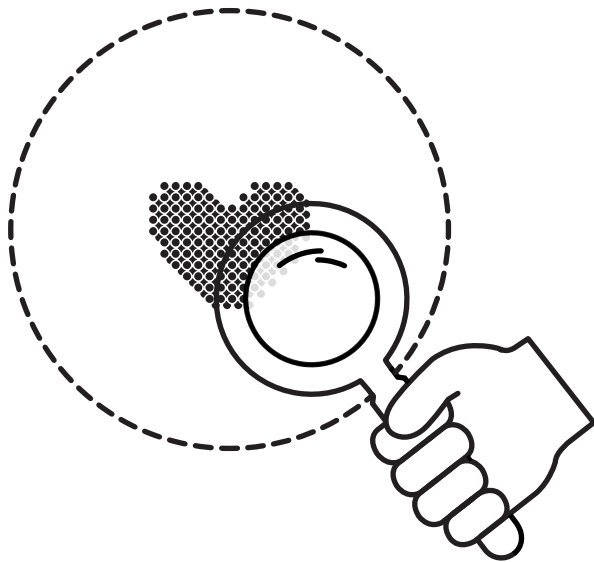


## Mini-game 1

# SET THE SCENE



**Where is the energy for changing?**

# **Mini-Game 1**

## **SET THE SCENE**

### **About the mini-game:**

SET THE SCENE *Mini-Game 1* is a game for facilitating collectives to find and/or articulate existing potentials, motivations and interests to bring change to their everyday environments. These become the starting point for formulating a collective action. The game supports players to concretely answer the following question: *Where is the energy for changing?* It triggers them to look into their everyday lives and environments to find situated stories which unveil existing potential for change and which can help them to describe what they want to improve as a collective.

### **Why to play this mini-game:**

Play this game if the collective is looking for ways to identify the change it wants to bring to its environment to improve it or if it has already identified the change it wants to bring but is looking for (better) ways to articulate it and make it more tangible.

### **How to play this mini-game:**

There are many ways in which a collective can find and articulate what it wants to change in order to start its journey to improve its everyday environment and make it tangible. The sharing of everyday stories through tangible artefacts (e.g. representational objects, maps, slogans...) is one of those. It can facilitate people to externalize what they like and dislike about their realities in order to find possible collective ambitions and interests toward which to direct collective efforts. In this mini-game players will collect, make tangible and share stories about their everyday realms to formulate collective aims to improve their environments.

**Can SET THE SCENE *mini-game 1* support the collective(s)?**

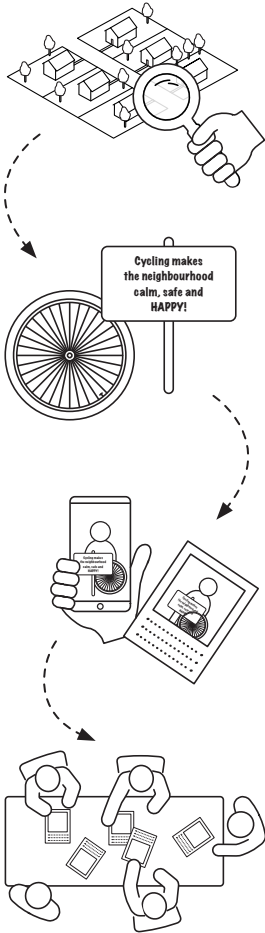
**IF YES → you can follow the “Game play” in the next page to prepare and play the mini-game.**

**IF NOT → you can skip this mini-game and check mini-game 2 Dream Big.**

# Game play\_Mini-Game 1

## TOOLS TO PLAY THE GAME:

- ✂ A CAMERA FOR TAKING PICTURES
- ✂ A PRINTER TO PRINT OUT STORIES



### Step 1. Finding everyday stories

In this first step, players start to identify and make tangible existing potential(s) for improving their realm by unveiling stories about their everyday. For instance, they can look for stories which answer the following questions: What do you like about your everyday and that you would like to even further enhance? Was there ever a moment when something worked very well? And when something turned for the best? What would you like to improve about your situation, environment?

### Step 2. Making stories tangible

Players find ways to make tangible and shareable their stories. For instance they can select objects and/or write slogans which summarize the core of the positive story they want to share.

### Step 3. Recording stories

For recording the stories the game master can take a picture of the players with the objects and/or slogans they used to make tangible and share their stories.

### Step 4. Sharing stories

Players share their stories with each other and the game-master in a tangible way using the pictures of the artefacts they prepared or the artefacts themselves (e.g. objects and slogans).

## 👤 Game-master/trigger

*For supporting the collective, you, as a Game-master, will play the role of trigger by inviting the collective to find stories in their everyday and share them in a tangible way.*

## **Supplementary insights**

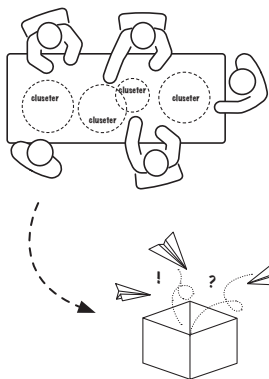
There are many approaches to support collectives to bring change. Some focus on unveiling existing problems to solve them. In this Game you can for instance we focus on finding the “positive stories” in a collective as an approach to unveil and enhance existing potentials to bring change. You can see [Reference Card 4 APPRECIATIVE INQUIRY](#) to learn more about the approach.

There are also many ways in which the game-master can play the role of trigger. This can depend on the type of collective and the relation between the game-master and the collective. It is a good idea to quickly scan the following characteristics in order to find the best way to support the collective to share stories:

1) *Type of collective*: Are you as a game-master working with a loose collective which cares about its environment but has no specific visions? Or with one with a clear vision which already organizes collective activities in their everyday realm? Or with one with an already articulated ambitions but no capacities to realize it? Or...? Knowing which collective you are working with can help you to define which stories to help the collective to share. For instance they can be individual stories about things that members of a loose collective care about, or they can be stories representing identified ambitions, or also practices and activities that the collective has already organized in the attempt to change its environment.

2) *Relation game-master/collective*: a game-master can be an insider or outsider of the collective. When being an outsider, you will probably need more time for triggering people to unveil and share positive stories.

To find out more about how support diverse collectives to share and record stories you can check [Reference Cards 5-6-7-8 SHARING STORIES](#). They provide concrete examples on how to do this.



## **Step 5. Finding clusters**

Looking at the stories shared, players identify “clusters of stories”. For instance, are there stories which are motivated by the same values, ambitions or principles? And/ or are there stories which tackle same topics, problems, opportunities? Not all the stories necessary need to fit into some of the identified clusters. If they don't fit, set them aside. The game master can create an “idea box” to store these stories to come back to them some other time. When continuing to the next mini-game, the stories of the “idea box” will become material for Mini-game 3 CHALLENGE IT.

### **Game-master/trigger**

*In this step, you can support the collective to find common topics, values and principles. For doing help players to share the essence of their stories and not long descriptions of facts. Not all the stories might be equally important. You can invite participants to reflect on which of the stories they value the most and trigger them to set some of the stories aside. These stories can always be inspiring for the collective. They can for instance become material for mini-game 3 CHALLENGE IT.*

## **Game Results**

- ✓ A collection of stories about players everyday
- ✓ A number of clusters of stories which represent shared values, principles, ambitions, topics which can support to identify the core of the change a collective can bring to its everyday environment to improve it.



# How to support a collective to change?

## Mini-Game 1

### REFERENCE CARD 4 APPRECIATIVE INQUIRY

## How to support a collective to change?

David Cooperrider et al. (2008) suggest Appreciative Inquiry as an approach to support people to envision change starting from a “positive core”. Cooperrider et al. define ‘Appreciative Inquiry’ as “the cooperative co-evolutionary search for the best in people, their organisations, and the world around them.” Through inquiry, people are supported to discover what “gives life” to their reality so that they can be supported to strengthen their capacities to unveil, realize and enhance their potential. An Appreciative Inquiry starts by collaboratively looking for a “positive core” which can be linked to diverse agendas and objectives the collective is willing to achieve to improve its everyday; “this link creates energy and excitement and a desire to move toward a shared dream”.

<b>PARADIGM 1: PROBLEM SOLVING</b>	<b>PARADIGM 2: APPRECIATIVE INQUIRY</b>
<p>“FEEL NEED” IDENTIFICATION OF PROBLEM ↓ ANALYSIS OF CAUSES ↓ ANALYSIS OF POSSIBLE SOLUTIONS ↓ ACTION PLANNING (treatment) <i>organising a problem to be solved</i></p>	<p>APPRECIATING “VALUING THE BEST OF WHAT IS” ↓ ENVISIONING “WHAT MIGHT BE” ↓ DIALOGUEING “WHAT SHOULD BE” ↓ INNOVATING “WHAT WILL BE” <i>Organising a mystery (infinite capacity) to be embraced</i></p>

Two Paradigms for Organizational Change

Cooperrider, David; Whitney, Diana & Stravos, Jacqueline M. (2003). *Appreciative inquiry handbook: for leaders of change*. San Francisco: Berrett-Koehler.



# How to trigger people to share stories?

## Mini-Game 1

### REFERENCE CARD 5 *SHARING STORIES*

## How to trigger people to share stories?

In the Werken an Wijken (working on neighbourhoods) a participatory process reflecting on how the coming up transformations of the city centre will influence surrounding residential suburbs, people were invited to share what they considered a good village for them. They were invited to do this by sharing slogans and objects which represented positive stories. The slogans were later places in the public space of the village to trigger dialogue about possible futures.



#### **TYPE OF COLLECTIVE (Players):**

Inhabitants living in residential suburbs surrounding a city centre which will soon be transformed. People of the collective did not already share specific ambitions, visions or interest, yet they were united by the transformations happening in their environment.

#### **TYPE OF FACILITATOR (Game-master):**

The facilitators were researchers and experts about the transformations happening in residential subdivisions and hence not part of the collective.

*Slogan: Fietsen maakt Kuringen-Heide rustig, veilig en blij  
(En: Cycling makes Kuringen-Heide calm, safe and happy)*



# How to trigger people to share stories?

## Mini-Game 1

### REFERENCE CARD 6 *SHARING STORIES*

## How to trigger people to share stories?

A collective of parents is motivated to change their neighbourhood into a better place for children. Their focus is on safety, liveability and sustainability. In order to develop more sustainable lifestyles in a liveable city, they informally organise activities focusing on improving bike mobility for bringing children to school. A member of the collective who acts as facilitator triggers them to further think about possibilities for transforming their school-oriented practices into neighbourhood-oriented ones. Hence, the facilitator taps into the existing practices of the collective and supports them to make their potential tangible by visualizing the collectives' activities and practices on a map. After, the collective is supported in opening up their activities and practices to other neighbours through new neighbourhood-oriented activities (e.g. bike critical mass, bike tours for children to learn about the neighbourhood, new parents' meetings with other parents...).



#### **TYPE OF COLLECTIVE (Players):**

A structured collective with a defined agenda and already running activities and practices to bring a specific type of change to its environment.

#### **TYPE OF FACILITATOR (Game-master):**

A member of the collective, who is also a researcher acts as a facilitator. She is already aware of the activities of the collective, of its members and their ambitions, hence, she is also already — partly — aware about where the energy for bringing change is.





# How to trigger people to share stories?

## Mini-Game 1

### REFERENCE CARD 7 *SHARING STORIES*

## How to trigger people to share stories?

A nature organization and a care centre are located on the same domain. This triggers them to reflect about possibilities for sharing. For instance, they are thinking patients of the care centre could manage a community garden in the garden of the nature organisation and that they could share a catering service. Although the actors know each other each other ambitions they are struggling to realise them. A participatory design process is organised by researchers in order to support the collective. The researcher is already aware of the collective's ambitions, yet she decides to bring further understandings on them by engaging in bilateral conversation with both organisations in order to possibly find (better) ways towards their ambitions.



#### **TYPE OF COLLECTIVE (Players):**

A collective with already formulated ambitions composed of heterogeneous actors (in particular local organizations) who share a space and already know each other and each other ambitions but who are struggling to find ways to realize them collaboratively.

#### **TYPE OF FACILITATOR (Game-master):**

An external facilitator who is already aware of the context and of the collective ambitions.



# How to trigger people to share stories?

## Mini-Game 1

### REFERENCE CARD 8 *SHARING STORIES*

## How to trigger people to share stories?

A (loose) collective characterised by diversity of inhabitants meets 6 times a year for discussing themes that are of interests for the area where they live (i.e. Zwijnaard). The collective meets through the 'Overlegplatform Zwijnaarde', a formal platform supported by the city of Ghent open for residents to consult each other, the city and other authorities on topics that concern the area. Thanks to the yearly meetings, the collective is very informed about ongoing and upcoming transformations in the city and is interested in participating in discussing them. However, they are less informed and interested in discussing bottom-up and everyday practices "as local knowledge" which might as well contribute to bring change and improve their everyday environment. A researcher collaborating with the municipality diversifies the collective by engaging (other) residents in more informal conversations in the city in order to unveil further potentials for bringing change.



#### **TYPE OF COLLECTIVE (Players):**

A (loose) collective informed about the top-down transformations of the neighbourhood and city. They do not have a coherent vision, but they are interested in participating in debates about the transformations happening in their everyday realm with the municipality. They lack capacities or interest in interacting with bottom-up practices to further steer the transformations.

#### **TYPE OF FACILITATOR (Game-master):**

An external facilitator with no contextual knowledge.



