Have your say!

New Approaches to European Civic Education

Educational games about the EU developed and tested in the Have Your Say project

2019-2022

Imprint

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West London Equality Council, London, UK
Nevelök háza egyesület, Pécs, Hungary
CEPA San Cristóbal de la Laguna, Tenerife, Spain
Consorzio OPEN, Verona, Italy
Folksuniversitetet Uppsala, Sweden
COOP SAPSE, Bastia (Korsika), France
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Opinions expressed in this book are of the editing team only. They are not necessarily opinions held by the European Commission or other EU bodies.

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Editing note

This version of the book includes a number of corrections (spelling, expression) added in August 2023.

**Have Your Say - New Ways to
European Citizenship Literacy for Adults**

www.haveyoursay-erasmus.eu

Contents

Introduction

This book presents eight educational games, developed by eight adult education and civil society organisations in 2020-2022. The games are intended to help those playing them develop their understanding of the European Union (EU), its nature, its purpose, and whether it is good to have such an organisation, or not.

The EU is a notoriously difficult topic. It is complicated, with structures and decision-making procedures that many people find intransparent. EU institutions seem to be far away of people's everyday life, and people who barely understand how decisions are made in their own local city council are all the more challenged when facing the EU. Yes, the EU can easily and simply be defined as *a club of countries coordinating their laws and policies*, but people usually are not aware of this, not least because the EU's public image can not (yet) rely on a popular and comprehensive narrative to justify its existence – a narrative such as national states have been using and popularizing for nearly 200 years now to make themselves seem "natural" entities.

So, teaching about the EU is a challenge. Most people are not naturally interested in understanding the EU. This is true not least for people at the lower end of formal education.

As you will see in the short presentation of the Have Your Say project (see below), the starting point of this project was the abundance of myths and false claims about the EU that circulated all over the public when "Brexit" – the idea that the UK should revoke its membership in the EU – was on the agenda in 2016 ff. We, a number of adult education organisations from various European countries, started to contemplate what we could do to fight such misinformation, and the readiness of people to uncritically devour it. Aware that the EU is a very "dry" topic for most people, we came to the conclusion that it would be useful indeed to have tools at hand to offer people occasions to learn about the EU in ways as joyful and engaging as possible.

When applying for an Erasmus+ strategic partnership grant for this, we yet let it open what kind of educational activities these should be. We thought of seminars, drama, workshops, public actions, happenings… It became, however, relatively quickly clear that the most practical thing to do would be developing games.

And so the eight organisations in the project set out to create games to learn about the EU, test them, and present the results to the public (that's you reading this book), and provide materials for other organisation to use these games in their own classes..

In this book you find reports about the eight games developed. The reports will give you insight in the nature of the games, how they were developed, how they are played, what advantages they have, what difficulties may appear when using them, what skills the game masters should have, and so on. The reports also include comment from the viewpoint of the pedagogue about the learning outcomes envisaged (in theory) and observed (in practice). Please note that the term 'learning outcomes' does not necessarily mean that students should be able to reproduce factual information. In adult education (but not only there) an important learning outcome is also seen when people change their attitudes and share experience with others.

The eight reports give an oversight, addressed chiefly to educators in adult education or general education organisations. The reports alone will not enable you to play the games. For playing them you need a set of playing materials and specific instructions. These are made available on the project's website www.haveyoursay-erasmus.eu. Some are easy to make (e.g. just instructions for a role play), others are more elaborate (cardboard playground, stacks of 100 playing cards), and some, notably our two real-world Escape Rooms, need a lavish set of props whose materialization will cost considerable time and arts-and-crafts skills; anyway the instructions are published with the idea that everybody who decides can replicate these learning environments.

Hannover, August 2022

Christian Geiselmann
(VHS Hannover)

The Have Your Say Project

The Brexit debate in the UK since 2016 has been making it evident: many citizens in the EU are ill-informed about what the EU is, what it does, and how decisions in the EU are made. Mistrust into the idea of international cooperation, and recourse to nationalistic doctrines are growing in many of the 28 EU member states, and populism has become a problem everywhere. So-called Euroscepticism is particularly widespread not least amongst the less educated.

In the *Have Your Say* project we address these problems by developing innovative forms of educational activities for low-skilled adults to help them re-assess their attitudes towards the EU in a process of reflexion, discourse, and fact-based thinking, delivered in an activating, communicative, possibly joyful and inspiring way. The new methods, tested in 8 pilot projects in 7 partner countries, tend to be out-of-standard-classroom activities including games, interaction, movement, creativity. They are applicable in other adult education contexts as well.

The project title – *Have* your Say – indicates that this is not about forcing an opinion on people. It is about giving people space and freedom to formulate and express their thoughts, leading them through a process of testing these thoughts in interaction with others, and help them underpin opinions with verifiable facts rather than hearsay or popular myths. We expect that this will eventually lead to a shift of attitudes in most participants, but this is not an obligatory result. What is obligatory is that participants leave the learning environment with increased ability of facts-based thinking and reflection on the motives of their attitudes and opinions. This will strengthen European civic education on a basic skills level.

(Text written in 2019)

The Consortium

VHS Hannover – adult education centre of the municipality of Hannover, Germany. Its full name is Ada-und-Theodor-Lessing-Volkshochschule

Consorzio OPEN – network of eight organisations offering adult education, VET, and social activities in multiple cities predominantly in Northern Italy.

Folkuniversitetet – nation-wide provider of adult education in Sweden. In this project they participated through their Uppsala branch.

CEPA San Cristóbal – public adult education centre in San Cristóbal de la Laguna, Tenerife, Spain. Offers many second chance and basic VET courses.

West London Equality Centre – civil society organisation in London, UK, focussing on defending human and citizen rights, especially in support of the underprivileged.

Nevelők Háza Egyesület – civil society organisation in Pécs, Hungary, providing various forms of education, civic and cultural activities and support to other civic organisations.

Coop SAPSE – social cooperative based in Bastia, Korsika (France).

Europahaus Aurich – Adult education organisation with boarding house, based in Aurich, Germany, next to the Netherlands, specialized in international exchange and reconciliation both with youth and adults.

The Games

Description and Reports

Asteroid Alarm!

**An educational escape room to save the world
and to get a grip onto the EU**

Introduction

Planet earth is in danger.

An asteroid is hurtling towards it. There is not much time left until the impact. This is the end of mankind.

Or not yet? A team of scientists has developed plans for an asteroid shield. But the shield would first have to be built, and building it costs a lot of money. Who can afford it?

The scientist ponder: Asking the USA? No, they are occupied with inner struggles. Asking Russia? No, they have spent all their money on a silly war. Asking China? No, everybody is sick with Covid19 there. So who remains?

The countries of the European Union have money, and with the EU they have an organization that can act together on their behalf. But how would you get the EU to give the money? The scientiest must find out how the EU works and how it takes decisions! Then, perhaps, they can save the Earth!

The scientists, that's you. - GO!

How to play

Asteroid Alarm is a real-world escape game for groups of 4-10 participants. Groups can contact VHS Hannover and agree a date for gaming. VHS Hannover provides certain weeks over the

year when the game is installed in one of the seminar classrooms. On special agreement it is also possible to install the escape room in other venues, e.g. at schools or in any other suitable location. VHS Hannover staff (2 persons) is required to act as game masters, to set up the game and to control the game (they play the scientists' Space Assistants).

There is also an other option: VHS Hannover published all the materials developed for the game – game instructions, printable materials, instructions for building physical props – and everybody can build the props themselves. This, of course, is time-consuming and needs technical and crafts skills.

So, in practice, educational institutions turn to VHS Hannover to provide the gaming opportunity.

The props for the game are currently available in German and in English. Other languages can relatively easily be provided, too. If you need a version in a different language, please contact VHS Hannover.

How does it make the EU more tangible?

Playing this game lets groups of learners dive into a phantasy world of rocket-science and of team-work against the clock. Focused on the aim to save the world from the asteroid impact, they first do not realize what they are actually doing: step by step understanding how in the EU laws are made, how the big decisions are being taken, and which institutions have a role in it. By the end of the game, the players will have pondered over which countries are members of the EU, which are not, where is the EU parliament, how many ministers are in the Council of the European Union, and they will have literally touched each single one of the 705 MEPs and helped them get together for and urgent parliamentary session.

History

The idea to develop – of all options – an escape game came early in the project. We wanted to create something that really intrigues learners and catches their attention. That's a difficult task particularly with a topic as boring, abstract and confusing as the EU (from the perspective of the ordinary citizen).

Escape games have become in recent year very popular not only as a fun activity for leisure but also in the context of education. And: we had witnessed the development of another educational escape room the years before in another Erasmus+ strategic partnership project: our French partner developed an escape room based on a story about a dangerous virus (notably

long before SARS-CoV-2 appeared) to motivate learners in basic education courses to engage in reading and calculation activities. This definitely encouraged us to try and develop an escape room ourselves.

The concrete idea was developed in a series of creative meetings, where we right-away started to experiment with first makeshift props from simple materials such as cardboard. It took quite some time to create the cobweb of riddles in a way it would offer several points of entry for the players and still would require them to solve every riddle in order to get to the final point – saving Earth.

We also took some wrong directions and had to revise things several times. For example, at the beginning we planned that by the end of the game players would change roles; they would stop being scientist who build an asteroid shield, and continue as ministers in the Council of the European Union to represent their national states and fight for their separate interests. But of course, such a breach of roles in the game turned quickly out to be contra-productive, as it interrupts the social dynamics of game, and so we skipped this and found a much better solution: Ministers in the Council were to be represented by 27 Smurfs who had to be freed from a box where they are kept and locked. Freeing the Smurfs and placing them in a big circle on the Council table then turned out one of the most attractive moments in game, for all the groups we saw playing so far.

When the concept was clear and the props were ready in some workable form, first tests were done with teachers and other staff of VHS Hannover, and soon we could start offering the game to learners of our Second Chance classes, and to the general public.

There are a number of props in the game with technology features that took us considerable time to create, not so much for the eventual realisation, rather for finding a way how this would work technology-wise. For example, there is the task for the players to collect all MEPs into the Parliament (in the right city) and to "weigh their votes". The scales available in the room should work only on a certain place, without it being visually clear how and why. Working this out took time for consultation with experts for electronics, experimenting with various devices, including microcomputers, and so on. The final solution, based on a magnetic switch, was relatively simple then, but that's how

it is often: you need a lot of time to find a simple solution.

Innovation

The innovation of this escape game lies, for our understanding, in the combination of an intensive group-experience with challenging teamwork and the (first unconscious) reception and processing of facts on the EU – which usually is a topic people are hard to become enthusiastic about. The Asteroid Alarm escape game, however, usually ends with groups of learners being highly excited, happy about their final success (the game masters try to make sure that groups solve the tasks successfully, but in the very last moment). We then use a reflexion phase (in a different room, with a circle of chairs) to reflect about the experience, and lead over, from game experience to knowing things about the EU. Props from the game can then be brought into the reflexion room, and be discussed in more detail, to make students aware of EU legislation procedures they already had dealt with during the game, although without realizing.

Target group

We developed this game particularly for (young) adults attending courses to achieve a lower secondary school certificate which they previously had not managed getting in ordinary schools. Often they come from social backgrounds not favourable to formal education.

The game does explicitly not require players to have any knowledge about anything related to the EU, or politics. The only skills needed are a minimum of reading and simple calculation (addition, mostly). More important are social skills, communicative skills, and the ability to combine seemingly unrelated things.

The game is group work, and each group consists of individuals with different skills and competences. Groups are strong when they allow each member to apply their specific skills.

Although the game was developed with a certain category of learners in mind, testing it with various types of people showed us that it is suitable for all kinds of people. We played it with 13 year old children, we played it with teachers, with academics, with middle grade civil servants, with high school students, and so on, and it turned out good for all of them. – We have some options to set up the game a bit more difficult or easy, but it turned out to be almost impossible to assess the "fitness" of a group in advance from their educational background.

The learning & teaching

Asteroid Alarm! is a typical real-world (not virtual) escape room. A room the size of a typical classroom or seminar room is decorated with props to present the laboratory of a team of scientists who have developed an asteroid shield and now try to find out how the EU works. Hence, the room is decorated with a) posters and objects to give it a "space" atmosphere (space photography, telescope, model of a Saturn V rocket, etc.), and b) with a lot of things related to the European Union, for example cardboard sheets with maps of European countries, holding certain numbers of meeples, wooden trays, a cardboard cylinder resembling the building of the European Parliament in Strasbourg etc.

Before entering this room, players gather in another, adjacent room to get instructions. The game master introduces them to the general idea of an escape room (team work, time is crucial, communication is important), usually starting with asking them if they had already played escape games, for example as a leisure activity. The game master then presents the story for the game, which is:

> *Planet earth is in big danger.*
>
> *An asteroid is hurtling towards it. There is not much time left until the impact. That is the end of mankind.*
>
> *Or not yet? A team of scientists has developed plans for an asteroid shield. But the shield would first have to be built, and building it costs a lot of money. Who can afford it?*
>
> *The scientist ponder: Asking the USA? No, they are occupied with inner struggles. Asking Russia? No, they have spent all their money on a silly war. Asking China? No, everybody is sick with Covid19 there. So who remains?*
>
> *The countries of the European Union have money, and with the EU they have an organization that can act together on their behalf. But how would you get the EU to assign the money? The scientists must find out how the EU works! Then, perhaps, they can save the Earth!*
>
> *The scientists - that's you. - GO!*

The players are then invited to dress as scientist, using the white laboratory coats prepared for them. Then the players are led to their laboratory.
Usually there is first a moment of amazement, as players do not expect, in an ordinary school setting, such a meticulously

decorated "laboratory".

The game master then gives some additional advice, e.g. that principally all objects in the room are part of the game; that practically all objects have a meaning at some point in the game; but that, please, players should not touch the technical equipment installed in the room: cameras, microphones, and two large computer or television screens. The one, larger, screen shows space (with thousands of starts, but nothing more, so far) and a clock (to count down from 60 minutes, to indicate the time remaining for solving the task). The smaller screen so far shows only a picture of planet earth. The game master explains that this is the scientists' communications platform to contact a team of assistants out in space who observe the asteroid and who will, perhaps, occasionally give information or other support. This video and audio channel (in practice set up as video conference) is indeed the tool through which the game master can monitor the group when playing and can give hints when they get stuck. A well-trained game master thus can control a group's progress in a way to make sure that they, yes, solve the task in time, but do so – ideally – in the very last moment. This adds a lot of excitement to the group and intensives the experience.

With everything explained, the game master leaves the laboratory, and the group starts, cooperatively, to explore the room and find an entry point in the series of riddles.

Except the various posters at the walls and objects on the desks there are in the room a number of locked containers (wooden boxes with padlocks). Using the various clues given in the materials all over the room, the group has to manage to find keys and codes to open the boxes. When they manage to open one, there are new clues, objects or written messages with additional advice in the box.

The riddles to solve are all created around the structure and functioning of the EU. The players are not expected to know anything about the EU. Rather, all information needed to solve the riddles is somewhere, hidden or in plain sight, in the room, and the task is to collect and combine the information. All crucial information is given in very simple language, so that even groups of players with very low formal education and little practice in reading can play the game successfully. We even observed that sometimes people with higher formal education are struggling more than others, because they start to think too

complicated instead of simply doing the obvious. Another skill needed is basic calculation, e.g. simple addition. The most demanding maths tasks in the game is, at one point, finding the cross total of a four-digit code. We observe that the notion of cross total (in German: Quersumme) is a challenge for people with lower and higher formal training equally. But never mind, in cases where the group gets stuck and nobody in the team has an idea what to do now, the assistants from space appear on the communication screen and offer support.

There is a large screen in the room showing space, almost empty but for the many tiny stars. With time running, in the centre of it an asteroid starts growing. By the end of the game, it will fill the entire screen, and red alarm lights will flare, and there is siren's wailing. The screen also shows a count down from 60 to zero minutes, and thus the screen gives the playing team both a sense of urgency and control over their time.

The riddles in the game are interconnected in a way to make sure that a) there are various entry points so that larger teams of players can split and do different things in parallel but b) nobody can solve final steps without the earlier steps having been solved in advance. (Creating this maze of interconnected riddles was one of the larger challenges of game development.)

The bits of information about the EU the team of players has to process include:

- Which countries are part of the EU
- Where is the European Parliament
- How are laws made in the EU (very simplified process)
- How many commissioners are there?
- How many seats are in the Council of the European Union?
- How many MEPs are in the parliament?
- Identify the areas of work of some commissioners (very simplified)
- Etc. of this kind

As uninspiring as these topics may seem when listed here, in the game itself players deal with them quite excitedly. The idea is, actually, that players even are not really aware that they deal with various „boring" facts about the EU and its functioning. Players concentrate fully on solving their tasks, in order to eventually get the funding for their asteroid shield, and thus save the world.

It is just in the next step that these various little facts about the

EU are used for concrete learning purposes: After the team has solved the riddles and opened the last box where they find a message that the funding has been agreed to, plus chocolate euro coins they can eat, and the „Ode to Joy" is played to celebrate the good news, the game master leads the team back into the second classroom, and seated in a circle of chairs, the group is now given the opportunity to reflect their experience. Usually the first 10 minutes are used to express the excitement and the experience of working in a group; players tell what they liked, what they found difficult, how they found solutions and so on. Then, the game master (or teacher) starts lead over to a discussion more and more on the level of civic education: What is the EU, how does it work, etc. The way this is done will be different with each group, it depends on the pre-existing knowledge of the group as well as on the relationship between group and teacher (or game master).

For us at VHS Hannover it turned out best to do this reflection phase with both the actual game master present and the (regular) teacher of the group (if the group is a class from one of our Second Chance classes.)

A small seminar room at VHS Hannover decorated for the game.

The large screen provide a space atmosphere and creates stress through the ticking clock... and an asteroid growing over time.

A team of students playing the Asteroid Alarm! escape game. Here it is set up in a regular school classroom.

Teaching aids used

This real-world escape game needs a relatively large set of props and materials to decorate a classroom. The props and materials are described in details in the game instructions published separately (see the project website www.haveyoursay-erasmus.de.) Most materials are printables (we provide PDF documents for download), but some are objects that need to be build, some from wood or cardboard. Some of the props need basic skills in electronics and handicrafts, e.g. to solder a magnetic switch into (standard) electronic kitchen scales.

Various of the printable materials we use are taken from the "Easy Book on the EU", which was written as part of another activity of the Have Your Say project. The book is also available for download.

The book itself is one of the props in the room. We put it somewhere on a table in open display, and sometimes players start to use it to find information in it they need. This is however not obligatory; all information needed to solve the riddles can also be found elsewhere in the room.

Contacting and motivating participants

There are various ways to involve learners in the game.

One way is to offer it to classes at school, or to established groups in adult education facilities. This is easy as escape games are seen as welcome change at school etc. In practice, teachers of Second Chance classes at VHS Hannover organise once a year a "project week" with their classes, and they book the game in that period.

VHS Hannover also offers to install the game at schools in town.

Third, members of the public can turn to VHS Hannover and book the game for them. This can be people from certain associations, or co-workers from a company who want to have a team-building activity.

Indeed, the challenge is not so much to find people to play it; rather the challenge is to have the room prepared for it. VHS Hannover does currently not have a separate room where the game could be installed permanently, rather we have to set it up in different rooms, when ever there is a gaming event scheduled. Therefore we try to organise gaming weeks, where we can have the game installed in one classroom and play it with several groups one after the other.

Expected effects on learners

We played this game with many groups so far, from almost all parts of society, all ages, all levels of education. The game was initially developed especially for people with lower formal education but it turned out to be suitable for everybody. There are also ways to make the game more difficult or more easy, depending on the group.

We observe that all groups are excited about the intensity of the team work experience they have in the hour they play. Experiencing and overcoming frustration (of riddles not solved so far) is an important element of the game, and this is articulated also in the reflection phase afterwards.

The most important EU-related learning effect is typically achieved not so much during the game itself (as players are completely focussed on solving the riddles in time, so they process EU-related information but do not reflect it), rather in the subsequent reflection phase when everybody is seated, in a different, calmer, room, in a circle. We use this reflection phase then in order to make the learners thinks about the functioning of the EU, starting from the bits of information they collected during the game.

The bits of information on the EU provided in the game may seem very basic, but it turns out that most people (independent of educational background) are little aware of them. Teachers of a high-school (Gymnasium) where we offered the game for all 10th-Graders told us that actually the bits of information on the EU in the game are everything they need to know on the topic for their high-school diploma.

The most important effect of this game, in terms of EU-awareness, is however not on the cognitive level. It is rather a physical one: Players do have to, literally, handle everything in the game by touching it, moving it, turning it around, finding its right places, etc. For example, one task for the team is to collect all MEPs and gather them in the European Parliament (a cylindrical container), they have to find out where these MEPs are, and eventually they discover the quite obvious: that the 705 wooden meeples places on country maps of cardboard everywhere in the room are actually MEPs, and that they have to be collected in the Parliament container; and that measuring the weight of these MEPs does work only when the Parliament is really in Strasbourg, not another city. There are many elements in the game that require such physical contact to EU-related topics, and we believe that this is the special strength of this game.

Observations from testing the activity with learners

(See game instructions, published separately)

How did we test it

This game was tested, during development phase, until August 2022, in 12 rounds of gaming with different groups, starting from colleagues (educators and other staff) of VHS Hannover, and participants of our Second Chance courses, but also other staff of other educational organisations as well as civil society groups. Groups counted 4-10 participants, average 8, so we count 96

participants during the development phase.

Since that we offered the game to many groups, most notably the entire 10th grade of one of Hannover's highschools with 150 students, playing the game in 15 rounds (over an entire week).

Difficulties

To offer this game, you need first the set of props (building it is possible with some DIY skills), but then you also need to really be "into" it and have understood the internal functioning of the game. Everything in the room must be set up perfectly because once the game is running, any miss-set lock or any missing piece, any not-functioning technical device etc. will block the game, and the game master would have to intervene.

Also, the game – in the setup we prefer at VHS Hannover – uses a number of computers and periphery devices for audio and video functions that must be made sure run properly.

It is, however, also possible to play the game without the use of computer technology; for example with the game master (or teacher) being present in the room and helping the players where necessary. But in our experience the immersive effect on the group is much higher with the additional attraction of video and audio tools working.

In other words: training a game master for *Asteroid Alarm!* is quite demanding. It needs not only theoretical instructions but also practice of at least 10 play rounds.

Special advantages

There are two big advantages to Asteroid Alarm!:

The game is very engaging, especially for younger people. They get very excited. One teacher for civic education said to us: "I am teaching sports and civic education. This is the first time I see students in civic education celebrating."

The game let's players handle simple (often seen as boring) facts about the EU in a very hands-on way: players will touch and move around physical objects representing certain elements of the EU institutional setup, for example they will touch, move and weigh all the 705 MEPs, and the will gather 27 ministers from all members countries in the Council of the European Union; ministers are represented by Smurf figurines which first have to be freed from a padlocked box. The asteroid shield is also available for hands-on operations: it is represented by a blue king-size umbrella and has to be used to protect a balloon globe hung from the ceiling of the room. The physical contact with these and other things let's players develop a form of

relationship to them much deeper than from just listening or reading.

Also we observe that players do learn a lot from mistakes they make. Most teams for example misplace the European Parliament (its official seat) to Brussels, where however the scales won't work, and they need quite some time to find out what's the problem. Eventually, the fact that the EU Parliament has its official seat in Strasbourg was present with all the groups.

A similar effect takes place when players mistakenly through meeples from country boards of Turkey, Switzerland or Ukraine into the Parliament container and later have to remove them, meticulously counting the 99 misplaced MEPs of Turkey, for example.

| **Follow up** | VHS Hannover offers this game not only to its inhouse classes of Second Chance learners but also to schools in the town, to make their civic education classes more attractive. At the time of writing this report, this was already practiced once with one of the highschools in town (150 students participated), and will be continued. The school already applied for the same cooperation to be repeated in the forthcoming years, and VHS Hannover is trying to get funding for it.

Also, VHS Hannover offers the game to be plaid by members of the public at various occasions. One of them is a conference of pedagogues (from all over Germany) on the use of Escape Rooms in education, planned for June 2023, in cooperation with the Agency of Adult and Further Education in Hannover. |

| **Practical advice** | |

| **How to set it up?** | (See the separate instructions, available on the Have Your Say website.) |

| **Authors** | |

| **Who developed this?** | VHS Hannover is the largest adult education provider in Hannover, the capital city of the German Federal Province of Lower Saxony. VHS Hannover is part of Hannover municipality.

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Save the EU!

Online escape game to try and save the EU from total dissolution

The European Union is in state of dissolution. Several member states consider leaving the union. But why? Help the team of experts to solve the mystery and save the EU!

One of the screens in the game.

Summary

This online escape room has been developed to involve groups of learners in an engaging activity to learn basic facts about the EU. The game fits into the class of *mystery escape rooms*. Along the mystery storyline (see below) the participants need to solve tasks and answer questions about the EU, and so they move along in the story. The escape room situation motivates them to find out the answers to questions about the EU to solve the mystery.

As an online escape room, *Save the EU* can be played alone (one person with their computer), or it can be played in groups, for example with everybody with a laptop gathered around a larger table. Or the online game can be displayed on a large screen in the room, and the team works together in solving the series of riddles displayed there. The players don't play against each other; the idea is rather to cooperate and solve the tasks as a team.

This is the story:

> *The EU is in a state of dissolution. The UK has left, Poland has started its submitted its drop-out documents, and several other of the remaining member states are considering following suit. In Sweden, violent protests are taking place, with people demanding an exit from the EU. demonstrations have spread to all EU member*

states. Ursula von der Leyen, president of the EU commission, appeals for calm and cooperation in a live address to the Union. The news reports on corruption, secret societies and abuse of power. Propaganda spreads across Europe blackening the EU and calling for its dissolution.

The EU stands idly by. How has it come to this? The accusations against the Union have come out of nowhere, haven't they? – The EU sets up an external expert group on crisis management to understand how the situation has degenerated like this. The work has begun – but suddenly the team of experts disappears without a trace.

The EU is now asking for your help to understand why EU members are so angry and disgruntled, to find out where the experts have gone and to find a way to bring the nations back together!

You'll gain access to the experts' password-protected computer, their secrets, and to clues hiding in unexpected places. Your mission is to find all the clues and unravel the mystery step-by-step and save the EU. But, you must hurry to solve the mystery before too many countries leave the Union.

How does it make the EU more tangible?

The escape game *Save the EU* refers to the topic of EU directly. The task in the game is to help the EU by preventing its dissolution in severe crisis. There are questions about EU countries' flags, EU institutions including the Commission, European Central Bank, Parliament, and various personalities in the EU. The setting and mood is dramatic: we are a few steps away from the dissolution of EU, several counties are on their way to leave. This dramatic setting was created in order to make the game attractive for learners, both adult and youth.

The intention is to empower the player with their knowledge. By answering the questions and moving to the next steps they feel that they are closer to save the EU.

We noted during the research and first stages of the project that the EU has been taken for granted by many citizens of the member states (in our case: Sweden). Many people, especially those of lower formal educational, do not really understand the EU's importance, and functions. Some of our participants expressed doubt if it is "worth" to finance this huge institution.

These reactions clearly showed the urgency of the issue. We want to reach the target group and explain in engaging and interesting form, what EU is, its functions and benefits for the member states and its citizens.

History

The idea was to create an interactive game with which learners can both have fun and learn facts about the EU. The content of the game with a catastrophic scenario was chosen purposely. We tried to pick particularly controversial and ambiguous topics – the ones which come with a lot of conspiracy theories and fake news, and topics which are often used for speculation (e.g. immigration or climate change). The inclusion of these themes we believe will help adult learners to learn the concrete facts, understand the global and EU processes better and therefore not be subjects for speculations in future.

The individual questions were designed first. They were later connected to a coherent step-by-step game, where players have to solve the mystery or unlock the quiz to move to each next step.

The decision to create an online game rather than one that requires people to be present in one room goes back to the Covid-19 pandemic. With the online game we had an opportunity to offer students a learning activity about the EU they could do even while in lock down.

For implementing the game online, we used the *Bookwidgets* platform, an online service that allows building interactive learning content. We used the "Teacher" plan which costed 55 euros per year at the time of writing, and allows for an unlimited number of users (players).

Innovation

The escape room *Save the EU* is innovative as it is to all we know one of the first digital escape rooms built around an EU topic. The game is dynamic and interactive, in order for the game to be interesting for adult learners.

Another innovative aspect of this game is that it is emotional, not least through the epic story it is based on: the topic of EU in actual dissolution resonates with many participants personally. It attracts them to play and to try to save the EU.

Target group

The predominant target group for the *Save the EU* online game are young adults with lower skills level (within adult education).

However, the game can also be played by other types of learners, also such with better formal educational achievements.

In order to play the game, participants need an online device and access to the internet, and of course the skills to use these devices. Basic reading skills are of course also needed.

Testing group

Learners we tested the game with here at Folkuniversitetet Uppsala were young adults in the process of studying in various areas such as Swedish or English language, or civic education with a focus on social and civic regulations in Sweden.

Contacting and motivating participants

We contacted the target group through our networks online using Folkuniversitetet online network of learners, and offline at premises of Folkuniversitetet during classes.

The game was shared among the network of learners of Folkuniversitetet and other adult educational providers in Uppsala, Stockholm and Lund, Sweden.

The adult learners where given the information about the HYS project, its objectives and importance of better understanding the EU in general.

The learning & teaching

The *Save the EU* escape game is an online learning activity. During our testing phase, we involved learners with it who were enrolled at our school by sending them a link to the game. Some learners played the game in the premises with support from the facilitator.

Playing the game takes about 1 hour. After that, we usually offered a debriefing, again for about an hour, to answer all the questions that surfaced during the game. The debriefing session was led by a facilitator.

Elements used

Elements used in the online game are:

- Flags of the EU member states with names of member states to learn the symbolic of EU countries
- Short articles on relevant societal issues such as:
    - Migration (Amnesty international article)
    - Push and pull factors analysis
    - Climate change
    - Refugee or migrant – understanding differences
    - Info about EU structure (Commission, Central bank, Parliament)
    - Chemtrails article (conspiracy theory)
    - Illuminati article (conspiracy theory)
- Videos about the EU, EU member states, EU structure, migration, relevant EU challenges
- Audio message about the migration, push and oull factors of migration

The start screen presents a dark view of a city on fire.
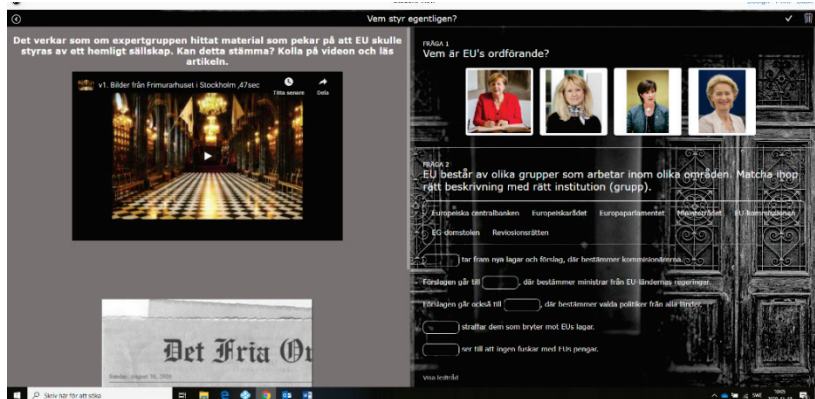
Tasks, and materials needed for solving them, are presented in a series of likewise dark-mooded screen.

How to play?

You can play the game

https://www.bookwidgets.com/play/3JN1R3ZG-iQAEAyNJnAAAA/UBPDSU4/radda-eu?

If you want to provide this game to your students, and you want to use the built-in monitoring functions of the *Bookwidgets* online learning service, you need a teacher's access. You can use ours. Please contact us to receive the access data (username, password).

Expected effects on learners

The key expected effects on participants were:
- Better understanding of EU structure, functions and roles
- Clear seeing of benefits of EU for member states and its citizens
- Less euro-scepticism
- Lower risks for being subject of speculations by politicians, extreme organisations, radical and marginal groups

Observations from testing the activity with learners

Participants gained a lot of new information about the EU as a result of playing the game. They understood that the EU is more about cooperation, structure and concrete roles, rather that conspiracies and speculations as some of them believed before.

The activity was engaging for participants, the main feedback from participants were:
- They got a new view at the EU
- Embarrassment for not knowing the key facts about EU before
- Motivation to learn more and get better understanding of EU functioning system

Some of the participants before playing the game were rather neutral about the EU. The online escape room helped them to see the advantages and benefits of the EU. It made them more pro-EU and EU-positive.

How did we test it

The testing started in October 2021 and finished in April 2022.

It took place at premises of Folkuniversitetet as well as online at home for some of the participants

40 adults have tested the game and registered on the *Bookwidgets* platform.

The average age of the participants who tested the game was 18-27 year old. The participants were mainly learners at Folkuniversitetet and other adult educational centres in Uppsala.

The game version they tested was in Swedish.

70 % of participants managed to complete the game on their own or with support from peers/ self-learning

30 % needed help from facilitator in order to complete the game

95 % used additional aid from internet resources and help/tips from peers

Participants

Most of the participants in our piloting of the game were unemployed adults, adults with lower skills levels, newly arrived immigrants and refugees.

We also included in the testing participants and beneficiaries from the local NGOs and local adult educational providers.

Conclusions

The game was met with high interest and involvement by learners.

The piloting at Folkuniversitetet was started with introduction and the HYS project and its objectives. The international partnership of the project was briefly presented to give students better idea about the origin and context of the game.

When participants started to play online game, they asked for help from facilitator in case they were not able to proceed.

Generally, the game was do-able for most of the participants, some students used help of their peers at piloting, some used online resources. We encouraged students however to do as much as possible on their own.

Difficulties

We encountered difficulties with learners who could not solve the mysteries in online escape room and therefore could not move forward. Some participants had problems with reading articles and listening to the info. Learners wanted to skip reading and listening in order to move forward, hoping to answer the questions in the online game with the help of luck. This was however ineffective; learners could not answer questions without paying attention to necessary steps. Therefore, they needed to go back to the previous steps and read or listen again.

The facilitators solved this issue by reminding participants of the importance of each step of the game, the importance to read and listen to the information pieces provided.

Some learners where looking for easy and quick solutions, which however does not help in this online escape room. Facilitators explained learners that all the steps are important and need to be performed / payed attention to, in order to complete the game.

Special advantages

A special advantage of this game is in its structure which implies the process:

Read/listen → answer the questions → learn

This showed to be effective since this process was hidden in form of a game; it felt not too stressful for participants, and they learned easier.

Follow-up

Include the game in regular classes

We plan to gather the round table of educators in Folkuniversitetet and discuss the possibility to use the game in

the daily practise especially for educators working with subjects as language, social issues and civic society.

Use the games in civic education projects

Another opportunity to use the project results (Save EU game and also other games developed by partners) sustainably may be use in other projects (both EU and national). Folkuniversitetet is currently having several different projects in the areas of human rights, civic society, adult education and liberal education.

Study circles

One more possibility to sustain the subject is to start an EU study circle. A study circle is a group that meets regularly to learn something together. For example, study English, discuss environmental issues or play the guitar. It is free of charge, anyone can start a study circle based on Folkuniversitetet or any other adult educational provider in Sweden.

In a study circle, a small group (often 3-12 people) meets to learn something together. The study circle has at least three meetings, but often lasts longer. All study circles have a circle leader, a study plan for what the group wants to achieve and some type of study material.

Practical advice	
Materials needed	To set up the online game *Save the EU*, the educator needs: - Laptop/computer with access to internet - Access to the *Bookwidgets* platform, with login and password. - The keys and answers to the game in case both educator and learner get stuck and cannot move forward For details with login and answers see *Implementation checklist*.
Skills needed	Skills needed for educator: - Digital skills - Basic knowledge about EU structure, in case learner have questions
How to play it	The online escape room can be found on this platform: https://www.bookwidgets.com To access the the game with teacher's prerogatives, please contact the contact person at FU (see above), to receive the

account name and password.

Click on "Widgets" and chose the one called "Rädda EU".

To play the game click "preview in the top right corner" or "share" to distribute it to people.

To see how many people have filled in their name and e-mail after playing the game go to "Grades and reporting" chose "My courses" → "(No courses)" → "(No classes)" → "Lösningen", under *Answer* you see the people who filled in their names at the end of the game.

Solutions to the riddles

For the convenience of the teacher we publish here the codes for the solution of the steps in the game:

Password 1: 668
Password 2: 7
Password 3: Asyl
Password 4: 5G
Password 5: Push,
Password 6: Experterna

Background info used during game development

Clarke, S., Peel, D., Arnab, S., Morini, L., Keegan, H., & Wood, O. (2022). *EscapED: A Framework for Creating Educational Escape Rooms and Interactive Games to For Higher/Further Education*. Retrieved 11 August 2022.

Decentralised Agency (2022). *European Border and Coast Guard Agency (Frontex)*. Retrieved 11 August 2022-[1]

Hopgood, S. (2010). DIGNITY AND ENNUI: *Amnesty International, Amnesty International Report 2009: The State of the World's Human Rights*, London: Amnesty International Publications. Journal Of Human Rights Practice, 2(1), 151-165. doi: 10.1093/jhuman/hup025

Refugees, Asylum-seekers and Migrants. (2022). Retrieved 11 August 2022.[2]

Authors

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[1] https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/institutions-and-bodies-profiles/frontex_en

[2] https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/#:~:text=Amnesty%20has%20championed%20the%20human,of%20people%20on%20the%20move.

Who developed this?	This game was developed by Folkuniversitetet, with its staff in Uppsala.

Folkuniversitetet (FU) has a long tradition of successfully introducing new teaching methods into adult education and education of people with lower skills level including the latest developments in ICT and training. FU offers both formal and non-formal education for public authorities, enterprises and individuals.

FU organizes specific training programs and/or training courses for various disadvantaged target groups such as unemployed, low-skilled, immigrants, refugees, people with physical and mental disabilities, youth drop-outs and NEETS. The special attention is paid to inclusion and support of low-skilled adults through the training methods. The organisation is focused on the development of interventions that addresses social issues for various disadvantaged target groups in order to promote social inclusion.

Totally we organise and implement above 67000 hours of formal and non-formal training for various groups per year. About 30 associations with over 25 000 members across the country conduct activities in collaboration with Folkuniversitetet. The activity largely consists of study circles and lectures.

Contact person

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Generation Europe

**Board game making players
think and discuss about the EU**

Summary

Generation Europe is a board game that leads a group of people into thinking and discussing about the EU, its purpose, its advantages and possible challenges. It also conveys a lot of detailed information about various aspects of the EU, how it came about, how it is organised, and what it does with special respect to the everyday life of citizens.

Players throw dice to move their meeples along a track through all countries of the EU shown an a map on the board. On their landing fields, they have to solve certain tasks: answer a question from a card, or doing some activity, e.g. discussing a policy topic where they have to form and express an opinion.

There are various options for playing it. For example players may be given permission to use their smartphones to do quick research. Or the teacher can use the topics coming up through the cards to make the class familiar with various aspects of EU policy. This requires of course a knowledgeable teacher.

Materials

Materials for this game include.

- The game board shows a map of Europe, with a track of 50 fields, of which:
    - 35 Question fields ("Card")
    - 10 Icon fields
    - 5 Debate fields;

- 1 "Diploma" field (the target)
- 108 cards. They include:
    - 68 Question cards
    - 14 Icons cards
    - 14 pairs of cards for debates
    - 10 cards for reflection

In the physical product (available in Italy, there are also included 10 meeples (for 10 players, or ten teams of players), and a die. Users who just download the game materials and printing them themselves will need to provide meeples and a die themselves.

Teaching and learning

This game addresses four general topics:

- History of the European Union: from the EEC to the EU
- The common European house: the European institutions and their functions
- Europe at home: how Europe enters our daily lives; e.g. mobility, documents, single currency...
- A Europe of values: with particular attention to the *Charter of Fundamental Rights of the European Union*

How to play

Depending on the size of the class, the teacher can decide that the game is played by individuals (recommended for up to 6 people) or, with larger groups, by teams of 2-4 people each.

The teacher places the board on the table and decides who starts the game. Players then continue clockwise. In smaller groups players move their meeples themselves, in larger groups it is an option for the teacher to do the moving.

Depending on the group / class (level of schooling, language level, etc.) the teacher decides on the time available for each activity and, at the end of the scheduled minutes, stops the game.

The first player throws the die and advances with her meeple as many fields, starting from Field 1, as of the die says. On the landing field, the respective action is taken: on a Card field, the player has to draw a card and answer the question. If correct, she may advance one field further. (There is an answer key in the materials to help the teacher decide if the answer is correc.t) On a Debate Field, the teacher hands out a debate card to the player, the player selects any other player to be is opponent in the debate, the teachers hands out to this player the corresponding debate card, and they debate the topic.

For details see the separate instructions in the downloadable materials.

How does it make the EU more tangible?

Players are led into an entertaining mix of activities to mobilize their knowledge of EU-related topics, or to achieve new bits of knowledge, and to discuss this with their peers in the game.

The game answers the core purpose of the *Have Your Say* project by addressing a target group inclined to fall for fake news and populistic myths. Experience with this game shows that an extended knowledge of the EU, its tools and impact, achieved through the game, can alter the learners' attitude towards the EU and EU topics.

History

The *Generation Europe* board game has its roots in a game one of our member organizations (CEFAL) already tested in the area of learning Italian language. This game – named IDEA: *Interazioni Dialogiche e Affini* – was developed within the „Linc" project, funded by the *European Fund for Integration*; it is a playful learning activity which engages the learners into practicing several linguistic domains in order to improve their communication skills.

We adapted the game to the EU topic, maintaining the practical and tangible approach. The game aims at describing the several ways the EU enters everyone's everyday life aiming.

Generation Europe was developed within two classes of the CPIA (Adult Education Center): based on the main structure of the game IDEA game, classes suggested topics and improvements, including an option to adjust the game to the level of background knowledge of players. Should players need a simpler level, for instance, the "debate" card could be replaced by the "motivate" card.

Co-creation with students

A peculiarity of this game is that it wasn't developed by educators for students but that the development of the game was an activity carried out with and through two groups of learners (14 persons each). They were adult learners enrolled in both the first and second level programs of the CPIA (adult education center) in Bologna: the first period was aimed at the achievement of the *licenza media* certificate; the second period was built for the achievement of a certification that attests the acquisition of key competencies linked to the fulfilment of mandatory education and to activities shared by the different

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typologies of technical and professional high school institutions.

The game development activity took place during the Covid pandemic. Therefore it had to be organized via video conferences / online learning conference tools.

In order for the learners to be the protagonists of the development of the game, the classes were structured as follows: the first group had the goal of developing the game, after preparatory lectures on the game topics, approximately 5 hours on each area (areas: History of the EU, EU institutions and fuctions, EU in everyday life and EU challenges and future); the second group tested, reviewed, and corrected what had been achieved in the former class.

Both classes consisted of 14 people each, all of them already enrolled in the CPIA system: most of them were Italy-born, but there were also some participants who had recently acquired Italian citizenship or were in the process of acquiring it. This aspect made the discussion on European values way more interesting, as some of the participants didn't see their European citizenship for granted, but could really perceive the improvements it brought into their everyday life.

As all the participants were adults. The teaching method had to be adapted accordingly. Great emphasis was given to participation, cooperative learning and group discussion, in order to stimulate the reflection on real-life experiences.

As both classes were held on Google Meet platform, the teacher used the Google Classroom instruments to present videos, newspaper articles, pictures, infographics and other materials: starting from them, the teacher would give a lecture on the topic of the day (e.g: the history of the EU) and assign brief homeworks. After this first phase, the game section started, at first by having the students suggesting q&a to be enclosed in the game, then by experimenting the game in the class.

Innovation

The game is specifically addressed to poorly educated and vulnerable people. The game encourages the development of soft skills, promotes cooperative learning and strategic thinking.

These aspects have been proven to be successful when dealing with young adults and people enrolled in adult

education, where the teacher facilitates the learning process and empowers each player.

Target group

Target primary group of *Generation Europe* are young adults with lower levels of formal education. But the game can be played also with people with higher education background. Actually, the questions on the cards and the tasks for debating are sufficiently demanding also for players with higher education.

Teaching aids used during co-creation

All lessons started from an external input provided by the teacher, such as newspaper articles, videos or original EU Laws, Treaties or Acts, which constituted the hub and stimulus for the whole lesson.

The frontal lecture method was barely never used, on the opposite, the flipped classroom method was much more preferred.

A flipped classroom is an instructional strategy and a type of blended learning which aims to increase student engagement and learning by having participants complete readings by themselves and work on live problem-solving during class time. This pedagogical style moves activities, including those that may have traditionally been considered homework, into the classroom. With a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home, while actively engaging concepts in the classroom, with the teacher's guidance.Through the Google Classroom suite, the teacher assigned brief homeworks in order for the students to quickly experiment themselves with the subject of the lecture, thus making them the more and more familiar with them.

Contacting and motivating participants

The participants of the co-creation of *Generation Europe* were all students enrolled in the CPIA (adult education centre), therefore they were already motivated into pursuing further education experiences: the lectures which constituted the project fitted into the Civic and Citizenship Education sessions, which were already scheduled in the CPIA program.

However, the teacher supported their engagement by organizing interactive, dynamic classes, which really stimulated everyone participation.

Most learners realized they had very little knowledge on the EU, and, as they started to grasp more, they were the more

and more intrigued to get to know more.

Finally, the appreciation and trustworthiness of the teacher encouraged the attendance in the classes.

Expected effects on learners

The participants get more and more acquainted with the EU, its core institutions and values, but also with its crucial role into everyday life. They also develop a more conscious approach towards the topics of political activity of the EU.

Moreover they discover many instruments and research tools which are provided by the EU websites and resources.

Observations from testing the activity with learners

All participants were submitted an entry test in order to verify their initial knowledge on the EU. Although most of them claimed to have sufficient information on the subject, the results of the entry test clearly demonstrated the opposite: in particular, almost no one was aware of the existence of European Parliament elections and the active role that citizens can have in the EU.

During the lectures (that laid the base for students developing the game) many learners showed great interest and surprise when finding out facts about the EU, in particular those regarding impact on everyday life.

How did we test it?

The game was developed and tested in two courses, each of them consisting of 20 hours of online class-.

The first course had 14 people enrolled, 9 of which were Italian, and 5 from various other EU countries. 10 of them attended at least 70% of the course.

The second course also counted 14 people enrolled, 11 of which Italian, and 3 from other EU countries. 12 participants attended at least 70 per cent of the course.

Special difficulties and problems

The main initial difficulty we met when developing the game together with students was the poor and faulty knowledge about the EU many of them had: not only they weren't aware of the basic functions of the European Union, but also tended to avoid any deepening of the themes. They often believed in fake news and myths concerning the EU, and approached with initial disbelief and suspect the counterarguments and sources of factual information provided by the teacher.

Special advantages

The flipped classroom method was extremely successful: when assigned specific tasks and homework, the students acquired

more and more confidence in using the available tools, materials and instruments, while becoming more willing to deepen the topics and face their complexity.

The interaction and debate among them stimulated an accurate use of the language and improved their research and analysis methods.

Finally, having a "greater goal" – namely the developing and issuing an educational board game – fueled their ability to work as a group.

Follow up?	Ever since the the *Generation Europe* board game became available, CEFAL has been using it in its CPIA classes as a tool to test the outcome of the Civic and Citizenship Education (where this relates to the EU).
	The game is also used in our vocational education and training (VET) classes.
Tips for playing	The game takes 60 to 90 minutes for playing.
	The game master (facilitator, teacher) should have a good background in history, structure and functioning of the EU and EU institutions, in order to answer participants' questions.
	Players should have a basic idea on these topics in order to have a point to start from.

Authors

Who developed this?	CEFAL Emilia Romagna, Italy.
.	CEFAL Emilia Romagna is a vocational education and training (VET) center that has been operating in Italy since 1993.
	The principles and values which underpin CEFAL's operations are solidarity, appreciation and understanding of each person, equality, an open ear, and an openness to dialogue. CEFAL constantly strives to provide a context in which everyone – including the most vulnerable - can find personal satisfaction in their work.
Contact person	Aurora Dallolio
	info@opernconsorzio.org

The Law Game

Experience the complicated path a bill has to take in order to become a law in the EU

Summary

The Law Game is is a role-playing game that gives players insight into the network of decision making institutions in the EU: European Parliament, Commission, Council of the European Union). It does so in a recreational way. Players re-inact the path a legal bill has to take in order to become a law in the EU. Through taking on different roles they discuss new bills, define priorities, and try to bring the bills through the all relevant institutions so that the law can finally step into force.

All the stages of the European legislation are covered.

The main objective is to learn how in the EU laws are made, and how a bill is passed by agreement between all relevant institutions.

Relevance for Making EU more tangible

When it comes to address EU institutions and the European decision-making process, this game is a good start.

Participants have to combine both the knowledge and learning part based on concepts-theories and the process part based on more operational aspects.

The game offers an approach to:

- the European Council and its composition, its specificity.
- the link with the European Commission
- interactions with the European Parliament.

The players get insight into their composition, their respective prerogatives and purposes. They learn who does what between the European Commission, the European Parliament and the Council of the European Union. This trilogy is difficult to understand for the broader public. Approaching it through a role play turned out to be very beneficial for learners.

History

When starting with the *Have Your Say* project, we explored various options who to gamify the EU for our students. We quickly came to the conclusion that doing a role-play would be an attractive and expedient way to involve students not only intellectually but also emotionally, and to use interaction in the group as a core element of the learning experience.

Innovation

The most interesting aspect of gamification for us is to develop, test and create innovative methods to involve low-skilled adults in activities that help them to revise their attitudes towards the EU in a process of reflection, discourse and fact-based thinking.

The *Law game* allows them to approach the topic in an active, communicative, fun and inspiring way.

Target group

The game was developed to be played with both minors (16 to 18 years old) and young adults in training (VET and other) at school. It can also be proposed to other groups, of different levels, the idea being to discuss the process of making European legislation.

How does it work?

The game is about legislation procedures, a topic people often find uninspiring, but implemented as a role-playing game people find it enjoyable.

The game is suitable for up to 10 participants. Each participant plays the role of an European institution (European Parliament, Commission, etc.). A participant plays the role of a law to be passed by the EU. The group discusses the law it will work on, its priorities, what could be discussed at European level, etc.

The group must coordinate in order to move the law through all stages of European legislation. The movement of the law is visualized and made experiential through the person

representing the law moves from person to person in the room.

The main objective is to learn how to make a law and how it is finally decided by agreement between all institutions.

Different elements contribute to the learning effects:
- Participants have to find their role and act accordingly
- Participants have to decide which law will be discussed and why this one and not another.

Once the law is finally accepted and the game is over, the facilitator leads the group into discussing the experience, collecting questions, and discussing the topic o EU legislation in-depth.

To avoid difficulties during the game, it will be necessary for the facilitator first to explain the functioning of the EU in basic terms.

Once aware, it will be easier to know the work of MEPs and the EU will also start to have more meaning and interest.

For preparation the group can, before starting the game, have a presentation of the different institutions in a simple way and the opportunity to ask questions.

Stages of the game

The game proceeds in stages as follows:

1) The facilitator gives a brief introduction into EU institutions (particularly Parliament, Commission and Council) and how they cooperate to agree on a new law. The level of explanation needs to be adjusted to the abilities and needs of the class. Posters in the classroom will help to memorize important topics.

2) The participants suggest a concrete new law; they can be very fancyful with this; the suggested new laws can be funny and entertaining; the goal is simply to give the group a concrete bill that can be discussed with pro and contra, and about which the various players can take, present and discuss different opinions. In the simplest form of the game, only one bill is used. More advanced forms use two or three bills in parallel.

3) Each participant gets assigned an institutions they will represent; in larger groups, multiple people will form a team to represent the institution. They then have the additional task to coordinate their decision among themselves.

- EU Parliament
- EU Commission
- Council of the European Union
- Committee of Regions
- European Economic and Social Committee
- One person gets assigned the role of the bill itself. (Or when multiple bills will be passed, as many players will represent them, each player one bill.)

4) The bills then are sent from institution to institution, along the path they take also in reality (simplified for the game, see the scheme provided below and on the HYS website.) The law moves from a place to another, and participants will discuss about what they are doing and why. They have to make decisions, and along that they will discuss their reasons. The bill continues to advance until it gets finally passed (or finally refused).

5) After a break, the facilitator will offer the group the opportunity to discuss the topic - how are laws made in the EU - in more detail and seriousness.

Diagram used to visualize the legislative procedure (simplified):
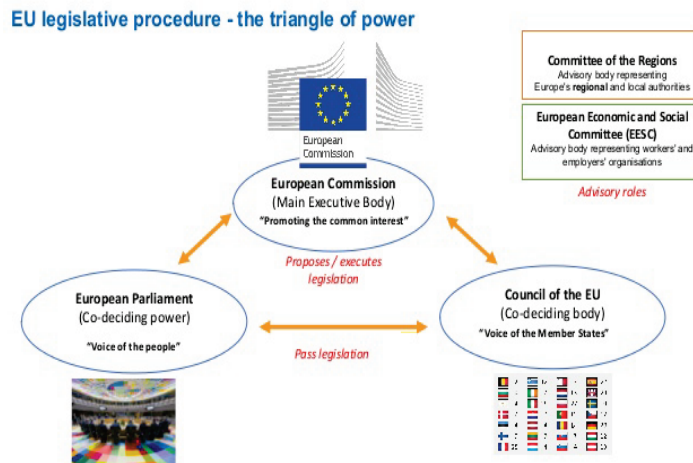
To proceed to the dynamics involved, the role must be clarified:

- Roles must be presented very clearly: who represents which institution, what is the role of this institution, what is the person representing the institution supposed to do, and how. - One way to handle this is handing out a paper slip with instructions to the representative(s) of a given

institution (see materials on the HYS website).

- The different institutions are placed in different parts of the room. The bill will move from one institution to the next, according to how institutions take decision. In the end, the law might get passed, or not, depending on the decisions made by the various institutions in the various steps.
- The facilitator should be well-aware of the legislation procedure and should observe the game attentively; there might be situations when players make procedural mistakes, or when they simply do not know what to do next; in such cases the facilitator has to intervene and help.
- After the game, participants will discuss their experience, the purpose of the different institutions, and

Option to extend the game: more institutions (stakeholders) can be included, e.g. lobbying groups, or influential countries, the public, the media, etc. This needs to be set up with respect to the real-world procedures in the EU. A good source for modelling their interaction is the game "Legislativity", a board came, available for 20 euros from Europahaus Stuttgart (Germany), a description of which is also part of the Collection of Good Practice published by the HYS project.

Materials used

In order to clarify the legislative process (simplified, for the purposes of the game) we use the following infographic. It can be downloaded from the HYS website and should be printed out as a wall poster. We provide both one-page files and files were the large poster is split into A4 pages for printing them on an office printer and gluing them together later.
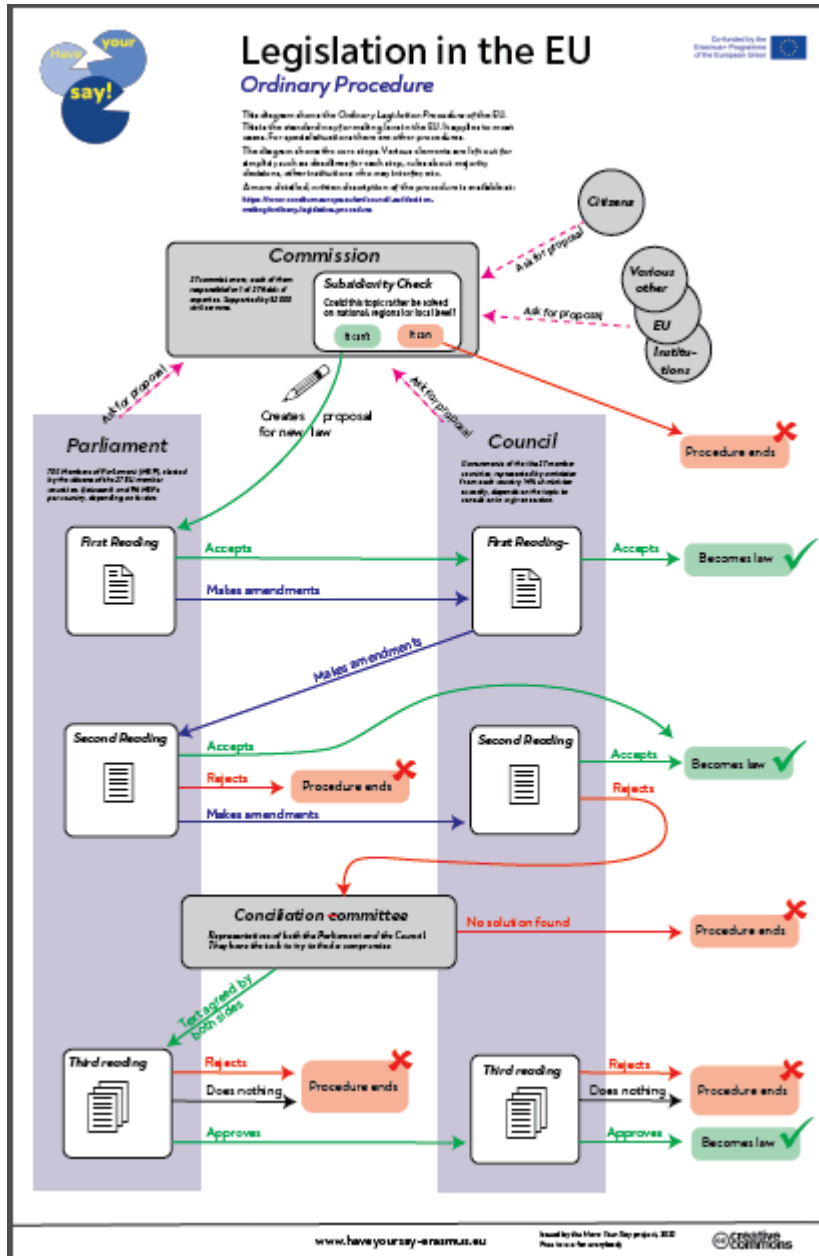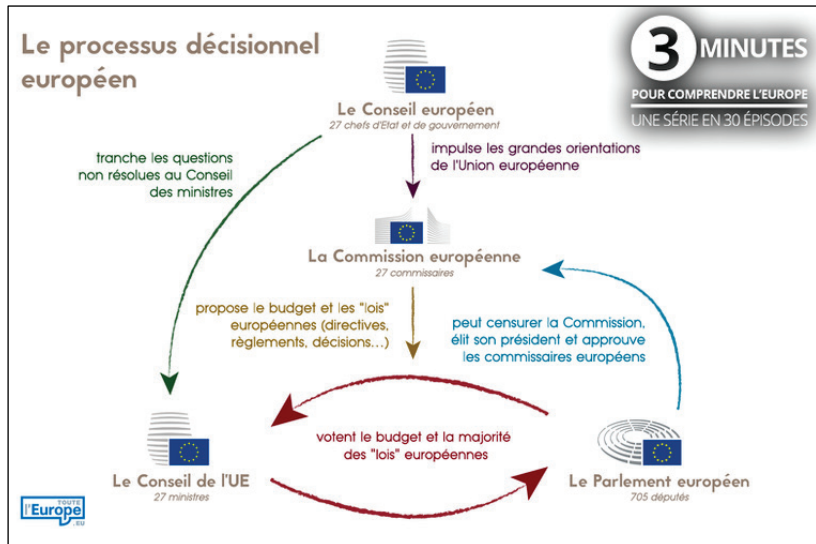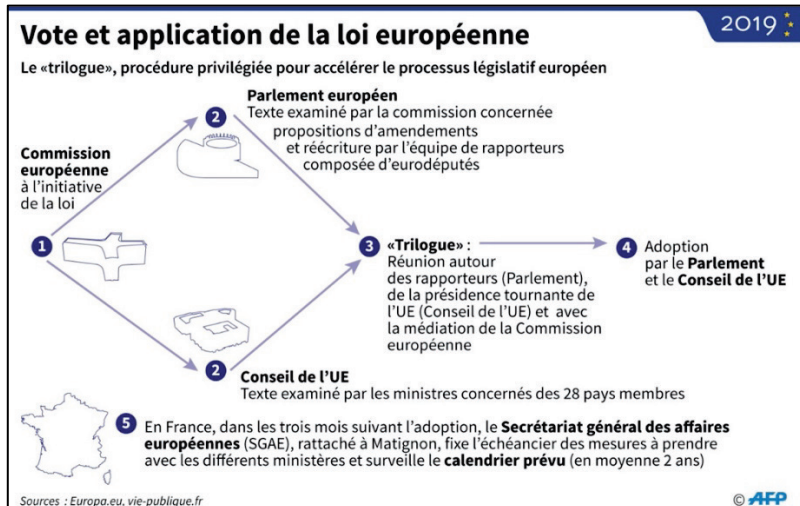
We created this after we found various others not satisfying, for example the following two:[3]

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3 https://www.behance.net/gallery/19117169/Infographic-Legislative-procedure-of-EU

The diagram below makes it easier to identify what characterizes the environment as we have treated it.

Contacting and motivating participants	The game was been tested with students in a vocational school in Ajaccio, Korsika.
	The Silver Sap educator visited the classes (in presence of their regular teachers) and led the groups play the game.
	We recommend this approach: use the game with already established groups of learners (classes, seminar groups, etc.)
Expected effects on learners	The gaming situation is a much more positive experience for students than a classical classroom teaching situation. Acting as different EU institutions cooperating for issuing a new law, EU legislation become tangible to them.
Observations from testing	When playing the game we observed in the groups collective

the activity with learners	participation; sometimes astonishment; interest; a desire to do it again.
	There was also interest on the meta-level for the gamification approach.
Testing (hard facts, numbers)	The first time we tested the role-play game was with a class of 16-18 year old students in a vocational school (for tourism) in Ajaccio. As the class seemed too large for the game, it was divided into two groups, one doing the role-playing, the other (attended by the regular teacher) discussing impact of the EU at the local level and the role of the institutions.
	Another round of testing was done with teachers and educators of adult education organisations from several countries during a meeting in Bastia.
Difficulties	In the beginning we had problems with the size of the classroom. It is important to ensure that there is enough space in the classroom for participants to move around. Indeed, gamification needs space and to avoid physical barriers. We had better experience with playing the game in a plain-air setting, outside in a garden, with enough space around, and sitting in circle of chairs.
	We had better experience in groups with higher levels of formal training because they could better live up to taking on the role of an (still pretty abstract) European institution.
	Participants in the first testing (at the VET school) behaved uncoordinated at the end, and the final discussion did not take us where we would have liked.
Special advantages	The game method allows for greater "attention".
	It opens the group to exchange of experience and to discussion and offers participants, especially young people, the opportunity to ask questions.
	Experiencing the path a law takes by playing themselves and moving with it from spot to spot in the classroom gives students a very tangible access to the EU. They find it more interesting to understand the logic and process of the EU.
Follow-up	Coop SAPSE is in a process of communication with local stakeholders of education, to make demonstrations and other tests so as to incite them to use the game. We offer our staff as facilitators.
	We believe in the "snowball effect" which consists in talking

about it to as many people as possible and in spreading it while proceeding to events.

Tips for implementation	- It can take a little time: but not more than a few hours of appropriation. - It is necessary to have enough space, adequate material (pens, paper board etc.) - It is necessary to test the process step by step. - What is important is to know a minimum of the content of the functioning of the European institutions. How it works, the concepts, the links, the composition of the bodies. - We can't do without knowledge on the subject in order to be able to answer the questions raised by the game. The better the facilitator's understanding of the EU, the better for the game. - As a teacher and facilitator, stay in your role. Explain, guide, document and provide missing information. - It is important for a teacher to follow the news on this subject, to go and find out what is changing, what is being debated and to keep abreast of developments via the media, the press, legal texts, etc.

Authors

Who developed this?	Coop SAPSE - *Coopérative d'Activité et d'Emploi dans les Services A la Personne et la Silver Economie.* Les Terrasses du Fango - Batiment D Rue du juge Falcone 20200 Bastia, Corsica, France Tel. +33 603 615379
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Bags for Life

Guessing game to get familiar with institutions and useful services in the EU

Summary

In the olden days travellers liked to show what places the have been to by sticking souvenir labels on their suitcases. In this game, *Pintadera* stamps are used to decorate your cloth bag when you give correct answers to the quiz questions. The questions are related to life in the European Union.

You win the game when you are the first get all six *Pintaderas* on your bag. The bag is a lasting memory of your success in understanding practical aspects of Europe and the European Union. Now you can start to discover other countries for real. But keep in mind: the real winning in this game is that you learn something about the EU.

The questions in the quiz face players with situations from everyday life related to the European Union. For example they ask about travel regulations, or about what you should do when you need help from institutions and services in foreign countries, which might be different from what you are used from home.

Players are not expected to know the answers right away. Rather, the quiz offers *multiple choice* solutions to pick from, and players can ponder and discuss which one is the most realistic. They could also try and search the information needed in the internet.

Before picking a quiz card, players are required to use the "Wheel of Fortune" (tablet computer application) which makes them learn a few expressions in Canarian language – a reminder of where the game has been developed, and of cultural diversity in Europe.

The *Pintadera* templates provided for this game are a reference to the part of the world where the game was created: the Canary Islands, as they are one of the places in the world where such pre-historic stamps have been found. [4]

How does this make the EU more tangible?

We find that in many situations people in Europe do not know which services are provided directly or indirectly by the EU and its various institutions e.g. through grants, subsidies or other forms of support. This game aims to make students more aware of these services, so that they might be encouraged to use them in the future, where ever in the EU they then might live.

History

The idea for this game was developed in a longer process of experimentation. In the *Have Your Say* project the task was, briefly said, to create any form of a new learning environment that would help people to come to a better and more facts-related understanding of the EU.

We, the staff of CEPA San Cristóbal in Tenerife, saw many options for this but in the beginning we were not sure where to head for. So we did experiments. First we tried working with a life-history approach, inviting our adult students to tell their biography in front of a camera. This resulted in a number of very personal videos; it helped make people aware of themselves, the places where they lived, and the relationship they have (knowingly or unknowingly) with the European Union. Biographic storytelling however needs a lot of trust between students and teachers (or how ever you want to call the parties involved).

We also experimented with an arts- and crafts approach: we asked our (adult) students to express their feelings, their attitudes and values (EU related or not) in various artistic ways. Outcomes of these experiments are visible at the walls

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[4] *Pintaderas* are stamps from prehistoric (mostly paleolitic) times, usually made of stone or clay. They show various simple forms and symbols. Their exact purpose is subject to discussion. They may have been used to embellish body parts or to indicate ownership of things stamped with them. Pintadera type prehistoric stamps have been found at verious places of the world, not least on the Canary islands, and they are valued there as testimonials for the long-lasting history of human civilisation on the islands. The term *Pintadera* is sometimes used also for similar stamps from other parts of the world.

of corridors and the courtyard of our adult education centre.

These experiments with biography and arts may at first glance seem a bit remote from the objectives of the HYS project. But as our learners are mostly adult people often with very low levels of formal education, as well as refugees from African countries carrying with them a burden of experiences from their travel under often gruesome circumstances, we reckoned that an intellectual approach to "What is the EU" would be ill-suited, and it would be better to offer activities on the level of personal experience, attitudes and feelings.

The downside was that such approaches with a social-psychological underpinning would need a high level of trust in the group. Moreover, implementation of such approaches would be difficult to describe afterwards in a way that other educators could implement them themselves.

Hence we decided to tune in to what the the other partners in HYS had done and developed a proper educational game.

We started from a quiz searching for the students to get to know other European countries – a geography game about Europe. This actually was still related to our first, biography-related attempt: to help students develop a positive attitude to Europe as a divers and multifaceted part of the world.

Eventually however we considered that we anyway could focus more on the EU itself, as an institution, and so we changed the topic of the quiz to be related to EU institutions, services provided by the EU, and the use an individual can have from it.

This is, how the bags for life game came about.

Target group

The game was developed with particular respect to adult students of lower formal education (as set out by the Have Your Say project in general), but it can easily be played with all kinds of adults.

Testing

This game was tested with two quite different groups:

One was a group of local students on their way to obtain a basic secondary school degree from our adult education centre, who a) have problems of social integration and b) have generally very little idea about institutions be it local, national or supranational ones, and what role they could play in their lives.

The other was a group of immigrants who had just recently arrived on the Canary Islands.

The final objectives that we intended with each of them were different (see next section).

Expected effects on learners

The game improves players' familiarity with institutions in general, and those of the EU in particular. This includes also awareness of the relevance of these institutions in our daily live.

In our testing rounds, we had different learning objectives with different types of learners.

With the group of national (long-term resident) students, the main objectives are those from HYS project:

- Improve knowledge of the European institutions
- Become aware of the rights and opportunities that membership in the common space of the EU facilitates
- Know particular aspects of how the Union works, especially in what refers to the labour framework and fundamental rights.

With the group of (recently arrived) immigrants, we set out to work on the easiest group of questions (see below, under "Practical advice"). The fundamental objective was to improve their general knowledge of

- the structure of the EU, and
- what does a transnational area of free circulation consist of.

Teaching aids used

Materials used for this quiz:

- Set of 24 question cards.[5] Each question present a situation from everyday life with a problem to solve, where the solution involves European institutions or services. The cards also present possible answers (multiple choice).
- A tablet computer to display the *Wheel of Fortune,* a presentation file (.pptx) with animation. Using this is optional, but the game is more fun with it.
- Plain cloth bags where players can print their stamps on.
- Six stamps, sized about 6-8 centimetres in diameter, with *Pintadera* symbols (see collection of printable materials on the *Have Your Say* website). – Stamps can be ordered from stationery shops, or you could create them yourselves

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[5] In the templates provide you find a few more.

using any common relief printing technique such as linocut, xylography, potato print, etc. – There are two sets of templates provided by us: a) six stamps with symbols for the six other countries in the HYS project; b) six stamps with traditional *Pintadera* motives from Palaeolithic times on the Canary island. You can chose between them. The important thing is to have a set of sic different stamps.

- Ink pads, or other suitable paint or ink for stamping
- A sand-timer (hour glass).
- Computers or smartphones which players can use for web search to get help to answer the questions (optional).
- The answer key – a document for the teacher (facilitator) where the correct answers are stated, plus additional explanations so that the teacher can give additional information to questions.

Observations from testing the activity with learners	The game can become very lively, with players often celebrating loudly, especially when the game master has some talent as animator, and the group is good-humoured. It is good idea for the game master to incite stormy applause when a player finds the correct solution to a question, or when they correctly remember a word from Canarian language.
Special advantages	The game is very motivating for students. They like that there is a reward and physical take-away at the end: the bag stamped with the six *Pintaderas*, showing their success.
	Another advantage that we have detected in piloting is that, like most games of the *treasure hunt* or *guessing game* type, with a very similar structure, variations and adaptations can be made simply by changing the content, difficulty or type of questions. New question cards can be produced easily.

Practical advice

Instructions	Detailed instructions are included in the download package on the HYS website. Here is just a brief version:
	All utensils are laid out on a table, especially the plain cloth bags, the stamps, the ink pads, and the quiz cards and the hour glass. Players are gathered around it, either standing or sitting. Standing makes the game more lively.
	The game can be played by six individual players. If the group is larger, they can form up to six teams.
	The game master (coordinator) explains the game, especially

the bags and the *Pintaderas*.

The game master deals the cards to the players, giving each of them (or each team) an equal number of cards. (For details see instructions.)

The first players turns the Wheel of Fortune (on the tablet)[6], solves the task about the Canarian word presented to him and, when successful, may pick a card. He either reads the question aloud for everybody to hear, or the game master reads it aloud. People in the room should be silent to not give the game away (when they happen to know the answer). The player on turn tries to guess the right answer. If he or she doesn't know, they can try to find an answer using their smartphone or other online device. Time for this is limited through the hour glass which the game master turns. When the question is read.

When the player gives the correct answer, he or she may print a badge on their cloth bag. The goal is to get six different stamps on the bag, by answering six questions correctly.

When a question was answered correctly, the game master may give additional explanations (there is an answer key to help him with this). Also, in our experience, questions and answers often incite a lively discussion about the topic in the groups.

Examples for questions

All the questions are in the download materials, both as a text file and as nicely designed quiz cards.

Here are some examples:

- *In the recent COVID-19 pandemic, vaccinations have become the main way to control and fight the disease. Do you know which body/institution has approved the use of these vaccines?*
- *You are an immigrant who has just arrived in this country (Spain). You are processing your documents to obtain political asylum. But you've had a cough, fever, malaise and other symptoms for two days. What body/institution can tell you if you have the right to medical assistance?*
- *Is it necessary to request prior authorization from the authorities before going abroad to receive medical treatment?*
- *I am traveling with my family to another EU member state.*

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[6] For using the Wheel of luck, see additional instructions in the download package.
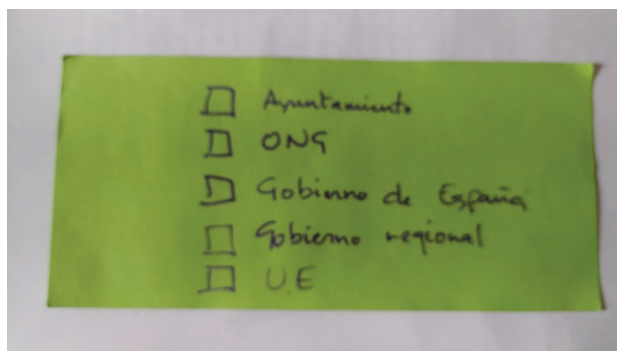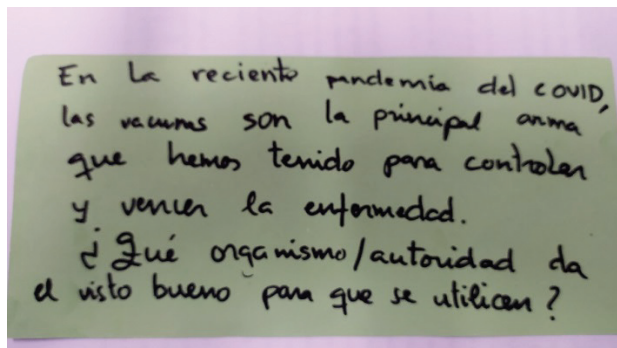
If one of us needs emergency medical treatment. Which document must I present?

The ready-made quiz cards look like this:

However, during developing the game, we used simple hand-written cards that looked like this:

Everybody can create such cards easily, provided you have the necessary knowledge to get the facts right, or do you

research accordingly. This gives you endless options to extent the game.

On the back side you note a set of multiple choice answers, one of which is the correct one. The number of answers can vary. Providing more answers makes the game more difficult.

Some more tips for playing

- **Team or single:** Bags for Life is a great team game, but it can also be played individually.
- **Group size:** If you have a large group, we recommend dividing it into six teams.
- **Time:** If playing with larger teams, you may need extra time for answering questions. Under these conditions, wait an extra 10-20 seconds before turning over the sand timer.
- **Playing it on lower level:** We initially planned to create two complete sets of cards with different level of difficulty. However, as we started piloting the questions with our students, we realized it was not really necessary. The idea of the game, as it was created in a context of "easy language" and targeted towards people with scarce knowledge of Europe (some of them even with literacy difficulties) was that they could use any tool they needed to find the answer to the questions, by googling on their mobile phones, tablets or computers, or asking someone else, the only pressure being the time they were assigned to do so. We strongly believe flexibility must be around all the time we're playing the game. Thus, adapting to the group of people we might have in front of us is fundamental. Having said that, it is also true that our choice of questions for slow learners would be number **1, 6, 7, 8, 11, 13, 14, 20,** and **27.** The rest of them seem to be more difficult to answer, and it would take longer for teams to find the correct answer. Do not forget that the game can be played individually or in groups. It is the master of the game (teacher, social worker, monitor, etc.) who decides the number of players they may have at the moment of the game.
- **Dealing the cards:** The game can be set up in various ways. For example, cards can be dealt to players in advance, or players can draw random cards from a stack, and so on. This is much to the discretion of the game master (teacher). Once again, it is the number of players, or their presumed culture or alleged background in playing

games that can make you deal the cards more comfortably or easier for them to do.

- **Stamping the bags:** Regarding the stamp on players' bags, to encourage and motivate them and keep the game going, we consider it better to do it at the end of the game. The number of stamps should be related to the number of correct answers. In the event of not having any answer correct, we suggest stamping at least one *Pintadera* or any other symbol so that the player ends up smiling. As we said in the instructions: nobody loses, everybody wins. By playing the game students acquire knowledge about Europe they didn't have before.

Blanco bags

We use simple cotton shopping bags (not decorated) to print our *Pintaderas* on them, as part of the game.

We used also branded bags with the logo of the HYS project.

Backside stamped with pintaderas, showing the progress of a player.

Costs	- Stamps will cost about 10 euros per piece if you buy them - Plain cloth bags may be available for about 2 euros a piece, depending on the quality - Ink pads: you may have such in your office anyway - Tablet computer: use one you anyway have - Printing the quiz cards: do it on your office printer

Authors

Who developed this?	CEPA San Cristóbal San Cristóbal de la Laguna, Tenerife, Spain The idea for this game was developed by the CEPA team attending a group of immigrants from Senegal and Mali in a

linguistic and social immersion program (Clara and Manuel).

Later, the idea was adapted so that it could be used in other basic degree groups attended by Jorge and Saray.

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Should I stay or should I go?

Escape room about the future of the EU, playing yet another exit scenario

Summary

The Brexit debate in the UK since 2016 has made it clear: many citizens in the EU are poorly informed about what the EU is, what it does and how decisions are made in the EU. Distrust in the idea of international cooperation and recourse to nationalist doctrines are growing in many of the 28 EU member states, and populism has become a problem everywhere. In our project Have Your Say, we are addressing these issues by developing innovative forms of educational activities for low-skilled adults to help them rethink their attitudes towards the EU in a process of reflection, discourse and fact-based thinking delivered in an activating, communicative, potentially joyful and inspiring way.

Starting from the project conception of bringing together current efforts to leave the European Union and the more commercially used method *Escape Room*, we have developed an *Escape Room* to be made available and used publicly.

How does it make the EU more tangible?

The Escape Room format is currently experiencing its heyday in Germany, and there is no end in sight yet. While some Escape Rooms, in keeping with the name, are about simply escaping from a room, others use it as a didactic opportunity to address topics in a playful way. The latter is also true in this case. Through the design of the room and

the puzzles that have to be solved in order to resolve the situation, the topic of the European Union is approached in a playful way. This game is explicitly about what speaks for and against the fact that states belong to the EU, as well as about one's own life-world connection to this topic.

In times of increasing disenchantment with politics, when many people perceive politics as an annoying topic that they do not want to deal with in their free time, this format can open doors. It provides access to complex or unpopular topics through its playful character. In this case, it is important that the participants do not have the feeling that they are learning something, but that this process takes place subconsciously and quite incidentally.

History

It was relatively quickly clear that we wanted to develop an Escape Room. But as an ordinary Escape Room is suitable, usually, for only 3-8 people, we decided to create a game with several interdependent rooms in parallel in order to be able to host larger groups.

After a longer viewing and preparation phase, we concentrated on two rooms and built them in such a way that up to 8 participants can use each room in a relaxed way.

There is a detailed description for you to re-enact the rooms yourself. The documentation is prepared in such a way that it can also be used by third parties. But be aware that it takes a lot of preparation and money to procure the material and outfit the rooms.

After a phase of internal rehearsals we went through various trial phases with members of the target group, and readjusted the game each time. The exchange with the partners in HYS also helped us to further improve our rooms.

Finally, there were various multiplier events to introduce the method to colleagues in adult education and youth work.

The documentation of our game is available on the Have Your Say website.

Innovation

An Escape Room is a new, playful method. An educational Escape Room on the topic of EU exit plans had not yet existed. The room can be used to address also other EU topics in greater depth. It can be used as an icebreaker, as

it opens the topic of EU for a target group that has little awareness of the EU in their everyday life.

Target group

Our Escape Room is not aimed at a defined age group. Both the puzzle questions and the other tasks can be adapted to players of any age, from, say, late childhood. This means that the Escape Room can be played by homogeneous groups from the age of 12, and also by groups with a heterogeneous age structure. In the latter case, mutual consideration and respect should be emphasised so that the younger players in particular can play their part and thus contribute to the success of group.

The tasks and puzzles of the Escape Room are designed in such a way that different abilities are required, which should promote an inclusive climate within the groups.

The learning & teaching

While some escape rooms, in keeping with the name, are about just escaping from a room, others are built as a didactic opportunity to playfully address topics of importance. In our case, the latter applies. The theme of the European Union is approached in an entertaining way through the room design and the puzzles that have to be solved to clear up the situation. It is very explicit about which elements of the experience are in favour and which are opposed to the premise of states belonging to the EU, as well as one's own relationship to this topic. In times of increasing disenchantment with politics, when many people perceive politics as an annoying topic that they definitely don't want to deal with in their free time, this format can open doors. Due to its core aspect of being entertainment-based, it enables access to complex or unpopular topics.

It is important that the participants do not have the feeling that they are actually *learning* something. Rather the process of learning takes place subconsciously and incidentally.

The follow-up with the participants gives them the opportunity to reflect and to refine open questions.

Moreover, this game is a group effort in which each individual utilises their own skills. Hence, each individual can experience themselves as self-effective and can receive appreciation from the group.

The title "Unite or Divide" is central to this format in two

respects and does not only refer to the cooperation of states within the framework of the EU. Rather, it also states that lone players will have no success in this game. Good communication amongst each other and the willingness to cooperate are guarantors for a successful Escape Room experience, so there is not only a focus on thematic education, but also on social skills and of cooperation.

All this can be brought to awareness in the subsequent group reflection phase.

The Story

The story behind it: what players hear front up

The following intro story is narrated (in a dramatic way) to the group b the game master.

> *The non-party MEP Sofia Novak (statistically a common name in the EU, which does not allow any clear conclusions to be drawn about her nationality) will take part in a meeting today regarding Germany's possible exit from the EU. In the last few weeks she has collected all relevant information and has prepared two applications. In one, Germany's exit from the EU is requested, in the other, the dissolution of the body which should deal with a possible exit.*
>
> *Due to the volatile nature of the topic and her affinity for puzzles, the applications are well hidden and in some cases also encrypted. Since she will not be in the office before this appointment and she does not want to carry these important documents with her beforehand, she has asked her intern to bring them to her shortly before the appointment. She gave them the combination of numbers to open the safe containing the documents, but they have forgotten them.*
>
> *Embarrassed by not being able to remember even four numbers, the intern cannot call their manager and ask for the combination of numbers. But she knows that her boss always makes provisions for all eventualities and leaves nothing to chance. Therefore, clues for the numerical code must be hidden in the office. But the distraught intern is currently unable to think clearly. Urgently in need of help, and with only 60 minutes left before the documents have to be brought to the representative, the intern brings in a group of colleagues to assist them discover the combination. If the vault can*

be opened, the group could influence the outcome by just passing a motion to MP Novak, but that's entirely up to the group.

Experience shows that most groups are so fixated on the puzzles in the moment that they do not notice this hint or pay no attention to it.

www.haveyoursay-erasmus.eu

Course of the game

Ms. Novak is a big fan of puzzles and has hidden various clues in her and the secretary's office for the combination of numbers necessary to open the safe. In this regard, it makes the most sense if two groups form and one looks for clues in Ms. Novak's office and the other in the adjoining office.

Over the course of 60 minutes, both groups must each find a key that can be used to open locks on desks in each office, in which the safe is locked for additional security.

In addition, each group must determine two digits for the safe.

After the initial separation of the groups, towards the end it is necessary for the groups to come together again. The Resolution determining the combination for the safe is the main focus of the group during the course of the Escape Room.

Ultimately, however, there is a further focus in that the Escape Room provides relevant and topical information regarding the EU in general, along with potential consequences of a 'Dexit' (Deutschland-exit) throughout.

There are two possible outcomes of the game: either the safe will be opened or not. If the participants are successful, it would be pointed out to them that they have the chance to make one of the draft applications disappear. In this case, it would be very interesting to see which of the applications (Remain in the EU or Leave) they would choose to get rid of.

If the safe is left unopened, the participants can still be presented with the ultimatum of which application to side with, simply with extra information provided to them regarding each respective decision.

The Room

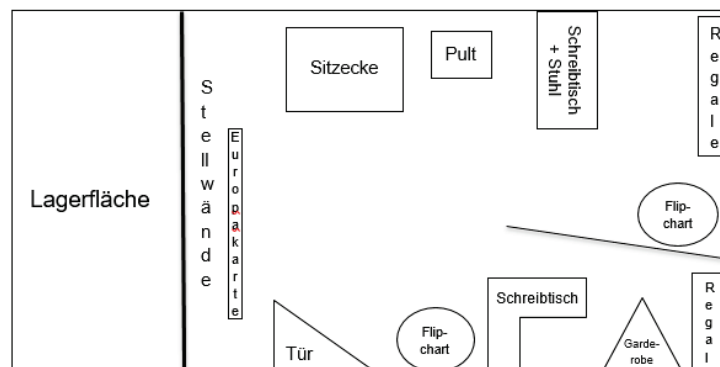The intended environment is an office as authentic as

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possible. In addition to smaller usual office utensils such as shelves, folders, pen holders etc., the areas also include larger furniture such as desks, desk chairs, computers, shelves, a seating area, etc.

How the office equipment is put together in detail always depends on the budget, the circumstances and the objects that are already available. Nevertheless, we have compiled a list of possible utensils that can serve as a source of ideas (See the separate booklet with instructions). A this is the office of an MEP, the decoration should be chosen accordingly.

In the interests of authenticity and to give the group enough space, the room should not be too small. Shown here (see Figures 1 and 2) is the structure for two groups, each consisting of six people, i.e. 12 people in total.

The space ss divided into two areas by partition walls. Each area takes about a third of the space. The third area is necessary for two reasons; a) as a storage area in which the game props ae stored when not in use, and secondly as a place for the game master, so that she can easily hear what the group is doing and intervene if necessary.

As shown in Figure 2, there are three play areas in total, although the current version of this escape room features two groups. This is in order to give the groups additional space. The room shown in Figures 1 & 2 is approximately six by seven metres, i.e. 42 square metres – a typical classroom. This is plenty of space for the planned group size of 10-12 people.

For a detailed list of props see the separate game instructions, available via the Have Your Say Website.[7]

Contacting and motivating participants

Finding participants for an Escape Room was not difficult for us. We presented this project to our network partners (voluntary agencies, schools, BBS) and thus won participants. This is a practice we are used to also related to our youth meetings.

Expected effects on learners

We expect learners to develop a better understanding of the EU in various aspects. Also we expect them to develop some positive attitudes (if they haven't) through a joyful gaming experience in a group.

Observations from testing

The participants support each other.
The game is also suitable for larger groups.
It is recommended to have various sets of questions available for groups with better and worse pre-existing knowledge and cognitive skills.

Testing

The Escape Room "Should I stay or should I go" was tested on three days in early 2022, with a total of 48 participants:
09.02.22, 9:00-16.30, 9 participants
14.06.22, 9:00-16.30; 18 participants
16.06.22, 9.00-16.30, 23 participants
Time spent on testing: The game is planned to last one hour. After that we offered a reflexion phase, the length of which depending on the type of the group and their other programme. In these reflection and discussion circles, the topic of the future of Europe was explored in greater depth.

Difficulties

After the first run-through, it became clear that the various caches needed to be made more European, i.e. more related to the EU.
Not a difficulty, but a challenge for the game master: during the game the game master should make sure, through appropriate interventions, that the group would reach their goal in time, to have a positive experience. (Commercial Escape Rooms, opposite to that, do also allow for the task not to be solved and the team thus failing.)

Special advantages

An Escape Room is a very suitable method to win young people for the topic of Europe.

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[7] www.haveyoursay-erasmus.eu

This comes of course with the cost of time-consuming preparation to supply the props and to get familiar with the mechanics of the game. But once installed and mastered, the game can very easily be used for many groups.

Follow up

The Escape Room has been in use, every since it was installed, at Europahaus Aurich for international seminars as well as for activities in regional structures such as the *Fachstelle Frühpädagogik in Europa* and *Europe Direct*.

We qualified our staff members (pedagogues) to use the game. It is also offered for public use via the website of the "Have Your Say" project.

Practical advice

Tips

For details on equipment, space and setup, please download the separate instructions brochure from the Have Your Say website.

Here are just some notes of particular interest:

Furnishing And Utensils

The layout of an office should be produced as authentically as possible. It is however unnecessary to specify exactly how it should look. Nevertheless, there are basic pieces of furniture that should be available, see table below.

Some items are important for the game. Others are mainly used to create an authentic atmosphere.

Basic Equipment

Zone A : Furniture establishing a seating area

Zone B: Desk, desk chair, desk lamp, computer, keyboard, mouse and printer; shelves; writing utensils (pen pot and pens), office utensils (puncher, stapler), paperclips, folders and files.

Zone C: desk, desk chair, desk lamp, computer, keyboard, mouse and printer, shelves, writing utensils (pen pot and paper), books generally focused on Europe and Politics, paperclips, folders and files

Props essential for the game:

Zone A
- a desk, lectern, podium or similar piece of furniture which can be locked by two locks

- a safe with a number combination lock (Two documents enclosed, one in favour of and one against 'Dexit')
- Map of Europe For/Against 'Dexit' decisions
- Magnet box with four magnets

Zone B
- Flipchart
- Word spiral
- Padlock, 5-digit
- 3 boxes that can be locked with a padlock
- Padlock with key
- Two identical newspapers
-.Briefcase, 6-digit
- Padlock, 4-digits
- Picture with a time on it
- Cashbox with number combination lock, 3-digits
- Chart containing assorted information about the EU Member States
- 'Fake Letter' regarding a Delegate trip
- Directional lock
- Folder with a hole made suitable to hang a padlock
- Logic puzzle, blue
- Fake book with number combination lock, 3 digits
- Padlock, 3-digit
- A map of Europe, presenting the river Volga as Europe's longest river
- Question Cards: 1.What time is it where the polar bear is sweating? 2.How many non-EU member states are there that use the Euro as their currency? 3.What is Europe's longest river? (Tip, you must double the value of the letters!)
- Magnet on a ribbon

Zone C
- Tube open at one end and closed at the other
- Jacket or bag, something that can hang on a coat rack
- Coat Rack
- Fake book, with a key to open it
- Folder with country information on the EU member states with information card "Take the climate as a model"
- A picture with flags of different countries spelling the word 'CLIMATE'
- Laptop with 7 digit password containing a Word

document stating 'the third digit for the safe is 3'
- Coded letter with decoding apparatus
- Briefcase, 6-digit
- Mousepad
- Letterbox
- EU quiz with 5 questions
- 3 boxes that can be locked with a padlock
- Padlock, 5-digit'Fake Mail' regarding a summer holiday
- Directional lock
- Padlock with Key-Logic puzzle, black
- Cash Box
- Jigsaw puzzle
- UV pen with UV light
- Padlock, 4-digit
- Question Card: 1.Which founding member of the EU has the fewest current MEPs, and how many is that?
- Clue card stating: 'The answer is the 4th digit for the combination"

Optional Accessories/Utensils
- Water jug and glasses
- Bowl containing sweets or fruits
- Table flags
- Desk pads
- Magazine rack
- Index card holder
- Photo frame with photo/poster
- Table calendar
- Scrap paper

It is advisable to laminate all puzzles, pictures, graphics etc. for durability. Experience shows that participants under time pressure may handle the objects roughly. Lamination makes sure you do not have to print the materials again so quickly.

Note

To implement the Escape Room, one should have knowledge of the EU as well as the Escape Room method.

Authors

Who developed this?

Europahaus Aurich – EHA

Von-Jhering-Str. 33

D-26603 Aurich, Germany

Europahaus Aurich is an adult education and civic education facilities in Aurich, the main city of the region of Eastern Frisia, right across the border ot the Netherlands. It has a hotel facility to accommodate up to 80 guests, and offers training events (typically week-long seminars and workshops) both for the people in the region and for international guests, youth and young adults being one of the most frequent users.

Contact person

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Escaping Brexit

A time machine taking us back to the day before the UK's Brexit referendum

Summary

Our partners in the UK created a virtual escape room that makes players think again through the arguments pro and contra the EU which had stirred up so many emotions a couple of years ago in their country. The game can be played as a self-learning activity, or it can be played in teams, either in a classroom, or with learners connected via video conference.

Background

The United Kingdom became a European Union member state further to previous debates in the House of Commons, and the full effect of this accession into the EU took place on 1 January 1973.

Fast forward 31 January 2020, that is 17,196 days later, the UK through political discourse took an unprecedented decision which would ultimately change the course of International relations, commerce and travel amongst other things. The vote on Brexit, an abbreviation for the words 'Britain' and 'Exit', took place on 23 June 2016, and the decision to leave the European Union as an institution was enacted by majority vote on 31 January 2020.

A decision that would prove to be highly controversial despite the referendum that had taken place. This

uncertainty that has manifested in one in five voters regretting the decision[8] and despite this not reflecting every voters views, it highlights the severity of the misinformation produced during Brexit campaign.

Therefore, the WLEC, as a unique partner within the Have Your Say project, being the only partner that is not a member of the EU throughout the entirety of the project focused on promoting factual information regarding the EU.

The question remains – What if we had all the facts pre-Brexit? And 'What if we knew what we know now?' – Would the British public vote Brexit?

This virtual escape room attempts to get to the bottom of this scenario.

How does it make the EU more tangible?

Due to the uncertainty that has manifested during and as a result of the Brexit campaign, an overwhelming and primary critique towards the 'leavers', that is those individuals that wished to leave the EU, the WLEC designed a retrospective virtual time travelling experience whereby participants would have the opportunity to vote leave or remain in respect of Brexit.

The learner would experience a journey of acquiring information and knowledge pertaining to the subject and using that objective information to draw a final conclusion as to whether voting for Bexit would ultimately be beneficial.

The concept of hindsight is of course a huge factor in regards to the virtual learning experience whereby learners participating are not necessarily coming from a unbiased or neutral position. Therefore the escape room emphasises factual information rather than information that is intertwined with opinion.

History

Initially we planned to create a physical escape room where participants would have to explore the room and attempt to complete the tasks, using visual, auditory, reading and writing, and kinaesthetic learning techniques.

Unfortunately, as a result of Covid-19, this plan appeared no longer feasible, due to the series of lockdowns in the UK.. Therefore, to ensure the progression of the HYS project, the

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[8] https://yougov.co.uk/topics/politics/articles-reports/2022/11/17/one-five-who-voted-brexit-now-think-it-was-wrong-d

WLEC began to develop a virtual escape room which would provide students the opportunity to participate irrespective of lockdown measures.

The use of virtual learning prior to Covid-19 was not one that was predominantly utilised by academic institutions other than in university programmes or post-graduate degrees or courses, however, there has a been a shift towards using online resources.

An additional change from the initial plans related to the content of the virtual escape room. The primary idea was creating an environment to learn about the European Union.

However, as a result of Brexit being enacted, the WLEC shifted its focus from an EU-themed escape room towards one that extends the topic towards including UK's institutions and law, providing learners with perhaps more UK relevant information.

Innovation

The shift in creating an escape room that can be accessed virtually has proven to be successful in ensuring a larger demographic of participants engaging in the learning experience. The freedom and flexibility provided by an online learning experience has meant that more participants have completed the virtual escape room reducing costs usually accumulated through having a physical escape room.

Advantages of the online approach are for example cost saving, time saving, solved issue of location, quiet of the learning environment, gains for the work/life balance, and the ability to use it also in lockdown situations.

Another element of innovation is that the topic of EU and Brexit is now available as an online game with special respect to users in the UK.

Target group

Our target group for Escape Brexit virtual escape room initially was individuals with very low levels of formal education, e.g. with missing school leaving certificates. However, in the course of the game development we extended this to people with what would generally be described as lower skill education irrespective of age.

Participants

In practice, the main user group during testing were learners who had not yet completed foundational studies however, were in fact British citizens.

We also included individuals who had completed foundational studies however, did not study subjects relating to the theme of the project specifically the European Union.

The learning & teaching

In relation to the teaching method, the approach in methodologies taken were predicated on metacognitive learning, that is to provide learners with the necessary skills and knowledge which they can subsequently utilise during the learning process.

The nature of an escape room seeks to promote a series of different interpersonal skills most notably teamwork as generally to successfully complete the tasks participants would be working together and using their different skills and proficiencies in solving the problems they face.

The difference in the virtual escape room experience provided by this pilot is that learners can work both in a group or independently.

There is no requirement for prior knowledge on the subject of the European Union and/or the British legal system.

The *Escape Brexit* escape room focusses on learners furthering their knowledge on the abovementioned topics, by reading extracts, watching short videos, and progressing through the escape room by completing tasks, answering questions and solving puzzles that have been set up to challenge learners.

The subjects of the European Union and of the British public legal system are those generally studied at University level in the UK. Therefore, an important factor considered at all levels of the projects implementation from planning, designing and lastly implementation was: "How to keep the learners engaged and also to develop an initial interest in the abovementioned topics." This related to both the content of the virtual escape room as well as the delivery of the project i.e. how the instructor would take the learners through a journey of interactive and engaging learning that is also challenging.

The instructors were advised to adopt and implement a specific style and methodology when delivering the sessions. Although learners all completed the virtual escape room; the utility and overall benefit of the instructor's engagement was during the discussion stage, that it is post-completion of the

game itself, which was designed to make learners to reflect on the following scenarios/questions:

- Were you surprised by anything you learnt today? If so what was it that you learnt?;
- Did your decision change after completing the task?;
- Do you believe that members of the British public held all the same information before voting on Brexit;
- Do you think that their Brexit decision would have changed if they had that information.

Learners would on average take approximately 30-45 minutes to complete the escape room coupled with the reflective session which would last for one hour.

The majority of learners were working from home to complete the virtual escape room with some exceptions, highlighting the flexibility provided by the online activity. The reflective session was conducted virtually also, through online communication platforms.

Teaching aids used	The majority of the information required to complete the virtual escape room could be found therein, however, some external links and resources were provided to learners to ensure each learn would be provided with a holistic experience of learning.

- The Easy Book on the EU, an e-book in accessible language, created as part of the Have Your Say project. The book provides information on the EU that is both broad and detailed whilst written in 'Easy to read' language accessible to a wider demographic of learners;
- An Easy to read online article published on the Europa website - https://european-union.europa.eu/easy-read_en;
- Information on the Referendum and Brexit vote;
- Videos about the European Union that were not contained on the Escape room;
- Articles relating to immigration in the UK;
- Articles/Extracts relating to UK public law; and
- An infographic published by the EU on the intent and benefits of EU Single Market.

EU without the single market

The EU single market turns 25 in 2018. It has brought growth and prosperity for EU citizens and businesses.
But what would the European Union look like without the single market?

For people

€500
per year net loss
for every EU citizen

3.6 million
jobs would disappear

Visas
would be necessary
to work in another
EU country

Qualifications
would not be recognised
across borders

Pensions, social protection and healthcare
would be lost to EU expats

For businesses

Charges and tariffs
extra burden
for cross-border
deliveries/ trade

500% drop
in cross-border
investment

2 days
average delay for
parcels delivered
across borders

10%
loss for trade
inside the EU

100.000
national standards
which would increase
EU red tape

3 out of 4
intra-EU trade deals
facing technical
barriers

The EU is not yet exploiting the full potential of the single market.

Completing the single market would...

Boost overall
EU GDP
by 5% to 9%

Create at least
7.5 million
jobs by 2030

Sources: European Commission
and European Parliament

Council of the European Union
General Secretariat

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Infographic by the EU on the Single Market. This is used in the game as a source of information, amongst others.

Contacting and motivating participants

Networking with job centres in the London and adult education leads and providers enabled the facilitator to work with a large number of learners.

As highlighted previously the topic of the EU, British legal systems and public law are subjects generally studied at University level and those who were not well versed on such knowledge were not difficult to identify or encourage.

The main focus point in encouraging prospective learners to engage in the activity was highlighting the importance of making informed decisions; using the analogy of life is s filled with making decisions some more significant than others and that political decisions could have an impact both

nationally and internationally, economically, legally and in terms of policy.

The Brexit vote was also a large component in encouraging learners to participate; particularly with large portions of the population being uncertain and concerned about the consequences that the Brexit vote would lead to. The Euro-scepticism that was discussed theoretically since the formation of the EU became a reality with the UK setting a precedent in deciding to leave.

Expected effects on learners

In line with the *Have Your Say* project goals, some of the expected and or desired effects on participants were:

- A clearer understanding and knowledge of European Union historically, its institutions, functions, and processes;
- To create a clear narrative which differentiates between factual information an one hand and on the other hand misinformation and disinformation;
- To highlight the importance of independent analysis and evaluation particularly with regard to political discourse;
- To challenge Euroscepticism; and
- Provide learners with objective information regarding the EU and also the criterion on make well informed decisions based on the information that learners have present.

Testing

The WLEC began to pilot the activity from 1 September 2021 till the 9 September 2022. The piloting took place at the learners homes given the virtual flexibility afforded to the educator using an online platform to conduct lessons.

Within the abovementioned timeframe approximately 150 students participated in the activities with some issues in relation to some learners registering more than once and others failing to register their details further to completing the activity.

100 % of those that participated in the learning experience completed the activity with some difference in terms of assistance and support required from the educator by the learner.

Learners were encouraged to use additional learning materials and resources provided by the educator and or resources that they acquired through the internet. For those

participants that partook in the activity in groups, the educator led the session and incorporated group discussions in respect of the European Union during the activity rather than post completion to ensure learners benefit from a holistic learning experience.

Observations from testing the activity with learners

Participants generally provided positive feedback in respect of their learning experience. Although, some participants expressed the desire to hold a similar learning experience in a more traditional classroom setting the overwhelming majority of participants enjoyed the online virtual experience.

Many expressed a concern in that a great deal of information pertaining to the European Union as an institution was not made accessible and or expressed in the public eye during the Brexit campaign. Other participants shared concerns that they have never had the opportunity to learn about the topic in school, college or university.

Learners were enthusiastic and engaged during the sessions particularly when educators would set open ended questions where students would be required to discuss their opinions initially and subsequently based on evidence provide object answers and responses, thus encouraging a progression in the articulation of their ideas.

Duration

Generally the escape room was completed in between 30 minutes to one hour dependent on the level of the learner and specifically when that learner was working independently.

However, in the event that the educator is present and conducting a interactive lesson including group discussions this could lead to the session for up to two hours.

Special difficulties and problems

As previously highlighted the overarching challenges that appeared were as a result of the Covid-19 pandemic in which the UK's lockdown measures prevented face to face interaction. Therefore, creating an activity to be used online and encouraging participants to actively engage in the same given that the traditional methodology of learning is predicated on face to face learning.

Special advantages

The common methodologies of teaching in the UK are generally those categorised by AFL (Assessment for learning). However, given the shift in focus from a typical

classroom setting to a virtual learning set up it could be argued that the advantages also differ as well as the methodologies incorporated in the learning session.

Given that learners were afforded the opportunity to complete the activity from the comfort of their own homes, learners felt more relaxed and could take their time in completing the tasks rather than feeling time pressure.

Also, a benefit of working virtually and having access to online resources ensures that learners can utilise the unlimited resources to further solidify their understanding and knowledge on a particular topic.

Moreover, learners benefitted from the sessions that would enable them to strengthen their understanding.

Follow up

The concept of using a virtual escape room in education has since the release and piloting of the WLEC model been put forward and promoted to teaching facilitators, educators and educationalists alike.

We have emphasised the utility in using this method of teaching particularly as it provides educators the flexibility of teaching both individuals and or groups in a classroom setting or virtually or a blend on both.

We have confirmed the use of this method of teaching will be incorporated at a private primary school in London during workshops for the school children indicating that the virtual escape room provides the flexibility in teaching a wide range of age groups and teaching abilities.

Further to this a private adult education centre will also be incorporating similar virtual escape rooms in their programmes for learners.

Practical advice

Play the game

The game is available on:

https://www.bookwidgets.com/play/V290ARAe-iQAFYtYxfAAAA/ECLNKEY/escape-brexit?teacher_id=5843228875030528

The most simple form of playing it is simply starting it as it is. You will be asked to your name and an e-mail address.

You will not e given special advice how to do the game. It is part of the task to explore the site to find out where you

could start.

For more elaborated educational settings where a teacher wants to track learning progress and scores of participants, please turn to the authors (e-mail address below) and ask for access to the teacher's area.

Tips for the teachers

- It is good to have the passwords for the various stages of the game available, to ultimately help participants when they got stuck with a task and the issue cannot be solved by helping them find the correct solution themselves. A list of passwords is included in the materials for download on the HYS website.
- The virtual escape room can be set for students to attend and partake in either physically, virtually or a hybrid of the two. Therefore, dependent on the dynamics of the set up the advice we would offer to educators and facilitators would differ. In respect of virtual escape room, the educator would require some digital knowledge and familiarity with the Bookwidgets platform. The educator would not need to be physically present neither would they be required to be in attendance during the activity provided that the escape room sets out the steps that the learner would have to take in order to proceed onto the stages of the escape room. However, through experience it has proven to be helpful when educators could incorporate an opportunity for learners to engage in an open discussion in respect of the content being covered during the escape room, creating a sense of active learning.

How to set up a game like this yourself

In case you want to create a game like this yourself, or possibly re-create this one in other languages, you would need access to following:

- A computer/laptop;
- A *Bookwidgets* account. Bookwidgets is a commercial internet platform providing tools for game creation and administration.
- Internet access;
- Access to a video conference platform such as MS Teams, Google classroom, Zoom etc., to be able to hold virtual classrooms with a group of learners.

Skills needed: The individual or group of individuals responsible for designing and creating the virtual activity

would require some proficiency in respect of Bookwidgets, a strong foundation of the subject matter that the theme of the activity is predicated on (here: the EU, and Brexit) and lastly a foundation level understanding of IT.

Else

Authors	
Who developed this?	The West London Equality Centre (WLEC)
	84 Uxbridge Road Ealing, London, W18 8RA, United Kingdom
	The WLEC is a non-profit organisation focused primarily on providing free legal advice to members of the public with a particularly focus on Human Rights.
	The organisation works as a grassroot institutions whereby it provides support to those that would be often described vulnerable or unable to seek legal representation. Although the organisation is not generally described as a education facilitator it has deep roots in providing training to students, work experience placements and general volunteering opportunities.
	The organisation also provides weekly training and holds events centered around themes relating to projects such as hate crime, immigration, housing and discrimination amongst others. The areas of advice and advocacy provided are both generalist and specialist.
	The WLEC also works closely with the University of West London whereby it offers those students opportunities in respect of training with respect of legal practice.
Contact person	Joseph Karauli, Project Manager at WLEC, London Josephkarauli@gmail.com

EU Power Tower

Build a wood tower and learn about the structure, functioning and values of the EU.

Summary

Young people and adults alike are often embarrassed when asked about the EU. But a large block-game – a tower of wood bars to be built and re-arranged – is a game that everyone loves to play. The game we have developed is a combination of a wood block tower and a card-based quiz, where the EU is at the heart of the issues. We tested this game as a fun way of learning with young adults and seniors as well.

Background

Recent research shows that the perception of the European Union among Hungarian society is fundamentally positive. Almost two thirds of Hungarians (65 %) have a positive opinion of the EU, while only one in four (25 %) have a negative view of the EU. The studies show that the clearly Eurosceptic government communication since 2010 has not been able to reverse the overwhelmingly positive perception of the EU in Hungary..

At the same time, there were more than 100 general negative opinions or negative metaphors about the EU, compared to only 66 general positive opinions. The negative opinions mainly paint a picture of a dysfunctional, vast, over-regulated machine, while the positive responses reveal a strong, supportive, peaceful

community.

In addition, there were 59 other references that the European Union is "attacking Hungary", typically using the panels of government communication.

In terms of educational attainment, the increase in education is directly proportional to the increase in the propensity to vote for membership. While slightly more than half of those with an 8th grade education would confirm our country's membership, almost three quarters of those with a tertiary education would. So the higher the level of education the more people want to remain a citizen of the European Union. There is also a correlation between the proportion of people who abstain from voting.

Men (68 %) are slightly more positive about the EU than women (63 %), but it should be added that the latter had a significantly higher rate of non-response. Although positive opinions predominate in all age groups, there is a noticeable difference between young and older people. While 73 % of people under 30 think positively, the proportion of older people who think positively is 73 %.

The higher rate among young people may be a consequence of the fact that this is the age group that has the most experience of studying or working abroad, or potentially the most likely to benefit from one of the main advantages of our EU membership - mobility within the EU.

The proportion of people who are less educated is also correlated with their level of education, as an increasing proportion of the less educated would prefer to stay at home, which is in line with the general voting behaviour in Hungarian society.

How does it make the EU more tangible?

People playing the EU Power Tower game start thinking about core facts of the European Union. The facts as such may seem "dry" and "boring" as such, but the setting, with a group of people seated around a table, and juggling with the wooden bars to transform and grow the tower, is a pleasant experience. People start to discuss the questions asked on the cards and thus get a positive "European" experience.

More fun with larger bricks. These are our self-made wood bars. They are attractive both for juniors and seniors and attract people at public events.

History

We – *Nevelök Háza Edyesület* in Pécs, Hungary – have been using a *Jenga* game (building a tower of wood blocks) for educational purposes, especially to discuss equal opportunities issues for several years. An improved version of our approach is now the *EU Power Tower* game developed as part of the Have Your Say project.

The *EU Power Tower* game was first piloted with young adults. Then we felt the need to extend it to the age group of seniors, with adjusted questions. The reason for this is that we found that the two age groups have different access to knowledge about the EU: the younger group is not yet familiar with the EU, while the older ones have not yet been able to understand or sufficiently familiarise themselves with it but have a broader life-experience.

In Hungary, it is particularly important to address the issue of the functioning of the EU, as the Hungarian government through media provides a lot of negative and misleading information about the EU, which leads to a lot of misconceptions in the minds of the Hungarian people. This can only be corrected through informal, non-forced dialogue and exchange of views.

The *EU Power Tower* game has been developed to support this.

Innovation

One aspect of innovation is in the fact that we've created a giant-sized game that everyone wants to play with when they see it. Second, we have combined fun and playfulness with basic knowledge, and because we play in groups, no one is embarrassed if they don't know the answer to something.

The set of questions and tasks (printed on paper cards) were designed to answer the educational needs of various groups of users. We created questions on four different levels of experience with the EU.

Target group

Target group of *EU Power Tower* are adults of any age. Also children can play it, although of course the topic requires at least some interest in topic of civic education.

Testing

During development and piloting of this game, we tested it on two different age groups: university students and elderly (retired). We played with the students on campus at festivals and with the seniors in club activities at our community center.

Experience from testing

The game master (facilitator) should always adapt the way the game is led to the needs of the group.

We found that younger players need the game master (facilitator) to make the game as enjoyable and exiting as possible. Young people should get set as many challenges as possible so that they stay engaged.

Opposed to this, seniors need more patience and calm to talk through the issues and think about them together. They also need to be encouraged to dare to answer.

Time needed

On average, a game lasts 1.5 hours, during which time the tower may fall several times and the game is restarted with the same players. In this case, the players score points, and at the end, the scores are totalled and a winner is declared (scoring is described in the rules below).

Materials

You need:

- A die with coloured faces. Or if you only have ordinary dice with 1-6 eyes: put a sheet of paper on the table, visible for everybody, that matches the numbers with six colours; use red, blue, green, yellow, plus two more, e.g. black and white.
- *Jenga* game or similar: equally-sized bar-shaped wood blocks to build tower from it; you can use a commercial set of

of "Jenga" or make your own. The blocks are marked on their small sides with six colours (as the die). – For our giant version we use wooden bars of 18 x 6 x 3 centimetres.

- Set of cards with questions and tasks. These are available for download on the *Have Your Say* website.[9] You can print them. You have to mark them on the back side with the colours, following the reference table included in the download package.

- If you, as the game master, are not sure about the correct answers, use the answer key provided in the instructions (for download).

Four categories of cards

In our set of cards, there are tasks of four different levels of difficulty marked by colours (red, green, yellow, blue).

- Red indicates the most difficult and complex questions; players can choose the correct answer from up to 4 options. Answering this counts 5 points.

- Green indicates easier, basic-knowledge questions; players again can choose from several options. – 4 points.

- Yellow are the easiest questions; again with multiple choice, but most-easy to answer. They give participants a sense of achievement. – 2 points.

- Blue cards take the participants out of the question-and-answer game; instead they ask participants to either explain a named concept (e.g. discrimination), or to discuss about it (e.g. "Discuss: all human beings are free and equal". Discussing will then take place with the other players. – 3 points.

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[9] www.haveyoursay-erasmus.eu

Cards printed and cut.

Number of Players

The game can be played with 3-16 participants, or technically even more, but how would you gather them around a table and keep them focused. A typical setup would be for 4-8 players.

How to play it

Set up

A tower of wood bars is build in the centre of the table, typically with crossing layers of 3 bars each.

Cards are put on the table in stacks, each for one colour (red, green, yellow, blue), with their backs (colour-marked sides) up.

The game master explains the rules of the game. She also explains why it is important to be aware of the basic operation and institutions of the EU, but assures participants that learning the ropes will be a lot of fun this time.

Playing

The first player rolls the die. Then she has to do two things in sequence:

1) Whatever colour is thrown, she has to take out of the tower a brick of that colour, but without collapsing the tower.

2) Then she draws a card of the same colour and answers it.

If she answers the question correctly, she may put her block on top of the tower (+1 point). If the answer was wrong, the block remains with the player (-3 points) unless she opts to pick an additional 5-point question (red card) and answers it correctly.

Blocks left on the table with the player count -3 (minus 3) points in the scoring, so it is worth putting them back.

Rolling the die and getting the black face (or a 1): skip the round.

Rolling the die and getting the white face (or a 6): take a card of your choice; or roll the dice again.

A block falling from the tower (except the one the player is moving): -5 (minus 5) points.

Collapsing the tower is worth -10 (minus 10) points.

When the tower collapses, the game ends and can be begun again with a fresh setup.

The game will ideally be played several times with the same group. Repetition then helps to root knowledge achieved.

At the end of the game, the game master tallies up the scores and initiates a final discussion with the players about how they found the game, what they thought had changed and which facts were most interesting for them.

Game master's tasks

The game master's role is important. This should be a person with good civic education and familiarity with the EU, prepared to answer all questions and able to help players with extra information, interesting facts, and figures, thus facilitating the learning process. The game master initiates discussions, and debates and helps to engage the participants as much as possible.

Also the role of the referee is to guide the players to the right answers in a kind, empathetic way and encourage them to engage in dialogue. It is very important to deliver the information in an easy-to-understand, playful way, so that the amount of information is not daunting for the participants.

Contacting and motivating participants

Our basic approach is to go or set the game up in places where people (target group) are gathered by default. For young people this is universities, schools, festivals, etc. For seniors, we visit clubs for the elderly and to public events such as town festivals. Our giant tower of wood invites everyone to play.

At festivals we also offer gifts such as pens, notebooks, chocolate, and info materials on the EU.

The game can be played in pairs, in small groups against other groups, so that participants can cooperate to answer questions. This strengthens engagement and helps overcome shyness.

The task of game master is to invite participants into the game and create an environment in which everyone feels comfortable. Feeling comfortable is an important part of the learning process.

Expected effects on learners

The game makes players realise that learning about the EU can be interesting and exciting and that it is not something intangible and incomprehensible. It stimulates curiosity, a sense of achievement and sympathy for the way the EU works. If I understand something, it makes me less afraid or scared. The game introduces me to basic information, but it also lays the foundations for critical thinking; it sets me on the path to knowledge.

Testing

As part of the HYS project we did 14 game test with 10-12 participants each.[10] This included [?]3 times with university students (young adults) and 3 times with elderly people.

Occasions where we offered the game wereÖ

  - 1 x Learning City Festival Pécs, 2022
  - 2 x University of Pécs
  - 1 x Fishing On Orfű Music Festival, Orfű
  - 2 x Club Activity in the House of Civic Communities, Pécs

Playing the game with a group of seniors.

Observations from testing

The giant size of the wood block tower is the big attraction of the game. Of course, if there is no way to procure such large blocks, the game can also be played with a normal-sized Jenga game. However, we found that especially for seniors it can be difficult to move the normal-sized blocks, so that's another argument for taking the effort and build a larger one yourself.

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[10] Time spent by individuals on the activity in total 210 hours.

Special advantages	As we had hoped, the game was a great success with all groups. They found it informative and entertaining, and are keen to play it again. Because of the simplicity of the game, the method is easy to pass on and can be used actually anywhere.
	Instead of the giant *Jenga,* a normal-sized set of wood blocks can be used.
Special difficulties and problems	The biggest obstacle for us was the spread of the Corona virus during the HYS implementation. We had to cancel many of the programmes and events we had planned. It took some time before life got back to normal and we could organise groups in person again. This game cannot be played online.
Follow up	The game has been added to the association's game library, so we can use it for various field trips, festivals, school projects.
	We also lend it to other NGOs for testing and using.
	Moreover we arrange activities with seniors in the present as we plan to create a Senior Service Centre with different services for elderly to keep them active, like parlour games, senior dance clubs, bridge/card games, social help, etc. The *EU Power Tower* his is one of our newest assets for this.

Practical Advice

Instructions	For detailed instructions, see the separate Pdf in the materials for download.
Tips for playing	- Depending on the age group, the game can also be played by skipping the harder questions first. For example, in our case in Hungary, the red questions have often proved too difficult for seniors. - If possible, it is worth playing several times with a given group to consolidate knowledge. - Everybody can add new cards (questions) to the game and thus adjust its difficulty to a certain group of players. One of the templates for download is a Word.docx that can easily be edited.
DIY materials	**Wood blocks** The large version of wood block tower is not available commercially. It has to be cut from wood made by a carpenter (or a DIY person) and then painted (on the small sides). Our version consists of 60 wooden blocks, sized 18 x 6 x 3 centimetres. The small sides of the blocks are painted in 4

different colours (red, green, yellow, blue).

Large die / wood cube:

For more fun we also use a self-made die – a cube made from wood, with its faces painted blue, yellow, green, and red.

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	We are committed to mainstreaming the principle of equal opportunities for all citizens in public policies and associated practices, as an integral part of democratization and the creation of an open society.
	More about us: see our portrait on the HYS website.
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