

3. ACTION: SUPPORT MECHANISMS FOR INCLUSION



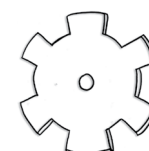
3.1. SNAKES AND LADDERS

Aim

A game to explore obstacles and catalysts one might encounter when starting a project, for example, on peer education, but also useful for an exchange or other activities. This exercise could also be used as a follow-up exercise after the group has had a discussion or more theoretical workshop on starting a project, or as an evaluation exercise.

 <p>Time needed Creating the game: two to three hours Playing the game: one hour</p>	 <p>Resources needed Pens Felt-tip pens A big sheet of paper Paper Coloured cardboard Dice Glue</p>	 <p>Group size Four to 30 people to create the game Since it will be hard to hold discussions with the whole group if you are 30 people, you might break up into smaller groups and create several games, or split the game up into different parts. Eight to 30 people to play the game</p>
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Step-by-step description



1. Prepare a snakes-and-ladders board and several snakes and ladders.
2. Explain that the aim of this exercise is to create a board game in which it is clear what the stages of a project are, and what problems or stimulants you might encounter.
3. First, set a starting point and a final goal in the first and last square. Most people will not have any problems defining this, but do not forget that the actual activity is only half of the project and that the evaluation part should also be added somehow.
4. Discuss the different stages of the project from start to end, including preparation, activity and evaluation. Split the group into smaller groups if necessary. What are the things you should think about during all these stages? What obstacles do you expect? What events might be a catalyst for the whole project? And to what extent? Or, if the exercise is used as an evaluation, how did you experience the different stages and what did you encounter? List all the subjects you should think about and put them in chronological order, then arrange the obstacles and catalysts in order of importance. Take a look at the list and see if everyone agrees and understands all the points mentioned.
5. Select several of the events, catalysts and obstacles (you probably will not be able to use all, since the game would get too large and boring to play) and place them on the board. The events fill the squares in chronological order, the catalysts become ladders (the more positive influence it might have on the project, the longer the ladder gets, but do not make the jumps too illogical), and the barriers become snakes, dragging you down one or more squares.
6. Add conditions for using the snakes and ladders, so people first need to answer a question or perform a task connected to the place in the project cycle they are at that moment. In case of a ladder, this must be answered or performed satisfactorily or creatively (the group can be judge) to use it. In case of a snake, an unsatisfactory answer forces a person down it.

7. Before starting the game, everyone makes a pawn out of their piece of coloured cardboard to represent themselves. The game is played according to the normal rules; the number of points you throw with the dice is the number of squares you may move; ladders take you up, snakes down. The aim is to reach the last square first. You might add new rules like adding task squares that oblige the player to perform a task concerning his or her project before being allowed to move on, and giving points for the performance of these tasks. You may add rules about more than one person on a square (group tasks?) or invent other rules with the group.

Reflection and evaluation

- ▶ How does the game reflect reality?
- ▶ Was the final goal for you the activity itself or the evaluation?
- ▶ Did you manage to think of barriers and catalysts? Was it hard to think of creative solutions for the tasks?
- ▶ Did you manage to reach a consensus on which events, catalysts and obstacles needed to be included in the game?
- ▶ Did everyone participate in the discussions?
- ▶ Did you feel like people were listening to what you were saying?



Some further tips

This game was played at a multilateral summer meeting as part of a national presentation. The theme of the meeting had been integrated into a national version of the game. The whole game was chalked onto the playground, and the people were life-size pawns. The game was extended while it was being played as people from other countries started to add things; we soon turned it into a rule that people who had finished the game could add another obstacle or catalyst to the board.