



— FACILITATION MANUAL —



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If you are interested in learning more about the organizations that developed S*iNTRO and ja!do and the other results produced in the framework of the **EDC for ALL!** project, please visit: www.edcforall.eu

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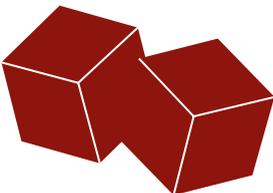
ABOUT THIS MANUAL

This manual provides an overview over how both games can be used, how they work, how to prepare the game materials and what to look out for when facilitating them. The manual contains suggestions for game debriefing, and, in the case of ja!do, provides background information on the topic of justice.

Note:

If both games are to be played by the same group, S*iNTRO must be played first. However, we do not recommend playing both games in immediate succession.

The manual is part of the game set. All printed documents can be downloaded in German, Portuguese and English at: **www.edcforall.eu**



S*iINTRO

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ja!do

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SIN
iTR

The logo consists of the letters 'SIN' in a large, bold, red serif font. A red, eight-pointed star is positioned above the 'I'. Below the 'SIN' is the text 'iTR' in a smaller, blue, sans-serif font. The 'i' is lowercase and has a red dot. The 'R' is uppercase and has a blue circle below it. The 'SIN' and 'iTR' are centered horizontally.

S*iNTRO

HOW MUCH CAN A SIMPLE CARD GAME TELL US ABOUT SOCIETY?

BACKGROUND OF S*iNTRO

As a card game, S*iNTRO is abstract. Its strength is its simple basic structure, allowing for use in working with a large variety of target groups in a non-formal education context – from young people to adults.

WHAT IS S*iNTRO ABOUT?

S*iNTRO is a simple card game touching upon the topics of civic and social participation and democratic citizenship. The purpose of the game is to be a fun and accessible introduction to these topics. S*iNTRO can be played on its own or combined with other educational methods. As in every experiential learning method, the key ingredient of the game is a complete debriefing, which supports the players in projecting the experiences gained from an abstract card game into their everyday realities, thereby initiating a process of reflection on opportunities for social participation and democratic citizenship. In the debriefing, questions of equal and non-equal starting conditions can be discussed along other related topics such as the respect for rules, internal and external control, and the significance of trust among the group and the larger society.

HOW CAN S*iNTRO BE USED?

S*iNTRO can be used by itself or embedded in a longer educational event. S*iNTRO is particularly suited as a starting point to an extensive discussion of questions of civic participation and democratic citizenship. The emotional experiences and individual behavioural patterns which emerge during the game provide the basis for a transfer to individual everyday realities. However, one should be aware that the game could trigger both positive and negative emotions that should be processed and reflected upon.

BRIEF OVERVIEW ON THE GAME AND ITS FACILITATION

THEMES	<ul style="list-style-type: none">» Participation» Democratic citizenship
TARGET GROUP	<ul style="list-style-type: none">» Young people» Adults
GROUP DIMENSIONS	<ul style="list-style-type: none">» From 12 to 100 people» 4 people per game set + observers [optional]
SETTING	<ul style="list-style-type: none">» Non formal education activity» By itself or embedded in a longer educational event
COMPLEXITY	<ul style="list-style-type: none">» Medium
TEAM REQUIRED	<ul style="list-style-type: none">» At least 1 facilitator, ideally 2 (depending on size of group)
TIME	<ul style="list-style-type: none">» 45 minutes to 120 minutes (depending on the methods used in the debriefing)

OVERVIEW

- » In this card game, people experience inclusion and exclusion, privileges and the relevance of rules and transparency for the community. How much can a simple card game tell us about society?

OBJECTIVES

- » To explore our attitudes when facing inclusion and exclusion
- » To reflect on different starting points and participation levels within society
- » To raise the debate about respect for rules, control, mutual trust, motivation patterns, solidarity

MATERIALS

1 S*iNTR0 game set per table, each consisting of:

- » 1 game manual for players (serving as game board at the same time)
- » 24-part card deck (may be replaced by an usual one¹)
- » 4 extra cards
- » 24 chips

The S*iNTR0 game manuals and guidelines can also be downloaded at: www.edcforall.eu – however you will then need to provide card decks and chips on your own.

Apart from the S*iNTR0 game set you will need:

- » Tables or seating arrangements for groups of four
- » Flipchart board and markers
- » Other materials for the extended debriefing

¹Careful, only the following cards can be used in the game: 2, 3, 3, 4, 5, 5, 5, 6, 6, 7, 7, 8, 8, 9, 9, 10, Jack, Jack, Queen, Queen, Queen, King, King, Ace, no matter which colour.

- » Check the instructions so as to familiarise yourself with the game and its materials, and carefully read the manual for debriefing.
- » If possible, have a test run with colleagues or friends.
- » Adapt the questions and the structure for the debriefing to your group and your activity.
- » Prepare tables and/or seating arrangements for four people each, two people facing each other. Place a game manual in the middle of each table.
- » Place an already shuffled card deck in the middle, as well as 24 chips.
- » Don't put the extra cards on the table yet.
- » If the number of participants is not divisible by four, ask some of the participants to be observers. Have observers' guidelines ready for distribution (available for download at: www.edcforall.eu).
- » Divide participants into groups of four and invite them to get seated around the tables. Potential observers should have chairs close to the tables, too.
- » Tell them not to start reading the game manual yet.

Once everyone is seated, start explaining the following instructions (in your own words):

- » S*iNTR0 is a card game played over six rounds.
- » There are always four players per group.
- » If there are observers, they are observing the games at up to three tables at the same time. They make sure that the rules of the game are observed and they register players' choices.
- » There are three golden rules to be followed by all:
 1. Do not talk!
 2. Never show the others which strait you're aiming to complete!
 3. Never show the others your cards as proof, not even at the end of a round!
- » Should anyone show his or her set of cards to the others in order to demonstrate that he or she has won, the game cannot continue at this table. If this happens, all the players of the table become observers.
- » Open the first page of the manual, read it and clarify any questions in the plenary. Read only the first page for now.
- » The observers read their respective guidelines.
- » Distribute 6 chips to each player.

While the players are reading, distribute the extra cards by putting one card face down in front of every player. Clarify all open questions in plenary. Once the game has started, no talking is allowed. This applies to questions to the facilitators, too. Only begin when all groups are ready. It is important that all groups begin simultaneously. Give them a sign when to turn the next page.

- » The players should play the game in silence until they finish round 6.
- » Remind them that they can only move on to rounds 3 and 4 once you give them a sign and once all tables have finished round 2. The same procedure applies once all tables have finished round 4 – no sooner than your sign do all tables move on to round 5 and 6.
- » It may be necessary to intervene in order to ensure that the three golden rules are followed by all participants.
- » Each table will need a different amount of time for each round. When a group/table has completed the sixth round (and thus the whole game), they should be asked to remain silent until all other groups have finished, or to leave the room.

DEBRIEFING

To facilitate a successful transfer of experiences gained during the game to the participants' social environments, enough time should be allocated for post-game debriefing. In the debriefing, experiences gained during the game are gathered, classified and abstracted, and finally transferred into social reality.

WHICH AREAS CAN BE IDENTIFIED AND FOCUSED ON?

Precisely because S*iNTRO is an abstract card game, many areas can be addressed in drawing parallels to reality. We recommend only picking up on points made by the participants. However, more abstract topics and questions can be addressed during an extended debriefing.

Playing the game with several hundred participants during test runs has shown us that a broad palette of emotions and behavioural patterns can emerge. They can be divided up into four areas: inclusion or exclusion (e.g. solidarity, discrimination, participation), distribution of resources in society (e.g. distribution of opportunity and resources, poverty and wealth, awareness of privileges), behavioural patterns (e.g. observing rules/cheating, solidarity, reaction to frustration), role of social norms (e.g. social rules and state rules, trust and mutual interaction, winning as social motto).

The topical framework and the participants' experiences influence the choice of areas addressed in the debriefing. The following suggestions are aimed at young people and young adults.

We suggest a debriefing in 3 steps:

- Step 1: Emotional level of individually experiencing the game and analysis of the interaction during the game
- Step 2: Contextualisation and transfer to reality
- Step 3: From experience to "capacity to act"

Note:

As an option, step 2 and 3 can be replaced by a game critique, see box on p. 13.

STEP 1: EMOTIONAL LEVEL OF INDIVIDUALLY EXPERIENCING THE GAME AND ANALYSIS OF THE INTERACTION DURING THE GAME

S*iNTRO is an abstract game that can evoke strong emotions. In the first step, the participants are therefore asked to comment spontaneously on the game and their personal experiences and emotions during the game, as well as analyse what happened during the game.

Possible questions for a plenary debriefing:

- Who won in each table?
- Which are the final scores of each table?
- Any idea, why?
- Did anyone realise at some point that he or she had no chance of winning?
- Did someone cheat, or try to cheat?
- Would you have cheated if there hadn't been any observers?
- How do you feel with these results?
- How was it playing the game without talking?
- How was it giving chips to other players?
- Was the game fun?
- ...

Alternative: positioning game

Instead of a discussion in plenary, these question can be used for a positioning game. The questions have to be reworded as statements. The participants are asked to express their agreement/disagreement with these statements by positioning themselves in specific spots in the room. Depending on the questions,

the room can be divided up in different ways, for example into the categories ‘Yes/No’ or ‘Me/Not me’, or a fluid scale of level of agreement/disagreement. It can be useful to hang specifically labelled moderation cards on the walls.

Possible statements for a positioning game:

- I won at least one round in my table.
- I won the whole game in my table.
- I realised at some point that I had no chance of winning.
- I cheated or tried to cheat.
- I feel bad about the results of the game.
- The game got on my nerves.
- The rules of the game were just.
- I trusted the others.
- ...

In either way it may be useful to write the participants’ contributions, including feelings and emotions, on a flip chart.

Alternative: exercise on the emotions experienced during the game

This is a group-dynamic activity on emotions: all participants receive two cards each. On each card, they write down one emotion felt during or after the game. They discuss one card within the small group; the other is not shown. The exercise remains anonymous – this needs to be announced in advance and must be strictly observed. Then all cards that have not been shown are collected, shuffled and laid out on the floor. When looking at the cards, the participants can comment. Players are allowed to admit to their emotion, but it must not be compulsory. In addition, the facilitators can ask, “Who felt ____ during the game?” All those sharing this feeling get up or raise their hand.

STEP 2: CONTEXTUALISATION AND TRANSFER TO REALITY

This step sees the transfer from the abstract card game to the everyday reality of the participants and to social reality. It is advisable to point out to the participants possible parallels between game and reality, e.g. the differing chances of winning or the following of rules in the game and in reality. In order to facilitate a successful transfer to socio-political issues, it is vital to focus and to decide which of the areas addressed in the debriefing until here should be worked on with particular focus.

Possible questions for a plenary debriefing:

- What is S*iNTRO about? What links are there to areas of your life and of society?
- Which groups in society correspond to the players in the game?
- What do the chips stand for in real life?
- Do you play with or against other people in society?
- Can you cheat in society?
- Who sets the rules in society?
- Are they just?
- What about starting points in society? Are they the same for everyone?
- Are there certain groups in society that need support from others?

Bridge method: transfer to real life

The participants are divided up into smaller groups, where they begin by collecting situations from their own lives that remind them of their experiences during the game. They then classify these situations into topical categories of their own choice. The collected results are then presented in plenary. By this point, the participants have already completed several transfer steps from the abstract card game to a level of social reality. Therefore, further areas that may so far have remained undiscussed can now be addressed.

STEP 3: FROM CONTEXTUALISATION OF EXPERIENCES TO “CAPACITY TO ACT”

This last step is about taking action in order to transform our society and play an active role on it.

Note:

This step must be kept separate from the actual game critique (see box p. 13).

Possible questions for a plenary debriefing:

- How can we improve the conditions that we have identified as being in need of improvement? [Please go back to contributions given by participants in previous steps.]
- Success in life significantly depends on one’s own starting conditions – are they equal for all?
- Where, if at all, do you see possibilities for you to get involved in social processes? Do you have the feeling that your concerns are being heard? Do you know who to talk to?
- Which social rules/norms are you aware of? Which ones are right/important, which ones annoy you, which ones do you think are unjust?
- Do you know people who are actively involved in fighting the unjust distribution of chances for social participation? What are they doing and why?

Bridge method: creative breakouts

An interactive bridge method for addressing possible demands is the use of creative breakouts to answer the questions above. If there are enough facilitators and if enough materials and time are available, the following creative methods can be used with the participants:

- Painting a large picture
- Rehearsing a still image
- Producing a short film
- Composing a song

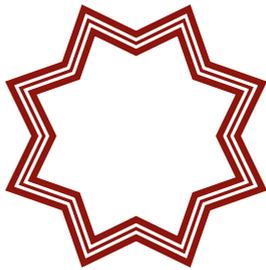
The basic idea here is that participants engage in a creative process other than talking or writing on a flip chart. Instead, participants are invited to use their creativity to express the capacity to act by singing, painting, or shooting a short film. This creative work in groups should take up about two hours. In the end, the groups reconvene in plenary and present their work to each other. By changing the method, new ways of approaching the topic can be opened up and youngsters who are less comfortable with a strongly analytical and abstract approach can be reached.

SIMPLE ALTERNATIVE: GAME CRITIQUE

For some groups, the step to the level of reflecting upon and acting in an actual socio-political context may be too abstract. In that case, you can stay closer to the game and the experiences made in the game.

Possible questions for a plenary debriefing:

- What have I learnt?
- What do I personally take home with me from this?
- Which of the rules could be changed in order to create a more just result?



ja!do

ja!do

IN SEARCH OF A JUST SOCIETY

BACKGROUND OF ja!do

Our world should be “just”. That is what most people wish for. But who gets to determine what justice is? Politicians? Us citizens? Bosses and business managers? The rich or the poor? Clever books? Could it be that different people have very different ideas about what justice is? Is our own sense of justice dependent on how we are doing in life? And how do we know when there is injustice in life?

The dice game ja!do provides a simple introduction to the discussion on justice. The game has a simple structure, facilitating its use with a variety of different target groups in education for democratic citizenship.

WHAT IS ja!do ABOUT?

ja!do wants to “play” with the idea of justice, but mostly with the players’ everyday ideas of what constitutes justice. Every person has a specific idea about what would constitute a more just world compared to the social and economic circumstances most people are struggling with today. However, as soon as we are asked what exactly we mean by “justice” and which political and social consequences should be drawn from this, many of us find it difficult to answer. While we all seem to possess deeply rooted convictions regarding justice, we often seem to struggle to put them into words. In a playful manner, ja!do therefore wants to inspire us to think about what shape these deeply rooted ideas of justice might take and whether together we can manage to agree on sensible rules for a more just or fairer world.

HOW CAN ja!do BE USED?

ja!do can be used by itself or embedded in a longer educational event. ja!do is particularly suited as a starting point to an extensive discussion of questions of

justice, opportunities in life and rules within society. The emotional experiences and individual behavioural patterns which emerge during the game provide the basis for a transfer to individual everyday realities. ja!do can be played in two different versions, depending on time frame and group types. Experiences and individual behavioural patterns which emerge during the game provide the basis for a transfer to individual everyday realities. However, one should be aware that the game could trigger both positive and negative emotions that should be processed and reflected upon.

BACKGROUND ON JUSTICE

THE FUNDAMENTAL PROBLEM OF JUSTICE

Most public political debates addressing justice-related issues rotate around questions of distribution: Is wealth justly distributed in society? Should this wealth be redistributed as soon as people suffer hardship that is not of their own making? Do all people have the same opportunities and starting conditions? Do all people have the same amount of access to the labour market, to the legal system, to education and information? These political aspects of distribution are discussed today because there is a certain shortage of resources on both national and international levels. Everybody wants a piece of the big cake. Whether it's money, food, property, privileges, knowledge, opportunities, jobs or leisure, respect or recognition: There is not enough of everything going round for everybody.

IN SEARCH OF THE MOST IMPORTANT PRINCIPLES OF JUSTICE

When a dispute arises, it quickly transpires that in everyday or spontaneous situations, people are in favour of a seemingly simple and fundamental idea of justice which in the discussion about justice is termed the "egalitarian principle": Let's redistribute everything avail-

able to us in the whole of society – or globally – so that everybody roughly has the same. But would such a world of strictly egalitarian distribution really be a more just world? It's easy to think of social circumstances in which it would not only not be just but also massively unjust.

Here are a few examples:

- (A) Some people suffer from chronic illness and need expensive health-care: Would it be just to give them the same amount of healthcare as required by any other healthy person? In this context of health-care policies, which role does the “principle of need” play?
- (B) Other people are extremely hard-working, creative and more prepared to take risks than others: Should they get the same as their non-creative or safety-oriented fellow citizens? What is the significance of the “principle of merit” or the “risk principle” in questions of distribution?
- (C) Other people carry great social, political or economic responsibility: Shouldn't the people's accomplishments be especially honoured? Shouldn't the idea of justice reflect the “reward principle”?

All these questions raise doubts whether the egalitarian principle, e.g. the claim that scarce resources must strictly undergo equal distribution, is the only expedient principle in questions of justice. The questions above also show just how complicated justice is. How can one possibly subsume all these critical concerns into one single idea of justice?

ON THE RULES OF THE DIFFERENT ROUNDS

The four rounds of the dice game have different rules which playfully reflect some fundamental problems of justice:

ROUND 1

The first round of the game is meant to highlight the limits of the egalitarian idea. The game commences – like many other games, but unlike “real” life – with every player enjoying exactly the same starting conditions. At the end of the round stands the conclusion that these equal starting conditions are no guarantee that the further course of the game will lead to equal distribution of wealth. What appears to be the main appeal and thereby objective of the game – becoming as rich as possible – can have unwanted consequences in real life: Even if all people start out on exactly the same resources, there would soon be a divide between rich and poor.

ROUND 2

In the second round, on the other hand, the rules are rather atypical of most commonly known games. However, they illustrate in a very simple manner, how “real” life plays out: The unequal distribution of chips at the beginning of the round shows that some people, e.g. due to their familial, social or cultural background, have potentially better starting conditions with which to multiply their already existent wealth. This may not be a law of nature. Clumsy play or extreme risk-taking can result in a gambling away of those potentially better starting conditions. But usually, people find it easier to become rich and remain rich if they have a lot more than others from the start.

ROUND 3

In this round, players can, for the first time, partially influence their own fate: Are they willing to take the risk of starting out with only very few chips but an extra dice? This can go quite wrong, but it can also prove lucrative. The third dice therefore represents the willingness to take risks in life, in the hope of

being rewarded for it in wealth. One could also see the dice as representative of individually increased productivity, e.g. through hard work, creativity or sense of duty, as if to say: “Those who work hard and are prepared to take risks should be rewarded, and those who aren’t have no right to complain!” Will it be worth it?

ROUND 4

The final round of this dice game is based on the famous thought experiment of the “veil of ignorance”, which the American philosopher John Rawls introduced to the justice debate. Imagine we are in a negotiation situation and – being under a strange veil of ignorance – didn’t know our own given starting conditions: Which (new) rules would we agree to? If all goes well in this round, the players will use the experiences of the first three rounds in these negotiations. Perhaps they will agree on reintroducing the egalitarian principle. Or they introduce maximum limits to the possible gains for the riches, compensations for poorer people or those who are “dying”, measured rewards for risk-happy and achievement-oriented players, or other rules.

Further below, we provide some questions for intermediary debriefing after each round, as well as suggestions for the overall debriefing of the game.

BRIEF OVERVIEW ON THE GAME AND ITS FACILITATION

THEMES	<ul style="list-style-type: none">» Justice» Fairness» Equality» Equity» Starting Conditions
TARGET GROUP	<ul style="list-style-type: none">» Young people» Adults» ja!do can be adapted to other target groups
GROUP DIMENSIONS	<ul style="list-style-type: none">» From 8 to 60 people» 3-4 people per game set (note: if only three players, please leave out player no. 4 on the pad)
SETTING	<ul style="list-style-type: none">» Non formal education activity» By itself or embedded in a longer educational event
COMPLEXITY	<ul style="list-style-type: none">» Medium
TEAM REQUIRED	<ul style="list-style-type: none">» At least 1 facilitator, ideally 2 (depending on size of group)

TIME	<ul style="list-style-type: none"> » 45 minutes to 120 minutes (depending on the methods used in the debriefing)
OVERVIEW	<ul style="list-style-type: none"> » The players take turns in rolling the dice and score different results. Since the starting condition change throughout the game, they can immediately discuss the following: What is just about this round? How does it feel? How could it be improved, i.e. made more just?
OBJECTIVES	<ul style="list-style-type: none"> » Explore in a playful manner the consequences starting conditions and accessibility can have » Address these terms: justice, equal opportunities, need, commitment, willingness to take risks » Create an experience of the complexity of social rules » Show that a democratic society makes its own rules
MATERIALS	<p>1 ja!do game set per table, each consisting of:</p> <ul style="list-style-type: none"> » 1 game manual for players » 1 pad » 3 dice » 1 dice cup » 4 role cards for round 4 (note: if only 3 players, please leave out any one of the role cards) » 100 chips (the same chips are used for S*iNTR0 and ja!do)

MATERIALS

Apart from the ja!do game set you will need:

- » Tables or seating arrangements for four people each
- » Pens or pencils
- » Sheets of paper
- » Flip chart board and markers
- » Other materials for the extended debriefing

PREPARATION

- » Check the instructions to familiarise yourself with the game and its materials and carefully read the manual.
- » Decide for how long and with which intermediate steps you want to play ja!do with your group (see below, „Statements and questions for playing the game“).
- » If possible have a test run with colleagues or friends.
- » Adapt the questions and the structure of the debriefing to your group and your activity.
- » Prepare tables and/or seating arrangements for four people each, two people facing each other.
- » On each table, place a game manual, 2 dice, a dice cup, a score pad and 100 chips.
- » Don't put the third dice or the role cards for round 4 on the table yet.
- » If the number of participants is not divisible by four, you can prepare tables for three players, too. The materials needed are the same though.
- » Divide participants into groups of four and three and invite them to get seated around the tables.
- » Tell them not to start reading the game manual yet.

Once everyone is seated, start explaining the following instructions (in your own words):

- » ja!do is a dice game played over four rounds. In every round, each player rolls the dice five times.
- » Of course the aim is to win the game. But also to discuss what might constitute a just outcome.
- » There are four or three players per group.
- » The game manual in the middle of the table contains the starting conditions for each round. They change with every round.
- » At the beginning of each round each player gets a predetermined number of chips.
- » Before starting to roll the dice each player has to put at least one chip in the middle to place your bet.
- » In clockwise order, players roll the dice.
- » When the dice return to the first player, the player to have scored the highest number of points in this throw gets all the chips from the table.
- » If only one person wins the throw, the bank pays extra chips: the number of chips the winner originally put into the middle.
- » If two or more players have the same amount of points, the chips are split equally.
- » If the number of chips does not allow an equal split, the bank adds chips.
- » Players who run out of chips lose their lives and stay out of play for the rest of the round. This means all players need to have at least one chip at the end of the 5th time the dice are rolled in order to stay alive.

- » In the next round, everybody can play again.

Now ask the players to start reading and preparing for the first round. Clarify all open questions in plenary. Make sure that at each table, one person notes down the points and another deals the chips. The names of all players must be noted down on the pad. Explain to the participants that all groups play at the same time. When a group has finished a round it has to wait until all other groups have finished. Only begin when all groups are ready. It is important that all groups begin simultaneously.

- » At the beginning of a round, read out the starting thesis if you have chosen to play this version.
- » Make sure that every player at every table rolls the dice five times per round and that the scores are noted down.
- » Each table will need a different amount of time for each round. When a group/table has completed a round, they should fill in the text gaps under the scoring table on the pad.
- » When all tables have completed a round, each group reads out their results (from the text gap) in order to highlight the differences. A short positioning game follows during which the participants get up whenever they agree on one of the statements read out to them. Depending on which version of the game has been chosen, a short discussion follows or the next round begins.
- » Put an additional dice on each table for round 3.
- » In round 4, give the players 5-10 minutes to agree on their own rules. They should be written down on a piece of paper. When all tables are ready to go, randomly hand the role cards for this round and give the start signal.

INTERMEDIARY DEBRIEFING

ja!do can be played in two different versions, depending on time frame and group types: If the playful side is to be emphasised, it is advisable to play all four rounds in a row, with only brief intermittent debriefings using the short statements. If the emphasis is on igniting a stronger discussion, the game should also be played consecutively, but by additionally starting each round with a different statement and raising a question for discussion after the round has been played.

In case you chose the more extensive version, an introductory thesis should be read out or projected on the wall at the beginning of every round. Briefly and individually reflecting on a particular question, the players prepare for the following round. During play, this question is then transferred to the game practice, individual thoughts and ideas can be compared with the game experience.

The short statements for the end of each round should be used, no matter which version you have chosen. For each debriefing, you read out short statements. Those participants who agree briefly stand up. If suitable, you can select participants for brief comments.

When playing the more extensive version, you can end each of the first three rounds by posing an open question for discussion: compared to the opening statements, upon which participants reflect individually, each of these questions is discussed in plenary and under the impression of the preceding playing experience. Expect differing concepts of justice.

In the fourth round, these elements are omitted since the participants are expected to develop their own rules, which they are going to discuss and reflect upon at the end of the round. This serves as a transition to the more extensive evaluation period and the transfer to reality.

Here is an overview over the theses, the short statements as well as the questions for discussion for each round:

ROUND 1

Starting thesis:

Before you begin to play, have a quick think about this notion: „If everyone had the same starting conditions in life, there would be no rich and poor!“ Is that true?

Short statements for debriefing:

I thought the starting conditions were just!

I think the unequal distribution of chips at the end was just!

Question for discussion:

In reality, wealth is never equally distributed. Therefore let's imagine that the government had just decided the following: "As from today, everyone owns the same amount of goods and money. All money and property are equally distributed among all. From now on, everybody will earn exactly the same wage." Would you like this? Would it be just?

ROUND 2

Starting thesis:

Before you begin to play, have a quick think about this notion: "The rich continue to get richer and the poor continue to get poorer." Is that correct?

Short statements for debriefing:

I felt the end result was just!

I found this round frustrating because some players were behind from the start!

Question for discussion:

In our society, we are not born equal. Which examples of differing starting conditions do you know from your own social environment?

ROUND 3

Starting thesis:

Before you begin to play, have a quick think about this notion: “No risk, no gains!”

Short statements for debriefing:

I thought this round was more exciting than the previous round!
“No risk, no gains.” The saying is true!

Question for discussion:

Some are very daring and win. Others are very daring and lose. Others are not daring at all. Should everybody be treated the same?

ROUND 4

Questions for discussion and introducing the final debriefing:

- How do you feel after this last round?
- Did you find your own rules convincing?
- Was playing the game along these rules more fun or less fun than in round 1?
- Following this fourth round, do you have any ideas on how the rules could be improved?
- Please adapt these questions and add yours according to your specific goals, target groups and experience.

DEBRIEFING AFTER THE GAME

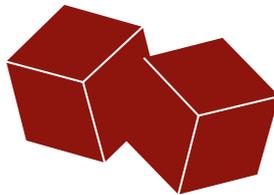
In order to make the leap away from the game and towards the overriding questions of justice, the participants can discuss the following questions in the groups. Following each question, we suggest a method; it makes sense to adapt these to each individual group.

1. Describe the basic principle for each round. You must agree on one single sentence that contains every relevant aspect of the principle! (If needed, give an example for round 1: “Everyone is equal”)
 - » Suggested method: discussion within the playing groups, the sentences are written down on separate pieces of paper.
2. Try to agree: Which round did you find the most just? Explain why. You then need to present this against the other groups and the reasons they have given. At the end, there is a vote on the best reason.
 - » Suggested method: discussion in the playing groups, followed by a discussion competition (1 person per group discusses the reasons; the other players are the audience who vote on the winner).
3. Which round was the most accurate reflection of reality?
 - » Suggested method: discussion in the playing groups, reasons and arguments are noted down; then all groups put up all the sentences created in question 1 in one row (top to bottom), look at them and comment on them. Then they put up all the reasons and arguments relating to the round that they felt was the most reflective of society; here, too, they look at and comment on them.
4. Why is it so difficult to create justice?
 - » Suggested method: discussion in plenary

5. Taking into consideration your experiences during this game: What does "justice" mean to you? What is "injustice"?

- » Suggested method: discussion in plenary; alternatively: individual silent work, then noting down of the individual definitions of justice on moderation cards, shuffling and dealing the cards, players volunteer to introduce to the other the definition dealt to them in their own words.

Naturally, the questions raised with regard to justice can then be discussed in more depth. However, the relevant social context as well as the participants' backgrounds should be taken into account – as should the available time frame. Therefore we refrain from making further suggestions for a continuation of the discussion at this point. Instead we would like to encourage you to develop your own methods, tailored to the requirements of each group.



ja!do is based on an idea by Prof. Dr. Susanne Boshammer. Source: „Gerechtigkeit als Gleichheit?“ In: Ach, Johann; Bayertz, Kurt; Siep, Ludwig (Eds.) 2008: Grundkurs Ethik, Band 1; Mentis: Paderborn.

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