



# ACT-Game

The Active-Citizen-Team-Game



# ACT-Game

- The ACT Game is a cooperative game developed as part of the European Heart Project
- This game is not only meant to encourage young people to get involved in society with their ideas, but also to give them the necessary tools to do so.



# ACT-Game

- In a playful way, they deal with burning socio-political issues and train skills that they need to ACT as responsible citizens:
  - *Empathy, to recognize needs*
  - *Openness, to be able to explore new paths*
  - *Leadership, to guide others without dominating them*
  - *Prudence and responsibility to make courageous decisions.*
  - *The ability to relate to others who do not share the same opinion.*
  - *Communication skills to really get in contact with others.*



# ACT-Game

- Even though it is a cooperative game, one team will win in the end to motivate the pupils to get involved and contribute their best.
- Before you start, you can brainstorm and decide with the class what the winners could be awarded with.
- The aim is to make the game a new exciting experience for everyone and in this sense every pupil who participates will be a winner!



# Present the game to the class

Many young people around the world have the desire to change something in the world for the better, but often don't have the right tools to do so. If you don't know where or how to start something, you quickly lose courage.

**What do you think needs to be improved or changed in today's world?**

**Some of the topics the pupils will find in the game and the task is to develop an interesting starting situation.**



# ACT-Game

- Create teams of five pupils
- Sit around a table

*The common goal is to work out a good solution step by step.*

*There are instructions for the game that must be followed.*

*Listen to each other and let the others finish.*

*Respect the others in the team.*

*As a team you are dependent on each other, so contribute as best you can!*

Draw two cards out of the pile of the person cards and one card of each of the other two piles.

Board for Level 1

You have ten minutes to develop an exciting starting situation for the game with these four cards:



Location Card  
Ortskarte  
Card du lieu  
Κάρτα τοποθεσίας

**1** card

Person Card  
Personenkarte  
Carte de la personnel  
Κάρτα προσώπων

**2** cards

Topic Card  
Themenkarte  
Carte du lieu  
Κάρτα θέματος

**1** card


It is important that ...



- everyone in the team is involved
- you develop a starting situation that is about a challenge (something is not right for everyone and needs to be changed to make it better for the people involved)
- the story is logical and understandable
- you find the story interesting

Starting Situation

Criteria	Points to be awarded	Sum
interesting	max. 5 per Team	
logically	max. 5 per Team	
challenge	max. 5 per Team	
likes	1 per pupil	
teamwork	max. 10 per Team	



Every team has ten minutes to develop an exciting starting situation for the game with these four cards. The story can take place in the past, in the present, in the future or in another universe. Other persons concerned can also be involved, so you do not have to reduce the story to the actors you draw from the cards. When you now develop the starting situation, ...

**it is important that ...**

- everyone in the team is involved.
- you develop a starting situation that is about a challenge (something is not right for everyone and needs to be changed to make it better for the people involved).
- the story is logical and understandable.
- you find the story interesting





The challenge comes from the mixture of the cards drawn, the imagination and the knowledge of the teams.

### Example









- *2 Person-cards: Worker, Lobbyist*
- *Location card: Rainforest*
- *Topic card: Waste*

**Starting situation:** A lobbyist is on a tour through the rainforest during his holiday. At the edge of the forest, the group passes a huge dump of plastic waste. Concerned, the lobbyist asks a worker where all this rubbish comes from and what will happen to it.



# Evaluation

Every team presents their story to the others. After a team has presented its starting situation, it receives points from the other teams .

 Criteria	 Points to be awarded	 Sum
 interesting	max. 5 per Team	
 logically	max. 5 per Team	
 challenge	max. 5 per Team	
 likes	1 per pupil	
 teamwork	max. 10 per Team	
		<b>Sum</b>



## Level 2 – Get your Avatars

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Materials needed for each team:

- *Game Board 2*
- *55 Condition cards*
- *5 Superpower-cards*
- *A smartphone*

Get Avatar


Get Avatar


Get Avatar


Get Avatar


Get Avatar


Safety & Survival  
Sicherheit & Überleben  
Sécurité & survie  
Ασφάλεια & Επιβίωση



Power & Influence  
Macht & Einfluss  
Pouvoir & influence  
Δύναμη & Επιρροή



Fun  
Spaß  
Plaisir  
Διασκέδαση



Love & belonging  
Liebe & Zugehörigkeit  
Amour & appartenance  
Αγάπη & αίσθηση  
του ανήκειν



Freedom  
Freiheit  
Liberti  
Ελευθερία



Board for  
Level 2



The teams have 10 minutes to awaken 5 avatars and get their superpower. Each team gets one Game Board 2 and a staple of 55 condition cards. Pupils shall mix the staple and put the with the backside up on the table. The Superpower cards are placed aside for the moment. They come into play one after the other as soon as the corresponding box on the Game Board is reached.

Super! Now you have a starting point for your ACT game! An exciting adventure awaits you and you can only find a good solution if everyone does their best.

But do you have the necessary skills to complete your adventure? No problem! If you pass this first test, avatars will come to your aid.

Get your avatars now. They will help you to complete the challenge.



When you have reached the **top** field, you awaken the corresponding avatar and get the respective Superpower card. This avatar passes his or her abilities to the team member who correctly assigned the top card.

Now every team-member introduces him-or herself the other members of the team like this. Listen carefully; you will need this information at the next level!

- *My superpower is ... (e.g., love and belonging)*
- *My special skills are: ...*
- *My task is: ...*
- *My tool is: ...*
- *My challenge is: ...*



## Level 3 – ACT!

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### Materials needed for each team:

- *Game Board 3*
- *Handout „Instructions for ACT-Superheroes”*
- *Smartphone to read the QR-codes on the topic cards*
- *Laptop to search the net*

You have 15 minutes to complete each of the 5 actions!

## RESPECT

Persons or groups:

1. ....
2. ....
3. ....
4. ....

- How is the person coping with the situation?
- Which of her/his needs are currently threatened?
- How does she/he try to fulfil them?

What exactly is the problem, what needs to be changed?

## EXPLORE

Write down the topics on which you can search for further information here:

### Sources of information

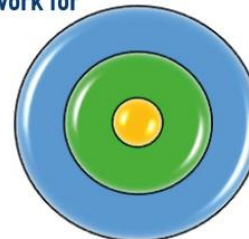
- Experts (people who have training and/or experience on the topic)
- The QR code on your Topic card
- Newspaper articles
- Textbooks, non-fiction books, Wikibooks
- Trusted sites on the internet:



Summarise the most important information here:

## PRIORISE

Strategies for solving the problem are good if they work for



- the person concerned
- the others
- all together in the future

represent an improvement or at least not a worsening!

### OPTIONS

Option 0: The situation remains as it is now. Nothing is changed.

Option 1:

Option 2:

Option 3:

Option 4:

## DECIDE



### Evaluation table

	Consent	Objection	Resistance
Option 0			
Option 1			
Option 2			
Option 3			
Option 4			

Best Option:

## CONTACT

We want to get in contact with these persons:

1. ....
2. ....
3. ....
4. ....

### Contact in four steps

1. Describe the starting situation
2. Describe the consequences
3. Propose a solution
4. Ask for consent

Formulate **clear sentences!**

Be sensitive to the situation and the needs of the person!

It is important that the person being addressed feels understood and not attacked!

Board for Level 3





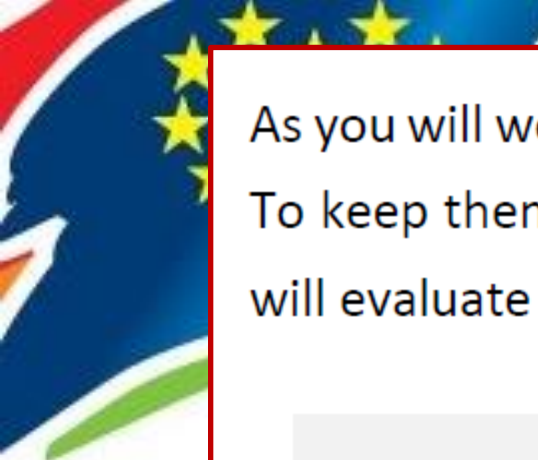
All right! Now you are ready to act and solve the problem of the starting situation you developed at level 1- or at least improve the situation! Now that you have your avatars' superpowers at your disposal, you naturally have the skills and tools to do so. Each Action is lead by the Superhero who has the best fitting skills for this Action. You will find hints in your text and your Superhero-cards about which one of you this is.

Here we go! On your Game Board you can see the individual Actions and, in your instructions, you will read how to do it. If you have any questions, ask me.



<i>Action</i>	<i>Leader</i>
<b>RESPECT</b>	Superhero for Survival
<b>EXPLORE</b>	Superhero for Fun
<b>PRIORISE</b>	Superhero for Powe
<b>DECIDE</b>	Superhero for Frredom
<b>CONTACT</b>	Superhero for Love and belonging

According to the board, the teams start with the Activity “Respect” and complete their actions with the Activity “Contact”.



As you will work independently as a team, we want to remind you on some cooperation rules. To keep them will help a lot to work out a good solution step by step. At the next level you will evaluate the quality of your teamwork and get points for it.

*As a team you are dependent on each other, so everyone must contribute as best you can to achieve a good result.*

*The instructions for the game must be followed.*

*Listen to each other and let the others finish.*

*Respect the others in the team.*

*The common goal is to work out a good solution step by step.*



You have 15 minutes to complete each of the 5 actions!

## RESPECT

Persons or groups:

1. ....
2. ....
3. ....
4. ....

- How is the person coping with the situation?
- Which of her/his needs are currently threatened?
- How does she/he try to fulfil them?

What exactly is the problem, what needs to be changed?

## EXPLORE

Write down the topics on which you can search for further information here:

### Sources of information

- Experts (people who have training and/or experience on the topic)
- The QR code on your Topic card
- Newspaper articles
- Textbooks, non-fiction books, Wikibooks
- Trusted sites on the internet:



Summarise the most important information here:

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### OPTIONS

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Option 1:

Option 2:

Option 3:

Option 4:

## DECIDE



### Evaluation table

	Consent	Objection	Resistance
Option 0			
Option 1			
Option 2			
Option 3			
Option 4			

Best Option:

## CONTACT

We want to get in contact with these persons:

1. ....
2. ....
3. ....
4. ....

### Contact in four steps

1. Describe the starting situation
2. Describe the consequences
3. Propose a solution
4. Ask for consent

Formulate **clear sentences!**

Be sensitive to the situation and the needs of the person!

It is important that the person being addressed feels understood and not attacked!

Board for Level 3



In this first Action pupils shall empathise with the involved persons to acquire a more holistic view of the situation. This will serve as a starting point for further actions.

## Action 1 - RESPECT

### *Recognise the different needs*

One of your team has the superpowers to guide this process. He or she makes sure that all needs are recognised, especially those that are **threatened** in the current situation. Finally, he or she summarises the situation: What needs to be resolved or improved? Think about which of you has these superpowers and therefore can lead this Action of the game.

## RESPECT

Persons or groups:

1. ....
2. ....
3. ....
4. ....

- How is the person coping with the situation?
- Which of her/his needs are currently threatened?
- How does she/he try to fulfil them?

What exactly is the problem, what needs to be changed?



### Which persons are involved?

The team has to identify the three to four most important persons in their starting situation. Persons involved can be the actors from the person cards, but also others.

Pupils can think of persons who are directly affected by the situation, stakeholders, profiteers and decision makers. They may need help to choose the most important 3-4 persons in this Action.

When the team chooses a group of people to be involved, they should think of one person who gives a voice to this group.

## RESPECT

Persons or groups:

1. ....
2. ....
3. ....
4. ....

- How is the person coping with the situation?
- Which of her/his needs are currently threatened?
- How does she/he try to fulfil them?

**What exactly is the problem, what needs to be changed?**



### About the task:

The task is to empathise with the involved persons, one after one:

- How does the person feel about the situation?
- Which of her/his needs are currently threatened?
- How does she/he try to fulfil them?

## RESPECT

Persons or groups:

1. ....
2. ....
3. ....
4. ....

- How is the person coping with the situation?
- Which of her/his needs are currently threatened?
- How does she/he try to fulfil them?

**What exactly is the problem, what needs to be changed?**

In this Action, pupils shall gather more info about the situation.

## Action 2 – EXPLORE

### Get more info

One of your team can best guide this process with his or her special skills. She or he has the challenge of identifying what is the most appropriate information for your problem.

It is too early to make a plan before you have gathered all the necessary information. Think together about what you still need to know before you develop a strategy.

- *Find topics and keywords to search in the net*
- *Try to find numbers and facts about your topic*
- *Also think of stories or reports about similar situations*
- *Can you find information about legal regulations?*

## EXPLORE

Write down the topics on which you can search for further information here:

### Sources of information

- Experts (people who have training and/or experience on the topic)
- The QR code on your Topic card
- Newspaper articles
- Textbooks, non-fiction books, Wikibooks
- Trusted sites on the internet:



Summarise the most important information here:





### Action 3 – PRIORISE

#### Define Strategies

... you have the superhero among you who helps the team to collect the best **possibilities** or options for your problem. You want to **find** a solution that is good for everyone involved and at least not worse for others or the future! He or she **guides** the following process.

Find 3-4 strategies to improve the problem. Summarise each strategy or option in a clearly understandable sentence.

## PRIORISE

Strategies for solving the problem are good if they work for



- the person concerned
- the others
- all together in the future

represent an improvement or at least not a worsening!

### OPTIONS

Option 0: The situation remains as it is now. Nothing is changed.

Option 1:

Option 2:

Option 3:

Option 4:



## Action 4 – DECIDE

Find the best possible strategy

This is easy your team, because you have the superhero among you who can guide and promote the decision-making. He or she has the Consensing tool at his or her disposal.

DECIDE



Evaluation table

	Consent	Objection	Resistance
Option 0			
Option 1			
Option 2			
Option 3			
Option 4			

Best Option:



## Action 4 – DECIDE

### Find the best possible strategy



Both hands down means: I can fully go along with this solution; I agree. This is also called consent.



One hand down and one hand up means: In principle, I can also go along with this solution, but I have reservations. I have an objection.



Both hands up means: I cannot support this solution because I see one or more essential values of myself or our community endangered by it. I have a resistance.

DECIDE



Evaluation table

	Consent	Objection	Resistance
Option 0			
Option 1			
Option 2			
Option 3			
Option 4			

Best Option:



## Action 5 – CONTACT

*Get in contact!*

Congratulations! You have almost made it! You have a clear solution to the problem!

You are clearly ahead of the people involved. Well, the best thing to do now is to get them on board in the last Action so that they also become part of the solution. But how?

No problem, one member of your team has the superpowers to make contact to persons and address their needs!

## CONTACT

We want to get in contact with these persons:

1. ....
2. ....
3. ....
4. ....

### Contact in four steps

1. Describe the starting situation
2. Describe the consequences
3. Propose a solution
4. Ask for consent

### Formulate clear sentences!

**Be sensitive** to the situation and the needs of the person!

It is important that the person being addressed feels understood and not attacked!



## Level 4 - Evaluation

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Congratulations! When you get here, you have found a solution to your problem together as a team! And furthermore, you have thought about how to explain it to the persons involved so that they can accept it.

Now you can finally get points for your solution! Which team will be the winners?

### Teamwork:

	Player 1	Player 2	Player 3	Player 4	Player 5	Sum +
He/she has contributed to achieving a good solution (max. 5 points)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
He/she made sure that the rules were followed. (max. 5 points)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
He/she was able to lead the Activity he/she was responsible for. (max. 5 points)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
He/she has involved everyone in the team. (max. 5 points)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
						<input type="text"/>

1. Self-Evaluation of the Teams and Preparation
2. Presentations of the solutions
3. Scoring
4. Celebrate

Total points for initial situation (level 1)

### TOTAL EVALUATION:

★ Points

Points for teamwork (total)

Points for solution (best option from level 3)

Sum



**Thank you very much for facilitating the ACT-Game!**