a game about populism and social change

WING

Background information and lesson plans for the online game

2022

Content

If you have any questions about the game, feel free to contact us at hellodia@i-dia.org.

Introduction

This publication provides background information and lesson plans for the online game *"Wing - a game about populism and social change"*. It is recommended for educators and youth workers who, after completing the game, would like to work with young people aged 14-20 and address the issues raised in the game, such as the populist political system, advocacy, fake news and propaganda media, or environmental awareness. It may also be useful for those who have played individually but are curious about the research and social issues behind the game.

If you haven't played the game yet, click here, then return and continue reading.

Why was this game created? 🟢

DEMOS H2020 is a research and innovation project that studies populism and its impact on democracy through different disciplines and applied sciences. The project is funded by the EU Horizon 2020, it is carried out with the participation of 15 partner institutions, led by the Centre for Social Sciences.

The staff members of the Centre for Social Sciences felt that it would be good to have this social science research on topical issues reach as many people as possible, especially young people, who could benefit from the many messages it provides about a well-functioning democracy and active citizenship. So, they approached the Foundation for Democratic Youth (DIA) and together we decided to concentrate all the knowledge gathered during the research into a playful interactive comic strip.

> We will summarize the most important social and political concepts and research findings in the first part of the publication, which is followed by a shorter and a longer lesson plan for teachers to help them work through the contents of the game with their students.

What is our aim with the game?

Democracy can and should be learned. Democracy is not the politicians' job, but all of ours. Democracy is in fact a community of democratically minded and active individuals who are open to dialogue and debate, who accept the decisions of the majority but do not ignore the interests of the minority and, above all, are active participants in community life. This game helps players learn about a possible path to becoming active citizens, to raise awareness of the skills needed to stand up against an authoritarian regime. We hope that through playing, they will recognize their own potential and responsibility, and that they will believe that their actions contribute to change.

Background information on the social issues mentioned in the game

What is populism? What are the characteristics of populist regimes? 🟢

Populism encompasses all political ideas and activities that aim to win the support of ordinary people by appealing to the interests of the people, in opposition to their alleged enemies. According to Cas Mudde[1] populism in political science is the idea that society is divided into two antagonistic groups: "the pure people" and "the corrupt elite".
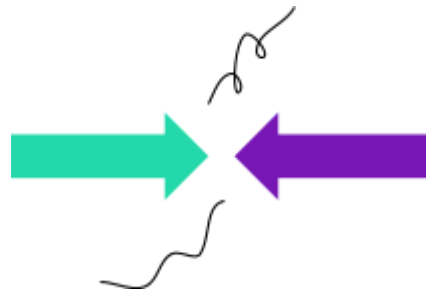
The promise of the populist politician is that it replaces the corrupt elite with the interests of the pure people in decision-making. The true populist leader claims to represent the "will of the people" and defends these interests against a system supported and maintained by the "elite". The "elite" can be either other politicians, intellectuals, big businesses or even the leaders of international organizations. Moreover, populist leaders - who are usually part of the elite themselves - define themselves as the only authentic representative of the people, ignoring the fact that society is not coherent, it consists of many different interests, values and points of view. Populism is not a political ideology; it is not exclusively linked to right- or left-wing political forces.

It is more like some kind of political style:

- simplistic and divisive political communication,
- messianic political self-presentation, cult of leadership,
- decisions aiming short-term political gain

> *In the game, the authority tries to portray the Wing movement as the "corrupt elite". In the TV news report, Maori is accused of being the son of an opposition politician, and it is also said that the Wing movement is funded by the mafia of a foreign planet. Of course, the players of the game know that it's not true, as the backstory reveals that Maori's father was a miner and Maori started the movement on a grassroots volunteer basis. Mr. Krudo, the charismatic*

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[1] Cas Mudde (2017): Populism: A Very Short Introduction

leader, tries to portray the team of Maori as a negative, even dangerous political force at first, but when the majority sides with them, he starts to negotiate, just as a populist leader would. During the discussion he repeatedly stresses that he represents the people, his grandfather was a miner and therefore he is one of them, while he obviously does not see what is going on in Tusor from the shiny Aurum parliament. The personality cult of Mr. Krudo is apparent from the beginning of the game, as he appears on several posters proclaiming the unity of the people. He considers short-term profit the most important thing, as the system allows ancient trees and miners to be exploited for energy, and there are no attempts to move towards a more sustainable solution.
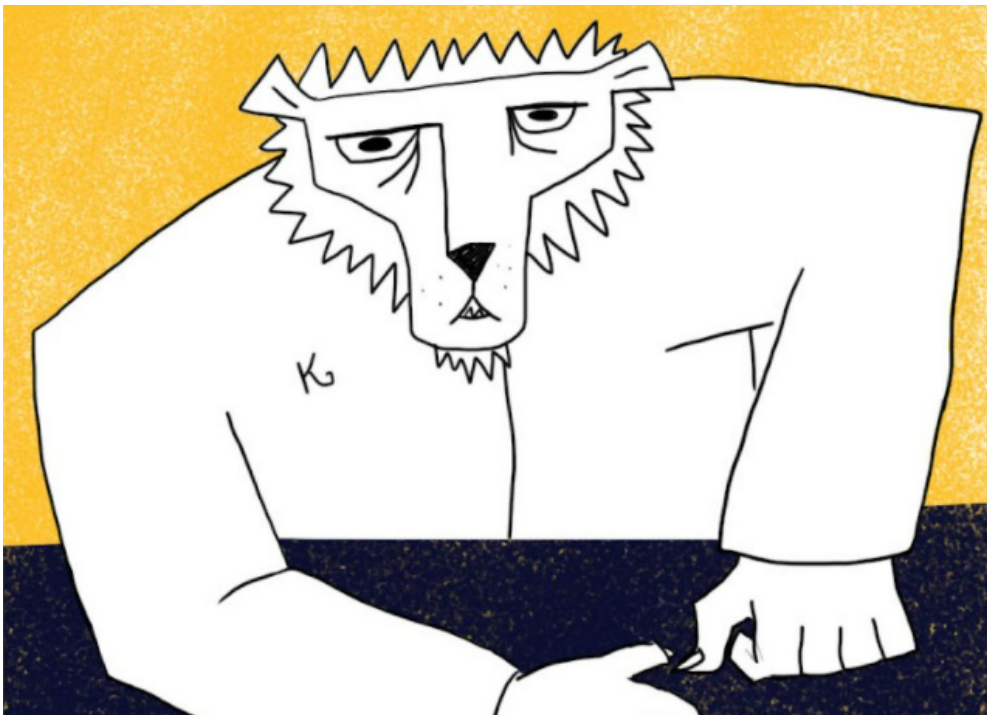
Populism provides infinitely simple answers to complex problems. In addition, these responses release the majority of society from its own responsibility. They identify enemies who are, according to populist rhetoric, the cause of all social ills. It often diverts attention from real problems with new ones artificially created. This is why propaganda, conspiracy theories and hate speech are inevitable parts of populism.

In the story, we could see how the central media tried to make the alliance of the planets believe that the Tusor miners live their lives in happiness and safety. And when the Wing movement identifies the problem in the media, it does not try to give a complex answer to the real problem, but rather presents the movement as an external enemy, which is a threat to the people. This conspiracy theory and hate-mongering is an attempt to cover up the problem, which is in fact low wages, dangerous working conditions, exploitation of nature and the poor quality of education.

What are the conditions that help the emergence of populist regimes?

Societies tend to accept populism to varying degrees, depending on their situation. Economic and livelihood difficulties, lack of prospects, lack of opportunities for progress are important factors in the openness to scapegoating. Respect for authority as a social value helps maintain the unquestionability of the populist leader, and this is helped by an education system that overshadows critical thinking, tolerance and cooperation skills. Social polarization, the extreme division between social groups is inherent in populism. Polarization helps to put a populist politician in power, who then declares one half of the divided community to be the real people and the other half to be the enemy. Populist politics itself contributes significantly to widening the social division through its communication and its decisions.

> *In Tusor, we tried to present a society that is highly exposed to a populist leadership, as most of the citizens are poor and directly dependent on the mining companies run by the government. There are hardly any other types of jobs on the planet and the education system has also been subordinated to this, as the main subject is mining. Later in the story even the age for compulsory schooling was also lowered to provide a fresh workforce for the mines that supply energy to the entire galaxy. It is also a typical phenomenon that the people themselves who produce the valuable raw materials (e.g. gems, energy as in the game) do not benefit from this value and they work for unfair wages under poor conditions. Planets are completely separated from each other within the Galactic Cooperation Alliance, and their inhabitants do not meet each other. This high segregation also fuels polarization.*
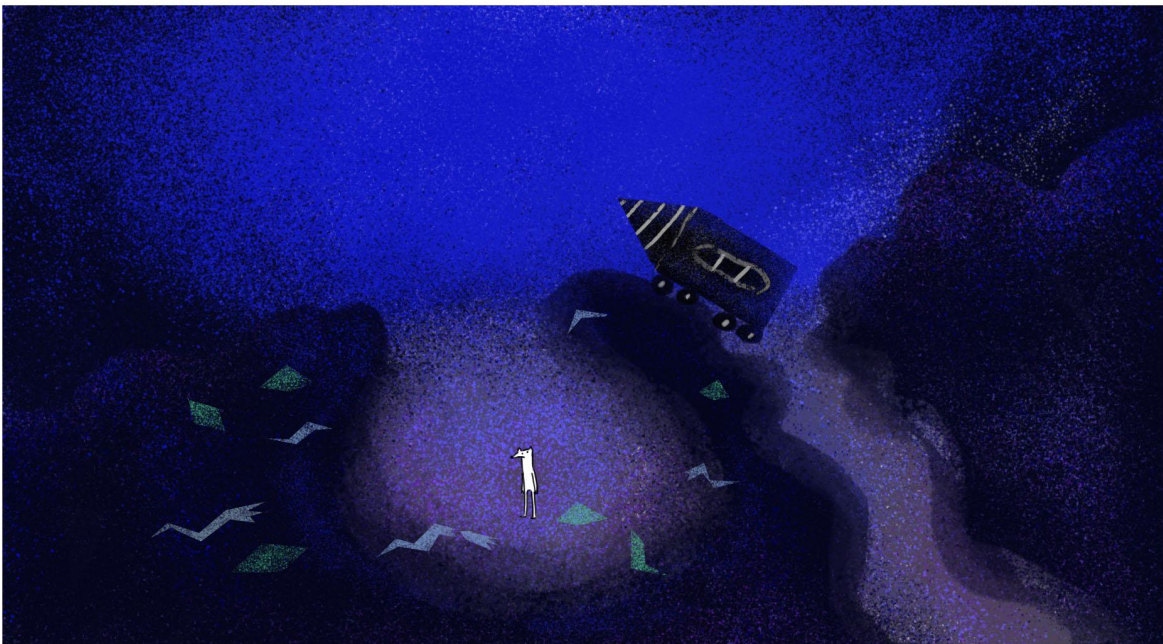
The role of the media in populism ●

The role of the media is changing, and with the rise of the online press and social media, traditional media are less influential than before. But even so, their importance should not be underestimated, as TV stations broadcasting everywhere, billboards and free local newspapers that reach many people who are otherwise barely informed, make it easy for the authorities to influence people. In the meantime, actors with fewer resources (e.g. movements, opposition politicians) have to struggle to get their message across to the wider public. Research[2] has shown that media consumption strongly influences how much a citizen believes that the political system can be changed.

Propaganda, fake news and hate speech are important tools for creating disunion and enemies (which is one of the cornerstones of populism), so one of the main tasks of the resistance is reclaiming media space and creating their own narratives.

> *In this game the media is not unified, as there is a pro-government station that spouts the messages of the ruling regime and spreads hateful fake news and posters proclaiming the unity of the Tusor people, but there is also an independent press where the news of the movement can be included if they carry out actions that are compelling and mobilizing enough. But the most important free platform is social media: Maori started organizing on social media and then Patti, a fellow activist, wrote an article on the internet herself.*

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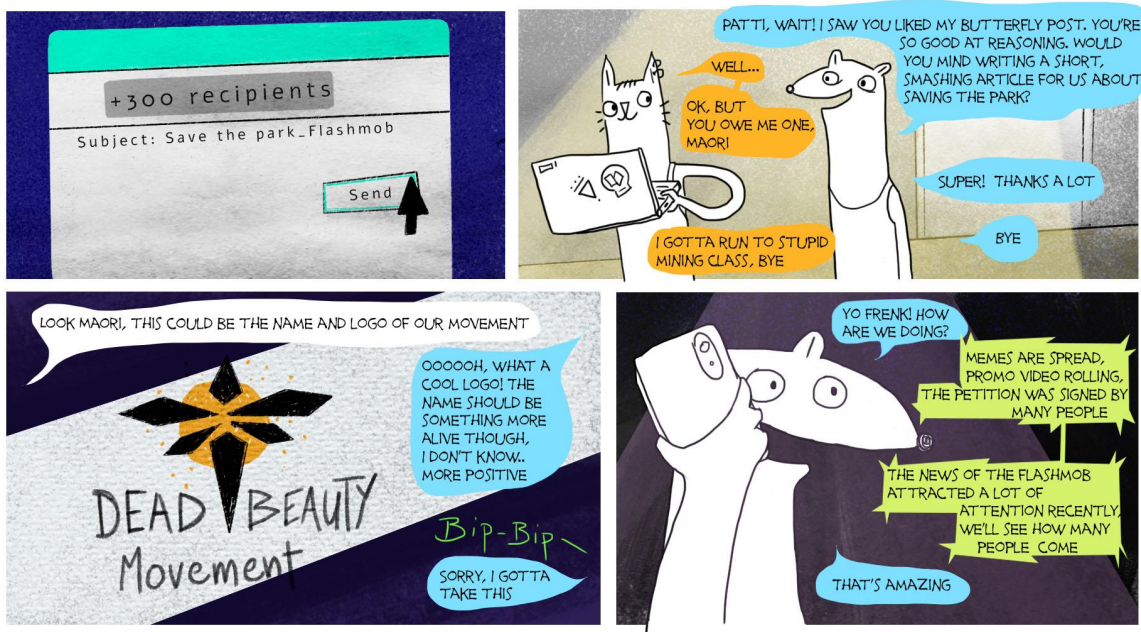
[2] Bene Márton (2020): Does context matter? A cross-country investigation of the effects of the media context on external and internal political efficacy

For Maori and his friends, it was important to get credible information about the present and future of Tusor, but to do so they had to be critical of the mass media and take the time and effort to find reliable news sources. They had to confront the fake news that portrayed their movement as the enemy, and they had to take action to reveal the news that had been covered up, and to go beyond the advertisements that promoted the carefree life of miners for the people to see the real problems of the economy and the labor market.

Fake news in reality

Below we have listed the possible characteristics of propaganda and fake news to make it easier for readers to recognize them in the future:

- simplistic, repetitive messages that evoke emotions
- generalizing opinions, stereotypes, black and white thinking
- the role of the concept of enemy
- political intention
- sensationalistic, highly emotive title and language
- lack of references, reference to unreliable sources
- missing or suspicious imprints, articles without authors, editors not specified

What can we do against fake news and propaganda articles?[3]

- check the reliability of your sources and find reliable sources
- use fact-check sites to help you
- gather information from several platforms
- discuss the news with each other, dare to argue, learn and evaluate different points of view

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[3] For more information in Hungarian, download the DIA's free publication "You can be a researcher", a guide for youth professionals on how to get credible information and research: https://i-dia.org/tudas/

Knowledge and skills necessary for active citizenship ●

There are certainly many skills, knowledge or attitudes that could be listed, all of which are useful for active participation in the democratic process, but we have highlighted 5 that are of significant importance and are also described in the game.

1   **Acceptance of differing opinions and a well-developed debate culture**

Democracy is first and foremost about empathy: being able to understand those who think differently from us, accepting that our own views are not the only ones that can be correct, discussing conflicting ideas and, if necessary, revising our own beliefs. Because democracy is based on open dialogue, the possibility to accept and convince each other. This helps us accept the decision of the majority when we are in minority, and it helps us accept our limitations against the authority when we are in majority.

2   **Knowing the system**

In addition to general public knowledge, the functioning of democracy requires gaining some specific "civics". How does an X written in the voting booth become a parliamentary mandate? What is the significance of parties? How to participate in a demonstration or how to set up an association? Where can I turn if I suffered injustice? A general knowledge of our basic rights as citizens and how the political system works is essential in becoming a confident and active citizen.

> *This is exactly what the maze game intended to illustrate: Maori is determined to save the park, but at first, he has no idea exactly what he needs to do or how to achieve his goal. The whole system seems to be a maze. But as he gets the items he was searching for in the maze, that is how the next stages of the road to success are revealed.*
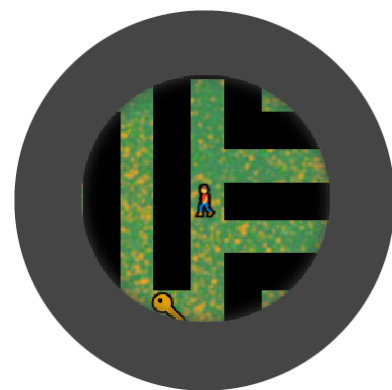
3   **Conscious gathering of information and critical thinking**

Even if we know how the system works, democracy requires an extra effort from the democratically minded and active people. They should devote time and energy to keep themselves informed about the affairs of their communities. Gathering information is only the first step in becoming

well-informed. Information becomes valuable when it is interpreted in an adequately critical way. If we consciously read, watch and listen to the information, we have a good chance of noticing when we are being manipulated. The critical consumption of information does not mean, of course, that we should treat all news as if they were untrue. Trust is also an essential element in becoming well-informed. If we don't trust any news sources, we are just as ungrounded as when we allow ourselves to be manipulated. Despite all the justified criticism against it, traditional media, with its editorial offices, remain the mainstay of professional gathering and processing of information.

> *From the beginning of our story, Maori has had critical thinking skills, as in the opening scene he questioned the usefulness of the curriculum and did not accept the basic idea that money-making mines were more important than natural resources. Later, the movement had to face the populist power's attempts to make scapegoats out of them with fake news, but the team members effectively confront this in the course of the game.*

4 Belief in political efficiency

There are two types of beliefs in political efficiency:

Belief in **external** political efficiency: The belief that the system itself (institutions, authority, decision-making) can be changed and responds to the needs and demands of citizens.

Belief in **internal** political efficiency: The belief in a person's own ability to understand politics and to meaningfully participate in public life.

This sense of belief has a very strong influence on political activity. Those who believe that they have an influence on decision-making will act and exercise their civic rights, while those who do not are likely to remain passive.

> *It was also a major breakthrough for Maori in the game when he realized and said, "So, why shouldn't we change this?! Others have done it before: freedom fighters, activists. They started out as everyday men too." He then skillfully conveyed his faith and enthusiasm for political efficiency to his discontent peers.*

The following table shows how the external and internal beliefs in political effectiveness (PE) represent typical attitudes in society:

High external PE	Paternalist *"The system can be changed, but it won't be done by me."*	Active *"The system can be changed, and I am able to do it."*
Low external PE	Passive *"The system can't be changed and I wouldn't be able to do it anyway"*	Sceptic *"I could get involved in public life, but there's no point in doing so anyway"*
	Low internal PE	**High internal PE**

5 Commitment to democratic values

Democracy is not an ideology. People with conservative ideologies can think and act democratically just as well as people with social democratic or liberal ideologies. Democracy is a form of government in which groups, typically political parties, representing different ideologies and worldviews compete with each other for governmental power.

With the rise of illiberal democracies and populism, active political participation guided by non-democratic values (e.g. groups based on hatred of minorities, the respect for authoritarian leaders) becomes a common phenomenon. So, it is not just a belief in political efficiency per se that is important, but also respect for democratic values and the rule of law. *In the game, the task where the player has to jump to collect values aims to highlight this phenomenon.*

It is also important for a citizen to believe in democratic values or ideals, and to not blindly follow a particular leader or party, because it can shift in any direction over time *(as can be seen with the young and present Mr. Krudo).*
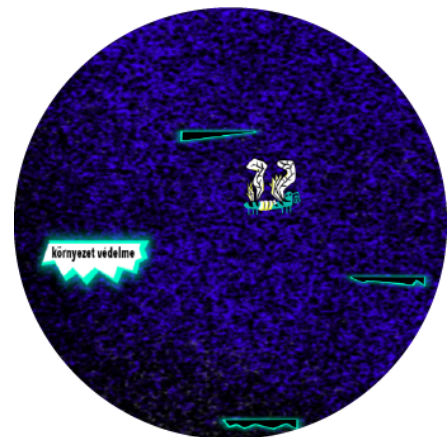
Where are we now?

Europe-wide research showed that only 20% of citizens have all the democratic skills listed above.[4] Democratic capacities are strongly influenced by a country's quality of education, economic

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[4] Bene M. és Boda Zs. (2021): Democratic efficacy and populist attitudes. A conceptual and empirical exploration. In: M. Mejstrik és V. Handl, szerk.: Current Populism in Europe. Gender Backlash and Counter-Strategies. Prague: Heinrich Böll Stiftung, 65-77.

development and the independence of the media. Unfortunately, there are also many people who have great knowledge and skills but feel that they cannot change the system, so they do not get actively involved in public life.

As regards Hungary, 2021 research found that young Hungarians are rather disillusioned: only one in five is interested in politics. It seems however that the situation although slowly, but may be changing, as they have been galvanized by the coronavirus epidemic and the measures related to it. 17% of Hungarian 15-29-year-old people talk to their parents or close friends about political issues, while the rest avoid the topic. Half of young people feel that politics does not represent their interests[5]. That is why we consider it a priority to bring them closer to critical discussion of public issues and advocacy methods in a playful way.

What can we do for a better democracy? 🟢

A democratic system is never perfect, but there are things we can do to become active citizens, or even to raise young people to become so.

Things anyone can do individually:

- Read the news with a critical eye. Gather information preferably from several sources.
- Practice calm and substantive debate whenever there is a chance. Learn about and avoid logical fallacies[6] in reasoning.
- Talk as much as possible about public affairs. Listen to opinions that are different from your own and keep an open mind. Just because we don't agree on everything, we can still be on good terms.
- Understand better your rights as a citizen, how the political and administrative systems work, so you know where to turn if you ever need it.
- Believe in the fact that change can be achieved through persistent work. If your enthusiasm weakens, it's worth reading about movement successes, since many Hungarian and international activists have led important social causes to success!
- Don't commit yourself to a political party or a charismatic person, but to values. Regularly examine what your favored party or person stands for and whether you can still identify with them. If not, don't be afraid to shift to another.
- If you don't like something, raise your voice. There are many ways of advocacy and activism[7]. Find the one that you find is closest to your views.

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[5] András Bíró-Nagy - Andrea Szabó (2021): HUNGARIAN YOUTH 2021 DISSATISFACTION, POLARISATION, EU PARTISANSHIP http://library.fes.de/pdf-files/bueros/budapest/18607.pdf
[6] https://yourlogicalfallacyis.com/
[7] You can learn about this in the School of Public Life: https://kozeletiskolaja.hu/homepage/

What teachers can do in school:

- Play this game with your students and complete the lesson plan too. Any other method is a great way to learn about citizenship rights and advocacy in the classroom.
- Whenever there is a chance talk about as many public issues in class as possible. Even debate practices[8] can present multiple points of view.
- Ask students for their opinions on as many issues and decisions concerning themselves as possible, and then take these into account. For example, where to go on a class trip, what color the classroom wall should be, what kind of after school programs they are interested in, etc. This allows students to practice participation, rather than having the decisions made without them.[9]
- Support the student council, as it is their representative body.
- Don't fear challenging extremist views and stand up for democratic values. If a student speaks hatefully or expresses conspiracy theories, feel free to tell them kindly but firmly that you disagree.
- Help young people believe that change can be achieved and that they can affect public life. This can be supported by inspiring examples (you can find some examples in the longer lesson plan).
- Help students find reliable news sources and to spot fake news.

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[8] You can also find publications on community debate methods in Hungarian: https://i-dia.org/tudas/
[9] From opinion to argument: for the first time, it is useful to ask young people for non-verbal feedback (e.g. opinion sclae, polls, emotion cards) on a topic or a thesis sentence. After that, it is constructive to gradually move on to verbal expressions and arguments. Building up these steps is also useful because it makes it as comfortable as possible for young people to express their views on certain issues and to do so in a safe environment.

Links for navigating in the game

If you get stuck in the game, for example you can't complete one of the mini-games, feel free to use the links below and skip to the next chapter. It won't have a negative effect on the gameplay or the ending. It is also useful to have a collection of links if you want to jump back to a memorable moment during a class activity.

Introduction: https://szarny.i-dia.org/en/bevezeto-en/

Looking in the bag game: https://szarny.i-dia.org/en/taska-en/

Finding phone, park: https://szarny.i-dia.org/en/bevezeto-2-en/

Maze game: https://szarny.i-dia.org/en/maze-en/

Sharing photo, chat: https://szarny.i-dia.org/en/bevezeto-3-en/

Jumping game with values: https://szarny.i-dia.org/en/ugralo-en/

Spreading information on the movement: https://szarny.i-dia.org/en/atvezeto-2-en/

Space pressing game recruiting members: https://szarny.i-dia.org/en/csapat-en/

Maori gives enthusiastic speech: https://szarny.i-dia.org/en/atvezeto-3-en/

Organize the protest game: https://szarny.i-dia.org/en/megmozdulas-en/

Television news: https://szarny.i-dia.org/atvezeto-4-en/

Fake news game: https://szarny.i-dia.org/alhirek-en/

Everyone sees the news about the Wing: https://szarny.i-dia.org/atvezeto-5-en/

Negotiation: https://szarny.i-dia.org/en/targyalas-en/

Endings:

1. Reservoir at Tusor: https://szarny.i-dia.org/epilogus-1-en/

2. Research center: https://szarny.i-dia.org/epilogus-2-en/

3. Payraise: https://szarny.i-dia.org/epilogus-3-en/

4. New mining technology: https://szarny.i-dia.org/epilogus-4-en/

5. Mr. Krodo kicks out Maori: https://szarny.i-dia.org/epilogus-5-en/

Lesson plans and processing the game with young people

In the following chapter, we present two types of lesson plans. One of them takes 45 minutes and the other is 90 minutes long. We tried to tailor the topics to suit the possibilities provided in a classroom, but they are variable as needed.

The online game must be played by the students before class. It can only be optimally played on a computer, not on a phone, so it is essential to allow students to play in the computer room, bring a laptop or ensure that they have played the game earlier at home. If 2-3 people have one computer, the game can still be enjoyed, and ultimately it can be played on a smart board, but it will be less interactive as there can only be one active player. The game takes about 35-45 minutes to play.

The attachments of the lesson plans are available in printable format at the end of this publication.

Short lesson plan

45-minute lesson plan for the processing of the game		
time	**activity**	**tools**
10 min	5-minute challenge	printed task list for each team, blank papers, pen, timer
10 min	opinion scale	list of statements (useful to select beforehand which statements to read)
15 min	true or false game	true or false worksheet, optional colored papers
5 min	what cause would you stand up for?	poster, markers
3 min	crosshair feedback	dot stickers (4 for each participant) or markers, crosshairs with the corresponding quarters printed or drawn on A3 size paper

DESCRIPTION OF ACTIVITIES

5-minute challenge

Participants are divided into groups of approximately equal numbers. Teams are given a list of tasks to complete in 5 minutes. The team that can do all or most of the tasks wins. If everyone has completed all the tasks without a mistake, the fastest team is the winner. Checking together: presenting the tasks, reading them out loud, the session leader should read the correct solutions where relevant and record the number of correct solutions per team. Teams are not allowed to use telephones when solving tasks. They can only use the tools they have available (but they can ask for some from each other or the session leader).

A **printable** list of tasks is in the **attachment**:
1. List 5 characters from the game.
2. Write a 4-line poem about fake news.
3. How did Maori feel before entering for the negotiation? Express this in a drawing.
4. Put the mini-games in chronological order, then pair them up to see their significance in the story (the correct order is shown here):

Maze	Maori did not know how to save the park, so she had to gather information.
Jumping game	When the movement was founded, it was necessary to clarify the common values they stand for.
Pressing the space button	Maori and Frenk needed to rally a team as big as possible to represent the interests of the planet together.
Scale of enthusiasm and media attention	The movement organized a demonstration which needed to be spectacular, while also fun for the participants.
Which news is true?	The authorities wanted to bring the movement into disrepute, so they spread false information about them.
Negotiation	The movement had grown so large that Mr. Krudo felt it necessary to talk to them, but at first, he tried to buy them off with meager offers.

5. What values had to be collected in the jumping game? Write at least four.
6. Lift up a classmate for 10 seconds by two others crossing and holding each other's arms.
7. Get a coin from anyone who is not a member of your group.

8. Put the following terms in alphabetical order:
- populism
- fake news
- democracy
- values
- Tusor
- demonstration
- enthusiasm
- media attention
- chanting
- placard
- activist

Opinion scale

Different statements are read to the group whose members have to stand on an imaginary line of opinion, where one end means "strongly agree" and the other end means "totally disagree". They can stand on the two endpoints, but they can also add distinction of their opinion by standing on more than one point on the line. The set of statements can be extended, because the list of the statements we proposed is flexible.

Possible statements:
- The game was thought-provoking.
- I would join the Wing movement.
- Which of the endings have you reached first, answer from 1 to 5 (reserve/research station/pay raise/new mining technology/did not succeed)
- The social political system in the game was similar to the one we live in.
- In reality, a politician would not sit down with a teen to talk and debate.
- No one has ever changed the world alone.

True or false game

Print out the true-false worksheet from the attachment. Students work in pairs. They are given a sheet of paper and have 5 minutes to decide whether the statement on the list is true or false. We then go through the statements together and discuss those that raise questions. Optionally, students can be given colored cards or post-it notes, so for each statement they can raise the green card if they think the statement is true and the red card if they think the statement is false. This will make it easier to see which statements need to be discussed in more detail and which ones are clear. It is useful for the session leader to read the earlier chapter of this publication, where the characteristics of populist systems are explained in more detail.

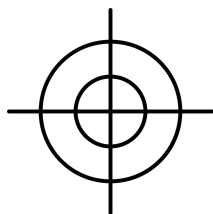Statements written in **bold** letters **are true**:

1. Populism is a form of dictatorship in which the leader is popular with the people.
2. **Populism implies the idea that society is divided into two antagonistic groups: "the pure people" and "the corrupt elite".**
3. **Populist regimes are easier to create when unemployment is high.**
4. The formation of populism is also favored by warmer climates, this is why it's more common in Africa.
5. **Populist leaders define themselves as the only genuine representative of the whole people.**
6. Populism is a right-wing view.
7. **Populist political systems communicate simplistic and divisive messages.**
8. **Propaganda, conspiracy theories and hate speech are inevitable parts of populism.**
9. Education is usually a priority in populism: politicians create excellent schools to win the support of the people.

What cause would you stand up for?

Hang some large pieces of paper on one wall and give the students markers. Have them write down what causes they would stand up for. What are things that are important and worth fighting for as Maori did? Once all the students have written their ideas, the group should summarize the answers and find which issues are most important for the group. It is also possible to discuss what existing groups or NGOs can be joined.

Crosshair feedback

Mindenki vesz magának 4 pöttymatricát és az előre meghatározott negyedekbe rakja aszerint, hogy mennyire elégedett az adott területtel. Minél közelebb helyezi a pöttyöt a középponthoz, annál elégedettebb és minél távolabb, annál elégedetlenebb az adott negyeddel. (Ha nem állnak rendelkezésre matricák, akkor egy színes filccel is fel lehet rajzolni a pöttyöket).

The recommended quarters for reflecting on the session:

1. interest in the session
2. importance of the topic
3. my level of understanding of the subject
4. I would like to learn more about such topics

Long lesson plan

**90-minute lesson plan for the processing of the game**		
time	**activity**	**tools**
10 min	5-minute challenge	printed task list for each team, blank paper, pen, timer
10 min	opinion scale	list of statements (useful to select beforehand which statements to read)
15 min	true or false game	true or false worksheet, possibly colored stickers
10 min	team puzzle	simple puzzle sets for the each of the teams, where one piece from each set is moved to another pile, but teams are not informed about this
20 min	young people who have stood up for a good cause	articles about young activists printed
15 min	Maori's skills	Maori's image printed, various skill cards printed, cut up - one set for each team
5 min	what cause would you stand up for?	poster, markers
2 min	crosshair feedback	dot stickers (4 for each participant) or markers, crosshairs with the corresponding quarters printed or drawn on A3 size paper

DESCRIPTION OF ACTIVITIES

5-minute challenge

Participants are divided into groups of approximately equal numbers. Teams are given a list of tasks to complete in 5 minutes. The team that can do all or most of the tasks wins. If everyone has completed all the tasks without a mistake, the fastest team is the winner. Checking together: presenting the tasks, reading them out loud, the session leader should read the correct solutions where relevant and record the number of correct solutions per team. Teams are not allowed to use telephones when solving tasks. They can only use the tools they have available (but they can ask for some from each other or the session leader).

A **printable** list of tasks is in the **attachment**:

1. List 5 characters from the game.
2. Write a 4-line poem about fake news.
3. How did Maori feel before entering for the negotiation? Express this in a drawing.
4. Put the mini-games in chronological order, then pair them up to see their significance in the story (the correct order is shown here):

Maze	Maori did not know how to save the park, so she had to gather information.
Jumping game	When the movement was founded, it was necessary to clarify the common values they stand for.
Pressing the space button	Maori and Frenk needed to rally a team as big as possible to represent the interests of the planet together.
Scale of enthusiasm and media attention	The movement organized a demonstration which needed to be spectacular, while also fun for the participants.
Which news is true?	The authorities wanted to bring the movement into disrepute, so they spread false information about them.
Negotiation	The movement had grown so large that Mr. Krudo felt it necessary to talk to them, but at first, he tried to buy them off with meager offers.

5. What values had to be collected in the jumping game? Write at least four.
6. Lift up a classmate for 10 seconds by two others crossing and holding each other's arms.
7. Get a coin from anyone who is not a member of your group.
8. Put the following terms in alphabetical order:
   - populism
   - fake news
   - democracy
   - values
   - Tusor
   - demonstration
   - enthusiasm
   - media attention
   - chanting
   - placard
   - activist

Opinion scale

Different statements are read to the group whose members have to stand on an imaginary line of opinion, where one end means "strongly agree" and the other end means "totally disagree". They can stand on the two endpoints, but they can also add distinction of their opinion by standing on more than one point on the line. The set of statements can be extended, because the list of the statements we proposed is flexible.

Possible statements:
- The game was thought-provoking.
- I would join the Wing movement.
- Which of the endings have you reached first, answer from 1 to 5 (reserve/research station/pay raise/new mining technology/did not succeed)
- The social political system in the game was similar to the one we live in.
- In reality, a politician would not sit down with a teen to talk and debate.
- No one has ever changed the world alone.

Team puzzle

Participants are divided into groups of approximately equal numbers. The groups are instructed to complete a simple puzzle set as quickly as possible. They have a maximum of 5 minutes to complete the puzzle - the team that first completes the picture perfectly, without any gaps wins. All groups start the game at the same time, they cannot touch the packages until then.

Members of the groups do not know that they have a missing piece and a piece that does not fit in their puzzle. If students ask questions during the game, do not respond, do not give more information after the instructions have been given - if anything, repeat the original instructions. Members can leave their small group if they notice that a piece is missing and it is with another team – the groups can also exchange pieces, as each pack contains pieces that are not needed but fit another group's puzzle. It's great when the groups start doing business with each other. It will either be a win-win or a lose-lose situation.

After 5 minutes, the participants take a look at the pictures and announce a winner. If all the teams have managed to complete the picture (this is only possible with cooperation between the teams), the time results will decide. If they wait for each other and put the last piece in place at the same time, everyone wins.

Processing:
- **If they found a solution:** Who came up with the idea to ask other groups for help, or of making deals to win? When did you think of it? Did you help the other team, or were you just looking for your own missing pieces? How did it feel to find the solution, to help and to win? If students waited for each other and all of them actually became winners, let's affirm this. If

this element was missed, but the pieces were swapped, then ask how everyone could really have become a winner in the game. They will figure out the solution.

- **If they did not:** Where can the missing pieces be? How could we have got them? Sometimes it's worth stepping outside the box. Why is it so difficult? What helps? What makes it more difficult? What is more important - individual performance or group performance - or together the two? How can we achieve this?

It is useful to link this game to Maori's story: what similarities can be noticed in the way it works? Is it breaking the rules, or just a stepping away from the norm, a search for alternative ways?

True or false game

Print out the true-false worksheet from the attachment. Students work in pairs. They are given a sheet of paper and have 5 minutes to decide whether the statement on the list is true or false. We then go through the statements together and discuss those that raise questions. Optionally, students can be given colored cards or post-it notes, so for each statement they can raise the green card if they think the statement is true and the red card if they think the statement is false. This will make it easier to see which statements need to be discussed in more detail and which ones are clear. It is useful for the session leader to read the earlier chapter of this publication, where the characteristics of populist systems are explained in more detail.

Statements written in **bold** letters **are true**:

1. Populism is a form of dictatorship in which the leader is popular with the people.
2. **Populism implies the idea that society is divided into two antagonistic groups: "the pure people" and "the corrupt elite".**
3. **Populist regimes are easier to create when unemployment is high.**
4. The formation of populism is also favored by warmer climates, this is why it's more common in Africa.
5. **Populist leaders define themselves as the only genuine representative of the whole people.**
6. Populism is a right-wing view.
7. **Populist political systems communicate simplistic and divisive messages.**
8. **Propaganda, conspiracy theories and hate speech are inevitable parts of populism.**
9. Education is usually a priority in populism: politicians create excellent schools to win the support of the people.

Young people who have stood up for a good cause

Students will work in 6 small groups. Each group will work on the story of a young activist based on a short text. Students will have to answer the questions after reading the text. There are 3 stories

altogether, so two groups will work on each story. When the 10 minutes are up, the students should present each story to the others.

Malala Yousafzai

Malala was born in Pakistan in 1997. Her family ran a girls' school peacefully until an extremist religious group, the Taliban, invaded the area. The Taliban banned watching TV, listening to music and believed that girls should not attend school. The 11-year-old girl found the situation unacceptable and spoke out publicly and wrote blog posts about the situation. Because of her advocacy for girls' education, Malala was shot in the head by a Taliban gunman on a school bus. The attempted murder has sparked an international movement in her support. She has since moved to the United Kingdom with her family, where she has continued her activism, founding the Malala Foundation, which has provided educational opportunities for many oppressed girls. In 2014, she was awarded the Nobel Peace Prize for her fight against the oppression of children and young people and she wrote her first book. After finishing university, she will continue to fight for decent education for all young people

Read the text and then answer the questions below:

What cause did she stand up for?

How, by what means did she stand up for this cause?

Fridays for Future

In August 2018, Greta Thunberg, aged 15, started spending her school days in front of the Swedish Parliament to demand stronger political action on climate change, holding up a sign reading *"School strike for climate"*. Since then, Greta has received numerous honors and awards, becoming Time's youngest ever Person of the Year and was also nominated for the Nobel Peace Prize. Soon other students joined the protest and together they organized a school climate strike movement called Fridays for Future. The FFF is a student movement that uses demonstrations,

petitions and spectacular actions to raise awareness of the need for systemic change to stop the destruction of nature and the growing climate crisis. The grassroots movement has been launched in 7,500 cities around the world. In Hungary it operates in 18 cities and is expecting more volunteers to join.

Read the text and then answer the questions below:

What cause did she stand up for?

How, by what means did she stand up for this cause?

Fanni Aradi

Fanni Aradi has been active in public life since the age of 15. She enthusiastically leapt into the organization of the international Occupy movement in Pécs, which aimed to radically change the social and economic system in order to end extreme inequalities. In the following years, she organized demonstrations, forums and public debates with the group "*Pécs has a voice*". Because of her activism starting at such a young age, she says that a lot of things developed for her in reverse order: *"I'd rather speak in front of thousands of people into a microphone than face-to-face with someone over a coffee".* She was the organizer of the advocacy group called *"The city is All"* in Pécs, where homeless people living in housing poverty and their allies work together for a fairer housing system. Fanni currently lives in Budapest and works in the 8th district municipality to ensure that as many of the local residents as possible are involved in the decisions that affect them.

Read the text and then answer the questions below:

What cause did she stand up for?

How, by what means did she stand up for this cause?

Maori's skills

Print out Maori's image and the corresponding 10 written cards and 5 blank cards, from the attachment. Groups of 4-5 students should work for about 7 minutes. Each group is given a pack of printed paper. The question: What skills and knowledge do active citizens need in order to be able to stand up for issues that matter to them? From the pre-written characteristics, stick the ones on Maori that are essential for him to be an effective activist. On the blank sheets of paper, they should write down any additional characteristics, skills or knowledge he needs to have.

Review what each group has selected and written. If there is time, the class should discuss where these skills/knowledge can be acquired in Hungary today.
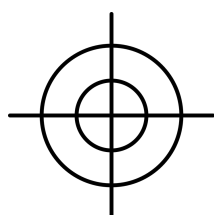
- belief in the ability to make a difference
- belief that the system can be changed
- persistence
- belief in democratic values
- good at manipulating people
- power-obsessed
- good at math
- extrovert
- dreamer
- dares to speak in front of people

What cause would you stand up for?

Hang some large pieces of paper on one wall and give the students markers. Have them write down what causes they would stand up for. What are things that are important and worth fighting for as Maori did? Once all the students have written their ideas, the group should summarize the answers and find which issues are most important for the group. It is also possible to discuss what existing groups or NGOs can be joined.

Crosshair feedback

Mindenki vesz magának 4 pöttymatricát és az előre meghatározott negyedekbe rakja aszerint, hogy mennyire elégedett az adott területtel. Minél közelebb helyezi a pöttyöt a középponthoz, annál elégedettebb és minél távolabb, annál elégedetlenebb az adott negyeddel. (Ha nem állnak rendelkezésre matricák, akkor egy színes filccel is fel lehet rajzolni a pöttyöket).

The recommended quarters for reflecting on the session:

1. interest in the session
2. importance of the topic
3. my level of understanding of the subject
4. I would like to learn more about such topics

Printable attachments

5-minute challenge worksheet

1) List 5 characters from the game.
2) Write a 4-line poem about fake news.
3) How did Maori feel before entering for the negotiation? Express this in a drawing.
4) Put the mini-games in chronological order, then pair them up to see their significance in the story

Jumping game	Maori and Frenk needed to rally a team as big as possible to represent the interests of the planet together.
Which news is true?	When the movement was founded, it was necessary to clarify the common values they stand for.
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Maze	The movement had grown so large that Mr. Krudo felt it necessary to talk to them, but at first, he tried to buy them off with meager offers.

5) What values had to be collected in the jumping game? Write at least four.
6) Lift up a classmate for 10 seconds by two others crossing and holding each other's arms.
7) Get a coin from anyone who is not a member of your group.
8) Put the following terms in alphabetical order: populism, fake news, democracy, values, Tusor, demonstration, enthusiasm, media attention, chanting, placard, activist

True or false worksheet

Decide whether the statement is true or false!

1) Populism is a form of dictatorship in which the leader is popular with the people.

2) Populism implies the idea that society is divided into two antagonistic groups: "the pure people" and "the corrupt elite".

3) Populist regimes are easier to create when unemployment is high.

4) The formation of populism is also favored by warmer climates, this is why it's more common in Africa.

5) Populist leaders define themselves as the only genuine representative of the whole people.

6) Populism is a right-wing view.

7) Populist political systems communicate simplistic and divisive messages.

8) Propaganda, conspiracy theories and hate speech are inevitable parts of populism.

9) Education is usually a priority in populism: politicians create excellent schools to win the support of the people.

Crosshairs feedback

INTEREST IN THE SESSION

IMPORTANCE OF THE TOPIC
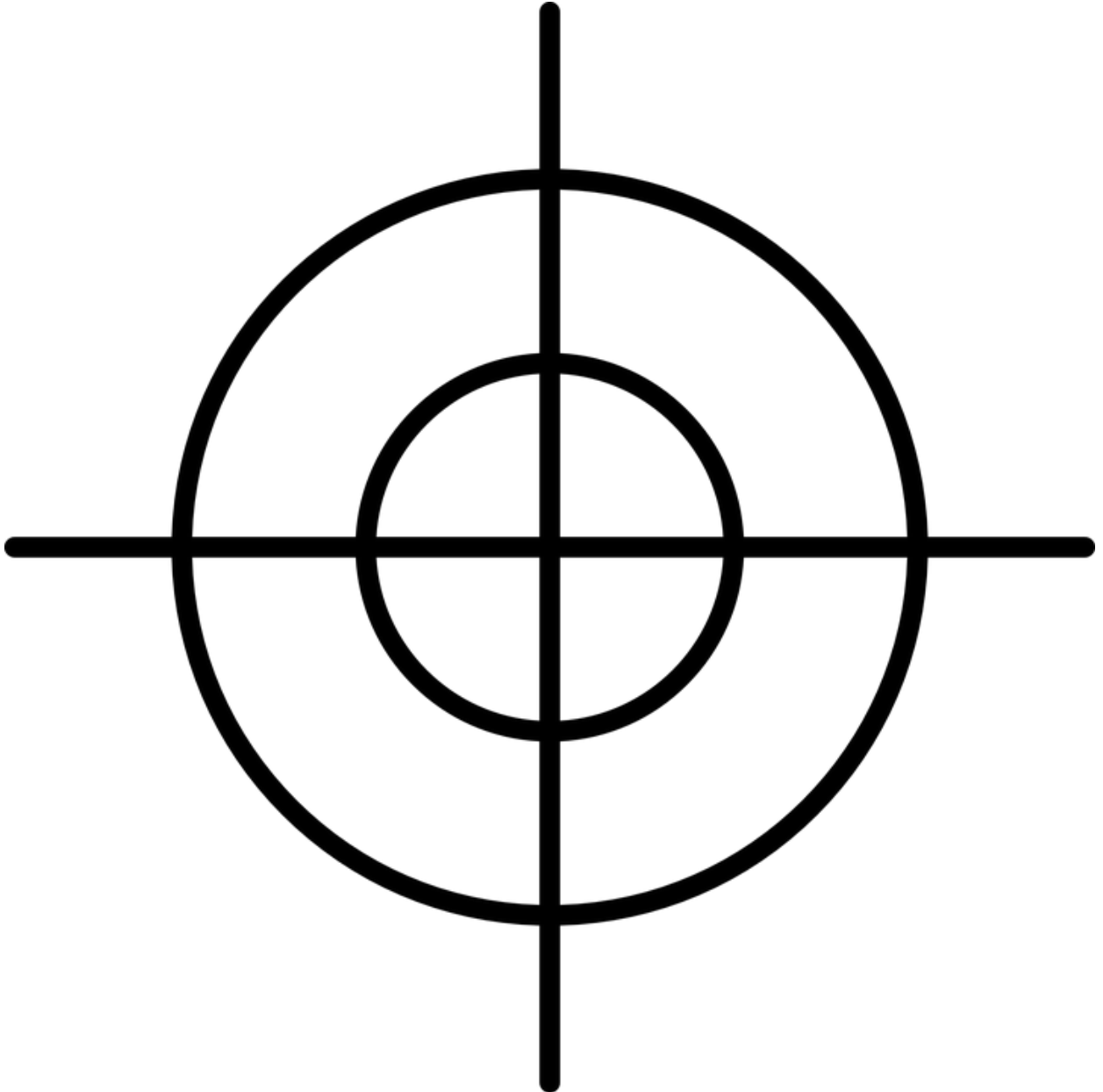
MY LEVEL OF UNDERSTANDING OF THE SUBJECT

I WOULD LIKE TO LEARN

MORE ABOUT SUCH TOPICS

After reading the text, answer the questions and then briefly present it to the others!

Malala Yousafzai

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Young people who have stood up for a good cause

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Maori's skills

belief in the ability to make a difference	persistence	belief that the system can be changed
power-obsessed	belief in democratic values	good at manipulating people
good at math	extrovert personality	dares to speak in front of people
dreamer		