

The Mystery of Mr. H and Ms. Rights

An educational long-term
roleplay simulation
programme



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A dark, atmospheric scene of a desk or workspace. In the center, a dark-colored hat sits on a desk covered with various items. To the left, a desk lamp with a warm glow illuminates the scene. To the right, a lantern with a lit candle and a glass of water are visible. The background is a wall covered in numerous small, rectangular objects, possibly photographs or documents. The overall mood is mysterious and historical.

About the programme

An educational
long-term
roleplay simulation

About the program



This is an educational long-term role-playing simulation programme about human rights education, discrimination and more.

Duration:

The simulation programme is designed for 5 days of training and each day is a chapter.

Group:

The programme is designed for groups of 10-30 people.

Educational team:

The training programme requires a team of 3-4 trainers.

Aim:

This long-term simulation aims to introduce the concepts of human rights education in a more immersive and engaging way (simulation) to target not only participants' knowledge and skills, but also their attitudes towards human rights.

Programme developers:

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Vera Goriunova, Mateusz Górecki



SIGNS:

Immersion Element



Evidence and clues

Objectives:

- ➊ To introduce participants to basic concepts related to human rights education (e.g. need for HRE, identity, stereotypes, discrimination, inclusion, culture, humour, etc.).
- ➋ To reflect on personal attitudes and behaviours in relation to respect for human rights and the human dignity of others.
- ➌ To provide a training programme on human rights education through an engaging simulation to meet the needs of young people.

- ➍ To develop new educational tools and methods related to HRE and peace education
- ➎ To reflect on the advantages and limitations of role-playing and simulation as educational tools in HRE.

Related topics:

Human rights education, identity, intercultural learning, stereotypes, discrimination, social injustice, peace-building and conflict transformation.



TEST RUN

Programme **test run**



"Roles We Play"
training course (part.1)
Hungary
Malomkert Hotel
4-12 April 2023

TOP SECRET

Project No 2021-1-CZ01-KA220-YOU-000028508

At its core, the project aims to strengthen Human Rights Education, Education for Democratic Citizenship, Peace Education and Intercultural Education in the innovative form of longer-term simulation activities that are inherently more engaging and deeper in terms of holistic and experiential learning.

With this project we aim to share new tools and to engage and inspire youth workers, trainers and other actors in youth work practice. The project provides space to design, implement, test and evaluate the activities and to describe the methodology in detail. All in all, it will contribute to innovation and improve the quality of non-formal education.

Project Partners:

KURO HRADEC KRALOVE
(KURO)



Tegyünk Együtt Az
Ifjúságot Alapítvány (TEIS)



Platform Generation
Europa (PGE)

generation
europa

Fundacja Młodzi Dla
Europy (FMDE)



Culture Goes Europe (CGE)



suspects

Trainers team



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Human rights educator, trainer,
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a trainer, graphic facilitator, education
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Mateusz Górecki/

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International trainer and psychologist.
Facilitator of Lego serious play and
applied, impro and drama methods.



The story



The story is set in the 1930s, a time when the world was just recovering from the effects of World War I, and World War II was yet to come. The world was facing an economic crisis, the Art Deco movement and Jazz/Swing music were becoming popular.

Story short introduction:

Participants in a human rights education training find a mysterious box containing old artefacts and a 1930 newspaper article describing tragic events in the hotel where they are now staying. The article describes a crime that happened in the hotel during the Peace Conference in 1930, but the part where the murderer's name is mentioned is missing from the newspaper. The participants try to find out what happened, travel to another reality and appear in this hotel in 1930, 5 days before the peace conference was to take place. Participants must find out what happened in this hotel, help to hold the peace conference that could prevent World War 2, and find their way back to their own time and place.

Roles and facilitators

The programme developed is recommended to be delivered by 3-4 trainers/facilitators (or 2 facilitators and 1-2 actors).

Facilitator's characters

Conference Master Mr. Artur Croft

An organiser and a master of the peace conference. He is the one who initiates and organises the conference called "The Future of Peace".

An honest and proud human rights activist and peace fighter, tried to stop the 1st World War by all means and almost succeeded, but due to one person's mistake he failed. He almost lost his faith in humanity and stopped working for peace, when suddenly a new star - Ms Rights, who didn't stop fighting, but continued to fight for peace even harder, sparked his passion for peace work again. He decided never to give up the fight for peace until the last drop of his blood. When he met Mr H, he found that he was like-minded and shared the same values and beliefs. At that moment he decided that he would never let them down and would support any initiative.

So when he managed to organise this peace conference, he had no doubt who to ask for help, and although Mr. H and Ms. Rights had never presented together at an event before, fortunately they both agreed to take part in such an important conference. So Artur felt that if the world could find a solution to living in peace, it was now or never.

Inspector

Mr. Moris Brown

A detective who happened to be in the hotel on holiday.

He is the only official person here who has the legal right to lead the case. And he can recruit any civilian to help. He's not really into peace work, and after what he's seen in his work he doesn't really believe in peace, he's very sceptical and pragmatic.

He knows Ms. Rights and Mr. H. personally, because through his work he has often met them in court, especially in difficult cases, mostly related to violations of rights, facing injustice and discrimination. He knows them both and has never had any conflict with them, although they have helped to free several suspects detained by the inspector. The inspector considered it a moment of work.



Roles & Characters



Master of the Evening Tea Ms. Nora T.

A non-formal mediator, something new for our world. Non-formal practices are not common in our society and are treated more like non-serious children's games, chiromancy or even witchcraft.

Using non-formal practices, Ms T mediates conflicts, educates young people, promotes peace and explores intercultural learning through various events.

She was to take care of the informal part of the meeting by organising tea ceremonies and providing a peaceful and safe space to ensure that the formal programme was delivered in a non-violent and calm manner.

Now that Mr H and Ms Rights are gone, your role in this meeting will become more important. Your influence on the officials will be stronger.

Trainer Traveler (Name of the trainer)

A person who travels with all the participants from their reality to the new one.

She happens to have a grandmother called Olly Rights.

The special role of the "trainer traveler" allows the train to connect with the present and the real world, helping to maintain the pedagogical link with reality and to solve related unexpected scenario problems. Being a person from the same time and space as the participants gives the opportunity to communicate questions with the participants outside of the role.



Non Roleplay characters

Headliner speaker Mr. H

A human rights activist with a long history of fighting for human rights. He began his activist life for women's rights in his childhood, claiming that his mother was treated badly and he wanted to change that. As a result, he grew up and developed in this field, moving from women's equality to human rights in general. He is now a well-known human rights activist, a bright star who brings hope wherever he goes.



Star speaker Ms. Rights



A peace worker and a defender of justice and equality.

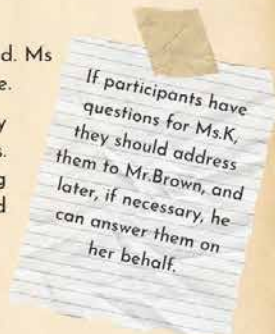
A nice lady who came out of nowhere in the social field. Nobody knows who she is or where she grew up, but at the age of 25 she stood up against inequality in the university for the rights of students. She fought for equality by avoiding riots and violence, using only peaceful methods and social approaches. After that, she became a famous activist fighting for equality and peace. She believed that equality and peace cannot be achieved through violence. She discovered many struggles and solved many conflicts.

The assistant of Ms. Rights Ms. Katelin Care (or Ms.K)

She was found in Ms Rights' room when Ms Rights was found dead. Ms K burned documents, removed fingerprints and destroyed evidence.

Naturally, she became the prime suspect and was immediately arrested and locked up in one of the hotel's basement chambers. But two points keep this seemingly obvious situation from being resolved: firstly, Ms K didn't escape when she had the chance, and secondly, she desperately claims that she didn't kill her mistress.

She remains locked up throughout the investigation, and only the Inspector has access to her for questioning if necessary.



The Housemaid Lucy

Lucy has a secret. Once, when she was cleaning Ms Right's room, she discovered a door in the wardrobe that led to the wardrobe in Mr H's room.

A housemaid who cleans the rooms of Mr H and Ms Rights. When she came in for an ordinary cleaning check, she found the body of Ms Rights in her room and discovered that Mrs K had cleaned the room and burned documents. She immediately informed the conference manager, Mr Artur Croft.

Ms. Right's daughter Ms. Olly Rights

An eighteen-year-old daughter of Ms Rights. She came here with her mother, but had a fight with her mother and left the same night her mother was found dead.

The next day she had a birthday party. She turned 18 that day and was supposed to inherit everything from her parents.

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Chapter I.

THE Travel

Part I.

Introduction and warm-up

First half of the day until lunch...



The aim of this part is to give participants space to get to know each other and to warm up their imagination, creativity, storytelling and acting skills. This part is important for participants to get to know each other, make connections and mentally prepare for the longer simulation game.

Optional Activities

SNOWBALL

(NAME GAME) - Participants in a circle say their names one by one and make a move, everyone repeats that person's name and move, and each next person repeats all the names and moves of the previous people, starting with the first person, then add their name and move, and the group repeats only the new person's name and MOVES.

MOVEMENT ACT

(working in small groups, getting to know each other, warming up, acting out) Building on the previous SNOWBALL activity.

The participants form small groups (4-5 people) and have to create a theatre sketch that combines all their MOVES, they can use their creativity to do this. The point of the activity is to get them to create sketches that include all the movements in one theatrical presentation. They are given 5 minutes to prepare. Encourage the groups to use only their movements and no additional props.

After the preparation, invite all the groups to an area and define the stage space for the acting. Other participants are asked to actively observe the performances and to guess at the end what it was about.

The group performs their sketch and the audience is asked for their interpretations. The acting group reveals its interpretation.

After the presentations, the facilitator can close with some guiding questions about the group's impressions and acting.

Optional Activities

STORY CHAIN

(small group work, getting to know each other, story telling) - Mix participants from previous small groups into new small groups. In groups, participants should share short (1 minute) stories (funny and interesting) from their lives and write down key words from the story. The next person should tell their own story based on any fact/keyword from the previous story and write their keyword at the end. Everyone has to share at least one story, but the sharing continues until the facilitator stops the process and as many stories as possible have been shared. In the end, the groups read all the keywords they have recorded.

PASSING THE BALL

(improv, warm-up, acting out)
Participants stand in a circle.

The facilitator creates an environment of curiosity that has some for people presented during the activity (bring an "imaginary ball" with a certain emotion depending on the object given). Participants are given an imaginary ball and pass it from one to another, changing its characteristics (heavy, light, ugly, fluffy, etc.) Participants have to pass it, acting according to the given way:

- The facilitator mentions a certain characteristic and creates an environment in which the participants can understand the specific way in which the imaginary ball is "made".
- The participants are asked to pass the "ball" in a circle to the left of the facilitator.
- When the "Ball" returns to the facilitator and the participants and is given another characteristic

HUMAN MACHINE

(joint group work, creativity, warm-up acting out)

The trainer indicates a certain space (shows it to the participants) where the "main stage" would be placed. Participants build a joint mechanism and place themselves in it as one of the functions of the machine, showing cyclical movement. Participants join one by one, adding functions and building joint mechanisms.

Participants, when 'placing' new elements of the machine, indicate who they are and what they are doing, and freeze in the chosen position/place. Once the machine has been created, or if there are no more people willing to join the machine, the facilitator asks all the people who have been presented on stage as a machine to 'switch it on'. All people make their own movements and sounds that they have been taught

to make when they join the stage. The facilitator thanks the participants for creating the machine and asks them to "destroy" it. Participants leave the stage. The facilitator gives several machine requests, e.g. "Ice cream machine". (or ask participants for ideas).



After the activity optional debriefing with questions given:

- How was it for you?
- Which of the given machines was the easiest/difficult to make and why?

Optional Activities

MASTER AND A CLAY

(working in pairs, creativity, warm-up acting) - Participants are divided into two even groups (so that everyone has a pair; if there is an uneven distribution of pairs, participants can form a group of three) and make two circles - inner and outer - facing each other. The inner circle will be the clay and the outer circle will be the artist creating a sculpture. And the next tasks follow:

- First, make a static sculpture
- Then add cyclical movement
- Then add the repetitive sound that the sculpture makes
- Then the Museum of Life Sculpture opens (participants could be given the name of a particular museum, e.g. Museum of Artificial Art, Ecological Field, etc.) and sculptures move in cycles as they are made and artists walk around observing other sculptures.
- Then participants change roles and repeat.



After the activity a debriefing is implemented, with questions:

- How did You feel being an artist?
- How was it for You to be clay?
- In which of those roles did you feel more comfortable?



COLUMBIAN HYPNOSIS

(working in pairs, experiencing physical movement)

A trainer divides the participants into pairs (e.g. with a person with whom a particular participant hasn't worked before, with whom they feel most confident, etc.).

One participant holds out his or her hand, palm facing forward, fingers up, at a distance of 20 to 40 centimetres from the face of another participant.

The second participant is entranced (mesmerised) and asked to maintain a constant distance between the face and the hand, with the hairline aligned with the fingertips and the chin roughly level with the base of the palm. The first participant initiates a series of movements with their hand, including vertical, horizontal and diagonal movements, as well as rotations.

The second participant must contort their body to mirror these movements, ensuring that their face and hand remain parallel and at a constant distance. If necessary, the hand used for hypnotic gestures can be changed so that the hypnotized subject manoeuvres between the legs of the other.

The movements of the hand should be noticeable and not too fast, never coming to a complete stop. The first participant tries to get the second to assume various absurd, exaggerated and uncomfortable positions, activating muscles that are rarely used. After a few minutes, the roles are reversed, allowing both participants to experience being both follower and leader. Finally, both participants can extend a hypnotic hand, taking on both roles simultaneously.

Part 2. Entering after lunch...



The aim of the second part is to get participants into the role-playing mood, encourage imagination, storytelling, and improvisation state of mind prepare them for entering the simulation, and then through several activities and transition actions bring them into the role-play simulation and introduce the new world they will be acting in for the next upcoming days

Optional Activities

ACTING STORIES

(small group work, creativity, warm-up acting) - Building on MAKING FAIRY-TALE, groups need to prepare a short performance (3-4 min) of the FINAL STORY they received at the end of the previous activity.

The instructions given include:

- Participants have 5 minutes to prepare

- Read the whole final story and assign roles/characters.

- All participants in the group should be actively involved in the play itself.

- Participants are asked not to use props and to be more creative in their preparation (use of metaphors, body language, etc.).

After 5 minutes of preparation, the facilitator invites all the groups to an area, dividing the space into a stage (where all the performances will take place) and an audience area (where all the other groups, except the performing group, will be placed). The participants from the audience are given instructions to actively observe each of the performances and later make their own interpretation of it). The facilitator asks one of the groups to come on stage and stand in their own/starting pose and "freeze". The participants on the stage are asked to close their eyes and follow the facilitator's questions:

- How are you?
- Where are you?
- What are you doing?
- Why are you doing it?
- What emotion are you going to start with?

After asking the above questions, participants are asked to open their eyes.

The trainer counts to 3 and the group starts to act out. When they have finished their performance, they are asked to freeze in the final positions. The facilitator asks the group to stand in a comfortable position and asks the audience for an interpretation of the play. Then go back to the acting group and ask for their interpretation. Then the groups change.

MAKING A FAIRY TALE

(small group work, creativity, storytelling) - In small groups, participants are given a piece of paper, a marker/pen and a set of story dice (5-6 dice per group). They are asked to roll all the dice with a picture on them. After rolling, they receive the number of drawings corresponding to the number of dice received from the facilitator. The participants are asked to look at the drawings and write a one-line paragraph including each of the drawings in a story that connects these story dice. The group then passes their stories to the next group in the circle and is given a new set of story cubes (in this case a set should be reduced by at least 1-2 cubes) and continues to build on previous stories using new cubes. The story goes through all the groups and then comes back to the original group. The original group is given their original story and a Dixit card. Their task is to familiarise themselves with all the work and to complete the story themselves with the given card.

- Debriefing questions:
- What was the activity like for you?
 - What was it like to create a story?
 - How did you create your characters?

Were there any surprises for you in terms of interpretations?

Session 4

The aim of this session is to introduce participants to the story, enter the simulation, introduce the environment and immerse them in the new world.

Story:

Participants gather for the programme introduction session. Unfortunately, the programme has disappeared (the trainers looked for the programme flipchart but could not find it). At the same time one of the trainers found a BOX, and in the box they found several artefacts from the past. While the other trainers look for the programme (and leave the room), one of the trainers (Trainer Traveler) stays with the group and proposes to play a storytelling game.

The trainers open the box and, one by one, reveal the objects inside.

DRAMA STIMULATORS

(Introduction of probs and story hooks)

The trainer tells the story of finding a mystery box in the attic, shows a mystery box to the group (sitting in a circle), places it in the middle, places a black cloth next to it and asks the participants to approach the box one by one, take one of the objects, present it to the whole group, describe what it represents and place it on the black cloth prepared by the trainer.

When all the objects have been presented and placed on the fabric, the trainer divides the participants into small groups.

Their task is to create their own interpretation of the story to be presented using all the objects mentioned, but they can't take these objects out of the fabric to place them in their performances.

The participants then present their stories. Afterwards, the facilitator debriefs the participants.

-How was it for you?

-Which of the stories were true?



SPOILER
These objects are the evidence of the crime, but the participants don't know it yet.

DAY 1 / Chapter I.

When the participants have finished presenting their stories, the trainer 'accidentally' finds an old newspaper (handouts page.71-72) under the box cover with an article about the murder at the Peace Conference that took place in this hotel in 1930. The newspaper has a torn edge with the name of the murderer(s), so the participants have no idea who this person is.

After reading the story, all the other trainers collect all the objects and take them out with the excuse that this object might be more important than they thought, so they will go and ask the hotel management. Remove all objects from the room, the next time participants will see these objects in the simulation.



It's important that from this point on only the trainer-traveler remains in the room with the participants and continues with the scenario.

The trainer can ask questions:

What did you learn from the story in the newspaper?

What kind of story was it?

What time, place, characters?

The aim is to get the participants involved in the story.

Then, on the basis of this story, the participants are asked to develop their own roles...



WHO AM I? "

(Immersion and enrolment) - Participants are asked to create their own possible roles, trying to imagine themselves in 1930.

"Wow, what news from this place in 1930! And if we could fantasise a bit, who do you think you'd be if you lived back then? What would be your job? Where would you live and why would you come to this place?"

Participants write these roles on a piece of paper. (Do not present, keep them for later)

When participants have finished creating their roles, move on to the next activity - THE TRANSITION.

Behind the Session

While the participants do the enrolment activity, other trainers leave the room and prepare for the new reality: changing outfits, taking on the roles (Ms. Nora T, Mr. Artur Croft and Inspector Mr. Moris Brown), preparing a tea ceremony table. It's important that the outfits reflect the time and give the participants an immediate feeling of change when they meet these characters again.

THE transition

ACTIVITY

The aim of the activity is to enter a simulation. This is a point of entry and transition from the real world to the simulation world of the 1930s.



Together with the trainer traveler, the participants perform a ritual of calling the spirits. The trainer begins the ritual by switching off the lights, sitting in a circle around the magic pentagram and lighting a candle. (The candle is held over the bowl of water). However, as the pentagram is damaged, the ritual goes wrong and instead of calling the spirits, the participants travel to the reality of these events. After the sound of thunder, the trainer drops a candle into the water.

In a few seconds, Mr. Artur Croft and Mr. Moris Broun enter with candles in their hands.

Mr. Artur and Mr. Moris have a short dialogue* introducing the participants to who they are and where they are now.

Thunder Sounds



Story:

By examining the box more carefully, the participants or trainers can find the second bottom of the box, where the magic pentagram is. (Handout page.78)

Trainer Traveler says she recognises it and that her grandmother used it to communicate with spirits from the past. Despite the fact that the pentagram is visually damaged, the trainer suggests using it to perform a ritual and call the spirits of the past to ask them who the murderer(s) is/are.

Trainer Traveler - "My grandmother Olly Rights told me how to do the ritual of calling the spirits!"



Heavy Rain Sounds



Dialogue*

Mr. Moris - I told you they were here, Mr. Artur!

Mr. Artur - Ah, Mr. Moris, as usual you are right. In fact, the rumours about your detective skills are true and you can find anyone anywhere... - says Mr. Artur with a smile, then looks around the participants and asks

Mr. Artur - young people, what are you doing here, calling a ghost?... - grinning Mr. Artur - anyway, my dear young delegates, I am glad that we found you and I would like to officially welcome you to our hotel _xXXXx_(venue name) as young guests of our peace conference. We are glad that you managed to get here on time...

Don't worry about the light, it will be fixed soon, but unfortunately because of this storm the only road to our valley is blocked by the avalanche.

But don't worry, we have everything we need to stay comfortable in the hotel. The road will be cleared for the start of the conference and nothing will stand in the way of our peace work. But I think I am talking too much...

Mr. Moris - yes, I think we can meet at the tea ceremony in the evening and answer any questions the young people may have...

Mr. Artur - You are absolutely right, Mr. Moris, young ladies and gentlemen. I would like to invite you to our tea ceremony with Madam Nora, where we can welcome you, get to know each other and answer any questions you may have... see you in a few minutes. Shall we, Mr. Moris?

Mr. Artur - Yes, Mr. Artur, see you soon, young people.

Mr. Artur and Mr. Moris leave the room.

TIME TO DIGEST AND IMMERSE IN THE WORLD

The aim of the activity is to get the participants into the simulation, to ensure immersion and understanding so that they enter the simulation and are ready to continue with the role play.

Trainer Traveller - Keep calm... Don't panic

Explain that the ritual went wrong and instead of summoning the spirits, they seem to have travelled back in time to the hotel in 1930. Tell the participants that they could be mistaken for the young delegates who are to attend the conference. So tell the participants to play along until we find out what to do and how to get back. Take the roles they have developed (from the "WHO AM I?" activity); perhaps they will help them introduce themselves and follow them to the tea ceremony.

A TEA CEREMONY

NEW REALITY IMMERSION

First, Madam Nora welcomes the participants and introduces the tea ceremony, an evening activity during which people gather to share their day's news and achievements.

The first tea ceremony must be used to introduce the simulation environment, world, background situation and characters, and to clarify and answer questions from participants.



At this point, the facilitator can answer a few more questions just to clarify and make sure that everyone in the game is ready to move on, but don't take too much time and take the participants to the Tea Ceremony, where more questions can be answered and clarified.



Over the next few days, this will be an evening activity designed to provide space for participants to reflect on their progress in storytelling and self-development. Ms Nora runs the tea ceremony; she facilitates the process, serves the tea and leads the discussions. (It would be nice to have a separate room for the tea ceremonies, which are always held there, where a pleasant, cozy atmosphere is created, the actual tea is served, and some jams, sweets and snacks are served so that the participants can immerse themselves in the process).

ACTIVITY: TEA CEREMONY



Today we are missing our two main conference speakers, Mr. H and Ms. Rights, as they have informed us that they are tired and have already gone to sleep, but tomorrow we will be happy to introduce our young generation to the brightest minds in our peace world.



Inform them that the Future of Peace Conference will take place in five days. Starting tomorrow, we have three more days of preparation, and on the fifth day we will have a conference where all the great leaders and most influential people will arrive.

Mr. Artur, the organiser of the First World Peace Conference, is happy to meet you all here. He feels that this is a unique, once-in-a-lifetime opportunity to bring such people together. He is sure that this will help to build peace for our future for the next hundred years. So even disasters like storms and avalanches will not stop us from making it happen.



great way to immerse people is to invite them to a film night where they can watch a nice film; this also helps to immerse them and introduce them to the new reality. (*It Happened One Night* (1934))

Participants should also be introduced to the idea of the conference programme and their role. They are delegates from different countries representing youth in this conference and their role is to present their vision of a peaceful future and ways for us to live in peace in the near future. But tomorrow morning you will discuss them in more detail and prepare them for the conference.

Then give space to the participants to present themselves individually, also briefly.



Again, remind them that the road is blocked, but not to worry. The hotel has everything it needs to stay there for weeks without connection, and anyway, by the fifth day, the road will surely be cleared and all delegates will arrive safely at the conference.

Facilitators can answer further questions about the conference and the avalanche. And add more details about the time and place of this place to ensure that the participants are immersed and immersed in the world of the story (1930, the location of the hotel).



Cinema OPTIONAL IMMERSION TOOL

Chapter II.

Identity

Part I.

Conference Plan

First half of the day until lunch...



Day two introduces the programme for the next three days and the conference framework on day five.

Day 2-4

9.30 - 11.30 - Educational programme

12.00-13.00 - Conference preparation

15.00-17.00 - Educational programme

17.30-18.30 - Conference preparation

18.30-19.00 - Evening tea

Day 5 Conference

Conference framework

Aim to educate people why/how we should live together in peace. 4 groups/4 workshops

45 minutes one workshop

Workshop - interactive creative educational activity.



Educational programme - is an educational session where participants can learn about different topics related to human rights education, discrimination and peacebuilding. It is led by one of the facilitators.

Conference Preparation - Participants work in small groups to prepare workshops for the conference: they are told beforehand that as they are part of the conference, they will also be contributing: they will present and run their workshops on the conference day, and on days 2-4 there will be time for workshop preparation and activity development.

When the presentation is finished and questions have been answered, a nervous Mr. Moris Brown enters a room and asks Mr. Artur to talk to him about a particular situation they need to deal with immediately. Mr. Moris and Mr. Artur leave the room. A trainer starts the first slot of the training programme.



Educational session on identity:

One of the main aims of the session is for participants to discover and reflect on the following questions:
Who am I? Who am I at my core? What are my values and skills? What is really important? And what is my environment? What is my identity?

For this activity, you can use LegoSeriousPlay as an approach, but feel free to explore other tools to explore this topic further. Activity plan:

LSP Warm Up: Introduce Legos and that we will use them as a metaphorical tool to learn more about ourselves. Divide participants into small groups of 5, each table has enough Lego to build with.

3 warm-up activities (each participant builds individually):

- Build a tower in 1 minute: Building/ Each participant briefly talks about their tower/ Reflection - Diversity of towers, unique approach
- Connect any 5 blocks and then add new blocks/ adjust so it shows a model of what inspires you in life: Building/ Sharing/ Reflecting - Power of metaphor
- Build a model which tells a story of a disastrous project: Building/ Sharing / Reflecting - the power of story-making in LSP

Main activity:

Now that we've warmed up a bit with Legos and seen how they can be used for self-expression, I'd like to invite you to build another model, this time you'll have more time and you can make it as detailed as you like: Please build a model that represents who you are at your core?

- Your values
- Your competencies
- What really matters?
- Your environment?

Participants are given at least 10-15 minutes to build their models, then everyone gathers in a circle with their models and shares their stories. Others ask clarifying questions as needed.

The facilitator plays a crucial role in asking exploratory questions about the model (does this brick represent something about your identity? are these 2 connected? how? etc).

After everyone has shared, the facilitator gives a red brick to each participant and asks them to put it on the place in the model that represents the most important value for them. Each person shares what they have chosen. They write a value on a piece of paper.

Reflection afterwards: How was it to build the model of your identity? What was the main focus of your model? Is there something you have understood about yourself today? what? What is your main take-away from this session?

Warm-Up: Participants are asked to continue a phrase "I am..." at least 30 times in their notebooks/ on a piece of paper.

A short reflection after the activity:

- Was it difficult/easy to write 30 facts about who you are? Why?
- What do the facts refer to most: qualities? role? activity? what do you think it says about you?



Please note that this can be a very emotional session, so it's really important to create a safe environment for participants that encourages them to explore more about themselves.

ACTIVITY: CONFERENCE PREPARATION

Participants randomly form the conference working groups (groups of 3-4 people). During this session, they first brainstorm ideas that might be interesting for them to create a workshop around. Topics, ideas, experiences, etc.

At the end of the conference preparation time (just before lunch), Mr Moris and Mr Artur came back to gather people and announce the tragic events that had taken place in our hotel. And introduce the situation.

Mr. Moris presents - Ms. Rights was found dead in her room in the morning by the handmaid.

Ms. Katelin Care, Ms. Rights' assistant, was also found in the room. Ms. Katelin Care was burning documents. Ms. Katelin Care was arrested.

Mr. H's room is next to Ms. Rights' room in the east corner of the hotel. In order to investigate what had happened, Mr. Moris tried to find Mr. H to question him, but Mr. H disappeared. The room was locked from the inside. Nobody saw him leave the room. To enter the room, Inspector Broun had to break the door down.

The only key to the room was found in the door, and the balcony door was also locked.

Unfortunately, as the road is blocked, the police cannot come until the road is cleared.

As the only official representative in the hotel, Inspector Mr Moris Brown takes charge of the investigation.

The east corner of the hotel is closed and no one but the Inspector can go there until the police arrive. And only the Inspector has access to Ms Katelin Care until the police arrive.

A BOTTLE* was found next to the body of Ms Rights. And in Mr H's room a NECKLACE* was found, which definitely did not belong to him.



After the situation and evidence have been presented, the participants can ask some questions. But Mr. Moris should stop them, write down some questions on a piece of paper and tell them that he will keep them informed about the investigation process. Let them go to lunch to digest the information

* Here and below, the items from Day 1's Mystery Box will appear as evidence in the story. Marked with this symbol



The activity starts with gathering people to progress the story line.

Mr Moris Brown has some new information to share.

He confirms that Mrs Rights has been murdered, so it's definitely a crime, and that she died somewhere in the evening of the first day, after she had gone to sleep, and after a storm had blocked the road with an avalanche, so that the murderers could come from outside and not leave the place. This means that the murderer is one of us in the hotel...

He also said that they searched the whole valley and found no trace of Mr H. He couldn't have left the valley either, because he disappeared after the storm.



At this point, an investigation corner can be set up where all the information and evidence is collected. Participants can check their information and write down their assumptions, examining evidence but not taking it out.



Mr. Moris can present an evidence corner and invite participants to help with the investigation.

Afterwards, Mr. Artur should explain that despite the tragic events, they cannot cancel the conference.

Mr. Artur - Too much effort and too much power has been invested in making this conference a reality.

Gathering such important and influential people from different, even conflicting countries in one place is great work and luck.

And I doubt that it could ever be done again. We cannot cancel or postpone it.

We will not gather them again... And the world will be in danger of a 2nd world war and I doubt if we will survive it...

So the conference will go ahead against all odds. We have lost two of the most important and influential speakers of the conference, which means that all hope now lies with you, our new generation. We will redouble our efforts and invite everyone to train you and share all the knowledge with you, and you will prepare the best workshops that will show us how we can live together in peace and build a better future.



It will explain why we are continuing to prepare for the conference despite the crime situation.

In this situation, Ms Nora kindly offered to help us with our training programme and she will lead the next session for you...



The aim of the workshop is to make a link between personal values and human rights and to discuss the importance of human rights.

Ms. Nora:

- A draft of the DECLARATION OF HUMAN RIGHTS was found in Mr H's room. He probably wanted to present it to the delegates of the conference. Let's use it and create the first draft of the Declaration of Human Rights together.

Present them with 18 fundamental human rights:

-Of course, Mr. H knew that it would be impossible to get agreement among so many different representatives to accept them all. So we would have to decide which 9 of them we would present as the most important ones. The ones with which they will start the Declaration of Human Rights.

Task: In 4 groups, prioritise the human rights in the diamond shape and choose 9 of them. And arrange them from the most important to the least important. Then merge two groups and agree on a common diamond and finally merge whole groups to agree on a common diamond.

VALUES ⇒ RIGHTS



STAGES OF NEGOTIATION



Reflection:

- What was it like to prioritise the rights? What was difficult, what was easy?
- How did you feel when your priorities were not chosen by the larger group?
- What did you discover about yourself and others as you negotiated the common diamond of rights?
- Are there any connections between the values you chose in the previous session and the idea of human rights?
- How does your personal identity as a human being relate to human rights?
- Are some human rights more important than others? For whom? For whom? Where?

ACTIVITY: CONFERENCE PREPARATION

Participants meet in a working group and decide on the idea they will develop for the conference.

Facilitators summarise CONFERENCE PREPARATION work 15 minutes before tea time to review progress, answer questions and provide support.

You can answer a few questions, but don't open a big discussion about the case. All questions can be discussed during the tea ceremony.

Also, at this point, Mr Moris can present new evidence and clues, such as the OLD COMPASS and Mr H's safe.



ACTIVITY: TEA CEREMONY



Space to reflect on the day and the progress of the case.

Ms. Nora can ask - what they have learnt today about themselves and/or their rights.

Mr. Moris can ask participants - to share their ideas, suspicions, theories and clues about who might be the murderer. Each participant writes their suspicions on the paper, Mr Moris collects them all and reads them out to the rest of the group.

The tea ceremony provides a space for sharing and evaluating the day. Use it to engage and develop the story, gather feedback and opinions.



Chapter III. Culture

Part I.

Travel to Malaila Island

First half of the day until lunch...

Malaila Island

success
of what
you did
go with it
ing behind
from it!

ACTIVITY: EDUCATIONAL PROGRAMME

Role play on intercultural learning "Malaila Island"

Aim: The aim of this exercise is to raise awareness of the cultural dimensions of different societies and to reflect on the concept of culture (based on G. Hostede) through a simulation activity.

Objectives:

- To give an alternative definition of culture that goes beyond the "iceberg".
- To explore the core cultural values that make interaction between cultures problematic.
- To explore five dimensions "to measure" cultural differences.

Instructions:

- Invite the participants to take part in a simulation activity.
- Explain that you are going to read a story about the island of Malaila and that it will help us to explore the 5 cultural dimensions of societies.
- Divide the participants into 5 groups and ask them to decide who will be who. One of them should play one of the sisters, another one of the family members.
- Give the handouts with the story, the role description (one of the sisters) and ask them to prepare for the dinner.
- They should also prepare the questions for the other sisters.



Full description of the activity can be found here. [Link](#)

The task is to convince the grandmother to move to their (the sisters') country.

Preparation: 20 min.

Simulation 30 min.

Input and debriefing 40 min.



Participants will gather in a working group and take the development of this workshop forward.



Mr Morris presents new evidence of the remains of the burned OLD PHOTOGRAPH and NOBEL PEACE PRIZE.



Part 2 Stereotype

EDUCATIONAL PROGRAMME

A set of exercises to "warm up" before staging a mini-theater forum

Exercise 1

The first exercise is based on warming up the participants by expressing their emotions.

The facilitator invites the participants to walk around the workshop room (they will use the whole room, they can walk randomly i.e. not following each other, not moving clockwise - they can use the whole room). The facilitator announces that the participants should walk around the room and count loudly from 1 to 10, using the given emotion (which will be mentioned by the facilitator during the walk, e.g. they can count angrily, happily, sadly etc., adjusting their intonation, tone, volume etc. to the given emotion). This could be adjusted by the facilitator, both the time of "placing" the participants in the particular emotion, or the amount of changes/use of the amount of emotions given, depending on the group).

The second part of the exercise: each participant chooses an animal and an emotion associated

with that animal (e.g. the participant could choose a lion and associate the animal's expression with anger). The participants are divided into pairs. In pairs they decide who will be person 'A' and who will be person 'B'. Person A starts to present his/her interpretation of the chosen animal. Person B should copy the movements and sounds of person A. After 1-2 minutes we stop the exercise. Participants in pairs are invited to share their experiences and feelings about the given roles. After sharing, participants in the same pairs change roles. Person B presents the chosen animal, person A imitates the movement and sound. After 1-2 minutes, stop the exercise. Participants in pairs are invited to share their experience and feelings about the given roles. After sharing, invite participants to share their experiences with the whole group.

Exercise 2

-All participants stand in a circle with their backs to the centre of the circle. The facilitator says a word and everyone must turn to the centre and assume the position corresponding to the word in their emotional and physical interpretation. Words/phrases used: -We divide the group into two parts - the first taking the role of observers, the second taking a position corresponding to the word and adding a short comment on the position taken. One by one they present and "freeze".

Then, after everyone's presentation, they begin to "return" to their positions, expressing their feelings with increasing intensity: softer, louder, as loud as they can. The groups are swapped - the first takes a position and repeats the above steps, the second observes. After the presentations of both groups, there is a short debriefing with an opportunity for questions:

How did they feel?

What was it like for them to take on the roles?

Which was the easiest/most difficult and why?

ACTIVITY: Stereotype

EDUCATIONAL PROGRAMME

Participants are given small pieces of paper and pens. The trainer asks the group to think individually about the word stereotypes. Participants are asked to think and write down what stereotypes they know. After 5-7 minutes, the facilitator asks participants to fold the cards and put them in a box. Then the participants are divided into 4 groups (it is possible to divide them into smaller or larger groups, depending on the total number of participants). Each group chooses several cards from the box (5-6). They are then asked to open them and read the stereotypes on them. They choose one of them to work on later. The facilitator asks all groups to prepare short presentations of 3-4 minutes on the interpretation of their chosen stereotype. He informs them that the presentations must include at least 1 person who will be the victim of the action, at least 1 oppressor. In addition, the scenes should be able to solve the problem later (e.g. we do not present abstract situations related to people under the influence of alcohol/drugs).

The first part (15-20 minutes) of the preparation is for each group to discuss the topic and create an outline of the performance. In addition, the group determines the position and role of each person (in terms of the possible role they will play in the scene).

In the second part (15-20 minutes), the facilitator asks each person in the group to prepare his/her own character in detail. Occupation, gender (2nd gender), written in the second person ("you are"), their dominant emotions, beliefs, motivation, previous experiences, age, family situation, passions/hobbies.

In the third part (20-30 minutes), the group determines the time and place of the action, the circumstances, the environment. This is also the time to try to interact and create a performance (the group can rehearse several times).

After working in groups, the facilitator invites everyone to join the whole group. He shows where the "stage" will be, where the groups will present their work and where there will be a place for the audience. The presentations follow.

DAY 3/ Chapter III.

After each group's 'first' presentation, the facilitator asks the audience to identify the situation, the victim, the oppressor and possible solutions. This is followed by a second acting out of the scene.

The facilitator can intervene using one of the following techniques:

- "hot chair" - a special chair covered with a dark cloth to which he can invite the person playing the role. The audience can ask her questions.
- Slowing the pace - at this point the presenting group acts out the scene in verbal movement.



Finally, the facilitator should do a short "De-Rolling" to give the participants a chance to "get out of their roles". This could be an energetic dance, shaking, shouting out their real names, etc. All de-rolling should be followed by a discussion.

-Space - the facilitator can determine the distance between the characters.

-One word - each person on stage acts out their character using only one chosen word that fits their character.

- The facilitator can decide with which emotions the characters have to play the scenes - Silent scene with narrator

-After each scene, one person from the audience can clap their hands and say "swap", in this situation they can swap any of the people on stage, except the oppressor, and try to resolve the conflict.



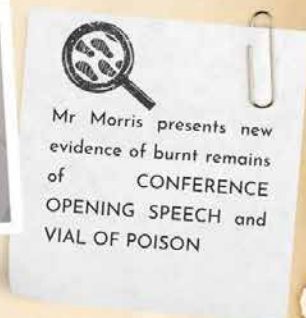
Debriefing questions:

- How did you feel during the exercise?
- What was the perceived problem?
- How was the group able to solve it?
- What prevented or encouraged them to share on stage?
- Did you observe any stereotypes? If so, which ones?
- What are stereotypes for you?
- What kind of stereotypes do you observe in your real life?
- How do you deal with them?

ACTIVITY: CONFERENCE PREPARATION

Participants meet in a working group and drive the development of these workshops.

15 minutes before tea time
Facilitators summarise
CONFERENCE
PREPARATION WORK to
review progress, answer
questions and provide support.



ACTIVITY: TEA CEREMONY

Time to reflect on the day and the progress of the case

Ms. Nora can ask - what have we learnt today?
About cultures and stereotypes?

Mr. Moris can ask - Participants to share their
ideas, suspicions, theories and clues. Write them
on the flipchart, collect them and read them out.



Chapter IV.

Discrimination

Part I.

Aliens among us

First half of the day until lunch...



"Aliens among us" activity lasts all day (in parallel with other activities), adaptation of the "Lucky UnLucky" activity based on the "blue eyes, brown eyes" experiment.

The day begins with the introduction of the Alien Identity Check.

Explain that aliens live among us and that this is normal. They came a long time ago and live peacefully among us. They look like us, have no special abilities or characteristics, but have small genetic differences. That is why we have to check them out. All the people have already done it, and we thought the newcomers (young delegates) had done it, but apparently they haven't, so we have to do it now, it's a conference requirement.

TOP SECRET

Tell the participants to draw the paper with a genetic test, i.e. just randomly taken papers with different colours: green - human, red - alien.

Through the review we have found that very few people are aliens. It is ok that we have aliens, it does not change anything, but aliens must put on tags and wear them all the time, because without them it is impossible to distinguish aliens from humans.



Aliens Rule #1:
Wear Alien Tags all the time

Scramble for Wealth and Power

Participants meet in their working groups and continue to develop their workshops. Facilitators can support them with feedback and mentoring as needed.

This activity simulates the struggle for wealth and power, inequality and the injustice of poverty.

The aim is to develop an understanding of the injustices that result from the unequal distribution of wealth and power.

Participants will distribute the world's wealth and power among themselves.

The aim of this activity is to make people aware of the unequal distribution of wealth

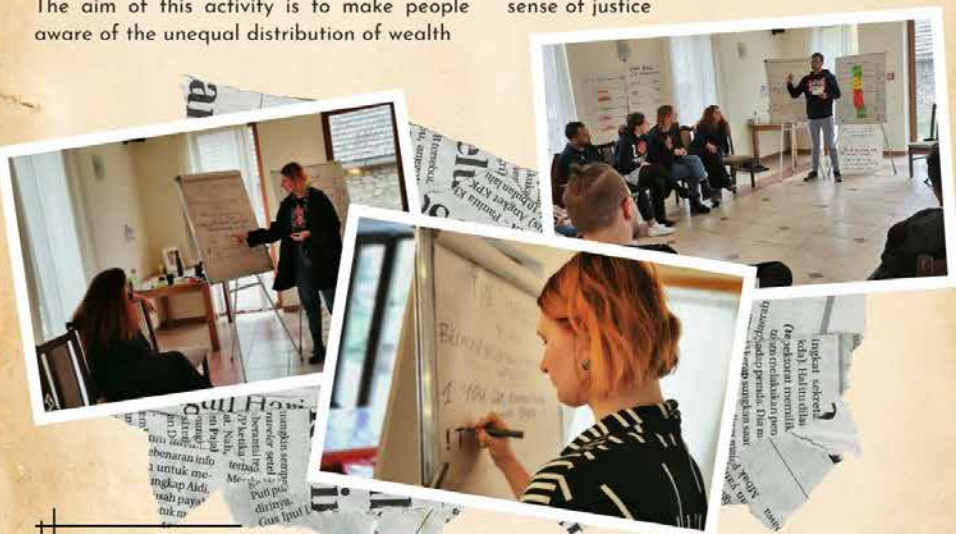
Source: COMPASS Manual for human rights education with young people © Council of Europe
Full description of the activity can be found here. [Link](#)



and power in the world, but there is a risk that it will reinforce existing inequalities. You should therefore be aware of the social and economic composition of the group and develop the discussion accordingly.

Objectives:

- To develop an understanding of the injustices that result from the unequal distribution of wealth and power
- To develop critical thinking skills
- To promote respect for human dignity and a sense of justice



At the end of the activity, the facilitator adds a new Alien Rule #2. *It is important that facilitators explain: the rules as if it's nothing special, just a small formality, because conference and international legislation... You can even say that you want to support aliens in this way etc. etc.



Aliens Rule #2:
Aliens should sit together

ACTIVITY: CONFERENCE PREPARATION

Educational activity on discrimination and social disadvantages

"Scramble for Wealth and Power"

Mr Morris - Presentation of new evidence, information and progress in the investigation.



End of Activity: Before Lunch Just before lunch, you should add a new Alien Rule #3.



Aliens Rule #3:
Humans take food first, Aliens go after humans



Part 2
Just a "joke"

EDUCATIONAL PROGRAMME

The "Just a joke" activity is an educational activity to discover different jokes related to nations, races and personalities and their effect on people and the way they form stereotypes and prejudices.

At the beginning of the activity, ask each participant to write down 1-2 jokes on separate Post-it notes. Each joke on a separate piece of paper.

DAY 4/ Chapter IV.

At the beginning of the activity, ask each participant to write down 1-2 jokes on separate Post-it notes. Each joke on a separate piece of paper.

After they have done this, ask each participant to read the joke out loud, everyone reads, laughs, etc.



After all the jokes have been presented, the facilitator asks the participants to place the joke on the scale: funny



Participants place their jokes in the quadrants and explain their choices.

Debriefing questions:

- Why did you place your joke there? What guided your choice?
- What rules/guidelines did you use to place the jokes?
- What does this scale make you think of?
- How do the jokes relate to stereotypes?
- How do the stereotypes affect discrimination?
- In what context are they acceptable/unacceptable?

After the debriefing, the facilitator presents a pyramid of HATE. Participants are then asked: where would you put your joke on this pyramid?



Source: Bookmarks
©Council of Europe
Theoretical background
can be found here
(page 168). [Link](#)



At the end of the Activity add a new Alien rule.



Aliens Rule #4:
Aliens can't start a conversation with a human unless humans start to talk with them.

ACTIVITY: CONFERENCE PREPARATION

Participants gather in a working group and finalise the workshop development process. Facilitators in the group decide on the order of the workshops and the schedule for the next day.

15 minutes before tea time Facilitators summarise CONFERENCE PREPARATION WORK to review progress, answer questions and provide support



Also, at this point Mr. Moris can present new evidence, and clues
Mr. H's DIAGNOSES and SHREDDED DNA TEST



Mr Artur tells the participants that they have been informed that a rare type of flu has recently been discovered that only affects aliens. As a result, the Aliens are required to wear sanitary masks at all times.



Aliens Rule #5:
Aliens have to wear sanitation masks at all times.



End of Activity: Aliens among us

If the participants haven't rebelled so far, stop the activity and evaluate the results. Or, if participants refuse to follow the rules, stop the activity and follow the steps to end the activity.

End the Activity:

De-roling: Ask participants to throw the alien tags into the centre of the circle and shout, "I'm no longer an alien, I'm a human NAME OF PARTICIPANT". Do additional de-rolling if necessary.

Make a Debriefing of the "Aliens among us" activity.

Debriefing questions:

- How did you feel after the activity?
- How did it feel to be an alien/human? How did your feelings change during the day?
- If you were asked to tell a short story about what happened today with aliens and humans, what would it be?
- When did the situation escalate?
- What have you done to address the discrimination?
- What did you want to do but didn't? What prevented you from taking action?
- What is your personal key takeaway from this experience?

Close the "Aliens among us" activity before the tea ceremony so that participants can steam off during tea time.



ACTIVITY: TEA CEREMONY

Space to reflect on the day and the case's progress.

Ms. Nora can ask: What have you learnt today about yourself and about discrimination?

The participants can share what the role of the aliens meant for them?

Mr. Moris can ask them to share their ideas, suspicions, theories and clues about a possible murderer. Write them down, collect them and read them out loud.



Chapter V. Resolution

Part 1.

"Peace Conference"

Mr. Artur runs the conference.



Participants present their workshops as planned in the conference framework. One group presents/facilitates, others participate in the activity. After each workshop, you could allow some time for feedback and exchange between participants and trainers and the organising team.

Mr Arthur could make an official opening statement (focusing on the importance of peace etc.), present the conference schedule and then start the workshops.

After the opening of the conference, participants run the workshops they have prepared for each other. The groups that prepared the workshop run it and others attend as participants and give feedback.

It'd be great if you could create an environment for the conference: ask participants to wear formal/smart clothes for the day, prepare a welcome banner/flipchart.



For this final you must prepare the main revelation speech of Mr Moris. You can find an example in the full story. Adapt it to the reality of your roleplay and test it before the final session. And of course be prepared to improvise...

ACTIVITY: Resolution

Presentation of all known information and evidence found so far.

Participants get together in small groups and make a final summary of their theory about the murderer and write a short summary from their group: what happened and who killed Mrs Rights?

Mr Moris reviews all the theories, information and conclusions we have come up with so far. He then gives the participants some time to go through all the evidence.

Then Mr Moris asks everyone to write their final conclusion: What happened? Why did it happen? And who is the killer?

The final suspicions are read out loud.

Mr Moris reveals the truth he has found out and reveals the real murderer, his motives and his conclusions.

In the process of revealing, Mr Moris can respond to some of the theories and ideas, explaining who the suspects were and how the evidence related to the case. And link the revelation to the students' suspicions, so that they feel they are also helping to solve the case. Finally, reveal the name of the murderer.

After the revelation, the murderer confirms that it was him and confirms Mr Moris' statement, but since the conference has ended, he has achieved his goals and has nothing to hide or regret. So he calmly agrees to the consequence and takes full responsibility.

Then Mr Moris takes the murderer out without a problem.



CONFIDENTIAL

For a clear understanding of the story and the identity of the killer, please read the full story.

All the trainers (Artur, Moris, Nora) leave the room, except the trainer Traveller. Again, "by chance", the trainer Traveller finds a missing piece of the magic pentagram, which should help the participants to return to their reality, and suggests that they repeat the ritual in order to return home.



The participants repeat the ritual again (same place, same environment, same elements), thunder rumbles, music, lights off, and this time the same trainers (playing Mr Artus and Mr Moris) enter the room as at the beginning of the role play, but this time in their original clothes.

The trainers surprise the participants by asking them where they have been for the last two hours and what they are doing in the dark room.

The trainers repeat the dialogue slightly similar to the first dialogue between Mr Moris and Mr Artur that took place on the first day during the immersion/transition session.

And she invites the participants to follow her into the workroom, where the trainers can complete the role-play simulation.

... *the end*

Epilogue

The final steps of the programme closure should include De-rolling activities to ensure that the participants' mindset has left the simulation and the roles, as well as confirming the participants' attitude towards the trainers who have just been acting as real people and not as characters they are only role-playing.

Provide space for reflection and sharing of their long-term experiences.

Finally, evaluate and close the programme.

The evaluation allows you to determine both the educational aspect and the method of the simulation programme as a tool to gather feedback and ideas for improvement. You can evaluate the simulation from different perspectives, pedagogical, structural and simulation elements (narrative, immersion and role play).



Variations & tips

First of all, treat this programme as a support tool, not a set of rules. You can change, adapt, add, cut and deconstruct this method into elements, activities and tools that are relevant to you and your environment.

From our experience and feedback from participants, we have developed ideas and possible variations for the adaptability and flexibility of this method that we would like to share with you.

PARTICIPANTS ROLES

When designing the programme we were not sure if the participants would be willing and able to stay in their roles for the 5 days. So the programme was designed to minimise their role-playing and give them more experience of being themselves in the simulation.

However, as feedback, participants expressed an interest in more role-playing for them, or even in becoming a murderer at the end of the simulation. So you can think about possible roles for the participants.

Either is just functional, so they know something extra, they have special abilities or possess key objects, or more acting roles that give them characteristics, new identities and the possibility to act out.

AI & CANVA

This is a great friend when developing collateral materials such as generating documents, newspapers, letters and other text materials. Ai is very good at generating random content and Canva has lots of templates to create them in an old style.

DURATION AND CONTENT

The duration and educational content of the programme is flexible. You can add/cut days and change content according to your educational needs.

IMMERSION+

More ideas for immersion:

Conference visuals: conference posters, bags, leaflets.

Daily newspapers with information from that period to better understand the world and its people.

If possible, get costumes and various items of clothing from that period for the participants, so that they can also change their appearance and get more into the roles.

TASKS, PUZZLES AND QUIZZES

Create a series of tasks, puzzles and quizzes to hide clues and evidence. Provide space for participants to contribute to the investigation by solving these puzzles.

ALTERNATIVE ENDINGS

Participants may (in the first few days) quickly guess what happened and why, and suggest this in one of the tea ceremonies. Be prepared to challenge this and suggest alternatives. But keep it in mind for future revisions of the story. You can solve this problem by preparing Alternative Endings and adapting your story in the process.



Full crime story description

An educational
long-term
roleplay simulation

The Mystery of Mr. H and Ms. Rights



PREFACE

April, 1930,

The First World War ended more than 10 years ago, and the world is just beginning to recover from its aftermath. But the scars of the tragedy of war and the aftermath of the devastating conflict are still fresh in people's minds and hearts.

Mr Artur Croft, a human rights and peace activist, initiated and organised the peace conference "The Future of Peace". He managed to bring together the most influential people and educators of our time.

PREFACE

The aim of the conference is to learn from the mistakes that led to the First World War and to avoid them so as not to lead the world into the Second. Mr Artur Croft believes that we have a second chance to correct our mistakes and avoid the Second World War, because he is sure that the world will not survive if it happens.

Among the invited speakers, he managed to gather well-known and influential experts such as Mrs Elen Rights, a famous peace worker and defender of justice and equality, and Mr H, a well-known human rights activist. Both were invited as headliners of the conference to ensure the quality and strength of the peaceworking message of the conference.



Also invited to the conference is Ms Nora T., a non-formal mediator whose role is to facilitate the informal part of the meeting. She will organise tea ceremonies and provide a peaceful and safe space to ensure that the formal programme remains non-violent and calm.

Finally, youth delegates, leaders and youth workers from around the world have been invited to the conference to ensure the representation of different cultures and youth as the future of our world. Their role is to share and develop future world tools, instruments and methods of human rights learning, conflict transformation and peace building to ensure a safe future and avoid the mistakes of the past.

The conference was held in a remote hotel in a small village surrounded by mountains and forests. Away from the big cities to avoid any distractions or unnecessary attention, while at the same time allowing nature to provide a calm and inspiring environment.

THE BEGINNING

The present.

Young people and youth workers take part in human rights and peacebuilding training in the present. During the introductory activities and the first sessions of the training, participants and trainers accidentally found an old box with objects from the past. The trainers suggest examining the objects and using them in the storytelling activity.

One of the trainers found an old newspaper dated 11 April 1930. In the newspaper they found an article about a terrible event that took place in this hotel in April 1930 during the peace conference "The Future of Peace". The participants found out that the main speakers, Mr H. and Mrs Rights, had been murdered. The article was supposed to name the murderer, but the part with the name was torn out. So the participants are left wondering who the murderer is.

As an improvisation activity, the participants brainstormed roles for themselves to answer the question.

Looking for the missing piece of newspaper in the box, the Trainer finds the magic pentagram on a piece of paper. The trainer recognises this magic symbol and claims that her grandmother, Olly, was a spiritualist who could call and talk to the spirits of the past and she taught her (the trainer) how to do it. So to find out who the killer is, Trainer suggests calling the spirit of the detective who solved the case, Mr Moris Brown, and asking him the name of the killer. The pentagram also seems to be a bit broken, with a piece missing. But the trainer is sure that this is not a problem, at worst nothing will happen.

So the trainer and the participants prepare a ritual and start it. But something goes wrong, suddenly the participants hear thunder, the lights go out and everyone is left in the dark with the sound of rain outside.

In a few seconds, two figures with a candlestick in their hands enter the room. In the candlelight revival, two men dressed in the old style.

"Who would I be if I lived in the 1930s?"

THE BEGINNING

A man starts talking - I told you they were here, Mr Artur!

Mr Artur replies

- Ah, Mr Moris, you are right... as usual. In fact, the rumors about your detective skills are true and you can find anyone anywhere...

- says Mr Artur with a smile, then looks around the participants and asks

- Young people, what are you doing here... calling a ghost?... - Mr Artur grins -

Anyway, my dear young delegates, I am glad that we found you and I would like to officially welcome you to our hotel as youth guests of our peace conference. We are glad that you managed to get here on time...

Don't worry about the light, it will be fixed soon, but unfortunately, because of this storm, the only road to our valley is blocked by the avalanche. But don't worry, we have everything we need to stay comfortable in the hotel. And for the start of the conference, the road will be cleared and nothing will stand in the way of our peace work.

But I think I talk too much...

- he looks at Mr Moris.

Mr Moris replied

- yes, I think we can meet at the tea ceremony in the evening and answer any questions the young people may have...

Mr Artur continues

- you are absolutely right Mr Moris, young ladies and gentlemen. We invite you to our tea ceremony with Madam Nora, where we can welcome you properly, get to know each other and answer all your questions... see you in a few minutes. Shall we, Mr Moris?

- Mr Artur points to the door through which they entered.

- Yes, Mr Artur, see you soon, young people.

- replies Mr Moris. And they both leave the room.

THE BEGINNING

Shocked and confused, the participants look around and stare at the trainer. The trainer explains that the ritual seems to have gone wrong and instead of summoning the spirits from the past, they are time-traveling back to the past when these events took place. So the trainer reassures the worried participants and tells them that she will figure out how



THE TEA CEREMONY

The participants enter the tea ceremony, where they see a large table with a nice set of crockery, biscuits, jam and some snacks. Mr Artur and Mr Moris are already sitting at the table, smiling at the participants. Above the table stands a nice lady with a tea kettle in her hand.

to get back to their reality, but she will need some time.

Also, Mr. Artur and Mr. Moris seem to recognize them as participants of the conference, youth representatives and youth workers coming from different countries. So for now, the trainer proposes to follow this legend, to pretend that they are these young leaders and youth workers and to use the personalities they have created when they improvise

"Who would I be if I lived in the 1930s?"

The participants agree and the trainer suggests going to the tea ceremony to find out more about the place and what happened there.

- Welcome my dears

- Madam Nora welcomes the participants and invites everyone to the table.

Madam Nora serves everyone tea and asks questions to start a discussion.

- How was the trip? How do you like this place?

... and so on.

THE TEA CEREMONY

When tea is served, Madame Nora suggests a short introduction session. The participants introduce themselves, as agreed, using the personalities they created earlier. Mr Artur introduces himself as the organiser of the conference. Mr Moris is introduced as a famous detective on vacation. So he just appeared to be here, but had nothing to do with the conference. Madam Nora introduced herself as a tea ceremony hostess and non-formal mediator. She is in charge of the informal part of the meeting, organising the tea ceremony and providing a safe space for sharing and communication.

Mr Artur also introduces other speakers at the conference

- Of course, I should mention our main speakers at the conference. Ms Elen Rights is a very famous peace worker and defender of justice whose work has inspired millions of people to work for peace and equality. And our second headliner, Mr H. is a well known human rights activist whose great work for people's rights has had a significant impact on all of humanity.

From the way Mr Artur introduces them, you can tell he admires them and is grateful to have them at the conference. He continues - unfortunately, you have just missed them, they have gone to their rooms to rest, but tomorrow we will introduce you to them and plan our conference together.

Then Mr Artur says a few words about the conference, the overall plan and where we are now, answers some questions and leaves the details for tomorrow. From what he says, we can tell that this conference is a very valuable event and achievement for Mr Artur and he is happy that it is taking place, especially with such important guests and great speakers.

Mr Artur also explains a bit more about the storm.

- Luckily you arrive before the storm and the avalanche.

The thunderstorm hits hard and creates a valence that blocks the entrance to the valley. But I make sure that there is nothing to worry about.

The storm calmed down and we were informed that the road would be cleared by the time of the conference.

THE TEA CEREMONY

Mr Artur continues:

- The hotel has everything to be isolated for these four days, food, electricity and supplies, so there is nothing to worry about.

The evening continued with small talks, questions and answers. Warm tea and a welcoming atmosphere make for a comfortable environment.

At the end of the evening, Mr Artur agreed to meet with the young group the next day to discuss and plan the preparations for the conference. Mr Artur also suggested a film evening. The tea ceremony ends and people go to rest.

A NEW DAY

The next day, people meet for the conference preparation and planning meeting. Mr. Artur hosts the meeting and presents the preparation process and the conference programme. He explains the role of the young delegates as young people, youth workers and representatives of different cultures and countries.

He explains that the preparation part will consist of two parts, first some workshops where they will receive some educational content and share experiences and expertise.

These content sessions will be delivered by all the experts at the conference and also Mr Moris and the trainer who will come with the group agree to share some expertise and run some workshops for the young delegates.

And secondly, to prepare their own workshop for the conference. So that in the conference, after the main speakers have presented their sessions, their young group can present their own workshops.

A NEW DAY

The aim of the workshops is to develop and share tools, instruments, sessions and methods related to human rights, peacebuilding, conflict transformation, intercultural learning, peace dialogue and other relevant topics. The young delegates will have the next few days to form the working groups and develop their working session. At the conference, they will be able to present these tools as a modern solution to the global problem of conflict and peace.

During the discussion, participants will ask questions and clarify the process, when

suddenly Mr Moris enters the room and asks Mr Artur to come with him.

- Mr Artur, I'm sorry to interrupt your briefing, but we have a situation here that requires your attention, I need to ask you to come with me. I think our lovely trainer can take the participants from here. - Mr Moris looks calm, but serious and focused.

Mr Artur and Mr Moris leave the room. The trainer runs the first session for the participants and starts the conference preparation.

THE MURDER

Just before lunch, Mr Artur calls an urgent meeting for everyone. Mr Artur looks a little nervous and pale. He begins,

- Dear friends, I'm sorry to have to tell you this, but a crime has been committed in our hotel.
- And he gives the floor to Mr Moris.

Mr Moris begins a long speech:

- Ladies and gentlemen, I regret to inform you that a murder has been committed in our hotel.

At 9:48 this morning, the housemaid, Lucy, found

Ms Rights dead in her room.

The cause of death is under investigation.

THE MURDER

Mr Moris continues:

- We have contacted the police and informed them. Unfortunately, the road is still blocked and they can't send their representatives to her now. They will come as soon as the road is cleared. So for now, as the only representative of the official authorities in this hotel, I have to take control of this investigation. So I'm going to ask a few questions and ask for your help. If anyone has any information, has seen anything, or knows anything, please let me know. I, in turn, will keep you informed and share the investigation process.

So here is what we know next. Mrs Rights was found dead in her room by housemaid Lucy. At this stage, no obvious injuries or cause of death have been established.

Also in the room with the body was Ms Katelin Carr (Ms K), Ms Right's assistant. Ms K was caught in the act of destroying evidence, erasing fingerprints and burning some documents. In connection with this, she was arrested as the main suspect in the case of Ms Right.

She denies all accusations and claims that she found Ms Rights already dead. But when asked why she didn't inform us and why she destroyed evidence, she refused to answer. Now she is being kept in an isolated room in the hotel until the police arrive. Nobody can visit her and only I can talk to her. I will interrogate her again when she calms down, so if you have any questions for her I can ask her.

Mr Moris, take a breath and go on:

- Unfortunately, this is not the only strange thing that happened this morning. After Ms Rights' body was found, we tried to talk to Mr H, who was staying in the room next to Ms Rights.

After several attempts to call Mr H, we had to break down the locked door and enter the room.

Mr H disappeared and was not seen in the room. The only key to the room was found in the door, so no one could open it, and the balcony was also locked from the inside. Once inside, nobody can leave the room...

THE MURDER

Mr H's whereabouts remain unknown. There is no explanation for this situation at the moment. Hotel staff are now carefully checking all areas of the hotel and the surrounding area in search of Mr H.

That is all for now.

Mr Brown takes a deep breath and answers questions from the participants. He then leaves to continue his investigation, promising to bring back more information after lunch.

THE INVESTIGATION, FIRST STEPS

Mr Artur gathers the participants after lunch. First, he gives the word to the investigator, Mr Moris.

- Ladies and gentlemen, I would like to inform you about the investigation. Several things are becoming clearer. One. Unfortunately, the suspicion that Ms Rights was murdered is confirmed. We found this bottle of wine that Ms Rights drank in the evening

- he shows the WINE BOTTLE and continues:

- and preliminary tests show that it was poisonous.

Of course, we cannot confirm this officially because we do not have the special equipment. But my personal expertise and first tests confirm it was poison.

I hasten to reassure you that from now on all food will be checked before being served, so we see no threat to anyone else.

Two. Mr H was not found. The area and surroundings were carefully searched but no trace of Mr H was found. A search of the room didn't reveal anything specific. We only found a woman's neckless in his cupboard, unknown to whom it belonged.

- He shows the NECKLESS

- Now we are finding out, if anyone knows who it belongs to, please let us know. At this stage, three versions are being considered. Mr H is related to and responsible for the death of Ms Rights. Mr H is another victim of the killer. or other events that led to Mr H's disappearance.

THE INVESTIGATION, FIRST STEPS

Three. Last night Mrs Rights was visited by her daughter Ms Olly. But witnesses confirm that she left just before the storm, so most likely she managed to get away before the avalanche and the roadblock. For now, the police are looking for her and will let us know if they find her.

Finally, we should find this small safe in Mr H's room, but it is locked with a password. In Mr H's note, I found the phrase "PASSWORD IS THE KEY"

- He shows the safe with the three-digit number password lock.

- This is all I have for now.

Mr Moris answers some questions and collects information from the delegates.

Mr Artur will then speak.

- Dear delegates, I know this is a tragic moment and it may not sound obvious, but we have discussed this issue with all the staff and the Inspector and decided not to cancel the conference. Inspector Brown suspected that this was a personal case, so no one else is at risk. But we agreed that if at any point he suspected that this investigation is threatening

other conference delegates, we will cancel the conference immediately.

Mr Artur, take a breath and continue.

- At the same time, from the organisers' perspective and my personal opinion, we think we should go ahead with the conference. You see, I spent years after the war in one place with such influential and important people who can build our peaceful future. And if we do not hold the conference, no, we will never be able to bring those people together again and we will lose our best chance to save the world. I know the risks, but the stakes are very high. So I invite you to support us, this is a very important point for us and for humanity.

Especially when we have lost one or two of the heads of the conference. We don't completely dismiss the possibility that Mr H is still alive and will return, but at the moment the situation looks unpleasant. That is why your role in this conference is now more important than ever.

Mr Artur looks at the delegates with sincere hope.

THE INVESTIGATION, FIRST STEPS

- We are all counting on you and your presentation at the conference. So now you will be our hope, our innovative minds and bright stars of peace. We are counting on you. And from our side, we will do our best to prepare you.

- So, in general, we will not change the plan that you will prepare the workshops during

these days and present them at the conference.

Mr Artur finishes his speech and answers questions from the participants

At the end of the day, Inspector Brown presents new evidence and organises an evidence corner where delegates can see all the information gathered so far.

ALIENS AMONG US

At some point, the young delegates who travel to this time are confronted with a completely unexpected reality. They have been introduced to the existence of aliens in this world, which also raises the question of whether they are just in the past or in an alternate reality.

The existence of aliens is explained in the next way. Aliens arrived on our planet 50 years ago. They are refugees from another planet, a dark hole destroyed their planet and they have to evacuate. The aliens came in peace and asked for asylum on our planet because the environment suits them and it is very difficult to find another planet with the same environment.

Humanity unexpectedly reacts mostly constructively and after months of negotiations agrees to accept the newcomers.

With some conditions, aliens start

to live in our world and assimilate quite quickly.

They look like humans, eat, sleep and breathe the same atmosphere. The differences are mostly genetic, medical and internal.

To help smooth assimilation some Alien voluntarily erase memory of their identity of being fully integrated.

Scientists are still researching our relationship, but some are already boldly declaring that we may be different branches of the same species.

Others, however, use our differences as an excuse to discriminate against aliens on the basis of their affiliation.

So aliens live among us, with some elements of limitation and, of course, some discrimination that leads to minor conflicts. But in general, aliens assimilate and coexist peacefully with humans in our reality.

THE INVESTIGATION PROGRESS

Over the next few days, Mr Moris discovers more and more about the case.

When THE SAFE is unlocked, Mr H's watch and a postcard are found inside.

THE WATCH - was given to Mr H as a symbol of a person ahead of his time in his humanitarian and human rights work, a symbol of a timeless progressive gentleman. The peculiarity of this symbol is that he received these watches from the Gentlemen's Club, which women are not allowed to join.

A POSTCARD - was from someone who could be a daughter of Mr H. The tone varies from sarcastic to angry.

Also, an OLD COMPASS - was found, which talks about Ms. Rights traveling past.

THE WINE BOTTLE - was a favorite of Ms Rights, but Mrs K swore that they didn't bring it with them. So if someone else brought this wine to Mrs Rights he or she must know her taste and could be someone she knew for a very long time.

AN OLD PHOTOGRAPH - of Ms Rights, telling of her rebellious past, her romantic relationship with her father's father and with a note on the back: 'For my lovely dream'. April 1912. Yours, M."

Two draft declarations were found in Mr H's papers. One

DECLARATION OF HUMAN RIGHTS (Draft)

and the second

DECLARATION OF ALIEN RIGHTS (Draft).

Two medical documents were also found.

One in Mr H's mailbox, the DIAGNOSES FORM, which states that Mr H has been struggling with an identity crisis in recent months.

Another in Ms. Rights trash is a SHREDDED DNA TEST genetic test report of an anonymous female subject confirming Alien DNA: 89%, meaning the subject was an Alien.

Inspector Brown also learned this from further interrogation:

The evening before Ms Rights was found dead, Handmade Lucy heard two voices from Ms Rights' room arguing and shouting. One voice was the voice of Ms Rights' second different man.

THE INVESTIGATION PROGRESS

Lucy also surprised the Inspector with the information that all of Mr H's clothes were in the room. As she was in charge of his wardrobe, she knew all about it. And after careful checking, she confirms that all his clothes are in the room. This is strange, did he disappear naked or did he take someone's clothes with him?

Ms Rights Olly's daughter was found in town. She was celebrating her 18th birthday and the tragic information surprised her. The inspector learned that she had argued with her mother just before she left. And now that she has turned 18, she will inherit everything from her parents.

The detained Ms K (Ms Rights' assistant) refused to answer questions about the documents she had destroyed, but among the ashes was found the burnt "conference opening speech" of Ms Elen Rights. From the remains of the speech we found out that she wanted to confess something, but the content part was burned, so we don't know what it was about.

Mr H and Ms Rights lived next door to each other in the east corner of the hotel.

Mr H and Mrs Rights might have a conflicted relationship, never having worked together before.

This conference would be the first time they were on the same stage.

Mr H was not found, no trace, no body. His fate was unknown and that was the most mysterious thing. There were two suspicions surrounding his disappearance.

The first was that he was the murderer. As the investigation revealed, he had a difficult relationship with Ms Rights and last night he could have been the second voice with whom Ms Rights argued. So he could commit a crime, kill Ms Rights and escape, but questions of where he escapes as the valley is blocked and why he escapes naked remain unclear.

Second. He could be the second victim. So he could also be dead. But of course, the main questions are: Where is the body? And why would someone hide one body and leave the other exposed?

THE INVESTIGATION PROGRESS

Finally, a significant discovery was made after searching the rooms of the hotel residents.

A VIAL OF POISON was found in Mr Artur's room. Some pieces of the deadly poison were found on the vial, confirming the poisoning of Mrs Rights.

Mr Artur is outraged and defends himself

- Of course, it's not mine, someone just planted it in my room. It's ridiculous. First of all, I'm not stupid enough to keep a weapon of crime in my room. But most importantly, I didn't want Ms Rights to die, why should I?

On the counter I admired her, and she was supposed to be the star of the conference that I value so much, so Ms Rights' death is not beneficial to me, on the contrary, it's extremely painful.

Mr Moris agrees that it is most likely an attempt to frame Mr Artur, so he does not arrest him. But the fact remains that the vial of poison was found in Mr Artur's room.

THE KEY INVESTIGATION FINDINGS

After days of investigation, Inspector Brown is able to clarify several points.

The necklace belongs to Ms Nora. She claims to have lent it to Mrs Rights and has no idea how it ended up in Mr H's room.

Mr Artur suspects Mr Moris when he finds out that Ms Rights' long-ago romantic relationship is marked on the old photo with the inscription "For my lovely dream". April 1912. Yours, M." was written by Mr Moris. Such a conclusion leads to the suspicion that Mr Moris could be the father of Mrs Olly Rights.

At the same time, the postcard found in Mr H's room, signed "your lovely daughter O.", suggests that Mr H could be the father of Ms Olly Rights.

After interviewing all the people who had seen Mrs Rights, we can assume that she died after the storm.

DNA test shredded DNA test was discovered in the rubbish of Ms. Rights, suggesting the idea of her

being an alien, which could bring complications in her work and influence.

As she has been and honorable fighter for rights, truth and justice. This theory is supported by the remains of the "conference opening speech" in which Ms. Rights planned to confess. At the same time, Mr Artur ensured that all speakers had been tested and no aliens had been identified. Both Mrs Rights and Mr H were clearly human.

After repeatedly exploring the victim's room, Mr Moris finds a secret door connecting Ms Rights and Mr H's rooms and leading outside the hotel. After revealing this to the hotel owner, they confess that they did indeed have a secret door connecting Ms Rights and Mr H's rooms and leading out of the hotel. And that Ms K (Ms Rights' assistant) contacted him in advance and negotiated for a high price so that Ms Rights and Mr H would be accommodated in that particular room and that no one would know about this passage.

THE JUSTICE OUTCOMES

THE JUSTICE OUTCOMES

The conference took place as planned, without any incidents or unexpected situations. The delegates developed their amazing workshops and planted seeds of future peace and a safe world.

Despite the fact that the young delegates are participants from the future and that in their future a second world war has taken place, they still hope that this world, where aliens live together with humans, is a different reality. They have a chance not to repeat the mistakes of our world. And that their actions would bring real change here, so they did their best to invest in it.

After the conference, Mr Moris invites everyone and informs them that he has finished his investigation and is ready to announce what happened and who is a murderer.

Mr Moris begins:

- After considering all the evidence and information available. I have come to the following conclusions.

- What we know?!

The bottle of wine tells us that whoever poisoned it knew Ms Rights and brought her her favorite wine, which makes Ms K, Ms Olly, Ms Nora, Mr Artur and even me suspects.

Mrs K was seen at the crime and was destroying some evidence that made her the prime suspect.

Ms Olly had an argument with her mother on that evening and she just turned 18 which made her the main heiress to Ms Rights' estate. But at the same time, Mrs Olly left the Velly just before the storm, so it is unlikely that she would manage to murder her mother at such a distance.

Madam Nora knew Ms Rights before, but they didn't have a warm relationship. Madame Nora is also an herbalist and knows how poison works. Finally, after the death of Ms Rights, the influence and value of Madam Nora in the conference went up.

THE JUSTICE OUTCOMES

This ambitious attitude might drive her to crime, but I doubt it. It is too significant an action to kill a person for such blurred results. But the journey of her necklaces from Mrs Rights to Mr H has an explanation.

Mr Artur, the person who was taking care of the conference more than anyone else and the death of the head speakers was not in his favor, so anything that threatened the conference was not in his interest as well as the death of Ms Rights, and he has no motive.

Me, Inspector Brown also could be one of the suspects, as yes the truth is that I knew Ms Rights a long time ago and yes we had an affair. And even the possibility that Ms Olly could be my daughter is real. But it does not affect the case of today, this is a long past story and the reason for Ms Rights' death is hidden in the present.

Of course, there were also possibilities that Mr. H. killed Ms. Rights and escaped, or that Ms. Rights committed suicide. But usually, when you commit suicide you don't poison your wine, you just take poison. And why Mr H could kill Ms Rights, we will find out shortly. So what do we know about our victims? And yes, you are right, I claim that we have two victims, Mr H and Ms Rights, and both are dead.

Mr H, a human rights activist, started his work by fighting for women's equality to human rights in general. He made significant achievements that are confirmed by the watch granted for Timeless Progressive Gentleman, although he never boasted about this award and hid it in a safe. We don't know much about him, he didn't appear in public very often and created his works mostly behind closed doors, occasionally presenting them to the public.

THE JUSTICE OUTCOMES

He may have another or another possibility that Mrs Olly Rights is his daughter. One of his last works is the Declaration Of Human Rights and the Declaration Of Alien Rights. He mysteriously disappeared from the locked room without his clothes. Finally, he has been struggling with an identity crisis in recent months.

We know a lot more about Ms Rights. Like the story of Ms Rights, the roots of this case go back a long way. It began when a young woman, Ms Elen Rights, stepped forward and began her journey of peace work. The Compass tells us about her journeys through different places and countries. A fighter for rights, truth, justice, equality and peace, her reputation was undeniable.

But even such a perfect person had her secrets. A daughter from an unknown father. Nobel Prize for work developed by Mr H. Unknown alien DNA test. Hidden door. Confession of living a lie.

And all her secrets are guarded by a very loyal assistant who would rather take the blame for murdering her lady than reveal the truth. What could be so terrible to hide? Could it be the reason for being killed? Most likely yes...

What could it be, a secret alien identity of Ms. Rights? No, Mr Artur confirms that all speakers were tested before the conference. So we can be sure that Ms Rights is human. But why has she been given an Alien DNA test, it is not her but her assistant, Ms K, who is an Alien. This partly explains her loyalty.

So what is the threatening secret that Ms. Rights wanted to confess?

Her secret love or relationship? YES... we can say so...

If we just ask several questions together, we will get the only possible answer.

THE JUSTICE OUTCOMES

- Why are Mr. Hand and Ms. Rights not working together?
- Did Ms. Rights steal Mr. H's work?
- Was Mr. H. the secret parent of Ms. Rights' daughter?
- How did the necklaces given to Ms Rights appear in Mr H's room?
- Why do Mrs. Rights and Mr. H need a passage to each other?
- Where did Mr. H disappear to when Mrs. Rights died?

And the answer is clear: Mr. H and Mrs. Rights are the same person!

This answers all questions.

Mrs Rights couldn't be seen with Mr H in this case. Mrs Rights can't steal Mr H's work, because it was her work. And the passage between the rooms requires her to change her appearance and disguise herself as Mr H.

I suppose Ms Rights started her fight for justice and equality a long time ago, did everything that was necessary and was quite successful. But at some point, she reached the "glass ceiling" where a woman's voice is not enough in a man's world. So, as a committed person, she didn't give up. She decided to create her alter ego, Mr H, who could enter doors that were closed to her and whose voice could be heard in places where she couldn't go, such as gentlemen's club. And so she began her double life. She is probably stuck in a snowball effect: the more she achieves as Mr H, the more she has to support his legend. Revealing the truth meant destroying the years of work and achievement of both Ms Rights and Mr H. I think she got tired of this double life and hiding the truth and when Mr Arture invited her to this conference she decided it was a sign or a good moment to end it.

THE JUSTICE OUTCOMES

Mr. Moris looks around and continues

Yes, it may sound uncertain. That was my conclusion based on the evidence we had. But no worries, my conclusions were confirmed this morning when I spoke to Ms K. When I expressed my conclusions, she finally gave up and started talking. She confirmed everything I said and added the missing pieces.

Ms Rights wrote a confession and thought that such a strong move could have a positive effect. She thought that starting world peace with lies was not the best idea.

Ms K on the other hand thought it was a reckless move. But she could not stop Ms Rights, she made a firm decision. Clare just followed her lady. When Ms K found Ms Rights dead, she decided that if her secret was revealed like this, it would destroy all the work and achievements of both Ms Rights and Mr H.

So she decided to protect

their secrets and destroy all evidence of their double lives.

People looked shocked, confused and puzzled.

- This is unbelievable

- said a shocked Ms Nora.

- But it doesn't explain who the murderer is.

- On the contrary, it explains everything

- the inspector objects

- with this new information, the motive becomes clearer than ever. Ms K was not the only one who knew the secret of Ms Rights and Mr H. She wanted to share her confession before the conference with the only person who had the same passion for peace and justice as she did, and the person she didn't want to frame with her unexpected revelation.

The person she told her secret to. The person who likes Ms K thinks this is a reckless act. The person who thought that coming out of Ms. Rights would destroy his year of work...

Am I right... Mr Artur?!

JOURNEY BACK

Inspector judgmental look at Mr. Artur...
Silence and tension fill the room.

Mr. Artur looks calm for the person just accused of the murder... At some point, even relief appears on his face. He breathes in, breathes out and calmly like a gentlemen start talking.

- As I already said once Mr. Moris, Rumors about your detective skills are correct and you can find anyone anywhere...

- he smiles, and continues.

- You absolutely right inspector I did it. And yes you are correct Ms. Rights wanted to relieve her soul and with her confession destroy

years of my work and chance for world peace.

I understand how it looks. But now I have nothing to hide or regret. All that I wanted was successfully implemented, the conference happened and you did a great job. no two-faced hypocrite will ruin this. Now when the conference ends, I don't mind going to jail, no worries I will not resist or try to escape, my work is done...

- He looks around at the delegates

- Now it is your turn to maintain the peace and justice and how long you can keep it depends from you.

Mr. Artur proudly stood up and Inspector Brown took him away...

JOURNEY BACK

The participants remained shocked and confused. The trainer informed the participants that in the morning the inspector had approached her and asked if she knew what it was and had given her the missing piece of the magic pentagram, he had found it in Mrs Rights' documents and didn't know if it was important or not. The trainer pretended she didn't know, but she promised to find out. So the last piece of magic is in the trainer's hands.

- So now we can go home

- the trainer announced.

She led them back to the room where they had performed the ritual the first time.

They wanted to do the ritual again with a fixed magic pentagram. Again thunder fell and the lights went out. And two figures enter the room, but this time they are the facilitators of their training from their time and reality... They successfully return home...

They have a lot to talk about, to share and to think about, but that is another story...

... the end

THE NEW YORK TIMES
THIRDS OF PRO WILCOAY



Immersion tools



**An educational
long-term
roleplay simulation**

Immersion tools

Immersion

Mr. H and Ms. Rights

Props

Choose props that are relevant to the scene, time and period and help create a realistic environment. For example, old-style paintings, old clocks or other items that fit the simulation.



Outfit

The main actors/trainers should dress according to the role.



Music

Use music and sound to transform the environment and bring vibes of the 1930s.



Vintage Music: 10 Hours



Victorian Ambience



1940s Music



Jazz & Blues

Visuals

Decorate flipcharts, handouts and other printed and drawn visuals according to the time and era





evidence and handouts

An educational
long-term
roleplay simulation

evidence and handouts

evidence

evidence

WINE BOTTLE

NECKLACE

WATCH

NOBEL PEACE PRIZE

OLD PHOTOGRAPH

OLD COMPASS

POSTCARD FROM A DAUGHTER

VIAL OF POISON

DECLARATION OF HUMAN RIGHTS (Draft)

DECLARATION OF ALIEN RIGHTS (Draft)

DIAGNOSES FORM

SHREDDED DNA TEST



01

02

03

0405

06

07

08

09

10

11

12

evidence

01 wine bottle

An empty bottle of wine was found next to Mrs Rights' body. Ms Rights' favourite wine had been poisoned.

02 NECKLACE

The necklace belongs to Madame Nora. She lent it to Ms Rights in the evening. But the next day it was found in Mr H's room because Ms Rights had left it there. Madame Nora wore this necklace at the first tea ceremony.

03 WATCH

Mr H. received it from the Gentlemen's Club as a symbol of a man ahead of his time in his humanitarian and human rights work. This is a symbol of a timeless progressive gentleman.

04 OLD COMPASS

The compass is a gift from the Captain to Ms. Rights as a thankful reminder of their journeys together to remote places where no one else was willing to help.

05 OLD PHOTOGRAPH

An art photograph of Mrs Rights in her early years. The photo was taken in 1912 as an act of protest against the rigid rules and prohibitions against women.

The back of the photo reads: "For my lovely dream. April 1912. Yours M."

06 NOBEL PEACE PRIZE

A trophy awarded to Ms. Rights for inspiring progressive policies on gender equality around the world.

07 POSTCARD

A postcard from the daughter of Mr.H. The tone varies from sarcastic to angry. This is actually a postcard from Olly to her mother, but sent and addressed to Mr. H so as not to expose Ms. Rights if it fell into the wrong hands.

08 VIAL OF POISON

It is exactly what it is. The poison that killed Ms Rights. Found in Mr Arthur's rooms. Why does he keep it? Distraction, stupidity or guilt is unknown.

09 DECLARATION OF HUMAN RIGHTS (Draft)

A Declaration Of Human Rights is a Draft of a real declaration containing 30ty main Articles and is used for educational purposes.

10 DECLARATION OF ALIEN RIGHTS (Draft)

A Draft Declaration on the Rights of Foreigners also offers an alternative perspective on rights and refugee status. Empowering narratives and thinking outside the box.

11 DIAGNOSES FORM

A medical form states diagnoses of Mr H. State that he has been struggling with an identity crisis in recent months, as a result of double life.

12 SHREDDED DNA TEST

A piece of the shredded form of the DNA test confirming Anonymous Female had been Alien. Ms Rights ordered this test but the DNA was Ms Kalin Care or Ms K, Ms Rights assistant.

handouts

Newspaper April 30 1930

Declaration Of Alien Rights (Draft)

Declaration Of Human Rights (Draft)

Conference opening speech

Personal profile of Victims, Witnesses, and Suspects

Investigation notes



Budapest



11 April, 1930

Budapest

For Immediate Release

A Hero's Fall: the Tragedy of the World Peace Conference

The World Peace Conference held at Hotel Malomker in Hungary was meant to be a historic event, bringing together the world's most powerful leaders and brightest minds to discuss the future of global peace.

The conference was organized by Mr. Artur Croft, a renowned human rights activist and peace fighter who had tried to prevent the First World War with all his might.

Despite a storm that hit the area and blocked the roads, the conference was meant to proceed without interruption. However, things took a dark turn when one of the main delegates of the conference, and the owner of a Peace Nobel prize, was found dead in her hotel room. Her death sent shockwaves throughout the conference, and another important delegate, has mysteriously disappeared from the locked room.

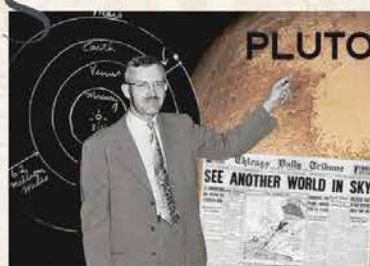
The farmhouse inspector Mr. Brown take a lead of the case.

There was a several suspects in this case. As investigation dug deeper into the facts, a lot of unpleasant details and discovered were revealed. Creasy theories surround Malomkert. Even theories about Aliens were involved. But at the end the murderer was none other else than farmhouse Mr. Artur Croft himself.

The motives behind the murder remain unclear, but it is believed that murderer may have had personal or political reasons for committing the crime. It is a shocking turn of events, given that all people on the conference had fought so hard for peace and was a hero for many.

The implications of this event on the future of global peace remain to be seen. The conference was meant to be a beacon of hope, but it has turned into a tragedy that will likely leave a lasting impact on the attendees and the world at large. The death of a Peace Nobel Laureate and the revelation of the murderer have shaken the world, leaving many to wonder what comes next.

The legacy of once seen as a hero and a beacon of hope has now been forever tarnished by flawed actions. It is a sobering reminder of the fragility of peace, and the need for constant vigilance and care to ensure that it is maintained. Our thoughts go out to the family and friends of beloved Ms. Rights, and Mr.H.



Another planet

On February 18, 1930, Tombaugh discovered the tiny, distant planet by use of a new astronomic technique of photographic plates combined with a blink microscope. His finding was confirmed by several other astronomers, and on March 13, 1930—the anniversary of Lowell's birth and of William Herschel's discovery of Uranus—the discovery of Pluto was publicly announced.

Next FIFA World Cup



The 1930 FIFA World Cup will be the inaugural FIFA World Cup, the world championship for men's national football teams. It will take place in Uruguay from 13 to 30 July 1930. FIFA, football's international governing body, selected Uruguay as the host nation, as the country would be celebrating the centenary of its first constitution and the Uruguay national football team had successfully retained their football title at the 1928 Summer Olympics. All matches will be played in the Uruguayan capital, Montevideo, the majority at the Estadio Centenario, which was built for the tournament.



Coco Chanel

French fashion designer Coco Chanel has once again proven her impeccable taste with her latest collection. Her designs, which were showcased at the Grand Palais in Paris, are a true celebration of femininity and simplicity. Chanel has always been known for her timeless style, and her new collection is no exception. She has created elegant dresses with clean lines, as well as stylish suits that are perfect for the modern woman. Her use of luxurious fabrics and understated colors creates a sophisticated and refined look that is sure to be a hit with women of all ages. One standout piece from the collection is a classic black dress that is both simple and stunning. With its clean lines and flattering silhouette, it is the perfect addition to any woman's wardrobe. Chanel has also introduced a new range of accessories, including handbags and jewelry, which perfectly complement her designs. Chanel's latest collection has already received rave reviews from fashion critics and industry insiders. It is clear that she continues to be a leading force in the fashion world, and her designs are sure to inspire women for years to come.

The construction of the Empire State Building began in March of this year, in New York City. It will be the tallest building in the world standing at 1,454 feet tall. The building is designed by architects William F. Lamb and Shreve, Lamb and Harmon, and they promise to construct it in just 12 months. Hard to believe but let's see

Gandhi's Iconic Salt March Sparks a Movement

In March 1930, Mahatma Gandhi led a march to protest British salt taxes in India, which had a profound impact on the country's struggle for independence. The Salt March, also known as the Dandi March, began on March 12, 1930, when Gandhi and a small group of followers set out on a 240-mile journey from Sabarmati Ashram to the Arabian Sea coast.

Economy and politics Senior Journalist

- ✓ In October 1929, the stock market crashed, leading to the start of the Great Depression. In 1930, the effects of the depression began to be felt around the world, with high unemployment rates and economic instability.
- ✓ In the United States, severe drought and dust storms ravaged the Great Plains region throughout the year. The Dust Bowl had a profound impact on the environment and agriculture in the region, and led to massive migration to other parts of the country.
- ✓ United States - Chrysler Building Opens. It is designed in the popular Art Deco style by architect William Van Alen. And it is the tallest building in the world at a height of 1,046 feet
- ✓ Despite assurances from President Herbert Hoover and other leaders that the crisis would run its course, matters continued to get worse, 4 million Americans looking for work could not find it. Meanwhile, the country's industrial production had dropped by half.

don't miss in movie theaters



Declaration Of Alien Rights (Draft)

"The Case for Alien Rights: Why Extraterrestrial Life Deserves Protection." This article argues that as we continue to explore the universe and potentially encounter other forms of intelligent life, we must consider the ethical and moral implications of how we treat them.

"Do Aliens Have Souls? The Spiritual and Religious Considerations of Alien Rights." This article explores how different religious and spiritual traditions view the existence and potential rights of extraterrestrial life.

"Equal Protections for All: Why Alien Rights Must Be Recognized in International Law." This article argues that current international law must be expanded to include protections for any intelligent life forms we may encounter.

"The Impact of Alien Contact on Human Society: Preparing for the Possibilities." This article considers the potential social, cultural, and economic consequences of encountering extraterrestrial life and the need to prepare for these possibilities.

"The Universal Declaration of Alien Rights: Drafting a Framework for Inclusion." This article discusses the need to create a universal declaration of rights for extraterrestrial life and the challenges that may arise in the drafting process.

"Breaking Down the Barriers: How to Overcome the 'Alien vs. Human' Dichotomy." This article addresses the need to move beyond the idea of "alien" as "other" and instead embrace a more inclusive and interconnected view of life in the universe.

"The Fight for Alien Equality: Advocating for Extraterrestrial Rights." This article profiles activists and organizations that are working to raise awareness and fight for the rights of extraterrestrial life.

"The Language Barrier: Communicating with Alien Life Forms." This article explores the challenges of communicating with potential extraterrestrial life and the need to develop methods of communication that are accessible and inclusive.

"The Ethical Implications of Alien Research: Balancing Science with Compassion." This article discusses the need to approach research on extraterrestrial life with ethical considerations and the importance of respecting the dignity and autonomy of any life form.

"A New Frontier of Social Justice: The Intersection of Human and Alien Rights." This article examines the potential for human and alien rights to intersect and how we can work towards a more just and equitable society for all beings.

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Declaration Of Human Rights (Draft)

Article 1 Right to Equality

Article 2 Freedom from Discrimination

Article 3 Right to Life, Liberty, Personal Security

Article 4 Freedom from Slavery

Article 5 Freedom from Torture and Degrading Treatment

Article 6 Right to Recognition as a Person before the Law

Article 7 Right to Equality before the Law

Article 8 Right to Remedy by Competent Tribunal

Article 9 Freedom from Arbitrary Arrest and Exile

Article 10 Right to Fair Public Hearing

Article 11 Right to be Considered Innocent until Proven Guilty

Article 12 Freedom from Interference with Privacy, Family, Home and Correspondence

Article 13 Right to Free Movement in and out of the Country

Article 14 Right to Asylum in other Countries from Persecution

Article 15 Right to a Nationality and the Freedom to Change It

Article 16 Right to Marriage and Family

Article 17 Right to Own Property

Article 18 Freedom of Belief and Religion

Article 19 Freedom of Opinion and Information

Article 20 Right of Peaceful Assembly and Association

Article 21 Right to Participate in Government and in Free Elections

Article 22 Right to Social Security

Article 23 Right to Desirable Work and to Join Trade Unions

Article 24 Right to Rest and Leisure

Article 25 Right to Adequate Living Standard

Article 26 Right to Education

Article 27 Right to Participate in the Cultural Life of Community

Article 28 Right to a Social Order that Articulates this Document

Article 29 Community Duties Essential to Free and Full Development

Article 30 Freedom from State or Personal Interference in the above Right

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Conference opening speech

Dear delegates, distinguished guests, and fellow peace activists, I stand before you today with a heavy heart and a confession to make. For far too long, I have been living a lie, pretending to be someone I am not. My name is not Elen Rights. My true identity is that of Mr. H, the individual who was slated to present at this conference. I took on this false identity for reasons that now seem foolish and misguided, and I regret the deception that I have perpetuated for so long.

As a sociologist, I have spent much of my career studying the complexities of human behavior, and yet I failed to recognize the harm that my own actions were causing. By pretending to be someone else, I have robbed myself and others of the chance for genuine connection and understanding. I have perpetuated a falsehood that has undermined the very values of honesty and transparency that I hold dear.

I stand before you today to make amends, to confess my wrongdoing, and to seek your forgiveness. I recognize that my actions have hurt many, and for that, I am truly sorry. As we come together at this Peace conference to work towards a better, more equitable future for all, I urge each and every one of us to embrace the values of honesty, integrity, and authenticity. Let us not hide behind false identities or pretenses, but instead, let us come together as our true selves, with all of our flaws, our fears, and our vulnerabilities. Only then can we truly make progress towards a more peaceful and just world.

Thank you for listening.

Ms. Elen Rights



Diagnoses form

personal information

Full Name : **Mr. H**
(please use capital)

Date Of Birth : **11** / **April** / **1892** Gender : ☒ Male ☐ Female

Address : *

ID Number : * Social Security Number : *

Status : ☒ Single ☐ Married ☐ Divorce ☐ Others

Occupation : * Are You A Retiree ? : ☐ Yes ☒ No

Diagnoses

Mr. H has been struggling with a crisis of identity in recent months. He has been feeling a sense of disorientation and detachment from his work and personality and has been questioning the meaning and purpose of his career. He has been experiencing feelings of anxiety, depression, and a sense of emptiness. Upon examination, it appears that Mr. H is experiencing a crisis of identity, which is a psychological state where an individual feels confused, uncertain, and conflicted about their sense of self. This can be a common experience for people who are undergoing significant life changes or transitions, such as career changes or personal upheavals.

Mr. H's crisis of identity may be related to his work as a human rights activist, which requires him to study and analyze the values and beliefs of groups and individuals. He may be struggling to reconcile his own values and beliefs with those of the groups he is studying, leading to a sense of disconnection and detachment.

Treatment

Treatment for Mr. H may include therapy, counseling, and self-reflection exercises to help him gain a clearer sense of his identity and purpose. With the right support and resources, Mr. H can overcome his crisis of identity and find greater meaning and fulfillment in his work and personal life.

Raja Gomes



DNA TEST Report

personal information

Full Name : **anonymous**
(please use capital)

Date Of Birth : . / . / . Gender : ☐ Male ☒ Female

Address : .

ID Number : . Social Security Number : .

Status : ☒ Single ☐ Married ☐ Divorce ☐ Others

Occupation : **earth** Are You A Retiree ? : ☐ Yes ☒ No

Diagnoses

Genetic Testing Report:

Subject: Anonymous

Gender: Female

DNA Analysis Results:

- Human DNA: 11%
- Alien DNA: 89%

Additional Notes:

After conducting a thorough analysis of the subject's DNA, we have identified a significant amount of Alien genetic material that does match known terrestrial DNA. This material appears to be consistent with samples obtained from extraterrestrial sources.

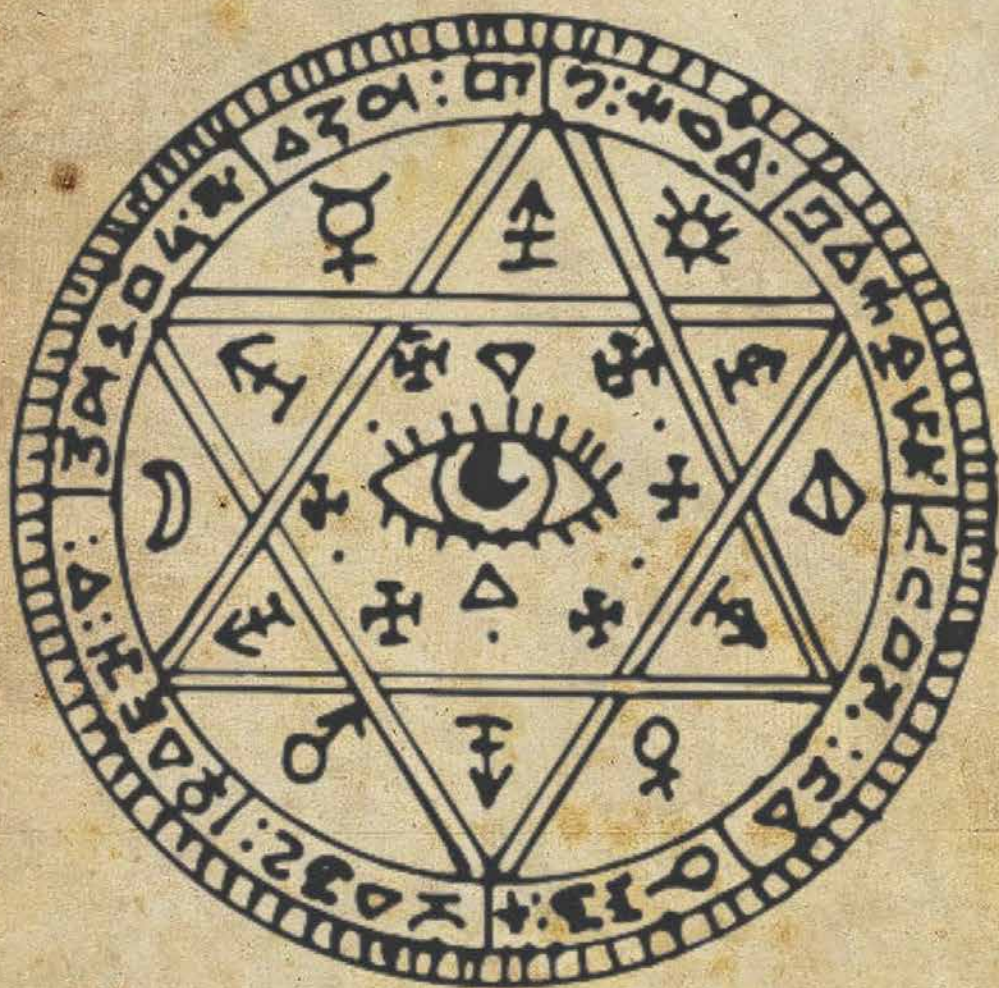
Based on our findings, we can confirm that the subject possesses genetic material that is not of Earthly origin.

Conclusion

Our findings indicate that the subject possesses a significant amount of extraterrestrial DNA, suggesting that she has an alien origin.

Please note that the subject's identity will remain anonymous in accordance with our policies on genetic testing and privacy. Further analysis and investigation may be necessary to fully understand the implications of these findings.

Dr. Kolin Storovich




Crime scene

Ms. Elen Rights - Dead




Peace worker and defender of justice and equality.

A nice lady who appeared out of nowhere in the social field. Nobody knows who she was and where she grew up, but at the age of 25 she stood up against inequality in the university for the rights of students. She fought for equality, avoiding riots and violence, using only peaceful methods and social approaches. After that, she became a famous activist fighting for inequality and peace. She believed that equality and peace cannot be achieved through violence. She discovered many struggles and solved many conflicts.




Crime scene

Mr. H - disappeared




a human rights activist, has been fighting for human rights for a long time.

He began his life as a women's rights activist as a child, claiming that his mother was treated badly and he wanted to change that. As a result, he grew up and developed in this field, moving from women's equality to human rights in general. He is now a well-known human rights activist, a bright star who brings hope wherever he goes.



Crime scene


Mr. Artur Croft



The organiser and master of the conference. Initiated and organised the conference "The Future of Peace".


An honest and courageous human rights activist and peace fighter, tried to stop the 1st World War with all means, almost managed it and due to the one guy he failed. He had almost lost his faith in humanity and stopped his peace work, when suddenly a new start Ms Rights, who didn't stop fighting, but continued to fight for peace even stronger, rekindled his passion for peace work. He decided never to give up the fight for peace until the last drop of his blood. When he met Mr H, he found someone who was like him, sharing the same values and beliefs. At that moment he decided that he would never let them down and would support any initiative.

So when he succeeded in organising this peace conference, he had no doubt who to call for help. And although Mr H and Ms Right had never appeared together before, they both agreed to take part in such an important conference. So Artur believed that if the world could find a solution to living in peace, it would be now or never.



Crime scene


Ms. Nora T.



A non-formal mediator, something new for our world. Non-formal practices are not common in our society and are treated more like something not serious, like children's games, chiromancy or even witchcraft. But Mrs Tea uses non-formal practices to mediate conflicts, educate young people, promote peace and explore intercultural learning through various events.


She was asked to take care of the informal part of the meeting. She organises tea ceremonies and provides peace and safe space to ensure that the formal programme is delivered in a non-violent and calm manner.

Now that Mr H and Mrs Rights have left, her role in this meeting is growing. Your influence with the officials will be stronger.



Crime scene

Inspector Mr. Moris Broun




A detective happened to be in the hotel on a vacation.

He is the only official person here who has the legal right to lead the case. And he can recruit any civilian to help him.

He's not much into peace work, and after what he's seen in his work, he doesn't believe in peace, very sceptical and pragmatic.

He knows Mrs. Rights and Mr. H. personally, because through his work he has often met them in court, especially in difficult cases, mostly related to violations of rights, facing injustice and discrimination. He knows them both and has never had any conflict with them. Although they helped to free several suspects detained by the inspector. The inspector considered this a moment of work.



Crime scene

Ms. Katelin Care (Ms.K)




Ms Right's assistant.

Trusted and loyal to Ms Right, she follows her around and does a lot of work for her.

She was found in Ms Right's room when Ms Right was found dead. Mrs Care has been burning documents and cleaning fingerprints. She is the prime suspect in the case.

And now she is under arrest. Only the Inspector has access to her.



Crime scene

Ms. Olly Rights

CROSS



an 18-year-old daughter of Mrs Rights.

She had arrived with her mother but had an argument with Mrs Rights and left the same night her mother was killed.

The next day she had a birthday party (she turned 18).
She will inherit everything from her parents.



Crime scene

The Housemaid Lucy

CROSS



Was cleaning the rooms of Mr. H and Ms Rights.

She found the body of Ms. Rights and Ms. K while she was cleaning the room.

She also informed the hotel administrator, Mr. Artur.



Facts known for now

- The storm brought rocks down from the mountain, blocking the only path to the well.
- It will take 3-4 days to clear the path, but by the time the conference starts the path will be cleared.
- Ms Rights was killed after the storm ended.
- Mr H - disappeared from his room. The room was locked from the inside. To enter the room, Inspector Brown must break the door. The only key to the room was found inside the door, and the balcony door was also locked.
- Mr H and Ms Rights lived next door to each other in the east corner of the hotel.
- Mr H and Ms Rights had never worked together before. This is the first time they will be performing on the same stage.
- The east corner of the hotel is closed, no one can go there until the police arrive.
- Ms Katelin Care is arrested as the main suspect. Only the inspector has access to her until the police arrive.

Nobel Peace prize

The Nobel Peace Prize is awarded annually to individuals or organisations who have made significant efforts to promote peace and resolve conflicts through diplomatic, humanitarian or other peaceful means. The Nobel Peace Prize is one of the world's most prestigious honours and is awarded in Oslo, Norway, on 10 December, the anniversary of Nobel's death. Last year, Mrs Rights received a prize for inspiring progressive policies on gender equality in the world.

People know that Mr H has been writing policy recommendations for women's equality and voting rights for several years. And tried to promote them in third countries.

A few years later, Mrs Rights lobbied for several law changes in third world countries, using policy recommendations very similar to those developed by Mr H, but reassuring that she developed them, and then she even got a Nobel Peace Prize for it.

Everyone knew that these policy recommendations were almost the same as Mr H's, who wrote them a long time ago, but as he didn't claim authorship or react publicly to them, there was no conflict about his issue.

But rumour has it that this was the reason why they didn't work together for a long time. And didn't attend the same events or work on the same issue.

clue, evidence

Watch of Mr.H

acts



Mr H. received it as a symbol of a man ahead of his time in his humanitarian and human rights work.

This is a symbol of a Timeless Progressive Gentleman.

The peculiarity of this symbol is that he received these watches from the Gentlemen's Club, which women are not allowed to join. And at the same time, he received it specifically for his work on women's rights, which makes him special. No woman could ever have a voice in this club, but a man raises the issue of the importance of women's rights and reaches the hearts of the most influential people in the world. That starts a lot of change in this area.

Why did he lock it?



clue, evidence

Old photo

acts



The woman in the photo is said to be Mrs Rights in her early years. The photograph was taken as an act of protest against the rigid rules and prohibitions against women in 1912.

The bottle in front of the naked woman represents the objectification of women in the modern world.

The bottle in the photo is also of Mrs Rights' favourite wine, "Late Harvest" from the Tokaj region of Hungary. But nobody knew that, not even my closest friend Katline Care. It looks like it was an intimate guilty pleasure that she only shared with a very special person.

And the interesting question is, who took this photo?

On the back of the photos is written:

"For my lovely dream. April 1912. Yours M."



clue, evidence

Facts and evidence

facts



Vial of Poison - The bottle was found in Mr Artur's room. A few drops of the deadly poison were found on the bottle.

Necklace (on Ms Nora) - found in Mr H's room.

Information from Handmade - she heard two voices arguing and shouting from Ms Rights' room. One voice was the voice of the second man in Mrs Rights' room.

Postcard - from someone who could be a daughter of Mr H. The tone varies from sarcastic to angry.



clue, evidence

an old Compass

facts



The compass is a gift from the Captain to Ms. Right in grateful memory of their travels together to remote places where no one else would help.

The Captain, who also retired three years ago at the age of 89, gave it to Ms. Right as a gift from her 35th university in honor of her extraordinary efforts to bring about world peace by traveling to the remotest parts of the world and helping those whom no one else cared about.



clue, evidence

DNA Test

acts



A shredded DNA test was found in the trash.

Ms. Rights was the recipient of the letter. (confidential).

However, it appears that Ms. Katelin Care, not Ms. Right, was the one who carried out the test. And it appears that Ms Right did not receive this letter.



About project



Project

The project aims to reinforce human rights education, education for democratic citizenship, peace education and intercultural education in the innovative shape of longer-term simulation activities which are by their nature more engaging and deep in terms of holistic and experiential learning.

The project provides space to design, implement, test and evaluate the activities and to describe the methodology in detail.



Partners

KURO HRADEC KRÁLOVÉ (KURO)

Tegyünk Együtt Az Ifjúsáért Alapítvány (TEIS)

Plattform Generation Europa (PGE)

Culture Goes Europe (CGE)

Fundacja Młodzi Dla Europy (FMDE)

Erasmus+



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