**Introduction**

A Swiss education for social justice program

**Main objective**

To explore the emotional, cognitive, and behavioral impact of the program on the students of one class in a small high school in Switzerland.

**Background**

It is an educational program to raise awareness amongst students in relation to economic inequalities and about the impact of their consumer habits.

It uses **Serious Play** to introduce the complex topic of worldwide economic connections in an amusing way.

**Social Empathy**

It is the ability to understand people when perceiving or experiencing their life circumstances.

**Consequence**

Understanding inequalities.

**Fair Battles**

It uses learning by means of services through the so-called “fair actions”.

Small-scale projects chosen, planned, and carried out by the students themselves.

**Methodology**

Design: mixed methods.

Main question: What impact does the Fair Battles program have on the participant from a cognitive, behavioral, and emotional point of view?

Surveys: 16 students (15 and 16 years of age).

Interviews: 10 students (6 girls and 4 boys).

Data analyses: IBM’s SPSS (qualitative).

**Template analyses (interviews)**

**Results**

**Reaction criteria**

Someone's affective reaction to a program.

Students: combination between fun and serious contents.

**Learning criteria**

The cognitive learning that took place during the program.

Students: working conditions in the world, origin of various consumer goods, actions to promote social justice, Swiss legislation on fair production.

**Behavior criteria**

The impact of a program on participants' behavior.

Students: They spoke about fair production.

Effort to promote fair production. They bought fair trade products. They didn't buy unfairly produced goods.

**Results criteria**

The results of the program.

Impact: on students, the class, the center, students' families.

**Conclusions and recommendations**

**Conclusions**

- Fair Battles has a positive emotional, cognitive, and behavioral impact.
- Fun elements need to be introduced so that students can become involved in social justice issues in a playful way.
- Education in social justice must be comprehensive (emotional + cognitive + behavior + learning).

**Recommendations**

1. Teachers and activists must talk to students about social justice and reach them at an emotional and experimental level by means of simulations, role play games, etc.
2. Creating a space for action and encouraging that action using service-based learning.
3. Including the whole community.
4. The most complex and dense topics can be approached with fun elements.