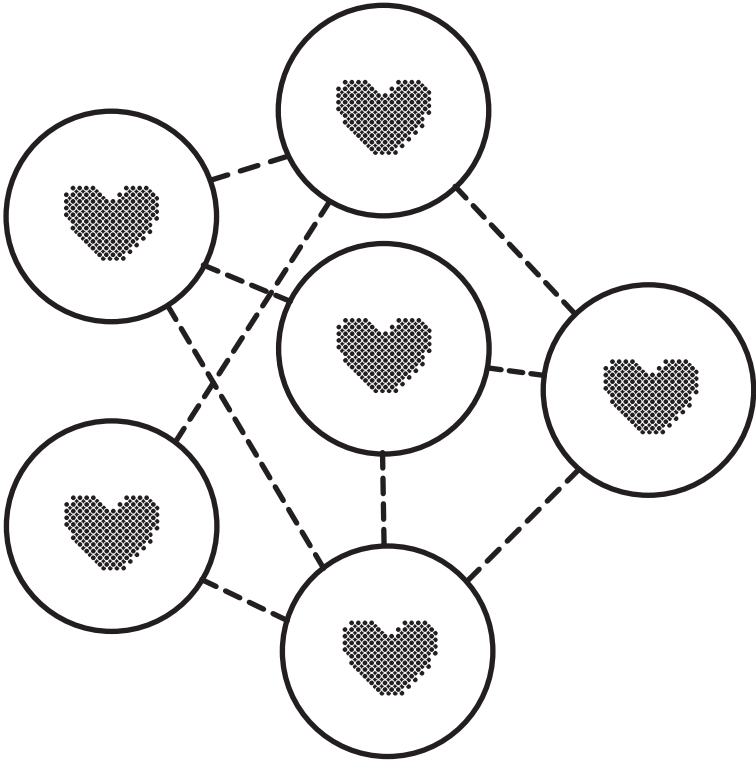


Mini-game 5

MOBILIZE IT



How can we bring change together?

Mini-Game 5

MOBILIZE IT

About the mini-game:

MOBILIZE IT *Mini-Game 5* is a game that can support a collective that has already a “realistic” action plan with already identified possible coalitions to communicate their collective action and involved others in it.

Why to play this mini-game:

Play this game if a collective has its collective action ready to be realized by it is still looking for ways to communicate it to possible partners and engage them in practice.

How to play this mini-game:

To play the mini-game, players first reflect on the environment they find themselves. Second they are guided to find a suitable approach to realize their collective action in this context. Once identified this approach, players will develop tools for communicating their action plan and will enact how to communicate it to possible partners for change in their everyday realms.

Can MOBILIZE IT *mini-game 5* 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.

Game Play_Mini-Game 5

TOOLS TO PLAY THE GAME:

IF YOU PLAYED MINI-GAME 4 RELATE IT

✂ YOUR MANIFESTO FOR CHANGE AND YOUR ACTION PLAN

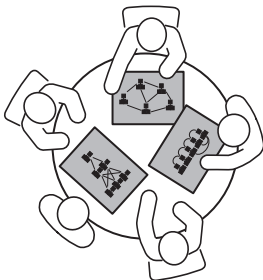
IF YOU DID NOT PLAY MINI-GAME 4 RELATE IT

✂ COPIES OF TEMPLATE 1. MANIFESTO AND COPIES OF TEMPLATE 2. KEY STEPS FOR EVERYONE

✂ A COPY OF TEMPLATE 3. COLLECTIVE ACTION (the one which best suit your context, you will find out which in step 1. of this mini-game)

➔ If you played mini-game 4 RELATE IT take the manifesto and action plan you improved in the previous mini-game with the added partners for change cards.

➔ If you did NOT play mini-game 4 RELATE IT prepare to play mini-game 5 MOBILIZE IT by using copies of Template 2. Key Steps to visualize the “realistic” action plan you envisioned to bring change. A “realistic” action plan means that the collective has also already identified a number of “partners for change”, which are actors which can support and be engaged with the collective to reach its objectives to bring change in practice. Use one copy for each key step of your action plan. Fill in the copies by writing down the activities of each key step, how each key step is going to be developed and who is going to be involved for its realization. In this section you can also fill in your “partners for change”. On a copy of Template 1. Manifesto summarize the objectives, values and principles of your collective action.



Step 1. Approach

Change requires the effort of many! To mobilize the collective action, players reflect on the context in which they aim to do so. Looking at the coalitions players envisioned with “partners for change”, what are the characteristics of the environment in which the collective action will be mobilized? Is it a very cooperative environment where there is shared consensus? Or is it one with a lot of uncertainties which makes people doubt about committing to change? Or a very contested one where people (often) disagree? The Game

master will support players to identify which approach can best support the collective to mobilize its action and bring change.



➔ Once an appropriated approach has been identified, print a copy of Template 3. Collective action which visualizes the type of approach you will apply to mobilize the collective action.

🎮 **Game-master/Expert**

In this mini-game, as a game master, you will play the role of expert suggesting players how they can better involve others in their action plan to mobilize it. According to their characteristics, it is possible to identify three main types of contexts: consensual (where actors' interests, needs and concerns often align), conflictual (where it is hard to find possible alignments) and uncertain (where known disagreements prevent people to commit to change). Because of their characteristics, these diverse contexts might best be supported by diverse approaches for carrying out a collective action. A collective action in a 'Consensual Environment' can best be supported by a 'Planned Approach' which advances by setting clear goals and planning. A collective action in an 'Uncertain Environment' can instead best be facilitated by and 'Incremental Approach' which develops through a structured process which still can enable changes and flexibility. Finally, an 'Emergent Approach', an open-ended process with some (loose) shared sense of meaning, might best work for developing a collective action in a 'Conflictual Environment'.

➔ **If you have played mini-game 4 RELATE IT use the notes you already took on the collective and its environment to support this reflection with players.**

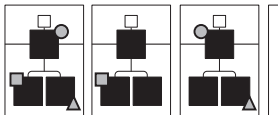
🔍 **Supplementary insights**

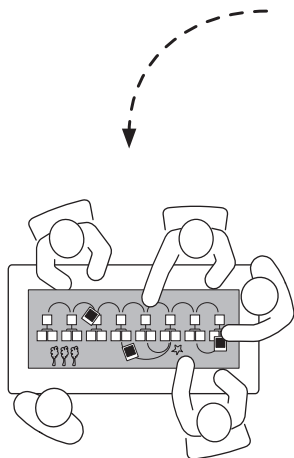
To find out more about different approaches for collective action you can see the Reference Card 14 PLANNED APPROACH, Reference Card 15 INCREMENTAL APPROACH, Reference Card 16 EMERGENT APPROACH.

Step 2. Share it

How to make the manifesto and action plan clearer for others? In this step, players look back at their action plan and work on simplify it so that it can be shared with people outside the collective in order to engage them in the collective action.

First, players look back at their action plan. Can they find recurring activities? Methods? Actors? When recurring activities, methods and actors emerge, players visualize them on the action plan (e.g. stickers, with coloured markers)





and name them. This can improve the readability of your collective action. To even further enable other people to engage with the action plan, Players can use one of the three types of Template 3. Action Plan which best describe the approach that the collective will advance to mobilize change in its everyday. On the template, they can place the different key steps of the collective's action plan, or they can copy their content directly onto the template.

Players can add to their action plan and manifesto any media (e.g. pictures, drawings, quotes...) that can help make clear the ambitions and plans of the collective.

The manifesto and action plan can now become tools for the collective to engage others in bringing change!

Game-master/Expert

As game-master/expert you can not only support actors to find possible clusters, you can also suggest stages of collective learning processes, possible methods and types of actors which can help the collective to clarify and summarize their collective action.

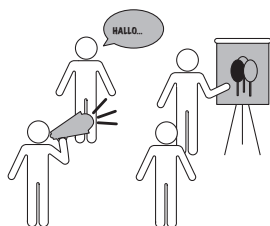
Supplementary insights

If you are looking for further insights on how to support the collective to communicate their action plan you can have a look at the following references cards:

- ➔ To know more about different methods for supporting the development of the key steps of a collective action, you can have a look at [Reference Card 17 COLLECTIVE LEARNING CYCLE](#) and [Reference Card 18 TELL - MAKE - ENACT](#).

Step 3. Rehearse it

Who were possible “partners for change” that were previously identified? How would you communicate the collective action to involve them? In this mini-game players rehearse how to engage the “partners for change” by enacting how they would communicate their ambitions, intentions and plan to them. Players can form groups, some will enact the collective and some others will enact the partners for change. They can test different possibilities for engage with a diversity of actors. The manifesto and action plan will be the communication tools employed to act out how to engage others in change. However, if the collective feels ready, it is also possible to invite some partners for change at the table and actually share with them the collective action and involve them in a collective dialogue.



Game-master/Expert

There are many ways in which you can facilitate a collective to rehearse possible futures to further understand and experience what change will possibly entail in practices. One of these methods is enacting which consists in inviting people to try things out in environments which resemble future settings and use their bodies to act out developed scenarios. To support the collective to mobilize their collective action as a game-master playing the role of expert you can give players feedbacks on how their enacting. Is the way they are communicating understandable for the partner for change? Are players using the action plan and manifesto as communication tools? How? Can they do this better?...

Supplementary insights

If you want to know more about enacting you can have a look at [Reference Card 19 and 20 ENACTING](#) which further explain what enacting means and how to support it.

Game Results

- ✓ A set of tools for communicating the collective action to people outside of the collective.
- ✓ A communication strategy for communicating the collective action to actors who can support the realization of the collective action (i.e. partners for change) to engage them in bringing change.



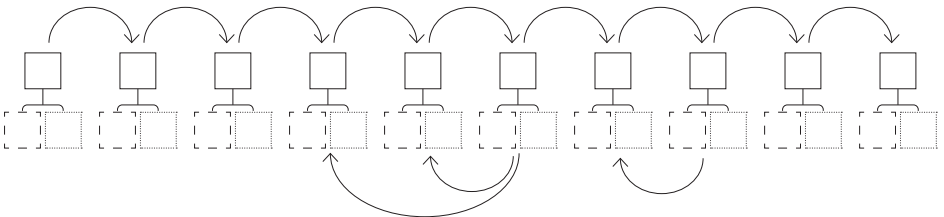
What kind of approach for what kind of context?

Mini-Game 5

REFERENCE CARD 14 *PLANNED APPROACH*

What kind of approach for what kind of context?

* **Planned approaches.** A collective operating in a context where there is consensus to start with, might best be supported by a “planned approach”. This approach is based on planning, control and intentionality. A collective is supported to develop its capacities and potentials for change by setting and achieving goals, organising and scheduling activities and by applying a “result-based management”. Hence, the process of developing the capacities of a collective becomes similar to a project. Whereas this approach can avoid confusion and on the contrary facilitate coordinated action and legitimacy it might be too inflexible for situations characterised by uncertainty and conflict.





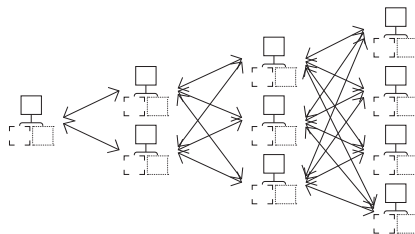
What kind of approach for what kind of context?

Mini-Game 5

REFERENCE CARD 15 INCREMENTAL APPROACH

What kind of approach for what kind of context?

✦ Incremental approaches. A collective operating in an uncertain context in which people are still struggling to commit to change might best be supported by an “incremental approach”. This approach is based on adaptiveness, learning, flexibility and adjustment. Capacities are developed by enabling adjustments within a structured process. When adopting this approach, objectives and milestones become guidelines rather than set targets which can support people which are still undecided to engage in the process. This enables the collective to learn about opportunities and potentials and test and adjust their collective action to see what works best under diverse circumstances to bring change to their everyday environments gradually.





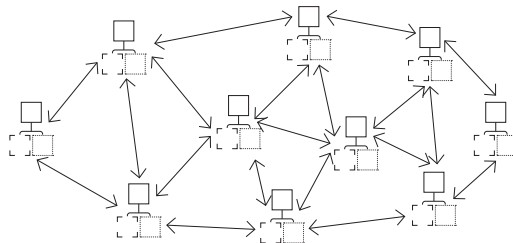
What kind of approach for what kind of context?

Mini-Game 5

REFERENCE CARD 16 EMERGENT APPROACH

What kind of approach for what kind of context?

* **Emergent approaches.** A Collective operating in a very contested environment might best be supported by developing its collective action through an “emergent approach”. When conflicts exist, it might be too hard to find and set collective targets, hence capacities are developed via an open-ended process based on a loose framework which gives some shared sense of meaning, values and rules for working together. Yet, it enables people to have freedom to explore the best way forward, and is characterised by situated efforts, formal and informal, to develop capacities. This approach is based on exploring, nurturing and improving relationships from which capacities can emerge and develop.





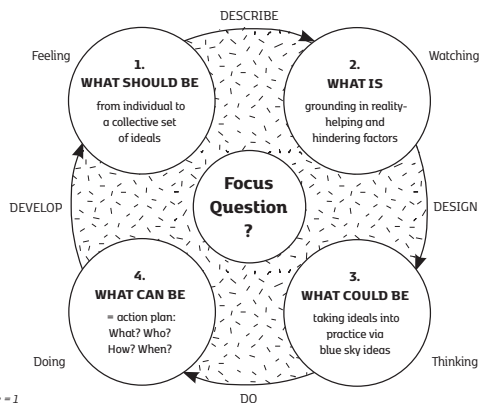
How to bring change?

Mini-Game 5

REFERENCE CARD 17 COLLECTIVE LEARNING CYCLE

How to bring change?

Four Stages of the collective learning cycle (Brown and Lambert, 2013). This cycle is made of four stages which can develop into a spiral for learning to be ongoing. This adult learning cycle follows the sequence of setting the scene, clarifying existing ideals, establishing the facts, generating new ideas, taking collective action and following on.



Four Stages of the collective learning cycle = 1



How to bring change?

Mini-Game 5

REFERENCE CARD 18 *TELL-MAKE-ENACT*

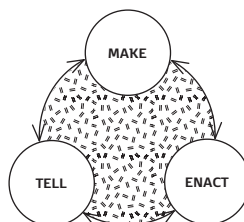
How to bring change?

Brandt et al. (2013) propose the making of things, the telling of stories and the enactment of possible futures as basis for forming temporary communities in which the new can be envired.

Telling is based on sharing experiences and dreams through dialogue. Telling can be grounded in people's everyday life but it can also be about envisioning futures which don't necessarily have something to do with existing realities. Telling can be therefore advanced to discuss how things are but also how things could be different by exploring "what ifs". In both cases, telling facilitates for stories and narratives to be shared in ways that are understandable for everyone involved.

Making focuses on facilitating people to use their hands for externalizing and embodying thoughts and ideas in the form of (physical) artefacts. It can be advanced when an idea has already been identified to see how it could be in the future. It can also be used in a more exploratory way to make sense of the future by collaborating in exploring, expressing and testing hypotheses about future ways of living.

Enacting comes from the realm of theatre and performance. It engages people in imagining and acting out how futures might be by trying things out in places which resemble future settings. By using their bodies, people enact a script, story or scenario partly developed beforehand or they improvise and experiment. Hence, enacting can be used to explore ideas through embodiment or, vice versa, enacting in a resembling future setting can evoke ideas as part of a more open ended .





How to support enacting activities?

Mini-Game 5

REFERENCE CARD 19 *ENACTING*

How to bring change?

Enacting is a participatory design technique which supports people to imagine and act out possible futures by trying out how things could be different by using their bodies. Enacting activities take place in settings where future activities will be (probably) carried out or in settings which resemble them. What is enacted is often based on previously developed scenarios. By immersing in these scenarios and often supported by props, people can experience what alternative futures could entail. In this way, enacting does not only support to test ideas together with people, but it also supports the generation of further ideas as result of the new experience.



How to support enacting activities?

Mini-Game 5

REFERENCE CARD 20 *ENACTING*

How to bring change?

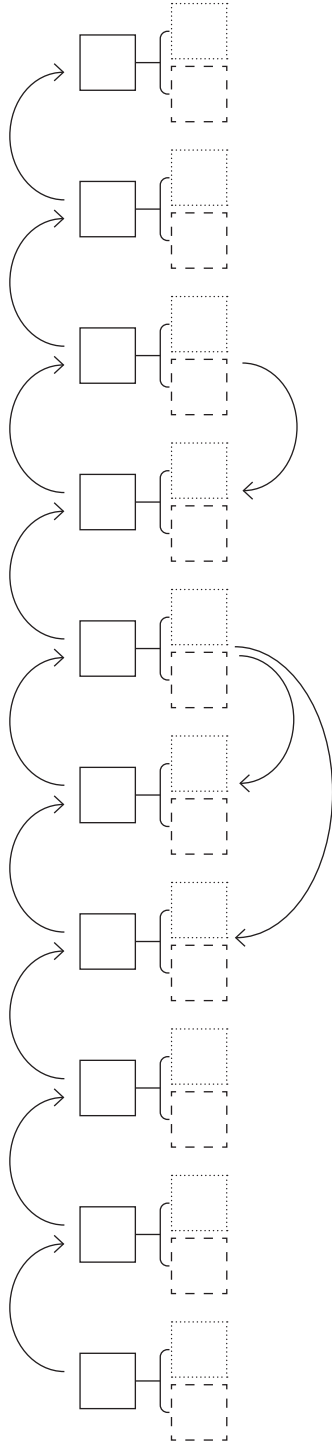
Magic if. Asking what if questions (e.g. what if you were in this or that situation?) can support participants to enact future situations because what if questions facilitate to bridge ‘what is’ with ‘what might be’.

Setting imaginative places. The staging of imaginative places can support to carry out enacting activities to support people to envision how things could be different. For supporting imagination, the staging of imaginative places developed through a careful selection and coordination of anchoring elements that maintain a reference to current practice and elements of transcendence that provide the imaginative place.

Employing Props. Props as ‘things to think with’ and ‘things to act with’ can support people to rehearse how things could be different by facilitating them to transcend current practices.



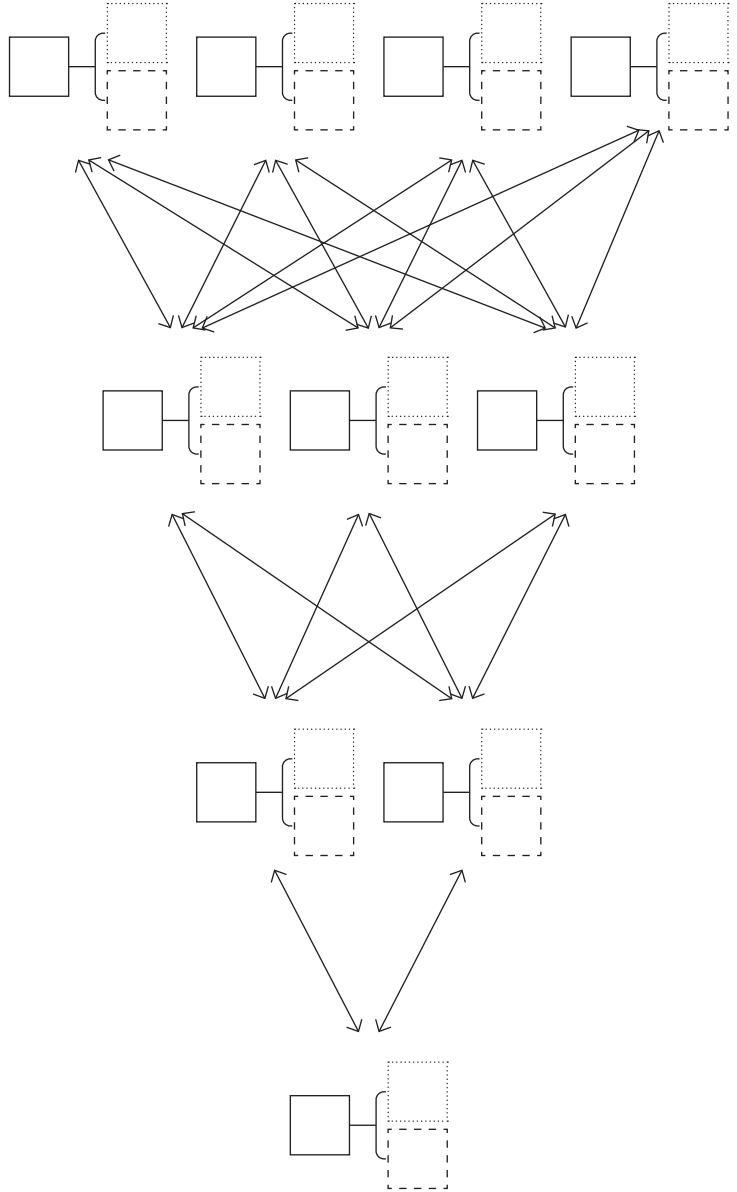
Planned Approach





TEMPLATE 3_ *Collective Action*

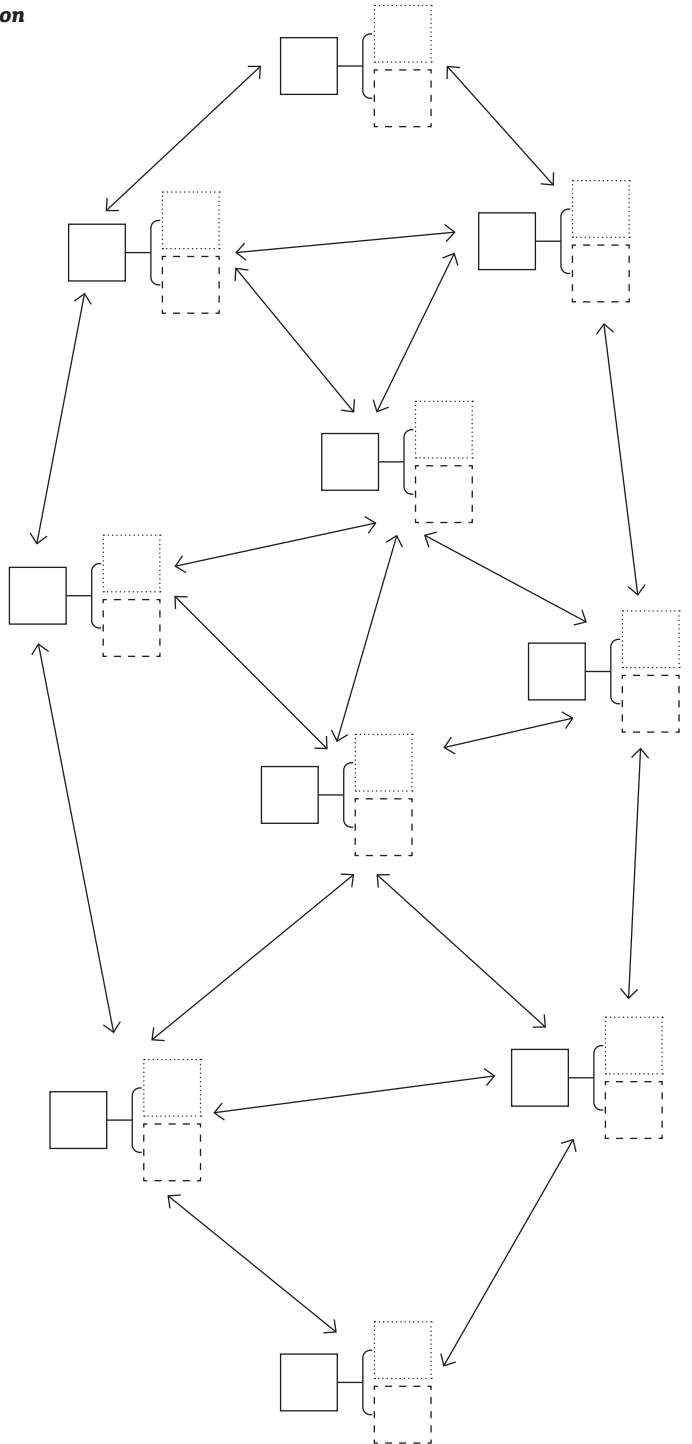
Incremental Approach





TEMPLATE 3_ *Collective Action*

Emergent Approach





KEY STEP n° _____

- ✦ What are your objectives of this key step?

WHAT DO YOU DO?

- ✦ What activities do you do to develop this key step?

HOW DO YOU DO IT ?

- ✦ Which methods/tools do you need?

WHO DOES IT ?

- ✦ Which actors do you involve?

