### Achievers

Goal-oriented and competitive, they find satisfaction in surpassing challenges and accumulating in-game rewards such as badges, points, ranking tables or challenges. They are interested in measurable achievements.



### Killers

Defined by their competitive spirit, they get pleasure from dominating opponents and achieving victory, if possible with a significant advantage. These profiles love adrenaline and chaos.



Remembering these player types, especially when testing your games with your final users, is essential. Is your game satisfying for the different types of players, and if not, what ingredients are missing?

# ➔ HOW TO DESIGN YOUR GAMES

Not everyone can become a game master. However, the basic game elements described above can support your creativity. In addition, here are some questions to help you frame your game idea.

## 1/ Set goals

The first step is to be clear about your goals - what values do you want your game to carry, and what do you want players to get out of playing this game?

## 2/ Do your research

Research your topic well to define the elements to integrate into the game and how they will resonate with your target audience. This is particularly important for the story/narrative.

## 3/ Keep your audience in mind

What specific age group is the game designed for? How skilled and knowledgeable are the players expected to be? If a game is too challenging, it may yield the opposite result. An inclusive approach ensures that all participants can engage and compete, regardless of their general cultural knowledge.

## 4/ Specify the context

Will the game played outdoors, indoors, or both? Will it be played once or several times? What's the budget to produce it, and who will produce it? This information is particularly important for the aesthetics and technology used.

## 5/ Design your game

Once you have these elements, you have to see whether you can re-use existing games to support your purpose or whether you want to develop your own. You will find plenty of inspiration in the following sections of this guide.



# A LOT OF INSPIRATION

In this section, you will discover the main “family” of games that can be used to inform, engage and empower young people in youth information services.

You will get an overview of their mechanisms and examples of how these can be adapted to a youth information context - either to inform about EU youth programmes, policies or topics such as youth participation and sustainable development.

The games have been clustered around **three main categories** with some examples from the Eurodesk network.

Within each category, examples of games will be provided, rated according to the level of difficulty.

## 1/ Classic Games

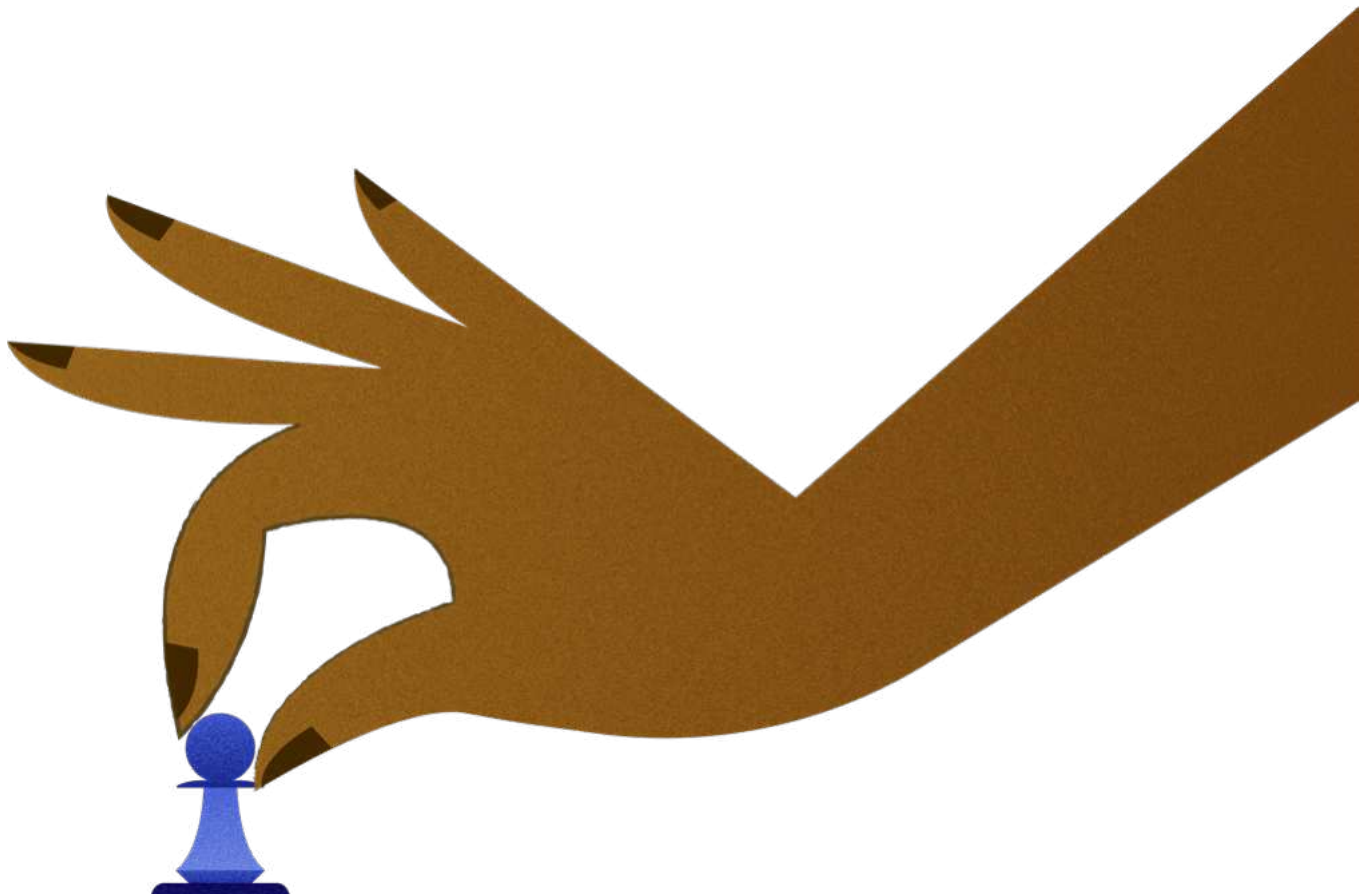
Are characterised by more or less simple rules and can be enjoyed by people of all ages (e.g. Board Games, Memory Game, Taboo).

## 2/ Dexterity & Challenge Games

Are characterised by their focus on physical or mental skills (e.g. Jenga, Puzzle, Jungle Speed).

## 3/ Immersive Games

Are characterised by interactive and engaging experiences (e.g. Escape Rooms, Treasure Hunts, Role Play Games).



## ➔ 1/ CLASSIC GAMES

### Board Games, simple and moderate

Board games are one of the most common types of games. They typically involve pieces being moved or placed on a pre-marked board according to a set of rules (roll-and-move mechanics). Some board games follow simple rules: players usually roll a die and move their piece on a board according to the number rolled.

The board typically has designated **spaces with special instructions**. These might be:

#### 1/ Question spaces

When a player lands on a question space, they must answer a question related to a specific topic (e.g. European history, culture and sports, EU Youth Programmes). Answering will allow the player to:

- Move extra spaces
- Earn points
- Avoid a penalty

#### 2/ Action spaces

Landing on these spaces could trigger various actions like:

- Drawing a card with an instruction
- Completing a challenge
- Participating in a mini-game

#### 3/ Winning the game

The goal of the game usually involves reaching a specific destination on the board first (e.g., "Finish" or "Home"). Some games might require players to collect a certain number of points or complete a specific task along the way.

These principles create a simple yet engaging structure where players rely on a combination of luck (die roll) and knowledge (answering questions) to progress and ultimately win the game.

**Moderate complexity board games** build upon the basic roll-and-move mechanics but introduce additional elements that add some strategic decision-making or a luck factor. In this category, you will find games such as the Goose Game and Snakes and Ladders.

These types of games are ideal when you are not a game expert and/or have little time to implement an activity (e.g. at a fair or festival).



# Euro-Learner

## Goal

The “Euro-learners” floor game is designed for secondary school children and aims to inform them about the values and ideals of the European Union, its history and its flagship programmes for young people.

## Gameplay

To move on the board, players have to answer questions concerning the European Union such as the climate crisis and what the EU is doing about it, just transition, education, human rights, the European Green Deal, Europe’s history and about youth opportunities in Europe and European mobility programmes. Players can discuss and answer with their group and this can be followed by a discussion with the youth information worker.

## Elements

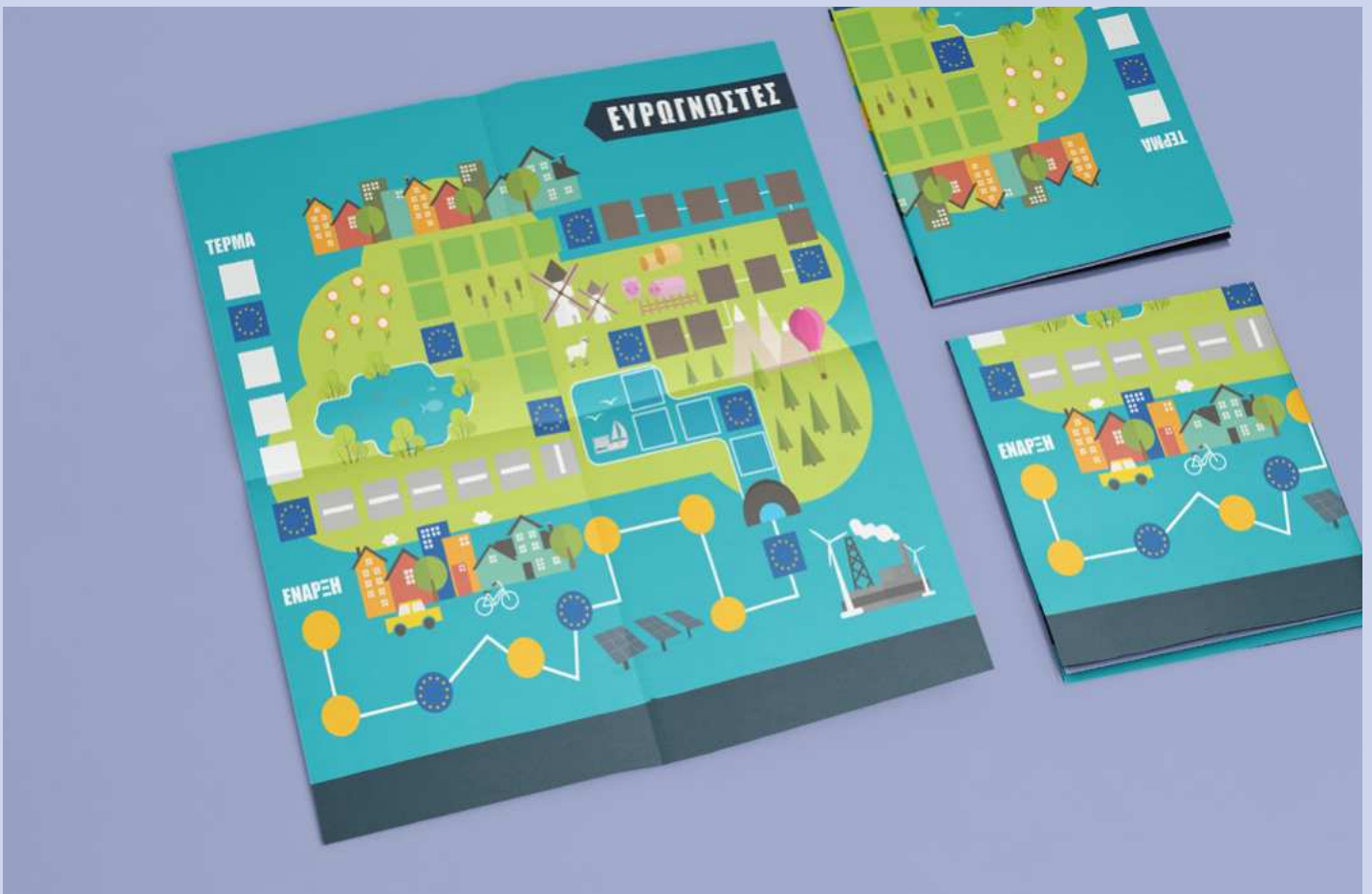
Board game, dice, pawns and cards with the questions and answers.

## Duration

≈ 45 min

## Organisation

Association of Active Youths of Florina (OENEF), Greece



# EuroRace

## Goal

The Eurodesk “EuroRace” game is designed for young people and aims to promote mobility opportunities and encourage them to become global and active citizens.

## Gameplay

EuroRace is inspired by the well-known Goose Game. It is a simple yet entertaining board game that counts with a luck factor. To win, players have to reach the finish line; they do so by rolling the die and answering a question according to the colour of the landing space until they reach the end. The catch comes when you land on special spaces where you can win bonus moves. It’s a quick and easy game that relies on a bit of luck and your capacity to answer the European challenges.

## Elements

Board game, dice, pawns and cards with the questions and answers.

## Duration

≈ **30 min**

## Organisation

Eurodesk Brussels Link



## Board Games, complex

These games go beyond simple roll-and-move and introduce more complex mechanics like resource management, strategic planning, auctioning, or negotiation. In this category, you will find games such as Monopoly or Ticket to Ride.

They require players to think several steps ahead, manage resources, and potentially compete with or collaborate with other players. They often have a steeper learning curve but offer a more strategic and engaging experience.

For youth information workers, it requires a little bit of preparation to get familiar with the rules and be able to explain them. These games usually require more time to be played.

# Adventures in Europe

## Goal

“Adventures in Europe” is an educational activity to play with small groups of young people. The aim is to introduce the opportunities Europe offers to young people and demonstrate how diverse and rich its culture is.

## Gameplay

The Eurodesk “Adventures in Europe” is based on the Ticket to Ride concept. Players travel across Europe, completing challenges to earn tickets that allow them to move to the next location on their Journey Plan. Each turn, a player rolls the die and has to complete a challenge based on the number/colour of the card. Correct answers or successful completion of challenges earn the player a ticket, which they can use to advance on their journey. If a player fails to complete the challenge, they remain in their current

location. The game ends when a player completes their entire Journey Plan and is declared the winner.

## Elements

Board game, dice, pawns, time-keeping device and cards with the questions and answers.

## Duration

≈ 20 min

## Organisation

Eurodesk Brussels Link



Image from Eurodesk Poland

# Mobilitopoly

## Goal

Playing “Mobilitopoly”, namely a new version of the all-time classic game “Monopoly” adapted to the topic of Youth Mobility, gives young participants a chance to:

- Discover and learn about the use of the Eurodesk “Opportunity Finder” tool;
- Become aware and get informed about the “Time to Move” campaign;
- Look at and consider authentic examples of Youth Mobility opportunities;
- Understand Youth Mobility as a practice, namely in all of its canonical steps, tools, processes, and results (e.g. having travel costs, accommodation and food covered, receiving the YouthPass certificate at the end of the mobility practice, etc.);
- Learn more about the European Union, together with all the advantages it entails for young European citizens in terms of Mobility and Youth Opportunities in general, as to spread its fundamental and positive values.

## Gameplay

Classic rules of the original game “Monopoly”, adapted to the topic of Youth Mobility.

## Elements

Board game, dice, pawns, cards, bank notes.

## Duration

60 min to 90 min

## Organisation

Youth Association “Youth in the EU”, Croatia



# Euro-Opportunities

## Goal

“Euro-Opportunities” requires its players to pretend they are participants in mobility programmes. Their task is to foster the personal development of their character and score as many points as possible. The game presents various development opportunities - programmes, initiatives, competitions and mobilities.

## Gameplay

This game is based on strategy, once the players have chosen one of the five characters available, they will have to make choices to earn points. In turn, each player can take two out of three possible actions: get a token, move to another country or buy a mobility card. For that, they will have to think about their next moves and be wise in their decisions. The mobility cards are divided into three categories – skills, knowledge and attitudes - and are worth a certain number of points depending on the learning benefits that the opportunity on the card provides. Players can buy them with tokens (charisma, talents, money, knowledge and curiosity).

Players can also earn points for special achievements in one of seven areas: internship, local initiatives, volunteering, competition, travelling, exchanges, and science. By evolving in the game, young people get introduced to the various programmes available to them and start associating them with benefits and personal growth.

## Elements

Board game, pawns, mobility cards, character cards, quality tokens and achievements chips.

## Duration

60 min to 90 min

## Organisation

Eurodesk Poland National Office



Image from Eurodesk Poland

## Memory Game

The core principle of a memory game revolves around testing and challenging a player's ability to recall information after a brief period of exposure. Memory games can be played by individuals or with multiple players. The goal is to find the matching pair for each card revealed.

### Gameplay

- A set of cards is laid face down on a playing surface
- Players take turns revealing cards, usually one at a time
- The goal is to find the matching pair for each card revealed
- When a player successfully reveals a matching pair, they keep those cards and take another turn
- If a player reveals non-matching cards, they turn them face down again, and their turn ends. The cards might be revealed again in later turns
- The player with the most matching pairs at the end wins

In the Eurodesk context, memory games can be an engaging way to introduce young people to various EU youth programmes, sparking their curiosity and encouraging them to explore further.

The level of difficulty can be adjusted by varying the number of cards and the complexity of the images or symbols.



# MemorEurope

## Goal

This activity focuses on how the European Union is perceived by participants and how close it is to their daily lives.

## Gameplay

60 Cards/30 Pairs have been created with flagship programmes such as Erasmus+ and the European Solidarity Corps, countries, and symbols of the EU (Euro, etc.). Players flip over pairs of face-down cards to find matches. They take turns, and matched pairs are removed from the grid. The game continues until all pairs are found, with the player having the most pairs winning. It's a fun game that tests and improves memory skills.

## Elements

Card set.

## Duration

≈ 40 min

## Organisation

Eurodesk Italy and Eurodesk Brussels Link





# Where am I?

## Goal

The goal of the game “Where am I?” is to spark curiosity about European countries and to inspire in players a desire to learn more about the countries they discover as well as about mobility opportunities.

## Gameplay

There are two ways to play this memory game, a classic version and a more dynamic one which engages young people in the space.

For up to 5 participants: players will have to find the matching pairs. They’ll flip cards to reveal pictures of European countries and facts about them. Players shall remember where each piece of information belongs as they uncover cards. The one who finds the most country-facts pairs wins!

For more players, you need at least two groups of 2 to 6 young people to play. Each group can write on a Veleda board. The facilitator presents the card “Where I am?” to each group for 10 seconds. Each group will then have 30 seconds to discuss and write down their answer (the name of the country). If none of the groups finds the answer, the facilitator reads one of the “clue” cards and gives 30 seconds to each group to answer. The group that gives the correct answer first has 10 seconds to place the country on the map of Europe to win the point. If they don’t manage, then the facilitator reads the “questions” of the country. The group that answers correctly will be next to try to place the country on the map and win the point. At the end of the game, the team with the most points wins the game and receives some promotional goodies, as well as additional information about Europe and European opportunities in cooperation with teachers.

## Elements

Pairs of cards and map of Europe + “question”, “clue” and “good points” cards for the second option of the game as well as paper or Veleda tablets.

## Duration

20 min to 60 min

## Organisation

Info Jeunes Auch, Eurodesk France multiplier, France





Image from Eurodesk France

## Taboo

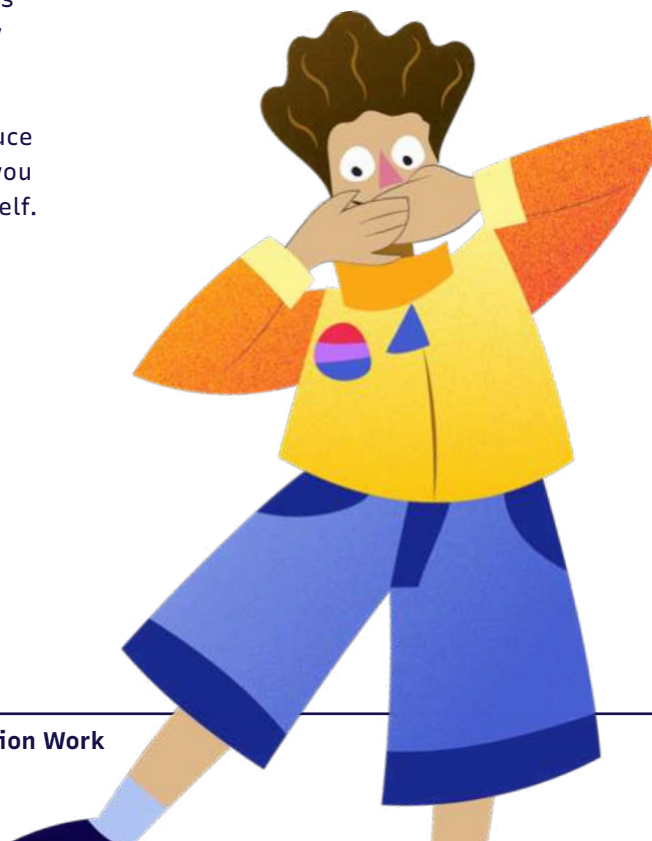
The basic principle of Taboo is to get your teammates to guess a secret word on a card without using certain forbidden words listed on the same card (“taboo” words) within a time limit. These taboo words are related to the secret word in some way.

### Gameplay

- Players are divided into teams
- Teams take turns with one player acting as the “clue giver” for their team with the other members of the team having to guess the secret word
- The clue giver provides verbal hints and descriptions to help their teammates guess the secret word. They cannot use any of the taboo words listed on the card
- If the teammate uses a taboo word or the secret word itself, the opposing team yells “Taboo!” and the turn ends without a point. If the timer runs out and no one guesses the word correctly, the turn ends without a point
- Teammates try to guess the secret word based on the clue giver’s hints
- There’s a time limit for each turn, usually around one minute
- If a teammate correctly guesses the secret word before the timer runs out, the team scores a point
- The team with the most points at the end of the game wins

Taboo is a fast-paced and exciting game that requires creativity, communication skills, and quick thinking. It’s easy to use in various contexts, as learners will quickly understand the mechanics.

In a youth information context, it’s a fun way to introduce key concepts that do not require a lot of materials, as you can use your phone as a timer and print the cards yourself.



# TabEU

## Goal

This game aims to stimulate participants to reflect, in a funny way, on different concepts relating to the European Union.

## Gameplay

The objective of the game is for a player (Clue-giver) to have their teammates guess the word on the player's card without using the word itself or the additional words listed on the card, the so-called "taboo words". For example, to guess the word "Parliament" the following words are taboo: "law", "Institution", "MPs", "Deputies" or "Senators" and cannot be used!

## Elements

Card set.

## Duration

≈ 30 min

## Organisation

Eurodesk Italy



## ➔ 2/ DEXTERITY & CHALLENGE GAMES

Dexterity and challenge games invite players to excel in the real world through physical or mental challenges. These games go beyond points and levels, demanding focus, skill, and strategic thinking in a way that's both fun and stimulating.

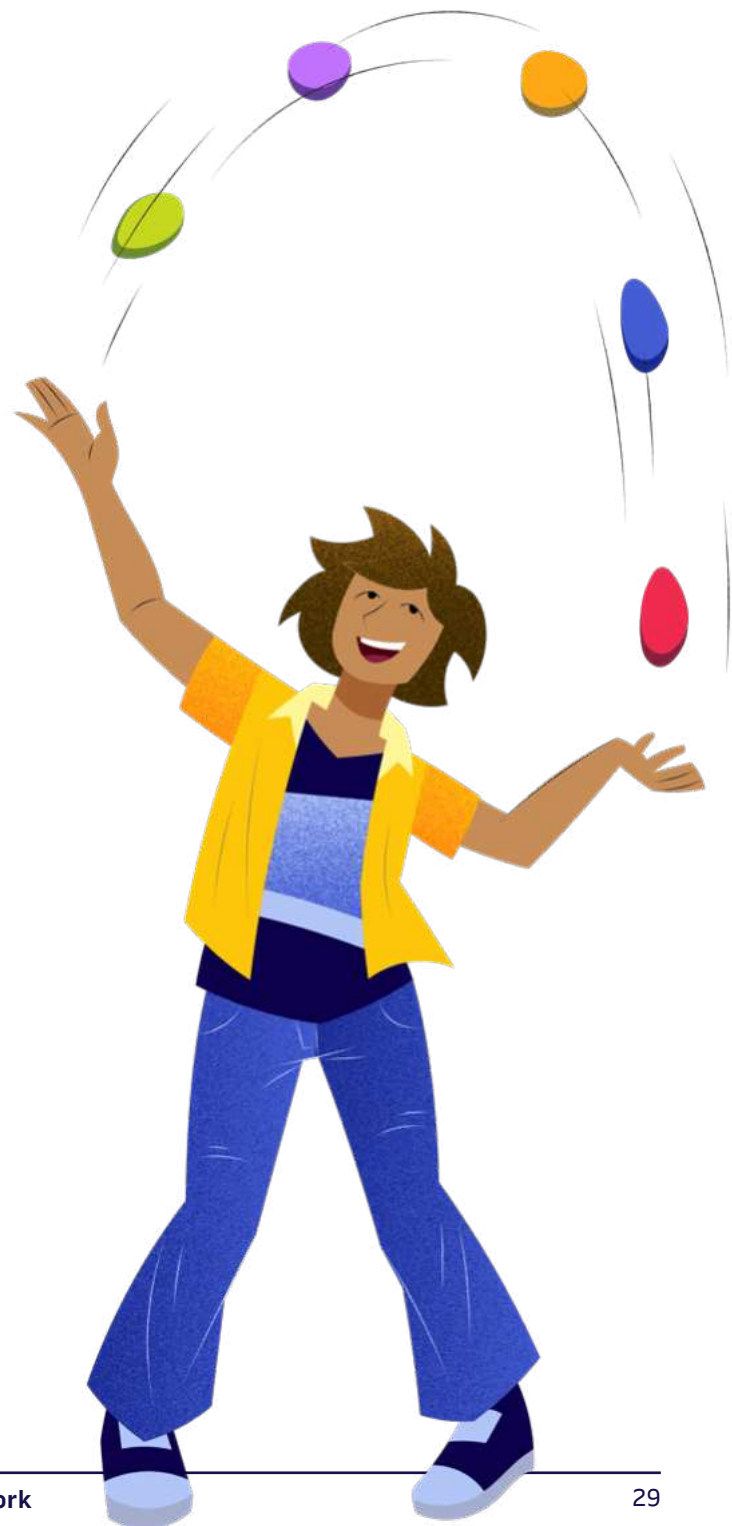
### Jenga

The objective of Jenga is to carefully remove wooden blocks from a precariously built tower without making it collapse. The game tests your hand-eye coordination, patience, and strategic thinking.

#### Gameplay

- The facilitator builds a tower using wooden blocks into a 3x3 base, alternating the direction of each layer
- The goal is not to be the one who makes the tower crash!
- Everyone takes turns removing one block at a time using just one hand
- You can't touch the tower with your other hand to help you, it all depends on finding a loose block
- Once you take out a block, you place it on the very top, making the tower taller and even more wobbly
- The game continues until the tower can't take it anymore and falls apart. Whoever makes the final move that topples the tower loses!

Jenga offers a simple yet engaging way to incorporate active learning and strategy into various educational settings. In a Eurodesk context, this classical game has already been used to promote different topics such as EU youth programmes by simply adding questions/challenges under the blocks.



# Giant Jenga

## Goal

Eurodesk “Giant Jenga” aims to promote different topics related to the European Union, from culture to opportunities, in a dynamic way.

## Gameplay

The rules are very simple! One by one, participants pull one block from the tower (except for the top three rows), answer the quiz question or complete the task on it, and then place the block on the top of the tower. If the answer or the completed task is correct, they score a point. If not, they try again with another block. They play as long as they like or until the tower collapses.

## Elements

Jenga and cards with the questions and answers.

## Duration

≈ 20 min

## Organisation

Eurodesk Poland and Eurodesk Hungary



Image from Eurodesk Poland



# Puzzle

Puzzles have captivated humans for centuries, offering a unique blend of challenge and intellectual stimulation. Puzzles can take many forms, from intricate jigsaw puzzles and cryptic crosswords to brain teasers and logic problems.

The **general elements** of puzzle games are:

## 1/ Challenge

At the heart of every puzzle lies a specific challenge. This could be a missing piece in an image, a scrambled message, or a set of seemingly unrelated clues. The challenge sparks curiosity and ignites the desire to find a solution.

## 2/ Mental engagement

To unravel the mystery, individuals must engage in various cognitive processes. This often involves close observation, identifying patterns and relationships between elements, and a touch of creative thinking. Some puzzles require logical reasoning or deduction, while others might benefit from trial-and-error experimentation.

## 3/ Reward

The culmination of this mental effort is the “aha!” moment – the moment of discovery when the solution clicks into place. This brings a sense of accomplishment and satisfaction, reinforcing the inherent value of perseverance and critical thinking.

Puzzles offer a remarkable tool for educators and youth information workers. Their inherent challenge and ability to engage various cognitive skills make them perfect for promoting learning and exploration across diverse topics and disciplines. In youth information centres, for example, puzzles have been creatively employed to introduce complex ideas like European Geography or European mobility, demonstrating the power of these brainteasers to bridge entertainment with meaningful knowledge acquisition.



# Build Europe

## Goal

“Build Europe” aims to create a free, accessible game for youth organisations, particularly those working with disadvantaged youth. The game promotes European identity, active citizenship, and opportunities available through Eurodesk and Erasmus+.

## Gameplay

The game is a progressive puzzle map of Europe. Players (or teams) compete to complete each level the fastest:

- Level 1: Place all the Eurodesk member countries on the giant map.
- Level 2: Place individual country pieces within their borders on the map.
- Level 3: Assemble each country's flag on the map.
- Level 4: Locate and place each country's capital city tile on the map.
- Level 5: Add the final touches by placing the European Union tiles on the map.

The game can be played competitively, with the fastest team at each level winning points. Alternatively, a countdown timer can be used for a quicker experience.

## Elements

Large board/map of Eurodesk countries (450 x 450 cm), country sheets, flags and EU. Also safety stands, score markers, clocks for the countdown, instructions, rules and annexes of questions and answers.

## Duration

30 min to 3 hrs

## Organisation

Eurodesk Spain, City Council of Albacete





# Le Puzzl' Europe

## Goal

Encourage learning of European geography and EU youth programmes through two sets of games.

## Gameplay

The facilitator sets up two identical puzzles on the floor: a map of Europe with blank spaces for capitals and flags. Two teams compete against each other in a timed challenge.

- Round 1: teams race to correctly assemble the puzzle of Europe. The team that finishes first wins the round (only if the map is correct, if not the race continues). The second team has to finish its own map before the players move to round 2.
- Round 2: Once the maps are complete, teams must correctly place the names of European capitals in their corresponding locations.
- Round 3: Finally, teams must place the correct flags on each country.

The team that completes all rounds the fastest wins.

A quiz session follows to test overall knowledge about EU youth programmes. The team that answers the most questions wins this game.

## Elements

2 European Map Puzzles, quiz questions.

## Duration

≈ 50 min

## Organisation

Infos Jeunes Antibes, Eurodesk France



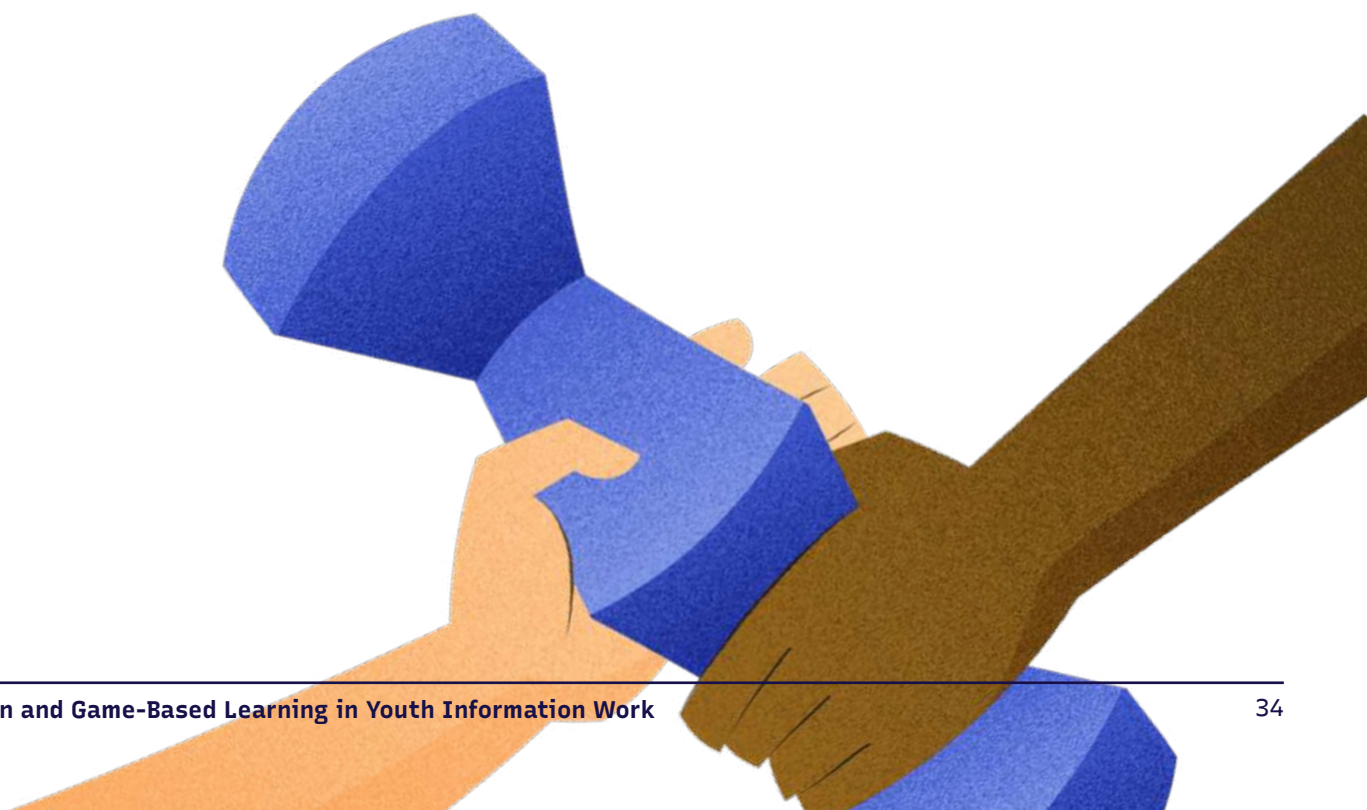
## Jungle Speed

Jungle Speed is a fast-paced game where everyone races to get rid of their cards, with players trying to be the first to grab the totem in the centre when a matching answer/action card appears.

### Gameplay

- Each player starts with a hand of cards featuring various symbols. A totem is placed in the centre. The goal is to be the first player to run out of cards
- On each turn, players simultaneously flip over the top card of their deck. If two or more players reveal cards with the same symbol, the first player to grab the totem wins the round and collects the cards of the other players who revealed the matching symbol
- If a player grabs the totem when there is no matching symbol, they must take all the face-up cards from the other players, including those that were played on previous turns but haven't been won yet
- The game ends when a player runs out of cards

Jungle speed can be adapted to youth information work by using cards that provide the title of a programme or initiative and a matching card with a description of this programme or initiative. For example, players could grab the totem if the cards "DiscoverEU" and "Travel pass to discover Europe when you are 18" appear at the same time.



## ➔ 3/ IMMERSIVE GAMES

Immersive games invite players to submerge themselves into the game's world by using engaging and interactive experiences. By using technology and storytelling to blur the line between reality and fiction, these games try to make the players feel as if they were the characters they are playing. Immersive games transcend mere points and levels, requiring intense focus, skill, and strategic thinking, making them both enjoyable and mentally engaging.

### Escape rooms

Escape rooms are a fun way to engage participants interactively with a given topic. These games use technology and storytelling to blur the line between reality and fantasy, making you feel like you're truly part of the game's world.

Cooperation is a strong element in these games, which makes them particularly relevant in youth work. By creating a story that needs constant solving of issues to unlock the next phase, players need to collaborate to solve mysteries using clues and logic.

The **general elements** of escape rooms games are:

#### 1/ Storyline

Escape rooms can be anything you imagine! However, having a strong narrative is key; it can be about a secret message, a hidden object, or even an escape. In the case of Eurodesk, we have examples of Escape Rooms in which young people need to find their passports to be able to take a train, solve riddles to avoid the collapse of the EU, etc.

#### 2/ Clues

Clues are usually scattered throughout your chosen space, whether it's your living room, backyard, or even online! These can be riddles, codes, or hidden objects that need to be found. The players need to use their problem-solving skills to decipher the clues they've found. Encourage them to think creatively, work together, and explore their surroundings.

#### 3/ Progression

As players connect the clues and solve the riddles, they'll get closer to completing the story's objective. Usually, there is a clear progression between various steps; this can be doors opening in the classic escape rooms but it can also be to be able to open an object (box, luggage, etc).

## 4/ Timer

Usually, a timer is set to create a sense of urgency. This can be anything from a few minutes to an hour, depending on the complexity of the puzzle.

## 5/ Support

In most cases, players can get support from the host if they are blocked in the game. If they complete the challenge within the time limit (if set), they've successfully "escaped"! If not, you can reveal the remaining clues and explain the story's conclusion.

The added value of escape rooms is their versatility, you can use them to teach many topics in a fun way. All you need is a little imagination and some basic materials!

In the Eurodesk context, several successful escape rooms have been designed to explore youth-related opportunities and topics. You can either use a physical "room", a digital environment or even a symbolic space that needs to be unlocked, for example, using boxes or suitcases.



# Adventures in Berlin & Mysteries in Riga

## Goal

Eurodesk "Adventures in Berlin" and "Mysteries in Riga" are two online Escape Rooms. During the game, participants discover information about key topics such as solidarity, volunteering, sustainable development, Eurodesk and EU youth programmes.

## Gameplay

It is an asymmetrical game for two players (two individuals or two teams). This means that players see different clues on their screens and have to share information to solve the riddles. Keep in mind that the game is unplayable alone - you need to find another person to play with you; there is no waiting room. Once the game is loaded, no internet connection is needed.

## Elements

Device with access to the internet

## Duration

≈ 60 min

## Organisation

Soloth Games and Eurodesk Brussels Link



# German Suitcase

## Goal

The primary goal of the “German Suitcase” escape room game is for the participants to find their hidden tickets and IDs before heading to the train station to catch a train to Paris. They must solve a series of puzzles to prove their knowledge about travelling and staying abroad.

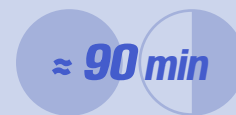
## Gameplay

Participants must solve a series of puzzles to find their hidden travel documents within 1.5 hours, guided by clues and working in teams. The game involves decoding messages, unlocking containers, and following a set sequence of tasks based on a story where their parents have hidden their tickets and IDs to test their readiness for a trip to France.

## Elements

The game requires a smartphone with a QR code reader, pens, paper, sellotape, and materials provided in the game case (labelled game pieces, puzzles, locks, solution cards, and decoding aids). Consumables include brochures, a copy template for the treasure map, and feedback forms.

## Duration



## Organisation

Eurodesk Germany



## Treasure hunts

Treasure hunts offer a thrilling blend of exploration, problem-solving, and the excitement of finding hidden prizes. They can be designed for any location, from the backyard of the youth information centre to a local park or the city and can be customised for all ages and difficulty levels.

The **general elements** of treasure hunt games are:

### 1/ Storyline

Treasure hunts are based on a captivating narrative. It can be a race to find a hidden treasure, a quest for a hidden family heirloom, or a search for a mythical artefact. There is no limit to your imagination!

### 2/ Clues

Players will have to find clues that are hidden throughout their chosen area, such as encrypted messages, riddles, or puzzles. They can be anything from physical objects to coded messages hidden in plain sight. The key is to ensure a logical flow, leading players on a step-by-step adventure. Players are encouraged to work together, think creatively, and explore their surroundings carefully to move forward.

### 3/ Starting point

A clear starting point for the treasure hunt must be designated. This could be a map, a riddle, or even a simple instruction that sets the players off on their adventure.

### 4/ Treasure

As players decipher the clues and solve the puzzles, they get closer to the hidden treasure. The players that discover the final location – a buried chest, a hidden compartment, or a secret location - win.

### 5/ Timing

The players can either start from the same location at the same time or not, if you use an app like ActionBound, the time and the points awarded by solving the riddles will be taken on board to determine the winning teams.

### 6/ Prize

You could include a fun reward at the end, like the actual treasure (chocolates, small trinkets, etc.) or a certificate declaring them "Treasure Hunt Champions!"

Treasure hunts can be an excellent tool for youth workers due to their adaptability and their ability to foster cooperation between players. There are many ways of adapting treasure hunts from creating outdoor adventures with hidden clues or simple indoor hunts suitable for a younger public. All you need is a little creativity and some basic materials!



# Treasure Hunt

## Goal

The project aimed to promote mobility and its benefits to young people by encouraging active participation in the local community. It was an interactive and innovative approach to providing information on European opportunities for young people that resulted in a huge number of participants - they were eager to move around the most famous cultural sites in the city of Šibenik to find more information about European opportunities, share the status and pictures online while moving to the next task and discover European opportunities.

## Gameplay

With the support of the "ActionBound" app, the organisers set up challenges around the most famous sites and attractions of the city of Šibenik, each one being dedicated to one particular mobility programme or youth opportunity. The tasks involved practical and creative skills varying from crosswords to basketball, each of them applied to the learning

of EU Youth Mobility Programmes and Initiatives and the benefits of it through quotes, examples of good practice, and real-life references. As a result, Eurodesk bags containing Eurodesk and Erasmus+ programme flyers and goods were distributed to the participants.

## Elements

Bags with Erasmus+ flyers, map of the treasure hunt.

## Duration

≈ 90 min

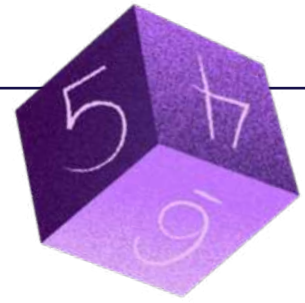
## Organisation

Mladi u EU (Croatia)



Image from Mladi u EU (Croatia)





## Role play games

Role-playing games (RPGs) are games where players assume characters' roles in a fictional setting. They are based on a challenge, strong narrative, and collaboration within the overarching character and player development theme.

Players take on the roles of these characters and collaboratively create stories, often guided by a set of rules and a game master who oversees the game and narrates the story. They can be played in various formats, including tabletop (like Dungeons & Dragons), live-action (LARP), and digital (video games). These games can potentially drive spontaneous collaboration, knowledge-building, and community development.

The **general elements** of role-playing games are:

### 1/ Storyline

RPGs are based on a captivating narrative, often referred to as a story. This narrative guides the players through various scenarios and challenges, providing context for their actions. It can be a journey to find a lost treasure, pass a crucial law within the EU or navigate political intricacies.

### 2/ Game Master

The Game Master acts as a facilitator and is responsible for running the game and creating the challenges that the players face. They create a fun and engaging experience for everyone involved.

### 3/ Character creation and development

Players create or select characters, which can be predefined or player-generated. These characters have specific traits, abilities, and backgrounds that influence gameplay. Players will then develop skills and knowledge through their characters' in-game progression.

### 4/ Challenges and narrative agency

Players encounter a series of challenges that can be tactical, social, moral, or strategic. These challenges often have multiple solutions and require critical thinking and problem-solving skills. Therefore, players have a degree of control over the narrative and their character's actions.

### 5/ Collaboration and social interaction

RPGs typically involve teamwork, as players must communicate and collaborate to overcome challenges and advance the story.



## 6/ Debriefing

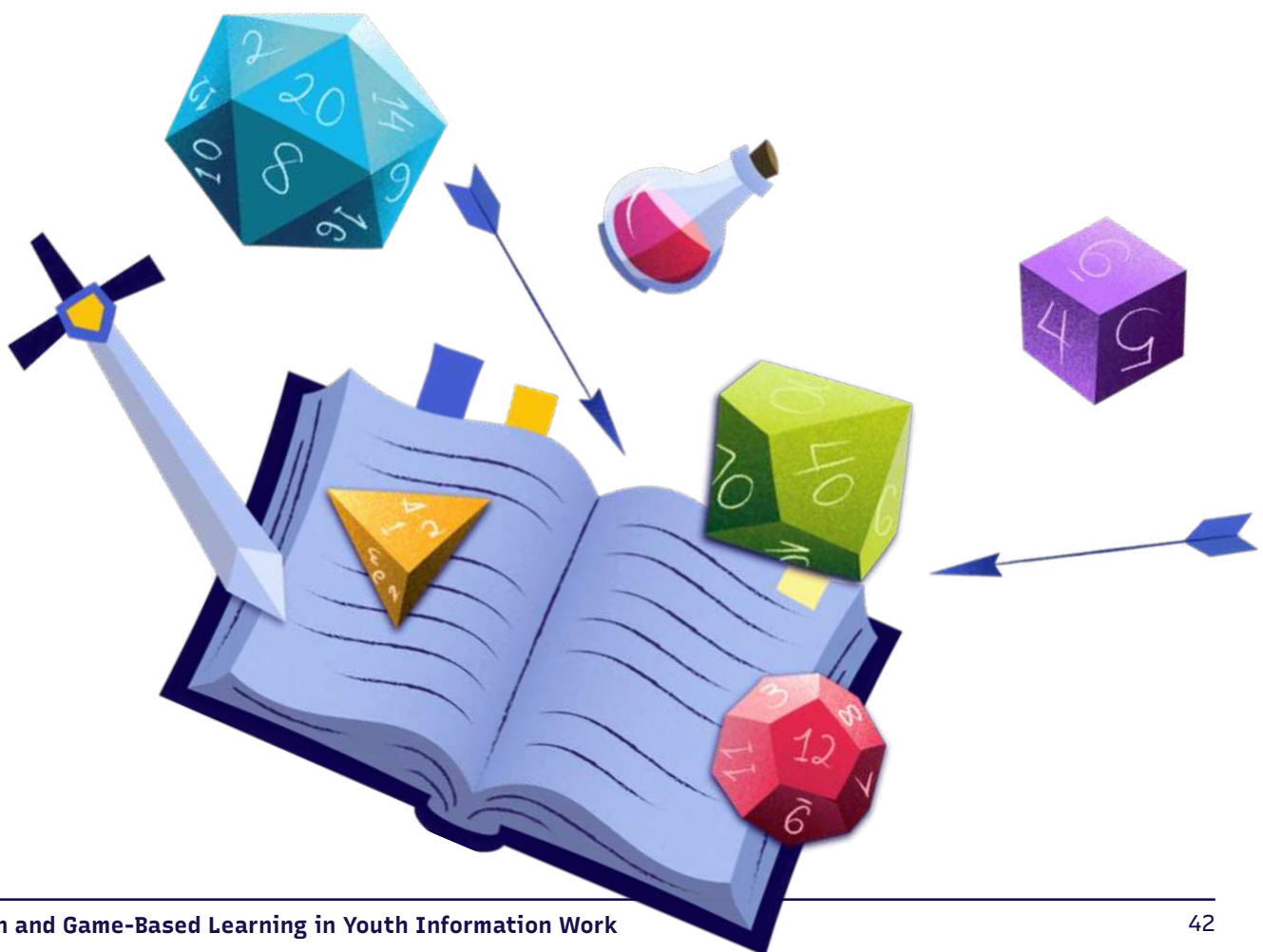
A debrief period during and after gameplay can enhance the educational potential of RPGs by allowing players to reflect on their experiences and learning outcomes.

## 7/ Skill Development

RPGs are used to teach a range of skills including communication, problem-solving, leadership, and teamwork, which are valuable in educational and real-life contexts.

These elements work together to create an engaging and immersive experience that promotes collaboration, communication, and critical thinking skills among players.

In the context of Eurodesk, this type of game is ideal for exploring topics like EU decision-making or activism in which young people are placed in situations in which they have to make choices. These choices can be difficult ones; for example making them prioritise between social, environmental or economic factors. By assuming roles within a simulated European context, young people actively participate in collaborative problem-solving, develop essential skills like communication and negotiation, and gain a deeper understanding of the multifaceted challenges and opportunities within Europe.



# EU Quest

## Goal

EBL has created diverse scenarios for role play games such as the “DiscoverEU Dilemma: a Journey of Choices” and “The Climate Conundrum: A Race Against Time in the European Parliament”) in which players represent different characters in a European setting. In the first, the characters have to collaborate in order to solve challenges on their way to explore Europe. In the other, they have to navigate political hurdles, address diverse concerns, and ultimately achieve their shared goal - save the planet! This cooperative experience fosters a sense of agency and empowers young people to engage with European issues.

## Gameplay

The game master gives information on the characters and the challenges they have to solve. They introduce unexpected events and encourage players to role-play their characters effectively and explore different strategies, ensuring the game progresses.

## Elements

Scenario for the game master, description of the characters and story for the players, additional elements can be added (e.g. map of Europe), timer and name tags to help players identify their characters and roles during the game.

## Duration



## Organisation

Eurodesk Brussels Link



# Greener food for Europe

## Goal

“Greener Food for Europe - Can you help Europeans choose more responsibly?” is a virtual role-play game where participants step into the shoes of Members of the European Parliament (MEPs) to debate, negotiate, and vote on a law proposal aimed at promoting more responsible food choices for Europeans.

## Gameplay

Players are divided into fictional political groups and assigned roles as MEPs. They work together within their groups to discuss and amend a legislative proposal related to greener food options. The game involves debates, negotiations, and compromises to reach a consensus on the final text of the law. Finally, players participate in a vote to adopt or reject the proposed legislation.

## Elements

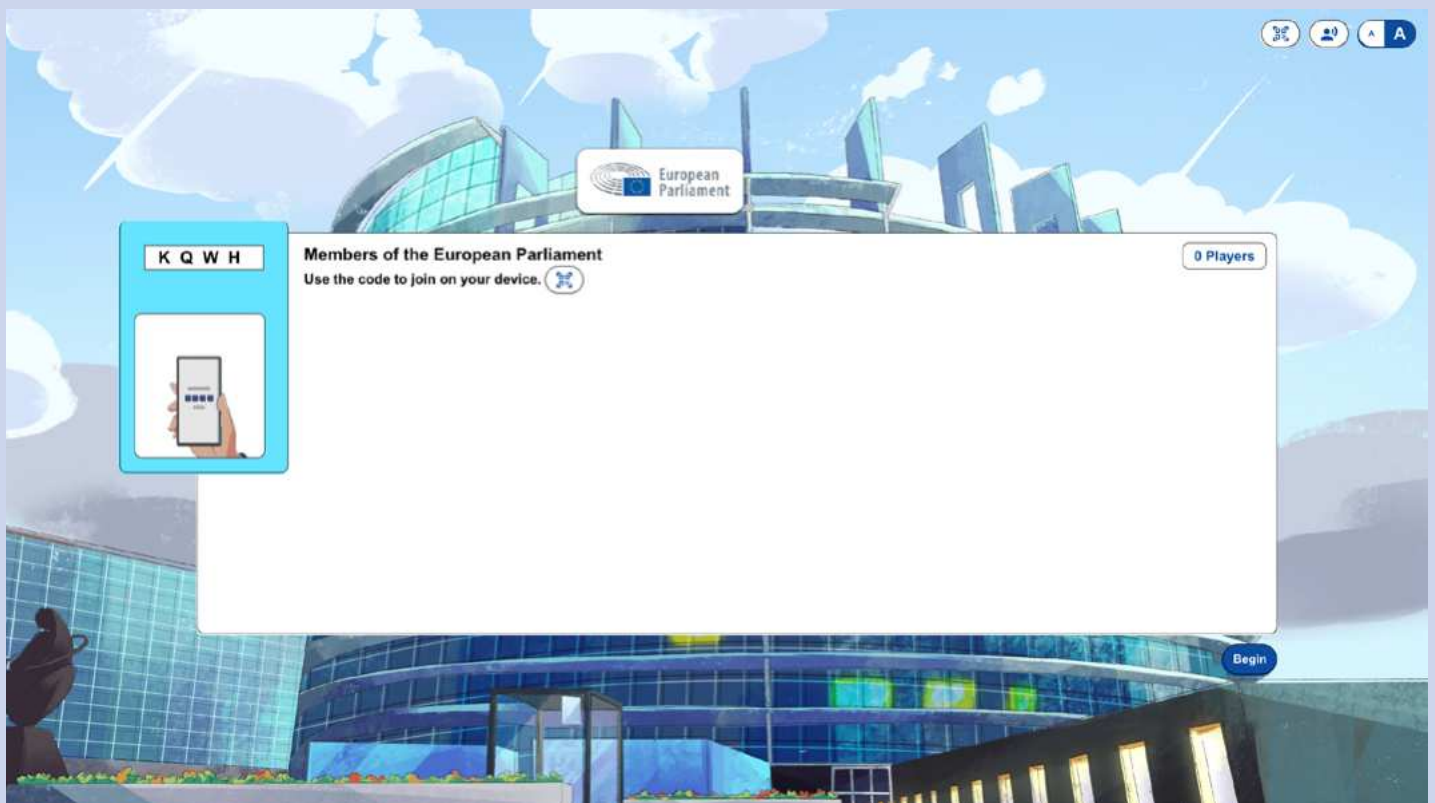
Both the players and the facilitator will need their own Internet-connected devices and one screen to display content to the whole group; a facilitator’s guide is available in 24 languages, including complementary educational material and preparatory activities to enrich the experience.

## Duration

60 min

## Organisation

European Parliament



## Chapter 2:

# GAMIFICATION

Gamification is **the use of game elements and game design techniques in a non-game context**. Gamification is used to serve a purpose that is outside of the game. A classic example is Duolingo, where users are encouraged to learn a language by being awarded badges after completing their daily course.

In this chapter, we will see how gamification works and how it can be used in the context of youth information work.

### Subchapters

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#### → A BIT OF THEORY...

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#### → A LOT OF INSPIRATION

Point-based systems

Badge systems

Interactive quizzes and challenges

Social media and digital gamification

Gamification was used for the first time in 2003 but the term **became widely used in the digital media industry in the 2010s**. Today, our smartphones are full of apps using gamification to **enhance user experience** and **increase retention**<sup>2</sup>. However, the term should not be limited to digital technology, as you will see in the examples below.

In learning and youth work environments, gamification is usually used to **increase motivation** when users engage with content, products or services. It includes mechanisms that enable them to win badges, collect points or win prizes.

Remember, gamification is **used to serve a purpose!** In the Eurodesk context, gamification could be used to:

- Encourage **behaviour change** by creating new habits in young people (e.g. using our services, taking care of their mental health)
- Motivate young people to **take action** (e.g. share our posts, attend a workshop, visit an information point).
- **Increase membership motivation and engagement** - through rewards and incentives to pursue efforts.

Gamification is one tool to reach our strategic goals as an organisation - and when well-designed, a pretty powerful one! As you will see in the examples provided, it can contribute to shifting young people's perspective about our brand as relatable and cool - as opposed to top-down and formal. But first, let's explore some basic concepts.



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<sup>2</sup> For the Win: How Game Thinking can Revolutionize your Business, Kevin Werbach and Dan Hunter, 2012, Wharton Digital Press. In this book, the authors reveal how a wide range of companies are successfully using game thinking. It also offers an explanation of when gamifying makes the most sense and a 6-step framework for using games for marketing, productivity enhancement, innovation, employee motivation, customer engagement, and more.

# A BIT OF THEORY..

Common **gamification elements** are points, scoring, leaderboards, badges, progress bars, ranks and rewards. These can be integrated into a **story or narrative** and an environment that adopts **games' visuals** to create engagement and meaning.

Beyond using these elements, gamification is about **designing** services, activities or content **in a playful way**. This is particularly relevant when targeting young people, as our purpose is to make our content engaging for them.

In this area, there is a lot to learn from **psychology**, especially when it comes to **motivation**. **Gamification elements** can be categorised accordingly:

## Intrinsic motivation

Is when an individual participates simply because they enjoy the activity; they do it voluntarily and independently from external rewards. This usually applies to long-term engagement activities like the Eurodesk badge systems.

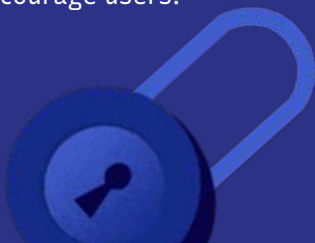
## Extrinsic motivation

Is when an individual participates because they want to receive a reward or prize. This is, for example, the case of Eurodesk social media competitions in which young people must complete a desired action to win prizes.

A gamification **model** usually has the following **elements**<sup>3</sup>:

## Challenge

Users are given a mission they are expected to complete by a given time. This increases engagement and triggers the game spirit. The challenge should be easy enough not to discourage users.



## Action

Actions are designed to support the achievement of specific outcomes and can be assigned a value (e.g. number of points). They should be meaningful and related to users' motivation(s).



## Reward

Users earn a reward, feedback or score for completing the desired actions. This maintains engagement and encourages progression.



Let's look at the concrete examples we have collected for you!

<sup>3</sup> GamifyEU, Guidelines on how to use online games in youth work for HRE, Youth for Exchange and Understanding (2019).

# A LOT OF INSPIRATION

In this section, you will discover gamification mechanisms that can be used to inform, engage and empower young people in our youth information services.

We have clustered them around **four main categories**:

## 1/ Point-based systems

Are characterised by the use of points to motivate participants to complete tasks or reach goals.

## 2/ Badge systems

Are characterised by their focus on recognising achievements to motivate participants to foster a sense of accomplishment and engagement.

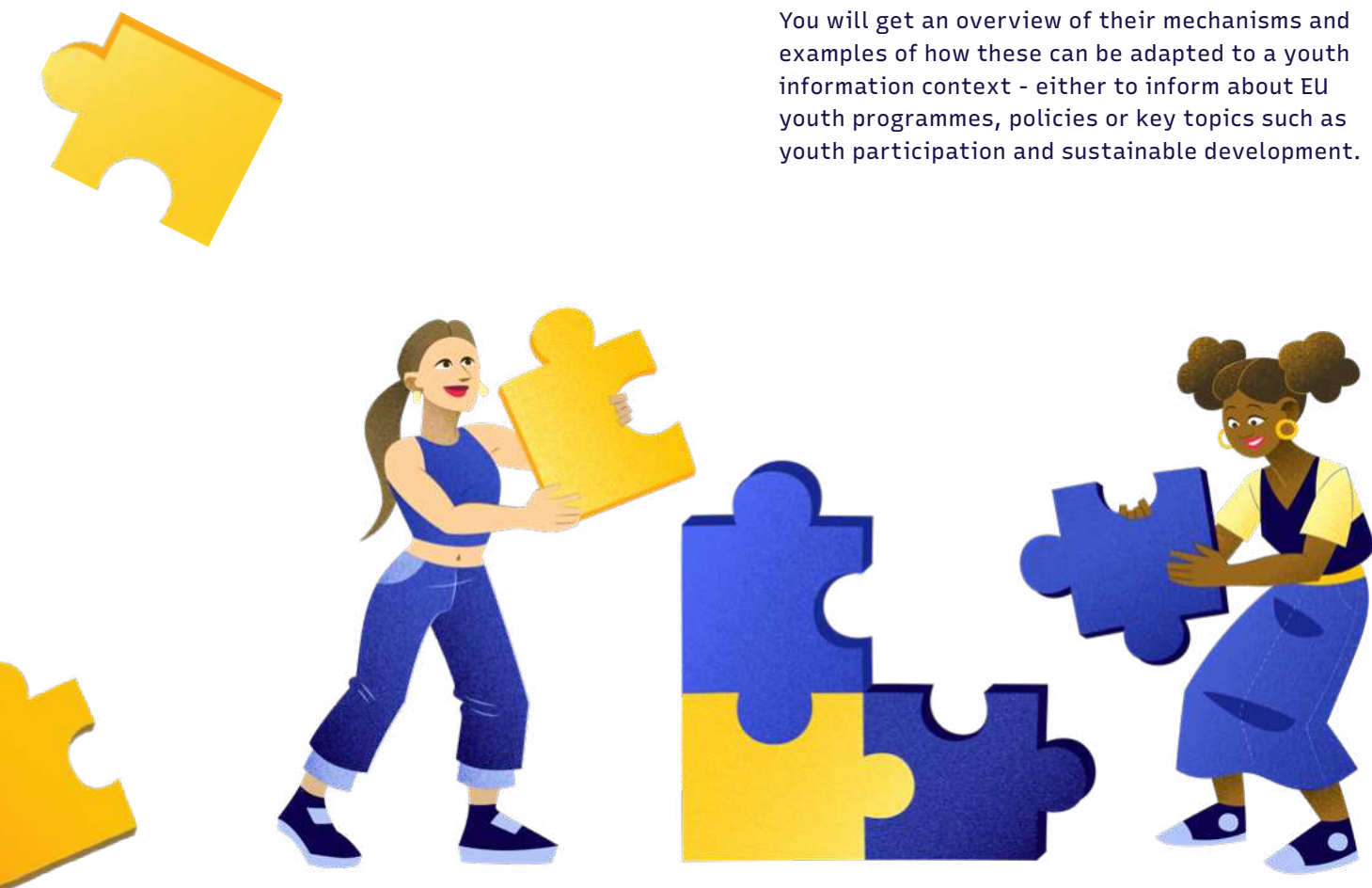
## 3/ Interactive quizzes and challenges

Are characterised by interactive and engaging experiences to inform young people.

## 4/ Social media and digital gamification

Are characterised by interactive and engaging experiences to inform young people online.

You will get an overview of their mechanisms and examples of how these can be adapted to a youth information context - either to inform about EU youth programmes, policies or key topics such as youth participation and sustainable development.





## ➔ 1/ POINT-BASED SYSTEMS

Point systems are designed to motivate people to complete tasks or reach goals by awarding points for specific actions. They can be used to drive engagement during events, fairs, workshops or training sessions.

In a Eurodesk context, here are **some examples** of how it could be used:

### Eurodesk Passport at fairs

To motivate young people to visit various information stands, participants are invited to collect stamps at each “station” and receive a reward once the mission is completed. To collect their stamps, they must ask questions (focused on the information you want them to learn) and visit all the stands.

### Hackathons

To encourage teams to solve a challenge in a given time (usually 24 or 48 hours). Teams earn points based on various criteria, such as creativity, problem-solving and collaboration. Such an activity could be used to introduce “Youth Participation Activities” of Erasmus+ and “Solidarity Projects” of the European Solidarity Corps to young people by challenging them to design projects to solve the most pressing issues around them. The winning project could receive a prize and coaching to apply for funding.

### Event apps

Mobile event apps allow participants to personalise their agenda and earn points when doing specific tasks (e.g. interacting with others or posting content on social media). It’s particularly relevant for large-scale events.

## *Eurodesk Bingo*

The bingo is frequently used as an icebreaker for Eurodesk events and training sessions. Participants are actively searching for people who meet specific criteria, which are usually tied to various Eurodesk themes (e.g. find someone who has been on a youth exchange or speaks more than three languages). The first person who completes the bingo sheets wins!

## ➔ 2/ BADGE SYSTEMS

Badge systems recognise achievements by awarding badges to participants for completing tasks or reaching milestones. This fosters a sense of accomplishment and encourages continued engagement by visually marking progress and expertise.

In a Eurodesk context, here are **some examples** of how it could be used:

### Eurodesk badges for multipliers

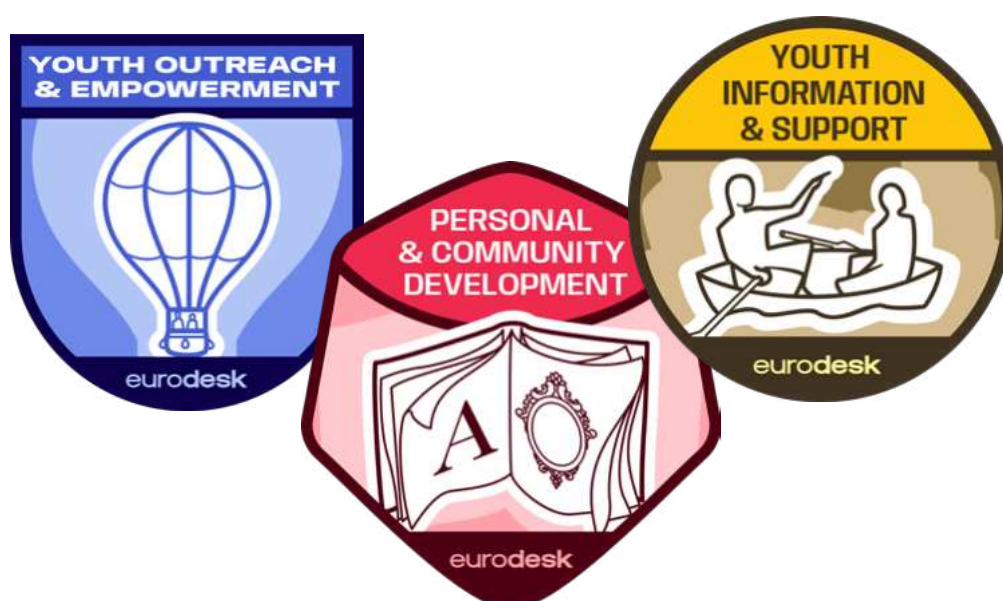
To recognise the competencies and expertise of multipliers who follow training courses and webinars. This is particularly valuable in countries where the occupation of youth information workers is not formally recognised, helping to establish credibility.

### Eurodesk badges for young ambassadors

To recognise the engagement of young ambassadors in outreach activities, such as promoting Eurodesk services and youth opportunities in their communities. It can enhance the sense of accomplishment and encourage further participation.

### Achievement badges

To recognise accomplishments or milestones, such as completing a certain number of outreach activities, for example, during the Time to Move campaign or celebrating 5 to 30 years in the network. It reflects the gamification principle of social engagement, motivating participants to connect and collaborate.



# *Eurodesk Italy badges*

Eurodesk Italy certifies Italian Eurodesk multipliers for their participation in their continuous training activities aimed at obtaining the certification of “Eurodesk Mobility Advisor”. In addition, open badges are also awarded to participants in public information activities carried out by Eurodesk. The open badges received can be shared on one's social channels to demonstrate acquired competences.

# *Eurodesk Anniversaries*

Eurodesk Brussels Link gives a certificate to Eurodesk countries that celebrate 5, 10, 15, and up to 30 years in the network. Countries also receive a special anniversary logo. Celebrating anniversaries is a badge-like recognition of commitment and long-term engagement with Eurodesk. These certificates symbolise the achievements and dedication of countries over the years, reinforcing their value within the network.



## ➔ 3/ INTERACTIVE QUIZZES AND CHALLENGES

Interactive quizzes and challenges are effective gamification methods for delivering educational content while actively engaging participants. They can significantly enhance the learning experience of young people and youth information workers, fostering engagement and collaboration. They can also make Eurodesk more relatable and, therefore, impactful.

In a Eurodesk context, here are **some examples** of how it could be used:

### Pub quizzes

National Eurodesks frequently organise pub quizzes to inform young people about Eurodesk initiatives, EU youth programmes, and other relevant topics, such as youth participation or sustainability. These quizzes can be used to test participants' knowledge and provide information as the game unfolds. The format encourages social interaction among participants, creating a lively and dynamic atmosphere. Additionally, hosting these quizzes in popular hangout spots can attract more participants.

### Challenges

To offer non-formal activities where participants can apply their knowledge during training sessions, workshops or events. For example, facilitators can create problem-solving challenges that require teams to collaborate and design solutions related to youth information and mobility. Challenges are frequently utilised in the Eurodesk Qualifying Training Programme for multipliers.



# *Eurodesk Jeopardy*

Eurodesk Brussels Link uses a digital Jeopardy game to inform young people about Eurodesk, its initiatives such as the Euroclasses and Time to Move campaign, and the key EU policies and programmes. Players can compete either in teams or individually, selecting a topic and the number of points they want to compete for. After each question, the facilitator can provide more detailed information about the topic.



# *Eurodesk AI heroes session*

Eurodesk used gamification to introduce AI tools to its national coordinators and multipliers. Teams were assigned a role ("AI Story Creators", "AI Community Architects", "AI Innovators", "AI Video Makers", etc.) and a challenge involving the use of AI tools, such as role-playing themselves in 2070, where Eurodesk had to generate information materials for the new generations of eEuropeans. After a given time, teams were invited to show their results, and all participants could vote on the best project. This activity was a fun way to complement the presentation given, raising awareness and exploring AI tools hands-on.



## ➔ 4/ SOCIAL MEDIA AND DIGITAL GAMIFICATION

Gamification elements can be integrated into social media platforms or websites to increase engagement and spread content virally, tapping into the "curiosity and social sharing" element of game mechanics. By incorporating game-like features, organisations can foster a more interactive experience that encourages user participation and knowledge sharing.

In a Eurodesk context, here are **some examples** of how it could be used:

### Social media competitions

To engage young people to solve challenges and share their answers with others.

### Digital quizzes

To direct young people to the most relevant opportunity or to self-assess themselves. For example, in the context of the YIMinds project, young people are invited to take a Personality Test online to become self-aware of their mental health.

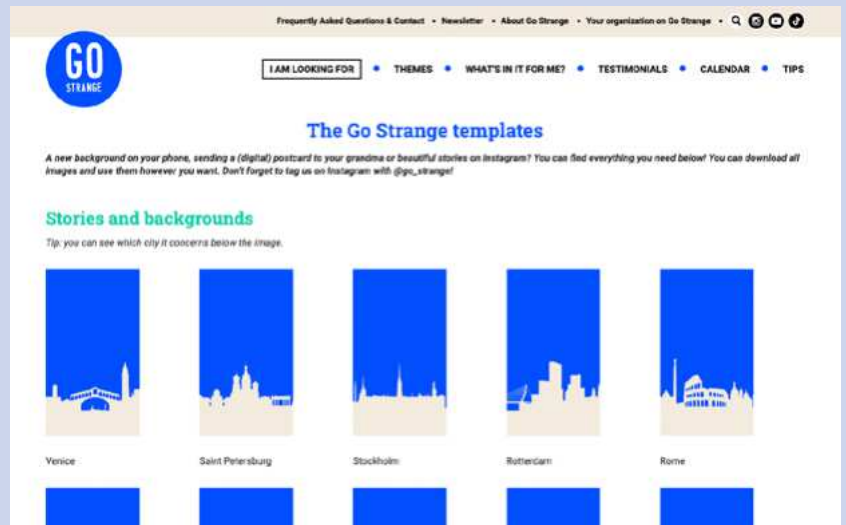
### UX design

There are many theories about gamification in UX design. One basic example is using progress bars to visually track survey progress, which can incentivise continued participation.



# Guess the city

Eurodesk Belgium-Flanders Go Strange created templates with the skylines of different European cities and uploaded them to their Instagram stories with the guess option. For 16 weeks, the posts were published every Wednesday. Users could guess which city was shown and click through to the website where the different images were offered to be used as a background, screensaver, for their own story, etc. This is a great example of how to implement games using your social media accounts to interact and raise curiosity about other cultures and mobility programmes.



# Time to Move Bingo

As part of the Time to Move Campaign 2024, Eurodesk launched a series of interactive games on its Instagram Stories meant to be shared and personalised by its followers. Participants were invited to share the "Time to Move Bingo" template and mark the things they had done related to youth participation and mobility. Every two weeks, a winner was randomly selected by EBL and received Time to Move goodies. This challenge was meant to be easy for everyone to participate in. We created four different versions of the Bingo, posted every two weeks to keep the buzz going longer!



# CONCLUSION

As we conclude our exploration of gamification and game-based learning within youth information work, you are now fully aware of the transformative potential of these tools for engaging and empowering young people across Europe.

This guide has highlighted effective strategies and practices that can be implemented by Eurodesk mobility advisors to create an interactive and inspiring environment for young people to engage with our services.

By incorporating games into our outreach efforts, we not only make information more accessible and enjoyable but also encourage critical thinking, collaboration, and deeper engagement with vital issues such as citizenship, inclusion, and diversity. The examples highlighted within this guide serve as a testament to the innovative spirit of Eurodesk and its commitment to harnessing creativity in youth information work.

Thank you for embarking on this journey through gamification and game-based learning. Let us continue to inspire, engage, and empower young generations, ensuring that every young person has the opportunity to thrive and make their mark within the European community.

Let's play with this new knowledge!





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