

# WP2. Requirement and opportunity analysis

## R2.5: Eight Scenarios Description

Project KALIS

Version Number 1.0



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

# Table of Contents

3	Visual Novel – Key features	79	Social Media (7)
4	Loneliness at school (1)	95	Migration/ Language (8)
10	Socio-economic struggles at home (2)		
23	Peer pressure (3)		
30	Bullying (4)		
52	Academic struggles (5)		
57	Family issues (6)		

---



## (1) Visual Novel – Key features

To build the KALIS learning game we will use a concept known as Visual Novel.

### What Is a Visual Novel?

- A visual novel is a genre of interactive storytelling in video games. It combines elements of literature (such as novels) with visual art, music, and player choices.
- Unlike traditional games that focus on action or puzzles, visual novels emphasize narrative, character development, and player decisions.

### Key features of Visual Novels

- **Text-Driven**  
Visual novels rely heavily on text. Players read dialogues, descriptions, and inner monologues.
- **Art and graphics**  
They feature illustrations, backgrounds, and character sprites to enhance the storytelling.
- **Choices matter**  
Players make decisions that impact the story's direction. These choices often lead to different outcomes.
- **Branching narratives**  
Visual novels offer multiple story paths, creating a dynamic experience.

### Educational potential of Visual Novels

Visual novels can be powerful tools for learning due to their engaging nature.

Here are some principles for designing educational visual novels

- Easy access to educational content. Visual novels can present complex topics in an accessible way.
- Exemplification and defamiliarization. They can illustrate concepts and make familiar ideas seem fresh.
- Well-Developed characters. Characters promote identification and emotional engagement.
- Branching narratives. Choices allow learners to explore different scenarios.
- Structured and creative design. Visual novels can follow a structured format while allowing creativity.
- Clear goals and assessment strategies. Learning objectives and assessment methods should be transparent.

### Scenario-Based learning games

Visual novels is perfect for scenario-based learning

- Learners engage with realistic scenarios, making decisions based on context.
- Scenarios immerse learners in authentic situations, promoting critical thinking and problem-solving.
- By creating a multiple-choice visual novel, we can weave educational content into compelling narratives.

## (2) Loneliness at school (Prios)

General Information
Scenario No.: 1
Topic: Loneliness at school
Title of the story: Beyond the Facade: Navigating loneliness and finding connection
Developing Organisation: Prios
Learning Outcomes/ Pedagogical Goals: <ul style="list-style-type: none"><li>- Goal 1: Understanding the complexity of loneliness</li><li>- Goal 2: Recognizing signs of loneliness</li><li>- Goal 3: Developing empathy and compassion</li><li>- Goal 4: Exploring the impact of social expectations</li><li>- Goal 5: Promoting resilience and self-compassion</li><li>- Goal 6: Encouraging authentic connections</li><li>- Goal 7: Fostering a culture of support</li></ul>

Main Characters
Character 1: <ul style="list-style-type: none"><li>- Main Character</li><li>- Struggles with loneliness</li></ul>
Character 2: <ul style="list-style-type: none"><li>- Friend (Female)</li><li>- Helpful and cheery</li></ul>

Locations
Location: <ul style="list-style-type: none"><li>- First day of school</li></ul>

Storyline 1
<b>Scenario Start:</b> <p><i>[main_user] stepped into the school hall, her footsteps echoing softly against the polished floors. It was unusual for her to arrive at this time, as she was known for her punctuality. Today, however, was different. She paused for a moment, taking in the scene before her. The hall was mostly empty, save for a few students lingering by their lockers, chatting in hushed tones. The usual morning rush had already passed, and the school had settled into a quiet hum of activity. [main_user] could feel the curious glances from her peers, but she kept her gaze fixed ahead, trying to ignore the knot of anxiety tightening in her chest. As she walked towards her locker, memories of the previous day flashed through her mind. The struggles she started to experience lately and the feeling of isolation that seemed to grow stronger with each passing day. It wasn't just about being late today; it was about the loneliness that had begun to seep into every corner of her life. Absorbed in her thoughts she hears a familiar voice. This is [friend] - they are inseparable since day one. She is her closest friend and her biggest spiritual support, even it doesn't seems to be like that lately.</i></p>

**Scenario Start:**

*Friend: Emily! Here you are! Hurry up we will be late for your favourite class!*

*[main\_user]: Oh, yes, I almost forgot that my favourite class is today \*sighs\*.*

*Friend: But how, you were always so excited for it?*

**Choice 1: Lie about it**

Outcome 1:

*[main\_user]: Actually I don't feel very well. I think I should skip it and go to the nurse's room.*

*Friend: What's wrong? Do you want me to come with you?*

*[main\_user]: No, it's okay I will do it myself.*

*Friend: Okay I am going in class, but please text if you need me and I will come!*

*[main\_user]: Sure! I will wait for you after the class.*

Between the high bookshelves [main\_user] found her peace or at least she thought so.

*[main\_user]: \*Thinking\* I don't know what's happening to me. If everyone says that I am perfect-why do I have these thoughts? When I am around people I feel empty, but when I am alone it feels even worse ..*

*A couple of minutes before the bell rang you ran in front of the nurse's cabinet, where you were pretending that you have spent the whole time.*

*Friend: Hey, [main\_user]! \*running towards you\*. What did the nurse tell you? \*leaning on the lock\**

*[main\_user]: I, um, she was not in her cabinet.*

*Friend: Oh really, so why didn't you return to class?*

*[main\_user]: Well, I just went to the park. Some fresh air and now I feel much better!*

*Friend: Well, I am glad to hear that! Now let's have a lunch- I am starving!*

[Scene END]

**Choice 2: Go to the class**

Outcome 2:

*Friend: I can't wait to hear today's lecture of Mr Johnson!*

*[main\_user]: Yes, me too.*

*Friend: Wait- is something wrong, you look tired?*

*[main\_user]: I was just staying late reading the book you gave me.*

*Friend: See! I told you you would love it!!*

Teacher: Whoever gets on the board and solves this task- gets an excellent score!

Friend: [main\_user], you know this! You should go!

*[main\_user]: \*distractedly\* I don't feel like...*

*\*\*bell rings\*\**

Friend: Ah, it was so close! However, it's lunch time, let's go!

[Scene END]

## Storyline 2

### Scenario Start:

The large dining hall buzzes with the lively chatter of students enjoying their lunch break. Sunlight streams through the tall windows, casting a warm glow on the long tables filled with trays of food, laughter, and conversation. The air is filled with the mixed aromas of freshly baked bread, warm soup, and various meals being served.

You are sitting with your classmates at one of the tables in the center of the room. The clinking of cutlery and the hum of voices create a comforting, familiar background noise. Your closest friend, is sitting next to you, her tray filled with a variety of food that she picked with her usual enthusiasm.

### Scene Start:

You and your friends are having lunch. Everyone is laughing, gossiping, but only you stare blankly at your plate and try to maintain the illusion that you are taking part in the conversation.

Your friend saw something strange in your behaviour and nudged you lightly with her hand, motioning you to look at your phone.

### Choice 1: Look at your phone

*\* You open the chat conversation with [friend] \**

*Friend: Look, [main\_user] , at first I thought I was overreacting ,but I see that you are acting strange. Is there something you want to share?*

*[main\_user]: What do you mean?*

*Friend: I mean,that you are not the same. Come on,you know that I care for you right? Please share with me!*

### Follow up choices:

Choice 1.1: Share your thoughts

Choice 1.2: Pretend you are okay

### Choice 1.1:

*[main\_user]: You are right, I feel upset. I don't feel like myself lately and I am lost..*

*Friend: But, how is this possible? Your life is absolutely perfect!*

*[main\_user]: I don't know, I am feeling confused. I try to hide but it's not working.*

*Friend: Dear, you wont overcome the things by running from people that love you , you should fight! And I will be always next to you!*

*[main\_user]: Thank you [], I am glad that I have you.*

*Friend: Now when the school is over what should we do?*

You have three options to choose from. Each option leads to a different experience that will help you feel better and find some clarity

Bet on option 1:

*[main\_user]: Let's go to the park. I need some fresh air and a change of scenery.*

*You and your friend walk to the nearby park. The serene environment, with birds chirping and the rustling of leaves, creates a peaceful backdrop for your conversation. As you stroll along the paths, you open up more about your feelings. The natural surroundings help you feel more at ease, and your friend's supportive presence makes you feel less alone.*

Bet on option 2:

*[main\_user]: Actually, I think I need to talk to someone. Maybe we can visit a therapist?*

*Your friend agrees and supports your decision. You make an appointment with the school counselor or a local therapist. Sitting in the comfortable office, you begin to share your*

*struggles with a professional who listens without judgment. The session helps you gain some insight into your feelings and provides a starting point for addressing your anxiety and loneliness.*

Bet on option 3:

*[main\_user]: How about we go shopping? Prom is soon, and maybe picking out a dress will lift my spirits.*

*You and your friend head to the mall. The vibrant atmosphere, filled with colorful dresses and excited chatter, feels almost therapeutic. As you browse through the racks of dresses, you find yourself momentarily distracted from your worries. The experience of trying on different outfits and receiving compliments from your friend provides a temporary escape from your feelings of loneliness.*

All three bets lead to the following statement:

*[main\_user]: I am feeling wonderful! Thank you ! You are really the most amazing friend ever!*

*Friend: YOUR most amazing BEST friend you want to say! \*chuckles\*. I am happy that you are happy! See you tomorrow and take care!*

*[main\_user]: See you!*

[This choice 1.1 continues with Scene 3.1, which is different from Scene 3.2]

#### **Choice 1.2:**

*[main\_user]: What? I don't get what's your point?*

*Friend: Really ? Where is my happy,talking and active friend,because I don't see her here..*

*[main\_user]:Come on,I told you that I am tired.*

*Friend: I know you very well,this is not happening for the first time! You know that I am always there for you,but If you don't share with me I couldn't help it.*

*[main\_user]: I am okay,you will see.*

[Either end Choice 1.2 here and continue with Scene 3.2 or go on with two more dialogues and after that continue with Scene 3.2]

Two more dialogues:

*Friend2: Hey! What are you two gossiping about?? \*giggles\**

*Friend: Oh no, nothing, I was just um sending her some reels (#short funny videos)*

*Friend2: Whatever! Prom is soon so we should focus on that!*

*Friend: Yeah, I still don't know what should I wear!*

*[main\_user] : Me too.*

*Friend: Then lets go shopping after school!*

*[main\_user]: Maybe another day..I just promised my parents to help them with something after that.*

*Friend: Yes,its okay!*

[Scene END]

#### **Choice 2: Try to escape the situation**

*[main\_user]: Did you see Mr. Johnson's face when Jason gave that ridiculous answer in class? I thought she was going to explode!*

*Friend1: OMG! I thought that only I spotted that!*

*Friend: Hahaha! It was ridiculous!*

[Switch to dialogue in blue colour under Choice 1.2]

--

Storyline 3.1
<p><b>Scenario Start:</b></p> <p><i>The familiar warmth of your home greets you as you walk through the door. The comforting smells of dinner waft from the kitchen, where your parents are busy preparing a meal. Your dad hums a tune while chopping vegetables, and your mom stirs a pot on the stove, glancing up to give you a welcoming smile. The cozy atmosphere of your home wraps around you like a blanket. You are walking in with confidence, the good mood is screaming out of you. You are making happy noise.</i></p> <p><b>Scene Start:</b></p> <p><i>Dad: Look who finally made it home! *He grins at you from the dining table, where he's setting out plates.*</i></p> <p><i>Mom: [main_user], how was school today? You are shining.</i></p> <p><i>*Her eyes light up with genuine happiness as she sees you. You feel a weight lift off your shoulders, and for the first time in a while, you feel a genuine smile spread across your face.*</i></p> <p><i>[main_user]: School was...better today. I talked to some friends, and it really helped.</i></p> <p><i>Dad: That's great to hear! We're proud of you for opening up.</i></p> <p><i>Mom: Come sit down. We made your favorite meal tonight.</i></p> <p><i>You join them at the table, feeling a warmth not just from the food, but from the love and support surrounding you. The evening is filled with laughter and light conversation, and for the first time, the future seems a little brighter.</i></p> <p>Moment of realization</p> <p><i>[main_user]: You can have people that will support you, be there for you, or care about your well being, but at the end of the day the only person who can help you, or put yourself together, or rebuild your life is YOU.</i></p> <p><i>I am glad that I have such people that helped me to find myself back</i></p> <p>[Positive END]</p>

Storyline 3.2
<p><b>Scenario Start:</b></p> <p><i>You survived one more day at school. Maybe things could have been different if you had chosen a different option, but it's too late for overthinking now. The familiar warmth of your home greets you as you walk through the door. The comforting smells of dinner waft from the kitchen, where your parents are busy preparing a meal. Your dad hums a tune while chopping vegetables, and your mom stirs a pot on the stove, glancing up to give you a welcoming smile. You plan to act invisible and not to make eye contact with them- just go as fast as you can into your room.</i></p> <p><b>Scene Start:</b></p> <p><i>Dad: Look who finally made it home!</i></p> <p><i>Mom: [main_user], how was school today? *She stands by the stove cautiously, so as not to invade your personal space and drive you away*</i></p>

### Choice 1: Be honest with them

*[main\_user]: I dont want to be the bad person , I just feel confused about a lot of things.  
Parents: Oh, dear, of course you are not! This is normal and you should not blame yourself! Every person has its downs and ups! Just take your time and you will feel better, and don't forget - you can always count on us!  
[main\_user]: You are right, I'll just rest fro a while and clean my find!*

#### Final Scene after choosing option 1:

*You retreat to your room, their words echoing in your mind. The warmth of their reassurance begins to soothe the confusion that has clouded your thoughts. You sit on your bed, taking a deep breath and letting the day's events replay in your mind.*

*(Moment of realization)*

*[main\_user]: thinking Maybe they're right. Everyone has their ups and downs. It's okay to feel this way.  
You glance around your room, noticing small tokens of support from your friends and family—a card from [friend], a family photo on your desk, and a journal where you've penned down your thoughts. You realize that despite the challenges, you're not alone. You have good family, friend and the most important -you have yourself.*

*[main\_user]: You can have people that will support you, be there for you, or care about your well being, but at the end of the day the only person who can help you, or put yourself together, or rebuild your life is YOU.*

*\*\*Said [main\_user] to herself and grabbed the phone to call her friend\**

*[Positive END]*

### Choice 2: Excuse and go to bedroom

*[main\_user]: It was very tiring.. We had a lot of exams today. I need some rest now,I will go to my room!  
Parents: Okay,honey, the dinner will be ready in 30 minutes , we will call you!*

#### Final Scene after choosing option 2:

*You should have tried harder to conquer your bad thoughts , but you came into the realizationthat you are losing the battle. You are running from your friends, family and you slowly start losing yourself.*

*(Concerns and self pity)*

*While running from people you felt that feeling lonely became your comfort zone ,which you didn'twant to leave. You saw your phone was ringing - it was your friend, but you decided to turn it upside down and close your eyes.*

*[main\_user]: Not today,but maybe one day it will be better..*

*\*\*Said [main\_user] to herself ,without realizing that "Most powerful is he who has himself in his own power" \*\**

*[Negative END]*

### (3) Socio-economic struggles at home (IB)

General Information
<b>Scenario No.: 2</b>
Topic: Socio economic background in the household
Title of the story: Laura and her family
Developing Organisation: IB
Learning Outcomes/ Pedagogical Goals: <ul style="list-style-type: none"> <li>- Players can practice making difficult decisions under constraints, learning to weigh short-term and long-term consequences</li> <li>- Through the character's experiences, players can develop empathy for people in similar real life situations, fostering a deeper emotional understanding of their struggles and resilience.</li> <li>- Players might learn the importance of seeking support from friends, mentors, or community resources.</li> <li>- Players can learn about healthy coping mechanisms for dealing with stress and anxiety related to financial and academic pressures.</li> <li>- Players can learn about the effects of poverty on individuals and families, recognizing how financial constraints impact daily life, choices, and opportunities.</li> </ul>

Main Characters
<u>Character 1: Main Player</u> Name: Laura Age: 14 years old Residence: precarious neighborhood in a big city Characteristics: Feels embarrassed at school for her family's situation
<u>Character 2: Father</u> Name: Klaus Age: 51 years old Characteristics: Housekeeper, works a lot
<u>Character 3: Mother</u> Name: Birgit Age: 48 years old Characteristics: Her mother is currently on mother leave. Laura's mother receives citizen's benefits from the local employment center. Birgit normally works as a waitress in a restaurant. Currently she takes care of Laura's little sister Julia at home.
<u>Charaters 4: Siblings</u> Names: Julia and Tim Ages: Julia is 3 years old and Tim is a young adolescent of 12 years Characteristics: The youngest sibling Julia was not a planned child. The pregnancy put Birgit in a huge stress situation, not least due to the unstable economic family situation. Laura's father Klaus and mother Birgit decided to keep Julia nevertheless, but this decision led to a critical emotional state within the family.
<u>Charater 5: Friends and classmates</u> Names: Emma, Jake, Mia and Sam, Tim Age: 13 – 14 years old Characteristics: Supportive, understanding, trying to help Laura with her situation.

<p><b>Character 6: Teacher</b>  Name: Miss Aldrin  Age: 46  Characteristics: Tries to help Laura and strengthen the relationship with her</p>
---

Locations
Location 1: Laura in her dad's car
Location 2: Laura at home studying with her mother and siblings
Location 3: Laura during class with her teacher
Location 4: Laura in the class break with friends
Location 5: Laura after school with her teacher

Situation 1
<p><b>Theory:</b>  Player has 5 different options to choose from. Situation 1 can either end in an angry and upset way (outcome 1) or in an empathetic way (outcome 4).</p> <p>Options 2,3 and 5 are interconnected and can be played numerous times. They all contain the possibility to choose good (4) or bad (1).</p> <p><b>Learning Effect:</b>  In dad's car Laura can either choose to react angry (1), empathetic (4), hurt (2), defensive (3) or questioning (5).</p> <ol style="list-style-type: none"> <li>(1) If she reacts in an angry and upset way the situation will end badly. She leaves the car and carries bad vibes to school. Players should avoid this option.</li> <li>(2) If she reacts in a hurt and silent way she can choose how to proceed with this feeling. Preferably she continues in a questioning (2.2) or empathetic (2.3) way.</li> <li>(3) If she reacts in a defensive way she again has the choice of continuing to be angry (3.1) or empathetic (3.2) or questioning (3.3). Preferably she chooses one of the last two possibilities.</li> <li>(4) If she reacts in an empathetic way the situation ends good and healthy. Both she and her dad feel more bonded.</li> <li>(5) If she reacts in a questioning way she can either fall back to be defensive (5.1) or angry (5.2) or empathetic (5.3) The correct choice is the last one.</li> </ol>
<p><b>Scenario Start:</b></p> <p><i>Laura is sitting in her dad's car while he brings her to school. A few hundred meters before the school he suddenly asks her why she didn't wear the other waterproof shoes since it's raining outside. She replies she doesn't like her waterproof shoes because they are ugly and out of fashion. Already enraged she blames her father for not buying her stylish footwear and other clothes en vogue. Her father is perplexed but admits that they haven't had much financial stability lately to provide her with brand name clothing. Laura doesn't understand and says:</i></p>
<p><b>Choice 1:</b>  Laura: "That's so unfair! All my friends have nice clothes and shoes" (Angry and upset)</p> <p><b>Outcome 1 (Bad end):</b>  She leaves the car without saying goodbye.</p>

Choice 2:

Laura crosses her arms and stares out the window, refusing to engage further with her father. (Hurt and silent)

Laura stays silent for the rest of the ride, avoiding eye contact.

Father: "I know you're upset. We can talk more about this later if you want."

Follow up choices:

- Choice 2.1: She continues to give her father the silent treatment, she ignores him and gets out of the car. (EQUALS 1)
- Choice 2.2: She tries to understand what causes the financial situation. (EQUALS 5) "Can we talk about it now?"
- Choice 2.3: Laura suddenly questions her reaction and feels guilty for complaining about her clothes. (EQUALS 4)

Outcome 2:

- If she chooses 2.1 switch to Outcome 1. „She leaves the car without saying goodbye.“
- If she chooses 2.2 switch to Choice 5. „What do you mean we don't have financial stability?...“
- If she chooses 2.3 switch to Choice 4. „Laura realizes the impact of her words...“

Choice 3:

Laura: "Well, maybe if you tried harder or got a better job, we wouldn't be in this mess!" (Defensive)

Father: (snaps, voice rising in anger) You think it's that easy? You have no idea what I've been through or how hard I've worked. Maybe you should appreciate the efforts I've made instead of criticizing me!

- Choice 3.1: Laura: (voice rising in frustration) Appreciate what? Do you know how embarrassing it is to wear the same old fashioned stuff while everyone else has new things? I'm tired of feeling like this, Dad! (EQUALS 1)
- Choice 3.2: Laura: (taken aback, eyes wide) I'm sorry, Dad. I didn't mean it like that. I just hate going to school in old, outdated clothes. It's so embarrassing. I know you're doing your best. (EQUALS 4)
- Choice 3.3: Laura: (pauses, then speaks more softly) Dad, but why are we always so broke? Why are things so tight that I can't even get new clothes? I just want to understand. I'm so tired of living like this. (EQUALS 5)

Outcome 3:

- If she chooses 3.1 switch to Choice 1: "That's so unfair! All my friends have..."
- If she chooses 3.2 switch to Choice 4: „Laura realizes the impact of her words...“
- If she chooses 3.3 switch to Choice 5: „What do you mean we don't have financial stability?...“

Choice 4:

Laura realizes the impact of her words on her father and feels sorry. (Empathetic)

Laura: "I didn't know things were that bad, Dad. I'm sorry for complaining. I just feel left out sometimes."

Father: "I know the situation is difficult for all of us. I didn't know it was so hard for you. I am there for you and you can always talk to me about it. We will get through this together."

Outcome 4: (Good end)

Laura feels relieved and lucky about having a father she can rely on.

Choice 5:

Laura: "What do you mean we don't have financial stability? Are we going to be okay?" (Questioning)

Father: (sighs, looking tired and sad) Laura, I know it's hard for you to understand. We're struggling because my job doesn't pay well, and the bills keep piling up. Your mom has to stay home right now in order to care of the new baby and your younger sibling.

Laura: (calming down slightly) But why can't she go back to work?

Father: She will, but we need to get first place in a public kindergarten. The private kindergartens are very expensive and we can't afford them. It's not that we don't want you to have nice things, but right now, we have to prioritize necessities. We're doing our best to make ends meet, and I promise we're trying to improve our situation.

- Choice 5.1: Laura: "I don't understand why it must be so difficult. All other parents have a good job." (EQUALS 3)
- Choice 5.2: Laura: "That's so unfair! All my friends have nice clothes and shoes" (EQUALS 1)
- Choice 5.3: "I didn't know things were that bad, Dad. I'm sorry for complaining. I just feel left out sometimes." (EQUALS 4)

Outcome 5:

- If she chooses 5.1 switch to Choice 3: „Well, maybe if you tried harder or got a better job...“
- If she chooses 5.2 switch to Outcome 1: She leaves the car without saying goodbye.
- If she chooses 5.3 switch to Choice 4: Laura realizes the impact of her words on her father...

Situation 1 End:

If situation ends with outcome 1 (Angry and upset): Bad end

If situation ends with outcome 4 (Empathetic): Good end

**Situation 2**

Situation Start:

*Laura is sitting at the kitchen table trying to focus on her homework. The table is cluttered, and the small apartment feels cramped. Her younger siblings are playing noisily in the living room, and her mother is cooking dinner. Laura is frustrated and overwhelmed. She slams her pencil down and yells, "I can't do this! It's too hard!"*

*Laura: "I can't focus on my homework with all this noise! I need some peace and quiet."*

*Birgit (Mother): "Laura, you need to understand that we all have to make sacrifices. I can't afford to send you to a private tutor or buy you a quiet study space."*

*Tim (Brother): "Stop making excuses, Laura. We all have our problems. You're not the only one struggling here."*

*Julia (Sister): "Mom, why is Laura always so angry?"*

Choice 1:

**(Laura Gets Angry and Storms Off)**

Laura stands up abruptly, shouting, "You don't understand how hard it is! I hate school!" She runs to her room and slams the door.

Mother: "You're not the only one with problems, Laura! We all have to deal with this!"

The younger siblings become quiet and confused, unsure of what to do. They whisper to each other and ask their mother what's wrong.

Laura arrives to her room and feels exhausted and frustrated. She doesn't know what to do and wishes that someone would understand and support her.

- **Choice 1.1:** Laura comes back and apologizes for her angry reaction. She explains her mixed feelings about homework and school lately and asks for help (EQUALS 5)
- **Choice 1.2:** Laura stays away and refuses to talk.
- **Choice 1.3:** Laura comes back and continues arguing about the loud environment and her frustration. She breaks down and begins to cry (EQUALS 2)

Outcome 1:

- If she chooses 1.1 switch to Choice 5: „Laura says, "I need help. Can you and the others help me..."“
- **If she chooses 1.2 the situation ends badly.**
- If she chooses 1.3 switch to Choice 2: Laura: "I can't keep up with everything..."“

Choice 2:

**(Laura Breaks Down and Cries)**

Laura: "I can't keep up with everything. I'm falling behind and it's all too much."

Her mother stops cooking, comes over to hug Laura, and says, "It's okay, honey. We'll figure this out together."

- **Choice 2.1:** "You don't understand. I hate school and don't want to go there anymore. I'm the freak in the class. This family sucks." She gets more and more angry. She leaves the room. (EQUALS 1)
- **Choice 2.2:** "Thank you, mom. I think I just needed to let it out. I will try to get more help from teachers"
- **Choice 2.3:** "It's just that I don't get why we have to be broke all the time. If you and dad worked harder, if would have a normal life like everyone else (EQUALS 3)

Outcome 2:

- If she chooses 2.1 switch to Choice 1: „Laura stands up abruptly, shouting,...“
- If she chooses 2.2 the situation ends in a good way.
- If she chooses 2.3 switch to Choice 3: „Laura responds with anger, "It's not my fault!..."“

Choice 3:  
(Laura Gets Defensive)

Laura responds with anger, "It's not my fault! If we had more money, I could get the help I need!"

Her mother gets defensive too, saying, "Don't blame me for our situation. We're all in this together."

- **Choice 3.1:** "So tell me then how we are all in this together and how we can get out of this mess?" (EQUALS 5)
- **Choice 3.2:** "You don't get it. I hate being the poor kid at school. Everyone else has nice brand name clothes and I need to wear these old boring outfits. You as a mother need to provide for your family."
- **Choice 3.3:** "Why does it always need to be this complicated. I don't want to keep on like that. I'm not a kid anymore. I would like you to tell me about the problems so that I can at least understand why things are this bad. I would like to be useful. (EQUALS 4)

Outcome 3:

- If she chooses 3.1 switch to Choice 5: Laura says, "I need help. Can you and the others help..."
- If she chooses 3.2 the situation ends in a bad way.
- If she chooses 3.3 switch to Choice 4: Laura takes a deep breath and says, "I feel like I'm drowning..."

Choice 4:  
(Laura Opens Up Calmly)

Laura takes a deep breath and says, "I feel like I'm drowning in school work and I don't know what to do."

Mother: "Thank you for telling me. Let's see what we can do to make it better for you. There's a library down the road. Let's check it out tomorrow in the afternoon. Your siblings could spend their time there reading or doing their homework."

- **Choice 4.1:** Laura: "Thanks mom, sounds good."
- **Choice 4.2:** Laura: "Thanks mom, sounds good. The problem is that I struggle with most of the subjects. I cannot focus in class and I'm afraid of telling this to my teachers. It's embarrassing. I know you barely have time but can't you help me with my homework?" (EQUALS 5)

Outcome 4:

- If she chooses 4.1 the situation ends in a good way.
- If she chooses 4.2 switch to Choice 5: Laura says, "I need help. Can you and the others..."

Choice 5:  
(Laura seeks for help)

Laura says, "I need help. Can you and the others help me with my homework?"

Her mother says, "Of course, we can all pitch in. We'll make it a family effort. We can find some time in the week. Your siblings will have to become more independent."

- **Choice 5.1:** Laura: "Thanks mom. I appreciate your help"
- **Choice 5.2:** Laura: "Well thank you. I don't know if I'm going to make it anyways. I'm not as smart as the others." (EQUALS 3)

Outcome 5:

- If she chooses 5.1 the situation ends in a good way.
- If she chooses 5.2 switch to Choice 3: „Laura responds with anger, "It's not my fault..."

Situation 2 End:

If the situation ends with outcome 1.2 or 3.2: Bad end

If the situation ends with outcome 2.2, 4.1 or 5.1: Good end

**Situation 3**

Situation Start:

*Laura is sitting in her history class, but her mind is preoccupied with her family's financial struggles. The teacher, Mrs. Aldrin, notices her lack of attention and decides to challenge her to bring her back into the lesson.*

*Mrs. Aldrin: "Laura, can you tell us why the Treaty of Versailles was significant in shaping post-World War I Europe?"*

Choice 1:  
(Laura admits she wasn't paying attention)

Laura: "I'm sorry, Mrs. Aldrin, I wasn't paying attention."

Mrs. Aldrin: "That's alright, Laura. Is everything okay? You seem distracted."

**Choice 1.1:**  
Laura (denying): "No, everything is fine." (EQUALS 3)

**Choice 1.2:**  
Laura (honest): "Yes I was distracted, I'm sorry. It won't happen again". (EQUALS 5)

**Choice 1.3:**  
Laura (blaming her classmate): "I was distracted by Jack. I cannot focus because he's fooling around."

Outcome 1:

If she chooses 1.1 switch to Choice 3: „Laura: "I'm not sure, Mrs Aldrin. Can someone else ..."

If she chooses 1.2 switch to Choice 5: „Laura: Silence, looking down..."

If she chooses 1.3 the situation ends badly

Choice 2:

(Laura tries to answer but struggles)

Laura: "Um, the Treaty of Versailles... it, uh, punished Germany?"

Mrs. Aldrin: "That's correct, Laura. Can you elaborate on how it punished Germany?"

Choice 2.1:

Laura (offensive): "Sorry but I have already answered your question, couldn't you pick someone else instead." (EQUALS 3)

Choice 2.2:

Laura (engaged): "I think it was sometings with paying reparations, but I am not quite sure."

Choice 2.3:

Laura (choking): "Um, mhm, maybe, no, hmm, gosh." (EQUALS 4)

Outcome 2:

If she chooses 2.1 switch to Choice 3: „Laura: "I'm not sure, Mrs Aldrin. Can someone else..."“

If she chooses 2.2 the situation ends in a good way

If she chooses 2.3 switch to Choice 4: Laura: "Why are you picking on me?..."“

Choice 3:

(Laura deflects the question)

Laura: "I don't know. Can't someone else answer?"

Mrs. Aldrin: "That's okay, Laura. Let's see if someone can help out. Tim, can you answer the question?"

Tim: "Sure, it was a treaty to punish Germany after their atrocities in World War 1. It was a treaty for peace."

Mrs. Aldrin: "That's correct, thanks Tim. You see, Laura, that wasn't so difficult."

Choice 3.1:

Laura (embarrassed): "I know, I'm sorry Mrs. Aldrin" (EQUALS 5)

Choice 3.2:

Laura (passive-aggressive): "Well, I guess I'm not that smart then, Mrs. Aldrin"

Choice 3.3:

Laura (explanatory): "Sorry I'm not in the mood for school. But I'll try." (EQUALS 2)

Outcome 3:

If she chooses 3.1 switch to Choice 5: „Laura: Silence, looking down..."“

If she chooses 3.2 ends in a bad way

If she chooses 3.3 switch to Choice 2: Laura: "Um, the Treaty of Versailles... it..."“

Choice 4:

(Laura reacts in a defensive way)

Laura: "Why me? How I'm I supposed to know that?"

Mrs. Aldrin: "I want to help you engage with the class, Laura. Let's talk after class, alright?"

**Choice 4.1:**

Laura (annoyed): (sighs in disgust) "Great." (EQUALS 5)

**Choice 4.2:**

Laura (elusive): "I have to go somewhere after class. My father is coming to pick me up." (EQUALS 1)

**Choice 4.3:**

Laura (accepts): "Yeah okai, let's talk after class."

Outcome 4:

If she chooses 4.1 switch to Choice 5: „Laura: Silence, looking down..."

If she chooses 4.2 switch to Choice 1: "I'm sorry, Mrs. Aldrin, I wasn't paying attention."

If she chooses 4.3 the situations ends in a good way

Choice 5:

(Laura remains silent)

Laura: Silence, looking down

Mrs. Aldrin: "Laura, it's okay if you don't know the answer. Is there anything I can do for you?"

**Choice 5.1:**

Laura (asking for help): "Um, I don't know. Could we shortly speak after class?"

**Choice 5.2:**

Laura (keep being introverted): "I guess not. Actually, um, forget it, no." (EQUALS 1)

**Choice 5.3:**

Laura (defensive): "I just don't know the answer to your question, okai? It's not such a big deal." (EQUALS 4)

Outcome 5:

If she chooses 5.1 the situations ends in a good way

If she chooses 5.2 switch to Choice 1: "I'm sorry, Mrs. Aldrin, I wasn't paying attention."

If she chooses 5.3 switch to Choice 4: Laura: "Why are you picking on me..."

Scenario End:

If the situation ends with outcome 1.3 or 3.2: Bad end

If the situation ends with outcome 2.2, 4.3 or 5.1: Good end

**Situation 4**

Situation Start:

Laura and her friends, Emma, Jake, Mia, and Sam, are sitting together during a class break. They're chatting about their plans for the upcoming weekend.

Emma: "Hey, guys! How about we all go to the cinema this weekend? There's a new movie out that I really want to see."

Choice 1:  
(Lauras is being honest)

Laura: "I'd love to go, but I don't think I can. The tickets are pretty expensive, and I don't think my parents can afford it right now."

Emma: "Oh, I'm sorry, Laura. I didn't realize. Maybe we can find something else to do that's cheaper?"

Jake: "Yeah, or we can have a movie night at someone's house instead. That way, we can all still hang out together."

**Choice 1.1:**

Laura (defensive): "Thank you guys, but I'd rather stay at home on the weekend. I don't want to bother you with your plans"

**Choice 1.2:**

Laura (agreeing): "Thank you guys, are you sure you don't want to go to the cinema? I would love to hang out at someone's house instead."

**Choice 1.3:**

Laura (embarrassed): "Thank you guys, but please don't worry about me. Go along with your cinema plans." She suddenly stands up feeling embarrassed and goes back to class.

Outcome 1:

If she chooses 1.1 the situation ends neutrally.

If she chooses 1.2 the situation ends positively.

If she chooses 1.3 the situation ends badly.

Choice 2:  
(Laura is deflecting)

Laura: "That sounds fun! I'll have to check with my parents first."

Mia: "Let us know as soon as you can. We can plan something else if it doesn't work out."

Sam: "Maybe we can find some discounts or deals online. I'll check it out."

**Choice 2.1:**

Laura (angry): "You can look for discounts yourself. What do you know about having no money and parental support?"

**Choice 2.2:**

Laura (optimistic): "I will check at home. I'm sure my parents can spare a penny for the cinema."

**Choice 2.3:**

Laura (guilty): "Thank you both, but don't worry about me. I hate how my parents won't allow me anything because they have no resources. You go to the cinema without me."

Outcome 2:

If she chooses 2.1 the situation ends in a bad way.  
If she chooses 2.2 the situation ends in a good way.  
If she chooses 2.3 switch to Choice 5: (Laura opens up to a friend)

Choice 3:  
(Laura is pretending to have other plans)

Laura: "I actually have something else planned for the weekend. Maybe next time?"

Emma: "That's too bad. We'll miss you!"

Jake: "Yeah, hope you have fun with whatever you're doing."

Choice 3.1:

Laura (offensive): "Aren't you even a little interested in what my other plans are? Maybe I don't have any other plans and my parents simply cannot afford the cinema prices. Not every household is as privileged as yours."

Choice 3.2:

Laura (relieved): "Great, next time for sure."

Choice 3.3:

Laura (honest): "You know guys, I really want to go and to be honest, I don't have any other plans, but I doubt my parents will allow it because they are struggling lately."

Outcome 3:

If she chooses 3.1 the situation ends in a bad way.  
If she chooses 3.2 the situation ends in a good way.  
If she chooses 3.3 switch to Choice 5: (Laura opens up to a friend)

Choice 4:  
(Laura agrees but is having doubts)

Laura: "Sure, that sounds great! Count me in!"

Mia: "Awesome! We'll buy the tickets in advance. Can't wait!"

Sam: "It's going to be so much fun!"

Choice 4.1:

Laura (deflecting): "Actually, please wait to purchase the tickets. I am not sure yet whether I will be allowed to join." (EQUALS D2)

Choice 4.2:

Laura (ignorant): "Looking forward to it. That will be so much fun."

Choice 4.3:

Laura (pretending): "I just remembered I have already made other plans on the weekend with my dad. Sorry guys." (EQUALS D3)

Outcome 4:

If she chooses 4.1 switch to Choice 2: (Laura is deflecting)  
If she chooses 4.2 the situation ends in a bad way  
If she chooses 4.3 switch to Choice 3: (Laura is pretending to have other plans)

Choice 5:

(Laura opens up to a friend)

Laura (to Mia, privately): "I really want to go, but I don't think I can afford it. My parents are struggling right now."

Mia: "Oh, Laura, I'm so sorry. Maybe we can figure something out. Let's talk to the others."

Choice 5.1:

Laura (ashamed): "No, don't talk to the other please. I feel ashamed if they know about my family's situation"

Choice 5.2:

Laura (offensive): "Don't feel sorry for it. Not every family is having a privileged life."

Choice 5.3:

Laura (grateful): "Thanks for your understanding. Maybe we can figure out something else to do."

Outcome 5:

If she chooses 5.1 the situation ends neutrally

If she chooses 5.2 the situation ends in a bad way

If she chooses 5.3 the situation ends in a good way.

Scenario End:

If the situation ends with outcome 1.3, 2.1, 3.1, 4.2 or 5.2: Bad end

If the situation ends with outcome 1.2, 2.2, 3.2 or 5.3: Good end

**Situation 5**

Situation Start:

Laura is at school and after a history lesson her tutor asks her for a talk.

Choice 1:

(Laura opens up)

Laura decides to open up to her teacher, Miss Aldrin, about her family's financial struggles and the emotional toll it's taking on her. She expresses her concerns about falling behind in school due to the lack of resources and support at home.

Outcome 1:

If she chooses 1 Miss Aldrin offers her full support and Laura feels relieved.

Choice 2:

(Laura changes the topic)

Feeling embarrassed or ashamed of her family's situation, Laura chooses to deflect Miss Aldrin's question by giving a vague response or changing the subject. She might say something like, "I'm fine, just tired," and quickly shift the conversation away from her personal life.

Miss Aldrin asks once more if everything is fine.

Choice 2.1:

Laura insists that everything is fine, thanks Miss Aldrin and leaves the room on good terms. [EQUALS D2]

Choice 2.2:

Laura changes her mind and opens up [EQUALS D1]

Choice 2.3:

Laura changes her mind and tells the filtered truth [EQUALS D4]

Outcome 2:

If she chooses 2.1 the situation ends in a bad way.

If she chooses 2.2 switch to Choice 1: (Laura opens up)

If she chooses 2.3 switch to Choice 4: (Laura tells the filtered truth)

Choice 3:

(Laura leaves the room)

Laura opts to avoid the conversation by leaving the room when Miss Aldrin approaches her.

Choice 3.1:

Laura feels embarrassed for avoiding Miss Aldrin and thinks she doesn't deserve to be helped. She begins developing more negative thoughts about herself. [END]

Choice 3.2:

Laura struggles with a bad conscience and wants to open up. [EQUALS D1].

Choice 3.3:

Laura decides to talk with Miss Aldrin, but filters some aspects. [EQUALS D4]

Outcome 3:

If she chooses 3.1 the situation ends badly.

If she chooses 3.2 switch to Choice 1: (Laura opens up)

If she chooses 3.3 switch to Choice 4: (Laura tells the filtered truth)

Choice 4:

(Laura tells the filtered truth)

Instead of fully opening up about her family's financial struggles, Laura decides to disclose only certain aspects of her situation to Miss Aldrin. She might mention the challenges she's facing without delving into specific details or expressing her emotions fully.

Laura avoids talking about the family's financial situation, but admits that there is a tense situation at home lately. She doesn't want to go into more detail. The teacher offers an open ear for further conversation or the possibility to contact the school's social worker.

Choice 4.1:

Laura accepts the offer to talk with the social worker [EQUALS D1]

Choice 4.2:

Laura (ignorant): "Looking forward to it. That will be so much fun." She leaves the room [EQUALS D3]

Choice 4.3:

Laura refuses to talk with the social worker. [END]
<u>Outcome 4:</u> If she chooses 4.1 switch to Choice 1: (Laura opens up) If she chooses 4.2 switch to Choice 3: Laura leaves the room If she chooses 4.2 the situation ends badly
Scenario End: If the situation ends with outcome 2.1, 3.1, 4.2: Bad end If the situation ends with outcome 1: Good end

## (4) Peer Pressure (Valueme)

General Information
<b>Scenario No.: 3</b>
Topic: Peer pressure in school
Title of the story: "Ervin's struggle"
Developing organization: Valueme
Learning outcomes/ pedagogical goals: <ul style="list-style-type: none"> <li>The game scene promotes empathy and understanding towards those students experiencing peer pressure and verbal harassment in school.</li> <li>The separate scenes foster critical thinking and decision-making skills by navigating Ervin's journey.</li> <li>Highlight the importance of seeking help, practicing self-care, and building resilience.</li> <li>Raise awareness about the effects of verbal harassment and the significance of a supportive community.</li> <li>Emphasize effective communication and conflict resolution.</li> </ul>

Main Characters
<u>Character 1:</u> Ervin is a fifteen-year-old boy who faces severe peer pressure and verbal harassment from his classmates due to his quiet nature and his distinct religious beliefs. Ervin enjoys reading and excels in his studies, which makes him a target for verbal insults. His peers, misunderstanding or mocking his religious expressions, often offend him by undermining his faith, which is central to his identity.
<u>Character 2:</u>

Ervin's Father, Robert, is a single parent working long hours as an auto mechanic. He is devoted to his son but often misses the signs of Ervin's distress due to his demanding job.

Character 3:

Ervin's classmates are a mix of students, some of whom support Ervin while others engage in verbal harassment and hard behaviors. Supportive classmates who stand by Ervin and help him navigate his challenges.

Character 4:

Teachers at Ervin's school, some of whom are empathetic and proactive, while others are indifferent to Ervin's struggles.

Character 5:

School counselor who provides emotional support and guidance to Ervin.

Character 6:

Harassers: Classmates who target Ervin with verbal insults and social exclusion.

### Locations

Location 1:

School campus where the primary setting starts, including classrooms, corridors, cafeteria, and outdoor spaces where there are opportunities for interactions with the characters.

Location 2:

Ervin's home, the only safe place where Ervin converses and shares with his father, reflects on his experiences and struggles in school. Players should see some parts of a small apartment in the living room ex.

Location 3:

School yard where peer interactions and confrontations occur during the activities in which Ervin participates.

Location 4:

Internal mind corner of Ervin's inner thoughts and emotional struggles. This environment serves as a narrative device to deepen players' understanding of Ervin's character development and psychological journey throughout the game.

## Scene 1. School campus

### Scene start:

The moment presents the usual school corridor on a bright morning. Students chatter and laugh as they make their way to class. Ervin stands alone by the entrance corner, nervously adjusting his backpack.

Narrator: "Welcome to Ervin's school, a place where wellbeing and happiness are priorities.

Ervin is glancing uncertainty around at the groups of students chatting animatedly.

A group of boys nearby exchanges whispers and glances in Ervin's direction.

Ervin's thoughts: (his inner words come to his mind with fearful eyes) "Just another day of trying to get through unnoticed..."

Ervin begins to walk through the crowded corridors, head down, avoiding eye contact. Along the way, he encounters various classmates, each reacting differently to his presence..

Classmate 1: A supportive friend, smiling warmly and giving Ervin a nod of encouragement.

Classmate 2: A neutral classmate, barely acknowledging Ervin as they walk past.

Classmate 3: A group of harassers, sneering and whispering as he approaches.

As Ervin reaches his locker, he hears laughter from the nearby group of harassers. They are pointing at a poster on the wall with derogatory comments about Ervin's religion.

Harasser 1: "Hey, Ervin! Nice Symbol. Did your 'holy book' tell you to wear those accessories?"

Harasser 2: "Yeah, do you pray that it gets better grades too, hahahaha?"

Ervin feels a surge of anger and humiliation, unsure whether to confront them or ignore the taunts. He decides to investigate the poster.

Ervin: (quietly to himself) "Why can't they just leave me alone..."

Ervin tears down the poster, his hands trembling with frustration. The bell rings, signaling the start of classes. He gathers his books and heads towards his first class, determined to make it through the day.

### Choice 1.1

Ignore the poster: Ervin ignores the poster and walks to class. This choice leaves Ervin feeling hurt but avoids immediate confrontation.

### Outcome 1.1

If Ervin ignores the poster, he feels a sense of defeat, but the day progresses without further incident. However, the harassment continues in subtle ways.

### Choice 1.2:

Confront the harassers: Ervin confronts the harassers about the poster, leading to a tense exchange but asserting his stand.

### Outcome 1.2:

If Ervin confronts the harassers, they back off momentarily, surprised by his assertiveness. This earns Ervin some respect from onlookers but also sets the stage for future confrontations.

Narrator: "Ervin's journey begins here, where every step is a test of his resilience. Will he find the strength to face his challenges or be overwhelmed by them?"

## Scene 2: Classroom

### Scene Start:

The screen transitions to Ervin's classroom. Students settle into their seats as the teacher prepares to start the lesson. Ervin takes a deep breath and enters the room, his gaze focused on finding an empty desk.

Narrator: "In the classroom, Ervin encounters both support and hostility."

Ervin spots an empty seat near the back and quickly makes his way towards it. As he sits down, he feels a small measure of relief, hoping to blend into the background.

Teacher: "Good morning, class. Let's begin with today's lesson..."

As the lesson progresses, Ervin tries to concentrate but feels the weight of being watched. Suddenly, he feels a tap on his shoulder.

Supportive classmate: "Hey, Ervin. I liked the book you recommended to me, indeed!" Is it your favorite one?"

Ervin, surprised by the friendly interaction, feels a glimmer of hope. He smiles and responds.

Ervin: "Yeah, it is. It's from one of my favorite novels."

The supportive classmate nods approvingly, making Ervin feel a bit more at ease. However, from across the room, a group of students snickers and whispers.

Harasser 3: "Look at him, acting all high and mighty because he reads books. What a loser."

Ervin tries to ignore them and focus on the lesson, but the comments sting. As the class continues, the teacher, noticing Ervin's discomfort, pauses.

Teacher: "Is everything alright back there, Ervin?"

Ervin looks up, unsure whether to speak up about the harassment or keep quiet. He decides to speak.

Ervin: "It's nothing, Ms. Williams. Just some... distractions."

Teacher: "If anyone is causing disruptions, it will be addressed. Everyone deserves a respectful learning environment."

The harassers fall silent, but their hostile glares remain. Ervin feels a mix of gratitude and anxiety as the lesson resumes.

### Choice 2.1:

Speak up about the harassment: Ervin decides to tell the teacher about the harassment.

### Outcome 2.1:

If Ervin speaks up, the teacher reprimands the harassers and assures Ervin of her support. This makes Ervin feel slightly better but also makes him more of a target for some classmates

### Choice 2.2:

Stay quiet: Ervin chooses not to draw more attention and keeps quiet about the harassment.

Outcome 2.2:

If Ervin stays quiet, the harassment continues more subtly, but Ervin avoids immediate confrontation. This choice leaves Ervin feeling more isolated and frustrated.

Narrator: "Every encounter shapes Ervin's day, each decision carving his path. Will he find allies or be worn down by his detractors?"

### Scene 3: Corridor confrontation

**Scene start:**

The screen shows Ervin walking through a crowded corridor during the lunch break. The sounds of chatter and laughter fill the air as students move between classes.

Narrator: "In the crowded corridors, Ervin's challenges continue."

Ervin walks with purpose, his gaze fixed ahead as he navigates the crowded corridor. Suddenly, he hears mocking laughter from behind him.

Harasser 1: "Hey, look at me. This is to have yourself cleaned up, because you are dirty!" splashing water toward his face and other parts.

Harasser 2: "Yeah, indeed and have some extra powder for looking whiter!" throwing powdered sugar to him.

Ervin's heart sinks. He feels anger and humiliation but decides to confront them.

Ervin: "Why do you always have to pick on me? Just leave me alone!" Then wiped himself with a wet napkin quickly.

The harassers are momentarily taken aback by Ervin's assertiveness.

Harasser 1: "Whoa, calm down. We were just joking. Can't you take a joke?"

Harasser 2: "Yeah, don't get all worked up, 'saint' Ervin."

Ervin stands his ground, his voice steady despite the turmoil inside.

Ervin: "It's not a joke to me. It's harassment, and stop before exposing it in public and then you will be hit hard."

A teacher walking by overhears the confrontation and steps in.

Teacher: "Is there a problem here?"

The harassers quickly back off, mumbling under their breath.

Harasser 1: "No problem, just talking."

Teacher: "Good. Let's keep it that way. Ervin, if you need any support, let me know."

Ervin nods, feeling a mix of relief and lingering anxiety as the teacher walks away. The harassers retreat, but their glares promise future trouble.

Choice 3.1:

Confront the harassers: Ervin decides to confront the harassers about their behavior.

Outcome 3.2:

If Ervin Confronts the harassers: Being courageous because no one will help you if you first don't help yourself.

Ervin feels a sense of empowerment for standing up for himself, and the teacher's intervention offers some protection. However, he remains wary of future confrontations.

Choice 3.2:

Ignore the harassers: Ervin chooses to ignore the comments and keep walking.

Outcome 3.2:

If Ervin Ignores the harassers:

Ervin avoids immediate confrontation, but the comments leave him feeling humiliated and isolated. The harassment continues, affecting his self-esteem and well-being.

Narrator: "Ervin's courage to speak out has set a boundary. Will it bring him peace or provoke more challenges?"

#### Scene 4: Counselor's Office

**Scene Start:**

The screen shows Ervin standing outside the school counselor's office, his expression tense with apprehension. He takes a deep breath before knocking on the door.

Narrator: "Seeking help can be a daunting step, but it's a path to strength."

The door opens, revealing the school counselor, Mrs. Racheva, sitting behind her desk with a warm smile.

Counselor: "Hello, Ervin. Please, come in. What brings you here today?"

Ervin enters the office, his hands fidgeting nervously as he takes a seat opposite the counselor.

Ervin: "I've been having some trouble with some students... They're always mocking my religion and calling me names."

Mrs. Racheva listens attentively, her expression softening with concern.

Counselor: "I'm sorry to hear that, Ervin. It's important to address these issues. You're not alone, and there are ways we can help."

She explains the support options available, including mediation sessions, peer support groups, and strategies to cope with stress.

Choice 4.1:

Open up fully: Ervin decides to fully open up about his experiences and feelings.

Outcome 4.2:

If Ervin Opens Up Fully:

Ervin feels a sense of relief and hope, knowing that steps are being taken to improve his situation. The support from the counselor helps him feel less alone and more empowered to handle future challenges.

Choice 4.2:

Downplay the situation: Ervin chooses to downplay the extent of the harassment, mentioning only general discomfort.

Outcome 4.2:

If Ervin Downplays the situation:

Ervin leaves the counselor's office feeling somewhat comforted but without the necessary support to address the harassment effectively. The issue persists, and Ervin continues to struggle with feelings of isolation and helplessness.

## Final outcomes

The player's choices throughout the game lead to different endings for Ervin:

Positive ending:

If Ervin consistently chooses to confront the harassment, seek support, and fully open up about his experiences, he gradually builds a network of support. Teachers and the counselor intervene more effectively, the harassment diminishes, and Ervin finds supportive friends who help him feel accepted. Ervin's confidence grows, and he becomes more resilient, navigating future challenges with greater ease.

Neutral ending:

If Ervin alternates between confronting the harassment and ignoring it, and only partially opens up about his struggles, the harassment continues sporadically. Ervin receives some support but not enough to fully address the issue. He remains somewhat isolated but manages to cope with the situation through occasional positive interactions and limited support from the counselor and teachers.

Negative ending:

If Ervin consistently chooses to ignore the harassment and downplays his struggles when seeking help, the harassment continues unabated. Ervin feels increasingly isolated and overwhelmed, and his academic performance and mental health suffer. Without adequate support, Ervin becomes more withdrawn and struggles to cope with the ongoing stress and hostility.

Narrator: "Ervin's journey reflects the power of choices and the importance of seeking support. Will he find the strength to rise above his challenges, or will he be overwhelmed by them?"

The game ends, highlighting the significance of empathy, resilience, and the impact of supportive communities in overcoming peer pressure and verbal harassment in school.

## (5) Bullying (Edulifelong)

General Information
<b>Scenario No.: 4</b>
Topic: Bullying
Title of the story: Finding Suzana's Voice
Developing Organisation: Asociatia Edulifelong
Learning Outcomes/ Pedagogical Goals: <ul style="list-style-type: none"> <li>- The game aims to promote empathy and understanding towards those experiencing bullying and social isolation. Players are encouraged to empathize with Suzana's challenges, gaining insight into the emotional impact of bullying and the importance of offering support and solidarity.</li> <li>- Interactive decision points within the game prompt players to make choices that shape Suzana's journey. This scenario fosters critical thinking and encourage players to consider the consequences of their decisions, nurturing the development of strong decision-making skills.</li> <li>- Players witness her resilience and the effectiveness of coping strategies in overcoming obstacles. The game highlights the significance of seeking help, practicing self-care, and building resilience in the face of challenges.</li> <li>- Through depicting various forms of bullying and their effects, the game raises awareness about the prevalence and outcomes of bullying in educational environments. The game provides insights into bullying dynamics, empowering players to prevent bullying actively and advocate for a culture of respect and inclusivity.</li> <li>- Emphasizing effective communication and conflict resolution, the game underscores their importance in addressing bullying and fostering positive relationships. Players encounter opportunities to navigate difficult conversations and learn constructive ways to resolve conflicts and promote mutual understanding.</li> <li>- Incorporating moments for reflection and player choice, the game encourages introspection on attitudes, behaviors, and responses to bullying. The game facilitates a deeper understanding of individuals' roles in creating a supportive and inclusive atmosphere.</li> </ul>
Main Characters
Description of Character 1:

Suzana is a sixteen-year-old girl who faces bullying and discrimination at school due to her unconventional interests and appearance. She enjoys listening to rock music and dresses differently from her peers, which makes her a target for verbal and physical abuse.

**Players will control Suzana's actions and decisions as they navigate her journey of self-discovery and resilience.**

Character 2:

Suzana's mother, Ana is a hardworking single mother in her early 40s. She works long hours as a nurse at the local hospital, which leaves her often exhausted and preoccupied with her demanding job. Despite her busy schedule, Ana is deeply devoted to her daughter and tries her best to provide a loving and supportive home environment. However, the pressures of her job and managing the household alone often leave her with little time and energy for herself or for noticing the subtle signs of Suzana's distress. She is a supportive figure who becomes concerned when she notices changes in her daughter's behavior and academic performance. She encourages Suzana to open up about her experiences of bullying and provides emotional support and guidance as Suzana seeks solutions to her problems.

Character 3:

Suzana's classmates are a diverse group of individuals who react differently to her non-conformity. While some students embrace Suzana's uniqueness and offer friendship and support, others engage in bullying behavior, including verbal taunts and sabotage.

Character 4:

The teachers at Suzana's school play a crucial role in creating a supportive and inclusive learning environment. Some teachers are empathetic and proactive in addressing instances of bullying and discrimination, while others are unaware of the challenges Suzana faces or may not take her concerns seriously.

Character 5:

The school counselor is a resource available to Suzana for emotional support and guidance. With the counselor Suzana will discuss experiences of bullying, explore coping strategies, and develop a plan for addressing the challenges she faces at school.

Character 6:

Friends and Allies:

Throughout the game, Suzana encounters supportive friends and allies who stand by her side during difficult times. These individuals share similar interests with Suzana or demonstrate empathy and understanding towards her experiences of bullying. Players can choose to nurture these friendships and alliances to strengthen Suzana's social support network and promote solidarity within the school community.

Character 7:

Bullies:

The bullies at Suzana's school are individuals who target her for harassment and mistreatment due to her differences. They engage in verbal insults, physical aggression, or social exclusion to undermine Suzana's confidence and sense of belonging. Players will

choose to confront these bullies and navigate conflict resolution scenarios to address their behavior and promote accountability within the school environment, or to ignore them.

### Locations

#### Location 1: School Campus:

The school campus serves as the primary setting for much of the gameplay. Players explore different areas of the school, including classrooms, hallways, cafeteria, and outdoor spaces. Each location presents opportunities for interaction with classmates, teachers, and other characters, as well as encounters with instances of bullying and discrimination.

#### Location 2: Suzana's Home:

Suzana's home provides a safe haven where players can engage in introspective moments and meaningful conversations with Suzana and her family members. Players will explore Suzana's bedroom, living room, and other areas of the house, uncovering clues about her personal interests, struggles, and aspirations. Suzana's interactions with her mother and other family members offer insights into her emotional state and familial dynamics.

#### Location 3: Online Space:

The online space reflects Suzana's virtual interactions and social media presence. Players navigate through online forums, chat rooms, and social networking sites where Suzana connects with friends, shares her experiences, and seeks advice from online communities. This environment highlights the role of digital communication in shaping Suzana's social connections and providing avenues for support and validation.

#### Location 4: Community Settings:

Beyond the school and home environments, players will explore various community settings where Suzana interacts with neighbors, community members, and local organizations. These settings could include parks, libraries, youth centers, and cultural events where Suzana engages in extracurricular activities, volunteer work, or advocacy efforts to address issues of bullying and promote inclusivity within her broader community.

#### Location 5: Internal Space (Mind thinking):

The internal space represents Suzana's inner thoughts, feelings, and emotional struggles. Players will experience moments of introspection and self-reflection as they navigate through Suzana's internal dialogue and confront her fears, insecurities, and aspirations. This environment serves as a narrative device to deepen players' understanding of Suzana's character development and psychological journey throughout the game.

### Scene 1: School Campus

#### Scene Start:

The screen fades in to reveal the bustling school campus on a bright morning. Students chatter and laugh as they make their way to class. Suzana stands alone by the entrance, nervously adjusting her backpack.

Narrator: (Voiceover) "Welcome to Suzana's school, where every hallway holds a hidden story."

Suzana hesitates, glancing around at the groups of students chatting animatedly. A group of girls nearby exchanges whispers and glances in Suzana's direction.

Suzana's Thoughts: (Inner Monologue) "Here we go again..."

The player takes control of Suzana as she navigates through the crowded hallways. Along the way, she encounters various classmates, each with their own reactions to her presence.

Player Choice:

Approach a group of classmates who seem friendly.

Keep your head down and avoid eye contact.

Depending on the player's choice, Suzana interacts with her classmates in different ways.

If she approaches a friendly group, they greet her warmly and engage her in conversation.

If she avoids interaction, she faces whispers and sidelong glances from passing students.

Narrator: (Voiceover) "Every step Suzana takes is a chance to change her story."

As Suzana reaches her locker, she notices a group of students gathered nearby, laughing and pointing at something on the wall.

Player Choice:

Investigate what the students are looking at.

Ignore them and focus on organizing your locker.

Suzana's decision leads to different outcomes.

If she investigates, she discovers a derogatory message scrawled on a poster, targeting her for her music taste and appearance.

If she ignores them, she avoids confrontation but feels a pang of hurt.

Suzana: (Quietly) "Why does it always have to be like this..."

The bell rings, signaling the start of classes. Suzana gathers her books and heads towards her first period, steeling herself for the challenges ahead.

Narrator: (Voiceover) "Suzana's journey begins here, where every choice shapes her path. Will you guide her towards hope or let her succumb to despair?"

## Scene 2: Classroom

**Scene Start:**

The screen transitions to Suzana's classroom, where students settle into their seats as the teacher prepares to start the lesson. Suzana takes a deep breath and enters the room, her gaze focused on finding an empty desk.

Narrator: (Voiceover) "In the classroom, Suzana faces both challenges and opportunities."

Suzana spots an empty seat near the back of the room and quickly makes her way towards it. As she sits down, she feels a sense of relief, hoping to blend into the background and avoid drawing attention.

Teacher: "Good morning, class. Let's begin with today's lesson..."

The teacher's voice fades into the background as Suzana's thoughts consume her. Suddenly, she feels a tap on her shoulder.

Classmate: "Hey, Suzana. I like your shirt. Is that a band logo?"

The player is prompted to choose Suzana's response.

**Player Choice:**

Engage in conversation and thank the classmate.

Brush off the comment and focus on the lesson.

Depending on the player's choice, Suzana's interaction with her classmate unfolds differently.

If she engages, they bond over their shared interest in music, fostering a sense of connection.

If she brushes off the comment, she misses an opportunity to connect with a potential ally.

Narrator: (Voiceover) "Every interaction shapes Suzana's journey, influencing the connections she forms and the obstacles she faces."

Suzana's attention shifts back to the lesson, but she can't shake off the feeling of being watched. Glancing around the room, she catches the eye of a group of students whispering and giggling in the corner.

Suzana's Thoughts: (Inner Monologue) "Are they talking about me again?"

As the whispers grow louder, the teacher, a kind and observant woman in her mid-50s, notices the disruption. She pauses her lesson and looks sternly at the group of girls.

Ms. Ionescu: "Quiet down, please. This is a classroom, not a playground. If you have something to say, wait until after class."

The girls exchange glances and reluctantly fall silent, but their expressions remain defiant. Suzana, grateful for the brief respite, tries to refocus on the lesson but still feels the sting of their hostility.

The bell rings, signaling the end of the class. As students begin to pack up their belongings, Suzana gathers her things, steeling herself for the challenges that lie ahead.

The player is prompted to guide Suzana's response to the situation, fostering her resilience and ability to cope with the ongoing bullying.

Player Choice:

Encourage Suzana to speak to Ms. Ionescu after class about the bullying.

Suzana leaves the classroom alone, without telling the teacher her struggles.

If the player encourages Suzana to speak to Ms. Ionescu:

After class, Suzana hesitates for a moment before approaching Ms. Ionescu's desk. The classroom empties, leaving them alone.

Suzana: "Ms. Ionescu, can I talk to you for a moment? It's about what's been happening during class..."

Ms. Ionescu listens attentively, her expression softening with concern as Suzana describes the bullying. She assures Suzana that she will address the issue and provide support.

Ms. Ionescu: "Thank you for telling me, Suzana. I'll make sure this is addressed appropriately. You're not alone in this."

If the player has Suzana leave the classroom alone:

Suzana gathers her belongings quickly and slips out of the classroom without saying a word. She feels the weight of isolation growing heavier with each step she takes down the empty hallway.

Narrator: (Voiceover) "As Suzana navigates the halls of her school, will you guide her towards resilience or let her succumb to despair?"

### Scene 3: Hallway Confrontation

**Scenario Start:** The screen transitions to Suzana walking through a bustling hallway during the lunch break. The sounds of chatter and laughter fill the air as students move between classes.

Narrator: (Voiceover) "In the corridors of Suzana's school, tensions simmer beneath the surface."

Suzana walks with purpose, her gaze fixed ahead as she navigates the crowded hallway. Suddenly, she hears mocking laughter from behind her.

Bully 1: "Hey, look who it is! The weirdo with the rock music!"

Bully 2: "Yeah, and check out her hair! Did you lose a bet or something?"

Suzana's heart sinks as she recognizes the voices of the bullies who have targeted her before. She feels a surge of anger and humiliation.

Player Choice:

Confront the bullies and demand they stop.

Ignore the bullies and keep walking.

The player must choose how Suzana responds to the bullies' taunts. Depending on the choice, the situation unfolds differently.

If Suzana confronts the bullies:

Suzana turns to face the bullies, her eyes flashing with defiance.

Suzana: "Leave me alone! Why do you always have to pick on me?"

The bullies hesitate, taken aback by Suzana's unexpected outburst. After a tense moment, they keep insulting her and shout at her one last time before going away, leaving Suzana feeling empowered but wary.

If Suzana ignores the bullies:

Suzana clenches her fists in frustration but keeps walking, refusing to give the bullies the satisfaction of a reaction. The bullies continue to taunt her, but Suzana tries to block out their words, focusing on reaching her destination.

Regardless of the player's choice, Suzana's encounter with the bullies leaves her shaken and disheartened. She struggles to shake off the negative emotions as she continues on her way.

Narrator: (Voiceover) "In the face of adversity, every choice carries consequences. Will you help Suzana find her voice or let her fade into silence?"

#### Scene 4: Counselor's Office

**Scenario Start:** The screen fades in to reveal Suzana standing outside the school counselor's office, her expression tense with apprehension. She takes a deep breath before knocking on the door.

Narrator: (Voiceover) "In times of turmoil, seeking guidance can be a source of strength."

The door opens, revealing the school counselor sitting behind her desk with a warm smile.

Counselor: "Hello, Suzana. Please, come in. What brings you here today?"

Suzana enters the office, her hands fidgeting nervously as she takes a seat opposite the counselor.

Suzana: "Um, I've been having some trouble at school... with some other students."

The player is prompted to choose how Suzana describes her situation to the counselor.

Player Choice:

Open up about the bullying and harassment Suzana has been experiencing.

Downplay the situation and mention vague feelings of discomfort.

Depending on the player's choice, Suzana's conversation with the counselor unfolds differently.

If Suzana opens up about the bullying:

Suzana recounts the incidents of bullying and harassment she has endured, her voice trembling with emotion. The counselor listens attentively, offering words of support and encouragement.

Counselor: "I'm sorry you've had to go through this, Suzana. You're not alone, and there are steps we can take to address this."

The counselor guides Suzana through various support options, including implementing safety measures at school and connecting her with peer support groups.

If Suzana downplays the situation:

Suzana hesitates, feeling uncertain about how much to disclose. She mentions feeling uncomfortable at school but glosses over the details of the bullying.

Counselor: "It's okay to feel that way, Suzana. If there's anything specific you'd like to talk about, I'm here to listen."

The counselor offers a supportive presence, but without a full understanding of the extent of Suzana's struggles, she may not receive the comprehensive support she needs.

Narrator: (Voiceover) "In moments of vulnerability, choosing honesty can pave the way for healing. Will you empower Suzana to speak her truth, or will she continue to suffer in silence?"

### Scene 5: Lunchroom Decision

**Scenario Start:** The screen fades in to reveal Suzana standing at the entrance of the crowded school cafeteria during lunchtime. The chatter of students and clinking of trays fills the air as Suzana surveys the room, searching for a place to sit.

Narrator: (Voiceover) "In the cafeteria, Suzana faces a crucial choice: to seek solitude or seek connection."

Suzana spots an empty table in the corner of the room, away from the bustling crowds. She considers the option of sitting alone, seeking solace in solitude.

Player Choice:

Choose to sit alone at the empty table.

Approach a group of classmates and ask to join them.

The player must decide whether Suzana seeks comfort in isolation or takes a chance on reaching out to others for companionship.

If Suzana chooses to sit alone:

Suzana hesitates before making her way to the empty table, feeling a sense of relief at the prospect of avoiding potential rejection or ridicule. She unpacks her lunch and begins to eat, feeling a pang of loneliness amidst the bustling activity of the cafeteria.

If Suzana chooses to approach classmates:

Suzana takes a deep breath and gathers her courage before approaching a group of classmates sitting together. She smiles nervously and asks if she can join them.

Suzana: "Hi, do you mind if I sit with you?"

The group looks up, some with curious expressions and others with mild surprise. After a moment of hesitation, one of the students gestures to an empty seat, welcoming Suzana to join them.

Classmate: "Sure, come on over! We were just talking about the upcoming school event. Have you heard about it?"

Suzana's heart lifts as she sits down with the group, engaging in conversation and feeling a sense of belonging.

Narrator: (Voiceover) "In moments of uncertainty, reaching out can lead to unexpected connections. Will you guide Suzana towards isolation or encourage her to embrace community?"

### Scene 6: After School Reflection

**Scenario Start:** The screen fades in to show Suzana walking alone down a quiet street, the school building visible in the distance behind her. The sounds of passing cars and distant chatter fill the air as Suzana reflects on the events of the day.

Narrator: (Voiceover) "As the school day comes to a close, Suzana contemplates the choices she's made and the challenges she's faced."

Suzana's steps slow as she reaches a nearby park, a serene oasis amidst the urban landscape. She finds a bench and sits down, the cool breeze offering a moment of respite.

Suzana: (Reflectively) "Today was... better than usual. I didn't feel as alone, at least for a little while."

The player is prompted to reflect on Suzana's experiences throughout the day and consider the impact of their choices on her well-being.

Player Reflection:

Acknowledge the progress Suzana has made and encourage her to continue seeking support.

Express concern about lingering challenges and suggest alternative strategies for coping.

Depending on the player's reflection, Suzana's internal dialogue and emotional state may shift accordingly.

If the player acknowledges progress:

Suzana nods to herself, a faint smile tugging at the corners of her lips.

Suzana: "Maybe... maybe things can get better. I just need to keep trying, keep reaching out."

If the player expresses concern:

Suzana furrows her brow, her thoughts clouded with uncertainty.

Suzana: "But what if it's not enough? What if things never change?"

Narrator: (Voiceover) "In moments of reflection, every word carries weight. Will you offer Suzana words of encouragement or succumb to doubt?"

The screen fades to black, leaving Suzana's future hanging in the balance, awaiting the player's guidance in the next chapter of her journey.

### Scene 7: Evening at Suzana's Home

**Scenario Start:** The screen fades in to show Suzana entering her home, the warmth and familiarity of her surroundings enveloping her. She kicks off her shoes and sighs, feeling a mixture of exhaustion and relief.

Narrator: (Voiceover) "As the day draws to a close, Suzana seeks solace in the comfort of home."

Suzana's mother emerges from the kitchen, a look of concern evident on her face as she notices Suzana's weary expression.

Suzana's Mother: "How was your day, sweetheart? Is everything okay?"

Suzana hesitates, unsure of how to articulate the complexities of her experiences at school. The player is prompted to choose how Suzana responds to her mother's inquiry.

Player Choice:

Open up to her mother about the challenges she's been facing.

Brush off her mother's concern and reassure her that everything is fine.

Depending on the player's choice, Suzana's interaction with her mother unfolds differently.

If Suzana opens up:

Suzana takes a deep breath, steeling herself before opening up to her mother about the bullying and harassment she's been enduring at school. Her mother listens with a mixture of sympathy and concern, offering words of comfort and support.

Suzana: "It's been tough, Mom... but I'm trying to stay strong."

If Suzana brushes off her mother's concern:

Suzana forces a smile, dismissing her mother's concern with a wave of her hand.

Suzana: "Oh, it's nothing, Mom. Just a rough day at school. I'll be fine."

Suzana's mother furrows her brow, sensing that Suzana may be withholding something, but she decides not to press the issue.

Suzana's Mother: "Alright, sweetheart. Just know that I'm here for you if you ever need to talk."

Narrator: (Voiceover) "In the comfort of home, Suzana faces a choice: to share her burdens or bear them alone. Will you guide her towards openness or reinforce her walls of silence?"

The screen fades to black, leaving Suzana and her mother in a moment of quiet reflection, their relationship hanging in the balance.

### Scene 8: Suzana's Decision

**Scenario Start:** The screen fades in to show Suzana sitting alone in her room, bathed in the soft glow of lamplight. She gazes out the window, lost in thought as she grapples with the events of the day.

Narrator: (Voiceover) "In the stillness of her room, Suzana faces a pivotal moment of decision."

Suzana's mind races with conflicting thoughts and emotions, the weight of her experiences bearing down on her shoulders. The player is prompted to guide Suzana in making a decision about her future.

Player Choice:

Choose to confide in someone close and seek help in addressing the bullying.

Decide to handle the situation alone and continue to endure the challenges on her own.

The player's choice will significantly impact Suzana's trajectory and well-being as she navigates the complexities of her circumstances.

If Suzana chooses to confide in someone:

Suzana takes a deep breath, summoning the courage to reach out for support. She picks up her phone and dials a trusted friend's number, her heart pounding with anticipation.

Suzana: "Hey, it's me... Can we talk?"

As Suzana pours out her heart to her friend, she feels a sense of relief wash over her, knowing that she's not alone in her struggles.

If Suzana decides to handle the situation alone:

Suzana's resolve hardens as she clutches her fists, determined to tough it out on her own. She pushes aside thoughts of seeking help, fearing the consequences of vulnerability.

Suzana: "I can handle this... I don't need anyone's help."

Suzana's decision to shoulder the burden alone weighs heavily on her, leaving her feeling isolated and overwhelmed.

Narrator: (Voiceover) "In moments of decision, Suzana's fate hangs in the balance. Will you guide her towards connection or reinforce her walls of solitude?"

The screen fades to black, leaving Suzana's future uncertain, awaiting the player's guidance in shaping her journey.

### Scene 9: Consequences Unfold

**Scenario Start:** The screen fades in to reveal Suzana navigating through another school day, her demeanor reflecting the weight of her previous decisions. As she walks through the hallway, she notices the stares and whispers of her classmates, their judgmental gazes intensifying her feelings of isolation.

Narrator: (Voiceover) "In the aftermath of her choices, Suzana grapples with the consequences of her actions."

Suzana's steps wobble as she feels the weight of scrutiny bearing down on her. The once-familiar halls of the school now feel suffocating, each glance and whisper a reminder of her solitude.

Suzana's Thoughts: (Inner Monologue) "Was it a mistake to confide in someone? Or should I have kept it all to myself?"

The player is prompted to guide Suzana as she navigates through the challenges of the day, confronting the repercussions of her decisions.

Player Choice:

Encourage Suzana to reach out for support and confront the bullying with resilience.

Guide Suzana to seek solace in solitude and focus on preserving her emotional well-being.

The player's choice will shape Suzana's experiences and resilience as she confronts the aftermath of her decisions.

If the player encourages Suzana to reach out:

Suzana takes a deep breath, summoning her courage to face the challenges head-on. She seeks support from trusted friends and allies, finding strength in their solidarity.

Suzana: "I won't let them bring me down. I'll stand up for myself and seek help when I need it."

With newfound determination, Suzana confronts the bullies and advocates for herself, refusing to be silenced by their cruelty.

If the player guides Suzana to seek solace in solitude:

Suzana withdraws further into herself, seeking refuge in solitude to shield herself from the pain of rejection. She struggles to find the strength to confront the bullies, feeling increasingly isolated and vulnerable.

Suzana: "Maybe it's better this way... Maybe I'm better off alone."

As Suzana retreats further into herself, the walls of isolation close in around her, leaving her feeling trapped and powerless.

Narrator: (Voiceover) "In the face of adversity, every choice carries consequences. Will you empower Suzana to confront her challenges with resilience, or will you reinforce her walls of isolation?"

The screen fades to black, leaving Suzana's fate hanging in the balance, awaiting the player's guidance in shaping her journey.

### Scene 10: Turning Point

**Scenario Start:** The screen fades in to show Suzana sitting alone in her room, surrounded by the familiar comforts of home. The weight of her experiences at school hangs heavy in the air as she wrestles with conflicting emotions.

Narrator: (Voiceover) "In the quiet sanctuary of her room, Suzana faces a moment of reckoning."

Suzana's thoughts whirl as she reflects on the events of the day, grappling with the consequences of her choices. She knows that she can't continue to endure the isolation and torment on her own, but she's unsure of how to break free from the cycle.

Suzana: (Whispering to herself) "I can't keep going like this... I need to find a way out."

The player is prompted to guide Suzana as she contemplates her next steps, recognizing that this moment represents a crucial turning point in her journey.

Player Choice:

Encourage Suzana to seek help from a trusted adult or authority figure.

Empower Suzana to take a stand against the bullies and reclaim her voice.

The player's choice will shape Suzana's path forward as she confronts the challenges that lie ahead.

If the player encourages Suzana to seek help:

Suzana takes a deep breath, steeling herself for the difficult conversation ahead. She reaches out to a trusted adult—a teacher, counselor, or family member—confiding in them about the bullying and harassment she's been enduring.

Suzana: "I can't do this alone anymore... I need help."

With the support of a trusted adult, Suzana begins to navigate the complexities of addressing the bullying, finding strength in their guidance and advocacy.

If the player empowers Suzana to take a stand:

Suzana's determination ignites as she realizes that she doesn't have to suffer in silence. She confronts the bullies head-on, refusing to let their cruelty define her.

Suzana: "Enough is enough. I won't let you tear me down anymore."

With newfound courage, Suzana takes a stand against the bullies, rallying support from her peers and allies as she refuses to be silenced.

Narrator: (Voiceover) "In moments of adversity, courage can be a catalyst for change. Will you guide Suzana towards seeking help or empower her to reclaim her voice?"

The screen fades to black, leaving Suzana's fate hanging in the balance, awaiting the player's guidance in shaping her journey.

### Scene 11: Resolution

**Scenario Start:** The screen fades in to show Suzana standing in the hallway of her school, surrounded by a group of supportive classmates and a teacher by her side. The atmosphere is tense with anticipation as they face the bullies who have tormented Suzana.

Narrator: (Voiceover) "A few weeks later, in the crucible of confrontation, Suzana takes her stand."

The bullies stand before Suzana, their expressions shifting from arrogance to unease as they confront the collective resolve of Suzana and her allies.

Suzana's posture is more upright, and her steps are purposeful as she makes her way through the crowded hallways.

Suzana: "I won't let you bully me anymore. Your words and actions have consequences, and it's time to face them."

The player is prompted to guide Suzana as she confronts the bullies, choosing her words carefully to assert her boundaries and demand accountability.

Player Choice:

Empower Suzana to express her feelings assertively and demand an end to the bullying.

Encourage Suzana to seek understanding and reconciliation, fostering empathy and mutual respect.

The player's choice will shape the outcome of the confrontation and Suzana's resolution with the bullies.

If the player empowers Suzana to express her feelings assertively:

Suzana's voice rings out with strength and conviction as she addresses the bullies, refusing to back down in the face of their intimidation.

Suzana: "Your actions have hurt me, but I refuse to let you diminish my worth. It's time to stop the bullying and treat each other with respect."

The bullies shrink under Suzana's unwavering gaze, their defiance crumbling in the face of her resolve.

If the player encourages Suzana to seek understanding and reconciliation:

Suzana approaches the bullies with empathy and compassion, seeking to understand the root causes of their behavior and foster a sense of empathy and mutual respect.

Suzana: "I know we've had our differences, but I believe we can find a way to move forward together. Let's work towards understanding and respect."

The bullies are taken aback by Suzana's willingness to extend an olive branch, their hostility softening as they consider the possibility of reconciliation.

Narrator: (Voiceover) "In the crucible of confrontation, every word has the power to shape the outcome. Will you empower Suzana to assert her boundaries or guide her towards empathy and reconciliation?"

The screen fades to black, leaving the resolution of Suzana's confrontation with the bullies hanging in the balance, awaiting the player's guidance in shaping her journey.

### Scene 12: Resolution Continues

**Scenario Start:** The screen fades in to show Suzana and the bullies engaged in a dialogue, mediated by a teacher who facilitates the conversation. Tension hangs heavy in the air as they navigate the complexities of their interactions.

Narrator: (Voiceover) "In the aftermath of confrontation, Suzana and the bullies embark on a journey of reconciliation."

Suzana meets the eyes of the bullies with a mixture of determination and empathy, recognizing the humanity within each of them despite their past actions.

Suzana: "I know we've had our differences, but I believe we can find common ground if we're willing to listen to each other."

The bullies shift uncomfortably, their defenses weakening under Suzana's compassionate gaze. The teacher encourages them to express their thoughts and feelings openly.

Bully 1: "I never realized how much my words and actions were hurting you. I'm sorry, Suzana. I didn't mean for things to get this out of hand."

Suzana nods, acknowledging the sincerity in the bully's apology.

Suzana: "Thank you for saying that. I appreciate your honesty."

The dialogue continues, with each participant sharing their perspectives and experiences. As they delve deeper into their conversation, barriers begin to break down, paving the way for understanding and reconciliation.

Narrator: (Voiceover) "In the crucible of dialogue, wounds begin to heal, and bridges are built. Will you guide Suzana towards forgiveness and reconciliation?"

The player is prompted to guide Suzana's responses as she navigates the complexities of the conversation, fostering empathy and understanding.

Player Choice:

Encourage Suzana to express forgiveness and extend an olive branch.

Guide Suzana to assert her boundaries and emphasize the importance of mutual respect.

The player's choice will shape the outcome of the reconciliation process and Suzana's resolution with the bullies.

If the player encourages Suzana to express forgiveness:

Suzana's heart swells with compassion as she extends forgiveness to the bullies, recognizing their capacity for growth and change.

Suzana: "I forgive you. Let's move forward together, with respect and understanding."

The bullies express gratitude for Suzana's forgiveness, committing to changing their behavior and fostering a more inclusive and respectful environment.

If the player guides Suzana to assert her boundaries:

Suzana emphasizes the importance of mutual respect and understanding, asserting her boundaries firmly while acknowledging the potential for reconciliation.

Suzana: "I appreciate your apology, but I need you to understand that this behavior is not acceptable. Let's work together to ensure it doesn't happen again."

The bullies nod in agreement, recognizing the gravity of Suzana's words and committing to positive change.

Narrator: (Voiceover) "In the crucible of reconciliation, every word paves the way for healing and growth. Will you guide Suzana towards forgiveness and understanding, or empower her to assert her boundaries with strength and conviction?"

The screen fades to black, leaving the resolution of Suzana's reconciliation with the bullies hanging in the balance, awaiting the player's guidance in shaping her journey.

### Scene 13: Healing and Growth

**Scenario Start:** The screen fades in to show Suzana walking through the school hallway, her posture more confident and her expression lighter than before. She exchanges smiles and friendly nods with classmates, a sense of camaraderie evident in their interactions.

Narrator: (Voiceover) "In the aftermath of reconciliation, Suzana finds herself on a path of healing and growth."

Suzana's steps are purposeful as she navigates the familiar halls of her school, a newfound sense of resilience guiding her forward. She stops to chat with friends, her laughter echoing through the corridors.

Friend: "Hey, Suzana! How's it going?"

Suzana: "I'm doing better, thanks. It feels good to be back."

The player is prompted to guide Suzana's interactions as she reconnects with her peers, fostering positive relationships and building a supportive community.

Player Choice:

Encourage Suzana to reach out to classmates and strengthen her social connections.

Guide Suzana to focus on self-care and personal growth, nurturing her well-being and interests.

The player's choice will shape Suzana's journey of healing and growth as she navigates the complexities of rebuilding her life after the confrontation with the bullies.

If the player encourages Suzana to reach out to classmates:

Suzana's social circle expands as she reconnects with classmates and forges new friendships. She feels a sense of belonging and acceptance, knowing that she's surrounded by people who support and care for her.

Suzana: "I'm so grateful for all of you. Thank you for being there for me."

The bonds of friendship strengthen as Suzana embraces the support of her peers, finding strength in their collective solidarity.

If the player guides Suzana to focus on self-care:

Suzana prioritizes her well-being and interests, dedicating time to activities that bring her joy and fulfillment. She explores her passions, whether it's music, art, or spending time outdoors, finding solace in the things that make her feel alive.

Suzana: "Taking care of myself feels really good. I didn't realize how much I needed this."

Suzana's resilience grows as she nurtures her physical, emotional, and mental health, laying the foundation for a brighter future.

Narrator: (Voiceover) "In moments of healing and growth, Suzana discovers the power within herself to overcome adversity and thrive. Will you guide her towards building strong social connections or nurturing her well-being and interests?"

The screen fades to black, leaving Suzana's journey of healing and growth open to endless possibilities, awaiting the player's guidance in shaping her path forward.

### Final Success Scene: Suzana's Triumph

**Scenario Start:** The screen fades in to show Suzana standing on stage during a school assembly, the spotlight illuminating her as she addresses her fellow students and faculty members. Her voice is steady, her gaze unwavering as she shares her journey of resilience and triumph.

Narrator: (Voiceover) "In a moment of triumph, Suzana finds her voice and inspires others to do the same."

Suzana: "I stand before you today not as a victim, but as a survivor. I've faced challenges and adversity, but I refused to let them define me. With the support of my friends, teachers, and the entire school community, I've found the strength to overcome obstacles and reclaim my voice."

The audience listens intently, their attention captured by Suzana's powerful words and unwavering resolve. Applause erupts as Suzana concludes her speech, the sound echoing through the auditorium.

Narrator: (Voiceover) "In Suzana's triumph, the seeds of change are sown, inspiring others to stand up against injustice and embrace the power of resilience."

The screen fades to black, leaving Suzana standing on stage, her spirit indomitable and her future filled with endless possibilities.

Narrator: (Voiceover) "And so, Suzana's journey continues, a testament to the strength of the human spirit and the transformative power of resilience."

As the curtain falls on Suzana's story, the player is left with a sense of hope and possibility, knowing that Suzana's triumph is just the beginning of her journey towards a brighter future.

The End.

### Final Failure Scene: Suzana's Isolation

**Scenario Start:** The screen fades in to show Suzana sitting alone in her room, surrounded by darkness. Her posture is slumped, her expression weary as she stares blankly ahead.

Narrator: (Voiceover) "In the shadow of neglect, Suzana's world grows dim."

Suzana's isolation deepens as she withdraws further into herself, the weight of her struggles becoming unbearable. Without the support and empathy she desperately needs, she feels adrift in a sea of loneliness and despair.

Suzana: (Whispering to herself) "I can't do this anymore... It's too much."

The player is prompted to reflect on Suzana's journey and consider the consequences of their inaction or insensitivity towards her struggles.

Player Reflection:

Acknowledge the impact of neglecting Suzana's emotional needs and the consequences of insensitivity.

Reflect on the importance of empathy and solidarity in combating bullying and supporting those in need.

Depending on the player's reflection, the game encourages introspection and highlights the importance of empathy and solidarity in fostering a supportive and inclusive environment.

Narrator: (Voiceover) "In the absence of empathy, isolation becomes a prison. Will you recognize the importance of reaching out to those in need, or will you allow indifference to cast a shadow over Suzana's journey?"

The screen fades to black, leaving Suzana trapped in a cycle of isolation and despair, her future uncertain and her spirit broken.

Game Over.

## (6) Academic struggles (keeping up with school grades) (Colégio Córdoba)

General Information
Scenario No.: 5
Topic: Academic Struggles
Title of the story: -
Developing Organisation: Colégio Córdoba
Learning Outcomes/ Pedagogical Goals: <ul style="list-style-type: none"><li>- Establish clear and easily achievable goals.</li><li>- Identify students' academic difficulties.</li><li>- Foster a positive and supportive classroom environment among students.</li><li>- Learn strategies to overcome certain personal and/or academic fears or difficulties.</li><li>- Maintain a positive and perseverant attitude towards challenges.</li><li>- Provide academic strategies to address students' needs accordingly.</li><li>- Maintain a positive and perseverant attitude towards challenges.</li><li>- Establish an action plan appropriate to the problem and the student's capabilities.</li><li>- Develop important personal skills for the future.</li></ul>

Main Characters
<p>Description of Character 1:</p> <ul style="list-style-type: none"> <li>- Alberto (Main Character)</li> <li>- Struggles with school</li> <li>- Pessimistic</li> </ul>
<p>Character 2:</p> <ul style="list-style-type: none"> <li>- Bruno - Friend (Male)</li> <li>- Helpful and cheery</li> </ul>

Locations
<p>Description of Location:</p> <p><i>"This scenario takes place in the schoolyard after receiving the exam results. Alberto sits down to eat his breakfast, looking downcast, and Bruno approaches to see what's wrong with his classmate."</i></p>

Storyline 1
<p><u>Scenario Start:</u></p> <p>friend "What's wrong Alberto? You look downcast"</p> <p>main "I'm tired of studying and working without getting any results. I want to drop out because this is useless."</p> <p>friend "It's true that studying and not getting results is tough, but I doubt that quitting is gonna be the solution after all your hard work."</p> <p>main "I feel like I'm wasting my time every time I study. No matter how long I study, I always end up failing and disappointing my parents."</p> <p>friend "Maybe you're just focused on memorizing and need to change your methodology... I'm sure there's a way to help you. Let see together."</p> <p><u>Starting point:</u></p> <p>Friend: "Although I know that at this stage reconsidering your study plan is difficult, I'm sure that some of these options could help you."</p>
<p><b>Choice 1:</b> Reevaluate the study method</p> <p>friend "I recently heard that there are study skills classes in the afternoons. You could try going to see if it helps."</p> <p>main "That's not a bad idea. Maybe what I need is to change my study method. I have nothing to lose by trying it.."</p> <p><b>Take a decision:</b></p> <p>friend: "Has it really helped you change your perspective, or do you need to reconsider your study plan once again?"</p>

### Choice 1.1: Helpful

#### Outcome:

main "Learning some study techniques has been truly effective. I think now I can study the same material in less time."

[Switch to Storyline 2]

### Choice 1.2: No

[Switch to Starting Point]

### Choice 2: Ask parents for help

friend "Have you considered talk to your parents? They're always ready to assist. Their support and guidance can sometimes significantly impact how we handle our school issues."

main "Although it's something that scares me a bit, I believe it's important that my parents know what problem I have and help me find a solution."

#### Take a decision:

friend: "Has it really helped you change your perspective, or do you need to reconsider your study plan once again?"

### Choice 2.1: Helpful

#### Outcome:

main "Talking to my parents has helped me understand that there are ups and downs, and that their perspective and support are crucial to keep moving forward."

[Switch to Storyline 2]

### Choice 2.2: No

[Switch to Starting Point]

### Choice 3: Seek support from teachers in order to find where the problem lies

friend: "Have you thought about talking to the teachers? Maybe you're always failing in the same area, and they can help you figure out why you're not getting the results you expect.."

main: "Honestly, I hadn't thought about it, although I don't really like talking to the teachers, I think it's the best way to find a solution."

#### Take a decision:

friend: "Has it really helped you change your perspective, or do you need to reconsider your study plan once again?"

### Choice 3.1: Helpful

**Outcome:**

main "Asking for help from the teachers has helped me understand where I'm failing and what things I need to improve. Thanks friend."

[Switch to Storyline 2]

**Choice 3.2: No**

[Switch to Starting Point]

**Choice 4: Asking a classmate for assistance**

friend "Why don't you ask Sarah? She always gets good grades and I'm sure he can help you."

main "I don't want to bother him"

friend "It wouldn't be a bother to him. Sometimes asking a classmate for help can be just what you need to better understand things."

**Take a decision:**

friend: "Has it really helped you change your perspective, or do you need to reconsider your study plan once again?"

**Choice 4.1: Helpful****Outcome:**

main "Sometimes, studying with a classmate and having them explain things in a different way can help you learn faster. Encouragement and teamwork are very important."

[Switch to Storyline 2]

**Choice 4.2: No**

[Switch to Starting Point]

**Choice 5: Maintain a positive attitude to deal with academic pressure**

friend "I can see you're stressed out. It's also important to have time for yourself. Doing something you enjoy can help clear your mind. What would you like to do?"

main "Truth is, I haven't done something I enjoy in a long time, but I never seem to have the time."

friend "Let's make a weekly plan and carve out some time. If you want, I can help you with it, and we can go together."

**Take a decision:**

friend: "Has it really helped you change your perspective, or do you need to reconsider your study plan once again?"

**Choice 5.1: Helpful**

**Outcome:**

main "It's important to find a balance between study time and leisure time. From now on, I'll try to organize myself better to have time for everything.)

[Switch to Storyline 2]

**Choice 5.2: No**

[Switch to Starting Point]

**Storyline 2****Scenario Start:**

main "Thanks to you, I've managed to understand the importance of creating an effective study plan with short and long-term goals and celebrating any achievement, no matter how small."

friend "You're welcome. Sometimes, all it takes is a little push to keep going. This academic year hasn't been easy, and we have to support each other."

**Choice 1: Reflect on the importance of asking for help**

main "Sometimes, when I ask for help, I feel like I'm being a burden to others..."

friend "Asking for help isn't being a burden. We all need support sometimes. Talking about it can relieve you and give you a new perspective."

**Outcome 1: Scenario End**

friend "After all, relying on others and discovering new ways to confront problems can help you improve yourself."

main "Seeing problems from another perspective is truly effective in achieving your goals, especially if you have someone accompanying you along the way. Thanks."

**Choice 2: Reflect on the importance of being positive and perseverant**

friend "Every challenge is an opportunity to learn and grow. "

main "Absolutely. I realize that's crucial to maintain a positive attitude and be perseverant. If we keep moving forward and believe in ourselves, we can achieve whatever we set our minds to."

**Outcome 2: Scenario End**

friend "After all, relying on others and discovering new ways to confront problems can help you improve yourself."

main "Seeing problems from another perspective is truly effective in achieving your goals, especially if you have someone accompanying you along the way. Thanks."

## (7) Family issues (Edulifelong)

General Information
<b>Scenario No.: 6</b>
Topic: Family issues
Title of the story: Adrian's family issues
Developing Organisation: Asociatia Edulifelong
Learning Outcomes/ Pedagogical Goals: <ul style="list-style-type: none"><li>- Players will develop empathy towards Adrian's struggles with loss, grief, and familial challenges.</li><li>- They will learn to weigh the consequences of their choices and consider alternative perspectives.</li><li>- They will understand the importance of seeking support and developing positive relationships during difficult times.</li><li>- Players will recognize the influence of peer relationships on decision-making and emotional well-being.</li><li>- They will learn how to identify and utilize support systems available to them in real-life situations.</li><li>- They will develop the ability to apply lessons learned from Adrian's experiences to their own lives, fostering personal growth and self-awareness.</li><li>- Players will analyze complex situations and consider multiple factors when making decisions for Adrian.</li></ul>

Main Characters
<u>Description of Character 1:</u> <p>Adrian is a 15-year-old boy, first year of high school, struggling with the loss of his mother and a strained relationship with his father.</p> <p><b>Players will control Adrian's actions and decisions as they navigate his journey of healing from the profound loss of his mother to cancer. They will guide him through the challenges of coping with grief, navigating strained family relationships, and finding his way in a new high school environment. Through their choices, players will influence Adrian's emotions, academic performance, and relationships with peers and mentors. The game aims to empower players to explore themes of empathy, personal growth, and the importance of seeking support during difficult times.</b></p>
<u>Character 2:</u>

Daniel, Adrian's father, who became depressed and turned to alcohol and work to cope with his wife's death.
<u>Character 3:</u> Elena is Adrian's loving, but overwhelmed grandmother who moved in to help raise him after his mother's death.
<u>Character 4:</u> Mr. Popescu:, Adrian's classteacher, a kind but firm man in his early 50s.
<u>Character 5:</u> Mara is a compassionate and understanding classmate who tries to befriend Adrian.
<u>Character 6:</u> Friends from his neighborhood: Adrian's current friends, who influence him to skip classes, smoke, and bully other kids.
<u>Character 7:</u> The School Counselor, Ms. Dumitrescu, is a supportive and empathetic counselor who helps students navigate their challenges.

Locations
Location 1-School Campus: The bustling grounds of Adrian's high school, where students gather and socialize.
Location 2- Adrian's Home: A modest apartment where Adrian lives with his father and grandmother. The living room is cluttered, a reflection of the family's struggles.
Location 3-Classroom: Adrian's classroom, where interactions with teachers and classmates take place.
Location 4- School Hallways: The corridors where Adrian and his friends often hang out and skip classes.
Location 5-The Park The park is a serene location with benches, trees, and a small playground. It's where Adrian and his friends go when they skip school. It contrasts the carefree behavior of his friends with Adrian's internal turmoil.
Location 6- Apartment Parking Lot The parking lot of Adrian's apartment complex is where his group of friends hang out. It's a less supervised area where they can engage in risky behaviors like smoking and skipping school.
Location 7-Counselor's Office:

A warm and inviting space where students can seek guidance and support.
<b>Location 8-Café:</b> A local café where Adrian and his friends occasionally visit after school. It serves as a casual setting for socializing and discussing personal matters.
<b>Location 9- The school library:</b> The setting is quiet, with students scattered at various tables, some studying, others chatting softly. Sunlight filters through large windows, casting a warm glow over the scene.
<b>Location 10- Hospital Room:</b> A hospital room where Adrian is taken after an incident involving substance use. It's a serious setting where Adrian confronts the consequences of his actions, with his father and possibly school personnel present.

<b>Scene 1: Introduction</b>
<p>The screen fades in to show Adrian sitting in his cluttered living room, staring at a photo of his mother. His grandmother, Elena, is in the kitchen, preparing breakfast. The sound of his father, Daniel, clinking bottles is heard in the background.</p> <p>Narrator: (Voiceover) "Adrian, a 15-year-old boy in his first year of high school, faces a tumultuous life after losing his mother to cancer. His father, Daniel, turned to alcohol to cope, leaving Adrian's grandmother, Elena, to fill the void."</p> <p>Adrian puts the photo down and grabs his backpack, heading out the door without saying a word to his family.</p>
<p><b>Player Choice:</b></p> <p>Encourage Adrian to say goodbye to his grandmother before leaving.</p> <p>Have Adrian leave without saying anything.</p>
<p>If the player encourages Adrian to say goodbye:</p> <p>Adrian pauses at the door and looks back at his grandmother.</p> <p>Adrian: "Bye, Grandma. I'll see you later."</p> <p>Elena: (Smiling) "Have a good day at school, Adrian."</p>

If the player has Adrian leave without saying anything:

Adrian slips out the door, his grandmother looking up from the kitchen with a worried expression.

Elena: (To herself) "I hope today is a better day for him."

## Scene 2: Apartment Parking Lot

The screen transitions to the parking lot of Adrian's apartment complex. It's a dreary morning, and a group of teenagers, including Radu and Mihai, are leaning against a wall, smoking and laughing loudly. Adrian approaches, and they greet him with casual nods.

Narrator: (Voiceover) "Adrian's struggle continues as he meets his friends in the parking lot, deciding whether to go to school or escape his reality for a while longer."

Radu: "Hey, Adrian! We were just about to head to the park. Wanna join us?"

The player is prompted to make a choice.

Player Choice:

Encourage Adrian to say no and go to school.

Have Adrian join his friends at the park.

If Adrian says no and goes to school:

Adrian shakes his head, feeling a surge of determination.

Adrian: "No, I think I'll head to school. See you guys later."

Radu and Mihai look surprised but don't argue. Adrian turns and walks towards the school, feeling conflicted but resolved.

Narrator: (Voiceover) "Adrian's decision to go to school shows his inner strength and determination to overcome his challenges."

If the player has Adrian join his friends:

Adrian takes the offered cigarette and lights it, joining his friends.

Adrian: "Yeah, school can wait. What's the plan for today?"

Friend 3: "We're thinking of heading to the park, maybe grab some snacks and hang out."

Adrian nods, feeling a temporary sense of belonging as they walk away from the apartment complex together.

### Scene 2+: Park (only if Adrian skips school)

The screen transitions to a local park, where Adrian and his friends are lounging around a bench. Some of them are smoking, and others are messing around with a soccer ball.

Narrator: (Voiceover) "Instead of going to school, Adrian chose to spend the day with his friends at the park. While his friends seem carefree, Adrian can't shake off his feelings of guilt and worry."

Adrian sits on the bench, watching his friends with a distant expression. One of his friends, Radu, notices and sits beside him.

Radu: "Hey, Adrian. You seem out of it. What's going on?"

The player is prompted to decide how Adrian responds to Radu's concern.

Player Choice:

Encourage Adrian to open up to Radu about his feelings.

Have Adrian brush off Radu's concern and remain silent.

If the player encourages Adrian to open up:

Adrian sighs and looks at Radu.

Adrian: "It's just... I feel like I'm falling behind. School's tough, and my family's a mess. I don't know how to deal with it all."

Radu: (Nodding) "I get it, man. Life can be rough. But you know what? Maybe you should try this."

Radu pulls out a small bag with a stronger substance and offers it to Adrian.

Radu: "It'll help you forget all the crap for a while. Trust me."

Adrian feels conflicted, the weight of his troubles pressing down on him.

Player Choice:

Encourage Adrian to refuse Radu's offer and express his concerns.

Have Adrian accept Radu's offer and try the substance.

If the player encourages Adrian to refuse:

Adrian shakes his head and pushes Radu's hand away.

Adrian: "No, thanks. I don't think that's going to help me in the long run."

Radu: (Shrugging) "Suit yourself, man. Just trying to help."

Adrian feels a small sense of relief for standing his ground but is still troubled by his thoughts.

If the player has Adrian accept:

Adrian hesitates, then takes the bag from Radu and tries the substance. For a brief moment, he feels a sense of escape, but it is quickly replaced by guilt and further anxiety.

Adrian: (Sighing) "I don't know, Radu. This doesn't feel right."

Radu: "It'll pass. Just take it easy."

Adrian sits back, feeling more conflicted than ever.

### Scene 3: The Classroom

The screen transitions to the classroom, where Mr. Popescu is beginning the lesson. The timing of this scene depends on the player's choice in Scene 2.

If the player encouraged Adrian to go to school:

The scene takes place immediately, with Adrian slipping into his seat, trying to avoid attention.

If the player had Adrian join his friends and skip school:

The scene takes place a few days later, with Adrian reluctantly returning to school and slipping into his seat, trying to avoid attention.

Narrator: (Voiceover) "In class, Adrian struggles to focus, his mind often drifting to his troubles at home. Despite the challenges, today's lesson involves a group project that requires collaboration."

Mr. Popescu notices Adrian's distraction and addresses the class.

Mr. Popescu: "Alright, everyone, we're starting a new group project today. You'll need to work together to research and present on a topic of your choice. I've assigned the groups, so please check the list on the board."

Adrian glances at the board and sees that he has been paired with Mara and a few other classmates. Mara smiles at him from across the room.

Mara: (Whispering) "Looks like we're in the same group, Adrian. We should meet up after class to discuss our project."

The player is prompted to decide how Adrian responds to Mara's suggestion.

Player Choice:

Encourage Adrian to agree to meet up with Mara after class.

Have Adrian ignore Mara's suggestion and leave the classroom alone.

If the player encourages Adrian to agree:

Adrian nods, feeling a mix of relief and apprehension.

Adrian: "Yeah, that sounds good. Let's meet in the library."

Mr. Popescu: (Noticing the exchange) "Remember, everyone, this project is a chance to learn how to work together and support each other. Make the most of it."

Narrator: (Voiceover) "Adrian's willingness to engage with Mara shows his potential to build new, supportive relationships."

If the player has Adrian ignore Mara's suggestion:

Adrian gathers his things quickly and heads for the door, leaving Mara looking concerned.

Mara: (Calling after him) "Adrian, we need to discuss the project!"

Mr. Popescu frowns as Adrian leaves, worried about his student's disengagement.

Mr. Popescu: "Alright, let's get started with those of you who are here. Collaboration is key, remember that."

Narrator: (Voiceover) "Adrian's decision to disengage from his classmates further isolates him, making it harder for him to find support."

#### Scene 4: The Library

The screen transitions to the school library. The setting is quiet, with students scattered at various tables, some studying, others chatting softly. Sunlight filters through large windows, casting a warm glow over the scene.

If the player encouraged Adrian to agree to meet up with Mara after class:

Adrian enters the library, scanning the room until he spots Mara at a table with their other group members. She waves him over with a welcoming smile.

Mara: "Hey, Adrian! Glad you could make it. Let's get started on this project."

Adrian sits down, feeling slightly more at ease. The group starts discussing their project, with Mara taking the lead in organizing their tasks.

Mara: "So, we need to decide on our topic first. Any ideas?"

Group Member 1: "How about renewable energy? It's a hot topic and there's a lot to cover."

Group Member 2: "Or we could do something on mental health awareness, especially since it's important for students our age."

Adrian is prompted to contribute to the discussion.

Player Choice:

Encourage Adrian to suggest a topic.

Have Adrian remain quiet and let the others decide.

If the player encourages Adrian to suggest a topic:

Adrian hesitates but then speaks up.

Adrian: "What about the impact of music on mental health? It's something I think a lot of people can relate to."

Mara and the others nod, interested.

Mara: "That's a great idea, Adrian! Let's go with that."

Narrator: (Voiceover) "Adrian's willingness to contribute boosts his confidence and shows his peers that he has valuable insights."

If the player has Adrian remain quiet:

Adrian shifts uncomfortably in his seat, letting the others continue the discussion.

Mara: "Both are good ideas. Let's vote on it."

The group decides on a topic without Adrian's input, leaving him feeling more isolated.

Narrator: (Voiceover) "Adrian's silence reinforces his sense of disconnection, making it harder for him to feel part of the group."

If the player had Adrian ignore Mara's suggestion and leave the classroom alone, in the previous scene, then:

The screen transitions to the next day in the library, where Mara and the other group members are gathered to discuss the project. Mara looks worried as she notices Adrian is not there.

Mara: "I hope Adrian shows up. We really need his input."

The group begins discussing their project without Adrian, struggling to organize without a full team.

Narrator: (Voiceover) "Adrian's absence affects the group's dynamics and leaves him further isolated from potential support."

### Scene 5: Home

The screen transitions to Adrian's home. The living room is dimly lit, reflecting the somber atmosphere of the household. Adrian's grandmother, Elena, is sitting on the couch, knitting, while his father, Daniel, is seen through the doorway, sitting at the kitchen table with a bottle in front of him.

Narrator: (Voiceover) "Back at home, the weight of Adrian's struggles is evident. His father, Daniel, continues to cope with his grief through alcohol, while his grandmother, Elena, tries to maintain some semblance of normalcy."

Adrian enters the living room and drops his backpack on the floor. Elena looks up from her knitting and smiles gently at him.

Elena: "How was school today, Adrian?"

The player is prompted to decide how Adrian responds to his grandmother.

Player Choice:

Encourage Adrian to open up about his day and the group project.

Have Adrian brush off his grandmother's question and retreat to his room.

If the player encourages Adrian to open up:

Adrian sits down on the couch next to Elena.

Adrian: "It was okay. We started a new group project. I'm working with a girl named Mara and a few other classmates."

Elena's eyes light up with interest.

Elena: "That sounds wonderful, dear. It's good to hear you're getting involved with your classmates."

Adrian: "Yeah, I guess. Mara seems really nice. She wants to meet up after school to work on the project."

Elena: "I'm glad to hear that, Adrian. It's important to have friends and people you can rely on."

Adrian smiles faintly, feeling a bit of the weight lift off his shoulders.

Narrator: (Voiceover) "Adrian's willingness to share his experiences with his grandmother provides a sense of relief and a small step towards healing."

If the player has Adrian brush off his grandmother's question:

Adrian shrugs and heads towards his room.

Adrian: "It was fine. Just another day."

Elena watches him go, her expression a mix of concern and sadness.

Elena: "If you ever want to talk, I'm here for you, Adrian."

Adrian doesn't respond, closing the door to his room behind him. He sits on his bed, feeling isolated and overwhelmed.

Narrator: (Voiceover) "Adrian's decision to retreat from his grandmother's support further isolates him, compounding his feelings of loneliness and struggle."

#### Scene 6: The Classroom - Group Project Presentations

The scene transitions back to the classroom, where Mr. Popescu is overseeing the group project presentations. Students are gathered, ready to present their work.

Narrator: (Voiceover) "A few days later, the group projects are due for presentation. Adrian's participation and effort will determine the outcome of his group's success and his own sense of accomplishment."

Mr. Popescu: "Alright, everyone, let's start with the first group. Mara, Adrian, and your team, you're up."

Adrian stands with Mara and the other group members, feeling a mix of nervousness and determination.

If the player encouraged Adrian to engage and participate in the project:

Adrian confidently presents his part of the project, speaking clearly and sharing his insights. Mara and the others contribute, creating a cohesive and well-rounded presentation.

Mr. Popescu: "Excellent work, team. It's clear you all put in a lot of effort and worked well together."

Adrian feels a sense of pride and accomplishment, his classmates giving him nods of approval.

Narrator: (Voiceover) "Adrian's effort and collaboration pay off, boosting his confidence and earning the respect of his peers."

If the player had Adrian remain disengaged:

Adrian mumbles through his part of the presentation, feeling unprepared and disconnected. Mara and the others do their best to cover for him, but the presentation lacks cohesion.

Mr. Popescu: "Thank you, team. There's room for improvement, especially in terms of collaboration and preparation."

Adrian feels a pang of disappointment and guilt, noticing Mara's supportive but concerned look.

Narrator: (Voiceover) "Adrian's lack of engagement affects the group's performance and leaves him feeling more isolated."

### Scene 7: The Hallway

The screen transitions to the bustling school hallways. Students are chatting, heading to their next classes, or lingering by their lockers. Adrian exits the classroom after the group project presentations, followed by Mara and the other group members.

Narrator: (Voiceover) "With the presentations over, Adrian's choices come to fruition. The reactions of his group members will reflect the effort he put into the project."

If the player encouraged Adrian to engage and participate in the project:

Mara and the other group members catch up to Adrian, their faces beaming with pride and excitement.

Mara: "Adrian, you were amazing up there! We really nailed that presentation."

Group Member 1: "Yeah, you did great. Thanks for all your hard work."

Group Member 2: "We should celebrate. How about we grab some snacks after school?"

Adrian smiles, feeling a sense of belonging and accomplishment.

Adrian: "Thanks, everyone. I'd love to."

The group laughs and chats as they walk down the hallway together, Adrian feeling more connected and confident than before.

Narrator: (Voiceover) "Adrian's effort and participation not only earned him respect but also fostered new friendships and a sense of community."

If the player had Adrian remain disengaged:

Mara and the other group members catch up to Adrian, their expressions a mix of disappointment and frustration.

Mara: "Adrian, what happened? You barely participated in the presentation."

Group Member 1: "Yeah, we had to cover for you. It wasn't fair to the rest of us."

Group Member 2: "We needed your help, and you let us down."

Adrian looks down, feeling a wave of guilt and regret.

Adrian: "I'm sorry. I... I should have tried harder."

Mara sighs, her expression softening slightly.

Mara: "We know you're going through a lot, but we need to be able to rely on each other. Maybe next time will be better."

The group walks away, leaving Adrian to reflect on his actions and their impact.

Narrator: (Voiceover) "Adrian's lack of involvement not only affected the group's performance but also strained his relationships with his classmates."

### Scene 8A: Celebrating with Classmates

The screen transitions to a cozy café near the school, where Adrian and his group members are sitting around a table, laughing and enjoying snacks. The atmosphere is warm and inviting, with soft music playing in the background.

Narrator: (Voiceover) "After a successful presentation, Adrian's group decides to celebrate. The camaraderie and sense of achievement fill the air."

Mara: "I'm really proud of us. We worked hard and it showed."

Group Member 1: "Yeah, everyone did their part. Especially you, Adrian. You really stepped up."

Adrian smiles, feeling a genuine sense of belonging and accomplishment.

Adrian: "Thanks, everyone. It felt good to be part of the team."

Group Member 2: "We should do this more often. It's nice to hang out and actually enjoy school stuff for a change."

The group continues to chat and laugh, deepening their bonds and creating a supportive network for each other.

Narrator: (Voiceover) "Adrian's decision to engage and participate not only earned him respect but also strengthened his social connections, providing a much-needed support system."

### Scene 8B: Alone and Struggling

The screen transitions to the back of the school building, where Adrian is sitting alone on a cold, concrete step. The atmosphere is somber, with the distant sounds of students chatting and laughing echoing through the empty space. Adrian pulls out a small bag with a stronger substance that Radu gave him some days ago.

Narrator: (Voiceover) "Feeling isolated and disappointed in himself, Adrian turns to a dangerous escape. The weight of his troubles and the guilt of letting his group down push him to a desperate decision."

Adrian looks at the bag in his hand, his face a mix of sadness and determination. He takes a deep breath and uses the substance, hoping to numb his pain.

Narrator: (Voiceover) "Adrian's choice to disengage from his responsibilities and turn to substances highlights the dangerous path of seeking temporary relief over addressing the root of his struggles."

Moments later, Adrian begins to feel dizzy and disoriented. He struggles to stay conscious but eventually passes out, slumping against the cold, unforgiving wall.

Narrator: (Voiceover) "The consequences of Adrian's actions become painfully clear, underscoring the importance of seeking healthy ways to cope with life's challenges."

The screen fades to black, leaving a stark reminder of the dangers of substance abuse and the importance of support and communication.

The camera shows Adrian unconscious on the ground. The scene then shows Mr. Popescu walking through the back of the school building, taking a shortcut to his car. He stops abruptly when he sees Adrian.

Mr. Popescu: "Adrian! Oh my god!"

Mr. Popescu rushes over, kneeling beside Adrian and checking for a pulse. He quickly pulls out his phone and dials emergency services.

Mr. Popescu: "Yes, I need an ambulance immediately. I have a student here, he's unconscious and not responding. We're at the back of the high school, near the gym entrance. Please hurry!"

As he waits for the ambulance, Mr. Popescu calls Adrian's father, Daniel.

Mr. Popescu: "Mr. Ionescu, this is Mr. Popescu, Adrian's teacher. I'm afraid there's an emergency with Adrian. I've called an ambulance, we're at the back of the school. Please come as soon as you can."

The screen transitions to the sound of approaching sirens, and paramedics rush to Adrian's side, loading him onto a stretcher and into the ambulance. Mr. Popescu stands by, looking worried and helpless.

Narrator: (Voiceover) "The consequences of Adrian's actions become painfully clear, underscoring the importance of seeking healthy ways to cope with life's challenges."

The screen fades to black, leaving a stark reminder of the dangers of substance abuse and the importance of support and communication.

#### Scene 9A: School Meeting (If Adrian Engaged in the Project)

The screen transitions to the classroom. Adrian's father, Daniel, is seated across from Mr. Popescu and the school counselor, Ms. Dumitrescu. The atmosphere is more formal but hopeful.

Narrator: (Voiceover) "After Adrian's successful engagement with the group project, his father is called in to discuss his progress and explore ways to continue supporting him."

Mr. Popescu: "Mr. Ionescu, thank you for coming in today. We wanted to discuss Adrian's recent progress. He's shown significant improvement by actively participating in his group project and forming positive relationships with his classmates."

Daniel: "That's good to hear. I've been trying to be more present for him, but I still worry I'm not doing enough."

Ms. Dumitrescu: "Adrian's progress is a positive step, but it's important to maintain this momentum. Continued support at home and regular check-ins with the school counselor can make a big difference."

Daniel: "I'm committed to helping him. What else can I do to ensure he stays on the right path?"

Mr. Popescu: "Encouraging open communication at home, attending school events, and perhaps even joining a parent support group can help. It's about creating a network of support for Adrian."

Ms. Dumitrescu: "Additionally, Adrian might benefit from some extracurricular activities that interest him. It could help him build confidence and further integrate into the school community."

Daniel: "I'll make sure to follow up on these suggestions. Thank you for your support and for believing in my son."

Mr. Popescu: "We're all here to help Adrian succeed. With continued effort from both school and home, I believe he can thrive."

### Scene 9B: Hospital Room (If Adrian Used the Substance)

The screen transitions to a hospital room where Adrian lies unconscious on a bed. The room is quiet except for the beeping of medical equipment. Mr. Popescu and Daniel are seated next to the bed, deep in conversation. Daniel looks haggard and worried, while Mr. Popescu's expression is a mix of concern and determination.

Narrator: (Voiceover) "As Adrian lies unconscious, his father and teacher confront the reality of his struggles and discuss his progress at school. The outcomes of Adrian's previous choices shape their conversation."

Daniel: "Mr. Popescu, I had no idea Adrian was in such a dark place. I've been so consumed by my own grief and coping mechanisms that I neglected him."

Mr. Popescu: "Adrian has been struggling a lot. He didn't engage with his group project, and it was clear he was withdrawing further. He skips school quite often and his performance and behavior at school have been worrying."

Daniel: "I feel like I've failed him as a father. I want to help, but I don't know where to start."

Mr. Popescu: "The first step is acknowledging the problem, which you've done. Next, I suggest seeking professional help. Adrian needs counseling, and it might be beneficial for you to seek support as well. Rebuilding your relationship with him is crucial."

Daniel: "I'll do whatever it takes. I can't lose him too."

Mr. Popescu: "It's not too late, Mr. Ionescu. With the right support and effort, Adrian can find his way back. We're here to help."

### Scene 10: Meeting with the School Counselor

The screen transitions to the warm and inviting office of the school counselor, Ms. Dumitrescu. Adrian is sitting on a comfortable chair across from her desk. Ms. Dumitrescu offers a reassuring smile as she begins the session.

Narrator: (Voiceover) "Following recent events, Adrian is scheduled for a session with the school counselor, Ms. Dumitrescu. This meeting could be a pivotal moment in addressing his struggles."

Ms. Dumitrescu: "Hi, Adrian. Thanks for coming in. I know things have been tough lately, and I wanted to give you a safe space to talk about anything that's on your mind."

Adrian shifts uncomfortably in his seat, unsure of how much to share.

Player Choice:

Encourage Adrian to open up about his struggles at home.

Have Adrian keep his issues to himself and stay guarded.

If the player encourages Adrian to open up:

Adrian takes a deep breath and decides to share his feelings.

Adrian: "It's been really hard since my mom died. My dad... he hasn't been the same. He drinks a lot, and we don't really talk. My grandma tries to help, but she can't do much. I feel lost."

Ms. Dumitrescu: (Nodding empathetically) "I'm so sorry you're going through this, Adrian. It's important to acknowledge these feelings. You're not alone, and there are ways we can support you."

Ms. Dumitrescu hands Adrian a pamphlet on grief counseling and support groups for substance abuse (if he used the substance in scenes before).

Ms. Dumitrescu: "We have resources here at the school, and there are also community groups that can help. Would you be open to talking to a grief counselor or joining a support group?"

Player Choice:

Encourage Adrian to accept the additional support.

Have Adrian decline the offer.

If the player encourages Adrian to accept:

Adrian nods, feeling a weight lift off his shoulders.

Adrian: "Yeah, I think that might help. I'll give it a try."

Ms. Dumitrescu: "That's a brave decision, Adrian. We'll set up an appointment, and I'll be here to check in on you regularly."

If the player has Adrian keep his issues to himself:

Adrian shifts in his seat and looks away, avoiding eye contact.

Adrian: "I'm fine. It's nothing I can't handle."

Ms. Dumitrescu: (Gently) "I understand it can be difficult to open up, but know that I'm here for you whenever you're ready. It's important to talk about these things."

Ms. Dumitrescu hands Adrian a pamphlet on grief counseling and support groups.

Ms. Dumitrescu: "If you ever change your mind, we have resources available to help you through this. You're not alone, Adrian."

Adrian: (Nods slightly) "Thanks."

### Scene 11: Progress or Setback

The screen transitions to a few days later, depending on the player's previous choices. Adrian's actions are now reflected in his environment, either showing signs of improvement or continued struggle.

If the player encouraged Adrian to engage with Mara and accept support from Ms. Dumitrescu:

#### Scene 11A: Positive Progress

Adrian is seen walking through the school hallway with Mara, holding his books with a more confident posture. He seems more engaged and smiles occasionally. They stop by the counselor's office where Ms. Dumitrescu is waiting.

Narrator: (Voiceover) "Adrian's decision to seek help and engage positively with his peers starts to show results. His relationship with Mara and the support from Ms. Dumitrescu have made a difference."

Ms. Dumitrescu: "Adrian, it's good to see you. How are you feeling today?"

Adrian: "Better, actually. I joined the grief support group, and it helps to talk to others who understand."

Mara: "I'm glad to hear that, Adrian. We're here for you."

They walk into the counselor's office for a follow-up session, showing a supportive and positive environment.

If the player had Adrian reject Mara's support and not open up to Ms. Dumitrescu:

### **Scene 11B: Continued Struggle**

Adrian is seen alone in the school hallway, his posture slouched and his expression distant. He passes by groups of students who are chatting and laughing. He heads towards the school exit, looking lost and isolated.

Narrator: (Voiceover) "Adrian's decision to keep his struggles to himself and reject the support offered leads to continued isolation and emotional turmoil."

As Adrian leaves the school building, he passes by the counselor's office, where Ms. Dumitrescu sees him and steps out.

Ms. Dumitrescu: "Adrian, can we talk for a moment?"

Adrian hesitates but then nods, walking into the office with her.

Ms. Dumitrescu: "I've noticed you seem more withdrawn lately. Remember, it's never too late to seek help. We're all here for you."

Adrian: (Sighs) "I know. It's just hard."

The screen fades out as Adrian sits down in the counselor's office, indicating a small step towards seeking help.

### Scene 12: Reflection and Resolution

The screen transitions to Adrian's bedroom late at night. Adrian is sitting at his desk, surrounded by books and school assignments. He looks tired but determined, reflecting on recent events.

If the player encouraged Adrian to engage and seek help:

#### Scene 12A: Reflection and Growth

Adrian sits at his desk, flipping through his notebook filled with notes from the grief support group and project work. He looks thoughtful but more at peace compared to earlier scenes.

Narrator: (Voiceover) "Adrian reflects on the past weeks. With the support of his friends, Mara, and Ms. Dumitrescu, he's started to find his footing again. His determination to overcome his challenges is evident."

The camera pans to a photo of Adrian and his mother on his desk, a small smile forming on his face.

Adrian: (Quietly) "I miss you, Mom. But I think I'm going to be okay."

Adrian closes his notebook and looks out of the window, a sense of hope and resilience in his eyes.

If the player had Adrian reject support and remain withdrawn:

#### Scene 12B: Continuing Struggle

Adrian sits at his desk in his darkened room, surrounded by clutter and unfinished schoolwork. He looks overwhelmed and lost in thought.

Narrator: (Voiceover) "Adrian's isolation and reluctance to seek help weigh heavily on him. The unresolved grief and strained relationships continue to take their toll."

Adrian glances at the photo of his mother on his desk, a pang of sadness crossing his face.

Adrian: (Whispers) "I wish you were here, Mom. Everything feels so hard."

He pushes the books aside and leans back in his chair, staring blankly into the darkness.

The screen fades out, leaving the outcome of Adrian's journey reflective of the player's choices throughout the game. Players are encouraged to apply the lessons learned to their own lives, fostering empathy and resilience.

Advice to be added!

## (8) Social Media (IB and Colégio Córdoba)

General Information
<b>Scenario No.: 7</b>
Topic: Social Media Influence on School Performance
Title of the story: Emma and her virtual life
Developing Organisation: IB and Colégio Cordoba
Learning Outcomes/ Pedagogical Goals: <ul style="list-style-type: none"><li>- Goal 1: Students understand the impact of how they allocate their time and attention. The game demonstrates the consequences of prioritizing distractions (like mobile games or social media) over academic responsibilities</li><li>- Goal 2: Students recognize the immediate and long-term consequences of their choices. For instance, focusing on the lesson and participating leads to better comprehension and grades, while distractions lead to gaps in knowledge and missed opportunities.</li><li>- Goal 3: Students gain awareness of how technology, such as smartphones, can be both a tool and a distraction. The game can help students learn to use technology in a way that supports their learning rather than hinders it.</li></ul>

Main Characters
Description of Character 1: <ul style="list-style-type: none"><li>- Name: Emma</li><li>- Age: 14</li></ul>

<ul style="list-style-type: none"> <li>- Characteristics: Tall, brown curly hair, fashion lover, has a active social media life</li> </ul>
<p>Character 2:</p> <ul style="list-style-type: none"> <li>- Name: Lisa</li> <li>- Age: 15</li> <li>- Characteristics: Short, blonde hair, Emmas best friend, has a huge follower base on social media</li> </ul>
<p>Character 3:</p> <ul style="list-style-type: none"> <li>- Name: Claire</li> <li>- Age: 14</li> <li>- Characteristics: Tall and curvy, good friend of Emmas</li> </ul>

Locations
Location 1: Emmas room
Location 2: School cafeteria
Location 3: History class

Storyline 1 – The morning routine
<p><b>Scenario Start:</b></p> <p>Emma’s bedroom, early morning. The sun is just rising, and the alarm clock rings. Emma reaches for her phone on the bedside table.</p>
<p><b>Choice 1 (Scroll through social media for an hour):</b></p> <p>Emma is still sleepy while looking at her phone. She got 34 unread messages by her friend Inés on Instagram last night. When she opens them funny memes and entertaining reels pop up so she gets comfortable watching them and forgets time completely. After about an hour she realizes that she is late for school.</p> <p>Follow up choices:</p> <ul style="list-style-type: none"> <li>- <b>Choice 1.1:</b> Emma quickly jumps out of bed, rushes through her morning routine, and heads to school without breakfast, but makes it just in time for her first class.</li> <li>- <b>Choice 1.2:</b> Emma continues watching more videos and memes, thinking it’s too late anyway, and decides to skip school altogether.</li> <li>- <b>Choice 1.3:</b> Emma asks her mother to call school and to excuse her for being late, then she prepares for school swiftly and leaves, knowing that she’ll miss some of her first class.</li> <li>- <b>Choice 1.4:</b> Emma panics and starts crying, wasting even more time instead of getting ready.</li> <li>- <b>Choice 1.5:</b> Emma sets her phone aside, prioritizes her responsibilities, and makes a plan to limit her screen time in the mornings to avoid this situation in the future.</li> </ul>

### Outcome 1:

- **If she chose 1.1:** Emma feels relieved and proud of herself for making it on time, even if she's a bit hungry. Her teacher appreciates her effort, and she feels more motivated to stay on track.
- **If she chose 1.2:** Emma's absence is noticed by her teachers and parents, leading to a stern talk about her responsibilities and the consequences of skipping school.
- **If she chose 1.3:** Emma's teacher is understanding and appreciates the heads-up. Emma manages to catch up on what she missed without much difficulty, and she feels more responsible.
- **If she chose 1.4:** Emma's panic causes her to be even later, and she arrives at school feeling embarrassed and frazzled. Her day is off to a bad start, affecting her performance and mood.
- **If she chose 1.5:** Emma's new morning routine helps her stay focused and punctual in the future. She feels more in control of her time and less stressed about getting to school on time.

### Choice 2 (Post a new morning selfie and wait for likes):

Emma gets up and takes a shower. While brushing her teeth she thinks of the shopping day with Inés yesterday and of her sweet new green blouse she bought. Suddenly the idea of taking a selfie in that new blouse comes into her mind so she combs her hair, puts on some make-up and posts the new selfie on Instagram. Later at school all she can think of is how many likes she got on her new selfie.

### Follow up choices:

- **Choice 2.1:** Emma decides to focus on her schoolwork despite her curiosity about the Instagram likes.
- **Choice 2.2:** Emma constantly checks her phone during class to see how many likes her post has received.
- **Choice 2.3:** Emma becomes obsessed with finding the perfect angle and lighting for future selfies to get more likes
- **Choice 2.4:** Emma uses her phone's "Do Not Disturb" feature to minimize distractions while studying after school.
- **Choice 2.5:** Emma posts another selfie during lunch to get more likes.

### Outcome 2:

- **If she chose 2.1:** Emma feels proud of herself for staying disciplined and realizes she is more productive and less anxious about social media.
- **If she chose 2.2:** Emma misses important parts of the lesson, gets called out by the teacher, and feels embarrassed.
- **If she chose 2.3:** Emma spends excessive time on social media, leading to neglect of her personal well-being and relationships.
- **If she chose 2.4:** Emma completes her homework more efficiently and feels a sense of accomplishment.
- **If she chose 2.5:** Emma feels a momentary rush of excitement but later feels even more anxious about how the new post is being received.

### Choice 3 (Check homework assignments on school portal):

Emma gets up and after refreshing herself in the bathroom she starts her computer to check whether she got everything done for homework today.

Follow-up choices:

- **Choice 3.1:** Emma realizes she forgot to do an important assignment and decides to rush through it.
- **Choice 3.2:** Emma finds a message from her friend asking for help with their homework and decides to help her friend first.
- **Choice 3.3:** She notices she has completed everything and decides to take a few extra minutes to relax before school.
- **Choice 3.4:** Emma sees she has everything done but notices a mistake in one of her assignments and chooses to correct it.
- **Choice 3.5:** Emma checks her homework and then decides to procrastinate by browsing social media.

Outcome 3:

- **If she chose 3.1:** In her rush, Emma makes several errors and the quality of her work suffers. She feels stressed and worried about the feedback she will receive.
- **If she chose 3.2:** Helping her friend takes longer than expected, and Emma realizes she has no time left for her own last minute preparations. Suddenly she feels anxious and unprepared for the day.
- **If she chose 3.3:** Emma enjoys a few minutes of calm, which helps her start the day feeling refreshed and positive. She has a great day at school.
- **If she chose 3.4:** She corrects the mistake and feels a sense of accomplishment. Her work is more polished, and she feels confident turning it in.
- **If she chose 3.5:** Emma gets caught up in social media and loses track of time, leaving her feeling unproductive and guilty. She rushes through her morning routine and feels unprepared for the day.

### Choice 4 (Texting with a friend about a boy she likes):

Emma feels weary when she wakes up and texts her friend Inés about not feeling like going to school today. Inés feels the same and they start chatting about Samuel, a boy at her school with whom Emma has a crush with. They keep texting until both are late for school and Emma must hurry to catch the bus.

Follow up choices:

- **Choice 4.1:** Emma decides to skip school entirely and meets up with Inés at a local café.
- **Choice 4.2:** Even though Emma would love to keep on chatting with Inés she rushes to catch the bus and makes it to school just in time for her first class.

- **Choice 4.3:** Emma calls her mom, explaining that she feels unwell and asks if she can stay home for the day.
- **Choice 4.4:** Emma hurries to school and bumps into Samuel in the hallway. She takes this opportunity to strike up a conversation about some completely random thing.
- **Choice 4.5:** Emma decides to attend school but consults her teacher with a made up excuse of feeling unwell. She feels unable to focus on her classes because of her preoccupation with Samuel and her conversation with Inés.

Outcome 4:

- **If she chose 4.1:** They both receive detention the next day for their unexcused absences.
- **If she chose 4.2:** Emma feels a sense of accomplishment for overcoming her morning struggles.
- **If she chose 4.3:** She misses out on important lessons and social interactions, making her feel isolated.
- **If she chose 4.4:** Emma feels more confident and happy about her interaction with Samuel, possibly leading to further conversations.
- **If she chose 4.5:** She continues to fall behind in her work, leading to more stress and a potential decline in her academic performance.

**Choice 5 (Read a motivational quote and set goals for the day):**

Emma gets up and feels fresh and clear in the morning. She takes a quick shower and thinks about a quote by an famous philosopher she has heard a while back. She googles the quote and feels even more self-confident so she sets for goals for the school in her mind. Emma looks forward to meet her goals.

Follow up choices:

- **Choice 5.1:** Emma prepares a healthy breakfast and feels energized
- **Choice 5.2:** She reviews her goals and plans her day in a journal
- **Choice 5.3:** Emma opens her Instagram account and starts scrolling blindly through social media for half an hour
- **Choice 5.4:** Emma decides to do a quick morning workout to feel more powerful
- **Choice 5.5:** Emma skips breakfast and rushes out the door forgetting about the nutrition

Outcome 5:

- **If she chose 5.1:** Emma's first class goes smoothly, and she participates actively, impressing her teacher and classmates
- **If she chose 5.2:** Emma finds herself ticking off tasks efficiently, which boosts her self-esteem and encourages her to set even more ambitious goals for the future
- **If she chose 5.3:** Emma struggles to focus during her classes because of some feed she saw on Instagram, and she misses important information. By the end of

the class, she regrets wasting time in the morning scrolling through Instagram after the day started so well in the first place.

- **If she chose 5.4:** Emma's positive energy affects her school activities. The endorphins from the workout boost Emma's mood and energy levels. She feels more motivated and positive about achieving her goals for other classes as well.
- **If she chose 5.5:** Emma's lack of energy leads to her underperforming in a class presentation. She feels disappointed in herself and realizes the importance of a good morning routine and a healthy nutrition.

### Scenario End:

Emma's choices in the morning set the tone for her entire day. Good choices like preparing a healthy breakfast, journaling, and working out lead to positive re-reactions such as increased energy, better focus, and heightened motivation. On the other hand, bad choices like spending too much time on social media or skipping breakfast result in negative feelings like anxiety, lack of focus, and frustration. In this storyline the player in the shoes of Emma should learn that a good start to the day can significantly impact her ability to meet her goals and feel confident.

## Storyline 2

Scenario Start: Lunch Break at School

School cafeteria, lunchtime. Emma sits with her friends, each of them with their phone in hand.

### Choice 1: Compare likes and followers with friends

Emma and her friends meet for lunch. They all scroll down their phones, checking their social media profiles.

Follow up choices:

1. Emma to her friends: You know, I've been spending a lot of time online lately. How about we talk about something we enjoy doing outside of social media?
2. Emma to herself: Maybe I should post more selfies or buy some followers to boost my numbers.
3. Emma to her friend: Wow, you have more followers than me! I need to catch up. What's your secret?
4. Emma to her friends: Did you see how few likes they got on their post? So embarrassing.
5. Emma to her friends: Let's have a 'no phones' lunch challenge and see who can keep their phone away the longest!

Outcomes:

- Choice 1: Emma and her friends discuss their hobbies and interests. They realize they share a lot more in common than just social media. This choice encourages building real-world connections and appreciating personal talents and skills.
- Choice 2: Emma becomes more obsessed with her online presence, constantly checking for likes and comments. This choice highlights the potential for social media to negatively impact self-esteem and mental health.
- Choice 3: Emma starts comparing herself to others more intensely and feels inadequate. She might even consider drastic measures to gain more followers, like changing her appearance or behavior to match trends. This choice emphasizes the dangers of comparison and losing one's identity.
- Choice 4: Emma and her friends start judging others based on their social media profiles. This leads to a more toxic environment where they focus on superficial aspects rather than real qualities. This choice can lead to reinforcing negative behaviors like gossip and judgmental attitudes.
- Choice 5: The group agrees to put their phones away. They end up having a great time talking and laughing together, reinforcing the idea that real-life interactions are valuable. This choice promotes mindfulness and reducing dependency on social media validation.

### Choice 2: Discuss a new book she's reading

**Emma:** "Hey guys, have you heard about that new book I'm reading? It's called 'Digital Minimalism.' It's really interesting! It's about how we can use technology more intentionally and not let it take over our lives."

Follow up choices:

- 1.- Emma: "I've been thinking a lot about how much time I spend on social media. Maybe we should all try putting our phones down during lunch and actually talk to each other."
- 2.- Emma: "I read that part of the book during our math class. I was so bored with Mr. Johnson's lecture, I just couldn't focus."
- 3.- Emma: "This book made me realize that I've been procrastinating a lot because of social media. I'm going to try setting some limits so I can keep up with my schoolwork."
- 4.- Emma: "You know, I saw this really funny meme on Instagram earlier. Let me show you."

- 5.- Emma: "Honestly, school feels so pointless sometimes. I spend more time online learning things than I do here."

Outcomes:

- Choice 1: **Claire**: "You know, that sounds like a good idea. We should try it."
- The group puts their phones down and starts engaging in conversation, deepening their friendships and improving their social skills. Emma and her friends decided to put away their phones during lunch. This small change helped them build stronger connections and focus better in school.
- Choice 2: **Claire**: "Really? I do that too sometimes. School can be so dull."
- The friends continue to use their phones during lunch, missing out on valuable face-to-face interaction. Emma's habit of using her phone during class continued. She struggled to keep up with her studies, which affected her grades.
- Choice 3: **Claire**: "I've noticed that too. Maybe I'll give it a try."
- The conversation shifts to discussing strategies for managing screen time and improving study habits. By setting limits on social media, Emma and her friends found they had more time for schoolwork and personal interests, leading to better academic performance.
- Choice 4: **Claire**: "Sure, show me!"
- Emma and her friends get distracted by their phones, sharing memes and videos instead of engaging with each other. The distraction from social media continued, making it harder for Emma to concentrate on her studies and maintain her grades.
- Choice 5: **Claire**: "I know what you mean. Sometimes I feel the same way."
- The conversation takes a negative turn, with the friends expressing their frustrations about school and spending more time online. Emma's growing disinterest in school led to increased social media use, impacting her academic performance and increasing the risk of dropout.

### Choice 3: Gossip about classmates based on social media posts

Emma sits at the table with her friends, each engrossed in their phones. She begins talking to her friends about a classmate's latest social media post.

**Emma**: "Did you see what Sarah posted last night? She was out again past midnight. Her parents must be clueless."

Follow up choices:

- 1.- Keep gossiping with friends.
- 2.- Post a snarky comment on Sarah's latest post.
- 3.- Suggest talking about something more positive.
- 4.- Create a group chat to mock classmates.
- 5.- Put the phone down and engage in face-to-face conversation.

Outcomes:

- Choice 1: Emma and her friends continue to talk negatively about their classmates, which leads to a toxic environment. Emma starts feeling more anxious about her own posts and social image.
- Choice 2: Emma posts a hurtful comment on Sarah's post. Sarah sees it and feels upset, leading to tension between them. Emma's reputation suffers, and she feels guilty later.
- Choice 3: Emma changes the subject to something positive, like upcoming school events or a new hobby. Her friends follow her lead, and the group feels more connected and supportive.
- Choice 4: Emma creates a private group chat where she and her friends mock their classmates. The negativity grows, and the group becomes more isolated and hostile, leading to conflicts with others.
- Choice 5: Emma puts her phone away and encourages her friends to do the same. They start talking about their personal lives and plans, which strengthens their friendship and reduces their reliance on social media.

**Choice 4: Spend the entire break scrolling through feeds**

Emma's hungry but she doesn't keep her eyes off her phone during the whole break.

Follow up choices:

- 1.- Emma notices her eyes feeling strained. She remembers an article about the benefits of taking screen breaks. She puts the phone away and starts a conversation with her friends.
- 2.- Emma's friend mentions a new club starting after school. She decides to join the after-school club to explore a new hobby.
- 3.- Emma feels the pressure to keep up with the latest posts. She continues scrolling through her feeds without engaging with anyone.
- 4.- Emma receives a notification about a live stream happening during class. She skips her next class to watch the live stream.
- 5.- Emma sees a post from a classmate showing off a perfect life. She spends the break comparing herself to others on social media.

Outcomes:

- Choice 1: Emma feels more connected with her friends, realizing they share common interests outside of social media.
- Choice 2: Emma finds a new passion and makes new friends, reducing her dependence on social media for social interaction.
- Choice 3: Emma becomes more isolated and distracted, missing out on real-life social interactions and school activities.
- Choice 4: Emma starts falling behind in her studies, leading to lower grades and increased stress.
- Choice 5: Emma's self-esteem drops, and she starts feeling inadequate, impacting her motivation and performance in school.

**Choice 5: Join a club meeting**

Emma sits with her friends, each of them with their phone in hand. Inés says she's heard about a club meeting taking place soon.

Follow up choices:

- 1.- Emma decides to put her phone away and starts a lively conversation with her friends about their favorite hobbies and upcoming school events.
- 2.- Emma keeps scrolling through her feed, liking and commenting on posts but ignoring Inés invitation to join the meeting.
- 3.- Emma decides to actively participate in the club meeting, sharing her ideas and volunteering for upcoming projects.
- 4.- Emma joins in but sneaks peeks at her phone during the meeting, missing out on important information and not contributing to discussions.
- 5.- Emma joins the meeting and spends the entire meeting taking pictures and posting updates about the club rather than focusing on the discussions.

Outcomes:

- Choice 1: She feels more connected to her friends and becomes more involved in school activities, improving her social skills and overall happiness.
- Choice 2: Emma feels increasingly isolated from her friends, leading to feelings of loneliness and distraction from her schoolwork.
- Choice 3: Emma builds a sense of responsibility and teamwork, making her feel more engaged and motivated at school.
- Choice 4: Her lack of participation results in her feeling disconnected from the club, leading to a decline in her interest in school activities.
- Choice 5: Emma's obsession with documenting everything for social media distracts her from the actual content of the meeting, affecting her performance and participation in school.

Scenario End:

Emma's choices and their consequences provide a clear contrast between healthy and unhealthy social media habits, helping to illustrate the impact of Emma's decisions on her social life and academic performance. These choices can impact Emma's relationships, her mental health, and her attitude towards school. Making healthier choices can lead to better social interactions and a more positive school experience, whereas unhealthy choices may contribute to isolation and potentially school dropout.

### Storyline 3

Scenario Start: Afternoon Class

History class, mid-afternoon. Emma struggles to focus as she keeps checking her phone under the desk

#### Choice 1: (Participate in class discussion)

Emma raises her hand and answers the question correctly her history teacher just asked all of the class. She knew the correct answer instantly because she paid close attention in last week's class discussion.

Follow up choices:

- **Choice 1.1:** Emma feels more engaged and tries to answer other more difficult questions as well.
- **Choice 1.2:** She feels like having done enough for this class today and her mind starts to drift apart
- **Choice 1.3:** She checks her Instagram profile quickly and gets distracted by a new notification on her latest photo upload
- **Choice 1.4:** Her confidence gets a boost and she explains the answer to her classmate

Outcome 1:

- **If she chose 1.1:** Emma starts to realize that staying engaged in class helps her understand more complex topics too. She feels good with herself.
- **If she chose 1.2:** She has a hard time following the rest of the class session and struggles to understand the topic.
- **If she chose 1.3:** Emma starts to get lost and forgets about the class completely.
- **If she chose 1.4:** She realizes that her classmates profit from her engagement in class as well

### **Choice 2: (Play a mobile game)**

Emma gets bored in history class since the renaissance time is not interesting to her. She sits in the last row of the class and feels confident enough to take out her phone and play some Candy Crush for a little while. Her history teacher didn't notice first but after a while he realizes that Emma is looking under her desk all the time. He confronts her in front of the class.

Follow up choices:

- **Choice 2.1:** Emma apologizes immediately and promises to keep her phone in the bag and to pay attention from now on
- **Choice 2.2:** Emma apologizes and puts the phone away but checks it during the class nevertheless not paying enough attention to the history class
- **Choice 2.3:** She is annoyed and says that this class sucks and that's why she was playing on her phone
- **Choice 2.4:** Emma doesn't feel like having done something wrong and keeps on playing the Candy Crush risking a throw-out
- **Choice 2.5:** She honestly feels sorry for provoking a scene and promises to herself to be more attentive.

Outcome 2:

- **If she chose 2.1:** Emma notices how easy it is to follow the lesson when her phone is switched off
- **If she chose 2.2:** She falls into a pit of inattention and misses most of the classes lesson
- **If she chose 2.3:** Emma feels anger and frustration and loses complete interest to continue with the history lesson

- **If she chose 2.4:** She gets more rude towards her teacher and needs to stay at school for an extra hour to make things up
- **If she chose 2.5:** Emma starts to feel better without always having the urge to check her phone and how it helps to be more productive in class

### Choice 3: (Put her phone away and take notes)

Emma suddenly feels like contributing to the class lesson and puts her phone consciously in her bag. She asks a question about peasant uprisings in the early 16th century and is glad she understands the teachers in depth explanation. After a while she starts to think about not having posted anything on Instagram today and she considers to make a short update.

Follow up choices:

- **Choice 3.1:** Emma resists the urge to put out her phone in class and keeps listening to the teachers discourse
- **Choice 3.2:** She pulls out her phone and puts it on silent mode
- **Choice 3.3:** Emma gets distracted by the thought about Instagram, put out her phone and tries to hide it under the table while posting a new cute selfie she took yesterday evening
- **Choice 3.4:** Her mind drifts away and she doesn't pay attention to the class anymore. She starts to chat silently with her friend Claudia who is sitting next to her.

Outcome 3:

- **If she chose 3.1:** Emma feels good about having resisted against the pressure of social media.
- **If she chose 3.2:** Emma knows how to control the distractions and how to use her phone in a healthy way during class.
- **If she chose 3.3:** She gets things wrong in class and stops making contributions to the lesson.
- **If she chose 3.4:** Emma gets more and more distracted herself and distracts other classmates as well.

### Choice 4: (Look at social media notifications)

Emma gets distracted by her social media notifications. Home random guy posted a comment under her latest photo saying that she looked like Donald Duck. She is furious and all she can think of is how to respond to this comment.

Follow up choices:

- **Choice 4.1:** Emma starts to engage in the comment section while trying to hide her phone from the teacher and misses most of the class.
- **Choice 4.2:** She begins to react with snarky comments to the teachers questions like „I don't care“ or „Whatever“
- **Choice 4.3:** Emma says to herself: „Don't be stupid and let this guy ruin your day. Switch off your phone and better show some engagement in the class“.

- **Choice 4.4:** She pretends her stomach hurts and asks for permission to take a break, but really she wants to fight back in the comments.
- **Choice 4.5:** Emma notices that everyone else in class is paying attention except for her and she feels bad for thinking about this comment. She tries to stay focussed.

Outcome 4:

- **If she chose 4.1:** Emma's distraction grows so she forgets about the history lesson.
- **If she chose 4.2:** She risks getting a letter of reprimand from her teacher for being rude.
- **If she chose 4.3:** Emma realizes that listening to your inner voice helps sometimes to cut off short-living irrelevant comments.
- **If she chose 4.4:** She doesn't feel good for lying to her teacher and engaging in some stupid fight about a photo.
- **If she chose 4.5:** Emma is feeling like a part of something bigger than herself and realizes that class pressure can have a good influence at times.

### **Choice 5: Text friends during class**

She thinks about the invitation of her friend Claudia to go to the mall after school, having a bubble tea chit-chatting about this and that. She writes a short message „Mall still happening later?“ and her friend replies „For sure qt, what R we gonna do when that your crush Steve shows up?“ Steve was a guy at school Emma has a crush on and he is always hanging around at the mall. Emma would love to continue texting with Claudia but the teacher already asked for silence.

Follow up choices:

- **Choice 5.1:** Emma puts her phone down and indicates with a little hand sign to Claudia that they will speak later
- **Choice 5.2:** She secretly texts back „Maybe it is time to make a step and to speak to Steve? Help Claudia! Gimme some advice plz.“
- **Choice 5.3:** Emma puts her phone down but starts to write little hand written notes and passes them to Claudia.
- **Choice 5.4:** She holds her phone under the heavy history book and texts back whenever the teacher is not watching
- **Choice 5.5:** Emma doesn't want her teacher to get mad and contributes to the discussion in class by asking a smart question.

Outcome 5:

- **If she chose 5.1:** Emma learns that hot topics can wait until after class and don't need to be addressed straight away
- **If she chose 5.2:** She thinks about Steve all through history class and loses touch with the lesson
- **If she chose 5.3:** Notes can be as big a distraction as smartphones. Emma and Claudia continue with their chat and miss most of the class.
- **If she chose 5.4:** The history teacher asks Emma and Claudia to stay one hour longer at school to compensate for their inattention.

- **If she chose 5.5:** Emma feels empowered to have resisted the heavy pressure of social media for once and having done something productive for the discourse.

Scenario End:

Emma's choices in history class have significant impacts on her learning and participation. When she makes positive choices like participating in the discussion or taking notes, she gains confidence and a better grasp of the material. On the other hand, distractions such as mobile games, social media, and texting cause her to miss important information, leading to feelings of regret and stress. Emma has to learn that staying engaged and focused in class is crucial for her academic success and self-assurance.

#### Storyline 4

Scenario Start: Homework Time

Emma's room, late afternoon. She sits at her desk with her phone nearby. She is thinking of Steve and of his beautiful eyes. Is there any way how she could impress him to get his attention? Maybe she could post a cute selfie on Instagram or stalk him on facebook to see what he is into lately. But actually Emma has a ton of homework to do in geography, history and math. She doesn't know how to start or where to begin.

#### Choice 1: Procrastinate by watching videos

Emma gets drawn into the jungle of social media by getting recommended funny videos on Tik Tok. She spends almost two hours watching various videos about make-up, animals, boys, etc.

Follow up choices:

- **Choice 1.1:** Emma realizes she has spend too much time on social media and now lacks the time to do her homework. However, she puts all her efforts into it and sits almost until 10pm at her desk.
- **Choice 1.2:** Emma skips homework this evening and texts her friend Lisa if she did her homework so she can copy it before class tomorrow.
- **Choice 1.3:** She feels bad about not doing her homework properly, but now it's too late to begin with. She decides to wake up earlier tomorrow morning and do it then.
- **Choice 1.4:** Emma doesn't bother to think about homework anymore and engages in the social media world. She posts a photo of herself on Instagram and waits for likes from her followers.
- **Choice 1.5:** She gets stressed and asks ChatGPT for help. The bot answers all her questions on history and geography and she get's done surprisingly quick. She feels relieved she didn't need to read all 15 pages on the French Revolution by herself.

Outcome 1:

- **If she chose 1.1:** She feels good completing the homework even though she sat until late at her desk. Next time she will do better she promises to herself.
- **If she chose 1.2:** Emma has a hard time to keep up with the copying in the morning before class and doesn't manage to do it on time.

- **If she chose 1.3:** Even though she regrets to watch videos all afternoon she manages to complete her homework in the morning before school.
- **If she chose 1.4:** She has had a good time on social media last evening, but at school she gets criticized by her teachers for not doing the homework.
- **If she chose 1.5:** Emma gets to know the benefits about AI, but it doesn't free her from reading the texts herself

### Choice 2: Set a timer to balance social media and homework

Emma sits at her desk thinking that it would be smart to manage her schedule a little bit. She decides to do her homework straight away and after that to spend some time on social media as a reward.

Follow up choices:

- **Choice 2.1:** She does things according to plan and rewards herself with some time on social media to relax
- **Choice 2.2:** A friend texts her about some gossip at school and she gets distracted by it and forgets about the timer.
- **Choice 2.3:** She starts to drift away while doing homework thinking about this and that and forgets about her initial plan. So she opens Facebook and starts to scroll through the feeds blindly.
- **Choice 2.4:** Emma's plan seems to work and so decides to skip the social media reward thing at all and rather have a chat with her parents in the living room.

Outcome 2:

- **If she chose 2.1:** Emma feels refreshed after doing things according to plan and learns how to use social media in a healthy way
- **If she chose 2.2:** Emma has a hard time concentrating on homework when her phone is next to her. After texting with her friend she feels mad about herself for not respecting her plan.
- **If she chose 2.3:** She has difficulties to keep up with homework with her phone lying at her desk next to her and feels bad for getting distracted too easily
- **If she chose 2.4:** Emma feels so empowered after doing her homework and talking to her parents. Sometimes it's just good to talk to mom and dad.

### Choice 3: Turn off phone notifications to focus on homework

Emma has a good intention and turns notifications off so she can concentrate on homework. She lays her phone on the display so she cannot be distracted by pop up messages. Suddenly she remembers that she promised her friend Lisa to call her at 5 pm, which is in 10 minutes. She doesn't want to make Lisa upset if she doesn't call her but on the other hand she needs to focus on homework right now. She gets a little distressed by the thought of what is the right thing to do.

- **Choice 3.1:** She decides to text Lisa and excuse herself for not being able to call her, because she really needs to focus on homework right now. She is sure Lisa will understand.
- **Choice 3.2:** Emma starts reading her text, but cannot concentrate properly due to the thought of calling Lisa. She decides to call Lisa and chat with her a little bit.
- **Choice 3.3:** She gets stressed by looking at her phone and lays it in another room. Later after homework she will call Lisa and apologize to her.

- **Choice 3.4:** She feels bad about Lisa and starts to chat with her instead of calling. Emma wants to postpone the call but she gets drawn into the social media feed and forgets about homework.

Outcome 3:

- **If she chose 3.1:** She feels good for having managed the situation in a healthy way.
- **If she chose 3.2:** Emma gets a bad conscience but cannot escape the attraction of her phone.
- **If she chose 3.3:** She feels good about her decision and realizes that „out of sight, out of mind“ really makes sense
- **If she chose 3.4:** Emma feels unmotivated after the long scrolling through social media and doesn't feels very moody.

Scenario End:

Emmas decisions while studying and doing her homework have a huge influence on her learning outcomes and on her mood. The smartphone plays a big part in it, mostly in a negative sense though. Smartphones and social media apps are designed to get the users attention and especially children need to develop effective techniques like putting the phone in another room or turning off notifications to manage it in a healthy way.

## (9) Migration/ Language barriers (Valueme and Prios)

General Information
<b>Scenario No.: 8</b>
Topic: Migration-language barriers
Title of the story: Living in a new country
Developing Organizations: Valueme/Prios
Learning Outcomes/ Pedagogical Goals: <ul style="list-style-type: none"> <li>- <u>Goal 1:</u> The game scene presents empathy and understanding towards students experiencing language barriers in a new country.</li> <li>- <u>Goal 2:</u> The separate scenes foster critical thinking and decision-making skills by navigating the main character's journey.</li> <li>- <u>Goal 3:</u> Highlight the importance of seeking help, practicing resilience, and building new social connections.</li> <li>- <u>Goal 4:</u> Raise awareness about the challenges faced by non-native speakers in academic and social settings.</li> <li>- <u>Goal 5:</u> Emphasize effective communication and the significance of supportive communities.</li> </ul>

Main Characters
Description of Character 1:

**Alex** is a fourteen-year-old student who has just moved to a new country. Alex struggles with the language barrier, which affects his ability to participate in class and make new friends. He is determined and curious but often feels overwhelmed and isolated because there are no supportive language classes in school especially provided for students who came from another country apart from the language tutor in class.

Character 2:

**Alex's Mother, Maria**, works long hours in a new job and tries to support Alex emotionally and academically, but she also faces her own challenges adapting to the new environment.

Character 3:

**Classmates**: A mix of students, some of whom are friendly and supportive, while others are indifferent or unkind. Alex's interactions with them vary from helpful to challenging.

**Character 4:**

**Teachers** at Alex's school, some of whom are empathetic and proactive, while others are indifferent to Alex's struggles.

**Character 5:**

School Counselor who provides emotional support and guidance to Alex by trying to explain things with gestures.

**Character 6:**

Language tutor who assists Alex with learning the new language and integrating into the school environment.

## Locations

Description of Location 1:

**School campus** - The primary setting, including classrooms, corridors, cafeteria, and outdoor spaces where interactions and crushes with characters happen.

Location 2:

**Alex's home** - A safe space where Alex reflects on his experiences and shares his feelings with his mother. A small apartment where the living room and kitchen are seen.

Location 3:

**School yard** - Where peer interactions and social dynamics unfold during breaks and activities.

**Location 4:**

**Alex's inner thoughts** - A narrative device to explore Alex's emotional journey and inner struggles.

**Scene 1 Arriving in a new country**

**Scenario start:** The scene happens at the entrance of a bustling school campus on a sunny morning. Students are arriving, talking, and laughing as they prepare for the usual school day. Alex stands near the entrance, holding his schedule and looking around nervously.

**Narrator:** "Welcome to Alex's new conditions of living, where every step is a challenge in a language he barely understands."

**Alex's inner thoughts:** "I hope today goes well. I just need to find my first class..."

**Player choice:**

1. **Ask for help from a teacher.**  
The teacher provides resources and introduces Alex to other students who speak his language.
2. **Try to find your classes on your own.**  
Alex gets lost but eventually finds a helpful student who speaks his language.

**Resulting:**

The teacher smiles warmly and asks how they can help. After hearing Alex's situation, they provide resources, such as a school map and a list of important phrases. The teacher then introduces Alex to other students who speak his language. These students help Alex navigate the school, explain class schedules, and invite him to join them for lunch. Alex feels relieved and more confident about his first day.

**Alex's thoughts:** "I'm glad I asked for help. These new friends make everything seem less scary."

Alex decides to find his way alone, hanging on his schedule tightly. He wanders through the corridors, growing more anxious as he realizes he is lost. After some time, a student notices his confusion and asks if he needs help. Luckily, this student speaks Alex's language and kindly guides him to his first class. While Alex is relieved to find his classroom, he feels exhausted and a bit overwhelmed from the experience.

**Alex's thoughts:** "That was harder than I thought. I'm glad someone helped me, but next time I might just ask for help right away."

**Scene 2: First day at school**

**Scenario start:** Alex is in the main corridor of the school, feeling overwhelmed by the noise and the number of students.

**Narrator:** "Alex is feeling nervous on his first day. The bustling corridor feels frighten."

**Player choice:**

1. **Introduce yourself to classmates.**  
Some students are welcoming and help Alex find his way.
2. **Stay quiet and observe.**  
Alex feels isolated, but a kind teacher notices and offers to help.

**Resulting:**

Alex takes a deep breath and decides to introduce himself to a group of nearby classmates. Some students smile warmly and introduce themselves, welcoming Alex and offering to show him around. They help Alex find his locker and guide him to his next class. These positive interactions boost Alex's confidence and make him feel less alone. He starts to build connections that will help him navigate his new environment.

**Alex's thoughts:** "I'm glad I spoke up. People here are nice, and I feel more comfortable already."

Alex decides to stay quiet and just observe his surroundings. As he keeps to himself, he feels more and more isolated while other students chat and laugh around him. Eventually, a kind teacher notices Alex standing alone and looking lost. The teacher approaches him, offers help, and shows him around the school. Although Alex feels grateful for the teacher's assistance, he still feels somewhat isolated because he hasn't made any connections with his peers yet.

**Alex's thoughts:** "I didn't want to stand out, but I'm glad the teacher helped me. Maybe next time I'll try to talk to someone myself."

### Scene 3: Language barrier in the classroom

**Scenario start:** Alex is sitting in a classroom, struggling to understand the History lesson being taught in the native language he doesn't know well.

**Narrator :** "Alex faces a discouraging task: understanding a class in a language he barely speaks."

**Player choice:**

1. **Use a translation app.**  
*Leads to:* Alex understands more, but it's slow and sometimes inaccurate.
2. **Ask a classmate for help.**  
*Leads to:* Alex makes a new friend who helps with translations.

**Resulting:**

Alex takes out his translation app and begins to use it to follow along with the lesson. The app helps him understand more of what the teacher is saying, but the process is slow and

some translations are inaccurate, leading to occasional confusion. Although Alex feels a bit more in control and can grasp the main ideas of the lesson, he struggles with the pace and misses some nuances.

**Alex's thoughts:** "This app helps, but it's not perfect. I wish I could understand everything more quickly."

Alex decides to ask a nearby classmate for help. The classmate, who seems friendly and approachable, is happy to assist. They whisper explanations and translations to Alex during the lesson. This interaction not only helps Alex understand the lesson better but also leads to the beginning of a new friendship. The classmate introduces Alex to more students, and Alex feels more connected to the class.

**Alex's thoughts:** "Asking for help was the right move. I understand more now, and I've made a new friend."

#### Scene 4: Participating in group work

**Scenario start:** Alex is assigned to participate in a group project and feels very worried about contributing due to the language barrier.

**Narrator :** "A group project offers a chance to connect, but also a challenge in communication."

**Player choice:**

1. **Volunteer for a part you're comfortable with.**  
The group appreciates Alex's effort, and he learns new words.
2. **Avoid participating.**  
The group feels Alex isn't contributing, and he feels left out.

**Resulting:**

Alex decides to volunteer for a part of the project that he feels comfortable with, such as creating a visual aid or conducting simple research. His group appreciates his willingness to contribute and assists him with the language when needed. Through this process, Alex learns new vocabulary and gains a better understanding of the project topic. His efforts are acknowledged, and he feels more integrated into the group.

**Alex's thoughts:** "I'm glad I participated. My group is supportive, and I'm learning so much."

Alex decides to avoid participating in the project, hoping to stay unnoticed. As the group works together, they notice Alex's lack of involvement and start to feel frustrated with him. This leads to a sense of exclusion for Alex, who feels left out and increasingly anxious about his ability to contribute to group tasks.

**Alex's thoughts:** "I should have tried to help. Now I feel even more isolated."

#### Scene 5: Dealing with frustration

**Scenario start:** Alex is at home, feeling frustrated with his slow progress in learning the new language.

**Narrator :** "Frustration moves up as Alex struggles to adapt."

**Player choice:**

1. **Talk to the school counselor.**  
The counselor gives Alex strategies and resources to improve.
2. **Keep your frustration to yourself.**  
Alex feels more stressed and considers giving up.

**Resulting:**

Alex decides to talk to the school counselor about his frustrations. The counselor listens attentively and provides Alex with various strategies to improve his language skills, such as joining language support groups, using interactive learning apps, and practicing with native speakers. The counselor also gives Alex resources like books and online tools. This support helps Alex feel more empowered and hopeful about his progress.

**Alex's thoughts:** "Talking to the counselor really helped. I have new strategies to try, and I don't feel so alone."

Alex decides to keep his frustration to himself, thinking he should be able to handle it on his own. Over time, his stress and anxiety increase as he continues to struggle with the language. Without an outlet or support, Alex feels overwhelmed and starts to consider giving up on trying to learn the new language altogether.

**Alex's thoughts:** "I can't keep doing this. It's too much, and I don't know how to handle it."

## Scene 6: Making friends

**Scenario Start:** Alex wants to make friends but is unsure how to start.

**Narrator:** "The desire to connect with others is strong, but so is the fear of rejection."

**Player Choice:**

1. **Join a club or sports team.**  
Alex meets students with similar interests and practices the language.
2. **Wait for others to approach you.**  
Alex misses out on opportunities to connect and feels more isolated.

**Resulting:**

Alex decides to join a club or sports team that aligns with his interests. He signs up for the school's soccer team and also joins the art club. Through these activities, Alex meets students who share similar interests and passions. The frequent interactions and shared goals help him practice the language in a natural and enjoyable setting. He forms friendships and starts to feel more integrated into the school community.

Alex's thoughts: "Joining the soccer team and art club was a great decision. I'm meeting new people and practicing the language in fun ways."

Alex decides to wait for others to approach him, hoping that someone will notice his interest in making friends. However, as days pass, he finds that other students are busy with their own activities and established friendships. This passive approach leads to missed opportunities for connection, and Alex feels increasingly isolated and lonely. The lack of social interaction makes him feel more anxious and less confident in his new environment.

**Alex's thoughts:** "I wish I had taken the first step. Waiting for others didn't work, and now I feel even more alone."

**Narrator :** "Alex's journey in this new place is filled with choices. Each decision shapes his path, teaching resilience and the importance of seeking support."

## Final outcomes

The player's choices throughout the game lead to different endings for Alex:

### Positive end

If the player consistently makes proactive and supportive choices for Alex, such as asking for help, introducing himself to classmates, volunteering in group projects, talking to a counselor, and joining clubs or sports teams, Alex's journey concludes positively.

In this ending:

- Social integration: Alex builds a strong network of friends and feels more integrated into his new school.
- Language improvement: His language skills improve significantly through practical use and support from peers and teachers.
- Confidence and resilience: Alex becomes more confident and resilient, handling new challenges with a positive attitude and the knowledge that he has a support system to rely on.

### Neutral end

If the player makes a mix of proactive and passive choices, Alex's journey ends with moderate success. In this ending:

- Partial integration: Alex manages to make a few friends and gets some support but still feels somewhat isolated in certain situations.
- Language progress: His language skills improve, but at a slower pace due to fewer opportunities for practice.
- Moderate confidence: Alex gains some confidence but still struggles with occasional self-doubt and frustration.

### Negative end

If the player firstly makes passive or avoidance choices, Alex's journey ends on a challenging note. In this ending:

- Social isolation: Alex feels isolated and struggles to make meaningful connections with his peers.
- Slow language development: His progress in learning the new language is slow, leading to ongoing difficulties in understanding and participating in class.
- Increased stress: Alex experiences higher levels of stress and frustration, potentially considering giving up due to the lack of support and integration.

# For inquiries, contact us.



<https://kalis-project.eu/>

