

Guidelines on the Simulation game

Hashtag #

as a tool in working with
young people

**Developed by the consortium of the partners
of the Erasmus+ «Hashtag #»
2018-3-DE04-KA205-017106**

Contenus

9

Introduction

13

1 - General concept of working with young people

21

2 - Short introduction to the topic

2.1 - Democracy

23

2.2 - Radicalization

25

2.3 - Critical thinking

27

2.4 - Decision-making

28

2.5 - Against radicalism and extremism in favor of democratic pedagogy

33

3 - Simulation games as a tool in working with young people

39

4 - Specification of the preconditions for the simulation game

4.1 - Aim

4.2 - Learning benefits

40

4.3 - Education goal

4.4 - Actors

42

4.5 - Limitations

4.6 - Time-frame

43

4.7 - Resources needed

47

5 - Implementation of Simulation game - Step by step

5.1 - Preparation phase

5.2 - Implementation phase

48

5.2.1 - Moderation and execution of the simulation game

49

5.2.2 - Debriefing as an added value of the activity

Contenus

54

5.2.3 - Evaluation of the event

56

5.3 - Follow-up of the events

61

**6 - Variations of Hashtag#
information about project and
partners**

65

**7 - Information about
project and partners**

73

8 - References

77

**Annex 1 - Energizers and Getting out
of the role activities**

85

Anenx 2 - Evaluation of the activity

91

**Annex 3 - Printouts for the Hashtag#
game**

96

**Annex 4 - Simulation game Hashtag#
in short**

Handout for the educator
- Version 1

100

Handout for the educator
- Version 2

INTRODUCTION



Introduction

Introduction

The four partners involved in this strategic partnership are working in the non-formal education sector for a long time. We are active at the local, regional, national and European level, and our target group also consists of youth and young adults.

In recent years, we have noticed that many young people are attracted to anti-democratic behavior. Anti-Semitic, racist and xenophobic attitudes seem to be on the rise, we observe an increase in "hate speech" and violence. One reason for these potentials of these attitudes could be that democratic decision-making processes are perceived by young people as too complicated and not effective. There appears to be a transmission problem, as populist promises of solutions are seen as less complex.

In this project, we developed the simulation game Hashtag # with the help of specialists from the field of methods development and trainers from the participating organizations, which youth workers and teachers can use to address the issue of anti-democratic behavior.

The participants are divided into small groups and simulate decision-making processes. Their discussion and compromise skills are trained and empathy is strengthened. It is important for us to evaluate the experience well so that it can be transferred to reality and learning processes can be illustrated.

We have designed the simulation game in such a way that it can function in the schedule of the school context, and we also give examples of pre-and post-exercises.

The four participating organizations went through a European intercultural process with the help of the Erasmus+ program, we adapted our educational realities to each other to be able to create the common product. Together we created a work plan divided into four phases: research and method development, testing and adaptation, the transcription of the results and the creation of an educational film, and finally the dissemination of the results.

We wish you success to use and/or adapt "Hashtag". We will be happy to receive constructive feedback from you after trying out the method in your contexts to erasmus.hashtag@gmail.com.

Sebastian Maass,
project manager

C H A P T E R O N E

1

■
**GENERAL CONCEPT
OF WORKING WITH
YOUNG PEOPLE**

1 – General concept of working with young people

There are **different institutions and organizations**: youth clubs and organizations, schools, institutions of social work, culture and sports institutions, church, business companies, etc. and the **different formats of the education**: formal education, non-formal education, informal education and hobby education where and how to work with young people can be realized.

The work with young people in the modern world also called youth work. The definition of youth work is becoming wider and wider.

Youth work is commonly understood as a tool for personal development, social integration and active citizenship of young people. Youth work is a 'keyword' for all kinds of activities with, for and by young people of a social, cultural, educational or political nature. It belongs to the domain of 'out-of-school' education, most commonly referred to as either non-formal or informal learning. The main objective of youth work is to create opportunities for young people to shape their futures.¹

Youth work takes place in the extracurricular area, as well as through specific leisure time activities, and is based on non-formal and informal learning processes and voluntary participation. These activities and processes are self-managed, co-managed or managed under educational or pedagogical guidance by either professional or voluntary youth workers and youth leaders and can develop and be subject to changes caused by different dynamics.²

Youth work occurs when young people come together and with their incentives and efforts start acting on issues, they find important at a given moment. In this way, they improve the world around them, but above all strengthen their competences.³

¹ Youth work essentials, Council of Europe, <https://www.coe.int/en/web/youth-portfolio/youth-work-essentials>

² Resolution of the Council and the representatives of the governments of the Member States, meeting within the Council on youth work, Brussels, 18 and 19 November 2010

³ ABC of youth work. How to work with groups in the changing world, <https://abc-of-youthwork.eu/portfolio/abc-of-youth-work-how-to-work-with-groups-in-the-changing-world/>



Youth work activities can be grouped into some broad categories:

- » Awareness raising and campaigning;
- » Information and counseling;
- » International development and civic volunteering;
- » Leisure-based courses and activities;
- » Project activities (self-organized);
- » Educational activities;
- » Street work and outreach work.

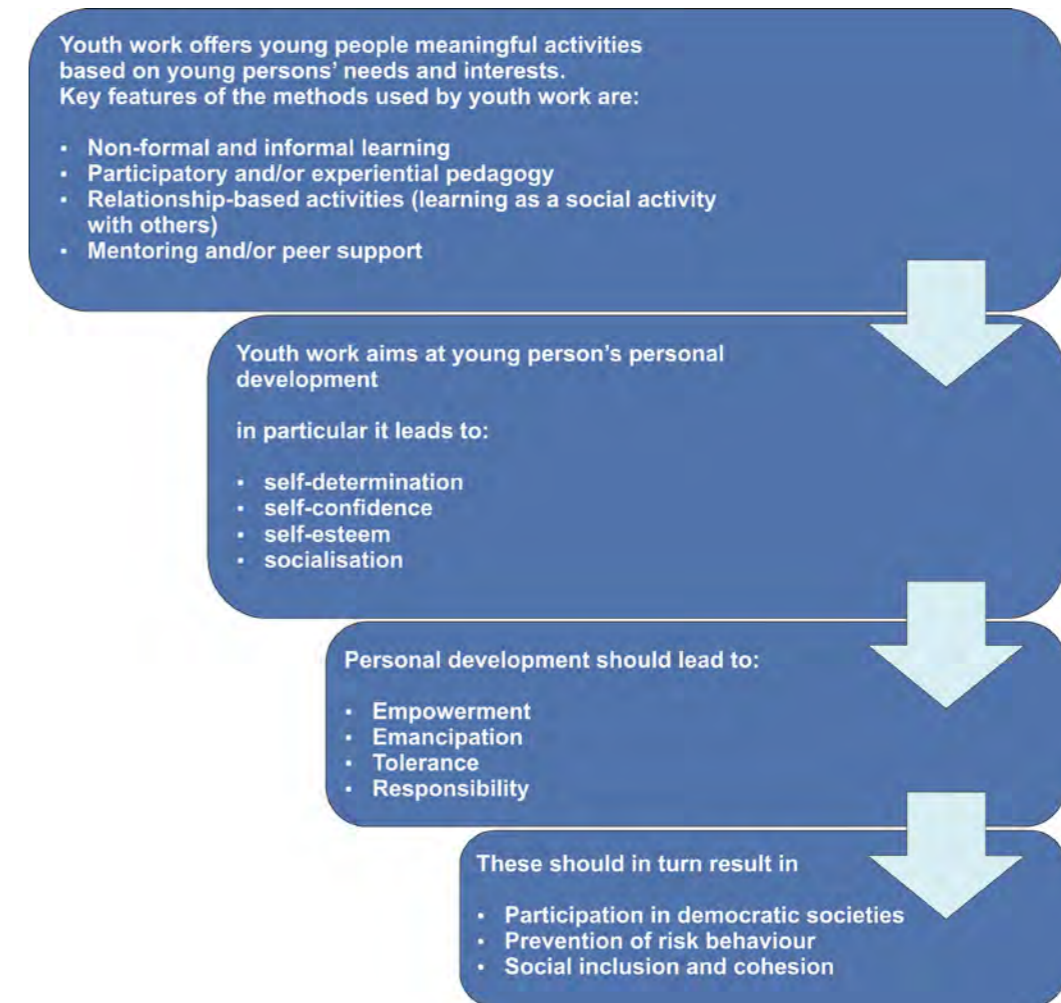
These activities can be applied in many different fields ranging from culture and arts, crafts, environment, cultural and historical heritage, sports, through to aspects such as politics, citizenship, human rights and issues around health, safety or crime.⁴

The energizers, ice-breakers, role plays, evaluations and simulation games aim to give the non-formal education practitioner a vast diversity of tools that can be adapted according to the specific aim, atmosphere and audience characteristics. And it can happen in any of the institution or organization is working with young people.



⁴ Manual Training of Youth workers, 2015, https://www.salto-youth.net/downloads/toolbox_tool_download-file-1494/Manual%20TOYW%20EN%20Online.pdf

Key features of youth work according to formal frameworks



Source: Working with young people: the value of youth work in the European Union, European Commission, 2014

The main institutions that realize youth work are **youth clubs and youth organizations**. There are plenty of such opportunities for young people, however, much more should be provided for the youth as a big part of youth still is not touch by youth work. This is also an important issue why youth clubs and youth organizations more and more to develop cooperation with other institutions are working with young people.

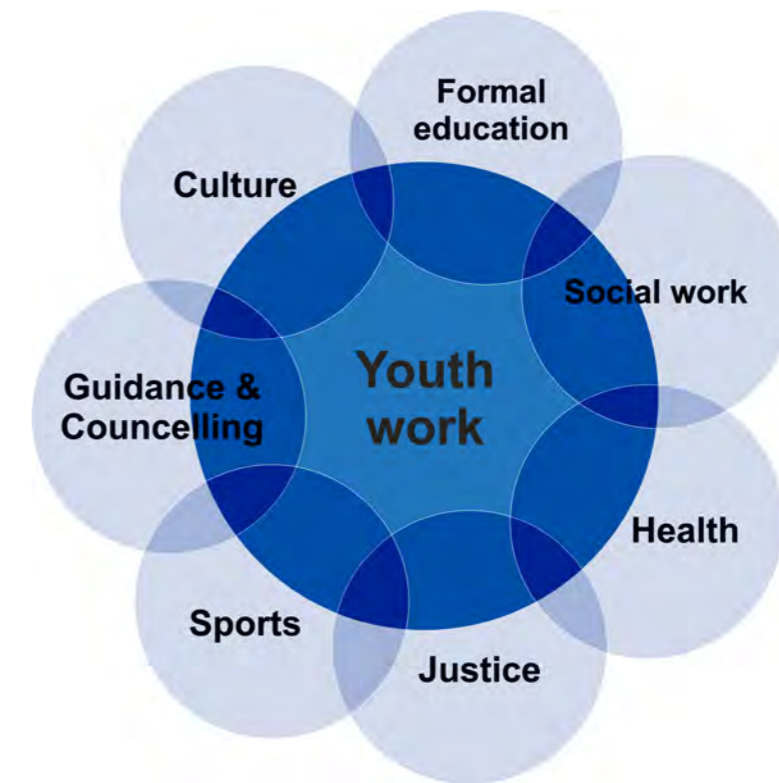
Schools as the formal educational institutions also plays the role in the personal development of the young people. There are more and more non-formal working methods comes into formal education where beneficiaries are everybody – teachers, school management, parents and, of course, students themselves. Schools become more strong partners of other key players of youth work to be more accessible and closer to a wider audience.

Cultural and sports institutions mainly realize hobby education, but we can find also great examples when the youth work use the hobby education institutions to reach the youth.

One another key player in working with youth are **institutions of social work** – departments of social work, orphanages, social houses for youth, group houses, prisons, etc. Methods of non-formal education are used more and more here; even social work is based on in-formal learning mainly. Openness for the cooperation also shows the belief into diversity in working with young people.

And there are much more.

Blurred borders between youth work and other policies



Source: Working with young people: the value of youth work in the European Union, European Commission, 2014

SHORT
INTRODUCTION
TO THE TOPICS



C H A P T E R T W O





2.1 – Democracy

Democracy is government by the people; a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system.⁵ Democracy is the belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves. Its also mean - a country in which power is held by elected representatives.⁶

The idea of democracy derives its moral strength – and popular appeal – from two key principles:

1. **Individual autonomy:** The idea that no-one should be subject to rules which have been imposed by others. People should be able to control their own lives (within reason).
2. **Equality:** The idea that everyone should have the same opportunity to influence the decisions that affect people in society.

These principles are intuitively appealing, and they help to explain why democracy is so popular. Of course, we feel it is fair that we should have as much chance as anyone else to decide on common rules!

The problems arise when we consider how the principles can be put into practice, because we need a mechanism for deciding how to address conflicting views. Because it offers a simple mechanism, democracy tends to be "rule of the majority"; but rule of the majority can mean that some people's interests are never represented. A more genuine way of representing everyone's interests is to use decision making by consensus, where the aim is to find common points of interest.⁷

"The peoples of Europe, in creating an ever-closer union among them, are resolved to share a peaceful future based on common values. Conscious of its spiritual and moral heritage, the Union is founded on the indivisible, universal values of human dignity, freedom, equality and solidarity; it is based on the principles of democracy and the rule of law. It places the individual at the heart of its activities, by establishing the citizenship of the European Union (EU) and by creating an area of freedom, security and justice."⁸

⁵ <https://www.dictionary.com/browse/democracy>

⁶ Cambridge Dictionary <https://dictionary.cambridge.org/dictionary/english/democracy>

⁷ Read more on <https://www.coe.int/en/web/compass/democracy>

⁸ From Charter on Fundamental rights of the European Union 2012/C 326/02



The Treaty of Lisbon was agreed by the European Council at the end of 2007, ratified by all member states and entered into law on 1 December 2009. The aim was to make the EU more transparent, democratic and efficient. The above-mentioned Charter, which defines the most important values, fundamental and human rights of the citizens of the EU, also came into existence.

Democratic society systems must be installed in all countries of the EU, the European Parliament is the common representation of the almost 450 million European citizens. Democracy, the "government of the people", can have very different forms, which often have historical origins in the individual countries. An integral feature is the free and secret election of representatives of the citizens and a functioning separation of powers in Executive, Judiciary and Legislature. In addition, there are principles such as freedom of opinion, religion and the media, as well as a strict ban on discrimination.

In the long democratic tradition in Europe, which has unfortunately been interrupted repeatedly by dictatorial forms of government, for example under German and Italian fascism, in the regimes of Portugal, Spain and Greece, but also in the socialist states of Eastern Europe, changes and adjustments to the existing political structures are common.

Unfortunately, in recent years there have been increasing evidence of alarming restrictions on democratic processes in some European states, especially Poland and Hungary are mentioned in this context. Currently, European courts and institutions are reviewing the state of rule of law in these countries.

Here we see that democracy is no habitual form of government, but that it must be cultivated and guarded by the citizens. Curricula of political education should be implemented already at school and in non-formal education processes and the population should be educated to become "responsible

citizens". People who represent their opinions in respect with others - endure contradictions and stand up for solidarity with the community.

Instead, we see many young people in educational environments for whom democratic processes, which are often long and searching for compromises, do not seem desirable. Quick solutions are desired, populist ideologies and conspiracy stories are unfortunately very popular among young people in crisis situations.

Political education means raising democratic awareness and is therefore an important pillar for living together in the EU.

Read more: COMPASS – Manual for Human Rights Education with Young People, Council of Europe, 2020 <http://ej.uz/HRights>

2.2 – Radicalization

Radicalization is the process of growing willingness to accept, pursue and support far-reaching changes in society, conflicting with the existing order. Radicalization leading to violent extremism is a process whereby a person accepts the use of violence to achieve political, ideological or religious goals, including violent extremism and terrorism.

Propaganda is information, especially of a biased or misleading nature, used to promote a political cause or point of view. Propaganda is often associated with the psychological mechanisms of influencing and altering the attitude of a population towards a specific cause, position or political agenda in an effort to form a consensus to a standard set of belief patterns.⁹

There are more than 1.2 billion young people (ages 15-24) in the world today with about 89 million youth (ages 15-29) in the countries of the European Union. Young people are impacted by constant changes in global social and economic realities, and many of them face poverty, exclusion, inequality and marginalization. Their circumstances and wider political, social and economic environment in which they live may make them vulnerable to various radical influences and also violent radicalization. Realities of this emerging trend make it necessary to emphasize the need to work with young people in Europe and its neighboring regions, to strengthen their resilience to violent radicalization, and reinforce the openness and inclusiveness of communities in which they live.

⁹ The contribution of youth work to preventing marginalisation and violent radicalisation, European Commission, 2017, http://www.injuve.es/sites/default/files/informe_coe.pdf



There are different ways and approaches to prevent radicalization. No matter which approaches we will use – simulation games, discussions, role plays, etc. - at the first we should be clear at which of the level we would like to prevent the radicalization (or which is under our control and possibilities):

- » **Generic prevention** (also called primary prevention) is any form of intervention, information, training aiming at whole groups or populations to prevent certain behavior and any hazards. Generic prevention includes lifestyle-related measures (influencing conditions and behavior) to reduce the risk or strengthen protective factors before a disruption occurs. The measures perspective is long-term, and it begins with a life stage as early as possible;
- » **Targeted prevention** (also called secondary prevention or selective prevention) is concerned with the early detection of already existing symptoms, problems and behavioral deviations in individual humans and groups. It aims at persons and groups with a high-risk potential, to prevent (further) mis development and to support those affected in the design of more constructive ways of life;
- » **Indicated prevention** (also called tertiary prevention) aims at individual people already showing the behavior or being affected by the threat, therefore less emphasis is placed on assessing or addressing environmental influences, such as community values. Nevertheless, school and family are important intervention settings. It aims to prevent succeeding problems and prevent relapses. This includes measures of rehabilitation and social reintegration.

More examples and approaches we suggest to read at “The contribution of youth work to preventing marginalization and violent radicalization “, European Commission, 2017, <https://ej.uz/Radicalization>

2.3 – Critical thinking

Critical thinking can be defined as a way of thinking that perceives information as a mere starting point. It seeks reasoned arguments and starts with questions and issues.

Critical thinking first grasps an idea/information, then studies it, applies opposing arguments and, finally, reaches a conclusion. It is based on an individual approach, on the freedom of making independent decisions and, simultaneously, on accepting or refusing ideas presented by somebody else. All is based on free, autonomous and, most importantly, one’s own thinking.

To be able to critically think, we must know the facts, theories, hypotheses, data, and concepts. It is a manner of thinking that always starts with asking questions and identifying problems that need to be addressed and solved. This way we can learn to better understand the issues around us. If by applying critical thinking, we manage to come up with a way to solve the issue at hand, it is critical we also find proper motives and arguments that will allow us to prove the idea is logical and practical.

Critical thinking allows us to improve our ability of expression and, at the same time, it encourages reading, helps us to develop our own opinions and teaches us to argue correctly. It motivates us to work with others and to respect different points of view. And finally, it supports a critical approach to information and allows us to retain the knowledge acquired.

We share our thoughts with others, as it helps us to verify and refine them. Critical thinking is, above all, about exchanging ideas, about tolerance and taking responsibility for the opinions we put out into the world. To learn critical thinking properly, we use special strategies and methods that support not only dialogue but also discussions.



The E-R-R framework¹⁰

Evocation, Realization of meaning and Reflection. ERR is a three-phase framework of teaching and learning and a substantial part of critical thinking. It is primarily about a continuous sequence of diverse learning activities, through which the students recognize their own cognition, realize how the pieces of knowledge fit together, independently look for the basis of the issue, process information, express themselves, evaluate and, finally, assess the changed attained.

1. **The Evocation phase** – in this phase we summarize the knowledge we have already have about the topic or issue.
2. **The Realization of Meaning Phase** – new information is linked with the old, and a fresh, more precise meaning is formed.
3. **The Reflection Phase** – in this phase it is key to consider to what extent we have managed to broaden our knowledge and how our views have changed.

The RWCT program

An important role is playing Reading and Writing for Critical Thinking International consortium (RWCT)¹¹. Its goal is to introduce new teaching methods in schools that will encourage students of all ages to develop their critical thinking and need for lifelong learning.

There are plenty of methods of critical thinking anyone can study and use according their needs: Brainstorming, Mind Mapping, The Five Leaf Clover, The Cube, Keywords, Scrambled Sentences, Free Writing, KWL: What I know – What I want to know – What I have learned, INSERT notation system, The Double Diary, Venn Diagram, Guided reading, etc.

¹⁰ Practical guide to active learning methodologies, People in need, 2014, <https://resources.peopleinneed.cz/documents/63-pin-mtm-manual-2014.pdf>

¹¹ Reading and Writing for Critical Thinking International consortium <https://www.rwctic.org/>

More information you can find - Foundation for Critical thinking
www.criticalthinking.org

2.4 – Decision-making

A lot of books and publications exist on decision-making. Different **forms of decision making** exist: by consent, sociocracy, voting without candidates, etc.

The importance in decision making is not so much the solution as the way to get there. It is essential to bear this in mind and specially to convey it in the non-formal activities. Our societies are focused on result, performance and purpose. But what about the means to get there, the way of thinking collectively, the decision-making model chosen?

Organizations of non-formal education carry the values of thinking collectively within the stakeholders. But it is not always easy to bring those values to life on a daily basis. There are more reasons to think about the way how to manage the inclusive decision-making process - not the results themselves but the way to go to the results. In the meantime, we should keep in our mind that there always are some reasons why we do not think about the way to decide together: lack of time, money, people, skills.

In order to carry forms of collective decision-making, it is necessary to step back and take a step to the side. It means analyzing, taking the time and above all letting the group express itself.

Each organization or person has preferences in terms of decision-making. This seems rather logical and healthy. It is also a matter of knowing different decision-making models in order to identify the one that is best suited to the situation. The training to train the mind on the decision-making processes should be practiced over the long term. In this way, a person or an organization will be able to define its most suitable decision-making model. This is the whole aim of the game developed "Hashtag". Beyond the experience of the activity, **the aim of "Hashtag" is to bring out emotions useful to understand different models of decision making and above all to question it.**

Developing critical thinking is at the heart of the values of non-formal education. It is about being able to question a model of decision-making. Is majority voting still relevant? Is a vote with candidates still relevant? Not always. But should be found more at the personal level why.



Resources: More to read on the topic “T-Kit 4: Intercultural Learning”, European Commission and Council of Europe Youth Partnership <https://ej.uz/Decision>

2.5 – Against radicalism and extremism, in favor of democratic pedagogy

In this strategic partnership, staff from the partner structures talked a lot about the direction of the method we were developing. This led to discussions about political terms and their meaning in our contexts. Our application for cooperation was based on the fight against radicalism. However, it turned out that this term is understood very differently in the political discourse in our countries.

Radicalism is a political position and also the translation of that into action, which aims at a fundamental change of the political and social order. The social order is not defined in this context. However, especially after the experiences of totalitarian regimes such as National Socialism, we can consider it a moral duty to stand up against such regimes. Without radical action, the fall of the Berlin Wall and the accompanying political changes or the French Revolution would not have been possible. So, depending on the political system we are living in, we must be radical in order to enforce fair social orders.

The term extremism describes attitudes and actions on the border of the democratic spectrum. In Germany, especially left-wing extremism, right-wing

extremism and religiously motivated extremism are defined as anti-democratic in the annual report on the protection of the constitution and are also pursued by the authorities. The term is controversial for two reasons: Firstly, because it equates the extreme attitude potentials of all directions, which leads to an enormous oversimplification. It quickly becomes clear that the political approaches and goals of the groups described are very different. The concept of extremism is not sufficiently precise to differentiate between the anti-democratic goals of identarian groups, Reich citizens, old fascists or the right-wing of conservative parties.

Secondly, even with this term, the power to define extremism remains with the state itself; the focus is on the current social order, all margins are persecuted.

Thus, for example, the desire to change the constitution or the current democratic system into a different, more advanced democratic social order can be pursued because it challenges the existing system.

In the extreme case, a political discussion which demands that the German democratic system be replaced by the Latvian or French system with a relatively strong role of a directly elected president who determines the position of the prime minister and the cabinet could be described as extremist and, as a consequence, even prosecuted.

Especially in a European intercultural project, it is important for us not to single out one form of democracy as ideal. All democratic systems in our countries are different and their respective characteristics are explained by the history of the country and had to be fought for in sometimes bloody conflicts. Democratic systems always have advantages and disadvantages and must remain changeable - as long as they are democratic. It is important for us to show, also in our educational work with our target groups, that we stand up for our democracies and must fend off all anti-democratic attacks.

The method we have developed should support critical thinking among young people and strengthen their resilience. Young people should be accompanied to become part of the democratic process. This is also a process of debate and sometimes conflict, but the participants will learn that it is important to find a place in society and to show solidarity and respect for the common welfare.

We want to teach participants that democracy is the cement of our societies and that we must learn to care for this political system and implant it with positive values.

3

C H A P T E R T H R E E

■

SIMULATION GAMES AS A TOOL IN WORKING WITH YOUNG PEOPLE

3 – Simulation games as a tool in working with young people

The introduction to the definition of the **simulation game** was introduced by Martin Shubik (1975): “...**games used to replicate and teach behavioral models and processes that employ the use of a human in a particular role, actual or simulated**”. It is a chance to discover things or facts /even about yourself/ you probably never heard or thought of before. Also, simulation games provide opportunities to practice new behaviors and attitudes in a non-threatening, non-judgmental 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. Most importantly, 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.

For a simulation game to be effective, one needs to make sure the following are taken into consideration:

- a. It should be accompanied by a maximum amount of emotional involvement;
- b. It should take place within an environment of safety;
- c. It should be accompanied by the adequate processing time and a clear summary providing a cognitive map for understanding the experience.

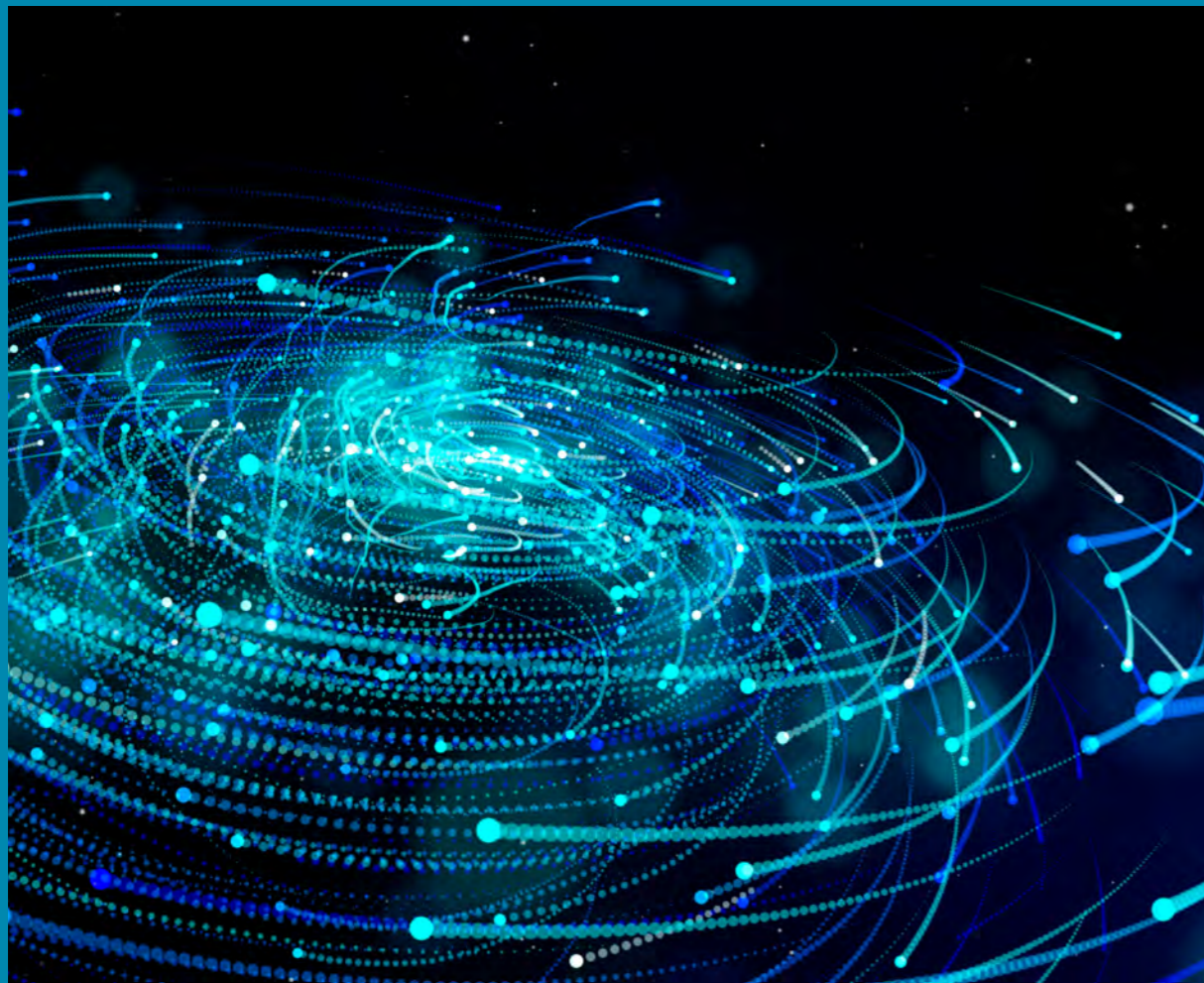
In other words, it should comprise an “integrative learning” – a learning process that allows learning from differences and encounters in an open learning atmosphere.¹²

In other words, rather than a role to play, participants have a real-life task to achieve.

During the simulation, youngsters can articulate what they care about, address sensitive topics, improve their critical thinking, challenge stereotypes, myths, beliefs and perceptions.

Simulations provide a way of creating a rich communicative environment (a representation of reality) in which students take on functional roles - different duties and responsibilities and work together as members of a group to make decisions and find solutions in situations closely linked to real life. To achieve this goal they have to communicate in the target language, adapting to real-world responsible (professional) behavior and respecting real-world ethics.

¹² Intercultural learning and non-formal education, G.Balasanayan, 2011, <https://www.toolfair.eu/tf6/sites/default/files/tools/2011-09-29/Thesis%20all%20in%20One%20-%20Updated%20NE.pdf>



As Simulations are most frequently mixed up with Role plays, the main differences between these two language learning activities are shown in the table below.¹³

Simulations	Role Plays
The (simulated) environment is provided, using text, audio or video input.	The (simulated) environment is provided, using text, audio or video input.
Key facts are provided for the background (sex, age, job etc.) No script.	Participants invent key facts or have to act according to a specific script or descriptions provided. “You are angry because your friend broke your watch.”
Participants take on a role. (accept duties/ responsibilities and perform the task according to their personalities).	Participants play/act out a pre-defined role. (pretend to be someone else according to the provided role-card).
Imagination may be involved. The invention is not allowed.	Participants are encouraged to invent/ create whatever is necessary to play the role.
Real communication in a controlled realistic situation.	Dialogues in a fixed context or improvisational speech in an imaginary one.

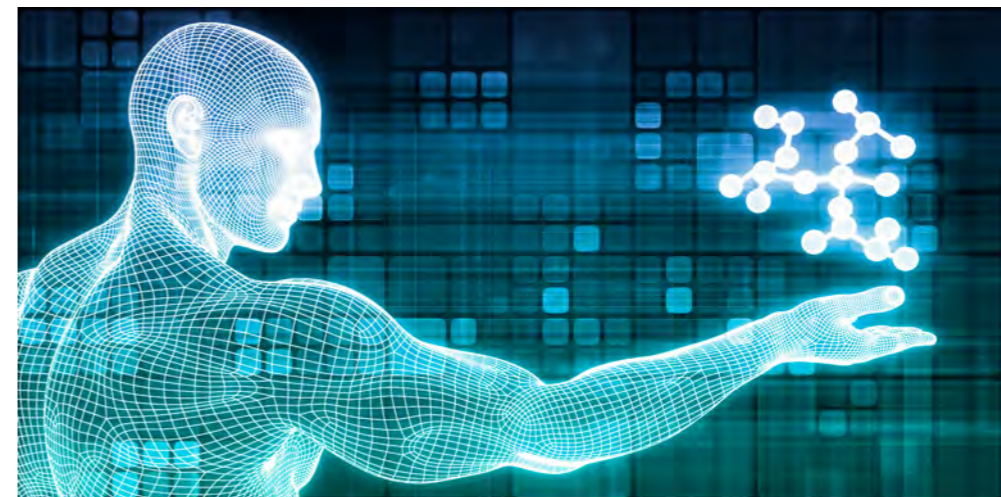
Simulations make young people think about solutions, discuss them with peers, make new connections and expand the horizons.

Within a simulation, which in this context can also be called “a game with a purpose”, the “player” practices teamwork with its character of a simulation. The real “player” and his character in a game have different features and knowledge, and therefore the “player” can learn from the character and have an insight in how problem-solving is run in situations which occur in a real-life, in fields of medicine, law, urban planning, or any other field. The cooperation with other “players” and characters within gamification teaches the role of teamwork and strategy planning, which is only possible if proper communication is established inside the game. Such simulation games are already being applied in education, business and other fields, where training is required. Problem-solving within gamification (simulation) is usually a creative

¹³ Simulation as a language learning tactic, 2014, <https://www.languages.dk/archive/Methods/manuals/Simulation/simulation%20UK.pdf>

process, which does not include some scheme or scenario. The “player” needs to act logically and consequently, discovering their path to success. It initiates creative thinking, which refers to the cognitive skills of generating and evaluating multiple ideas and alternatives, as well as novel and practical ideas. On the other hand, youth nowadays need to be skeptical enough to make problem-solving as effective as possible. While simulating situations, changing strategies and discovering the consequences of each action, gamification teaches critical thinking to make the best judgments regarding on what to believe and what to do or avoid doing. In trying different models of behaviors with the simulation, one trains analytical skills and memory, being willing to help other “players” in similar situations and maintain the experience to apply in real-life practices.

Simulations or other activities that teach through having participants do something instead of demonstrating knowledge about something are the most used at the experiential learning activities. The experiential spaces allow for play and risk-taking and encourage participants to continue exploring the topic outside of the exercise.



**SPECIFICATION
OF THE
PRECONDITIONS
FOR THE
SIMULATION
GAME**



C H A P T E R F O U R





4 - Specification of the preconditions for the simulation game

There is a lot of work must be done before to announce the event - simulation game. As far as it is done, the next times will not take a lot of time to prepare the simulation game. Within this chapter, we will go through the Hashtag# simulation game example.

4.1 - Aim

To make possible the planning of any simulation game, the first and one of the most important steps is to find out what is the aim of the simulation game - a result that your plans or actions are intended to achieve.

Aim of Hashtag#

- » To develop the decision-making skills on personal and group level and to improve critical thinking to prevent any form of radicalization among young people.

4.2 - Learning benefits

To make your aim clearer for the audience (client) and the target group (participants), the aim requires to mention the learning benefits - **Is this activity for me? What will be a helpful or good effect, or something intended to help me?** More learning benefits the audience or the target group will find in the offer (simulation game) for themselves, more orders and participants the organizer will get. **The learning benefits answer to the question What?**

Learning benefits of Hashtag#

- » Experience based learning
- » Understanding complex problems
- » Discovering new perspectives
- » Testing alternative solutions
- » Experience a risk-free environment
- » Raising mutual understanding

4.3 – Education goal

To get the action of the audience or the target group, not only the question **What?** (Benefits) is important. The organizer should show also **Why?** (purpose) the process will be set up.

Education goal of Hashtag#

- » Practice the Negotiation skills to Achieve the compromise
- » To raise awareness of the importance of Empathy and mutual Understanding among the different people and groups of people (communities)
- » To gain the knowledge about democracy and critical thinking
- » To practice the Teamwork
- » To develop the Leadership skills
- » To have the practice on Debating, Discussion and Persuasion

4.4 – Actors

Within the actors should be covered all the involved parties:

- » **audience** (client) to whom we want to offer the simulation game (teachers, youth workers or managers at the business companies);
- » **target group** (participants) who will take part in the simulation game (students at the schools, youth at the Youth center, an employee of the Human resource department of business companies, etc.)
- » **facilitators** – the person who will lead the simulation game.

The simulation game can be developed for the particular size of the group or can be adaptive for the various number of participants. As more adaptive will be the simulation game from the different aspects, more chance that the simulation game will be used widely.

Audience (client)

To be clear how to promote the one or another simulation game, it's essential to define the audience to whom you would like to sell the simulation game. Each of the audience has different interests, aims, resources.

Target group (participants)

It is important to carry out a field study on the target group you would like to engage with – how old they are, the area they live in, their traditions, values, religion, educational level, socio-economic situation, family status, occupation

(studying, working, or not in education or employment, e.g. NEET), free time activities, and so on, and answer these questions yourself: why exactly this group, and how many of them do you want to engage with (young people with different disabilities, different cultural, sexual, religious minority groups, groups having different interests, variously abused young people, etc.). Understand who the young people around you or those whom you want to engage with are, and list the priorities of the groups you want to work with.

By planning the simulation game, the diversity of the planned target group should be taken into account.

Facilitators

When working with young people we should always bear in mind the balance between our aims relating to intercultural education those relating to the development of the group itself. One of your main tasks as a facilitator is to strengthen and promote a good atmosphere between the members of the group and, as far as possible, to stimulate and encourage their creativity and aspirations. This will help the participants to feel that their work is worthwhile and productive and lead to valid and interesting experiences and conclusions.

For the highest quality to reach any simulation game:

- » there should be 2-3 facilitators involved;
- » the facilitators should be experienced in managing diverse groups.

Actors of Hashtag#

- » Audience (clients) - Teachers and Youth workers
- » Target group (participants - Students age 13-18, Youth at the youth centers age 13-18. Size of group 8-30 participants.
- » Facilitators - with the working experience over 10 years.



4.5 - Limitations

Simulation game requires that participants feel comfortable and safe. Participants should get out of their roles as soon as possible after activity before debriefing.

Using the simulation game at the beginning of educational activity may cause refusal or negative emotions towards educator (or training if the simulation game is part of the bigger process). It is one of the biggest challenges to get close with the target group in a short time if the simulation game is the activity itself and there are no common activities before.

Any simulation game can include a lot of emotions, therefore the activity is followed by debriefing, where we deal with the feelings and also make links to the topic. It is challenging to get the trust of the audience in a short time. Therefore, it is suggested to use different methods for debriefing, not only mutual (oral) but especially drawing or acting.

Limitations of Hashtag#

At the schools, there wasn't so easy to get the reservation for 2h for the excellent and qualitative simulation game. Most popular is 45min format for which #Hashtag particularly is not adoptable. At the schools, the format can be seen as two times 45 min and the break in between which is excellent. The language also can be an issue. It takes more time to implement the Hashtag# at the international group comparing the national group due to the language matter.

4.6 - Time-frame

To make the decision to use or not to use or attend the particular one or another simulation game, the audience and the target group should have a clear understanding of how much time it's needed for:

- a. set up the place where the simulation will take place (can be indoor or outdoor);
- b. simulation game itself.

There is no wrong or right answer. Simulation game (including all the steps) can be 60min long and can be 5 days long. It is all about the aim, learning benefits, education goal and the actors.

The example of Hashtag# will give you a clear understanding of all the phases which should be included in any of the simulation game.

Time-frame of #Hashtag

- » 90 minutes the original version.
- » Extra up to 60 minutes can be added by organizing an extra energizer or ice-breaker, or introduction to the topic at the beginning of the #Hashtag, by giving more time for the work in the groups or realize the longer debriefing.
- » 30 minutes to set up the place. If not to use a lot of decorations, the place can be set up within 10 minutes.

4.7 - Resources needed

In most cases the simulation games require various materials to make:

- » place more colorful;
- » atmosphere more authentic;
- » roles more visible.

There can be diverse resources included: **materials** (papers, markers, strings, newspapers, authentic items, etc.), **people** (volunteers, experts), **technologies** (for the decorations and for to do the tasks (make the role) and some **information** (which can help to prepare the simulation game at the better quality).

Resources needed for #Hashtag

- » Color papers
- » Markers or Pens
- » Printouts of the description and the rules according to the step of the game/situation
- » Decorations (if possible):
 - hats, scarf's, glasses, balloons, balls, etc. preferably in the colors of the groups (see below). Any materials can make the mood of the participants that they are preparing for the described event;
 - video, PC, speakers, projector to show the video - a mix of captures of different previous events related to the topic;
 - printed photos with elements of the relevant situation.

5

C H A P T E R F I V E

■

IMPLEMENTATION OF SIMULATION GAME

—

STEP BY STEP



5.1 – Preparation phase

Step 1 – Read the description of the simulation game

Step 2 – Find out the aim of using #Hashtag

Step 3 – Contact the audience (clients)

Step 4 – Getting into the topic agreed with the audience (clients)

Step 5 – Prepare the handouts, materials for the event

Experience from Hashtag#

It takes up to one hour to print the material, collect all the materials needed.

5.2 – Implementation phase

Arrive at the venue one hour before to set up the room, distribute the materials and set up the decorations when applicable.

For Hashtag#

Handouts, pens and decorations (if applicable), as well as one table per "society" and the chairs around them (according to the expected number of the participants), should be arranged.

Note:

You should have Plan B, especially in working with the schools, as there can be limited time (10-20min) between you get into the room and the simulation game should start.

Some tips:

- » Take the time to explain the rules and repeat them several times.
- » Animate the game dynamically and theatrically so that the young people enter the simulation.
- » Support young people in the most difficult situations
- » Evaluate and close the game. Do not finish the game and leave the room. Remember that this is a simulation game. This is not a reality. So, what happened in the game was a game.
- » When you finish the game, it is essential to step out of the role and become yourself again. Facilitate this!
- » It is important for the facilitator to explain the game and the process to the colleagues who will be facilitating with him/her. Once the game is started, it is difficult to explain the rules to colleagues.

- » Visual facilitation can be a tool to help understand the information is given.
- » Smiles encourage the participants.
- » Be sure the size of the room is enough big for the particular size of the group.
- » Sure, it can be fruitful to know the group before (cultural background, language abilities, etc), but in most cases, it will not be like this. Be ready to improvise.

5.2.1 – Moderation and execution of the simulation game

More experienced will be the facilitators, much easier will be to lead the simulation game. Be ready for the ongoing changes during the simulation game – the target group (participants) are different from the group to the group.

One of the biggest challenges for the facilitators can be the timing and the translation in case of a multi-lingual group.

It is possible to lead the simulation game by one facilitator but it is much riskier to manage everything. Two facilitators are optional for any simulation game. If there are different (many) tasks, decorations, technical equipment involved, better to have three or even four facilitators/support staff.

Experience from Hashtag#

- » The young people can be "frustrated" but this mostly allowed for discussion during feedback on the relationship to individual, group and "imposed" decisions by another authority.
- » The group can take the simulation game not seriously and not get into the roles, situation, tasks – it's shorting the time needed for the simulation game.
- » To make the roles clear enough, visual facilitation is a great solution to clarify roles.
- » The topic can be not suitable for the particular group – remember to talk enough and clearly with the audience (clients) before the agreement to run the simulation game.
- » The topics are adaptable for #Hashtag format.



5.2.2 – Debriefing as an added value of the activity

«People don't learn from experience; they learn from reflecting on their experience.»

John Dewey (How We Think, page 78)

Models of experiential learning - military exercises, outdoor adventure experiences, or corporate training - all include the debriefing as part of experiential learning activities. It is important to understand that the exercise (simulation game) is only a tool to create a situation you can debrief with participants. If these experiential exercises do not contain any debriefing activities, then a significant opportunity to create a meaningful and educational experience is lost.

Worldwide research from the different fields demonstrates the importance of including **debriefing activities to help the learners/participants consider what was learned and how that learning can be connected to previous learning and experiences in their practice.** There are two assumptions behind the importance of debriefing - that the activity affected the participant(s) in a way that requires further consideration and that there is a process needed to help the participant through that consideration.

The result of the debriefing process is that participants discover meaningful connections between the activity and their own lives (working practice), thus increasing the learning that occurs from an experiential exercise.

The debrief is critical because it helps learners explore what went on, talk about their experiences, develop insights, reduce negative feelings about aspects of the activity and connect the activities to their everyday situations. A simulation that goes poorly can still be a good learning experience with an experienced trainer/facilitator taking the time to debrief the activity appropriately. Similarly, even if the experiential educational exercise is not as successful for a group as was hoped, debriefing exercises can help the participants still gain something from the experience. Debriefing activities do not have a “right” answer and are instead used to help learners explore and express their feelings about an experience.¹⁴

Debriefing is a method:

- » For groups,
- » To reflect after an activity,
- » To help people acknowledge and talk about their feelings and experiences,
- » To promote sharing and feedback within the group,
- » To support self-evaluation and self-learning,
- » To transfer the knowledge gained in activities to real life.

Debriefing is Interactive and an open-space.

Debriefing is fantastic, but it does have limitations. Most of the potential problems can be avoided if the trainer is thoroughly prepared. This means taking into account the characteristics and needs of the individuals, the abilities of the group as a team, and the environment surrounding the debriefing.

Before choosing your debriefing, method and beginning your planning, take into consideration:

Individuals

- » People who are not used to expressing their emotions, are very sensitive or who have been through a traumatic situation (activities can bring out emotions);
- » People who do not feel the training or debriefing is necessary, who do enjoy playing games or who are trying to give the ‘right’ answer;
- » Physical and mental abilities of the participants;
- » Length of the activity when the participants are tired or unable to concentrate

Groups

- » Cultural, religious, sociological (background/age/etc.) or language barriers that could affect the interpretation of the activity or their or comfort during it;
- » The stage of development within the group (are they operating as a team/individuals),
- » Groups where there is conflict, competition or a lack of respect/trust with one another (people might not show true feelings/take comments too personally);
- » Mixed groups (different ages, beliefs, etc.);
- » Size of the group

Environment

- » Environments where time, space, or materials are limited,
- » Outside distractions which could disturb the process,
- » Unclear instructions or trainers with insufficient experience to run the activity,
- » Trainers team with different expectations/goals of the debriefing.

One of the most important moment in the game is to get out of the role before debriefing (see activities in Annex 1) – it will helps to the participants better to express the feelings (frustration, fun, disappointment, surprising). And then to follow the debriefing question guide is easy to arrive at a reflection (transfer) phase. Here in the debriefing the biggest challenge is Respect the time and Let everyone talk.

¹⁴ ABC of youth work. How to work with groups in the changing world. <https://abc-of-youthwork.eu/portfolio/abc-of-youth-work-how-to-work-with-groups-in-the-changing-world/>

Running the Debriefing

- » Immediately after the activity you can begin the debriefing
- » Quietly share any unexpected observations with the other trainers (if necessary)

With your chosen method, you will lead the group through the steps:

Reflection: What happened? (Facts and Observations / **Experience**, where learners reflect and discuss the activities that occurred)

Interpretation: How did it feel? (Impact on individual and on the group / **Express where** the learners consider the emotions that they felt during the process)

Transfer: What did they learn? (About themselves / **Examine** where learners are encouraged to mentally detach from the experience to consider, more holistically, what happened and how well everything went)

Future: How will this change their behavior in the future? (Summarizing the experience and giving feedback to the group / **Explore** phase has participants thinking about the future and how the activity can connect back into reality)

Again, depending on the method you choose, these steps can look different. Your role as a facilitator is to ensure that everyone who wants to share has that chance, that people listen respectfully, and that you support the process of reflection/interpretation/transfer/future. Acknowledge the process and the difficulty of the activity. Express your thanks or share your compliments on how well they did. Collect the results. Make notes for yourself (without making participants uncomfortable) to evaluate with the other trainers.¹⁵

You cannot miss any of the listed steps or change the sequence. Only this well-structured format will lead the participants to the last phase, the action planning. Between each step there is a strong logical connection, if you miss any or mix up the order this logical link will be broken.

Not the number of questions, but the quality of the answers are important in the debriefing process. Also 3-4 questions can be selected, and for each the specific method of debriefing (for diversity) can be chosen to achieve the very high-quality results. The specific questions we choose for the debriefing should be closely related to the objectives, learning benefits and the educational goal originally defined.

¹⁵ Debriefing Manual, Code-X International, 2008, ej.uz/Debriefing

Read more: Debriefing Manual, Code-X International, 2008, ej.uz/Debriefing and the useful table to find the proper activity for the particular group can be found here ej.uz/Debriefing1.

Hashtag#

Some examples of the questions:

» General questions

- What happened during the game?
- How was this game for you?
- How do you feel?
- Did you feel heard/listened to during this game?
- How did you react during the game?
- Do you think those are real-life situations?
- What will you take away from this experience?

» Specific questions

- Was it difficult to have priority ideas during the first round?
- Was it difficult to defend the ideas of his group in the second round?
- What elements have disturbed or interrupted the decision process?
- What differences do you make between the decision as an individual, as a group or as a representative of a group?
- What do you say about priorities? Are they realistic? In connection with the realities of your countries?
- How did you react when you arrived at a table with defined priorities when you had thought about other priorities already before?
- What do you think of these priorities?
- Announcement of the results of the vote. How do you interpret the results of the vote? In connection with what you said earlier?
- Do you know alternatives to the forms of voting proposed? What are the advantages and disadvantages of these forms of voting?
- What is the link with access to the information? And to the media?

5.2.3 – Evaluation of the event

Evaluation keeps track of key outcomes and impacts related to the different activity's components, assessing whether the objectives are achieved. To make it work, baseline research should be carried out at the beginning of an intervention to be able to evaluate the result comparatively.

The evaluation aims at determining the relevance, impact, effectiveness, efficiency and sustainability of interventions and the contributions of the intervention to the results achieved. The evaluation focuses on expected and achieved accomplishments, examining the results chain (inputs, outputs, outcomes, impacts), processes, contextual factors and causality, to understand achievements or the lack of them.

There are some major groups of questions to answer during the evaluation:

How well did we do it? (process)

- Were the objectives met?
- What worked well and not so well?
- Were the methods and techniques appropriate?
- What could be improved?

Selection of the right evaluation methods is important for the time- and cost-efficiency of the evaluation process. The questions to be answered and the size of target groups are determining aspects when selecting the methods of evaluation, and - further - tools of evaluation.

Evaluation at Hashtag#

- » Statements on different aspects related to the #Hashtag where the participants showed Yes or No for the particular statement
- » Random opinions – some of the participants gave feedback on the activity
- » Written form (Spider method).

The challenges associated with the evaluation process are described by the lack of time in the framework of the Simulation game or the lack of appropriate expertise to conduct the evaluation. The lack of experience and knowledge on evaluation can result in the inappropriate choice of evaluation timeframe and methods. Other challenges are related to the responsiveness of the participants.



5.3 – Follow-up of the events #Hashtag

To develop the topic within the particular group there can be other activities organized:

- » seminars with the guest speakers;
- » presentations prepared by the participants;
- » study visits to the different institutions and/or organizations related to the topic;
- » quizzes, etc.

All the activities can be organized online and off-line.

Another option to have some follow-up is to use Hashtag# approach but change the topics. There is no need to fear of uniformity in the method, because changing the subject, decoration, time, place, debriefing methods, and other elements will not allow the simulation game to repeat, it will always be a new adventure.

The authors of Hashtag# will be happy to receive the feedback, your stories through the form erasmus.hashtag@gmail.com.



VARIATIONS OF HASHTAG



C H A P T E R S I X





6 – Variations of Hashtag

#1

» 30 young French students (18-20 years old), all spoke the same language, all are students in social careers (to become animators in social structures with young people, adults, old people). During a course on "Analysis of the territory", we proposed to the students to take part in this game. It was therefore obligatory and integrated into their course.

#2

» 12 professionals in the youth field from France and Germany (30 years old and over), not all of them speak German and French, the translation was provided. We proposed #Hashtag in the framework of a network meeting of professionals in the youth field.

#3

» 28 volunteers from France and Germany (18-25 years old), all speak more or less French and German, no need in the translation. The young people already knew each other and helped each other with translation. #Hashtag was a part of the seminar accompanying the volunteers.

#4

» 10 young foreigners (20-24 years), all have a different level or no English, one of the participants has a mental disability. Introduction part was connected to peace topic and combined with the aims of #Hashtag. This was voluntary activity in the Open Youth Centre.

#5

» 12 young people (15-18 years), semi language group. The activity was part of the three days training course on leadership skills. The focus was on to show the different decision-making approaches to agree on the common priorities.

#6

» 20 adults took part in project management course where #Hashtag was a part of the course to present the variety of the target groups, the different interests of the society and the different ways to make the decisions.

There were different time-frames: introduction, simulation, debriefing and evaluation part took different time according to the time slots we had – 1h30-3h altogether. It proves the adaptivity of Hashtag#. More time we have, much easier to lead the process.

7

■
**INFORMATION
ABOUT PROJECT
AND PARTNERS**



7 – Information about project and partners

These Guidelines were developed by the consortium of the partners of the Erasmus+ project «**Hashtag #**» (contract number 2018-3-DE04-KA205-017106).

Aim of the project:

In the year 2018, the four project partners came together to develop a simulation game that deals with the topics of extremism, radicalisation, violence, hate speech and xenophobia. The aspect of democracy building was important to us, i.e. using the simulation game to stabilize democratic systems in our societies and protect them against increasing attacks.

Our teams of trainers and the responsible persons of our structures reflected for a long time on how these topics can be dealt with in a youth-friendly way and within the framework of a simulation game without using stereotypes. During a joint training session, the specialists finally agreed on two principles for an activity that can be carried out in both formal and non-formal educational situations.

First, we wanted to stay at the experiencing level of the young people. The participants should be put in a situation where they experience something and reflect on this situation together with the others in the group.

On the other hand, after the discussions we became aware that we do not want to work "against" but "for" something. It was important to us to design a simulation that deals positively and critically with democracy not only as the best form of government and society, but also as a way of life in all areas of society. The participants should become aware that it is worthwhile to get engaged in democratic processes.

The aim of the method we created, "hashtag# - a simulation game", is to introduce the young participants to the topic of decision-making processes in a playful way.

Unfortunately, decision-making processes in our societies are often interpreted as untransparent and lengthy. There is a danger that not only young people prefer quick and populist solutions to democratic processes.

In the simulation game, the participants experience exemplary decision-making patterns and have to act on current topics. After the simulation, the advantages and disadvantages of different decision-making systems are reflected with the young people.

The method aims to achieve the following goals:

- » Supporting individual and collective reflections on decision-making processes;
- » To try out and raise awareness of the advantages and disadvantages of different decision-making systems;
- » To encourage reflection on the advantages and limitations of different forms of collective decision-making;
- » Promoting democratic decision-making processes in a group;
- » Transfer of the learned experience to one's own world of experience;

We assume that the method we have elaborated is an important component in supporting democratic processes in youth work in our societies and thus opposes extremist tendencies. We are becoming more and more aware that democracy cannot be taken for granted as a political system in Europe, even after the experiences of the last century, but that we have to support young people to stand up for this form of society.



The project was implemented in the year 2019-2021 (30 months) by the following partners:

Agentur für Interkulturelles Lernen, Germany



The Agentur für Interkulturelles Lernen is a young company that conducts intercultural seminars and trainings in cooperation with relevant youth and adult education institutions. The main focus is on non-formal education and training for multipliers in intercultural / international education. The Agentur für Interkulturelles Lernen also tries to

introduce people from rural areas to European activities and to establish a European awareness.

The Agentur für Interkulturelles Lernen has a permanent staff member and a large network of about 100 trainers and language facilitators throughout the European area whom it places for its partners' activities.

The company organizes training and further education events. It uses a variety of non-formal education methods that are experience-oriented. From the shared experience, theoretical bases and perspectives for action can then be worked out in reflection with a group mixed according to origin, gender, age, attitude and experience.

In this context, we also use many simulation games from the field of anti-BIOS and anti-racism work.

GLAFKA s.r.o., Czech Republic



GLAFKA is the Czech based educational and consulting institution located in Prague. It focuses on knowledge and innovation transfer in a field of lifelong learning, further education and nonformal learning.

GLAFKA has a strong focus on empowerment of disadvantaged groups, including 60+, handicapped and socially excluded persons. One of their main aims is to increase employability of target groups through personal and vocational development, bridging the gaps between generations, genders and nationalities as well participating in activities friendly to the environment and sustainable development.

Main area of activities covers development of state-of-the-art teaching methods (storytelling) for supporting citizens' key competencies, strengthening critical thinking as well ICT literacy of different target group.

Peuple et Culture, France



Founded in 1945, Peuple et Culture works in the field of community education (éducation populaire). Its activities focus on cultural action and mediation, raising intercultural awareness and international exchanges, local development in rural and urban contexts, and training. In the form of a union of associations, it includes single or multi-purpose organizations at local, departmental, regional or national levels, and individual members. Each group chooses its preferred level according to its socio-economic context and the initiatives with which it is concerned, based on multidisciplinary and complementarity, and to work for the development of an intelligently critical citizenry. The diversity of this network combines both reflections on the action and work on the ground. Fundamentally multidisciplinary, Peuple et Culture is a context where different approaches, publics and themes coexist and influence each other.

YMCA Latvia, Latvia



JAIKATNES ORGANIZACIJU APVIENIBA "YMCA LATVIJA"
ASSOCIATION OF "YWCA/YMCA OF LATVIA"

Association of YWCA/YMCA of Latvia unites local organizations and individual members.

I-Integration (social, political, economic and personal)

M-Mobility (break through the barriers between cultures and peoples, providing experiences that encourages international and intercultural understanding)

K-Cultural values

A-Actuality (actual programs and projects for young adults and migrants for better understanding world-wide socio-economic- political issues and problems)



REFERENCES



C H A P T E R E I G H T





8 – References

1. Quality Youth Work, European Commission, 2015,
https://ec.europa.eu/assets/eac/youth/library/reports/quality-youth-work_en.pdf
2. Youth work essentials, Council of Europe,
<https://www.coe.int/en/web/youth-portfolio/youth-work-essentials>
3. ABC of youth work. How to work with groups in the changing world,
<https://abc-of-youthwork.eu/portfolio/abc-of-youth-work-how-to-work-with-groups-in-t-changing-world/>
4. Manual Training of Youth workers, 2015,
https://www.salto-youth.net/downloads/toolbox_tool_download-file-1494/Manual%20TOYW%20EN%20Online.pdf
5. Intercultural learning and non-formal education, G.Balasanya, 2011,
<https://www.toolfair.eu/tf6/sites/default/files/tools/2011-09-29/Thesis%20all%20in%20One%20-%20Updated%20NE.pdf>
6. Simulation as a language learning tactic, 2014,
<https://www.languages.dk/archive/Methods/manuals/Simulation/simulation%20UK.pdf>
7. Resolution of the Council and the representatives of the governments of the Member States, meeting within the Council on youth work, Brussels, 18 and 19 November 2010,
https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/117874.pdf
8. Working with young people: the value of youth work in the European Union, European Commission, 2014,
https://ec.europa.eu/assets/eac/youth/library/study/youth-work-report_en.pdf
9. Debriefing Manual, Code-X International, 2008,
ej.uz/Debriefing
10. The contribution of youth work to preventing marginalization and violent radicalization, European Commission, 2017,
http://www.injuve.es/sites/default/files/informe_coe.pdf
11. COMPASS – Manual for Human Rights Education with Young People, Council of Europe, 2020
<https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40>
12. “T-Kit 4: Intercultural Learning”, European Commission and Council of Europe Youth Partnership, 2018
<https://pip-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>
13. Practical guide to active learning methodologies, People in need, 2014,
<https://resources.peopleinneed.cz/documents/63-pin-mtm-manual-2014.pdf>

Annex 1

■
**ENERGIZERS AND
GETTING OUT OF
THE ROLE
ACTIVITIES**



Annex 1 – Energizers and Getting out of the role activities

POLITICAL SALAD

The group is seated in a circle, an animator stands in the middle and has no chair. She/He divides the participants into 4 groups (or more) and distributes to each group a name/role:

- President
 - Queen
 - Dictator
 - Prime minister
- » When the person in the center calls one of the name/roles, people who have been assigned this name should stand up and change their seats.
- » When she/he calls 2 names, the two corresponding groups must swap places.
- » When he/she says, “Revolution”, all participants change places. While the participants change places, the leader must try to take the place of someone and another participant is then in the middle who will become themselves the animator and play another round.

POLITICAL FAMILY

Setting: The group is sitting on chairs. The chairs are put in a triangle. The chairs are looking to the outside of the triangle. There is the same number of chairs on each side of the triangle.

That way, the group is divided into 3 small groups. The small groups are building a political family. Each person of each group becomes an identity: journalist, minister, president, senator, shareholder, citizen, syndicalist. There is one person of each identity in each group.

(if there are different languages in the group, we can learn the identity in each language together)

Game: The facilitator is telling a story about the government of a fictional political family.

- » Each time the facilitator is saying the name of one identity of the political family, each person having this identity has to stand up, turn around the triangle and come back to its chair.
- » When the facilitator says “political family”, everybody has to stand up and run once around the triangle.
- » The first person or group coming back to its chair wins one point.

YES X NO

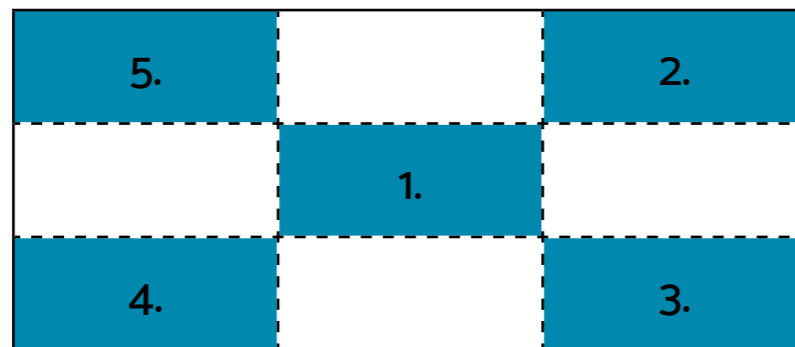
The goal of this activity is to know each other better, laugh together and find out some interesting information about other participants.

Objectives: know each other better, fun

Needed material: paper, pens, two-sided cards - on one side TRUTH, on the other LIE (or YES/NO)

Instructions:

1. The lecturer explains to the participants that their paper has 5 parts (see example below). In the middle of the paper participants will write their names (this one is true information), 4 other categories may or may not be the truth (participants can decide, what others will or will not know about them).



Participants will have 2 minutes to write five information on their papers. The lecturer will write his/her paper, so s/he can start.

Example of information to be written on the paper:

1. My name
 2. Favorite color
 3. Place where I want to be
 4. My small secret / dirty pleasure
 5. What connects me with other participants
2. Sitting in the circle participants will introduce themselves to others. After each information provided by the introducer, all colleagues will decide if the introducer is telling the truth or lie about him/herself (using truth/lie cards).

YOUR NORTH

It is an amazing energizer to get some good laughs and to instigate a conversation about the group re-alignment.

Running the activity:

1. Ask everyone to stand up (leaving space between people; at least two arm's length)
2. Show people where is the North (point it out)
3. Instruct people to cover their eyes with the left hand
4. Ask people to slowly spin around (5 times)
5. Ask everyone to straighten their right arm and point towards North, without uncovering their eyes.
6. Instruct everyone to uncover their eyes and compare their North with everyone else's North (typically, people will be pointing in different directions).

ROCK-PAPER-SCISSORS TEAM

It is a fun, quick energizer activity that can be used to get everyone moving and laughing.

Everybody plays Rock-Paper-Scissors. As far as you lose the match, you stand behind the winner and follow him/her in the line to the next match and support and cheer him/her. In the end, there should be one big line.

If the time allows, this game can be played a few times.

The variation is that you need to lose and get three (up to 6, depending on the group size) winners behind you by playing individual. As far as you get three (up to 6, depending on the group size) winners behind you, you are out of the game.

UNTANGLE YOURSELVES

It is a great energizer to get people moving. It has a very interesting message on finding your way out of a tangled situation.

Running the activity:

1. Ask the group to form a circle.
2. Get everyone to put their hands up.
3. Give the tangling instructions.
 - With your right hand, grab someone's left hand.
 - With your left hand, grab someone's right hand.
 - You cannot grab the hands of people next to you.
4. Ask the group to untangle themselves without letting the hands go, and trying to form a circle.

Group size: larger than six people, up to any number. For very large groups, break into smaller groups of approximately 12 people.

THE BALLOON BATTLE

It is a great energizer to get everyone moving and shake the body. Put into the group balloons (half number of the participants, like 5 balloons for 10 participants, 3 balloons to 6 participants, etc.) and instruct to keep balloons in the air for 1 (or, or 3 minutes, depending on how much time do you have). If there is a large group, the participants can be also split into smaller groups.



EVALUATION OF THE ACTIVITY



Annex 2



Annex 2 – Evaluation of the activity

MOVING DEBATE

The group is standing in the room. The room is divided into 3 Spaces: One side is positive side; one side is the negative side and one place is the talking place.

- » The facilitator mentions the different part of the activity he/she wants to evaluate
- » Each participant moves through the room to place itself between the positive and the negative place, depending on how he/she liked the mentioned part
- » When a participant wants to say something, he/she can go to the “talk place” and comment.

Ideas of part of the activity that we can evaluate:

- The different thematic of the activity (environment etc.)
- The way you communicate during the activity
- The result of the decision-making process

FIVE FINGER FEEDBACK

Ask participants to outline their hand on a sheet of paper (for individual evaluation), then, ask them to fill it out according to the description below or draw one big hand on a big sheet and let all participants fill out one outline.

Explanation of the meaning of the five fingers:

Thumb: What I liked best...

Index finger: This is what I want to point out ...

Middle finger: I did not like this ...

Ring finger: that was my piece of jewelry/ that's what I take with me...

Pinky finger: that missed out a bit ...

Words

- » At the end of the game, the trainer will ask participants to take an individual to think about the game 2min.
- » Each participant will select three words which define their evaluation- 2min.
- » Each participant writes his/her three words on the flipchart – they might also provide a very short explanation of why those words (it is not necessary)

Emotions

The trainer will place little papers where different emotions (positive, negative, neutral) will be written (one on each paper).

Each participant will choose from a hat/box three papers. On each paper, there will be one emotion/feeling (like happy, exhausted, hungry...). Participants will be asked to evaluate the game using all emotions they selected.

Note: if participants don't like emotions, they selected they get a chance to change one paper only once.

The Statements

The facilitator can ask the group to react on the statements by clap the hands, stand up, move to one or another side of the room, raise the hands, turn around themselves, etc. visuals.

Statements can be like:

- I liked the activity today
- It was too long for me
- I got a lot of fun
- I didn't think about the topic before
- I want to know more on the topic
- Facilitator did a great job
- Time for the activity was enough, etc.

After each of the statement, the facilitator can ask some comments from the participants.

Emoji

The facilitator asks to draw the Emoji regarding how the participants liked the activity. All the participants show to the others Emoji and tell "One thing I will take with me from today."



Annex 3

■
PRINTOUTS FOR
THE
HASHTAG # GAME

Annex 3 – Printouts for the Hashtag# game

The number of "societies" depends on the number of participants.
All the characteristics of the "society" can be created by the selection in advance or by using the lottery.

Societies descriptions

For example:

I Each "society" has marked with a different color:

1. Yellow - Young people living in private houses in the urban area;
2. Blue - Young people living in apartment buildings in the urban area;
3. Green - Young people living in private houses in the rural area;
4. Red - Young people living in apartment buildings in the rural area;
5. White - Young people living in the dormitory;
6. Black - Young people living partly abroad.

II Each "society" have different habits/interests:

- Are vegans
- Like trailing and climbing
- Like to read the books
- Are religious
- Have blog/vlog
- Represent Hip-Hop culture

Decision-making in the group

- By the person who has the darkest hairs
- Only when all group members had expressed their opinion and by consensus (all agree)
- Only those who wear trousers today
- Agreed by the majority
- The group elect a person who says the Last word (elective democracy)
- One person decides for the group (The facilitator gives the paper to this person "You decide" (Dictatorship))
- Only women in the group can decide (Matriarchal approach)
- The youngest person in the group decides (Youth approach)
- A person is designated to be an expert on a theme (The facilitator gives the paper to this person "You are expert of The Topic" (Expert approach))



Proposal of priorities defined by themes. The number of priorities is to be defined according to the number of "societies":

1. Education

- 1.1. School must be free
- 1.2. Society must build more schools
- 1.3. The school must be accessible to all children, even those who do not speak the language

2. Safety

- 2.1. The company needs to hire more police officers
- 2.2. Society must secure streets with cameras
- 2.3. Society must build more prisons

3. Environment

- 3.1. Society must reduce fossil fuel consumption
- 3.2. The company must build bike paths
- 3.3. Society must force waste reduction

4. Mobility

- 4.1. All persons must have a mobility experience abroad
- 4.2. Public transport must be free
- 4.3. All people must have access to the Internet

5. Culture

- 5.1. All 18-years-old must have a credit card of 500 € to pay for cultural activities
- 5.2. Culture must be considered as a top priority
- 5.3. An artistic practice must be compulsory for everyone

6. Decision-making process

- 6.1. The decision must be shared by as many people as possible
- 6.2. The decision must be made by a person elected
- 6.3. Every 2 months, the decision must be made by another person

7. Diversity

- 7.1. Diversity must be listed as the number one priority
- 7.2. Society must force diversity in councils
- 7.3. A quota of women must be imposed on decision-making boards

8. Health

- 8.1. Health must be free
- 8.2. Health workers must be paid by society
- 8.3. Health must be profitable and must not cost money to society



**SIMULATION
GAME HASHTAG #
IN SHORT**



C H A P T E R A N N E X 4

Annex 4

Annex 4 – Handout for the educator - Version 1

To find out more on the simulation games creation and particular game with the detailed description, examples of adaptation and handouts, please read «Guidelines on the Simulation game as a tool in working with young people» (2021) which can be found www.waytothink.lv or www.glafka.cz.

What?	Description
Aim	To develop the decision-making skills on personal and group level and to improve critical thinking to prevent any form of radicalization among young people.
Learning Benefits	<ul style="list-style-type: none"> * Experienced based learning * Understanding complex problems * Discovering new perspectives * Testing alternative solutions * Experience a risk-free environment * Raising mutual understanding
Education goals	<ul style="list-style-type: none"> * Practice the Negotiation skills to Achieve the compromise * To raise awareness of the importance of Empathy and mutual Understanding among the different people and groups of people (communities) * To Gain the knowledge about democracy and critical thinking * To practice the Team work * To develop the Leadership skills * To have the practice on Debating, Discussion and Persuasion * Reflect on the advantages and limits of different forms of collective decision-making
Resources needed	Color papers, Markers or Pens, Stickers, Sheet of papers, Printouts of the description and the rules according to the step of the game/situation
Time-frame	90min in total
Number of persons (actors)	Minimum 8, maximum of 30 participants

Process (Step by Step - below):	<ol style="list-style-type: none"> 1. Opening and Introduction 2. Intro to the game, making the teams 3. Play 4. Getting out of the game activity 5. Debriefing 6. Thanks and Closing the event
Step 1 Opening and Introduction session (15min)	<ul style="list-style-type: none"> • Welcome words. Introduction to the topic, time planned, the expected results, Basic Rules of the game. • Energizer - choice by facilitator depending on do the young people know each other or it is the newly composed group, national/international, same age/different age, same background / different one, mono or multi-lingual, etc.
Step 2 Intro to the game, Making the teams (10min)	<ul style="list-style-type: none"> • Making the teams - choice by facilitator depending on the number of participants, do the young people know each other or it is the newly composed group, national/international, same age/different age, same background/ different one, mono or multi-lingual, etc. Also, according to the aim of the facilitator who is working with the group - if there are gender issues important, can make the groups by gender; if there is ethnic groups issue – consider that, if there is focus on strong team building – appropriate method should be applied, etc. • The number of group members is according to the total number of the participants divided into 3 to 6 groups. • Facilitator introduces the rules of the game. <p>Story: There is an opportunity given to young people to choose the priorities for the development of their societies. The facilitator creates "societies" with different models of decision-making. The number of "societies" depends on the number of participants. "Societies" have different backgrounds, different interests and goals.</p>

Step 3 Play (30min)	<p>Tasks for the groups:</p> <p>Part I (15min) Several "societies" will have to coexist, experimenting with different decision-making systems. Different themes are proposed to the "societies" (number of topics = number of "societies"). Each "society" becomes aware of the themes (given randomly to the "society") and must agree on a priority for each of them. Each "society" is asked to choose one priority per theme proposed by the facilitator. These priorities will be that of the new "society". Once these priorities are defined, each "society" agree on the representative.</p> <p>Part II (10min) Each "society" send the representative to the Decision-making table where all have to agree on a priority from each of "society". Each representative must act according to the behavior of his or her "society" of origin, and make the decision based on her/his decision-making system. The representative can stand up and consult the other members of his "company" if necessary.</p> <p>Part III (5min) Facilitator proposes to move to two votes: » 1st vote: Each participant must answer yes or no to the question "Are you as an individual satisfied with the result?" » 2nd vote: Each participant receives 3 stickers symbolizing 3 votes. Each participant is invited to stick their 3 stickers on the list of priorities defined by all groups (not only the one selected at the end). The participants can stick the stickers where they want and as many times as they want (3 on the same priority is possible, for example).</p> <p>The results of the vote will be used in the rest of the discussion.</p>
------------------------------------	---

Step 4 Getting out of the game activity (5min)	<ul style="list-style-type: none"> • The mandatory element by the facilitator is announced. • The group applauses are required/initiated by the facilitator. • Getting out of the game activity - choice by facilitator depending on the number of participants, do the young people know each other or it is a newly composed group, national/international, same age/different age, same background/different one, mono or multi-lingual, etc.
Step 5 Debriefing (20min)	<ul style="list-style-type: none"> • Debriefing method is chosen according to the size of the group, time for the debriefing, experience of the facilitator, resources are available, age of the participants, purpose/goal of the debriefing, activity type, materials available, etc. <p>The general process of the Debriefing:</p> <ol style="list-style-type: none"> 1) What's happened during the game? (Facts, Observations) 2) How did I felt? (Interpretation) 3) What did I learned? (Achievements) 4) What could be done differently next time? (Transferring) <ul style="list-style-type: none"> • Questions for the Debriefing are prepared according to the priorities of the learning benefits and educational goals for the specific group at a particular time.
Step 6 Thanks and Closing the event (10min)	<ul style="list-style-type: none"> • A short evaluation of the game in general. • In the end, there is mandatory to say Thanks to the participants. • Closing the event activity can be just applauses or some small presents to all the participants - according to the possibilities and the specific situation. • It's also time for some delays in any of the previous steps.

Any questions?

Please contact us in English, Russian, Latvian, French, German, Slovak or Czech via erasmus.hashtag@gmail.com

Annex 4 – Handout for the educator - Version 2

To find out more on the simulation games creation and particular game with the detailed description, examples of adaptation and handouts, please read «Guidelines on the Simulation game as a tool in working with young people» (2021) which can be found www.waytothink.lv or www.glafka.cz

What?	Description
Aim	To develop the decision-making skills on personal and group level and to improve critical thinking to prevent any form of radicalization among young people.
Learning Benefits	<ul style="list-style-type: none"> * Experienced based learning * Understanding complex problems * Discovering new perspectives * Testing alternative solutions * Experience a risk-free environment * Raising mutual understanding
Education goals	<ul style="list-style-type: none"> * Practice the Negotiation skills to Achieve the compromise * To raise awareness of the importance of Empathy and mutual Understanding among the different people and groups of people (communities) * To Gain the knowledge about democracy and critical thinking * To practice the Team work * To develop the Leadership skills * To have the practice on Debating, Discussion and Persuasion
Resources needed	<p>Color papers, Markers or Pens, Printouts of the description and the rules according to the step of the game/situation</p> <p>Decorations (if possible):</p> <ul style="list-style-type: none"> - hats, scarf's, glasses, balloons, balls, etc. preferably in the colors of the groups (see below). Any materials can make the mood of the participants that they are preparing for the described event; - video, PC, speakers, projector to show the video - a mix of captures of different previous events related to the topic; - printed photos with elements of the relevant situation.

Time-frame	120min in total
Number of persons (actors)	Minimum 8, maximum of 30 participants
Process (Step by Step - below):	<ol style="list-style-type: none"> 1. Opening and Introduction 2. Intro to the game, making the teams 3. Play 4. Getting out of the game activity 5. Debriefing 6. Thanks and Closing the event
Step 1 Opening and Introduction session (15min)	<ul style="list-style-type: none"> • Welcome words. Introduction to the topic, time planned, the expected results, Basic Rules of the game. • Energizer - choice by facilitator depending on do the young people know each other or it is the newly composed group, national/international, same age/different age, same background / different one, mono or multi-lingual, etc.
Step 2 Intro to the game, Making the teams (10min)	<ul style="list-style-type: none"> • Making the teams - choice by facilitator depending on the number of participants, do the young people know each other or it is the newly composed group, national/international, same age/different age, same background/ different one, mono or multi-lingual, etc. Also, according to the aim of the facilitator who is working with the group - if there are gender issues important, can make the groups by gender; if there is ethnic groups issue - consider that, if there is focus on strong team building - appropriate method should be applied, etc. • The number of group members is according to the total number of the participants divided into 4 to 6 groups. • Facilitator introduces the rules of the game.

<p style="text-align: center;">Step 2 Intro to the game, Making the teams (10min)</p>	<p>Story: There is an opportunity given to young people from the city council, local municipality, school or community to organize An Event according to the situation applied.</p> <p>The facilitator creates "societies" with different models of decision-making. The number of "societies" depends on the number of participants. "Societies" have different backgrounds, different interests and goals.</p>
<p style="text-align: center;">Step 3 Play (30min)</p>	<p>Tasks for the groups:</p> <p>Part I (10min)</p> <ul style="list-style-type: none"> » You must create an element for An Event. Your color plays a significant role in it. » You must have arguments for and against the color of your element. » The decision in your group should be taken according to the given decision-making form. <p>Part II (10min)</p> <ul style="list-style-type: none"> » Each of the participants from your group must meet at least one from each other color group and listen to their arguments for the element they choose for An Event. <p>Part III (15min)</p> <ul style="list-style-type: none"> » Listen to each group member who obtains arguments from other groups. » Decide on the last version of the element for An Event. » Choose one representative for the final discussion of leaders of all color groups who will decide for the element of An Even.

<p style="text-align: center;">Step 3 Play (30min)</p>	<p>Part III (15min) The task for group representatives - opinion leaders (each of them have 1 pen/marker):</p> <ul style="list-style-type: none"> » There where in 10 minutes most of the pens/markers will be, the mandatory element of An Event will be announced. <p>The task for the participants of the color groups:</p> <ul style="list-style-type: none"> » Listen to the arguments and ideas of the opinion leaders and move to the opinion which seems the best idea, solution for you individually.
<p style="text-align: center;">Step 4 Getting out of the game activity (10min))</p>	<ul style="list-style-type: none"> • The mandatory element by the facilitator is announced. • The group applauses are required/initiated by the facilitator. • Getting out of the game activity - choice by facilitator depending on the number of participants, do the young people know each other or it is a newly composed group, national/international, same age/different age, same background/different one, mono or multi-lingual, etc.
<p style="text-align: center;">Step 5 Debriefing (20min)</p>	<ul style="list-style-type: none"> • Debriefing method is chosen according to the size of the group, time for the debriefing, experience of the facilitator, resources are available, age of the participants, purpose/goal of the debriefing, activity type, materials available, etc. <p>The general process of the Debriefing:</p> <ol style="list-style-type: none"> 1) What's happened during the game? (Facts, Observations) 2) How did I felt? (Interpretation) 3) What did I learned? (Achievements) 4) What could be done differently next time? (Transferring) <ul style="list-style-type: none"> • Questions for the Debriefing are prepared according to the priorities of the learning benefits and educational goals for the specific group at a particular time.

<p>Step 6 Thanks and Closing the event (10min))</p>	<ul style="list-style-type: none">• A short evaluation of the game in general.• In the end, there is mandatory to say Thanks to the participants.• Closing the event activity can be just applauses or some small presents to all the participants – according to the possibilities and the specific situation.• It's also time for some delays in any of the previous steps.
--	--

Any questions?

Please contact us in English, Russian, Latvian, French, German, Slovak or Czech via erasmus.hashtag@gmail.com

Guidelines on the Simulation game **Hashtag #** as a tool in working with young people



Erasmus+

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

