Participa City



Participa City - a Game to learn about Discrimination

TRAINER MANUAL

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1. Introduction

The Participa City role-play game encourages participants to reflect on and critically examine their understanding of racism. At different locations in a fictitious city, participants engage in short role-plays. In these situations they may take the role of a person affected by racism, an observer, or someone expressing racist attitudes or behaviours as part of the scenario. These situations help participants to recognise racism in everyday life and to reflect on their own behaviour.

The game scenarios were developed by using concrete, real-life situations and transferring them into game situations. The aim is to show how racist statements and actions can hurt, influence and hinder the chances of equal participation for everyone. The game is intended as an opportunity to change perspectives, acquire knowledge and broaden one's own horizons. During the game, everyone should encounter roles that they can identify with and roles that are very distant from them.

Participants should not feel afraid that their behaviour will be criticised: Therefore, it is essential that trainers create a safe and respectful space for the game. We all want to learn to be aware of racism or discriminatory behaviour in everyday life, to face and reflect the racist situations openly and to develop counterstrategies. To do this, it is sometimes necessary to reproduce racism. The basic idea of the game is that the participant has to make decisions in different roles within specific situations. Depending on how they decide, the game takes a different course. The game thus emphasises that racism is always a decision and lies in each individual's power to act.

During the game, participants visit various places in a city - Participa City - where people from different backgrounds meet every day: For example, at school, in the bus, in the kindergarten, at the train station, sports fields or playgrounds and others. They meet in their respective roles in order to exchange positions and values in dialogues. In these situations, hurdles on the path to a society free of racism become visible and tangible. After the game, an intensive reflection phase shares and highlights various perspectives of the participants about the situations and the racist incidents. Alternatives to discriminatory behaviours are elaborated and discussed.

The original game with eight scenarios was developed in Germany and then revised and extended by new scenarios to a European version with partners from Sweden, Bulgaria, France and Portugal based on a survey and concrete critical incidents. The digital game material is available in these languages on the project website (https://participa-city.eu).

2. Learning Objectives and competence-oriented Learning

2.1 Learning Objectives

The aim of the role-play game is to promote civic participation and contribute to a diverse, democratic and non-discriminatory society. Specific goals and questions include:

1) Raising awareness about racism in the course of the game: What is everyday racism? How differently is it visible depending on whether we are victims, observers, beneficiary or decision-makers?

2) Strengthening participants' ability to reflect on racism: To what extent are we all embedded in systems of racism that shape our socialisation and continue to influence society?

3) Making the consequences of racist behaviour visible: How does racism affect institutional settings? What happens if institutions do not address specific needs of cultural and ethnic minorities? Do institutions create or perpetuate barriers by not responding to challenges of marginalized groups? How does racism influence decision-makers - maybe unconsciously?

Participants can engage intensively with these questions in the game stations and the following reflection. The game also highlights everyday microaggressions experienced by people of colour and other ethnic minority groups. These experiences are explored through the scenarios in an illustrative way. Alternative options for action can also be developed, discussed and tried out in the game. The roles and situations aim to avoid stereotypical exaggeration and are based on real situations from news(papers), reports, statements from narrative interviews and a European survey.

2.2 Competence-oriented Learning

Participa City follows a competence-oriented learning approach that integrates knowledge, skills, and attitudes. Learning is understood as a progression from basic awareness (“knowing what”) to the ability to apply knowledge in new contexts (“knowing where else”). In the context of racism prevention, this means not only understanding concepts but also acting responsibly, reflecting critically, and applying inclusive values in everyday situations.

The role-play methodology supports competence development by combining cognitive learning with emotional and experiential engagement. By taking on different roles - such as affected persons, observers, bystanders, decision-makers, or perpetrators - participants encounter complex situations that require reflection and decision-making. These simulated experiences provide a safe environment to explore perspectives, question assumptions, and test alternative courses of action.

Through the scenarios, participants gain a deeper understanding of racism as a structural and systemic phenomenon. They learn to recognise mechanisms such as privilege, microaggressions, institutional bias, and intersectionality, and strengthen their ability to identify discriminatory dynamics in everyday contexts. The structured debriefing phase helps connect experiences from the simulation to broader societal systems.

At the same time, the game promotes intercultural and diversity competences, including perspective-taking, empathy, and context-sensitive interpretation of behaviour. Because the game is collaborative, participants also strengthen communication, cooperation, and conflict management skills. They learn to analyse complex situations, consider different perspectives, and develop constructive responses to discriminatory behaviour.

Finally, Participa City encourages critical thinking and social engagement. Participants reflect on assumptions, analyse power relations, and develop greater confidence in contributing to inclusive and democratic societies.

Trainers can emphasise specific competences by selecting different debriefing methods. (see table below). The methods are described in chapter 6.6.

Moderation Methods for Debriefing	Primary Competence Focus	Learning Purpose	When to Use
4F Method (Facts – Feelings – Findings – Future)	Reflective competence; critical thinking, problem-solving	Helps participants move from describing the experience to analysing it and identifying future actions.	General debriefing after the simulation to thoroughly reflect on what happened and draw conclusions
Fishbowl Discussion	Communication competence; perspective-taking; conflict-management, flexibility	Enables participants to explore different viewpoints and engage in structured dialogue while others observe.	For deepened discussion of controversial issues or conflicting perspectives
Metaphor Thinking	Reflective competence; creative interpretation; emotional processing	Encourages participants to express their experiences through metaphors, helping them articulate complex emotions and insights.	Useful when participants need distance from the experience or when emotions are difficult to verbalise directly.
Card-Based Reflection	Analytical competence; problem-solving, critical thinking	Uses story and action cards to connect game experiences with real-life situations and explore possible responses at individual and institutional levels.	After the role-play phase to deepen understanding of racism, discrimination, and possible responses.
Inclusion of Intermediate Reflection Stations	Analytical competence; problem-solving, critical thinking	Can emphasize specific areas of learning, like reconstructing inner feelings in the situation (diary), connection of the game to facts and terms (glossary, video station, information wall), role of social media in conflicts (virtual news forum)	After the game to make use of the material offered in the intermediate stations if applicable

Moderation Methods for Debriefing	Primary Competence Focus	Learning Purpose	When to Use
Case Counselling	Problem-solving competence; communication competence, collaboration competence	Participants analyse a specific situation from the simulation and collectively develop possible responses or strategies.	When a complex or challenging situation from the game should be explored in depth.
Stop – Start – Continue	Problem-solving, collaboration competence	Supports participants in identifying behaviours or strategies that should stop, start, or continue in future practice.	At the end of the training to translate learning into concrete actions.
Decision Tree	Decision-making competence, problem-solving competence, critical thinking, flexibility	Participants reconstruct the sequence of events in the simulation and analyse key turning points, decisions, and consequences or they develop a decision tree for their own organisation for transferring the lessons learnt through the game	When reflecting on complex scenarios or institutional decision-making processes.

3. Target Groups of the Participa City Game

Participa City is primarily designed for professionals who hold responsibility in public, institutional, or organisational contexts. This includes staff in public administration, educational institutions, schools, companies, social services, NGOs, and other organisations where decisions influence participation, access, and equal opportunities.

Many of these professionals act as multipliers: through their daily decisions, communication practices, and institutional routines, they shape structures that can either reproduce inequality or promote inclusion. Their professional conduct also influences colleagues, clients, pupils, and wider networks. For example, teachers can foster inclusive participation in diverse classrooms, address discriminatory comments, and model respectful interaction. Similarly, staff in administrations or companies can critically review procedures and communication practices that may unintentionally disadvantage certain groups.

Strengthening racism-prevention competences among these target groups therefore has a systemic impact. When professionals develop critical awareness of racism, intercultural competence, communication skills, and conflict management strategies, they contribute to more inclusive institutional cultures and long-term structural change.

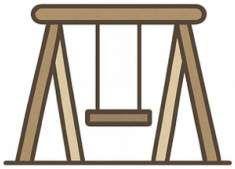
Participa City provides a reflective learning environment for this process. Through role-play and guided debriefing, participants explore complex situations, examine their own assumptions and social positioning, and reflect on implicit biases and behavioural patterns. This reflection supports more confident and responsible action in favour of democracy, human rights, and diversity.

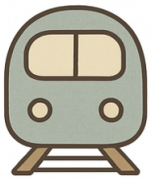
Although the main focus is on professionals in responsible or multiplier roles, the game can also be adapted to other groups. Trainers may use Participa City with vocational training groups, mixed professional teams, youth groups, or multigenerational settings. Heterogeneous groups can be particularly enriching, as different experiences and perspectives on racism become visible during the role-play and reflection phases.

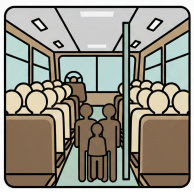
Depending on the needs and prior knowledge of the group, trainers can adapt the setting through the choice of different scenarios, reflection depth, or supporting materials (such as glossaries or recommendation cards) to ensure an appropriate and meaningful learning experience.

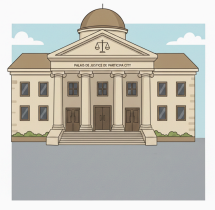
4. Overview of the Game Elements

There are in total 17 game scenarios that you can choose from those that you want to play and that are suitable to your target group. All in all, the game has 55 characters. Most scenarios are played by 4 participants, but some need only 3 or even 5 participants. Some stations cannot be played at the same time (parallel) because some characters appear in two or three different locations in the city. It is important that the same person plays the same character throughout the game. If participants stay in a role during more than one play round, the impact of facing racism at several occasions in everyday life can be simulated. You find information on this in the respective game material files.

Scenario	Description
	**School - 4 participants** Two teachers disagree with the parents about the son's educational future.
	**Employment agency - 4 participants** Two women demand support from the employees at the employment agency who do not see any chances for support.
	**Housing Market - 5 participants** Three persons are looking for a flat and talk to two employees of a housing company who have to respect decision making rules from their head office.
	**Playground - 3 participants** Three women with their children meet here and argue about the use of the swing.

Scenario	Description
	**Police - 5 participants** Two police officers suspect a geriatric nurse being a drug dealer due to his appearance.
	**Company - 3 participants** A work council member, the Management and the Human Resource Manager differ in their attitudes towards the applicants for a job position.
	**Train Station - 4 participants** Two employees at the information desk are approached by two passengers who complain about racist treatments in the train.
	**Sports Field - 4 participants** Two football players, the trainer and the referee reflect on a football match where an incident happened.

Scenario	Description
	**Bus - 4 participants** Two women of Muslim background feel unequally treated by a fellow passenger.
	**Primary school - 4 participants** A migrant mother is facing issues with the school to get support for her daughter with special needs.
	**Kindergarten - 4 participants** A mother finds her children isolated in the kindergarten and complains to a staff member, the head of the kindergarten and another mother.
	**Nursing Home - 4 participants** One elder resident rejects a nurse and causes a discussion with another nurse and the deputy head nurse.

Scenario	Description
	**Family Counselling Centre - 4 participants** A bicultural couple is in a conflictual situation with a therapist feeling not treated adequately.
	**Theatre Club - 5 participants** A group youngster and their facilitator discuss how the roles of a theatre play should be allocated.
	**Virtual Chat Group – "Behind the comments" - 4 participants** Comments about Brazilian women in an entrepreneurs' Facebook group trigger accusations of xenophobia, leading to a meeting to debate free speech, discrimination, and moderation rules.
	**Courthouse - 4 participants** A lawyer mistakes two other young lawyers of color for security guards, and they perceive this assumption as racist.

Scenario	Description
	**Hospital (4 participants):** A documentation mistake leads to a dangerous medical incident, confronting staff and relatives with questions of accountability, fairness, and prejudice.

Additional Element: The Anti-Discrimination Advisory Board (ADB):

The ADB is a non-mandatory element that can be added to each station. Members of the ADB have the task of observing the game and noting down any perceived racist remarks, actions or structures. The ADB can have 1 to 3 members in each scenario. The ADB members add a further perspective to the reflection phase. If not possible, the game can also be played without ADB.

Additional Elements: 5 Intermediate Stations

The game should be supported by 5 additional intermediate stations that can be visited individually by the participants during breaks, waiting times or specifically reserved time. Trainers can set up these stations according to their wishes and training goals and include them in the reflection phase of the game. The game can be played with any number of these extra-stations. The stations are a virtual news forum, an information wall, a glossary, a diary and a video station.

5. Overview of the Game Materials - Checklist

In order to play the game you need to print the material for the scenario you want to play. Choose the number and kind of stations according to your group size, room size and learning goals. If you want to play different scenarios at the same time (parallel), then check whether the combination of your selected scenarios is possible in this way since some characters appear in different scenarios and cannot be played at the same time. You find this information in the scenario files (see also Annex 8.1 - Game Variants).

File for each Scenario

Material for the Trainer

- General information for the trainer
- Station overview with the symbol of the station, the list of characters playing the scenario and the list of additional material provided to particular participants. All participants are shown with their icons.
- The description of the scenario including the initial situation, the perspectives established in this scenario, the game procedure and the list of material for the participants.
- An exemplified station setup which shows how the station could be set up in the room.
- Station display to indicate the place in the room where the scenario is played so that the stations can be found easily.
- Table displays according to the need which act as markers to structure the space for the scenario and provide orientation for the participants' starting position in the game.
- Name tags for all participants in the scenario to be printed and cut out.

Material for the participants

- “Welcome to Participa City” – an introductory sheet for all participants, which they should receive right at the beginning of the game according to the number of persons playing in the respective scenario. If the selected scenario is not at the beginning of the game, these pages can be ignored.
- Biography card and game instructions for the participants: Each participant is assigned a role according to the game plan and to the decision of the trainer. The participants are encouraged to identify with this person for a certain period of time. The biography card introduces the person and describes aspects of their life situation. The participants have the task of putting themselves in this person's shoes and acting from the perspective of that person in the scenarios and while visiting the intermediate stations. The game instructions explain the game procedure to the participants, the initial situation and the role of the participant in this situation so that the participant knows what is supposed to happen in this station. Each person in a station has similar basic information, but from different perspectives.
- Additional material (depending on the role): In some stations, some participants receive additional material. It contains specific instructions, background knowledge or argumentation aids to help them deal with the situation and their perspective in the station. The station overview (see above) describes exactly who receives which additional material and when.

Additional Element - File with Material for the Anti-Discrimination Advisory Board (ADB) Members

Depending on the programme of the workshop, 1-3 people might get the task of observing the playing rounds. In this file, the biography cards for 5 possible ADB members are listed as well as the introduction to the task (letter from the mayor) and the observation sheet that is needed. The trainer can choose the members for the ADB from among these 5. The file includes also the introductory sheet “Welcome to Participa City” in case there is an ADB right at the beginning of the game since the observers also need this introduction to the city and the game. You need this file only if you plan to have observers. The scenarios can also be played without ADB.

Additonal Element - File with Material for the intermediate Stations

There are 5 different optional intermediate stations that can be visited by participants during breaks, reserved times or waiting times (just print what you need). If you use intermediate stations, you should actively motivate the participants to use them at given times (e.g. before, while or after a break or during waiting times).

1) Virtual news forum: a forum for the participants to report on what "just happened" to the public in Participa City. You may either set it up on a moderation wall with blank papers for posts and pens or a laptop with a padlet and beamer for projection. Members of the Anti-Discrimination Advisory Board in particular can "publish" spontaneous posts here. However, all other participants can also comment or write their own entries or react on the posts posted. In the file, you find an exemplary design for a virtual news forum and a printable station sign.

2) Information wall: a wall where information material is provided for participants for further reading. Set up a wall where you put information on racism, racist incidents, statistics and needs for racism prevention. You may use material from the material list in the file or choose your own material. In addition, you find a printable station sign in the file.

3) Glossary: a list of definitions to display on a table. The collection of terms contains common expressions used in the discussion about racism. You find two definitions on one page. Print the definitions from the file, cut them and put them on a table. For the glossary station, there is also a printable station sign in the file.

4) Diary: diary sheets for the participants to place on a table: The diary offers the participants the opportunity for their own reflections. During the breaks or waiting times, each participant can write down what they have experienced during the game and what they want to share expressing their feelings immediately. The file provides a station sign and diary sheets for printout.

5) Video station: laptop and headphones where short video clips can be watched. Set up a laptop or tablet with headphones and choose videos for background information or short films about racial incidents or behaviours. An internet connection must be available, or the videos have to be downloaded to the computer for offline viewing before the game. In the file, you find a list of possible videos and a printable station sign.

Equipment for the Workshop to be provided

- Room dividers to separate playing spaces within the room or several rooms depending on which and how many stations you want to play
- Tables and chairs for the stations
- Tables for the material of the intermediate stations (if applicable)
- Pin walls for the information wall and the virtual news forum or a laptop with a padlet and a beamer
- Pins or adhesive tape for the posts and pens
- Plastic name badges to use the name tags
- A sound to give the acoustic signals for the start and the end of each play round (for example, a gong or something similar)
- Device(s) and headphones for playing the videos at the intermediate station (if applicable)

6. Trainers' Tasks – How to Proceed

The trainers guide the participants through the game, allocating roles and tasks. The trainers have to familiarise themselves with the whole game material in advance in order to gain a comprehensive understanding of the game and how to play it. Their task includes introducing the participants to their role profiles and ensuring that the game is carried out as intended. Ideally, the game could also be led by two persons, especially when the groups is big. Support by a technical assistance is valuable in case only one trainer leads the game.

The trainers should bring along

- experience in moderating groups and with teamwork
- experience in talking about racism, equality, inclusion and participation
- experience in simulation games is helpful, but not absolutely necessary.

Trainers who have already worked with the target group and/or similar methods can build on these experiences to create a positive and safe learning atmosphere and appealing game scenarios so that the participants can move and orientate themselves well in the game space.

The multi-perspective game is complex and requires empathetically chosen scenarios that are adapted to the specific group. The planning process and the selection of the scenarios to be played with the target group is very important.

We recommend not to play the everyday situations of the target groups if they are represented in one of the scenarios in order to avoid that the participants play themselves instead of the role. For example, police officers should not play the scenario police, kindergarten staff should not play the station kindergarten, teachers should not play the school situation. However, it might be reasonable to deviate from this recommendation if the educational objective requires it. This has to be decided very consciously. The trainers have to consider all these aspects in the workshop planning process.

6.1 Tasks before the Game

- **Preparing the workshop** - if applicable with the client (expectations and aims, target group, number of participants, location, time and others).
- **Developing a schedule for the workshop**: choosing the appropriate scenarios in terms of the target group and group size under the given time and space options. It is advisable to draw up a programme plan in which the timetables and the exact steps for the trainer are clearly defined (see example of programme planning). When planning the time, it is essential to leave time for orientation, clarification of questions, for the intermediate stations, if they are used, and for the reading phases as well as for the final debriefing.
- The **trainers should take enough time before the workshop** to familiarise themselves with all scenarios and intermediate stations in such a way that they can provide the necessary orientation easily to the participants and can answer questions of the participants.
- The **participants should play at least two scenarios** to get in the mode of playing and to feel discrimination in the game situations. Scenarios can be played subsequently or parallel if the number of participants is high enough. But not all scenarios can be played parallel, check the information in the scenario files carefully. Different variations of the game schedule and the scenario order are presented in chapter 8.
- **Defining the goals of the game** and considering the impact of specific role allocations. There are some characters who appear in a couple of scenarios, these scenarios must be played subsequently. To stay in one role only has a specific impact that might be important for the target group. To change the role can be also reasonable. If you allocate the roles of the different scenarios to the participants, consider that it is important to play the role of a victim and then change to a role of a decision-maker or vice-versa. The role orientation with a change of perspective needs to be tailored to the demands of the group. You should be well prepared how to allocate the roles to the participants.

- Deciding about the **involvement of the Anti-Discrimination Advisory Board (ADB)** or being prepared to assign it spontaneously if needed. The ADB can be used if the group is big or if the number of participants don't fit to the number of participants needed for the selected scenarios. In this case, individuals can be easily given the observing role of the ADB members. They can contribute new perspectives during the reflection phase.
- Deciding if or how to **use the intermediate stations.** They can be included differently. The participants can visit them individually if they have a waiting time. They can also be involved in the introduction to the topic of the workshop by making a tour through the intermediate stations having a look to the information wall or others. They can contribute to reflections if participants use the diary or to stimulate the playing process by posting comments in the virtual news forum. Their use has to be explained to the participants.
- **Selecting suitable debriefing methods.** The reflection and debriefing phase of the game is very important/crucial for the learning results. Enough time should be reserved, questions and methods prepared.
- **Print out the necessary documents** (game material for each scenario including the name tags, material for the Anti-Discrimination Advisory Board and the intermediate stations, if applicable).
- The **technical equipment for the video station** and the necessary furniture (see above chapter 5: Equipment for the workshop) must be prepared. Ideally, two to three rooms or a very large room should be available, which can be divided up well so that the parallel stations and intermediate stations do not interfere with each other. The Anti-Discrimination Advisory Board can be introduced to its task in a corner separated by a pin wall, for example. The intermediate stations information wall, diary, glossary and videos can also be placed there in a corner. The virtual news forum should be set up centrally.
- Reserve enough time to **prepare the room** before the workshop starts. The setup demands several steps and the use of different material. Everything has to be ready when the participants arrive and the workshop begins.
- A **technical assistant** for organisational tasks is helpful.
- Drinks and, if necessary, catering should be organised for the breaks.

6.2 Tasks at the Beginning of the Game

Before the real playing starts, it is important to introduce the topic, the game structure and the game rules to all participants. Reserve enough time for this phase. In the planning process, the time and content for the introduction phase have to be well thought about. Mention that all scenarios have been developed from real life situations.

Introduction to the topic

This aspect highly depends on the respective target group, their knowledge, experiences and interest.

Possible entry variants:

- Start right away in Participa City with the introduction to the story (“Welcome to Participa City”) and take a short tour through the intermediate stations, if used.
- Brainstorming/collection of terms on one of the topics: racism / day-to-day racism / institutional racism
- Positioning in the room on a line with two poles according to specific topics: e.g. familiarity or unfamiliarity with the topic of day-to-day racism, own experiences in working with affected target groups etc.
- Reading a text or walking along the information wall with graphics or other overview information about discrimination and racism (e.g. statistics) and start a discussion
- Starting with a quiz or questions like “Did you know that…”.

Introduction to the game

- Introduction to Participa City: General information about the game and handling of the scenarios, the Anti-Discrimination Advisory Board and the intermediate stations, if applicable, the virtual news forum and the meaning of the acoustic signal, open questions.
- “Welcome to Participa City”: Hand out this paper from the scenario files to all participants so that they get familiar with the location and idea of the game. Give time for reading.

Start the play round

- Distribution of the roles with a name tag and a biography card, participants identify themselves with the characters. Reading time has to be reserved. Make sure that everyone has understood the biography or ask for any direct questions. A good way to get into the role is to introduce oneself to the others: Who am I? Questions to support identification and make the participants familiar with the biography should be used (see below).
- Introduction to the stations: Participants are assigned to their station and receive the corresponding game instructions. Through the material they are introduced to the game scenario and receive additional material, if indicated. The time frame for the play of each station is explained as mentioned in the game instruction: reading phase to familiarise with the stations and the role in the situation (approx. 10 minutes), introductory talks if indicated (approx. 5 minutes), start and end of the actual playing phase (approx. 15-20 minutes) with an acoustic signal.
- The Anti-Discrimination Advisory Board is also introduced to its task (letter, biography card, observation sheet) and receives corresponding instructions on how to use the virtual news forum. The members of the ADB act in their respective biography.
- Intermediate stations and how to use them: Explain to the participants that these stations can be visited individually during the breaks or waiting times. Encourage the participants to actively use the virtual news forum to post experiences and criticism or the diary to note feelings and thoughts that the participant would like to share with the others later on.
- Make sure that everybody is well prepared, all material is distributed and read before you give the first acoustic signal to start playing the scenario.

It might not be easy for everyone to embody a fictional character who may have a different gender, age, origin, skin colour, opinion, attitude or job. It contributes to the quality of the game that the roles are played as easily as possible. The playing itself will not be evaluated or recognized, no brilliant acting performance is required. The roles are a means to an end, and anything that makes it easier for the participants to identify with the characters should and can be used. Good questions to support identification: How does this person walk, how does this person stand, how tall and how heavy do I imagine them to be? How comfortable do they feel in this environment? How open or how anxious, angry, stressed are they in this situation? All these aspects can be freely incorporated into the roles by the participants. And the name tags help the participants to stay in the role. After they got their name badges, the participants are called and addressed only by the role's name. Communication among the characters should be initiated to get into the role. As long as there is no information to leave the role, the participants have to stay in the role.

Encourage the participants to go as deep as possible into the roles and to play freely. The role is an important protection for playing racist incidents. It is allowed to behave in a racist manner because it is not the participant personally who acts as a racist, but the person from the biography card. Participants can be loud, sad, crying, shy – they should take the shoes and possible feelings of the person from the biography card.

The biography cards and game instructions are a kind of "skeleton", the participants can further develop the roles according to their own ideas.

6.3 Tasks during the Game

- The **trainer** must **provide orientation and structure** during the game and introduce each scenario clearly before playing. It is important that the participants understand the game procedure.
- The **Anti-Discrimination Advisory Board** may also require supervision. It should be pointed out that its function is not about criticising someone, but about providing another perspective that can facilitate learning and exchange between others. The members of the Anti-Discrimination Advisory Board are only observers and can use the virtual news forum during the game. They don't intervene in the play round or comment it.
- The **intermediate stations** sometimes need supervision, participants need to be encouraged to use these stations, especially if the tasks are not immediately understood.
- The **trainer** has not only a guiding role at the beginning of the game but may also have to **support participants** during the game if they have difficulties finding their way into the situation.
- The **trainers have the educational task** of intervening appropriately if the game stalls or goes in an undesirable direction. Freezing situations can help: everyone remains in the station at the point where a problem has arisen. The trainers can advise the participant who is unable to act so that the game can continue. It is important to ensure a good division of tasks and clear responsibilities among the trainers if they are two.
- It is possible that **parallel stations** do not run completely synchronized and end at the same moment. Extra time can be used for the intermediate stations: e.g. for diary entries, reading the glossary or the virtual news forum and entering reactions, visiting the video station or the information wall, further exchange between the participants, whereby care should be taken to ensure that the participants remain in their roles.

- **Diaries** can be “published”: The diary entries can be hung up as a gallery exhibition and read by everyone. Everyone can choose a diary written by someone else and comment on it from their personal perspective. This should be announced in advance during the introduction, so that all participants know about it and can decide what to share in the diary and what not.
- If posts in the **virtual news forum** are very hurtful, the trainer can intervene and remove offensive content. Similarly, if the game is very reserved, controversial or deliberately provocative posts can be posted in the virtual news forum to force reactions from the other participants.
- The **trainer** has to **pay attention to the overall time frame** in order to get well through the stations planned for the day and to reserve sufficient time for intermediate stations, if applicable, and especially the reflection phase at the end of the game.
- Check whether there are more phases within the play round of a certain scenario that have to be indicated to the participants (e.g. after the reading phase, there might be another short activity before the play starts).
- A **technical assistant** might be supportive for fixed organizational tasks.

6.4 Tasks at the End of the Play Round and Break

- With the second acoustic signal after the indicated time, you end the play round and ask all participants to join a short reflection round.

- This interim reflection should be done after each play round and is led by the trainer in the whole group. First, the members of the Anti-Discrimination Advisory Board, if assigned in the play round, report what they observed using their observation sheets. The other participants are then asked about the situation they went through, their impressions, feelings and assessments of the situation. It is important that the participants still report in their respective roles. This reflection round should not take longer than 15 minutes and has to be well guided. It is meant as a short feedback where the characters can share their feelings and experiences.

Helpful Methods for the interim Reflection in the Roles

a. Empathy Mapping: On a flipchart, facilitators draw four quadrants: What did the character see / hear / feel / need?

- Participants (still in their role) fill in the map.
- This visual tool helps uncover hidden needs and systemic pressures that fuel discrimination. The flipcharts can be used for further reflection in the final debriefing.

b. Constellation Reflection (Physical Method): Participants position themselves in the room according to prompts like:

- "I felt included / excluded."
- "I had power / no power."
- ...
- The facilitator invites participants to explain their positions. This physical mapping makes abstract power dynamics visible.

- Then, there is a break for the participants. In case the participants play the same character in the following station, they keep their roles during the break. If the participants get new biography cards for the coming station, there has to be a conscious way to remove the role, e.g. by giving back the name tag and putting the biography card back to the pile or by shaking to shake off the role.

- The participants can use the break for the intermediate stations, if installed: information wall, glossary or videos can be visited. Diary entries from the participants' roles and virtual news forum entries from everyone can be even read before the break starts and in the roles and then be integrated in the final reflection phase or if applicable even in the interim reflection. Depending on how you integrate the intermediate station in the game process, the break time has to be adapted.

- The break for the participants is the reorganisation phase for the trainer who has to set up the next station(s) and prepare the material for the participants.

6.5 Tasks after the Break - the next Round

- In the next round of the game, new scenarios are played. The trainer's tasks are repeated starting from the section "Start the play round".
- The participants either keep their biography card and receive only new game instructions for the new station, or they receive a new biography card AND new game instructions.
- If participants get a new biography, a change of perspective should be allowed for so that someone who was a decision-maker in the first round should be more of a victim or observer after the role change and vice versa. The trainer should consider this. The previous members of the Anti-Discrimination Advisory Board should not stay in the board, but should now get a playing role.
- The introduction to the second round's stations is the same as in the first round.
- After the second game round, there is again a short interim reflection phase (see 6.3) as after round one. This interim reflection is also done after the last scenario.
- The trainer should keep an eye on the participants staying in their roles during the play rounds, the breaks and the interim reflections. In their roles, they will be addressed with the name on their name badges.

6.6 Reflection, Debriefing and Conclusion

A **key moment of every simulation game** is the **reflection and evaluation** at the end of the game. The goal is to collect and discuss the experiences from the game. The knowledge gained can be transferred to real-life experiences and conflicts and can be discussed using this context. New things are also learnt through further connections and exchanges with each other and relations made with own experiences in the past. Discrimination becomes understandable and tangible through this learning experience. Sufficient time and space must be given for this very important phase.

The **final reflection** needs a clear end of the playing phase before, the participants have to say goodbye to their role after the interim reflection of the last scenario played. This kind of distancing from the game situation is particularly important in emotionally charged debates. This process can be supported by removing the name tag and turning it around to write one's own name on the backside. The biography card is put back on the pile. Then, the overall reflection phase can start, and the participants are called by their names.

It may happen that participants with previous own racist experiences get upset, disturbed or, in the worst case, re-traumatised in the scenarios. The trainer has to react very sensitive and carefully to this situation not leaving the participants alone with their feelings. Strong emotions can also be triggered by feelings of being left behind or treated unfairly, both of which can have a great and important impact on the learning dynamics in the group.

The objectives of the reflection phase are:

- Deepening understanding of the subject
- Reflecting on the change of perspective
- Viewing racism through multiple perspectives
- Developing ways to act regarding the subject
- Transferring of findings to the personal everyday practice of the participants (depending on the target group, more intensively or only to a limited extent).

Possible feedback questions for the reflection phase

Feedback can be obtained by asking the following questions:

1. How was the game, how did you feel?
2. Was there anything new regarding the subject of racism?
3. How and in which roles did racism manifest itself in the game?
4. What problems have you identified?
5. How did the participants react?
6. What can you learn from the game?
7. How did you feel to be a victim/decision-maker/observer?
8. What alternatives behavioural options could there have been?

The **reflection phase** has to be well guided and prepared by the trainer. Depending on the group, the participants might easily exchange their feelings and findings in an open discussion. It might be sufficient that the trainer just puts new questions in the reflection process. Debriefing methods can be supportive instruments to structure the reflection. The trainer must decide about the format and process of the reflection phase.

6.6.1 Task of the Trainer to Facilitate Reflection

Successful facilitation depends on a few fundamental principles:

- Safe environment – participants must feel respected and assured that their opinions won't be mocked.
- Clear structure – a set of questions should serve a clear purpose.
- Flexibility – the facilitator should be able to adjust according to the group's dynamics and needs.
- Respect for diversity – each participant learns and participates differently, and this diversity should be valued.

A good facilitator **creates space for reflection** while avoiding the imposition of personal views or beliefs. The reflection can address the entire experience or focus on a specific aspect. For the Participa City game, it is important to cover most of the questions from above.

To prepare effectively, it helps to ask in advance:

- What is the main purpose of this reflection?
- What do I want participants to understand, take away, or apply afterwards?

Using different tools and methods, the focus can differ in the reflection phase.

One of the most **important facilitation skills** is the **ability to ask thoughtful, well-phrased questions.** Questions should usually be directed to the whole group rather than to individuals, encouraging everyone to think and share freely.

Combining open and closed questions is ideal:

- Open questions inspire discussion, encourage multiple viewpoints, and develop reasoning.
- Closed questions create a sense of safety and are useful when dealing with sensitive or emotional topics.

Questions beginning with “why” can make participants feel defensive or judged. Instead, try it this way:

- “What led you to that decision?”
- “What made you act that way?”

These formulations are gentler and invite open dialogue.

Reflection is the cornerstone of learning through facilitation. It enables participants to recognize what truly happened, not only on a factual level, but also emotionally and socially. **Reflection transforms experience into understanding, supports critical thinking, and develops self-assessment skills.** Through reflection, learners become more aware of their strengths, challenges, and newly gained competences. When conducted well, reflection also strengthens the sense of community, teaches listening, and fosters respect for diverse viewpoints. Facilitators should choose reflection methods carefully - considering the nature of the game, and the group dynamics and always ensure that participation is voluntary, supportive, and meaningful.

6.6.2 Key Reflection Methods for Debriefing

To **support the reflection** of the game experiences and to **motivate the participants to share their feelings, views and conclusions,** there are a number of methods available. In the following We suggest and explain three key methods. Depending on the group, other methods might also be suitable and helpful.

It is very important to **reserve enough time for the reflection** since in this phase, the participants come up with their personal own perceptions, ideas and results. By this, the longer lasting impact of the game is initiated. In a final step of the reflection round, participants can develop new ideas for alternative actions and changes of behaviour and imagine different reactions of decision-makers and victims in the scenarios they had played.

Depending on the participants, you can select from different reflection methods or even combine some of them. They differ from each other mainly in terms of time needed and the intensity of reflection they allow for. It is though recommended to use at least one key reflection method that helps participants become aware of what happened during the game and reflect on their feelings about it.

4-F-Method: Facts – Feelings – Findings - Future

The 4F method is a simple yet effective approach for structuring discussions after a simulation game. It supports participants in sharing their experiences, exchanging perspectives, and deepening their learning. The method is inspired by Kolb's experiential learning cycle and includes four stages, each represented by an "F": Facts – Feelings – Findings – Futures.

Facts

After the game, it is useful to recall what took place. This step – often called the "warm-up round" – encourages participants to revisit significant moments of the scenario or even small details that come to their mind now. The aim here is to have a shared understanding of what happened. It's important to stick to facts, not opinions, interpretations or justifications.

Example questions:

- What happened during the scenarios?
- What was your task in the scenarios?

Feelings

In the second phase, attention shifts to emotions experienced during the play rounds. Recognizing and naming one's emotions is a crucial part of self-awareness and reflection. It's essential to reinforce the idea that all feelings are valid, none should be dismissed or judged. For instance, if a participant feels angry or disappointed, that emotion should be acknowledged. Victims, observers and decision-makers in the game might share different feelings, all of them contribute to a multi-perspective reflection of the discriminating incidents.

Example questions:

- What emotions did the scenarios bring up for you?
- Which feelings surprised you?

Findings

This stage focuses on interpreting the experience. Learners analyze what worked well and what challenges appeared. The aim is to help participants understand their experiences, discover new insights and connect it to own experiences in real life, so that useful strategies or behaviours for the future can be developed.

Example questions:

- What made you (un)comfortable?
- How did your behavior influence others?
- What helped you handle the situation?
- What former experiences can you relate to the situations?

Futures

In the final step, the focus moves toward applying the learning to the future. Participants explore how to act differently in similar future situations, what new approaches they might try, and how to transfer what they learned into real-life situations.

Example questions:

- What would you do differently in a similar situation in the future?
- What would be the conditions to be able to do it differently?
- How can you use what you learned in your real life or professional field?
- In what ways can you apply the lessons learnt concretely?

Fishbowl

When using the fishbowl method the seating order should consist of an inner and outer circle. Only persons sitting in the inner circle should speak. Initially, only participants who played members of the Anti-Discrimination Advisory Board sit in the inner circle of chairs, so that a few chairs remain free at first. All other participants look for a place in the outer circle of chairs. The former advisory board members describe what they have seen and heard when observing a station. They take on a meta-perspective (independent from their role).

They are asked by the trainer to report what they have observed (facts) as well as their interpretation (was there any racist or discriminating behaviour/structure?) and their personal feelings.

Once all previous members of the advisory board have had their say, they either leave the inner circle of chairs or remain there to continue the discussion. The empty chairs in the inner circle can then be occupied one after the other by participants from the outer circle of chairs.

They also describe their perspectives on the situation in the above mentioned way. They leave the inner circle again when they have completed their evaluation. In this way, all participants can switch to the inner circle of chairs one after the other and take part in the evaluation. Participants can join the inner circle more than once if they want to add later on and share their experiences. If there was no ADB in the game, other participants should start with the evaluation in the inner circle of chairs. The trainer has to motivate participants to begin sharing their impressions. To start with participants who played members of the ADB might be easier.

After all participants have had the chance to share their view, the trainer can wrap up the mentioned aspects and ask the whole group how this relates to real-life situations and what they can conclude for their professional life and/or role from the discussion.

Metaphor Thinking

Metaphor thinking is a creative reflection method that helps participants express experiences and emotions through symbolic images or objects. Using metaphors can make it easier to reflect on complex or sensitive topics such as discrimination, racism, power relations, and personal reactions that emerged during the Participa City role-play scenarios.

In the context of the Participa City game, participants often experience situations that involve conflicting perspectives, difficult decisions, or emotional reactions. The metaphor method allows them to reflect on these experiences in a more indirect and imaginative way. It encourages participants to explore their perceptions, feelings, and insights from the simulation while also listening to how others interpreted the same situations.

For this activity, the facilitator prepares a set of cards with images of different objects, symbols, or scenes. After the role-play scenarios, participants are invited to choose a card that represents their experience during the game or a feeling they had while playing their role.

Participants briefly present their chosen card and explain why it reflects their experience. The facilitator can encourage participants to connect the metaphor with specific moments from the scenarios, their role in the game, or the interactions they observed between different actors in Participa City.

Instead of object cards, body parts can also be used as metaphors to structure reflection on different aspects of the learning experience. Participants choose a body part and describe their learning or experience from the perspective of that metaphor.

- "Eye" - Could represent something new that the participants saw in themselves or someone else. What vision do they have for themselves/the group?
- "Stomach" - Could represent something that efforts or courage to do. What pushed the participants outside their comfort zone?
- "Brain" - Could represent something new that the participants learned about themselves, a teammate, or the group. What did they learn through their experience?
- "Heart" - Could represent a feeling that the participants experienced. What things come from the heart?
- "Hand" - In what way did the group support a participant? Could represent someone who the participant would like to give a hand to for a job well done.
- "Ear" - Could represent something the participants listened to or a good idea that they heard. Could represent something that was hard to hear — where the participants received constructive feedback.

6.6.3 Reflection Methods for Reinforcing Specific Aspects

Once a general reflection round has taken place, trainers may wish to deepen certain learning aspects that emerged during the Participa City simulation. Depending on the group, the available time, and the learning objectives of the workshop, additional **reflection methods** can be used to focus more specifically on particular themes such as professional practice, institutional responsibilities, emotional experiences, or concrete strategies for responding to discrimination and racism.

The **methods presented** in this section **allow trainers to guide the reflection process in different directions.** Some methods emphasise practical actions and intervention strategies, while others help participants connect their experiences in the role-play to real-life situations, professional contexts, or broader structural dimensions of discrimination. Other approaches focus on analysing decision-making processes, emotional responses, or institutional responsibilities that appeared during the simulation.

These methods can be used selectively depending on the needs of the group. Trainers may choose one or two methods that best support the learning objectives of the workshop rather than applying all of them. They can also be adapted to different participant groups, including mixed groups or groups of professionals from a specific sector.

The **following sections describe several methods** that can help reinforce specific learning outcomes from the Participa City experience and support participants in translating their insights from the simulation into real-life awareness, professional practice, and anti-racist action.

Variation for Homogenous Profession Groups

If the workshop is conducted with participants who come from the same professional field or institution (for example teachers, police officers, social workers, or municipal staff), part of the debriefing phase can be used to connect the experiences from the Participa City simulation with participants' own professional practice.

In the Participa City game, participants usually do not play the scenario that directly represents their own professional sector. This creates a certain distance that can help participants observe situations from a new perspective. However during the reflection phase, trainers can use this opportunity to invite participants to relate the issues explored in the game to situations from their own professional context.

The trainer may briefly summarise the scenario that represents the participants' professional field and then ask them to reflect on similar situations they may have encountered in their work. Participants can be invited to share examples from their own experience that illustrate challenges related to discrimination, inclusion, or participation in their professional environment.

For example, teachers could present situations from their school environment where issues of discrimination, exclusion, or unequal participation occurred. These cases can then be discussed within the group and related to the insights gained during the Participa City game. Participants can reflect together on how the situation was handled and what alternative responses might have been possible.

Similarly, police officers could be asked to work in small groups to develop short scenarios based on situations they might encounter in their professional practice. These scenarios can then be presented to the other group and discussed collectively. The discussion may focus on possible responses, institutional responsibilities, and strategies to prevent discriminatory practices.

This approach can also be adapted to other professional groups. The **aim is to create a bridge between the simulated experiences in Participa City and the participants' real-life professional contexts**. By reflecting on their own practice, participants can deepen their understanding of the issues addressed in the game and identify possible ways to apply the insights gained during the workshop in their everyday work.and discussed with each other. These two options can be applied also to other professionals.

Focus on alternative Actions and Knowledge through Card-Based

This **method** can be used if you want to specifically elaborate and emphasize actions to counteract racism and discrimination. It also works good with groups who may not have a high level of pre-knowledge as it works with pre-defined suggestions and facts.

This **reflection method uses the Participa City Critical Incident Story Cards** to support a structured reflection process after the game. The cards help participants connect their experiences in the game with real-life situations of discrimination and with possible responses at the individual and institutional level. The method encourages participants to move from reflecting on emotions and personal experiences towards understanding the broader structural dimensions of racism and discrimination, and finally towards identifying possible actions.

The **cards provide a concrete starting point for discussion and help participants connect the situations** from the game to similar experiences as well as wider societal patterns and professional practice.

The process typically takes about 45–60 minute and should be done with the whole group under the guidance of the trainer. For this activity you need the Participa City Critical Incident Deck of Cards including Story Cards, Sector Action Cards, Survivor Action Cards, Everybody Action Cards, flipchart or moderation board. The trainer might preselect certain cards depending on which sector/problem or action the debriefing should be focussed on.

The method can be implemented by following these steps:

1. Story

One participant draws a story card and reads the story aloud. The group briefly discusses the situation described in the story. Participants connect the story to their experiences during the role-play. Repeat this step if you want to discuss more than 1 story.

Reflection questions:

- How does this story relate to situations we experienced in the game?
- What emotions might the people involved feel?
- Did similar dynamics appear in the role-play scenarios?

2. Did-you-know-Section

Participants read the information presented under the “Did you know?” part of the card, which links the story to broader societal patterns of discrimination. The group reflects on how this information changes or deepens their understanding of the situation. Repeat this step for every story that you chose to discuss.

Reflection questions:

- Did this information surprise you?
- What does it reveal about racism or discrimination in society?
- How does it change the way we interpret the story and/or the experiences in the game?

3. Use Action Cards

Participants draw action cards from the following categories and read them aloud: Sector Action Cards, Survivor Action Cards, and Everybody Action Cards. Participants discuss how the suggested strategies could apply to the story card or to situations experienced in the game. The trainer determines how may actions to discuss depending on the group size and thematic focus. Try to discuss at least three cards of each card type to include a variety of different possible actions to take.

Reflection questions for “Sector Action Cards”:

- How could the presented action help respond to the situation presented in the story card or in the game?
- Which actors in Participa City or in the story could take responsibility for implementing such actions?

Reflection questions for “Survivor Action Cards”:

- How could the recommendation support someone affected by discrimination?
- How would these strategies have helped someone in the role-play scenarios?

Reflection questions for “Everybody Action Cards”:

- How could the recommendation help individuals respond to such situations?
- What might prevent people from intervening?

4. Transfer to Real-Life Practice

This can be either done in pairs of two or in small groups. The aim is that participants summarise the discussion and briefly share their conclusions in the plenary.

Each pair or small groups briefly discusses (5 minutes) and then shares:

- one key insight about racism or discrimination
- one possible action individuals could take
- one change institutions could implement

The trainer can collect the responses on a flipchart or moderation board.

Finally the trainer can ask the group or individual participants to prioritise one action that could realistically be implemented in their professional context.

Optionally the trainer can do a shorter version of this method by skipping steps 1 and 2 and use the Action Cards directly in relation to specific scenarios played during the game.

Inclusion of intermediate Stations in the final Reflection

During the Participa City simulation, participants may interact with several intermediate learning stations, such as the diary station, the glossary, the information wall, or the video station. These stations provide additional perspectives, factual information, and opportunities for personal reflection while the game is in progress. In the final reflection phase, the experiences and materials from these stations can be actively integrated into the discussion in order to deepen participants' understanding of discrimination, racism, and social dynamics.

One possible approach is to revisit the diary entries created during the game. The facilitator can invite participants to walk past the diary station and read selected entries. Participants may reflect on the thoughts, observations, or emotions expressed in these notes and discuss how they relate to the situations experienced in the scenarios. The facilitator can also select a few entries and use them as starting points for discussion in the plenary session. This helps bring different perspectives into the reflection and allows participants to recognise how others perceived similar situations in different ways.

The glossary station can be used to clarify key concepts that emerged during the role-play scenarios or during the discussion. When participants refer to terms such as privilege, discrimination, microaggressions, or institutional racism, the facilitator can draw on the definitions provided in the glossary. Revisiting these concepts during the final reflection helps ensure a shared understanding of important terms and can support a more precise discussion of the dynamics observed in the simulation.

The facilitator can also connect participants' feelings and experiences from the scenarios with the information provided at other stations. For example, facts from the information wall may help contextualise individual experiences within broader societal patterns of discrimination. Similarly, examples from the video station can be referenced to illustrate how similar situations occur in real-life contexts. By linking personal experiences from the game with factual information and real-world examples, participants are encouraged to reflect not only on individual behaviour but also on structural aspects of racism and discrimination.

Integrating these intermediate stations into the final reflection helps participants connect emotional experiences, conceptual understanding, and factual knowledge. It supports a more comprehensive learning process and encourages participants to consider how the insights gained during the simulation relate to real-life situations and professional practice.

Exemplary Case Counselling

If the Anti-Discrimination Body (ADB) was not assigned during the workshop, an additional reflection round can be introduced, especially when two scenarios were played in parallel. In this activity, participants simulate the work of an anti-discrimination counselling centre by analysing and responding to a case from the role-play.

One participant from group 1 who played a person affected by discrimination presents their experience from the scenario to group 2. Group 2 takes on the role of an Anti-Discrimination Counselling Centre. The participants listen carefully to the reported experience, discuss the situation described, and consider possible forms of support or intervention. As part of the activity, they assist the affected person in drafting an official letter of complaint based on the case.

Afterwards, the roles are reversed: a participant from group 2 who experienced discrimination during the scenario presents their case to group 1, which then assumes the role of the counselling centre.

This method allows participants to reflect more deeply on experiences of discrimination while also exploring possible institutional responses and support mechanisms. By analysing the case and formulating a complaint, participants gain insight into how anti-discrimination counselling and advocacy can function in practice.

Stop, Start, Continue

The Stop – Start – Continue method **is a simple reflection tool that helps participants identify behaviours and strategies** that should be reconsidered, introduced, or maintained in order to respond more effectively to discrimination and racism. In the context of the Participa City game, the method allows participants to reflect on the decisions, actions, and reactions that occurred during the scenarios and to translate these experiences into practical lessons for everyday life and professional contexts.

After the role-play and the initial reflection phase, participants are invited to think about how people responded to discriminatory situations in the game. This includes the behaviour of different actors, such as people affected by discrimination, bystanders, institutional representatives, or decision-makers. The method encourages participants to analyse which reactions were helpful, which behaviours may unintentionally reproduce discrimination, and which actions could strengthen anti-racist practice.

The reflection can be visualised using a traffic light structure on a flipchart, moderation board, or digital board.



What should we stop doing to be more sensitive against discrimination and to contribute to racism prevention?



What should we continue doing to be more sensitive against discrimination and to contribute to racism prevention?



What should we start doing to be more sensitive against discrimination and to contribute to racism prevention?

This allows participants to identify common insights and practical recommendations. The method can be used as a concluding reflection activity to summarise key learning outcomes from the Participa City simulation and to connect them to participants' real-life contexts.

Decision Tree Reflection Method

The decision tree method helps participants analyse the decisions that were made during the role-play scenarios and understand how different choices can lead to different outcomes. In the Participa City game, participants often face situations in which they must react quickly to racist statements, discriminatory structures, or conflicts between different actors. The decision tree method allows participants to revisit these moments and reflect on alternative actions and their possible consequences.

The method focuses particularly on decision-making processes and encourages participants to recognise that social situations often offer several possible responses. By visualising these options in a decision tree, participants can analyse how individual behaviour, institutional roles, and structural conditions interact. This reflection helps participants develop greater awareness of their own decision-making patterns and consider how they might respond differently in similar situations in real life.

The trainer selects one scenario from the game that generated significant discussion, tension, or uncertainty. Together with the participants, the trainer reconstructs the situation and the key moment when a decision had to be made. The trainer then draws a simple decision tree on a flipchart or board to map the possible choices and their consequences.

Procedure:

1. **Reconstruct the situation**
   - Ask participants to briefly describe the scenario and what happened.
   - Identify the key moment when a participant or actor had to make a decision.
   - Write this situation at the top of the flipchart or board.
2. **Identify the decision point**
   - Ask participants: What decision had to be made at this moment?
   - Note the different options that were available to the actor(s)
3. **Create the decision branches**
   - Draw branches from the decision point representing the different choices.
   - For each choice, ask participants to describe what actually happened in the game or what might have happened.
4. **Explore possible consequences**
   - Discuss the short-term and long-term consequences of each option.
   - Consider how different actors (e.g., the affected person, bystanders, institutions) might experience these outcomes.
5. **Reflect on alternative responses**
   - Ask participants whether other possible responses were available.
   - Add additional branches to the decision tree if new options emerge.
6. **Transfer to real-life practice**
   - Invite participants to reflect on which options might be most constructive in real-life situations.
   - Discuss what might support or hinder people from choosing these responses in everyday life or professional contexts.

The visual structure of the decision tree helps participants understand that social situations often involve multiple possible pathways. By analysing these alternatives, participants can develop a deeper understanding of how different actions influence the development of a situation and how individual decisions relate to broader social dynamics.

The decision tree can also be done for typical decision-making situations in the field of work of the participants that influence the participation of ethnic and cultural minorities.

6.6.4 General Feedback about the Workshop

After the reflection phase on the role-play scenarios, it is useful to include a **final feedback** round focusing on the workshop itself. The aim of this step is to **evaluate the Participa City training experience**, gather participants' impressions of the game structure and learning process, and collect suggestions for further improvement. This feedback helps trainers understand how participants experienced the workshop, which elements were particularly effective, and where adjustments might be useful for future sessions. It also gives participants the opportunity to reflect once more on what they take away from the training and how the insights gained during the simulation may relate to their professional practice.

Possible questions for this feedback round include:

- Was the workshop motivating and engaging for you?
- Were there aspects of racism or discrimination that you felt were missing?
- Do you have comments on specific stations or elements of the game?
- What aspects of the workshop could be improved?
- What insights or ideas do you take with you into your professional life?
- Is there anything else you would like to share about your experience?

To collect this feedback, trainers may distribute a feedback questionnaire (see example in the annex), conduct an open feedback round, or use other simple evaluation methods such as the ones described below.

Alternatively the feedback can be collected via the traffic light method.

This method is a quick and simple way to collect feedback, especially when time is limited. Participants are invited to reflect on the workshop using three categories:

- Green – What went well?
- Yellow – What could be improved?
- Red – What did not work or felt uncomfortable?

Additional guiding questions may include:

- What was new or surprising for you?
- What was missing from the workshop?
- What will you tell your colleagues tomorrow about this training?

This final feedback round helps trainers gather valuable insights for improving future workshops while allowing participants to close the learning process with a brief evaluation of their overall experience. This is final feedback after the reflection phase to evaluate the workshop itself and the game structure and to collect recommendations for further improvement.

7. Game Variants: Group Sizes and Time Planning

The game can be played in different variations. The trainers choose the suitable scenarios carefully and according to the needs of the participants. Depending on the number of participants and the time available, a different number of selected stations can be played. The game comprises of 17 stations in total and the Anti-Discrimination Advisory Board and 5 intermediate stations as additional variable elements. There are all in all 55 different characters some of whom appear in more than one location in Participa City and face more than one encounter with racial behaviour or discriminating incidents.

1) The general idea of the game is to play 2 stations in parallel at the same time. You need 7 - 12 participants for this game design. If scenarios cannot be played parallel, it is indicated in the game material. It is advisable to play 4 stations during the workshop – 2 stations at the same time in 2 play rounds. Depending on the chosen scenarios, it is possible for individual participants to stay in the role whereas others change their role.

2) 3 stations can also be played in parallel in the largest game version for a group size of 13 – 17 participants. You should play at least two play rounds. You can choose scenarios where characters appear in 2 scenarios while other participants get new biography cards in every play round. It is advisable to be two trainers for this variant.

3) 2 - 4 stations subsequently can be played in a small version with around 6 people. Role changes can be included.

4) One special scenario selection is played with 8 particular stations that allow for a role change only after two playing rounds in the same role. This version includes both perspectives – being treated in a discriminatory way or being in the privileged role – in two scenarios respectively which is the most intensive experience possible. The 8 scenarios for this version are fixed (see below). For this variant, a whole day and two trainers are needed.

The intermediate stations can be used regardless of the number of participants. The Anti-Discrimination Advisory Board can be integrated in the play rounds to adjust the number of participants to the number of participants needed and intendedly to add the perspective of observers to the reflection phase.

Annex 8.1 visualizes game variations for different group sizes and time frames.

8. **Annexes**

8.1 Annex 1

Example of Game Variations

Variant 1

7 – 12 Participants – flexible version with role changes after each play round – minimum: 2 play rounds - around 6 hours needed

1st round

Scenario 1	**Scenario 2**	**Anti-Discrimination Advisory Board (ADB)**

Short interim reflection in the role

Break for the players / trainer prepares the next round

New game instructions and new biography cards if there is a role change

2nd round

Scenario 3	**Scenario 4**	**Anti-Discrimination Advisory Board (ADB)**

Short interim reflection in the role

Final reflection phase after leaving the role

- 2 play rounds are played with 2 parallel scenarios each. 7 - 9 participants are needed in each round depending on the selected scenarios.
- Other participants up to 3 belong to the Anti-Discrimination Advisory Board. Choose from among the biographies listed in the ADB file.
    - If participants from the ADB file are assigned to play a role in the scenario, then choose another one from the ADB file as ADB member. The size of the ADB is flexible. This helps to adjust the number of participants to the number of participants needed.
- There is a role change after each play round. Consider the necessary time for the change and include the change of perspectives.
- The final reflection is very important, the time frame should be long enough.
    - Time for the intermediate stations (virtual news forum, information wall, glossary, diary and videos) can be reserved to deepen knowledge.
- If you have more time, you can even play a third round. But think about it very carefully according to the time available, the needs of the group and the methods chosen for the reflection round.

Variant 2

6 Participants – flexible version with or without role changes after each play round – minimum: 2 play rounds - half day

1st round

Scenario 1

Anti-Discrimination Advisory Board (ADB)

Short interim reflection in the role

Break for the players / trainer prepares the next round

New game instructions and new biography cards if there is a role change

2nd round

Scenario 2

Anti-Discrimination Advisory Board (ADB)

Short interim reflection in the role

Break for the players / trainer prepares the next round

New game instructions and new biography cards if there is a role change

3rd round

Scenario 3

Anti-Discrimination Advisory Board (ADB)

Short interim reflection in the role

Final reflection phase after leaving the role

- Only 1 station is played, ADB should be installed.
- There should be at least 2 play rounds; depending on the group and time, 3 play rounds might be possible and reasonable.
- Role changes decision-makers to “victims” after each scenario are possible, but individuals might also stay in their role depending on the chosen scenarios.
- Members of the ADB should be participants in a scenario in the following play round.
- In small groups, the intermediate stations should be used actively, reflection methods for the interim reflections can be varied.
- If a scenario happens in the public - playground, police, train station, bus, sports field, court - the public (bystanders, spectators) can participate and interact with the participants of the scenario by giving comments. There are no biography cards for these bystanders. It depends on the group size whether to introduce them or not.

Variant 3

11 Participants – fixed version with 2 scenarios in parallel; participants stay in a role for 2 play rounds, then change the role for another 2 play rounds - whole day

1st round

School	**Employment agency**	**Anti-Discrimination Advisory Board (ADB)**

Short interim reflection in the role

Break for the players / trainer prepares the next round

New game instructions

2nd round

Play Ground	**Housing market**	**Anti-Discrimination Advisory Board (ADB)**

Short interim reflection in the role

Break for the players / trainer prepares the next round

New game instructions and new biography cards

3rd round

Company	**Police**	**Anti-Discrimination Advisory Board (ADB)**

Short interim reflection in the role

Break for the players / trainer prepares the next round

New game instructions

4th round

Sports	**Train Station**	**Anti-Discrimination Advisory Board (ADB)**

Short interim reflection in the role

Final reflection phase after leaving the role

- In this variant, the scenarios cannot be changed but must be played as indicated.
- 2 stations are played parallel. There are 4 play rounds.
- The participants stay in their role during the 1st and 2nd play round. Then, there is a role change for the 3rd and 4th play round. The role change should include a change of perspective from the discriminated to the discriminating role and vice versa.
    - 4 stations respectively are connected with each other and cannot be varied. If you have less time, you can skip one play round (e.g. sports and train station).
- In this variant, the Anti-Discrimination Board is necessary and has 3 members that vary from play round to play round (see below). You can't use the persons proposed in the ADB file but check the scenarios for the biography cards for the characters mentioned below and take the information material for the ADB members from the ADB file.
- Intermediate stations (virtual news forum, information wall, glossary, diary and videos) can be included and also used in the reflection phase.
- It is advisable to be two trainers for this variant; at least, an assistance should be available for technical support.

Round	Scenario	Role allocation
1st round	School	Mrs. Müller, Mrs. Friedrich, Mrs. Ahmed, Mr. Ahmed
	Employment Center	Mr. Meier, Mrs. Dehning, Mrs. Hamoudi, Mrs. Habibi
	ADB	Mr. Heinrich, Mrs. Lorenz, Mr. Al Assiri
2nd round in the same role	Playground	Mrs. Dehning, Mrs. Ahmed, Mrs. Habibi
	Housing market	Mr. Meier, Mr. Al Assiri, Mrs. Friedrich, Mrs. Lorenz, Mr. Heinrich
	ADB	Mrs. Müller, Mrs. Hamidou, Mr. Ahmed
3rd round after role change	Company	Mrs. Iwanowa, Mr. Wagner, Mr. Shitembi
	Police	Mr. Abubakr, Mr. Jung, Mrs. Schumann, Mr. Wolf, Mrs. Ong
	ADB	Mr. Vastic, Mr. Khalil, Mr. Wagner
4th round in the same role	Sport	Mr. Abubakr, Mr. Wagner, Mr. Khalil, Mr. Vastic
	Train station	Mr. Shitembi, Mrs. Ong, Mr. Jung, Mrs. Kirch
	ADB	Mrs. Iwanowa, Mrs. Schumann, Mr. Wolf

8.2 Annex 2

Example of programme planning

Schedule for a one-day workshop with four stations and two parallel groups:	
09:00 - 09:30	• Greetings, introductions • Introduction to the game, possibly reading out the introduction, presenting the stations in the room
09:30 - 09:50	• Introduction to the roles • Distribute biography cards and name tags, possibly do short introductions in the roles
09:50 - 10:00	• Distribute the participants to the two scenarios • Distribute game instructions and additional material to the participants
10:00 - 10:10	• Reading phase to prepare oneself, familiarizing with the stations and the role
10:10 - 10:30	• Playing the first scenario (using the acoustic signal)
10:30 - 10:50	• Intermediate reflection in the role
10:50 - 11:10	• Break • Optional intermediate stations, virtual news forum, exchange amongst one another, information wall, video station, glossary or diary can be used • Participants remain in their roles during the break
11:10 - 11:25	• Possibly new roles depending on the selected stations (before: remove the old ones) • Distribute the participants to the stations • Distribute game instructions and additional material the participants
11:25 - 11:35	• Reading phase to prepare oneself, familiarizing with the stations and the role
11:35 - 11:55	• Playing the second scenario (using the acoustic signal)
11:55 - 12:15	• Intermediate reflection in the roles
12:15 – 13:00	• Lunch break (encourage the participants to visit the intermediate stations)
13:00 - 14:30	• Reflection, debriefing and evaluation

8.3 Annex 3

Feedback Questionnaire for the workshop

1. Was it motivating and interesting?	
2. Were there aspects of racism that were missing?	
3. Are there any comments on individual stations?	
4. What could be improved?	
5. What do you take home to your professional life?	
6. What else would you like to comment?	

Participa City



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