



Erasmus+



JUGEND
für Europa

THE GAME THEORY

TRAINING COURSE ON ANALYZING AND DESIGNING EDUCATIONAL GAMES

8-15 OCTOBER, 2016

MISAKTSIELI (GEORGIA)



BILDEN UND
BEGEGNEN MIT
HOCH³

DESCRIPTION OF THE PROJECT

The Game Theory was a 7-day training course aiming to increase the quality of youth work by giving the youth workers tools for creating high quality educational games in the framework of non-formal education and involving young people into the game-creation process.

The training course brought together 33 participants from 11 countries in Misaktsieli (Georgia) during the period 08-15th of October, 2016 to create large roleplaying/simulation games that can be used in youth work.

OUR OBJECTIVES

- To enrich the variety of methods and activities used in their work by youth workers;
- To share a framework for creating educational and experiential games;
- To give participants tools for mapping and identifying needs of their target group;
- To discuss the topic of a game and promote it as an educational tool;
- To create a set of educational games in the frame of nonformal learning;
- To share gaming practices for inclusion and entrepreneurial attitude.
- To give participants tools for a creative approach of the topic of youth work;
- To find suitable ways of using creative methods for working with young people;
- To create a game compilation booklet and an online resource, that will be accessible not only for the partner organizations of this project, but for the wider spectrum of stake holders;
- To give tools of involving youngsters into the gamecreation process;
- To empower youth workers/youth leaders to take creative action with young people.



THE HOSTING ORGANIZATION

DRONI is a non-governmental organization with the mission of promoting the establishment of a modern, healthy, inclusive and educated society. The organisation aims to support young people's physical, spiritual and educational development and to create educational initiatives developing young people's competences in the field of civil society, conflict resolution, human rights and peace-building and to promote intercultural relations in Georgian society.

Youth Association Droni was established on the basis of the international organisation Academy for Educational Development in 2003 by young people with 4-5 years working experience in the NGO sector. The organisation works mainly in the educational field on local and international level with different target groups (children, youth, students, teachers, refugees).

THE APPLICANT ORGANIZATION

Hoch3 is a non-governmental organization based in Potsdam (Germany). As a diverse team of permanent pedagogical and non-pedagogical employees, freelancers, international visiting scholars and volunteers, they provide a platform for socially relevant issues and exchange.

The organisation focuses its work on civic education for youth and adults and on international youth exchanges and their aim is to stimulate political and civic participation, contribute to gender justice and facilitate positive experiences with a diverse society. By offering different educational events based on non-formal learning.





CREATED GAMES

1. LOST IN CLEOPATRA'S TOMB

- **AUTHORS:** Artur, Milena, Karen, Pablo, Paula, Olga, Thomas.
- **LEARNING TOPICS:** Teambuilding, communication skills, time-pressure management.
- **AIM:** To facilitate teamwork and promote clear communication in teams amongst students aged 18 and above. The game is better played within a group of people that does not know each other before playing.
- **PREPARATION:** Approximately 1.5 hours
- **GAME DURATION:** 2 hours
- **GROUP SIZE:** 24 participants (4 groups x 6 pax).
- **PARTICIPANTS' AGE:** 16+
- **SETTING:** At least 6 rooms (indoor and outdoor spaces).
The game is ideally played after sunset.
- **MATERIALS:** Costumes for the facilitators, candles, 4 objects to be hidden, 4 maps to be hidden, speakers, a whistle, music and sounds.
- **FACILITATORS REQUIRED:** Minimum 7.

TRAILER

The game takes place in ancient Egypt. A group of explorers gets lost on their way into Cleopatra's tomb. They discover the tomb, but in the process they trigger an ancient trap that poisons them all. In order to cure themselves, they have to find the cure that is hidden somewhere in the surroundings of the Pyramid. The game is a puzzle, dividing the explorers into 4 teams: The Archeologists, The Professors, The Doctors, and The Warriors. Each of the teams will have separate missions that they have to fulfill in order to get closer to finding the cure. In the end. Hopefully they will realize that the real cure for their illness is the Team Spirit.



STEP-BY-STEP DESCRIPTION

ROLES OF FACILITATORS:

- Storyteller x1 (Introduction of game + delivering the story)
- Guards x4 (one for guiding each individual team)
- Additional facilitators x2 (one is needed for the auditory task, one is needed for the physical task)

OVERVIEW OF GAME:

Each one of the four teams is followed by a guard that will present to them a series of challenges and one main task. After completing their main task, each team receives a map of the surrounding area and a riddle or clue that will help the team find the location of an object. Four objects exist in the game: Rose leaves inside a small bottle, a small bottle of milk, a small bottle of wine, and lastly a small bottle of sand.

When the object has been found, the guard will escort the team back to the starting location where they will meet up with the rest of the teams. When the four teams are together, they are challenged to complete one last task together. They have 5 minutes to finish the task. If they fail, the game proceeds to the losing scenario, if they win, the winning scenario is presented.

This leads to the following structure that must be followed by each of the four teams:

1. Introduction (15 min)
2. Initial riddle to find location for main task (15 min)
3. Main task (1 hour)
4. Map and riddle in order to find object (10 min)
 - > If other teams are still working on their main task: go to additional task
 - > If other teams are already done or just about to be: go to starting location
5. Meet at starting location with the rest of the teams to solve last task (10 min)
 - > If successful: present the winning scenario
 - > If not successful: present losing scenario
6. Ending scenario (10 min)



BEGINNING OF THE GAME

- All participants are gathered somewhere that is not associated with the game area. Here the storyteller (dressed as a local Egyptian) will deliver the initial background story (*).
- The storyteller will then take the group and direct it to another room (The Tomb) where the game will begin. It is important that the storyteller tells the participants to be silent when entering the first room, since a lot of the entertainment value in the game depends on delivering and maintaining the right atmosphere.



INTRODUCTION

- The storyteller gathers all participants in the first room (The Tomb), which is ideally a dimly lit room (like a basement) with 4 facilitators in each corner dressed as Egyptian palace guards. Each guard stands silently by a poster showing a different Egyptian symbol (4 symbols).
- In the center of the room there are 24 pieces of paper arranged in the shape of a circle (one for each participant) with an Egyptian symbol on one side up and one of the four professions on the other side. The storyteller tells the participants to gather in a circle in front of the papers and he/she delivers the intro story (*). When it finishes, the participants are told to pick up a piece of paper each from the floor.
- The whole group should now be divided into four teams depending on their profession. Participants with identical profession will also have identical symbols on their piece of paper. Each symbol of the four professions corresponds to the symbols on the posters next to the four guards. The group will now have been divided into four teams, one in each corner, each team having their own personal guard. There will now be one team solely consisting of Doctors, one of Professors, one of Warriors, and one of Archeologist.

GUARDS

- Each guard will present to his/her teams a brief story on their profession and their upcoming task (*). The guard then delivers the riddle that cues a location somewhere on the area.
- The guard will follow the team around and only react when they reach the correct location. If the team is completely lost, the guard can give a hint on how to solve the riddle.
- Each of the four guards will have each their own riddle that must be solved in order for each team to know where to go.



- Whenever a team finishes their main task and find their object two possible scenarios can happen depending on how early/late they are in relation to the other groups: 1. If a team finishes on time, they are taken back to the starting location; 2. If a group finishes way earlier than the other groups they will have to be busy with some additional task in order not to stay idle for too long. This could be a riddle, a story that the guard tells them, an additional task or some mindless activity. When it is time, the task will end and the guard will take the team back to the starting location.

ENDING

- When entering the starting location again, the teams are told to keep silent. Like in the beginning of the game, the room is dimly lit. Each guard returns to their respective corner like in the beginning. When all four teams are present, the storyteller will continue the story (*).
- A spotlight brings then the attention of the whole group to a table while the sound of a ticking clock starts playing to emphasize that time is running out. On the table, there will be four circles with the four Egyptian symbols from each team as well as a bowl that represents the cure that the four teams have been looking for. It is now up to the group to realize that they must mix the ingredients from each of the four objects they have collected into the bowl in order to create the cure.

- Winning scenario:

The storyteller tells the group how they managed to work together in order to collect four magical objects that when combined could cure the poison they received in the beginning. The storyteller describes how the team succeed in escaping the dangerous tomb and now have a full life to live and perhaps some more tombs to explore. Important to emphasize that the group only succeeded by working together across the four teams.

- Losing scenario:

The ticking of the clock stops and a facilitator plays a sound of an explosion and rock crumbling. This is supposed to represent the event that one of the explorers snapped because of the illness and in an attempt to end the suffering he detonated his explosive tomb explorer equipment, which has the consequence of caving them all in (*).



LEGEND OF THE GAME:

- Phones are not allowed
- Participants are generally kept away from each other when they are working in their four different groups. Talking to the other groups is not prohibited, though.

QUESTIONS FOR DISCUSSION:

This debriefing is supposed to take approximately 15-20 minutes and it should emphasize the teamwork aspects of the game. Since the four teams didn't work together the whole time, the debriefing will start off with a brief resume from each team on what they just experienced.

- Question 1: What did you just do? Explain what happened during the game. One from each team. This shouldn't take too long but helps to get everyone on track of what content was actually in the game.
- Question 2: What were your feelings like during the game? Did you enjoy it? Did you feel frustrated, or competent? This question should enable people to vent their feelings and experiences about the game. A follow up question could make the participants elaborate on their feelings towards working within their team.
- Question 3: What do you think was the meaning of this game? What's the educational purpose?
- Question 4: How was the teamwork in each team?
- Question 5: Did you all feel like you were a valuable part of the team? That you contributed to the progression of the tasks?
- Question 6: How was the communication in team during the different tasks? Did it work well in the stressful situations?
- Question 7: What kinds of real world situations does the situations in the game translate to?
- Question 8: What kind of skills or valuable experience can you receive from this game?



You will find the introductory story, the storyteller interventions and the description and procedure of each main task clicking on this link.



2. STRAIGHT OUTTA CAMPTON

- **AUTHORS:** Carlos, Catalina, Eusebiu, Mariam, Redouan
- **LEARNING TOPICS:** Creativity, teambuilding.
- **AIM:**
 - To enhance collective creativity.
 - To become more conscience of the value of different creative talents within groups.
 - To widen participants' perspective of a particular situation and to promote the exploration of creative solutions.
 - To empower young people to see the chances within a hard and non-stimulating environment
 - To define concrete actions to be more creative in participants' lives and commit to carry them out.
- **PREPARATION:** 2 hours
- **GAME DURATION:** 40 min game + 10 min debriefing
- **GROUP SIZE:** 25 - 30 participants
- **PARTICIPANTS' AGE:** 16 - 30 y.o.
- **SETTING:** Indoor and outdoor is both possible; one big space for 30 people to move freely.
- **MATERIALS:** Flip-chart, speaker, computer or phone with rap/hiphop music (suggestion: Tupac Shakur, NWA, Dr. Dre), puzzles with positive pictures or rolemodels, big tape (3 rolls), small tape to stick the puzzlepieces on walls, floors or ceilings, small paper/post-its, printer with color or black-white with colorpaper, notebooks, pens, chairs as obstacles and chairs for the mimicking game.



STEP-BY-STEP DESCRIPTION:

SET UP OF THE SPACE

Level 1

A big space for 30 people to move around freely. Spread the 30 puzzle-pieces around the room and stick them to the walls, floor and ceiling. A speaker playing rap/hiphop music (suggestion: N.W.A. / TC168 or Ice cube).

Level 2

Chairs in a U position (three U shapes for three groups). All of them are pointing at the same direction and not to each other, to prevent distraction. The amount of seats is as much as the amount of participants. A speaker (low volume) playing rap/hiphop music (suggestion: Simple hiphop beats).

Level 3

The last group (third) will change the position of their chairs facing the two groups who are stand on the opposite of each other. A speaker playing rap/hiphop music (suggestion: Snoop Dogg - Still - karaoke).

In the front of the room (most visible place) there will be a flip-chart with the rules.



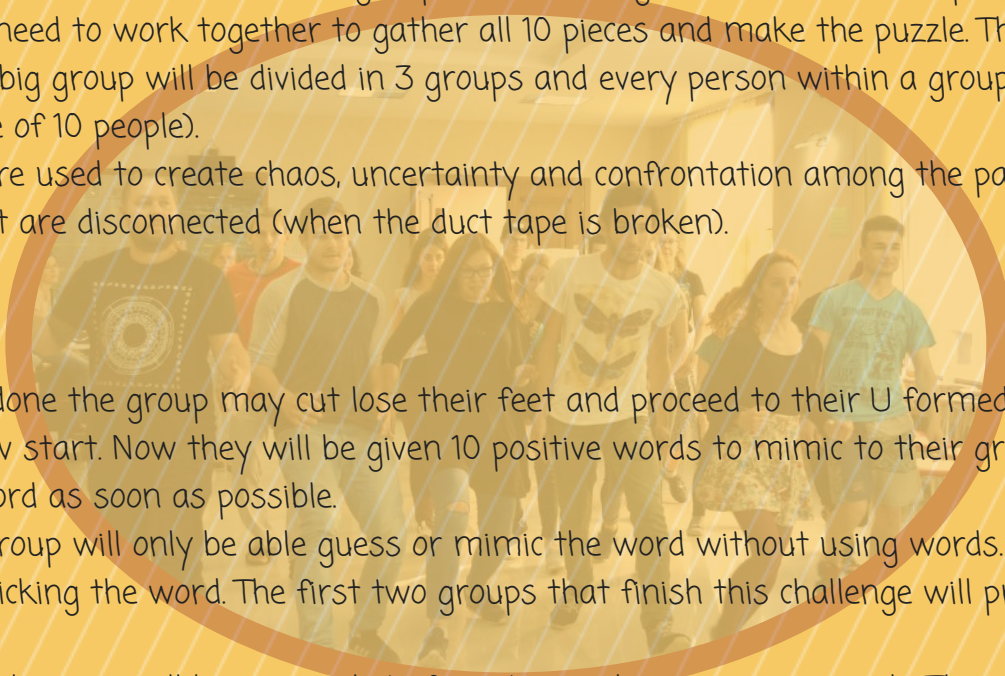
TRAILER

This game puts the participants in an uncertain scenario. They leave their own sense of reality and start facing an unknown and not-easy-to-understand situation: growing up in a ghetto neighborhood and ending up in jail. From there on they can only rise within their social status. The group will be divided in groups and be chained to each other. In order to get out of jail they need to show their ability to teamwork, communicate and think together at a fast pace. You can expect stress, complaints and people that will try to break free. Each group will be motivated by a great role model whom has the same background and tough youth. After they find their role model they will leave jail and try to fit in society and education. The groups will get their own space to understand positive thinking and increase their team bonding. To keep the suspense, only two groups will survive the battle. The final battle will challenge them to think together creatively and finalize their rap-lyrics. These lyrics will be presented to the third group, visualizing the empowerment and motivation of the youth that is still exposed to bad influences of the neighborhood.



GAME (45 MINUTES)

- From the moment when the participants enter in the room, the facilitators will not speak. There is a sign on the ground: that tells the participants to not cross the shown line (i.e. the space where all the pieces are lying around).
- When all the participants are in the room the game-facilitator will tell the participants that they are all citizens from a hard and tough neighborhood: Campton. The bad influences around them have stimulated them to enter the crime world. However, after being caught they ended up being in prison.
- In prison, they will be chained to each other in groups and will be given a role model to pursue. That is: one puzzle piece of a 10-piece puzzle. They will need to work together to gather all 10 pieces and make the puzzle. The faster they finish, the earlier they may start level 2. The big group will be divided in 3 groups and every person within a group will be chained by the feet to each other (making one line of 10 people).
- The first 10 minutes are used to create chaos, uncertainty and confrontation among the participants. Facilitators will help the groups when their feet are disconnected (when the duct tape is broken).
- When the puzzle is done the group may cut lose their feet and proceed to their U formed chairs. They are free from prison and have a fresh new start. Now they will be given 10 positive words to mimic to their group. The people from their group need to guess the word as soon as possible.
- Each person of the group will only be able guess or mimic the word without using words. Every round there should be another person mimicking the word. The first two groups that finish this challenge will proceed to the final battle: The Rap Battle.
- In the final battle, each group will be given a list of positive and empowering words. They will need to work together to form a rap with those words within 10 minutes. They may use rhymes and double meanings.
- The group that finished last during level 2 will have a special task. They are the jury members that will choose the group that has won. They will be given rules and points to look for during the rap battle. Therefore they should prepare among their selves when the other two groups are busy creating the rap-lyrics.
- When the 10 minutes of creating pass the 2 groups will need to stand opposing each other. A coin will be tossed by the game-facilitator determining which group may start first.



- The battle will start and after one rap the jury will show their opinion by holding a mark (7,8,9 or 10) for how awesome the rap was. Then the second group will rap and afterwards be judged by the jury.
- When the winners are celebrated, the game will be put to an end with a graduation party! Every person that has participated will be called to the front. They will be given a nice diploma of the Association of Gangsters. With their own thug life picture and their own rapper nickname.

LEGEND OF THE GAME:

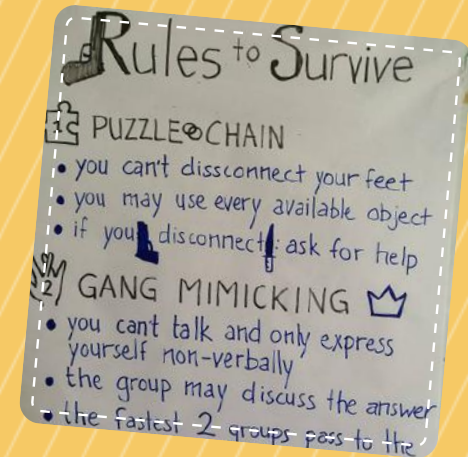
Rules:

GANG-CHAIN:

1. You may not disconnect yourselves.
2. You need to find all 10 puzzle pieces and form 1 puzzle
3. Ask for help when your feet are disconnected

QUESTIONS FOR DISCUSSION:

- How do you feel after this game? Explain in one word. The whole group will answer (going clockwise).
- Do you want to share your feeling with the group?
- What do you think was nice about the creative game?
- Do you have any think you want to notify?



3. SHOKKIN LIFE LINE

- **AUTHORS:** Aleksandra, Irakli, Elena, Maria, Alex
- **LEARNING TOPICS:** Personal development, decision-making.
- **AIM:** To reach your life goals through making decisions, choices and priorities.
- **PREPARATION:** 5-10 min
- **GAME DURATION:** 45 min-1 hour
- **GROUP SIZE:** 2-10 participants
- **PARTICIPANTS' AGE:** 16+
- **SETTING:** indoor/outdoor (boardgame)
- **MATERIALS:** cards and blank tables (see links below)



TRAILER

Imagine you are in the train which brings you to the moment when you decide how to live, what choices to make. Here and now you are the only one who decides your future. What is more important, family or work? For someone maybe education and money. Somebody prefers leisure time. Do you want to have your own big house or maybe just a small rented flat? Is it possible to reach what you really want? Some unexpected moments can influence your life... How will you deal with that? Are you ready to give something for your happy future? Now is the time to start your life from zero and to build it up until you become 50 years old.



Printable game table

Printable game cards

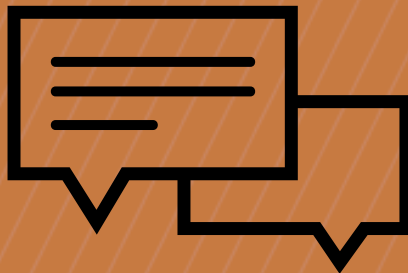
STEP-BY-STEP DESCRIPTION:

STRUCTURE OF THE GAME

1. The facilitator gives deck of cards to players.
2. Storytelling of the trailer.
3. Explanation of rules of the game.
4. After the game ends, debriefing and guided discussion.

CARD TYPES:

1. Family (its needed for updating your level of family according to the table).
2. Work (its needed for updating your level of work according to the table).
3. Education (its needed for updating your level of education according to the table).
4. Money (its needed for updating your level of money according to the table).
5. Leisure (its needed for updating your level of leisure according to the table).
6. House (its needed for updating your level of house according to the table).
7. Bonus cards (no need to change it).
8. Block cards (alcohol addiction, drug addiction, lover, credit, jail, treatment).
9. Chance cards (give one card on your choice to the player on your left; give one card on your choice to the player on your right; take one card on your choice from random player).



LIFE LINE
YOU START YOUR LIFE
WITH BASIC SOURCE
CARDS ONE BY
THE DECK TO
FE;
UNT
6

RULES

- You can change your card according to topics written on the card (family, work, education, money, leisure, house).
- You don't need to change bonus cards.
- You cannot ignore block cards. If you take the block card you need to put it back to the deck with one of your cards according to topics. If you took chance card just follow the rules written on card.
- At the beginning of game every player has 6 basic cards which are no bonus cards (family, work, education, money, leisure, house). All of those cards covering basic level of the table according to the topic.
- It is up to the group to decide who starts, then the game goes clockwise.
- The first player takes one card from the deck and makes a decision according to the card type: to change it, to put it back to the deck, to give one of his cards to another player or to take card from random player, to get rid of one card which can be taken by block cards. At the end of game every player should fill the field of the topics of the table maximally according to his/her priorities.

QUESTIONS FOR DISCUSSION:

1. What is this game about?
2. How did the final combination mirror your goal? Your priorities?
3. How did you manage to reach your priorities?
4. What are the similarities between this game and real life?
5. What could you take from this game to your real/future life?

4. TABULA RASA

- **AUTHORS:** Catarina, Mikkel, Guji, Khadija, Marte, Gio, Mihaela
- **LEARNING TOPICS:** Personal development, group development, values, identity
- **AIM:** This game is created for youngsters who need to be more secure about their values, their future choices and about how to achieve a group aim.
- **PREPARATION:** 30 minutes
- **GAME DURATION:** 45 min for negotiating + 20-30 min for reflection
- **GROUP SIZE:** Minimum 16 people
- **PARTICIPANTS' AGE:** 18+
- **SETTING:** Two rooms or one big room that can be separated into two parts.
- **MATERIALS:** Cards with mission and identity characteristics.
Max 2*15 cards., chairs for everyone, peaker system, music, decorations (candles, paperclouds, etc.), pens.



Identity cards

Dream guide/music plan

TRAILER

Through guided meditation, the players will enter a new society, Tabula Rasa, where they must choose the values of the community based on their own. During the game they will use their cards, complete their given mission by discussing/debating it with the whole group. Some of the missions are contradictory, that's why choosing what is important for the society will not be an easy task. After the time is up, they are "waking up" in the real world again and they can reflect on what happened during the game and how they felt.

STEP-BY-STEP DESCRIPTION:

- Participants are led into the room by the facilitators. There is music playing, and they sit down in a circle of chairs with their backs against each other. When everyone is seated and quiet, the facilitator with the speaking role will begin the game. There are some facilitators who are insiders in the game, and some who are observing. They will have different observations about the game for the reflection round in the end.
- With their eyes closed, they are told the story of the game. They wake up in an empty world, and their personalities are gone. The facilitators have given them one card each when their eyes were closed, and on the cards there is a mission and their given identity characteristics. They now have to create their community by negotiating with each other while trying to complete their missions. Each person needs six agreements to fulfill their mission. The participants figure out themselves how to reach the agreement.



- Participants will have 45 minutes for negotiating. When a bell sound is heard, they have ten minutes left to complete their missions. Whether the missions are completed or not, they pass through the door to the real world, they sit on their chair again and wake up while the speaking facilitator reads out the scenario. The facilitators are free to shorten or prolong the game.
- After the game, there will be 20-30 minutes for reflection about what happened during the game.

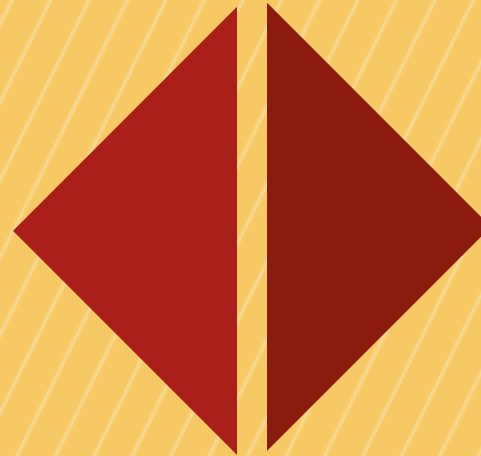


LEGEND OF THE GAME:

Participants imagine that they come home after a long day. They sit in a chair and fall asleep. Here they are guided through a dream scenario where their identity is taken from them. When they wake up, they are on the island of Tabula Rasa, and they are aware that all people are in the same state as them. In their lap there is a card on which is written a mission and two values. The values now constitute the base of their identity. They are also given a mission each, they must try to implement before the time is up. Along the entire group they must complete at least 6 missions to get back to their old life. The time is marked with a Tibita bell. Guide voice and the music helps set a mood.

QUESTIONS FOR DISCUSSION:

- What happened during the game?
- Did you experience any contradicting values you had to compromise on? Why?
- Did you detect any personal or group development during the game?
- How did you promote your mission? And how did the others react upon it?
- Do you think you could fit in to this community in real life? Why, why not?
- Did you identify with your mission? Why, why not?



5. MAKE IT TO THE HOLIDAY



- **AUTHORS:** Veronika, Filip, Katarína, Vivienne, Lela
- **LEARNING TOPICS:** human rights, inequality, discrimination, social roles, minorities
- **AIM:** to increase the prevention and awareness of discrimination and inequality phenomena.
- **PREPARATION:** material preparation: up to one hour. Before the game: 30 min
- **GAME DURATION:** 45 min - 1 hour (also possible to extend the game to a few hours) + 30-45 min debriefing
- **GROUP SIZE:** unlimited (min 15 participants)
- **PARTICIPANTS' AGE:** 16+
- **SETTING:** preferably an outdoor area, plenary room for debriefing
- **MATERIALS:** game rules written on a flipchart board, (a speaker), energy (ID) cards, tape, coins (enough for each participant), pens, dice (at least 5), balls, a bucket, signs with the type of activity + rules for each activity (power plant, transportation, construction works), tickets (less than the number of participants), cups, drinks (juice, water), a bell (or different instrument for signaling the weekend).
- **FACILITATORS REQUIRED:** minimum 5



STEP-BY-STEP DESCRIPTION:

- The facilitators need about 20-30 min to prepare the game. They need to write the rules on the board, find good spots for the activities and arrange it in the outdoor area, prepare the circle with chairs in the plenary room, stick the energy cards under the chairs with the tape and prepare tables for the weekend.
- The Game starts in a room, participants come and sit down on chairs in the circle while music is playing.
- One of the facilitators start with the story telling (view link)



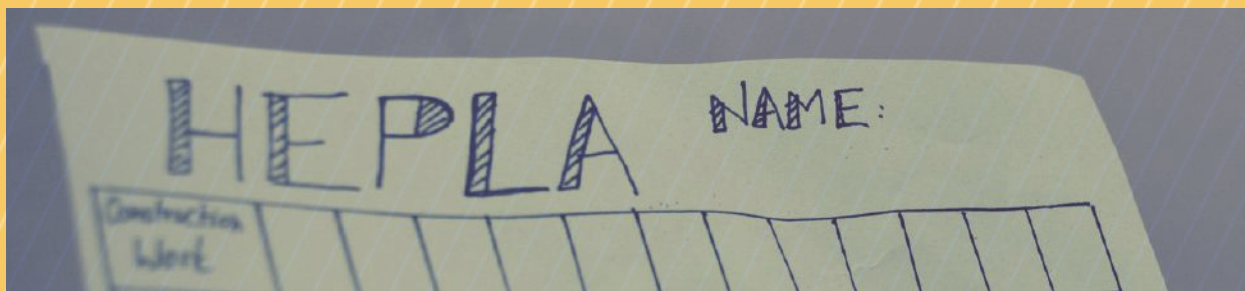
Presentation story and game rules

Then one of the facilitators describes the rules, other facilitators go to their activity spots and the game starts. The participants need to get the first signature for their energy cards and then they can visit activities in random order, it's not necessary for a tribe to move together. They can get another signature for the next working day only after completing all three tasks.

All the facilitators can show different types of behaviour towards the participants - for example Grogans can be treated with esteem and respect, the rules can be even more benevolent for them (e. g. if they don't throw a ball into the bucket, they can get their money anyway, they can complete the activities before the others), and Mewis have the weakest position in the imaginary society.

TRAILER

The game is focused on human rights topic. It's set on an imaginary planet where three tribes live side by side. The game consists of introduction to the planet life: "working time" when participants need to complete simple tasks and "weekends" when participants can socialize and find a strategy on how to buy a ticket for a holiday. However, each of the three tribes has different rules of "work" and some of them need to try harder than the others. During the game participants certainly notice some kind of inequality and it's up to them how they will deal with it - it may have form of sharing the money within or outside the tribe, stealing or arguing, revolution.... To give participants enough time to express and share the experience after the game is very important.



The facilitators are waiting for participants on the activity spots:

- **POWER PLANT:** the participants are creating electrical energy for the city by standing on one leg, time for each group is different: Grogans - 10 sec, Mewis and Heplas 40 sec. after completing the activity they receive the signature on energy card and money.
- **CONSTRUCTION WORKS:** the participants need to reach certain number of points by rolling the dice. Different rules for each tribe: Grogans need to reach 20 points with 3 dice, Heplas 50 points with 1 dice and Mewis 20 points with one dice.
- **TRANSPORTATION:** The participants need to throw a ball into the bucket. The bucket shouldn't be placed too far because some participants have only one try per day. For Grogans and Heplas is the line for throwing the ball the same, for Mewis a little farther.

After participants completed a few working days (the number of days depends on the length of the game, distance of activity spots and number of participants) the first weekend comes. One of the facilitators introduces the weekend with these words: "It's weekend. It's time for a drink and some socializing. For every group (Grogans, Heplas, Mewis) there is a table. When the bell rings again, it's time to work again. Enjoy the weekend."

The aim of the weekend is to find a strategy how to buy tickets as soon as possible. Interaction between groups is also possible. The juice is served for Grogans, water for Mewis and Heplas. The groups get as much time as needed. Then they go back to work. The prices of the holiday tickets can double after the weekend to lengthen the game if the participants already have enough money to buy it soon. Another weekend can follow later depending on the social situation and interaction between the groups. The price of tickets can increase during the game again, but it still needs to be reachable at least for some of the planet's inhabitants. The game is finished after the ticket office run out of tickets.

BASIC RULES:

- Sign your ID card and stick it on a visible place
- There are 3 working spots: (eg. The yard, next to the pool and next to the plenary room)
- At the beginning of each working day you need to get a signature on your energy card in the Club
- You'll individually visit all three of them, complete the tasks and collect coins
- The order of activities is not important
- Your aim is to collect enough points to buy a ticket for a holiday in paradise

QUESTIONS FOR DISCUSSION



1. Review of the process of the game itself:
 - What happened during the game? What were the rules?
 - How did you feel during the process?
 - How did it feel to receive more (or less) than other workers, be disadvantaged or privileged?
 - Why did some people receive more (or less) than others? What were the criteria?
 - How did it feel to get more/to have easier job than the others? How did it feel to get less/have harder job than others?
 - What were the reactions and strategies of those who were privileged/discriminated?
2. Talk about the specific cases and reasons for discrimination/inequality:
 - How does the situation in this game reflect the reality you live in?
 - Does this sort of discrimination happen in places of work in your country or community?
 - Who are the groups that might be privileged/discriminated in your countries or communities? Why?
 - What does the discrimination or privileging of these groups lead to?
3. Talk about ideas for actions:
 - What can be done in reality to challenge such cases of discrimination?
 - What is done by the individuals or states?
 - What should be done?

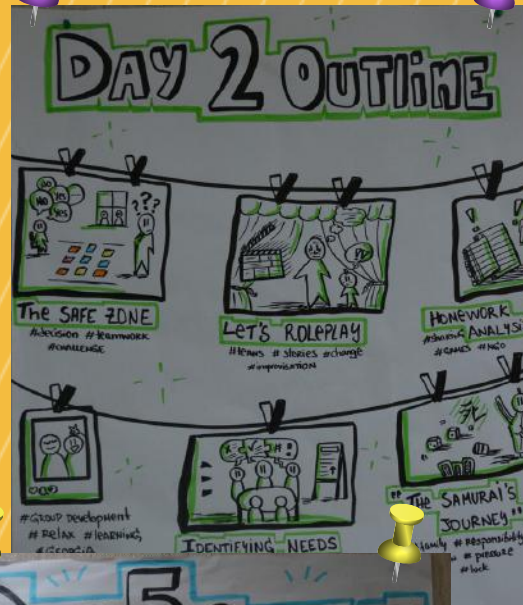


IDEAS FOR FOLLOW-UP AND VARIATIONS

This activity can be used as a opening for theoretical inputs on Discrimination, Hate Speech (Roles in hate), Galtung theory of violence (Direct - Cultural - Structural violence), discussion on non-violent actions etc. The game can be also used for discussing other topics, such as social entrepreneurship.



VISUAL FACILITATION



DAY 4 Outline





Erasmus+



JUGEND
für Europa

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Youth Association



DRONI

DESIGN: OLALLA GONZÁLEZ

BILDEN UND
BEGEGNEN MIT
HOCH³