

THE GAME *Join*

Erasmus+ project (2022-2024)

TIPS

FOR PLAYING, ROLES AND TASKS

Intellectual output 3

This publication is a part of an EU-funded project called „Join the Game”, which is created by partner organisations from Spain, Poland, Croatia and Belgium.

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HOW TO PREPARE

the game space (outdoor and indoor)

Before starting the preparation of the game, check the weather forecast for the planned date. This should help determine whether you will organize the game indoors or outdoors.

No matter the final choice of your space, here are some tips for good preparation:

- Consider the size of the space you need inside/outside
- Make sure the space is secure and easy to get to
- Make sure the space is available for people with disabilities
- Inform the participants about a suitable dress code for the conditions of the space
- Make sure you reserve the space in an appropriate time range, if necessary.
- Think about the possibility of an online version of the game.

OUTDOOR

- Prepare a map of the area
- Use stickers or other markers to outline the area
- Try to find female references (statues, street names, etc.) in the public space where you play

INDOOR

- Think about the space and how to adapt it
- Think about alternatives to the map - is it easier to hide the tasks within the space?
- Is space large enough to avoid overcrowding? - Consider preparing different sets of tasks for different groups

NEEDED *documents*

PREPARE ALL THE NECESSARY MATERIALS FOR THE GAME, INCLUDING MAPS IF NECESSARY. **It is important to check the relevant laws and regulations** to be sure that you have all the necessary permits and approvals. Some of the permits you may need are: **permission from the authorities to use public space, permission from parents for under-age participants, permission to take photos and publish them** etc.

Prepare safety rules for participants, which include contact numbers for emergencies.

PREPARATION

of the game animator

Good preparation for game facilitation is the key to quality implementation. It is important to read all the prepared materials, IO1 and IO2, that include instructions and guidelines for preparation. Also, at the end of the document, there is a list of further reading on the game topic.

Prepare an introduction to the game that will interest the players right from the start, mention the Erasmus+ program within which the game was created, and say what the goal of the game is and why it was created in the first place. Make sure you understand the game's instructions so you can communicate them in an understandable way to the participants.

The second part of the game includes a discussion, which is important for integrating new experiences made during the game into existing knowledge, asking new questions, and getting the players interested in further research on the discussed topics. This part of the game is important, so don't skip it! Prepare discussion questions tailored to the participating group.

With the game, we want to encourage the participants in the development of certain attitudes and skills that are listed below. It is up to you as facilitators to read them, add what you consider to be important, and think about how you can ensure the development of the skills and attitudes listed below. Ask yourself: what are you doing to foster them? What else can you do to improve this part? Take some time to think about this, because it is a crucial factor of the whole game process.

Phrases to prompt the debate after the game

As we have already mentioned, the post-game discussion is important, and for it to be of high quality, good preparation is needed.

Below you will find some suggestions.

PHRASES *to prompt the debate*

1. Through the game, you learned about the contribution of women to various fields. Which one has captured your attention the most, and why?
2. Can you name any women who have made significant contributions in science, technology, engineering, or mathematics (STEM) other than those mentioned in the game? Can you also think of women who have excelled in other areas where women are usually underrepresented? Why do you believe their achievements are important?
3. How do you think the underrepresentation of women in traditionally male-dominated fields can impact the aspirations and career options of young women?
4. Can you identify any barriers or stereotypes that discourage women from pursuing careers in areas such as politics, business, or the arts? How do these stereotypes affect society as a whole?
5. What strategies or initiatives can be implemented to encourage more young women to pursue careers in which they are typically underrepresented?
6. Is there a woman in history who has inspired you? What qualities or achievements do you admire in her?
7. How do you think the media can contribute to breaking down gender stereotypes and promoting more diverse and accurate representations of women?
8. How can we challenge societal norms and expectations that restrict women's opportunities and choices? What role can individuals play in creating a more inclusive and equal society?
9. What impact do you believe that there could be if more women held leadership positions in government, business, or other influential roles? How would it shape policies, perspectives, and what would be the outcomes?

10. How can we ensure that women have equal access to education, resources, and opportunities in all fields? What steps can be taken to address existing disparities?
11. Can you share any personal experiences or observations in which you have witnessed gender inequality or the effects of gender stereotypes? How did it make you feel, and what actions do you think can be taken to address it?

Outcomes of the game: knowledge

Possible learning outcomes are listed in the table below and relate to the knowledge domain.

KEEP IN MIND THAT THE GOAL IS TO ENCOURAGE PLAYERS to do further research on these topics and that the outcomes can be achieved over a longer period of time.

Knowledge

- To know different female references
- To raise awareness of gender inequalities and how to overcome them
- To have more knowledge on the project's topic
- To gain new ideas related to their interests
- To know more about gender issues/origins of feminism
- To have curiosity about women's history, ask questions
- To normalize that career doesn't have a gender
- To understand the origin and root of the problem

Outcomes of the game: skills and attitudes

Below is a list of possible outcomes related to the skills and attitudes domain. Keep in mind that developing these attitudes and skills is a long-term process, but it is important to provide a safe space during the game in which these skills and attitudes can be developed.

Skills/Attitudes

- To have the motivation to explore other careers
- To feel empowered
- To feel heard (there are adults who care)
- To feel empowered to take space
- To feel legitimate
- To feel inspired, empowered to speak up
- To be confident to make a decision
- To feel able to navigate the situation
- To feel supported by the environment
- To believe in her own dreams

Attitudes of game animator

It looks quite ambitious, so you must be wondering how to achieve it all. Don't worry, here are some ideas on how to prepare and facilitate the game.

Attitudes of the game animator

1. Training! Gather knowledge, be informed, prepare yourself for the topic
2. Ask encouraging questions; experiment and see what works with the group
3. LISTEN MORE, TALK LESS
4. Try to transfer the knowledge horizontally (don't patronize)
5. Acknowledge different experiences
6. Be flexible, adapt to the specific needs of the group
7. Be aware of your own bias in order not to transfer them to the group and to establish an equal relationship with all participants
8. Use inclusive language
9. Be supportive (I see that it's hard for you to show what you feel, and that's ok. You can speak when and if you are ready).
10. Enjoy the game and have fun

AND REMEMBER, **BEING A GAME ANIMATOR IS A LEARNING PROCESS!**

PROMOTION

Getting participants involved in the game is important, and for that, you need good promoting skills. Below are some ideas you can use to designate the game area. You can easily turn them into social media posts to broadcast before, during or after the game.

PHRASES *for the promotion of the game*

„Join the game and learn about the remarkable women who have defied gender stereotypes in male-dominated professions.”

„A game to explore the inspiring stories of women who have made significant contributions in traditionally male-dominated fields is happening.”

„A game to discover women’s achievements in traditionally male-dominated fields is taking place over here!”

„A game to empower young women by showcasing diverse career paths and the accomplishments of women in traditionally male-dominated areas is being played.”

„Right here, people are playing a game discovering the resilience and achievements of women in professions long considered male-dominant.”

„We’re playing an urban game to shed light on the accomplishments of women in fields historically seen as ‚men’s work, inspiring young girls to pursue their passions fearlessly.”

FIND OUT MORE:

resources and additional materials

In this section you will find various resources that analyse gender inequalities in STEM. These materials can be used for further information and to prepare the game.

Cheryan, S., Master, A., & Meltzoff, A. N. (2015). Cultural Stereotypes as Gatekeepers: Increasing Girls’ Interest in Computer Science and Engineering by Diversifying Stereotypes. „Frontiers in Psychology”, 6, 49-49. <https://doi.org/10.3389/fpsyg.2015.00049>

Cheryan, S., Ziegler, S. A., Montoya, A. K., & Jiang, L. (2017). Why are some STEM fields more gender balanced than others. „Psychological Bulletin”, 143(1), 1-35. <https://doi.org/10.1037/bul0000052>

Gunderson, E. A., Ramirez, G., Levine, S. C., & Beilock, S. L. (2012). The role of parents and teachers in the development of gender-related math attitudes. „Sex Roles”, 66(3), 153-166. <https://doi.org/10.1007/s11199-011-9996-2>

Ireland, D. T., Kimberley Edelin Freeman, Freeman, K. E., Winston-Proctor, C. E., Cynthia E. Winston-Proctor, DeLaine, K. D., Lowe, S. M., & Woodson, K. M. (2018). (Un)Hidden Figures: A Synthesis of Research Examining the Intersectional Experiences of Black Women and Girls in STEM Education: „Review of Research in Education”, 42(1), 226-254. <https://doi.org/10.3102/0091732x18759072>

Koch, A. J., Sackett, P. R., Kuncel, N. R., Dahlke, J. A., & Beatty, A. S. (2022). Why women STEM majors are less likely than men to persist in completing a STEM degree: More than the individual. „Personality and Individual Differences”, 190, 111532. <https://doi.org/10.1016/j.paid.2022.111532>

Milagros Sáinz, Sergi Fàbregues, María José Romano, & Beatriz-Soledad López. (2022). Interventions to increase young people’s interest in STEM. A scoping review. „Frontiers in Psychology”, 13. <https://doi.org/10.3389/fpsyg.2022.954996>

Milgram, D. (2011). How to Recruit Women and Girls to the Science, Technology, Engineering, and Math (STEM) Classroom. „Technology and Engineering Teacher”, 71(3), 4-11.

Ortiz-Martínez, G., Vázquez-Villegas, P., Ruiz-Cantisani, M. I., Delgado-Fabián, M., Conejo-Márquez, D. A., & Membrillo-Hernández, J. (2023). Analysis of the retention of women in higher education STEM programs. „Humanities and Social Sciences Communications”, 10(1), 1-14. <https://doi.org/10.1057/s41599-023-01588-z>

Reinking, A., & Martin, B. (2018). The Gender Gap in STEM Fields: Theories, Movements, and Ideas to Engage Girls in STEM. „Journal of New Approaches in Educational Research”, 7(2), 148-153. <https://doi.org/10.7821/naer.2018.7.271>

Sáinz, M. (2023). „How to Address Stereotypes and Practices Limiting Access to STEM-Related Education for Women and Girls” (Expert paper, UN Women Expert Group Meeting). UN Women. https://www.unwomen.org/sites/default/files/2022-12/EP.3_Milagros%20Sainz.pdf

Steinke, J. (2017). Adolescent Girls’ STEM Identity Formation and Media Images of STEM Professionals: Considering the Influence of Contextual Cues. „Frontiers in Psychology”, 8, 716-716. <https://doi.org/10.3389/fpsyg.2017.00716>

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