



# ACT-Game

## The Active Citizen-Team-Game

### Instructions for Superheroes

#### **Authors**

Susanne Linde & Klaus Linde-Leimer, Blickpunkt Identität

#### **Layout**

Pantelis Balaouras, GUnet, Klaus Linde-Leimer, Blickpunkt Identität



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## ACT-Game Level 3

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All right! Now you are ready to act! Solve the problem of the starting situation you developed at level 1- or at least improve it! Now that you have your avatars' superpowers at your disposal, you naturally have the skills and tools to do so.

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.*

The ACT-level consists of five individual Actions. Each Action is led by a different member of your team.

**IMPORTANT!** Leading one Action does NOT mean that you should do everything on your own. On the contrary, your tasks are to make sure that everyone is involved, ask questions and summarise at the end.

This is an experience-oriented game. You can get the most out of it for yourself if you step out of your comfort zone. Take the opportunity to try out new roles, discover new strengths and dare to make mistakes.

**We wish you an exciting experience with the Game!**

## This is how it works:

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According to the board, you start with the Action “Respect” and complete your Actions with “Contact”. Your team has **15 minutes** for each Action.

### 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.

*Think about the starting situation you developed at level 1 of the game.*

#### 1. Which persons are involved?

The task is to identify the three to four most important persons in your starting situation. Persons involved can be the actors from the person cards, but also others. Think of persons who are directly affected by the situation, stakeholders, profiteers and decision makers. Choose the most important 3-4 persons in this Action. It can also be that a whole group of people in your story is significantly affected. In this case think of one person who gives a voice to this group.

Example: The workers in a factory are affected by bad working conditions. Imagine that the workers have a speaker who represents them.

*List these three or four persons on your board.*

#### 2. Put yourself in the shoes of the persons involved by empathising with their needs.

You will find instructions on the game board.

#### 3. short summary of the situation:

Now, as you have acquired a conclusive overall impression of the situation:

#### *What needs to be resolved or improved?*

It is not yet a question of HOW you want to improve the situation. It is only about WHAT is wrong with the situation FOR WHOM and therefore what should be improved.

*Write a short summary of the situation on your board.*

## 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?*

On the game board you will find further hints to sources of information. You can also use the QR codes on the topic cards to get more information. Take your time and find as much additional information about the problem as possible.

*Summarise the most important ones in the appropriate field at the bottom of your game board.*



*If you still have some time: Think of the funniest solution to the problem!*

## Action 3 – PRIORISE

### Define Strategies

What do you want to do next? You know what you want to change and have gathered more information. You probably have several options for action, but what is the best strategy?

*On your game board you find an image with the criteria to find good strategies.*

IMPORTANT: 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 need more info on that, ask your teacher.

You have now reached a very important point where most people - even powerful decision-makers - lose the courage and strength to really stick with it. But you are not satisfied with a short-term solution, because ...

... 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.

*Record the sentences in options 1 to 4 on your game board. If you only formulate three strategies or options, option 4 remains empty.*

#### Action 4 – DECIDE

##### Find the best possible strategy

Which one of the options do you choose now? If you take a simple vote, those in the team who voted against it may feel left out and important objections may be overlooked. Therefore, it is better to choose the consensing method. Instead of "who's for it and who's against it", the solution to which there are the fewest objections is sought.

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.

Have a look at the list of the options you wrote down in Action 3. Now it is time to decide as a team which of the strategies you think is best. Find the option with the least objections. If you scan the QR code on your board, you can watch a short video explaining the technique of systemic consensing.



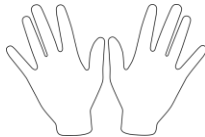
Both hands down means: I can fully go along with this solution;  
**I agree.** This is also called **consent**.





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.**

### ***Instructions for the superhero who leads the process:***

First read out option 0 to your team and ask for everyone to give their hand signal to this option at the same time. You may of course also give your hand signal.

*For each option, enter the number of hand signals in the table on your game board.*

For example, if there is one consent (both hands down), one objection (one hand down, one hand up) and two resistances (both hands up) to option 0, enter it in the table like this:

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

*Do the same with the other options in turn.*

**Solution:** The best solution is the option that has the least objections and no resistance. If there is no option with no resistance (both hands up), choose the option with the least resistance and ask what values the team member feels are at risk. Also ask them what would have to be changed in this option so that they have no resistance to it. Ask the others if their evaluation of the option has changed as a result of hearing this. If the resistance is not withdrawn, an even better solution must be found together. If you need support, your teacher can help you with this.

*Note the strategy the team has decided on at the bottom of the game board.*

## 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**!

And so, the circle closes, because for this you need the insights from Action 1:

First, think about which persons you want to contact for this Action. If there are different important persons from those listed in Action 1, for example important political decision-makers, think also on them. Write the four most important persons on your game plan.

*Imagine that you directly address one person after another. Write down on a piece of paper what you want to say to each person.*

➔ *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.*

Use these four steps to contact the other person and formulate your proposal. It will help him or her to understand and really think about your proposal.

## 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.*

*You did it! We invite you to use what you have learned as often as possible and to continue practising with it. No matter what you want to use these skills for in the future, ...*

**...we wish you every success with it!**