

# THE WALK of life



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Las Niñas del Tul








# INTRODUCTION

Welcome to the **Walk of Life** (WOL) simulation activity!

The Walk of Life is a unique and engaging activity that blends a physical walk or hike with a simulation of the diverse experiences people face throughout their lives. In this game, each participant is assigned a character role, which includes key attributes such as gender, citizenship, and sexual orientation. If you opt for the “political” version of the game, the character's role will also include a specific government type, adding an extra layer of complexity.

Throughout the walk, participants will move from one station to another, encountering various situations and interacting with other participants based on their assigned roles. The aim is for players to reflect on how these attributes—such as gender, citizenship, and sexual orientation—intersect and shape a person’s lived experience, often revealing the biases, inequalities, and discrimination that exist in society.

This simulation is designed to open a meaningful dialogue on critical topics such as gender equality and social inclusion. By participating, players will not only gain a deeper understanding of these issues but also have the chance to empathize with experiences different from their own.





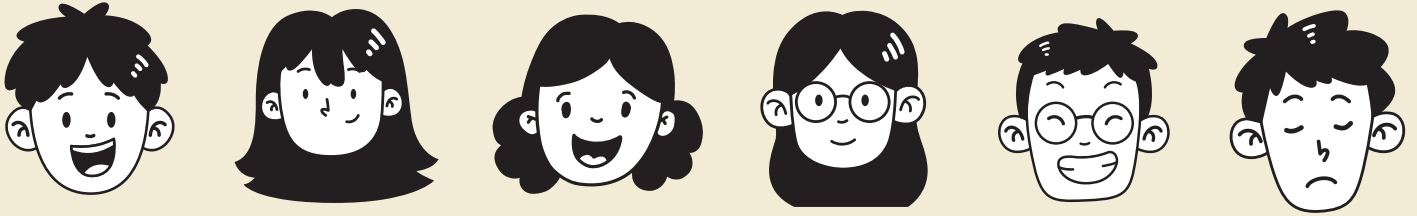
To ensure the activity is effective and meaningful, it's important to consider the following guidelines:

- **Group Size:** We recommend a group of at least 15 participants to create diverse interactions and discussions. The best results are achieved with a group of 20-30 participants.
- **Distance:** The walk should cover between 7 to 10 kilometers (4.5 to 6 miles), allowing enough time and space for reflection between stations.
- **Facilitators:** You will need a minimum of 4 facilitators to manage the stations, monitor player interactions, and guide the debriefing sessions.

This guide will walk you through all the details of setting up the game, instructions for each station, and recommendations for facilitating and debriefing the activity. Whether you are a first-time facilitator or have previous experience, this guide will help you create a transformative and impactful experience for participants.



# Proposed Role Distribution



For a group of **20 participants**, here is a suggested role distribution. This selection is designed to reflect a diverse range of identities, each facing unique societal challenges in the simulation. However, feel free to adjust the roles to better match the demographics or objectives of your group.

## Citizen roles

- 3 Citizen Hetero Men
- 3 Citizen Hetero Women
- 1 Citizen Asexual Woman
- 2 Citizen Gay Men
- 1 Citizen Gay Woman
- 1 Citizen Bi Man
- 1 Citizen Bi Woman
- 1 Citizen Trans Woman
- 1 Citizen Bi Non-Binary Individual

## Immigrant Roles

- 1 Immigrant Gay Man
- 1 Immigrant Gay Woman
- 2 Immigrant Hetero Men
- 1 Immigrant Hetero Woman
- 1 Immigrant Hetero Trans Man

This distribution includes a variety of **genders, sexual orientations, citizenship statuses, and gender identities**, creating diverse experiences for participants that will enrich the discussion of intersectionality, privilege, and oppression in the debriefing session. Adjustments can be made to suit specific group needs or to emphasize particular themes in the simulation.



# FACILITATOR ROLES AND PREPARATION

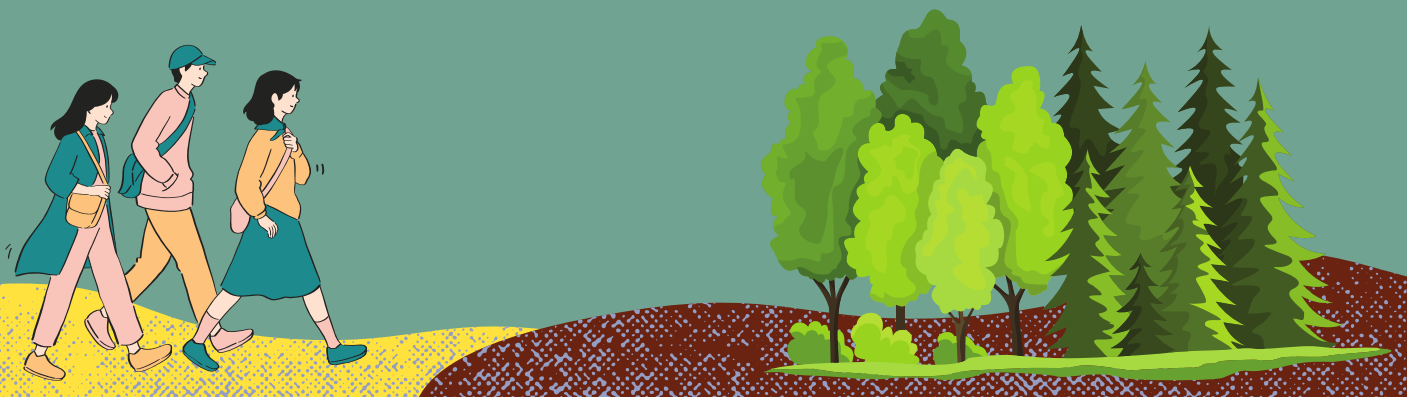


## General Preparation

Facilitators play a crucial role in bringing the Walk of Life simulation to life. It's essential to **brief facilitators in advance** so they're familiar not only with their own station's setup and objectives but also with the overall flow and purpose of the activity. This ensures they understand the broader context and can support participants throughout the experience.

## Role Flexibility

For each station, aim to have either an **individual facilitator** or, if you have a limited number of people, consider reassigning facilitators from stations that have already completed their tasks. This flexibility allows the entire simulation to be conducted with as few as **four facilitators**, rotating between stations as needed.



# Key Responsibilities for Facilitators:

## 1 Station-Specific Role Play and Improvisation:

Encourage facilitators to **role play** to enhance the immersive experience. For example:

- At **Border Control**, the facilitator should be strict and formal, creating the impression of a real border checkpoint with questions and a sense of authority.
- At the **Hospital** station, the facilitator can take on the role of a healthcare professional, treating participants with varying levels of strictness based on their profiles.

## 2 Support and Adaptation:

Facilitators should be ready to **improvise** if participants ask questions or attempt creative solutions within the logic of the station.

## 3 Tracking and Managing Progress:

Each facilitator should monitor participant interactions and ensure the group moves through stations in a timely manner. For stations with waiting times or optional tasks, such as social support or visa applications, facilitators should enforce the rules while maintaining the activity's flow.

Make sure that the facilitators have a way to communicate with each other at all times (e.g. a group chat) so the progress of the group can be tracked and no participant is left unattended.

## 4 Ensuring safety and security of the participants:

Needless to say, facilitators need to pay close attention to both physical safety and psychological well-being of the participants. If you have a group that includes participants with special needs, it is extremely important that you factor this in and make suitable adjustments to the simulation to ensure that your participants' physical and mental security is prioritized.

Please make sure to read through the whole guide and think in advance about adjustments and changes you need to make to ensure the wellbeing of your group.





# KEY TERMS: GENDER, CITIZENSHIP, AND SEXUAL ORIENTATION

Before diving into the activity, it's important that both facilitators and participants have a clear understanding of some key terms that will shape the experience during the Walk of Life. Below is a brief explanation of the terms **gender**, **citizenship**, and **sexual orientation** as they relate to this simulation:

## GENDER

**Gender** refers to the roles, behaviors, activities, and expectations that a society considers appropriate for men, women, and non-binary individuals. It is important to note that gender is *different from biological sex*, which refers to physical and biological characteristics such as anatomy and chromosomes. Gender is a social construct, meaning it can vary across cultures and historical periods. In this simulation, a participant's assigned gender may influence how they are treated at each station, revealing how societies often impose certain biases or limitations based on gender expectations.

- *Example in the game:* A male character may face fewer obstacles in accessing certain opportunities, while a female or non-binary character might encounter barriers or stereotypes that hinder their progress.

## CITIZENSHIP

**Citizenship** refers to the legal status of being a member of a particular country, often granting certain rights, responsibilities, and privileges. Citizenship can affect everything from a person's access to healthcare and education to their ability to participate in political life or even cross borders freely. In the Walk of Life simulation, participants will have two types of citizenship status: *citizen* or *immigrant*, which will highlight how access to opportunities and societal benefits can be drastically different depending on one's legal status.

- *Example in the game:* A character who is a "citizen" might experience more privileges and opportunities, while a character who is an "immigrant" may face significant barriers.

## SEXUAL ORIENTATION

**Sexual orientation** refers to a person's emotional, romantic, and/or sexual attraction to others. Common categories include heterosexual (attracted to people of the opposite gender), homosexual (attracted to people of the same gender), and bisexual (attracted to both genders), though there are other identities that fall under this umbrella, including asexual. In the Walk of Life, sexual orientation is another factor that may affect a character's interactions with society, particularly in situations where discrimination or stigma exists based on whom they are attracted to.

- *Example in the game:* A character who is homosexual or bisexual may face prejudice or exclusion in certain scenarios, especially in more conservative or discriminatory settings.



## Why These Terms Matter?

Understanding these concepts is essential because they intersect in complex ways to shape people's lives. The simulation is designed to explore how societal structures treat individuals differently based on these attributes. This allows participants to reflect on their own experiences and privilege, while also gaining empathy for those who live with systemic disadvantages.

By grasping these terms and their significance, participants will be better equipped to engage fully in the Walk of Life activity and contribute to meaningful discussions during debriefing.



# PREPARATION

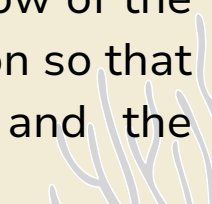


The first step in organizing the Walk of Life activity is to carefully choose the location and design the route. Here are some important guidelines to follow:

**1. Choose a Circular Route.** Select a route that forms a circle, ensuring that participants will return to their starting point by the end of the walk. This creates a smooth flow for the activity and makes it easier to manage logistics, such as gathering everyone for the debriefing session. Mark the spots suitable for each station in advance -- this will become more clear once you read the description of each station below.

**2. Scout the Location.** Before the event, thoroughly scout the chosen location to ensure it meets the safety and logistical requirements. The area should be free from traffic, well-maintained, and ideally offer natural surroundings, such as a park, forest, or hiking trail. The beauty and tranquility of a natural environment can enhance the participants' experience, allowing them to focus on the game and reflect on its themes without distractions.

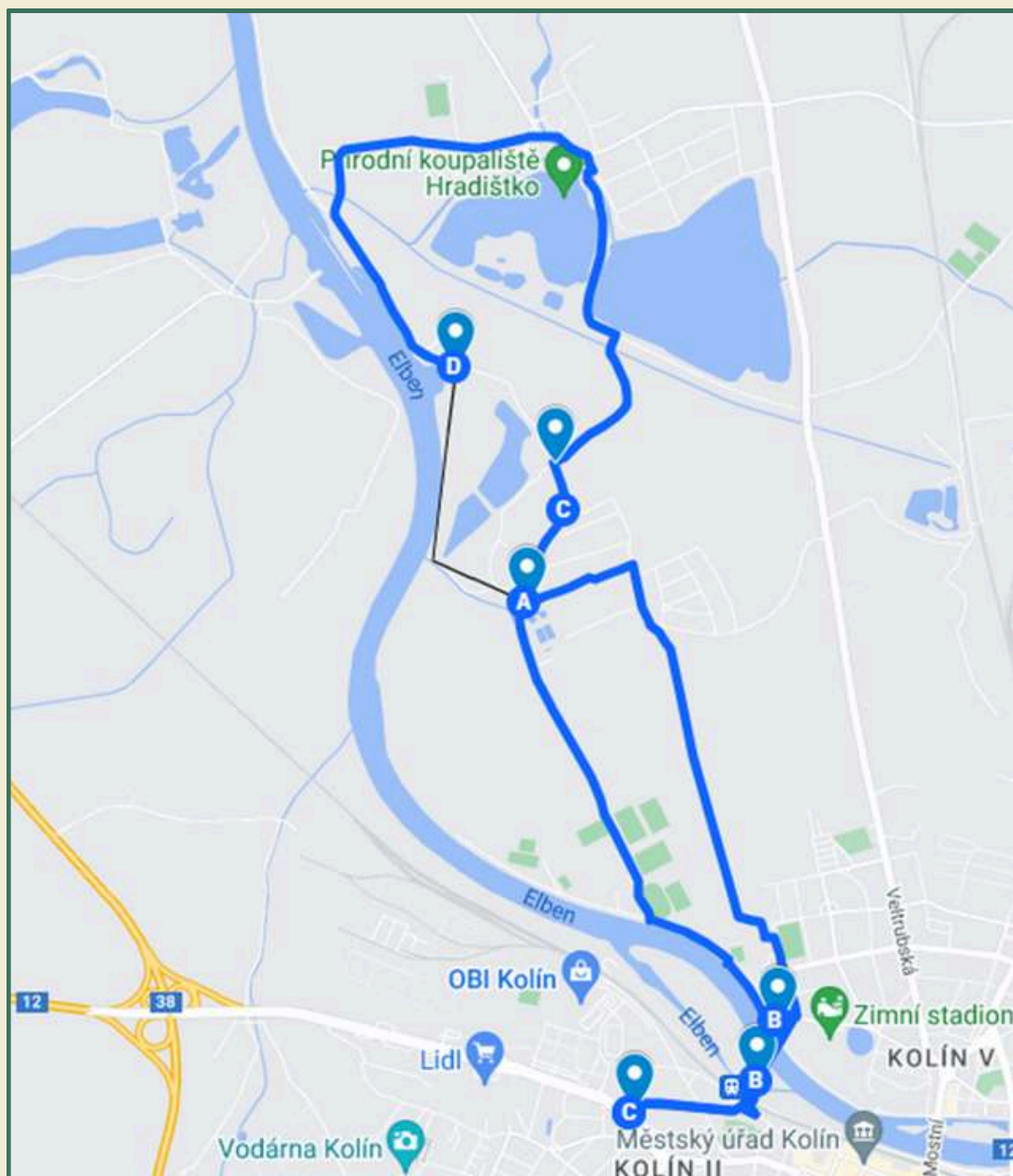
**3. Avoid Urban or Crowded Areas.** It is not recommended to host the Walk of Life in urban settings or busy areas where large numbers of people might be present. Urban environments or places with heavy foot traffic can create distractions, make participants feel uncomfortable, and even disrupt the flow of the game. The ideal location should offer a sense of seclusion so that participants can engage fully with the simulation and the emotional reflections it provokes.



## Example of a Route

For instance, a previous Walk of Life event in Kolín, Czechia, utilized a scenic route that looped through a quiet forested area. The path allowed participants to walk undisturbed while engaging in the various game interactions. Choosing a similar setting will help maintain the immersive and reflective atmosphere that is key to the success of this simulation.

Taking the time to select and prepare the right location is essential to creating a smooth and impactful experience for the participants.





# Participant Preparation: What to Bring on the Hike



Before the Walk of Life begins, it's important to instruct participants on what they should bring to ensure they are comfortable and safe throughout the simulation. The hike will take several hours, so being properly equipped is essential for a positive experience. Here's a list of recommended items.

1. **Water.** Encourage participants to bring enough water for the entire journey—typically at least 1-2 liters, depending on the distance, weather, and individual needs.
2. **Phone.** Participants should bring their phones, not only for emergency purposes but also to access the map of the route. However, remind them to keep phone use to a minimum during the simulation to maintain focus on the activity and avoid distractions.
3. **Good Walking or Hiking Shoes.** Comfortable, supportive footwear is a must. Participants will be walking for several kilometers, and wearing proper shoes will prevent discomfort, blisters, or injury. Hiking boots or sturdy sneakers with good grip are ideal.
4. **Sunscreen.** Even in moderate weather, it's important to protect against sun exposure. Encourage participants to apply sunscreen before starting the walk and to bring some along for reapplication if necessary.
5. **Weather-Appropriate Clothing.** Remind participants to check the weather forecast and dress accordingly. Layers are often a good idea, especially in cooler or variable climates. If there's a chance of rain, a lightweight, waterproof jacket can be useful.

In this simulation, lunch is provided mid-simulation and is a part of a gameplay



# STARTING THE GAME

## Step 1: Assigning Roles

Every participant will receive an **ID card** (see printable templates below) that has pre-selected parameters, including **gender**, **citizenship**, and **sexual orientation**. Each ID card will have an empty square where participants are asked to draw a picture of their character and invent a name. Encourage them to take their time in this step, as it helps them fully embody the role they'll be playing.

Link to the printable ID templates:

<https://drive.google.com/file/d/1tbeQkfykfnBpaSOQewHpTaKkJmDluR74/view?usp=sharing>

To deepen their engagement with their character, ask participants to reflect on their character's **life story**—their appearance, background, personality, likes, dislikes, and any challenges they might have faced. The more they can imagine their character's life, the more immersive and meaningful the experience will be.





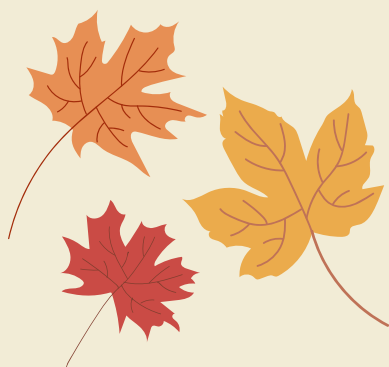
## Step 2: Game Rules

Once roles are assigned, explain the basic rules of the Walk of Life:

- **Stay in Character:** Participants must remain in their role from the moment they “are born” (i.e., receive their ID card) until they are instructed to step away from the role.
- **Maintain Character Reactions:** Whatever happens during the simulation, participants must react as their character would, based on the role’s parameters, not as they would personally. This is key to experiencing the biases, privileges, and challenges their character might face.

## Step 3: Clarifying Key Terms

Before the game begins, briefly remind participants of the important terms like gender, citizenship, and sexual orientation, so they can better understand how these aspects might affect their character’s experience during the simulation. Ensure that facilitators are available to assist participants with any questions they might have while filling out their ID cards and building their characters.



## Step 4: Questions for Character Development

To help participants fully embrace their roles, use the following questions to spark reflection and guide them in thinking about their character's life circumstances. These questions will help them connect to the social, economic, and emotional aspects of their character:

- Have you ever had any serious financial difficulties?
- Do you have decent housing?
- Do you feel your language, religion, and culture are respected where you live?
- Do you feel that your opinions on social and political issues are valued and listened to?
- Are you afraid of being stopped by the police?
- Do you know where to turn for advice and help if you need it?
- Have you ever felt discriminated against because of your background or origin?
- Do you have adequate social and medical protection?
- Can you afford to go on holiday once a year?
- Do you lead an interesting life and feel positive about your future?
- Can you study and follow the profession of your choice?
- Are you afraid of being harassed or attacked in public spaces or the media?
- Can you vote in national and local elections?
- Can you celebrate important religious and cultural festivals with your loved ones?
- Can you fall in love with whomever you choose?

## Step 5: Explaining the Practicalities of the Hike

After all participants have developed their roles, explain the logistics of the hike:

- **Map & Route:** Each participant will have access to a printed map showing the route and stations they must visit.
- **Stations:** Participants will walk from station to station, completing tasks and facing different scenarios based on their roles.
- **Groupings:** Participants will be sent out in random groups of 4-5 people. These groupings will be decided by the facilitators to ensure a mix of characters and interactions.

Once these instructions are clear, participants are ready to begin their immersive journey through the Walk of Life simulation.

Optionally, you can print the sign for each station. The suggested designs can be found here:

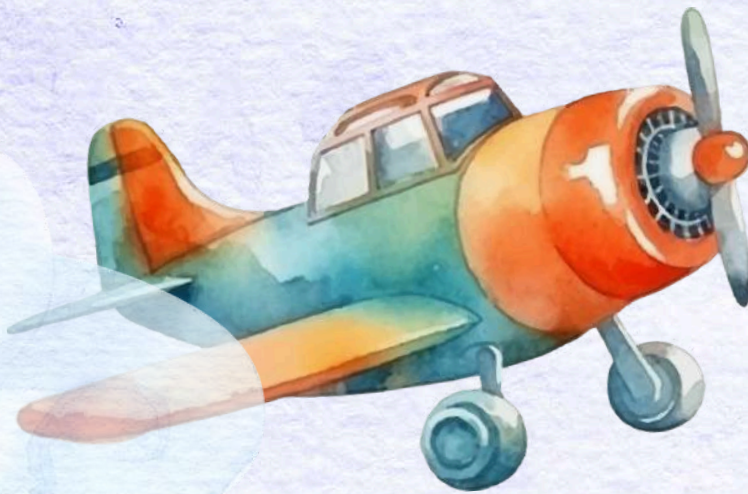
[https://drive.google.com/file/d/1dt\\_tFFFhJI\\_TXMvFcGDy78zZOEHN0qTu/view?usp=sharing](https://drive.google.com/file/d/1dt_tFFFhJI_TXMvFcGDy78zZOEHN0qTu/view?usp=sharing)





# STATION 0: BEING BORN

**(Facilitator: Person 1)**







## Setting the Scene:

As participants enter the simulation, they will begin at **Station 0**, representing the moment of birth. The atmosphere should feel reflective, as participants sit in a room "waiting to be born." Imagine being in a room with 20 other people, all in a state of anticipation—each person uncertain of when or where they will begin their journey. This mirrors the randomness of birth, reminding participants that none of us can control when or where we are born, or the circumstances we are born into.

## Staggered Start Times:

To simulate this randomness, groups will start their journey at different times. Staggering the start times not only reflects the unpredictable nature of birth but also ensures that participants arrive at each station in smaller groups, preventing facilitators from being overwhelmed.

For example, if you have a group of 20 participants and starting the activity at 9.00:



- **First Group:** 5 participants will start at 9:10
- **Second Group:** 5 participants will start at 9:30
- **Third Group:** 5 participants will start at 9:50
- **Fourth Group:** 5 participants will start at 10:10

This structure allows each group to move through the simulation at their own pace and encounter the different stations in a more intimate setting.

While some participants begin their journey, others will need to sit and wait in the "birth room." This waiting time should be used to prepare mentally for the simulation.

### **Non-Binary Characters:**

For participants playing non-binary characters, there will be a unique challenge at each station. They will be asked to choose to commit to either **F (female)** or **M (male)** when interacting with the scenario. This represents the societal pressures that non-binary individuals often face to conform to traditional gender categories. If a participant refuses to choose, their character will be treated as **transgender** (see detailed at each station).

### **Note for Facilitators:**

Be prepared to discuss and support participants in navigating this experience with care. The goal is to foster reflection on the limitations and challenges placed on individuals who do not conform to binary gender norms.

This station sets the tone for the entire Walk of Life simulation, emphasizing how circumstances of birth are beyond our control and shape the rest of our lives



# STATION 1: EDUCATION

**(Facilitator: Person 2)**

## Setting the Scene:

At **Station 1**, participants arrive at school, where they must face a critical turning point in their character's life: the graduation exam. This exam will determine what opportunities are available to them in the future, influencing their career paths, social mobility, and overall life trajectory. The facilitator should set the tone by making the participants feel as though they have spent the last 10 years in this school system, and now everything depends on how well they perform in this moment.

**Facilitator Script Example:** "You've spent the last 10 years in school, learning, preparing, and working hard. Today, you will take your graduation exam, and the results will shape your future. Based on how you perform, you may have access to higher education, a stable career, or face more limited opportunities. This is a key moment in your life. Let's see what kind of future you will have."

## The Exam Process:

The exam is designed to reflect how societal biases—based on gender, citizenship, sexual orientation, and identity—can impact a person's access to education and the quality of education they receive. Participants will take **individual exams**, and they are **not allowed to help each other**, as in real life, education opportunities often come with unequal access, based on a range of factors.



The link to exam forms for different characters:  
<https://drive.google.com/file/d/1yJtNLc9xpp9pfCUbfe8Dd3JEQpGTJRM2/view?usp=sharing>



## Different Exams for Different Characters

Each participant will receive a test that reflects the opportunities (or limitations) faced by their character's background. The tests are designed to be unequal in difficulty and content, mimicking the unfairness that exists in real-world education systems where certain demographics may receive a better or worse education.

- **For privileged characters** (those with advantageous parameters like male gender, stable citizenship, or heterosexual orientation), the exam may be simpler, allowing for better outcomes and future opportunities.
- **For disadvantaged characters** (those from marginalized backgrounds), the exam will be more challenging, reflecting the systemic barriers these groups face in accessing quality education.

Tests are checked, 0/1 points per question.

RIGHT ANSWERS:

B) potassium / (1) Potasioa / (2) kalium

A)  $x=6$

B) Sofia

B) density of wood is smaller than density of water /  
(1) Egurraren dentsitatea urarena baino txikiagoa delako /  
(2) Puun tiheys on pienempi kuin veden tiheys

B) Spain / (1) Espainia / (2) Espanja

A) 140 EUR

The exams are pre-made and can be printed/edited in Canva using the link below.

**PDF:**

<https://drive.google.com/file/d/1yJtNLc9xpp9pfCUbfe8Dd3JEqpGTJRM2/view?usp=sharing>

**Editable template:**

[https://www.canva.com/design/DAGfMKgURKg/ZRljP1aMhHSrT09k\\_AxmBg/view?utm\\_content=DAGfMKgURKg&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink&mode=preview](https://www.canva.com/design/DAGfMKgURKg/ZRljP1aMhHSrT09k_AxmBg/view?utm_content=DAGfMKgURKg&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview)

On the top of each exam sheet there is an “Exam model” marker that allows the facilitator to quickly distribute the correct exams to the correct characters. The markers are as follows:

**W** for citizen woman

**M** for citizen man

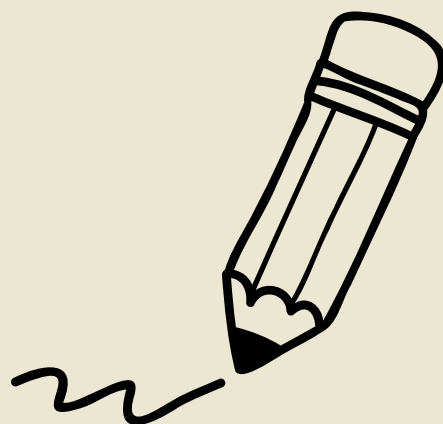
**IW** for immigrant woman

**IM** for immigrant man

**Important:** trans people receive the most difficult test (W or W depending on citizenship).

Immigrant tests are done in a “foreign” language. The ones we provide are available in 2 languages Basque (Model 1) and Finnish (Model 2). You will need to choose in advance which language to use for the immigrant characters. You are of course welcome to create your own tests.

points	grade
6	A
3-5	B
0-2	C



**Grading:**  
**grade marked into name tag**

# Station 1.1: Voting

(Optional)

*Adding a  
political  
dimension*





This station is an **optional** element of the Walk of Life simulation. It introduces an additional layer of complexity by incorporating a political dimension into the game. If you decide to include this element, it will allow participants to experience how their **citizenship status** can influence their ability to participate in political life and shape the government system they live under.

### Setting the Scene:

After completing their education at **Station 1**, participants are given the chance to engage in a simulated election. Here, they will vote for one of three political candidates, each representing a different political system. However, only **citizens** (as marked on their ID cards) are allowed to vote. This reflects real-world inequalities, where citizenship often determines whether individuals have a say in political processes.

**Facilitator Script Example:** "Now that you have completed your education, you have the opportunity to vote for your future government. Your vote will determine which political system you and your group will live under. However, only those with citizenship have the right to vote. Please check your ID card to see if you qualify."



# The Voting Process:

## 1- Candidate Posters:

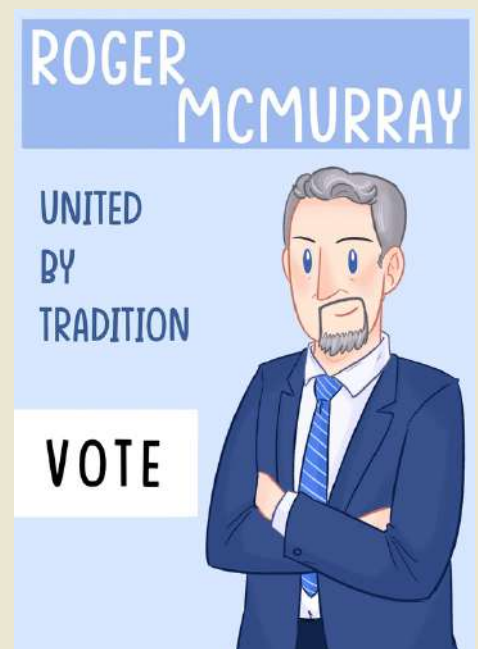
Each group will be presented with three candidates, representing three **different political systems**: right-wing (R), center or middle (M), and left-wing (L). Printable posters (see below) with brief descriptions of each candidate's platform should be displayed for the participants to review. This allows them to make an informed decision on which candidate they feel aligns best with their character's needs and views.

## Posters:

[https://drive.google.com/file/d/1\\_eTAsn860YzHqmLAWjOm23gWFQpCdB9S/view?usp=sharing](https://drive.google.com/file/d/1_eTAsn860YzHqmLAWjOm23gWFQpCdB9S/view?usp=sharing)

## Programs:

[https://drive.google.com/drive/folders/19vm-g\\_qVUzqVnhWf0rAyG4rp16\\_lAqMo?usp=sharing](https://drive.google.com/drive/folders/19vm-g_qVUzqVnhWf0rAyG4rp16_lAqMo?usp=sharing)



## 2- Group Voting:

After reviewing the candidates, each group will vote for their preferred candidate. Only citizens are eligible to vote. Participants who are not citizens must sit out of the voting process, reflecting their lack of political rights. The votes are tallied within each group, and the majority decision determines which political system the group will live under.


The result is then marked on each participant's ID card to indicate the political system they are now governed by:


**Right-wing system (R)**

**Moderate (M)**

**Left-wing system (L)**



	NAME:
	SEXUALITY:
	GENDER:
SCHOOL GRADE:	
OCCUPATION:	
MARRIAGE STATUS:	



## Outcomes:

The political system each group ends up with will affect their overall experience in the simulation:

- **Right-wing (R):** Characters living under this system may experience greater inequality, restrictions on certain rights (e.g., for marginalized groups), and a more rigid social hierarchy. At the same time, under this government characters will pay less taxes and get more money as a salary, but they will also not receive social benefits.
- **Moderate (M):** A more balanced system with moderate levels of inequality and more equitable access to resources, though not perfect and still highlighting many inequalities.
- **Left-wing (L):** Characters in this system may experience more egalitarian policies, with greater emphasis on social support, inclusion, and equity for marginalized groups. However, the taxes in this system are higher and there are fewer opportunities to become “rich”.





# **STATION 2: WORK**

**(Facilitator: Person 3)**



## Setting the Scene:

At **Station 2**, participants enter the **Job Center**, where they will receive job assignments based on their character's gender, citizenship, and sexual orientation. However, their **salary** will be determined by the grades they received in their graduation exam (from Station 1). This station shows how societal biases and systemic structures influence the types of work people are assigned, regardless of their skills or qualifications.

**Facilitator Script Example:** "Welcome to the Job Center. Today, we will assign you a suitable job based on your qualifications."

## Job Assignment Based on Identity and Exam Results:

At this station, the participants will be assigned jobs based on their **gender** and their **exam grades** from Station 1. The simulation highlights how societal biases influence not only the type of work assigned but also the degree of responsibility or manual labor expected from different groups.



Here's how the assignments will work:

### **1- Men with Grades A or B: Managers/supervisors**

Their task is to supervise the workers and ensure that the assigned tasks are being completed properly. They will not do physical labor themselves but will be responsible for determining whether the other workers' performance is up to standard. Their only decision-making authority is to confirm if the job is done correctly with a simple "yes" or "no." If there are no workers to supervise, they will be given the task of creating a "strategy" or "vision" for how the work should be done.

- **Example Task:** "Supervise the workers collecting leaves. Your role is to ensure that the leaves are being collected properly. Report whether the task is done correctly—yes or no."

### **2- Men with Grade C and Women with Grade A: Administrators**

They are responsible for **quality control**, ensuring that the leaves collected by the workers meet the required standards. They will count the leaves and check whether they are of good enough quality.

- **Example Task:** "Count the number of leaves the workers have collected and inspect the quality of the leaves. Your role is to ensure that the leaves meet the necessary standards."

### **3-Women with Grades B or C, Non-Binary (if they refuse to identify as either F or M), and Transgender Characters: Workers**

Their task is to collect leaves (or other materials) from the surrounding area. This represents how marginalized groups often face more physically demanding and less prestigious work, regardless of their qualifications or skills.

- **Example Task:** "Go outside and collect leaves. You are responsible for gathering the materials that will be inspected by the administrators and overseen by the managers."

Instead of collecting leaves, the players can collect rocks, grass, or do other physical tasks that work for your location.

### **Salary Based on Exam Grades:**

Once the tasks are completed, participants will be paid a salary, but this payment will be based on the **grades** they received during the education station, not the type of job they performed. The better their academic performance, the more money they will receive, but the job assigned to them might not reflect their qualifications.

If the participants ask about the salary rates, you can give them the “expected” wage numbers for their groups according to the following chart.



	A	B	C
“Expected” wage	1600	1100	600

If asked why the salaries are so unequal, explain that everyone gets a fair pay based on their qualifications.  
The salary chart:

	A	B	C
Men	2200	1600	1100
women	1600	1100	800
non-binary, or trans	800	600	600

### Government impact

If you have participants with R wing government the taxes for certain groups are reduced:

	A	B	C
Men	3000	2200	1100
women	2200	1200	800
non-binary, or trans	800	600	600

## Note to Facilitator: Returning to the Work Station (Overtime)

**Some participants will need to return** to this station after completing their first shift, especially those who earned lower salaries. The income they received from their first round of work may not be enough to cover their **basic living expenses** (rent and food) required at the next station.

**Women with lower grades, non-binary, transgender individuals, and migrant characters**—will need to work a second shift. They will have to complete the same physical or administrative tasks again to make up for the shortfall in their earnings. **Men and A-student women will be able to pay for rent, food, and snacks or extra leisure items** with the salary they earned in their first round of work. These participants will not need to return for a second shift, reflecting the privilege of earning enough with less effort.

### **Government impact**

Participants living under a Left wing Government (L) and who have less than ¥700 after work are eligible for a government grant to help cover their expenses. This reflects the social support systems in place in certain societies. The grant reduces their total living expenses as follows:

Rent reduction: From ¯1,000 to ¯700

Food reduction: From ¯500 to ¯200

Total amount they need to pay: ¯900 instead of ¯1,500.

For this to work, participants must go back to Station 2 (the work station) and request a "social support voucher". They cannot simply receive the grant without first acknowledging their need for assistance.

Link to the Food Bank Voucher and Rent Voucher:  
<https://drive.google.com/file/d/1nuYo418dbpo4V1E9oYcDVhoKPDNltNkl/view?usp=sharing>

GET YOUTH Foodbank Food Receipt		Voucher N°:		Emergency Voucher		
Issuing Authority:	GET YOUTH Government			Date:		
Client First Name:				N° of Adults:		
Client Surname:				N° of children under 16:		
Is anyone in this household in paid employment?				YES	NO	
<b>Nature of crisis, please tick:</b>						
Homeless		Unemployed		Domestic Violence		
Sickness		Debt		Low income		
Other (please white):						
<b>Age Group (Please tick most appropriate box, one only):</b>				Client signature:		
13-24		25-64				65 and over
<i>I acknowledge receipt of this food supply. I understand that it is for my/my own household's consumption and is not for resale.</i>						

RENT RECEIPT		Date:
Owner name:		
Address:		
Paid by (Tenant):		
<b>TO PAY IN CASH</b>		Signature:
Monthly rent:		
Water charge:		
Electricity charge:		
<b>Total (in Yuro):</b>		



# **STATION 3: RENT, FOOD AND STARTING A FAMILY**

**(Facilitator: Person 4)**





## Setting the Scene:

At **Station 3**, participants will encounter the real-world challenges of managing **living expenses**, such as paying rent and buying food. They may also consider starting a family, but first, they need to handle their basic financial obligations.

**Facilitator Script Example:** "Welcome to the part of life where you need to manage your living expenses. You will need to pay for rent and food to continue moving forward in your life. Some of you may even want to save for snacks or start a family, but that depends on whether you can afford it."

## Payment Process:

Participants are required to make payments for **rent** and **food** before they can move forward in the game. In this case, the food is an actual lunch pack that each player will need to buy.

## The costs are as follows:

**Rent:** ₹1,000 / **Food:** ₹500 / **Snack** (Optional): ₹300

## However, the order of payment is strict:

Participants **must pay for rent first** before they can pay for food. They **cannot move forward** to the next station until both rent and food are paid. If they cannot afford rent or food, they will be sent back to **Station 2** (the work station) to earn more money.

## Government impact:

Participants living under a **Left wing Government (L)** and who have less than  $\bar{Y}700$  after work are eligible for a **government grant** to help cover their expenses. This reflects the social support systems in place in certain societies. The grant reduces their total living expenses as follows:

- **Rent reduction:** From  $\bar{Y}1,000$  to  $\bar{Y}700$
- **Food reduction:** From  $\bar{Y}500$  to  $\bar{Y}200$
- Total amount they need to pay:  **$\bar{Y}900$**  instead of  $\bar{Y}1,500$

For this to work, participants must go back to **Station 2** (the work station) and request a "**social support voucher**". They cannot simply receive the grant without first acknowledging their need for assistance.

**Non-citizens under a Right wing Government (R)** face higher living costs. Their rent is increased to  $\bar{Y}1,200$ , representing the additional challenges faced by non-citizens in less supportive societies.

## Important Reminders for Facilitators:

- Do **not** tell participants about the next payment (food) until they have completed the previous one (rent).
- Participants must ask for the **social support voucher** at Station 2 if they qualify for financial assistance. Make sure they understand this is a requirement to receive the reduced costs.
- Ensure that participants **cannot move forward** unless they have paid both rent and food.

# During Food Break, they will have to form their families



At this stage of the simulation, participants will have the opportunity to "pair up" and start a family during the food break. This phase is designed to reflect how various societal factors, such as **citizenship status**, **sexual orientation**, and **gender**, influence the formation and stability of families.

## Pairing Up:

Participants will pair up with another player to form a couple, and their **compatibility score** will determine the stability of their new family. After pairing up, the couple will be assigned a symbolic **child**, represented by an egg, which they must carry throughout the rest of the game. The type of egg they receive depends on their compatibility score.

## Determining Compatibility Score:

The couple's compatibility score is calculated based on the following criteria:

### 1. Same Citizenship Status:

- If both partners have the same citizenship, **they receive +1 point.**
- If they have different citizenships, **they receive 0 points.**
- **Exception for Leftist Governments:** If both partners live under left-wing governments, **they still get +1 point,** regardless of their citizenship status.

### 2. Compatible Sexual Orientation:

- If their sexual orientations are compatible (i.e., the couple can legally marry under their respective governments), **they receive +1 point.**
- **If they are a same-sex couple under a right-wing government** (for at least one partner), **they receive 0 points,** as same-sex marriage is not recognized under that system.

### 3. Compatible Gender:

- Heterosexual couples (cis or trans) **receive +1 point.**
- Other gender combinations (such as same-sex couples) **receive 0 points** unless they live in a government that allows such unions.

### 4. Single Status:

- Any participant who cannot find a partner will **receive a score of 0** for being single, reflecting societal pressure on individuals to marry and start a family.



## Child Assignment Based on Compatibility Score:

Once the couple's compatibility score is calculated, they will receive a symbolic **egg child** that represents their family's stability. The egg must be carried by both partners at **all times**, and the type of egg reflects their family's likelihood of success and stability:

- **+3 Compatibility Score:** The couple receives a **wooden egg**, representing a stable family with strong foundations.
- **+2 Compatibility Score:** The couple receives a **hard-boiled egg**, symbolizing a family with some stability but still facing challenges.
- **+1 Compatibility Score:** The couple receives a **raw egg**, indicating a fragile family with many potential risks.
- **0 or Lower Compatibility Score:** The couple must carry a **raw egg on a spoon**, representing a highly unstable family structure that requires constant care and effort to keep the family together.

**Pre-cracking/damaging some eggs.** There is an option to randomly distribute some eggs that are not completely perfect and have some damage to represent having children with special needs. This is done randomly, regardless of the couple's status, gender, etc., and aims to represent real life.

## Facilitator Instructions:

The **compatibility score** should be clearly marked on each participant's ID card. Remind participants that they must carry the **egg** (or egg on a spoon) at all times from this point forward. They are responsible for "caring" for their symbolic child throughout the rest of the simulation.



# STATION 3.1 DESTINY

(OPTIONAL)



Optional station that introduces additional scenarios that can happen in life regardless of the couple's status, gender, etc. The cards are given randomly to each partner in the couple. The couple needs to remain at the station until both cards are resolved.

### **Link to the cards:**

<https://drive.google.com/file/d/1flpPHCwJu89VjJfl6ol6GHY1cwlaMq2T/view?usp=sharing>

You are of course welcome to change the cards or create your own. Some of the effects will impact the interactions in the following stations (additional expenses, getting an extra child, having a criminal record, etc.).

Choosing not to add this station does not impact the gameplay in the following stations.



- Lottery. roll a die, if 5 or 6 get 2000 yuro
- You become a Social Media Influencer. make selfies with your perfect family and post them online, if you get at least 5 likes get a bonus from a local business (a snack)
- You go on Erasmus+ project. you make connections abroad, get a mark in ID "Youth Pass"







- You become a volunteer. collect leaves and rocks to make the local area prettier. In return get moral satisfaction (a hug).
- You get a new hobby. Spend 15 minutes making art, spend 200 yuro. Get moral satisfaction (a hug and applause).
- You become the mayor. Send invitation for a meeting to at least 3 team members and get their confirmation.
- You get a pet. Choose the animal, the breed, the name, and who is going to take care of the pet. Prove that you have at least 500 yuro to take care for the pet.
- You need to move. Spend 200 yuro and 15 min moving the rock from point A to point B.
- Twins! You get an extra child.



- You have kids with special needs. Spend 15 min carrying your egg on a spoon from point A to point B.
- Pandemic. Spend 20 min with your partner or alone in a secluded area.
- Get arrested. Spend 20 min in a secluded area alone and get a mark on your ID “history of arrests”.
- No internet. Give up your phone and spend 15 min in a secluded area.
- You get fired. Fill in the support voucher.
- Family emergency (death in the family / have to travel to pick someone up). Go to the medical station to visit your family member and return.
- Cost of living crisis.
- You have mental health issues. Take a retreat. Walk alone for 10 min, leave the kid with spouse.
- Natural disaster. Vcheck with at least 3 other group members if they are safe after the earthquake.
- Child is sick. Crack their egg.



# Station 4: Healthcare

**(Facilitator: Person 1 or Person 5)**



## Setting the Scene:

At Station 4, participants encounter a simulated hospital setting where they interact with the **healthcare system**. Here, participants will learn about the costs associated with raising their "child" (represented by their egg) and experience how different identity factors—such as gender, government type, and sexual orientation—affect access to healthcare.

**Facilitator Script Example:** "Welcome to the hospital. In this station, you'll have to consider the healthcare needs of your family and the costs for raising your child. Some of you might need to do mandatory testing and all of you will have to deal with expenses of raising your child."

## Healthcare Access Based on Identity:

Participants with certain identities will experience "mandatory testing" namely:

**Gay or Trans Participants must wait 15 minutes** for a medical test before proceeding, representing additional scrutiny they may face in accessing healthcare

### Government impact

Under a L Government: Their wait time is shorter.

Under a R Government: Their wait time is longer.

If they ask why testing, make sure to mention that their “lifestyle” puts them and others in the society into healthcare risk.

Other participants just proceed to the next step without need for testing.

Before being charged for healthcare you are again given your wage based on your ‘education’ (like Station 2):

	A	B	C
Men	2200	1600	1100
Women	1600	1100	800
non-binary, or trans	800	600	600

**Government impact**  
If you have participants with R wing government the taxes for certain groups are reduced:

	A	B	C
Men	3000	2200	1100
women	2200	1200	800
non-binary, or trans	800	600	600

## Healthcare Costs Based on Egg Condition:

Participants will now assess the **condition of their egg (child)** and must pay corresponding healthcare costs from their wages. The couple must pay the healthcare fees **together**. The state of the egg reflects the stability of their family, and they'll be charged based on its condition.

Standard:

- **Fine Egg:**  $\bar{Y}500$  (healthy child, minimal additional costs)
- **Cracked Egg:**  $\bar{Y}1,000$  (minor issues)
- **Broken Egg:**  $\bar{Y}1,500$  (significant issues)
- **No Egg** (dropped or lost):  $\bar{Y}2,000$  (intensive care, representing the high cost of child welfare services)

If they cannot afford the required amount, they will be directed to **social services** for assistance, where they'll have to wait for about 15 minutes before they can proceed.

## Government Impact: Right government:

- **Fine Egg:**  $\bar{Y}700$  (healthy child, minimal additional costs)
- **Cracked Egg:**  $\bar{Y}2,000$  (minor issues)
- **Broken Egg:**  $\bar{Y}5,000$  (significant issues)
- **No Egg** (dropped or lost):  $\bar{Y}10,000$  (intensive care, representing the high cost of child welfare services)

The prices for “unwell” eggs under the right wing government are extremely high to represent the immense difficulty to access services if they are privatized (for example cancer treatments without public healthcare). If participants cannot pay, make them wait for a long period of time (minimum 30 minutes), to represent the disruptions to their lives that such emergencies can cause.



# **STATION 5**

# **BORDER CONTROL**

**(Facilitator: Person 6 or Person 1)**



## Setting the Scene:

At **Station 6**, participants encounter a **border control checkpoint** that symbolizes the restrictions when attempting to enter a country with a **traditionalist view on gender and sexuality**. This station represents the obstacles and discrimination that non-cisgender, non-heterosexual people may face in such societies. It is the last station before returning to the starting point.

Set up a **physical barrier** like a rope or a marked area to represent the border. The facilitator will hold a **clipboard and stamp** to manage the entry process and ask some questions.

**Facilitator Script Example:** "Welcome to the country of Traditionalia where we take our century old traditions and customs very seriously. To enter, you'll need to answer a few questions truthfully, as any issues may lead to detention or arrest."

## Border Control Questions:

Each participant must answer a set of questions to determine their eligibility for entry. The facilitator should ask:

1. **Are you gay?**
2. **Are you married?**
3. **Are you planning to commit gay acts?**

These questions are designed to simulate the discriminatory questioning that certain groups may encounter. Based on their responses, participants will face different requirements for entry.

## Entry Rules Based on Identity:

### 1- Citizens:

- If they identify as cisgender and heterosexual, they are allowed to pass freely.
- If they disclose any non-cisgender or non-heterosexual identities (e.g., identifying as gay, trans, or non-binary), they will be detained for additional questioning. The facilitator may take their IDs, and participants will be held "under investigation" until they choose to retract their statement. If they choose to deny their non-cis/gay identity (even if untruthfully), they may proceed with a “warning” about the traditionalist laws.

### 2- Immigrants:

- Immigrant married to a citizen: Must pay a ¥1,000 visa fee to pass.
- Immigrant couples (both non-citizens): Must have ¥2,000 total to pass. If they don't have this amount, they must wait **15 minutes** and can then proceed by paying a reduced fee of ¥500 per person.
- If unable to pay the required visa fee, they are required to wait **30 minutes** before proceeding without payment.



### 3- Gay, Trans, or Non-Cis Participants:

- **If they lie about their identity:** They follow the same rules as other participants (e.g., citizens pass freely, immigrants follow visa requirements).
- **If they disclose their gay/trans identity:** They are detained and held for "investigation." The facilitator should take their ID and inform them of the investigation, with the option to pass only if they later "deny" being gay or trans. They may be given a "warning" that non-traditional acts are illegal, allowing them to proceed while hiding their true identity.
- **Creative Solutions:** Participants can attempt creative solutions to bypass the border restrictions, though this should not be an easy option to obtain.

### Important Reminders for Facilitators:

- **Enforce Identity Hiding:** Non-cis or non-heterosexual participants have no other option but to hide their identity to avoid detention. Emphasize the discriminatory nature of this process while giving them the choice to "lie" to pass.
- **Manage Wait Times and Fees:** Track wait times and visa fees based on identity and financial status, ensuring that each participant understands the consequences of their status.
- **Encourage Creative Solutions:** Allow participants to attempt creative ways around the border restrictions, though these options should be limited and not guaranteed.

# STATION 6

## RETIREMENT

### (optional)

**(Facilitator: Person 7 or  
Person 1, Back at Home Base)**





This optional station simulates **retirement** and provides participants with a final reflection on their “life” journey. If you’d rather not do this station then participants are advised to reflect on their experience individually and meet with the rest for debriefing at a certain time (once all the walkers are back and have some minimal rest).

Participants return to the **starting point** (home base of your activity) and experience different retirement conditions based on their financial status. This station reinforces the idea that economic security—or the lack thereof—deeply affects one's quality of life in later years.

### **Setting the Scene:**

Upon arrival, participants are greeted with differing levels of comfort based on the amount of money they have accumulated throughout the simulation.

**Facilitator Script Example:** "Welcome back to the final stage of your life journey. Now, it's time to relax and reflect on all that you've experienced. You need a minimum of ¥2,000 per person at your pension account to access our VIP room, otherwise please proceed to the regular retirement room."

### **Government Impact: Left government:**

If the government is left wing, the price will be : ¥1,100

## **Retirement Conditions Based on Financial Status:**

### **1- VIP Room for Those with Money:**

- Participants with enough funds are welcomed into a **VIP room** with comfortable seating, snacks, drinks, and entertainment options. They have access to games and other ways to pass the time, simulating a more comfortable and enjoyable retirement.

### **2- Bare Room for Those Without Money:**

- Participants without enough funds are directed to a **bare room**, which may even lack chairs, representing a minimal or uncomfortable retirement setting. This space is a stark contrast to the VIP room, emphasizing the limited comfort and resources available to those without financial security.

### **3- Late Arrivals Without Retirement:**

- Some participants may arrive at this station last with too little or no time for retirement at all.

## **Final Reflection:**

Upon entering their respective rooms, participants are encouraged to **relax and reflect** on their “life” journey. This final stage serves as a moment for them to consider the impact of all the societal structures, biases, and economic factors they encountered.

**Facilitator Script Example:** "Take a moment to relax and think about the journey you've been on. Reflect on how each part of your life was shaped by the circumstances and identity you were given at birth, as well as by the systems you had to navigate."

## Debriefing Session

The debriefing session is a critical part of the Walk of Life simulation, allowing participants to process their experiences and share insights. This session will help them understand how various forms of inequality intersect and affect individuals differently. The debriefing includes **small group discussions** followed by a **plenary session** to bring everyone together.

### Step 1: Small Group Discussions

Start by dividing participants into small groups for an intimate discussion. This format allows everyone to express their thoughts freely and ensures that each participant's experience is heard. Facilitators should join each group to guide the conversation and encourage reflection.

#### Suggested Questions for Small Group Discussions:

- How did you feel after completing the activity?
- At what point did you begin to notice that you were being treated differently from others?
- Were there moments when you felt that your basic human rights were ignored? If so, which rights?
- What was it like to play a role different from your own lived experience?
- Did your character's challenges or privileges reflect real-world issues? How?

Encourage participants to discuss openly and respectfully, as each individual may have experienced the simulation differently.

## **Step 2: Plenary Discussion**

After the small group discussions, bring everyone together for a **plenary session**. This larger group discussion is an opportunity for participants to share broader reflections, learn from each other's experiences, and reveal their character roles.

### **Suggested Discussion Topics for the Plenary Session:**

#### **1- Role Revelation and Guessing Game:**

- Invite participants to guess each other's roles based on what they observed during the simulation. Then, allow everyone to reveal their roles and discuss any assumptions or surprises.

#### **2- Reflections on Treatment and Rights:**

- **Were there moments when you felt your basic rights were disregarded?**
- Ask participants to identify which human rights were at stake for their characters and discuss whether they felt they had access to those rights or if they were denied.

#### **3- Role Challenges:**

- **How easy or difficult was it to play your role?**
- Participants should consider if their role was easy to embody or if they encountered unique challenges that made them feel frustrated, isolated, or marginalized.

#### 4- Reflection on Societal Mirrors:

- **In what ways does this exercise reflect real society?**
- Facilitate a discussion on how the roles and situations in the simulation mirror societal structures and inequalities. Encourage participants to connect these experiences to real-world issues such as income inequality, discrimination, or social privilege.

#### 5- Human Rights at Stake:

- **Which human rights were at stake in your role?**
- Guide participants in identifying rights that may have been compromised, such as freedom of movement, access to healthcare, and the right to family life. Discuss the effects of these limitations on individuals and communities.

#### 6-Path to Equality:

- What first steps can be taken to address societal inequalities?
- Close the discussion by brainstorming potential solutions or actions that could promote equity and reduce oppression. This is an opportunity to introduce or reinforce terms like **oppression, equity, intersectionality, and privilege**, helping participants understand these concepts in the context of the simulation.





## Key Terms for Discussion:

- **Oppression:** Social structures or policies that create unequal power dynamics, often marginalizing certain groups.
- **Equity vs. Equality:** Equity involves giving individuals the resources and support they need to achieve fair outcomes, while equality implies providing the same resources to everyone, regardless of need.
- **Intersectionality:** The overlapping and interconnected nature of social identities (such as race, gender, and sexual orientation) and how they create unique experiences of privilege or oppression.
- **Privilege:** Advantages held by individuals or groups due to certain identities (e.g., gender, race, citizenship) that afford them benefits in society.

This debriefing session allows participants to connect their experiences in the Walk of Life to broader social concepts and issues, encouraging empathy, critical thinking, and a desire to work toward a more equitable society.



# MATERIALS NEEDED

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Here's a checklist of materials required for the Walk of Life simulation, organized by type and usage. Ensure all printed materials are prepared in advance and that facilitators have access to any necessary props.



# Printed Materials:

**Money: Printable currency for use in the simulation.**

○ Station 2 - Work: ~4000 Yuro[1] per participant, mainly 100s, 500s, 1000s, e.g for 20 pax:

- 10x50
- 40x100
- 30x200
- 30x500
- 25x1000
- 15x2000

○ Station 3 - Rent and Food: mainly 100s, 500s. As participants exchange money, there will be more money in this station than necessary:

- 10x50
- 25x100
- 15x200
- 10x500
- 0x1000
- 0x2000

○ Station 3.1 - Destiny: about 8000 Yuro, mainly to ensure there is enough for lottery. E.g.:

- 0x50
- 10x100
- 5x200
- 4x500
- 0x1000
- 2x2000



○ Station 4 - Healthcare: ~2000 Yuro[2] per participant, mainly 100s, 500s, 1000s, e.g for 20 pax:

- 10x50
- 20x100
- 15x200
- 15x500
- 12x1000
- 8x2000

○ Station 5 -Border Control: ~500 Yuro[3] per participant, mainly 100s, 500s, 1000s, e.g for 20 pax:

- 0x50
- 20x100
- 20x200
- 20x500
- 4x1000
- 0x2000

○ Station 6 Retirement: mainly 100s, 500s, 1000s. As participants exchange money, there will be more money in this station than necessary:

- 10x50
- 25x100
- 15x200
- 10x500
- 2x1000
- 0x2000



Money to download:

[https://drive.google.com/file/d/1dTahXLcm5a8S5F9wEcOOcqkoD1\\_6L3yT/view?usp=sharing](https://drive.google.com/file/d/1dTahXLcm5a8S5F9wEcOOcqkoD1_6L3yT/view?usp=sharing)

## Props and Supplies:

- Eggs: Different types of eggs (wooden, hard-boiled, and raw) to represent children at the family station.
- Spoons: For carrying raw eggs in the family station for participants with low compatibility scores.
- Markers and Pencils: For participants to fill out ID cards and complete exams.
- Food Packages + Snacks: Lunch packs for purchase and optional snacks.
- Snacks for Elderly Care Station: A variety of snacks and drinks for the VIP retirement room.
- Clipboards: One clipboard for each station facilitator to hold role-related documents and track participant interactions.
- Dice for Destiny station (can be substituted by an app simulator).
- Rope: To create a physical barrier for the border control station.
- Stamp: For facilitators at the border control station to validate documents and indicate who has been cleared for entry.

## Optional Facilitator Props:

- Hats, Sunglasses, or Other Props: To help facilitators visually distinguish themselves at each station and enhance the immersive experience.

This list ensures that each station is fully equipped for a smooth and engaging experience, with props to support the themes and roles in the simulation.





# MATERIALS

- **Test Forms:** Printable exam sheets for the education station.

**PDF:**

<https://drive.google.com/file/d/1yJtNLc9xpp9pfCUbfe8Dd3JEQpGTJRM2/view?usp=sharing>

**Editable template:**

[https://www.canva.com/design/DAGfMKgURKg/ZRljP1aMhHSrT09k\\_AxmBg/view?utm\\_content=DAGfMKgURKg&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink&mode=preview](https://www.canva.com/design/DAGfMKgURKg/ZRljP1aMhHSrT09k_AxmBg/view?utm_content=DAGfMKgURKg&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview)


- **ID Cards:** Printable character ID cards with assigned parameters (gender, citizenship, sexual orientation).

**PDF:**

<https://drive.google.com/file/d/1tbeQkfykfnBpaSOQewHpTaKkJmDluR74/view?usp=sharing>

**Editable template:**

[https://www.canva.com/design/DAGfMljOG0s/iNEg\\_WQix7O7BgyOu4-zvQ/view?utm\\_content=DAGfMljOG0s&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink&mode=preview](https://www.canva.com/design/DAGfMljOG0s/iNEg_WQix7O7BgyOu4-zvQ/view?utm_content=DAGfMljOG0s&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview)

- 
- **Station Names: Printable signs for each station to clearly mark locations.**

**PDF:**

[https://drive.google.com/file/d/1dt\\_tFFFhJI\\_TXMvFcGDy78zZOEHNQgTu/view?usp=sharing](https://drive.google.com/file/d/1dt_tFFFhJI_TXMvFcGDy78zZOEHNQgTu/view?usp=sharing)

**Editable template:**

[https://www.canva.com/design/DAGfMNLebwQ/MzsEwLcoAjWfLdegrvLHzA/view?utm\\_content=DAGfMNLebwQ&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink&mode=preview](https://www.canva.com/design/DAGfMNLebwQ/MzsEwLcoAjWfLdegrvLHzA/view?utm_content=DAGfMNLebwQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview)

- **Candidate Posters and programs (Optional): Posters and programs for the optional voting station to display candidate choices.**

**Posters (PDF)**

[https://drive.google.com/file/d/1\\_eTAsn860YzHqmLAWjOm23gWFQpCdB9S/view?usp=sharing](https://drive.google.com/file/d/1_eTAsn860YzHqmLAWjOm23gWFQpCdB9S/view?usp=sharing)

**Programs (PDF)**

[https://drive.google.com/drive/folders/19vm-g\\_qVUzqVnhWf0rAyG4rp16\\_lAqMo?usp=sharing](https://drive.google.com/drive/folders/19vm-g_qVUzqVnhWf0rAyG4rp16_lAqMo?usp=sharing)

- 
- **Government support vouchers:**

**PDF:**

<https://drive.google.com/file/d/1nuYo418dbpo4V1E9oYcDVhoKPDNltNkl/view?usp=sharing>

**Editable template:**

[https://www.canva.com/design/DAGfMKO4mso/Gaqq4yVHX7kiuL5ZmecPng/view?utm\\_content=DAGfMKO4mso&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink&mode=preview](https://www.canva.com/design/DAGfMKO4mso/Gaqq4yVHX7kiuL5ZmecPng/view?utm_content=DAGfMKO4mso&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview)

- **Destiny Cards:**

**PDF:**

<https://drive.google.com/file/d/1flpPHCwJu89VjJfl6ol6GHY1cwlaMq2T/view?usp=sharing>

**Editable template:**

[https://www.canva.com/design/DAGfMOoLkxU/qm4ATkPWsCDlfQ0oslXE3Q/view?utm\\_content=DAGfMOoLkxU&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink&mode=preview](https://www.canva.com/design/DAGfMOoLkxU/qm4ATkPWsCDlfQ0oslXE3Q/view?utm_content=DAGfMOoLkxU&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview)

**IF YOU USE THIS TOOL,  
PLEASE CONTACT US AND  
SHARE THE EXPERIENCE**



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This activity is a result of the Project KA210-YOU-F4A4F28A “I GET YOU: Innovating Gender Equality Tools for YOUTH”. It was created by Søholm 4H (Denmark) and Las Niñas del Tul (Spain) as part of an Erasmus+ Key Action 2 small project, co-funded by the European Union. As youth workers engaged with gender-related topics in our local communities, we collaborated to design this simulation to encourage exploration, reflection, and constructive dialogue about all things gender.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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