

Reality Check

Citizenship through simulation

Andrew Miller



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Contents

Introduction	7
SECTION A: Examples of simulation models	11
Activity 1: <i>Dispersal</i> – a four-person role play	11
Activity 2: <i>ID Cards</i> – a networking simulation	15
Activity 3: <i>Town Centre</i> – a public meeting simulation	21
Activity 4: <i>Home Comforts</i> – a committee simulation	29
Activity 5: <i>Home Front</i> – a complex structured simulation	35
Activity 6: <i>Getting Heated</i> – a complex unstructured activity	49
SECTION B: How to write simulations	53
Four-person role play	54
Networking simulation	56
Public meeting simulation	58
Committee simulation	60
Complex structured simulation	61
Complex unstructured activity	62
References and resources	Inside back cover

Introduction

Citizenship

Citizenship education is an important element in the development of young adults. It enables them to learn about their rights and responsibilities, and to understand how society works. It prepares them for dealing with the challenges they face in life. Through citizenship education, young people are encouraged to play an active part in the democratic process, thereby becoming more effective members of society. Effective citizenship education increases confidence, self-esteem and motivation for learning. Young people are encouraged to express their views, to have a voice, and make a difference to the communities in which they operate.

Citizenship education can be delivered effectively in a variety of ways. Experience of the LSDA Post-16 Citizenship Programme suggests that successful media for citizenship activities include: art, photography, video-making, role play/simulations, websites, music, newsletters, radio stations, debates, conferences, exhibitions, graffiti walls, banners, dance, comedy, drama, surveys, and campaigns.

Whichever approach is used, learners and facilitators need to be clear about what is to be learned. The ten Qualifications and Curriculum Authority's (QCA) learning objectives for post-16 citizenship are shown below.

The ten QCA learning objectives

- Demonstrate knowledge and understanding about citizenship issues
- Show understanding of key citizenship concepts
- Consider the social, moral and ethical issues applying to a particular situation
- Analyse sources of information, identify bias and draw conclusions
- Demonstrate understanding of respect for diversity and challenge prejudice and discrimination
- Discuss and debate citizenship issues
- Express and justify a personal opinion to others
- Represent a point of view on behalf of others
- Demonstrate skills of negotiation and participation in community-based activities
- Exercise responsible action towards and on behalf of others

(Play your part: post-16 citizenship, QCA 2004 p 21)

Simulations

Young people sometimes profess to be 'bored' by the issues of the day, to be turned off by newspapers and broadcast news. They are not bored, however, by issues that affect them directly or have local significance. Simulations can provide young people with a better understanding of issues they are unlikely to have direct experience of; they can find out about the implications of a range of social and political issues from the safety of their own classroom or training area. Role-playing in simulations can also help give an understanding of different points of view and bring difficult topics alive.

Simulations are particularly useful in a programme of active citizenship, in which learners are encouraged to take some real action in their organisation or community. They can prepare for their action, gain new interpersonal skills, increase their confidence and check out reality, by exploring some of the possible viewpoints about, and implications of, the proposed action. There is also an opportunity to involve members of the local community in a positive way, and motivation is increased because the activities are fun and engaging. Simulations should not be

regarded as the only approach to a topic; they can be used to engage learners' interest at the start of a module of work, to apply previous research about an issue during the module, or to reinforce learning and allow for reflection at the end.

A simulation is a constructed replication of a real or imaginary situation, event or issue in order to enhance participants' understanding of a real 'political' situation. The simulation usually provides a problem that needs a solution, but the solution is open-ended and relies on decisions and interactions by participants. It requires the facilitator, having set up the activity, to allow the participants to decide how they play their roles. It taps into affective as well as cognitive learning, making it vital that adequate debriefing takes place to deal with feelings as well as understanding. Simulations are a serious educational tool for exploring reality, so the term 'game' which is often used as a substitute term should be avoided. Games are always competitive in which there are clear winners and losers; this is not true of the citizenship simulations in this book.

There are many different types of role plays and simulations. Some of the most common forms which are most appropriate for citizenship education are described below. Note that those illustrated in this book are marked with a tick (✓).

Four-person role play (✓) – this is a structured activity in which four participants in a situation interact separately in three, one-to-one role plays.

In-tray exercise – in this activity, participants, individually or in groups, take on a work role and have to respond to the contents of their in-tray. The Scenario is generally that they have been away on holiday and have returned to find a collection of items requiring a response. Items include: letters; memoranda from subordinates and the line manager; telephone messages; bills; emails, etc. An example could be based on the in-tray of a Member of Parliament.

Committee simulation (✓) – in this type of simulation, participants take on the various roles of people involved in a committee meeting. The committee members are provided with an agenda and supporting papers and are given role information which encourages them to have a range of views on the issues under discussion.

Agency simulation – in an agency simulation, half the group represents customers, clients, or members of the public, and the other half represent agencies with information or resources. The customers visit different agencies to gather information and resources. *Tenement* was an agency simulation which was published by the housing charity, Shelter, during a housing crisis in the 1970s. The clients in the simulation were homeless families and the agencies were public and voluntary sector organisations with information about housing and benefits.

Public meeting (✓) – in a public meeting simulation a wide range of people meet to discuss an issue in a public place such as a town hall or church hall. Someone takes on the role of chairperson and there may be several key roles which are represented on the platform. Other members of the group take roles as members of the public with differing circumstances and opinions.

Trading simulation – in trading simulations participants work in groups representing countries, regions, businesses or groups. There is an ultimate goal (such as maximising trade income) which involves co-operation and often competition between groups. The groups are given resources that will enable them to produce a range of goods or services, although resources may be unevenly distributed (as in the classic Christian Aid *Trading Game*).

Networking simulation (✓) – in this kind of simulation, a number of groups with different perspectives on a common problem communicate with each other about the issue. Participants are told the nature of the problem and their possible perspective on it. Each group is given a

limited number of message slips, and an unlimited number of reply slips which are used to communicate with the other groups.

Consultants' and assessors' exercise – this activity offers a model for critical problem-solving. Three or four small groups work as 'consultants' on a brief which contains a problem requiring creative solutions. During the activity, one or two members of each group are chosen to take on the role of 'assessors' who decide on criteria for evaluating the proposals of the consultants. The assessors make a judgement about the quality of the solutions presented based upon their criteria.

Complex structured simulations (✓) – some simulations involve several stages and consist of a mix of the different types of simulations described here. For example, participants could start off identifying each other's views in a networking simulation, and then move into a public meeting or a committee. Home Front is a good example of a complex structured simulation as it has a number of stages which involve different types of interaction.

Complex unstructured simulations (✓) – some activities are based around a set of rules which the facilitator follows, but the situation, the roles and the interactions are decided by the participants themselves.

Panel games and quizzes – television panel games can often be adapted for educational use. Question Time is an example, in which a panel answers questions put by the audience, with a compere in the chair. Other examples are *Who Wants to be a Millionaire?*, *Ask the Family*, *What's My Line?* and *Mastermind*.

The role of the facilitator

Simulations are facilitated not taught. It is important that there is at least one person who is in charge of running the simulation from start to finish. The first task of the facilitator is to become familiar with the materials. The facilitators' notes in the six simulations in this book explain what he/she needs to do at each stage of the simulation. However, it is one thing to read this on the page and another to guide a room of twenty people taking on roles in tense situations. So it is advisable to first experience a simulation as a participant or at least try it out with a small group before using it 'live'. Preparation will also usually involve photocopying enough role cards and briefing sheets for the number of participants.

- On the day of the simulation make sure you reach the room early and move furniture around to suit the purposes of the simulation.
- Often it is best if there is a minimum of furniture so there is more space for people to move around.
- Make sure that your introduction to the simulation is 'up beat' and makes them want to join in.
- Give clear instructions but do not give out more information than is necessary for the activity to work.
- Everyone needs to be involved in a role within the activity and to be given time to understand their role; this means that they understand the function and tasks their 'role' must undertake, but it does not involve 'acting', i.e. adopting a particular personality.

Once the 'action' has started the role of the facilitator is to watch what happens carefully. Make a note of any interesting behaviour, decisions or incidents to use later in the debriefing. Sometimes the action takes place in stages and you will need to use your judgement as to when it is right to move the action into the next stage. A common mistake is to let the action last too long at which point some people might become bored and others silly. Once the simulation has ended, the role of the facilitator is crucial in helping people to understand what has happened

and to learn from it. This final stage of the simulation is called debriefing and it is vital that sufficient time is allowed to discuss the experience; a general rule of thumb is that at least one third of the time available for a simulation should be spent on debriefing.

Debriefing tips

In citizenship simulations the participants will usually have been taking on a role. It is important to allow them some time to 'de-role', i.e. to come out of their role. This can be achieved by giving them the opportunity to talk about their experience in the role of Minister, young offender, ambassador or local resident. At this stage, the facilitator should continue to talk to people by their role name, not by their real name. Participants are then more likely to talk in-role recounting their experience – what they said and did with their reasons. This is very important in citizenship simulations because none of the participants has an overall understanding of what took place in the simulation, but everyone has some experience that can contribute to an overall understanding. Try to include everyone in this stage of debriefing so that each person is able to contribute.

Once the action has been 'described' in this way everyone should know what happened. It is important then that they leave their roles behind so they can start analysing the action. To help people come out of role, the facilitator can ask people to move seats, to move from their role group and to take off any role 'badges'. It is important not to tell the group what the simulation was about and what has been learned. The facilitator should have a range of questions to put to the group which will help to analyse the simulation. These questions will explore why particular choices were made by the people in the simulation and the extent to which these were typical of decisions people might make in the real world. There will be parallels between what happened in the simulation and the real world, but there will also be differences because a simulation is a simplification of reality. Participants themselves should be encouraged to identify what they have learned from the activity. At the end of the facilitators' notes for each simulation there are suggestions for ways of assessing citizenship learning.

About this book

This book is divided into two sections. **Section A** provides six common models or 'frames' for simulations: a four-person role play, a networking activity, a committee simulation, a public meeting simulation, a complex structured simulation, and a complex unstructured activity. They are illustrated using a range of issues, from the local to the global and from the simple to the complex. The content or subject of the simulations was chosen because the issues were topical at the time of writing and because they are issues that should be of concern to young citizens. Those covered include: anti-social behaviour; ID cards; local casino and nightclub development; housing issues; terrorism and free societies; and climate change. The activities can be used both with learners as part of their courses, or with staff as part of a citizenship training programme.

The aim of the book, in addition to encouraging facilitators to use simulation with learners, is to empower facilitators and young people themselves to write their own simulations. Accordingly in **Section B**, the 'frames' underlying the six simulations in Section A are described. The frames provided are versatile and can readily accommodate different content and various degrees of complexity to suit the needs of learners at different levels. There are usually a few simple rules that need to be applied to ensure that the simulation 'works'. A step-by-step guide to writing each type of simulation is provided. Finally, some suggestions are offered for possible contexts or Scenarios that would fit the type of simulation described. The aim is to encourage young people and those that work with them to 'have a go' at writing their own simulations. The act of creating a new simulation that brings alive a situation, that allows people to learn from it and to have fun, can be enormously satisfying.

Section A: Examples of simulation models

Activity 1: Dispersal – a four-person role-play

Background, organisation and resources

This activity is carried out in groups of four, so you may need to ask a fellow staff member to join in to make up the numbers, or ask one or two of the participants to observe rather than take part. A four-person role play is tightly structured, with each short ‘meeting’ lasting only about five minutes. In this example, the roles involve people with a view on dispersal orders and anti-social behaviour orders (ASBOs) in a local area. You can run it with any number of people so long as the number is divisible by four. It will take between 50 minutes and one hour to run and debrief using the following resources:

- Role Cards – one set per group (see page 13)
- Information Sheet on Dispersal Orders and Anti-social Behaviour Orders (ASBOs) – one per participant (see page 14).

Aims of the activity

- To provide an example of a four-person role play
- To encourage participants to gain an understanding of the issues surrounding dispersal orders and anti-social behaviour orders
- To encourage empathy with different viewpoints.

Targeted QCA learning objectives

- Demonstrate knowledge and understanding about citizenship issues
- Consider the social, moral and ethical issues applying to a particular situation
- Discuss and debate citizenship issues.

Tasks

Stage 1

Explain the following Scenario:

The town centre of your area is increasingly attracting young people to bars and clubs at the weekend. There is quite a lot of heavy drinking by a small number of young people and the council is considering making the area a ‘dispersal zone’. The local youth forum has not been consulted.

Ask participants to work in groups of exactly four. You may need to ask for volunteer observers if the number of participants is not divisible by four. Give each group a set of role cards photocopied from page 13. There are four roles: councillor; police beat officer; local young person; and member of the youth forum. Ask each group to decide who will take on which role.

Stage 2

Give out the general information sheet on dispersal orders and anti-social behaviour orders. Allow time for participants to read their role cards and the information sheet.

Stage 3

Ask participants to meet up in their roles, according to the instructions down the side of their role cards. The meetings take place as follows:

Meeting 1: A meets B (councillor meets beat officer)
C meets D (member of youth forum meets local young person)

Meeting 2: A meets D (councillor meets local young person)
B meets C (beat officer meets member of youth forum)

Meeting 3: A meets C (councillor meets member of youth forum)
B meets D (beat officer meets local young person).

Allow about five minutes for each meeting to take place. Blow a whistle or clap loudly and direct participants to their next meeting.

Stage 4

When all the meetings have taken place, ask the four participants to meet together to discuss what occurred in the role plays.

Stage 5

After about five minutes, ask all role 'As' to meet in one corner of the room, all 'Bs' in another, and so on. Ask the groups to discuss what happened to them in that role and how they felt about it. They should also explore the reasons why there were different outcomes in different groups. One participant should summarise their points on a flip chart.

Stage 6

Ask each group to report back to everyone. Facilitate a whole-group discussion of the following questions:

- What have you found out about dispersal orders and ASBOs?
- Have you any personal experience of these?
- To what extent did what happened in the role plays reflect the reality on the streets?
- What do you think of these orders? Do they protect or threaten people's rights?
- How can a youth forum help to reduce conflict in a community?
- What is your experience of youth forums?

Assessment opportunities

In a simulation, learning is identified at the end as part of the debriefing. Facilitators should encourage participants to say what they have learned, or what they could help others to learn through use of the simulation. The learning can be recorded in a log, or can form part of a follow-up task such as written work, a debate or an exhibition. The de-briefing questions should enable participants to address the learning objectives. Learning objectives for this activity were:

- **Demonstrate knowledge and understanding about citizenship issues**

What have you found out about dispersal orders and ASBOs? How can a youth forum help to reduce conflict in a community?

- **Consider the social, moral and ethical issues applying to a particular situation**

What do you think of these orders? Do they protect or threaten people's rights?

- **Discuss and debate citizenship issues**

All discussion questions

Dispersal – Role Cards



ROLE A: Councillor and local resident

You are a resident of the area and an elected councillor. You are particularly interested in what the council can do to provide facilities and support for young people in the area. You know that many of the local residents, some of whom voted for you, are very worried about 'binge drinking'. They tell you that the town centre is rowdy at night and that they are afraid to go in. A dispersal order has been proposed and you are keen to hear the views of the local youth forum.

Situation 1

You have your regular weekly meeting with the local beat officer at the council offices.

Situation 2

You meet a young person who lives in your street and decide to ask about ASBOs and dispersal orders.

Situation 3

You have decided to telephone the chair of the youth forum to invite him/her to the next council meeting to give the views of the forum.

ROLE B: Beat Officer from local police

You are the beat officer from the local police force. It is part of your job to make links with schools, colleges, youth clubs and other community groups and to improve relationships between the police force and members of the public, especially young people. You know that young people are often feared by older residents, who are pushing to make the town centre a dispersal zone. You want to listen to the young, but you also know that some of them are responsible for anti-social behaviour.

Situation 1

You have your regular weekly meeting with the local councillor at the council offices.

Situation 2

As part of your work, you call in on the youth forum just before it starts.

Situation 3

You are on duty in the town centre and meet up with a couple of rather noisy young people.

ROLE C: Member of youth forum

You have been elected by young people to represent them on the local youth forum, and you are the chairperson. You really believe in democracy, and want everyone to have a say in things that affect them directly. The dispersal order that has been proposed for the town centre would effectively stop under-16s from going to certain areas after 9.00pm. It would allow the police to ban anyone suspected of anti-social behaviour from the zone. You think that the youth forum should have been consulted and you intend to bring this up at the next meeting.

Situation 1

You bump into a person you were at college with and start talking about the youth forum and the dispersal order.

Situation 2

You are about to start the youth forum when the local beat officer approaches you.

Situation 3

A local councillor phones your mobile while you are at work.

ROLE D: Local young person

You live in the area and often meet up with friends in the town centre for a drink and a laugh. Sometimes you get a bit rowdy and have been stopped by the police a few times. Some of your friends have had Anti-Social Behaviour Orders placed on them by the courts, but you have not. There is a rumour going round that the town centre could be a dispersal zone and that would mean your friends are banned.

Situation 1

You are in the coffee shop when someone you went to college with approaches you.

Situation 2

You are walking down the street when you are stopped by a neighbour.

Situation 3

You are in the town centre and having a few drinks when a police officer walks up to you.

Dispersal Zones and Anti-Social Behaviour Orders

Anti-Social Behaviour Orders don't seem to have been out of the press lately. But are young people more at risk of getting them? Find out how they affect you, and how dispersal zones work.

ASBOs

What are they?

Anti-social behaviour is defined as anything that "unduly disturbs, harasses or alarms the public and the community as a whole". Anti-Social Behaviour Orders (ASBOs) legally prevent someone who indulges in anti-social behaviour from continuing to behave in this way. It's worth knowing:

- anyone of any age can be put on an ASBO – not just young people
- you're not allowed to continue behaving anti-socially on an ASBO and, if you do, you will be penalised
- an ASBO is effective for a minimum of two years
- ASBOs can help to diffuse 'gang culture' by barring gang members from seeing each other, especially those who are simultaneously on ASBOs
- if someone has been causing trouble in a specific location, they may be banned from going back to that area while on an ASBO. Everyday examples are the local shopping centre, high street or council estate.

So do all troublemakers get ASBOs?

It all depends how serious the offence is. ASBOs are civil orders made in court. This means the whole community can be involved in collecting evidence against someone who has anti-social habits. This can range from something relatively minor but unpleasant, such as spitting in the street, to defacing public and private property with graffiti. The community also has the power to inform the police if they feel someone is breaking the rules of their ASBO order.

If someone's behaviour is consistently spoiling the quality of life for people in a particular neighbourhood, they can make the police or their local authority aware of what's happening. The police or local authority can then apply through the court system for an ASBO to be given to that person. It's then up to the courts to decide whether that person is given an ASBO, or is warned about their behaviour in another way.

Dispersal zones

Why is a dispersal zone different to an ASBO?

Officially the police issue a 'dispersal notice', which gives them special powers over an assigned area that automatically becomes a dispersal zone. Police are then given special powers in the dispersal zone. More than 400 dispersal zones have been introduced in the UK under the Anti-Social Behaviour Act 2003.

How does it affect me?

It means the police can ban groups of two or more people of any age from entering a specific area for up to 24 hours if they feel they are indulging in anti-social behaviour. The dispersal notice provision also enables the police to drive home children under the age of 16 if they are found on the streets after 9pm.

A recent landmark court case ruled that dispersal notices should not give the "police special powers for arrest". It was also pointed out that officers should no longer force under 16's to be escorted home by them. The issue remains a grey area, as the Home Office is appealing against the decision. They also insist dispersal zones that already exist will carry on using the same police methods as before.

Activity 2: ID Cards – a networking simulation

Background, organisation and resources

A networking simulation is used to help learners appreciate many different sides of an argument as they communicate with other groups. The eight groups take on different roles, with different viewpoints on an issue – in this case whether or not to introduce identity (ID) cards. The activity requires between 16 and 40 participants (between 2 and 5 people in each group), and will take one and a half to two hours. You will need a large space such as a hall where each group can sit at a table and the eight tables form a circle or square. In preparation for the simulation, the following resources are required:

- Message Slips – 3 per group and Reply Slips – 10 per group (see page 17)
- Copies of ID Cards: Pros and Cons. These can be distributed before the simulation for people to read in preparation (see page 18)
- Copies of the eight Role Cards – one for each group (see page 19)
- Group Name cards (stick these on to the front of the tables so all groups can see them)

You will also need a helper to track the messages sent and a post person to deliver messages.

Aims of the activity

- To provide an example of a networking simulation
- To understand the different sides and arguments used in the ID card debate
- To help participants understand some of the ways in which pressure groups can try to exert influence on government.

Targeted QCA learning objectives

- Discuss and debate citizenship issues
- Represent a point of view on behalf of others
- Demonstrate skills of negotiation and participation in community-based activities.

Tasks

Stage 1

Allocate participants to each of the eight groups in a way that best suits the group (e.g. randomly through pulling numbers from a hat, structured by you to ensure a mix of abilities, or allowing learners free choice). Each group should have a separate table to sit around with the name of the group prominently displayed.

Stage 2

Introduce the activity by reading out the Scenario:

You are all citizens of Govonia, an Eastern European republic, which has just applied to join the European Union. Your country is a democracy with a parliament and a range of political parties from the left to the right of the political spectrum. After years of Communist rule the citizens are now free and they have welcomed this freedom. However, the country like other democracies is affected by crime, illegal immigration and a terrorist threat from international and home-grown terrorists. In response, there is a debate going on about whether or not to introduce identity cards (ID cards) into Govonia. You will represent the views of an important group in this debate.

Now explain that there are eight groups in the room:

1. Governing party
2. Opposition party
3. Police
4. Libertas – a human rights pressure group
5. Youth Matters – a pressure group representing young people
6. Citizens All – a pressure group representing ethnic minorities, migrants and asylum seekers
7. Safer Streets – a group campaigning for safer communities
8. Grey Wolves – a national organisation promoting the interests of the over 50s.

The handout 'ID Cards: Pros and Cons' can be given out before the session so that participants have been given time to understand the arguments; or you can give it out at the start of the session to provide a source for their arguments during the activity.

Stage 3

Give each group their role cards and allow time for the participants to discuss their role and to identify their main position on the introduction of ID cards in Govonia. Ask each group to summarise the position of the group in one sentence so that everyone hears. Tell groups that they can send **ONLY** three messages to other groups with the aim of influencing their views and gaining support for their own position on ID cards. The messages can be questions or statements or demands. When they have written each message, they should wave it in the air and wait for a post person to collect it. Give out three Message Slips to each group and make sure that all messages and replies are clearly marked with who they are from and who they are to.

Stage 4

Ask the post person to take each message first to the tracker, who will record who sent messages to whom on a whiteboard or flipchart. The message should then be delivered to the intended recipient. One of the facilitators should also read the messages to gain an overview of the tactics used by different groups. Give out Reply Slips. There is no limit to the number of replies allowed and replies do not need to be tracked.

Stage 5

Allow the activity to run for between 30 and 45 minutes (depending on the 'buzz' in the room and whether people have anything left to say). Give each group two or three minutes to appoint a spokesperson who, while still in role, will describe what messages they have sent and received, and what they thought about the replies. Refer to the tracking chart on the whiteboard or flipchart to discuss who received most messages and why.

Stage 6

Move participants out of role and into a circle for discussion of the issues raised, and in particular, the following questions:

- How easy was it to argue for or against ID cards when your views were the opposite?
- Did you find any of the arguments put to you particularly persuasive?
- Were any of the methods used to exert pressure on the Government more effective than others?
- Would you support ID cards in the UK? If so, what kinds of cards and what safeguards would you like to see in place?
- If you oppose ID cards, what to you is the most important argument against their introduction?

Assessment opportunities

In a simulation, learning is identified at the end as part of the debriefing. Facilitators should encourage participants to say what they have learned, or what they could help others to learn through use of the simulation. The learning can be recorded in a log, or can form part of a follow-up task, such as written work, a debate or an exhibition.

The debriefing questions should enable participants to address the learning objectives. Learning objectives for this activity were:

- **Discuss and debate citizenship issues**

Would you support ID cards in the UK? If so, what kinds of cards and what safeguards would you like to see in place? If you oppose ID cards what to you is the most important argument against their introduction?

- **Represent a point of view on behalf of others**

How easy was it to argue for or against ID cards when your views were the opposite?

- **Demonstrate skills of negotiation and participation in community-based activities**

Did you find any of the arguments put to you particularly persuasive? Were any of the methods used to exert pressure on the Government more effective than others?

ID Cards – Message and Reply Slips

ID Cards – Message Slip

From: _____

To: _____

Message: _____

Signed: _____

ID Cards – Reply Slip

From: _____

To: _____

Message: _____

Signed: _____

ID Cards – Pros and Cons

PROS	CONS
<p>There is strong public support for ID cards, as shown through various polls of public opinion.</p>	<p>The public do not fully understand the issues with ID cards. They would be less keen if they knew the range of Government agencies that would have access to their personal information.</p>
<p>ID cards would not be so expensive in the long term. The scheme would pay for itself over time through reductions in crime, terrorism and identity theft.</p>	<p>It would be hugely expensive to establish and operate a system of ID cards, with the burden falling on tax payers and people who have to buy a card. People may also have to pay for updating the card from time to time.</p>
<p>ID cards would help the police fight crime, terrorism and fraud, including identity theft. Much crime and terrorism depends on false identity and ID cards would make this much harder. Only the guilty have something to fear from ID cards; the innocent majority will benefit from the greater security and ease of use.</p>	<p>A universal identity card that everyone has to carry is an attack on human rights. It infringes the right of the citizen to be left alone by the state. ID cards would allow the state, like Big Brother, to monitor people and interfere in their lives. Biometrics would need to be checked or the ID cards could be misused. ID cards in other European countries have not stopped terrorism.</p>
<p>It would make life easier for everyone as they would only need one smart card that would have a lot of information about them. It could contain their medical records which could save their lives in an emergency. It would be easier to access public services such as the health service and education.</p>	<p>But if you lost your card with all that information on it, surely this would cause a great deal of trouble and harm? It could create a society where there is a poor underclass of people with no ID cards who do not have access to essential public services.</p>
<p>It would be helpful, where people live in towns and cities and do not know each other, to be able to establish easily that people are who they say they are.</p>	<p>It would be open to abuse by the police who could use requests for ID cards to harass visual minority ethnic groups.</p>
<p>Modern technology will allow cards which are unique and match a person's biometric features to make forgery impossible and a stolen card useless.</p>	<p>No card can be completely crime proof and the incentives to make effective forgeries will be huge. There are doubts about the accuracy of biometric equipment.</p>

ID Cards – Role Cards



Government <p>You represent Ministers in the Govonia Government who want to introduce an ID card scheme. You have a reputation to maintain for being tough on crime and terrorism. You look to Britain and the USA for political support and you back the 'War on Terror'. However, your majority in the Parliament is small and you need to be seen to be listening to people's concerns. You have not made up your mind about which ID system to introduce.</p>	Opposition <p>You represent Opposition leaders in the party which has the second most seats in the Govonia Parliament. Your party is a liberal party which believes in the fundamental importance of human rights. However, as a Government in waiting, you are also aware that ID cards are popular with voters with a 2:1 majority in favour. You want to apply pressure on the Government and build alliances with important groups in Govonia.</p>
Police <p>You have seen a rise in serious crime including identity theft, people-trafficking and terrorism in recent years. You believe that ID cards will make the policeman's job a lot easier as you will immediately be able to establish someone's identity or to arrest them if they have no ID.</p>	Libertas <p>You lead a national pressure group called Libertas that was set up to champion the rights of individuals. You believe that ID cards are a major infringement of human rights and would allow state intrusion into people's lives. They would also give police greater powers to harass people from ethnic minorities and would do nothing to reduce the terrorist threat.</p>
Youth Matters <p>You are the elected members of Youth Matters, a national group representing young people aged under 25. Your members are split over the need for ID cards. Many think they would make life easier and make streets safer. Others worry about the effect on young people from minority groups. The debate may help you to make up your minds.</p>	Grey Wolves <p>You are elected members of a national pressure group representing people aged 50 and over. Your members support the call for ID cards as they believe society would be safer. But they are worried about the costs of 'smart' cards for poor pensioners.</p>
Safer Streets <p>You represent a pressure group campaigning for more police on the streets and better security. You believe in the importance of community safety partnerships between local organisations to sort out local problems. ID cards would probably help, but what sort of cards and how would they be used?</p>	Citizens All <p>You are a national group representing economic migrants, refugees and asylum seekers. Your members are very concerned that an ID card system will discriminate against them. It will encourage needy people to go underground where they are prey to criminal elements. It will encourage racism and xenophobia.</p>

Activity 3: Town Centre – a public meeting simulation

Background, organisation and resources

Town Centre is an example of a public meeting simulation. In this activity, various interest groups gather to discuss views on proposals for the development of an empty department store building. Eight groups are represented at the meeting, with representatives of two of the groups seated at the front with the chairperson. The case is put for and against the proposed development, and then the debate is opened up to the audience. Each group will need a Role Card. The activity is suitable for between 16 and 40 participants. It requires about an hour and a quarter to run and debrief, and requires the following resources:

- The Scenario – one for each participant (see page 23)
- Role Cards – one per group (see pages 24–27).

Aims of the activity

- To provide an example of a public meeting simulation
- To encourage participants to discuss a local issue and consider the interests and viewpoints of different groups.

Targeted QCA learning objectives

- Discuss and debate citizenship issues
- Express and justify a personal opinion to others
- Demonstrate skills of negotiation and participation in community-based activities.

Tasks

Stage 1

Explain the Scenario. Ask for a volunteer to be a town centre manager to chair the meeting (or chair it yourself) and put participants into seven groups (randomly, or according to pre-determined criteria, or allowing them to work with friends). Give out Role Cards and allow time for groups to discuss their views on the proposed development. They should decide on the points they intend to raise at the meeting and who will make the points.

Stage 2

Give the town centre manager the Chairperson's Role Card. Seat the chairperson with a representative of the developers and the town-centre residents at the front of the room. All other participants sit in chairs, theatre-style, facing the panel. The chair will first call the developers' representative to explain the benefits to the town of their proposals. The chairperson will then ask the town-centre residents' representative to give the case against the proposals. Questions can be put to either speaker from the floor.

Stage 3

The chairperson invites other groups to put their points of view and takes questions and comments from everyone. After about 15 minutes, the main speakers have the opportunity to sum up, and then a vote is taken for or against the proposals.

Stage 4

Ask each group to re-convene to discuss what they thought of the meeting and the final vote. Ask each group, in role, for a summary of their views. Change the seating, so that everyone is sitting in a circle, out of role. Facilitate a discussion of the following questions:

- What were the main arguments for and against the night club?
- Which groups made the most persuasive arguments? How did they do this?
- Do you think the discussion was a representation of views on these issues in the real world?
- How can town centres balance the needs of all groups living in the area?
- How should decisions like this be made?

Assessment opportunities

In a simulation, learning is identified at the end as part of the debriefing. Facilitators should encourage participants to say what they have learned, or what they could help others to learn, through use of the simulation. The learning can be recorded in a log, or can form part of a follow-up task, such as written work, a debate or an exhibition. The debriefing questions should enable participants to address the learning objectives. Learning objectives for this activity were:

- **Discuss and debate citizenship issues**

What were the main arguments for and against the night club? How can town centres balance the needs of all groups living in the area?

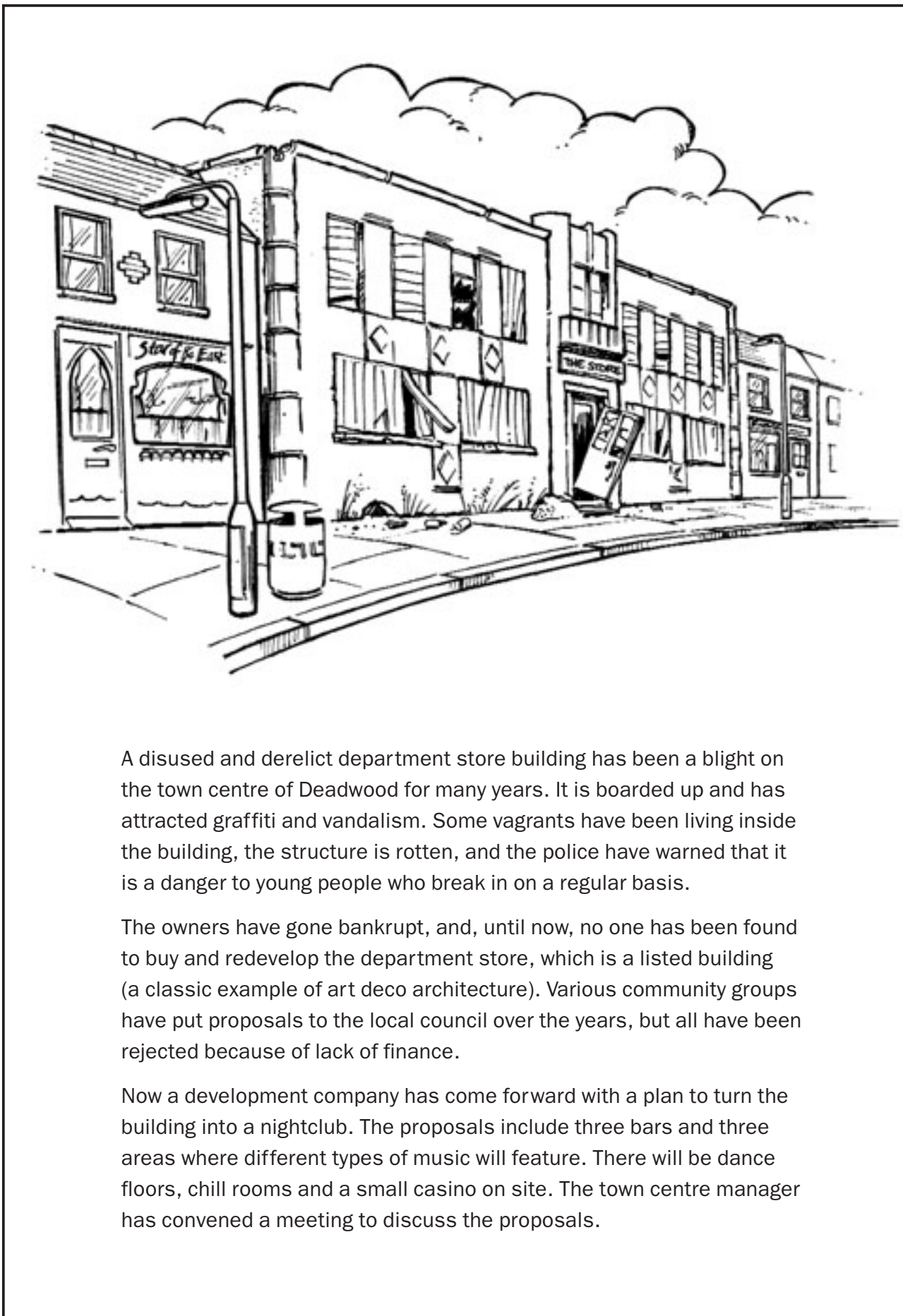
- **Express and justify a personal opinion to others**

All discussion questions

- **Demonstrate skills of negotiation and participation in community-based activities**

Which groups made the most persuasive arguments? How did they do this?

Town Centre – Scenario



A disused and derelict department store building has been a blight on the town centre of Deadwood for many years. It is boarded up and has attracted graffiti and vandalism. Some vagrants have been living inside the building, the structure is rotten, and the police have warned that it is a danger to young people who break in on a regular basis.

The owners have gone bankrupt, and, until now, no one has been found to buy and redevelop the department store, which is a listed building (a classic example of art deco architecture). Various community groups have put proposals to the local council over the years, but all have been rejected because of lack of finance.

Now a development company has come forward with a plan to turn the building into a nightclub. The proposals include three bars and three areas where different types of music will feature. There will be dance floors, chill rooms and a small casino on site. The town centre manager has convened a meeting to discuss the proposals.

Town Centre – Role Cards



ROLE CARD: Developers

Your company, Just Imagine Developments Ltd., is a young and successful property development company. You specialise in the imaginative use of old buildings in town centres. Your company believes that towns must adapt to changing circumstances. There are many old buildings in towns and cities, such as banks, churches, department stores, cinemas, that no longer fill the need for which they were designed, and can be turned into attractive facilities such as gyms, nightclubs and restaurants. There is a market for new facilities because people are more affluent and want places to go and enjoy themselves – the leisure market is a huge growth area. The old department store in Deadwood town centre is an eyesore. It is dangerous for children and it takes up valuable space in the town centre, giving the high street a depressing atmosphere of neglect. A nightclub would attract more people to the town. They would spend money in other shops and pubs, and the council would gain additional revenue from the business rates. The department store building is listed as a classic example of art deco, so the development has to maintain certain features. You have made sure that your night club proposals retain the original art deco features such as doors, lifts and windows.



ROLE CARD: Town centre residents

You all live in flats and mews houses in the centre of Deadwood. You really like living in the centre, since all facilities are a short walk away. Sometimes the high street can be a bit noisy, but the police patrol the area, and the close-circuit TV cameras deter most trouble-makers. You have heard about the proposals to turn the old art deco department store into a nightclub and casino, and you are really worried. Obviously something has to be done to the building – it can't stay in its present state. But you were hoping that the amateur dramatic group would be successful in their lottery bid for funding to turn it into a theatre. A nightclub would bring into the area a lot of young people who will probably drink heavily and may deal in drugs. There will be a lot of noise, and since the club will be open all night, you think your sleep will be affected. You have joined together to campaign against the development, and are hoping to convince the council not to grant planning permission.



ROLE CARD: Amateur dramatic group

Your group has been meeting for the last five years in a scout hut on the outskirts of Deadwood. You are all keen amateur actors, writers and directors, and you have had some successful productions over the years. You rehearse in the scout hut, but you have to hire venues when you put on productions. This is expensive, and anyway, you think the town should have its own theatre. You have put together a bid for a grant of £1.5 million from the Townscapes Heritage Fund of the National Lottery to re-develop the department store as a community theatre. The plans include a small auditorium, rehearsal rooms, dressing rooms, costume and set storage areas and a classroom for use by local schools. Your group has already collected £10,000 towards the project and has plans to continue fund-raising. You were really hopeful that the bid would be successful. Some famous actors live locally and they have agreed to support your application and to campaign for the development. Now you hear that a nightclub is planned, and you are very worried that your plan will fail.



ROLE CARD: Police

The Deadwood police force prides itself on keeping crime levels down by community policing. Officers and community support staff have a high profile on the streets and work closely with all members of the community – schools, colleges, community groups, residents associations and businesses. There are CCTV cameras in the town centre, and most of the pubs in the area have signed up to agreements not to sell low-priced alcohol, to refuse to serve underage customers, and to have training and accreditation for door staff. You have not designated the town centre a dispersal area and have been reluctant to request the courts to issue anti-social behaviour orders, since the force believes they can destroy good working relationships with the public. However, you are concerned that all this may change if the nightclub development goes ahead. Your resources would be stretched if officers had to be allocated to the area surrounding the club all night for seven days a week. You are also worried that the club would attract young people from distant towns, with whom you have no relationship.

Town Centre – Role Cards



ROLE CARD: Students from the local college

You are part of the student union of Deadwood FE college. Your union has debated the issue of the proposed nightclub development in the town centre. Generally, members of the union are in favour of the club. The town has very little in the way of facilities for your age group. There are a few pubs, but they are mostly used by older people. You can't afford the restaurants, and the nearest club is ten miles away in a neighbouring town. The town centre is dreary and the dilapidated department store adds to the gloom. Young people tend to hang around the high street in the evening or meet in the one coffee bar. The police usually ask groups of young people to move on if they are making any kind of noise. You don't think the club will cause any problems. There are questions you need to ask the property development company about soundproofing and security, but on the whole you think the nightclub would liven up the town. You believe that towns should provide facilities for all age groups, and at present yours does not.



ROLE CARD: High street traders

Your group represents the Chamber of Commerce of Deadwood. Among the high-street traders are retailers, restaurateurs, publicans, estate agents, opticians and employment agencies. For many years you have been campaigning to have something done about the disused department store. It was once a fine building, a classic example of art deco architecture. But it has been dilapidated for years and gives the high street a grim atmosphere. You had heard that there were plans to develop it as a shopping mall, and most traders were concerned that if this happened, they would lose business. However, you have now heard that the building might be developed as a nightclub. There is great relief that the shopping mall idea has been dropped, but members of the Chamber of Commerce are divided about the impact of a nightclub on their trade. Restaurants and pubs could benefit, since people will meet up in their establishments before a night's clubbing. However, there are some reservations and concerns that rowdy elements might commit vandalism, such as kicked-in shop windows and graffiti, on their way home.



ROLE CARD: Local council

The council members have received an application for planning permission from Just Imagine Developments Ltd. to redevelop the disused and dilapidated department store as a nightclub. The building is listed because it has many original art deco features, such as doors and lifts. For many years, everyone in the town has wanted to do something about the empty building, but this is the first application you have received. You would not allow any development that spoiled the building or proposed gaudy neon signs, but the plans suggest that the building will look beautiful, with all original features retained and enhanced. It would certainly brighten up the high street. The ruling group on the council has tried to ensure that there are facilities for all groups in the town, but you are aware that there is very little for young people to do in the evening. However, you have many concerns about siting a nightclub in the centre of Deadwood. The experience of the neighbouring town, which has had a nightclub for five years, is that fights break out, criminal damage is done and the police are at full stretch to control things. You have not made a decision on planning permission yet and want to hear the views of others.



ROLE CARD: Town centre manager

You are the Deadwood town centre manager. You have been appointed to be an objective voice for the town and you are managed by a steering group representing both the local council and the Chamber of Commerce. Your job is to work with everyone in the town to improve the town centre for the whole community, residents and businesses. You also market the town in order to encourage people to visit for leisure, work and shopping. You have convened this meeting so that everyone can have their say about the proposed development of the derelict department store as a nightclub. You chair the meeting and so must be neutral. Allow the developers to put their case, and then the town centre residents to put theirs. Take questions from the audience and then allow short speeches from other groups. When everyone has had their say, take a vote for or against the nightclub development. Of course, this vote is not binding, since it is up to the local council to make a decision on planning permission.

Activity 4: Home Comforts – a committee simulation

Background, organisation and resources

The participants in this committee simulation are the board members of a small housing association. A housing association provides social housing for people who cannot afford to buy a house through a building society, or people who have special needs. It is run as a not-for-profit business, whose funding comes from a government grant, European funding, rents and local partnerships with private investors. The overall direction and management of the association is set by its board of management, which meets once a month, and is made up of local people with particular expertise.

There are eight roles in this simulation, all members of the board. One of the members is the chairperson, who must manage the meeting, ensure everyone is heard and encourage the board to make decisions. Role Cards, an Agenda and Background Papers are provided. You will need sticky labels for badges. The activity will need one and a half hours to run and debrief and requires the following resources:

- Role Cards – one per participant in each group (see page 31)
- Management Board Meeting: Agenda and Background Papers – one per participant in management meeting (see pages 32–33)
- Sticky labels for badges.

Aims of the activity

- To provide an example of a committee simulation
- To develop participants' knowledge and understanding of housing issues
- To build the skills required to participate effectively in a committee.

Targeted QCA learning objectives

- Demonstrate knowledge and understanding about citizenship issues
- Consider the social, moral and ethical issues applying to a particular situation
- Discuss and debate citizenship issues.

Tasks

Stage 1

If the group is large, divide it in two and run two committee simulations. If numbers are less than eight in each group, some roles can be removed. If there are too many participants, and some do not wish to be involved, they can observe and feed back their observations at the end. Give out role cards to those people taking part. The board members have been given initials and surnames (to avoid attributing gender). Tell participants to give their role a first name and to write the whole name on a sticky badge to wear during the simulation. Ensure that the chairperson's role is given to someone able to chair the meeting effectively.

Stage 2

Allow time for the members of the committee(s) to read their Role Cards and Background Papers. The chairperson should decide on the timings for each item, so that the agenda can be covered in the forty minutes allocated.

Stage 3

Seat committee members around board tables, with the chairperson at the end. Start the meetings, time agenda items carefully and stop the meeting after 40 minutes or when the agenda is completed. If two or more meetings were held simultaneously, bring the whole group back together. Ask whether any of the groups managed to make decisions on the agenda items. Compare the decisions that were made.

Stage 4

Ask members of the group, in role, to say what they were trying to achieve in the meeting and whether they were successful. Ask the chair to say how easy or difficult it was to keep order during the meeting. If there are observers, ask them to feedback on what they observed.

Stage 5

Bring all participants out of role by moving them from their board tables and into a circle. They should remove their badges. Facilitate a discussion of the following questions:

- What have you learned about the issues facing a housing association?
- How well did members of the committee balance the conflicting needs of different tenants? Did you agree with the final decisions?
- How well did members argue their positions? Did others listen to the arguments?
- What skills are required by members of a committee in order for decisions to be reached? What skills does the chairperson need?

Assessment opportunities

In a simulation, learning is identified at the end as part of the debriefing. Facilitators should encourage participants to say what they have learned, or what they could help others to learn through use of the simulation. The learning can be recorded in a log, or can form part of a follow-up task such as written work, a debate or an exhibition. The debriefing questions should enable participants to address the learning objectives. Learning objectives for this activity were:

- **Demonstrate knowledge and understanding about citizenship issues**

What have you learned about the functions of a housing association?

- **Consider the social, moral and ethical issues applying to a particular situation**

*How well did members of the committee balance the conflicting needs of different tenants?
Did you agree with the final decisions?*

- **Discuss and debate citizenship issues**

How well did members argue their positions? Did others listen to the arguments? What skills are required by members of a committee in order for decisions to be reached? What skills does the chairperson need?

Home Comforts – Role Cards



Professor M. Wyn Jones (Chairperson)

You work at the local university where you are Dean of the Law School. You were invited to be chairperson of the board only six months ago. Your task is to chair the meeting and make sure that decisions are reached in the time allotted (40 minutes). Make sure everyone who wishes to speak does so. You should start the meeting by inviting everyone to introduce themselves to each other, since there are some new members. When you think a decision has been reached, summarise the discussion to the group, and make a note of the decision. You also can vote but allow others to speak before you give your view.

S. Harries

You are the chief executive of the local Citizens' Advice Bureau. You have been on the board for five years, from the start of the Home Comforts Housing Association. You are acutely aware of the problems faced by some of the poorest people in the area, and you believe that they should be more involved in the running of their own estates, since you think it will boost their confidence and also be more effective – they know best what the problems are. You believe that people respond better to rules they make themselves, rather than following the rules of others.

B. Richards

You have recently retired from the local Family Health Services Authority and this is your first board meeting. Your main area of interest is health, and you think that good quality housing is the key to good physical and mental health. Many illnesses are caused or made worse by inadequate housing – not just the state of repair, but also the soundproofing and surroundings. People get depressed in noisy, dirty, unsafe estates. You think estates like the Starlings are a disgrace, and you are not surprised that trouble has broken out.

J. Simmonds

You are a Tenant Board Member. This means that you have been invited to join the board because you are a tenant in a flat owned by the Association. This is only your second meeting. You did try to report back to other tenants from the last meeting, but not many turned up. You think people are not interested in having a say about what happens on the estates. You would like to move to a new home, and would be very interested in the Association's shared ownership scheme.

G. French

You are a local magistrate and have been on the board of the Housing Association for two years. You hoped that you would be asked to be Chairperson when the post became vacant six months ago. You know only too well about the problems of some of the families living on the Starlings Estate because you deal with people in the magistrates court. You think that a hard line might have to be taken with the joy-riding youth, since activities like this can lead on to more serious crime.

A. Ali

You have two years' experience of being on the board and also know about the problems on the ground, since you work in the local authority housing department. Some years ago, you ran a special needs housing association, so you know about many of these issues. You think that people with special needs are often not well catered for in the provision of housing and would like to see Home Comforts Housing Association do more for them. You have a disabled mother living with you who would benefit from a specially-adapted flat.

W. McKenzie

You are a self-employed accountant and joined the board very recently. This is only your fourth meeting. You think that a lot of time is wasted talking about tenants' associations and consultation. The main issue is keeping the Association financially viable. Money must be spent wisely and rents should be increased to cover costs, and residents who damage property should pay for repairs. A new build could generate funds from higher rents and shared ownership, and people would look after their property.

L. Upwood

You are the head of the local branch of a charity concerned about the protection of children. You deal with child abuse and neglect, and are particularly interested in the impact of housing on children's health and welfare. You think that poorly-kept estates lead to stress in families, and that children are more at risk in these circumstances. You would like to see money spent on refurbishment, and you want children from the estates to be consulted on the kinds of facilities they would like.



Home Comforts HOUSING ASSOCIATION

Management board monthly meeting

Date: July

Venue: Headquarters

AGENDA

1. Introductions
2. Decision on use of funding
3. Community investment fund
4. Difficulties to be resolved on Starlings Estate
5. Any Other Business (AOB)

Background Paper 1: Item 1

Use of funding – refurbishment, special adaptation or new build?

The Association manages 3000 homes, a few shared-ownership, but mostly rented accommodation, some of it specially adapted property for disabled people, and some sheltered accommodation for the elderly. A combination of Housing Corporation grant, European funding and private sector investment has provided £2 million for spending on housing stock.

The Board of Management is required to make a decision on how this sum should be spent.

ROUTINE REFURBISHMENT

About 10% of the housing stock is in need of some urgent refurbishment (for example, double glazing required, redecorating, updating kitchens, and external improvements). There have been complaints from tenants about heat loss, damp, and problems with wiring.

The total cost of the necessary work is about £1.5 million.

RENOVATION OF UNINHABITABLE STOCK

There are currently 5,000 people on the waiting list for housing from the association. There are 15 empty properties which have been recently acquired by the Association, but are currently uninhabitable. They could be specially adapted for people with disabilities. Some on the waiting list are currently living in unsuitable accommodation with relatives.

The cost of complete renovation and special adaptation of these properties would be £1 million.

NEW BUILD

There are currently 500 families on the waiting list for rented or shared ownership accommodation. Some land has been acquired for building, and planning permission has been obtained.

A small estate of 20 homes could be built at a cost of £2 million.



Home Comforts HOUSING ASSOCIATION

Background Paper 2: Item 2 Community Investment Fund

The Association prides itself on its forward looking programme of community investment. The current programme is funded from 50p per week added to the rent of each property. This generates £1500 per week (£78,000 per year) which is used to cover the costs of:

- (a) a subsidised nursery for under 3s on the largest estate
- (b) training for members of residents' groups who help manage the estates
- (c) environmental projects in the grounds of estates to provide play areas, quiet seating and wildlife zones.

In order for the current community work to continue, in the light of rising costs, rents will have to increase by a further 50p. Many tenants are already struggling with their rent.

The Board of Management is required to make a decision on whether rents should be increased or the community work should be reduced, and if so, which aspect.

Background Paper 3: Item 3 Starlings Estate

The Starlings Estate is the largest in the Association's housing stock. It consists of 600 flats, some of them occupied by tenants who have had difficulties in the past, with rent arrears and problems with the police. The estate contains some of the accommodation in most need of repair, and the external condition is dirty and unsightly. Recently there has been an outbreak of joy-riding among some of the youth on the estate, and there have been many complaints from tenants and from people living near the estate. There are a number of options:

1. Pay for a team of security guards to patrol the estate (approx. £1000 per week)
2. Ask the police to visit the estate regularly and make arrests if necessary
3. Raise the matter at a residents' meeting and ask for suggestions to solve the issue
4. Get the names of the culprits from the complainants and send letters threatening eviction to the parents
5. Open negotiations with the Youth Service to open a youth centre on the estate
6. Any other suggestions.

The Board of Management is required to make recommendations about future action.

Activity 5: Home Front – a complex structured simulation

Background, organisation and resources

In the light of an increase in international terrorist activity, the government of Democratia is being forced to examine the whole balance between freedom and security for its citizens. In *Home Front* approximately half the participants take on the role of national agencies or groups, while the rest of the group take on the role of journalists working for national newspapers that generally take different editorial lines on the political issues of the day. You need a large room so that the various groups can talk without being overheard.

In the second phase of the simulation journalists benefit from access to computers where articles can be written and printed. Furniture needs to be flexible so that groups can meet for discussions and journalists can be briefed and/or interview the main players. *Home Front* will work with groups of between 20 and 40 participants. You will need at least two and a half hours for the activity and require the following resources:

- The Scenario, one per participant (see page 38)
- Role Cards for individuals within each group (see pages 39–47)
- Sticky labels (to indicate roles)
- Computers for journalists to write headlines and editorials.

Aims of the activity

- To provide an example of a complex, structured simulation
- To raise the issues facing liberal democracies in dealing with threats to security from international terrorism and to consider the dilemmas facing governments in balancing the need for security with human rights, individual freedom and democracy
- To explore the role of the press in reporting politically sensitive issues and the role of ‘spin’ and media management
- To develop a variety of different skills: interviewing, summarising, negotiating, writing, presenting

Targeted QCA learning objectives

- Demonstrate knowledge and understanding about citizenship issues
- Show understanding of key citizenship concepts
- Express and justify a personal opinion to others.

Tasks

Introduction

- Introduce the Scenario by giving everyone a copy and reading it through with them. Outline the nine roles which participants will take on during the simulation and either ask for volunteers for particular roles, or, in advance of the session, allocate roles.
- Ask participants to move to their allocated desks and give them badges to wear, showing their roles (sticky labels will do). You can also make signs to put on the desk or on the wall by the desk to indicate the name of the group.
- Then distribute the Role Cards and allow time for each individual and group to read them through. Explain that the simulation will be played in four stages, which are described on the role cards. The introduction will take about 20 minutes.

- Announce the start of the first part of the simulation. You will need to manage the time and give each group a three-minute warning when the end of a stage is being reached.
- You could introduce crises by giving the Government and the Security Services secret notes. The notes could say that plans have been discovered on a laptop, found in an abandoned car, of a bomb attack on one of the airports.

Stage 1

In the first stage, each group has 10 minutes to consider their position on the issue of new security measures. Journalists think through questions they wish to put to each group.

Stage 2

In stage 2 (20 minutes), the journalists visit the role groups to interview people and to gather material from briefings for their stories. You may wish to insist that only one journalist at a time visits a group. If one group is receiving no visit from journalists, give them a note to say that the boss wants them to write a press release. They should give the press release to the journalists.

Stage 3

In stage 3 (30 minutes), journalists write headlines and lead articles. The government, police and opposition meet to try and agree action and a joint communiqué. The prime minister will lead this group. The civil liberties group, trade unions and employers meet to discuss the implications of the proposed security measures on the people they represent. This group should decide who will chair the group, who will write minutes and who will feed back their views.

Stage 4

In stage 4 (20 minutes), the journalists present their headlines and read their editorials to the whole group. The interest groups then present their concerns about the impact of the increased security on the people they represent. Finally the government group makes a statement about their proposed action.

Stage 5

Stage 4 of the simulation is really the start of the debriefing session as each group is able to hear the questions raised by the interest groups, what the government has decided and what the newspapers have written. Begin the debrief proper by asking each group to describe their experience of the simulation, then ask the newspapers to describe their experience. As the facilitator you may want to ask a number of exploratory questions linked to the aims of the simulation.

- How did the different groups respond to the terrorist threat?
- What were the most important groups that the government took into account?
- To what extent was there a unified approach among political parties and interest groups?
- How important was the press in influencing public opinion?
- What were the similarities and differences between the press headlines and editorials?
- To what extent did the politicians try to 'spin' the story as it unfolded?
- What can we learn about the way democratic societies react to threat?
- How can freedom and the rule of law be balanced?

Assessment opportunities

In a simulation, learning is identified at the end as part of the debriefing. Facilitators should encourage participants to say what they have learned, or what they could help others to learn, through use of the simulation. The learning can be recorded in a log, or can form part of a follow-up task, such as written work, a debate or an exhibition. The debriefing questions should enable participants to address the learning objectives. Learning objectives for this activity were:

- **Demonstrate knowledge and understanding about citizenship issues**

How did the different groups respond to the terrorist threat? How important was the press in influencing public opinion?

- **Show understanding of key citizenship concepts**

What can we learn about the way democratic societies react to threat? How can freedom and the rule of law be balanced?

- **Express and justify a personal opinion to others**

All discussion questions

DEMOCRATIA

You live in Democratia – a country with a liberal democratic system of government.

Democratia is a very open society, where people value their freedom of expression and their right to move freely without restriction. The people are generally well-off. There is a low rate of unemployment and very good social security benefits for those who are sick, disabled or having other special needs. The benefits are funded by high taxes. Government spending on law and order is smaller than spending on social benefits, education and health care. Commerce is well-developed. Many people are employed in large companies. They travel widely within and outside of Democratia on business and for pleasure. Most medium- and large-sized towns have airports. Democratia is a relaxed country with an open-door policy on immigration.

A new situation has arisen. Over the last year, there has been an increase in terrorist activities from a number of different political groups in the world. Democratia has not been a focus for the attacks as yet. But the Ministry of the Interior has received information that there could be attacks in future. Something must be done to provide additional security for the inhabitants.

Some of the possible options are:

- the introduction of identity cards, which must be carried at all times, containing data on finger-prints and iris-recognition of the card-holder
- security services to have access to private bank account details
- records of emails and telephone calls to be kept by internet service providers and telephone companies
- closed-circuit television to be installed in all public offices and town centres, with face-recognition capability
- all baggage to be scanned on both domestic and international flights, leading to longer check-in times at airports
- airlines to employ armed guards at airports and on some flights
- police to have greater powers of ‘stop-and-search’
- new laws to prevent speeches or newspaper articles which encourage violent action
- permission required before a demonstration can be held
- reinforcing border security, including thermal imaging of all vehicles.

Home Front – Role Card

ROLE CARD: Government

Your party forms the government of Democratia. You are Social Democrats and have been in power for five years. You are a popular government and you believe in providing social benefits and support to the people within a free and tolerant society. You now have to deal with this new threat. It is your responsibility to lead your country. If you wish, each member of your group can take on a different government role, e.g. Prime Minister, Minister for the Interior, Chancellor of the Exchequer.

Stage 1 (10 minutes)

You must discuss what your approach to the threat of terrorism might be. Read from the Scenario the menu of possible actions you could take.

- Which might be necessary?
- What would the difficulties be?
- How will you try to convince your people of the need for this action?

Stage 2 (20 minutes)

You will be approached by journalists from three different newspapers.

The Daily Planet is a popular newspaper in Democratia, which usually supports the opposition party. The newspaper has been a supporter of conservative or right of centre positions in taking a strong line in favour of security, and strong law and order.

The Daily News is a popular newspaper which usually supports the government line. It is a strong supporter of social democracy, personal freedom and human rights.

The Daily World is a tabloid newspaper which has mass readership in Democratia and takes a popular line.

They want to know what you are considering so that they can write articles in their papers.

- How will you handle the journalists?
- Will you speak to them together or separately?
- What 'spin' would you like the journalists to put on your actions?

Stage 3 (30 minutes)

You now have to make a clear decision about your future actions. You need to consult the security services and the opposition. Write a short communiqué which will be read to the whole group.

Stage 4 (20 minutes)

Report-back. One person should be chosen to read the communiqué – no more than three minutes.

ROLE CARD: Security services

You are the top members of the national security services. If you wish, each member of your group could take on a different role, e.g. Police Commissioner – in charge of the uniformed branch of police; head of the intelligence service; chief of the criminal investigation service. You are aware of the new threat to the country and that the government is planning to take some action. Your organisations will be responsible for carrying out the policies they decide upon. You must be clear about the implications of possible actions.

Stage 1 (10 minutes)

Read from the Scenario the menu of possible actions the government could take. You must discuss what the implications of these actions would have for your organisations. You may have to advise the government. Which might be necessary? What would the difficulties be?

Stage 2 (20 minutes)

You will be approached by journalists from three different newspapers.

The Daily Planet is a popular newspaper in Democratia which usually supports the opposition party. The newspaper has been a supporter of conservative or right of centre positions in taking a strong line in favour of security, and strong law and order.

The Daily News is a popular newspaper which usually supports the government line. It is a strong supporter of social democracy, personal freedom and human rights.

The Daily World is a tabloid newspaper which has mass readership in Democratia and takes a popular line.

They want to know what you are considering so that they can write articles in their papers.

- How will you handle the journalists?
- Will you speak to them together or separately?
- What 'spin' would you like the journalists to put on possible actions?

Stage 3 (30 minutes)

Join up with the government and the opposition and help in the writing of the communiqué.

Stage 4 (20 minutes)

Report-back. One member of the government will read the communiqué – no more than three minutes.

ROLE CARD: Opposition

You are members of the main opposition party in Democratia, The Freedom Party. Your party is right of centre in political terms. If you wish, each member of your group can take on a different shadow role, e.g. leader of the party, shadow Minister for the Interior, shadow Chancellor of the Exchequer. You are aware of the new threat to the country and that the government is planning to take some action. You must be clear about the implications of possible actions and what your stance will be. In general, in a situation like this, you would like to support the government, but you think that they may not go far enough in taking a strong line.

Stage 1 (10 minutes)

Read from the Scenario the menu of possible actions the government could take. You must discuss which of these actions you agree with and what the implications of these actions would be for the country. You will have to tell the government how far you are able to support them.

- Which actions might be necessary, in your view?
- What arguments would you use to persuade the government?
- What would the difficulties be?

Stage 2 (20 minutes)

You will be approached by journalists from three different newspapers.

The Daily Planet is a popular newspaper in Democratia which usually supports the Opposition party. The newspaper has been a supporter of conservative or right of centre positions in taking a strong line in favour of security, and strong law and order.

The Daily News is a popular newspaper which usually supports the government line. It is a strong supporter of social democracy, personal freedom and human rights.

The Daily World is a tabloid newspaper which has mass readership in Democratia and takes a popular line.

They want to know what you are thinking so that they can write articles in their papers, and give opposition views.

- How will you handle the journalists?
- Will you speak to them together or separately?
- What 'spin' would you like the journalists to put on your opinions?

Stage 3 (30 minutes)

Join up with the government and the security services and help in the writing of the communiqué.

Stage 4 (20 minutes)

Report-back. One member of the government will read the communiqué – no more than three minutes.

ROLE CARD: Civil liberties group

You are members of different civil liberties organisations. If you wish, each member of your group could take on the role of a different organisation, e.g. a national body promoting civil liberties, a group representing immigrants, or a refugee organisation.

You are aware of the new threat to the country and that the government is planning to take some action. You must decide what you regard as the implications of possible actions and what your stance will be. In general, in a situation like this, you think that the government may over-react to the emergency. Your job is to help the government recognise the serious civil liberties questions.

Stage 1 (10 minutes)

Read from the Scenario the menu of possible actions the government could take. You must discuss which of these actions you agree with and what the implications of these actions would be for civil liberties.

- Which actions, if any, might be necessary, in your view?
- What arguments would you use to persuade the government of your views?
- What would the difficulties be in persuading them?

Stage 2 (20 minutes)

You will be approached by journalists from three different newspapers.

The Daily Planet is a popular newspaper in Democratia which usually supports the Opposition party. The newspaper has been a supporter of conservative or right of centre positions in taking a strong line in favour of security, and strong law and order.

The Daily News is a popular newspaper which usually supports the government line. It is a strong supporter of social democracy, personal freedom and human rights.

The Daily World is a tabloid newspaper which has mass readership in Democratia and takes a popular line.

They want to know what you are thinking so that they can write articles in their papers, and give the civil liberties view.

- How will you handle the journalists?
- Will you speak to them together or separately?
- What 'spin' would you like the journalists to put on your opinions?

Stage 3 (30 minutes)

Join up with the trade unions and the Federation of Democratia Business. Draw up an agreed list of the measures you could support.

Stage 4 (20 minutes)

Report-back. One member of the three groups will read the list and give reasons – no more than three minutes.

ROLE CARD: Trade unions

You represent different trade unions in Democratia. If you wish, each member of the group could represent a different trade union, e.g. transport workers, customs officials, or teachers' union. You are aware of the new threat to the country and that the government is planning to take some action. You must decide what you regard as the implications of possible actions for your members and what your stance will be. In general in a situation like this, you think that the government may neglect the impact on the people whose jobs will be affected.

Stage 1 (10 minutes)

Read from the Scenario the menu of possible actions the government could take. You must discuss which of these actions you agree with and what the implications of these actions would be for members of your unions.

- Which actions, if any, might be necessary, in your view?
- What arguments would you use to persuade the government of your views?
- What would the difficulties be in persuading them?

Stage 2 (20 minutes)

You will be approached by journalists from three different newspapers.

The Daily Planet is a popular newspaper in Democratia which usually supports the opposition party. The newspaper has been a supporter of conservative or right of centre positions in taking a strong line in favour of security, and strong law and order.

The Daily News is a popular newspaper which usually supports the government line. It is a strong supporter of social democracy, personal freedom and human rights.

The Daily World is a tabloid newspaper which has mass readership in Democratia and takes a popular line.

They want to know what you are thinking so that they can write articles in their papers, and give the trade union view.

- How will you handle the journalists?
- Will you speak to them together or separately?
- What 'spin' would you like the journalists to put on your opinions?

Stage 3 (30 minutes)

Join up with the civil liberties group and the Federation of Democratia Business. Draw up an agreed list of the measures you could support.

Stage 4 (20 minutes)

Report-back. One member of the three groups will read the list and give reasons – no more than three minutes.

ROLE CARD: Federation of Democratia Business (FDB)

Your organisation represents the business and commercial interests in Democratia. If you wish, each member of your group could represent a different sector, e.g. banking and insurance, transportation companies, or private security services. You are aware of the new threat to the country and that the government is planning to take some action. You must decide what you regard as the implications of possible actions for your member companies and what your stance will be. In general, in a situation like this, you think that the government may neglect the impact on business and the economy.

Stage 1 (10 minutes)

Read, from the Scenario, the menu of possible actions the government could take. You must discuss which of these actions you agree with and what the implications of these actions would be for business and the economy.

- Which actions, if any, might be necessary, in your view?
- What arguments would you use to persuade the government of your views?
- What would the difficulties be in persuading them?

Stage 2 (20 minutes)

You will be approached by journalists from three different newspapers.

The Daily Planet is a popular newspaper in Democratia which usually supports the Opposition party. The newspaper has been a supporter of conservative or right of centre positions in taking a strong line in favour of security, and strong law and order.

The Daily News is a popular newspaper which usually supports the government line. It is a strong supporter of social democracy, personal freedom and human rights.

The Daily World is a tabloid newspaper which has mass readership in Democratia and takes a popular line.

They want to know what you are thinking so that they can write articles in their papers, and give the business view.

- How will you handle the journalists?
- Will you speak to them together or separately?
- What 'spin' would you like the journalists to put on your opinions?

Stage 3 (30 minutes)

Join up with the civil liberties group and the trade unionists. Draw up an agreed list of the measures you could support.

Stage 4 (20 minutes)

Report-back. One member of the three groups will read the list and give reasons – no more than three minutes.

ROLE CARD: *The Daily Planet* Journalists

You are a team of top reporters at the head office of *The Daily Planet*. *The Daily Planet* is a popular newspaper in Democratia which usually supports the Opposition party. The newspaper has been a supporter of conservative or right-of-centre positions in taking a strong line in favour of security, and strong law and order. If you wish, each member of your group could take on a different role, e.g. editor, political journalist, or home affairs journalist. You are aware of the new threat to the country and that the government is planning to take some action. As journalists, your job is to be the first with the breaking news story. You will be able to interview a variety of interested parties in preparing your stories for the next day's headlines. The main groups are: Government, opposition party, security forces, civil liberties group, trade union group, Federation of Democratia Business (FDB).

Stage 1 (10 minutes)

Read, from the Scenario, the menu of possible actions the government could take. You must consider the type of editorial and headlines you want to produce in order to influence the Government and to shape public opinion. You must discuss the situation and prepare questions that you want to ask the various groups in interviews. You must decide how you are going to divide up the interviews between you and whether someone needs to be drafting headlines and stories at your headquarters.

Stage 2 (20 minutes)

You must go out and interview as many of the groups as you can in the time. You have questions you want answered, but they will have things they want to tell you. You need to be aware when groups are trying to put a particular spin on the story and how you will handle it. You will need to record answers and quotations that can be used in the next stage.

Stage 3 (30 minutes)

Your task is to analyse the material you have collected and to draft three front-page headlines – one banner or lead headline and two smaller front-page headlines. The headlines should be reproduced on a 'mock-up' of the front page of the newspaper. You must also write an editorial of no more than 200 words to reflect the political position of your newspaper. This can be hand-written or typed and it will also have a headline.

Stage 4 (20 minutes)

You will be asked to pin up your front page and explain your choice of headlines. One member of the group should also read out the editorial.

ROLE CARD: *The Daily News* Journalists

You are a team of top reporters at the head office of *The Daily News*. *The Daily News* is a popular newspaper in Democratia which usually supports the Government line. The newspaper has been a strong supporter of social democracy, personal freedom and human rights. If you wish, each member of your group could take on a different role, e.g. editor, political journalist, or home affairs journalist. You are aware of the new threat to the country and that the government is planning to take some action. As journalists, your job is to be the first with the breaking news story. You will be able to interview a variety of interested parties in preparing your stories for the next day's headlines. The main groups are: Government, opposition party, security forces, civil liberties group, trade union group, Federation of Democratia Business (FDB).

Stage 1 (10 minutes)

Read, from the Scenario, the menu of possible actions the government could take. You must consider the type of editorial and headlines you want to produce in order to influence the Government and to shape public opinion. You must discuss the situation and prepare questions that you want to ask the various groups in interviews. You must decide how you are going to divide up the interviews between you and whether someone needs to be drafting headlines and stories at your headquarters.

Stage 2 (20 minutes)

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Stage 3 (30 minutes)

Your task is to analyse the material you have collected and to draft three front-page headlines – one banner or lead headline and two smaller front-page headlines. The headlines should be reproduced on a 'mock-up' of the front page of the newspaper. You must also write an editorial of no more than 200 words to reflect the political position of your newspaper. This can be hand-written or typed and it will also have a headline.

Stage Four (20 minutes)

You will be asked to pin up your front page and explain your choice of headlines. One member of the group should also read out the editorial.

Home Front – Role Card

ROLE CARD: *The Daily World* Journalists

You are a team of top reporters at the head office of *The Daily World*. *The Daily World* is a tabloid newspaper which has mass readership in Democratia and which usually takes the popular line. If you wish, each member of your group could take on a different role, e.g. editor, political journalist, or home affairs journalist. You are aware of the new threat to the country and that the government is planning to take some action. As journalists, your job is to be the first with the breaking news story. You will be able to interview a variety of interested parties in preparing your stories for the next day's headlines. The main groups are: Government, opposition party, security forces, civil liberties group, trade union group, Federation of Democratia Business (FDB).

Stage 1 (10 minutes)

Read, from the Scenario, the menu of possible actions the government could take. You must consider the type of editorial and headlines you want to produce in order to influence the Government and to shape public opinion. You must discuss the situation and prepare questions that you want to ask the various groups in interviews. You must decide how you are going to divide up the interviews between you and whether someone needs to be drafting headlines and stories at your headquarters.

Stage 2 (20 minutes)

You must go out and interview as many of the groups as you can in the time. You have questions you want answered, but they will have things they want to tell you. You need to be aware when groups are trying to put a particular spin on the story and how you will handle it. You will need to record answers and quotations that can be used in the next stage.

Stage 3 (30 minutes)

Your task is to analyse the material you have collected and to draft three front-page headlines – one banner or lead headline and two smaller front-page headlines. The headlines should be reproduced on a 'mock-up' of the front page of the newspaper. You must also write an editorial of no more than 200 words to reflect the political position of your newspaper. This can be hand-written or typed and it will also have a headline.

Stage 4 (20 minutes)

You will be asked to pin up your front page and explain your choice of headlines. One member of the group should also read out the editorial.

Activity 6: Getting Heated – a complex unstructured simulation

Background, organisation and resources

This activity is an example of a simulation with no structure or roles provided. It requires few materials in advance of the activity, and it is developed by the participants themselves. It can be used for any topic, but it works best if participants have some knowledge of the topic already. In this example, the topic is given by the facilitator, although even the topic can be brainstormed and voted on by the participants. Allow at least 45 minutes. You will need a large room, a minimum of 12 participants and the following resources:

- Badges (sticky labels) – one per participant
- Blank Role Cards – one per participant/small group (see page 51)
- Whiteboard.

Aims of the activity

- To provide an example of a complex unstructured simulation
- To enable participants to consider a range of viewpoints of different groups and individuals in the topic selected
- To provide a stimulus for discussion of the importance of covert, as well as overt goals and attitudes.

Targeted QCA learning objectives

- Demonstrate knowledge and understanding about citizenship issues
- Show understanding of key citizenship concepts
- Consider the social, moral and ethical issues applying to a particular situation.

Tasks

Stage 1

Describe the following Scenario to the whole group:

You have been invited to an international conference to discuss climate change. The aims of the conference are to consider the three most important steps that countries should take in the next five years in order to slow down 'global warming'. The opening speaker is the President of the United States of America, who has called the meeting. Unfortunately, his plane has been delayed because of security alerts, and he is not expected for an hour. The conference delegates have a chance to meet each other informally.

Stage 2

Brainstorm with the group who is likely to be present at the event. Write these people, countries, organisations and groups on a whiteboard. Write down as many as are suggested and then ask participants to select those which will form the simulation. (Possible roles will include: governments of various countries, developed and developing; non-governmental organisations, such as Friends of the Earth or Greenpeace; representatives of trans-national corporations; trade unions; scientists; special advisers to some governments; journalists and broadcasters). Ask each participant (or small group) to volunteer to take on one of the roles. Keep a record on the whiteboard of whom has taken on which role.

Stage 3

Give out badges (sticky labels) and ask each participant to write their role on the label in legible writing. They should wear their role card for the entire simulation. Give out blank role cards and ask each person or small group to write the details of their role.

Stage 4

Go round the room and ask each participant, in role, to say who they are and what they would like to achieve during the informal meetings. Instruct them to only divulge overt information.

Stage 5

Tell conference delegates to wander around the hotel lobby getting to know each other, finding allies, and talking to them about the topic of the conference. Allow this stage to run for about 20 minutes. Some participants may call impromptu press conferences if there are journalists present; others will form allegiances; many will make and break promises.

Stage 6

Interrupt the proceedings to say that the President has now arrived and the informal networking session is now over. Debrief the activity by first asking participants to say, in role, what happened to them and what they have achieved. When everyone has spoken, move the participants into a circle, and facilitate a discussion of the following questions:

- What has been learned about climate change?
- What recommendations did the group propose?
- Did self-interest affect the choice of recommendations?
- Who proved to be the most powerful groups? How did they use their power?
- What were the most effective techniques in persuading others to join a cause?

Assessment opportunities

In a simulation, learning is identified at the end as part of the debriefing. Facilitators should encourage participants to say what they have learned, or what they could help others to learn, through use of the simulation. The learning can be recorded in a log, or can form part of a follow-up task, such as written work, a debate or an exhibition. The debriefing questions should enable participants to address the learning objectives. Learning objectives for this activity were:

- **Demonstrate knowledge and understanding about citizenship issues**
What has been learned about climate change? What recommendations did the group propose?
- **Show understanding of key citizenship concepts**
Who proved to be the most powerful groups? How did they use their power?
- **Consider the social, moral and ethical issues applying to a particular situation**
Did self-interest affect the choice of recommendations?

Getting Heated – Role Card

Role card for:

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	OVERT (i.e. you can tell others about these)	COVERT (i.e. you keep these private or share only with 'friends')
<p>GOALS (i.e. what you want to achieve)</p>		
<p>ATTITUDES (i.e. your views about the issue and other people)</p>		
<p>RESOURCES (i.e. what you bring to support your argument e.g your vote, money, military might)</p>		
<p>STRATEGY (e.g. who you want to influence, ally with or confront)</p>		

Section B: How to write simulations

There is art and skill in designing original simulations from scratch. However, most published simulations are based around some simple models. In this book we have included six different models or structures or 'frames'. Each simulation in Section A is based on one of these models, and in this section we offer advice on how to write a new simulation based on one of these six models. Each model is described with a discussion of its particular strengths and weaknesses as a learning activity. A step-by-step guide is then provided followed by some ideas for different scenarios or contexts in which the model could be used.

Four-person role plays

This is a type of multiple role-play in which four characters are involved in a series of interlinked situations. It is important that there is some tension built in between the characters and the possibility of some solution or resolution of any conflict. The whole group should be divisible into small groups of four. If there are odd numbers, then two people could double up on a role. However, it is generally better to put someone in an observer role with some questions to guide their observations. Each role card has role information and a brief account of the three situations. In situation 1, A meets B while C meets D. In situation 2, A meets C while B meets D. In situation 3, A meets D while B meets C. All four can meet for a final showdown. The debriefing session explores why different things happened and why there were different resolutions in different groups of four role players. You also need to make sure that if you have observers then you call upon them to feed in their comments on what they saw and heard.

Four-person role plays provide a well-structured approach to investigating issues existing within organisations or a locality. The scenario needs to be plausible so that the characters would be likely to meet each other either through structured interactions such as formal meetings or informally through chance encounters. The art is in giving each character enough information to play their role effectively but not providing too much so that the final outcome is predictable. Debriefing becomes more insightful when there are different results between groups.

The main difficulties in writing four-person role plays are in structuring the action so that the first two sets of encounters lead up to the third encounter. In this final role play the two main protagonists should meet for the first time.

Writing a four-person role play

Step 1 Identify the issue to be explored and the four characters involved (A,B,C and D). These will generally be the title of a role (e.g. Police Officer) rather than the name of a person.

Step 2 Write the scenario which will provide essential common background information for all the role players. This information can be read out by the facilitator at the briefing stage.

Step 3 Write four role cards giving basic information about each person and what they think or believe about a situation. You may offer information which is capable of different interpretations, and you may give different information to different characters as long as it is logically consistent.

Step 4 Think of three situations where the players might encounter each other and engage in conversation. These might be formal situations such as meetings at work (e.g. you ask for a meeting with X to discuss the problem) or in informal encounters which happen by chance (e.g. you meet Y in the local coffee shop), or by design (e.g. you seek out Z to have it out with them). Possible situations include: in the street, in the corridor, at a special meeting, in an office, in a pub, in the car park, at a youth club, on an outing. Now write three situations from the perspective of each character:

Situation 1 – A meets B, C meets D.

Situation 2 – A meets C, B meets D.

Situation 3 – A meets D, B meets C.

Step 5 Trial, revise and write facilitators' notes.

Possible contexts for four-person role plays

Level	Issues
International	Palestine (e.g. US Secretary of State, Israeli Premier, Palestinian Prime Minister, UN Secretary General)
National	Parliamentary political issues (e.g. government and members of own party for and against an issue)
Local	Workplace problems (e.g. bullying, equal opportunities, working conditions) Town centre issues (e.g. crime, siting of a hostel, redevelopment).

Networking simulation

A networking simulation is an activity in which a number of groups with different perspectives on a common problem communicate with each other by sending messages and replies. They may be given role cards which describe their aims and powers, or they can be asked to discuss and define their role before the action starts. Groups are told the nature of the problem or issue and each group is given three message slips, which can be used to communicate with other groups. Before starting the action, a spokesperson for each group is asked to give some information to all the other groups so they can understand whom the group represents and what their stance on the issue is likely to be.

Groups must decide which of the other groups they want to influence through sending their three messages. A post-person picks up messages, takes them to the control desk for charting and reading, and then delivers them. Once a group has received a message they can send a reply. The flows of information between groups is mapped on a large piece of paper and used in debriefing to demonstrate 'who talked to whom'. The content of communications is read by the facilitator in order to identify the main issues arising. During debriefing each group is asked about their strategy and tactics and to what extent they were successful.

Networking simulations can be effective if there is a very large group say of 30–50 people. They can also be easy to create because once you set the scenario and decide the main groups involved, then the participants can create their own roles within broad parameters that you set (e.g. 'You are local residents, but do you all live in one council block or are you a residents' society?'). Networking simulations work with scenarios that are international (i.e. groups are countries), national (i.e. political parties, pressure groups, or national bodies) or local (i.e. local council, local residents, schools, youth council, etc). They enable participants to view an issue from different perspectives and to explore the dynamics of applying pressure. Groups that are perceived to be powerful in the simulation, such as the government, are often overwhelmed with messages as everyone seeks to influence them.

Networking simulations can sometimes lead to superficial communications in the messages, so it is important to encourage thought and discussion before groups commit themselves to sending their three messages. There is a lot of pressure on the facilitator if they are trying to manage the simulation and also read all the messages, so it is better if there are three facilitators: one to manage the action, one to read the messages and one to map the flow of communications. There is often a pressure from groups on the facilitator to allow meetings where deal-making can go on. This can work well, but it may descend into chaos if all participants start moving around the room. If deal-making is permitted, it is preferable to allow only one person from each group to meet for bilateral talks.

Writing a networking simulation

Step 1 Identify an issue on which a number of groups (local, national, international) have different views. Write down the issue which is often best put in the form of a simple question (e.g. Should ID cards be introduced? Should universities be allowed to charge tuition fees? Should smoking be banned in all public places?) List all the groups that you want to include in the simulation; generally between 8 and 10 groups works best.

Step 2 For each group write a brief role description. You can include aims or goals of each group, or groups can be asked to create this information as their first task. As an alternative (depending on the experience of the group), you may decide to allow the groups to create their own roles within the parameters you set.

Step 3 Produce message and reply forms. They should be blank forms with 'From' and 'To' at the top so that the messages and replies can be delivered to the right groups. When you reproduce the forms you can use different coloured papers so that messages and replies can be easily distinguished.

Step 4 Trial, revise and write facilitators' notes.

Possible contexts for networking simulations

Level	Issues
International	Cancelling the debt of poor countries Globalisation Spreading democracy Carbon emissions and global warming
Europe	Accession of Turkey Common Agricultural Policy
National	Education reforms Law and order policy Scottish independence Lowering voting age to 16
Local	Community safety

Public meeting simulation

Unlike the first two simulation models, public meetings actually happen in the real world. In a public meeting simulation, a wide range of people meet to discuss an issue in a public place (e.g. town hall, church hall, community centre, school, or youth centre). The room is arranged 'theatre style' with a top table, and chairs in a semi circle for the audience. Someone takes on the role of chairperson. At a minimum there will be two main protagonists – one for and one against the issue, development or proposed change. As in a debate, the chairperson will open the meeting and ask the two main groups to speak from the platform. Other participants take roles as members of the audience with different circumstances and different opinions. The chair might ask someone to speak for and then someone against as in a formal debate, or they might ask for questions and comments from the audience. The two main protagonists are asked to do a final summing up before the chair puts the issue to vote through a show of hands.

Public meeting simulations have been a staple of good geography teaching for many years. In fact one of the first simulations published in this country during the 1970s by Community Service Volunteers was *Spring Green Motorway* about the proposed route of a ring road around a town. These kinds of local issues lend themselves to public meeting simulations, e.g. choosing the site of a new football stadium, an airport, a casino or nightclub (as in *Town Centre*). Public inquiries are more formal than public meetings and generally deal with controversial issues of national significance, but also lend themselves to simulation (e.g. Terminal 5 public inquiry).

As simulations, public meetings provide a structured way of debating an issue with a real-world referent. However, their success can stand or fall on having a strong chair (the facilitator can play that role) and main protagonists who are articulate enough to put across an argument and respond to (sometimes hostile) questions from the audience. Public meetings are more passive than some of the other models, as only one person should be speaking at any one time and the other members of the audience should be listening.

Writing a public meeting simulation

Step 1 Decide on the scenario – the venue and subject of the meeting. Do some research to find out about real public meetings and public inquiries relating to the issue. Write the Scenario and prepare any essential background materials that people might need. For example, activities which involve debates on a location need a map showing the proposed site and where various people live or have their businesses.

Step 2 Identify the various positions that people may have on the issue. Identify a range of roles with different circumstances and different positions on the issue. Try to avoid obvious stereotypes. The roles should be representative of the main groups in the community which would have an interest in the resolution of the issue.

Step 3 Identify the two main protagonists that may need more briefing information. Write role briefs and guidance to aid preparation. People who are being asked to take on these roles would need to have time to prepare for the role in advance of the day.

Step 4 Write the role brief for the chair and develop an agenda for the meeting which includes the order of the first speakers. The agenda might include introductory speeches and then throwing the meeting open to the audience for questions. Alternatively the main issue might be broken down into different parts (e.g. Should the airport be sited here at all? If it is built, then what direction should the runway be?)

Step 5 Trial, revise and write facilitators' notes.

Possible contexts for public meeting simulations

Level	Issues
National	Airport siting Siting super casinos
Local	Airport expansion New ring road or motorway New facility for young people

Committee simulation

Most people are familiar with committees and how they work, or rather, are supposed to work, i.e. there is a chair and an agenda. In a committee simulation participants take on the various roles of people involved in a committee. The scenario is a meeting of the committee or board with an agenda and sometimes with supporting papers. The committee members have role information which suggests the views they will have on the issues under discussion. It is best when there are issues that require some decision to be made. Role information is often divided into two parts: that which participants are encouraged to share with other people ;and that which is covert. Covert information might include hidden motives.

As simulations, committees have the strength that they are based on a familiar real world situation. Being on a committee may be a new experience for a young person, so the discipline of trying to chair such a committee or making sure that you have your say can be very useful. Committee simulations can operate on several levels. For example, simulations of the Security Council of the United Nations sometimes take place as part of a *Model United Nations General Assembly* (MUNGA). At national level, meetings of cabinet committees to discuss government policy can be simulated, and at local level there can be committee meetings of local councillors.

The main problems with committee simulations are the amount of support materials that often need to be created and the fact that there should be no more than ten members for everyone to participate fully. Two or more committees can operate simultaneously, but when there is only one room available, it can be distracting if groups can hear each other talking. It is best to have two or more rooms, but then you may need more than one facilitator.

Writing a committee simulation

- Step 1** Identify the type of committee and whether there is one main item on the agenda or a series of issues.
- Step 2** Research the issues and generate background information which can be written in the form of briefing papers for members of the committee.
- Step 3** Identify the roles involved in the committee including the chairperson.
- Step 4** Write an agenda for the committee and identify matters which must be decided/voted on.
- Step 5** Develop role cards for the committee members giving information about their views on the main issues, but allowing room for persuasion and shifting of position. It is sometimes helpful for the purposes of the simulation to divide role information into overt information that players can share with others and covert information that they are advised to keep to themselves.
- Step 6** Write down any procedures for the conduct of the meeting for the chairperson to explain and enforce.
- Step 7** Trial, revise and write facilitators' notes.

Contexts for committee simulations

Level	Issue
International	UN Security Council – North Korean or Iranian nuclear programme G8 – African poverty
National	Cabinet committee – Smoking in public policy
Local	Council committee – Housing policy, Transport policy

Complex structured simulations

Often complex structured simulations are grounded in real situations and attempt to reflect that reality as closely as possible. For this reason complex organisational simulations have to be tailor-made and there is no simple blueprint as has been described above. They are 'complex' because more than one model is involved and participants will go through two or more stages. They are 'structured' in that the pattern of interaction changes as different stages of the activity happen.

The *Model United Nations General Assembly* (MUNGA) simulation is a good example of complex structured simulations. In the first stage, participants meet in country groups (they may have roles as in a committee) to undertake research and prepare their position and speeches on the issues under debate. They attend a General Assembly and make an introductory speech. They attend debates in committees and some young people may meet as the Security Council. There may be time out for press conferences. Some take on a media role and interview delegates and write articles for a MUNGA newsletter. Country teams may meet informally also and form alliances with other countries. Finally, there is the closing debate in the General Assembly and votes on the main resolutions.

In *Home Front* there are four stages to the simulation.

- In stage 1, participants stay in role groups and prepare for the simulation (task-based exercise)
- In stage 2, journalists visit other groups for interviews and groups write press releases (small group role plays)
- In stage 3, while journalists prepare headlines and lead articles (task-based exercise), the main groups meet as two committees to agree their positions (committee simulation and negotiation exercise)
- The final stage takes the form of press conferences held by the government and opposition.

Possible contexts for complex structured simulations

Level	Issue
International	Global terrorism
	World poverty
	Climate change
National	A change in the law
	Education policy
Local	Decisions to be made by a local council

Complex unstructured simulations

A complex, unstructured simulation is one where there is no attempt to structure the nature of interactions between different roles or groups. It is only 'complex' in the sense that there can be myriad interactions when you have a room full of people all with different roles having one-to-one interactions.

Getting Heated is an example of a complex unstructured simulation, called a '**simplex**', which stands for a **simple** simulation for a **complex** situation. A simplex is a type of 'instant simulation' in that no materials need to be prepared in advance. The facilitator walks into the room and asks for suggestions for a theme for a simulation. People call out topics and these are written up and voted on. The topic getting the most votes is chosen.

The facilitator asks which characters – people and groups – are likely to be involved in this issue. Again people call out names and these are written up. The facilitator stops when there are more roles than people in the room. Participants then choose or are allocated one of the roles and they prepare their own role card. The action begins with each person being allowed to make a short statement about themselves and their position that they want others to know. Thereafter, there is no structure and people 'mill around', as if at a conference coffee break. The facilitator does not try to control the action so people may decide to have formal meetings or press conferences within the overall melée.

Possible contexts for complex unstructured simulations

Level	Issues
International	Global warming conference Countering terrorism conference People trafficking
National	Drugs policy Democratic participation and voting
Local	Community safety Young people's voice and local decision making

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This book, *Reality Check: Citizenship through simulation*, is part of a series of curriculum packs for post-16 citizenship produced by the LSDA. Also available are five packs dealing with citizenship through photography, art, music, video making, and the discussion of controversial issues.

For information on obtaining these and other LSDA publications email to enquiries@LSDA.org.uk

Also see the LSDA citizenship website: www.post16citizenship.org

