Participa City

A simulation game to learn about discrimination

Game material for the scenario “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 “School”



General information for the trainer

You find in this file all necessary material for playing the scenario “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:

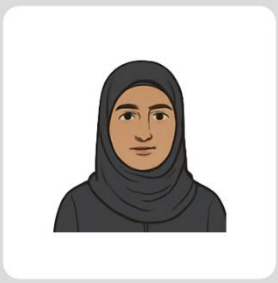
- “Welcome to Participa City” is handed out to all players, but only at the beginning of the game before the first scenario is played since it is a general introduction to the game and the city. You find this information copied according to the number of players. If “school” is not the first scenario 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, you can’t play the scenario “school” at the same time as “housing market” or “playground” because some roles appear in both scenarios. 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 – School station overview

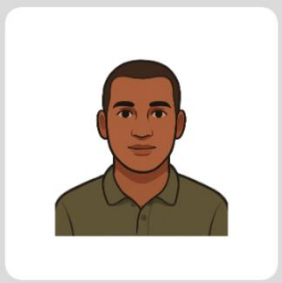


Characters

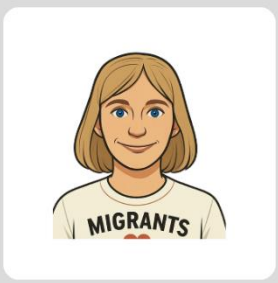
a. Mrs. Razan Ahmed
b. Mr. Mohammed Ahmed
c. Mrs. Katrin Friedrich
d. Mrs. Uta Müller
e. Additional material
    i. School report (Mrs. Müller, Mrs. Friedrich, Mrs. Ahmed, Mr. Ahmed)
    ii. Student Club flyer for parents (Mrs. Ahmed, Mr. Ahmed)



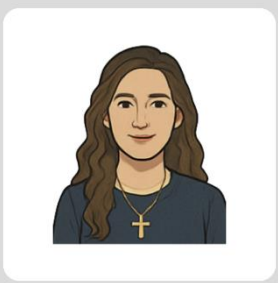
MRS. RAZAN AHMED



MR. MOHAMMED AHMED



MRS. KATRIN FRIEDRICH



MRS. UTA MÜLLER

SIMULATION GAME

Material for the trainer

PARTICIPA CITY – Description of the scenario



Initial situation

The class teacher of class S5 at the Schola Europaea in Participa City has invited parents to a consultation this afternoon. The aim is to decide whether the students will be able to go over into the advanced level (S6 and 7) with the goal to finish the school with the European Baccalauréat/Abitur, the highest possible school degree, with a focus on bilingualism. The discussions will take place with the class teacher Mrs. Müller and her substitute Mrs. Friedrich. The class teacher will come up with a proposal. Now it's about the pupil Salim. His parents, Razan and Mohammed Ahmed, have come to the school. The recommendations for their son are based on the last school report and the teachers' assessment of the child's abilities, level of development and social behaviour.

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

Perspectives established in the station

- **Two teachers** not affected by racism (Mrs. Müller and Mrs. Friedrich) with different perceptions of the pupil.
- **Parents** (Razan and Mohammed Ahmed) who represent their son (Salim) and want the best opportunities for his future.

Game procedure

- You hand out the indicated material to the participants.
- First, there is a reading phase (approx. 10 minutes). Then, Mrs. and Mr. Ahmed exchange ideas, while the teachers prepare themselves together in another place (approx. 5 minutes).
- Then, you give an acoustic signal, and everyone meets in the school for a consultation (approx. 15 minutes). Mrs. Müller introduces the discussion. Everyone presents their position on the school pathway recommendation based on their role.
- With the next acoustic signal, you end the conversation and ask the players to join the debriefing.

SIMULATION GAME

PARTICIPA CITY – Description of the scenario



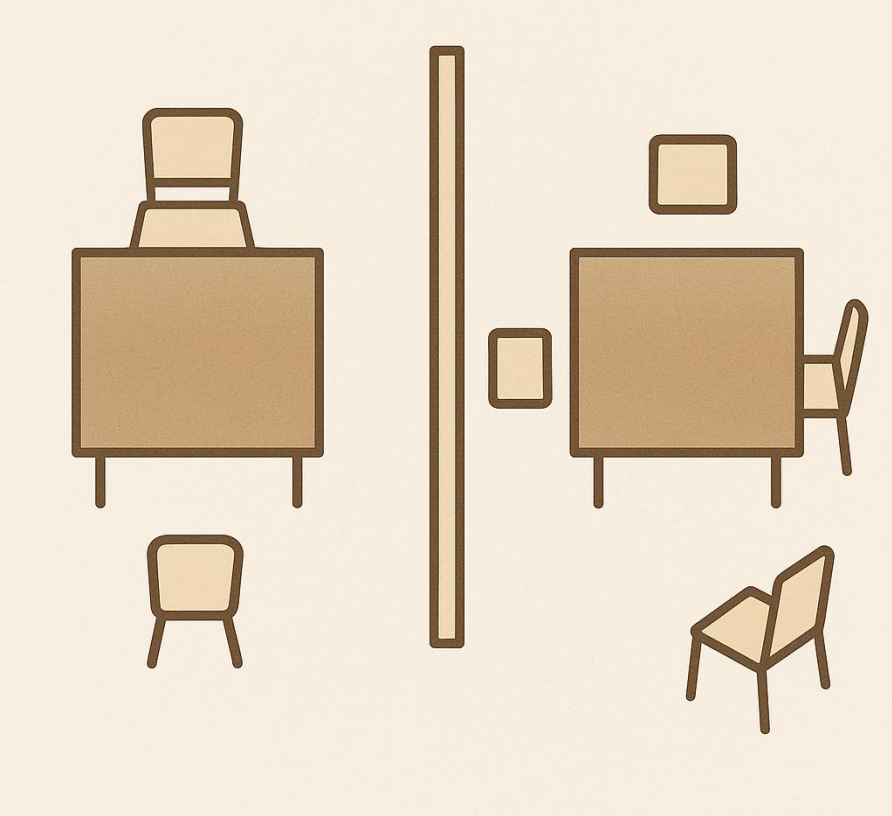
Material for the participants

- Mrs. Müller: biography card + game instructions + school report Salim Ahmed
- Mrs. Friedrich: biography card + game instructions + school report Salim Ahmed
- Mr. Ahmed: biography card + game instructions + school report Salim Ahmed + flyer
- Mrs. Ahmed: biography card + game instructions + school report Salim Ahmed + flyer

Material for the trainer

PARTICIPA CITY – Exemplified station setup





Either a room divider (pin board) or enough space so that the conversations do not disturb each other. Table 1 has two chairs for the teachers. Table 2 has four chairs for two teachers and two parents.

Additional chairs for ADB representatives might be necessary.

SIMULATION GAME

PARTICIPA CITY – Scenario School



SIMULATION GAME



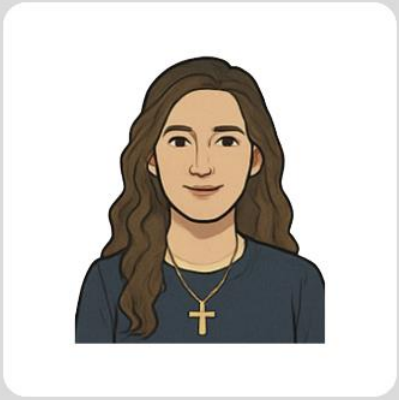
(fold here)

The School

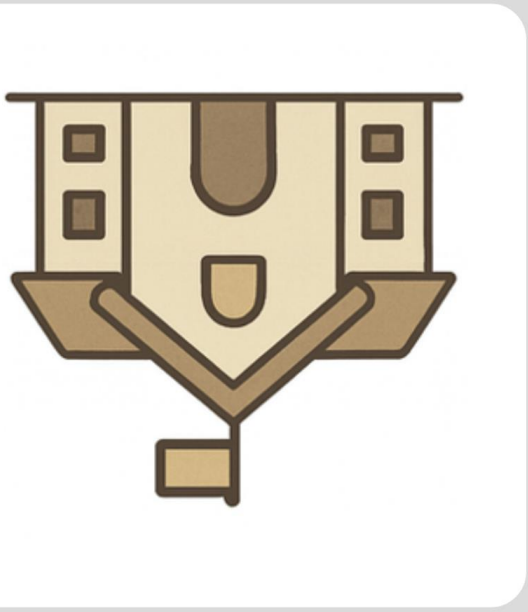
Teacher‘s Office – table 1

Mrs. Katrin Friedrich and Mrs. Uta Müller





The teachers are gathering their last thoughts before joining the parents.

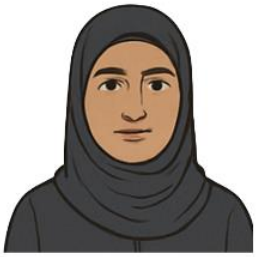


(fold here)

The School

Teacher's Office – table 2

Mrs. Razan Ahmed and Mr. Mohammed Ahmed





The parents have just entered the room, sat down and are waiting for teachers to join.

PARTICIPA CITY – Scenario The School – Name Tags



MRS. RAZAN AHMED



MR. MOHAMMED AHMED



MRS. KATRIN FRIEDRICH



MRS. UTA MÜLLER

Welcome to PARTICIPA CITY

Material for participants

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. And 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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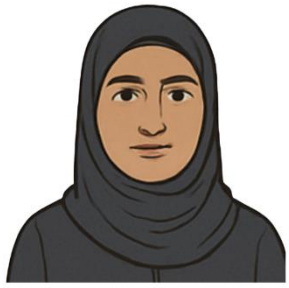
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Have fun with the game!

PARTICIPA CITY – Biography card



MRS. RAZAN AHMED

You are 44 years old and the **mother of four children**. Five years ago, you and your family **fled to Europe from Syria**. The youngest children are three and six years old, the eldest son Salim is ten and the eldest daughter is twelve.

Settling in Participa City is proving more difficult than expected: you initially lived in an initial reception centre for a long time, where there were no language courses, and the children had very little schooling. Now you live in a (too small) apartment in the middle of Participa City.

You are a **midwife by profession** and worked part-time in a city hospital in Syria for six years. Unfortunately, despite your best efforts, you are **unemployed** in Participa City because your Syrian qualification as a midwife is not recognized in Europe and your local language skills are not yet sufficient. You would like to attend a language course. However, with four children it is difficult for you to attend another a course.

You are very involved in your circle of friends and relatives, which consists mainly of Syrian women. There, you talk a lot about experiences of discrimination and support each other. You have the feeling that there are many **prejudices** about you because you wear a headscarf.



SIMULATION GAME

PARTICIPA CITY – Game instructions
“School” for Mrs. Razan Ahmed

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, then you exchange ideas with your husband to prepare yourselves together (approx. 5 minutes).
- After the acoustic signal, everyone meets in the school for the consultation session (approx. 15 minutes).
- After another acoustic signal, the conversation ends and the trainer will ask you to join the debriefing.

The initial situation

The class teacher of class S5 at the Schola Europaea in Participa City has invited parents to a consultation this afternoon. The aim is to decide whether the students will be able to go over into the advanced level (S6 and 7) with the goal to finish the school with the European Baccalauréat/Abitur, the highest possible school degree, with a focus on bilingualism. The discussions will take place with the class teacher Mrs. Müller and her substitute Mrs Friedrich. The class teacher will give her recommendation. Now it's about your son Salim. You have come to the school with your husband Mohammed Ahmed.

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





PARTICIPA CITY – Game instructions
“School” for Mrs. Razan Ahmed

Your role in the situation

You want Salim to be able to realise his **dream of studying engineering and work in Germany in the car industry**. Salim shows a great **sense of responsibility** for his age: for example, he only plays in the afternoons after doing his homework, which he always does carefully. From your point of view, he is also exceptionally **hard-working**. You make sure that all your children always come to school on time and well prepared. Salim has hardly ever been absent (which is confirmed by his school report) and has very **good grades** in most subjects.

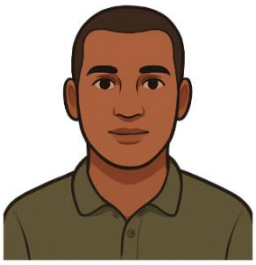
You think that he can still **improve his English language skills**. You have often advised him to play and socialise more with children who speak English as their mother tongue. However, Salim has often told you about **rejections and insults**. After school, he has often told you with tears in his eyes how he was sent away by classmates with hurtful words and that he is often one of the last to be chosen for the respective teams in sports lessons despite his good performance.

You think that Salim's great commitment and his many attempts to get involved should be rewarded. You think it is unfair that he is “punished” for the behaviour of his classmates. You also want to point out in the conversation that your son is in a difficult situation because of this marginalisation and his history as a refugee.

Salim is generally **inquisitive and committed**. Therefore, in your opinion, he should go over into the advanced level (S6 and 7) with the goal to finish the school with the European Baccalauréat/Abitur.







MR. MOHAMMED AHMED

You are 42 years old and the **father of four children**. Five years ago, you and your family **fled from Syria to Europe** The youngest children are three and six years old, the eldest son Salim is ten and the eldest daughter is twelve.

Settling in Europe is proving more difficult than expected: you initially lived for a long time in an initial reception centre where there were no language courses, and the children had little schooling. Now you live in a (too small) apartment in the middle of Participa City.

You have a **degree in civil engineering** and have worked as a manager for an international construction company in Syria but are currently **unemployed**.

You are now completing your second language course and hope to finally be able to enter the job market after completing it.

You have made some connections in a Muslim community in Participa City: here you can meet people with similar backgrounds to yourself and get advice and support.



PARTICIPA CITY – Game instructions
“School” for Mr. Mohammed Ahmed

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, then you exchange ideas with your wife to prepare yourselves together (approx. 5 minutes).
- After the acoustic signal, everyone meets in the school for the consultation session (approx. 15 minutes).
- After another acoustic signal, the conversation ends and the trainer will ask you to join the debriefing.

The initial situation

The class teacher of class S5 at the Schola Europaea in Participa City has invited parents to a consultation this afternoon. The aim is to decide whether the students will be able to go over into the advanced level (S6 and 7) with the goal to finish the school with the European Baccalauréat/Abitur, the highest possible school degree, with a focus on bilingualism. The discussions will take place with the class teacher Mrs. Müller and her substitute Mrs Friedrich. The class teacher will give her recommendation. Now it's about your son Salim. You have come to the school with your wife Razan Ahmed.

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





PARTICIPA CITY – Game instructions
“School” for Mr. Mohammed Ahmed

Your role in the situation

You want your son to be given every opportunity to realize his great **potential in math's and science and at the same time will be trained in different European languages as you will maybe move to another European country**. You keep reading and hearing that Europe urgently needs such specialized professionals.

You therefore want to ensure that your son **attends** the advanced level (S6 and 7) with the goal to finish the school with the European Baccalauréat/Abitur) and receives more support there to overcome his current language deficits. Then he will certainly open up more to his classmates.

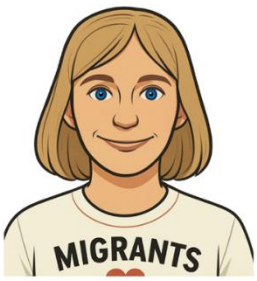
Your son has **learnt English very quickly in just a few years**. You can't understand why he should be assessed in the same way as native speakers. You see how he often sits at home for hours over his schoolbooks and are surprised that his efforts are not being rewarded. From conversations with other parents, you know that their children must do much less to get good grades.

Since **Syria** has (had) a **good education system**, your expectation is correspondingly high. You think it makes no sense that the **European school systems** are so strongly characterized by selection. You believe that more **support** is needed to ensure real equality of opportunity. In your view, it is the schools' job to offer proper **support opportunities**!





PARTICIPA CITY – Biography card



MRS. KATRIN FRIEDRICH

You are 32 years old and have an eight-year-old daughter who you are bringing up on your own.

You **teach math and PE** at the Schola Europaea in Participa City. You are known as **a committed and kind teacher.**

During the increasing influx of refugees into the city, you **co-founded the "Migrants Welcome in Participa City" initiative**. At the time, you housed refugee women with children in your home (on a farm) until permanent accommodation was found for them.

In the school teaching team, you and a few others are of the opinion that many **immigrant families** have problems because they are **disadvantaged**. Some of your colleagues consider you to be an incorrigible "do-gooder".

You may not be affected by racism yourself, but you have many people in your circle of acquaintances who are. Many of them tell you that they are repeatedly rejected despite their best efforts.



SIMULATION GAME

PARTICIPA CITY – Game instructions
“School” for Mr. Katrin Friedrich

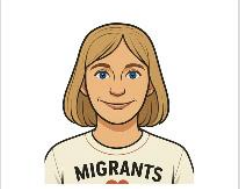
Game procedure

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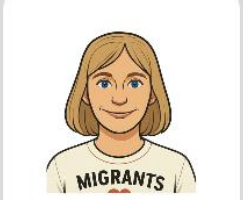


PARTICIPA CITY – Game instructions
“School” for Mr. Katrin Friedrich

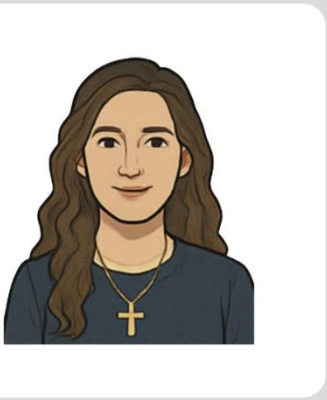
Your role in the situation

On the way to school, you read the text about the study by the University of Mannheim on the poorer grading of Turkish children. You have been concerned for some time about the loss of educational support measures for students with a migration background or who have other educational support needs. As a math’s and PE teacher, you do not see Salim's performance in your subjects as an obstacle to recommend to him to go over into the advanced level (S6 and 7) with the goal to finish the school with the European Baccalauréat/Abitur, the highest possible school degree, with a focus on bilingualism. However, you also notice that his **language skills could still be improved.** However, you see a lot of commitment in him and expect that he will continue to improve, and that attending the advanced level should therefore not be a problem.

You strive for a better solution to support Salim with his language skills. Mrs. Muller doesn’t have trust in Salim. Perhaps there is a way to **convince her** further **educational support** is made a condition?







MRS. UTA MÜLLER

You are 47 years old, married and have three children aged between five and seventeen. You are well connected in your **fairly affluent neighbourhood**. Almost all the people in your immediate environment are, like you, not affected by racism.

You are the **class teacher** S5 at the Schola Europaea in another part of Participa City. You teach **English and PE** there. You **enjoy being a teacher** and want to support all your students in the best possible way in their lives. You often get the feedback that you are a teacher **"with heart and soul".**

Many children from immigrant families are part of your class. You see this perceived diversity as a major challenge. You find it problematic that, in your view, many of the students **do not have sufficient knowledge of European languages** There are many teachers who, like you, believe that many of the immigrant families make too little effort to integrate.



PARTICIPA CITY – Game instructions
“School” for Mrs. Uta Müller

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, then you briefly exchange information with Mrs. Friedrich to prepare yourselves together (approx. 5 minutes).
- After the acoustic signal, everyone meets in the school for the consultation session (approx. 15 minutes).
- After another acoustic signal, the conversation ends and the trainer will ask you to join the debriefing.

The initial situation

You, **the class teacher** of class S5 at the Schola Europaea in Participa City, **have invited parents to a consultation** this afternoon. The issue is whether the students will receive a recommendation to go over into the advanced level (S6 and 7) with the goal to finish the school with the European Baccalauréat/Abitur). The discussions will take place alongside you as the class teacher **with your substitute Mrs. Friedrich**. Now it's about the pupil Salim. His parents Razan and Mohammed Ahmed have come to the school. The recommendations for their son are based on the last school report and your assessment of the child's abilities, level of development and social behavior.

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





PARTICIPA CITY – Game instructions
“School” for Mrs. Uta Müller

Your role in the situation

You know that your recommendation is decisive for the further educational path of your students. You think that **good English language skills** should be a **mandatory prerequisite** to go over into the advanced level (S6 and 7) with the goal to finish the school with the European Baccalauréat/Abitur. As languages are a main focus of your school type, you think that students need profound knowledge of at least three languages to go over to the advanced level. However, you also think it is important that all types of school are open to immigrant children to avoid the risk of social isolation.

Your pupil **Salim** is a very **quiet pupil** who hardly participates verbally in lessons. From your point of view, he is very bright and willing to learn, but too reserved. You also feel that his **English language skills are not yet sufficient** to finish the school with the European Baccalauréat/Abitur.

You also criticize the fact that he particularly maintains contact with other Syrian children in the class. In your view, he doesn't approach the other children often enough. You are sorry, but you **cannot recommend Salim to go over into the advanced level** (S6 and 7) with the goal to finish the school with the European Baccalauréat/Abitur. You think that he should change schools and take another path.





ADDITIONAL MATERIAL SCHOOL

MRS. AHMED, MR. AHMED, MRS. FRIEDRICH, MRS. MÜLLER









Schola Europaea **Participa City**

Report card

School year 2019/2020 | 1st and 2nd term | Class: S5

Salim Ahmed

born 23 April 2010 in Damascus

Missed class days in the 1st and 2nd term: 4, of which unexcused: 0

L1 English	4,99	**Religion**	7,13
L2 German	7,40	**PE**	7,20
L3 Spanish	7,58	**Science**	9,80
Music	8,23	**Math**	9,05

Participation in the following study groups / support programs:

Salim Ahmed took part in the "Lego technics" working group and the "English language support" program.

Special interests and skills:

Salim Ahmed is always helpful to teachers and classmates. In addition, he shows great interest in technical issues in his working group and also thematically in subject lessons.

Work behavior:

Salim Ahmed meets expectations in work behavior.

Social behavior:

Salim Ahmed's social behavior deserves special recognition.

Comments:

Salim Ahmed's English language skills are still deficient.

Müller

Klassenleitung
Class teacher

Partizipa City 26.04.2021

Date and place

School principal

Razan Ahmed

Signature of a parent or legal guardian

Explanation: **9.00 – 10.0:** (Excellent) 8.00 – **8.99:** (Very good)
7.00 – 7.99: (Good) **6.00 – 6.99:** (Satisfactory) **5.00 – 5.99:** (Sufficient) **3.00 – 4.99:** (Failed/Weak) **0.00 – 2.99:** (Failed/Very weak)

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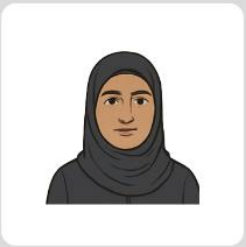
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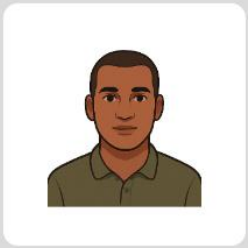
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ADDITIONAL MATERIAL SCHOOL
MRS. AHMED AND MR. AHMED







End-of-Year Guide: Supporting Your Child's Success

Scholea Europea Student Club | Participa City
Helping families make informed decisions together

If you are ...

Close to the Goal: What a 4.99 Grade Means
Your child has worked hard and earned a 4.99—**just 0.01 shy of the 5.00 needed to pass!** At Scholea Europea, we celebrate near-misses as opportunities for growth. Passing isn't just about numbers; it's about building resilience and skills for life.

How Parents Can Help:

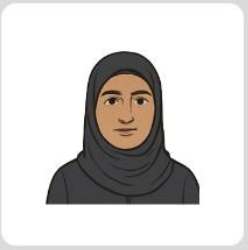
- **Review Together:** Sit with your child to check assignments, tests, and feedback. Spot easy fixes like extra credit or makeup work.
- **Talk to Teachers:** Schedule a quick meeting (email club@scholea.eu to connect). Ask about improvement plans—many kids boost that final 0.01!
- **Build Confidence:** Praise efforts, not perfection. Say, "You're so close—let's finish strong!" Avoid pressure; focus on learning.
- **Explore Options:** If needed, discuss retakes, summer support, or grade appeals. Our school offers free tutoring sessions.
- **Plan Ahead:** Set small goals for next year, like weekly study habits.
- You're your child's biggest cheerleader. With your support, that 4.99 becomes a stepping stone to success.

Questions? Contact us anytime!

Student Club

ADDITIONAL MATERIAL SCHOOL
MRS. AHMED AND MR. AHMED







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Student Club

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.

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https://participa-city.eu

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