

TALLINN UNIVERSITY

School of Governance, Law and Society • School of Humanities

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”HUMAN RIGHTS NATION“

Project Portfolio

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Course: LIFE – Learning in Interdisciplinary Focused Environment YID6001.YM

Tallinn

2023

TABLE OF CONTENTS

TEAM MEMBERS	3
ABOUT THE PROJECT	4
Name and Description of the Game	4
Target audience	4
Information about gameplay (challenge, entertaining aspects of the game)	4
Learning outcomes of the game	4
Rules	5
Game Components	6
FEEDBACK	9
PROJECT ACTION PLAN	10
MARKETING STRATEGY/ MEDIA COVERAGE	14
SUSTAINABILITY OF THE PROJECT	15
SELF-REFLECTION REPORT	16

TEAM MEMBERS

Introducing the team behind the exciting new board game, Human Rights Nation! First up is our Project Manager and Marketing Specialist, Sandra Saar. With her keen eye for detail, Sandra is responsible for keeping the project on track and ensuring everyone works together efficiently.

Next, we have our talented Artist and Graphic Designer, Aliisa Rantanen. Aliisa's creativity and artistic vision bring the game to life, from the design of the board and cards to the illustrations that capture the spirit of the game.

Our team also includes several dedicated Researchers who are responsible for gathering and analysing information on human rights legislation in EU countries. Anastasiia Bilchenko, Henna Elena Rajander, Léa Louise Gerard, and Mariia Zakharova are all experts in their fields and bring a wealth of knowledge and expertise to the project.

Together, our team is committed to creating a game that not only entertains but also educates players on the importance of human rights and the role of legislation in protecting them. We can't wait for you to play Human Rights Nation and join us in spreading awareness about this crucial issue.

Sandra Saar – Project Manager, Marketing Specialist

Aliisa Rantanen – Artist, Graphic Designer

Anastasiia Bilchenko - Researcher

Henna Elena Rajander – Researcher

Léa Louise Gerard - Researcher

Mariia Zakharova – Researcher

ABOUT THE PROJECT

Name and Description of the Game

“Human Rights Nation”

A country in the middle of Europe has lost its legislation and needs rebuilding. The players are tasked to solve the case about children's rights from each country in the European Union and to collect inspiration for creating the human rights legislation for the country. The game aims to create a new state that upholds the player's chosen human rights and is a model for other nations.

Target audience

Players 14+ years old, main marketing is done towards teachers of grades 8-9 and above. It has been discussed making a second prototype of the game which is more advanced and meant for everyone starting from year 10+.

Information about gameplay (challenge, entertaining aspects of the game)

The game board will depict a map of the world (European Union member-states), where players can locate their new state. The game also includes playing cards representing some children's cases and legislation that the players can use to build their state. Each player has a specific character with the area of the legislation (f.e. education, health care, family rights, etc.) that shows their chosen human rights.

Each player chooses their favorite human rights from a list of options provided. The players then take turns building their new state by making decisions on laws, policies, and institutions that protect and promote the chosen human rights. The game includes challenges and obstacles players must overcome to build their state, such as corruption, political unrest, or natural disasters.

Learning outcomes of the game

The game will promote learning outcomes such as understanding human rights, global citizenship, and civic engagement. Players will learn how to develop strategies for creating a new state that upholds their chosen human rights, understand the importance of government

institutions and laws that protect human rights, and how to collaborate with others to achieve common goals.

Rules

Played in teams of 4-6 players. The goal is to choose three core values for the human rights legislation of the country. Each player chooses their favorite character from the options provided (options: Marius – education, Andreas – family rights, Francisca – equality, Luka – others, Julie, healthcare, Erik – education). Each player then collects only those values that apply to her/his character. Each player, on their turn, moves their figure on the board and gets to pick a card from the pile. The cards have a case about children's rights in each country/legislation in the EU, and then the player decides whether she/he feels it's a correct value for her/his three-piece legislation in the country. The players can choose their most suitable/favorable way to move around on the board if they follow their character rights and collect three cards by the end of the game. Players move towards the “human rights nation” by rolling the dice.

Competitors

The main competitors for our board game are Pandemic, BARABAR, and the Universal Declaration of Human Rights Game. A pandemic is a cooperative game where players must prevent the world from succumbing to a viral pandemic, similar to our game concept, but without an educational component on human rights. BARABAR is a card game that combines cooperative and competitive moments while telling stories on issues close to human rights, with a strong educational component but different game mechanics. Universal Declaration of Human Rights Game is a unique card game that teaches children about human rights by matching all 30 rights in the Declaration with 30 illustrated cards, making it the most similar to our game regarding the educational value, but with a different gameplay mechanic. Our game stands out as a board game with an educational component on human rights, targeted at teenagers, with a gameplay mechanic where players need to compromise on values and laws.

Business model

The business plan for the game is focused on generating revenue through physical copies sales, which could be sold online and on the game's website. The cost structure would include

The game box cover



Game rules



Players **4-6**

Age **14+**

Time **1h+**

- Each player chooses their favorite character from the options provided. (*Options: Marius – education, Andreas – family rights, Francisca – equality, Luka – other, Julie – healthcare, Erik – education*)
- The players can choose their most suitable/favorable way to move around on the board as long as they follow their character rights and collect 3 cards by the end of the game.
- Players move towards the “human rights nation” by rolling the dice.
- The youngest player begins the game (age based on the character boards).

GREEN

- If a player lands on a green spot, they pick a challenge card. Another player will read out the challenge and the possible correct answers. The player will then decide which of the answers could be the correct one. The rest of the players will then check whether it has a small check mark.
- If the answer is correct, they can then choose to keep the card or discard it (and the card goes to the bottom of the pile of cards).
- If the answer is incorrect, the player will skip a turn.
- If a player lands on a green spot where another player is currently, the player

Cards

Emma, a 15 years old Belgian girl, is having a conversation with her family. During this one comes a debate on a political topic regarding how bullying at school should be regulated by the Belgian government. She claims that the government should provide a hotline for children to be able to open up more easily to psychologists and even social services working against bullying. However, her parents argue that she is too young to give her opinion on such matters considering that she is still a child. Is that correct?

1. Yes. Children in Belgium do not have the right to express their opinion on matters that are not directly concerning them.
2. Yes. Children from the age of 16 only can start giving their opinion on matters directly or not concerning them.
3. No. Children from the age of 14 can already start giving their opinion on matters directly or not concerning them.
4. No. Children, regardless of their age, can give their opinion on any matter directly or not concerning them. ✓

OTHER



This ticket gives you the right to either **travel directly** to the Human Rights Nation (in case you already have collected your three challenge cards) **or** it can be used as a **third challenge card**.

FERRY TICKET



Hello! My name is **Andreas** and I live with my mother in Athens, Greece. My parents divorced 3 years ago when I was only 11 years old. My father left without taking care of me at all anymore. I was deeply sad about it and I couldn't focus at school anymore. The teacher noticed that something was wrong and talked about it with my mother. When she knew the situation going on with my father, the teacher told my mother and I that as a child, I have the right to stay in contact with my father and I also have the right to get the education and care. I think that this part of Human Rights is essential!

Andreas collects family rights cards.

FAMILY RIGHTS



FAMILY RIGHTS

FEEDBACK

During the mid-term feedback session, we received valuable feedback from the participants. Some of the points mentioned were the need to identify the bad cards, whether we really need a board game board if there are no winners, how and when we plan to execute our target group testing, how to compromise on law/values when players have different preferences, making the game rules and legislation more obvious and simpler, considering having a supervisor/parent for the game and thinking about the game's translation if marketed in Estonia.

There were also suggestions to make the game more suitable for older children and young adults, shorten the game duration, add a game rules/manual page, and use 3D printing with biodegradable filament or wood for the tokens. One participant also proposed that the game could have an outcome that can be analysed later on, which would be a great teaching moment for the players. Overall, the feedback session was helpful in identifying areas for improvement and further development of the game.

The first game testing of Human Rights Nation took place on the 21st of April at school, and it was a blast! Our team tried out the game and had a good time, challenging ourselves with thought-provoking scenarios. The feedback we received from each other helped us to come up with the final gameplay.



21st of April 2023 and 27th of April 2023

Playtesting with our coursemates was a success!

PROJECT ACTION PLAN

TASKS	DEADLINE
Finishing the game design document	Feb 28
Creating the presentation	Mar 1
Presenting the game design document	Mar 2
Quick concept of the game from each POV's	Mar 5
Creating the Action Plan	Mar 8
Research on Human Rights legislation	Mar 15
Formulating the cases and questions and creating the game cards	Mar 22
Writing the narrative and formulating the player roles	Mar 22
Concept art for the game	Mar 22
Creating the mid-term report	Mar 22
Creating a presentation for the feedback session	Mar 29
Feedback session	Mar 30
Finalizing art element design	Apr 20
Finalizing the text for the game	Apr 10
Finished art elements done	Apr 20
Print the finalized prototype game	May 9
Portfolio	May 9
Fill in self-reflection reports	May 9
Launch event for the board game	May 15
Create a presentation for the LIFE pitch exam	May 9-15

RESEARCH

Task 1 - 09.03.2023

Starting the research of finding information about legislation and hypothetical facts/events of all of the 27 European Union countries.

- Henna: Spain, Hungary, Greece, Poland, Italy, Netherlands, France, Germany
- Mariia: Czech Republic, Slovenia, Slovakia, Latvia, Lithuania, Estonia, Portugal, Ireland
- Léa: Austria, Belgium, Bulgaria, Cyprus, Luxembourg, Malta, Romania, Croatia
- Anastasiia: Finland, Sweden, Denmark

Task 2 - 23.03.2023

Come up with all hypothetical events/facts for all of the countries with rights/articles/legislation.

Task 3 - 23.03.2023

Supervising the research work and ensuring everything is properly done. Namely, Anastasiia will check the accuracy of the facts from the national law on the protection of the child's rights in each country that is part and member-state in the European Union. That is why each interesting fact about the state's politics in children's rights should be connected to the real domestic agenda, important for national legislation, and correctly related to the country's certain act (or official document) (f. e., Constitution, etc.).

It will be useful for all the researchers:

- 1) to analyze the national legislation of the EU member-states,
- 2) to be deeply involved in the research process,
- 3) to be a part of developing and creating a new game about children's rights.

Task 4 - 06.04.2023

Developing the research data between researchers and compiling all states with their national children's rights. As International Relations and Law students, researchers will analyze the information through the prism of a child's interest in the game (will kids, as our target audience, enjoy this legal game?).

Task 5 - 13.05.2023

After putting all the children's rights together, we again checked and compared the correctness of the information found. We formulate specific cases of children's rights based on the information found for each EU country, finalize the art design text, and assemble all parts of the search.

MARKETING

Task 1 - 25.04.2023

Creating accounts on social media platforms – Facebook, Twitter, Instagram, LinkedIn.

- Creating a Description
- Add contact information
- Create posts
- Find followers
- Create automated ads

Task 2 - 05.05.2023

Marketing Pictures

- Create Pictures of the game, players, etc.
- Create videos of the game, players, etc.

Task 3 - 10.05.2023

Hosting launch event in cooperation with Tallinn University.

- Come up with a concept note to present to the University
- Inviting interested parties to the University
- Create teams with game representatives who will teach how to play this game
- Speakers from different organizations to highlight the importance of human rights
- Sell copies of the game
- Order finger food/drinks

Task 4 - 12.05.2023

Creating a campaign together with an influencer to promote the game and reach a wider audience.

- Cross-marketing with an influencer
- Preferably someone with a younger audience
- Preferably someone with interest in human Rights
- Find a videographer

Task 5 - 12.05.2023

Hosting workshops in partnership with Human Rights organizations, NGOs, and other universities/high schools. (Pop-up tent, flayers, selling the game).

- Host workshops in different schools where kids can play the game during their mid-hour
- Have a pop-up tent in the school
- Create flyers with discounts
- Sell the game

Task 6- 12.05.2023

Pitch the game to media outlets – newspapers, magazines, online blogs.

- Create a press release
- Send out to media outlets

Task 7 - 14.05.2023

Video interviews with game designers and developers.

- 3min video with each game developer (for. ex: why this topic is important etc.)
- Share on all Social media platforms

Task 8 - 14.05.2023

Newsletter

- Create an account in Smaily/ Mailchimp
- Create a newsletter with updates, game developments, features, and promotions
- Send out to schools, NGO's, partners

Task 9 - 21.05.2023

Come & Play

- Hosting game nights at special board game stores

MARKETING STRATEGY/ MEDIA COVERAGE

Sandra Saar
Äsja · 🌐

Introducing our new board game - Human Rights Nation, which teaches human rights! 🌍📖🎲

In a world where human rights are increasingly important, we want to educate and inspire the next generation. Our new board game combines fun and education to teach players about human rights violations, solutions to these challenges, and the importance of taking action. Perfect for families, classrooms, or anyone who wants to learn more about human rights!

Order your copy today and start playing to make a difference. [#HumanRightsGame](#)
[#EducationForAll](#) [#MakeADifference](#) [#HumanRightsNation](#)

HUMAN RIGHTS NATION
#HumanRightsGame #EducationForAll #MakeADifference
BUY NOW!
BOARD GAME

The image shows the board game box with a world map, several cards (one titled 'FAMILY RIGHTS'), and a smartphone displaying the game's Instagram page. The Instagram post shows the title 'HUMAN RIGHTS NATION' and a photo of three people.

Meeldib Kommenteeri Jaga

Kirjuta kommentaar ...

Utilizing social media platforms such as Facebook, Twitter, Instagram, and LinkedIn to promote the game. Using relevant hashtags and creating engaging posts highlighting the game's features, benefits, and purpose. Collaborating with social media influencers and bloggers to reach a wider audience.

Hosting launch events and workshops in partnership with human rights organizations, NGOs, and universities. These events will feature game demonstrations, human rights discussions, and guest speakers.

Reaching out to schools, libraries, and community centers to promote the game as an educational tool for teaching human rights and global citizenship. Offering discounts for bulk purchases made by educational institutions.

Pitching the game to media outlets such as newspapers, magazines, and blogs covering social justice and human rights topics. Sending out press releases and offering interviews with game designers or representatives.

Building an email list of subscribers interested in social justice and human rights. Sending newsletters and updates about the game's development, features, and promotions. Encouraging game reviewers and bloggers to play and review the game. Providing review copies and asking for feedback to improve the game.

SUSTAINABILITY OF THE PROJECT

By introducing the game to children, teachers could provide a more engaging and interactive way to learn more about human rights than in a regular class. This innovative approach to teaching and learning can help students and teachers engage in new ways, leading to better learning outcomes and improved educational opportunities. Human rights organizations and NGOs could benefit from this project by using the game to educate the public about human rights and encourage advocacy and activism. Parents could also benefit from the game by playing it with their children as a family and using it as a valuable tool for teaching their children about important values and critical thinking while strengthening family bonds.

Overall, the project has the potential to impact a wide range of institutions. Not only would the project educate children on human rights issues, but it could inspire them to become advocates for change while also benefiting educators, parents, and human rights organizations.

We have plans to reach out to organizations that support these goals now that we have wrapped up the alpha testing stage.

SELF-REFLECTION REPORT

Sandra Saar: We faced various difficulties, including managing different opinions and priorities of team members, coordinating with different tasks, and ensuring the timely execution of the action plan. However, through effective communication and collaboration, we overcame these difficulties and achieved the set goals.

One of our biggest victories was successfully testing the game and receiving positive feedback from the other coursemates. In the future, I would consider improving the project management process by establishing clear timelines and goals. I would also focus on better communication with the team to ensure everyone is on the same page and there is no miscommunication or misunderstanding.

In general, I have positive emotions from developing this game, even though I am not a fan of board games. It forced me to think outside the box and come up with a solution, which was not easy.

Anastasiia Bilchenko: We created a great project with our team for promoting education about human rights. I believe that we have done a great job in promoting the rights of the child to a larger audience. Our game helps to attract both the theoretical and practical skills of children, which will be interesting for both young and adult audiences.

As for the research work, I found many interesting cases regarding children's rights and the implementation of these rights in various EU countries. In addition, I learned to quickly and efficiently search for this information. Therefore, I believe that the experience of research work on children's rights (certain regulatory acts, treaties, conventions, etc.) has become extremely important for me.

This combination of different generations in one game is our best achievement. Therefore, in my opinion, our team successfully coped with the development of an educational game for children about their rights. I will take this experience with me for the future, using my knowledge and skills in the development of the next legal games. So, I had positive emotions creating this game.

Aliisa Rantanen: My role was the artist / graphic designer. We managed to create a playable board game prototype, which was the goal of the project. There were hiccups in the group work throughout the project, and one massive reason for that was not setting proper expectations and specific goals for everyone in the project, or figuring out a proper to-do list for each member. These are definitely things that I will try to remember in future projects. However, I think the final product is successful, and I am happy with the result.

Henna Elena Rajander: I joined this project due to my own interests of human rights, and gamification of human rights sounded appealing to me. Throughout the project, I learned a lot about teamwork and its importance and gained more knowledge about our topic in general, which I believe will help me in the future with my studies.

Our project has successfully reached its goal with teaching about human rights and the importance of it. One of the greatest victories has been getting very good feedback from the supervisor and from other classmates when they tested the game themselves and liked it a lot, so much that they wanted to finish the game. Surely sometimes our group faced some issues, like any other group can face sometimes, but we stayed professional and didn't let any differences bother our work too much.

All in all, this project has been a challenging experience, but I think everyone contributed to the best of their abilities with this project and everything was made well. I'm very happy with the outcome of this project and I thank all of the members for the good job.

Léa Louise Gérard: I joined this project because I am really interested in Human Rights and wanted to share my knowledge with the other group members as well as through the game which is destined to promote Human Rights education to young teenagers. Personally, my goal has been reached and this project has been a great experience for me. In fact, I learnt to work as a team, which I was not used to doing before, and I think that this will be helpful to me in the future, in my studies as well as in my future career.

Our group indeed faced a lot of challenges, such as creating an entire game concept from scratch without much experience in this field. We also overcame a midterm crisis as the

deadline was approaching and our game concept was still not fully developed. But the biggest victory of our group, in my opinion, was during the testing session. Our project mates tried the game and liked it, and it assured us that our new game concept was actually working.

As a conclusion, I am very grateful for this LIFE project experience and I am satisfied with the outcome of our group work as a whole.

Mariia Zakharova: I joined this project because I was interested in applying my knowledge from my Liberal Arts and Humanities studies to create an innovative educational product. I believe that our group has successfully created a captivating and educational game that focuses on human rights. We received a lot of positive feedback from players, which motivated us to create something even more valuable.

At the beginning, it was difficult for me as a non-law student to know how to approach the project. Fortunately, my group members helped me and guided me in the right direction. Through my research, I learned a lot of new information about human rights, particularly children's rights.

Overall, I am very satisfied with the outcome of the project, which exceeded my expectations. Despite facing some challenges, we were able to overcome them through constant communication and productive work from all project participants. This was my first time creating a board game, and I realised that it was a challenging task. However, working with the group was a positive experience that gave me a lot of positive emotions.