

# TOOLBOX

Educational materials on topic of Critical thinking and Active participation



## CRITICAL THINKERS

2022-2023



Erasmus+

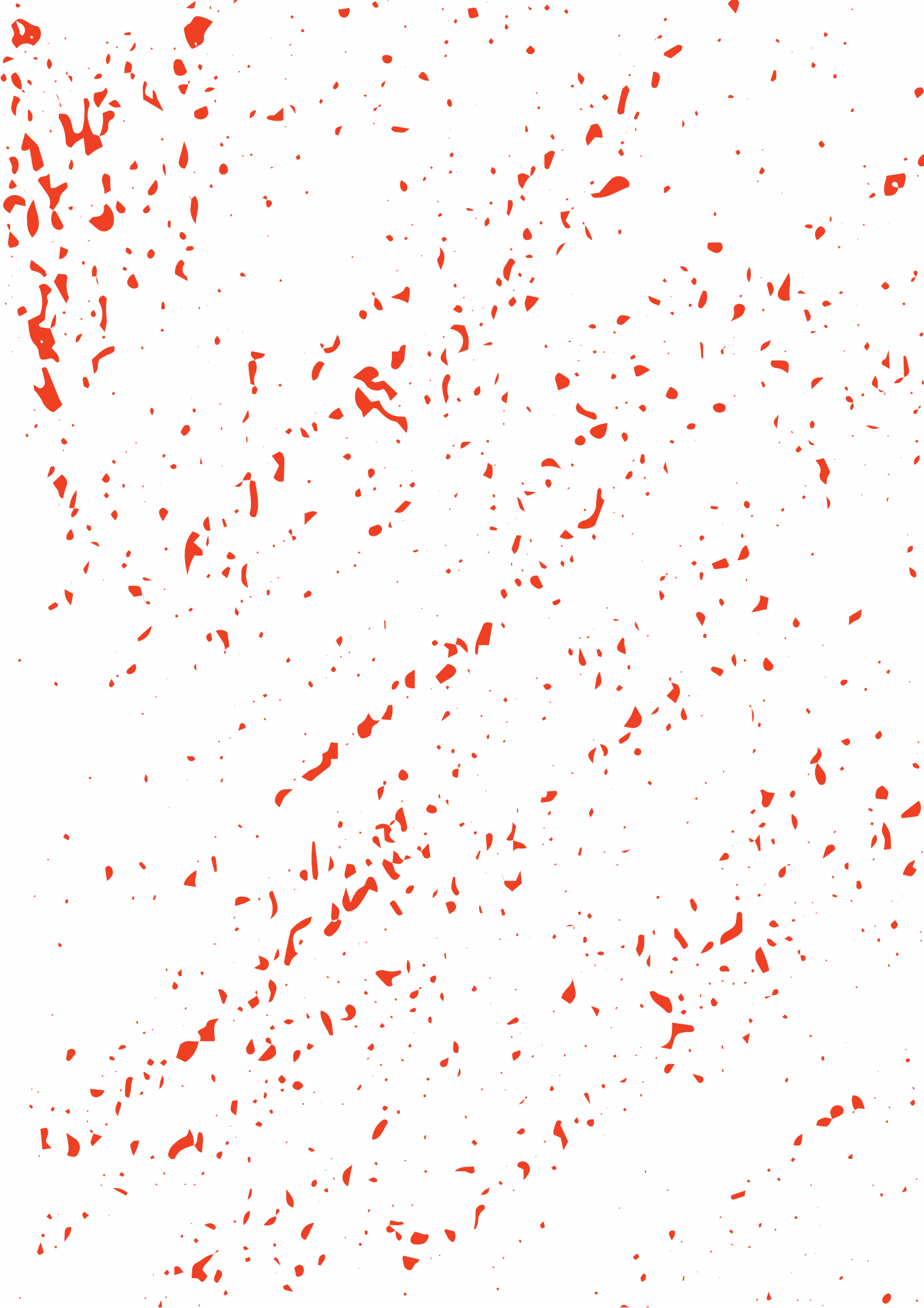


SkeptiCafe



europos namai





# WELCOME TO CRITICAL THINKERS PROJECT

Critical thinking and conscious participation are key in building resilience of young people to disinformation and manipulation. The Critical Thinkers project aims to accumulate the know-how and experience of three Baltic States and three different organisations working in media literacy, political watchdogging and gamification fields in developing blended online and offline educational materials targeted to youth NGOs, youth workers, educators and young people. Often critical thinking and media literacy training materials they are using now are complicated, dry and not relevant to younger audiences. A goal of this project is to change that.

## **This book will help you to find...**

As part of the project, organizations from Estonia, Latvia and Lithuania developed educational games and methods that can be used in non-formal education. We have created 10 games and 1 additional method for more fun exploring the topic of critical thinking and active political participation, and we are happy to share this material with you.

In this Toolbox Book you will be able to find very different types of games: short or long, card or board games and many more. Each game is designed print-to-play, scan QR code and find materials!

Please use Table of Content to help navigate yourself.

At the end of the book you will find link to our E-course developed in frame of the Critical Thinkers project.

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## Partners organizations



Shokkin Group Estonia is a youth organization founded in 2011 in Tallinn with the main aim of empowering young people to live a pro-active lifestyle by providing them with opportunities for personal, professional and social growth. We act as an educational game resource hub, youth work activity provider and an initiative support platform for young people.

The Skeptical Society has been a friend of all science and rational-minded people in Latvia since 2011. We are a non-profit organization with the main goal to build a Latvia that is more: critically thinking, science-literate. To achieve this goal they have been organizing SkeptiCafe events, various workshops on critical thinking and other related topics as well as translating various materials to the Latvian language.



Learn before You Vote (Žinau, ką renku) is a Lithuanian youth political watchdogging network. Since 2014 the network has become the major political debating platform across the country, pioneers political watchdogging conducted by young volunteers and organizes educational activities for young people. The network functions under the auspices of House of Europe organization.



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## Find out more about our organizations



  **shokkinest**  
 **et.shokkin.org**



    **skepticafe**  
 **www.skepticafe.lv**



   **zinaukarenku**  
 **www.zinaukarenku.lt**

# **GAMES MAIN TOPICS**

**critical thinking &  
media literacy**





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**Game Type:** Card game

**Game Topic:** Manipulation methods

### Learning Outcomes:

- Player can recognize different types of methods of manipulation most commonly used in media
- Player can identify various red flags which indicate that someone might be using a manipulation method against them



**Group Size:** 2-8 pax (the number of players should be even)



**Age:** 16+



**Game Duration:** 15-20 min

**Intro Story:** You are the leader of a conspiracy theorist group. As you start to use different types of manipulation methods, you can gain more popularity to spread your conspiracy across the globe. Other players can undermine your goal by pointing out the red flags in your conspiracy.



**Ultimate mission:** Your ultimate mission is to dominate the W O R L D with your conspiracy theory by reaching the middle of the board

### Game components:

- 8 card decks (17 cards in each)
  - 10x level 1 attack/defense cards (1 color)
  - 5 x level 2 attack/defense cards (2 colors)
  - 2 x level 3 attack/defense cards (Joker)
- 8 pawns
- 8 scoring lines
- 1 central "winning" octagon
- Materials for debriefing

## GAME RULES

### Starting setup:

Place the central "winning" octagon in the middle of the table with the picture of the universe facing up –**IMPORTANT**– try not to look at the other side of the octagon until you are told to turn it over. Put as many scoring lines as players in the game (place them on the side of the octagon). Each player takes their own deck (players can choose the theory they will try to conquer the universe with). Mix your deck and draw 3 cards into your hands. The rest of the cards should be placed next to you, so that it is reachable for the future. You will be playing in pairs against only one theory, but all pairs are playing at the same time. There will be one winner. Place your pawn on the starting square. Then you are ready to play! The person who most recently read any news gets to start.

## Gameplay:

When playing a card, always read what is written on it out loud. Player 1 has to play an attack card ("A" side of the card - manipulation method) and Player 2 has to defend (playing a card using "D" side - a red flag that helps to recognize the manipulation) to mitigate the situation.

- *Tip: the cards are double-sided. You might want to keep an eye on the preferred attack cards and make sure you are not losing it while defending yourself.*

Having a successful attack means you can now move 1 step forward on the board, therefore get closer to your goal of conquering the world. Players can only play 1 card at a time. To defend the attack, the colors of the defense has to match the colors of the attack. For example:

- Level 1 Defend card with blue circle mitigates an effect of Level 1 Attack card with blue circle .
- You can only defend your Conspiracy from a Level 2 Attack card with a Level 2 Defence card, if the colors of the circles match with the colors of the circles on the Attack card.
- Joker Defense can be played against any attack card (level 1, level 2, and Joker Attack card). Joker Attack card can be beaten only by Joker Defense card.

If you can not defend the attack, you take a card from your deck and the attack card that was played by the opponent goes to the "cemetery".

If you are successful in the attack, you get to move 1 step forward on the game board and play another attack card. If the other player successfully defends an attack, they get to play an attack card now. In this case nobody gets to move forward on the board. All the played cards go to the cemetery.

- *Remember: The next attack card is played by the person that either won the previous attack or mitigated the situation successfully.*

If in the middle of the game you run out of the cards in your hands - simply take 3 new cards from your deck (or take 1-2 if you have only this amount left in your deck on the table). If the deck is finished - take the cards of your deck from the cemetery, reshuffle them and use them again.

## Example of gameplay:

- Each player has 3 cards in hand and 14 cards left in their personal deck in front of them;
- P1 plays a Level 2 Attack card with Blue and Orange circles;
- P2 can not play a Defense card because he does not have a matching defense card. P2 picks up a card from his personal deck. The attack was successful, P1 moves one step forward on his personal scoring line;
- P1 now plays Level 3 Attack card (Joker);
- P2 Defends the attack with a Joker card. Neither player move their pawns. P2 can now play an attack card...



**Winning the game:** Whoever is the first to reach the middle of the board is the official winner of the game.

**Endgame:** After the fastest player reaches the middle, the “winning” octagon has to be turned over. The secret message now should be read out loud by the winner. Did you win...?

**Printable  
Materials**

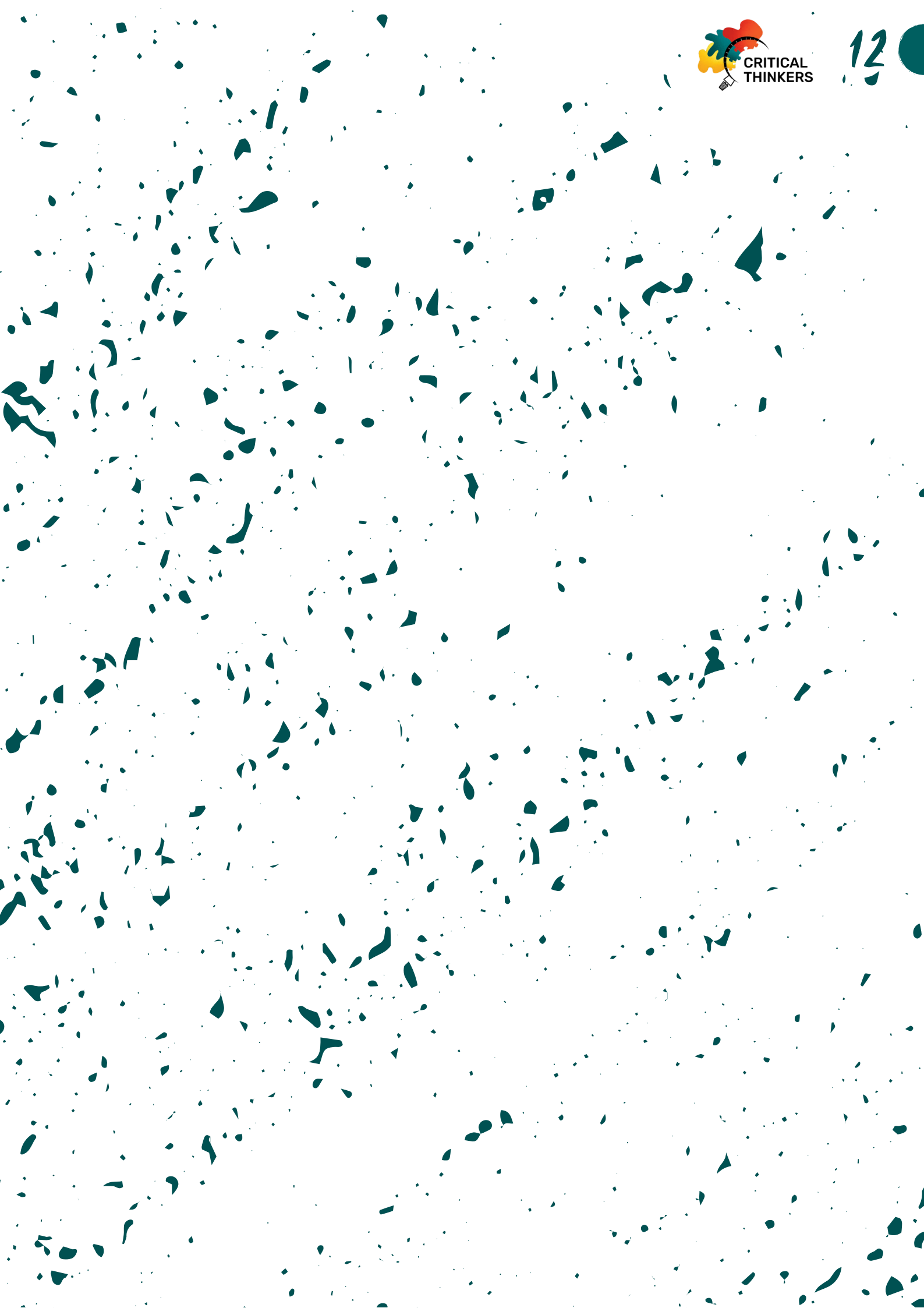


## **Debriefing:**

After the game you are welcome to take one pile as an example. Level 1 Attack cards are the manipulation methods that are easier to recognize - level 2 are harder (as some of the manipulations are combined in them). You can use the attached materials for debriefing to help moderate the process. We also suggest you the following question for the debriefing:

- How do you feel after the game? How did you feel about the game process? Was it chaotic or under control?
- Did you find it hard to keep in track what is happening outside of your pair battle? Why?
- Look at the cards, what methods can be used to manipulate your choices/ feelings/beliefs? Can you bring examples from real life?
- Looking at Level 2 cards, what combination of manipulation methods are used there? Do you often, in real life, meet clear manipulations or in a combination?
- Take a look at Joker Defense cards, how can you use this knowledge to help yourself to be more rational? What red flags can we see there?
- How can we use defense cards in real life?

If you want to learn more about critical thinking, we recommend you to join the e-course: <https://criticalthinkers.thinkific.com/courses/CriticalThinkers>



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**Game Type:** Card game

**Game Topic:** Media Literacy

### Learning Outcomes:

- Players get acquainted with some of the various ways the media can be manipulative
- Provide players with the ability to recognise and distinguish said tactics from each other in their daily lives
- Players get acquainted with the classification based on the "Beyond Fake News : 10 types of misleading news"



**Group Size:** 2-6 pax (and the game facilitator)



**Age:** 15+



**Game Duration:** 45 min

**Intro Story:** You play as a group of bored aliens whose spacecraft has broken down somewhere near planet earth. While waiting for help from space mechanics, you decide to mess with humans and play a game amongst yourselves. The aim is to come up with the biggest amount of disruptive news to throw at them and watch the unfolding.



**Ultimate mission:** Get the greatest number of points to gain the title of the most disruptive alien

### Game components:

- 40 playing cards: (8 "Level 1", 10 "Level 2", 12 "Level 3", 4 "Show your cards", 6 "Make it up")
- Reference Sheet (Types of Misleading Media Tactics )
- Cards' Info Sheet
- Make It Up Tips Sheet
- 9 pieces of the game Board

## ===== GAME RULES =====

### Starting setup:

The cards are shuffled and each player receives 4 cards. Players are allowed to look at their cards. The rest are kept in the pile spot on the board, and is called the middle pile. The instructor prepares a scoring table.

Card types & other details:

- Level 1: 1 type: Propaganda, least misleading
- Level 2: 2 types: Sponsored Content OR Satire & Hoax, quite misleading
- Level 3: 3 types: Conspiracy Theory OR Pseudoscience OR Fake News, most misleading

The Cards with Levels have information on them, while their levels are not mentioned.

The Reference Sheet lists the Levels and the Misleading tactics types, as well as some description about them.

The Make It Up Tips Sheet has information to help players make up their own card content. Those 2 sheets are to be made available to the players for consultation at all times.

The Card's info sheet is accessible to the instructor only, and contains information that lets the latter know about the level and misleading tactics type of each card

The Instructor creates the Scoring Sheet:

Writes down each player's name on a piece of paper:

ROUNDS	Player 1	Player 2	Player 3
1			
2			
...			

The scores will be counting as following:

Playing a card:

- Being right about the type of manipulative tactic on the card: 1 point
- Using a "Make It up card" and being right: 2 points
- Not being right about the type of manipulative tactic on the card: 0 point.

For the winner of the round only:

Winning the round by playing the highest level of card and getting it right: additional 2 points.

In case the winner played 1a) = 1+2 points

In case the winner played 1b) = 2+2 points

- *Example: Player one got a Conspiracy Theory Card right, and won the round ; 1+2 points.*

Player two got their "Make it up" card right but did not win the round ; 2 points (had they won, it would have been 2+2 pts).


Player three did not get their card right ; 0 point.

The board has to be printed and put together. It consists of 6 sections for the Misleading tactics types, as well as spots for the middle pile and to discard the used "Show your cards" and "Make it up" Cards.

## Gameplay:

1. Players must choose a card at hand and place it face down on the table.
2. All players must then flip their chosen card simultaneously and place them in the chosen "Misleading tactics types" section on the board. Players can use the reference sheet anytime.
3. The instructor checks if they are right by referring to the Cards' info sheet. If they all are, the one with the highest level wins the round. If the one with the highest level is wrong, the one of the next highest level who is right wins the round. If they are wrong, the instructor lets the player know which category the card belongs to by referring to the info card sheet, and the card is moved to the right section on the board.
4. If there is a draw of highest levels between players, said players choose to flip another card (as many times as required, with new cards being drawn from the middle pile by each active player, if there is no card left at hand), and the one who first ends up right, with the higher / highest level wins.
5. If a player chooses to play the "show your cards" card, they get to flip a second one after viewing everyone else's flipped card and guessing their levels.
6. If one plays a "Make It Up" card, they are allowed to come up with their own misleading tactic content, based on their chosen level. (e.g : If there are Level 1 and Level 2 cards on the table, the player can choose to say "Level 3: pseudoscience; "Healing Crystals are known to fix one's spinal cord issues." ). The Reference sheet and Make it Up Tips Sheet can help the player in such situations. When a player uses a "Make It Up" card, after the presentation other players may choose to ask a question each (e.g: who, where, when, how, what), and the player is obligated to elaborate on the story to make it complete. Their proposal, in the end, has to be approved by the instructor.
7. Players are allowed to return their "Make It Up" card to the middle pile at any time, if they are not confident in using it, and consequently get to draw another card from the pile. When a player only has "Show Your Cards" left, they are allowed to return said card to the middle pile and get a new card from it, in exchange.
8. After each round, the played cards stay in their sections on the board, and the 'Show your cards / Make It up" cards used are placed in the "used" spot on the board. Each player picks up a card/cards from the middle pile so that every player has 4 cards at hand before every card flipping session. If there are not enough cards left in the middle pile, the first players who get them - keep them. (3 players need a card each after a round, but there are only 2 left. The 2 fastest get to keep the cards while the slowest do not get any new cards.)

**Endgame:** The game ends when there are no moves possible anymore. At the end of the game, if only “Make It Up” cards are left in the middle pile, and no player is comfortable in using them, the game can end. If 2 players have cards, the game goes on. If only 1 player has cards at hand, the game ends.

 **Winning the game:** The one with the highest score wins and gets the title of “most disruptive alien of the crew”.

## Printable Materials

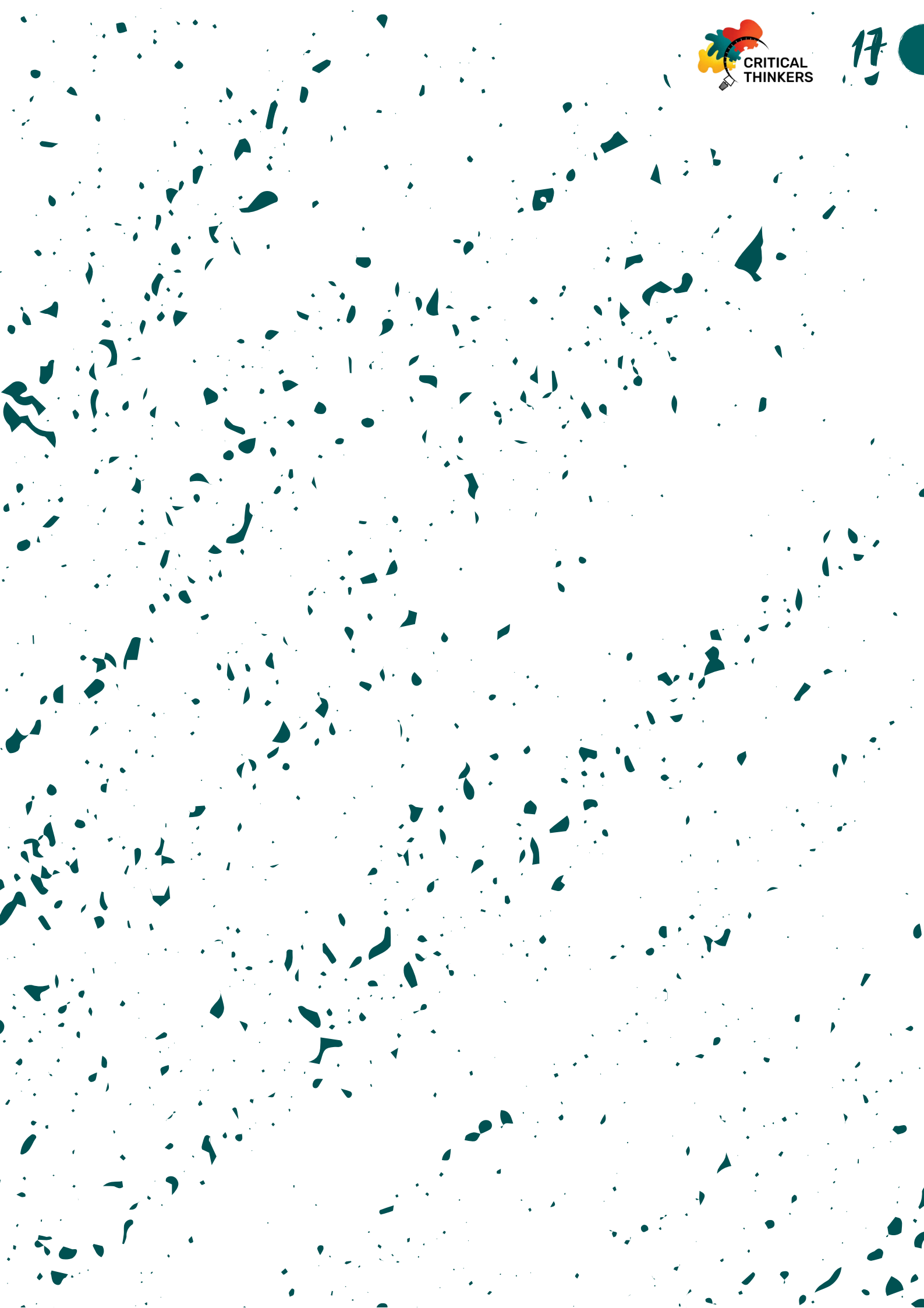


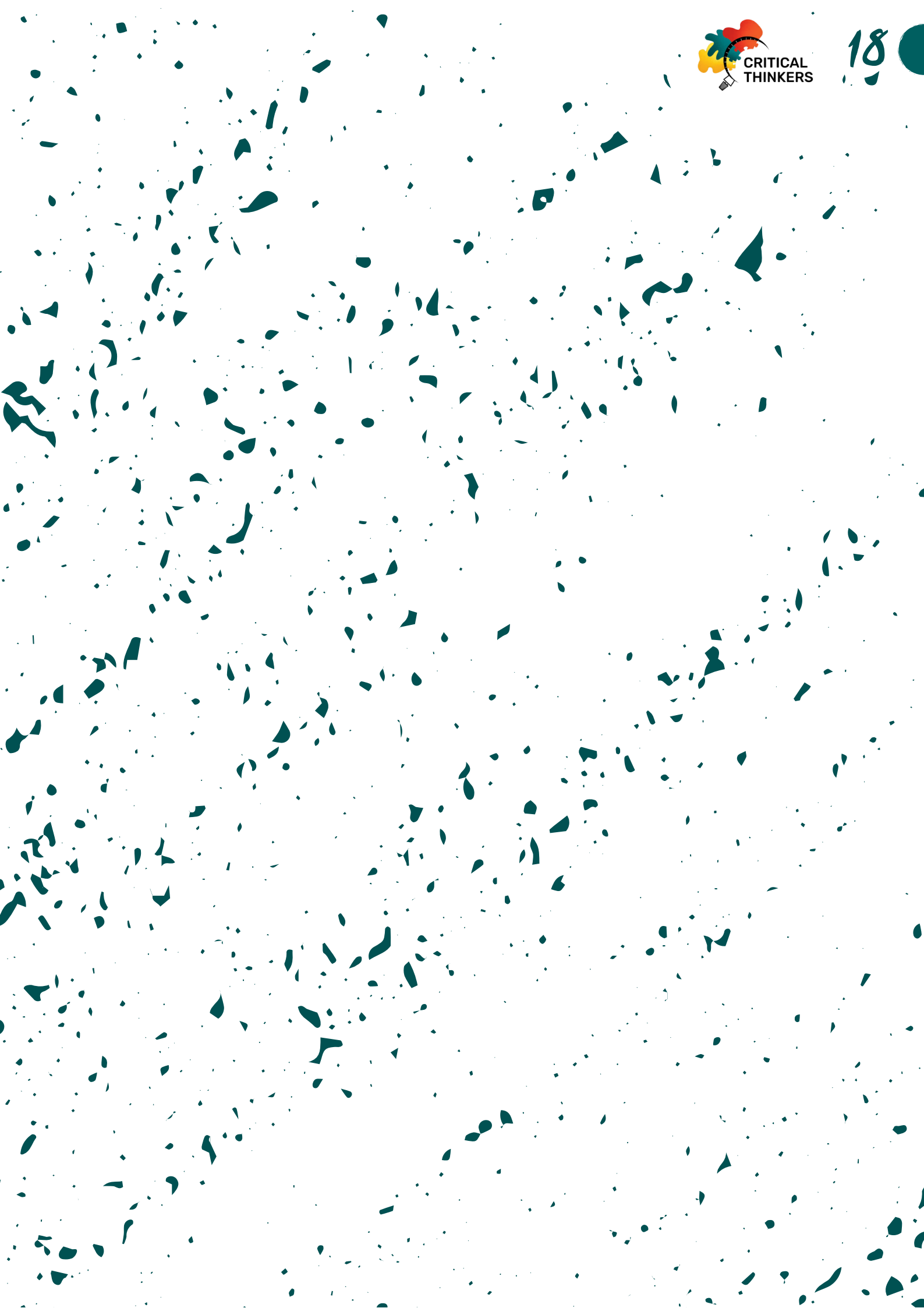
### Debriefing:

It would be helpful to address the topic and introduce the reference sheet before the game. When the game is over, having a session of reflection while looking at the cards on the board is advised. Players might get upset when encountering topics they strongly believe in as misleading information during the game. The instructor is encouraged to tactfully address such situations. We suggest the following questions to use while debriefing:

1. How did you all feel while playing the game?
2. Can you share what information you have encountered while playing the game? / What have you learned while playing the game?
3. What makes (insert a type of misleading news) different from (insert another type of misleading news)?
4. Which cards do you have doubts about? (Discussion about said cards for the player to learn more about said manipulative media tactics)
5. Have you encountered such manipulative media tactics in real life? Can you share an example with everyone?
6. How should one go about distinguishing those manipulative media tactics in real life? How would you make sure to be careful when presented with news in the future?







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**Game Type:** Escape room

**Game Topic:** Media literacy

## Learning Outcomes:

This game aims at addressing certain elements of Media Literacy, namely conspiracy theories, unreliable sources of information and pseudoscience. As the story develops, the players encounter several types of misleading news being spread in different ways, as well as the consequences of not fact-checking conspiracy theories and falling for pseudoscience. At the end of the game, it is encouraged to have a debriefing session about the mentioned elements in the game.



**Group Size:** 2-6 pax



**Age:** 16+



**Game Duration:** 45 min

**Intro Story:** You play as a small group of journalists from the Daily Trumpet. One of your close colleagues, Johnny Wonky, has not shown up to work for a week and has not been answering neither his emails, nor calls. Prior to this sudden lack of attendance and communication, he had proposed to investigate a certain case on his own and had, throughout the weeks, grown increasingly busy, distant and agitated. Concerned, you decided to show up at this place, to find the door unlocked, and his home office a mess. Your journalist instincts kick in and you decide to investigate this weird situation



**Ultimate mission:** Find out what happened to Johnny Wonky!

## GAME RULES

- The game is linear (meaning that you can move to next puzzle only after solving previous)
- Everything in the game you should use one time.
- Ceiling and floor are not used in the game.
- If at any moment you feel stuck ask for help from the Game Master / Instructor.
- Don't write on the materials, use the extra papers provided.

## Gameplay: READ ONLY IF YOU ARE GAME FACILITATOR

### Stage 1

Players enter the room. They can find:

- A UV flashlight
- A note that says "WHAT IF I GAVE YOU THE TRUTH."
- Box 1 (5-Letter lock - RTHUT)

Players use a UV flashlight to find a clue on a note that highlights the word TRUTH and a drawing of a box with "x" on the same note. The "x" is showing where to search for the next clue. With the UV flashlight players can find code "24531" on Box 1. By using word TRUTH with order of 24531, players can open the 5-letter lock of Box 1(RTHUT).

## Stage 2

In BOX1 players find:

- 2 other parts of the map
- 3 pages of diary ( 3rd of Sep, 12th of Sep, 13th of Oct)
- Sign Patterns Transparent Sheet
- Box 2 (directional lock - UP, LEFT, UP, RIGHT, UP, LEFT
- 

Players read diary pages. From the 13th of Oct page players can find a pattern, showing which way mr. Wonky had to run away. Using this path and the maze on the map, players can find directions for the directional lock from Box 2.

## Stage 3

In Box 2 find:

- **2 other parts of the map**
- **2 pages of diary** (dates: 29th of Sep, 2nd of Oct)
- **Box 3** (3 digits lock - 548)

The sign pattern sheet that was found in previous box players can use on top of a piece of the map. Now players see full symbols representing "moon", "rising" and "sun". In the dairy page from 2nd of Oct players can find a clue on how to find code from Box 3. The Diary entry has information about Zodiac Signs in ascending order, and Wonky's sun, moon and rising signs, which are Sagittarius (8th instead of 9th, because the note mentions skipping Virgo), Leo (5th) and Cancer (4th). In the correct order, they provide the 3-digits code to BOX 3 (548)

## Stage 4

**Box 3** consists of a **diary page** (date: 17th of Oct.) and **2 infosheet pieces** about Conspiracy Theories.



**Players find out why Wonky is missing.**

The explanation of the story :

*"Johnny Wonky is a journalist investigating a peculiar case of covert cannibalism in the neo-punk artist community. As his obsession thickens, he starts falling for all sorts of unreliable news online, and struggles to find tangible proof. He reaches a point where he believes that he is in danger of being kidnapped and possibly brainwashed for knowing too much, which leads him to abruptly leave his place, with clues and messages scattered methodically around his home office, as he hopes for others to find them."*

## Material list

- All printable materials
- BOX1, BOX2, BOX3
- A 5-letters lock.
- A directional lock.
- A 3-digits lock
- A UV flashlight
- A UV-sensitive marker
- A piece of tracing paper (10 x 15 cm ideally)
- A marker
- A clock/stopwatch (session timing purposes)
- Pen and Paper for the players to use.

## Printable Materials



## Set up for the room:

- Print and cut out the visual elements.
- Write "24531", somewhere on BOX1 using the UV-sensitive marker:
- Using the UV-sensitive market, encircle the word TRUTH on the note and draw a box with an X on it to show where the 5 numbers have been written on BOX1. e.g:
- Trace the markings on the tracing paper using a marker, to create the Sign Patterns Transparent Sheet.

## Debriefing:

We suggest the following questions:

- How do you feel?
- What happened in the escape room?
- What happened to Mr.Wonky?
- This game contained examples of misleading information / untrustworthy sources of information. Can you list some of them? (Refer to the board)
- What are conspiracy theories?
- Can you list the consequences of falling for conspiracy theories?
- What is pseudoscience?
- Can you list the consequences of falling for pseudoscience?
- Have you encountered pseudoscience / conspiracy theories in your life? Can you talk about them?
- How can we recognise and avoid being affected by them?
- What can we do about it? How can we fact-check?



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**Game Type:** board game, area contro

**Game Topic:** How to think more critically in a digital world?

## Learning Outcomes:

- Players will learn about several types of harmful information types and how to recognize them
- Players will learn how these types can influence media channels differently
- Players will learn that social networks are most susceptible to misinformation



**Group Size:** 3-4 pax



**Age:** 16+



**Game Duration:** 45 - 60 min

**Intro Story:** Today it is very easy to access huge amounts of all kinds of information and news, but are the news real or is there some other sort of agenda underneath, or is it just some sort of a joke? While not always directly or intentionally harmful, unconfirmed or even outright false information often leads to further misconceptions among the general public and each one personally.

Being able to recognize what kind of information is being presented can save some frustration at the very least and allow it to stop it from spreading further.

Well, not this time, because you WANT to spread as much mischief to news outlets as possible. Do you think you are better than others in making your piece slide through the watchful eyes of news editors?



**Ultimate mission:** Be the one influencing the most media spaces at the end of the game

## Game components:

- Game board
- 30 problematic information cards
- 40 pawns: 10 for each color
- 2 dice: 1 black and 1 white (or two other different colors)
- 1 Week marker
- 10 "Blocked" token

## GAME RULES

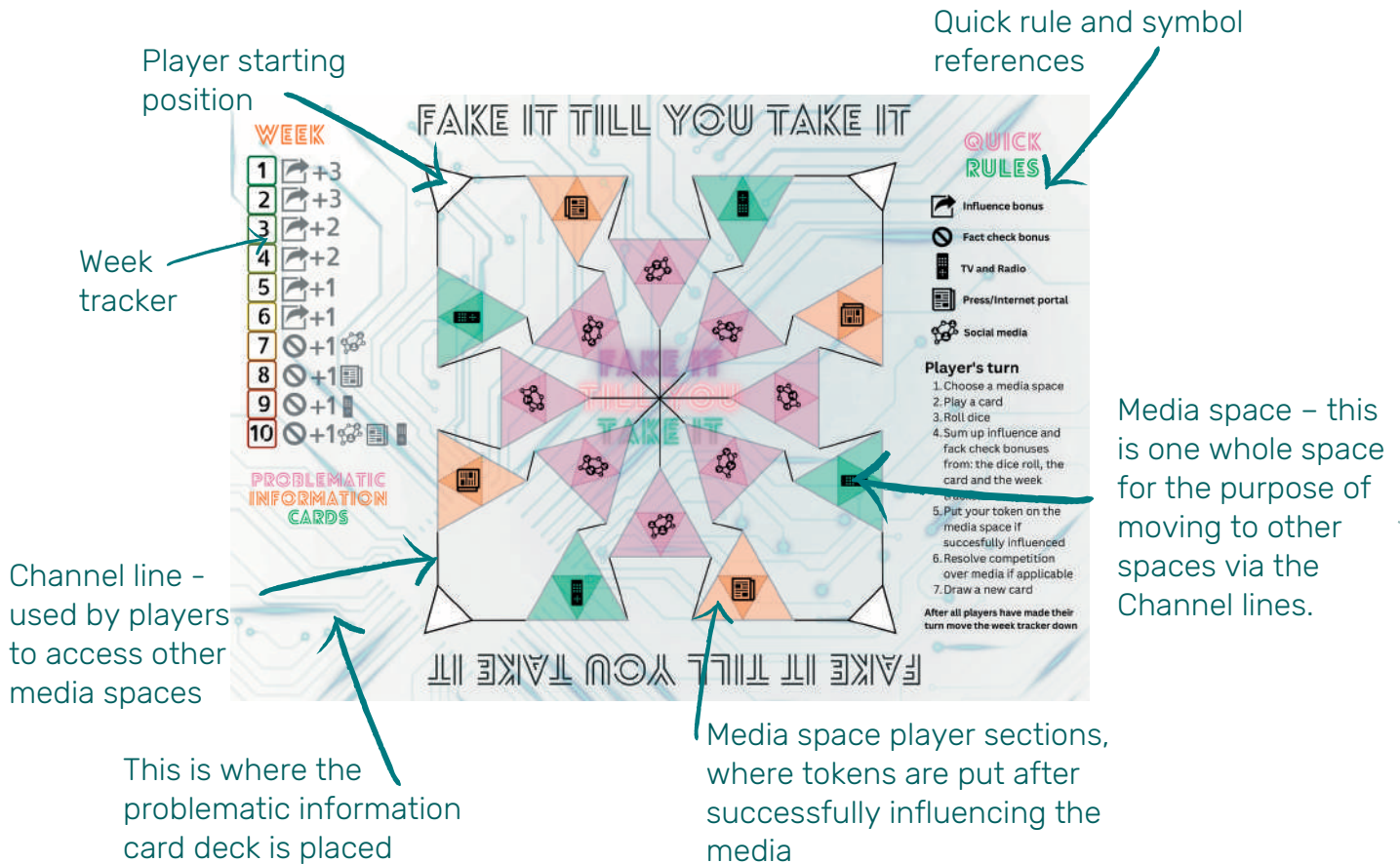
### Starting setup:

Place the game board in the middle.

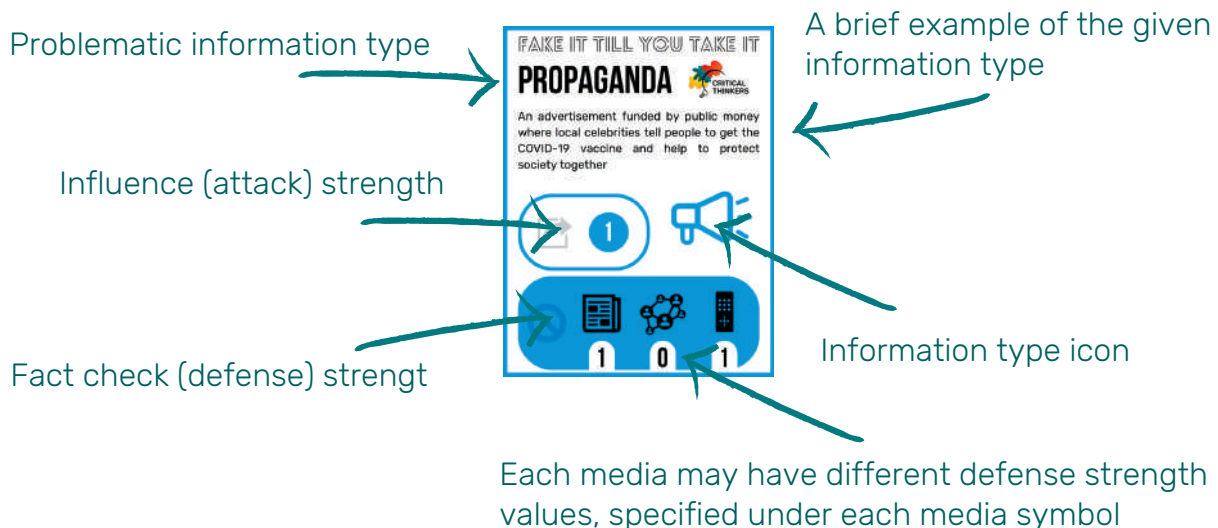
Each player places their tokens next to the starting position of their choice (small empty triangles in the corners) on the board. Each player puts their starting token on the chosen starting position. Shuffle the problematic information cards and place them on the designated spot on the game board. Place the Week marker on the Week tracker (on the board) marking Week 1. Each player starts with 4 problematic information cards on their hand. The player who was the last one to post or share something on social media starts the game.



## Game board:



## Problematic information cards:



Problematic information cards are played at the beginning of players turn when the player announces in which media space they will try to influence. The card shows what influence bonus is given to the player and what fact check bonus is given to each type of media when influenced with the respective problematic information card. Played cards are put in a separate discard pile and are reshuffled if the deck gets depleted.



## Week tracker

Week tracker shows which week is currently ongoing and what additional conditions are in force for that week only. After each week the tracker must be moved one space forward.

The additional conditions:

- Week 1 - All player attacks get +3 influence bonus
- Week 2 - All player attacks get +3 influence bonus
- Week 3 - All player attacks get +2 influence bonus
- Week 4 - All player attacks get +2 influence bonus
- Week 5 - All player attacks get +1 influence bonus
- Week 6 - All player attacks get +1 influence bonus
- Week 7 - All social media spaces get +1 fact check bonus
- Week 8 - All press and news portals spaces get +1 fact check bonus
- Week 9 - All TV and radio spaces get +1 fact check bonus
- Week 10 - All media spaces get +1 fact check bonus

Players make their turns in clockwise order:

Week token is moved to the next Week after all players have made their turns.

## Influencing the media

On their turn players can attempt to influence one **media space**. That media space must be connected by a **channel line** to any media space they have already influenced. To do so players announce which media space they are attempting to influence by pointing at it and putting one problematic information card in front of them.

The player then rolls both dice. To determine the strength of their attack and the strength of the media defense the player adds the score of the respective dice (black for the attack (🎲), white for the defense (🎲)) and the relevant modifiers shown on the card played and the Week tracker. If the player tries to influence a TV and radio (📺) or printed press/news website (📰), they succeed if the attack score is higher than the defense score. If they try to influence a social media space (🌐), they are successful if the attack score is equal to the defense score or higher.

On a successful influence attempt, the player puts one of their tokens on a free section of the media space section (one of 3 spaces in the triangle). That marks the media space as influenced by the respective player. On one media space can be only one token of the same color (you can not attack the same media space twice).

## Competition over media

- If the player is the only one influencing the media, he or she places the pawn on an empty space in the triangle (at the end of the game it gives you 2 points).]
- If two players occupy the same media space, both players now place their pawns in a horizontal position (at the end of the game it gives you 1 point).

If a third player successfully influences the same media space, then they risk oversaturating the media and drawing too much attention from authorities. Therefore, the player, whose turn it was, must roll one die to determine if the media is still allowed to operate or is permanently closed. If the player rolls 1-3 then the media space can still operate and all players can keep their tokens on this space with 1-side up. If they roll 4-6 then the media space becomes oversaturated, stopping any further operations for all involved players. The players must take off their tokens and a BLOCKED token must be put on respective media space. The space cannot be used for the rest of the game.

## Making a turn

1. Attempting to influence the media.
2. Resolving a competition over media if applicable.
3. Drawing a new problematic information card ( the player should always have 4 cards on hands)

## Rule changes for three-player game

Oversaturation happens when a second player occupies the media space. If allowed to operate further, both players turn their meples in a horisontal position.

## Example of the turn:

Player A attempts to influence the printed/web news media from their starting location and plays out a "Sponsored content" card from their hand, which has an influence bonus of +1 on the **attack**, but also provides a fact-check **defense** bonus of +1 to printed/web news. The player then rolls both dice, rolling a 4 on the black die and a 3 on the white one. The player puts their token with the 2-side up on a free section of the media space, because they got a higher attack score than the defense of the media, after adding the bonus values of the card. The player draws a new card from the card deck.

Player B attempts to influence the TV and radio media and plays out a "Pseudoscience" card from their hand, which has an influence bonus of +2 on the **attack**, but also provides a fact-check **defense** bonus of +1 to TV and radio media. The player then rolls both dice, rolling a 5 on the black die and a 6 on the white one. The player didn't succeed, because the result is equal after adding the bonus values of the card. The player draws a new card from the card deck.

Player C and D proceed with their turns in the same manner.

After Player D has finished their turn, the Week tracker is moved by one space down.

**Endgame:** The game ends at the end of Week 10. Then every player calculates the sum of the score indicated on their tokens on the game board.



**Winning the game:** The player with the highest score wins. If it is a tie then the player with the most controlled media spaces wins. If they control the same amount of media spaces then both roll two dice to determine the winner (the one with the highest sum wins)

**Printable  
Materials**



## Debriefing:

Discuss the experience after the game:

1. Where was it easier to spread the information and why?
2. Discuss where the players can see these kinds of news in everyday life:
3. Would they be able to tell if the news piece is real and how?
4. What should they do if they think that it is harmful in some way?



**Original authors:** Martins Hirss, Martins Priedols

**Contact person:** martins.hirss@gmail.com; m.priedols@gmail.com

**Game Type:** Card-discussion game

**Game Topic:** Logical fallacies

## Learning Outcomes:

- Participants will learn the most common logical fallacies
- Participants will be able to formulate examples for the most common logical fallacies
- Participants will be able to recognize the most common logical fallacies



**Group Size:** 4-20 pax



**Age:** 16+



**Game Duration:** 20+ min

**Intro Story:** Ideally, when someone makes a claim, this claim is explained and supported by strong and logical evidence. However, in the absence of evidence, manipulators use various logical fallacies – beautiful statements that make a good impression on listeners, but in fact do not in any way support the statement they have made.



**Ultimate mission:** Use logical fallacies to make nonsense statements and get points for recognizing which fallacies the other groups are using in their nonsense statements

**Game components:**

- 5 packs of 8 Nonsensei logical fallacy cards
- 10 “Claims” cards
- Pens and papers (not included)

## ===== GAME RULES =====

### Starting setup:

Divide into 2-5 groups with at least 2 people in each. Prepare 2 times more “Claims” cards than groups playing. Distribute the claims among teams equally. The groups will have to use logical fallacies to back it up. You can use suggested cards or make up your own claims if you like to.

### Gameplay:

1. Each team receives a pack of 8 Nonsensei cards. Get familiar with them!
2. Each group should get a piece of paper and one of the “claims” card. Don't look at it yet!
3. Set a timer for 7 minutes. Start the timer now!
4. Group opens and looks at the claim they have received. Use 2 Nonsensei cards to come up with two short nonsense statements to discredit the claim (one Nonsensei card for 1 statement only).
  - *Example: When making statements about the claim “Climate change is making weather warmer,” you can use Anecdotal Evidence card and say “How can climate change be real? It was very cold and even snowing this May!”*
5. After 7 minutes have run out, first group presents their first nonsense statement which includes 1 fallacy they have chosen.
6. After the group has made their first statement, other groups have 30 seconds to decide which fallacy the presenting group used.

7. On the count of 3 all groups simultaneously raise up their card with the fallacy they think the other team used (one of their nonsensei card).
8. Then each group should explain their selection of cards / fallacies.
9. The group that made the statement reveals which fallacy they actually used and explains the reasoning behind their statement.
10. Other groups can ask questions and discuss whether they agree or understand which fallacies were behind the statement.
11. Groups which guessed correctly get 1 point for the fallacy they guessed correctly. First group presents their second statement repeating steps 5-11.
12. After the first group has presented their second statement, the next group starts their turn (they now repeat steps 5-11). Each team should present their two statements.
13. After the first round of fallacies has been presented, the groups start the game again with their second "Claims" card.

**Endgame:** Game ends after 2 rounds, when each group has presented their statements with logical fallacies twice.



**Winning the game:** Group with the most points wins the game.

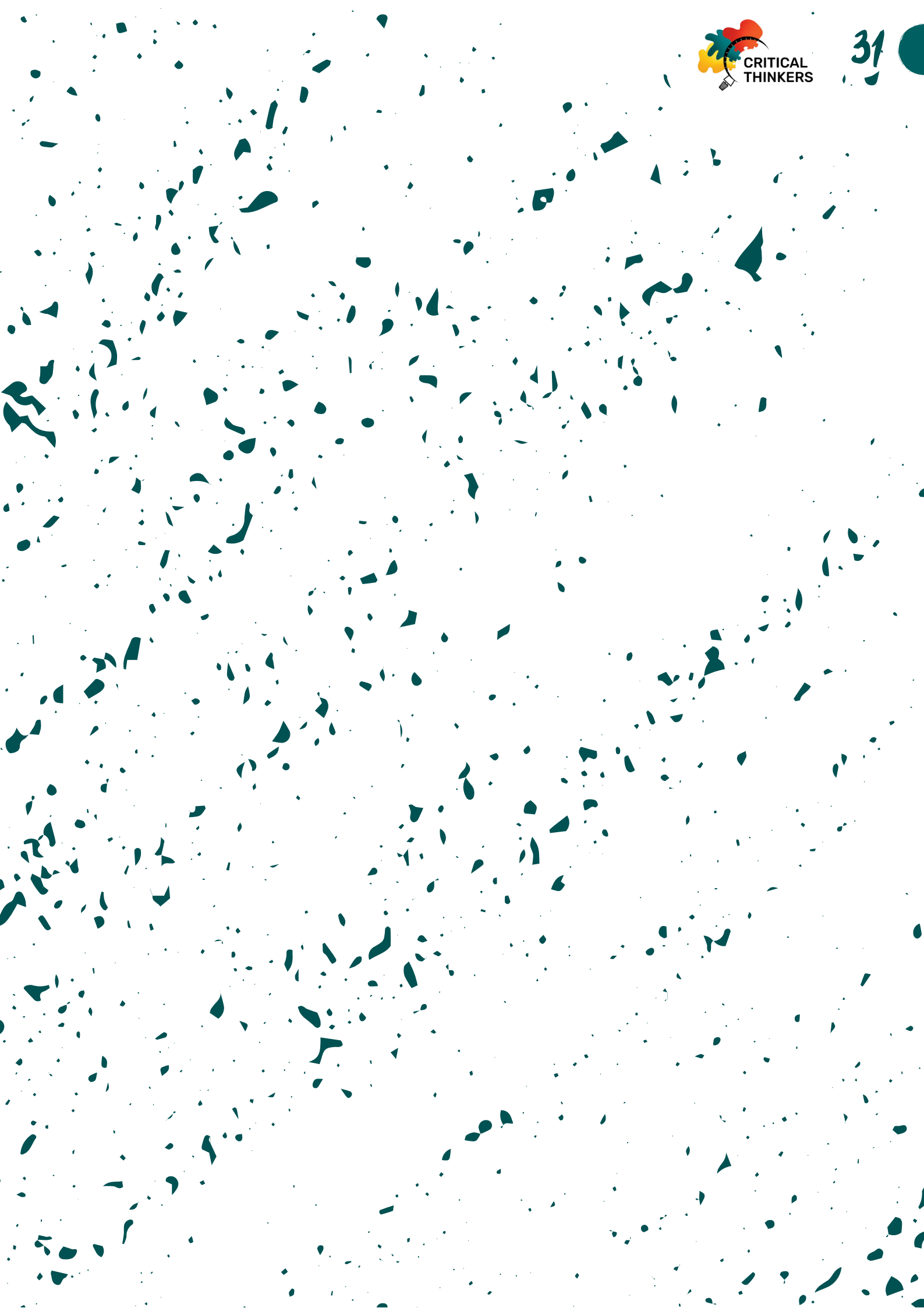
**Printable  
Materials**

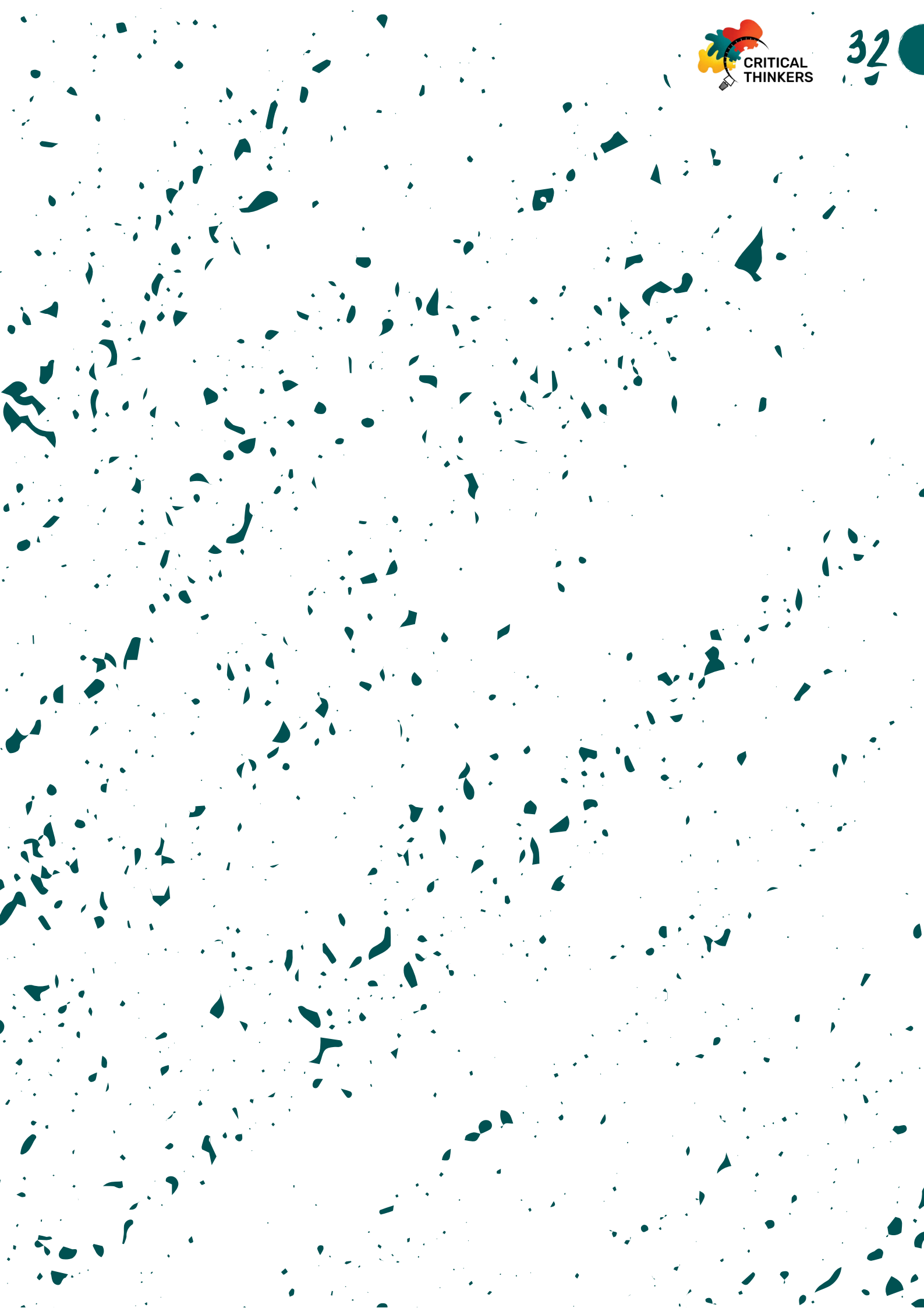


## Debriefing:

Discuss the experience during the game:

- Which fallacies were easier to use and recognize?
- Where do participants see logical fallacies used in their daily lives?
- What will they do next time they see someone using logical fallacy? (Will they turn on critical thinking to extra carefully evaluate if what is said is correct?)







**Original authors:** Martins Hirss

**Contact person:** martins.hirss@gmail.com

**Game Type:** Educational method

**Game Topic:** Truthful vs sensational stories

## Learning Outcomes:

- Participants will learn that story “everything is ok” is not as engaging as story “everything is catastrophic / crazy / shocking”
- Participants will be able to frame same a story from different perspectives



**Group Size:** 4-20 pax



**Age:** 16+



**Game Duration:** 20+ min

**Intro Story:** Even though we are used to understanding the ‘meaning’ of words as that which is written in the dictionary, words can be more nuanced or carry connotations. They can also be emotionally loaded in various ways. Emotionally loaded stories catch people’s attention and spread much better on social media than stories “everything is ok”



**Ultimate mission:** Create three headlines about a single event. Vote for the best headline in each category.

**Game components:**

- Story cubes
- Pens, papers

## GAME RULES

### Starting setup:

Game facilitator should use either: Story dice online

- <https://davebirss.com/storydice/index.html> Print out DIY story dice:
- <https://drive.google.com/file/d/0B3P-0It1sn0Lc3NBeEU3UII3czA/> Story cubes:
- <https://www.storycubes.com/>

### Gameplay:

1. Divide into 2-5 groups with at least 2-4 people in each.
2. Each group rolls 3-5 story dice (3 for a shorter and easier game, more for a longer game).
3. Each group has to come up with 3 short newspaper headlines based on pictograms in the rolled story dice:
  - Factual headline
  - Sensational and true headline
  - Fake / crazy / conspiracy headline
4. Each team writes down these 3 short headlines on a piece of paper or post-its.
5. Each team presents their 3 short headlines in each category.
6. After each team has presented their 3 headlines, participants vote, which headline was the most memorable in each category (Participants can’t vote for their own headlines):

- Factual headline - which headline describes the events most precisely and caught your attention?
- Sensational and true headline - which headline caught your attention?
- Fake / crazy / conspiracy headline - which headline caught your attention?

7. After the first round of presenting headlines and voting, you can play the game again after re-rolling the story dice.

**Endgame:** Game ends after 2 rounds, when each group has presented their 3 headlines twice.

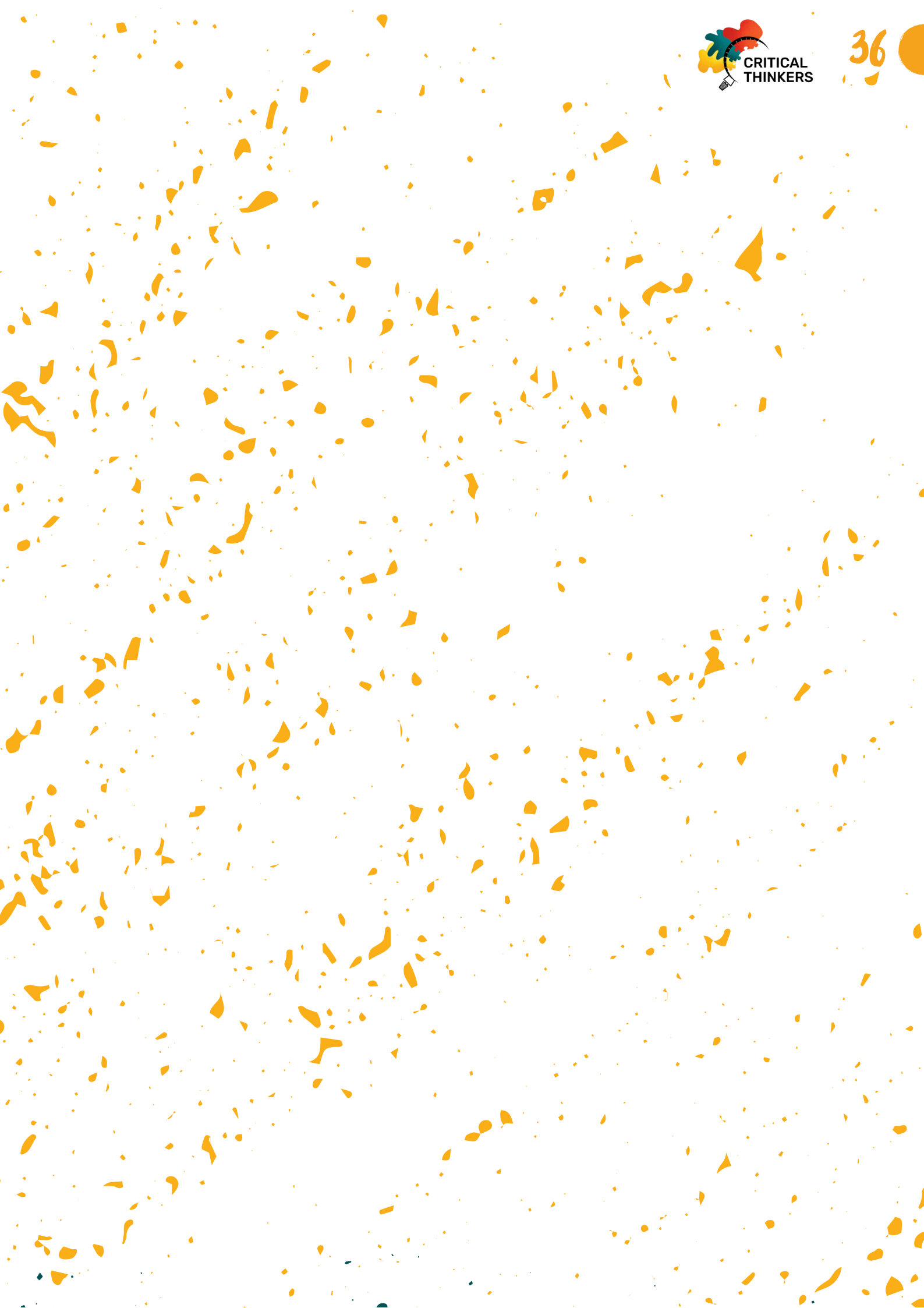
### Debriefing:

Discuss why sensational headlines spread better on social media, based on the contents of Module 1 of the e-course "How information (does not) spread on social media"

- Why did the headlines which got the most votes were the most popular? Why did participants vote for them?
- Try to bring examples of new things you remember from real life. Why do you think you remember them?

# **GAMES MAIN TOPICS**

**active participation &  
watchdogging**



**Original authors:** Aušrinė Diržinskaitė-Kazlauskienė, Rugilė Andrejevskytė

**Contact person:** rugile@zinaukarenku.lt

**Game Type:** Card game

**Game Topic:** Pledges, Powers of institutions

### Learning Outcomes:

- Understand what is a good pledge
- Understand which institution can implement different pledges
- Understand that some pledges cannot be implemented



**Group Size:** 2-6 pax



**Age:** 14+



**Game Duration:** 40 min

**Intro Story:** Welcome to your office, newly elected politicians! Before the elections you made a lot of pledges to voters so it is time to implement them but sometimes you get too lazy... Right? Nevertheless if you want to be re-elected you have to implement more pledges than other players.



**Ultimate mission:** To get more points than other players

**Game components:**

- 35 cards (10 "what", 10 "how/when", 15 "who")
- 1 Answers sheets

## GAME RULES

### Starting setup:

Players gather around the table for an easier way to pass cards. Deck of cards is well shuffled and placed in the middle of the table. At the start of the game each player gets 4 cards. Sheets with answers are placed somewhere on the table. Players must not see the "who" part of the answers sheet (before 1st play, cut the "answer sheet" in dotted line only and fold it, so only the "what" part is visible).

### Gameplay:

1. Players should always have 4 cards in their hands unless there are no cards left in the deck of cards.
2. Players at the same time pass one card from their hand to another player clockwise. Everybody opens cards at the same time and a new round starts.
3. After each round (1 round is when cards are passed as many times as there are players in the game) players take cards from the deck.
4. If a player has a correct 3 cards sequence - 2 of the same kind (with the same icons of "what" and "how/when" cards) and a correct "who" card - heart they can try to implement their pledge. A pledge is implemented by reading it out loud at any time of the game.
5. If the player to the right of the player who is implementing a pledge thinks that the sequence is incorrect (for example the "who" card is wrong) they can challenge it and secretly look into the answer sheet. If the sequence is:

- **Correct** - the player who challenged cannot implement their pledge in the next round (1 round is when cards are passed as many times as there are players in the game)
  - **Incorrect** - then the player who tries to implement their pledge takes cards to his hand and can try to implement it in the next round.
6. Each player can implement only one pledge in one round.

**Endgame:** Game ends when some players are left without the cards and there is no way to pass cards around or make an action. *For example, Anna has 2 cards, Tom has 1 card and Maria has 1 card*



**Winning the game:** Each time a player successfully implements the pledge (if the pledge succeeds the challenge or if no one challenges it), the player collects a combination next to him or her on the table. Player, who collected more combinations by the end of the game is the winner.

**Special elements:** Some pledges can be implemented by two different "who" cards ( see "answers sheet" )

**Printable  
Materials**

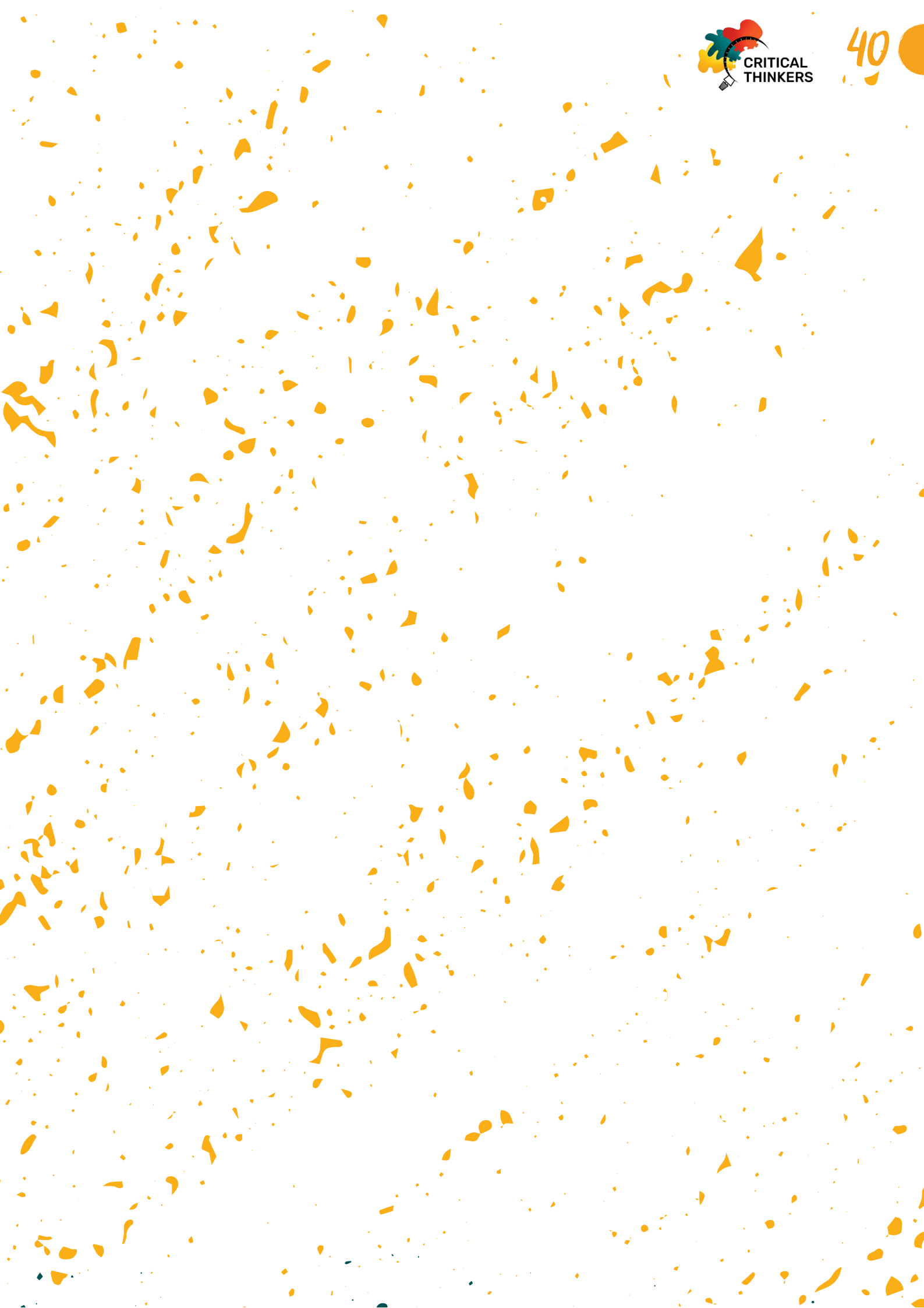


### Debriefing:

After this game players should understand what is a good pledge. That it has 3 main components: the main object, how or when it will be implemented and who or which institution can implement it. These are few questions to discuss among players:

1. What is a good pledge? What are the main components of it?
2. Politicians often give pledges like "make your life better", "build a better future for youth". Do you think voters believe in them? Why? What do you think about it?
3. In your opinion, do politicians tend to implement their pledges?
4. Did you know that the same pledges can be implemented by different institutions?
5. Why is it important to understand who or which institution can implement different pledges?







# BRYNTOWN'S BUDGET

**Original authors:** Pavel Vassiljev

**Contact person:** pavel@shokkin.org

**Game Type:** Simulation

**Game Topic:** Local participation

## Learning Outcomes:

- To understand the structure & logic of local decision-making
- To practice creating initiative proposals for local authorities
- To develop a determined attitude towards initiating local change



**Group Size:** 17- 36 pax



**Age:** 14+



**Game Duration:** 90-120 min

**Intro Story:** A development of a city relies on the work of different clerks, workers, entrepreneurs, civil society organizations and also on the initiative of its citizens. It is often seen as a difficult interrelatedness of grants, connections, experiences and personal interests. Let's see how the city of Bryntown will manage its participatory budget in the next year.



**Ultimate mission:** Fulfill the winning condition on your role card

## Game components:

- Role cards
- Insight cards
- Bryntown's Daily
- Project idea forms
- Project assessment forms
- Funded project form

## GAME RULES

### Starting setup:

- Choose an appropriate space to play this game in (school canteen, ballroom, sports hall or a large classroom and corridor) that can be divided into 8 areas.
- Print role cards according to the number of players:

#

Compulsory

1	Mayor (City Hall)
2	Vice-Mayors (City Hall)
2	District Municipality Heads
4	Citywide Department Clerks
8	Civil Society Activists

#

Optional

4	Extra Civil Society Activists
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If there are more than 21 players in the game you can choose to print more civil society activist cards keeping their location & interests balanced out or make citywide department clerks to play in a team (two people per each department).

- Print materials according to the number of players:

Role	Insights	Bryntown's Daily	Project Idea Form	Project Assessment	Funding Results
City Hall	1 x of each insights	1 copy			1 copy
District Municipality	1 x of own district 1x of each department insights	1 copy per municipality head		3 assessment forms per municipality head	
Citywide Department	1 x of own department 1x each district insights	1 copy per department		3 assessment forms per department	
Civil Society	1 x of own district 1 x both interest insights	1 copy per each 4 players (place copies in open access around the room)	Print enough to have 2 copies per activist		

- Pre-divide roles by choosing one learner to be the Mayor who can objectively lead the commission. Choose 2 learners to be Vice-Mayors who can quickly process information and support the work of the 2nd commission.
- Set up the room to have space for the mayor and vice-mayors to be seated nearby, heads of municipality and department heads to have separate seats. The room should imitate 7 different spaces (City hall, Elington District, Haddington District, Education Department, Culture Department, Infrastructure Department, Sport Department) and the common area for activists to interact.

## Gameplay:

### Introduction (10-15):

- Introduce the game story and the ultimate mission to all the players;
- Divide roles among players and invite them to study their roles for 2-3 minutes crafting their character based on the role cards;

### Project Development & Submission (30-35):

- Announce the project development & consultation period of 30 minutes. During this stage activists and municipality heads can freely move around the room, interact with one another or visit the city hall, citywide department or municipality office. City hall and department clerks stay seated in their "offices" and can only make meetings with citizens;

- **After 25 minutes have passed**, announce the submission deadline coming close. Applications need to be given to departments & district municipalities. Give **up to 5 minutes** for projects to be submitted (physically given to district or citywide department);

## Project Assessment (30-40):

- Announce a **30 minute** waiting time for activists (coffee break) and give **10 minutes** to departments and district municipalities to choose their top projects each (2-3) and pass them to the mayor (in total 12-18). Once the projects are passed to the City Hall announce waiting time for the departments & district municipalities (coffee break 15 minutes);
- Allow city hall workers (Mayor & Vice-Mayors) to distribute funding **in the next 15 minutes**. Filling out a formal assessment for each project idea and the final funding result document;

## Result Announcement & Debriefing (20-30)

- Invite all players to reconvene in the main room and invite the Mayor to publicly announce funded projects providing short reasoning for it;
- Ask who has fulfilled their winning condition and Invite players to debrief the activity.

**Endgame:** The game ends once the results are announced by the Mayor

## Printable Materials



## Debriefing:

- How was it to be in the role that you had during the simulation?
- What was difficult and what was easy throughout the simulation for you?
- What decisions have you made and why?
- For the clerks assessing initiatives what has been your choice criteria? Do you feel you have been objective?
- What do you think are strengths & weak points of such evaluation systems?
- Do you have any cases of initiatives started by cities thanks to citizens or NGOs?
- If you could initiate something in your town, what would you like to do? How can you do it?
- What is important to remember when you will go ahead with your initiative ideas in the future?

## Follow-up theory:

- At the end of the debriefing we invite you to introduce the local decision-making structure in your municipality pointing out cases of youth participation and civil society initiatives. Brief participants on the ladder of youth participation and jointly analyze where they feel they stand on the local level.



**Original authors:** Donatas Bučelis

**Contact person:** donatas@zinaukarenku.lt

**Game Type:** Card game

**Game Topic:** powers of political institutions

## Learning Outcomes:

- Gain a broader view of different political institutions
- Understand different political institutions and their powers



**Group Size:** 2-20 pax



**Age:** 14+



**Game Duration:** 30 min

**Intro Story:** Becoming a Guru of politics is much easier than you think! All you need is to answer questions about 3 main institutions and political positions in your country. The team which collects 10 points faster is named the Guru of politics.



**Ultimate mission:** to collect 10 points before the other team does it

## Game components:

- 24 cards ( 6 cards for "Municipality", 9 cards for "President", 9 cards for "Parliament")
- 2 team pawns
- 1 Answers sheet
- 2 Rating boards
- Timer (not included)

## GAME RULES

### Starting setup:

Quiz cards are set on the table in three lines: municipality, parliament and president. The cards are upside down – you can see their worth (1, 2 or 3 stars) but you don't know the question. In between teams, there's a paper sheet with a 10-point line. Each team has an object they move if they get points.

### Gameplay:

1. The group is divided into 2 teams. In front of them, they see cards laid out in three lines – municipality, president, and parliament.
2. Each team needs to choose the topic and card they want to answer. The team who shouts out the name and surname of the Prime Minister of their country first starts first.
3. The team reads out loud the question and answer options and tries to choose the correct answer. If the answer is right, they get as many points as the card is worth (1 star – 1 point, 2 stars – 2 points, 3 stars – 3 points). If the answer is wrong, another team can steal the point by providing the right answer and get 1 point, except in those cases when a card has only 2 possible answers (1 star cards cannot be stolen).

4. In the first round – teams choose questions for themselves, in the second round they choose questions for the opposite team. It continues to change every round.
5. When a team reaches the 7-10 points line (danger zone) if they answer a question wrong – they lose as many points as the question was worth and move down their pawn.



**Winning the game:** The game ends when one team collects 10 points

## Example

### Round 1:

Team A picks a Municipality 2 stars question. They read the question-and-answer options out loud. They choose the correct answer and get 2 points. They move their pawn 2 points up on the sheet of paper. Team B picks 3 stars from the parliament question. After reading the question and possible answers out loud they pick the wrong answer and Team A tries to steal the points. The team answers correctly and gets 1 point.

### Round 2:

Team A picks a President 1 star question for the opponents' team. They read the question-and-answer options out loud. Team B provides a correct answer and gets 1 point. They move their pawn 1 point up on the sheet of paper. Team B picks 3 stars from the Municipality question. After reading the question and possible answers out loud Team A picks the wrong answer and Team B tries to steal the points. The team answers correctly and gets 1 point.

**Special elements:** When a team reaches the 7-10 points line if they answer a question wrong – they lose as many points as the question was worth and move down their pawn. There is an option to steal points if one team provides the wrong answer for the question.

**Printable Materials**



## Debriefing:

After this game players should understand the difference between various political institutions and positions. They should learn how to separate political institutions by their powers.

1. Do you think it's important to know the difference between political institutions before voting? Why?
2. Have you ever seen a politician making a pledge that he can't fulfil in the position he can be elected to?
3. Which institution do you think has the most powers – municipality, national parliament or president? Why?
4. What do you think the Guru of politics is? How do you become one?
5. What do you do in this game?







**Original authors:** Rugilė Andrejevskytė, Aušrinė Diržinskaitė

**Contact person:** ausrine@zinaukarenku.lt, rugile@zinaukarenku.lt

**Game Type:** Board game

**Game Topic:** watchdogging

## Learning Outcomes:

- Know what a watchdogging is and how to be a watchdog
- Understand that if you don't watchdog you might be fooled, but when you are a watchdog you have the power
- Understand how politics work (the common good)



**Group Size:** 2-6 pax (or in teams)



**Age:** 16+



**Game Duration:** 45-90 min

**Intro Story:** You are a member of the parliament of Baltlandia. As the term is ending and the new elections are approaching, you are trying to get re-elected. In order to get re-elected you have to plan your political campaign, make some pledges to your voters and try to fulfill them. But there is a watchdog in this game that can both help you or hinder your efforts. It depends on your strategy and your success if you manage to keep your mandate for the next term.



**Ultimate mission:** to get re-elected by collecting 3 victory points. Points are collected by fulfilling pledges given to your voters

## Game components:

- Game board
- 2 dice
- 56 cards: 20 Pledge cards (key missions to get points), 20 Event cards, 16 Watchdogger cards (attack, defense and bonus cards)
- Resource tokens: 48 money, 48 public support, 48 time, 24 political support
- 13 Victory point tokens
- 20 pawns (3 same color pawns per player, 2 pawns for trainees)

## GAME RULES

### Starting setup:

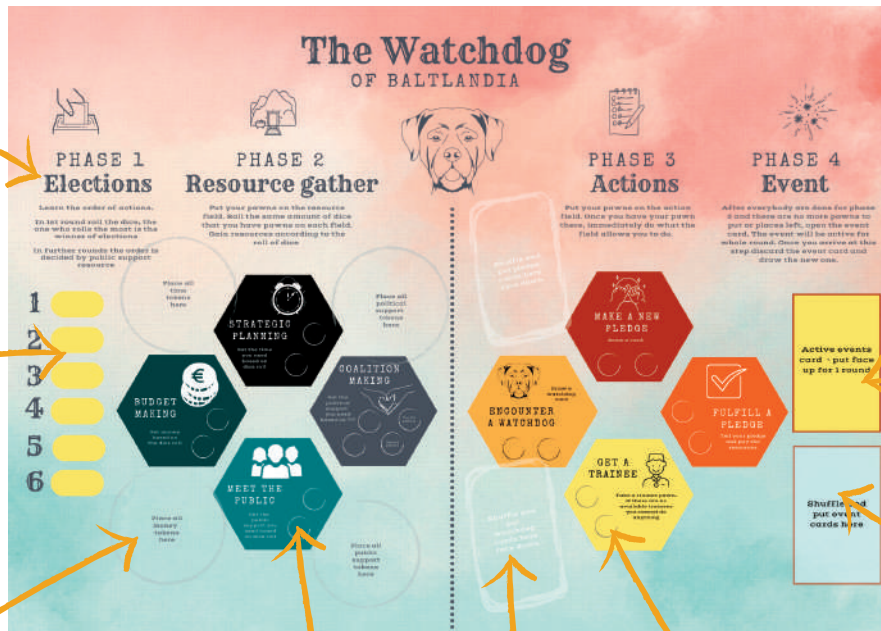
Place the board on the table. Each player takes 3 pawns of the same color. Shuffle pledge cards, then each player takes 1. The rest of the cards are placed next to the board. Put money, public support, time and political support tokens near their hexagons in the marked fields. Shuffle the event, watchdog and pledge cards and place them in corresponding fields near their hexagons. Put 2 trainee figures on the trainee hexagon. You can check tips on the board. You are all set!

## Game board:

short description of each phase

rating queue line that defines the order

Each resource has own position on the board



place activated event card here

place deck of events cards here

place your pawns inside of designated circle

place for certain cards

put two trainee in the marked circles

## Gameplay:

### Phase 1 - defining the order of the first round

Each player rolls 1 die and gets as many public support tokens as they roll. This will establish the favored winners of elections - put your pawns in the election rating queue based on the public support you have (the player with the most public support places 1 pawn to the queue line on the first section etc.). If two people got the same amount of public support tokens, the order of these players is decided by counting who got more reactions (likes, hearts, etc.) on the last post they did on social media (you can choose which social media, if the person does not use social media then the one who has it goes first - you have to communicate if you want to be popular:)). This is the end of phase 1.

### Phase 2 - Fundraising and strategy

You decide what resources you will try to get. You put your pawns on the corresponding fields on the left side of the board (you can put 1, 2 or neither of your pawns).

The players claim resource spots based on the election queue (1st player puts 1 of their pawn, then 2nd and so on). Once all players are done putting their 1st pawn the queue starts again for the second pawn. If a player decides they are done and don't want to put any of their pawns, the queue continues with the next player until all the players are done. Each field has 2 spots (except for the political support, which has 4 spots) There are 2 trainees in Baltlandia, once they are taken, you cannot put your pawn there anymore.

**Money, time and public support.** After all players have placed all pawns they wanted, the first player rolls the die and receives as many **money, time and public support** resources as value on the die shows (if you have a pawn on a budget making field and you roll 5, you get 5 money tokens). If you have 2 pawns on the same field, you roll 2 dice.

**Political support** is not that easy to get - you can get these resources only when there are other people with you in this field. You get as many political support tokens as there are other players with you (only other player pawns count, you cannot put 2 of your own and get resources). If there is only your pawn in the field, you don't get any tokens. So make sure to make coalitions in advance. When you are in this field with other people, you can also trade your resources with them (this is the only time you can trade).

This is the end of phase 2. Now you have resources to do your political campaign. .

## Phase 3 - Political campaign

You start taking actions. You can now:

- **Fulfill a pledge** (if you have the resources required on the pledge card)
- **Make a new pledge** by drawing a card
- **Encounter a watchdog** by drawing a card
- **Get a trainee** (can be used from the next round for 2 rounds).

You occupy fields with your pawns the same as in the previous phase, if you still have any left from the previous phase (player should not take pawns back or get new ones before the full round ends which happens when the event card is revealed). The player does the action immediately as they put the pawn on the board.

**Fulfilling the pledge.** To fulfill the pledge and get points you need not only the resources that are indicated in the pledge card, but also a special resource - political support tokens. To implement each pledge, you need to have 50% plus 1 as for players in the game:

- 2-3 players - 2 political support ( $2/2 = 1; 1 + 1 = 2$ )
- 4-5 players - 3 political support ( $4/2=2; 2 + 1=3$ )
- 6 players - 4 political support ( $6/2=3; 3+1=4$ )

**Make a new pledge.** Want to get re-elected or are you just tired (or scared) of your other pledge? Grab a new one!

**Encounter a watchdog.** Watchdog cards can be used anytime in the game, you can attack other players or defend yourself or get nice bonuses. There is no accident the game is called the Watchdog of Baltlandia. Learn what a watchdog is capable of yourself!

**Get a trainee.** Bigger team allows a more active campaign. You can take an additional figure you can use starting from the next round. After 2 rounds working for your campaign trainees have to be returned.

## Phase 4 - Events

Once all actions are done, you will soon move to a new election, but before that – life happens. You draw 1 event card and show it to everybody, the card activates and starts having the effect. This might change the next election campaign a bit (or not 😊). Each round a new event card is activated. This is the end of the round.

## Starting a new round

The new election rating queue is decided by the amount of public support each player has by the end of the round. The one who has the most public support takes the 1st spot and will start putting their pawn first. If two or more players have the same amount of public support the queue is decided by who can shout faster the name of one of the presidents of their country. No one can have 0 public support (or they have to leave the game – they lost all the trust and were impeached!).



**Winning the game:** The player who first gets 3 victory points gets re-elected and wins the game (if you have fewer players and you have more time, you can agree to play until more points before the game starts). Winner is announced only when phase 3 ends, before drawing a new event card. If there are two players who have 3 or equal number of more victory points the winner is decided by who has more public support tokens

## Printable Materials



## Debriefing:

As you can see it is not that easy to fulfill the pledge, you need a lot of different resources. And some pledges are not realistic and even impossible to be fulfilled, so you have to be careful before the elections in giving them.

1. How did you feel about the pledges you had? Did you want to fulfill all of them? What made you consider them good or bad?
2. Which resource was the most important to you? Are all resources equally important?
3. How did you feel about the watchdog role in the game? What are the main things watchdogs do?

## Follow-Up theory: :

If you want to learn more on how to become a watchdog visit the [https://criticalthinkers.thinkific.com/courses/CriticalThinkers e-course](https://criticalthinkers.thinkific.com/courses/CriticalThinkers-e-course) and learn it step by step as well as get some useful tips. In Lithuania you can join the political watchdogging network “Žinau, ką renku”





**Original authors:** Donatas Bučelis, Rugilė Andrejevskytė, Aušrinė Diržinskaitė

**Contact person:** donatas@zinakarenku.lt

**Game Type:** Simulation

**Game Topic:** Political participation, elections

## Learning Outcomes:

- Know how debating and elections work
- Understand that there is no perfect choice in elections
- Understand that your voice matters in elections



**Group Size:** 8 - unlimited



**Age:** 14+



**Game Duration:** 45-90 min

**Intro Story:** Every 4 years people of your town gather to elect the mayor. This will be the person for whom you will entrust your city. The current mayor has been there since... well forever. Maybe now is the time for someone new to take over the city? Let's find out!



**Ultimate mission:** To fulfill your role's goal.

## Game components:

- Board with process of campaign 1 start tile and 8 process tiles (2 for each round)
- 64 cards (8 role cards, 16 voter community cards) (40 feature cards: 20 for personal characteristics and 20 for pledges, 10 Adviser response cards, 8 wild card)
- 32 voting tokens (16 blue, 16 white - 2 for each community)
- A timer (not included)

## GAME RULES

### Starting setup:

Put all the board tiles face down on the table in the order of the numbering - number 1 on top, number 8 at the bottom (you will reveal them step by step). If you play only 1 round put only board tiles 1 to 4, if you play 2 rounds, put all the tiles face down. Shuffle the role cards, feature cards (dark green - negative and light green - positive), wild cards and teams' response cards separately and put them in decks (do not shuffle the pledge cards yet, they will be used in round 2). Take cards step by step as instructed on board tile number 0.

### Game play:

The game has 2 rounds. If you have limited time, you can play only 1 round. Finding your role and game cards. First of all, you need to find out who you are in this game and what are your goals. Each participant draws a card from the role deck and gets to know who they are, learns their goals and draws cards or takes voting tokens as instructed on their cards.



Mayor and candidate have to draw 2 positive character cards in the 1st round (and 2 positive pledge cards in the 2nd round); their team members have to draw 2 negative character cards (2 negative pledge cards in round 2), 3 response cards and 2 wild cards (that is for the whole mayor/candidate teams); voters take their voting tokens from the pool, which contains white and blue tokens of equal number. Number of tokens should be double the number of players. Every community should take 2 tokens of the same colour (only if 2 rounds are played, if you play only 1 round, 1 token is enough). Voters take the timer (it can be a sand clock or a phone).

## Starting the game.

Once everybody knows their roles they sit in front of each other – the mayor and their supporters sit on one side of the table and the candidate (in our game we call one the Newbie) and their team on the other. The Mayor team consists of Director of Administration, Vice-Mayor and Adviser, Newbie's team consists of Communications Manager, Chief of Staff and Supporter.

The facilitator (if there is one, if not – voters should agree among themselves who will be the “elder” and will keep eye on the gameplay, introduce the phases and will make sure that both teams act according the time) introduces that the elections are coming and we are here today in the very important debates before the elections. We will soon learn who are racing to win in these elections

## Round 1, tiles 1-2: introductory debate.

Open the front board tile which instructs on the steps of the board. This is the introductory debate.

- **Tile 1.** Mayor chooses 1 character trait that she puts on the board and has 1 minute to introduce herself to the voters. The voters keep track of time and announce when the minute is over. The Newbie puts her character trait and introduces it in 1 minute.
- **Tile 2.** The teams of each candidate decides which card of the negative traits they have they want to use. Newbie's team is the first to put negative cards on the board. They have 1 minute to present the negative feature. Afterwards the mayor and her team can respond to this in 1 minute. The same happens for the Newbie – the mayor's team puts 1 negative trait on the board and explains it in 1 minute. The Newbie then responds in 1 minute.

## Round 1, tiles 3-4: closing debate.

Open another board tile. Follow the instructions on the board.

- **Tile 3.** Teams of each candidate now can try to save the situation and add 1 response card. After this, communities have 3 minutes to ask questions.
- **Tile 4:** Teams of each candidate can put 1 response card or 1 wild card (only 1 wild card can be used in the game by each team – if you are playing 2 rounds, make sure to decide when you use it). It is the teams' decision to defend themselves or attack their opponent. The mayor and the newbie have 30 seconds each to respond to the new cards on the table and try to convince the voters.



## Round 1 closing.

Now the communities will participate in the opinion poll (if you are playing only 1 round it will be the final vote already). The communities put their voting tokens on either side of the candidate they support. You know who has the advantage.

## Round 2. Tiles 5-6: pledging time.


Open board tile 5 and follow the instructions. In this phase both politicians draw new pledge cards and advisers draw new negative pledge advisers cards.

- Tile 5. Now the Newbie begins and puts 1 pledge on the board, has 1 minute to explain it. After the Mayor does the same.
- Tile 6. Each team puts 1 of their negative pledge cards on the board and explains the situation.

## Round 2. Tiles 7-8: final debate. Open another board tile and follow instructions, this is the final board element.

- Tile 7. Damage was done, now advisers can try to mitigate the situation and put their response card. The communities/voters can now ask questions to both candidates. There are 3 minutes for open debate.
- Tile 8. Newbies teams' can try to pull their final trick before the elections and put the wild card (if they have not done it in the first round) or response card. Each candidate now has 30 seconds each for their final remarks or respond to new information on the titles.

**End of the game:** Voting time. Each community votes - they put tokens on the side of the candidate they support. After the votes are done, the votes are counted and the winner announced.

 **TWIST (spoilers):** (read if you are playing with the group for the first time and you are the facilitator). Not everybody comes to the elections. Since the normal voting turnout is 50% in local elections in Lithuania (you can change the proportion according to the country's voting turnout) let's see what happens if we remove half of the votes - tokens of the white color. The winner might change. Are you happy with the result now? When it comes to young people, only 30% of them voted in the last local elections in Lithuania. What would happen if we continue to remove the votes?

**Printable  
Materials**



## Debriefing:

This is how elections happen. We had the electoral debates and now we have a new (or old) mayor of the town. The majority has decided. Let's talk are we happy with the results and how we came to this choice.

Possible questions to discuss:

1. For the candidates:
  - a. how did you choose which cards to use? Why these features and this pledge?
  - b. What character you chose? Did you have any particular politician in mind?
2. For the teams: why did you choose these cards, how did you think to influence the choice?
3. For the voters/communities:
  - a. did you like your role? Was it easy to impersonate?
  - b. how did you manage to formulate questions for the candidates? Were you happy and managed to find out what you wanted? What would you change next time?
  - c. How did you choose how to vote? Was it based on the interests or on the character? Which card influenced you the most?
4. Did the frame that there is an old mayor influenced your choice? Were you rooting for the newbie?
5. What about the wild cards? It is easy to convince not to vote once you see the negative things, but it is harder to persuade via positive things.

## WE HAVE EVEN MORE FOR YOU

Critical thinking and political participation trainers with 10 years of experience tried to compose a helpful e-course with relevant examples, funny images and useful infographics. Three NGOs from each Baltic state contributed to the development of this course. Network "Learn before you vote" (hosted by "Europos namai") from Lithuania created the political participation content. Skeptics Society of Latvia (also known as SkeptiCafe) put together the critical thinking part of the course. Shokkin Group Estonia led the development of educational games.

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