



LEARNING OBJECTIVES

Understand the differences between personal and collective values

Analyse value conflicts

Experience the interdependencies between European values



GROUP SIZE / MINIMUM AGE

Up to 17 - 24 people per game

Between 16 and 30 years old



DURATION

90 minutes



KIND OF ACTIVITY

Simulation game



MATERIALS AND RESOURCES

PC and projector

3 game boards

3 place holders (one for each table)

Playing pieces (one per participant)

3 country profiles

24 role profiles

18 event cards

Personal cards (one per participant)

Pens (one per participant)

OVERVIEW

Many young people do not have the opportunity to experience value conflicts in everyday life, and for this reason they are not aware of the consequences that such conflicts can bring to a personal and collective level. The game aims to simulate value conflicts, in particular conflicts between individual values and collective values and to reflect on the role that European values can play in this context.

PREPARATION

Prepare three tables in the room where the game is to take place, large enough to accommodate the participants. A maximum of eight participants should sit at each table. Each table represents a different country. On each table, prepare the materials for the game:

- » A game board
- » A place holder with the name of the country
- » One playing piece for each participant (maximum 8)
- » The country profile card
- » The role cards
- » 6 Event cards
- » Personal cards (one per participant)
- » Pens (one per participant)

Set the attached PowerPoint presentation

IMPLEMENTATION

Introduction (10 minutes)

Let the participants sit at the tables. Explain to the participants what a simulation game is and what it means to play a role. With the help of PowerPoint, introduce the context of the game and its objective.

Scenario

In three imaginary states (Gagonia, Fontania, Lingland) some laws are discussed and passed. Each participant plays a different role and must discuss legislative changes and reflect, together with the

others, if the decisions taken by the state can be considered good or bad for the characters played and for the community.

Objective

The objective of the game is to discuss some of the laws passed in the three imaginary states. These laws are strongly value-related and can therefore conflict with people's feelings, goals and personal ethics.

Explain how the game will proceed:

- » Round 1 at the first table (20 minutes)
- » Round 2 at the second table (20 minutes)
- » Round 3 at the third table (20 minutes)
- » Debriefing (20 minutes)

Within each state let the participants choose the roles they want to interpret out of the eight proposed.

Once the roles are assigned in each state, the youngest person reads the country's profile aloud, so that everyone can understand the context in which the action takes place.

The oldest person, on the other hand, reads out what it says on the event card. For example: "From this month on, abortions are allowed until the 16th week of pregnancy. "Now every woman and every girl have the right to decide for herself whether, when and how often to have a child," says a supporter of the new regulation. "

The group debates if the decisions taken by the state can be considered good or bad for the characters they play. At the conclusion of the discussion, each player moves his/her playing piece up or down on the board according to whether the decision taken by the state is advantageous or disadvantageous for their character.

Depending on the time available, up to six events can be read out (for a maximum of twenty minutes total). Once you have read all the events, ask the participants to fill in the personal form, writing down their feelings and thoughts related to how they experienced the reference state. Once everyone has completed their form, the group moves to another state where it will repeat the same procedure. The game ends when all the participants have passed through the three States.

DEBRIEFING AND EVALUATION

After the game, form a circle and begin a discussion with the participants, starting from these questions:

- » How do you feel?
- » How did you feel during the activity?
- » What were the important values for the three states?
- » In which state did you feel particularly uncomfortable?
- » Did you ever find yourself in conflict with the values of a community?
- » What role do European values play in situations where values conflict?
- » What did you learn from this activity that can be useful in your personal life and in your community?

TIPS FOR FACILITATORS

Try to divide up the participants as follows:

- » 24 participants:
8 participants in each of the three tables
- » From 23 to 17 participants:
6 - 7 participants for each of the three tables
- » Up to 16 participants:
Form only 2 groups and leave an empty table for each round
- » More than 24 participants:
Use two games (creating 6 game tables)

Handout: Game materials 