

"With-LawGuide"

Introduction

"With-LawGuide" is the first Bulgarian interactive book game with an educational nature, which aims to acquaint young people in the age group of 14-22 years with their basic rights and freedoms as citizens of the Free world. The guide is an opportunity for the young people to learn more about their rights and freedoms as citizens of the European Union and the Free world. Through non-formal learning methods, the game incorporates various online and offline methods such as: discussions, quests, individual and group work tasks, demonstrations, brainstorming, and simulations, through which young people go deeper in the understanding of their social, economic, civil, and political rights.

The game is designed on the basis of 8 rights, as follows:

1. Access to education
2. Freedom of speech
3. The right to freedom from discrimination
4. The right to work and access to labor markets
5. The right of participation in public processes and affairs
6. The right to housing and asylum
7. Freedom of assembly and association
8. Access to healthcare

Objectives:

The main objective of the "With-LawGuide" book game is to engage and educate the young participants (aged 14 to 22) about **8 different human rights** that are especially important for youth development. Through an interactive game and non-formal learning methods, the book game aims to raise awareness about the fundamental rights and freedoms of the European Union and the Free world citizens.

The specific objectives of the game are:

1. Introduction of the concept of human rights and their significance.
2. Equipping participants with knowledge on the different aspects of the 8 rights of young people.
3. Promote critical thinking and problem-solving skills by presenting real-life scenarios related to a variety of topics.
4. Fostering empathy and understanding by placing participants in the roles of different stakeholders, such as volunteers, activists, leaders, politicians, lobbyists, etc.
5. Promote teamwork and collaboration through group activities and discussions.
6. Facilitating reflection and self-awareness of the impact of the individual decision making.
7. Create a process of fun and engaging learning that combines games and educational content.

Approaches:

To achieve these goals, the game follows several approaches:

- ★ **Role plays:** Participants take on different roles to experience and understand the perspectives and challenges faced by the different stakeholders involved in the different scenarios.
- ★ **Scenario-based learning:** Participants are presented with real-life scenarios that allow them to make decisions and see the consequences of their choices.
- ★ **Interactive elements:** The game includes puzzles, challenges, and activities that require active participation and critical thinking.
- ★ **Storytelling:** Engaging storytelling is used to present the importance of human rights and create an "immersive" experience for the players.
- ★ **Informal learning:** The game incorporates informal learning methods to make the educational process more enjoyable and effective.

Methods:

The game uses a combination of online and offline methods including:

- Web platform:** The game content is accessible via a web platform where participants can unlock different levels by solving puzzles and answering questions.
- Videos and visual materials:** Introductory videos and graphics are used to introduce each level in the presentation of key human rights information.

- ☑ **Role profiles:** Each participant receives a profile with an assigned role that helps them understand their responsibilities and goals.
- ☑ **Group Discussions:** Participants engage in group discussions to share ideas, strategies, and solutions based on their assigned roles.
- ☑ **Problem-solving tasks:** Participants are introduced to real human rights problems and encouraged to find creative solutions.
- ☑ **Reflection:** After each level, participants take time to discuss and reflect on their emotions, experiences, and lessons learned during the process.

Expected results:

By following this methodology, "**With-LawGuide**" book game seeks to achieve the following results:

- **Raising awareness:** Participants will gain a deeper understanding of 8 of the fundamental rights of youth and their importance in society.
- **Empowered Decision-making:** By taking on different roles in various scenarios, participants will improve their decision-making skills and critical thinking.
- **Enhanced Collaboration:** The game encourages teamwork and collaboration by fostering a sense of unity among participants.
- **Lifelong Learning:** Participants will gain awareness of the importance of continuous personal development and lifelong learning.
- **Empathy and Inclusion:** Participants will develop empathy for the perspectives of others and will appreciate the importance of inclusion.
- **Engagement and enjoyment:** The interactive and engaging nature of the game will keep participants motivated and interested throughout the educational and playful process.

Overall, the "**With-LawGuide**" game-book methodology aims to create an enjoyable and effective learning experience that empowers young participants to become active and informed citizens who advocate for their rights, and know their responsibilities as active citizens.

The project is realized with the financial support of the National Culture Fund, Socially Engaged Arts Programme - project SAIK2022-2009-1452-17246.

Game Rules

1. Number of players and principle of role distribution:

- The game can be played by 7 to 30 people;
- The roles in each chapter are distributed proportionally to how many players there are;
- A facilitator (narrator) is needed to manage the game, keep track of time, and facilitate discussions and the order of speaking;
- The facilitator (narrator) is the oldest of the players or the group's choice.

2. Game location - online and offline:



The game is designed for informal activities at school, during civic and business training, and for curious friends.

3. Chapters and levels:

- The game consists of 8 chapters which are structured as stories;
- Each chapter represents the level of the game;
- Each chapter is played for approximately 45-60 minutes;
- To unlock the pages of the web platform, find the answer to the question marked as a riddle;

If you can't find the answer to the riddle, let us know on Facebook - *smisal.eu* or *Instagram* - *@smisal.eu*.

<p>4. Rules for interaction and communication:</p>	<ul style="list-style-type: none"> → Players have to join together and participate in different game and educational challenges; → Communication between the players, as well as with the facilitator (narrator), is important for successful problem-solving; → All decisions in the game must be made by majority vote (50% +1); → It is important that each group immerses itself as much as possible in the role it has been given; → It is necessary to observe the order of speaking, as well as to strictly observe the time.
<p>5. Arrangement of levels</p>	<p>The first step is to rank the rights in order of importance from 1 to 8, with the first being the most important in your opinion and the last being the least important;</p> <ul style="list-style-type: none"> → As a result of your grading of rights you will build the structure of your game and Civil World. According to the grading you do, this will be the sequence of passing each level.
<p>6. Evaluation and feedback:</p>	<ul style="list-style-type: none"> → The game can be summarized by the facilitator (the narrator) and feedback can be given to the players on their progress and achievements.

Duration for each chapter of the game-book (level playing):

Introduction (5 minutes):

→ Find a solution to the quest to unlock the module in the web platform (the right) and view Video No.1 of the locked corresponding page.

Defining the roles and reading the story (10 minutes):

1. The distribution of roles is proportional based on the players number;

Example - if there are 26 players and 5 roles in the chapter - 1 of them will be the facilitator (the narrator) and 5 people will be assigned to 5 roles (5 for each role).

2. In the story of unequal numbers of players, the group determines which characters are going to be the most or the least relative to the simulation content;
3. After assigning the roles, the story and the question to be solved are read.
4. **A facilitator (the narrator) is chosen.** His role is extremely important, as this person is tasked with providing the players with clear instructions, keeping the game moving, and ensuring that all participants understand the rules and can enjoy the process. This could be the teacher, a youth worker, a trainer, a parent, or the person with the widest experience among the players.

Here are some of the key aspects of the role of the storyteller or the facilitator:

- ☑ **Explanation of the rules:** The narrator should begin by explaining the rules of the game, giving the players information about the purpose of the game, the way it should be played, and the specific rules and actions they must follow.
- ☑ **Answering questions:** Players may have questions during the game about the rules or the gameplay. The narrator should be available to give clear answers and help with any uncertainties.
- ☑ **Gameplay management:** The narrator monitors the progress of the game, ensuring that all players follow the rules and perform their actions consistently.
- ☑ **Maintaining the interest:** The facilitator (the narrator) should strive to maintain the attention and interest of the players throughout the gameplay by including additional elements such as interesting facts, hints or other.
- ☑ **Conflict Resolution:** If disputes or conflicts arise between players over the interpretation of rules or game events, the narrator must be able to resolve them in a fair and objective manner.
- ☑ **Stimulating collaboration:** Depending on the type of the game, the narrator can create conditions for collaboration between the players which can improve communication and the team spirit.
- ☑ **Summary and feedback:** After the game is over, the narrator should make a short summary and ask for the players' opinions and impressions. See "Reflection" below.

Principles followed by the facilitator (the narrator):

- **Impartiality:** The facilitator should be impartial and create an environment where each player can freely share his/her opinion without fear of judgment.
- **Active Listening:** The facilitator should practice active listening to capture opinions and experiences gained during and after the game.
- **Structuring:** The facilitator should structure the discussion and reflection to ensure that all aspects of the game are covered.

Preparation (5 minutes):

- ★ After assigning the roles, players divide into teams (each with their own role) and then discuss the specifics of the role;
- ★ When learning about the role, you go through the story to see how the role relates to the problem being addressed;
- ★ You can at this stage of preparation also anticipate how the role has an impact on solving the problem (possible strategies, competencies, and specifics).

Simulation (approximately 20 minutes):

- The simulation begins with the different types of roles (characters) participating in tasks related to the simulation in the order of utterance specified. Each role has 1 minute to state its position;
- Characters react to life challenges/problems in the story by expressing their concerns and seeking solutions according to the role they are assigned;

→ It is important for each player to respect and abide by the competences that have been created for them. The goal is for the players to fully immerse themselves in their chosen (assigned) role.

***Note: Competencies** are a set of knowledge, skills, and beliefs that a person owns and can apply successfully in certain situations or tasks. These are characteristics that enable an individual to cope with various challenges and achieve certain goals in work, education, or personal life. It is important to note that competencies are not only measured by the presence of knowledge or skills but also by the ability to apply them in practical situations. They can be related to technical aspects such as professional skills, language skills, computer literacy, etc., as well as soft skills such as leadership, communication, teamwork, etc.*

Reflection (15 minutes):

Before the discussion begins, individually, for about 5 minutes, each participant answers the following questions:

1. What **emotions** did I go through before, during and at the end of the gameplay?
2. What is the main **emphasis** of the concrete case?
3. What were the **measures** that I took in the context of my role and in partnership with other stakeholders?
4. How **differently** might we approach some of the situations?
5. What **3 new facts** did you learn during the gameplay?

6. **Where can I use it**, in what specific cases? With whom can I share it?
7. What's the **most valuable thing I take** from this gameplay?

Way of conducting the reflection:

Feedback and reflection after playing the book game are important to enrich the players' experience and to learn lessons for the future. The facilitator plays a key role in this process. Here are some questions, principles, and guidelines that the facilitator can use:

Questions for the group feedback and reflection:

1. What were the most interesting and fun moments during the gameplay?
2. How did you feel while you were playing? Were there any moments of stress or surprises?
3. Which strategies or actions were successful for you during the game?
4. Is there anything you would do differently if the game was replayed?
5. What lessons did you learn from the game? What did you learn about yourself or about teamwork?
6. What role did luck play in the game relative to your skills and strategies?
7. What kind of communication was developed between the players during the gameplay? What did you learn from this experience about group interaction?

** If there is an audience, the players provide feedback based on their observations in the form of a "Sandwich" (positive statement - constructive statement -positive statement);*

8. Participants discuss the implications of their decisions, what strategies they have implemented to build their civic world, and what was the role and impact of the individual decision-makers within the simulation;
9. The facilitator (the narrator) summarizes the main conclusions and highlights the relevance of the story case to the shared conclusions by the players.

Example: I enjoyed it, but it needs the following improvement In this regard, I suggest, but overall good presentation/engagement.

IMPORTANT:

- The length of each chapter/assignment can be adjusted depending on the time available, ensuring that the simulation and summarization fit within the 45-60 minute time frame (depending on the time available, you may want to spend more time on each part of the simulation).
- During the simulation and debrief, actively participate in thoughtful discussions, listen respectfully to other stakeholders, and work collaboratively to find solutions.

Remember - prioritize empathy and respect for all participants as you work together to find a solution.

THE GAME BEGINS HERE!

1. The right to work and access to labor markets

Before you continue reading, you have 5 minutes to find the solution to the riddle to unlock the right page for the web platform.

Website: <https://www.smisal.eu/s-pravochnik/>

Page unlocking riddle: What is the minimum wage in the European Union as of January 2023?

Hint 1: If you have difficulty finding the answer, go back to the beginning and refer to the game rules in point 3, p. No.4.

Hint 2: Once you have managed to find the answer to your quest, assign roles from the web page in proportion to how many participants you have and return to the game book to read the story.

The Factory

Introduction:

At a textile factory in the town of Textile town, about three hundred workers have gathered in front of the Labour Inspection building. The factory is the only source of income in the entire region. They are expressing dissatisfaction with unpaid wages for several months and the impending termination of employment contracts. The workers indicate that their wages for December 2022 and January 2023 have been partially paid (i.e., they have only received part of their wages, not all of the wages they are owed), and they have not received any payment for February. Including, for the last 1 year they've not been paid social and health insurance*. In addition, the workers are concerned that the coupons and meal vouchers have been reflected in their wages as an additional amount paid, rather than being borne as an expense by the company (as accepted by law).

*Look in the glossary

Solution question:

How can the problems of unpaid wages, termination of employment contracts and lack of social and health insurance in the textile factory in Textile town be solved?

Hint 3: Once you have managed to assign your roles and have familiarised yourself with the story, open the second Video on the relevant human right on the web page.

Hint 4: Your speaking order

Each role should present his/her/its opinion and position within 1 minute and then it is the turn of a general discussion with the other stakeholders. Within these few minutes, you can make comments on the information and opinions presented by the other team

(roles). Before your 10 minutes are up from Video No.2, you should mark your first answer to the question asked online. The group must collectively decide who is the most competent to solve the problem and mark it in the appropriate module of the web platform, with choices being made according to the principle described in section 4 of the rulebook - the game, p. No. 5.

Speaking order:

1. Staff;
2. Labour Inspectors;
3. Company management;
4. Local government representatives.

(Please note that this is only a fictitious (made up) story, but reflects a situation that could happen or has happened.)

2. The right to participate in public affairs

Before you continue reading, you have 5 minutes to find the solution to the riddle to unlock the right page for the web platform.

Website: <https://www.smisal.eu/s-pravochnik/>

Site unlocking riddle: What is the last name of the man who wrote the treatise On the Social Contract or Principles of Political Law?

Hint 1: If you have difficulty finding the answer, go back to the beginning and refer to the game rules in point 3, p. No.4.

Hint 2: Once you have managed to find the answer to your quest, assign roles from the web page in proportion to how many participants you have and return to the game book to read the story.

The Academy

A training course is held at the Young Politicians Academy in Glarus. During the course, participants face challenges related to the lack of youth engagement in the political process and public life. Generally speaking, young people are called upon when a city council or other municipal body makes decisions that directly affect their well-being. Even if there is a body (for example: a municipal youth advisory council)* formed to represent young people, its voice is not respected. Young people express their concern about the lack of opportunities to participate in the political decision-making process, the lack of consideration for their views, and the lack of trust in the political system.

**Look in the glossary*

Solution question:

How can greater participation of young people in the political process and public life be encouraged, ensuring that their views are taken into account and increasing confidence in the political system in the Glarus Young Politicians Academy?

(Please note that this is only a fictitious (made up) story, but reflects a situation that could happen or has happened.)

Hint 3: Once you have managed to assign your roles and have familiarised yourself with the story, open the second Video on the relevant law page of the web page.

Hint 4: Your speaking order

Each role should present his/her/its opinion and position within 1 minute and then it is the turn of a general discussion with the other stakeholders. Within these few minutes, you can make comments on the information and opinions presented by the other team (roles). Before your 10 minutes are up from Video No.2, you should mark your first answer to the question asked online. The group must collectively decide who is the most competent to solve the problem and mark it in the appropriate module of the web platform, with choices being made according to the principle described in section 4 of the rulebook - the game, p. No. 5.

Speaking order:

1. Youth rights activists;
2. The representatives of the local authorities;
3. Media.

3. Access to healthcare

Before you continue reading, you have 5 minutes to find the solution to the riddle to unlock the right page for the web platform.

Website: <https://www.smisal.eu/s-pravochnik/>

Site unlocking riddle: Add up the average healthy life expectancy of men and women in Europe by 2020?

Hint 1: If you have difficulty finding the answer, go back to the beginning and refer to the game rules in point 3, p. No.4.

Hint 2: Once you have managed to find the answer to your riddle, distribute the roles from the site in proportion to how many participants you have and return to the game book to read the story.

Lack of access to specialized treatment

Background:

The problem of access to specialized treatment for a range of diseases in Twilight town is very familiar to civil society. The shortage of specialists and the lack of appropriate infrastructure are factors that limit the possibilities of providing the necessary medical care. This is particularly noticeable for patients suffering from rare or complex diseases.

Many of these patients are forced to seek treatment abroad, where they can receive the specialized care they need.

Story:

Maria, who suffers from a rare genetic disorder, is one of many patients struggling to access specialist treatment. Maria is in need of specialist consultations and treatment that is not available in the **Twilight** town. She is forced to travel to another country where she can get the help she needs. However, this creates financial hardship and stress for her and her family.

Question to find a solution:

How can access to specialist treatment for patients with rare or complex diseases **be improved and the need to seek treatment abroad reduced?**

(Please note that this is only a fictitious (made up) story, but reflects a situation that could happen or has happened.)

Hint 3: Once you have managed to assign your roles and have familiarised yourself with the story, open the second Video on the relevant human right on the web page.

Hint 4: Your speaking order

Each role should present his/her/its opinion and position within 1 minute and then it is the turn of a general discussion with the other stakeholders. Within these few minutes, you can make comments on the information and opinions presented by the other team

(roles). Before your 10 minutes are up from Video No.2, you should mark your first answer to the question asked online. The group must collectively decide who is the most competent to solve the problem and mark it in the appropriate module of the web platform, with choices being made according to the principle described in section 4 of the rulebook - the game, p. No. 5.

Speaking order:

1. Patients and patient organizations;
2. Medical professionals and medical organizations;
3. Ministry of Health.

4. Freedom of assembly and association

Before you continue reading, you have 5 minutes to find the solution to the riddle to unlock the right page for the web platform.

Website: <https://www.smisal.eu/s-pravochnik/>

Site unlocking riddle: What is the abbreviation of the largest umbrella youth organisation in Europe?

Hint 1: If you have difficulty finding the answer, go back to the beginning and refer to the game rules in point 3, p. No.4.

Hint 2: Once you have managed to find the answer to your quest, assign roles from the web page in proportion to how many participants you have and return to the game book to read the story.

Misadventures in Gather town

Background:

In the state of Gather town there is political instability - an authoritarian regime of rule,* which foments social tensions. Protests and demonstrations are becoming common practice for citizens. They use their right to freely assemble and peacefully associate to express their opinions and dissent with government policies and actions. In response to these events, the government decided to introduce a law to restrict these rights.

**Look in the glossary*

Story:

In the state of Gather town, an Act has been passed that places severe restrictions on the right of citizens to freely assemble and associate. According to the law, all mass assemblies and demonstrations are prohibited. As a consequence of these changes, anyone participating in such an event is subject to arrest and prosecution under the Act. These new restrictions prevent citizens from organising and expressing their opinions, and from gathering for the purpose of defending their rights and freedoms.

The citizens of Sabristan face serious challenges. They feel deprived of the opportunity to unite, to express their disagreements with the government's policies. Restrictions on freedom of assembly and association have a negative impact on the democratic process and citizens' rights in the country. Despite the restrictions in place, some citizens

continue to fight for their rights and express their opinions despite the risk of reprisals and legal repercussions.

Solution question:

How can the right to free assembly and association be restored in the state of Gather town, ensuring a balance between the rights of citizens to express their views and the need for security and public order?

(Please note that this is only a fictitious (made up) story, but reflects a situation that could happen or has happened.)

Hint 3: Once you have managed to assign your roles and have familiarised yourself with the story, open the second Video on the relevant law page of the web page.

Hint 4: Your speaking order

Each role should present his/her/its opinion and position within 1 minute and then it is the turn of a general discussion with the other stakeholders. Within these few minutes, you can make comments on the information and opinions presented by the other team (roles). Before your 10 minutes are up from Video No.2, you should mark your first answer to the question asked online. The group must collectively decide who is the most competent to solve the problem and mark it in the appropriate module of the web platform, with choices being made according to the principle described in section 4 of the rulebook - the game, p. No. 5.

Speaking order:

1. Government and government bodies;
2. Citizens;
3. Human rights organizations.

5. Access to education

Before you continue reading, you have 5 minutes to find the solution to the riddle to unlock the right page for the web platform.

Website: <https://www.smisal.eu/s-pravochnik/>

How many key competences for lifelong learning have been adopted as a recommendation by the Council of Europe?

Hint 1: If you have difficulty finding the answer, go back to the beginning and refer to the game rules in point 3, p. No.4.

Hint 2: Once you have managed to find the answer to your quest, assign roles from the web page in proportion to how many participants you have and return to the game book to read the story.

Will the Enlightenment School succeed?

Background:

In a town, there was a school named, the Enlightenment School, that has always strived to be a place where all children have equal access to education. However, in recent years, the school faced challenges in providing appropriate facilities and adapted curricula for children with special educational needs*.

*Look in the glossary

Story:

Among the children enrolled in the school, there are several with special educational needs (SEN) - various disabilities that lead to serious difficulties in accessing quality education. This is due to the lack of adapted learning materials, special education programmes, and appropriate facilities for their quiet learning process, as well as an insufficient number of resource teachers.

Children with physical disabilities, but not only, often face problems in mobility (getting around) in the school because there is no adapted environment for them. Children with visual or hearing impairments do not have access to specialized learning materials or help from specialized teachers (resource teachers). The mental disabilities of other children are not adequately understood and supported by the school and students. Pupils with learning difficulties (dyslexia or slower perception of learning material) also suffer from a lack of appropriate learning environments.

Children with disabilities cannot take full advantage of the educational opportunities that are available. They fall behind in the learning process and feel excluded from school life and society. This leads to reduced motivation and self-esteem, which in the long term has a negative impact on their future and development, the possibility of

accessing the labour market, and starting a family and so they are deprived of the opportunity to live a quality life.

Solution question:

How can Enlightenment school provide appropriate conditions and adapted curricula for children with disabilities so that they can take full advantage of educational opportunities, integrate successfully into the school community, and subsequently lead a quality life?

(Please note that this is only a fictitious (made up) story, but reflects a situation that could happen or has happened.)

Hint 3: Once you have managed to assign your roles and have familiarised yourself with the story, open the second Video on the relevant law page of the web page.

Hint 4: Your speaking order

Each role should present his/her/its opinion and position within 1 minute and then it is the turn of a general discussion with the other stakeholders. Within these few minutes, you can make comments on the information and opinions presented by the other team (roles). Before your 10 minutes are up from Video No.2, you should mark your first answer to the question asked online. The group must collectively decide who is the most competent to solve the problem and mark it in the appropriate module of the web platform, with choices being made according to the principle described in section 4 of the rulebook - the game, p. No. 5.

Speaking order:

1. Parents and legal representatives of children with disabilities;
2. School Management;
3. Teachers and teaching staff;
4. Student Council at Prosveta School;
5. Children with special educational needs.

6. Right to housing and asylum

Before you continue reading, you have 5 minutes to find the solution to the riddle to unlock the right page for the web platform.

Website: <https://www.smisal.eu/s-pravochnik/>

Site unlocking riddle: How many asylum claims have been made in Europe as of 2021?

Hint 1: If you have difficulty finding the answer, go back to the beginning and refer to the game rules in point 3, p. No.4.

Hint 2: Once you have managed to find the answer to your quest, assign roles from the web page in proportion to how many participants you have and return to the game book to read the story.

Peace town is not so peaceful

Background:

The town of Peace town is among the most welcoming communities in the country, welcoming and hosting refugees from various countries. However, due to the increasing flow of refugees, the town has found itself facing serious challenges, especially in terms of the provision of adequate housing and the presence of economic (financial) irregularities.

Story:

The town of Peace town is a popular place for refugees seeking asylum and a new opportunity to lead a normal life. The community in the town is eager to welcome and help them, but the lack of enough suitable accommodation has caused serious difficulties. Many of the refugees find themselves homeless and living in unsuitable conditions.

Unstable housing conditions for homeless refugees create problems for their health, safety, and full participation and integration into society. Some live in temporary, specially organized settlements, while others find shelter in illegal housing or congregate in hard-to-reach areas of the city. The lack of safe and adequate housing prevents them from building a stable and quality life in their new environment.

Inconsistency in the way refugees are accommodated leads to social conflicts and community tensions. Local residents are divided towards homeless refugees - some are understanding and supportive, while others feel fear and resentment. This state of

insecurity and inadequate housing for refugees requires immediate action by various stakeholders to find a sustainable and appropriate solution to the problem.

It is a question of finding a solution:

How can refugees, the local community, and local authorities work together to find a solution to the lack of adequate housing for refugees in Peace town?

(Please note that this is only a fictitious (made up) story, but reflects a situation that could happen or has happened.)

Hint 3: Once you have managed to assign your roles and have familiarised yourself with the story, open the second Video on the relevant human right on the web page.

Hint 4: Your speaking order

Each role should present his/her/its opinion and position within 1 minute and then it is the turn of a general discussion with the other stakeholders. Within these few minutes, you can make comments on the information and opinions presented by the other team (roles). Before your 10 minutes are up from Video No.2, you should mark your first answer to the question asked online. The group must collectively decide who is the most competent to solve the problem and mark it in the appropriate module of the web platform, with choices being made according to the principle described in section 4 of the rulebook - the game, p. No. 5.

Speaking order:

1. Refugee(s);

2. Local authorities;
3. The local community.

7. Freedom of speech

Before you continue reading, you have 5 minutes to find the solution to the riddle to unlock the right page for the web platform.

Website: <https://www.smisal.eu/s-pravochnik/>

Site unlocking riddle: Which country is ranked first for media freedom in Europe by Reporters Without Borders as of 2023?

Hint 1: If you have difficulty finding the answer, go back to the beginning and refer to the game rules in point 3, p. No.4.

Hint 2: Once you have managed to find the answer to your quest, assign roles from the web page in proportion to how many participants you have and return to the game book to read the story.

Protecting freedom of speech in Libertat

Introduction:

Although freedom of speech is a fundamental principle of democratic societies, the government faces challenges that force it to pass a law to restrict this freedom. In an effort to prevent potential problems and conflicts, the government deems it necessary to regulate freedom of expression to prevent destabilizing factors and disputes in

society. The government believes that by strictly controlling information and filtering it, the public can be better protected from the negative influences of unverified and fabricated information (fake news).

Story:

Maya (you can use Maya as an example), the young journalist, has become a symbol of the struggle for freedom of speech in the state of Libertat. She is standing up against the repressive measures of the *Act on Suppression and Restriction of Free Expression* and risking her own safety to expose the truth and give publicity to the silenced people and wrongdoings happening in the state. Maya has successfully investigated human rights violations, corruption among political figures, and the impact of censorship on citizens. Her outspoken reporting has attracted the attention of international human rights organizations and media outlets who support her actions in exposing the truth about Libertat to the world.

Solution question:

What can be done to change/ repeal the Suppression and Restriction of Free Expression Act?

Bonus question: What is the meaning of freedom of speech?

(Please note that this is only a fictitious (made up) story, but reflects a situation that could happen or has happened.)

Hint 3: Once you have managed to assign your roles and have familiarised yourself with the story, open the second Video on the relevant human right on the web page.

Hint 4: Your speaking order

Each role should present his/her/its opinion and position within 1 minute and then it is the turn of a general discussion with the other stakeholders. Within these few minutes, you can make comments on the information and opinions presented by the other team (roles). Before your 10 minutes are up from Video No.2, you should mark your first answer to the question asked online. The group must collectively decide who is the most competent to solve the problem and mark it in the appropriate module of the web platform, with choices being made according to the principle described in section 4 of the rulebook - the game, p. No. 5.

Speaking order:

1. Journalists and media;
2. Government representatives;
3. Activists and civil society organizations.

8. Freedom from discrimination

Before you continue reading, you have 5 minutes to find the solution to the riddle to unlock the right page for the web platform.

Web page: <https://www.smisal.eu/s-pravochnik/>

Web page unlocking quest: How common are the most common types of discrimination?

Hint 1: If you have difficulty finding the answer, go back to the beginning and refer to the game rules in point 3, p. No.4.

Hint 2: Once you have managed to find the answer to your quest, assign roles from the web page in proportion to how many participants you have and return to the game book to read the story.

“Breaking the chains”

Introduction:

An international corporation (company) is located in Hankoro town. Behind its shiny glass walls and imposing facade there is a dark secret - a work culture steeped in discrimination, where basic employee rights are dismissed.

Story:

In this city live different people who work tirelessly. They come from different ethnicities, age groups, religious backgrounds, and genders, each bringing their **unique talents and dreams**. Yet behind the walls of this corporate giant, their potential is suppressed and their spirit darkened by the tightening chains of discrimination.

Among the employees is **Latisha**, a young woman from Nigeria with **limitless ambition**. Despite her exceptional skills and dedication, Latisha finds herself **overlooked again and again for promotions** that seem to fall into the hands of less qualified colleagues.

In another department works **Samuel** (57 years old), an experienced employee, of retirement age. Over the years, Samuel has accumulated **much knowledge and experience** but feels invisible in a world that seems to value youth above all else. Due to his age, he is **not invited on the company's team building trips** as it is renowned in the region for its extreme experiences, but his colleagues do not know that Samuel actually has a **passion for jumping out of planes with a parachute**. They are not interested in his personal life as he is **older** (and everyone else in the company is under **29** years of age). The younger ones assume he feeds the pigeons downtown in his spare time because and they can't imagine that a 52-year-old's life could be filled with quality and interesting experiences.

Meanwhile, **Leila**, a devout **Muslim**, struggles to juggle her work commitments with her religious obligations. She longs for a workplace that understands and accommodates her needs, allowing her to develop without sacrificing her faith.

Question to find a solution:

How can a corporation (company) overcome discrimination and violations of employees' fundamental rights by creating a work environment that is fair for all employees, regardless of their differences?

(Please note that this is only a fictitious (made up) story, but reflects a situation that could happen or has happened.)

Hint 3: Once you have managed to assign your roles and have familiarised yourself with the story, open the second Video on the relevant human right on the web page.

Hint 4: Your speaking order

Each role should present his/her/its opinion and position within 1 minute and then it is the turn of a general discussion with the other stakeholders. Within these few minutes, you can make comments on the information and opinions presented by the other team (roles). Before your 10 minutes are up from Video No.2, you should mark your first answer to the question asked online. The group must collectively decide who is the most competent to solve the problem and mark it in the appropriate module of the web platform, with choices being made according to the principle described in section 4 of the rulebook - the game, p. No. 5.

Speaking order:

1. Staff;
2. Human Resources Department;
3. Senior Management (Management).