

The Wealth of This Village:

The Village Resource Mapping Game



One-Sentence Description of Game:

This game helps Community-Based Facilitators learn about the goals and process of the village resource mapping exercise.

Game Summary:

Players experience an abstraction of all steps of the Village Resource Mapping exercise. This includes the creation of the village map with zones, identification of residents living in different zones, brainstorming the different varieties of capital available in different zones,

Core Player Experience:

Players will be excited and curious to learn about the imaginary village they are visiting in the game. They will be intrigued by the different kinds of capital that are available.

Number of Participants:

1 to 4

Gameplay Length:

approximately 1 hour

Game Genre or Systems:

Tile-based board game to generate the village.

Village residents and with capital identified by random card decks.

Target Audience:

Community-Based Facilitators

Learning Objectives:

By the end of this exercise, participants will:

- Understand the purpose of the Village Resource Mapping exercise
- Experience each step of the Village Resource Mapping exercise, the goals of each step, and how each step supports the overall purpose of the exercise.
- Conceptualize and identify different forms of “capital”, including economic capital, environmental capital, social capital, human capital, political capital, etc.

Game Structure:

- **Goal - what are the players trying to do?**
 - Players take on the role of community-based facilitators in gathering information about the village, in order to identify the most resources possible. This includes creating a map of the village, determining who lives in which parts of the village, and identifying resources. Because they are creating a fictional village, their goal in this game is to create the “most rich” village they can by identifying different kinds of capital. They cannot succeed unless they appreciate all the different kinds of capital that are available.
- **Actions - how are the players going to do it?**
 - In Phase One, players create the map of their own village. Each take turns turning over tiles which represent pieces of a village and placing them on the table in front of them. Together, these tiles create a map of an imaginary village. These tiles will include particular locations like medical clinics, schools, water access, agricultural fields, committee meeting places, households, etc.
 - In Phase Two, players turn over cards assigning village residents to different parts of the village. Different villagers will possess different types of capital. Some will require different types of buildings to unlock bonuses (teachers, health professionals, etc).
 - In Phase Three, players assess the different types capital in the village and earn a score based on the summation of all the different types of “wealth”. They also receive bonuses for capital they can access in neighbouring villages (for example, if they don’t have a health clinic in their village but can access one nearby).

- **Mechanics - detailed description of what the players are interacting with (e.g., dice, cards, game boards, etc.)**
 - In Phase One, players are revealing tiles and placing them one by one on the table to create a village map with key buildings identified.
 - Village sites may include agricultural fields, health centres, schools, shops, meeting places, water sources, electricity generators, places of worship, walkways, NGO offices, etc.
 - In Phase Two, players are selecting cards which display village residents.
 - Different resident cards detail the different skills of residents, which result in different types of capital. Cards may include farmers, teachers, health experts, shopkeepers, political leaders, religious leaders, family heads, people with higher levels of education, elders, vehicle owners, mechanics, etc.
 - These residents may receive bonuses if they are paired with buildings, such as farmers with fields, teachers with schools, health experts with clinics, social organizers with committee meeting points, etc.
 - Each zone of the village can have two residents. Capital of the same type does not add in a zone. Players must strategically place resident cards in useful places to maximize their score.

- **Resources - what is required to play**
 - Village Map Tiles (can be printed on paper and cut out)
 - Village Resident cards (can be printed on paper and cut out)

- **How does the structure relate to the learning objectives?**
 - The game will focus on detailing the benefits of identifying as many different types of capital in a village as possible. Players cannot win if they only focus on economic or physical resources.
 - The game will emphasize the different steps of the village resource mapping process. Players will understand that they have to work with residents to create the village map, identify residents, and identify the value that everyone can bring to the project.

- **Challenges or issues still to resolve:**
 - In the game, the players will be tasked with strategically creating a map and assigning residents to parts of the village. This does not directly align with the real-life process of working with residents on *identifying* members of the community who bring different skills to the project. This can be mitigated through debriefing, but we will have to discuss whether this is acceptable.

Debriefing points:

- What kinds of capital were identified in the game? Which were familiar? Which were surprising to you, or represented a different way of thinking about resources?
 - Connect this to “livelihood frameworks” or other representations of capital

- Why is it important to recognize the different skills, abilities, and assets of all people in the community?
- How are the game and reality related? How are they different?
 - In particular, emphasize that in the game, players are creating the map and assigning where residents live. However, in reality, facilitators are supporting the community in identifying the existing map of the village and traits in people who already live there.

Inputs:

If used in a larger training context, this game can use as inputs:

- Village maps created by different games, exercises, or real-life data
- Resident profiles created by different games, exercises, or real-life data
- Examples of capital created by different games, exercises, or real-life data

Outputs:

If used in a larger training context, other games or exercises can build on the following outputs produced by this game:

- Imaginary village map
- Complete village resource map

Reference Pages:

- Pgs 58 to 61

Reference Games:

- Tile map system is like the recreational games “Kingdomino” or “Betrayal at House on the Hill”

Are We Agreed?

The Consensus-Building Game



One-Sentence Description of Game:

How can many different points of view be respected when only one goal can be set?

Game Summary:

Players take on the roles of different stakeholders in an FCAP process to understand how different points of view must be brought together by a Community-Based Facilitator in order to select a common goal.

Core Player Experience:

Players should feel many complex emotions, both positive and negative, which are associated with facilitating group decision making. They may feel protective of their own ideas, or worried about others taking over the process. They may also be excited about finding shared goals.

Number of Participants:

5 to 10 participants: 1 or 2 community based facilitators, and 5+ village residents.

Gameplay Length:

1 to 2 hours.

Game Genre or System:

Discussion-based political role-play game.

Target Audience:

Community Based Facilitators

Learning Objectives:

By the end of the game, players will be able to:

- Identify common goals when multiple, diverse stakeholders engage with a process
- Understand common social challenges in consensus-building
- Use the pairwise ranking tool to help identify common goals

Game Structure:

- **Goal - what are the players trying to do?**
 - All players are attempting to arrive at a common goal to move the FCAP process forward. However, at the start of the game, players not know which of their goals are common and which are individual goals and may try to push the group towards personal objectives rather than group goals.
- **Actions - how are the players going to do it?**
 - Each player has a role, either a key member of the village or a CBF.
 - They will debate and discuss which goals are most important to them, and how they would like to see the village change.
 - They are encouraged to be passionate or logical to try and convince others to join their cause.
 - CBFs must support villagers in identifying a common goal rather than a personal goal to move forward with.
 - CBFs should implement a pairwise ranking chart to help with the process.
- **Mechanics - detailed description of what the players are interacting with (e.g., dice, cards, game boards, etc.).**
 - Players are assigned roles. Each role will have a briefing document that they must review.
 - Roles are either CBFs or key stakeholders in the village.
 - Role briefings will outline various changes or developments that players would like to see in the village.
 - Role briefings will also describe things they don't want to have happen, or explain how they would be negatively impacted by different changes.
 - The pairwise ranking exercise should be reproduced within the game, with players voting as their roles would vote. A common goal should be selected.
- **Resources - what is required to play**
 - Role briefing packages.
 - Paper for pairwise ranking exercise.
 - Could include other details like village map.
- **How does the structure relate to the learning objectives?**

- The game is largely discussion, shaped by a pairwise ranking exercise.
- This should give participants a very realistic understanding of the emotions and conflicts that can occur in the process of identifying common goals, especially with respect to the danger of forceful or powerful people trying to overrepresent personal goals which may not be shared with the group (even if these goals are legitimate in a personal context, just not in a group context)
- The game should also reinforce how a pairwise ranking tool can be used to quantify or measure agreement on a common goal.

Debriefing points:

- Debriefings should focus on feelings and emotions. How did players feel when different suggestions were made? How can feelings of personal ownership and pride impact the process of decision-making? What about feelings of defensiveness or emotional hurt?
- How can structures of power impact consensus building?
- How does the pairwise ranking exercise help with this?

Inputs:

- Role briefings can be based on different goals identified by games or exercises earlier in the training process , or be based on real-life data.
- Village map might be helpful in prompting discussion.

Outputs:

- The common goal selected at the end of the process can feed into other exercises.

Reference pages:

- Pages 75 to 77. See also 37 to 40.

Reference Games:

- Megagames or seminar games.

Find Your Path:

The Pathways Identification Game



One-Sentence Description of Game:

A fast-paced matching card game to help players understand how different pathways can support the same goal in different ways.

Game Summary:

Players quickly trade cards to try and make matching sets which consist of a goal and up to three pathways: a microgrant pathway, an advocacy pathway, and an initiative pathway.

Core Player Experience:

A fast, easy to learn, fun game with laughter and shouting. It should be easy to repeat and enjoyable to play over and over.

Number of Participants:

3 to 8 players

Gameplay Length:

15 minutes per round. Players can play multiple rounds per session.

Game Genre or System:

Set building trading card game.

Target Audience:

Community-Based Facilitators

Learning Objectives:

By the end of the game, players will:

- Be able to define a “pathway” as “an activity or initiative that can be implemented together towards a goal.”
- Explain how multiple can pathways support a goal.
- Understand that villages should identify multiple ways to support their goals, many of which do not directly involve a microgrant loan.

Game Structure:

- **Goal - what are the players trying to do?**
 - Every round, players are trying to collect matching sets of cards faster than other players. A complete set includes a goal, a microgrant pathway, an advocacy pathway, and an initiative pathway.
- **Actions - how are the players going to do it?**
 - At the start of a game, players have a hand of five cards, which are kept private.
 - Each round of the game, players pass one card to the player on their right, then play one card on the table in front of them.
 - Each round, players have one fewer card in their hand.
 - Rounds are completed as quickly as possible.
 - Players attempt to play matching cards in sets.
- **Mechanics - detailed description of what the players are interacting with (e.g., dice, cards, game boards, etc.).**
 - Cards have very brief written descriptions of goals, microgrant pathways, advocacy pathways, and initiative pathways.
 - Keywords on cards are bold to help identify patterns quickly.
 - In different rounds, players can trade in different directions.
- **Resources - what is required to play**
 - Deck of game cards
- **How does the structure relate to the learning objectives?**
 - The game is designed to help participants recognize that different pathways can support the same goal.
 - Players will be exposed to different sample goals and sample pathways.
 - Players will learn about how it can be difficult to make decisions with limited time and information.
- **Challenges or issues still to resolve:**
 - The game as designed is competitive; it might be nice to adapt the game to be cooperative.

Debriefing points:

Inputs:

- Goals and corresponding microgrant pathways generated in earlier exercises could be used for this game.

Outputs:

- Paired goals and pathways (if they were not already paired)

Reference Pages:

Pages 79-81

Reference Games:

- Recreational games of Quiddler, Sushi-Go

The FCAP Journey:

A Review of the FCAP Process



One-Sentence Description of Game:

An overall, high-level review of the FCAP Process from start to finish.

Game Summary:

Players will move game pieces, representing the village that they are supporting, through various phases of the board. The board corresponds to different phases of FCAP, including goal setting, proposal development, implementation, second year planning, and follow-up. As players move across the board, they collect information and resources and [respond](#) to different dilemmas and issues.

Core Player Experience:

Playing the game should feel like moving through a momentous process, from beginning to finish, while building something along the way.

Number of Participants:

1 to 4.

Gameplay Length:

1 hour.

Game Genre or System:

Simple board game, resource gathering and economic optimization.

Target Audience:

Community-Based Facilitators

Learning Objectives:

By the end of this exercise, players will be able to:

- Provide a broad, high-level overview of the FCAP process in total.
- Recreate the key phases FCAP in order, and describe how these phases contribute to the overall goal.
- Discuss the key goals and deliverables of each phase of the FCAP process.
- Understand how CDD values are essential to the success of FCAP

Game Structure:

- **Goal - what are the players trying to do?**
 - Players are trying to support their village residents through the FCAP process from start to finish.
- **Actions - how are the players going to do it?**
 - Players guide board game pieces, which represent members of a village, across board game map with different phases and steps clearly outlined.
 - Phases included will be, at least:
 - Goal setting
 - Proposal development
 - Implementation
 - Second-year Planning
 - Follow-up
 - Through each phase, players will collect “capital” and key deliverables at each stage. However, specific details will be vague rather than specific, as the game is focused on understanding the overall process
- **Mechanics - detailed description of what the players are interacting with (e.g., dice, cards, game boards, etc.).**
 - Players will move game pieces that represent members of the village.
 - Movements across the board will be determined by a dice roll OR by a card flip if dice are hard to access. This will be described as canvassing the residents to see what they would like.
 - Different spaces will prompt players to interact with different game components such as information gathering, [identifying capital](#), [identifying-of capital](#) (resources which can be spent), creation of proposals, implementation, etc.
 - Capital will be represented by paper slips (similar to game money, but there will be different kinds)
 - Deliverables will be represented by tokens.

- Throughout the game, but in particular during the implementation phase, players will have to budget expenses of capital vs income to ensure they are achieving their goals.
- **Resources - what is required to play**
 - Game board
 - Player tokens
 - Capital slips
 - Deliverable tokens
 - Prompt cards
- **How does the structure relate to the learning objectives?**
 - The game will faithfully recreate the steps of FCAP at a broad level. While the specific details of deliverables will be abstract (i.e., the player will have to earn a 'project' but the specifics of the project will not be defined), that level of detail will be learned at a different stage in the training
 - Focus will be on how the phases of FCAP fit together, how they contribute to achieving the overall goal, and the steps CBF will take to achieve their goals
 - Principles of community-driven development will be emphasized throughout.

Debriefing points:

- The game can be played before, during, or after the complete training.
 - Before the training, players will be introduced generally to the overall process, so that during the training they will understand how each element fits into the overall "big picture".
 - During the training, each new piece can be situated in the "big picture"
 - After the training, each phase can be reviewed wholistically
- How did each phase of the game relate to the completion of the goal?
- Recall how each phase of the game related to various training sessions, so that players understand how the different pieces fit together as a whole.

Inputs:

- Goals, pathways, project proposals, specifics about villages, etc can all be related back to previous exercises or real-life events.

Outputs:

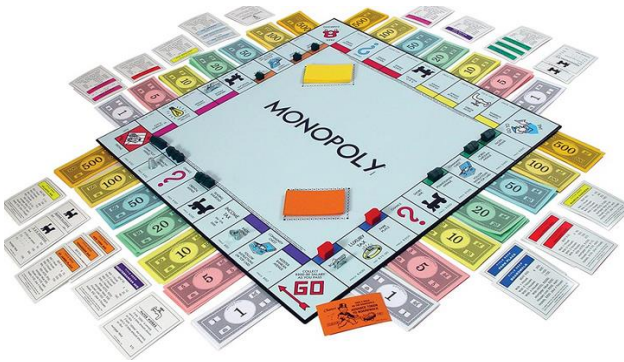
- Key deliverables along the way.

Reference Games:

- Classic board games like "Game of Life" or "Monopoly"

Planning for Success:

The Proposal Development Game



One-Sentence Description of Game:

Players must work through the 6 stages of proposal development to produce a plan strong enough to win a microgrant.

Game Summary:

Players must assess the required steps to achieve a common goal, procure the best prices, assign village residents to various implementation and maintenance tasks, ensuring that enough funds are being produced to pay for all activities. Only then will a microgrant be released to allow the implementation process to be started.

Core Player Experience:

In this game, players should be motivated by the strategic puzzle of developing sustainable implementation and maintenance plans. It should be exciting to use various techniques and tools to create the most efficient proposal.

Number of Participants:

4 plus one facilitator for first training sessions.

Gameplay Length:

1 to 2 hrs

Game Genre or System:

Complex economic / resource management board game

Target Audience:

Community Based Facilitators

Learning Objectives:

By the end of the game, players should:

- Understand the structure and key elements of a proposal.
- Connect goals and microgrant pathways to the contents of a proposal.
- Be able to create a well-supported microgrant proposal.
- Be able to budget for project implementation and maintenance, ensuring that available resources can cover this budget.
- Understand how to monitor success with indicators.
- Apply procurement rules to make a more cost-effective plan.

Game Structure:

- **Goal - what are the players trying to do?**
 - Players are attempting to create the most efficient proposal, including an implementation plan and maintenance plan.
- **Actions - how are the players going to do it?**
 - Players will be assigned a typical goal and microgrant pathway. They will incrementally create an abstracted proposal by flipping over cards with different implementation and maintenance activities. Flipping cards represents engaging with community members to identify the activities required.
 - Village members, represented by pawns, must be “assigned” (placed on) activity cards to ensure that there is capacity in the community to complete the task.
 - Players will have to balance resources, including costs and profits of activities, in order to produce the most funds and benefit to the community.
 - Benefits to the community are measured via indicators, which serve as a scoring mechanism.
- **Mechanics - detailed description of what the players are interacting with (e.g., dice, cards, game boards, etc.).**
 - In order to generate a list of implementation and maintenance activities, players “speak to villagers” by flipping cards.
 - Costs of activities are determined by engaging in “procurement”, also via cards or tiles. Players receive 3 proposals and must select the most appropriate ones, based on cost and output.
 - Players use in-game money to build a system that is sustainable, i.e., expenses do not exceed available resources.
 - Money and “benefit tokens” are produced by activities. Benefit tokens are used to determine the overall success of the project proposal, ranked against an “indicator”.
 - At the end of the game, the player with the best progress against the indicator wins.
- **Resources - what is required to play**
 - Implementation and maintenance activity card decks.
 - Procurement deck.
 - Village resident markers
 - Benefit tokens
 - In-game money.

- **How does the structure relate to the learning objectives?**
 - Players will understand how implementation and maintenance plans are made up of activities. Although they will not actively brainstorm activities themselves, they will interact with predetermined activities to help understand what activities are, how much they cost, and the need for there to be capacity in the village.
 - Players will understand how budgeting for a microgrant proposal must be sustainable and that ongoing costs must be covered from a sustainable source.
 - Players will understand how monitoring and evaluation of proposals functions, and how benefits are measured by indicators to measure success.
- **Challenges or issues still to resolve:**
 - This design still contains some hypothetical concepts and gameplay points to be refined and finalized. In order to design and balance this game accurately, it would be very helpful to have a real-life example of a complete proposal for us to work from.

Debriefing points:

- How do the actions completed in the game relate to reality? What steps will be similar? What will be different or more complicated?
- In this game, activities provided by village residents are always complete and detailed. What steps would be required to help community members produce complete, detailed activities for the proposal plans?
- In this game, indicators are provided as part of the game scoring. How would you write your own indicators?
- What was difficult or easy about budgeting?

Inputs:

With some simple adaptations, this game can utilize the following inputs produced by other games or training exercises:

- Goals / microgrant pathways
- Activities, implementation plans, maintenance plans
- Indicators and monitoring tools
- Complete proposal plans

Outputs:

- Complete proposal plans and constituent parts.

Reference Games:

AFTERSHOCK

Monopoly

Caylus (worker placement)