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GUIDELINES FOR THE NIK GAME

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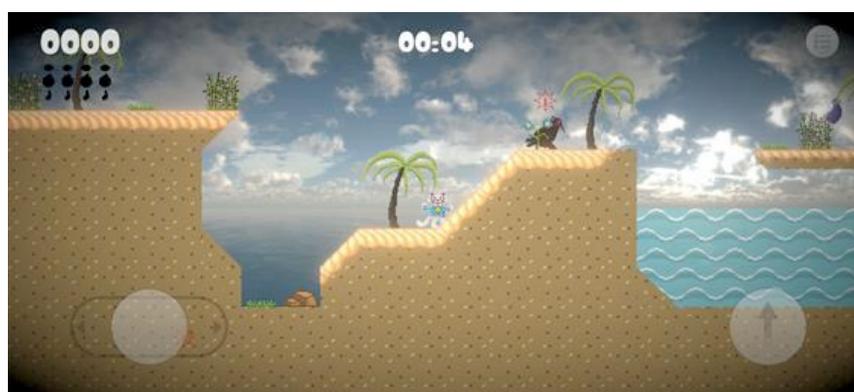


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ANNEX

Feedback

- a) For students
- b) For teachers

1. INTRODUCTION

The NIK game is part of the NIK project.

It is an Erasmus+ project, starting in 2017 and ending in 2020. In general, the NIK project aims to contribute to a better integration of Newcomers in Europe. NIK focuses on VET students and pupils from primary/secondary including teachers (and parents).

One of the products is the NIK game. This game can be played on a mobile phone. It has not so many words, which makes it useful for students who still have problems with the language of the host country

This guideline will help you to use this game in your own lessons, may-be even combined with a cooking event, which was also one of the project products.

See for further information the website www.newcomerskitchen.eu.

2. OBJECTIVES OF THE NIK GAME

a. Main objective of the NIK game

- To develop attractive learning material about food, both from host countries and from the Newcomers countries.

b. Specific objectives

- To give Newcomers a better knowledge of the language and culture of the European host countries,
- To stimulate Newcomers to participate more in the school, and feel at home,
- To stimulate informal contacts between students and newcomers.
- To combine the game with other activities, such as a cooking event.

3. TARGET GROUPS

Target groups for the game are young people with a refugee background, young migrants and vocational school students (or teachers) in gastronomic professions. Playing the game is voluntary.

In addition, the trainers and vocational school teachers are reached as a target group. They attain new competences and experiences in dealing with refugees about the game.

Target group	Objectives for participation
Newcomers	<ul style="list-style-type: none"> - learn new language - cultural knowledge from host country - interest and understanding to each other - have fun
VET-students	<ul style="list-style-type: none"> - social skills and competences - new experiences dealing with Newcomers/refugees over the cooking event - cultural knowledge from the newcomers countries
Teachers / trainers	<ul style="list-style-type: none"> - social competences - connection between VET-students, newcomers and teachers/trainers

4. INSTRUCTIONS FOR TEACHERS AND TRAINERS

Students should be motivated through playfulness and gamification. Through playfulness, the students / newcomers have the opportunity to master digitalisation, develop their skills and learn experientially, both alone and together.

Doing the work is individual, not everyone has to do it the same way. Sufficient, good, excellent results can be achieved in many ways, by means - also through / through games. Playfulness is strongly associated with emotions, motivation, sociality, and experiences. Playfulness strengthens learning motivation and makes learning / competence testing intensive, i.e. present, active, players commit to playing, become interested and through that learning also becomes more efficient. Internalizing things, learning by playing is cost effective. It is risk-free and almost consumption-free. Gameplay contains immediate feedback, so it is well suited as a tool for assessing competence.

The following lists shows the keywords: playfulness, reaching levels in the game, scoring, challenges, progress, rewards, competition, fun, and sharing.

5. PRACTICAL INSTRUCTIONS

5.1 HOW TO DOWNLOAD THE GAME

Download:

- For IOS (Apple) go to App store and select “NIK game” with a logo – a cook and letters NIK
- For Android go the Play Store and select “nikgame” with the NIK-logo

5.2 HOW TO INSTRUCT THE STUDENTS

The NIK-game has a dual function: It serves as a teaser and as a method of “social interference”.

As a teaser it helps to make especially young people curious about cooking as an activity. The fun and easy way it presents the gathering and mixture of different ingredients works as an incentive to transfer this curiosity to the “real world”. Also: cooking is an excellent activity to dismiss language barriers and still have an enjoyable time.

As a method of “social interference” it is a possibility to bridge a gap during the process – i.e. preparation of your recipe is done, and now everybody waits for the cooking process to be finished. Also, it is a fun and easy way to “break the ice” at the beginning of a cooking event. Playing together or watching others play greatly facilitates getting to know each other. The NIK-game can also be used as a link between the students who have taken part in the event and now serve as ‘mentors’ to younger students. The games’ ingredients can be looked up in the internet: What kind of recipe could we possibly prepare with this? What does this tell us about the food-culture of other countries? How can we plan a cooking event together?

5.3 HOW TO PLAY THE GAME

When you open the game, you will see the logo from the designer, followed by the European flag and the logo of the project – NIK.

The starting page will give some background information from each country (capital, population and the place in the world).

The idea of the game is to collect ingredients for a meal from specific countries (Netherlands; Germany; Suomi Finland, Denmark, Italia, Northern Africa and Syria) and to bring it to a cook. The ingredients will be described as little pictures. The game has two level. Please start the game!



Annex

FEEDBACK NIK Game



Name of the organisation

a. For students

					yes	No
Was it easy to use the game?						
Was it clear for playing?						
Did you have fun?						
Did you learn from each other kitchen?						
Did you play it together?						
Did the game help you for a better understanding to each other?						
How long do you play the game?	0-5 min.	5-10 min.	10-15 min.	More than 15 min.		
					yes	no
Did you reach all levels?						

What did you miss? (e.g. language, recipes)

b. for teachers

	yes	No
Was it easy to use the game?		
Was it clear for playing?		
Do you plan to use the game in your future lessons?		
Did the game have a social impact on you?		
Please describe it:		

	yes	no
Did you notice any language problems?		
Was it possible to learn the different cultural backgrounds?		
Did the game support the cooking event?		
Are you satisfied about the educational effect of the game?		
Can you describe the educational effects?		