

# 2030 SDGs Game

## Facilitator Training Course

### Part B: Facilitation Manual



2020.02

Imacocollabo

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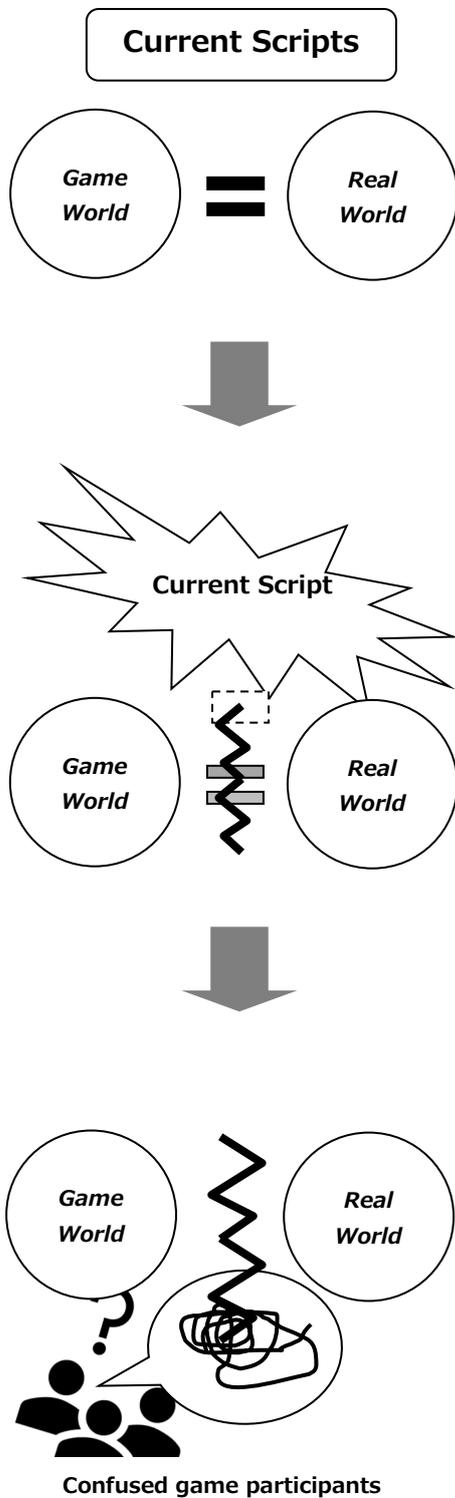
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## About the scripts

What happens if we diverge from the script.

The current script is carefully designed in terms of contents and the volume of information.



Sometimes facilitators believe that they can improve the current script by:

- changing the expressions
- adding or omitting sentences
- changing the order of animation

Consequences to the game:

- Participants comment during reflection that what happened in the game could never happen in the real world.
- Participants have trouble keeping up with and taking in large amounts of information.

## Trust the script

The script incorporates feedback from more than 150,000 participants and 700 facilitators.

It is designed to gradually increase the participants' sense of buy-in during the game. ("Okay, I get it now. The game is like the real world."). This encourages people to see connections between the game world and the real world during the reflection.

It is also designed to bring on board skeptics, people who disagree with the SDGs, and people who are not participating by choice ("my boss sent me here"). Facilitators will hold games attended by all sorts of people, not just those who are already interested.

The script is carefully structured and presented in a particular order so that people who have different ways of processing information can all understand it.

## About the assessments (see Appendix A for more details)

### Why we do assessments

- Assessment is an opportunity to prepare yourself for the first game facilitation after the training.
- Assessment is a gateway to your continuous learning journey with the community as we regularly improve the quality of our game explanations.
- Whether you pass the assessment now or later is not that important. Use every opportunity to facilitate the game as a learning experience.

### Guidelines for preparation

- Please try not to look at the textbook during your presentation. Rather use the slides with the **animations** as **prompts**, to keep the game instructions in the proper order. Note that slides with **A** on the left have some animations.
- Time yourself as you practice to develop a comfortable pacing; not too fast or too slow.
- Use the following checklist to ensure that you emphasize all the key points in their proper order.
- Practice as much as possible speaking out loud. Hearing your own voice explaining all of the key points will help you remember more easily.

## Assessment Part

### Practice Session

You will give a presentation of one of the following two parts

- Slide B-19 to Slide B-28 (Target: 1. No Poverty to Recap)
- Slide B-26 to Slide B-32 (How to Run a Project (1) to Game flow)

### Final Assessment

You will give a presentation of one of the following two parts

- (1)+(2): About the SDGs (Slide B-12) to Game flow (Slide B-32)
- (2)+(3): Introduction (Slide B-22) to Midterm Report (Slide B-34)



# **(0) Introduction**

Slide B-2

## IMACOCOLLABO



The slide features the Imacocollabo logo at the top center, which consists of the English text "IMACOCOLLABO" in orange, the Japanese text "イマココラボ" in orange, and the English text "imacocollabo" in green. In the top right corner, there is a small version of the logo with the text "イマココラボ" and "imacocollabo". Below the logo, there is a bulleted list defining the components: "今 (イマ) ima = 'now'", "ここ (ココ) coco = 'here'", and "コラボ collabo = 'collaboration laboratory'". The word "collabo" is underlined in the third bullet. Below the list, there is a paragraph in italics: "where you create something new". At the bottom of the slide, there is a bolded sentence: "Imacocollabo is saying, 'Don't expect someone else, someday, to do something. Take action yourself, right here, right now!'". A small "E" is located in the bottom left corner of the slide frame.

**"IMACOCOLLABO"**  
イマココラボ  
imacocollabo

- 今 (イマ) ima = "now"
- ここ (ココ) coco = "here"
- コラボ collabo = "collaboration laboratory"  
*where you create something new*

**Imacocollabo is saying, "Don't expect someone else, someday, to do something. Take action yourself, right here, right now!"**

### Aim of the slide

Clarify the meaning of Imacocollabo.

## The 2030 SDGs Game



### Aim of the slide

Establish the credibility of the game to encourage participants' engagement/participation.

#### ■FYI

- Corporations use the game as training sessions for executives as well as employees.
- Our qualified facilitators hold 20+ open events per month all over Japan.  
[https://imacocollabo.or.jp/events/future\\_events/](https://imacocollabo.or.jp/events/future_events/)
- The actual number is estimated as we don't have information regarding private events.
- Workshops have been held at Ministry of the Environment, Ministry of Education, Culture, Sports, Science and Technology and Ministry of Agriculture venues so far. Many workshops have also been held for local governments.
- The number of schools hosting the workshops is rapidly increasing

Slide B-4

## Who has played the 2030 SDGs Game



### Aim of the slide

Emphasize to the participants that the game has been recognized by major corporations.

Slide B-5

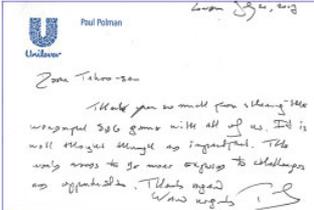
# Unilever ex CEO, Paul Polman has played the DGs Game



## Unilever, ex CEO Paul Polman has played the game



Paul Polman at the office of Unilever Japan



Paul's hand written letter for his gratitude of developing this card game

B-5
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### Aim of the slide

Give an example of famous personal attending the game.

Slide B-6

## 2030 SDGs Game @UN New York, 08/04/2019



**Aim of the slide**

## Certified facilitators around the world

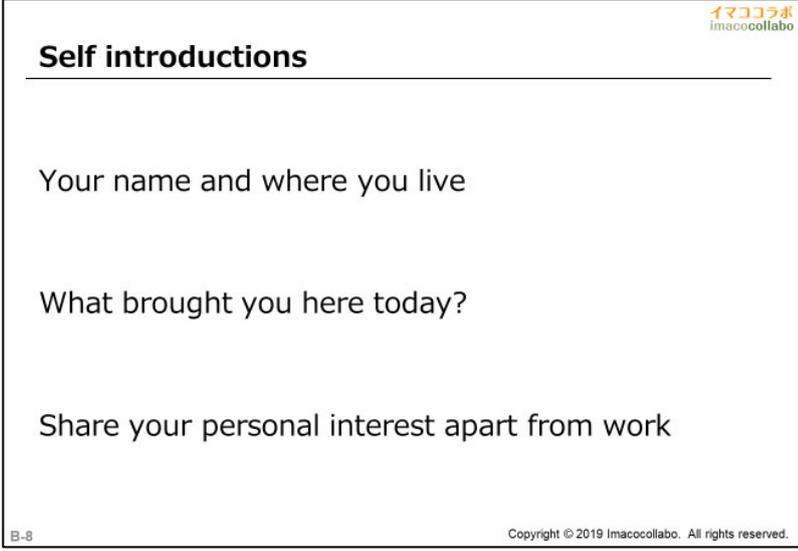


### Aim of the slide

Show that our facilitator community is growing.

Slide B-8

## Self introductions



**Self introductions**

イマコラボ  
imacocollabo

---

Your name and where you live

What brought you here today?

Share your personal interest apart from work

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### Aim of the slide

Establish connections between participants.

## Slide B-9

## The SDGs Document

イマコラボ  
imacollabo

---

**The SDGs Document**



Title of the document adopted by  
all UN member states:

**Transforming Our World  
the 2030 Agenda for Sustainable  
Development**

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### Aim of the slide

Drop a hint of what we are going to do.

Slide B-10

## What's going to happen today

**What's going to happen today**

---

- **SDGs Context and how to play**
- **Play Game together**
- **Dive into Reflection on Discoveries**



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### Aim of the slide

Give an overall picture on what is going to happen in the event.

# (1) About the SDGs

**CLICK**

## Slide B-12

## What are the SDGs?

イマココラボ  
imacocollabo

### What are the SDGs?

---

SDGs stands for “Sustainable Development Goals”

Also known as the Global Goals, the SDGs were adopted by the 193 Member States of the United Nations at the UN Sustainable Development Summit in September 2015.



B-12
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### Aim of the slide

The next few slides introduce the SDGs. The intention here is to

- Give basic information regarding the SDGs (as it is called the 2030 SDGs Game).
- Keep it short to avoid boring your participants.

Deepening the quality of the relationships within each team is a key factor in getting the teams to work together as well as getting the most out of the reflection dialogue.

Bring laughter and warm up the room using **icebreakers**.

Get participants to engage through their own action, feel welcome and prepare for a discovery process.

Get to know your participants better.

### Icebreaker examples

1) Team sharing (introductions)

Name, occupation/interest and what I’m here for, etc.

Sharing why each is attending the event enhances the bonds within the teams and fosters a sense of togetherness.

2) Expressing levels of SDGs knowledge (see sample script)

As a whole room exercise, have participants express their level of SDGs knowledge with their bodies. This is also an effective way to assess the tone of the room.

## Script

### Icebreaker

*“Okay, now I’d like each of us to show how much we know about the SDGs, on a scale of zero to one hundred. If you think you know them well, put your hand on your head. That’s 100%. If you think you know nothing or zero, put your hand on the desk. Let’s do it on the count of three: one... two... three!”*

*Take a look around...(I see some of you adjusting your hands a bit...) don’t worry, if your hand is low, we won’t turn you away, and if it’s high, we won’t make you come up and give a speech on how much you know about the SDGs.”*

### Slide

**(Read the slide aloud, then continue:)**

*“This photo was taken at the UN headquarters in New York. When the SDGs were adopted, the UN celebrated this achievement with this light show, using projection mapping to display the 17 goals and the flags of the UN member countries on the side of the UN building. You can see how excited they were about getting to this point, after the long and difficult process of negotiating and reaching consensus on so many challenging topics.”*

**CLICK**

### Assessment Point

### Note

Slide B-13

## What are the SDGs? - Video

イマコラボ  
imacocollabo

### What are the SDGs? – Video



What is Sustainable Development?

<https://www.youtube.com/watch?v=3WODX8fyRHA>

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### Aim of the slide

Give participants on overview of the SDGs by showing a short movie about the SDGs.

(1) About the SDGs

## Script

*"This video was created in the process of developing the 2030 Agenda for Sustainable Development for the September 2015 official announcement. It's about 2 minutes long, and a great way to get a sense of what the SDGs are all about."*

**CLICK**

## Assessment Point

## Note

Slide B-14

# The SDGs – the 17 Goals and 169 Targets



## The SDGs – the 17 Goals and 169 Targets

The SDGs are an action plan for the 193 UN Member States to achieve by 2030.

The SDGs consist of 17 goals — and 169 targets making up those goals.



B-14
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### Aim of the slide

Give your participants brief but accurate explanations of the SDGs to start the game including the structure of goals and targets.

(indicators can be added only if your participants show interest in more detailed structure or gaining more information).

This is a segue way to the next slide to cover 17 goals.



## Script

*“As you saw in the video, the SDGs are the action plan that the 193 UN member countries committed to work toward between 2016 and 2030.  
The SDGs consist of 17 major goals and 169 concrete targets.”*

**\*Optionally, you can continue:** -----

*“Also, there’s another aspect not shown here: some of the targets are not expressed as concrete numbers, so the UN also developed a framework of 232 indicators for monitoring and reviewing the targets. You could say that the SDGs are kind of like a three-story building.”*

-----

*“Let’s take a quick look at the seventeen goals:”*

(go to next slide)

**CLICK**

### Assessment Point

- Explain SDGs well enough to start the game.

### Note

Slide B-15

## The 17 Goals of the SDGs (1-6)

**The 17 Goals of the SDGs (1-6)**

**1. No Poverty**  
End poverty in all its forms everywhere

**2. Zero Hunger**  
End hunger, achieve food security and improved nutrition and promote sustainable agriculture

**3. Good Health and Well-being**  
Ensure healthy lives and promote well-being for all at all ages

**4. Quality Education**  
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

**5. Gender Equality**  
Achieve gender equality and empower all women and girls

**6. Clean Water and Sanitation**  
Ensure availability and sustainable management of water and sanitation for all

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### Aim of the slide

With the next 3 slides, give the participants some ideas about the goals.

Demonstrate that the Goal 1 to 6 may seem to be intended more for developing countries, but this may not be true. Link them to developed countries.

As a facilitator, you need to be aware that there was no official statement about the grouping we use here such as Goal 1-6 for developing countries, Goal 7-12 for developed countries and Goal 8-13 for global issues. They simply look that way. For example, Goal 1 is also global issue.

-----

## Script

**(read out the name of each goal)**

*“These first six goals, like No poverty, Quality Education and Clean Waste and Sanitation, may seem like they are intended more for developing countries. This is partly true, but it is not the whole picture. For instance, even developed countries, like Japan, have people who are living in relative poverty.”*

**\*Optionally, you can continue: -----**

*“In fact, in Japan, we have one in six or seven children is said to be living in relative poverty and gender inequality in career advancement for females. These are also related to Japan”.*

*“Now let’s look at goals from 7 to 12.”*

**(go to next slide)**

**CLICK**

## Assessment Point

## Note

Slide B-16

# The 17 Goals of the SDGs (7-12)

**The 17 Goals of the SDGs (7-12)**

**7. Affordable and Clean Energy**  
Ensure access to affordable, reliable, sustainable, and modern energy for all

**8. Decent Work and Economic Growth**  
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

**9. Industry, Innovation and Infrastructure**  
Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

**10. Reduced Inequalities**  
Reduce inequality within and among countries

**11. Sustainable Cities and Communities**  
Make cities and human settlement inclusive, safe, resilient and sustainable

**12. Responsible Consumption and Production**  
Ensure sustainable consumption and production patterns

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## Aim of the slide

Demonstrate that with these 6 goals we can see that the SDGs are not only for developing countries but also developed ones.

-----

## Script

*“Here we have goals such as:*

**(read out the name of each goal)**

*As the focus here turns to energy, employment, economic growth, and urban development, we see how the goals are not only for developing countries, but also for more economically developed countries as well.*

*Let’s look at goals 13 to 17.”*

**(go to next slide)**

**CLICK**

## Assessment Point

## Note

Slide B-17

## The 17 Goals of the SDGs (13-17)

**The 17 Goals of the SDGs (13-17)**

**13. Climate Action**  
Take urgent action to combat climate change and its impacts

**14. Life below Water**  
Conserve and sustainably use the oceans, seas and marine resources for sustainable development

**15. Life on Land**  
Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

**16. Peace, Justice and Strong Institutions**  
Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

**17. Partnerships for the Goals**  
Strengthen the means of implementation and revitalize the global partnership for sustainable development

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### Aim of the slide

Demonstrate that with those 5 goals we can see that the SDGs are also about the global issues. Give your participants the impression that the SDGs address wide range of issues and are for all of us.

-----

**Script**

**(read out the name of each goal)**

*“The goals here deal with climate change, ocean and lands, going beyond the borders of individual countries. Can you see how the SDGs are also about issues that are occurring on a global scale?”*

*One reason awareness of the SDGs is spreading so rapidly all over the world (more than their predecessors the MDGs?) might be because they affect all of us, both in developing and developed countries and on a wide range of levels—the quality of working environments as well as economic growth.”*

**\*Optionally, you can continue:** -----

*“more than their predecessors the MDGs”.*

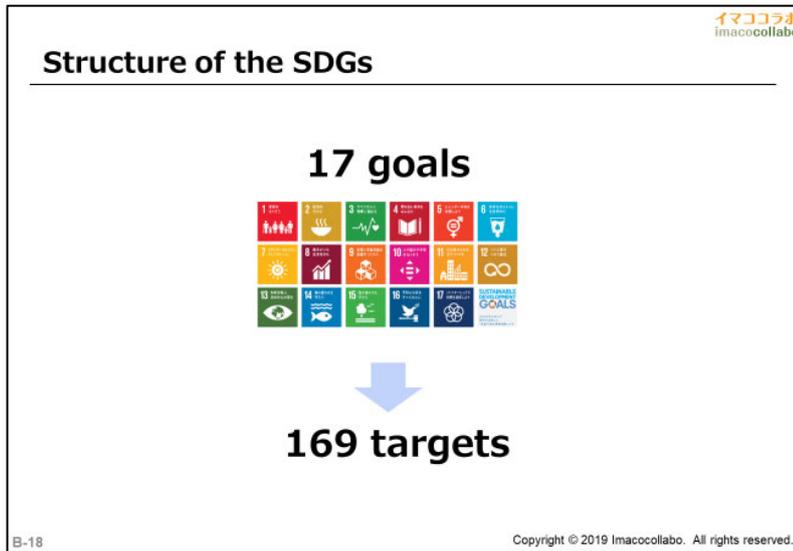
-----

**CLICK**

**Assessment Point****Note**

Slide B-18

## Structure of the SDGs



### Aim of the slide

This is a segue way to the next slide showing the volume of information regarding SDGs.

-----

## Script

*“We have looked at the 17 goals. Now let’s take a close look at an example of the 169 targets.*

*Let’s take a look at some more detail with Goal # 1: No Poverty.”*

**CLICK**

## Assessment Point

## Note

Slide B-19

# Targets: 1. NO POVERTY



## Targets : 1. NO POVERTY

---



### End poverty in all its forms everywhere

1.1	1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day
1.2	1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions
1.3	1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable
1.4	1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance
1.5	1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters
1.a	1.a Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programs and policies to end poverty in all its dimensions
1.b	1.b Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions

B-19
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### Aim of the slide

Give your participants a quick impression that the SDGs hold a quite large amount of information if you want “learn” them.

Then clearly explain that learning/studying SDGs are NOT why we are here today.

This is a segue way to the next slide: Give them a clear message regarding our intention with the game.

-----

**Script**

*“As you can see here, there are about 10 targets associated with each goal.*

**(Have one of the participants read out one of them that seems difficult to read [1.4 is recommended], or read it yourself to demonstrate how complicated it sounds).**

*When people learn about the SDGs, they often try to study these 169 targets one by one. If we tried to do that now, within 5 minutes half of you would be asleep. (laugh!)”.*

**CLICK**

**Assessment Point****Note**

Slide B-20

## Purpose of the 2030 SDGs Game

**A**



### Aim of the slide

Clearly indicate the purpose of the workshop and share with your participants here.

The purpose is

- NOT about to understand the details of the SDGs.
- BUT to discover WHY and experience WHAT POSSIBILITIES the SDGs bring.

-----

## Script

*“Our intention tonight (for the 2030 SDGs Game) is*

**CLICK**

***not** for you to gain a detailed understanding of each goal of the SDGs.*

*Instead, our intention here in experiencing this simulation game is to gain awareness, especially about **two things**:*

**CLICK**

*For you to **discover why** our world needs the SDGs now, and*

**CLICK**

*to **experience** what becomes **possible** for the world through the SDGs.*

*Let’s move onto how to play the game.”*

**CLICK**

### Assessment Point

- The intentions of the workshop are accurately explained to the participants. (WHY and POSSIBILITIES)

### Note



## **(2) 2030 SDGs Game Rules**

**CLICK**

Slide B-22

## Introduction

**A**

**Introduction**

The 2030 SDGs Game is an experiential simulation exploring what could happen in our world by 2030.

Each of you will have a goal and will take various actions to reach that goal—from now until 2030.

B-22

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### Aim of the slide

Clearly demonstrate what this game is about.

- This is a simulation game to simulate this game world until 2030.

.

-----

## Script

(read out the slide aloud)

**CLICK**

*“The 2030 SDGs Game is an experiential simulation game,”*

**CLICK**

*“exploring what could happen in our world by 2030.”*

**CLICK**

*“Each of you will have a goal and will take various actions to reach that goal—from now until 2030.*

*For our purposes here, by ‘our world’ we mean the world all of you are creating here in this room. Think of everyone in this room as making up our world.*

*Today, we have total of **24** people here in this room, so these **24** people make up our world.”*

**CLICK**

### Assessment Point

- The most important aspect of explaining the game instructions is to connect the game instructions with the real world (**this apply to all the game instruction**).
- Convey the image of all participants in the room as forming a single world.

### Note

- If participants are put into teams, goals should be explained as “team goals”. If participants are playing the game individually, the term “individual goal” or “life goal” may be more suitable.

Slide B-23

# Game Goals

**A**

イマココラボ  
imacocollabo

## Game Goals

---

First, you need a goal.  
The outcome of the game (success or failure) depends on whether you achieve this goal or not.

**Goals**

Acquiring Wealth	Enjoying Leisure	A World without Poverty	Environmental Conservation	Social Justice
				

↓

Just like in the real world,  
our world also consists of people with various values.

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### Aim of the slide

Clearly state the outcome of the game and kinds of goals.

Make a clear connection between the game world and real world and indicate that there are various values.

-----

## Script

### CLICK

*“First, you need a goal.*

### CLICK

*The outcome of the game, success or failure, depends on whether you achieve this goal or not.*

*Today, we are playing as teams. Each team has two (or three, etc.) members. Let’s have one person from each team to come up to the front of the room and draw a goal card.”*

**\*Optionally, you can continue:** -----

*“Would you like to choose your goal or would you prefer to select one at random?”*

-----  
*“Now take a look at your goal card carefully (pause). Your goal will be one of these.*

### CLICK

*People whose goal is Acquiring Wealth have money as their first priority. Money is the most important thing to them.*

*People whose goal is Enjoy Leisure find happiness in having plenty of time to do what they want to do. There are people like this in the real world as well, who value freedom of time more than earning money, aren’t there?*

*In addition to these, some have the goal of achieving A World Without Poverty: the most important thing for them is to end poverty in the world.*

*And there are people whose goal is Environmental Conservation; their priority is to protect the natural environment and the planet.*

*Also, some people have the goal of Social Justice; to them, the most important thing is human connections and relationships, and want them to be fair and just.*

*These various goals show that in our world there are different kinds of people with different kinds of values.*

### CLICK

*In other words,*  
**(Read out the slide)**

*just like in the real world, our world also consists of people with various values.”*

### CLICK

## Assessment Point

- Convey the sense that real world and the world in the game are essentially the same, consisting of all kinds of people with different values.

## Note

- If we ask participants how they prefer to get goals, most of the time they will prefer to just draw cards at random. Occasionally, such as if a participant has already played the game before, letting some participants choose their goals first and the rest at random might be a good option. Otherwise some may complain during the reflection time that they wanted to have other goals ….

Slide B-24

## What You Get



### What You Get

---



**Money Card**



**Time Card:** available time until 2030



**Project Card:** various activities

- business,
- promotional,
- consumption, etc.

B-24
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### Aim of the slide

Explain some of the components of the game (the number of cards initially dealt) to have more practical understanding of the game.

-----

Getting your participants to actively engage with the cards accomplishes the following:

- Improves concentration by having them take action
- You can check that everyone has the right number of cards
- Touching and physically interacting with the cards is crucial for people who have trouble with abstract concepts, to help them connect with the game

From this point on, the facilitator is directing the attention of the participants: for example, having the participants look at the cards, then shift back to the slide or the facilitator.

This supports the participants in staying present rather than spacing out or feeling lost.

## Script

*“Now please take a look at the cards you have on your table. You should have three kinds of cards.*

**(Read out looking at the slide)**

*First, you have orange cards. They are money. These cards have a big M on them. Please count; you should all have **500** money cards.*

**(Check that everyone has the right number of cards)**

*Money cards are easy to understand, we use them every day. Let’s go on to the next one.*

**(Read out looking at the slide)**

*Next, we have the Time cards. Time cards represent the amount of finite time you have available until 2030. Please count; you should all have **10** time cards.*

**(check that everyone has the right number of cards).**

**(Read out looking at the slide)**

*Finally, you have some larger cards. These are called Project cards. These projects might be economic activities or promotional ones or consumption ones. You should all have **2** project cards..*

**(check that everyone has the right number of cards).**

*Now please have a look up here.”*

**(participants may be looking at the cards on the table until now.)**

**CLICK**

## Assessment Point

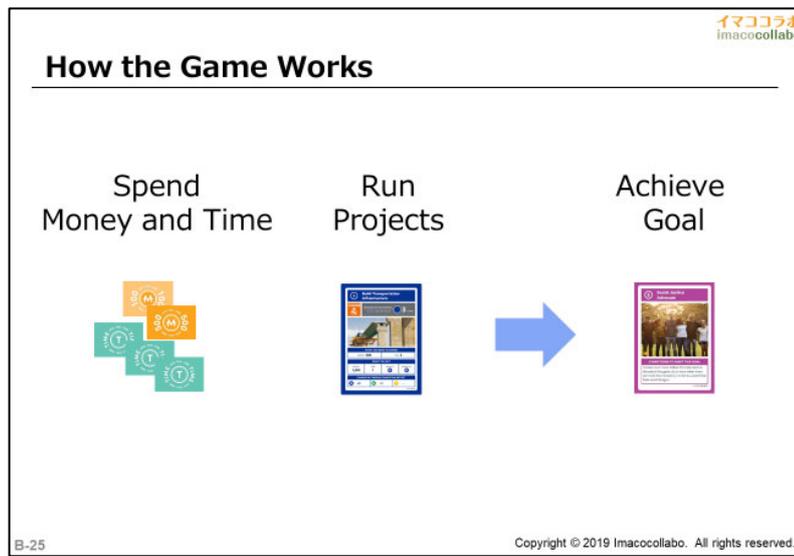
## Note

- Suppose we have **15** teams.

Slide B-25

# How the Game Works

**A**



## Aim of the slide

Give your participants the simplest instruction about the structure of the game.  
Make them feel that the game rules are simple.

---

## Script

*“The way to play the game is simple:*

**CLICK**

*Spend money and time,*

**CLICK**

*to Run projects,*

**CLICK**

*in order to Achieve the goal.*

*That’s all; it’s that simple.*

*Now let’s look at how to run a project.*

*Over the next 2 slides, I’m going to explain how to run a project.”*

**CLICK**

### Assessment Point

- Explains the basics of the game to make participants feel that the game is simple to play, and open their minds to give the game a try.

### Note

Slide B-26

# How to Run a Project (1) (1/2)

**A**

**How to Run a Project (1)**

**Build Transportation Infrastructure**

Release Equipment on World Condition Meter

3 of 1000

**WHAT YOU NEED TO SPEND**

MONEY	500	TIME	3
-------	-----	------	---

**WHAT YOU GET**

MONEY	TIME	PROJECT	PRINCIPLE
1,000	1	B	B

**CHANGE IN "WORLD CONDITION METER"**

B	+1	G	-1	Y	---
---	----	---	----	---	-----

**What you need to spend**

Money + Time

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## Aim of the slide

This is about the Project Cards, which is the most important part of the game rules.

- Give your participants the impression that only TWO slides will explain this.
- Give them a game instruction as **clear** as possible
- To make a solid link between the Project cards and the real world so that even skeptics can agree that the game simulates the reality well enough.

## Script

*“Take a look at the cards on your desk as you listen to me.*

*Up here, I’m using the project “**Build Transportation Infrastructure**” as an example. This project might be building highways or high speed railways, bridges and tunnels. You can compare this example with the project cards you have*

**(involve the participants by making them use their hands).**

*To run— or achieve— this project,*

**CLICK**

*what you need to spend is **500 Money** and **3 Time**.*

*Then in return,”*

**CLICK**

### Assessment Point

- Let participants know that all they need to know is explained in two slides.  
(Long game instructions tend to give the impression that the game is complicated)

### Note

- The example of the Shinkansen, the Japanese bullet train, should be changed if possible to a local example that participants can easily identify with.

Slide B-26

# How to Run a Project (1) (2/2)

**A**

**How to Run a Project (1)**

**WHAT YOU NEED TO SPEND**

Money + Time

**WHAT YOU GET**

Money Time Project Principle

Sense of accomplishment, value, experience

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## Aim of the slide

see the previous page

## Script

*“you will get some or all of the following:*

**Money, Time, a new Project and what’s called a Principle card.**

*Let me explain these one by one.*

*Regarding **Money**, when you invest to build transportation infrastructure, such as highways or a bullet train, you will get **1000 Money** after you spend **500 Money**. So, this project makes a profit.*

*Regarding **Time**, let’s imagine Japan in the past. To travel from Tokyo to Osaka, it used to take 6-7 hours. But since we built the Shinkansen, the Japanese bullet train, it now only takes 2.5 hours. When our travel time is reduced, you get **1 Time**.*

*Also, accomplishing this project leads to the opportunity for a new **project**. If we think of this in the business world, if you are good at your business and can take on more projects, you will get more new projects, too.*

*In addition to these, you may get what we call a **Principle Card**.”*

### Follow these 4 steps to effectively explain the Principle Cards

*Step 1. What is it physically?*

*“You don’t have these cards yet on your tables. Here at the front, we have cards like this in blue, green and yellow”*

**(show one of each card)**

*Step 2. What is it conceptually?*

*“Principle Cards are an expression of intangible things, such as a sense of personal accomplishment, intentions, beliefs, values or the wisdom that comes from experience.”*

*Step 3. Real world example*

*“Why do we have these cards? Because just like in the real world, there are people who value other things more than money or time, such as personal satisfaction, experience, or principles. For instance, some people do projects because they want to earn money. Other people do projects because they want freedom of time. But there are also people who would say ‘I don’t care about money or freedom. What’s important to me is being true to my principles.’”*

*Step 4. Game world example*

*“So in our game world, there are some people whose goal is to collect Money Cards, some whose goal is to collect Time Cards, and others whose goal is to collect Principle cards.”*

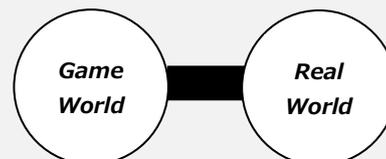
**CLICK**

### Assessment Point

- Explain the Principle cards as written in Sample Scenario (described in the above 4 steps) Show cards, concept, real world example, game world example.

### Note

- Step 1. What is it physically? Game World
- Step 2. What is it conceptually? Game World
- Step 3. Real world example Real World
- Step 4. Game world example Connecting Game world and Real world
- The example of the Shinkansen, the Japanese bullet train, should be changed if possible to a local example that participants can easily identify with.



Slide B-27

## How to Run a Project (2) (1/2)

**A**



### How to Run a Project (2)

---

The World Condition Meter shows the condition of the world.



B-27
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### Aim of the slide

Introduce the World Condition Meter here and explain to your participants that running a project could cause a change in the condition of the world.

Clearly explain each meter of the World Condition Meter and link them to the real world indicators.

Use “may” “could” and “might” to casually suggest some real world indicators associated with each meter of WCM. This will help broaden the area of agreement with your participants regarding the concept of the game.

## Script

### World Condition Meter (WCM)

*“Just like in the real world, our world here also has a way of showing the condition of the world at any given time.”*

#### **CLICK**

*“In our game, we have what we call the **World Condition Meter**, using the cutting edge 21st century technology ... of this white board (laugh).”*

#### **(Write “World Condition Meter” on top of the white board)**

*“As you know, in the real world, we have lots of different ways to measure the condition of the world. For instance, the GDP describes one aspect of how things are going.*

*In the game, our world has 3 measures.”*

*“The blue magnets indicate the **Economy**.*

#### **(Write “Economy” on the left side of blue magnets)**

*The Economy meter might indicate GDP, Economic Growth Rate, Average Income Levels, etc.*

*The green magnets indicate Environment.*

#### **(Write “Environment” on the left side of green magnets)**

*The Environment meter could indicate CO2 concentration in atmosphere, number of Endangered Species, natural disasters...*

*The yellow magnets indicate Society.*

#### **(Write “Society” on the left side of yellow magnets)**

*The Society Meter might be indicators such as wealth inequality, crime rates, gender diversity.”*

### Assessment Point

- Give a general idea to participants by giving one or two brief examples of each measure (Economy, Environment, Society) as well as using phrases like “might be” or “could be” (“For instance, one measure of the condition of the Economy in the real world might be the GDP, or it could be the Growth Rate of the economy”). Pick some examples that the participants can easily relate to.

### Note

- Mentioning recent news associated with social condition indicators can make their game experience more real and vivid.

Slide B-27

## How to Run a Project (2) (2/2)

**A**



### How to Run a Project (2)

The World Condition Meter shows the condition of the world.

5

Build Transportation Infrastructure

3

WHAT YOU NEED TO SPEND  
 MONEY: 500    TECH: 3

WHAT YOU GET  
 MONEY: 1,000    TECH: 1    PROJECT: 1    RESOURCE: 1

+1    -1    0

Some projects cannot be started until the World Condition Meter reaches a certain point.

The World Condition Meter changes depending on the projects you run.

B-27
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### Aim of the slide

Indicate a clear relationship between running projects change the condition of the world. Therefore, they need to move the magnets on the World Condition Meter according to a Project card (Change in world condition meter) every time they run a project.

Indicate that some project cannot be run when the world is not ready. **(Minimum requirement of world condition meter).**

To establish the connection with the real world. What’s important is not the Shinkansen itself, but that it is an example of something that couldn’t be built when the economy wasn’t sufficiently developed. In the game, it is for the purpose of reflecting this real-world phenomenon that some projects can’t be run unless they meet the minimum criteria.

Also note that this example of positive development is appropriate for emerging nations.

## Script

### Change in WCM

*“When you run a project, you need to be aware of two important things. First, every completed project changes the condition of the world. This is measured by the **‘Change in World Condition Meter’**. Please take a look at the bottom section of your project cards.”*

#### CLICK

*You see it says **‘Change in world condition meter’**. Just like in the real world, running a project changes the condition of this world in these three areas. In each section, blue, green, and yellow, it may have a number, such as plus one or minus one, or it could be a gray dash, which means no effect. In this case, **Building Transportation Infrastructure** can improve transportation and economic activity, adding 1 point to the **Economy**. At the same time, in order to build a highway or train line, we may need to cut down trees, so we subtract 1 point from the **Environment**. Next to yellow, there is a dash, so there is no change in **Society**. As a result, **(actually move the magnets)** the **Economy** grows by 1 and the **Environment** loses 1. The world -and this **World Condition Meter**- keeps changing like this according to the projects that are completed”*

### Minimum requirement in WCM

*“The second thing to be aware of with the World Condition Meter is this.*

#### CLICK

*Some projects cannot be run unless the world is ready for them. This **(point to ‘Blue Dot 3 or more’ on upper side of the card)** tells us that this project can’t be run until the **Economy** meter (the number of blue magnets) is 3 or more. Please take a look at your cards. It might say ‘5 or more’ or ‘7 or more’, or it might be gray with a Zero, which means the project can be run anytime. These are different from one project to another.*

*What does this mean? For example, the Shinkansen, the Japanese bullet train, was built in 1964, the year of the previous Tokyo Olympics. Just after World War II in 1945, the Japanese economy was devastated, **(remove all the blue magnets)** and the Shinkansen could not be built. As the economy grows like this (Put up one blue magnet) and this **(Put up one more blue magnet)** and gets to a certain level **(Put one more to make three)**, we are ready to build the Shinkansen. So, this card is saying that, in this particular game world, building traffic infrastructure is possible only when the state of the economy is 3 or more.”*

#### CLICK

### Assessment Point

- Clearly explain three main components: **World Condition Meter (WCM)**, **Change in WCM** and **Minimum Requirement on WCM**.
- **Memorize the entire page** of the instructions as this is crucial information for the game.

### Note

- The example of the Shinkansen, the Japanese bullet train, should be changed if possible to a local example that participants can easily identify with.
- Please note that there are sentences underlined indicating some actions for participants to take. This may help the participants understand some of the more challenging concepts in the slide.

Slide B-28

# Recap: When you run the project (1/2)

**A**

**Recap: When you run the project:**

**Build Transportation Infrastructure**

World Condition Meter

- Economy: 4 blue circles
- Environment: 3 green circles
- Society: 3 yellow circles

**The World Condition Meter is constantly changing; individual activities have an impact on the world.**

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## Aim of the slide

Strengthen the link between doing projects and changing the condition of the world (therefore moving the magnets on WCM).

The appropriate level of WCM for a balanced and thriving world will become clear to those who pays attention to it.

-----

## Script

(while running the animation on the slide)

*“To recap, when you run this project, first check if the **World Condition Meter** has reached 3 or more, and then”*

**CLICK**

*“1 magnet is added to the **Economy** and”*

**CLICK**

*“1 magnet is taken away from the **Environment**.”*

**CLICK**

*The meter keeps changing, and each of your actions has some kind of impact on the world.*

## Assessment Point

## Note

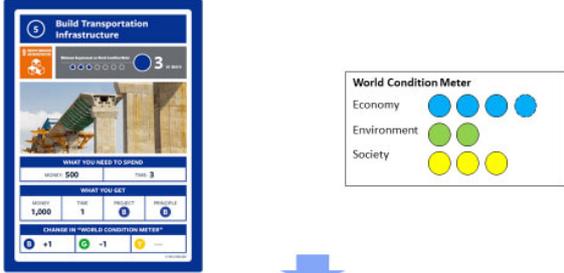
Slide B-28

# Recap: When you run the project (2/2)

**A**

イマコラボ  
imacocollabo

### Recap: When you run the project:



The image shows a game card titled 'Build Transportation Infrastructure' on the left. The card includes a progress bar with 3 out of 5 circles filled, a 'WHAT YOU NEED TO SPEND' section with 'Money: 500' and 'Time: 3', and a 'WHAT YOU GET' table with columns for 'LEVEL', 'TIME', 'SELECT', and 'REQUIRE'. Below the table, it shows 'CHANGE IN "WORLD CONDITION METER"' with icons for +1, -1, and 0. To the right is the 'World Condition Meter' with three categories: 'Economy' (4 blue circles), 'Environment' (3 green circles), and 'Society' (3 yellow circles). A blue arrow points from the game card to the World Condition Meter.

**The World Condition Meter is constantly changing; individual activities have an impact on the world.**

**It is up to you to discover what levels on the World Condition Meter create a balanced and thriving world.**

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## Aim of the slide

see the previous page

---

## Script

### Tuna Story

#### CLICK

*“The levels of the **World Condition Meter** that indicate a balanced and thriving world have already been determined in advance—and discovering what those are is also part of your task. So how do you find those levels? Just like it works in the real world: people who are engaged and interested will be able to find them, and those who are not aware, won’t.*

*Let me give you a real-world example: How many of you know that the Pacific bluefin tuna is an endangered species? (Ahh, I see that there are quite a few of you.) Let’s say that you heard that ‘this year Pacific bluefin tuna stocks were estimated at 150,000 tons.*

**(for the next section, pick 3 different places to stand—A, B, & C)**

**A:** *If I happen to be someone interested in and knowledgeable about this issue, I might say, ‘150,000 tons! Those levels are critically low. We need to have regulations on fishing limits; what can we do to get more people aware of this problem?’ I would know immediately what the numbers mean, and I would be able to make decisions and take action based on them.*

**(Standing in a different spot B)**

**B:** *Now, if I’m not familiar with this issue, I might hear those numbers and say, ‘hmmm...150,000 tons...is that a lot or a little?’ I wouldn’t understand what the numbers mean.*

**(Standing in a third spot C)**

**C:** *And now let’s say I have absolutely no interest in this issue. I might say ‘Okay, 150,000...why are we even counting fish? This*

**(point to spots A, B, and C)**

*is happening in the real world all the time. People who are interested and observing what’s going on will understand what the numbers mean and can take effective action. On the other hand, the people over here (C) who aren’t aware or interested, don’t understand why those numbers even exist. For them, the numbers are meaningless.*

*The World Condition Meter is designed like that too. People who are interested will understand it. And those who are not interested, or who aren’t paying attention, don’t see the point in having these measures.*

*This is also a reflection of the real world.”*

#### CLICK

### Assessment Point

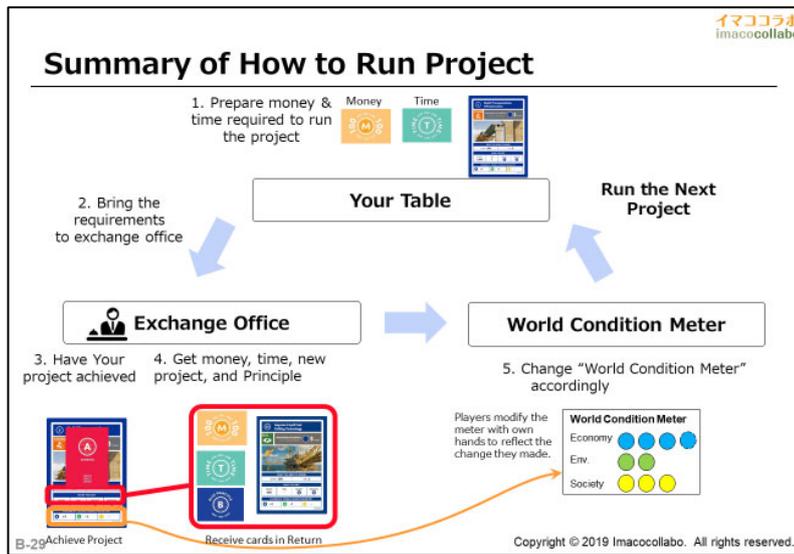
#### Note

- Facilitators want to be aware of their own judgements of the ‘Cs’ among the game participants and in the world.

Slide B-29

# Summary of How to Run Project (1/2) - Animation

**A**



## Aim of the slide

Some people process information more slowly, are visual or kinesthetic learners, or are non-native speakers and need a physical example to understand clearly. This slide is to support them too, so make large and clear gestures. Imagine there are participants at the back of the room who don't understand English.

## Script

*“Let’s quickly go through it with the slide.”*

**(Read out the slide using animation).**

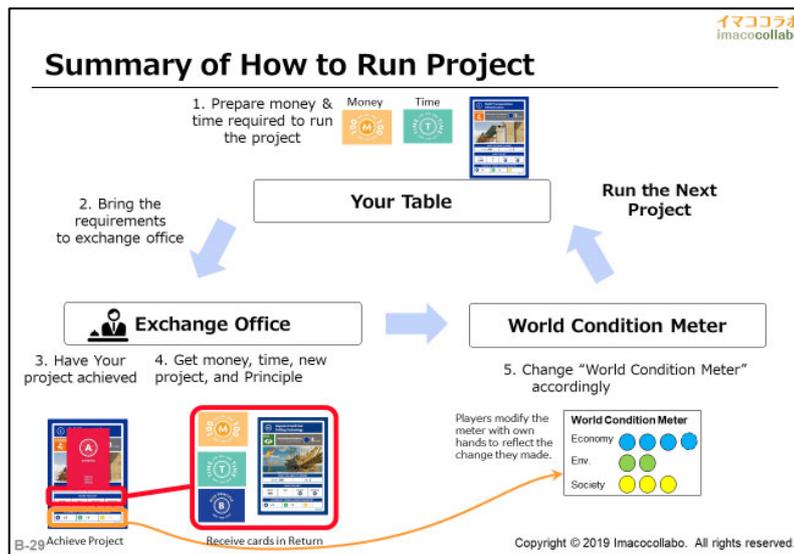
## Note

- If you choose a project card as an alternate example, keep in mind the reasons we used “Build Transportation Infrastructure”:
  1. Card with no empty fields (spend Money + Time, get all four in return)
  2. Has 2 changes on WCM
  3. Easy example to understand and get agreement
  4. Has a minimum requirementYour example Project should at least satisfy the first 3.

**Slide B-29**

**Summary of How to Run Project (2/2) - demonstration**

**A**



**Aim of the slide**

- Physically go through each step of the process as a participant, taking Money, Time, and Project Cards to the Exchange Office, receiving cards in return, and changing the World Condition Meter.
- When demonstrating with two facilitators, one plays the role of participant, and the other the role of exchange officer. When demonstrating with one facilitator, ask one of the participants to be your assistant to play the participant role. In this case, it helps if you select someone who doesn't seem to fully understand. (As one facilitator, do not play two roles as this will confuse the participants).
- Use the same sample Project card: Build Transportation Infrastructure. Prepare the required Time and Money cards accordingly.
- Run the demonstration by taking the cards to a participant's table and bringing them to the exchange office and so forth.
- Use big gestures during the demonstration so that participants at the back can also clearly see. Ensure that your assistant is not blocking the view at any time (You may want to select a standing spot for him/her.)
- Give participants 1-2 minutes to check the rules with everyone at their table, in case anyone still feels they don't understand how to play. This is usually sufficient to bring clarity to participants who do not fully understand the process.

It may be useful to print out this page to hand out to your participants.

## Script

*“Let’s demonstrate. Here I have a sample project card **“Build Transportation Infrastructure”** and the **Money** and **Time** cards I need to run the project.*

*Participant. X, could you please help me? Participant X has collected all the cards needed to run the project.*

**(hand Project, Money and Time cards prepared earlier to Participant X and go back to the exchange office.)**

*Here is what is known as the **Exchange Office**. Could you please come to the **Exchange Office** with those cards? Please read out what is written in **“What you need to spend.” (500 Money, 3 Time)***

*First we check the **World Condition Meter** to see if the world is ready for your **Project** to be run. If there is no problem, we check your **Money** and **Time** cards and place this red card that says **“Achieved”** on top of your project card.*

**(show the “Achieved” Card clearly to participants as this is the first time they are seeing it).**

*This project has now been achieved.*

**(show the Project card with Achieved card on top and place them on the table).**

*Once a project is achieved, we see **“What You Get”** in return. With this project, you will get **1000 Money, 1 Time, a blue Project** and a blue **Principle** card.*

**(Put them on top of each other)**

*Like this, we will hand you the achieved project and what you get in return*

**(show the Achieved project and the earned items separately to the participants and place them on the table separately).**

*Now, X made an impact on our world by achieving the project. Therefore, X will need to change the **World Condition Meter** himself/herself. Please visit the **World Condition Meter**.*

**(wait until X gets there and ask)**

*X, please read out the numbers in **“Change in World Condition Meter” (+1 in Blue, -1 in Green)**. Please make changes accordingly.*

**(X moves the magnets).**

*Now you can go back to your table (wait until X sits down).*

**(Walk over to X’s table)**

*Thank you. Place the completed Project card with the red card on your table. I realize this is about becoming environmentally friendly, but we don’t **RECYCLE** projects that have been achieved already...What you got in return can be used for other projects. Was that clear? Let’s take 1-2 min to check what you understood so far with your teammate/neighbor. Any questions about how to play after the discussion with your teammate?*

**(Answer one or two questions. Or you can say)**

*Someone just asked me if people can exchange project cards.”*

**(This is a frequent question so you can use it as a default discussion.)**

**CLICK**

## Assessment Point

- Go through a physical demonstration of the process above. Tell them: “Check your understanding with your teammate(s)” and set aside 1-2 minutes for them to discuss.

## Note

- Doing this will minimize the number of people who feel left behind because they do not understand how to play the game.
- Please make sure to take all cards used during the demonstration back to the exchange office

Slide B-30

**General guideline:**

**A**



**General guideline:**

---

**Think of the world in the game as the real world**

Just like in the real world, players can negotiate freely, and basically any interaction is possible with mutual agreement.

Sample negotiations

- **Exchanging projects**      I offer my project to someone else who can do it better and they offer me another project in return that I can do better.
- **Buying time with money**    paying someone to work for you
- **Passing Principle cards**    sharing your experience for free as a volunteer or charging a fee as a consultant

B-30
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**Aim of the slide**

This slide answers all the questions regarding rules of the game mentioned on the previous slide.

Explain to your participants that anything is possible with mutual agreement, just like we do in the real world.

Give some examples to help them understand better.

## Script

*“Think of the world in the game as the real world. Just like in the real world, players can negotiate freely, and basically any interaction is possible with mutual agreement.*

*For example,*

**CLICK**

*Exchanging projects*

**CLICK**

*= offering my project to the other who can do it better and he offers another project that I can do better.*

**CLICK**

*Buying time with money*

**CLICK**

*= paying someone to work for you*

**CLICK**

*Passing Principle cards*

**CLICK**

*= sharing values or wisdom, teaching from experience. You can share your experience for free as a volunteer or charge a lot of money as a consultant. This is the same as the real world.*

*You may still have questions...but basically, consider this game to be a simulation of the real world.*

*If you are not sure about what to do, just think about what you would do in a real world situation.”*

**CLICK**

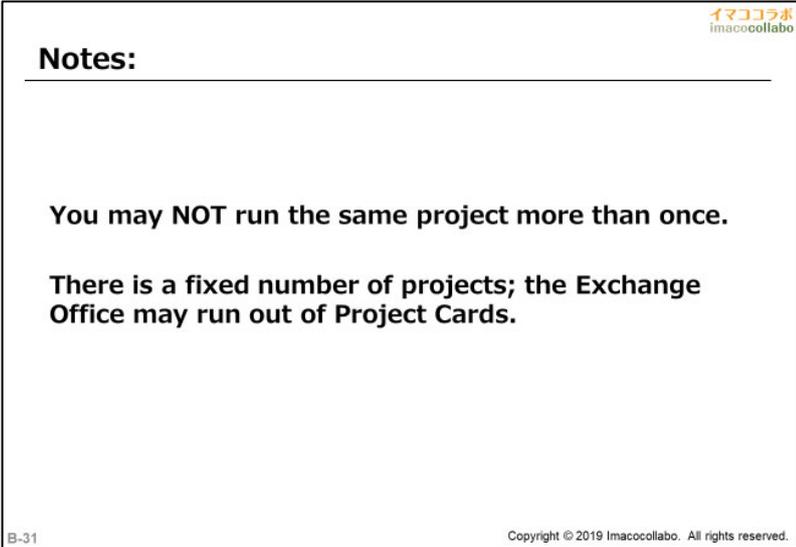
### Assessment Point

- Demonstrate a strong connection between the real world and the game world by going through the sample negotiations one by one.
- Ensure participants understand that all they have to do is to imagine what they would do in the real world and act accordingly.

### Note

Slide B-31

**Notes:**



The slide content is enclosed in a black rectangular border. In the top right corner, there is a logo for 'イマコラボ imacocollabo' in orange and black text. Below the logo, the word 'Notes:' is written in bold black text, followed by a horizontal line. The main body of the slide contains two lines of bold black text: 'You may NOT run the same project more than once.' and 'There is a fixed number of projects; the Exchange Office may run out of Project Cards.' In the bottom left corner, 'B-31' is written, and in the bottom right corner, 'Copyright © 2019 Imacocollabo. All rights reserved.' is written.

**Aim of the slide**

Remind your participants two things about project cards.

-----

## Script

**(Basically just read out aloud.)**

*“You may NOT run the same project more than once.*

*There is a fixed number of projects; the Exchange Office may run out of Project Cards.”*

**CLICK**

## Assessment Point

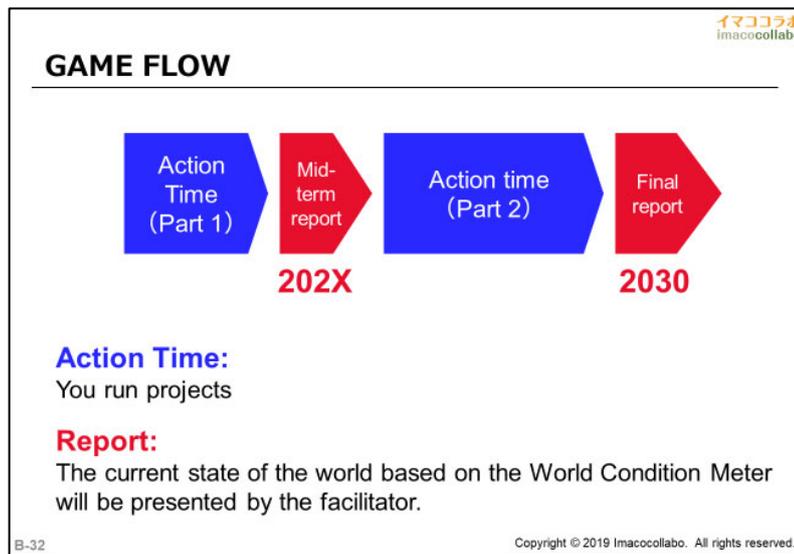
### Note

- It's important to tell the participants “You may NOT run the same project more than once,” it's OK to skip if the first one has been covered at the slide of Summary of How to Run Project.
- It's important to tell the participants “There is a fixed number of projects; the Exchange Office may run out of Project Cards” especially when some of your participants are businesspeople. They may complain saying “What do you mean that you can't give me more Project cards?”

Slide B-32

# Game Flow

**A**



## Aim of the slide

Clearly demonstrate the game flow with duration of **two** action times (Part 1 & 2) and **two** reports (midterm & final). Explain that the facilitator will give reports on the condition of the world which is predetermined according to the number of magnets.

### Action time: Part 1 & Part 2

The most common combination of action times is 9 minutes and 15 minutes. Durations of Part 1 and 2 are determined by the number of members in the team and number of teams. Samples of time allocation for Part 1 and 2

- 1 person x 10 teams=8 minutes & 15 minutes
- 2 people x 10 teams=9 minutes & 15 minutes
- 2 people x 15 teams=9 minutes & 16 minutes
- 3 people x 15 teams=10 minutes & 16 minutes

### Logic behind the duration:

When a team is made up of 1 person, decision making can be done in a short time; the duration of game time can be short as well. When a team is made up of 3 people, consensus building takes time and thus the game time needs to be longer. When the number of teams is few, game time can be short. The more teams, the longer game time is required to build a consensus.

\*With many businesspeople participating who can run projects quicker, they can have shorter time in Part 1 (otherwise you may have too many magnets in the economy meter). The game tends to take longer to play when elderly people from the countryside participate.

### Time for Part 1:

If too much time is allocated in Part 1, by the time the participants hear the feedback at the midterm report, there is more chance of failure due to too many magnets in the economy meter. Often, the lack of Time cards prevents success, it is preferable to have a certain amount of Time cards still in play.

## Script

*“You have two slot of Action time and two reports.*

**CLICK**

*In Action Time, you run projects.*

*And then*

**CLICK**

*the current state of the world based on the World Condition Meter will be presented by me.*

**CLICK**

*Then Part 2 Action Time, followed by*

**CLICK**

*final report.*

*Now are we ready to play?”*

-----  
**CLICK**

**or show the timer on the screen for the Part 1 if it is not embedded in the PowerPoint.**

### Assessment Point

- Write the times down for Part 1 and 2 on the whiteboard to clearly share the time frame with the participants.

### Note

-

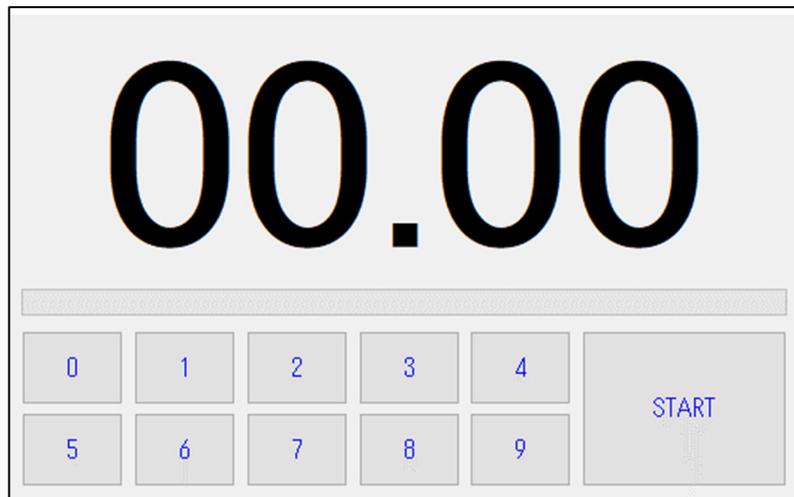


# (3) Midterm Report

**CLICK**

Slide B-34

# Midterm Report



### Aim of the slide

Give a brief report about the world your participants created as objectively as possible base on WCM.

- (1) Make the excess and/or deficiency of the magnets clear on a scale of 10.
- (2) Help the participants to imagine their time scale at the Mid Report

At the end, remind your participants about the second phrase on Goal Card.

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### Step 1

Count and write down the number of teams that have already achieved the team goal on the whiteboard. (e.g. 7/15 = means 7 teams out of 15 achieved their goals).

### Step 2

Count the number of magnets on the World Condition Meter in all three categories (Economy, Environment, Society) with participants and write it down.

### Step 3

Give a feedback report to the participants using expressions on "Recommended Expressions for Reports" (P75) regarding the current world situation.

### Step 4

Casually bring up the second part of the goal description.  
(It is **CRUCIAL** to have common understanding regarding the second part of the goal).

## Script

### Step 1

*“Welcome to the year 202X. It’s time for our Midterm Report. First, let’s look at how each team is doing. You all have the purple Goal Cards you picked at the beginning, right? The ones that say you need to collect a certain number of some kind of cards? So here at the end of Part One, raise your hand if—at this point right now—your team has met this goal (written in the first sentence). Thank you. So as of right now, ○ teams out of ○ have met that goal.*

**(Write the numbers down on white board in a manner that it will be clearly compared with the numbers for the final reports.)”**

### Step 2

*Now let’s look at the World Condition Meter. First, the Economy: how many do we have?*

**(repeat number as you write it. To contextualize the feedback for Part 2, it’s crucial to clearly indicate the difference in the results between Part 1 and Part 2.)**

*And the Environment?                      And what about Society?*

**(repeat number as you write it)                      (repeat number as you write it)**

### Step 3

*Let’s look at the **Economy**—it is **15**. This means the economy is surpassing all expectations. Nations all over the world are meeting and surpassing their GDP projections. Back in 2020, economists predicted that due to the population decline in developed countries, there would be a slowdown in economic growth. But as we see, now in the year 202x, that is not the case at all. Now for the **Environment**—it is **2**. What does this mean? The situation is critical. Remember back when a major North American country withdrew from the Paris Agreement, and other countries followed? Well, after that happened, we weren’t able to get CO2 emissions under control. In fact, emissions are increasing. Now let’s look at **Society**—we have **4**. The situation here is that there are still serious issues remaining. We have had economic growth, but much of the wealth is in the hands of the rich. Meanwhile, poverty is on the increase, so the gap between rich and poor is expanding.*

### Step 4

*There are still **15** minutes left in Part 2, and before we start again, just a reminder: Take another look at your purple goal card. If you look closely, you’ll see that your goal has two parts, one that says how many of what card you are collecting, and another that is slightly different depending on the team, but says something about to live in a balanced world or a thriving world. The “world” that your goal card is talking about is this world*

**(point with large gesture at World Condition Meter).**

*Just a reminder...All right, let’s begin Part 2. **15** minutes, ready...set...go!”*

### Assessment Point

- Taking 4 steps recommended on the previous slide.
- Explain the world condition indicated on the whiteboard with sound examples using those indicators to help the participants visualize
- Convey the degree of the situations using phrases such as booming, in crisis etc. clearly indicate excess or deficiencies against 10 magnets.

### Note

- The tone here is simply one of clarifying the rules of the game, we don’t touch on what they should do about the world. What they do is completely up to the participants. It’s like saying, “a football/soccer match is 90 minutes long, with a pause after the first 45 minutes.” We leave it up to the players whether they want to play as if their lives depended on winning, or to play as they like for their own enjoyment.
- You will not verbally explain this, but 10 magnets indicate 100% achievement of SDGs.
- The World Condition Meter never goes below zero. If magnets are removed and the level is zero, no need to write negative numbers on the whiteboard.

## Midterm Report Instruction Points

### Have spaces to show the situation clearly

Have spaces between 5 & 6, 10 & 11, and so on to make the participants aware of their outcome in relation to 10.

### Make the excess and/or deficiency of the magnets clear on a scale of 10.

In this game, the SDGs are considered to have been achieved when all 3 meters reach 10 or above. It is essential to conclude the game communicating with the participants.

- whether the world condition reached this or not, and
- how close to/far from 10.

### Use objective expressions for the outcome

	expression	Number of magnets
<b>Economy</b>	booming	 12 or more
	prosperous	 10 - 11
	healthy	 7 - 9
	cooling	 5 - 6
	in crisis	 1 - 4
<b>Environment</b>	achieved	 12 or more
	likely to be achieved	 10 - 11
	more effort needed	 7 - 9
	serious issues remain	 5 - 6
	in crisis	 1 - 4
<b>Society</b>	achieved	 12 or more
	likely to be achieved	 10 - 11
	more effort needed	 7 - 9
	serious issues remain	 5 - 6
	in crisis	 1 - 4

### Help the participants to imagine their time scale at the Mid Report

If the end of second half is year 2030, the time the Mid Report is held can be around 2025. So it is quite effective to mention one or two historical incidents in past tense.

**(example for Mid Report)"**

*"Back In the year 2020 after a major country's withdrawal from the Paris agreement, other countries followed, and consequently CO2 emissions continued to increase.*

**(example for Final Report)"**

*"In the year 2020 after a major country withdrew from the Paris agreement, it looked like things would get worse, but countries came together and actively worked to reduce CO2 to meet the objective.*

*"Back in the year 2020 the influence of IS and other terrorist groups seemed to be waning, but then discord around the world increased and many youth joined these groups."*

### Examples of helpful specific indicators to make the game relatable

- **Economy:** GDP, economic growth rate, per capita earnings, stock market
- **Environment:** Atmospheric CO2 concentration, IUCN Red List, days of extreme weather conditions (unexpected heavy rain, the number of sweltering nights, severe cold waves, etc.)
- **Society:** wealth inequality, crime rate per capita, gender diversity (women's social progress, gender non-discrimination, etc.)