



NOA 2424

Edularp – Educational Role Play Game

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There is a future - our planet in 303 years, in 2424. The situation on Earth is poor due to climate change, many species have already become extinct and humanity is looking for a new home on Mars. The spacecraft NOA is about to take off for Mars - Now is the Time, which can bring with it a limited number of species and resources. Different groups - food producers, scientists, government, giants (corporations) and cultural figures - need to agree on which species and stocks to bring. What choices do you make?



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Overview

General information:

- Target group: 4th-6th grade
- Number of players: 9-30 (3-6 groups)
- Duration: 1.5h
- Topics covered:
 - Species diversity and species conservation
 - Allocation and interdependence of resources
 - Food independence
 - Social inequality

Necessary resources:

- A classroom where each group can sit together around a table and move around easily.
- Game materials (official or self-printed): role, character and group maps, resource maps, global event maps, spaceship diagram.
- Projector if desired

Conducting the game

Preparations (15 - 45 min):

Here are the specific steps that need to be taken before the game can take place. Supervisor preparation on the topics to be covered should take place in advance (see points under the discussion "After the game").

If desired, a presentation with different step-by-step stages of the game can be used during preparation and play.

Dating. In the case of participants who do not know each other, it is advisable to look at the name circle, where everyone says their name and expectations for the game. If desired, you can play a warm-up game of your choice.

Introduction to the role play game. See also the video here: [GoodJobStudios: Learning Through Roleplay: Edularp](#). Before starting the game, the facilitator should briefly explain what it is. If desired, participants can be asked if they have played role-plays before.

A role play game, or educational role-play, is a method in which participants learn about selected topics, becoming characters in an agreed story and in a world to solve a certain problem or reach goals.

Also agree that the conflicts arising from the characters will remain in the game, and during the game each participant will try to be guided by the goals and personality of their character.

Introduction to the topic

The facilitator must introduce the participants to the topics they are learning about in the game, see "Topics to be covered". As a minimum, each topic should be read aloud, explained in detail, and students should be asked for feedback on whether and how they understand the topic. A deeper discussion of the topic should take place before and after the game and is not included in the game time.

- Species diversity and species conservation

- Allocation and interdependence of resources
- Food independence
- Social inequality

Introduction to the story of the game

The game will take place in the future, with the spacecraft NOA (Now It's Time) taking off for Mars, which can bring with it a limited number of species and resources. The situation on earth is poor due to climate change, many species have already become extinct and humanity is looking for a new home on Mars. Participants play different groups (food producers, naturalists, government, giants (corporations), cultural figures) who have to agree on which species and stocks to bring. Each group and character has their own priorities.

An overview of the course of the game

Explain to the participants that they are playing experts: food producers, naturalists, government, giants (corporations) and cultural figures, who are responsible for deciding what resources humanity could bring. When playing, you need to consider group priorities, role priorities and personal priorities. During the game, there will be a discussion with each other, a justification of the choices, and at the end a summary of what was taken to Mars and what could have gone on.

Ice breaking

It is recommended to make a warm-up game. For example:

Ask participants to move around the room freely. Not just a circular wheel, but in different directions and randomly. The facilitator then gives instructions on how to move and behave and the participants try to express and act out according to the instructions. For example, "move as if you were an old man": participants try to express their version of the old man, for example, as if walking, crouching, slowly, growling, etc. Recommended instructions (which match the game groups): boss / boss, president / manager, influencer / direction builder or youtuber, farmer / farmer, crazy scientist, historian, athlete.

Options for grouping:

- Randomly take on one role, which also shows which group they belong to
- The facilitator gives a specific role, which also indicates to which group they belong
- Color charts / playing cards, etc. - Participants are grouped according to the selected color / suit, etc.
- A game where participants move around and the facilitator shouts out different numbers and participants have to quickly find companions to form a group of numbers. The facilitator shouts many different options before the final group remains.

Distribution of characters

The facilitator then distributes role cards, character cards, and one personality trait (randomly or to specific participants, as desired). The goals on the character and role cards are secret and known only to them. Participants then move into groups according to the group on the map, eg "Food producers".

Introduction to game groups

If the participants are sitting together in a group, share the group descriptions with them. There are five groups in the game (in a six-group game, two groups of food producers can be made): food producers who are most important for people to feed themselves in the new colony, scientists concerned about the preservation of ecosystems, a government that wants balanced stocks to enter the colony, giants (corporations) who have more opportunities to fulfill their desires; and cultural figures who want the achievements of human culture to reach the new colony. Each group also has special abilities (see below). Have participants make a group tour where they introduce their character. Each group then introduces to others the special abilities of their group.

Character introductory game

Game suitable for swallowing:

The tutor shows two distant points in the room that make up the scale, for example, under the window there is "I completely agree" and at the door "I do not agree at all". The instructor then tells the various statements and the players respond as their characters, choosing a suitable place on the scale, either at the ends or in between. The facilitator then asks everyone to introduce themselves and asks them to comment on why they are standing there. It is easier to get involved if the instructor is energetic and plays with himself, for example, like a TV show presenter. Examples of statements: I am very optimistic about moving to Mars; I really love nuns, furry animals; we need to make practical and sensible decisions; the most important thing is to bring food, etc.

Example: The facilitator says the statement "On Mars we should start eating a whole new food" and asks for a comment from the participant who went to the "disagree at all" edge. Supervisor: "Here's channel three, who are we talking to?" Participant: "I am John Smith, a member of the government." Supervisor: "Oh, important person! And we ask for a comment, why do you think we will eat the same food? " Participant: "Well, I don't think there's a reason to sacrifice anything, I'm not going to eat any insects."

Introduction to the structure of the game

The game is divided into two repetitive parts, which in turn are divided into parts.

Part I.

- **Independent decision-making** - students look at the resources given to their group and think about which one they would like to take to Mars. The goal of your group as well as your role and the goal of the character must be kept in mind. Deciding on your own in silence is important at the beginning, so that the choices of the more confident do not dominate.

- **Group discussion and decision-making** - when discussing with each other, the group must select 2 resources that they require to be included. When discussing in a group, keep your identity card in mind. NB! In a game with 3-4 groups, the groups submit 3 proposals!
- **Event** - The facilitator selects / draws a single event that affects all groups. See event card.
- **Group discussion continues** - if the event affected existing resources or opportunities, the group must find 2 new resources that they require to be included.
- If desired, you can add another event.
- **Voting** - Group representatives present their selected resources and a vote is taken. Prior to the vote, the specific capabilities of groups of food producers, naturalists and cultural figures may be used.
- **Summary** - The facilitator deploys the spacecraft resources that were chosen to be included in the vote.

Giants and the government can use their special powers at any time of their choice, but before the last vote.

Part II

- **Group discussion and decision making**
- **Event**
- **The group discussion continues**
- **If desired, you can add another event.**
- **Voting**
- **Summary**

There will be a after-game discussion after the game.

Group special abilities:

The facilitator may introduce or ask a group member to read aloud their group's abilities.

- **Food producers** - can push through the inclusion of one plant (announce before the vote) - once in the game.
- **Naturalists** - can push through the inclusion of one animal (announce before the vote) - once in the game.
- **Cultural figures** - can double count their votes because they have such a big social impact (announce before the vote) - every vote.
- **Corporations** - can take control of two storage spaces from the spacecraft, either empty or where something is already inside (anytime, but no later than before the last vote) - once a game.
- **Government** - have two extra spaceships that they have to give to some groups during the game. The group can then choose something there of its own free choice (without a general vote). Anytime, but no later than the last vote - once in the game.

The course of the game

Once the preparations are done, the game can begin.

Introductory text, the tutor reads:

There is a future - our planet in several hundred years - in 2424. The situation on Earth is poor due to climate change, many species have already become extinct and humanity is looking for a new home on Mars. The spacecraft NOA is about to take off for Mars - Now is the Time, which can bring with it a limited number of species and resources. Different

groups - food producers, scientists, government, giants (corporations) and cultural figures - need to agree on which species and stocks to bring. You also have your wishes and goals. What kind of person are you? What choices do you make? Important decision-makers from all over the world have gathered to decide what to take to the new colony on Mars.

I PART

Approximate time is also given for each part, but the tutor can always go faster or give extra time.

The facilitator instructs the students to get acquainted with the resources within a few minutes and decide independently what they think should be brought to the spaceship.

Independent decision making 3-5min - students get acquainted with the resources given to their group and think about which ones they would like to take to Mars. The goal of your group as well as your role and the goal of the character must be kept in mind. Resources should be visible to all and decision-making and thinking should take place on their own and in silence. The facilitator can walk around the room and see if everyone has understood the game.

Once the independent choices have been made, the facilitator asks the participants to circle, and everyone takes turns introducing their character's profession and the resource they want. The group must then discuss until there are only two resources left on the screen that are to be taken on board.

Group discussion and decision-making 5-7min - when discussing with each other, the group must select 2 resources that they require to be included. When discussing in a group, keep your identity card in mind. **NB! In a game with 3-4 groups, the groups submit 3 proposals!**

The facilitator selects or draws one event. The facilitator asks the class to stop and listen to the discussion for a moment, reads out the event and explains how it changes things. It is possible to show an illustrative slide from the presentation.

Event 2min - the facilitator selects / draws one event that affects all groups. See events map.

The facilitator then asks the group to review whether the 2 resources they have chosen are the ones they are staying with or if they now need to change their mind. More time for discussion.

The group discussion continues for 5-7 minutes - if the event affected the existing resources or opportunities, the group must find 2 new resources that they require to be included.

Voting 10min. Once the groups have selected the two resources they want to take, two members come from each group, one per resource, and briefly introduce in a few sentences what they want to take with them and why.

NB! In a game with 3-4 groups, the groups submit 3 proposals!

Each resource representative then stands in the room with the resource card at regular intervals. After the introduction, each participant can individually choose which resource they want to vote for by moving to that point. The resource representative then counts down the resource that voted for him or her and identifies the 5 resources that received the most votes. If special abilities were used that allow you to take something with you, it counts as one of the five possible choices and is less voted on. After the vote, the facilitator reads out the selected 5 resources and places them on the spaceship.

Before voting, the specific capabilities of groups of food producers, naturalists and cultural figures may be used.

Giants and the government can use their special capabilities at any time.

Summary 2min. The game operator places the selected resources on the ship. All items will be reviewed.

II PART

The facilitator asks the groups to return to their tables and Part II takes place in the same order, where 2 resources are selected again.

At the end of the game, the instructor reads out the text.

Decisions have been made and the spacecraft is ready to take off for Mars. By deciding jointly or exercising their power, the resources (on board) were taken away. Were these good choices? Are they enough to survive in the new world?

After game discussion

There is probably a lot of excitement in the class after the game, it is definitely worth thanking the children for playing and collecting playing cards as a final move.

1. A circle where everyone responds in one word to a few sentences, how they feel right now, or what their first impressions are.
2. Question for framing: What happened? What did you learn? How does this relate to the real world? What if ...? Which could have gone differently. What's next? How to apply what you have learned.
3. The game. Participants sit in chairs on a circle. Places are exchanged by those to whom the allegation relates. The facilitator says, for example, "Those who would have liked to take the panda with them are changing places" and everyone who is being told is changing places - the facilitator is asking someone for comments on why they think so. There can be many different claims.
4. Exercise: make scales for students to answer the questions: Was it fair? Do you feel good / happy? Did you learn anything more?
5. Discussion questions: Are the things taken along reasonable? Does the colony survive on these resources? (It must not be said that there were wrong choices!) What made you make unreasonable choices?
6. Discussion Questions: Would it be possible to live somewhere in a Martian colony in this way without the surrounding ecosystem? Would the kids like that? How would they feel in such an environment?

More questions for discussion

- Why was it important for scientists to reach the food chain?
- Why do corporations have so much power over shared resources? Is that fair? • Are there any species whose conservation is not important?
- The importance of bees in food production
- Why does the animal industry require more resources? How can people's diets become more environmentally friendly and sustainable?
- What are the problems with clean drinking water? Can clean water run out in Estonia?
- Environmental impact of natural disasters - forest fires, floods, major storms. For example, how do they affect food availability?
- Suddenly a topic about social inequality
- High influence of cultural people - is it always justified?

EXTRA

Events in the discussion phase (the facilitator selects or draws 2, one in each phase, if desired, several events can be used in one phase):

- 1) 1A mutated form of the plague virus that has melted under the Siberian permafrost due to global warming has caused an epidemic that has killed 90% of the world's cows. Due to the risk of infection, the few remaining cows cannot be taken to Mars. The instructor collects the cow resource maps, and if the groups had already selected the spacecraft cows, they are also removed.
- 2) Pan-European forest fires are destroying wheat stocks around the world - by reacting quickly, the last surviving fruit can be taken up and taken to a colony, but only now. After the vote, the supervisor picks up all the wheat cards.
- 3) Water supplies are running out suddenly. Corporations have pumped out most of the groundwater, and recovery will take years. The instructor takes 2 units of water from each group (except corporations).
- 4) One storage room on a spaceship is infected with an unknown virus - corporations have a cure, but they want something for it (they can choose 1 unit to come with) and others have to agree on who is willing to give up the space. If no one agrees, the whole room is quarantined and cannot be used to transport things.
- 5) The additional space shuttle ordered by the government was completed and the resources of one additional unit can be taken to the colony. The government can give it to a freely chosen group, which in return must sacrifice the special abilities of its group.