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# Methodology

## Social Detective Game based on interactive dramaturgy Sensitizing game for refugees and migrants in Cyprus

<b>Title of the game</b>	Another Life (Mia alli zoi/ Μια άλλη ζωή)
<b>Pedagogical aspects</b>	Raise awareness against racism and intolerance against immigrants and refugees, exposing at the same time right far right wing organizations acts and ideology. Another aspect is to bring the participants in the shoes of refugees and migrants and make them understand.
<b>Short storyline</b>	The game is about the story of 4 refugees who moved in Cyprus at a young age, because of war. The 4 of them as children had difficult times and faced difficult situations as they grew up because of racism. At a point they became victims of hate crimes by a far right organization, so the 4 of them planned their revenge which forced them to make life-altering changes. Their main purpose was to collect evidence of the racist activities of that specific organization and make it public
<b>Target group</b>	Young people aged 15-18
<b>Χρόνος</b>	The game is planned for 70 minutes active play + 30 minutes follow-up for debriefing and discussion with the participants. It took place on the 8th-9th June. Players were divided in groups of ten and played the game at 4 different times

## Venue, specifics of the venue,

An old building, in old city Nicosia

## Actors

Number of facilitators/actors\*

10 actors, 5 Refugees/migrants, 5 Greek Cypriots. 4 facilitators are professionals the rest are amateurs.

1. President of the Party
2. Teacher
3. 2 security guards
4. Laundry shop owner
5. Lawyer
6. Rental Company employee
7. Judge
8. Facilitator
9. Girl on the photo

## Focus question

Through the whole process of the game, the goal is for the players to experience a unique and innovative experience based on a creative interactive theatre accompanied by an imaginative artwork, all of which intertwined with games to keep the interest of participants. But the deeper goal is through this process, the players who take part to be able to perceive the sensitive issue of immigration in an experiential way. To feel it as their own problem and to have the need to act not only in the game but also in the real society afterwards. At the same time they will be exposed to the hate rhetoric and crimes far right uses against migrants and refugees, which is a major issue around Europe the last years.

This will be the object of reflection and discussion after the end of the game.

Questions to be asked to the participants:

Have you ever met a situation like that?

Have you ever heard of people talking in a hateful way against vulnerable groups? Have you ever witnessed hate actions/crimes against immi-

grants?

Have you ever met any immigrants/ refugees?  
Do you know why they are in this situation? And  
have you ever realized the situation in which  
they have to live?

**Type of the game/  
sensitizing/ educa-  
tional/historical. etc.**

Social Detective Game based on interactive  
dramaturgy.

We use the investigation of a crime as well as a  
sensitizing element through storytelling and real  
events assimilation.

**Guidance in  
Methodology and  
content**

Agnes Simor, Marton Illes

## Tools, gadgets

**List of basic tools/  
Scenery/**

List of needed gadgets/number of them/  
Online list, with needed codes

**Part 1- The speech-  
Scenery of a political  
speech- flags –  
banners- reporters,  
cameras**

Scenery of a political speech- flags – banners-  
reporters, cameras

We need lighting and sound systems, computer,  
video projector, screen.

A lock

2 brain-quiz boxes to open

A puzzle game pieces of which will be collect-  
ed in the process of the game to create a QR  
code.

QR code system, Video

<b>Part2- The room</b>	A notebook – cards- a map
<b>Part 3 – The flat</b>	Mobile phone- a telephone number- scenery of a lawyer office- table- box files- library - notes etc- pay-slip of the dry cleaner- a part of QR code
<b>Part 4 At the dry cleaner</b>	clothes- stands- iron- – a jacket- a big writing book – a photo showing 4 people sitting at a bench- a map, a part of QR code, 1 brain-quiz box to open,
<b>Part 5 At the bench-</b>	a note and a map- a part of QR code
<b>Part 6 –The room of evidence</b>	A room with just a table and a chair, full of evidence, newspapers ,a letter, photos, a photo of two girls, a notebook  A lock  1 brain-quiz box to open  Dark Lighting
<b>Part 7 Back to the dry cleaner</b>	A note, a part of QR code
<b>Part 8 At the court-house</b>	A big table, Lighting/ Sound system, chairs- projector- speakers- computer, a boat assimilation.  Lighting/ Sound system/ Computer/ Video Projector/ Screen QRcode connected with a website, video

# The game

Bellow you can find a general description of the game, the stages we have followed, the techniques and the objects we have used. It is

## Arriving + Rules

Sotiroula meets the participants in the entrance of the building. She gives them a special leaflet with the rules and guidance for the game and then she leads them at the first stage. On their way, Irene is giving them some budgets of the party and welcomes them to the political speech of the Alpha organization

## The leaflet



### Gamification for Inclusion & Active Citizenship

#### Η περιπέτεια ξεκινά!

Είσαστε έτοιμοι να λύσετε το μυστήριο;  
Μπορείτε να δείτε μέσα από τα μάτια του Άλλου;

#### Για την επιτυχία της αποστολής σας απαιτείται:

Ομαδικότητα  
Προσοχή στις λεπτομέρειες  
Συλλογή όλων των στοιχείων που βρίσκονται σε κάθε στάδιο...  
αυτών που βλέπετε και αυτών που δεν βλέπετε

#### Σας παρακαλούμε:

Να είστε προσεκτικοί με όλα τα έπιπλα και  
τα αντικείμενα που βρίσκονται στο χώρο  
Να έχετε υπόψη ότι όσα σημεία είναι κλειδωμένα ή προστατευμένα  
είναι εκτός παιχνιδιού, γι' αυτό μην προσπαθήσετε να τα ανοίξετε

#### Καλή επιτυχία!



## The starting point/ The speech (room 1)

The players are getting into the game venue in the middle of a speech of the leader of a party and they become part of the audience. Then as we described at the script this leader who is using hate speech against migrants and refugees is interrupted by a woman in the audience and then he falls down dead. The woman is arrested by his guards and the rest of the audience is taken in a room by the two guards. We need to keep in mind that the speech and etc. need to be short so we can keep the audience's attention.

### President's speech



*Speech: President of the Party Subject: Migration crisis*

The President informs the participants that his party is paying real attention to the refugee-migration crisis that is plaguing their country and that it is planning to study this issue in depth so as to promote solutions to the problem: hot spots, border controls etc. He is using racist rhetoric and the well-known media propaganda about immigrants and arouses the crowds to use racist slogans "NO MORE IMMIGRANTS - OUR COUNTRY CANNOT TAKE MORE FOREIGNERS"

A woman who is in the audience asks discretely to speak up



TEACHER:

Αγαπητέ πρόεδρε επιτρέψτε μου, ονομάζομαι Αντζελικα Πάρκ  
Mr. President, allow me! I am a teacher at a school for refugee  
children. 65.5 million people have been violently displaced from  
their homes due to wars. The vast majority, 11 million, from Syria.  
33,952 people leave their homes on a daily basis. The overwhelm-  
ing majority resides in refugee camps where conditions can in no  
way be described as humane. This is the highest number of refu-  
gees since the Second World....

I will tell you why this issue is so important to me. I come from  
Palestine. I'm a refugee. I'm Muslim. I have been working with  
refugees for the past 12 years. But I am the daughter of a refugee.  
My grandmother left Palestine many years ago. She was three  
months pregnant when she prepared her suitcase, took her five  
children and drove up to neighboring Syria ....

The lady keeps talking and arguing against the president and his  
hateful rhetoric against immigrants. In the course of her speech  
the president is in total confusion, has sweated and takes sips of

water from the glass next to him. The teacher continues to scream while the guards try to show her out.

While trying to show the teacher out of the room the president continues to drink water to recover, and starts coughing and sweating and drops on the floor. The water has been poisoned. His dying words are "Help, I've been poisoned". The teacher is arrested as a primary suspect for the murder of the president.

### The room (room 2):



## Gamification 4 Inclusion & Active Citizenship

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Two security guards try to evacuate the area, leading the audience to another room telling them that they have witnessed the brutal assassination of the president by the immigrant teacher who should be punished for her crime. They also tell them that they will use them as witnesses in the court.

Leaving the room, one of the security guards drops something on the floor. It's a piece of paper from a diary (the first clue for players to start the game and to collect enough data to acquit the teacher in time for the trial). At all times, a facilitator will be part of the audience, pretending to be part of their group.

When the players realize that something has fallen from the guard's pocket they pick it up and read it. It is a note, having on the one side a mobile number and on the other side a note showing that someone is in danger.

When they call the number, someone is answering saying that she has a flat for rent and she invites them to see the flat and maybe rent it. So they understand that they need to go to that flat.

We need to mention that outside every room there is a street name. So the information given during the call includes a street name where they should go.





### The flat (room 3):

The players go to the flat mentioned during the call. There, they will meet a rental company employee. She will welcome them saying that she needs to rent the flat because the previous tenants moved suddenly. At some point her mobile phone rings and she gets outside the room leaving the players there to search the room.

Through different pieces of paper they will collect a clue, which is the receipt of the dry cleaner which is the next stage. They will also find a box which they

will try to open. If they manage, then they will find **the first piece of the QR code**. They will also find a lexicon. This is a box which opens with a code. The code will be written on a piece of paper with a special pen which can be read only under UV light. The players will find also a UV torch to be able to read the code and open the box. At the point they open it, they will collect a map of the game's fictional area of the game with all the street names. They will also collect a paper where there is a table matching letters and numbers, which will be needed later on.

### At the dry cleaner (room 4):

The receipt they found will lead them to the next room. The dry cleaner. There will have a dialogue with the owner of the Dry Cleaner and collect evidence through the dialogue but through some props as well. A part of the QR code hidden into a jacket and a photo found in the place will lead them to the following step. The photo will be found in a frame, showing 3 people sitting at a bench in a square and it will be visible that in the photo should be a fourth person, who is hidden in a way, so they will open the frame to see the fourth hidden person and read the note behind that. "Here where we spend difficult days, dreaming of better days to come. Spring Street Square". Having this clue and using the map they will get outside the building and go to "Spring Street Square".



**At the bench (area 5):**

The information they collected from their conversation at the dry-cleaner and the other evidence will lead them at the nearby park where they will find the place portrayed in the photo. A clue on the wall will lead them to a place where is buried some evidence. Once they get it they will find another part of a QR cod and a note saying that they need to multiply STAR to get into a room, the street of which is given. Using the table with numbers and letters they multiply the numbers and they get a four digit number.

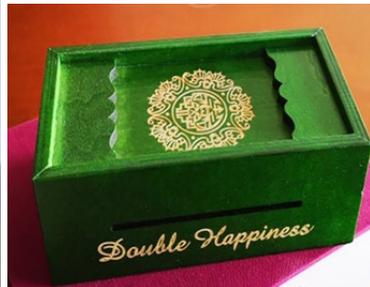
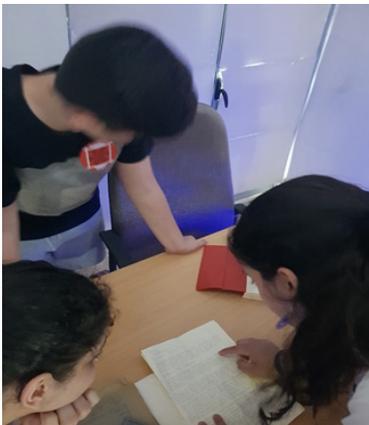




## The room of evidence (room 6)

Using the map and having all the evidence in their mind they get back into the building. They unlock the locker with the 4digit number they have from the previous stage. They go inside the apartment where they find many pictures stuck to the walls showing hate crimes against immigrants / newspaper scraps etc. They find also the notebook from which they will also collect evidence for the criminal action of that organization.

They will also read a letter saying the story behind the president. From this room they need to open a box where they will get another part of the QR code. They will also see a photo of two girls, the one of them is the girl at the Dry Cleaner. The photo writes "For you we will revenge". With the urge of the facilitator they understand that Talia can give them answers to what they are looking for. So they will get the evidence and they will go back to her to ask for more details about the whole story.



### Back to the dry cleaner (room 7):

They return to the laundry shop and describe to Talia what had happened and ask her to explain to them what is going on. They explain that they want to help in finding justice since they understand that the organization is criminal. Talia starts crying and speaks about the difficult times that the four friends experienced and how each of them ended up in Cyprus and how their lives moved on. She tells them about their decision to fight against this criminal organization through the involvement of Salah (the real name of the politician – President), whose sister (the other girl in the photo Reed) had been raped by members of the organization. He also tells them about the threats she had received lately.

At the same time, the fourth friend in the picture (they saw before), comes in upset, because he was informed of Salah's death. Talia explains that the players already know what is going on and are there to help them acquit the teacher and convict the organization.

He explains what was going on all this time and their endeavor to document the case and he gives them an envelope containing a note and a piece of QR code. The note writes

“I'll give my speech soon. Today is going to be very difficult. I feel the threat. Take the magnet I leave you. You will find other such magnets in familiar places. If you unite them, you have all the proof you need. Until we meet again ...”

Salah gives the QR code to the participants and all together combine the QR code puzzle and all together are going to the last stage



### The court (room 8):

The trial of the teacher who was accused of murdering the president is about to take place. The players step in and show proof of her innocence. Ahmet, the lawyer undertakes her defense by calling the participants to give the evidence they have collected to the judge. As they give the evidence, the “hidden facilitator” scans the QR code and they get a password. There is a computer where they type the password and they watch a video.



The video is the confession of the president who explains the whole story. He was elected President of the organization just 3 months ago. For many years he had been planning to become a member of this organization so as to disclose the criminal actions of the organization and revenge his sister's rape. Many times he had secretly tried and saved many immigrant people by warning them before members of the organization attacked them.



He kept his identity a secret throughout his life; that he originated from a family of immigrants. When members of the organization found out his true identity they wanted to make him disappear without anyone finding out this secret because that would reduce the Party's electoral power. So they poisoned him and the teacher became the perfect victim to blame for the murder.

After the disclosure of the mystery of the murder and the lives of the main characters there is another video. At this we watch Talia, one of the refugees. She appears on the screen and she talks about her experiences as a refugee which can be the experiences of every refugee. She is talking about the war, the time they left their country, their journey with a boat and their experiences at the new land they arrive where they face discrimination and racism.

The video is full of sounds that gives to the participants the feeling of war, fear, death, danger, sea, sadness, stress.

While they hear this, the "actors" are getting out of their roles and they create a situation full of tension for the participants who now have the role of refugees. They add pressure to them to leave their belongings and get into a boat. Then, the facilitators use pieces of cloth to close the eyes of the players and leave them to hear the sounds of the video and Talia's narration to get the feeling as they are in the boat.

During this assimilation there is a special lighting changing according to the story and the sounds



## Conclusions and evaluation

The facilitators congratulate the participants for solving the mystery of the murder and then they ask them to sit around a table to have a short discussion around the game.

They are firstly asked if they have ever experienced a similar situation, if they have ever met any refugees and if they can recognize incidents that they face in their everyday life. Then the facilitator of the discussion (Eleni), explains that the story of the game is based on the true experiences of refugees and that the rhetoric of the far right wing organization in the game is the one used by the far right wing organizations around Europe.

The participants will be asked about their emotions during the game and their general feeling. They will be also asked which is the main meaning they received from the game and if there was something scary or surprising.

After these questions they will have the chance to ask questions to the facilitators, director and organizers.

At the end they will be given a questionnaire to evaluate the game.

### List of roles and characters within the game

Name of participant	Role	Personality profile/ relationship with the game character
Alexandros Akhtar	President	Migrant origin
<u>Titos Avrramides</u>	Security Guard	Amateur Actor
<u>Sakis Kampakis</u>	Security Guard	Amateur Actor/ Migrant Origin
Maria <u>Machlamouzi</u>	Teacher	Actor
Sofia <u>Iacovou</u>	Talia, Laundry shop owner	<u>Professional Actor</u>
Valeria <u>Iorgou</u>	Rental Company employee	Migrant origin
<u>Elya Palatou</u>	Hidden Facilitator	Works as detective games professional
Christos El <u>Khaatap</u>	Lawyer	Migrant Origin
Elias <u>Yiasemis</u>	Judge	Professional Actor
Maria <u>Diplarou</u>	Girl on the photo	Migrant Origin

Photo of the facilitators before the pilot game, June 1st 2019



## Special Issues and Recommendations:

### **Vulnerable group members:**

Our group of facilitators included migrants and refugees. At the designing games we had in mind stories that they shared with us, so part of the script was based on some of their experiences. These members of our group participated to the special dramaturgy workshops we organized and also at the discussions we had related to the purposes of the game. However we avoided to give them roles directly connected to their own stories and experiences. The reason was to keep them away from emotional exposure and the possibility to hurt them or put them in a difficult situation.

### **Give the information needed:**

During the designing and the implementation of the game we kept in mind that the participants were teenagers so we wanted to give them an environment where they would feel safe and able to play without any obstacles. For this reason we invited our participants to a game and shared with them the main theme of the game. At the same time, upon their arrival we gave them a special leaflet with some instructions to follow for the achievement of the goal.

### **The hidden facilitator:**

During our game we used the method of hidden facilitator. That person was responsible for the guidance of the group of the players in a very underground way, so the participants will not understand hers identity. This is not an easy goal to achieve as the facilitator need to look like the rest members of the room and be careful not to give the solutions or lead the group while they will give guidance. So the facilitator need to practice and gain experience on this.

### **Interaction between participants and characters:**

At some points the characters were playing roles and at some other scenes they were having real interactions aiming to give them information about the solution of the game and make the participants get into their shoes by describing their stories. Story telling through personal communication, letters and videos was a tool we used so to share emotions and information with the participants.