MANUAL

Role-play game War and Peace



DEO

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WAR AND PEACE

An interactive role-play game on the role of the EU in geopolitical conflicts

The world is changing rapidly, and major geopolitical issues demand answers. Energy crises, trade wars, and military tensions are putting pressure on the European Union and its member states. During this interactive role-playing game, participants form the **government of an EU member state** and help shape the future of Europe. This takes place while a **geopolitical conflict** has erupted at the EU's border. Will they learn to balance national interests with common EU goals, or will they choose a completely independent course that could jeopardize European cooperation? How will they respond to a neighbouring country in crisis and to unforeseen circumstances?

Duration: 100 minutes or 150 minutes
Number of participants: 14 to 44
Target audience: Adolescents aged 15 to 18

About the project

This teaching resource is the second material of four that we are developing as a part of our international Erasmus+ project Pan-EuropeanAwareness in CollaborativeEducation (PEACE). Behind the PEACE project is a partnership of three organisations: the Democracy in Europe Organisation from Denmark, Europahuis Ryckevelde from Belgium and University College Cork from the Republic of Ireland.

The project seeks to achieve the following objectives:

- Increase pan-European awareness about European matters
- Make education about the EU more accessible and inclusive to a broader spectrum of learners
- Strengthen the participation of young people in democratic processes
- Enhance and strengthen learners' knowledge about different national perspectives on the climate crisis and the challenges related to it within the EU
- Strengthen citizenship education

1. About the game

CONCEPT

In this interactive role-playing game, students **form the government of an EU country.** Each group navigates their own country through a political dispute between two fictitious countries located at the external border.

During **several, tightly-timed rounds**, EU member states are presented with important issues or specific situations. By the end of each round, all EU countries gather in a Council of Ministers to decide actions. Just like in reality, the EU will face geopolitical twists, changing power dynamics, and unforeseen circumstances. Each action taken by the Union will have consequences, which the EU member states must consider as they move into the next round.

PRIOR KNOWLEDGE

The game works best when students already have some prior knowledge of the European institutions. Questions they should be able to answer are:

- What is the European Council (composition + task)
- What is the Council of the European Union (composition + task)
- What is the European Commission (composition + task)
- *(What is the European Parliament (composition + task))*
- What is unanimity
- What is a qualified majority voting

INTENDED LEARNING OUTCOMES: KNOWLEDGE, UNDERSTANDING AND SKILLS

Knowledge

- Students understand the national interests of several EU member states and how these interests influence decision-making at EU level.
- Students can provide concrete examples of how geopolitical conflicts affect general European and national interests.
- Students are familiar with some of the geopolitical challenges for the EU.
- Students recognize examples of geopolitical dynamics impacting the EU.

Understanding

- Students understand that national interests play a role in European decision-making.
- Students realize that it is difficult to achieve joint EU actions (particularly in the areas of security and defence).

Skills

- Students learn to think critically about European policy.
- Participants learn to negotiate.
- Participants learn to collaborate.

OBJECTIVE OF THE GAME:

Each government must find a way to **respond to the geopolitical changes** brought about by the fictional conflict between Lodovna and the Denesk Federation.

STRUCTURE OF THE GAME

The role-play lasts 100min and is ideally played in two consecutive 50-minute lessons. The timing goes as follows:

PHASE	TIMING	CONTENT
Introduction	10min	Oral explanation of the game rules and structure of the workshop.
Round 1 	25min	Through negotiations, students experience the difficulties and challenges involved in formulating a common EU position.
Round 2 	25min	Students explore whether they can formulate appropriate economic sanctions, taking into account their own national trade balance.
Round 3 	20min	Students learn to balance national and EU interests during a final meeting on EU security.
Debrief	20min	The findings of the game are discussed and linked to current affairs.

STRUCTURE OF EACH ROUND

Each round has a set structure and is deliberately tightly-timed to create the pressure and frustration associated with international decision-making in a rapidly changing world.

PHASE	PLACE	CONTENT
Preparation	At the own member state's table	Students are given information about the geo-political situation, their national interests and the action to be taken. Each group is given time to write a short speech and define their national strategy.
Speeches	At the own country table	In short but powerful speeches, each EU member state announces the national position.
Negotiations	Scattered around the room (students choose themselves)	Students engage in informal discussions as representatives of their member state, forging alliances and seeking compromises.
Voting	At the common negotiation table	In the formal council meeting, final decisions are made and the impact on national policy is announced.

ROLES IN THE GAME

In this interactive role-playing game, students role-play the government of an EU-country. In total, there are **10 EU member states** and depending on the total number of students, each member state is represented by **two or three students**.

Each student conducts negotiations for their own member state, but also **takes on a specific task** in each round. The different tasks are:

- **Speeching:** this student is responsible for preparing and delivering the speech.
- **Gathering information:** this student charts the positions of all other EU member states and sees which member states have similar and different positions.
- **Voting:** this student assumes final responsibility and is the only one allowed to cast a vote at the negotiating table on behalf of their EU member state.

During each round, students keep their tasks. **At the start of a new round, they reassign or rotate their tasks** within each group. This way, every student gets the chance to speak once or take part in the decision-making moment.

MATERIAL

MATERIAL	NUMBER	WHAT?	SYMBOL
Table card	x10	A folded card with the name of the EU member state on one side and a brief explanation of the division of labour on the other side.	
Member state sticker or badge	x # stud.	Using the stickers or badges, it is clear which student represents which EU member state.	
Templates for information gathering	x10	The students can use these templates while gathering information from the other EU-member states.	
Boxes with currency units*	x10 boxes x124 units	Each country receives a box with currency units that represent their welfare.	
Round 1 Government briefing	x10	Based on the information on this card, students know what position or attitude they should adopt in this round.	
Round 1 Common EU response	x10	The proposed common EU response has three possible variations (high - moderate – limited).	
Round 2 Government briefing	x10	Based on the information on this card, students know what position or attitude they should adopt in this round.	
Round 2 Common EU response	x10	The proposed common EU response lays out eight different resources that can be sanctioned.	
Round 2 Economic overview	x10	Students use this overview to make decisions about their economic initiatives.	
Round 2 Resource sanctions cards	x6	One card per resource that the EU can sanction, with the impact on national prosperity on the reverse side	
Round 3 Government briefing	x10	Based on the information on this card, students know what position or attitude they should adopt in this round.	
Round 3 Proposed common EU-response	x10	The proposed common EU response lays out what the EU needs to do to save Lodovna.	

*NOTE:
As a teacher, you can choose what to use as units. This can range from marbles, to pawns, candy, cards,... whatever you have in a larger quantity is good. In advance of gameplay, distribute the units as according to the schedule on the next page

COUNTRY	UNITS	COUNTRY	UNITS	COUNTRY	UNITS	COUNTRY	UNITS	COUNTRY	UNITS
Germany	25	Italy	18	Belgium	12	Denmark	10	Bulgaria	5
France	20	Poland	14	Ireland	10	Hungary	6	Lithuania	5

SET UP

For this role-playing game, you need a large space for **11 tables**.

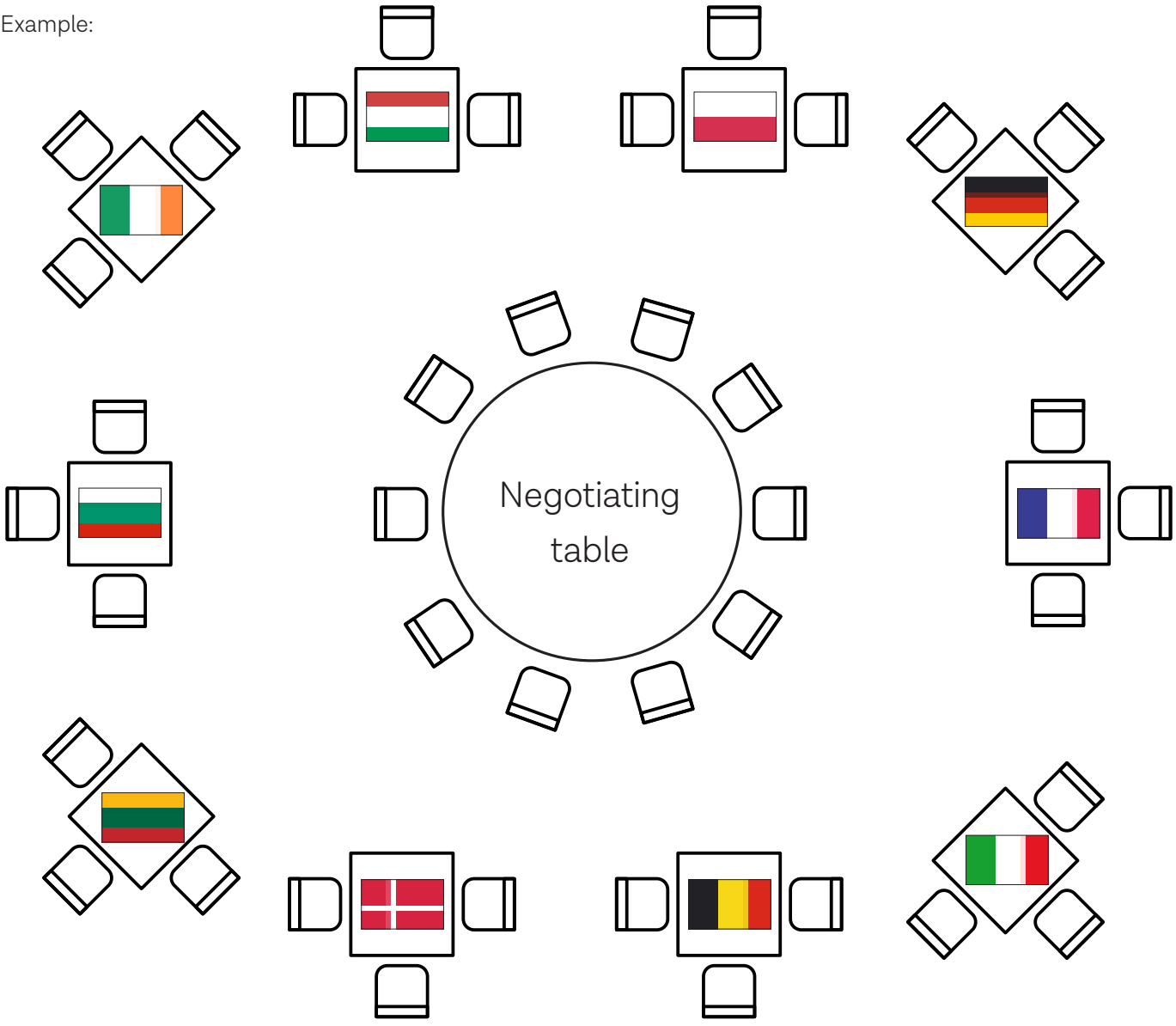
- In the centre of the room, one or two large tables are set up with **10 chairs** around them. This is the negotiation table (in Brussels).
- Around the room, each participating member state has a table with 2 or 3 chairs.

On each member states' table, place the following materials:

- A table card
- The member state's sticker/badge
- The member state's box of currency
- A template for information gathering
- Each member state's corresponding briefing for the first round (face down so the students do not read until gameplay)

The setup per country may vary depending on the number of participants.

Example:



2. Structure of the game

INTRODUCTION

The information below should be given to students before you show your first video:

Who are you?
Welcome everyone to the role-playing game! Over the next few hours, you as students will take on the role of ministers, who form the government an EU member states.

What is expected of you?
You have the responsibility to guide your country through this geopolitical situation and negotiation as best as you can. Geopolitics means that geographical factors such as borders, resources and location influence political decisions. In other words, you will have to consider the characteristics of the country you represent in each new decision.

How do you do that?
We will play a total of **three different, strictly timed, rounds. Each round involves three tasks:** Firstly you have time to prepare a speech and agree on a strategy. Secondly you are involved in negotiations and thirdly, you are involved in a voting round. Before each round starts, you divide the tasks.

Each minister takes on a specific task per round, which you decide among yourselves at the start of a round. You rotate the tasks within each group at the start of the next round.

The three different tasks are:
- **Speaking:** this means you are responsible for preparing and delivering the speech at the start of the round.
- **Gathering information:** using the template on your table, you map out the positions of all the other EU member states and see which ones have similar and which opposite positions.
- **Voting:** you take final responsibility and you are the only one at the negotiating table who can vote on behalf of your own EU member state.

What is on your table
On your table you will find several things:
(1) **A table card:** this map shows which country you represent, along with its geographical location. On the back you will find an explanation of each task.
(2) **Stickers/badges:** you put these on so that others know during the negotiations which member state you're representing.
(3) **A template for collecting information:** the person whose task it is to collect information can use this template.
(4) **A briefing for the first round:** you may read this briefing on my signal (after showing the video).
(5) **A box of currencies:** This represents the wealth of your country. Throughout the game you will need these to make certain strategic choices or to negotiate with.

Note: a member state cannot get more currency. You can only give it up. You will have to do this during both rounds two and three, so keep in mind that you will still have coins left after round two.

ROUND 1 – DENESKI AT THE BORDER



Oral narrative – to be delivered by teacher

A powerful country, the Deneski Federation, is engaged in worrying military activity on the border with EU neighbour Lodovna. Students are shown a video with breaking news:

At this point, show video #1 to students.

"Breaking News!

Intelligence agencies report alarming military activity at the border between the Republic of Lodovna and the Deneski Federation.

According to sources within the intelligence community, a significant increase in military activity has been observed along the border between the Republic of Lodovna and the Deneski Federation. For years, the region has been in a tense state, with the two nations locked in a so-called "frozen conflict," characterized by background tensions without an official declaration of war.

Although the Deneski Federation publicly claims that the troop build-up near the border is solely part of large-scale military exercises, many experts fear a different outcome. Analysts suggest that the heightened activity may indicate a planned invasion of the smaller Lodovna, which in recent years has forged increasingly close ties with the European Union.

The European Council has already convened to discuss the situation and consider possible countermeasures. However, several political analysts across member states are expressing concern over the economic ties some EU countries maintain with Deneski. These ties, they argue, could complicate or even undermine a strong and unified EU response.

The coming days will be crucial for the future of the region, as all eyes now turn to the EU's next move amid this rising tension on its eastern border. More updates to follow...

MATERIAL

IN GENERAL	PER TABLE
• PowerPoint – Video	• Table card and badges/stickers • Proposal common EU response • Government briefing round 1 • Template for information gathering

Duration– 25min

PHASE	TIMING	CONTENT
Preparation	8min	Students learn about the worrying military activity on the Lodovna border through a **video.** On their table they find a **proposed common EU response and a government briefing** (national positions and arguments). Three possible variations of the EU response are available (high - moderate - limited). National interests make some countries want to act at high level, others at moderate or limited level. In this preparation phase, students are given time to **go through their government briefing thoroughly, write their speech and define their national strategy**. Important: this speech should be very short and therefore does not need to contain arguments as students will use those during negotiations. What really needs to be said is **what response each EU member state in question wants to choose**. Students can find a sample speech in their government briefing.
Speeches	7min (30"/speech)	The student with the responsibility **'speaking'** delivers the speech standing. In this speech each EU member state presents **which EU response** they want to go for.
Negotiations	7min	The student with the responsibility '**gathering information'** tries to complete the 'information gathering table' and advises member state comrades. Students engage in informal discussions, forge alliances and seek compromises. The **aim** is that at the end of the negotiation round, students will be **well aware of which EU response(s) they will vote for**.
Voting	3min	The ministers responsible for **voting** are asked to the European negotiating table. To send a strong message, voting in this round is done on the basis of **unanimity**. The voting is done through a **waterfall system** and goes as follows: (6) Students vote on a **high-level response** (on the signal, they hold their thumbs up or down). If no consensus, they vote (in the same way) for a **moderate-level response**. If no unanimity can be found there either, there is one last chance: a **basic-level response**. What if there is **no unanimity** at the basic level? Then the conclusion is that there will be no common EU response and each EU member states does its own thing. ***Important:*** *at the start of voting, explain that the students can also effectively vote three times. Do they want to go for the highest response level, but can also agree with the toned-down version? Then they can vote 'yes' three times. If there is a country that rather sees it as 'all or nothing' and can only agree to the highest reaction level, they can vote once in favour and twice against. The students decide entirely for themselves.*

ROUND 2 – AN ALL-OUT WAR



Oral narrative – to be delivered by teacher

The **conflict between Deneski and Lodovna escalates further**. The Deneski Federation has launched a military invasion of neighbouring Lodovna. This act constitutes a violation of international law and human rights treaties. The conflict has already claimed many lives, and a large stream of refugees is moving toward the European Union in search of protection.

Note: Before you show the video, which sets up round 2, it's important to inform students that they can use their currency boxes from now on. They however should keep in mind that they will need their currencies also in the third and last round.

At this point, show video #2 to students.

"Dear citizens of the Deneski Federation, today, actions speak louder than words.

The recent division within the West confirms what we have long known: their era of influence and unity is over. The world watches… but we act. That is why I have today officially ordered our armed forces to commence the operation to liberate Lodovna. Within fourteen days, our troops will reach the capital. This is not an attack. This is a historical correction. What was once unlawfully taken from us will now be restored.

Let it also be clear: If the European Union chooses to interfere, we will respond forcefully and without hesitation. We are not a powerless nation. Our economic influence is greater than they dare admit. The Deneski Federation does not bow. We lead. And our future begins today."

MATERIAL

IN GENERAL	PER TABLE
• PowerPoint – Video	• Table card and badges/stickers (already on the table) • Box of currency units (already on the table) • Template for gathering information (already on the table) • Proposed common EU response round 2 • Government briefing round 2

Duration– 25min

PHASE	TIMING	CONTENT
Preparation	6min	The students learn through a **video** that the Deneski Federation is going to invade Lodovna. The purpose of this round is to **prepare economic sanctions** that could weaken Deneski's war effort. On each member state's table, students find their **box of currency** (their wealth), **a proposed common EU response** about the sanctions options, and a **government briefing** (outlining national trade with Denesk). There are a total of **six resources** that can be sanctioned (food, chemicals, energy, minerals, medicine and technology). To sanction, EU member states must **pay a certain cost** (e.g. to sanction food, 7 currencies must be put on the table). Students think about the resources they want to sanction or not. Their thinking is informed by their national trade balance. In this preparation phase, they are given time **to go through their government briefing thoroughly, define their national strategy, and write a speech in line with it.**
Speeches	5min (20"/speech)	The student with the responsibility for 'speaking' is entitled to give the speech. In this speech, each EU member state announces **which resource(s)** they will sanction or not.
Negotiations	7min	The student with responsibility for 'gathering information' tries to complete the 'information gathering table' and advises their other government members. The students engage in informal discussions, forging alliances and seeking compromises. They negotiate which resources to sanction and try to get other EU member states to spare or budget for certain resources. The aim is that at the end of the negotiation round, students should: (7) know well **how much budget** they want to spend. (8) know **which resources** they want to spend their budget on.
Voting	7min	The ministers responsible for voting are asked to the central table. All the resources are on the table. On each resource there is a price to be reached, to sanction it. Each country must take turns to put an amount of currency on the different resources. If the target is achieved, it will be sanctioned, so the teacher/ supervisor takes the card and its currency from the table. The EU member states take turns bidding in a fixed order (representing the highest to lowest vote weight): 1. Germany 2. France 3. Italy 4. Poland 5. Belgium 6. Hungary 7. Denmark 8. Ireland 9. Bulgaria 10. Lithuania At the end, the sanctioned resources are turned over, the effects on their own national wealth are disclosed. When a member state loses wealth, they have to surrender it at that point. *Important: at the start of voting, you explain that there is a fixed order for this vote. You go down the countries from highest to lowest vote weight. The order is also projected on the PPT. This means that countries whose turn it is at the end can change their strategy last minute throughout the vote.*

ROUND 3 – A DILEMMA ON SECURITY POLICY

Oral narrative – to be delivered by teacher

The United States is withdrawing its military support and now Lodovna faces complete collapse. Deneski troops are at the gates of the capital. The humanitarian situation is catastrophic—tens of thousands of civilians have fled, and thousands have died. The European Union is the only power left that can still save Lodovna.

Students are shown a video with the following message:

At this point, show video #3 to students.

"Listen, I'll keep it short. The United States has invested billions into this conflict over the past few weeks—weapons, technology, funding. You and your colleagues in Europe? You're standing on the sidelines, trying to minimize the cost while the rest of the world is burning."

"We've done our part, okay? But this isn't just a military crisis—it's an economic one too. And I've got to be honest: the U.S. can't keep carrying this burden alone. We've deployed a massive amount of resources, and what do we get in return? Empty promises and endless diplomatic meetings that lead nowhere."

"Let me be blunt: the U.S. is done footing the bill. No more weapons. No more additional aid. From now on, it's up to Europe to prove that you're not just talking about values, but that you're willing to pay the price that comes with defending them."

"It's simple: if Europe can't step up—can't carry the weight in terms of weapons, economic pressure, and military support—then you'll have to face the consequences yourselves. I'm pulling our support. The ball is in your court."

MATERIAL

IN GENERAL	PER TABLE
• PowerPoint – Video 3	• Table card and badges/stickers (already on the table) • Template for gathering information (already on the table) • Box of currency units (already on the table) • Government briefing round 3

Duration– 20min

PHASE	TIMING	CONTENT
Preparation	5min	The students learn through a video that the US is **withdrawing its military aid**. The EU must now draw up a financial aid package containing x number of coins to save Lodovna. Countries have to make the consideration of how many coins they take out of their wealth to save Lodovna and to what extent they trust other countries to do the same. The amount to be wagered to save Lodovna is 2/3rd of the total currency, member states have left after round 2 of the game. On their table, students find a box with their **remaining currencies** (their wealth) and a **government briefing** (national positions on security policy).
Speeches	3min (15"/speech)	The student with the responsibility of **'speaking'** is entitled to give the speech. In this speech, each EU member state gives an estimate of the minimum budget they want to spend on Lodovna.
Negotiations	9min	The student with responsibility for **'gathering information'** tries to complete the 'information gathering table' and advises his other government members. The students engage in informal discussions, forging alliances and seeking compromises. They negotiate the budget they want to use to save Lodovna. The idea is that at the end of the negotiation round, the students know **what budget they want to spend on Lodovna**.
Voting	3min	Ministers **responsible for the vote** are asked to the European negotiating table. Taking turns (clockwise), each EU member state announces the **final budget they are willing to invest in Lodovna**. If the predetermined amount is reached at the end, Lodovna will receive adequate support for now. If not the consequences on the wider national security and Ladovna are announces.

3. Debrief

The debrief consists of **6 parts** and is guided by a PowerPoint presentation. You can choose which parts are relevant and practical for your students, and you are welcome to adjust tasks.

Oral narrative – to be delivered by teacher

Welcome back, everyone.
You've just played a complex, yet hopefully engaging roleplay in which you simulated EU negotiations over sanctions against a fictional country.

Now it's time to look back: What went well? What was challenging? And most importantly… what does all this tell us about how the EU really works?

Step by step, we'll link your experiences to how Europe operates in the real world.

De nabespreking bestaat uit 6 delen en gebeurt aan de hand van een PowerPoint presentatie:

REFLECTION: HOW WAS THE GAME?

Before diving into analysis, let's hear about your personal experiences.

- What did you find difficult
- Did you sometimes feel powerful within the game? Or sometimes powerless?
- Were there dominant countries at the table, or was there a lot of cooperation?

Think about what happened during negotiations: tense discussions, clever tactics, or frustrating moments. Each team can briefly share.

THE EU AND FOREIGN POLICY

This role-play approximates, or is like, what happens in real life.

The EU's foreign policy is like an orchestra: it only sounds coherent if everyone plays the right notes at the same time. And that… doesn't always happen.

> **Historical example:**
> The Yugoslav civil war. A brutal conflict in Europe's backyard—but Europe had to turn once again to the United States for help. Embarrassing. Our foreign policy tools weren't aligned. This failure eventually led to the creation of a more unified policy.

In the aftermath of this, the EU's Common Foreign and Security Policy (CFSP) emerged. It is an effort by EU member states and institutions to cooperate on matters like war, peace, human rights, climate and sections.

But!

This didn't solve all problems. Not all countries agree on what foreign policy should look like. Member states are far less willing to cooperate and pool decision-making power in foreign, defence, and security policy than in other policies, such as economy or agriculture. Just like in the game, member states often want to keep control. While unanimity and agreement is the aim to ensure implementation across EU member states, it is difficult to achieve and involves much compromise.

Continuing the metaphor of an orchestra, the EU also has someone who tries to keep everyone in tune:
The High Representative for Foreign Affairs.

Since December 2024 this has been Kaja Kallas.
She's like the EU's foreign minister—but without an army or full power.

Her tasks include:

- Representing the EU abroad
- Chairing the Foreign Affairs Council
- Coordinating foreign policy
- Leading the European External Action Service (EEAS) — the EU's diplomatic corps.

HOW IS EU FOREIGN POLICY DECIDED?

The institutions:

(1) European Council (EU leaders)

Who? Heads of state/government of the 27 member states + Council President (currently António Costa)

What? Sets the broad strategic direction of foreign policy

(2) Council of the European Union (Council of ministers)

Who? Foreign ministers of all member states, sometimes joined by Defense or Development ministers

What? Takes concrete decisions: actions, positions, missions, sanctions, etc.

Most decisions require unanimity (every country has a veto)

(3) European External Action Service (EEAS)

Who? The EU's diplomatic corps

What? Analyses situations, prepares policy, manages EU delegations in 140+ countries, coordinates civilian and military missions

(4) European Commission and European Parliament

Limited but important roles:

- **Commission:** manages development aid and negotiates trade deals (not part of CFSP)beheert veel externe hulp en ontwikkelingssamenwerking, en onderhandelt over handelsakkoorden (onder handelsbeleid niet GBVB).
- **Parliament:** doesn't have decision-making power in this competence but does oversee the budget and democratic control

Case study: The EU and the war in Ukraine

Trigger: Russia's invasion of Ukraine (Feb 24, 2022)

> On February 24, 2022, the Russian Federation launched a full-scale invasion of Ukraine. The world watched as tanks rolled in, bombs fell, and families fled."

Initial response: European Council meets

> **Institution:** the European Council
>
> **Who decides?** The 27 EU leaders, led by the President (at that time, Charles Michel)
>
> > **What happens?** The same day, leaders convened an emergency summit. They agreed: heavy sanctions must be imposed on Russia

The political direction was clear: we support Ukraine and condemn Russia. But the details still had to be worked out…

Decision-making about sanctions: Council of Foreign Affairs

> **Institution:** Council of the EU (Foreign Ministers)
>
> **Role:** High Representative chairs the meeting
>
> **Actions:** In the following days, sanction packages were negotiated and adopted. These included:
> - Freezing assets of Russian oligarchs
> - Banning Russian banks from SWIFT
> - Export bans on high-tech goods
>
> **Decision-making required unanimity.** Every country had to agree on every sanction package.
>
> > Countries like Hungary or Bulgaria were sometimes hesitant, so texts had to be revised until consensus was reached.

New step: EU funds weapon deliveries (at first!). For the first time, the EU financed weapon deliveries to a country at war.

Who decided?
- The member states in the Council of the EU (unanimously)
- The High Representative coordinated the implementation

REFLECTION:

We started with a game. But in truth, you've been doing something that politicians do every single day: negotiating, finding compromises, swallowing frustration, and sometimes celebrating a win.

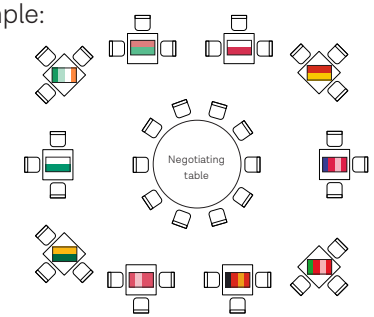
> "If you were real politicians today — would you be proud of the decisions you made?"

The EU is not a perfect machine. But it is something unique. Nowhere else in the world do 27 countries try to work together so closely on matters that are this sensitive: war and peace, sanctions and support, principles and interests.

And as you've seen, it's not black and white. The EU is not powerless, but it's not all-powerful either. It's often slow, sometimes surprisingly united, and always… complex.

But that's exactly why your generation matters so much. Because the foreign policy of tomorrow? It doesn't just start in Brussels.

It starts in classrooms, in simulations, and with young people who understand how Europe works, and why that matters.

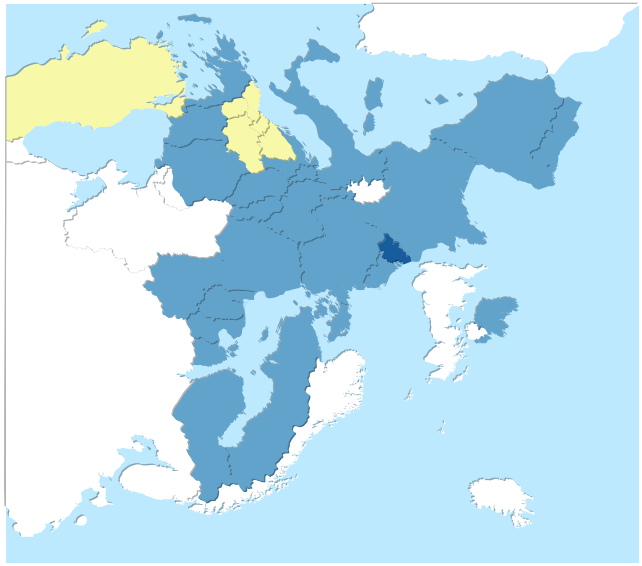
PHASE	ACTIVITIES	TASK FACILITATOR	MATERIAL	DURATION
SET-UP	The room is set up for the role-play game. Example: 	Making sure the room is ready for role-play. This means that there are enough available chairs and tables depending on the number of pupils. On each table you place:	A table card *(folded horizontally)* The corresponding box of currencies A template for information gathering The corresponding briefing for the first round (upside down so the students can't read it yet)	**Before the game**
ARRIVAL	14 to 44 participants enter the room. As they enter, they receive a sticker or badge that designates the EU member state they represent. They go and sit at the corresponding table.	Welcome the students and distribute stickers or badges. You can also choose to place the stickers and badges on the corresponding tables and let the students choose which table to sit at.	Stickers or badges for each student	**Before the game**
INTRO-DUCTION	The students listen to the explanation of the role-play game and watch the video that starts the first round. They become familiar with the context and content of the game.	Introduce the role-play game. This includes an explanation (written out in the manual) about: - the roles and tasks - the goal - the progression of the game in general and of each round After the explanation you show the first video in the Power-Point that introduces the first round.	Projector PowerPoint Presentation	**10 min**
ROUND 1	**Preparation** Students read the proposed common EU response and the government briefing (round 1) that are already on their table. They discuss content and strategy within their team, define their position on the draft and note additional arguments. The minister with the task 'speaking' prepares a short speech	**Preparation** Give a clear signal at which the students may turn over the first briefing that is already on their table. Afterwards, you walk around between the tables and answer any questions the students may have. You keep a close eye on the time and indicate after 8min that it is time for the speeches.	Projector PowerPoint Presentation Proposed common EU response round 1 Government briefings round 1 Timer	**15 min in total:** **Preparation** 8 min

PHASE	ACTIVITIES	TASK FACILITATOR	MATERIAL	DURATION
ROUND 1 	**Speeches** For each EU member state, the minister who had the responsibility to speak gives the speech. In the speech, they express what response (basic – moderate – high) they want to go for as a country. **Negotiations** Students engage in informal discussions, forge alliances and seek compromises. The student with the responsibility 'gathering information' tries to complete the 'information gathering table' and directs the other two ministers. **Voting** The ministers responsible for voting are at the central table. They take the final decision.	**Speeches** You decide the order in which the speeches go (alphabetically, clockwise how the tables are arranged, large to small countries,...). Give a very clear signal before the start and end of each speech and repeat how much time students have. For example: Belgium, your 30 sec start NOW. **Negotiations** Walk around among the students and answer any questions. As a teacher, you are not supposed to steer students in a certain direction already. **Voting** At the start of voting, explain that the students can vote three times. • Do they want to go for the highest response level, but can also agree with a toned-down version? Then they can vote 'yes' three times. • If there is a country that rather sees it as 'all or nothing' and can only agree to the highest reaction level, they can vote once in favour and twice against. The students decide entirely for themselves. The voting in this round is done on the basis of unanimity and through a waterfall system: • First ask the students to vote on a high-level response. Give a clear signal each time so that students communicate their decision simultaneously. • On the signal, they hold their thumbs up or down. • If no unanimity, they vote (in the same way) for a moderate-level response. • If no unanimity can be found there either, there is one last chance: a basic-level response.		**Speeches** 7 min (30"/speech) **Negotiations** 7 min (30"/speech) **Voting** 3 min

PHASE	ACTIVITIES	TASK FACILITATOR	MATERIAL	DURATION
ROUND 1 		When there is no unanimity for the basic level, the conclusion is that there will be no common EU response and each EU member state does its own thing. After the voting you hand out the proposed common EU response and the government briefings before the ministers return to the table of their own country? Show the second video in the PowerPoint presentation to kick off this round.		
ROUND 2 	**Preparation** Students read the proposed common EU response and the government briefing (round 1) that are already on their table. They discuss content and strategy within their team, define their position on the draft and note additional arguments. The minister with the task 'speaking' prepares a short speech. **Speeches** For each EU member state, the minister who had the responsibility to speak gives the speech. In the speech, they express which resources they want to sanction. **Negotiations** Students engage in informal discussions, forge alliances and seek compromises. The student with the responsibility 'gathering information' tries to complete the 'information gathering table' and directs the other two ministers	**Preparation** Give a clear signal at which the students may turn over the first briefing that is already on their table. Afterwards, you walk around between the tables and answer any questions the students may have. You keep a close eye on the time and indicate after 8min that it is time for the speeches. **Speeches** You decide the order in which the speeches go (alphabetically, clockwise how the tables are arranged, large to small countries,...). Give a very clear signal before the start and end of each speech and repeat how much time students have. For example: Belgium, your 20 sec start NOW. **Negotiations** Walk around among the students and answer any questions. As a teacher, you are not supposed to steer students in a certain direction already.	Projector PowerPoint Presentation Proposed common EU response round 2 Government briefings round 2 Economic overview round 2 Box of currencies Timer	**25 min in total:** **Preparation** 6 min **Speeches** 5 min (3 20"/speech) **Negotiations** 7 min

PHASE	ACTIVITIES	TASK FACILITATOR	MATERIAL	DURATION
ROUND 2 	**Voting** The ministers responsible for voting are at the central table. They take the final decision.	**Voting** At the start of voting, explain that there is a fixed order for this vote. You go down the countries from highest to lowest vote weight. The order is also projected on the PowerPoint presentation. This means that countries whose turn it is at the end can change their strategy last minute throughout the vote. The order goes as follows: 1. Germany 2. France 3. Italy 4. Poland 5. Belgium 6. Hungary 7. Denmark 8. Ireland 9. Bulgaria 10. Lithuania Put all the resources in the middle of the table. On each resource there is a price to be achieved. You appoint each country one by one. They put an amount of coins on the different resources. If the target is achieved, you take the resources and money out of the game. At the end, the sanctioned resources are turned over, the effects on their own national wealth are disclosed. When a member state loses wealth, they have to surrender it at that point.		**Voting** 7 min
ROUND 3 	**Preparation** Students read the proposed common EU response and the government briefing (round 2) that are already on their table. They discuss content and strategy within their team, define their position on the draft and note additional arguments. The minister with the task 'speaking' prepares a short speech.	Show the third video in the PowerPoint presentation to kick off this round. **Preparation** Give a clear signal at which the students may turn over the first briefing that is already on their table. Afterwards, you walk around between the tables and answer any questions the students may have. You keep a close eye on the time and indicate after 8min that it is time for the speeches.	Projector PowerPoint Presentation Proposed common EU response round 3 Government briefings round 3 Box of currencies	**20 min in total:** **Preparation** 5 min

PHASE	ACTIVITIES	TASK FACILITATOR	MATERIAL	DURATION
ROUND 3 	**Speeches** For each EU member state, the minister who had the responsibility to speak gives the speech. In the speech, they express how much they want to spend on Lodovna (estimation). **Negotiations** Students engage in informal discussions, forge alliances and seek compromises. The student with the responsibility 'gathering information' tries to complete the 'information gathering table' and directs the other two ministers. **Voting** The ministers responsible for voting are at the central table. They take the final decision.	**Speeches** You decide the order in which the speeches go (alphabetically, clockwise how the tables are arranged, large to small countries,...). Give a very clear signal before the start and end of each speech and repeat how much time students have. For example: Belgium, your 20 sec start NOW. **Negotiations** Walk around among the students and answer any questions. As a teacher, you are not supposed to steer students in a certain direction already. **Voting** Taking turns (clockwise), each EU member state announces the final budget they are willing to invest in Lodovna. If the predetermined amount is reached at the end, Lodovna is saved. If not, the consequences on its own national security are announced		**Speeches** 3 min (15"/speech) **Negotiations** 9 min **Voting** 3 min
DEBRIEF	The students listen to the explanation of the debrief of the game and learn more about the link between the game and the real geopolitical context.	Gather students for a short debrief. This includes (or can include, depending on your timing): - a reflection on the game - the EU and foreign policy, defence and security - how is EU foreign policy decided - case study: EU and the war in Ukraine After the debrief you thank the students and wrap up the role-play game.	Projector PowerPoint Presentation	**20 min**



BELGIUM



BELGIUM

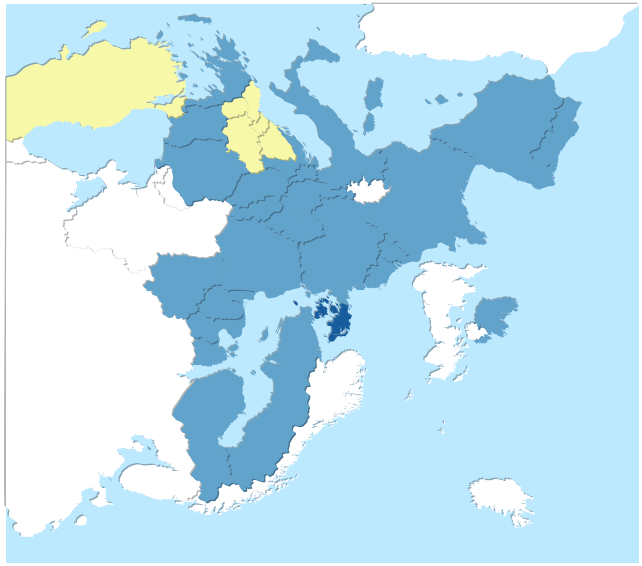
Capital	**Brussels**
Geographical size	**30.667 km²**
Population	**11 million**
GDP	**€ 0.6 trillion**
EU member since	**1951**

Each of you conduct negotiations for your own member state, but also **take on a specific task** in each round. The different tasks are:

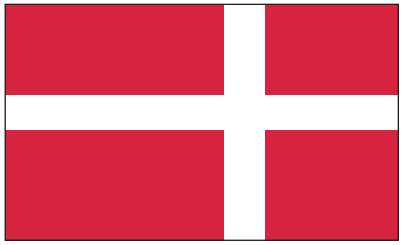
Speaking: You are responsible for preparing and delivering the opening speech.

Gathering information: You chart the positions of all other EU member states and find out which member states have similar or opposite positions.

Voting: You assume final responsibility and are the only who is allowed to cast a vote at the negotiating table on behalf of your assigned EU member state.



DENMARK



DENMARK

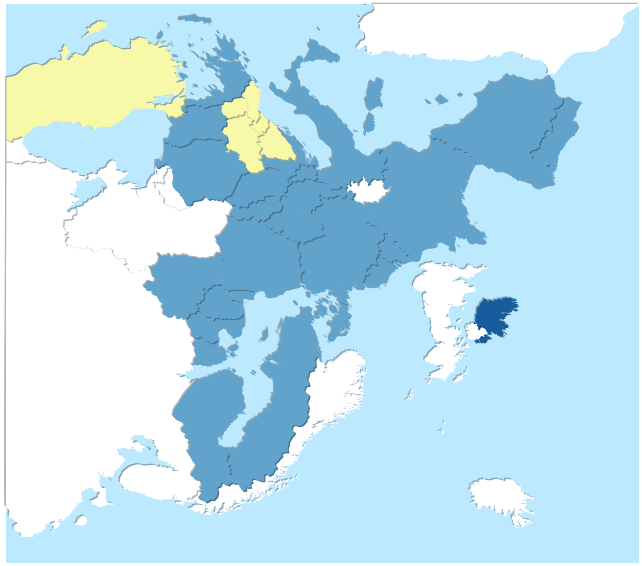
Capital	**Copenhagen**
Geographical size	**42.952 km²**
Population	**5.9 million**
GDP	**€ 0.4 trillion**
EU member since	**1973**

Each of you conduct negotiations for your own member state, but also **take on a specific task** in each round. The different tasks are:

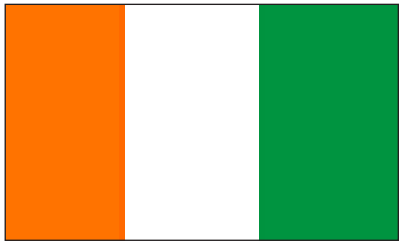
Speaking: You are responsible for preparing and delivering the opening speech.

Gathering information: You chart the positions of all other EU member states and find out which member states have similar or opposite positions.

Voting: You assume final responsibility and are the only who is allowed to cast a vote at the negotiating table on behalf of your assigned EU member state.



IRELAND



IRELAND

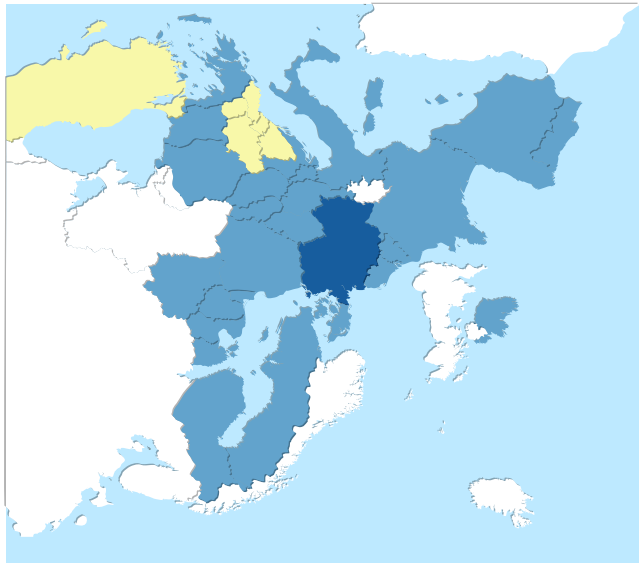
Capital	**Dublin**
Geographical size	**70.293 km²**
Population	**5.4 million**
GDP	**€ 0.5 trillion**
EU member since	**1973**

Each of you conduct negotiations for your own member state, but also **take on a specific task** in each round. The different tasks are:

Speaking: You are responsible for preparing and delivering the opening speech.

Gathering information: You chart the positions of all other EU member states and find out which member states have similar or opposite positions.

Voting: You assume final responsibility and are the only who is allowed to cast a vote at the negotiating table on behalf of your assigned EU member state.



GERMANY





GERMANY

Capital	**Berlin**
Geographical size	**357.596 km²**
Population	**83 million**
GDP	**€ 4.2 trillion**
EU member since	**1951**

Each of you conduct negotiations for your own member state, but also **take on a specific task** in each round. The different tasks are:

Speaking: You are responsible for preparing and delivering the opening speech.

Gathering information: You chart the positions of all other EU member states and find out which member states have similar or opposite positions.

Voting: You assume final responsibility and are the only who is allowed to cast a vote at the negotiating table on behalf of your assigned EU member state.

POLAND

POLAND

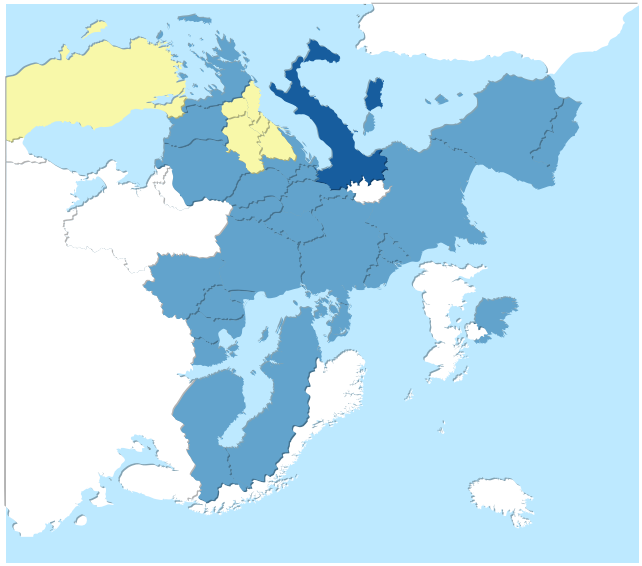
Capital	**Warsaw**
Geographical size	**322.575 km²**
Population	**36.7 million**
GDP	**€ 0.8 trillion**
EU member since	**2004**

Each of you conduct negotiations for your own member state, but also **take on a specific task** in each round. The different tasks are:

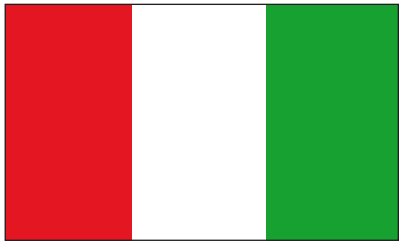
Speaking: You are responsible for preparing and delivering the opening speech.

Gathering information: You chart the positions of all other EU member states and find out which member states have similar or opposite positions.

Voting: You assume final responsibility and are the only who is allowed to cast a vote at the negotiating table on behalf of your assigned EU member state.



ITALY



ITALY

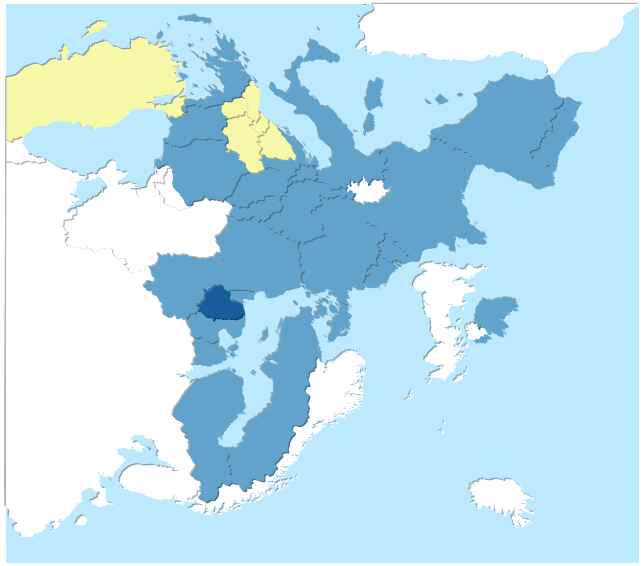
Capital	**Rome**
Geographical size	**302.073 km²**
Population	**58 million**
GDP	**€ 2.1 trillion**
EU member since	**1951**

Each of you conduct negotiations for your own member state, but also **take on a specific task** in each round. The different tasks are:

Speaking: You are responsible for preparing and delivering the opening speech.

Gathering information: You chart the positions of all other EU member states and find out which member states have similar or opposite positions.

Voting: You assume final responsibility and are the only who is allowed to cast a vote at the negotiating table on behalf of your assigned EU member state.



LITHUANIA





LITHUANIA

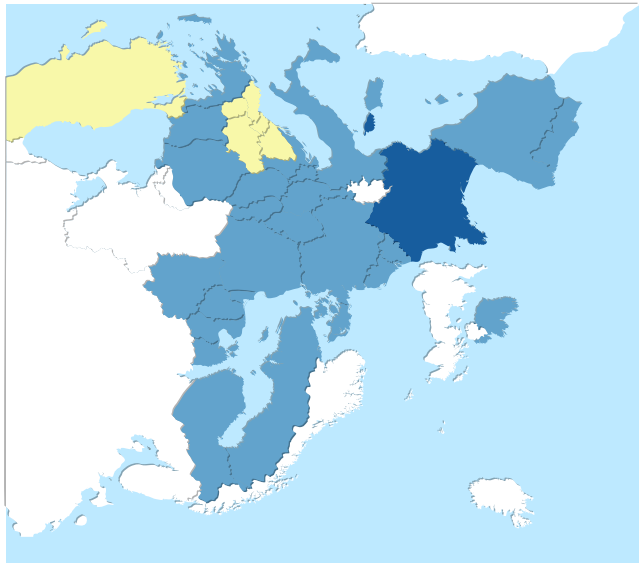
Capital	**Vilnius**
Geographical size	**65.284 km²**
Population	**2.69 million**
GDP	**€ 0.1 trillion**
EU member since	**2004**

Each of you conduct negotiations for your own member state, but also **take on a specific task** in each round. The different tasks are:

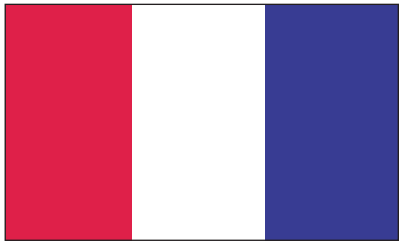
Speaking: You are responsible for preparing and delivering the opening speech.

Gathering information: You chart the positions of all other EU member states and find out which member states have similar or opposite positions.

Voting: You assume final responsibility and are the only who is allowed to cast a vote at the negotiating table on behalf of your assigned EU member state.



FRANCE



FRANCE

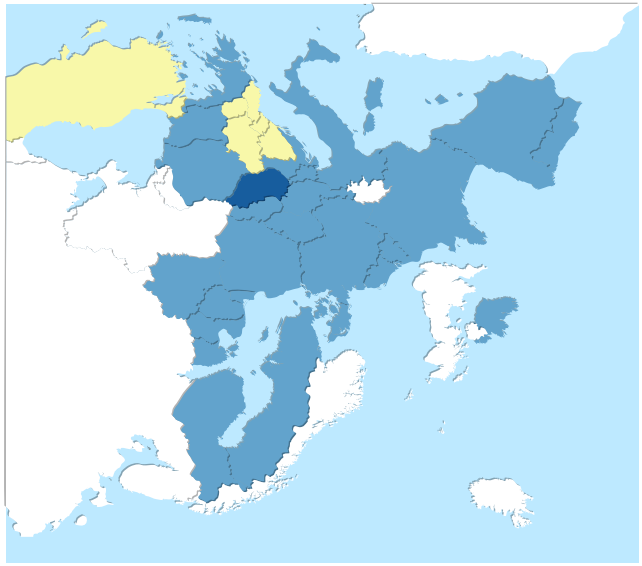
Capital	**Paris**
Geographical size	**638.475 km²**
Population	**68 million**
GDP	**€ 2.8 trillion**
EU member since	**1951**

Each of you conduct negotiations for your own member state, but also **take on a specific task** in each round. The different tasks are:

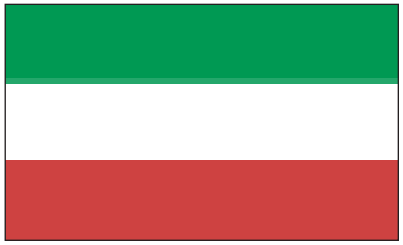
Speaking: You are responsible for preparing and delivering the opening speech.

Gathering information: You chart the positions of all other EU member states and find out which member states have similar or opposite positions.

Voting: You assume final responsibility and are the only who is allowed to cast a vote at the negotiating table on behalf of your assigned EU member state.



HUNGARY



HUNGARY

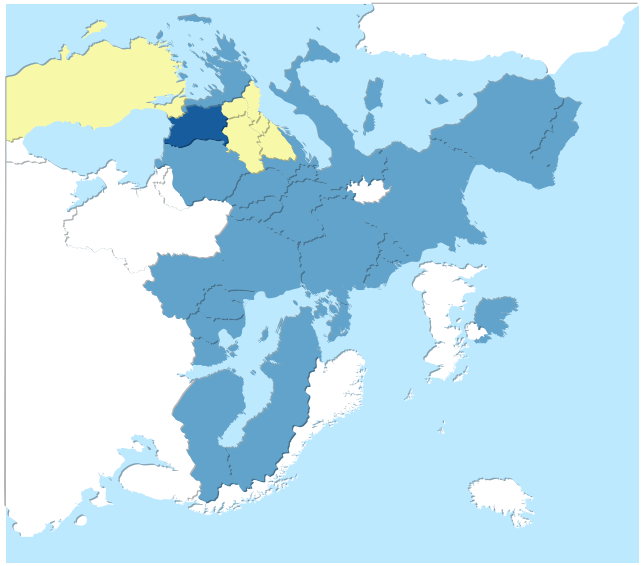
Capital	**Budapest**
Geographical size	**93.012 km²**
Population	**9.5 million**
GDP	**€ 0.2 trillion**
EU member since	**2004**

Each of you conduct negotiations for your own member state, but also **take on a specific task** in each round. The different tasks are:

Speaking: You are responsible for preparing and delivering the opening speech.

Gathering information: You chart the positions of all other EU member states and find out which member states have similar or opposite positions.

Voting: You assume final responsibility and are the only who is allowed to cast a vote at the negotiating table on behalf of your assigned EU member state.



BULGARIA



BULGARIA

Capital	**Sofia**
Geographical size	**110.996 km²**
Population	**6.5 million**
GDP	**€ 0.1 trillion**
EU member since	**2007**

Each of you conduct negotiations for your own member state, but also **take on a specific task** in each round. The different tasks are:

Speaking: You are responsible for preparing and delivering the opening speech.

Gathering information: You chart the positions of all other EU member states and find out which member states have similar or opposite positions.

Voting: You assume final responsibility and are the only who is allowed to cast a vote at the negotiating table on behalf of your assigned EU member state.