



radicalGAME

Facilitator Guide



radical
GAME

GAME-based pedagogies for Youth-Led
Dialogue and Active Citizenship to
prevent Discrimination and
RADICALization

About the project

RadicalGAME stands as a transformative initiative strategically designed to counter youth radicalization by establishing connections between policy, research, and practical interventions. At its core, the project seeks to empower young individuals through an innovative gamified learning pack that serves as a catalyst for constructive dialogues on critical subjects, such as radicalization and civic engagement.

Project Title: GAME-based pedagogies for Youth-Led Dialogue and Active Citizenship to prevent Discrimination and RADICALization

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Partnership



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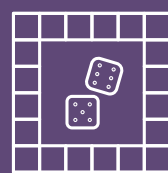
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VERSION**

WHAT ARE THE OBJECTIVES OF THE GAME?

radicalGAME aims to **enhance civic engagement and address the risk of radicalisation among youth** through immersive experiences gained through Game-Based Learning. For our game, cards, educational resources and online social media challenges have been created, containing scenarios on the process of radicalisation to help develop critical thinking, build active citizenship, and trigger youth-led dialogue. **The cards will make players critically reflect on the most common justifications that legitimise radical and discriminatory ideologies.**



Game-based learning pedagogies will be applied for the development of educational resources and **scenarios in the form of cards that will encourage young players to consider and critically evaluate the rationales most frequently used throughout human history to support radical and discriminatory ideas.**

The radicalGAME is a purpose-driven game with carefully crafted levels of questions and wildcards that **deepen young people's existing understanding about radicalization and help them create new youth-led policies.**

WHO IS THIS GAME FOR?

A

Youth between the ages of 18-30, who have an interest in becoming active on preventing radicalisation among their peers and who are interested in engaging in youth-led dialogues to trigger active citizenship.

B

Youth practitioners or workers, who have had little or no training on issues related to youth civic engagement, prevention of radicalisation and/or game-based learning and practices for youth empowerment.

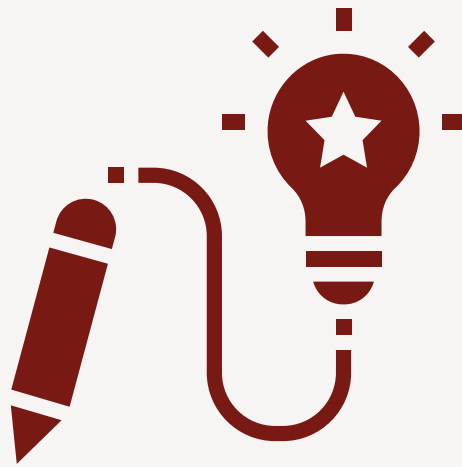
C

Professionals working in the field of prevention of violent extremism/radicalisation on prevention and/or with an interest in expanding their methods for applicability with youth.

D

User-Review Panel that will be comprised of members from the above-mentioned target groups.

Identity
Tolerance
Extremism
Persuasion
Influence
Radicalization
Prevention
Critical Thinking
Dialogue
Scenarios
Awareness
Gamification
Storytelling
Empathy



**WHAT IS THE GAME
DESIGN?**



GAME MECHANICS

Cooperative play:

the players must work together to navigate their way through real-life inspired scenarios related to radicalization and civic participation.



The cards' deck include:

3 roles, 6 imagined countries descriptions, 5 scenarios in each country (total 30 scenarios/cards with 3 possible answers) and 10 wildcards for players' self-assessment.

Players:

>5 (if more than 7, they can be separated into two teams)



OVERALL OBJECTIVE

Players will be faced with different scenarios and cases of radicalism and extremism during the game while playing from the position of a specific role. This will help them **think about different worldviews and perspectives**, and the drives behind radicalisation, while the discussion will **facilitate civic dialogue** and prompt players to reflect on how they can **actively participate in civic life** without becoming radicalised.

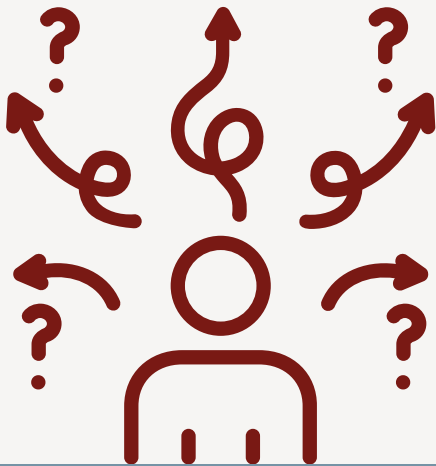
ACCESSIBILITY AND INCLUSION

The cards are available in a pdf design, easily downloadable & printable as well as a digital format accessible on the radicalGAME platform. More information on how to access and use the digital version will be provided soon.

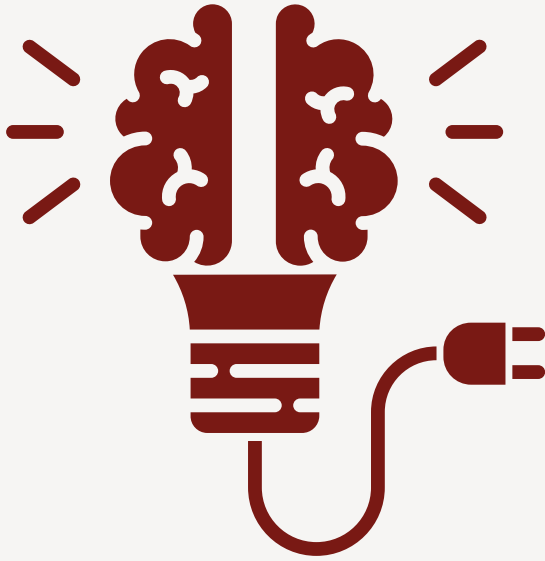
The game is also available in English, Greek, German and Italian and the content of the scenarios reflects diverse cultures, backgrounds and experiences



ADDRESSING SENSITIVE THEMATICS



The game encourages players to not assume that human beings discriminate and exclude by nature and want to reverse the tendency: building an open and inclusive society where discrimination can arise but be countered by considering and including in the game elements of diversity avoiding being prescriptive.



EMBEDDING GOALS IN THE GAME EXPERIENCE

To reach the following suggested objectives we can implement the following tips when developing the game.

Critical Thinking:

- Present players with challenging scenarios that require critical analysis and decision-making.
- Include multiple-choice options that represent different perspectives and potential outcomes.
- Offer opportunities for players to uncover hidden information or alternative viewpoints through exploration and dialogue.



Empathy and Perspective-Taking:

- Create diverse characters with unique backgrounds, motivations, and challenges
- Encourage players to role-play as characters with different identities and backgrounds.
- Provide opportunities for players to step into the shoes of others, experiencing the world from alternative perspectives

Collaboration and Communication:

- Implement a voting system or consensus-building mechanic that requires players to collaborate on major decisions.
- Reward effective communication and cooperation with in-game bonuses or advantages.
- Establish common goals or missions that require coordinated efforts from all players.
- Design challenges that can only be overcome through teamwork and strategic planning.

**Cultural Competence and Diversity Awareness:**

- Include diverse cultural references, traditions, and customs throughout the game world.
- Include diverse cultural references, traditions, and customs throughout the game world.

Conflict Resolution and Mediation:

- Include diverse cultural references, traditions, and customs throughout the game world.



Impact
Players
Challenge
Roleplay
Influence
Debate
Consequences
Critical Thinking
Dialogue
Storytelling
Scenarios
Cards
Gamification
Scoring
Choices
Teamwork



FACILITATION GUIDE

ROLE OF THE FACILITATOR

As a facilitator, your role is to guide players through the radicalGAME, encourage dialogue, ensure a safe, inclusive and respectful environment, and help players reflect on the scenarios presented.



1

Before the Game

Prepare the Space:

- Arrange comfortable seating to promote open discussion, it's better to ask the participants to make a circle and see each other.
- Have all materials ready (cards, digital devices).
- Test digital platforms for the part of the social media challenges.

Introducing the Game:

- Do a short introduction to the radicalGAME project.
- Explain the game's objective and format.
- Create the radicalGAME group contract to set ground rules for respectful communication.
- The facilitator can ask for participants' contributions, if they feel more or other ground rules are needed, for example, "Time for speaking" or a common gesture to use when someone is taking too much space and not equal opportunities to speak are given.
- Highlight the importance of critical thinking, democratic dialogue and open-mindedness.

Example: A group contract

I **“What happens in Vegas, stays in Vegas”**

What we will discuss during this workshop (personal views & experiences, stories, incidents from school etc.) will stay in this room!

II **“Share the air “**

We should be inclusive and make space for other participants. It's everyone's responsibility, to not interrupt and to find ways that everyone can contribute their ideas and thoughts to the meeting.

III **“Defer judgement”**

We need to establish a judgment-free environment, where ideas can be expressed more openly.

IV **“Tackle problems, not people”**

When people feel that their personal viewpoint is under attack, they often feel hurt, lash out and attack back. We want to avoid this, by using language that focuses on the objective problems at hand. Every opinion counts and is worth reflection.



2

During the Game:**Start with an Icebreaker:**

- Use an icebreaker game to get participants comfortable with each other and promote team building.

Example: Icebreaker**Cycle Alphabetical Introduction:**

1. Check your name labels and those of the other participants, and let's form our circle!
2. Let's start with the person whose name starts with the letter...
3. Continue in order! Next in the circle will be the person whose name starts with "B", "C" and so on.
4. Keep the order and be ready to stand in the "right" place! If someone misses their turn, let's help them - let's help each other to form the "correct alphabetical circle".
5. Now we have two minutes to find out who the person to our left is and find out some interesting facts about him/her. Each person will briefly introduce the person on their left to the whole group.

Gameplay Phases:

- Emphasize the importance of **maintaining assigned roles during discussions**. Sometimes players may be assigned roles or encounter views during discussions that they don't personally embrace or agree with. However, embracing role-play is a critical part of the learning process, as it helps participants develop empathy, critical thinking, and a deeper understanding of different perspectives.
- Explain the game modes available and decide together which mode to play (easy, medium, or hard).
- Distribute role cards **randomly** to players.
- Encourage players to **think and act according to their assigned roles**. The facilitator should dedicate a few minutes to asking participants to close their eyes and imagine their lives based on the role they've been assigned. Specific questions could include: "Who are their friends?", "Where do they go to school?", "**Are they happy?**" This could help immerse participants more deeply in the role-playing aspect, especially during the first few rounds.
- Keep track of time.
- **Familiarize yourself with the criteria for each wildcard** to accurately assess and guide discussions.
- Encourage active participation.
- Players take turns drawing cards and reading out scenarios.
- Highlight how participants can learn from each other's perspectives and experiences.

Facilitating Dialogue:

- Encourage players to share diverse perspectives.
- Pose probing questions to deepen the discussion.
- Help participants link game scenarios to real-world issues that already know.

Managing Conflict:

- Address any disruptive behavior promptly.
- Encourage listening and empathy among players.

3

After the Game:

Debrief:

- Facilitate a group discussion about what players learned.
- Ask participants how they felt in that role, what they thought about it and how they felt with that role inside a group to reflect on the social dynamics.
- Ask players how the scenarios changed their views on radicalization.
- Discuss the proposed youth-led policies and their feasibility.

Feedback:

- Collect feedback on the game experience.
- Ask them what they found valuable and any suggestions to improve future sessions.

Follow-up:

- Encourage participants to share their game experiences on social media using designated hashtags.
- Provide resources for further learning about civic engagement and radicalization.

Extra tips:

- During the process of the game, it's important to **use neutral language** and avoid language that may favor or exclude certain groups. Please, try to use gender-neutral and culturally sensitive terms.
- **Avoid stereotypes** and be careful not to perpetuate stereotypes in roles or scenarios.
- As Facilitator, working with young people must **monitor emotional responses**, in the case of triggering issues. Be sensitive to players' emotional reactions and provide support if needed.
- Feel free to **modify some rules based on the group's dynamics** and background. It's up to you to make the necessary adaptations.



RULES OF THE GAME

Level 1: “The Countries”

The first level of the game will be played in **a minimum of 3 rounds** up to a **maximum of 12 rounds**, depending on the difficulty level selected.

The players’ goal is to work together to **find the best solution for each scenario** they are presented with.

Players assume **different roles in each round**, with the goal of debating and selecting the **most effective solution** for preventing radicalization and promoting inclusion.

The game features four difficulty levels:

Easy: ★★☆☆☆

3 countries, 1 scenario per country

Medium: ★★★☆☆

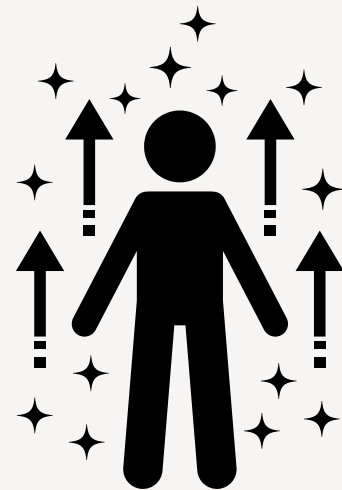
2 countries, 5 scenarios per country

Hard: ★★★★☆

6 countries, 2 scenarios per country

Legendary: ★★★★★

All countries and scenarios



At the beginning of the game, the Facilitator will **explain in detail the rules** and the flow of the game.

Each player selects a role from the available role cards, representing varying perspectives on society and civic participation as well as some blank role cards.

Roles are hidden, randomly assigned **at the beginning of each scenario** and **shown at the end of the round**.

A minimum of 5 players is required: **3 role-playing players and at least 2 blank role players** (who serve as **neutral voters/judges**). Don’t forget to remove the extra blank role cards from the deck, based on the total number of players.

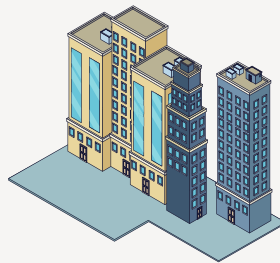
The game supports **up to 9 players**, with larger groups **split into multiple game sessions**.

Players will have a couple of minutes to read their roles **before starting**. The players comprise a group with different backgrounds/ ideologies that travel together in each of the 6 imagined countries in their quest to know the world.

Each country has its unique characteristics (**regime, policies, values, living standards**), and focuses on a different domain as follows: Education, Employment, Sport, Climate Change, Participation in Democratic Life and Public Transport/Urbanism.



Education



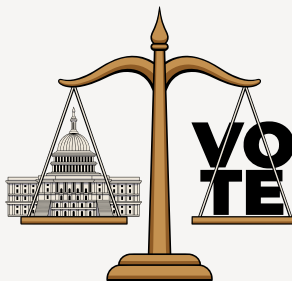
Employment



Sport



Climate Change



Democracy

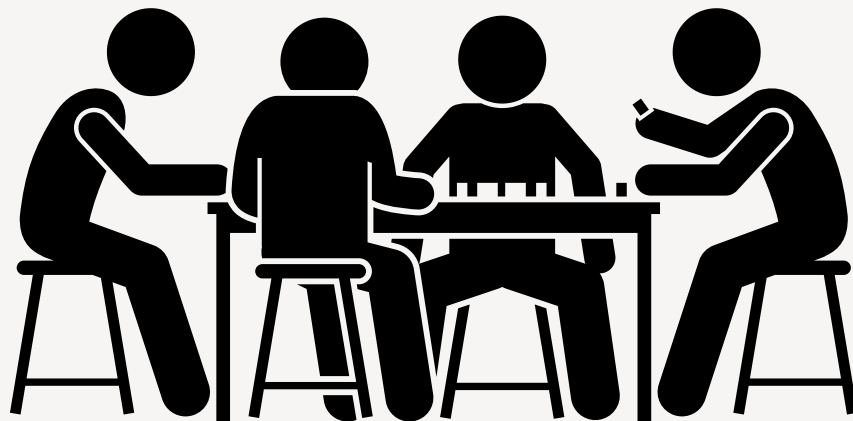


Urbanism.

In each of these countries, players are faced with different, **real-life inspired scenarios** that have to do with different manifestations of radical, extremist, violent worldviews. Their goal is to go through each scenario and try to **discuss and debate on the best possible solution** while maintaining their assigned role.

All decisions affecting the community are made through a **voting system** where each player casts a vote, ensuring equal participation and **collective responsibility**. After reaching an agreement, they should move on to the next scenario.

Each scenario will have **3 possible solutions**, developed on a scale ranging from the least positive to the most positive **in terms of impact** on preventing radicalization and protecting potentially vulnerable individuals (i.e. **what impact would this solution have in terms of human rights and social inclusion?**).



Firstly, the **answers will be hidden** from the players to allow for a genuine **discussion among participants**. Only the Facilitator will have access to answers to help guide the discussion. **After 5 minutes** of reflection and brainstorming the Facilitator will **show the cards** with the solutions and the players will **have 15 min.** to read the solutions and vote.

Regarding the possible solutions, the Facilitator Guide includes some tips and references to support the players available in the following section.

The group decides the final answer by the **fair majority rule**. The 3 role-playing players will have to recognise which is the solution that best fits their profile and convince the group to vote for it.

Players with blank roles **vote on the most convincing solution** at the end of each round. Each role scores points based on the votes their solution receives: **1 point for each vote received**.

Roles are **reshuffled every round** to ensure that players alternate between the three main roles and blank roles.

Wildcards are also available in Level 1 as engagement incentives. Facilitators assign wildcards as **rewards** for active contributions. Each wildcard **grants 1 additional point**, encouraging participation from blank role players.

The 10 wildcards correspond to the **10 competencies** identified in the Transnational Report from the Alignment Workshops:

Intercultural
Communication

Social
competencies

Media Literacy
and Critical
Thinking

Civic
Participation

Cultural
awareness

Interpersonal
and
intercultural
Communication

Advocacy

Conflict
Resolution and
Mediation

Community
Engagement

Holistic
Approach and
Systems
Thinking

Extra rewards can be given by facilitators for every scenario solved with the most positive impact, such as: dynamic discussion time with the scenario, skips, or a small physical reward in the form of something symbolic, like a badge or medal.

Voting is anonymous to avoid biases and to encourage participants to vote honestly.

Players accumulate points across all rounds, with the highest-scoring player declared the winner.

Scoring needs to be explained clearly to the players and how they will be able to score (by convincing the others to choose the solution corresponding to their role).

RULES OF THE GAME

Level 2: “Creation and Reflection”

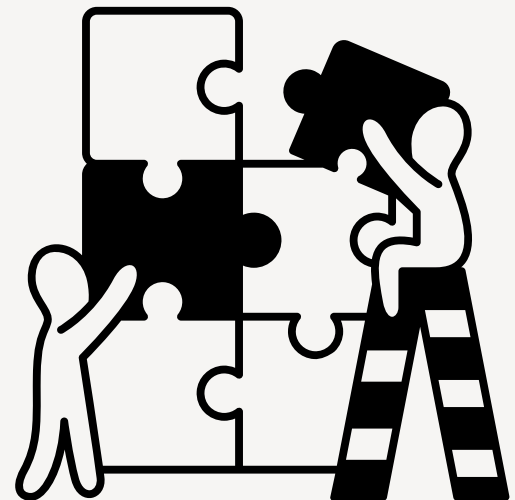
At the second level, participants, in cooperation with the facilitator, **build a new scenario and possible solutions** in blank cards that prevent, protect, promote civic participation, etc. These scenarios might have a more “personal” character, that might ignite a conversation on peer pressure, the sense of belonging, being an active citizen, etc.

Depending on the time, **the players can choose a country** and develop one or more scenarios (e.g., based on the different themes of each country) and 3 respective solutions.

This level should be viewed as the **creative phase** taking the game a step further in the **EQF framework**. At this level, players have more autonomy.

Optionally, they can take roles (hidden or not) again to add a role-playing element for developing the solutions.

The score can be kept in each round, depending on **how positive** or not each decision was in terms of its potential impact. Similarly, the “awards” for this level can be a motto with a reminder of something important they learned or something they would like to pass on as a message from the scenario (e.g., *fan violence breeds violence; football is a game for fun and games should not hurt people etc.*)



In the end, there could be a debriefing session with the facilitator, where players could say **how they have felt during the game**, taking and playing from different roles and perspectives, what scenario/country/role has made them feel more (un)comfortable, their takeaways, etc. The timing of this level is around **40 minutes per scenario**.

RULES OF THE GAME

Level 3: “Social Media Challenges”

Finally, the winner and/or the facilitator can **distribute social media challenge** cards to the rest of the group to complete the third level.

These cards present **challenges that can be carried out online**, individually or as a group.

The **facilitator should manage** the social media challenges, the positive impact of them and the engagement of the participants according to the objectives of the game.

The players will have around **20 minutes for each social media challenge**.



ROLE CARDS

Socially Responsible role

This person embodies conscientiousness, responsibility, peace and a deep commitment to collective actions, understanding diverse perspectives. They actively engage in democratic dialogue, listening actively, asking thoughtful questions, and responding with empathy. Their goal is to foster mutual understanding and resolve conflicts through collaboration, prioritizing unity over division.

Keywords:

Active listening, empathy, conflict resolution, emotional intelligence, advocacy, and civic engagement.

Moderate Behavior role

This role expresses the essence of balance and thoughtful observation. The participant steps back to carefully monitor group dynamics and intervenes only when necessary to ensure productive and respectful interactions. Their primary goal is to maintain neutrality, guide discussions back on track when they deviate, and uphold an environment of open and inclusive dialogue. They focus on fostering constructive exchanges without actively steering the outcome.

Keywords:

Moderation, impartiality, situational analysis, problem-solving, and patience.

Imposter

The Imposter's role is to subtly undermine the group's efforts by persuading others to choose decisions that may seem logical or appealing but are ultimately ineffective or counterproductive. Their strategy is to sow doubt, encourage indecision, or promote flawed solutions under the guise of being helpful. The Imposter thrives on blending into the team, presenting their ideas as constructive, while secretly steering the group toward less desirable outcomes.

Keywords:

Persuasive Communicator, Master of Disguise, Agent of Doubt.

Awareness
Players
Engagement
Roleplay
Influence
Encouragement
Consequences
Guidance
Critical Thinking
Dialogue
Storytelling
Scenarios
Gamification
Choices
Mediation
Neutrality
Misinformation

TIPS AND ADDITIONAL RESOURCES FOR THE FACILITATOR



Carbon Neutrality

Political Instability

Circular Economy

Climate Adaptation

Agriculture Decline

Poverty

Ecosystem Collapse

Climate Justice

Climate Refugees

Drought

Green Technology

Deforestation

Desertification

ALDA

Temperatures

Wildfires

Food Insecurity

Rising

Air Pollution

Water Conservation

Economic Instability

Floods

Renewable Energy

Radicalization

Climate Protests

Community Resilience

Sustainable Agriculture



SCENARIO 1: MASS PROTEST IN ALDA

Youth Activists Condemn Government Inaction on Climate Crisis

Tips for the facilitator:

Encourage empathy by asking participants to consider different perspectives, such as activists, government officials, and the broader public.

Orient the group to explore whether radical actions like vandalism harm or help the cause in the long run.

Summarize the key points from the discussion, focusing on the range of strategies for promoting environmental protection.

SCENARIO 2: FIRESTORM OF OUTRAGE

Journalist Blames Government for Climate Crisis and Fires

Tips for the facilitator:

Recognize that the scenario evokes strong emotions (anger, frustration). Encourage participants to express their feelings but remind them to do so constructively.

Guide participants in analyzing the three possible responses and discussing each approach's short-term and long-term effects, the ethical and legal considerations for each action, and the public's reaction to each choice.

Highlight how environmental degradation disproportionately affects vulnerable populations and how systemic change can address these issues.

SCENARIO 3: TYE-MELÁNE:

A Cycle of Destruction - Fires, Floods, and the Climate Debate"

Tips for the facilitator:

Help participants to focus on problem-solving and understanding rather than assigning blame to specific individuals or groups.

For each solution, ask questions like: "What are the benefits of this approach?" or "How might this affect the community long-term?" If participants have opposing views, try to find common ground. For example: "How can both community action and government initiatives work together to solve this issue?"

SCENARIO 4: URBAN GREENERY IN CRISIS

The Battle for Trees and Parks in Alda

Tips for the facilitator:

Recognize the different backgrounds and experiences participants may bring to the table and acknowledge that this scenario may evoke controversial opinions.

Be equipped to mediate conflicts that may arise during discussions, ensuring that the focus remains on collaborative problem-solving. Invite participants to share their experiences with green spaces in their neighbourhoods. This can help build empathy and a sense of community.

SCENARIO 5: BALANCING TOURISM'S ECONOMIC BENEFITS WITH ENVIRONMENTAL COSTS

Tips for the facilitator:

Create opportunities for quieter voices to share their perspectives. Familiarize yourself with the environmental impact of tourism, and the arguments about the idea of economic development against the environmental costs.

Guide participants to brainstorm creative solutions that address economic and environmental needs. Speak about the eco-tourism models.

Additional resources



- [Global Forest Watch, globalforestwatch.org](https://globalforestwatch.org)
- [Climate Action Network \(CAN\), climatenetwork.org](https://climatenetwork.org)
- [Tourism and Climate Change - UN World Tourism Organization \(UNWTO\), unwto.org/sustainable-development](https://unwto.org/sustainable-development)
- [Center for Climate and Security, climateandsecurity.org](https://climateandsecurity.org)
- [UN Environment Programme \(UNEP\), unep.org](https://unep.org)
- [Greenpeace International, greenpeace.org/international](https://greenpeace.org/international)
- [WWF – Sustainable Cities, cities.wwf.org](https://cities.wwf.org)

Literacy

Higher Education

Humanities

Schools

Universities

Technology

Science

Critical Thinking

Vocational Training

Digital Skills

Research

Innovation

Knowledge

Standardized Testing

Brain Drain

Learning

SCIENCELANDS

Laboratories

EdTech

Libraries

Food Insecurity

Research Centers

Online Learning

Smart Classrooms

Digital Divide

Overpopulation

Scholarships

E-Learning

Misinformation

Education Inequality

Dropout Rates



SCENARIO 1: ECHOES OF DISREGARD

The Struggle for Belonging at the Institute

Tips for the facilitator: Facilitators should think about the pros and cons of each solution to guide the discussion.

For Solution 1, enforcing rules might help improve cleanliness and behaviour for a short time, but it doesn't fix the deeper issue of students feeling disconnected from the school. They might follow the rules out of fear but still feel no real connection.

For Solution 2, giving students rotating responsibilities could slightly increase their involvement and make them care more about their surroundings. However, this involvement might only last for a short time, and the long-term effects on their behaviour may be limited.

Solution 3, on the other hand, has the greatest potential for lasting change. Giving students equality and responsibility in the school can help them feel more connected and accountable. This approach could lead to better care for the school grounds, fewer acts of vandalism, and a stronger sense of belonging. Facilitators should also ask participants to think about the long-term effects and challenges of each solution.

SCENARIO 2: SILENT STRUGGLES

Flip's Concern for Nirpal

Tips for the facilitator: Facilitators should think carefully about the impact of each approach.

For Solution 1, suggesting revenge when Nirpal is scared or hurt is harmful because it makes the problem worse, encourages bad behavior, and keeps the bullying cycle going. Instead of solving the issue, it causes more pain and stops opportunities for understanding and positive solutions.

For Solution 2, Flip respects Nirpal's feelings and doesn't pressure him, which helps keep their friendship strong. However, it might allow the problem to continue, leaving Nirpal to deal with it on his own until he's ready to ask for help.

Solution 3 is the most positive solution. It shows Nirpal that his feelings are valid, encourages him to talk to a school counselor and his family, and offers support along the way. This helps Nirpal act while making sure he feels safe and supported, leading to a better solution.

SCENARIO 3: RIVALRY IGNITES

The Arrival of New Students

Tips for the facilitator: Facilitators should think about the pros and cons of each solution to guide the discussion.

For Solution 1, using strict and disciplinary measures, as far as controlling behaviour will create a culture of fear without addressing the root of the problem.

For Solution 2, the moderate approach may, as an approach, help start building relationships between new and existing students; however, since it will take place only once, it will lose the need for consistency.

Solution 3 which fosters the holistic approach encourages the group to explore how regular conflict resolution workshops, peer mentoring, and open forums create opportunities for ongoing dialogue and mutual understanding. Remind participants of the importance of student involvement in shaping these discussions and solutions, which can lead to a more empowered and cohesive school community.

SCENARIO 4: THE COST OF CONFORMITY

A Clash with Authority

Tips for the facilitator: Facilitators should think carefully about the impact of each approach.

For Solution 1, encouraging retaliation only escalates the conflict and promotes negative behaviour.

For Solution 2, the moderate approach might seem like a way to avoid further harm, but it also fails to address the root of the problem, leaving the student feeling helpless and isolated. However, by reporting the incident to her parents, the resolution may depend on their response, which could vary in effectiveness.

For Solution 3, the most positive approach empowers students to take responsible action, seek support, and address harmful behaviour appropriately. Facilitators should encourage dialogue, and empathy, and help students understand the importance of standing up for themselves in a constructive way. Additionally, they should emphasize the significance of working within institutional channels to address issues like bullying or mistreatment.

SCENARIO 5: FROM A DISTANT GALAXY

Gin's Struggles in The Sciencelands

Tips for the facilitator: Facilitators should think about the pros and cons of each solution to guide the discussion.

For Solution 1, while it might seem like a way to make the students aware of their actions, exposing the students who make fun of Gin in front of the whole class could lead to further embarrassment and alienation. It could escalate the situation and make the class feel divided.

For Solution 2, although the teacher's decision to observe Gin and offer support when needed shows respect for his autonomy, it may not address the issue directly. This is a more passive approach, observing the situation without intervention and hoping that Gin will eventually have the courage to seek help.

For Solution 3, it empowers Gin by first having a private conversation with him to understand the issue, then acting through the principle and implementing activities that promote inclusion. This approach fosters a supportive environment, allowing Gin to feel heard and safe while addressing discriminatory behavior in a thoughtful, long-term way. Facilitators should encourage this approach, as it not only helps resolve immediate issues but also creates a foundation for a more inclusive and respectful learning environment.

Additional resources



- Cornish, F., Breton, N., Moreno-Tabarez, U. et al. Participatory action research. *Nat Rev Methods Primers* 3, 34 (2023). **doi.org/10.1038/s43586-023-00214-1**
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Human Rights

Governance

Youth Engagement

Free Speech

Checks and Balances

Transparency

Citizen Assemblies

Activism

Debate

Critical Thinking

Digital Democracy

Grassroots Movements

Knowledge

Public Discourse

Policy-Making

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DEMOSTINET

Civic Education

EdTech Petitioning

Standardized Testing

Inclusive Policies

Civil Liberties

Corruption

Authoritarianism

Representation

Political Polarization

Censorship

Low Turnout

Voter Suppression

Rule of Law

Lobbying

Political Rights

Social Justice

Fake News

Community Building

Social Division



SCENARIO 1: EXPOSED

The Corruption Behind the Youth Fund

Tips for the facilitator:

Maintain a neutral approach, intervening if the discussion derails from the original topic.

Ask participants to reflect on real-life experiences and if they have encountered similar situations in their communities or heard of them in the news.

Invite participants to reflect on the different approaches regarding target group, tools and types of action.

Encourage participants to listen carefully to each other and respectfully motivate their answers.

Remind participants to evaluate the advantages and disadvantages of every solution.

SCENARIO 2: THE BATTLE FOR GREEN PUBLIC SPACES

Tips for the facilitator:

Begin by asking the participants about the importance of communal spaces.

If the conversation gets stuck, invite participants to discuss the potential benefits of new technologies and the preservation of green spaces, and who is the final beneficiary of both.

Facilitate a conversation that addresses the importance of active citizenship and how peaceful, democratic engagement can influence societal decisions.

Invite those who have not spoken yet to share their point of view, encouraging equal participation

SCENARIO 3: THE PRICE OF ART

Tips for the facilitator:

Start asking participants if and why free artistic expression is important.

Invite participants to reflect on which option offers a long-term solution.

If the discussion drifts into unrelated areas, you can use a sentence such as “Let’s refocus on which actions could bring to a solution”.

Encourage participants to discuss the potential consequences and effectiveness of both overt (public demonstrations, workshops, organized protests) and covert (secret installations, underground art) methods of protest.

SCENARIO 4: THE ONLINE VOTING CONTROVERSY

Tips for the facilitator:

Start asking participants if and why free artistic expression is important.

Invite participants to reflect on which option offers a long-term solution.

If the discussion drifts into unrelated areas, you can use a sentence such as “Let’s refocus on which actions could bring to a solution”.

Encourage participants to discuss the potential consequences and effectiveness of both overt (public demonstrations, workshops, organized protests) and covert (secret installations, underground art) methods of protest.

If necessary, take some notes to paraphrase and sum up and guide the participants in making a final decision.

SCENARIO 5: ECHOES OF POWER

Divisive narratives

Tips for the facilitator:

Start asking participants why it is crucial to critically evaluate the news and media they use.

Invite participants to share their thoughts with respect and clarity. You can ask questions such as “Can you tell us more about this? Why do you find this important? What outcome do you hope to achieve and how?”

Acknowledge that participants might have strong emotions about the topic but invite them to express their thoughts and feelings respectfully.

If the conversation allows, facilitate a discussion on how journalism shapes narratives and guarantees representation.

Conclude by emphasizing individual responsibility, encouraging participation to reflect on how individual actions can contribute to creating a more inclusive representation and narrative in media.

Additional resources



- United Nations, Taking action against corruption. A step-by-step guide by youth for Youth, 2024, grace.unodc.org/grace/uploads/documents/Youthled_toolkit-optimized.pdf
- Korruptionsbekämpfung einfach erklärt, Explainity, youtube.com/watch?v=ml26hLg5s7Q
- Democracy Next, Six ways to democratise city planning - Enabling thriving and healthy cities, demnext.org/projects/cities
- Stadtentwicklung - Stadtumbau, Urbanisierung, Gentrifizierung & City im Wandel in Deutschland, Die Merkhilfe, youtube.com/watch?v=I5wGCmu9qi8
- Whyatt, Sara, Free to create: Artistic Freedom in Europe, Council of Europe report on the freedom of artistic expression (chapter 7), rm.coe.int/free-to-create-council-of-Europe-report-on-the-freedom-of-artistic-exp/1680aa2dc0
- Futurium, Art and the City - Wie Kunst im öffentlichen Raum das Lebensgefühl verbessern kann, youtube.com/watch?v=eEPa7bvPZAK
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[utm_campaign=Future%20of%20Journalism&utm_medium=email&utm_source=Revue%20newsletter](https://reutersinstitute.politics.ox.ac.uk/digital-news-report/2022/dnr-executive-summary?utm_campaign=Future%20of%20Journalism&utm_medium=email&utm_source=Revue%20newsletter)
- ARTEde, Das Europäische Medienfreiheitsgesetz: Wie steht es um den Schutz des Journalismus? youtube.com/watch?v=X2aijlfNY5k

Rivalry Martial Arts

Football
Gym Basketball

Fair Play

Digital Democracy

Track
Field
Dedication
Exclusion

Manipulation
Tennis
Arena
Stadium

Public Discourse

Teamwork

CORELANDIC

Tournament
Locker Room
Training Center

Respect

Standardized Testing

Pool
Corruption

Discipline

Competition

Censorship

Nationalism

Endurance

Passion

Championship

Violence

League

Sports Betting

Discrimination



SCENARIO 1: METACHAMPION WORLD LEAGUE

Local Tensions Rise with Foreign Fans

Tips for the facilitator:

Start by asking the group to reflect on the role of social media in escalating or calming conflicts.

Encourage discussion on the impact of how people react online and the responsibility that comes with it.

If tensions rise, remind everyone that there are no wrong answers and use open questions like "What could have been done differently?"

Focus on empathy, asking participants to imagine themselves in both the locals' and foreigners' positions to keep the conversation balanced

SCENARIO 2: CHAOS AT THE COURT

A Call for Calm

Tips for the facilitator:

Begin by asking the group to reflect on how anger and strong emotions can quickly escalate into sensitive issues like sexual harassment.

Encourage them to think about how they would address both sides of a polarised issue while keeping safety in mind.

If conflicts arise, remind participants that it's okay to feel strongly but focus on solutions that prioritise peaceful actions.

Emphasise the importance of communication and the risks of confrontation, asking how empathy could help calm down tense situations.

SCENARIO 3: CORELANDIC E-SPORTS SCANDAL

Corruption and Events Cancellation

Tips for the facilitator:

Start by asking the group how public scandals can affect both individuals and entire communities and what role they think young people can play in changing outcomes.

Encourage them to think about the risks of getting involved in violent situations as opposed to non-violent actions like online campaigns.

If tensions rise, remind the group that the goal is to explore different approaches and that every scenario has lessons to offer. Focus on how collective action, whether online or in person, can be powerful but also carries responsibility and potential consequences

SCENARIO 4: FRACTURED COMMUNITY

Youth Protest Against Touristic Developments

Tips for the facilitator:

Begin by asking the group to reflect on how frustration can lead to extreme actions and whether there are peaceful ways to resolve community issues.

Encourage discussion on how involving local authorities and engaging in constructive dialogue can lead to positive change.

If emotions run high, remind participants that extreme actions usually have severe consequences and focus on what could have been done differently.

Highlight the importance of patience, negotiation and long-term solutions when dealing with issues like displacement and overtourism.

SCENARIO 5: BUILDING BRIDGES THROUGH SPORT

A Community's Response to Hate

Tips for the facilitator:

Start by asking the group to think about the impact of hate speech online and how it can harm real-life efforts to create inclusive spaces.

Encourage discussion on how to handle misinformation and whether ignoring, confronting or amplifying positive messages is the best approach.

If the conversation gets heated, remind the group that humour can sometimes mask harmful attitudes and refocus the discussion on the responsibility of using social media.

Emphasize the importance of using facts and positive narratives to counter online negativity, especially in support of vulnerable groups.

Additional resources



Case study: Jocs Taronja

Samarucs is a LGBTQ+ Sports Club based in Valencia, Spain. They provide a safe space, free from any kind of discrimination, for anyone who wishes to take part in sport, regardless of their sexual orientation, sexual identity, or gender expression. The club also organises Jocs Taronja since 2004, a sports tournament with the objective of promoting LGBTQ+ visibility, fighting against LGBTQ-phobia and pursuing the normalization of diversity of sexual and gender identity and denouncing all forms of discrimination.

Link: samarucs.org/eng/jocs-taronja-3/

YCreate Misinformation & Disinformation Digital Map

A step-by-step digital guide produced by a group of young creatives to raise awareness about the risks of misinformation & disinformation and share a series of resources for debunking fake news and counteract hate speech online.

Link: ycreate.info/digital-map

RISIV Youth Leader Resource Pack

A resource pack that stimulates the potential of youth in playing an active role in community-based projects. This is a tool that facilitators and youth workers can use to select specific resources for their work with young people. Alternatively, young people could be provided with the pack to use it independently.

Link: view.genially.com/6388a31d221dc40011a06546/interactive-content-eng-youth-leader-resource-packrisiv

Additional resources



YARIM Toolkit on Active Listening To Young People For New Youth Partnerships

A toolbox made by young people for young people to promote their speeches and ultimately counteract propaganda messages.

Link: <https://yarimproject.eu/io-results/io2-toolbox/>

Compass – Manual for human rights education with young people

Youth educational programmes and activities that focus on promoting equality in human dignity produced by the Council of Europe. Section 3.4: General tips on running activities (pages 51 – 55) includes useful guidance on matters such as how to facilitate workshops, create a safe environment and manage conflicts.

Link: coe.int/en/web/compass

RAN – Working with families and safeguarding children from radicalisation

Step-by-step guidance paper for practitioners and policymakers produced by the Radicalisation Awareness Network, European Centre of Excellence.

Link: [home-affairs.ec.europa.eu/system/files_en?file=2020-09/ran_yf-c_h-](http://home-affairs.ec.europa.eu/system/files_en?file=2020-09/ran_yf-c_h-sc_working_with_families_safeguarding_children_en.pdf)

[sc_working_with_families_safeguarding_children_en.pdf](http://home-affairs.ec.europa.eu/system/files_en?file=2020-09/ran_yf-c_h-sc_working_with_families_safeguarding_children_en.pdf)

Find more useful tools and resources in the RAN collection of inspiring practices.

HIT Training and Resources

A set of tools co-developed by the Hate Interrupters Teams: youth counteracting hate speech through participatory and creative campaigning.

Link: hitproject.eu//Main/LatestResources

Bus **Public Transport**
Metro
Train
Protest Movements

Taxi
Airport
Highway
Bicycle
Smart City

Pedestrian
Urban Exclusion
Green Spaces
Port
Electric Scooter
Infrastructure
Ride-sharing
Displacement

BALWANA

Walkability
Accessibility

Carpooling

Segregation

Surveillance

Pool

Road Safety

Mobility Hubs

Overcrowding

Gentrification

Inequality

Traffic

Pollution

Social Divide

Bureaucracy

Privatization

Road Accidents



SCENARIO 1: MILES TO GO

Henry's Struggle for a New Beginning

Tip for facilitator:

The participants are encouraged to use their critical thinking and problem-solving skills to come up with collective initiatives that can improve the situation. The first option might ensure more immediate attention, but it won't solve the issue in any case. The second approach is likely to receive an improvement in the situation as it will result in a more beneficial outcome. Lastly, the last scenario is the one which will foster the most change as slowly but steadily a more concrete collective action will be devised for a more long-term and beneficial change.

SCENARIO 2: FORCED OUT

Suzanne's Struggle in a Changing City

Tip for facilitator:

Through this scenario, participants are asked to navigate an almost 'dead-end' situation through elements that will allow for a positive and beneficial impact while also encouraging active listening skills. The first scenario can be considered as the least impactful as no lasting change will be created for the community and in contrast, more violence and conflict will be created. The second scenario allows for an improvement of the situation since the character does not give up and takes matters into their own hands. Lastly, the last scenario is considered as the most impactful one, as the character is actively engaging with the situation aiming to improve the situation for them as well as their community.

SCENARIO 3: HENRY'S COASTAL CONUNDRUM

A Race Against Time to Find a Home

Tip for facilitator:

This scenario provides an opportunity for participants to use their negotiation and compromise skills. Through the first option the character will not be able to achieve any outcome and might even make matters worse. The second approach indicates a level of compromise that will result in a better outcome. Lastly, the last option allows the character to take matters into their own hands in a way that a positive impact will be ensured.

SCENARIO 4: ARIEL'S CYCLING STRUGGLE

Balancing Work, Safety, and Heat in a Growing Town

Tip for facilitator:

Through this scenario, participants should be encouraged to use their creative skills, ensuring that they come up with possible initiatives and solutions. Regarding the first option, no actual change or impact is achieved while the second option allows for a beginning to something promising that will eventually grow into something impactful. The last option allows for a more engaging effort among the community promoting a sense of belonging.

SCENARIO 5: URBAN CHALLENGES

The Search for Food Security in Balwana

Tip for facilitator:

Through this scenario participants are encouraged to use their problem-solving skills for the resolution of the food shortage problem that has come up. Regarding the first scenario, an immediate solution with no real change I expressed while the second option allows for a call to action of the characters which can lead to promising change. The last option is considered as the most impactful and long term as the characters are trying to not only resolve their own food scarcity problem but both of other members of their community as well.

Additional resources



Burns - Sustrans, T. (2024) Don't forget young people when it comes to transport policy, Intelligent Transport. Available at: intelligenttransport.com/transport-articles/159838/dont-forget-young-people-when-it-comes-to-transport-policy/.

European Commission, Transport in the European Union Current Trends and Issues, Mobility and Transport - European Commission. Available at: transport.ec.europa.eu/system/files/2019-03/2019-transport-in-the-eu-current-trends-and-issues.pdf.

Bsummers (2023) What is new urbanism? Congress for the new urbanism. Available at: cnu.org/resources/what-new-urbanism.

Security by design: How to render public spaces both safe and open to all (no date) European Forum for Urban Security. Available at: efus.eu/topics/public-spaces/security-by-design-how-to-render-public-spaces-both-safe-and-open-to-all/

Sustainable Urban Development (no date) Inforegio - Sustainable urban development. Available at: ec.europa.eu/regional_policy/policy/themes/urban-development_en.

What is the European Urban Initiative? European Urban Initiative. Available at: urban-initiative.eu/what-european-urban-initiative.

European cities face challenges and opportunities RFSC. Available at: <http://rfsc.eu/european-framework/>

Cesifo Forum (internet) (2019) ISSN 2190-717X (Online) | CESifo forum | The ISSN Portal. Available at: portal.issn.org/resource/ISSN/2190-717X

Workforce
Job Market
Pedestrian
Economic Inequality
Salary
Hiring
Remote Work
Promotion
Recruitment
AI Replacing
Infrastructure
Job Insecurity
Reskilling
Upskilling
Freelancing
Social Unrest
Accessibility
Protests
Mobility Hubs
Discrimination
Wages
Overwork
Inequality
Exploitation
Unionization
Corruption
Labor Exploitation
Unemployment
Worker Rights
Layoffs
Wage Gaps
Burnout

INNOVA



SCENARIO 1: UNEMPLOYMENT AND EXTREMISM

Tips for facilitator:

Encourage participants to discuss what propaganda means and how they can detect it. In this scenario the correct answer is Option 2. Because the skills development program provides direct support, creating a pathway to employment and reducing unemployment in a measurable way. While the micro-grant initiative (Option 1) promotes economic growth and social inclusion by engaging in the private sector, its impact may take longer to address the immediate unemployment crisis fueling radicalization. Meanwhile, the community art project (Option 3), though valuable for fostering cultural understanding, does not directly tackle the root causes of unemployment and economic hardship, making it the least effective solution in this context.

SCENARIO 2: WORKPLACE INCLUSIVITY

Tips for facilitator:

Participants will explore how individuals with special needs can be effectively integrated into the workplace and discuss the types of training necessary to support their integration, enable a fulfilling life, and maintain workplace efficiency. The correct answer is Option 1. This is a practical solution, fostering direct input from affected employees and driving tangible policy changes. In contrast, while financial incentives (Option 2) can be attractive, they risk leading to tokenism or superficial compliance without addressing systemic barriers or cultural shifts. Similarly, awareness events (Option 3) may boost visibility and morale but do little to enact the structural changes needed for true inclusivity, making them the least effective option despite their appeal.

SCENARIO 3: UNION SUPPRESSION

Tips for facilitator:

Participants can discuss effective strategies for collective bargaining and negotiation that workers might use to secure better working conditions despite corporate resistance. The correct answer is Option 3. A dialogue initiative brings all stakeholders together to find balanced and sustainable solutions, addressing both immediate and systemic issues. In contrast, while a whistleblower program (Option 1) provides a safe mechanism for raising concerns, it may only pressure the company rather than foster cooperative, long-term solutions. Meanwhile, a CSR campaign (Option 2), though seemingly positive, is largely performative and avoids confronting the deeper labor rights issues at the heart of the conflict, making it the least effective option despite its superficial appeal.

SCENARIO 4: JOB SECURITY AND RADICAL MOVEMENTS

Tips for facilitator:

Participants can consider how management and leadership at the plant might address worker concerns transparently and effectively to prevent the spread of fear and the allure of radical solutions. The correct answer is Option 2. The job transition fund directly addresses workers' insecurities by providing them with concrete tools to rebuild their careers, creating long-term solutions. While the workforce council (Option 3) offers a collaborative approach to managing layoffs and fostering trust, it may not provide immediate relief to affected workers. Meanwhile, motivational workshops (Option 1), though emotionally uplifting, could unintentionally escalate radical sentiment without offering practical solutions, making them the least effective option despite their appeal.

SCENARIO 5: GENDER EQUALITY

Tips for facilitator:

Participants can brainstorm solutions such as internal audits, transparency measures, and the implementation of cross-company task forces to systematically address and eliminate wage disparities. The correct answer is Option 1. The cross-company task force directly tackles wage disparities through a structured, multi-level approach, ensuring accountability and sustainable change. While the Fair Pay Challenge (Option 2) emphasizes measurable results within a limited timeframe, its success depends on varying levels of commitment from companies. Meanwhile, the wellness program (Option 3), though beneficial in other ways, does not directly address wage inequalities, making it the least effective solution in the context of immediate pay equity.

Additional resources



- The Facilitator's Toolkit Tools, techniques, and tips for effective facilitation Toolkits for Facilitators: <https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2017/11/Facilitator-Toolkit.pdf>
- The Discussion Group Facilitator's Handbook: <https://www.teagasc.ie/media/website/publications/2020/The-Discussion-Group-Facilitators-Handbook.pdf>
- Simulation Exercise, Exercise, Manual Youth combating radicalization- Toolkit for the training Combating Radicalization Among Youth: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1958/Toolkit%20Youth%20Combating%20Radicalization.pdf
- How to help prevent radicalisation of young people by raising their self-awareness of cognitive biases Toolkit for Social Workers, Youth Workers and Mental Health Professionals: <https://www.precobias.eu/toolkit/social-worker/PRECOBIAS-Toolkit-for-social-workers-EN.pdf>
- YOUTH WORK AGAINST VIOLENT RADICALISATION Theory, concepts and primary prevention in practice: <https://pjp-eu.coe.int/documents/42128013/47261953/YW-against-radicalisation-web.pdf>

Additional resources



- FREE MIND AND EUROPEAN VALUES: UPROOTING RADICALISATION AND VIOLENT EXTREMISM THROUGH YOUTH WORK Non-formal approach to preventing radicalisation and violent extremism among youth: https://www.salto-youth.net/downloads/toolbox_tool_download-file-2840/Uprooting%20radicalisation%20and%20violent%20extremism%20through%20youth%20work%20-%20Brochure.pdf
- Preventing Radicalisation This introductory video provides an overview of radicalization and ways to raise awareness: <https://safeguarding.network/content/safeguarding-resources/radicalisation/>
- PeaceMaker challenges you to succeed as a leader where others have failed. Experience the joy of bringing peace to the Middle East or the agony of plunging the region into disaster. PeaceMaker will test your skills, assumptions and prior knowledge: <http://peacemakergame.com/>
- An award-winning educational experience that uses project-based learning, game mechanics, graphic novel content and storytelling designed to engage young people and inspire them to solve global challenges while developing 21st Century skills: <https://www.worldbank.org/en/topic/edutech/brief/evoke-an-online-alternate-reality-game-supporting-social-innovation-among-young-people-around-the-world>
- A high-profile activist game, here the player is cast as a refugee in the troubled Darfur region of the Sudan. To help players understand the plight of the residents of the refugee camps, they participate in two flavours of mini game: <https://www.mobygames.com/game/34936/darfur-is-dying/>

Setup
Influence
Facilitation
Consequences
Players
Teams
Scoring
Critical Thinking
Dialogue
Storytelling
Scenarios
Gamification
Choices
Print-and-Play
Board Game
Strategy

HOW TO DOWNLOAD AND USE THE ANALOGIC VERSION



In case you have decided to play the analogue version of radicalGAME we have the following guidelines that will help you as a facilitator and the players.

First, check the official website where the game materials are uploaded. All materials are available for download, in PDF format.



Look for the "Game Materials" section on the website and start preparing the game. Once you have downloaded the necessary files, print the following items in color, not black and white, and cut them:

- Role Cards: each team will need one.
- Country and scenario cards: prepare the cards for each country and related scenarios as described.
- Solution cards: have all cards with the three possible solutions for each scenario, ensuring that they are color-coded and easily identifiable.
- oWild cards: For Level 2, have cards representing the 10 competencies identified in the intercountry report.



Create a scoring system table, possibly using a piece of paper, to keep track of points and rewards throughout the game.

In addition, it's very important to arrange the physical space for the game, making sure there's enough room for all players to gather comfortably. Create a central area where the country, scenario, and solution cards can be displayed for all players to see.

3

4

If there are more than 7 players, divide them into smaller groups.

Explain to players the importance of participating and maintaining their assigned roles throughout the game.

5

6

Use an hourglass or timer to ensure discussions are kept within the time limits set for each scenario.



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