

## INGAME – IN GENERAL

**2D puzzle game, platform, single player** (changing scenes within levels and for every theme-level)

**Movements / mechanics:** cursor (for player/avatar), player can walk left and right, reach up and bend (to point & click (link)), mouse (point, click, maybe grab...)

**Visual/ images:** Single player (1 avatar, animated), NPC ('mentor', animated; questioning, hints, 2<sup>nd</sup> humanoid), background (theme-related, also with hints), clickable objects (theme-related)

## FRAME NARRATIVE– STRUCTURE PROPOSAL

The game is a 'coming of age journey' of a (humanoid) youngster who grows up while the game continues. The character is helped by a 'mentor' (NPC) and facilitating questions (NPC). The 'mentor' is represented by a symbolic character that can have features of a 'wise' animal (owl, elephant, dolphin, tortoise). Sometimes the 'mentor' will appear (e.g. in a painting, outside a window, from a drawer, a waste bin...) and ask (facilitating) questions that are a clue to an object, sometimes an object will light up itself as a clue. There is a more or less sequential order in what the player is assigned to / has to do (e.g. pointing at / clicking objects).

When clicking on objects, a mix of information and (within object) additional/facilitating questions will appear. All questions are intended to promote reflection (maybe sometimes there can also be asked: "What do your friends think about that? Have you ever asked your friends / parents/ etc. about that?") or invite/challenge to investigate/click further

### Levels

When one level is finished and the player wants to continue (walking further to the right (to the next scene) seems possible, the mentor blocks the way and asks 3 questions (assessment, multiple choice). If a question is not answered correctly, the player has to return to the object in question to check once more (a little bit of 'frustration' built in, but easily solved). When all questions are correct, the player / avatar will grow a bit bigger (reward 1, "Wow, you have grown!") and the mentor will put a puzzle piece (reward 2, "We'll save this for later...") into the players 'vault' (not yet accessible). The mentor will shrink or fade away so that the player can move on to the next theme / level.

### Badges / rewards / end of game

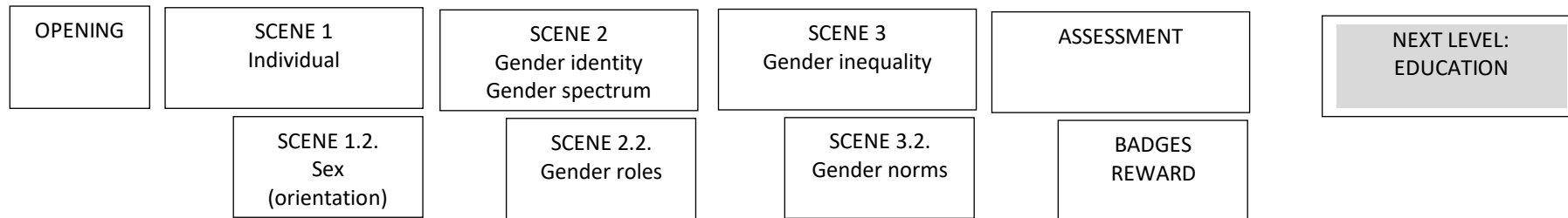
During the game the player can get into a hole (e.g. 'exclusion') and work himself out of it, or has to build a bridge (e.g. 'education') etc..

After every level the avatar grows further (in size = badge) until it has the appearance of a young adult. After receiving the last puzzle piece (= reward) in the vault, the mentor disappears again and now it's possible to open the vault and piece the puzzle together (or the puzzle pieces put themselves together). The last reward and ending: The puzzle pieces have become a circle (an orb). The 'adult' player holds it, and text may appear like: "The whole is bigger than the sum of its parts." The orb suddenly falls on the ground (NPC) and rolls a bit, and stops. It cracks open, and a little humanoid (resembling the player when it was young) steps out, turns to the player and says (balloon): "Shall we play?" **End.**

**THEMES / LEVELS:**

1. Gender Equality (Sex, gender), 2. Education / Equity & Equality, 3. Social Inclusion / Integration, 4. City Life / Civic engagement, 5. Environment / Climate / Sustainability, 6. Global Issues / Crises

**EXAMPLE GENDER EQUALITY**



## STORYBOARD

**STORYBOARD COLOURS:** ■(Player=P)Actions, ■(NPC) Mentor:nudges, hints, questions / Background statements, questions ■Clickable objects (with questions); ‘Within object’ (content) questions (clickable), ■Content / Information, ■ Assessment questions (mentor), clickable + multiple choice (clickable)

### LEVEL 1 – GENDER (EQUALITY)

**Objectives and Learning Outcomes:** The player has to find out / learn about (the difference between) sex (and sexual orientation) and gender (about gender identity, gender equality, gender norms, gender roles, gender discrimination, etc.). So three (slightly overlapping) issues within this theme: 1. Gender and sex, 2. gender identity and gender roles; gender (in)equality), and 3. gender norms and exclusion (discrimination).

#### INTRO:

An orb rolls into the frame, stops. Bursts open (like an egg). From the broken pieces a little **humanoid** character emerges – our ■Player (P), **from here it will react to cursor tabs and mouse**. The broken pieces fade out. The character in this stage (1<sup>st</sup> level) has the appearance of a curious, inquisitive, toddler (see sketches) **and can start to move around**.

A (children’s) room / scene appears, full with objects, toys on the ground, a table, the wall, a door, etc..

■Speech balloon appears in room/scene: “Look here... It’s new and has a world to discover. You can give it a name if you want...”

■Has to click on balloon → ■disappears →

■think balloon appears above ■→

■Can you remember who gave you **your** name? ■Click

Have you ever asked why this name? ■Click

Do you like it? ■Click

Have you ever asked your friends these questions about their names? Ask them some time! ■Click→think balloon disappears

■ Text appears: CURIOUS?... ■disappears/fades out →

■can move around freely. Toys on the ground. If ■clicks on one of those ■ text appears

■toy car : “Do boys always play with tough toys?”, ■doll: “Do little girls always live in a soft and pink world?”, ■teddybear: “Children have the right to experiment with toys, develop their creativity, express different facets of their personality, and find out who they are.”

When coming to a door with ‘gender-neutral’ symbol on it, ■Mentor appears in ‘window’ and asks (balloon): ‘Hi,I will appear once in a while to nudge you into thinking... Like, did you know that there’s a difference between gender and sex?’

■Has to reach up and click on door →

A smaller room. On the wall a poster (☐“What does sex actually mean?”) and a compass. Next to the compass (left and right) two names: ☐Lisa and ☐Martin. Objects are enabled sequentially

☑Reach up and click on poster (enabled, text appears under poster) →

☐Sex refers to the biological aspects of an individual as determined by their anatomy, which is also determined by chromosomes and hormones. Generally it is assigned at birth as male or female.

☑Two other questions appear

☑And gender?☑Click

☐Gender refers to the characteristics of women, men, girls and boys that are socially constructed, either by the individual or society. It includes behaviours, norms, and roles associated with being male, female and gender diverse people.

☑If P wants to leave the room, it cannot yet...

☑ Speech bubble above **Lisa** appears: “Hey, don’t you want to hear my story?” →☑Click

☐(text appears) “It was shortly before my fifteenth birthday. I couldn't keep it quiet any more, I had to tell them at home. My father was sitting in the living room reading the newspaper. I sat down in front of him and looked straight at him. He looked up. "What is it, child?"

☑ Question to player: “How did I react to that:

a. I became angry “What are you up to?”☑Click will lead to 2

b. I said that I will tell him later ☑Click will lead to 2

c. I told him right away ☑Click will lead to 2

☑2(text appears) “I just blurted it out: "Dad, there's something I have to tell you..." His eyebrows went up a little. "I'm in love with a girl, I fall for girls." He looked at me and laughed, "Thank God, I thought you wanted to tell me you had failed all exams! Come here, let's cuddle...". Typical my father... Even now he could make me laugh.”

☑If P wants to leave the room, it cannot yet...

☑ Speech bubble above **Martin** appears: “Hi there, will you hear me out first?” →☑Click

☐(text appears)“If friends don't accept you, you find new ones. But you cannot find new parents. So one night I decided to act...”

☑ Question to player: “What did I do?”

a. I went t to my mum first. ☑Click will lead to 2

b. I went to tell my dad first. ☑Click will lead to 2

c. I asked my friends what to do. ☑Click will lead to 2

☑2(text appears): “I put a note on my mother's bed. ‘Mum, I'm gay,' it said. My mother came to my room and said, 'But Martin, I've known that for a long time...' Ever since I was three, she said, I liked to walk around in a princess dress. My father was a little less accommodating: 'I don't mind you *being* gay, just

don't *act* gay.' But it was a start... Then I texted my group of friends that I thought I was bisexual. Everyone reacted positively. I was lucky, I've seen others bullied and excluded: 'Faggot...Sissy...Pervert...'. It only takes one bully to get others going."

■ If P wants to leave the room, it cannot yet...

■ Speech bubble appears: Have you ever talked with anyone about sexual orientation?

■ Compass lights up → ■ Click

■ (text appears) **Sexual orientation** is **interpersonal**: who are we physically, emotionally and/or romantically attracted to? There are four main orientations: Heterosexuality: attracted to the opposite sex; Homosexuality: attracted to the same sex; Bisexuality: attracted to either of the sexes; Asexuality: not attracted to any sex. (text fades)

■ Mentor appears: "Want to find out more... about **gender**?"

■ Another ■ door appears (filled with gender (neutral) words, e.g. father, mother, actor, actress, cow, bull, dog, bitch, officer, director, doctor, partner → ■ Click → **new scene**

**We enter the 'gender room/scene'**, partly a kitchen (kitchen cabinets, sink, tap and refrigerator, a footstep), partly an office-like setting (office table, chair). On the office table a ■ cup of coffee, a laptop, in the back a bookshelf with a ■ book facing front and a photo of an androgynous person (e.g. pop star Prince), on the wall a ■ poster with the Superman logo... On the kitchen sink a ■ 'Cook'book with the title 'Identity - All the flavours' (maybe showing an ice cone with three scoops of ice-cream), on the refrigerator a ■ post-it saying 'Don't forget Mrs. Hunter'...

■ P can move around, first nothing may happen, it may find out that he can climb the chair (office) and footstep (kitchen)

■ Mentor appears in laptop: "Is gender a cultural thing?" ■ P can climb chair, ■ Click on laptop →

■ (text appears in laptop) Gender is both personal - how we (want to) see ourselves, and cultural – how others label us. (text fades)

■ As P has climbed the chair, it can now also reach for the ■ book ('Prince') on the book shelf and the ■ poster (Superman)

■ Book → Balloon: "Men have to be masculine... really?" ■ Click

■ (text appears on the wall) In some cultures, gender distinctions such as masculine and feminine men and feminine and masculine women are commonplace, without excluding or discriminating any of them. In Western (pop) culture, androgyne (neither specifically feminine nor masculine) artists are popular with all genders. In the Eastern pop culture, k-pop, androgyne artists are also popular, not only in Asia but around the world." (text fades)

■ Poster ('Superman') → Balloon: "Are men superior?" → ■ Click → ■ new balloon: Young politician quote: 'Men are biologically stronger than women. And for politics, you need the strongest people.'

■ Mentor appears: 'Wow, is this a cultural thing?...' → ■ Click

■ (text appears on the wall) Where does the idea of male dominance come from? It is a mystery why in many traditional cultures the men are seen as

superior because they are ‘stronger’. But strength difference between human males and females has never been decisively great. Men might have more explosive power, but women have more stamina. Mankind’s evolutionary success is not due to superior muscle mass or male dominance, but to our ability to work together in large groups.(text fades)

📖 Poster → Balloon: “Mister Hunter?... Find Mrs. Hunter!”

📖 P has to find out. If it finds the post-it (‘Don’t forget Mrs. Hunter?’) on the refrigerator→📖Click

📖 post-it → Balloon: “Myth busters!”→📖Click

📖(text appears on the wall) In past and present, there is this traditional idea of labour division: men hunt and fight, and women gather and care. Men are on the move, women stay with the children. That’s ‘natural’. True, it’s a biological fact that only women can become pregnant and give birth, but how the *care* for the children is shaped is a *cultural* development. Research proves that in prehistoric times women had hunted alongside with men, as trackers, drivers and hunters of game themselves. In the Celtic culture, for example, men and women were equals, women were fighting alongside men. Care was also shared between them. (text fades)

📖When P steps on footstep, it can reach to 📖book ‘Identity’ on the sink→📖Click

📖the book folds out to a kind of menu. Above it says ‘Identity’, under that it says ‘Gender Identities’ and ‘Gender Expression’

📖 Click ‘Identity’

📖(pop-up text appears) From the very start of our lives our identity is always a tension between merging with others and distancing ourselves from others. In addition to a first identification process (‘mirroring’ others’ behaviours / identifying with role models) there is always a second process at work: the pursuit of autonomy and uniqueness. Identity (and multiple identities) are indeed unique. We become a unique *combination* of everything we are and have been given from the beginning, from our educators *and* from our environment. It also means we all are more or less ‘identical’ to some extent: we identify with different groups or particular cultures (sports clubs, communities, organisations, countries, nations). (📖pop-up disappears)

📖Click ‘Gender Identities’

📖folds out to bigger menu

📖(pop-up text appears) **Personal gender identity**: our internal experience and naming of our gender. A person’s gender identity is subjective, something they feel comfortable with.

**Cultural gender identity**: the expectations and assumptions cultures have of masculinity and femininity and corresponding **gender roles**, and the norms and social discourses connected to that. (pop up disappears)

📖 Mentor appears: “Have you ever had doubts about your gender identity, and shared it with someone you trust? “Do you think it’s possible to have multiple gender identities?” (reflective) 📖 Mentor disappears

Click 'Gender Expression'

pop-up text appears: "Gender expression is how individuals communicate their gender (identity): **physical** expressions such as clothing, hairstyle, makeup, and **social** expressions such as name and pronoun choices. Some have the same gender expression all the time, some may change their expression over time or based on circumstances." pop up disappears

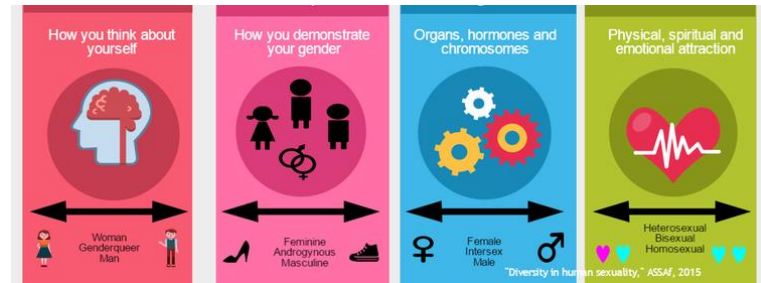
'Gender Expression' flickers (different colour) click 'Gender Expression' → text balloon: "How would you most like to express yourself in different contexts? Try to imagine and to describe: how at home - how with friends - how in a job interview - how at work (reflective) text balloon disappears

'Menu'/ book closes

Above the sink a poster appears (see example. **Please use this in a different style for copyright reasons**). We can zoom in. If P wants to move on, we zoom out.

P can move freely

Mentor appears in kitchen window: pop up balloon: 'Have you ever reflected on the ups and downs gender identity and sexual orientation can have for people? What does your culture say about that? Talk about it sometimes with your friends' pop up disappears



P can move freely, when it moves to the right the space opens further to the right. →

Scenery continues past office desk (kitchen can be left behind), rugby ball on the floor (not yet clickable), another door (with prison bars). On the wall a mirror, a poster (only half of it can be seen) that says 'Human kind?'

mirror is a reflection moment → Click (text appears): "When you looked in a mirror now, whom would you see?"

**(can be done any time in this scene)**

P can move freely. If P is not curious enough →

Mentor appears in laptop: (pop up balloon) 'Imagine you're at work and your boss offers you a cup of coffee? Would you consider this...

a. a typically feminine gesture? Click will lead to 1 (see below)

b. a typically masculine gesture? Click will lead to 1 (see below)

c. a courteous gesture? Click will lead to 1 (see below)

P can move freely, can discover coffee cup on office desk (climb on chair) → Click on coffee cup

1 (pop-up text appears) Most would find it strange if the boss offered you a cup, because 'boss' is associated with masculinity. It would be a woman then... What still sometimes is noticed that in 'meeting situations' it seems 'natural' that women prepare meeting rooms, fetch coffee for colleagues, and clean up afterwards. But of course, there are courteous men who will do that. too. (pop up disappears)

■ Mentor appears in laptop: (pop up balloon): Think... How has this culturally evolved? How would you ensure that these **extra** tasks are also picked up by men?

P → ■ Click ■ rugby ball → There is still the ■ rugby ball on the floor. ■ P can move further to the right and the whole ■ poster 'Human kind?' can be seen whole.

■ (pop-up text appears, maybe a silhouette photo of a rugby player): Imagine being the captain of your rugby team, and imagine you are attracted to men. You love the sport: the teamwork, how powerful you feel, the explosive speed, the strategic and tactical play, you are not afraid of hard tackles, you enjoy the rush you get from the touch down, you are one blood with your teammates. You celebrate your victories with them. But it doesn't occur to you to tell about your sexual preference. You used to be bullied when you were little, and maybe you joined rugby to be tough. But now you love the sport, and maybe you like it even more than the guys you play with. It has given you self-confidence. But now you want that final step: the recognition and respect of who you really are. Are you going to tell it after today's game?...

■ Do you have confidence in your mates because

- you are the captain of the team and therefore they will not let you down? ■ Click will lead to ■ 2
- you know that at least two team mates are like you and will support you? ■ Click will lead to ■ 2
- you trust your team mates' empathic nature? ■ Click will lead to ■ 2

→ ■ Click ■ poster 'Human kind?' →

■ 2 (pop-up text appears) One of humankind's biggest assets is collaboration and cooperation on a large scale - beyond groups, communities and even nations. We are super co-operators, and more: we have the gift of compassion and empathy... It has made humankind (*homo sapiens*, meaning 'wise human') the dominant species on the planet. This comes with a number of responsibilities, to all fellow (human) beings, regardless of their nature or gender, *and* our environment.

**(compulsory)**

■ P can move freely but cannot move further to the right. click on the ■ door with bars → ■ Click







■ New scene: 'behind' the door a room with on a wall written ■ 'Prisoners of Gender Norms', ■ 'HeForShe', ■ 'Inequality is expensive', ■ 'weak', ■ 'slow', ■ 'stupid', ■ 'loser', ■ 'twat', ■ 'Boys don't cry'...; ■ male and ■ female symbol; a big ■ question mark; dashed days, a simple bed... things you expect in a prison cell)


■ Click → ■ question mark (Same text appears when clicking on ■ female symbol)

■ (pop-up text appears) Here's an old riddle. If you haven't heard it, give yourself time to answer: A father and son are in a horrible car crash that kills the






father. The son is rushed to the hospital; just as he's about to go under the knife, the surgeon says, "I can't operate - that boy is my son!" What's going on?


- a. the surgeon is gay and the partner of the father  Click will lead to  3
- b. the surgeon is short sighted  Click will lead to  3
- c. the surgeon is a woman  Click will lead to  3


 3 (pop-up text appears) In a research with children and university students were asked to solve the riddle. Only 15 percent of the children and 14 percent of the students came up with the right answer: the surgeon was the boy's mother. Did you guess it right away or where you prejudiced? Some words don't reveal gender.

In many cultures there is a bias against women, also when it comes to equal pay... (text disappears)


 Mentor appears (sits on bed): "What do you think? Is gender discrimination culturally determined?" (disappears)


 Click →  male symbol, but also / or  'Boys don't cry'

 (pop-up text appears) Men can also be imprisoned by gender stereotypes: they can become insecure by a distorted sense of what constitutes male success. Being a man means being strong, unemotional, logical. Men are not supposed to cry in public or lament their feelings to a friend. But in the end, many men don't have the benefits of equality, either. Imagine suffering from an illness, or a literacy deficit, unable to ask for help for fear it will make them less of a man. It can stall careers, lead to stress and frustration and often to blaming and threatening 'the others'.

 Mentor appears (lies on bed): "Did you ever realise that boys and men can be troubled by gender stereotypes?" (disappears)


 Click →  'HeForShe'

 (pop-up text appears) "...It is time that we all perceive gender on a spectrum and not as two opposing sets of ideals. [...] I want men to take up this mantle. So their daughters, sisters and mothers can be free from prejudice but also so that their sons and men have permission to be vulnerable and human too [...] and in doing so be a more true and complete version of themselves." (from Emma Watson's (Hermione in Harry Potter) address at the UN to launch the [HeForShe](#) campaign)

 Mentor appears (under bed): "You might want to watch this. It's worth every minute!" (player may (or may not) watch the video, but the conclusion will be the same:

 Mentor (under bed): "It's clear, men have feminine traits and women have masculine traits. Nothing wrong with that, it's perfectly human!"

 Click →  'Prisoners of Gender Norms' (N.B.:  'weak',  'slow',  'stupid',  'loser',  'twat' show the same pop-up text)

 (pop-up text appears) **Gender norms** are based on gender role expectations or ideas: women are feminine, accommodating, and nurturing. Men are strong, rational, and aggressive. Norms can reduce people's (gender) identities to one or more assigned or assumed stereotypes or 'problems'. They are

labelled as weak, lazy, cowardly, soft, unemployed, lazy, aggressive, greedy, and so on. Single (dominant) stories like these are closely linked to and can easily lead to discrimination and stigmatisation. All other identities and character traits are subordinated to this. The moment you reduce yourself to one identity or feel and start behaving accordingly, you quickly lose contact with others and feel socially excluded.

■ Click → ■ 'Inequality is expensive'  
 ■ pop-up text appears)

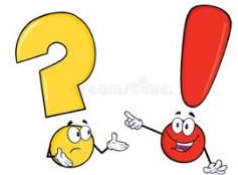
Discrimination and exclusion on basis of gender, gender identity or sexual orientation can be costly to society. It leads to inequality in pay between men and women. It can lead to loss of life time earnings, poor education, and affects physical and mental health. Exclusion or the perception of exclusion may cause all these groups to opt out of the labour market. People suffer (or expect they may suffer) discrimination or harassment if their (gender) identity is known. The global loss in human capital wealth due to gender inequality alone is estimated at \$ 160.2 trillion.<sup>1</sup> ■ pop-up text disappears)

■ **different coloured** ■ **text balloons** pop up here and there shortly with statements:

"Jobs that only men can do, pay better"; "Harassment happens due to a lack of legal protection"; "A society's or organisation's 'culture' determines discrimination between men, women and other gender identities"

■ Mentor appears (sits on bed): "Gender Equality is a human right. We can all benefit from that. Do you think you can discuss this with others?"  
 (reflective)

Additional reflective ■ questions marks and ■ exclamation marks appear floating in the room (see example, maybe less cartoonesque). After they have been clicked they disappear and new ones come along:...



Click ■ ?1: Who do you think are probably more sexually harassed or mistreated in workplaces or at universities? ■ !1: Recent surveys show that 60% of the women say that they experience unwanted sexual attention, coercion, crude conduct, or sexist comments.

Click ■ ?2: In your opinion, are there still some jobs that men are doing better than women? ■ !2: There are still some jobs dominated by men (construction, fire fighters, aircraft engineers, software developers...), but most women can be as good as men in these jobs or positions.

Click ■ ?3: Do men and women in Europe get the same salary for exact the same position in an organisation? ■ !3: In the EU the gender gap has only changed minimally over the last decade: women still earn 14,1% less per hour than men.

■ When all of it has been clicked, ■ P returns to the main scene and can move further to the right

<sup>1</sup> Source: World Bank, 2018

### ASSESSMENT PHASE: ▼Wrong ▲Right

- P has clicked everything. Moves a bit to the right (game takes over the action here)
- Mentor appears on the right hand side, next to the vault, blocks the way: “Wow! I’m impressed by your curiosity! And you have grown!...”
- P suddenly grows substantially, appearing as a primary school child
- Mentor (holds a puzzle piece): “And I’ve got a present for you. I’ll put it in the vault for later...” (vault opens for puzzle piece and closes)
- Mentor: “Curious what comes next?”
- (the bigger) P can move freely now, but when it tries to get past the mentor
- Mentor says: “Can you answer these questions first?”

### SOME SUGGESTIONS:

- Gender
  - a. is something we are born with; it is the same as sex and sexual orientation ▼
  - b. refers to socially constructed behaviours, norms roles, expressions and identities of girls, boys, women, men **and** gender diverse people ▲
  - c. is both personal - how we (want to) see ourselves, and cultural – how others label us ▲

### (FOR EVERY ASSESMENT QUESTION)

When ■ P gives a wrong answer

- Mentor says: “Not quite right... Try again?”
- P has the choice (has to find out itself) to try out another answer or go back (while the multiple choice remains) and come back and click the right answer.
- Mentor says: “Well done!” → Next ■ appears

- Feminism by definition is
  - a. the belief that men and women should have the same rights and opportunities ▲
  - b. the belief that men don’t give women the same rights and opportunities ▼
  - c. the belief that men are worthless ▼

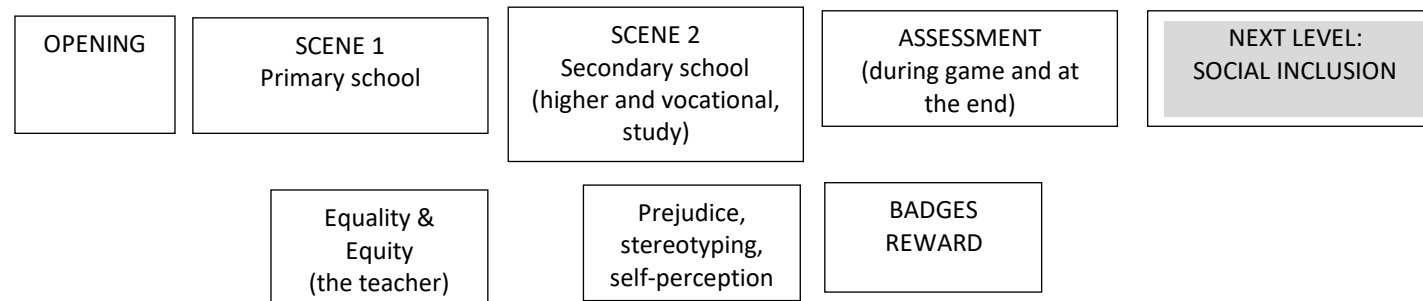
- Male gender norms and gender stereotypes
  - a. lead to unequal pay for men and women ▲
  - b. can imprison men, because they cannot live up to expectations ▲
  - c. are evolutionary truths ▼

- Gender expression is about
  - a. the sex with which a person is biologically born ▼
  - b. the way a person publicly expresses or presents their gender ▲
  - c. the gender people identify themselves in their everyday life ▼
  
- Sexual orientation is defined by
  - a. the way you dress, talk and behave in your circle ▼
  - b. your biological sex organs ▼
  - c. the type of people you find yourself attracted to ▲
  
- Gender identity
  - a. is visible to others ▼
  - b. is not visible to others ▲
  - c. is visible to others under circumstances ▼
  
- Mentor shrinks to nothing or fades and
- P is allowed to move to the next level (to the right)

**STORYBOARD COLOURS:** ■ Player=P) Actions, ■ (NPC) Mentor: nudges, hints, questions / Background statements, questions ■ Clickable objects (with questions); ‘Within object’ (content) questions (clickable), ■ Content / Information, ■ Assessment questions (mentor), clickable + multiple choice (clickable)

## LEVEL 2 – EDUCATION (EQUALITY AND EQUITY)

**Objectives and Learning Outcomes:** Education (at home and in school) plays an important role in knowledge (of the world) and development of the ‘self’ (i.e. identity, self-esteem), but also an individual’s background (i.e. socio-economic, cultural) we also have to understand that ‘equal chances’ are not as equal as we think. It goes for society in general, but specifically for education. The player has to find out / learn about (the difference between) ‘equality’ and ‘equity’, how cultural and socio-economic backgrounds, political and social trends and discourses (and prejudices) shape the whole education process and the self-perception up to finding a place in society and the job market. The player should develop empathy (with other (young) learners) and an increased understanding of the right to a good education for everyone.



**OPENING:** ■ Enters a (class)room with differently shaped ■ objects (3 oblong, 1 triangular, 1 square, 1 round, and 3 other formats - see sketch1). There is a (presentation) ■ big screen on the wall saying: “Equality for all?”. There are ■ three golden apples hanging from the ceiling. In front of the wall three ■ shapes of children. One ‘tall’ boy, one ‘medium’ boy, one ‘small’ girl. There is a ■ poster saying “One riddle per day”. There is large ■ office cupboard with a roller door with ‘FIRST AID’ written on it (it can open gradually), content: a ■ 3 cups of coffee, a ■ house, ■ laptop, ■ piggy bank, ■ wheelbarrow (tutoring), ■ clock (quality time). On the cupboard there is a ■ trophy cup with ‘M’ on it (*this is an option*) and a ■ flower pot with a small and a bigger flower.

**SCENE 1:** ■ stands still under screen, ■ mentor appears: “We’re in a primary school, everyone needs education. But is it equal for everyone? What does equality look like for you?”



■ can move and choose. When it chooses/clicks the ■ three oblong blocks, they light up, the other blocks disappear. ■ Mentor: “Very well! Now imagine you were a teacher. Would you be interested in your pupils?” ■ Mentor disappears

■ can move and choose. When it chooses to ■ click on ■ shape of ‘tall’ boy, it moves to the left oblong block, ■ shape of ‘medium’ boy, it moves to the middle block, ■ shape of the ‘small’ girl, it moves to the right block.

■ click again on ■ shape of ‘tall’ boy, now he has his arms stretched out for the apple above him, and can *almost* touch it ■ text appears on ■ big screen: “This is Anton, he is almost 13 years old. His father is a doctor, his mother is an artist. He has an older sister who is in university. They live in a spacious detached house in a quiet neighbourhood. His parents expect a lot from Anton, but they also take the time to talk to him about school and his plans for the future. He feels pressure because of this, it makes him insecure at school. And the final test is approaching...”

■ click again on ■ shape of ‘medium’ boy, now he has his arms stretched out for the apple above him, and *cannot yet* touch it ■ text appears on ■ big screen: “This is Achmed, he is 12 years old. He has three younger siblings. His parents are migrants from Iraq and, in the meantime, status holders and living in a small (and crowded) apartment. His father had been an accountant and his mother a nurse. They don't yet have suitable jobs because of a language gap. Achmed thinks it is important to have a good command of the language, but at home they still talk too much Iraqi. As a result, he still makes mistakes at school. And the final test is approaching...”

■ click again on ■ shape of ‘small’ girl, now she has her arms stretched out for the apple above her, but cannot touch it by far ■ text appears on ■ big screen: “This is Anna, she has just become 12. Her parents are divorced, her mother has no time for her. She lives with her grandparents whom she loves with all her heart, but who are low literate and live on welfare. Anna is bright and ambitious (some class mates think she’s too ambitious). She cannot dress as well as others, and often she has no lunch to eat. Sometimes she’s too late at school, because of the illness of her grandfather. All that affect her school performance. And the final test is approaching...”

■ Mentor appears left to cupboard: “These golden apples...”

■ click on apples, ■ text appears on ■ big screen: “We all want to achieve something in life...Would it be fairer to determine success on **merit** and not on origin and background? For decades, **meritocracy**—rewarding individuals on the basis of talents, intellectual ability *and* effort—has been widely accepted as the ideal. Education was given the role of ‘the great equalizer’. If every person had equal opportunities the outcome - the social hierarchy - would be fair. It gives us the feeling that we can separate ourselves from past generations, that our lives can be ‘engineered’ by hard work and that we are in control of our own destiny. It gives us a sense of personal freedom. It also has led to the belief that you are a ‘winner’ when you succeed, and a ‘loser’ when you don’t...”

■ Mentor appears on the right: “When you look at Anton, Achmed and Anna, it does not seem so equal... What are the inequality makers?”

■ has to find out... ■ click on ■ block under Anton, ■ text pops up: “A higher socio-economic and intellectual background can support education and enhance chances of achievements at school. You sense that Anton is under performance pressure.”

click on block under Achmed, text pops up: “A different cultural background (with an eventual language gap) may slow down education and thus chances of achievements at school. You sense that Achmed is trying hard, but that language and working space is an issue at home.”

click on block under Anna, text pops up: “A poor socio-economic background combined with under-educated (low literate) educators is the most delaying factor in education and thus severely impedes achievements at school. You sense that with all the mutual love, her grandparents are a burden to her and that she does not have the means and time to do homework properly.”

Mentor: “It doesn’t seem fair, does it? How can you find out how to help them?” Mentor disappears

can move to ‘FIRST AID’ cupboard, can click/touch **once**, cupboard opens a bit and reveals 3 coffee cups. click on one coffee cup

text window pops up: “How could you help Anton?”

A. Invite him, ask him why he’s insecure, and listen. has to tick box →▲

B. Invite his parents and ask them why he might be insecure. has to tick box →▲

C. Invite Anton and his parents and advise them to trust him and put less pressure on him. has to tick box →▲

*(all answers are right)* text window disappears.

block under Anton becomes a bit higher, he can now hold the golden apple.

Anton glows / changes colour.

click on second coffee cup

text window pops up: “How could you help Achmed?”

A. Invite him and his parents, mention the language lag. has to tick box →▲

B. Invite him and his parents, mention the language lag, and ask about the domestic situation. has to tick box →▲

C. Invite him and his parents, mention the language lag, and ask them to consider not answering in Iraqi when he’s talking to them in their new language.

D. Invite him and his parents, mention the language lag, and ask them to consider a language course themselves has to tick box →▲

*(all answers are right)* text window disappears.

block under Achmed becomes a bit higher, **but he cannot yet** hold the golden apple.

Mentor appears on the right of the cupboard: “What else could you do for Achmed?”

can click/touch cupboard **twice**, cupboard opens a bit more and reveals a wheelbarrow. click on wheelbarrow text window pops up: “There is a free (and fun) language course at school that the parents can attend to.” text window disappears

text balloon pops up from Anton: “Achmed can come to our house to do homework. My sister’s room is empty...”

jumps up and down happily

block under Achmed becomes a higher, now he can get hold of the golden apple.

Achmed glows / changes colour.

☒ Mentor: "And now...?"

☒ click on third coffee cup

☒ text window pops up: "How could you help Anna?"

A. Invite Anna and compliment her with her talents and motivation. Ask her to bring her grandparents. ☒ has to tick box → ▲

B. Invite Anna and her grandparents, ask about their domestic situation, and make clear that Anna needs support. ☒ has to tick box → ▲

C. Invite Anna and her grandparents and offer support to enable her to finish this last year successfully. ☒ has to tick box → ▲

*(all answers are right)* ☒ text window disappears

☒ Mentor: "What support could you offer...?" ☒ Mentor disappears when ☒ acts

☒ can click/touch cupboard **three times**, ☒ cupboard opens up and reveals a ☒ laptop, a ☒ piggy bank, a ☒ house, a ☒ clock

☒ can click ☒ laptop ☒ text window pops up: "The school has some used laptops that otherwise would have been traded in. They can be refurbished and offered to children like Anna."

☒ block under Anna becomes a bit higher

☒ can click ☒ piggy bank ☒ text window pops up: "Can you set up some crowd funding for children like Anna, like funding healthy lunch packs, or interesting books they cannot buy..."

☒ block under Anna becomes a bit higher

☒ can click ☒ house ☒ text window pops up: "Maybe open up some quiet studyspace at school for children like Anna to support individual and collective learning."

☒ block under Anna becomes a bit higher

☒ can click ☒ clock ☒ text window pops up: "Give children like Anna some quality time: 'How are you now? Is there anything you want to tell, anything you need?'"

☒ block under Anna is now high enough that she can hold the golden apple. ☒ Anna glows / changes colour.

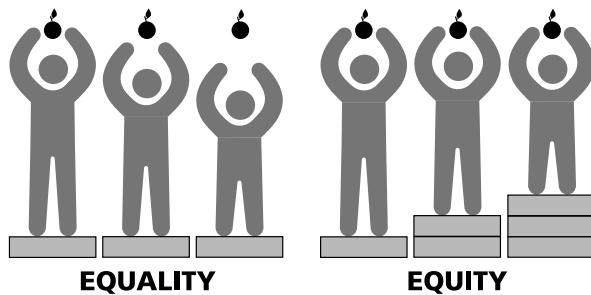
☒ text balloon pops up from ☒ Anton: "We still have nice clothes from my sister, they look as good as new. Maybe she wants to try some?"

☒ jumps up and down happily

☒ Anna glows once more / changes colour.

*The three blocks now resemble the third image (from the beginning)*





☒ Mentor appears next to screen: “Well, well, look what happened! You’ve been rigging the rules of meritocracy...”

☒☒ text window pops up: “How would you call this?”

A. More equality ☒ has to tick box → ▼

B. Fairness ☒ has to tick box → ▲

C. Equity ☒ has to tick box → ▲ ☒ text pops up in big screen: “Equity is about ‘equality of opportunity’. As we are not ‘equal’, each situation or (social) context may cause us to find a ‘fair’ or ‘just’ answer to inequality.”

☒ Mentor: “Well done. Now before you move on, how could you stimulate education with riddles?”

☒ poster saying “One riddle per day” lights up, ☒ can click: links to <https://youtu.be/lP5WjEBHpiI>, Micael Hermansson’s 8-minute talk about the ‘Grej of the Day’ (a famous teacher who shows his pupils/students that knowledge is cool, something children **and** their parents/educators can benefit from)

*(option) ☒ Mentor: “Unfortunately, there are cultures where education for everyone is not obvious...”*

*☒ trophy cup lights up: ☒ can click ☒ text pops up in screen: There are cultures here education – especially for girls – is not self-evident, on the contrary...*

*Here’s a story (☒ Photo of Malala appears): “My name is Malala. My father was a teacher and ran a girls’ school in our town in **Pakistan**. I loved school. But everything changed when the **Taliban** took control of our town. They banned many things and enforced harsh punishments. And they said girls could no longer go to school. We had to leave elsewhere. When I was twelve I started writing a blog about the Taliban occupation and about childrens’ rights to education. Three years later I was on a bus after an exam and was shot in my head by Taliban gunmen in retaliation for my activism. With the help of doctors in England I survived. Now I live there and decided to continue my fight until every girl can go to school. In December 2014 I received the Nobel Peace Price. I believe that one child, one teacher, one book, one open can change the world.”*

*And/or show Malala’s speech: <https://youtu.be/5SCLmL43dTo>*

☒ Mentor: “You have taught and supported your pupils well. A test will show where they can continue to learn.”

☒ Anton ☒ speech bubble pops up: “Did I pass?”

■ Achmed ■ speech bubble pops up: “Did I pass?”

■ Anna ■ speech bubble pops up: “Did I pass?”

■ Mentor: “But your advice also plays a role... Is it fair to label children at the age of 12?” ■ Mentor disappears

■ Big screen ■ text:

Yes ■ has to tick box → nothing happens

No ■ has to tick box → ■ text appears: “Cognitive development can vary. There is also the birth month effect: some children are almost a year older than others. On the basis of their birth month alone, they are therefore more likely to go to higher secondary education.”

■ text fades slowly

■ Flowerpot on cupboard lights up ■ has to click on it

■ text appears in ■ big screen: “There are early bloomers and late bloomers, and more children have blossomed by the age of 15 than by the age of 12. Would you consider longer bridging classes (and learning opportunities) before a final advice can be given...” (Reflection) ■ text fades slowly

## → SCENE 2

■ can move further and enters a new space: an empty room with a grey wall and a grey floor with just a table on the right hand side. On the table a ■ package/parcel, saying: “Pass it on!”

■ can click on parcel, ■ text appears (it can either appear on the wall or come out of the parcel gradually (upwards): “**Prejudice** is like a parcel passed on to others. It is a bias thought based on flawed assumptions about a group of people. **Stereotyping** occurs when people develop oversimplified ideas about other people. Both can lead to justifying the belief that one group is somehow superior or inferior to other groups.”

After this the room lights up and we see: a ‘painted’ background wall with hills, one with a ■ Greek temple with ‘Gymnasium’ written on it (question to partners: would young adults in your countries make this connection?); one with a ■ disco, one with a gigantic ■ mobile phone with ‘Social’ on it. There is a river flowing through the hills. Next to it two signs, one saying/pointing ■ ‘Upstream’, one saying pointing ■ ‘Downstream’. There are three objects hanging from the wall: a ■ toga, a ■ workman’s overall, a ■ mask. On a shelf: six big cubes saying ‘FAIR-?’ (see sketch), a ■ pair of glasses (with one blue eye and one brown eye) and a ■ box showing a plaster on it (Again: equality, study (the rich) and study loans (work and study)). A paper with ■ ‘Residence Permit’ pinned to the wall. At the right hand side of the room, there is the vault again, and on the far right a ■ ‘show-door will appear after assessment, with colourful lights with the text ‘The Name Game!’ on it (→ will be to enter LEVEL 3).

**F A I R**

YES
NO

 ?

■ Mentor appears: “School and studying. So different for everyone. Would a refugee child with good grades be allowed to stay in your country?”

■ can move, and ■ click on ■ ‘Residence Permit’ ■ text appears: “In some countries refugee children and migrant children are less likely to complete higher secondary education compared to native children, due to language difficulties and their families’ poor socioeconomic status.”

☒ Mentor: “Would you call this fair?”

☒ can move, and ☒ click on cube ‘Yes’ or ‘No’ (*this has no consequences, it’s reflective*)

☒ Mentor: “Are school and study shaping us? Have a look...”

☒ can move and choose. When clicking on the ☒ toga ☒ text appears: “I’m going to be an important person, a leader in the future.” ☒ Greek temple lights up, ☒ text appears: “There are still teachers in higher secondary education who tell students that they are the ‘flower of the nation’, the elite five per cent, the makers of the future. Young people tend to behave according to the expectations of others.”

☒☒ Mentor: “If higher education students would rank social groups, how would they do it?”

Next to ☒ temple (or ☒ toga) these questions appear:

A. With themselves at the top (hierarchical)? ☒ has to tick box → ▲ ☒ text appears: Research shows that for them, such a classification is no threat to their self-esteem. On the contrary, it confirms that they are (and will be) doing well.

B. With themselves in the middle (non-hierarchical) ☒ has to tick box → ▼

C. With themselves among influential (status) people. ☒ has to tick box → ▲

☒ can move and choose. When clicking on the ☒ overall ☒ text appears: “I’m only a vocational student. People think I’m lazy and not so clever. I’m probably annoying others.” ☒ Disco lights up ☒ text appears: “There are politicians and policy makers who suggest that vocational education is ‘residual education’, and at the same time claim they want to ‘do something about it’. However, society needs vocational education. So, how would young people with different learning preferences experience this classification?”

☒ Mentor: “Would they call this fair?”

☒ can move, and ☒ click on cube ‘Yes’ or ‘No’ (*this has no consequences, it’s reflective*)

☒ can move and choose. When clicking on the ☒ mask ☒ text appears: “I can be anyone I want to be, and speak from my gut. That’s what they tell me here.”



☒ Mobile telephone lights up ☒ text appears: “Social media facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. They also give space to disinforming and manipulating, influencing people’s views and causing confusion.”








☒ Mentor: “Would you call this fair?”






☒ can move, and ☒ click on cube ‘Yes’ or ‘No’ (*this has no consequences, it’s reflective*)





☒☒ Mentor: “If vocational education students would rank social groups, how would they do it?”<sup>2</sup>


<sup>2</sup>from a recent objective research by the Verwey-Jonker Institute (Independent scientific research into current social issues) on ‘internship discrimination’ (11-06-2021) Publication: <https://www.verwey-jonker.nl/publicatie/ongelijke-kansen-op-de-stagemarkt/>



Next to  disco (or  overall) these questions appear:



- A. With themselves at the top (hierarchical)?  has to tick box →   text appears: Research shows that they know that there is such a thing as a social ladder, but they are less interested in a hierarchical classification because it shows their own 'lower' position.
- B. With themselves in the middle (non-hierarchical)?  has to tick box → 
- C. With themselves as members of different groups (sport, work, holiday, city, country).  has to tick box →  When done so →






→ the sign  'Upstream' lights up,  can move, and  click  text appears: "Swimming against the current: a vocational school diploma (e.g. crafts, health care, construction) provides an income that is generally half that of a secondary higher education diploma."  text fades



The sign  'Downstream' lights up,  can move, and  click  text appears: "Swimming with the flow: a secondary higher education diploma (and university study) provides an income that is generally double that of a vocational school diploma. Life expectancy is about six years higher.








 Mentor: "Would you call this fair?"

 can move, and  click on cube 'Yes' or 'No' (*this has no consequences, it's reflective*)

  Mentor appears to the right of the vault: "The way you see people is the way you treat them, and the way you treat them is what they become. Goethe said that. So what's wrong with our eyes?"

 can move, and has to find out what to click → the  pair of glasses  click  text appears in a **pop-up screen** (can be a simply animated story), we see a schoolboard with 'Melanin' written on top (text (scrolling up) appears under it): "That is what Jane Elliot, a teacher at a small in Iowa, wrote on the blackboard the day after the assassination of Martin Luther king. She told her students that melanin is a substance that makes people intelligent. People with brown eyes produce more of it and thus be smarter. People with blue eyes just sit around and do nothing. Rumour in the class... Who had brown eyes and who had blue eyes? The teacher stoked further. Children with brown eyes are better. They are more caring and smarter.  text stops

  Mentor: "What do you think, happened afterwards:

- A. The blue eyed students protested.  has to tick box → 
- B. The blue eyed children walked out of the class.  has to tick box → 
- C. The brown-eyed children believed the teacher.  has to tick box →  after this  text in pop-up screen continues:

"The blue eyes had to sit separately and were given a paper bracelet. They were only allowed to drink water if they used a cardboard cup. 'Why?' a girl asked. 'Because otherwise we might get infected', a boy with brown eyes already knew. Brown-eyed pupils who were normally shy suddenly acted like leaders. Conversely, a smart pupil with blue eyes suddenly made mistakes when he had to rattle off the tables. 'What can you expect from him', a brown-eyed pupil remarked. 'He's a bluey!'

Now, if stereotyping was based on something as apparently objective as **intelligence**? → pop-up screen disappears

■ Mentor: “Stereotyping... would you call it fair?”

■ can move, and ■ click on cube ‘Yes’ or ‘No’ (*this has no consequences, it’s reflective*), after that → the ■ ‘The Name Game’ door appears to the far right

■ P has clicked everything. If ■ wants to move towards it past the mentor, game takes over the action here

■ Mentor, next to the vault, blocks the way: “Wow! I’m impressed by your empathy, what a change! If you were a teacher...”

■ while he says that, P grows substantially, appearing as an **adolescent**, a **heart** appears on P’s body

■ Mentor (holds a puzzle piece): “And I’ve got a present for you. I’ll put it in the vault for later...” (vault opens for puzzle piece and closes)

■ Mentor: “Curious what comes next?”

■ (the bigger) P can move freely now, but when it tries to get past the mentor

■ Mentor says: “Can you answer these questions first?”



**(Additional) ASSESSMENT PHASE:**

■ Stereotypes are **NOT** based on:

A. Ethnicity ■ has to tick box → ▼ ■ text pops up: Stereotypes can be formed around a person’s ethnicity

B. Gender ■ has to tick box → ▼ ■ text pops up: Stereotypes can be formed around a person’s gender

C. Prejudice ■ has to tick box → ▲ ■ text pops up: Prejudice is a bias thought based on flawed assumptions about a group of people

D. Race ■ has to tick box → ▼ ■ text pops up: Stereotypes can be based on race

■ What do you choose?

A. Equality ■ has to tick box → ▲ ■ text pops up: is treating everyone the same, but it can only work if everyone starts from the same place and needs the same help.

B. Equity ■ has to tick box → ▲ ■ text pops up: is giving everyone what they need (support, means, opportunities) to be successful.

C. Both ■ has to tick box → ▲ ■ text pops up: **Equality** and **Equity** are two strategies we can use in an effort to produce **fairness**.

*(all answers are right)*

■ Providing support to everyone according to their needs is connected to

A. Equality ■ has to tick box → ▼ ■ text pops up: is treating everyone the same, but it can only work if everyone starts from the same place and needs the same help.

B. Justice ■ has to tick box → ▼ ■ text pops up: Justice can be the assertion of *what* is right or wrong, but it is also the reflection of what *feels* right or wrong.

C. Equity ■ has to tick box → ▲ ■ text pops up: **Equality** and **Equity** are two strategies we can use in an effort to produce **fairness**, and justice.

■ We should offer help according to one's skills and talents is connected to

A. Equity ■ has to tick box → ▼ ■ text pops up is giving everyone what they need (support, means, opportunities) to be successful.

B. Meritocracy ■ has to tick box → ▲ ■ text pops up: Meritocracy is rewarding individuals on the basis of talents, intellectual ability *and* effort

C. Justice ■ has to tick box → ▼ ■ text pops up: Justice can be the assertion of *what* is right or wrong, but it is also the reflection of what *feels* right or wrong.

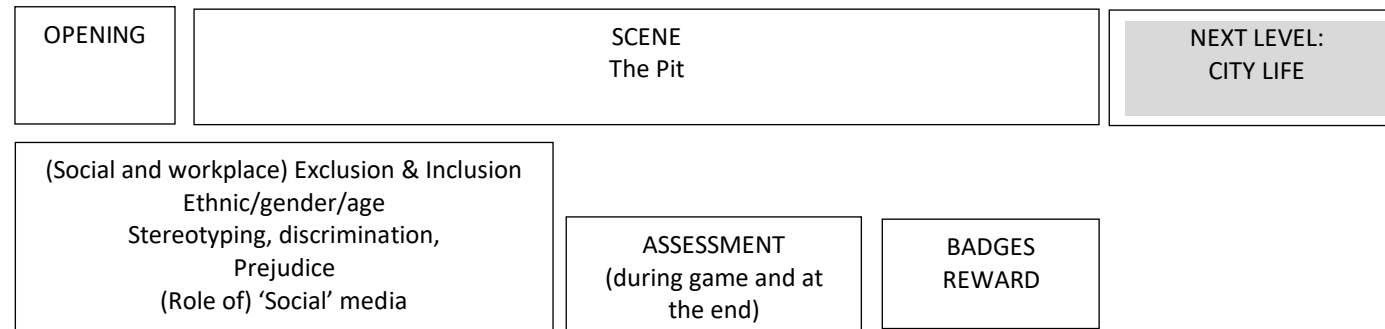
■ Mentor shrinks to nothing, when he's already small: "Want to share insights with friends?"

■ P can move on, enters door 'The Name Game' → Level 3

**STORYBOARD COLOURS:** ■ Player=P) Actions, ■ (NPC) Mentor: nudges, hints, questions / Background statements, questions ■ Clickable objects (with questions); ‘Within object’ (content) questions (clickable), ■ Content / Information, ■ Assessment questions (mentor), clickable + multiple choice (clickable)

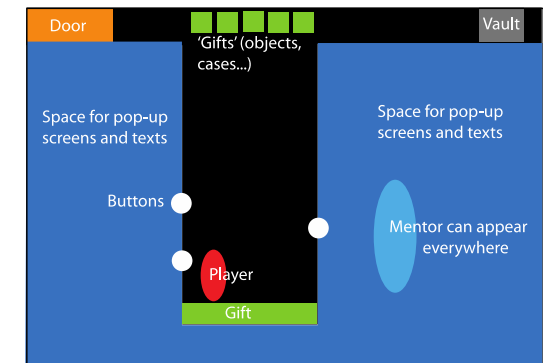
### LEVEL 3 – SOCIAL INCLUSION

**Objectives and Learning Outcomes:** We want the player to become aware that social exclusion (including stigmatisation, stereotyping, discrimination, racism) can happen in different spaces: the labour market, in the participation in communities, in public policy and (service) institutions, in legal norms and rights, in informal (community) norms and practices, and in (basic) human capabilities in dealing with ‘others’. The player will experience a moment of exclusion and will have to find out and learn how to turn that around towards (social) inclusion by either choosing for solutions that promote that and/or find out ‘the hard way’ how we sometimes fail in offering support. In the end, an increased sense of ‘equity’ and justice, but also empathy and compassion with others, will lead to a successful inclusion.



#### THE SCENE(OPENING):

When ■P enters through the door, he can turn to the right **for just a moment** and then **tumbles** into a deep pit (see sketch). On the wall of the pit we can read a **slightly faded** text: “You’re different”. There are ■climbing grips (in different colours) attached to the walls of the pit. Some of them are clickable (buttons). They act as prompts to every sub-event. Above ■wrapped ‘gift parcels’ (in different colours) appear or are thrown into the pit by an invisible hand. When ■P touches a grip, a parcel will fall (or thrown) down and either left or right quotes, ■images and ■assignments will appear. ■Mentor may move / float left-right-up-down (disappear and appear) on the right hand side and occasionally will comment or ask questions. After all the good answers (per package) that package will fold out and raise the ■floor for ■P, which will enable ■P to push the next grip. **In the case ■P fails**, the floor under will shrink back. In the end ■P will rise up to ground level. When he comes ‘level’ again, a ■group of people (the ones ■P had ‘helped’ and some more in the background) are waiting for him, there is a place in the group where ■P fits in (silhouette). When he does



“Welcome to the neighbourhood” (=badge) appears next to the group. Then, after the last assessment question(s) by the mentor and his reward (placed into vault) P can move further.

**NOTE: Because there is a lot of (assessment-like) questions, we can also let the floor move up for every good question, instead of finishing the ‘package’ and then raise the floor. That way it will show small accomplishments instead of big ones. Except for the ‘big failure’, which will set P back considerably. Below I have chosen for the ‘quicker’ option (big steps).**

**IN ‘THE PIT’** P can move and try out grips. One of the parcels tumbles down to the floor of the pit. Above P the layout of ‘The Name Game’ appears (‘tv-show’ door with colourful lights). Mentor appears to the right of the pit: “The best time to do an internship is after completing your bachelor’s degree or during your master’s degree.”<sup>3</sup>

quote appears on the left hand side of the pit: “Achmed studies, and has rented a room in a migrant neighbourhood. He has completed his bachelor’s degree in Law with honours (cum laude) and is looking for an internship. He has written to a reputable law firm.” Under the quote a an envelope with a letter peeping out, saying ‘Dear sirs,...’ appears.

window pops up above P or next to him →

A. They invite him immediately has to tick box → ▼

B. They write back that they already had found someone else has to tick box → ▲ after this new quote appears

C. They don’t answer at all has to tick box → ▼

**new** quote appears on the left hand side of the pit: “Achmed tries another law firm.”

**new** window pops up above P or next to him →

A. They invite him immediately has to tick box → ▼

B. They write back that they already had found someone else has to tick box → ▼

C. They don’t answer at all has to tick box → ▲

**new** quote appears on the left hand side of the pit: “He tells his friend Anton, who has just also completed his bachelor in Law. Anton volunteers to write a similar letter with *his* name and home address in the letterhead.

**new** window pops up above P or next to him →

A. They invite him immediately has to tick box → ▲

B. They write back that they already had found someone else has to tick box → ▼

<sup>3</sup>This sub-scene is based on a recent objective research by the Verwey-Jonker Institute (Independent scientific research into current social issues) on ‘internship discrimination’ (11-06-2021)  
Publication: <https://www.verwey-jonker.nl/publicatie/ongelijke-kansen-op-de-stagemarkt/>



■ C. They don't answer at all ■ has to tick box → ▼

■ Mentor (on the right hand side): "What's going on here?..."

■ **new** quote appears on the left hand side of the pit: "Achmed goes in Anton's name to the job interview. This is how the committee reacts:"

■ **new** window pops up above ■P or next to him →

■ A. "You look different from what we expected." ■ has to tick box → ▼ ■ **new** window pops up on the right hand side: "That could be stereotyping."

■ B. "You *really* have a bachelor's degree? There must be a mistake." ■ has to tick box → ▼ ■ **new** window pops up on the right hand side: "This comes close to prejudice."

■ C. "Sit down and tell us about yourself." ■ has to tick box → ▲ ■ window on the right hand side disappears

■ Now the parcel unfolds and raises the floor under ■P a bit

■ Mentor (on the right hand side): "Now I'm curious..."

■ **new** quote appears on the left hand side of the pit: "Achmed tells them about his conspiracy with Anton."

■ **new** window pops up above ■P or next to him →

■ A. They send him away immediately. ■ has to tick box → ▼

■ B. They tell him he is too much of a risk. ■ has to tick box → ▼

■ C. They continue the interview, apologise for their prejudice and invite him as an intern. ■ has to tick box → ▲

■ the floor under ■P raises a bit more

■ Mentor (on the right hand side): "So... What would **you** do if you were an internship supervisor at a university?"

■ **new** window pops up above ■P or next to him →

■ A. Keeping a good relationship with internship companies as a priority. ■ has to tick box → ▼

■ B. Listening to the experiences of students once in a while. ■ has to tick box → ▼

■ C. Listening to students' experiences and dealing more assertively with internship discrimination. ■ has to tick box → ▲

■ the floor under ■P raises a bit more

■ Mentor (on the right hand side): "This was about ethnicity. What about gender or age?..."

■ **new** quote appears on the left hand side of the pit: "Three young woman in their thirties applies for a job for which they are perfectly qualified."

■ **new** window pops up above ■P or next to him

■ A. One is hired because she is Muslim → ■ has to tick box → ▲ ■ new window pops up on the right hand side: “In some countries Muslim students are more often hired in health care. This is an example of **positive discrimination**, which is not seen as an offence.”

■ B. One is hired because she is a woman → ▲ ■ new window pops up on the right hand side: “In the construction industry, women are more in demand because the balance is not yet right. **Positive discrimination** is a sign of a corrective policy.”

■ C. One is not hired because she is in her thirties → ▲ ■ new window pops up on the right hand side: “A thirty-year-old woman could become pregnant and become a productivity risk. It is not right to draw conclusions and **discriminate** an individual applicant based on statistical data.”

■ Mentor (on the right hand side): “Could statistics be a cause for more kinds of (social or workplace) exclusion?...” (*reflective*)

■ Now the floor under ■ P is raised considerably.

■ P can try some ■ grips until one releases the next parcel. ■ the image of a young woman with a scarf appears to the left.

■ Mentor appears to the right of the pit: “This is Aisha, a young teacher who had moved to a renovated working-class neighbourhood. She joined the neighbourhood app where people kept each other informed of news, invitations, and the like.

Soon she finds out that two women started gossiping about her on the app, with insinuations that she was definitely teaching in a 'black' school with future criminals, and that her furniture was far too expensive for someone of her 'origin'. This has some effect...”

■ Mentor ‘flows’ upwards

■ window pops up under Aisha:

Man at the bus stop: Yesterday the bus was late too. Every day the same bullshit!

Aisha: Pity that the bus is always late...

■ window pops up above ■ P:

■ A. Will the man agree with her? ■ has to tick box → ▼

■ B. Will the man disagree with her? ■ has to tick box → ▲ →

■ in window under Aisha:

Man at the bus stop: Are you **complaining**?! In your country they don't even have buses, at least we have a bus!

■ Mentor ‘flows’ downwards: “Social media can have a strange effect on us...”

■ Above Mentor a group of social media logos (Facebook, Twitter, Instagram, Whatsapp) appears (*if that is too tricky, mobile phone and laptop*) →

■ has to click → logos (or devices) disappear

■ text pops up: “We all have different ‘identities’, depending on neighbourhood and social class or **social media** in which we are presenting ourselves, as individuals and as communities. But here we enter the borderland between *identity* and *image*, of how we want to be perceived and how we are perceived,



and how we perceive others. The duality of 'we' and the 'other' and dividing stories connected to that can emerge: conflicts can potentially emerge from those..."

☑ text disappears

☑ new window pops up under Aïsha:

A woman in the local supermarket: "The queue starts there."

Aïsha: "Sorry, I did not see it." (and joins the end of the queue)

☑ window pops up above ☑P:

☑ A. Will that be enough? ☑has to tick box → ▼

☑ B. Will that lead to more comment? ☑has to tick box → ▲ →

☑ in window under Aïsha:

Another woman in the queue: 'They **never** follow the rules, don't they?...'

☑Mentor: "Aïsha quits the app group and wants the slander to stop. When she addresses the women, they deny their slander. Instead they say that she should stop acting like a victim and learn to adapt to the neighbourhood.

She knows you are an objective outsider and asks for help. What would you do?"

☑ window pops up above ☑P: "Would you..."

☑ A. Call up the two women and tell them to stop immediately with their insinuations ☑has to tick box → ▼

☑ B. Invite the three women to a safe place and ask Aïsha to explain her situation and what it does to her ☑has to tick box → ▲ →

☑ C. Call the police and accuse the two women of slander ☑has to tick box → ▼

→ ☑ parcel becomes floor under ☑P and rises a bit

☑ window disappears

☑ new window pops up above ☑P: "What could you do next?..."

☑ A. Let the two women become aware of how spreading fake news influenced the attitude of the neighbourhood ☑has to tick box → ▼ →

☑Mentor: "Good, but not sufficient..."

☑ B. Give Aïsha space to ask for clearance of her name ☑has to tick box → ▼ → ☑Mentor: "Hmm, yes, and...?"

☑ C. Help all three to rephrase things, and take the hostility out of the conversation ☑has to tick box → ▲

→ ☑ parcel becomes floor under ☑P and rises a bit

☑ window disappears

- new window pops up above ■P: "What could you do next?..."
- A. Find out if the two women are ready to apologise and rectify their remarks in the app ■has to tick box → ▲
- B. Find out if Aisha would accept that ■has to tick box → ▲
- C. Tell all of them that this would be constructive and workable for the future ■has to tick box → ▲
- ■ floor under ■P and rises considerably, ■P can almost touch the top of the pit
- window disappears

■Mentor: "Good mediation!"

■ new window pops up under Aisha:

"Aisha has become a member of the app group and the neighbourhood again. After the gossip was debunked via the app and on the street, Aisha had the chance to share more with the neighbourhood because she felt safe and at home."

■ window disappears

■Mentor fades (or floats out of the picture)

■P can go on trying the climbing grips until one releases the next parcel (falling or thrown). When it hits the bottom, a

■guide dog appears left to the pit

■ text disappears under the dog: "One day, you step into a cafe. An old man is sitting at a table, next to him a dog. You see that it is a guide dog. The man accidentally drops his wallet. You point it out to him. He responds: "I know it fell. Mind your own business.". You say that you just wanted to help. He says, "Ach, that's what they all say. Get lost!"



■ window appears above ■P: "How do you react?"

A. You walk out of the cafe. ■has to tick box

B. You pet the dog and walk out of the cafe. ■has to tick box

C. You feel offended, but order a coffee 'to go' and walk out of the cafe. ■has to tick box

(each of the answers gets you to →

■ text disappears under the ■dog:

"As the door closes behind you, you think you hear the cafe owner softly say, "He didn't mean it..."

■ new window appears above ■P: "How do you react?"

A. You continue walking, thinking of your next appointment.

B. You think 'The dog was nice.'

C. You feel insecure, but you still walk on.

▣ Guide dog disappears

▣ Mentor appears instantly: “Is that who you are?! What happened to empathy and compassion?...”

▣ P’s heart flickers and shrinks considerably, ▣ floor under ▣ P the floor sinks back to the previous level (before Aïsha)

▣ Mentor: “Every country has its buddy programmes for disabled or elderly people who need care and contact. They are often volunteers: once a week, once a month...”

▣ P freezes (until following sequence is over)

▣ dog reappears:

▣ text appears under the dog: “The old man has died, he was found because I was barking. Nobody really knew him. He had become grumpy and bitter because he had become blind at a later age because of a traumatic accident. He had been a painter, and could no longer practise his craft and became jobless. It was hard to retrain him for another job. His wife had died some years ago, he had alienated his friends and neighbours. People had started to ignore him. His children live abroad. It had been difficult to trace them, but they came over for a funeral. You didn’t ask him anything there in that cafe...”

▣ dog disappears

▣ Mentor: “Knowing this now, what could you have done, said to him, asked him, to get to know him better? Maybe join a buddy programme to find out?”

(reflection)

▣ P is able to move again and can try out grips again until one releases the next parcel (falling or thrown) to the bottom.<sup>4</sup>

When it opens, on the left hand of the pit side the image of a baby appears, with a label that says ‘I’m alone’.

▣ A quote pops up under the baby: “He was only a few months old was found in a cafe in Ethiopia and was taken to an orphanage by the police. Not so long after that, the boy was adopted by a farmer and his wife, who live near a small village in a European country.



▣ Mentor: “Imagine you were a member of a rural community. Would you be able to welcome such a child?”

▣ window appears above ▣ P:

▣ A. You know his new parents personally and you wish them any child ▣ has to tick box → ▼

▣ B. You have some trouble adjusting to people with a different skin colour ▣ has to tick box → ▼

▣ C. You don't know his parents personally but think that every child deserves care and attention ▣ has to tick box → ▲ →

→ ▣ parcel becomes floor under ▣ P and rises a bit

▣ window disappears

<sup>4</sup>This is based on the true story of a young Dutch politician, Habtamu de Hoop: [https://en.wikipedia.org/wiki/Habtamu\\_de\\_Hoop](https://en.wikipedia.org/wiki/Habtamu_de_Hoop)

☰ text continues under baby: He grew up as the farmers' son, obviously with his parents' surname.

☰Mentor: "Do you think that such a child deserves every opportunity to develop?"

☰ window appears above ☰P:

☰ A. Only if he proves that he masters our language and regional dialect perfectly ☰has to tick box → ▼

☰ B. Of course, every person is entitled to the best possible support to develop themselves ☰has to tick box → ▲ →

☰ C. Even then, such people will not really fit into our culture ☰has to tick box → ▼

→ ☰ floor under ☰P and rises a bit more

☰ window disappears

☰ text continues under baby: At school, he did very well, was a talented football player, and also did a lot of volunteer work.

☰Mentor: "What do you think this has meant to him?"

☰ window appears above ☰P:

☰ A. Even then he never felt quite accepted ☰has to tick box → ▼

☰ B. He felt like a farmer among farmers ☰has to tick box → ▲ →

☰ C. That recognition does not always mean appreciation ☰has to tick box → ▼

→ ☰ floor under ☰P and rises a bit more

☰Mentor: "Sounds like proper inclusion to me..."

☰ window disappears

☰ text continues under baby: He finished high school and studied journalism. He became a presenter of a children's show on television and also won a seat as a councillor in his provincial municipality by the age of nineteen. He specialised in housing and spatial planning.

☰Mentor: "Wow, what do you think happened next?"

☰ window appears above ☰P:

☰ A. He wanted to become the first coloured prime-minister ☰has to tick box → ▼

☰ B. He developed the drive to help society further ☰has to tick box → ▲ →

☰ C. People with that kind of ethnic background are more likely to become corrupt ☰has to tick box → ▼

→ ☰ floor under ☰P and rises a bit more

■ text continues under baby: He was invited by the prime minister to a youth think-tank to advise the government during the Covid-19 pandemic. In 2021 he ran for member of Parliament and was elected to the House of Representatives, and became the youngest member of the new House. Right now his political motivation is organising equity in education, for every child, regardless of its origin.

■Mentor: “Are you ready for your next step?” ■Mentor disappears

→ ■ floor rises under ■P to ground level

■P can move to the right. A group of people appears (we recognise ‘Achmed’, ‘Anton’, Aisha, a dark-coloured young man, and some other people vaguely in the background. To the right of them we see the vault. Between them there is an open (blank) space that fits the silhouette of ■P. When ■P stands in his silhouette a

■text appears to the left of the group (maybe soft cheering is heard): “Welcome to the community!”

■Mentor appears next to vault: “Congratulations, you’re part of it now. And my, something else has changed in you...”

■P’s grows a bit more and his red heart grows to its former size, but now also with a **bright blue border added** (=badge)

■Mentor: “And I’ve got a present for you. I’ll put it in the vault for later...” (vault opens for puzzle piece and closes)

■Mentor: “Before you move on, do you think you can you answer this?”



■P cannot move until he has answered the question(s)

### (Additional) ASSESSMENT:

What is **discrimination**?

■ A. Another word for stereotyping ■can tick box → ▼ ■text pops up: Incorrect. Stereotyping occurs when people develop **oversimplified ideas** about other people

■ B. Biased actions against an individual or group → ▲ Correct. Discrimination is characterized by biased action that is based on incorrect thoughts and feelings about an individual or group.

■ C. Biased thoughts against an individual or group ■can tick box → ▼ ■text pops up: Incorrect. Biased thoughts describe **prejudice**

■ D. Belief that a race different from yours is inferior ■can tick box → ▼ ■text pops up: Incorrect. The belief that a race that is different from yours is inferior is **racism**

### Social media

■ A. connect people ■has to tick box → ▲ → ■text pops up: Correct. It can facilitate the sharing of ideas, thoughts, and information through the building of virtual networks and communities.

- B. Do not influence people's views ■has to tick box → ▼■text pops up: Incorrect. It can push political agendas or cause confusion; members of communities can be 'groomed' by other members
- C. Do not invade privacy ■has to tick box → ▼■text pops up: Incorrect. There is the danger of identity theft, children seeing offensive images and messages, bullying, shaming, and inciting violence

**Disabled people do not feel equal to other citizens because**

- A. they experience discrimination in education and on the labour market ■has to tick box → ▲→■text pops up: people with a disability still find it harder to obtain work
- B. they are perceived as threatening ■has to tick box → ▲→■text pops up: people with a mental health disorder are viewed more negatively and sometimes elicit fear, whereas people with a physical disability tend to evoke feelings of empathy and sympathy
- C. the UN Convention on the Rights of Persons with Disabilities is only moderately complied with ■has to tick box → ▲→■text pops up: disabled people are still more inclined to link unequal treatment to their disability or chronic illness.

(All answers are correct)

■P can move further to the right → next level



**STORYBOARD COLOURS:** ■ Player=P) Actions, ■ (NPC) Mentor: nudges, hints, questions / Background statements, questions ■ Clickable objects (with questions); 'Within object' (content) questions (clickable), ■ Content / Information, ■ Assessment questions (mentor), clickable + multiple choice (clickable)

## LEVEL 4 – CITY LIFE

**Objectives and Learning Outcomes:** We want the player to become aware of policies and visions (or no vision) of governments and municipalities when it comes to city development now and in the (far) future. Create awareness of (possible) neighbourhood (citizens') initiatives that promote cohesion and sustainability, and the potential resourcefulness of mixed, diverse neighbourhoods. But also awareness of discrimination (e.g. migrant neighbourhoods) and the people who live there. Awareness of 'renovation' of old neighbourhoods (often low income) that favours 'gentrification' and disadvantages lower incomes. Finally, a glimpse of the cities of the future: greener, more social, self-sufficient and sustainable.

■ P walks (very briefly) into a street (on the pavement), a single parked car, we see the facades up to the first floor. It should resemble an older 'working class' neighbourhood, but not 'shabby'. **(Zoom in on scene 1)**

**SCENE 1:** three buildings next to each other: an ■ old house with a ■ door with several ■ doorbells), a ■ grocery shop with 'established 1938' on the ■ shop window, next to the grocery a narrow wall section with ■ "Why?" chalked on it, then an ■ empty shop (we can still vaguely see 'Shoes', with a strip over the entrance 'Gentrification'; above it a ■ cast-iron balcony), in the foreground an ■ advertising board on the pavement with 'The Neighbourhood Belly. Volunteer!' written on it and (*suggestion*) the image of a big emoji (see example)), then on the street corner a chic ■ café Gentry' with 'Best Latte in town' on the window. To the right of the street corner a view to distant ■ residential towers, (gradually woods will surround them, residential towers covered with plants. From here →



■ P will be able to cross the street. On the other side ■ Mentor and ■ vault (in the wall of a house)

■ P can move and first will be able to ■ click on the ■ door with the bells. One ■ bell opens the door.

**SCENE 2:** a simple room, on the left a bed against the wall on the bed's cushion a ■ newspaper with headline "Improving our city", on the right a small table with an open ■ laptop, some books next to it (we see the spine of a ■ book titled 'SHAME'), a chair. In the back a half open window and the silhouette of a ■ young man staring out of the window (we see vaguely roof shapes). Left to the window on the wall there is a poster with a 'portrait' of the ■ mentor. To the right there is a ■ bird cage with bird on the wall

■ P can click on silhouette, ■ text pops up under mentor portrait: "Hans is a student, he cannot afford an expensive room in the city. He lives in a migrant neighbourhood, but he often doesn't tell people that he lives there. ■ text disappears

■ Mentor raises eyebrows ■ text balloon: "Does he live 'there'? What a shame..." ■ text balloon disappears

■ book titled 'SHAME' lights up ■ P can click

☑ text pops up above table: “Shame hijacks our thinking and analysing capabilities. It is literally and figuratively belittling: lowering our eyes, covering our face; we shrug, shrink, feel excluded. It is the opposite of pride. We can be (made) ashamed of our actions, but also of our origins or social status.

Sometimes people shame others.”

☑Mentor ☑ text balloon: “Did I just shame him?... Do **you** shame others for things they cannot help? Do you read the news?”

☑P can click on newspaper ☑ text window pops up above newspaper: “The government refers to this neighbourhood as a 'ghetto' because: more than fifty per cent have a non-western background, because the average rate of income is low, and because the average level of education is low.”☑ text window starts to flicker nervously ☑P has to click (text window disappears)→

☑ new text pops up on the right hand side above the table: “Most young people with a migrant or refugee background speak the local language well and they study. Yet they are lumped together with migrants who refuse to learn the language.”

☑ in the laptop screen the text “JOB OFFERS” appears ☑P has to click ☑ text window appears under table

Would jobseekers from this neighbourhood

- ☑ A. Get as many opportunities as others ▼
- ☑ B. Get more opportunities if they say they come from a 'decent' neighbourhood ▲ →
- ☑ C. Have the feeling that they are part of society? ▼

→new text in window

Could you say that this is inhibiting

- ☑ A. Equality.☑ has to tick box → ▲
- ☑ B. Equity.☑ has to tick box → ▲
- ☑ C. Social and economic mobility, and therefore creating a wider gap between rich and poor.☑ has to tick box → ▲ →

After ticking all three boxes →

☑Mentor ☑ text balloon: “It feels like a cage doesn’t it? Can you do something about it?”

☑ Click cage: opens, bird flies out of the window →

☑Mentor ☑ text balloon: “Surprise! Hans thinks similar...”

Hans finds the neighbourhood

- A. Inspiring because many cultures live there☑has to tick box → ▲ →
- B. Threatening because many people wear a headscarf or beard☑ has to tick box ▼
- C. Boring because not much interesting happens there☑ has to tick box ▼

→☑Mentor ☑text balloon: “Inspired?...”

→

■P back to SCENE 1 in front of the door.

■P can move. Now when it passes the poster it lights up. ■ click

**SCENE 3<sup>5</sup>:** a kitchen with on the floor ■ crates filled with all kinds of vegetables and fruits, ■ Plastic jars with ‘Restaurant Le Coq’ and ‘Ristorante Venezia’, ■ shopping bags with bread, ■ meat / ham on the counter. ■ Pots and pans on the stove. A pile of ■ boxes, each with the inscription “Enjoy your meal!”. There is also a ■ mobile phone on the counter. A sign in the wall says “Meet and eat!” Through the window a detail of a ■ small delivery van with the emoji.

■P can move. Nothing happens yet.

■Mentor appears: “What an abundance, huh? Any ideas?” ■Mentor disappears

■P can move. When ■P clicks ■ crates ■ text window appears: “Every day supermarkets and groceries throw away products that are past their sell-by date.” When ■P clicks ■ shopping bags ■ text window appears: “Bakers have bread left over every day.” When ■P clicks ■ meat and ham ■ text window appears: “Every evening butchers have meat and meat offcuts left over.” When ■P clicks ■ plastic jars ■ text window appears: “Restaurants have leftovers every evening.”

■P has to move and find out the ■ mobile phone (it starts to shake). When ■P clicks ■ text balloon appears (‘Hans’): “This is Hans. Oh, hi, it’s you! What’s up?” ■ text balloon (‘Hans’) flickers slowly when ■P clicks it freezes and (now a dialogue starts)

■ text appears above ■P: “Hi. Listen. I’m standing here and in front of me there are crates with abandoned vegetables, and fruits and other stuff from the supermarket, and I see similar things happening at groceries, bakeries, butchers and restaurants...” ■ text flickers slowly ■P clicks it freezes and

■ text balloon (‘Hans’): “What a waste...” ■ text balloon (‘Hans’) flickers slowly when ■P clicks it freezes

■P: “I have an idea. If we collect all that, we can sell it to a composting company. Kind of recycle it. Will you help me?” ■ text flickers slowly

■ text balloon (‘Hans’): “Come on, what happened to your community sense?...”

Here ■P’s heart shrinks considerably ■ text balloon (‘Hans’) flickers slowly when ■P clicks it freezes

■P: “Huh?...” ■ text flickers slowly

■ text balloon (‘Hans’): “Look: I live in a community where people are not so well off and where many elderly people still live. They do not always have enough or healthy food. Let that sink in. I have to go to an exam now ...” ■ text balloon (‘Hans’) flickers and fades

■Mentor appears above the pots and pans: “Interesting conversation... Is there something cooking?” ■Mentor disappears

■P can click the ■ pots and pans ■ **text 1** appears above: “If you like cooking, maybe you can cook for people in need in the neighbourhood...”

<sup>5</sup>Based on true initiatives: <https://re-food.org/en/home/>, <https://buurtbuik.nl>

- P can click the ■ sign “Meat and eat” ■**text 2** appears above: “What about inviting people to the place where you cook the meals?Cosy...”
- P can click the ■ boxes with “Enjoy your meal!” ■**text 3** appears above: “Disabled and elderly people are not so mobile, maybe it is better to bring the food to them, maybe a short chat...”
- Mentor appears again above the pots and pans: “That’s the spirit! Who else should know about that?”(Reflective)

The moment ■P moves, the ■mobile phone starts shaking again, ■P clicks, ■ text balloon (‘Hans’): “Hi, the exam went well, I hope... Have you been thinking?... ■ text balloon (‘Hans’) flickers slowly when ■P clicks it freezes

■**texts 1, 2 and 3** appear shortly one after the other

■ text balloon (‘Hans’) new text: “I like it! We’ll need someone to provide us with a space, quite a number of volunteers for that: negotiators, food collectors, creative cook crews, food packers, deliverers, and... we need a name...” ■ text balloon (‘Hans’) flickers slowly when ■P clicks it freezes

■P: “What about ‘Neighbourhood Belly?’” ■ text flickers slowly ■P clicks it freezes

■ text balloon (‘Hans’) new text: “Sounds like a good promise...”■ text balloon (‘Hans’) fades

■Mentor appears: “Stop waste. Feed people. Come together. Good choice. Go for it!”→■P’s heart grows back to former size

SCENE 3 fades →

→■P back in **SCENE 1**, in front of the grocery shop. ■P can click on ‘Established...’ text, ■ text appears in shop window (can be ‘handwritten’):

“My great grandfather came here from Poland in 1938. We have had this shop ever since. Now we have to leave...” ■ text disappears

■P can click on ‘WHY?’ ■ text appears in grocery shop window:

■ A. Because we are broke. ■ has to tick box →▼■ text pops up: “No we aren’t. We also have a local function, important for the elderly who are not so mobile.” ■ text disappears

■ B. Because the municipality wants to upgrade the neighbourhood■ has to tick box →▲■ text pops up: “They think they have discovered a new space. But we have alwaysbeen here.” ■ text disappears

■ A. Because of the ‘character’ of the neighbourhood. ■ has to tick box →▼■ text pops up: “They never invested in this neighbourhood. Now they blame low income and migrants. But we have always kept it clean here.” ■ text disappears

■P can click on ‘Renovation’ strip on ‘shoe’ shop■ text in shopwindow: “What does it mean here?”

■ A. More social housing ■ has to tick box →▼■ text pops up: Social housing has to make room for more private homes.

■ A. More affordable housing ■ has to tick box →▼■ text pops up: Low income tenants (including students and vulnerable people) have proportionally the highest expenses

■ A. Moving to another neighbourhood■ has to tick box →▲ ■ text pops up: Low income tenants may be forced to move away in favour of higher income groups.

☒ Mentor appears in café window: “Some call **this ‘Gentrification’**.” ☒ Mentor disappears ☒ P can click on ‘Best Latte in Town’ ☒ text balloons (maybe in different colours) pop up and fade: “We want a different kind of people here.” “We can make more profit from private homes.” “If you have no regular income, you don’t belong here.” “Maybe we can change legislation?” “Working-class neighbourhoods are so passé” “Let’s make it more attractive here” ☒ cast-iron balcony lights up ☒ P can click ☒ text window under balcony: “Nice balcony, does it belong in this neighbourhood?”  
 A. Yes ☒ has to tick box → ▼ Incorrect, it’s a fake.  
 B. No ☒ has to tick box → ▲ Correct. It’s been placed here last week, because property developers think it will charm potential buyers.

☒ Mentor appears next to ☒ P: “Knowing that, if you were a local citizen, what would you do?” ☒ Mentor disappears  
 ☒ A. Demonstrate ☒ has to tick box → ▲ ☒ text pops up: You have the right to demonstrate, but it can get out of control  
 ☒ B. File a petition ☒ has to tick box → ▲ ☒ text pops up: It gives you the opportunity for details, but it may end up in a drawer  
 ☒ C. Invite the city council to visit your neighbourhood ☒ has to tick box → ▲ ☒ text pops up: It’s an opportunity for a direct experience and dialogue

**(option)**

*What would they see?*

- ☒ A. Criminals on every corner ☒ has to tick box → ▼ ☒ text pops up: Not likely, but some neighbourhoods may suffer from fixed, small groups of (aggressive, noisy, criminal) people
- ☒ B. Trees, lawns, street gardens and swept streets ☒ has to tick box → ▲ ☒ text pops up: Most (migrant or working-class) neighbourhoods are kept tidy by their inhabitants.
- ☒ C. People lazing at every doorstep ☒ has to tick box → ▼ ☒ text pops up: Not likely. Most inhabitants have jobs, (small) businesses, or study

*What would you advise the council to do?*

- ☒ A. Improve the quality of schools in the neighbourhood ☒ has to tick box → ▲
- ☒ B. Scrap the word 'ghetto' from legal texts because it is stigmatising ☒ has to tick box → ▲
- ☒ C. Train district police officers to prevent early crime ☒ has to tick box → ▲

*(all answers are valid)*

☒ Mentor appears next to ☒ P: “Now, if you were a city councillor for housing and spatial planning, what would you do?”

- ☒ A. Listen to needs and ideas of citizens about housing in the future ☒ has to tick box → ▲ ☒ text pops up: Try this, form two citizens assemblies: one group are ‘current residents’ and are asked to think about the future of their city / neighbourhood, The other group are called ‘future residents’ from the

year 2060 (wearing different clothes / robes). Practice tells us that the ‘future residents’ have more radical and progressive community plans. ■ text disappears

■ B. Support and accommodate gentrification plans of developers and investors ■ has to tick box → ▼ ■ text pops up: Everyone has the right to adequate housing. A U.N. resolution states that gentrification may violate human rights. ■ text disappears

■ C. Move low income and vulnerable residents to other neighbourhoods ■ has to tick box → ▼ ■ text pops up: A new (unwanted) concentration will emerge. ■ text disappears

■ D. Invite architects and urban planners to consult with citizens and their ideas ■ has to tick box → ▲ ■ text pops up: “Human history is in essence a history of ideas” – H.G. Wells

■ Mentor: “Have a look...” ■ Mentor disappears

■ Residential towers on horizon light up in soft blue → zoom in a bit on the towers (see simple example), while the (text) buttons proceed, the background (and parts) of the city become more and more green.

■ Star appears on highest tower and is pulsating throughout ■ P can click ■ text pops up (to the left): “Cities are the greatest and most enduring technology ever invented by humankind.” ■ text disappears

■ ‘Efficient’ fades in ■ P can click ■ text pops up (to the left): “City states have been there for thousands of years, much longer than nation states, and have proven more effective.” ■ text disappears

■ ‘Less rigid’ fades in ■ P can click ■ text pops up (to the left): “City states are less rigid than nation states, they are closer to the experience of their citizens.” ■ text disappears

■ ‘Responsible’ fades in ■ P can click ■ text pops up (to the left): “City states have proven to be innovative in long-term and effective planning, and recently take more responsibility towards climate than national governments.” ■ text disappears

■ ‘Blended’ fades in ■ P can click ■ text pops up (to the left): “‘Blending’ does not only mean diversity, but also blending in and being integrated in local ecosystems instead of parasiting on them.” ■ text disappears

■ ‘Less loneliness’ fades in ■ P can click ■ text pops up (to the left): “Mega-cities already exist, but innovative designs of self-sufficient and sustainable residential towers with roof-parks and gardens can not only reduce scarce building spaces but also loneliness.”

→ zoom back to street corner and ■ P (for a moment ■ P can’t move. ■ Mentor appears on the other side of the street, on the right of him the vault (now in the wall): “Some ideas of urban future planners *and* economists who look further than the short term. Food for thought... Would you also like to take it further?”

■ P can move and cross over. ■ Mentor: “You had to make choices for the community and you did well.”

■ P grows and gets a more adult expression, is now almost as tall as the ■ Mentor. His **heart** also changes, outside the blue lining a green lining appears (Badge).

■ Mentor: “And I’ve got a present for you. I’ll put it in the vault for later...” (vault opens for puzzle piece (reward) and closes)



☒ Mentor: “Before you move on, do you think you can answer this?” ☒ text pops up (to the left):

(Additional) ASSESSMENT:

Gentrification is

- ☒ A. The ‘upgrading’ of a neighbourhood. ☒ P has to tick box → ▲☒ text pops up: Incorrect. It is replacing social housing with more privately owned homes and less social housing.
- ☒ B. About high income ‘hipsters’. ☒ P has to tick box → ▲☒ text pops up: Incorrect. It is not so much about the high income groups, but about (social) injustice and short-term profit maximization thinking.
- ☒ C. The spatial expression of class inequality. ☒ P has to tick box → ▲☒ text pops up: Quite correct. It is widening the gap between ‘affordable’ and ‘expensive’ housing, it is stigmatising and segregating.

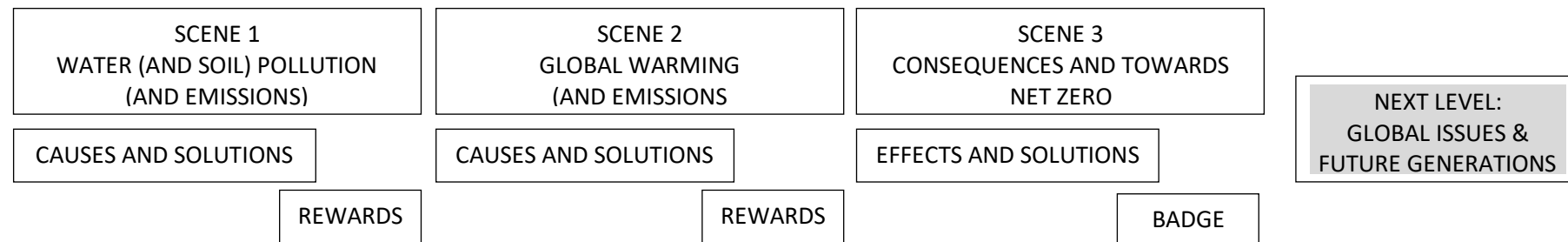
☒ P can move further, passes a house, and then a different landscape appears... → next level



**STORYBOARD COLOURS:** ■(Player=P) Actions, ■(NPC) Mentor: nudges, hints, questions / Background statements, questions ■Clickable objects (with questions); ‘Within object’ (content) questions (clickable), ■ Content / Information, ■ Assessment questions (mentor), clickable + multiple choice (clickable)

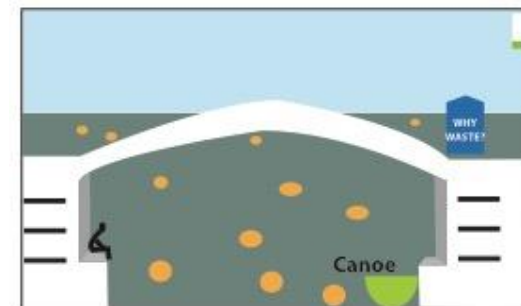
## LEVEL 5 – ENVIRONMENT / CLIMATE CHANGE

**Objectives and Learning Outcomes:** We want the player to become aware of a number of issues around environment, the urban and the global, and that – in a way – they go hand in hand. Water pollution (urban, agriculture, industry), and its consequences for hygiene and health (humans, plants, animals) and the ocean life. Air pollution (urban, agriculture, industry, transport, etc.) and its consequences for the atmosphere (carbon dioxide and other ‘greenhouse’ gas-emissions) and thus global warming. The consequences of political governance and national and local policies (procrastination and blame game) concerning these issues, and the turning a blind eye to (or even facilitate) ‘greenwashing’ businesses. The importance of clean renewable energy generation, and the importance of innovative energy storage (which can also contribute to a cleaner climate). Also, how citizens themselves can actively do something about the seriousness of the matter and develop initiatives to help prevent further climate warming (‘we’re almost beyond the tipping point’), e.g. recycling and/or reusing.



(In all scenes: in the right hand upper corner we see a glass/transparent container. For every good answer or clicking on a relevant object not especially hinted at (for information) a green droplet will fall into the container. When it is filled up, the level is achieved. Additionally, there are other rewards (e.g. vanishing of problems when action is taken). A ‘lazy’ or sloppy player can be given the opportunity to go back to the questions they failed to answer.

**SCENE 1:** After the vault, ■P passes a building, at the corner a water landscape appears. The pavement opens to a small bridge over the water (with ladders to a quay; a ■small person on the quay left - see simple sketch). The water is not completely clean (■oil and ■algae stains) and is filled with different kinds of rubbish floating on or in it: a ■plastic bottle marked 'clean water', a ■plastic ball (dirty) with a print of the planet on it, a ■plastic bag, ■plastic cups, part of a ■rusty bicycle, a ■fish floating upside down, a ■seal with a fishing net on its head, a floating ■bird's nest with a mouth mask and disposable glove and small chicks on





top. On the right quay a green canoe with a fishing net on a pole. Also a pole with a text sign 'Why should we do nothing' sticking out of the water. On the foreground a trash bin with the text 'The right food container?'

P can move over bridge and back and up and down the ladders. **Except for the trash bin and the canoe everything can be clicked.**

click on plastic bottle marked 'clean water' text pops up plus a world map: There are countries where you cannot drink water from the tap. Can you guess where?

click on the map (see example from <https://www.globehunters.ca/blog/safe-tap-water.htm>), only 'clean' countries light up when clicks.

When done text pops up: Surprised? Ground water pollution occurs when hazardous chemicals seep into the ground by rainwater. They pollute underground water features as underground rivers and waterbeds. So, wells can become contaminated. Clean tap water still depends on the initiatives taken or not taken by governments. Find out more about water pollution... world map disappears



click on fish floating upside down text balloon pops up: "Yes I died. Guess from what..."

A. Microplastics? click → text pops up: Microplastics and (even smaller) nano-plastics from plastic waste block digestive tracts, diminish the urge to eat, and alter feeding behavior. Because their stomach are stuffed with plastic, fish and other marine life starve and die. text disappears

B. Lack of oxygen? click → text pops up: Lack of oxygen is related to higher water temperatures, and to large amounts of algae, whose growth was boosted by nutrients (nitrogen and phosphorus) added to the water from human sewage and industrial or agricultural drainage. text disappears

C. Toxic waste? click → text pops up: Fish and other marine life can be killed by excessive amounts of pesticides, chlorine, gasoline, fuel oil, ammonia fertilizer, and acids. text disappears

click on algae stains → text pops up: Algae survive through photosynthesis, which means they release oxygen during the day. But at night, they "breathe" the same way we do: taking in oxygen and releasing carbon dioxide. When algae die, their decomposition removes even more oxygen from the water. text disappears (assessment question)

click on oilstain → text pops up: On beaches and marshlands, fibrous plants and grasses absorb oil, which can damage plants and make the area unsuitable as wildlife habitat. When oil sinks into the marine environment, it can have similar damaging effects on fragile underwater ecosystems, killing or contaminating fish and smaller organisms that are essential links in the global food chain. text disappears (assessment question)

click on seal → text balloon pops up: "Yesterday my child drowned, entangled in an abandoned fishing net." text balloon disappears

■ click on ■ plastic ball → ■ text pops up: Water covers over 70% of the earth's surface. It is the most basic requirement for survival. It also supports aquatic life and other ecosystems. Understanding water pollution and its effects are essential. It is the second most prevalent type of environmental pollution, after air pollution. ■ text disappears (assessment question)

■ click on ■ plastic bag → ■ text pops up: Next time you go shopping, what will you do?  
 ■ A. Ask for a bag, because you forgot to bring one → ▼ ■ text pops up: Forgot?... Come on!  
 ■ B. Bring your own (recycled) tote bag → ▲ ■ text pops up: You didn't forget 😊  
 ■ C. Ask the shop owner to stop offering plastic bags → ▲ ■ text pops up: Now we're talking!  
 ■ texts disappear

■ click on ■ bird's nest → ■ text pops up: Organisms have learned to take care of the place that's going to take care of their offspring. Naturally, they do not foul their nest. We do. Do we care about our offspring? ■ text disappears

■ click on ■ pole with a text sign 'Why we should do nothing' → ■ text pops up: "I'm only a drop in the ocean... We are not the problem, they are!" How many other reasons can you think of to do nothing?  
 ■ Ask friends or family for other reasons, and then reflect on how that feels. ■ texts disappear

■ click on ■ small person → ■ text pops up: You are not alone. The power is with the citizens.  
 ■ What are your ideas for fighting pollution and living more sustainably? Communal vegetable gardens, repair cafes, giveaway shops, sustainability centers? Can you think of more initiatives?  
 ■ text disappears  
 ■ Mentor appears on bridge: "Can you find initiatives here?" (fades)

**Now the trash bin and the canoe are unlocked.**

■ P can climb down stairs ■ green canoe with a ■ fishing net on a pole. ■ P can click on ■ green canoe ■ text pops up: 'Plastic Spotters': every Sunday a group of young volunteers paddles with six canoes through the canals of the city of Leiden and fishes up litter. People become inspired and join them.

■ click on ■ fishing net ■ text pops up: How did the city council react to this?

■ A. They were enthusiastic and supported the initiative. → ▼ ■ text pops up: No. The canoe fleet had to be removed because they did not have a mooring permit. ■ text disappears

■ B. The city council offered a mooring permit → ▼ ■ text pops up: Yes, but the fleet was put on place 1.003 on the waiting list! ■ text disappears

■ C. The city council 'tolerated' the canoes → ▲ ■ text pops up: The Animal Welfare Party submitted a motion and after a vote in the city council the 'Plastic Spotter' canoes were 'tolerated' and could continue. ■ text disappears ■ plastic bag, ■ plastic cups, ■ bird's nest disappear (sound effect)

■P can click on ■trash bin with ‘The right food container?’ written on it ■ text pops up: most food is offered in disposable plastics. What are more sustainable and environment-friendly alternatives? How can we shop packaging free?

■A. Recycling → ▲■ text pops up: Some disposable packaging can be recycled, such as bio-plastic, recyclable plastic or cardboard. Unfortunately recycling can only be done a few times. It costs energy and still causes CO2 emission. ■text disappears

■B. Reusing → ▲■ text pops up: Reusing packaging costs less energy and has lower CO2 emissions than recycling. (assessment question)

■Mentor appears on bridge: “Do I hear you think...”

■...textiles? → ▼■ text pops up: Hmm, probably not for everything... ■text disappears

■...wood? → ▼■ text pops up: Hmm, we need our forests... ■text disappears

■...glass? → ▲■ text pops up: Yes? Suggestions? ■Shopping list appears ■text disappears ■Mentor disappears

■P can click on ■Shopping list with boxes to tick for:

pasta, rice, couscous, noodles, breakfast cereals, spreads, nuts, seeds, dried fruit, coffee, tea, cakes, sweets, chocolate, bakery products, oil, vinegar, sauces, snacks, dried legumes, spices, syrups, lemonade. Whatever ■P clicks, shows ■ ‘Glass jar’ at the bottom of the list.

■P can click on ■ ‘Glass jar’ → ■ text pops up:

Glass jars are reusable, at least 40 times. They can be taken back from customers to be cleaned and reused (and refilled) again. ■Shopping list disappears

A row of ■small glass jars (1-x) appears on the bridge

■Mentor appears: “Adding that up... what options are there?” ■text disappears

■Glass jar 1 ■ text pops up: Only buy products in glass jars in the supermarket ■ → ▼■ text pops up: These glass jars will not be reused very often and may (just) be recycled. Besides, driving to the supermarket emits CO2...

■Glass jar 2 ■ text pops up: Order online ■ → ▲■ text pops up: Anyone ordering pays a small deposit. With the next order, empty jars are taken back for cleaning and reusing, and deposit will be refunded. ■dead fish disappears (sound effect)

■Glass jar 3 ■ text pops up: Buying smart ■ → ▲■ text pops up: Purchase in bulk, directly from the producer and fill reusable jars with ordered products. ■seal disappears (sound effect)

■Glass jar 4 ■ text pops up: Direct delivery ■ → ▲■ text pops up: Delivery by electric vans of one reusable glass jar emits less CO2 than the delivery of a packet of muesli (+20% CO2), a plastic bottle of ketchup (+157% CO2) and a disposable jar of mayonnaise (+32% CO2). ■oil stains disappear (sound effect)(assessment question?)

■Mentor appears: “Alright! Looks like a pretty clean and sustainable business model! But there’s more to do, isn’t there?...”

■P can move to next scene

**SCENE 2:** ■P enters a deserted/desert like landscape: No trees, only ■scorched tree trunks, above the horizon a gigantic ■sun with ‘The heat is on’ written in the middle. In the desert ■ostriches (heads in sand) with quotes (by politicians). In the foreground (scorched earth, with cracks) a ■gravestone with the image of a bee and ‘R.I.P.’ engraved, a ■tilted sign pointing to the gravestone “It’s mall the same”, a ■melting snowman (looking sick), a ■parasol with ‘Summer Forever?’, somewhere behind a ■group of cattle (cow, pig, goat, sheep), the silhouette of a ■businessman sitting on a ■washing machine, a leather ■ water flask on the sand with a moist spot next to it.



■P can move and click at random

■Click on sun (“The heat is on”) ■ text pops up:It is unequivocal that human influence has warmed the atmosphere, ocean and land. Widespread and rapid changes in the atmosphere, ocean, cryosphere (the frozen parts) and biosphere have occurred. Read this [pop-up link to [IPCC report](#) summary]

■ostrich 1: ■ text “Let’s not make sweeping statements...” ■■ text balloon pops up next to it: Anna: “What if scarcity arises from scarcity of information?”

■ostrich 2: “Melting icebergs aren’t beheading Christians...” ■■ text balloon pops up next to it: Anton: “What if parts of the world become uninhabitable due to extreme heat and drought?”

■ostrich 3: “It’s freezing today, where is global warming?...” ■■ text balloon pops up next to it: Achmed: “What if seeds and microbes awaken from the permafrost and become a global plague?”

■ostrich 4: “It’s not our fault...” ■■ text balloon pops up next to it: Aisha: “What if the bee goes extinct with all the consequences for the food supply?”

■ostrich 5: “We have other priorities...” ■■ text balloon pops up next to it: Hans: “What if we forced companies and organisations to be more environmentally conscious?”

After last balloon ■Mentor appears in foreground: “What if we told politicians to think beyond the next election, and more about our common future?” ■Portrait Greta Thunberg appears in the sky: “It should not be up to us to take up responsibility. But since our leaders behave like children, we have no other choice.” ■Portrait Greta disappears ■ P may raise an arm (in agreement)■mentor disappears

■P can click on ■scorched tree trunks ■ text pops up:Deforestation and climate change are altering the rainforest's ability to soak up carbon. According to a new study,the rainforest in Brazil released about 20% more CO2 into the atmosphere than it took in over the period from 2010-2019.In this area, temperatures have increased by 3.07C - this is around three times the global average.

■P can click on ■grave stone with bee ■ text pops up: Pollination by insects is necessary for more than 75 % of food crops. Bees make a very large contribution. Besides the honey bee, many other insects also pollinate plants, such as solitary (wild) bees, bumblebees, (night) butterflies, wasps... The less diverse plant species that grow in grasslands and forests, the less insect species that find a habitat there.

■P can click on ■tilted sign “It’s all the same” ■ text pops up: Deforestation, overfishing, monocultures and pollution lead to a loss of ecosystems. This means a dramatic decline in biodiversity. Animal and plant species are dying out at an increased rate.

■ text balloon (colour 1): “What is going on?”

■Mentor appears: “Agreements between countries made in 1992 and 2010 are far from being met.”

■ text balloon (colour 2): “Why not?”

■Mentor: “Because the agreements were too vague and not binding. Meanwhile, three-quarters of the world's nature reserves and two-thirds of the world's oceans have been degraded.”

■ text balloon (colour 3): “What can we do?”

■Mentor: “Demand concrete concepts for once, and immediate implementation?” ■Mentor disappears

■P can click on ■melting snowman ■ text pops up: Permafrost is sensitive to several factors, particularly climate change and rising temperatures. With the Arctic region warming two to three times as fast as the global average, thawing permafrost could potentially lead to serious human security challenges. When thawing, permafrost releases its long-buried elements into the environment, which can be dangerous — its organic gas is converted into greenhouse gases (carbon dioxide and the extremely potent methane), its mercury can be toxic for humans and animals, and its thousand-year-old viruses can have unknown or forgotten effects... ([assessment question?](#))

■P can click on ■cattle ■ text pops up: Desertification is a land degradation process that occurs in drylands. A major cause is unsustainable agriculture, another cause is overgrazing by cattle. A major consequence is the threat to food production. More than 1 billion people in some 100 countries face some level of risk related to the effects of desertification and climate change.

How can we reverse desertification?

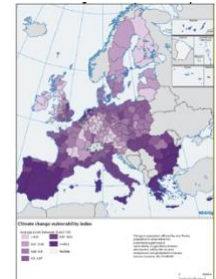
■restore ecosystems → ■▲■ text pops up: establishing seed banks, reintroducing selected species, countering erosion through terracing and other measures, enriching the soil with nutrients, and planting trees. ■ text disappears

■ responsible live stock grazing → ■▲■ text pops up: limiting the number of animals grazing in a certain area or rotating grazing lands ■ text disappears

■ intensive livestock farming ■→ ▼■ text pops up: this has a negative impact on air, water and soil through emissions of nitrate, methane, phosphate and ammonia. Of all greenhouse gas emissions worldwide, at least 14.5% originates from the livestock sector. ■ text disappears

📖 sustainable agriculture → 📖📖 text pops up: Examples: vertical vegetable farms with hydroponics (local system, can be set up anywhere); Agroforestry (trees and shrubs among other plants and vegetables) 📖 text disappears

📖 parasol 📖 text pops up: Many changes in the climate system become larger in direct relation to increasing global warming. They include increases in the frequency and intensity of hot extremes, marine heatwaves, and heavy precipitation, agricultural and ecological droughts in some regions. Parts of Europe could become unliveable. And then what? Look 📖 here at the most endangered areas. 📖 map pops up (see example)



leather 📖 water flask 📖📖 image and 📖 text pop up: “Water scarcity...Imagine a water truck entering a village where drought has struck. The promise of water triggers the fight and flight mode. You want to get access to the water for your family, at the same time you might be frightened of violence. The drive to survive can overwrite any normal sense of social order, let alone compassion for fellow villagers. How much would you be willing to do to get water for our family so they can survive? And if there is a flood instead, do you react differently?...” (reflective)



now the businessman on the washing machine is clickable. If 📖P wants to move further (can't), 📖Mentor appears: ‘Have you tried the washing machine often enough?’

📖P can click on 📖 businessman sitting on a 📖 washing machine →

📖 new scene: corporate buildings, zoom in to entrance of building. Above the entrance it says ‘Hot Investments’. When 📖P approaches entrance, a 📖 text balloon appears: “What would you invest in if you could?”

📖 📖 A sustainable green fund? → 📖 text appears “I am a fund manager for green investments. We have an offer for your portfolio you can't refuse. Here's this renewable energy company, they've come far in the development of innovative products based on wind and solar energy. They're already advertising it. This will be an investment with promising returns withing just a few years. Whatever you invest, you will quickly recoup it with a considerable profit. May we welcome you on board?”

📖P 📖 Yes → 📖 text pops up: “Oh dear, you have slipped up... This company is a spin-off from a large 'grey' energy supplier and is being pushed forward as if they will soon be switching entirely to green and renewable energy. In reality, they are still running on 85% fossil energy. We call that 📖 greenwashing.”

[green container becomes bit empty]

📖P 📖 No 📖 text pops up: What a smart decision! You didn't buy it. This company is a spin-off from a large 'grey' energy supplier and is being pushed forward as if they will soon be switching entirely to green and renewable energy. In reality, they are still running on 85% fossil energy. We call that 📖 greenwashing.”

[green container fills up further]

📖 pop-up 📖 greenwashing (for both options): “Greenwashing is used to cover up unsustainable corporate agendas and policies. Can you think of other greenwashing activities?”



■ ■ A sustainable start-up? → ■ text appears: “We have just started a company that reuses glass jars for food packaging. We have already sent you the information. We had invested our own money first. Now the demand for our products is growing, we want to expand our business so that we can also serve other regions. We will also use extra funds to invest in lighter glass jars to lower emissions in transport. We are no ■ greenscammers...”

■ P ■ Yes → ■ text pops up: Good decision. With this you contribute to a sustainable business and innovative products that in turn contribute to less waste and emissions. You took a risk but for a good cause that can also be profitable in the long run.

■ P ■ No → ■ text pops up: Too bad. You could have contributed with this to a sustainable business and innovative products that in turn contribute to less waste and emissions. You would have taken a risk but for a good cause that could have been profitable in the long run.

■ pop-up ■ greenscamming: Think of organisations that give themselves names that suggest an interest in environmental protection. For example, the ‘National Wetlands Coalition’ is backed by oil drilling companies and real estate developers. Do you now other examples of greenscamming?

■ Mentor appears: ‘Have you seen the container up there? It’s almost full. Move on to fill it up.’ Now ■ P can move to the next scene.

**SCENE 3: (my note: global warming, net zero decisions)** ■ P is up to the hips in water and has to wade through this scene. This is abundant, flooding water. We see ■ roofs of houses, tops of church towers, a ■ hand out of the water with a sign saying “It’s the weather, stupid”, in the back a ■ floating iceberg. On the horizon ■ dark thunderstorm clouds pouring rain, in the clouds a ■ balloon with ‘Net-Zero’, a ■ life boat with ‘Back-up Plan?’, inside the boat a ■ box ‘Prevention kit’. To the right in the back a mountain peak (steep on the left hand side) rising above the water. A ■ house/villa on top [‘Escape Ideas’] with ■ solar panels on the roof. Next to the house silhouettes of two ■ groups of 3-4 people (group 1 and 2). The mountain top slopes down more gradually on the right, on the slope the silhouette of a ■ wind turbine and a sign ■ ‘Hot rocks’ planted in the ground. In that part we see a setting sun in a clear sky. In that part also ■ ‘H2’ is floating on the water. When P clicks on the ■ house, we zoom in on the house and the right hand side of the mountain where a ■ stream flows into the water. Above the entrance of the house there is a text ■ ‘Villa Escape’. ■ P can enter the villa. Inside are ■ doors to small rooms. In the last room ■ Mentor and ■ vault. Last door leads to level 6.



When ■ P enters the scene ■ Mentor appears next to balloon: “You think you have time. Then, all of a sudden, you don’t...” ■ Mentor disappears ■ P can click anything, except that everything has to be clicked (including choices) before P is allowed to enter the villa.

■ P ■ balloon with ‘Net-Zero’: ‘The term net-zero means achieving a balance between the carbon emitted into the atmosphere, and the carbon removed from it. This balance – or net-zero – will happen when the amount of carbon we add to the atmosphere is no more than the amount removed.

■ P ■ dark thunderstorm → ■ text pops up: Extreme weather was predicted by meteorologists, albeit not for 50 years. All these future models are being overtaken by reality...

☒Mentor: “It is natural for the atmosphere to go wild when you add so much energy to it. A pan of water also starts bubbling harder when you turn up the gas...”

☒P ☒floating iceberg: Global warming leads to reductions of Arctic sea ice, both on the North Pole and Antarctica, which also contribute to a rise in sea level and reduce the level of drinking water. Right now the ice loss is more than 500 gigatonnes per year (50000000000000 kg). (assessment question)The vanishing of glaciers in the mountains and snow cover reduce the fresh water supply in rivers, which dry out earlier and put harvests and animal life at risk.

☒P ☒life boat with ‘Back-up Plan?’ (here we need a pop up window where the players can fill in themselves (at least one answer). When he comes to group of people [1], they can fall back to their answers):

☒P☒1.How could you live more economically? (e.g. insulate your home) →☒window pops up: Fill in a few options: .....

☒P☒ 2. How could you live and eat more sustainable? (e.g. set up communal vegetable gardens) →☒window pops up: Fill in a few options: .....

☒P☒ 3. How could you set up a communal energy company? (e.g. link solar panels) →☒window pops up: Fill in a few options: .....

☒P☒ 4. How could you recycle / reuse things? (e.g. give-away shops) →☒window pops up: Fill in a few options: .....

☒P☒ 4. How could you travel differently and keep your ecological footprint as small as possible? →☒window pops up: Fill in a few options: .....

☒P ☒box ‘Prevention kit’:

☒text Have you ever heard of ‘planned obsolescence’?

☒P☒ Yes →☒text pops up: So why have you bought a product you knew would only last a short time?

☒P☒ No →☒text pops up: ‘Planned obsolescence’ is the purposeful implementation of various strategies designed to get a customer to buy another very similar product by making the older one useless, undesirable, or non-functional within a set period of time. All of it producing unnecessary harmful emissions.

☒P☒ Not sure →☒text pops up: Send back short-life products, don’t buy ‘fast fashion’, force manufacturers to produce more sustainable. Invite your friends and family to do the same.

☒hand out of the water with a sign “It’s the weather, stupid...” ☒ (sign becomes bigger/is stretched with 4 clickable statements):

☒P☒ I enjoy these long lazy summers →☒text pops up: How passive can you be?

☒P☒ Why should I care for the next generations, what have they done for me? →☒text pops up: You clearly have forgotten that once you were a child with dreams.

☒P☒ It will never happen here →☒text pops up: O, you want to wait until it happens here?

☒P☒ Okay, it’s bad now, but things will work out →☒text pops up: Still waiting for others to plan a future for you?

☒Mentor appears above hand: “What happens when we do nothing with our fear of the future?” ☒Mentor disappears



■P ■ roofs of houses, tops of church towers → ■ text pops up: The sea level has risen by 17 cm during the 20th century. Current trends project an acceleration in the coming decades. Under sea level rise scenarios of around 50 cm, by 2100 in the cities of Amsterdam, Rotterdam, Hamburg, London, Copenhagen, Helsinki, Provence, Athens, Napoli, Lisbon, Porto, Barcelona, Stockholm and Glasgow the population exposed to a 100 year storm event would rise from 2.3 million to 4 million.

■P ■ solar panels: The primary source of energy is the sun. Solar power harvests the energy of the sun by using collector panels to create conditions that can then be turned into a kind of power to provide for hot water, cooling and supplement their electricity. Solar electricity storage technology has yet to reach its optimum potential.

■P ■ wind turbine [clean energy source]: By using large turbines to take available wind as the power to turn, the turbine can then turn a generator to produce electricity. It seemed like an ideal solution, however, the varying wind speeds and the reality of the wind farms is starting to reveal an unforeseen ecological impact.

■P ■ stream: Hydro power is most widely used, it delivers more than 54% of the global renewable power generation capacity. However, a problem can be the aging of dams, heat drought, and the ever-shrinking glaciers that feed rivers and reservoirs...

■P ■ Sign 'Hot rocks': Geothermal energy is the energy that is produced from beneath the earth. It is clean, sustainable and environmentally friendly. Hot rocks present below the earth's crust heat up the water that produces steam. The steam is then captured, which helps to move turbines. The rotating turbines then power the generators. Geothermal plants typically have low emissions if they pump the steam and water they use back into the reservoir.

■P ■ 'H2': Hydrogen is available with water (H<sub>2</sub>O) and is the most common element available on earth. Water contains two-thirds of hydrogen and can also be found in combination with other elements. Once it is separated, it can be used as a fuel for generating energy, and can be used as a source of fuel to power ships, vehicles, homes, industries and rockets. It is completely renewable, can be produced on demand and does not leave any toxic emissions in the atmosphere.

These groups are the last clicks before entering the villa is possible

■P ■ group of 3-4 people [1] ■ mouse-over text: "The power to act is with the consumer."







→ ■ window pops up:








■P ■ 1. What will you cut down on ■ → links to answer(s) 1 of ■ back-up plan


■P ■ 2. Where will you get your vegetables from? ■ → links to answer(s) 2 of ■ back-up plan




■P ■ 3. Where will you get your energy supply? ■ → links to answer(s) 3 of ■ back-up plan

■P ■ 4. What will you do with things you don't need anymore? ■ → links to answer(s) 4 of ■ back-up plan


 5. Next time you travel, what kind of transport will you use?  → links to answer(s) 5 of  back-up plan  
 Mentor appears in cloud: “Somebody has to start. And you’re not the first.”  Mentor disappears




  group of 3-4 people [2]  mouse-over text: “Join your peers, raise your voice and tackle bad governance.” →   text pops up: Be aware of “youth-washing”, whereby young people are invited by politicians and organisations and presented without really being listened to. Demand that you should be involved in the real negotiations. If you can’t find a way to engage locally, consider connecting with others on social media.  
 Mentor appears above roofs of houses: “Preventing global warming is still a hundred times better than surviving the consequences.”  Mentor disappears

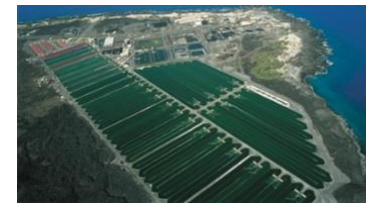
 Villa ‘Escape Ideas’: (  P can enter rooms with visuals and text)

  Entrance door opens to ‘Green electricity’: **visual room ‘Solarsiedlung’**,  text: The future city is a storage city: a smart city where a large share of energy comes from renewable sources. E-mobility is expanding, and we now see electric cars, bikes, scooters and kick bikes in the streets. Soon these may be joined by more fuel cell vehicles running on hydrogen. Utilisation of all of these vehicles will be extended beyond their intended use as means of transport to also include energy storage: they will charge when renewable energy is abundant in the system and feed energy back into the city-grid’s battery when needed.






In the same room there is →

  a door ‘Artificial photosynthesis’ → new room (**visual room; with ‘wallpaper’ of suns, leaves and water drops**),  text: Artificial photosynthesis is a chemical process that mimics the natural process of photosynthesis to convert (with sunlight) water and carbon dioxide into carbohydrates (e.g. sugars) and oxygen. The term artificial photosynthesis is commonly used to refer to any scheme for capturing and storing the energy from sunlight in the chemical bonds of a fuel (a ‘solar fuel’, e.g. hydrogen).



In the same room there is →

  a door ‘Algae or seaweed farming’ → new room (**visual room: Seaweed food and algae farm (see examples)**)  text: Algae or seaweed farming can be implemented for protein and energy generation. Seaweed is rich in protein and iron and like algae is seen as an alternative protein source to solve our food problem. Moreover, seaweed contains the healthy omega-3 fatty acids. Some energy companies already use algae to capture the greenhouse gases from their power plants. The algae are then used as fuel or food. Microalgae are more efficient in their use of solar energy than higher plants because they are so simply constructed.



In the same room there is →

A door with no text, next to the door the  vault

☒ Mentor appears next to the vault: “Wow, you have become so aware of many issues and how to deal with them, individually and with others.”

[shows the last 🧩 puzzle piece]

“You’ve really earned this. I’ll put it in your vault...”[puts the 🧩 piece in the vault]

“...and there’s another reward...”

☒ P grows to ‘adult’ format and his heart grows, too]



“Are you curious how this will end? Try!”

☒ P can’t continue yet

☒ Mentor “Just a few questions before you go...”

A ☒ text frame pops up:

1. Algae survive through photosynthesis, which means they release oxygen during day and night.

☒ P ☒ Yes → ▼ ☒ text pops up: “Nope! At night, algae “breathe” the same way we do: taking in oxygen and releasing carbon dioxide. When algae die, their decomposition removes even more oxygen from the water. You might want to try again...”

☒ P ☒ No → ▲ ☒ text pops up: “You’re right. They only release oxygen during the day.”

2. What has less CO2 emission?

☒ P ☒ Recycling → ▼ ☒ text pops up: “Unfortunately recycling can only be done a few times. As good as it is, It costs energy and still causes CO2 emission.

☒ P ☒ Reusing → ▲ ☒ text pops up: “Reusing packaging costs less energy and has lower CO2 emissions than recycling.”

4. What are the main reasons for the loss of ecosystems and less biodiversity?

☒ P ☒ Deforestation, overfishing, monocultures, pollution and environmental consciousness → ▼ ☒ text pops up: “You felt that something didn’t fit here...”

☒ P ☒ Deforestation, overfishing, monocultures, pollution and delay of action → ▲ ☒ text pops up: “Treaties are there to be executed, aren’t they?”

☒ P ☒ Deforestation, overfishing, monocultures, pollution and passivity → ▲ ☒ text pops up: “Isn’t it time to take some agency?”

3. How much of Arctic sea ice melts per year per year?

☒ P ☒ 50 gigatonnes → ▲ ☒ text pops up: “Try again”

☒ P ☒ 500 gigatonnes → ▲ ☒ text pops up: “Right. Global warming leads to reductions, which also contribute to a rise in sea level and reduce the level of drinking water.

☒ P ☒ 100 gigatonnes → ▲ ☒ text pops up: “Try again”

☒ Mentor disappears

☒ P can try the last door to enter level 6

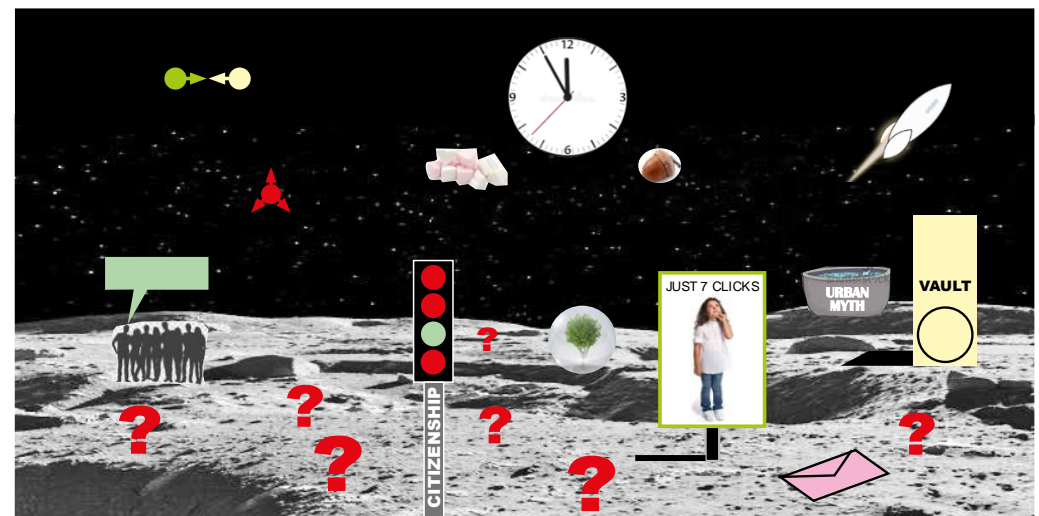
**STORYBOARD COLOURS:** ■ (Player=P) Actions, ■ (NPC) Mentor: nudges, hints, questions / Background statements, questions ■ Clickable objects (with questions); ‘Within object’ (content) questions (clickable), ■ Content / Information, ■ Assessment questions (mentor), clickable + multiple choice (clickable)

## LEVEL 6 – (SOLVING) GLOBAL ISSUES AND CRISES – CIVIC ENGAGEMENT AND CIVIC PARTICIPATION

**Objectives and Learning Outcomes:** The player is now aware of the most important social and environmental issues and has already shown that he (and others) can come up with solutions on a local and regional level. Now it is a matter of gaining a little more knowledge in order to face global issues and to actively (and collectively) tackle any abuses. In this last level we want the player to become aware of possible actions as a participating and **responsible** citizen, as we are not only responsible for the present but also for future generations. Also, to become aware of the possibilities citizens have to influence governments and governance. To learn about different (democratic) governance styles, and which can be useful in decisions in the long term and for the good of society (and mankind). We will show the benefits and pitfalls of migration. We want then player to be aware of obstacles to democratic, cooperative, effective and peaceful societies (polarization, radicalization, terrorism, autocracy, dictatorship, short-term (political and business) interests...). We will present civic participation and civic engagement, and we will also show that there are already successful initiatives towards new forms of democracy that help to regain agency for citizens and can lead to more responsible and fair long-term governance in all the fields we have highlighted in the prior levels. And... if humanity wants to survive, **we have to ask** (and solve) important **questions**...

■ P enters on the surface of the moon [black sky with stars. Vague sound of ticking clock. While playing, with every assignment finished, the clock slowly changes into the image of the planet

Instead of the earth we see a ■ clock hanging in space (short term vs. long term thinking, also that time is almost running out), the hands are 2 minutes to 12. Next to it some ■ marshmallows and an ■ acorn are floating in space (short-term and long-term thinking). There are stars (a ■ double star top left, ■ one red star below (polarisation and terrorism). There is a ■ space ship (mega)/ environmental migrations). On the surface of the moon there are ■ traffic lights (1, 2, 3, 4) that are all ■ red (democracy obstacles and opportunities – autocrats, dictators, representative democracy, deliberative democracy...), after explication the lights turn ■ green (examples of successful engagement and participation (citizen panels etc.)). There are ■ question marks, which can be clicked at random. There is a ■ billboard with a young child (7<sup>th</sup> generation concept). There is an ■ envelope with “To my offspring” written on it (ATTENTION: ENVELOPE ‘TO MY OFFSPRING’ only opens



when everything else has been clicked (“Imagine...”/ what would you like to tell them about your efforts (or not)). There is a cauldron ☐cauldron with ‘Urban Myth’ written on it. There is a ☐glass bowl with a tree in it (Nature/biodiversity/limited growth (also economy)). There is a group of people (our ‘friends from prior levels) who (as a group) describe and make comments (like a Greek chorus) or give encouragement or (individually) ask questions. Which means the group is the game (NPC) reacting to actions of the player.

In the landscape is also the ☐vault (which looks bigger, tower-like, so we can enter it. We will have to zoom in for that.). The vault only will open after all other elements have been clicked.

☐P can move freely up to (citizenship) traffic lights. To get past the traffic lights ☐P has to click on the different red lights (pop up texts). The question marks can be clicked randomly, and can be clicked (if so wanted every time again) throughout the level.

☐P click ☐ Question marks<sup>6</sup> (all reflective / inspiring long term thinking. The questions can be clicked randomly and are loosely connected to other objects/assignments. But they have all to be clicked. Also, by the end of the game the Mentor can suggest to the player that these (long-term thinking) questions can also be asked to friends, and even more important – repeatedly to policy makers!) ☐ texts pop up (questions in random order):

- Did you ever fall in love with a place? A mountain, woodland, river? Could preserving that transform you into a guardian of the future?
- What would be the most powerful reasons for caring about future generations?
- What legacy do you want to leave for your family, your community and for the living world?
- What do you think should be the ultimate goal of the human species?
- Do you anticipate a future of civilizational breakdown, radical transformation or a different pathway?
- What long-term projects could you pursue with others that extend beyond your life time? → when this question pops up, also a ☐ text balloon pops up above the ☐group in the background: “How can **WE** make a difference?”
- Why should I care for future generations? What have they ever done for me? → when this question pops up, also a ☐ text balloon pops up above one of the members of the ☐group in the background: “Wow, who would ask a question like that?”
- Will political ideologies help us to survive?
- What would you rather NOT have inherited? (for example racism, colonialism, slavery, algorithms). Make a list.

☐Mentor appears on the traffic light: “Well, well... This is a completely different perspective, isn't it? You have already answered so much and now there are still questions to be raised... Raise them! Curious where they will lead you?” ☐Mentor disappears

☐P ☐ red star: A ☐frame pops up with ☐a staircase with 5 ☐steps<sup>7</sup>.

<sup>6</sup> These ‘deep time thinking’ questions are extracted from Krznaric R. (2020), The Good Ancestor

<sup>7</sup> Simplified from: Moghaddam F. (Feb–Mar 2005). “The Staircase to Terrorism”. *American Psychologist*. 60 (2): 161–169. doi:10.1037/0003-066x.60.2.161. PMID 15740448.



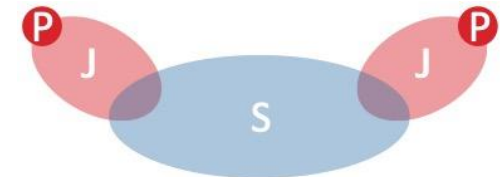


- text frame: This is how one person's (or a group's) emotions lead to choices with consequences...
- P click first step ■ text balloon pops up: "I feel unsettled in my current setting. Something's not right..."
- P click second step ■ text balloon pops up: "I don't feel treated fairly... I'm becoming quite angry about this situation..."
- P click third step ■ text balloon pops up: "They share my feelings. I'll join them, I like their ideas..."
- P click fourth step ■ text balloon pops up: "Our group morale requires vigorous measures towards society..."
- P click fifth step ■ text balloon pops up: "I'm prepared to commit **violent** acts. Nothing can stop me..."

After this the frame disappears and a ■ text window pops up next to the red star: "Radical ideas are attractive to people who feel alienated from the community or society in which they are growing up or they have migrated to. They feel discriminated, disadvantaged and excluded. Radical (religious or political) ideas that oppose the existing society, can find fertile ground and sometimes lead to acts of terrorism."

- Frame fades out
- From the group in the background ■ text balloon: Martin: "**What about polarisation?**"

- P click ■ double star ■ text window pops up: "Have you ever witnessed a schoolyard fight? With two parties cheering on two ruffians and the rest 'just' watching. When existing differences in society become more pronounced and develop into antagonisms, we speak of polarisation."
- Illustration frame<sup>8</sup> pops up:
- "How would you call those involved in the process?"
- P can click on the letters in the illustration



- P clicks ■ [P] ■ text frame with 3 words pops up:
- President ▼ ■ text window pops up: Not quite right, although there are presidents who can set polarisation in motion.
- Pusher ▲ ■ text window pops up: The pusher can be anyone, their grist to the mill is controlling and moulding 'identity', for political, social or financial gain. The pusher provides fuel for polarization with 'simple' statements (preferably in tweets) that are presented as 'truths'. Pushers (on both sides of the spectrum) know the power of repetition, are using the same 'single' story, or one-liners.
- Populist ▼ ■ text window pops up: Not quite right, although there are populists (often politicians) who can set polarisation in motion

- P clicks ■ [J] ■ text frame with 3 words pops up:

<sup>8</sup> Illustration after Brandsma B. (2016), Polarisation – Understanding The Dynamics Of Us Versus Them

Joiner ▲ text window pops up: The joiners (follower) choose a camp. They joined because they gradually became more sensitive to the story of a pusher. They are among like-minded supporters, which provides an 'identity' and status.

Junkie ▼ text window pops up: Social media junkies who rely on information from social networks can become trapped in polarising 'bubbles' of hate, disgust, 'alternative truths', discrimination, and political 'correctness', often created by algorithms. They are likely to become joiners.

Joker text window pops up: Joiners often have no sense of humour, and will have difficulties to see themselves and things in general in perspective.

P clicks [S] text frame with 3 words pops up:

Soloist ▼ text window pops up: All individuals (and some would call themselves 'soloist') that are part of this group, can be called 'silent' for different reasons.

Silent ▲ text window pops up: The silent resist polarisation. This prevents escalation of black and white thinking. In the middle is the nuance, neutrality (e.g. justice, police), but sometimes also indifference. The silent are also the group from which pushers try to recruit new joiners.

Sleeper ▼ text window pops up: Not quite right. Closing your eyes to social, political or economic problems can put your conscience to sleep.

All frames close. Next to double star text window pops up: "A polarised social climate contributes to a breeding ground for conspiracy theories, radicalization, extremism and sometimes to terrorist activities."

Above the group in the background text balloon pops up: Lisa: "Is polarisation necessary for us to survive?"

When P wants to move on, it is stopped by the traffic light. Every time it bumps into it the Mentor appears on top of it, text balloon pops up: "How can you become an influencer?" (Mentor (and his balloon) disappears when P moves away from the traffic light)

When P clicks the traffic light, it appears in a bigger frame (maybe here some soft background sound of voices and traffic) a text appears next to it (or above it...):

"Most of us live in democracies, with the right to vote once in a while. Within which political system do you think your generation can have the most influence on future long-term policy?"

P has to click on the red lights. After each red light's answers have been given, they turn green. Only when all four are green, P can move further.

P clicks Red light 1 (The circle grows, becomes big enough for text): **Autocracy**: a (sometimes authoritarian) system of government by one person or party (ideology) with absolute power. Sometimes dominant 'single' narratives or slogans can start to pave a road to autocracy.



■ Mentor appears: Can you think of a ‘single’ dominant narrative or slogan in recent history or other impeding facets of autocracy? Ask your friends...

(reflective) ■ Mentor disappears

■ Red circle shrinks and becomes 1<sup>st</sup> green light

■ P clicks ■ Red light 2 (The circle grows, becomes big enough for text): **Representative (liberal) democracy**: Based on recurrent elections with elected representatives (professional politicians) from different political parties. Often under pressure from short-term goals, industrial lobby, populism and polarisation. Often suffering from postponement of long-term decisions.

■ Mentor appears: Can you think of a recent postponement or delay of long term decisions? What or who were responsible for that?... (reflective) ■ Mentor disappears

■ Red circle shrinks and becomes 2<sup>nd</sup> green light

■ P clicks ■ Red light 3 (The circle grows, becomes big enough for text): **Deliberative democracy**<sup>9</sup>: Governments incite civic engagement by consulting with (random) citizens selected by lot. It allows ‘slow’ and long-term thinking and provides substantial input without interference of politicians or business lobbies with their self-interests. After deliberation, feasible proposals are presented to policy makers *and* the public, in plain language. The agreement would also be that such proposals would be implemented after a referendum.

■ Mentor appears: Maybe you would like to watch this? ■ P can click <https://www.youtube.com/watch?v=4kOGdq-9jXM> (pop-up video) After video

■ Mentor: Have you heard of similar examples?

Above the ■ group in the background ■ text balloon pops up: All: “The new Iceland constitution experiment<sup>10</sup>! The Irish Citizens’ Assembly<sup>11</sup>! The G1000!<sup>12</sup>”

■ Mentor disappears

■ Red circle shrinks and becomes 3<sup>rd</sup> green light

■ P clicks ■ Red light 4 (The circle grows, becomes big enough for text): **Direct democracy**: Direct democracy, sometimes called "pure democracy," is a form of democracy in which all laws and policies decreed by governments are first determined by the people themselves, rather than by elected representatives. That would require well-informed citizens. Direct democracy in the form of referendums is sometimes used at county or city level.

■ Mentor appears: Do you consider yourself a well-informed citizen?

Above the ■ group in the background ■ text balloon pops up: “We wouldn’t want to vote every day for something we aren’t informed about...”

■ Mentor disappears

■ Red circle shrinks and becomes 4<sup>th</sup> green light

<sup>9</sup> Inspired by Van Reybrouck D. (2018), Against Elections – The Case For Democracy

<sup>10</sup> [http://www.democratizationpolicy.org/pdf/dpc%20policy%20note%202\\_%20the%20iceland%20experiment.pdf](http://www.democratizationpolicy.org/pdf/dpc%20policy%20note%202_%20the%20iceland%20experiment.pdf)

<sup>11</sup> [https://en.wikipedia.org/wiki/Citizens%27\\_Assembly\\_\(Ireland\)](https://en.wikipedia.org/wiki/Citizens%27_Assembly_(Ireland))

<sup>12</sup> <https://g1000.nu>



■ Mentor appears on traffic light: ■ “Looking at your government, which of the presented formats does it resemble?” (reflection) ■ Mentor disappears

■ P can move on to where it wants.

■ P clicks ■ billboard with child ■ text balloon pops up: “Click 7 times...” ■ P clicks 7 times, every time the child becomes smaller, after 7<sup>th</sup> click child is invisible.

After last click → ■ text frame pops up:

■ You’ve clicked seven times. Do you care about the seventh generation, a 100 years from now?

■ P clicks ‘I try to imagine’ ▲ ■ text window pops up: Good. That way you probably can relate to the native American Indian mindset: “Every decision that we make now has to relate to the welfare and well-being of the seventh generation to come.”

■ P clicks ‘I can’t think that far ahead’ ▼ ■ text window pops up: That’s a pity... The further away a person or generation, the smaller it seems. Discounting gives smaller and smaller weight to their interests. In this way we are colonising the future (their interests are less worth) or even treat it as if it was empty of inhabitants.

Above the ■ group in the background ■ text balloon pops up (all): “Could we make the seventh generation principle a corner stone of public policy?...”

■ P clicks ■ clock ■ text window pops up: Time... it will still be there after your lifetime. What about the lifetime of our children and generations to come?

Is time running out for them? Do you ever seriously think about the future? ■ text window disappears

Above the ■ group in the background ■ text balloon pops up (‘Achmed’): “There seems to be a constant tug of war between short-term and long-term thinking...”

■ P clicks on marshmallows → ■ text frame pops up:<sup>13</sup>

“In an experiment with 4-6 year-olds, a plate with marshmallows was placed in front of them and they were left alone. The facilitators told them not to eat, they would return in a few minutes.

■ After some time, a part of the group could not resist. How many?”

■ P clicks Three quarters of the group ▼ ■ text window pops up: Wrong guess. It was a little less.

■ P clicks Two thirds of the group ▲ ■ text window pops up: Good guess! The ‘marshmallow brain’ (the pleasure system in our brains) drives us to seek short-term pleasures and rewards. No problem, until short-term desires transform into addictions: alcohol, drugs, likes on social media. It is also a survival mechanism when scarcity threatens.

■ P clicks One third of the group ▼ ■ text window pops up: Wrong guess. It was much higher.

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<sup>13</sup> Marshmallow brain and acorn brain explanations from Krznaric R. (2020), The Good Ancestor

■P clicks on acorn → ■text frame pops up:

“Our ‘acorn brain’ allows us to imagine futures and work towards long-term goals. It is our ability to think about or foresee the future: we’re constantly imagining possibilities, making plans and outlining both the near and long-term future. HOWEVER... 80 % of our thoughts related to the future refers to the same or next day, 14 % a year ahead, and just 6 % more than ten years ahead.”<sup>14</sup>

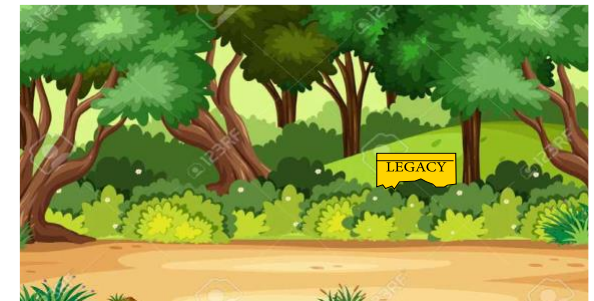
Above the ■ group in the background ■ text balloon pops up (‘Anna): “That’s not even one generation...”

■P clicks on tree in glass bowl → enters ■woodland landscape, with a treasure chest with ‘Legacy’ written on it (see concept)

■ text in landscape: ■Do you think trees can grow forever?

■■P clicks ‘Yes’ ▼ ■ text window pops up: “Nope! A tree cannot grow forever, our planet is finite and not growing in size, and even the sun will shrink and die. But we still live in societies that believe in eternal economic growth. Like also the wishful thinking that future generations will be equipped with means to tackle climate change, “so we don’t have to overinvest now...”

■■P clicks ‘No’ ▲ ■ text window pops up: “Right. They can become very old but eventually they die. The treasure lies elsewhere...”



■P has to click ■treasure chest with ‘Legacy’ ■ text balloon pops up: “We can plant trees as a legacy.<sup>15</sup> Like the Green Belt movement in Kenya (over 40 million trees, or the Plant-for-The Planet campaign with tens of millions of trees in 130 countries.” ■ text balloon disappears.

After that ■ new text is added in ■woodland landscape: “We can and will have to recycle or reuse wood and lots of other other commodities because we cannot use earth’s resources faster than they can be naturally regenerated; we cannot create waste faster than it can be absorbed<sup>16</sup>. If we continue as we live now within a hundred years limits of growth maybe be reached and may lead to a global civilizational collapse.”<sup>17</sup>

■P returns to moonscape (next to glass bowl) and can move further

■P clicks ■ space ship → opens a new frame with ■spaceship interior (where parts can be clicked to open text frames or balloons). ■P can move in interior A big text is vaguely seen in spaceship window (see example): MIGRATIONS. Over that a ■text appears (like a news ticker, so scrolling from right to left):


<sup>14</sup> Baumeister R. et al (2018), ‘Everyday thoughts in time: Experience Sampling Studies of Mental Time Travel’, *PsyArXiv* (2018), p.20

<sup>15</sup> Like the Green Belt movement in Kenya (25,000 women planted over 40 million trees). The Plant-for-the-Planet campaign (2007, started by 9-year old Felix Finkbeiner), which planted tens of millions of trees in 130 countries.




<sup>16</sup> Daly H., *Ecological Economics and Sustainable development: Selected Essays of Herman Daly* (Edward Elgar, 2007), p.12




<sup>17</sup> Meadows D., Randers J. & Meadows D. (1972), *The Limits To Growth*; and: Meadows D., Randers J. & Meadows D. (2004), *Limits To Growth: The 30-Year Update*



“Migrations are of all times. Very early human migration started about 2 million years ago, peopling the world. Later migrations were predominantly finding or conquering land for expanding populations, which at some stage started to settle. From that expansion continued, sometimes through colonising other regions.”




For P there are 4 possibilities (objects/panels) to click in the interior, can be clicked randomly, **except for object/panel 4 (see below)**









P clicks  object 1 →  text window pops up: **Voluntary migrations:** Nowadays migrations are within a state (e.g. from north to south) and between existing states (like EU members), either controlled (legal immigration) or uncontrolled (illegal immigration). Economic migrants are people who leave their country of origin purely for economic reasons, in order to seek material improvements in their livelihood.<sup>18</sup>




P clicks  object 2 →  text window pops up: **Involuntary migrations:** Forced displacements such as deportation, slave trade, human trafficking, and flight (war refugees, ethnic cleansing). All can create diasporas.




 text pops up in spaceship window: “Diaspora is the spread of any people from their original homeland. Like Jews, Armenians, Latvians, and many more...”  
 text disappears

P clicks  object 3 →  text window pops up: **Environmental and climate migration**<sup>19</sup> : Can you guess how many people were displaced in 2020 due to climate disasters?

P clicks More than 10 million →   text window pops up: Much more. Droughts, heatwaves, storms and burst rivers on a scale never seen before. Flooding, hurricanes, cyclones and sea level rise were responsible for that.

P clicks More than 25 million →   text window pops up: Much more. Droughts, heatwaves, storms and burst rivers on a scale never seen before. Flooding, hurricanes, cyclones and sea level rise were responsible for that.

P clicks More than 40 million →   text window pops up: That’s right. Imagine: three times as many people were uprooted by climate disasters than by conflict or war!

 Mentor appears  text balloon pops up: “Now you see that it’s not so easy to deny people migration... Look what the UN Universal Declaration of Human Rights says about that.” A  bright star appears in the window,

<sup>18</sup> [https://ec.europa.eu/home-affairs/pages/glossary/economic-migrant\\_en](https://ec.europa.eu/home-affairs/pages/glossary/economic-migrant_en)

<sup>19</sup> <https://www.weforum.org/agenda/2021/11/climate-migrants-when-your-house-is-no-longer-home/>

■P can click, ■bright star vanishes, ■text appears in window: "Everyone has the right to freedom of movement and residence within the borders of each state. Everyone has the right to leave any country, including his own, and to return to his country." ■text disappears

Now ■P is able to click on ■ object 4 → ■ text window pops up: **Migration benefits and drawbacks:** Migrants can introduce new ideas, expertise, customs, cuisines and art – think of the Arabs who brought to Europe astronomy, hygiene, table manners, running water, the decimal system, and more. On the other hand, for some migrants it can lead to stress, the feeling of loss of cultural norms, customs and support, endanger identity, and sometimes leads to radicalization.

When ■P has clicked all objects the ■ news ticker starts again (can also be done like the *Star Wars* typo, thus vanishing into space):

“**Outer space:** Finding a place for mankind in outer space to migrate to, is almost impossible with current and even future technology. Our solar system’s planets are not fit for humans (very diverging gravities, atmospheres, temperatures). Earth-like planets (if any) are many lightyears away, and getting there will take thousands of years, even to the nearest star, as travel with the speed of light is impossible. **It seems that we will continue to depend on our planet...**” (news ticker stops with this sentence, stays for a moment)

■P returns to moonscape, ■Mentor appears on cauldron, ■ text balloon pops up: “Can you guess other causes of voluntary and involuntary migration? No? Maybe your friends know? Ask them next time you see them!” (reflection) ■Mentor disappears  
Above the ■ group in the background ■ text balloon pops up (all): “We guess: pandemics.”

■P clicks ■cauldron with ‘Urban Myth’<sup>20</sup> → opens a new frame with picture of a frog in pan:

■ text: “If you drop a frog in a pot of boiling water, it will of course frantically try to clamber out. But if you place it gently in a pot of tepid water and turn the heat on low, it will float there quite placidly. As the water gradually heats up, the frog will sink into a tranquil stupor, exactly like one of us in a hot bath, and before long, with a smile on its face, it will unresistingly allow itself to be boiled to death.”

■What do you think?



■■P clicks ‘True’ → ▼■ text window pops up: No. It’s an old allegoric story. It is often used as a metaphor for the inability or unwillingness of people to react to or be aware of sinister threats that arise gradually rather than suddenly.

<sup>20</sup> Story from Quinn, D. (1997), *The Story of B*. New York: Bantam Books; <http://www.bookrags.com/studyguide-the-story-of-b/chapanal012.html#gsc.tab=0>

📖P clicks 'False' → ▲ 📄 text window pops up: Right! Modern science tells us: "If you put a frog in boiling water, it won't jump out. It will die. If you put it in cold water, it will jump before it gets hot—they don't sit still for you." However, this story can be seen as a metaphor, a caution against a process by which a major change can be accepted as normal and acceptable. Like climate change...

📖P returns to moonscape

A big 🍩 doughnut on the horizon

📖 Click opens to pop up frame:

### The Doughnut Economy<sup>21</sup>

The British economist Kate Raworth introduced this model. The problems of our time require a different approach than the classical growth model. This leads to climate change and social inequality.

There are two rings:

The outer ring represents the 'planetary boundaries': the ecological ceiling (regeneration and absorption). Right now there is an overshoot here.

The inner ring represents the 'social foundation': basic human well-being (housing, food, education, health, justice...). Right now there is a shortfall here.

The entire economy should operate within the safe space between the rings, a balance between social and planetary boundaries.

### (Reflective)










📖Mentor appears 📄 text balloon pops up: "Can 'sustainability' and 'social' go together in practice?"

📄 text balloon disappears

3 new text balloons appear:





<sup>21</sup> Illustration from [https://en.wikipedia.org/wiki/Doughnut\\_\(economic\\_model\)](https://en.wikipedia.org/wiki/Doughnut_(economic_model))

1.  **On the one hand**  Click →  pop up frame: Solar panels, electric cars and 'organic' meat are not financially viable for everyone. An imbalance or a gap can arise between an 'eco-elite' and a large group of 'laggards'!
2.  **On the other hand**  Click →  pop up frame: There are private corporations<sup>22</sup> that build energy-positive buildings (buildings generate more energy than they need) with sustainable, natural and recyclable materials.
3.  **On the other hand**  Click →  pop up frame: 'Swap shops'<sup>23</sup> can be set up where people can exchange clothes and accessories instead of buying them. Damaged clothing can be recycled and distributed to the clothing industry.

 Mentor  text balloon pops up: **“Can you think of more initiatives?”**  Mentor and  text balloon disappear



### ATTENTION! ONLY NOW P IS ABLE TO CLICK THE ENVELOPE ‘TO MY OFFSPRING’

 P clicks  envelope with “To my offspring” → envelope opens to a text frame (reflection):






You have answered questions and solved problems.

Could you now write a letter to someone in 2050 - a child or your future self - in which you pledge to take action with others on the climate crisis or one of the other issues? Find some inspiration here:

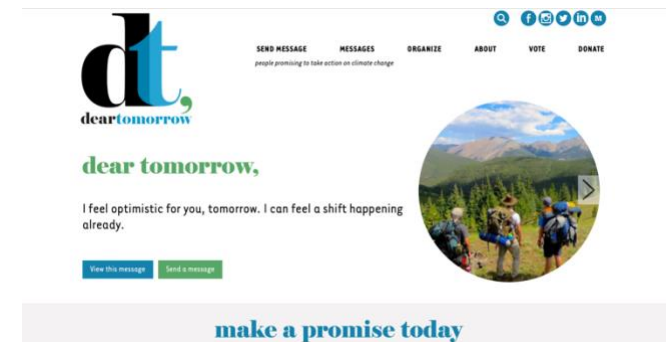
<https://www.deartomorrow.org> → opens in  new window (now we hope they do something),

Above the  group in the background  text balloon pops up (all): “We can do it, together!”

 ‘Dear tomorrow’ window can be clicked away.

 Mentor appears on  Vault →  text balloon pops up: “I’m so proud of you! Let me invite you in...”  Vault zooms to front  P clicks on vault door

 P enters vault (a black space, like in the beginning,  Mentor on floor,  6 puzzle pieces are floating above.



<sup>22</sup> Housing corporation ‘De Warren’, Amsterdam

<sup>23</sup> An initiative of the European Reflow Project

☒ Mentor → ☒ text balloon pops up: "Congrats! You have you have acquired a lot of knowledge. You have shown perseverance, resourcefulness and responsibility. You have answered questions and you have found questions. Share them, ask them to your family, friends, but also **to your country's policy makers!** If all these questions and challenges are seriously considered by all, humanity has an opportunity..."

☒ Mentor disappears.

FINALE

The ☒ puzzle pieces start circling around ☒ P – from here the finale starts (☒ P is taken over by NPC) → P's heart has an extra colour, stretches out its arms the puzzle pieces come together in his hand and become an orb, which becomes the planet. The planet leaves the hands and floats upwards. ☒ P looks up and fades.

The planet is now seen among the stars and becomes smaller and smaller as we are zooming out until she's one of the stars.

☒ text fades in: "Whatever you do will be insignificant, but it is very important that you do it." – Mahatma Ghandi

☒ text fades out

Credits may appear

**Extra ending** ('REPLAY'): A white orb appears (like in the beginning), action repeats without the 'bumps', stops, falls, breaks, **The avatar appears once more**  
→ ☒ text pops up: "Wanna play?..." (freeze) → ☒ click on avatar → Game may start again