

GAME SIX
ACT TO ADAPT

Facilitator Guidelines

PART 1: GAME OVERVIEW

Description: “Act to Adapt” is designed for children and youth (age 12-17). It supports experiential learning and dialogue to strengthen understanding of local climate change impacts and to engage children and youth in exploring ideas on what they and their community can do to reduce climate risks, adapt and become more climate resilient. In this game, players assume one of two roles: either “community members”, or “climate change”. As the community team is confronted with changing climate risks, players must make individual and collective decisions to protect their community resources and capacities, as they discover the consequences of climate hazards which the climate change team is eager to inflict. From the tension which builds as the two teams strive to do their best in respective (opposing!) roles, rich discussions and strategic thinking emerge. There are of course winners... and losers.

Learning Outcomes: knowledge on climate hazards and various approaches of climate change adaptation (individual and collective).

Facilitator Skill Level: 4 out of 5

Intended Audience: Children and youth (age 12-17). Although designed with a South East Asia focus, the game can be applied to any setting.

Number of Players: 10 – 30 children or youth (preferably of the same age group)

Time Needed for gameplay/discussion: 80-120 minutes (depends on facilitator’s experience level, group size, and desired level of discussion during gameplay).

Tip: to make sure the game moves along at a good speed, it is useful to set a time limit to complete gameplay. Recommended duration: 80 minutes.

Materials

- ✓ Game Packet consisting of:
 - Climate Cards and Climate Card descriptions for the back
 - Example Adaptation Cards
 - Example Capacity Cards
 - Blank Capacity Cards with 3 dots on the back
 - Number Cards (1-6)
 - Community Map from Community Risk assessment, Google Map (see Workflow), or Example Community Map (use for gameplay with participants from many different communities or countries)

- Paper Pellets – cut small paper strips from newspapers & crumble into small balls (if windy, use small beans or pebbles instead)
- Printing / Laminating Instructions
- ✓ Tape, thumbtacks, or anything else to fasten materials to the wall or stones to fix them on the ground outside.
- ✓ Dry Erase Markers (1 per player or 5-packs with different colors to share) for drawing and writing on the laminated cards.
- ✓ Chalk, masking tape, string, or long sticks to make the Grid on the ground.
- ✓ Means to overlay a Grid on the Community Map; e.g. String (removable) or tape/marker (permanent)

Play-space Requirements: A large open space — actual size depends on the number of players:

- ✓ Minimum: 3x 5m (2 x 4m Grid plus room to move around Grid perimeter to place adaptations)
- ✓ Maximum: 5 x 7m (4 x 6m Grid plus room to move around Grid perimeter to place adaptations)

Setup: Ideally one or two teams per table – configuration is flexible and may be adapted to existing constraints.

Two ways to win this game:

- ❖ Climate team: must destroy as many capacity cards as possible
- ❖ Community team: must adapt by protecting as many capacity cards as possible.

Winning team: whichever has the most cards at the end of the game wins.

Number of rounds of gameplay: 6 in principle. The game may end early if there are no more cards in the grid.

Note: For more details and explanations, please see the extended facilitator guide

Step 1: Learning Content

- 1) Interactive introductions: Answer with your Feet
- 2) Players sit in front of Map
- 3) Give each player: 1 example capacity card + 2 blank cards + marker
- 4) Players: write names on all 3 cards
- 5) Explain Community Map & introduce “capacities”: « **capacity** is the combination of your resources (what you have) and strengths (how you make use of what you have / being able to get what you need) in your community so when there is a problem, you can deal with it. »
- 6) Ask simple questions: elicit example capacities. « Keep in mind that a capacity relates to the capability to protect against adversity. »
Tip: note down questions before the game (see full guide)
- 7) Players: draw Capacities on 2 blank cards. Encourage variety. Capacities must correspond to place on the map of their grid number.
- 8) Briefly introduce the climate cards. Optional: divide players into 7 groups, and give each a climate card. Ask each group to think of a gesture that represents their card. Climate team makes those gestures during the game.
- 9) Introduce “Safe Wall”: Players arrange example capacity cards in categories. Briefly discuss a few examples.
- 10) Collect all example capacity cards (with players’ names)

Step 2: Round One (Instruction Round)

- 1) Players pick a spot on grid perimeter. This is their spot for whole game
- 2) Players place Capacity cards in right square in the grid (15cm apart)
- 3) Facilitator intro statement:
 - “We will be playing Act to Adapt. This game is about climate change and how we can adapt to its effects. We expect the changing climate to affect us in many ways (you will find out more details).
 - Some effects take a long time! Think for example about the sea level rising. With the ocean rising about 3 mm per year, it may take a very long time for waves to arrive at your doorstep.
 - However, we feel some impacts much faster! Slow sea level rise can have a big effect on storm surge. That is an impact that can be at your doorstep very

quickly! If we know that storm surges are becoming a bigger problem, we also know we might have time to act before it hits us!

- One way we can all deal with the changing climate is by coping with the short and medium-term effects to protect ourselves and our communities: using strategies to reduce climate risks is what we will be doing in Act to Adapt.”

- 4) Pick Climate Team: 2x random capacity (move one if they can touch).
- 5) How to win: most capacities in 6 rounds. Climate team destroys / Community team protects.
- 6) How Climate Team gets cards:
 - a. Give each Climate Team member 1 of 10 pellets
 - b. Show them how to make one paper pellet
 - c. Pellet = “Climate Hazard”, depending on Climate Card
 - d. Draw 1 Climate Card from deck – tell others Climate Team now represents X Hazard. **SAY: WHERE THE CLIMATE TEAM IS STANDING IS A FORECAST OF THE HAZARD**
 - e. Show how to throw pellets, mention which card is destroyed & explain which player would join Climate Team. **SAY: THIS REPRESENTS CLIMATE HAZARDS GETTING MORE SEVERE OVER TIME**
- 7) Show how the Community Team gets cards:
 - a. Explain they can take 2 actions:
 - Individual short term preparedness action - short-term benefit, example: move cattle to higher ground
 - Community Adaptations (>2 players) - long-term benefit, example: dig drainage channels
 - Max adaptations per turn = number of squares in grid
 - b. Choose Action: individual or community
 - Community team: all close eyes
 - On count of 3: step forward for group adaptation OR remain in place for individual risk reduction
 - Open eyes: If minimum 2 players step forward – team can make an adaptation. If not, repeat steps (remind only 2 players needed to carry out an adaptation).
 - c. Making adaptations:
 - Community: Agree on capacity card you think is most important & hold up in the air. If more capacity cards are held up than squares, 1 less on Safe Wall that round. Countdown from 10.
 - Player places capacity card on adaptation category
 - Everyone returns to their spot around the grid
 - d. Taking Individual actions:
 - Players who chose individual action must stay in their spot

- First place one hand behind their back
 - Then use other hand to reach and flip one card over if they can
 - Only their hand can touch inside the grid (no knees)
 - That card requires 3 pellets to be destroyed.
- e. Reiterate how the community team can earn cards:
- Adaptation measure = long term investment
 - Individual action/flipping – once off protection
 - Play 6 rounds: cards remaining on grid count for Community
- f. Finishing Round 1:
- Have Climate Team throw/drop pellets
 - Pick-up destroyed cards & announce who joins Climate Team.
 - Tell new climate players to make their paper pellets
 - Community team: flip back cards protected by individual actions
 - Climate Team: pick up their pellets
 - Tell everyone the current card score

Step 3 - Finish Game (Rounds 1-5)

Repeat process 5 more x / until all cards are gone:

- 1) Show climate card
- 2) Community team closes eyes and makes choice
- 3) Those who chose community action -> adapt!
- 4) Those who chose individual flip over one card, if they can
- 5) Climate team throws pellets
- 6) Destroy cards and add players to the climate team
- 7) Flip protected cards back over and pick up paper pellets. New climate team members make own new pellets
- 8) Announce score
- 9) Repeat 5 times or until no more capacity cards on the grid
- 10) Determine winning team

Step 4: Debrief

Engage the players in answering questions: these are example questions:

- 1) If the climate team wins – encourage the group to think what that could mean for their community. How could the community win?
- 2) How did you feel about this game?
- 3) What did you feel about the climate cards?
- 4) What was your strategy? As a team/ Individual?
- 5) What can we learn from this game?

- 6) When looking at the capacity cards that the climate team destroyed, are there any that you would like to save in real life? Why?
- 7) Look at the “Safe Wall”: Is there anything you remark in terms of the placement of the cards? Be creative in explaining your ideas.
 - a. Are there any capacities on this adaptation card that could also be used in another adaptation card?
 - b. Link the adaptation back to the different climate hazards
 - c. Even if there was no climate hazard, would there still be capacities that are worth using? What actions would still be worth taking?
 - d. Could you give an example of action that might need to change because of more intense climate hazards? How?
 - e. e. Can you give an example of an action that is only needed because of the changing climate (e.g. planting crops that are resistant to salt water in areas affected by sea level rise)?

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