

The Great Game of Equal Opportunities: Group Activities for Promoting Inclusiveness and Non-Discrimination

Name of organisation:
Youth Guild (Društvo mladinski ceh)

The Great Game of Equal Opportunity

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About the project...

Our goal with this project was to encourage children and young people to think about human rights. Especially about how easy it is for someone's rights to be violated.

As part of this project, we devised the "Great Game of Equal Opportunity" (we added other games later). We trained high school students to play the game and then carried it out in different parts of Slovenia. The project, on the whole, turned out quite successfully. The coordinators of the game and its leaders (mostly high school youngsters), as well as the players (children), gained a lot from it. Thus, through games and other activities, we have made children and young people more aware about the theme of human rights in a different way.

About the Great Games...

The Great Games are games, which last at least one hour and have at least 10 participants (the maximum number of participants is not specified). The essence of the Great Game is in the participants' ability to familiarise themselves with an entirely new experience in well protected surroundings, to evaluate it, and to benefit from further experiences in the process.

The Great Games can be quite varied. Their purpose can be in

- uniting and building a group (to attain a common goal);
- testing different ways of conduct, which they would not normally have an opportunity to do (they assume different roles); and
- experiencing different situations which help them expand their horizons and understand variations within the rules of society (they test limits and gain further experience).

The method of the Great Game enables the children and young people who participate in it to reach their intended goals in a dynamic and interesting way. Since the Great Game is constructed so that certain problems or tasks have to be

solved by collaboration among the players, they are compelled to unite, and thus experience bonding and interdependence. All this is related to learning to cooperate, team work and the like – that is, elements of great importance in modern society. The Game thus represents a safe way for anyone to try something new and take part in something which they would not normally have an opportunity to try themselves. With its structure, the Great Game also offers a chance to work through different emotions. With the game, different emotions can be aroused, thereby giving children and young people an opportunity to familiarise themselves with them, work through them, and later confront them. If the game is, for example, of a competitive nature, children and young people can be confronted at the end with emotions accompanying victory or defeat – and learning how to accept defeat is not always easy. Every child or young person has a unique way of accepting his or her surroundings. Therefore, we must include many different activities which arouse different senses (hearing, smelling, tasting, touching, seeing). In view of the variety of the Great Games and the experiences they offer, plans can be devised to develop (through specific preparation and execution of the game according to the particular competences we wish to develop) different abilities in the participants

Each individual can evolve in various areas – physical (body education), emotional-motivational, social, cognitive, moral or spiritual. Thereby, particular know-how and abilities are developed – in some cases those have already been mastered by individuals and can be developed further, while in other cases the know-how and abilities have to be formed from the beginning

Another thing of considerable importance with all elements of the Great Game is evaluation (by the coordinators as well as the players). Evaluation helps us to progress. It also helps us develop an awareness of our strong and weak points: we become aware of those areas in which we, as individuals, are progressing. This prevents us from feeling as though the game was futile for ourselves (that is: it prevents the leaders from losing interest and "burning out"). With the participants, on the other hand, evaluation is important because of the feedback we get on how they felt and whether the game had been adequately conceived and carried out. In the event of something going wrong, we can always improve the game, while children can put their experiences and conflicts into words, feeling better afterwards or finding solutions to their negative emotions. Within a larger group, evaluation can be executed easily with a couple of questions, a discussion, ranking on a scale (from best to worst), drawing faces (sad/happy), etc.

A. The Great Game of Equal Opportunity

Short description of the game

In a meadow or a playground, we form different "worlds", conceived so as to make the participants feel as though they inhabit surroundings pertaining to a specific difference. They experience differences and choose so-called "difference cards". With the aid of these cards, evaluation is done at the end of the game, where participants discover differences and discuss respect for these differences.

Purpose of the game

The participants experience a variety of differences and are thus acquainted with the right to equal treatment, free of discrimination.

Number of participants

20 or more

Number of leaders

3–6

Duration of the game

90 minutes

Age of the participants

6–14 years

Tools

- diversity cards
- notes:

You cannot speak.

You cannot see.

You have no use of your arms.

You have no use of your fingers.

You have no use of your legs.

- *Lego*
- Polygon objects/obstacles (balloons, balls, chairs, cones...)
- A variety of ribbons
- Balls
- Dice, a shawl, gloves, a cap, a knife, chocolate
- Notes with words (sheep, tree, black man, white man, blind, deaf...)
- Pencils, paper
- Plates (round plates, ~20 cm in diameter)
- A wheelchair or anything similar
- Pictures of people from different nations (races)

Venue

A meadow, a playground or hall

Course of the game

The leader greets the participants and starts with the question of whether they know anything about how people in different parts of the world greet each other. He encourages them to describe some of the greetings, then suggests they try them. He divides the participants into two groups (with an equal number in each; if there is an odd number of participants, one of the leaders does not participate). They form two concentric circles, so that every person has a partner (they face each other). The leader demonstrates the greetings and each person greets the corresponding person from the opposite circle. Greetings:

- Slovenia (shake hands)
- Spain (hug)
- Russia (hug and pat shoulders)
- Eskimo (rub noses)
- China (a bow and folding of hands in greeting)
- ...

At the end of the game, the leader asks what other differences there can be among us. Once they give their suggestions, the leader divides the participants into groups. He invites the groups to find out, among themselves, how people can be different even though they live in the same place.

The participants go from post to post. At each post, they carry out tasks related to various handicaps. After they have completed each task, they are given a card with two pictures representing the particular difference (they must recognise the difference by themselves; the differences do not pertain merely to the completed tasks, but to a wider context).

Next comes evaluation, lasting 45 minutes. Looking at the cards and considering the experience the participants acquired during the game, there is a discussion about discovering and respecting differences. The discussion is moderated by leaders who are properly qualified. Basic questions for evaluation:

- What differences did we encounter in the game?
- Which difference was easiest, and which one was the hardest to overcome?
- What differences do we encounter in everyday life?
- What differences are easiest/hardest for me to overcome in everyday life?
- What is it that makes some different people better than me/us?
- Where can we find different people and what kind of project could we work on together?
- What do you understand as "equal opportunity for all"?
- What can we do in everyday life to help maintain equal opportunity for

all?

Tasks at particular posts:

Note: Tasks must be chosen according to the age of the participants (they can be adjusted, or, if they are too young, some of the tasks can be left out; we can also add other tasks of our own choice).

1. Let us build together

The group is given a task to construct a *Lego* castle, a house, or ... Once they have done so, and the leader is satisfied with the result, they each receive a card.

Everyone is obliged to participate; however, each is assigned a handicap (they get their assignments through a draw of notes; we can help the younger ones remember their handicap by blindfolding them, tying their hands...):

You cannot speak.

You cannot see.

You have no use of your arms.

You have no use of your fingers.

You have no use of your legs.

...

2. Leading the blind

We define a space with various objects that make up a small obstacle course (balloons, balls, chairs, cones...). We then divide the group into pairs. One of the players stands at one end of the space and uses his voice to lead the other player, who has to get past all the obstacles blindfolded. All pairs play at the same time. They must get across the field "undamaged"; if they trample anything, they have to return to the beginning.

3. Relay

We tie the participants, two-by-two, by their feet and they have to carry, for instance, a ball, from one end of the space to the other.

4. Chocolate

The participants sit in a circle. They throw dice, one after another, and whoever throws a six, has to put on a cap, shawl and gloves as fast as possible, take a knife and fork and try to eat as much chocolate as they can. When the next six is thrown, the person who was eating the chocolate has to stop, and pass everything to the lucky thrower. All this has to be done as fast as possible.

5. Illustrating words

The group is divided into pairs. In each pair, one person is given a word (all pairs get the same one): sheep, tree, black man, white man, blind, deaf...) and they have to illustrate it so that the other person can figure out as fast as possible what the word was. Pairs compete to be the fastest.

6. Plates

We paste the round plates on the floor in the form of a triangle (the number of participants times two; for at least six participants in each group). There should be a good one meter distance between every two plates. The plates represent islands in the sea which guard us from sharks – if we fall off an island, the shark will eat us. Another characteristic of the island is, however, that it gets stuck to your shoe; once you step on it, you cannot get off. The participants' task is to cover all plates (that is: they have to agree on a strategy for doing that). The harder version: handicaps. Participants are assigned handicaps (You cannot speak. You cannot see. You have no use of your arms. You have no use of your fingers.).

7. A famous person

A famous star and his bodyguards go for a walk. They are "attacked" by fans. The guards try to stop them, but the fans are determined to get the star's autograph. Each group has three minutes to develop the best possible strategy to succeed.

8. Polygon with a wheelchair

A wheelchair, or anything similar, will be needed to carry this out. We form a polygon, and the participants must drive around the polygon in the shortest possible time.

9. Races

The participants are given pictures representing various races. They must find out which race is represented in each picture.

10. Jokes

The participants must tell as many jokes as possible in five minutes. After the time has elapsed, they have to make a list of the people whom the jokes were about. A discussion follows, with questions like "who were the jokes most often about?", "how do we respond to insulting jokes?", "how do we respond to jokes at our own expense?", "whom do we usually ridicule?"

11. Stereotypes

The participants sit down in a circle. The leader starts telling a story: "This is a story about Jan, a boy in a wheelchair..." He/she gives a ball that he/she has been holding to someone in the group, who says the next sentence, and passes on the ball. As the story develops (it is the leader's responsibility to make sure

everyone is participating), the leader continues: "Jan has a friend Jure, who is a homosexual, and also has his own story to tell..." and passes on the ball. Once the story has developed far enough, the leader stops it and evaluates the theme: Why are the stories so different? What is this related to? Why do we perceive it the way we do?

12. Stickers

A sticker is posted on each participant's forehead so that he cannot see what is written on it (lazy, irresponsible, witty, smart, clumsy...). The participants have to create a poster on the theme: "All different - all equal", but have to treat each other in accordance with what the stickers say. After they have finished the posters, there is a discussion about how they felt, whether it was hard to treat other people the way they did, did anyone actually start behaving the way his sticker said he was supposed to? What kind of stickers do we post on people in everyday life? Is that justified?

A second version:

If you want to make this game more dynamic and competitive, form an even number of groups. Groups meet two-by-two at particular posts and compete against each other in tasks (the tasks can be the same; they compete in time, ingenuity...). The winners get two cards, losers get one. The group with the largest number of cards is the winner. At the end of the game, an evaluation is still necessary, accompanied by a short reflection on competitiveness. When is competitiveness appropriate and when is it not? When can we compete? When do we even want to compete?

B. Step by Step

Short description of the game

The game is played on a grid of 25 fields. The fields are numbered, each comprising a task. The participants, divided into groups, throw dice, move along the fields and compete to see who gets to the last, i.e. the 25th field, first.

Purpose of the game

The participants gain strong experience in equality – everyone participates in the game and are all treated in the same way, with the same opportunities. By playing this game they acquire an experience which they acknowledge at the end of the game in a discussion (evaluation).

Number of participants

12–40

Number of leaders

2

Duration of the game

Two hours

Age of the participants

6–12 years

Tools

- Chalk
- A large dice
- Face paint
- Straws
- Newspaper
- Glue, tape
- Wooden sticks
- Colour pencils, pastels
- A shawl
- Paper
- Cones for the polygon
- Blindfolds
- Polygon obstacles
- Rings, swords (wooden staffs for swords)
- Fishing rod, fish
- Tray, balls, polygon objects
- An elastic band
- Ten pebbles
- Wooden rings
- A couple of pillows
- Ten unusual objects
- A story written without adjectives
- Pegs
- Candy

Venue

A meadow, a playground or hall

Course of the game

A large square, divided into twenty-five fields (5 x 5), is drawn on the floor. The middle square is a prize square; all others are arranged around it and numbered 1–24.

We divide the participants into four different groups. This has to be done in such a way as to make it as equal and interesting as possible (atoms, drawing straws, painting faces...)

The participants make *papier mache* **mascots** to represent them in the field-game. They do not present their mascot, but do that at one of the later posts (after ~5–10 minutes).

The groups gather around the square with their leaders and start throwing the dice. The first group to throw a six starts throwing for the fields inside. The rest of them follow up as their numbers are thrown in turn. The leaders shall emphasise that

If two groups find themselves on the same field, they play a game called "Hankie" (see instructions below). The winning group plays on, while the losing one has to wait to play that field's game in the next round.

The tasks in the fields are as follows: (Each lasts about 3–4 minutes)

1. Pairs within the group tie their feet together and have to wade through the polygon. Other tasks are offered in the meantime. Sing a song together (choreography included).
2. Lead a blind person through the polygon.
3. Name your mascot and tell it's story (make something up).
4. Move to field 10.
5. Try to catch wooden rings with two sticks. The participants have to catch as many rings as possible. The entire group has to catch the rings; they have to gather at least ten rings on the sticks.
6. Fishing rods: catch the fish on the floor. Everyone must get a chance to catch fish. Catching all fish is best.
7. Go to field 12.
8. You own three animals: a bird, a fish and a cat. You name your animals while you show them and change their positions as fast as possible. Whoever makes a mistake is out. You can try to confuse them in the meantime.
9. Cross a minefield blindfolded. One person leads from the other side.
10. Carry the balls on trays across the fields without dropping them. The entire group.
11. The elastic band. Aided by someone from the group, make an elastic "fence" around fields 1, 2 and 3. The rest have to pass from one end to the other without touching the band.
12. The palms and fingers game.
13. Move to field 17.
14. A river of chocolate. You have to get across the river.
15. Illustrating words. Some children illustrate words, while others have to guess what is being illustrated. Words can be: parachutist, fruit tea, grasshopper, Slovenia, sheep, black man...

16. Catching pillows. The group forms a circle so that every person is facing out with his/her back towards the other participants. They have two pillows. Each pillow travels in a circle from one end to the other. One group tries to catch the other. The pillows are not passed on to the neighbour; they are passed to the person next in the circle.
17. There are ten unknown objects in this area. Find them, but leave them where they are. On returning, after about ten minutes, you have to name at least six of the objects (we have a list of them).
18. The story: participants have to insert funny adjectives. Then they have to perform the story.
19. Move back to field 16.
20. Pantomime. One person does the pantomime, while the rest try to guess it. Words can be: a penguin, dolphin, being blind, a flower, a pirate...
21. Pluck chickens with pegs. Within a certain area, each person has five pegs attached. After the starting signal, participants begin stealing pegs from the others and attaching them to their own clothes. Whoever has the greatest number of pegs attached at the end signal is the winner.
22. Rings numbered 1–20. You can make up your own game. Or they can try to cover all twenty circles one after another. They can also count to 20.
23. When the cat's away, the mice are at play. They have to get to the wall without being seen.
24. Go back to field 20.
25. THE PRIZE FIELD.

The winning team gets candy; the rest get a little something, too.

After they have eaten their candy, evaluation follows. How did we reach the goal? Did we cooperate? Would we be as successful if we did not cooperate? When do we cooperate? Do we always get the chance to cooperate? Is anybody ever deprived of that chance? When? Why?

C. Together We Are Strong!

Short description of the game

Participants are assigned "differences", despite which they have to carry out a given task.

Purpose of the game

To become aware of differences and relationships among them

Number of participants

15–20

Number of leaders

1

Duration of the game

One hour

Age of the participants

14 or older

Tools

- The "characteristic" of each participant (see below)
- A puzzle with as many pieces as there are participants

Venue

A hall or outside

Course of the game

In the beginning, the participants draw a note which "characterises" them or their conduct in the game. They have to put together a puzzle according to what the note says.

Characteristics:

- you must not speak
- no one is allowed to touch you
- you want to touch someone all the time
- your piece has to put down last
- you are not allowed to show your piece to anyone
- you are only allowed to communicate with females
- you are only allowed to communicate with males
- you are only allowed to communicate with persons who wear glasses
- you are only allowed to communicate with people who look you in the eye
- you are only allowed to communicate with people who are wearing something blue
- ...

Each participant is given a piece of a puzzle, which they then have to put together as quickly as possible. They can talk to each other, but they are not allowed to reveal what the note says.

Once the puzzle is complete, evaluation follows. First the participants talk about how they thought completing the puzzle went, how they felt, etc.: it is essential for them to find out which task each of them had (what the notes said), how they felt when someone refused to talk to them, how they had some strange

handicap... We start a discussion thereupon about our usual behaviour, how we treat others, which stereotypes we stick to. Are stereotypes necessarily bad?

D. US – THEM

Short description of the game

We divide the group into two halves, each representing a "culture". Each culture has its own rules of living and conduct. Each lives in its own area (its own room). In the first part of the game, a particular culture learns their culture's ways of conduct, which the leader explains. The second part of the game introduces cultural exchange. One or two members from each group go to the other group for a couple of minutes. Likewise, one or two members from the other group visit the first. And so on, until everyone has had a turn. The object of the first and the second "expedition" is merely to observe the other culture, while in all subsequent expeditions the participants are expected to become involved in the other culture's life.

Evaluation follows the game. Both groups meet and answer questions in turn. The questions are formed so as to lead the participants into discovering the conscious and the unconscious in their own culture and others...

The purpose of the game

The participants learn a constructive way of dealing with difference – with people who belong to different cultures.

Number of participants

20–50

Number of leaders

At least two

Duration of the game

1.5–2 hours

Age of the participants

Fifteen or older

Venue

A common area and an additional room

Tools

- pebbles (for about half of the participants, one for each)
- cards with animal pictures

Course of the game

Preparation

(10 minutes)

One of the leaders composes an introduction: "Quite often, we are confronted with terms such as European culture, European civilisation and the like. But, what is European culture? To what extent can we talk about a common cultural area, and to what extent is it a Europe of diversities? We know that those precise Germans have an entirely different culture from the Greeks, who are much more relaxed. And that "hot-blooded" Italians express their feelings much louder than Poles. To complicate the matter further: it is also possible to find detail-oriented people in Greece and extremely expressive people in Poland. For the next hour, we will concern ourselves with cultural differences."

The participants are divided into two groups of equal size. Each group has its own leader, who leads it into his own area.

Learning cultures

(15 minutes)

Each group represents a civilisation. The first civilisation is called "Alpha"; the second "Beta". Members of a particular civilisation must first learn the rules of conduct within their own civilisation; later, they are visited by "aliens". The leader explains the rules, step by step, and they try them out – simulate. Competition is not relevant in the game of civilisations, even though they could compete. It is more important to stick to the rules and try to enjoy the game.

Rules of civilisation ALPHA

You are a happy people, who walk around the planet and like to keep company with each other. Bodily contact is not a problem for you. If you meet someone while walking around the planet, you can (not necessarily) greet him by forming a "scout's greeting" (three middle fingers stretched out while the thumb covers the little finger) with your right hand and tap his left shoulder three times. He has to return the greeting with the same gesture. It is very impolite for him not to do so: you can show that with a facial expression, astonished or sad.

The three fingers, however, are not the only source of happiness in civilisation Alpha. Generally, the number three puts you in a good mood. If someone, for example, notices three flowers, or three birds on the sky, three chairs together or three pictures on the wall, upon meeting a close relative, he can point at them

with his finger. When the relative sees them, he smiles. In civilisation ALPHA, non-verbal communication is particularly strong. You express happiness, sadness, ease, peacefulness, but do not talk much to each other.

Each of you has a pebble hidden in your hand. If you wish, you can invite a friend to play a game of RAFA-RAFA with you. It is the most popular game on the planet and you all love to play it. Not, however, all the time. The invitation to a boy is a bow, while girls are invited by drawing the "&" sign in the air with your right hand. If the friend wishes to play with you, he will shrug; otherwise, he will calmly continue walking. The game goes like this: the one who invites clenches a pebble in his fist, and crosses both fists in front of him for the other one to guess where the pebble is. If the friend hits the EMPTY fist, he has won and the other person can guess again. If he picks the fist WITH the pebble, the game is over (i.e. the opposite of what we are used to in our own culture: the absence of the pebble is better). If the friend has found out where there is no pebble, they play another round and if he wins again, they play another one. If the friend wins (hits the empty fist three times), he yells out: "Rafa-rafa!" Thereupon, all inhabitants of the planet honour him by stopping whatever they are doing and turning to look at him for a second. Then the game is finished and the players go on their separate ways.

Despite the relaxed mood of ALPHA, your society is not entirely classless. The way you are organised includes having a chief and a vice-chief – two of the players who are particularly esteemed by others (at this point, the chiefs are elected). The vice-chief takes over when the chief is absent (has gone off the planet); otherwise, the vice-chief is just like everybody else. You all treat the chief (or the vice chief, when the chief is not present) with respect, but still perfectly normally, except while playing Rafa-rafa. If you invite the chief to play the game, you are obliged to do everything in your power to make him guess which hand is empty. If he happens not to guess, the player has to quickly switch the pebble from one hand into the other, so as to make it appear as though the chief had guessed. When the chief guesses three times, he yells in the normal way: "Rafa-rafa!", only this time all the players run towards him and greet him with the traditional greeting (the tapping of the shoulder with three fingers) accompanied by whispering: "Rafa-rafa, rafa-rafa..."

If a visitor from planet BETA breaks the rules, you should warn him. Do not explain the rules, only warn him with a sharp look or tell him in a whisper. If he breaks the rules three times, tell him to leave the planet immediately. If he shows any disrespect towards the chief (or the vice-chief), he has to leave the planet without warning. In this case, walk up to him and whisper: "Please, leave our planet."

Rules of civilisation BETA

You live on a very austere planet where there is no idleness or wasting any time. The work makes you proud and it is only hard work that will bring you to your

goal – success, happiness and a well-deserved rest. And everybody tries very hard to achieve that. Most of you make a living by trading animals; these are represented by picture-notes of a fish, a parrot, a pigeon, a cat and a dog. Only one of you is THE LORD (he is chosen at this point). Each of you holds five animals in his hand, while the lord has all others and is concerned more with the matters of administration – he is a kind of Beta Civilisation Government. At this point animals can be handed out to the participants (a draw; every person gets to draw one).

Your goal is to collect five different animals of the same colour (for example, all five red animals) – which is achieved by trading.

How does the trading go? Each of you (except the lord, who does not participate in the trading) imagines an animal which he would like to get by trading. For example: he tries to get a red dog. With that in mind, he shows one (any) red card (does not matter which animal; it is only the colour that matters), while indicating that he is looking for a dog by barking like one. The colour is thus expressed with the colour of the card in your hand, while the animal is specified by your voice. Kinds of voices:

- dog: "woof,woof"
- cat: "miaow, miaow"
- fish: "blup, blup"
- dove: "frrr, frrr"
- parrot: "ara, ara"

Your co-players express their wishes in a similar way. You are walking around the planet. When you meet a person with whom you wish to strike a deal, you wink at him; if he winks back, the deal will be done. Then you move together off to the side and carry out the deal following a strict protocol. You face each other, separated by a distance of three steps. The one who winked first steps one step forward and lays his animal on the floor. Then he steps back. The other party does the same. Now the first one steps forward again, picking up the new animal (the one that the other person had presented him with), then retreats; the other one does the same. Then they return to the other people – the deal is done.

It is not always necessary for the deal to have been done in one's own interest; sometimes, you can do someone a favour and hope he does the same for you sometime.

If your deal is not successful after a long time (no one needs your animal), you have to go for a different one (change the card that you have in your hand). It is, however, not very honourable to do so; the others might think that you are a bad tradesman! Therefore, you should go off somewhere by yourself and change the card.

When one of you has collected all five animals of the same colour, he goes to the lord, hands them over to him, and is assigned five new ones by the lord's draw. This is quite an honourable event and every inhabitant of BETA is very proud of it. He does not, however, make a show of it. Life goes on...

The lord thus never trades animals, but he cannot always be lord and live at the planet's expense. For there is also a PLACE OF DUTY on the planet (we choose a space in the room) which is occupied by a new candidate every once in a while. He is chosen by EVERYBODY pointing a finger at him. Thus, if you agree with the change, you point a finger at him and remain in that position until it is clear whether he is going to be elected or not. If a guest from ALPHA is one of the finger-pointers, the elections are invalid: aliens have no voting rights. In the event of a (unanimous) election of a new lord, the old lord has to walk up to the place of duty and hand him the cards. The new lord puts his five trading cards in his pocket, and the old lord pulls out of his pocket the five cards he use to trade with before he became lord.

The inhabitants of planet BETA are also vigilant about a black dove. It is a highly prized animal. It means a very important deal, so when trading a black dove, there must always be a third witness. The one who is looking for the dove (that is: the person who is showing a black card and saying "frrr, frrr") is responsible for ensuring one. The witness's task is strictly observational: he has to make sure the deal was done in the proper way.

If a visitor from ALPHA breaks the rules, he must be warned. Do not explain the rules to him; only let him know that he is breaking them. After he has broken them three times, tell him he must leave the planet. In case of his disrespect of the rule of the black dove, he must leave the planet immediately.

Preparations for a visit from the other planet

10 minutes

Depending on the number of members in each civilisation and the time available, we determine the size of the visiting parties. The best size of a party is a pair (the leaders must have agreed before on the number of individuals within each group and the number of times each person gets to visit another planet – probably once or twice at the most). To this end we divide ourselves two by two and determine the line of succession for our visits. Of course, we will receive visits from the other planet as well, in the same numbers. The task for those who are not visiting at any given time will thus be to "play" civilisation.

The first two expedition parties' task will be merely to observe our civilisation. They will not be given any tools. We let them observe. It is the same with our first two expeditions: their responsibility is careful observing and bringing back a report on what they had seen. All subsequent expeditions will have to spend time living in the other civilisation. They will be given instruments and try to become involved in everyday life – unless, of course, they are thrown off the planet.

Two observational visits

(15–20 minutes)

At the start we send the first expedition and welcome the expedition from the other planet. It is important to have finished arguing and start playing our game by the time the other expedition arrives. The expedition must arrive to see a well-established everyday life.

We do not give them the tools (the pebbles or the cards) yet; neither do we throw the observational team off the planet. The visit should last about 3 to 5 minutes; depending on the previous agreement, it is important, however, that both teams get to spend the same amount of time on this. The task of the expedition is to try to find out how people live on this planet. Once the expedition has returned to its own planet, we do a five-minute reflection. The members of the expedition report on what they have seen and thereby try to make the stay easier for the following visitors. The procedure is repeated with the next expedition, only the observations of this one will already be based on the information they were given by the first.

The "real" visits

(depending on the number of participants/expeditions)

It is up to all subsequent visitors to try to become involved as much as possible in the life of the other planet. In the beginning, it will already be a success not to be thrown off the planet immediately. Later, they will try to figure out all the details. A single visit lasts 3–5 minutes (on the condition, of course, that the members survive that long). Each visit is followed by a reflection, wherein the members try to find out what they had learned about the other civilisation and thereby help the subsequent visitors.

Evaluation of the game

20 minutes

The participants gather together in the common area. We can form two half-circles with chairs so that the groups face each other. Both civilisations take turns answering the following questions: One of the leaders assumes the role of moderator, asking sub-questions and keeping the dialogue going.

- What was your first impression of the opposite civilisation?
- What is your impression of it now?
- Try to explain the rules of the opposite civilisation!
- Explain the rules of your own civilisation to the opposite one!
- Which civilisation did you like better and why?
- What was the cause of misunderstandings from the other side?

- How do we perceive such differences and diversity in our everyday lives? Do we really understand them, or do we only think we understand them? Isn't every attempt to explain a difference in fact merely our interpretation of it?
- What did the civilisations have in common after all? Try to find as many answers as possible!
- Europe is composed of many cultures, but we still talk about a single European culture as well. What is European culture and what do all subcultures in Europe have in common?

WORKSHOP: HOW TO INCLUDE RATHER THAN EXCLUDE IN A GAME?

Purpose: Becoming acquainted with the games, including people with lesser opportunities, something about "all different, all equal", games on the theme of equal opportunity, how to include different people in the game.

Course of the workshop:

1. Introduction (5 min)

Greeting the leaders; explaining what will go on in the workshop.
Getting acquainted (the ball in the circle).

2. Recognising differences through the game (20 min)

We play 3–4 different games (all at once – see below). Then we think about each game: whom we could include in it, who could be excluded by it, when is that acceptable and when is it not? We infer differences from this.

Conclusion: Which diversities do we know and what do we need to pay attention to when making up games in order to prevent excluding some individuals?

The games:

FINGERS AND PALMS

The participants stand in a circle. They extend their left palm towards the neighbour on the left, while placing the index finger of their right hand on the extended palm of their right-side neighbour. On the leader's signal we clench the hands and remove the fingers. *DIFFERENCE: left handed/right handed*

EUROPEAN GREETINGS

See the introduction to the Great Game of Equal Opportunity for an explanation.
DIVERSITY: personal space, touching

RELAY

Any. DIFFERENCE: obstacles in motion, sometimes a simple case of clumsiness – if we play games like this too often, their not having a chance to prove themselves can become a problem.

A game of exposure, for instance BEAR FAMILY. DIFFERENCE: they might or might not like to be exposed.

3. How do we include different people in the game? (20 minutes)

We have familiarised ourselves with differences by now; now, we can speculate on how different individuals can be included (through a game) in our activities.

We ask the participants if they have already had any experiences, what happened, did it work, etc. Games can be played in the meantime (cases of including; activities leading to a discussion about excluding); we comment on each/ what can be achieved by playing it...

All this is to be derived from their needs, questions, experience...

Games:

THE EMPEROR (point of the game: every one is special)

The participants stand in a circle. One of them stands in the middle and talks about what he/ she has done ... (I climbed Triglav, I swam in the sea...) Anyone who has done the same stands up and says "So did I!" When a participant in the circle says something nobody has done, everyone else stands up, points his finger at him and says: "Emperor!" The one in the middle can choose the next one to have a go.

THE MARKETPLACE (point of the game: Making contact with all members of the group)

The participants walk around the area, while the leader says: *Imagine being at a marketplace in an entirely unknown city. You are surrounded by loud people whom you do not know, neither do you understand their language. They also tend to act somewhat odd – different.* A text follows the introduction. *Everyone look down, avoiding contacting others. Wander around the marketplace, not bothering yourself with where you are going. Act as though you are alone in the city.* In a while (1–2 min) the leader gives new instructions: *Now, start looking around. You notice there are a lot of people around you. Look at their shoes first, then slowly up to their legs, their arms, shoulders and finally eyes (2 min). Start touching each other carefully, follow their reactions to the touching (1min). Now pull each other's ears in greeting when you pass each other. This is the greeting of the city (1 min). Oh, you just met friends you have not seen in a*

while! How will you greet them? It might be a good idea to have a chat with them about a concert, weather, sports, politics,...

Discussion: How did they do in fulfilling their tasks? Was the touch too strong, uncomfortable, were there too many contacts? When did I feel best? Did I greet following my own tradition or had I adjusted to the new circumstance?

DOMINOES (point of the game: Developing the awareness that, even though there may be differences among individuals, we can always find something in common.

Someone in the group thinks of two of his own characteristics and says (for example): "I have two sisters on my right and on my left, and I play the guitar." Another person, who also has two sisters, holds his right hand, and says: "I have two sisters on my left and on my right, and my hair is black." We continue until everyone is tied up in a circle. When a characteristic comes up that no one else has, we think of a new one. At the end we explain that there are a lot of differences among individuals, but sometimes we might find something in common – and that is how we connect.

NO EQUAL (point of the game: What groups do we belong to? Discrimination, majority-minority relations)

For this game, we will need small coloured circles, one for each member of the group. Everyone gets a coloured circle stuck on the forehead, but they cannot see what colour it is. Let them form groups – same colours together (there should be several circles of each colour, but one of the colours should only be represented by one circle). Only non-verbal communication is allowed.

Discussion at the end of the game: How did you feel when you first met someone with the same colour of the circle? If you happened to be the only one with your colour, how did that feel? Did you help each other find colours? What groups in society do you belong to (football club, choir, scouts ...) Can anyone join those groups? Which people in our society have no equals?

4. Creating games in groups and reporting (40 min)

It is essential when playing games that we be as creative as possible and that we try to consider the circumstance of playing that game – as we saw today, besides people and area we also have to take good care not to exclude anyone. Which is why we will now test our creativity.

A game including division into groups.

Instructions for group work:

- Make up a new game; be careful not to make it too excluding towards anyone.
- We will play a game; it should last 5 min.

Group work (20 min).

Work presentation: what did they do, what games did they create, playing. Other participants make comments: we add our own afterwards.

5. Conclusion:

Evaluation of the workshop

