INCLUDEED - SOCIAL COHESION AND INCLUSION: DEVELOPING THE EDUCATIONAL POSSIBILITIES OF THE EUROPEAN MULTILINGUAL HERITAGE THROUGH APPLIED LINGUISTICS

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Materials and Methods for Linguistic Integration of Migrants and Refugees: Publishing, ICT, Game-Based Learning

Tell me a Truth, Tell me a Lie! Language and Expression in Board and Role Games with Asylum Seekers and Refugees
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Let me introduce myself, my name is Luigi Coccia, I am a Edutainment Professional specialized in game based-learning and Game Trainer. I have been working for 15 years for the Nuova Ricerca Agenzia Res cooperative in Fermo (FM) both in the facilities for foreign children and in the services for adult political refugees in the SAI System. I have also been a passionate boardgame and role game player since I was a teenager. In my speech I will tell you about two projects that I am carrying out with the adult asylum seekers of the SAI Era Domani service in Fermo. The first project is called GIOCOFORZA, it employ several board games, partecipant meet up in the Sai apartments for structured workshops.

1 GIOCOFORZA

NEEDS
The Giocoforza Project was created to respond to a series of relational and social deficiencies present within the apartment units of the service (5 to 7 adults of various nationalities used to live in each apartment); problems relating to communication, the absence of a common language, the cultural diversity of the members of the nuclei, the fragmentation of groups and poor aggregation.
In addition to these needs, there is a massive use of digital devices and italian is to seldom used.
The objectives we have identified are:

Reducing the isolation of the individuals and facilitating social interaction within the residential areas
Promoting positive play and offering a valid alternative to the excessive use of technological devices and online gaming
Re-building, bonds and conviviality among flatmates
Encouraging and reinforcing the use of the Italian language
Welcoming and encouraging social interactions between different cultures

TARGET
Adults aged 20 to 40 years with different levels of education, different mother languages, attendance of Italian courses at the local CPIA with an average level from Pre A1 to A1 (with some exceptions of A2).

MY INTERVENTION
My speech followed two directions, the first concerning the choice and adaptations of the games to be proposed and the second the observations of the dynamics of the group during and after the game.

In choosing the games to offer, I took these characteristics into account

clear input that is natural or slightly above the level of linguistic skills
simple explanation, with the use of a plurality of languages (linguistic, phonetic, mimic / gestural)
low explanation time
few rules and a limited duration
captivating settings
motivating elements of challenge, pleasure, problem solving
use of images, few symbols, minimal text in Italian
initial proposal of games with dexterity mechanics

OBSERVATIONS AND RESULTS
The overall experience highlighted in the participants a strong desire for socialization and sharing within a nucleus that is fragmented; involvement in a special, active and creative moment allowed them to get away from routine, creating new times and new opportunities of interaction. The guests shared their stories, their doubts and their expectations.
Spontaneous participation was high even though, on some occasions, it was useful and necessary to reinforce the invitation to the table by the host. It is important to point out that during the game sessions no participant made use of the mobile phone, making the "rituality of the game" a unique and privileged moment.

Ethical skills
In sharing the playful experience, we worked on: respecting and enforcing the rules of the game, giving the other players natural respect, taking care of play materials and tools, learning to share a code, helping each other to understand various aspects of the game, developing a personal decision-making autonomy. On several occasions, the group reproached those who did not follows the rules or took inappropriate behaviors.

Social and relational skills
During the matches both verbal and non-verbal communication methods emerged:
smiles, postures and gestures alternating with words and phrases both in Italian and in the native languages of the participants
capable of signifying a wrong move, a reprimand, some advice or more often the mockery.
There were several different dynamics in the group,
roles and leadership have been discussed in depth.
Players were extremely competitive during the game but loyal and positive.
Acceptance of others and loosing the game have been an opportunity to understand the player's behaviour, attitude and social interaction.

Cognitive skills
The proposed games also worked on the training of executive skills;
in the use of mental processes, the games allowed to reinforce some particular aspects:
working memory, cognitive flexibility, inhibition control, problem solving, planning, emotional self-control, sustained attention.

Language skills
A prevalent use of the Italian rarely alternating with native languages in particolar emotional situation.
As regards learning the vocabulary and grammar of the game, I focused my attention on:
The use of new words: dado/dadi (dice) - pedina/pedine (pawn) - carta/carte (card) - tabellone (board), etc.
The use of grammatical expressions such as "tocca a te" (it's your turn)
The use of verbs: from the infinitive tense to the indicative to the imperative tense "Tirare - Io tiro - Tira" (roll the dice)

CRITICAL ISSUES
Among the critical issues that have emerged I want to highlight:
understanding the explanation of the rules
understanding symbols and icons
imitation of the players moves
the slow round

Tell me a truth
By observing the autentic beaheviour of partecipant during the game (the autenticself in the game) we can trace elements and signals that can reveal authentic, linguistic and emotional aspects which in the personal and group narrative are shared, compared, re-elaborated and promoted as a possible transformative agent of learning

2 *TRACCE*

As result of the successfull outcome of the project we decide to introduce role play as a tool. In this game, the players act out a fictional role within a narrative universe and are authorized to influence the narrative universe through the actions and interactions among the characters. Through the main use of the oral story, wide space will be given to moments of collective memory
in which the stories and cultural tradition of the participants can be freely expressed and become a common heritage.

Our new objectives are:
developing communication, cooperation, creativity and critical thinking skills;
fostering experiences of socialization, bonds and relationships between peers;
dealing with cognitive flexibility and mediation between different positions;
recognizing and managing emotions starting from emotional literacy;
actively promoting the use of the Italian language

TRACCE The original role-playing game

The game called "Traccce/Traces" is specially designed for this workshop.
It based on the scheme of the *hero's journey.* Within a story setting, the characters are driven by an initial request that will lead them to meeting severals caracters (Non-Player Character). All these meeting are somehow beneficial beneficial to the personal growth of the hero during the game.

In designing the game I took into account the following elements:

The use of simple texts in the game
Specific text elements translated into different languages
Use of symbols, drawings, cards
Use of simple verbal forms and symbols for the actions of the characters
Elements of dexterity and puzzle tests

Here are some specific design elements aimed at facilitating, understanding and using the Italian language

TABLE OF ACTIONS - *Ability to listen and understand, practise / memorize the present tense, oral production, descriptive skills*
Through this reference cards, players can choose and name the desired action to be performed by their character using the indicative tense, arguing and motivating their choice. The use of symbols is a further aid in understanding the type of action.

CHARACTER CARDS - *Listening and comprehension skills, oral production, descriptive skills*
The character sheet is simplified and shows 4 types of characteristics; the characteristics, explained and commented during the initial work of choosing the character, are accompanied by identification symbols.

EXPERIENCE CARDS - *Listening and comprehension skills, oral production*
The experience cards are acquired after passing several tests and contain more complex concepts.
There are therefore translated into the various languages of the players. At the end of the game, in the final debriefing, all playesrs reflect on personal behaviors in parallel situations in real life through the experience cards acquired by the characters, and some important principles are produced that have been learned in the game and are readily applicable in one's own life experience

LEAVES - *Listening and comprehension skills, written production*
In a particular phase of the game the characters will be called to make their wishes explicit in front of a fairy tree and will have to write their ambition on its leaves.

FEAR CARDS - *Listening and comprehension skills, oral production*
In this phase the characters will be confronted with their fears. The players will have to identify the image that best represents the fear of the character, explaining and motivating their choice through the illustrated cards.

RAFT - *Ability to listen and understand, oral production, ability to manipulate and build*
Players are now required to pass test (crossing the river) to reach the following step.
They will have to build a 3d model of a raft by comparing and collaborating through the use of simple materials and components such as string, wood, fabric.

To put it in a nutshell these are the educational element in this game:

Facilitating the recognition and management of emotions, the interpersonal and social relationships, the communicational dimension
Stimulating initiative
Creating a friendly environment
Mediating in conflict resolution / Stress managment
Stimulating a sense of reciprocity / Cooperation / Caring
Helping to be aware of one's limitations and abilities
Recognizing and satisfing personal needs
Stimulating and facilitating cognitive, ethical and social skills

ASSESSMENT
In evaluating the experience, I took into account the following aspects that emerged during the game:

Participation
Collaboration in the group
Skills expressed
Choices in the game
Use of languages
Communication levels
Feedback
Emotional responses
Expressive and dialectical level of the storitelling

Tell me a lie

The role play favours the simulation of reality within a fictional narrative universe such reality is somehow transformed, recreated, subjected to experimentation and manipulation by the players, as it happens in the symbolic play it creats a space in which illusion (lie / invention) is possible, sustained and shared; this allows the development of creative thinking and the learning of new social skills (language, expression of emotions and needs, interaction with others, management of internal impulses).