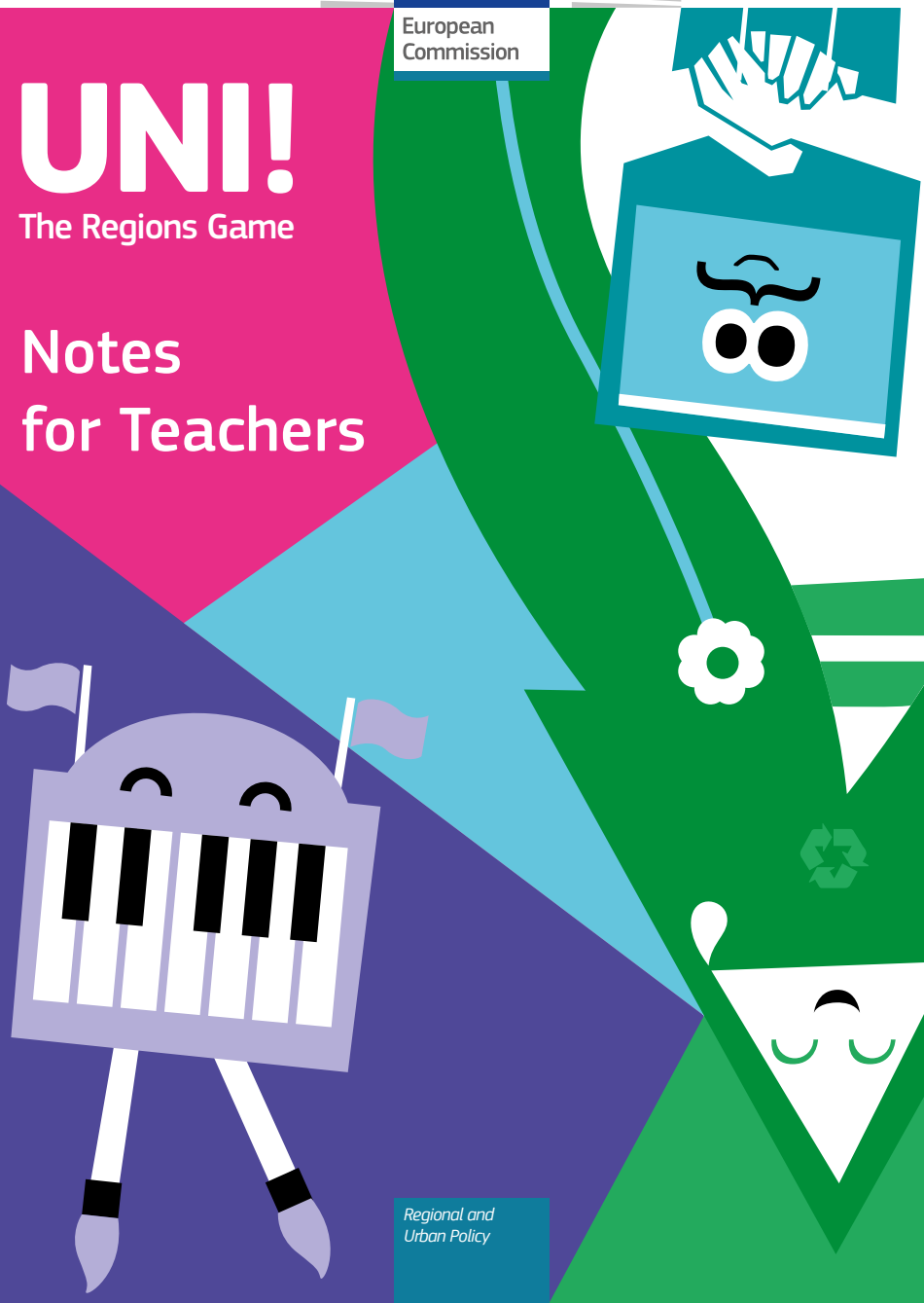
European Commission

UNI!

The Regions Game

Notes for Teachers



Regional and Urban Policy

UNI! Notes for Teachers

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The purpose of European regional policy, for which I am responsible, is to reduce differences in the level of development between different countries and regions.

It helps European regions to improve their competitiveness and accelerate their economic development in a sustainable way. This policy is the way in which solidarity across the European Union is expressed.

The Regions Game aims to illustrate what this policy does in a tangible way by getting children to discover the huge range of actions it covers: environment, energy, research and innovation, support for businesses, transport, tourism and culture.

Through investment in growth sectors, regional policy is in step with the wider ambitions that the European Union has set itself, particularly when it comes to employment and the fight against climate change. European projects are all around us, we just have to look!

Corina Crețu,
European Commissioner for Regional Policy

Notes for Teachers

1 Foreword

The building of Europe, and particularly of regional policy, is a huge project that particularly involves **education and understanding of crucial values** like competitiveness and solidarity.

UNI! is a role-playing game made available to schools and teachers to **offer each child a way of intensely experiencing the creation of a shared project**, with all the pleasure and happiness this process brings, but also the decisions that need to be taken so that personal satisfaction goes hand in hand with collective success.

Of course the purpose of this game is not to impart all the political, technical and financial mechanisms required for the construction of Europe. However, it is intended to serve as course material for teachers so that they can look at the challenges faced by each region of Europe in a fun way.

The objective of building a balanced Europe across all the areas it covers is reliant on a policy of solidarity that aims to reduce the gap between the levels of development of the different regions. The success of this project largely depends on **an awareness of what we gain from "living together"**. This is the spirit that the game sets out to highlight.

We wish you hours of fun, laughter and thoughtfulness with UNI!

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2 Introduction

UNI! was designed to give children the opportunity to experience the creation of European regional development projects through shared mechanisms of solidarity and competitiveness.

Through this game, based on small challenges to be met, each child has the chance to have both individual and collective experiences. Based on this fun experience, the teacher can then get the class to think about the mechanisms for building a shared project.

After the game, the children will have experienced personal and collective challenges, the need for solidarity and the opportunities to be seized collectively that the game situations present, and will therefore be able to understand the nuances between all these.

Based on this, and because we wanted **this game to be closely connected to real life**, a series of sheets is also provided to teachers so that they can extend their pupils' game experience with real facts and cases where regional projects have been created successfully.

The game

1 Principles of the game

Each region of Europe has its own strengths and weaknesses in different sectors of activity. At the start of the game, the players are split into teams. Each team has to draw a profile of an imaginary region and try to improve the situation of its new region. To do this, the members of each team have to accumulate stars gained by meeting challenges posed by the six themed characters of UNI!

However, depending on the Challenge cards drawn at random, the team will also have to improve the situation of a neighbouring region (of its choice) or all the participating regions.

2 Gaining stars

The ultimate objective of the game is for one of the regions represented by a team to accumulate the maximum possible number of stars and be declared the winner. However, a winner cannot be declared unless all the regions have accumulated at least three stars in each sector of activity.

Educational objectives:

- *Respect children's desire for competition*
- *Impart the idea of solidarity*
- *Inspire a spirit of planning ahead and strategising*

3 The six sectors of activity

A region's strengths and weaknesses can be classified into multiple different sectors. For UNI!, six have been chosen:

- ENVIRONMENT
- ENERGY
- INVENTIONS
- EDUCATION & SOCIAL
- TOURISM & CULTURE
- TRANSPORT

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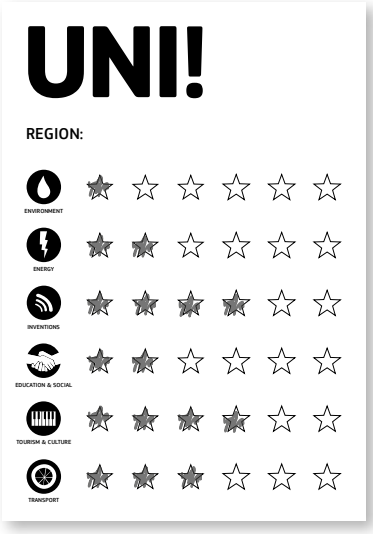
At the start of the game, each team draws a sheet for a fictional Region at random. The region drawn is attributed a certain number of stars which form the "pedigree" of the region. A brief introductory text describes the region and the series of challenges to be met.

Based on this profile, the teams must choose which challenge to meet first in order to improve their region's situation (and potentially the situations of other regions, as the victory condition of this game is not just accumulating the maximum number of stars; each team must also have at least three stars in each sector).

After reading their Region card, each team completes a blank grid provided for this purpose, using an erasable pencil, to note the stars gained and lost. Example of a region grid at the start of the game:



Comments: Teachers are free to suggest that pupils give the region they have drawn a name. The name can be real or fictional. If they decide to draw inspiration from real situations, they can find similar ones in the documentation provided, in a book (see references at the end of these notes) or sheets that can be downloaded online at ***http://ec.europa.eu/regional_policy/uni***

Educational objectives:

- *Discovering the regions' areas of potential and shortfalls*
- *Understanding text*
- *Understanding that a strength in one respect can entail a weakness in another respect*
- *Establishing a pragmatic strategy for action (specific to a region) in response to a problem*

4 Challenge cards

To move the game forward and allow each team to gain stars, pupils must meet "challenges".

These challenges, which are generally simple in themselves, are essentially pretexts for creating game situations and establishing connections of strength, alliance and solidarity.

I. Types of challenges

Challenges are split into three categories:

- Miming to get the other children to guess
- Drawing to get the other children to guess
- Getting other children to guess based on four successive words
  Comment: the words proposed cannot have the same etymology as the words to be identified. However, this rule can be left out for younger classes, according to the judgement of the teacher or the Game Referee.

Educational objectives:

- *Developing the ability to synthesise information*
- *Encouraging each pupil to express themselves in public*

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II. How to meet challenges

- As a **"solo team"**: a team that draws this type of card must meet a challenge as a result of which only that team will gain or lose.
  This game situation sets out to illustrate the regions of Europe which put policies in place to tackle challenges specific to them.

- As **"two teams"**: a team that draws this type of card must meet a challenge for which it will share the winnings or defeat with a team and region of its choice.
  This game situation sets out to highlight the regions of Europe which are part of interregional cooperation programmes.

- As a **"collective"**: a team that draws this type of card must meet a challenge for which it will share the winnings or defeat with all the teams in the game.
  This game situation sets out to highlight the solidarity policy of all 271 regions of Europe.

  The different game situations are clearly marked on each card.

Educational objectives:

- *Generating debate and decision-making as a group*
- *Developing a spirit of analysis and adaptation*
- *Establishing a distinction between individual development and collective development of the region or regions.*

III. The time available to meet a challenge

In order to make the game dynamic, the duration of a challenge has been set at 30 seconds. However, depending on the age ranges involved, the teacher can extend this duration if they think it necessary.

With older classes, the game can be made more challenging with a more ambitious rule: each team must obtain four or five stars in each sector

instead of three. However, as this requirement risks lengthening the duration of the game, this measure can be accompanied by a second rule: getting others to guess as many words as possible on the Challenge card drawn, within 30 seconds. The number of stars won will then be in proportion to the challenges actually met.

IV. The choice of cards

When it is their turn to play, each team chooses its representative and the sector of activity for which it will take on a challenge.

The choice of this sector of activity will be strategically determined by:

- How the team wants to progress
- Whether the team wants a neighbouring region to progress.

Each member of the team must, at least once:

- Draw a card and propose a challenge
- Be chosen by their team to take on a challenge

Educational objectives:

- *Generating debate and decision-making as a group*
- *Developing a spirit of analysis, adaptation and strategy*
- *Learning to weigh up impulses*
- *Learning to delegate*
- *Sharpening a sense of solidarity*
- *Learning about community spirit and cohesion*

5 Disaster and Fortune cards

Disaster and Fortune cards are mixed in with each stack of cards.
These randomly drawn cards represent an unexpected opportunity for the player... or a disaster. They may reward or handicap the participating region or regions.

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Educational objectives:

- *Making players aware of the positive and negative contingencies that can affect any human endeavour*
- *Imparting the idea of solidarity and cohesion*
- *Sharpening attitudes of resilience and responsiveness*

6 Refereeing the game

The game is refereed by a "Game Referee" who makes sure everyone participates, as far as possible. The Referee may be the teacher or a child designated by the teacher, by the class or drawn at random.
Throughout the game, the Game Referee will hold the stacks of cards that the various representatives of each team draw.
The Referee will also decide whether a challenge is met successfully or not, and more broadly speaking, they will make sure the spirit of competitiveness is balanced by the spirit of solidarity.

Educational objectives:

- *Developing a spirit of fairness*
- *Making children aware of the difficulty of arbitrating conflicts of interest*
- *A nod to the role of European Commissioners*

7 Duration of a game

A game is designed to last for a class period of 50 minutes.

According to the teacher's judgement, the game can be extended for one or more periods by studying real region situations. For this purpose, Region sheets are provided for teachers.

8 The game world

The development of each region of Europe depends on one or more sectors of activity which form its strengths and weaknesses.

In UNI!, six of these sectors have been chosen and personified through thematic characters.

Ms Blossom
ENVIRONMENT

Mr Electric
ENERGY

Ms Qwerty
INVENTIONS

Mr Vitality
EDUCATION & SOCIAL

Ms Allegro
TOURISM & CULTURE

Mr Wheeler
TRANSPORT

This personification allows children to take on board and recognise the theme immediately. These characters can then be used to look at each theme.

However, the teacher can afterwards introduce the pupils to the other themes tackled and covered by European regional policy. These themes can be found at: ***http://ec.europa.eu/regional_policy/themes/index_en.html***

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9 A game

The rules (see attached document) are intended to closely define the conditions in which the game is played. However, the teacher is free to modify any of the rules to make the game more challenging or to highlight any given configuration of actions or game mechanic.

In any case, the teacher will take care throughout the game to remind the children of the victory conditions (a minimum of three stars in every sector for all teams) and the need for solidarity between the teams.

10 General educational objectives

UNI! is not designed for learning subjects like finance, history, etc. The learning is primarily focused on the game experience and making children aware of the major sectors of activity in the regions.

It is up to the teacher to draw lessons from the game once it has been played, during which each child will have played their part in the development of their own region as well as neighbouring regions.

These lessons will be focused on:

- The importance of working together
- The strength of group cohesion
- The difficult nature of making decisions jointly
- The ultimate benefit of making shared decisions for the common good

Based on this experience within the game, the teacher can then look at real regional development themes.

The map material provided in the game box will also allow each class to locate their region on the map of Europe and discover their neighbouring regions and others further away.

11 Introducing the game

The UNI! box contains a map of the regions of Europe. Whenever the game is played, in addition to going through the rules, it can be preceded by some geopolitical and economic background.

This introduction will allow each pupil to locate their region (in real life or in the game) on the map of Europe and to explore European regional diversity and the issues underlying convergence and solidarity efforts.

The game mechanic will then be there to illustrate how the theoretical mechanisms described play out in practice: individual development of a region ("solo team"), collaborative development (interregional partnerships, "two teams"), collective development (the development of each region contributes to overall "collective" development).

Educational objectives:

- *Reading a map of Europe*
- *Finding your location on a map*
- *Understanding the nuance between a "country" and a "region"*

12 Consolidation activities

Based on the Region sheets provided for teachers, the teacher will be able to prepare some regional development case studies.

These will allow the teacher to highlight:

- The specific features of the sectors of activity that the children played with;
- The interactions and repercussions in existence between these sectors.

With the pupils, the teacher can also look at the specific case of the region where they live or a neighbouring region. To support this, extensive documentation is available on the European Commission's regional and urban policy website, ***http://ec.europa.eu/regional_policy***.

Playing with other schools that also have the game is possible. This original approach will provide an opportunity to experience the concept of collaboration and co-development even more intensely.

Older classes could also produce a regional case file in consultation with local bodies.

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Regional policy – Inforegio

1 What is regional policy?

Cohesion policy is the EU's main investment policy.
It targets all the cities and regions in the European Union to support job creation, business competitiveness, economic growth and sustainable development, and to improve citizens' quality of life.

2 How does it work?

The Commission works with Member States and regions to draw up partnership agreements and operational programmes that define investment priorities and development needs.
The administrative authorities within Member States manage the programmes and select individual projects.

3 Who does it benefit?

Regional policy benefits all the regions in the EU. The level of investment reflects the development needs of Member States.

Regions are classified based on their Gross Domestic Product (GDP) as **more developed regions**, **transition regions** or **less developed regions**.

Based on these categories, the Funds can provide 50-85% of the total funding for a project. The remaining funding can come from public sources (national or regional) or private sources. The policy's ultimate objective is to make European cities and regions more competitive, encourage growth and create jobs.

4 The region sheets

Examples of projects funded by European regional policy
Hundreds of project examples are available on the Inforegio website:
http://ec.europa.eu/regional_policy.

To download all the documentation (educational region sheets, new region sheets for the game, additional challenge cards, etc.),
go to: ***http://ec.europa.eu/inforegio/uni***

https://www.facebook.com/EUinmyregion

Educational Tools for Young People:
http://ec.europa.eu/regional_policy/en/edu

Regional policy in your country:
http://ec.europa.eu/regional_policy/en/

Kids'Corner: EU games and quizzes:
http://europa.eu/kids-corner/index_en.htm

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The regions

BELGIUM
1 Brussels-Capital Region
2 Vlaams Gewest
3 Région Wallonne

BULGARIA
4 Severozapaden
5 Severen tsentralen
6 Severoiztochen
7 Yugoiztochen
8 Yugozapaden
9 Yuzhen tsentralen

CZECH REPUBLIC
10 Praha
11 Střední Čechy
12 Jihozápad
13 Severozápad
14 Severovýchod
15 Jihovýchod
16 Střední Morava
17 Moravskoslezsko

DENMARK
18 Hovedstaden
19 Sjælland
20 Syddanmark
21 Midtjylland
22 Nordjylland

GERMANY
23 Baden-Württemberg
24 Bayern
25 Berlin
26 Brandenburg
27 Bremen
28 Hamburg
29 Hessen
30 Mecklenburg-Vorpommern
31 Niedersachsen
32 Nordrhein-Westfalen
33 Rheinland-Pfalz
34 Saarland
35 Sachsen
36 Sachsen-Anhalt
37 Schleswig-Holstein
38 Thüringen

ESTONIA
39 Eesti

IRELAND
40 Border, Midland and Western
41 Southern and Eastern

GREECE
42 Anatoliki Makedonia, Thraki
43 Kentriki Makedonia
44 Dytiki Makedonia
45 Thessalia
46 Ipeiros
47 Ionia Nisia
48 Dytiki Ellada
49 Sterea Ellada
50 Peloponnisos
51 Attiki
52 Voreio Aigaio
53 Notio Aigaio
54 Kriti

SPAIN
55 Galicia
56 Principado de Asturias
57 Cantabria
58 País Vasco
59 Comunidad Foral de Navarra
60 La Rioja
61 Aragón
62 Comunidad de Madrid
63 Castilla y León
64 Castilla-La Mancha
65 Extremadura
66 Cataluña
67 Comunidad Valenciana
68 Illes Balears
69 Andalucía
70 Región de Murcia
71 Ciudad Autónoma de Ceuta
72 Ciudad Autónoma de Melilla
73 Canarias

FRANCE
74 Île de France
75 Champagne-Ardenne
76 Picardie
77 Haute-Normandie
78 Centre
79 Basse-Normandie
80 Bourgogne
81 Nord - Pas-de-Calais
82 Lorraine
83 Alsace
84 Franche-Comté
85 Pays de la Loire
86 Bretagne
87 Poitou-Charentes
88 Aquitaine
89 Midi-Pyrénées
90 Limousin
91 Rhône-Alpes
92 Auvergne
93 Languedoc-Roussillon
94 Provence-Alpes-Côte d'Azur
95 Corse
96 Guadeloupe
97 Martinique
98 Guyane
99 Réunion
100 Mayotte

CROATIA
101 Jadranska Hrvatska
102 Kontinentalna Hrvatska

ITALY
103 Piemonte
104 Valle d'Aosta/Vallée d'Aoste
105 Liguria
106 Lombardia
107 Abruzzo
108 Molise
109 Campania
110 Puglia
111 Basilicata
112 Calabria
113 Sicilia
114 Sardegna
115 Provincia Autonoma di Bolzano/Bozen
116 Provincia Autonoma di Trento
117 Veneto
118 Friuli-Venezia Giulia
119 Emilia-Romagna
120 Toscana
121 Umbria
122 Marche
123 Lazio

CYPRUS
124 Kýpros

LATVIA
125 Latvija

LITHUANIA
126 Lietuva

LUXEMBOURG
127 Luxembourg

HUNGARY
128 Közép-Magyarország
129 Közép-Dunántúl
130 Nyugat-Dunántúl
131 Dél-Dunántúl
132 Észak-Magyarország
133 Észak-Alföld
134 Dél-Alföld

MALTA
135 Malta

NETHERLANDS
136 Groningen
137 Friesland
138 Drenthe
139 Overijssel
140 Gelderland
141 Flevoland
142 Utrecht
143 Noord-Holland
144 Zuid-Holland
145 Zeeland
146 Noord-Brabant
147 Limburg

AUSTRIA
148 Burgenland
149 Niederösterreich
150 Wien
151 Kärnten
152 Steiermark
153 Oberösterreich
154 Salzburg
155 Tirol
156 Vorarlberg

POLAND
157 Łódzkie
158 Mazowieckie
159 Małopolskie
160 Śląskie
161 Lubelskie
162 Podkarpackie
163 Świętokrzyskie
164 Podlaskie
165 Wielkopolskie
166 Zachodniopomorskie
167 Lubuskie
168 Dolnośląskie
169 Opolskie
170 Kujawsko-Pomorskie
171 Warmińsko-Mazurskie
172 Pomorskie

PORTUGAL
173 Norte
174 Algarve
175 Centro
176 Lisboa
177 Alentejo
178 Região Autónoma dos Açores
179 Região Autónoma da Madeira

ROMANIA
180 Nord-Vest
181 Centru
182 Nord-Est
183 Sud-Est
184 Sud - Muntenia
185 Bucureşti - Ilfov
186 Sud-Vest Oltenia
187 Vest

SLOVENIA
188 Vzhodna Slovenija
189 Zahodna Slovenija

SLOVAKIA
190 Bratislavský kraj
191 Západné Slovensko
192 Stredné Slovensko
193 Východné Slovensko

FINLAND
194 Länsi-Suomi
195 Helsinki-Uusimaa
196 Etelä-Suomi
197 Pohjois- ja Itä-Suomi
198 Åland

SWEDEN
199 Stockholm
200 Östra Mellansverige
201 Småland med öarna
202 Sydsverige
203 Västsverige
204 Norra Mellansverige
205 Mellersta Norrland
206 Övre Norrland

UNITED KINGDOM
207 North East
208 North West
209 Yorkshire and the Humber
210 East Midlands
211 West Midlands
212 East of England
213 London
214 South East
215 South West
216 Wales
217 Scotland
218 Northern Ireland

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