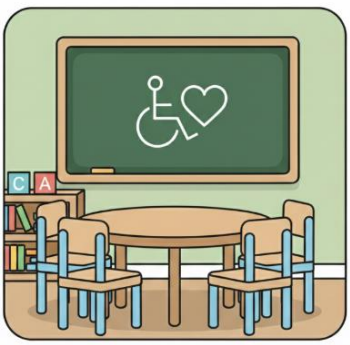
Participa City

A simulation game to learn about discrimination

Game material for the scenario “Primary school“



https://participa-city.eu

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

PARTICIPA CITY – Scenario “Primary school”



General information for the trainer

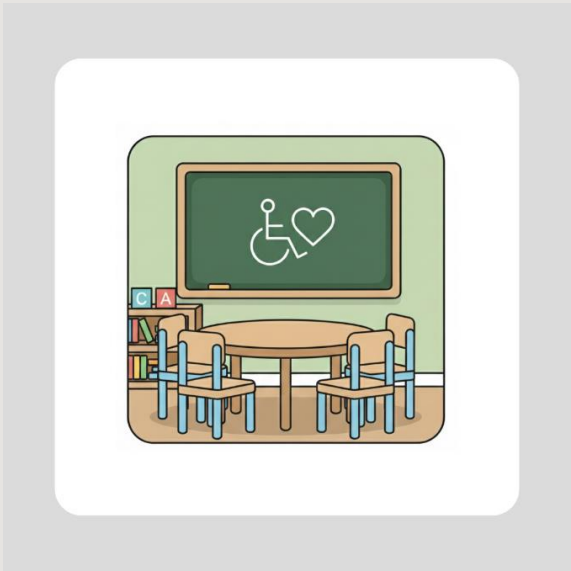
You find in this file all necessary material for playing the scenario “primary school”. Before you start playing, please read the trainer manual carefully.

- The station overview is for your information and shows you the characters in the scenario and if additional material is needed (one page).
- The description of the scenario is for your information and describes the initial situation before playing and the perspectives that are established in the scenario (one page).
- You find then a plan of how to arrange the scenario in the room and a big sign to indicate where the scenario is played in the room (two pages).
- Depending on the number of tables needed for the scenario, you find the different table displays.
- The next page shows the name tags for the players in this scenario – cut them out.

The following pages show the material for the participants:

- “Welcome to Participa City” is handed out to all players, but only at the beginning of the game before the first scenario is played since it is a general introduction to the game and the city. You find this information copied according to the number of players. If “primary school” is not the first scenario played, you can ignore these pages.
- Each player gets another two papers: one with the biography card, the second with information about the initial situation and the role that the player should play.
- Some players might get additional information. The person(s) concerned is/are indicated on the additional material and on the station overview.
- Depending on the size of your group, you will play two scenarios at the same time (parallel). Then, the scenarios “bus” and “primary school” cannot be played in parallel because Aisha should be played by only one participant.
- It is important that each character in the game is played only by one player in all scenarios.
- If you play only one scenario at the same time and different scenarios subsequently, you can play any scenario without constraints. You have to keep in mind that there are role changes in this case and at the same time, some characters might stay in their role depending on the following station.
- It might be useful to use carton paper for printing.

PARTICIPA CITY – Primary school station overview



Characters

a. Ms. Tara Patel

b. Ms. Helena Andersson

c. Mr. Erik Lundqvist

d. Ms. Aisha Mahmoud

e. Additional material

i. Special support at school – rights and application process according to the School Law, Helena Andersson



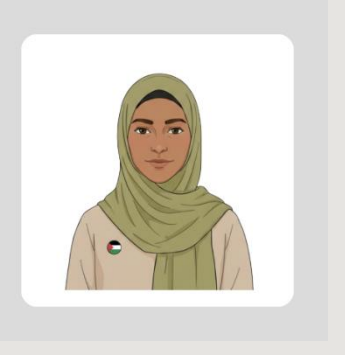
TARA PATEL



HELENA ANDERSSON



ERIK LUNDQVIST



AISHA MAHMOUD

SIMULATION GAME

Material for the trainer

PARTICIPA CITY – Description of the scenario



Initial situation

The scenario takes place in the principal's office of a primary school in a district of Participa City known for its mix of long-established Swedish families and a growing number of migrant households. A migrant woman, Tara Patel, is meeting with the school principal and the teacher of her daughter, who is in the fourth grade and has difficulties learning to read. The mother is concerned that her child is not getting the extra support that she needs from the teacher. Although she has mentioned this to the teacher in several parent-teacher meetings, she experienced silence and inaction from the school. On the advice of a neighbor, she reached out to a local grassroots organization that supports migrant families and contacted a counselor who promised to help her by accompanying her to the school. Today she is meeting with both the principal and her child's main teacher together with the counselor, to once again ask them to help her daughter.

Depending on your plan, members of the Anti-Discrimination Advisory Board (ADB) might join the scenario.

Perspectives established in the station

- **Tara Patel**, who is originally from India and has lived in Sweden for 2 years. She has a daughter in the 4th grade who is struggling to learn how to read in Swedish.
- **Helena Andersson**, school principal. Being from the LGBTQ community, she understands well issues of discrimination, but she does not have many friends with migrant background. She is stressed about the decreasing funds the school is receiving from the municipality.
- **Erik Lundqvist**, primary school teacher, who has been working at the school for 6 months after moving here from another city. He is struggling to deal with the attitude of his pupils and finds that many are not performing well enough because they are lazy.
- **Aisha Mahmoud**, counselor from a civil society organisation who understands the school system well and is fluent in Swedish. She is from a migrant background herself and trained in conflict management and anti-discrimination

Material for the trainer

PARTICIPA CITY – Description of the scenario



Game procedure

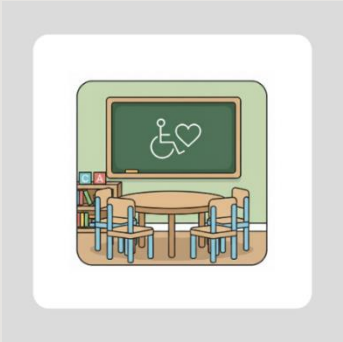
- You hand out the indicated material to the participants.
- First, there is a reading phase (approx. 10 minutes).
- Then, you give an acoustic signal, and the participants start playing the scenario (approx. 20 minutes).
- With the next acoustic signal, you end the conversation and ask the players to join the debriefing.

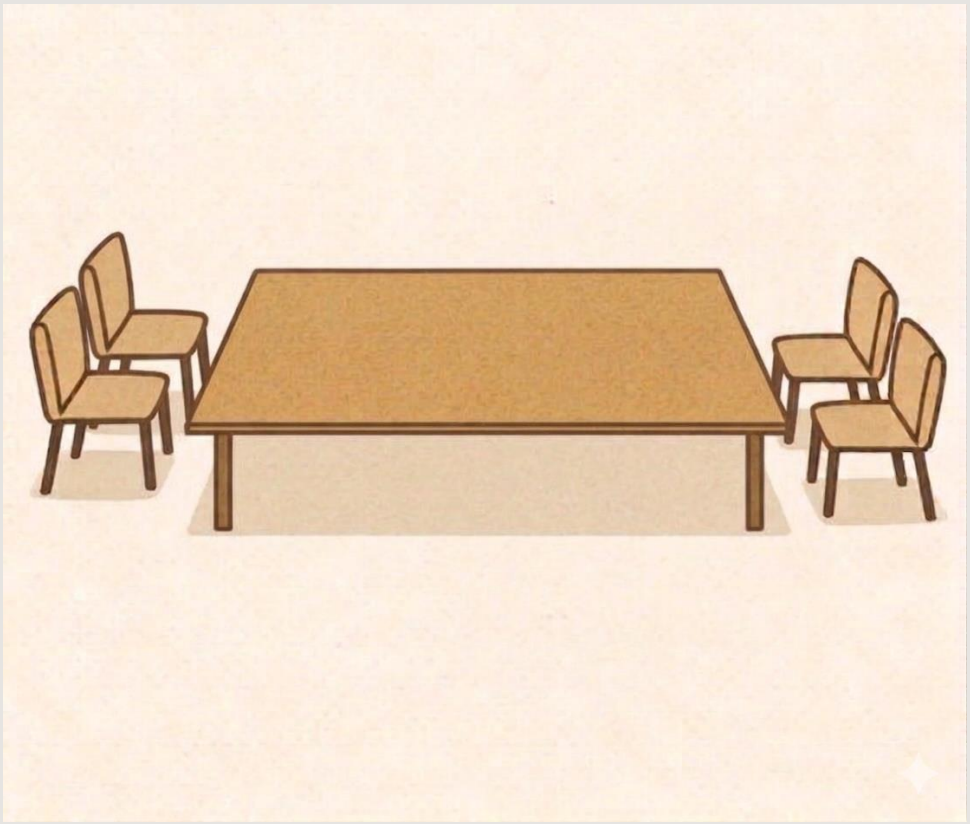
Material for the participants

- **Tara Patel**: biography card + game instructions
- **Helena Andersson**: biography card + game instructions + additional material “special support at school”.
- **Erik Lundqvist**: biography card + game instructions
- **Aisha Mahmoud**: biography card + game instructions

PARTICIPA CITY – Exemplified station setup

Material for the trainer



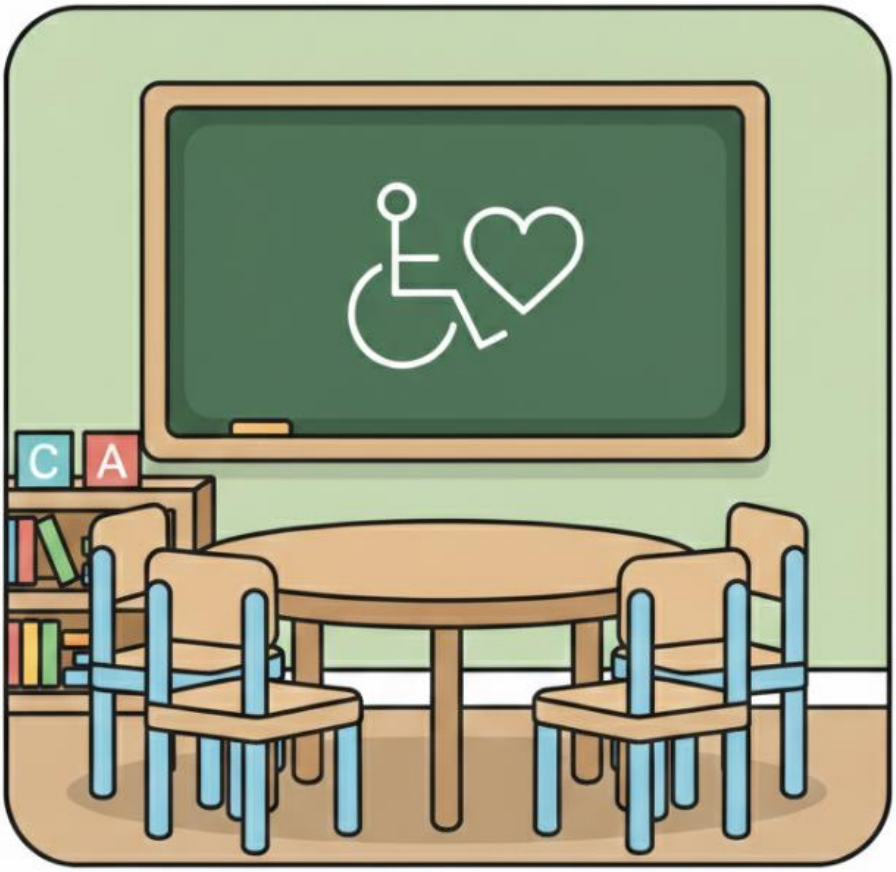


One long table or two tables put together in width, with two chairs on each side.

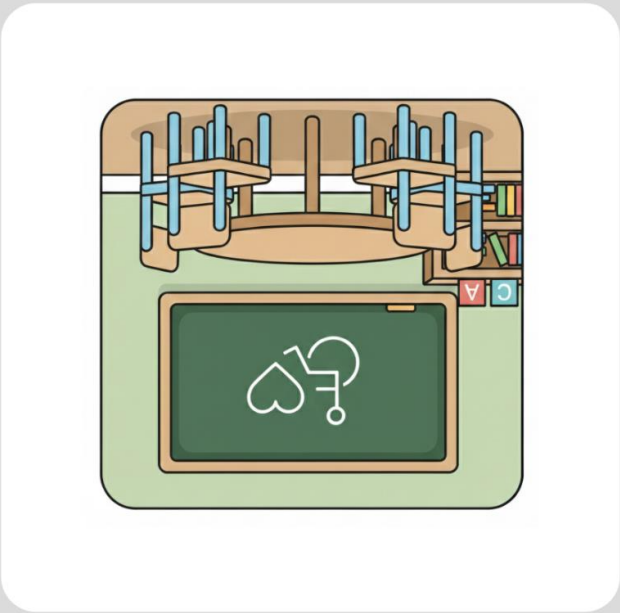
Additional chairs for ADB representatives might be necessary.

SIMULATION GAME

PARTICIPA CITY – Scenario primary school



SIMULATION GAME



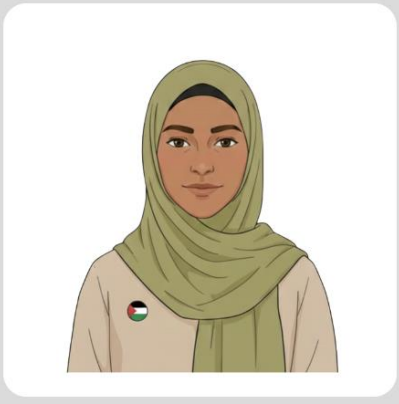
(fold here)

Primary school

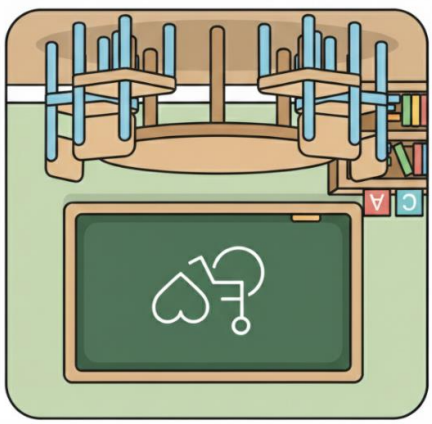
Principal’s office - table 1

Tara Patel and Aisha Mahmoud





At the beginning, Tara Patel is sitting at Table 1 together with Aisha Mahmoud. They exchange their views about the situation with Tara’s daughter. Once the signal sounds, Tara and Aisha go with their chairs to table 2 and begin the discussion with the headmaster, Helena Andersson and the teacher Erik Lundqvist.



(fold here)

Primary school

Principal’s office – table 2

Helena Andersson and Erik Lundqvist





At the beginning, Helena Andersson and Erik Lundqvist are sitting at Table 2. They discuss briefly who they are going to meet and the purpose of the meeting. After the acoustic signal, they call Tara and Aisha to the discussion.

PARTICIPA CITY – Scenario primary school – Name Tags



TARA PATEL



HELENA ANDERSSON



ERIK LUNDQVIST



AISHA MAHMOUD

Material for participants

Welcome to PARTICIPA CITY

Introduction for all players

Participa City is a medium-sized town in Europe with approximately 100,000 residents. It is hardly different from other cities of this size. All types of schools are represented, as well as a University of Applied Sciences specializing in economics. The largest employer in the area is a metal processing company. Additionally, the town has ten sports clubs, a police headquarters, and two fire stations. There is also a neighbourhood considered a so-called “social hotspot”. This town district hosts institutions providing counselling services. Moreover, there are active **neo-Nazi structures**, whose members are primarily active in the surrounding areas but also occasionally make appearances in the city. For this reason, a round **table against right-wing tendencies** has been initiated and campaigns for more diversity are held regularly. According to studies conducted by the local University of Applied Sciences, approximately every second resident tends to hold prejudiced views against asylum seekers. In 2019, an EU-wide Eurobarometer survey found that over half of Europeans believe racial or ethnic discrimination to be widespread in their country (Eurobarometer Discrimination in the EU 2019).

But something is different in this city:

After repeated attacks on local mosques, the situation escalated last year. Islamophobic slogans were repeatedly spray-painted on the walls of the city's largest Muslim place of worship. In response, the mosque's board decided to station a guard. Just a few days later, the guard was attacked and seriously injured. The perpetrators managed to escape and have been unsuccessfully sought ever since.

This incident sparked a broad debate on the issue of racism. The city council decided that the city should become **free of racism**. As a first symbolic step, the city was renamed Participa City. During the renaming ceremony, Mayor Calan stated: "Every person in this city should know that Participa City aspires to become a place free of discrimination!”. In Participa City, there are several political groups and initiatives. One of them gained significant attention by writing an open letter to the city council. In the letter, they called for a critical examination of the situation in Participa City regarding racism. At the following city council meeting, the issue was addressed as a top priority. The council members decided to establish an **Anti-Discrimination Advisory Board (ADB)**. Its members are selected randomly from among all residents. The board's findings are intended to help combat racism in the city.

We now want to visit places in the city where people from diverse backgrounds interact daily: for example, at schools, the employment agency, the train station, or sports and playgrounds. These encounters will allow us to identify the stumbling blocks on the path to a racism-free society. None of the participants should fear criticism of their behavior during the game: we are all here to learn how to recognize racism and discriminatory behavior in everyday life and develop strategies to counteract them. Unfortunately, in some instances, it will be necessary to reproduce racism to facilitate this learning process.

Have fun with the game!

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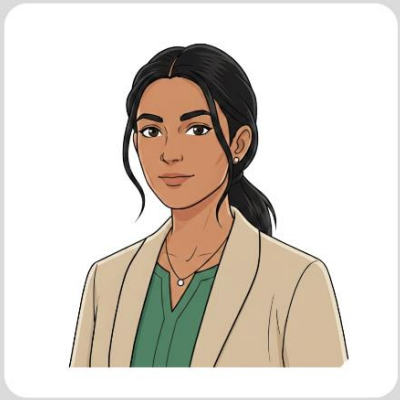
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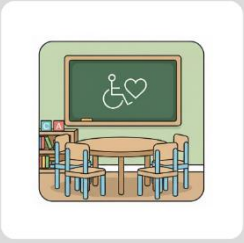
Have fun with the game!



MS. TARA PATEL

You are **originally from India** and have lived in Participa City for 2 years. You are married and have two children. Although you are highly educated in your home country, you have been faced with **discriminatory attitudes** since you arrived in Sweden, and you are struggling to find a job in your field in human resources. Most of your friend are internationals like yourself and your family and you find it **difficult to meet local people**, to practice the language and network.

This has **affected your confidence** a lot and you are starting to feel hopeless to establish yourself properly in this new country. You feel like your hope of integrating in Sweden depends on your daughter's ability to do well in school and learn the language properly. You are very **concerned about your daughter** and want her to do well in school, which is very important in your culture.



PARTICIPA CITY – Game instructions
“Primary school” for Ms. TARA PATEL

Game procedure

- Identify yourself with the person from the biography card and these game instructions here to get familiar with the game situation.
- First, there is a reading phase to prepare yourself (approx. 10 minutes).
- After an acoustic signal you have a brief conversation with the counselor about your child. Then you start to describe the problem to the principal and your child’s main teacher (approx. 20 minutes).
- After another acoustic signal, the conversation ends and the trainer will ask you to join the debriefing.

The initial situation

The scenario takes place in the principal's office of a primary school in a district of Participa City known for its mix of long-established Swedish families and a growing number of migrant households. You are meeting with the school principal and the teacher of your daughter, who is in the fourth grade and has difficulties learning to read. You are concerned that your child is not getting the extra support that she needs from the teacher. Although you have mentioned this to the teacher in several parent-teacher meetings, you experienced silence and inaction from the school. On the advice of a neighbor, you reached out to a local grassroots organization that supports migrant families and contacted a counselor who promised to accompany you to the school. Today you are meeting with both the principal and your child’s main teacher together with the counselor, to once again ask them to help her daughter.

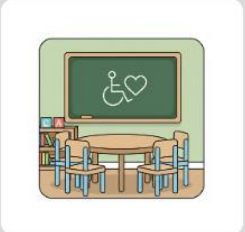
It is possible that members of the Anti-Discrimination Advisory Board (ADB) will join you.

Your role in the situation

You reached out to a local grassroots organization that supports migrant families and got in touch with a counselor, Aisha Mahmoud who promised to help you by accompanying you to the school. She will assist you during the meeting today.

You feel concerned about your daughter, and you have heard that there is something called “special support” for children who struggle with learning in school. The fact that this has not been investigated properly by the school makes you feel treated unfairly. You feel shame that your daughter may have a disability, and you are afraid to appear weak in front of the principal, especially because you struggle with figures of authority.







MS. HELENA ANDERSSON

You are from a **non-migrant background** and married to a woman originally from Chile. Being from the **LGBTQ community**, you understand well issues of discrimination that members of your community face, but you do not have many friends with migrant background besides your wife.

In your free time, you enjoy **playing tennis**, hiking and skiing. In your **job, you are stressed** about the decreasing funds the school is receiving from the municipality this year but feel a big sense of responsibility as the representative of the school.

You are also **tired of having to sort out issues** with difficult students, many of whom come from migrant background.



PARTICIPA CITY – Game instructions
“Primary school” for Helena Andersson

Game procedure

- Identify yourself with the person from the biography card and these game instructions here as well as with the additional material to get familiar with the game situation.
- First, there is a reading phase to prepare yourself (approx. 10 minutes).
- After an acoustic signal, you have a brief conversation with the teacher. Then the discussion with Tara Patel and Aisha Mahmoud begins (approx. 20 minutes).
- After another acoustic signal, the conversation ends and the trainer will ask you to join the debriefing.

The initial situation

The scenario takes place in your office in a primary school in a district of Participa City known for its mix of long-established Swedish families and a growing number of migrant households. You are meeting with Tara Patel who has a daughter, who is in the fourth grade and has difficulties learning to read. Tara is concerned that her child is not getting the extra support that she needs from the teacher. Although she has mentioned this to the teacher in several parent-teacher meetings, she experienced silence and inaction from the school. On the advice of a neighbor, she reached out to a local grassroots organization that supports migrant families and contacted a counselor who promised to accompany her to the school. Today you are meeting with both Tara and the counselor, together with the child’s teacher to discuss the situation.

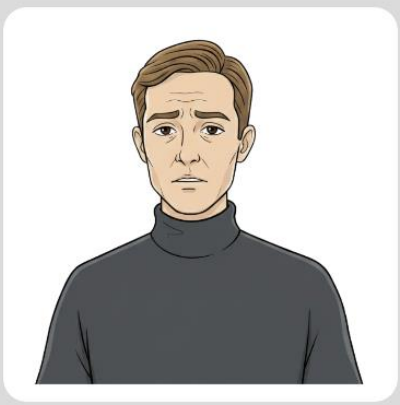
It is possible that members of the Anti-Discrimination Advisory Board (ADB) will join you.

Your role in the situation

Situations like this are familiar to you. Many children at this school have a migrant background, and their parents struggle to communicate with the administration, including yourself when needed. You find this very irritating because you think that they should learn the language better so that these kinds of situations can be avoided. That said, you want to appear open and approachable, despite that you are tired of facing similar situations repeatedly. You have more pressing matters to attend to, such as how to manage the tightening finances of the school, and how to keep your teachers satisfied so that they do not leave for another school with less “problematic” pupils.





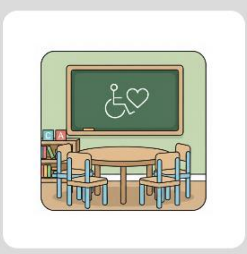


MR. ERIK LUNDQVIST

You are **38 years old** and live alone. You don't have a big circle of friends or relatives because you are new in this city.

You have been working at the school as a **history teacher for only 6 months** after moving here from another city. There, you worked in a school that was in a nice neighborhood. Coming here, you thought you would be working in a similar environment but so far you are **disappointed**. The neighborhood is poorer, pupils are not well raised and don't perform well in school.

You are surprised that your tasks as a teacher **include sorting out conflicts** between the children and sometimes between children and other staff members, including yourself. You are proud of being an experienced teacher and believe firmly in the importance of education. You also believe in **strict rules** and regulations for everyone. You struggle to deal with pupils who appear "outside of the box".



PARTICIPA CITY – Game instructions
“Primary school” for Erik Lundqvist

Game procedure

- Identify yourself with the person from the biography card and these game instructions here to get familiar with the game situation.
- First, there is a reading phase to prepare yourself (approx. 10 minutes).
- After an acoustic signal, you have a brief exchange with the principal. Then the discussion with Tara Patel and Aisha Mahmoud begins (approx. 20 minutes).
- After another acoustic signal, the conversation ends and the trainer will ask you to join the debriefing.

The initial situation

The scenario takes place in the principal’s office in a primary school in a district of Participa City known for its mix of long-established Swedish families and a growing number of migrant households. You and the principal are meeting with Tara Patel who has a daughter, who is in the fourth grade and has difficulties learning to read. Tara is concerned that her child is not getting the extra support that she needs from you. Although she has mentioned this in several parent-teacher meetings, she experienced silence and inaction from the school. On the advice of a neighbor, she reached out to a local grassroots organization that supports migrant families and contacted a counselor who promised to accompany her to the school. Today you are meeting with both Tara and the counselor, together with the school principal to discuss the situation.

It is possible that members of the Anti-Discrimination Advisory Board (ADB) will join you.

Your role in the situation

As the child’s main teacher, you know her well and you do not believe she has special needs. You see yourself as treating all pupils equally and you know all the regulations for special support very well. You believe that pushing the pupils to do their best is the best method for learning – and that should also be the case for the child in question. You believe that the reason the child is not learning how to read properly is because she is not encouraged enough at home and she is not hard working.





PARTICIPA CITY – Biography card



MS. AISHA MAHMOUD

You are **35 years old** and are married with three children. You live with your family in an area of Participa city that has many **people with migration background**. You work as a **social worker** and mediator for an NGO that focuses on conflict resolution and community dialogue,. Over the years, you have completed extensive training in non-violent communication, and you are proud that many people rely on your calm, balanced presence in difficult situations. You see your work as a way to **contribute to understanding and dignity** in a world marked by conflict and misunderstanding.

You wear a **hijab**, you are a proud Muslim, and you come originally from Iraq but have lived in Sweden for 20 years. You are used to navigating public spaces where your appearance immediately places you into **religious or cultural categories**, whether you like it or not. You understand the difficulties migrants face in Sweden, especially in communication with public authorities as you experienced this yourself when you were new here. into religious or cultural categories, whether you like it or not. You understand the difficulties migrants face in Sweden, especially in communication with public authorities as you experienced this yourself when you were new here.



SIMULATION GAME

PARTICIPA CITY – Game instructions
“Primary school” for Aisha Mahmoud

Game procedure

- Identify yourself with the person from the biography card and these game instructions here to get familiar with the game situation.
- First, there is a reading phase to prepare yourself (approx. 10 minutes). Then, you have a brief exchange with Tara Patel about her daughter.
- After an acoustic signal, the discussion with Karin Andersson and Erik Lundqvist begins (approx. 20 minutes).
- After another acoustic signal, the conversation ends and the trainer will ask you to join the debriefing.

The initial situation

The scenario takes place in the principal's office of a primary school in a district of Participa City known for its mix of long-established Swedish families and a growing number of migrant households. You are meeting with a migrant mother, Tara Patel and the school principal and the teacher of her daughter, who is in the fourth grade and has difficulties learning to read. The mother is concerned that her child is not getting the extra support that she needs from the teacher. Although she has mentioned this to the teacher in several parent-teacher meetings, she experienced silence and inaction from the school. On the advice of a neighbor, she reached out to your local grassroots organization that supports migrant families and got in touch with you. You have promised to accompany Tara to the school to support her. Today you are meeting with both the principal and Tara’s child’s main teacher together with Tara, to once again ask them to help her daughter.

It is possible that members of the Anti-Discrimination Advisory Board (ADB) will join you.

Your role in the situation

Conflicts like this are not new to you. As a mediator and social worker, you have frequently witnessed how fear, trauma, and prejudice can erupt in school. You feel that is important to appear calm and clear, showing dignity without allowing the principal and the teacher to dominate the conversation. You know that your reaction might influence this moment, especially as a Muslim woman who might be seen as defending the migrant parent no matter what. You have a lot of patience, but you also have firm boundaries when needed.







ADDITIONAL MATERIAL PRIMARY SCHOOL HELENA ANDERSSON



Special support at school – rights and application process according to the School Law

Special support at school is a right for pupils with special needs. This may include pupils with disabilities, language difficulties or other challenges that require extra support in order for them to achieve their goals.

Rights for pupils with special needs

Pupils with special needs are entitled to special support under the Education Act. This means that the school must provide adaptations and support measures to enable the pupil to participate in teaching on an equal footing with other pupils. This may involve extra teacher support, special educational support or technical aids.

Application process for special support

In order for a pupil to receive special support, an application must be submitted to the school. The application must be based on an assessment showing that the pupil has special needs. The assessment can be carried out by the school's special needs teacher or by an external expert.

Assessment and evaluation

The assessment and evaluation of a pupil's special needs is an important part of the process of obtaining special support. This may include tests, observations and discussions with the pupil and their guardians. The results of the investigation and assessment must be documented and form the basis for the action plan to be drawn up.

Action plan and follow-up

An action plan must be drawn up for each pupil receiving special support. The plan must contain goals and measures to enable the pupil to achieve these goals. The plan must be followed up regularly to ensure that the pupil receives the support they need.

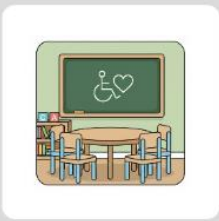
Cooperation with legal guardians

Cooperation with legal guardians is important when it comes to special support. Guardians must be informed about the pupil's needs and rights, and they must participate in the investigation and action planning. This is to ensure that the pupil receives the best possible support.

Special support in school aims to give pupils with special needs the opportunity to learn and develop in the best possible way. This can involve various forms of support and adaptations in teaching, such as extra help from teachers or special education teachers, adapted teaching materials or technical aids. The aim is for pupils to be able to participate in teaching on equal terms with other pupils and to develop in accordance with their abilities.



ADDITIONAL MATERIAL PRIMARY SCHOOL HELENA ANDERSSON



Special support for pupils with disabilities

Special support for pupils with disabilities aims to give them the opportunity to learn and develop despite their disabilities. This may involve adaptations in teaching, such as sign language interpretation or reading machines. Examples of special support for pupils with disabilities are:

Sign language interpretation for deaf or hearing-impaired pupils

Reading machines for pupils with dyslexia

Specially adapted computers for pupils with physical disabilities

Special support for pupils with language difficulties

Special support for pupils with language difficulties aims to give them the opportunity to develop their language and communication skills. This may involve extra language teaching or language support from specialised teachers. Examples of special support for pupils with language difficulties include:

Extra language teaching for pupils who need to develop their language skills

Language support from specialised teachers

Adapted teaching materials for pupils with language difficulties

Special support for pupils with social and emotional difficulties

Special support for pupils with social and emotional difficulties aims to give them the opportunity to develop their social and emotional skills. This may involve counselling support or special teaching in social and emotional skills. Examples of special support for pupils with social and emotional difficulties are:

Counselling for pupils who need support in their social relationships

Special teaching in social and emotional skills

Adapted activities for pupils with social and emotional difficulties

Participa City



Note on language and context: Our European project consortium has made every effort to use inclusive and sensitive language throughout these materials; however, linguistic and cultural differences between language versions may affect nuances of wordings, and we rely on users to apply the materials thoughtfully and sensitively in their own context so that they support reflection on discrimination without reproducing it.

Images generated using AI (Sora | Gemini) for illustrative purposes

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Project N°: 2024-1-DE02-KA220-ADU-000255284

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Co-funded by the European Union

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