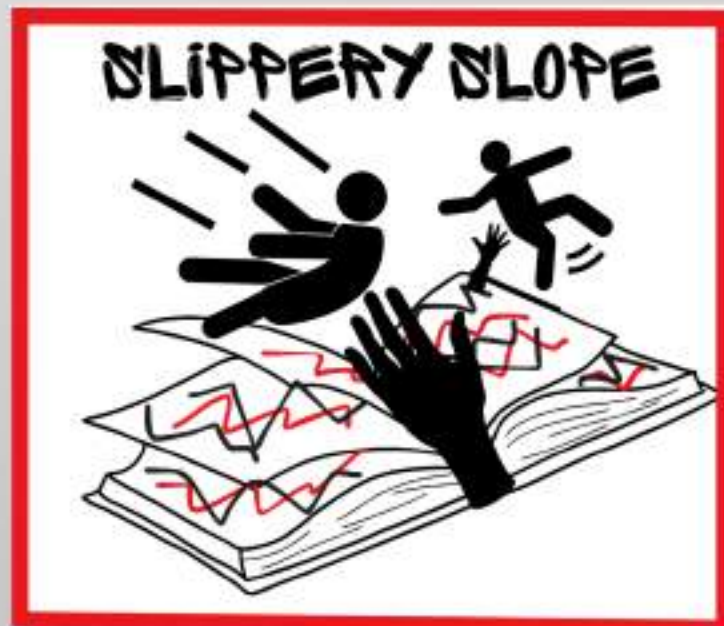


SLIPPERY SLOPE - THE GAME



FACILITATOR'S GUIDE:

EVERYTHING YOU NEED TO KNOW
ABOUT THE GAME'S PURPOSE,
DESIGN, AND USE!



Introduction to Slippery Slope

Welcome Teachers and Facilitators to *Slippery Slope*, the game! This document is aimed at supporting you in leading *Slippery Slope*, a serious roleplaying game about xenophobic narratives.

The game is designed as an educational tool that allows players, primarily high school students, but can be played by anyone from ages 15 and above, to explore how politicians and the media exploit personal fears and anxieties to create manipulative narratives. Through roleplay, players experience the mechanism behind polarization, exclusion and xenophobia, in an engaging and fun way.

The aim of this game is not to stimulate political debate on how migration policies are being implemented in the Netherlands, but rather how easy it is for any to 'fall for the anti-immigration narrative.'

About the Team



Before going into further detail about how you can implement the game in the classroom, allow us to introduce ourselves and our purpose.

We are Manuela, Gustavo, Anna, Sebastien and Elsa, a group of first-year international students studying *Liberal Arts and Sciences: Global Challenges* programme at Leiden University College in the Hague.

We developed this game in response to a growing concern for how extremely polarising and emotionally charged the topic of immigration has become in The Netherlands and across Europe. While we were aware that immigration was a sensitive topic before arriving to the country, we never realised the full extent of it, until we witnessed the violent anti-immigrant demonstration in The Hague in September 2025. Being part of the vibrant international community that our university is, this was extremely worrying. We realised the negative effect that such rhetorics can have on the people around us that we hold dearly.

At the same time, we acknowledge that individuals who are influenced by these narratives do not necessarily have a malicious intent or hatred; rather they are often motivated by these narratives because they respond to legitimate fears and insecurities. It is precisely this that motivated us to create *Slippery Slope*. We want our players to understand that anyone could be

the target of these fear-based narratives, yet with knowledge and critical thinking you can prevent getting seduced by them.

Global Challenge

The game focuses around the global challenge of xenophobia. Specifically, we chose to center our game around how xenophobic narratives are instrumentalized in wider politics to persuade the public towards a stricter stand on immigration. Xenophobia has always been a global challenge, however, it has become increasingly more topical with the rise of far-right parties across the world. Many populist rhetoric adopts xenophobic narratives to push for stricter borders, integration policies, citizenship laws, et cetera. These create increasing barriers for immigrants that are trying to create a living in their new country of residence. For example, in Germany the far-right party pushed for the introduction of Orderly Return Law within the 2019 Residence Act (Friedery and Crescenzi, 2023). This allowed for police to detain individuals before a formal decision has been made for their deportation, making it more difficult for people to remain safe when within a liminal legal citizenship status.

This is a pattern one can see across Europe, including the Netherlands. These policies are justified through certain narratives that paint immigrants as unwanted outsiders that cause larger amounts of crime and unemployment, steal social welfare resources and housing opportunities. In this way, immigrants are blamed for domestic issues, which can be persuasive when people are disillusioned with the outcome of current governing systems. This is especially the case when people already have subconscious prejudices and notions of the racially different and the foreign. Therefore, we thought it was important to create a game that allows the player to develop critical thinking and become more aware of these rhetorical mechanisms that give life to these harmful attitudes.

Methodology

To develop *Slippery Slope*, we began by analysing anti-immigration political discourses in Europe over time and the main topics and rhetorics that they employ. We focused on speeches by political leaders, social media threads and posts as well as newspapers, particularly those associated with more polarising ideologies and messages. This enabled us to identify recurring rhetorical strategies, the vulnerabilities they play with (such as the housing crisis), simplification and generalisations, and the use of scapegoating.

In order to provide students with the knowledge necessary to combat these narratives, we also consulted institutional sources and reports like those by the OECD, as well as academic articles on migration and its societal impact. These sources provided a more evidence-based perspective on issues that are commonly exaggerated, or misinterpreted to make immigration seem like a problem. Appendix A includes the list of fact checks with their respective sources for the facilitator to consult should they wish to learn more about any of the cards.

The information compiled was translated into the mechanics of the game through the 'Rhetorical Mechanism' and 'Fact-check' cards, respectively. Needless to say the cards provide very simplified versions of the perspectives. This allows the framing to be adapted to the different characters, forcing students to employ their persuasion skill and creativity as to how to adapt each card to each character.

Our initial concept of Slippery Slope also included an immigrant as a playable character, and the mayor had to find out who it was. However, we thought this approach to be problematic, as it risked reinforcing exclusionary framing and centring immigrants as 'outcasts' that needed to be removed. Therefore, we decided to exclusively focus on the mechanisms of persuasion themselves. For this reason, we revised the design to remove immigrant character entirely, and instead center the game only around the influence of the narratives.

In the final version, character design was carefully constructed to include a diversity of backgrounds, ages, and contexts, to reiterate the notion that we are all susceptible to such politically charged messages, and written in a way so that each individual had potentially shifting motivations and positions.

Design Challenges

What difficulties did you face?

1. Balancing fun with educational purpose

One of the most difficult processes when creating our game was to try to balance the 'fun' aspect of our game whilst also ensuring the educational message of the game is transmitted to the players. It was quite difficult trying not to let the educational message get swallowed up by all the game mechanics. The solution to solving this was to try to make many characters with each their personal attributes, as well as little funny names and anecdotes. The diversified set of characters and the encouragement of (acting as your character) ensured that the game seemed 'funner' whilst also emphasizing the educational message of our game.

2. Designing the Mayor mechanic without it feeling unfair

The Mayor is the most powerful role in the game, and early versions of our game created issues when players felt the outcome was almost inevitable and that resisting the Mayor's anti-immigrant narratives was nearly impossible. Several alterations were needed to balance the Mayor's persuasive tools and speeches compared to the resources available to all other players (Fact-Check cards, bonding actions, and event cards. The final design of our game ensured that the referendum was as unbiased as possible and as contingent on player decisions, so that there was a balance between the Mayor finding characters' trigger words and the players' options to bond effectively or to use energy tokens to buy fact-check cards strategically to resist the narrative.

3. Fitting the game into a classroom time slot

After trying out the game for the first time, we noticed that the rounds were too long. One of our first runs of trying out the game went on for an hour with only 5 players participating. So we decided to try to make the rounds pass quicker by trying to set a time constraint or by reminding the players that they had to move on. We also wanted to make sure that the referendum was never rushed, as this is the most crucial part of the game.

4. Issues of representation

Our game tried to represent a range of several different social classes and backgrounds (including the Netherlands). A central goal for us was to ensure that our characters reflected a genuine diversity of people that is applicable to everyday life in most countries of the world. The characters were designed to represent a larger frame of the Dutch society, such as a grandmother on a pension, a university student, a police officer and more to represent the broader scope of these populist rhetorics. Moreover, each character's vulnerability to the Mayor's narrative was linked specifically to their personal situation. For example, a university student struggling to find housing would have a trigger word linked with housing to highlight her own situation in the game.

Learning Goals

Our larger aim for the game is for students to be able to develop their critical thinking skills through the conversation they have with each other and the mayor while roleplaying as their different characters. Therefore, for the cognitive learning objectives in our game we would like the players to be able to improve on their critical analysis skills on social and political issues. This way, they would be able to explain how populism is able to grow within political systems through their practice of critical analysis in the game. Otherwise, they would not be able to recognize the similar populist narratives within their own political system and how it impacts society.

Additionally, we would like our game to have an emotional development within the player. For affective learning objectives, we decided we wanted to center our game around empathy. We hope that by playing different characters and embodying their struggles and fears when conversing with others, the players will develop their empathy skills and sympathize with experiences that are not their own. This is especially the case for immigrant struggle around social stigma and political boundaries. Throughout the game we also wanted the decisions of the players to feel impactful by the consequences that they bring. Therefore, we have that players are able to feel remorse for their actions based on how they affect other characters. Ultimately, we hope this will lead to players' feeling a larger sense of urgency towards acting against the harmful attitudes of immigrants today.

Furthermore, we want players to actually develop a change in their behaviour due to our game. We hope our players will continue to evaluate the rhetorics they identify in real life, or even in online spaces. For example, before interacting with a post online about immigration, they are more likely to fact-check beforehand. We also hope that the players will be more confident about speaking up against anti-immigrant attitudes when they encounter them in real life.

Cognitive:

- Students will be able to explain how populism is able to grow within political systems (Jonge et al., 2024)
- Students will be able to recognize populist narratives and their impact in society (Krzyżanowski, 2020)
- Students will improve their critical thinking skills regarding societal and political issues (Berdahl et al., 2020).

Affective:

- Students will empathize with people who have different experiences than their own, specifically with people struggling with social stigma and political boundaries associated with refugee and immigrant statuses (Oliver et al., 2012).
- Students can feel remorse for their decisions based on how they affect the characters in the game (Chen et al., 2024).
- Students feel a sense of urgency to act against the current attitudes towards immigrants (Javornik, 2023).

Behavioural:

- Students will continue to critically evaluate anti-immigrant populist messages they may encounter in their day-to-day lives and online, as they did in the game (Chen et al., 2024).
- Students will fact-check immigration posts before reposting or liking (Krzyżanowski, 2020).
- Students will speak up when people in their surroundings spread anti-immigrant populist narratives (Yates, 2026).

Targeted Players

Slippery Slope is a game designed for secondary school students in the Netherlands, specifically targeted towards upper secondary students between the ages of 15-18 years old. Although it can be enjoyed by older groups as well. The game is best suited to be played in groups of 5 to 8 players and lasts approximately 45 minutes.

Firstly, we believe that although the Dutch secondary curriculum covers politics, and more specifically the Dutch political system, notions like populism and anti-immigration rhetoric are not really put forward, nor explored with much depth. This is crucial as these are relevant issues present in parliamentary debates today in the Netherlands, and a very decisive factor when electing. This makes the issue especially important for older students as Adolescence is a key period in a life for people to form their own personal political opinions as they approach voting age. Students will start to consume political media through social networks and become exposed to different ideologies and political messages including inflammatory anti-immigrant rhetorics in their daily lives. Hence, while it is important to try and mitigate the chances that younger students encounter extremist and polarizing populist narratives, we want to ensure that when they do so, they are able to recognise them and discern them from the truth.

The game's role-playing format fosters empathy and implication. It ensures that the students' emotions are heightened and creates a more real-life scenario which depicts the reality of manipulation and corruption within the real political world. Our diverse cast of characters also aimed to provide a more intimate feeling for students by making the scenarios relatable for various students from different backgrounds, but also for them to empathise with people from other age groups and life context. The idea is that with a broad set of characters students are able not only to not themselves fall for the narrative, but that they take the learning outside the classroom to teach the people from their communities about the reality of xenophobic propaganda, and know exactly how to appeal to them.

The Game in the Classroom



Teachers should first familiarise themselves with the global challenge and the game mechanics before presenting it to students. Also, prior to the game all components must be printed and cut. Preparation and further instructions on the game can be found in detail in the RuleBook document.

Print and cut all components: The game utilises multiple cards, including character cards (one per player), daily event cards, rhetorical mechanism cards, and fact check cards, as well as the mayor's manual. In addition to all the cards being printed, there also needs to be energy tokens and fear tokens that also need to be cut. All of these materials can be found in the Ready To Print attached pdf. For further instructions regarding printing, see the printing instructions available on the first page of said document.

In terms of setting up the game, there are very detailed accounts available in the Rulebook that can be directly followed by the students themselves, without need of oversight by the facilitator. Each playing group has to receive the full pre-cut package, and after they can assign the tokens and characters themselves. Do instruct students to fold their character cards to cover the Trigger Words once they have an assigned character. In the image above you can see how we folded ours.

Most importantly, to ensure an enjoyable time the facilitator should encourage students to really immerse themselves in the character through theatricals and by building their character's story as the player wishes. We have found that the more dedicated students are to their character, the more fun the games become. Thus, we suggest assigning the role of the Mayor to more creative or extroverted students so that through the introductory speech they can set the tone for the rest of the game.

Debrief: After the game has been finalized, the facilitator should ask the players for the results of the referendum and read the corresponding 'Epilogue' out loud to the class so that students can understand the impact of their decision on the town. The corresponding epilogues can be found on Appendix B of this document. After that, the teacher should ask certain useful questions related to the game and the bigger picture to facilitate a class discussion or in small groups, for students to share their reflections on the game and newly acquired knowledge.

The game is designed for 5-8 players ideally. In a larger class, teachers can try and run two games simultaneously by appointing the mayor role to one student who understands the game well. Depending on class periods, if the game is too long to be played in one period (45 minutes), then we recommend skipping the bonding phase and instead running 3-4 core rounds, keeping the referendum and debrief as core learning items.

The game may also be adapted to accommodate larger groups by including another Mayor character. This is under the facilitator's discretion. Note that these must be seated on opposite sides of the table so that their turns are not contiguous, allowing the citizens to prepare their defense. Nevertheless, as game designers, we advise playing with smaller groups so that the game becomes more dynamic and the rounds are not too long. Otherwise, players might lose interest and not pay attention to interactions they are not participating in, which are still important to them, both for game dynamics and for learning purposes. We also strongly recommend having an odd number of players to avoid the referendum ending in a draw. However, not fulfilling this criterion shall not hinder the learning outcomes of the game.

Furthermore, we would also like to encourage facilitators to design their own character cards, and expand the rhetorical mechanisms and fact-check cards to better fit the demographic of their students, or include other perspectives that we (the designers of the game) might have not included. In this realm, the facilitator may take full freedom. After all, anyone is susceptible to xenophobic narratives. However, if you do decide to create your own personalized characters, we do ask you to be thoughtful when assigning the "Trigger Words," so that they are neutral and can be used by both groups to convince the character.

For example, if you are designing a character that might fall for the rhetoric "immigration will make us lose our tradition," rather than using this or similar phrasings in the character cards, we recommend making it more ambiguous and leaving it as "tradition," so that it can also be used to remove anger tokens by the unconvinced citizens.

An important facet of the game to keep in mind is that there is ambiguity involved in the process of "convincing" and "unconvincing" players. According to the rules, using a character's Trigger Word is enough to convince them. However, not every Rhetorical Mechanism or Fact-Check card applies to every character's values and fears, so they might be ineffective sometimes. As a consequence, players may sometimes have doubts about whether they are supposed to be persuaded or not. This is where we advise that players try to "get into character" as much as possible and truly imagine what their character would think in that situation. In the end, the decision lies with the player, as they can either reject or accept a card that is not entirely catered towards their character. As long as they keep in mind their character's motivations and think of

what arguments could “sway” them, the goal of the game is realized. It aims to show that we all have our weak spots which could be leveraged for both bad and good purposes.

Slippery Slope’s Curriculum integration:

- Maatschappijleer (Social Studies): units on democracy, media literacy, and political participation
- Geschiedenis (History): units on populism, migration, and post-war political movements
- Nederlands (Dutch Language): as an exercise in rhetoric, persuasion, and argumentation

Lastly, teachers should be aware that some students may find these topics sensitive as they may have prior or current connections to immigration and refugee experiences. We recommend framing the game so that it helps with understanding rhetorics linked with immigrants and anti-populist narratives, rather than setting it up as a debate on whether immigration is good or bad. In addition, it is important to note that all cards and material are written in English, but can be translated to Dutch for students who are less comfortable speaking English. This would ensure that the game is more accessible for VMBO and lower HAVO levels.

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Appendix A

Fact-Check cards

1. Immigrants are not simply a burden to the economy. Research by the European Migration Network says that migrants represent a growing share of total entrepreneurs in OECD countries. In 2022, immigrants accounted for 17% of the self-employed on average across OECD countries. Meaning that immigrants do not only not take your jobs, but rather create more job opportunities, income and pay taxes. More than 3.9 million jobs were created through migrant self-employment in the 25 OECD countries between 2011 and 2022.
 - a. <https://emnbelgium.be/news/oecd-countries-should-not-underestimate-potential-migrants-business-owners-according-oecd>
2. Immigrants do not lower wages, and if they do it is only on the short run. Research shows that the long term impact of immigrants on wages is null or even slightly positive. (There is an explanation for this but it requires a minimal economic background that not all students possess). The positive supply of workers makes the capital more productive, leading to capital accumulation. The rise in the capital stock increases labor productivity and labor demand, thereby mitigating the initial detrimental wage effects induced by the initial labor supply shock.
 - a. https://onlinelibrary.wiley.com/doi/full/10.1111/joes.12300?casa_token=qC7i5v6DohwAAAAA%3AAlgrqyZDYr1AalAz0drhjRY1Ec_Id9rhTeU_sWFIYobvDFC2dluvznYJJUu4aQ-ngn3kUGJFR7iuUKsAt
3. A 1% increase in migration inflow actually increases native employment by 0.2%. This occurs principally because, as migrants arrive, native workers move to more specialized and complex tasks, gaining from specialization of labor.
 - a. <https://clubmadrid.org/wp-content/uploads/2025/09/POLICY-BRIEF-ALL-paginas.pdf>
4. Slippendorp is experiencing a demographic decline that immigration helps alleviate. Without immigration, shrinking populations will deepen labor shortages, strain pensions, and slow economic growth.
 - a. <https://clubmadrid.org/wp-content/uploads/2025/09/POLICY-BRIEF-ALL-paginas.pdf>
5. Immigrants do not take the jobs of locals but fill labor shortage gaps in the economy.
 - a. <https://now.tufts.edu/2025/11/25/economic-benefits-migration-host-countries>
6. Immigrants do not abuse the welfare state. The OECD reported that generally, immigrants are not taking up more benefits than the native-born nor have a negative net contribution to public finances.
 - a. <https://www.oecd.org/en/topics/economic-impact-of-migration.html>
7. Immigrants do not increase the government debt or spending. In fact, Labour migrants who enter before age 60 make a positive net contribution to the government budget, more than €100,000 per immigrant when they arrive between ages 20 and 50.
 - a. <https://docs.iza.org/dp17569.pdf>
8. The notion that immigrants today don't assimilate the culture like immigrants from previous waves is completely false. Research conducted by Harvard university shows

that immigrants today are integrating into society as fast or faster than those of previous generations.

- a. <https://news.harvard.edu/gazette/story/2015/09/measuring-assimilation/>
9. An EU funded report, reviewing 17 research projects, has concluded that there is no evidence of immigration leading to an increase in crime and unemployment.
 - a. <https://cordis.europa.eu/article/id/20635-eu-research-disproves-link-between-immigration-and-increased-crime>
10. Research has shown virtually no support for the assumption that increases in immigration are associated with increases in crime. Cities and neighborhoods with greater concentrations of immigrants have lower rates of crime and violence.
 - a. <https://theconversation.com/immigration-and-crime-what-does-the-research-say-72176>
11. Housing crises across Europe are not created by an increased number of immigrants, in fact migrants are usually among the victims of this problem. Although it may be a contributing factor in certain cases, it is not the root cause. The Dutch housing crisis has emerged from years of wrong policy decisions such as transitioning away from social housing, allowing over-reliance on the private market, allowing social housing companies to behave like for-profit companies etc.
 - a. <https://www.dutchnews.nl/2023/12/un-rapporteur-on-housing-says-crisis-is-not-caused-by-migrants/>
12. Between 2014 and 2023, the number of foreign-trained doctors working in Europe grew by 58%, and foreign-trained nurses by 67%.
 - a. <https://www.who.int/europe/news/item/16-09-2025-europe-s-dependence-on-foreign-trained-doctors-and-nurses-has-cross-border-ripple-effects--finds-new-who-europe-report>
13. Most violence against women is committed by people they already know, such as partners or acquaintances, rather than strangers or newcomers. This means women's safety is a broader social issue that exists across all groups, not something caused by immigration.
 - a. <https://www.who.int/news-room/fact-sheets/detail/violence-against-women>
14. Countries with strong democracies have had high immigration levels for decades while maintaining high democratic rankings and civil freedoms. There is no evidence that immigration itself weakens democratic institutions.
 - a. <https://clubmadrid.org/wp-content/uploads/2025/09/BUILDING-ROBUST-DEMOCRACIES-THROUGH-IMMIGRANT-INCLUSION.pdf>
15. Studies of migration in Europe show that immigrant groups usually adopt many aspects of the host society over time, especially language, education, and social norms. Cultural exchange changes societies, but there is no evidence that immigration causes complete cultural replacement.
 - a. <https://univ-catholille.hal.science/hal-04705640v1/document>
16. Housing shortages in Europe are mainly linked to underbuilding, rising rents, investment speculation, and slow construction rates. OECD housing studies show affordability problems existed before recent migration increases.

- a. https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/06/confronting-the-cost-of-living-and-housing-crisis-in-cities_b5fa23ba/7a6008af-en.pdf
- 17. Europol reports show that most terrorist attacks in Europe are committed by citizens or long-term residents, not recently arrived migrants.
 - a. <https://www.europol.europa.eu/publications-events/main-reports/tesat-report>
- 18. Cultures have changed continuously throughout history. Trade, migration, religion, technology, and globalization shape the culture that we have today. Historians note that cultural adaptation is normal and does not mean societies lose their identity.
 - a. <https://www.sciencedirect.com/science/article/pii/S2666622725000309>
- 19. OECD studies show that immigrant participation in education and employment increases over time and through generations.
 - a. https://www.oecd.org/en/publications/2017/12/catching-up-intergenerational-mobility-and-children-of-immigrants_g1g876e8.html
- 20. There is no evidence of coordinated “voter replacement” policies in Europe. In most European countries, immigrants must live in the country for many years before obtaining citizenship and voting rights.
 - a. <https://www.cambridge.org/core/books/abs/global-challenges-to-democracy/institutional-dimensions-of-democratic-backsliding-and-resilience/6EE284882297A32479FFBFF373E096E7>

Appendix B

Includes epilogues to be read aloud after the referendum. These show what consequences each outcome could lead to.

Count the votes.

If the majority is in favour of welcoming the immigrants, read Epilogue A. If the majority is against, read Epilogue B.

EPILOGUE A (READ ALOUD):

The town of Slippendorp took a leap and decided not to reject the central government’s decision to introduce a group of immigrants into the town. Even though not everyone might have been fully on board with the idea, the majority decided that the immigrants should be welcomed into the city.

Five years later, some things have changed, others stayed the same.

Slippendorp has a larger population, more restaurants with foreign cuisine, and more languages can be heard in the streets. Our characters’ lives go on. Jeff Johnson is close to retirement, but he has passed on his knowledge to all the new employees. Grandma has started to play bingo with Amanda and has learned some of her language. She also gave Amanda a raise, because

her subsidies got increased. Emily works in the newspaper now, writing about politics and art. She still has a lot to learn, and sometimes her more critical works don't get published, because they're "too political."

The town still has its problems, of course. There is crime like before, so Giovanni still can't retire. There is political disagreements, conflicting ideas. Elections took place three years ago and someone else is the Mayor now. There is public debate about everything: the park, garbage pick-up, solar farms, rats in the streets. Sometimes it seems like Slippendorpians cannot agree on anything, but life in Slippendorp continues. In many ways, it is still the sleepy little town it once was.

EPILOGUE B (READ ALOUD):

The town of Slippendorp took a leap and decided to reject the central government's decision to introduce a group of immigrants into the town. Even though not everyone might have been fully on board with the idea, the majority decided that the immigrants should not be welcomed into the city.

Five years later, some things have changed, others stayed the same. For example the Mayor - he is still in power. There was supposed to be an election, but it got called off for some reason. No one is sure why, but they were told not to worry about it.

Our characters' lives go on. Jeff lost his job, because the factory closed down due to labor shortage. The Mayor is doing better than ever, and he just bought a second house in the center. Grandma is struggling. Not long after the referendum, the Mayor introduced a more rigorous anti-immigrant policy which forced Amanda to leave the town, and Grandma has not found another good caretaker since. Natalie has a lot less work as a journalist, because the Mayor bought her newspaper six months ago and is telling everyone what to write, so they don't need to put in a lot of effort anymore. Fatima, Emily, and a lot of other young people moved out. Slippendorp still has its problems, of course. There is crime like before, so Giovanni still can't retire. Actually, he might have more work now, because the Mayor wants to implement a curfew. Overall, life in Slippendorp continues. It might be an even sleepier town than it once was.

Ready to print PDF

For the best results, please print the following document in colour and double-sided.

Important! Do not add or delete pages from the PDF for printing or the impressions will not align front to back.

THE MAYOR'S MANUAL

Welcome to Slippendorp!

You have been entrusted with the responsible role of the town's Mayor. You are sick and tired of the central government's attempts to impose their politics onto Slippendorp. Now they want to introduce a group of immigrants into the town, and you are certain this will make everything worse. Most importantly, you want to stand up to those VIPs from the capital who think they can tell you what to do. Remember: **you have the power. You know what's best for Slippendorp.** You will organize a plebiscite in which Slippendorpians can vote for or against welcoming the immigrants. Your goal is to convince the townspeople to trust you and **vote against immigration.** In order to achieve that, you will use Rhetorical Mechanisms to convince them immigrants will make everything worse. In order to be persuasive, you will try to get to know each citizen. Find out what they value most and threaten them with losing it. Does that seem a bit unethical? Then remember:

The fate of Slippendorp is in your hands.

Time to begin.

Get into character and deliver this speech as convincingly as you can.

MAYOR'S OPENING SPEECH:

Dear Slippendorpians! Thank you for coming. It sure is wonderful to see that everything is happening exactly as it should in our little town. I wish it could stay this peaceful and beautiful forever, but unfortunately, there are people – and even worse, *institutions* – out there trying to attack our town. You see, the central government is once again trying to dominate us. They think they know what we need! They think things have been going too smoothly! They think we need chaos, crime, disruption! They want to introduce a group of *immigrants* into our lovely little Slippendorp! But let me tell you something: I will not stand for it. I will not let them big shots from the capital tell us what to do, I will not let them change our ways. We have to act, we have to show them we're tough. This is why I am announcing a referendum concerning the immigrants. It will take place exactly a month from now. We will come together, we will vote, and we will show everyone that we can take care of ourselves! We don't need no big politicians sending us trouble-making immigrants, right? Who's with me?

Time for the referendum. If the players have not revolted against you, deliver this speech and remember to vote against.

You've done what you could.

Now, the fate of Slippendorp depends on the vote.

MAYOR'S CLOSING SPEECH:

Dear Slippendorpians! Thank you for coming. I think nobody would disagree if I said this has been an eventful month. We did our best to discuss our options and come to a decision concerning the group of immigrants the central government wants to introduce to Slippendorp. As I have told you repeatedly, this is going to change our town forever. I tried to open everyone's eyes to the truth, but did I succeed? Only God can judge that. And the referendum, that too. After an intense month, it is finally time to vote on whether we want to let immigrants into Slippendorp. Whether we want everything to stay the same or change completely. Whether we want prosperity or ruin, peace or chaos. Well! You know what my opinion is, and I sure have tried to help you see it. But I can stall this no longer. Finally, the moment has come to hear the voice of you, the people! Let the vote begin.

Who is in favor of welcoming the immigrants?

Who is against?

Count the votes.

If the majority is in favour of welcoming the immigrants, read Epilogue A. If the majority is against, read Epilogue B.

EPILOGUE A (READ ALOUD):

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still has a lot to learn, and sometimes her more critical works don't get published, because they're "too political."

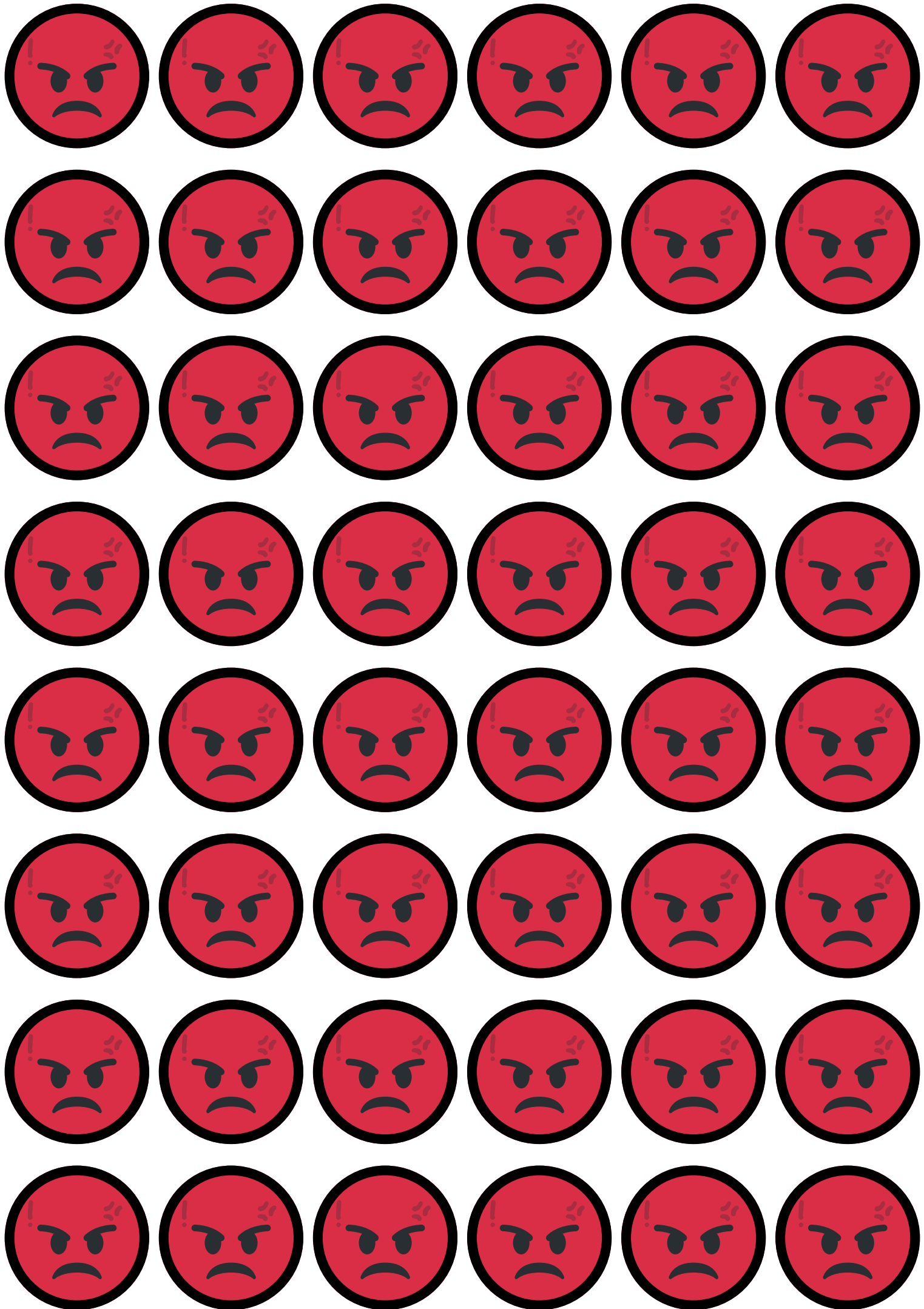
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EPILOGUE B (READ ALOUD):

The town of Slippendorp took a leap and decided to reject the central government's decision to introduce a group of immigrants into the town. Even though not everyone might have been fully on board with the idea, the majority decided that the immigrants should not be welcomed into the city.

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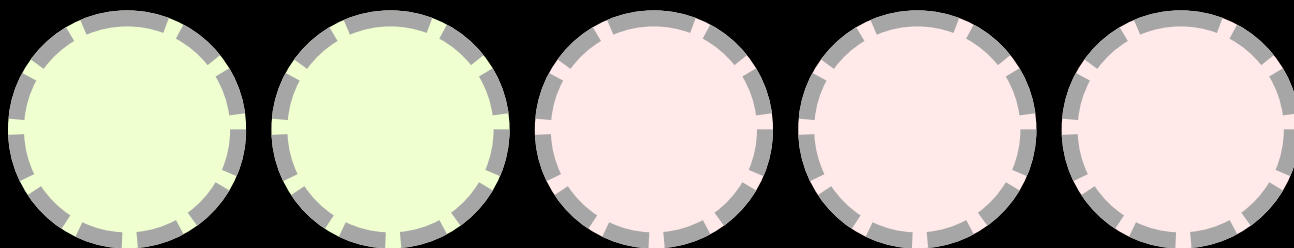
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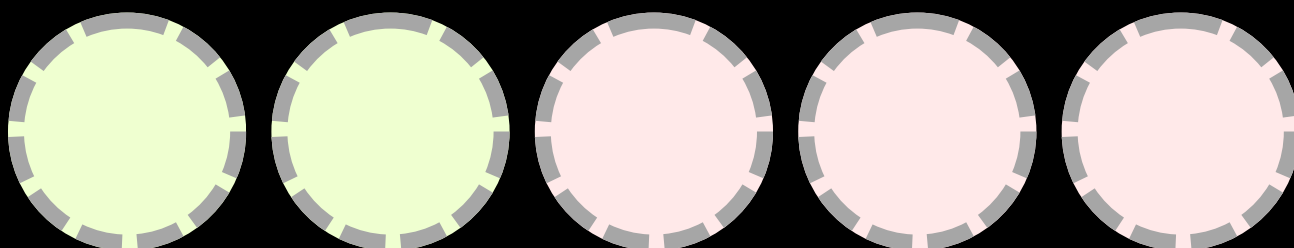




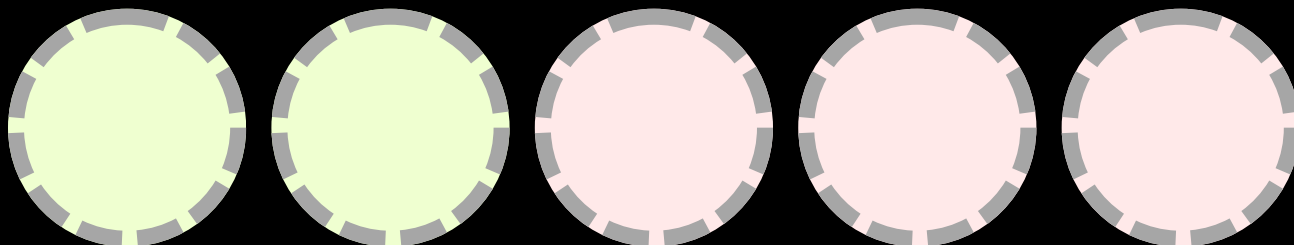




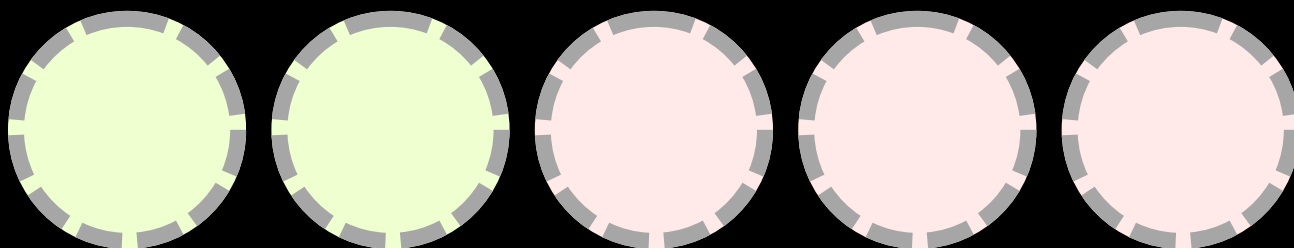
FEAR & ANGER MANAGER



FEAR & ANGER MANAGER



FEAR & ANGER MANAGER



FEAR & ANGER MANAGER

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

**YOU GET HIT BY A
CAR. THERE IS NO
SERIOUS INJURY, BUT
YOU STILL HAVE TO
RECOVER IN THE
HOSPITAL AND
UNDERGO A LOT OF
STRESS. YOU LOSE 4
ENERGY TOKENS.**

**YOU GET MUGGED IN
AN ALLEY WHILE
WALKING ALONE.
YOU LOSE YOUR
WALLET AND
UNDERGO A LOT OF
STRESS. YOU LOSE
3 ENERGY TOKENS.**

**YOU SPEND A LOT
OF TIME TRYING
OUT A NEW RECIPE,
BUT IT TURNS OUT
AWFUL. YOU ARE
DISAPPOINTED AND
HUNGRY. YOU LOSE 1
ENERGY TOKEN**

**YOUR KITCHEN
CATCHES ON FIRE
BECAUSE OF A FAULTY
OUTLET. YOU PUT OUT
THE FIRE QUICKLY, BUT
YOU HAVE TO ADD
FIXING THE OUTLETS TO
YOUR TO-DO LIST. YOU
LOSE 2 ENERGY
TOKENS.**

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

**YOU
UNEXPECTEDLY
MEET AN OLD
FRIEND AND
REMINISCE ABOUT
SHARED MEMORIES.
YOU GAIN 1 ENERGY
TOKEN.**

**YOU WIN A LOT OF
MONEY ON
SCRATCHCARDS.
YOU FEEL VERY
HAPPY AND
FORTUNATE. YOU
GAIN 4 ENERGY
TOKENS.**

**YOU MAKE A NEW
FRIEND. YOU MEET
OFTEN AND HAVE A
LOT OF FUN
TOGETHER. THEIR
PRESENCE MAKES
YOUR LIFE BETTER.
YOU GAIN 3 ENERGY
TOKENS.**

**YOU COOK A
BEAUTIFUL MEAL FOR
YOUR LOVED ONES, IT
TURNS OUT GREAT
AND EVERYONE LOVES
IT. YOU FEEL FULL
AND ACCOMPLISHED.
YOU GAIN 2 ENERGY
TOKENS.**

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

**YOUR FAVORITE
TV SHOW GETS
CANCELLED FOR
NO REASON. YOU
FEEL ANNOYED
AND BORED. YOU
LOSE 1 ENERGY
TOKEN.**

**YOU HAVE NO HOT
WATER FOR A
WEEK. YOU FEEL
VERY FRUSTRATED
AND AFRAID YOU
MIGHT GET SICK.
YOU LOSE 1 ENERGY
TOKEN.**

**YOU READ AN
AMAZING BOOK
ABOUT A COMMUNITY
FIGHTING FOR A
SHARED GOAL. YOU
FEEL MOVED AND
INSPIRED. YOU GAIN 2
ENERGY TOKENS.**

**YOU MEET A BUDDHIST
MONK WHO SHOWS YOU
THE PRINCIPLES OF
MEDITATION. AFTER
TRYING IT, YOU FEEL
REFRESHED AND A LOT
CALMER. YOU GAIN 2
ENERGY TOKENS.**

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

**YOU CATCH A COLD.
YOU FEEL MOODY
AND FRUSTRATED.
IT TAKES YOU A
WHOLE WEEK TO
RECOVER. YOU
LOSE 2 ENERGY
TOKENS.**

**YOU GET SCAMMED
BY SOMEONE
PRETENDING TO BE A
BUDDHIST MONK. YOU
FEEL ANGRY AND
MISTRUSTFUL. YOU
LOSE 2 ENERGY
TOKENS.**

**YOU GET HIT BY A
BIKE. YOU'RE NOT
SERIOUSLY HURT, BUT
YOU FEEL ANGRY AND
DON'T WANT TO WALK
AROUND TOWN
ANYMORE. YOU LOSE
2 ENERGY TOKENS.**

**YOU HAVE A NEW
CRUSH. YOU SEE
THEM OFTEN AND
ENJOY TALKING TO
THEM. THE
INTERACTIONS
BRIGHTEN UP YOUR
DAY. YOU GAIN 2
ENERGY TOKENS.**

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

**YOU FIND A
FOUR-LEAF
CLOVER. YOU
FEEL HAPPY AND
FORTUNATE. YOU
GAIN 1 ENERGY
TOKEN.**

**YOU FIND AN
AMAZING NEW
OUTFIT FOR A VERY
CHEAP PRICE. YOU
FEEL GREAT. YOU
GAIN 1 ENERGY
TOKEN.**

**YOU GATHER THE
COURAGE TO ASK
YOUR CRUSH OUT ON
A DATE, BUT THEY
DECLINE. YOU FEEL
EMBARRASSED,
DISAPPOINTED AND
SAD. YOU LOSE 2
ENERGY TOKENS.**

**YOU SPEND A LOT
OF TIME
PRACTICING A
HOBBY. YOU FEEL
RELAXED, INSPIRED
AND HAPPY. YOU
GAIN 2 ENERGY
TOKENS.**

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

**YOU FIND OUT A
DARK SECRET
ABOUT A LOVED
ONE. YOU FEEL
SHOCKED,
BETRAYED AND
DISGUSTED. YOU
LOSE 3 ENERGY
TOKENS.**

**YOU TAKE A LONG
WALK IN THE
PARK, THE SUN IS
SHINING. YOU FEEL
RECHARGED AND
RELAXED. YOU
GAIN 1 ENERGY
TOKEN.**

**YOU GET FALSELY
ACCUSED OF STEALING
FROM A GROCERY
STORE. YOU FEEL
FRUSTRATED AND
TREATED UNFAIRLY. THE
SITUATION GETS
SOLVED, BUT THERE IS
STILL RESENTMENT. YOU
LOSE 2 ENERGY TOKENS.**

**YOU FIND AN
ABANDONED
PUPPY ON THE
STREET AND
DECIDE TO TAKE
CARE OF IT. YOU
BECOME BEST
FRIENDS. YOU GAIN
3 ENERGY TOKENS.**

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

DAILY



EVENT

**YOUR FAVORITE
FOOD IS ON SALE.
YOU BUY A BUNCH
OF IT AND YOUR
MOOD IMPROVES
INSTANTLY. YOU
GAIN 1 ENERGY
TOKEN.**

**YOU DISCOVER A
NEW FAVORITE
SONG AND PLAY IT
ON REPEAT. IT
BOOSTS YOUR
MOOD EVERY TIME.
YOU GAIN 1
ENERGY TOKEN.**

**YOU TRIP ON A
BANANA PEEL AND
BREAK A LEG. YOU
HAVE TO BE IN THE
HOSPITAL FOR A
WHOLE DAY AND
YOU'RE IN A LOT OF
PAIN. YOU LOSE 3
ENERGY TOKENS.**

**YOU TRIP ON A
BANANA PEEL,
SOMEONE FILMS IT
AND POSTS IT
ONLINE. YOU GO
VIRAL. YOU FEEL A
BIT EMBARRASSED,
BUT ALSO KIND OF
PROUD.**



RHETORICAL

CARDS



RHETORICAL

CARDS



RHETORICAL

CARDS



RHETORICAL

CARDS



**IMMIGRANTS
WILL TAKE
YOUR JOB**

**IMMIGRANTS
WILL LOWER
THE WAGES
FOR WORKING
FAMILIES**

**IMMIGRANTS
ABUSE THE
WELFARE
STATE**

**IMMIGRANTS
INCREASE THE
GOVERNMENT DEBT
BECAUSE THEY USE
MORE GOVERNMENT
BENEFITS THAN
THEY GENERATE IN
TAX REVENUE**



RHETORICAL

CARDS



RHETORICAL

CARDS



RHETORICAL

CARDS



RHETORICAL

CARDS



**IMMIGRANTS
INCREASE
ECONOMIC
INEQUALITY
IN THE
COUNTRY**

**IMMIGRANTS
TODAY DON'T
ASSIMILATE THE
CULTURE AND
TRADITION LIKE
IMMIGRANTS
FROM PREVIOUS
WAVES**

**IMMIGRANTS
ARE
CRIMINALS**

**IMMIGRANTS WILL
MAKE OUR CITY
MORE UNSAFE
FOR OUR
CHILDREN AND
ELDERLY**



RHETORICAL

CARDS



RHETORICAL

CARDS



RHETORICAL

CARDS



RHETORICAL

CARDS



**IMMIGRANTS
CONSUME ALL
SCARCE
RESOURCES LIKE
AFFORDABLE
HOUSING**

**IMMIGRANTS
STRAIN THE
PUBLIC
HEALTH
SERVICES**

**THE GREAT
REPLACEMENT
THEORY:
IMMIGRATION IS A
DELIBERATE
ATTEMPT TO
REPLACE THE
NATIONAL ETHNICITY
WITH OTHERS.**

**WE MUST
PREVENT
IMMIGRANTS
FROM COMING TO
OUR TOWN TO
PROTECT
WOMEN'S RIGHTS**



RHETORICAL

CARDS



RHETORICAL

CARDS



RHETORICAL

CARDS



RHETORICAL

CARDS



**WE MUST
PREVENT
IMMIGRANTS
FROM COMING TO
OUR TOWN TO
PROTECT
SECULARISM AND
DEMOCRACY**

**IMMIGRANTS
WILL FORCE
THEIR CULTURE
ONTO US AND
OUR TRADITIONS
WILL BE LOST**

**LOCAL PEOPLE
WILL LOSE THEIR
HOUSES
BECAUSE OF
IMMIGRANTS**

**YOUNG PEOPLE
WON'T BE ABLE
TO AFFORD A
HOUSE BECAUSE
THERE ARE TOO
MANY
NEWCOMERS**



RHETORICAL

CARDS



RHETORICAL

CARDS



RHETORICAL

CARDS



RHETORICAL

CARDS



**OUR CULTURE
AND TRADITIONS
WILL GET LOST
BECAUSE OF
IMMIGRANTS**

**LOOSE IMMIGRATION
ENFORCEMENT
LAWS ENABLE
CRIMINALS,
TERRORIST AND
DANGEROUS PEOPLE
TO ENTER OUR
TOWN**

**IMMIGRANTS WILL
CREATE PARALLEL
COMMUNITIES
THAT LEECH ON
OUR WELFARE
SYSTEM RATHER
THAN INTEGRATE**

**THE
GOVERNMENT
HELPS
IMMIGRANTS
BEFORE THEIR
ACTUAL
CITIZENS**



RHETORICAL

CARDS



RHETORICAL

CARDS



RHETORICAL

CARDS



RHETORICAL

CARDS



**NOT HAVING
STRONG BORDER
CONTROL AND
IMMIGRATION LAWS
DESTROYS THE
AUTHORITY AND
SOVEREIGNTY OF
OUR COUNTRY**

**THE CENTRAL
GOVERNMENT
CARES MORE ABOUT
GAINING VOTERS IN
THE FUTURE THAN
PROTECTING LOCAL
COMMUNITIES LIKE
OURS**

**IMMIGRANTS
EXACERBATE
CROWDING
AND
OVERMASSIFIC
ATION
PROBLEMS**

**POLITICAL
ELITES
SUPPORT
IMMIGRATION TO
GAIN FUTURE
VOTERS**

FACT



CHECK

FACT



CHECK

FACT



CHECK

FACT



CHECK

IMMIGRANTS DO NOT LOWER WAGES, AND IF THEY DO IT IS ONLY ON THE SHORT RUN. RESEARCH SHOWS THAT THE LONG TERM IMPACT OF IMMIGRANTS ON WAGES IS NULL OR EVEN SLIGHTLY POSITIVE. THE POSITIVE SUPPLY OF WORKERS MAKES THE CAPITAL MORE PRODUCTIVE, LEADING TO CAPITAL ACCUMULATION. THE RISE IN THE CAPITAL STOCK INCREASES LABOR PRODUCTIVITY AND LABOR DEMAND, THEREBY MITIGATING THE INITIAL DETRIMENTAL WAGE EFFECTS INDUCED BY THE LABOR SUPPLY SHOCK.

IMMIGRANTS ARE NOT SIMPLY A BURDEN TO THE ECONOMY. RESEARCH BY THE EUROPEAN MIGRATION NETWORK SAYS THAT MIGRANTS REPRESENT A GROWING SHARE OF TOTAL ENTREPRENEURS IN OECD COUNTRIES. IN 2022, IMMIGRANTS ACCOUNTED FOR 17% OF THE SELF-EMPLOYED ON AVERAGE ACROSS OECD COUNTRIES. MEANING THAT IMMIGRANTS DO NOT ONLY NOT TAKE YOUR JOBS, BUT RATHER CREATE MORE JOB OPPORTUNITIES, INCOME AND PAY TAXES. MORE THAN 3.9 MILLION JOBS WERE CREATED THROUGH MIGRANT SELF-EMPLOYMENT IN THE 25 OECD COUNTRIES BETWEEN 2011 AND 2022.

A 1% INCREASE IN MIGRATION INFLOW ACTUALLY INCREASES NATIVE EMPLOYMENT BY 0.2%. THIS OCCURS PRINCIPALLY BECAUSE, AS MIGRANTS ARRIVE, NATIVE WORKERS MOVE TO MORE SPECIALIZED AND COMPLEX TASKS, GAINING FROM SPECIALIZATION OF LABOR.

SLIPPENDORP IS EXPERIENCING A DEMOGRAPHIC DECLINE THAT IMMIGRATION HELPS ALLEVIATE. WITHOUT IMMIGRATION, SHRINKING POPULATIONS WILL DEEPEN LABOR SHORTAGES, STRAIN PENSIONS, AND SLOW ECONOMIC GROWTH.

FACT



CHECK

FACT



CHECK

FACT



CHECK

FACT



CHECK

**IMMIGRANTS DO
NOT TAKE THE
JOBS OF LOCALS
BUT FILL LABOR
SHORTAGE GAPS IN
THE ECONOMY**

**IMMIGRANTS DO NOT
ABUSE THE WELFARE
STATE. THE OECD
REPORTED THAT
GENERALLY, IMMIGRANTS
ARE NOT TAKING UP MORE
BENEFITS THAN THE
NATIVE-BORN NOR HAVE
A NEGATIVE NET
CONTRIBUTION TO PUBLIC
FINANCES.**

**IMMIGRANTS DO NOT
INCREASE THE GOVERNMENT
DEBT OR SPENDING. IN FACT,
LABOUR MIGRANTS WHO
ENTER BEFORE AGE 60
MAKE A POSITIVE NET
CONTRIBUTION TO THE
GOVERNMENT BUDGET, MORE
THAN €100,000 PER
IMMIGRANT WHEN THEY
ARRIVE BETWEEN AGES 20
AND 50.**

**THE NOTION THAT IMMIGRANTS
TODAY DON'T ASSIMILATE THE
CULTURE LIKE IMMIGRANTS
FROM PREVIOUS WAVES IS
COMPLETELY FALSE. RESEARCH
CONDUCTED BY HARVARD
UNIVERSITY SHOWS THAT
IMMIGRANTS TODAY ARE
INTEGRATING INTO SOCIETY AS
FAST OR FASTER THAN THOSE
OF PREVIOUS GENERATIONS.**

FACT



CHECK

FACT



CHECK

FACT



CHECK

FACT



CHECK

**AN EU FUNDED REPORT,
REVIEWING 17 RESEARCH
PROJECTS, HAS
CONCLUDED THAT
THERE IS NO EVIDENCE
OF IMMIGRATION
LEADING TO AN
INCREASE IN CRIME AND
UNEMPLOYMENT.**

**RESEARCH HAS SHOWN
VIRTUALLY NO SUPPORT FOR
THE ENDURING ASSUMPTION
THAT INCREASES IN
IMMIGRATION ARE ASSOCIATED
WITH INCREASES IN CRIME.
CITIES AND NEIGHBORHOODS
WITH GREATER
CONCENTRATIONS OF
IMMIGRANTS HAVE LOWER
RATES OF CRIME AND
VIOLENCE.**

**HOUSING CRISES ACROSS EUROPE ARE
NOT CREATED BY AN INCREASED
NUMBER OF IMMIGRANTS, IN FACT
MIGRANTS ARE USUALLY AMONG THE
VICTIMS OF THIS PROBLEM. ALTHOUGH
IT MAY BE A CONTRIBUTING FACTOR IN
CERTAIN CASES, IT IS NOT THE ROOT
CAUSE. THE DUTCH HOUSING CRISIS HAS
EMERGED FROM YEARS OF WRONG
POLICY DECISIONS SUCH AS
TRANSITIONING AWAY FROM SOCIAL
HOUSING, ALLOWING OVER-RELIANCE ON
THE PRIVATE MARKET, ALLOWING
SOCIAL HOUSING COMPANIES TO BEHAVE
LIKE FOR-PROFIT COMPANIES ETC.**

**HOUSING CRISES ACROSS EUROPE ARE
NOT CREATED BY AN INCREASED
NUMBER OF IMMIGRANTS, IN FACT
MIGRANTS ARE USUALLY AMONG THE
VICTIMS OF THIS PROBLEM. ALTHOUGH
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POLICY DECISIONS SUCH AS
TRANSITIONING AWAY FROM SOCIAL
HOUSING, ALLOWING OVER-RELIANCE ON
THE PRIVATE MARKET, ALLOWING
SOCIAL HOUSING COMPANIES TO BEHAVE
LIKE FOR-PROFIT COMPANIES ETC.**

FACT



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FACT



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BETWEEN 2014 AND 2023, THE NUMBER OF FOREIGN-TRAINED DOCTORS WORKING IN EUROPE GREW BY 58%, AND FOREIGN-TRAINED NURSES BY 67%.

MOST VIOLENCE AGAINST WOMEN IS COMMITTED BY PEOPLE THEY ALREADY KNOW, SUCH AS PARTNERS OR ACQUAINTANCES, RATHER THAN STRANGERS OR NEWCOMERS. THIS MEANS WOMEN'S SAFETY IS A BROADER SOCIAL ISSUE THAT EXISTS ACROSS ALL GROUPS, NOT SOMETHING CAUSED BY IMMIGRATION.

COUNTRIES WITH STRONG DEMOCRACIES, HAVE HAD HIGH IMMIGRATION LEVELS FOR DECADES WHILE MAINTAINING HIGH DEMOCRATIC RANKINGS AND CIVIL FREEDOMS. THERE IS NO EVIDENCE THAT IMMIGRATION ITSELF WEAKENS DEMOCRATIC INSTITUTIONS.

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FACT



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STUDIES OF MIGRATION IN EUROPE SHOW THAT IMMIGRANT GROUPS USUALLY ADOPT MANY ASPECTS OF THE HOST SOCIETY OVER TIME, ESPECIALLY LANGUAGE, EDUCATION, AND SOCIAL NORMS. CULTURAL EXCHANGE CHANGES SOCIETIES, BUT THERE IS NO EVIDENCE THAT IMMIGRATION CAUSES COMPLETE CULTURAL REPLACEMENT.

HOUSING SHORTAGES IN EUROPE ARE MAINLY LINKED TO UNDERBUILDING, RISING RENTS, INVESTMENT SPECULATION, AND SLOW CONSTRUCTION RATES. OECD HOUSING STUDIES SHOW AFFORDABILITY PROBLEMS EXISTED BEFORE RECENT MIGRATION INCREASES.

CULTURES HAVE CHANGED CONTINUOUSLY THROUGHOUT HISTORY. TRADE, MIGRATION, RELIGION, TECHNOLOGY, AND GLOBALIZATION SHAPE THE CULTURE THAT WE HAVE TODAY. HISTORIANS NOTE THAT CULTURAL ADAPTATION IS NORMAL AND DOES NOT MEAN SOCIETIES LOSE THEIR IDENTITY.

EUROPOL REPORTS SHOW THAT MOST TERRORIST ATTACKS IN EUROPE ARE COMMITTED BY CITIZENS OR LONG-TERM RESIDENTS, NOT RECENTLY ARRIVED MIGRANTS.

FACT



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RHETORICAL

CARDS



**THERE IS NO EVIDENCE OF
COORDINATED "VOTER
REPLACEMENT" POLICIES
IN EUROPE. IN MOST
EUROPEAN COUNTRIES,
IMMIGRANTS MUST LIVE IN
THE COUNTRY FOR MANY
YEARS BEFORE OBTAINING
CITIZENSHIP AND VOTING
RIGHTS.**

**OECD STUDIES SHOW
THAT IMMIGRANT
PARTICIPATION IN
EDUCATION AND
EMPLOYMENT
INCREASES OVER
TIME AND THROUGH
GENERATIONS.**

**IMMIGRANTS
HAVE A
DIFFERENT WAY
OF LIVING
OPPOSITE TO THE
ONE OF CITIZENS
OF OUR TOWN**

THE MAYOR

THE CENTRAL GOVERNMENT IS TRYING TO GET A GROUP OF IMMIGRANTS TO SETTLE IN YOUR CITY. YOU ARE TIRED OF THE POWER AND AUTHORITY THE GOVERNMENT HAS ON YOU. YOU KNOW WHAT'S BEST FOR YOUR CITY. YOU WANT TO REBEL AND HAVE A PLANNED PLEBISCITE TO SEE WHAT TO DO WITH THE IMMIGRANTS. YOU MUST GAIN THE PEOPLE'S SUPPORT.

TRIGGER WORDS

- LAW/LEGAL
- SECURITY/SAFE
- UNDOCUMENTED
- CRIME
- NEWS

POLICE OFFICER GIOVANNI GUSTI

GIOVANNI GUSTI IS A HUMBLE POLICE OFFICER WITH A NOT SO HUMBLE JOB. HE HAS TWO KIDS OF HIS OWN. HE LOVES TO READ THE NEWSPAPER DURING HIS BREAKS, AS IT ALLOWS HIM TO STAY UP TO DATE. HE CARES THAT LAW AND ORDER ARE PRESERVED DURING THESE TRIFLING TIMES NO MATTER WHAT.

TRIGGER WORDS

- LAW/LEGAL
- SECURITY
- UNDOCUMENTED
- CRIME
- NEWS

SINGLE PARENT CLARA GALILEO



CLARA GALILEO IS A SINGLE MOTHER WHO PREFERS TO STAY OUT OF POLITICS. SHE IS TRYING TO FOCUS ON MOVING UP IN HER ENGINEERING CAREER SO SHE CAN AFFORD TO GIVE HER CHILDREN HIGHER EDUCATION. SHE WATCHES THE NEWS A LOT AND WORRIES ABOUT STORIES OF CRIME IN SLIPPERDOPF. SHE HAS A STRONG SENSE OF JUSTICE AND CARES FOR DISADVANTAGED PEOPLE WHO NEED EXTRA SUPPORT, SUCH AS HER SON.

TRIGGER WORDS

- CHILDREN'S SAFETY
- FUTURE GENERATION
- DISABLED COMMUNITY
- SOCIAL WELFARE
- RISING CRIME

JOURNALIST LIDIA GREYSTONE



LIDIA GREYSTONE IS A YOUNG JOURNALIST WHO GREW UP IN A CONSERVATIVE ENVIRONMENT. ALTHOUGH SHE CONSIDERS HERSELF CENTRIST AND APOLITICAL, HER CONTINUED EXPERIENCE WITH SEXISM IN HER FIELD AND THE FAILURES OF THE CURRENT GOVERNMENT FRUSTRATES HER. SHE VALUES OBJECTIVE TRUTH, REPRESENTATION, AND EQUALITY.

TRIGGER WORDS

- FREEDOM OF SPEECH
- REPRESENTATION
- VOICES BEING HEARD
- PERSPECTIVES
- CRISIS

GRANDMOTHER JOSEPHINE ROGERS



GRANDMA IS LOST IN THE EVER-CHANGING WORLD. THE GOOD OLD DAYS WERE BETTER. TRADITION IS GETTING LOST. SHE STRUGGLES TO MAKE ENDS MEET WITH HER PENSION AND SHE RELIES ON UNRELIABLE SUBSIDIES FROM THE STATE. SHE IS VERY APPRECIATIVE OF HER CAREGIVER, AMANDA, WHO CAME FROM ANOTHER COUNTRY TO EARN A LIVING.

TRIGGER WORDS

- TRADITION
- PATRIOTISM
- FAMILY VALUES
- SOCIAL WELFARE
- MAKE SUFFERING GREAT AGAIN

FACTORY WORKER JEFF JOHNSON



JEFF HAS BEEN WORKING THE CITY'S FACTORY FOR 20 YEARS FOR MINIMUM WAGE. HE IS A FAMILY MAN WITH TWO TEENAGE DAUGHTERS AND HIS WIFE, THE LOVE OF HIS LIFE. HE IS VERY INTERESTED IN POLITICS AND IS DISCONTENT WITH THE CURRENT GOVERNMENT. HE LOVES WATCHING CONSPIRACY THEORY VIDEOS.

TRIGGER WORDS

- MORE/LESS JOBS
- SAFE SPACE
- CHILDREN
- RIGGED ELECTIONS
- SURVEILLANCE

CASHIER BRODIE BOULLEVARDI



BRODIE BOULLEVARDI IS A CASHIER AT A LOCAL SUPERMARKET WHO LOVES HIS COMMUNITY. WITHOUT IT, HE COULD NEVER SUPPORT HIS RETIRED FATHER WHO STRUGGLES WITH DEMENTIA. HE TRULY WOULD NEVER HURT A SOUL. HOWEVER, HE STRUGGLES WITH THE FACT THAT HIS WORK IS NOT A DREAM JOB AND THAT HE HAS NO UPWARDS MOBILITY OR HOPE FOR HIS FUTURE IF HE CONTINUES WORKING MINIMUM WAGE.

TRIGGER WORDS

- JOB SECURITY
- MENT
- CLASS STRUGGLE/MOBILITY
- LABOUR MARKET
- GRASSROOTS INITIATIVES/MUTUAL AID

UNIVERSITY STUDENT FATIMA ROOSEVELT



FATIMA JUST MOVED TO THE CITY TO START HER ASTROPHYSICS COURSE IN SUPPENDORF UNIVERSITY. SHE LOVES THE CULTURAL DIVERSITY OF THE CITY COMPARED TO HER RURAL HOMETOWN, BUT SHE CANNOT FIND PERMANENT HOUSING CONTRACTS NEAR HER CLASSES AND HAS A LONG COMMUTE. SHE WISHES MORE PEOPLE CARED FOR LARGER ISSUES, SUCH AS CLIMATE CHANGE, WHICH IS WHY SHE ORGANIZES PROTESTS WITH HER FELLOW STUDENTS.

TRIGGER WORDS

- COLLECTIVE ACTION
- HOUSING CRISIS
- STUDENT BENEFITS
- CULTURAL DIVERSITY
- CRITICAL THINKING

TEENAGER EMILY PUSHKIN



EMILY JUST TURNED 18 AND IS NOW OVERWHELMED WITH THE NEW RESPONSIBILITIES OF ADULTHOOD, INCLUDING BEING ABLE TO VOTE. EMILY HAS A PUNK BAND WITH HER FRIENDS, WHERE THEY EXPRESS THEIR FRUSTRATIONS WITH RICH POLITICIANS, WHICH SHE THINKS HAVE STOLEN HER FUTURE. SHE REJECTS HER CONSERVATIVE PARENTS AND SPENDS MOST OF HER TIME WITH HER FRIENDS AND ON THE INTERNET.

TRIGGER WORDS

- FASCISM/AUTHORITARIANISM
- SOLIDARITY
- CAPITALISM
- MISINFORMATION
- ECO-CHAMBER