



"THE CHANGE" IN ACTION

HOW TO FACILITATE
THE GAME



YITEG



Co-funded by the
Erasmus+ Programme
of the European Union

About this manual

The purpose of this Manual is to be a support tool for those who want to **facilitate an educational activity using the game “The Change”**.

“The Change” - apart from playing it with colleagues, friends, family, etc.- can be used in order to **strengthen the social initiative competences of young people** and accompany them on their journey of **becoming active promoters of Transformative Economies** (hereinafter TEs) practices in their community.

Thanks to the Manual - which was co-produced with the support of groups of young people from 4 European countries - whoever wants to promote an educational activity with “The Change” can find keys to prepare the ground for a fruitful reflection and a learning action process on TEs: through the facilitation of “The Change”, active young people will be able to **empower less active young people** to acquire new competences and to become promoters of the values and practices of TEs.

Why use a game to deepen Transformative Economies?

Playing a game is an intentional process that **involves a person in a holistic way**. It allows to create an “as if” reality and it allows for hypotheses: these conditions create a safe space **for experimentation with players’ own competences and relationship building**. The playing of games opens up space for experimentation and for the making of mistakes which have consequences in the game, but, in general terms, don’t affect real life. Such a safe space can **support the development of competences, such as adaptation, problem-solving, interaction, following rules, critical thinking, creativity and teamwork**.

With “The Change”, players **can discover real TEs initiatives and realise that other economies are possible**. They can learn more about TEs, connect themselves to their local reality with a transnational perspective, and apply small or big changes to their daily habits and routines.

Finally, playing “The Change” in a **formal and non-formal learning environment is an inclusive and growing experience in itself for young people**. For this to happen, it is necessary to ensure that some important elements are always guaranteed in the educational activity, for the benefit of the group as well as of the individual players.

“The Change” can also be played with children from 10 years old. The rules of the Junior version are included in the game instructions.



What you will find in the Manual

- An introduction to **the damage caused by the current economic system** and to the **benefits of Transformative Economies**.
- How to promote an **educational activity using “The Change”** and tips to explain the game.
- How to prepare the **activity flow**, the **debriefing** and the **evaluation**
- How to **deal with conflict/violent communication**.
- Other resources: a **glossary** and a reference to an **online map** of real initiatives of Transformative Economies, as examples that other economies are indeed possible and are already a reality.

The Manual is available in Catalan, English, French, Greek, Italian and Spanish.

**Are you ready to deepen
Transformative Economies
through The Change?**



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What is the damage caused by the current system? Why Transformative Economies?

Life on our planet today is facing **multiple interrelated crises** (economic, political, social, cultural, climatic, care, etc.) as a result of the prevailing system known as **neoliberalism**[1]. Inequalities between people are increasing, the climate crisis is worsening, biodiversity is disappearing, our lives are becoming more precarious and authoritarianism and militarism are on the rise.

Since the beginning of the industrial revolution, the abuse of natural resources has increased extraordinarily. In the capitalist worldview, these resources are there to be extracted and to be used in favour of humanity, for extreme consumerism without taking into account that nature has limits. Nowadays, climate change and other ecological phenomena show that this approach is not going to allow sustaining life on earth. All this **overexploitation of natural resources** occurs under what is known as extractivism, which refers to the extraction of natural resources and raw materials from territories, especially in the Global South[2], creating environmentally unsustainable models in these territories and generating labour exploitation.

While governments invest in weapons and militarization, **precariousness** increases and we find ourselves in front of a deep housing crisis, very high levels of unemployment and an inflationary model in which it is increasingly expensive to buy basic goods. The current system we are living in has brought lots of wealth to the people. However, this wealth is distributed in a very unfair manner, with the richest one percent of the world's population owning almost half of it.



A huge global inequality has been created in the last centuries which leads to several social issues. Many people are suffering hunger, fatigue and other existential crises. As many as 828 million people were affected by hunger in 2021 even though enough food was produced to feed everyone.

[1] Neoliberalism is an economic and ideological system that promotes the law of the free market to the detriment of state intervention.

[2] Global South is a term used within decolonial theory, referring to a world divided into North (for the "rich", "developed" countries of the "First World") and South (for the "poor", "underdeveloped" and "Third World" countries). The term itself is political, meaning that it includes a critical view of how the countries of the North exploit the countries of the South through an extractivist system.

Furthermore, **psychological issues** such as burn out, depression and suicidal tendencies have been increasing a lot in the last decades, under what we call the care crisis. More and more even young people are not seeing a sense anymore in living in the current life conditions. The working conditions due to economic pressure, hierarchies and a culture of competition make work hostile.

The current system is built on **patriarchy**. Most of the people in power are and have been white men. These men have been in charge to make laws, policies and other decisions to rule the people. Women are still nowadays much more occupied with reproductive work (household, raising children and other care work), and in the case of them having a paid job, their salary is smaller than the one for men. And this is even worse so for non-binary people and other minorities, with their social situation rarely allowing for a comfortable or wealthy life because of discrimination at the workplace and at cultural events.

All this takes us further and further away from a world in which respect for life, freedom and diversity is a core value and from a society in which everyone lives well. But despite the fact that this system has imposed the "there is no alternative" matrix, and has filled our imaginations with various dystopias, there are many movements that continue their relentless task of seeking alternatives for a better world.

Transformative Economies (TEs) are opening new possibilities for young people to participate in and lead concrete initiatives for the common construction of a more just and sustainable society, boosting an economy based on values and having people and their needs at the centre of the system.

TE initiatives have an **intersectional approach**, which considers that issues such as gender equality, fair trade, ecology etc. are interconnected and combine the social with the economic sphere. Important values of TEs are **horizontal organisation**, the **attention towards the process** and not only the results, and **social justice**. TEs are an umbrella concept for five different branches: **Social Solidarity Economy, Feminist Economy, Agroecology, Commons and Communitarian Economy**. All these branches have evolved over years and address different aspects of the conscious and collective use of goods, of the governance (how to co-organize) and the co-creation of healthy working conditions. They are also taking care of the wellbeing of everyone involved, including the natural environment.

TEs are called transformative because their aim is to transform the economy and more broadly the society into something purely constructive, without the exploitation of resources and beings whilst leading to a blossoming of a positive and beautiful co-existence with and on earth.





The YITEG project

YITEG is a project that focuses on **new generations as key actors** for the transition to **Transformative Economies** (hereinafter TEs): initiatives, practices and movements that look to the economy as a social sustainable system having human needs, natural systems, care and community links, at the centre of the economic activity.

Before discovering more about YITEG, we would like to ask you: **what does “YITEG” mean?**

Good luck!



- [Year of the Impact of the Transformative Economies European Group](#)
- [Youth Impacting Transformative Economies through Gathering together](#)
- [Youth Impacting Transformative Economies through Game-design](#)

YITEG is a project that has created a **local-transnational community** where young people, civil society organisations and universities have shared, reflected, and built together on transformative economies.

The project has had the aim to **boost young people's social entrepreneurship, promoting awareness about TEs' values and practices in our communities** in order to build more inclusive and conscious societies: recognizing the negative impact of the actual economic system and acknowledging the advantages of TEs, as economic practices that promote renewable energy, fair trade, education and community development in the global North and South.

YITEG has reinforced the sense of initiative and **active citizenship** through different learning formats: training, mapping, webinars and - as a central element - a game design process.

It has created a **map of TE's initiatives** and linked to those initiatives, The Change, the game that you have in your hands now.

YITEG is in line with four of the eleven **EU Youth Goals 2019-2027** and with the **Sustainable Development Goals**, which reflect the views of European youth and represent the vision of those active in the EU Youth Dialogue. Within the YITEG project you can find some of them such as goals 1. Connecting EU with Youth; 8. Quality learning; 10. Sustainable Green Europe and 11. Space and Participation for All.



How to promote “The Change” activity

In order to organise a learning activity based on “The Change”, you need few but important ingredients: a setting, the game and people who wish to play and learn! In this chapter you will find suggestions on how to promote the activity widely.

Where?

First you need to find a place. “The Change” is a table game, but it can also be played outdoors. In all cases you should make sure that:

- **There is enough space for all the players to sit comfortably and move when required by the game.**
- **The place is cosy and welcoming (not too cold during winter, not too hot during summer).**
- **It is easy to reach.**
- **It is accessible to people with limited mobility.**
- **It is equipped with chairs and a table (indoor) or with cushions and floor cover (outdoor)**
- **Preferably have a poster, a flip-chart or a board to use for the debriefing at the end of the game.**
- **If possible, provide some light snacks and something to drink.**

How to reach the players?

After having chosen the setting, you need to gather a minimum of 2 and a maximum of 5 players. If you happen to have more than 5 people, some can team up and play together as one player.

You could invite people you already know and are in contact with, but you might also organize an open event inviting the general public to play, or both. In the case of an open event, here are some suggestions on how to invite new players:

- **Post a call to play “The Change” in the appropriate social media channels of your network (university department, activists network, volunteering association, friends etc).**
- **Contact an organisation or youth centre you know or that is in line with the values of the game and that would help you promote it towards their volunteers and users.**
- **Look for festivals, ongoing afternoon activities for young people and similar events happening in your town and propose them to include “The Change” in their programme.**
- **The old way... print and hang the call at university, in the shops of your neighbourhood or wherever else it is allowed.**

Keep in mind...

- **Choose the promotional channel according to the profile of players you want to reach.**
- **Start advertising a few weeks in advance.**
- **One time is probably not enough: publish the call several times before the event.**
- **Include all basic information: when it is going to happen, where, duration (always foresee extra time for debriefing and wrap up at the end of the game), your contact for registering or asking for further information.**
- **Make sure people register for it so you know how many players are coming.**
- **Contact them the previous day to confirm their participation.**
- **The golden rule: ask for help if you feel lost or overwhelmed!**

How to trigger people's interest

When calling people to play, whether you know them or not, it is important to be clear on the kind of activity you are offering: is it a way to spend time with friends discussing interesting social issues? Is it a game to learn about alternatives to the current economic system? Is it a learning experience about what we could change in our lives? Is it an opportunity to discover fairer and more sustainable economic practices already existing around us? Is it all of them, or even more?

After having clarified what your target might be more reactive to and what you are offering them, it is time to think about how to make your call more catchy, engaging and triggering. Add some hints about the topic of the game: a short sentence, some key words, a provocative question... make it interesting and captivating. Use your own personal experience with "The Change": what aspects impacted you most when you played the game? Use those elements as prompts to trigger the curiosity of your potential audience. Here are some examples of catchy questions and sentences:

Have you ever wondered how you can make a real impact in your community?

Have you ever experienced inequality in your workplace?

Is competition the only way to get what you need in life?

Is equality amongst people a utopia?

How much do you collaborate with others in your daily life?

Are you satisfied with the things you consume and the waste you produce?

Do you treat our common home the same way you treat your own?

Learn how you can contribute to an economy that works for everyone, not just the few.

Get inspired by real examples of change.

Explore how everyday actions can lead to changes in our society.

Discover practical ways to make a difference.



How to explain the game

Explaining how to play a game is always a challenge. Much more so if we also want to have a positive impact with it. We share 3 resources with different tips to facilitate this part of the preparation and to ensure that all players understand the rules and the symbolism of the game as best as possible. The resources are:

- **A step-by-step explanation**
- **Infographic with setup and game actions.**
- **Game terminology**

Step-by-step explanation

To explain to the players how to play the game we recommend you to follow these steps:

1. Explain the meaning of the game and how to win.

“The Change” is a collaborative game for 2 to 5 players with an approximate duration of 1 hour. During the game, we experience communitarian power, discover various projects based on the five branches of the Transformative Economies, debate their benefits and promote changes to achieve a fairer world.

To win, we must reach the end of the "path of Transformative economies" before the wooden pawn reaches the end of the "path of the Current economic system".

When we reach the end of the Transformative economies path, we can scan the QR code to discover some real transformative economies initiatives. “

2. Open the game box, show each component and explain its function.

Take advantage of this moment to place them on the table so that the game can start at the end of the explanation. The components are:

- The board with the power of the community (Roulette) and the opposite paths
- The meeples, representing people that are active in one of the 5 branches of Transformative Economies (TEs)
- The cards about the TEs initiatives
- The cards of negative effects of the current economic system
- The two different types of event cards

3. Distribute one summary card to each player and explain how to win and how to lose. Remind the players that it is a cooperative game, so all actions should be consensual.

“Every time we change a negative effect of the Current economic system we move the pawn one space forward on the Transformative economic track. We win if we reach the end of the path, before the pawn of the Current economic system arrives at the end of its own path.

To change the negative effects of the Current economic system we need to develop and use the values of different TEs initiatives cards.

To develop this initiatives, we must mobilise active people interested in different branches of TEs:



Active people interested in Social Solidarity Economy.



Active people interested in Agroecology.



Active people interested in Feminist Economy.



Active people interested in Communitarian Economy.



Active people interested in Commons Economy.



Active people interested in all branches. They serve as a wild card.

To mobilise these active people, we need to use the communitarian power, represented by the common pile of meeples and the roulette.

The Current economic system pawn advances in two cases: when the roulette shows the money symbols, and when we fail in trying to Change one negative effect card.”

4. Explain the 3 phases of each player's game turn:

- A) Activate the communitarian power by spinning the roulette
- B) Mobilise active people to develop Transformative economies initiatives
- C) Use the values and benefits of the developed Transformative economy initiatives to change a negative effect of our Current economic system and to keep Transformative economies initiatives ongoing

Explain each phase in detail by moving the components and giving examples.

5. Let players interrupt to ask you questions. But if they ask you something that you will explain later, tell them “We'll explain it better later”.

6. Make a final summary of all the actions, answer the questions and if the players still have doubts, make another round of examples.

Infographics with game actions

To summarise the game flow you can use and share these infographics with the setup and with the actions of the game.

THE CHANGE



The CHANGE

SET UP

28 cards of TRANSFORMATIVE ECONOMIES initiatives



Divide them equally in 4 decks and leave them on both sides of the game board with the cards face-up



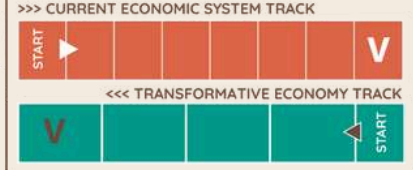
10 EVENT cards of Transformative economies



10 EVENT cards of Current economic system



ACTIVE PEOPLE OF THE COMMUNITY



24 cards of NEGATIVE EFFECTS caused by the Current economic system
Form 4 equally divided decks with the cards facing-up.

2 BROWN PAWNS. One for the current economic system track and another for transformative economy track



5 JUNIOR CARDS WITH NEGATIVE EFFECTS of the Current economic system

Only for playing the junior version of the game (players between 10 and 16 years old)



ACTIVE PEOPLE
42 Meeples in 6 colors. Each color refers to a branch of Transformative economies



each player has to choose 2 meeples representing active people in the branches in which they are interested

- Communitarian Economy
- Social Solidarity Economy
- Agroecology
- Feminist Economy
- Commons Economy



HOW TO PLAY

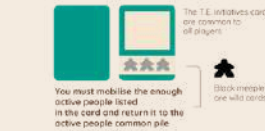
Each player perform its turn in FOUR steps:

1 ACTIVATE THE COMMUNITARIAN POWER
(Spin the wheel and apply the result)



2 MOBILISE YOUR ACTIVE PEOPLE TO DEVELOP TRANSFORMATIVE ECONOMIES INITIATIVES

Select the best card of Transformative Economy initiative you think it would be useful TO CHANGE any card of negative effect of Current economic system



You must mobilise the enough active people listed in the card and return it to the active people common pile.

The T.E. initiatives cards are common to all players.



3 CHANGE ONE NEGATIVE EFFECT

Select between 3 and 6 cards of T.E. initiatives cards to use their values and benefits TO CHANGE one negative effect card. Flip the negative effect card to check the result.

If at least 3 of your cards are in the list, congratulations, You have CHANGED the negative effect of the Current economic system

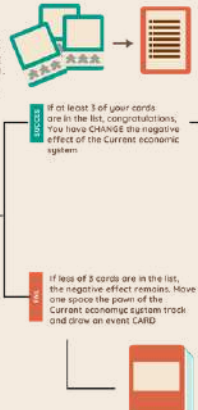
If less of 3 cards are in the list, the negative effect remains. Have one more space the pawn of the Current economic system track and draw an event CARD

Discard the changed NEGATIVE EFFECT card

Move one space the pawn of the Transformative economy track and draw a EVENT CARD

Read the EVENT card instructions and applies its effect

Discard the unchanged NEGATIVE EFFECT card.



4 KEEPING ACTIVE THE TRANSFORMATIVE ECONOMIES INITIATIVES

Discard the T.E. cards used to attempt to change a negative effect. To keep it, you must mobilise one active person who shares one of the card's colours and return it to the communitarian power pile.

Read the EVENT card instructions and applies its effect

If you want to know more about the game and the YITEG project visit our website

Discard the T.E. cards used to attempt to change a negative effect. To keep it, you must mobilise one active person who shares one of the card's colours and return it to the communitarian power pile.

Read the EVENT card instructions and applies its effect

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Discard the T.E. cards used to attempt to change a negative effect. To keep it, you must mobilise one active person who shares one of the card's colours and return it to the communitarian power pile.

Read the EVENT card instructions and applies its effect

HOW TO WIN

You win if you manage to change 4 negative effects of the Current economic system and the wooden pawn reaches the final box with the QR code

You can scan the QR code to discover a selection of local Transformative economies initiatives around Europe

Otherwise, if the Current economic system's wooden pawn reaches the end of its track first, you lose the game... but you can always try to play again!

Read the EVENT card instructions and applies its effect

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Discard the T.E. cards used to attempt to change a negative effect. To keep it, you must mobilise one active person who shares one of the card's colours and return it to the communitarian power pile.

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Read the EVENT card instructions and applies its effect



During the game, you can also project on a screen the steps that players should follow. This is particularly helpful when several groups play at the same time, for example in a classroom.

We provide a ready-to-use slide with the steps of the Junior version of THE CHANGE.

- **SPIN the ROULETTE TO ACTIVATE the COMMUNITARIAN POWER.**
- **INVOLVE the active persons (MEEPLES) as indicated by the roulette.**
If the roulette indicates €, **MOVE FORWARD** the pawn on the red track, take **ONE EVENT CARD (red)** and **DO THE ACTION**.

If the roulette indicates **EXCHANGE...** **EXCHANGE** the active persons (meeples) among all of you in any way you want and as many times as you want. You can only do it when the roulette indicates **EXCHANGE!**
- **MOBILISE the active people to DEVELOP (GET) Transformatives Economies CARDS.**
- **ACTIVATE the Transformative Economies CARDS TO CHANGE the negative effect.**
- **MOVE FORWARD THE PAWN of the Transformatives Economies track >> TAKE an EVENT CARD (green) and DO THE ACTION.**
- **If you want to KEEP the INITIATIVE CARDS that you have already activated, INVOLVE 1 active person (meeple)**



Download the full presentation at <https://tinyurl.com/changejunior>



Game terminology



Communitarian power

Transformative economies path

Current economic system path



Game terminology

Active people



Cards of negative effects caused by the Current economic system

Cards of Transformative economies initiatives and projects



People to be mobilised



Game terminology

Game action

Spin the roulette

Obtain a meeple from the common pile (by roulette effect or by event card effect)

Exchange meeples time

Use meeples to obtain a Transformative initiative card

Return one meeple to keep one Transformative economies initiative card

Use Transformative economies initiatives cards to change a negative effect

How to name it

Activate the communitarian power

Involve one active person

Exchange the communitarian power

Mobilise active people to develop one transformative economies initiative

Mobilise new active people to keep the initiative ongoing

Use the values of the Transformative initiatives to change a negative effect of current economic system

We suggest avoiding using terms or expressions associated with the current economic system such as: “colour pawns”, “getting or returning people”, “buying initiatives”, “using Transformative economies”.



How to prepare the activity flow and the debriefing

During “The Change” game there will be a lot of moments in which players will discuss: about the **best strategies to overcome the negative effects** of the actual economic system, about the meaning and the impact of each initiative of Transformative Economies, about possible solutions for a community transformation.

The purpose of having a **debriefing after the game** is to raise players’ critical thinking and consciousness about the damages created by the actual economic system and the importance of the initiatives of TEs.

You, as a facilitator, can reach this goal by wrapping up the elements that came up during the game discussions, by bringing in other elements that you think deserve attention, but which were not touched upon until that moment, and by concluding the activity with a summary of a few learning highlights.

Flow

1. Before the game

- if you are not the main organizer, make contact with the person in charge of the group of participants you will work with and get information about them, their needs and motivation;
- prepare an outline with the different steps of your activity (introduction, playing the game, debriefing, etc.) with the timing, specifying how many minutes each single step will take. The overall activity, including explanation of the game, playing and the debriefing, should not last more than 2 hours.
- prepare/organise the space and material for the activity.

2. During the game

It’s very important that you take notes (writing them down or make sure to remember) about the interesting points which came up during the game discussions and try to bring them up again in the debriefing, in order to deepen them and create in this way a moment of learning for the group.

3. Debriefing

Here comes a set of **possible questions** you can use for creating **debate** when the game is over (or when you stop the game if it lasts more than 45 minutes: remember that to play the game is just the means, the aim is to reflect on what is coming up in the game). Of course, they are just ideas, you can adapt them and you don't have to use them all.

- *How do you feel now? How did you feel while playing the game? Which emotions did it bring up in you?*
- *Was the game interesting? Why? How was the interaction with the other players?*
- *Which initiative cards did you like the most? Which of all the negative effects impacted you the most?*
- *Did you find in the cards any concept or initiative that you were not aware of from before? (proposal: consult the list of concepts at the end of this manual)*
- *Can you think of examples of daily practices with which we can counteract the negative effects of the actual economic system?*
- *Why do you think the current economic and political system generate problems? What would a society based on the principles of Transformative Economies look like according to you?*
- *Was it easy to win? Why? Why not?*

As said, you can also add questions linked to the points you have collected during the game discussions.



REFLECTING ON A FAIRER AND MORE EGALITARIAN SYSTEM

4. Conclusion

Ask participants what they bring back home from today's activity with The Change. Draw on the flip-chart some keywords coming from participants' answers. Highlight the major points we discussed and learned about during the activity.

5. After the activity

The best would be to embrace those emotions that arose during the game and invite game players to **take action in their real, everyday life**, maybe starting with something small scale. You can even make a round of ideas for action with them.

Furthermore, it would be interesting to send to the participants **web links, articles, references and material connected with the Transformative Economies** and the themes emerged during the debriefing (*see the background chapters in this manual*). In this way they can deepen on things by themselves or in another guided session.

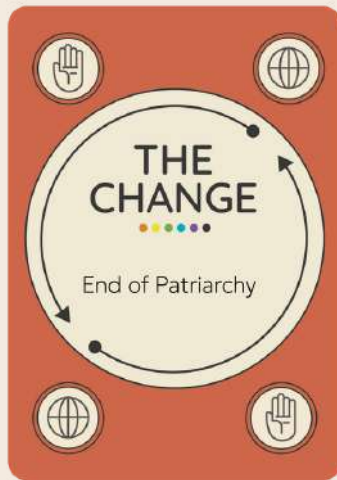
A short evaluation form is provided in this manual.

Tips for the facilitator

We should include the values of Transformative Economies when moderating debates in such a way that we can live democratic and inclusive learning moments.

- First of all, you should know in advance and take into account the **type of group/participants** you are doing the workshop for: the setting, the number of participants, the age, the motivation, if they have special needs, are all important elements. It is not the same to deliver The Change to 16-year-old students - in that case your role as a facilitator has to be very visible - or with a small group of friends, when the discussion will be more fluid and the facilitation will be different.
- If the players are a big group of more than 5 people, several games will run in parallel. In such case, it is recommended to have **more than one facilitator** to support the players during the game!
- We must be clear (and make it clear to participants) that the objective of sharing and debating is to **learn together and not to "win the debate"**. The attitude of participants should be of active listening, openness and empathy. Our goal, as facilitators of a pedagogical activity, should always be to build good relationships and strengthen ties of trust among people.
- It is important to establish the **rules of the debate before starting**: during the game the player who has activated the communitarian power is the one entitled to propose which TE initiative to develop, then the other players can react; each person must ask for a turn to speak; we do not interrupt each other; racist, sexist, classist, LGBTI-phobic etc. comments are not tolerated. As a facilitator, you should know how to stop the interventions if the values of the TEs are at stake[1].

See Chapter "How to deal with conflictive/violent communication". You can also consult pages 1 to 4 of the [Protocol for safe spaces free of aggression](#) - RIPPES Europe



- Learning about TEs happens through dialogue and the exchange of opinions also during the game. If the group does not engage in the discussion, you should **trigger dialogue** by encouraging the players to express their opinions, raising questions about the negative effects of the current system and if necessary playing the “devil’s advocate”.
- If the group is losing track of time and keeps discussing without taking decisions, you can tell the players that they have 1 minute to decide what TE card to develop. Keep in mind that playing **the game should not take more than 1 hour!**
- As a facilitator, you have to ensure that **everybody must be effectively heard**, have a space to ask questions and express their ideas and concerns. If only those who are used to speak out in front of others or who have more experience in voicing their opinions raise their hands and talk, there might be a deficit of democracy and participation. To achieve this, a good way may be to sit in a circle, making small discussion groups, giving the word not necessarily in order but to the ones that didn’t speak before.
- If there is a dispute or even an argument, the facilitator should be quick to steer the discussion towards **non violent communication**, where it’s allowed to have different and even opposite visions. Diversity and debate can be a rich source of learning if we don’t see them as a battlefield where someone is right and someone is wrong!
Find in chapter 6 tips for dealing with conflictive/violent communication.
- To have a fruitful debriefing, the facilitator should also take into account that participants can come from a **different cultural, social or economic background**, and this can affect their perception about space, time, rhythm and content of the activity, etc.
- It’s important that the facilitator keeps the **rhythm and the timing** of the whole debriefing and of the speakers in order to allow everybody to talk and decide the moment in which it is time to conclude. To close the activity try to make a summary of the highlights and celebrate the richness of the collective process.
- If it’s your **first experience facilitating** an educational activity, don’t worry: you can do it and mistakes are not only welcome but even necessary in order to improve your skills in facilitating.



How to deal with conflict/violent communication and strong emotions

While playing “The Change” **conflicts and strong emotions might arise** - depending on the environment, how much the co-players know each other and how they are doing psychologically at the very moment of playing.

Players will have **different opinions** on the topic of Transformative Economies and how they see the current system operating.

They also might have different views on the flow of the game or be confused about the collaborative character of it. For example, during discussions some players might insist on their opinion to the point that they do not allow other voices to be heard or for a dialogue to start. Also, some players might not have any previous experience in taking decisions together as a group, and they could tend to impose their own opinions without the group objecting.

In order to **facilitate a peaceful and constructive discussion between the players**, the facilitator might have to intervene and help the discussion to proceed positively.

Possible interventions

- Try to make people understand that **having different opinions is great** because it helps the discussion to be informed from different perspectives and to have a broader picture of the topic.
- Generally, make sure that **every player has their say** and no one is left completely out of the discussions. You might ask players who are taking a lot of space, to take a step back and give more time for the others to think and express their opinions.
- If players are addressing each other in an aggressive way, you can ask them to talk in the **“I”-language**, so as to express their opinion while taking individual responsibility for their thoughts and actions. Instead of saying: “you are saying this so you are that”, they could say: “listening to you, this comes to my mind or I feel that”
- In case players are getting loud and overexcited, you could help them **calm down** by taking a little break from the game, breathing together or even leading a short meditation if you are acquainted with that. Also, you could try to make them focus on a different aspect of the game or the discussion, for example on something that they seem to agree on or something more easy to resolve.
- In the worst case the discussion or even the game can’t be continued because of tensions and violent communication. For example, if you see people keep being attacked despite previous interventions or struggle for other reasons, you might bring the discussion on a meta-level and introduce a question like: “Why and how do you think we got to this point?”.
- Let them answer one by one going through the circle and make sure the discussion is not taking too long, wrapping up in the end what has been said.
- Stopping the game without having another discussion following, is also an option. Especially if you don’t feel comfortable enough to facilitate it.

Further reading

- *Website of Non-violent Communication for more information:*
<https://www.cnvc.org/>
- *See pages 1 to 4 of the Protocol for safe spaces free of aggression - RIPPES Europe*





Evaluation

A **short evaluation at the end of the activity** can help the players to better understand what they have learnt and it will provide you with useful insights for organizing future activities based on “The Change”.

You can provide these questions on a paper that you will collect from each player, or you can send them an online form that they can fill in whenever they want in the coming days.

- 1) How engaged were you throughout the game? (Rate from 1-5, with 1 being not engaged at all and 5 being highly engaged)
- 2) To what extent did you understand the main concepts presented in the game?
- 3) What was your overall mood or emotional state after completing the game?
- 4) What helped you most throughout the game and the final discussion?
- 5) Did you observe any notable changes in your perspectives or attitudes during or after the game? If yes, please briefly describe.

You can also invite the players to submit a more thorough evaluation, whose results will be collected and analyzed by the creators of “The Change”. They can scan the QR that brings to this [link](#):





Connecting the game to reality

“The Change” is a game designed specifically for:

- Discovering the 5 branches of the Transformative Economies and some initiatives in this ecosystem.
- Making the negative effects of the Current economic system evident, and identifying our own daily actions that enhance them.
- Promoting the debate on the characteristics and values of Transformative Economies initiatives and how these influence the creation of a more just and caring world.
- Putting into practice collaboration, non-violent communication and the search for consensus within a playful environment.

To achieve these objectives, it is helpful during and after the game, to **establish a link between what we discover and experience in the game as well as in reality**. We propose these 4 options for doing so, although we encourage you to expand these possibilities with your own ideas.











1. Discover the Transformative Economies initiatives on which each card in the game is based

This link allows players to understand how the various Transformative Economy initiatives they have seen take shape in our environment and the importance of promoting them. These examples are portrayed and described in the [multimedia YITEG MAP](#) of initiatives of TEs from France, Greece, Italy and Spain.



We can use this information to make a final reflection or even to use during the game if you have doubts about the meaning of these cards.

CARD OF TRANSFORMATIVE ECONOMIES	REAL EXAMPLE	CARD OF TRANSFORMATIVE ECONOMIES	REAL EXAMPLE
<p>81</p> <p>- FEMINIST COOPERATIVE -</p>  <p>Social cooperative that promotes feminist empowerment, sustainability and circular economy</p> 	<p>Soleinsieme</p>	<p>84</p> <p>- LOCAL CURRENCY -</p>  <p>Alternative currency created to support and promote the local economy</p> 	<p>Le lien</p>
<p>82</p> <p>- COMMUNITY CENTRE -</p>  <p>Collective space supporting collaborative projects and active citizenship</p> 	<p>Can Batlló</p>	<p>87</p> <p>- AGROECOLOGICAL NETWORK FOR FARMERS -</p>  <p>Association created to improve ecological practices and cooperation amongst farmers</p> 	<p>ADDEAR Loire</p>
<p>83</p> <p>- NON-PROFIT SOCIAL COOPERATIVE -</p>  <p>Cooperative enterprise led by people who value principles such as sustainability, social and environmental justice and feminism</p> 	<p>The Kafeneio at Plato's Academy</p>	<p>85</p> <p>- FEMINIST BOOKSHOP -</p>  <p>Second-hand bookstore which aims to contribute to social justice by promoting transformative economies and feminism</p> 	<p>Book Garden Athens</p>
<p>84</p> <p>- SOLIDARITY ASSOCIATION FOR WOMEN -</p>  <p>Social initiative helping women victims of trafficking to rebuild their lives through mutuality and access to local resources</p> 	<p>Threads of Hope</p>	<p>89</p> <p>- CARE NETWORK -</p>  <p>Collaborative project in support of families that need childcare</p> 	<p>SOMRIU SCCL</p>
<p>86</p> <p>- ECO-FEMINIST CENTRE -</p>  <p>Multi-use space focused on ecology and care, addressing climate change and rethinking the relationship between humans and nature</p> 	<p>MiAZo</p> <p>Eco-lieu des Grands Lacs (RDC)</p>	<p>810</p> <p>- FAIR TRADE SHOP -</p>  <p>Food and craft shop in the neighborhood where the producers (usually from the global South) have been paid fairly</p> 	<p>Le Botteghe delle terre del sole</p>

CARD OF TRANSFORMATIVE ECONOMIES	REAL EXAMPLE	CARD OF TRANSFORMATIVE ECONOMIES	REAL EXAMPLE
<p>411</p> <p>- PERMACULTURE CENTRE -</p>  <p>Socio-political and cultural project that promotes permaculture through sustainable agricultural practices</p> 	<p>Liveloula/Selian a</p>	<p>416</p> <p>- PROJECT PROMOTING HEALTHCARE -</p>  <p>Care-centred initiative that promotes health practices and intercultural dialogue</p> 	<p>Danaecare</p>
<p>412</p> <p>- SOCIAL ENTERPRISE -</p>  <p>Social enterprise that promotes and hosts social, feminist and cultural projects and initiatives</p> 	<p>The Kafeneio at Plato's Academy</p>	<p>417</p> <p>- FOOD COOPERATIVE -</p>  <p>Consumer cooperative shop where decisions regarding local food procurement and distribution are chosen by its members</p> 	<p>Food coop ben</p>
<p>413</p> <p>- OPEN EDUCATIONAL RESOURCES -</p>  <p>Social collaborative initiative supporting learning communities and providing free educational resources for citizens</p> 	<p>CoLab house / transfoLAB ATH</p>	<p>418</p> <p>- ART THERAPY ASSOCIATION -</p>  <p>Non-profit organisation implementing art and creative workshops to promote mental and physical care</p> 	<p>Artinsieme</p>
<p>414</p> <p>- URBAN COMMUNITY GARDENS -</p>  <p>Collectively managed neighbourhood vegetable gardens and green spaces</p> 	<p>Trophy.Lab</p>	<p>419</p> <p>- TIME BANK -</p>  <p>Network of associations that foster the exchange of services amongst individuals where the "currency" is time</p> 	<p>L'accorderie</p>
<p>415</p> <p>- AGRO-ECOLOGICAL SHOP -</p>  <p>Shop that sells ecological and seasonal local produce</p> 	<p>V.R.A.C ECO</p>	<p>420</p> <p>- RENEWABLE ENERGY COOPERATIVE -</p>  <p>Cooperative supplier that offers renewable and socially responsible electricity</p> 	<p>Enercoop</p>

CARD OF TRANSFORMATIVE ECONOMIES	REAL EXAMPLE	CARD OF TRANSFORMATIVE ECONOMIES	REAL EXAMPLE
<p>#31</p> <p>- SELF-MANAGED COUNTRYSIDE SOCIAL CENTRE -</p>  <p>Self-managed social centre with agroecological practices</p> 	<p>Casetta Blu</p>	<p>#35</p> <p>- ETHICAL BANK -</p>  <p>Bank whose actions and investments are socially and environmentally responsible.</p> 	<p>Fiare</p>
<p>#33</p> <p>- LETS (Local Exchange Trading System) APP -</p>  <p>APP that reduces intermediaries by putting local biological food producers in direct contact with local restaurants, shops and consumers.</p> 	<p>Etic table</p>	<p>#36</p> <p>- HOUSING COOPERATIVE -</p>  <p>Housing cooperative that operates promotes "transfer of use" over private property.</p> 	<p>Sostre Civic</p>
<p>#23</p> <p>- PUBLIC POLICY COMMITTEE -</p>  <p>Committee that develops political discussions and actions to promote social services, sustainability and feminist principles</p> 	<p>ESS France : French Chair of the Social and Solidarity Economy.</p>	<p>#37</p> <p>- SOCIAL INTEGRATION PROJECT -</p>  <p>Centre that supports educational, social and economic integration, whilst attending to people's needs and interests</p> 	<p>Impulsem</p>
<p>#24</p> <p>- LIBRARY OF COMMUNITY TOOLS AND SPACES -</p>  <p>Self-managed community space where tools for carpentry, metalwork, industrial painting and other DIY activities can be rented for free (or with a small membership fee)</p> 	<p>TMDC</p>	<p>#28</p> <p>- ANTI-RACIST RESTAURANT -</p>  <p>Restaurant and catering service centred around organic cuisine, promoting anti-racist values and social solidarity economy</p> 	<p>Mescladis</p>

This link between game cards and the real world can also lead to an open debate about the level of impact that each TE's initiative has, as well as to a search and discovery of similar initiatives in the area or country in which the players live.

2. Consult articles, essays and theoretical resources on Transformative Economies

In socioeco.org you will find more than 27.000 references with case studies, analyses, interviews, accounts of initiatives and proposals, in French, English, Spanish, Portuguese and Italian (and some documents in German with the option of adding other languages) from all around the world.



3. Be aware of our community strength by identifying daily habits and actions that can change the world

The event cards of the current economic system can also serve to **establish a link between the game and the real world.**

We have collected some daily actions that arise from the values of Transformative Economies and exemplify our community strength. We share here a non-exhaustive list of such actions to assess, **after a playing round of “The Change”**, how the sum of small changes can promote larger transformations.

HABITS LIST

If I notice violent behavior (verbally or physically) in my environment I try to intervene or make other people aware of what is happening and maybe act collectively upon it

People often make jokes about minorities or with a sexist/racist connotation. In this case, I would help these people understand that these kinds of jokes are discriminatory and that not everyone is going to find it funny or rightly placed.

When consuming any kind of product I try to find out about the origins of it: is the product environmentally friendly? Are people involved in the production chain (potentially) being exploited? Do I really need to consume animal products?

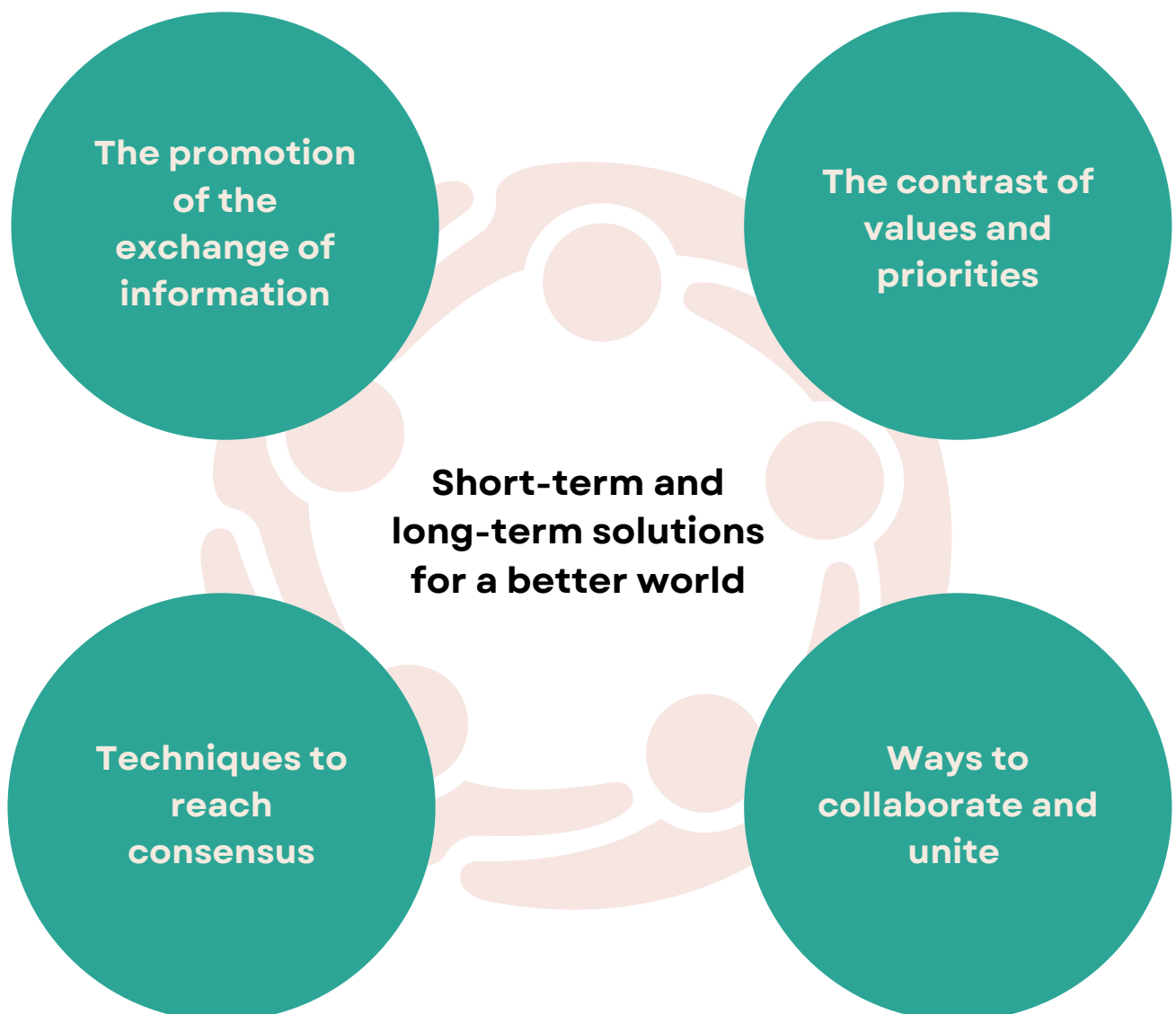
When traveling I inform myself about different options of how to get from A to B - which one is the most environmentally friendly that I can still afford? Carpooling is cheap and always an idea to avoid the non-use of so many car seats!

There are so many things we can decide to change on an everyday life basis, let's do what is feasible and dare sometimes also to step out of our comfort zone - this is how we get into learning as well, individual change will help the collective change!

4. Debate on the negative effects of our current economic system

Using the negative effects cards of our current economic system we can start a debate with the players where we try, by consensus, to order all these negative effects from the most urgent to the least urgent to solve.

You can discuss further about:





5. Register in our virtual course

Finally, you can register for free in our [MOODLE platform](#), where you will find **all the resources of the YITEG project** and a lot of recommendations to keep digging into the world of Transformative Economies, from articles, books, movies, and of course, other Transformative Economies games!



Appendix

Glossary of words used in the game

Agroecology Economy:

A set of concepts and practices in which the knowledge of scientific ecology and ancestral practices is used for agricultural production. It entails to reconsider our relationship with the Earth and therefore connects all ecological struggles with social stakes, leading to concepts such as social ecology and the degrowth movement for example.

Timebank:

A labor-time based bartering system, where people exchange services for hourly time credits, rather than money.

Capitalism:

Capitalism is an economic system characterized by private ownership of the means of production and free competition. It also designates a social organisation of all parts of the society around capital accumulation for profit purposes only. It's a system based on the division of classes and the exploitation from those few who have the power and the means of production towards the dispossessed, who are the majority of society. Moreover, this system also relies on colonialism and patriarchy to reproduce itself.

Circular Economy:

An economic system based on the reuse and regeneration of materials or products, especially as a means of continuing production in a sustainable or environmentally friendly way. It implies considering waste as a resource.

Commons Economy:

The concept of the commons aims for the provision of goods and services equally and with a collective approach. There are as well social practices of commoning - acts of mutual support, conflict, negotiation, communication and experimentation - that are needed to create systems to manage shared resources.

Communitarian Economy:

It generally refers to all activities that are developed without depending on the state or the market, i.e., through self-management. For these communities, social interactions and values are at the forefront of their project.

Decent Work:

It refers to a concept increasingly used within Social Solidarity Economy organizations. With this we refer to the defense of a dignified, healthy and emancipating employment, based on cooperation and wage balance, on the right to participate in the ownership of the means of production and in decision making. Employment aimed at producing socially useful goods and services in an equitable and sustainable manner. Under this conception, interdependence and eco-dependence are assumed as basic and necessary processes for our survival, so that, particularly, care work among people, communities and with the planet, are placed as a priority for social organization.

Eco-dependency:

The current economic system created a separation between nature and life. The concept aims to reestablish the fact that nature is not infinite and that human beings depend on it and should rethink their relationship as well.



Appendix

Glossary of words used in the game

Eco-feminism:

A philosophical, ethical and political theory and movement born from the conjunction between feminist and ecological thinking. This movement is based on the analogy between the exploitation of nature and the exploitation of women by men inherent in the patriarchal system and puts the question of gender relations and domination at the heart of its approach to environmental protection.

Empowerment:

It refers to the ability of individuals, communities and groups of people to understand the nature of their oppressions and to get involved in the decisions that concern them, in particular to escape from situations of precariousness or poverty.

Feminist Economy:

It aims to transform society and the relationship between people and between people and nature by: underlining our interdependence as human-beings (1), highlighting our eco-dependency with nature (2) and recognizing/reorganizing the care work (3) usually handled by women.

Gentrification:

Gentrification is, usually, an urban process by which the population of a neighborhood, or of a city as a whole, changes in favor of more privileged social classes, to the detriment of the working classes that previously occupied the area. The result is a more or less rapid transformation of the social and economic status of the neighborhood or town concerned.

Heirloom organic seeds:

It's a seed variety that existed more than 50 years ago (for some even before Second World War) and are naturally produced with no chemicals. They are usually open-pollinated by birds, bees and wind even though the environment is still controlled to ensure their organic production.

Housing Cooperative:

A housing cooperative or "co-op" is a type of residential housing option that is actually a corporation whereby the owners do not own their units outright. Instead, each resident is a shareholder in the corporation based in part on the relative size of the unit that they live in. There are various ways to implement this approach: where residents own property/properties as a collective by paying into one mortgage and where residents are both the tenants and landlords for example.

Integrated Farm Management:

a whole farm management system which aims to deliver more sustainable agriculture by combining modern tools and technologies with traditional practices, always adapting to a given site and situation.

Local Currency:

a currency that can be spent in a particular geographical locality at participating organisations. It acts as a complementary currency to a national currency, rather than replacing it, and aims to encourage spending within a local community, especially with locally owned businesses.

Neoliberalism:

a political and philosophical approach that favours free-market capitalism, deregulation, and reduction in government spending.



Appendix

Glossary of words used in the game

Patriarchy:

Patriarchy is a social and cultural system in which power and authority are exercised by men, both in the public and private spheres, to the explicit exclusion of women and dissident identities. This has direct consequences and is reflected in all spheres of society (politics, economy, education, health, etc.), thus generating structural violence.

Permaculture:

Permaculture is a design system for ecological and sustainable living, integrating plants, animals, buildings, people and community, centered around 3 main ethics : Earth Care, or rebuild nature's capital, People Care, or care of self, kin and community & Fair Share or set limits to consumption and reproduction, and redistribute surplus

Reproductive Work:

It's often associated with care giving and domestic housework roles including cleaning, cooking, child and elderly care, and the unpaid domestic labor force. The term has taken on a role in feminist discourse as a way of calling attention to how women –and in particular migrant women and dissident identities– are assigned to the domestic sphere, where the labor is reproductive and thus uncompensated and unrecognized in a capitalist system.

Short-circuit:

It refers to a supply chain involving no more than one intermediary between farmer and consumer. It also implies a “short” physical distance between them, but it can be subjective.

Social Solidarity Economy:

It refers to a wide range of economic, social-political and cultural activities that aim to promote the environment and social profitability rather than purely financial gain.

Sustainability:

It refers to a development that meets the needs of present generations (particularly the poorest) without compromising the ability of future generations to meet their own needs.

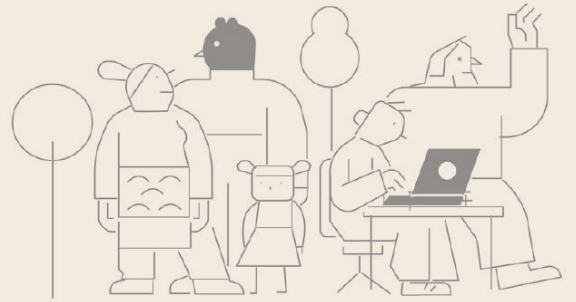
Third place:

Oldenburg, in 1989, defines 3 environments in which an individual evolves: home as the first place, work as the second and neither of them as the third place.

This concept has long since evolved and can define today a place with high social value where people can find a shared place to work, meet, exchange and innovate. They are part of the solution to recreate links on an individual scale by allowing various people to meet.

For examples, a third place can be:

- Workspaces for self-employed individuals or remote employees,
- Shared offices for small and young organizations,
- Spaces for relaxation and conviviality (shared kitchen, café, etc.),
- FabLabs, i.e. manufacturing laboratories with shared professional machines and 3D printing,
- Artistic creation and performance spaces,
- Shared leisure activities: vegetable gardens, repair, upcycling, digital initiation workshops,
- Short-circuit shops.



Transformative Economies

“all proposals for socioeconomic reorganization that bring elements of criticism of the dominant economic framework into play, and that formulate schemes for socioeconomic change that endeavor to alter this framework, and to prevent or alleviate the adverse effects generated by it”

(Surinyach, 2019).



"THE CHANGE" IN ACTION HOW TO FACILITATE THE GAME

Thank you for traveling with us through this Manual. We hope that it has served as inspiration for you to make the most of the game “The Change”, and from here you can develop some good discussions in which, collectively, we can think about how the new world we want to build will be.

May this only be the seed of all that is possible!

More information in our Website:
sseds4youth.org



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