

EXPERIENTIAL GAMES FOR ENVIRONMENTAL AWARENESS

DECEMBER 2022

Developing Interactive Games for Environmental Activism in Albania



WPI

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In collaboration with
Environmental Center
for Development
Education and
Networking

**Advisors: Professor Leslie Dodson &
Robert Hersh**

Special thanks to Professor Dodson, who is an expert in serious games for environmental decision-making. She provided many games, which we adapted for this facilitator's guide.

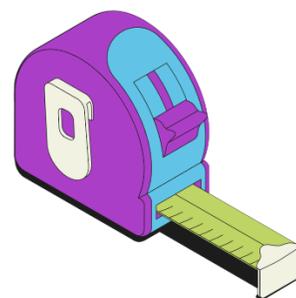
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List of Games

- **Air Pollution and Mobility Web:** Adapted from Web of Life
- **Battling Air Pollution:** Adapted from Mos U Nxhe
- **Climate Message: Climate Sketch**
- **Climate Message: Climate Telephone**
- **Energy Scramble**
- **Everything's Fine:** Adapted from Red Cross/Red Crescent Climate Centre
- **Flooded Land:** Adapted from Red Cross/Red Crescent Climate Centre
- **Hopping Over Air Pollution**
- **Noise Pollution**
- **Seasonal Forecast:** Adapted from Red Cross/Red Crescent Climate Centre
- **Trees-People-CO2**
- **Waste Management**

Key to Symbols



The required space to play a game



Materials needed for the game

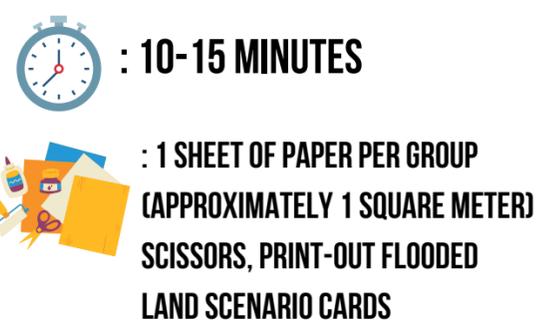
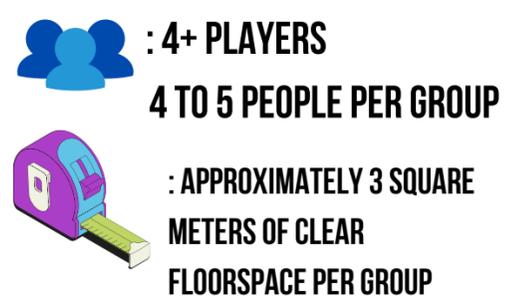


Participants needed to play the given game



Estimated time for gameplay

FLOODED LAND

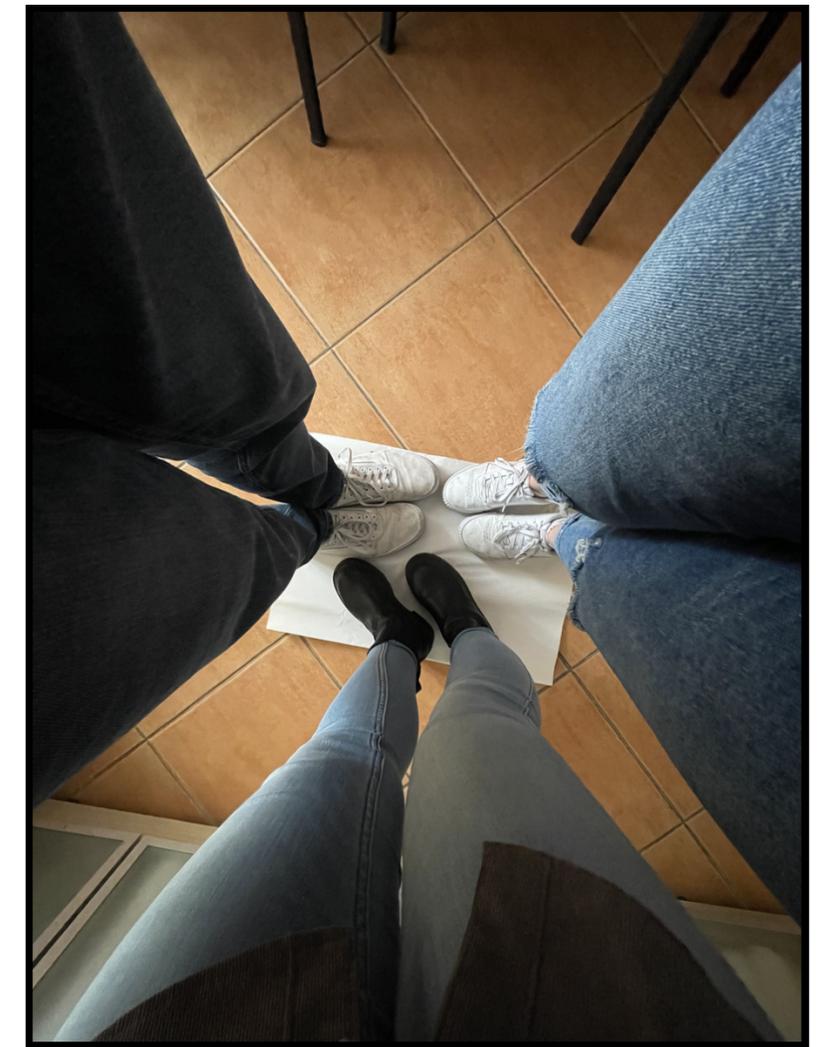


GAME OBJECTIVES

- Display the effects of flooding on communities
- Invite participants to brainstorm ways to address environmental issues

FACILITATION INSTRUCTIONS

1. Ask all players to stand up and separate into groups of 4 to 5 people. Then give each group a sheet of paper to lay on the ground.
2. **Present the situation:**
 - a. Each group represents a community located in Shkoder in northern Albania. The paper represents the land and resources that each community has including food, livestock, and property. The goal is to fit all members of the community on the same sheet of paper for 10 seconds.
 - i. "Now everyone as a group please stand on your land for 10 seconds" **Begin 10 second countdown**
3. **Environmental Impacts:** The following impacts are included in the scenario cards **reference Flooded Land Scenario Cards, pg. 5** which break down the game into three rounds. Each round, a new situation is presented which explains how each community's land and resources have been affected. As a result, participants will be instructed to fold their sheet of paper in half and strategize how they will respond.
 - a. **Climate Justice:** Hand each group climate justice scenario card **reference Flooded Land Scenario Cards, pg. 5**
 - i. "Due to heavy amounts of rain, a flood has occurred which has shrunk the amount of land and has led to limited resources for individuals in the community. Now you must fold your paper in half and take one minute as a group to discuss how you will fit on your land."
 1. Instruct participants to take on minutes to strategies how they will all fit on the paper
 - a. "Now everyone as a group please stand on your land for 10 seconds." **Begin countdown**
 - b. **Biodiversity:** Hand each group biodiversity scenario card **reference Flooded Land Scenario Cards pg. 5**
 - i. "Due to the floods that occurred, farm animals have been moved away from their natural environment to avoid flooded areas, crowding the land even more. Now you must fold your paper in half and take one minute as a group to discuss how you will fit on your land."
 1. Instruct participants to take on minutes to strategies how they will all fit on the paper
 - a. "Now everyone as a group please stand on your land for 10 seconds." **Begin countdown**
 - c. **Energy:** Hand each group energy scenario card **reference Flooded Land Scenario Cards pg. 5**
 - i. "The floods have caused the electricity to go out within the communities, leading to no heat and limited food resources. Now you must fold your paper in half and take one minute as a group to discuss how you will fit on your land."
 1. Instruct participants to take on minutes to strategies how they will all fit on the paper
 - a. "Now everyone as a group please stand on your land for 10 seconds." **Begin countdown**
4. Instruct participants to step off their sheets of paper, and begin the debriefing period.
 - a. When asking each debriefing questions, advise participants to discuss their thoughts within their groups
 - b. After groups finish discussing, invite players back together where they can share on behalf of their groups



DEBRIEF QUESTIONS

1. What challenges did you experience while trying to fit on the same sheet of paper?
2. How did it feel when you were all on the sheet of paper?
3. How do you think this game shows environmental impacts happening in society?

FLOODED LAND CLIMATE SCENARIOS



Climate Justice

Due to heavy amounts of rain, a flood has occurred which has shrunk the amount of land and has led to limited resources for individuals in the community. Now you must fold your paper in half and take one minute as a group to discuss how you will fit on your land.



Biodiversity

Due to the floods that occurred, farm animals have been moved away from their natural environment to avoid flooded areas, crowding the land even more. Now you must fold your paper in half and take one minute as a group to discuss how you will fit on your land.



Energy

The floods have caused the electricity to go out within the communities, leading to no heat and limited food resources. Now you must fold your paper in half and take one minute as a group to discuss how you will fit on your land.



Climate Justice

Due to heavy amounts of rain, a flood has occurred which has shrunk the amount of land and has led to limited resources for individuals in the community. Now you must fold your paper in half and take one minute as a group to discuss how you will fit on your land.



Biodiversity

Due to the floods that occurred, farm animals have been moved away from their natural environment to avoid flooded areas, crowding the land even more. Now you must fold your paper in half and take one minute as a group to discuss how you will fit on your land.



Energy

The floods have caused the electricity to go out within the communities, leading to no heat and limited food resources. Now you must fold your paper in half and take one minute as a group to discuss how you will fit on your land.

Note: Photo Credits for Flooded Land Climate Scenario Cards
Climate Justice- (Islamic Relief, 2015)
Biodiversity- (World Animal Protection, 2017)
Energy- (Energy, 2017)

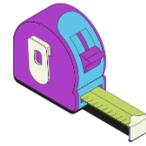
BATTLING AIR POLLUTION



: 5- 10 PLAYERS



: 15-20 MINUTES



: APPROXIMATELY 1
SQUARE METERS OF
CLEAR TABLE SPACE
PER GAME BOARD



: PRINT-OUT OF GAME
BOARD, 1 DICE PER GAME
BOARD, UNIQUE GAME
TOKEN PER PLAYER

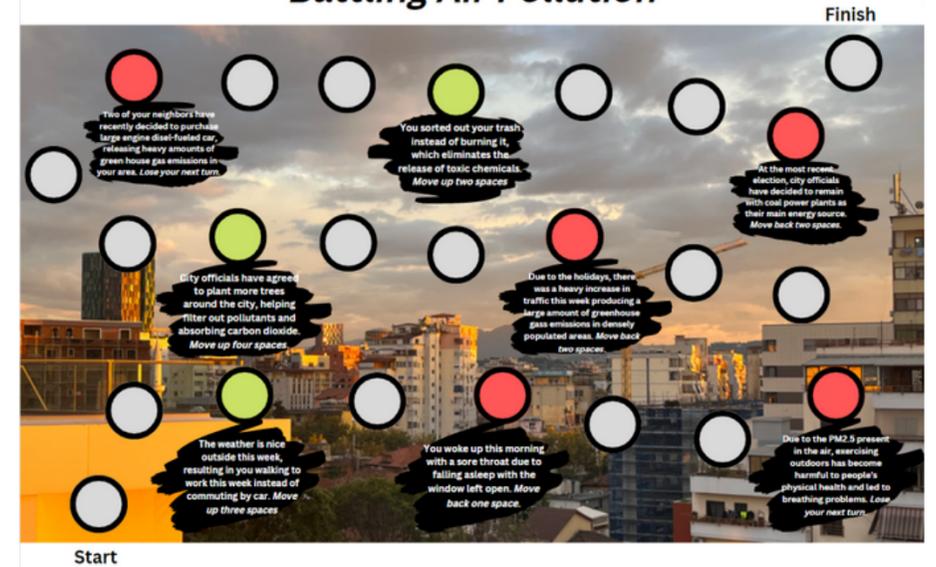
GAME OBJECTIVES

- Display the effects of air pollution in the environment
- Help participants make the connection between air pollution impacts to their everyday lives

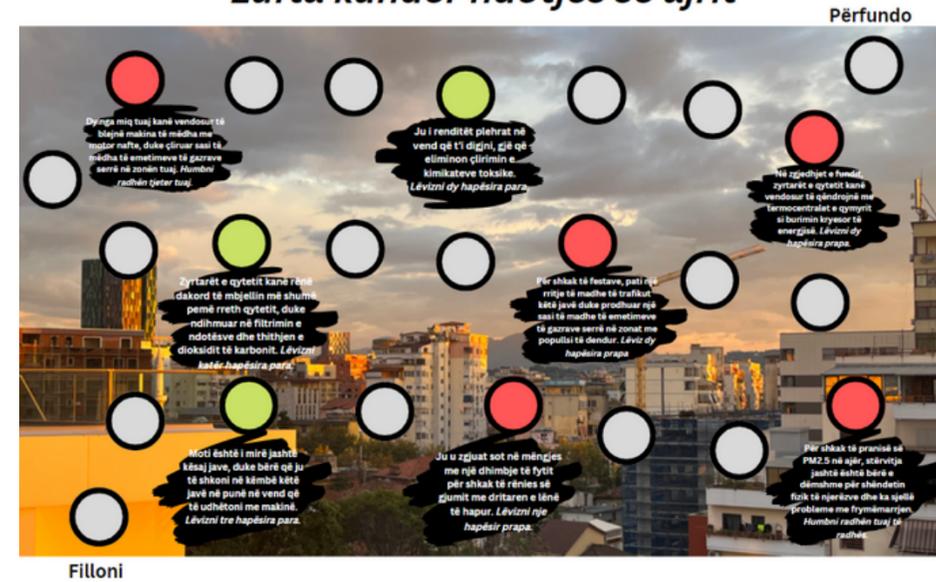
FACILITATION INSTRUCTIONS

1. Have players get into groups of 5 around the **Battling Air Pollution game** **reference pg. 7**
2. Give each player a unique game token to represent them throughout the game
3. Then begin the instructions
 - a. One at a time, a player will roll a die and the rolled number will determine how many spaces they move forward.
 - i. If landed on a **blank** space then the players turn will be over and it will be the next player's turn
 - ii. If landed on a **green** or **red** space then they will read the given scenario outloud and move forward or backward depending on the prompt given.
 - b. The first person to reach the finish line wins!

Battling Air Pollution



Lufta kundër ndotjes së ajrit



DEBRIEF QUESTIONS

1. How did you feel while playing the game?
2. How did you feel as your token was traveling forward or backward along the game board?
3. What did you think of the air pollution scenarios that you faced throughout the game?
4. How do you think this game shows what's happening in the environment?

Battling Air Pollution

Finish



Start

Lufta kundër ndotjes së ajrit

Përfundo

Dy nga miq tuaj kanë vendosur të blejnë makina të mëdha me motor naftë, duke çliruar sasi të mëdha të emetimeve të gazrave serrë në zonën tuaj. *Humbni radhën tjetër tuaj.*

Ju i renditët plehrat në vend që t'i digjni, gjë që eliminon çlirimin e kimikateve toksike. *Lëvizni dy hapësira para.*

Në zgjedhjet e fundit, zyrtarët e qytetit kanë vendosur të qëndrojnë me termocentralet e qymyrit si burimin kryesor të energjisë. *Lëvizni dy hapësira prapa.*

Zyrtarët e qytetit kanë rënë dakord të mbjellin më shumë pemë rreth qytetit, duke ndihmuar në filtrimin e ndotësve dhe thithjen e dioksidit të karbonit. *Lëvizni katër hapësira para.*

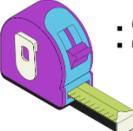
Për shkak të festave, pati një rritje të madhe të trafikut këtë javë duke prodhuar një sasi të madhe të emetimeve të gazrave serrë në zonat me popullsi të dendur. *Lëviz dy hapësira prapa.*

Moti është i mirë jashtë kësaj jave, duke bërë që ju të shkoni në këmbë këtë javë në punë në vend që të udhëtoni me makinë. *Lëvizni tre hapësira para.*

Ju u zgjuat sot në mëngjes me një dhimbje të fytit për shkak të rënies së gjumit me dritaren e lënë të hapur. *Lëvizni një hapësir prapa.*

Për shkak të pranisë së PM2.5 në ajër, stërvitja jashtë është bërë e dëmshme për shëndetin fizik të njerëzve dhe ka sjellë probleme me frymëmarrjen. *Humbni radhën tuaj të radhës.*

WASTE MANAGEMENT

 : 2 GROUPS OF 1-4 PLAYERS
 : 2 SQUARE METERS OF TABLE SPACE

 : 10-15 MINUTES
 : 3 SHEETS OF BLANK PAPER, SCISSORS, WRITING UTENSIL, PRINT-OUT OF WASTE MANAGEMENT OBJECT SHEET

GAME OBJECTIVES

- Identify the different components to waste management systems.
- Introduce unfamiliar practices to contribute to a sustainable environment.

FACILITATION INSTRUCTIONS

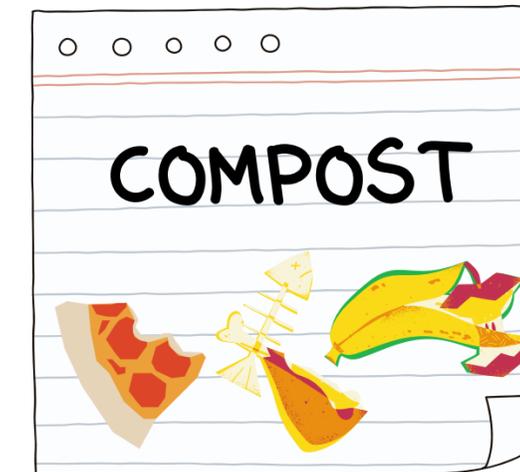
1. Cut out all pieces of both **Waste Management Object Sheet** pages **reference Waste Management Object Sheet, pg. 10** to prepare for gameplay.
2. Have participants label the three pieces of paper "Trash", "Compost", and "Recycle" and arrange groups to sit on opposite sides of the paper.
3. Hand out Round 1 objects to each team and instruct them to keep them face down.
 - a. Instruct the players that they will sort the objects into their correct waste location and the first team to correctly do so wins the round.
 - b. On the facilitator's call, the players will flip over the cards and begin sorting.
 - c. Give the students the signal to begin and judge which team correctly finishes first by using the **Answer Key**.
4. Hand out Round 2 objects to each team and instruct them to keep them face down.
 - a. Repeat steps 3b and 3c.
5. Repeat step 4 with Round 3 objects and designate the winner based on who won more rounds. Proceed to debrief questions.

Answer Key

Banana Peel - Compost
Aluminum Can - Recycle
Newspaper - Recycle
Plastic Bottle - Recycle
Candy Wrapper - Trash

Styrofoam Container- Trash
Orange Peel - Compost
Light Bulb - Trash
Glass Jar - Recycle
Watermelon - Compost

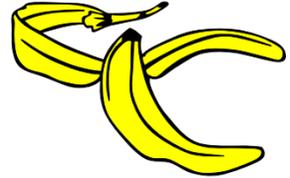
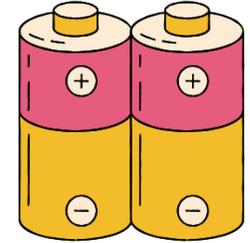
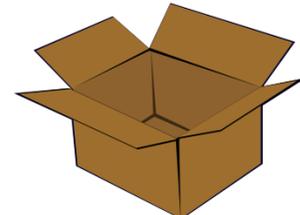
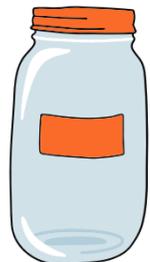
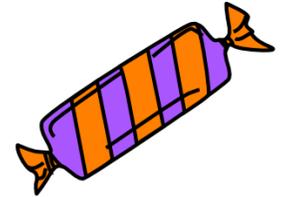
Battery - Trash
Cardboard Box - Recycle
Plastic Bag - Trash
Milk Carton - Recycle
Apple - Compost

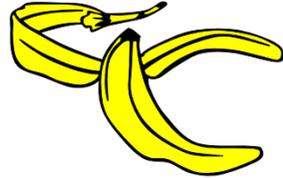
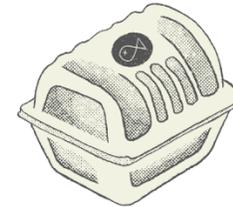
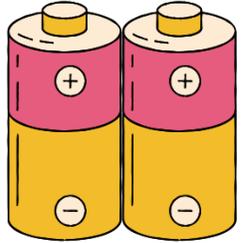
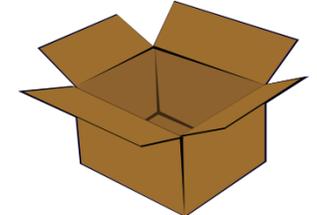
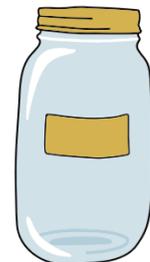
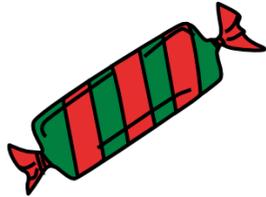


DEBRIEF QUESTIONS

1. How did you feel while sorting the objects?
2. What was something new that you learned or experienced during the game?
3. How do you think the urgency of the game relates to waste management in the environment?

WASTE MANAGEMENT OBJECT SHEET

Round 1	Round 2	Round 3
 Banana Peel	 Styrofoam Container	 Battery
 Aluminum Can	 Orange Peel	 Cardboard Box
 Newspaper	 Light Bulb	 Plastic Bag
 Plastic Bottle	 Glass Jar	 Milk Carton
 Candy Wrapper	 Watermelon	 Apple

Round 1	Round 2	Round 3
 Banana Peel	 Styrofoam Container	 Battery
 Aluminum Can	 Orange Peel	 Cardboard Box
 Newspaper	 Light Bulb	 Plastic Bag
 Plastic Bottle	 Glass Jar	 Milk Carton
 Candy Wrapper	 Watermelon	 Apple

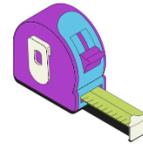
TREES-PEOPLE-C-O-2!



: 6+ PLAYERS



: 5-10 MINUTES



: APPROXIMATELY 2 SQUARE METERS PER PAIR OF PARTICIPANTS; SPACE NEEDED TO RAISE ARMS



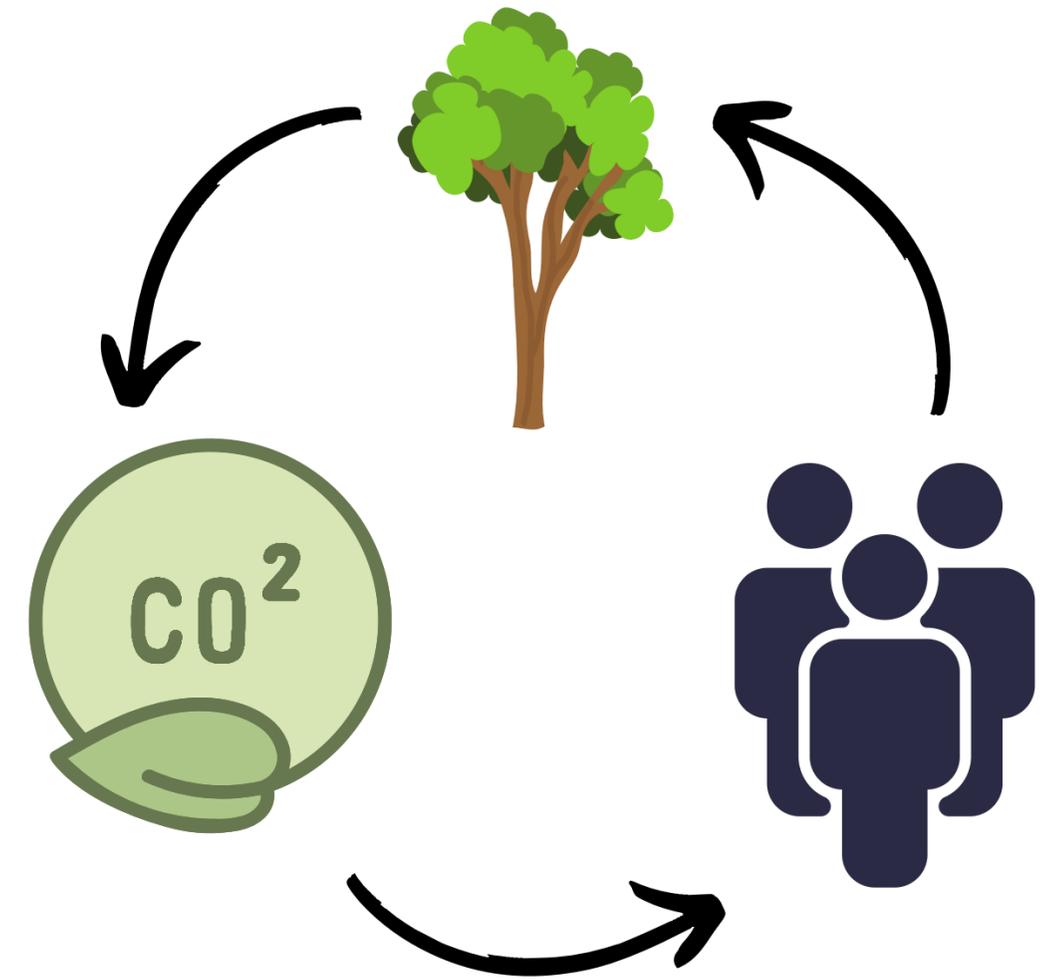
: NONE

GAME OBJECTIVES

- Energize participants through active movement and interactive engagement
- Display the relationships between different components of greenhouse gas emissions

FACILITATION INSTRUCTIONS

1. Have all participants stand up and get into pairs facing one another.
2. Then begin with the instructions
 - i. *Note: This game format is similar to Rock-Paper-Scissors*
 - a. "You will play against your partner by performing one of the three roles simultaneously. There are three roles you can choose from:"
 - i. **People**
 - ii. **Trees**
 - iii. **CO2**
 - b. The order of the roles are as follows:
 - i. **People beat Trees** by cutting them
 - ii. **Trees beats CO2** by absorbing it
 - iii. **CO2 beats people** by contributing to climate change
 - c. The action for each role is given as:
 - i. **People**: act as if you are cutting down a tree with an ax
 - ii. **Trees**: sway your arms over your head
 - iii. **CO2**: raise arms into a circle over your head
3. The goal for the participants is to have their role 'beat' their opponent's role in two out of three contests.
4. Once the rules are clear, begin gameplay when the facilitator says "**Trees-People-C-O-2!**"
 - a. The facilitator starts each round by saying "**Trees-People-C-O-2!**"
5. Once there are winners decided, they will continue matching up against the other winning participants, and repeating this until only one player remains.
6. Then begin debriefing period



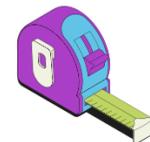
DEBRIEF QUESTIONS

1. How did the competition of the game make you feel?
2. How did it feel to embody trees, people, and or CO2?
3. What did you think about the motions that represent each element?
4. How did this game make you consider the relationships between environmental components?

CLIMATE MESSAGE: CLIMATE TELEPHONE

 : 4+ PLAYERS; GROUPS WITH NO MORE THAN 6 PARTICIPANTS

 : 10-15 MINUTES
(30-45 MINUTES TOTAL INCLUDING CLIMATE SKETCH)

 : OPEN SPACE FOR ALL PLAYERS TO FORM A LINE OR CIRCLE

 : NONE

GAME OBJECTIVES

- Demonstrate the different perceptions of climate change impacts
- Display the difficulties and complexities of communicating climate change
- Inspire creative and critical thinking regarding climate change

FACILITATION INSTRUCTIONS

Climate Telephone

1. Invite participants to form a circle or line with groups of 4 to 6 people standing shoulder to shoulder.
2. The facilitator will silently read the sample **Climate Message** to the first person in the line of participants and ask them to try and memorize the message.
 - a. **The facilitator can choose any brief messages that are relevant to the workshop topic.**
3. Ask them to whisper the message to the next person in line for only them to hear, based on what they remember.
4. Each participant will listen to the message from the player before them and try to repeat exactly what they heard to the next person.
5. *Repeat this process* until the climate message is relayed to the last person in the line. When the message reaches this person, they will announce to the group the final message that was told to them.
6. Revisit the original message and reread this to the group.
7. Begin debriefing period

CLIMATE MESSAGE

"Buildings and streets with concrete materials can retain heat, creating radiation in densely populated areas with already rising temperatures."

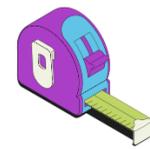


DEBRIEF QUESTIONS

1. Were there any similarities or differences between the original message to the end message? If so, why do you think that is?
2. What were the difficulties experienced when trying to communicate a climate message?
3. How can we relate this to what we see in everyday life about climate change?
4. What are some other ways in which we can effectively communicate climate change so that words/phrases will not get lost in translation?

CLIMATE MESSAGE: CLIMATE SKETCH

 : 8+ PLAYERS

 : TABLE SPACE FOR ALL PLAYERS TO SIT IN REACH OF EACH OTHER

 : 20-30 MINUTES
(30-45 MINUTES TOTAL INCLUDING CLIMATE TELEPHONE)

 : SHEETS OF PAPER AND WRITING UTENSILS FOR EACH PARTICIPANT, PRINT-OUT CLIMATE FACT SHEET, OPEN CONTAINER FOR FOLDED CLIMATE FACTS

GAME OBJECTIVES

- Demonstrate the different perceptions of climate change impacts
- Display the difficulties and complexities of communicating climate change
- Inspire creative and critical thinking regarding climate change

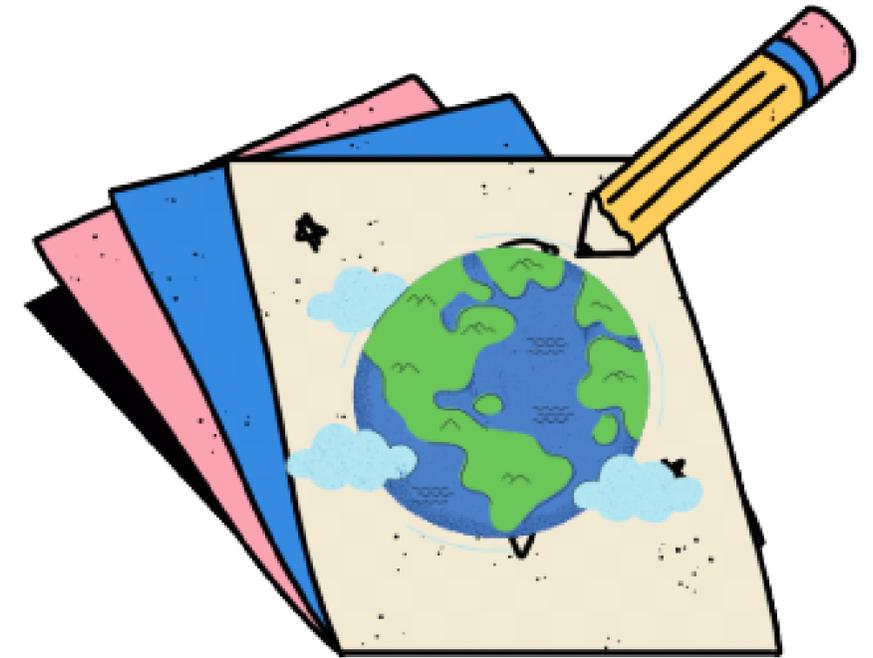
FACILITATION INSTRUCTIONS

Climate Sketch

1. Organize all climate fact sheets to be folded inside an open container.
 - a. The facilitator may use their own relevant **climate fact sheet** **refrence climate fact sheet, pg. 14** and can also use a mix of different cards
2. Pass out a blank piece of paper and a writing utensil to each person.
3. Walk around the room and have each person pick a climate fact from the container.
 - a. Make sure that the participants do not share their statements with others to ensure that the players are not aware that everyone has the same fact.
4. Then start with the instructions
 - a. "Now that everyone has their fact, use the given white sheet of paper to draw what you think of when you read the climate fact"
 - b. "Take one minute to think about what you will draw"
 - c. "When you are ready, take 5 minutes to draw your climate sketch"
5. Once the 5 minutes are over, have participants swap images by sliding their picture to the person to their right.
6. Now advise participants to take 2 minutes to analyze and discuss what they see from the swapped drawing they received.
7. Debriefing Period Begins
 - a. After the 2 minutes, have each individual share with the group what they saw and took from the new drawing.
 - b. Then return the pictures to the respective illustrator. **Announce to the group that all participants had the same climate statement.**

CLIMATE FACT

"The average annual temperature in Albania has increased by 2°C, and there has been an increase in heat waves leading to uncomfortable living conditions."



DEBRIEF QUESTIONS

1. Why do you think that everyone's pictures were different even though everyone had the same statement? How does this make you feel?
2. How did someone else's view of your drawing differ from your own?
3. How do you think this represents people in society's view on climate change?

CLIMATE MESSAGE: CLIMATE FACT SHEET

The average annual temperature in Albania has increased by 2°C, and there has been an increase of heat waves leading to uncomfortable living conditions

The average annual temperature in Albania has increased by 2°C, and there has been an increase of heat waves leading to uncomfortable living conditions

The average annual temperature in Albania has increased by 2°C, and there has been an increase of heat waves leading to uncomfortable living conditions

The average annual temperature in Albania has increased by 2°C, and there has been an increase of heat waves leading to uncomfortable living conditions

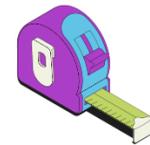
The average annual temperature in Albania has increased by 2°C, and there has been an increase of heat waves leading to uncomfortable living conditions

The average annual temperature in Albania has increased by 2°C, and there has been an increase of heat waves leading to uncomfortable living conditions



EVERYTHING'S FINE

 : 5+ PLAYERS

 : 4 SQUARE METERS PER GROUP

 : 10-15 MINUTES

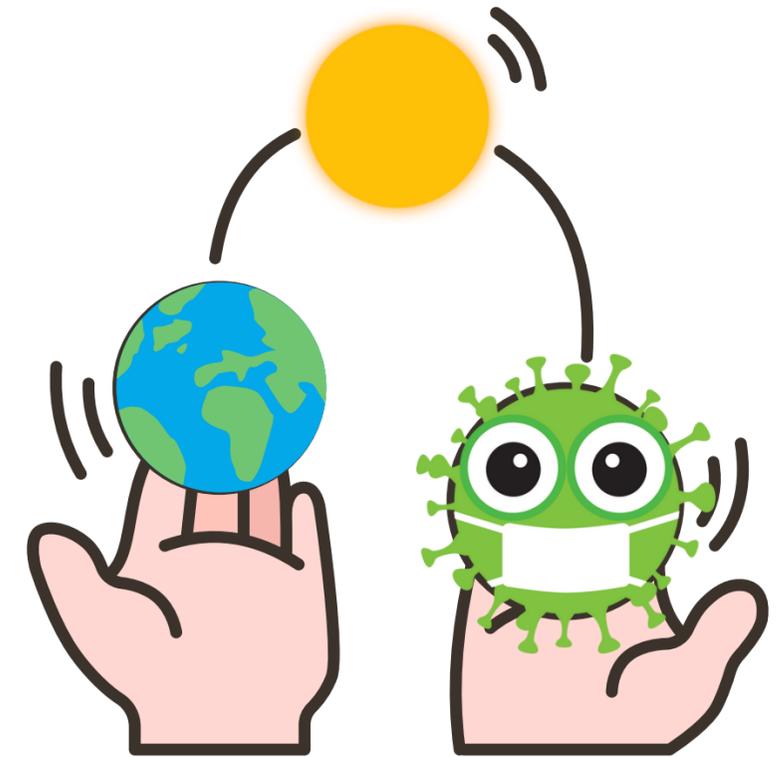
 : 5 DESIGNATED OBJECTS THAT REPRESENT EACH PHRASE. (5 OBJECTS PER GROUP)

GAME OBJECTIVES

- Display the effects of flooding on communities
- Invite participants to brainstorm ways to address environmental issues

FACILITATION INSTRUCTIONS

1. Begin by having everyone stand up and get in a circle
2. Then explain instructions
 - a. I will begin by throwing an object to someone and saying a phrase like **"Everything's is fine"**
 - b. When the object is thrown to you make sure to pass it to anyone in the circle and repeat the given phrase
3. **Throw in first object**
 - a. **"Everything is fine"**
 - i. Wait to ensure that everyone in the circle has touched the given object
4. **Throw in the second object**
 - a. **"Rising temperatures"**
 - i. Wait 30 seconds
5. **Throw in third object**
 - a. **"Disease Outbreak"**
 - i. Wait 30 seconds
6. **Throw in fourth object**
 - a. **"Children are dying"**
 - i. Wait 15 seconds
7. **Throw in fifth object**
 - a. **"Brownouts"**
 - i. Wait 15 seconds
8. Once finished, proceed into debrief period



DEBRIEF QUESTIONS

1. What challenges did you experience while playing the game? How did these challenges make you feel?
2. How would you relate the phrases and objectives from the game with everyday life regarding climate change?
3. What are some potential solutions that would make this game easier?

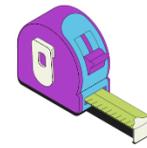
NOISE POLLUTION



: 6+ PLAYERS



: 5-10 MINUTES



: 2 SQUARE METERS



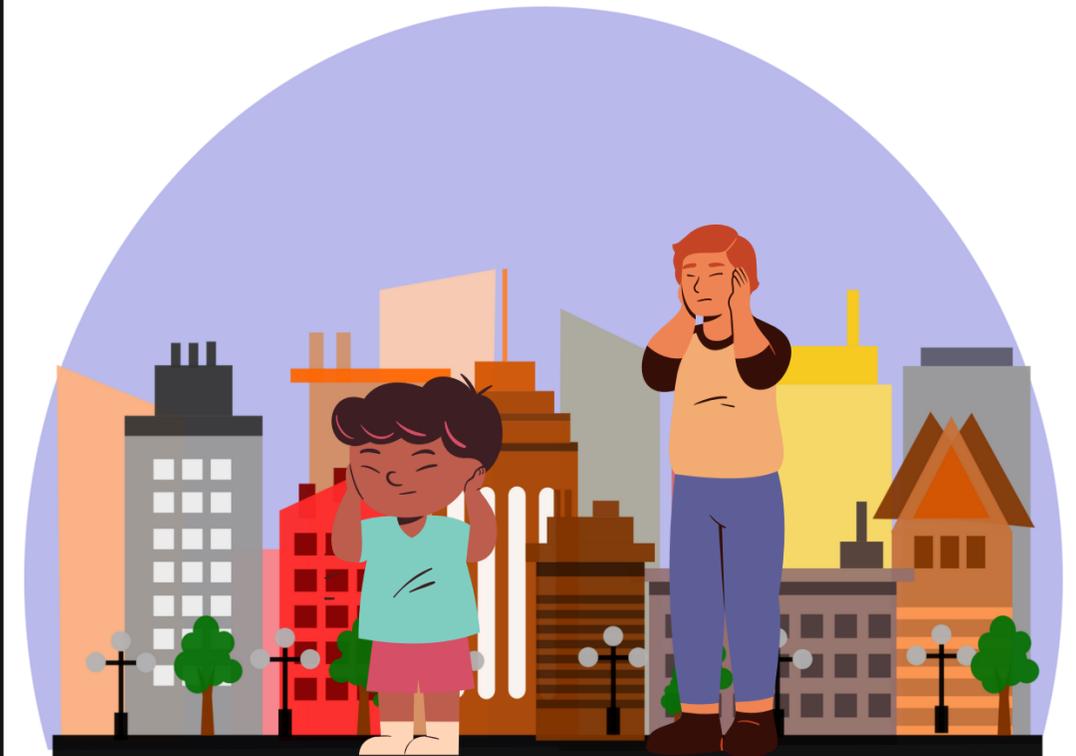
: NONE

GAME OBJECTIVES

- Illustrate all of the interacting components of noise pollution in the urban environment.

FACILITATION INSTRUCTIONS

1. Organize all participants to form a circle.
 - a. Instruct them that for the game they will be closing their eyes and when tapped on the shoulder, they will make any sound that they may hear in the city.
 - i. Provide some examples that could be cars driving, horns honking, animals, motorcycles, construction, etc.
 - ii. Instruct the participants that when tapped a second time they must continue their noise but at a quieter volume.
 - iii. When tapped a third time, they must stop their noise completely.
2. Start the game by asking all players to close their eyes and begin making their unique sound when they are tapped.
 - a. **Go around the circle and tap all participants to begin making their noises.**
 - b. Let them proceed to all make noises in harmony for **10–15 seconds**. Then begin slowly tapping random members to continue their noise at a quieter level.
 - c. Once all players have quieted down, tap them once more to stop making their noise.
 - d. **Tell all players to keep their eyes closed, but invite them to make their noise again** at whatever volume they desire once they are tapped again. Proceed to tap all players a final time.
 - e. Let the players make their urban noises for **10–15 seconds** and then ask all participants out loud to stop at once and open their eyes.
3. Proceed to debriefing questions



DEBRIEF QUESTIONS

1. What did you think about the different sounds that were made?
2. What did the quieter noises represent in the city? What would contribute to this?
3. How does this game make you think about noise pollution in cities?

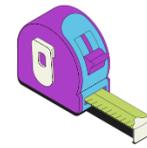
HOPPING OVER AIR POLLUTION



:4-6 PLAYERS PER
JUMP ROPE



: 15-20 MINUTES



: THIS GAME IS BEST PLAYED
OUTSIDE OR IN A ROOM WHERE
JUMPING ROPE IS APPROPRIATE.



: 1 JUMP ROPE PER GROUP
(APPROXIMATELY 3 METERS
LONG), PRINT-OUT HOPPING
OVER AIR POLLUTION CARDS

GAME OBJECTIVES

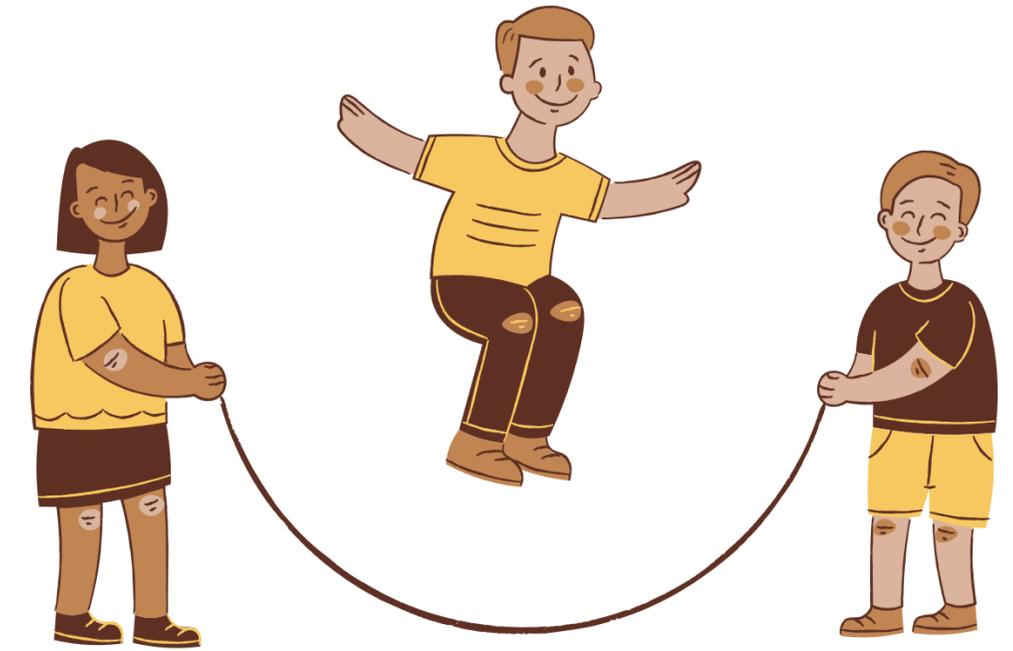
- Display the hurdles of air pollution in order to sustain a clean environment.
- Encourage participants to explore how they are able to adapt to air pollution

FACILITATION INSTRUCTIONS

1. Assign each person a role card. **reference **Hopping over Air Pollution Cards** pg. 18**
2. Ask all players to line up outside standing next to each other and hand out the role cards to each participant. Tell the participants that they are members of a society and are responsible for their card.
3. The two designated facilitators reveal that they will be swinging a jump rope and the first contribution card will be starting as the first jumper as they begin swinging.
4. Once a rhythm is established, which may take a few tries, call on the next contribution role to join into the jumping without disrupting the rope.
 - a. Keep repeating this step by adding players once a rhythm is kept and try to get all players involved.
 - b. If at any time a participant disrupts the rope and stops the swing, ask all participants to step away and restart the swinging with the first contribution card.
5. Once finished, the debriefing period will begin

Contributions to air pollution:

1. *Deforestation*
2. *Burning of Fossil Fuels*
3. *Large-Engine Vehicles*
4. *Traffic*

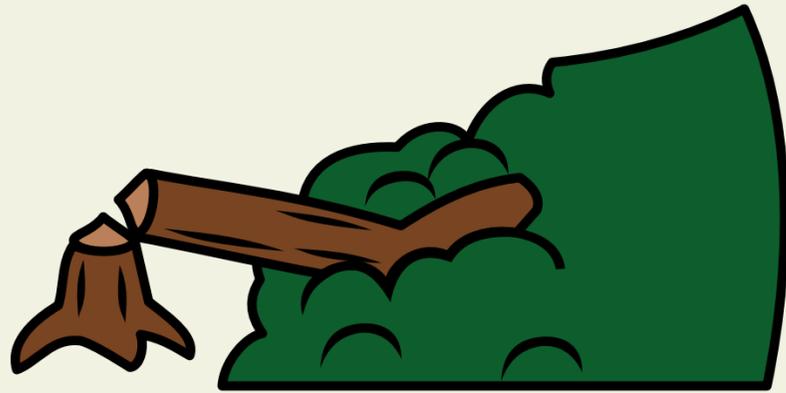


DEBRIEF QUESTIONS

1. What do you think the rope represents?
2. How did you feel when more people joined in jumping the rope?
3. Without changing the rope, how would you be able to make the game easier? What would this represent in terms of the environment?

HOPPING OVER AIR POLLUTION CARDS

Deforestation



Traffic



Large-Engine Vehicles



Burning of Fossil Fuels



AIR POLLUTION AND MOBILITY WEB

 : 5+ PLAYERS

 : 10-15 MINUTES

 : 4 SQUARE METERS OF OPEN SPACE

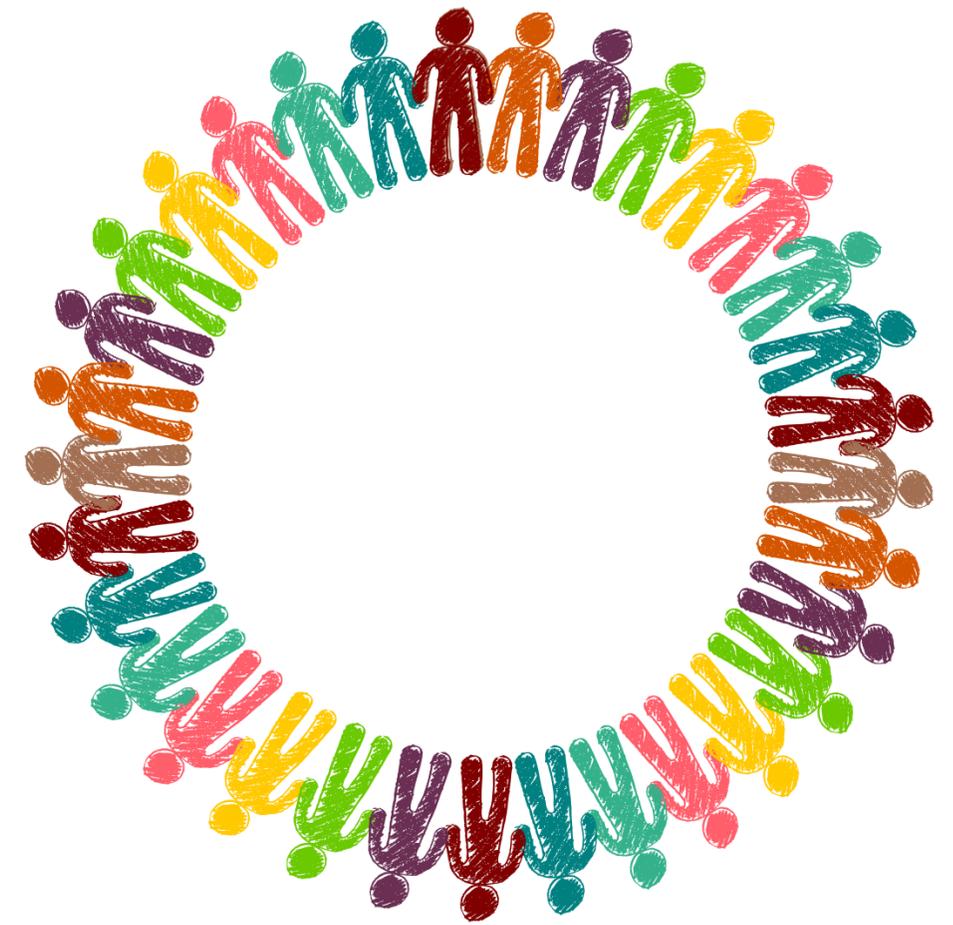
 : STRING/YARN, SCISSORS

GAME OBJECTIVES

- Explore the interactions between different components of air pollution and mobility issues.

FACILITATION INSTRUCTIONS

1. Set the scene for the game.
 - a. "Air pollution is ongoing throughout Tirana and there are many contributors to poor air quality. Combinations of air pollution and mobility issues result in concentrations of particulate matter (PM2.5) in the atmosphere."
2. Organize the group of participants to stand in a circle and assign a role to each participant. The roles will be any of the following terms related to air pollution.
 - a. **Carbon Dioxide, cars, ozone, space heaters, buses, traffic jams, particulate matter, diesel, burning of waste, and gas stoves**
3. Instruct each participant that they will be receiving and passing strings to the role that they believe are connected to their own in some way.
 - a. When the passing begins, the participant must share the reason for their connection and explain it to the group.
 - b. The players make one connection at a time with another role, but they can make multiple if and when the string returns to them.
 - c. Instruct participants that they must hold the string when it is passed to them and maintain the spot they are holding when they first grab the string.
4. Start by giving the ball of string to one of the participants and instructing them to make the first connection.
 - a. Invite participants to try and make as many connections as possible with the string.
 - b. Help facilitate passing until the string is sufficiently tangled and many clear connections are made.
 - c. Advise participants to use both hands or grab multiple areas of the string with one hand if needed.
5. Find the ball of string and cut to detach the ball from the linked web.
 - a. Advise participants to keep holding the string and ask them to try and untangle the web without letting go of their positions on the string.
6. After 5 minutes of participants trying to untangle, lead into the debriefing period.



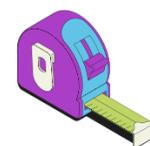
DEBRIEF QUESTIONS

1. How did you feel when the string kept getting passed?
2. What did passing the string represent?
3. How did it feel to try and untangle everything?
4. How can we 'untangle' air pollution issues surrounding us in everyday life?

SEASONAL FORECAST

 : 3+ PLAYERS

 : 15-20 MINUTES

 : TABLE SPACE FOR 3 OR MORE PARTICIPANTS

 : A COIN, SCISSORS, PRINT-OUT SEASONAL FORECAST CURRENCY SHEET

GAME OBJECTIVES

- Highlight the shifting weather patterns in Albania.
- Displaying the unpredictability of weather conditions and how they affect people.

FACILITATION INSTRUCTIONS

1. Set the scene:
2. "In Shkoder, you are a farm owner preparing your agriculture for the upcoming seasons of weather. Prior to each season, you have the ability to buy insurance through the insurance company, the facilitator, where you can prepare for a dry or wet season. Both options cost one Lek per season and depending on the Weather Table, the insurance money is distributed after the weather outcome."
3. Explain the rules:
4. Each player starts with five Lek. *reference Currency Sheet for Lek*
5. The weather outcome is determined by the facilitator flipping a coin. The coin will be consecutively flipped three times to determine what the conditions of the season are:
6. **Two heads + one tails = Drier Weather**
7. **Two tails + one heads = Wetter Weather**
8. **Three heads or three tails = Wild Card (player loses insurance)**
9. Prepare for each round by collecting insurance from each player.
10. Instruct players that for the first three rounds, they can only pay one Lek for insurance. For the final two rounds, players have the option to spend two lek per season which yields double the losses or gains from the insurance company.
11. Players must pay insurance each season to protect their land.

WEATHER TABLE

INVESTMENT MADE PRIOR TO SEASON (1 UNIT OF INSURANCE)	IF WEATHER IS DRIER THAN NORMAL	IF WEATHER IS WETTER THAN NORMAL
IF FARMER PREPARED FOR DROUGHT	1 UNIT RETURNED TO FARMER	1 UNIT RETURNED TO FARMER
IF FARMER PREPARED FOR HIGH RAINFALL	FARMER OWES THE INSURANCE COMPANY AN ADDITIONAL 1 UNIT	2 UNITS RETURNED TO FARMER

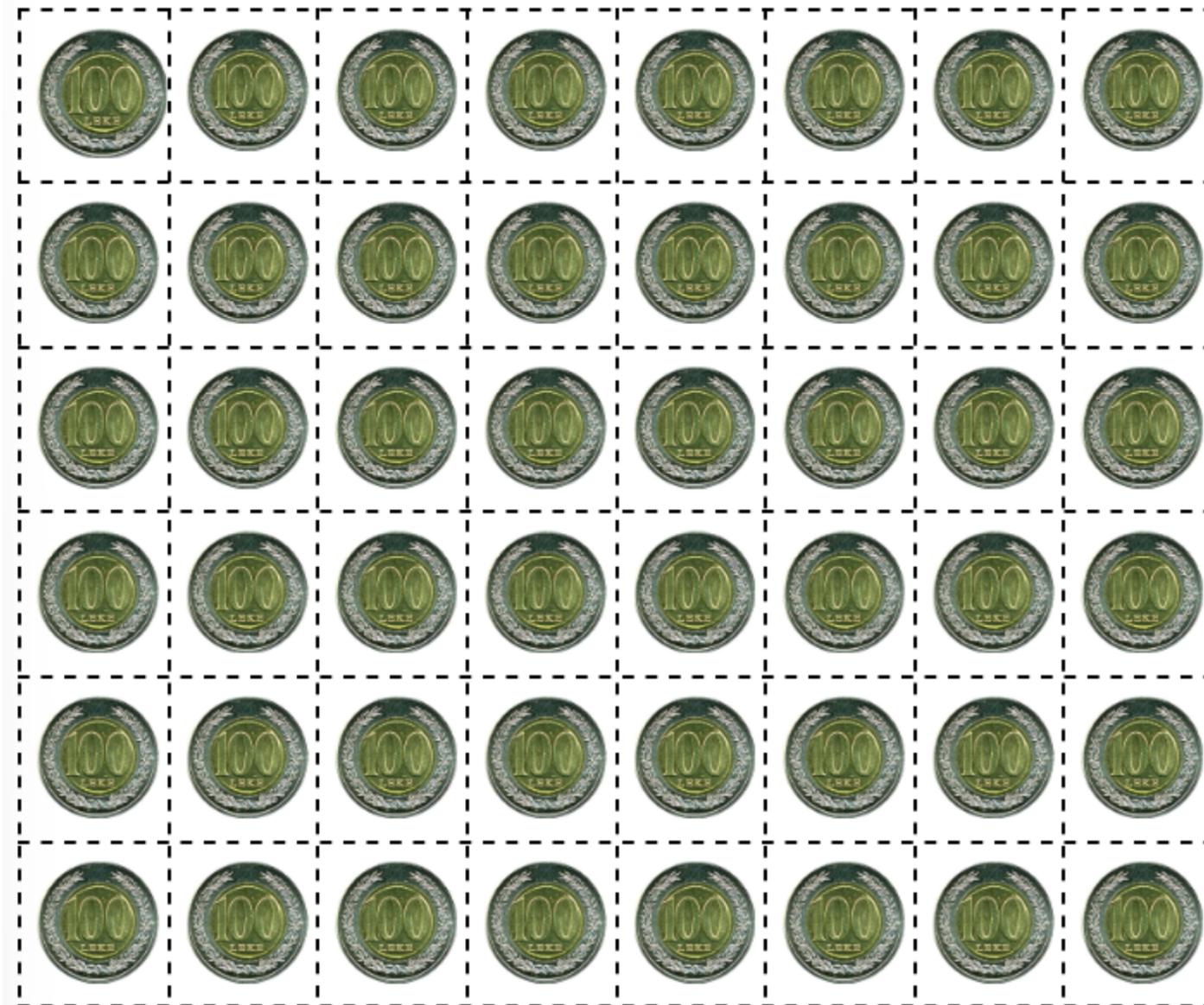


DEBRIEF QUESTIONS

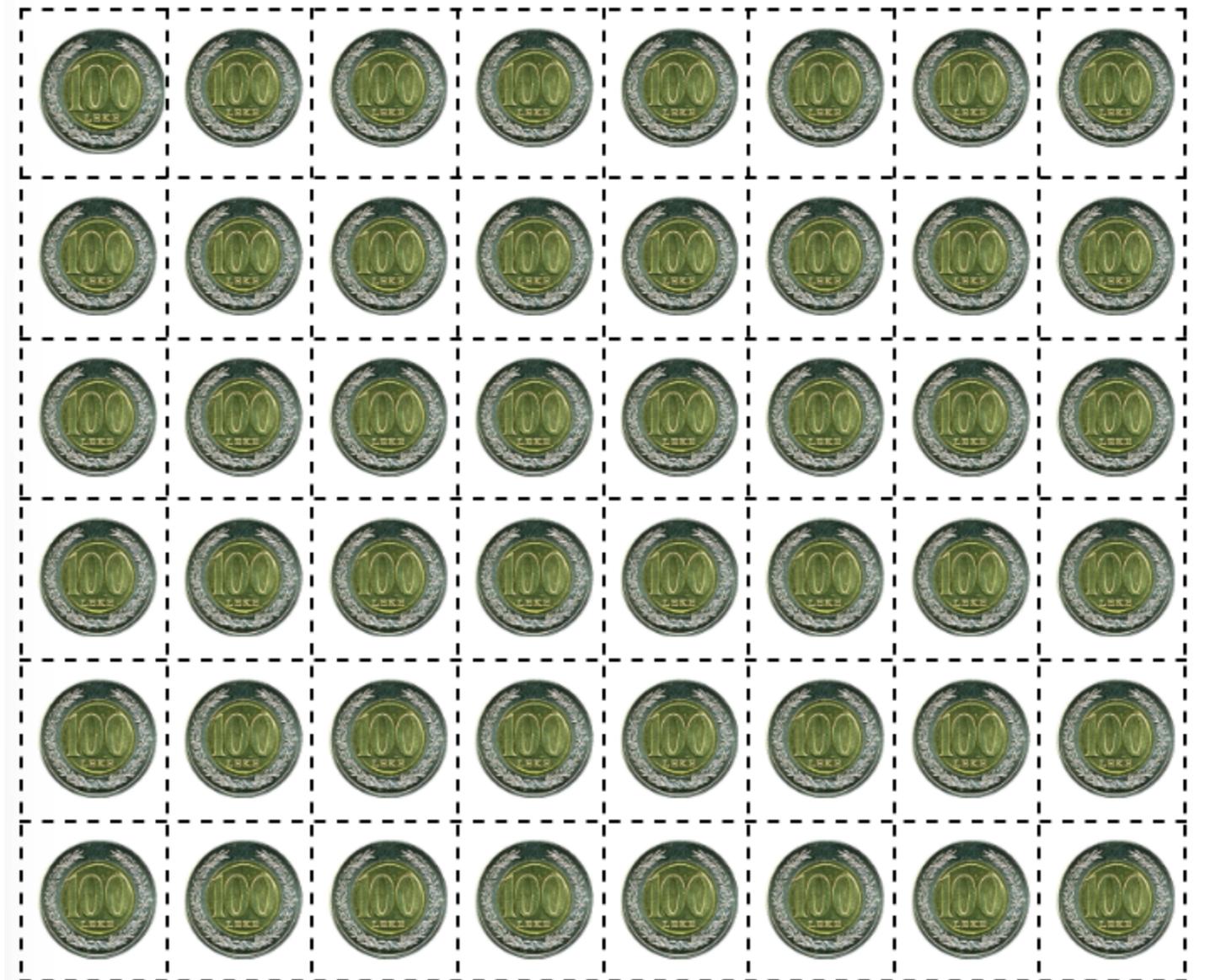
1. How did you feel while choosing where to allocate your insurance?
2. How did you observe the change in players' decisions on where to pay insurance throughout the game?
3. How did this game make you think about climate risk resilience?
4. How do you think someone would feel if their livelihood and income depended on these decisions?

SEASONAL FORECAST CURRENCY SHEET

Currency Sheet



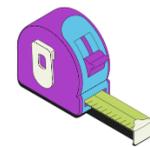
Currency Sheet



ENERGY SCRAMBLE

 : 8+ PLAYERS

 : 10-15 MINUTES

 : ENOUGH OPEN SPACE FOR ALL CHAIRS TO FORM A CIRCLE

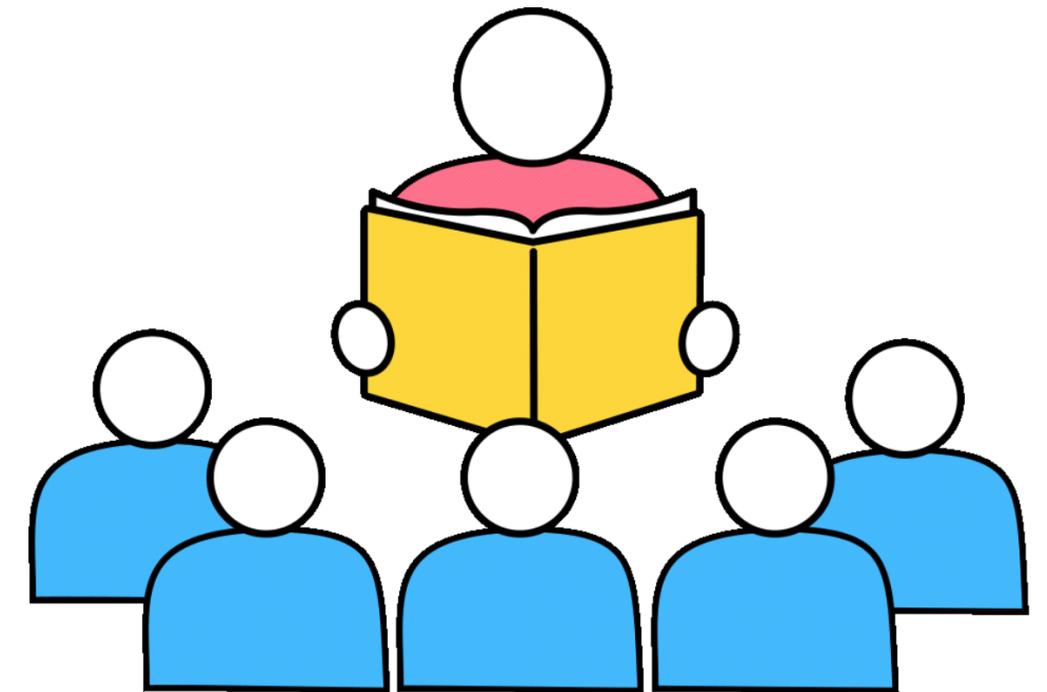
 : 1 CHAIR FOR EACH PARTICIPANT

GAME OBJECTIVES

- Illustrate the ongoing effects of the energy crisis
- Highlight different challenges people face during the energy price hikes

FACILITATION INSTRUCTIONS

1. Tell participants to form a circle with their chairs.
2. Remove one chair to have one less chair than total participants and leave one participant standing in the middle of the circle with the other players sitting.
3. **Begin by stating the rules:**
4. The facilitators will present an effect of the energy crisis and/or energy poverty and if participants are directly impacted by it, they must stand up and look to find a new seat. One person will be left standing each round.
5. Say following statements for each round.
 - a. *“Move to a new seat if you or someone you know has had difficulties affording food due to energy price hikes”*
 - b. *“Move to a new seat if you noticed price hikes in your electricity bill”*
 - c. *“Move to a new seat if you or someone you know struggled to pay your electricity bill”*
 - d. *“Move to a new seat if the energy crisis has affected your job”*
 - e. *“Move to a new seat if the energy crisis has led to you being colder in the winter seasons”*
6. After completing all rounds, proceed to debriefing period.



DEBRIEF QUESTIONS

1. How did it feel when you were left standing when you were unable to get a seat?
2. What did you notice about how many people were scrambling for a seat during each effect of the energy crisis?
3. How did these statements make you reflect on your own energy practices?
4. What did this game reflect about the energy crisis and how it affects people?