

LIFE PROJECT PORTFOLIO

Project name: Gamification of Human Rights

Supervisor: Karolina Józefina Aksamitowska

Team members:

Amitié Lee: Researcher

Beyza Nur Badem: Artist

Birgit-Gertrut Rosenberg: Game Designer

Brittany Tuul: Project Manager

Jüri Udras: Developer

Robert Lukas Kesk: Marketing Specialist

PROJECT REPORT

The aim of this project was to find a simple yet fun way to teach teenagers about human rights through a board game where communication skills are required to solve human rights issues as a team.

Young people may have heard about human rights at school, but we believe that the exploration of specific cases of human rights violations, and their necessary resolution - or 'liberation' - through a gamified narrative will be an informative, educational, and interactive way for teenagers to engage with human rights applications.

More than simply learning about human rights in a traditional way, we wished to engage our target audience, which is young adults, with scenarios which require an empathetic problem-solving approach through the use of 'action cards'. Players will need to justify their choice of appropriate human rights solutions (action-card use and justification) to the Game Master, the player who takes a very active role in questioning and challenging the players' use of 'action-cards' in each case study of human rights violations.

The aim of the game is to successfully apply appropriate action cards to the game's violations at each stage, and finally, to overcome the violations to the satisfaction of the Game Master so that players can progress through the stages of the game.

We hoped that this game would make human rights accessible, understandable and experiential. Importantly, as players are talking about 'solutions' to violations and negotiating with the Game

Master, they are actively and creatively interrogating the resolutions to human rights violations. In this way, players have to use their creativity and subjectivity to negotiate the best outcome to each human rights violation encountered.

We aimed to target teenagers and young adults with a broad, general knowledge of real-life scenarios involving human rights violations, we will focus on the foundational rights of the Universal Declaration of Human Rights. In this way, the game will require players to problem-solve and empathize in specific scenarios with their unique perspectives and applications of available actions.

The basis of our research was focused on the Universal Declaration of Human Rights (UDHR) by the United Nations and the European Convention on Human Rights (ECHR). We used the 30 Articles of the UDHR to form our game's narratives. The content (case studies and stories) is based on real rights in the UDHR and ECHR.

Although we didn't have time to reach out to prospective stakeholders during the timeframe of this project; we are determined to reach out to them in the near future. As a team, we have a lot of faith in our game and believe it could benefit young adults and teachers all over Estonia. In fact, different versions of the game could be created for different countries, and thus our game could have global appeal. Initially, we would like to target both private and public stakeholders who are able to reach groups of young people in Estonia.

We have decided to take this project further because we see the potential. Even after we finish this as a LIFE project we will be in contact with each other to take further steps in selling it. All the team members have contributed to making this game, so each one of us is an "owner" and equal partner.

At the end of this project, we managed to finish the game on time and have it printed successfully. The game consists of a board, a Game Master manual, 8 characters and their backstories, 30 Violation cards, 45 Action cards and 15 side quest cards.

Summary of the results: Our game is "LIBERATORS"

At the end of this project we have finished the game according to the steps and deadlines within the "Project Action Plan". We have printed out the board, Action and Violation cards and Game Master manual plus additional side quests. Because we stuck to the "Project Action Plan" as much as possible to meet our deadlines, we had ample time to test, discuss, reconfigure, retest, and edit various aspects of our game.



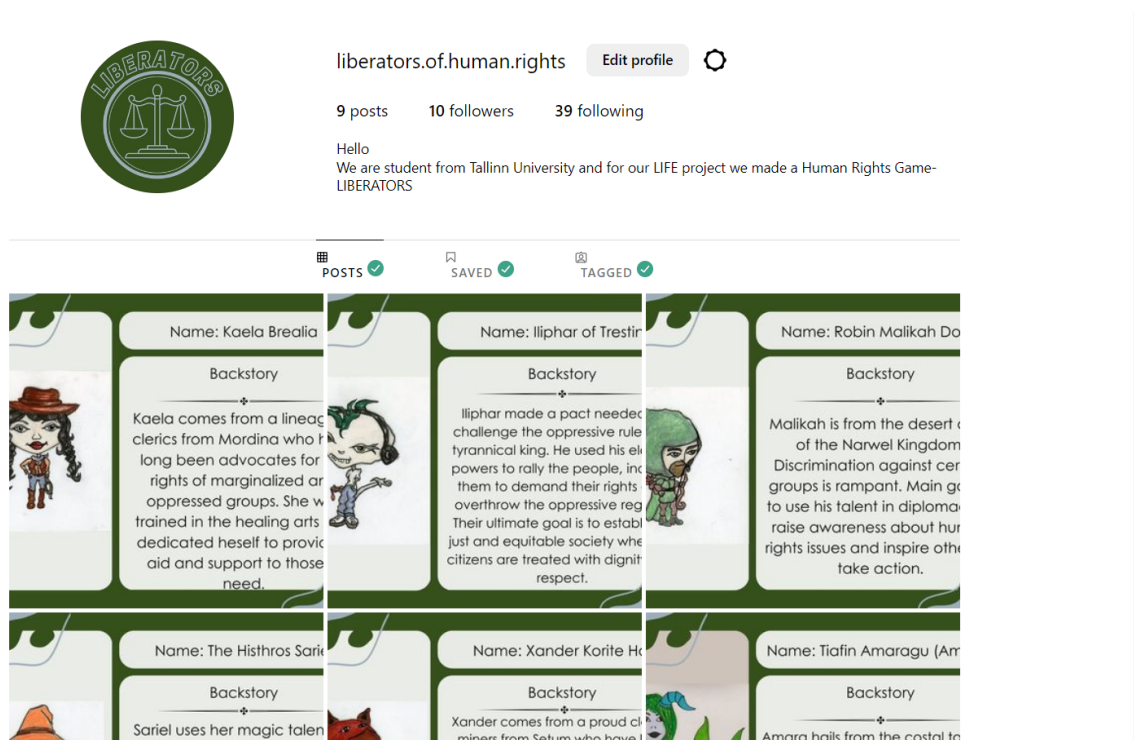
Project action plan

Activity and short description	Timeframe	Person (name + study field) or team responsible
Determined the role of each group member. Made an action plan. Discussed the game idea.	23.02.23	The whole team
Presented the game idea to the other teams.	02.03.23	Brittany- Law
Discussed the overall game structure and how it might look, the characters and made a mood board.	09.03.23	The whole team
Got ready for the Mid-term report. Discussed who will present, made a summary of everything we had done.	16.03.23	The whole team
Final colors for cards and board - The game designer and the artist decided the colors of the game.	20.03.23	Birgit- Law and Beyza- Literature, Visual Culture, and Film
Group meeting about the mid-term and further feedback from team members about the game and concept.	23.03.23	The whole team
Mid-term presentation.	30.03.23	The whole group participated. Brittany presented.
Had a group meeting where we discussed the feedback we got from the other groups and how we can change the game to make it better.	06.04.23	The whole team
Discussed which cases we will make the Violation cards about.	06.04.23	The whole team
Started research about the cases we could use for the Violations	06.04.23	Amitie-Literature, Visual Culture, and Film
Finished the research about Violation cards	13.04.23	Amitie-Literature, Visual Culture, and Film
Submitted the card design	13.04.23	Brittany-Law

Submitted the character designs	13.04.23	Birgit-Law and Beyza- Literature, Visual Culture, and Film
Finished making the map design- colors, borders, cities.	13.04.23	Birgit-Law
Started developing the Action cards	13.04.23	Birgit-Law, Brittany-Law, Amitie- Literature, Visual Culture, and Film
Started developing possible marketing goals and marketing plan	13.04.23	Robert Lukas- Law
Started developing the side quests for the game	20.04.23	Robert Lukas- Law
First playthrough with target group- played the game with young adults	20.04.23	Brittany- Law
Started creating backstories for the characters	20.04.23	Juri-Youth work
Finished character backstories- made backstories for the character to make the game more interesting	25.04.23	Juri-Youth work
Made an Instagram account to introduce the game to the public	28.04.23	Birgit-Law and Robert Lukas- Law
Finalized Action cards- polished the Action cards	28.04.23	Birgit- Law and Brittany-Law
Connected the finished Action cards with the Violation cards	28.04.23	Birgit- Law and Brittany-Law
Started making the Game Master manual	29.04.23	Brittany- Law
Put the Action cards and the Violation cards in correct format	29.04.23	Brittany-Law
Finished the Game Master manual	30.04.23	Brittany-Law
Submitted the final game design to printing	01.05.23	Brittany- Law
Final copy of the game printed out	05.05.23	
Find suitable stakeholders	TBC	The whole team

Media coverage

To reach our focus group, which were young adults, we decided to make an Instagram account to present our game and introduce the characters. We have identified various social media platforms, including Instagram and TikTok as viable channels of communications once we wish to launch our game with the help of stakeholders. The visual medium of these platforms will help us to showcase our characters and engage in meaningful narratives about the nature of our game in an interactive way.



Self-reflection report about the learning experience of each team member

Amitie- I think our team was extremely successful in achieving our goals. This experience has reminded me of the importance of supporting the vision of the team, even when it might not align with your personal preferences. There is no chance that our game would be as wonderfully multi-layered, engaging, interesting, and challenging had we not followed the direction suggested by those group members who felt passionate and inspired by this particular game mechanism. I believe that helping to develop a really good idea in a supporting role was the reality of group-work for some of us - certainly for myself - and this was both an eye-opening and inspiring position to hold. The contents of this project will probably have absolutely zero effect on my future studies and/or work - as it is well beyond my comfort zone - but the dynamics and processes within the team have shown me the importance of taking calculated steps towards an end-goal. The team's response to suggestions and criticisms during the development process also highlighted the importance of believing in one's project while being adaptable and open to incorporating challenges.

Brittany- I joined the project because it was one of the only law related projects. I am also interested in games and the process of game making. Initially I was expecting to be creating a video game concept and trying my hand at that rather than a board game but in the end I think I like board game more. The idea formed right away and after the initial stages, the creative freedom with the mechanics was handed to me. The goal was definitely not to make the best game on the market. We wanted something playable and that we achieved. The project presented a lot of challenges and through them I learned a lot about myself as well as others in relation to working in teams. I did grab the role of team lead and learned a lot about how teams work, how LIFE projects work more to the depth and how games work. Team did their work as best as it is possible next to also having to do school and my biggest thanks go out to our researcher without who this project would have taken a lot longer to complete if at all.

Birgit- I definitely learned how to work in an international team which was really great because before I only had small group works in other courses that involved people from different countries but now I had a much longer and intensive project where I learned a lot about other perspectives and thoughts. Learning how to make a board game was really interesting and also going on a deep-dive on how we could resolve human rights issues was something that made me think more about my future and how I would like to further my career specifically in human rights. Our project aim was to create a game that should teach young adults about human rights and how to help with these issues and I think we did a really good job and if the game really ends up going to the market then it would benefit a lot of people.

Robert Lukas- The experience gained from this project will definitely be helpful in the future, mainly focusing on teamwork - It is inevitable that there will be disagreements and possible confrontations when working in a team. I have, however, improved my ability to move through them while putting a priority on establishing friendly relationships and finding common ground. I've actively tried to settle disputes through respectful and open communication, making sure that everyone's opinions are heard. The process of researching, conceptualizing, designing, and playtesting the game was challenging but ultimately rewarding. Overall we wanted to give more attention on learning and understanding what human rights is for the players, encouraging dialogue amongst players and critical thinking.

Beyza- The project started with a lot of hesitation and self-doubt as I was questioning my skills and competency at the beginning. It turned out that this is a very usual feeling as most of my team members expressed they are having similar concerns. At the end of the project, I feel a sense of accomplishment upon creating a piece that I can be proud of. I am particularly happy about getting to know people with different interests and learning many things from them.

Juri- As the developer of the game I had to work closely with the team leader to generate and test new ideas. Especially in the beginning, it was challenging to integrate everyone's opinions into one game mechanism. I think it would have been difficult to make everyone happy if we had not settled on one, strong concept. This taught me that, in group-work, sometimes there will be someone who has to take the lead. It was important for us all to agree and work together amicably, so we were lucky to have group members who got along and believed in the final idea. There were some challenges around developing and integrating character backstories, as this relied on other members to complete their work. This is an important lesson in collaboration - and I learned to check-in and assist with others' tasks so that I could complete my own. Overall, this was a good chance for me to learn more about a practical development process - and I think I gained useful experience.