



## LEARNING OBJECTIVES

Identify European values  
Evaluate value conflicts/conflicting interpretations of values  
Improve soft skills (argumentation, negotiation, ability to compromise)



## GROUP SIZE / MINIMUM AGE

Between 10 and 19 people  
16-30 years old



## DURATION

180 minutes



## KIND OF ACTIVITY

Simulation game



## MATERIALS AND RESOURCES

Scenario (one per participant)  
Placeholders (one per participant)  
Role profiles (one per participant)  
PC and projector  
Pens (one per participant)

## OVERVIEW

The simulation game allows participants to analyse the contrast between different values, both on a personal level, and between national governments and civil society.

The activity allows us to understand the institutional architecture of an association of national states (such as the European Union) whose values can be the basis both of the union and of a potential source of conflict.

During the activity the concepts of democracy, the rule of law and freedom of the press will be put into practice.

## PREPARATION

Prepare the room so that its layout resembles that of a courtroom; the judges are seated in front while the other tables are arranged in a U-shape opposite.

Prepare all the materials for the game so that they are ready to be distributed.

Set up the PowerPoint presentation (you can find it in "Useful materials").

## IMPLEMENTATION

### Introduction (20 minutes):

Explain to the participants what a simulation game is and what it means to play a role.

Using PowerPoint, introduce the context / scenario of the game, the issue at the heart of the litigation and the aim of the game.

### » Scenario

The Inotican Union is composed of 26 Member States. A few years ago, the Member States ratified a constitution which includes the common fundamental rights and values for the Union. The Inotican Union Court of Justice monitors Member States to ensure compliance with the rules. It has the power to sanction if one of the states does not respect the values of the Union.

### » Litigation

Following complaints made by various civil society actors, the Inotican Union Commission instituted legal proceedings against the Member State of Suavia. Suavia is accused of violating EU values.

The Suavia government has put a nationwide ban on the online magazine "Radical Ecologist" after it denounced plans for the construction of new nuclear power plants and verbally attacked the Government and the Prime Minister.

### » Aim of the game

The aim of the game is to reach a decision by the Court regarding the litigation. The decision must be taken unanimously by the judges, after hearing the positions of each actor.

Assign each participant a role and hand out the materials (scenario, role profile, placeholder). Each role corresponds to a position to be taken during the debate that will follow.

## Explain how the game will proceed:

- » Opening by the judges (5 minutes)
- » Statement of the prosecution by the Commission (5 minutes)
- » Opening statement by each party (15 minutes)
- » Open discussion between the parties, chaired by the judges (30 minutes)
- » Informal talks (10 minutes)
- » Closing statement by each party (10 minutes)
- » Judges' decision behind closed doors (10 minutes)
- » Judges' verdict (5 minutes)
- » Reading of materials and preparation of interventions (20 minutes):

Allow 20 minutes for participants to read the scenario and the role profiles and become familiar with their role.

At this time, the judges will have to think about how to chair the hearing and the discussion and how to make a final decision. The prosecution and the different actors will have to prepare the opening declaration following the indications relating to their role.

Answer any questions that are not clear.

## Simulation game (90 minutes):

Once all the parties are ready, ask the participants to take a seat and kick off the game by giving the floor to the judges. The different phases of the game are indicated above.

## DEBRIEFING AND EVALUATION

After the activity, gather in a circle with all the participants for discussion, using the following questions as a starting point:

- » How do you feel?
- » Was it difficult to give a visual representation to values? Why?
- » Were the still life images created literal or abstract? Why?
- » Where did you get the idea for your visual representation?
- » What role do these values play in society?

## TIPS FOR FACILITATORS

Follow the instructions given in the PowerPoint presentation.

**Handout: Power Point, Role profiles, Scenario** 