CEASEFIRE!

A TOOLKIT FOR TRAINERS AND EDUCATORS

University of Glasgow

Education Evolved

ABOUT CEASEFIRE!
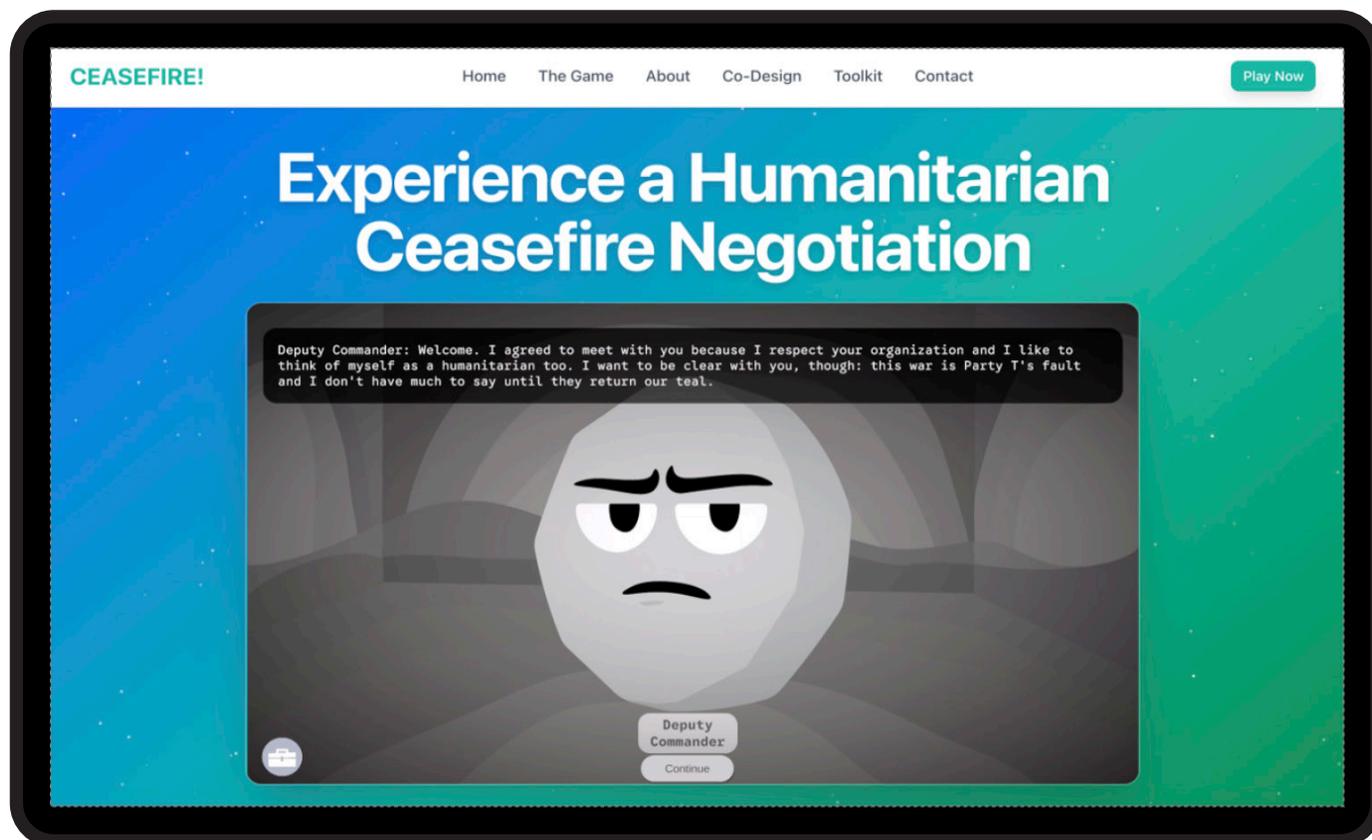
CEASEFIRE! is an **interactive training game** exploring the legal and emotional dimensions of humanitarian ceasefire negotiations. This r**esearch-based, co-designed** training tool assigns players the mission of negotiating a **'back to school'** **ceasefire** to protect children's education during armed conflict.

SCENARIO:
The game takes place in a parallel universe populated by grayscale **blob-like beings.** Government blobs have been battling a non-state armed group over the colour teal. Like humans, these blobs have **adopted international laws** such as the Geneva Conventions. Unlike humans, **they change shape to show their emotional states.** Education has been a key casualty of the conflict: schools have been damaged, destroyed and used for military operations.

INTENDED AUDIENCE:
The game is designed to be used as an educational or training tool for: (1) early/mid-level **practitioners** in the fields of humanitarianism, peacebuilding, and diplomacy; (2) (under-)graduate **students** of conflict resolution and related topics in higher education classrooms.

GAME FORMAT:
CEASEFIRE! is a 2D videogame that can be played through the browser on mobile, ipad, laptop and desktop. The game is hosted on a playable WebGL build via iframe

deployed on the dedicated CEASEFIRE website. *Note: the game is playable in contexts with low internet connectivity.*

HOW TO PLAY IT:
CEASEFIRE! Can be played alone by a single player, by small teams, or in plenary format to support group decision-making. Ideally, the first play-through will be done collectively by the group; participants can then disperse to play solo, and come back to plenary to reflect on their learning.

HOW LONG IT TAKES:
Game play can range from 10 to 25 minutes. Lesson plans are provided in this Toolkit for guided sessions lasting **1 hour; 2 hours; Half day.**

WHAT IS INSIDE THIS TOOLKIT:
Part 1 (pages 5-12) explains how to use the CEASEFIRE! game as a training tool. Part 2 outlines the game's creative co-design process with youth 'Peace Gamers' and international ceasefire experts (pages 13-24).

ACKNOWLEDGEMENT

CEASEFIRE! GAME TEAM

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1 HOW TO FACILITATE A CEASEFIRE TRAINING SESSION

1. INTRODUCTION

The CEASEFIRE! interactive training game allows participants to learn about the legal and political frameworks in place for protecting children's education in armed conflict, with a focus on schools as protected civilian objects. Gameplay is informed by the Safe Schools Declaration, the work of the Global Coalition to Protect Education from Attack, and UN Security Council Resolutions addressing military use of schools (e.g. UNSC RES 2601 and 2573). Using the Negotiator's Toolbox, players also learn about the UN Children and Armed Conflict Agenda, Geneva Call's Deed of Commitment on Children and Armed Conflict, and the potential for 'listing' under the UN Secretary General's Monitoring and Reporting Mechanism on Grave Violations Committed against Children in Times of Armed Conflict.

In addition to this topical focus on education, players learn about: frontline humanitarian negotiations and ceasefire negotiations; International Humanitarian Law principles relevant for general civilian protection in armed conflict (distinction; proportionality; precautions in attack and defence); international criminal law and international human rights law rules relating to the protection of schools; basic and more advanced negotiation strategies and techniques ('islands of agreement' and 'expanding the pie' techniques); and emotional intelligence (regulating one's own emotions; reading and responding appropriately to emotional cues).

The game emphasises complexity and nuance, meaning that players will not come away thinking that they have learned all there is to know about ceasefires. Instead, the aim is to pique their curiosity about key themes that arise throughout gameplay. This learning is then deepened through guided reflection, discussion, and hands-on small group exercises.

2. SELECT YOUR LEARNING JOURNEY

As the facilitator, you can choose your own *CEASEFIRE!* learning adventure. Your choice will depend on the time you have available, the focus of your existing curriculum, and the interests and learning needs of your participants. The game has five **Intended Learning Outcomes (ILOs)**. After playing, players will be able to:

- **ILO1**: Understand the positive effects of ceasefires on civilian populations
- **ILO2**: Appreciate the complexity of ceasefire negotiations
- **ILO3**: Understand that law is an important strategy in ceasefire - negotiations
- **ILO4**: Appreciate the role of emotions in ceasefire negotiations
- **ILO5**: Be curious to learn more about the role of law in ceasefires

Journey	Duration	Core	EXT1: LAW	EXT2: EMOTIONS	EXT3: CEASEFIRES	Choose this if:
A	1 hr	x				Time is limited
B	2 hr	x	x			Deepen ILO 3 & 5
C	2 hr	x		x		Deepen ILO 2 & 4
D	2 hr	x			x	Deepen ILO 1 & 2
E	½ day	x	x	x	x	Deepen all ILOs

3. LEARNING JOURNEY OVERVIEW

Session lengths vary from 1 hour to half day. You can select the Core Session only (A), or you can deepen learning on specific ILOs (B-C-D-E). All journeys begin with the Core Session. Key themes explored in each journey are as follows:

CORE SESSION
● Guided gameplay, solo gameplay, and reflection questions addressing each ILO.

EXTENSION 1: *Protection of Education in Armed Conflict*
● Protection of Education under International Law, with an emphasis on International Humanitarian Law (IHL).
● Political instruments or 'soft' law relevant to protecting education from attack.
● Exercise on the relationship of IHL to the Safe Schools Declaration and Guidelines on Protecting Schools and Universities from Military Use During Armed Conflict.

EXTENSION 2: *Emotions and Negotiation*
● Further exploration of the Deputy Commander character and the role his emotions play in the negotiation.
● Deeper understanding of emotional regulation and the relevance of the player's own emotions to the game.
● Exercise on emotions in ceasefire negotiations and comparison with non-war contexts.
● Exercise on how to use specific emotions in a negotiation.

EXTENSION 3: *Ceasefire Stories*
● Further exploration of ceasefire dynamics, with an emphasis on complexity.
● Exercise to spark creativity and curiosity: participants will develop their own 'ceasefire stories' using graphic art cards depicting key ceasefire and protection themes.

Note: You are also free to 'mix and match' the Core Session with different Extensions. For example, a 3-hour session could combine Core Session + Extension 1 + Extension 3. A single 2.5-hour session could combine Core Session + Extension 2 + the story exercise from Extension 3.

4. MATERIALS

- This Training Toolkit
- The 'Welcome to CEASEFIRE!' powerpoint presentation available **here**
- Ceasefire story theme cards (learning journey D only) available **here**

   In addition to this you will need:
- A large screen to display the PowerPoint presentation and demonstrate the game.
- Internet/Wifi to connect to /load the game (participants will also need wifi to connect).
- A printer and scissors to prepare the black and white Ceasefire cards (journey D only).

5. HOW TO FACILITATE LEARNING JOURNEYS

Detailed session breakdowns are provided in the 'Welcome to CEASEFIRE!' PowerPoint presentation. Further information is provided here to assist you in planning your session.

LEARNING JOURNEY A: CORE SESSION ONLY

Topic	Format	Time
Introduction Slides	Plenary	10 min
Guided Game Play	Plenary	15 min
Solo Game Play	Individual	25 min
Reflection	Plenary	10 min

INTRODUCTORY SLIDES – 10 min
Set the Powerpoint Presentation to 'View Slide Show' and walk the group through each of the slides. Keep it brief, to about 10 minutes. All the basic information about the game is provided for you within the slides. We suggest collecting participant questions as they arise, and answer all of them together before the group play-through (or defer some of them to post-play/closing reflections, if playing the game might help).

GUIDED GAME-PLAY – 15 min
As the facilitator of the session, you will be responsible for leading the group through a single play-through of the game. This will give a chance for everyone to familiarize with the scenario and the style of the game, and it will also allow participants to ask questions in plenary. You do not need to finish the game.

How to crowd-source decision-making: For each dialogue option in the game, you can read the options out and then invite students to raise hands indicating 1-2-3 with their fingers to show which option they think you should choose. You should select (click on) the option that has the most votes, regardless of whether you think it is the best way forward. Any potential mistakes or missteps can be discussed afterward or in the reflection portion of the session.

Tips for technical set-up of the game are provided on the PPT Slide titled 'Guided Game-Play'. As noted there, players must complete the 'Self Check-In' every time they play. Be sure to check all 5 boxes to confirm you (/the group) are in the right state of mind for a high-stakes dialogue.

SOLO GAME-PLAY – 25 min
Instruct participant to find a comfortable place where they can sit alone and play through the game. They can play as many times as possible in the 25-minute period. The game is not optimized for phones, so we recommend that participants use a laptop, desktop, or tablet/ipad.

REFLECTION – 10 min
There are five proposed discussion questions, each of which will require some time to consider. You can either invite students to discuss one question each in pairs/ small groups, or you can walk through all five questions briefly in plenary. If you are delivering the Core Session only (Learning Journey A), make sure to bring all participants back into a single plenary discussion in the final minutes so they can share closing reflections and insights before departing.

▶ *LEARNING JOURNEY B: CORE SESSION + EXTENSION 1*

Topic	Format	Time
Introduction	Plenary	5 min
Discussion	Think-Pair-Share	20 min
Exercise	Small Group	30 min
Reflection	Plenary	5 min

INTRODUCTORY SLIDES – 5 min
Explain to participants that you are now moving into Extension 1, which focuses on protecting education from attack under international law and relevant international political instruments. In this session, they will have a change to delve deeper into legal and political themes, and they will work in small groups to assess the Safe School Declaration's relationship to international humanitarian law.

DISCUSSION: THINK- PAIR-SHARE - 20 min
There are four assigned discussion questions, which you can allocate across the group. The think-pair-share approach invites participants to first spend several minutes sitting quietly alone, considering the question that has been posed. Next, they pair into groups of 2 to discuss their individual insights. Finally, the pair shares with the larger group what they discussed. You can divide the time up as you like within the allocated 20 minutes. If you have quieter participants (or especially vocal ones) you might wish to extend the 'think' portion so that everyone benefits.

EXERCISE – SAFE SCHOOLS DECLARATION AND IHL – 30 min
This exercise takes place in small groups of 2-3 depending on your class size. If the think-pair-share pairs worked well, you can keep those pairs for this exercise. All instructions are provided on the 'IHL exercise' slide. The main caution is to ensure that students do not consult the International Committee of the Red Cross (ICRC) Commentary before they have first drawn conclusions about the relationship between IHL and the Safe Schools Declaration/Guidelines.

REFLECTION – 5 min
Select the reflection question that you think is most interesting for your participants, and guide them through a plenary discussion of it. If you are ending the learning journey here, invite them to share closing thoughts and general reflections (on any theme) in the final minutes.

LEARNING JOURNEY C: CORE SESSION + EXTENSION 2

Topic	Format	Time
Introduction	Plenary	5 min
Discussion	Small Group	20 min
Exercise	Small Group	30 min
Reflection	Plenary	5 min

INTRODUCTORY SLIDES – 5 min
Explain to participants that you are now moving into Extension 2, which focuses on emotions and negotiations. In this session, they will have a change to delve deeper the role of emotions in ceasefire negotiations and in other types of non-war settings, such as employment and commercial contexts.

DISCUSSION: THINK- PAIR-SHARE - 20 min
There are three assigned discussion questions, which you can allocate across the group. The think-pair-share approach invites participants to first spend several minutes sitting quietly alone, considering the question that has been posed. Next, they pair into groups of 2 to discuss their individual insights. Finally, the pair shares with the larger group what they discussed. You can divide the time up as you like within the allocated 20 minutes. If you have quieter participants (or especially vocal ones) you might wish to extend the 'think' portion so that everyone benefits.

EXERCISE – EMOTIONS FROM THE WAR ZONE TO THE BOARD ROOM – 30 min
This exercise has two parts, Part A (15 minutes) and Part B (15 minutes). For Part A, there are no right or wrong answers: the focus is more on inviting participants to reflect on their assumptions, pre-conceived notions, and biases that might have impacted the negotiation. They are also invited to think comparatively, to consider what insights might translate beyond the ceasefire negotiation context to other negotiations. For the employment contract scenario, participants should recognize that you would want the employer to hire you and you would want to 'stay in their good books' as you anticipate an ongoing relationship. For the union negotiation, participants should recognize that you would likely want to de-escalate the potential conflict with the university employer, and avoid antagonizing the employer to avoid a breakdown in the relationship.

For Part B, we suggest the table should be completed as follows:

Emotion	Would this emotion be *functional* in a ceasefire negotiation, helping me to achieve my goals?	If **YES**: How can I *make them* feel it? If **NO**: How can I *avoid making them* feel it?
Guilt	YES	DO Explain the negative impact of their actions on others
Hope	YES	DO Show you believe that a positive resolution is within reach
Fear	NO	DON'T Make demands, threats, and exploit deadlines
Hatred	NO	DON'T Let it be known that you do not respect them

REFLECTION – 5 min
Select the reflection question that you think is most interesting for your participants, and guide them through a plenary discussion of it. If you are ending the learning journey here, invite them to share closing thoughts and general reflections (on any theme) in the final minutes.

Topic	Format	Time
Introduction	Plenary	5 min
Discussion	Think-Pair-Share	20 min
Exercise	Small Group	30 min
Reflection	Plenary	5 min

INTRODUCTORY SLIDES – 5 min
Explain to participants that you are now moving into Extension 3, which focuses on ceasefire complexity and engages their creativity and curiosity. In this session, they will put themselves in the role of designers, building their own ceasefire narratives in a selected fictional setting. Try to keep this introduction as brief as possible, so you have some extra time for the discussion questions.

DISCUSSION: THINK- PAIR- SHARE - 15 min
There are three assigned discussion questions, which you can allocate across the group. The think-pair-share approach invites participants to first spend several minutes sitting quietly alone, considering the question that has been posed. Next, they pair into groups of 2 to discuss their individual insights. Finally, the pair shares with the larger group what they discussed. You can divide the time up as you like within the allocated 15 minutes. If you have quieter participants (or especially vocal ones) you might wish to extend the 'think' portion so that everyone benefits.

EXERCISE – CREATE YOUR OWN CEASEFIRE STORY – 35 min
This exercise offers participants an opportunity to build their own stories of ceasefires, with the help of graphic ceasefire-themed cards that can be printed and cut with scissors. Cards can be accessed **here**. We suggest printing enough cards so every group of 2-3 has a full set. If you have a law focus, instruct them to create stories about 'IHL and ceasefires' (for example). All instructions are provided on the slide. Encourage participants to be as creative and open-minded as possible, using the opportunity to use their imaginations. Circulate throughout the room to make sure they do not become stuck – for example, they might have difficulty thinking beyond current conflicts and specific case studies, to imagine a different universe. Remind them that engaging our imaginations does not mean we are 'making light' of the realities of war.

REFLECTION – 5 min
Select the reflection question that you think is most interesting for your participants, and guide them through a plenary discussion of it. If you are ending the learning journey here, invite them to share closing thoughts and general reflections (on any theme) in the final minutes.

LEARNING JOURNEY E: CORE SESSION + EXTENSIONS 1 & 2 & 3

This half day session will take four hours plus a break. Simply follow the guidance above for learning journeys A-D, running through all the PowerPoint slides from beginning to end.

- Core Session (1 hour)
- Extension 1 (1 hour)
- Break (15-30 min)
- Extension 2 (1 hour)
- Extension 3 (1 hour)

If you do not have more than four hours available, you can remove some elements from the extension that is the least relevant to your participants. For example, in a non-law setting you might wish to skip the IHL hands-on exercise in Extension 1.

2 CEASEFIRE CO-DESIGN PROCESS

To create an authentic frontline negotiation scenario and ensure representation of diverse views, the CEASEFIRE! team engaged international ceasefire experts and researchers, and young volunteer 'Peace Gamers' in a series of carefully curated co-design workshops in 2025.

This visual account of CEASEFIRE's co-design process aims to:

● Support other researchers and designers interested in replicating the co-design methodology to produce their own games;
● Establish CEASEFIRE's value as a training tool by demonstrating its underlying rigour and evidence-backed nature.

Note: You do not need to read this section to effectively facilitate a CEASEFIRE! game session in your classroom/training space.

CORE TEAM ROLES

- **Dr. Daisy Abbott** consulted on serious game design and personally guided co-design sessions using the Workflow.
- **Education Evolved** led sprint-based activities, oversaw Divergent Thinking and Convergent Thinking processes, and translated co-design outputs into concrete game mechanics (e.g. the trust-frustration metric for the Deputy Commander reactions).
- **Sarah Ahmad** created graphic recordings of all main co-design events, producing them 'live' by hand at youth co-design events and relying on recordings of expert online sessions.
- **Professor Rebecca Sutton** led facilitation of all co-design events.

CEASEFIRE CO-DESIGN IN NUMBERS

- 9 International ceasefire experts
- 17 young 'Peace Gamers'
- 2 in-person co-design workshops
- 5 online co-design workshops
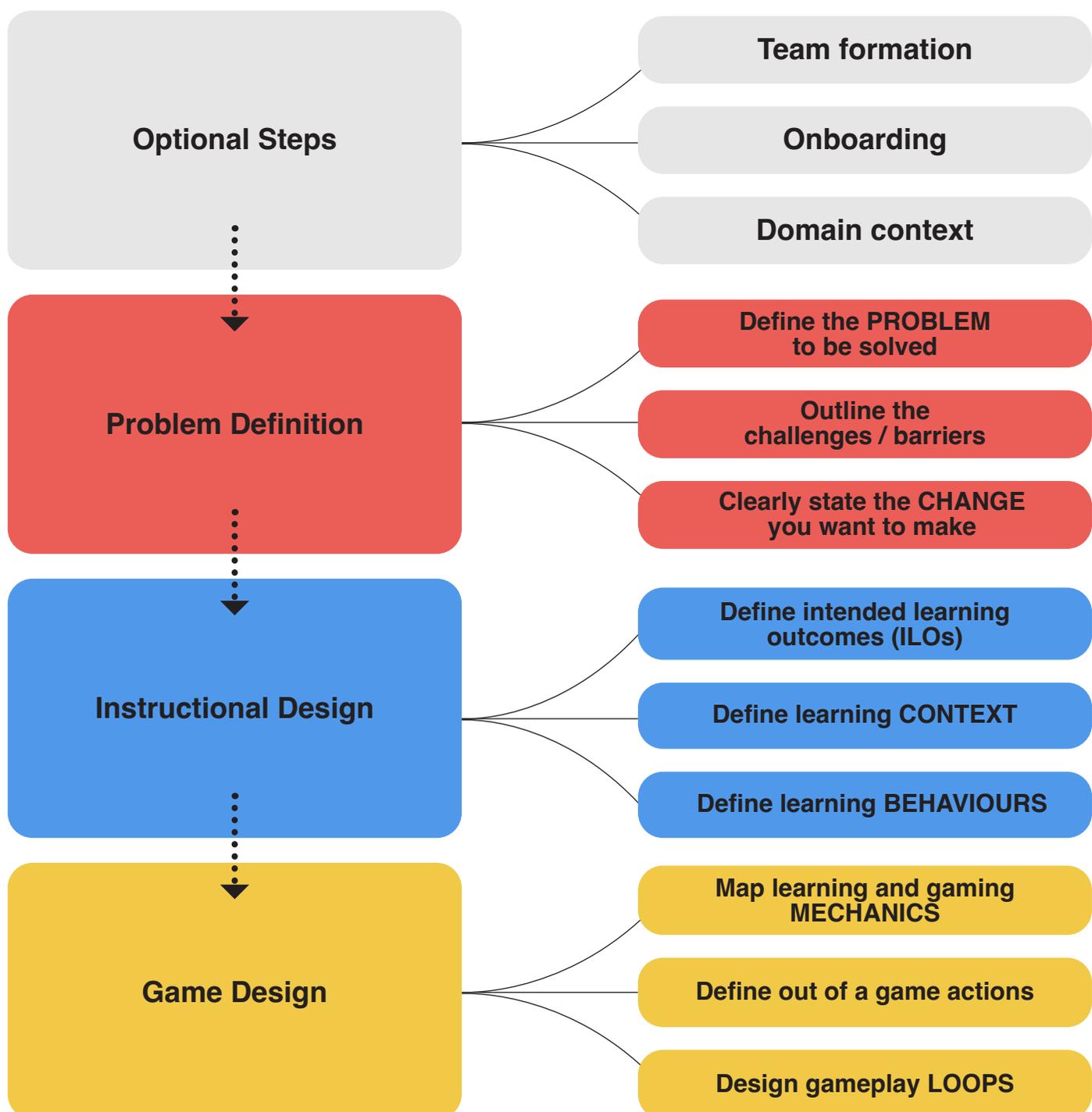- 30 + hours total co-design contact
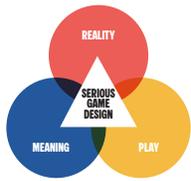
SERIOUS GAME DESIGN

The co-design process for CEASEFIRE! was structured according to a **Serious Games Design Workflow** collaboratively developed by Daisy Abbott of the Glasgow School of Art (Abbott, 2024). This Workflow supports inter-disciplinary collaborations to produce games that achieve their intended learning outcomes.

The workflow is informed by '**Triadic Game Design**' (Harteveld, 2011) which engages with three game design perspectives:
- **Reality**: the real-world context
- **Meaning**: purpose and intended learning outcomes
- **Play**: game mechanics and player experience

Optional Steps
- Team formation
- Onboarding
- Domain context

Problem Definition
- Define the PROBLEM to be solved
- Outline the challenges / barriers
- Clearly state the CHANGE you want to make

Instructional Design
- Define intended learning outcomes (ILOs)
- Define learning CONTEXT
- Define learning BEHAVIOURS

Game Design
- Map learning and gaming MECHANICS
- Define out of a game actions
- Design gameplay LOOPS

EXPERT CONSULTATIONS

In 2025 the CEASEFIRE! team convened online workshops with practitioners, researchers and educators with expertise in ceasefires, International Humanitarian Law, gender and emotions. Their insights shaped the game's foundations and built an authentic, nuanced representation of humanitarian negotiation.

A select group of ceasefire experts and researchers (see final Credits p.3) gathered for two online co-design sessions to help set the parameters for the game.

EXPERT WORKSHOP 1: FOUNDATIONS OF THE GAME WORLD

This session refined the game's central goal and explored how complexity, nuance and trust could be expressed through mechanics, choices and feedback.

- What should the game focus on?
- What 'success' in a ceasefire negotiation looks like
- Relational and gender dynamics in frontline negotiations
- Role of law and politics
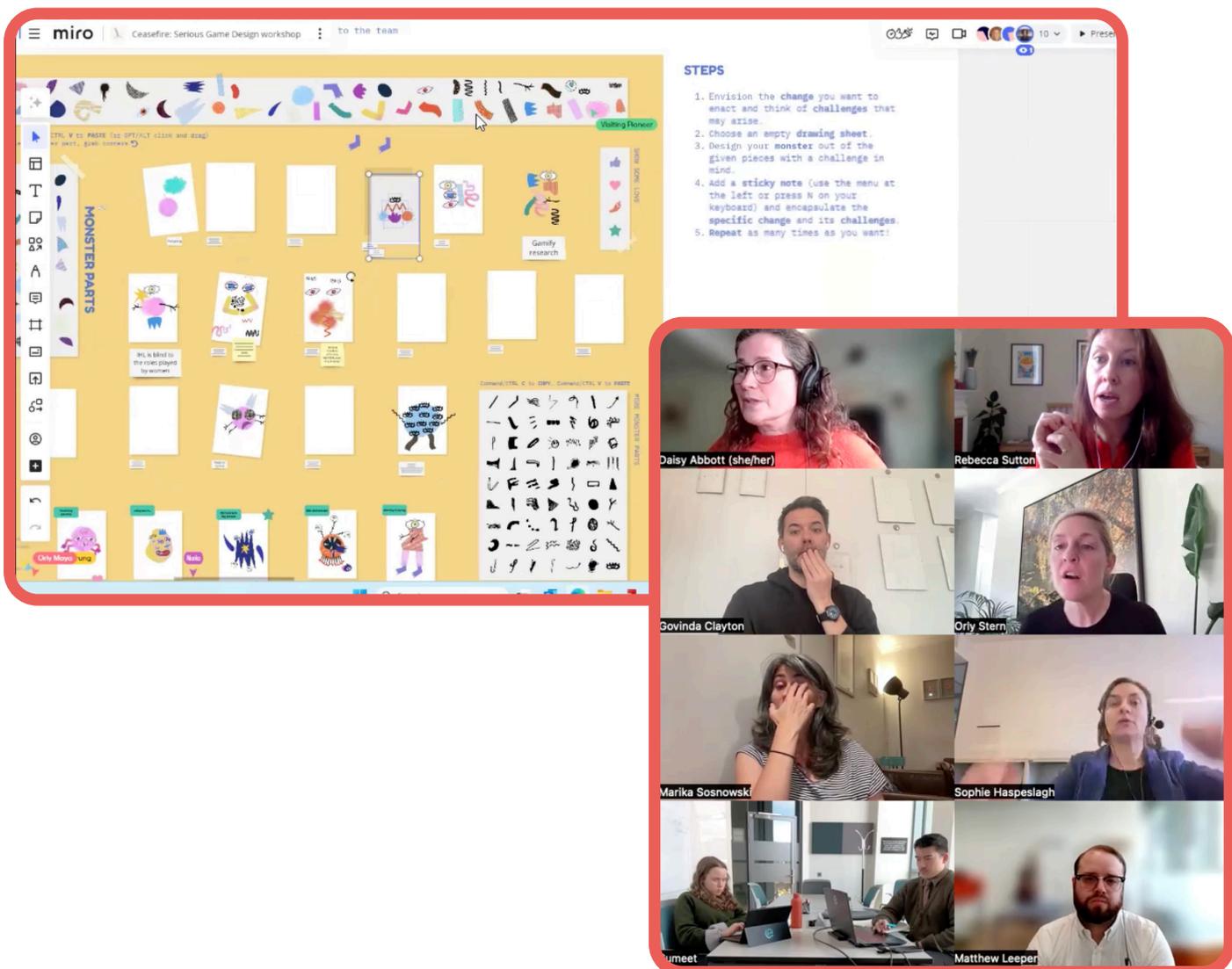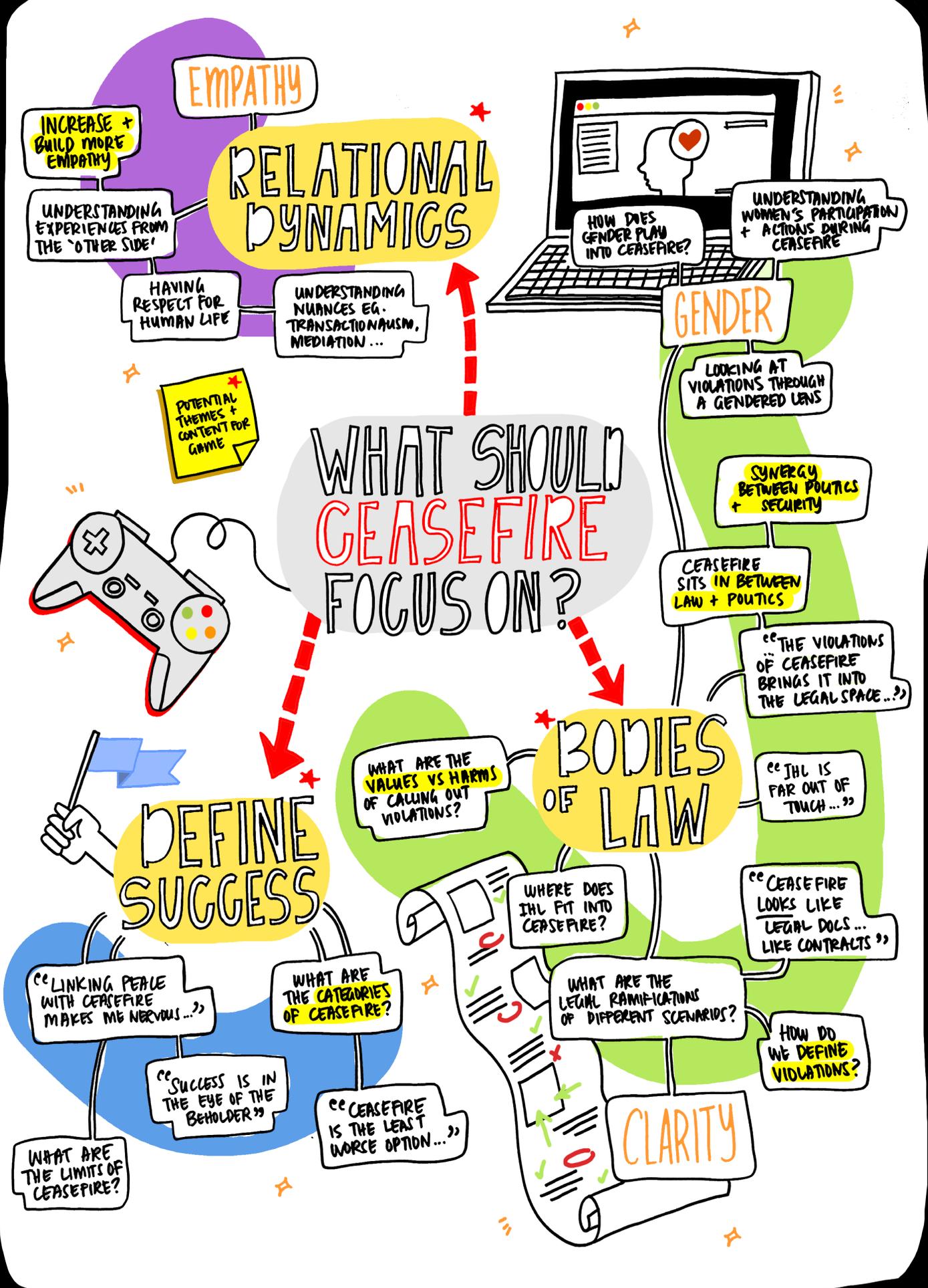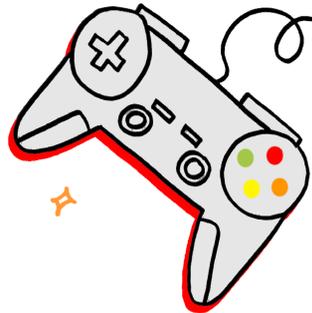
EMPATHY

RELATIONAL DYNAMICS

INCREASE + BUILD MORE EMPATHY

UNDERSTANDING EXPERIENCES FROM THE 'OTHER SIDE'

HAVING RESPECT FOR HUMAN LIFE

UNDERSTANDING NUANCES EG. TRANSACTIONALISM, MEDIATION...

POTENTIAL THEMES + CONTENT FOR GAME

HOW DOES GENDER PLAY INTO CEASEFIRE?

UNDERSTANDING WOMEN'S PARTICIPATION + ACTIONS DURING CEASEFIRE

GENDER

LOOKING AT VIOLATIONS THROUGH A GENDERED LENS

SYNERGY BETWEEN POLITICS + SECURITY

CEASEFIRE SITS IN BETWEEN LAW + POLITICS

"THE VIOLATIONS OF CEASEFIRE BRINGS IT INTO THE LEGAL SPACE..."

WHAT SHOULD CEASEFIRE FOCUS ON?

WHAT ARE THE VALUES VS HARMS OF CALLING OUT VIOLATIONS?

BODIES OF LAW

"IHL IS FAR OUT OF TOUCH..."

DEFINE SUCCESS

"LINKING PEACE WITH CEASEFIRE MAKES ME NERVOUS..."

WHAT ARE THE CATEGORIES OF CEASEFIRE?

"SUCCESS IS IN THE EYE OF THE BEHOLDER"

"CEASEFIRE IS THE LEAST WORSE OPTION..."

WHAT ARE THE LIMITS OF CEASEFIRE?

WHERE DOES IHL FIT INTO CEASEFIRE?

WHAT ARE THE LEGAL RAMIFICATIONS OF DIFFERENT SCENARIOS?

"CEASEFIRE LOOKS LIKE LEGAL DOCS... LIKE CONTRACTS"

HOW DO WE DEFINE VIOLATIONS?
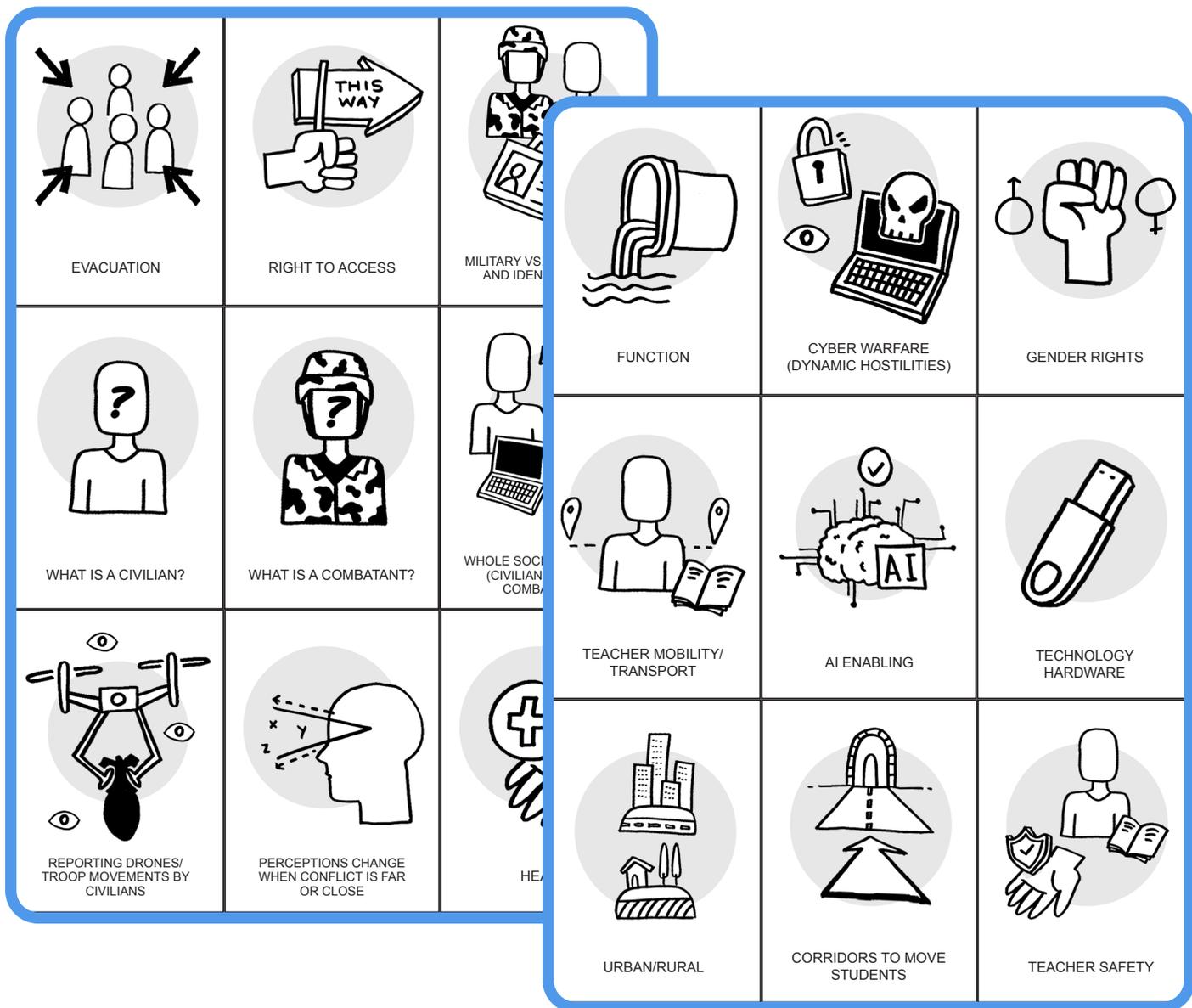
CLARITY

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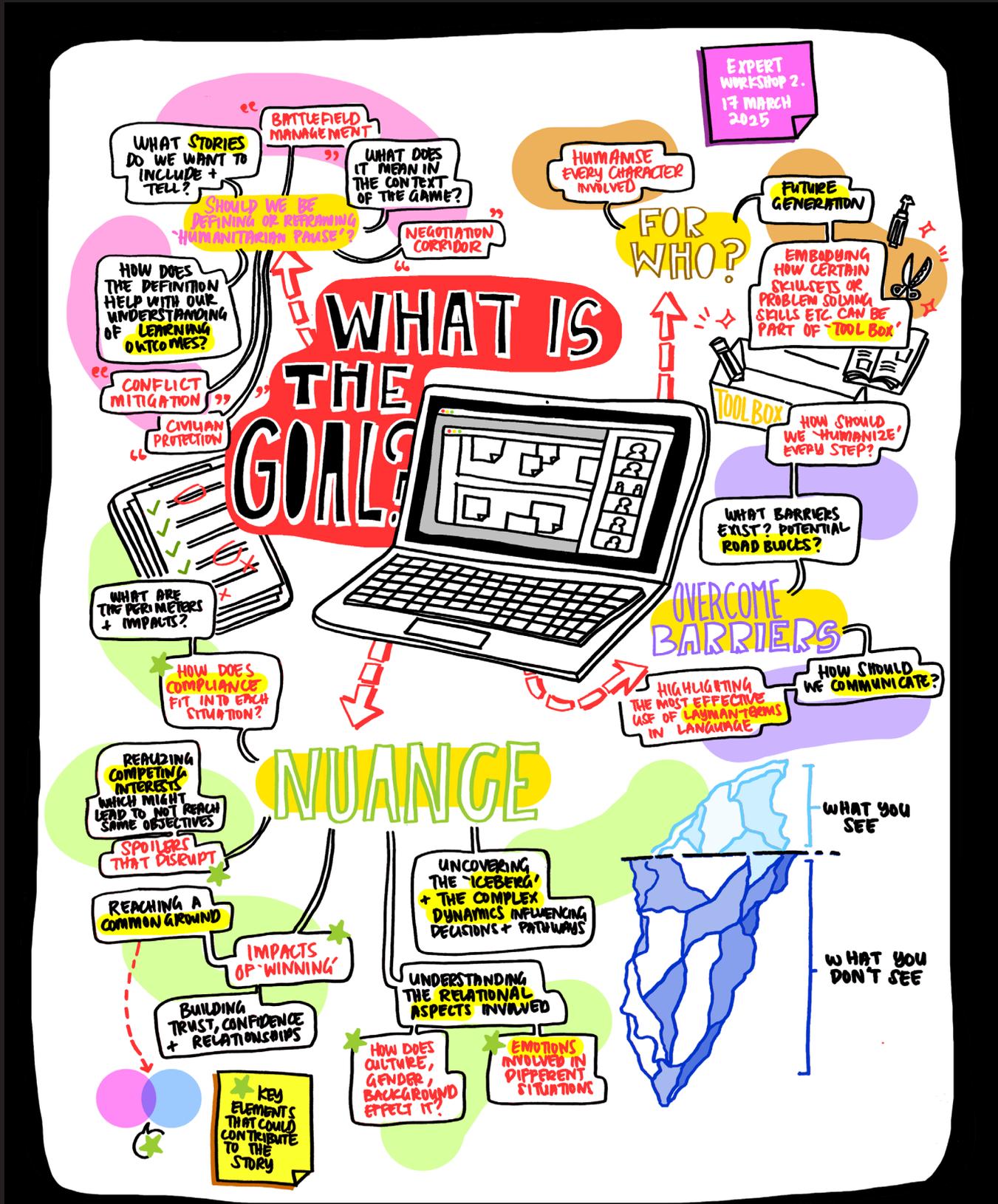
EXPERT WORKSHOP 2: NUANCE IN NEGOTIATION

This session refined the game's central goal and explored how complexity, nuance and trust could be expressed through mechanics, choices and feedback.

Outcomes and discussions:
- What is the central goal of the game?
- Complexity of ceasefire definition(s)
- The importance of nuance in game-play
- The role of trust in negotiations

KEY PARAMETERS SET THROUGH EXPERT CO-DESIGN EVENTS:

- The problem to be solved: there is a lack of understanding about the role of International Humanitarian Law in ceasefires, and the human dimension of ceasefire negotiations (including the role of emotions) deserves more attention.

- What will the game address: How can negotiators of humanitarian ceasefires effectively persuade conflict parties to (1) reduce impact of conflict on civilian population (general) and (2) protect education for children during hostilities (i.e. by respecting the civilian nature of schools/refrain from targeting schools/avoid using schools for military operations).

- Reason for making a game on this topic: there are gaps in legal knowledge and emotional intelligence in the sector(s) of humanitarian negotiations and peacebuilding. Writing articles didn't address the need. There is a need for immersive training tools so that participants can get an embodied understanding of how law can be part of a ceasefire negotiation toolbox.

Card grid (partial):

EVACUATION	RIGHT TO ACCESS	MILITARY VS... AND IDEN...
WHAT IS A CIVILIAN?	WHAT IS A COMBATANT?	WHOLE SOCI... (CIVILIAN... COMBA...
REPORTING DRONES/ TROOP MOVEMENTS BY CIVILIANS	PERCEPTIONS CHANGE WHEN CONFLICT IS FAR OR CLOSE	HEA...

FUNCTION	CYBER WARFARE (DYNAMIC HOSTILITIES)	GENDER RIGHTS
TEACHER MOBILITY/ TRANSPORT	AI ENABLING	TECHNOLOGY HARDWARE
URBAN/RURAL	CORRIDORS TO MOVE STUDENTS	TEACHER SAFETY

CEASEFIRE CARDS

In addition to the graphic recordings shown here, the conversations with ceasefire experts were distilled into a series of cards depicting key images and themes from the conversations. Young 'Peace Gamers' from around Scotland were then invited to continue the game design process within the expert-set parameters, using these cards as information and inspiration.

YOUTH CO-DESIGN WORKSHOP 1: LEARNING MECHANISMS AND GAME MECHANICS

Youth co-design workshop 1 examined learning mechanisms and game mechanics - exploring how young peace gamers understand learning, play, emotion and systems through co-design.

Outcomes and discussions:
- Familiarising with learning mechanisms and Intended Learning Outcomes (ILOs)
- Exploring core game mechanics and understanding simple game-play loops
- Discussing the role of emotions in play and decision-making
- Developing initial game concepts around ceasefire scenarios

YOUTH CO-DESIGN WORKSHOP 2: THE CEASEFIRE! UNIVERSE

This sprint-based session used a mix of rapid idea generation (divergent thinking) and careful refinement (convergent thinking) to shape the core components of the prototype, from the world and characters through to how emotions are expressed on screen.

Outcomes and discussions
- World design and the overall feel of the game space
- Character designs and their roles within the ceasefire narrative
- Initial dialogue structures and emotional beats
- Visual feedback systems to communicate emotions to players
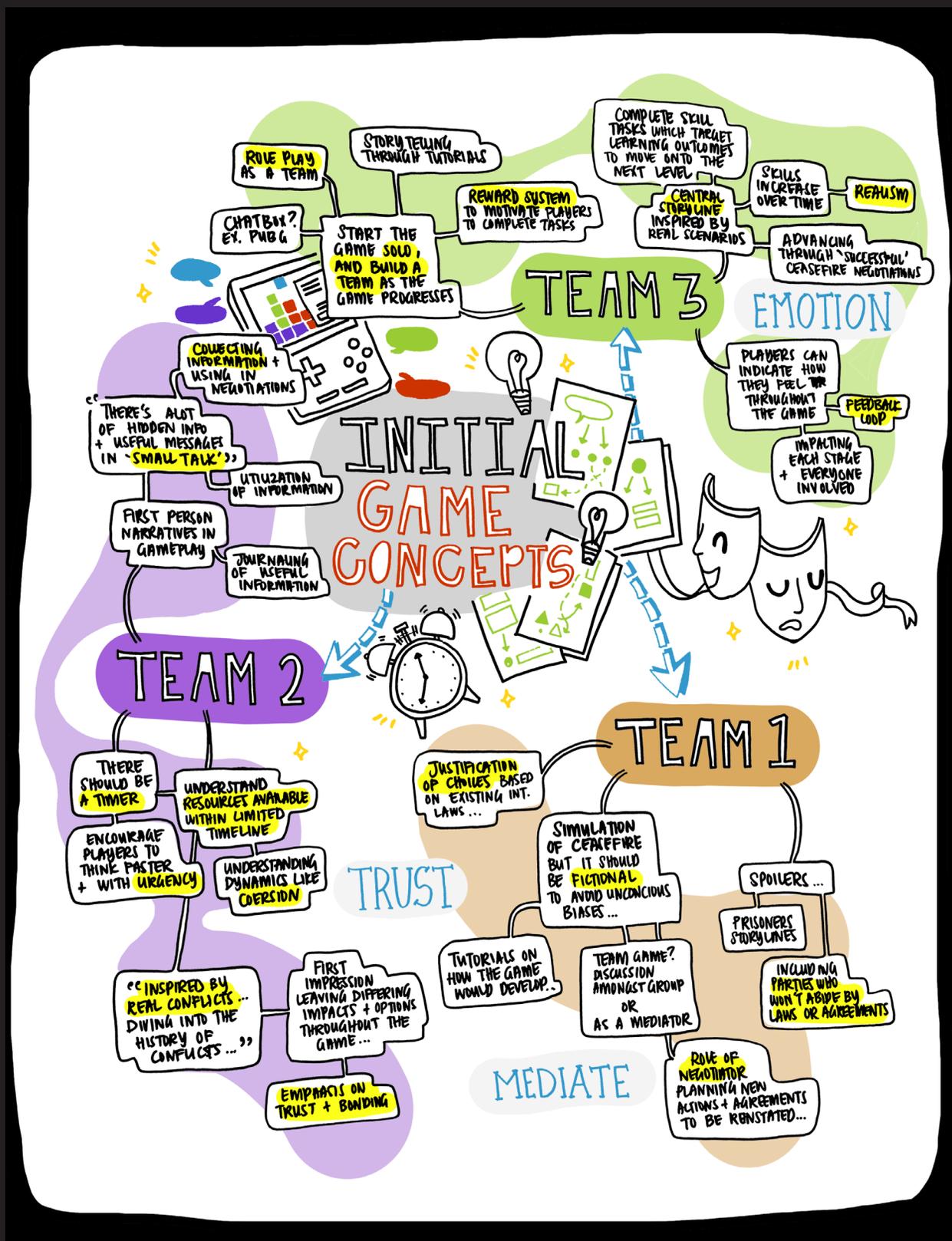
COMPLETING THE SCRIPT AND DIALOGUE

By the close of the second youth co-design workshop, the most significant final design piece remaining was to co-produce the script and dialogue for the game. An additional expert/youth blended 'sprint' was held online to flesh out key scripting themes, and the most promising ideas were integrated into the game. A further online meeting was held with a fresh group of experts in the field of frontline humanitarian negotiations to work through the narrative line-by-line.

The final game dialogue takes the form of a 'branching dialogue tree system' with 1-3 player response choices from a node of dialogue. The player's responses have an effect on the state of the Deputy Commander character, whose reactions are plotted along a two-dimensional Trust-Frustration emotional system.
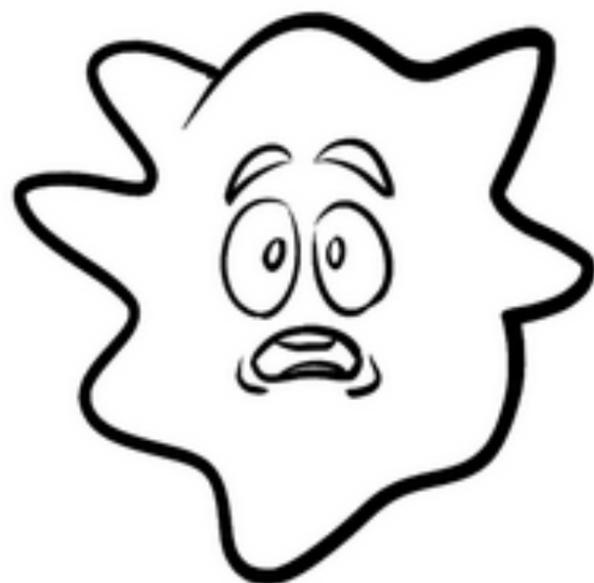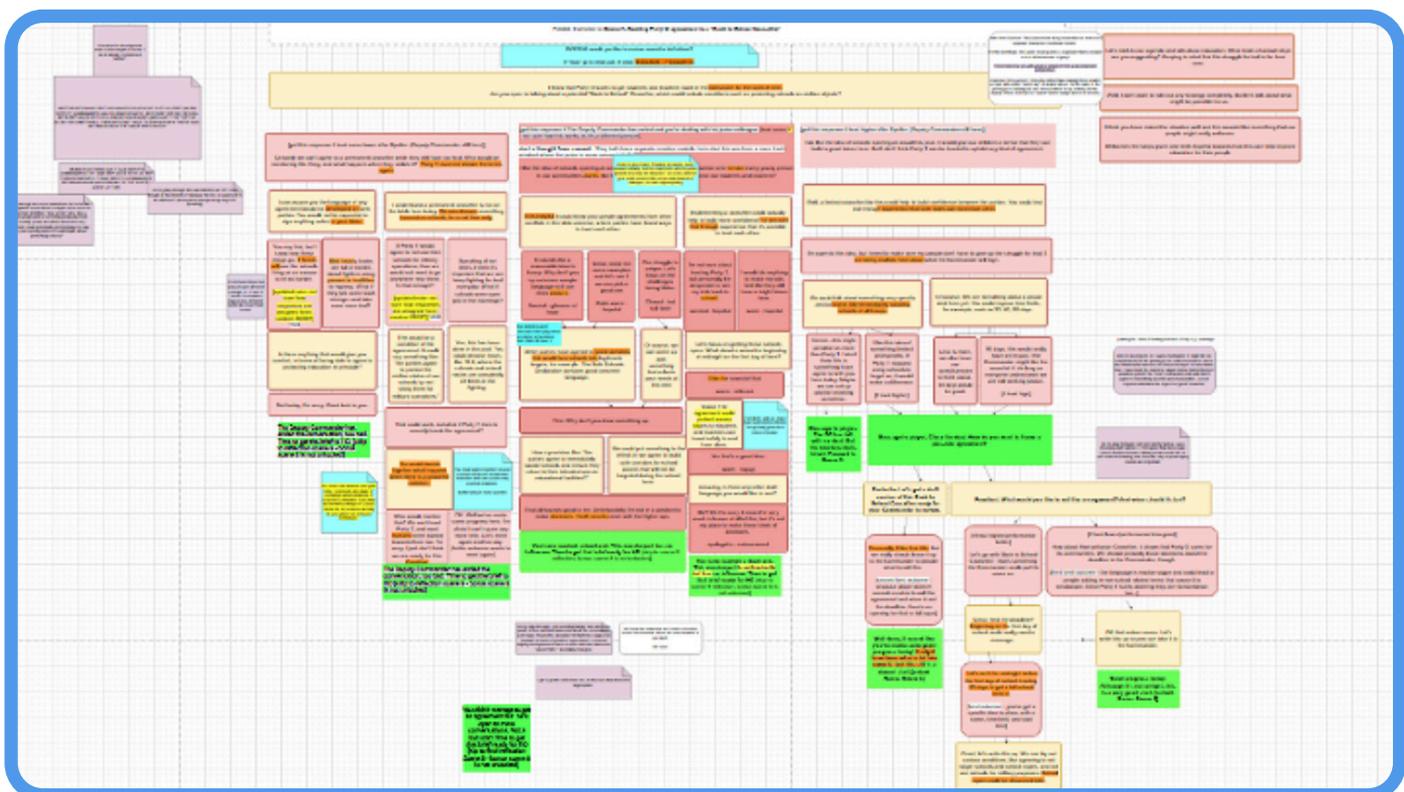
GAME DESIGN MOCK UP
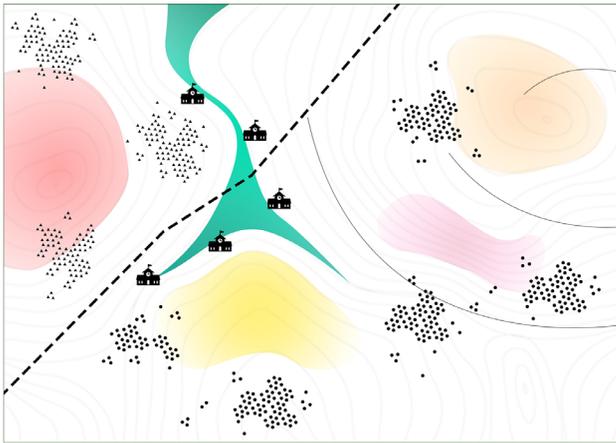
COLOUR OF RESOURCES - Suggestion:
All other resources are warm toned to indicate they are similar to each other - although all equally important, the TEAL is more vibrant and cool toned (to contrast the other resources) to show it's scarce and necessary for each community - something worth fighting for

SIZE OF COMMUNITIES - Suggestion:
Small shapes but dense to show notion of "population" - should animate a bit of movement

HARD BORDER - Suggestion:
To show an obvious divide between communities/clans
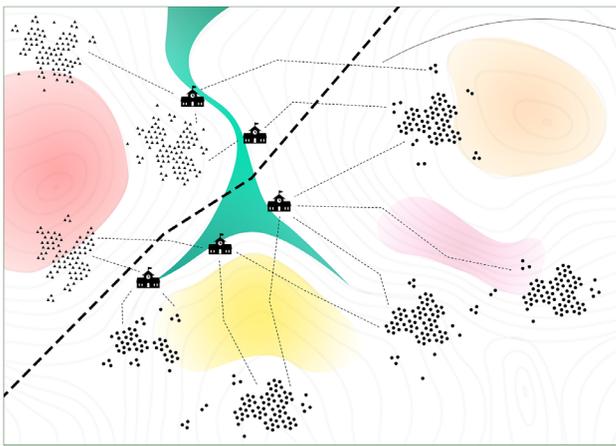
ROUTES - Suggestion:
Influenced by 'Plague inc', the lines should move and show direction towards the schools to indicate that are the "routes" - it takes away overly descriptive things like calling it a "road" and focuses on it being a "route"
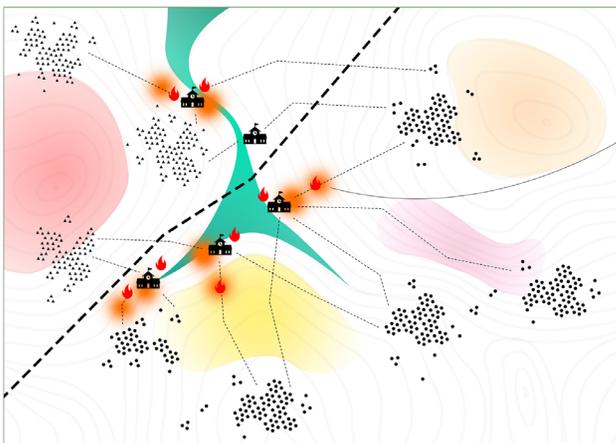
FIRE / CONFLICT - Suggestion:
Fire icons to pop up - I think it being a solid colour is ok since the resource colours are faded.There should be gradient pulsing around the fire too that pulses then disappears
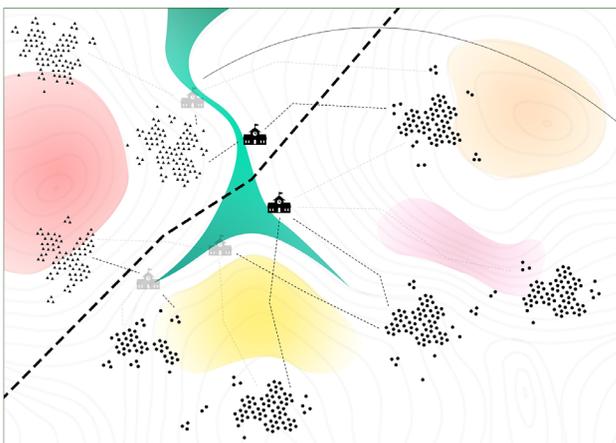
BLOCKED ROUTES & SCHOOLS - Suggestion:
Routes and schools should fade to show either destruction or blockages.

YOUTH DESIGN SPRINT 1 MAY '25

GAME WORLD

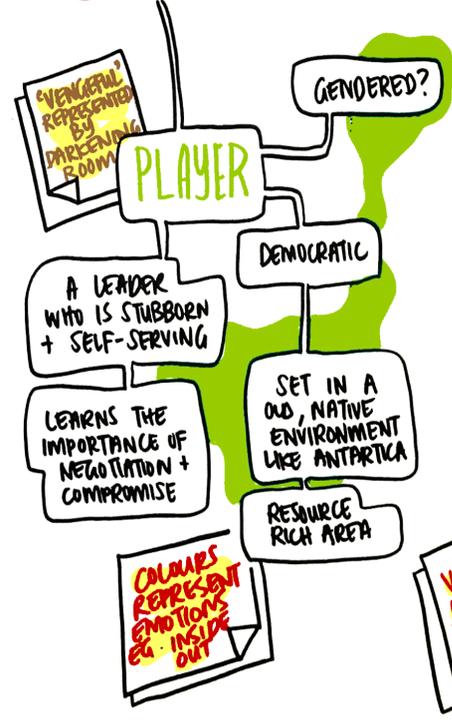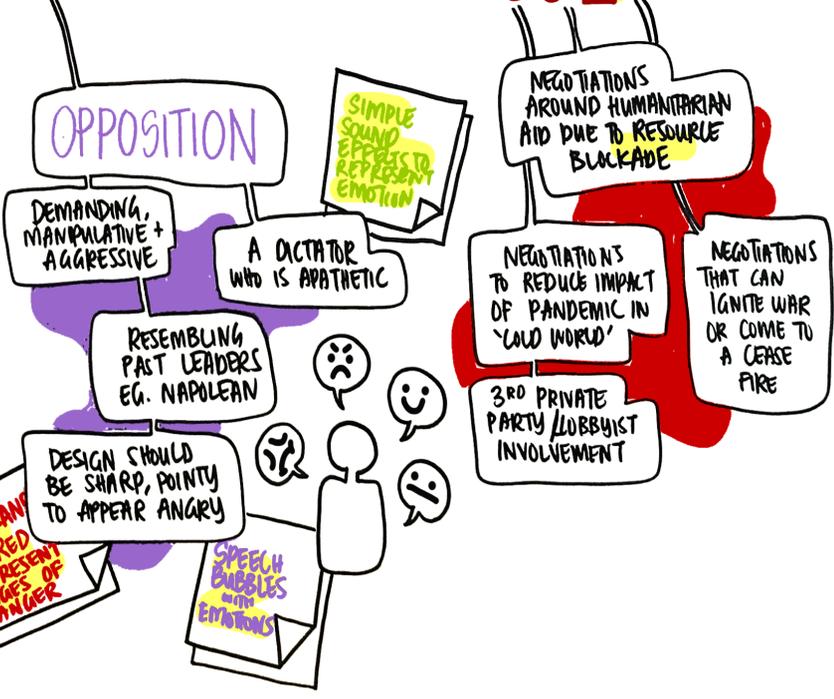- A MOVE TO NUCLEAR RESOURCES
- LAND INVASION FOR RESOURCES EG. OIL CONFLICTS
- INSPIRED BY HISTORICAL REASONS
- CUTTING OF RESOURCES TO GAIN CONTROL
- MONOPOLY OF INFORMATION
- BLACK OUT WARS; IE TARGETING ENERGY INFRASTRUCTURES
- DATA WARS
- AI HIJACKING OF DATA
- AI CREATING WEAPONS
- PLANET SEPARATED BY COLOURS
- FICTIONAL WORLDS
- COLOUR WARS; NATIONS FIGHTING FOR COLOUR
- COSMIC SABOTAGE
- BLOCKING ENERGY FROM THE SUN + STARS
- GRAYSCALE VS COLOURS/ HUES

SPOILER

- A CONSPIRING JOURNALIST
- MANIPULATES MEDIA + POSTS EXAGGERATED STORIES
- NONCHALANT, CALM... EXPRESSIONS REPRESENT PERSONALITY
- DELIVERS BAD NEWS
- HACKER
- ENTERS THE SCENE WHEN NEGO IS ALMOST COMPLETE
- A SPY SENT BY THE OPPOSITION TO DERAIL NEGOTIATIONS

CHARACTERS

PLAYER
- 'VENGEFUL' REPRESENTED BY DARKENING ROOM
- GENDERED?
- DEMOCRATIC
- A LEADER WHO IS STUBBORN + SELF-SERVING
- LEARNS THE IMPORTANCE OF NEGOTIATION + COMPROMISE
- SET IN A OLD, NATIVE ENVIRONMENT LIKE ANTARTICA
- RESOURCE RICH AREA
- COLOURS REPRESENT EMOTIONS EG. INSIDE OUT

OPPOSITION
- DEMANDING, MANIPULATIVE + AGGRESSIVE
- A DICTATOR WHO IS APATHETIC
- RESEMBLING PAST LEADERS EG. NAPOLEAN
- DESIGN SHOULD BE SHARP, POINTY TO APPEAR ANGRY
- VIBRANT OR RED REPRESENT STAGES OF ANGER
- SPEECH BUBBLES WITH EMOTIONS

DIALOGUE
- SIMPLE SOUND EFFECTS TO REPRESENT EMOTION
- NEGOTIATIONS AROUND HUMANITARIAN AID DUE TO RESOURCE BLOCKADE
- NEGOTIATIONS TO REDUCE IMPACT OF PANDEMIC IN 'COLD WORLD'
- NEGOTIATIONS THAT CAN IGNITE WAR OR COME TO A CEASE FIRE
- 3RD PRIVATE PARTY / LOBBYIST INVOLVEMENT

FUNDING AND ENDORSEMENTS

What humanitarian practitioners and educators are saying about CEASEFIRE!:

"CEASEFIRE! is an excellent introduction to the science and art of humanitarian negotiations, providing a sense of the different aptitudes, skills and technical knowledge that underpins negotiations."
– Dominique Gassauer, UN-OCHA

"I've seen firsthand how experiential learning prepares humanitarian negotiators and practitioners. We need tools that blend law and emotions so people can read both the rules and the room. CEASEFIRE! does exactly that, turning international law from theory into operational reflexes - inside and outside the classroom"
– Ezequiel Heffes, UNICEF

"I believe that practitioner organizations will really welcome the kind of creative training approach that CEASEFIRE! delivers. The use of such playful, immersive, and interactive forms of engagement will bring a new dimension to teaching International Humanitarian Law"
– Florian Weigand, Centre on Armed Groups

"Engaging with armed groups is complex and delicate work. CEASEFIRE! opens up new horizons for education and training in the field, drawing attention to the emotional dimension of negotiations"
– Stephen Wilkinson, International Humanitarian Law Centre

"CEASEFIRE! Is a valuable resource for humanitarians eager to cultivate a negotiation mindset. This exercise immerses users into the many complex facets of humanitarian negotiation, including emotional regulation, analyzing one's counterpart, mastering relevant laws and norms, and exploring the best avenues to communicate humanitarian messages."
– Rob Grace, Watchlist on Children and Armed Conflict