



Co-funded by the  
Erasmus+ Programme  
of the European Union

# INCLUSHIP

## GUIDELINES



# INTRODUCTION

Incluship is a gamified tool (*almost a board game, but one that requires a facilitator and that has specific learning goals*) created in the framework of the European project “Game On” for assessing the competences for inclusion that participants can develop during a game design process.

- The tool includes the assessment of six personal competences: Creativity, resilience, problem solving, adaptability, critical thinking and communication.
- And six social competences: Collaboration, involvement, respect, empathy, democratic decision-making and active citizenship practices.

Incluship can also be used with groups of adult learners and/or during other types of learning processes, if they are participatory and in some way creative.

These guidelines will guide you through the steps for using Incluship and give you all the necessary information.

You can also earn digital badges for learning how to use this tool by visiting: <https://gameonproject.info/en/activities/16582>



# ***WHAT'S INCLUSHIP?***

# DESCRIPTION

With Inluship, the participants of a game design or creative process become explorers of the “competence islands” of social inclusion. Through this exploration in the game, they will acquire the necessary elements to build together one ship (the Inluship) to travel towards new horizons of learning and self-discovery!

At the beginning of the process, the group of participants will choose an “inclusion goal” that they wish to achieve throughout the experience of game design or creative process. This goal must be achieved in collaborative mode by travelling symbolically to the competence islands of the tool. To take this symbolic travel, they will be invited, in several steps, to identify individually which attitudes and behaviors, knowledge and skills they have developed during the activities of the process of game design. The elements identified will be linked to the inclusion competence islands and they will give points in order to achieve the inclusion goal chosen at the beginning of the process.

Inluship encourages communication and reflection on the group learning, while at the same time focusing on individual learning of each participant in the activity.



# COMPONENTS



- A. 1 Inclusion ship board
- B. 12 competence island boards
- C. 12 tokens with the name of each competence island
- D. 57 exploration cards to reflect on the learning happening during the game design process/project:
  - 16 red cards with "attitudes and behaviors"
  - 17 blue cards with "knowledge"
  - 24 green cards with "skills"
- E. A personal explorer journal for each participant to collect the individual elements explored
- F. 1 storm token
- G. A whiteboard marker and *blue tack* to put the islands and Inclusion ship up on a wall or a board

# INSTRUCTIONS FOR PRINTING MATERIALS

Download the print to play materials following this link: <https://goo.su/v2vvRj>

- Print the Inclusion board and the 12 island boards on A4 paper and cut them following their contour. If you want to use the tool more than once, we recommend printing on A3 or an even bigger format, and on Forex or another rigid material (e.g. at least 350 g/m<sup>2</sup> paper). We also recommend sticking whiteboard paper on the elements that need to be written on, to be able to erase the writing when the activity ends.
- Print the island tokens on A4 thick paper, one sided, and cut them until you have 12 individual tokens.
- Print all the exploration cards on A4 double sided cardboard or a thick satin paper. Cut them to get a deck of 57 cards.
- Print as many copies of the explorer journal as the number of participants who will use the tool. Print them double sided on regular A4 paper.
- Print the storm token on A4 thick paper, one sided, and cut it out.



**LET'S PLAY**



# THE FLOW

Incluship must be applied in 3 different stages during one game design or creative process.

## STAGE 1

### INTRODUCTORY ACTIVITY

At the beginning of the process, the facilitator will introduce Incluship and help the group set one inclusion goal to achieve.

30/45 minutes.



## STAGE 2

### INTERMEDIATE EVALUATION ACTIVITY/ACTIVITIES

During the process, the facilitator will carry out **from 1 to 3 evaluation activities** where participants will explore their skills and competences related to social inclusion.

30 minutes each session.



## STAGE 3

### FINAL ACTIVITY

At the end of the process, the facilitator will guide the group through a final evaluation, sharing their insights and calculating the points to see whether the inclusion goal set at the beginning has been reached.

30 /60 minutes depending on how many participants there are.





# ***STAGE 1***

# ***INTRODUCTORY ACTIVITY***

***(FROM 30 UP TO 45 MINUTES)***



# ***INTRODUCTORY ACTIVITY***

Print all the materials before you start to use Inclusion. You can find the instructions at the beginning of these guidelines.

In this introductory activity you will present the tool to the group, its components and, in a collaborative form, you will choose and define an inclusion goal to achieve during the game design or creative process. Sometimes it seems difficult to choose the goal, because the participants don't yet know all the tool's dynamics.

Explain to them that Inclusion is an extra activity of the project and that this tool will help us reflect and achieve the goal that the game design or creative process that we are going to begin will be as inclusive as possible.

Don't worry if participants have some doubts at this stage: in the following stages everything will make more sense, will be clear, fun and interesting for everyone.



# INTRODUCTORY ACTIVITY



## STEP 1: CHOOSING THE INCLUSION CHALLENGE

Place the Inclusion board and the 12 competence islands on a board or a wall, so that all participants can see them.

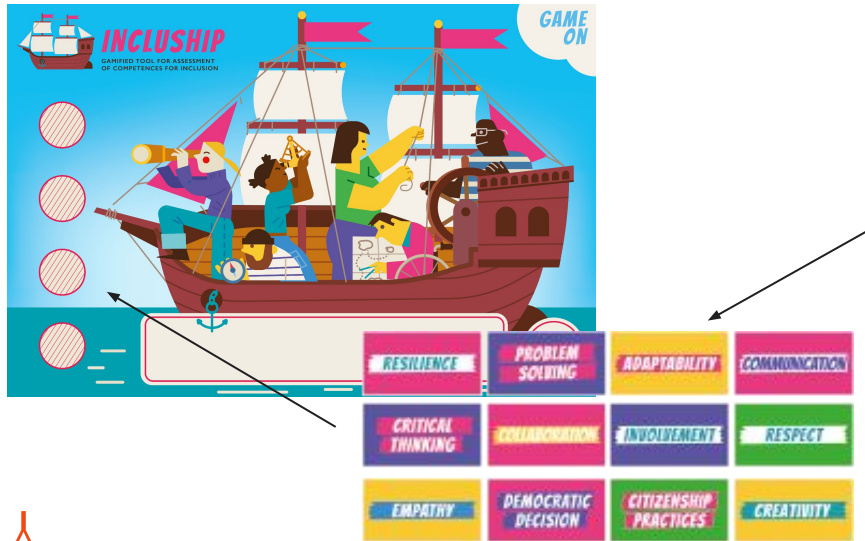
Explain to participants that Inclusion is a tool to assess and to promote the development of the group's inclusion competences throughout the game design or creative project and that there will be several moments during the process when they'll be invited to "build" their Inclusion.

First, you must facilitate a discussion to define a group challenge, the "inclusion goal" of the group. This goal must be linked to social inclusion and not necessarily to the aim of the project. This goal may be to solve an identified situation of exclusion within the group, or simply to promote inclusive work. Examples of goals might be:

- To discover how promote the inclusion of people with autism.
- To establish an inclusive work dynamic in the next project activities.
- To promote the equal participation of all the members of the group.
- To avoid racist attitudes or discriminative actions.

When chosen, write the goal in the blank space on the bottom (the hull) of the ship.

# INTRODUCTORY ACTIVITY



## STEP 2: CHOOSING THE FOUR KEY COMPETENCES FOR OUR GOAL

Then, discuss and identify the 4 most important islands of inclusion necessary to achieve the chosen goal between the 12 possibilities. This step is for focusing our assessment and promoting action in only a few elements, because evaluating 12 competences all at once would be too difficult.

You can use and share the definition of each competence proposed in the final slides of these guidelines to facilitate the discussion.

When the group will have agreed on the 4 key inclusion competences for their goal, stick the tokens of the chosen competences on the board, in the four spots beside the ship.

The actions that participants will take during the game design or creative process, related to these 4 competences, will contribute to achieving the chosen inclusion goal.

# INTRODUCTORY ACTIVITY



## STEP 3: CALCULATING THE CHALLENGE VALUE

Write now the value of the challenge in the blank circle in the bottom right of the ship board. This value corresponds to the total of the exploration points that the participants should achieve throughout the project (*using the exploration cards in the next steps*) in the 4 key inclusion competence islands chosen at the beginning.

To calculate this value, you must use this formula:

**Multiply the number of project participants by the number of evaluation (intermediate) sessions planned (between 1 and 3) and multiply the result by 6.**

*Example: for a group of 10 participants with 2 evaluation sessions, the exploration value to be achieved for the group would be  $(10*2)*6 = 120$  points*

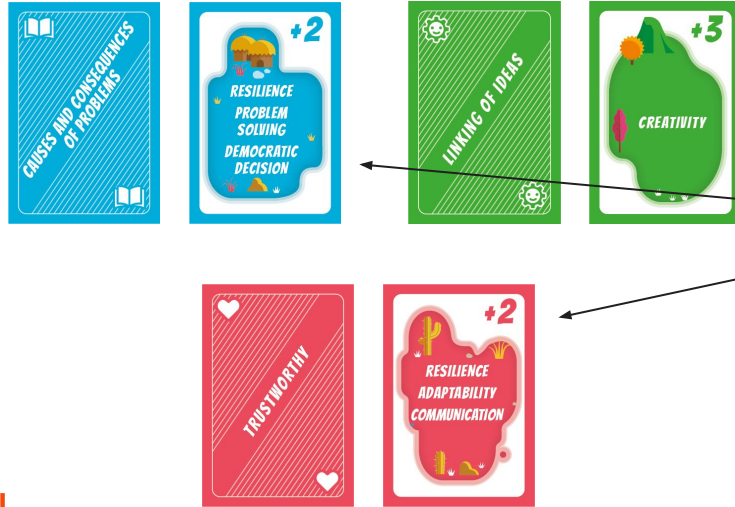
**KEEP IN MIND:** During the development of the project you will explore several islands, but only the exploration points obtained on the 4 key competence islands selected will count to achieve the final inclusion goal.

# INTRODUCTORY ACTIVITY

## STEP 4: THE EXPLORATION CARDS

Finally, explain that to get the exploration points needed to achieve our goal, all that participants need to do will be to participate in the project activities and reflect on their learning.

In the future evaluation sessions, you will invite participants to link their actions and behavior during the activities to the Inclusion exploration cards, in order to reflect about:



- What skills they have implemented (green cards)
- What knowledge they have acquired (blue cards)
- What attitudes and behaviors they have shown (red cards)

The exploration cards that participants will get by taking part in the activities will give them exploration points on one or more competence islands. At the end of the project, together you will check with participants whether they have earned enough points, as a group, in the 4 key competences, in order to achieve their inclusion goal.

# INTRODUCTORY ACTIVITY

EXPLORER NAME	1ST ROUND	2ND ROUND	3RD ROUND	GROUP POINTS	FINAL SCORES
CARDS CHOSEN					
CREATIVITY					
RESILIENCE					
PROBLEM SOLVING					
ADAPTABILITY					
COMMUNICATION					
CRITICAL THINKING					
COLLABORATION					
INVOLVEMENT					
RESPECT					
EMPATHY					
DEMOCRATIC DECISION					
CITIZENSHIP PRACTICES					

## STEP 5: THE EXPLORER JOURNAL

To end the session, give one personal explorer journal to each participant. Everybody will write their name on it and keep it for the duration of the project.

This explorer journal will allow each participant to see what actions they have taken, what competence islands they have explored and how they have contributed to the group's overall objective.

# ***INTRODUCTORY ACTIVITY - SUMMARY OF THE STEPS***

1. Choose the inclusion goal/challenge (ship).
2. Choose the 4 key competences (islands) necessary to achieve the inclusion goal.
3. Calculate the value of the challenge, i.e. the total amount of points to be reached by the group.
4. Show the explorer cards and explain how the group will get the exploration points.
5. Give one personal explorer journal to each participant and explain its function.





***STAGE 2***  
***INTERMEDIATE EVALUATION ACTIVITIES***  
***(30 MINUTES EACH ACTIVITY)***



# INTERMEDIATE EVALUATION ACTIVITIES

In each intermediate evaluation activity, each participant must identify specific actions or moments since the last activity of Inluship where they put in practice attitudes, knowledge and skills related to the social inclusion competences. This individual reflection will then be shared with the rest of the group.

The identified actions will show the participants what inclusion competences they are developing, and how they are contributing to achieving the objective set at the beginning of the project.

As the facilitator, you should have decided before starting the process how many intermediate evaluation sessions you want to carry out during your project (**between 1 and 3**). You should repeat the step described in the following slides for each of the evaluation sessions you planned to do. Each of these sessions should last about 30 minutes.



# EVALUATION ACTIVITIES



## STEP 1: CHOOSING EXPLORATION CARDS

Place the exploration cards with the colored side face up on 3 different tables or spaces, separating them according to their type into:

- Skills – Green cards
- Knowledge – Blue cards
- Attitudes and behaviors – Red cards

	1ST ROUND	2ND ROUND
CARDS CHOSEN	Critical Acknowledge prejudices Sociability	
CREATIVITY		
RESILIENCE		

Invite now the participants to go freely to one of the 3 available tables/spaces and to choose the card with the element they think that they've developed the most during the project, until that moment. Without picking up the cards, turning them over or moving them, invite participants to simply write the name of the chosen card in their personal explorer journal, under the column for the current assessment session (first, second, or third). Then, encourage them to go to another table/space and continue like this until they have selected 1 card of each type/color.

# EVALUATION ACTIVITIES

## STEP 2: SHARING IN THE GROUP

When all participants have chosen their **3 cards (one of each type)** and written them down in their explorer journal, invite them back to the circle and to share the reasoning behind their choices with the rest of the group.

In turns, each participant will explain which cards they have chosen and when they have put their content in practice, during the project, according to their own point of view. For example:

- *If a participant has chosen the "Critical" attitude card, they must explain during which moment or situation in the activities they have shown that attitude or behavior.*
- *If they have chosen the "Acknowledge prejudices and privileges" card, they must explain when they have learned or were aware of that.*
- *If they have chosen the card "Sociability", they must explain when they have exercised this skill.*

	1ST ROUND	2ND ROUND	3RD ROUND
CARDS CHOSEN	Critical Acknowledge prejudices Sociability		
CREATIVITY			
RESILIENCE			
PROBLEM SOLVING			

If working with a big group (15+ participants), this step can be done in small teams instead.

# EVALUATION ACTIVITIES



EXPLORER NAME	1ST ROUND	2ND ROUND	3RD ROUND	GROUP POINTS	FINAL SCORES
CARDS CHOSEN	Trustworthy				
CREATIVITY					
RESILIENCE	2				
PROBLEM SOLVING					
ADAPTABILITY	2				
COMMUNICATION	2				
CRITICAL THINKING					
COLLABORATION					
INVOLVEMENT					
RESPECT					
EMPATHY					
DEMOCRATIC DECISION					
CITIZENSHIP PRACTICES					

## STEP 3: SCORING OF EXPLORATION POINTS

When all participants have shared their card choices, ask them to return to the tables and to now turn the cards over and record in their explorer journals the exploration points that they've earned thanks to their selected cards. For example:

*If a participant has chosen the “Trustworthy” card, they will gain 2 points on the “Resilience” island, 2 points on the “Adaptability” island, and another 2 points on the “Communication” island. They shall mark all points in their journal, in the relevant competence islands.*

To end the session, remind participants that the points obtained show how each one is working and developing the different inclusion competences throughout the project.

# EVALUATION ACTIVITIES

## STEP 4: THE STORM EFFECT



If during the game design or creative process there has been a moment of intentional exclusion, lack of respect or some element that has made the process difficult, the facilitator or the members of the group can incorporate to the Inclusion board and the islands the “storm effect” token.

The storm effect stops the competence islands exploration until the conflict is discussed and resolved.

To end the storm, the facilitator will develop a group dynamic (they will choose what’s the best action to resolve the conflict) to ensure the group’s commitment to the resolution of the bad situation, attitude or action.

When the facilitator/group evaluate that the conflict is well resolved, the storm will end and the exploration can continue. It’s not mandatory to use the storm effect, but it’s highly recommended to explain to participants that there exists this possibility to highlight some conflict or bad situation that isn’t getting resolved.

# EVALUATION ACTIVITIES - SUMMARY OF THE STEPS

1. Each participant chooses 3 exploration cards (one of each colour).
2. Participants share in the group the reasons behind their choices.
3. Going back to the cards, participants mark the points for each competence.
4. Furthermore, the facilitator or the members of the group can use the storm token to stop the exploration and highlight a conflict, intentional exclusion, lack of respect or some element that has made the process difficult in the last activities of the game design or creative project.



***STAGE 3***  
***FINAL ACTIVITY***  
***(FROM 30 UP TO 60 MINUTES)***





# FINAL ACTIVITY

This activity facilitates a final reflection about how the group have developed the inclusion competences. Each participant will sum the exploration points they've gained and then add them together to the competence islands boards and to the Inclusion board. Everybody will then see if the group have achieved the goal chosen at the start of the game design or creative process.

This activity allows for a dynamic of cooperative reflection about what we've done as a group, and what we could improve. The activity, through the explorer journals, also facilitates a personal overview about the competences developed, the actions taken and which competences each person would need to improve.

This final session should be done only once at the end of the process and should last about 30/45 minutes, but it could last up to 1 hour depending on the size of the group.



# FINAL ACTIVITY

## STEP 1: THE GROUP EVALUATION

The session begins with a peer to peer group assessment. Take all the explorer journals and redistribute them to all participants at random (be sure that no one has their own journal).



	1ST ROUND	2ND ROUND	3RD ROUND	GROUP POINTS	FINAL SCORES
CARDS CHOSEN					
CREATIVITY				3	
RESILIENCE					
PROBLEM SOLVING				2	
ADAPTABILITY					
COMMUNICATION					
CRITICAL THINKING					
COLLABORATION				1	



Each participant will read the name on the journal and will choose the 3 competences that, in their opinion, the person who owns the journal has developed the most during all the project activities. They will then assign 3, 2 and 1 points, respectively, on the 3 chosen competences, and write the points in the group points column. For example:

*If Mary receives Tom's journal and believes that Tom, during the project's activities, has worked the most on his Creativity, Problem solving and Collaboration competences, in this order, she will assign him 3, 2 and 1 points respectively and mark them in the right spaces in the "Group points" column.*

In turns, each participant will explain to other members of the group in which competences they have given points to the owner of the journal and the reasons for their selection. Again, if working in a big group, this step can be done in small teams instead.

# FINAL ACTIVITY

## STEP 2: GLOBAL SCORE OF THE COMPETENCE ISLANDS

All participants will then return the explorer journals to their owners.

EXPLORER NAME	1ST ROUND	2ND ROUND	3RD ROUND	GROUP POINTS	FINAL SCORES
CARDS CHOSEN					
CREATIVITY					
RESILIENCE					
PROBLEM SOLVING					
ADAPTABILITY					

Each participant will sum the total points gained through the evaluation activities and the group evaluation, for each of the 12 competences, and write the result in the “Final score” column. This will give each participant an overview of which competences they have worked the most on throughout the project and which skills, knowledge and attitudes have been the most significant in their learning process.

Finally, for each competence, you will add up all the points that all participants obtained and mark each total in the competence island boards, that you put up on a wall or board during Stage 1.

These scores will showcase the global exploration points obtained by the whole group in each competence island.



# FINAL ACTIVITY



## STEP 3: GLOBAL SCORE IN THE INCLUSIONSHIP - ACHIEVING THE GOAL

Now, go back to the 4 key competences that were chosen at the beginning of the process and sum together only these values.

If the total amount of points you get is equal to or higher than the value of the challenge (calculated at Stage 1 and written in the Inclusionship board during the first session), it means that the group have achieved their goal and successfully built their Inclusionship. Well done!!!

If the total amount of points is lower than the goal, remind participants that this is part of a learning process and although the initial goal hasn't been reached, there has been a lot of learning and competence development happening nonetheless.

# FINAL ACTIVITY



## STEP 4: FUTURE PLANS

To close the last evaluation session, invite participants to share with the group their impressions, their feelings and where they will like to put in practice what they've learned and reflected on during the process.

In other words, where do they want to travel to on the Inclusionip they have helped to build?

# ***FINAL ACTIVITY - SUMMARY OF THE STEPS***

1. Do the peer to peer evaluation session, where each participant assigns points to another member of the group.
2. Each participant sums up their points in each competence island. Sum up the points of the whole group for each competence island and mark them on the boards.
3. Sum up the global points of the 4 key competences chosen at stage 1 and check if the challenge score has been achieved.
4. Reflect on the learning and future plans.



# ***CUSTOMIZING INCLUSHIP***

# CUSTOMIZING INCLUSHIP

Incluship has been developed by Idealudica S.C.P. in collaboration with the partners of the Game On project. All the contents are related to assessment of inclusion competences during a game design or creative process.

However, all the dynamics and materials of Incluship have been developed to facilitate customisation for any other kind of competences, or learning processes. Moreover, everyone is free to change all dynamics proposed and make variations to the flow, in order to adapt them to the characteristics of their group, project or process.

At this link (<https://shorturl.at/axlZ7>) you will find blank islands, tokens and cards to create your own version of Incluship for focusing on different competences or elements (skills, knowledge, attitudes and behaviours) that you want to work on.

Finally, you can use the digital version of the boards/tokens of the tool developed in Miro:

[https://miro.com/app/board/uXjVNN11E14=?share\\_link\\_id=57972224532](https://miro.com/app/board/uXjVNN11E14=?share_link_id=57972224532) *(Just make a copy and add to your Miroboard.)*





# ***THE INCLUSION COMPETENCES***

# THE INCLUSION COMPETENCES

## 6 PERSONAL COMPETENCES

CREATIVITY

RESILIENCE

PROBLEM SOLVING

ADAPTABILITY

COMMUNICATION

CRITICAL THINKING



## 6 SOCIAL COMPETENCES

COLLABORATION

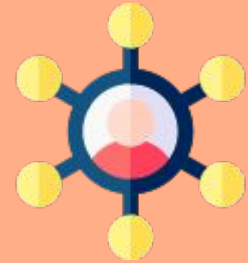
INVOLVEMENT

RESPECT

EMPATHY

DEMOCRATIC DECISION-MAKING

ACTIVE CITIZENSHIP PRACTICES



# THE INCLUSION COMPETENCES



## CREATIVITY

Capacity to generate **new ideas** and concepts starting from the **association between previous known ones**. The creativity as a competence allows to provide **new solutions** to the challenges, problems and situations that need to be faced.



## RESILIENCE

Capacity to **overcome adversity** while being **flexible** enough to creatively **adapt to changes**. The competence of resilience **turns difficulties into** learning, growth and development **opportunities**.

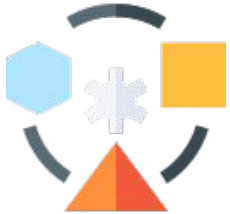


# THE INCLUSION COMPETENCES



## PROBLEM SOLVING

Capacity to accurately **analyze a situation**, **assess its possibilities**, **identify a positive solution** and implement it.

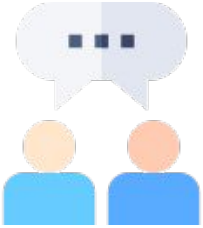


## ADAPTABILITY

Capacity to **modify one's behavior** with a positive vision and **adapt to different situations** and people, not only **positively and quickly**, but also appropriately and **without fears**.

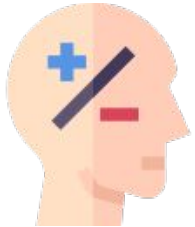


# THE INCLUSION COMPETENCES



## COMMUNICATION

Capacity to **interact efficiently and assertively** with other people or groups to exchange information. This capacity also includes **active listening** and promoting **positive relationships**.

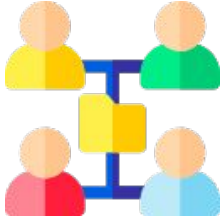


## CRITICAL THINKING

Capacity to **widen the perspective** of one's reality, **questioning the beliefs**, the ways of **acting** and the **perceived realities**.



# THE INCLUSION COMPETENCES



## COLLABORATION

The capacity of **working cooperatively** with others to get something done, **to achieve a common purpose** or a mutual benefit. This competence includes **teamwork** and the **acceptance of suggestions or feedback**.



## INVOLVEMENT

Capacity to **support and implement decisions**, establishing commitments to **achieve and fulfill common goals**.

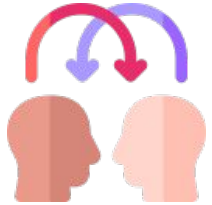


# THE INCLUSION COMPETENCES



## RESPECT

Capacity to **accept oneself and others**, to **identify and recognize individual differences** without discrimination and **acting under the premise that every individual has the same rights**. This competence includes the capacity to **build trust relationships based on honesty**.

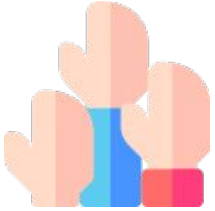


## EMPATHY

Capacity to **understand someone else's feelings**, difficulties, wishes, motivations and behaviours and to **re-experience them yourself without any judgement**.



# THE INCLUSION COMPETENCES



## DEMOCRATIC DECISION-MAKING

Capacity to **jointly and consensually choose options** with other people and **accept the result**. This capacity includes the **positive assessment of the values and opinions** of others and the **pursuit of the common good** above the individual one.



## ACTIVE CITIZENSHIP PRACTICES

Capacity to participate together **with other people** and groups to **find solutions to social phenomena and problems** according to established norms, **promoting democratic values**.





# ***THANK YOU !***

Visit the website of the project: <https://gameonproject.info>

