INCLUSIVE PATHways TO PEACE

The War That Never Ends

Methodological guide

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AGENCY FOR MOBILITY AND EU PROGRAMMES

Udruga Studio B

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Enriching lives, opening minds.

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Introduction

The “Block H8 - Peace puzzles Toolkit” methodological guide presents a methodology and innovative tools to engage and empower youth with conflict resolution skills through game-based educational resources and aims to increase the quality of youth work by equipping youth practitioners and organizations with new skills, approaches and methods. It strives to promote common values such as tolerance, inclusivity, and understanding, ultimately contributing to building cohesive and peaceful societies.

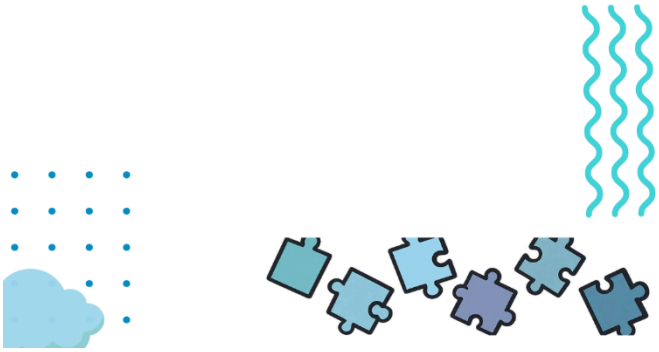
By providing Open Educational Resources (OERs) as a dynamic and interactive environment, we want to equip practitioners with hands-on experience that they can directly apply in their youth-focused initiatives, thereby contributing to enhancing the capacity of Youth and for Youth organizations by offering a practical resource for youth work.

This toolkit’s incorporation of digital elements, such as 360-degree photo/videos and Augmented Reality, provides a cutting-edge approach to non-formal education, available in English, Croatian, Serbian, Spanish, Greek and Turkish, ensuring that YPs, youth organizations, and training providers can use it in a way that respects diverse linguistic and cultural contexts.

Concerning the Youth, the overarching goal of these Open Educational Resources is to contribute to the enhancement of critical thinking and problem-solving, decision-making, teamwork, media literacy, communication and collaboration, leadership, professionalism, and strong empathy among young people, through active participation, in order to enhance conflict prevention and resolution abilities among youth.

Block H8 – Peace Puzzles Toolkit – Methodological Guide is a practical handbook for preparing and implementing 8 educational escape room activities focused on peacebuilding, human rights, inclusion, non-violent communication, emotional intelligence, digital safety, and the prevention of discrimination.

The guide provides detailed methodologies for each room. For every escape room, it presents the visual setup of the space, educational objectives, target group, accessibility and adaptation options, scenario, game objective, room layout, required materials, preparation process, the role of the Game master, gameplay flow, tips, hints, and debriefing questions, thereby providing a comprehensive tool for every practitioner in both non-formal and formal learning settings.



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Project context

"Inclusive pathways to peace, 2024-2-HR01-KA220-YOU-000279458" is an Erasmus+ KA2 *Cooperation partnerships in youth* project, coordinated by Association Studio B (Croatia) with partners from Serbia (Udruženje Svetlost), Spain (ASOCIACIÓN JUVENIL ERASMIAU), and Cyprus (Neolea gia antalagi kai katanoisi – Youth for Exchange and Understanding). The project aims to engage and empower 181 youth with conflict resolution skills through game-based educational resources and to increase the quality of youth work by equipping 130 youth practitioners with new skills, approaches and tools. The project promotes common values such as tolerance, inclusivity, and understanding, ultimately contributing to building cohesive and peaceful societies. After participatory action research and using creative gamification approach, partners co-created open educational resources - including interactive escape rooms enhanced with 360° and augmented reality elements - that support young people in building empathy, communication, and conflict resolution skills. By combining non-formal education and digital innovation, the project is strengthening the quality of youth work and contributing to more cohesive, democratic, and peaceful communities across Europe.



This guidebook was developed as an intellectual output within the project.

During its implementation, partners collaborated on the creation and testing of **educational escape rooms** focused on topics related to peacebuilding, conflict transformation, empathy, human rights, communication, and cooperation among young people. Through international collaboration and exchange of experiences, the project explored how game-based learning and highly participative educational activities can encourage active participation and meaningful learning among youth. The escape rooms in this guide were developed by **four national teams** of 10 youngsters and 2 youth workers, **tested** in an international setting in Šabac, Serbia in March of 2026, **further refined** based on feedback by the participants of that mobility, to finally be used in **local events** in Croatia, Cyprus and Spain. This approach enabled us to create a meaningful learning resource, that is both fun and educational for both youth and youth practitioners, with an immersive experience going much deeper than traditional learning methods.

This guide was created as a practical support resource for educators, youth workers, trainers, facilitators, and organizations interested in using educational escape rooms in their work.

We hope you'll enjoy using it as much as we enjoyed the process of its creation!

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The War That Never Ends

1 Introduction

A) Context

This escape room connects the game narrative with the project's educational focus by presenting violence as an ongoing social reality rather than a closed historical phenomenon. Through the metaphor of a museum, participants explore different forms of violence - hate speech, structural, institutional and physical violence - and understand how they are embedded in everyday social systems. The challenges reflect mechanisms that continue to shape exclusion, discrimination and conflict in contemporary societies, encouraging young people to critically reflect on their role in recognising and addressing these dynamics.

B) Visual presentation of the room

The room should give protagonism to five main elements: one exhibition element in each corner of the space (four in total) and, in the centre, a reception spot with a clearly identifiable and well-uniformed cashier acting as the Game master. The four corner elements correspond to the four types of violence addressed in the escape room and are presented as "museum vitrines" containing locked chests. We don´t need a glass vitrine, the chest should be accessible and touchable, but we use vitrine to catch the concept of something that is exposed in a museum exposition.

From a practical perspective, thinking in the future about people that will decorate, the space can be understood as a modern museum exhibition, where the focus is placed on what is displayed rather than on extensive decoration. For this reason, it is not necessary to cover walls, hide existing room elements or add complex scenography. The original features of the room can remain visible whilst the exhibition elements are clearly highlighted.

On the reception point there is one big poster of the pink panther that is provided in the materials list. This is an important element for the last part of the ER.

Lighting plays a key role in defining the atmosphere. A low general light, combined with one focused light on each corner "vitrine", is sufficient to guide attention and create the intended mood. The central reception desk should also be clearly visible to allow smooth interaction between participants and the cashier throughout the game.

C) Educational objectives

- Raise awareness among young people about different forms of violence present in contemporary societies, with a specific focus on hate speech, structural violence, institutional violence and physical violence.
- Support participants in identifying how these forms of violence are interconnected and how they operate both at individual and systemic levels in everyday social contexts.

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- Promote critical thinking by encouraging participants to analyse information, recognise patterns, and make connections between clues discovered in the online and physical environments.
- Develop problem-solving skills through cooperative tasks that require logic, interpretation and decision-making rather than trial-and-error approaches.
- Strengthen teamwork and communication skills by placing participants in situations where collaboration, role distribution and shared responsibility are essential to progress.
- Foster empathy and perspective-taking by inviting participants to reflect on the impact of violence on individuals and communities and on their own role in recognising and addressing these issues.
- Encourage active citizenship by creating space for reflection on how young people can respond to violence, discrimination and exclusion in their local and European contexts.

D) Target group profile and number

Age: 16-30

Group size recommendation: from 4 to 6 participants is okay

Group profile: This escape room is designed for young people interested in social issues and contemporary challenges. No previous knowledge of the topics or prior escape room experience is required. Participants should be willing to collaborate, communicate and engage in problem-solving within a group setting.

Escape room difficulty: Medium

E) Accessibility & Adaptability

This escape room is designed with accessibility in mind, ensuring that participants with different needs can meaningfully engage with the experience and contribute to the group process. As the activity explores complex social themes through cooperation, all core puzzles, instructions, and tasks should be adaptable so that no participant is excluded due to physical, sensory, or cognitive barriers.

All essential information should be available in visual and spoken formats whenever possible. Facilitators are encouraged to explain instructions clearly, repeat key messages when needed, and check that every participant understands their role and the objective of each phase. If written materials are used, they can be enlarged, simplified, or read aloud depending on the needs of the group.

When preparing the room, special attention should be given to physical accessibility. Ensure enough space for wheelchair movement between the four exhibition corners and the central reception point. Avoid blocked pathways, unstable objects, or layouts that require participants to bend excessively, climb, or perform actions requiring unnecessary physical strength. Chests, lockers, clues, and interactive materials should be placed at reachable heights for all players.

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Because some tasks involve handling small objects, reading codes, or navigating between physical and digital environments, facilitators may adapt mechanics where necessary. For example, participants can work in pairs, receive verbal support, use alternative formats, or be assigned complementary roles within the team. The educational value of the activity lies in cooperation, reflection, and participation—not in completing tasks in only one specific way.

Flexibility is strongly encouraged. Facilitators may modify timing, redistribute responsibilities, simplify certain steps, or provide additional hints depending on the composition of the group. The aim is not only access to the room, but equal opportunity to participate, think critically, collaborate, and enjoy the full learning experience.

2 Step by step preparation

2.1 Scenario

THE WAR THAT NEVER ENDS takes place inside a museum that exhibits different forms of violence still present in today's societies. As visitors, participants are invited to explore the exhibition, observe what is shown and uncover hidden connections between the displays.

Some exhibits are accessible, while others remain closed and require deeper understanding. Time is limited, and only through collaboration and critical thinking will the museum reveal its full message.

2.2 Objective of the game

The objective of the game is for participants to successfully navigate the museum by accessing restricted exhibits, solving interconnected challenges and progressing through both the online and physical environments within the given time. Players must collect information, identify patterns and apply what they discover in one space to advance in the other.

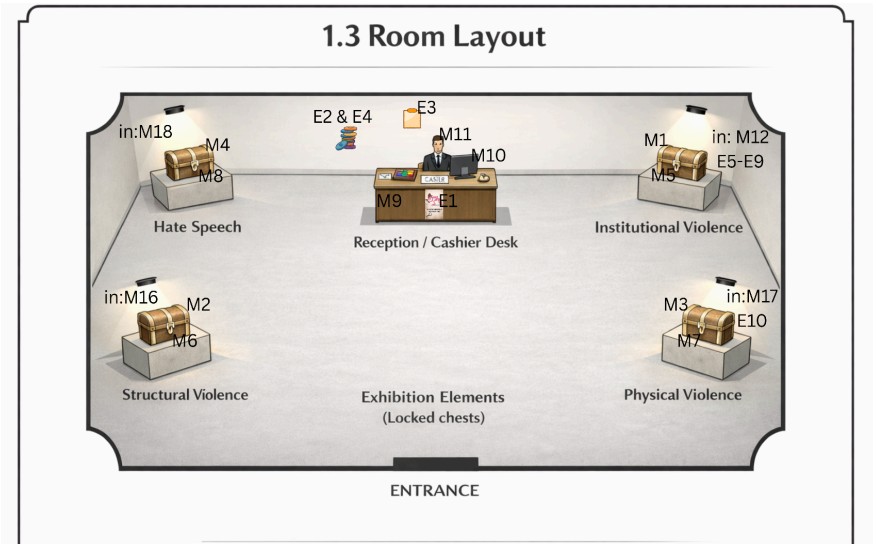
The game is designed so that progress is only possible through cooperation. Participants must share findings, coordinate actions and make collective decisions to unlock the exhibits and move forward. Individual success is not sufficient; the group must function as a unit to complete the experience.

The final goal is to complete the exhibition route and reach the closing stage of the museum, where all previously collected elements come together to allow participants to conclude the escape room.

2.3 Room Layout

Depending on the shape and size of the room you will be using as the area of the escape room, the room layout will also vary. The most important thing is keeping the flow of the room relatively the same, e.g. keeping the first steps of the escape room towards the entry way and the final steps toward the back of the room. We suggest the following layout as an idea which can be adapted according to the space being used:

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The chests don´t need to be named under, participants will guess it by themselves.

2.4 The Materials

In the room

- M1. Chest 1 (Institutional Violence) **A chest can be any box that can be secured with a keypad lock
- M2. Chest 2 (Structural Violence)
- M3. Chest 3 (Physical Violence)
- M4. Chest 4 (HateSpeech)
- M5. Locker 1 (4 digits) In case to find only 3 digits locker, the code will be the 3 first digits.
- M6. Locker 2 (4 digits)
- M7. Locker 3 (4 digits)
- M8. Locker 4 (4 digits)
- M9. Reception Point (table or similar
- M10. Computer Device in Reception where 360° Museum is displayed (LINK: https://www.deskom.rs/vt/IPP_ER/2.1.TWTNEMG/) with connection to Speakers (used for background music)

SCAN

- M11. Uniform/costume for cashier
- M12 Envelopes numbered 1,2 & 3 (with UV written in the back: WELCOME too many times (example attached in DIY document)

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In possession of the Game master:

- M13. TIMER (Game master is informing the players about the time)
- M14. Pen and Paper, in case the participants need to solve the puzzles.
- M15 UV READER LIGHT
- M16 Enough kilograms of Lentils to fully fill one chest + 5 of them should have 1 black cross with black permanent marker.
- M17 “Bloody” Papers with Morse Code
- M18 Test Hate Speech Printed as many participants as possible

Making off (previous preparation)

- M19 UV Marker
- M20 Black Marker

Additional:

Use of phones:

Participants are not allowed to use personal phones. All digital interaction takes place on the computer at the reception point.

Sound and music:

The Pink Panther Theme (Henry Mancini) is played in a continuous loop at very low volume to support the investigative atmosphere without distracting participants.

Link on Spotify:
https://open.spotify.com/track/0juPSJLFnLFim7BK6VzTes?si=763ff3753a204148

SCAN

Link on YouTube: https://www.youtube.com/watch?v=VyZiluMufTA

SCAN

Link on Google Drive (Downloaded File):
https://drive.google.com/file/d/1v-qvVL1qSZS-WuDEEtYl0yT3LiWMVXSV/view?usp=sharing

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Lighting:

Lighting remains constant, with low general light and one focused light on each exhibition element.

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Technical requirements:

A stable internet connection and a functioning computer are required. The **Game master** checks all technical elements before the game starts.

Timer:

The timer is managed by the cashier. Time is announced verbally at key moments (e.g. “30 minutes remaining”, “20 minutes remaining”) or upon request. Total game time is 45 minutes.

2.5 How to set up the room

The following steps you will have to do before every group of participants starts their escape room journey.

1. Arrange all physical materials and elements in the room according to the defined room layout.

- Place the reception table (M9) in the centre of the room.
  - Place the computer device (M10) on the reception table and open the online 360° museum (LINK: https://www.deskom.rs/vt/IPP_ER/2.1.TWTNEMG/) + Play Background Music

SCAN

- Place the Pink Panther poster (E1) on the front of the reception desk, clearly visible to participants. Write in the back: ¡CONGRATULATIONS YOU ESCAPED THE ROOM!
- Prepare the cashier uniform or costume (M11) and ensure it is worn by the Game master.

2. Place the four chests in the corners of the room:

- M1 (Institutional Violence)
- M2 (Structural Violence)
- M3 (Physical Violence)
- M4 (Hate Speech Violence).

3. Place one locker next to or attached to each chest:

- M5 with M1, (code 3600)
- M6 with M2, (code 3500)
- M7 with M3, (code 2000)
- M8 with M4, (code 1088)

4. Insert the corresponding materials/elements inside each chest.

- M1. Chest 1 (Institutional Violence)

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- M12 Envelope 1
- E5 Written experience from a person that its migrating
- M12 Envelope 2
- E6 Application for Residence 1 cut in irregular pieces and mix
- E6 Application for Residence 2 cut in irregular pieces and mix
- E6 Application for Residence 3 cut in irregular pieces and mix
- M12 Envelope 3 (write on the
- E7 White Paper + UV Message
- M2. Chest 2 (Structural Violence)
- M16 Lentils will fill the chest to the top
- M3. Chest 3 (Physical Violence)
- M17 and E8 inside
- M4. Chest 4 (Hate Speech)
- E9 inside

5. Close and lock all chests (M1–M4).
6. Prepare the coloured tokens:

- E2, E3 & E4 should remain in possession of the Game master.

7. Prepare the timer M13. The cashier manages the time and announces it verbally during the game.
8. Check internet connection and ensure the online museum loads correctly.
9. Do a final check of all locks, materials and positions before allowing participants to enter the room.

All the steps above are to be repeated before every group of participants enters the room, these will be your setup and reset steps to follow.

TIPS:

➔ When you install the game zone: make sure you remember the location of every clue! This will allow you to follow the progress of the participants during their game and give them the right clues.

➔ It is recommended to recount the material at the end of the session. It is possible that players have written on some or that they have accidentally kept some of the materials in their pockets.

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3 Step by step implementation

3.1 The Game master

General Game master missions are to:

- Prepare all the game media, set up the room and then put it back in place;
- Welcome the players and immerse them in the atmosphere of their mission before the game;
- Follow the game in order to help them, give them clues or advice;
- Once the mission is over, the Game master is here to debrief with the players by going back over the highlights of the mission.

In the game space, we advise that the Game master remains a little bit away from the group for the sake of leaving the necessary space for the players to evolve independently and perhaps be less tempted to ask for clues or judge the reactions of the Game master.

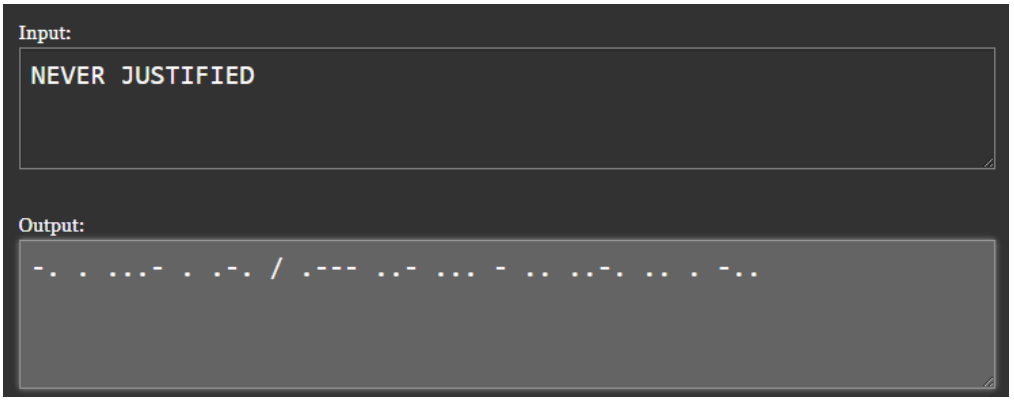
Specifics of the GM role in this ER:

The Game master performs the role of cashier while the game is happening.

It consists in a punctual interaction during these moments:

- To facilitate situations and provide hints
- For the M1 Chest about Institutional Violence, participants will go to GM after completing the puzzles asking for the light, UV light reader should be given, and they will come back telling the word WELCOME. Chest M1 Completed. Give them tokens.
- For the M2 Chest about Structural Violence, participants will give to GM 5 marked lentils previously marked with black marker. Chest M2 Completed. Give them Tokens.
- For the M3 Chest about Physical Violence, we will put a bunch of white papers previously dirtied with red marker pretending to be blood. Inside each of them is written in Morse code one letter of the word: NEVER JUSTIFIED. The morse letters of the word *Never* will be in black ink, the ones of *Justified* will be in red ink (visible separated from red dirtiness). They will tell you these two words when guessing and completing the chest.

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https://morsecodetranslator.com/

SCAN

- For the M4 Chest about Hate Speech, they will give you the paper once they complete the test. Chest Completed.
- Once the team finish one chest, perform the role of cashier and in exchange for the complete tasks provides them a delimited number of tokens following this pattern:
- Doesn't matter which chest they complete, the token provision is this one:

- First Chest completed: provides 1 token (random colour)
- Second Chest completed: provides 2 tokens (random colours)
- Third Chest completed: provides 2 tokens (random colours)
- Fourth Chest completed: provides 3 tokens (random colours)

- With the fourth chest completed and after providing the final 3 tokens participants should be in possession of (3 red tokens, 2 yellow tokens, 2 blue tokens & 1 white token) and the GAME MASTER WILL MAKE THIS QUESTION:

- WOULD YOU LIKE TO RECEIVE THE TOKENS MENU?

- (Game master should be in possession of:
- E2. Cardboard colourful tokens (3 Red, 2 Yellow, 2 Blue, 1 White) (previous part)
- E3. Menu of Tokens
- E4. Final coloured tokens (Orange, Green, Purple, Pink) with coded numbers written on them (read: Specific GM Instructions 2.1.))

- As they say yes, they will receive the Tokens Menu E3

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- Then the cashier act as a trade office, depending which colour tokens they exchange the cashier provides following this pattern:

  - Participants provide 1 blue + 1 yellow = Cashier provides 1 green token
  - Participants provide 1 yellow + 1 red = Cashier provides 1 orange token
  - Participants provide 1 blue + 1 red = Cashier provides 1 purple token
  - Participants provide 1 red + 1 white = Cashier provides 1 pink token

Messages written in the new tokens

🟠 **Orange token — ALMOST** A (19) · L (4) · M (5) · O (7) · S (11) · T (12) ➡️ 19 4 5 7 11 12	🟣 **Purple token — TO THE** T (12) · O (7) · T (12) · H (26) · E (23) ➡️ 12 7 12 26 23
🟢 **Green token — CLOSE** C (21) · L (4) · O (7) · S (11) · E (23) ➡️ 21 4 7 11 23	🌸 **Pink token — SOLUTION** S (11) · O (7) · L (4) · U (13) · T (12) · I (1) · O (7) · N (6) ➡️ 11 7 4 13 12 1 7 6

These messages are not random numbers, they follow the numerical cipher rule: (i = 1, j = 2, k = 3, l =4.... When the numbers achieved Z= 18 they go back to A= 19) They will know because the "hints written in the PINK PANTHER POSTER. The GM should be the one encouraging them to look at it in case that they are lost.

Important distraction notes

If a participant focuses too much on the Pink Panther poster too early, the Game master should redirect their attention by improvising and guiding the group back to other tasks, allowing the poster to remain unnoticed until the final stage.

The conclusion is to understand that PINK IS THE SOLUTION, participants will have in front of them the PINK PANTHER POSTER, in the back of it there is a congratulation message, they managed to escape.

3.2 Introductions and instructions

Before starting the game, it is the Game master's job to introduce themselves and explain their role. The Game master is here in case participants need some help or are lost in the game. Explain the scenario if they still have some questions and explain about the timer.

Ask the participants if they have already played an escape game and if not, explain to them the purpose and mechanisms of escape games.

Inform the participants they have 45 minutes to complete the escape room.

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Give the following instructions:

- Respect the Props and Decor: Treat all props and decor with care and respect.
- Do not use physical force, only mental. No clue is intended to be revealed by breaking elements of the room.
- Communicate Effectively. Clear communication is key to success. Make sure to verbalize your thoughts. observations and ideas with your team members.
- Listening to each other's perspectives is crucial for solving puzzles efficiently.
- Use your resources wisely. Utilize all available resources, including clues, tools and your teammates' skill and knowledge.
- Think creatively and think outside the box to find solutions to challenges.
- Stay focused. Keep your focus on the task at hand and avoid distractions.
- Concentrate on solving puzzles and progressing through the game to achieve your ultimate goal.
- Manage your time. Time management is essential. Pace yourselves throughout the game to ensure you have enough time to solve all puzzles and complete the mission before the countdown expires.
- Stay positive and encouraging. Maintain a positive attitude and encourage your teammates. Support each other through challenges and celebrate your successes together.
- Seek help if needed. If you find yourself stuck on a particular puzzle or clue, don't hesitate to ask for hints or assistance from the Game master. They are there to help guide you and ensure you have an enjoyable experience.
- Follow safety guidelines. Be mindful of any safety guidelines provided by the Game master. Avoid running, jumping or engaging in any behaviour that could result in injury to yourself and others. No clue is hidden in a way that requires climbing furniture or moving heavy pieces of the set.
- Above all, remember to enjoy the experience! Embrace the adventure, immerse yourself in the story, and have fun working together with your team to overcome challenges and the escape room.

*TIP- It is better to give instructions outside of the play area, preferably in a quieter area where players can focus on what is being said by the Game master.

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Additional instructions:

The experience starts in the online museum. Participants should explore it carefully, as the information found there provides the codes needed to unlock the lockers in the physical room.

Lockers can only be opened using codes obtained from the online museum. Guessing codes or forcing lockers is not allowed.

Once a chest is fully solved, participants must go to the cashier with the results to verify the solution.

Coloured tokens are only provided by the cashier and must not be taken or exchanged without their confirmation.

3.3 Hints and tips

During the course of the game the Game master should observe and give some hints or tips to the players. We have suggested some hints, at certain moments through the course of the play, depending on the situation, the Game master can give additional hints or tips. However, make sure you give players time to play and try to guess things, only give hints if asked or in case players are stuck.

Specific hints can be added here:

- ER is not very difficult to be understood, but just to add that the cashier should have a playful attitude in the moment of hints giving.

3.4 Course of the gameplay

1. The escape room follows a linear but flexible flow, combining an online exploration phase with a physical problem-solving experience. The order in which chests are solved may vary, but the general progression of the game remains the same.
2. Introduction and entry. After the introduction and explanation of the rules by the cashier, participants enter the room and take their position as museum visitors. The cashier invites them to begin by exploring the online museum.
3. Online museum exploration. Participants access the online 360° museum from the computer at the reception point. They explore the virtual exhibition and interact with the paintings displayed. The museum contains eight paintings, organised in pairs. Each pair is related to one type of violence and leads to a shared logical or mathematical operation. Solving each operation provides a four-digit code.
4. Unlocking the lockers Using the codes obtained from the online museum, participants unlock the corresponding lockers located next to the chests in the room. Each locker gives access to one chest, but participants decide the order in which they open them.
5. Solving the chests. Inside each chest:

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- M1: They will open envelope M12.1 and read the text, they will open envelope M12.2 and do the 3 puzzles that will take them to the conclusion of asking the cashier for the light. They will read the word WELCOME all over the back of the envelopes and tell that word to the cashier.
- M2: They will open the chest and find 5 marked lentils with black permanent marker. Give the lentils to the cashier to complete the task of that chest.
- M3: Participants will open the chest and find a lot of bloody papers. Opening them they find a morse letter in each on them. Inside chest a morse decoder
- M4: They will open the box a take a paper per person. Its a version of the 3 minutes test. They will complete it until the end and give it to you and receive their tokens.

6. Token distribution. After verifying the solution, the cashier provides coloured tokens according to the number of chests already completed. The order of chest completion does not affect the token distribution rules.
7. Token exchange phase. After all four chests are completed and the cashier provides the final tokens, the cashier asks participants if they would like to receive the Token Menu. Using this menu, participants can exchange basic-coloured tokens for new colours by interacting with the cashier. All exchanges must be confirmed by the cashier.
8. Final resolution. Through the exchange process, participants obtain several tokens but specially the pink token, which represents the final key to the escape room. It has a numerical coding that they will solve by looking at the hint in the Pink Panther Poster.
9. By observing the reception area and connecting the colour with the Pink Panther poster again, participants discover the final step of the game. Turning the poster reveals a congratulatory message, marking the successful completion of the escape room.
10. End of the game. The cashier confirms that the escape room has been completed and invites participants to move to the debriefing phase.

3.5 Debriefing phase

The Game master congratulates the players on completion of the escape room.

Elementary questions:

How do you feel?

Did you enjoy the game?

Did you feel under pressure with time?

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Discussion:

A discussion led by the Game master based on the educational topic should follow. Together with participants, the GM should recap all that was important to learn from this educational escape room experience.

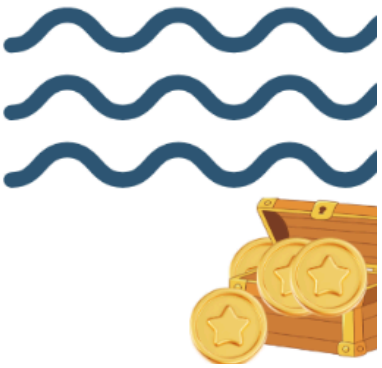
Any educational topic specific questions should be added here.

- Did you recognise Physical Violence during the ER? Can you tell one example of this type of violence that you see in your daily life?
- Did you recognise Institutional Violence during the ER? Can you tell one example of this type of violence that you see in your daily life?
- Did you recognise Hate Speech during the ER? Can you tell one example of this type of violence that you see in your daily life?
- Did you recognise Structural Violence during the ER? Can you tell one example of this type of violence that you see in your daily life?

Taking a group picture: Game master helps the players take a group picture in celebration of completion.

Participants' feedback: Game master invites the players to give any additional feedback they might have regarding the experience.





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Impressum

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ASSOCIATION LIGHT
SIME KATICA 1
15000 ŠABAC – SERBIA
nvo.svetlost@gmail.com

Editor in chief

Marija Ristić, Association Light

Design

Vojislav Radosavljević

Contributors

Saša Despotović, Gordana Mandić Radosavljević, Nikolina Jureković, Magdalena Dević, Kemal Ashik

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