



Database of ProSocial Games

ProSocial Values Erasmus+ KA2 Project	
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INTRODUCTION

This database of prosocial digital games has been developed in the framework of the project ProSocial Values, co-funded by Erasmus+ programme (2017-1-IT02-KA201-036860). The scope of the project is to help children from 5 to 15 years old to learn prosocial values, to develop positive interpersonal relationships and therefore foster social coexistence and individual empowerment.

Acquiring skills for social and emotional well-being is important for inclusive societies and academic achievements. Digital games can be tailored to teach the benefits of cooperation, as well as the ability to recognise the emotions of others and express trustworthiness, helping children to appreciate team-work, recognise the value of understanding other people's needs. The digital games should not be considered as a stand-alone activity, but as an involving tool in the hands of the teacher, who can use them in the framework of a broad lesson or learning experience about the positive way to interact in the society. Prosociality is not only a theory and the games will help the children (and the teachers) to experience directly what it means to help and respect the others, to cooperate, to find a common solution, to communicate effectively, to be empathetic and change one's own perspective, etc.

There are several serious games that improve the prosocial skills but it takes time for a teacher to find them and decide which one to use. The aim of this document is to provide to teachers, educators, practitioners in the field of education a collection of digital games that can be used in their daily work to promote the prosocial values as respect, responsibility, cooperation, solidarity, etc. The partners of the project conducted a research on the existing prosocial games in their national language and in English. The research was focused on the online free games in order to make them available to everyone.

The games have been analysed in their functionalities with a short description of their characteristics and their instructions. Each game is described in a practical way, the most important information is given in order to facilitate the teacher's choice: type of the game, target age, languages, objectives, prosocial values and skills, equipment needed and timing. Tips and hints for the use in class are often provided, as well as possible activities that can be implemented together with the game.

In the final part of this document the reader can also find other materials that can be used in the development of lessons about prosocial values.

Classification of the games

To be prosocial is a complex behaviour and it requires sensitivity, awareness and skills at different levels: personal, relational, social and universal values.

The prosocial values are divided as follows:

Personal skills:

- Personal relationship/friendship/family
- Empathy
- Emotions

Relational skills:



- Respect/tolerance/accept the differences
- Equality/equity
- Solidarity
- Help each other
- Cooperation
- Gratitude

Social skills:

- Communication/multilingualism
- Citizenship
- Education

Universal values:

- Ethics
- Peace/democracy
- Freedom
- Responsibility
- Environment/nature

Even if the majority of the games collected involve values in all of these four fields, we identified two main topics for each of them and gathered them together in order to ease the researches of the teachers when they recognise the need to work on a specific prosocial topic within her/his class with the help of digital games.

Games for personal skills

There are some personal skills that needs to be strengthened in order to improve the prosocial abilities. The following games are more focused on the personal values like: Personal relationship/friendship/family, empathy, emotions.

- Build Your Own Hero
- Cool School: Where Peace Rules
- Find the pair
- Liyla and the Shadows of War
- MeteoHeroes
- Resolución de conflictos
- Rock the Boat
- Stray Puppy Care
- Swing Fling
- The Journey of Elisa
- The roulette of emotions
- Ventimesi



Games for the relational skills

To improve the prosocial skills is important to foster some values about the relationship with the others. The following games can be used to help learners to understand the importance of values like: respect/tolerance/accept the differences, equality/equity, solidarity, help each other, cooperation, gratitude.

- Against all odds
- Build Balance
- Cool School: Where Peace Rules
- FireBoy & WaterGirl
- Golden Frontier
- Interland (Be Internet Awsome)
- Pig Pile
- Pushy Paddles
- Resolución de conflictos
- The Journey of Elisa
- The roulette of emotions
- The time tribe
- Third World Farmer

Games for the social skills

The prosocial teaching can focus on the values that allow us to keep a better social behaviour like: communication, multilingualism, citizenship, education.

- Build Your Own Hero
- Can you save the world?
- Educamigrant
- Find the pair
- FireBoy & WaterGirl
- Interland (be internet awesome)
- Pig Pile
- Pushy Paddles
- Quandary
- Rock the Boat
- School Bullying
- Sustainable Saun
- Swing Fling
- The time tribe
- Tower together
- World Rescue

Games about universal values

While teaching the prosocial values is important to focus on the ones the we can call universal like: ethics, peace, democracy, freedom, responsibility, environment/nature.












- Against all odds
- Build Balance
- Can you save the world
- Educamigrant
- Golden Frontier
- Liyla and the Shadows of War
- MeteoHeroes
- Quandary
- Sustainable Saun
- The time tribe
- Third World Farmer
- Tower Together
- Ventimesi
- World Rescue

Other digital material








This section is about other material available for free and online that the teachers can use to implement their lessons about prosociality.

- Avatar Maker
- Badge Craft
- Bitmoji
- Happy Onlife
- Emotions and Communication














Against All Odds	
 Link to the Game	http://www.contravientoymarea.org/ Spanish version
 Promoter	Consejeria de Education Junta de Castilla y Leon (Spain)
 Type of Game	Online game - multiplayer - narrative game
 Target Age	10 +
 Language(s)	English, Spanish, 10 more European languages
 Prosocial Value(s)	Empathy Solidarity Justice Compassion
 Prosocial Skill(s)	Perspective taking Be empathetic Help the others
 Objectives	<ul style="list-style-type: none"> • <i>Direct:</i> Get students informed and aware of the refugees situation. • <i>Inter and cross-disciplinary:</i> develop of ethic on the approach to differences; Social and Emotional education. • <i>Psychological, sociological, prosocial:</i> Get some empathy from students; Learn about characteristics of resilience; Develop proposals on how to support classmates that have gone through a traumatic situation
 Description of the games	<p>The player represents the role of a refugee who may go through three different situations that the refugees often experience.</p> <p>It is structured in 3 sections, that are "war and conflict, running from persecution", "Border country, can I stay here?" and "a new life, loss and challenge". Each of them deals with some refugee situation and each section is divided into 4 parts on which the pupils can get information about different human rights and reflect, for instance, about which country could get you asylum? How would you deal for making yourself understood in a language you don't know? What is resilience? How important you think could be your empathetic skills towards immigrants/refugees/non native people so you can encourage a person under this situation when they are in your country and they feel about to give up....</p> <p>Every part in each section has different kinds of information which can be easily accessed through "Web facts".</p> <p>The games are divided into the same sections and parts than the</p>





	information previously mentioned to make it easy to refer to one another.
 Equipment Needed	Adobe Flash Player (It can be played online in any equipment and operating system as long as the Adobe Flash Player is installed)
 Description of The Activity	<p>Besides the games, each section contains accessible fact sheets, profiles, videos, or other interesting links about situations refugees many times front daily.</p> <p>Steps to implement it:</p> <p>After you click on the link above you may register, so that when you leave the game, information will be saved on the leaving point. Therefore, if the next time you play you log in, you may continue the game at the same point.</p> <p>At the next step, you may choose between entering the game or clicking on the “Web Facts” section.</p> <p>The option “Play Against all Odds” allows you to play the game.</p> <p>The option “Web Facts” section provides information about every situation considered in every part and section</p>
 Timing	40 minutes each section, so it can be easily incorporate to a lesson at school
 Images or Other Documents	
 Tips and Tricks	<p>You do not need to register to play the game but it is desirables in case you want to work/play on it on different learning sessions at school-</p> <p>Advisable to play it in small groups as its contents make arise concepts interested to be discuss in group.</p>
 Source	©UNHCR




Build Balance	
 Link to the Game	http://friv.world/build-balance/
 Promoter	DIIT - Trakia University (Bulgaria)
 Type of Game	Online game - multiplayer - flashgame
 Target Age	6-11
 Language(s)	All languages – the game is based on shapes and motion
 Prosocial Value(s)	Education Ethics Equality/equity Solidarity/help each other Responsibility Communication Environment/nature
 Prosocial Skill(s)	Self-control Set goals and plans Problem solving Taking turns
 Objectives	<ul style="list-style-type: none"> • <i>Indirect cross-disciplinary:</i> Math (shapes recognition); better understanding of natural law • <i>Psychological, sociological, prosocial:</i> Predictability of behaviour action and reflection of the action
 Description of the games	<p>You have to tell children that the aim of the game is to predict the behaviour of the three characters as they move and build the highest and most sustainable figure.</p> <p>There are 3 shapes, square, triangle and circle: you have to build a balanced construction and predict the behaviour of the shapes to build the higher balanced shape.</p>
 Equipment Needed	Computers – it is recommended that two children share a computer, so they can discuss. Adobe Flash Player needed
 Description of The Activity	An example of how it could go: <ol style="list-style-type: none"> 1. Insert the problem 2. Children play the game. 3. They discuss what is balance and after gaining certain experience 4. Deciding who is the winner after the end of the game.(the tallest












	<p>figure)</p> <p>5. Commenting the failures – they tried the most times but did not reach any what – so –ever success.</p> <p>6. Can a human being keep a balance with their actions?</p> <ul style="list-style-type: none"> - From the game we see that one could learn to foresee what is coming as you set the figures in a certain way. - Could we foresee what would happen when there is no balance? - Should we then take risks? – we comment on how to develop: We forecast, take chances, as we try to keep the balance in order to succeed. <p>7. Students have to split into groups of 4 children in a group.. During this lesson other very appropriate topic are:</p> <ul style="list-style-type: none"> - Pictures – destroyed nature and extreme urbanization in cities. - Friendly/ unfriendly relationships – in a fight, sad, crying; hugged, playing together, reading, writing together, riding their bikes. - Very rich people – very poor people: pictures of food, clothes, cars, etc. – Balanced consumption. <p>8. Life and death – disasters, wars, and natural catastrophes, due to ruined Echo balance.</p> <p>9. Group tasks :</p> <ul style="list-style-type: none"> - Give suggestions for actions for reaching balance... - What would you : share, exchange, add, forbid. <p>Steps:</p> <ul style="list-style-type: none"> -create a character – an avatar -name him/her and decide what are the rules for what he/she can/cannot do (rules and abilities)– only two magical powers -Create a story with 5 pictures, where the avatar is the good character who keeps the balance -Create a story where the character is “bad” and does not balance. <p>Topic 1. Me and the world around me in balance/imbalance.</p> <p>Topic 2. Me and my classmate in balanced/imbalanced relationships.</p> <p>Topic 3. Me and my expectation for the future of Earth – balance and imbalance.</p> <p>Final:</p> <p>Story-telling – first the stories them they like themselves the most, (the right to chose)</p> <p>Give an evaluation – what would you remove, forbid or allow in order for the story to be more realistic.</p> <p>What is the ending of the story you would like for your story?</p>
 Timing	<p>Preparation and implementation – preparation – 30 minutes.</p> <p>Working time – 2 classes</p>
 Images or Other Documents	





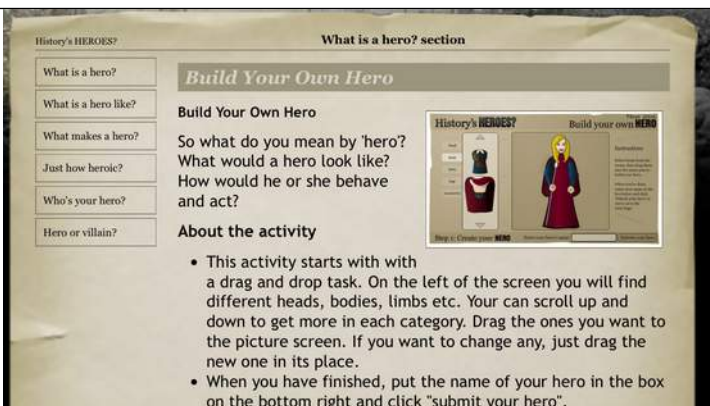


	
 Other Relevant Links	http://taggalaxy.de/ Interactive FLICKR with countless thematic pictures from the whole world.

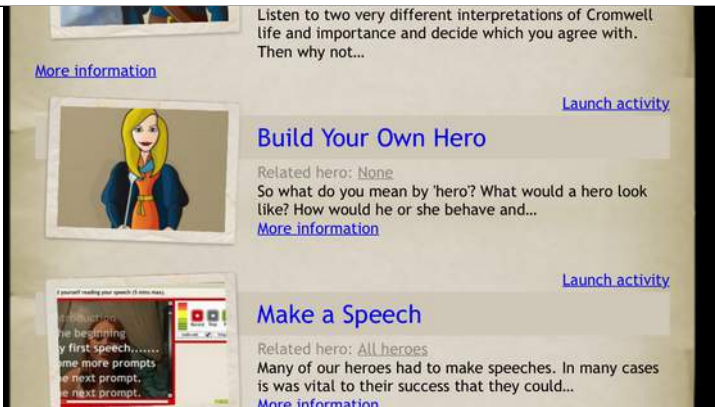





Build Your Own Hero	
 Link to the Game	http://historysheroes.e2bn.org/whatisahero/view/19
 Promoter	DIIT - Trakia University (Bulgaria)
 Type of Game	Online game - single player - role-playing video game
 Target Age	10-14
 Language(s)	English
 Prosocial Value(s)	Ethics Solidarity Responsibility Communication Citizenship Cooperation Empathy
 Prosocial Skill(s)	Cooperation Be empathetic Promoting human rights Respecting others Courage and the importance of being brave Teamwork (every hero succeeds with the help of others)
 Objectives	<ul style="list-style-type: none"> • <i>Direct:</i> to learn about history, people's acts of selflessness, sacrifice and fights for what's meaningful and just • <i>Indirect:</i> To asks students to (re)created their own versions of heroes based on what they have learned about other heroes. Teaches them about empathy with the fate of other people, puts them in their shoes, helps them create a moral compass for evaluation of heroes' behaviour and sacrifice. • <i>Inter and cross-disciplinary:</i> it works with subjects such as history, citizenship, art, social and emotional education • <i>Psychological, sociological, prosocial:</i> The game aims at developing a safe space where children could explore the opportunities to dream about their future contribution to society.
 Description of the games	<p>The game is a part/an activity of a platform- website, which is called History Heroes (http://historysheroes.e2bn.org/)</p> <p>The game allows children to design their own hero based on different options they have for outer appearance, as well as personal qualities and</p>











	<p>strengths. As the hero is prepared to be launched into the “wall of heroes” children have to pass through a quiz where they learn about other important heroes in history and their strengths and actions. Afterwards children could edit their heroes (if they chose to do so- by adding more strengths based on what they have learned from the quiz).</p> <p>As a follow up, children could share with the rest of their classmates what their new hero look like and what are his strengths. They could be used to be presented to the rest of the children in class, to make a presentation, write stories about the hero, etc.</p>
 Equipment Needed	<p>Internet connection and a computer</p>
 Description of The Activity	<p>This game is addressed to children in school, studying history, citizenship, at an age where they begin to develop their moral compass and are ready to learn and explore other people’s actions which lead to change, brought about freedom, justice</p> <p>The game is very structured, allows to reverse steps, but follows the general direction of design, improve and present the hero</p> <p>Steps to implement it: Go to the website, start the activity. Children design their hero- first the appearance, then the “inside” – their strengths, qualities, etc. Then children have to take a quiz which leads them to more knowledge about what other real heroes have done. They can revisit their hero and add more qualities. Their hero is ready to meet the world. As a follow up- teachers can set up different tasks: write regular stories about their heroes, use the hero as a “solution” to everyday issues: “What do you think your hero would do in this situation?”</p>
 Timing	<p>No preparation is needed, the game could last as little as 10-20 minutes and could go on for as long as the teacher decides.</p>
 Images or Other Documents	 <p>What is a hero? section</p> <p>Build Your Own Hero</p> <p>Build Your Own Hero</p> <p>So what do you mean by 'hero'?</p> <p>What would a hero look like?</p> <p>How would he or she behave and act?</p> <p>About the activity</p> <ul style="list-style-type: none"> This activity starts with a drag and drop task. On the left of the screen you will find different heads, bodies, limbs etc. You can scroll up and down to get more in each category. Drag the ones you want to the picture screen. If you want to change any, just drag the new one in its place. When you have finished, put the name of your hero in the box on the bottom right and click "submit your hero".






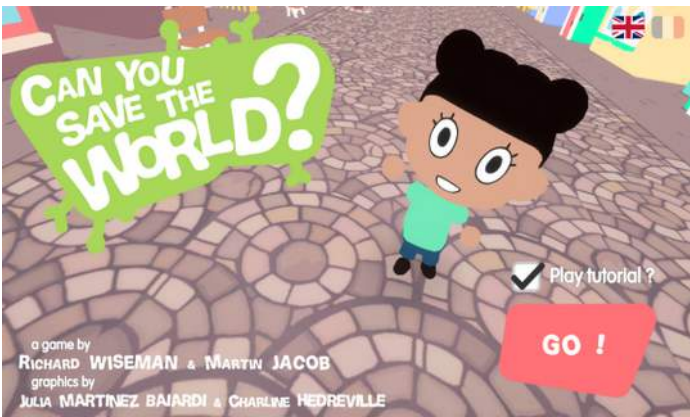


	 <p>Listen to two very different interpretations of Cromwell life and importance and decide which you agree with. Then why not...</p> <p>More information</p> <p>Launch activity</p> <p>Build Your Own Hero</p> <p>Related hero: None</p> <p>So what do you mean by 'hero'? What would a hero look like? How would he or she behave and...</p> <p>More information</p> <p>Launch activity</p> <p>Make a Speech</p> <p>Related hero: All heroes</p> <p>Many of our heroes had to make speeches. In many cases it was vital to their success that they could...</p> <p>More information</p>  <p>Home Heroes? What is a Hero? Your Heroes Activities <input type="text"/> <input type="button" value="Search"/></p> <p>History's HEROES?</p> <p>Edith Cavell 1865 - 1915</p> <p>An ordinary nurse becomes a nation's heroine!</p> <p>Edith Cavell was an ordinary nurse who became a national heroine during World War 1... Find out more...</p> <p>What is History's Heroes?</p> <p>This is a site about heroes. Not super-heroes - you won't find Batman here, nor the Incredible Hulk. But you'll find people who really did exist - people who made their mark on history.</p>
 <p>Other Relevant Links</p>	<p>http://historysheroes.e2bn.org/</p>
 <p>Tips and Tricks</p>	<p>The site contains plenty of other activities and games which could be used to continue to develop the sense of justice, moral values and citizenship in young people; they are creative and use different multimedia skills to engage the students.</p>







Can You Save The World	
 Link to the Game	https://martin-jacob.itch.io/can-you-save-the-world
 Promoter	Friends Of Education (North Macedonia)
 Type of Game	Mobile online game – one player
 Target Age	6-13 years old
 Language(s)	English
 Prosocial Value(s)	Empathy Solidarity Positive communication Responsibility
 Prosocial Skill(s)	Be empathetic Problem resolution Ask for help Help the other
 	<ul style="list-style-type: none"> • <i>Direct:</i> demonstrate the importance of social distancing. • <i>Indirect:</i> develop emotional intelligence • <i>Psychological, sociological, prosocial:</i> Promote self-regulation and so-












Objectives	cial distancing.
 Description of the games	A game has been developed for children during the coronavirus pandemic which aims to demonstrate the importance of social distancing.
 Equipment Needed	Device (smart mobile, tablet, laptop, computer) with Internet connection
 Description of The Activity	<p>The game tasks players with dodging people they encounter as they walk along the street, while collecting face masks, food and even toilet roll to help them along the way.</p> <p>It is a family-friendly educational game to help face the Coronavirus pandemic. Players of all ages can become better at social distancing through playing !</p>
 Timing	15 minutes
 Images or Other Documents	 <p> a game by RICHARD WISEMAN & MARTIN JACOB graphics by JULIA MARTINEZ BAJARDI & CHARLINE HEDREVILLE </p>





	
 Other Relevant Links	
 Tips and Tricks	If you play this game in group it is more dynamic.
 Source	https://martin-jacob.myportfolio.com/







Cool School: Where Peace Rules	
 Link to the Game	http://www.coolschoolgame.com
 Promoter	Panevezys District Education Center (Lithuania) Friends of Education (North Macedonia)
 Type of Game	Online game – single player, multiplayer – narrative game
 Target Age	5-9
 Language(s)	English
 Prosocial Value(s)	Personal relationship/friendship Respect/tolerance/accept the differences Empathy Emotions Help each other
 Prosocial Skill(s)	Communicating with others Respecting Others Perspective taking Identify and express feeling and emotions Be empathetic Identify social cues Self-control Cooperation Problem solving Taking turns Set goals and plans Help the others
 Objectives	<ul style="list-style-type: none"> • <i>Direct:</i> To teach kids how to resolve conflicts and reduce bullying • <i>Psychological, sociological, prosocial:</i> to model both good and bad behaviours; to engage players in learning how to make good decisions
 Description of the games	<p>Cool School is a free, prosocial, psychological game in which players are given a mission to bring peace to Cool School by helping students resolve their conflicts peacefully.</p> <p>Cool School Where Peace Rules is an example of how a video game can be used for educational purposes. Cool School uses video animations to create familiar contexts for learning, models behaviour using accessible language, reinforces learning through creative repetition, and engages and empowers kids to practice making good choices. The scenarios are realistic, and the answers are not clear-cut; this encourages kids to explore and learn</p>



	<p>through trial and error and helps kids develop a toolkit of conflict-resolution techniques for different situations. Anyone can relate to the characters by using objects like books or pencils, and the characters' names, accents, and behaviours celebrate diversity and inclusion.</p> <p>On their mission, kids watch 26 videos of social stories in which students argue over a common issue, such as cheating on a test or not letting someone join their team. Players hear both sides of the story, then choose from four options about how the characters should respond to resolve the conflict. Then the video continues to show whether that choice improves the situation. If so, the player earns a trophy; if not, the player keeps trying to make the right choice.</p> <p>As pupil explores the school, he/she will encounters diverse students in familiar conflicts. She/he will hear both sides, then decides what the characters should do. To make the right choice, she /he will need to consider what's fair, kind, honest, and best for everyone. Just like the characters, it's OK to make mistakes -- she/he can keep trying until she/he get it right. By the time she/he finishes, she/he will be a resolution rockstar!</p>
 Equipment Needed	<p>Mac, Windows, available online</p>
 Description of The Activity	<p>In Cool School, the child is asked to pick a method of conflict resolution in the midst of an ongoing conflict (when the action freezes) and to watch the unfolding of the conflict and its outcome as a function of their choice; thus, children received direct feedback about the result of their choice (whether their technique exacerbates or resolves the conflict). Thus the game has intrinsic value, even when it is not "won."</p> <p>The game can be played either alone or against a competitor, either in school or out of school. The object is to successfully (and quickly) fill a trophy case with letters of the alphabet. These are won when conflict resolution scenarios are successfully solved: dilemmas are engagingly presented by the animated characters, and the player is offered multiple choice options for resolution. Each choice is equipped with a feedback loop explaining the consequences of that choice. Cool School engages on several levels. The characters are cute, the animation exciting and the problems posed thought-provoking. The child is addressed personally and remains in charge of the school tour all through.</p> <p>This game can be preceded by several short activities that focus on fairness and peaceful conflict resolution. I will list below several ideas. This games are meant for students of varying age because they are adaptable and can be easily modified.</p> <ol style="list-style-type: none"> 1. The teachers reads a short story of two friends who have fallen out and are now talking against each other but not talking between themselves. Design a scenario in which you help them overcome this issues and become friends again. 2. FOR Younger Students Draw images of how you feel when someone is arguing with you and yelling at you. Note carefully where in your bod you feel the sentiment. 3. Simple game of throwing a ball of wool from one student to the next and















	<p>then deciding how o untangle it (good for cooperation)</p> <p>Start drawing something, the next person carries on until the last one finishes the drawing. Create a story around it.</p>
 Timing	<p>Timing depends on activities and type/level of discussions teacher would incorporate and implement. A very important role plays the age of pupils.</p>
 Images or Other Documents	 



Source

Developer: [Realtime Associates, Inc.](https://www.realtimeassociates.com/)












Educamigrant	
 Link to the Game	http://educamigrant.europole.eu/
 Promoter	Uşak İl Milli Eğitim Müdürlüğü – Uşak MEM (Turkey)
 Type of Game	Online Game - single player - quiz
 Target Age	7 +
 Language(s)	English, Turkish, Spanish, Italian
 Prosocial Value(s)	Communication /multilingualism Peace/democracy/citizenship Respect/tolerance/accept the differences
 Prosocial Skill(s)	Communicating with others Respecting Others Join a group
 Objectives	<ul style="list-style-type: none"> • <i>Direct:</i> Teach language to migrants, refugees • <i>Indirect:</i> provide cultural awareness for the daily life of the immigrants and refugees • <i>Psychological, sociological, prosocial:</i> Fostering social inclusion
 Description of the games	Educamigrant game is designed to teach migrant/refugee pupils a new language. In the game there are five stages and the player answers the questions and gets feedback. The teacher can get feedback from his/her students by means of the game.
 Equipment Needed	PC, Tablet, Mobile Phone with internet connection
 Description of The Activity	First you have to create a profile for the game. Then you log in and choose your language and start to answer the questions.
 Timing	1 Hour or less; it depends that kids can log in to the game and they will follow their own progress time by time. There is no strict limited time to finish it.






 <p>Images or Other Documents</p>	
 <p>Tips and Tricks</p>	<p>The teachers can open this game in the classroom for students who does not know the country's language that they live now. Its useful to learn necessary basic communication forms online. The kids will have their own profile and they will follow their progress meanwhile.</p>



Fireboy And Watergirl	
 Link to the Game	https://fireboyandwatergirl.site/
 Promoter	Polo Europeo della Conoscenza (Italy)
 Type of Game	Online game - multiplayer – puzzle game
 Target Age	5 +
 Language(s)	English, Italian, 5 more European languages
 Prosocial Value(s)	Communication accept the differences multiculturalism help each other
 Prosocial Skill(s)	Cooperation Problem solving Taking turns Set goals and plans
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: Solve the puzzles to exit a labyrinth • <i>Indirect</i>: Strengthen logical thinking • <i>Inter and cross-disciplinary</i>: develop communication and problem solving skills • <i>Psychological, sociological, prosocial</i>: Understanding the importance of collaboration even if different. Develop mutual help, positive communication, protect the others, respect differences
 Description of the games	<p>Fireboy and Watergirl is structured as a platform game involving the two characters. Depending on which character the player controls, gameplay significantly differs. Both characters have the same set of moves. However, the various things encountered during the game may be intolerably dangerous for one of them, and completely harmless for the other. Thanks to such a solution, players get different gameplay, and each player plays a crucial role in different moments of the game. The game not only makes</p>











	fun, but also teaches logical thinking, prediction and, above all, cooperation with a friend.
 Equipment Needed	Adobe Flash Player (It can be played online in any equipment and operating system as long as the Adobe Flash Player is installed)
 Description of The Activity	<p>At the moment there are 5 games of this serie. Each game has a different environment and some unique features but the main structure is the same: players start from the first room and move on a net of roads that get unlocked eachtime a room is completed.</p> <p>Its peculiarity is the collaboration between the two players. It can be used to let the children play “on the same team” in order to develop collaboration, mutual help, positive communication and acceptance of the differences. At the end of each level it is possible to switch the couples and then spend some moment in circle time to elaborate what has happened during the game, how the pupils have communicated, in which conditions they have collaborated the better. This can lead the class to elaborate common rules for mutual communication and help.</p> <p>The game suits also for structured activities connected to school subjects. One example: Divide the class in couples. Ask each of them to play the first rooms so to familiarize with the game dynamics, choose then a specific level for the players to solve and instead of directly playing them ask them to predict what they are supposed to do. Confront the solutions of the various couples to see if there's agreement. Test the predicted plan playing the game. Repeat for other levels at will, then transfert the methodology on problem solving based topics (like math or science subjects).</p>
 Timing	Each level can be completed in few minutes.








 Images or Other Documents	
 Other Relevant Links	
 Tips and Tricks	<p>Shift the role of the players every few levels so that they have to play sometimes as Fireboy and sometimes as Watergirl</p>
 Source	





Find The Pair	
 Link to the Game	http://www.czpsicologos.es/evenbettergames/jugar.php?juego=cadaoveja
 Promoter	Consejeria de Education Junta de Castilla y Leon (Spain)
 Type of Game	Mobile online game – one player
 Target Age	5-12 years old
 Language(s)	Spanish but... there is only a brief explanation in Spanish at the beginning of the game, later it is made by images and pictures. We think language will not be a barrier on this game.
 Prosocial Value(s)	Empathy Solidarity Ethics Positive communication Responsibility
 Prosocial Skill(s)	Be empathetic Problem resolution Ask for help Help the other
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: associate each emotion to faces that express the same emotion. • <i>Indirect</i>: develop emotional intelligence • <i>Psychological, sociological, prosocial</i>: Promote self-regulation and prevent interpersonal conflicts.













 Description of the games	<p>There is a brief description of the emotions and then the game starts showing an image in the centre of the screen and giving 2 columns with other faces expressing different emotions. Pupil have to recognize the emotion in the centre and decide which of the other faces show the same emotion.</p> <p>Throughout the game will display drawings, emoticons and also real pictures</p>
 Equipment Needed	<p>Device (smart mobile, tablet, laptop, computer) with Internet connection</p>
 Description of The Activity	<p>Once you start the game, you can see the screen showed here where it says that even if each of us have different faces, most of the emotions are expressed similarly.</p> <p>Then you click on the arrow and appears a sheep telling that you will have to pay attention to the face in the center and select from the columns the one that express the same and place it below the initial image:</p> <p>Clicking on the arrow you can go on through the screens (there are 38 different screens)</p>
 Timing	<p>15 minutes</p>
 Images or Other Documents	










Other Relevant Links	
 Tips and Tricks	<p>If you play this game in group it is more dynamic.</p>
 Source	<p>www.3gobiernodecanarias.org Autor: Pilar Chanca Zardaín</p>












Golden Frontier	
 Link to the Game	http://www.gamesgames.com/game/golden-frontier <i>English version</i> http://www.juegos.com/juego/golden-frontier <i>Spanish version</i>
 Promoter	Consejeria de Education Junta de Castilla y Leon (Spain)
 Type of Game	Online game - multiplayer - flashgame
 Target Age	7-15
 Language(s)	English, Spanish, other languages
 Prosocial Value(s)	Cooperation Responsibility
 Prosocial Skill(s)	Join a group Cooperation
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: learn to work under cooperation rules • <i>Indirect</i>: better understanding of natural laws • <i>Inter and cross-disciplinary</i>: communication skills development • <i>Psychological, sociological, prosocial</i>: Put friendship in value; being able of asking and giving help to achieve a common objective
 Description of the games	<p>As the player (either male or female) is going down a river their boat breaks and they have to settle down.</p> <p>There, they will have some people to help them to achieve their goals:</p> <ul style="list-style-type: none"> - Decorate settlement and build a town in Wild West. - Help the neighbours with task and orders. - Explore new territories of the west frontier. - Become a real farmer and take care of various animals. - Craft useful tools and items <p>Also the player will experience:</p> <ul style="list-style-type: none"> - The storyline based on legends of people who took part in California Gold Rush. - The bright landscapes, spectacular river flow and realistic character animation <p>They will get epic experience of farm management and householding. .</p>
 Equipment Needed	Computer with Windows system Smartphone or tablet with 2GB RAM





 Description of The Activity	<p>Once the pupil click on the link above:</p> <ul style="list-style-type: none"> - Pupils will have to make their minds and decide between some options. - Follow some orders and complete the required tasks. - The player can be in problems and they have the chance to ask other classmate for help
 Timing	<p>50 minutes but it is possible to save the session so you can adapt to the lesson timing</p>
 Images or Other Documents	
 Other Relevant Links	<p>http://www.games.co.uk --</p>



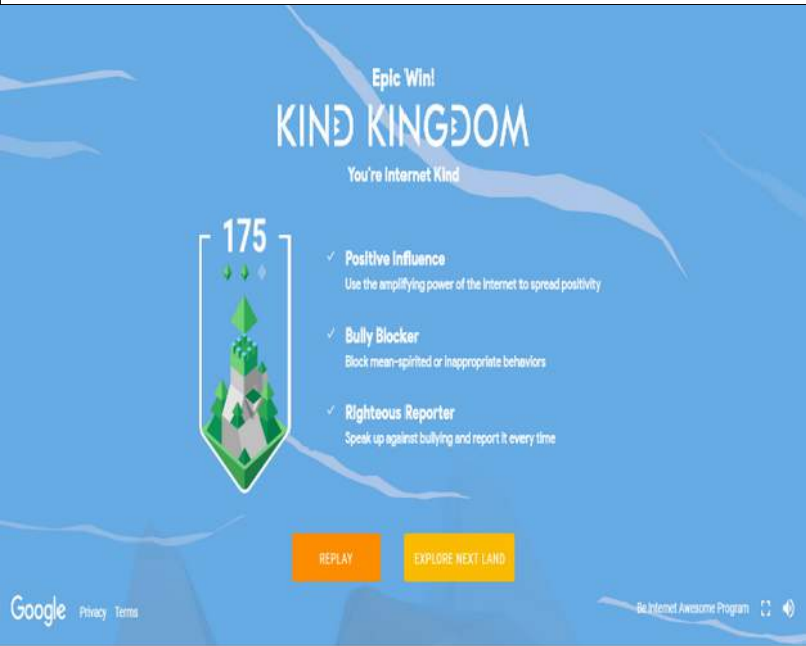





Interland (Be Internet Awesome)	
 Link to the Game	https://beinternetawesome.withgoogle.com/interland/kind-kingdom
 Promoter	Friends of Education (North Macedonia)
 Type of Game	Online game - single player - minigame
 Target Age	8-15
 Language(s)	English
 Prosocial Value(s)	Empathy Respect/tolerance/accept the differences Peace/democracy/citizenship Emotions Communication
 Prosocial Skill(s)	Communicating with others Respecting Others Join a group Be empathetic Identify social cues Problem solving Taking turns
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: learn how to be safe online • <i>Indirect</i>: learn how to behave online; raising awareness about cyber bullying, learning to recognise threats and potential dangers • <i>Inter and cross-disciplinary</i>: can be included as part of life-skills development, very useful for developing fine motoric skills and reflexes with young children, quick thinking and reaction • <i>Psychological, sociological, prosocial</i>: it demonstrates for children why it is bad to be a bully and how it affects others.
 Description of the games	<p>This is a relatively easy online game. The commands are pretty basic (move left, right, jump and collect – arrows and space bar on a computer).</p> <p>The concept of the game is as follows: There are four lands through which young gamers come up against phishers (fakers), hackers, bullies, and over-sharers — those who reveal too much information about themselves online.</p> <p>So it is a new web-based game designed to teach the fundamentals of internet safety to children.</p> <p>The first stage is called 'Kind Kingdom'</p>












	<p>In “Kind Kingdom,” for example, players collect hearts and tools to help them spread kindness to characters they meet in the game (handing them hearts or symbol for strength) by pressing the space tab), while also blocking and reporting bullies they meet on the way (using a siren they’d also collected). This stage is relatively easy and children-friendly.</p> <p>The second stage is called ‘Reality River’. It is a bit more challenging as there is a text to be read so for some children it need to be translated and teacher presence is required. It raises awareness about what is safe and what isn’t and how to recognize potential scam messages, spams, threats, fake emails etc. and how to react in that case.</p> <p>The Third Stage is called ‘Mindful Mountain’ and deals with sharing information. Here players need to find a proper angle to ‘shoot’ a beam that gets reflected from mirrors and the task is to avoid over sharers. The aim is to teach children about privacy, agreement of other parties before an information is posted online and also emphasizing the fact that once out there (online) the information are public property.</p> <p>The last stage called ‘The Tower of Treasure’. The focus is on creating a strong password by choosing different letters (lower case , upper case, numbers, symbols). Personally I found this stage a bit challenging as the commands were non functional but maybe that was a temporary glitch. In case something like this happens while playing this stage can be comitted.</p>
 Equipment Needed	<p>Works on PC, lap top, tablets, phone as it is played online</p>
 Description of The Activity	<p>Several activities can be done prior to this game and it will mostly depend on the students’ age; However all the suggested activities can be easily adapted to suit different students’ as well as teachers’ needs.</p> <ol style="list-style-type: none"> 1) Students are divided into teams. The teacher shows them different statements that vary from slightly impolite to downright abusive. She tells them to think of ways of responding to those messages and agree on that. 2) The teacher shows statements that are expressed in a negative way (e.g. Sorry, I don’t think you can come to my party. There will be too many people and we are not even real friends’) and tells the students to rewrite them in more positive way 3) The teacher shows different emails (some real and some not) and tells the students to spot the intruder and explain why they think it is fake. 4) Teacher shows different profiles on Facebook and asks the students to decide which are real and which aren’t. (This raises awareness about accepting people on FB one doesn’t really know for the sake of having more friends and the dangers that may result from it) 5) Teacher tells students to read posts that she shows and shows random pictures, or checked -in places from either real or fictional characters and asks the students to write a very short description of the person who might have that profile. <p>(This activity is very good for dealing with issues such as prejudices, stereotyping, gossiping, oversharing etc. that pose a real threat to the students’ confidence , self -worth and respect.)</p> <ol style="list-style-type: none"> 1. Main Activity – playing the game 2. Conclusion – Checking their suspicious “friends” contacted through









	their social networks; Strengthening their passwords
 Timing	30 min + (depends on how skillful the children are and their age and/or experience in playing this kind of games)
 Images or Other Documents	 
 Other Relevant Links	<p>Youtube trailer of the game</p> <p>https://www.youtube.com/watch?v=KJj2U7XuHdo</p>
 Source	Developer: Google



Liyla and The Shadows of War	
 Link to the Game	https://play.google.com/store/apps/details?id=org.liyla.war
 Promoter	Friends of Education (North Macedonia)
 Type of Game	Mobile game - single player - role-play game
 Target Age	13-15
 Language(s)	English
 Prosocial Value(s)	Empathy Peace/democracy/citizenship Emotions Solidarity/help each other Freedom
 Prosocial Skill(s)	Respecting Others Perspective taking Be empathetic Set goals and plans Ask for help Help the others
 Objectives	<ul style="list-style-type: none"> • <i>Direct:</i> Understanding of serious issues such as war and suffering (especially of children) • <i>Indirect:</i> Understanding refugees and rising awareness about why they need to be accepted • <i>Inter and cross-disciplinary:</i> Peaceful methods of conflict management, understanding the geo-political conditions in Gaza • <i>Psychological, sociological, prosocial:</i> Empathy, Generosity, Acceptance
 Description of the games	<p>Liyla and the Shadows of War is based on actual events and tells a story of a little girl who lives in Gaza during the war in 2014. The minimalist, story-driven platformer challenges players to avoid bombs, drones, and other dangers while guiding a family through the hazardous Gaza strip. You must solve puzzles, respond to changes in the environment and make brave, difficult decisions in order to survive.</p> <p>The game allows players to experience war from the perspective of a civilian and see the devastating effects of war on children. Face your fate with time running against you, your family in danger, and nowhere to hide.</p>












	<p>The game communicates that when you live in war zone and death is hunting everyone, things will look different and choices become harder; all you can do is get to a safer place.</p> <p>You control the father of a young Palestinian girl (the titular Liyla) as war breaks out in Gaza. You begin by finding your wife and Lilya, and after doing so, proceed to attempt to evacuate the warzone together. As you make your escape, the game has you navigate screens that show some of the things that Palestinians had to go through in the Gaza war. It is genuinely haunting and authentic.</p>
 Equipment Needed	<p>Android phones/ tablets available at Google play</p> <p>Requires Android 2.3.3 and up</p>
 Description of The Activity	<p>Can be used in connection with activities that relate to the topics of war, children migration, refugees as well as stir books and other videos.</p> <p>Preparation and implementation:</p> <p>1) Introductory Activity:</p> <p>The story books 'Elmer the Elephant' showcase perfectly well why sometimes people need to live their countries and find a better place to live. It is animals talking surely but it is a very effective way. Also the story book 'Something Else' speaks about what it means to be different and hated and not accepted by others.</p> <p>2) Main Activity – playing the game</p> <p>3) Conclusion - Students can be asked to draw books themselves, create a story board, or write a poem on the topic</p> <p>This topic is very sensitive and can be considered quite uncomfortable for some teachers. But it needs to be dealt with so that students become aware about what is happening in the world around them.</p>
 Timing	<p>It is relatively shot (not more than 20min) but it depends on the player.</p>
 Images or Other Documents	
 Other Relevant Links	<p>http://liyla.org/resources</p>








Source

Developer: Rami İsmail, Co-Funder Vlambeer






MeteoHeroes	
 Link to the Game	https://www.meteo.expert/progetti/meteoheroes/
 Promoter	Polo Europeo della Conoscenza (Italy)
 Type of Game	Mobile game- single player -
 Target Age	5 +
 Language(s)	Italian
 Prosocial Value(s)	Environment/nature Responsibility Emotions
 Prosocial Skill(s)	Respecting Others Join a group Identify and express feeling and emotions Ask for help
 Objectives	<ul style="list-style-type: none"> • <i>Direct:</i> solve the problematic situations using the powers of climatic events • <i>Indirect:</i> Problem solving, creative thinking • <i>Inter and cross -disciplinary:</i> Learn more about climatic events, understand how to use different skills for different situations • <i>Psychological, sociological, prosocial:</i> Care for the environment and raise awareness on climatic change
 Description of the games	Fulmen, Nix, Nubes, Pluvia, Thermo and Venum are six normal children, who discover one day that they have superpowers, those of evoking atmospheric phenomena and being able to intervene on nature through them. Taken under the guidance of Meteo Expert, they will soon learn to manage them and use them to solve the many small and large problems of the Earth. In their path, in addition to environmental issues, they will grapple with the dynamics of the world of childhood, from friendship to conflict, to confront and grow together. Particular














	<p>attention in the design phase of the project was in fact paid to the definition of the characters of the characters and of the group dynamics, with the aim of giving children six little superheroes in which it is easy to identify and with which to familiarize themselves with the meteorological notions of base.</p>
 Equipment Needed	<p>Smartphone or tablet</p>
 Description of The Activity	<p>Before playing the game it is possible to elaborate the characters with the class and create a correspondence between them and the pupils based on the personal attitudes. This can be followed by a discussion in the class group about individual characteristics, what differentiates and unites people, how to collaborate in diversity and how each peculiarity allows us to be useful in certain situations.</p> <p>Even if the game is a singleplayer, it's more interesting to play it "altogether" projecting the game on the interactive board. The main goal of the game is to choose the right hero to overcome the obstacles in each panel of the game. Collective discussion about which weather power fits each situation would be the center of the activity. This way the game could be turned into a trivia in which single pupils or teams gets score when they guess the right hero to use at each step.</p>
 Timing	<p>Depends on the group play. The game in single-playing can take about 20 minutes to be finished</p>
 Images or Other Documents	







 Other Relevant Links	
 Tips and Tricks	<p>During the loading screens you receive several tips about how to help nature</p>
 Source	<p>Meteo Expert</p>













Pig Pile	
 Link to the Game	https://www.funbrain.com/games/pig-pile
 Promoter	DIITT - Trakia University (Bulgaria)
 Type of Game	Online game - single player - escape game / minigame
 Target Age	9-11
 Language(s)	There are no words in the game
 Prosocial Value(s)	Respect/tolerance/accept the differences Ethics Solidarity/help each other Responsibility Communication
 Prosocial Skill(s)	Set goals and plans Turn taking Identify problems and solutions Ask for help Help the others Cooperation
 Objectives	<ul style="list-style-type: none"> • <i>Indirect</i>: introducing a topic in native language. • <i>Psychological, sociological, prosocial</i>: gratitude, negotiation, seek mutually beneficial options for working together, pursuit of "fair exchange"
 Description of the games	<p>In order for the pig not to fall it has to hold on to the hen.</p> <p>The game aims to illustrate the "helping each other" in a fun way. Looking from the outside, the characters are "incompatible": weight, size, habits, likings, and they are partners and in order to succeed they have to rely on each other.</p> <p>Their behaviour is unexpected.</p> <p>This is the stepping point for discussion after gaining enough experience with the game.</p>
 Equipment Needed	A computer with Adobe Flash Player installed
 Description of The	The activity can be done in the classroom or library during the free reading classes or speaking skills classes.









<p>Activity</p>	<p>Steps to implement it:</p> <ol style="list-style-type: none"> 1. Play the game after 10 minutes invite children to explain what's happen in the game and what are the main characters, what are they doing to succeed? Do they succeed together? If they can speak – can you imagine what are their words look like? What they are talking about? Etc. 2. Invite the children to develop the dialogs, write them down and finish the situation! 3. Discuss with them what are the HAPPY end and SAD end 4. Add an angle : do the students Know or read about situations WHEN we need Help, Support, or we had to THANK - let to Students make a list (as much as possible) of words they could said in those situation. 5. Open the Key words list and let them to check (compare and tick) What they have and what they haven't in it.
<p> Timing</p>	<p>Preparation 10 – 15 minutes Implementation 45 minutes</p>
<p> Images or Other Documents</p>	
<p> Tips and Tricks</p>	<p>You can also add more topics based on different life situation. The learners can play together on the same computer and discuss about the game.</p>












Pushy Paddles	
 Link to the Game	https://playgen.com/play/pp/ Available also for mobile
 Promoter	Polo Europeo Della Conoscenza (Italy)
 Type of Game	Downloadable or mobile game – single player - platform game
 Target Age	5-11
 Language(s)	English, Italian, Greek, Spanish
 Prosocial Value(s)	Helping each other Cooperation Communication
 Prosocial Skill(s)	Solving a problem as a group Saying and accepting no Share things Self control
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: Math: numeracy skills • <i>Indirect</i>: Strategic thinking • <i>Inter and cross-disciplinary</i>: Psychological, sociological, prosocial: Team building
 Description of the games	Three characters are in a river. One of them is on unmanageable raft and need the help of the other two friends to avoid the obstacles by solving maths challenges and arrive successfully at the destination where a treasure is waiting! The player can get the prize and fairly rewards the others.
 Equipment Needed	The game can be played on - Computers with at least core i3 and 4Gb ram - Tablets with 2Gb ram The minimum bandwidth required is 5 Mbps per machine.





 <p>Description of The Activity</p>	<p>Each player has to decide the movement for the 3 characters: two of the characters, the 'paddlers' have to work in tandem, by pushing the floater to one side or the other in through the correct mathematical operations to arrive at the solution.</p> <p>The teacher can create working in teams of 3 students, each of them interpreting one of the character. The group have to find a common strategy to reach the required goal.</p> <p>At the end of each round the player on the floater gets to decide who gets which reward, and the roles of swapped.</p>
 <p>Timing</p>	<p>Each game session lasts 10 minutes</p>
 <p>Images or Other Documents</p>	
 <p>Other Relevant Links</p>	<p>www.prosociallearn.eu</p>
 <p>Source</p>	<p>Developers: Playgen (http://playgen.com/)</p>




Quandary	
 Link to the Game	https://quandarygame.org
 Promoter	Panevezys District Education Center (Lithuania)
 Type of Game	Online game – Single player – Narrative game
 Target Age	8-14
 Language(s)	English, Spanish
 Prosocial Value(s)	Respect/tolerance/accept the differences Ethics Peace/democracy/citizenship Solidarity/help each other
 Prosocial Skill(s)	Communicating with others Respecting Others Perspective taking Identify social cues Self-control Cooperation Problem solving Set goals and plans Help the others
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: to teach how to make better decisions • <i>Indirect</i>: to engage students in ethical decision-making; to take perspectives in decision making • <i>Psychological, sociological, prosocial</i>: to teach how to deal with challenging situations in community, to analyse ethical issues in decision making
 Description of the games	<p>Quandary is a free, <i>prosocialciplinary</i> game that engages students in ethical decision-making and develops skills that will help them recognize ethical issues and deal with challenging situations in their own lives.</p> <p>Players develop skills such as:</p> <ul style="list-style-type: none"> - critical thinking, - perspective-taking and - decision-making. <p>Quandary provides a framework for how to approach ethical decision-making without telling players what to think. Players must make difficult decisions in which there are no clear right or wrong answers but important</p>



	<p>consequences – to themselves, to others in the colony and to the planet Braxos. In their interactions with other settlers in the colony, players must consider facts, opinions and solutions, just like in real life.</p> <p>Quandary approaches the broad topic of ethics by helping students understand how to take a different perspective and learn how to empathize. In the game, Earth residents have colonized the far away planet of Braxos. The player is the captain of the mission and has to make important decisions about survival in the new world that will affect her crew and the residents of Braxos.</p> <p>The game consists out of episodes that are built out of 4 different gameplay stages:</p> <ul style="list-style-type: none"> - <u>Get your facts right</u> <p>In this stage, players need to distinguish facts from opinions and solutions.</p> <ul style="list-style-type: none"> - <u>Narrow it down</u> <p>The player needs to choose two solutions from the ones he correctly identified in the previous stage. He will further investigate these solutions in the next stage.</p> <ul style="list-style-type: none"> - Investigate Viewpoints <p>With the help of solution and fact cards, the player tries to get a deeper understanding of the opinions of the colonists. The better he understands the colonists, the more points he will receive.</p> <ul style="list-style-type: none"> - <u>Council</u> <p>In the last stage, the player needs to present the council two arguments for and two arguments against the chosen solution. The decision of the council thus depends on the players skills to differentiate facts from opinions.</p>
 Equipment Needed	<p>On the web Quandary will work on any web browser with the latest version of the Flash player plug-in.</p> <p>On tablet devices Quandary is available as a standalone app on Android tablet devices and Apple iOS devices.</p> <p>The tablet app and web versions of the game are the same, but the tablet app contains the exclusive Character Creator tool, where players can build their own colonists in response to a new set of challenges.</p>
 Description of The Activity	<p>For example:</p> <p>“As a veteran science teacher at the middle-school and high-school levels, I can see how Quandary could be very useful for practicing some general critical-thinking skills, which are in the Massachusetts science curriculum standards (and probably in other states' standards too):</p> <ul style="list-style-type: none"> - distinguishing between facts (observed data) and opinions - correlating facts with hypotheses (proposed solutions in the game) - evaluating the quantity and quality of evidence (facts) to decide which hypothesis (solution) to test <p>Students can also learn about the processes of research in biology: for instance, that biologists seek (and sometimes find) medicinal chemicals produced by other living things, which can be used in treating human illnesses.</p> <p>Furthermore, when Quandary is played in pairs/teams, it encourages scientific discourse that is also in the state curriculum standards,</p>



	<p>such as communicating and defending scientific arguments.”</p> <p>Quandary has immense potential in the language classroom. Each chapter provides ample opportunity for contextualized vocabulary acquisition, and the card sorting phase specifically, provides a great space to increase language awareness by examining the structure and tone of language used for stating opinions and language used for stating facts. As a result, this game can be a great starting point for increasing students’ digital literacy by aiding in their understanding of linguistic tone and pragmatics via reading the colonists statements.</p> <p>Additionally, the game lends itself well to a variety of ability levels (novice-advanced). Students with relatively low proficiency levels are able to engage in meaningful word-level examination, and the audio recordings of the colonists’ responses allow for multimodal exploration of content. For more advanced students, the game provides scaffolding for discussions about pragmatics, cultural morality, and implications in the real world. Since gameplay is short in comparison to other games there is room for creative and potentially lengthy extension activities. This allows the game to be tailored to even the most advanced students. Quandary’s greatest asset is its flexibility of use, making it a wonderfully engaging tool for any language class.</p>
 Timing	<p>There are four episodes (scenarios) in Quandary. Each takes about 20-30 minutes to complete, depending on the speed of the player and their depth of interaction.</p> <p>Quandary's registration system allows players to save their progress after each episode and return by logging-in at a different time. It's not necessary to register to play the game, but note that progress will not be saved.</p>



Images or Other Documents



Tips and Tricks

There are teachers' forum where a lot of examples and experiences provided.

On the website you can find all the information you need to successfully implement Quandary as part of your teaching, including a handy teacher guide, classroom implementation video, lesson plan and worksheet.














Source

Quandary was produced by the [Learning Games Network](https://learninggamesnetwork.org/).







<https://quandarygame.org>

The game is mapped to the Common Core standards.














Resolución de conflictos Mónica quiere quedarse a jugar	
 Link to the Game	https://www.educaixa.com/-/resolucion-de-conflictos-monica-quiere-quedarse-a-jugar
 Promoter	Consejería de Education Junta de Castilla y Leon (Spain)
 Type of Game	Download game - Multiplayer (for a whole class) - Narrative game
 Target Age	7-14
 Language(s)	Spanish and Catalan
 Prosocial Value(s)	Empathy Tolerance Accept the differences Responsibility
 Prosocial Skill(s)	Self control Problem solving Conflict resolution
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: finding new ways to deal with social conflicts, • <i>Indirect</i>: developing creativity and initiative on the approach either to a problem to solve or a content to learn • <i>Inter and cross disciplinary</i>: Social and civic education. • <i>Psychological, sociological, prosocial</i>: Promoting peaceful behaviours to solve problems.
 Description of the games	<p>Before going out with her friends Monica was told to be back at home at 20:00 h. However the game takes longer than expected and when it is time to go back home, Monica's friends try to make her change her mind to stay longer.</p> <p>The game gets an insight into the feelings of all of them and focus on the search of a suitable solution.</p>
 Equipment Needed	A computer with Adobe Flash Player installed
 Description of The Activity	<p>The proposal begins with a short animation that highlights the dilemma that Mónica suffers: she is playing with her friends, and she has to leave if she wants to get home at the time she has promised her parents.</p> <p>Once the story has been presented, pupils are asked to answer some questions. By this interaction they learn how to analyse the problem while</p>







	<p>taking into account the emotions felt by all people involved in the conflict. Then we move on to a solution search phase, where we try to put imagination and creativity to look for different alternatives that will need to be assessed before finally choosing the option that may be the most appropriate to solve the problem.</p> <p>The game allows pupils to practice the proposed method and internalise it, with the aim that later they can follow the same steps to solve real life conflicts.</p>		
 Timing	<p>About 40 minutes</p>		
 Images or Other Documents			
 Other Relevant Links	<p>There is a folder with “materiales” (resources) that are different suggestions to teachers</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> Descripción del recurso Objetivos didácticos Competencias a adquirir Materiales del recurso </td> <td> <ul style="list-style-type: none"> Educación socioemocional y en valores. Orientaciones prácticas para el profesorado Sugerencias para dinamizar el interactivo RC: Mónica quiere quedarse a jugar Ficha del alumno RC Créditos </td> </tr> </table>	<ul style="list-style-type: none"> Descripción del recurso Objetivos didácticos Competencias a adquirir Materiales del recurso 	<ul style="list-style-type: none"> Educación socioemocional y en valores. Orientaciones prácticas para el profesorado Sugerencias para dinamizar el interactivo RC: Mónica quiere quedarse a jugar Ficha del alumno RC Créditos
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 Tips and Tricks	<p>The resource is designed to be projected in the classroom, so that the whole group can see the animations and the exercises it contains and participate in a dynamic and entertaining session, doing the activities orally.</p>		
 Source	<p>Obra Social la Caixa (EduCaixa) CC-BY-NC-ND-3.0 ES</p>		




Rock the Boat	
 Link to the Game	https://www.funbrain.com/games/rock-the-boat
 Promoter	DIIT - Trakia University (Bulgaria)
 Type of Game	Online game - single player - minigame / flash game
 Target Age	9-10
 Language(s)	There are no words in the game
 Prosocial Value(s)	Education Emotions Cooperation
 Prosocial Skill(s)	Identify and express feeling and emotions Self-control Cooperation Problem solving Taking turns Set goals and plans Ask for help Help the others
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: mathematics and combinatory skills • <i>Indirect</i>: develops combinatory thinking • <i>Psychological, sociological, prosocial</i>: works on the cognition and higher cognitive processes as decision making cultivates consistence and will to succeed.
 Description of the games	The game requires separating lines and rows.
 Equipment Needed	Computer with Adobe Flash Player installed
 Description of The Activity	<p>The game is appropriate for situation of “informal competition” among gifted classmates.</p> <p>The discussion of its content helps the completion move toward cooperation.</p> <p>If we play this game competing with each other it does not give us satisfaction (it is too simple –everyone could add a couple of numbers to</p>














	<p>reach the needed score): The satisfaction comes when you have the opportunity to combine “the road to success”- in the face of the combination of row and lines not only the sum.</p> <p>It is played in the classroom, during Informational technology class or Math class</p> <p>Open form– depending on the teacher’s desire</p> <ul style="list-style-type: none"> - 15 minute game- give enough time for the students to learn the rules of the game- at least 5 minutes. - While they play ask them to write down how many combinations they have discovered for a single sum.
 Timing	<p>15 minutes- ahead of the class the lists have to be distributed in order for the start of the game to begin from the set up screen.</p>
 Images or Other Documents	 







 Other Relevant Links	https://aig-humanus.blogspot.bg/2012/01/blog-post_7225.html (only in Bulgarian language) There is a picture showing children visuals of how challenges develop and how one succeeds when putting constant and continuous effort into an activity
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Stray Puppy Care	
 Link to the Game	https://www.games-kids.com/game/14744/stray-puppy-care.html
 Promoter	Friends of Education (North Macedonia)
 Type of Game	Mobile game - single player - flash game
 Target Age	5-6 +
 Language(s)	English
 Prosocial Value(s)	Environment / nature Empathy Equality / Equity
 Prosocial Skill(s)	Help the others Be empathetic Perspective taking Respecting Others
 Objectives	<ul style="list-style-type: none"> • <i>Direct:</i> Being kind to animals especially stray animals • <i>Indirect:</i> Developing empathy; Sense of responsibility • <i>Inter and cross -disciplinary:</i> Social responsibility towards animals • <i>Psychological, sociological, prosocial:</i> Feeling the need to help and protect the others (the animals in this case)
 Description of the games	<p>This game is very easy and will be familiar to almost all children. It is divided into few phases in each of which you as a player are helping a stray animals. First you clean it, than groom it, feed it etc. The movements are very easy and straightforward and are designed for very small children. Although simple this game shows students how animals should be looked after and how they should be treated. This is especially important for children in countries where violence towards animals is more or less normalised and many children are raised to be afraid of animals or even hurt them. They know there is no punishments for their deeds, but they need to be told that it is unacceptable. Instead they need to learn how to take care of their little friends</p>
 Equipment Needed	Androids 2.3.3 or more and iOS devices
 Description of The	<p>The teachers can invite children to take their favourite toy animals (stuffed toys) from home and bring them to school.</p> <p>Children describe their animals (characteristics, food they eat, drink,</p>









<p>Activity</p>	<p>behaviour and tell the others why they like their toys) They role play afterwards and each child takes the role of the animal (changing perspectives) and this role play works wonders with very young children as they identify with others. This helps develop empathy. Another activity is for teachers to show before and after pictures of stray animals and how they have transformed after being adopted. They can colour in, make animal masks and read and perform a short skit about animals.</p>
<p> Timing</p>	<p>10 minutes</p>
<p> Images or Other Documents</p>	
<p> Other Relevant Links</p>	<p>https://www.tivola-mobile.com/en/animal-games/petworld-my-animal-rescue/</p>



Sustainable Shaun	
 Link to the Game	https://www.sustainablelearning.com/resource/sustainable-shaun
 Promoter	DIITT, Trakia University, Bulgaria
 Type of Game	Mobile game- one participant
 Target Age	7-11 years old
 Language(s)	English
 Prosocial Value(s)	Environment awareness Cooperation Care Empathy Planning Sustainability Friendship
 Prosocial Skill(s)	Problem solving Protecting the environment Cooperation Making friends Creative thinking Making wise choices














 Objectives	<ul style="list-style-type: none"> • <i>Direct:</i> Learn to live in a sustainable way • <i>Indirect:</i> develop awareness, skills for cooperation, Environmental safety, • <i>Psychological, sociological, prosocial:</i> promote life-long learning, skills and awareness; interdisciplinary- math
 Description of the games	<p>The game allows children in groups/teams or by single player to build a sustainable city within 7 consecutive days. The main character Shaun can do so with the help of his friends. They can gather different materials from the junk yard, build utilities for the city, recycle them and provide the needed food, shelter, sustainable energy resources.</p>
 Equipment Needed	<p>A device with internet access (laptop, computer, tablet)</p>
 Description of The Activity	<p>There are several important activities which take place during the game. The main character has to make decisions each morning on the basis of the availability of resources and the needs which have to be met during the day. In order to provide for the resources, the Shaun has to enter the junk yard where together with his friends they can get as many objects as they can (using lines, diagonals, combinations) while being chased by naughty hungry pigs. Once each sheep is able to collect resources the building begins. The activities happen in different geographical regions including Bulgaria.</p> <p>Before, during and after the game different types of discussions could be incorporated in order to provide information on the strategies each player/team selects for optimal results.</p>
 Timing	<p>The game could take anywhere between 10 minutes and an hour- depending on the way it is played. (one day could be as little as 10 minutes)</p>
 Images or Other Documents	



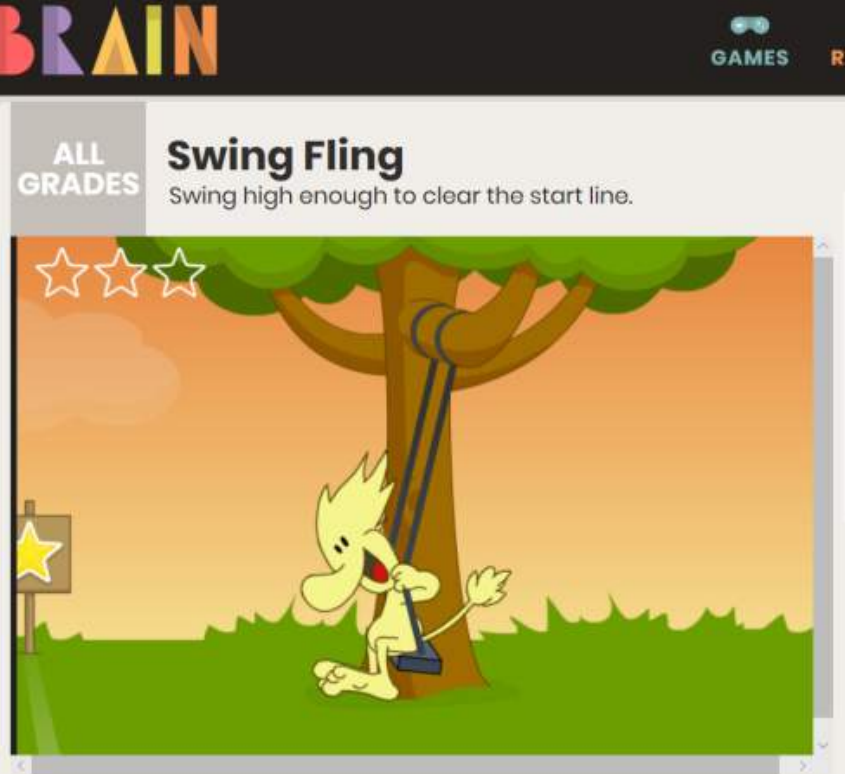


	
 Other Relevant Links	<p>https://www.sustainablelearning.com/</p>
 Tips and Tricks	<p>Sustainable learning provides different curriculum based on the age, knowledge and development of students to accompany the game.</p>
 Source	<p>https://www.aardman.com/</p>












Swing Fling	
 Link to the Game	https://www.funbrain.com/games/swing-fling
 Promoter	DIIT - Trakia University (Bulgaria)
 Type of Game	Online game - single player - minigame / flashgame
 Target Age	8-10
 Language(s)	There are no words in the game.
 Prosocial Value(s)	Education Emotion
 Prosocial Skill(s)	Identify and express emotions Self-control
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: to move the swing with the character in order to help him jump over the start line. • <i>Indirect</i>: to use abilities: problem solving, developing patience, persistence • <i>Psychological, sociological, prosocial</i>: Teaches children how to handle their negative emotions such as anger and how to be patient and concentrated
 Description of the games	A character – a small yellow animal is swinging on a tree swing. It has to move along further so that the character can jump over the start line, but that does not come very easy. Children have to make slow but precise movements in order to move the character toward a successful completion of the tasks
 Equipment Needed	Computers with Adobe Flash Player installed
 Description of The Activity	<p>You can involve a mix group of children In this activity. From 8 to 10 years old.</p> <p>The activity needs computers for pairs or for group of three.</p> <p>Computer classes are very suitable. There isn't an educational purpose, just only skills. The students should realize the importance of THE moment.</p> <p>The right moment – the right action - are the topic of this activity.</p> <p>Steps:</p>







	<p>Introduce, let them play and just observe: Do the dialogue between students starts? Is it starts in a proper – polite and gentle – way?</p> <p>Do their behaviour is based on rules of NON aggressive communication (body language)</p> <p>Teach them privately : Face to Face dialogue</p> <p>What to say?</p> <p>How to behave?</p> <p>Purpose – a consonant between what You say and What does your body say?</p> <p>Stand in a circle – Discussed</p> <p>Why do people give up? – because they expect quick results which are not coming fast enough; Stop believing in themselves;</p> <p>They fear failure; they despair quickly; consider themselves incapable; they are defending themselves., preventing the possibility to look life fools in front of everyone else, they don't know how to speak, when someone is teasing them; They do not read correctly others' intentions- consider them as aggressive, do not know how to accept help, do not adapt and so on, feel sorry for themselves.</p> <p>How do they handle failure?</p> <p>Rehearse such dialogues...</p> <p>It is best if they have been taken from classroom situations.</p>
 Timing	<p>Preparation – 15 minutes and implementation 45 minutes</p>
 Images or Other Documents	







The Journey of Elisa	
 Link to the Game	http://www.elviajedeelisa.es/ http://www.thejourneyofelisa.com/
 Promoter	Consejeria de Education Junta de Castilla y Leon (Spain)
 Type of Game	Online game - single player - narrative game / minigame
 Target Age	Secondary school students Teachers with some pupil with Asperger syndrome
 Language(s)	Spanish for the complete experience. Soon available in English and French
 Prosocial Value(s)	Personal relations Communication/Multi-lingualism Help each other Ethics Empathy Education Accept difference/respect and tolerance Gratitude Citizenship
 Prosocial Skill(s)	Perspective taking Be empathetic, Identify social cues Set goals and plans Problem solving Ask for help Help the other
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: acquire knowledge about people with ASD (Autism Spectrum Disorders), • <i>Indirect</i>: Develop empathy, predictability of behaviour actions. • <i>Inter and cross-disciplinary</i>: citizenship and emotional education • <i>Psychological, sociological, prosocial</i>: develop new problem solving strategies; Learn appropriate ways of how to ask for help
 Description of the games	The Journey of Elisa is a videogame that can help you understand better the traits and necessities of people with autism and, in particular, with Asperger Syndrome. As a player, you will go through various minigames, experience an epic sci-fi background story and overcome the challenges that Elisa must face. The game comes with learning units which may serve as support for teachers who want to do activities in class, as well as general information to understand Asperger's better.





	<p>Elisa is a teenager from planet Lionov, light years away from ours. Thanks to her telepathic powers and an incredible invention called The Aurora Odyssey, she is able to project her mind and materialise in other places within the galaxy. In her search for help to free her planet from the tyranny brought by the Grey Shadows, despicable beings that rule over her planet, she finds on the Earth a person with Asperger Syndrome that will help her save her world.</p>
 Equipment Needed	<p>Computer with the latest versions for Chrome (64 bit version) and Firefox are recommended to play the web version of the game.</p> <p>For IOS: iOS 6.0 and onwards</p> <p>For Android: 4.1 and onwards</p>
 Description of The Activity	<p>To play the web you have to create a profile and choose a role that can be: player, teacher or student, once done this, the game starts under your role. It can be played by one person, on small groups and also big groups, it will depend on teacher's desire.</p> <p>Through various minigames and with a backdrop of SciFi history, players will have to overcome the challenges that Elisa faces, which are 5 major tests focused on different aspects of Asperger syndrome, in which the player will have to understand emotions and decipher double senses as a person with Asperger would do, define temporary structures and organize them in a schedule or understand the stimuli that sometimes bother people with this syndrome.</p> <p>Grey shadows are those character that cancelled all diversity.</p> <p>Elisa is the main character that have the chance to save the world.</p> <p>Naoki, is Elisa's best friend and helps her by inventing the "aurora odyssey" that is a sensorial helmet that will allow Elisa to send her mind to another worlds.</p> <p>They need to decrypt the "Edda" code, Edda are robots.</p> <p>After activating the helmet, Elisa's mind is transferred to a Secondary school world where she will meet Saga, a teenager with violet hair that suffer Asperger syndrome and that will help Elisa to guess the code.</p>
 Timing	<p>The game proposes many and different "challenges" and each one can take from 5 to 30 minutes to go through. Any teacher we know finished the game completely as it can take hours to run the whole experience. The aim is not to necessary play the whole experience but take the game as a chance to approach to the Asperger syndrome and learn to put yourself on the other's shoes.</p> <p>Game is available online and gives also the possibility of download it on the PC and play it off line.</p>
 Images or Other Documents	











	  
 Other Relevant Links	<p>You can download the game on your computer and play offline: www.elviajedeelisa.es/docs/Windows-finalEVDE.zip As an App: https://play.google.com/store/apps/details?id=com.gametopia.elisa&hl=es_419</p>









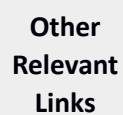
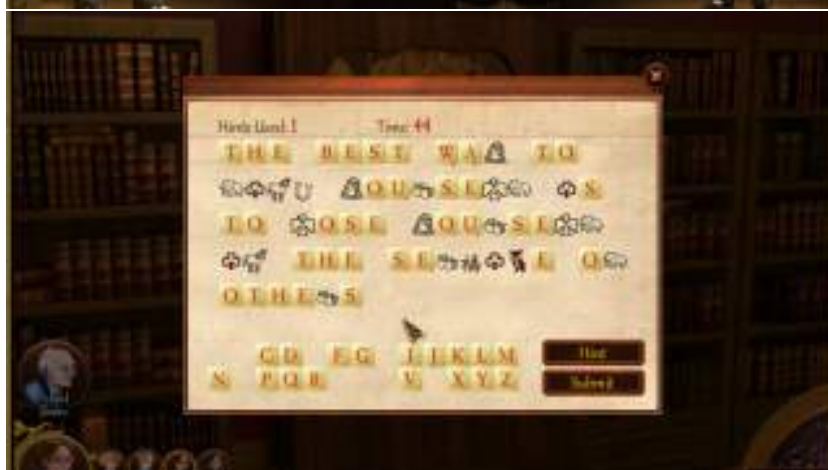
 Tips and Tricks	<p>It works better downloading it on the computer than playing on line On the smartphone and/or tablet use headphones for the best experience. It can be played in groups to help the discussion about the topic.</p>
 Source	<p>Autismo Burgos: www.autismoburgos.es</p>





The Time Tribe	
 Link to the Game	https://www.thetimetribe.com/
 Promoter	Friends Of Education (North Macedonia)
 Type of Game	Mobile online game – one player
 Target Age	10-13 years old
 Language(s)	English
 Prosocial Value(s)	Empathy Solidarity Positive communication Responsibility
 Prosocial Skill(s)	Be empathetic Problem resolution Ask for help Help the other
 Objectives	<ul style="list-style-type: none"> • <i>Direct:</i> Be empathetic to others • <i>Indirect:</i> develop emotional intelligence • <i>Psychological, sociological, prosocial:</i> Promote self-regulation .









 Description of the games	<p>Lots of diverse content that can show students how different people live and have lived in other parts of the world.</p>
 Equipment Needed	<p>Device (smart mobile, tablet, laptop, computer) with Internet connection</p>
 Description of The Activity	<p>Interested in teaching history by letting your students travel through time? If so, The Time Tribe might fit the bill. It's a point-and-click adventure game in which players follow the story of four young children who take on the very grown-up quest of figuring out what has happened to missing members of a secret group called the Time Tribe. Along the way, players will need to explore various locations throughout history, solve puzzles, talk to characters, and put together all the pieces of the story in order to reach the end. The game is loaded with factual historical content, historic figures, and messages about making a difference in the world.</p>
 Timing	<p>25 minutes</p>
 Images or Other Documents	












 Tips and Tricks	<p>If you play this game in group it is more dynamic.</p>
 Source	<p>http://blog.thetimetribe.com/about/</p>







The Roulette of Emotions	
 Link to the Game	http://www.czpsicologos.es/evenbettergames/jugar.php?juego=ruleta
 Promoter	Consejeria de Education Junta de Castilla y Leon (Spain)
 Type of Game	Mobile online game – one player
 Target Age	6-12 years old
 Language(s)	Spanish but... there is only a brief explanation in Spanish at the beginning of the game, later it is made by images and pictures. We think language will not be a barrier on this game.
 Prosocial Value(s)	Empathy Solidarity Multilingualism Responsibility
 Prosocial Skill(s)	Be empathetic Problem resolution Ask for help Help the other











 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: associate each emotion to a situation where it could have occurred. • <i>Indirect</i>: develop emotional intelligence • <i>Psychological, sociological, prosocial</i>: Promote self-regulation and prevent interpersonal conflicts.
 Description of the games	<p>There is a brief description of the emotions and then a roulette wheel is turned and it is selected one emotion.</p> <p>Depending on the emotion that comes out, on the screen appear two possible situations and pupils have to decide in which of the two situations that emotion is manifested.</p>
 Equipment Needed	<p>Device (mobile, tablet, laptop...) with Internet connection</p>
 Description of The Activity	<p>Once you are on the roulette of emotions screen, you click on “girar” to spin the roulette and it stops on a face that reflect one particular emotion. Right after the system offers you 2 situation and you have to decide on which of them characters feel the emotion that initially appeared on the roulette</p>
 Timing	<p>10 minutes</p>
 Images or Other Documents	






	
 Other Relevant Links	
 Tips and Tricks	<p>You can take the time with you classroom to describe the two situations the system proposes after the roulette stops on a particular emotion so those situations can promote communication within the group.</p>
 Source	<p>www.3gobiernodecanarias.org Autor: Pilar Chanca Zardaín</p>



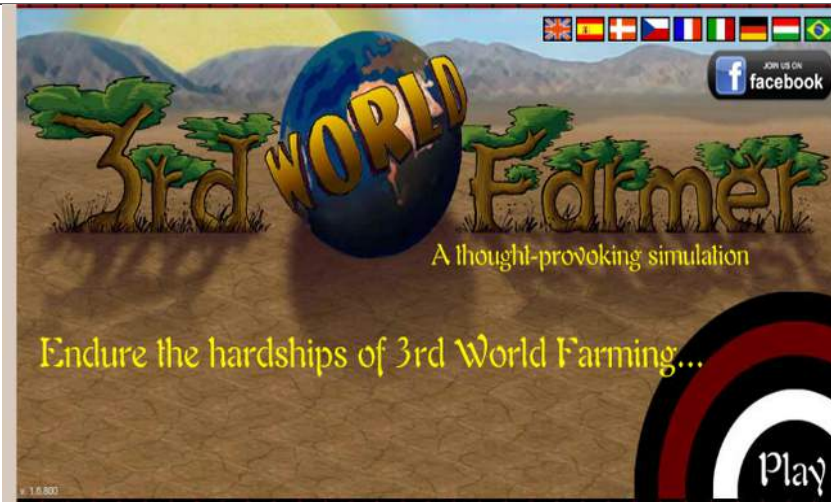



Third World Farmer	
 Link to the Game	https://3rdworldfarmer.org/
 Promoter	Friends of Education (North Macedonia)
 Type of Game	Online game - single palyer - platform game
 Target Age	9+
 Language(s)	English, Spanish, French, Italian, Portuguese, Czech
 Prosocial Value(s)	Personal relationship/friendship/family Empathy Respect/tolerance/accept the differences Education Ethics Emotions Equality/equity Solidarity/help each other Responsibility Communication Environment/nature
 Prosocial Skill(s)	Perspective taking Be empathetic Cooperation Problem solving Taking turns Set goals and plans Ask for help Help the others
 Objectives	<ul style="list-style-type: none"> • <i>Direct:</i> Understanding difficulties that 3rd world farmers face and their struggle for survival; • <i>Indirect:</i> Understanding social, environmental and economic issues in countries such as Africa and comparing to their own. Understanding how unfair life can be for people living in poor countries by being put in their shoes- developing empathy • <i>Inter and cross-disciplinary:</i> Geography, History, Civics. Developing critical thinking and making difficult choices; Understanding cause and affect relationship, Understating what consequences come from which actions;






	<ul style="list-style-type: none"> <i>Psychological, sociological, prosocial:</i> Raising awareness about wealth distribution and inequality between people, thinking about fairness and human rights, understanding different communities; Developing empathy and understanding how students themselves can take action to help others (by means of donating (can be done directly via the site), collecting things and giving them to charities; But also organising events, fundraising, collecting necessities for people in need in their own communities; Being kind to people who have less and understanding where they come from, wanting to help and talking about difficult issues;
 Description of the games	<p>3rd World Farmer demonstrates for the players what hardships farmers in poor countries experience. Players genuinely try to do their best but can they succeed? Makes one wonder even while playing whether endless wars, diseases, droughts, theft, corrupted politicians and militia destroy the farmers although they do their best to survive?</p> <p>3rd World Farmer is a serious game, it is educational and provocative and it makes people realise why poor people do what they can to survive and why sometimes they escape their countries in search of better life. So indirectly it tackles migration, refugees, people movement and most importantly inequality and unfair distribution of wealth.</p>
 Equipment Needed	<p>Works on PC, lap top, tablets, phone as it is played online</p>
 Description of The Activity	<p>This game is appropriate for children aged 8/9 + and is easily adaptable for teachers of different subjects to use. Can also be used inter- disciplinary. This game deals with issues that relate well with subjects such as:</p> <p>Geography (where are the countries in question, mapping them, discussing climate, soil, natural wealth),</p> <p>History (what was happening throughout history, who lived on those continents, understating relations, cause and effect etc.)</p> <p>Civic Education (political situation in the country, legal system, economic system, systems of government, human rights)</p> <p>The game evolves around making choices on how to ensure living for a poor family of 5 people. The most important aspect is that you can never know whether you would be able to survive as much depends on circumstances beyond once control. This could be very frustrating for the player since they feel that whichever choice they make it is not the right one. However, it shows them the reality in 3rd world countries and sensitives them to hardship thus developing empathy.</p> <p>As a lead in activity the teacher can organise very simple task. She asks the students to line up and they start from the same place and reach a certain point (finishing line). Then she says that people who can relate to the statements she gives step forward. She gives statements like: If your parents have money for you to live very comfortably go one step forward. If you can buy everything you want step .If you have never been bullied or felt bad at school step again...and so on. This practical activity (inspired buy a TV ad) shows students that some students are more privileged and in a</p>













	<p>better position than others than others.</p> <p>A discussion follows on who felt that it was not fair and why. The teacher relates this experience to the countries in questions that are the focus on this game.</p> <p>After the students have played the game she divides them into groups and gives them few question they need to discuss and reach a conclusion then share with the others. The following can be possible questions:</p> <ul style="list-style-type: none"> - What was the most challenging in the game? - Why was it very difficult to make choices? - How did you feel? <p>At the end the teacher asks what it is that the students can do to help and is it possible. There is a button TAKE ACTION on the bar of the game; Once opened it gives you all the organisations (such as Oxfam) that world to support farmers on Africa and other places.</p> <p>She also talks about helping in their local communities.</p>
 Timing	<p>The game takes around 30 minutes.</p>
 Images or Other Documents	 




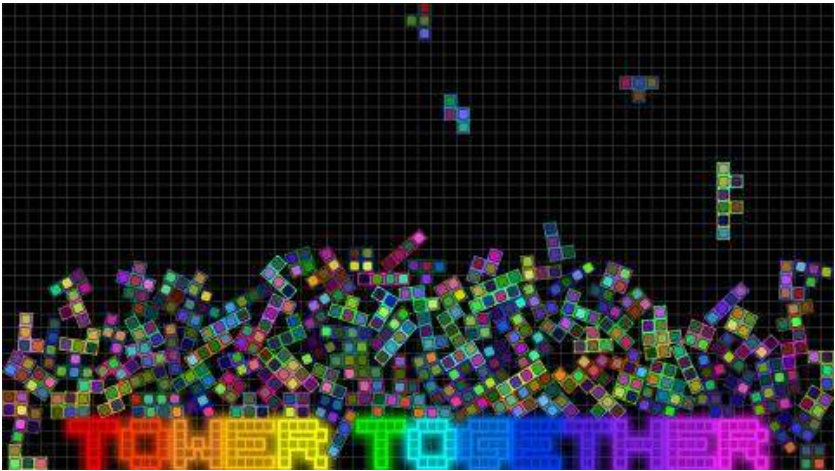





 Other Relevant Links	Creating emotional response and further use of the game in class https://paxsims.wordpress.com/2015/01/27/reviewing-third-world-farmer-as-a-class-assignment/
 Tips and Tricks	This game is best played if students have some previous knowledge on farming, plants and soil and know a little about climate and the situation in 3 rd World Countries. The teacher can make a short presentations for them, or ask the students to do it themselves (flipped classroom), search it on Google Earth, watch a documentary or a short video.
 Source	3 rd World Farmer Team 2014












Tower Together	
 Link to the Game	https://playgen.itch.io/tower-together
 Promoter	Polo Europeo Della Conoscenza (Italy)
 Type of Game	Online game – multiplayer (2 players) - flashgame
 Target Age	7+
 Language(s)	English, Italian, Greek, Spanish
 Prosocial Value(s)	Responsibility Communication
 Prosocial Skill(s)	Self-control Communicating with others Join a group Perspective taking Set goals and plans Problem solving
 Objectives	<ul style="list-style-type: none"> • <i>Direct:</i> Strategic thinking • <i>Indirect:</i> Geometry, geometrical projection • <i>Inter and cross-disciplinary:</i> Space orientation • <i>Psychological, sociological, prosocial:</i> Cooperation
 Description of the games	Students will be working together to build a tower using shared blocks in a limited time. Each player can move or rotate and then lock into place when happy with positioning. The aim is to build the tower until it reaches the line in the middle of the screen before the time runs out.
 Equipment Needed	The game is downloadable on PCs








 Description of The Activity	<p>Students will be working together to build a tower using shared blocks in a limited time. Each player can move or rotate and then lock into place when happy with positioning.</p> <p>The aim is to build the tower until it reaches the line in the middle of the screen before the time runs out.</p>
 Timing	<p>From 5 to 15 minutes</p>
 Images or Other Documents	
 Other Relevant Links	<p>www.prosociallearn.eu</p>
 Tips and Tricks	<p>The game is funny and the children usually laugh and scream while playing it. It can be used as a reward during the breaks.</p>
 Source	<p>Developer: Playgen (http://playgen.com/)</p>







VentiMesi	
 Link to the Game	https://wearemuesli.itch.io/ventimesi
 Promoter	Polo Europeo della Conoscenza (Italy)
 Type of Game	Downloaded - single player - narrative game
 Target Age	11+
 Language(s)	Italian and English
 Prosocial Value(s)	Peace/democracy/citizenship Emotions Empathy
 Prosocial Skill(s)	Perspective taking Identify and express feeling and emotions Be empathetic
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: Explore at the historical topic from different perspectives • <i>Indirect</i>: Learn the human complexity of historical events • <i>Inter and cross-disciplinary</i>: Deepen historical facts of the Second World War in Italy • <i>Psychological, sociological, prosocial</i>: Understand the sacrifices done in the past for the gain of freedom for totalitarianism
 Description of the games	<p>Ventimesi is a collection of playable stories about Italian Resistance and Liberation from Nazi-Fascism. The game tells 20 stories based on actual WWII events in the Milan metropolitan area (Sesto San Giovanni and its surroundings), 20 diverse points of view on Italy's history of democracy, during the 20 months of partisan resistance (from September 1943 to April 1945), from the Italian armistice to the final liberation from the Nazi-fascism. So for each month the player is introduced to a new story and, as the months march forward, he/she experiences the hardships of various characters in a series of different segments, each inspired by a</p>












	<p>real event.</p> <p>The game covers all aspects of the Italian resistance, from a conflicted priest watching trains depart for concentration camps to a German soldier and factory worker tensely negotiating a checkpoint, and a child dreaming that bombs are stars,</p>
 Equipment Needed	<p>Pc or Mac</p>
 Description of The Activity	<p>Every short interactive novel is dense of psychological, emotive and historical information. The player has only to choose among few dialogues but that's enough to put him in front of hard decisions (i.e. to be friendly or evasive with the sentinel; to leave the light on in the room on cause the kid is scared of dark or to turn it off so the bombers won't see the house...)</p> <p>Teachers can easily engage the whole class to reflect about the decisions and also about the meaning of each episode.</p> <p>Both graphic and sound are particularly cared for and can bridge to arts and music subjects.</p>
 Timing	<p>Each episode lasts few minutes</p>
 Images or Other Documents	








	
 Other Relevant Links	https://www.wearemuesli.it/
 Tips and Tricks	
 Source	Published on itch.io and Game Jolt by Wearemusli







World Rescue	
 Link to the Game	http://worldrescuegame.com
 Promoter	Panevezys District Education Center (Lithuania)
 Type of Game	Mobile game - single player - Narrative game / minigame
 Target Age	9-15
 Language(s)	English
 Prosocial Value(s)	Responsibility Communication Environment/nature
 Prosocial Skill(s)	Perspective taking Be empathetic Identify social cues Problem solving Ask for help Help the others
 Objectives	<ul style="list-style-type: none"> • <i>Direct:</i> to teach to solve global problems—such as displacement, disease, deforestation, drought, and pollution—at the community level. • <i>Inter and cross -disciplinary:</i> to combine and synthesize knowledge from different subjects: Geography, Physics, Chemistry, etc.
 Description of the games	<p>World Rescue is a narrative, inter and cross-disciplinary, research-based video-game inspired by the Sustainable Development Goals of the United Nations. Through fast-paced gameplay set in Kenya, Norway, Brazil, India, and China, children will meet and help five young heroes and help them solve global problems—such as displacement, disease, deforestation, drought, and pollution—at the community level.</p> <p>Children accomplish humanitarian missions in different corners of the planet, meet local citizens, help people, rescue the world from numerous threats.</p> <p>Mini-games are intended to be video game-like fun, but the subject matter on this app is very serious, and some kids may find the time limits frustrating. Teachers can play World Rescue with their pupils to explain these heavy, sometimes scary situations in more detail. It can undoubtedly help kids learn about many of the problems people around the world face today..</p>



 Equipment Needed	iOS 9.0 or later Android 4.1 and up
 Description of The Activity	<p>Before playing World Rescue, first children are asked to read the intro story told by the professor character, and then travel to Kenya. Tap the map and zoom in on a soccer player named Salim along the Kenya-Somalia border. The first mini-game is a tap and swipe in which players help Salim jump over a pit, then assist refugees across a "no-man's land" between Kenya and Somalia by manoeuvring through maze-like paths. Read conversations between the professor and the five kids in the games as they talk about the issues in each country. Once you complete one game, the next mini-game is unlocked.</p> <p>Examples of activities:</p> <ul style="list-style-type: none"> - Teachers can talk about how the kids and other characters in World Rescue are working to find solutions to the problems other people in the games are facing. - Seek out an organization that assists with one of the issues highlighted on this app, and talk about what your class/school/country can do to help. - Talk about the United Nations and UNESCO. Search online for more kid-friendly information about this global organization.
 Timing	Timing depends on learning goals and extra exercises.
 Images or Other Documents	










	 
 Tips and Tricks	<p>Children can play World Rescue on their own, but it would be more beneficial to discuss about the context of each mini-game and analyse the particular issue in deep.</p>
 Source	<p>Developer: ZU Digital</p>







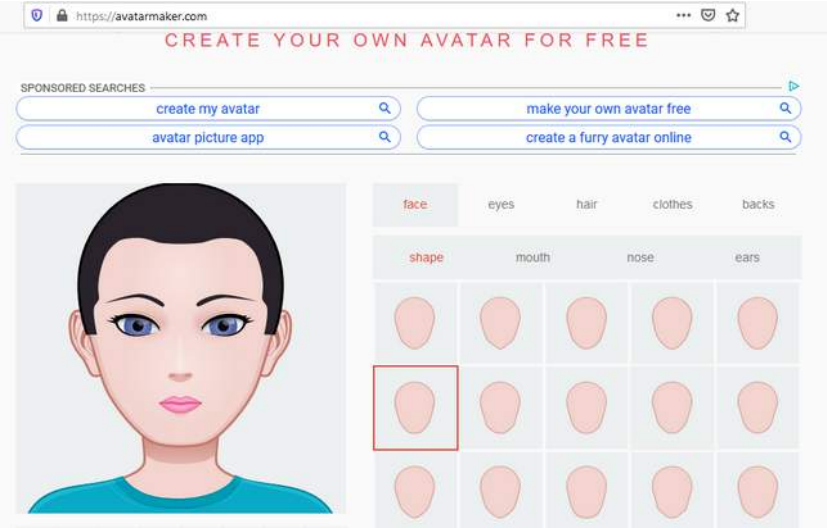


OTHER DIGITAL MATERIALS

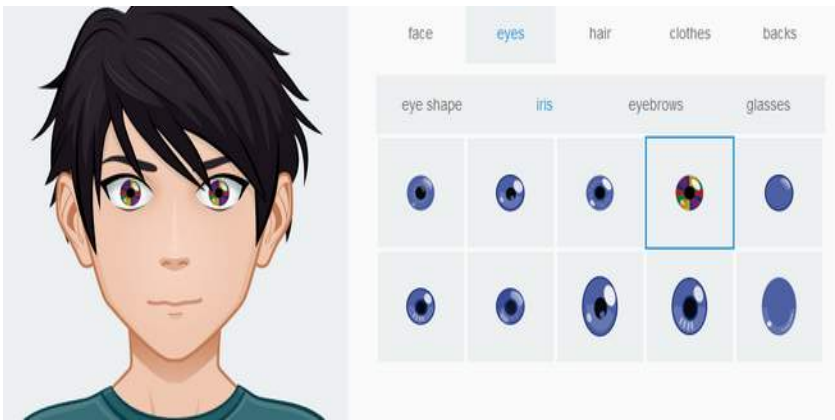



This section is about other material available for free and online that the teachers can use to implement their lessons about prosociality.

Avatar Maker	
 Link to the digital tool	https://avatarmaker.com/
 Promoter	Consejería de Education Junta de Castilla y Leon (Spain)
 Type of digital tool	Online avatar maker
 Target Age	10- ∞
 Language(s)	English
 Prosocial Value(s)	Accept differences Positive communication Responsibility
 Prosocial Skill(s)	Ask for help Help the other














 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: create an avatar. • <i>Indirect</i>: gamification tools • <i>Psychological, sociological, prosocial</i>: Promote self-regulation, improve awareness of differences.
 Description of the tool	<p>Avatarmaker.com is the easiest option for you and your students to start to include simple gamify elements on daily activities.</p>
 Equipment Needed	<p>Device (smart mobile, tablet, laptop, computer) with Internet connection</p>
 Description of the digital tool	<p>When you access to the website, you need to chose the gender for your avatar and then all his/her features (eyes, face shape, hair, clothes, backs...) The avatar doesn't have as many options as other webs/apps, but it can be more than enough to start with.</p>
 Timing	<p>5 minutes</p>
 Images or Other Documents	




	
 Other Relevant Links	
 Tips and Tricks	<p>You do not need to register on the website, you simply create the avatar and download it</p>
 Source	








Badge Craft	
 Link to the Game	1) https://play.google.com/store/apps/details?id=com.badgecraft 2) https://itunes.apple.com/lt/app/badge-wallet/id1169077003?mt=8 3) https://www.badgecraft.eu/ 4) https://www.badgewallet.eu
 Promoter	Uşak İl Milli Eğitim Müdürlüğü – Uşak MEM (Turkey)
 Type of Game	Mobile application
 Target Age	7 +
 Language(s)	English, Lithuanian, Spanish, Italian, Greek, French, Portuguese, German, etc.
 Prosocial Value(s)	Education Ethics Citizenship
 Prosocial Skill(s)	Communication with others
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: give reinforcement to positive behaviour • <i>Inter and cross disciplinary</i>: communicate meaningfully • <i>Psychological, sociological, prosocial</i>: recognise what people achieve and can do
 Description of the games	You may download the app and make a presentation to the learners. Then set your learning goals and laps and show it to the learners. Then the learners will achieve the values and behaviours.
 Equipment Needed	Smartphones, tablets, PC's with NOX Android Emulator internet connection
 Description of The Activity	Badge Wallet is a simple and secure way to Earn, Store, Manage and Share the achievements using digital Open Badges issued through Badgecraft (https://www.badgecraft.eu). Badge Wallet lets you: - Earn badges by typing badge code or by scanning QR code - Join badge projects and programs to develop and recognize competencies - Complete badge quests and tasks - Upload text, photo, video or files as evidence to support achievements - View progress of learning, development and achievements











	<ul style="list-style-type: none"> - Store credentials and achievements in one place - Share achievements on social networks, online profiles or CV - Showcase competencies, achievements and credentials <p>More about Badge Wallet features: http://www.badgewallet.eu</p> <p>Recognition Systems Start with one badge, then create entire systems. Have total flexibility in recognition. Build recognition pathways with levels and milestones. Track progress and monitor skills development. Show opportunities for learning and achievements. See how badges can encourage proactivity.</p> <p>Quests Create engaging and motivating quests to earn badges using a variety of activities. Create engaging quests to earn badges Allow evidence to be uploaded in a variety of formats to suit your learners and learning environment. Review learning using different methods including peer, self and assessor options.</p> <p>Impact and Achievements Monitor how people complete badge earning activities in real time. View and analyse recognition data. Use it to identify trends and patterns. Issue certificates based on earned badges and unlocked achievements.</p> <p>Badge Wallet Collect evidence anytime anywhere. Your badges are always at your fingertips. Easy way to review your own badges and your progress in quests. Showcase your competence profile. Push notifications to motivate actions to take or quests to complete. Always know when you achieve.</p> <p>Achievement Portfolio Sort and visualise achievements in an online portfolio. Manage privacy settings to decide easily who you share your achievements with. Share achievements online and offline with digital Open Badges and printable certificates.</p> <p>Backpack Badge earners can export Open Badges to the Backpack. The Backpack lets you store the Open Badges you earn, and share them between different platforms, anywhere on the web. Badgecraft implements Open Badges 1.1 standard*.</p> <p>Multilingual Solution Badgecraft platform and complementary solutions including the Badge Wallet app are multilingual. Currently 18 languages are supported</p>
 Timing	<p>You may download the app and register your organisation, then its an open platform and there is no time to play it.</p>








 <p>Images or Other Documents</p>	
 <p>Other Relevant Links</p>	<p>https://www.youtube.com/watch?time_continue=3&v=HgLLq7ybDtc (Introduction Video)</p> <p>https://www.youtube.com/channel/UCHDeiVUOkH5cOJGnRBielrA (All Videos)</p>
 <p>Tips and Tricks</p>	<p>Badgecraft offers a fun yet credible tool to assess competences, validate prior-learning, support professional development of staff and create motivating and engaging recognition systems for achievement.</p> <p>Badgecraft offers a multilingual web platform to manage achievements using digital open badges. Organisations and individuals can earn, create, issue, share, sort and display badges online, plus use them to communicate achievements in the places which matter.</p>
 <p>Source</p>	<p>Its all given in the links. The consortium of international partners develops Badge Wallet: http://www.badgewallet.eu/partners</p> <p>Badge Wallet developments were co-funded by European Union's Erasmus+ program. More about this programme: http://ec.europa.eu/programmes/erasmus-plus/</p>



Bitmoji	
 Link to the digital tool	https://www.bitmoji.com/
 Promoter	Consejería de Education Junta de Castilla y Leon (Spain)
 Type of digital tool	App for creating the own personal emoji- social media App
 Target Age	all life long
 Language(s)	English, Spanish, Arabic, German, French, Portuguese, Japanese, Korean
 Prosocial Value(s)	Accept differences Positive communication Responsibility Ethics
 Prosocial Skill(s)	Value of differences Communication with others Multilingualism
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: create expressive cartoon avatar, with your features. • <i>Indirect</i>: gamification tools • <i>Psychological, sociological, prosocial</i>: Promote self-knowledge, acceptance, improve awareness of differences.



 Description of the tool	<p>Bitmoji is a social media app for customizing your own features and create truly realistic depictions of yourself to share with friends, family, to use on the gamified activities. You can download for iOS or Android</p>
 Equipment Needed	<p>Smart device with android 6.0.1 and the equivalent in iOS and access to Internet</p>
 Description of the digital tool	<p>The first thing you have to do is download your application You will have to log in using your Snapchat account or creating a new one, and the first step of the editor of your emoji will be to choose your gender first. Once you have chosen your gender, you will be asked if you want to take a selfie. These photos do not automatically generate your emoji, but will be shown on the screen during the creation process so you can use it as a guide. By seeing your face all the time, you should be able to create an emoji more similar to yourself. You can change the avatar style, skin and hair color, hairstyle, facial hair, shape, color and size of eyes, eyelashes, eyebrows, nose, glasses, jaw, eyes lips, ears, facial features and clothing. Once your avatar is generated, you can use it as an emoji or to add your stickers. This can be done directly from the applications that implement Bitmoji or from other apps, where you only have to click on the image you want and a menu will appear to choose the app to use it. You can use it in applications like WhatsApp, LINE, Messenger or Telegram.</p>
 Timing	<p>10 minutes</p>
 Images or Other Documents	












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 Other Relevant Links	
 Tips and Tricks	<p>Bitmoji are also Chrome friendly and works with Gmail</p>





 Source	© 2020 Snap Inc.
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Emotions and Communication	
 Link to the Game	http://sauga-sveikata5-8.mkp.emokykla.lt/lt/mo/demonstracijos/emocijos_ir_bendravimas/scenario.16,position.0
 Promoter	Panevezys District Education Center (Lithuania)
 Type of Game	Slides without any interactivity, just a demonstration of information.
 Target Age	6-14
 Language(s)	Lithuanian
 Prosocial Value(s)	Emotions Communication/Collaboration
 Prosocial Skill(s)	Communicating with others Respecting Others Perspective taking Identify and express feeling and emotions Be empathetic Identify social cues Self-control Cooperation Problem solving Set goals and plans Ask for help Help the others
 Objectives	Pupils learn to recognize various emotions of people, discuss how the same emotions can help and interfere.
 Description of the games	There are two demonstrations: - In the first demonstration there is the emotional recognition task presented. A student needs to identify correctly the emotion shown in the picture. Students miss 5 points for the wrong guess, and get 10 points for the correct one. They can do the task by learning and












	<p>checking.</p> <p>- Associate and interfere with the situations presented in the second demonstration. Students can assign the same emotion to several situations, but they do not need to use all the emotions. After completing the task, they discuss why they have assigned one or another emotion to the situations, share the same emotions that can help and hinder, share thoughts on how to manage emotions. Each emotion can be useful in a particular situation, only one emotion is more enjoyable, others are less pleasant. After completing all tasks students together make conclusions.</p>
 Equipment Needed	<p>Available online, Adobe Flash Player is needed</p>
 Description of The Activity	<p>This is not a game but rather a learning object, which could be incorporated into class activities with some extent, e.g. for discussion about our emotions and feelings.</p> <p>Examples of activities:</p> <p>Activity 1: Feelings in stories</p> <p>Teacher's notes: for this activity, prepare a collection of picture books that show feelings. Refer to stories that show a range of emotions (eg. happiness, sadness, loneliness, pride, frightened, surprised, confident, confused etc) provided in <i>Emotions and communication</i>. Read through a story and ask children to identify emotions being expressed. Draw attention to the importance of facial clues and non-verbal gestures. As you are reading through the story, get children to identify the emotions from the basic emotions page for this lesson. Emphasise that no feeling is 'wrong', and that all feelings we have are 'valid' or 'important'. You can google 'children's picture books about feelings and emotions' or 'inclusion' to find a range of books you can use.</p> <p>Activity 2: My first day of school</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • How did you feel on your first day of primary school? (Scared, nervous, excited, alone, sick) • What do you think made you feel this way? What were you concerned about? (Knowing no-one, having no friends, not knowing what to do, not knowing my teacher, worried about getting lost etc). • How do you think your classmates were feeling on their first day? Similar feelings. • How can you tell how your classmates are feeling? (by the expressions on their face, by what they say, by the way they are moving, by what they are doing, whether or not they are joining in to an activity etc) • Why do you think it is important to notice how your classmates are feeling? So we can take action to make sure everyone is feeling safe and happy.



	<p>Main points to highlights: There are many ways we can tell how the people around us are feeling. It is important to notice how the people around us are feeling so that we can take action if they are feeling sad.</p>
 Timing	<p>In order to apply this game in school activities, teachers intended to be creative and provide the whole scenario of particular tasks to be performed. Timing for preparation strongly depends on a scope of activities and learning goals.</p>
 Images or Other Documents	 
 Other Relevant Links	<p>http://sauga-sveikata5-8.mkp.emokykla.lt/lt/mo/uzduociu_lapai/uzduociu_lapas_jausmai_ir_bendravimas/scenario.16,position.5</p>
 Source	<p>Developer: http://www.sviesa.lt</p>



Happy Onlife	
 Link to the Game	1) https://itunes.apple.com/us/app/happy-onlife/id1017319944?mt=8 2) https://play.google.com/store/apps/details?id=ec.europa.publications.happyonlife&hl=tr
 Promoter	Uşak İl Milli Eğitim Müdürlüğü – Uşak MEM (Turkey)
 Type of Game	Mobile Application
 Target Age	8+
 Language(s)	English, French, Italian, Portuguese, Romanian, Greek, Spanish, Flemish
 Prosocial Value(s)	Personal relations, Peace, Communication, Ethics, Accept Differences/Tolerance
 Prosocial Skill(s)	Problem solving
 Objectives	<ul style="list-style-type: none"> • <i>Direct</i>: to enhance digital skills individually and collectively • <i>Indirect</i>: to co-create online research tools, voicing their needs and issues playfully • <i>Psychological, sociological, prosocial</i>: to improve privacy, safety awareness and skills
 Description of the games	<p>Happy Onlife is a game which kids can play and learn online safety. You can now teach how to behave safely in the digital world by playing the Happy Onlife game with your students. This engaging game aims at supporting children between 8-12 years along with involving their parents and teachers in initiating active mediation of the digital technology with them. Quiz questions embedded in the game on the use of internet, social networks, and online-games are designed to prompt discussion between players and empower them for a responsible and safe way of using digital media.</p> <p>Besides Happy Onlife can be use as a toolkit, it includes a game, for children, parents and teachers, aimed at raising awareness of the risks and opportunities of internet and promoting the best online practices. The game and toolkit are proposed as work in progress to be extended with the contributions of all stakeholders applying innovative research methods for formal, informal and participatory education in the use of digital</p>



	technologies with children aged between 8 and 12.
 Equipment Needed	Mobile devices, internet connection
 Description of The Activity	<p>The game is addressed to children aged 8-12-along with involving their parents and teachers.</p> <p>The game is a board game inspired by the traditional “Snakes and Ladder game”, combined with quiz questions on the subject. Quiz questions on the use of internet, social networks, online-games are designed to prompt discussion and allow the moderator to drive the players towards a responsible and balanced way of using digital media. In addition to the paper version, the game is available as an online application.</p>
 Timing	Around 20 or 30 minutes.
 Images or Other Documents	 
 Other Relevant Links	https://ec.europa.eu/jrc/en/scientific-tool/happy-onlife-game-raise-awareness-internet-risks-and-opportunities https://web.jrc.ec.europa.eu/happyonlife/



Schools and educators can request a free copy of the box in English and Italian (limited to available stock) at this e-mail address:
jrc-happyonlife@ec.europa.eu