GameComp

Work Package 5

Educator's toolkit

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Document history

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1. Introduction

GameComp is an Erasmus+ cooperation partnership in the youth field (2024–2026) created to strengthen the capacity of youth workers and educators to support young people in the green transition. The project responds to a practical need identified across youth work: educators want engaging, usable methods to talk about sustainability in ways that go beyond awareness, and instead develop real competencies—how young people think, decide, collaborate, and take action in everyday life. To do this, GameComp builds on the **European GreenComp framework**, using it as a shared reference for designing learning experiences.

GameComp brings together partners from different European contexts to develop resources that make sustainability competence development accessible, motivating, and adaptable to non-formal education. The project outcomes combine **assessment**, **workshop-based learning**, and **game-based learning**, so that educators can work with groups at different starting points, select appropriate activities, and support progress over time. The approach is designed to work in a wide range of settings—youth centres, schools and clubs, community organisations, employability programmes, intercultural groups, and outreach activities—both in-person and online.

This **Educators Toolkit** is the project's implementation guide. Its purpose is to help you apply the GameComp approach confidently and consistently, even if you are not a sustainability expert. It provides a clear educator-facing pathway to integrate the project resources into your practice, with an emphasis on what matters most for quality delivery: clear learning intention, active participation, meaningful reflection, and real-life transfer. The toolkit is written to support day-to-day facilitation realities (time constraints, mixed levels, limited devices, sensitive discussions, and diverse learner needs) and to encourage inclusive delivery that respects learners' experiences and avoids blame or guilt.

The toolkit is **ready to use** and **adaptable**. It does not replace the project's full collections of workshop scenarios and educational games; instead, it helps you navigate them and use them effectively as a coherent learning journey. It also highlights minimum standards for responsible delivery, including basic principles for accessibility, safeguarding, and ethical use of digital learning tools in youth work contexts.

2. What you get in the GameComp Educator Pack

The GameComp Educator Pack is designed as a complete, connected set of resources that work best when used together. Rather than offering standalone activities, the Pack supports a coherent learning journey: you start by understanding learners' needs, then deliver structured workshop experiences, and finally reinforce learning through game-based practice and reflection. Each resource has a distinct role—assessment helps you choose a focus and track progress, workshop scenarios provide the core facilitation pathway, and educational games strengthen engagement and consolidation. Used in sequence, these elements help you deliver sessions that are purposeful, consistent with GreenComp, and oriented toward real-life transfer of learning.

Resource	Purpose (in practice)	Typical time
Assessment Tool (online)	Baseline reflection + competence focus selection + progress review	20–30 min + 15–25 min debrief
Workshop Scenarios (60)	Main learning activity (facilitation plan + reflection + transfer)	60–180 min (varies)
Educational Games (60)	Engage → practise → consolidate (always debrief)	10–30 min

3. Before you start (set-up, safety, inclusion)

Before delivering any GameComp activity, facilitators should ensure that the basic conditions for quality, safety, and inclusion are in place. This section sets out minimum requirements for set-up (space, materials, and access to digital tools), together with essential safeguarding and ethical principles for responsible delivery. These measures are intended to support consistent implementation across diverse youth work contexts and to protect participants' wellbeing, dignity, and privacy.

3.1. Minimum set-up

• **Group size:** 8–25 is ideal (adaptable).

• **Room:** space for small-group work; a board or flipchart.

• **Materials:** paper, pens, sticky notes (optional); a timer.

• **Digital:** devices + internet for the assessment tool and digital games (or use the offline alternative in Appendix C).

3.2. Safe space and safeguarding

Use a short group agreement before you begin:

• We listen without judgement; we respect different perspectives.

• We do not share personal stories outside the group.

• You can pass at any time.

• If something feels unsafe, speak to the facilitator privately after the session.

Follow your organisation's safeguarding policy. If you work with minors or vulnerable groups, use additional protection measures (consent, boundaries, referrals).

4. How to run a GameComp session

GameComp sessions follow a consistent facilitation structure to ensure quality, coherence, and learning transfer across different contexts. The sequence below provides a recommended session flow that can be scaled to different durations and group profiles, while keeping the same core logic: clarify purpose, support learner reflection, deliver an active learning experience, and consolidate outcomes through debrief and transfer. Facilitators are encouraged to adapt timings as needed, but should preserve the reflection and transfer components to maintain educational impact and alignment with GreenComp competencies.

Recommended Session Flow

OPEN (5–10 min): welcome + group agreement + session objective and target competence.

ASSESS (optional, 20–30 min): run the Assessment Tool (or the offline worksheet).

ACTIVITY (30–90+ min): facilitate the chosen Workshop Scenario (main learning).

GAME (10–30 min): integrate 1 educational game (opener/practice/consolidation).

DEBRIEF (10–20 min): reflection questions + link to GreenComp competence.

TRANSFER (5 min): one concrete action/commitment + close and feedback.

5. Using the Workshop Scenarios (60) – a practical manual

The GameComp Workshop Scenarios are designed as standardised, ready-to-run facilitation plans aligned with the GreenComp competence framework. Their purpose is to support consistent, high-quality delivery across different youth work contexts while allowing appropriate adaptation to local realities. In this approach, the facilitator's role is not to "rewrite" the scenario content, but to create the conditions for learning: preparing the environment, guiding participation, managing time and group dynamics, and ensuring that each activity concludes with structured reflection and transfer. Effective delivery therefore depends on both fidelity to the scenario's learning intention and responsible adaptation to the group's needs.

5.1. Rapid orientation: how to read a scenario sheet efficiently

Before delivering a session, facilitators should complete a short orientation scan of the selected scenario. This ensures clarity on learning objectives, feasibility, and implementation requirements.

- Identify the primary GreenComp competence targeted (and any secondary competences, if indicated).
- Confirm the **duration**, delivery **format** (in-person/online/blended), and the intended **participant profile**.
- Note the required **materials**, space requirements, and any preparation tasks.
- Review the **facilitation sequence** and anticipated time allocation for each step.
- Select a limited set of **debrief questions** (recommended: 4–6) that best match your group and objectives.

5.2. Preparation checklist (recommended minimum)

Scenario-based facilitation is most effective when educators prepare the practical elements in advance. The steps below represent a minimum preparation standard.

- Print or open the scenario sheet and ensure you have the latest version.
- Prepare materials in advance and set up the room (or digital environment) accordingly.
- Write a simple agenda (with timings) that participants can see.

- Plan group configurations (pairs or small groups of 3–5) and transitions between activities.
- Pre-select debrief questions and define one transfer task (a realistic action or next step).
- Prepare a short introduction stating what competence will be practised and why it matters in real life.

5.3. Facilitation principles that improve effectiveness

The scenarios are designed for active participation; however, learning impact depends on how the session is facilitated. The following principles support quality and consistency.

- Use **Brief → Do → Debrief**: keep instructions concise, maximise active time, and protect reflection.
- Make the competence explicit (e.g., "Today we are practising **Systems Thinking**").
- Use **time-boxing** and visible timing cues to maintain pace and reduce fatigue.
- Structure participation to include all voices (e.g., silent reflection, pairs first, written input, round sharing).
- Close with **transfer**: ask participants to identify one concrete action, decision, or behaviour change they can attempt after the session.

5.4. Adaptation guidance (online, low-resource, and sensitive contexts)

GameComp scenarios can and should be adapted when necessary. Adaptation should preserve the scenario's learning intention, while adjusting delivery conditions to remain inclusive and feasible.

- **Online delivery:** use breakout rooms and shared collaborative tools; simplify steps; increase visual prompts; shorten plenary discussions.
- **Low-resource delivery:** replace materials with paper-based alternatives; reduce output complexity; prioritise the core activity and debrief.
- **Sensitive groups:** avoid forced disclosure; allow anonymous contributions; make "pass" options explicit; monitor group dynamics carefully.
- **Language barriers:** define key terms; use visuals (icons, drawings, examples); summarise instructions in short, clear sentences; check understanding frequently.

6. Using the Educational Games (60) – a practical manual

The GameComp Educational Games are designed to support competence development through experiential learning. In non-formal education, games serve more than motivational purposes: they create structured situations in which participants can explore decisions, consequences, collaboration, and trade-offs in a low-risk environment. However, gameplay alone is not sufficient to achieve learning outcomes. Educational value is generated through intentional facilitation, particularly through guided debriefing that links the game experience to the targeted GreenComp competence and to real-life sustainability contexts. For this reason, each game should be selected and integrated with a clear pedagogical function within the session.

6.1. Selecting an appropriate game

To ensure relevance and manage group dynamics effectively, facilitators should select games using the following criteria:

1. **What is the pedagogical purpose?**
   Choose whether the game will function primarily as an opener (engagement and framing), practice (skills application), or consolidation (recap and reinforcement).
2. **What is the current energy level of the group?**
   Select a game that matches the group's readiness (calm / medium / dynamic) and the moment within the session (beginning, middle, end).
3. **Which competence is being targeted?**
   Ensure alignment with the session's learning intention and, where relevant, with the competence targeted by the selected workshop scenario.

6.2. Three reliable integration patterns

The following integration patterns are recommended because they preserve coherence and support learning transfer:

- **Pattern A — Opener (10–15 minutes):**
  Short game → transition into the workshop scenario.
  Function: creates engagement, introduces concepts, and establishes a shared reference point.

- **Pattern B — Practice (15–25 minutes):**
  Workshop scenario → game to apply the competence in a new situation.
  Function: enables skills rehearsal and strengthens understanding through variation.
- **Pattern C — Consolidation (10–20 minutes):**
  Workshop scenario + initial debrief → closing game + short debrief.
  Function: reinforces key learning points and supports a strong session closure.

6.3. Facilitating digital games

Digital game delivery requires basic planning to ensure access, inclusion, and time management.

- Where devices are limited, use pairs or small groups (recommended ratio: 1 device per 2–3 participants).
- Provide one clear learning-oriented instruction before starting (e.g., "Play and pay attention to which decisions change outcomes and why.").
- Use a clear time-box (typically 10–20 minutes) and stop on time to protect reflection and closure.
- If competition emerges, reframe the activity toward competence development (e.g., "The goal is to practise a competence, not to win.").
- Monitor participation to ensure that all participants engage (avoid one person controlling the device throughout).

6.4. Game debriefing (minimum structure)

Debriefing is the essential step that transforms game experience into learning. A brief, structured debrief is sufficient if it is purposeful and competence-linked. The prompts below provide a minimum debrief sequence:

- **What happened?** (facts and observations)
- **What did you feel or notice?** (experience and engagement)
- **Which choices mattered most, and why?** (analysis and causality)
- **Which GreenComp competence did we practise?** (explicit framework link)
- **How does this connect to real life?** (transfer and action orientation)

7. Using the Assessment Tool: Educator Workflow

The GameComp Assessment Tool is a **gamified self-assessment** aligned with the **12 GreenComp competencies**. It is intended to support learning design and facilitation in non-formal education settings by providing a structured starting point for reflection. The tool should be used as a developmental instrument, not as an exam or selection mechanism. When implemented responsibly, it helps educators (a) identify learners' perceived strengths and learning priorities, (b) select relevant workshop scenarios and educational games, and (c) support reflective review of progress over time. The assessment is most effective when combined with a facilitated discussion that translates results into concrete learning intentions and next steps.

7.1. Facilitation procedure (recommended total duration: 35–60 minutes)

The following procedure is recommended to ensure clarity of purpose, appropriate learner support, and meaningful integration with the GameComp learning activities:

1. **Clarify purpose and ground rules**: explain that the tool supports self-reflection and learning planning, and that participants are not required to share individual outcomes.
2. **Individual completion** (20–30 minutes): participants complete the assessment privately, at their own pace.
3. **Individual synthesis** (2–5 minutes): participants write down three elements:
    - one perceived strength,
    - one competence to improve, and
    - one question they would like to explore further.
4. **Group debrief** (15–25 minutes): facilitate a structured reflection using the prompts below, focusing on themes rather than personal disclosure.
5. **Translate insights into an activity plan**: identify 1–2 priority competencies (for the group or programme) and select the most relevant workshop scenario(s) and educational game(s) accordingly.

7.2. Group debrief prompts

Use a small selection of prompts (typically 3–4) to keep the discussion focused and time-efficient:

- What surprised you in your results, and why?

- Which competence feels most relevant to your community or daily life at the moment?
- What is one competence you would like to practise next, and what makes it important for you?
- What support or conditions would help you take action (as an individual or with others)?

7.3. Ethics and data protection

Responsible use of the Assessment Tool requires basic safeguards to protect participants' privacy and wellbeing:

- **No forced disclosure:** participants should never be pressured to share individual results.
- **Transparency and consent:** if aggregated results are collected for reporting or monitoring, explain the purpose clearly and obtain informed consent.
- **Secure handling of information:** store any data securely, limit access, and comply with your organisation's data protection procedures and applicable GDPR/privacy requirements.

8. Putting it all together: Ready-to-run recipes and use cases

This section provides two practical implementation supports. First, **session recipes** offer standardised delivery formats that can be applied immediately. Second, **use cases** illustrate how the same structure can be adapted to different youth work contexts while preserving the core logic of the GameComp approach (assessment-informed planning, active learning, structured reflection, and transfer).

8.1. Ready-to-run session recipes

The recipes below are designed to help facilitators deliver GameComp consistently across settings. Timings are indicative and should be adapted to the group profile and context; however, facilitators should preserve **debrief** and **transfer** components to ensure educational impact.

Recipe 1 — 90-minute session (standard format)

Time	Activity	Facilitation note	Typical time
0–10 min	Welcome, group agreement, session objective and target competence	Make the objective visible (board/slide).	20–30 min + 15–25 min debrief
10–25 min	Assessment (online or offline alternative)	Keep results personal; no forced sharing.	60–180 min (varies)
25–65 min	Workshop Scenario (core activity steps)	Time-box small-group work and transitions.	10–30 min

Recipe 2 — Half-day workshop (3 hours)

Block	Content	Purpose
Block 1 (45 min)	Assessment + group debrief → select competence focus	Establish needs, priorities, and learning intentions.
Block 2 (75 min)	Workshop Scenario (full activity + reflection)	Deepen understanding and practice through structured activity.
Break (15 min)	Short break	Maintain attention and group regulation.
Block 3 (30 min)	Educational Game (practice) + debrief	Apply the competence in a new situation; consolidate learning.
Block 4 (15 min)	Action planning (individual + collective)	Convert learning into a concrete next step.

Recipe 3 — 3-session micro-programme (recommended)

This format is suitable when you want progress over time (rather than a one-off session) and allows for re-assessment and programme adjustment.

- **Session 1:** baseline assessment → workshop scenario → reflection and transfer
- **Session 2:** educational game as opener → workshop scenario → debrief (practice focus)
- **Session 3:** scenario focused on action/agency → consolidation game → post-assessment + next steps

8.2. Use cases (contextual examples)

The use cases below illustrate how to apply the GameComp method in different settings. Each example follows the same implementation logic (Assess → Activity → Game → Debrief → Transfer) and can be delivered using Recipe 1 (90 minutes) unless stated otherwise.

For additional country-specific examples and practical adaptations contributed by each partner, see Appendix D – Partner Field Notes.

Use case 1 — Youth centre (eco-anxiety → agency)

- **Context:** open youth centre, mixed group (15–19), eco-anxiety and low sense of control
- **Goal:** strengthen *Individual initiative* + *Collective action* (GreenComp: Acting for sustainability)
- **Suggested flow:** Assessment (baseline) → scenario on action planning → short game highlighting choices → debrief → one concrete group action
- **Facilitation note:** emphasise realistic "small actions"; avoid guilt-based framing; end with a feasible commitment

Use case 2 — NEET employability programme (green skills and decision-making)

- **Context:** employability pathway (16–24), focus on future orientation and confidence
- **Goal:** strengthen *Systems thinking* + *Problem framing* (GreenComp: Embracing complexity)
- **Suggested flow:** Assessment → scenario exploring a local sustainability issue → game practising trade-offs → debrief → transfer task (mini pitch / plan)
- **Facilitation note:** connect competencies to employability and community roles; keep vocabulary clear and practical

Use case 3 — Intercultural group (fairness and climate justice)

- **Context:** intercultural youth group (14–20); sensitive themes and diverse lived experiences
- **Goal:** strengthen *Supporting fairness* + *Critical thinking* (GreenComp: Values + Complexity)
- **Suggested flow:** optional assessment → scenario on fairness/responsibility → game making inequality visible → structured debrief → shared "fairness principle"
- **Facilitation note:** avoid forced disclosure; allow "pass"; use pairs first, then plenary

Use case 4 — School eco-club (futures literacy)

- **Context:** weekly eco-club (13–17), limited time per session
- **Goal:** strengthen *Futures literacy* + *Exploratory thinking* (GreenComp: Envisioning sustainable futures)
- **Suggested flow:** scenario using future narratives → game exploring alternative futures → debrief → transfer (one school-level proposal)
- **Facilitation note:** keep outputs visual; channel creativity into one concrete proposal

Use case 5 — Outdoor activity (nature connection; limited devices)

- **Context:** outdoor youth activity (12–16), mixed attention levels; limited digital access

- **Goal:** strengthen *Promoting nature* + *Valuing sustainability* (GreenComp: Values)
- **Suggested flow:** offline self-reflection (Appendix) → outdoor scenario → game in pairs (or observation-based alternative) → debrief → stewardship action
- **Facilitation note:** prepare simple outdoor safety rules; use movement; keep debrief concise but purposeful

9. Monitoring and quality

Monitoring in GameComp is intended to support **learning quality and continuous improvement**, not to create administrative burden. Facilitators are encouraged to use a small number of simple tools that help document what was delivered, what participants gained, and what should be adjusted in future sessions. To keep monitoring feasible, select two to three methods only, and apply them consistently.

Recommended options include:

- **Session log:** a short record of delivery (date, setting, scenario and game used, target competence(s), key adaptations, and main outcomes).
- **Observation notes:** brief evidence-based notes on participant behaviours that indicate competence development (e.g., collaboration, systems thinking, critical questioning).
- **Reflection cards:** a quick written exit reflection capturing *one insight* and *one intended action* from each participant.
- **End-of-cycle feedback:** short feedback collected after a series of sessions to identify what supported learning and what should be improved.

10. Resource map

To ensure consistency and quality in delivery, facilitators should maintain a single **"GameComp Educator Pack"** (digital or printed) that contains the core resources used in implementation. Keeping materials in one place reduces version confusion, supports team coordination, and makes preparation more efficient. Where several facilitators work together, it is recommended to maintain a shared link document (or shared folder) indicating the official access points and the most recent versions of project materials.

Core resources

- **Assessment Tool (online):**

  https://gamecompassessmenttool.espacioelearning.com/assessment/

- **Workshop Scenarios publication (60 scenarios):** Resources – GameComp
- **Educational Games Library (60 games):** accessible through the GameComp platform (Games section); use the official access route provided by the consortium.

Appendix A – One-page facilitator checklist

Instructions: Tick **one box** per statement. Use this checklist **before the session** to prepare, and tick the **"After the session"** section once you finish.

Checklist statement	Yes	Partly	No
Session intention and planning			
I can state the target GreenComp competence(s) in one clear sentence.	☐	☐	☐
The session objective is practical and linked to real-life sustainability choices or actions.	☐	☐	☐
I reviewed the scenario and know the key steps and timeboxes.	☐	☐	☐
I selected 4 to 6 debrief questions in advance.	☐	☐	☐
I planned a transfer moment and protected time for it.	☐	☐	☐
Set-up and materials			
The space supports small-group work, pairs or groups of 3 to 5.	☐	☐	☐
I prepared the needed materials, timer, board or flipchart, paper and pens if relevant.	☐	☐	☐
Devices and internet are available, or I prepared an offline alternative.	☐	☐	☐
If devices are limited, I planned shared-device roles, navigator, reader, mediator.	☐	☐	☐
Safety, inclusion and participation			

I will set a short group agreement, respect, listening, confidentiality, pass option.	☐	☐	☐
I know the safeguarding route, what to do and who to contact if a concern arises.	☐	☐	☐
I planned a method to include quieter voices, pairs-first, silent reflection, structured rounds.	☐	☐	☐
I will keep the session judgement-free and avoid guilt or blame framing.	☐	☐	☐
Language and instructions are accessible, key terms defined, short steps, check understanding.	☐	☐	☐

Assessment Tool, if used

I will explain the assessment is for self-reflection, not a test.	☐	☐	
I will avoid ranking or comparing results; participants are not forced to share scores.	☐	☐	☐
If any results are recorded, I have consent and will keep data minimal and secure.	☐	☐	☐

Games and learning focus

I chose the game with a clear purpose, warm-up, practice, or consolidation.	☐	☐	☐
I time-boxed gameplay and will stop on time to protect debrief and transfer.	☐	☐	☐
I will reframe the competition if it appears, learning not winning.	☐	☐	☐

Debrief and transfer quality

I will use a simple debrief structure, facts, feelings, choices, competence, real life.	☐	☐	
I have a concrete transfer prompt ready, one individual action and or one group next step.	☐	☐	☐

After the session

I captured quick feedback, one insight and one next step.	☐	☐	☐
I noted one thing that worked well and one thing to improve next time.	☐	☐	☐
I recorded basic delivery info, date, setting, competence, scenario and game, key adaptations.	☐	☐	☐

Appendix B – Session planning canvas

Field	Your plan
Session objective	
Target competence(s)	
Scenario used	
Game(s) used	
Agenda (time-boxed)	
Debrief questions (4–6)	
Transfer action	
Materials / devices	
Adaptations (accessibility / online)	

Appendix C – Offline self-assessment worksheet + score grid

This worksheet is a paper-based alternative to the GameComp online Assessment Tool. It can be used when participants do not have access to devices or reliable internet. The purpose is to support **self-reflection** and **learning planning**; it is not a test and should not be used to rank participants.

Instructions for participants

For each competence below, select the number that best describes you **today**:

- **1 = Rarely:** I almost never demonstrate this competence.
- **2 = Sometimes:** I demonstrate it occasionally.
- **3 = Often:** I demonstrate it in many situations.
- **4 = Very often:** I demonstrate it regularly and with confidence.
- **5 = Consistently:** I demonstrate it strongly across contexts and can support others.

Then, optionally write a short example in the "Notes / Example" column (e.g., a situation where you demonstrated the competence or a question you have).

Competence	1	2	3	4	5	Notes / Example
Valuing sustainability	☐	☐	☐	☐	☐	
Supporting fairness	☐	☐	☐	☐	☐	
Promoting nature	☐	☐	☐	☐	☐	
Systems thinking	☐	☐	☐	☐	☐	
Critical thinking	☐	☐	☐	☐	☐	
Problem framing	☐	☐	☐	☐	☐	
Futures literacy	☐	☐	☐	☐	☐	
Adaptability	☐	☐	☐	☐	☐	
Exploratory thinking	☐	☐	☐	☐	☐	

Political agency	☐	☐	☐	☐	☐	
Collective action	☐	☐	☐	☐	☐	
Individual initiative	☐	☐	☐	☐	☐	

Appendix D – Implementation Cards & Practical Inserts

This appendix gives you two things:

1. **Real implementation examples** from partner countries.
2. **Ready-to-use inserts** you can copy into your own session plans.

D.1 Country Implementation Card

Use these cards to quickly see how others delivered a session: setting, target group, competence focus, what they used, what worked, what to watch out for, and what participants produced.

D.1.1 France- ANI

Setting: Non-formal youth workshop (youth centre / partner association venue / school club) – in-person

Target group: 16–30 years old, 10–20 participants (mixed profiles)

Competence focus: Collective action

Resources used:

- Assessment Tool: yes
- Workshop Scenario(s): Design your own Green NGO/WS5
- Educational Game(s): Stronger together

Adaptations made :

If devices are limited, run the game in pairs/small groups (1 device per 2–3 participants).

1. Use strict time-boxing to protect debrief and transfer (minimum 15 minutes combined). Use inclusive participation methods (pairs-first before plenary; rotating roles in groups: timekeeper/note-taker/spokesperson).
2. Anchor the NGO design in a concrete local issue relevant to the group (waste, transport, energy, green spaces).
3. Keep outputs simple and structured (one-page NGO action plan per group).

What worked well :

- High engagement through group-based creation of an NGO and planning concrete actions.
- Clear link between collaboration and impact (collective action becomes tangible).
- The game reinforces teamwork and organisation dynamics before the final transfer step.

What to avoid / watch out for :

- Spending too long on branding (name/logo) instead of objectives and actions.
- Dominant voices in group work (use roles + structured rounds).
- Competitive framing between groups (keep it cooperation/learning-focused).

Debrief questions that worked well :

- What helped your group collaborate effectively? What made it harder?
- Which roles/tasks were necessary to make your NGO plan realistic?
- What support would you need from others to take action together?
- What did the game show about teamwork and organisation?
- What is one realistic next step you can start in the next 2–4 weeks?

Concrete output / next step produced by participants:

A one-page “Green NGO” action plan per group (issue, mission/vision, objective, target audience, one awareness activity, one realistic next step with roles and timeline), plus one individual or group commitment to act after the session.

D.1.2 Germany - KUBI

Setting: Youth center

Target group: 20 young adults with fewer opportunities (educational, geographical, and economic) aged 20-30 years old.

Competence focus : Futures Literacy

Resources used:

- Assessment Tool: Yes
- Workshop Scenario: Envisioning Sustainable Futures by FEMXA (4.3.1 Futures Literacy WS5)
- Educational Game: Futurescape: Envisioning Sustainable Tomorrows by KUBI (https://app.gamecomp.eu/lessons/107)

Materials: Open space, Internet, Digital devices (computer, tablet, phone)

Adaptations made :

1. To arrange a safe space for participants to explore the games individually and/or as a group.
2. To have reusable and recyclable materials to align the concept of the workshop with the project objectives on green skills, habits, and actions.
3. To adopt the needs of participants to ensure different levels are welcomed in the workshop (e.g., digital competencies landscapes, comprehension of green skills, native and non-native language speakers)
4. To spare time to explain and discuss key words such as sustainability, future literacy, and reusable.

What worked well :

- Merging the concepts of digitalisation and sustainability into the same workshop and raising awareness on the twin transition priority of Europe.
- Including several activities from non-formal learning methods to engage participants in discussions, scenario-building, artwork, and game-playing.

What to avoid / watch out for :

1. During welcome and orientation: Keep it short; move fast into participant voice. Don't overload with theory early.
2. During the GreenComp assessment and reflection: Avoid ranking, reading out numbers, or "who scored highest."
3. Voting and discussion: Don't treat "best" ideas as a competition. Frame voting as "most useful to explore."
4. Digital scenario game:: One person playing while others watch. Assign roles: reader, decision-maker, skeptic, note-taker.

Debrief questions that worked well :

- What is one decision in your work/life where future thinking would change your approach?
- What will you intentionally practice in the next 2 weeks?
- What support, resource, or ally do you need?
- How will you know you improved (a simple indicator)?

Concrete output / next step produced by participants:

1. GreenComp snapshot: strength area, growth area, surprise (1-page).
2. Futures Literacy statement: "For me, Futures Literacy means… (in my context)."

- Personal micro-action plan (2 weeks):
    - competence to strengthen
    - one concrete action
    - when/where it will happen
    - one indicator of success

3. Preferred Future Visual (drawing/collage/AI image) with a caption:
    - "This future is preferable because…"
    - "One indicator we're moving toward is…"

D.1.3 Italy - Lascò

Setting: Employability training programme (blended setting: in-person with digital tools) focusing on green skills for the labour market

Target group: Young adults and NEETs (18–25 years old), group of 12–15 participants with mixed educational backgrounds

Competence focus : Exploratory Thinking

Resources used:

- Assessment Tool: yes (used at the beginning of the programme as a baseline to map participants' readiness to think creatively and embrace different perspectives on future scenarios)
- Workshop Scenario: WS4. *Fostering Exploratory Thinking for a Circular Economy*

This workshop engages participants in tackling sustainability challenges (e.g., waste and resource use) through a transdisciplinary mindset. By combining brainstorming, cross-disciplinary experimentation, and hands-on prototyping, it encourages young people to synthesize environmental, social, cultural, and technological perspectives into innovative circular economy solutions.

- Educational Game: *Exploratory Ecosystem* https://app.gamecomp.eu/lessons/61

In this interactive game, learners will act as urban sustainability consultants. The game encourages investigation, imagination and adaptation in uncertain contexts. Through interactive maps, scenario-based choices, and a final quiz, players practice divergent thinking by exploring the complex interconnections between environmental, economic, and social factors to generate non-linear sustainability solutions.

Adaptations made:

1. Integrated the "Exploratory Ecosystem" game as a "Practice" activity right after the initial theoretical introduction of the workshop, using it to spark non-linear thinking before starting the actual Circular Economy group work.
2. Instead of individual gameplay, the digital game was played in small groups (e.g., 1 device per 3 participants) to encourage debate before submitting the final answers.
3. Used local, recognizable examples of linear vs. circular economy (e.g., local textile or agricultural waste) to bridge the fictional scenarios of the imaginary city in the game with their specific geographic context.
4. Replaced the physical drawing/mapping phase of the workshop with a collaborative digital whiteboard (e.g., Miro/Mural) since participants were building digital skills alongside green skills.

What worked well:

- The role-playing element of the digital game highly boosted participants' confidence and engagement, acting as a perfect warm-up for the workshop's final pitch.
- The game's interactive map effectively demonstrated that sustainability is not just about the environment, but requires an integrated approach that connects economic and social aspects.

What to avoid/watch out for:

- Avoid letting participants rush through the game's map points just to finish the quiz; prompt them to read the exploratory questions carefully and debate the scenarios.
- Watch out for dominant individuals during the group ideation phase of the workshop; use the facilitator role to ensure all "wild ideas" and divergent thoughts are heard.

Debrief questions that worked well:

- How did the scenarios in Newtown help you think differently or break out of fixed solutions for our local waste problem?
- Which unexpected connections did you find between the environment, the economy, and society during the game?
- How did thinking creatively and exploring multiple angles help you reframe the initial challenge?
- How can you apply this "exploratory advisor" mindset to challenges in your future?

Concrete output/next step produced by participants:

A co-created "Circular Economy Ideation Map" (digital) outlining one innovative solution to a local waste problem.

D.1.4 Spain - FEMXA

Setting: VET school

Target group: 18-30 years old, between 10 and 20 participants from different backgrounds and with an interest in green competencies for their everyday life and work

Competence focus :

- Systems Thinking
- Critical Thinking

Resources used:

- **Assessment Tool:** yes

How is it used? It is applied during the first 15–20 minutes to identify participants' strengths and weaknesses and their understanding of systemic impact. The facilitator takes notes on peaks or patterns (e.g., low scores in critical thinking or systems thinking), which are then taken into account for the implementation of the workshop.

- **Workshop Scenario(s):** WS2: Interconnected Systems and Sustainable Impact

The workshop selected is Interconnected Systems and Sustainable Impact.

WS2-Interconnected Systems and Sustainable Impact shows how small actions generate chain reactions within a system, promoting systemic thinking in a practical way. It also forces participants to analyse causes, consequences, and feedback, developing critical thinking without the need for complex theoretical content. It is a dynamic, accessible workshop that is well-suited to diverse groups like ours that need to understand real problems from multiple perspectives.

- **Educational Game(s): The Sustainable Time Machine and Mindful Investigators**

The following games help to understand more deeply the competences Systems Thinking and Critical Thinking:

1. The Sustainable Time Machine (Systems Thinking). This game shows how a single decision generates chain reactions over time, which directly complements the workshop dynamics such as the 'Domino Effect' and the 'Butterfly Effect.' It reinforces understanding of interactions, consequences, and feedback loops within the system.

2. Mindful Investigators: tracing the truth about pollution (Critical Thinking). Participants must analyse sources, detect biases and make evidence-based decisions, exactly what they need to do after mapping systems and exploring connections. It reinforces the critical analysis part of the workshop and helps to question root causes and assumptions about the system.

Adaptations made :

1. The game was played collaboratively, not individually, to encourage collective reasoning.

2. The final reflection was explicitly linked to their daily life or work situations in emerging green sectors.

What worked well :

- Participants are surprised by the systemic connections (indirect impacts).
- The final game helps to visualise complexity without overwhelm, with a playful tone.

What to avoid / watch out for :

- Avoid 'moralising' decisions (risk of environmental guilt). The workshop is a judgment-free zone.
- Ensure that those who 'already know' about sustainability do not dominate the conversation.
- Avoid overly technical explanations: keep it practical and use examples.

Debrief questions that worked well :

- Which decisions seemed best at first but changed when we saw their hidden effects?
- What connections have you never considered before?
- Which part of the exercise did you find most useful for your life/professional future?

Concrete output / next step produced by participants:

- Individual "Impact Map" identifying one personal decision, its direct and indirect effects, and one improvement they can attempt.

D.1.5 Greece - KEAN

Setting: Youth centre / non-formal environmental workshops / Erasmus+ youth activities

Target group: Youth centre / non-formal environmental workshops / Erasmus+ youth activities

Competence focus: Supporting Fairness; Political Agency

Resources used:

- Assessment Tool: Yes – used at the beginning to explore participants' attitudes, values, and prior knowledge on sustainability and participation. Results informed the selection of games and discussion focus.
- Workshop Scenario(s): "The Web of Impact – Everything Is Connected"
- Educational Game(s): "The Compass of Empathy", "Voices in the Circle"

Adaptations made :

- Addition of short reflection pauses after each phase of the games.
- Option for oral sharing instead of written input for participants less comfortable with writing.
- Flexible timing to allow deeper discussion on sensitive social and environmental topics.
- Use of local environmental examples (wildfires, heatwaves, waste issues in Greek cities).
- Simplified language and guided facilitation for mixed-experience youth groups.

What worked well :

- Anonymous sharing elements increased honesty and emotional safety.
- Role-based dialogue encouraged active participation and respectful listening.
- Linking personal choices to real-life environmental issues improved engagement.

What to avoid / watch out for :

- Avoid rushing the reflection phase; participants need time to process emotions.
- Be careful with highly polarising topics that may create defensive reactions.
- Ensure clear facilitation rules to maintain a respectful and inclusive dialogue space.

Debrief questions that worked well :

- Which moment of the activity made you reflect the most?
- Did you hear a perspective that challenged your own views?
- How do fairness and empathy relate to environmental decision-making?
- What makes it easier or harder to speak up on sustainability issues?
- What small action could you realistically take after this session?

Concrete output / next step produced by participants:

Participants developed short personal or group sustainability commitments (e.g. reducing waste, initiating peer discussions, supporting local environmental actions) and proposed ideas for small awareness campaigns within their school or youth community.

D.2 Practical Insert

Use these as ready-made blocks when you design your own sessions. They're organised by what you need: a worked example, a facilitation note, or a printable tool.

D.2.1 Worked examples

1. Collective Action

Objective: Strengthen Collective Action by moving from individual reflection to group planning and a realistic next step.

Resources used:

- Assessment Tool (baseline self-assessment + short group debrief)

- Workshop Scenario: *WS5 "Design your own Green NGO"*
  Educational Game: *"Stronger together"*

Session flow (90 minutes):

- **0–10 min | Open:** Welcome, group agreement, and session objective ("Today we practise Collective Action by designing a realistic group initiative").
- **10–25 min | Assess:** Participants complete the Assessment Tool individually. Facilitator debriefs at group level only (no forced sharing): "Which competence feels most relevant for us today?"
- **25–65 min | Scenario (WS5):** In groups, participants design a "Green NGO" addressing one local issue (mission/vision, target audience, 1–2 actions). Assign roles (timekeeper, note-taker, spokesperson) to ensure balanced participation.
  65–80 min | Game ("Stronger together"): Participants play individually on the platform (10–12 min). Then do a **pair exchange** (3–5 min): each pair compares one key choice and one outcome.
- **80–90 min | Debrief + Transfer:** Short plenary reflection linking to competence + one concrete next step.

Debrief prompts :

- What made collaboration easier or harder in your group work?
- What did the game show about teamwork and organisation?
  What support would we need from others to act together in real life?
- What is one realistic action we can start in the next 2–4 weeks?

Transfer output :

Each group produces a one-page NGO action plan and agrees on one feasible next step (who does what, by when), to be revisited in the next session.

2. Futures Literacy (Sustainable futures focus)

Objective:

- to strengthen participants' Futures Literacy competence by helping them explore how present choices shape more sustainable futures
- to raise awareness of sustainability and green skills through a combination of reflection, discussion, creative expression, and digital game-based learning
- to support young adults with fewer opportunities to connect future thinking with their own daily lives, decisions, and possible actions, while building confidence in imagining and contributing to preferable futures.

Resources used:

- GreenComp Assessment Tool
- Workshop Scenario: Envisioning Sustainable Futures by FEMXA (4.3.1 Futures Literacy WS5)
- Educational Game: Futurescape: Envisioning Sustainable Tomorrows by KUBI (https://app.gamecomp.eu/lessons/107)

Materials: Open space, Internet, Digital devices (computer, tablet, phone)

Session Flow (90 minutes)

Welcome and short orientation (10 minutes): The session begins with a short welcome and orientation, where participants are introduced to the topic in a simple and accessible way without overloading them with theory. Key terms such as sustainability, futures literacy, and reusable practices are briefly explained to create a shared understanding.

Warm up (15 minutes): A light self-reflection phase takes place using the GreenComp Assessment Tool, where participants identify strengths, growth areas, and surprising insights without comparing results to others.

***During the activity (55 minutes)*:** Participants engage in guided discussion and non-formal group activities focused on imagining possible, probable, and preferable futures. They are invited to reflect on how sustainability challenges and opportunities may affect their personal lives, communities, and work. After this, participants move into the digital game activity, where they explore future-oriented scenarios through *Futurescape*. To ensure active engagement, roles are distributed within groups, such as reader, decision-maker, skeptic, and note-taker, so that the game becomes a collaborative learning process rather than passive observation.

***Post activity (10 minutes)*:** Participants reflect on what they learned and translate this into practical next steps. They create a short Futures Literacy statement, prepare a personal two-week micro-action plan, and develop a preferred future visual through drawing, collage, or AI-supported image creation. The session closes with a short sharing round focused on useful insights and realistic actions rather than competition or "best ideas."

Debrief prompts

- What is one decision in your work or life where future thinking would change your approach?
- What will you intentionally practice in the next two weeks? What support, resource, or ally do you need?
- How will you know that you improved?

Transfer Output

- 1 page GreenComp snapshot with:
    1. one strength area
    2. one growth area
    3. one surprise
- Futures Literacy statement:
    1. "For me, Futures Literacy means…"
- Personal micro-action plan for 2 weeks:
    1. competence to strengthen
    2. one concrete action
    3. when and where it will happen
    4. one indicator of success
- Preferred Future Visual (drawing, collage, or AI image) with caption:
    1. "This future is preferable because…"
    2. "One indicator we're moving toward is…"

3. Critical Thinking (Greenwashing focus)

Objective: Strengthen Critical Thinking by helping participants identify greenwashing, evaluate "eco" claims, and make evidence-based sustainability decisions linked to their daily environment.

Resources used:

- Assessment Tool (baseline self-assessment + short group debrief)
- Workshop Scenario: WS3 "Think Green"
    - Activity 2: "Fact or Greenwashing?"
    - Activity 3: Interactive Debate: "Green Choices Dilemma"
- Workshop Scenario elements: WS2 "Critical Thinking in Action"
    - Example activity: "Greenwashing Bingo"
- Educational Game: "Sustainable or Not?"

Session flow (90 minutes):

0–10 min | **Open:** Welcome, group agreement, and session objective ("Today we practise Critical Thinking by testing 'green' claims and choices").

10–25 min | **Assess:** Participants complete the Assessment Tool individually. Facilitator debriefs at group level only (no comparing scores): "Which competence feels most relevant for us today?"

25–55 min | **Scenario (WS3):** Run Activity 2 "Fact or Greenwashing?" then Activity 3 "Green Choices Dilemma" (groups discuss whether claims/actions/products are genuinely sustainable and justify their reasoning).

55–70 min | **Scenario (WS2 elements):** Use "Greenwashing Bingo" (or similar) to strengthen detection of misleading "eco" labels and messages.

70–85 min | **Game ("Sustainable or Not?"):** Participants play in groups of three (1 device per group). Each group discusses the dilemma before selecting an answer.

85–90 min | **Debrief + Transfer:** Short plenary reflection linking to Critical Thinking + agree one collective next step.

Debrief prompts:

- Which claim or "eco" message was hardest to judge and why?
- What helped you decide if something was trustworthy (evidence, source, logic)?
- What signs helped you spot possible greenwashing?
- What would you check next time before trusting an "eco" label or claim?
- Where do you encounter greenwashing most often in daily life?

Transfer output:

The group agrees on one collective “next step” linked to their environment (e.g., improve waste separation signage in the common room; request replacement of single-use cups/plates with reusable ones).

D.2.2 From the field

Creating emotionally safe spaces for sustainability dialogue

In youth sustainability workshops, interactive games, especially those using personal stories or role-based dialogue, can quickly increase engagement. These formats can also bring up strong emotions or sensitive topics such as climate anxiety, fairness, or personal responsibility. When handled well, this deepens learning; when rushed or poorly framed, it can lead to discomfort or withdrawal.

To keep the space safe and inclusive, start by agreeing simple dialogue rules: listen without interrupting, avoid judgment, and respect different experiences and levels of knowledge. Remind participants that the goal is not to show who is “more sustainable,” but to practise empathy, fairness, and constructive participation.

A helpful pattern is to move from individual reflection to pair sharing before plenary discussion. This supports quieter participants and improves the diversity of perspectives. Use short prompts that connect the game experience to real-life choices and community action so reflection stays both emotional and practical.

A common pitfall is spending too long on gameplay and losing time for debrief and transfer. Protect the final minutes for one concrete next step, either a personal commitment or a small group action idea, so participants leave with a realistic way to apply what they discussed.

D.2.3 Printable Canvas

Shifting the focus from "winning" to “learning” in digital games: a practical canvas

Context & Use: In game-based learning, learners often approach activities with a "completionist" mindset - rushing through interactive maps or quizzes just to get a high score or finish first. This printable canvas is designed to shift the focus from winning to learning. By implementing a "shared device" strategy (e.g., one device per small groups of two-three participants) and using this canvas, you can force the group to slow down, assign roles, read scenarios aloud, and debate environmental and social trade-offs before making any clicks.

Instructions for the facilitators:

- Form groups of 2-3 learners and allow only one digital device per group.
- Hand out the Canvas (A4) below, one to each group.
- Set a strict time-box (e.g., 15 minutes) and state the goal of the activity: "*The goal here is not to finish the simulation first, but to discover the most unexpected connections. You must fill out the canvas before clicking on major decisions*."

Template:

THE SHARED DEVICE GAMEPLAY CANVAS		
Team Name: _____	**Game Title:** _____	**Time-box:** _____ Minutes (When the timer rings, stop playing immediately!)
1. TEAM ROLES (Assign before starting)		
The Navigator: The only person allowed to touch the device. You cannot click until the team has agreed on a choice!	**The Broadcaster:** Your job is to read the screen, the scenarios, and the options aloud to the group so no one is left behind.	**The Mediator:** Your job is to ask "Why?" and make sure the team discusses the trade-offs before telling the Navigator to click.
2. THE DECISION LOG (Slow down and debate)	**Decision/Dilemma 1**	**Decision/Dilemma 2**
What is the scenario asking us?		
What are the environmental or social trade-offs here? (If we choose X, what happens to Y?)		
Our final choice:		
Why we chose it:		
3. STOP & REFLECT (Fill out when the timer rings) It doesn't matter if you didn't finish the game. Discuss this final question as a team:	*What was the most unexpected connection (between environment, economy, or society) that you discovered during this simulation?*	