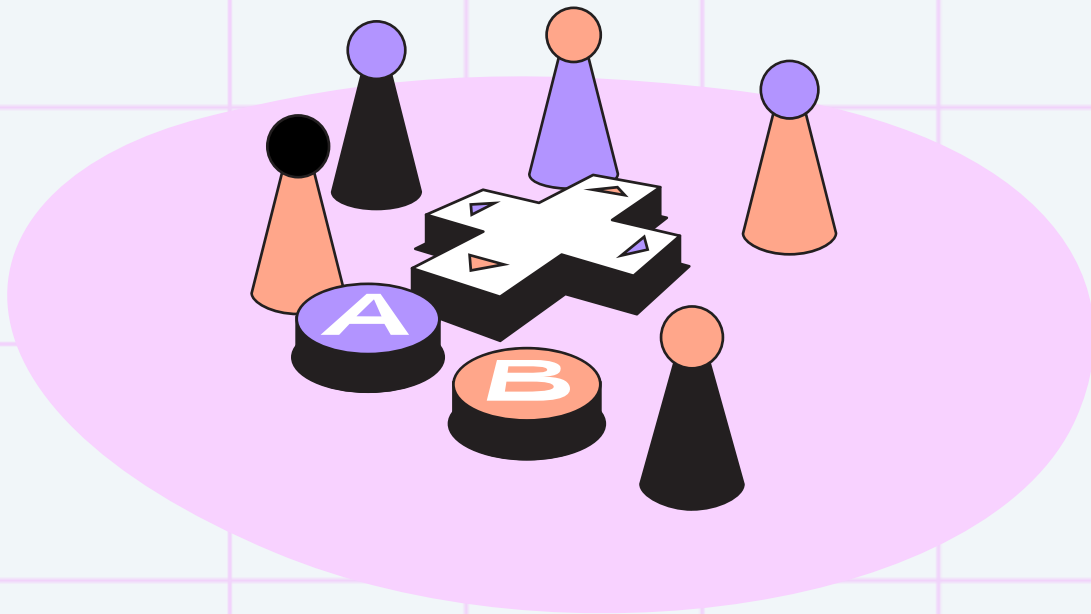




GAMING & PARENTS

Methodological guidelines and engagement strategies for parents and parental figures



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Introduction and purpose of the document

This document, entitled **Methodological Guidelines and Engagement Strategies for Parents and Parent Figures**, accompanies and complements **Gaming Together. Parental Digital Mediation Toolkit**, the main deliverable of the first activity of the **Gaming and Parents** project.

These guidelines aim to transform the theoretical and practical content of the Toolkit into an applicable educational tool, capable above all of guiding new adult educators, counselors, and social workers in replicating the training program aimed, as the title of our project suggests, at parents and parental figures.

In a sense, they therefore constitute the methodological guide for the delivery of the parental education and digital literacy course trialed in 2025 by **Close in the Distance** and **Rafipróttasamband Íslands (RÍSí)**, the partner organizations of **Gaming and Parents**. The aim is to offer an accessible, relational, and replicable educational model that allows us to:

- promote parental awareness of their children's video game consumption and the role of gaming in cognitive and social development;
- encourage family dialogue and shared participation in digital experiences;
- reduce the intergenerational gap that still characterizes the relationship between parents and video game culture;

- provide tools for recognizing risky behavior and encouraging healthy, informed, and participatory use of digital media.

These guidelines therefore have a dual function:

Accompanying, as they explain how to use the Toolkit resources in a practical way and how to structure specific sessions in concrete terms and according to non-formal continuing education methodologies;

Transferability, because they allow new entities (adult educators, family support centers, non-profit organizations, and various associations) to reproduce the educational program in their own local contexts.

The document summarizes the experiences gained during the implementation of seven educational workshops in Italy and Iceland, carried out during the implementation of **Gaming and Parents**, and translates the methodological framework into a modular format that can be easily adapted to different audiences and durations. In line with the principles of **non-formal education** and **relational counseling**, the guidelines therefore aim to provide a clear and flexible pedagogical framework, oriented not only towards information, but above all towards the construction of shared skills and awareness between “younger” and “older” people. The approach of the project—and of this document—is based on the idea that video games are not an obstacle, but a new educational language that can easily be transformed into an opportunity for dialogue and growth within our family systems.



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Methodological principles

The methodological approach of the educational program described in these Guidelines is based on a set of key principles that reflect the educational approach promoted by **Close in the Distance** and **RÍŚÍ**, guiding the implementation of **Gaming and Parents** workshops throughout 2025.

With a view to replicability and transferability to new tutors, adult educators, and parents, the goal is now to outline how to develop non-formal, participatory, and reflective learning sessions with a strong experiential component, in which video games become an educational, relational, and comparative tool through which to strengthen family dialogue, effectively contributing to reducing the digital divide between generations.

1. Non-formal education as a space for awareness

The program's activities, which are reflected in more detail in the Toolkit, are designed within the framework of non-formal education, i.e., the learning process that values personal experience, participation, and discussion. Non-formal education is quite different from 'academic' and frontal approaches, because it promotes:

- experience-based learning ('learning by doing'),
- shared reflection on real cases and everyday experiences,
- the construction of common meanings based on dialogue between participants, generally mediated by one or more facilitators.

From this perspective, each session can truly become a place of relational learning, where parents are not considered passive recipients but protagonists and co-authors of the educational process. What's more (and this is no small thing), participants are not generally required to do any initial preparation, but only to be open to dialogue, to questioning themselves and, at most, to sharing their experiences.

2. The relational model and dialogic counseling

Going into a little more detail, an educational program such as **Gaming and Parents** is also quite similar to forms of family and relational counseling, because it adopts a group methodology based on active listening, sharing experiences, and guided re-elaboration, including from an emotional and subjective point of view.

In this sense, the workshops should be led by an educational duo, consisting of a counselor and an educator (but the two roles can be played by the same person: the facilitator) because, in addition to introducing key topics and food for thought (in our case related to gaming culture, so-called everyday digital life, parental digital mediation, and so on), they should steer the discussion towards collective reflection and the exchange of concrete experiences, even those that are a little difficult, with the aim of 'resolving' them through group activity.



In one way or another, the goal will clearly not be to “educate” parents, but rather to encourage a transformation of their point of view through facilitation and active discussion with the group, discovering that gaming is not in itself a threat, but often a real educational, family, and communication resource.

3. Learning by Playing

The principle of learning by playing runs through the entire program, these guidelines, and, in general, throughout **Gaming and Parents** as a whole.

Video games, traditionally perceived as a space for leisure or isolation, are recognized here as a complex learning environment because:

- they can stimulate problem solving,
- they can strengthen cooperation and communication,
- they can enhance attention and decision-making skills,
- they can promote the management of emotions and frustration.

Within the sessions of a future educational program, based on **Gaming and Parents**, participants should analyze game dynamics, content, genres, and above all, digital behaviors, learning how to recognize elements of cognitive, social, and emotional value in everyday gaming culture.

4. Digital mediation as a parenting skill

One of the central themes of the project is (and has been) digital mediation for parents, i.e., the set of strategies used by adults to guide younger people in their relationship with the digital world.

The training activities promote guided, non-punitive mediation based on:

- dialogue and active participation,
- family co-playing (playing together to understand),
- shared screen time planning,
- recognition of signs of distress or problematic use.

The Toolkit and these Guidelines provide practical tools for developing this skill, encouraging parents to move from a controlling attitude to one of conscious accompaniment, while also emphasizing the more problematic and ambiguous aspects of both strategies.

5. Digital inclusion and intergenerational perspective

Finally, the method adopted aims to promote a culture of intergenerational dialogue, in which parents and children can recognize each other as bearers of different but complementary knowledge.

In this sense, gaming becomes a potentially very important area for rebuilding more open, empathetic, and cooperative family relationships, truly exploiting digital technology (or, at least, a large and significant segment of it, as in our case) as a tool for inclusion and greater participation among individuals, groups, and families.



Outline of the educational program

Based on the experiences gained in the workshops held in Italy and Iceland during the **Gaming and Parents** project, and the content proposed in **Gaming Together. Digital Parental Mediation Toolkit**, this chapter proposes a replicable training model. This is not a rigid description of the activities, but a standard structure useful for those who wish to implement or adapt a similar educational program aimed at parents and parental figures interested in developing family digital mediation skills.

After all, given the highly participatory and dialogical nature of the various **Gaming and Parents** workshop sessions, it would be somewhat reductive to think of this program as a rigid format or a model to be replicated identically.

The heart of the experience is and remains the active participation of parents—and, more generally, of any adult who wants to better understand the world of video games: teachers, educators, socio-cultural animators, in essence anyone who is in contact with the younger generations and hears words such as *Fortnite*, *Roblox*, or *League*.

What drives these experiences is mutual listening, sharing experiences, and the ability to literally put one's own representations, doubts, and digital habits into play.

Each workshop takes shape from the concrete experiences of the participants, their questions, and the family situations they bring to the group.

As already mentioned, the facilitator's task is not to “guide” with a fixed script, but to facilitate a process of collective discovery, in which **the video game becomes a neutral and creative space for addressing complex issues such as trust, autonomy, shared time, or the need for recognition between parents and children.**

From this perspective, what can really be transferred is not so much the sequence of activities as the methodological attitude: openness, curiosity, and willingness to construct one's own meaning around the video game (or, directly, in the video game).

In any case, for simplicity's sake and always with a view to making it as transferable as possible, the model is designed for a cycle of seven meetings lasting about two hours each, which can be delivered in person or online, with a group of about ten participants or slightly more.

Each session can be offered individually or as part of a complete course, depending on the context and profile of the target audience.

Module 1 – Understanding the language of gaming

Objectives: to introduce contemporary gaming culture, overcome stereotypes, and build a shared language.

Sample activities: initial brainstorming on words and images associated with gaming; creation of a mini glossary; guided discussion on game genres.

Reference: *Glossary* (pg. 11) and *Chapter 3 of the Toolkit* (pg. 16), especially its best practices and exercises with *Fortnite* and *Roblox*

Recommended duration: 2 hours



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Module 2 – The educational value of video games

Objectives: to recognize cognitive, social, and emotional learning elements in gaming.

Sample activities: collective analysis of video games chosen by participants; discussion of skills developed and behavioral models.

Reference: *Chapter 3 of the Toolkit* (p. 16), especially the section “Skills developed through gaming” (p. 21)

Recommended duration: 2 hours

Module 3 – Gaming time and family well-being

Objectives: to reflect on the organization of digital time and the balance between gaming, school, relationships, and daily activities.

Sample activities: Compiling a “family digital diary”; screen time management simulations; comparing real strategies between parents.

Reference: *Chapter 4 of the Toolkit* (pg. 37), especially the concluding exercise (pg. 58)

Recommended duration: 2 hours

Module 4 – Co-gaming and intergenerational dialogue

Objectives: explore co-gaming as a relational practice; strengthen parent-child communication through shared experience.

Sample activities: cooperative play or guided observation; creation of the “Family Co-gaming Charter.”

Reference: *Chapter 4 of the Toolkit* (pg. 37), especially the section “Ideas for family play activities” (pg. 48) and the following model exercises.

Recommended duration: 2 hours

Module 5 – Recognizing and addressing digital distress

Objectives: learning to distinguish between intensive and problematic use of video games; recognizing the warning signs.

Sample activities: analysis of realistic cases; discussion on how to activate listening and support; mapping of support services.

Reference: *Chapter 5 of the Toolkit* (pg. 59), especially the introductory sections (up to pg. 64)

Recommended duration: 2 hours

Module 6 – eSports and new digital communities

Objectives: understand the phenomenon of eSports and streaming platforms as forms of socializing and learning.

Sample activities: viewing short clips of eSports events; discussion on the skills, values, and risks of competitive gaming.

Reference: *Chapter 6 of the Toolkit* (p. 66), especially the introductory section (up to p. 70) and an exercise (e.g., the one on p. 73, on *FIFA*).

Recommended duration: 2 hours

Module 7 – Summary, reflection, and continuity

Objectives: to review the knowledge acquired, evaluate the course, and define good family practices for digital mediation.

Sample activities: return of materials produced; personal feedback in any form; open discussion “What am I taking home with me?”

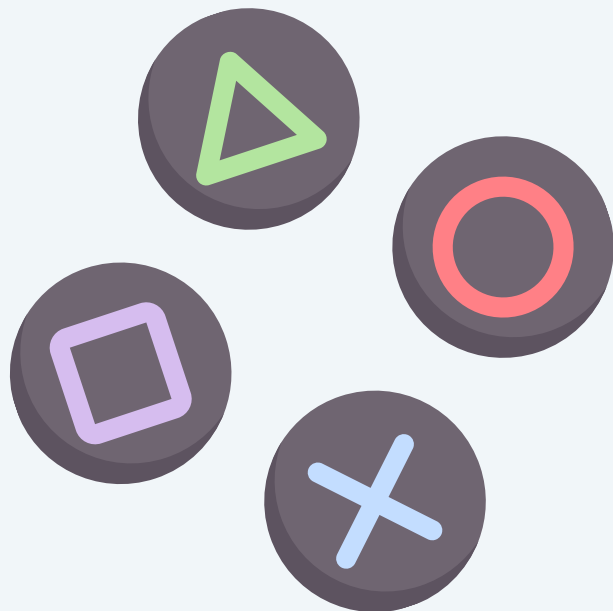
Reference: *Educational Appendix* (p. 74)

Recommended duration: 2 hours



Practical tips for new facilitators and educators:

- Alternate between informative, experiential, and discussion-based activities.
- Conclude each module with a personal or group reflection sheet.
- Adapt language and tools to the digital level of the participants.
- Suggest and encourage participants to develop “feedback”: short reflective essays, even personal ones, or even simpler oral accounts of concrete and past experiences, reinterpreted in light of the new skills acquired and group work.



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Conducting and setting up workshops

To ensure the sustainability and replicability of the contents of **Gaming and Parents**, it is important not only to be familiar with the different sections of the Toolkit and its various exercises (which, in themselves, have been designed to be accessible even to non-experts), but also to pay attention to how adult participants are involved, even in a single session.

On the other hand, it is important to be aware that the effectiveness of this type of non-formal educational program depends largely on the **relational climate** that is created, the role of the facilitator(s), and the ability to stimulate participation, trust, and mutual openness. In other words: the method only works if the group works.

Roles and reference figures

Each educational session should be based on the presence of at least one reference figure, preferably a pair consisting of:

- **an educator/facilitator**, who introduces the content, guides the discussion, and ensures consistency with the educational objectives;
- **a co-facilitator** (possibly also an educator or social educator) who focuses on the relational climate, listening, and managing the more “familiar” moments of sharing.

In contexts with limited resources, the two functions can be integrated into the same person, provided that a balance can be maintained between leadership, listening, direction, and participation.

Their main task is to facilitate dialogue by providing ideas and models of activities, including those of a reflective nature, rather than directing.

In other words, it is necessary to know how to “stay in the middle”: providing structure but also leaving room for the unexpected, because often the most significant moments arise from a spontaneous story or an unplanned reflection (for example, direct comparisons between different parenting experiences, always around the theme of “gaming”).

The group as a space of trust

The quality of learning in a non-formal education context, as already mentioned elsewhere in these Guidelines, depends to a large extent on the quality of the relationships that are created within the group.

From the very first meeting, it is useful to establish a pact of trust: a few clear rules, shared with the participants, to ensure respect, confidentiality, and freedom of expression.

Among the most common are:

- everything that is said in the group stays in the group;
- every point of view is legitimate, as long as it is expressed with respect;
- there is no ‘right or wrong’, only different experiences to explore together.

This approach reduces the distance between the facilitator and the participants and promotes a climate of shared responsibility, in which parents also feel they are an active part of the process.

The workshop setting

Depending on the resources and contexts, workshops can be organized:



- **in person**, preferably in welcoming and flexible spaces (meeting rooms, libraries, educational centers, community spaces) where it is possible to work in a circle and use visual materials (possibly with laptops to “see” a game directly, or even a tablet or, why not, simply smartphones, given the pervasiveness of mobile gaming)
- **online**, through videoconferencing platforms that allow the creation of small working groups and plenary discussion sessions, with the ‘share screen’ function, precisely to show video game clips, moments related to the world of eSports, and so on.

It is recommended to prepare:

- a shared whiteboard or board (physical or digital) to collect keywords, ideas, and reflections;
- video clips or images from popular games (many examples are suggested in the Toolkit);
- short and clear worksheets, useful for stimulating personal or group reflection;
- Sheets (paper or digital) on which participants can verbally express their doubts, experiences, and reflections.

In general, the environment should communicate warmth and informality: the group must feel free to speak, even about mistakes or fears.

In person, the simple gesture of arranging chairs in a circle rather than in rows facing the front is already an important methodological signal.

Group dynamics and time management

A typical two-hour meeting can be divided into three main phases:

- Welcome and introduction (20 min) – icebreaker, presentation of the topic, link to the previous meeting.
- Main activity (60 min) – exercise, discussion, case analysis, or co-playing.
- Summary and closing (30 min) – collective feedback, final reflection, feedback

During the discussion, the facilitator should encourage:

- the circulation of the floor, ensuring that everyone has space;
- constant connection with the personal experiences of the participants (“*my son is obsessed with Roblox*”; “*I know Fortnite*”; “*I also play sometimes...*”)
- the valorization of divergent points of view, transforming them into opportunities for discussion.

Time management should remain flexible: what matters is not ‘completing the agenda’, but accompanying the group on a meaningful journey.

Support tools and recommended materials

We return to this ‘concrete’ point precisely because the experience of **Gaming and Parents** has shown that visual and interactive support greatly increases the effectiveness of workshop activities of this type.



Among the suggested tools:

- short clips or gameplay from well-known titles (e.g., *Minecraft*, *FIFA*, *The Sims*, *Fortnite*, *Animal Crossing*, etc. All of these are easily accessible and can be found on *YouTube*, for example);
- reflection sheets included in or inspired by the Toolkit, e.g., in the form of slides (PowerPoint or similar software);
- quick online surveys to assess perceptions and changes in attitude;
- digital whiteboards such as Miro, Padlet, or Jamboard to collect contributions and ideas during online meetings, if the group is very active and participatory (and already familiar with this type of tool, which may be a little difficult for those who are less “tech-savvy”).

Feedback and continuity

Each workshop should leave a trace of what happened: words, impressions, fragments of conversation, notes, or brief written and oral feedback.

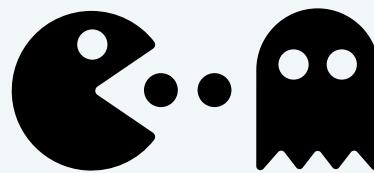
There is no need to collect data or tables, but rather to capture the meaning of the experience: the reflections that emerged, the spontaneous reactions, the changes in perception that occur between one meeting and another.

Feedback can be brief notes written by facilitators, comments left by participants, or even just keywords shared at the end of the session, in any format (oral, written, graphic, etc.).

The goal is to give shape to a collective memory, not perfect or systematic, but capable of recounting how the group experienced the journey.

Over time, these traces can, for example, be collected or reworked into common summaries (a sentence, a word map, a short choral text) to be shared with participants or with those who will carry out similar activities.

In this sense, documentation truly serves to enhance the participants' voices and **keep alive what the program has generated around everyday digital technology and video game culture**, potentially inspiring, from time to time, **new facilitators** and **new workshop implementations**.



Support materials and self-training

Promoting video game education and digital mediation within the family means, first and foremost, familiarizing oneself with the subject matter.

The ‘rules’ that apply to participants (whether they are parents, guardians or, as mentioned several times, adults who inevitably deal with the subject of video games at work, in contact with younger generations, and so on) also apply to those who facilitate, educate and lead:

You don't need to be a gaming expert, an eSports enthusiast, or be very familiar with the more structural and complex aspects of **video game education** (or, more simply, media education), but you do need to be curious, perhaps already skilled in the broader field of digital literacy for the less experienced, and willing to explore before accompanying.

This last section offers some practical tools and self-training courses for those who wish to propose workshops or activities inspired by **Gaming and Parents**, always referring to **Gaming Together. Digital Parental Mediation Toolkit** for theory, more extensive exercises, and more informative boxes.

Key resources

Here is a brief list of what you “might need” to train yourself as an educator and facilitator for an educational program similar to the one implemented by **Gaming and Parents**:

- **Toolkit “Gaming Together. Digital Parental Mediation Toolkit”**

The core product of our project, with theoretical insights and models of educational activities on the topics of gaming, digital mediation, and family co-gaming. The most important aspect for **Close in the Distance** and **RÍŚÍ** was precisely that of providing, in the most accessible way possible, practical activities and experiences that truly focused on the widest range of concrete, commercial video games that are popular and loved by consumers of all ages.

- **Video and multimedia materials**

Clips, gameplay, trailers, or interviews available online are useful for introducing discussions or stimulating debate among participants. Again, we suggest starting with our Toolkit to explore the main titles and their “use”: *Fortnite*, *Roblox*, *League of Legends*, *FIFA*, *Animal Crossing*, *Final Fantasy XIV*, *World of Warcraft*... YouTube and Twitch.tv (but especially the former) are an inexhaustible resource for self-learning, also lending themselves to the creation of an easily exportable and replicable ‘educational archive’.



- **The Gaming and Parents project e-Library**

Our project's digital archive, which includes problem trees, infographics, external links, and many readily accessible resources. The e-library can always be consulted at www.closeinthedistance.com, in a dedicated section of the menu.

- **Free digital tools for workshop activities**

To prepare for a possible workshop with participants, the most common tools used in face-to-face, online, or blended continuing education can be used: Google Forms for short surveys or feedback, Padlet/Jamboard for collaborative whiteboards, Canva for creating worksheets or infographics, PowerPoint or equivalent software for developing slides to share. From this point of view, a workshop on video games is not very different from any other possible workshop on civic issues, environmental sustainability, soft skills, and so on.

Self-training box for new facilitators

Below are some quick experiential paths to familiarize yourself with gaming languages and understand their educational potential before proposing them to groups. As already mentioned, please refer to the Toolkit for exercises, models, and more extensive and detailed information.

League of Legends: cooperation in competition

League of Legends is the eSport par excellence. But it is also the most popular amateur competitive video game, along with Fortnite. Please refer to the Toolkit for a much more detailed overview of *League*, but for now, for preparatory self-learning purposes, we suggest that you:

Go to *YouTube* and search for:

“League of Legends gameplay mid lane”
or

“League of Legends beginner match full game”

Watch a video for about ten minutes, even if you don't understand every detail.

Observe what happens: five players per team move around a map, trying to conquer objectives and coordinate with each other. In detail, the video will almost always be from the point of view of a single player, who moves around using a character, clashes with an opponent, and ultimately tries to win with their team.

You will notice that the players communicate quickly, e.g. through the famous “pings” (which have become part of youth slang in every country), make continuous decisions, and react to mistakes in real time.

Try asking yourself:

- Is there someone who, in the end, seems to ‘lead’ the team?
- Between chats and pings, how do they seem to manage moments of tension, moments when it is necessary to gather together (‘group up’)?
- How do they encourage each other? Pay attention to emotes, playful visual cues that are an integral part of the game's communication register.

Objective: to understand how, within a competitive context, video games become a moment of cooperation, communication, and goal planning.

Behind the speed and apparent chaos, even the least experienced eye can see how relational and cognitive skills are trained, with undoubted value even beyond the screen.



Roblox: creativity and shared worlds

Roblox is now one of the most popular digital platforms among children and teenagers. It is not a single video game (and, if we want to exaggerate, we are not even sure if it is just a video game), but rather a container of thousands of virtual worlds created by the users themselves, in which they can build, explore, and play together. It is a virtual and potentially infinite space for creativity, but also for socializing and experimentation. As with *League*, our Toolkit includes exercises and detailed explanations of the *Roblox* phenomenon, for example, its role during the pandemic, along with other now iconic titles (first and foremost, *Among Us*).

To get started, we suggest going to *YouTube* and searching for:

“*Roblox gameplay*”

or

“*Exploring Roblox worlds*”

Or, if you want a more direct approach, create a free profile on [roblox.com](https://www.roblox.com) and try entering a couple of worlds.

Fifteen minutes of exploration is enough to understand the general logic. Unlike *League of Legends*, *Roblox* does not require extensive tutorials or “technical skills.” What’s more, it can be accessed directly via smartphone or tablet, as well as PC.

Watch the *YouTube* clip to see what happens: players move around in environments built by other users, often with very different rules, aesthetics, and objectives.

Some worlds resemble role-playing games, while others simulate jobs, schools, cities, or small communities where people simply chat and play together.

Try asking yourself:

- What types of games or environments seem to attract players the most? A world that is objectively much more “populated”?
- What types of behaviors emerge? Collaboration, competition, curiosity?
- Are the rules of the world explicit or are they “negotiated” among participants?

Objective: to familiarize yourself with the fact that *Roblox* is, every day, a space for creativity, informal learning, and, above all, virtual socializing for a huge number of people (mostly young people, but not necessarily).

Observing these environments means truly connecting with the way in which the younger generations imagine, construct, and inhabit the digital world. Contrary to expectations, not only (and not always) as spectators, but as perfectly “socialized” creators.

Role-Playing Games: storytelling and moral choices

Role-playing games (*RPGs*) are one of the oldest and most complex forms of narrative video games. There is a big difference between *RPGs* and *League of Legends* (which also has a rich story, or ‘lore’) or *Roblox*: in an *RPG*, players don’t just ‘win’, even though there are various obstacles to overcome, but they play a character, make decisions, face moral dilemmas, and observe how their choices change the story. Above all, they immerse themselves and resonate with the narrative and characters of the setting, the scenery, and the soundtrack, much as one would with a good novel.



For a practical self-training experience, we also suggest going to YouTube and searching for:

“Undertale full gameplay”

or, if you prefer a more cinematic title,
“Life is Strange Episode 1 walkthrough”

or

“Skyrim first quest gameplay”

Or even

*“Final Fantasy XVI walkthrough,” “Nier
Automata walkthrough”*

(the list could go on forever!)

Alternatively, try playing yourself: *Undertale* is easy to download for PC or Mac, it's lightweight, and you can grasp its structure in an hour. One of the above titles can be purchased in a PC version if you don't have a console available. Modern consoles (as well as more modern titles) almost always have a demo version that can be downloaded and is completely free.

Then observe what happens: the player moves through a narrative world where every choice (to fight, talk, forgive) has different consequences. The pace is, inevitably, much slower than in a ‘competitive’ multiplayer game, but every dialogue, every decision, opens up a reflection on human behavior.

Try asking yourself:

- Does the narrative work? Is the story ‘compelling’?
- What emotions does the intro evoke? The music?
- In what way does the game make you feel responsible for your actions?
- What genre does it resemble? More like a movie or a novel, or both?

Objective: to understand how video games, as narrative and moral spaces, can stimulate empathy, reflection, and decision-making skills.

RPGs are by definition an individual experience, but in reality, they raise the most collective questions of all: who we are, what we choose and why, and above all, why we consume stories and narratives as human beings and have always done so.

Building a community of practice

Every educational program such as **Gaming and Parents** does not really end with the last workshop.

The experiences, reflections, and even doubts that emerge during the activities can become starting points for new discussions.

Those who experiment with these approaches—educators, counselors, parents, or social workers—can contribute to the growth of a **community of practice**: a network of people who share ideas, materials, and perspectives on digital and family education.

Building a community of practice does not mean creating a new social group or a formal project, but keeping the dialogue open.

A periodic meeting between educators, an informal exchange channel, or a shared collection of activities and cases may suffice.

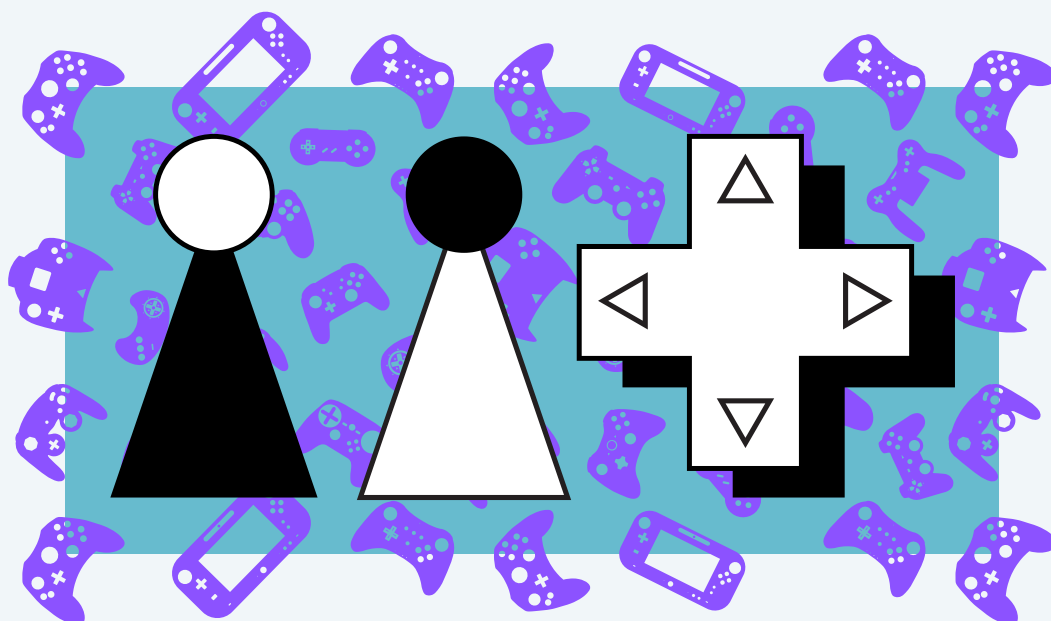
Or, more appropriately, sharing a **self-learning experience**, such as those described and listed above, with colleagues in your workplace, be it an association, an educational center, a school, and so on.

The important thing is not to disperse the experience, but to circulate it: share it, pool it, allow others to adapt it to their own contexts, ensuring that this sharing can generate new collective knowledge.



Every workshop conducted, every feedback, every observation adds a piece to the puzzle of understanding how gaming and digital technology can be educational and relational tools.

In this sense, a community of practice is best understood as an evolving ecosystem, based on the desire to try and share, fully adhering to the principles of **sustainability** and **free circulation** that, in fact, inspired the very structure of **Gaming and Parents**.



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Conclusions

The path that led to the creation of **Gaming and Parents** and these methodological guidelines stems from a simple belief, namely that video games today represent much more than a pastime for many people of all ages and backgrounds. They are a space for language, relationships, emotions, and learning, and for this reason, they can become an educational and family environment, provided that they are observed (and played, of course) with curiosity, awareness, and openness.

The methodological guidelines bring together what the project has experimented with during workshops in Italy and Iceland, but above all, they offer ideas and models for replicating an activity focused on a very broad and topical theme: **digital technology and its infinite educational, civic, social, and relational potential**.

The guidelines accompanying the Toolkit have not been designed to be applied to the letter, but rather as an additional working framework, a flexible stimulus for new educators, counselors, and facilitators (but also, and directly, for parents) who want to engage in intergenerational dialogue through play. Every activity described here, every educational model or reflection, stems from the idea that digital competence is not only technical, but also **relational** and **dialogical**: learning about the media also means learning about oneself, sharing meanings, and building trust.

The experience that brought together **Close in the Distance**, an Italian cultural association, and **RÍSI**, an Icelandic eSports federation, further enriched this journey, offering a glimpse into a Nordic educational tradition that has always valued experimentation, the balance between individual and collective well-being, and, above all, contact with the playful dimension as a form of growth. The dialogue between the two cultures—Mediterranean and Scandinavian—has made it clear how important mutual learning is as a resource: observing how Iceland has long addressed the issues of technology and play has allowed us to question certain habits, broaden our references, and renew our pedagogical tools.

The hope is that this document will serve as a basis, inspiration, or starting point for those who, in different contexts, want to and are able to continue experimenting, precisely because each new workshop or group represents another step towards **a culture of digital awareness**, in which video games can truly become a tool for discovering (and experiencing) the value of shared learning.



Close in the Distance

Palermo, Milano, Online

in partnership with

RÍSí – Rafípróttasamband Íslands

Reykjavík, Iceland

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High Rollers! // Gaming & Parents

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