The Demogames Facilitator's Manual

ready to use games for formal and non-formal education

DEMO GAMES

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DEMO
GAMES

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Foreword

Against the current backdrop of multiple crises in Europe and beyond, teaching and learning about democracy and active citizenship appear more important than ever. The Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC) is a set of materials designed for teaching not only democratic values, but also knowledge, attitudes, skills, and critical understanding relating to their exercise.

The RFCDC equips young people with all the competences needed to take action to defend and promote human rights, democracy and the rule of law, to participate effectively in a culture of democracy, and to live peacefully together with others in culturally diverse societies. Based on and inspired by the RFCDC, the Demogames project used it as a steppingstone for developing ready-to-use educational tools.

Game-based learning is a specific form of experiential learning. Educational experience has proven that experiential learning is particularly well suited to developing competences for democratic culture. From this perspective, the Manual is a convincing example of the feasibility of applying gamification/serious games to democracy education.

The high quality and variety of the games and their accompanying material can be attributed to the interdisciplinary teams involved in their development, ranging from educational practitioners, game developers, political scientists, and non-profit organisation managers.

The Demogames Manual is a very welcome additional practical tool that education professionals can use in different settings to support learners develop their competences for democratic culture. I am convinced its users will find playing the games both instructive and enjoyable.

Dr. Michael Remmert
Head of the Education Policy Division
Council of Europe
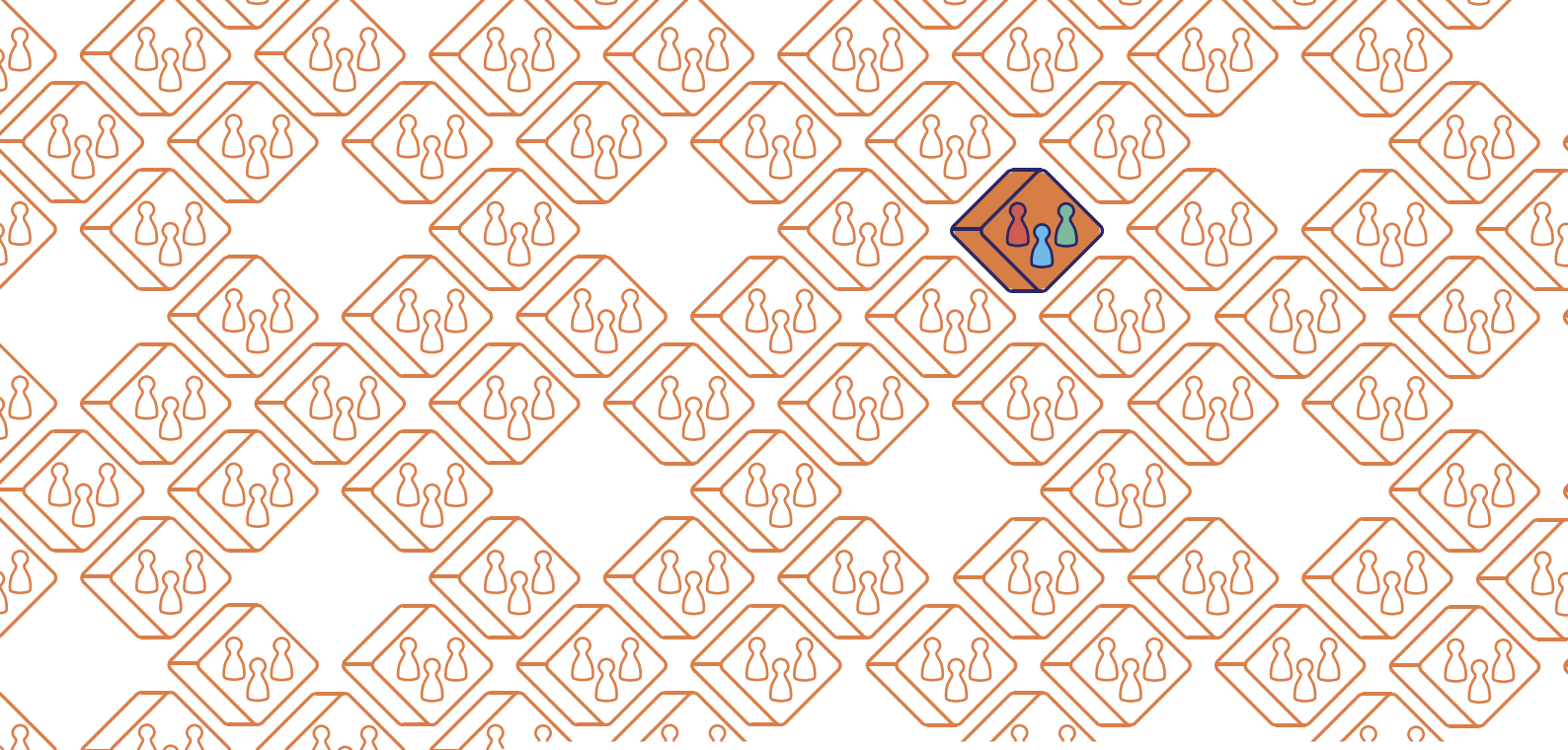
01. Introduction

01. Introduction

By Saskia Ruth-Lovell, Sabine Jenni, Michael Cotterell

Democracy is under attack in different parts of the world, including Europe. The challenges faced by leaders and societies within democratic systems are manyfold, ranging from societal and political polarization, disinformation and fake news, to the open manipulation of the very core of democratic institutions like elections, the rule of law, and civil spaces. [1] These developments are not inevitable, and democratic backsliding is not irreversible. But strong and resilient democracies depend on the individuals that inhabit them – in the end, *democracies need democrats*.

Providing young people with the knowledge and capacity to effectively engage in democratic processes and to value democratic principles (like freedom and equality) is highly relevant. We aim to make a meaningful contribution to this.

The Demogames project and this manual

This manual is directed at practitioners in democracy education, and particularly targeted at facilitators. It provides the reader with background information, practical advice, and examples of how to use the outputs of the Erasmus+ Youth in Action project *"Democracy and Games: Analogue and Digital Game-Based Learning Tools for Youth Work"* (Demogames). The members of the *Demogames* consortium designed several serious games for the purpose of democracy education and assembled them in the *Democracy Game Box (D-Box)*.

The serious games presented in this manual are based on the didactic approach of "game-based learning" and on up-to-date approaches and principles of democracy education in Europe. They can be used both in formal education and non-formal youth work and allow practitioners to engage, connect and empower young people and to promote active (European) citizenship. By playing the *Demogames*, young people engage in discussions on democracy beyond their local, regional, or national experience. They support players to make sense of their role as democratic (and European) citizens and encourage their political and social participation and active engagement at the local, regional, national, European, and global level.

The games, methods and materials described in this manual
- teach young citizens *about* democracy, as they provide knowledge and stimulate cognitive reflection,
- they teach young citizens *through* democracy, as they create experiences with democratic processes and democratic values, and
- they prepare young citizens *for* democracy, as they help young people to be and become democrats.

The games and activities described in this manual build on the model of Competencies for Democratic Culture (the CDC model), which is the core of Council of Europe's "Reference Framework of Competences for Democratic Culture" (RFCDC). [2] The *Demogames* and accompanying materials have been particularly designed to include different perspectives on democracy, highlight the benefits of cultural diversity for social and political life, and aim to increase social inclusion through fostering a positive disposition towards democracy.

The competencies trained with our tools cover all four dimensions of the CDC model, since they:
- increase the factual *knowledge and critical understanding* of democratic norms, values, institutions, and processes;

- train young people's *skills* to behave efficiently within democratic processes (e.g. analytical thinking, co-operation and communication skills)
- foster core *democratic values* like human rights, cultural diversity as well as fairness, equality, justice, and the rule of law
- develop *attitudes* like the openness to other worldviews, tolerance of ambiguity, responsibility, or civic-mindedness.

The Democracy Game Box (D-Box)

The field of game-based learning is vibrant, fast growing, but often insulated. Existing game-based learning tools for democracy education usually target very specific groups and contexts and seldomly provide the necessary educational materials to be transferred to and applied in non-formal youth work. The games in the *Democracy Game Box* target young learners and youth groups across the globe. The *Demogames* have been tailored to young people without specific prior knowledge. Many of the games build on the experiences and knowledge players bring with them to the table. Some games require a certain level of proficiency in communication, reading and analytical thinking skills. However, the *Demogames* consortium aims to cast a wide net, and therefore, developed a broad variety of games, from short and easy to grasp games to day-long gaming experiences. The *D-Box* allows practitioners to flexibly choose games and activities and adjust them to their time-constraints and target group.

The games in the *D-Box* are an excellent way to build a bridge between theory and practice, encourage learners to actively engage and interact with each other, and help facilitators to create a stimulating and inclusive learning atmosphere. To get to the full potential of the games, they are embedded in an experiential learning processes, including an input to and a debriefing of the game play process.

By playing the Demogames, young people...
- deal with democracy beyond their local, regional, or national experience. For example, players of **Deckmocracy** engage with real life events in different countries and players of **Participedia** learn about real life examples of political participation from around the world;
- train necessary skills to efficiently engage in democracy. For example, players learn to actively listen to each other in **Fake Expert** or to apply their analytical thinking skills in **Observers**.
- are supported to make sense of their role as democratic and European citizens. For example, players share their stories and experiences with democracy when playing the **Competence Card Game** or **Demodice**;
- get to know themselves better and reflect on their behavior and preferences. For example, players compete or cooperate in the board game **Draw The Line** or they can experience the complex process of political decision making in the game **Utopia**.

Educational practitioners can choose from the D-Box...
- games of various duration. For example, the **Competence Card Game** can serve as a short introductory exercise. **Draw the Line** and **Deckmocracy** can fill medium length activities, while practitioners need to factor in more time for **Utopia**.
- analogue or digitally assisted games. For example, both the guessing-game **Observers** as well as the dice-based storytelling game **Demodice** can also be played as an analogue game as well as digitally, without the need to prepare the print & play materials beforehand.
- games of different levels of complexity: For example, the game **Fake Expert** builds on easy to grasp rules and does not require a lot of pre-existing knowledge. The game **Participedia** builds on a combination of less well-known game mechanisms and requires both facilitators and players to invest time in rule explanation. It also depicts a lot of information on the playing cards on less well-known innovations in democratic participation.

1 For more details on these developments see, for example, the Varieties of Democracy (V-Dem) Democracy Report, 2019.

2 See: www.coe.int/rfcdc (last accessed 04.07.2022)

3 Note the rules of each game are explained in the rulebooks, which are provided in addition to the print & play materials. See: http://www.demogames.eu/ .(last accessed 04.07.2022)

4 https://creativecommons.org/ (last accessed 04.07.2022)

How to use this manual

This manual is targeted at practitioners in democracy education and aims to persuade why it makes sense to include *Demogames* in workshops and sessions on the topic of democracy. It provides facilitators with a variety of suggestions on how to do so.

The manual is divided in three main sections: The first section contains background information that helps to understand the rationale, aim and philosophy of the *Demogames* project. The section provides an answer to the question "why we need democracy education?" and provides an introduction to game based learning in democracy education.

The second section introduces the *Democracy Game Box (D-Box)*, the main output of the *Demogame*s project. It includes eight chapters - one on each of the games in the *D-Box*. In these chapters, the developers of the game explain how they address democracy education, what competences their games predominantly train, and they provide recommendations on how to facilitate an experiential game-based learning process with the game. [3] Although this is how the developers envision the game being run, these chapters provide recommendations and food for thought. Facilitators are free to use their own ideas to use the games and adjust the process to their needs. For this purpose, all games are published under a Creative Commons *license* [4] : ***Feel free to use, adapt and further develop them***.

The third and final section provides a collection of practical ideas, toolkits, and concrete plans for sessions with specific *Demogames*.

We hope that this manual will inform, inspire, and intrigue. The sections and chapters can be read individually, as specific entries on specific topics. But the manual can also be read from front to back, starting out with background information on the project and learning theory, to the games and very practical recommendations and examples.

We have structured this manual in this way so that readers can follow the order written and get the foundations for each element, or jump between the chapters of interest, before engaging with the ideas behind the games.

02. Democracy and Games

02. Democracy and Games

2.1 Why do we need education for democracy?

By Sabine Jenni, Calin Rus, Saskia Ruth-Lovell, and Rebecca Welge

> *"It would be a great error to think of and teach democracy as a procedural or political system, or as the principle of majority rule. [...] It is not just rules; it is a way of life. It encourages everybody to make the best of their capacities — holds that we have a moral responsibility to do so."*
> *Thomas Mann,*
> The Coming Victory of Democracy (1938)[5]

> *"Only the continuous efforts of many people (...) pushing for more civil rights and democracy, have brought us to where we are today: a society more democratic than we have ever seen before. Not perfectly democratic, not unchallenged, and certainly not without flaws."*
> Lea Heyne,
> Despite illiberal challenges, the golden age of democracy is now (2021)[6]

Democracy offers a huge opportunity. It enables us to live in dignity, have our fundamental rights protected and have a say in the rules that govern our daily life. But democracy is also a challenge. We argue that we need education for democracy because democracy lives on the actions of us individuals. We must understand our own interests and preferences and are confronted with those of others. We should participate actively in political life to defend our interest while adapting to new circumstances and arguments. We must be open to new worldviews, information, opinions and always keep in sight the fundamental values of democracy.

In this chapter, we first outline what democracy is, recognising the diversity of democratic systems, identifying the essential elements of all democracies, and discussing some of the most urgent challenges that democracies are facing. In a next step, we then present a model developed by the Council of Europe[7] on the competences that citizens need to actively take part in a society with a democratic culture and provide some key arguments related to the ways in which these competences can and should be developed through education.

Democracy

How can individuals have an impact and participate in collective decision-making? What goals do individuals want to achieve for themselves or as members of different groups? How can conflicts of interests be resolved? Democracy aims at providing answers to these and similar questions, taking into account that individuals are different but equal.

Living together as individual human beings requires decisions about the form, process, and content of living. The form is set by constitutions, institutions, and norms which define the scope for action (also referred to as *polity*). Processes, in turn, are determined by interests and conflicts of interest, power struggle, power sharing and influence taking in the search for solutions (also called *politics*). The content of living is reflected in the tasks and goals of different members of society, political agendas, and the negotiation of controversial issues (also called *policy*).

Democracy offers criteria for all three dimensions of living together, its form, its processes, and its content. Democracy implies decision-making cycles: Problems and issues are discussed, decisions are made based on opinion-forming and debating, decisions are then

implemented and evaluated, and new issues and new proposals are generated on the basis of reactions from individuals and groups.

Democracy aims at implementing various principles that are not always easy to combine: The majority should be able to make decisions, but at the same time power should be limited, so that the majority cannot tyrannize minorities and abuse of power should be prevented or sanctioned. Individuals should be able to participate and have their views represented in a democracy, but different ideas should be visible and compete with each other.

There are many groups, organisations, places, regions, countries, or groups of countries that are democracies or organised based on democratic principles. Democracies have diverse faces and democracies are constantly challenged and sometimes threatened. Therefore the democratic countries we know are so different and sometimes, these differences obscure our view on the basic fundamentals of all democracies. This basis of modern democracy is the belief that all humans possess equal dignity and rights. The core of democracy is human rights and the rule of law. This implies the necessity for human dignity and human rights to be respected and protected by the form of government, of society, a way of living, and thus -a democratic culture.

Democracy and political participation

Democracy as a form of government is based on the belief that human dignity is best realised through self-determination. This means that the members of a democracy must have the right to participate in making decisions that rule their lives, in political and public life. How to organise political participation is one of the most fundamental questions and biggest dilemmas of modern democracies. Who should have the right to participate and how? While some rights, like the freedom of speech, assembly, or organisation, are recognised as universal human rights, others, like the right to political participation, are not universal. The realisation of the right to political participation in practice is often partial, depending on the extent to which numerous interrelated rights, such as those to freedom of expression, access to information and peaceful protest, are secured.

Especially when referring to democracy and youth, it is important to look beyond conventional forms of participation and representative democracy.[8] Political participation goes way beyond formal democratic processes like the right to vote and the right to be elected, the creation of political parties and participation in political debate.

Political participation includes activities like campaigning, democratic protest and activism that aim at political advocacy or influencing public decision making. Often, such forms of participation are focused on single issues and seek political change around those causes. They are independent from public authorities and citizens' involvement can be direct as well as mediated through organisations, political parties, trade unions and informal movements.

Deliberative forms of democracy build on public debate and dialogue about an issue or a set of issues, to influence the way decisions on these issues are taken directly through political participation of the community and not only their elected representatives. One example of this form of participation is the co-management system[9] where every decision affecting a group as youth or parents is taken together with them in a Joint Council.

The digital world brought new perspectives and challenges to participation in democracy. The online world serves as an additional space for political participation that allows different forms of political participation, mobilization, political debate and activism. Digital tools can be used by institutions reaching out to citizens, using opinion polls, consultations or crowdsourcing ideas. Digital tools can provide the space and means for actions initiated

5   Mann, Thomas (1938): The Coming Victory of Democracy. Translated by Agnes E Meyer. New York: A.A. Knopf.

6   Heyne, Lea (2021): Despite illiberal challenges, the golden age of democracy is now. The Loop. ECPR's Political Science Blog, September 7, 2021, URL: https://theloop.ecpr.eu/despite-illiberal-challenges-the-golden-age-of-democracy-is-now/, (last accessed: 09.05.2022)

7   The Council of Europe (CoE) was founded in the aftermath of the World War II to promote democracy, human rights, and the rule of law, the first legal instrument being the European Convention of Human Rights. The CoE was an early advocate of democracy education as a way to strengthen democracies. The CoE's documents 'Charter on Education for Democratic Citizenship and Human Rights Education' (2010) and 'Reference Framework of Competences for Democratic Culture (RFCDC) (2018) deserve special mention. While the charter serves as a major reference for citizenship and human rights education as a defense against anti-democratic challenges and a tool to promote democracy, human rights, and rule of law, the RFCDC can be understood as a reference guiding how educational activities can strengthen democracy, human rights and rule of law (see section 2.1).

8   Yurttagüler, Laden and Ramon Martinez (2020): Compendium "The future of young people's political participation: questions, challenges and opportunities", available at: https://pjp-eu.coe.int/documents/42128013/47262631/Compendium-YouthPolPart-FINAL.pdf/

9   See: Co-management https://www.coe.int/en/web/youth/co-management The Council of Europe's co-management system is a living example of participatory democracy. Thanks to dialogue between young Europeans and public authorities responsible for youth issues, where each party has an equal say, ideas and experiences can be exchanged, in a spirit of mutual understanding and respect, giving legitimacy to the Joint Council on Youth's decisions.

by citizens, gathering support for campaigns, collecting information or launching online petitions to be presented to decision makers.

The most basic and formally defined right to political participation is the right to vote. This right goes through an ongoing definition process: Who belongs to a community? Who is affected by political decisions? Who should have and take responsibility for the community? Do we require specific contributions to the community from people that are allowed to vote? Do we want people to have specific knowledge and competences to take part in political decisions? Depending on the answers to such questions, criteria for inclusion and exclusion may differ. More than a century of campaigning and demonstrating for universal suffrage for adult nationals are just one example of this ongoing process and differences across democratic countries.

Democracy is often referred to as *government of the people, by the people, for the people*. However, that sounds more inclusive than it often was and still is. The word democracy comes from ancient Greece, where it was first used to describe a participatory political system in which not only children, but also adults who happened to be slaves or women were excluded from political participation. They did not qualify as citizens. While for many people today this may seem absurd, at a closer look we understand that voting rights have been for a long time, and still are, exclusive rights. At the beginning of the 20th century women could not vote in any European country at the national level. And it took as long as 1971 until Switzerland as the last European country granted voting rights to its female citizens. Nowadays, the extension of voting rights to non-national residents or young people is on the agenda of similar processes.[10]

Another widely used criterion for voting rights is citizenship – the passport or identity card of a specific country qualifies someone to vote in a country. Most people either inherit it from their parents (*ius sanguini*), or they get citizenship status because they are born in a certain place (*ius soli*). While some countries and political systems grant voting rights to non-nationals[11] (residents without the citizenship of the country they are residing in) at different levels, many countries do not. Even though modern democracies are based on the principle of inclusion, it remains an ongoing discussion if, when, and why permanent residents should (not) be eligible to vote in local, regional, and national elections.

Participation in democracy requires established rights together with quality information and accessible processes, no matter if we refer to elections and the right to vote, initiative rights, creative activism or other institutionalized forms of civil engagement. It is an important element of democratic quality how institutions and rights are lived and experienced in practice.

Democracy, cultural diversity, and human rights

Modern societies are complex and diverse. They include a wide variety of different worldviews, opinions, and interests. Conflicts of interests between individuals and groups are inevitable and the democratic processes aim at bringing diverse worldviews together and taking collective decisions.

Diverse views can be related to economic and social factors. A farmer has knowledge, interests, and beliefs regarding ecological challenges in a certain region that are different from those of a tourist hiking in this region or a person living in a city in the same country. A commuter living in a suburban area has experiences and faces challenges in traffic that are different from those of a parent with small children or a person working in delivery.

Diverse views can be related to cultural diversity. Modern societies are multifaceted and multilingual. Traditions and habits show differences between rural and urban areas, across

different regions of a country. They differ between professions and across educational backgrounds. People adhere to different religions or do not have religious beliefs. Often social, economic, and cultural factors cannot easily be distinguished. More importantly, distinguishing them is less relevant than acknowledging that our societies are diverse, that people have different experiences and interests, and that conflicts of interests are part of the process.

Democracy requires and enables us to cope with this diversity and resolve conflicts peacefully. We can participate in politics to defend our own interests, and at the same time we need to respect other people, their beliefs, and interests. As a result, we must accept that collective decisions reflect our point of view only partially more often than not.

This last point, acceptance of collective decisions which do not correspond to our worldview or opinion is difficult. It is only possible based on two crucial elements of democracy. The first is a common understanding in a society that fundamental rights must be protected. Fundamental rights are enshrined in the constitutions of democratic countries and in international agreements.[12] The second is the principle of "rule of law". Rule of law means that everyone is treated justly, fairly, impartially, and equally in accordance with shared laws.[13]

Essential elements of democracy

Democracy can be understood as an ideal towards which modern societies drive. The aims and principles of democracy described above can be achieved and must be safeguarded by specific procedures and institutions, but they only come to life in the presence of democratic culture. Table 2.1.1 below summarises these essential elements of democracy:
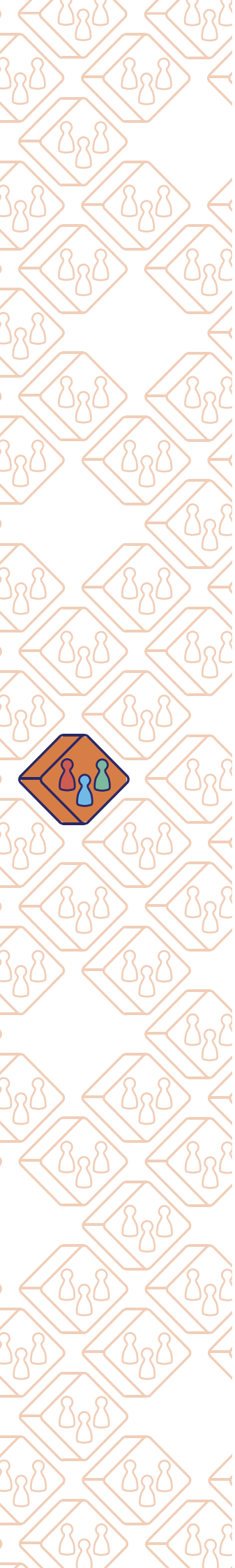
Table 2.1.1: Essential elements of democracy

Aims and principles	**Human dignity and human rights, including equality and implying inclusion.** Democracies are based on the recognition that all people are entitled to dignity, regardless of who they are and what they do. Democracies focus on ensuring respect for the human rights of all, without discrimination and with special attention to providing access to rights to those which need additional support.
Procedures and institutions	**Regular, contested, free and fair elections** Democratic governments are chosen in regular intervals through meaningful elections. Democratic elections ensure political pluralism and voters are presented with different options to choose from. Democratic elections provide all contestants with a fair chance to compete against each other and guarantee voters the freedom to make their choice without being pressured or subject to unfair limitations. **Laws and decisions are adopted by majority vote with protection of minorities** Democratic decisions are considered legitimate if they are based (at least) on a majority of votes (50%+1 vote). More demanding decision rules (e.g. two-thirds majority or consensus) may be implemented, but are not a condition for democracy. However, a majority can never decide to limit the fundamental rights of a minority. **Constitutional limits on government** Democratic governments make decisions strictly within the scope defined by the Constitution and by the laws. Procedures exist to ensure that institutions control and sanction each other.

10 *See: European Youth Forum, Vote at 16: https://www.youth-forum.org/topics/vote-at-16 A campaign for lowering the voting age to 16 for local, national and European elections, already implemented in Austria and Malta for all elections, Estonia for local elections, Scotland (Scottish elections), Wales (Welsh elections), Germany (local elections in some Länder) and Switzerland (a Swiss canton). In Greece, people can vote at age 17.*

11 *More countries grant voting rights for residing non-nationals at the local level than at the national level. The EU regulates that EU citizens are always eligible to vote at the local level and European Parliaments elections in EU member states of residence. It is an ongoing discussion if, when, and why residents of non-EU-nationality should (not) be eligible to vote in EU elections.*

12 *See: United Nations, https://www.un.org/en/, Universal declaration of Human Rights https://www.un.org/en/about-us/universal-declaration-of-human-rights, European Convention of Human Rights https://www.echr.coe.int/documents/convention_eng.pdf, Charter of Fundamental Rights of the European Union https://www.europarl.europa.eu/charter/pdf/text_en.pdf, (all: last accessed 04.07.2022)*

13 *More details about the rule of law and its elements are available in 'The Rule of Law Checklist' by the Venice Commission of the Council of Europe, https://www.venice.coe.int/images/SITE%20IMAGES/Publications/Rule_of_Law_Check_List.pdf, (last accessed on 09.05.2022)*

Procedures and institutions	● **Rule of law** Decisions are made according to shared laws that are applied justly fairly, impartially and equally. Laws take effect (generally) in the future and are administered by independent courts. ● **Legal provisions enabling and supporting citizens' participation** Authorities are required by law to ensure transparency, by allowing the public access to the decision-making process, to respond to the requests of the people, to recognise and support an independent civil society.
Democratic culture	● **Commitment to public deliberation and compromise** In order to reach decisions that aim at the public good, decision-makers, politicians and citizens should be willing to provide arguments and explanations for their positions and proposals and be open to compromise for the public interest. ● **Commitment to peaceful and constructive resolution of conflicts** Across a democratic society there should be a commitment to address disagreements and conflicts in a peaceful way, by taking into account the rights and, whenever possible, the interests of all. ● **Valuing cultural diversity and commitment to intercultural dialogue** Recognising that cultural diversity is an asset for society and should be positively valued and appreciated, as well as that society should strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be different from one another. ● **Commitment to participate actively in the public realm** There is a general recognition of the responsibility of citizens to take part in various democratic processes and a significant number of citizens use the existing legal and institutional provisions enabling them to express their views and participate in decision-making.

To be clear: democracy puts high demands on procedures and institutions as well as on democratic culture. Not all elements may be realised fully even in the best-possible democracy. Democracies realize these elements in different ways and to various degrees. But there cannot be a democracy where one or more of these elements are completely absent. An example are elections: No democracy can exist without regular, contested, free and fair elections. However, the exact number of years between elections, or the concrete electoral procedures may vary. Also, elections alone do not make a democracy.

Democracy, its challenges and limits

In the previous sections we argued that, although democracy is imperfect, we need it to realise our ideal of human dignity and human rights.

But if democracy is imperfect, how can we distinguish democracies from non-democracies? We are convinced that our view does not relativise democracy. Democracies, although diverse and imperfect in the realisation of one or more of the essential elements, can be distinguished from non-democracies. If one or several elements listed in Table 2.1.1 are not realised at all, it is likely that the society is, or will soon become, non-democratic. To be and remain democratic, the essential elements must interact.

An example: A society where regular free elections are held, and a majority of voters voted for the president or party that governs cannot be considered democratic if the elections were not fair and contested. To conduct fair and contested elections, a society must have independent media as platforms for deliberation and dialogue: giving space to all candidates and parties; scrutinizing all candidates; and does not treat any candidate preferentially. If the independence of the media is not fully given, which it rarely is due to political or economic considerations, we need a free civil society which seeks to improve the media, and we need the rule of law. A free civil society can demand the need for fairer media coverage, and the rule of law allows people whose rights were unduly restricted to bring their case before an independent court.

Therefore, there cannot be such a thing as 'illiberal democracy', a term sometimes used by politicians and parties who are dismantling essential elements of democracy and claiming that theirs is simply 'another kind' of democracy. If in the above example, there are no independent courts, political competition becomes unfair and political participation no longer allows people to stand up for their interests.

It remains a difficult task to distinguish democracies from non-democracies. What is important is that one or several of the essential elements can be realised to a lesser degree, but none can be completely absent. Democracies are not diverse because they adhere to different principles. They are diverse because they provide different rules and institutions to realise these essential elements. The reasons for diversity are manifold and lie in the historical roots of institutions, the concrete situation, the challenges of specific societies, and so on.

The second question that might come up reading the above section on democracy is that human dignity and human rights are nice ideas, but do we not care first and foremost about the provision of basic needs, welfare, and security? Isn't it human nature to first provide for ourselves and our loved-ones and then care about the wider community? We are convinced that there is no better and safer way to rule than by democracy. People may make bad choices, but in democracies power is limited in time and powers are separated, so bad choices may be corrected. Non-democracies have no inherent mechanism that allows for the correction of errors.

That there is no better government than a democratic one does not mean that democracy does not come with specific challenges. One challenge is that politicians must compete to win the next election and thus necessarily think about the next election and how to convince voters in the short run. Sometimes, politicians may care more about being re-elected than about developing the best political solutions for urgent (or long-term) problems. But if all the essential elements of democracy are realized to some extent, elections are the instrument by which the voters hold politicians accountable for the political solutions they provide.

Another big challenge is that elected politicians are not always the most powerful actors. Critics may even say that decisions are not made by elected representatives, but by powerful interest groups like multinational corporations, and democratic procedures are just a way to legitimise the status quo with its inequalities and unfair distribution of power. This perception may explain the citizens' feeling that decision makers and politicians "do not represent us" and work for the benefit of an elite. There is a real challenge generated by the power of non-elected actors, especially when they manage to harm essential elements of democracy, be it by very disproportionate and/ or intransparent funding of specific political actors or by controlling influential media outlets.

An important problem is that democracy most often stops at a country's borders, but economic and social activities and interdependencies do not. The only way to deal with this challenge and keep democratic decisions meaningful is by promoting transparency, accountability, and public deliberation especially on the most sensitive topics. And by slowly and carefully but steadily developing and adapting our democracies to changing circumstances. Examples are the evolving international law and the European Union.

Competences for democratic culture

Democracy lives on the actions of individuals. How can individuals breathe life into democracy? A democratic society comes with many rights and opportunities, but also with challenges. It deals with all sorts of questions, from waste disposal to transportation, from preschool education to ethical questions in medicine, from family allowances to the police and military forces.

How can citizens make decisions on these matters? Which are the best ways to delegate the authority to representatives for those decisions? And what decisions should be delegated? Democratic societies also include forms of direct collective decision-making, from citizen's consultation to participation in debates and formal voting in referenda.

Present societies are multilingual, globalised, and use different instruments of communication, from mass media to social networks. How can citizens process information and participate in discussions that often include people with diverse backgrounds, ideas, and cultural affiliations? How can different worldviews, practices, and interests be taken into account in various interactions between citizens, or between citizens and public institutions in a democratic society? All citizens, including decision makers and politicians, need specific competences to contribute to a democratic culture.

The Reference Framework of Competences for Democratic Culture (RFCDC), published by the Council of Europe[14] in 2018 provides an answer to the question: what are the competences that citizens need to take active part in societies that have a democratic culture and in which there is cultural diversity?

Although this is not the only framework that addresses this question, the RFCDC has been elaborated with the contribution of experts and educational practitioners from different European countries, considering the diversity of educational traditions, practices, and policies, and is based on the analysis of over 100 models of competences related to democracy, human rights and cultural diversity. Moreover, the RFCDC has been validated by consultations with educational experts at the global level, has been endorsed by the European Union and represented a source of inspiration for various international organisations in and beyond Europe. Thus, considering it as a common ground for democracy education in Europe, the *Demogames* project used the RFCDC as the basis for developing serious games on democracy.

In the RFCDC, the Council of Europe defines a competence as the "ability to mobilise and deploy relevant values, attitudes, skills, knowledge and/or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by a given type of context." (p. 32 Vol 1 RFCDC).

The set of values, attitudes, skills, and knowledge and critical understanding needed for a democratic culture are outlined in *Figure 2.1.2* below.

Although having knowledge about laws, institutions, human rights and about various aspects of society is important, it is equally important to develop a critical understanding based on this knowledge, as well as to rely on the set of values, attitudes and skills indicated in *Figure 2.1.2*.
When participating in democratic processes, in daily life, in educational activities, or when playing a game, we need to mobilise and use some combination of these competences. In some cases, almost all are needed - in others just a few.

> ***Here are some examples of what it means to mobilise and use democratic competences:***
> ● ***Example 1.*** Participating in a political debate and expressing one's own opinion requires knowledge and understanding of the issues at hand. In addition, written or oral communication skills are needed, as well as the ability to adapt one's argumentation to the ongoing discussion. The basis for discussion is an appreciation of freedom of expression, including an understanding of its limits; attitudes such as respect and openness to the beliefs of others are central to a fruitful outcome.
> ● ***Example 2.*** Participating in elections or in a referendum requires civic-mindedness and responsibility, but also critical understanding of the issues at stake, autonomous
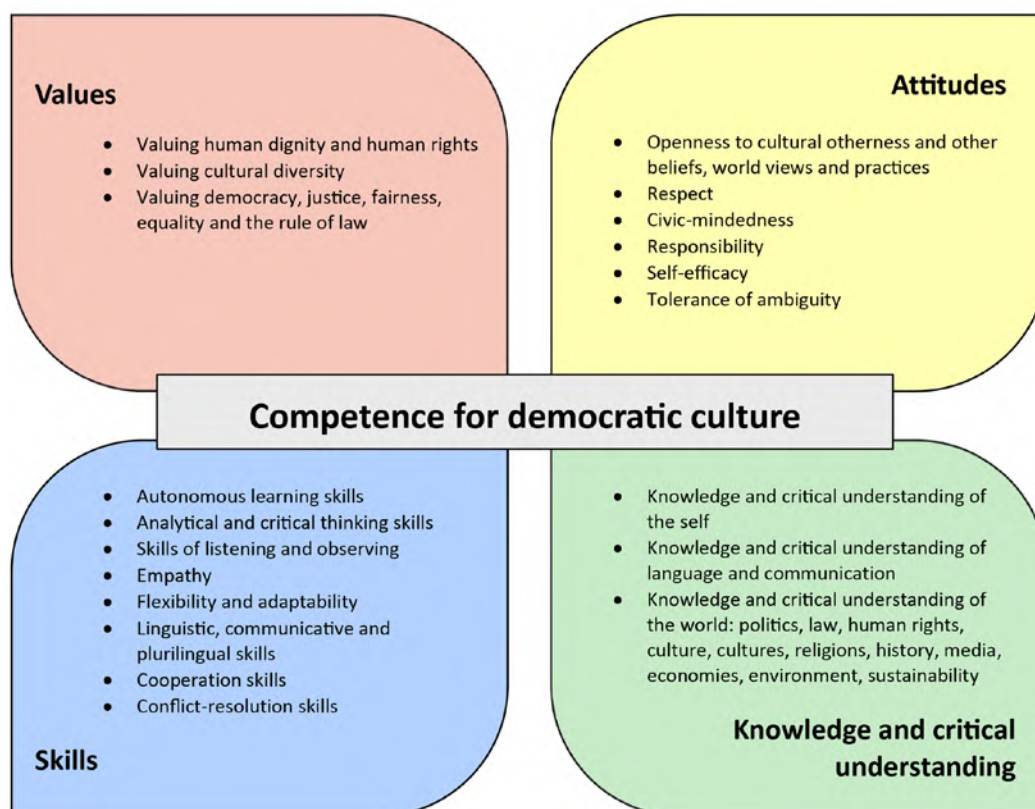
learning skills, to be able to achieve such a critical understanding, as well as valuing democracy, to recognise the validity of the outcome, even if it is different from one's own preferences.

● *Example 3.* Resisting propaganda or manipulation implies extensive use of analytical and critical thinking skills, empathy, a critical understanding of the self, as well as openness to alternative beliefs, ideas, and worldviews. It may also relate to valuing human dignity and human rights, when evaluating the consequences of certain ideas, messages, or proposals.

● *Example 4.* Engaging in civic activities at local, national, or global levels on sustainability issues may require, besides a critical understanding of sustainability, to be clear why it is important to act, by relying on valuing human dignity and human rights, and on valuing justice, equality, and fairness. It may also require civic mindedness, to acknowledge that action is needed for the common good, and empathy, to understand how to engage with others and mobilise support or achieve effective outcomes.

Many of these competences are not specific to the political realm. For example, attitudes like responsibility, respect, or self-efficacy, communication skills, conflict resolution skills or autonomous learning skills, as well as knowledge of the self or of various issues are relevant in a wide range of situations. It is the combination of competences from all four realms that are the core of democracy competences we aim to foster with the games developed in the *Demogames* project.

Figure 2.1.2: Visualisation of the 20 Competences for a democratic culture of the RFCDC

Values
- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes
- Openness to cultural otherness and other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Competence for democratic culture

Skills
- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Cooperation skills
- Conflict-resolution skills

Knowledge and critical understanding
- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Democracy education

If, to have a democratic culture, competences for democratic culture are needed, then what can be done to ensure citizens have them? The good news is that all of them can be acquired and developed. Some people may find it easier than others to communicate, use empathy or demonstrate openness, but everybody can get better on any of the 20 competences listed above.

Acquiring or developing the competences for democratic culture can be done in several ways:
- On your own, through experiences in society and reflection on experiences (informal learning)
- In school and other educational institutions (formal education)
- By participating in youth activities or activities organised by, for example, non-governmental organisations (non-formal education).

For non-formal education activities, including activities based on playing games, facilitators guide the learning process in a supportive, non-directive way. This is especially important if we consider that acquiring values and attitudes is not something that can or should be imposed, but something that needs to be the choice of each individual.

The United Nations Declaration on Human Rights Education and Training (2011)[15], which also states that Human Rights Education is a right of all, describes it as having three dimensions: Education *about* human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection; Education *through* human rights, which includes learning and teaching in a way that respects the rights of both educators and learners; Education *for* human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

In a similar way, Democracy Education can be seen as having these three dimensions[16]:
- *Education about democracy* aims at developing knowledge and critical understanding about democracy, its principles, laws and way of functioning, as well as a critical understanding of the importance and characteristics of a democratic culture.
- *Education through democracy* provides opportunities to develop, besides knowledge and critical understanding, the attitudes, skills and commitment to the values that are the basis of a democratic and culturally diverse society. In this case, the focus is on the process and on experiencing real or simulated interactions that require the use of the full range of competences for democratic culture.
- *Education for democracy* means developing the capacity to use the competences for democratic culture in real situations, to make connections between learning situations and aspects in society, and to demonstrate an active involvement in democratic processes and commitment to support and promote democratic values. This includes critical reflection on learning and real-life situations, with a focus on developing attitudes like self-efficacy, responsibility or civic-mindedness, as well as autonomous learning skills to continue to develop one's own competences for democratic culture.

2.2 Democracy education and game-based learning[17]

By Sabine Jenni, Corina Leca, Saskia Ruth-Lovell, Rebecca Welge, and Jordi Sabari

Games have always been part of human culture and a method of learning for life. Consequently, using games to support learning about, for and through democracy is not a far-fetched idea. Game-based learning has been on the forefront in both formal education and non-formal youth work for quite some time now and experienced an additional push in the 21st century through digitalization processes and the rise of online gaming.

Game based learning

Nevertheless, the use of games for learning, beyond childhood, still faces some criticisms. For example, critics highlight that used in an un-reflected way, the broad phenomenon of *gamification* (the transfer of games and game elements to non-game related fields) bears the risk to overly prioritize fun and entertainment in education at the expense of a serious engagement with the topics to be learned (this is sometimes referred to as *edutainment*). To go beyond mere entertainment and counter this criticism, in recent years, educators turned towards the development of so-called (analogue and digital) *serious games* to teach about a diverse set of topics. If well-designed, *serious games* allow educators to create safe and engaging learning environments, which allow learners to approach the matter at hand from new perspectives and at the same time avoid the pitfall of merely entertaining them.

While game-based learning has first and foremost been a field of analog gaming, digital games have become more centre stage in recent years. Both analog and digital games share several characteristics which make them beneficial to teach about, for and through democracy. They both provide players with the opportunity to interact with each other, experiment with different strategies, and re-evaluate their behaviour based on the reaction of other players. While analogue games build on face-to-face interaction of players, digital games build on player-interface interaction. Both forms of interaction have their pros and cons. For example, digital games can be used to create reactive single-player experiences, while analogue games often utilise the interactions between players. Digitally enabled online interactions can allow a diverse set of players to engage with each other from different locations, while face-to-face interaction allows players to meaningfully engage with each other without a mediating interface.

Both analogue and digital games foster immersive, experiential learning. Using games for learning does not "just" include playing a game. On the contrary, while players make new experiences during game play, it is essential for the learning success that a game-play phase is flanked by both an input and output phase as well as a thorough debriefing. Providing players with additional input before the game or appropriate exercises after the game play empowers players to make the most of the game-play experience and sets the right mood for the learning environment. In essence, game-based learning mirrors the core elements of Kolb's (2015) experiential learning cycle.[18] Game-based learning allows learners to evaluate their newly made experiences through reflective observation and ideally leads to abstract conceptualisation, and the transfer of in-game experiences to other relevant areas. Finally, serious games also allow for do-overs – which fosters a central element in any learning theory: experimentation. Through playing a game several times, players can actively experiment with different strategies and adjust their behaviour to changing environments.
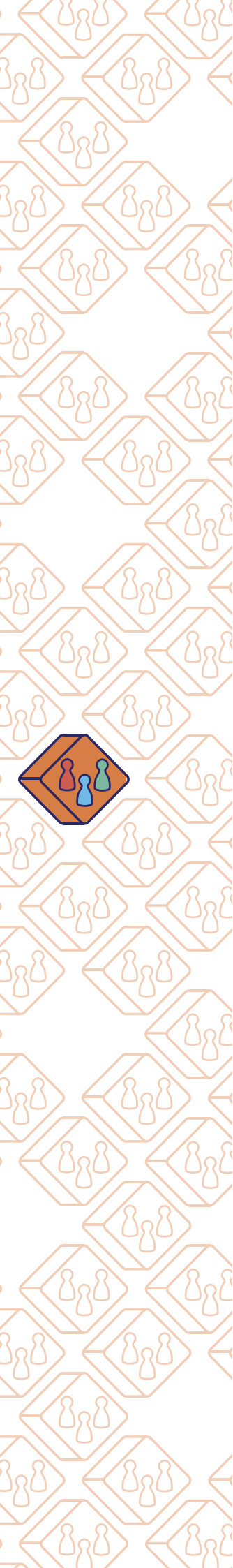
Due to this, game-based learning is an inclusive tool, which allows teachers, trainers, and youth workers to integrate different learning styles into their activities. In the chapters on the various games presented in this manual, you find practical suggestions on how to facilitate the stages of a game-based learning sequence, including input, gameplay, and debriefing.

15   https://www.ohchr.org/en/resources/educators/human-rights-education-training/11-united-nations-declaration-human-rights-education-and-training-2011 (last accessed: 04.07.2022)

16   As argued in the Reference Framework of Competences for Democratic Culture, www.coe.int/rfcdc (last accessed: 04.07.2022)

17   This section builds on Ruth-Lovell, Saskia P., Rebecca Welge, and Robert Lovell (2019a): Teaching Democratic Norms and Values with Analogue Games. In: Peters M., Heraud R. (eds) Encyclopedia of Educational Innovation. Springer, Singapore.

18   Kolb, D. A. (2015). Experiential learning: Experience as the source of learning and development (2nd ed.). Upper Saddle River: Pearson Education.

Last, but not least, serious games and game-based learning have been linked to several desirable learning outcomes. For example, playing games enables learners to acquire new knowledge about a topic or apply their existing knowledge to a different field. Games may train certain skills – especially related to human interaction, like cooperation or deliberation, to name just a few. Moreover, one of the major advantages frequently voiced by educators of game-based learning tools is their potential to spark the interest of players and to promote (intrinsic) motivation of learners to engage with a certain topic. These types of activities entail an increase in the motivation of those who participate, which results in an increase in engagement. Hence, against the criticism of edutainment, "the fun theory" defends the use of games as entertaining learning tools, since if we intend to develop learners' opinions, values or their behaviour, it will be easier if the activities we design for these objectives are – among other things – also fun.

The serious games developed in this project mostly fall into the category of analogue games, but we also provide two digital games. In both instances, we emphasise face-to-face interaction among players (either analogue or digitally assisted), since this puts a stronger emphasis on social interaction, an important element of democracy education. The serious games developed in the project have been developed with a particular target group in mind: young adults, aged 18-25. This does, however, not mean that they cannot be played with younger or older learners – this is up to the facilitator to judge.

The phases of game-based learning

The games in the *Democracy Game Box* focus on different aspects of democracy and on different themes of democracy education. Each game centres on a different topic or theme of democracy education, but all of them incorporate elements of teaching about, for, or through democracy (see Chapter 2.1 of this manual). To achieve the learning targets envisaged by the game developers, gameplay should be embedded in an experiential learning process.

The introduction to a game-based learning session is called the *input phase*. Depending on the game and on the learning targets, different kinds of activities might be useful. For some games, a first engagement with the topic ('about democracy') may help players to immerse themselves into the situation. For other games, a team-building activity may be fruitful (e.g., an icebreaker, check-in, maybe with elements of 'through democracy' education). The game developers share their ideas and suggestions based on their testing experience in the respective chapters of this manual.

After the input phase follows the actual *gameplay*. In this phase, it is crucial that the facilitator is familiar with the game rules and has chosen (if applicable) the game variant to be played. Facilitators should also decide beforehand if they will explain the game rules, or if the players will read them by themselves. This depends, among other things, on their gaming experience and reading skills. Some games come with different suggestions regarding time management (e.g., set a time or a game round limit or play until the game ends). Choose the time management approach that fits your plans best.

A third phase of game-based learning is described only in some of the game chapters. Not because it is a less valuable phase, but because in many cases it requires additional time. This phase is called the output phase (also: post-gameplay). Typically, players directly engage either with the game material or with a specific issue encountered in the game and continue to actively engage with this topic. For example, they create their own game cards, further research a topic, write a text, and/or hold a presentation about it. The output phase enhances learning effects as players engage in an even more active and independent way. Finally, facilitators need to make sure that enough time remains for the last (and some say most important) phase of a game-based learning process: the debriefing phase (also:

reflection phase). Familiar to facilitators of experiential learning processes, debriefing means analysing the learning experience in terms of:

- topics & concepts embedded,
- methods & tools employed,
- relationships developed during the game/learning activity, and
- any connection between these aspects and the *real life of the learners* at the end of any kind of learning element or of the whole process.

By engaging in debriefing and reflection, learners are enabled to take responsibility for their learning process and achievements. They can ask for guidance from peers and facilitators when reflecting upon how to apply the experiences in their daily life.

For the reasons outlined in the next section, we suggest that a learning session with the *Demogames* always includes a debriefing phase, which can come before or after the output phase. For this reason, we describe the rationale of the debriefing phase in some more detail in the following paragraphs.

Debriefing – why and how we run it

Debriefing is not a summary of the activity. It requires the active engagement of the learners, guided by specific questions by the facilitator. By analysing their feelings and experiences during the activity and searching the connections with real life needs and problems, the participants become owners of their learning experience, deepen their learning achievements, and acquire a more practical perception of the world and their own roles at various levels.

Debriefing has particularly valuable benefits in activities in the context of education for democratic citizenship and human rights education (EDC/HRE):

Debriefing is a form of *participatory learning* and addresses learners as self-responsible subjects capable of reflecting, inquiring, comparing, connecting, and planning their own learning experiences. Therefore, taking debriefing seriously also means taking education *through democracy* seriously.

Debriefing is necessary for *sustainable learning*. When scrutinising their learning experience and dealing with different perspectives in a group discussion, learners gain additional information, deepen understanding, develop further competences, and gain self-confidence. By becoming aware of their developmental needs and by recognising their own learning style, they gain knowledge and a critical understanding of themselves.

Debriefing turns learners into *owners and co-authors of their learning progress*. Games require learners to get involved actively, deeply, and at times personally. Debriefing guides and enables them to turn these, and probably also future, experiences into a fruitful learning outcome. Debriefing thus develops autonomous learning skills. Debriefing can foster learning in all three dimensions of democracy education:

- Debriefing fosters learning ***about democracy***: Which were the topics of the game-based learning activity? Facilitators can learn how individuals understand portrayed information and concepts, participants learn from each other's perspectives and facilitators can correct misunderstandings regarding specific content and learn how to streamline the content.
- Debriefing fosters learning ***through democracy:*** How did you feel during the activity and its various parts? Why and when good, why and when not so good? Such questions help learners see new (practical) meanings and consequences of what happened, of how they

acted and reacted, and how the same situation can be experienced in diverse ways. It offers participants a structured and safe environment to practice questioning and mutual inquiry as a model of a free and responsible society.

- Debriefing fosters learning *for democracy*: Once participants understood and explained what they experienced and learned, they should be asked about the relationship with their real-world experiences. Ideally, participants get inspired on how to implement the new competences and insights in their real life and get more curious and ambitious to learn and personally develop.

Debriefing should be planned to make these general considerations more concrete and target specific learning outcomes, which depend on each game and the other exercises carried out in combination with the games. For example, facilitators can ask the participants about the understanding of concrete concepts (e.g., human rights) to make sure everyone understands them (about democracy). Facilitators can inquire about the experience and feelings regarding specific behaviours they observed during gameplay (through democracy) or bring up concrete challenges and issues in the community of the participants and guide the participants to transfer their gained experience and knowledge (for democracy). In addition to specific learning targets, debriefing always fosters active listening, observation, and cooperation skills as well as knowledge and critical understanding of the self.

In addition to all the benefits highlighted for learners, debriefing also benefits facilitators. Debriefing helps facilitators to understand the effect of their work and how they could tailor their ideas to meet the most important learning needs and interests of their target group. Based on the feedback from the debriefing, a facilitator should plan the next activities for that group (main interests, level of difficulty, group dynamic, etc.). Facilitators can also combine the debriefing with additional evaluation forms. These forms can repeat several items discussed during debriefing.

The Democracy Game Box and the Competences for Democratic Culture

The learning objectives targeted with our games are intimately related to the Reference Framework of Democratic Culture and aim to empower young adults as democratic citizens. In the end, democracies need democrats!

The table below gives examples how the different games of the *Democracy Game Box* foster the different competences of the Reference framework for competences for a democratic culture:

Table 2.2.1: Overview of Demogames and the CDC

Competence	Brief description	Games
Values		
Valuing human dignity and human rights	The belief that every individual human being is of equal worth, has equal dignity, is entitled to equal respect, and is entitled to the same set of human rights and fundamental freedoms	• **Demodice** • **Draw The Line**
Valuing cultural diversity	The belief that cultural diversity is an asset for society, that people can learn and benefit from other people's diverse perspectives and that cultural diversity should be promoted and protected.	• **Demodice** • **Utopia**

Valuing democracy, justice, fairness, equality and the rule of law civic	The belief that society ought to be governed in a democratic way, with attention for justice, fairness and equality. The rule of law implies that everyone is treated justly, fairly, impartially and equally in accordance with shared laws.	• **Deckmocracy** • **Demodice** • **Draw The Line** • **Observers** • **Participedia** • **Utopia**

Attitudes

|		
Openness to cultural otherness and to other beliefs, world views and practices	Curiosity about, and interest in discovering and learning about other cultural orientations and affiliations and other world views, beliefs, values and practices, without judging.	• **Deckmocracy** • **Demodice** • **Participedia** • **Utopia**
Respect	Consideration, positive regard and esteem towards someone or something, including towards people who are perceived to have different cultural affiliations, beliefs, opinions or practices, without necessarily agreeing with them.	• **Deckmocracy** • **Demodice** • **Draw The Line** • **Participedia**
Civic-mindedness	Solidarity and duty towards communities or groups, beyond one's immediate circle of family and friends, from the local level to the "global community".	• **Deckmocracy** • **Draw The Line** • **Participedia**
Responsibility	An attitude towards one's own actions based on the obligation to act in a particular way and deserve praise or blame for either performing that act or failing to act in that way.	• **Deckmocracy** • **Demodice** • **Utopia**
Self-efficacy	A positive belief in one's own ability to undertake the actions which are required to achieve particular goals.	• **Deckmocracy** • **Demodice**
Tolerance of ambiguity	An attitude towards situations which are perceived to be uncertain and subject to multiple, sometimes even conflicting or incompatible, interpretations.	• **The Competence Card Game** • **Demodice** • **Observers** • **Utopia**

Skills

Autonomous learning skills	Skills that individuals require to organise and evaluate their own learning, in accordance with their own needs, in a self-directed and self-regulated manner, without being prompted by others.	• **Deckmocracy** • **Demodice**

Analytical and critical thinking skills	Skills required to analyse, to evaluate and to make judgments about texts, arguments, interpretations, issues, events, experiences in a systematic and logical manner.	● **The Competence Card Game** ● **Deckmocracy** ● **Demodice** ● **Fake Expert: A Demodice Game** ● **Draw The Line** ● **Observers** ● **Participedia** ● **Utopia**
Skills of listening and observing	Skills required to understand what other people are saying and to learn from other people's behaviour.	● **Deckmocracy** ● **Demodice** ● **Fake Expert: A Demodice Game** ● **Draw The Line** ● **Observers** ● **Participedia** ● **Utopia**
Flexibility and adaptability	Skills that enable individuals to adjust positively to new situations, to change and to other people's social or cultural expectations, communication styles and behaviours.	● **Deckmocracy** ● **Demodice** ● **Draw The Line** ● **Participedia**
Linguistic, communicative and plurilingual skills	Skills required to communicate effectively and appropriately with other people.	● **Deckmocracy** ● **Demodice** ● **Fake Expert: A Demodice Game** ● **Draw The Line** ● **Observers** ● **Participedia** ● **Utopia**
Co-operation skills	Skills required to participate successfully with others in shared activities and tasks	● **The Competence Card Game** ● **Deckmocracy** ● **Demodice** ● **Fake Expert: A Demodice Game** ● **Draw The Line** ● **Observers** ● **Utopia** ● **Utopia**
Conflict-resolution skills	Skills required to address, manage and resolve conflicts in a peaceful way.	● **The Competence Card Game** ● **Deckmocracy** ● **Demodice** ● **Draw The Line**

Empathy	The set of skills required to understand and relate to other people's thoughts, beliefs and feelings, and to see the world from other people's perspectives.	● **The Competence Card Game** ● **Demodice** ● **Fake Expert: A Demodice Game**

Knowledge and critical understanding		
Knowledge and critical understanding of the self	Knowledge and understanding of one's own cultural affiliations, of one's perspective on the world and of the way in which these influence one's perceptions, judgements and reactions to other people.	● **Deckmocracy** ● **Demodice** ● **Utopia**
Knowledge and critical understanding of language and communi-cation	Knowledge of how people are expected to communicate, verbally and non-verbally, in different social and cultural contexts and understanding the impact and effects on others of different communication styles.	● **Deckmocracy** ● **Demodice** ● **Fake Expert: A Demodice Game**
Knowledge and critical understanding of the world	Specially knowledge and critical understanding of politics and laws, human rights, the concept of culture and specific cultures, religions, history, the media, economies, the environment and sustainability.	● **The Competence Card Game** ● **Deckmocracy** ● **Demodice** ● **Draw The Line** ● **Observers** ● **Participedia** ● **Utopia**
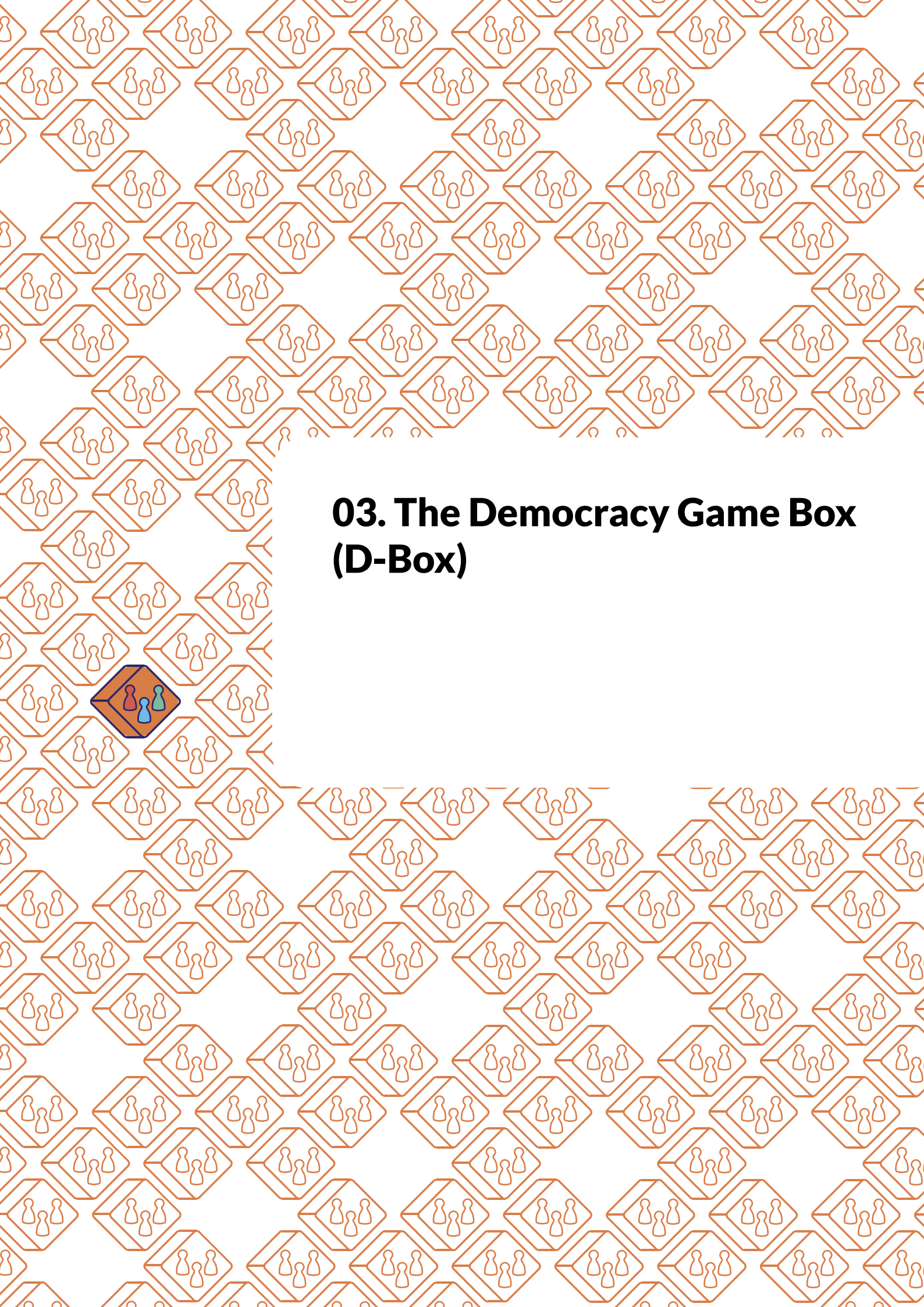
03. The Democracy Game Box (D-Box)

03. The Democracy Game Box (D-Box)

3.1 How to use the Democracy Game Box (D-Box)?

By Moritz Borchardt

The games developed over the course of the *Demogames* project cover a wide array of topics in the field of Human Rights Education /Education for Democratic Citizenship and can be used in a similarly wide range of settings and environments. The games differ in terms of game types: the D-Box includes a dice game, a riddle game, card games, as well as board games. They also differ regarding time and work required to prepare and conduct a game-based learning session, and the level of difficulty as well as the type competences they train in the players.

In the same way that the various essays of this manual are aimed to be used both in concert and separate from each other, the games that are presented here can be used together, as part of a shared curriculum, or individually as part of more topically focused exercises.

That said, the recommendations, descriptions and ideas provided in this manual can only cover so much ground and do not account for all possible contexts in which the *Demogames* can be used. Thus, we highly encourage practitioners to not just play them, but also to play with them. All games are published under Creative Commons license[19] and we encourage you to invent your own modes of play for the games and to adjust them to the environments and setting in which you wish to use them.

Table 3.1.1: Overview of games and Competences per Game

		THE COMPETENCE CARD GAME	DECKMOCRACY	DEMODICE	FAKE EXPERT: A DEMODICE GAME	DRAW THE LINE	OBSERVERS	PARTICIPEDIA	UTOPIA
VALUES	Valuing human dignity and human rights					●			
	Valuing cultural diversity			●					●
	Valuing democracy, justice, fairness, equality and the rule of law		●	●		●	●	●	●
ATTITUDES	Openness to cultural otherness and other beliefs, world views and practices		●	●				●	●
	Respect		●			●		●	
	Civic-mindedness		●			●		●	
	Responsibility		●						●
	Self-efficacy		●						
	Tolerance of ambiguity	●		●			●		●
SKILLS	Autonomous learning skills		●						
	Analytical and critical thinking skills	●	●		●	●	●	●	●
	Skills of listening and observing		●	●	●	●	●		●
	Empathy				●				
	Flexibility and adaptability		●			●		●	
	Linguistic, communicative and plurilingual skills		●	●	●			●	●
	Cooperation skills	●	●	●		●			
KNOWLEDGE AND CRITICAL UNDERSTANDING	Knowledge and critical understanding of the self			●					●
	Knowledge and critical understanding of language and communication		●		●				
	Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability	●	●			●	●	●	●

* ● in cdc = learning aims
*Deckmocracy = top 7 competences trained by
*Demodice = picked by authors
*DFEX = picked by authors
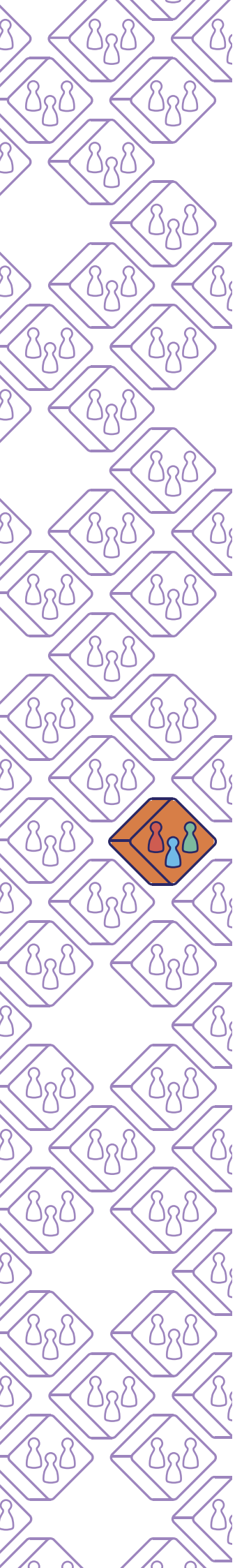
3.2 Competence Card Game

By Timea Serb and Calin Rus

All games in the *Democracy Game Box (D-Box)* aim to develop certain combinations of the values, attitudes, skills as well as knowledge and critical understanding that are included in the model of Competences for Democratic Culture (the CDC model), which is the core of the Council of Europe's *The Reference Framework of Competences for Democratic Culture (RFCDC)* [20]. *Competence Card Game* aims primarily at developing a critical understanding of the CDC model itself. Competences for democratic culture are needed in all types of democratic situations and processes, but they are relevant as well in intercultural encounters and in daily interactions between people. The idea behind *Competence Card Game* is that players explore the meaning of the 20 competences for democratic culture by connecting them with real life or imaginary situations.

Game overview

Technical Information:
- Number of Players: 4-7
- Age: 16-99+
- Duration of Play: 40-60 min
- Level of difficulty: easy/intermediate. No special preliminary knowledge is required, participants just need to be able to analyse a situation by using a set of competences, while all necessary information is provided on the cards and through a QR code
- Material:
    - decks of each 20 competence cards for each player
    - role cards (1x Storyteller/ Evaluator, 1x Proposer, 2-5x Evaluator)
    - 1 Scoring card

Link to game rules and print & play material: www.demogames.eu

Competence Card Game is a card-based and cooperative storytelling game, with players winning or losing as a team.

Knowing which values, attitudes, skills and knowledge and critical understanding are necessary for active participation in a society with a democratic culture is important. However, in order to see the relevance of the competences for democratic culture young people need to perceive them as useful and as practical, connected with everyday situations and with democratic processes that young people know about, as well as with various types of interactions in society. *Competence Card Game* provides opportunities to realise that competences for democratic culture are not just abstract concepts, but practical tools that help us analyse and understand what we see in society. Moreover, the game facilitates a critical understanding of these concepts and reduces the risk of a superficial understanding of the CDC model that can be generated by a quick reading of the list of competences.

By taking turns in sharing a situation, analysing it and proposing relevant competences, as well as by engaging in discussions with the other players in trying to obtain a good score for the whole group, players discover the meaning of the 20 competences for democratic culture and are encouraged to look beyond the labels.

Figure 3.2.1 – Game Material of the Competence Card Game

Intention of the Game

The intention of *Competence Card Game* is to enable a profound understanding of the competences for democratic culture (*values, attitudes, skills* and *knowledge and critical understanding*). As the cards are based on the RFCDC, by connecting them with real life situations, players will be able to better reflect on the various situations where human rights, rule of law and democracy are present in their life.

Players learn about the 20 competences for democratic culture from various sources:

- By reading the texts on the cards: all players receive a deck with 20 cards, one per competence and the cards include the name of the competence, the category to which it belongs (values, attitudes, skills, or knowledge and critical understanding), as well as a brief explanation of what it means
- By reading the more extended definitions of each competence, accessible through the QR code on the back of the cards;
- By discussing with the other players when evaluators have to decide which cards are more likely to be associated by the proposer with the situation presented by the storyteller.
- By listening to the explanation of the proposer when the cards are revealed.

20   *The CDC model is described in chapter 2.1 of this manual. Details about the RFCDC are available at www.coe.int/rfcdc .*

Learning Aims and the RFCDC

Figure 3.2.2: RFCDC Butterfly for the Competence Card Game
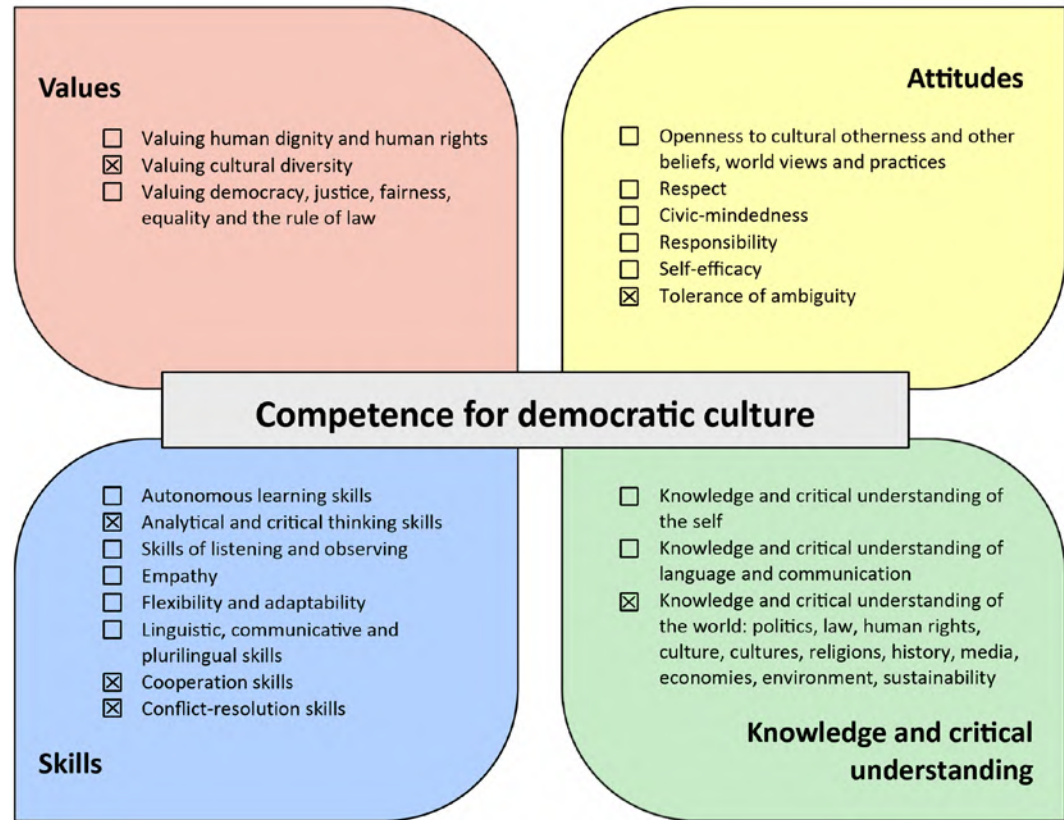
Besides providing opportunities for players to develop a critical understanding of the competences for democratic culture, which includes aspects concerning democracy, human rights and rule of law, the game can contribute to the development of several other competences. The most relevant ones are presented in *Table 3.2.1* below:

Table 3.2.1: Overview CDC model and Competence Card Game

Attitudes	Tolerance of ambiguity	Players have to cope with ambiguity and uncertainty when deciding which cards to choose and when discussing to identify the cards of the proposer
Skills	Analytical and critical thinking skills	All players in different roles use analytical and critical thinking skills in analysing situations and identifying connections with competences for democratic culture
	Empathy	When trying to guess which cards the proposer has selected, evaluators use empathy
	Cooperation skills	As it is a cooperative game, players use their cooperation skills, supporting each other to achieve the common goal
	Conflict resolution skills	Most likely, there will be different opinions among evaluators and to reach an agreement, conflict resolution skills are necessary

Knowledge and critical under-standing	Knowledge and critical understanding of the world	Besides learning about the concepts that are on the cards, players learn also about various topics from the situations shared by those in the role of storyteller and from the discussions among evaluators.

Facilitation

The main way to use *Competence Card Game* is as an introduction to the competences for democratic culture, as part of a larger formal or non-formal education process in which basic knowledge of the CDC model is necessary. For example, *Competence Card Game* can be useful as a preparation to facilitate educational activities based on playing other games in the *Democracy Game Box (D-Box)*, considering that knowing about the CDC can help with the process of debriefing all other *Demogames*.

It is also possible to use the game to emphasise the connections between the CDC model and specific types of situations, for example, intercultural encounters, elections, interactions within a youth non-governmental organization or a school, online interactions, using mass-media and/or social media, following current news, etc. The game can also be used as a method to boost conversations, discussions about democracy and as a fun way to connect abstract concepts with personal experiences, perspectives, and meanings.

To tap to the full potential of *Competence Card Game*, the game has to be included into an experiential learning process, concluded with a debriefing of the gameplay experience.

Pre-Gameplay: Input-Phase

As players might not know each other, it is important to ensure a social and open environment where everybody feels comfortable enough. This can be achieved by using different "ice-breaker"-methods.

During Gameplay: Playing-Phase

There is a QR-code on the backside of each card that leads to the description of the CDC model. Players should be encouraged to scan the QR-code with their mobile device and scroll through the definitions of the various competences during gameplay.

It may be useful that, after giving the instructions and communicating the rules, players are shown a brief demonstration of the first part of the game, by describing a situation and associating it with some of the competences. Instructions can be given as in the basic game rules, allowing players to think about any situation, or they can be adapted to focus on specific aspects or to restrict them to specific settings (e.g. an informal group of gamers, an organisation, a school, local community, a region, a country, etc.)

Players can be encouraged to write brief comments or questions for later discussion when there are situations that generate disagreement in the group, when there are different interpretations or when clarifications are needed with regards to the definitions of the competences.
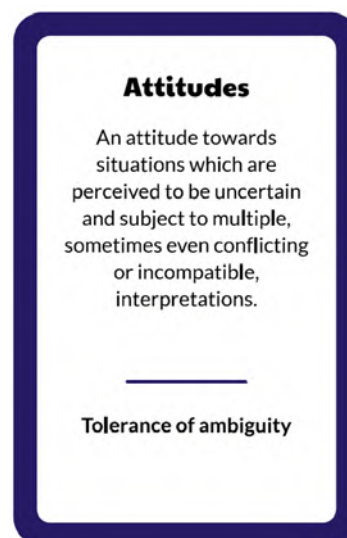
Attitudes

An attitude towards situations which are perceived to be uncertain and subject to multiple, sometimes even conflicting or incompatible, interpretations.

————

Tolerance of ambiguity

Figure 3.2.3– Sample Card of the Competence Card Game

Debriefing

The debriefing process can start with general questions about how the process of playing the game went and how the players felt during the game. The next part of the debriefing should be adapted to the educational goals envisaged.
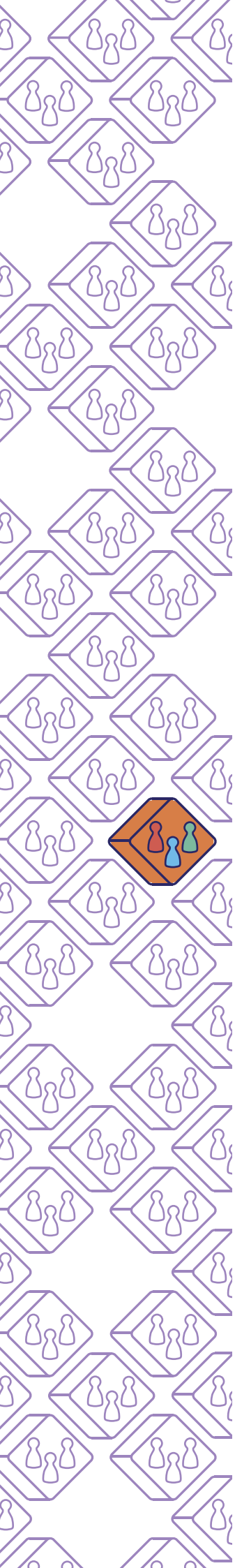
Thus, for example:

If the goal is to *introduce the CDC in general*, the following questions can be included:

● Was there a need to check the meaning of certain competences by looking at the definitions available through the QR code? Did you get clarification by checking the definition or did you exchange with co-players on that? Do you still need clarifications? For which competences? What were the problematic aspects? Before jumping to provide clarification, the facilitators could first ask other participants to share their understanding.

● Would you have preferred to learn about these competences by simply reading the definitions, instead of playing the game? What are some advantages and disadvantages of learning by playing the game?

● When you had the role of storyteller, was it difficult to choose situations? What kind of situations were shared?

● When you had the role of proposer, was it difficult to choose cards with competences? Did you hesitate on some occasions? Was it always possible to identify more than one competence? The facilitator will make the point here that, in general, in any situation we usually need a cluster of competences to be used.

● Was there a situation shared during gameplay where there was a strong disagreement between players? Were there situations when you all agreed easily? Why was that? Describe briefly the relevant situations. Was it difficult or easy because of the type of situation, or because other players had different views? Here the facilitator can make the point that in many cases a situation can be analysed from multiple perspectives, which may result in a focus on different combinations of competences.

If the goal is to *provide some background about the CDC* in order to make a more meaningful debriefing of other games in the *Democracy Game Box (D-Box)*, focused on the competences acquired or used during the gameplay, the following questions can be added:

● Will you be ready to observe and reflect on your own competences used while paying other games?

● Can you observe the way other players use competences for democratic culture when playing other games?

If the goal is to *stimulate the interest for democracy or societal issues in general*, other questions can be added, such as:

● What types of situations shared during the gameplay made you get a new perspective on democracy or on specific societal issues?

The debriefing process can be concluded in all cases with questions regarding the future, for example:

● Is there something regarding the competences for democratic culture that you want to learn more about? If yes, how will you proceed?

● What can we learn from analysing the behaviour of other people and our own behaviour in different situations with the lenses of CDC? Can this be helpful to find better responses and options in future situations? Why? How?
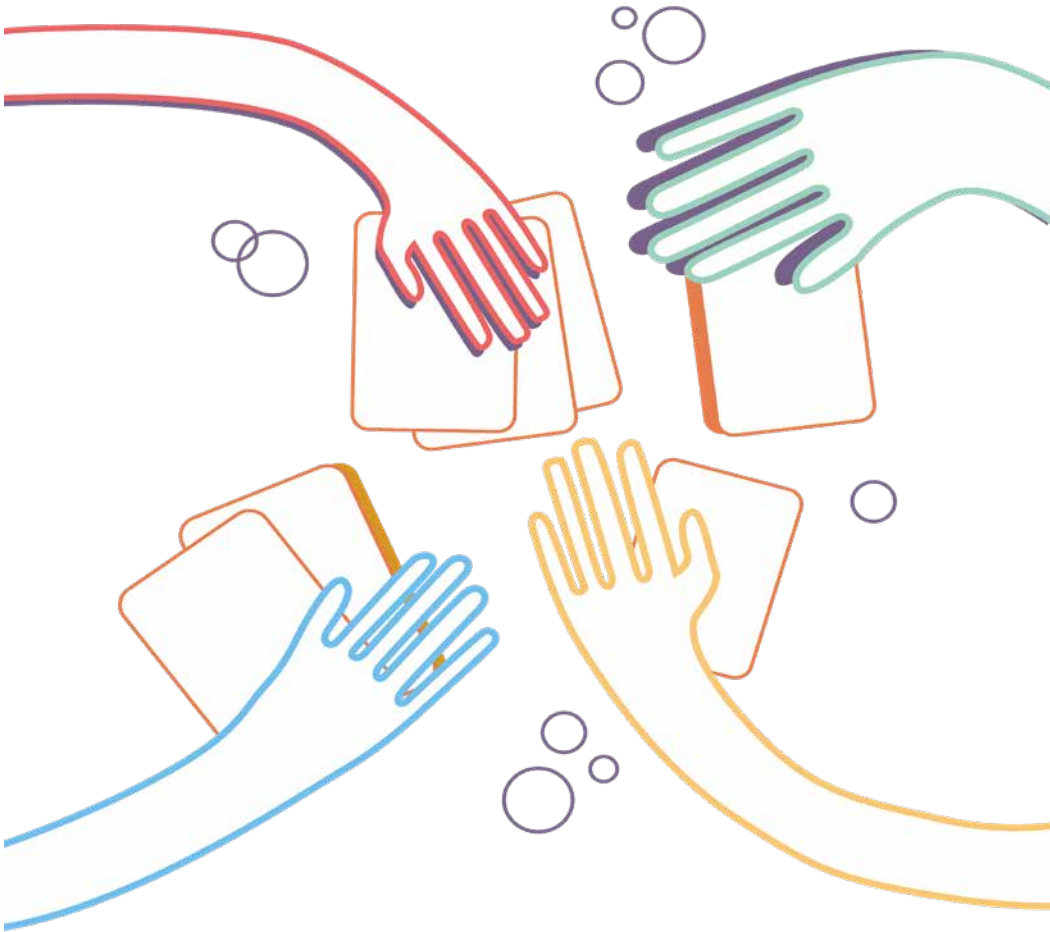
3.3 Deckmocracy

By Jordi Sabari and Ramon Martinez

Deckmocracy is a competitive card game included in the *Democracy Game Box* which aims to foster the acquisition and development of the values, attitudes and skills, knowledge and critical thinking necessary to ensure that European culture upholds democratic ideals in the future.
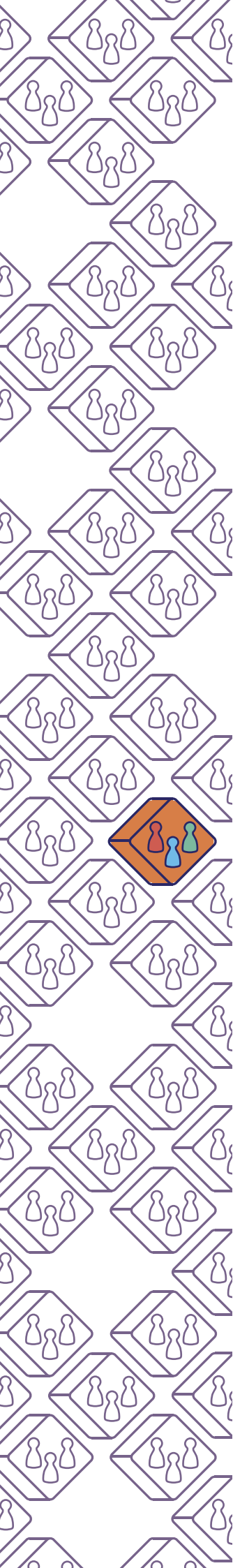
Deckmocracy shows how political and social events shape history in every country. It highlights the core principles of democracy, the relevance of institutions, the involvement of different actors in society,, the need to respond to threats and challenges to safeguard human rights. These elements are represented in five card suits: principles (yellow suit), institutions (green suit), society (blue suit), threats (purple suit) and rights (red suit). Players deal with the concepts represented in these different suits in a wide and flexible way.

Players will use the concepts represented on the different playing cards to fulfill political and social events.

Game Overview

Deckmocracy is a point based trick taking card game for 2 to 6 players to be played individually or in teams. It includes a deck of 60 cards divided in 5 suits numbered from 1 to 12, where each card represents concepts related to democracy and society such as a parliament, civil rights, or European integration. It also includes a set of objective cards, formed by 5 or more concepts from the deck, which are political and/or social events such as the fall of the Berlin Wall, the introduction of the Euro or the organization of a referendum.

Players aim to complete their democratic events (objective cards). To complete an event,

players compete for the concepts (deck cards) listed in every event card so, reaching the threshold, they get points.

From this principles, the objective of *Deckmocracy* is to promote the learning of certain concepts, representative of European society today and to see how these base elements are the seed for the occurrence of historical events that at the same time interfere with the lives of the inhabitants of the different members of the European Union.

Facilitators should keep in mind that the proposed events are nothing more than samples of events provided by the creators of the game. Facilitators and players can come up with their own events, to adapt the game to different contexts. In addition to the print & play materials provided, curricular content is proposed as a source of inspiration for the development of new event cards related to the level of development of the players involved.

Technical Information:
- Number of Players: 2, 3, 4, 6 (individually or in teams)
- Recommended duration:
    - Input: 15 mins.
    - Gameplay: 20 mins.
    - Debriefing: 15 mins.
- Difficulty: Deckmocracy has easy mechanics and, as the players go on playing, they will develop different strategies to improve their game results.
- Infrastructure and material needed: Table with chairs for the players.
- Game material: 60 concept cards. 10 easy event cards. 14 hard event cards.
Link to game rules and print & play material: www.demogames.eu

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Intention of the Game
Deckmocracy wants to start a reflective process in players and inspire a critical way of thinking about how "their" democracies developed over time until they reached the current situation.

The tools to inspire this process are the event cards (objective cards) and concept cards (proper playing cards) which allow players to fulfil and achieve their objectives in the game.

Learning Aims and the RFCDC
The Council of Europe proposes certain competences to be developed within the framework of the growth of democratic culture in the countries that are developing in parallel in the European Union. In order to foster a democratic culture among citizens, the development of these competences among young people in the EU should be actively promoted, thus ensuring democratic values in the future. This frame of reference is conceived as a tool for member states to develop tolerant and diverse societies through education.

The competences listed by the Council of Europe are summarized in the following image:

Figure 3.3.1: The RFCDC Butterfly & Deckmocracy
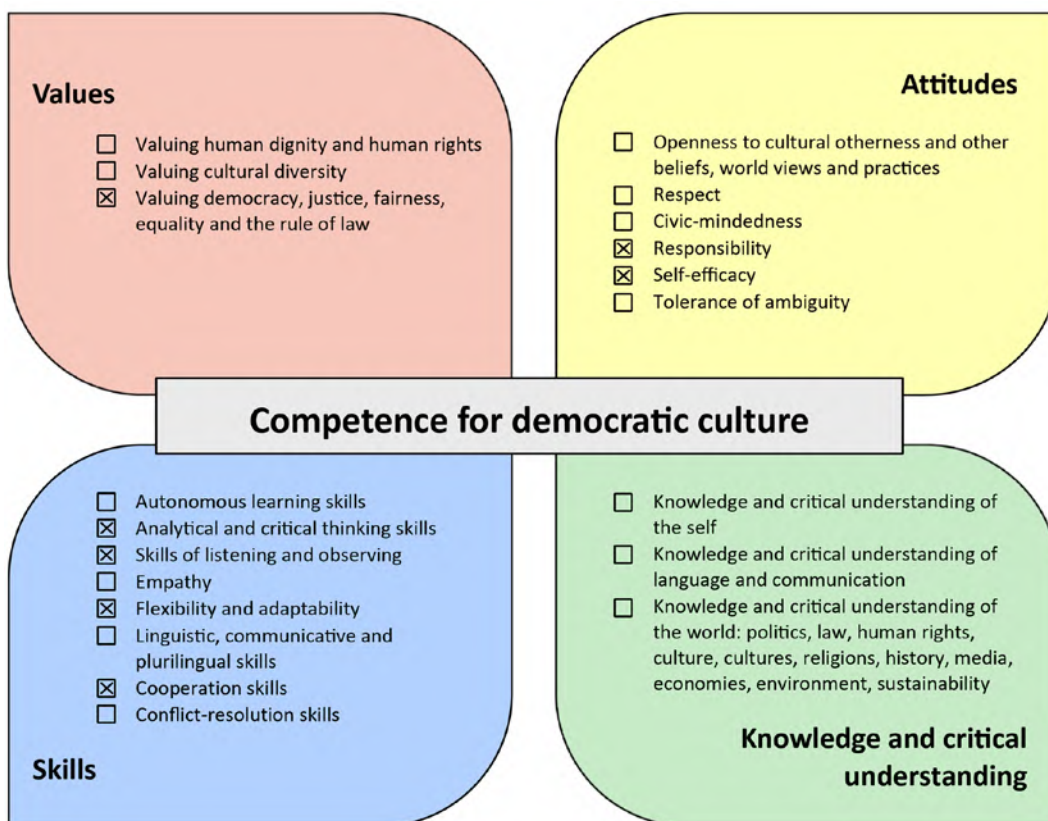
Deckmocracy supports the work on and the acquisition of all of these competences mentioned by the Council of Europe. The game serves as a transversal tool that allows of several of the proposed competencies to be trained, thus facilitating the creation of a diverse, tolerant and democratic society as a holistic process from different perspectives.

Based on feedback collected from players of the game, the most frequently mentioned competences trained through playing *Deckmocracy* are:

	FCDC competences trained by Deckmocracy	
Values	Valuing democracy, justice fairness, equality and rule of law	55%
Attitudes	Responsibility	59%
	Self-efficacy	63%
Skills	Analytical and critical thinking skills	59%
	Skills of listening and observing	91%
	Flexibility and adaptability	93%
	Co-operation skills	77%

Note: Extracted from feedback data from 158 participants.

As highlighted in Table 3.3.1, the most frequently trained competences in the game are personal skills: ***listening and observation, flexibility and adaptability, and co-operation skills***. According to the feedback received during play test sessions, these personal skills are achieved through the social contact and competition during the game itself. One player puts
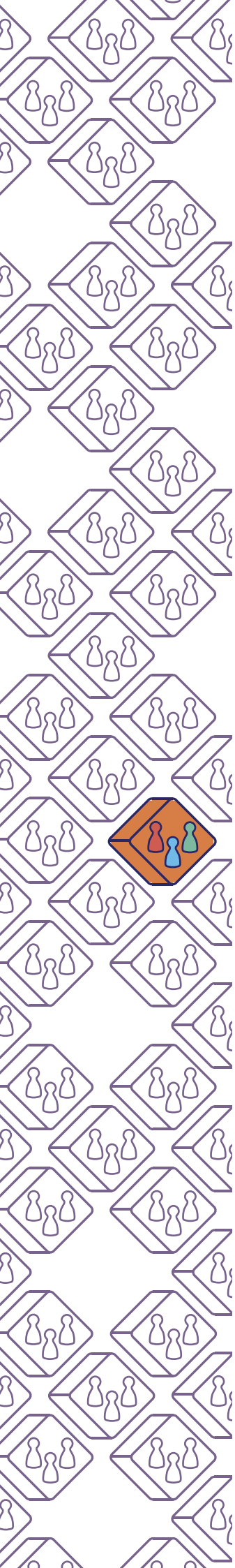
it as follows:

> *"You have to improve your communication with your teammate(s) but, it's also important to adapt yourself to the cards played, so you need to pay attention" (Participant in play test at C2 meeting, Almuñécar, December, 2021)*

Analytical and critical thinking skills. The information provided by the game inspires players to reflect on the concepts or the events depicted on the playing cards. See third and fourth step in the facilitation concept below.

Responsibility and self-efficacy are clearly referred to by players due to the competitive process of the game.

Valuing democracy, justice fairness, equality and the rule of law. It is this point where Deckmocracy contributes the most to the development of a democratic culture. Although only half of the players choose this competence as developed by the game, this may indicate a possible path to follow in the facilitation processes, in which this competence should be emphasized.

However, the context in which *Deckmocracy* is played can shape the competences trained by the game experience. Depending on the facilitation process and setting in which the game is played, other competences may be emphasized more. For example, according to participants' feedback in Table 3.3.2, 31% of participants highlighted the training of "linguistic, communicative and plurilingual skills". This is likely because the game was tested during international events, with participants from different cultural and linguistic backgrounds. So the game itself may not foster this competence, but the setting in which it is played can make *Deckmocracy* a tool to train this competence.

Overview of other competences to be trained by Deckmocracy

Attitudes	Openness to cultural otherness and to other beliefs, world views and practices	19%
	Respect	27%
	Civic mindedness	31%
Skills	Autonomous learning skills	48%
	Linguistic, communicative and plurilingual skills	31%
	Conflict-resolution skills	22%
Knowledge and critical understanding	Knowledge and critical understanding of the self	11%
	Knowledge and critical understanding of language and communication	49%
	Knowledge and critical understanding of the world	31%

Note: Extracted from feedback data by 158 participants.

Facilitation
We envisage the facilitation for *Deckmocracy* along four phases.[21]

Pre-Gameplay: Input-Phase
As an introductory exercise players get to know the conceptual components on which the

game is based, that is, the meaning of each of the concept cards and a first understanding of the five suits. As a first introductory exercise, facilitators can ask players about their understanding and opinion on the meaning of each of the five suits and why they contain certain concepts. Of course, debate may arise and should be promoted by the facilitator: training in democracy begins with debates.

During Gameplay: Playing-Phase
After the input phase, a series of consecutive games, exchanging pairs and objectives between them, will contribute to establish the idea that in any historical event (game objective) several of the concepts of the game concur, which, moreover, belong to sets (suits) of a different nature. This training serves to consolidate in the minds of the players the fact that there are concepts that are accompanied by others, in addition to the different connotations that each individual can give to concepts, groups and events.

After Gameplay: Output-Phase
After passing the third step, players may be ready to take the game-based learning process a step further and try to expand its limitations. In an initiative that must start and be guided by the facilitator, players try to create new events based on the concepts contained in the game. It is about making the game grow. It is at this moment that the players begin to co-create the game, adapting it to other geographical and historical context, forming a significant knowledge tool about their relevant environment: their locality, their country, the European Union. Additionally, other materials from democracy education (many of them proposed by the European Union itself) can provide food for thought for the creation of new events. For example, "The global state of democracy indices, technical procedures guides, version 4" (2020)[22] can provide educators with insights into how new events can be built.
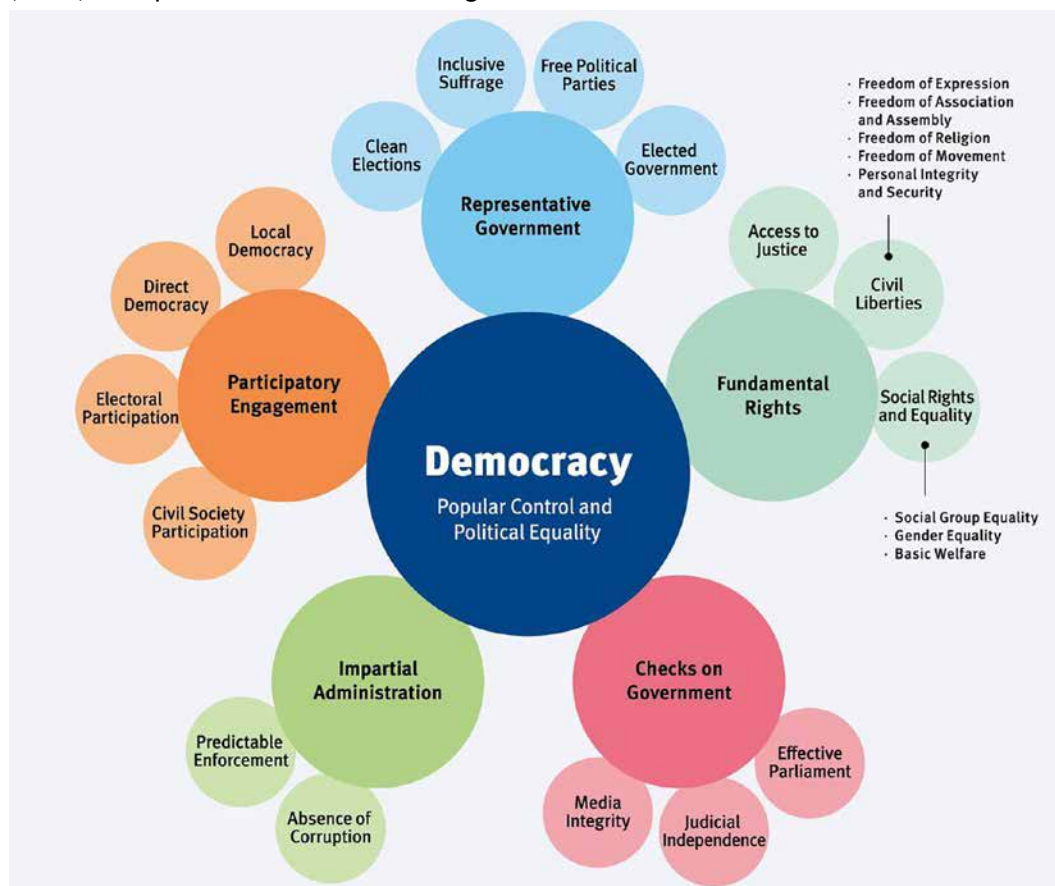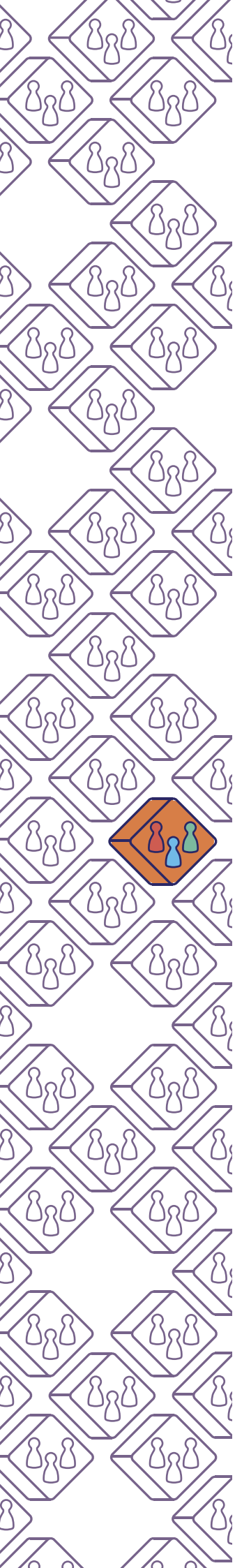

Figure 3.3.2 – The Global State of Democracy

Creating new events could result in a higher engagement with the game and its objecties, so this is the best follow-up activity facilitators can use. Players and facilitators have to look

for new ways of developing the game further, here are some examples:

- Adapt the game to other specific themes like History, Economics, etc.
- Make the game local by creating national (o even properly local) events. In this case, neighbourhood news or local particularities can be used as events in the game so participants can incorporate knowledge from their surroundings into the game.
- Facilitators and players can also try to evolve the game itself. *Deckmocracy* is a flexible game and players are invited to find different ways to play with the game materials

Debriefing

After each phase, facilitators should take a moment to debrief players and try to merge the knowledge (and doubts) participants gained during the session. Facilitators should guide this process in order to get to the bottom of each step taken during the game-based learning process.

When the players have acquired some experience with the mechanics of the game, it is recommended that they focus on the perception of the game at a conceptual level: "Did the event X really happen because of the factors that make it up in the game?"; "Were there other factors that caused its triggering?"
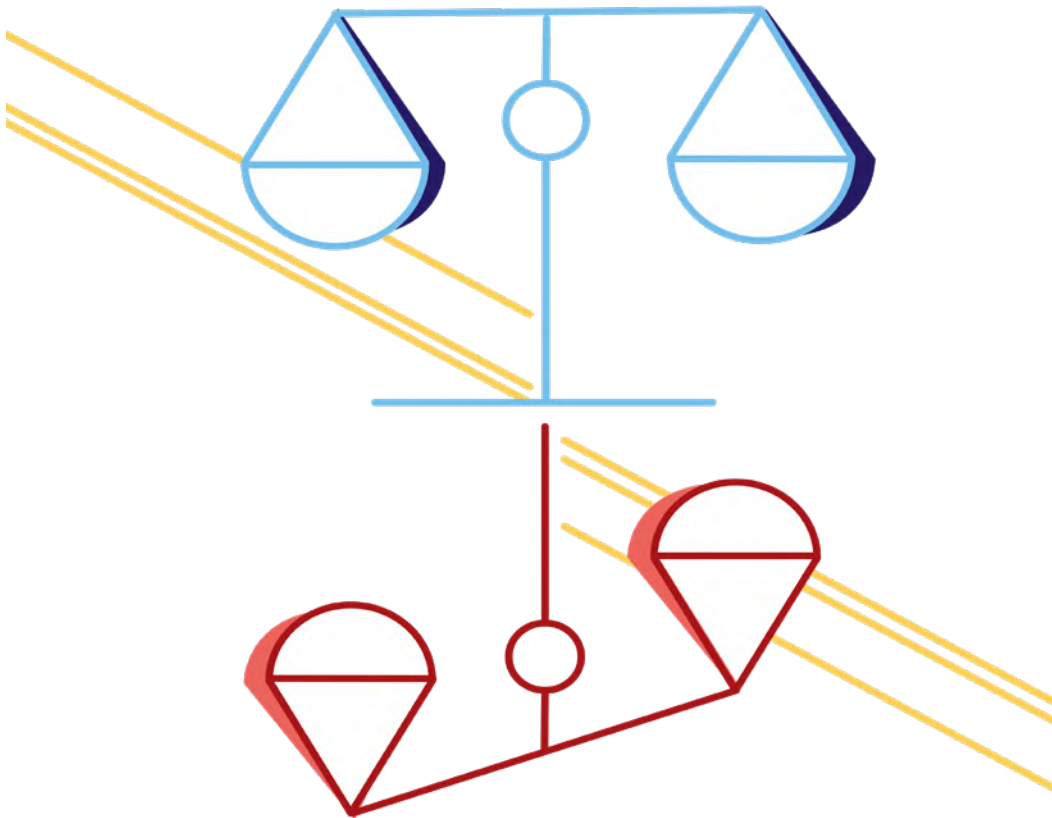
3.4 Demodice

By Rebecca Welge, Johanna Flach, and Sabine Jenni

The craziest stories happen in democracies. The leader of a student protest movement became the president of Chile while a TV-Show millionaire became the president of the United States of America. The COVID 19 pandemic brought some communities together with neighbors watching out for each other, while at the same time driving friends and families apart and chasing some citizens into the arms of conspiracy theorists. It is of vital importance that (young) people learn to understand such stories and their implications for democracy. This enables us to reflect on our roles in democratic processes and learn to build our own narratives about the events that shape our lives.

Demodice is a cube-based storytelling game that can be played with real dice or using a smart phone app. In either case, the players sit together in the same space. *Demodice* invites players to reflect on democracy by exchanging their experience with it, as well as their ideas and hopes for a democratic future. *Demodice* stimulates the imagination of players regarding democracy (as a way of living, as a form of society, as a form of government) by using a combination of symbols related to different elements of democracy and democratic culture. Each player becomes the chance to be the narrator in turn by rolling the dice and telling their story about the symbols on them.

Using pictures and symbols that spark imagination and creativity, *Demodice* allows players to tell their own stories about democracy and critically reflect on each other's experiences.
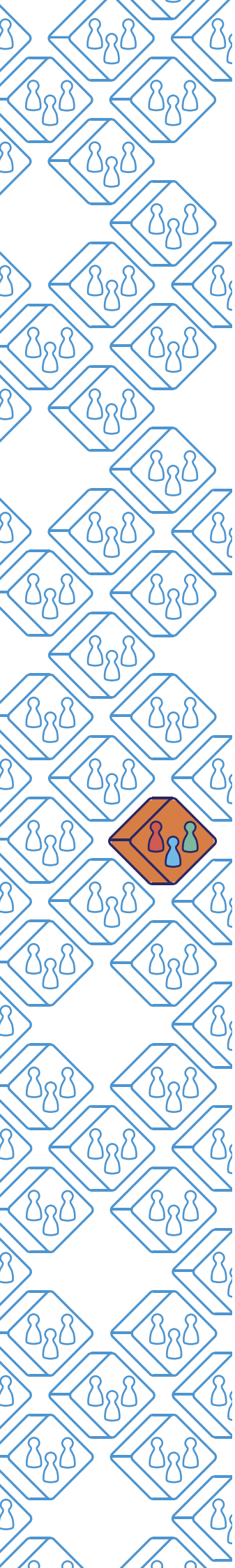
Figure 3.4.1: The 11 Demodice in their print & play version, glued to wooden cubes.

Game Overview & Intention of the Game

The intention of *Demodice* is to enable a deeper and critical understanding of democratic norms, values, and institutions by talking about them in a playful and creative way. The game is designed to unearth the players perspectives on democracy as a way of living, a form of society and a political system. The holistic approach towards democracy and the personal views towards it broadens the horizon of the players. They might discover new roles for themselves and others in cultural, societal, or political contexts.

The standard cube-set of *Demodice* includes nine dice that concern central aspects of democratic cultures, societies, and systems. The dice are thematically divided into three categories:

- *Democracy as a political system* (Human Rights, Participation, Rule of Law), green
- *Individuals and interactions in democracies* (Actors, Emotions, Power Relations), purple
- *Anchors of democracy* ([Social] Policies, Places/Locations, Challenges/Threats), beige

Special dice are available on the *pandemic* and on *sustainability* (red). They were chosen because of their relevance to current democratic developments.

Each dice covers a wide area of the topic at hand. This includes individual, cultural, societal, or political aspects with the aim to make it possible to visualize ambiguities, as well as overlapping or conflictual positions within a theme.

Technical Information:
- Number of Players: 2-10
- Duration: 1 – 2 hours
- Difficulty: Demodice has simple and easy to understand game mechanics. The game works best in a group where players feel safe to share their personal stories, experiences, and views.
- Infrastructure and material needed: A smooth surface to roll the dice (table, floor), a space where all players can comfortably sit in a circle
- Game material: 9-11 Demodice
- Digital version: Demodice also exists as an app. Search for Demodice in the Apple App-Store or Google Play.

Link to game rules and game material: www.demogames.eu
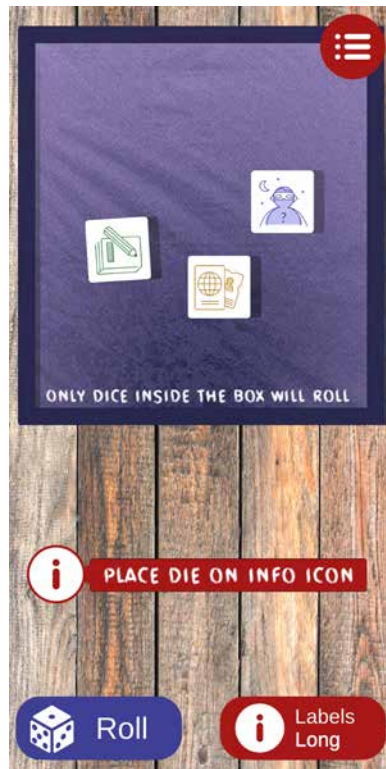
Figure 3.4.2: Screenshot of the Demodice App.

Figure 3.4.3: Symbol sheet for the dice "participation" (from the category "Democracy as a political System")

Figure 3.4.3 shows the symbol-sheet of the dice "Participation". While the symbols *election,*
voting or *demonstration* approach the matter from a systemic and political perspective,
the symbols *discussion* and *information seeking* cover more cultural and societal aspects of
participation. Furthermore, *bring in your ideas* as well as *speak up* are both symbols that are
more closely related to an individual point of view. These different symbols aim to inspire

players to share stories about participation from different angles and bring in their personal experiences and stories. Symbol-sheets with a full explanation of the symbols depicted on every dice are available for all dice as part of the print & play materials.

Learning Aims and the RFCDC

The learning objectives of *Demodice* link to several of the Competence for Democratic Culture from the Reference Framework of the Council of Europe (RFCDC).

Demodice aims to

- stimulate the imagination and storytelling of players regarding democracy (as a way of living, a form of society and as a form of government)
- get players into conversations and controversial discussions about democracy

Figure 3.4.4: The RFCDC Butterfly for the Demodice Game
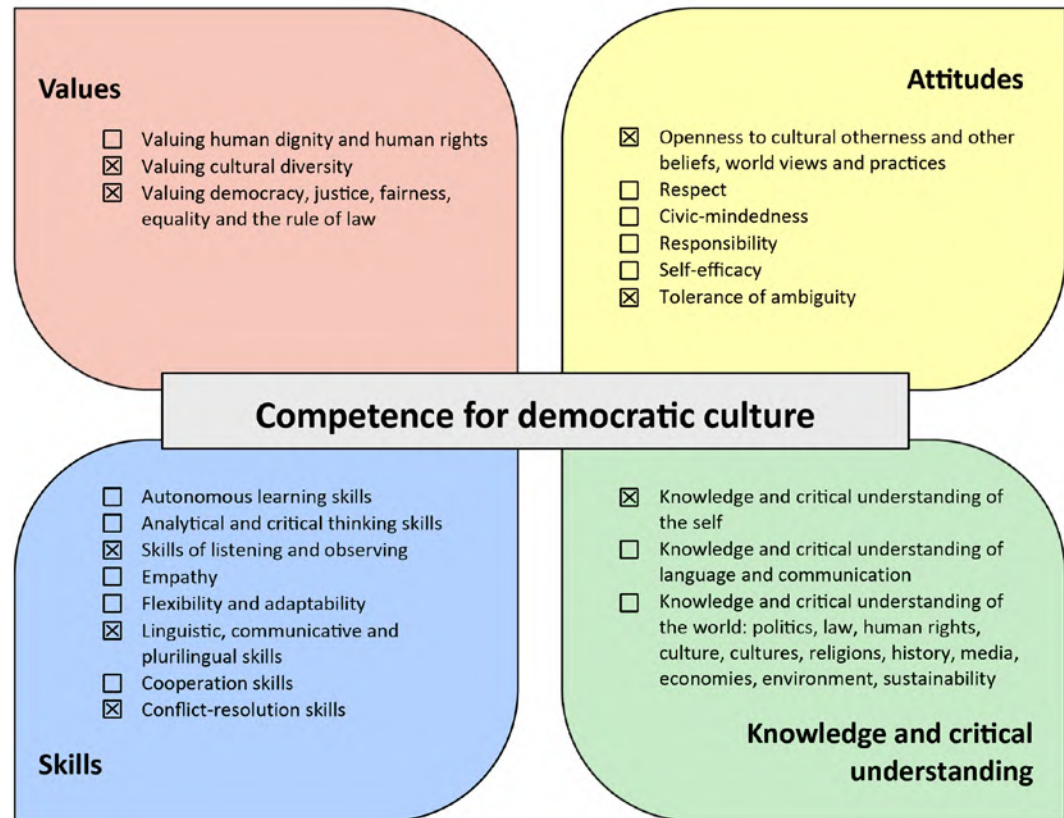
Table 3.4.1: RFCDC & Demodice

RFCDC		
Values	*Valuing cultural diversity*	is fostered when made good use of the debriefing phase, in which participants experience the advantages and added value of telling different stories and changing perspectives.
	Valuing democracy, justice, fairness, equality, and the rule of law	is fostered when the stories are connected to an overview of the intertwined democratic principles and an analysis of their fundamental role in the stories.
Attitudes	*Openness to cultural otherness and other beliefs, world views and practices*	is trained as the players listen to the different narrators' stories. They may listen with disbelief, doubt, or hope and may internally reflect on the connotations the narrator makes.

	Tolerance of ambiguity	is trained when players discover how different people associate very different stories to the same symbol. Listening to the stories, players ideally learn that the same situation may have very different meanings and implications for different people.
Skills	Skills of listening and observing	are trained while listening to the narrator's story
	Linguistic, communicative (and eventually plurilingual) skills	are trained as the game is (oral) language based. In multilingual settings it trains multilingual skills, as sharing personal experiences is one
Knowledge and critical under-standing	Knowledge and critical understanding of the self	is fostered when, telling a story, players share their personal experience within (non)democratic situations and context settings

Facilitation

Demodice challenges players in different ways. While the game builds on the imagination of players it also depends on their motivation and willingness to share their own thoughts with a group of players and the facilitator. This requires openness and an atmosphere of interpersonal trust and may also depend on social factors the facilitator can influence only partially (e.g., prior experience, group dynamics, limited attention etc.). This poses both a challenge and an opportunity for the facilitation of a learning-process which influences challenging social factors positively.

As a facilitator, creating a safe space for players to share their thoughts and experiences is key. The unlimited possibilities weaving together fiction, experience, and knowledge should be kept free of judgment. Sharing personal experiences requires courage and trust; players need to be sensitized and encouraged to value each narrator's openness irrespective of possible disagreement in opinions and viewpoints. The facilitator should ensure that all players get a similar amount of speaking time and the same appreciation for their contribution. They also should foresee discussion time (e.g., during debriefing) for controversial issues that might have come up.

There are many ways how you can use *Demodice* in your workshops, events, trainings, and activities:

- As an opener to get into conversations and discussions about democracy
- To connect abstract concepts with personal experiences, perspectives, and meanings and thus to foster the transfer of learnings to the personal lives.
- As a method to boost creative thinking and brainstorming about democracy
- As a co-op challenge, if you chose the variant WRITER'S ROOM

If you are looking for a competitive game with winners and losers, look at the game Fake Expert – A *Demodice* Game.

To tap the full potential of *Demodice*, the game should be embedded into an experiential learning process, including a debriefing of the players after game play. In this section we propose a way of introducing *Demodice* (Input-Phase) and describe various possibilities to reflect on the experiences and insights gained during game play (Output/Debriefing-Phase).

Pre-Gameplay: Input-Phase (10-15min)

During the game, the players must talk and share a lot. This might not be easy for everyone, so it is important to create a social and open environment, where everyone feels comfortable. One possibility to support a communicative atmosphere are "ice-breaker"-methods.

Example three-facts icebreaker: Each participant shares three fun-facts about themselves, but one of them is fake. Afterwards, the others must guess which one is fake. This will make the participants get to know each other a bit and get them into a story-telling mode.

During Gameplay: Playing-Phase (20-60min)

When presenting the game and explaining the game rules, please make sure to include the notion that there is no "right" association to the specific symbols on the dice. The symbol-sheets with explanations for every symbol are only suggestions. This is relevant to all game variants. Presenting the game should include a "showcase", an example-story with which the players can work with.

Example showcase story: Take three dice, roll them, and share a story that connects all three dice, for example like this:

Figure 3.4.5: The three dice 'Individuals and interaction'

"Once upon a time, on her graduation ceremony, a young and successful student was invited to say a few words to the audience. For the first time, she was speaking with a microphone in front of a lot of people. Speaking from a stage and having the attention of a large audience, she felt powerful. Also, she discovered her talent to make people laugh."

Depending on the aim and context, *Demodice* game play can easily be adapted to serve the objective of the concrete game play session. In the basic variant, players start their story with "Once upon a time" and are guided from individuals and interactions to elements of the political system and finally to contextual factors (rounds 1 – 4). It leaves the players a lot of freedom regarding the kind of story they want to share with the group. This leaves room for very diverse stories but bears the risk that stories are only loosely connected to each other and the connection to democracy has to be uncovered in the debriefing.

Facilitators may wish to guide players more closely to reflect on democracy. In that case, consider choosing the variant SHARE YOUR STORY. This version asks for very personal feelings, opinions, and experiences. If you wish that players reflect on specific current challenges and their relationship to democracy, consider choosing the variant SCENARIO

X. If you wish that players connect their stories and cooperate, chose the variant WRITERS ROOM. This variant can also be helpful in groups where people might feel overwhelmed by telling a whole story themselves. Feel free to use these variants as an inspiration to come up with your own way to play *Demodice*. All game variants are explained in detail in the *Demodice* rulebook.

Finally, there is the game *Fake Expert*, which is a *Demodice* game but more than just a variant. It is a competitive game. Consider choosing this variant if you want to have a closer look at the meaning of the different *Demodice* symbols and have a deeper discussion about specific topics. The next chapter describes this game.

After Gameplay: Debriefing (20min)
There are different possibilities how a follow-up debriefing could look like:
> *Guided discussion:* The facilitator asks the players about their impressions and experiences, starting from the players' feelings and then sharing and discussing their observations. Questions like the following could be useful:
> > - How was the process of telling stories and listening to stories for you?
> > - How did you feel while playing the game? Did you feel in a safe space? When, why (not)?
> > - What was different (similar) across stories?
> > - Have you learned something new about other persons beliefs?
> > - What kind of understanding of democracy was visible in the stories, if any?
> > - About what else have you learned something ...?
>
> *Spotlight on democratic principles:* The debriefing questions could make players reflect on the stories they heard and told during gameplay regarding specific democratic principles. Questions like the following could be useful:
> > - Do you a remember a story that was told about (un)equality?
> > - Do you remember a story that was told about freedom?
> > - Do you remember a story that was told about (not) belonging?
> > - Do you remember a story that was told about problems in the current system?
> > - Do you remember a story that was told about laws and rules?
>
> Add the topics that are most useful for your purpose.
> During discussions, a facilitator could take notes of the different stories, on separate sheets, and cluster them. Stories which at first sight might not have been told in terms of democratic principles can become linked to democracy. The group gets to know and exchanges different perspectives on well-known topics like e.g., equality.
>
> *Personal written reflection about the game:* After gameplay, and after a few debriefing questions, participants write down their individual 'lessons learnt'. They could be asked to reflect if they learnt something about their personal hopes/fears/conflicts/ lack of information/ about democracy.

After Gameplay and Debriefing: Output-Phase (20min)
Players can be asked to sit and look back at the different dice (alone or in pairs). They can now draw a symbol that they think was missing on one or multiple dice. Afterwards, they may share with the group what this symbols means to them and why they think this symbol is important

Alternatively, or additionally, they can sit together in pairs or small groups think about a topical issue together and create a new cube (six symbols) about that topic. Drawing six symbols is a lot. It could help to think about both positive and negative aspects of the topical issue, about political, societal, and personal aspects.

Background information on Demodice and symbols

Demodice symbols illustrate important and fundamental democratic norms, values, institutions, and practices. It is based on the premise that democracy is a form of government, but also a form of society and a way of living. Following the saying of John Dewey, a democratic pedagogue: "A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience" (Dewey 1916, 93).

This section explains the rational of the dice and topics covered. In short, this information can also be found on the symbol-sheets. However, the game can be played very well without the background information.

The fact that *democracy is shaped by individuals and interactions* is represented by three dice on the three topics actors, emotions, power relations. These dice allow the players to relate the stories to different kinds of persons and relationships. Reflecting about different types of actors and power relations trains the skill to change perspectives. Allowing different types of emotions entering stories about experiences with democracy strengthens empathy. We suggest to start the game with these dice as it helps players to think about themselves and their experiences with relationships.

Democracy as a political system is represented by three dice on the topics human rights, participation, and rule of law. These dice cover fundamental aspects of the topics but are not exhaustive. They mean to complement in the best possible way the other dice available in the game. For example, the human rights dice includes more negative than positive freedom rights (political or social rights). The reason is that the participation dice covers some aspects of positive political rights in terms of forms of participations, and the social policies dice covers aspects related to social security. Participation covers institutional and non-institutional forms of participation, allowing for the narration of a wide variety of experiences with democracy both as a way of governance and as a way of living together. Rule of law covers different aspects such as transparency, checks and balances, laws, and regulations.

Finally, three dice on *contextual factors* ('anchors') help to shape the content and focus of the stories. The three dice cover the topics social policies, places and locations, and challenges to democracy. These dice are meant to inspire associations with concrete events, places, and experiences. The special dice on pandemic and sustainability can have a similar function.

Additional Resources

Other story-telling games:
- Many story cube based gameplay version [30+ versions] can be found for the classic Rory's Story Cubes (2005):
    - *https://boardgamegeek.com/boardgame/20545/rorys-story-cubesand*
    - *https://www.storycubes.com/en/*
    - Story Dice –Story Telling (Play Store): *https://play.google.com/store/apps/details?id=com. zuidsoft.storystones&hl=enhttps://apps.apple.com/us/app/story-dice-story-telling/ id1105668334*
- Story Dice Human Rights by INDEA: *https://indea.hu/story-dice-human-rights/*

Background literature cited above:
- Dewey, John 1916: *Democracy and Education*, in J. Dewey, *The Middle Works: 1899-1924*, vol. 9: *1916*, ed. J.A. Boydston, P. Baysinger, P. Levine, 1980.

3.5 Fake Expert: A Demodice Game

By Saskia Ruth-Lovell and Laura Junglas

Let's talk politics! Exchanging ideas, voicing one's thoughts, and engaging in public debate is at the core of democracy. However, democratic ideas and politics are complex and often abstract. In addition, the way they are discussed may overwhelm young adults and can quickly leave one clueless. *Fake Expert* addresses this issue and throws the players into a typical setting of modern political debate: a talk show. Players get the opportunity to slip into different roles and thus either mime a talk show host, be an expert on a topic or find themselves in the role of a clueless talk show guest.

Fake Expert is inspired by Jun Sasaki's game "A Fake Artist Goes To New York" published by Oink Games and Alexandr Ushan's game "Spyfall" published by Hobby World. The starting point for the talk show are the dice developed for Demodice, the story-telling game described in the previous chapter. The concepts depicted on the dice are the inspiration for the talk show theme.

Technical Information:
- Number of Players: 5-9
- Duration: 30-45 min (deepening on number of players)
- Difficulty: This game requires language skills, so the level of difficulty may vary in different contexts. For example, playing Fake Expert in intercultural contexts can increase the complexity. A basic understanding of political and social contexts is also beneficial.
- Materials: The first 5 Demodice cubes (see document "DemoDice_print-cubes"); 1x general topic board (laminated), 8x subtopic cards (laminated); 1x whiteboard marker (not included), 1x two-minute timer (e.g. hourglass, mobile phone, not included).
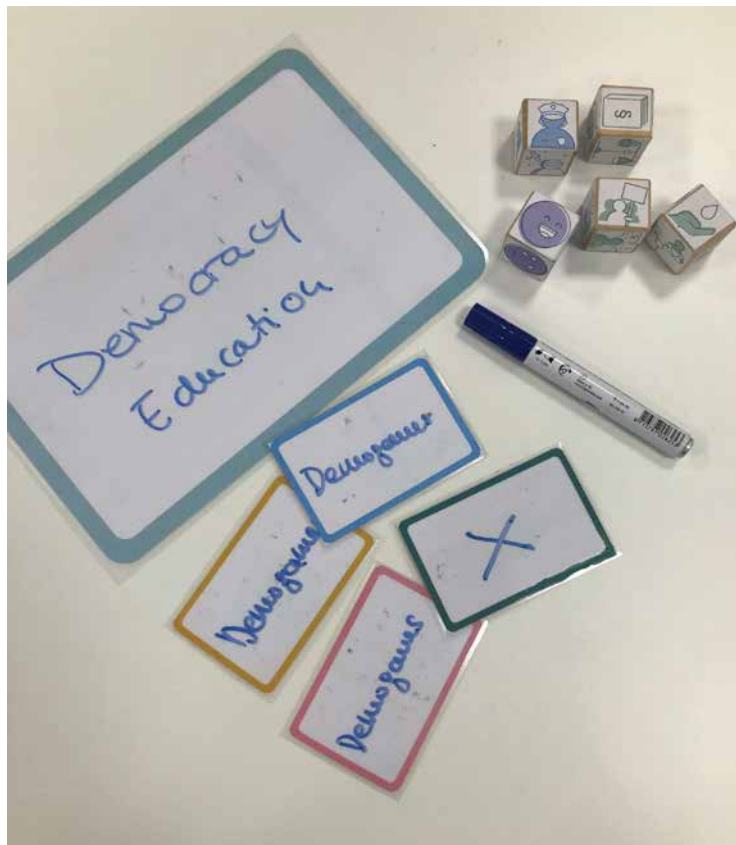*Link to game rules and game material: www.demogames.eu*
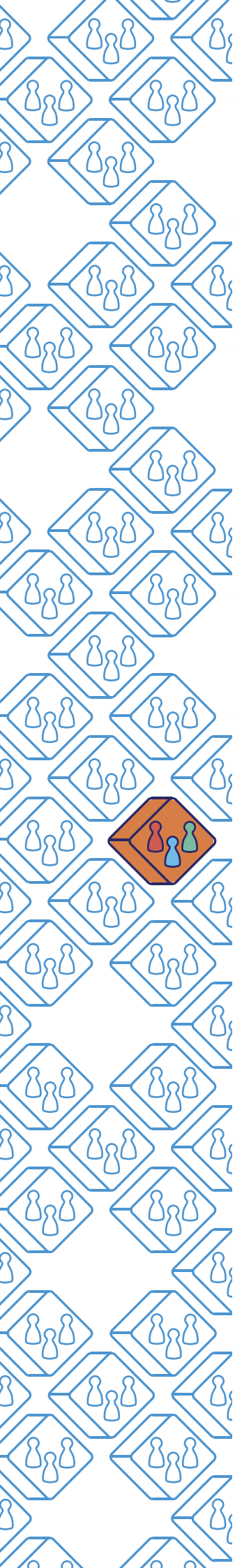
Figure 3.5.1: Game Material Overview Fake Expert

Game Overview

By playing *Fake Expert*, players train their skills of listening carefully to the statements of other players and observing the behavior of others in their group attentively. They also learn to constantly re-evaluate the information available to them and adapt their behavior accordingly.

Intention of the Game

Fake Expert pursues the following goals:

1. To create a space where young people can train their communication skills.

2. To recognize and interpret communication strategies through attentive listening and observation.

3. To give the opportunity to take on different roles and to embody them successfully in order to be able to take on different perspectives and to understand other people's point of view better.

The selection of topics that players can discuss in the talk show is as multifaceted as the concept of democracy. The starting point for the choice of topics is formed by all three dice with green symbols (political system) and two purple dice (actors and emotions) developed for *Demodice*:

- 1.1 Political System (Human Rights)
- 1.2 Political System (Participation)
- 1.3 Political System (Rule of Law)
- 2.1 Individuals & Interactions (Actors)
- 2.2 Individuals & Interactions (Emotions)

Further information on the dice can be found in the preceding chapter on Demodice and on the Demodice symbol-sheets (see game material).

Learning Aims and the RFCDC

This game aims to:

- improve players analytical and critical thinking skills and skills of listening and observing and enable young people to use these skills in democratic contexts
- increase knowledge and critical understanding of language and communication
- train players linguistic, communicative and plurilingual skills
- foster empathy

Figure 3.5.2: RFCDC Butterfly of Fake Expert
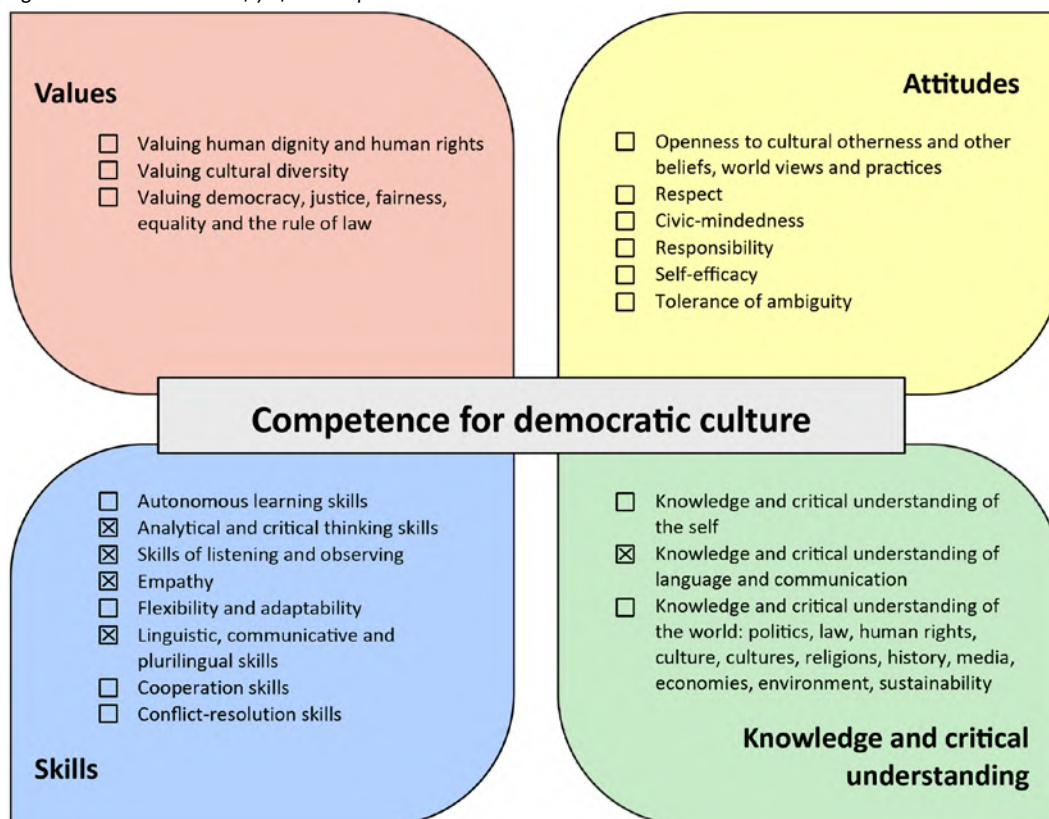
Tabel 3.5.1: RFCDC and Fake Expert

Knowledge and critical understanding	Knowledge and critical understanding of language and communication	The players increase their factual knowledge about language and communication because they learn to detect empty phrases and meaningless statements while trying to unmask the fake expert.
Skills	Skills of listening and observing	To score points and play the game successfully, skills of listening and observing are of great importance. Players need to listen carefully to each statement to determine which player knows the sub-topic and which person is just pretending. At the same time, the fake expert also must carefully observe how the other players behave and which comments they share to avoid revealing themselves through their own statement.

Skills	Analytical and critical thinking skills	Players have to critically evaluate the information they receive to identify who is only withholding information for tactical reasons and who is actually just bluffing. During the game, players have to critically reflect on every statement to successfully unmask the fake expert at the end. At the same time, the fake expert also has to critically evaluate the information of the other players in order to be able to formulate his statement accordingly.
Skills	Linguistic, communicative, and plurilingual skills	Fake Expert trains the players' communication skills in different ways and regardless of the role they take during the game. The talk show host guides the group through the talk show and thus plays a significant role in shaping the game round. The experts have to formulate their points of view as clearly as possible without giving away too much information. The fake expert has to express his statement without anybody noticing his lack of knowledge. Depending on the group structure, another layer of complexity might be added: Players have to formulate statements in a language other than their native language. This makes Fake Expert more challenging, but at the same time offers the opportunity to practice expressing one's thoughts and strategically formulated comments in another language.
Skills	Empathy	Fake Expert is about taking different perspectives and experiencing a situation - the talk show - in various roles. This allows players to look at a situation from different angles. In addition, to win, they have to put themselves in the shoes of their fellow players. The ability to see a situation from different perspectives is an important part of empathy.

Facilitation

Fake Expert can be played in different variations and used in different contexts. Although it is usually beneficial to frame game play with input, debriefing and eventually output exercises to enhance the learning experience, *Fake Expert* does not require a lot of facilitation. The game itself can be used as a kind of icebreaker or introduction to a topic or a workshop session. The following are therefore some suggestions and ideas that can be used as proposed or can be supplemented or replaced by your own ideas.

Pre-Gameplay: Input-Phase
Preparation: The game is best played with players sitting in a circle of chairs (a table is

helpful, but not necessary). To increase the immersive experience for the players, you can prepare a Talk Show Sign (perhaps even with a catchy talk show name). Place the dice and theme boards in front of the player who takes on the role of the talk show host in the first round (and who explains the game). It is also advisable to keep the symbol-sheets of the Demodice handy, for talk show hosts to consult.

- *Three-facts ice-breaker:* Before game play you can also use this ice-breaker exercise to allow players to get to know each other a bit better. Therefore, each player tells the others in the group three facts about him- or herself. Two of them are true, and one is fake. The group discusses and then decides which fact is not true. This gives the group a first idea of what the game is about.

- *Role-playing the rules:* An easy way to get a group in the right mood for the game is to have one of them explain the rules of *Fake Expert* already in the role of the talk show host. *Fake Expert* thrives on the players performing and acting out the role of the talk show host or the talk show guest thoroughly. If you start to impersonate the role of the talk show host when explaining the rules, this will also make it easier for the talk show guests to get into character and increase the immersive experience for all players.
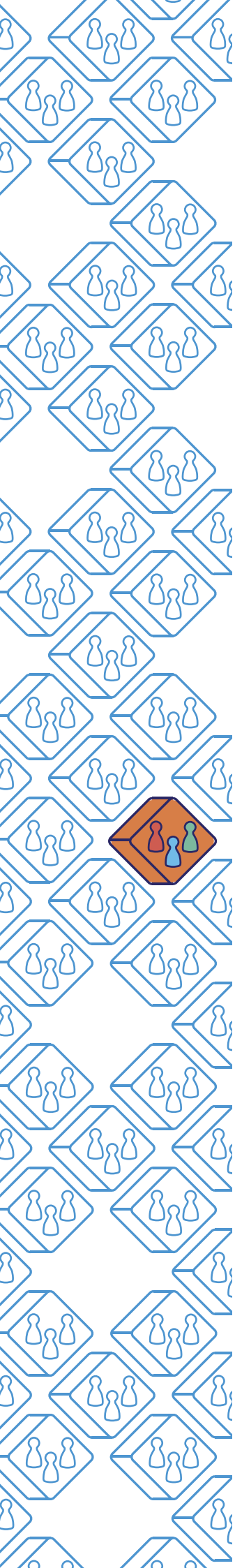
During Gameplay: Playing-Phase

For a detailed description of the game rules, please consult the rule book on *Fake Expert*. The game simulates the situation of a political talk show. All players know the general theme that will be discussed in the show, but there is also a subtheme, which talk show guests have to address in their statements. All but one guest knows the subtheme and it is the goal of the players to identify the "fake expert", which is the player without information on the subtheme.

Game play of *Fake Expert* takes place in rounds and every player will perform the role of the talk show host at least once. In all the other rounds players take on the role of talk show guests. They may either be a talk show guest that knows the subtheme, or they have to fake it to make it!

The idea behind *Fake Expert* is to create an atmosphere that feels as much like a real talk show as possible. It is therefore beneficial for the game play to make it clear to the players that it is very welcome if they act out their roles as talk show host or guest.

Table 3.5.2: Player Roles and Tasks in Fake Expert

Role	Tasks
Regular talk show guest	Think of a statement on the subtheme that is not too specific to tip off the fake expert, but specific enough to signal to the other talk show guests that you know what you are talking about!
Fake expert	Carefully listen to the other talk show guests' statements and try to guess the subtheme Think of a statement that fits the general theme and as many subthemes you can think of Be confident in the way you make your statement
Talk show host	● Role the Demodice & determine the general theme of the talk show and write it on the general theme board (visible to all players) ● Think of a subtheme and write it on the player boards, with the exception of one (secret).

Talk show host	• Shuffle the subtheme boards and secretly deal one to each player
	• Act out the role of the talk show host by addressing the players as "talk show guests" and inviting them to state their opinion on the talk show topic.
	• Provide guidance to the game play (e.g. keep the timer in mind, structure the discussion, ...)

During Gameplay: Discussion phase
Once every player has made their statement, the discussion phase of the game starts (the talk show host starts a 2-min timer). In this phase, players will voice their suspicion as to who might be the fake expert. They should base their suspicion on arguments relating to the statements and the talk show theme. Players, however, need to be careful to not name the subtheme or provide further hints towards the subtheme, which might allow the fake expert to guess the theme.

After the timer runs out, discussion stops. Then, the host slowly counts down from 3, 2, 1, zero. At zero every guest must point to another guest to accuse them of being the fake expert. Depending on whether the fake expert was unmasked or not, either the fake expert and the host or the players who guessed the fake expert correctly get victory points (see game rules).

Debriefing
There are different possibilities for how a debriefing could look like.
Open/guided discussion: The facilitator can ask the players about their impressions and experiences. Different questions for reflection could be useful:
- How did you experience the different roles in the game (talk show host, guest, or fake expert)?
- How was the process of making statements and listening to the statements of other players for you?
- Did you feel in a safe space during the gameplay?
- What kind of understanding of democracy was visible in the talk show theme and the statements of players, if any?
- What was different (similar) across the game rounds and themes?
- Have you learned something new about other persons' beliefs?

Spotlight on specific democratic principles
Specific democratic principles can be highlighted, e.g. ask the players how they selected the general theme and subtopics of the talk show, when they impersonated the host. Ask the players how they came up with their statements on a certain topic.

Connections to real-world situations:
Ask the participants if during gameplay, real world situations came to their mind (not necessarily but possibly also talk shows). What was it that reminded them of specific real-world situations? Why? Did they learn something about real-world situations? What? Can they use their game experience in real-world situations? How?

Personal written reflection about the game
Participants express their individual hopes/fears/conflicts/lack of information/etc. about democracy (as a way of living/a form of society/a form of government).
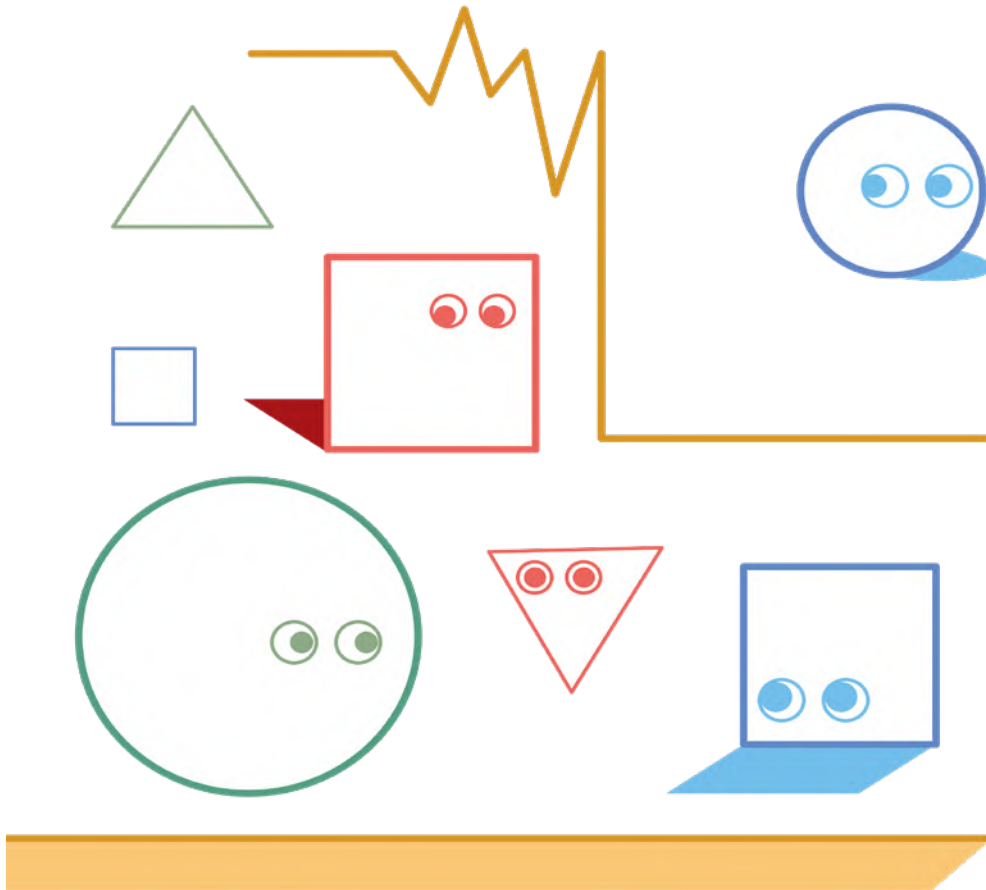
3.6 Draw The Line

By Michael Cotterell, Patrik Kessler and Rebecca Welge
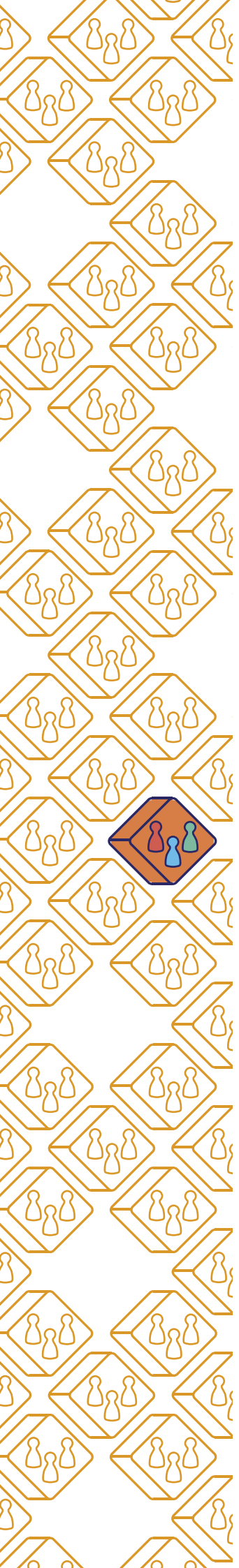
Game Overview

Technical Information:
- Number of players: 3, 4 or 6
- Duration of gameplay: 20 – 60 minutes
- Recommended duration incl. facilitation:
    - (10 min preparation for facilitators, without assembling the material)
    - 10 – 15 min Input for players
    - 20 - 60 min Gameplay
    - 30 – 60 min Debriefing
- Difficulty: Intermediate difficulty, players use basic logical thinking and their linguistic and communication skills; groups of players with similar skill levels make the experience more satisfying and interesting.
- Infrastructure and material needed: A space where all players can comfortably sit around the gameboard, dry erase markers or pencil and erasers
- Game material: Draw The Line gameboard

Link to game rules and game material: www.demogames.eu

Democracies often have to deal with different groups of humans and the question who part of a specific group is and who is not. Who is included and who is excluded? In a democratic system it has to be decided how voting districts are set up. And depending on the results this can heavily influence political power dynamics and elections.

Another topic always present in democracies is negotiating. A politician might promise to lower your taxes, in order for you to give him or her your vote, or one party agrees to increase spending for military budget, when in return spending for education also get's increased. Often the promises are bound to written contracts or agreements, in order for them to be kept from both sides. But what if not? Can you trust everyone to keep their promises?

Draw The Line combines these two themes into a game about drawing borders, creating groups, and about negotiating within a situation where you cannot be sure, whether to trust the others to keep their promises.

Intention of the Game

The intention of *Draw The Line* is to bring players together in cooperation and competition with simple interactions on the game board, but complex interactions between the players. Each player has the freedom to choose their action on the board, and to attempt to influence the other players. There is nothing to bind players to their promises, and no requirement to make promises. However, this may affect how the other players play in subsequent rounds.

Draw The Line challenges players to negotiate and compromise in a limited space. They need to factor other players' decisions and positions into their own strategies. They are obliged to coordinate as much as possible, and as long as it is beneficial.

Draw The Line is a game about promises, and choosing to keep or not keep those promises. Your decision is very simple: which line to redraw. How you make that decision, whether it is with or against your fellow players, is up to you.

Learning Aims and the RFCDC

Draw The Line is designed to increase critical understanding of democratic norms, values, and institutions. The game itself does not focus on factual knowledge, but it trains analytical thinking, co-operation and communication skills. The game experience and the de-briefing can lead to a deeper understanding of the importance of core democratic values of equality and justice.

Topics, which can be discussed afterwards, based on the inclusive or exclusive gameplay variant:

- inclusion and exclusion; political inclusion, social inclusion
- demos-building (identity based, right based, …)
- diversity and/or cleavages, solidarity among and across groups
- negotiation, cooperation
- voting procedures, political units and districts, gerrymandering
- representation, descriptive and substantive representation

It requires people to use analytical and critical thinking skills, skills of observing, and quite an amount of flexibility and adaptability. The cooperative and competitive game variants have different notions. Both lead to a different game experience, and incorporate different styles of communication, negotiation, planning.

Figure 3.6.1: RFCDC Butterfly for Draw The Line
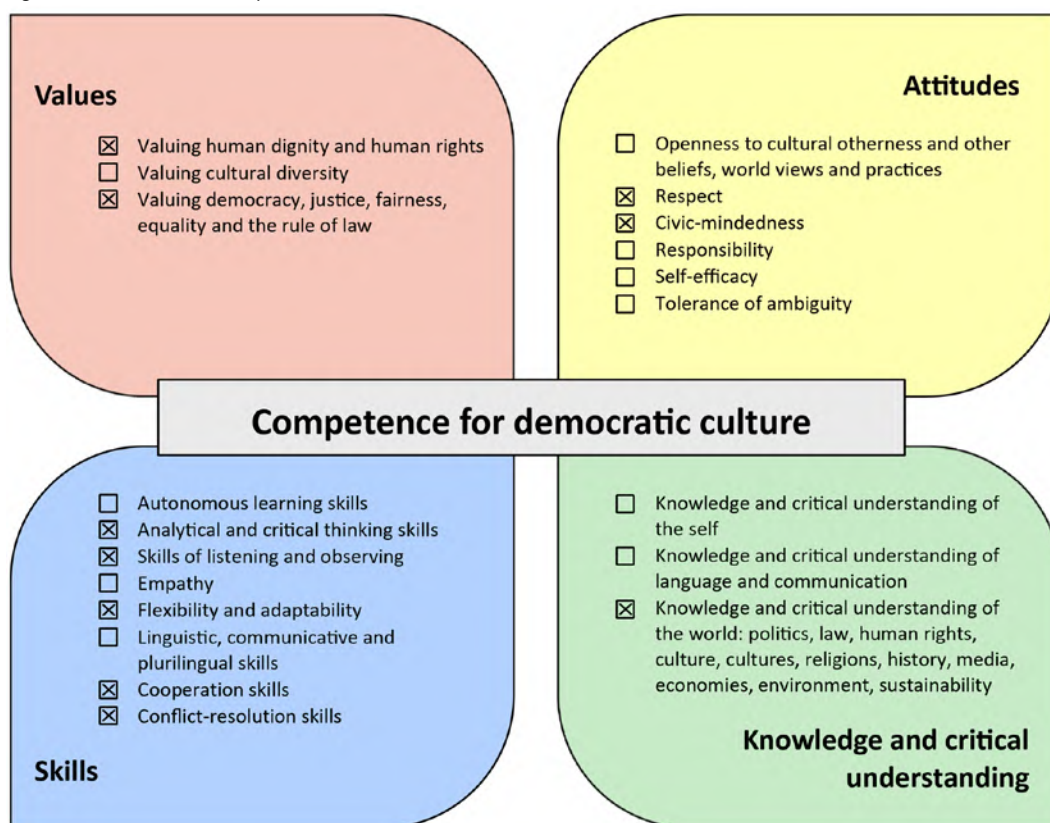
Table 3.6.1: RFCDC Competences in Draw The Line

RFCDC		
Values	*Valuing human dignity and human rights*	are used in the de-briefing phase when a discussion about political and social exclusion -triggered by political entities- can fairly quickly lead to the argument that human rights should always be protected and respected, and is the argument that all public institutions should respect, protect and implement human rights.
	Valuing	are used when this discussion is applied to the political level, participants could argue that laws should always be fairly applied and enforced or express the view that, whenever a public official exercises power, they should not misuse that power and cross the boundaries of their legal authority. It could be a direkt conclusion of their gameplay, that officials and judges should not treat someone or some group differently because of prejudice.
Attitudes	*Respect*	is used when reflecting on the player's moves and what it means for democracy as a way of living, a form of society, and a political system. Participants should give space to others to express themselves, and express respect for people who hold different political opinions from himself/ herself.
	Civic-mindedness	is used when players need a willingness to cooperate and work with others, and collaborate with other people for common interest causes.

Skills	Analytical and critical thinking skills	are used when players need to identify similarities and differences between new information and what is already known; before making the next move. Players need to analyse a situation before making a choice and draw conclusions from an analysis of information. The whole gameplay is based on the mechanics of solving problems through the use of logic
	Skills of listening and observing	are used when players need to pay close attention to the behaviour of other people, and pay attention to what other people imply but do not say in order to make effective moves in the gamerounds.
	Flexibility and adapt- ability	are used when players need to be able to change the decisions that they have made if the consequences of those decisions show that this is required. They need to adapt their behaviour in new situations by taking account of lessons learnt in previous situations and adjust plans in response to changing circumstances. Also players need to show flexibility when facing obstacles, which is an inherent part of the gameplay.
	Coopera- tion skills and conflict resolution skills	are used when in the course of the gameplay players must negotiate their position with, and against, the other players, both to optimise their score, and to minimise the effect of another player's actions against them.
Knowledge and critical under- standing	Knowledge and critical under- standing of the self	are used when participants will reflect critically on how his/her own worldview is just one of many worldviews, can explain why all cultural groups are constantly evolving and changing, can explain why all cultural groups are internally variable, diverse and heterogeneous and can explain why there are no cultural groups that have fixed inherent characteristics.

Facilitation

The main function of *Draw The Line* is to create a space for reflection and comparison:

- It can be used to facilitate understanding of political, social and economic situations, especially where differing goals are at play
- It can be used for participants to reflect and understand their own goals and motivations – why they made certain decisions at certain times
- It can be used to encourage cooperation and improve negotiation skills
- It can be used to reflect on aggressive tactics and how players react and feel in a competitive or socially non-reactive environment (if you tell players they cannot explain their actions until the debrief phase, for example)

Pre-Gameplay: Input-Phase

- Facilitators are encouraged to highlight the setting that they want participants to engage with before the game, so that their decisions are contextualized before the game starts.
- Use other methods or tools that will engage the participants in this topic.
- Explain the rules of the variant you want to play.

During Gameplay: Playing-Phase
- The duration of the Playing-Phase depends on the number of players, number of rounds played, and on the variant(s) chosen.
- It is suggested that the facilitators encourage the participants to play two sets of the game, so that they can also reflect on how their gameplay changed between games. This may depend on time available, though.

Debriefing
Here, the participants should be encouraged to reflect on their decisions and how they experienced gameplay. You could ask them them the following questions or ones similar to them:
- What caused them frustration? Why did it make you feel frustrated? What could have been done differently?
- What did other players do? How did you react to it? Why did you react in that way?
- Why did you make agreements with one player but not another?
- Who won and why? What does it mean to win this game?

After Gameplay: Output-Phase
Following this reflection, participants should then apply these ideas to the setting that you wish to engage with. Did the game situation have any similarities to events in the setting you are focused on, or in current or historical world events? How does the gameplay relate to the real world? What could the shapes and colours stand in for?
Follow-up activities could focus on talking up the challenges and opportunities of inclusion and exclusion. You could talk with the participants about situation where they see that (hypothetical) lines are being drawn to separate between people or groups and who decides how they are drawn. An exchange on this could be structured as follows:
- First, let the participants for themselves write down a situation where inclusion or exclusion is happening. This can be situations they experienced personally in their daily lives, or they heard or read about.
- Second, participants can share their examples if they want to. Then all the shared stories or put on display, on a table, the floor or on a wall.
- Third, encourage the participants to look for similarities or interesting differences between them. What kinds of topics emerge multiple times? What common challenges emerge or what kind of opportunities arise often? Discuss within the group, what this implies for democracy and democratic cultures.

In the end you can hand out papers again and ask all participants to note down one take-home message for them personally. This can be something they learnt, something they will try to do differently from now on or anything else. It is something personal and participants may share it but are not obliged to. If shared their messages should also not be commented on, neither by facilitators nor other participants.
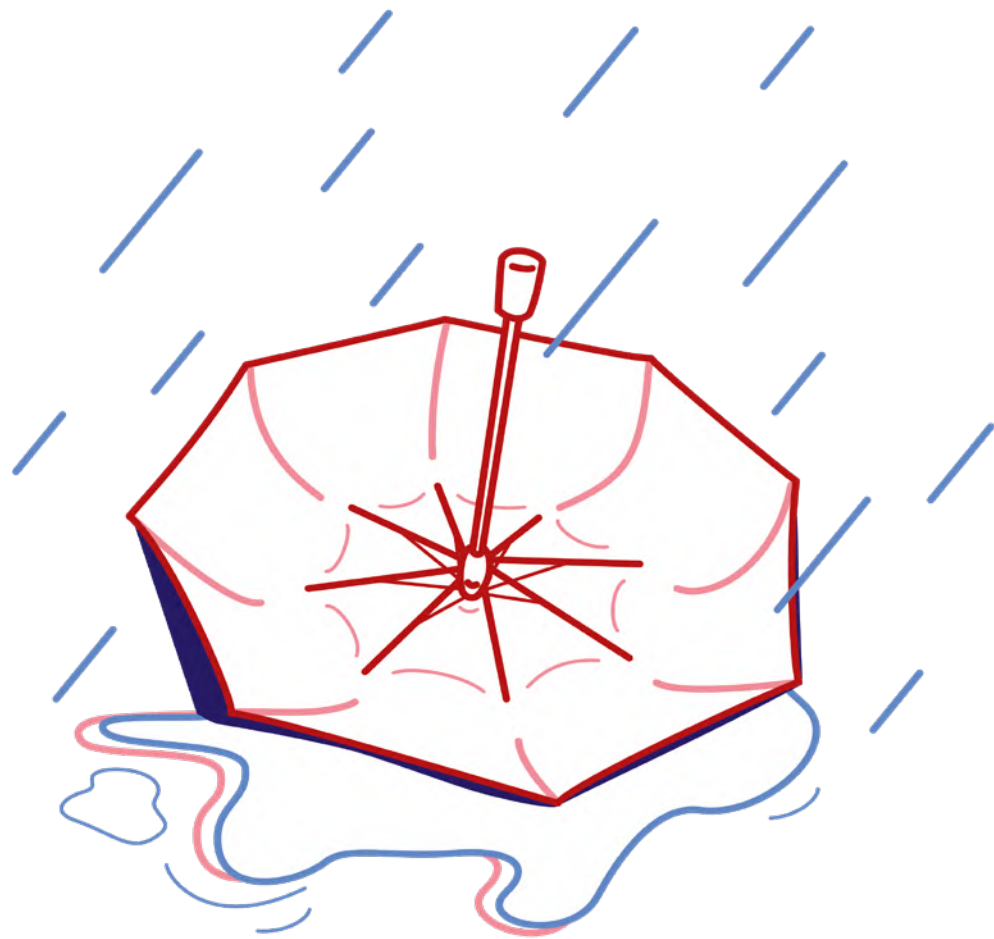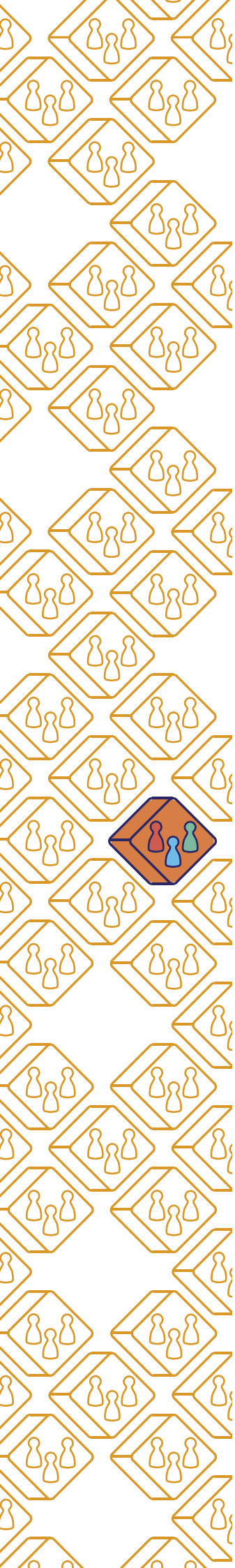
3.7 Observers

By Johanna Flach and Laura Junglas

Sometimes, Democracy can seem like a riddle to us! While playing *Observers*, you get to know surprising and relevant stories from Democracies around the world. The players become democratic detectives. Based on the well-known game "Black Stories" (http://www.games-wiki.org/wiki/Black_Stories/), *Observers* is about solving riddles together as a group. They address the basic ideas of democracy, as well as possible problems and conflicting goals that can arise in democratic processes. *Observers* is a card-based game: each card depicts one real-life story in a mysterious way. The game can be played analog or in an online version. The stories are all set in countries that can be classified as democratic; currently, the focus lies on stories from partner countries of the *Demogames* project (Germany, Spain, Romania, Switzerland, and Belgium). The stories cover a wide range of topics around democratic norms and values as well as current challenges for democracy.

By playing *Observers*, you can develop and encourage curiosity, train critical and analytical thinking skills and dive into the world of current democratic developments! Supplemented by discussion questions and further information to each topic addressed, *Observers* can be played just for fun, as an introduction to specific topics or to increase your understanding of democracies in general.

Figure 3.7.1: Picture of Observers Game

Game Overview & Intention of the Game

Technical information:
- Number of players: 4 -12
- Duration of gameplay: 1/2 – 1 1/2 hours
- Recommended duration incl. facilitation:
  - 15 min Input,
  - 30 min Gameplay
  - 15 min Debriefing
- Difficulty: This game requires language skills and a basic understanding of political and societal issues.
- Infrastructure and material needed: a space where all players can comfortably sit in a circle, preferably with a table in the middle
- Game material: a full set of Observer-cards (printed or web-based), printed rule book, printed front pages of the Observers-card-deck, a stopwatch, a mobile phone with internet access, empty printed Observers-cards (only needed for follow-up activity)

Link to game rules and game material: www.demogames.eu
Link to web-based version: www.observers.curiousbird.se

Democracy often seems like an abstract and elusive concept, and it is easy to overlook how often one encounters the topic in everyday life. The idea behind *Observers* is to tell stories relevant to democracy from all walks of life in a playful way. A lot of young people have - without being aware of it - already experienced and dealt with democratic issues in their own life. They might be active in the climate movement, volunteer in their neighborhood, or talk about social issues with family and friends. The game *Observers* pursues the following goals:

1. To the interest and curiosity of young people regarding issues that deal with democratic principles.

2. To provide opportunities for reflection and debate on challenging and even controversial issues regarding democracy. To shed light on and question the ways principles of democracy are or are not applied in different countries and moments in recent history.

3. To create a space where young people can learn and develop democratic skills through both engaging with the content of the stories and interacting with others in the group.
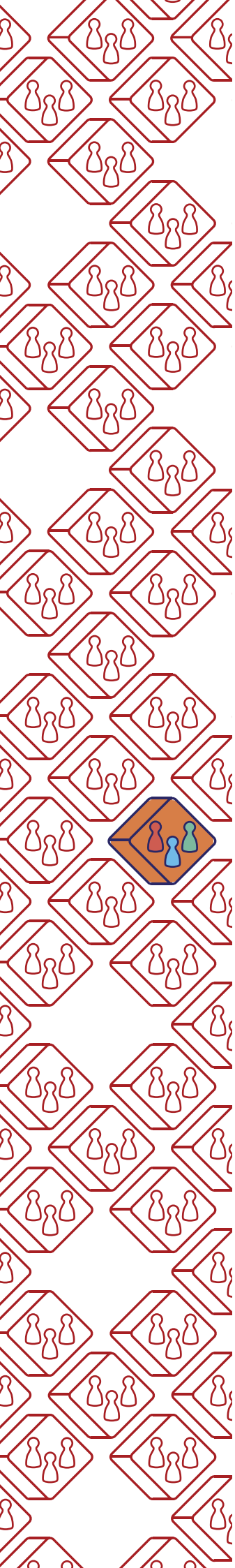
Democracy is a complex and multifaceted topic. We made careful choices to select topics that are particularly relevant to young people and provide a sound theoretical background in respect to democratic norms and principles. You can find a short description of every story, the theoretic norms it relates to, the specific topics it deals with and the location below in order to help you choose which story you would like to play.

Learning Aims and the RFCDC

This game aims to

- connect individual examples of democratic practice to abstract concepts of democracy.
- increase the factual knowledge as well as the comprehension and critical understanding of democratic norms, values and institutions.
- train young people's skills to behave efficiently within democratic processes (e.g. analytical thinking, co-operation and communication skills).
- enable young people to reflect on their mental orientation towards democracy and the importance of tolerance, responsibility and respect for social inclusion and solidarity among different cultures.

Figure 3.7.2: The RFCDC Butterfly of Observers

Values
- ☐ Valuing human dignity and human rights
- ☐ Valuing cultural diversity
- ☒ Valuing democracy, justice, fairness, equality and the rule of law

Attitudes
- ☐ Openness to cultural otherness and other beliefs, world views and practices
- ☐ Respect
- ☐ Civic-mindedness
- ☐ Responsibility
- ☐ Self-efficacy
- ☒ Tolerance of ambiguity

Competence for democratic culture

Skills
- ☐ Autonomous learning skills
- ☒ Analytical and critical thinking skills
- ☒ Skills of listening and observing
- ☐ Empathy
- ☐ Flexibility and adaptability
- ☐ Linguistic, communicative and plurilingual skills
- ☐ Cooperation skills
- ☐ Conflict-resolution skills

Knowledge and critical understanding
- ☐ Knowledge and critical understanding of the self
- ☐ Knowledge and critical understanding of language and communication
- ☒ Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Table 3.7.1: RFCDC and Observers

| Knowledge and critical under-standing | Knowledge and critical understanding of the world: politics, law, human rights, culture, cul-tures, religions, history, media, economies, environment, sustainability | The players increase their factual knowledge about different political and societal topics by getting to know abstract values and challenges of democracy in each round of playing. Through the real-life story behind each riddle they are now able to connect these abstract norms with concrete examples. Additionally, each card (analog and digital) contains a QR-code, that leads to further information on the specific case as well as the general topic, so that the players can deepen their knowledge. Each card also contains discussion questions, that try to spark critical questions and engage young people to participate in the subject matter. |

Attitudes	Tolerance of ambiguity	In the beginning of the guessing phase, the players only have little and incomplete information. They have to deal with this unclear and uncertain situation. During the guessing phase of the game and in the following discussion, the players will be confronted with different theories, opinions, and statements of the other players about the same riddle and underlying story. Of course, democratic values and challenges can be looked at from multiple perspectives! They must tolerate this ambiguity in order to find the solution to the riddle together and to conduct a fruitful exchange about it in the end of the gameplay.
Skills	Skills of listening and observing	Due to the structure of the game, the players obviously have to listen and observe the playing situation carefully. If they don't, they might take much longer and need to pose much more questions than needed to answer the riddle. On the one hand, they need to actively listen. On the other hand the players have to process the information fast and use them to ask new questions. Also, it might be useful to the players to mind the body language and emphases the storyteller might add to their "yes" and "no". This way, they might uncover unsaid information.
	Analytical and critical thinking skills	The players must analyse the information they are shown on the front page, the title of the card, a mysterious picture and of course the riddle. During gameplay, they continuously analytically and critically reflect on the established information, to get to the solution.
	Valuing democracy, justice, fairness, equality and the rule of law	The concept of the game builds upon a contrast: the stories are examples of situations where democratic values or notions of equity and justice might have been violated. But the site of these violations is always a country that is considered democratic. Through this contrast, the players will come to the conclusion that the enforcement of democracy is not a given and that action has to be taken to assure a democratic culture.

Facilitation

Observers can be played in a variety of ways. You can either choose a story to spark a conversation about a specific topic or play several cards with different topics in a row. In this section, we propose a few exercises surrounding the gameplay of Observers, to embed the game within a wider learning experience for the players.

Pre-Gameplay: Input-Phase
Depending on how well the players know each other and what the specific context of the game might be an icebreaker exercise might be helpful to set the mood for gameplay. Any icebreaker that you know will do just fine, but you can also follow our suggestion below:

Ice-Breaker: **Puzzle Finder**
(inspiration from: *https://eslspeaking.org/puzzle-finder-esl-ice-breaker/ (last accessed: 24.05.2022*)
● Print out any picture that you find connects with democracy or your game session on A4 paper. Alternatively, you can print out the front page of the game-rules of Observers.
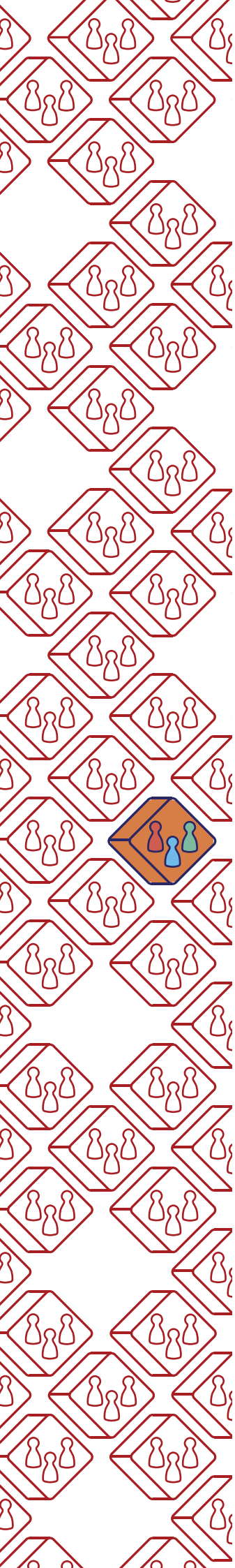
- Cut up the paper into puzzle pieces. Cut as many pieces as there are players participating in the ice-breaker.
- Now, distribute one puzzle-piece to each player. They may look at it, but not show it to the rest of the group.
- Their task is now to solve the puzzle together just by explaining to the other players what you can see on their own puzzle piece. They can walk around in the room and talk to anyone.
- If you have enough space, the players can position themselves in the room according to the suspected position of their puzzle-piece. If there isn't enough room, they can just place their pieces face-down on a table.
- After five minutes, the game is finished. Did they manage to solve the puzzle together?

Prepare a circle of chairs and explain the instructions of *Observers*.

Note on Discussions, Language and Fair Play

The stories in *Observers* are described very concisely, but by no means exhaustively. The links to democratic principles, values and norms were established in the interdisciplinary development team which included political scientists, educators and experts in game development. It is important for players to know that no story is meant to explain a democratic principle exhaustively. Real-world stories are more complex and ambiguous than theoretical concepts.

The stories may spark controversial discussions: both about the link of a specific case with democracy and as about the story and democratic principle itself. We believe that controversial discussions about fundamental principles and values can be very fruitful, and we acknowledge that they are at times a challenging task for facilitators. Please consider potentially sensible topics, the language you want to use and the way you want to communicate about topics while planning a session of *Observers*. For more input on education for democracy, game-based learning and facilitation please see the first two sections of this manual and the practical recommendations and examples in the third section]. In addition, we recommend the following resources by the Council of Europe:

Council of Europe, Teaching Controversial Issues (English):
https://edoc.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/7738-teaching-controversial-issues.html (last accessed: 04.07.2022)

Council of Europe, Guidance for implementation for the Reference Framework of Competences for Democratic Culture (English):
https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/guidance-for-implementation (last accessed: 04.07.2022)

During Gameplay: Playing-Phase

Observers can lead to an interesting group environment. Sometimes, people will have animated discussions and keep on asking without even thinking about the questions anymore, while at other times nobody might ask anything for a while. This is all part of the experience and valuable by itself. Nonetheless we have created a few tools to help create a comfortable game flow.
- When you are playing in a group where people might not be super comfortable to carry all the responsibility of narration by themselves, it can be very helpful to create narrator-teams. This increases their confidence and helps them to process all the information on the card. The narrator-team may need some time for preparation, while the group of the other players can already discuss hypotheses.
- When you notice that the players tend to overthink their questions and the flow

of *asking and answering* comes to an end, the players can become a little frustrated. If you want the players to ask more questions, you can let them know that they can use tips (sometimes they forget).

● Another possibility to boost the rhythm can be a timer. Ask them if the players think they can solve the riddle in five minutes and start the clock!

● In contrast, certain playing situations can become a little chaotic. Sometimes, players start to play for themselves rather than in a group. When you feel like there is no real engagement with the topic anymore and players just shout in the first question that comes into their heads, you can start counting questions. Ask the players if they can solve the riddle using only 10 or 15 questions. This will most likely make them work together and intensely debate on the topic at hand.

● Please keep in mind: It is always a possibility to stop playing a card and continue with another one or a discussion. Ask the players if they want to continue playing this specific story. This does not mean that playing this card was a failure – the players might still learn a lot!

After Gameplay: Output-Phase

After the players have uncovered the three pieces of information the narrator chose beforehand, everyone can read the answer depicted on the card (someone reads it aloud or it is passed on from player to player). Now it is time to have a look at the backside (click on *Next* when playing online).

There are three discussion questions each, to further dwell on the background of the story. You can use these questions as a starting point for a discussion around the case with the whole group. On every card is a question connected to the individual experience of the players. It might be useful to ask this question first, so that they connect their own life with the issues that are discussed.

Additionally, there is a QR-Code leading to information on the specific case as well as general information on the underlying democratic values and processes. You can let the players research individually or in small groups. They can search for the answer to a specific question you asked them or just have an even closer look at the story and its underlying principles.

Debriefing

To further connect the players' own life and experiences with the abstract concepts they dealt with during *Observers*, they can be asked to *develop their own Observers-Story*. As a preparation for this part of the output-phase, we recommend to first conduct the debriefing. The debriefing should also be conducted after the discussion phase if players are not asked to develop their own stories.

The players could briefly share their experience playing *Observers* by asking questions like:

● What surprised you in the story/stories you played? Why?

● What was complicated (easy) to find out? Why?

● What sparked your interest? Why?

Print out the empty Story-cards and ask them to think about a story in their own lives, home, or country, where democratic principles were or were not applied to certain situations. Let them transform their thoughts and perspectives into riddles, answers, and discussion questions.
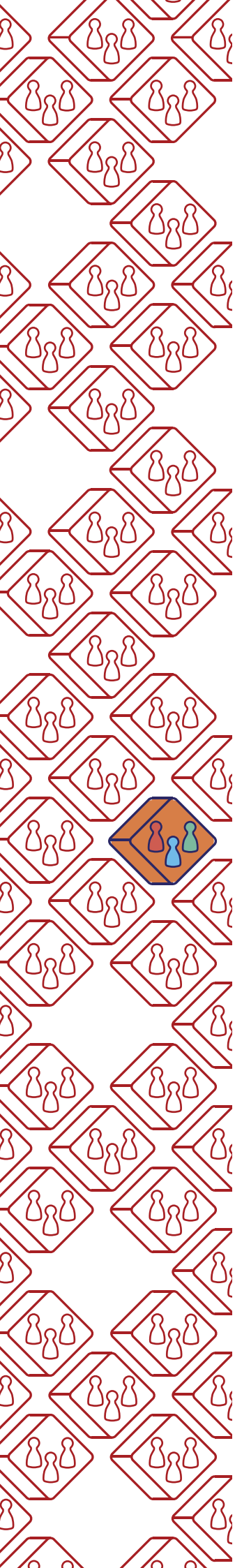
ID	Title	Short Description
01	*Free Hate for Everyone!*	This is a story about public sphere, rule of law, participation, racism, and violence located in Switzerland.
02	*Low-Cut*	This is a story about participation, representation, inclusion, freedom of press and discrimination located in the United Kingdom.
03	*Left out in the Rain*	This is a story about participation, representation, electoral integrity, and inclusion located in Germany.
04	*Persistence is Powerful*	This is a story about individual liberty, participation, representation, inclusion, racism and gender with no specific location.
05	*David against Goliath*	This is a story about public sphere, mutual constraints, rule of law and corruption located in Romania.
06	*Power to the People*	This is a story about public sphere, individual liberty, rule of law and corruption located in Outer Space.
07	*Clean up your mess!*	This is a story about public sphere, individual liberty, rule of law and corruption located in Outer Space.
08	*We still need jobs!*	This is a story about individual liberty, refugees and migration, pandemic and economic rights located in Europe.
09	*Money makes the world go round!*	This is a story about transparency and corruption located in Spain.
10	*Half a Win*	This is a story about rule of law, inclusion and racism located in Switzerland.
11	*The Divine Order*	This is a story about participation, representation, electoral integrity, inclusion, and gender located in Switzerland.
12	*Hotspots of Solidarity*	This is a story about mutual constraints, representation, war and conflict, refugees and migration located in Europe.
13	*Two necessities in line or in conflict?*	This is a story about individual liberty, governmental capability, climate change and sustainability located in Great Britain.
14	*A battleground of protecting one of the world's most ancient lungs*	This is a story about climate change, sustainability, violence, freedom of press and transparency located in Romania.
15	*When the Reaction steals the Show*	This is a story about public sphere, rule of law and freedom of press located in Germany.
16	*A Small Step in the Right Direction*	This is a story about representation, inclusion and gender located in Germany.

3.8 Participedia

By Saskia Ruth-Lovell

One sixth of the world's population is young and the importance of youth participation for the future of economic, societal and political development is widely acknowledged. The 'Fridays for Future' protests are just the latest example as to how the active engagement of young people can make a difference. However, the alienation of young people from traditional democratic forums, like political parties and parliaments, may discourage some to make their voices heard. Hence, there is a need to inform, inspire, and motivate young people to engage in democracy in innovative ways.

Game Overview

Technical information:
- Number of players: 3-6
- Duration of play: 30-60 mins
- Level of difficulty: the game builds on less well-known game mechanisms and facilitators need to factor in time to learn and explain the game rules. The playing cards include a lot of text and less well-known concepts for which players need time too. It is recommended to play the game in the narrative mode first, only focusing on the #hastags.

Link to game rules and print & play material: www.demogames.eu

The card game *Participedia* circulates around democratic innovations and new forms of political participation, which have recently been tested in many places of the world. The game aims to spread knowledge about good practices on local, regional and

national levels, which give – not just young – citizens the opportunity to participate in democratic processes beyond elections. It aims to inform players about different methods, organizations, and real-world cases of democratic innovations, inspire players to get engaged in innovative participatory projects and to motivate and empower them to do so in different cultural contexts.

Intention of the Game

Participipedia is a card game based on a set collection mechanism. It was designed for small groups of three to seven players (for more see technical information and game rules). *Participipedia* sets out to increase the factual knowledge and comprehension of players about different methods of participation within democratic systems. These forms may be either formal (e.g. referenda) or non-formal (e.g. participatory arts) and they may differ in the scope of influence, ranging from local activities to international activities (e.g. local participatory budgeting or international protests). The playing cards, therefore, either describe a participatory method (e.g. Deliberative and Dialogic Process) or a real-world participatory case example (e.g. Bürgerrat Demokratie).

Figure 3.8.1.: Overview Game Material Participipedia

Participipedia also enables players to critically think about the role of different organizations tasked to organize democratic participatory actions. Players resume the role of an activist in charge of *organizing participatory activities* and are enabled to critically and analytically think about their organizations agenda and capacity (see *#Hashtags*). Player boards depict different organizations involved with participatory activities. The current print & play materials include the six partner organizations from the *Demogames* consortium (as well as a set of blank boards). Facilitators and players are welcome to expand the card set and add player boards to the game material.

The card game *Participipedia* can also be used to train players online media skills. The information displayed on the cards stems from the open-source platform *Participipedia* – "a global crowdsourcing platform for researchers, activists, practitioners, and anyone interested in public participation and democratic innovations" (see *https://participedia.net/about*)[23]. The platform thrives on its active community and is published under a Creative Commons license. The game material specifically links to the information on participedia, net to encourage exposure and engagement with the platform. On the back of each card,

players can find a QR code which leads directly to the described case on the web platform. Facilitators can make use of this feature in different ways (see exercise below).
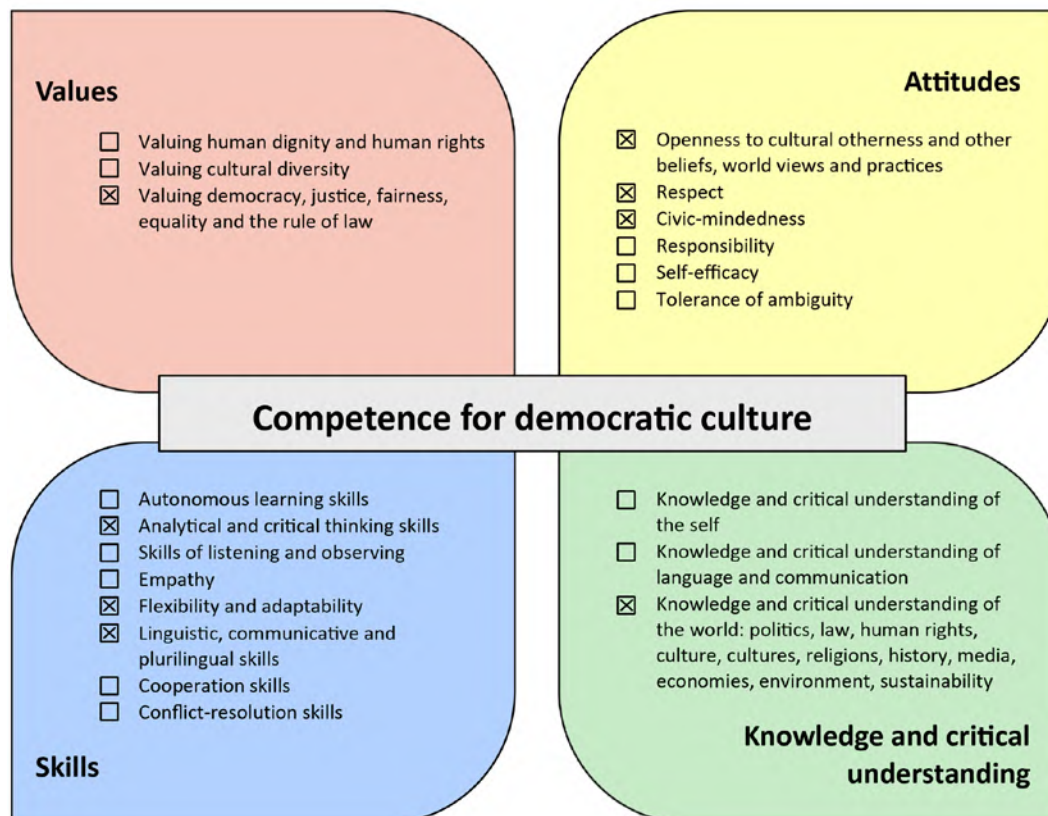

Figure 3.8.2: Participedia QR Codes on the Back of Playing Cards / www.participedia.net

Learning Aims and the RFCDC

In line with the overall objective of *Demogames*, the card game *Participedia* fosters the following Competences for Democratic Culture.[24]

Figure 3.8.3: The RFCDC Butterfly of Participedia

Table 3.8.1: RFCDC & Participedia

RFCDC		
Values	*Valuing democracy, justice, fairness, equality and the rule of law is forstered when*	• players engage with the different forms of democratic participation on the playing cards and are expressed by the view that citizens need to be active and make use of their right to participate in democratic decision making in different ways. • players engage with their role of representing a (non-governmental) organization within the game and is expressed by the view that it is good and important that citizens organize in many ways and impact democratic decision making on different levels (local, regional, national, supranational).
Attitudes	*Openness to cultural otherness is used when*	• the game Participedia is played in a culturally diverse group and is expressed by enjoying the encounter with each other, by sharing the experience of a fun game play and subsequent discussions with each other. • players engage with different real-life cases depicted on the playing cards and is expressed by an interest to know more about these cases (e.g. by following the QR code on the cards to the more detailed information on www.participedia.net).
	Respect is used when	• players accept the rules of the game and is expressed by not cheating in the game and by accepting the victory conditions of the game (e.g. winning or losing). • players actively participate in the output phase of the game and is expressed by presenting their organization's activities to the other players and by listening to other players presenting their organization's activities.
	Civic-mindedness is used when	• players learn about new ways to collaborate with other people for their common interests through participative action and is expressed by discussing the different cases by reflecting how to become active citizens in their own real-life contexts. • players of Participedia engage with their role of representing a (non-governmental) organization within the game and is expressed by acknowledging the important role these organizations play in structuring active citizenship at different levels of democracy (local, regional, national, supranational).
Skills	*Analytical and critical thinking skills is used when*	• players engage with the rules of the game and is expressed by assessing the risk and benefits of the different playing cards they can chose from.
	Flexibility and adaptability are used when	• players engage with the rules of the game and is expressed by assessing the other players strategy and adjusting their own strategy accordingly.
	Linguistic, communicative and plurilingual skills are used when	• players engage with the output phase of the game (press conference) and is expressed by presenting their organization's activities to the other players and by listening to other players presenting their organization's activities.

Knowledge and critical understanding	Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability is used when	• players engage with the different cases of democratic participation on the playing cards (e.g. Civic engagement and urban co-creation in Bologna) and is expressed by reflecting on the different forms of participation shown in the examples on the cards. • players of Participedia engage with the different types of democratic participation on the playing cards and is expressed by reflecting on the different types of participation (e.g. protest, referenda, participatory arts) shown in the examples on the cards.

Facilitation

To tap the full potential of the card game *Participedia*, the game should be embedded into an experiential learning process, including a debriefing of the players after the game play. In this section we would like to propose several exercises surrounding the actual game play of *Participedia* as well as suggestions for likely debriefing questions.

Pre-Gameplay: Input-Phase (15-20 min)

Distribute printed pictures from cases represented on the *www.participedia.net* in the room (either on tables or the floor). Participants should walk around and pick one (or two) that "speak" to them. After that each participant shows their picture(s) to the others and explains why they chose it and what they think is going on in the picture.

Afterwards explain that these are pictures from *www.participedia.net* and that the game is based on this website. Players can then look for the picture they chose in the playing cards. This way the facilitator can lead over to the explanation of the symbols and structure of a playing card and the explanation of the rules of the game.

During Gameplay: Playing-Phase

Narrative play mode (approx. 60-90 min)

The facilitator explains the rules of the game with a particular focus on the role-playing element in the rules. Players represent the organization on their player board and need to narrate their moves. They select the cards according to the *set collection rules* as well as the *substantive #hashtags* that fit the substantive agenda of the organization on the player board. For more details see game rules. The narrative play mode ends with a press conference round.

Competitive play mode (approx. 30-45 min)

The facilitator explains the rules of the game, focusing only on the *set collection rules*. The organization boards do not play a major role in this variant of game play. Players do not narrate their moves and the engagement with the topic is less intensive than with the narrative play mode. This mode can be used, for example, if less time is available for game play.

After Gameplay: Output-Phase

● *Exercise 1 (approx. 30 min)*

Let participants team up in pairs . Each team gets an empty player board and an empty case card.

Their task is to spend some time thinking about a way they could get active in one of their communities. Therefore, they should

- pick a topic they would like to tackle (change they would like to make) in their home communities and decide on what level they need to act (local, regional, national, international).
- Think about an activity that could lead to the desired change (case card)

- Think about an organization that could help to structure, organize, facilitate the activity (player board)

To get inspired, participants can browse the *www.participedia.net* webpage for cases and organizations.

- *Exercise 2 (approx. 30 minutes)*

Let participants team up in pairs . Each team gets two case cards from the following list:

Table 3.8.2: Game exercise Participedia

PLAYER 1	PLAYER 2
Black Lives Matter (USA) *https://participdia.net/case/4415*	Blackout Tuesday (online) *https://participedia.net/case/6586*
Somaliland Constitutional Referendum (Somalia) *https://participedia.net/case/5117*	Referendum on the 36th Amendment of the Constitution (Ireland) *https://participedia.net/case/5568*
Airport: Let's Talk About It (Italy) *https://participedia.net/case/4699*	California Speaks (USA) *https://participedia.net/case/6*

Each team member takes one of the cards and uses the QR code on the back to access the case information on *www.participedia.net*. Each player prepares a short summary of the case for their teammate (approx. 10 min), focusing on the following points in particular:

1. the goals and aims of the organizers of the event (What did they want to achieve? Why did they organize the event?)
2. the outcome and public reception of the event (How did people react to the event? Did the event reach ist set goals?).

Present your conclusions to your teammate. After each pitch, discuss in your group, how the two cases compare. What are the similarities and differences between them? In general, how democratic were these participatory events?

Debriefing

After game play the facilitator can ask players their impression about the information they saw on the cards and about their experience during the game phase. Topics that can be discussed are different participatory democratic methods (e.g. citizen assemblies, participatory budgeting, or deliberative polls and forums), as well as examples they got to know through the cards. The symbols on the cards can be used in this context to highlight different methods of participation.

Suggestions for debriefing questions:
- What did you like most about the activity?
- What would you have done differently?
- What is one thing that you learned today that you didn't know before doing this activity?
- Why is public participation and democratic engagement important for us?
- Why do you think we did this activity?

Specific linking questions (depending on exercises used before)
- Thinking about the examples you presented in the very beginning of the activity, how do you feel about them now?
- How did you feel while you were planning your own activity?

Recommended resources and references for further reading
Archon Fung & Mark E. Warren (2011) The *Participedia* Project: An Introduction, International Public Management Journal, 14:3, 341-362. Available via *participedia.net*.

3.9 Utopia

by Sabine Jenni and Patrik Kessler

A democratic society has many layers. Questions about the organization of the political system (polity) are intertwined with questions about policies (e.g., infrastructure, healthcare), politics (actors and interactions) and the everyday life of citizens. The same democratic rules influence different people's lives differently.

The young generation in most European countries inherited a democratic system formed by generations before them. Some people have experienced or are experiencing the challenges of building up a democracy. And many more are confronted with threats to the fundaments of democratic societies like the rule of law or the openness to other beliefs and worldviews.

A democracy is never built and does not exist independently of the society, the people, and groups it governs. Democratic institutions reflect compromises achieved between diverging interests and worldviews.

Utopia translates these experiences into a tabletop game. Players take over the interim government of the island *Utopia* and get the task to establish the conditions for the first parliamentary election in the new Utopian democracy. They must decide on the formal rules for the first elections. For example, who should be eligible to vote? But they are also responsible for public policies and take part in the Utopian economy. How is the access to schools and health care for the different inhabitants? How is the harvest this year and should they invest in tourism infrastructure?

Game Overview

Figure 3.9.1: Utopia game board and material

Intention of the Game

The board game *Utopia* simulates a realistic situation, where decisions on democratic institutions do not happen in a vacuum. The players decisions influence the situation on the island Utopia, which is modelled on the game board. Their decisions also influence gameplay in various ways. Decisions can be postponed and put back on the table; roads not repaired impede movement later, but the funds saved can be invested elsewhere.

Like in real life, not all development depends on humans. Weather can be better or worse for agriculture, tourists may wish to come when you are not ready or stay away when you just improved the infrastructure. The players decisions matter, but it is not always easy to foresee the consequences.

The players represent various inhabitant groups of the island Utopia. They form the Utopia council, which is the interim ruler of the Island Utopia and the constituent organ for the democracy to be established. Players participate in Utopian everyday live dealing with economic activities, schooling, healthcare, and similar; as members of the Utopian Council,

they must decide on *urgent matters of public policies*, on their *own mode of collective decision-making*, and, finally, on the necessary *rules for the first democratic elections*.
Players become the subjects of the political process on Utopia. They use their own knowledge, experiences, preferences, and values to discuss and decide how a Utopian democratic system should look like. During gameplay, they learn step-by-step more about Utopian society and fundamental democratic questions and maybe adjust their preferences.
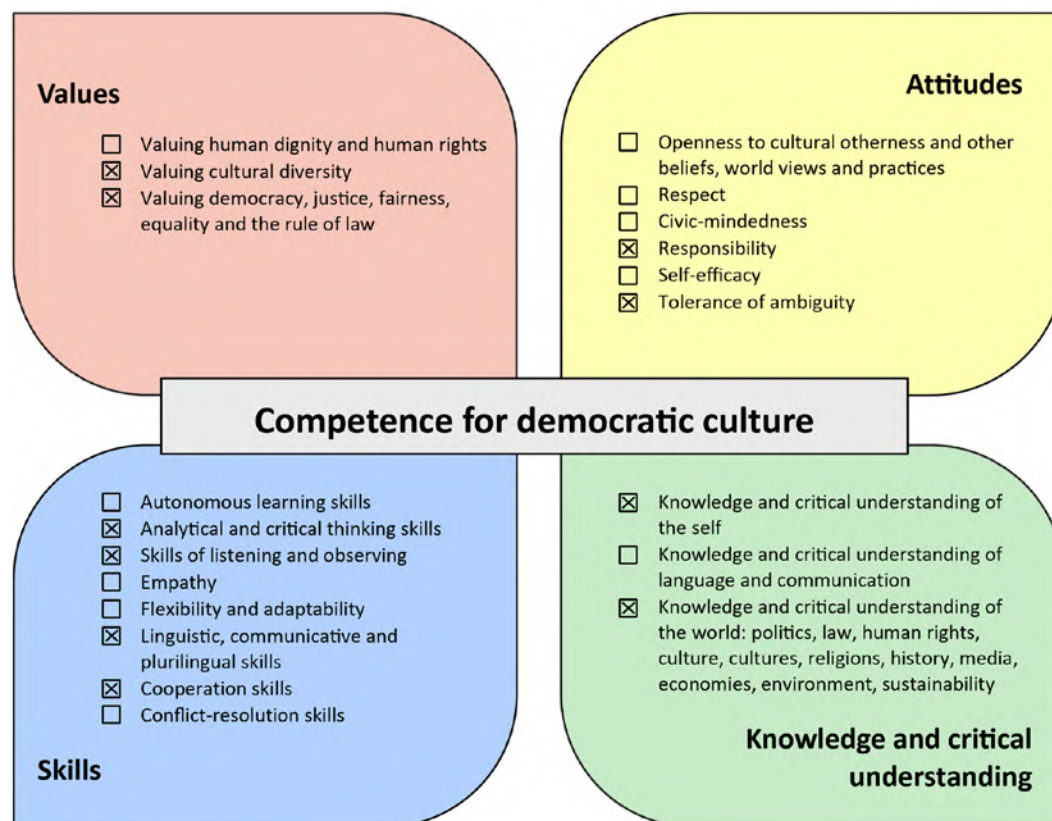
The players collectively win the game if they manage to establish the necessary formal rules for the election of the first Utopian parliament while securing a decent life for its inhabitants. They may collectively lose the game for one or both of the following reasons: One is that the population starts to protest when there is too much economic difficulty or social inequality on the island. Too much protest leads to removal of the Utopian Council and the players lose the game. The other reason can be if the players did not manage to establish one of the necessary rules to conduct the parliamentary elections at the end of the game.

Learning Aims and the RFCDC

Playing *Utopia* enables the players to improve their factual knowledge as well as the comprehension and critical understanding of democratic decision-making rules and institutions, including the underlying values and interests. The game trains various skills necessary to behave efficiently within democratic processes. They deliberate on the importance of core democratic values and reflect on their mental orientation towards democracy and the importance of tolerance, responsibility and respect for social inclusion and solidarity among different cultural groups.
In line with the overall objective of *Demogames*, *Utopia* especially fosters the following Competences for Democratic Culture:[25]

Figure 3.9.2: RFCDC Butterfly for the Utopia Game

Values
- ☐ Valuing human dignity and human rights
- ☒ Valuing cultural diversity
- ☒ Valuing democracy, justice, fairness, equality and the rule of law

Attitudes
- ☐ Openness to cultural otherness and other beliefs, world views and practices
- ☐ Respect
- ☐ Civic-mindedness
- ☒ Responsibility
- ☐ Self-efficacy
- ☒ Tolerance of ambiguity

Competence for democratic culture

Skills
- ☐ Autonomous learning skills
- ☒ Analytical and critical thinking skills
- ☒ Skills of listening and observing
- ☐ Empathy
- ☐ Flexibility and adaptability
- ☒ Linguistic, communicative and plurilingual skills
- ☒ Cooperation skills
- ☐ Conflict-resolution skills

Knowledge and critical understanding
- ☒ Knowledge and critical understanding of the self
- ☐ Knowledge and critical understanding of language and communication
- ☒ Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Table 3.9.1: RFCDC Competences in Utopia

RFCDC		
Values	*Valuing cultural diversity*	is exercised when deciding questions affecting cultural minorities in the Utopia scenario (the Nomads, the group of refugees from neighbouring island Tutela) and is expressed by statements that argue for a favourable treatment of the respective interests/ groups, mainly if done so by players that represent majority groups.
	Valuing democracy, justice etc.	is exercised when taking decisions, both individually regarding player actions and collectively when the Council takes decision. It is expressed by players when arguing for specific options or justifying their actions mentioning concepts like fairness, equality, justice.
Attitudes	*Openness to cultural otherness and other beliefs, world views and practices*	is fostered by the experience of diverse needs, interests and challenges the players encounter as the game mechanics model the differences between the inhabitant groups they represent. It is expressed when players show interest and inquire into ideas and needs contrary to one's own.
	Responsibility	is used when individual player/inhabitant group interests must be weighed against island interests and expressed by opting for behaviour that enables the players to win the game.
	Tolerance of ambiguity	is required in every decision because there is not one 'correct' solution that can be found, information is necessarily incomplete and resources are limited; it is expressed by calm reaction to these conditions and capacity to resort to more general principles/ ideas and similar for decision-making.
Skills	*Analytical and critical thinking skills*	are used when players are asked to take decisions on the new democracy, the underlying issue of which has already been at the heart of previous decisions during game play; they are expressed using decisions already taken and experiences made in discussions about the new democracy.
	Skills of listening and observing	are used in every discussion before a collective decision (see above) and expressed by the contributions to the discussion that react to what was said (listening) and to the group dynamics (observing).
	Linguistic, communicative (and eventually plurilingual) skills	are used in every discussion before a collective decision (see above) and expressed by the active participation in the discussions.
	Cooperation skills and conflict resolution skills	are used to achieve the common goal of winning the game (establishing the conditions for the first parliamentary elections) despite diverging interests and opinions. Cooperation skills are expressed by efforts to reach the game's goal, most strongly if this requires single players to make compromises regarding their opinion or group interest. Conflict resolutions skills are shown for example, if a player seeks to mediate between opposing players.

Knowledge and critical understanding	Knowledge and critical understanding of the self	is used when anticipating the consequences of one's own actions as a player (behaviour in negotiation and decision-making) and expressed mainly in the de-briefing.
	Knowledge and critical understanding of the world	is used (can be used) in all collective decisions during the game and is expressed by references to similar situations from real life and/ or experiences by the players.

Facilitation

Utopia offers the players a manifold experience of interactions, conflicts-of-interest, collective decision-making, dealing with incomplete information, and maybe unintended consequences that are typical for democracies. To foster the achievement of the ambitious learning targets formulated above, *Utopia* can be embedded into an experiential learning process.
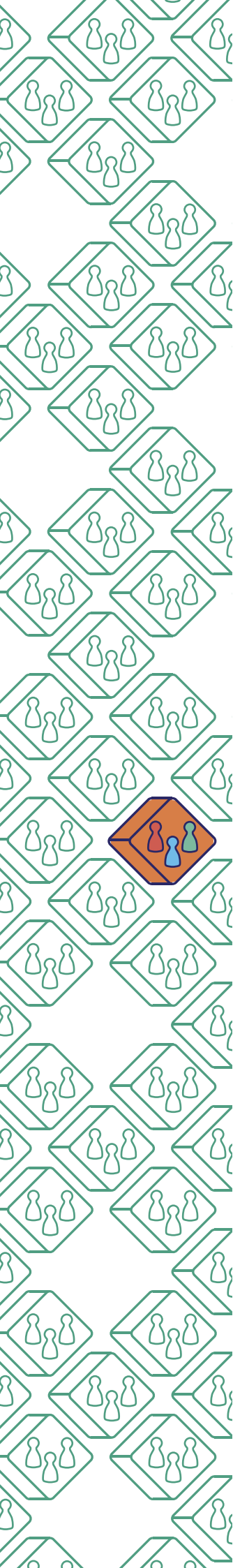
The first task of a facilitator is to decide on the moment in a learning process when *Utopia* is played. There are various possibilities how to use *Utopia*:

- As a one-time learning activity and experience providing a holistic and multifaceted democratic experience, e.g., in a youth club, as a leisure activity, on a special project day in a school.
- As an introductory activity to a longer course/ regular activity on democracy, with the aim to start the learning process with a personal experience and create interest.
- As a closing activity to a longer course/ regular activity on democracy, with the aim to make players apply (some of) their newly acquired knowledge and reflections and complement it with experiences.

If you consider including *Utopia* in a longer course/ regular activity on democracy, you may link the game experience to (some of) the following topics (in an alphabetical order): *democratization/ transition to democracy, electoral systems, majority decisions (various types of), minority rights, group representation, social inequality and social justice, taxation, voting rights (including citizenship).*

Practical aspects to consider:

- *Time, space, and schedule:* The main task for a facilitator is to provide a suitable setting for such a complex game: this mainly includes space and time, where the players feel comfortable and will not be disturbed. Players must be informed that they will be engaged in an interesting and at times challenging journey lasting several hours. Time for setting-up the material and breaks should be scheduled.
- *Facilitator's role:* Depending on the players, a facilitator can guide them during gameplay, mainly helping with the game elements and mechanics. For advanced players, such a close guidance may not be necessary, and a facilitator may be able to let various groups play in parallel. In any case, it is helpful if the facilitator reads the facilitator's guide and the playing rules beforehand and knows the material, to be able to help the players out.
- *Organize more than one session:* As the game is time-consuming, it may suit your players and possibilities to split the game in 2-3 sessions. If you split it in 3 sessions, consider playing one year in every session (the gameplay lasts three game 'years'). At the end of every session, you can have a very short output-phase (see below). At the end of the third and final session you can do a longer debriefing.
- *Output and debriefing:* A debriefing and reflection phase after the game play is valuable. As the game is time-consuming and offers a comprehensive experience,

priority should be given to a debriefing that gives the players space to share their personal feelings and thoughts during gameplay. In debriefing, players must be given the chance to share with their peers what they wish to not from the point of view from the roles and tasked defined by the game, but from their personal point of view.

Pre-Gameplay: Input-Phase (15 min)
At the beginning, the intention and objective of the game, a few central game mechanics and the flow of the game are explained and an overview of the gameboard is given according to the instruction in the facilitator's guide.

To be able to follow the explanation well, players should have the game material set-up in front of them. If one facilitator is supporting more than one player group, the input-phase can be one for all player groups already seated at their tables or all looking at one table. Alternatively, for advanced players, they can read the facilitators guide themselves and follow the instructions.

Please note: in presence of a facilitator who knows the game rules and has gaming experience, it is not necessary that all players read the game rules beforehand. Many aspects of game mechanics are not relevant from the beginning. Most new game elements and mechanics are introduced by a chapter in the story-deck. The facilitator's guide indicates what information needs to be given at which point (chapter). This allows the players to start playing as immediately as possible and to get familiar with the game material while using it. This is important for a smooth and easy start into the complex game and saves time.

During Gameplay: Playing-Phase (5-6 hours)
During gameplay, the facilitator has the game rules and additional support documents at hand. While the first chapters are being played, the facilitator after each chapter gives the technical information to the players. What is not already printed on the cards needs to be explained, this mainly regards game material and mechanics.

After the initial few chapters where technical guidance is crucial, the facilitator should be as passive as possible and limit their role to advice on game mechanics and rules (e.g., indicate when player forgot something like to change the weather, or the mechanics for player actions etc.). In particular, the facilitator should not influence the decision-making process of the player group and should not participate in the discussions.
If the facilitator wishes to take notes of observations, decisions etc.: please inform the players for what objectives you are taking notes and share your observations with them during debriefing.

Please note: Should the players collectively lose the game before they played all the chapters and all the three years, this does not mean that they did not finish the game. The game experience in this case may be frustrating, but the learning experience must not be the same. Facilitators should conduct a debriefing as outlined below, value the contributions of the players and show interest in the individual experiences. If players lost because of uncooperative behavior by (single) players, it is even more important that you invite the participants to look at themselves as players from a distance and analyze the behavior.

After Gameplay: Debriefing (20-30min)
The debriefing immediately after game play should focus on how-questions, allowing the players to respond with a matter of degree and not with yes or no. Players can be asked to evaluate the questions on a scale from 1 – 10, or positioning themselves in the room on a line going from one 'extreme' to the other. Once all players expressed their answer, they are invited to elaborate on their position with the follow-up questions.

Suggestions for questions:
- How difficult (easy) was your task as members of the Uto council?
Follow-up: what made the task difficult (easy)? Was it different at different moments of the game? Was it different in different specific tasks?

- How satisfactory (unsatisfactory) were the experiences you made as members of the Uto council?
Follow-up: what made the experiences satisfactory (unsatisfactory)? Was it different at different moments of the game?

- How new (familiar) were the experiences you made as members of the Uto council?
Follow-up: what are examples of new experiences? What are examples of familiar experiences? Familiar to what experiences?

Facilitators value the player's contribution to the game and to the discussion during debriefing and show interest in the individual experiences. Facilitators and peers seek to – and are supported to – understand and reflect motivations, emotions, and experiences of others.

After Gameplay and Debriefing: Output/ Follow-up activities
Depending on time and learning targets, follow-up activities could dig deeper into the democracy-relevant experiences made and decisions taken during the game. Most likely, and unlike the debriefing that should take place just after gameplay, output activities will be conducted on another day with fresh energy.

For the follow-up activities, you should conserve the game board as it was at the end of gameplay, because it illustrates the state of the island and the electoral rules defined at the end of the game. Take a photo if you must remove the game material.

The follow-up activity could be started with another how-question, changing the topic from the personal experience to the democracy that the players built:
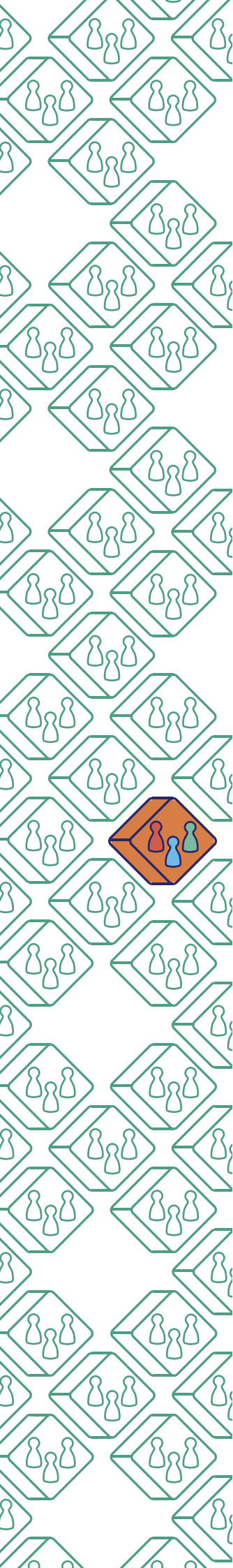
- How satisfied are you with the democracy you built at a whole?
Follow-up: What makes you more or less satisfied? Can you give an example with which you are particularly (un)happy?

Afterwards, participants could be invited to think about the following questions:
- Are there aspects of the democracy you built that you would like to transfer to your real life? If yes, which aspects? Where would you like to transfer them to (class, school, family, town, political system of the country you live …)?
- Are there aspects of the democracy you built that you would not want to transfer to your real life? If yes, which aspects? Why? What do you dislike about them?

The reflection about these questions could be organized in three steps:

1. Participants answer these questions individually and simultaneously, writing their answers and thoughts down, one on one sheet of paper. If available, teachers could provide two different colors of markers or sheets of papers, one to write down aspects they would like to transfer, one to write down aspects they would not like to transfer.
2. Answers (sheets of paper) are put on the floor/ on a large table/ attached to a wall and participants are asked to cluster them (similar content is put near to similar content, regardless of evaluation by the writer (wish or don't wish to transfer).

3. Group discussion about the answers and clusters created: What picture are we seeing? Did we evaluate similar elements of our Utopian democracy similarly, or differently? Why that could be?

To conclude the follow-up and the learning process, participants can be asked to write down individually, for their own purpose, what is their take-home message from *Utopia*, including output and follow-up activity. The facilitator asks participants wish to share their take-home-message, which should be voluntary. Take-home-messages are not commented neither by teachers nor by peers (questions of understanding are allowed). Teachers/trainers do not exert pressure on students who are not by themselves willing to share their insights and thank everyone for their participation.

Background information on Utopia
The board game *Utopia* was developed based on the scenario of the learning modules 'Island Utopia' out of the building blocks of democracy program. Building blocks of democracy is a teaching concept for dealing with democratic principles and (value) controversies. The main goals are to teach about the relationship between values and formal rules in our democracies, to enhance the understanding that when defining formal rules, value compromises may be necessary, and to initiate a reflection on personal value preferences. For advanced participants, this will enhance the understanding of the diversity of democracies.

The building blocks of democracy concept consists of a few didactic approaches that can be transferred to various topics. The module 'Island Utopia' is one of these didactic approaches.

Utopia is a scenario of a small society with inhabitant groups with different interests and needs. Participants take over their roles and propose elements of a new democratic system for *Utopia*, considering both what they think is good for a democracy and what is beneficial for 'their' inhabitant group. As a building blocks of democracy learning module, Island Utopia exists with two focuses: One is voting rights and participants elaborate a proposal for voting rights criteria for the new democracy on Utopia. The other topic is majority rights and direct democracy, in which participate elaborate a proposal of the various institutions and their tasks in the new democracy on Utopia.
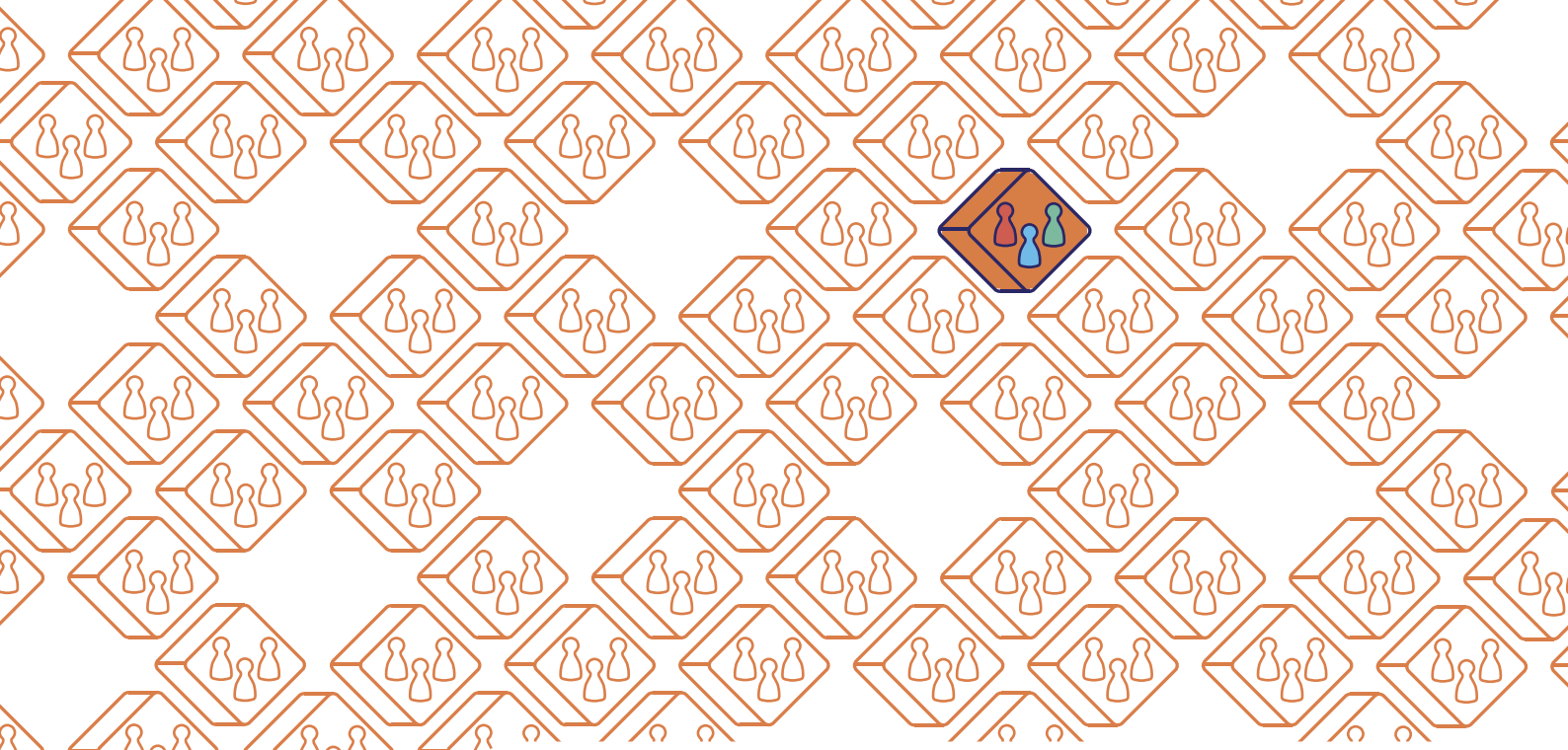
The board game *Utopia* made use of elements of both modules and added or concretized some aspects of the scenario. In particular, the interests of the inhabitant groups are more elaborate and defined in the game.

04. Examples for the use of Demogames games in formal and nonformal education

04. Examples for the use of Demogames games in formal and nonformal education

4.1 Facilitating Demogames - examples

CDC Cards as an Evaluation Tool

By Moritz Borchardt

Table 4.1.1: CDC Cards as an Evaluation Tool

DEMOGAMES	LEARNING OBJECTIVES/ TARGETS	PARTICIPANTS
CDC Cards	● To reflect on the achieved learning goals at the end of a session in non-formal or formal education	● Open-ended number of participants as long as they have CDC cards ● Recommended for 15 years and older
DURATION 5-10 mins	**MATERIAL AND INFRASTRUCTURE** ● A set of cards from the Competence Card Game (CDC Cards), ideally per person ● A piece of paper per person, or prepared form ● A pen	**IMPORTANT TO KNOW** ● Can be done at the end of a day during an activity, or at the end of each session ● Familiarity with the RFCDC competences is assumed

The activity in a nutshell
This activity uses the CDC cards as an evaluation tool to reflect on the competences gained/ covered during sessions in an educational setting. During it, each participant has a deck of CDC cards with them and goes through the deck to pick the competence cards they think fit to the session they just had and note them down. If a form to do this is provided, it can be collected at the end of the overall activity (workshop/youth exchange/seminar/lecture) and be used for the evaluation of the event.

Preparation
● Print out and prepare one Competence Card Game card deck per participant
● (optional) prepare a form that includes the titles of all sessions and the names of all competences so that the participants just need to tick the competences of for each session

Input
● Explain the exercise (max. 5 mins)

Gameplay
● Each participant goes through their deck of CDC cards, picks the ones that in their experience apply to the session just had, and notes them down

Debriefing and reflection
● As this is a reflection exercise itself, and will be done repeatedly, the exercise should not need a dedicated debriefing every time, but a short reflection on whether this exercise works/worked for the participants at the beginning or end, of the overall event can be helpful.

- Make sure you factor in enough time for this exercise at the end of the session
- If you prepare a form, collect them at the end of the overall event and use them for the evaluation of the overall event

Draw The Line – Inclusion and Exclusion

By Patrik Kessler

Table 4.1.2: Draw The Line - Inclusion and Exclusion

DEMOGAMES	LEARNING OBJECTIVES/ TARGETS	PARTICIPANTS
Draw The Line Draw The Line board, markers or pencils, game rules	• Analytical thinking • Co-operation and communication skills • Understanding of values of equality and justice	• 3-15 Participants [Recommended for 12 – 18 years]
DURATION 1 session of 2 hours Includes 2 rounds of Gameplay	**MATERIAL AND INFRASTRUCTURE** • One movable chair per participant and one table per group of 3 or 4 • Pen and paper for debriefing	**IMPORTANT TO KNOW**

The activity in a nutshell

The participants should learn about the consequences of inclusion and exclusion and the value of equality and justice. The participants can think about where they experience inclusion or exclusion. The game of Draw The Line is used to playfully get into the topic and in the following discussion the topic is explored more deeply.

Preparation

- Set up the one table for every 3 to 4 participants. Put around each table 3 to 4 chairs and put a Draw The Line Gameboard, a set of markers and the game rules on each of the tables. Think about a few settings where inclusion or exclusion plays a role you would like to address with the group. Prepare pens and papers for the debriefing phase. Think about a set of characteristics based on which your group of participants could be divided into groups (f.e. hair or eye colour, age, number of siblings, colour of their clothes etc.).

Input

- Start with a warmup activity. Name one of the characteristics you prepared and let them stand together with all the participants they share the characteristic. Try to look for characteristics that lead to different group formations. You can also let your participants come up with characteristics. When you found one, which splits up the entire group in subgroups of 3 or 4, this will be your groups that play together and let them sit accordingly at one of the tables. Then explain the rules of the game Draw The Line.

Gameplay

- During gameplay try to be as passive as possible and let them experience the games by themselves. You can help them in case there are any questions about the rules. And keep a close look on what is happening. Try to find interesting situations of gameplay you can discuss afterwards. Are somewhere two players working together against the third one? What kind of negotiations are you witnessing? Are some groups negotiating way more

than others? Let them play at least two sets of Draw The Line for them to learn from their experiences and adapt their gameplay methods.

Debriefing and reflection
● After Gameplay bring back together the whole group, maybe form a circle with your chairs. Start discussing with the experience players had during gameplay. Ask them how the game made them feel. What frustrated them? What did they like? You can use your observations to keep the discussion going if participants are not sharing enough actively. Next try to bring the discussion from gameplay to the real world. Ask participants what the shapes and colours might stand for in real life. Where are lines being drawn between groups or people? Who draws those lines? Why and for what purpose? What kind of consequences does this have?

Tips for facilitation
● To end the session and create a take home message, call to action for the participants you can do a follow up activity: Based on the discussion participants can for themselves think about examples of inclusion or exclusion they experienced themselves or they hear or read about and write them down. Let them write the situation(s) down and ask them to write down, how ideally, they would react in this situation. How do they think can the bad effects of exclusion be averted or how are they able to lead to a more inclusive outcome of the situation? Give the possibility for the participants to share their notes.

Change Perspectives on Democracy

By Sabine Jenni

Table 4.1.3: Change Perspectives on Democracy

DEMOGAMES	LEARNING OBJECTIVES/ TARGETS	PARTICIPANTS
Demodice *Game material: 11 Demodice (or the Demodice app) per player group*	● Learn about the diversity of experiences with and viewpoints on democracy ● Reflect upon the value of diversity for our democracies	● 3-10 Players per game Recommendation: if you have 8 or more participants and enough game material, let participants play in 2 groups so everyone gets more talking time
DURATION *60 -90 minutes (the game lasts longer if the player groups are larger)*	MATERIAL AND INFRASTRUCTURE ● A smooth surface (table or floor) to roll the dice where all players can conforttably sit around	IMPORTANT TO KNOW ● This activity uses Demodice variant Share your story (p. 7 game rules)

The activity in a nutshell
● This activity uses the game Demodice in the variant Share your story to make participants reflect upon and learn to value the variety and diversity of their viewpoints and experiences with democracy. Based on their associations about the symbols on the dice, participants share their personal answers to questions like "How did you experience democracy?" or "What would you like to improve in your democracy?" and similar. After gameplay, participants reflect on the significance and value of the diversity of viewpoints and stories in their group. To reach the learning targets, plan enough time for debriefing and reflection after game play.

Preparation
● Read the *Demodice* rulebook; familiarize yourself with the dice and symbols of the different colours. Familiarize yourself with the *Demodice* symbol-sheets (and/ or the *Demodice* chapter in the *Demogames* manual) to get an overview of possible meanings of the dice. In this activity, it is not recommended that the players work with the symbol sheets during gameplay. But it may help you to support them in case they need some support to tell the stories.

Input
● Start with an 'ice-breaker' to create a positive atmosphere among the participants and to get into storytelling mood. This is most important if participants do not know each other. For example, ask the participants to form pairs. Every participant shares three fun-facts about themselves with their partner, of which two are true and one is fake (e.g., my grandfather is 93 years old, I do not eat apples, I would love to visit Paris). The partner must guess which one is fake.

● Tell the participants that you will play a storytelling game. Do a showcase by rolling the dice according to the rounds described in the game rules and sharing a story. Make clear that there is no 'right' association to the symbols and that the realm of association about democracy is broad (private life, society, politics, and more …). State that you know that it may be a challenge to share personal stories and that participants are free what to choose what to share. At the same time, we can understand each other better only if we share something, so invite them to share real stories and thoughts.

Gameplay
● Explain the game as follows: The game has four rounds. You start by using three dice of the same colour and in every round you add the dice of the next colour as described in the rulebook. Every round comes with a question. In every game round, players one after the other roll the dice and answer this round's question sharing a story based on their personal associations to the dice symbols. Tell the players that they are allowed to ask questions of understanding when they are listening to a story, but not to comment or judge.

● Divide the participants in player groups and let them sit in circles around a table or on the floor and hand them out their set of Demodice. Let the players play. Help the players in case there are questions about the game rules or if they are too hesitant to start telling a story (but let them time to think and get started, start supporting only after 5 minutes). A good support could be questions like: "What does come to your mind when you look at the symbols? How are these associations related to an experience or thought of yours? How could you use (some of) these associations to answer the question of the current round?"

● Do not interfere with or comment the stories. Interfere if you note that a player is judged for the content of their story by asking the others to appreciate the openness of their fellow players and that it is not appropriate to judge personal experiences. Announce that they will be able to discuss the content of the stories after gameplay.

Debriefing and reflection
● Start the debriefing giving the participants space to share the feelings and impressions they have of the game. Ask questions which can be answered on a scale from X to Y (very little to very much, very easy to very difficult, very good to rather bad and similar). Use a method which allows participants to position themselves simultaneously without using words (e.g., define a line in room as the scale from X to Y on which participants can position themselves physically, or let them say a number between 1 and 10 to position themselves). Explain the method and ask the first question. After all participants positioned themselves, ask participants with different positions to share the reason for their position. Ideas for questions:

- How did you feel during game play, good or not so good?
    - Why good, why not so good?
    - Did it depend on the role you had (storyteller, listener)? What did feel better? Why? Did it depend on the content of the stories? How?
- Was the task of telling and listening to personal stories answering specific questions with the help of the dice difficult or easy?
    - What made it difficult or easy for you?
    - Did it depend on the role you had (storyteller, listener)? What was easier? Why? Did it depend on the content of the stories? How?
- How many new thoughts did you hear and have about democracy during this game?
    - What are examples of new thoughts/viewpoints/experiences?

After this exercise, let participants take a seat in a circle. Guide a group discussion about the relation of the game experiences with their experiences in real life. Ideas for questions:

About sharing personal stories:
- Which of the experiences during the game were similar to experiences they had in real life? To what experiences?
- When do we (not) share personal experiences and viewpoints in real life? Why yes/ why no?
- What is the benefit of telling and listening to personal stories?

About diversity of experiences and viewpoints:
- What similarities and differences did you discover in the stories you listened to?
- Where do these similarities and diversities come from?
- What is the benefit of this diversity of stories for our living-together in democracy? What is the 'added value' of this diversity?

After the group discussion, if you have time, ask the participants to write down for themselves their personal take-home-message from the activity. The take home message can be something important they learnt from the activity, or something they would like to do differently in their life following this activity.

Tips for facilitation
- During gameplay, announce the questions only at the beginning of every round, not all of them at the beginning.
- During gameplay, write for every game round the dice colour to be used/ added and the question to be answered on a blackboard/ whiteboard/ flipchart/ powerpoint visible for all players.
- During the guided discussion in debriefing, use a blackboard or flipchart to take notes of the learnings discussed by the participants.

Observers of Corruption

By Laura Junglas, Johanna Flach, Sabine Jenni

Table 4.1.4: Observers of Corruption

DEMOGAMES	LEARNING OBJECTIVES/ TARGETS	PARTICIPANTS
Observers	● Activate existing knowledge about corruption and related topics of participants ● Develop analytical skills ● Arouse interest for the topic of corruption	● 5 – 12 players per game (It is possible to play two games in parallel if the facilitator is not the storyteller)
DURATION 1 session of 60 – 90 minutes (for playing 3 cards)	**MATERIAL AND INFRASTRUCTURE** ● Printed Observers material or a device with access to a browser ● One chair/ comfortable place to sit per player	**IMPORTANT TO KNOW**

The activity in a nutshell
This activity uses the game Observers as an introduction to the topic corruption. It allows players to discover real-world examples and accordingly the real-world relevance of corruption and its diverse faces. As they are required to resolve a riddle, they activate their existing knowledge around the topic and use analytical skills to discover new aspects.

Preparation
● Using the overview table in the chapter on Observers in this manual, pick cards according to the topic of corruption. We recommend for example ID5 "David against Goliath", ID6 "Power to the people" and ID9 "Money makes the world go round".
Print out the chosen cards, the respective front pages (titles and pictures), and the game rules.

● Familiarize yourself with the stories and the aspects that you find most important for your participants and specific learning targets. What do you want to convey? How can the chosen stories help you? For example, decide how much time you want to dedicate to the game activity. If you appreciate in-depth discussions among the players during gameplay, limit the number of questions they are allowed to ask to solve a riddle. They most likely will engage in lively discussions about the right questions to ask, but one riddle may last longer. If you want a fast and activating start into your workshop, limit the time in which players must solve the riddle.

Input
● Tell participants that you will play a riddle game. Explain the rules of the game. Choose a storyteller if you are not it. Clarify the winning conditions of the game (see game rules).

Gameplay
● During gameplay, if you are not the storyteller, take over the role of an active observer and listener. Help the players in case there are questions about the game rules. Remind the players that they can always use tips, and that the storyteller can come up with their own tips. Think whether it will be good for the group and your purpose if you help the players solving the riddle (and interfere with the storyteller's task), or if you prefer to stay silent.
● Note that gameplay can be a fruitful experience for your purpose even if players do not solve the riddle.

● Play all the cards chosen.

Debriefing and reflection
● After the players resolve the riddle, you can use the last page of the cards (discussion questions) to start a discussion of the topics of the story. Limit discussion time per card.

● After you played all cards, give the players the chance to share their experience with the game. Was it difficult or easy to solve the riddle? What made it difficult/ easy? Did they discover surprising aspects? Are there elements of the stories they would wish to learn more about? Which? Why? What was (were) the common argument(s) of the stories? Announce that you chose the stories because they are all related to the phenomenon of corruption.

Tips for facilitation
● Often, players need to get into the mood to volunteer as storyteller. Also, the storyteller needs time to prepare and read the stories. If you only want to play Observer as an introductory exercise it might make sense to take over the role of the storyteller yourself. This also means you can choose the three pieces of information that players have to guess. These can be specific information that link to the content of your activity.

● Use the same approach to introduce other topics. E.g., instead of corruption chose voting rights (Story 3, Story 11) or gender (Story 4, Story 11, Story 16).

● You can also use on Observers output-exercise to conclude your activity, you could conclude by asking the participants to make up their own Observers-story based on the content they learnt.

Participation Projects at School

By Ramon Martinez

Table 4.1.5: Participation Projects at School

DEMOGAMES	LEARNING OBJECTIVES/ TARGETS	PARTICIPANTS
Participedia	● To support students in their local project implementation	● Any size and background ● Starting a project to improve their life
DURATION	**MATERIAL AND INFRASTRUCTURE**	**IMPORTANT TO KNOW**
30-45 min	● Sets of Participedia cards for each working group ● A big piece of paper and color pens	● Groups should have gone through a previous process to decide on a project they want to implement and use this session to support their process ● Alternatively, the session can serve as inspiration for their local initiatives

The activity in a nutshell

As schools engage in project based learning, bring the Participedia cards and wiki for the groups to further define their local projects for improving their neighbourhood.

Preparation

- Prepare the space for each project group to sit comfortably around tables where they already have a Participedia deck and the paper and drawing materials.
- In each Participedia deck you can separate the 14 method cards or let participants do it.
- When the groups created materials for their projects before, have them at hand and visible in the room.

Input

- Introduce the Participedia Wiki as you would do for a normal Participedia game. After that, instead of introducing the game rules, share more information about the Participedia cards:
  - Start with the lateral of the Participedia cards, showing the categories of the cases. Some of these categories might be very different from students projects, explain to them what they mean and who usually leads them (municipality, organized citizens, committed individuals). Others will connect with their processes, get a first idea from each group about where their projects fit.

Table 4.1.6: Different forms of organising processes and projects

Community Development/ Organizing/ Mobilization	*Informal Conversation Spaces*
Deliberative and Dialogic Process	*Participatory Arts*
Direct Democracy	Protest
Evaluation/ Oversight/ Social Auditing	*Public Budgeting*
Experiential and Immersive Education	*Public Meetings*

- After this, focus on the small word at the bottom of the card. Five different verbs that shape the approach the project has and what sort of impact it will make. Check with the group the meaning of the 5 words, giving them the space to provide some examples that make clear the specific elements and main differences.

collaborate	*consult*	*empower*	*inform*	*involve*

- Finally, let the group focus on the diverse hashtags they can identify in the cards and ask them to check which one represent their action:

Table 4.1.7: Partcipedia Hashtags

#civic engagement	*#community empowerment*	*#education*
#Europe	*#Global South*	*#human rights*
#innovation	*#knowledge exchange*	*#media & digitalization*
#minority empowerment	*#networking*	*#youth empowerment*

- Last, to show everything together, get the groups to focus on the 14 method cards, which explain in detail some methods that each group could use for their local project. While keeping at hand the cases cards will be useful for supportive examples, the method cards will provide them tools that they can use.
- Use this moment to confirm that now each group will create their cards in A4 format based on the elements they saw.

Gameplay
- Ask participants to start creating their cards in the following order:
  - Title of the project that they designed
  - Form of participation that they are using
  - 2 Main hashtags central to describe their project. They can use 1 or 2 from Participedia cards, and they are invited to add their own specific one
  - Keep blank the space for the short description.

- Once the three core elements are ready, ask each group to join a second one so in pairs they give and receive feedback on their selections. Tell to groups in advance that this feedback round is necessary to see how external people react to what they share and if they can change anything in their speech to make it more simple to understand and engage.

- After the feedback, groups go back to work. Make any adjustments to the hashtags and form of participation. Create a short description of the project that fits in that frame.

- Once all groups are ready, come back to plenary for the debriefing and closing. If some groups finished earlier, invite them to decorate their cards or enjoy some well deserved free time.

Debriefing and reflection
- Let participants start this last part of the session sharing how the experience was for them, not just describing what happened, also sharing how they engaged in the process and in which ways.
- After listening about a few details from the groups who wanted to share, have each group present their card to the rest, focusing on the form of participation, pitch description of the project and hashtags used.
- Ask groups if they identify connections and ways their projects can support each other. This might be the first time they listened to presentations from their colleagues in the same format, so answers can be insightful about next steps and ways of collaboration.
- Go back to the cases and methods Participedia cards and ask each group if they found any inspiration or new approaches to their project through the Participedia cards.
- As a closing action, invite each group to add their projects to Participedia Wiki so they become an example for future youth groups

Tips for facilitation
- As the group already has a project, their focus is on what they designed. When what they aim for doesn't completely fit the Participedia categories, participants are more than welcome to add their new one

What is happening this week around us?

By Ramon Martinez

Table 4.1.8: Morning News

DEMOGAMES	LEARNING OBJECTIVES/ TARGETS	PARTICIPANTS
Deckmocracy	● To critically understand roots and consequences of daily issues in society	● Any size and background ● Aware of news
DURATION *30-45 min*	**MATERIAL AND INFRASTRUCTURE** ● Sets of Deckmocracy concept cards for each working group ● Empty Event cards	**IMPORTANT TO KNOW** ● Facilitating conversations about current news between youth might not require facilitation, but benefit from observation of the perspectives shared and words used in the groups.

The activity in a nutshell
Everyone talks about the news in the morning, some news resonate more than others or become ideologically controversial. Let's use Deckmocracy concepts to dialogue about the most pressing news!

Preparation
● Prepare the space for participants to sit in groups of 4-6 around tables where they already have a Deckmocracy concept cards deck.
● Have the Deckmocracy empty event cards ready to distribute after the Input phase.
● Although you will ask participants about the theme to discuss, have a couple of them ready to propose.

Input
● Welcome the group and start a conversation about what are the latest relevant news in the town. Participants might talk about economics, politics, sports, nightlife… get the group to share different news and events keeping track of which ones resonate better with more people and which create controversy.

● After the first sharing of themes, ask them to decide which one is more relevant for having a longer discussion about it. As participants narrow options, you can support consensus, which might happen when a topic is more relevant than any others at the given moment, vote between 2-3 that are similar in interest and engagement, and even let different groups decide their topic, up to you and them!

Gameplay
● With the decided topic from the current news as the theme, explain to each group that they will use the concept cards at the table to start talking about it. These are some questions you can show in the room in order to start the conversation.
  ● Why is it happening?
  ● Who is involved? Is anyone excluded?
  ● Who benefits from it? Who suffers the consequences?

● Tell participants to keep visible in the center of the table the cards that they are using, closer to the center those that they use more.
  ● Sometimes the theme requires a word that is not included in the concept cards.

Have paper at hand to bring on board any of these words that the group considers very important to have.

● After 10 minutes of conversation with the cards, go to each table and give one empty event card. Ask each group to create the event card for the news they are talking about. The only requirement is that the card has less than 8 concepts and that with those 8 concepts people can understand the news and the important elements that make it relevant or controversial.

Debriefing and reflection
● Once the group is back together, get them to share their engagement and feeling through the dialogue process.

● After diverse emotions were shared and before looking at the created cards, ask the group if they have shifted perspectives and what they have learnt new about the news they worked on.
   ● You can reinforce the feeling that dialogue can support new arguments that reinforce our views as much as those that change them, while the lack of dialogue or interest during dialogue might only reinforce an opinion without critical thinking.

● Last, get the groups to share their cards. Ask them to start with the concepts, so the group can confirm or even guess what the title of the news is. After sharing the title, ask them for a short feedback about the decision process and how satisfied they are with the outcome.

● As a follow up and fun activity, you can keep the created event cards for playing future Deckmocracy games and for playing Tabú.

Tips for facilitation
   ● This activity will be easier when participants have played with Deckmocracy few times in advance and are familiar with the concept and event cards.

   ● Controversial themes might have different participants' groups engaged against each other. Be ready to follow up focused on a Human Rights and Democratic perspective.

   ● Without interrupting the flow of conversations unless strictly necessary, take note of any discriminating or antidemocratic argument to address it during debriefing. The aim is not to point out the person who said it, but the reasons why the message doesn't support more inclusive and diverse societies.

● News might not be an event from TV or social media, but an event that happened in the city or between the group of people. Follow the interest of participants, as outcomes will be remarkable.

4.2 Guidelines and Questions for Debriefing

By Corina Leca

Being a part of learning, debriefing has to be planned and carried out depending on the learning outcomes.

Table 4.2.1: Guidelines and Questions for Debriefing

Keep in mind the envisaged learning outcomes of that game+activity and try to outline questions that will open doors to them (make participants understand the practical importance of their statements-actions-decisions-emotions beyond the game).
Look at the planned questions during debriefing but change/add new questions depending on the process. When it's possible connect your new questions with the answers-opinions stated by the participants in order to openly prove the shared ownership of this learning process.
Start debriefing immediately after the game/activity and tell participants they'll have the chance to strengthen their learning and become more independent learners by analysing their recent experience.
Start by asking the participants how they feel after that experience (if it were interesting, challenging, frustrating, rewarding etc.) and then structure the questions depending on the learning outcomes and using the suggestions mentioned below. The four categories are not to be applied as such (exhaustively and in the given order) but they must be represented in any debriefing.
Closely monitor the level of participation and encourage less active people to answer the questions.
Be flexible and let the participants have one to one dialogue.
Encourage them to ask debriefing questions to one another.
Create a fair but informal atmosphere in order to make the participants willing to think loudly, to share original insights with the whole group, to make bold suggestions of community actions.

According its mission (analysing the whole learning process), debriefing questions should revolve around:

A- the ***game/activity topics+concepts***	**B**- the ***learning process*** OR how the game was played/the activity was carried out
C- the way the above mentioned learning ***aspects work in the real life*** (what the participants know about the problems of democracy in their real life)	**D**- what *they could do* regarding the problems analysed in their real life OR how ***they could use the competences developed during the game/activity in their real life***

A - *Game/Activity topics and concepts*

Table 4.2.2: Game/Activity topics and concepts

What is the red thread of democracy in your opinion? Explain.
What are the main limits of democracy? Explain.
Why did that problem occur, in your opinion? Could it happen again? What could be its impact on democracy in the long run?

How could X event (Deckmocracy, Observers) have been prevented? How could Z (its effects) be diminished/limited/controlled now?

How could Y influence elections/free market economy/daily life of citizens/etc.?

What could Z actor/institution/citizens do now in order to improve the status of democracy/human rights/etc.?

Can you call X democracy taking into consideration the situation described in X case (Observers)? Explain.

How can you explain the different impact of X in the examples given in G game (Participedia, Utopia)?

What elements of democracy are missing from the 9/11 cubes, in your opinion? What would be the problems encountered by citizens in that democracy?

What could be the consequences of X event/problem/situation in the long run? How could citizens/authorities/etc. prevent/alleviate these?

Are there other national/international entities responsible for the problem described in this game/activity? How could they (have) improve(d) the situation now?

How could civil society/mass media/authorities/politicians/schools/business sector/etc. cope with the problems/phenomena described in this game/case?

B - *learning process* OR How the game was played/the activity was carried out

Table 4.2.3: Learning process

What is the most important/useful/interesting thing you gained from this experience?

What principles of democracy did you discover in the rules of this game/activity?

Did this activity challenge your values/principles in any way? Explain. How would you carry out such an activity?

How would you use this game/activity (or parts of it) in your network/group of friends/community? Explain your reasons.

Would you like to participate in a follow-up activity? What should it look like?/What should be its aim?

What made you change your opinion regarding Z?

How did you connect the ideas/infer that from your colleague's statement?

What would you have done if your colleague had said…/the other team had acted …. and why?

Did you think of a better solution/answer after you had lost the round? Explain.

Why did you suggest X/react like that when we were talking about Y?

What reaction did you expect from the other team/players when you did Y?

How did you try to fix the situation for your team? How did you convince your colleagues to follow your opinion?

What did you want to get from this game? Did you get it? What else did you get?

Why did you/your team choose X strategy?
Would you suggest other rules/procedures for X context? Explain your reasons.
How could you/your team get a better result in Z moment/this game?
How did the game/activity rules influence the quality of your performance?
What did you learn out about yourself as a learner from this game/activity?
Would you play this game again? Why?
Did you discover anything new in this game/activity? If yes, how are you going to deepen that issue afterwards?
How would you approach this game next time (in order to get a better score)?
Did you develop active listening/critical thinking/cooperation skills....respect/critical understanding of politics-human rights-cultures-...? What were the game tasks/actions that contributed to that?
Do you follow a study plan and monitor your progress, in general?
Do you think that debriefing (of any learning activity) enhances/consolidates your achievements? Explain.

C - the way the above mentioned learning *aspects work in the real life* (what the participants know about the problems of democracy in their real life)

Table 4.2.4: Learning aspects in real life

How do the principles/norms/procedures embedded in this game+activity work in your real life? Could the problem depicted in this game/case/etc. be dealt with in a different way in your country? Explain.
What could happen in reality if this problem is not monitored/solved/alleviated?
What are the weak/strong points of democracy in your country/community?
Could such an activity help democracy? Explain.
What are the most efficient ways of public participation in your opinion? Explain your choices.
Could X event/situation happen in your country/community? How would you/your fellow citizens solve that problem?
Could you employ the procedures described in this game/activity in your daily life? Explain.
What would you do if you were in X situation of this game? Explain your decisions. Why things did not happen like that in the game/case/etc.?
What did you learn about yourself as a citizen by playing this game/participating in this activity?

D - what they could do regarding the problems analysed in their real life OR how *they could use the competences developed during the game/activity in their real life*

Table 4.2.5: Follow-up

How can/will you use this experience in your real life?
How do you participate in your community and what are the results?
Who would you inform about/educate on this problem first of all and why?
Do you want to take any concrete measures regarding any case/problem/topic? Explain. How would people/authorities/media…react to your actions?
What could you do to prevent similar problems in your community? Who else would join him/her and why?
What would your fellow citizens do if Y situation/problem occurs in your country? Explain.
What should be done to prevent/solve similar problems in your country?
What could be the next steps of X situation from the game in your country/community?
What are the first measures to be taken by common citizens to secure the basic values/ principles of democracy?
What are the first changes you would make/require formally in order to improve the democracy in your country/community? Would anybody join him/her? Explain.
What other aspects of the problems embedded in these cases/games should be analysed here? Why are they important to you? Does anybody else join this opinion?