



# HUNGER FOR PEACE GAMES

By  
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*YouthAction*<sup>75</sup>  
NORTHERN IRELAND

**Peace**



EUROPEAN UNION

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The 'Hunger for Peace Games' is an initiative that lends its methodology to that of the book *'Hunger Games'* by Suzanne Collins and the subsequent film series. In this series young people (tributes) are selected to compete in an annual pageant called the 'Hunger Games'. Within the Games the 'tributes' are forced to fight to the death in this widely watched spectacle.

### Purpose/Aim:

- Using a similar methodology to the Hunger Games, our adaptation promotes more of a fight for peace than a fight to the death.
- It assumes that peace is not a given or an end product in itself, but rather one that requires careful and considered attention and effort.
- It supports young people and adults to reflect on their experiences, and share their insights about living in or observing divided/separate societies.

### Outcomes:

- To meet, connect and build relationships with others from different backgrounds and communities.
- To share insights about how conflict and violence impact on attitudes, choices and behaviours.
- To identify practical ways to overcome conflict and to contribute to peace-building.

### Roles:

- Ideally the games are facilitated by 2-3 people. One facilitator is the guide and mentor to the groups and who encourages them throughout. The other facilitator(s) is known as a master controller and is responsible for awarding points and adhering to rules set. These controllers will have a template that has each district name and activity/task and points awarded.
- If there is an objective facilitator, the teachers or educators should remain as observers; spectators with purpose. They should remain on the perimeter of the core activity but use the workshop as a space to take notes for wider reflection on themes of leadership, decision-making and power-sharing.

### Relevance

When being facilitated with groups of young people, teachers and educators can relate the process and content of the games to books and curriculum materials such as, 'Lord of the Flies' and/or 'Animal Farm', exploring issues such as power, self-governance, decision-making, morality, group think, individuality, rational and emotional reactions.

Setting the scene (subconscious songs about fighting/conflict):

- I predict a riot
- Two tribes (go to war)
- Zombie
- Love is a battlefield
- Eye of the tiger
- Warrior
- Survivor
- Safe and Sound

### Getting started:

- Provide an overview of the workshop (Purpose and Outcomes, Format).
- Emphasise that this is a competitive role play reflecting the Hunger Games series, but focussing on a collective effort and fight for peace.
- Participants are broken into small groups (districts). These should be broken into groups of 2 or 4 where possible.
- Each group will represent a 'district' at the event.
- The process will involve a range of general team-building/competitive games where districts accrue points and conclude in an awards ceremony.



## Introduction:

### Welcome to the land of Amplify (you can suggest a different name).

The following is read aloud:

*Welcome. Welcome. Tributes we welcome you.  
We salute your courage & your sacrifice. And we wish you, happy hunger games  
& may the odds, be ever in your favour.....may your participation be as  
pure as your hearts.*

*As you may know there has been once a rebellion and conflict in our land of Amplify,  
leaving separation, division, hatred and mistrust in its wake. Previously people fought  
to the death but this has since been replaced with a desire to live in a more peaceful  
society that respects difference.*

*Our land of Amplify is made up of various districts –  
all of whom are here today for the Hunger for Peace Games.*

*All districts are different and sometimes come into contact to  
collaborate and work or live together.*

*Today is the annual competitive Hunger for Peace games where districts have the  
opportunity to demonstrate how hungry they are for peace.*

*There will be a total of 11 tasks throughout the day in which points are accrued.*

*At different intervals you will be asked to nominate district representatives for  
particular activities.*

*A games mentor will guide and support the districts throughout.*

*Master controllers have created the games and have identified points relevant to each  
game. They will award scores and maintain these throughout.*

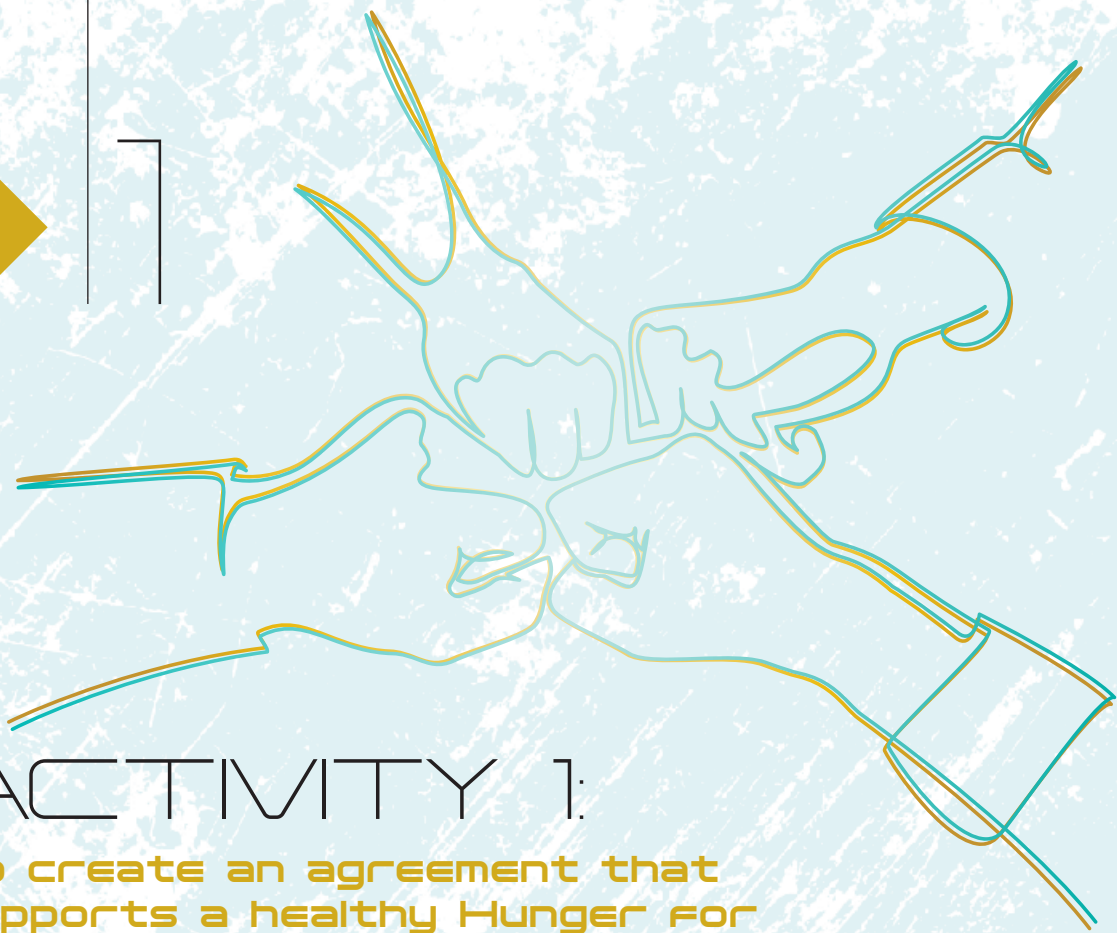
*The tasks have been set by the master controllers who value healthy competition  
between the districts, as long as some basic ground rules are followed.*

*Instructions will be provided before each task.*

*As well as accruing points there will be some opportunities to deduct points from  
other districts.*

*Today will conclude with a ceremony where final points will be known and where  
awards will be presented.*

*Tributes. We commence this year's Hunger for Peace Games.*



## ACTIVITY 1:

**To create an agreement that supports a healthy Hunger for Peace games.**

The facilitator will take some time at the start to emphasise the importance of developing working boundaries for the group participants. The group are given 10 minutes for this task. A total of 5 points are available for each district based on the development of this contract.

It is important to encourage the group to be comfortable with each other and create a safe space for conversation to happen. We recommend that you create a group contract together. A group contract is an agreement that is created by everyone in the group, and it is ideally a set of parameters that everyone can agree to throughout the programme. It is effectively a community agreement that allows everyone to consider what will support effective group working while creating a sense of respect and togetherness. Following a transparent agreement of boundaries, it is also important to consider ways of dealing with potential conflict or how the group might collectively respond to behaviours which counteract what has been collectively agreed.

Ask each district/group to identify 3 key attitudes or behaviours that they believe will make the group work effectively throughout the programme. These should be “Be” words such as “Be Respectful”, “Be Sensitive”, “Be Caring” and “Be Kind.” Following a list of “Be” statements developed by each group they then meet with another district/group to compare points and to collectively decide on a shared 3-point contract.

Ask the groups to read out the statement, “For us to work well together we should be...” and they will highlight the top 3 ‘Be’ statements from their priority list.

Let the game commence.  
And may the odds be ever in your favour.



**POINTS:** All groups are awarded 5 points for agreeing a contract.

**Scores are made known publicly.**



## ACTIVITY 2:

### To create an identity based on identity and customs

It is important to celebrate and acknowledge your own district's identity and culture. Thus, it is important to identify who you are and to share what is important to your district.

Within this game you will have 10 minutes to frame your identity, be clear on who you are and what is important to you. Following this you will display and share your identity with the collective group (approx 5 minutes for all groups to present). 10 points are available per district.

You will receive

- 3 points for a District Name;
- 3 points for a District Marking; and
- 4 points for a District Customs/Values (what is important to your district)

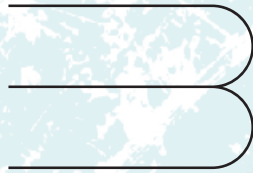
Let the game commence.  
And may the odds be ever in your favour.

Master Controllers will mingle around districts to help assess identity presentations.

Each of the district identities are displayed on the wall throughout the rest of the games.

**POINTS:** All groups are awarded points out of 10 for their visual representations.

**Scores are made known publicly.**



## ACTIVITY 3:

**To build  
your ideal  
community**

The facilitator reflects on how communities develop over time, and that even though many problems are encountered, people often work together to improve their communities. This task is about helping participants to think more about their specific districts and what makes their area of significance and value. They consider what exists in their community, what works well, what could be improved and also consider what their ideal community may look like.

Using Lego, each district will have 10 minutes to build their community. It is made known that only one district will be able to receive the 6 points for this task.

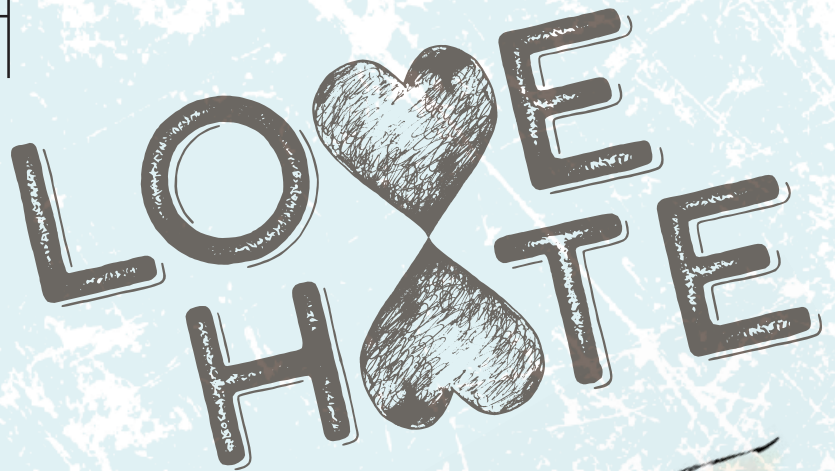
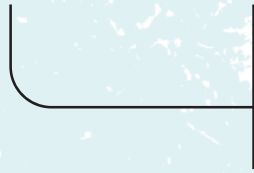
Let the game commence.  
And may the odds be ever in your favour.

Master controllers will review the structures and score accordingly.

**POINTS:** The winning district are awarded 6 points.

**Scores are made known publicly.**





## ACTIVITY 4:

### Duel: Love it or Hate it?

Two chairs are set back to back in the middle of the room. One chair is labelled as LOVE and the other as HATE. The facilitator highlights how participants will be nominated from each district to participate in a back-to-back dialogue/exchange of views. Each duel will involve 1 district member presenting their case for LOVE on a particular topic, and the other district member presenting their case based on HATE. There can only ever be one winner in any duel so the most convincing argument will be awarded 2 points per duel. There will be 10 duels with 2 points per winning duel being awarded.

One representative from each district will be asked to take a seat back to back. The topic for dialogue is revealed. Love will discuss for a timed 1 minute and Hate will do so likewise for the next minute. The controller will ask the districts for their views on who should win each duel, but they will make the final decision and award the 2 points.

Scores will be made known publicly after each 'duel'. This activity takes about 30 minutes.

10 topics – 2 points available for each battle.  
Total of 20 available.

Topics can include:

- Dogs;
- Coca-cola;
- Online shopping;
- iPhone;
- Social media;
- Your town;
- Eurovision song contest;
- Football;
- McDonalds;
- Chocolate.

Let the game commence.

And may the odds be ever in your favour.

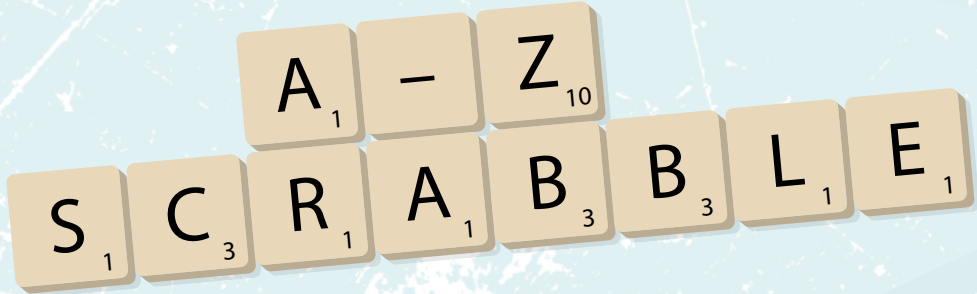
The controllers maintain a record of points for each winning argument/district.

**POINTS:** The winning districts are awarded 2 points in each duel.

Scores are made known publicly.

## Short BREAK

Master controller provides an update on scores to this point.



# ACTIVITY 5:

## A-Z Scrabble



This game is known as 'A to Z Scrabble'. Within this game you will be required to place yourself on a letter which starts with the first letter of a word that you decide responds to the question being asked.

Each district will go one at a time. The first district will nominate 3 representatives to take part. The 3 representatives from a district will mill around the letters on the floor and when the music stops they stand aside a letter, according to the word shown. Only 1 person can stand on any given letter. Each person explains their placing. The process is repeated for each district.

Topics can include:

- Equality;
- Politicians;
- Flags;
- Climate;
- Leaders;
- Health;
- Immigration;
- Borders;
- Police;
- Guns;
- Race;
- Education;
- Sexuality;

Each will be scored according to scrabble pointing. However, only the first letter of the word will count towards your score.

**POINTS:** The winning districts are awarded points as per Scrabble (see below).

The activity takes about 20 minutes.

**The scores are kept confidential at this point.**

Let the game commence. And may the odds be ever in your favour.



	A <sub>1</sub>	B <sub>3</sub>	C <sub>3</sub>	D <sub>2</sub>	
E <sub>1</sub>	F <sub>4</sub>	G <sub>2</sub>	H <sub>4</sub>	I <sub>1</sub>	J <sub>8</sub>
K <sub>5</sub>	L <sub>1</sub>	M <sub>3</sub>	N <sub>1</sub>	O <sub>1</sub>	P <sub>3</sub>
Q <sub>10</sub>	R <sub>1</sub>	S <sub>1</sub>	T <sub>1</sub>	U <sub>1</sub>	V <sub>4</sub>
	W <sub>4</sub>	X <sub>8</sub>	Y <sub>4</sub>	Z <sub>10</sub>	





## ACTIVITY 6: Coasting towards peace

Each district will be provided with 4 table coasters that are created to encourage conversations in public spaces. Each coaster has a quote from a young person, a question that is being asked of the public and an action that an individual or group can take, to move things forward.

In each district participants discuss the quote, answer the question and identify an action.

They have to record their views and answers on a separate piece of paper for each coaster. This exercise should take about 30 minutes.

Points will be awarded as follows:

- Quote reflection 3 points
- Question 3 points
- Action 4 points

Each district will submit their responses to the master controllers who will assess and award points.

**POINTS:** Each district can accrue 10 points per coaster reflection if they have good responses.

**Scores for this activity will be made known publicly after lunch.**

LUNCH BREAK



# ACTIVITY 7:

## On the move

As you know, here at the Hunger for Peace Games, life requires challenges and decisions.

You will now nominate 1 or more people from your group to move to another district. You have 5 minutes to identify your choices.

Points will be allocated and presented later at the closing ceremony.

Let the game commence. And may the odds be ever in your favour.

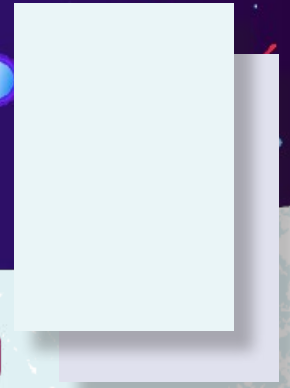
The guiding facilitator (mentor) will ask districts to select people to move. They will be asked to place the suggested name/names in an ENVELOPE. There must be original district members remaining within the group. The envelopes are collected and the mentor will read out the proposed nominees to move to another district. This exercise should take about 10 minutes.

**NB** *Later this will be reflected upon – showing how communities that are open to people integrating with others will be rewarded. The concept of majority-minority dynamics can be reflected upon. Other themes emerge such as: preparation for integration, betrayal to communities of origin, fitting-in, being accepted etc.*

**POINTS:** Points will be awarded at 3 per person who move – this is unknown to the group.

**Scores are kept confidential.**





## ACTIVITY 8:

### Poster prediction

The Amplify nation wants to continue thriving. This task requires districts to identify how they would like to see life in 20 years' time. Using the resources provided each district will devise a poster which reflects what is important for them, their community and society.

Emphasise that the poster should represent what life will be like in 20 years:

- For you
- For your community
- For wider society

They are also required to name 1 small step that the district will have done to build peace. 20 minutes have been allocated to this task.

Points available are:

- 2 points for poster presentation (how it looks and how it is presented)
- 3 points for poster content (substance)
- 3 points for the small step to peace (a clear action for peace)

Each district will be asked to present and explain their vision. Master controllers will mark these quietly without sharing. This exercise should take about 20 minutes.

**POINTS:** 8 points are available per district.

Scores are kept confidential.





# ACTIVITY 9:

## Super Power Leadership

The time has come for you to strike venom into the hearts of your opponents. You will now select whether you want to deduct points from any of the other districts.

Each district has now been awarded 10 points for their super efforts and powers in building peace to date. With this new super power leadership you have the potential to deduct the 10 points from any of the other districts. Each district will be asked to consider this additional power and to collectively agree if they will say YES or NO to this possibility. This should take approximately 10 minutes.

Each district will have 5 minutes to make their decision. They secretly pass a piece of paper with either YES or NO to the facilitator/mentor.

May the odds be ever in your favour.

**NB** later reflections might include: *How does having power affect people? Does it feel good to have power? How did you exercise your power?*

**POINTS:** Points will vary according to what each district decides.

Scores are kept confidential at this stage.



## ACTIVITY 10:

### Quick chats (Agree/Disagree)

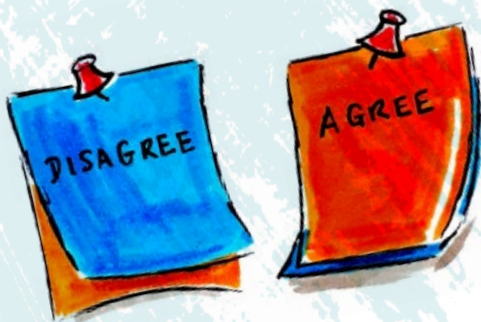
This exercise will provide each district with an opportunity to think about how their community feels about different issues and how they will reach a consensual decision on potentially divisive issues.

Each district/group are provided with the same statement that they have to discuss within their group. They have 3 minutes to discuss it and come to a group agreement. A representative from the district will have 1 minute to feedback their outcome with an explanation of why they agree or disagree to the full Amplify society. The master controllers will be looking for the best case presented by each of the districts. For each topic area there will be only 1 district that is awarded points. This exercise should take about 30 minutes.

There are 3 points available for each topic area discussed.

- Our country welcomes everybody.
- Young people are keen to have their voice heard in society.
- The world is a violent place.
- Young people are actively involved in creating a better world.
- The environment is the world's biggest concern.
- Flags are important for a community's identity and culture.

Let's heat things up and hear about your views on some difficult or contentious issues. Let the game commence. And may the odds be ever in your favour.



**POINTS:** 3 points are available per topic.

Scores are made known publicly.



# ACTIVITY 11:

## Give and Take

In the final task you have the option to give points to the other district and/or take points for your own district. This is the last opportunity for your district to win, with many points available to alter the scoreboard.

Each district will be given a value of 20 points.

For 5 minutes each district discusses what they would like to do with these 20 points. You will then place how you want your points to be awarded in an envelope and pass to the controller.

Let the game commence. And may the odds be ever in your favour.

Before announcing how each district has distributed their points, ask each district how they think the other districts may have allocated their points. This exercise takes about 15 minutes.

The controller reads the points out publicly to the full district. Participants are encouraged to reflect on their perceptions and how points were actually awarded.

**POINTS:** Points will vary according to what each district decides.

Scores are made known publicly.

At this point controllers will collate ALL scores which will be revealed in the Closing Ceremony.

## Review and Reflection

While the controllers collate the points, the groups and districts are asked to de-role from their characters and districts. This reflection time is about identifying learning from the Hunger for Peace Games.

Recap on the analogy and how the games may reflect communities, cultures and society.

Encourage the group as a collective to think about:

- sense of identity and belonging
- 'us' and 'them' / the others
- division and separation
- competition and winning
- threats and opportunities
- meeting and building relationships with others
- moving out of districts
- having new identities
- dealing with contentious issues
- sabotage
- loyalty
- punishing others
- sharing and supporting others

Following the group's reflection ask each individual to take 5 minutes to record their own personal reflections. Example questions can include:

- What have you learned from talking about conflict and peace?
- What have you learned about yourself or others today?
- What was the most challenging part of today?
- What will you do as a result of today?





# YouthAction<sup>75</sup> NORTHERN IRELAND

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- One Small Step campaign: [@OneSmallStepNI](https://twitter.com/OneSmallStepNI) (twitter)

## Join us:

**Youth Network for Peace** – join a movement of young peace activists

Contact: [seanmcdonnell@youthaction.org](mailto:seanmcdonnell@youthaction.org) / [paddy@youthaction.org](mailto:paddy@youthaction.org) / [ryan@youthaction.org](mailto:ryan@youthaction.org)

**Youth Work Network for peace** – join a movement of youth work peace activists

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This resource has been developed by YouthAction NI  
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