



Game 

# *Language Learning Games for Migrants and Refugees*

PROJECT RESULT 2

## *Curriculum*



Co-funded by  
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## ***Introduction***

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Over the last decades, the number of migrants coming to the EU has been increasing. Once they reach the host country the main challenge and key factor for successful integration is learning the host country language. While integration of migrant children comes comparatively easy through attending school, it is much harder for adult migrants. However, a good command of the host country language is key to integration into the local society and labour market as well as for participation in social life. Even though language courses are provided in most host countries, learning the local language remains challenging for most migrants.

It is against this background that the project “Language Learning Games for migrants and refugees” (Game on) was developed. It proposes an innovative approach to language learning based on non-formal game-based learning through physical and online games. Games in education can be motivating and inspiring and create engagement, whilst enhancing team bonding and a sense of community.

During the first part of the project, extensive research was carried out by all partner countries in order to establish the current situation as to the implementation of games in the language learning process and learner’s and teacher’s needs and difficulties. Based on these findings, a methodological guide (PR1) was created.

The following curriculum is part of the second project result (PR2) which aims to develop a training course for language teachers on how to design, deliver and evaluate learning games for adult migrant learners. The training courses will be held in all partner countries.

## ***Target group***

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The training courses are aimed at trained language teachers in all partner countries. Thus, it can be assumed that the participants already have experience in teaching the language and are familiar with basic principles of language acquisition, the Common European Framework of Reference for Languages (CEFR) and the characteristics of the target group in their countries.

The objectives of the training courses are to build the capacity of the participants for incorporating games into their language lessons and to address learning needs of migrants and refugees through informal and game-based learning.

## ***Structure and course content***

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The following curriculum is based on everything learnt through desk research, focus groups, interviews and meetings and includes findings from the Methodological Guide (PR1). The training course will present different methods and approaches to game-based learning, introduce assessment criteria, demonstrate and evaluate physical and online materials developed within the project (PR3) and present tools for designing and creating learning games. The training course will have a duration of 16 hours that can be organized as an intensive seminar of two days. The curriculum indicates potential break times. However, these can be adapted to fit the needs of each training course group in terms of duration and frequency. The times indicated for the activities should also be regarded as approximate, as all activities can be shortened or extended depending on the needs of the group.

This curriculum (PR2 A3) includes the learning objectives in terms of knowledge, skills and competences to be acquired, content and materials to be used and class arrangement. It will be accompanied by PowerPoint presentations and handouts (PR2 A4), a Guide for teachers as well as games and materials developed in PR3.

# The training course includes the following topics:

## 1 Introduction

### 1.1 Initial situation in the partner countries

*Overview of findings from the research and focus groups on game-based learning*

*Learners' and teachers' needs with regard to implementing games in language learning and teaching*

### 1.2 Challenges for migrant learners

### 1.3 Presentation of the Methodological Guide (PR 1)

## 2 Game-based language learning

### 2.1 Theory of game-based language learning

*Definition of games*

### 2.2 Benefits of this method (Theory)

*Benefits of implementing games in language teaching and learning*

*Motivation factors /Pros*

*Demotivating factors /Cons*

### 2.3 Introduction to the project's outputs

*Introduction to the accompanying materials produced within the project*

*Game on and the Common European Framework of Reference for Languages (CEFR)*

### 2.4 Classification of games

*Ways to classify games*

*Presentation of the games developed within the project*

### 2.5 Choosing games for language teaching

*How and when to use games*

*Types of group formation*

*Defining learning objectives*

*Criteria to take into consideration when implementing games in the learning process*

*Difficulties and obstacles*

*Best practices for implementing games in the learning process*

## **2.6 Evaluating the use of games in class**

*Assessment criteria*

# **3 Games for different teaching situations**

## **3.1 Teaching grammar through games**

*Types of games*

*Presentation of corresponding games developed within the project*

*Testing and Feedback on games*

*Creating games for teaching grammar*

*Adjusting games to the specific needs of migrant learners*

*Modification for technological skills*

*Modification for linguistic differences*

## **3.2 Teaching vocabulary through games**

*Presentation of games developed within the project*

*Testing and Feedback on games*

*Creating vocabulary games*

*Practical session: Designing games for teaching grammar or vocabulary*

*Adjusting games to the specific needs of migrant learners*

## **3.3 Teaching communication skills through games**

*Introduction to the different types of communication games*

*Presentation of games developed within the project*

*Testing and Feedback on games*

*Creating communication games*

*Practical session designing communicative games*

### 3.4 Digital games

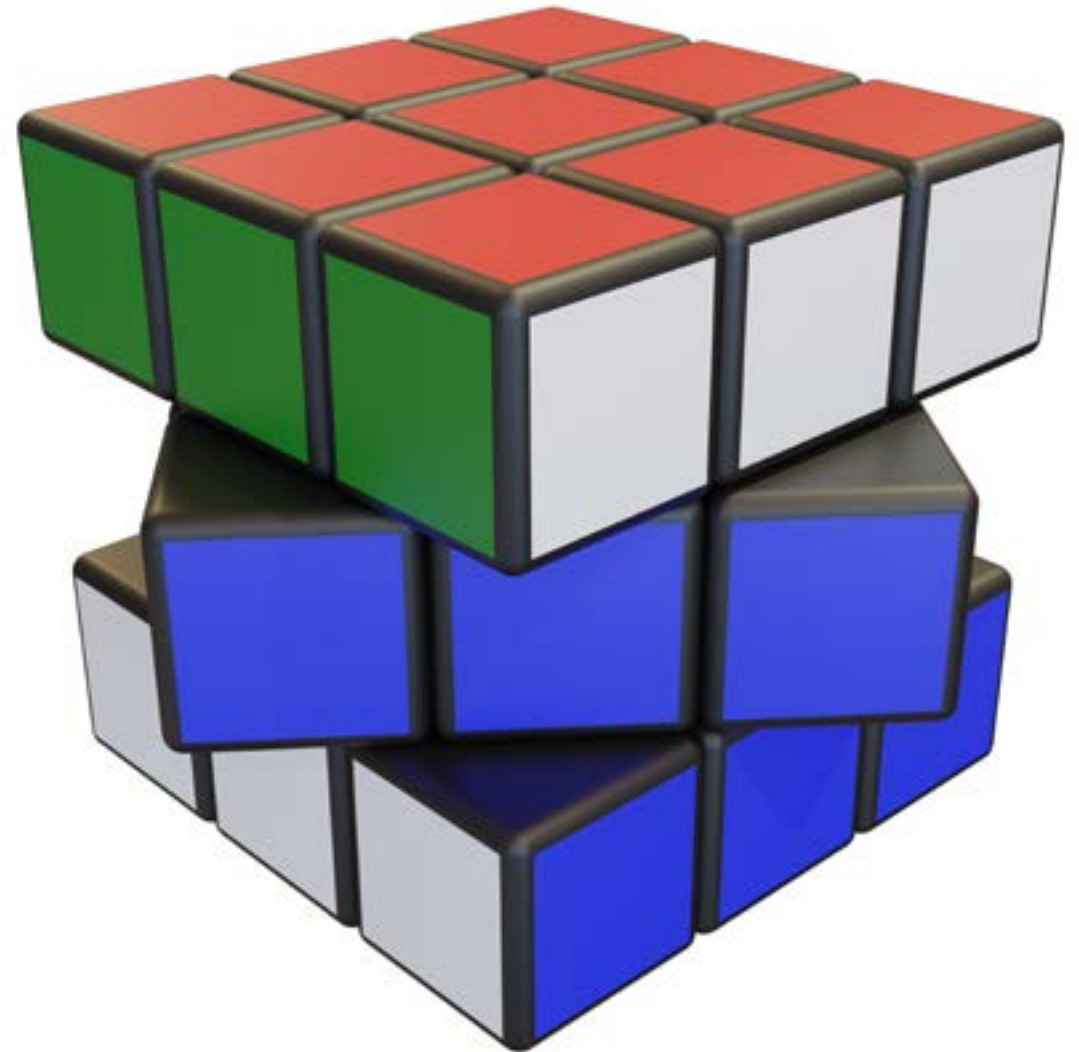
*Benefits of digital games*

*Presentation of games developed in the project*

*Testing and Feedback on games*

*Creating digital language learning games*

*Practical session: Designing a digital learning game*





# Teacher Training Curriculum

## Day 1

Duration	Learning objective	Activity	Activity description	Materials needed
15 min.		Presentation of the participants and trainers	<ul style="list-style-type: none"> <li>Participants introduce themselves (for example: name, occupation, target group etc.)</li> <li>Trainers introduce themselves</li> </ul>	<ul style="list-style-type: none"> <li>name tags (optional)</li> </ul>
10 min.		Explanation of the course programme, Privacy policy, List of participants	<ul style="list-style-type: none"> <li>Information on the subject of data protection, signing of the consent form</li> <li>Signing on the list of participants</li> <li>Presentation of the course programme</li> </ul>	<ul style="list-style-type: none"> <li>Consent form</li> <li>List of participants</li> <li>Slide 1: Course programme</li> </ul>
10 min.	Getting to know the project	Introduction to the project "Game on"	<ul style="list-style-type: none"> <li>Trainer introduces the project:               <ul style="list-style-type: none"> <li>General information about the project</li> <li>Project partners</li> <li>Target groups</li> <li>Project outcomes</li> <li>Project website and contact information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Slide 2</li> <li>Slide 3</li> <li>Slide 4</li> <li>Slide 5</li> <li>Slide 6</li> <li>Handout 1</li> </ul>
10 min.	Understanding the initial situation of the project	Overview of findings from the research and focus groups on game-based learning	<ul style="list-style-type: none"> <li>Trainer explains the findings from the research and focus groups               <ul style="list-style-type: none"> <li>How the research was done</li> <li>Findings on game-based learning in the partner countries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Slide 7</li> <li>Slide 8/9</li> </ul>
20 min.	Understanding the background of the training course	Learner's and teacher's needs with regard to implementing games in language learning and teaching	<ul style="list-style-type: none"> <li>Trainer presents finding from the research in terms of learners' and teachers' needs with regard to implementing games in class</li> <li>Discussion with participants (Potential points for discussion):               <ul style="list-style-type: none"> <li>Do the participants use learning games in their classes? Why (not)?</li> <li>Which games do they use?</li> <li>What problems/difficulties are there?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Slide 14</li> </ul>

20 min.	Understanding learners' difficulties	Overview of factors that make language learning and game-based learning challenging for migrant adult learners	<ul style="list-style-type: none"> <li>• Trainer talks about factors that make language learning difficult for migrants especially with regard to implementing games in the learning process</li> <li>• Discussion with participants (<i>Potential topics for discussion</i>): <ul style="list-style-type: none"> <li>&gt; Have the participants encountered any of these difficulties with regard to game-based learning?</li> <li>&gt; How did they deal with them?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Slide 12/13</li> </ul>
15 min.	Getting to know PR1	Presentation of the Methodological Guide (PR1)	<p>Trainer presents the Methodological Guide which is the basis for the teacher training and presents additional information about the topics touched upon before:</p> <ul style="list-style-type: none"> <li>&gt; Content</li> <li>&gt; Languages</li> <li>&gt; Download option</li> </ul>	<ul style="list-style-type: none"> <li>• Slide 14</li> </ul>
10 min.	Understanding the term game and learning game	2.1 Theory of game-based language learning	<ul style="list-style-type: none"> <li>• Brainstorming session: Trainer asks participants how they would define the term "game".</li> <li>• To sum up the activity, present the slide with the most common defining elements of the term "game".</li> <li>• Based on this definition, the trainer asks the participants to define the term "learning game".</li> <li>• To sum up this activity, present the slide with the definition of the term "learning game".</li> <li>• Trainer distributes Handout 2, which includes the definitions described above.</li> </ul>	<ul style="list-style-type: none"> <li>• Slide 15</li> <li>• Slide 16</li> <li>• Handout 2</li> </ul>
<b>Break</b>				
30 min.	Identifying benefits, motivating and demotivating factors	2.2 Benefits of this method / Motivating factors / Demotivating factors	<ul style="list-style-type: none"> <li>• Group work: Trainer divides the participants into groups and assigns each group a task: <ul style="list-style-type: none"> <li>&gt; Group 1: Benefits of using games in language teaching</li> <li>&gt; Group 2: Motivating factors for learners</li> <li>&gt; Group 3: Demotivating factors for learners</li> </ul> </li> <li>• If possible provide different rooms for the groups.</li> <li>• After the working time is over, each group presents their findings.</li> <li>• To sum up the activity, the trainer can show the Slides 17 – 19 which summarize: <ul style="list-style-type: none"> <li>&gt; Benefits of this method</li> <li>&gt; Motivating factors</li> <li>&gt; Demotivating factors</li> </ul> </li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the trainer can distribute Handout 3 which also contains information on these 3 aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Slide 17</li> <li>• Slide 18</li> <li>• Slide 19</li> <li>• Handout 3</li> </ul>

15 min.	Getting to know PR3	2.3 Introduction to the project's outputs / Introduction to the accompanying materials	<ul style="list-style-type: none"> <li>• Trainer explains the projects outputs: <ul style="list-style-type: none"> <li>› Number of (physical and digital) games produced within the project</li> <li>› Thematic areas covered</li> <li>› Linguistic skills covered</li> <li>› Language levels &amp; Target group</li> <li>› Types of games</li> </ul> </li> <li>› Emphasize that all materials can be printed in house!</li> <li>- Trainer presents the accompanying material (game description) and shows one game description as an example.</li> </ul>	<ul style="list-style-type: none"> <li>• Handout 4</li> <li>• Slide 20</li> <li>• Slide 21</li> <li>• Slide 22</li> <li>• Slide 23</li> <li>• Slide 24</li> <li>• Slide 25 or printed game description</li> </ul>
10 min.	Understanding the language levels of the games within the CEFR	Game on and the Common European Framework of Reference for Languages (CEFR)	<ul style="list-style-type: none"> <li>• Trainer presents the CEFR focusing on the levels A1 and A2</li> </ul>	<ul style="list-style-type: none"> <li>• Slide 26 – 28</li> </ul>
<b>Break</b>				
20 min.	Distinguishing different ways of classification, identifying useful ways to classify games	2.4 Classification of games – Different ways to classify games	<ul style="list-style-type: none"> <li>• Trainer brainstorms with participants how to classify games</li> <li>• To sum up the activity show slide 29 giving an overview of some ways to classify games</li> <li>• At the end of the activity participants should be aware of the fact that there are various ways to classify games some of which may be more useful in a teaching context than others</li> </ul>	<ul style="list-style-type: none"> <li>• Slide 29</li> </ul>
15 min.	Getting an overview of the games developed in the project	Presentation of the games developed within the project	<ul style="list-style-type: none"> <li>• Trainers presents the printed games and accompanying materials</li> <li>• Participants have the chance to look at the materials game descriptions</li> <li>• Trainer explains that there will be time in the second part of the training course to try the games and find out how to create similar games</li> </ul>	<ul style="list-style-type: none"> <li>• printed games and game descriptions</li> </ul>
20 min.	Being able to identify when and how to use games	2.5 Choosing games for language teaching – How and when to use games	<ul style="list-style-type: none"> <li>• Group discussion: Trainer asks participants when they use games in the teaching process</li> <li>• To sum up, show slide 30 summarizing different scenarios when to use games in language teaching</li> <li>• Trainer explains how to proceed when using games in class</li> </ul>	<ul style="list-style-type: none"> <li>• Slide 30</li> <li>• Slide 31</li> </ul>
<b>Break</b>				

20 min.	Identifying the most suitable type of group formation	Types of group formation	<ul style="list-style-type: none"> <li>• Group discussion: Trainer asks participants how they form groups</li> <li>• To sum up, show slide 32 showing different ways of forming groups and their advantages and disadvantages</li> <li>• <b>Option:</b> Use different methods of group formation in the second part of the training course when participants play the games</li> </ul>	<ul style="list-style-type: none"> <li>• Slide 32</li> </ul>
20 min.	Being able to set S.M.A.R.T. learning goals	Defining learning objectives	<ul style="list-style-type: none"> <li>• Trainer shows the two sentences on Slide 33 and asks participants whether there is a difference between the two</li> <li>• Trainer shows slide 34 to demonstrate the importance of goals</li> <li>• Trainer explains S.M.A.R.T goals</li> <li>• Trainer explains the difference between learning goals and learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Slide 33</li> <li>• Slide 34</li> <li>• Slide 35 – 39</li> <li>• Slide 40</li> </ul>
20 min.	Knowing which criteria to consider when choosing suitable learning games	Criteria to take into consideration when implementing games in the learning process	<ul style="list-style-type: none"> <li>• Trainer presents the four main aspects that need to be considered when implementing games</li> <li>• Trainer brainstorms with participants which aspects need to be considered under each section</li> <li>• Trainer distributes Handout 5 which summarizes the main criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Slide 41</li> <li>• Slides 42 – 45</li> <li>• Handout 5</li> </ul>
<b>Break</b>				
20 min.	Being aware of difficulties and obstacle during the implementation of games	Difficulties and obstacles	<ul style="list-style-type: none"> <li>• Discussion: Participants share their ideas on difficulties and obstacles for the implementation of games</li> <li>• To sum up the discussion the trainer may show slides 46 - 49</li> </ul>	<ul style="list-style-type: none"> <li>• Slides 46 – 49</li> </ul>
20 min.	Identifying best practices for the implementation of games	Best practices for implementing games into the learning process	<ul style="list-style-type: none"> <li>• Group discussion: Based on the findings from the previous parts of the training course participants try to formulate good practice ideas for successful implementation of games in the learning process</li> <li>• After the group discussion, participants present the findings of their group</li> <li>• To sum up, the trainer distributes Handout 6</li> </ul>	<ul style="list-style-type: none"> <li>• Handout 6</li> </ul>
20 min.	Being aware of the importance of assessment; Knowing assessment criteria	Assessment criteria	<ul style="list-style-type: none"> <li>• Trainer explains why evaluation is important</li> <li>• Trainer presents criteria for assessing the effectiveness of games</li> </ul>	<ul style="list-style-type: none"> <li>• Slide 50/51</li> <li>• Slides 52/53, Handout 7</li> </ul>
15 min.	Wrapping up Day 1, creating interest for Day 2	Conclusion of day 1 and outlook to day 2	<p>To sum up the first training course day, the trainer asks all participants to choose one word to describe the day</p> <ul style="list-style-type: none"> <li>• Trainer presents a short outlook to day 2 which will be devoted to practical activities <ul style="list-style-type: none"> <li>› Testing the games developed in the project</li> <li>› Creating learning games</li> </ul> </li> </ul>	

## Day 2

Duration	Learning objective	Activity	Activity description	Materials needed
10 min.	Identifying games that can be used for teaching grammar	3.1 Teaching grammar through games – Types of games	<ul style="list-style-type: none"> <li>• Discussion: Trainer brainstorms with the participants which games they use for teaching or practicing grammar</li> </ul>	
10 min.	Getting to know the corresponding games developed within this project	Presentation of the corresponding games developed within the project	<ul style="list-style-type: none"> <li>• Trainer presents an overview of the games developed specifically for practicing grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Slides 54/55</li> </ul>
20 min.		Testing and Feedback on the games	<ul style="list-style-type: none"> <li>• Trainer divides the participants into groups (see Teacher Guide Section “Types of group formation” for ideas on how to form the groups)</li> <li>• Participants choose one or more games and test them</li> <li>• Participants fill in the feedback form</li> </ul>	<ul style="list-style-type: none"> <li>• materials to determine the group</li> <li>• printed games / materials required to play to games</li> <li>• Feedback form</li> </ul>
<b>Break</b>				
20 min.	Being able to create games for practicing grammar	Creating games for teaching grammar	<ul style="list-style-type: none"> <li>• Trainer presents an example for creating a game for practicing grammar (see Teacher Guide for an example)</li> </ul>	<ul style="list-style-type: none"> <li>• Slides 56 – 66</li> </ul>
10 min.	Being able to adjust games to the needs of migrant learners	Adjusting games to the specific needs of migrant learners	<ul style="list-style-type: none"> <li>• Trainer presents ideas how the materials developed within the project can be adapted to the needs of migrant learners:               <ul style="list-style-type: none"> <li>&gt; Modification for technological skills</li> <li>&gt; Modification for linguistic differences</li> </ul> </li> <li>• To sum up this part of the training course the trainer distributes Handout 8 containing information on:               <ul style="list-style-type: none"> <li>&gt; Types of games for teaching grammar</li> <li>&gt; Platforms for designing materials/games</li> <li>&gt; Modifications</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Slide 67</li> <li>• Slide 68</li> <li>• Handout 8</li> </ul>

10 min.	Identifying games that can be used for vocabulary practice or revision; Getting to know the games developed in this project	3.2 Teaching vocabulary through games – Presentation of the games developed within the project	<ul style="list-style-type: none"> <li>• Trainer brainstorms with the participants which games they use for practicing or revising vocabulary</li> <li>• Trainer presents an overview of the games developed specifically for practicing/revising grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Slides 69/70</li> </ul>
20 min.		Testing and feedback on the games	<ul style="list-style-type: none"> <li>• Trainer divides the participants into groups (see Teacher Guide Section “Types of group formation” for ideas on how to form the groups)</li> <li>• Participants choose one or more games and test them</li> <li>• Participants fill in the feedback form</li> </ul>	<ul style="list-style-type: none"> <li>• materials to determine the group</li> <li>• printed games / materials required to play to games</li> <li>• Feedback form</li> </ul>
<b>Break</b>				
50 min.	Being able to create games for vocabulary practice	Creating grammar or vocabulary games	<ul style="list-style-type: none"> <li>• Trainer presents an example for creating a vocabulary game (see Teacher Guide for an example)</li> <li>• Practical session: Participants start creating a grammar or vocabulary game of their own</li> </ul>	<ul style="list-style-type: none"> <li>• Slides 71 – 81</li> </ul>
10 min.	Being able to adjust games to the needs of migrants	Adjusting games to the specific needs of migrant learners	<ul style="list-style-type: none"> <li>• Trainer presents ideas how the games can be adjusted to the needs of migrants learners especially with regard to assessing vocabulary similarity between target language and first language</li> <li>• To sum up this part of the training course the trainer distributes Handout 9 containing information on: <ul style="list-style-type: none"> <li>› Types of games for teaching vocabulary</li> <li>› Platforms for designing materials/games</li> <li>› Modifications</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Slides 82/83</li> <li>• Handout 9</li> </ul>
<b>Break</b>				
10 min.	Identifying games that can be used for developing communication skills	3.3 Teaching communication skills through games – Introduction to the different types of communication games	<ul style="list-style-type: none"> <li>• Discussion: Trainer brainstorms with the participants which games they use for practicing communication skills</li> </ul>	
10 min.	Getting to know the games developed in this project	Presentation of the games developed within the project	<ul style="list-style-type: none"> <li>• Trainer presents an overview of the games developed specifically for practicing communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Slides 84/85</li> </ul>
25 min.		Testing and Feedback on games	<ul style="list-style-type: none"> <li>• Trainer divides the participants into groups (see Teacher Guide Section “Types of group formation” for ideas on how to form the groups)</li> <li>• Participants choose one or more games and test them</li> <li>• Participants fill in the feedback form</li> </ul>	<ul style="list-style-type: none"> <li>• materials to determine the group</li> <li>• printed games / materials required to play to games</li> <li>• Feedback form</li> </ul>
<b>Break</b>				

40 min.	Being able to create communication games	Creating communication games	<ul style="list-style-type: none"> <li>• Trainer presents an example for creating a communication game (see Teacher Guide for an example)</li> <li>• Practical session: Participants start creating a communication game of their own</li> <li>• To sum up this part of the training course the trainer distributes Handout 10 containing information on: <ul style="list-style-type: none"> <li>› Types of games for teaching vocabulary</li> <li>› Platforms for designing materials/games</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Slides 86 – 96</li> <li>• Handout 10</li> </ul>
<b>Break</b>				
20 min.	Understanding the benefits of digital games	3.4 Digital games – Benefits of digital games	<ul style="list-style-type: none"> <li>• Discussion: Trainer brainstorms with the participants on their experience with digital games (<i>Potential questions for discussion</i>): <ul style="list-style-type: none"> <li>› Have the participants used digital games in their teaching activities?</li> <li>› Were they satisfied with the outcome?</li> <li>› Were the participants satisfied with the outcome?</li> <li>› What difficulties did they encounter?</li> <li>› Have the participants created digital games of their own?</li> <li>› Which platforms did they use?</li> </ul> </li> <li>• To sum up the discussion the trainer presents an overview of the benefits of digital games</li> </ul>	<ul style="list-style-type: none"> <li>• Slides 97/98</li> </ul>
10 min.	Getting to know the games developed in the project	Presentation of the games developed within the project	<ul style="list-style-type: none"> <li>• Trainer presents an overview of the digital games</li> </ul>	<ul style="list-style-type: none"> <li>• Slide 99</li> </ul>
25 min.		Testing and feedback	<ul style="list-style-type: none"> <li>• <i>Option 1:</i> Trainer divides the participants into groups (see Teacher Guide Section “Types of group formation” for ideas on how to form the groups)</li> <li>• each group tests one digital game</li> <li>• <i>Option 2:</i> Participants choose one or more digital game and play it together</li> <li>• Participants fill in the feedback form</li> </ul>	<ul style="list-style-type: none"> <li>• materials to determine the group (if necessary)</li> <li>Wifi</li> <li>• Feedback form</li> </ul>
<b>Break</b>				
50 min.	Being able to create digital learning games	Creating digital language learning games	<ul style="list-style-type: none"> <li>• Trainer presents Quizizz for creating digital games and demonstrates how to create different types of games</li> <li>Practical session: Participants start creating a digital game of their own</li> <li>• At the end of the activity the trainer distributes Handout 11 which summarizes the main point of this section: <ul style="list-style-type: none"> <li>› Benefits of digital games</li> <li>› Platforms for creating digital games</li> </ul> </li> </ul>	Slides or computer with wifi connection (for live demonstration)
10 min.		End of training course	<ul style="list-style-type: none"> <li>• Trainer asks participants to choose one word for describing day 2 of the teacher training course</li> <li>• Before the end of the training course the trainer distributes the feedback forms</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback forms for evaluation of the training course (if necessary)</li> </ul>







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