



Erasmus+



Darnaus
Vystymo
Projektai

Training Course Simulation for Education

Activity report

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Moldova*



Content

1. About the project.....	3
2. Training Course and overlook of the program.....	3
3. Evaluation Report	7
4. Project results.....	9
5. Simulation games	10
MOSQUE IN BERGAMO	10
VISA LOTTERY	13
UTOPIA	18
Dragon Valley	23

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Funded by the
Erasmus+ Programme
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1. About the project

The project Simulation for Education is a Training Course, which is about designing and implementing simulation games for youth. The overall goal of the project is to bring existing expertise of project partners, learn how and create their own simulation games for working with youngsters, who are Not in Education, Employment or Training (NEETs). The participants were introduced to various methods of Simulation Games and furthermore had the possibility to learn how to create new Simulation Games, which would conform the needs of the target group and learning objectives of beneficiary and even to conduct an own simulation game.

Aims of the project:

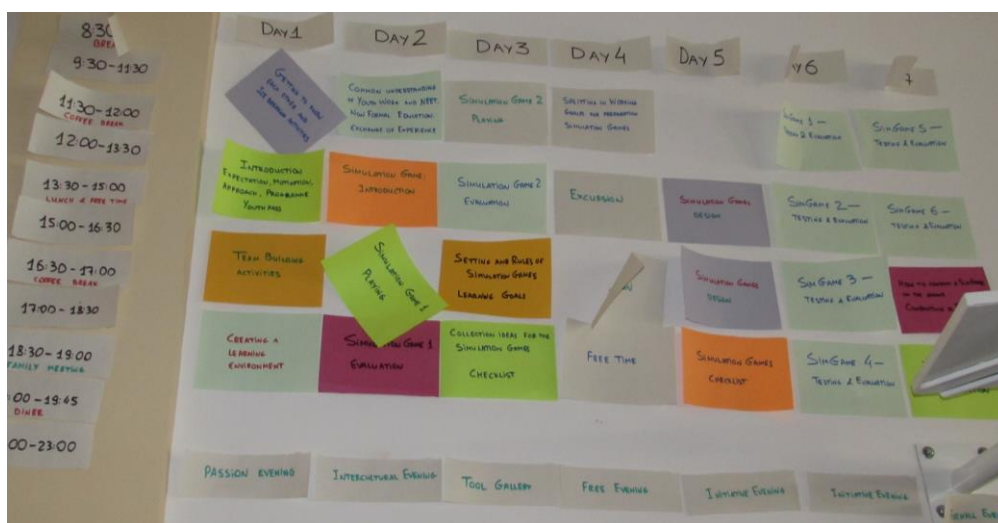
1. Share existing experience of simulation games used for trainings with NEETs.
2. Increase knowledge and improve skills on creation of Simulation Games as a tool for non-formal education, focusing on the work with NEETS.
3. Broader multicultural understanding by sharing experience of each country and each trainer.

The project was prepared and implemented in a partnership of 6 organizations among which: Millenium (Moldova), Centrum Inicjatyw UNESCO (Poland), Youth Entrepreneurship Support and Development Centre (Belarus), CENTRO STUDI SERENO REGIS (Italy), Civic Forum NGO (Armenia) and a main organizer Sustainable Development Projects (Lithuania).

Sustainable Development Projects (SDP) is a non-profit non-governmental organization established in 2007. The organization is working both on national and regional level in Lithuania. Sustainable Development Projects established to promote sustainable development principles to public policy by awareness raising, training and publicity actions. One of the main target groups of SDP is young people. For more information visit www.dvp.lt/.

2. Training Course and overlook of the program

The Training Course Simulation for Education (S4E) was participated by 24 (17 ladies and 7 gentleman) youth workers and trainers, who works with and for youngsters, who are Not in Education, Employment or Training. The participants coming were selected from 6 partner countries: Lithuania, Moldova, Armenia, Italy, Poland, Belarus. Every project partner organized a national selection process of 4 participants according to their motivation to participate the training, their youth work experience, experience in using simulation games, English language skills and their plans to adapt the knowledge gained through the training stated in the application forms, which were collected by the 20th July, 2015.



Training Agenda in the working room.

The Training Course took place on 16-22th August, 2015 in the city of Vadul lui Vodă, Moldova and was run by two trainers Vitalie Cirhana and Darius Joneikis. The language of the Training Course was strictly English, but some necessary assistance by the trainers were available in Russian as well.

The seven days Training Course Simulation for Education enabled participants to not only to be introduced with the methodologies of creating simulation games, but to experience simulation games through the week by themselves and to develop their own simulation games which they could apply in their work.

There was a great attention given for the reflection sessions organized every evening in “family meetings” to understand participants’ emotions, to learn about their learnings of the day, their wishes and improve any technical aspect the participants may have.

The Training Course despite the day program also suggested some evening activities for the participants to provide a diverse and inclusive learning environment during all their stay. The Training Course also contributed the development of participants’ team working, English language skills as wells as intercultural awareness.

Day 0

In the morning of 15th August some of project partners from MilleniuM organization went to the hotel, where the Training Course was held to prepare the working rooms, organize accommodation and welcome participants while some other volunteers went to airport, bus station to meet participants coming in the groups and to escort to Vadul lui Vodă. By the morning of the next day all the participants reached the Training venue.

Day 1

- The Training was opened with some welcome words by the trainers leading to the beginning of the training.
- The morning session hold the activities organized aimed to get to know each other, learn about the experience of the participants and sending organizations, to reveal their expectations for upcoming week, fear they might have. By the lunch participants were also introduced with the Training itself and a program in detail.
- In the second half of the first day the attention was given to team-building activities and creation of learning environment.
- In the end of the day participants were grouped in a Families and introduced to a Family meetings to be organized every day. During the first Families’ gathering participants reflected about the day in five aspects related to their FEELINGS during the day, the things they LIKED and DIDN’T LIKE, things they LEARNED and would like to POINT OUT.
- In the evening the participants had a space to share their passions, hobbies, where introduced to a number of the games trainers recommend to play during their free time or practices while working youth.

Families’ meeting conclusions: some participants were confused and chaotic, because of the use of different languages and felt language barrier and where stressed. Some still felt tired and sleepy, because of the long trip. It was mentioned that more activities in small groups and more time for activities where needed. Participants wanted more sport activities outside. Participants loved variety of people, culture and traditions, where impressed about the power of methods, where feeling a support from other, feeling of belonging and responsibility.

ACTIVE PARTICIPATION

POWER OF REFLECTION

OWN RESPONSIBILITY

PROCESS-ORIENTED LEARNING

COMPETENCY DEVELOPMENT

UNLEARNING & RELEARNING

$$2 + 2 = 7$$

Day 2

- In the beginning of the second day the trainer introduced participants to the concept of simulation games, types of simulation games and specific. Participants exchange the experienced they have in a youth work and in particular working with NEETs to develop a common understanding about a youth work and specific needs for the simulation methodology, discussed 8 key competencies.
- In the afternoon participants tried simulation game prepared for them – Different Wages and Tribal game Dardians. The first game was confronting people with realities of the labour market and addressing the various issues trying to confront participants with the realities of discrimination in a workplace, to develop skills to respond injustice, defend rights, to promote solidarity, equality, justice and off course let them experience the method they are willing to learn. The second game aimed to let participants experience of intercultural differences and develop their skill in managing situations related to different mentalities and culture. The participants evaluated the games after all and where were discussing the learning outcomes.
- In the end of the second day an intercultural evening was organized, where national groups presented their countries and culture in interactive way, treated with some international food, games and songs.

Families' meeting conclusions: Participants mentioned that it was interesting to learn about a youth work in different countries, felt a spirit of group, felt some participant felt too concentrated of a Training aim and thought that more free time and more flexibility is needed. There were participants, who felt exhausted, curious, interested, fun. Participants lack of inclusion of some participants and wanted to have a more handouts for the activities. Participants learned about 8 competencies, learned to respect each other, importance of culture, to be emphatic, to trust each other and felt a good dynamic of a group.

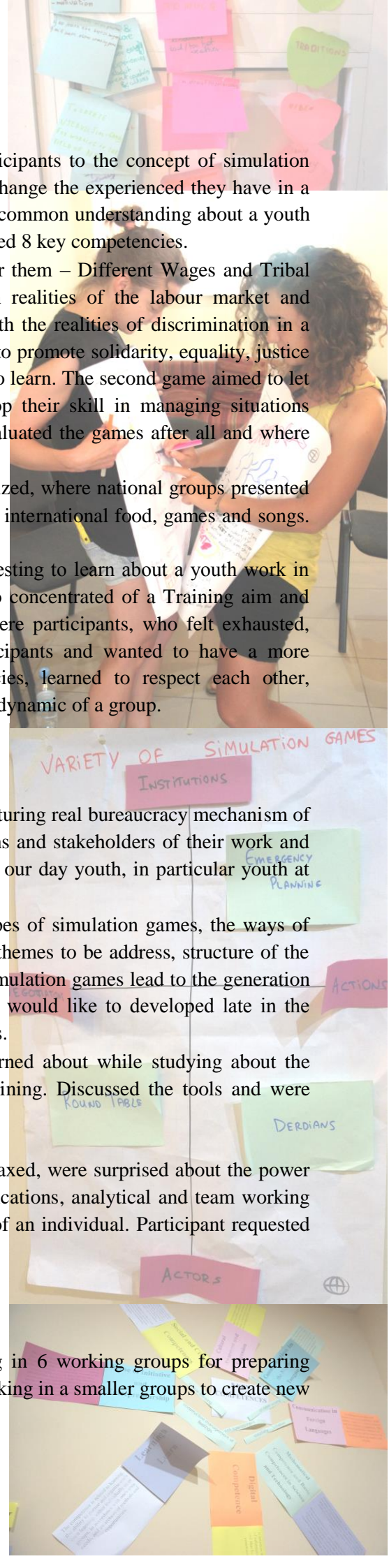
Day 3

- The third day started with a test of on more simulation game picturing real bureaucracy mechanism of youth workers. The game let them experience different positions and stakeholders of their work and reminding them of being youngsters to understand the needs of our day youth, in particular youth at risk, better.
- In the second half of the day participants learned about the types of simulation games, the ways of creating these simulation game in accordance to the needs and themes to be address, structure of the simulation games. The session about the settings and rules of simulation games lead to the generation of the simulation games' ideas of the participants, which they would like to developed late in the Training with the assistance with the trainers and their colleagues.
- In the evening session participants shared the games their learned about while studying about the simulation games or have practiced before coming to the Training. Discussed the tools and were looking for the ways to adapt them to the context of NEETs.

Families' meeting conclusions: Participants noted they felt satisfied, relaxed, were surprised about the power of methods, learned patience, taking care of others, improved communications, analytical and team working skills. Understood that the final learning results are sole responsibility of an individual. Participant requested for more energizers during the program and mentioned noisy neighbours.

Day 4

- The fourth day of the training participants started by splitting in 6 working groups for preparing simulation games. Since this moment participants continued working in a smaller groups to create new games to test each other works.



- After the first coffee break participants had a half day excursion to some cultural sites nearby to learn more about the history and culture about the Moldova and its culture. The excursion started by visiting the ancient city Old Orhei – a unique natural and historical complex in the open air. Visiting Old Orhei Archeological Complex. Some team, confidence building activities were organized by trainers in the oldest monasteries of Old Orhei. The lunch and excursion were organized in Vartely winery. The evening of the fourth day was a free evening for the participants.

Day 5

- The fifth day of the Training was designated for the designing of simulation games. The participants were working in groups to design one simulation each in the assistance of the trainers in accordance with what they learned about in a previous days.

Families' meeting conclusions: In the families' meetings organized participants mentioned the lack of the time to finalize the simulation games, they noted that they improved their skill in organizing team work and learned how to conduct a simulation type methods in a practice way. They also noted that they are not afraid of using English anymore, participants got enthusiastic about bringing their ideas into concrete product.

Day 6

- The sixth day – simulation game testing day. During the day participants were testing by practice every game, which was created by their colleagues giving a great attention to evaluation and discussions about the games in order to provide a group with a suggestions and recommendation to improve their games.

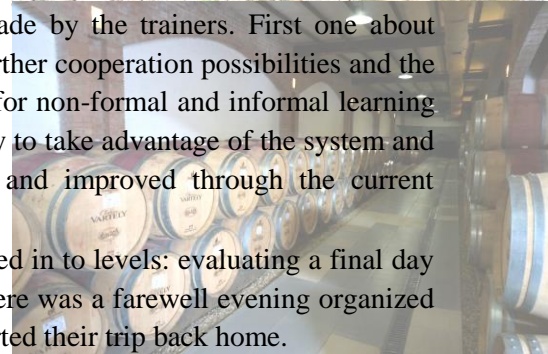
Families' meeting conclusions: In the families' meetings participants mentioned about being a little stress about the timing to prepare simulation games, but at the same time they felt satisfied with the work in groups and about the results. Main things participants learned how to involve all team member, how to cope with different styles of working, how to accept criticism and how to give suggestions in a constructive way.

Day 7

- In the morning session of seventh day participants continued the testing of the games and finalized their games in accordance to the suggestions they got from the trainers and colleagues. After all of the games were tested trainers run a session on how the simulation games have to be conducted and facilitated considering the target group and concrete personalities.
- After the second coffee break there were two presentations made by the trainers. First one about ERASMUS+ program followed by the discussion on partners' further cooperation possibilities and the second one about the Youth pass – a European recognition tool for non-formal and informal learning in youth work. Participants were reminded about their opportunity to take advantage of the system and certificate the skills, knowledge and competencies they gain and improved through the current Training.
- As a final official Training session there were evaluation organized in to levels: evaluating a final day and overall Training evaluation. In the evening of the last day there was a farewell evening organized with a barbeque. During the evening first participants' groups started their trip back home.

Day 8

By the morning of 23rd August, some participants have left the Training venue. Other participants helped to clean up Training rooms and began their travels back home.

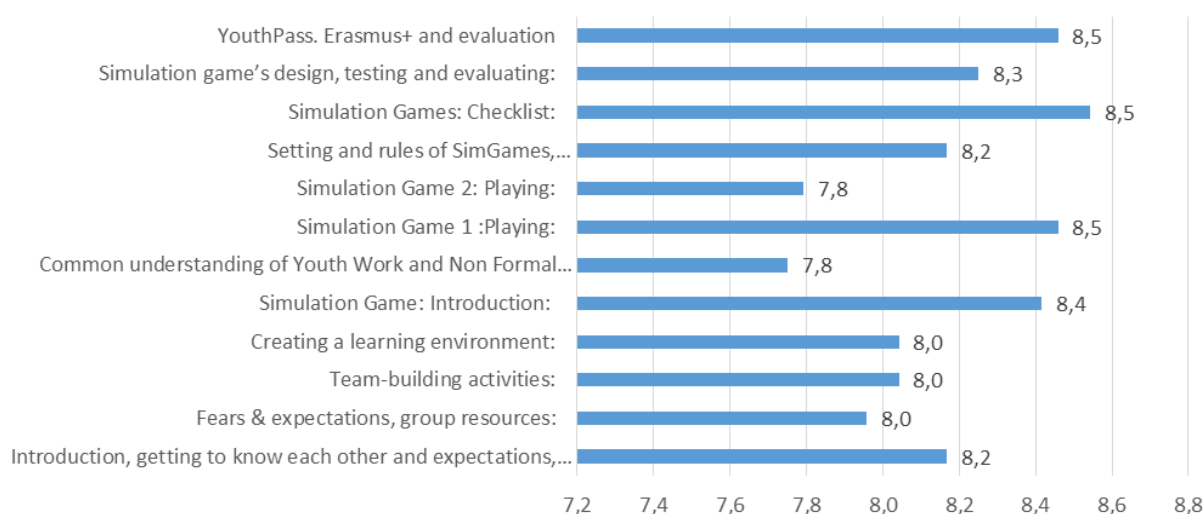


3. Evaluation Report

On the last day of the Training Course there was evaluation session organized. During final evaluation, participants discussed the emotional and professional sense of the training and filled the anonymous evaluation form, which enabled them to evaluate: every Training session individually, evening programs, Training Course and trainers in various aspects as well as some other technical and organizational matters. Participants also had a chance to provide with any other suggestions and comments for organizers to improve this prepared Training Course. In the questionnaire the participant were asked to give their evaluation by giving a grade in a scale of 10 points, where 10 – “very good” and 1 – “very bad”.

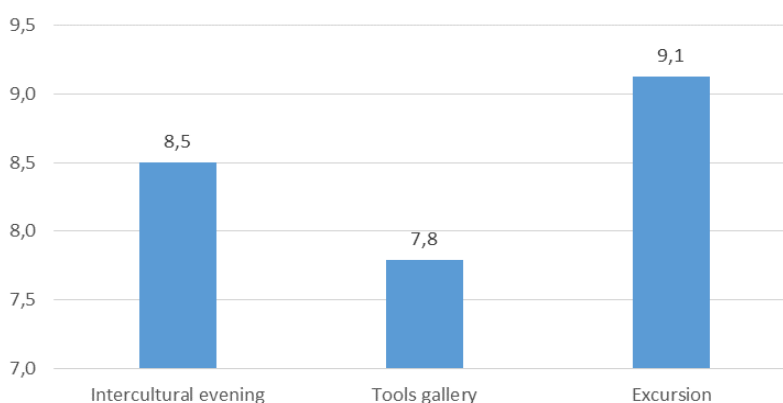
1. Evaluation of the Training sessions:

The average evaluation of Training sessions



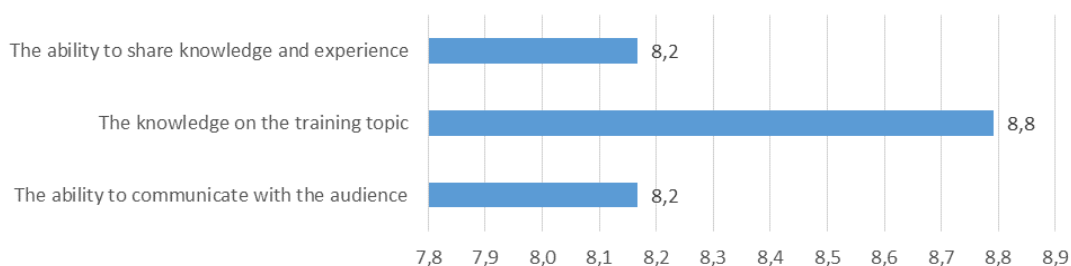
2. Evaluation of the evenings' programs and excursion:

Average evaluation of other Training activities

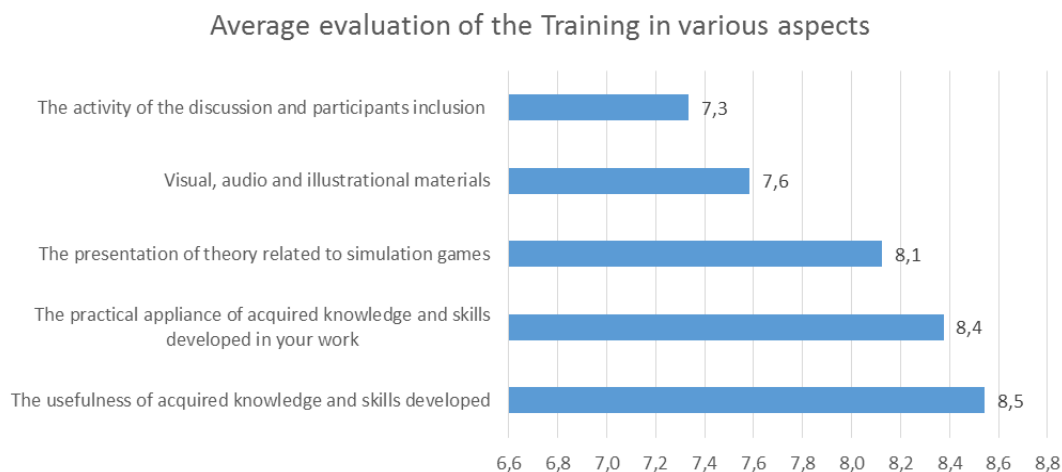


3. Evaluation of trainers work:

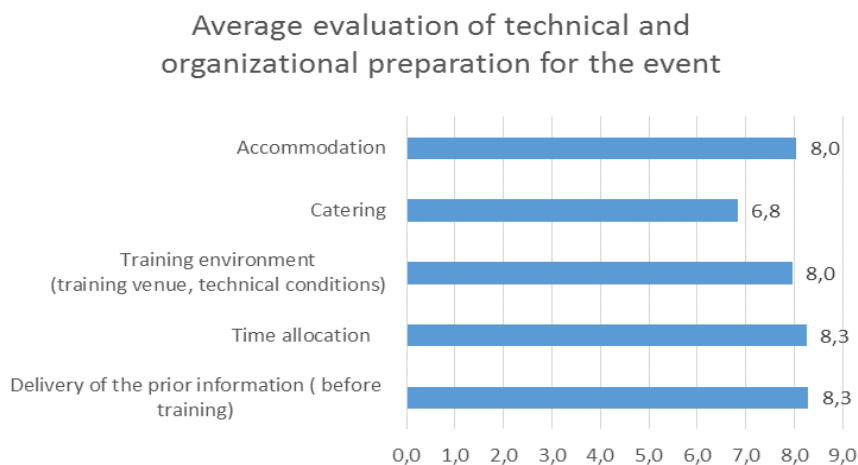
Average evaluation of Trainers work



4. General assessment of the training on the following aspects:



5. Evaluation of technical and organizational preparation for the event



6. Participant comments and suggestions for the training

There were few participants, who provided some suggestions in the evaluation forms noting that:

- Training Course was a great opportunity to improve language skills.
- Less stress and aim orientation would increase creativity level of the group.
- More printed handouts were needed to improve group work.
- More attention was needed for creation links and networks between partners.

The main lessons learned after evaluation:

1. There is a need to improve 2nd session of Simulation Game of the third Training day and improve the session about common understanding of youth work and non-formal education.
2. To keep the frame of intergalctural evening and excursion and to improve the Tools Gallery by assuring participants contribution to the program.
3. To improve the dissemination of a roles and tasks among trainers aiming to improve the communication with audience.
4. To give more attention to the more active participant inclusion in Training activities and to incorporate more visual materials to be used in the program.
5. There is a need to assure more diversed dishes of international cuisine for participants.

4. Project results

- ✓ The Training Course facilitated the share of experience of simulation games used in the work with NEETs by youth workers from 6 countries and broadened their multicultural understanding.
- ✓ During the training 24 youth workers increased their knowledge and improved professional skills on creation of Simulation Games as a tool for non-formal education, focusing on the work with NEETS.
- ✓ Over 87 % of project participants used an opportunity to get acknowledgment of their skills acquired and competencies improved during the Training Course. There were 21 Youthpass Certificate generated, signed and sent to participants from all 6 partner countries.
- ✓ During the Training Course there were ideas for 6 new simulation games generated targeting NEETs, and 4 Simulation games finally developed, which could be found in the Chapter 6.
- ✓ The Facebook group created facilitating the communication among member prior, during and after Training Course. The facebook group is open since the creation and could be seen via link <https://www.facebook.com/groups/1581425732103162/>.
- ✓ The video presenting the Training Course in a brief created and published on youtube. The video could be found <https://youtu.be/167ECInSiW8>.
- ✓ The article about the Project prepared and disseminated to media representatives in 6 countries.
- ✓ Strengthened cooperation between Project partner and their selected participants for more influential and innovative youth work practices.



5. Simulation games

During the Training Course there were 4 new simulation games designed and tested by the training participants. The simulation games developed are targeting youth, who are Not in Education, Employment or Training. These simulation games assists youth workers and youth leaders working with this particular group of youngsters by improving their creativity, social, communication, debating, public speaking skills, it would also increase their self-confidence, critical thinking necessary for the success in the labour market.

The simulation games designing process concerned specific needs of youth over the age of 15-16 years old, who requires more personal attention, are more vulnerable, sensitive and lack of some personal skills. Simulation games developed concerns various topics and suggest different situation to simulate. In order to assure a maximum effect of the simulation, the adaptation to the context of individual training group and concrete participants and learning goals is highly recommended.

Every simulation game consists of a description of the simulation game for the facilitator, preliminary schedule to follow, role descriptions prepared for printing and dissemination, introduction story and appendixes if needed.

MOSQUE IN BERGAMO

Duration: at least 80 minutes.

Number of participants: 25

Materials needed: Roles and introduction story printed in 5 copies, A4 size papers and pens for every group, box, name cards for every player.

Settings: Room comfortable to work for 25 people at once and 5 areas for private group discussions.

#Diversity, #intercultural dialogue, #religion, #debating skills.

About the game

The game Mosque in Bergamo fits in realistic scenario, which may happen in any city and concerns local problems. This game includes some work in a small groups and debate later on. The players will have a role they have to follow.

Game schedule:

10 minutes: introduction of the game environment, dividing roles, explaining rules.

15 minutes: decision in the groups about their tasks, preparation for the debate.

20 minutes: debate in the City hall in front of Government.

15 minutes: referendum, voting and announcement of the results.

10 minutes (or more): debriefing.

The facilitator have to divide people into 5 groups of 5 people by some game or randomly. The moderator shall show all the places where group should gather when the game starts and where should they come for the debate. Every team will have to make a paper sign with the team name.

Facilitator reads the introduction of the game and distributes roles' descriptions, which have to be read privately in the groups. Facilitator also notes that every player shall follow the role and the tasks of the group

they belong, but they also should take a minute to think about the features of their personage, such as age, individual believes, profession hobbies, other interests, ways of behavior and other.

The game is moderated in accordance to the game schedule for around 80 minutes. The role play ends after the announcement of referendum results. The players comes out from their roles for the debriefing.

Facilitator have to organize the debriefing by organizing reflection and discussion among the players trying to include all the players in the conversation. The recommended questions for the discussion are:

1. Are you satisfied with the referendum results?
2. How did you feel during the game phases?
3. How did you managed to fulfill your role?
4. What is the connection between game and reality?
5. What have you learned?

✂.....

Introduction to the game

The action takes place in City of Bergamo in Italy. The population of the city is about 120 000 inhabitants. Historically almost all inhabitants were Christians, but during last 50 years population changed drastically and a lot off new ethnical groups settled in Bergamo. At the moment about 20 000 citizens are Muslims. They come from different countries: Morocco, Tunisia, and Senegal. The Muslims wants to stay in Bergamo, they have jobs and have already settled in the city, but they have no place to pray. They collected money, and want to build a mosque in a popular district in a center of Bergamo. They have funds for this investment, but they need a permission from city council and other inhabitants.

The same district is also popular among young citizens, because there are a lot of pubs and clubs there, and young people are afraid that after building of mosque some of them will be closed, because it is necessary to keep silence nearby religious objects. Young people came out with an idea to use the land to build place for sport activities, for example, a gym, but they have no funds for that.

The rest of the citizens support two different opinions in this subject. There is a group of nationalists, who are against emigration, and they do not want Muslim people to live in the city. They want them to go back to their motherlands. They want to stop mosque building. There is also group of tolerant open-minded people, who wants to live in calm and friendly city. They support Muslims. They understand freedom of believe, and it seems natural for them that Muslim people want to keep their traditions.

The government of Bergamo has to organize a debate and referendum on the question. They arrange a meeting in city hall with representation of all the groups. They want to listen to all points of view, and ask questions to group members. In the referendum, all members of the meetings will participate in a secret voting to get the majority. The referendum cannot be participate by people, who does not have a citizenship or are underage, because they do not have a voting right. Every government person has two votes instead of one vote, which every citizen has. To win a referendum is necessary to gain simple majority (over 50% of votes).

REMEMBER: Every citizen of Bergamo despite of the group he belongs has its personality, individual believes, are different age, profession, has different hobbies, ways of behavior.

✂.....

Roles:

✂.....

Government (5 people)

Main task of the government is to rule the debate and make a final decision. Government has to listen all opinions and ask questions during the debate. In the beginning of the game members of government can chose a leader. On first stage of the game, every member of government can visit one group of society before the big debate to find out their point of view. Members of government have to vote later on after the debate. To win the voting it is necessary to gain over 50% of votes.

The city budget is limited and it is important for you to stay objective and figure the situation to understand the priorities of all the citizens. Nevertheless, all of you live in the same city. You also have to prepare everything for the referendum (voting box, voting tickets, information on how many citizens has voting rights, prepare the plan of running the debate and referendum) before the debate.

✂.....

Tolerant citizens (5 people)

Tolerant citizens want to live in peaceful city. They support Muslims, are tolerant and open minded, friendly for new citizens (immigrants). They understand freedom of believe, and the reason why Muslims want to build a mosque. During the group meeting, you have to come up with the plan, how to justify your ideas and clarify your suggestions for the situation to be presented during the debate.

✂.....

Youth (5 people)

Youth of Bergamo want to build the gym on the same place, where Muslims want to build a mosque. You are not against Muslims, you just do not want them to build the mosque at chosen place. You came out with a different idea of investment in the city center. Furthermore, you are afraid that some popular pubs and clubs might be closed because of the new mosque project. The problem is that you do not have money for your plan. In the group meeting you have to come up with the plan how to justify your ideas, find fund for you plan and clarify your suggestions to be presented during the debate. By the way two youngsters cannot vote, because are underage.

✂.....

Muslims (5 people)

Main task of Muslim society is to get a permission to build a mosque in Bergamo city center. Your society has settled in the city, and adopted to local conditions already. You are friendly and respect other citizens. The thing you wish for is a respect to your culture, traditions and religion. Some of you have families living in the city as well, having children and despite the mosque project you care about all other things happening in a city as well. Only 3 of you can vote, because other 2 don't have citizenship and are not able to vote. In the group meeting, you have to come up with the plan how to justify your ideas and clarify your suggestions to be presented during the debate.

✂.....

Nationalists (5 people)

Main aim of the Nationalist is to stop the mosque building project. Nationalist do not accept other cultures. They are aggressive and offensive to Muslims. Nationalist want to send Muslims without citizenship back to their countries. In the group meeting Nationalist have to come up with the plan how to justify their ideas and clarify your suggestions to be presented during the debate.

VISA LOTTERY

Duration: at least 60 minutes.

Number of participants: 17

Materials: Roles and introduction story printed, “Passports” printed for every participant, 3 different stamp for commissioners.

Settings: A room comfortable to work for 16 people, 3 extra rooms for commissions.

Learning goals:

- Experiencing bureaucracy.
- Creating empathy and better understand situation of refugees.
- Develop patience and persuasion in the same time.
- Self-confidence and the inner power to continue in different life situations.

#Bureaucracy, #refugees, #personal development, #self-confidence

About the game

“Visa Lottery” is a simulation game on finding out how the bureaucratic system within the refugee topic works. It pictures the refugees, who are not enough persuasive and lose their hope for better life.

Before the start of the game facilitator must make an introduction. Facilitator should read participants an introduction story. The next step is to name the roles and distribute them randomly. After introduction to scenario of the game, facilitator shows the places where the actions of the simulation will take place, and introduce with the schedule of the game.

Game schedule:

- 5 minutes: introduction, rules and roles
- 5 minutes: participants are making a strategy
- 30 minutes: refugees meet commissions in order to get visa
- 15 minutes: debriefing
- 5 minutes: End of the game, get out of the roles

After the game is over, all participants gather in a circle, come out of their roles, for example, by sitting for 15 seconds with closed eyes in a silence. Facilitator moderates the discussion on the questions below to find out about their feelings and learning outcomes.

- 1) How did you feel in your role?
- 2) How powerful did you feel in that role?
- 3) What was the most difficult part of playing this role?
- 4) What have you learned from this game?
- 5) What do you think is the system of getting visa?
- 6) How it's connected with the reality?

Roles:

- Examination commission – 3 persons
- Individual refugees – 11 persons
- Social workers – 3 persons

✂.....

Introduction story

In several country in the world is a war, and the European Parliament decides to make a center of refugees in Germany. Imagine we are all now in this center. All came from different countries and having a different status. In order to prevent illegal immigration to Germany, they Government decided to create 3 commissions: Emigration, Health and Employment. The commissions are responsible for issuing permission for refugees to enter the country. They issue the permissions only to the persons, who really need because of the quotas they have to follow.

Scenario:

Refugees are staying all together in the big room and the commissioners stay in 3 different rooms nearby. Each refugee has a passport. In order to get a permission to enter Germany they have to get collect different visa stamp from each commission on their passport. Only refugees having 3 stamp get the right to live in the Germany, that is why refugees must think about arguments to get the visa during the meetings with commissioners. Refugees can ask for help of social workers when they need to do this, because the social worker stay in the same room with them.

If refugee gets NO answer from one commissioner, he or she has to move to another commissioner to get YES or NO. After that refugee have the right to try again in the previous one. The number of tries has no limit. The maximum time for a visit at one commission is 30 seconds. After the time is over the refugees can be asked to leave the office. The refugees, who ends up the game having 3 visa stamps gets a visa and wins a game.

✂.....

Roles:

✂.....

Role Profile - Social worker (3 people)

You are a social worker, who is responsible for state of people, who stay in refugee center and are waiting for visa. Your task is to encourage them to participate the commission meetings and answer all the questions they might have. Remember that commissions have a certain number of visa to distribute and admits it in case of need. It is good to advise them to think about any arguments that may help them to get visa. In case people fail on getting one you may advise them to use any other arguments they would think of. Remember that every people can apply for the visa as many time as they want and every argument is acceptable.

✂.....

Role Profile - 1st Commission of Immigration

Country: Germany

Name: Mr/Ms Ich Liebedich

Role description: Immigration officer (commissioner) is responsible for checking documents and general suitability of the refugees to enter the country and giving visa by stamping.

Communication with refugees: You should give refugee 30 seconds to explain why they want to enter Germany, or you can stop them without letting them to explain (but not always). You can improvise to give an explanation why do you refuse them or just say NO.

IMPORTANT: Your main aim is your hidden mission – you should refuse 1st, 2nd refugees and let every 3rd refugee to enter your country.

✂.....

Role Profile - 2nd Commission of Health

Country: Germany

Name: Mr/Ms Est Gibt Nicht

Role description: Health commissioner is responsible of checking refugees health suitability to enter the country and if they don't have any serious disease, are not a treat to the citizens living in the country, you issue the permission.

Communication with refugees: You should give every refugees maximum of 30 seconds to explain why they want to enter Germany, or you can stop them without letting them to explain (but not always). You don't have to give an explanation why do you refuse them, you just say NO and call the next refugee for the interview

IMPORTANT: Your main aim is your hidden mission – You should refuse 1st, 2nd refugees and let every 3rd refugee to enter your country.

✂.....

Role Profile - 3rd Commission of employment

Country: Germany

Name: Mr/Ms Guten Tag

Role description: Commissioner of employment is responsible for the check of refugee's professional importance and appropriation to enter the country and if they are ready to work in a legal frame and you consider them useful in the marker, you issue the permission.

Communication with refugees: You should give refugee 30 seconds to explain why they wanted to enter to your country, or you can stop them without letting them to explain (but not always). You can improvise to give an explanation why do you refuse them or just say NO.

IMPORTANT: Your main aim is your hidden mission – You should refuse 1st, 2nd refugees and let every 3rd refugee to enter your country.

✂.....

Role Profile - Individual refugee 1

Country: Madagaskar

Position: Refugee without any money, profession and health insurance.

Role description: Refugee from Madagaskar is a poor person without any support and because of some conditions (improvise or follow instructions) he/she wants to migrate to Germany.

Instructions:

- 1) Looking for a political asylum.
- 2) You are afraid of people, because of experience you had in Madagaskar.
- 3) Looking for a job and better living/social conditions.

✂.....

Role Profile - Individual refugee 2

Country: India

Position: Refugee without any money, profession and health insurance

Role description: Refugee from India is a poor person without any support and because of some conditions (improvise or follow instructions) he/she wants to migrate to Germany.

Instructions:

- 1) Looking for a political asylum.
- 3) Looking for a job.
- 4) Very bad living/social conditions.

✂.....

✂.....

Role Profile - Individual refugee 3

Country: Nepal

Position: Refugee without any money, profession and health insurance.

Role description: Refugee from Nepal is a poor person without any support and because of some conditions (improvise or follow instructions) he/she wants to migrate to Germany.

Instructions:

- 1) Looking for a political asylum.
- 2) Natural disaster (earthquake).
- 3) Looking for a job.
- 4) Very bad living/social conditions.

✂.....

Role Profile - Family refugee 4

Country: Somalia

Position: You are a mother of two sons. You came from Somalia and you escaped for the civil war and the most important reasons is that one of your son is sick. Your husband was killed in Somalia last year for his religion believes and you are afraid that if you came back to your original country your family could be killed too. You arrived until the North African Coast and later you caught a ship until Puglia (region of Puglia) and then you hidden in a cargo transport until pass the boundaries of the Germany

Instructions:

- 1) Looking for a political asylum.
- 2) Religion issues.
- 3) Health support.
- 4) Very bad living/social conditions.

✂.....

Role Profile - Individual refugee 5

Country: Syria

Position: Your family was rich so you had the possibilities to attend international school and learned German. Your house were bombed during one of the attacks and after that you decide to leave the country because you don't feel safe anymore.

Instructions:

- 1) Looking for a political asylum, because of a threat for your life.
- 3) Looking for a job.
- 4) Very bad living/social conditions.

✂.....

Role Profile - Individual refugee 6

Country: South Africa

Position: You know Germany language. Before leaving your country you worked as interpreter for a branch of German company. Your house were bombed during one of the attack and after that you decide to leave the country because you didn't feel safe anymore.

Instructions:

- 1) Looking for a political asylum.
- 2) In opposition with local government.
- 3) Looking for a job.
- 4) Ex-political prisoner.

✂.....

✂.....

Role Profile - Individual refugee 7

Country: Russia

Position: You know Germany language, you published an article about political situation in the country and you are homosexual. You decide to leave the country because you didn't feel safe anymore. You arrived to Germany with a help of your friend.

Instructions:

- 1) Looking for a political asylum.
- 2) Freedom of speech.
- 3) Looking for a job.
- 4) Human rights (LGBT rights).

✂.....

Role Profile - Family refugee 8

Country: Iraq

Position: You are from a rich family of Iraq. Father of the family had a very important government position and mother is a famous model. Your family used to be very wealthy and influential back in your country. You also have a son who is used to live in luxury. You escape from the country for safety reasons, because your father is a suspect to be national traitor (public enemy).

Instructions:

- 1) Looking for a political asylum.
- 2) Looking for good conditions of life.

✂.....

Role Profile - Individual refugee 9

Country: Ukraine

Position: You are young engineer with PHD degree from Donetsk. Very good specialist but you are suffering from AIDS and the society is ignoring you.

Instructions:

- 1) Looking for health support.
- 2) Safety reasons.
- 3) Looking for a job.

✂.....

Role Profile - Individual refugee 10

Country: Sierra Leone

Position: You are famous cardiologist with lot of working experience from Sierra Leone. For all your life you were travelling all over the world and you don't have family and any relatives. You escaped from your country for religious war.

Instructions:

- 1) Looking for a political asylum
- 2) Safety reasons
- 3) Looking for a job
- 4) Religion issue

✂.....

✂.....

Role Profile - Individual refugee 11

Country: Afghanistan

Position: You know German language, you are a mathematics professor, 55 years old having long teaching experience on the main university in Afghanistan. You leave your mother country because of civil war.

Instructions:

- 1) Looking for a political asylum
- 2) Safety reasons
- 3) Looking for a job
- 4) Human rights

✂.....

Annex: Passport of refugee

Name: Surname: Country:
1st Commission of immigration
Singnature:
<i>2nd Commission of health</i>
Singnature:
<i>3rd Commission of employment</i>
Singnature:

Name: Surname: Country:
1st Commission of immigration
Singnature:
<i>2nd Commission of health</i>
Singnature:
<i>3rd Commission of employment</i>
Singnature:

✂.....

UTOPIA

Duration: at least 60 minutes.

Number of participants: 20

Materials: Roles and introduction story printed, A3 and A4 size papers, markers.

Settings: A room for 16 people.

Learning goals:

- To make young people more aware of the structure in society (division of power, hierarchy, roles and responsibilities)
- To equip youth with negotiation skills
- To increase awareness of youth regarding discrimination

#division of power, #hierarchy, # negotiation skills, #discrimination

About the game

This is simulation game set in the context of the fictional world, just before apocalypse. Poles are melting away and the globe is going to be flooded. One rich family decides to build a ship and take with them 15 people who have different jobs and, as they believe, can help them in the future. In the moment when they are almost sitting in a ship, it appears that the ship is damaged and there is not enough space for everyone. After 30 minutes the ship will be flooded so they have to decide how to deal with this situation.

Game schedule:

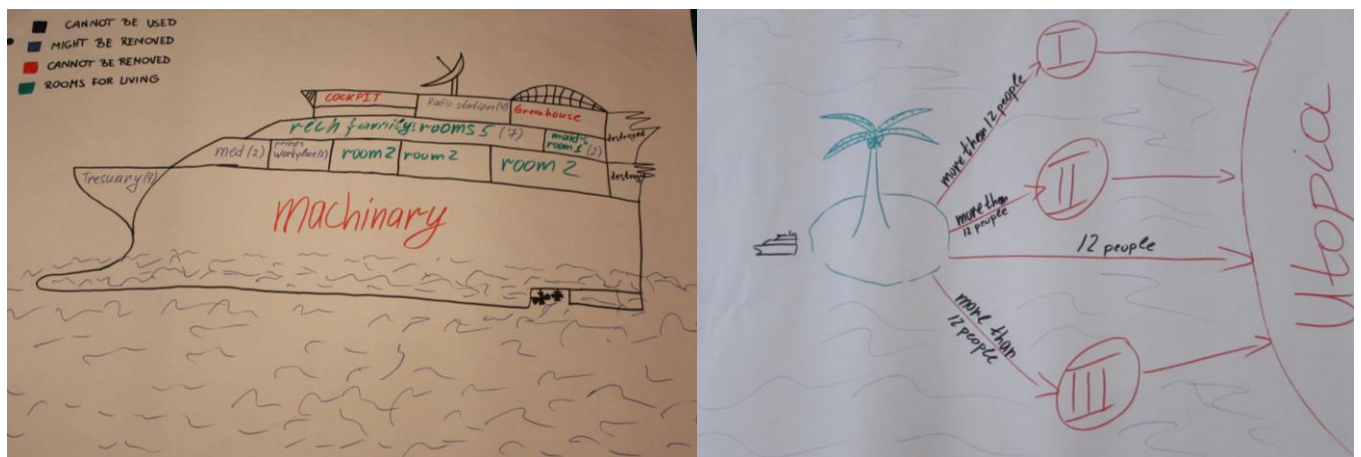
- 5 minutes: Introduction of the game;
- 10 minutes: Distribution of the roles, detailed instruction, time schedule;
- 25 minutes: Playing;
- 20 minutes: Debriefing.

The facilitator have to read all the material to get an overview of the game. The facilitator have to print out and cut the materials, paint the ship scheme and stick it to the wall in the room, where the game will be organized. The facilitator shall introduce the game to participants by reading the introduction story and explaining the scheme of the ship, presenting a schedule of the game and naming and distributing roles. Roles might be given by chance or targeting particular people. The roles have to be read individually since they might have some secret information. Facilitator has to make sure that all the questions are answered before the start of the game.

After 25 minutes of the role play facilitator has to organize a debriefing to reflect, discuss and collect their experiences during the game and transfer them to learning effect. Debriefing should be organized in two phases. The first phase is a discussion about the game while participants stay in the role of the game. Participants are discussing observations, reconstructing the development of the game as actors according to these recommended questions:

- How do you feel after the game? (Why?)
- How did you feel your role? (Why?)
- What role would fit you better? (Why?)
- (How did you feel about been the one, who as left?)
- How it was for you to sacrifice your beliefs?
- What would you change, if you play this game one more time?
- Thinking about 8 key competences, which of them did you use during the simulation?

Later are short additional discussion is organized after stepping out of the roles to collect additional information and thoughts.



Schemes used during the game

✂.....

Introduction story

As a result of a global warming, poles are melting away. The scientist say that tomorrow the globe will be flooded. You are among those, who stucked in the island on the Aggressive Ocean. The only way out is a ship of the rich family. You can use it to reach the Utopia continent. In the moment when you were almost sitting in the ship, it appeared that the ship is damaged and there is not enough space for everyone. After 30 minutes the island will be flooded. Now your story begins – you have to decide how to deal with this situation.

Watch the scheme of the ship. Green rooms are for living. The number stands for amount of people who might fit in the room. In the brackets is the maximum number of people, who can live in this room. Blue systems must be cleaned before anyone could live there. Rooms in red rooms are destroyed and cannot be cleaned.

Watch the map. If you take up to 12 people on the ship, you can reach the Utopia only after finding more food and diesel from island. The symbols I, II, III stands for islands, which you can reach. But they might be under water by the time you come. This information is pictured near the arrows.

✂.....

Roles:

✂.....

Priest

Gender: Man

Age: 50 years old

Note: You have very strong beliefs

Secret that you know: Capitan is a killer, but you cannot say ir because of confession.

✂.....

Homeless man

Gender: Man

Age: 22 years old

Note: You was a firefighter and lost your leg, while saving the maid’s daughter.

Your secret: You support maid and you are also a friend of policemen.

✂.....

Mechanic

Gender: Man

Age: 27 years old

Note: You are expert in your field.

Your secret: You are gay. You only can work with machinery.

✂.....

Blind soldier

Gender: Man

Age: 48 years old

Note: You are blind and you have eyr-dog, which is helping you.

Your secret: You are friend of policeman.

✂.....

Professor

Gender: Man

Age: 45 years old

Your secret: Spent 3 years in prison because of criminal act.

✂.....

Old doctor

Gender: Man

Age: 70 years old

Note: Very experienced doctor and you are relatives with young doctor.

✂.....

Young doctor

Gender: Man

Age: 30 years old

Note: You are old doctor's relative and assistant.

Your secret: You are in love with maid.

✂.....

Maid

Gender: Woman

Age: 22 years old

Note: You work as a main in rich family house. You are non-educated and have a child. You are supported by young doctor. Your child is allergic to dogs.

Your secret: Psychologist is father of your child and you also know that he is drug addicted.

✂.....

Policeman

Gender: Man

Age: 35 years old

Note: You have very strong religious beliefs. You are a friend of homeless man and a soldier.

Your secret: The professor was in a prison for a criminal act.

✂.....

Psychologist

Gender: Man

Age: 30 years old

Note: You are expert in your field. You don't trust people.

Your secret: You are drug-addicted.

✂.....

Radio specialist

Gender: Man

Age: 19 years old

Note: Atheist, African. You are the only person, who knows how to work with the radio station.

Your secret: You hate priest.

✂.....

Farmer

Gender: Man

Age: 47 years old

Note: Widower (lost your wife). You are the only person, who can work in greenhouse.

✂.....

Constructor of the ship

Gender: Man

Note: You are the only person, who knows how to remove systems from the ship.

Your secret: That mechanic is a gay.

✂.....

Cook

Gender: Man

Note: You are the only person, who knows how to cook for the old lady. You are also a friend of capitán.

✂.....

Capitán

Gender: Man

Note: You are friend with a cook. You are the only person, who can rule a ship.

Your secret: You are killer.

✂.....

Rich mother

Note: You support yours family and psychologist, because your husband needs him. Support professor, because he is teaching your child.

✂.....

Rich father

Note: You support yours family. You are psychopath and you hate psychologist.

✂.....

Second child

Gender: Man

Age: 6 years old

Note: You love your granny.

✂.....

First child

Gender: Woman

Age: 15 years old

Note: You support your family.

✂.....

Rich grandmother

Age: 90 years old

Note: Old-fashioned, closed-minded, very religious women.

Your secret: You are racist. You hate mechanic and radio specialist. You support cook and priest.

Dragon Valley

Duration: at least 60 minutes. Recommended to extend to 90 minutes.

Number of participants: 19

Materials: Roles and introduction story printed.

Settings: One room

Learning goals: Improving the communication skills in order to find solutions to different issues.

#Corruption, #morality and values, #negotiation process, #stereotypes/prejudices according to social status or gender, #Gender Cooperation and Equality

About the game

The facilitator have to read all the material to get an overview of the game. The facilitator have to print out role descriptions and introduce the game to participants by reading the introduction story, presenting a schedule of the game and naming and distributing roles. The roles might be given by chance or targeting particular people. Role descriptions should be read individually since they have some secret information and instructions to follow. Facilitator has to make sure all the questions clarified before the beginning of the game.

Game schedule:

5 minutes: Introduction of the game.

10 minutes: Distribution of the roles, detailed instruction, time schedule.

25 minutes: Playing.

20 minutes: Debriefing.

After 25 minutes of the role play facilitator has to organize a debriefing to reflect, discuss and collect their experiences during the game and transfer them to learning effect. Participants are discussing observations, reconstructing the development of the game as actors according to these recommended questions:

- Are you satisfied with the village decision?
- How do you feel after the game? (Why?)
- How did you feel your role? (Why?)
- What role would fit you better? (Why?)
- How did you feel about the fact that villagers decided to sacrifice you?
- How it was for you to sacrifice your beliefs if you did so?
- What would you change, if you play this game one more time?
- Thinking about 8 key competences, which of them did you use during the simulation?

✂.....

Introduction story

Once upon a time, when the Dragons and the Princesses were real, there was a small village, called Dragon Valley, that was living day by day with fear, waiting for the Red Moon Night, when the Villan Dragon, was coming to receive his tribute, that for centuries was a coffer of gold, but for this year, for the first time, he demanded flesh, 3 of the villagers.

By the breaking dawn, you, the inhabitants of the Dragon Valley, are supposed to choose among you and send the selected victims to the Dragon Bridge. The night is almost over, you have the last 30 minutes to decide, as the sun will rise soon

✂.....

The Merchant

You are the Merchant, the richest inhabitant of the Village. You made your fortune by selling to the other villagers' different produces, from silk to wood. You love your wife and you daughter. There were rumors that your wife has an affair with the Miller, you are angry that your reputation was soiled therefore, you want the Miller out of the village.

In order to protect your family from the Dragon, you bought 3 votes of 3 workers, 3 hunters and the Headmaster of the Village secretly. You expect them to support your family and not to vote against them.

✂.....

Merchants Wife

You are the wife of the richest man in the village. You unconditionally love your daughter, but you secretly want your husband dead, because the only man you've ever loved is Miller, your affair lasts for 15 years already. Furthermore, you are a deeply religious woman, you often go to church, and you see the Priest, as the only person, who can understand you.

Through the years, you have been horrified of the evil power of the Witch. You also think that Smith family knows about your affair with Miller, and that they will tell to your husband. You have to decide, who to vote for: the Witch or the Smith family. Or maybe someone else?

✂.....

Merchants Daughter

You are beloved child of the Merchant, the richest man in the Village. You unconditionally love your dad, but you are reserved about your mother, you think that she has an affair with Forester and you secretly hate him. You are in love with Vlad, one of the hunters.

✂.....

Priest

You are head of the Church, a trustful institution in the village. You see the Merchant family, as the most generous family. They donates to the Church regularly. For years, you tried to convince villagers that Witch is evil, and her demonic power has no place in the Dragon Valley.

Even being a true believer of God, you have a secret you share with Forester – he is your son, what you might never reveal. You know that the Smiths Daughter knows about your secret and you are afraid of her and you secretly want her out. You will do anything to protect the Forester though. You will also protect your family, who is a part of the workers group, Victor and Maria.

✂.....

Smith

You are one of the most respected men in the village, also extremely rich, but you prefer not to show off your fortune. You love your family so much that, if someone of your children selected tonight you will undoubtedly switch with them. Also, you know that your son and the hunters are guilty for stealing Dragon's gold and making him angry, therefore he asked for sacrifice. You are afraid that the villagers will find out that. You are in a bad relationship with the Merchant family. You suspect that workers were corrupted by the Merchant, but you have no proof. You have also a secret agreement with Headman, that he will support you in all of your decisions and actions, in return you promised to engage your daughter to marry him. You trust the Witch and believe that she is helpful.

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✂.....

Smith's Son

You and the hunters are guilty for stealing Dragon's money, and making him angry, therefore he asked for a sacrifice of villagers. All of you are hiding it from the villagers. You have an agreement with hunters to support each other.

You are in love with Merchants daughter and want to marry her, but you know that the old Merchant will never agree, you want him out of the village. You also have a conflict for many years with Priest. You think he is a liar and a man of no trust. You trust the Witch and believe that she is helpful.

✂.....

Smith's Daughter

You are in a good relationship with the Witch, she is secretly teaching you magic. You suspect Forester is a son of Priest, but you have no proof, you are disgusted by their relation but afraid to seem stupid by saying it to other villagers. You found out that your father promised the Headman that you will marry him against your will. You are in love with Stephan, one of the workers. You are in a bad relation with the Merchant family.

✂.....

The Witch

You are the most controversial character. Some people are afraid of you and call you evil, other need you as you are the only healer of the village. You are in love with the Smith's son. You know that he and the hunters are responsible for stealing Dragon's treasure and making Dragon angry for the first time in centuries and ask for a sacrifice of people instead of gold. You are afraid to expose his secret. You are in a bad relationship with the Priest. It is either him, or you. Liza, one of the workers, is your sister, you will do anything to protect her.

✂.....

The Forester

You are a son of the Priest, but you keep your relationship in secret. You know that Smith's daughter suspects about it, you want her out of the village. Also, you are in a conflict with the hunters, you think they are of no use in your small community, as you also could provide the village with meat. You hate the Merchant, because he destroys the forest by cutting the trees and selling the wood. You trust the Witch and believe that she is helpful.

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Headman of the village

You are the ruler of this village. Your responsibility is to lead the discussion and selection process. You had received money from the Merchant for protecting of his family, but it's up to you to keep your promise, or not. You also have an agreement with the Smith, who promised to arrange his daughter, whom you unconditionally love, to marry you, despite she does not love you. Instead, you promised to protect Smith's family from the choosing process. It is up to you to keep your promise or not. You know that you income depends on the workers. It is in your financial interest, to protect as many workers as you can, the more workers you lose, the poorer you become. You are very suspicious about the Dragon's decision to ask for people instead of gold.

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Liza, one of the workers

You work for the Headman, whom you believe to be a greedy man, he never payed you as he promised. You are the sister of the Witch. You are embarrassed about relation to her, as this ruins your life in the village.

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✂.....

The miller

You are a valuable villager, as you are the only producer of flour. For 15 years, you have had a secret relationship with Merchant’s wife, who you truly love. You want the Merchant dead in order to marry her. You are in a conflict with the Smith’s Son. You also saw Headman and workers meeting with the Merchant and receiving a sum of money, you are suspicious. You are in a good relationship with some of the hunters.

✂.....

Vlad, one of the hunters

You are responsible, together with other 3 hunters, and Smith’s son for stealing Dragon’s gold, which made the Dragon, to demand life of 3 people this year. You keep it in secret from the villagers. Merchant gave you a sum of money in order to buy your vote and protect his family from the selection. You are in love with Merchant’s daughter. You are in a good relationship with the Witch and the Miller.

✂.....

Ian, one of the hunters

You are responsible, together with other 3 hunters, and Smith’s son for stealing Dragon’s gold, which made the Dragon, to demand life of 3 people this year. You keep it a secret from the villagers.

The Merchant, gave you a sum of money in order to buy your vote and protect his family from the selection.

✂.....

Edward, one of the hunters

You are responsible, together with other 3 hunters, and Smith’s son for stealing Dragon’s gold, which made the Dragon, to demand life of 3 people this year. You keep it a secret from the villagers. You are in a good relationship with the Witch. You are engaged to Maria, one of the workers.

✂.....

Hanna, one of the hunters

You are responsible, together with other 3 hunters, and Smith’s son for stealing Dragon’s gold, which made the Dragon, to demand life of 3 people this year. You keep it a secret from the villagers. You are in a good relationship with the Miller

✂.....

Maria, one of the workers

You work for the Headman. The Merchant, gave you a sum of money in order to buy your vote and protect his family from the selection. You are the sister of Victor, another worker, and the Priest. You are engaged to Edward, one of the hunters.

✂.....

Victor, one of the workers

You work for the Headman. The Merchant, gave you some money in order to buy your vote and protect his family from the selection. You are the brother of Maria, another worker, and the Priest.

✂.....

Stephan, one of the workers

You work for the Headman. The Merchant, gave you a sum of money in order to buy your vote and protect his family from the selection. It is up to you to keep your promise or not, as you are sure that the Merchant will never admit giving you money. You are in love with Smith’s daughter, but you know that the old Smith will never allow you to marry.

