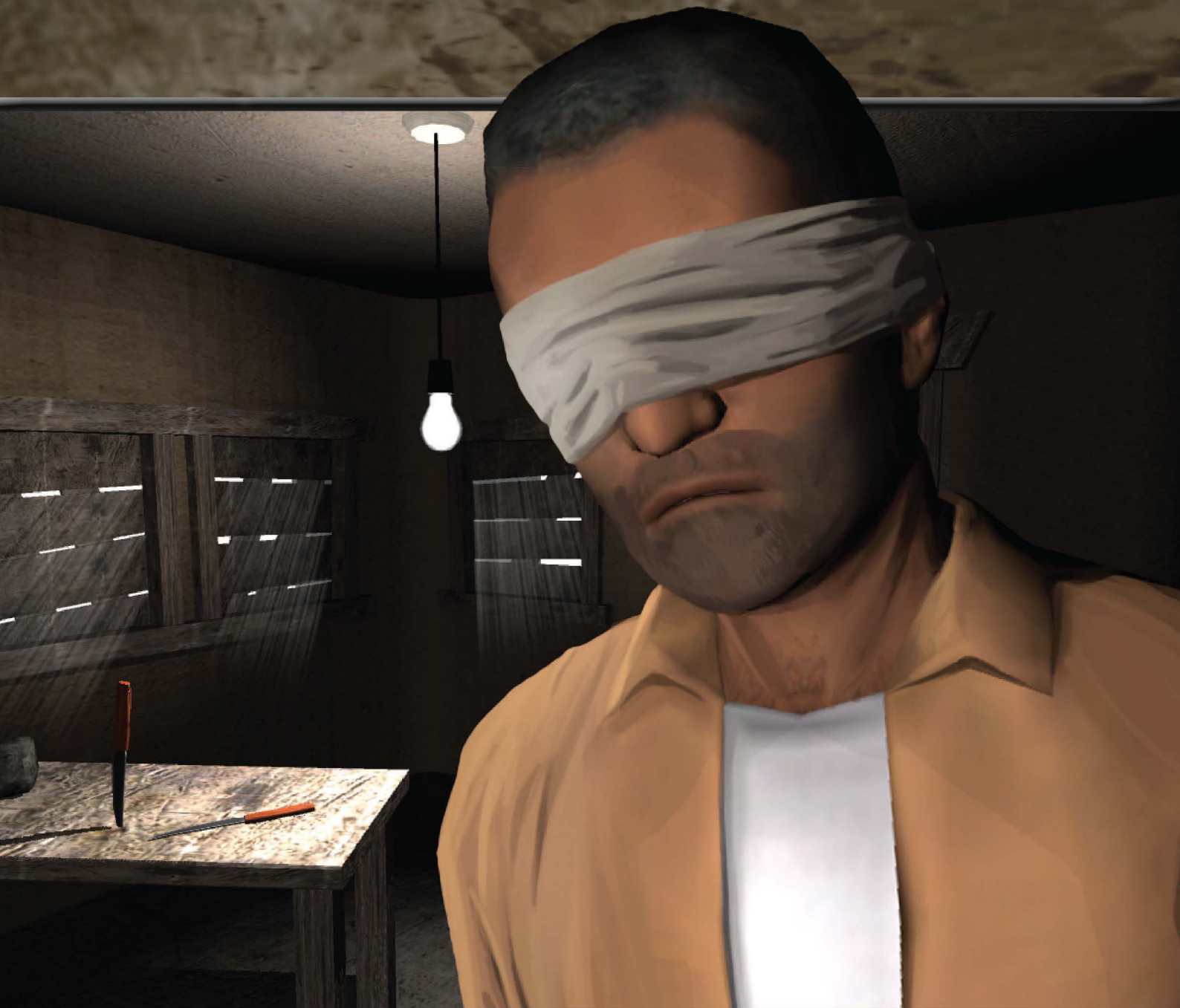


GLOBAL CONFLICTS
AFGHANISTAN



TEACHER'S MANUAL

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MISSION: AFGANISTAN

History

Reactions to the terrorist attacks of 11 September 2001. On 7 October 2001, the USA and Great Britain bombed a number of targets in Afghanistan. They did so as a reaction to the terrorist attacks on the USA on 11 September 2001. The war was called The War Against Terror, and its ultimate goal was to capture Osama bin Laden, destroy Al-Qaeda and topple the Taliban who had supported Al-Qaeda and given them refuge in Afghanistan.



The USA was convinced that Osama bin Laden and Al-Qaeda were behind the terrorist attacks.

At first, bin Laden denied any involvement in the attacks, but in 2004 (just before the presidential election) he admitted on tape that he and Al-Qaeda were responsible.

In December 2001, the UN Security Council established ISAF (the International Security Assistance Force). ISAF was put in charge of the international presence across Afghanistan. The ISAF works for peace, stability, reconstruction and development in the country.

Summary

The principle behind Global Conflicts: Afghanistan is that the student/Michael, in an attempt to find out who is behind the threats against the school, must talk to a number of different characters. In order to gain as much information as possible from the people that Michael meets during the game, the student must show sympathy with the views of the different characters and be able to adapt to local conventions.

In the game, the students control Michael, the protagonist of the story. Michael has received a letter from his friend Allan who has established a school in the volatile Helmand province. The school has been threatened, and Allan asks Michael to help him investigate who is behind the threats.

When Michael arrives in the village, there has been a fire at the school. Allan is in the hospital, and Michael talks to him over the phone. It is now Michael's task to investigate who set fire to the school and to decide what its future will be.

To find out who set fire to the school and to decide on its future, Michael has to talk to a number of people in the village. These characters represent different views on the Afghan conflict, and now Michael has to get to the bottom of their opinions in order to understand them as well as possible. To succeed, Michael (i.e. the students) must also follow the traditional social conventions of the country so the people he talks to do not lose their trust in him and clam up.

CHARACTERS IN THE GAME

The characters the students meet in the game are:

Michael

Michael is the protagonist of the game and the character that the students control. He has gone to Afghanistan to help his friend, Allan, who have established a school in the village of Qurya. The school has been burned, and when Allan has to go to hospital Michael must take over the investigation of the fire at the school and make a crucial decision regarding the school's future.

Allan

Allan is Michael's friend. He has established a school in the village of Qurya in Afghanistan.

Farooq

Farooq lives in the village and is a friend of Allan's. He is one of the village elders and consequently has a certain amount of knowledge and influence.

Qasem

Qasem is the local chief of police. He has received petrol from the ISAF and sold it to the Taliban, who in their turn have used it to burn the school. Qasem is corrupt but by no means an evil man.

Mullah Amir

Amir is the local mullah, the religious leader of the village. He used to run a boys' school, but it was closed down by the ISAF. Mullah Amir does not think that girls ought to go to school.

Taliban warriors

The students encounter the Taliban through a night letter they have left at the burned-out school, and Michael has a run-in with a Taliban warrior later on. The Taliban regard co-ed schools as an insult against their culture, and they are angry that Afghanistan is occupied by Western forces.

Colonel Greendale (from the ISAF)

The colonel from the ISAF is trying to get to the bottom of who is responsible for the school fire, and later in the game he rescues Michael from the Taliban. He explains that the ISAF does not have the manpower to protect the entire country.

WALKTHROUGH

It is important that you decide which student assignments to use before you start as well as what results you wish to aim for.

ASSIGNMENT 1

Debriefing

As soon as the game mission is completed, the students should answer the debriefing questions individually.

Classroom teaching:

Summing up the debriefing answers, you may let the class state their answers to the debriefing questions to gauge their initial reactions to the game.

ASSIGNMENT 2 - 11

Questions about the game

The students then answer the questions of the assignments in pairs. Please note that it will not be possible for all students to answer all questions. Some questions may refer to game dialogue that the students have not encountered because the exact manuscript of the game depends on what choices the students make while playing. Consequently you have to let the students answer only those questions they can answer.

- You can also let the students write their own article or synopsis based on the game.

Classroom teaching:

The answers to the assignment questions should be discussed in class. We recommend that you assign plenty of time for this, since the questions promote the discussion of the most important sources of conflict in Afghanistan.

Role-playing:

The student assignments include two suggestions for role-playing games.

ASSIGNMENT 12 + 13

Reconciliation Committee

The Reconciliation Committee role-playing game is described thoroughly in the student assignments booklet.

- Assignment 12. serves as preparation for the game.
- Assignment 13. presents the game proper.

The purpose or outcome of the game is twofold:

Firstly, students construct an outline of the different worldviews presented in the game, and secondly they learn to soften up their opinions a little and gain a more extensive understanding of the various worldviews presented.

The idea behind this game is not to teach the students to argue their case strongly but rather to teach them to find a third and more neutral angle to a situation, enabling them to see the nuances of the viewpoints presented and them to try to help opposing parties gain a greater understanding of and sympathy for each other.

ASSIGNMENT 14 + 15

Stay or Leave?

The Stay or Leave role-playing game is also described thoroughly in the student assignments booklet.

- Assignment 14. serves as preparation for the game.
- Assignment 15. presents the game proper.

The purpose of this game is twofold as well:

Firstly, the students will have to reflect on arguments relating to whether the ISAF should stay in Afghanistan or leave the country altogether, and secondly they must assess the arguments presented.

ASSIGNMENT 16

Tough Problems

Many of Afghanistan's problems are presented through the characters of the game.

Classroom teaching:

- Assignment 16 outlines additional problem areas, which may be discussed in groups or jointly.

ASSIGNMENT 17

Research questions

The assignment booklet also includes a number of additional research questions.

These questions may be given to students who have finished the game and the other assignments quickly.

Ask these students to present their findings to the rest of the class afterwards.





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