



## GAMES ABOUT SUSTAINABILITY

### The History of Trash

Tool details:

<b>Title</b>	The History of Trash
<b>Tool type</b>	Simulation game
<b>Tool topic/s</b>	Waste consumption and disposal
<b>Aim</b>	To reflect on the negative effects of the waste store in the next 10 years; to reflect on the importance to find alternative solutions to the over-waste consumption problem
<b>Material needed</b>	Paper, pencils, pens, flip charts
<b>Duration</b>	60 minutes
<b>Description</b>	<p>Participants are divided into groups (3 – 5 pax. each).</p> <p>Step 1. each group has to search for some e-waste and electronic waste material (trainers should have already prepared the materials and the different parts) and choose a maximum of 3;</p> <p>Step 2. with the pieces they found they have to create a short story of their life, from their production to their destruction.</p> <p>NOTE: the story will be afterwards presented in plenary and each group can find the most suitable and creative way to present the story.</p> <p>During this phase they should also figure it out the possible impact of these waste in the 10 next following years and they should search for alternative solutions to reduce the impact of the waste consumption and disposal.</p> <p>Step 3 presentation in plenary of the stories.</p> <p>Debriefing.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> <li>• Is the scenario described realistic?</li> <li>• Is it possible to measure, in a trustworthy manner, the real impact? If yes, how?</li> <li>• Do you agree with the solutions proposed?</li> <li>• Do you have ideas to solve or at least manage the problem?</li> <li>• Lessons learnt from the activity.</li> </ul>

## The Survival of Countries

Tool details:

<b>Title</b>	The Survival of Countries
<b>Tool type</b>	Competition/Reflection/Cooperation Activity about sustainability, international relations
<b>Tool topic/s</b>	Sustainability, international relations
<b>Aim</b>	To understand sustainability as the product of a complex system that starts with personal and collective attitudes and which includes economic relations, international relations, (and specifically north/south) environment, history, etc.
<b>Material needed</b>	Chairs (one for each participant), sticks (around 10 per participant); markers, flipchart
<b>Duration</b>	Around 45-60 minutes
<b>Description</b>	<p>The activity is played in 3 phases, and each phase has several rounds (for example 3 or 4). There is a flipchart prepared, with a table, where the facilitator will write the results of each round and each phase.</p> <p>Participants sit on chairs, in a circle, but looking outside the circle (not within). They are told these instructions:</p> <p><b>Game explanation</b></p> <ul style="list-style-type: none"> <li>• Each of you is a country, tell me the country you are.</li> </ul> <p>NOTE: when the participants tell the country each represent, the facilitator writes it on the tables of the flipchart.</p> <ul style="list-style-type: none"> <li>• Your responsibility is to survive. You need 4 sticks to survive. If you don't get the 4 sticks, your country will die and you won't be able to participate until the next phase.</li> <li>• You will close your eyes and we will throw these sticks to the floor, and when I say “now!” you should open your eyes and you have to go as fast as possible to take the sticks you need to survive.</li> <li>• When I say “stop!” you won't be allowed to take any more sticks and you have to return back on your sit.</li> </ul> <p>NOTE FOR TRAINERS: they can take more than 4 sticks if they want. We don't encourage nor discourage them to do so...we don't want to give more instructions than the given ones. Despite this, the facilitator will adopt the tone of a contest, to stimulate their attitude.</p> <p><b>Step 1. First phase – PRE-INDUSTRIAL SOCIETY</b></p> <p>Once instructions are told and sticks (around 10 per participant) are thrown on the floor (sticks are thrown unequally around the participants), participants get them, and we say “stop!”, it will be time to count the results.</p> <p>One facilitator will write the results; those participants who have less than 4 sticks are eliminated and the facilitator tells it with big grief. Those who took 4 are correct. And those with more than 4 are received with surprise and admiration (“wow! They took that many!! -we never say that it is good or bad-).</p> <p>There are played 3 rounds until there are no more sticks on the floor.</p> <p>Once we counted the results, we take all the sticks, and they are removed (they only know it after it happens in the first round). The new round is with only the sticks still on the floor.</p> <p>At the end of the established number of rounds for the phase, we count how many countries survived, how many died.</p> <p>After that, we start the next phase, again with all the participants.</p> <p><b>Step 2. Second phase-INDUSTRIAL SOCIETY</b></p>



## Pieces of Cake

Tool details:

<b>Title</b>	Pieces of cake
<b>Tool type</b>	Competition/Reflection/Cooperation Activity about sustainability, international relations
<b>Tool topic/s</b>	Sustainability, international relations, difference between richer and poorer regions of the world in terms of wealth
<b>Aim</b>	To raise awareness of differences in economic status around the world; to become familiar with the social and economic rights; to discuss the impact of poverty on human dignity → to open the discussion about human rights
<b>Material needed</b>	32 slices of cake or sweets (it can be a real cake or something drown ...), 5 signs representing 5 regions of the world, draw or print a world map (and put it on the floor)  NOTE: you can use anything in place of the cake – for example, false money. The statistics are taken from <a href="http://www.geohive.com/default1.aspx">www.geohive.com/default1.aspx</a> – you may wish to break down the regions into smaller parts.
<b>Duration</b>	60 minutes
<b>Description</b>	<p>Ask the group what they think is the total number of people in the world. Give them a few guesses and then tell them the correct number. Explain that, for today's activity, the group represents all the people in the world.</p> <ul style="list-style-type: none"> <li>• Show them the world map and the five signs placed on the map; ask them to distribute themselves among the five regions that these represent. For example, if they think that 20% of the world lives in Europe, then 20% of the group should go and stand next to the Europe sign;</li> <li>• Give them time to discuss this among themselves; then tell them the true proportions. Invite people to move between regions so the correct number stand beside each sign;</li> <li>• Bring out the cake. Tell the group that this represents GDP (gross domestic product) for the world as a whole.</li> </ul> <p>NOTE: for the purposes of the activity, GDP means the amount of food it can buy – in other words, the amount of cake.</p> <ul style="list-style-type: none"> <li>• Ask the group to try to work out, or guess, how many slices of cake they think each part of the world consumes. Again, give them time to discuss this;</li> <li>• When they think they have the correct answer, distribute the cake according to the table in the handout, giving each region of the world the correct number of slices.</li> </ul> <p>Debriefing in plenary, K-questions for the debriefing:</p> <p>Are you surprised by the information? What are you feeling at the moment?</p> <p>Was this a fair way to divide up the cake? What would have been a better way?</p> <p>Do you think it is fair that the world's resources are distributed in this way?</p>

	<p>How do you think that such a state of affairs has come about?</p> <p>Do you think that the rich have a duty (or responsibility) to share resources with the poor, or do you think it should be a matter of personal choice?</p> <p>“Possession is nine tenths of the law” – do you agree? What does it mean for resources to “belong” to someone or some country?</p> <p>Do you think we have obligations only to our own people, or do obligations stretch across national boundaries? What do you feel about obligations between Northern and Southern countries?</p> <p>Do you think there should be limits to the resources that one individual or country can own, if there are others who are starving?</p> <p>How do you understand what has been discussed today in terms of human rights?</p> <p>NOTE: it’s important to reflect that the statistics are only approximate (obviously there are some countries and individuals in each region that are richer than the average, and would receive more cake; there are countries that are poorer than the average and would receive less. The attention should be focused not on the exactness of the figures but on the fact that there are extreme inequalities within every country of the world.</p> <p>NOTE: the handout with the excel figures is printed at the end of the activity description.</p>
--	--

**INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS,  
ARTICLE 11, 1966**

1. The States Parties to the present Covenant recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. The States Parties will take appropriate steps to ensure the realization of this right, recognizing to this effect the essential importance of international co-operation based on free consent;
2. The States Parties to the present Covenant, recognizing the fundamental right of everyone to be free from hunger, shall take, individually and through international cooperation, the measures, including specific programmes, which are needed.

## In my community

Tool details:

<b>Title</b>	In my community
<b>Tool type</b>	Simulation
<b>Tool topic/s</b>	The “community” concept, definition of the needs (and proposals to meet them), proposal to organize the community, defining roles and rules for the shared living.
<b>Aim</b>	To reflect on the concepts of: <ul style="list-style-type: none"> <li>• Community</li> <li>• Needs</li> <li>• “Liberated Time”</li> <li>• “Space out of the space”</li> </ul>
<b>Material needed</b>	Flip charts, pens, markers
<b>Duration</b>	90 - 120 minutes
<b>Description</b>	<p>Step 1. The participants are divided into two groups, representing two different “new” communities. Then they are asked to construct their own community defining the following aspects:</p> <ul style="list-style-type: none"> <li>• Name of the community;</li> <li>• Define the local community language;</li> <li>• How do they greet each others?</li> <li>• Which is their taboo?</li> <li>• What is allowed?</li> <li>• What is forbidden? And what do you do when someone is not respecting the “forbidden thing”?</li> <li>• Local organization in terms of natural resources and market (or exchange);</li> </ul> <p>Step 2. Each group has to “practice” a bit the life in the community;</p> <p>Step 3. Are chosen 2 ambassadors in each community, exchange of ambassadors;</p> <p>Step 4. The ambassador comes back to home culture and describe the other culture</p> <p>The two communities come back in plenary, debriefing. K-questions for the debriefing:</p> <ul style="list-style-type: none"> <li>• What did you understand about the other community ? to the ambassadors;</li> <li>• Did they understand correctly? To the communities;</li> <li>• Do you have a hierarchy? If yes which and how it is functioning?</li> <li>• How do they divide the natural resources?</li> <li>• How do you manage the space?</li> <li>• How do you manage the time?</li> <li>• How decisions are taken within your community?</li> <li>• Why did you defined this taboo?</li> <li>• How did you defined what is allowed and what is forbidden?</li> <li>• Why and how did you decide the punishment?</li> </ul>

## Mapping the Globe

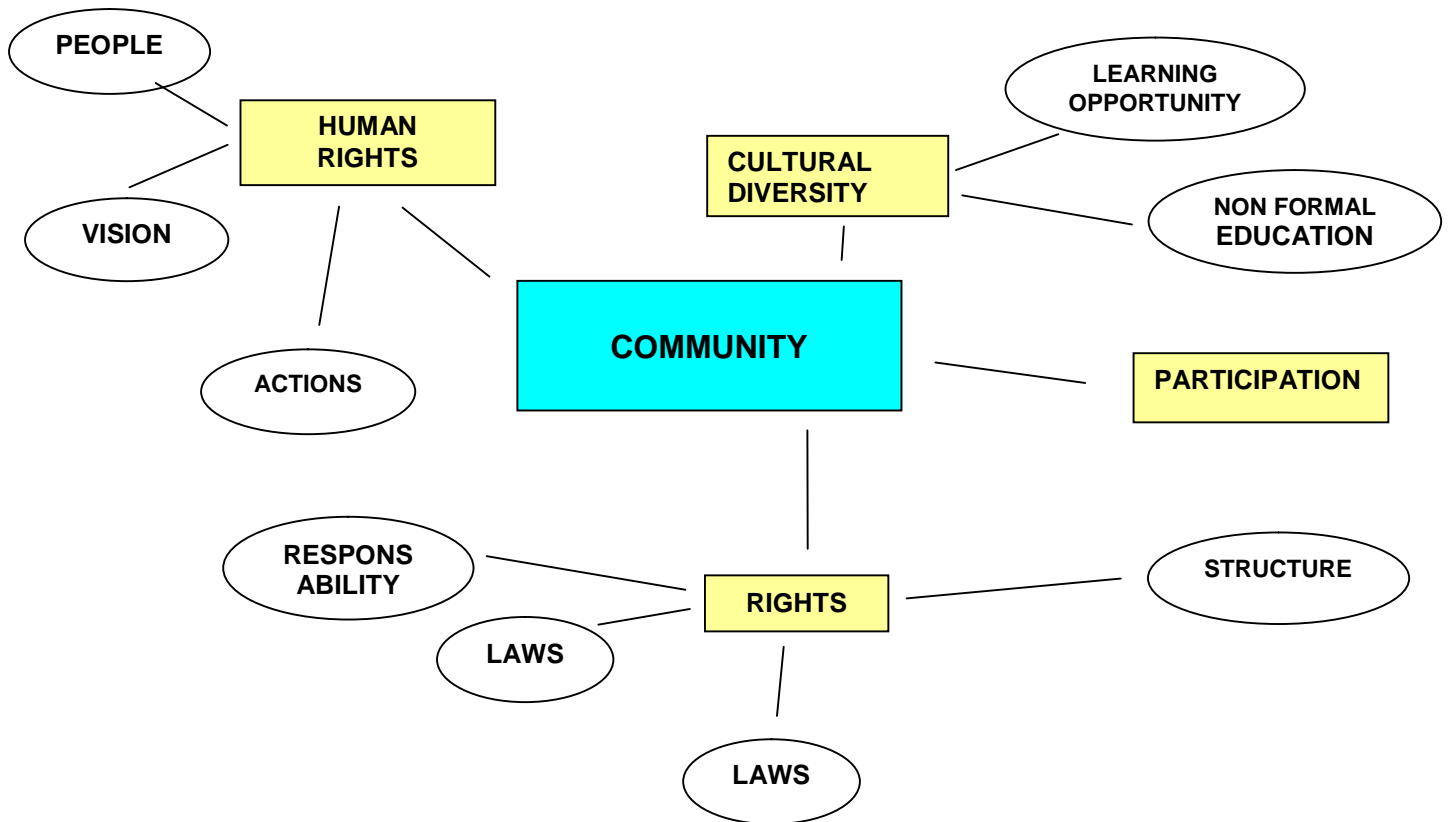
Tool details:

<b>Title</b>	Mapping the Globe
<b>Tool type</b>	Work in groups with the conceptual map tool
<b>Tool topic/s</b>	Connections between human rights and the environment
<b>Aim</b>	To understand the close connection between environmental questions and human rights, to explore the Needs, Time and Space, to develop skills of co-operation and analysis
<b>Material needed</b>	4 Big flip charts, post it, markers, pens, A4 papers, glue, scissors, 4 printed hand outs with the k-words (one for each group)  NOTE: be sure that you have enough room for three groups working around their sheet of paper
<b>Duration</b>	90 – 120 minutes
<b>Description</b>	<p>Step 1. make a short presentation in plenary of the Conceptual Map tool;</p> <p>Step 2. divide participants in 4 groups:</p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Needs</li> <li>• Time</li> <li>• Space</li> </ul> <p>Step 3: give to each group the hand out and explain them that they have to create their own conceptual map, according to the “title” of their group.</p> <p>Step. 4: presentation in plenary of the conceptual maps, analysis of the connections and debriefing.</p>

## CONCEPTUAL MAPS – MIND MAPPING

Mind mapping is a simple and powerful tool, a non-linear way of organising information and a technique that allows the natural flow of ideas to be captured. The purpose is to cluster similar ideas, to see links between them and to pick out the most important issues, particularly when discussing or brainstorming. It is a good way of making sure that all aspects of a situation have been considered. Start with the central issue or question and branch outwards like a tree, extending to make sub-branches and even sub-sub-branches. You should end up with a spider’s web of interconnected concepts. For further information, see:  
[www.thinksmart.com/mission/workout/mindmapping\\_intro.html](http://www.thinksmart.com/mission/workout/mindmapping_intro.html).  
 (see next page for an example of a mind map)

## EXAMPLE OF A MIND MAP



## HANDOUT WITH K-WORDS FOR THE CONCEPTUAL MAP

Culture, cultural diversity, participation, rules, actors, teachers, ICT, new technologies, waste, dumping, structure, vision, mission, perception, reality, background, history, formal education, non formal education, human beings, stakeholders, environmental protection, human rights, agricultural productivity, children's health, food, diet, economic development, social development, cultural development, food distribution, healthy development of the child, land use, nutrition, food resources, immigration, minorities, religion, soil, opportunity, development, sustainability, security, globalisation, refugees, labour issues, rural development, trade, sustainable development, urbanisation, disease, drugs, climate change, natural hazards, local knowledge, traditional knowledge, pollution, watersheds, rivers, nuclear energy, peace, conflict, forest, deforestation, toxins, biodiversity, cultural diversity, Europe, human rights, the right to property, the right to health, the right to food, NGO, youth organisations .....

NOTE: other k-words can be added



## Wall Street Simulation

Tool details:

<b>Title</b>	Wall Street Simulation
<b>Tool type</b>	Role Play Game
<b>Tool topic/s</b>	Economy and ethics
<b>Aim</b>	To make the participants reflect on the motives and methods of transnational corporations; to reflect on how low in their hierarchy of priorities stand ethics, social issues, environment, fair competition. The game also points out how interpersonal conflicts and animosities can influence company's decisions that affect thousands of people.
<b>Material needed</b>	Role descriptions for each participant, sets of 9 problems (one set per each "company"); answer scheme and score scheme for the "Wall Street"; a board or a big sheet of paper on which the stock exchange graph will be drawn (see example here); colour markers to draw the graph (different colour for each "company")
<b>Duration</b>	120 minutes
<b>Description</b>	<p>Step 1. participants are divided into 5 "companies" (splitting in different groups people from the same country) and ask to each "company" sits in some distance from each other so that they don't overhear other companies' discussions;</p> <p>Step 2. the facilitator give participants their roles (which must be kept secret and not revealed to anybody neither in nor outside the "company"). NOTE: if the group size is more than 4, there can be more than one councillor with the same role in a "company";</p> <p>Step 3. the president of each "company" introduces herself/himself to the other members of a group and the game starts. "Companies" decide on their names and inform the "Wall Street" (the game facilitators);</p> <p>Step 4. the problems are distributed to the "companies" in different order, following the score scheme. "Companies" discuss and vote to choose one of four possible solutions (in case of parity the president's opinion prevails). Then they quickly communicate it to the "Wall Street" that reacts according to the score scheme and show the result on the graph.</p> <p>NOTE: time is the essence! You can set up a time limit for solving each problem (for example 5 min). The "Wall Street" can demand slow groups to fasten their actions. It can also punish "companies" unable to take quick decisions, eventually lowering the quotation of their stocks. You can modify the set of problems by adding new or changing already existing ones. Don't forget to update the score scheme and the answer scheme.</p> <p>De briefing in plenary. K-questions for the debriefing:</p> <ul style="list-style-type: none"> <li>• How was to enter your role?</li> <li>• How act the group?</li> <li>• Did every body equally participate?</li> <li>• Did you perceive tensions?</li> <li>• Which were the most significant problems your "companies" were struggling with?</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Were your "companies" eager to sacrifice profits for the good of environment, people's health, safety, rights?</li> <li>• What was the impact of interpersonal relations within the "companies" on the decisions that you took?</li> <li>• Do you think this game reflects the reality?</li> <li>• How can we make huge corporations become more responsible?</li> </ul> |
|--|---|

## **HANDOUT WITH THE ROLE DESCRIPTION**

### **PRESIDENT**

You are the president of a multinational company. You never have a clear opinion on the solution of a problem and you always prefer to listen to others' reasons before saying your own. One minute before the meeting starts, a close collaborator tells you that one board of directors member is a spy of a competing company. You do not know who she/he might be, but you know she/he will often repeat the word "social". You obviously have to pay attention to the spy's suggestions because she/he will try to make your enterprise collapse.

### **COUNCILOR 1**

As a matter of fact, you are a spy of a competing multinational company. Your task is to convince the other members of the board directors to take decisions opposite to the ones you believe are right, so to make the enterprise collapse.

### **COUNCILOR 2**

You just get in the board of directors of this multinational company and you want to establish good a relationship with the president. You will try to convince the president of your reasons but never contrasting her/him and always flattering her/him. Still, you want your reasons to prevail because you know the president likes firm people. A close friend told you the president seems to be sensitive to social problems, so you have to include in your speeches social matters such as "President, think of the social repercussions" or "President, what will the society say?"

### **COUNCILOR 3**

It's been ten years that you've been a member of the board directors and you are on strained terms with the president. In a month, there will be the election of the new president and you do not want to fail as it happened four years ago. You will do anything to discredit the president and to make your decisions be approved especially if contrasting the president's. By discrediting her/him, you will always insist on her/his irresolution and on her/his inability to come to a quick decision. You will oppose while the other councillors will always agree with her/him.

# HANDOUT WITH PROBLEMS

## **PROBLEM 1**

The production costs of your farm in Haiti rose by 10% because of the increase in salaries and of the adjustments to laws which regulate workers safety at work. Digifoot, a competing firm, has just opened a farm in China where salaries are lower and trade unions are weaker. In this way, their shoes cost 15% less than yours.

### **WHAT DO YOU DO?**

1. You open a farm in China but leaving the one in Haiti at least one year;
2. You begin an advertising campaign on work conditions in Chinese farms to strike Digifoot competition;
3. You close Haiti farm and you open one in China;
4. You begin an advertising campaign of your shoes underlining that buying yours helps the poor people in Haiti that work for you;

## **PROBLEM 2**

Your farm in Texas is losing 15% annually and your experts suggest that you should sell it.

### **WHAT DO YOU DO?**

1. You fire 1000 out of 3000 workers to control the costs;
2. You invest in a training course for your workers and you begin to make hand-made high quality shoes which will cost \$600 a pair;
3. You provide income support for the 3000 workers while waiting to find a buyer for the farm;
4. You fire 2500 workers and you use the rest for administrative jobs.

## **PROBLEM 3**

800 workers who used to be employed in one of your farms in Mexico sued you for damages assuming you were adopting solvents glue which caused their permanent sterility.

### **WHAT DO YOU DO?**

1. Before the trial starts, you immediately indemnify them with \$15.000. To promote your action you buy a page in the Times;
2. You buy the jury with \$100.000 to make sure you do not have to pay any indemnity;
3. You wait for the trial;
4. You pay some of the best lawyers in New York to defend you so as to make sure to be discharged (it will cost you \$10.000.000);

## **PROBLEM 4**

Greenpeace has discovered that you use a cancerous element to produce one model of your shoes. For this reason, Greenpeace activists chain themselves to the gates of your central office in London.

### **WHAT DO YOU DO?**

1. You ignore the protest and deny the use of the cancerous element;
2. You call a meeting with the delegation from Greenpeace;
3. You stop using of the cancerous element waiting for scientific results (you have to close the farm losing 50.000\$ a day);
4. You kick the activists out;

## **PROBLEM 5**

Activists are distributing pamphlets in front of your Italian shops (around 140) denouncing the dreadful working conditions in your Indian farms. The shop director in Pinerolo sued the ones distributing pamphlets in front of his shop.

### **WHAT DO YOU DO?**

1. You deny any responsibility of what is going on in India, but you do not take part in the trial;
2. You establish an inquiry commission into your Indian farms;
3. You support the director and start the trial against the activists to defend your image (it will cost you about 800.000\$);
4. You ignore the matter and you do not support the director's action;

## **PROBLEM 6**

You bought 70% of Benzina si, a Nigerian petrol company. Many of its oil-wells are located in the middle of the Nigerian virgin forest.

### **WHAT DO YOU DO?**

1. You extract oil but you make sure that any precaution is taken to avoid pollution (this costs you 20% more);
2. You extract at lower cost;
3. You decide not to extract oil from the virgin forest to avoid pollution;
4. You keep extracting oil and you launch a new kind of petrol: "Pine-petrol", a new petrol smelling pine to strike ecologists;

## **PROBLEM 7**

Amnesty International accuses Vietnamese farms which produce laces for your shoes: bad salaries, corporal punishments, prohibition of using bathroom more than once a day.

**WHAT DO YOU DO?**

1. You give \$100.000 to Amnesty International;
2. You establish an ethic behaviour which pledges you to engage just companies that recognise dignity to workers. But you reject any kind of supervision;
3. You deny Amnesty's report;
4. You close any relationship with the farms;

**PROBLEM 8**

You have the possibility to have the most famous football player Bobaldo for an advertising campaign (\$20.000.000).

**WHAT DO YOU DO?**

1. You prefer a cheaper contract with the Brazilian volleyball national team (\$10.000.000);
2. You accept it and you launch a big advertising campaign on television and magazines with Bobaldo;
3. You refuse it and start a new advertising campaign by doubling salaries if your 80.000 Asian workers (it costs \$20.000.000);
4. You hire not only Bobaldo but also his entire team. You launch a huge campaign (\$50.000.000);

**PROBLEM 9**

Your main competing firm invents a new material: "gompack", which makes shoe soles harder and stronger . "Gompack" pollutes rivers next to the Brazilian farm.

**WHAT DO YOU DO?**

1. You denounce your competing firm for the pollution;
2. You use it but reclaim the area;
3. You finance a new research on a material which does not pollute;
4. You also use it;

[NOTE: other problems, more related to the workshop topics can be created and distributed for the role play game.](#)

**SCORE FOR THE DIFFERENT SOLUTIONS**

<b>A: -50</b>	<b>B: - 100</b>	<b>C: 50</b>	<b><u>PROBLEM 1</u></b> <b>D: -100</b>
---------------	-----------------	--------------	---

<b>A: 50</b>	<b>B: - 150</b>	<b>C: - 50</b>	<b><u>PROBLEM 2</u></b> <b>D: 100</b>
--------------	-----------------	----------------	--

<b>A: - 100</b>	<b>B: 50</b>	<b>C: - 50</b>	<b><u>PROBLEM 3</u></b> <b>D: 50</b>
-----------------	--------------	----------------	---

<b>A: 50</b>	<b>B: 50</b>	<b>C: - 100</b>	<b><u>PROBLEM 4</u></b> <b>D: 100</b>
--------------	--------------	-----------------	--

<b>A: 100</b>	<b>B: 100</b>	<b>C: 150</b>	<b><u>PROBLEM 5</u></b> <b>D: 0</b>
---------------	---------------	---------------	--

<b>A: - 100</b>	<b>B: 100</b>	<b>C: - 100</b>	<b><u>PROBLEM 6</u></b> <b>D: 50</b>
-----------------	---------------	-----------------	---

<b>A: 100</b>	<b>B: 100</b>	<b>C: 100</b>	<b><u>PROBLEM 7</u></b> <b>D: - 100</b>
---------------	---------------	---------------	--

<b>A: 100</b>	<b>B: 150</b>	<b>C: - 150</b>	<b><u>PROBLEM 8</u></b> <b>D: 200</b>
---------------	---------------	-----------------	--

<b>A: 50</b>	<b>B: - 50</b>	<b>C: - 50</b>	<b><u>PROBLEM 9</u></b> <b>D: 50</b>
--------------	----------------	----------------	---

## ANSWER SCHEME

Using this answer scheme the "Wall Street" (i.e. game facilitators) distributes problem descriptions to the "companies" according to the specified order. It is also helpful in registering answers and scoring.

<b>RED .....</b>		
problem	answer	score
2		
3		
4		
5		
6		
7		
8		
9		
1		

<b>BROWN .....</b>		
problem	answer	score
8		
7		
6		
9		
2		
1		
5		
3		
4		

<b>GREEN .....</b>		
problem	answer	score
8		
9		
2		
3		
6		
7		
1		
5		
4		

<b>BLUE .....</b>		
problem	answer	score
3		
5		
7		
9		
1		
2		
4		
6		
8		

<b>BLACK .....</b>		
problem	answer	score
5		
4		
3		
9		
8		
7		
6		
2		
1		

<b>PURPLE .....</b>		
problem	answer	score
2		
4		
6		
8		
1		
3		
5		
7		
9		

# Paper Factory

Tool details:

<b>Title</b>	Paper Factory
<b>Tool type</b>	Simulation game
<b>Tool topic/s</b>	Conflict management about waste disposal
<b>Aim</b>	To reflect on the waste disposal problem; to reflect on the impact of pollution caused by the waste disposal; to practise skills of conflict analysis; to work on creative management of conflict
<b>Material needed</b>	Photocopies of 'Paper Factory' and the role cards Flipchart paper and marker pens for each group
<b>Duration</b>	90 minutes
<b>Description</b>	<p><b>Step 1.</b> Invite people to form four groups. Explain that the activity takes place in the imaginary Republic of Liper, where there are serious concerns about an emerging conflict with the neighbouring Republic of Gonzo. Hand out the description of the conflict and explain it in your own words.</p> <p><b>Step 2.</b> Explain that the first task is to analyse the conflict so that the different elements are better understood. Introduce the five elements that will be analysed by the groups:</p> <ul style="list-style-type: none"> <li>• Causes: anything that has helped to cause the conflict;</li> <li>• Splitters: anything that is helping to divide the two sides further;</li> <li>• Connectors: everything that connects the two sides in the conflict;</li> <li>• Threats: things that could escalate the conflict;</li> <li>• Opportunities: things that could help to transform the conflict</li> </ul> <p>Give the groups 25 minutes to think about these five items and map them on flipchart paper.</p> <p><b>Step 3.</b> Then go round the groups, giving each a role card, which gives details of the next task. Tell them they have 45 minutes to think what they will do and draw up a plan of action.</p> <p>They need to decide on:</p> <ul style="list-style-type: none"> <li>• a name for the project;</li> <li>• aims;</li> <li>• beneficiaries;</li> <li>• the main project activities</li> </ul> <p>Bring the groups back together after 45 minutes and allow each group to present its solution to the others. Allow time for others to ask questions if they wish.</p> <p><b>Step 4.</b> Debriefing and evaluation of the activity.</p> <p>K-questions for the debriefing:</p> <ul style="list-style-type: none"> <li>• How did you feel?</li> <li>• Do you thin this situation could be realistic?</li> <li>• How was to make the conflict analysis?</li> <li>• How did you decide on the project in your group?</li> <li>• Was there agreement over the general direction?</li> <li>• What was the most difficult thing about deciding on a project?</li> </ul>

	<ul style="list-style-type: none"> <li>• Do you think these types of projects might really make a difference in this kind of conflict?</li> <li>• What are the most important lessons you have learned from this activity, in planning future youth work?</li> </ul> <p><b>NOTE: it's important to create a link between this activity and the disposal of waste (e.g. the illegal E-waste disposal done in African and Asian countries)</b></p> <p><b>NOTE: this activity, if played in this way, can be also used for the morning session "Project planning → simulation"</b></p> <p><b>NOTE: the activity can be also played keeping the case study, but without project planning and adding a specific session with theatre and TdO.</b></p>
--	--

## HANDOUT WITH THE SITUATION

You are a youth group in the Liper Republic. A few months ago, the President of Liper announced that a large paper factory would be built by the Noe River, the main river running through the republic. The factory will provide thousands of new jobs for local workers and will give a significant boost to the country's ailing economy.

However, the announcement has been met by furious protests in the country bordering yours, the Republic of Gonzo, which is downstream on the Noe River. The economy of Gonzo is heavily dependent on agriculture and food industries, and farmers and ecological groups are concerned that polluted water running through their land will be detrimental to public health and to the economy. Mass demonstrations have been organised in towns in Gonzo to try to force the government to take action to stop the building of the paper factory in Liper. Some of these protests have turned violent. The atmosphere is so tense that Liperi residents of Gonzo have been attacked and feel increasingly under threat. There has recently been a marked increase in hate speech, often recalling historical tensions between the two countries.

Mr Azzaitun, the President of the EMOPAC (Euro-Med Organisation for the Prevention of Armed Conflict), has offered to mediate in the growing conflict and has tried to get the two governments to sit down together. But things have reached such a stage that neither side will even agree to that.

As a youth group in the Liper Republic, you are concerned about the escalating conflict and would like to do something to prevent it becoming more violent. Every day the news gets worse and you hear more and more alarming accounts of what is happening in Gonzo. The cultural differences between the Liperi and Gonzi people are not significant, but your news channels say that Liperis are being targeted for attack and now your government has announced that it is not a safe place to travel to Gonzo. It is hard to know what to believe, since the Gonzo news seems to give the opposite point of view. Many Liperis have holiday homes on the coastline in Gonzo and it is the traditional place for people from your country to go in the summer.

**NOTE: the situation presented can be changed or modified according to the activity goals.**

## CONFLICT ANALYSIS CARD

<p><b>Causes of the conflict –</b> things that have helped to cause the conflict</p>	
<p><b>Connectors –</b> everything that connects the two sides in the conflict</p>	
<p><b>Splitters –</b> anything that is helping to divide the two sides in the conflict</p>	
<p><b>Opportunities –</b> things that could help to transform the conflict</p>	
<p><b>Threats –</b> things that could escalate the conflict</p>	

## ROLE CARDS

<p style="text-align: center;"><b>Role card, Group 1: ECO-YA</b></p> <p>You are an environmental youth association and you want to address those aspects of the conflict that relate to potential environmental damage.</p> <p>You need to design a project whose aim is to prevent the conflict from escalating further. You should decide on:</p> <ul style="list-style-type: none"> <li>• a name for the project</li> <li>• its objectives (that will help to meet your aim)</li> </ul>	<p style="text-align: center;"><b>Role card, Group 2: INFO-YOUTH</b></p> <p>You are a small, low-budget youth group worried about the messages put out by the mainstream media. You think more should be done to denounce hate speech and draw attention to young people's desire for a peaceful solution. You need</p> <p>to search for cheap, creative tools to get your message across.</p> <p>The aim of your project is to prevent the conflict from escalating further. You should decide on:</p>
--	---



<ul style="list-style-type: none"> <li>• the project beneficiaries</li> <li>• a brief description of the project activities</li> <li>• agenda</li> </ul> <p><i>You have no additional money and no possibility of applying for funding!</i></p>	<ul style="list-style-type: none"> <li>• a name for the project</li> <li>• its objectives (that will help to meet your aim)</li> <li>• the project beneficiaries</li> <li>• a brief description of the project activities</li> <li>• agenda</li> </ul> <p><i>You have no additional money and no possibility of applying for funding!</i></p>
<p><b>Role card, Group 3: Mediation Youth (MY)</b></p> <p>Your association specialises in mediation and promoting dialogue between conflicting sides. You believe that you can do something to prevent the further spread of violence by encouraging and promoting dialogue between different elements of Gonzi and Liperi societies.</p> <p>You need to design a project whose aim is to prevent the conflict from escalating further. You should decide on:</p> <ul style="list-style-type: none"> <li>• a name for the project</li> <li>• its objectives (that will help to meet your aim)</li> <li>• the project beneficiaries</li> <li>• a brief description of the project activities</li> <li>• agenda</li> </ul> <p><i>You have no additional money and no possibility of applying for funding!</i></p>	<p><b>Role card, Group 4: Youth for Employment (YFE)</b></p> <p>Your organisation works to help young people find work. You believe that the strong economic causes of this conflict may provide a way for you to influence the increasingly violent situation. You know of an international organisation that may be interested in financing new opportunities for work.</p> <p>You need to design a project whose aim is to prevent the conflict from escalating further. You should decide on:</p> <ul style="list-style-type: none"> <li>• a name for the project</li> <li>• its objectives (that will help to meet your aim)</li> <li>• the project beneficiaries</li> <li>• a brief description of the project activities</li> <li>• agenda</li> </ul> <p><i>You have no additional money; the only available funding would be start-up loans for small business ventures.</i></p>