

WHEN THE GAME ENDS....THE CLASS DEBRIEFING:

(1) Play until all the PROBLEMS get solved or a necessary time limit is reached or players feel they can't solve any more PROBLEMS. The main value of the game is the discussion, the interplay of teacher and players, the collaborative process within the group. I would not stress the winning and losing of the game.

(2) The last phase of the game is THE DEBRIEFING. This is important, so reserve at least 15 minutes for this process. The whole class, still in groups, turns to the teacher. The idea is to get the class back together as a whole for a sharing of information.

(a) Ask each leader to tell everyone else what his or her group rated as their most important PROBLEM, why they picked it, and what RESOURCES they thought would best solve it.

(b) Because the teacher has an overview of the concerns of all the groups, it is often useful to get groups to share perspectives. For example, the teacher might ask the leader of Bear Tribe to tell the entire class how that tribe solved its Famine PROBLEM. "However, Mighty Antlers Tribe also had a Famine PROBLEM, but had some different ideas about solving it. Would the leader of Mighty Antlers tell the class how they handled Famine?" In this way various perspectives are brought out.

(c) It could also be useful to deal with the PROBLEMS which were not solved. Have groups name them and summarize the difficulties they had getting solutions. Perhaps some new ideas might be invited from other groups.

FINAL REMARKS:

(1) The teacher should note the open-ended quality of the concepts. Not all RESOURCES, for example, are as specific as FOOD. You should also have some general ones such as KINDNESS. Do youngsters see a use for KINDNESS in solving PROBLEMS?

(2) I have used the game as a test and you may wish to do the same. I have run the game with the same class at the start of the year, then mid year, and at year end, making some notes for myself. I thus assess how the class has matured in its social skills, its ideas and how all the class interacts. Really, as I say in half-jest to other staff, I am testing how well I've been teaching all year.

Any questions about this or any of our many other co-operative games should be sent to: **FAMILY PASTIMES, RR 4, PERTH, ONTARIO, CANADA K7H 3C6.** Ask for our current catalog.

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A CO-OP SIMULATION GAME FOR GROUP USE

AGES: 8-12

PLAYERS: As few as 6, as many as 36.

CONTENTS: 36 colored items, 24 PROBLEM CARDS, 48 RESOURCE CARDS, Rules.

GENERAL REMARKS:

This is a game for small & large groups of children with a grown-up or two to supervise. It is not a family type of game. The game creates chances for discussion in a non-threatening, non-competitive atmosphere.

OBJECT OF GAME:

Thru discussion & play to solve the PROBLEMS in the simulated society with the RESOURCES made available. This requires a cooperative effort by all the players involved. The players may or may not be told this ahead of time, depending on what other objectives a teacher may wish to realize.

TEACHER PRELIMINARIES:

(1) The teacher may use the PROBLEM & RESOURCE CARDS like Flashcards to make sure the group understands what each card means or could possibly imply. This may involve some preliminary explanation of the symbols and concepts involved. "What does this card say?" "What does the picture on the card tell?"

(2) Since the class will be broken up into different social groupings, the teacher with or without prior discussion with the class should decide ahead of time what concept to use to define the social fragments. Tribes? Neighborhoods? Countries? Nations? Announce this to the class before the game begins.

(3) The colored items are used to break up the class into the social groups, so beforehand, the teacher should count an appropriate number of colored items to suit the number of people playing. The maximum number possible is six groups of six members each. For best results, try to have no fewer than six groups, but each with no fewer than three members. Of course, if you have fewer than 18 players then have fewer than six groups.

CLASS PRELIMINARIES:

(1) The teacher holds the colored items so the colors cannot be seen. Each player comes forth and picks one item. When everyone has a color, the teacher tells all the BLUES to go to one corner of the room, GREENS to another corner, and so on. The teacher now gathers all the colored items. Keep the groups far apart so they are definitely distinct, clearly separate.

(2) Each group now decide on its own name. The name should be in keeping with the over-all concept decided on ahead of time. Eg., if tribes are the governing concept, then each group call itself something like Bear Tribe or Meadow Run Tribe, etc.

(3) Each group elect a leader.

(4) Each leader come forth to the teacher to receive PROBLEMS & RESOURCE cards. The teacher shuffles the PROBLEMS thoroughly and deals them out one by one to the leaders. If there are any extras, the teacher picks at random a colored item to determine which groups gets the extra(s). Now shuffle and deal out the RESOURCE cards, including any extras, in the same way. If a teacher's time is limited, consider using fewer cards. Eg., deal out only 2 to 3 PROBLEMS per group, but keep all the RESOURCES in the game.

(5) Leaders return to their groups with the cards dealt and each group now follow the instructions for play which the teacher calls out.

WHAT HAPPENS WITHIN THE GROUP:

(1) Each leader spread out the PROBLEMS your group has and must solve. Now put down all the RESOURCES you have to work with in solving your PROBLEMS. Keep both kinds of cards spread out in separate areas.

(2) Each group now arrange your PROBLEMS in order of importance. Be prepared to tell why you decided on your particular ordering of them. Consensus has to be reached. That is, everyone has to agree on the order.

(3) Now each group discuss and decide what RESOURCES to use to solve each PROBLEM. Again, consensus is needed to solve a PROBLEM. The RESOURCE cards used are put on top of a PROBLEM card. Players use one RESOURCE card

or a combination of more than one RESOURCE card to solve a PROBLEM. To show that a PROBLEM is solved, put the RESOURCE cards solving it on top of the PROBLEM card. Those RESOURCES are now used up and cannot be used on any other PROBLEM. Maybe some PROBLEMS cannot be solved right now. Put them aside for the time being. **(NOTE TO TEACHER:** When circulating later on, you should press groups to defend why only one RESOURCE card was used and why not more.)

(4) Remember, ideally, the game is won only if all the PROBLEMS in the class (our world) are solved. Let's do our very best. No PROBLEMS in any part of the world should be left unsolved. If one nation (tribe, etc...) succeeds in solving all its PROBLEMS, but another nation is still troubled with a PROBLEM then the game is not really over.

TEACHER INPUT:

When the groups are busy discussing how to solve their PROBLEMS, the teacher circulates from group to group, sitting in for a few minutes getting a sense of what each group is doing as well as a feel for what the entire class is doing. Sometimes, the teacher may want to start joining the groups when they are discussing how they see the order of importance of their PROBLEMS. Whenever the visiting begins, the teacher tries to help all of the youngsters to articulate their feelings and thoughts more precisely. The teacher can also review in a group the PROBLEMS it has already covered, making sure that solutions make sense to everyone. Find out why some of the PROBLEMS aren't solved with the RESOURCES on hand. Finally, the teacher may have to initiate interaction between the groups.

GROUP INTERACTION:

As it becomes obvious that various groups do not have the RESOURCES to solve PROBLEMS on their own, if they don't spontaneously begin interacting and trading RESOURCE cards, the teacher should initiate it. "When I was over visiting Bear Tribe, I noticed they had extra Food and you need some. Why don't you send your leader over with some of your extra RESOURCES and see if you can make a trade." Leaders thus go on Trading Missions with extra, unwanted RESOURCES. They bring back RESOURCES to their own groups and try again to solve their group's PROBLEMS. More than one trade may be necessary. Encourage groups to solve at least their top three PROBLEMS, if it looks like they can't do them all. "Solve the top priorities!"