

Boardgame: The 8-1 Simulator (instructions and cards design)

Name of activity: The 8-1 Simulator

Duration: 90 minutes

Type: in-person workshop

Number of trainers: 1 facilitator

Number of participants: maximum 20

Participants profile: Ventures, Rovers, Scout leaders, or other Adults in Scouting

Objectives: At the end of the workshop participants will be able to:

- identify elements to consider to keep everyone Safe from Harm when involving in Humanitarian Action
- access the e-learning on Safe from Harm for Scouts involved in Humanitarian Action

Note: This workshop was designed to be facilitated at The Academy. The approach and methods can be adapted by the facilitator to meet the educational purpose of the activity.

Time	Cumulated time	Session topic	Content	Resources needed
15 min	15 min	Welcome and introduction	<ul style="list-style-type: none">- Welcome- Introduction of facilitator(s)- Participants say their name and country/ local group	4 sets of cards (you can find them at the end of the table) 1 kg of beans

			<p>The facilitator asks if anyone has decoded the name of the session. If yes, the person decoding gets 1 bean. The use of the bean will be revealed later.</p> <p>The 8 comes from H, and 1 from A. HA = Humanitarian Action.</p> <p>Instructions for participants:</p> <p>This session is about simulating a humanitarian action, by playing a boardgame. The simulator will take you to different stages of humanitarian action with the aim to create the ideal first-response plan to a humanitarian crisis, your own intervention of humanitarian action.</p> <p>By first-response we understand the efforts put into supporting victims of a crisis which has just erupted, could be a natural disaster or an armed conflict affecting the lives of people living in those areas. Individuals engaged in first-response are the first-responders. [Text Wrapping Break][Text Wrapping Break]In this game, in teams, you will create a plan for first-response to a natural disaster erupted in Countrylandia, a neighbouring country. There is a high number of incoming refugees. During the game, your team will represent a fictional MO which now has to decide on how they plan their first-response.</p> <p>You will receive a set of 36 cards. The cards will be part of 12 different sections, so you have 3 cards/ section. Each section represents an important element of your first-response in humanitarian action. Each card represents an option. Depending on your team's decisions, you will buy cards, one per each section. At the end of the game, you should have 12 cards representing your first-response plan.</p>	
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			<p>In order to buy cards, you will receive crystals (beans). However, the amount of beans is limited to 20 pieces. Each card you choose will cost you some beans. Some cards are more expensive than others, some cost 3 beans, others cost 2 beans, and others cost 1 bean. Each card is different and you must purchase a card from each of the 12 sections.</p> <p>You have 20 minutes to decide what choices you make, considering the limited number of beans and the fact that your team's goal is to create the best possible first-response plan.[Text Wrapping Break]All the specific instructions of the game are shared with participants.</p> <p>Participants are split into random teams of 4-5 people. Each team receives the resources (beans) and a set of cards/ team.</p>	
20 min	35 min	Round 1: decisions	Play the game: participants make decisions within their teams regarding how to respond to the humanitarian crisis.	
15 min	50 min	Extra chance!	<p>Participants are told that time is up and they have to present their first-response plan.</p> <p>If at least one team wants to make some changes in their humanitarian action plan, they can do it plenary. Meanwhile the other teams listen and wait. They have the chance to answer 2 questions related to Scouting and Humanitarian Action, for a correct answer, they get 2 beans. Thus, each team would have the chance to get 4 beans and use them to purchase other cards/ to change some but with the condition to have at least 1 card per section.</p>	

			<p>All teams who want to gain extra points think about it at the same time, when ready - hands up. Another option is to give 2 questions to each team, one by one.</p> <p>Examples of questions:</p> <ul style="list-style-type: none"> - name at least 2 principles of humanitarian action: humanity, impartiality, neutrality, independence. - name 2 international organisations engaged in humanitarian action: UNHCR, ActionAid etc. 	
5 min	55 min	Round 2: Adjustments	Allow time to make the adjustments.	
15 min	70 min	Present the intervention plan	<p>Each team presents their final plan.</p> <p>Point out that in reality there are many ways for a first-response. There is not necessarily a right or wrong, because the realities are different (of Scouts' capacities, of community, politics, etc)</p>	
15 min	85 min	Processing the learning experience/ Debriefing	<p>Potential debriefing questions:</p> <ul style="list-style-type: none"> - What was your task? - What was the most challenging thing? - On which sections was it easier to make compromises/ to give up on? On which was it difficult? Why? 	

			<ul style="list-style-type: none"> - Why do you think for a team it was important a section more than others and for you another one?/ Why did more teams consider the same sections to be the most important? - What do you think the beans symbolise? Why? - How do you think this is linked with the reality of being engaged in Humanitarian Action? - Why do you think training is important? - What kind of safety are we talking about? Who's? - What is the one lesson you take from The Simulator? <p>The facilitator presents briefly e-learning on Safe from Harm for Scouts involved in humanitarian action. which will guide them to create their humanitarian action intervention as first-responders.</p> <p>Key elements: strong emphasis on SFH in HA, importance of ongoing training, pillars of security (communication systems, accuracy of information/ data, procedures), physical and mental health of volunteers, LE, PFA, interaction with other stakeholders - NGOs, community, beneficiaries.</p>	
10 min	90 min	Wrap up and evaluation	<p>Wrap up and allow participants to provide feedback if they wish to.</p> <p>Examples of feedback structures:</p> <p><i>I understood..., and for the future I need...</i></p>	

THE 8-1 SIMULATOR

YOU SEE IN THE NEWS THAT MANY PEOPLE WILL CROSS THE BORDER TO YOUR COUNTRY. YOU WAIT FOR INSTRUCTIONS FROM OTHER NGOS OR AUTHORITIES.

1



THE 8-1 SIMULATOR

LOCAL GROUPS ARE ACTIVELY INVOLVED. YOU TRUST THAT THEY WILL DO THEIR BEST AND MANAGE BY THEMSELVES THE FUNDING THEY NEED.

2



THE 8-1 SIMULATOR

YOU SEE IN THE NEWS THAT MANY PEOPLE WILL CROSS THE BORDER TO YOUR COUNTRY. YOU CONTACT LOCAL GROUPS LOCATED NEAR THE BORDER AND ENCOURAGE THEM TO GO AND ASSESS THE SITUATION.

1



THE 8-1 SIMULATOR

LOCAL GROUPS ARE ACTIVELY INVOLVED. YOU SHIFT YOUR ORGANISATION'S PRIORITIES AND START INTENSE FUNDRAISING TO COVER THE EXPENSES RELATED TO THE RESPONSE.

2



THE 8-1 SIMULATOR

YOU SEE IN THE NEWS THAT MANY PEOPLE WILL CROSS THE BORDER TO YOUR COUNTRY. YOU CONTACT LOCAL GROUPS LOCATED NEAR THE BORDER AND ENCOURAGE THEM TO CONSIDER THEIR CAPACITY TO ASSESS THE SITUATION. MEANWHILE YOU CONTACT NATIONAL AUTHORITIES FOR MORE INFORMATION/ADVICE.

1



THE 8-1 SIMULATOR

LOCAL GROUPS ARE ACTIVELY INVOLVED. YOU APPOINT A NEW TEAM TO FUNDRAISE AND MANAGE GRANTS WHICH WILL COVER THE EXPENSES RELATED TO THE RESPONSE.

2



THE 8-1 SIMULATOR

LOCAL GROUPS CONTINUE THEIR FIRST-RESPONSE. YOU BELIEVE THIS IS NOT SOMETHING SPECIFIC TO AN EDUCATIONAL ORGANISATION AS YOURS AND DO NOT ENCOURAGE THEIR COMMITMENT.

3



THE 8-1 SIMULATOR

YOUTH MEMBERS ARE WELCOMED TO JOIN THE HUMANITARIAN RESPONSE TEAM. THEY ARE INVOLVED AT THE BORDER POINT, BECAUSE THEIR CHILDISH AND SUNNY FACES GIVE MORE CREDIBILITY TO THE REFUGEES THAT YOUR MEMBERS HAVE GOOD INTENTIONS.

4



THE 8-1 SIMULATOR

LOCAL GROUPS CONTINUE THEIR FIRST-RESPONSE. YOU BELIEVE THEY NEED A SPECIFIC DIRECTION FOR ALL LOCAL GROUPS TO FOLLOW IMMEDIATELY. THE NEW DIRECTION WHICH ALL GROUPS MUST FOLLOW: EDUCATIONAL ACTIVITIES FOR YOUNG REFUGEES, BECAUSE YOU ARE AN EDUCATIONAL ORGANISATION.

3



THE 8-1 SIMULATOR

YOUTH MEMBERS ARE WELCOMED TO JOIN THE HUMANITARIAN RESPONSE TEAM. THEY CAN COME TO THE BORDER DURING SPECIFIC TIME SLOTS WITH THEIR LEADERS OR TUTORS.

4



THE 8-1 SIMULATOR

LOCAL GROUPS CONTINUE THEIR FIRST-RESPONSE. YOU CARRY CONSTANT DIALOGUE WITH THEM TO UNDERSTAND THE EVER CHANGING SITUATION AND EMBRACE THE DIVERSITY OF THEIR RESPONSE AND NEEDS. BASED ON THE NEEDS IDENTIFIED, YOU PROVIDE LEARNING OPPORTUNITIES AND SPECIFIC SUPPORT.

3



THE 8-1 SIMULATOR

YOUTH MEMBERS ARE WELCOMED TO JOIN THE HUMANITARIAN RESPONSE TEAM. THEIR ROLES ARE AGE APPROPRIATE. THE YOUNGEST ONES CRAFT HANDMADE OBJECTS TO RAISE FUNDS. THE OLDER ONES PREPARE HUMANITARIAN PACKAGES AND SOMETIMES VOLUNTEER AT THE BORDER WITH THE DIRECT SUPERVISION OF THEIR LEADER.

4



THE 8-1 SIMULATOR

IT HAS BEEN IDENTIFIED AS AN URGENT NEED FOR HOST FAMILIES AND FOR DRIVERS WHO COULD PROVIDE TRANSPORTATION FOR REFUGEES. YOU PROMOTE THIS ON SOCIAL MEDIA AND ACCEPT ANYONE - THE MORE, THE MERRIER.

5



THE 8-1 SIMULATOR

A REFUGEE NEEDS TO REACH ANOTHER COUNTRY BY PLANE. A LOCAL GROUP REQUESTS MONEY TO BUY THE FLIGHT TICKET. YOU ACCEPT THIS REQUEST, IN ORDER TO HELP THAT PERSON GET TO A SAFE PLACE.

6



THE 8-1 SIMULATOR

IT HAS BEEN IDENTIFIED AS AN URGENT NEED FOR HOST FAMILIES AND FOR DRIVERS WHO COULD PROVIDE TRANSPORTATION FOR REFUGEES. YOU PROMOTE THIS VIA INTERNAL COMMUNICATIONS CHANNELS AND ACCEPT ONLY PEOPLE FROM THE NETWORK OF SCOUTS AND GUIDES.

5



THE 8-1 SIMULATOR

A REFUGEE NEEDS TO REACH ANOTHER COUNTRY BY PLANE. A LOCAL GROUP REQUESTS MONEY TO BUY THE FLIGHT TICKET. YOU REJECT THE REQUEST, BECAUSE THE PRICE OF THE FLIGHT WOULD COVER TRANSPORTATION FOR 30 PEOPLE FROM THE BORDER TO THE MAIN CITY OF COUNTRYLANDIA.

6



THE 8-1 SIMULATOR

IT HAS BEEN IDENTIFIED AS AN URGENT NEED FOR HOST FAMILIES AND FOR DRIVERS WHO COULD PROVIDE TRANSPORTATION FOR REFUGEES. YOU PROMOTE THIS VIA INTERNAL COMMUNICATIONS CHANNELS AND OFFER SUPPORT/ TRAINING TO ALL NEW VOLUNTEERS.

5



THE 8-1 SIMULATOR

A REFUGEE NEEDS TO REACH ANOTHER COUNTRY BY PLANE. A LOCAL GROUP REQUESTS MONEY TO BUY THE FLIGHT TICKET. YOU ADVISE THE LOCAL GROUP TO LINK THE PERSON WITH ORGANISATIONS FOCUSED ON INTERNATIONAL TRANSPORTATION.

6



THE 8-1 SIMULATOR

VOLUNTEERS ARE MOTIVATED AND WORK SHIFTS OF 18 HOURS/ DAY. YOU ALLOW THIS AS IT IS THEIR CALLING. MOREOVER THERE IS NO NEED FOR A VOLUNTEER COORDINATOR BECAUSE THEY ALREADY FULFILL THEIR ROLE PERFECTLY FINE.

7



THE 8-1 SIMULATOR

THE INVOLVEMENT OF SCOUTS AND GUIDES IN THE FIRST-RESPONSE IS STRONGLY RECOGNISED BY THE OTHER NGOS INVOLVED. THUS, AN NGO PROPOSES TO JOIN EFFORTS IN RESPONSE TO THE CRISIS. YOU ACCEPT WITHOUT A SECOND THOUGHT.

8



THE 8-1 SIMULATOR

VOLUNTEERS HAVE NO PREDEFINED SCHEDULE. SO THEY ARE WELCOME TO JOIN ANYTIME AND WORK UNTIL THEY GET TIRED. THE VOLUNTEER COORDINATOR IS ALWAYS THERE, WAITING FOR THEM.

7



THE 8-1 SIMULATOR

THE INVOLVEMENT OF SCOUTS AND GUIDES IN THE FIRST-RESPONSE IS STRONGLY RECOGNISED BY THE OTHER NGOS INVOLVED. THUS, AN NGO PROPOSES TO JOIN EFFORTS IN RESPONSE TO THE CRISIS. YOU ACCEPT AND MAKE SURE THAT THE AGREEMENT INTEGRATES THE NEEDS AND EXPECTATIONS OF LOCAL LEADERS WORKING AT THE GRASSROOTS LEVEL.

8



THE 8-1 SIMULATOR

THE VOLUNTEER COORDINATOR ENSURES THE SUSTAINABILITY OF THE ENGAGEMENT. IT IS A CRISIS SITUATION, IT IS NOT CLEAR FOR HOW LONG SCOUTS AND GUIDES RESPONSE IS NEEDED. THEREFORE, VOLUNTEERS WORK ACCORDING TO A SCHEDULE, IN SHIFTS, WITH A CLEAR ROLE DESCRIPTION.

7



THE 8-1 SIMULATOR

THE INVOLVEMENT OF SCOUTS AND GUIDES IN THE FIRST-RESPONSE IS STRONGLY RECOGNISED BY OTHER NGOS. THUS, AN NGO PROPOSES TO JOIN EFFORTS. YOU ASSESS IF LOCAL VOLUNTEERS, INVOLVED AT THE GRASSROOTS LEVEL, ARE READY TO GET NEW ROLES AND HAVE JOINT COORDINATION WITH THE OTHER NGO. BASED ON THE ASSESSMENT, A DECISION IS MADE.

8



THE 8-1 SIMULATOR

IN ORDER TO ENSURE THE SAFETY OF THE VOLUNTEERS INVOLVED IN FIRST-RESPONSE, YOU RELY ON THE RESPONSIBILITY OF EACH INDIVIDUAL AS YOUR MO DOES NOT HAVE ANY PROCEDURE ON SAFETY WITHIN HUMANITARIAN ACTION.

9



THE 8-1 SIMULATOR

THE STRESS LEVEL IS SO HIGH THAT IT IS FELT FROM LOCAL TO NATIONAL LEVEL. THERE IS NO TIME FOR TRAINING. EVERYONE FOCUSES ON ACTION.

10



THE 8-1 SIMULATOR

IN ORDER TO ENSURE THE SAFETY OF THE VOLUNTEERS INVOLVED IN FIRST-RESPONSE, YOU SEEK SUPPORT FROM THE REGION.

9



THE 8-1 SIMULATOR

THE STRESS LEVEL IS VERY HIGH, BUT STILL YOU ACKNOWLEDGE THE IMPORTANCE OF TRAINING. VOLUNTEERS NEED TO BE PREPARED TO BE INVOLVED. YOU IMMEDIATELY CONTACT AN EXTERNAL SPECIALIST TO DESIGN AND DELIVER ONLINE TRAINING SESSIONS FOR THE FIRST-RESPONDERS.

10



THE 8-1 SIMULATOR

IN ORDER TO ENSURE THE SAFETY OF THE VOLUNTEERS INVOLVED IN FIRST-RESPONSE, YOU USE YOUR MO'S ALREADY EXISTING SAFETY PROCEDURES IN HUMANITARIAN ACTION AND ENHANCE THEM AMONG THE LOCAL GROUPS.

9



THE 8-1 SIMULATOR

EVEN WITH THE STRESSFUL SITUATION, YOU ENCOURAGE AND STRONGLY RECOMMEND TRAINING TO YOUR MEMBERS. YOU ALREADY HAVE A SET OF E-LEARNINGS ON HUMANITARIAN ACTION AND REQUEST TO ALL SCOUTS AND GUIDES TO TAKE THEM BEFORE ENGAGING IN FIRST-RESPONSE.

10



THE 8-1 SIMULATOR

VOLUNTEERS ARE KIND. THEY WANT TO HELP EVERYONE. ALL OF THEM ARE ENCOURAGED TO ENGAGE IN CONVERSATIONS WITH REFUGEES AND FIND OUT HOW THEY CAN HELP THEM BEST.

11



THE 8-1 SIMULATOR

THERE IS NO LISTENING EAR NEEDED, AS THERE IS NO TIME FOR SUCH DISCUSSIONS IN FIRST-RESPONSE. IF APPLICABLE, DURING BREAKS, SCOUTS AND GUIDES WILL SUPPORT EACH OTHER THROUGH THEIR INFORMAL CONVERSATIONS.

12



THE 8-1 SIMULATOR

THERE ARE SEVERAL VOLUNTEERS TRAINED ON PROVIDING PSYCHOLOGICAL FIRST-AID. HOWEVER THERE ARE MOMENTS WHEN NONE OF THEM IS ON THE SHIFT.

11



THE 8-1 SIMULATOR

THE MO HAS JUST STARTED TO PROVIDE TRAINING FOR MORE LISTENING EARS TO BE PREPARED TO LISTEN, SUPPORT AND GUIDE OTHER SCOUTS AND GUIDES. IT WILL TAKE SEVERAL DAYS FOR THEM TO GET IN THE ROLE AND STILL THEY ARE MISSING THE PRACTICAL EXPERIENCE.

12



THE 8-1 SIMULATOR

EACH SHIFT OF VOLUNTEERS HAS AT LEAST 1 PERSON TRAINED ON PROVIDING PSYCHOLOGICAL FIRST-AID TO THE REFUGEES.

11



THE 8-1 SIMULATOR

THERE IS A CLEAR LISTENING EAR SYSTEM PUT IN PLACE. EVERY VOLUNTEER IS AWARE OF IT. THE LISTENING EARS ARE AVAILABLE AT ANY TIME FOR SCOUTS AND GUIDES.

12

