

EURBANITIES 2.0

Welcome back to Eurbania Playing participation 2.0 Teaching handbook and Curriculum



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Comparative Research Network:

Aims – People – Projects – Methods – Results

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TABLE OF CONTENTS

3	General Introduction
5	I. Eurbania game 2.0
16	II. From needs assessment to action planning A curriculum for game-based learning of participatory action planning
49	III. Recommendations for educators, learners and gamers

GENERAL INTRODUCTION

Eurbanities 2.0 was designed as the follow-up of Eurbanities 1.0[1], finalised in 2018. The main objectives were similar to the those of its first edition: empowering citizens, civic organisations and educators supporting citizen participation by providing them knowledge on the tools and methods of citizen participation in urban planning and neighbourhood development through the creation of a game-based learning tool. While Eurbanities 1.0 approached citizen participation as a process based on the changing power relations and interaction between the local decision makers (local authorities and the economic leaders) and the civil society (local inhabitants and small scale stakeholders), Eurbanities 2.0 was designed for empowering citizens to acknowledge and use the constantly developing tools of participation that are the more and more used in local decision making processes envisaging the sustainable development of cities in the European context.

The expected outcomes of the project were also similar to the first one: Eurbanities 2.0 consortium committed for the creation of a complex pedagogical method and toolkit empowering citizens for actively participating in urban planning and acting as co-creators of their neighbourhoods. The toolkit contains:

- a) a handbook of Smart Practices with a theoretical introduction of the context, 10 smart practices on participatory planning and co-creation of neighbourhoods, and a summary on the tools and methods of smart participatory planning;
- b) the Eurbanities 2.0 online game;
- c) the Eurbanities 2.0 curriculum embedding the game.

The 2 toolkits form a complex game-based system for teaching participation, while each of their elements can be used as individual tools as well.

The current handbook is designed for presenting the second and third components of the Eurbanities 2.0 toolkit: the online game and the curriculum embedding the game. The main target group of our handbook is relatively extended: we address first and foremost, educators in non-formal and also formal education who want to use our method (entirely or just in some elements) in their teaching curricula, and who are interested in using the embedded game. We also appeal to all readers who are interested in the process of creating an educational game and how a game can be incorporated into a curriculum. Our curriculum contains different learning options according to the skills and capacities of the target groups concerned. It is important to emphasise that this curriculum is just one possible use of the game as a learning tool – we hope that over time teachers and users will be able to come up with many alternative uses depending on the teaching and learning environment.

The curriculum handbook contains 3 chapters as follows:

Chapter 1 focuses on the development of the Eurbanities 2.0 game, and on a short presentation of the game itself;

Chapter 2 focuses on the curriculum which has been structured around the game: the main objectives, the main expected results, and the ways in which the game can be embedded between different sections. This chapter also includes a detailed session plan, describing step-by-step the main elements of the training;

Chapter 3 focuses on some main recommendations, hints and tips about the use of the game, and the creation of the session plans around the game.

[1] You can learn more about the project from the website: <https://eurbanities.weebly.com>

I. EURBANIA GAME 2.0

1.1. How the game has been developed?

The creation of the Eurbania 2.0. game and the curriculum were accompanied by extensive preparatory work which involved:

- A needs assessment implemented by all partners with their own target groups by using the empathy mapping method, and where the first question of the interviews was related to the gaming experiences of people.[1]
- The analysis of participatory tools and practices in European neighbourhoods and the theoretical foundations of urban civic participation [2]
- An introduction of the consortium to the conceptual and practical background of gamification and game-based learning, in the form of a transnational Online Gaming Hackathon[3]
- A 6 week-long co-creation work realised between the Urbanities 2.0. consortium and the 1st year students of the Future games course of the Changemaker Indie Game School in Sweden.

Below is a brief description of this preparatory process.

The Online Transnational Hackathon

The Urbanities 2.0 hackathon was held in the frame of the 1st LTT of the project between the 14th and the 17th of December 2020. The hosting country should have been Sweden, but due to the travel restrictions under the Covid-19 outbreak, the event was organised entirely remotely. The open-source online platform Discord was used for the meeting and the Miro virtual board for the co-creation. Both those tools are frequently used by game developers.

[1] The detailed method and results of this needs assessment are presented in the Our Neighbourhoods' Heroes 2.0 handbook

[2] Our Neighbourhoods' Heroes 2.0

[3] The Hackathon was held as the 1st LTT of the project, as an online event, due to the COVID-19 restrictions

The Hackathon is a creative way to solve a problem. The objective is focused on hacking, exploring best practices, new ideas and creating innovative systems to fence the challenge. Hackathons are usually divided into two parts. During the first phase participants learn something new about a specific topic, and during the second they create new contents out of what they learned in the first phase.

The aim of the Urbanities 2.0 Hackathon was, on the one hand, to strengthen the participants' knowledge of gaming, gamification and game design, and on the other hand, to incorporate the main lessons learned from the evaluation of the good practices into the formulation of the main goals, outcomes and game elements of the future Eurbania 2 game. In order to involve a larger public for providing inputs into the game, the circle of participants was extended by local stakeholders and activists/citizens invited by the partners' organizations, as well as students of Changemaker's Indie Game Developer Programme in Sweden. The hackathon was held in the different rooms of Discord and it was highly appreciated by the participants of the partners and the students.

Following the above-mentioned pathway, the first two days of the Hackathon were dedicated to exploring and learning about citizens' participation and game development. During the second two days participants worked in parallel groups to create the game scenario and possible mini-games to be embedded them into the main game. During the 3rd day, the students in game design joined the event and created their own versions for the mini games.

Day 1: Analysis

Referring to the case studies collected during the Eurbanities 2.0 research period, the following topics were discussed in groups to prepare the game scenario development activities:

- What are the challenges of participation?
- What are the typical initial situations?
- What are the main turning points in the stories?
- Which are the main characters you can find in the cases?
- Which tools are used?

The participants also had the occasion to play the Eurbanities 1 game and analyse it by using SWOT analysis as follows:



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Extract of the Hackathon MIRO Board. Co creation of a swot analysis of the Eurbanities 1.0 game

Based on the discussion about the good practices and on the SWOT analysis of the Eurbanities 1.0 game, participants identified some key recommendations concerning the game elements and the structure of the game as well as the main topics relevant to urban participation and sustainable urban development that should be included in the game.

Concerning the game structure, participants highlighted the need to include more gaming elements and challenges into the new game; that more figures representing better local diversity would be needed; they recommended some technical improvements, for instance the need to be able to go backwards in the game, or stop and resume. They also highlighted the need to have more scenarios, the capacity to choose optional player characters, etc.

Concerning the topics to be included participants mentioned gentrification, green areas, community gardening, accessibility of the urban infrastructures, the importance of a community centre, the participatory levels, etc. The participants also suggested some topics for the mini games to be developed during the following days of the hackathon such as: urban gardening, protesting, community debate, accessibility of housing, sustainable environment, etc.

The recommendations identified by the groups were passed on to the students and were used by the participants when working on the mini-games and the Eurbanities 2.0 game scenario.

Day 2: Gamification and game design

The organiser Changemaker with the help of Euronet, provided a training initialising the participants into the main elements of game design including topics as:

- Games psychology;
- Game design elements;
- Educational games.

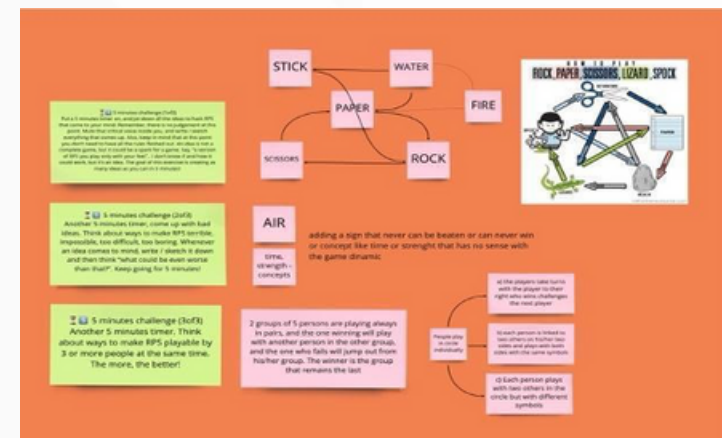
As a next step participants analysed some well known games, in order to understand in the practice the mechanic and the key elements. By hacking these games, they were asked to change the rules of the game and to create alternative prototypes.



©Eurbanities 2.0

Extract from the hackathon MIRO board – Recommendations for Eurbanity 2.0 game

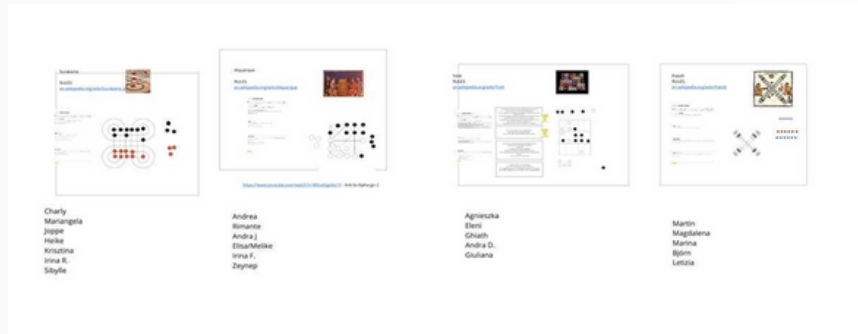
Work in groups on hacking the „Rock–Paper–Scissor“ game.



©Eurbanities 2.0

Extract from the Hackathon MIRO board: example for game hacking and mini game co-creation

Reflections on a possible game scenarios for teaching accessibility in cities



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Extract from Hackathon MIRO board: Unpicking board games in groups.

Finally, all groups made an attempt to create some basic game scenarios on some of the main topics identified for the mini games.



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Extract from the Hackathon Miro Board

Day 3: Mini game creation

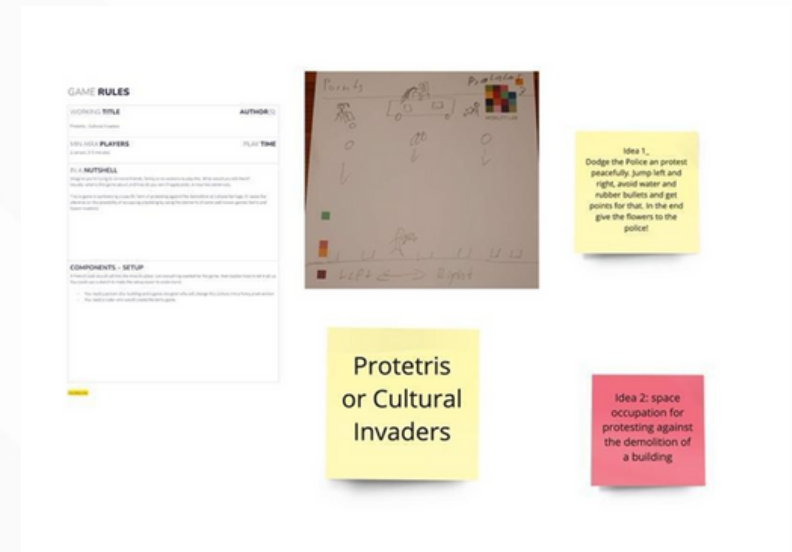
Active game design started on day 3. The initial group of participants was on that day extended by the students of the Indie Game development course who received the instructions and the results of the first 2 days in the beginning of the day. Following this, the 2 teams worked independently from each other.

The students started to work in groups on creating digital mini games related to one of the topics chosen by them. Their results were shared with the partners at the end of the day, but partners could anytime join them in the different Discord rooms and follow their dialogues and their work on their MIRO boards.

The other group composed by the training participants focused on the scenario of the main game, storytelling and definition of the characters.

In the end, we tested the mini-games and gave feedback.

As a result, students drafted 4 mini-games and the participants delegated by the partners created 4 different scenarios for the future Eurbanities 2.0 game.



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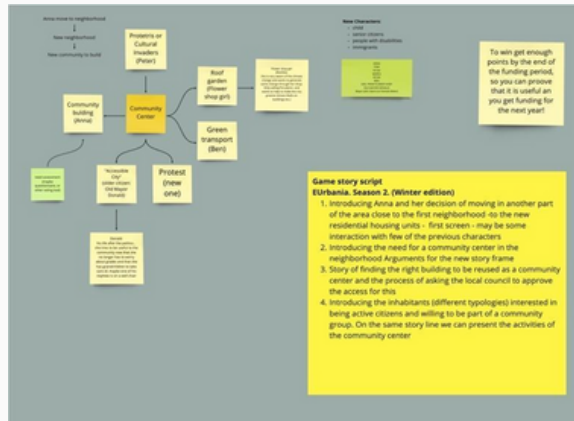
Extract from hackathon MIRO board: A min game prototype for Protesting

Day 4:

During the fourth day participants continued working on the game scenarios based on the ideas brought up during the previous day. Two main scenarios were picked up from the proposals of the previous day, both directly connected to the creation of a Community Centre. The participants worked in 2 groups for identifying the following elements:

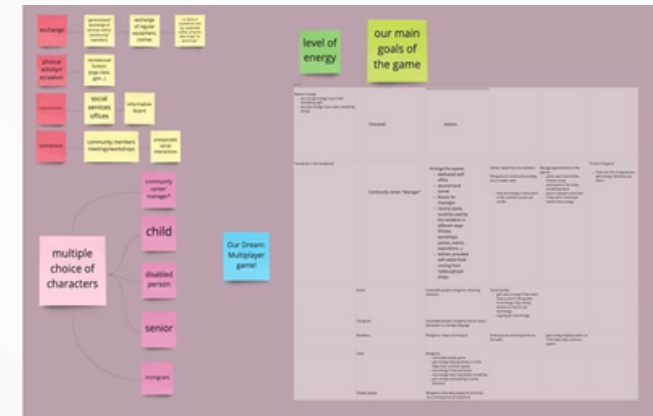
- The story;
- The main characters;
- The main scenarios;
- The main turning points.

The first scenario of the game worked out at the Hackathon was based on Eurbanities 1.0.



©Eurbanities 2.0.
Extract from the Hackathon Miro Board

The second scenario suggested a new structure with new participants and game elements:



©Eurbanities 2.0.
Extract from the Hackathon Miro Board

The 2 scenarios were rediscussed at the partner meeting following the hackathon, and they created part of the information pack that the consortium issued in the attention of the students of the Indie game course for their work on the Eurbanities game.

Collaboration with the Indie Game course of the Boden Folk High School

The idea of this collaboration with the students came up as a result of the Hackathon where the students started to create some mini games for Urbania (most of them are now incorporated into the game). The cooperation offered a win-win situation: the students had an opportunity to work with a client and create the main structures of a learning video game on a specific topic; the Urbanities consortium received an extremely valuable professional support for the creation of the game. The final version of the game is almost entirely based on the structure and the game elements developed by the students.

During the 6 weeks, the students worked together online, on Discord and MIRO. The representatives of the Urbanities 2 consortium, most particularly, the project coordinator and the leader of the game design output, were in weekly contact with the students by joining them every Friday afternoon for a wrap up of the events of the week and for answering to the questions of the students or raising comments and ideas. Further they had the opportunity to follow directly the work of the students through the different MIRO boards that were shared with all consortium partners.

The first 2 weeks of this collaboration were dedicated to analyse and understand: students worked on the information that was provided them on the main content of the game, including all the experiences analysed by the consortium during the project research phase. Sometimes they went further and made their own research, for instance on the different levels of participation, or on certain topics, such as urban gardening for instance.

The consortium members provided all the information of the project to the students, including theoretical background, the good experiences and the main scenarios worked out during the Hackathon.

These ideas were shared and discussed with the students at the initial meeting of the collaboration.

The Ladder of Participation:



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Extract from the Collaboration MIRO board

Structure of the experiences in participation



©Urbanities 2.0.

Extract from the Collaboration MIRO board

Students also made their research, including references for the characteristics of the game to be designed and the ways how the Urbanities game can be developed. Each week they shared their new achievements with the partners.

TResearch on similar games, stories, art styles



©Urbanities 2.0.

Extract from the Collaboration MIRO board

After the initial research and analysis phase students split into working groups, each group being specialised on one part of the game design as follows:

Art Direction: This group was responsible for planning the characters, the environment, and the main style of the game.

Player Controls: this group worked on the movements and interaction coding.

Interface: In this part the students worked on the main information channels to be used in the game.

Storyline: This group worked directly on the scenario and the story of the game and the main challenges of the game.

Mini games: one group focused on the creation of 4–5 mini games that were planned as the key playing elements for achieving the final result of the game.

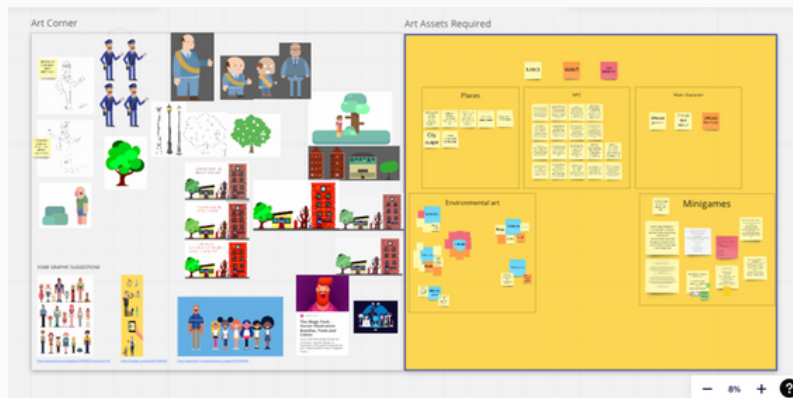
There was also a specific group who created music and sounds for the game.

Each group worked on their specific MIRO boards and with their own coding systems, and shared their results on the Collaborative board where the consortium members also got access to.



©Urbanities 2.0.

Extract from the Collaboration MIRO board



©Urbanities 2.0.

Extract from the Collaboration MIRO board

As a result of this complex co-creation process, the students managed to create a first draft version of the game, including the complex set-up of the environment, the main characters and a first version of the mini games.

They handed this overall system to the leader of IO3, who on his side started to work on the coding and completion of the missing parts. During the following months, some of the students continued to follow up the project and consulted with the IO leader on the practicalities of the game.

The coding of the game was finalised by Andrea d'Andrea from Euronet, and tested by the partners at several occasions, during transnational partners meetings and trainings and online meetings. Partners contributed to the finalisation and translation of the dialogues and to the common reflection on how the game can be embedded into the curriculum.

1.2. How to play Eurbania?

The game's plot is based on the main character's return to Eurbania, where he was absent for many years. The protagonist returns with a mission to rebuild the Community Center, which was previously a place run by his grandparents. Unfortunately, upon his arrival, it turns out that the Community Center is in bad shape and no longer used by the residents. In order to renovate the building and restore its former functions, the hero must learn about the needs of the residents through missions performed during the game. Talking to the residents will allow him to involve them in the efforts to improve the building and make them feel involved in restoring it to its former function.

Eurbania Game 2.0. aims to show the user the various forms and methods of public participation that are incorporated in the game. In an accessible way, the player can learn that his and the other residents' voices are extremely important in the process of developing a sustainable urban environment and that together it is possible to create the city and its surroundings. In addition, the participant can learn to learn about the needs of different social groups, young and old people, people with disabilities, etc.; a process that is necessary to take into account in the planning process of cities tailored to the needs of each individual. The game also includes numerous guidelines showing us how we, as residents, can take care of the city's environment, such as by adequately recycling debris or getting involved in city initiatives.

The player enters the world of Eurbania at the very beginning, visiting old friends and making new ones, finding himself in the neighbourhood and discovering the needs of its residents who would like to change it

The game allows us to interact with various characters through conversation, whereby we get to know their history, as well as learn numerous significant highlights about the main character. In order to better understand the spirit of the game, it is important to pay attention to the emerging dialogues and issues spoken by the characters, which will make the game more engaging and informative.

In order to better understand the game, its rules and functioning, a special video presenting the game Eurbania 2.0. has been prepared, which will help better prepare the leaders and participants for the challenge of the game. – INSERT LINK!

II. FROM NEEDS ASSESSMENT TO ACTION PLANNING

A curriculum for game-based learning of participatory action planning

2.1. General overview of the curriculum

The Objectives of the curriculum

The Eurbanities 2.0 Curriculum is, similarly to the first edition, a game-based learning curriculum, which is embedding gamification at two levels. First, its sessions have been designed in a way to reflect the different parts and messages of the online game. Second, the sessions themselves can be based on a role game, depending on the composition, skills and the interest of the learners.

Our Curriculum is an open-source tool, it can be used by any educators, teachers, facilitators who are willing to initiate their target groups into the main elements of citizen participation in neighbourhoods. Each of the sessions can be therefore used as individual activities. However, the main objective of the curriculum is to provide a complex learning material, that accompanies the learners through the different stages of the set up and implementation of their local participatory actions: starting at the needs assessment, following with the observation and analysis, and ending up in the preparation of an action plan.

Target group

Our curriculum addresses on the first hand, trainers and educators in non-formal education, working with citizens, independently from their age group, origins or specific issues, who are willing to learn how to engage into an active participatory process in their neighbourhoods. It also addresses trainers, moderators, working with NGO members who at a later stage intend to train their target groups regarding citizen participation.

The curriculum is also targeting teachers in formal education who are willing to initiate their students into the main aspects of citizen participation in a playful and practical manner, as well as teachers and students in higher education willing to get a more practice-oriented knowledge on local development of cities.

The curriculum's secondary target groups are citizens, students, members of NGOs who will use the sessions in their own activity once they have passed the initial training provided to them.

Blended curriculum

Eurbanities 2.0 Curriculum is designed for a playful and practice-based learning. This approach brings closer the learner to the complex topic of citizen participation and permits them reveal useful questions and to learn how to co-create solutions. Therefore, the curriculum has 2 important blended elements:

1. The above described and presented Eurbanities game that is recommended to be embedded into the different sessions in order to make the training more playful and interesting
2. A field trip presenting a specific issue in a neighbourhood or alternatively, a role play approach representing an imagined case or one of the urban problems represented in the online game.

The following section will provide some explanations and recommendations on the use of the embedded training elements.

Blended element 1. The Eurbania game

The most important blended element that constitutes the key purpose of our curriculum is the Eurbania 2.0. online game. The ways how to embed the game into the curriculum can vary according to the conditions of the training, the skills, interest, and number of participants, the feelings of the trainer, etc. Each trainer engaging the training will need to decide exactly how the game will be used during the training. (see also recommendations in Chapter 3).

Here are some possible options on how to use the game during training:

Option 1: Playing the game in one time

The game can be played individually by the participants from the beginning till the end and followed by the training. In this case the main elements of the game and therefore of the training will be known by the participants right at the start, which might be an advantage. The risk of this solution is that playing the game in one time might last too long, and the participants lose track of the overall aims of the training. One should not forget that playing a video game is an individual activity, that permits reflection on a topic, but that cuts the participants from each other during the time of the gaming. Further, the differences between the participants' digital skills might also be a risk: letting participants playing alone on their own for too long risks to generate an unbalanced starting situation between them. Therefore, even if played in one time at the start of the training, it is useful to set up the gaming part also as a participatory activity, based on communication and co-creation.

Versions:

a) The game can be played at the beginning with all the participants with the help of a moderator. This could be a solution in the case of certain groups, for example younger children or people with low digital skills or some disabilities permitting the trainer provide guidance to these groups and keep everyone on the same level.

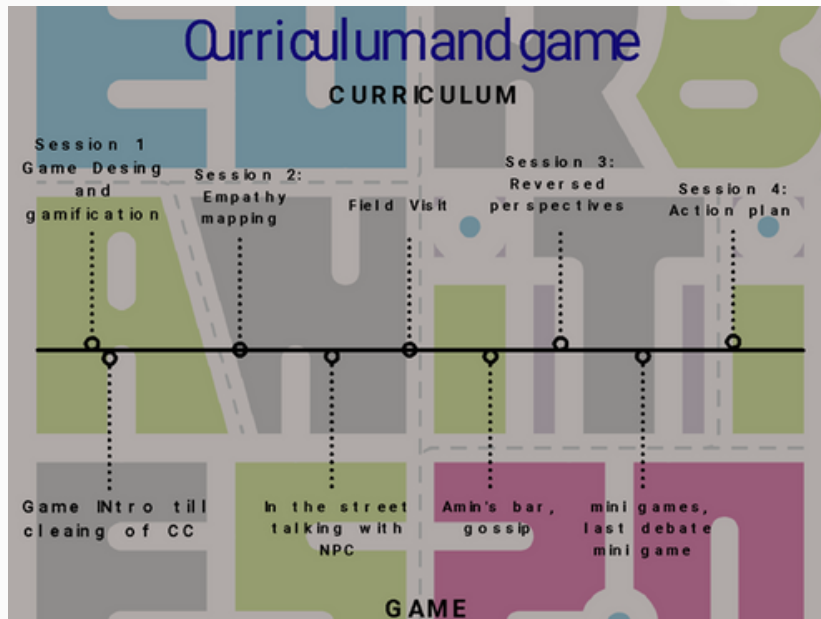
b) The game can be played in groups, where one person with relevant digital skills can be the moderator of the group

Option 2: Playing the game in sequences, embedded in between the sessions

The game can also be played, in groups or individually, with or without moderation, in sequences, when the game playing is cut at certain moments to be followed by a training session. In this case, the sequences of the game need to be decided in advance in a way to be coordinated with the learning outcomes of the sessions.

The Eurbanities 2.0. consortium worked out a proposal for an optimal sequential embedding of the game into the curriculum, by supporting each session with a previous gaming input as follows:

1. **Introduction to Game design and gamification:** this short session on gamification is suggested to be followed by the introduction session of the game, where the player understands the main challenges of the game and meets the main characters
2. The session **on needs assessment (empathy mapping)** can be followed by a part of the game when the player goes around Eurbania, meets all characters and understands their wishes and needs.
3. Within this part, optionally the trainer can embed a **field visit** where participants can test their needs assessment skills learned in the classroom.
4. The session on analysis with the help of **reversed perspectives** can be followed by the mini games in the game that will permit the player to answer the needs of the characters and to prepare the final debate.
5. The last mini game on the large debate between the municipality and the community can be followed by the last session of the training **teaching** the preparation of an Action plan.



©Urbanities 2.0.

Embedding the sequences of the game within the curriculum

Blended element 2: Field visit vs. role play

Eurbanities 2.0. curriculum is designed for training citizens, NGO members, trainers and educators on participatory tools and methods in neighbourhoods. Some of these target groups are more experienced in these topics than others. For instance, trainers in civil education or community building already have their own specific target groups to train, and want just to learn about new tools and methods for improving their agenda. Others, as citizens willing to be active in their neighbourhoods, might have little knowledge on participatory processes, sustainable development, etc. In the first case, a shorter and more concise training where participants learn about the methods and tools within the classroom might be satisfying. In the second case, participants might need to go through a deeper learning process, where real existing cases can be shown to them for illustrating the conceptual and methodological learnings.

This is why in Eurbanities 2.0. we suggest applying for two optional approaches.

Option I: In the case of the more experienced learners who need a shorter training, a role play could be applied for the practical testing of the methods learned. For this role play, several options can be used. One possible solution is when participants at the start of the workshop create an imaginary case to work on during the entire training, based on their professional and personal experiences. They invent their own characters, their own imaginary neighbourhood and the main initial problem. They might rely upon the concrete issues they will be working on when they are back to their cities.

In case of less creativity, or less time for preparing their own stories, the participants can also use the game story for their role play. The trainers in this case need to think how to divide the characters between the participants, and explain briefly the story of the game and the main problem. If the game is played at the start of the training in one sequence, the trainers might also suggest the learners to choose one or two topics from the game and to work on these in groups.

Option 2: In the case of less experienced learners such as citizens with no previous experiences in neighbourhood development, our suggestion is to use a concrete case in the city or neighbourhood where the training takes place. The trainer will in this case prepare the learners by explaining to them the situation (for instance, an NGO wants to create a community garden and needs a plan on how to integrate it into the neighbourhood), and the topic will be the main line of all the sessions. As a blended part, in this case, the participants are invited to visit the case study area, and to make empathy interviews with the stakeholders and citizens linked to this area.

2.1. Urbanities Curriculum Session Plan

In the following section of the learning handbook, the 4 sessions constituting the Urbanities 2.0. learning method will be presented in details including:

- the general objectives of the session;
- the conceptual background and the learning outcome;
- the main target group(s) of the session;
- a detailed session plan indicating the option activities and their timing;
- the material and non material needs and other useful recommendations for the set-up of the session.

The users of the curriculum will have the freedom to decided if they want to adopt the outlined session plans entirely into their teaching activity or they will rather pick up some of the elements and integrate them into their own curriculum. The ways how the game will be embedded into the training can also be decided by the future users of the curriculum based on the recommendations provided above.

SESSION 1:

GAMIFICATION AND GAME-BASED LEARNING

Euronet (Italy)

Changemaker (Sweden)

Comparative Research Network (Germany)



1.Objectives of the session

The main objective of this first session is to introduce the learners into the world of gamification, game design and game-based learning (GBL), in order to understand the use of the game-based tools in the curriculum.

Options: This session is mostly dedicated to the trainers and experiences NGO activists who intend to learn about methods to build into their trainings. For the less experienced learners we suggest to use a shorter version of this session (in the form of an introduction) and focus more on the sessions dealing with needs assessment, analysis and action plan.

Terminological and conceptual background

,Games and playing games are as old as civilization itself and at some stage in life, be it adult or child, we have all played games. Whether this is playing football in the park, a board game at home or simple word games on a long journey, playing games is part of what makes us human. The 'gamification' of learning allows us to take the concepts of games, with the associated fun and enjoyment and combine this with the instruction, practice and feedback that is necessary for effective learning to occur. Such gamification results in learners becoming more engaged and importantly in them enjoying the learning process."(based on The Gamification of Learning. www.3plearning.com/uk)

As the above quote suggests, gamification and game-based learning are the more and more frequently used terms in different teaching and learning environments.

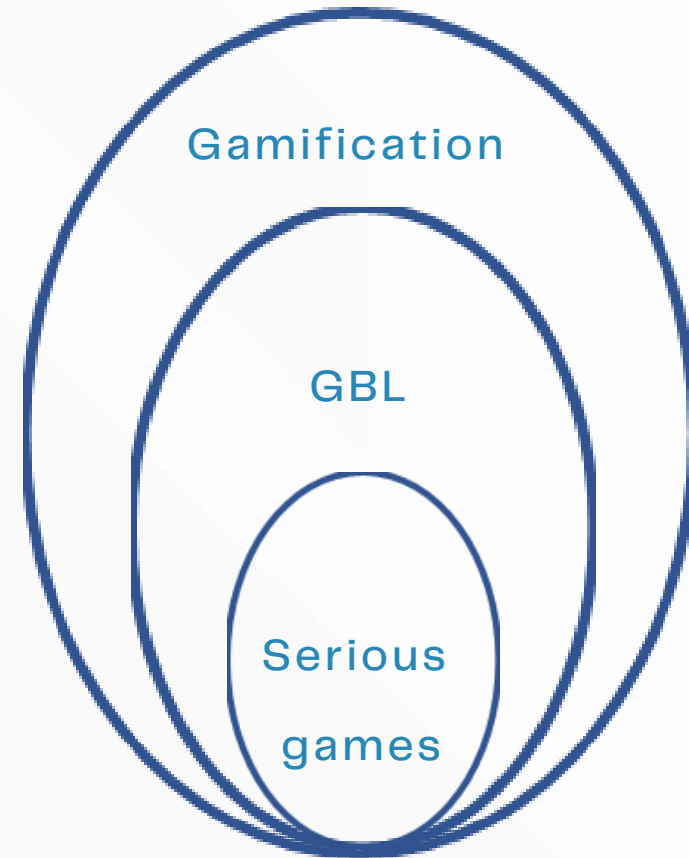
Yet as it is often the case with suddenly emerging terms, we are not always entirely conscious about their exact meaning, origins and content. Gamification and game-based learning have different forms and approaches. But first and foremost, it is important to acknowledge that learning through gaming and playing is not at all a new feature: teachers and educators willing to create a more informal and motivating learning environment have always been using gaming – consciously or unconsciously – in their curricula.

As mentioned above, game-based learning has gained great popularity during the past decades although the concept behind it: “learning by playing”, is one of the most natural things in the world practised by all of us since birth. Three terms need clarification here: **gamification**, **game-based learning (GBL)** and **serious game**. They are strongly interlinked and their relationship could be illustrated as follows:

Gamification is a process when someone applies game mechanisms on originally non game entities. In teaching it may happen every day, when a teacher uses ordinary objects for gaming. Gamification is also widely applied outside the teaching environment: it can be used for facilitating community activities as participative planning, realizing surveys, calling people’s attention to some social or environmental issues, etc.

Game based learning is a process when teaching is based on a concrete game, let it be a table game, a role play or a digital game.

Serious games are part of game-based learning: these games are created specifically for teaching. Their most important goal is to transfer a specific knowledge or message; thus they often give less emphasize on the effective gaming elements.



What are these “gaming elements”? Being fun, being challenging, motivating, full of surprises, offering rewards. According to certain approaches, in teaching, the three concepts (gamification, GBL and serious games) are strongly overlapping each other, and there is no real need to differentiate them. What counts finally is what these approaches offer in facilitating teaching and learning. [5] These elements are as follows:

- ✓ Transfer of knowledge in an entertaining way stimulating humour sense;
- ✓ Use of game mechanisms: points, rewards, leader boards, surprise (etc.);
- ✓ Making the pupils/students/trainees motivated to learn through the game and the rewards
- ✓ Learning is concentrated around a problem-solving attitude;
- ✓ Gaming is based on permanent repetition, offering the possibility of experiencing different scenarios, different solutions for the same challenge. Repetition permits the consolidation of the mastery;
- ✓ Interactivity, participative learning;
- ✓ Gaming teaches pupils how to take risks, how to deal with the consequences of their decisions and how to conclude and reorient their actions.

Game based learning / learning by gaming – offline

One very common form of offline gamification in teaching is the use of role plays. There are indefinite versions of role plays to be adapted to the teaching environment according to the subject of teaching, the age and orientation of the pupils, the time frame, the place, etc. The imitation of reality being in the core of role games, their preparation is important: bringing some tools reminding the pupils of the subject of the game, and letting them time to get into the story are important details to keep in mind. For a simple game reproducing the reality of a restaurant with tools borrowed from children’s games: small plates, forks and knives, real tables, plastic food, etc. can be an interesting tool for a language course, teaching words and civilization at the same time. Thinking it further it can also be an interesting tool for a training designed for trainers/facilitators working with people of migrant or minority background, helping them social integration in their new neighbourhood.

Another form is the use of existing/well known community games such as board games, logical games, strategy games or games based on a common activity. The use of these games is often transformed in the classroom environment, i.e. the game is often “hacked” according to the expected outcomes and objectives of the learning process. Sometimes the transformation of the game is the objective of the activity, by following the “Learning by doing” principle. If some of these games are initially designed for small children, their transformed versions can offer a funny learning environment and motivation to adults of any age as well. This was a method used at the Urbanities Hackathon when participants were invited to experience and hacked several simple community games and board games while playing them.

[5] Kapil Basin 2014: <https://www.learningsolutionsmag.com/articles/1337/>; <https://www.youtube.com/watch?v=o5mcVZTxN9U> (last access: July 2022)

Gamification with digital tools

Although the above examples show how extended the possibilities of gaming in teaching are, the concepts of gamification and GBL are nowadays also strongly linked to the use of digital tools and online applications. In this sense, gamification in teaching is strongly interlinked with digital learning. While the latter does not only develop teachers' and pupils' digital literacy, but also offers alternative teaching methods based on participation, creativity and innovation[6], gamification will add to this the gaming elements as described above: game mechanisms, challenge, risk, problem solving, rewards, repetition. Here again, borders between the two concepts cannot be clearly defined.

There exist a large variety of digital tools for teaching, many of which support a combination of digital and analogue/community-based gaming, such as the different **storytelling platforms and games** that can function as applications for individual writing but mostly serve for **sharing and co-creating stories in form of community writing or gaming** might also be **extremely useful in adult education**:

<http://www.inklestudios.com/inklewriter/> – you can write stories with different options and share it to be continued by another person.

<https://www.storywars.net/> – you can choose a story and continue it by writing chapters, or you can vote for existing stories.

<http://foldingstory.com/> – you can create stories, or add parts to begin stories and read stories.

<https://storium.com> – a community game for creating common stories.

<https://spark.adobe.com> storytelling site – describing and sharing stories.

[6] M. Barthel (ed) (2016): Improving the Digital Dimension in Education, „We are All Digital natives“ Erasmus + KA2, Comparative Research Network, Berlin. ISBN 978-3-946832-00-3

Several digital tools are already widely used in schools for facilitating teaching and communication between teachers and pupils, such as **Kahoo**[7], a rather popular app functioning as a squeeze game tool for the consolidation of knowledge while creating a competitive game atmosphere in the class. **Edpuzzle**[8] is also a tool to be used for deepening and controlling knowledge by including questions right into a video.

This and similar **mobile applications** might be of great interest for adult training as well, as they permit a high flexibility by linking trainers and trainees even if they are not in the same place or the same city. Their use is however limited: these applications are only adaptable to the latest mobile devices, and are strongly depending on the presence of stable internet connections on both sides (the trainer and the trainees). In case of weak connectivity or dated devices, the whole teaching process may be suspended.

The above-mentioned gamification tools also raise a specific form of digital gaming which is realised through **mobile applications**. This form has been largely spread as a result of the CoVID-19 break out as well. Technical barriers can thus be considered as the main obstacles of the spread of this form of gamification.

Serious games and Game based learning

The most interesting examples for Game based learning are of course the serious games and among them the games presenting existing social and environmental challenges. Many of these games are online games, or board games that can be played by printing elements available on an online platform – similarly to the final objectives of the Eurbanities 2.0 project.

[7] Kahoot! | Learning games | Make learning awesome! (Last access July 2022)

[8] Edpuzzle (Last access July 2022)

One specific characteristic of certain serious games is the weakness or the lack of certain game mechanisms, such as the surprise or the reward, that may strongly deprive the game of its basic elements and, in extreme cases, it is even questionable if we can still speak about a real game...

Keeping this important aspect in mind, each serious game needs to be evaluated in its concrete place, according to the purposes it had been created for, and the ways the public accepted it. For instance, the Migrant Trail is a serious game where the game mechanisms gain as much importance as the learning outcome.

Today, the best serious games also contain entertaining elements. The Games for Change website contains several examples for this new "approach": such as SimCityEdu or Ciclania or Electrocitcity game. GBL itself becomes a more and more commercialising market. Other information on serious games are also provided on the site of Serious Games Institute.

Game design

As it becomes clear from the previous examples, game design and more particularly, the design of serious or learning games, is a complex and challenging activity that needs multiple reflection on the following aspects:

1. The learning outcome, the story itself;
2. game elements that in the case of a learning game can fit into the time frame of a course;
3. A nice and appealing design.

Game design must pay attention to include the following elements that also serve as added value for GBL compared to traditional teaching:

- ✓ Mystery – attracting curiosity, engage users to play;
- ✓ Action – not to start with the theory, first engage action;
- ✓ Challenge;
- ✓ Being at risk;
- ✓ Uncertainty of outcome;
- ✓ Opportunity for mastery – to manage all;
- ✓ Visible signs of progress;
- ✓ Emotional content;

When constructing a serious game, the following elements have to be taken into consideration:

- ✓ Identifying the target group of the teaching;
- ✓ Identifying the pedagogical objectives and if the game would develop the cognitive, affective or psychomotor capacities of the pupils;
- ✓ Logically building the flow of the game: the story, the characters, and the spaces of the game have to be precise;
- ✓ It is important to create a video on game instructions;
- ✓ Implementation of a good score system to ensure interactivity;
- ✓ Curricular integration: it is important to know when, in what conditions the game will be used as a resource in education? The game designers will have to decide if the gaming part will be a special session within the curriculum, or it will be integrated into the other sessions.

When conceiving a game, the identification of the target group means also identification of the types of players the game is created for, as all types have different motivations, need different challenges, score system, rewards, etc. Identifying the types of players is almost like a psychological process and there are several concepts, theories and classifications.

An example: 3 main player types as defined by Mark Rosewater 2002[9]

According to what a player gets from the game (and not why he's playing for)

1-Timmy: He loves stories and narratives, and he plays because games provide him spectacles, good stories. For him, what is important in the game is the story. When creating a game for Timmy, the main goal is sharing the narrative with him. Timmy likes playing Game wars or horror games. Usually he has high expectations about how the game is created – it has to be of good quality, based on a logically built story, accompanied by a good narrative.

2-Johnny: He loves to be smart and to express himself. For him playing the game is a kind of creation. Not as explorers who want to know how the game works, he wants to know how to create something new through the game – how to become different. For Johnny, winning the game is important because it's a challenge. He also loves sharing his results. For him the ideal games are creative games, City creation games. The game design should contain meaningful choices, and possibilities for interactivity.

3- Spike: He loves challenges and challenging himself. He plays to reach an end, and to win. He is calm, determined, and calculating. He needs a multiplayer environment. In the game design he needs to be constantly challenged, to be ensured that he can constantly improve his skills.

The main steps of the creation of a serious game are therefore as follows (These steps were also used in the work on the Urbanities project):

- 1)Definition of the concrete subject and learning objectives of the game;
- 2)Creation of a story, because there is no game without a story;
- 3)Based on the story, creation of the game plot: the main actors (Hero, enemy, helper etc), and the main scenes of the game;
- 4)Identifying the game's challenges, by keeping in mind that the game's challenges are not the same as the story's ones. Based on the challenges, definition of the tasks of the game;
- 5)Fixing the game's rules and the obstacles to accomplish the tasks;
- 6)Creation of the scoring system;
- 7)Identifying the rewards, designing them with badges.

[9]<https://magic.wizards.com/en/articles/archive/making-magic/timmy-johnny-and-spike-2002-03-08>

2.Target groups

This session is designed first of all for trainers willing to know more about the creation and use of games in their teaching curricula, and citizens interested in game mechanics and gaming in general.

We recommend using this session mainly for trainers, NGO representatives who have good experience in participation and who intend to learn about methods and tools to teach participants to their target groups. It is less recommended to be used with learners with no previous experiences in citizen participation in order to avoid them being overwhelmed with too many types of information.

3.Session plan

Aim: Learn the rules of the games, understand the mechanisms, and train oneself to create their useful rules.

Action 1. Powerpoint presentation of gaming and gamification, (30 minutes including Q&A)[10]

Action 2. Presentation and discussion of a series of educational videos on gaming and game-based learning: (30 minutes – 10 minutes for group work, 5 minutes for each group for final conclusions)

The videos are as follows:

[What is a game?](#)

[Psychology of game](#)

[Game design](#)

[Educational games](#)

[10] In the following parts, we will provide some optimal time length for each session and sub session presented. The trainers using this curriculum will of course have the possibility to modify this timing according to the availabilities and the overall length of the training.

Learners will form groups and each group watches one video. They will answer certain questions:

- What is the video about?
- What did we learn?
- Why is it interesting in the context of our training?

After each group will present the main learnings of the videos in 5 minutes.

Action 3: Game analysis (30 minutes)

Learners form groups. The moderators will show them 3–4 well known board games, and each group will pick up one. The groups play the game and after 1–2 rounds they will fill the game analysis template shared with them by the moderator.

Action 4: Hacking the game – 45 minutes

Groups will get back to the game they played and think about how they would change the rules to use it for instance for the purpose of citizen participation, environmental development etc.

The new rules will be written down by the groups.

Once the new rules are identified, the groups will change places, and each hacked game will be tested once or twice by another group. The tester group will write their analysis, and at the end present it to the game hacker groups.

A discussion in plenary will follow for understanding the main elements of game design based on these practical elements.

GAME RULES

WORKING TITLE	AUTHOR(S)
Protetris - Cultural Invaders	
MIN-MAX PLAYERS	PLAY TIME
1 person, 3-5 minutes	
IN A NUTSHELL	
Imagine you're trying to convince friends, family or co-workers to play this. What would you tell them? Be clear: what is this game about, and how do you win (if applicable), in max two sentences.	
This is game is trying to bring a specific form of protesting against the demolition of cultural heritage. It raises the attention on the possibility of occupying a building by using the elements of some well-known games (tetris and Space Invaders).	
COMPONENTS + SETUP	
A French cook would call this the mise en place. List everything needed for the game, then explain how to set it up. You could use a sketch to make the setup easier to understand.	
<ul style="list-style-type: none"> - You need a picture of a building and a game designer who will change this picture into a funny pixel version - You need a coder who would create the tetris game 	

@Urbanities 2.0

1st page of the analysis template

4. Materials needed and recommendations

For the videos: At least one digital device/group is needed for the visualisation of the YouTube videos. It is recommended to split the groups in a way to have at least one person with good English knowledge.

Option: in case of no English speakers in the groups, the moderator can make a synchrony translation, or a summary of the essentials of the videos.

At least 4 board games.

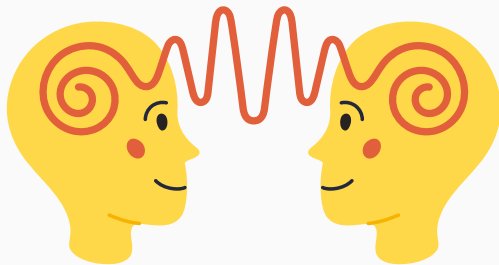
Paper, pens, flip chart, printed templates for the game analysis.

In case of digital training:

- a MIRO board
- Subscription to an online gaming platform
- Stable internet connection for all participants.

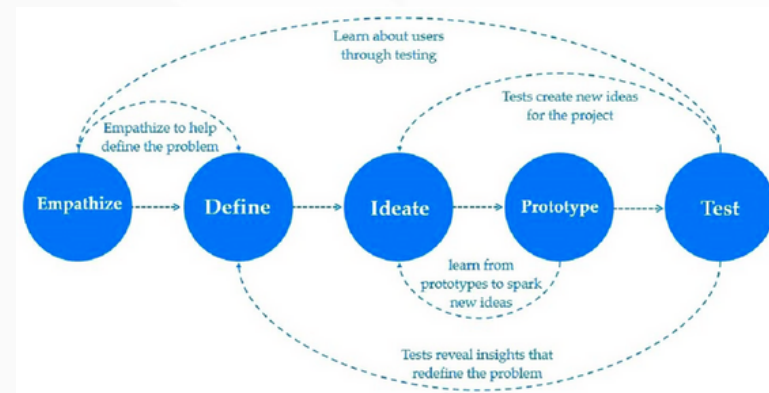
SESSION 2: EMPATHY MAPPING – NEEDS ASSESSMENT

Comparative Research Network, Germany



1.Objectives of the session

Empathy mapping is an approach designed to find out as much as possible about a person's experience as a "user" of a space, a process, an objective or an environment. It helps to understand the choices that people make and the reasons why they make them. By entering and understanding another person's thoughts, feelings, and motivations, the interviewer can understand the choices that person makes, understand their behavioural traits, and identify their needs. This helps, in a second step, to innovate, and to create products or services that are suiting the best to that person. The empathy interview is therefore the first element of the design thinking method.



The chain of the design Thinking Method[11]

[1] <https://careerfoundry.com/en/blog/ux-design/what-is-design-thinking-everything-you-need-to-know-to-get-started/>

Through ethnographic research techniques like In-Depth Interviews (IDI) or through storytelling we can learn how different target groups/customers feel about the problem we are trying to solve and how they might fix it if they could. Empathy mapping is based on the following main principles:

- The interview itself need to be rather an open conversation, starting with an open question and followed by a “normal” dialogue when questions asked are based on the things told by the interviewee. The entire dialogue is based on mutual respect, active listening and positive, empathic approach between interviewee and interviewer.

- The interview needs to be started by an open question that is introduced by a “How was it the last time when you did...”; “Tell me about your experience when...”; “How did you feel when...”. Besides this initial question, no other guidelines, questionnaires are needed.

- The interviewer needs to be attentive towards all information provided by the interviewee, such as the contradictions, small hesitations, signs of doubtfulness, unconscious expressions – expressed verbally or non-verbally during the conversation. The interviewer will take notes about all the information perceived during the interview in a way to clearly distinct the information from each other.

- As a second part of the practice, the notes of the interview will be embedded into the Empathy Map, a tool permitting to analyse the complex set of information received during the interview by categorising them according to what has been told, felt, thought and done by the interviewee, and what were the things that came out as being the clear benefits and the clear detriments for this person.

2. Target groups

Empathy mapping can be used in a large variety of contexts and therefore it can be learned to a large variety of target groups. In the case of participatory urban planning that is the main topic of our project, our target groups are constituted by NGOs, citizens, teachers, educators but also urban development experts, urban planners and municipal employees ect., who are willing to understand the real needs of local citizens and stakeholders, before starting to draw their action plans in the neighbourhood.

3. Session plan

Part 1: Introduction to the Empathy mapping method (2-3 hours)

Aim: to learn about the method and test it.

General description of the activity: In this first activity the trainer provides a presentation on the empathy map method, highlighting the advantages and particularities of the method, and following a Q&A session, the learners will test the method in groups.

Action 1: Power point presentation on Empathy mapping (30 minutes including Q&A)

- Be aware that all participants understand;
- Give good examples for explaining the specifics of empathy interviews and why a deep needs assessment is needed;
- Explain slowly all elements of the process even if some of them seem to be evidence;
- Show visual illustrations and examples to be clearer;
- Encourage learners to ask questions and take the time to explain them, understanding the method is very important;
- Create a visually attractive empathy map and explain it clearly.

Action 2. Identifying a question (30 minutes work in groups)

- Create groups of 3-4 people and explain to them the goal: based on the topic of the training (for instance, the renewal/transformation of a park) they need to identify one open question to start their interview with;
- The groups think and create their question in 15 minutes;
- In the plenary, they write their question on the flip chart one by one. With the moderation of the trainer they will discuss each question and if needed the groups will reconsider their question.

Action 3: Simulation of an interview (30 minutes work in groups)

- Back to groups, each group will set the roles of interviewees and interviewers. It is recommended to have one person who will ask questions and one who takes notes;
- Interviews can also be recorded in audio or video;
- Back to plenary, learners will shortly share their experiences/questions.

Action 4: Filling the Empathy map (30 minutes work in groups)

- Back to the groups, each group will fill the empathy maps with their notes; ATTENTION: if one group made several interviews, each interview needs to be analysed with a distinct empathy map. (Comparison or summary of the maps can only happen afterwards);
- Each group will present their map in the form of a poster and present it in plenary.

Part 2: Field visit and empathy interviews (2-3 hours)

Optimally a field visit needs to be embedded into each EURBANITIES training. The visit can be held in a problematic area, a spot under construction, a community space in need of improvement etc. The essential condition is to link the field visit to a need for action to be done there.

During field visit, training participants will be encouraged to make real life empathy interviews with the users, potential users of the space visited.

Action 5: Once on the spot, in the frame of a first introductory visit, the trainer explains the special characteristics of the area, the stakeholders/citizens involved, and the main developments to be done there.

Action 6: groups of 3 or 4 are created. Each group will identify one open question. They will after going to the street / or stay in the space depending on the context, and will make 2-3 empathy interviews with randomly met citizens. They can eventually make photos or recordings – consent needs to be asked previously.

This session can be held as an optional one. In case of a training held for educators the field visit can be replaced by an activity in the room. In this case session 1 and 2 can be melted, and the interviews can be held for fictional cases in the role play.

Part 3. Creation of Empathy Maps (1,5 hours)

Action 7: Back to the room, the groups will create their empathy maps (one interview-one map)

Action 8: The results will be presented in a plenary session.

Action 9: Comparison of the results of the interviews, and creation of a list of needs based on the empathy maps

Optional: in case of session for educators:

Action 10: Discussion of the difficulties encountered; co-evaluation of the method

4.Materials needed and recommendations

Material needed: flip chart, large papers, smart phones/cameras.

The session can be held online, in this case participants will work on a MIRO board.

SESSION 3:

CHANGING PERSPECTIVES – ANALYSIS OF THE NEEDS AND THE CONTEXT

Stadtlabor, Austria



1.Objectives of the session

The Changing Perspective method is designed for improving the capacities of people to listen and understand each other's arguments and to analyse a given situation by discussing with members of communities. This method provides a crucial skill to be used in participatory processes. Changing perspectives can help people improve their empathy and understanding towards their conversation partners, their needs and point of views. It helps people manage conflicts, bring closer diverging interests, solve difficult problems, and ideate within a community.

Change of perspective is the ability to leave one's own point of view and perceive the world through the eyes of another person.

In psychology, perspective shifting is described as an overlap of Theory of Mind and empathy. It sounds simple, but it is a complex thought process.

Still, there are great advantages to being able to switch perspectives as follows:

- Broadening horizons: the change of perspective allows you to gain one or more new perspectives on problems, difficult situations and challenges.
- Questioning your own positions: The change of perspective is an ideal opportunity to question your own positions and thought patterns. Does what sound perfectly logical and comprehensible to you still sound the same when you put yourself in your counterpart's shoes?
- Understand other perspectives and opinions: See situations through other eyes. This enables you to understand why your counterpart thinks, believes, argues and acts the way he does.

2. Target groups

The different methods for changing perspectives can be used to a large range of people. Basically, everybody who works with groups of people can benefit from them. This also involves our main target groups: NGOs, citizens, teachers, educators but also urban development experts, urban planners and municipal employees. Everybody who wants to understand the people better or find lasting working solutions to a difficult problem.

All presented methods in this section should be familiarized, so one can choose and pick from them once the need arises. For training purposes, the discussed topics could be theoretical or hypothetical but also, as it than should be used in real life situations, actual problems, basis of discussion or conflicts could be used.

3. Session plan

Part 1: “Repeat after me” – discussion (1h)

Aim: Understanding your debate opponent better with the help of active listening and paraphrasing.

You need a discussion topic, preferable one where it is easy to take sides.

Option 1: In case of more experienced learners, you can pick up a topic linked to the training’s main topic: a specific challenge of sustainable urban development for instance.

Option 2: In case of less experienced learners, you can pick up a funny and entertaining topic, for instance: Do you agree with putting pineapple on the pizza?

The group has to split up in pairs. One partner is pro, and one is contra regarding the topic.

The discussion is started, and one partner starts to try to convince the debate opponent with one argument. Then the other person is allowed to answer or even bring up a new argument, but before doing that, the discussant has to repeat (paraphrase and summarise) what the other person just said.

The discussion is allowed to go back and forth, but the rule of repeating what just was heard has to be used throughout the whole discussion. This method ensures that you listen carefully to your interlocutor and repeating what is said also increases comprehension building...

Materials needed and recommendations

For this exercise there is no real need for materials. There is only a little bit of space needed, so the group has enough room for their discussions. If this method is used in a training setting it is entertaining to start with a light and fun topic, before moving to more serious discussions. (For instance: is it correct to put pineapple on the pizza?)

Part 2: Analysis through changed perspectives (2-3h)

Following the initial discussion, participants get more involved into the mood of debate, discussion and understanding. In the second part, they will start analysing the specific topics/challenges that came up during the empathy mapping. Trainers can use two different methods.

Option 1: Reverse Brainstorming or Headstand method (2-3h)

Reverse brainstorming is good to use when people are familiar with brainstorming, or where you've already used brainstorming, and you're looking for a different kind of ideation tool. It's a fun variation and is particularly useful when there are groups who have judgmental participants.

The First Step in Reverse Brainstorming

Using a similar approach like brainstorming, begin by identifying a specific challenge statement, making sure that it's well-constructed. Take the challenge statement and reverse it into a negative form. Next, the group generates ideas on that reverse challenge statement, and you will follow the guidelines for divergent thinking: You are deferring judgement, striving for quantity, making connections, and remaining open to novelty.

Using Reverse Brainstorming to Create Positive Solutions

After the ideas have been generated for this negative statement, the group then reverses them and transforms the negative ideas into positive ideas, hopefully responding to the real challenge. One negative idea can stimulate multiple positive ideas.

Resources and Materials needed and Recommendations

At least one Flipchart is needed per group. For every group you need one or two people to write down the ideas (could be the facilitator, but also a member of the group, as they might be able to work alone).

Regarding group size it is recommended that there should be approx. 5-12 people per group. If the group is too big there might be too many ideas at once and it is hard to write all of them down. Also, in a bigger group there might be some people who are not participating. If the group is too small there might be too few ideas and people are not able to bounce off each other's suggestions.







Option 2: 6 Hats (2h)

Problems and issues can be very complex. To grasp this complexity, you need to look at the problem from as many sides as possible. However, it is often difficult for us to let go of a point of view or a position once taken. 6-hat-thinking promotes flexible rethinking.

The basic principle of 6-hat-thinking

The method is based on the following model: Each of the participants have different hats at their disposal, which symbolically stand for a certain direction of thinking (e.g. critical, creative, neutral, etc.). Each hat also has a certain colour. These colours symbolise the attitude you get with the corresponding hat. There are six different hats available. These six thinking hats metaphors provide a more complete and comprehensive segregation of the types of thinking than the prejudices that are inherent to the immediate thoughts of people.

This method (invented by Edward de Bono) is very effective in group discussions and helps the participants to understand each other better and to experience different points of view. It can also be used very well in teams to find solutions or ideas by having all participants wearing the same hat at the same time and thus thinking together in one direction. All these thinking hats help people to think more deeply about a certain topic.

Process 	Blue Hat <ol style="list-style-type: none"> 1. The Blue Hat focuses on managing the thinking process 2. Symbolises the Thinking about Thinking 3. What thinking is needed? 4. Planning for action.
Facts 	White Hat <ol style="list-style-type: none"> 1. White hat thinking focuses on data, facts, information known or needed 2. Neutral and objective 3. What do I know? What do I need to find out? 4. How will I get the information I need?
Creativity 	Green Hat <ol style="list-style-type: none"> 1. Green Hat thinking focuses on creativity 2. Symbolises Creativity 3. Ideas, Alternatives, Possibilities. 4. Solutions to 'Black Hat' problems
Feelings 	Red Hat <ol style="list-style-type: none"> 1. Red Hat thinking focuses on feelings, hunches, gut instinct and intuition 2. My feelings right now 3. Feelings can change 4. No reasons are given
Benefits 	Yellow Hat <ol style="list-style-type: none"> 1. Yellow Hat thinking focuses on values and benefits 2. Symbolises Positives, Plus Points 3. Logical reasons are given 4. Why an idea is useful
Cautions 	Black Hat <ol style="list-style-type: none"> 1. Black Hat thinking focuses on difficulties, potential problems, and weaknesses 2. Why something may not work 3. Logical reasons are given 4. Spotting the risks and dangers

Advantages of the Six Thinking Hats

- The Six Thinking Hats method is a properly defined method;
- It stimulates parallel thinking;
- The Bono method provides structure to a brainstorming session or meeting;
- The Six Thinking Hats method motivates a clear thought process;
- The method inspires creative and effective thinking;
- The Six Thinking Hats method provides a variety of possible solutions to a problem;
- The method stimulates engagement and performance.

Disadvantages of the Six Thinking Hats

- Applying the method in a team or a group is time-consuming;
- In using the method, people can still disagree strongly and there can even be conflicts about different perspectives.

Resources and Materials needed and Recommendations

For this exercise there is the need of the hats of course. They can be made from paper or can be real hats in the right colours. You can simply provide just printed out pictures of hats in the right colours for people to hold in front of them, but it seems there is even more benefit to this method, when people truly put something on their head. Also, you would need a flip chart or something else to visualise the results.

As said earlier, there can be a great advantage when the facilitator lets the whole group, for one certain question or problem, wear one hat at the same time. Also, when hats are given out individually, the facilitator might decide who gets which hat. For example, a person who always comments negatively on a subject might be given the yellow hat and will be helped to find positive aspects of the matter.

Part 3: Conclusions (30 min)

In a plenary discussion the participants will create a summary of the analysis of the basic needs and challenges linked to the topic of the training: either the specific area visited or the specific case brought up for the role play (see part 2 of Empathy mapping). This summary will be the basis of the Action plan activity, that is the subject of the last session of the training.

SESSION 4: ACTION PLAN

Association for Urban Transition, Romania



1.Objectives of the session

Action planning can take various forms, but it is always about considering the next steps to be taken in order to achieve the results we want.

The objectives of this section are related to:

A) understanding the connection between the expected/dreamed of results (objectives), the necessary resources and the calendar for the actions which are not isolated from each other (project triangle);

B) identifying persons/representatives of institutions who can help and who can bring obstacles against the desired outcomes (basic stakeholder analysis) but also responsibilities in the implementation of actions in order to reach expected results;

C) ordering or grouping ideas in axis / chapters / working packages / etc., in order to better define the needed actions, their duration – the connections among the activities for the action plan.

2. Target groups

Action Planning can be used in a large variety of contexts and therefore it can be presented to a large variety of target groups.

In the case of participatory urban planning that is the main topic of our project, our target groups are constituted by NGOs, citizens, teachers, educators but also urban development experts, urban planners and municipal employees. The ideal situation for planning the next steps is to have representatives from all groups who would have a role in the implementation.

Eurbanities 2.0 is a project focusing on learning – and even though a lot can be learnt by doing real action plans directly, this session will focus on simulating the process of planning for next steps, based on the previous learning activities guided by this curriculum. It has to be emphasized that the description of these action planning guidelines does not cover real cases – because, in order to create a specific action plan, detailed information tailored to the case is needed, which may vary. But it is through such simulations that the participants understand the challenges and the benefits of the action planning processes and they are very useful especially when the participants group is formed by people with various backgrounds: NGOs, civic groups, and public administration who are not yet very sure about the common objectives or the specific resources that each stakeholder can bring.

3. Session Plan

Part 1. Introduction to the Project Triangle (1 hour)

The project triangle illustrates the problem of the triple restriction – the need to balance project scope, cost and lead time to ensure a quality end product. The triangle is all about compromise, because even if one variable of the project triangle is changed, compromises in the other two variables of the triangle are inevitable.

Aim: to learn about the connections between goals, resources and time

General description of the activity:

First, the trainer provides a presentation on the Project Triangle, highlighting also the limits of this oversimplification.

The underlying idea is that there are strong connections between COSTS, TIME and QUALITY OF RESULTS and that you can't have it all—there has to be compromise somewhere.

- If you want something cheap and fast, it may not be top quality.
- If you want something cheap and good, don't expect it to be done quickly.
- And if you want something fast but need it to be really good, it will likely cost more.



Source: Cheap, Fast, or Good: Pick Two . 12

12. <https://creative-intelligence.imgresults.com/blog/cheap-fast-or-good-pick-two>

Following a Q&A session, the learners, individually, will have to put elements of any project they can think of in this format, and then, the examples will be briefly presented so that everyone can see the variety of projects and the fact that they all share these connections that need to be made.

Action 1: Presentation on Project Triangle (project management) – (10–15 min minutes including Q&A)

- Be aware that all participants understand it;
- Give good examples for explaining the basics about connections;
- Show visual illustrations and examples to be clearer;
- Encourage learners to ask questions and take the time to explain them, understanding the method is very important;
- Create a visually attractive examples collection and explain it clearly

Action 2. Analysing a project - any project - to see how the triangle applied (10 minutes individual work + 10–15 minutes discussion in the plenary)

- on the basis of examples from the PowerPoint, the participants will be encouraged to find one example from their experience - of a project that ended;
- place keywords in the corners of a triangle on an A4 - as clear as possible to be visible for everyone in the group;
- in plenary, present each triangle;
- discuss how the connections among the 3 corners apply in all cases.

Action 3. Conclusions – PowerPoint presentation with few main ideas on project planning (5–10 minutes)

The challenge of this action is to encourage participants to understand the fact that every complex objective require planning and a definition of the actions and resources and those principles apply to many topics – but you cannot have achievements unless you organise actions and allocate resources



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Project management principles – since project planning is part of the project management (13)

13- <https://www.techtarget.com/searchcio/definition/project-planning>.

Stakeholder Analysis Matrix - www.tools4dev.org

tools4dev

Stakeholder Analysis Matrix

Stakeholder Name	Contact Person Phone, Email, Website, Address	Impact How much does the project impact them? (Low, Medium, High)	Influence How much influence do they have over the project? (Low, Medium, High)	What is important to the stakeholder?	How could the stakeholder contribute to the project?	How could the stakeholder block the project?	Strategy for engaging the stakeholder
EXAMPLE Nurses & Midwives Union	Carlos Davida cdavida@nu.org 0998 765 287	High	High	Maintaining working conditions for nurses	Agree for union members to implement the new reforms	Going on strike	Monthly round- table discussions
Patient Advocacy Group	Yuki Chan ychan@paag.org 888 587 101	High	Medium	Maximizing quality of care for patients	Communicate with other stakeholders to express their support for reforms	Making complaints about quality of service after the reports	Information and feedback meetings every 6 months
Sunday Times Newspaper	Jane Smith jsmith@stn.com 888 587 101	Low	High	Getting a good story	Print stories that support the new reforms	Printing stories that oppose the new reforms	Quarterly press meetings

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Stakeholder Analysis Matrix (14)

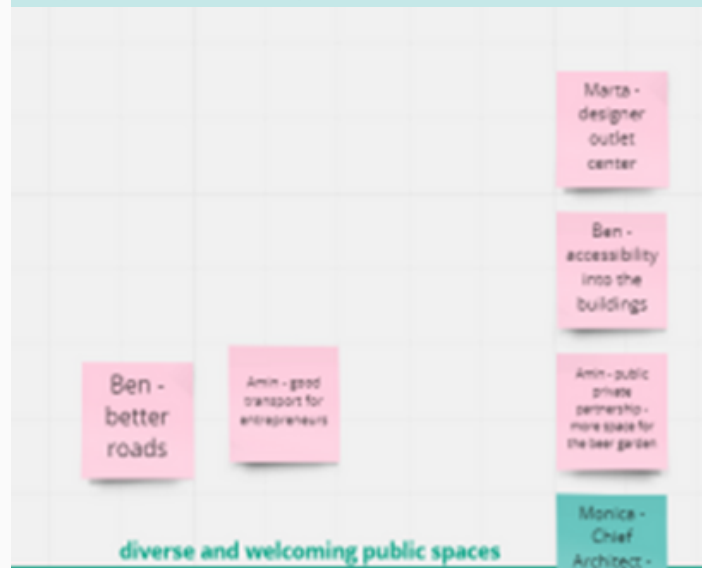
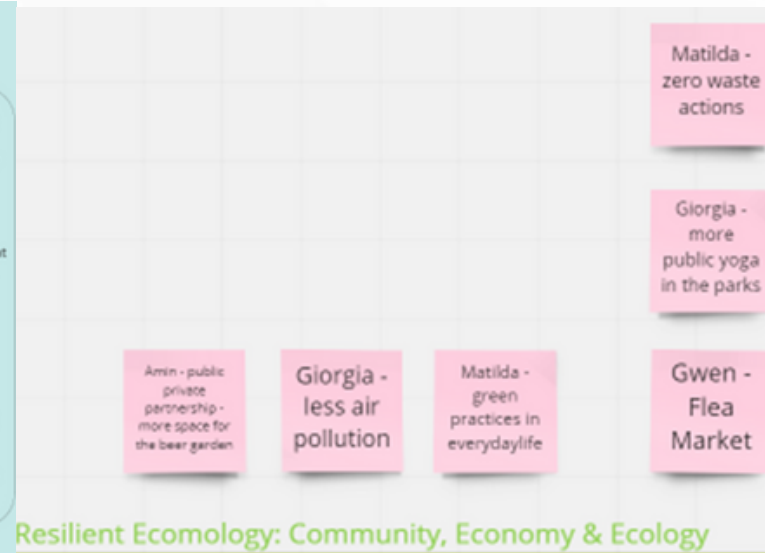
Action 5: from the list of game characters to a list of stakeholders (10 minutes)

- introduce the connection to the game, the characters, explaining each of them – the connection to the game can be a plausible story such as: because we were so active and so good in convincing the community about the importance of the community centre the Mayor asks us about possible improvements that can be made in our neighbourhood with participation of the local community in implementing the actions!
- allocate characters to participants (if it can be extracted from the game: a character could be illustrated with the pics and few words describing their interests);
- if more in number, then duplicate the main characters from the game (it can be with random online allocation, or with small pieces of paper).

Action 6: from expected results from each character to neighbourhood improvement objectives (30 minutes)

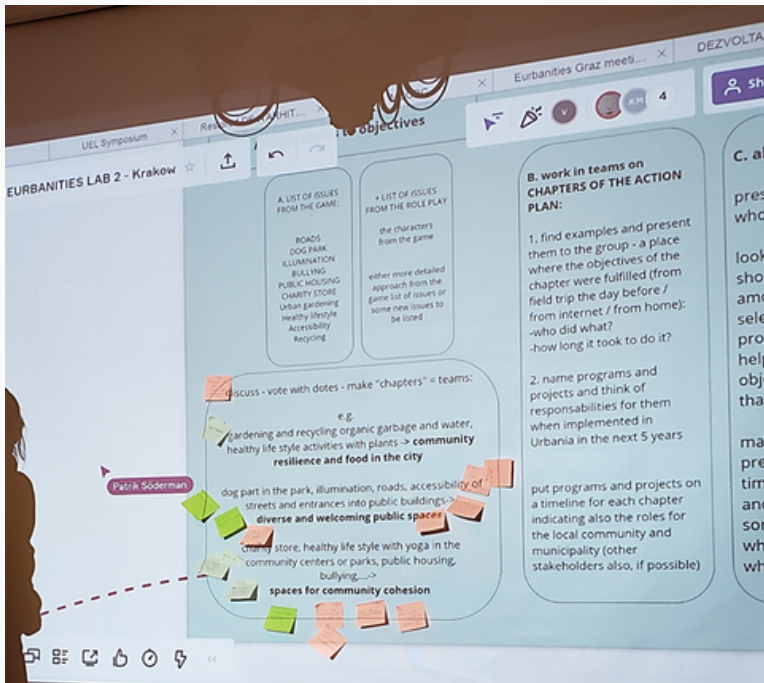
- ask each participant to do the role play and write on post-its EXPECTED RESULTS that their character might wish for the improvement of their neighbourhood.
- Each participant will present their ideas in the plenary – and the moderator will place each post-it in a CATEGORY.

(14): www.tools4dev.org.



@Urbanities 2.0.

Illustration of character objectives and creation of groups – Urbanities 2.0 transnational staff training (LTTA), Krakow, October 2021



Collection of post-its in Action Plan session –
Eurbanities2.0. transnational staff-training (LTTA) in Krakow October 2021

Categories of improvements in a neighbourhood (in close relationship to the minigames in Eurbanities 2.0) are usually related to:

- public/publicly used green spaces in the city – parks, squares, but also street trees, but also community gardens, etc.;
- accessible, safe and diverse public spaces – places for spending time outside, space and equipment for sustainable mobility – public transportation, bike lanes, etc.;
- built spaces for community cohesion: schools, libraries, but also cafes, etc.;
- waste management for recycling, energy infrastructure, etc.;

There can be also more focused and complex topics for the improvement of the neighbourhood such as: affordable housing, circular economy, etc. and the number of categories for post-its clouds can vary a lot (it is advisable to have at least 3 post-its in each category).

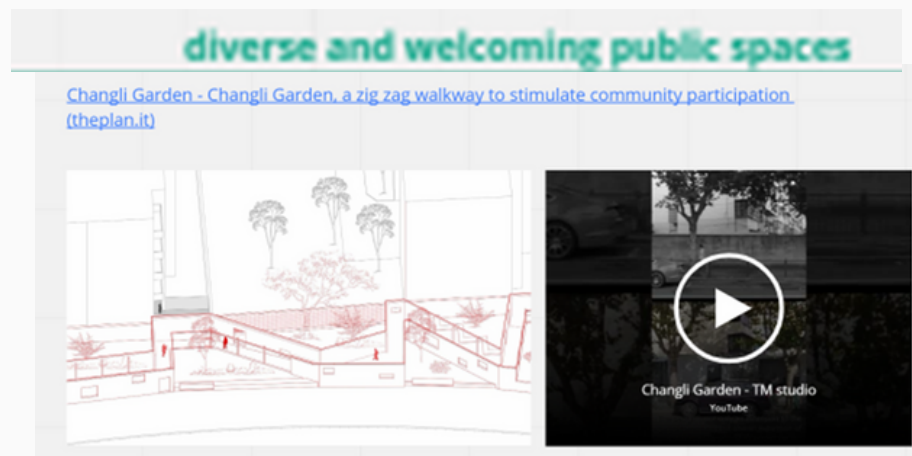
Each category of improvements is then presented by the facilitator in more general terms –with elements taken from various post-its that were placed in that category – in this way, the category becomes an objective / strategic direction of the action plan – and it can be formulated as an objective.

Action 7: Collecting examples of actions for similar expected results (1 hour: 5 minutes team allocation + 30 minutes team work TO COLLECT AND PREPARE EXAMPLE PRESENTATION + 20 minutes presentation of examples in the plenary)

Team allocation: The participants will create groups for each category of expected results – ideally 3 or 4 teams (thematic groups) – either by each of them expressing an option for one objective or another or by the number of post-its that the role playing has given for each category from each participant

For collecting examples, participants in one team will work together based on their previous experiences, internet search, etc. – they document one or maximum two examples by showing HOW THAT RESULT WAS ACHIEVED: who did what? (what kind of actions?) what sorts of resources were necessary? how long it took to achieve results? It is important to focus the example presentation on VERBS per stakeholder = categories of action that are specific to each stakeholder (e.g. community organisation representatives present some ideas in a public event to other inhabitants, municipality employee from Urban Planning Department gives technical advice to a community group, etc.)

In the plenary, each group will present one or two EXAMPLES on how similar results were obtained elsewhere (it is advised to keep time for maximum 5 minutes per example – one example from each team; to start the discussion only after all examples are presented).



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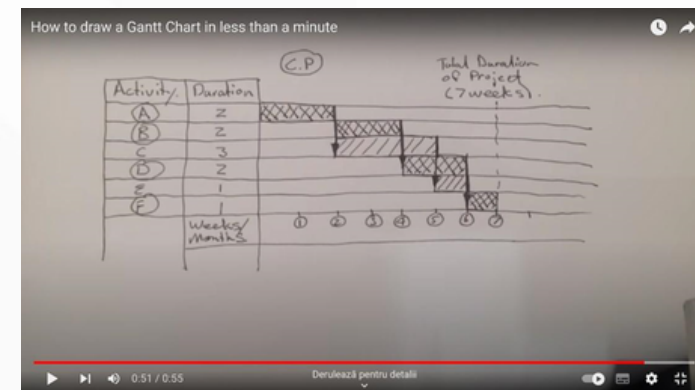
Example of successful intervention to stimulate community participation in Changli [15]

[15] [HTTPS://WWW.THEPLAN.IT](https://www.theplan.it)

Part 3: Planning for action (1 hour)

Action 8: connecting actions into an action plan (10 minutes)

The trainer introduces the need for connecting a set of several actions into a plan that is logical in terms of time management and of resources (a result from a previous action that is needed for another one). The need to establish a duration for each section has to be emphasized in order to build a calendar (Gantt Chart examples).



GHANTT CHART EXAMPLE [16]

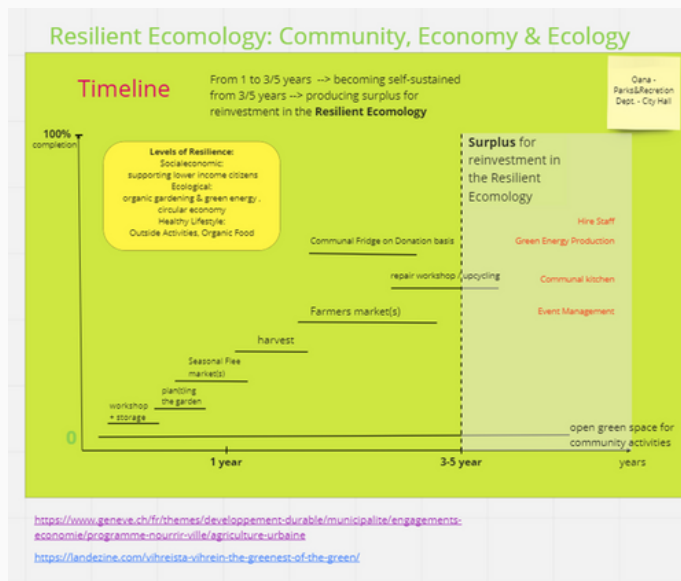
Then, before splitting again into groups for the team work, the facilitator helps the participants to identify selection criteria for the actions leading to expected results and to they should be reminded once again about the WHO question and HOW LONG IT TAKES one.

[16] [HTTPS://WWW.YOUTUBE.COM/WATCH?V=YZSPYA5S2R4](https://www.youtube.com/watch?v=YZSPYA5S2R4)

Action 9: detailed action plan – team work in groups (30 – 35 minutes)

Each group of participants lists concrete ACTIONS – in terms of verbs – needed to achieve the established expected results (group objective established in Action 6 and explored in Action 7) and write down also who is the stakeholders who has to do each action.

The participants from each group have to discuss and reach consensus for listing these actions that are considered the most important and also to establish duration for those selected actions in order to produce a TIMELINE (Ghantt Charter) and to define the main stakeholders for each of the actions listed.



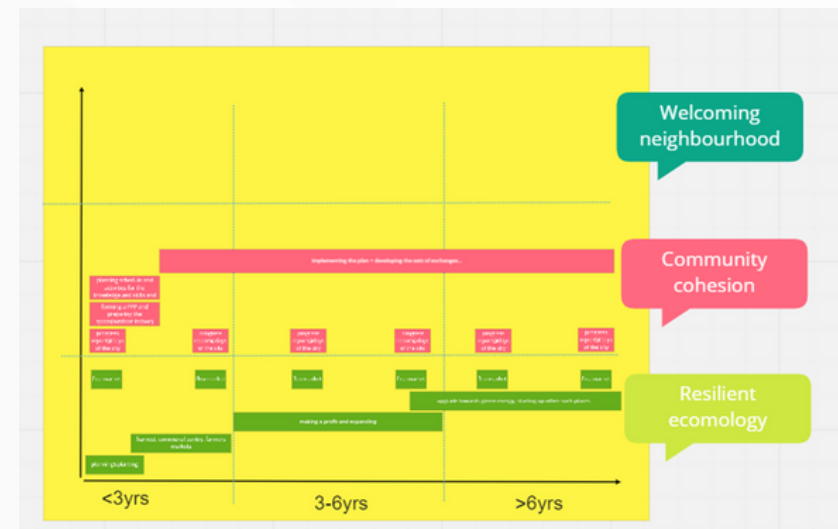
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Example of team work expected results – Urbanities 2.0.

Transnational staff training, Krakow, October 2021

Action 10: Plenary – a common PLAN for ACTION (30–40 minutes)

In the plenary, each team presents briefly their timeline. Participants will be looking for synergies – connections among the groups' Gantt Charts in order to merge them into one single TIMELINE – the common action plan. This is done by selecting the best actions that can help to reach more than one expected result. The final timeline drawing (common action plan) can be made by the facilitator like a performative action – asking for validation from all the participants before placing an action on the common action plan.



© Urbanities 2.0

Timeline illustration - Urbanities 2.0

Transnational staff training, Krakow 2021

The facilitator will help the participants revising the previous stages (like in the scheme below).



Stages in community action for neighbourhood improvement [17]

The closing discussion should consider some general principles for planning concrete actions in a real situation (like the ones stated in the example below).

- 1 Keep your eye on the prize – a timely neighbourhood plan which addresses the planning issues that matter in your area
- 2 Manage your time - never underestimate the value of a work programme and clear timetable
- 3 Avoid duplication – don't worry about including issues that are already adequately addressed in the Local Plan
- 4 Make a difference - good ideas count for nothing if they never get implemented so don't get distracted
- 5 Be practical - every new idea requires new information and evidence to back it up
- 6 Embrace compromise - be honest about how much time, energy resources and skills you can all bring
- 7 You can't please all the people all of the time – don't try
- 8 Keep things moving - don't delay everything while you wait for information on a single issue that may never emerge
- 9 Be realistic – you won't be able to address every issue raised in public consultation or by the enthusiasts in your group
- 10 Enough is enough – the perfect plan doesn't exist so draw a line and win that referendum

10 tips for community planning [18]

4. Materials needed and recommendations

The simulation based on the sessions described above is highly recommended before planning for the next steps in a real situation

Material needed: flip chart, large papers, smart phones, self-adhesive stickers.

[17] <https://cdfcdc.ca/about-us/>

[18] <https://neighbourhoodplanning.org>

2.3. The curriculum in the practice: the Berlin training

The main objectives and participants of the Berlin training

From 9 April to the 15 of April 2022, young people from Austria, Italy, and Germany, got together in order to participate in the Urban Civic Education Lab (UCE Lab) youth training in Berlin dedicated to support young people to implement community based urban innovations[19]. The Urbanities 2.0 consortium decided to test the Urbanities 2.0's training sessions with this group by working on a specific participatory issue in Berlin.

The participants were between 18 and 25 years old and they came from different countries and different cultural and professional backgrounds. Most of them have learned urban design, social and urban studies, etc., had but few experiences in working on the field.

The aim of the training was to learn new experiences in urban innovation and civic engagement, and to learn how to implement this knowledge in a concrete practical case study. This case was the Himmelbeet community garden project. This organisation had had an intercultural community garden in the area of Wedding in Berlin, but due to the decision of the local government they had to leave their temporary location. The municipality offered them an empty plot in a more peripheral area of the district. These events just happened by the time of the training.

[19] The UCE Lab training aimed to enhance critical thinking of young people living in cities and foster the development of their social, civic, and intercultural differences so that these skills can be capitalised in the field of social entrepreneurship. Through formal and informal activities, the participants learnt about participation, action plans, inspiring urban projects, and many other things. The training was organised in the frame of the Urban Civic Education Lab Erasmus+ project, coordinated by Wonderland (Austria) with the collaboration of two partners also engaged in Urbanities 2.0: CRN (Germany) and Mine Vaganti NGO (Italy), <https://urban-civic-lab.eu>

The organisations had but few knowledge about the new neighbourhood, and relatively few outreaches to the local communities. Therefore, they started to search methodological support for mapping local people's needs and expectations, and based on these to decide the ways how the garden's functioning should look like.

The participants of the training were invited to work on this specific case, by following different sessions of the Urbanities 2.0. curriculum, in order to prepare an action plan, based on the results of an empathy mapping practice in the area, the analysis of these interviews with the reversed perspectives method and the use of the different elements of Action Planning.[20].

The sessions [21]

Gamification:

During the training, the participants got the chance to meet Andrea d'Andrea, the game designer who designed the Urbanities1.0 and 2.0 games. The workshop was about digital gamification, its benefits for the learning process and how it can be used to have a positive impact on society.

Changing society and promoting civic engagement through gamification was the main focus point of the activity.

After the theoretical aspect, the participants tried out the Urbanities 1.0. game in order to put into practice what they learned during the first part of the activity and assimilate the theory through a concrete example.

[20] Unfortunately at that moment the Urbanities 2.0 game was not ready yet, so they could not test the embedded version of the training, only the consecutive sessions.

[21] Description based on the final assessment of the training provided by the participants

Empathy mapping:

The participants learned about the empathy mapping method, which consists of finding out as much as possible about a person's experience as a user of a space, a process, an objective or an environment. It helps understanding the choices that people make and the reason they make them.

This activity was of high interest for the participants because it aims to help innovate and create products or services that are suiting the best that person and as the UCE Lab project is all about the development of the participants skills in the field of social entrepreneurship this activity was particularly suited for the participants' needs.

Once again, the formal and theoretical part was followed by a practical application.

The participants went into empty plot offered to the Himmelbeet organisation and applied the method in order to gather information about people's expectations and needs for the functioning of the future community garden.

Reversed perspective:

In the perspective of improving the Himmelbeet community garden, the participants were introduced to the reversed perspective method. This method is based on the assumption that it is usually easier to criticise than to find positive elements. The young people were expected to find elements that the Himmelbeet garden definitely shouldn't do (example: not being gender inclusive). After they made their list, they had to invert the negative sentences into positive ones (example: creation of gender-neutral toilets)

This way, they managed to create a list of advice and recommendations for the managers of the Himmelbeet garden.

Action plans:

To summarise in a coherent and organised way all the information and advice they gathered for Himmelbeet during the training, the trainees learned the techniques such as swot analysis, stakeholders' involvement monitoring and action plans.

This allowed the participants to identify the different stakeholders involved in the Himmelbeet project, as well as the difficulties that could be encountered in the future.

The action plan method forced them to set realistic goals and timelines in order to improve Himmelbeet in the future.

Indeed, the action plan session is based a very well-structured method that aims to set objectives in a defined timeline and identify the different steps that will need to be achieved to reach the objective.

Once again, this workshop isn't only interesting in the context of the project but it will certainly be of use for the participants in the near future.

Conclusions:

The most important result and the one that summarizes all the others was the action plan. All the field trips, discussions, and workshops had led to those plans.

Thanks to all the data they gathered during the field trips the learners were able to create realistic and relevant action plans for Himmelbeet.

One of the Himmelbeet volunteers even came on the last day to listen and took notes of the different conclusions the participants made.

Himmelbeet is planning to implement some of the participants' propositions in the future and follow their action plans and recommendations.

III. RECOMMENDATIONS

FOR EDUCATORS, LEARNERS AND GAMERS



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3.1. How to play the game?

How to plan the embedding of the game into the curriculum?

Trainers need to consider the planning of their sessions if they want to let their participants play the game individually or with moderation, in groups or in plenary sessions. For deciding this, trainers need to have some initial knowledge about their trainees, for this reason it is recommended to send a pre-assessment form right before the training asking about the following:

- digital skills of the participants;
- their experiences of working individually or in groups;
- their capacities to follow a longer session.

Since the game requires the right equipment to play it comfortably, embedding it into the training needs a special attention on behalf of the training organisers. It is necessary to ask themselves whether there are enough digital devices available for the participants (in the case of the individual game, playing in pairs). In the case of a group play, they need to make sure if there are enough facilitators who can help the participants to play, and enough space for the groups. Based on this assessment, the trainers/teachers can decide how the game will be conducted in the classroom.

Another challenge is having enough knowledge about the game. Since there may be questions from the players during the game, it is important that those running the sessions are familiar with the game. For this reason, leaders and facilitators should play the game and see what mechanisms are involved before leading the class. This way they will be familiar with the interface, which will allow them to better assist the players with questions.

Adapt the way you translate the game to the needs of your audience. Younger users will need a longer and more elaborate introduction to the game than older and more experienced users. This includes showing how to play the game, as well as discussing its context. Maybe sometimes for younger groups you have to spend more time discussing the game interface, which will be more intuitive for older players?

An introduction to the game involving a discussion of the issue of public participation as well as forms and methods of participation would greatly facilitate the player's understanding of the game scenarios being played. In particular, it would be helpful to refer to a local case study – telling how participatory activities are visible in the place where the players live, which will spark the imagination of the participants.

3.2. How to build your sessions?

How to prepare the role play?

Option 1: In case of well experienced trainees, ask the participants to create groups and to prepare their own story of a neighbourhood, facing a specific issue of sustainable urban development. They might identify the main stakeholders and share the roles among themselves.

Option 2: In case of less experienced or less creative groups, the trainer can propose the participants to use the story of the game for the role play. In this case it is recommended to create character cards and to divide them among the participants, and to explain them with different visual tools the story of the game. One participant can decide to work with the same character during all sessions.

How to prepare the field visit?

If you decide to prepare the training based on a concrete case in your neighbourhood, be sure to well prepare it.

- Make research in advance on the area, make interviews about the main challenges linked to the case.
- get in contact in advance with the stakeholders, and prepare them for your project, and ask their consent for giving an interview to your trainees.
- make an appointment for the field visit well in advance to be sure that the people are available.
- prepare carefully your case, use tangible and relevant data and information. Think about the problems that accompany the place to better present and discuss them with the participants
- be sure that you have one contact person from the case study area who can provide answers to any upcoming questions.
- Make it possible to the participants to present the results of their action plans to the stakeholders – in case they are interested
- make a list of supplies you may need for the trip, or a list of supplies you would like the participants to take with them (e.g., camera, cards, pens, etc.).

How to move from the virtual to the real perspective?

The game session can show how forms and methods of participation can be used in everyday life. Examples of social participation from around the world can be used for this purpose!

Those taking part in the activity can prepare their own list/poster with interesting examples, which they will find using an Internet search engine, then show to the other participants in the form of a presentation.

Another way is to focus on highlighting ways in which participants can engage in the life and development of their environment. Perhaps they themselves see an area that they think could be changed? Give them the task of planning action in a specific area of their choice.

3.3. Examples for 2 optional training agendas

In the following chapter we will provide 2 suggested session plans of the Urbanities 2.0 training, according to the two main target groups of our project: experienced learners (trainers, and experienced activists) and unexperienced learners (citizens). In our session plan we suggest to embed the Urbanities2.0 game in several parts. Our session plan includes these gaming sessions; concerning the sequences of the game to be played during the different game sessions, please see our recommendations above (Chapter 2.1, p.15).

Training 1: For experienced learners: trainers and experienced citizens/activists

Aim: to learn some new training methods for teaching participation or supporting their target groups

Length: 2 days

Option: Role play

Day 1: Introduction to gamification and empathy mapping,

Time	Activity
9:00-10:00	Welcome and icebreaker
10:00-11:30	Game design and gamification session
11:30-11:45	break
11:45-12:30	game session 1
12:30-14:00	LUNCH
14:00-15:00	creation of the role play: creation of groups, division of roles, discussion about the topics
15:00-17:30	Empathy mapping method (incl. 15 mns break)
17:30-18:00	Wrap up and assessment of the day

Day 2: Analysis and Action Plan

Time	Activity
9:00-10:00	Icebreaker and wrap up of day 1 in groups
10:00-11:00	Game session 2
11:00-11:15:	Break
11:15-12:45	Reversed perspectives: analysis of the empathy interviews
12:45-14:00	LUNCH
14:00-15:00	Game session 3
15:00-17:30	Action Plan session (including 15mns break)
17:30-18:00	Presentations of the Action plans, wrap up and evaluation

Training 2: For unexperienced learners, citizens, students

Aim: to learn about urban participation, local processes and methods for obtaining practice based knowledge in local activism

Length: 4 days

Option: Field visit

Day 1: Welcome, introduction and empathy mapping

Time	Activity
9:00-10:00	Welcome and icebreaker
10:00-11:00	Introduction to gamification and to the game's main rules and parts
11:00-11:15	Break
11:15-12:45	Game session 1 (with moderation)
12:45-14:00	LUNCH
14:00-16:00	Empathy mapping part 1
16:00-16:15	Break
16:15-17:30	Game session 2

Day 3 : Analysis of needs and context3

Time	Activity
9:30-10:00	Icebreaker
10:00-13:00	Reversed perspectives session (including break)
13:00-14:00	LUNCH
14:00-16:00	Game session 4 (until the end)
16:00-17:00	Discussion about the game, its main learning outcomes

Day 2: Field visit and empathy mapping

Time	Activity
10:00-13:00	Field visit, empathy interviews
13:00-14:00	LUNCH, back to room
14:00-15:30	Co-creation of the empathy maps
15:30-17:00	Game session 3 (including break)
17:00-17:30	Assessment of day 1&2

Day 4: Action Plan

Time	Activity
9:30-10:00	Icebreaker
10:00-11:00	Action plan - triangle
11:00-11:15	Break
11:15-12:45	Stakeholder Analysis
12:45-13:00	LUNCH
13:00-16:30	From needs to Action plan (incl break)
16:30-18:00	Assessment of the training & closing ceremony



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