



## Games and value formation – a catalogue of key questions

The catalogue of key questions at hand is dedicated to the intersection of digital games and their relation to value formation with a focus on challenges arising throughout processes of integration. Its aim is to particularly invite stakeholders coming from areas such as game development, pedagogy, (political) education, integration, sciences and (game) practices to use it as an impulse for their reflection and exchange on the potential of games regarding value formation. Furthermore, young adults should also be inspired to reflect on both their own and societal values through the use of games.

Throughout processes of integration, value formation is an essential component as it strengthens the ability to reflect on values, to deal with different value systems and to constructively deal with potential conflicts between different sets of values. Regarding social cohesion it is important that people who find themselves living in a new country consciously reflect on both familiar as well as potentially new values. On the other hand, this just as well applies to the people who have been living in a country for a long time or have always been living there. In that regard, integration is a process based on reciprocity. Hence, value formation can help to autonomously internalize basic human rights and democratic values. It is a central foundation for coexistence, social cohesion and social participation in a democratic and pluralistic immigration society.

The catalogue of key questions was developed by an interdisciplinary panel of experts as part of the 'Games und Wertebildung' (games and value formation) project of the Stiftung Digitale Spielekultur (Foundation for Digital Games Culture) funded by the Federal Office for Migration and Refugees (BAMF). The aim of the project is to show how games can be used for political education and value formation.

### Core topic: Values in the context of the game

#### 1) How are values addressed in the game?

- To what extent is the game enabling the strengthening of a democratic attitude?
- Whose values are being addressed in the game and how?
- Are the values reflected within the game itself? Or is an accompanying pedagogical concept needed?
- Are moral values (such as human rights) being transgressed in the game and, if so, how is this reflected?

#### 2) Which (group of) people does the game appeal to?

- For whom are there figures of identification within the game?
- Are characters / values / actions portrayed in a multidimensional way?
- Does the game contain potentially triggering content for certain (groups of) people? How is this dealt with?

#### 3) With what attitude and/or intention was the game produced?

- Who is financing, developing and publishing the game?
- Have experts and/or affected people/ interest groups been involved in developing the game?

### Core topic: Integration through games

#### 1) How does the game address different values in the context of migration and integration processes?

- Which values are dealt with in a critical and sensitive way in the game? And which ones are not?
- Are stereotypes and forms of discrimination being (re)produced through the game?
- To what extent does a critical examination of individual values take place?

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## 2) How does the game reflect upon the multi-perspectivity of an immigration society?

- In what way does the game make diverse perspectives of people with an experience of migration and/or a history of migration accessible?
- Who speaks? Who has been given a sense of agency?
- How do people with an experience of migration and/or a history of migration participate in the development of the game?

## 3) To what extent is the game suitable for negotiating values in an immigration society?

- Is the game based on basic rights and human rights?
- Is the process of negotiating values in an immigration society part of the game setting?
- To what extent can the game be used to negotiate values in an immigration society?

### Core topic: Game design

#### 1) What do the settings of the game and its narrative framework imply?

- How inclusive and diverse are the game and its setting designed?
- How does a transfer of values between the game towards the players' everyday life take place and is there any (pedagogical) accompaniment that is required?
- Are there incentives to play different roles?

#### 2) What interactions does the game enable?

- How much freedom of decision does the game allow, and which solution paths are being offered?
- Does the game work as a game? Or is it mainly delivering a message?

#### 3) What are the consequences of actions being taken in the game?

- How does the game represent moral consequences of actions?
- Does the game facilitate moments of reflection on decision taking processes?
- What behavior is rewarded through the game and how? And what behavior is sanctioned?

### Core topic: Gaming culture / role assignment / role models

#### 1) What values form the basis of the world which is represented in the game?

- What implicit or explicit values are being conveyed by the characters of the game?
- In what way do the values represented in the game relate to the players' world of experience?
- How can the community help to shape the game? Are there any interactions between the creators of the game and its users?

#### 2) What possible actions are presenting themselves to the ones playing the game?

- Who is the target audience and who plays the game?
- Does the game force its players to take certain actions, or does it allow different options for actions being taken?
- What options for conflict resolution are there?

#### 3) What effect could the game have on its players?

- Does the game offer moments to reflect on one's own values?
- What happens to its players on an emotional level and what happens on a rational level?
- What entertainment value does the game have?

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