O2 ROAD MAP
for new peace games development

Peace
GAMES

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O2 ROAD MAP
for new peace games development

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Peace GAMES

Co-funded by
the European Union

"It was new terrain and fun to play as a given role in politics, discuss with others and get a feeling how it could may be in real life."
Student feedback

Introduction

As research shows, games and game elements are effective means to increase motivation, communication and inclusion of students. Besides the fun factor they also show positive effects on socialisation as well as problem solving skills and acquisition of a wide range of competences. The potential of games (board games and interactive digital games) to generate interest by children and older students for citizenship, conflict transformation, negotiation, peace and respectful communication is recognised by many stakeholders and specialised educators1. The importance of strengthening peace capacities through game-based learning is also reflected in the Declaration for Joint Advocacy "Manifesto for peace education as a public good".

Games have a long history, but they do not only serve to pass the time but they can also consciously contribute to the promotion of various competences. Games can contribute to the development of civic, democratic and social skills by harnessing the full potential of game-based learning in formal and informal settings. In the last decades, a multitude of cooperative games have been developed, but rarely specifically for the educational sector.

In the first phase of the peace games project 120 games were collected and internally evaluated. The shortlist of the games are presented in the Games Catalogue[1] on the Peace Games website[2]. From the collected games more than 50% were cooperative games where the participants play together and win to-

gether. Almost 30% were collaborative games, where participants work together but there is just one winner or one winning group. The rest falls into the category of competetive games, where all play against each other. The games that were chosen for the project have already the team aspect and collaboration tendencies in their gameplay.

Piloting of existing games

The collected games and their application in educational settings were tested in schools, universities and educational institutions in six different countries (Austria, France, Germany, Italy, Malta, Spain) with the aim to identify which positive impact selected games can have on young people in developing and increasing competences and skills for peace-related democratic culture.

From the feedback and reviews from student questionnairs and teachers reports we learned what worked well with the target group and what were the issues and problems that occured during the play sessions.

What students liked about the piloted games:

- Working together and team success
- Having fun with classmates and teacher
- Dealing with current problems
- Creative challenges
- Getting to know the classmates better
- Immersion in an real and authentic situation
- Simple rules
- Interaction
- Well executed games

1   Laboratory for Education Inspiring Peace (EIP Lab). Peace Games Catalogue. In: http://eiplab.eu/peace-games-online-catalogue (accessed 12 January 2023).

2   Laboratory for Education Inspiring Peace (EIP Lab). Peace Games. In: http://eiplab.eu/peace-games (accessed 12 January 2023).

- Clear usable or no material
- Games/Instructions in different languages
- Beeing outdoors

What did they learn during play:

- Understanding for the other
- Negotiation
- Reflection and act together
- Communication with schoolmates they would never talk to
- To play with everyone without fighting
- Communication is key and if one is not able/allowed to communicate their thoughts people get very frustrated
- How easily misunderstandings can happen
- Actions have consequences
- It is hard to keep everyone happy
- Devide between fact and opinion
- Be open-minded, listen to other players, to switch the perspectives
- To be empathetic
- Find creative solutions
- Trust in team mates
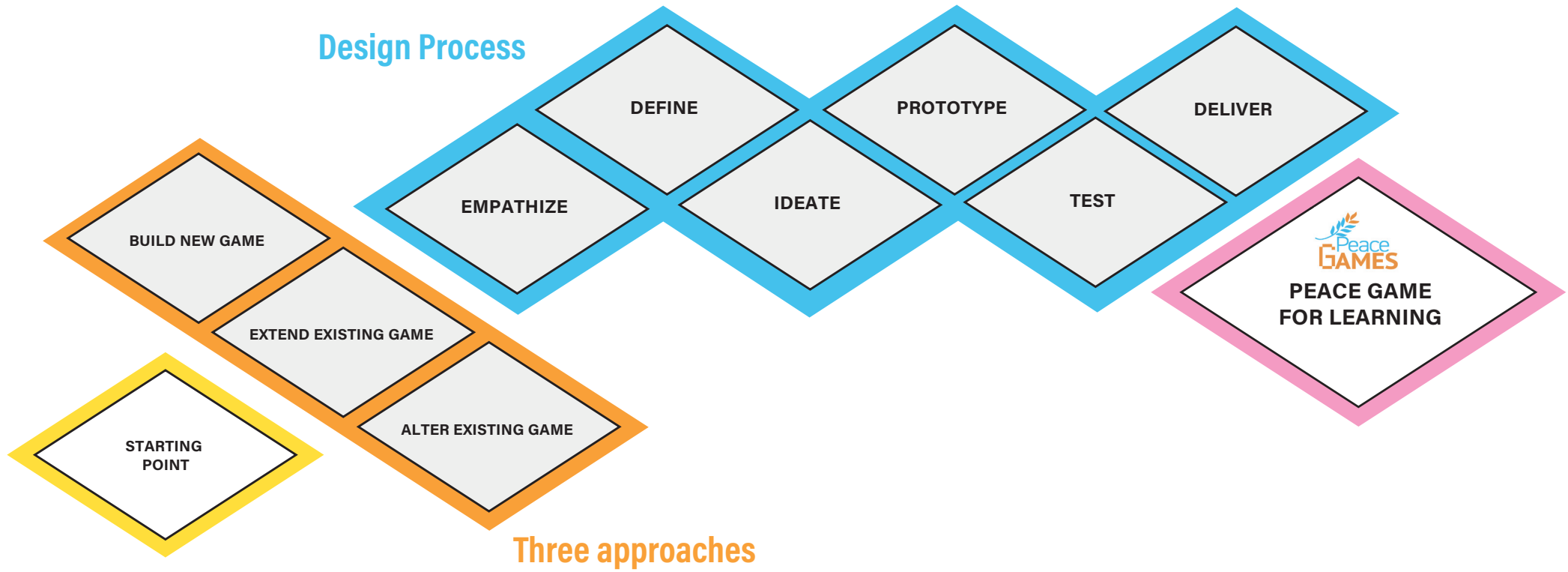
Deficits within the existing games:

Barriers and Challenges:
- preparation time
- duration time of game-based activities

- meeting the learning objectives
- technical equipment needed/available
- access to the resources, costs
- integration with the curriculum

What designers need to consider:

- Does it fit to the target group?
- Does the game have clear objectives?
- Is the game fun?
- Does it meet the own requirements & goals?
- Make the rules as easy as possible
- Rules should be quickly understandable
- Rules should be clear, with little scope of interpretation
- Provide a version of rules in easy language or only with symbols
- Use a combination of existing game, play & interaction principles
- Know the target group
- Think about different limitations, restrictions (time needed to play, how many players, any specific equippment necessary, etc.)
- For analogue games, pay attention to the materials used
- Is the size of game items suitable for the target group
- Accessibility and Inclusion: You should check if the game is useable and supports people with diverse abilities like visual impairment, auditory disability, learning disabilities, physical disabilities

Design Process

DEFINE

PROTOTYPE

DELIVER

EMPATHIZE

IDEATE

TEST

BUILD NEW GAME

EXTEND EXISTING GAME

ALTER EXISTING GAME

STARTING POINT

PEACE GAME FOR LEARNING

Three approaches

How to use the roadmap

The road map is a tool to give inspirations and help you through the process of designing or adapting games with impact. The road map comes with a set of printable cards which support the creative process and helps with integrating peace related competences as essential part of the game play.

After reading the introductory document the cards can be used as a starting point to gain ideas in a group but also for a one-person challenge. The cards consist of a set of ideation cards where target group and game mechanics can be defined, a set of competences cards and a set of game scope cards that can be used for evaluation of the designed game.

Target Group (5 cards):

The cards propose different target groups to develop the game for. Although the games can be useful for all age groups it is important to concentrate on one of the target groups in the design process. There are important things to consider like reading capabilities, level of understanding complex relations or contexts and also styles of visual design and tone and voice of the content of the game.

Five different target groups are proposed in this road map:

- KINDERGARDEN: Kids that are between the age of 4-6 years old.
- PRIMARY SCHOOL: Pupils that are between the age of 6-10 years old.
- SECONDARY SCHOOL: Pupils that are between the age of 10-14 years old.
- HIGH SCHOOL: Pupils that are between the age of 15-19 years old.
- STUDENTS: Students that are between the age of 19-25 years old.

GBL mechanics and interactions[1] (3 cards):

- competition by playing against other individual players
- collaborative learning by playing together for learning
- coopetition by playing together (cooperation) against other groups (competition)

Peace Game Topics (8 cards):

- Children's rights, democracy, citizenship
- Dealing with disabilities
- Prejudices and stereotypes, Cultural diversity, Intercultural understanding
- Prevention of bullying
- Decision-making
- Cooperation
- Peace and War
- Emotions

Competence for democratic culture (20 cards):

The cards are based on the definition of competences for democratic culture by the "Reference Framework of Competences for Democratic Culture of the Council of Europe" (RFCDC)[2]

VALUES
- Valuing human dignity and human rights

1 DOI: http://dx.doi.org/10.4135/9781483385198.n51

2 Council of Europe. Reference Framework of Competences for Democratic Culture. In: https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture (accessed 12 January 2023).

- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law
-

ATTITUDES

- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity
-

SKILLS

- Autonomous learning skills
- Analytical and critical thinking skill
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict resolution skills
-

KNOWLEDGE AND CRITICAL UNDERSTANDING

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability.

Game Scope Cards and Questions (14 cards):

The Game Scope[3] is a tool developed to evaluate the potential of games and to learn to critically analyse a game prototype and evaluate certain areas of the game concept. The tool is intended to enable structured discussion of all interested parties, e.g. game developers, teachers, students to make a good game concept. For the Peace games road map card only a selection of the original cards was taken.

1. Do the players have clear responsibilities in the game?
2. Do the players assume a fictional role in the game (e.g. warrior, doctor or wizard) instead of being themselves?
3. Can the player begin the game without too much instruction?
4. Are the required actions easy to carry out for the players (e.g. with hints)?
5. Do the players receive feedback during the game so they can adapt their play behaviour?
6. Do the players need each other to reach goals in the game?
7. Does the game trigger interaction between players in the real world?
8. Is the chosen game world motivation for the players?
9. Is the game engaging?
10. Does the game support critical thinking?
11. Does the game avoid gender stereotypes?
12. Are there different outcomes for different players?
13. Would the game be useful for different types of learning groups?
14. Which question is missing?

3 D. Crombie, P. Mersch, I. Dulskaia, und F. Bellini, „The JamToday Network: The European Learning Hub for Applied-Games for Learning Environments", in Digital Technology and Organizational Change, Bd. 23, C. Rossignoli, F. Virili, und S. Za, Hrsg. Cham: Springer International Publishing, 2018, S. 173–186. doi: 10.1007/978-3-319-62051-0_15. (last accessed 10. February 2023)

How to approach the playful challenge

This road map can help professional game developers with finding new pathways as well as value the creative potential of teachers and students to show them ways how to integrate game development in the field of peace education.

To help game designers and teachers with peace games creation three ways of developing games are suggested:

- **the first suggested option is to develop a completely new game,**
- **the second to redesign and adapt an existing one,**
- **the third option is to develop an extension pack to an existing game.**

This activity[1] will help you design an education-related game. The cards and procedural instructions will support you in your design.

What you need:
- print out cards / cut them out
- print out the instruction
- print out GameScope Map
- print out the Concept Canvas
- Pens
- Paper

_____
1 based on DISCOVER workshop: Pivec, M., Moretti, M. (Eds.): Game-based learning. Discover the pleasure of learning. Lengerich: Pabst Science Publishers 2008.

ROADMAP FOR THE DEVELOPMENT OF A NEW PEACE GAME

1. EMPATHIZE

Research your users' needs. Find an education-related topic that your game will address.

→ USE

Target group cards
Topic cards
Competence for democratic culture cards
Mechanics and interactions cards

Find learning objectives and Learning outcomes that will be targeted with the game.

In addition to curricular topics, learning objectives and outcomes can be a number of skills, such as teamwork, critical thinking, expressing opinions, etc. One game can be used to target many different learning outcomes. Find out more about your target group.

ROADMAP FOR THE DEVELOPMENT OF A NEW PEACE GAME

2. DEFINE

State your users' needs and problems and choose pedagogical methods.

Under what circumstances do you think a learning process takes place?

Relate these factors to your own target audience.

In addition to age, consider motivation, preferred activities, passions. Do girls and boys differ in their preferences and if so, how?

ROADMAP FOR THE DEVELOPMENT OF A NEW PEACE GAME

3. IDEATE

Challenge assumptions and create ideas for your game.

(working) title and genre - For the selection of the ultimate game name, you may want to keep your target audience in mind and what they would consider a „cool" name.

Develop a scene - work out the plot and define the environment.

The gameplay must be sensibly placed in a situation that the outcome is is important and the activity itself is motivating.

ROADMAP FOR THE DEVELOPMENT OF A NEW PEACE GAME

4. PROTOTYPE

Start to create solutions and work out the details.

Develop a storyboard outline for the game. Define clear objectives for the activities.

Outline the game elements: What is fun in your game, where is the challenge, what will be the reward and game motivation?
What specific tasks do players and teams have? What goals must be achieved? How can tasks be accomplished?

→ USE

Scope Cards **for challenging your ideas**
Concept Canvas

How to use the Game Scope Cards
Game Scope: 5 steps to evaluate the quality of your game concept

1. Stack the cards in the right order.
2. Pull a card from the stack and read the question aloud.
3. Discuss the answer in the group.
4. Put the card on the section that corresponds to the choice agreed in the group.

5. Look at the questions that have been put on NO or DOUBT. Together, select and dicuss the three most relevant questions.

Think about educational support:

What level of knowledge currently characterizes the players?
On what basis is it built to achieve the intended learning goals?
Where can the learners find all the necessary information?
Are there, for example, courses and lectures or should certain sources on the Internet be used? Is the required knowledge offered in the course of the game?

To make the developed game useful for students and teachers the road map suggests using the concept canvas to answer important questions regarding the integration of the game in an educational setting.

This canvas can be used to evaluate the designed game in an iterative process.

ROADMAP FOR THE DEVELOPMENT OF A NEW PEACE GAME

5. TEST

Try out your solutions and evaluate your game idea.

Present your idea to your team members or other teams to get feedback on learning objectives and pedagogical methods. For testing purposes it is also advised to test early with members of your target group.
You test group should be well distributed in age and gender to get diffe-rent perspectives on how they like your game and what can be improved.
Test your game idea with representatives of your target group but also with important stakeholders like teachers and parents.

→ USE
Scope Cards **for evaluation**

How to use the Game Scope Cards
Game Scope: 5 steps to evaluate the quality of your game concept
1. Stack the cards in the right order.
2. Pull a card from the stack and read the question aloud.
3. Discuss the answer in the group.
4. Put the card on the section that corresponds to the choice agreed in the group.
5. Look at the questions that have been put on NO or DOUBT. Toge-ther, select and dicuss the three most relevant questions.

ROADMAP FOR THE DEVELOPMENT OF A NEW PEACE GAME

6. DELIVER

Think of ways to produce and promote your developed game.

Present your game to different stakeholders like distribution agen-cies, educational game publishers, schools or institutions in the field of education and also policymakers.

How to enhance the effectiveness of your playful products?

Ensure that your playful products will foster:

- competence based learning
- richer learning experience
- contextual learning
- linking theory and practice
- stimulate pro-active behaviour and participation

Target group

The activities and type of skills required for the game should be suitable for the targeted age group.

The level of the language used should be adequate for the age group. If necessary, adapt the language and play instructions to the age.

Instruction and Learnability

Clear objectives: You should ensure that the objectives of the game are stated clearly, so that players know exactly what they are required to do. Frustrating situations can arise from vague instructions.

Learning curve: The game should have an easy learning curve, allowing players to make mistakes at the start and begin with the game play as soon as possible.

Context

Time and flexibility: You need to estimate the time required to complete challenges to ensure that players will have enough time to finish the game levels and benefit from their educational features.

Also consider that play time will vary across target groups and playing situations. There are different ways of how to use games in class settings2 this must be taken into consideration when developing the games. They can be used as an introduction to a particular topic to offer a new way of getting in touch and to engage the students. Games can be designed as Icebreakers and ways of getting to know each other for new formed groups at the beginning of the semester or as a team building starter for a longer project to foster empathy. Consider the possibility that games can also be used after school as homework or as preparation for the class. Games can be played at home as board-games in family settings or as multiplayer games with schoolmates online.

Abilities of the facilitators/players: The support for the use of the game comes from enthusiastic teachers who will choose which game is feasible in class and which are not. For analogue games the knowledge and the skills of the facilitators/players are not so crucial unless the instructions to the game need a lot of attention. In contrast for digital games often ICT skills are required to deal with unpredictable errors or to facilitate the players with working devices.

Facilitators tend to choose analogue games more often for school contexts although digital games have advantages in the field of immersive simulations.

Content and Design

The game content should illustrate the topics taught. Even if the content is not closely related to the curriculum, it should provide a clear and simplified representation of some of the taught concepts.

Knowledge transfer: Games support learning through action where students can experiment. This creative approach can be used to communicate different topics. Discussing games in class during game preparation and post-game debriefing can facilitate knowledge transfer in addition to the gameplay itself. Accompanying material and class activities can be developed and form an integral part of the game itself.

One hour creativity excercise
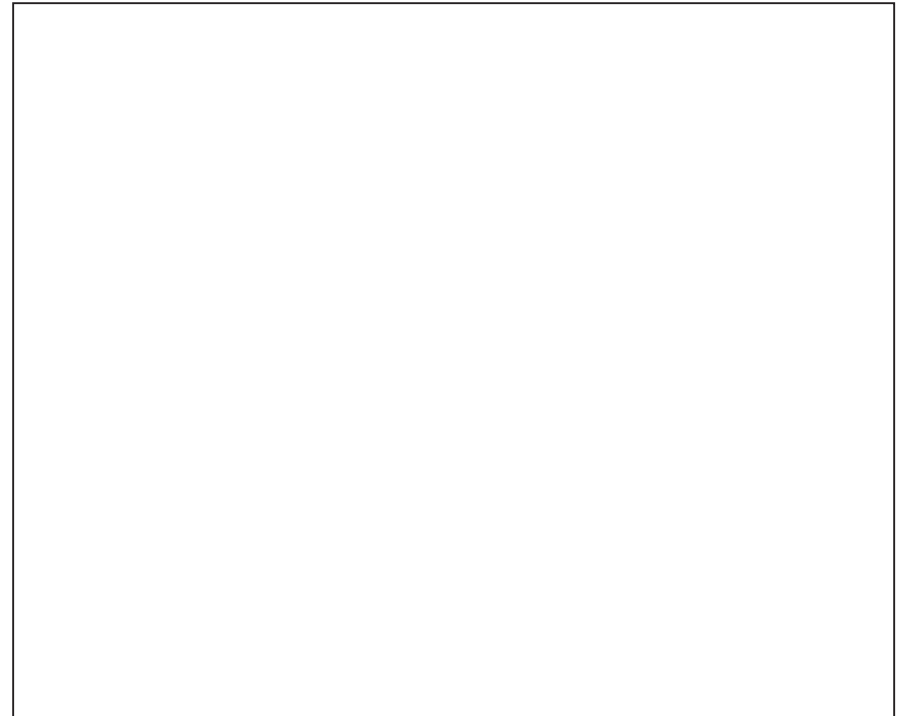
Design UNO Cards adapted to a very specific person.

This exercise is adapted from the online available Wallet Exercise from the Hasso Plattner Institute. It can be used as a warm up to start the game design process. The tasks are easy and feasible in class as well as in game studio or workshop settings.

The goal of this exercise is to encourage participants to design prototypes for educational games within a short time frame and to introduce design thinking for games through a direct hands-on application.

ROADMAP FOR A NEW PEACE GAME DEVELOPMENT

STEP 1
DESIGN THE IDEAL UNO CARD CARD. (~3MIN)

➔ *How did that feel?*

ROADMAP FOR A NEW PEACE GAME DEVELOPMENT

STEP 2
A BETTER WAY OF DESIGNING.
(~15 MIN)
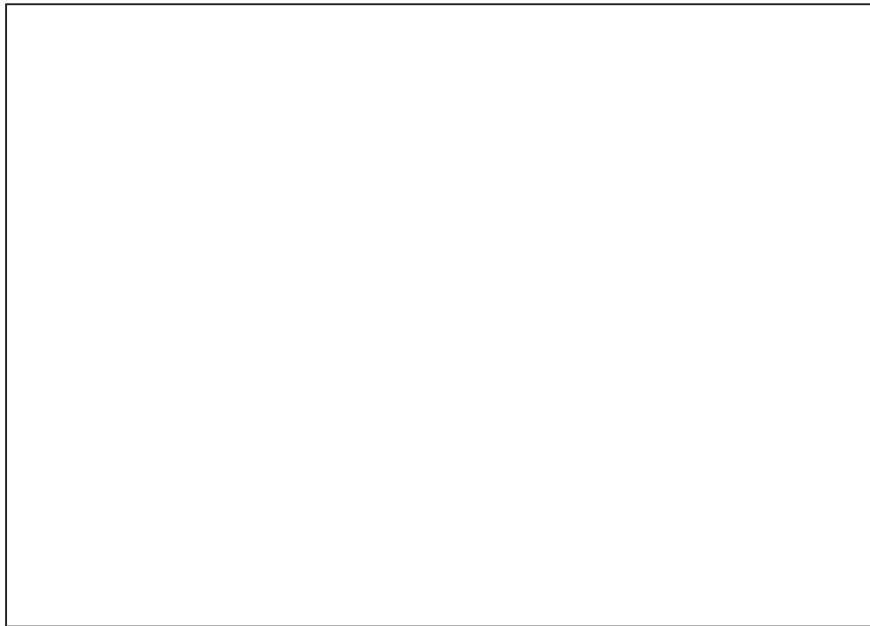
New Mission: Design something useful and meaningful for your partner. Start by gaining empathy.

Team up with one other person.
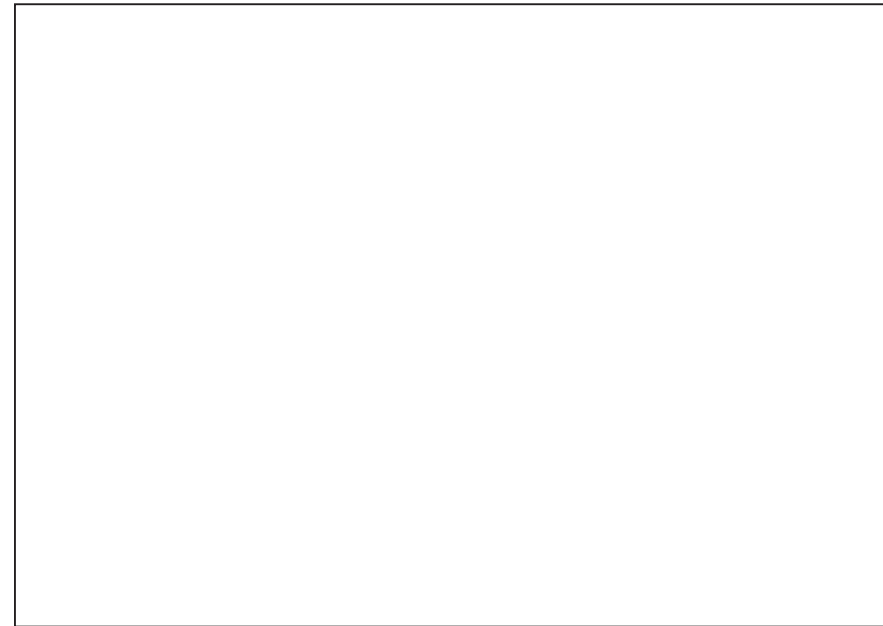
1. Interview (8min – 4min each)
2. Dig Deeper (6min – 3min each)

Notes from your first interview

Switch roles & repeat Interview

Notes from your second interview

ROADMAP FOR A NEW PEACE GAME DEVELOPMENT

STEP 3
REFRAME THE PROBLEM.
(~6MIN)

Capture findings (3min)

Needs: things they are trying to do (use verbs)

Insights: new learnings about your partners feelings/ worldview to leverage in your design. Make inferences from what you heard.

Define problem statement (3min)

Partners name _____ needs a way to _____ (users need)

Surprisingly / because / but (circle one) _____ (insight)
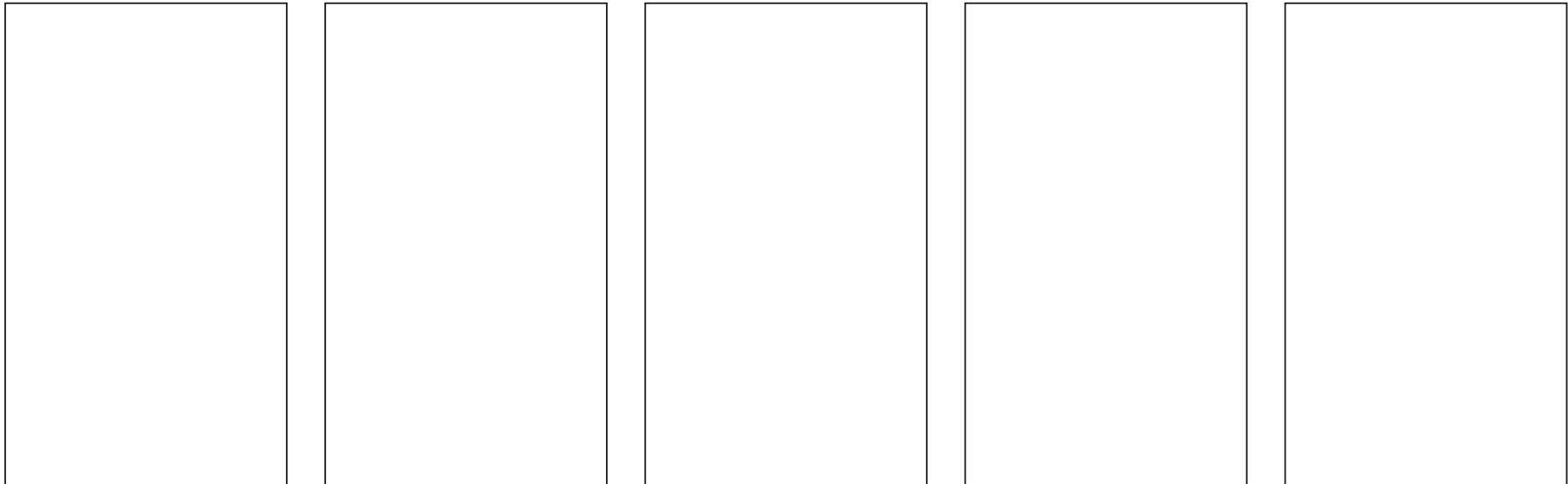
ROADMAP FOR A NEW PEACE GAME DEVELOPMENT

STEP 4
IDEATE: GENERATE ALTERNATIVES TO TEST.
(~15 MIN)

Sketch at least 5 radical ways to meet your users needs.

Share your solutions and capture feedback.

ROADMAP FOR A NEW PEACE GAME DEVELOPMENT

STEP 5
ITERATE BASED ON FEEDBACK.
(~3MIN)

Reflect and generate new solutions.

Sketch your big ideas, note details if necessary.
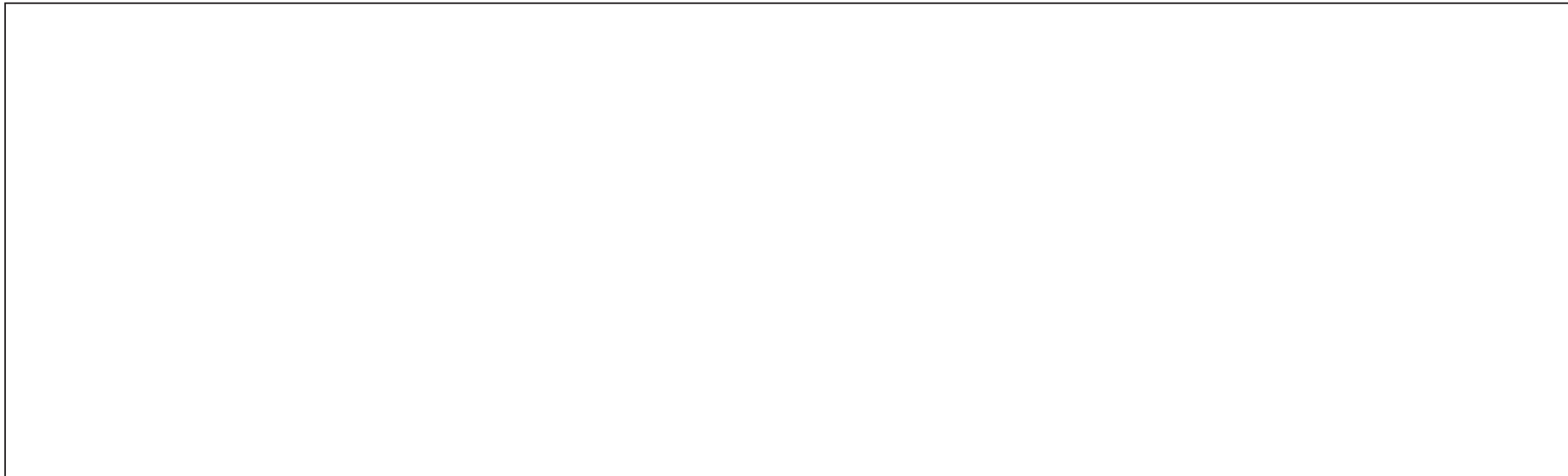
ROADMAP FOR A NEW PEACE GAME DEVELOPMENT

STEP 6
BUILD AND TEST.
(~15 MIN)

Build your solution. Make something your partner can interact with! (7min)

Share your solution and get feedback. (8min – 2 sessions x 4 minutes each)

What worked...

What could be improved...

Questions...

Ideas...

PRINT OUT: CARDS

CONGRATULATIONS!
**You are holding the
Peace Games
Roadmap Cards
in your hands.**

Use them for your
game design process.

STRUCTURE

1. Target Group
2. Mechanics and interactions
3. Topics
4. Competences
VALUES, ATTITUDES,
SKILLS, KNOWLEDGE AND
CRITICAL UNDERSTANDING

5. Game Scope

EXPLANATION

How to use the cards

TARGET GROUPS

PRESCHOOL

Kids that are between the age of 4-7 years old.

TARGET GROUPS

PRIMARY SCHOOL

Pupils that are between the age of 7-10 years old.

TARGET GROUPS

SECONDARY SCHOOL

Pupils that are between the age of 10-14 years old.

TARGET GROUPS

HIGH SCHOOL

Pupils that are between the age of 15-19 years old.

TARGET GROUPS

STUDENTS

Students that are between the age of 19-25 years old.

GAME PLAY

MECHANICS AND INTERACTIONS

collective competition

GAME PLAY

MECHANICS AND INTERACTIONS

collaborative

GAME PLAY

MECHANICS AND INTERACTIONS

coopetition by playing together (cooperation) against other groups (competition)

PRINT OUT: CARDS

LEARNING OBJECTIVE	LEARNING OBJECTIVE	LEARNING OBJECTIVE	LEARNING OBJECTIVE
TOPIC	**TOPIC**	**TOPIC**	**TOPIC**
Prejudices and stereotypes, Cultural diversity, Intercultural understanding	**Prevention of bullying**	**Dealing with disabilities**	**Decision-making**

LEARNING OBJECTIVE	LEARNING OBJECTIVE	LEARNING OBJECTIVE	LEARNING OBJECTIVE
TOPIC	**TOPIC**	**TOPIC**	**TOPIC**
Cooperation	**Children's rights, democracy, citizenship**	**Peace and War**	**Emotions**
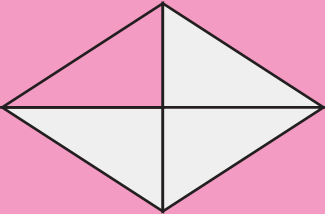
VALUES

VALUING HUMAN DIGNITY AND HUMAN RIGHTS

VALUES

VALUING CULTURAL DIVERSITY

VALUES
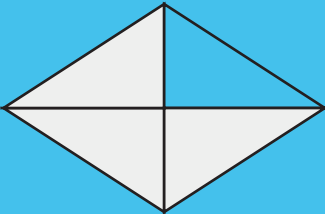
VALUING DEMOCRACY, JUSTICE, FAIRNESS, EQUALITY AND THE RULE OF LAW
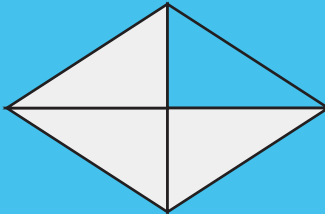
ATTITUDES

OPENNESS TO CULTURAL OTHERNESS AND TO OTHER BELIEFS, WORLD VIEWS AND PRACTICES
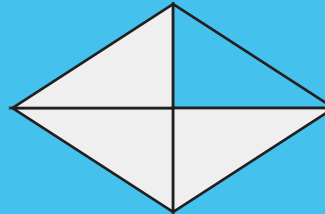
ATTITUDES
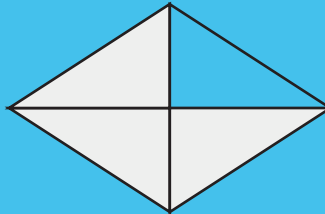
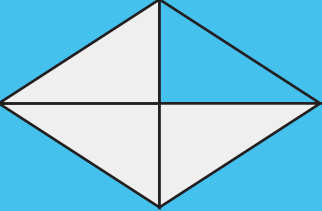RESPECT

ATTITUDES

CIVIC-MINDEDNESS
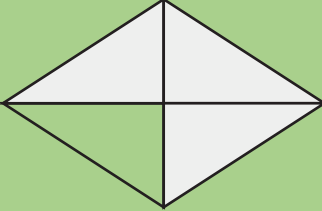
ATTITUDES

RESPONSIBILITY
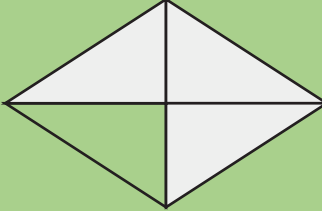
ATTITUDES

SELF-EFFICACY
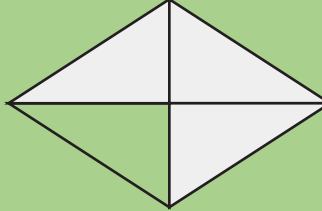
ATTITUDES

TOLERANCE OF AMBIGUITY

SKILLS

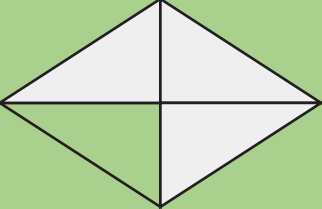**AUTONOMOUS LEARNING SKILLS**

SKILLS

ANALYTICAL AND CRITICAL THINKING SKILL
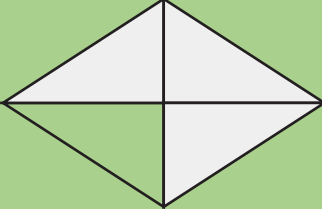
SKILLS

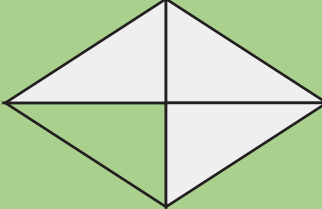**SKILLS OF LISTENING AND OBSERVING**

SKILLS

EMPATHY

SKILLS

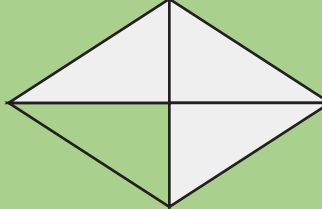**FLEXIBILITY AND ADAPTABILITY**

SKILLS

LINGUISTIC, COMMUNICATIVE AND PLURILINGUAL SKILLS
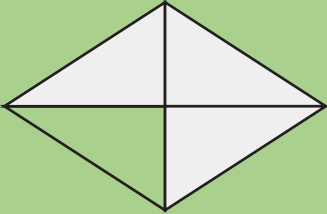
SKILLS
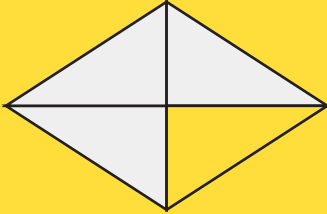
CO-OPERATION SKILLS
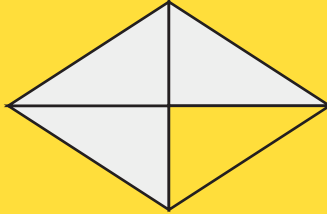
SKILLS

CONFLICT RESOLUTION SKILLS

KNOWLEDGE AND CRITICAL UNDERSTANDING

KNOWLEDGE AND CRITICAL UNDERSTANDING OF THE SELF

KNOWLEDGE AND CRITICAL UNDERSTANDING

KNOWLEDGE AND CRITICAL UNDERSTANDING OF LANGUAGE AND COMMUNICATION

KNOWLEDGE AND CRITICAL UNDERSTANDING

KNOWLEDGE AND CRITICAL UNDERSTANDIN OF THE WORLD:

POLITICS, LAW, HUMAN RIGHTS, CULTURE, CULTURES, RELIGIONS, HISTORY, MEDIA, ECONOMIES, THE ENVIRONMENT AND SUSTAINABILITY.

GAME SCOPE

1

Do the players have clear responsibilities in the game?

GAME SCOPE

2

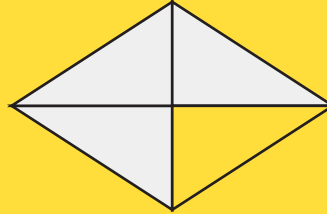**Do the players assume a fictional role in the game (e.g. warrior, doctor or wizard) instead of being themselves?**

GAME SCOPE

3

Can the player begin the game without too much instruction?

GAME SCOPE

4

Are the required actions easy to carry out for the players (e.g. with hints)?

GAME SCOPE

5

Do the players receive feedback during the game so they can adapt their play behaviour?

GAME SCOPE

6

Do the players need each other to reach goals in the game?

GAME SCOPE

7

Does the game trigger interaction between players in the real world?

GAME SCOPE

8

Is the chosen game world motivation for the players?

GAME SCOPE

9

Is the game engaging?

GAME SCOPE

10

Does the game support critical thinking?

GAME SCOPE

11

Does the game avoid gender stereotypes?

GAME SCOPE

12

Are there different outcomes for different players?

GAME SCOPE

13

Would the game be useful for different types of learning groups?

GAME SCOPE

14

Which question is missing?

Skill requirements of the teacher/student

What kind of knowledge is required to use the game in class?

What level of knowledge currently characterizes the players?

Pedagogical setting

How long does it take from first encounter the game to finish the game one time?

To which subject in class the game would fit?

In what kind of atmosphere and environment should the game be started?

How shall the setting of class room look like?

How to ensure a matching with the curriculum?

What is the ideal number of participants?

Methodology

Which methodology seems to be appropriate to achieve the learning goals?

What needs to be taken into account to integrate the game in the intended methodology?

Knowledge transfer

How can you raise the awareness of your trainees / students?

How can the game be used as stimuli?

How can you combine the game and teaching a certain subject?

On what basis is it built to achieve the intended learning goals?

Where can the learners find all the necessary information?

Is the required knowledge offered in the course of the game?

Reflection

What is relevant for observing, evaluating and improving the students' learning outcomes?

Values

- ☑ Valuing human dignity and human rights
- ☑ Valuing cultural diversity
- ☑ Valuing democracy, justice, fairness, equality and the rule of law

Attitudes

- ☑ Openness to cultural otherness and to other beliefs, world views and practices
- ☑ Respect
- ☑ Civic-mindedness
- ☑ Responsibility
- ☑ Self-efficacy
- ☑ Tolerance of ambiguity

Skills

- ☑ Autonomous learning skills
- ☑ Analytical and critical thinking skill
- ☑ Skills of listening and observing
- ☑ Empathy
- ☑ Flexibility and adaptability
- ☑ Linguistic, communicative and plurilingual skills
- ☑ Co-operation skills
- ☑ Conflict resolution skills

Knowledge and critical understanding

- ☑ Knowledge and critical understanding of the self
- ☑ Knowledge and critical understanding of language and communication
- ☑ Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability.

Erasmus+

Process of the work

The roadmap is based on activities and tasks carried out as per work program of the peace games project::

Task 2.1: (M7-M18) - Piloting of the games identified by the first Review (IO1) in the local schools and educational institutions in the 6 different countries of origin of the partners.

Task 2.2: (M14-M22) -Organisation of focus group sessions involving game experts and representatives from schools in participating countries to organise an action plan to fill the gaps identified during the pilot phase .

Task 2.3: (M18-M23) - Assembling of inputs from the piloting phase and focus groups for the elaboration of the final "Roadmap for new peace games action plan" (R10).

Design workshop and iterations were carried out:

29. Apr. 2022 – Game design workshop

6. Mai 2022 – Game design workshop & focus group

22. Sept. 2022 – Online workshop: Intercultural Communication and Peace Games (focus group)

14. Okt. 2022 – Partnership discussion (project meeting)

19. Okt. 2022 – Game design workshop 31. Jan 2023 – Game design iteration (focus group)

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