

The background features several hand-drawn, irregular shapes in various colors: orange, red, green, blue, purple, and pink. These shapes are scattered across the page, with some overlapping each other. A large, dark blue bracket-like shape is positioned to the left of the central text.

all together  
hep beraber •  
alle zusammen

**MAXI GAME - Facilitator MANUAL**



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### **Project Coordinators and Supporters**

ALL TOGETHER Project is realized between 2017-2019 with the collaboration of Anadolu Kültür and Landesweiten Koordinierungsstelle Kommunale Integrationszentren (LaKI) and by the support of Stiftung Mercator.

## ABOUT THE PROJECT

### German-Turkish Initiative for Collaboration on Refugee Relief ALL TOGETHER / HEP BERABER / ALLE ZUSAMMEN

Our initiative is formed with the aim of developing practical tools for social cohesion and collectively envisioning effective ways of constructing an inclusive sense of community in all the realms in Turkey and Germany where children and young people with and without refugee background and with diverse sociocultural backgrounds coexist, particularly in schools.

On the grounds of close historical collaboration and understanding of mutual learning between Turkey and Germany, we started out with two basic common questions:

1. What kind of inclusive learning materials can be developed for swiftly incorporating children with refugee background into social and educational life and encouraging them to be more active participants, while responding concrete needs of the field?
2. In order to contribute in building social cohesion as a reciprocal process, how can we collectively produce culture and arts based content aiming for common use by all children and youngsters?

In the past two years, we brought together around 40 experts from two countries and contemplated on these questions ALL TOGETHER.

#### **Our Project Participants**

In a short time, the project weaved a large network around a core group formed by a number of educators and civil society actors. Participants who have joined the project are educators, social service experts, teachers, academics, non-formal education experts, psychologists, creative drama instructors, museum pedagogues, art therapists, musicians and researchers from Turkey and Germany.

#### **Our Working Groups**

On the occasion of project meetings, our participants found the opportunity to present best practices from the field, make observations together during various field trips and learn from each other. Based on interests and areas of expertise, 6 thematic working groups emerged. These working groups developed shared solution proposals and cultural education oriented ideas which prioritised supporting “living together”. Considering different contextual needs of two countries, they transformed these shared ideas into tools of alternative education and concrete products which encourage active use of artistic expression such as, music, performance art, painting, sculpture, games, creative drama, literature, dance.

#### **Our Project Outputs**

The products generated at the end of ALL TOGETHER project,

- adopt an approach which gives space for inclusive learning and target to include all children with or without refugee background.
- contribute in adopting cultural diversity and multilingualism as values and richness and emphasise the power of “informal education” in this field.
- provide tools for game based learning, empowering skills for individual and collective expression, creativity and peer learning and through these strengthen culture of “living together” among children and youngsters.

- reinforce self-confidence of children with refugee or migrational background, enable them not to lose contact with their cultural heritage in the process of adapting to a new environment and build new connections while preserving the links with that heritage.
- support children to learn the family language as well as the language of the society they are living in; while doing this, they employ innovative approaches of education through culture, art and games.

Every working group produced an output which sets an example in these principles and is ready to be implemented in the field. One of these products is MAXI GAME, the guide book of which you are currently holding in your hand.



You can reach all of the project outputs from [www.hep-beraber.org](http://www.hep-beraber.org)

## ● ABOUT MAXI GAME

**Aim of the Game:** Gathering players from different backgrounds around a game, decreasing discrimination and prejudices among children and youth, and supporting them to discover their commonalities. MAXI Game is designed to get children from different backgrounds to play together. It hopes to contribute to social cohesion and coexistence through a game-based approach.

**Number of Players:** The game is played by two groups each consisting of 2 to 4 people.

**Age Range:** Recommended age range for participants is between 8 - 12 (+/-1) years old.

**Environment:** The game can be played in any indoor or outdoor space where 12 square meters playground (game mat) will fit in.

**Time:** One round of the game lasts around 45 minutes.

### What's inside the MAXI Game bag?

**Playground:** A 12 square meter game mat

**Game Cards:** 85 category cards and 6 'one step back' cards, 91 cards in total

**Wheel:** 40x40 cm size wheel with the numbers 0, 1, 2, 3, 4 on it

**Note:** The game can also be played with a cardboard dice that can be made by using the model found in the appendix.

### How to Play?

*Before you actually begin the game, you should highlight to the children in your own creative way that the main aim of the game is not to win, but to know one another better and have fun.*

- The game mat is spread over an area of the ground.
- The cards are shuffled and the deck is placed in the 'Cards' section, and wheel on the 'Wheel' section of the mat.
- Children are split into two groups; blues and purples.

*You might consider to create mix groups: You should consider language and culture diversity, and gender distribution when the groups are being established.*

- Groups take their place, marked with their colours, at opposite sides of the game mat.

*The starting point is in front of the first square on their route, therefore players should stand off the mat at the start of the game.*

- One player from each group spins the wheel, the group that lands on the biggest number starts the game.

*If a group spin lands on (0) during the starting process, they get to spin again. (This rule applies only at the starting process.)*

- **Spinning the Wheel:** A player from the group that starts the game spins the wheel and all players from the group move as many steps forward as the wheel indicates.
- **Picking Cards:** The player who turned the wheel picks the top card from the cards deck and returns back to their group. Group members read the instruction on the card together out loud before following the instruction accordingly. The cards that should be read out loud have the relevant symbol on them. Attention: The Emotions Cards are not read out loud, however.
- The same player who spins the wheel and picks the card puts the used card back at the bottom of the deck.

*You should make sure that the wheel is spun by a different player each turn and that the card is picked by the same player who turns the wheel.*

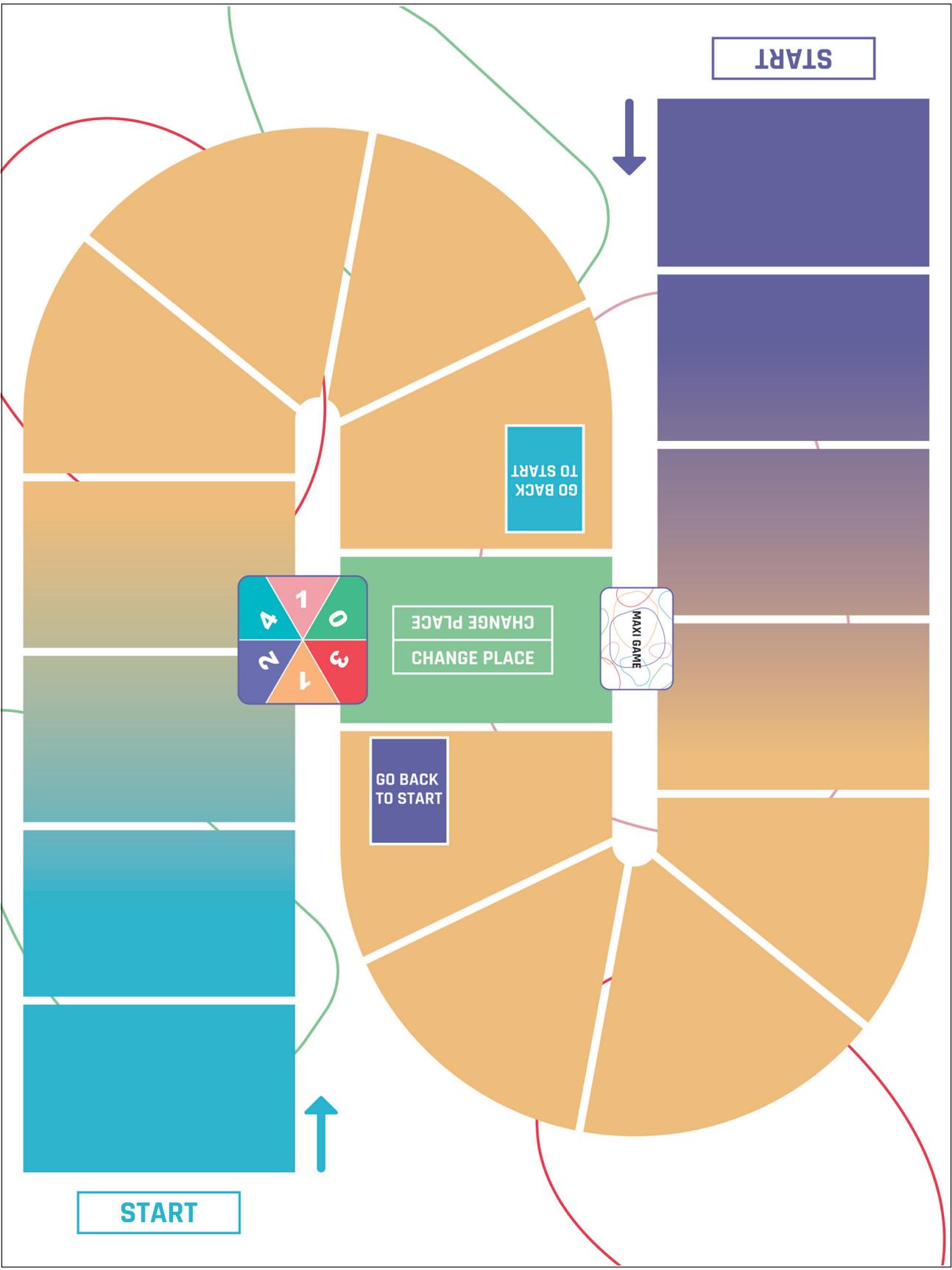
- It is then the next group's turn. One player from the group spins the wheel and group members move as many squares as the wheel indicates. The same player picks the top card from the 'cards' deck and returns back to their group. Group members read the instruction on the card together out loud before acting accordingly. The game then continues in the same fashion, group by group.
- If one of the groups step on the square marked "change places," the two groups change places, but each group continues to move in the direction they have been moving before.

*After changing places, the game continues with the other group turning the wheel.*

- If one of the groups steps onto a space marked as "start over" in their own colour, they go back to their starting point. They don't pick a new card and the turn passes to the other group.
- If one of the groups steps onto a space marked "start over" in the colour of the other group they simply pick their card and act upon it because this command does not refer to their colour/group.
- The first group to cross the field and reach the other group's base wins the game.

*Getting to the last square of the route is not enough to win the game; the group has to pass this square too and step out from the mat to win the game.*

*When the game ends, you should remind the group that the aim of the game is not winning, but getting to get to know each other better and have fun.*



## ● GAME CARDS AND CATEGORIES

MAXI Game has 4 card categories. There are 85 category cards and 6 'one step back' cards, making a total of 91 cards. There are 30 cards in the commonalities category, 37 in movement, 6 in emotions and 12 in language categories. Each category is represented by a different colour.

- Commonalities: **Blue**
- Movement: **Green**
- Language: **Orange**
- Emotions: **Red**

### COMMONALITIES CATEGORY:

This category aims to help children to find things in common with their group members and to become aware of these commonalities. It also reinforces their openness to dialogue and different ideas, and their ability to reach joint decisions using these common grounds.

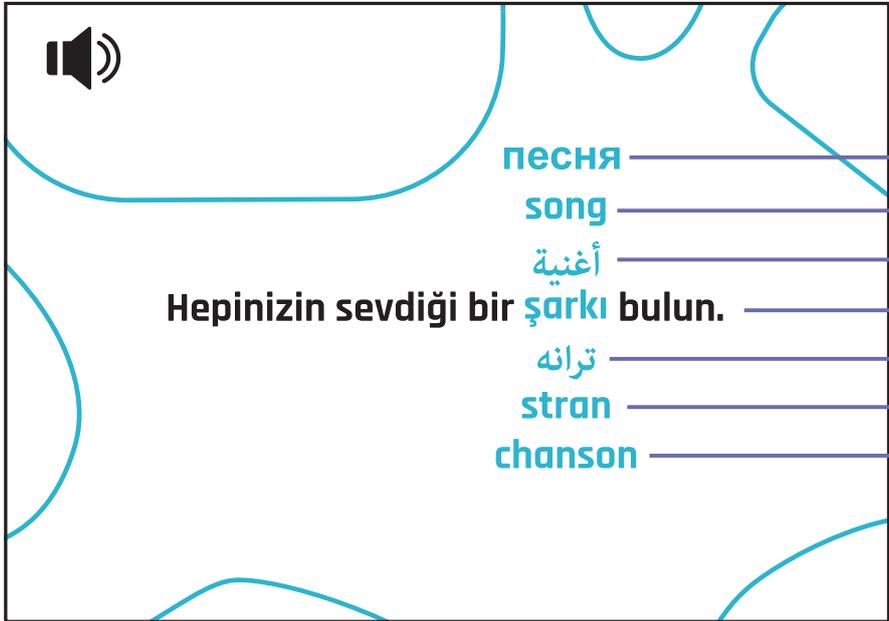
There is an instruction at the centre of each card. The task of the group that picked a card in this category is to reach a joint answer that is valid for all group members. To this end, members of the group discuss their possible answers and come up with their decision out loud.

### Instructions in the Commonalities Category

- Find a song you all love.
- Find a game you all love.
- Find a food you all love.
- Find a colour you all love.
- Find an animal you all love.
- Find a cartoon you all love.
- Find a book you all love.
- Find a season you all love.
- Find a celestial body you all want to visit.
- Find a singer you all love.
- Find an actor you all love.
- Find a movie you all love.
- Find a lesson you all love.
- Find a ball game you all love.
- Find a fairy-tale you all love.
- Find a sport you all love.
- Find a city you all have seen before.
- Find a city you all want to go one day.
- Find a vegetable you all love.
- Find a language you all want to learn.
- Find a job you all find interesting.
- Find a type of cake you all love.
- Find an object you all like to draw.
- Find a country you all want to see.

- Find an ice-cream flavour you all love.
- Find a flower you all love.
- Find a piece of clothing you all love.
- Find a scent you all love.
- Find a musical instrument you all like to listen to.

**Tips to Instructor:** Make sure that the children read the instructions on the cards out loud and understand them, and that every member of the group joins the discussion while they reach a joint decision.



**Hepinizin sevdiđi bir şarkı bulun.**

песня	—	RUSSIAN
song	—	ENGLISH
أغنية	—	ARABIC
ترانه	—	FARSI
stran	—	KURMANJI (KURDISH)
chanson	—	FRENCH

## EMOTIONS CATEGORY:

This category aims to help children get familiar with basic emotions, situations that relate to these emotions, and to become more open about talking about their feelings. This category requires extra care from the instructor due to the sensitive nature of this issue. You should be ready for help at any time and making explanations when you deem to be necessary.

Each emotion card has the name of an emotion written in different languages on it.

*Warning! Players shouldn't read emotion cards out loud!*



Group members read the emotion written on the card silently to themselves without the other group hearing it. When they are ready, they all present the emotion through facial and physical expressions (mimics and gestures) to the other group. The other group tries to guess the emotion; they get a round of applause when they find the right answer.

At this point, you can start an open discussion by asking a question related to the emotion on the card. For example, if the emotion on the card is 'fear,' the group who picked the card describes 'fear' with mimics and gestures as in charades to the other group and the other group makes a guess. If correct, only then you can ask a discussion question to all the players (both group members), "how do you help someone who is in fear?" The instructor can make use of the information provided on the next page for further explanations about negative emotions.

### **Instructions in the Emotions Category and Instructor's Questions related to them**

**KORKU:** Korku duygusunu diğer gruba yüz ve beden hareketleriyle gösterin.

Eğitmenin tüm üyelere yönelteceği soru:

*"Korkmuş bir arkadaşınıza nasıl yardım edersiniz?"*

**FEAR:** Describe 'fear' with facial and physical expressions to the other group.

Suggested open-discussion question:

*"How do you help someone in fear?"*

**ANGER:** Describe 'anger' with facial and physical expressions to the other group.

Suggested open-discussion question:

*"What do you do to get calmer when you are angry?"*

**SADNESS:** Describe 'sadness' with facial and physical expressions to the other group.

Suggested open-discussion question:

*"Who do you share your sadness with?"*

**JOY:** Describe 'joy' with facial and physical expressions to the other group.

Suggested open-discussion question:

*"What gives you joy?"*

**EXCITEMENT:** Describe 'excitement' with facial and physical expressions to the other group.  
Suggested open-discussion question:

“Where do you feel your excitement in your body?”

**CALM:** Describe 'calm' with facial and physical expressions to the other group.

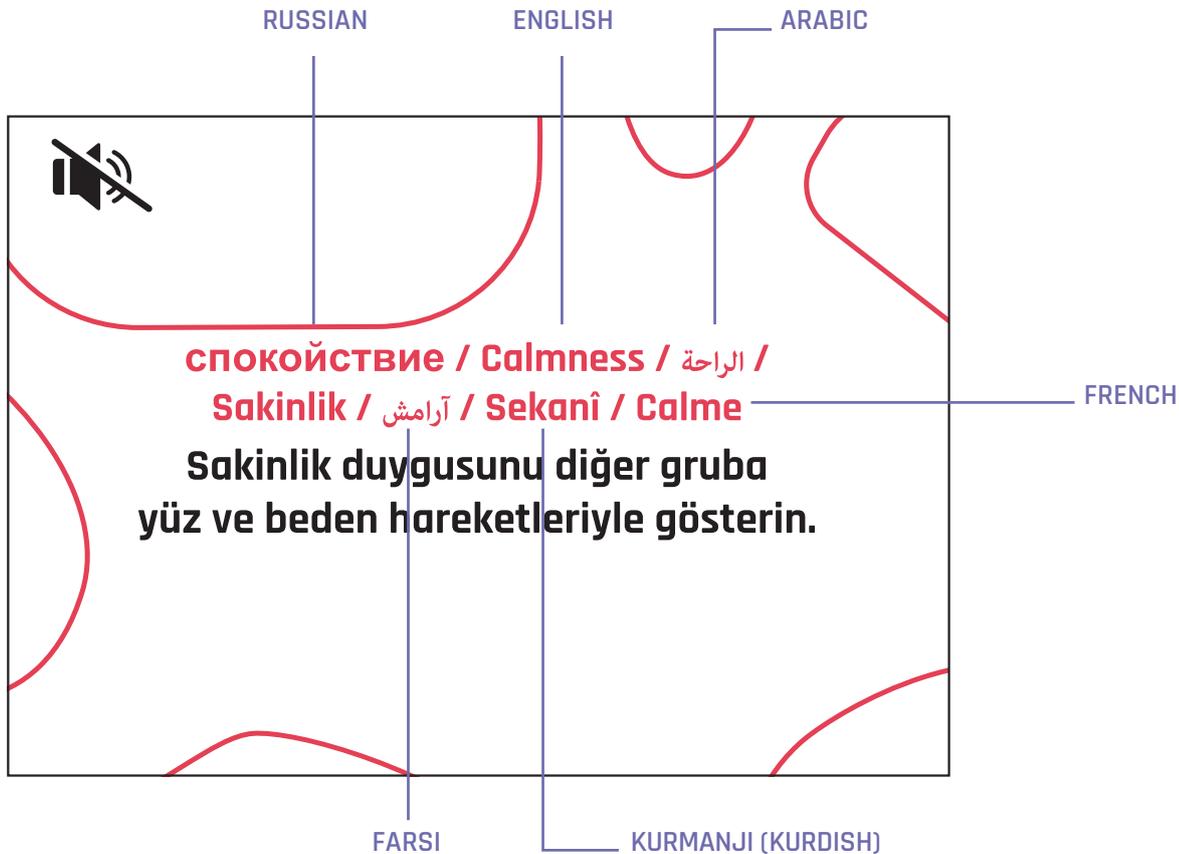
Suggested open-discussion question:

“When or under what conditions do you feel calm?”

**Tips to Instructor:** Some of the children may feel hesitant about talking about their feelings, which is perfectly normal. Children will not be willing to talk about their feelings unless they feel safe, so you shouldn't insist for an answer. The aim of the emotion cards is to help the children feel they are in an environment in which they can speak about their feelings if they wish.

In case they come up with unusual answers, instead of reacting based on the binary oppositions of “right answers-wrong answers”, you should respond with confirming sentences like, “everyone might have a different reaction to these kinds of situations.” In case, you think there is something to go further in depth, you might consult experts after the session is over.

Taking into account the readiness of the group of participants, you can also opt to exclude these discussion questions about emotions or give them another form that appeals to the characteristics or needs of the participants.



## **General Information on Negative Emotions:**

You can use below information after having their answers on the question about fear:

- We need to ask for help from others when we fear things and offer to help our friends when they are scared. Even if we don't have much to offer to help, just being at their side will help them a great deal. In such cases, we can be with them and tell them we are there for them in case they want to talk about their feelings. It is good for them if they are able to talk about their feelings despite their fear. We shouldn't forget that it is little help to simply tell someone not to be scared; you instead have to just make them feel that they have you at their side and that they are safe.

You can use below information after having their answers on the question about anger:

- To be able to get calm back we need to accept that we are angry first so we can detect the reason behind our anger. We can reflect on this reason and try to find it and identify it. Slowing down our breath helps to sooth anger so we can try to breath slower and deeper for a while and imagine our anger is drifting away along our breath. Walking, occupying ourselves with other activities, reading, writing down our feelings and doing pleasant activities also helps to cool our anger.

You can use below information after having their answers on the question about sadness:

- We can start with looking for the cause of our sadness. We should do whatever we can to solve the issue that has gotten us down. On the other hand, we shouldn't force ourselves not to be sad. It is perfectly fine to be sad and even cry sometimes. We shouldn't be alone for too long when we are sad. We should be together with friends, family or beloved ones during these times and try to talk to them and share our feelings. It is very important to have people around whom we can share our feelings with.

## **MOVEMENT CATEGORY:**

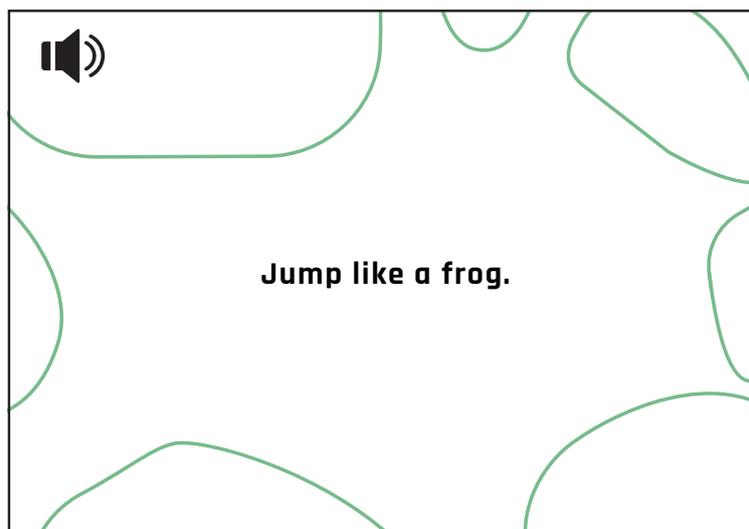
This category aims to get children to move their bodies and minds at the same time, and to act in unison. It is important for children and young people to take part in fun activities and be active to be able to make connections with their peers and learn about living together with others.

There is an instruction written on every card. All the players in each group perform the movement on the card in unison. For example, if the card reads, "Act like a chicken," all the players in the group play chicken altogether. If the instruction reads, "Act like a vacuum cleaner," each child can play a vacuum cleaner individually or they can play parts of it and become a vacuum cleaner jointly. How to play their instruction is up to the creativity of players.

### **Instructions in the Movement Category**

- Act like a chicken.
- Tweet like a bird.
- Dance altogether.
- Sing a song altogether.
- Run on the spot.
- Duck and stand back five times.
- Create a way to greet each other.
- High five with your group friends.
- Act like cooked spaghetti. Act like uncooked spaghetti.

- Bounce like a ball.
- Act like 'the wind'.
- Laugh aloud.
- Move like a butterfly.
- Move like a snail.
- Act like a scared lion.
- Act like a happy hippo.
- Act like a vacuum cleaner.
- Act like a pianist and audience in a concert.
- Act like street musicians giving a concert on the street.
- Act like basketball players in a match.
- Act like the statues in a museum.
- Act like a commentator talking about a football match.
- Make an announcement like a pilot.
- Act like a flamingo.
- Sound like a whale.
- Make a walking train.
- Move like a snake.
- Act like trees in a forest.
- Act like a fish in the ocean.
- Freeze for 10 seconds where you are.
- Create a way to greet each other with the other group.
- Crawl like a baby.
- Run around the other group three times.
- High five top the bottom and bottom to top with everybody in the other group.
- Try to make somebody in the other group laugh.
- Try to make somebody in your group laugh.
- Jump like a frog.



**Tips to Instructor:** Sometimes after the group performs the acting instructions, the players in the other group may try to make guesses about the movement, this might occur because this was the case in the emotions category. If they tend to do so, although the aim here is not to guess, there is absolutely no harm in that. Do not try to stop them.

## LANGUAGE CATEGORY:

The main aim of this category is to introduce children to the multilingual character of their environment and get them familiar with few words from various languages through games. When building inclusive societies, it is important for children and the young to know that people in their society speaks different family languages and feel that they are all as dear and important. In this regard, language category primarily aims to make multilingualism visible. Additionally, the cards help children to get familiar with other languages and learn some simple words in these languages.

Every card has an instruction on it. For example, “Say, ‘hello’ in different languages.”

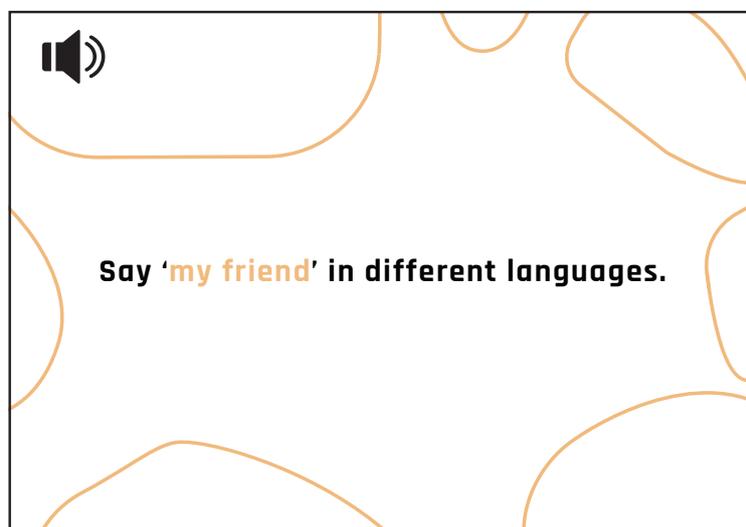
Children in the group whose turn can come up with the relevant word in the languages they speak. When a player calls a word in a different language, their group members can repeat this word after them out loud. For example, if the card reads, “Say ‘hello’ in a different language,” a player says ‘hola’ (Spanish) and their group repeats ‘hola’ after them. If another player in the same group says ‘ciao’ (Italian), group repeats ‘ciao’ after them altogether.

If necessary, the instructor can ask the language of the word.

Finally, after a group has come to all they know in other languages, the other group has a chance to add more languages.

### Instructions in Language Category

- Say ‘hello’ in different languages.
- Say ‘thank you’ in different languages.
- Say ‘good morning’ in different languages.
- Say ‘good bye’ in different languages.
- Say ‘my friend’ in different languages.
- Say ‘I love you’ in different languages.
- Say ‘I am happy’ in different languages.
- Say ‘I am sorry’ in different languages.
- Say ‘Enjoy your food’ in different languages.
- Count up to three in different languages.
- Ask someone in the other group, “How are you?” in different languages.
- Ask someone in the other group, “What is your name?” in different languages.



## ● GENERAL TIPS TO INSTRUCTOR

Dear Instructor,

We are sure that you will run MAXI Game in the most efficient and full of fun ways using your current knowledge. Below suggestions are provided for in cases of need.

- Make sure that you thoroughly read this manual and understand the game before actually playing it with children. You can make a trial with your friends which will help you when you are actually applying the game with children.
- You should provide children with a secure playing environment, and thus the game should be played in an area free of any safety concerns.
- You should be open to communication throughout the game and make eye contact with children as much as possible.
- Standing outside the playing ground during the game will ensure that you are at an equal distance to all the children and have their attention. You can step on the game mat when it is necessary in the situations like to have a look at the card that was picked or offer your help to explain or read (if necessary).
- Make sure that all the children hear the questions and answers of the other group.
- Asking them to repeat the question can be a way to make sure that everybody hears the question. You can also ask them to read the questions and give their answers louder. Instructions on the emotions cards are exempt from this and are not supposed to be heard by the other group.
- Some children might be too eager to give answers whereas others may choose to remain mostly silent. Make sure everyone takes part in the game but take care that you are not insisting. If there is a player who doesn't want to take the floor, encourage them without putting too much pressure.
- Watch the communication between children. Some of the children may behave carelessly and aggressively towards their friends. Prevent negative behaviour using appropriate and positive language. Encourage positive behaviour by showing appreciation and acknowledging it.
- It is important for the children to feel good and have fun playing the game. To make sure that they are having fun you can, for example, add jokes, ask for a round of applause after every answer. You can also use appreciative phrases like "well done," "what a beautiful song," "great!" etc. to hold their attentions for longer.
- It is important to be fair when giving motivational feedback. Children should not feel that the instructor favours a particular group or player. Make sure you show equal interest to all children in both groups.
- One instructor is enough to run the game, but there can be two instructors available if necessary. It is even better if this second instructor knows another language spoken by the children.
- If possible, in community centers working with a translator will further support multilingualism. On the other hand, instructors do not need to know more than one language and can ask the children to translate. This will also encourage co-operation and peer learning among the children.
- The instructor can exclude some of the cards depending on the characteristics of their group. They should decide on these cards before the game and separate them from the pack.

## ● FLOW OF THE GAME

### 1. Before the Game (15 min.)

1. Spread the game mat, shuffle the cards, place the cards and the wheel down on their relevant places. You can ask for help from the children at this stage.
2. Ask the names of children and play a self-introduction game. If the children know each other already, you can instead play a warm-up game.
3. Explain the rules one-by-one carefully and briefly so as to keep the children's attention. Don't forget to tell them the game lasts 45 minutes.
4. Ask for their thoughts about what could be the rules for a group game. You give them the ground to prepare a list of "OUR GAME RULES". You can direct the discussion with questions like "How should we act when we play?" "How can we make sure we listen to each other?" "What sort of rules do we need?" It is critical to discuss and jointly decide on the rules beforehand. It will increase engagement and respect to the game flow.
5. The rules can be compiled in accordance with their answers; you can direct the discussion following the sentences below:
6. Do you think it is important to listen to the other group when it's their turn to play? We will be wondering their answers so we should hear their questions.
7. Can we hear each other when we are all speaking at the same time?
8. We can express our ideas after listening to the others'. We should respect other people's right to express themselves and think different from us.
9. We will stay in our place when it's not our group's turn so that we do not get confused and be better organised when it's our turn.
10. We should answer questions out loud so that others can hear us.
11. We shouldn't answer the other group's questions. But we can take the floor after they give their answers.
12. We should wait for the other group to give their answers properly before spinning the wheel.

### 2. During the Game (45 min.)

1. The game is played in accordance with the rules explained above. The recommended duration is 45 minutes, but if you have more time you can extend it or play a second round. However, it is important to tell the children that their time is limited. This information will help children to accept that it has finished when you announce the time is over.

### 3. After the Game (15 minutes)

1. When the game is finished, children form a circle seated or standing. Ask them how they liked the game, how do they feel, and what possibly they learned from this game. Let them think about what they liked most about the game and give their answers. You should take the answers of the children most eager to talk first.
2. Make sure the children congratulate and thank, and say good bye to each other.
3. End the session in a fun way with applause or jump in the air.
4. Ask the children to help tidy up the game materials. If the game mat is dirty, make sure you wipe it down before putting it back in the bag.

## ● POSSIBLE PROBLEMS AND PROPOSED SOLUTIONS

### **What happens when someone gets zero at the beginning of the game when deciding which team starts?**

The group spins the wheel again just for this instance. This rule only applies at the starting stage.

### **What happens when one of the groups spin zero during the game?**

The group remains at the same point without taking any cards and the round passes to the next group.

### **What happens if one of the groups comes to the same place they were before.**

They simply draw a card and continue the game from the same place.

### **Where do the children stand if the two groups come to the same place?**

The ones that arrive at the same place last can stand around the space while the first group spins the wheel ready to move on.

### **When one of the groups get a “one step back” card and goes back a step, do they draw another card?**

They don't draw another card and the game continues, with the other group spinning the wheel.

### **What happens if a group draws cards that are the same category over and over?**

This is not a problem. The number of cards in different categories are not even. In accordance with the aims and dynamics of the game, there are more cards in some categories than others. Therefore the chance of drawing a card again of these categories is higher than others. Nevertheless make sure the cards are shuffled well.

### **What happens if none of the groups finishes the course in 45 minutes?**

First of all, when you are talking about the rules and before starting to play, it should be emphasised that there is a time limit to the game. Secondly, you should warn the players when their time is running out, as in “10 minutes left before the time is up,” “it's your last five minutes,” etc. When the time is up you can indicate again that the aim is not about winning, but having fun. Thank the players and let them congratulate each other before forming the closing the circle for evaluation last talk.

### **What happens if the game is over before 45 minutes?**

If the children are willing and there is enough time you can start to play another round. There are enough cards in the game bag to play several times in a row.

### **When one of the groups are just a couple of squares from the finish, is the number they need to spin exactly the number they need to come to the finish?**

To complete their course it is enough to spin a number that will reach or exceed the number they need to finish the game. To finish the game, the number on the wheel should be minimum the number of steps left on the mat plus one. (+1)

### **Should the children help with setting and rounding up the game?**

Yes, the children should be encouraged to help with setting and rounding up the game. The importance of helping each other with such errand should be indicated at the beginning of the game and they also should be given notice that they will also help with the tidying when the game finishes.

**What can be done if a child does not want to participate?**

It is not right to force a child to play along. On the other hand, you can encourage them by asking their opinions during the game and addressing them personally using their name.

**If one of the children is frustrated by the game should they be allowed to express their hard feelings in the closing circle?**

It is possible for the children to get frustrated because of the group dynamics, bad luck or the like, and feel disappointed. It is important to give them the chance to express their feelings. You should indicate that you can play the game again another time and every time you play may yield a different result so they should be ready for the next time.

## EXAMPLES OF WARM-UP GAMES

It is important for the children to know each other and feel comfortable within their group before starting the game. Feeling secure and comfortable among their peers will help them to participate the game more effectively and express themselves more openly. For this reason, it is recommended to play a short warm-up game before playing MAXI game. You can pick a game you know before or check out the examples below. What is important here is to choose a game that you will feel comfortable running.

### **Game 1: Who Stays?**

The children form a circle. The game starts when a volunteer player comes to the middle of the centre of the circle and says the name of an object before taking the shape of it. For example, they say they are a tree and take the shape of a tree. The others follow in their own time, joining the player at the middle taking on their parts. For example, the second player says, "I am a branch of the tree," and the third, "I am roots of a tree," and they take their poses at the centre to complete the first player.

After they take their poses, the instructor asks the first child, "who should stay?" For example, if the first player decides on roots, the first and second players return to their places and the third player once again says, "I am roots," and acts like the roots. The two kids that come up next then play the part of the roots. For example, the next player says, "I am the flower that grows out of that roots," and join the player in the middle. The third child may decide that they are the 'bee' and add themselves to the players at the middle. The game goes on until all players take a role.

### **Game 2: What Do You Eat?**

The children form a circle. One of the players volunteer and comes to the centre. The other players ask, "what do you eat?" and "what don't you eat" to the volunteer player. The player replies the "what do you eat?" question with things they don't eat, for example, 'chair' while replying the "what don't you eat" question with the things they eat like 'watermelon.'

The aim here is to confuse the volunteer player. Questions should be asked quickly so they may get confused and the game becomes more fun. When the volunteer player makes a mistake they are sent out and the player who asked the question that confused them takes their place.

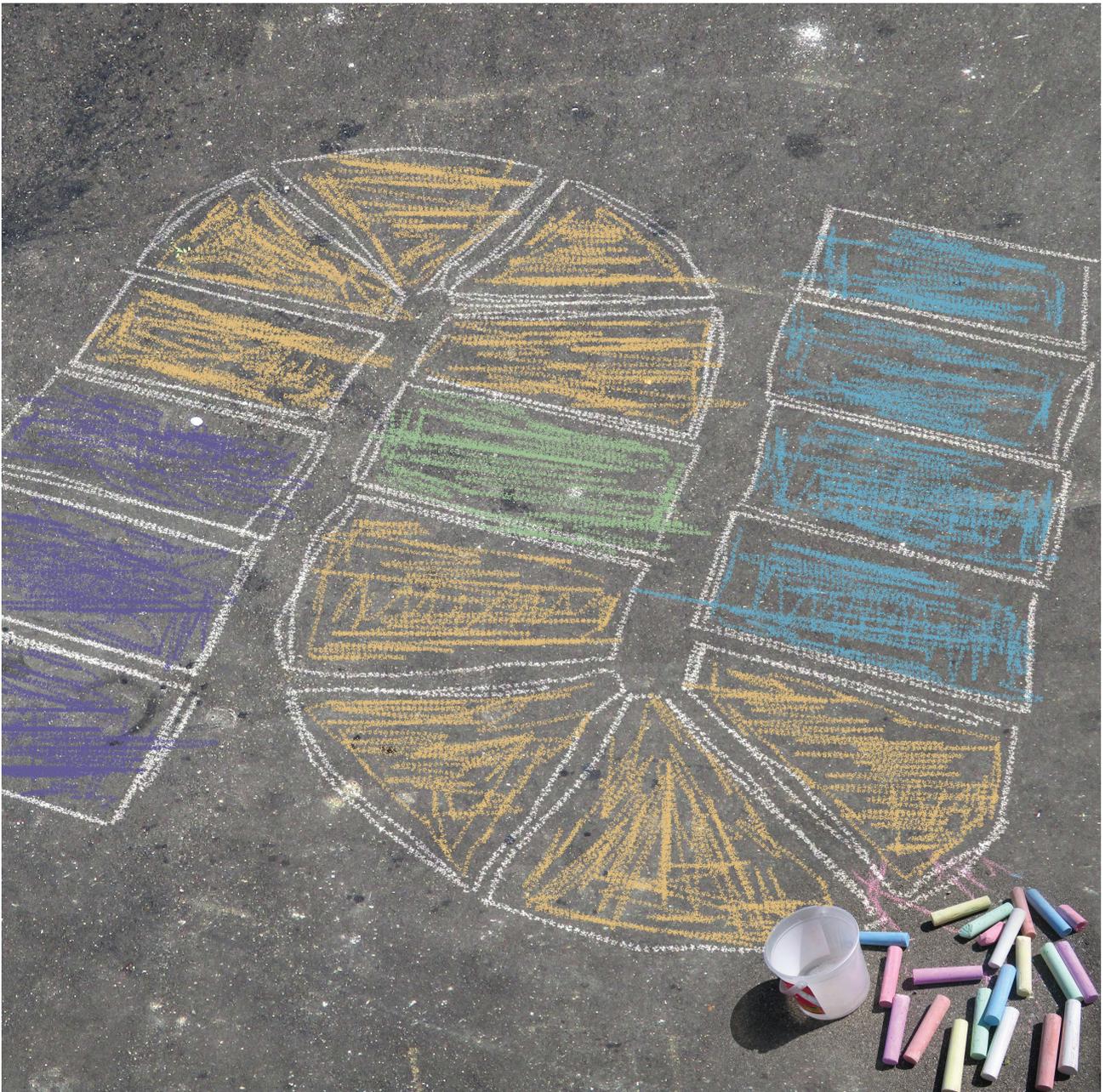
## ● ALTERNATIVE APPLICATIONS

MAXI Game is played on a huge 12 square metre playground (game mat) on which children can move around easily in a team. On the other hand, you may not be able to use this mat in every circumstance. If you don't have the right conditions for the playground (game mat) or would like to make a change, you can adapt the game to suit the children and setting.

You can find some creative examples below. They are suggestions by instructors who have tried the game themselves during the piloting process. If you make any other adaptations of the game, please let us know via e-mail. You can find the contact info on the project website or on the credits page of this booklet.

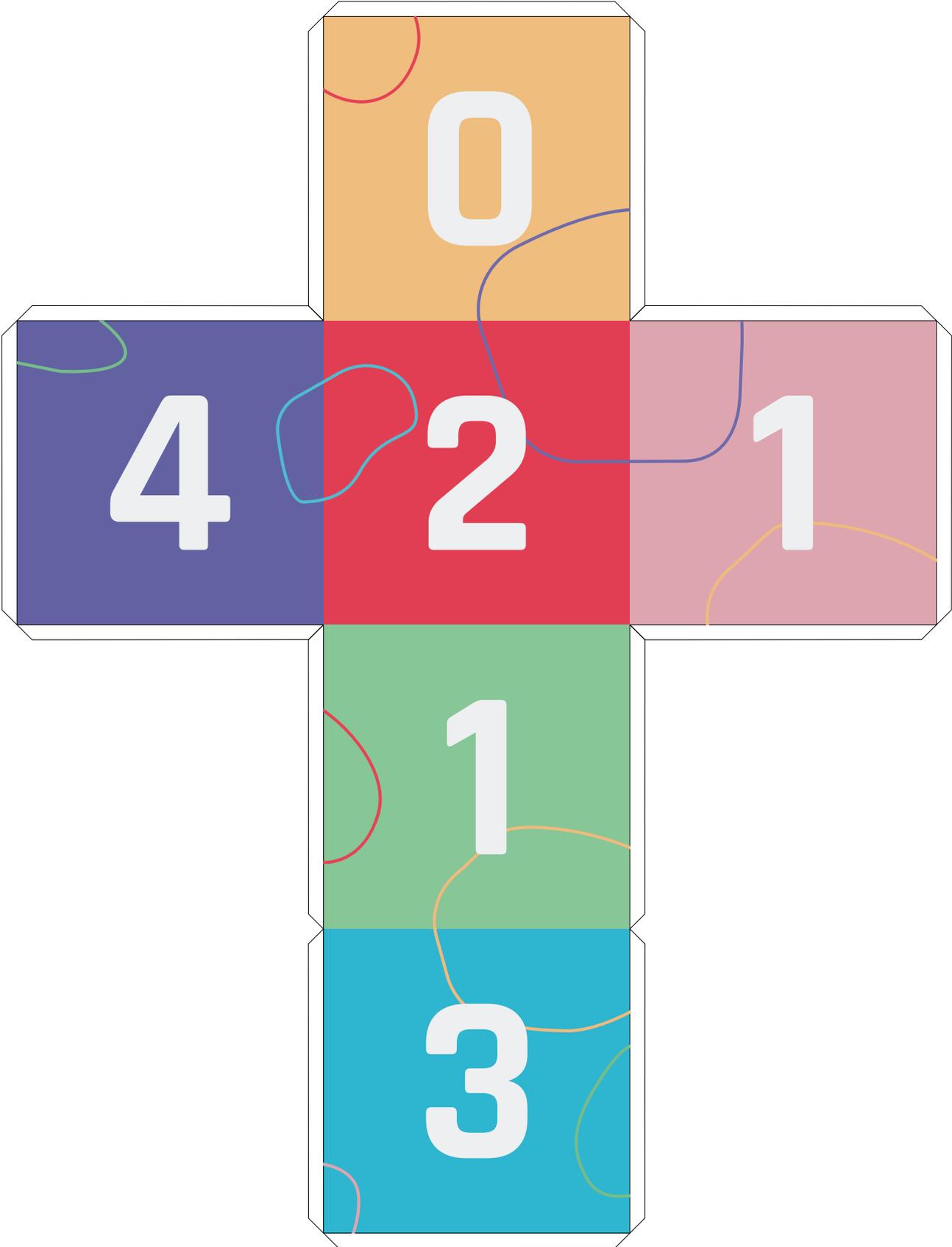


You can recreate the play mat using, for example hula hoops or similar big rings but you should keep the number of the steps the same. You can use a symbol or object to indicate 'change places' and 'start over' places. Groups stand inside these rings and move forward whatever the wheel suggests as in the normal process. The use of wheel and cards doesn't change.



You can create your own route by drawing rectangles on the ground using chalk or by making circles using a very long rope. You should prepare the exact number of steps. You should keep 'change places' and 'start over' steps on the same spots so the algorithmic balance of the game is not upset. The use of wheel and cards doesn't change.

As an alternative to the wheel, you can use the dice template available on the project website. After making it from cardboard, you can colour your dice and use it instead of the wheel.



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