



# ACT-Game

## The Active-Citizen-Team-Game

### Manual for Teachers

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## About the 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.

In a playful way, they deal with burning socio-political issues and train skills that they need to ACT as responsible citizens:

- *Empathy, to recognise 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.*

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!

**We wish you much success and valuable moments with your class!**

In the **Module Guide for the implementation of the materials in school**, Module 3, you find lots of more ideas and opportunities how to use parts of the ACT-Game in your lessons or workshops.



## General information

- The class is divided into teams of five members. The teams play autonomously.
- You need to print the playing materials.
- For some tasks pupils will need a smartphone.
- The game is played on four levels. Each level is different.

### *Duration of the individual levels*

<b>Level</b>	<b>Activity</b>	<b>Setting</b>	<b>Duration (in minutes)</b>
<b>1</b>	Development of the initial situation	<i>Team</i>	<b>10</b>
	Evaluation of the initial situations	<i>Team, Class</i>	<b>20</b>
<b>2</b>	Invoking the avatars	<i>Team</i>	<b>10</b>
<b>3</b>	Respect	<i>Team</i>	<b>15</b>
	Explore	<i>Team</i>	<b>15</b>
	Prioritise	<i>Team</i>	<b>15</b>
	Decide	<i>Team</i>	<b>15</b>
	Contact	<i>Team</i>	<b>15</b>
<b>4</b>	Evaluation	<i>Team, Class</i>	<b>30</b>

Levels 1 and 2 can be played within one school lesson.

Level 3 should be played through in one piece, if possible, so that the players can get into the right mood and are not torn out of the flow of the game at an early stage. It would be good to have a double lesson available for this.

Then, the evaluation can be done right after the game. If the game cannot be played through in one piece, it is important that the teams keep their Game Boards and Superhero cards for further play or you collect them to be on the same side. Remind the class of the objectives of the game and the rules at the beginning of the continuation.

### **Level 1**

On level 1, each team develops an exciting starting situation (a problem to be solved) with the help of four drawn cards. Afterwards, the teams present their story to the class and receive points for it.

### **Level 2**

To solve the problem of their initial situation, the teams need the help of the avatars. They have to match condition cards correctly to the basic need it belongs to. The QR-code on each card leads to the solution.





### Level 3

Each team member has become an expert in a particular basic need through the super power card they received at level 2. This team member takes the lead in the related activity so that together they can find a good solution to the problem in their initial situation.

### Level 4

The individual teams present the solutions they have found to the class and receive points for this again. The winner is the team with the most points.

## Preparation:

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All materials you need for the application for the ACT Game in your classes are available as printable templates on the project website. Each of the four game levels requires its own materials, which are described below. Every team receives a Game Board for each of the four game levels (all in A4). Levels 1 and 2 also require playing cards, which you can also simply print out. The number of materials needed depends on the number of teams (see " This is how it works "). Always keep a Game Board for yourself as well.

The best way to prepare yourself for using the game in class is to read this manual until the end. In this manual, you find all necessary information to explain the game to the pupils. You should also familiarise with the 4 Game Boards, the cards, the Instructions for Superheroes and the texts to the QR-Codes.

In Module 4 of the Guide for Teachers, you find a summary of the ACT-Game and its use.

### **Overview of materials needed in each level per team**

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#### *Level 1:*

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- *Game Board 1*
- *40 Person cards*
- *24 Location cards*
- *24 Topic cards*
- *For this level, you can alternatively hand out prepared starting situations instead of the cards. In this variant, the mutual evaluation is not carried out and the teams can only make an internal evaluation of their teamwork.*



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*Level 2*

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

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*Level 3*

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- *Game Board 3*
- *The five Superhero-cards of level 2*
- *Handout „Instructions for ACT-Superheroes“*

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*Level 4*

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- *Game Board 4*

The **cards** can either be printed on both sides or on different coloured paper so that they can be visually distinguished from each other. They need to be cut to size, but can be reused.

The **Game Boards** contain the most important information. They can replace the manual, provided that all the necessary explanations are given by you. They also contain empty fields in which the students can make notes.

## How to present the game to the class

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As an introduction to the game, you can do a short brainstorming session with the class to collect topics on what they think needs to be improved or changed in today's world.

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 these topics the pupils will find in the game and the task is to first develop an interesting starting situation. By playing the game, they acquire step by step tools and skills to deal with this problem in a cooperative way. The tools and skills they train through play will be of great importance in future society

## This is how it works:

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The ACT game is played independently in the class in teams of five pupils. Divide the class into teams of 5 members each. If there are four students left, they can form their own team. If three students remain, divide them among the other teams.

If necessary, rearrange the tables so that the teams can sit around one table and work in a concentrated way, as far as possible undisturbed by the other teams.

At the beginning, give an overview of the game and explain the rules. It is very important, that a supportive working-climate is provided.

If possible, write the rules clearly visible on a sheet of paper or the blackboard. You also find a template as APPENDIX.

*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!*

Make clear that all teams should work independently, but that you will always be available if the pupils have any questions or need anything else.

Explain each level as you start and then hand out the materials needed (see chapter Preparation). Ask if there are any questions.



## Level 1 – Develop the story

### Materials needed for each team:

- *Game Board 1*
- *40 Person cards*
- *24 Location cards*
- *24 Topic cards*

Each team has to develop their own interesting starting situation by the help of the cards.



Pupils shall draw two cards out of the pile of the person cards and one card of each of the other two piles. You can explain the task like this, for example:

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



Explain the task to the pupils. What can be a challenge? The challenge comes from the mixture of the cards drawn, the imagination and the knowledge of the teams. It should be an interesting problem that will be the starting point for the ACT phase (level 3) later in the game.

**To the topic card:** Every topic card contains a QR code. This is not necessarily needed at this level. The teams will need it at level 3. But it may inspire the pupils by the development of the starting situation.

#### How to use the board:

With your explanations and the board, the teams should be able to work independently. They can place the drawn cards on it, they find the cooperation-rules and they can also insert their starting situation in the respective field.

#### 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:

The evaluation takes place in plenary. This is your opportunity and challenge as a teacher to facilitate the process, give feedback to the teams and offer your support in the next Actions if a team's story is not so suitable to be continued.

Each team presents their story to the others. After a team has presented its starting situation, it receives points from the other teams for the first three criteria in the table

- Is the story interesting?
- Is it logical?
- Does it describe a problem or a challenge that can be worked on at the further levels?



Each team can award the presenters 1-5 points per category. A really interesting story is worth five points. If the story is not so exciting, the team will receive fewer points.

For the "Likes" criterion, any student who is not part of the presentation team can donate a "Like" to the team if they like the story.

In the criterion "Teamwork", each team can award itself 1-10 honest points. "We worked really well together and everyone was involved" would be ten points. If the teamwork didn't work out so well, they shall award themselves by fewer points accordingly.

Example for 30 pupils (6 Teams):

Criteria	Points to be awarded	Sum
interesting	max. 5 per Team	max. 25 points (5points x 5teams)
logically	max. 5 per Team	max. 25 points (5points x 5teams)
challenge	max. 5 per Team	max. 25 points (5points x 5teams)
likes	1 per Pupil	max. 25 points
teamwork	max. 10	max. 10
<b>Sum</b>		<b>110</b>

### Alternative for younger pupils

If you do not believe that your students can create their own useful stories as starting situations, you can alternatively use prepared starting situations. Some are added as APPENDIX, but of course, you can also develop specific starting situations that fit to your lessons. You have more opportunities:

- *Use just one common situation – then every team of the class has to find its best solution and they can compare the outcomes and discuss them.*
- *Use different starting situations (one for every team) - Every team gets its starting situation at random.*
- *Use different starting situations (one for every team) - Every team can choose the starting situation they want to deal with.*

Whichever variant you choose, in any case the evaluation of the starting situations falls away.



## Level 2 – Get your Avatars

### Materials needed for each team:

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

Level 2 is again played by the teams individually. 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.

You can read this short text to introduce the pupils to this level:

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.

Now, each member of the team after the other turns over one of the cards from the pile.

### This is the instruction for further action:

The player who provides the team with the smartphone starts. He or she takes the first card from the pile and reads out the condition. Then he or she thinks about which need this condition belongs to and then tells the need, for example "freedom".

Think together in the team whether this can be true. It may happen that a condition fits more than one need. Then jointly think about to which need it fits most.

To find out if your team member is right, you can scan the QR code on the card. If the need is right, he or she can place the card on the lowest field in the area of the corresponding need. If it is not, the card goes back to the bottom of the pile with the back side facing up. Then it's the turn of the next member of your team.



Place each **first** correct condition card in the **lowest** field of the matching need. Place each **subsequent** correct card in the space **above** the previous card. 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. He or she is now the **superhero** of this need. The others continue in turn until all have an avatar and have thus become the superhero of the respective need.

Congratulations! You have passed the test and are now ACT Superheroes!

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!

### 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*

Each team gets one Game Board 3 and one handout „Instructions for ACT-Superheroes“, which contains all the necessary explanations. Remind the pupils of the rules presented at the beginning of the game. The aim is for all teams to complete the tasks autonomously and on their own responsibility.

This phase is the core of the ACT-Game, in which the pupils in the teams deal intensively with social and socio-political issues and learn new methods and skills. The five Actions given on the board represent good practice on how to develop a strategy to solve problems in the best possible way. Please be prepared to support the teams in this level if there are any uncertainties.





The 15 minutes given for each Action are for guidance only. If a group completes an Action in less time, they can move on to the next Action and take a little longer there. Level 3 takes about 75 to 85 minutes in total. You can start introducing this level like this:

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.

Each of the 5 team members has to lead an Action. Some will do this very well; others may find it challenging. You can support the class by making sure the rules are followed and pointing out that this is an exercise where everyone can try out this role and the others can support him or her.

If it is unclear who should lead the activity, you can help the team. The words in **bold** in the game instructions can also be found on the matching superhero cards.

<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".

**BOARD 3** You have 15 minutes to complete each of the 5 actions!

**RESPECT** → **EXPLORE** → **PRIORISE** → **DECIDE** → **CONTACT**

**Persons or groups:**

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

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

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

Summarise the most important information here:

**Sources of information**

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

**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:

**Consent**

**Objection**

**Resistance**

**Evaluation table**

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

**Best Option:**

**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!**

## Action 1 – RESPECT

### Recognise the different needs

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.

### 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.

### 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?



Now, as the team has acquired a conclusive overall impression of the situation, they can write a short summary of the situation:

What needs to be resolved or improved? It is not yet a question of HOW the team wants to improve the situation. It is only about WHAT is wrong with the situation FOR WHOM and therefore what should be improved.

## Action 2 – EXPLORE

### *Get more info*

In this Action, pupils shall gather more info about the situation. The idea is to encourage them to

- Ask critical questions
- Learn about reliable sources
- Identify the most important information

Maybe pupils need your help in choosing topics to learn about. Help them to focus on what is feasible. If they have questions about which sources they can trust, draw their attention to the QR code on the board. It leads to more information about reliable sources on the web.

At the end of the exercise, pupils are asked to find the funniest solution for their problem. This exercise is not just for fun, but has a psychological background: making a joke opens up new perspectives and creates new associations in the brain. It is a more creative way to approach a problem.

## Action 3 – PRIORISE

### *Define Strategies*

The next Action of the ACT game is to revise the options in terms of the question "What is a good solution?". The students find the criteria for a good strategy on their boards. A good solution can also include reasonable disadvantages for persons if, at the same time, there are improvements for them that can compensate for the disadvantages. If this is not the case, however, the persons concerned will hardly agree to this solution. If you are asked about this issue, you can bring this example.

**Example**

*A family is trying to reduce its electricity consumption. This implies restrictions. (Need for freedom). On the other hand, it also brings a good feeling of being responsible with our resources (Freedom) and saves money (Power). The family comes together and thinks about what measures they want to take (Power, love and belonging).*

In this phase of the action, before the team makes a decision, it is important to use the full potential of the team and be aware of all the possibilities that were discovered in the previous Actions.

The teams' task is to find 3-4 good strategies to improve their problem. Maybe the pupils need your help to formulate the option-sentences. Help them to write down clear and easy to understand sentences.

**Action 4 – DECIDE*****Find the best possible strategy***

With the help of the instructions in their manual and on the board, the teams should be able to consent their best solution autonomously. With the QR-Code on their boards, pupils can also watch a short video explaining the consenting-process.

A team may need your help if there is one or more resistances in consensus building. Help the team to get into the mindset of seeing this resistance as a sign that the best possible solution is not yet in the list. Support the pupils to use all arguments to find an even better solution to which there is no resistance. Ask the team member who has resistance what he or she needs to agree to the solution.

**Action 5 – CONTACT*****Get in contact!***

With the help of the instructions in their manual and on the board, the teams should be able to do this Action autonomously. Pupils may need your help to choose the most important persons to be contacted. Encourage them to also involve powerful persons, who can influence the situation from the top.

You may also assist a team by formulating their proposal to the persons they want to contact. Make them aware of the difference between describing and interpreting. Help the pupils to be empathic with the person they contact to be able to find the right words.





## Level 4 - Evaluation

### Materials needed for each team:

- *Game Board 4*

Now comes the final evaluation. Hand out one level 4 Game Board to each team. The pupils remain seated at their team tables. You can moderate the process this way:

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?

The pupils stay in their teams and evaluate their teamwork in a first step. In a second step, the whole class is involved. For this, pupils need their game boards 1 and 3 and their notes.

### 1. Self-Evaluation of the Teams and Preparation

First, the team members score each other internally regarding their contributions and cooperation. Remind your pupils to take the task seriously and give each other honest feedback.

#### *Evaluation of Teamwork*

The teams use the table *Teamwork* to insert their scores.

For each criterion, each team member can get up to five points from his colleagues. If they find he or she did a great job, they award him or her five points. Zero means: criterion not fulfilled at all. In this way, each team member can get a maximum of 20 points (4 criteria and 5 points). The team can thus acquire a maximum of 100 points in total.

#### *Total evaluation*

For the total evaluation, the teams use the second table on their Game Boards, called *Total evaluation*.

Before doing the final evaluation with the whole class, they prepare the table by entering the points of the previous evaluations:



- Each team first inserts the points for Level 1 - starting situation in the green field in the middle at the bottom of the table. They will find the sum on their Game Board 1.
- In the row "Teamwork" they insert the total scores of the self-evaluation from the table above.
- The third row contains the evaluation of the solution the team has selected. They get their points this way:

## 2. Presentations of the solutions

One after the other, the teams present to the others how they have further-developed their story.

- ➔ What solution have they found to their problem?
- ➔ In which way this improved the situation of the involved persons?

## 3. Scoring

Each team awards points to the other teams. The capital of points of a team are the points it has earned in level 1. These points can now be distributed among the other teams. The team with the best solution receives the largest share of the points. The team whose solution they like least receives the smallest share. Now mathematical skills are called for! The sum of the points awarded must correspond exactly to the team's own points capital.

### Example

*A team has received 94 points at level 1 for their starting situation. This is their capital. There are four other teams. They give 35 points to the team whose solution they like best. The others receive 25, 20 and 14 points.*

The teams give their scores one after the other and write down their own points.  
The team with the most points is the winner.

## 4. Celebrate!

The class can now award the winners, as you brainstormed and decided before the start.

*That was the last level of the ACT game and you have arrived at the end.*

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



## ACT - Copy templates

### Cooperation Rules

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

*The instructions 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!*



## Starting Situations

### Starting situation 1

*Persons: Worker, Lobbyist*

*Location: Rainforest*

*Topic: Waste*

A lobbyist is on a tour through the rainforest during his holidays. 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.

### Starting situation 2

*Persons: 3 pupils, Influencer*

*Location: Court*

*Topic: Climate*

The father of 3 pupils has filed a complaint against a well-known climate-activist. He accuses her of influencing his children to their disadvantage. The case is now to be settled in court.

### Starting situation 3

*Persons: Captain, Handicapped Person*

*Location: Parliament*

*Topic: Tolerance*

There is a heated debate in parliament. Once again, a captain has let 57 shipwrecked refugees onto his ship. An assembly member demands that the money the refugees cost should be given to the disabled people in the country.



**Starting situation 4**

*Persons: Journalist, Teacher*

*Location: Island*

*Topic: Tradition*

For a documentary, a journalist travels to a distant island to write about the traditions there. The teacher tells him that boys are excluded from school because they do not need an education for hunting and other hard work.

**Starting situation 5**

*Persons: Boss, Refugee Family*

*Location: School*

*Topic: Equality*

A pupil desperately tells his teacher that his father had an accident at work but cannot go to the doctor. As a refugee, he works illegally in the company and must not betray his boss.

**Starting situation 6**

*Persons: Doctor, Scientist*

*Location: Sea*

*Topic: Economy*

A doctor is collaborating on a study within cancer research. In a nature reserve, they have discovered a rare coral species whose cells are resistant to cancer. A marine biologist warns that researching and exploiting this coral would disrupt the microclimate, which would have fatal consequences for the entire region. He also accuses the doctor that the study is only about economic interests, as it was commissioned by a large pharmaceutical company.



## Contact in four steps

### Contact in four steps

#### **Describe the starting situation**

- *Make sure that you describe and do not judge.*
- *Describe neutrally and without blame.*

#### **Describe the consequences**

- *What disadvantages does this situation possibly have for the person and others involved?*
- *What needs are endangered for the person and others as a result?*

#### **Propose a solution**

- *Formulate the solution you would like to propose.*
- *Describe how it better will meet the basic needs of the involved persons.*
- *If the proposal also brings disadvantages for the person addressed, show what advantages could compensate for these.*
- *What will he or she win instead? Maybe it is another way to fulfil one need of him or her?*

#### **Ask for consent**

*Ask your partner, what he or she thinks about your proposal and under what conditions he or she might agree.*