



Co-funded by
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Secure Kids Board Game: 'Community Heroes'



SECURE
KIDS



About the Game

The game is a non-formal educational tool for children and young people, developed as part of the project “Secure Kids- Strengthening child participation in disaster risk reduction activities and building resilient societies”.

The goal of the project is to establish a mechanism that ensures sustainable child participation in disaster risk reduction, allowing children and young people to engage in activities at both local and national levels. Children and young people have the right not only to participate in discussions about disasters and their impact on their communities but also in activities aimed at preparing for and preventing various types of crises to build a safe and resilient community and country.

The game can serve as a valuable tool for gathering children’s and young people’s views and ideas, as well as the solutions they propose for various potential and existing crises in their community. These ideas from children and young people can also be implemented in real life.

The game is suitable for children and young people of different ages and can be played in schools (primary and high school), youth centres, organisations, and other places where young people have access to both formal and non-formal education.



The game includes

The game includes 30 situation cards. Each card has an image representing the situation, a description of the situation, and a task to solve. To solve the situation and complete the task, participants must use activity cards divided into four categories – **COMMUNICATION, RESOURCES, RISKS, and ACTION**. Each category contains eight cards with prompting questions to help participants solve the tasks. Required additional resources: paper and writing tools or digital devices (e.g., a computer).

Game Objective

The main objective of the game is to search for and plan solutions for various crisis or disaster situations, either those that have already occurred (focusing on mitigating their consequences) or those that could potentially happen (emphasizing prevention and preparedness).



How to play?

The game can be played by individuals or teams, but it is recommended to work in teams. The game requires a facilitator (teacher, youth worker or other person working with children and young people) to help the participants start the game, guide the game process and shape the final part of the game - the discussion. The facilitator follows the children and young people's work, helps them to understand the game cards, if necessary, encourages and supports them (especially if younger children are involved). The game facilitator ensures that the game environment is inclusive - all participants understand the game tasks at the start of the game and all participants can express their views and actively participate.



Option 1 (allows for a longer gameplay time):

1. The participants are divided into four teams, and each team either draws or selects a scenario.
2. Each team is assigned a set of activity cards: Communication, Resources, Risks, or Action.
3. Each team works with their assigned card set, answering questions and creating a solution plan for the task.
4. After 20 minutes (with an option to extend the time if needed), the teams exchange their card sets and continue until all cards have been completed.
5. Once all activity cards are completed, each team will have a ready-made solution plan for their scenario.
6. At the end, the game facilitator leads a discussion with the participants, during which teams can present their developed solutions.



Option 2 (allows for a shorter gameplay time):

1. The participant group is divided into four teams. All participants work on solving one drawn or selected scenario.
2. Each team is assigned a set of activity cards: Communication, Resources, Risks, or Action.
3. Each team works with their card set, answering questions and creating a solution plan for the task.
4. After 20 minutes (time can be extended if needed), the teams present their completed tasks to one another.
5. The game facilitator and teams hold a discussion about the solutions developed by each group, providing suggestions to ensure a unified plan for resolving the scenario.



Open doors

Situation: Your city is planning to accept refugees from Ukraine. The number of people to be accepted is large, and the municipality does not have enough space to accommodate them.

Task: Organize a survey in the city to find out who would be willing to accept refugees and what kind of conditions they could offer.



Digital generation

Situation: Many people in your community don't have jobs. Some of them are older and don't know how to use computers or the internet, which makes it hard for them to find work. There aren't any places in the community where they can learn these skills right now.

Task: Create a group of volunteers to help teach these people useful computer and internet skills. This way, they can learn what they need to find jobs!



Let's think about nature

Situation: Your city has started adding special bins to sort trash, but many people don't know how to use them properly. They keep throwing all their trash in the wrong bins.

Task: Create a campaign to teach people in your city how to sort their trash correctly.



Safety in the forest

Situation: Wildfires have been happening in your community's forest because there aren't proper camping areas. People don't know the fire safety rules, so they accidentally start fires.

Task: Teach people fire safety rules in the forest and help set up a safe camping area.



Animal rescue

Situation: The river near your village has flooded, and while people have been safely evacuated, the animal shelter collapsed. Many dogs are now lost and roaming around.

Task: Organize a rescue group and make a plan to find and safely catch the dogs.



Main thing, keep your feet dry

Situation: Your city is holding an evacuation drill, but it's going to rain on the same day. The elderly people at the care center don't have raincoats and aren't ready for the weather.

Task: Start a workshop to make raincoats for the elderly so they can join the drill comfortably.



Chaos after the war

Situation: Your city has been damaged during a war, but things are now safe. Buildings are destroyed, and the streets are full of rubble. Official help won't arrive for two weeks.

Task: Start a volunteer group to clean up and rebuild the city while waiting for help.



Integration through language

Situation: Refugees from Ukraine have come to your community. They want to learn your language, but there aren't any government programs available yet.

Task: Create fun language lessons and activities to help the refugees learn and feel welcome.



Survival skills

Situation: People in your country are talking more and more about the danger of war. The government is making information materials to help, but you don't have the skills to do the tasks explained in them.

Task: Plan a two-day camping trip in the forest where you will learn survival skills.



What seems small to one...

Situation: Refugees from Ukraine have been welcomed into your city. Each person has been assigned a place to live, but most of them do not have enough clothing and household items to start their new life.

Task: Open a charity warehouse to accept donations from residents and provide help to the refugees.



Community awareness

Situation: The country is talking about significant threats. In your small town, the threats are taken seriously. The town is working on an official plan, and you want to get involved.

Task: Organize interviews with the town's residents to identify who among them is at high risk of the looming threats.



Crisis in the community

Situation: After the economic crisis, the country is slowly recovering. However, in your town, there is high unemployment and widespread poverty as a result.

Task: Organize a soup kitchen where people can receive a hot meal daily.



Crisis after the pandemic

Situation: After a prolonged pandemic, the country is returning to normalcy. However, the youth center that young people in your town used to visit is planned to be closed as a result of the crisis.

Task: Organize a charity fair in the town to direct the proceeds toward maintaining the center.



Forest restoration

Situation: The town has regained ownership of a large forest area. The previous owner had cut down the forest for profit, leaving it severely damaged – no animals or birds live there anymore. The community plans to restore the forest.

Task: Organize forest restoration and tree planting efforts.



Help on wheels

Situation: During the coldest winter months, severe frost has set in, and everyone is advised to avoid going outside unless necessary. In your community, there are many remote households where families and seniors without cars live, making it impossible for them to purchase food, medicine, and other essentials.

Task: Organize a volunteer delivery van, identify needs, plan, and carry out the distribution of goods to these people.



Expanding communication

Situation: The government is preparing various informational materials about safety and actions in case of war. You have friends from different countries living in your town, as well as blind and deaf friends. You are concerned that these materials are not understandable to them.

Task: Organize the translation of informational materials and ensure accessibility for different groups of people.



Shelter restoration

Situation: Your village was hit by a hailstorm. The animal shelter was also damaged and is calling for help. The hailstorm destroyed the area, damaged building roofs, windows, and animal enclosures. The shelter staff are busy restoring the premises and do not have enough time to care for the animals.

Task: Form a volunteer group, organize assistance, and help take care of the animals.



Pollution after the storm

Situation: A major storm has occurred in your country. You live in a small coastal town. As a result of the storm, the entire shoreline is littered with debris – both items washed up from the sea and waste from the town's containers. Since all town equipment is being used to repair other damages, waste collection is currently not a priority.

Task: Organize a clean-up campaign to collect waste and tidy up the shoreline.



City in debris

Situation: Two days of a severe storm have caused significant damage in your city. The city is slowly being restored. The wind has scattered debris all over the city and cleaning it up is currently not a priority.

Task: Organize a large-scale clean-up event in the city.



Devastation in the community park

Situation: After a severe hurricane, the city has suffered significant damage, with the community's beloved park being hit the hardest. Trees are uprooted, flowerbeds washed away, and the children's playground destroyed.

Task: Organize a clean-up and restoration effort for the community park.



Joy therapy

Situation: Your community has welcomed refugees from Ukraine. These are families with children. The community provides extensive support for adults, but no activities are organized for the children.

Task: Organize clubs and activities for refugee children and other children in the community.



Creating warmth

Situation: Your town is organizing a relief shipment for Ukraine, where war is ongoing. The town can provide everything listed in the aid request, except for trench candles.

Task: Organize a workshop for making trench candles.



Senior evacuation

Situation: Your small town is located by a large river. This year, the river has flooded far beyond its banks and is affecting your town. Near the river is the only senior care facility, where elderly individuals live. The local government is planning to evacuate seniors from the facility, but they have no alternatives for housing them temporarily.

Task: Plan an initiative for the evacuation and temporary housing of seniors in your town.



School restoration

Situation: There was a major storm in your town. Overall, the damage is not extensive, but your school has been partially destroyed. It is mid-summer, and the local government is hopeful that the school can be restored by the beginning of the academic year. Therefore, the municipality is calling on residents to get involved.

Task: Prepare an offer of assistance for the local government, detailing how and what you can contribute to the school's restoration efforts.



SOS assistance

Situation: War has broken out in your country. While your town remains relatively peaceful and safe, the war has caused electricity and internet access to become very rare. Many food products are spoiling, and it's crucial to consider food storage for a situation where the war escalates.

Task: Set up a support center where food, water, and medicines would be available for crisis situations.



Clean beach

Situation: Every year, thousands of tourists visit your town's beach. After their visits, a large amount of waste, especially plastic bottles, is left behind. The signs placed by the city are largely ignored.

Task: Organize the placement of waste bins on the beach that will attract tourists' attention and motivate them to dispose of their trash responsibly.



Fire in the heart of the community

Situation: The beloved cultural center in your town was destroyed by a fire. There is now no place to organize activities, make music, or run the variety of clubs and workshops it once hosted. Funds for restoring the center are lacking.

Task: Organize a charity concert and allocate the proceeds to the restoration of the center.



Language opportunities

Situation: Your community faces high unemployment. Soon, a new international company will open in your town, and one of the job requirements is knowledge of English. However, only a few adults in the community know English, leaving them unable to apply for the positions.

Task: Organize English language training for interested individuals.



Healthy living

Situation: Fast-food establishments have been located near your school for a long time. More and more young people choose unhealthy eating habits, and the community is concerned about the declining health of the youth. You want to inspire your peers.

Task: Organize a healthy lifestyle campaign in your school, including various workshops.



The power of a unified network

Situation: A pandemic is ongoing, and people cannot meet in person. Many feel lonely, and their mental health is deteriorating. People miss communication and social interaction.

Task: Organize online interest groups with activities that can be done together while everyone remains at home.

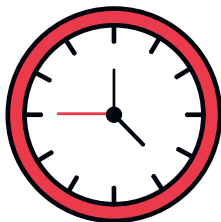
INFLUENCE



How will the resolved
situation improve
community life?

ACTION

TIME



How much time do
you need to resolve
the situation?

ACTION

GOAL



What is the goal of
your action?

ACTION

MOTIVATION



What motivates you to tackle the situation?

How will you motivate others to get involved?

ACTION

FUTURE



What should be done
to prevent the
situation from
repeating? Name at
least three ideas.

ACTION

RESPONSIBILITIES



Distribute the responsibilities within your team. Assign each member at least two tasks according to their skills.

ACTION

FIRST STEPS



Describe the three most important tasks that should be completed to resolve the situation.

ACTION

SKILLS



What skills do I have to
solve the situation?
What am I good at?

ACTION

FEEDBACK



How will you organize
community awareness
about progress and
completed tasks?

COMMUNICATION

COMMUNICATION CHANNELS



What communication channels will you use to inform and engage the community?

COMMUNICATION

CONFLICTS



How do you handle
conflict situations that
arise in the
team/community?

COMMUNICATION

CULTURE/ LANGUAGE



What languages are spoken
in your community? How will
you ensure that the
information is understood?

What communication
channels will you use?

COMMUNICATION

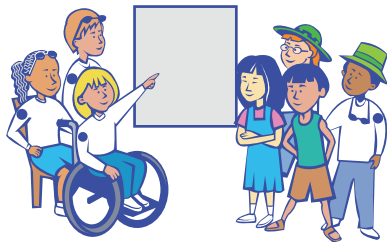
HELP



What assistance do you need to implement the communication plan?
Example: permission to put up posters.

COMMUNICATION

COMMUNITY GROUPS



What kind of people live
in your community?

What communication
channels should be used
for each group?

COMMUNICATION

VISUAL MATERIALS



What visual materials
will you use in
communication?
Example: posters,
infographics.

COMMUNICATION

MESSAGE



What message do you
want to convey to the
community?

Prepare a brief and direct
message.

COMMUNICATION

CULTURAL RESOURCES



What are the values and traditions in your community that need to be respected to solve the situation?

RESOURCES

HUMAN RESOURCES



What kind of people do
you need to solve the
situation?

What are their knowledge
and skills?

RESOURCES

NATURAL RESOURCES



What natural resources
do you need to solve the
situation?

Example: water, rocks,
land

RESOURCES

FINANCIAL RESOURCES



Do you need money to solve the situation? What do you need the money for? How will you get the money?

RESOURCES

PHYSICAL RESOURCES



What physical resources do you need to solve the situation? Examples: buildings, tools, machinery. Where will you get these resources?

RESOURCES

INFORMATION RESOURCES



What information,
knowledge, data do you
need to solve the
situation?

Where will you get it?

RESOURCES

SOCIAL RESOURCES



What collaborations do
you need to build to solve
the situation?

Example: council,
organisations, companies.

RESOURCES

TECHNOLOGY RESOURCES



What devices,
programmes, digital
resources do you need to
solve the situation?
Where will you get them?

RESOURCES

THREATS



What threats to safety or health might arise while attempting to solve the situation?

RISKS

PEOPLE IN THE COMMUNITY



Which are the most vulnerable groups in the community? Should you take this into account when solving the situation?

RISKS

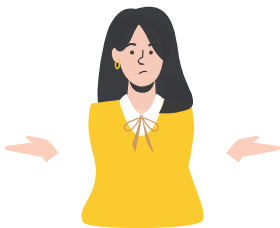
FEARS



What concerns you about
getting involved in solving
the situation?

RISKS

WHAT I DON'T KNOW



What skills or knowledge
do I lack to solve the
situation?

What risks could this lead
to?

RISKS

SKILLS I HAVE



What skills do I have to ensure safety in solving the situation?

RISKS

EQUIPMENT



What tools and equipment are needed to ensure safety while solving the situation?

RISKS

FUTURE



What risks would the community face if the situation were not solved?

RISKS

ASSISTANCE



What institutions should be involved to ensure safety while addressing the situation?

RISKS



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