

— THE —

ILIOS

EXPERIMENT



HANDBOOK

for teachers and multipliers in
non-formal education

Welcome to

— THE —

ILIOS

EXPERIMENT

– an Adventure Game on Tolerance and Participation!



FREE DOWNLOAD:

ilios-kiga-berlin.org/



This mobile game takes you and your participants on a journey of discovery into the future through which you get to know Ilios, which calls itself the “most tolerant city in the world.” Players are confronted with different views of tolerance and take part in the “Tolerance Score” pilot project, in which they are rewarded for tolerant behavior and penalized for unacceptable behavior. The game addresses what constitutes an equal society and the players actively learn about the role of democratic participation processes.

This handbook serves as support and provides information about approaches and possible uses of the game in formal and non-formal educational settings. It points out possible barriers and explains the content focus of the game, with backgrounds and references to social realities. It also presents modular methods for introducing, accompanying and reflecting on the game.

The handbook consists of three content blocks:

- **Information** on how to use the game, curriculum references and barriers in the game.
- **Background articles** on underlying understandings of tolerance and opportunities for participation and protest in democratic societies.
- **Concrete methods** for reflecting on and deepening the game’s content in class and in workshop formats.

Have fun playing and trying things out!



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FOREWORD

What kind of world do we want to live in? What role does tolerance play in our idea of good coexistence? What does tolerant action look like in concrete terms? Can tolerance also have limits? These questions are fundamental to successful coexistence in free democracies and should be a central part of political education especially in times when democracy is threatened by extremist, racist and antisemitic forces. The narrative adventure game “The Ilios Experiment” offers low-threshold access for people age 14 and over and makes the functions and consequences of tolerance and intolerance directly and immersively tangible in an exciting future scenario. It requires players to make far-reaching decisions and thus builds an important bridge from knowledge to action.

Miriam Menzel,
Alfred Landecker
Foundation



INCLUSIVE LANGUAGE

When designing the game, care was taken not to use unfamiliar terms and to encourage the use of self-described terminology. Terms and descriptions that may not be familiar to the players are explained in the game.

A sensitive approach to language and the possibility of making visible various (gender) identities through language use can be discussed in class. We also recommend using inclusive language when discussing the game and the topics.

REPRODUCTION OF DEHUMANIZING STATEMENTS

In the game, NPCs (non-playable characters; people who cannot be played) at times reproduce dehumanizing statements and discriminatory language. In addition, misogynistic, anti-queer, racist and antisemitic actions are depicted and/or implied. Acts of physical violence are not shown directly, but are addressed.

We strongly advise that you point out that these representations serve only as an educational discussion and are not to be equated with legitimizing these acts, images and/or actions. These representations should be addressed before the game begins and affected students must be given particular attention.

We recommend discussing violent scenes in the game together.

The attached collection of methods is a suggestion how such an introduction can be made.

S. 24 M1 | Intro I: Checklists / Ground rules

THE Ilios EXPERIMENT can be integrated into formal and non-formal education settings in a variety of ways. The game's primary target group is **secondary school students (U.S. grades 7-10)** from all types of schools. The game is characterized by easy-to-understand texts, individual reflection and critical debate and is an ideal introduction to the topics of tolerance, diverse society and boundaries, potentialities and challenges of democratic participation instruments.

The specific goal of the game is to **reflect on topics of tolerance and participation and strengthen** the players' own opinion and will formation. Participants are given the opportunity to take a position themselves, but also to reflect on it and change it. Sociopolitical and social positioning is understood in the game as plural and process-based and opportunities for participation are presented as examples and made tangible. In addition, the limits of tolerant behavior, discrimination and social marginalization are depicted and can thus be addressed.

Reflecting on social conditions is presented as an important aspect of individual growth and development and is addressed in the game by the "Tolerance Score."

The game therefore poses **two key questions**:

1. What is the role of tolerance and participation in a democratic (urban) society?
2. What aspects of the game can be transferred to our coexistence?

The game enables a multi-perspective discussion of concepts such as democracy, tolerance and participation and thus promotes action and judgment skills. Dehumanizing statements, attitudes and actions can be recognized and discussed in the game, and the (playful) handling of them shows the players their own real options for action. Since the game thrives on interaction with fictional characters, it promotes social skills (soft skills) through working together on (political) goals and shows the need for cooperation in democratic societies.

The game was designed according to the principles of the *Beutelsbach Consensus* (1977) and the *Frankfurt Declaration: For a Critical-Emanicipatory Political Education* (2015).





2.1 | FORMAL EDUCATION: INTEGRATION INTO A TEACHING PLAN

Digital gaming enables people to learn, be creative and create new things. Players get to know other ways of life, experience virtual worlds or simply try out being someone else. Just like in real life, players can deal with social and individual conflicts and challenges. Understanding gaming as a path of the creative process in which social debates are also addressed offers didactic added value.

THE ILIOS EXPERIMENT deals with the question of how a city can be equally tolerant, open and democratic. It focuses on a **utopian narrative of the future** that reveals itself in the course of the game in conflicting nuances and often as a facade. Players experience social conflicts on an individual level and in political groups and can actively participate in the decision-making process themselves. Co-determination and participation, as two elementary aspects of democratic societies, are also strongly linked to the negotiation of tolerance, and can thus be „experienced“ in the game itself.

The concept of **tolerance** is both gamified and materialized in the game using the „tolerance score“ and the „tolerance graph.“ Concepts such as tolerance, participation and democracy are brought to life and made tangible through the game.

The game can be integrated into lessons on various subjects such as history, politics, social studies, religion, and ethics, as it enables value-oriented discussions about cohesion in societies. It also offers starting points for discussing tolerance and its limits as well as **individual and collective possibilities** in democracy. Democratic skills are thus strengthened.

Examples of inclusion in lessons

The topics of tolerance, participation and democracy are central components of various core curricula in Germany and can be found in secondary school levels I and II. The goal of addressing them is to **promote democratic skills, educate people to become independent and strengthen tolerance as a social skill.**

The game can be used in history lessons to address developments in democracy and political participation throughout history (e.g. Weimar Republic, social movements). THE ILIOS EXPERIMENT enables a trip into the future in which democratic processes are (re)negotiated.

On the other hand the game offers starting points for understanding the concept of tolerance historically. It is worth comparing the game's understanding of tolerance with current and historical ones: from tolerance as pragmatic toleration in antiquity, to the Enlightenment's concept of a universal moral principle, to current debates about the simultaneous existence of tolerance as a form of recognition as well as an instrument of power (more on understandings of tolerance starting from **page 18**).

In the subjects of **political education / social and civic studies**, Ilios can be seen as a model city where the students can analyze its democratic procedures and compare and evaluate them in relation to real conditions of the municipality they live in. This promotes an understanding of democratic processes and decision-making. The game looks at these processes in particular from the perspective of civil society, which has previously been underrepresented. This helps to demonstrate the importance of civil society engagement for democracy while addressing the challenges of this work.

It is also possible to discuss how and in which policy areas participation and tolerance are currently being discussed and negotiated politically. The topics of asylum and migration, climate policy or questions of sexual and physical self-determination are suitable for this, for example.

From **page 24** onwards there are examples of how the game can be integrated into teaching units at both secondary level I and secondary level II.

We recommend comparing it with the learning objectives according to the core curricula by subject, type of school and state.

2.2 | NON-FORMAL EDUCATION: USE IN WORKSHOP SETTINGS

The use of games and playful approaches is an integral part of educational work and is widespread in non-formal education settings. It offers a method that is close to the everyday lives of young people and supports the development of one's own (political) positions; as such the game is well suited for workshop formats.

THE ILIOS EXPERIMENT offers an **innovative approach of fictional-utopian storytelling, decision-making and self-efficacy**. The open framework of various narrative strands shows differing outcomes and multiple democratic participation opportunities. The game also offers an examination of the areas and challenges of social conflict.

This broad framework can be connected to various focal points that can be dealt with in non-formal education formats from a perspective that is sensitive to diversity and/or racism as well as to antisemitism.

Starting on page 24 you will find further methods and two workshop formats as examples that make the game the central starting point.



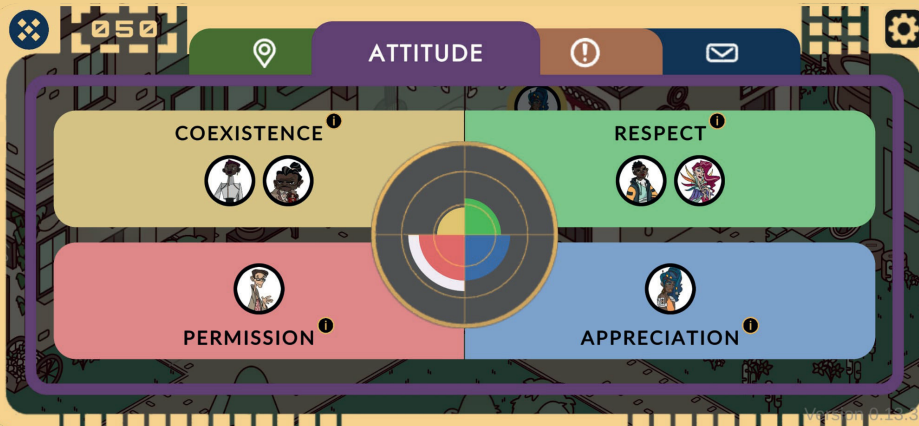
2.3 | GAME ACCESSIBILITY

THE ILIOS EXPERIMENT was designed with possible barriers to accessibility in mind. Attention was paid to aspects of game design, visual representation and sound design.

Game Design

- The game is characterized by intuitive operation and simple interaction options.
- Two game modes that can be adjusted during the game address different needs:
 - » **Adventure mode:**
Mini-games in the dialogues enrich reflection processes through interactive challenges, such as in the defense game or the breathing game. These mechanics require reaction speed and strategic skill.
 - » **Story mode:**
Alternative for players who have difficulty with reaction-based mini-games or simply want to focus on the story.





Visual depictions

- The user interface uses a well-thought-out color coding that is functional and orienting:
 - » Statements from the city appear in green to distinguish them from NPC dialogues.
 - » The players' inner voices use pink and red tones that vary depending on the emotion and symbolize states such as optimism, sadness or anger.
 - » Answer options are highlighted in yellow, which makes interaction intuitive.
 - » The colorful, high-contrast design of the characters with clear outlines ensures optimal visibility.

Sound Design

- The texts are divided into short, easy-to-understand sections. The players have the option of deciding for themselves when they want to click „Next“. This takes different **reading speeds** into account.
- All texts are fully written and have a spoken sound-on version. The texts are spoken by professional voiceover artists. There are also volume setting options that players can use to turn up the spoken texts to enable an individual and needs-oriented listening experience.

The game may still not be accessible to some people and may result in exclusions. It was not designed according to the guidelines of Plain Language. The creators welcome feedback and suggestions on how the game can be made more accessible. Please feel free to contact us by email at games@kiga-berlin.org.



2.4 | REFLECTIONS ON THE GAME

Experiencing the narrative flow of the game, which the players can actively influence, is the core of THE ILIOS EXPERIMENT. But despite the interactive and immersive game design the players remain in the position of spectators as the game is fictional and the decision-making process is limited.

Because it encourages individual and collective reflection and empathy, experiences in the game can be remembered and linked to one's own emotions, experiences and one's own world. Contradictions and questions can thus be uncovered and options for action discussed.

Tip: In the scene selection, which can be selected in the game via the settings, players can jump back to individual parts of the game after they have already played through the game once. This can be useful for discussing individual aspects of the game jointly through reflection or for recalling incidents.



In this handbook you will find various concrete methods that can encourage students to reflect on the themes of the game. At the same time, these methods can be used as in-depth discussion opportunities.

Another level of reflection can be joint feedback on the game. THE ILIOS EXPERIMENT sees itself as a learning project and the creators welcome suggestions, ideas and a critical examination of the material.

You are therefore invited to scan the QR code alone or in a group and fill out the digital feedback.

GIVE FEEDBACK:

survey.ifkw.lmu.de/KigAFeedbackDS/



Below you will find background information on the concept of tolerance used and represented in the game, as well as a discussion on how democratic processes, participation and protest are addressed in THE ILIOS EXPERIMENT.

3.1 | TOLERANCE – MORE THAN JUST A WORD?

Tolerance and respect are prerequisites for living together in a diverse society. The term tolerance is derived from the Latin „tolerare“, which means „to endure“ or „to have patience“. With the European Enlightenment, tolerance became an important social idea that was intended to guarantee freedom of belief, thought and expression. Today, tolerance forms the basis for dealing with different beliefs and ways of life. It makes it possible to regulate conflicts, change perspectives and see diversity as an enrichment. However, tolerance reaches its limits when it is understood only as acquiescence or being able to endure something. More extensive and active acceptance may be necessary to promote real equality and social cohesion – especially when the understanding of tolerance is defined by those with social sovereignty.

In his theory developed in 2003, Rainer Forst distinguishes **four dimensions of tolerance**, which serve as the basis for the discussions in THE ILIOS EXPERIMENT:

1. **Permission tolerance:** A majority or authority grants a minority rights or freedoms that it can control or take back. This form is hierarchical and raises the question of who has the right to tolerate or not to tolerate.
2. **Coexistence tolerance:** Different groups tolerate each other to ensure peaceful coexistence, without this being based on deep respect. This form of tolerance is often pragmatically motivated.

3. **Respect tolerance:** This dimension is based on mutual recognition as equals, even if there are different beliefs on key issues. Respect tolerance is based on shared democratic values such as freedom and justice.
4. **Value tolerance:** This form goes beyond mutual respect and includes appreciation of other ways of life, even if they differ from one's own.

In THE ILIOS EXPERIMENT, these dimensions are reflected in the positions and conflicts of the game world, even if they are not directly named as such. The players encounter people and situations that represent different approaches to tolerance. These situations require a positioning of the players in relation to these attitudes through which they learn to negotiate rejection, acceptance and refusal – the central components of tolerance.

Tolerance on an individual level also requires what is referred to as ambiguity tolerance, which was developed by Else Frenkel-Brunswik on the basis of her research (1950). This means the individual ability to endure ambiguity and contradictions without adhering to absolute truths. It requires empathy, the ability to deal with conflict and the willingness to debate democratically. At the same time, tolerance does not mean accepting everything – dehumanizing attitudes threaten coexistence and must be firmly rejected.

THE ILIOS EXPERIMENT makes it clear that tolerance is not a passive acceptance of everything, but an active and reflective process that requires constant negotiation. It challenges players to reflect on their own values and limitations, opening up new perspectives on the opportunities and challenges of a diverse society.





3.2 | DEMOCRACY: FROM PARTICIPATION TO PROTEST

Democracy thrives on participation. Political participation is the central foundation of our society and it involves more than just taking part in elections. While parties and the political system are losing trust, interest in alternative forms of participation that enable more direct influence, is growing. Against this background, many people are calling for additional opportunities for participation in order to make democracy more lively and accessible. This includes not only direct democratic processes such as referendums, but also a variety of forms of social engagement – from voluntary work in initiatives and associations to protest movements and civil society alliances.

It is important that everyone has the same opportunities to participate, otherwise inequalities and an underrepresentation of certain perspectives can arise. Marginalized groups in particular are often less visible, although their concerns should also be part of democratic negotiation processes. In addition to access to information about participation opportunities, the question of how low-threshold these are and the extent to which they take different realities of life into account also plays a role. In order to make democratic processes more inclusive, it is therefore important to impart **participation skills** and to ensure that political education, information and accessibility are guaranteed for all. Democratic participation is not just a right but also a skill that must be learned and practiced.

Protest is another central element of democracy. It makes it possible to express dissatisfaction, denounce grievances and initiate social debates. Protest can take many forms – from demonstrations and civil disobedience to online campaigns or artistic interventions. Movements such as „Fridays for Future“ or the „Last Generation“ show that young people in particular use protest as a means of initiating political change. The question that arises is which forms of protest are legitimate? Where is the line between justified resistance and unlawful action? This question can be viewed both legally and morally. While laws set clear limits for protest actions, there is also a social negotiation about which forms of protest are considered legitimate or necessary. In this context, tolerance plays an important role: societies must constantly negotiate which forms of protest are accepted or even protected, and where the lines are between freedom of expression, civil disobedience and unlawful action.

THE ILIOS EXPERIMENT takes up these questions and makes them tangible in a playful way. The players are invited to think about their role in society, their opportunities to help shape it and the responsibility that comes with it. This is not just about institutionalized ways of participating, but also about the importance of civil society engagement, protest and solidarity. Their decisions influence the game world and address different forms of political participation.

The game makes it clear that democracy is not a static system, but a dynamic process that requires constant negotiation and active participation. By allowing players to experience how their decisions can resolve or exacerbate conflicts, THE ILIOS EXPERIMENT encourages them to reflect on their role in society and to develop new perspectives on political engagement, protest and democratic participation.



On the following pages you will find additional methods to help you get started, reflect on and evaluate the game. The methods are modular and can be combined with each other.

From **page 58** you will also find two examples of workshops (3-hour and 5-hour, respectively) that focus on using the game.



Version 0.17

OVERVIEW

METHODS


- M1** | Intro I: Checklist / Ground rules
- M2** | Intro II: Positioning
- M3** | Test: Which Tolerance Type are you?
- M4** | Tolerance – What does it mean?
- M5** | Quotations in focus – Talking about tolerance
- M6** | Knowledge store: Profile
- M7** | Transfer: Ilios, ideas and reality
- M8** | Discourse: Forms of resistance
- M9** | Quiz: Democracy & US
- M10** | Creative Exercise I: Ilios, 2050
- M11** | Creative Exercise II: Message to you
- M12** | Reflections of the game
- M13** | Evaluation & Feedback

WORKSHOPS

- W1** | Workshop 1: Ilios unlocked –
Democracy, Tolerance & Us
- W2** | Workshop 2: Ilios expanded –
Democracy, Tolerance & the Future



M1 | INTRO I: CHECKLIST / GROUND RULES

Category	RECOGNIZE
Method	Guided discussion
Work mode	Group exercise 
Age	From 7th grade upwards
Learning objectives	<ul style="list-style-type: none"> • Providing basic knowledge about the game's content • Raising awareness of hateful/dehumanizing and anti-democratic statements and actions • Strengthening subject-matter competence, adopting a different perspective
Preparation time	5 min.
Material	<ul style="list-style-type: none"> • Moderation cards • Flip chart • Marker

ca.
10–25
min.

SHORT DESCRIPTION

To prepare the participants for the content of the game, it is a good idea to share some brief information about the content. The trailer of the game can be shown for this purpose. The above checklist refers to the content of the game.

PROCEDURE


- 1 Introduce the content of the game. You can find background information on the content in this handbook.
- 2 Ask the participants what they know about the topics of VIOLENCE, DISCRIMINATION and EXCLUSION. The terms can be distributed on moderation cards around the room or hung on the wall/board.
- 3 If necessary, have the participants collect their answers on moderation cards.
- 4 Point out to the participants that the game could depict violence and discrimination. Ask the participants how they can deal with this and emphasize the importance of everyone having a good experience while playing.
- 5 If necessary, have the participants collect their answers on moderation cards or write a checklist/ground rules for how to interact with one another on the board/smartboard/flipchart (see tips for ground rules below).
- 6 Point out the checklist/ground rules during or after the game if they are not observed or ignored.

TIPS FOR GROUND RULES:

- We do not compare people in the game with real people/classmates.
- When we play in groups, we look out for each other and let each person play actively once.
- We make sure that we treat each other with respect.
- We recognize that situations depicted in the game can hurt people.
- We listen to each other, especially when we share our own experiences.
- We ourselves do not use insults or threats depicted in the game.

Participants should also be given the opportunity to develop their own ground rules.

M2 | INTRO II: POSITIONING

Category	RECOGNIZE	JUDGE
Method	Positioning lines, guided discussion	
Work mode	Group activity 	
Age	From 7th grade upwards	
Learning objectives	<ul style="list-style-type: none"> • Introduction to the topic • Promoting opinion formation and reflection on tolerance and social issues • Raising awareness of different perspectives on tolerance • Stimulating critical discussion about social values and challenges 	
Preparation time	5 min.	
Material	Adhesive tape or string to mark the positioning line	

ca.
25
min.

SHORT DESCRIPTION

The method invites participants to take a position on questions or statements about tolerance and social issues that are read aloud. They choose a position along a line that ranges from strong agreement („yes“) to strong rejection („no“). The middle signals that they do not clearly agree or disagree with either side. The aim is to make different opinions visible and to reflect on them in a moderated discussion.

PROCEDURE

- 1 A positioning line is marked on the floor in the room, ranging from „yes“ (agreement) to „no“ (rejection).
The teacher/workshop leader explains the process: The participants position themselves along the line in response to questions or statements that are read aloud.
After the explanation, the moderator reads out the following prepared questions or statements:

Statements for secondary school level I

1. You should always be nice, even if others aren't.
2. Tolerance means that every opinion must be accepted.
3. Exclusion begins with small things, like clothing or hobbies.
4. In Germany today there is hardly any exclusion anymore.
5. You can be tolerant without liking everything.
6. Children and young people should learn more about tolerance at school.
7. You can't expect everyone to be tolerant.

Statements for secondary school level II

1. Germany is a tolerant country.
2. Discrimination often arises from ignorance.
3. Diversity in society brings more advantages than challenges.
4. Tolerance should not be forced, but encouraged.
5. Exclusion often begins in small everyday situations.
6. A tolerant society can only emerge if everyone takes responsibility.

The statements can be combined/added to.

- 2 After each question or statement, the teacher/workshop leader asks individual participants to explain their position:
 - Why did you choose this position?
 - What arguments support your opinion?
 - Are there examples from your everyday life or social references?



Other participants can react to the arguments and contribute their perspectives. It is important that the moderator ensures a respectful discussion.





M3 | TEST: WHICH TOLERANCE TYPE ARE YOU?

ca.
25
min.

Category	RECOGNIZE	ANALYZE
Method	Positioning exercise	
Work mode	Solo work  small group work 	
Age	From 8th grade upwards	
Learning objectives	<ul style="list-style-type: none"> • Learn basic knowledge about the concept of tolerance • Develop one's own position 	
Preparation time	5 min.	
Material	M3.1 Poster M3.2 Explanation of Tolerance Types	

WORKSHEET M3.1:

kiga-berlin.org/wp-content/uploads/2025/04/M3.1-Which-Tolerance-Type-are-you_poster.pdf



WORKSHEET M3.2:

kiga-berlin.org/wp-content/uploads/2025/04/M3.2-Which-Tolerance-Type-are-you_explanations.pdf



PROCEDURE


- 1 Organize the participants into small groups (2-4 people) or do the exercise individually. Each group receives a poster (preferably in A3).
- 2 The participants discuss the questions and take a position on them.
- 3 The results can now be discussed with the entire class as a whole – for this, the participants receive worksheet M3.2. It is also possible not to hand out the worksheet and just present the explanations.
- 4 Finally, you can reflect with the participants on how they evaluate the results and what this tells them about tolerance and the underlying considerations. It is a good idea to compare them with understandings of tolerance in history from antiquity to modern times.

SHORT DESCRIPTION

The participants (individuals or small groups) receive the poster as a template (M3.1). They answer the questions from a personal perspective and at the end they receive an explanation (M3.2) of which Tolerance Type they are.



M4 | TOLERANCE – WHAT DOES IT MEAN?

Category	RECOGNIZE
Method	Guided discussion, creative exercise
Work mode	Entire class and working in groups 
Age	From 8th grade upwards
Learning objectives	<ul style="list-style-type: none"> • Intro into the topic • Provide basic knowledge about the contents of the game
Preparation time	10 min.
Material	<ul style="list-style-type: none"> • Flip chart • pens • M 4.1 tolerance definitions

ca.
75
min.

WORKSHEET M4.1:

kiga-berlin.org/wp-content/uploads/2025/04/M4.1-Tolerance-Definitions.pdf



SHORT DESCRIPTION

This method is suitable as an introduction to the themes of the game, but also as a reflection of what players experience(d) during the game. It can therefore be carried out before the game begins or after it has ended. The students deal with their own ideas of tolerance in a silent discussion in order to then get to know various forms of tolerance and to relate these to their own everyday experiences through role play.

PROCEDURE

1 Silent association (10 min.)

A poster with the word „tolerance“ is placed in the middle of a table. The participants write down their thoughts and associations around the word without speaking. In addition, they can mark other people’s thoughts with a „+“ if they agree, or expand on them with additions.

2 Evaluation and reflection as an entire class (10 min.)

After the silent exercise, the terms and ideas noted are evaluated together in the session with the entire class. The moderator can raise the following questions:

- Which terms were mentioned particularly frequently?
- Are there different perspectives?
- Which aspects stand out in particular?

3 Introduction to the four forms of tolerance (10 min.)

In the next step, the participants are familiarized with the four understandings of tolerance. These are:

- **Permission:** „Follow my rules and we won’t have a problem.“
- **Coexistence:** „We think differently and that’s OK.“
- **Respect:** „We respect each other and exchange ideas.“
- **Appreciation:** „Every opinion is valuable and important.“

Short definitions (material M4.1) are laid out on cards or worksheets for each form of tolerance so that they are easily accessible to everyone..



M4 | Tolerance
- What does it mean?

4 Group work: Everyday situations and role-playing (15 min.)

The group is divided into four small groups. Each small group is given one of the four forms of tolerance (permission, coexistence, respect, appreciation) and examines its meaning. The task of each small group is to link the definition of the form of tolerance they are assigned with their own everyday experiences, and to develop a short role play. This should represent a situation in which this form of tolerance becomes visible.

5 Presentation of role-playing (15 min.)

The small groups perform their role plays one after the other. The remaining participants consider which form of tolerance is being portrayed and observe how it is presented in the role play.

6 Joint reflections (15 min.)

Following the presentations, there will be a joint reflection for the entire class. The following questions can guide the discussion:




- What similarities and differences can be seen between the forms of tolerance?
- What challenges and limitations does each form present?
- Where do we encounter these forms of tolerance in everyday life?

Finally, the question of how tolerance strengthens social coexistence and what role it plays in a diverse society will be discussed.



M5 | QUOTATIONS IN FOCUS – TALKING ABOUT TOLERANCE

ca.
45
min.

Category	ANALYZE JUDGE
Method	Gallery walk, discussion
Work mode	Solo work  group work  entire class session 
Age	From 8th grade upwards
Learning objectives	<ul style="list-style-type: none"> • Dealing with different perspectives on tolerance • Promoting the ability to discuss and reflect critically • Developing an understanding of the complexity of the concept of tolerance
Preparation time	5 min.
Material	<ul style="list-style-type: none"> • M5.1 Quotations • Tape or other material to stick the quotations up around the room

QUOTATIONS M5.1:

kiga-berlin.org/wp-content/uploads/2025/04/M5.1-Quotes.pdf



SHORT DESCRIPTION

This method uses original quotes from THE ILIOS EXPERIMENT to encourage participants to engage with different perspectives on tolerance. They move around the room, read the quotes and choose the one that interests them most. This is then discussed among the entire class.



PROCEDURE

- 1 Lay out/hang up quotes** (5 min.)
The moderator places quotes (M 5.1) from THE ILIOS EXPERIMENT in a clearly visible place in the room (e.g. on walls, on the floor or on tables).
- 2 Individual discussion** (10 min.)
The participants move freely around the room and read the quotes carefully. Everyone chooses a quote that particularly appeals to them, challenges them or raises questions, and stands next to that quote.
- 3 Discussion with the entire class** (30 min.)
After the individual selection of a quote, everyone returns to the full class seating arrangement. The moderator leads a joint discussion about the quotes by raising the following questions:
 - Why did this quote appeal to you?
 - What meaning or message do you see in it?
 - What connection do you see to your everyday life or to social issues?
 - Are there quotes that are particularly polarizing? Why?

VARIATIONS

If the moderator wishes, they can encourage more interaction in small groups by encouraging the participants to first discuss “their” quote in small groups after step 2, before summarizing the results in the full class (see main method above).


The following questions can be given to the small groups as a work assignment:

- Why did you all choose this quote?
- What meaning or message does the quote have for you all?
- Are there any questions or ambiguities that the quote raises?

M6 | KNOWLEDGE STORE: PROFILE



ca.
15
min.

Category	RECOGNIZE
Method	Creative exercise
Work mode	Solo work (as homework) 
Age	From 7th grade upwards
Learning objectives	<ul style="list-style-type: none"> • Deepen basic knowledge about the content of the game • Strengthen key skills and perspective-taking
Preparation time	5 min.
Material	<ul style="list-style-type: none"> • M6.1 Draft of profile

DRAFT OF PROFILE M6.1:

kiga-berlin.org/wp-content/uploads/2025/04/M6.1-Draft-of-profile.pdf



PROCEDURE

- 1 The participants receive M6.1 template profiles.
- 2 The participants choose a person from the game. The participants fill out the profile to suit their personality.
- 3 The profiles can be presented to the group and hung up.

Optional:

- 4 Participants can fill out another profile from their personal perspective.

SHORT DESCRIPTION

This exercise can be done as homework after the game or as an individual exercise during class. Each participant is given a worksheet on which they can fill out a profile of a person in the game. It is a good idea to present the profile in the next lesson or to pin the profiles to the wall. As a transfer to the self, the profile can be filled out from a personal perspective in a further step.



M7 | TRANSFER: ILIOS, IDEAS AND REALITY

Category	ANALYZE JUDGE
Method	Research and city council simulation
Work mode	Small group work, entire class work 
Age	From 10th grade upwards
Learning objectives	<ul style="list-style-type: none"> • Analyzing the content of the game • Comparing ideas, concepts and designs between ILIOS and real-life circumstances • Assessing social conditions • Strengthening an international perspective • Promoting argumentation skills
Preparation time	ca. 15 min.
Material	<ul style="list-style-type: none"> • Creative material (Name signs) • Possible sources (as QR Code)

ca.
120
min.

FOR CHINA



FOR USA



FOR EU



SHORT DESCRIPTION

The method can be linked well to the section M12: Reflection on the game. The participants compare the fictitious „Tolerance Score“ system from the game with real social developments in China, Europe and the USA. They then simulate a debate about the introduction of such a system in their own city, using their research results as a basis for argumentation.

The method follows the following aspects:

1. Developing and comparing the situation in Ilios with real developments in the world.
2. Transferring the debate about the introduction of a social score system to students' own city or municipality using the information they collect during research.
3. Simulating an argument in the simulated local council of students' own city or municipality.

PROCEDURE

- 1 The participants get together in groups (5-6 people) and choose a region or are assigned to one
- 2 **Group work: Research & analysis** (40 Minuten)

Each group analyzes a real example that will serve as a basis for argumentation for the subsequent debate:

China: Social credit system (Example: surveillance)

- How does the social credit system work?
- Which behaviors are rewarded or punished?
- What impact does it have on people's lives?

Europe: AI regulation

(Example: Technology and data protection)

- What rules are there for AI in the EU?
- Which technologies could be used for a „tolerance assessment“?
- How is data protection maintained?

USA: Power of tech companies (example: social control by private companies)

- How do companies such as Meta or X (formerly Twitter) influence social behavior?
- What role does social scoring play in algorithms and advertising?
- Are there already reward or punishment systems in social networks?

Task for the groups:

Prepare a 2–3 minute presentation on your topic:

- What are the key features of the system?
- How is behavior regulated?
- What are the similarities and differences to the game's "Tolerance Score"?
- What lessons could a city learn from this example?

3 **Presentation & transfer to the upcoming local council debate** (20 min.)

- Each group presents its results
- If necessary, a blackboard or digital mind map diagram can be created to work out similarities and differences together
- Transition to the debate: "Should such a system be introduced in our city?"

Link to the debate:

- The findings from the research are used for argumentation.
- The groups decide whether they position themselves as supporters or opponents of the "Tolerance Score".
- The groups develop their arguments with the help of the countries analyzed (e.g.: "As in China, it could lead to massive surveillance", "As the EU shows, clear rules for data protection are needed", "As in the USA, private companies could gain control over our lives").

4 **Simulation of a local council debate** (40 min.)

The participants simulate a public debate in a fictitious city administration. Roles are chosen independently:

- Mayor/city administrator (debate moderator): is taken on or assigned by the teacher/workshop leader
- Supporters of the Tolerance Score (e.g. representatives of local businesses or security policy experts)
- Opponents of the Tolerance Score (e.g. data protection activists, civil rights organizations)
- Debate attendees / journalists who ask questions

How the city council debate will proceed:

1. Opening statements from the groups (1 minute each).
2. Free debate in which the participants respond to the arguments of the others.
 - » They bring in their researched examples from China, the EU and the USA as evidence.
 - » They draw parallels or differences to the "Tolerance Score" and formulate possible consequences.
3. Final vote: Should the "Tolerance Score" be introduced?

5 **Reflection & conclusion** (20 min.)



The simulation can now be evaluated and reflected upon with the participants.

Questions can include:

- Which arguments were particularly convincing?
- Did the simulation change your opinion?
- What role did the previous research play in your positioning?
- What would an ideal balance between surveillance and the common good look like?

M8 | DISCOURSE: FORMS OF RESISTANCE

ca.
60
min.

Category	RECOGNIZE	ANALYZE	JUDGE
Method	Research, text work, group discussion, presentation		
Work mode	Group work 	entire class work 	
Age	From 9th grade upwards		
Learning objectives	<ul style="list-style-type: none"> • Develop an understanding of the role of protest and resistance in a democracy • Analyze arguments for different forms of protest • Reflect on the legitimacy and limits of resistance • Make a connection between playful and real forms of protest 		
Preparation time	ca. 10 min.		
Material	<ul style="list-style-type: none"> • M8.1 Protest movements • Permanent markers • Moderation cards 		

PROTEST MOVEMENTS M8.1:

kiga-berlin.org/wp-content/uploads/2025/04/M8.1-Protest-dossier.pdf



SHORT DESCRIPTION

This method enables a critical examination of forms of protest and resistance in democratic societies. Using a scene from THE ILIOS EXPERIMENT, the participants examine various arguments for and against protest. They then analyze real protest movements such as “Fridays for Future,” the “Last Generation” and demonstrations against marches by the far right. The method encourages the evaluation of forms of protest, the discussion of their social significance and the exchange of ideas about the limits of protest.

PROCEDURE

1 Introduction to the topic (15 min.)

The participants jump via the debug mode in THE ILIOS EXPERIMENT to the scene in which the Citylooters discuss protest and resistance. They listen to the arguments for different forms of protest and reflect on their plausibility.

Key questions:

- What arguments for protest are mentioned in THE ILIOS EXPERIMENT?
- What forms of protest are discussed there?
- Which arguments seem convincing, and which less so?
- Why are there different opinions about what protest should look like?

2 Dealing with real protest movements (30 min.)

In small groups, the participants deal with various current protest movements using the distributed material (M8.1). Each group analyzes a movement using the following questions:

Topic areas:

- **Fridays for Future:** Why are climate strikes and school strikes chosen as forms of protest?
- **Last Generation:** Why are more radical forms of protest chosen, such as gluing oneself to a road or blockades?
- **Demonstrations against right-wing extremism:** Why do counter-demonstrations and blockades of right-wing marches take place?

Work assignments:

- What are the central arguments of each movement?
- What forms of protest do they use?
- What goals do they pursue with these actions?
- What criticism is there against these forms of protest?
- Each group prepares a short presentation.

3 Presentation and Discussion (25 min.)

The groups present their results for the entire class. This is followed by a moderated discussion about forms of protest, their social significance and the question of their limits.

Key questions for reflection:


- Why is protest important for a democracy?
- Which forms of resistance are legitimate? Which are controversial?
- When is civil disobedience justified? Where are the limits?
- What role do the media and the public play in the perception of protests?
- What experiences have the participants themselves had with protest or resistance?



M9 | QUIZ: DEMOCRACY & US



ca.
45
min.

Category	RECOGNIZE
Method	"Pub quiz"
Work mode	Group work 
Age	From 9th grade upwards
Learning objectives	<ul style="list-style-type: none"> • Learn facts and knowledge about democracy in the past and present • Recognize the importance of civil society processes
Preparation time	ca. 10 min.
Material	<ul style="list-style-type: none"> • M9.1 Powerpoint presentation • Projector and laptop

PRESENTATION M9.1:

kiga-berlin.org/wp-content/uploads/2025/04/M9.1-Democracy-and-US.pptx



SHORT DESCRIPTION


The participants expand their knowledge of democratic processes, the history of democracy and the importance of social movements and civil society engagement. They deal with facts and circumstances in a playful and critical way. The method also promotes the students' participation, language skills and ability to cooperate.

PROCEDURE

- 1 The participants gather in small groups (4-6 people) at group tables. They give their team a name.
- 2 The teacher/workshop leader writes down all the team names and explains the rules:
 - a. Each team must jointly give an answer when called on.
 - b. One or more points are awarded for each correct answer.
 - c. At the end, the team with the most points wins.
- 3 The teacher/workshop leader then presents the respective topic area and explains how many points can be achieved in each field. The topics are:
 - I. Democracy IxI
 - II. History and present
 - III. Movements and civil society
 - IV. Democracy and me
- 4 The fields are played through one after the other. After each question or field, the content can be explained and discussed.
- 5 At the end, the team with the most points is chosen as the winning team. A discussion or subsequent reflection can also be held.

M10 | CREATIVE EXERCISE I: ILIOS, 2025

ca.
90
min.

Category	RECOGNIZE	JUDGE
Method	Creative exercise, artistic creation, and/or role play und/oder Rollenspiel	
Work mode	Group work, entire class exercise 	
Age	From 7th grade upwards	
Learning objectives	<ul style="list-style-type: none"> • Development of visions for a tolerant and fair social co-existence • Reflection on rules, norms and values 	
Preparation time	• Promoting creativity and collaboration in groups	
Material	5 min. <ul style="list-style-type: none"> • Variant 1 (city planners): posters, flipchart paper, pens, markers, collage material (e.g. magazines, glue, scissors) • Variant 2 (reporters): smartphones or tablets with camera function, optional props (e.g. microphones, bullet point cards) 	

SHORT DESCRIPTION

In small groups, the participants develop a vision of the future of the city of Ilios in 2050. They choose between two variants:

Variant 1 – The groups design a city map that shows what the city will look like in 2050, what rules apply and how tolerance is practiced.

Variant 2 – The groups create a video that reports on life in Ilios in 2050 as a news item. The results are then presented and discussed with the entire class.

PROCEDURE

1 Introduction and scenario (10 min.)

The following scenario is presented: It is the year 2050 and Ilios has developed further. The participants consider how the city has changed, which social rules apply and what role tolerance plays.

Key questions:

- How is tolerance lived in Ilios 2050?
- What norms and rules determine coexistence?
- Does the "Tolerance Score" still exist and, if so, in what form?
- How is the cityscape designed? Are there places for meetings and exchanges?

2 Creative exercise: Ilios, 2050 (50 min.)

Participants choose one of two options:

City planning: Creating a city map with buildings, streets and public spaces. Social rules are added to illustrate coexistence and the role of tolerance in Ilios 2050.

Reporting: Developing a news report about life in Ilios in 2050. The report can be recorded as a video or presented as a live report. Topics such as social change, new laws and social dynamics can be the focus.

3 Presentation of Results (20 min.)

The groups present their visions of the future for the entire class.

Questions:

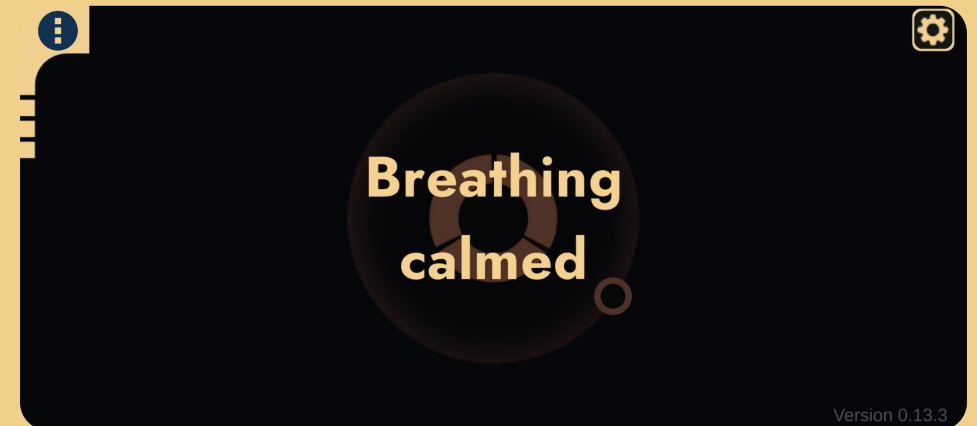
- Which aspects of the vision of the future promote tolerance and social coexistence?
- What challenges could arise from the structures developed?
- What effects would the rules and mechanisms developed have?

4 Reflection and discussion (10 min.)

Comparison of the developed visions of the future and discussion of possible transfers to the present.



Key questions:

- Which ideas seem particularly realistic or inspiring?
- Which approaches could already be implemented today?
- What challenges would have to be overcome in a future like Ilios 2050?



M11 | CREATIVE EXERCISE II: MESSAGE TO YOU

ca.
30
min.

Category	RECOGNIZE
Method	Creative exercise
Work mode	Solo work (as homework)  group work 
Age	From 7th grade upwards
Learning objectives	<ul style="list-style-type: none"> • Deepen basic knowledge about the content of the game • Strengthening subject-matter competence, adopting a different perspective
Preparation time	ca. 5 min.
Material	-

SHORT DESCRIPTION

This exercise can be done as homework after the game or as an individual exercise. Participants are given the opportunity to reflect on the content of the game themselves and to enter into a dialogue with the fictional characters. Various media can be used to implement the exercise: Participants can create Instagram stories, TikTok videos for and to the fictional characters in the game or write a voice message/letter to them.

The exercise can also be carried out in small groups (2-3 people).



PROCEDURE

- 1 The participants choose a person from the game. Ideally, this should be a person with whom there was a lot of interaction in the game. The following people are suitable for this: Mayor Tasha, neighbor Manfred, game café owner Lana or the Citylooters Ray, Okto or Shark.
- 2 The participants think about what they want to tell the person and what they want to ask them.
- 3 The participants implement their content in a medium of their choice.
- 4 Individual messages can be presented as examples. The possible answer can be discussed in plenary.



M12 | REFLECTION ON THE GAME



Category	RECOGNIZE	ANALYZE
Method	Reflective conversation	
Work mode	Solo work 	group work 
Age	From 7th grade upwards	
Learning objectives	<ul style="list-style-type: none"> • Remembering what was experienced • Connection between what was experienced in the game and one's own experiences and knowledge • Reflection on options for action 	
Preparation time	ca. 5 min.	
Material	-	

ca.
15-30
min.

SHORT DESCRIPTION

This exercise is a good way to start a conversation about the game and its themes. Participants have the opportunity to reflect on the content of the game and to exchange ideas. The exercise can be carried out either individually or in groups.

It is recommended to address three levels of reflection (reflection on what has been experienced, reflection on the content, and reflection connected with one's own life).

Tip: In the scene selection, which can be selected via the settings in the game, players can „jump back“ to individual points in the game after they have already completed the game once. This can be useful for discussing individual aspects of the game together again while reflecting or for recalling events.

Possible reflection questions can be found below as examples.

Reflection on the experience

- How did you find playing a game on your mobile phone/tablet?
- How did you feel during the game?
- How did you feel at the end of the game?
- How did you proceed in the game?
- What do you remember most?
- What did you like, what did you find difficult?

Reflection on the content

- Which people did you meet during the game?
- What conflicts were there in the game?
- What challenges do the people in the game have to overcome? How do they manage that?
- How do the people in Ilios relate to each other?
- Where do you encounter tolerance in the game?
- What does tolerance mean to the people in Ilios? Are there similarities, are there differences?
- What (decision-making) options did you have in the game?

Reflections connected with one's own life

- What makes a tolerant city for you?
- What aspects of coexistence in Ilios did you find good/bad and why?
- What does tolerance mean to you? In what situations have you encountered tolerance? When was an example of a time you were tolerant?
- What is important to you for good coexistence?
- What challenges do we currently have in society? How can we meet them?
- What forms of participation („participation in a democracy“) do you know?
- What forms of participation are there in your school or in your city – and which ones would you (still) like?



PROCEDURE

- 1 After playing through the game, the participants are given a short moment to think about what they have experienced. This can be done either using (written) questions or freely.
- 2 The participants then sit in a circle or in small groups and discuss the questions from the different levels.
- 3 If the exercise took place in small groups, after a certain time (e.g. 20 minutes) all groups come together again in plenary and present the main discussion points from the group work.

M13 | EVALUATION & FEEDBACK

ca.
25
min.

Category	ANALYSIS
Method	Evaluation and feedback questionnaire
Work mode	Solo work 👤 group work 👥
Age	From 7th grade upwards
Learning objectives	<ul style="list-style-type: none"> • Dealing with the experience and reflecting on it • Formulating your own viewpoints and ideas
Preparation time	5 min.
Material	M13.1 Digital questionnaire

QUESTIONNAIRE M13.1:

<https://survey.ifkw.lmu.de/KigAFeedbackDS/>


SHORT DESCRIPTION

THE ILIOS EXPERIMENT is conceived as a learning project and the creators welcome suggestions, ideas and a critical examination of the material. You are therefore invited to scan the attached QR code alone or in a group and fill out the digital feedback questionnaire.

PROCEDURE

- 1 First, an oral reflection is carried out with the participants. The questions from the previous exercise can serve as an impulse for this, and aspects of the exercises can also be evaluated.
- 2 The participants can then fill out the two questionnaires for feedback and evaluation either as a group or individually via their mobile devices, smartboard or computer. The feedback questions are more focused on gaps and initial reactions, while the evaluation questionnaire focuses more on how the game works.

W1 | WORKSHOP 1: UNLOCK ILIOS – DEMOCRACY, TOLERANCE & US

180
min. incl.
breaks

Age	From 7th grade upwards
Learning objectives	<ul style="list-style-type: none"> • Providing basic knowledge about the game's content • Deepening basic knowledge about the game's content • Strengthening subject-matter competence, adopting a different perspective
Material	<p>M3.1 Poster</p> <p>M3.2 Explanation of Tolerance Types</p> <p>M5.1 Quotations</p> <p>M6.1 Profile sample</p> <p>Optionally.: Tape, markers, moderation cards, flip charts</p>

SAMPLE PROCEDURE PLAN

15'	M1	Intro I: Checklist / Ground rules
25'	M2	Intro II: Positioning
		<i>or</i>
	M3	Which Tolerance Type are you?
10'	Break	
50'		Playing THE ILIOS EXPERIMENT (in groups or individually)
15'	M6	Knowledge store: Profile
20'	Break	
30'	M5	Quotations in focus – Discussing tolerance
15'	M13	Evaluation & Feedback

W2 | WORKSHOP 2: ILIOS – DEMOCRACY, TOLERANCE & THE FUTURE

320
min. incl.
breaks

Age	From 10th grade upwards
Learning objectives	<ul style="list-style-type: none"> • Deepen basic knowledge about the content of the game • Analyze the content/images of the game • Strengthen subject matter competence, adopt a different perspective • Deal with what has been experienced and reflect • Formulate your own viewpoints and ideas
Material	<ul style="list-style-type: none"> • Moderation cards • Flip chart • Permanent markers • M7.1 Sources

FOR CHINA



FOR USA



FOR EU



SAMPLE PROCEDURE PLAN

10'	M1	Intro I: Checklist / Ground rules
25'	M4	Tolerance – What does it mean?
20'	Break	
45'		Playing THE ILIOS EXPERIMENT (in groups or individually)
15'	Break	
15'	M12	Reflections on the game
60'	M7	Transfer: ILIOS, ideas and reality – Research
20'	Break	
60'	M7	Transfer: ILIOS, ideas and reality – Simulations & Reflections



Legal notice:

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