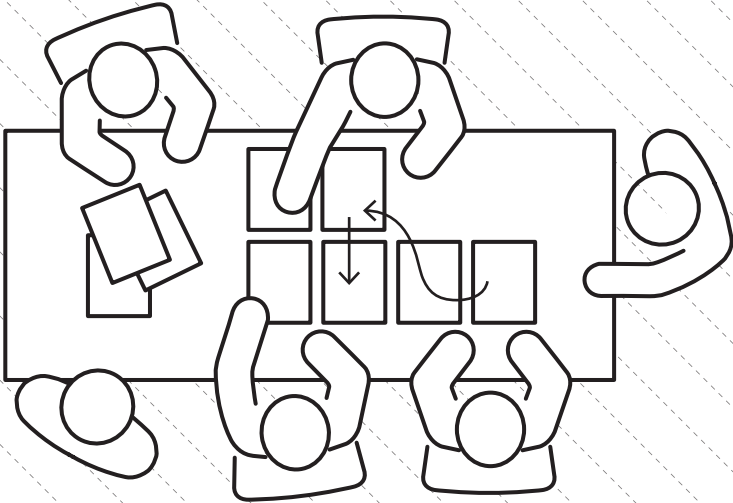# *CAPA CITY*
GAME

CAPA CITY
**Building capacity to transform
existing residential subdivisions into
smart and robust urban ecosystems**

About

The CAPA.CITY Game is an exploratory game which supports to structure participatory processes through which collectives can envision and develop own collective actions to bring change to their everyday environments to contextually develop more desirable futures. The game can be played by/with collectives that already have a project in mind. It can also be played by/with collectives that care about their environments but do not already have a clear plan for action on how to improve them. The game is composed of 5 mini-games which can support collectives to strengthen their capacities to envision, evaluate and operationalize collective objectives to improve their everyday environment.

The CAPA.CITY Game is the result of the European Project CAPA.CITY. The project explored how to facilitate collectives, consisting of citizens, local stakeholders and organizations to reflect over and steer spatial transformation processes taking place in their environments. The researchers and professionals involved in the project specifically focused on the context of unsustainable residential subdivisions in Belgium, Denmark and France and explored the experiential learning methods of telling, making and enacting for engaging multi-actors collectives to learn from one another and develop their collectve capabilities to envision more sustainable futures for suburban dwelling contexts.

Through this game we aim to share our learnings from the CAPA.CITY project with other collectives, researchers and professionals who are motivated to learn about how to engage with the transformations happening in their everyday environments to work together on developing more sustainable tomorrow.

How to play

Rules:
1) Participants
To be played, the game foresees two main roles: one or more Game master and a number of Players. The Game master guides the collective to develop their actions for change and set the environment where this can happen. The Players bring their own experiences and lives into the game to give form to a situated collective learning trajectory which can facilitate them to develop their collective action to bring and sustain change in their everyday realities to improve it.
2) Mini-games
The overall game is composed of 5 mini-games. Each of them is self-standing. A collective can decide to play all, some or one mini-game. This depends on the stage the collective finds itself and thereafter on which mini-games best suits its interests and needs. For example participants can play only a few successive games (e.g. playing game 1 and 2). To facilitate

you to evaluate and decide which mini-game(s) best suit the stage and needs of a collective you can use the CAPA.CITY game questionnaire that you find at the end of this introductory booklet.

Toolbox:
For supporting the Game master(s) and the Players in guiding and playing the game, each mini-game comes with a number of tools. You can find out which tools to use for each mini-game in the Mini-game booklets. The entire game toolbox is composed of:

⚇ <u>CAPA.CITY game questionnaire</u> which facilitate the Game Master and collective to decide which games can best fit the collective and its needs.

⚇ <u>A Step-by-step guide composed of 6 booklets</u> 1 booklet which introduces the game and 5 booklets which each explain one of the mini-games and how to play it.

⚇ <u>Three templates</u> (Template 1. Manifesto, Template 2. Key Steps, Template 3. Collective Action). The templates are used to support the collective to visualize and structure its collective action.

⚇ <u>A set of Reference cards</u> which provide the Game master(s) with supplementary insights on how to support the collective to envision, structure and operationalize its collective action. The Reference cards can also be shared with the collective to clarify concepts and reasoning behind the steps and activities of the game.

⚇ <u>A set of Design cards</u> which the Game master(s) uses to support the collective to reflect on the challenges of carry out a collective action for change in practice.

⚇ <u>A set of Partners for Change Cards</u> which support the collective to envision coalitions with other actors to bring change.

➳➙ **BEFORE STARTING THE GAME, THE GAME MASTER(S) CAN TAKE THE CAPA.CITY GAME QUESTIONNAIRE TO HAVE A FIRST INSIGHT ON WHICH MINI-GAMES COULD BEST SUITE THE COLLECTIVE.**

💡 *Supplementary insights*
If before starting the game you would like to know more about the theories beyond the game, you can have a look at the following Reference Cards which you can find in the next pages of this booklet:

➡ <u>Reference Card 1 EXPLORATORY DESIGN GAMES</u>
On this card you can find more about what Exploratory Design Games are and how they work.

➡ <u>Reference Card 2 CAPACITY</u>
This CAPA.CITY game supports collectives to develop their capacities to envision and bring change to improve their everyday environments and their lives in them. On this card you can find more about what capacities are and what their development involves.

➡ <u>Reference Card 3 COLLECTIVE LEARNING</u>
The development of capacities is a process of collective learning in which people learn from one another, on this reference card you can find more about what this process means and entails.

What Are Exploratory Design Games?

What Are Exploratory Design Games?

Exploratory design games involve participants in sharing and exploring their diverse interests on an issue at stake in order to learn to make use and take advantage of them and their related expertise and skills other than use them for competing in the collaborative envisioning of alternatives. Exploratory design games are frameworks which support participation, dialogue and negotiation (Brandt et al. 2006). They connect participants and promote equalizing power relations (Eriksen et al. 2014).

Brandt, Eva. (2006). Designing Exploratory Design Games: A framework for Participation in Participatory Design. *In Proceedings of Participatory Design Conference 2006, Trento.*

Eriksen, Matte Agger; Brandt, Eva; Mattelmäki & Vaajakallio, Kirsikka. (2014). Taking Design Game Seriously: Reconnecting Situated Power Relations of People and Materials. *In Proceedings of Participatory Design Conference 2014, Namibia.*

What is capacity? How to support capacity building?

What Are Capacities? How to support capacity building?

Capacity is the ability of a system, large or small, to do something in a certain way at a certain time and a certain scale. Capacity development refers to a form of change that focuses on improvements to the ways in which things get done.

Capacity development involves:
Empowerment and identity. It is what allows a group to be aware of itself, to grow, diversify, survive and become more complex. It requires a group to have power, control and space so that they can learn to somehow take control over their own behaviour.
Collective action. The collective capabilities are what enables a group to do something together with a intention and effectiveness at diverse scale level and over time.
System phenomenon. Capacity is the result of a complex interplay between attitudes, assets, resources, strategies and skills (tangible and intangible).
A potential state. Capacity is latent in a system.
Public value. The development of capacity has to deal with the strengthening of the ability of a group to create public value.

Baser, Heather & Morgan, Peter. (2008). Capacity, Change and Performance: Study Report. *European Centre for Development Policy Management, Discussion Paper No 59B.*

What is collective learning?

What is collective learning?

Collective learning is a collaborative and social process of learning based on experience. Learning becomes collective by combining multiple interests and the confrontation with complex problems. The aim of collective learning is social change (Brown & Lambert, 2013)

Collective learning is a means to identify a common frame for different stakeholders to relate to a complex issue and collaborate to develop new opportunities and knowledge to confront the problem together. It also supports people to collaboratively test and reflect on possible solutions (Elbakidze et al., 2015).

Collective learning is a concept that gives insights into how a diverse group of individuals work on processes of shared problematization and sense of meaning. It creates the possibility to collectively appropriate, deconstruct and reconstruct information and knowledge, by considering a diverse set of life-worlds and value alternatives from existing dominant positions (De Blust et al., 2019).

Brown, Valerie A. & Lambert, Judith A. (2012). *Collective Learning for Transformational Change.* London: Routledge.
Elbakidze, Marine; Dawson, Lucas; Andersson, Kjell; Robert, Axelsson; Angelstam, Per; Stjernquist, Ingrid; Teitelbaum, Sara; Schlyter, Peter & Thellbro, Camilla. (2015). Is spatial planning a collaborative learning process? A case study from a rural-urban gradient in Sweden. *Land Use Policy 4*8, 270-285.
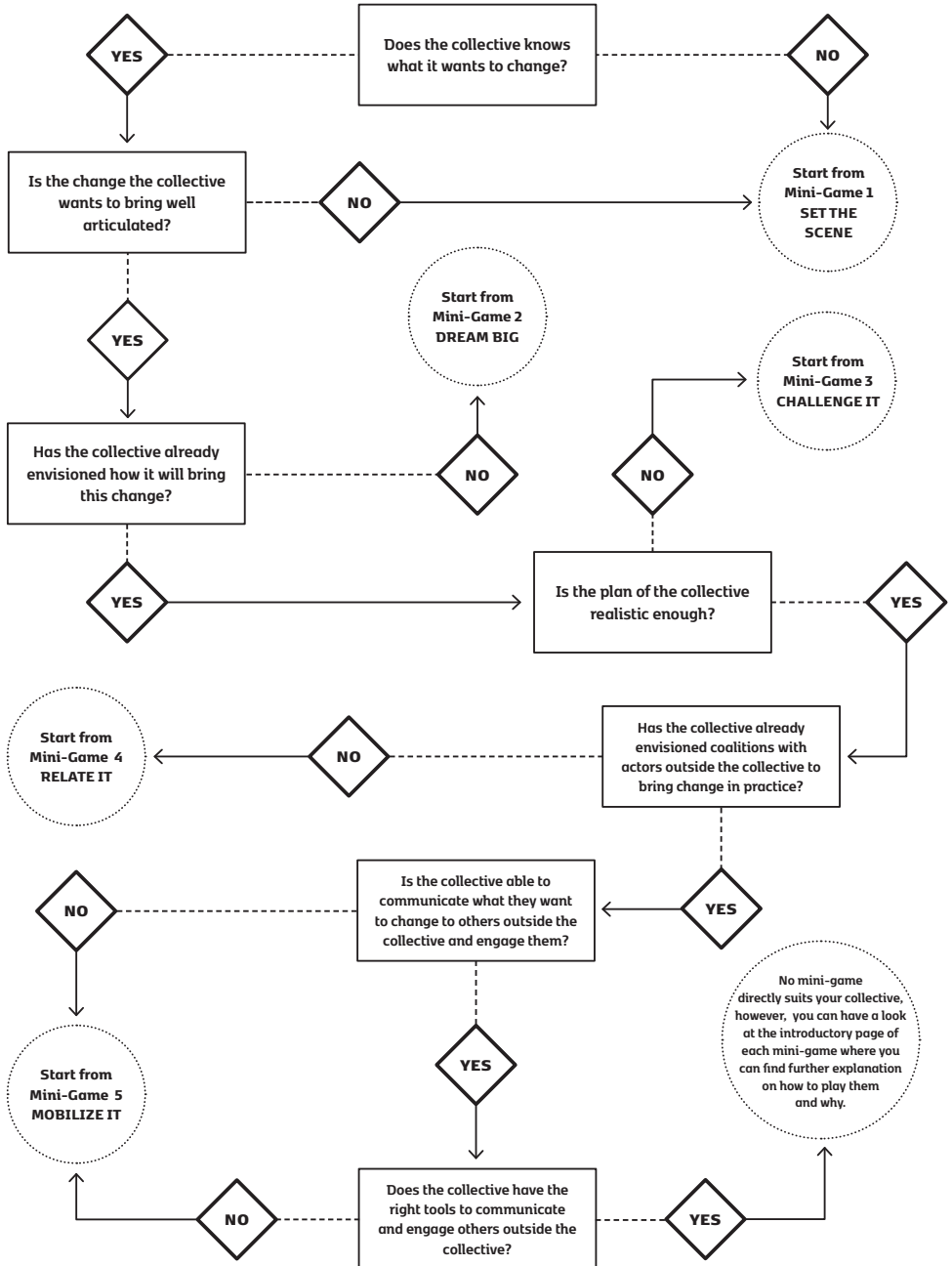De Blust, Seppe; Devisch, Oswald & Schreurs, Jan. (2019). Towards Situational Understanding of Collective Learning: A Reflexive Framework. Urban Planning 4(1).

Game Questionnaire

Which mini-games suit your collective?

Does the collective knows what it wants to change?

YES

NO

Is the change the collective wants to bring well articulated?

NO

Start from Mini-Game 1 SET THE SCENE

YES

Start from Mini-Game 2 DREAM BIG

Start from Mini-Game 3 CHALLENGE IT

Has the collective already envisioned how it will bring this change?

NO

NO

YES

Is the plan of the collective realistic enough?

YES

Start from Mini-Game 4 RELATE IT

NO

Has the collective already envisioned coalitions with actors outside the collective to bring change in practice?

YES

NO

Is the collective able to communicate what they want to change to others outside the collective and engage them?

YES

Start from Mini-Game 5 MOBILIZE IT

YES

No mini-game directly suits your collective, however, you can have a look at the introductory page of each mini-game where you can find further explanation on how to play them and why.

NO

Does the collective have the right tools to communicate and engage others outside the collective?

YES

To know more about the CAPA.CITY project:

Website: www.capa-city-ensuf.eu

Funded by:

Project Partners: