



Discovering the Mini-LARP “Suity Hero”

Experience the history of the European Union – from Theory to Practice

Moraitakis Nikolaos

ID Number: K00223846

Master of Arts Youthwork with Games and Digital Media
Business and Humanities

August 2018

“The only source of knowledge is experience”

Albert Einstein

Contents

Abstract	4
Introduction	4
1. Background	5
What is a Game?	5
Common core approach	5
Historical Live Role Play	6
Contemporary Role Play	7
Defining LARPs	8
2. Developing... the Mini-LARP “Suity Hero”	10
The working group	10
Cognitive flow & Design principles	11
3. Experiencing the Mini-LARP “Suity Hero”	14
Story	14
Game-play	14
Experience	14
Values	14
Balance	15
Culture	15
Number of players	16
Playing time	16
Preparation of the game	16
The game can now be set up	16
How to play the game	17
General debriefing	24
Debriefing & reference to the real European history	24
4. From Theory to Practice	26
Degree of freedom	26
Findings	27
5. Conclusions	29
Bibliography	31
Abbreviations	33
Annex	34

Abstract

Mini LARP (Live Action Role Play) and gaming activities have been highlighted as fora which provide development of a range of personal and social skill sets in students, as well as understanding of subject content. This thesis is presenting a framework and its implementation which was designed for learning European history based on Mini LARPs, called: “Suity Hero” that can assist students in understanding European history using role playing game (RPG) approach. The implementation is based on the “narrative” of general idea to place the participants in the same situation as the European countries just after WWII and confront them with the same challenges and obstacles. Mini LARPs “Suity Hero” was developed to give innovative access to civic education with a focal point on the European dimension. The results of the game can be easily linked to the European history at the debriefing session. This method makes it possible to include the milestones of the European integration process in a European education project without just retelling history. The participants shall experience themselves the challenges and have to find their own solutions to the problems they face –just like the nation states back in the early 50s of the 20th century.

Introduction

European history is very important as it provides a cognitive process for us to recognize what had happened in the past in Europe that we are living now. It helps in inspiring values and shaping our life. We will be able to make better decisions with the knowledge that we acquired by learning history and live a better life by knowing European history. However, history is a difficult subject to learn as it involves learning and memorizing of names, dates, events and so on including their significance. Although normally it fails to attract the interest of many students, sometimes history can be very interesting.

Especially nowadays that the future of Europe does not look so bright: Brexit, the climbing of anti-European populism in many countries, the appearance of authoritarian leaders etc. it is time to think more deeply about the European future and also to look back to Europe’s past, the different traditions and the different cultures. Mini LARPs and games-based learning are some of the approaches that can be used to solve such

problems. Some researchers found that Mini LARPs and game-based learning can indeed motivate students¹.

In this thesis is presenting a framework and its implementation designed for learning European history. It is based on Mini LARPs and it is called: “Suity Hero”. The implementation is based on the “narrative” of general idea to place the participants in the same situation as the European countries just after WWII and confront them with the same challenges and obstacles. Using narrative in teaching European history is a valuable means to move beyond just acquiring fragmented facts of historical figures and events. In addition, these games are also recognized as a fruitful means for narrative learning environment that allow pupils to learn in a realistic way about a certain topic. Given the changes in society, it becomes important that students learn the European history not only by receiving knowledge, but also by searching and generate knowledge. In line with this, an approach towards learning in which pupils do things that matter to them and to society, games seem to be an appropriate means to allow learning in a more meaningful way.

1. Background

What is a Game?

Games have been defined and redefined many times over, and there seems to be no end to this continual process or any agreement about the definitions. This is because the concept is very difficult to define, at least in a way that doesn't either leave things out that are obviously games (so the definition is too narrow), or accept things that are clearly not games (making the definition too broad) or sometimes both.

Common core approach

There have been many attempts to define games². The usual approach is to look at previous definitions, find common elements in them, discern problems, and then

¹ H.-Y. Jeong et al. (eds.), Advances in Computer Science and Its Applications, Lecture Notes in Electrical Engineering 279, DOI: 10.1007/978-3-642-41674-3_104, ©Springer-Verlag Berlin Heidelberg 2014.

² See some definitions from various sources:

- A game has “ends and means”: an objective, an outcome, and a set of rules to get there. (David Parlett)
- A game is an activity involving player decisions, seeking objectives within a “limiting context” [i.e. rules]. (Clark C. Abt)
- A game has six properties: it is “free” (playing is optional and not obligatory), “separate” (fixed in space and time, in advance), has an uncertain outcome, is “unproductive” (in the sense of creating neither goods nor wealth — note that wagering transfers wealth between players but does not create it), is

provide a synthesis that attempts to fix those problems. This form of definition is usually given as a list of features that form the core of what games are. This approach could be called the common core approach³. Generally, we need to take the games as a sociocultural phenomenon and, therefore, they should be defined and redefined in a hermeneutic circle that enhances our understanding of them. This process of redefining will tell us valuable things about the discourse of games at any given moment. It will also highlight some aspects of games, some of which may not previously have been discussed, therefore providing more things to study. This may provide a way out of the established discourses that have become so self-evident that we are no longer able to see them clearly (Stenros and Waern, 2011).

Historical Live Role Play⁴

An early example of a type live role play are the ‘carrousel’ games, a form of live role plays often performed at the European courts during the 17th and 18th centuries in connection with coronations and other ceremonies. Under the monarch’s supervision, the members of the court, the noblesse and the servants wearing valuable costumes and full-scale stage settings, reconstructed ancient battles, tourneys or mythological

governed by rules, and is “make believe” (accompanied by an awareness that the game is not Real Life, but is some kind of shared separate “reality”). (Roger Callois)

•A game is a “voluntary effort to overcome unnecessary obstacles.” This is a favorite among my classroom students. It sounds a bit different, but includes a lot of concepts of former definitions: it is voluntary, it has goals and rules. The bit about “unnecessary obstacles” implies an inefficiency caused by the rules on purpose — for example, if the object of Tic Tac Toe is to get three symbols across, down or diagonally, the easiest way to do that is to simply write three symbols in a row on your first turn while keeping the paper away from your opponent. But you don’t do that, because the rules get in the way... and it is from those rules that the play emerges. (Bernard Suits)

•Games have four properties. They are a “closed, formal system” (this is a fancy way of saying that they have rules; “formal” in this case means that it can be defined, not that it involves wearing a suit and tie); they involve interaction; they involve conflict; and they offer safety... at least compared to what they represent (for example, American Football is certainly not what one would call perfectly safe — injuries are common — but as a game it is an abstract representation of warfare, and it is certainly more safe than being a soldier in the middle of combat). (Chris Crawford)

•Games are a “form of art in which the participants, termed Players, make decisions in order to manage resources through game tokens in the pursuit of a goal.” This definition includes a number of concepts not seen in earlier definitions: games are art, they involve decisions and resource management, and they have “tokens” (objects within the game). There is also the familiar concept of goals. (Greg Costikyan)

•Games are a “system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome” (“quantifiable” here just means, for example, that there is a concept of “winning” and “losing”). This definition is from the book Rules of Play by Katie Salen and Eric Zimmerman.

³ Arjoranta Jonne, Game Definitions, Games Studies, The international journal of computer game research, volume 14 issue 1 August 2014.

⁴ Jonas Söderberg, Annika Waern, Karl-Petter Åkesson, Enhanced Reality Live Role Playing, Swedish Institute of Computer Science, p. 2.

tableaus. The 18th century carousels were very expensive events with budgets that would correspond to millions of dollars today.

Contemporary Role Play

Contemporary live role-playing consists of two additional variants besides the therapeutic: educational role-playing and role-playing for leisure and entertainment.

The use of role-playing within education is similar to that of therapeutic role playing, and aimed at giving the participants an understanding of their own and others actions in new or critical situations. The participants act out a scenario where the prerequisites are determined before the event, but the development of the scenario is influenced by the participants and directly changed by the event leader.

Afterwards, the leader and the group analyze the cause of actions together in order to explore what alternatives existed and what could have been done differently.

Modern live action role-playing for leisure and entertainment stems from two origins. Reenactment groups have existed in the U.K and the U.S. for a long time, focusing on the detailed study and reenactment of a historical event or time period. One such example is the US-based medieval recreation organization SCA, Society of Creative Anachronism, which was started in 1966. This society has grown to a worldwide organization including over 24,000 paying members and with many more participating in events. The other origin is the development of tabletop role-playing games during the 1970ies. In the early 1980's some players, influenced by improvised theatre, started to perform their adventures with their physical bodies in a real surrounding, thereby inventing the current form of LARPs.

The development of modern role play activities has been very rapid. During the 1980ies, LARPs was a very narrow sub-culture playing almost completely in the world of Tolkien fantasy. Today, especially in Scandinavia and UK, it is a growing popular movement for people of all ages and every game stretches the boundaries of the subjects explored. One recent example is 'En resa som ingen annan' (A journey like none else), an educational game directed to high school students that stages the experience of a fugitive fleeing from a foreign country and seeking asylum in Sweden. This particular game was staged in October 2003 at the historical museum in Stockholm, in collaboration between a professional theatre ensemble and SVEROK, an umbrella organization for live role players (and other types of gamers) in Sweden.

Defining LARPs⁵

The term LARP covers a wide variety of game variants, making them inherently difficult to define. Although the acronym LARPG has also been used, which explicitly includes the notion that game play is occurring, it is LARP that is the commonly accepted term in the gaming community. LARP is applied to gaming situations and not, for example, improvisational theater. Although activities such as the latter could be considered live action role playing, they are not games. In this article, the abbreviation LARP is used to indicate gaming activities, following consensus. In LARPs, players and game masters, combined, form the game participants, and the author of a LARP game or scenario does not necessarily equal the GMs—a person can write the manual for a LARP game without actually participating in it. The GMs are the participants who prepare, manage, and direct the LARP.

LARPs are RPGs, and defining LARPs can make use of the models arising from studies of PnP RPGs (see Edwards, 2001; Kim, 2003; Tychsen et al., 2005). LARPs follow the same terminology (role play, storytelling, rules, good play) and require the same in terms of player knowledge prior to game start: a character, the establishment of a fictional contract detailing the fictional world and how to act in and with it, and an opening situation (coined event zero for LARPs by Emrick, 2001). Similarly, an agreement on the conditions of the game (social contract) must still be achieved prior to game start to avoid conflicts later on. The following is not meant to be a complete definition of a RPG but does cover the most significant features.

1. The core of the game is role playing guided by rules. Each player takes control of one or more (although typically only one) character. A character is a fictional figure that the player tries to act (as role play).
2. The player will usually have full control of decision making at the character level. There is no author-audience relationship: Each player has a hand in developing a personal, perceived story.
3. The game is usually set in a fictional reality, which is communicated via the fictional contract. The contract is the shared understanding among the game participants of the game setting/world.

⁵ Tychsen et al. / Live Action Role-Playing Games, Games and Culture, Volume 1, Number 3, July 2006, p. 252-275.

4. With very few exceptions, the games are supervised or guided by a GM, who assumes a variety of responsibilities depending on game type and style of play, notably, (a) facilitation of game flow, (b) environmental content, (c) administration of rules, and (d) engagement/entertainment. Some forms of LARP place very little emphasis on the GMs as guides and controllers of the games, and in these cases, GMs are delegated a role more akin to a player with some extra management functions.

5. At least two participants are required. In general, noting the above exception, these will be a player and a GM. Typically, these roles are fixed, although in some games, the roles are interchangeable. The players and GMs together are the participants of the game.

The relative importance of these elements can vary. For example, a LARP can be very similar to improvisational theater, with only a few guidelines for rules and a very low-powered GM. In a computer RPG, the role of the GM is taken on (with varying degrees of success) by software.

LARPs can be viewed as forming a distinct category of RPG because of two unique features: (a) The players physically embody their characters, and (b) the game takes place in a physical frame. Embodiment means that the physical actions of the player are regarded as those of the character. Whereas in a RPG played by a group sitting around a table, players describe the actions of their characters (e.g., “I run to stand beside my friend”); in an equivalent situation in a LARP, a player would physically run to the appropriate point within the game space. The game space may range from a room to, in extreme cases, acres of countryside. These two features give rise to a wealth of design issues and complications when running a LARP.

These two features also produce an important consequence: Player-to-player interaction in a LARP often occurs without the presence of a GM. For a small group around a table, a GM will witness all such interactions. In a LARP, this is by no means the case, as, given the larger physical space, it is impossible for a GM to witness all such exchanges. The similarities between this and the situation existing in MMORPGs for player interaction should be obvious. On the other hand, most LARPs are normally designed on the assumption that all players will be present for most, if not all, of the duration of the game, an assumption that cannot be made for MMORPGs.

The nature of player-to-player interaction has important consequences for plot development and narrative in LARPs. As players are not constantly in the presence of a GM, the games cannot be designed so that narrative delivery and development for each player require constant GM attention. This also means that the games are typically designed so that only a subset of players is required to support a given plotline (unless the particular LARP has very few players), as their combined presence cannot be guaranteed. LARP players base individual narrative actions on a shared baseline of perception (i.e., the physical environment of the game, the fictional world setting, etc.). The players evolve perceived plots from a unified understanding of the game environment and the fictional world setting. Typically, LARPs are planned with several plotlines and these are typically of decentralized design so that they do not require constant GM control to develop—or they may not have any preplanned plotlines at all, being focused instead on producing an environment where plots emerge via the interactions of the participants and the characters they embody. There may be no central narrative (Lynch, 2000); however, more normal is that there is often a form of überplot: a plot involving or at least affecting the majority of the players.

2. Developing... the Mini-LARP “Suity Hero”⁶

The working group

The Mini-LARP “Suity Hero” was developed by an international working group within the “European Network for Education and Training – EUNET”⁷ to give innovative access to civic education with a focal point on the European dimension. The responsible persons who developed “Suity Hero” are: Antje Brandt - Europäische Akademie Otzenhausen, Karine Evanno - Maison de l’Europe Douai-Nord, Ronja Lindenberg –

⁶ The game and all materials of the Mini-LARP “Suity Hero” by “European Network for Education and Training - EUNET e.V.” is published under the License Creative Commons Attribution Share Alike (CC BY-SA 2.5). “Suity Hero” is an anagram for "EU history".

⁷ The “European Network for Education and Training e.V.”, shortly EUNET, is a network for European educational-facilities. The network consists of Non-Governmental-Organisations that inform, educate or in any other way spreads the European Idea to teenagers and adults. EUNET has the goal to intensify the experience-exchange, to increase the quality of the offers, to develop and distribute methodical-didactic materials as well as simulations and to make the activities of the EUNET-members visible to a wider public.

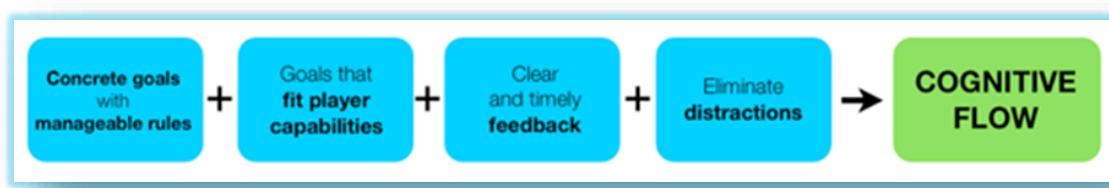
Europahaus Marburg-Biedenkopf, Karsten Lucke - Europahaus Marienberg, Vasiliki Madoulka and Nikolaos Moraitakis - Europe Direct Information Center of Crete.

Cognitive flow & Design principles

The working group took into consideration, during the develop of the game, four characteristics that promote what is called: “Cognitive Flow”⁸, in order to drastically improve player engagement.

These characteristics are the following:

- 1 Game should have concrete goals with manageable rules.
- 2 Game should only demand actions that fit within a player's capabilities.
- 3 Game should give clear and timely feedback on player performance.
- 4 Game should remove any extraneous information that inhibits concentration.



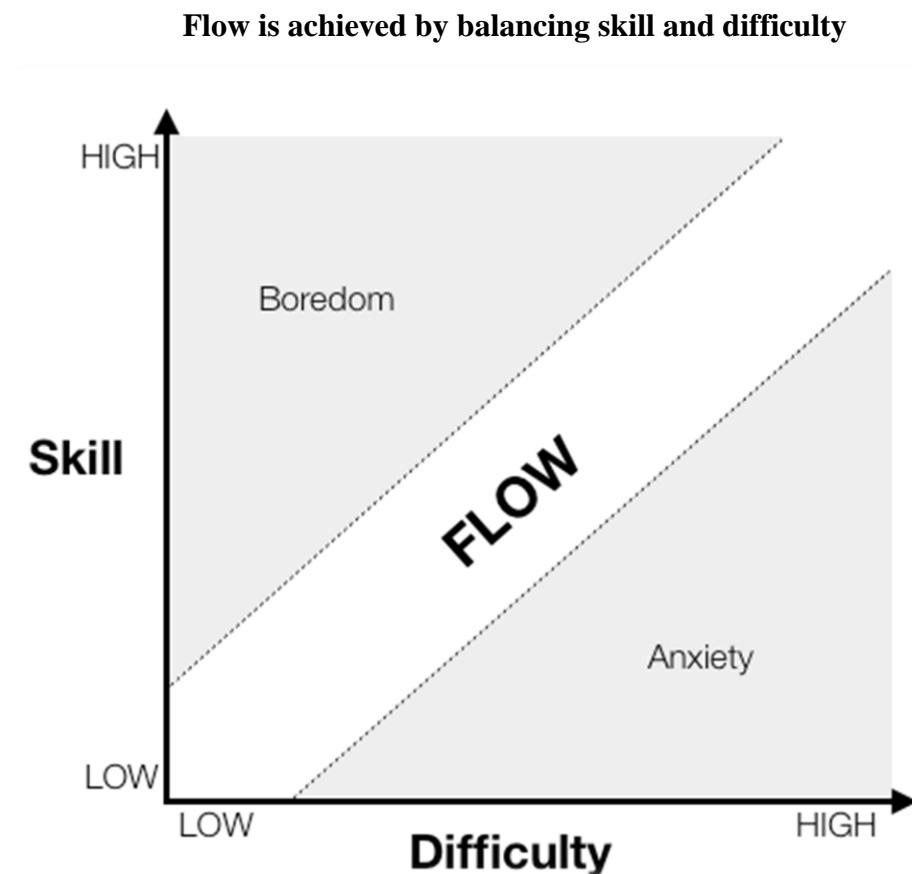
If the player's skill is too far above the degree of difficulty the player will get bored. If the degree of difficulty is too high compared to the player's skill, they will become anxious. To reach the state of flow the game needs to have manageable and well-defined goals. The player must have the abilities to perform the goals. The player needs to receive timely and clear feedback as they achieve the goals. Lastly, distractions should be minimized to encourage concentration. These four elements are ways to increase flow.

Flow is an important indicator⁹ and aspect of role play games. Flow occurs when the player enters a mental state, often in an environment where the challenges match the

⁸Baron, S. (2012). Cognitive Flow: The Psychology of Great Game Design, Retrieved from https://www.gamasutra.com/view/feature/166972/cognitive_flow_the_psychology_of_.php

⁹ Takatalo and Hakkinen (2014) found that they were able to predict the Metascore of a game. Metacritic's Metascore is an important indicator of commercial success. During their modeling of the problem, flow contributed significantly to the calculations. The researchers were able to predict the correct Metascore with a 75% accuracy. It is reasonable that games which are immersive and

player's abilities (Csikszentmihalyi & LeFevre, 1989). Because the challenge matches the player's skill, the player increases or learns new skills and receives the associated satisfaction and increase in self-esteem.



Flow, boredom, and anxiety as they relate to task difficulty and user skill level.

Adapted from Csikszentmihalyi, 1990.

Focusing on the clarity of goals, it is important that the player know what tasks are required. The requirements for a set of tasks should be communicated clearly, and the player is given time to comprehend them. If the player feels overwhelmed, they will likely stop play. It is important that the goals be communicated at times the player is receptive. During a period of high stimulation is not the best time to convey

engaging would be more successful than those with interruptions and distractions. As gamers typically share their experiences, a game that suffers from intrusion or lacks flow will not be spoken of positively.

information. Lastly, breaking goals down into smaller pieces may help the player them more quickly.

Removing distracts is another important way to increase flow. Because there are limits on how much stimuli people can process, it is critical to ensure the important information is received.

It is well known that Role Play Games are particularly well-suited to supporting educational activities, such as Mini-LARP “Suity Hero”, in which the fostering of empathy is a key method or goal. This is because they allow players to inhabit the roles and perspectives of other people or groups in a uniquely immersive way. Therefore, it is often a priority in Role Play Games to encourage empathy between stakeholders on different sides of interests. Similarly, many interventions designed to reduce prejudice function by eliciting feelings of empathy towards disadvantaged groups. For this reason, the working group of Mini-LARP “Suity Hero” has attached great importance to the following principles¹⁰, in order to foster empathy since the creative and open-ended nature of these kind of a game necessitate these principles be applied heuristically.

Principle 1: Players are likely to empathize only when they make an intentional effort to do so as the game begins. The game may explicitly ask players to empathize, or it may more subtly encourage them to take on a focused empathetic posture. However, without some kind of effective empathy induction at the outset, most people will play “unempathetically.”

Principle 2: Give players specific recommendations about how their actions can address the issues represented in the game.

Principle 3: A short burst of emotional empathy works well if desired outcomes to not require significant shifts in how players’ beliefs about themselves, the world, or themselves in relation to the world. But if these kinds of shifts are a design goal, the game should integrate both cognitive and emotional empathy.

Principle 4: Emphasize points of similarity between the player and people or groups with whom she is supposed to empathize, but we beware of provoking defensive avoidance.

¹⁰ Jonathan Belman and Mary Flanagan, Designing Games to Foster Empathy, Cognitive Technology, volume 14, issue 2.

3. Experiencing the Mini-LARP “Suity Hero”

Story

The general idea of the game is to place the participants in the same situation as the European countries just after WWII and confront them with the same challenges and obstacles. Against this backdrop, they are expected to develop their own approach to accomplish their goal to reconstruction the country and improve the citizens' life. The result shall finally be compared to the “real European approach” and relate the seminar contents to European history.”

Game-play

The situation is very similar to that in Europe after the end of WWII in 1945. Their country lies in ruins, daily life is pretty hard and there are many obstacles that need to be tackled to initiate a prosperous development of their nation. The participants should remain unaware of this similarity at the beginning of the game, since the aim is not to make them repeat historical developments, but develop their own strategy and approach to their reconstruction policy. Some groups may opt for a way similar to that chosen by the European nations after the War when they initiated the European integration process, but it is also possible that the various groups decide on a different approach to rebuild their country.

Experience

The aim of the game is to make young people develop a strategy to rebuild their country after a devastating war. The results of the game can be easily linked to the European history at the debriefing session. This method makes it possible to include the milestones of the European integration process in a European education project without just retelling history. The participants shall experience themselves the challenges and have to find their own solutions to the problems they face –just like the nation states back in the early 50s of the 20th century.

Values

This is a modern method of teaching the general aspects and main issues of the post-war EU development. Like: “See what you have done to be successful and see what the European nation states have done to proceed.

Balance

Two game masters. One is sitting at the general office table and tries to control in a way the groups' activity. The second one monitors the compliance with the rules in the reconstruction phase (use of all required resources) and the ban on communication across national borders.

Culture

Role-playing and real time making of decisions by the players. "Suity Hero" allow the participants a deeper understanding of the history of Europe Union and the integration process. The interactive character of the game gives participants the opportunity to understand such difficult historical events from the inner standpoint. On the basis of a real or partly real decision-making process, 12-16-year-old children, manage to arrive at autonomous, independent and comprehensible solutions. The playful aspect represents an important component, the method must not be understood as pure "fun", however. The game actively train participation and safeguarding of interests for real actions and contribute to a deeper understanding of this complex context (Stradling, 2001).

The players work in teams and together they decide what the heroes are going to say or how they will act, so they influence the outcome of the game. Cooperation is the key to overcoming the obstacles and successfully completing the game. By asking students to adopt a position other than their own and encourage them to think in (ideally) new and creative ways, this role play give us the opportunity to encourage children's' empathy. Empathy is the most important historical skill. Trying to understand why people in the past thought and acted the way that they did is crucial if we are to explain why events happened. Because it is never easy for someone and especially a child to step into the shoes of people in the past. So, when it comes to students, we have to teach them to avoid what E.P. Thompson once called "the enormous condescension of posterity" (Thompson, 1963). Students have to begin to learn not to condemn those in the past for attitudes and opinions which might offend us today.

However, it can also be really fun, students literally playing a role and adopting a new identity. Some can be part of a revolutionary group. Others might focus their attention

on primary sources, and foster a micro-historical approach that shifts the basis of their interpretation 'from facts to factors'

When we decide to use a role play as a method to teach history there are always some risks we have to take. In the beginning of this particulate game, was the risk that the game will not fulfill its learning objectives. This risk was minimized by the evaluation. Another risk was the risk of anachronism, the risk of modernizing the past, assuming that the people of the past would respond to situations in the same way as people do today or the risk of responding to particular situations in an ethnocentric way. So, the importance of preparation and debriefing is really crucial.

Number of players

Suity Hero can be played with 12 players in which case there will be 2 players for each country. An ideal constellation would be 4 – 6 players per country, i.e. the game can also easily be played with up to 36 players. Age: players 15 years +.

Playing time

According to the experience gained so far, the game itself will approximately take 60 minutes; this, however, can vary in both directions.

Preparation of the game

It is important to have an adequately equipped kit of materials containing the required props. Additionally, the following information needs to be printed:

- the role profiles,
- the country flags,
- enough travel requests for each country (at least 10).

The game can now be set up

The set-up in a seminar room or a classroom is very easy. An empty room is ideal. There should be a minimum of 6 tables and 2-6 chairs for each table depending on the number of players, the tables and chairs are knocked over on the floor and serve as "homezones" – one set of tables and chairs for each country in the game. The available space should be used as much as possible, i.e. the homezones should be as far away from each other as possible. The game, however, can also be played in a cramped space with the homezones close to each other (of course the rule for the groups to not communicate across country borders is more often breached in this case). Now, the

props required for each country at the beginning of the game must be distributed in the relevant homezones.

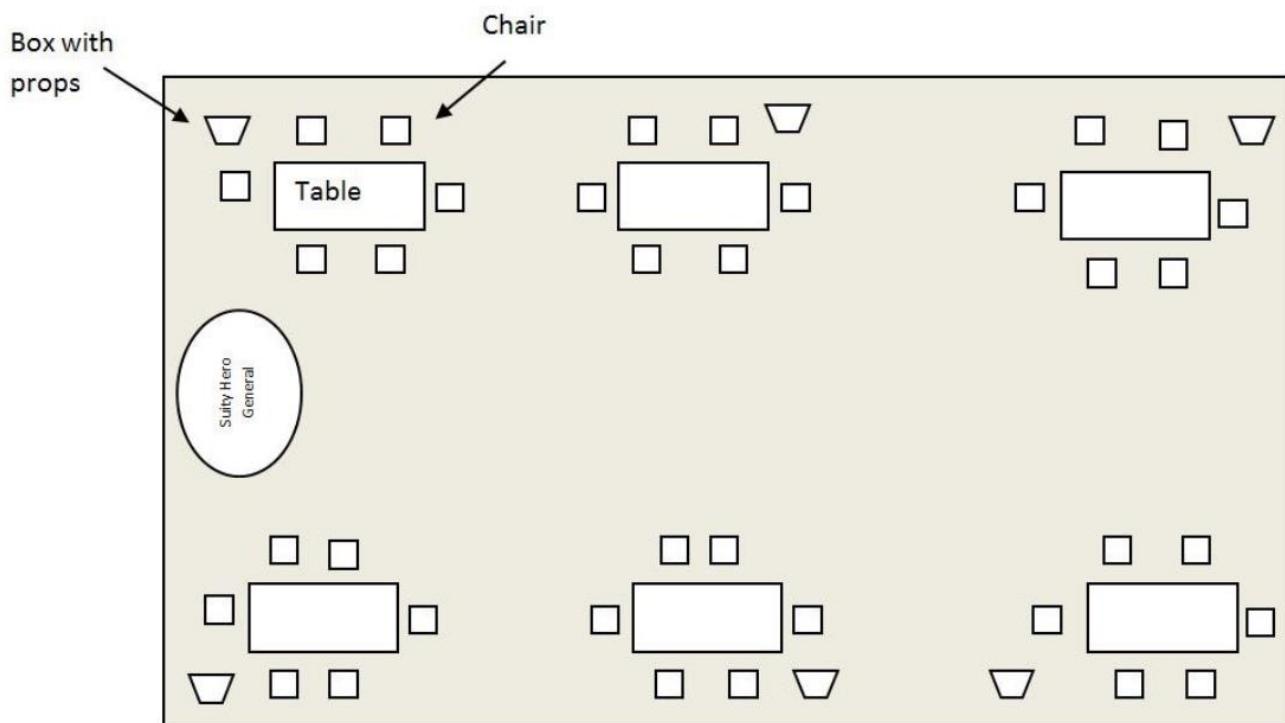
Another table is required for the “General Office of the Suity Hero continent”, i.e. the game master. This is where travel requests are processed, money can be exchanged etc.

How to play the game

Once the room has been set up – if possible without the groups being present – some depressing background music and a presentation, a film or similar with war impressions is started. The music and the pictures are not mandatory, they are, however, helpful to generate the required atmosphere and to support the dynamism of the game.

Now the groups will enter the room and look for their respective “homezone” (if they already know which country they will represent, if this is not the case, there can still be a random distribution of the groups, as each group can play each country without restrictions).

The game master can now give a short introduction telling everybody where the groups are, what the general situation is and what the primary goal is, however, he / she should not give any additional information, and he /she should not mention the possible links with EU history. The groups will also find the basic information in their role profiles.



After having entered the room they split up and go to the place of their country (see graphic: room setting), where they will find some background information and instructions. Their mission is to rebuild the country after a long period of war and achieve good living conditions for their population. In order to reach this goal, they have different resources and skills, but not all the resources and knowledge necessary to rebuild the whole country.

After having read their background information, the participants can start to find out how to rebuild their country. They will soon realize that they cannot reach their goals without the help of the others - but they cannot yet trust them after a long period of war.

The game will start as soon as the first groups begin to develop their activities. There is no official kick-off after the groups have entered the room and the short introduction has been given by the game master.



The game master is sitting at the general office table waiting for the groups' activities. At this point, it makes sense to have a second game master to monitor compliance with the rules in the reconstruction phase (use of all required resources) and with the ban on communication across national borders. In the beginning this can be handled by one person, however, at some point, more and more activities will focus on the general office table (more and more groups coming there with their requests), and the situation will be more complex and more difficult to handle. It is still possible to make do with only one game master, however, as the breach of the rules can also be discussed in the debriefing phase.

It has proven to be useful to give the groups 30 – 40 minutes to develop their activities before the external threat is started. It makes sense to wait until some of the groups have come quite far in the reconstruction of their countries. Depending on the mood, 3 to 6 virus scenarios can be played. It is helpful to announce a countdown telling everybody

that a computer virus might do damage in 5 minutes. This can be repeated after the first wave of destruction. Use your discretion regarding the time intervals and the number of iterations. The general goal is to make the individual countries cooperate with their “inventions”. This can indicate the end of the game or the threat can be repeated several times – after 3 to 4 iterations, however, the desperation in the group of players should be so big that it makes sense to end the game. These developments are also important and valuable for the debriefing.

Images, film clips and music

The initial mood can be supported by sad and depressing music and war images. On youtube you will find several clips which can be shown in endless iteration in the background.

Regarding the background music we recommend Ludovico Einaudi for example – also available via streaming services.

Needed props

optional

- music collection
- pictures of war for the beamer (beginning of the game)
- 6 baskets (or something else for the props)

obligatory

- 6 role profiles
- 6 puzzles (pictures of different houses cut in pieces)
- 1 pair of gloves (one glove in Emeria, one in Granvaria)
- 1 stamp and 1 stamp pad (for the travel forms)
- 6 tables
- 12 - 36 chairs
- 6 glasses
- 6 tea candles

- 6 “flags” (made of paper)
 - 6 skewers
 - 6 IDs
 - 2 lighters
 - 2 welding goggles
 - 1 bottle, filled with water
 - 1 role of tape
 - 20 notes per currency
 - 60 travel forms + one pen per country
 - One “invention” per country
- (see “Virus” scenario)



How to - traveling and rebuilding in “Suity Hero”

How to rebuild your country

1. Set up the tables in their correct position (repair the infrastructure)
2. Set up the chairs in their correct position (repair the infrastructure)
3. Fill a glass with water (secure food for the population)
4. Make the candle burn (restore the power supply)
5. Stick together the puzzle of your destroyed house (ensure social cohesion / social peace)
6. Connect the flag and the skewer (restore national pride / national symbol)

Things are unfortunately not so easy in a devastated country. You need certain resources for its reconstruction and must respect certain rules.

The use of resources: rules and information

In order to reconstruct your country, the following basic knowledge and resources are at your disposal:

- Tables may be touched with both gloves only.
- To touch chairs, you need welding goggles.
- To fix the puzzle of the broken house you need tape.
- To light the candle, you need a lighter.
- To supply your people with water you must fill a glass with water.
- Your flag must be fixed to the skewer.
- To travel to another country, you need an official identity card of the “Suity hero” continent.

There are two kinds of resources: Resources that may be exchanged, and resources that remain in your country once they crossed its border.

These resources remain in your country (if you have more than one resource of one kind, you can of course exchange it)	These resources can be exchanged again and again
Candle	Water
Glass	Gloves
Skewer	Welding goggles
ID	Tape
	Lighter

How to – How to travel across “Suity Hero”

In order to avoid revealing your national reconstruction strategy to the surrounding states, you may only whisper. If you want to communicate with another country, you will have to travel there. However, you know that the other countries are destroyed as well and might start a war again due to the lack of resources or feelings of revenge. You decide therefore that as many people as possible stay in your country so that they can defend it in case of war.

If you want to contact people from another country, you can send an ambassador to the destination country. During the absence of the ambassador, no other citizen of your country is allowed to leave it – this means that just one person is allowed to travel at the same time.

Identity card – application – approval - fee

In order to travel at all, you need a valid identity card ("official visa") of the "Suity Hero" continent. Unfortunately, no further action can be taken without this document.

Whenever an ambassador wants to leave the country, you need to submit a travel request, which must be presented, together with your identity card, to the "Office for General Affairs of the Suity Hero Continent" (OGASH). The official in charge at this office must sign and stamp it.

Moreover, a fee must be paid when the border of the destination country is crossed. Since the other states have a different currency, you need to change money at the OGASH. If you give it 50 units of your national currency, you will get back 30 units of the currency of the destination country (BASH charges a fee of 20 units).

Additional information (Inventions)

Contracts between two or more parties must be officially concluded and stamped by the "Office for General Affairs of the Suity Hero Continent" (OGASH) against payment of a fee. During the reconstruction process you may be confronted with danger from the outside. In order to protect your country accordingly, you invented... (every country has something different). However, this may not be enough...

The "virus" scenario

After a great period of trading and economic success, a computer virus infects "Suity Hero". Participants don't know what will happen, they just have the information that they invented (a) special tool(s), which they can use in case of a potential crisis. Suddenly the game master starts to destroy the rebuilt props (one per minute, frequency depends on the general comprehension / speed of the group), one by one in different countries (random selection). The new "period" is introduced by (another) change of music (example: music from the movie "Jaws" (= the white shark)). The aim is to make the groups bring together their special tools and invent something that can destroy the virus (open process!). The game master decides whether they succeeded. He/she also decides how many special tools are used in the game (six or 12 or even more). If the groups are on a good way to success, he/she will be free to, for instance, slow down the process of destruction.



The idea is that the groups use their inventions to protect themselves together against the virus. A maximum of creativity and witty playfulness is needed.

Some ideas for inventions

pens / paper / glue / scissors / wool / plastic cups / tin foil / beermat / Tetra Pak / clothes peg / bottle caps / wire / marbles / ...

The new "Suity Hero" currency (Monetary Union)

If countries decide to establish a treaty and a monetary union in order to avoid paying regularly the fee to the General Office, the game master will be prepared and offer the "Suity Hero" currency in exchange for a treaty between two or more countries. Countries wishing to establish a monetary union need to pay a final fee before they can use the new currency and trade without being charged any exchange rates.

Optional: Selling props at the Suity Hero General Office

If the trading process stagnates because, for instance, one state is not able to rebuild the country, the game master can decide to sell props at a very high price at the General Office.

Optional: Additional props for rewarding good game playing

If groups follow the principle of fair play (cooperate and show solidarity with others ...) the game master may reward the respective countries with special props to make them even more attractive. E.g.: Flowers, cookies, tablecloths etc.

General debriefing¹¹

An in-depth analysis of the specific solutions developed by the nation groups may not be necessary. However, it could be very interesting to get an idea of the participants' general feelings. A kick-off to the debriefing could be initiated by the following questions:

1. What was it like to play the game, generally speaking?
2. How did you feel when you entered the room?
3. What did you associate with the situation you were placed in?
4. How did the cooperation in your group develop?
5. How did you come to decisions in your country/between the countries?
6. How was a strategy set up? Why did you choose this strategy?
7. Was everybody involved?
8. What was hard to achieve, what was easy for you?
9. Did the virus scenario change anything?

Debriefing & reference to the real European history

Regardless of the results of the game, its outcome can be compared with European history after 1945. In the game the different nations were faced with different challenges. The main goal was to rebuild their country and develop prosperity, peace and security. In order to achieve these goals, the participants had to overcome different obstacles:

1. Knocked over furniture had to be put back in the right place as a symbol of the reconstruction of the infrastructure of the country
2. The candle had to be lit again in order to show that electricity worked again
3. The empty glass had to be filled with water to help the people of the destroyed countries

¹¹ Debriefing is an intrinsic part of games for learning and proper debriefing can also be beneficial to Role Play games. In addition, the debriefing framework provides a method to collectively assess the validity, reliability and robustness of the causal claims associated with the purpose of the Role Play game.

4. The broken flag – the national symbol - had to be repaired to restore pride and dignity

In order to achieve these goals, the different groups needed to travel and resume trading to provide the resources needed for the reconstruction of the country. However, the different nations faced obstacles at this point again.

1. Traveling was not easy and very bureaucratic: only one person at a time was allowed to leave the country, every time a form had to be filled in, a fee had to be paid, a special ID was necessary to meet people from other nations for peaceful purposes without giving the impression of threatening them.

2. The different nations had different currencies. Exchange was necessary to start trading.

3. Every country lacked different resources and was therefore not able to start reconstruction on their own.

4. It was only allowed to whisper on the territory of the respective nations.

5. There were also rumors about an external threat.

All these goals and obstacles can be put in relation with real developments in the EU history. This should be done at the debriefing session with a view to the different issues of the game:

A. The need to reconstruct your country after WWII (obtaining resources, resuming trade, abolishing tariffs, which makes trade easier and cheaper)

B. Implementing the right of free movement in Europe for economic and social reasons, reducing bureaucratic travel regulations

C. Rebuilding trust between the nations to prevent a new conflict or even war

D. Developing a common currency to strengthen political ties as well as support economic prosperity

E. Growing as a “club of nations” – enlarging the number of countries, which work together

F. Finding common rules and developing a mutual system of cooperation to solve current and future problems (internal and external)

After the game, real European developments and milestones (peace, democracy, enlargement, trade, prosperity, deepening of the EU, etc.) can be compared to the approaches of the participants. A cross-check is important: In which fields do participants behave like real politicians, who were in charge of developing the EU in the last decades? An interesting question with a view to the content is whether the groups adopted a similar approach to the one implemented by European states or whether they found different solutions. A second question would be whether their different ways were a success or a failure, which led to a new conflict.

4. From Theory to Practice

Degree of freedom

The use of role play as a technique offers a degree of freedom to whom is responsible for the activity. The term “degree of freedom”¹² is referring to whether the way of doing things is strictly defined in advance or there is a scope for self-motivation and alternative solutions. These options both, have certain advantages and disadvantages. If the participants have a significant degree of freedom it is possible that the result of the activity may derogate from the educational goals. On the other hand, a very well planned and centrally directed procedure is likely to fail to stimulate the interest among the participants. Generally speaking, when the objective is to investigate the participants’ certain attitudes, it is better to use a high degree of freedom whereas a strictly defined activity is more useful in case of setting specific educational goals.

Mini-LARP “Suity Hero” was planned with the objective of simulating a real situation in a safe environment where the participants would be able to identify the main characteristics of a certain situation and perceive the various steps of a procedure when the methodology changes. In order to deal with affect (emotional) process the role playing and the simulated experience were loosely set. The spontaneous interactions of the players within a defined context were intended to provide the critical experience. The instructor defined specifically beforehand which circumstances are heeded (context).

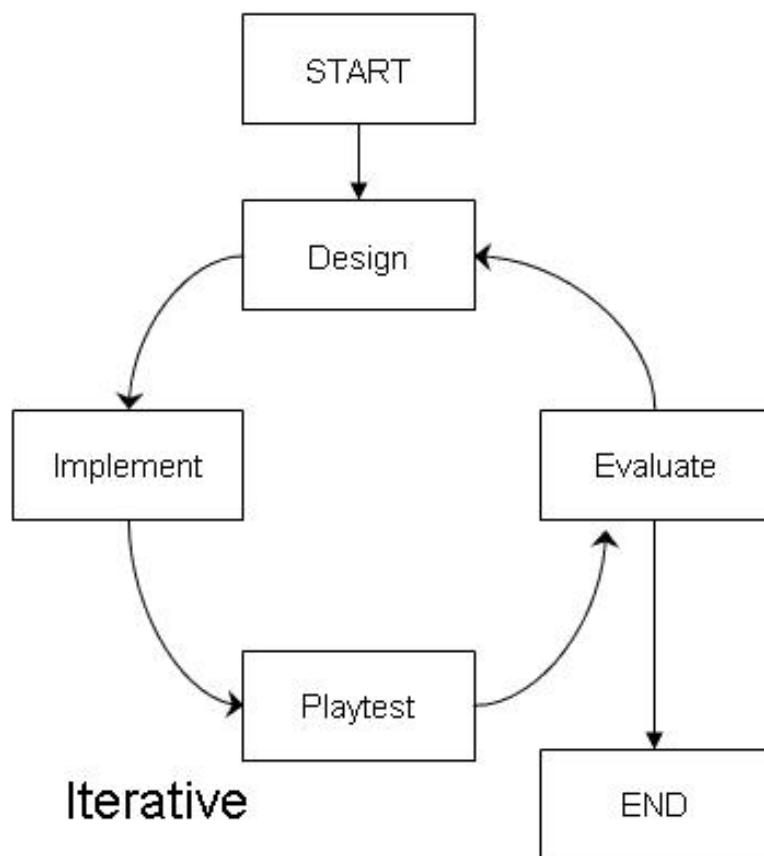
¹² For every position that is assigned, the remaining number of choices (decision options) is decreased by one. In other words, one degree-of-freedom (decision option) is lost every time a position-player decision is made. When considering the last position (and player) there is no choice of selection (or assignment) – simply because the total number of positions and players is fixed in advanced (by virtue of the game’s rules).

The learners determined their role selection and cast events on the basis of their own experience and intuitive projections.

Findings

Presenting the findings obtained from playing the “Suity Hero”, it is necessary to mention that we took into consideration the follow methodology¹³:

1. Make an observation.
2. Make a hypothesis.
3. Create an experiment to prove or disprove the hypothesis.
4. Perform the experiment.
5. Interpret the results of the experiment, forming a new set of observations. Go back to the first step.



¹³ <https://gamedesignconcepts.wordpress.com/2009/07/02/level-2-game-design-iteration-and-rapid-prototyping/>

“Suity Hero” was played in 3 different European countries, with 3 different groups. A group of adults in Malta, a group of German high school students at a school in Brandenburg and a group of high school students from different countries within the framework of an Erasmus+ project at a school in Crete. This fact enabled some useful findings.

- i. First of all, became clear that the instructor must “warm up” the group properly to give them a sense of safety. He needs to talk to all participants not to just explain the role but trying to involve them imaginatively in the situation. This is a really important thing when the role play is played by students because role play is an improvisational procedure, and improvisation requires a feeling of relative safety.
- ii. It revealed that this was not so important for the group of the adults, was less important for the group of German students because they knew each other well but a “warming-up” process in which they get to know each other in a more trusting fashion and become involved in the theme to be learned was really important for the group of Erasmus+ students. Another important point is that the instructor must consider the students background. Different students will have different intelligent. There are students that can get what is taught in a short time and a few one is vice versa. Also, many students who attend the class actually may feel uncomfortable in role play situations. It is important for the instructor to take this in mind. So, trainers need to consider the tradeoffs between the use of role plays and the discomfort and anxiety they create.
- iii. The players of “Suity Hero” got involved in a highly emotional charged situation so became clear that in respect of a group that the players do not know each other so well, like the one consisting of students who participated in the Erasmus in Crete, a large group of students tends to be less effective.
- iv. In every role play game, the feedback is the most important part. Rather than a generalized evaluation such as "you did well," specific comments on the learner behavioral actions should be given. The actual satisfaction has to emerge not out of the trainer’s evaluation but out of the practitioners’ satisfaction based on learning of their effective interaction within the simulated situation, and subsequent experience of efficacy. In a role play like “Suity Hero” it became obvious that because of the emotional involvement there was the risk of stronger than usual personal experience,

or misplaced feelings, or a projection of feelings. So, a sufficient opportunity to debrief as an essential feature of the total exercise was more than required. At last, “Role-play” is a powerful and effective teaching method for children and adult and can be adapted to deliver any learning objectives from simple to complex concepts. It really lends well to practice communication skills, debate complex ethical issues or explore attitudes and beliefs. The success lies in the construction and delivery with careful facilitation. Role-play is a great alternative to increase the understanding of the student as it is an energizing activity and fun to do. Other than that, it allows the participants to contribute actively in the activity. We knew that some of the students have different level of understanding in the class.

v. By using this method, the entire student can easily understand what their teacher wants to give to them. Besides that, it is more time efficient and what the most important is, it delivers complex concepts in a simple manner. So, the student does not have problem to understand the situation given.

5. Conclusions

The conclusions of “Suity Hero” live action role play game suggest that role-play activities are a valuable addition to the European history teaching repertoire.

This environment can work well to support student understanding of European historical process, the role of imagination and empathy in historians’ practice, as well as in developing knowledge of historical social and cultural dynamics. It appears that the impact of content learnt in simulated, student-centred formats is powerful in terms of student memory and recall¹⁴. This appears particularly the case in sessions that require students to be personally responsible for performing roles or tasks within a broader team context.

However, it seems that the activities of role play alone do not necessarily have equal success in managing the sophistication and control of the concepts that student learn in

¹⁴ Cedric Beidatsch, Susan Broomhall, Is this the past? The place of role-play exercises in undergraduate history teaching, Journal of University Teaching and Learning Practice 7:1 2010, p. 17.

this context, nor perhaps in pushing them to think through the intellectual implications of the activities they are performing.

The experiences garnered when debriefs after the “Suity hero” role play game was conducted would suggest that such meta learning can arise if students are given a structured environment for reflection. Learning objectives can and should, therefore, be supported and addressed by carefully structured preparatory and reflective exercises that support the given activity. “Suity hero” project suggests that repeated collective discussion and individual reflections are critical.

We believe that the key conclusion from our Suity hero project is not just that provides a live action role play game for the development of historical empathy, especially when expanded by collective discussion and individual reviewed reflection, but that it is the entire of the live action role play game, properly linked and articulated within a structure, that provides such an optimal environment of learning.

Suity hero role play game is supported with encouragement that enable students to reflect upon what they have learned both in terms of content and methodology, will enable the development of a wide range of historical thinking and analytical skills, including historical empathy. Designing and implementing such role play game though require a strong individual commitment to teaching and adequate time and resources.

Bibliography

1. Alan Baddeley, Working memory, published in Science, 1992.
2. Baron, S. Cognitive Flow: The Psychology of Great Game Design, 2012, Retrieved_from_https://www.gamasutra.com/view/feature/166972/cognitive_flow_the_psychology_of_.php
3. Batson, D., Chang, J., Orr, R., & Rowland, J., Empathy, attitudes, and action: Can feeling for a member of a stigmatized group motivate one to help the group. *Personality and Social Psychology Bulletin*, 28(12), 1656-1666, 2002.
4. Brenda Braithwaite, Challenges for Game Designers, Charles River Media, 2008.
5. Brunazzo M., Settembri, P., Experiencing the European Union: Learning How EU Negotiations Work Through Simulation Games, Rubbettino, Soveria Mannelli, 2012.
6. Bursens P., Van Loon C., Multilevel Simulation Games in EU Studies: Powerful Learning Environments in Political Science? paper presented at the EUSA 10th Biennial International conference, Montreal, May 17-19, 2007.
7. Cedric Beidatsch, Susan Broomhall, Is this the past? The place of role-play exercises in undergraduate history teaching, *Journal of University Teaching and Learning Practice* 7:1, 2010.
8. Claxton, G. L., Building Learning Power: Helping young people become better learners, Bristol, TLO, 2002.
9. Cousséé, F., The relevance of youth work's history. (V. G. (eds)) *The history of youth work in Europe – Relevance for today's youth work*, 2009.
10. Csikszentmihalyi, M., & LeFevre, J., Optimal experience in work and leisure. *Journal of personality and social psychology*, 56(5), 815, 1989.
11. Dweck, C. S., Self-theories: Their role in motivation, personality and development, Philadelphia, PA, Psychology Press, 1999.
12. E.P. Thompson, The Making of the English Working Class, London: Penguin 1980; first published 1963.
13. Emslie, M., Toward a Youth Work Profession. Child & Youth Services, 2013.
14. Erez & Zidon, Effect of goal acceptance on the relationship of goal difficulty to performance, *Journal of Applied Psychology*, 1984.
15. Gregory Kimble, Conditioning as a function of the time between conditioned and unconditioned stimuli, *Journal of Experimental Psychology*, 1947.

16. H.-Y. Jeong et al. (eds.), *Advances in Computer Science and Its Applications*, Lecture Notes in Electrical Engineering 279, DOI: 10.1007/978-3-642-41674-3_104, ©Springer-Verlag Berlin Heidelberg 2014.
17. Joan Tumblety, Evaluating role-play in history teaching, LTSN conference, Oxford, 14-16 April 2004.
18. Jonas Söderberg, Annika Waern, Karl-Petter Åkesson, Enhanced Reality Live Role Playing, Swedish Institute of Computer Science.
19. Jonathan Belman and Mary Flanagan, Designing Games to Foster Empathy, *Cognitive Technology*, Vol. 14, issue 2.
20. Jop van den Hoogen, Julia Lo and Sebastiaan Meijer, Debriefing Research Games: Context, Substance and Method, *Simulation & Gaming*, Vol. 47(3) 368–388, 2016.
21. Mihaly Csikszentmihalyi, *Flow: The Psychology of Optimal Experience*, Harper Perennial Modern Classics, 2008.
22. Perkins, D. N., ‘Person-plus: a distributed view of thinking and learning’ in Salomon, G. (ed.) *Distributed Cognition: Psychological and educational considerations*, Cambridge, Cambridge University Press, 1993.
23. Robert Stradling, *Teaching 20th - century European History*, Council for Cultural Cooperation, Council of Europe, vol. 257, 2001.
24. Salen, K. and E. Zimmerman, *Rules of Play: Game Design Fundamentals*, The MIT Press, 2003.
25. Stephan. W., & Finlay, K., The role of empathy in improving intergroup relations. *Journal of Social Issues*, 1999.
26. Takatalo, J. M., & Häkkinen, J. P., Predicting the metascore with a subjective user experience data, 2014, Paper presented at the Proceedings of the first ACM SIGCHI annual symposium on Computer-human interaction in play.
27. Tychsen et al. / *Live Action Role-Playing Games*, *Games and Culture*, Volume 1, Number 3, July 2006.
28. Vessey & Galletta, Cognitive fit: An empirical study of information acquisition, *Information Systems Research*, 1991.
29. Wooland, B., Teaching drama at elementary school, trans. E Konira, Athens: Ellinika Grammata, 1999.
30. Yuri Hanin, Emotions and athletic performance: Individual zones of optimal functioning, *European Yearbook of Sports Psychology*, 1997.

Abbreviations

EU: European Union

BASH: Boarder Affairs Suity Hero

GM: Game Master

LARP: Live Action Role Play

LARPG: Live Action Role Play Game

MMORPG: Massively Multiplayer Online Role-Playing Game

OGASH: Office for General Affairs of the Suity Hero Continent

PnP: Print and Play

RPG: Role Play Game

SCA: Society of Creative Anachronism

SVEROK: Spelhobbyförbundet (The Swedish Gaming Federation)

WWII: Second World War

Annex

Master copy: game materials

- 6 role profiles
- travel form
- flags of the 6 countries
- name tags of the 6 countries
- IDs for traveling
- matrix for distribution of resources (game start)
- currencies of the 6 countries + “Suity Hero”- currency
- pics of houses for puzzles

Role profile of the countries

"Emeria"



Background information

You live on the continent of 'Suity Hero', which includes five other states. War has been waged among the six 'Suity Hero' states (Annesia, Aurelia, Emeria, Mypos, Granvania und Merybia) over the last 20 years. The war is over, but you still feel uncertain if you can trust the other states. Moreover, your country is completely devastated. Houses are demolished, furniture is spread all over the streets, and there is no electricity either. The population suffers from hunger and thirst, and the symbol of your nation, your flag, is broken as well.

After all these years of war you want to rebuild your country and pave the way for a better future of your citizens.

How to rebuild your country:

1. Set up the tables in their correct position (repair the infrastructure)
2. Set up the chairs in their correct position (repair the infrastructure)
3. Fill a glass with water (secure food for the population)
4. Make the candle burn (restore the power supply)
5. Stick together the puzzle of your destroyed house (ensure social cohesion / social peace)
6. Connect the flag and the skewer (restore national pride / national symbol)

Things are unfortunately not so easy in a devastated country. You need certain resources for its reconstruction and must respect certain rules.

The use of resources: rules and information

In order to reconstruct your country, the following basic knowledge and resources are at your disposal:

- Tables may be touched with both gloves only.
- To touch chairs, you need welding goggles.
- To fix the puzzle of the broken house you need tape.
- To light the candle, you need a lighter.
- To supply your people with water you must fill a glass with water.
- Your flag must be fixed to the skewer.
- To travel to another country, you need an official identity card of the “Suity hero” continent.

There are two kinds of resources: Resources that may be exchanged, and resources that remain in your country once they crossed its border.

These resources remain in your country (if you have more than one resource of one kind, you can of course exchange it)	These resources can be exchanged again and again
Candle	Water
Glass	Gloves
Skewer	Welding goggles
ID	Tape
	Lighter

How to – How to travel across “Suity Hero”

In order to avoid revealing your national reconstruction strategy to the surrounding states, you may only whisper. If you want to communicate with another country, you will have to travel there. However, you know that the other countries are destroyed as well and might start a war again due to the lack of resources or feelings of revenge. You decide therefore that as many people as possible stay in your country so that they can defend it in case of war.

If you want to contact people from another country, you can send an ambassador to the destination country. During the absence of the ambassador, no other citizen of your country is allowed to leave it— this means that just one person is allowed to travel at the same time.

Identity card – application – approval - fee

In order to travel at all, you need a valid identity card ("official visa") of the 'Suity Hero' continent. Unfortunately, no further action can be taken without this document.

Whenever an ambassador wants to leave the country, you need to submit a travel request, which must be presented, together with your identity card, to the "Office for General Affairs of the Suity Hero Continent" (OGASH). The official in charge at this office must sign and stamp it. Moreover, a fee must be paid when the border of the destination country is crossed. Since the other states have a different currency, you need to change money at the OGASH. If you give it 50 units of your national currency, you will get back 30 units of the currency of the destination country (BASH charges a fee of 20 units).

Additional information

Contracts between two or more parties must be officially concluded and stamped by the "Office for General Affairs of the Suity Hero Continent" (OGASH) against payment of a fee.

During the reconstruction process you may be confronted with danger from the outside. In order to protect your country accordingly, you invented **cloth pins**. However, this may not be enough...

Now it's up to you to rebuild your country in the best possible way! Be clever and creative!

"Granvania"



Background information

You live on the continent of 'Suity Hero', which includes five other states. War has been waged among the six 'Suity Hero' states (Annesia, Aurelia, Emeria, Mypos, Granvania und Merybia) over the last 20 years. The war is over, but you still feel uncertain if you can trust the other states. Moreover, your country is completely devastated. Houses are demolished, furniture is spread all over the streets, and there is no electricity either. The population suffers from hunger and thirst, and the symbol of your nation, your flag, is broken as well.

After all these years of war you want to rebuild your country and pave the way for a better future of your citizens.

How to rebuild your country:

1. Set up the tables in their correct position (repair the infrastructure)
2. Set up the chairs in their correct position (repair the infrastructure)
3. Fill a glass with water (secure food for the population)
4. Make the candle burn (restore the power supply)

5. Stick together the puzzle of your destroyed house (ensure social cohesion / social peace)

6. Connect the flag and the skewer (restore national pride / national symbol)

Things are unfortunately not so easy in a devastated country. You need certain resources for its reconstruction and must respect certain rules.

The use of resources: rules and information

In order to reconstruct your country, the following basic knowledge and resources are at your disposal:

- Tables may be touched with both gloves only.
- To touch chairs, you need welding goggles.
- To fix the puzzle of the broken house you need tape.
- To light the candle, you need a lighter.
- To supply your people with water you must fill a glass with water.
- Your flag must be fixed to the skewer.
- To travel to another country, you need an official identity card of the 'Suity hero' continent.

There are two kinds of resources: Resources that may be exchanged, and resources that remain in your country once they crossed its border.

These resources remain in your country (if you have more than one resource of one kind, you can of course exchange it)	These resources can be exchanged again and again
Candle	Water
Glass	Gloves
Skewer	Welding goggles
ID	Tape
	Lighter

How to – How to travel across “Suity Hero”

In order to avoid revealing your national reconstruction strategy to the surrounding states, you may only whisper. If you want to communicate with another country, you

will have to travel there. However, you know that the other countries are destroyed as well and might start a war again due to the lack of resources or feelings of revenge. You decide therefore that as many people as possible stay in your country so that they can defend it in case of war.

If you want to contact people from another country, you can send an ambassador to the destination country. During the absence of the ambassador, no other citizen of your country is allowed to leave it— this means that just one person is allowed to travel at the same time.

Identity card – application – approval - fee

In order to travel at all, you need a valid identity card ("official visa") of the 'Suity Hero' continent. Unfortunately, no further action can be taken without this document.

Whenever an ambassador wants to leave the country, you need to submit a travel request, which must be presented, together with your identity card, to the "Office for General Affairs of the Suity Hero Continent" (OGASH). The official in charge at this office must sign and stamp it. Moreover, a fee must be paid when the border of the destination country is crossed. Since the other states have a different currency, you need to change money at the OGASH. If you give it 50 units of your national currency, you will get back 30 units of the currency of the destination country (BASH charges a fee of 20 units).

Additional information

Contracts between two or more parties must be officially concluded and stamped by the "Office for General Affairs of the Suity Hero Continent" (OGASH) against payment of a fee.

During the reconstruction process you may be confronted with danger from the outside. In order to protect your country accordingly, you invented **paper**. However, this may not be enough...

Now it's up to you to rebuild your country in the best possible way! Be clever and creative!

"Merybia"



Background information

You live on the continent of 'Suity Hero', which includes five other states. War has been waged among the six 'Suity Hero' states (Annesia, Aurelia, Emeria, Mypos, Granvania und Merybia) over the last 20 years. The war is over, but you still feel uncertain if you can trust the other states. Moreover, your country is completely devastated. Houses are demolished, furniture is spread all over the streets, and there is no electricity either. The population suffers from hunger and thirst, and the symbol of your nation, your flag, is broken as well.

After all these years of war you want to rebuild your country and pave the way for a better future of your citizens.

How to rebuild your country:

1. Set up the tables in their correct position (repair the infrastructure)
2. Set up the chairs in their correct position (repair the infrastructure)
3. Fill a glass with water (secure food for the population)
4. Make the candle burn (restore the power supply)
5. Stick together the puzzle of your destroyed house (ensure social cohesion / social peace)
6. Connect the flag and the skewer (restore national pride / national symbol)

Things are unfortunately not so easy in a devastated country. You need certain resources for its reconstruction and must respect certain rules.

The use of resources: rules and information

In order to reconstruct your country, the following basic knowledge and resources are at your disposal:

- Tables may be touched with both gloves only.

- To touch chairs, you need welding goggles.
- To fix the puzzle of the broken house you need tape.
- To light the candle, you need a lighter.
- To supply your people with water you must fill a glass with water.
- Your flag must be fixed to the skewer.
- To travel to another country, you need an official identity card of the 'Suity hero' continent.

There are two kinds of resources: Resources that may be exchanged, and resources that remain in your country once they crossed its border.

These resources remain in your country (if you have more than one resource of one kind, you can of course exchange it)	These resources can be exchanged again and again
Candle	Water
Glass	Gloves
Skewer	Welding goggles
ID	Tape
	Lighter

How to – How to travel across “Suity Hero”

In order to avoid revealing your national reconstruction strategy to the surrounding states, you may only whisper. If you want to communicate with another country, you will have to travel there. However, you know that the other countries are destroyed as well and might start a war again due to the lack of resources or feelings of revenge. You decide therefore that as many people as possible stay in your country so that they can defend it in case of war.

If you want to contact people from another country, you can send an ambassador to the destination country. During the absence of the ambassador, no other citizen of your country is allowed to leave it– this means that just one person is allowed to travel at the same time.

Identity card – application – approval - fee

In order to travel at all, you need a valid identity card ("official visa") of the 'Suity Hero' continent. Unfortunately, no further action can be taken without this document.

Whenever an ambassador wants to leave the country, you need to submit a travel request, which must be presented, together with your identity card, to the "Office for General Affairs of the Suity Hero Continent" (OGASH). The official in charge at this office must sign and stamp it. Moreover, a fee must be paid when the border of the destination country is crossed. Since the other states have a different currency, you need to change money at the OGASH. If you give it 50 units of your national currency, you will get back 30 units of the currency of the destination country (BASH charges a fee of 20 units).

Additional information

Contracts between two or more parties must be officially concluded and stamped by the "Office for General Affairs of the Suity Hero Continent" (OGASH) against payment of a fee.

During the reconstruction process you may be confronted with danger from the outside. In order to protect your country accordingly, you invented **pens**. However, this may not be enough...

Now it's up to you to rebuild your country in the best possible way! Be clever and creative!

"Mypos"



Background information

You live on the continent of 'Suity Hero', which includes five other states. War has been waged among the six 'Suity Hero' states (Annesia, Aurelia, Emeria, Mypos, Granvania und Merybia) over the last 20 years. The war is over, but you still feel uncertain if you can trust the other states. Moreover, your country is completely devastated. Houses are

demolished, furniture is spread all over the streets, and there is no electricity either. The population suffers from hunger and thirst, and the symbol of your nation, your flag, is broken as well.

After all these years of war you want to rebuild your country and pave the way for a better future of your citizens.

How to rebuild your country:

1. Set up the tables in their correct position (repair the infrastructure)
2. Set up the chairs in their correct position (repair the infrastructure)
3. Fill a glass with water (secure food for the population)
4. Make the candle burn (restore the power supply)
5. Stick together the puzzle of your destroyed house (ensure social cohesion / social peace)
6. Connect the flag and the skewer (restore national pride / national symbol)

Things are unfortunately not so easy in a devastated country. You need certain resources for its reconstruction and must respect certain rules.

The use of resources: rules and information

In order to reconstruct your country, the following basic knowledge and resources are at your disposal:

- Tables may be touched with both gloves only.
- To touch chairs, you need welding goggles.
- To fix the puzzle of the broken house you need tape.
- To light the candle, you need a lighter.
- To supply your people with water you must fill a glass with water.
- Your flag must be fixed to the skewer.
- To travel to another country, you need an official identity card of the 'Suity hero' continent.

There are two kinds of resources: Resources that may be exchanged, and resources that remain in your country once they crossed its border.

These resources remain in your country (if you have more than one resource of one kind, you can of course exchange it)	These resources can be exchanged again and again
Candle	Water
Glass	Gloves
Skewer	Welding goggles
ID	Tape
	Lighter

How to – How to travel across “Suity Hero”

In order to avoid revealing your national reconstruction strategy to the surrounding states, you may only whisper. If you want to communicate with another country, you will have to travel there. However, you know that the other countries are destroyed as well and might start a war again due to the lack of resources or feelings of revenge. You decide therefore that as many people as possible stay in your country so that they can defend it in case of war.

If you want to contact people from another country, you can send an ambassador to the destination country. During the absence of the ambassador, no other citizen of your country is allowed to leave it– this means that just one person is allowed to travel at the same time.

Identity card – application – approval - fee

In order to travel at all, you need a valid identity card ("official visa") of the 'Suity Hero' continent. Unfortunately, no further action can be taken without this document.

Whenever an ambassador wants to leave the country, you need to submit a travel request, which must be presented, together with your identity card, to the "Office for General Affairs of the Suity Hero Continent" (OGASH). The official in charge at this office must sign and stamp it. Moreover, a fee must be paid when the border of the destination country is crossed. Since the other states have a different currency, you need to change money at the OGASH. If you give it 50 units of your national currency, you will get back 30 units of the currency of the destination country (BASH charges a fee of 20 units).

Additional information

Contracts between two or more parties must be officially concluded and stamped by the "Office for General Affairs of the Suity Hero Continent" (OGASH) against payment of a fee.

During the reconstruction process you may be confronted with danger from the outside. In order to protect your country accordingly, you invented **aluminum foil**. However, this may not be enough...

Now it's up to you to rebuild your country in the best possible way! Be clever and creative!

"Annesia"



Background information

You live on the continent of 'Suity Hero', which includes five other states. War has been waged among the six 'Suity Hero' states (Annesia, Aurelia, Emeria, Mypos, Granvania und Merybia) over the last 20 years. The war is over, but you still feel uncertain if you can trust the other states. Moreover, your country is completely devastated. Houses are demolished, furniture is spread all over the streets, and there is no electricity either. The population suffers from hunger and thirst, and the symbol of your nation, your flag, is broken as well.

After all these years of war you want to rebuild your country and pave the way for a better future of your citizens.

How to rebuild your country:

1. Set up the tables in their correct position (repair the infrastructure)
2. Set up the chairs in their correct position (repair the infrastructure)
3. Fill a glass with water (secure food for the population)

4. Make the candle burn (restore the power supply)
5. Stick together the puzzle of your destroyed house (ensure social cohesion / social peace)
6. Connect the flag and the skewer (restore national pride / national symbol)

Things are unfortunately not so easy in a devastated country. You need certain resources for its reconstruction and must respect certain rules.

The use of resources: rules and information

In order to reconstruct your country, the following basic knowledge and resources are at your disposal:

- Tables may be touched with both gloves only.
- To touch chairs, you need welding goggles.
- To fix the puzzle of the broken house you need tape.
- To light the candle, you need a lighter.
- To supply your people with water you must fill a glass with water.
- Your flag must be fixed to the skewer.
- To travel to another country, you need an official identity card of the 'Suity hero' continent.

There are two kinds of resources: Resources that may be exchanged, and resources that remain in your country once they crossed its border.

These resources remain in your country (if you have more than one resource of one kind, you can of course exchange it)	These resources can be exchanged again and again
Candle	Water
Glass	Gloves
Skewer	Welding goggles
ID	Tape
	Lighter

How to – How to travel across “Suity Hero”

In order to avoid revealing your national reconstruction strategy to the surrounding states, you may only whisper. If you want to communicate with another country, you will have to travel there. However, you know that the other countries are destroyed as well and might start a war again due to the lack of resources or feelings of revenge. You decide therefore that as many people as possible stay in your country so that they can defend it in case of war.

If you want to contact people from another country, you can send an ambassador to the destination country. During the absence of the ambassador, no other citizen of your country is allowed to leave it— this means that just one person is allowed to travel at the same time.

Identity card – application – approval - fee

In order to travel at all, you need a valid identity card ("official visa") of the 'Suity Hero' continent. Unfortunately, no further action can be taken without this document.

Whenever an ambassador wants to leave the country, you need to submit a travel request, which must be presented, together with your identity card, to the "Office for General Affairs of the Suity Hero Continent" (OGASH). The official in charge at this office must sign and stamp it. Moreover, a fee must be paid when the border of the destination country is crossed. Since the other states have a different currency, you need to change money at the OGASH. If you give it 50 units of your national currency, you will get back 30 units of the currency of the destination country (BASH charges a fee of 20 units).

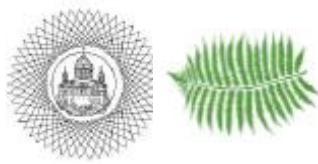
Additional information

Contracts between two or more parties must be officially concluded and stamped by the "Office for General Affairs of the Suity Hero Continent" (OGASH) against payment of a fee.

During the reconstruction process you may be confronted with danger from the outside. In order to protect your country accordingly, you invented **scissors**. However, this may not be enough...

Now it's up to you to rebuild your country in the best possible way! Be clever and creative!

"Aurelia"



Background information

You live on the continent of 'Suity Hero', which includes five other states. War has been waged among the six 'Suity Hero' states (Annesia, Aurelia, Emeria, Mypos, Granvania und Merybia) over the last 20 years. The war is over, but you still feel uncertain if you can trust the other states. Moreover, your country is completely devastated. Houses are demolished, furniture is spread all over the streets, and there is no electricity either. The population suffers from hunger and thirst, and the symbol of your nation, your flag, is broken as well.

After all these years of war you want to rebuild your country and pave the way for a better future of your citizens.

How to rebuild your country:

1. Set up the tables in their correct position (repair the infrastructure)
2. Set up the chairs in their correct position (repair the infrastructure)
3. Fill a glass with water (secure food for the population)
4. Make the candle burn (restore the power supply)
5. Stick together the puzzle of your destroyed house (ensure social cohesion / social peace)
6. Connect the flag and the skewer (restore national pride / national symbol)

Things are unfortunately not so easy in a devastated country. You need certain resources for its reconstruction and must respect certain rules.

The use of resources: rules and information

In order to reconstruct your country, the following basic knowledge and resources are at your disposal:

- Tables may be touched with both gloves only.
- To touch chairs, you need welding goggles.
- To fix the puzzle of the broken house you need tape.
- To light the candle, you need a lighter.
- To supply your people with water you must fill a glass with water.
- Your flag must be fixed to the skewer.
- To travel to another country, you need an official identity card of the 'Suity hero' continent.

There are two kinds of resources: Resources that may be exchanged, and resources that remain in your country once they crossed its border.

These resources remain in your country (if you have more than one resource of one kind, you can of course exchange it)	These resources can be exchanged again and again
Candle	Water
Glass	Gloves
Skewer	Welding goggles
ID	Tape
	Lighter

How to – How to travel across “Suity Hero”

In order to avoid revealing your national reconstruction strategy to the surrounding states, you may only whisper. If you want to communicate with another country, you will have to travel there. However, you know that the other countries are destroyed as well and might start a war again due to the lack of resources or feelings of revenge. You decide therefore that as many people as possible stay in your country so that they can defend it in case of war.

If you want to contact people from another country, you can send an ambassador to the destination country. During the absence of the ambassador, no other citizen of your

country is allowed to leave it– this means that just one person is allowed to travel at the same time.

Identity card – application – approval - fee

In order to travel at all, you need a valid identity card ("official visa") of the 'Suity Hero' continent. Unfortunately, no further action can be taken without this document.

Whenever an ambassador wants to leave the country, you need to submit a travel request, which must be presented, together with your identity card, to the "Office for General Affairs of the Suity Hero Continent" (OGASH). The official in charge at this office must sign and stamp it. Moreover, a fee must be paid when the border of the destination country is crossed. Since the other states have a different currency, you need to change money at the OGASH. If you give it 50 units of your national currency, you will get back 30 units of the currency of the destination country (BASH charges a fee of 20 units).

Additional information

Contracts between two or more parties must be officially concluded and stamped by the "Office for General Affairs of the Suity Hero Continent" (OGASH) against payment of a fee.

During the reconstruction process you may be confronted with danger from the outside. In order to protect your country accordingly, you invented **wool**. However, this may not be enough...

Now it's up to you to rebuild your country in the best possible way! Be clever and creative!

Travel application

Family name	Family name at birth	Male	Female
-------------	----------------------	------	--------

First name	Place and date of birth	Family status
------------	-------------------------	---------------

Postal code	Place	Street and number
-------------	-------	-------------------

Telephone number	Fax number	Email address
------------------	------------	---------------

Profession

Place of destination	Intended duration of the stay
----------------------	-------------------------------

I apply for permission to cross the following border:

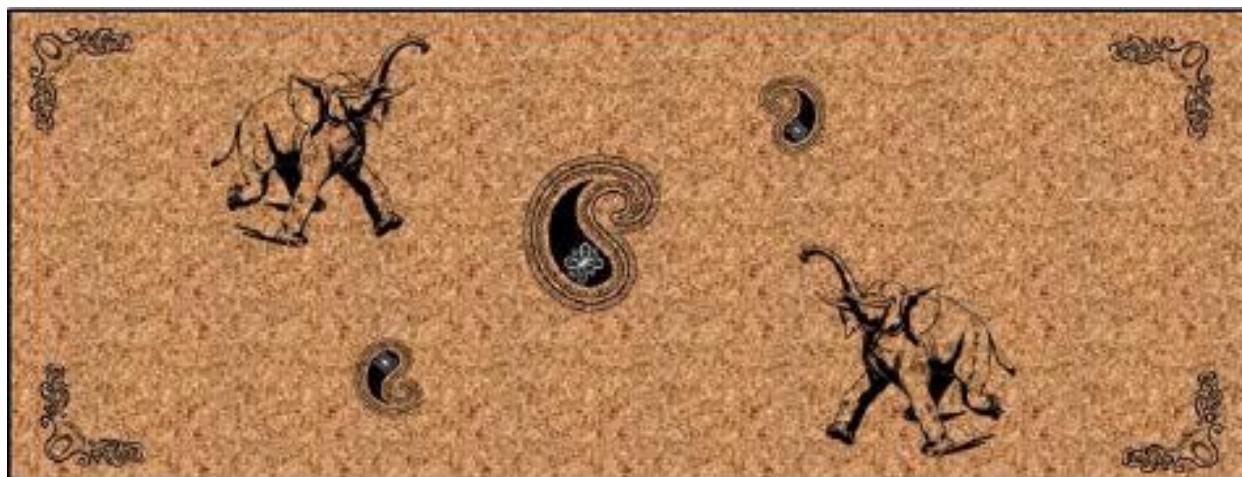
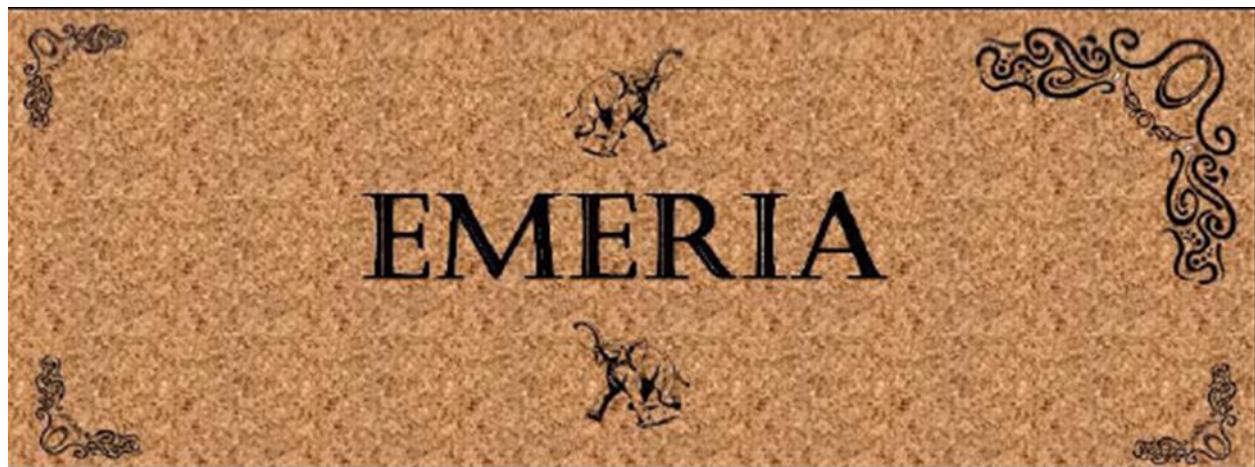
Scheduled departure date and time	Scheduled arrival date and time
-----------------------------------	---------------------------------

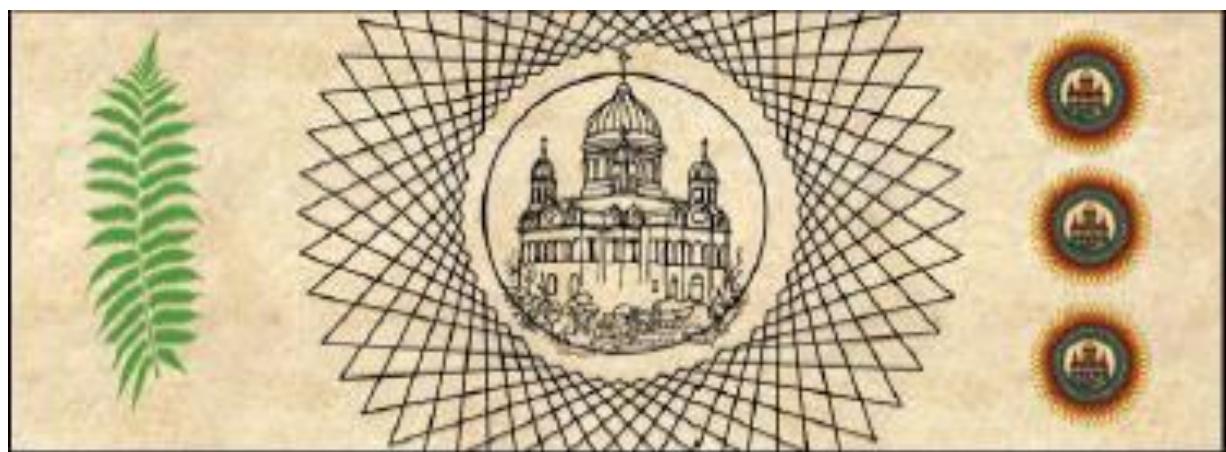
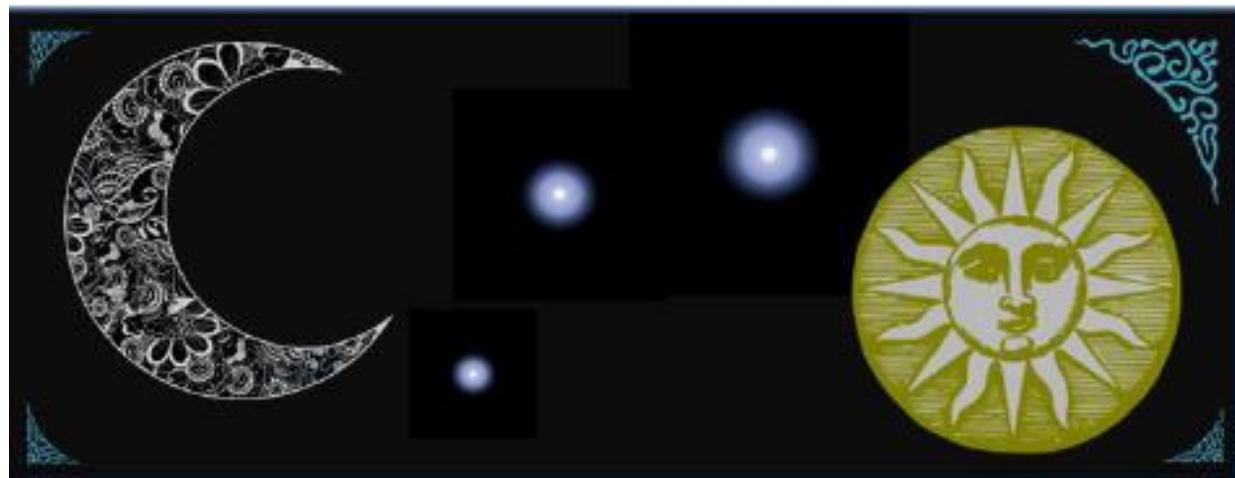
Reason for traveling

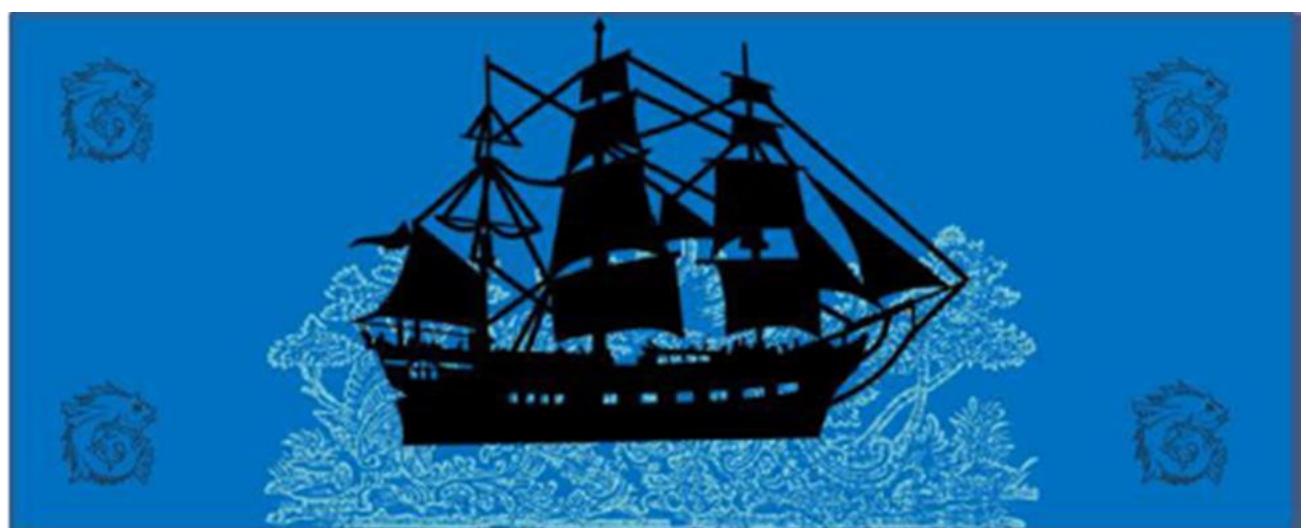
ID no. and issuing authority

Date and place of permission

Signature and stamp









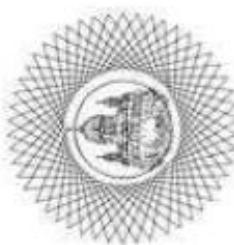


Suity Hero General Office (SHGO)

Official Visum of the continent of Suity Hero

This Identity Card allows the owner to travel through the countries of Suity Hero.

Suity Hero General Office



Continental Street 52
9749202 Suity Hero

Distribution of resources at the start of the game "Suity Hero"

	Mypos	Aurelia	Annesia	Emeria	Granvania	Merybia
Gloves				1		1
ID		3	3			
Candles						6
Tape					6	
Lighter	1			1		
Skewer	3					3
Bottle					6	
Glasses				6		
Welding googles	3					3
Puzzle	1	1	1	1	1	1
Flags (made of paper)	1	1	1	1	1	1
Notes / currency	20 x 10 Tolar	20 x 10 Kram	20 x 10 Emheard	20 x 10 Cnarf	20 x 10 Enork	20 x 10 Aril
Name tags	1	1	1	1	1	1
Travel form	10	10	10	10	10	10
Inventions	Tin foil	Wool	Scissor	Cloth peg	Paper	Pen



