

Simulation Games

TOOLBOX used and developed
within the training course



22-29 May 2015,
Zamość,
Poland



Training course “Educating Active
Citizenship through Simulation

Games”

Zamojskie Voluntary
Service



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INTRO ABOUT THE PROJECT

What? When? Where? With whom?

Title: “Educating Active Citizenship through Simulation Games”

Type of event: Training course

Dates and Location of the Seminar: 22-29 May 2015, Zamość, Poland.

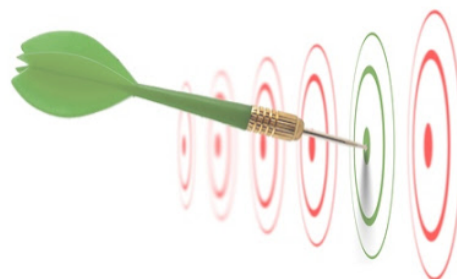
Who: youth leaders and youth workers working with youth from deprived urban areas from France, Greece, Hungary, Italy, Lithuania, Poland, Romania, Spain, Turkey.



What is seminar about?

Simulation activities and role games are strong tools for educating active citizenship among youth. These tools are built on the experiential learning approach that helps participants to live through the game and get real experience. The method can be used for different educational aims. Through this method, the youth may acquire new skills and competences.

The project addresses the issues of lacking new methods, which will be more interesting for young people to participate in, especially when it comes to youth from deprived urban area; low level of active participation of youth from deprived urban.



Aims and objectives of the training:

- to provide youth workers and youth leaders with the tools of involving youth to active participation in the local communities;
- to foster the potential of youth in active participation in the local level and influence the local youth policy;
- to introduce and practice the role-playing and simulation games method (structure, specifications, usage, adaptation for the certain needs, creation of the games);
- to teach participants how to use this method for teaching young people to be active citizens on the local level;
- to create new role-playing games and simulation activities based on the participants' realities, which will be used in the future for teaching young people to be active citizens and to influence the decision-making processes on the local level.

THE ALBATROSS A SIMULATION EXERCISE

Source: **Beyond Experience, 2nd edition**

Visitors to an imaginary culture (Albatross) are greeted with an elaborate ceremony. Allows participants to observe the culture, interpret the behavior that is observed, and discuss their perceptions. Demonstrates how easy it is to interpret incorrectly what is observed.



MATERIALS

- 2 dishes or bowls for hand washing (paper bowls with water)
- 2 liquid to drink (use bottled water for ease)
- 2 food to eat (something easy)
- 2 chairs

SEQUENCE OF THE EXERCISE - PART 1 SIMULATION

Choose 2 girls and 2 boys to participate in this simulation exercise. Explain their role in this exercise but do not explain any of the historical content behind the true Albatrossian culture until after the discussion has ensued.

A male and female Albatrossian sit in their places with the male on the chair and the female kneeling beside him. Females with shoes off and males with shoes on.

All communication attempts during the exercise are done by a clicking sound or by touch only - no speaking is allowed. The Albatrossians always maintain unsmiling (but serene, and pleasant) expressions, and do not register in facial reactions their various feelings or responses to what may go on around them.

The Albatrossian females simultaneously retrieve a bowl of water and bring it back to the male and assume their kneeling positions. Each male in dips the fingers of his right hand into the bowl and lifts or waves the hand about gracefully to dry. The women's hands are not washed. The females return the bowl of water to the table and then returns to her place for a minute before beginning the next activity. When they return, the males lower the heads of the women so that they are looking toward the ground.

She then - upon a clicking cue from the man - rises to retrieve food and offers the food to each male in turn first before offering the food to the other female. She sticks her hands into the food and stuffs a little into the mouths of each male. Upon being fed the Albatrossian man indicates his appreciation by a rubbing of the stomach. Afterwards, she then offers the food to the other female. She returns the food to the table and then she returns to her kneeling position next to the Albatrossian man. During these pauses, which should be prolonged for effect, the Albatrossian man gently pushes the woman's head from time to time downward as she kneels.

Next follows the serving of drink. In the same manner, the Albatrossian woman gives the cup to the Albatrossian man to drink from first then he rubs his belly in satisfaction before the drink is offered to the females. The females then take the drinks back and return to their place and resume their kneeling posture.

After another pause, the two Albatrossian males indicate to the kneeling females to follow them, and the four people leave the area, concluding the first part of the exercise.

CULTURAL ASSUMPTIONS AND RATIONALE - PART 2 EXTENDED DISCUSSION QUESTIONS BELOW

As elaborated later, part of the point of the Albatross exercise is to provide an opportunity for people to learn by observation, to infer meaning from the totality of what happened. Since this “cultural observation” aspect is important, it is best to conduct the exercise with as much consistency as possible, within some frame of reference agreed on by all Albatrossian performers. Following are some of the “standard” cultural assumptions, which usually are in play, and which the participants have the problem of figuring out as the exercise goes on.

Though the exercise is deliberately set up to indicate otherwise to an American audience, in fact the Albatrossian society values women above men. The Earth is sacred; all fruitfulness is blessed; those (thus women) who bring life into being are one with the Earth, and only they are able (by virtue of their inherent qualities) to walk directly upon the ground. Thus, men must wear shoes, and thus their greeting does not deal with the Earth, where that of women emphasizes the ground and feet. Only women are able to prepare and offer the fruits of the Earth. The roles of men and women in the society reflect this relationship to Earth, though to the new observer it may appear as if other meanings are present. For example, the fact that the Albatrossian man pushes down the head of the kneeling Albatrossian woman is a pursuit of his obligations in the society; it is his duty to remind her of sacredness, to approach it through her, to protect her from forgetfulness. He drinks and eats first and walks ahead to protect her (and all that she represents) from harm or defilement.

Albatrossians have a language, though only some part of it is required or used in the greeting ceremony (the clicks, hums, hisses). It may be useful to approach the language question on another assumption: that Albatrossians communicate via mental telepathy, and that the few sounds they use are mainly means of getting a person’s attention. The society values calm, serenity, stateliness. The Albatrossians are peaceful, welcoming of strangers, generous, loving and tolerant. They eat and drink things which they like (though they may not agree with the taste of foreign visitors). Their patterns of life and their ceremonies (such as the greeting ceremony) are time-honored and are considered to be self-evidently correct and adequate.

This last is important. It is important for the Albatrossians to bear in mind (and for participants to realize later in discussion) that what is, is – and that Albatrossians are no different from any other people in the world making the unconscious assumption that they are “normal.” Thus, they assume that any visitors to their village want to be greeted in the same manner, that the visitor

knows as well as they what is correct (though they are tolerant and gently correcting of lapses); for example: that the woman with the largest feet among visitors is completely in accord with the necessity of her selection, etc.

DISCUSSION OF THE ALBATROSS

1. What Happened? (Early exploration – no confirmation or denial).
2. Objective Observations (Tell participants to screen out own feelings and reactions, and tell only what they observed. This can be written on newsprint)
 - a. What did you see happen?
 - b. What did the Albatrossian man do? What did the woman do?
 - c. Describe the Albatrossian language.
3. Personal Feelings and Reactions
 - a. What did you feel as you participated in this exercise?
 - b. What, in your opinion, is the role of the Albatrossian woman in the society...The Albatrossian male? Why?
 - c. What are some similarities between your culture and the Albatrossian culture? Some differences?

At this point, you can explain the underlying values of the Albatrossian culture.

4. How participants use their own cultural biases to analyze what is happening
 - a. How do your preconceptions or current perspective affect our cultural perceptions?

GUESS WHO IS COMING FOR DINNER

Source: « All different – All equal, Education Pack », European Youth Centre, 1997

This activity is a role play.

Issues addressed

- Stereotypes, prejudice and discrimination.
- The transmission of prejudice through the processes of socialization and education.
- Dealing with conflict.

Aims

- To analyze the messages we have received from our own family about people with a different cultural or social background
- To analyze the values behind those messages
- To be aware of the role of the family in transmitting society's values

Time

45 minutes

Group size

Any. Minimum 8 people

Preparation

Copies of the role cards

Paper and pens for the special observers

Instructions

1. Explain to the group that this is a role-play to explore the role of the family in transmitting images about people who belong to other social or cultural groups.
2. Ask for 4 volunteers to play the roles (preferably two of each sex) and for 4 others to be special observers. The rest of the group is general observers.
3. Tell each special observer to watch one of the role players and take note of all the arguments they used. Decide who is to watch whom.
4. Give one role card to each of the players and allow them 2 or 3 minutes to get into role.
5. Prepare the scene: place 4 chairs in a semi-circle and explain to everyone that this is the living room of a house and that they are going to watch a family discussion. Give a signal, e.g. clap your hands, to start the role play.
6. You will have to decide how long to let the role play run depending on the way it develops. 15 minutes is a good length of time. Give a clear signal to indicate the end.

Debriefing and evaluation

Start the evaluation with a round of the actors saying how they felt.

Then ask each observer in turn to read out the arguments used by each of the actors to persuade the others of their point of view.

- Would it have been different if, instead of being black, the boyfriend was the same colour as the girl?

Follow on with a general discussion with everyone. You can ask:

- What if it was the boy presenting his boyfriend?
- Were the arguments used similar to those you have heard in your own families?
- Would things have been different if, instead of a girl bringing home a boyfriend, it was a boy who was bringing home a girl friend?
- What would have happened if the girl had announced that she had a relationship with another girl?
- Do you believe that this kind of conflict is still common nowadays or is it something from the past?
- Has this happened to you or do you know of anybody in your neighbourhood who has faced a similar kind of challenge?

Tips for the facilitator

If the group is already familiar with role-playing no more instructions are needed, otherwise it is important to stress that playing a role is different from acting. In role-playing we remain ourselves while presenting a pre-determined role or attitude; when acting we must interpret a character different from our own person. Therefore it is not a matter of dramatization or acting but rather of representing and exploring a role or attitude.

If you consider that the roles are too prescriptive, or that they have nothing to do with your reality you can make your own role cards giving an outline of four common attitudes typical of families in your culture. If you want to adapt the idea and write more roles, do so.

The activity is easily adaptable to the cultural and social reality of the participants. If a black person would be thought exotic because there are no black people locally then let the girl's boyfriend may be a Muslim, or if the family is Catholic then introduce a Jew etc.

Role cards (to be copied for participants)**Daughter**

You have decided to face your family and tell them that you want to live with your black boyfriend.

The situation:

You start the role play. You announce to your family that you are going to live with your boyfriend, who is black. Try to defend your decision and argue that you are going to make a stand to counter the prejudice against relationships between young people and especially relationships between young people of different origins.

Mother

Your daughter has a black boyfriend with whom she has a very close relationship.

The situation:

You love your daughter very much but you do not understand how she could do this to you.

You support your husband in everything he says. You do not threaten your daughter, rather you tend to feel sorry about the pain she causes you. You

think the black boy will abandon her and that she will suffer a lot.

Older brother

Your sister has a black boyfriend with whom she has a very close relationship

The situation:

In principle you do not care if your sister goes out with a black man, and in fact you defend the right for people to be free in their relationships. Nevertheless, when your mother says that he is likely to abandon your sister you start to think that he might be using her. You show your concern and want to protect your sister.

Father

Your daughter has a black boyfriend with whom she is developing a very close relationship.

The situation:

You are the authority in the home, and you don't approve of your daughter's relationship.

You represent the moral mainstream and you care about what people will say. You do not consider yourself racist but your daughter marrying a black is something different. Think of a strict father and argue as he would argue.

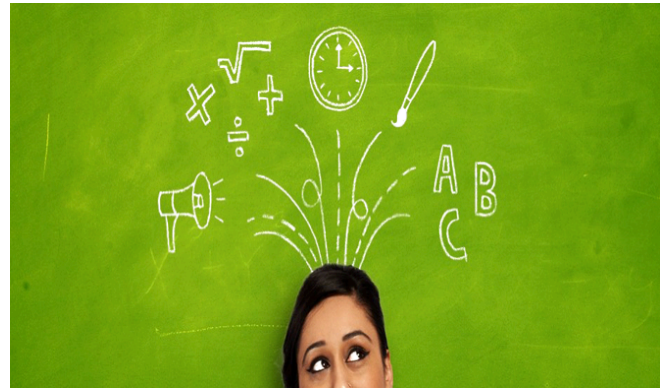
SIMULATION GAME “THE CASE OF MULTIPOLIS”

Recourse: Study session “Mind your Language”, Youth Peace Ambassadors Network, 2015

The simulation game looks at a conflict between different regions in the country based on the language identity.

Themes: peace and conflict, regional languages, diversity, dialogue, decision making, conflict transformation.

Issues addressed: inequality, minority-majority relations, regional languages’ rights, language identity.



Objectives:

- to think from different perspective than usual in relation to a minority
- language situation;
- to experience a conflict situation and how to look for a solution using a strict given structure;
- to make participants come up with a coherent argumentation and experience lobbying with other stakeholders.

Timeframe: 180 minutes

Group size: 20-30 participants

Materials:

- hand-outs with the description of the case, the description of every community for each community groups, and the description of the roles; flip-chart paper;
- markers or crayons of different colours; break out rooms/corridor for small groups; strings of 4 different colours.

Instructions:

1. Prepare a big map of Multipolis on the flip-chart. Introduce to the participants the story of Multipolos.
2. Nomination ceremony – joining participants into the community groups. For this call out the participants one by one, tell them which community they will present during the game and tie on the hand the string of the community colour.
3. Creation of national identity. Ask participants to create the identity of the community to which they belong. For this they will need to create within 30 minutes:
 - national flag;

- community language - code of communication in each community;
- national song/anthem.

After 30 minutes ask participants to introduce their community to the citizens of Multipolis.

4. Dividing the roles in the community.

For each group of actors in the game give the description of their roles. Tell the participants that in 45 minutes they will need to come back for the national forum. During this time they need to make negotiations and lobbying between different stakeholders following their interests which they need to reach within their roles.

5. National forum meeting.

The forum is conducted by the prime-minister of Multipolis. The goal of the national forum is to create a strategic action plan that will help to a solution acceptable for everyone. The duration of the meeting is 40 minutes. At the end of the meeting the participants will need to come up with the action plan for the country.

6. Getting out of the roles. Bring participants back to the circle.

7. Debriefing and evaluation:

- How was the process?
- How did you feel yourself in your roles?
- Did your role influence the result? If yes, how? If no, why?
- How did you built the tactics for lobbying?
- How did the process of lobbying go?
- Did you approach everyone or part of the group?
- Did you manage to gain what you wanted?
- Which issues were raised in the game?
- What would happen with Multipolis?
- Is the situation with your language similar to the one in the game?

Tips for facilitation:

Prepare the division of the roles before hand. Think who suits to each role in the community. While splitting participants into the groups, try to follow the balance of minority and majority basing on the description of the community. The first part of the game is very important for creating the atmosphere in the game and developing the sense of identity to a certain community of the game, dedicate time for it, at least 30 minutes.

After splitting the roles make sure that the participants understood the process of negotiation and lobbying, go around and check the process. You can give additional task for the prime-minister to be an initiator of negotiations with different roles, in case if the process does not go.

HANDOUTS

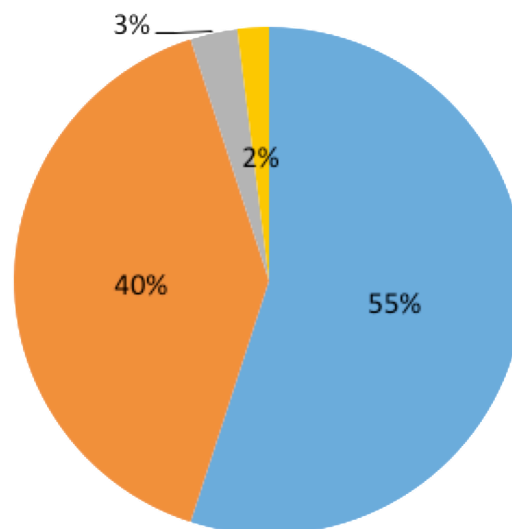
Description of the case

The Case of Multipolis

A small country Multipolis, with the population of 7 mil. people, which was conquered by different states in its long history, became divided into three language communities: the Barbarian community, the Firenzian community, the Jenovian community. Furthermore there are three economically autonomous regions: Firenzia in the South, Barbaria in the North, and Greenpol (the capital region, situated in Barbaria). As a result there are four linguistic regions: the Barbarian-language region, the Firenzian-language region, the Jenovian-language region, and the bilingual region of Greenpol with Firenzian and Barbarian.



- The region of Barbaria covers 44% of Multipolis' surface and comprises 57.6% of the Multipolis population. The inhabitants of this region speak mainly Barbarian, as well as various dialects of it. - Firenzia covers 55% of Multipolis' surface and comprises 32.4% of the population. Firenzians speak mainly Firenzian, but some speak dialects of it.
- The region of Greenpol, situated in the Barbaria province, comprises 9.3% of Multipolis' population. 70% of these inhabitants speak Firenzian, 10% speak Barbarian, and 20% speak other languages.



■ Barbaria ■ Firenzia ■ Germanic ■ Other languages

Firenzia:

In the past Firenzia highly developed through industry and mining base. Since then Firenzian-speakers have held political and economic power in the country.

However, during the last 50 years the Firenzian industrial base degraded, ending up with a socio-economic crisis in the region and increasing unemployment. This is why Firenzians started searching for better job opportunities in the better-developed Barbaria. However, the job opportunities for Firenzians are limited as it is required to speak Barbarian to attain a position. So are all schools and educational institutions in Barbarian.

Considering, that since a long time Firenzian is the official language of Multipolis, even though Barbaria still is predominantly Barbarian-speaking, Firenzian people seek to preserve their language and culture as the defining creed of the country. This is why Firenzian-speaking politicians (who were sometimes elected in Barbaria) and other influential citizens opposed the Barbarian demands for the recognition of Barbarian and wished to maintain a centralized government to prevent regionalization.

Barbaria:

For a long time the largely agrarian Barbarian area fell behind in socio-economic development in comparison to the highly developed Firenzia. But, for the last 50 years the situation changed completely and economy grew a lot in Barbaria. Modern Barbarian demands concentrate on over-taxation, insufficient autonomy and complaints about the concentration of social services in Firenzian region, which causes a "stream of money" from Barbaria to Firenzia.

The Barbarians demand the recognition of their language and decentralization of the government. The government's long refusal to recognize Barbarian as an official language led to hostilities between Barbarians and the Firenzian-speaking bourgeoisie, who hold political and economic power in the country. These hostilities gave rise to the Barbarian movement, rooting in a literary and cultural organization, but later became a political movement that called for legal recognition of Barbarian and for social emancipation of the Barbarian people.

Jenovian-speaking Community:

The small Jenovian-speaking Community of Multipolis in the East is in more of an observer than a player in the difficult negotiations between Firenzians and Barbarians. Approximately 7 % of total population of Multipolis live there. The conflict between Firenzians and Barbarians provided the Jenovian-speaking community with considerable autonomy. With this autonomy the use of Jenovian language in the educational and institutional sectors became possible. Although the region is too small to play a role in the negotiations, it obtained an autonomy similar to that of its larger neighbors. After long lasting discrimination within Firenzian-dominated Multipolis, the Jenovian-speaking inhabitants now have a parliament and a government with four ministers and

a minister-preside.

Greenpol:

Greenpol is the capital of Multipolis. It is its economic, political and cultural center. People speak here both Barbarian and Firenzian equally. All institutions are situated here. All citizens of Greenpol are very intelligent and polite to each other. The knowledge, science and human rights in what they all believe. Living in a democratic and progressive community, it seems that they are blind to the crisis existing in the country.

Task:

The rivalry between the regions and nationalistic movements are raising. There is a widespread frustration in the regions towards economic injustice, linguistic segregation and discrimination on the labor market and in the educational system. Barbarian political forces and civic nationalistic organizations are heating the tension for separation from the rest of the regions.

In the previous months there had been several - sometimes-violent - demonstrations and action from the side of Barbarians. Thousands of Barbarians gathered to fight for recognition of their language and for new legislation that allows them to use their language in all the public institutions with a special focus on education and health. They are also demanding equal right in politics on both regional and national level.

At the same time “as a symbol of appreciation and in honor of the years of peaceful coexistence” Firezians are planning to officially recognize Jenovian as a minority language. This would mean that there would be Jenovian spoken schools; it would be possible to use Jenovian in the national institutions. Also a few hours of obligatory Jenovian would be introduced in each school of Multipolos.

This was just like adding fuel to the fire. Barbarians demand rights while Jenovian nationalist are organizing a weeklong cultural celebration and already ordered new bilingual sings to be put out in both Firenzian and Jenovian to the national institutions.

The culminating conflict in the country cannot only jeopardize the already fragile economic growth but as well could culminate in violence. Some of the political analyzers even spoke about civil war, but most of the society thinks it is only exaggeration. In order to find solution a national forum is being organized. The goal of the national forum is to create a strategic action plan that will help to a solution acceptable for everyone. The duration of the meeting is 40 minutes.

ROLES DESCRIPTION

People’s Union of Ferenzia (Nationalistic party)

You representing the party which strongly believes that Ferenzian language has to be the only official language in the country. One country - one language and this language is Ferenzian. You are convinced that Ferenzian culture is

the superior culture in the country as being the oldest in the territory and if you live in this country, you need to keep it and follow it.

Barbarian Progressive Party (Nationalistic)

You represent Barbarian community. As the active party fighting for Barabrian people you want to stop those long years of being ‘the peasants’ of Firenzians especially now when the region is growing stronger and stronger. You believe that the time has come for Ferezians to accept the fact that they are not any more the elite in the country that they depend on your region and your production. You are sick and tired from the fact that you need to feed Ferezians all the time. You want to be equally treated in the country, you are fighting for recognition of your language as an official language. You even want to get the independence. You hate Jenovian-speaking community as they do nothing, but they have an independence which you do not have and now even their language is planned to be recognized as official.

Association of Majorities and Minorities of Multipolos

You are non-governmental organization based in Greenpol. You are lobbying for building integrated society where all citizens have equal rights. You believe that economic borders in the country have to be opened and the both Firenzian and Barbarian language should be the official language in the country. Greenpol is the brilliant example of multicultural and multilingual community, which can co-exist together without any conflicts. You want to implement the example of Greenpol in all country.

Education for All

You represent non-governmental organization, which is based in Jenovian-speaking community. You have been working for a long time on the programmes for multilingual education in schools and universities. You have implemented these programmes already in your region with Ferezian and Jenovian languages. You believe that the current conflict can be solved through changing the educational system involving all three languages. You believe that education is an ultimate tool to create the change in the community. It will be long term process with applying three lingual education in school but you are sure that this is the best way to intergrate the community in the country and that other political reforms will not help more.

Media

You try to keep everybody informed about everything that is happening. You do not use political bias in your media. You believe that objective information can help people to understand better the situation and seize the fire of the conflict. You try to provide the citizens of Multipolis with fast and up-to-date information. You keep in contact with all parties, check the information, and participate in the lobby process, with one word – you do everything to provide the hot news straight from the oven.

Youth Association for Integration

You represent the Firenzian youth organization, which is financed by Firenzian government. You want to have country living in peace and understanding. You conduct many education activities focused on promotion of tolerance and understanding between Firenzians and Barbarians. You organize the language clubs and classes on learning Firenzian language for Barbarians. You believe that you do very important work, which will help to get equal opportunities for Barbarians in the country.

Jenovian-community Alliance

You are representing the smallest minority in Multipolos. As the other two ethnic groups are much bigger, you are quiet worried that your rights could be lost between their fights. So far you are in quiet a good situation and getting the Jenovian language recognized as an official language of the country is not only your long dream, but also could secure your situation. You are not a big fan of any of the other ethnic groups, but you are open to cooperation with both Barbarians and Firenzians if that could assure your position and peace.

Multipolos' Prime-minister

You represent the family with strong Firenzian heritage, and you were always supported the idea of Firenzian language and culture as the only one in the country. But the conflict got the extreme point and you see that to leave it like this is not possible anymore. You realized that it go to the civil war which you want to avoid and prevent. Together with that, you do not even want to consider the separation of the country. You main goal is to reach an agreement on a strategic plan, to avoid, problems, demonstrations, and violence and secure your position. You are the one who initiates the meeting of national platform and you are one who facilitates it.

Barbarian League for Human Rights

You are representing a league of Barbarian lawyers monitoring Human Rights in Multipolis. Your work is mostly focusing on the Barbarian territories and on bringing the cases of Human Rights violation to the International Court of Human Rights. So far you won three cases, but the situation did not change and violations of Human Rights keeps on happening. You believe that all citizens should have equal rights, but you are mostly concerned with what is happening to your people.

You think that giving equal rights to people will resolve in a long term the conflict, but for the moment the most important things is to stop the violence and prevent all possible lost of human life.

CAN I COME IN?

Source: “Compass - a manual on human rights education with young people”, Council of Europe

Themes: Human Security, Discrimination and Xenophobia, Peace and Violence

Group size: 6 - 20

Time: 60 minutes

Overview: This is a role-play about a group of refugees trying to escape to another country. It addresses: the plight of refugees; the social and economic arguments for giving and denying asylum.

Objectives:

- To develop knowledge and understanding about refugees and their rights
- To understand the arguments for giving and denying refugees entry into a country
- To promote solidarity with people who are suddenly forced to flee their homes.

Materials:

- Role cards
- Chalk and or furniture to create the border crossing post
- Pens

Preparation:

- Copy one information sheet per participant
- Copy the role cards, one for each immigration officer, refugee and observer
- Set the scene for the role-play.



For example, draw a line on the floor to represent a border or arrange furniture to make a physical frontier with a gap for the check post. Use a table to serve as a counter in the immigration office and make signs for the immigration office about entry and customs regulations, etc.

Instructions

1. Explain that this is a role-play about a group of refugees fleeing their homeland who wish to enter another country in search of safety.
2. Start with a brainstorm to find out what people know about refugees. Write the points on a large sheet of paper or flipchart paper to refer to in the discussion later.
3. Show people the set-up in the room and read out the following text. "It is a dark, cold and wet night on the border between X and Y. A large number of refugees have arrived, fleeing from the war in X. They want to cross into Y. They are hungry, tired and cold. They have little money, and no documents except their passports. The immigration officials from country Y have different points of view - some want to allow the refugees to cross, but others

don't. The refugees are desperate, and use several arguments to try to persuade the immigration officials."

4. Divide the participants into equal groups. One group to represent the refugees from country X, the second group to represent the immigration officers in country Y and the third group to be observers.

5. Tell the "refugees" and the "immigration officers" to work out a role for each person and what their arguments will be. Distribute the handouts and give them fifteen minutes to prepare.

6. Start the role-play. Use your own judgment about when to stop, but about ten minutes should be long enough.

7. Give the observers five minutes to prepare their feedback.

Debriefing and Evaluation

Start by asking the observers to give general feedback on the role-play. Then get comments from the players about how it felt to be a refugee or an immigration officer and then move on to a general discussion about the issues and what people learnt.

- How fair was the treatment of the refugees?
- Refugees have a right to protection under Article 14 of the Universal Declaration of Human Rights and under the 1951 Convention Relating to the Status of Refugees. Were the refugees given their right to protection? Why/why not?
- Should a country have the right to turn refugees away?
- Would you do this yourself if you were an immigration officer? What if you knew they faced death in their own country?
- What sorts of problems do refugees face once inside your country?
- What should be done to solve some of the problems of acceptance faced by refugees?
- Are there any Internally Displaced Persons in your country? Or in a neighbouring country?
- What can and should be done to stop people becoming refugees in the first place?

Tips for the facilitator

Use the brainstorm to ascertain how much people already know about why there are refugees, what causes people to flee their homeland, and where they come from and the countries that they go to. This will help you decide how to guide the debriefing and evaluation, and what additional information you may need to provide at that stage.

Think about what to do if someone in the group is a refugee. Perhaps, they should not be in the group role-playing the refugees in case they have painful memories of the experience.

The three groups do not have to be equal. You may, for instance, choose to have only three or four observers and let the rest of the group be active role-players.

You may wish to give the observers copies of the further information so that they can inform themselves of the rights of refugees while the rest are preparing for the role-play.

The scene is set on a dark, cold and wet night. So why not turn off the lights and open the windows when you do the role-play? To add to the refugees' confusion, you could make the signs at the border in a foreign (or invented) language. Remember to brief the immigration officials in group 2 about what the signs say!

Note: This activity was adapted from *First Steps: A Manual for starting human rights education*, Amnesty International, London, 1997. The quote, "Refugee go home! He would if he could" was a slogan used in an UNHCR campaign.

Variations

Run the role-play again, but let immigration officers and the refugees swap parts. The observers should now have the additional task of noting any differences between the first and the second role-plays, especially those that resulted in a higher protection of the refugees' rights.

Do a follow-on role-play involving an official team sent by UNHCR to help the refugees from country X.

A school class may like to carry on with the topic by researching information about the role of UNHCR (www.unhcr.ch) and then writing an "official report" including the following points:

- Those arguments which persuaded the immigration officers to let the refugees in any inappropriate behaviour by the immigration officers
- Recommendations for what country Y should do to protect the rights of the refugees

Further Information

Every year millions of people have to leave their homes, and often their countries, because of persecution or war. These people become refugees. They nearly always have to move suddenly and leave most of their possessions behind. In the move families often get separated. Many refugees are never able to return to their homes.

Most refugees seek safety in a neighbouring country, arriving in large numbers at a time (called a mass influx). Other refugees have to travel great distances to find safety and arrive at airports and seaports far from their native land.

In 1951, the United Nations adopted the Convention Relating to the Status of Refugees to which more than half of the countries in the world have now signed up. There is a United Nations High Commission for Refugees (UNHCR), which oversees the implementation of the convention and assists refugees, mainly with humanitarian aid.

According to the Convention, a refugee is someone who has left their country and is unable to return because of a real fear of being persecuted because of their race, religion, nationality, membership of a particular social group, or political opinion. The main protection that a refugee must have is the right not to be returned to their country where they can risk persecution or death (right of non-refoulement). This also applies if a government wants to send a refugee to a third country from which the refugee might be sent home.

Governments have the duty to hear the claim of a refugee who wants to find safety (seek asylum) in their country. This principle applies to all states, whether or not they are party to the 1951 Convention. The 1951 Convention also says that refugees should be free from discrimination and should receive their full rights in the country where they go to be safe.

However, countries disagree about who a "genuine" refugee is; rich countries often say that refugees are not victims of oppression, but that they only want a better standard of living. They call them "economic migrants". Governments often argue that refugees' fears are exaggerated or untrue.

Numbers of Refugees Worldwide

Region (at 1 st January 2000)	Refugees
Africa	3 523 250
Asia	4 781 750
Europe	2 608 308
Latin America & the Caribbean	61 200
North America	636 300
Oceania	64 500
Total	11 675 380

Source: Refugees by numbers, 2000 Edition, UNHCR Publications.

Origin of Major Refugee Populations in 1999

Country of Origin	Main Countries of Asylum	Refugees
Where do they come	Where do they go?	
Afghanistan	Iran/Pakistan/India	2 562 000
Iraq	Iran/Saudi Arabia/Syria	572 500
Burundi	Tanzania/D. R. Congo	525 700
Sierra Leone	Guinea/Liberia/Gambia	487 200
Sierra Leone	Ethiopia/Kenya/Yemen/Djibouti	451 600
Bosnia - Herzegovina	Yugoslavia/ Croatia/Slovenia	448 700
Angola	Zambia/ D. R. Congo/ Congo	350 600
Croatia	Yugoslavia/Bosnia-Herzegovina	340 400

Source: Refugees by numbers, 2000 Edition, UNHCR Publications.

Internally Displaced Persons (IDPs)

Not every person who has been forced to flee his/her home moves to another country; these are called internally displaced persons (IDPs). The IDPs are the fastest growing group of displaced persons in the world. In Europe the number of IDPs (3 252 300) is higher than the number of refugees (2 608 380), with major concentrations in Bosnia-Herzegovina and countries of the former Soviet Union. Unlike refugees, they are not protected by international law nor are they

eligible to receive many types of aid. A widespread international debate has been launched on how best to help all IDPs and who should be responsible for their well being. The UNHCR provides assistance to some groups of IDPs upon request of the Secretary General of the United Nations.

Handouts

Refugees' role card

Refugees' arguments and options

You should prepare your arguments and tactics; it is up to you to decide whether to put your argument as a group or whether each member, individually, takes responsibility for putting individual arguments.

You can use these arguments and any others you can think of:

- It is our right to receive asylum.
- Our children are hungry; you have a moral responsibility to help us.
- We will be killed if we go back.
- We have no money.
- We can't go anywhere else.
- I was a doctor in my hometown.
- We only want shelter until it is safe to return.
- Other refugees have been allowed into your country.

Before the role-play, think about the following options:

- Will you split up if the immigration officers ask you to?
- Will you go home if they try to send you back?

You are to role-play a mixed group of refugees, so in your preparations each person should decide their identity: their age, gender, family relationships, profession, wealth, religion and any possessions they have with them.

Immigration officers' role card

Immigration officers' arguments and options

You should prepare your arguments and tactics; it is up to you to decide whether to put your argument as a group or whether each member, individually, takes responsibility for putting individual arguments.

You can use these arguments and any others you can think of:

- They are desperate: we can't send them back.
- If we send them back we will be responsible if they are arrested, tortured or killed.
- We have legal obligations to accept refugees.
- They have no money, and will need state support. Our country cannot afford that.
- Can they prove that they are genuine refugees? Maybe they are just here to look for a better standard of living?
- Our country is a military and business partner of their country. We can't be seen to be protecting them.
- Maybe they have skills that we need?
- There are enough refugees in our country. We need to take care of our own people. They should go to the richer countries.
- If we let them in, others will also demand entry.
- They don't speak our language, they have a different religion and they eat different food. They won't integrate.

- They will bring political trouble.
- There may be terrorists or war criminals hiding among them.

Before the role-play, think about the following options:

- Will you let all of the refugees across the border?
- Will you let some across the border?
- Will you split them up by age, profession, wealth...?
- Will you do something else instead?

Observers' role card

Your job is to observe the role-play. At the end of the role-play you will be asked to give general feedback. Choose a member to be your representative.

As you watch you should, amongst other things, be aware of:

- The different roles played by both the refugees and immigration officers
- The arguments they use and how they present them.
- Look out for any infringements of human and refugees' rights

You have to decide how you are going to take note of everything. For example, you may consider dividing into two sub-groups so one group observes the immigration officers and the other the refugees.

POLITICAL ENGAGEMENT

Source: The game is developed by the group of participants within the training course “Educating Active Citizenship through Simulation Games”, Poland

Themes: Death Penalty, Political Engagement, Human Rights

Group size: 10 - 16

Time: 90 minutes

Aims:

- To make them think about the Political Engagement.
- To make them think that they can have an impact.



Objectives:

- To be able to argument a position, a choice.
- To involved them in the death penalty debate.
- Talking in front of a group.
- To make a decision in common.
- To let them talk in English
- To work in group: debate; listen and respect; participate.

Materials: name tags; role cards with character’s roles for each participant; specific indications for each participant (it could be a paper inside the name tag); ballot box and papers to vote; a voting cabin with the question and the options about the referendum inside; desks and chairs; scenario and rules for each group; arguments for and against the Death Penalty for the NGO / Political Party to help them to develop their public speeches; two table name cards, one for the NGO’s stand, one for the Political party’s stand.

Setting:

- An invented world - United Islands
- A 26 years old boy who is going to receive death penalty because he had been convicted of a rape.
- An open square adapted for a referendum, with five parts: a stand for NGO, with a table to talk within the group and a desk for the public debate with citizens; a stand for Political Party, with a table to talk within the group and a desk for the public debate with citizens; an open space (citizens’ square) for citizens with chairs to share; a place in front of the citizens adapted for the public speech; a place arranged for the voting process:

- 1/ One desk to give the envelop and voting options (YES and NO)
- 2/ The voting cabin to vote in secret.
- 3/ A place with the ballot box to collect all the votes and to count them.

Instructions:**1. Introduction:** whole group - 10min

- Presentation of the scenario and the game's context.

2. Briefing: whole group - 20min

- Presentation of the set up (stands, citizens' square, voting place)
- Distribution of the roles
- Group division in 3 parts: Citizens; NGO's members: Political Party's members.
- Time to get into the character.
- Time to discuss and share the information within each group.

Inside the groups of NGO and Political Party, this time is also used to prepare the public speech. The group can choose its own way to give the speech (for example, a representative can speak for the group, but if each member wants to speak, it's also fine.)

3. Action: whole group - 30min

- **Public speeches in front of the citizens:** from the Political Party and from the NGO for human rights.
- **Free debate :** two stands (one for the Political Party and the other for the NGO) are in the working space. Each group try to convince the individual citizens. Citizens can discuss with everyone, ask questions, and try to convince the other citizens.
- **Voting process :** First, there is a briefing before the vote : they can change their mind and they are going to vote in a secret place. Voting time then, each participant can vote.
- Result of the referendum: votes are counted in front of the whole group and the result is declared.

4. Debriefing and Evaluation**Feelings**

Paper's method: each participant has a little piece of paper. Then, one per one, they have to share their feelings with the others. They drop the paper on the floor after talking.

- How do you feel in your character?
- Was it difficult, annoying? Was the subject embarrassing?

Process

- What was your strategy?
- Do your strategy change during the process?
- Did the others have an impact on your position during the process?
- Do you think your character's position was right?

Issues and transfer to reality

- Do you want to comment the result of the vote?
- Do you think this topic is present in our reality? Is it important?
- Don't you think that a state, which kills a criminal, becomes a criminal?
- Could be fair to kill for justice someone who already killed?

HAND OUTS

GAME SCENARIO

You're a citizen of the United Islands, a country where the death penalty is used.

Mark, a 26 years old boy raped a 18 years old girl, Caroline. After a long trial, he was found guilty of the rape, and sentenced to death penalty. Before he was condemned, an NGO for human rights organized a referendum in the country to abolish the death penalty, which would save Mark.

The Political Party in power has a different view, they defend the death penalty and they are making a campaign to preserve it.

ROLE CARDS

POLITICAL PARTY CURRENTLY IN POWER, AGAINST THE ABOLITION:

- **Victim's mother; 44.**

You are against the abolishment of course you feel angry against Mark and you want to see him dead. You think that people who are able to destroy lives deserves death.

- **Major of the city where the crime took place; 45.**

Too many crimes in your city. You don't want to loose this punishment because you believe that is very good method to stop criminality.

- **Secretary of the local community; 34.**

Your parents always said death penalty was a very good thing. In United Islands, it's kind of a traditional practice, and you agree with this point of view.

- **Member of the local community; 61.**

You were really shocked in your youth because the mafia shot your brother. You think that people who commit serious crimes like murders, rapes... deserves death.

NGO FOR HUMAN RIGHTS, FOR THE ABOLITION:

- **Criminal's mother; 54.**

You never cared about death penalty, but now, your son, Mark, is going to be killed. You are in favor of the abolition; it will save your son!

- **Criminal's father; 53.**

You were involved in political cases before the crime, and you were already for the abolishment of the death penalty. You are aware that this punishment is

against the international human rights.

- Coordinator of the Volunteer's Service; 22.

You've been working in the NGO for two years and you strongly believe that nobody should be killed for justice. You think that a state, which kills someone who committed a crime, becomes a criminal.

INDIVIDUAL CITIZENS:

- Student in high school; 18.

Your parents are talking a lot about news and politic at home. You were shocked by Mark's crime, and you want him to be punished. But you strongly think that everybody should have a second chance.

- Student in university; 24.

You are studying international languages and you know a lot about other countries, cultures. You realized that death penalty was abolished almost everywhere in the world.

- Shop owner, Mother or Father; 38.

Your shop was robbed three times by teenagers. You are very angry because of that and it makes you feel sad. Instead, you strongly think that the problem is the educational system. You have got a teenager daughter.

- Cooker, Mother or Father; 47.

You have one son who is 26 as the rapist Mark, you empathize with him. You believe it's possible that young people loose the control because of the alcohol or drugs, and such a crime it's not enough to sentence them to death penalty.

- Policeman; 52.

You see a lot of crime in your job, and thinking about one more person seated on the electric chair, one more death, really disgust you.

- Lawyer; 30.

You're a young lawyer, but you are aware of court cases and you know that the death penalty is still used occasionally. Your work environment makes you believe that it is useful, but you are not sure about it.

- Retired person; 68.

In your whole life, death penalty was used and for many years before. That's a traditional punishment very effective and definitively, your country needs it.

- Teacher in primary school; 41.

You taught human rights in university; you were involved in Amnesty International, a human right organization. You decided three years ago to teach in primary school. Indeed, if we teach kids tolerance and respect, the world is going to be a better place. You are definitively against the death penalty.

POLITICAL PARTY, ARGUMENTS AGAINST THE ABOLITION:

- 1. To defend the people and the community:** the offenders must pay for their crimes and death is the right punishment for them.
- 2. Morality:** death penalty is a moral punishment and not a revenge. The death penalty relieves many victims and relatives
- 3. No more offence:** death penalty defends society from the danger of the repetition of that crime made by the same person.
- 4. Prevention:** the death penalty would play a preventive role against gangsters, mafia, terrorism, etc.
- 5. Resentment of the relatives of the victims:** the death penalty would eliminate the temptation of private revenge made by the victim's family or friends.
- 6. Economic terms:** this system of punishment is much less onerous than a long detention.
- 7. Popularity:** the death penalty is really popular in countries where it is applied.

NGO FOR HUMAN RIGHTS, ARGUMENTS FOR THE ABOLITION:

- 1. Innocence:** when someone innocent is killed by death penalty, it's an injustice and it can never be rectified.
- 2. Death Penalty is expensive!:** it's more expensive to execute a person than to keep him/her in prison for life.
- 3. Almost every countries abandoned the death penalty:** the big majority of countries abandoned death penalty in law or in practice.
- 4. Inadequate Legal Representation:** one of the most important factor which influence the judgment is the quality of the criminal's lawyer.
- 5. Death penalty is not efficient:** scientific studies show that death penalty doesn't scare people from committing crime anymore than long prison penalties.
- 6. Killing is not moral:** killing someone is always wrong, so a state which kills a criminal becomes a criminal.
- 7. Religious Perspectives on the Death Penalty:** all religious groups in the United Islands consider executions as immoral, only some religious extremists groups support the death penalty.
- 8. Racial Disparities:** when a judge must decide if the sentence is death penalty or not, the racial origins have a very important impact on the decision.
- 9. Alternatives to the Death Penalty:** there are other options like the life in prison without the possibility of parole.
- 10. Death Penalty is useless:** after the punishment of a crime, the person who realized that he/she was wrong will act much better than before. The society will have benefits from this person.

FORMAL AND NON-FORMAL EDUCATION

Source: The game is developed by the group of participants within the training course “Educating Active Citizenship through Simulation Games”, Poland

Themes: Formal and Non-formal education, right for education

Group size: 10 - 30

Time: 90 minutes

Objectives:

- Make the students experience non-formal and formal education in order to show them that they both have learning outcomes.
- Make them understand that both formal and non-formal education can coexist, that they are both useful in different situations depending on the aim and objectives.
- Offer them a possibility to discover their own learning methods, sources and to develop ways in which they could bring them into their lives.



Settings of the game:

- Formal lesson (classroom with blackboard and teacher in front, students are sitting towards the board tables of two, they have just a few resources like paper for notes).
- Workshop outside or in the theatre or art room (teacher is a facilitator and he/she's part of the group, the whole room can be used, they have a lot of creation)

Materials: role papers for teachers; little ball for energizer

Workshop: white and color paper (plastic under them), pens, pencils, glue, scissors, naturel objects, clay, flipchart papers.

Lesson:white papers, pens, flipchart paper, information material about Zamosc.

General instructions of the game

Getting to know each other	10 minutes
Briefing	10 minutes
Action	40 minutes (20-20 for each group)
Debriefing	30 minutes

- Provide participants with the general instruction of the game:
- “You are all students of the Zamosc International High school. In one-week time an international group will visit your school. Therefore you are participating in a project week, which will start today. You have to prepare two

different presentations about your city for them. One will be prepared in a lesson and the other one is a workshop. You will participate in both, but have only 15 minutes for each. We don't expect a perfect presentation from you, but you will have to come up with a final product for your exchange friends. Two of you will be responsible with the coordination of presentation."

Debriefing and Evaluation

Feelings:

How do you feel now?

How did you feel during the lesson? How did you feel during the workshop? What was different?

How did you feel as a teacher? How did you feel as a facilitator? What was different?

Process:

What was your role in the team? Are you happy with your role? What would you change?

What were the major differences between the lesson and workshop? Is there one that was more efficient for you? Why? Can you sum up positive and negative experiences you lived during the both working times?

Results:

Are you happy with the results? Can you say that one is better than another? Why?

Transfer to reality

Was it realistic? Have you previously been involved in similar situations?

Where can you get involved in Zamosc with non-formal education? Can you find some examples? Do you have any ideas about possible activities that could be useful for you?

Evaluation (corner method, sun, cloud, rain, storm)

How did you like this activity? Place yourself according to your feelings under the sun for a great experience, under the sun and clouds for a good experience, under the clouds for a bad experience and under the thunderstorm in case of a terrible experience. Describe why you chose that position.

ROLE CARDS

Role of Teacher

You are the teacher of the class. You are supposed to lead the official presentation of Zamosc for the international students. Your goal is to create a flipchart paper that presents the most important facts and curiosities about the city you live in. Your students admire and appreciate you and you are known to be very strict and correct.

What you have to do:

- you will try to lead the process of finding information about Zamosc;
- you will give them the materials that you have;
- you will give different tasks to each student that they will have to write on the flipchart (such as geographical position of Zamosc, food, legends, events, curiosities, etc.);
- you will try to keep them quiet and disciplined during the working time.

Role of Facilitator

You are the coordinator of the workshop. You are supposed to help the group produce a creative presentation of Zamosc for a foreign group that does not speak Polish or English. You are interested in letting your students enrich their creativity, you like to share your ideas with the group. You are motivating and inspiring your group to realize their own ideas.

What you have to do:

- give your students all the materials needed;
- help them find their own working spaces inside the room;
- you encourage your group to work together as a team and not just like individuals;
- you don't give any concrete instructions but you rather observe the working process and help whenever they need it.

DISCRIMINATION

Source: The game is developed by the group of participants within the training course “Educating Active Citizenship through Simulation Games”, Poland



Themes: Discrimination, Racism, Inclusion, Personal relations.

Group size: 10 - 30

Time: 90 minutes

Objectives:

- to raise awareness about discrimination in public institutions;
- to differentiate prejudices and discrimination;
- to make them feel how it is to be discriminated;
- to create proper context for active participation and to involve everyone;
- to encourage the participants to work in team;
- to improve English skills.

Materials: handouts, post-its, pencils, flipchart paper, little pieces of paper, 4 tables, and chairs.

Instruction

1. Brainstorm with the participants on the associations to the word “discrimination”. Write down their associations on the flip-chart.

2. Explain to the participants the settings of the simulation game.

“We’re in a high school. In this school there is a group of friends who are very famous and cool. They organize events and parties. Everybody likes them because they are active, positive. These students are from high school. This group is searching for new members that are why they are organizing interviews through teenagers who want to be a part of cultural event department organized in the school.

3. Join participants into 3 groups. let them organize themselves according to the groups:Members of the “Cool team” Interviewers Observators 4. Provide each group with the description of their roles. Give participants 20 minutes to prepare for the role-play.

5. Tell participants that they have 30 minutes to role-play the situation.

6. Debriefing

Feelings:

Ask all participants.

- Who were you?
- How did you feel in your position?

Process:

- What happened during the situation?

Results:

- What was a result of that situation?
- What happened at the end?

Transfer to reality

Give participants a post-it. Ask them to write down on it an emotion which they want to get rid after this activity. Ask them to read this emotion and throw to the rubbish bin.

- Do you think it was a realistic situation?
- Why do people discriminate?
- Have you ever been discriminated?
- Have you ever discriminated somebody?

7. Conclusions

ROLE CARDS

Friend of the interviewer:

You are sure that you get the membership because one of the leaders is your friend. You didn't prepare for the interview.

Girlfriend:

You are 3 years younger than your boyfriend. You don't have very good marks but you are really good in extracurricular activities in school

Black guy:

You are 16 years old and your parents are from Nigeria. Every Sunday you give concert to poor children. You also speak 3 foreign languages. You want to teach how to play guitar and give extra class in math

Good looking blonde girl:

For sure you are good looking, all boys really want to hang out with you. You don't need to be very smart and talented - appearance is enough to be popular.

Muslim girl:

You organize charity actions for your minority. You don't wear a cover. You help poor people and you cook meal for them. You are good in dancing and history.

Interviewer 1:

You are the most discriminative interviewer. You have a lot of prejudices and you are not able to change your mind. You really do not like a black guy.

Interviewer 2:

You in love with the blonde girl and you want her to the team.

Interviewer 3:

You are soft discriminative. At first you have a lot of prejudices towards a Muslim girl but then you realize that she is a good choice.

Interviewer 4:

You are not fair interviewer. You want to have your friend in the team.

HATE SPEECH

Source: The game is developed by the group of participants within the training course “Educating Active Citizenship through Simulation Games”, Poland

Themes: Discrimination, Violence in cyberspace, Hate Speech

Group Size: 13 people

Time: 90 minutes

Objectives:

- to show how being anonymous in social media can affect life of our people;
- to create the understanding of what is hate speech, how it works, how to deal with it.



Materials:

Tables, chairs, pens, paper, hammer for judge, role cards, tape, colored paper, flipchart paper, markers.

Setting of the game:

Court Hall

Structure of the game:

1. Brief introduction of the team members.
2. Introduction to the hate speech and freedom of speech.
3. Introduction to the court work.
4. Briefing participants with the plot of the game:

“There was a University Tournament in Krakow. The team from University 1 won the tournament. This team included black players. After the tournament some group of people shouted offensive things at black players. Local newspaper published an article about the tournament on-line. Under this article a group of people published a lot of comments such as ‘Tournament was unfair, because these monkeys from Africa run too fast.’ After this situation, a group of black people reported this to the police. Police found this people by IP number. The players who became the victims of hate speech decided to prosecute the offenders. The case got to the court.”

5. Ask participants to choose the role they want to play in the game. Give them time to prepare. Tell them that they will have 30 minutes to introduce their arguments and defended themselves in the court.

6. Debriefing.

- How did you feel in your role? Ask participants to draw their feelings and then explain them on the plenary.
- How was the process for you?
- Did you agreed with your group on any kind of a strategy? Have you changed it?
- Was it hard or easy for you to come to an agreement?
- Do you think your role had an impact/ influence on others or it was a neutral/passive one? Why?
- Do you think you have reached a solution to the problem?
- Do you think it was fair?
- Do you think it is a realistic situation?
- Have you ever been in this kind of situation and in which role from those we have played?
- Do you think your society/community you can find a lot of hate speech?
- What is the solution for it?
- Where do you think is the limit between hate speech and freedom speech?

Some practical considerations on Using Simulation Games*

* Intercultural Learning T-Kit # 4, Council of Europe and European Commission, November 2000

What are we talking about?

Games used to replicate and teach behavioural models and processes that employ the use of a human in a particular role, actual or simulated, are called simulation games - according to Shubik (1975). The simulation game experience is a model of reality in which the potential exists for players to test boundaries and discover facets of themselves they never knew before. The better the game design, the better players are able to connect simulated actions and decisions to their everyday experiences in order to build a knowledge base of behavioural skills. Also simulation games provide opportunities to practice new behaviours and attitudes in a non-threatening, non-judgemental setting. Simulations are a very powerful means of working with young people especially in an intercultural perspective to confront and address prejudices and stereotypes of other cultures.

Why do we use simulation exercises in intercultural learning?

Simulation games are practically designed to facilitate group development and understanding of differences. From a youth work perspective, simulation games trigger a co-operative atmosphere where young people feel confident to explore their full potentials and creativity - this does not necessarily take place in conventional classrooms.

There are several benefits to using simulation games to facilitate intercultural learning. First, players learn critical thinking skills that better prepare them to rationally plan future strategies as well as spontaneously realise the consequences of their decisions. Second, players also learn to apply the theories and models explored in the simulated situation to real-world situations. The simulation gaming process also provides players with an opportunity to practice real-world behaviours associated with competition, empathy, and communication in a simulated reality. Third, perhaps one of the most valuable benefits for interculturalists is that a simulated reality is a safer arena for many people to confront cultural differences.

Particularly when addressing some cultural issues of potential controversy, simulation games provide a safe place to explore dangerous questions such as religious beliefs, gender roles and gender equality in a more specific form. Fourthly, it can be an alternative method especially in a non-formal setting to impart knowledge to young people through experiential learning. Fifthly, it can be an effective way to motivate and empower young people when constructively used.

What to consider when using simulation games as a method?

Simulation as a learning method can have a greater impact when it is

- (a) accompanied by a maximum amount of emotional involvement
- (b) takes place within an environment of safety, and
- (c) is accompanied by adequate processing time and a clear summary providing a cognitive map for understanding the experience.

In other words, it should be an “integrative learning,” a holistic process of learning that focuses on learning from differences in content, point of view, and learning style within an open learning climate. Three points are particularly important to achieve this:

- 1) The dissemination of new ideas, principles, or concepts (defined as "content");
- 2) An opportunity to apply content in an experiential environment (defined as "experience");
- 3) Debriefing as to the result of actions taken and the relationship between performance at each stage of the simulation. What was the experience, what was learned and what can be made better relating to daily realities.

Structuring your simulation

There are many different ways of structuring a simulation game, indeed many different outcomes. The following elements are most common and particularly popular in intercultural youth work practices.

Setting: This includes the physical atmosphere, the group’s motivation and how well they are known to each other. It useful to note that the choice of the content determines the setting of the game.

Content and purpose: every game has a purpose and content. The facilitator must ensure this is clear and explicit to the players. In most cases the content and purpose reflects an everyday reality.

Rules: these are usually known as ground rules, they are particularly important to guide the communication and definition of roles. It is also a guide for the facilitator of the game.

Timing: a successful simulation game is determined by the time allowed from the preparation to the debriefing process. There should be enough time for the participants to become involved in the game and willing to participate in it. Simulation games last for days, others last for an hour or more. Timing of a game is determined by the content and purpose.

Enough time should also be given to participants to come out of their roles before a debriefing starts.

Simulation games can be used to:

- *Change attitudes*
- *Involve the class in active learning* – although the role players are the most involved in the role playing situation, the whole group is involved in active listening, posing questions and comments about what they observed, sharing their observations with the rest of the group. A sense of involvement and identification can develop even in those who are less verbally active.
- *Devise new teaching/learning perspectives*
- *Enhance critical thinking* – role playing is a teaching/learning method that is particularly helpful when interpersonal relationships and/or critical thinking are the focus of learning objectives. Role plays dramatize an event or situation that can bring forth the process of critical thinking (University of New Mexico College of Nursing, 2006).

- *Meet related learning objectives* – role playing should be selected as a learning experience when learning objectives dovetail with potential benefits.
- *Forecast decisions* – role playing is the preferred method for predicting decisions in situations in which a small number of people are involved, they are in conflicts that involve large changes in the situation, and for which little information exists about similar events. Five case studies showed that role playing is more accurate (56%) than expert opinion (16%) for predicting decision-making outcomes, and provide better information than traditional methods to predict the success of novice doctors (Armstrong, 2000).
- *Resolve conflict* – role playing can be used when conflict occurs in the classroom or real life (University of New Mexico College of Nursing, 2006). If a situation such as an argument between two learners arises spontaneously during class, the moderator can take the opportunity to have the two learners reverse roles and begin to understand the other’s viewpoint.
- *Encourage synthesis and evaluation of information* – role playing takes learners out of their chairs and helps them “learn by doing” (Lovecraft, Chapin, Parker, and Sadler, 2006).

Advantages and Disadvantages of Simulation Method

Advantages

- Allows an exploration of real life situations, social processes and behaviors in a relatively non threatening manner/ situation.
- It allows for the study of very complex social processes.
- It is entirely controlled by the learners’ pace.
- It involves activity and universal participation.

Disadvantages

- It requires that participants cooperate and internalize the roles.
- It is a difficult method and requires an experienced and skilled adult educator to conduct it.
- Mismatch of roles may lead to poor performances by the learners.
- Critical skills are needed to handle feelings generated in the process.

Components of Simulations Step-by-Step

To build effective simulations for any group or desired outcome, you need to remember main components of simulation games:

1. A simulation must be realistic. Many times, we want to accept a case study or role-play during training as a simulation. But the key aspect we want to examine is the realism of the simulation, something that is sometimes lost in cases and role-plays. A simulation must make use of current external and internal forces that will act on any decision made in real life. In fact, each simulation for each group and for each time period probably needs to be different. Are the needs of your organization the same as they were six months or a year ago? They probably are not, so your simulations should match. Be as realistic as possible in order to create the real world in a simulated and controlled environment.
2. A simulation should create the type of competition that will occur in real life. For example, every team member in a real situation wants to be the one

who comes up with the final solution. Your simulation should be built with that in mind. Along with competition, the simulation should create new thought patterns at every possible point. The idea behind the simulation is to open eyes and minds to doing things differently.

3. The combination of learning and dialogue that is focused on the issues at hand. For example, if the simulation is financial in nature, participants should be able to related to the learning and dialogue is the overall mission and strategy of the organization. These pieces should never be very far from a simulation.

4. Creation outcome-driven simulations. The final result of the simulation should not be a checkmark for getting through it. Quite the opposite, the outcome of the simulation should be evaluated against the real life situation

5. As the simulation is designed, remember that this is a different type of intervention from traditional training:

- a simulation should be driven by the participants and not by a moderator or instructor
- obviously the moderator must be in tune with timing and hours spent, but he or she should allow the participants as much leeway within those timeframes as possible to arrive at the simulation outcomes.
- moderators should coach but not teach and should allow users to drive the situation.

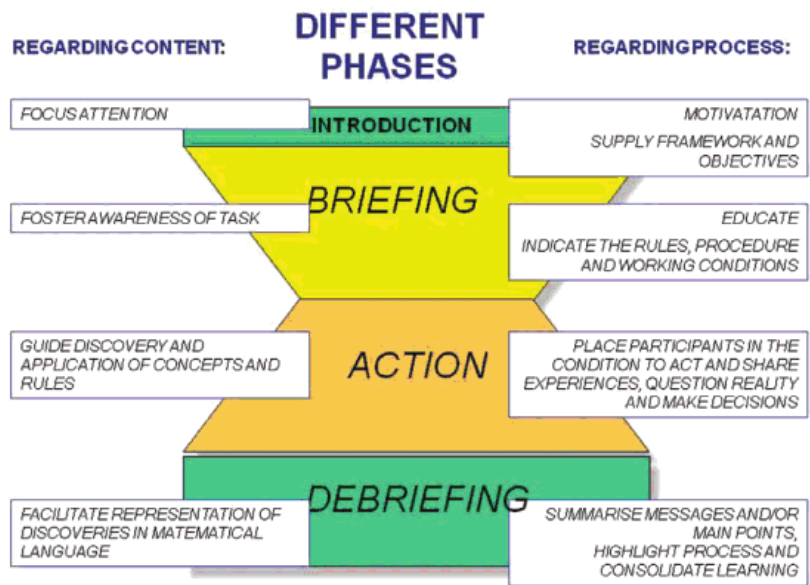
6. In terms of participants or users, a simulation should be targeted and not blanketed. This may seem like an obvious component, but sometimes an effective simulation carries the temptation to use it across the board.

7. A simulation should not only create a team environment within the classroom but should also create a network for use outside of the classroom. Simulation activities should focus on teamwork and identifying strengths for each team member. In addition, participants should understand how they communicated with each other effectively during the simulation in order to do it effectively in the real world. As each person goes back to the front lines, he or she should go with the confidence that the network is out there waiting to offer assistance and opinions.

Phases of Simulation

In a simulation game, a scenario is played out in a simulated environment and the learner, user is asked to make individual, or team based decisions on how to act in the simulations. Often multiple-choice alternatives are used and the scenario is played out following a branching tree based on which decisions the learner makes. Throughout or at certain intervals feedback is provided. These are similar to role-play simulations.

Although there are many ways to organize and direct simulation games, their procedural architecture is made up of five fundamental and indispensable phases: preparation, opening, briefing, running and debriefing.



Phase of Preparation:

Define objectives and ask questions

What topics or concepts should the exercise cover?

How much time is available to work on the exercise?

What will be expected of learners? (research, reports, presentations, or only inclass feedback?)

Will learners role-play in pairs or in front of the class?

Should a challenge or conflict element be introduced?

Choose context and roles

Decide on a problem related to the chosen topic(s) of study.

Choose a setting—make it realistic, but not necessarily real.

Consider materials needed.

Define each role player’s goals, characteristics, and what happens if the goals aren’t achieved.

Alternate approaches:

Assign learners to collect characters’ background information via research. For more advanced learners, provide the class with a role play demonstration, written steps to follow, and assign them to develop and implement the role play situation.

It is helpful at first to choose problem situations that are not too complex or threatening; this allows the moderator and learners to gain confidence and achieve success with the method.

The moderator may choose to present a particular problem situation, it may grow out of classroom, or a group of learners or the entire classroom group may volunteer to formulate a problem situation. Which of these is used depends on time constraints, the level of sophistication of the learners, and the learning objectives to be met. For example, if independent learning and peer collaboration are part of the learning objectives, the moderator would not choose the problem situation. Learners would be encouraged to become actively involved in choosing and detailing the problem situation.

Phase of Opening.

This initial phase is necessary for creating the relations, conditions and procedures of the game. During the opening phase, the desired aims are specified to the participants, and the type of activity in which they will take part is carefully described, explained and questions answered.

In this way, attention is focused on the rationale of the game and on the aims and roles assumed in the interaction. This phase is intended to stimulate participants' motivation also, where possible, by encouraging them to describe previous experiences of participation in games or similar activities.

These first pieces of information allow the participants to become familiar with the simulation game, and the moderator to clarify the rules. In other words, this is a phase in which a real educational contract takes place between the moderator and the participants, which should give rise to positive expectations of this undertaking. The clarification of the rules and representation of the roles should allow each of the participants to become fully involved in the action, the process, and relations within the group.

Phase of Briefing

In effect, this is the preparatory phase of the simulation game, during which the scenery, i.e. the simulated context, within which the participants will operate, is clarified, inviting the participants to work hard for the resolution of the problem situation at the core of the game.

In this phase the aims of the simulation are stated clearly and precisely, the context in which it takes place and its characteristics are described in detail, the groups are formed and the roles are allotted to each participant and instructions provided.

The informative phase can also include some test games to allow the participants to understand fully the simulation procedure, giving them a slow-motion run-through or rehearsal of the activities that will take place in the course of the simulation. In this circumstance, the moderator will explain the unfolding of events, phase after phase, and will try and answer all the questions that may arise on the rules, times and so on. The trial run is not always necessary but, if it does not take place, the moderators need to be ready to deal with any confusion that may arise later on in the first session.

Phase of Action**Begin the simulation**

Participants get the opportunity to practice their knowledge and skills by playing the game and reflecting on the possible consequences of these changes.

Permanent contact with the participants is advisable, as well as keeping the training going to maintain a positive atmosphere and to secure that the participants feel engaged.

Timing and Ending a Simulation

Sufficient time must be allowed for adequate coverage of the situation. The moderator sees to it that everyone moves into their roles at the same time; learners, who talk as themselves, rather than in their assigned roles, can destroy the mood of the action. The moderator also encourages role players to stay in their roles and suggests an approximate time to play out the scenario. The moderator will step in and stop interaction if the pertinent concepts have been demonstrated.

The simulation should not go on overly long. A simulation should be cut when:

1. Enough behavior has been exhibited to provide for appropriate discussion and class analysis.
2. The class can speculate about what would happen if the action were continued.
3. There is a natural closing, such as the end of an interview.
4. The learners reach an impasse because they have been miscast or not adequately briefed.

Phase of Debriefing

Each of the participants is given a possibility to present and compare their results from the game with the results of others. The participants are encouraged to present their results to others. The moderator should continually look for new ways of enriching the discussions and to help the participants to find the connection between the game results and the problems in real world. The quality of this group discussion plays a relevant role in the training, as it will affect the participants' transfer of knowledge and skills into the real world.

Debriefing is the most important part of the simulation/gaming experience (Crookall, 1995). We all learn from experience, but without reflecting on this experience the learning potential may be lost. Simulation gaming needs to be seen as contrived experiences in the learning cycle, which require special attention at the stages of reflection and generalization (Jaques, 1995).

Thiagarajan (1995) lists six phases of debriefing, presented as a flexible suggestion and not as rigid requirements:

1. How do you feel? Gives the participants an opportunity to get some of their strong feelings about the simulation game off their chest.
2. What happened? Makes it possible for the participants to compare and to contrast participant recollections and to draw some general conclusions during the next phase.
3. What did you learn? Encourage the generation and testing of different hypotheses. Ask the participants to come up with general principles Van Ments (1996) notes that the aim of debriefing is to: deal with factual errors and to tie up loose ends (including scoring); draw out general conclusions about the session; and deduce general lessons which can be extrapolated to the real world. Furthermore, the participants should not be allowed to conclude what was learned without receiving feedback (Gentry, 1990). The participants need to articulate their perception of what was learned, and the instructor needs to put things into a broader perspective. Gentry also expresses that process feedback is much more valuable than outcome feedback. As games are less-than-perfect representations of the real world, it should be the decision process used that needs to be applauded or critiqued, not the gaming outcome.

Summary

At the end of the discussion, the moderator helps the group to summarize what was learned from the simulation and to reach that can be applied to similar interactions.

Follow-up

After the conclusion made after the simulation the moderator can plan the activities for the follow-up of the simulation.

Tips for Evaluation of Simulation

Now that you've decided to use simulations in your programs, let's look at some

best practices for evaluating simulation results.

A well-designed simulation will only be effective if you are able to evaluate the results – and pass those results on to the participants. As we’ve discussed, immediate feedback is a benefit of simulations, so the evaluation of final outcomes should be fairly immediate so that participants can quickly apply what they’ve learned. Let’s discuss some ways to create simulation evaluations in a way that makes them useful to both the organization and the participants.

1. The first step in creating effective simulation evaluations is to look closely at the delivery method.

Case study simulations should be based on the outcomes and, like all of the other simulations, on the consequences of wrong actions. For any simulation, whether complex or not, take the time to list the desired outcomes. No matter what the topic of the simulation, the evaluation has to start with the desired outcomes. Reaching a successful outcome is one aspect of simulation, but participants should also know if they have taken the preferred steps for those outcomes. The preferred steps should coincide with applicable laws, natural phenomenon, organizational procedures, and even organizational culture.

Not only is it necessary to examine the preferred steps for evaluation, it is also necessary to look at the consequences for wrong actions. One way to design this part of the evaluation is through the use of a decision tree that maps out the right steps, the wrong steps, and the consequences. Consequences for wrong steps are a big part of simulation; because they help the participants learn and apply knowledge to the situation. With that in mind, remember to explain consequences in terms that are correlated with the simulation. The ability to compare right steps with wrong steps using the same units is invaluable in application. Along these lines, though, be sure to have moderators point out correct thought processes even if the eventual step is incorrect. This may be especially true in group simulations, where some group members wanted to take the correct step or process.

2. If a group is involved, be sure to evaluate how well the group worked together as well as the contributions of individual members.

3. Here is one final tip on evaluation: if the simulation has multiple parts, be sure to create an evaluation for each part.

Simulation Development Worksheet

Step 1. Define objectives and ask questions

1. What topics or concepts should the simulation cover?
2. Group size
3. Time frames
4. Objectives

Step 2. Choose context and roles

1. Decide on a problem related to a certain topic
2. Choose a setting (make it realistic but not necessarily real)
3. Materials needed
4. Role Players' profiles: Define each role players' goals and characteristics and what happens if the goals aren't achieved

Step 3.

1. Game scenario (legend)
2. Game phases with time frames (Matrix of the game)
3. General instructions of the game

Step 4.

Debriefing and Evaluation (Prepare questions to debriefing)

Feelings

Process

Results

Transfer to reality