AntiLimbo Facilitator’s Guide

Practical instructions for preparing and facilitating an AntiLimbo game session

This guide accompanies the AntiLimbo game modules developed for Latvia, Belgium and Sweden. It provides practical guidance for organising and facilitating an AntiLimbo game session – from logistical preparation and welcoming participants to facilitation, reflection and follow-up.
It does not provide an exact game script. Questions, answers, hints and country-specific content are included in the respective national game modules.

PART I. BEFORE THE GAME DAY

1. Know the game you are going to facilitate

Before organising the session, go through the complete national AntiLimbo module yourself. Check:

- the sequence and approximate timing of all tasks;
- questions and correct answers;
- character roles and hints;
- videos, links and other multimedia;
- tasks requiring participants to use their phones;
- tasks requiring movement or additional space;
- questions where additional discussion time is recommended;
- any potentially difficult or sensitive topics;
- whether you will use the cooperative or optional competitive format.

The facilitator does not need to be an expert on every historical or cultural topic. However, you should understand the tasks well enough to explain them and help participants when necessary.

2. Confirm participants and documentation

Prepare a **participant list** in advance, including the contact information necessary for organising the activity.
Check the expected:

- number of participants;
- age range;

- languages used by participants;
- accessibility or other practical needs;
- arrival and departure arrangements.

When working with participants under 18, follow the organisation's safeguarding procedures and **use parental consent forms where required**.
Decide in advance whether photographs and/or videos will be taken during the activity.
Prepare the necessary:

- participant consent forms;
- parental consent forms for minors where required;
- photo/video consent;
- information concerning the processing and use of personal data.

All collection and use of participants' personal data, contact details, evaluation responses, photographs and videos should follow the applicable **GDPR/data-protection requirements**.

3. Book and check the venue

Book an appropriate room early enough.
Do not check only whether there are enough chairs. Familiarise yourself with the whole environment participants will use.
Check:

- entrance to the building and how participants will find the room;
- accessibility of the entrance and game room;
- nearest toilets;
- cloakroom or place for personal belongings if available;
- emergency exits;
- basic safety instructions and procedures of the building;
- availability of drinking water;
- location for the coffee break;
- any building rules that participants need to know.

If participants are unfamiliar with the venue, make sure there are clear instructions for finding the entrance and meeting point.

4. Prepare the game room

The room should support **interaction**, not only presentation.
Arrange the space so that:

- everybody can clearly see the screen;
- everybody can hear videos/audio;
- participants can see and communicate with each other;
- there is enough space for teamwork;
- there is some free space for movement-based tasks.

A semicircle, U-shape or team tables are generally preferable to classroom-style rows.
If the module is played around a common table, make sure there is enough space for everybody to sit comfortably and participate.

If you plan to use the optional competitive format, prepare a visible place for recording points.

5. Prepare and test equipment

Prepare:

- laptop/computer;
- final game presentation;
- projector or large screen;
- speakers;
- stable internet connection;
- extension cables;
- chargers;
- necessary adapters;
- backup copy of the presentation;
- offline copies of important materials whenever possible.

Open the presentation in presentation mode and test it from beginning to end.
In particular, check:

- videos;
- sound;
- hyperlinks;
- animations;
- visibility of smaller text;
- internet-dependent activities.

Test at least one video **with sound through the actual equipment that will be used during the session**.
Do not rely entirely on internet access. Have a simple backup solution for essential content.

6. Prepare materials and refreshments

Prepare all materials before the activity, including:

- printed materials required by the game;
- character/role materials if applicable;
- participant list;
- consent and parental consent forms;
- pens and paper;
- markers;
- score sheet if using points;
- evaluation forms or evaluation QR code/link;
- any additional materials required by the particular module.

Also organise the coffee break in advance:

- water;
- soft drinks;
- coffee/tea where appropriate;
- simple snacks;

- cups, napkins and other necessary serving materials.

Consider allergies or dietary requirements where relevant.
Plan **when the break will happen**, rather than deciding only when participants become tired.

PART II. BEFORE THE GAME STARTS

7. Final check before participants arrive

Arrive early.
Before opening the activity, check once more:

- room arrangement;
- presentation;
- projector;
- sound;
- internet;
- videos;
- printed materials;
- participant list;
- consent documents;
- refreshments;
- toilets and other facilities;
- emergency exits and venue safety information.

The facilitator should be ready before participants arrive so that attention can then be given to the people rather than equipment.

8. Welcome participants

The AntiLimbo experience starts **when participants arrive**, not when the first game slide appears.
Create a welcoming and informal atmosphere.
Welcome participants personally and:

- show them where to leave coats and belongings;
- show them the toilets and other relevant facilities;
- show them the game room;
- offer a welcome soft drink or water;
- introduce yourself and other organisers;
- allow some informal conversation before immediately beginning the programme.

This arrival time is also useful for observing the group atmosphere and helping participants feel comfortable with one another.

9. Establish the language approach

During the informal welcome, listen to how participants naturally communicate.

Do not assume in advance that everybody will be equally comfortable using Ukrainian, Russian, English or the host-country language.
If you notice language difficulties, openly offer alternatives:
“You can speak in the language you feel most comfortable using. We can use Ukrainian, Russian, English, the local language or mix languages if that helps everyone understand each other.”
Participants can also help one another with translation.
The objective is **mutual understanding, not linguistic correctness**.
Do not associate a participant's preferred language with assumptions about their identity, political opinions or level of integration.

10. Explain consent, photography/video and data protection

This should happen **before photographs or recordings are made**.
Explain clearly:

- whether the activity will be photographed or filmed;
- why documentation is being collected;
- how photographs/videos may be used within the project;
- that the agreed consent procedures will be respected;
- how participants can indicate that they do not want to appear in documentation.

For minors, make sure the required parental consent has already been obtained.
Participation in AntiLimbo should **not depend on agreeing to appear in photographs or videos**.
Where needed, organise practical alternatives:

- participant sits outside the camera frame;
- no close-ups;
- photographs from behind;
- photographs of hands, materials or activities rather than faces;
- other solutions agreed with the participant.

Personal data and documentation should be handled according to applicable GDPR/data-protection requirements.

11. Introduce the game

Before inviting participants to start playing, briefly explain:

- what AntiLimbo is;
- which country/module they will explore;
- approximate duration;
- that the game contains different types of tasks;
- that some tasks require knowledge, while others require logic, creativity, discussion, movement or teamwork;
- when phones or online searches may be used;
- how hints/characters work;
- that not knowing an answer is completely normal.

If appropriate, say directly:

“You are not expected to know all the answers. Some questions are deliberately challenging because the idea is to discover something new together.”
Then invite participants to the **game table/playing area**.

12. Choose and explain the format

AntiLimbo can be played cooperatively or with optional competitive elements.

Cooperative format

The whole group works together.
Use this format when you want to emphasise dialogue, inclusion, cooperation and collective problem-solving.

Optional competitive format

Participants can be divided into teams and collect points according to the system included in the module.
If using competition:

- explain the rules before starting;
- apply the same scoring rules consistently;
- keep the score visible;
- maintain a friendly atmosphere.

Competition is an **optional layer**, not the purpose of AntiLimbo.

PART III. DURING THE GAME

13. Remember your facilitator attitude

The facilitator sets the emotional tone of the game.
Be:

- welcoming;
- curious;
- encouraging;
- patient;
- flexible;
- non-judgemental.

Do not make participants feel embarrassed for giving a wrong answer or not knowing something.
A wrong answer can become the beginning of a discussion.
Humour is welcome. Appropriate jokes and playful comments can help participants relax, especially after difficult questions.
However, humour should never trivialise sensitive subjects such as war, displacement, identity or personal experiences.

14. Facilitate rather than test

For each task:

1. Present the question or challenge.
2. Check that participants understand what they need to do.
3. Give them time to think.
4. Encourage them to discuss with each other.
5. Let the group reach an answer or decision where possible.
6. If they are stuck, offer the provided hint or another small piece of support.
7. Reveal the correct answer only after participants have had a genuine opportunity to respond.
8. Give the explanation/context included in the module.
9. Invite additional discussion where it adds value.
10. Continue when the conversation reaches a natural conclusion.

Do not immediately rescue participants when they hesitate.
A few moments of uncertainty can produce useful teamwork.

15. Help when there is no answer

If participants do not know the answer:

- reassure them that this is normal;
- give them additional thinking time;
- encourage them to discuss;
- use the prepared hint;
- simplify or rephrase the question if necessary;
- connect it with something they already discovered earlier in the game.

Do not say or imply:
“You should know this.”
The purpose is learning, not proving existing knowledge.

16. Support dialogue

The facilitator should actively help participants communicate with **each other**, rather than allowing every exchange to happen between one participant and the facilitator.
Useful prompts include:

- “What do the others think?”
- “Do you agree?”
- “Can your team decide together?”
- “How did you reach this answer?”
- “Does anyone have another idea?”
- “Was anything surprising here?”
- “Is there something similar in Ukraine?”
- “How is this different in the country where you live now?”

Do not use a discussion question after every task. Allow the game to maintain its rhythm.

17. Manage time and energy

Observe the group rather than following the clock mechanically.
Some tasks can move quickly. Others deserve more time.
When the game module indicates **TAKE YOUR TIME**, allow a longer discussion.
If energy decreases:

- move to a more active task;
- use a short humorous transition;
- allow participants to stand or move;
- take the planned break.

The break is also part of the social experience. Allow participants time to talk informally, have snacks and recharge.

18. Maintain inclusion

Pay attention to who is participating.
If the same people answer repeatedly:

- ask the team to discuss before answering;
- invite other participants to contribute;
- use pairs or smaller groups.

Do not force shy participants to speak publicly.
Allow different forms of participation: suggesting an answer to a teammate, helping with translation, searching for information, solving a visual task, participating in a physical challenge or contributing to a collective decision.

PART IV. FINISHING AND AFTER THE GAME

19. Reflection

Do not end immediately after the last game question.
Reserve time for participants to reflect on the experience.
Possible questions include:

- What was something new or surprising you discovered?
- Which task or topic stayed with you most?
- What did you learn about the host country?
- Did you discover similarities between different cultures?
- Did anything make you think differently?
- How did your team work together?
- What did you enjoy most?
- What would you improve?

Choose only the questions appropriate for the group and available time.
Participation in personal reflection should remain voluntary.

20. Participant evaluation

Invite participants to complete the AntiLimbo evaluation questionnaire.
Explain briefly that their feedback will be used to evaluate and improve the game.
Allow enough time to complete it rather than asking participants to fill it in while already leaving the room.
Anonymous feedback can be particularly valuable for identifying:

- unclear questions;
- technical problems;
- tasks participants enjoyed;
- difficulties;
- suggestions for improvement.

21. Close the activity

Thank participants for:

- their participation;
- ideas;
- teamwork;
- openness;
- feedback.

Explain any relevant next steps, for example where project results may later be available.
Allow a little informal time afterwards rather than making the session end abruptly.

22. After participants leave

The facilitator/project team should:

- check attendance and participant numbers;
- collect and securely store required documentation;
- collect evaluation responses;
- record important facilitator observations;
- note questions that were unclear or difficult;
- record any adaptations made during the session;
- note especially successful tasks;
- collect participant suggestions;
- organise approved photographs/videos;
- securely store consent documentation and personal data;
- share relevant observations with project partners.

A short facilitator debrief immediately after the activity is recommended while the experience is still fresh.

PART V. POSSIBLE CHALLENGES AND HOW TO RESPOND

Participants do not know the answer

Give them time. Use a hint, allow discussion or rephrase the question. Explain the answer afterwards. **Not knowing is part of learning.**

A question is unclear

Explain it in simpler words without changing its meaning. Make a note after the session so the task can be reviewed.

Participants struggle with the language

Offer another language, allow mixed-language discussion and encourage participants to help one another translate.

Some participants are very quiet

Do not force them to answer publicly. Use pairs, teams and collective decisions and allow other forms of participation.

One or two participants dominate

Ask teams to consult before answering and actively create opportunities for other participants to contribute.

Discussion becomes emotional

Acknowledge the reaction but do not press participants for personal stories. Allow a pause, redirect the discussion or move to another task.

Participants disagree strongly

Allow respectful disagreement. The facilitator does not need to decide whose personal opinion is correct. Bring the conversation back to the task if necessary.

Participants arrive late

Do not restart the session. Welcome them, briefly explain the rules and integrate them into the existing group/team.

Fewer participants attend than expected

Adapt the number of teams or play cooperatively. A smaller group does not require cancellation.

Internet fails

Use offline materials. For online research tasks, let participants reason together or provide the necessary information yourself.

Video or sound does not work

Briefly describe the missing material and continue with the task. Do not allow one technical problem to stop the session.

The game takes longer than planned

Shorten explanations or selected discussions. Do not remove the final reflection and evaluation simply to finish every slide.

Participants become tired

Use a movement task, change the pace or take the planned coffee break.

A participant does not want to be photographed or filmed

Respect the decision immediately and use the documentation arrangements agreed before the game: exclude them from the frame, avoid close-ups or document the activity in another way.

PART VI. FINAL FACILITATOR CHECKLIST

Before the game day

- ☐ Participant list and necessary contacts are available.
- ☐ Expected participant number and age range are confirmed.
- ☐ Language and accessibility needs have been considered.
- ☐ Parental consent for minors is arranged where required.
- ☐ Photo/video consent and GDPR/data-protection arrangements are prepared.
- ☐ Venue is booked.
- ☐ Entrance and accessibility have been checked.
- ☐ Toilets and relevant facilities have been located.
- ☐ Emergency exits and building safety procedures are known.
- ☐ Game room arrangement is planned.
- ☐ Final game presentation has been reviewed.
- ☐ Projector/screen and sound equipment are available.
- ☐ Videos and links have been tested.
- ☐ Internet access has been checked.
- ☐ Backup/offline materials are available.
- ☐ Required printouts are prepared.
- ☐ Pens, paper and other game materials are prepared.
- ☐ Cooperative/competitive format has been considered.
- ☐ Break time is planned.
- ☐ Water, soft drinks and coffee-break snacks are arranged.
- ☐ Evaluation questionnaire/QR code is ready.

Before the game starts

- ☐ Room and equipment have been checked again.
- ☐ Materials and printouts are ready.
- ☐ Refreshments are ready.
- ☐ Participants are personally welcomed.
- ☐ Participants are shown the room, toilets and relevant facilities.
- ☐ Language preferences are observed and discussed.
- ☐ Photo/video consent and documentation arrangements are explained before recording begins.
- ☐ Game purpose and basic flow are explained.
- ☐ Characters/hints and phone use are explained where relevant.
- ☐ Cooperative or optional competitive format is confirmed.
- ☐ Participants understand that they are **not expected to know every answer**.

During the game

- ☐ Atmosphere remains welcoming and non-judgemental.
- ☐ Participants receive enough time to think and discuss.
- ☐ Hints/support are offered when needed.
- ☐ Dialogue between participants is encouraged.
- ☐ Different participants have opportunities to contribute.
- ☐ Language flexibility is maintained.
- ☐ Longer discussion time is given where appropriate.
- ☐ Humour and supportive comments are used appropriately.
- ☐ Breaks and group energy are monitored.
- ☐ Sensitive personal disclosure is never required.

After the game

- ☐ Final reflection is facilitated.
- ☐ Participant evaluation is completed.
- ☐ Participants are thanked and the activity is properly closed.
- ☐ Attendance/project indicators are recorded.
- ☐ Evaluation results are collected.
- ☐ Facilitator observations and adaptations are recorded.
- ☐ Improvement suggestions are noted.
- ☐ Approved photographs/videos are organised.
- ☐ Consent forms and personal data are securely stored.
- ☐ Relevant feedback is shared with the project team.

*This document is a part of the AntiLimbo project. The KA2 Small-Scale Partnership project “AntiLimbo” is run by Grem, Latvia in cooperation with MoreMosaic, Sweden and Bessonova Outdoor Immersion School, Belgium within Erasmus+ programme framework. The project aims to enhance the sense of belonging among young Ukrainian refugees in Belgium, Latvia, and Sweden, connecting them to the European Union and its cultural heritage. Through gamification and digital tools, we aim to raise awareness of European cultural history and values, fostering a deeper sense of

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