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# MODERATOR'S HANDBOOK

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The *Up to You!* simulation was developed by the [Centre for Systems Solutions](#) in collaboration with [ÖFSE - Austrian Foundation for Development Research](#), [Vienna University Children's Office](#), and [Rogers Foundation for Person-Centred Education](#) in the project *Making Europe's Future Sustainable! A simulation-based learning program for schools*. The development of the simulation was funded by the EU's [Erasmus+](#) program.



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# How to use the Handbook

The purpose of this book is to give you, a trained moderator for Up to You! Simulation, handy instructions on how to successfully run a simulation-based workshop with your target group. The Handbook focuses on the practical side of the session, taking you through the preparations for the workshop, simulation elements and its interface. It will also provide you with step-by-step instruction on how to conduct a debriefing session.

To help you navigate through the Up to You! Simulation, we added a useful [Index](#), which will refer you to any chapter of the Handbook.

More information about the theory behind simulation-based learning, its relevance for spreading sustainability literacy, as well as facilitation tips and additional activities introducing and consolidating the topics raised during the session may be found in the complementary Teacher's Handbook.

We hope Up to You! Simulation Handbook will help you in facilitating your workshop based on the simulation. If you cannot find the answer to your questions here, contact us at [contact@socialsimulations.org](mailto:contact@socialsimulations.org).

# What is the Up to You! simulation

Up to You is a multi stakeholder social simulation addressed to young adults and teenagers over 14 years of age. It explores the interconnected nature of the SDGs, assigning players the roles of ministries in three fictional countries, Rosa, Magnolia, and Triland. As the simulation progresses, they experience the pressure of making tradeoffs and the thrill of finding synergies involved in pursuing sustainable development.

## Workshop preparation

The simulation is prepared to be playable on computers and mobile devices via Internet Browsers such as Chrome, Firefox or Safari. It doesn't require any download beyond the browser.

### Target group

Up to You! is meant to be used in workshops with students. The minimum age for gaining necessary understanding of the simulation is 13-14, therefore it is advised to run the workshop with secondary school pupils, university students and adults. In this chapter we discuss how to prepare a workshop with the Up to You! Simulation in school settings, as it was planned in the project proposal.

Before the workshop, make sure that you know your audience well enough to create a meaningful experience for them.

Consider:

- what age the students are
- if the students know each other (it may affect the group dynamics and demand more of you as a facilitator)
- if they possess any basic knowledge what the SDGs are
- what you want them to get out of the session (e.g. Do you expect any specific learning outcomes?)

If students are not familiar with the concept of the Sustainable Development Goals, you may want to use some introductory activities listed in the Teacher's Handbook (in a face-to-face setting ) or assign them some reading connected to the topic prior to the planned session. Also, if the students do not know each other, some ice-breakers can come in handy. Choose one or two from among the activities listed in the Teacher's Handbook and play them before the workshop.

(For learning materials on the topic of the SDGs check the [Learning Platform](#))

(For more info about facilitation and working with a group check the the Teacher's Handbook)

## Time frame

The workshop lasts approximately 90 minutes (two 45-minutes long classes). During this time 10 minutes should be spent on the introduction and at least 15 minutes on the debriefing after the session. The gameplay will take 4-5 rounds, including the first Tutorial round.

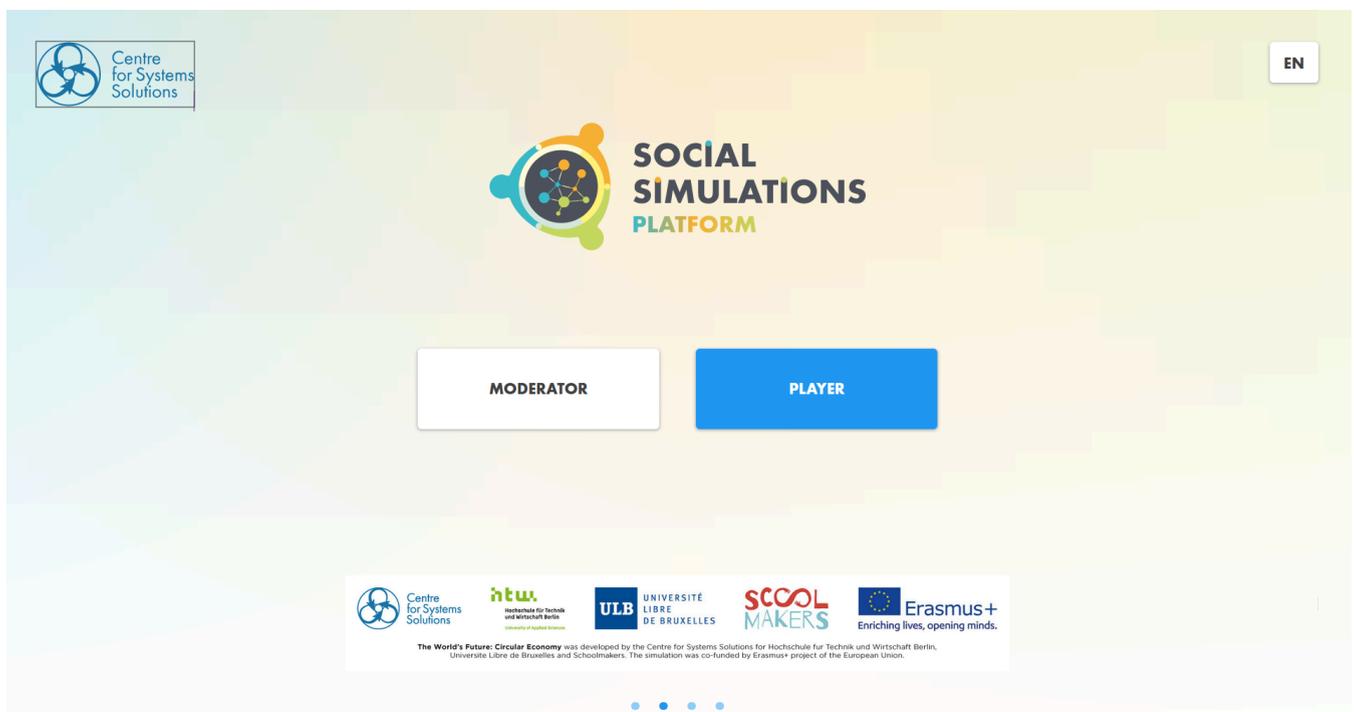
Having 4-5 rounds gives players enough time to learn the simulation's world and play out approximately four to five decades (which will take them into the future, somewhere beyond the year 2050). It is followed by an indispensable debriefing, which is where players reflect on their actions, decision-making process, and connections to the real world.

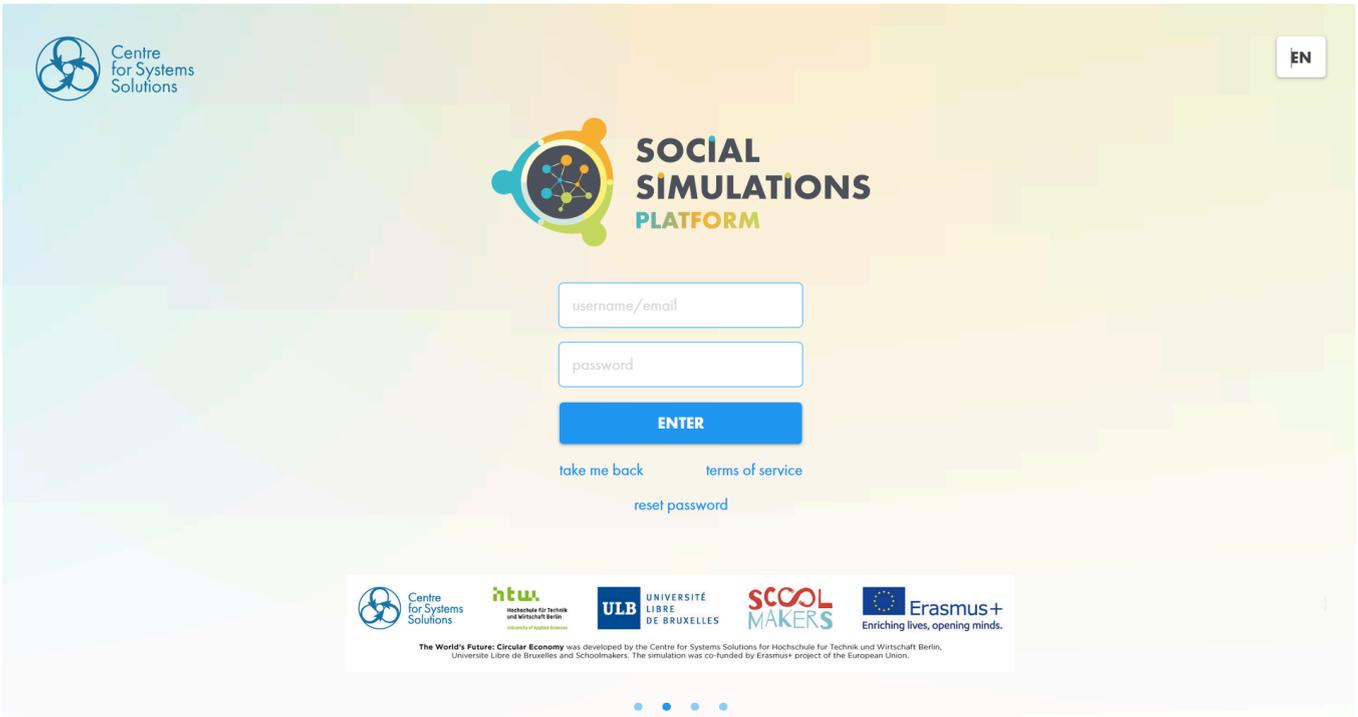
Using the simulation in a classroom is more than just knowing the interface and the theory. It's also about preparing space and materials, planning ahead for worst-case scenarios, and knowing what to do to provide the most constructive experience for participants.

Having a plan and understanding what to do makes the players' experience better and allows them - and you - to focus on the important elements of the simulation, not the logistic ones.

## Setting up the simulation

To log into the simulation, first open your browser and go to [play.socialsimulations.org](https://play.socialsimulations.org). This will load the landing page. This is also the page where players log in. Click "moderator" and use your login credentials to log in.





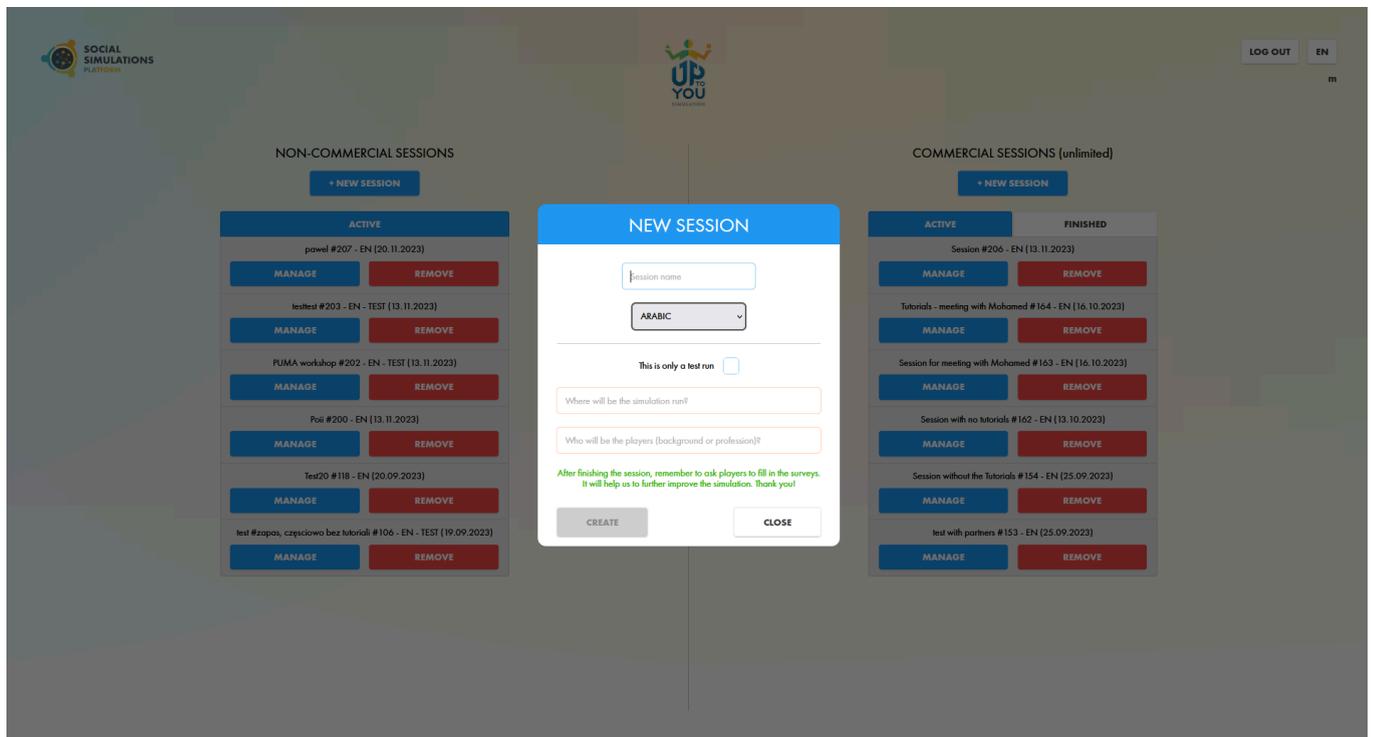
When you log in, you will see the simulation sessions you created in the past.



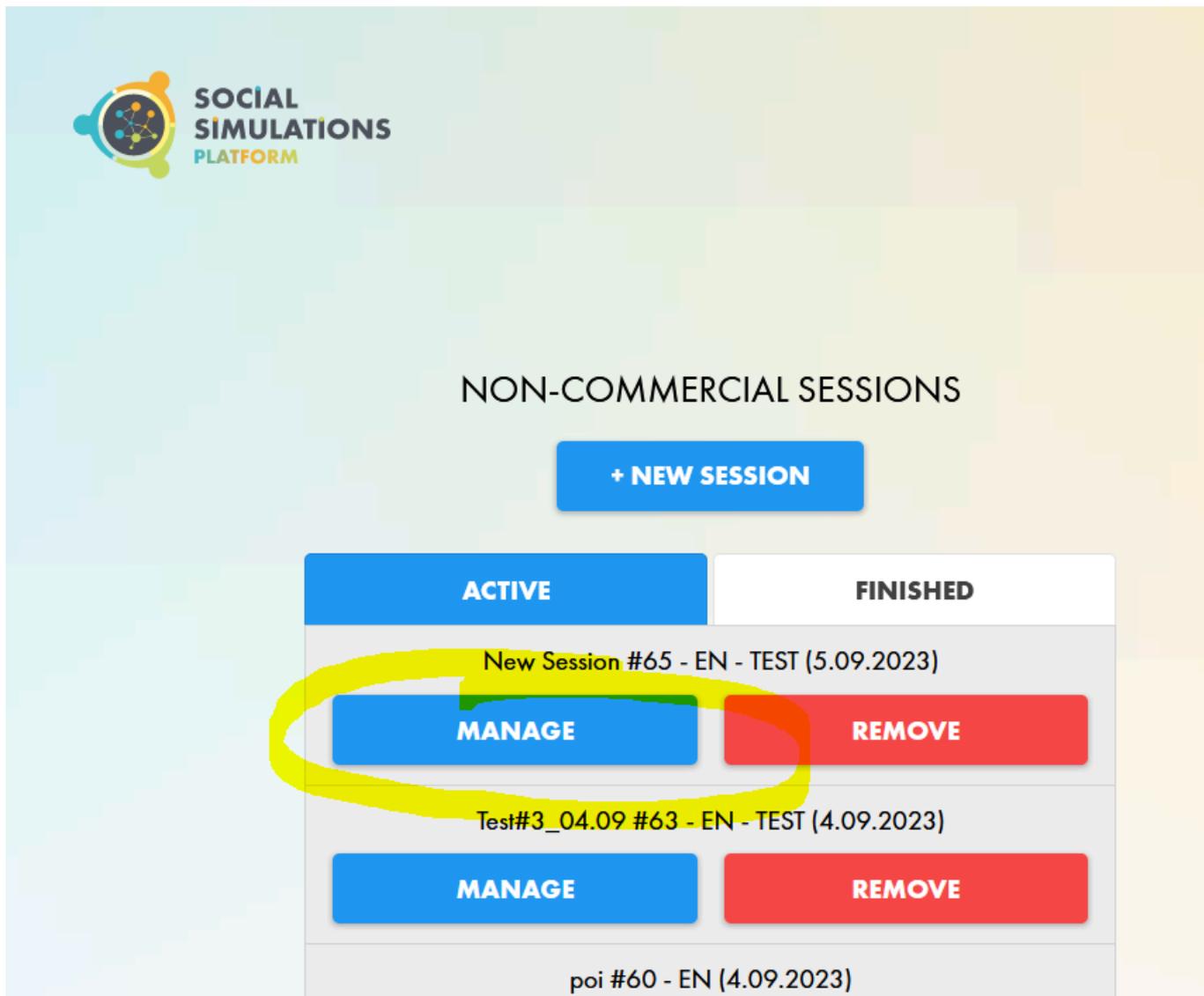
You can click an old session and see what happened on the map or on the Society chart.



This is just to let you know that you can do it, and to show you the difference between an “Active” and “Finished” status of the session. You can get out of this session by clicking “Main Menu”. Now, you can create a new session. Click “+ New Session”.



Choose the name and language of the session. Tell us who you are going to play the simulation with! Once you create the session, you can click “Manage Game” to get to the interface. Now create players logins using the button “Players”.



(More info about the [Moderator Interface](#) -> )

Game not started

Map

Trade & Production

Society

Research & Projects

Fullscreen

Main menu

Log out

Moderator

Start game

Results Phase step 1/13

Reset Storages

Pause Game

Players

Finish Game

GHG accumulation

## Players

**Rosa**

**Triland**

**Magnolia**

- Economy & Trade **zbtmm**
- Society & Workforce **5zooe**
- Water & Environment **dngn3**
- Education & Research **wxqsr**
- Observer 1 **ug79b**
- Observer 2 **sogqn**
- Observer 3 **wvccx**

- Economy & Trade **ha3ih**
- Society & Workforce **i5xpp**
- Water & Environment **y8jxh**
- Education & Research **hmcex**
- Observer 1 **p78nj**
- Observer 2 **joksm**
- Observer 3 **szadf**

- Economy & Trade **h8czb**
- Society & Workforce **abf78**
- Water & Environment **sqazc**
- Education & Research **hfxye**
- Observer 1 **bkpit**
- Observer 2 **9fw5k**
- Observer 3 **qr417**

[Print](#)

[Close](#)

You can print out logins or type them directly on the IDs (downloadable) and print them.



As you can see, the session has not started yet. This is because you need time for the introduction and handing out logins. When you are ready, you can start the session.

(More info about the [Introduction](#)->)

(More info about the [Tutorial](#)->)

## Setting up the workshop

There are 12 roles in the simulation. Therefore, usually you would have more players than roles. What should you do in such a situation?

If you are planning to run the simulation live in a classroom, then you can have 2-5 players playing one role. Those players would work together as, for example, Rosa's Economy & Trade, using one tablet or smartphone to make decisions. Each player could also use their own device, but it's highly recommended that the team goes through the tutorial together. What is beneficial about this setup is that you increase the level of negotiation needed, adding intra-role negotiation to intra-country and intercountry negotiation.

If you are planning an online session, you would need one of the recommended programmes for communication to cast more players in the same role.

**(More info about the [recommended software for online workshops](#) ->)**

The following sections mostly address the setup of a live workshop as this requires more logistics; however, we have some tips for setting up online workshops as well.

**(More info about the [online workshops](#) ->)**

## Live (Face-to-Face) Workshops

Time: 45 - 90 minutes - the simulation is designed to fit in a block of two lessons. You can pause the simulation at any time, which means that the lessons do not have to come one after another.

Number of players: 12 - 36 - the number of players determines the size of the classroom. For example, if you have one person per role plus a moderator, then you'll need a room of about 30-40m<sup>2</sup>. If you have more per role, you'll need more space, around additional 2 m<sup>2</sup> per participant minimum.

First, you should designate separate areas for each country. Based on how many people you have, they should be able to sit comfortably at their country's table but also have enough space to move around and negotiate with other countries.

In a regular classroom setting, with about 25-30 students, we recommend the following arrangement. Each row will represent one country: Triland, Rosa and Magnolia. Now, you simply have to join two desks together to create a big "table". You will need 4 such tables in each row, which will represent 12 roles present in the simulation. A big table will work in situations where more than two players act as one role. In other cases (one person or two people per role), a single desk per role would be enough. Be sure that the space around the table is big enough for players to move freely around the classroom and talk with other roles within and beyond the "borders" of their countries. It is especially useful when you have limited time, as it demands only slight changes into a regular classroom organization with three rows of desks and a board in front of them.



**Triland**



**Rosa**



**Magnolia**

**Economy & Trade**



**Economy & Trade**



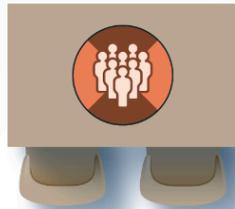
**Economy & Trade**



**Society & Workforce**



**Society & Workforce**



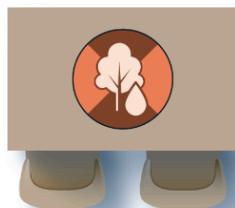
**Society & Workforce**



**Water & Environment**



**Water & Environment**



**Water & Environment**



**Education & Research**



**Education & Research**



**Education & Research**



To ensure that the session proceeds smoothly, you should check a few things beforehand: that your projector works, that you have the “Introduction PowerPoint” loaded, and that you have printed out the Introduction Script (or outline).

Practice the introduction a few times before you run a workshop with it so you aren’t surprised. If you need to make any changes or translate the introduction into your language, practicing also makes it easier to ensure nothing is missing.

To make it easier for yourself to run the session, print the “Moderator Package” for use after the session. If you are used to using digital files, all mentioned documents are in the pdf format.

Finally, log in to both of your devices - the device connected to a projector, and the second device, for example smartphone, which you could use to operate the moderator’s account. To support yourself in running the session, have the various scenarios, the gameflow and the debriefing outline handy so you can refer to them when needed.

#### Materials Needed - live workshops

- 1 computer & projector (or a bigger monitor) for introduction and displaying results
- 13 or 14 (if you are using 2 devices) tablets, smartphones, or computers (or ask participants to bring their own), with a charger for each device. This translates to one device per each role plus an additional one to run the results phase.
- **Supported browsers:**
  - Windows: Edge 107+, Firefox 100+, Chrome 108+
  - Mac: Safari 16+, Firefox 100+, Chrome 108+
  - Linux: Firefox 100+, Chrome 108+
- 1 Moderator Package
  - Introduction Script + Introduction presentation
  - Gameflow
  - Tutorial script
  - Printed Instructions for players
  - Debriefing outline
  - Players IDs
  - Evaluation survey
- 1 mobile internet router capable of simultaneous connection with a minimum of 13 devices (if the internet connection where you are is not good)

## **2 Days Before Workshop**

Charge tablets/devices (or remind participants to bring their own charged devices)

Check for the updated browser (or ask participants to do it)

Run the full first round of the simulation both as a moderator and as a player on two tablets/phones

Log in as a player on each device and check briefly if every section of the simulation works correctly

## **1 Day Before Workshop**

Print materials from Moderator Package

Check presentation and the Introduction Script

Print Gameflow

Check the internet connection in the workshop room (ideally by connecting all your devices to the network that you will use during the workshop)

## **On the Day of Workshop**

Prepare seating areas for each country

Turn on and log into tablets (if you want, or share the login codes with players)

Prepare computer/projector with an introductory presentation

Log in to the simulation on a tablet as moderator to use it for running the session

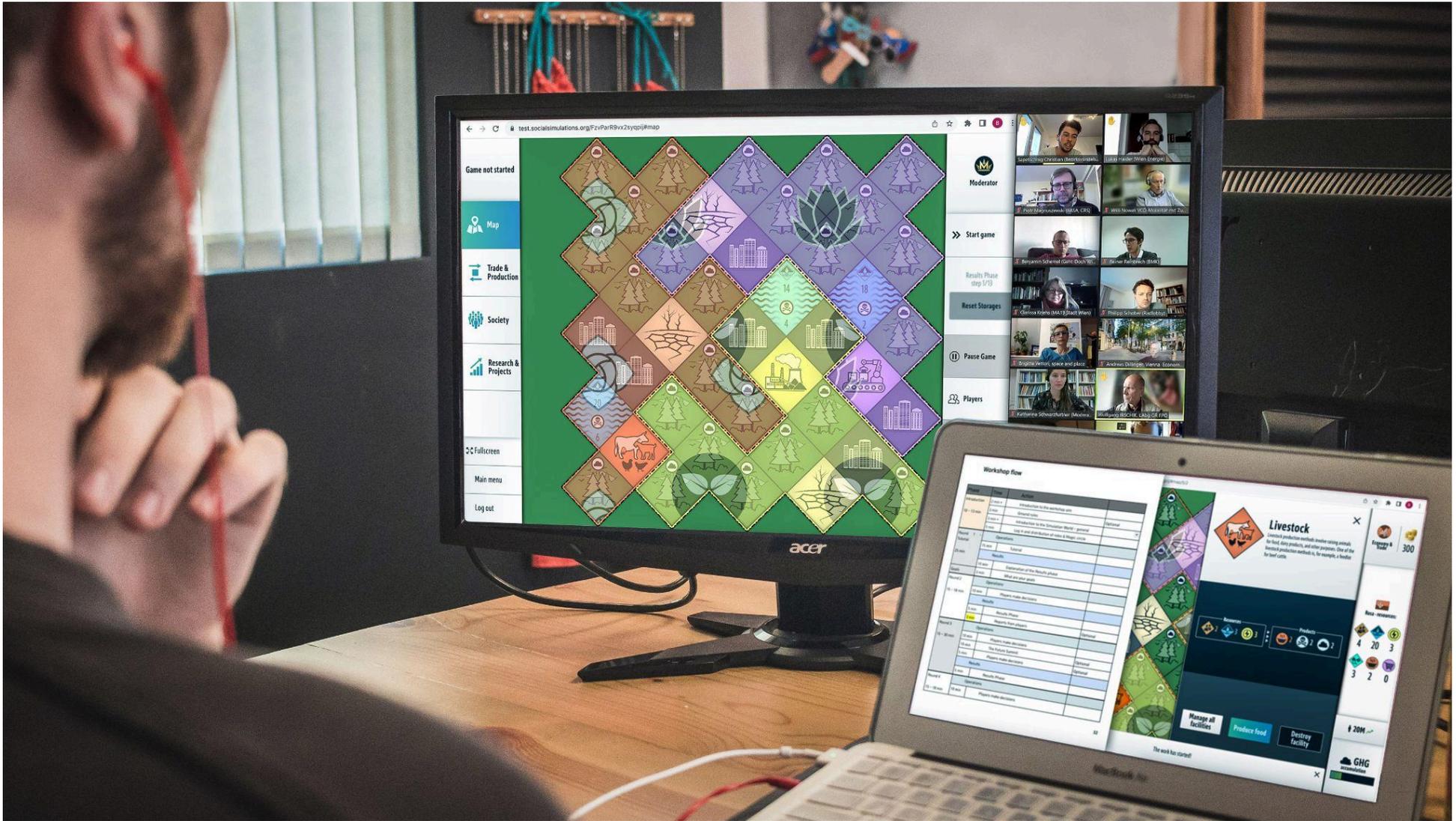
Log in to the simulation on a computer as moderator to use it for displaying the map and results

Quickly check the quality of internet in the workshop room again

## **For Online (Networked) Workshops**

Running online workshops is easier in some respects but more demanding in others. On one hand, you don't need to prepare a room, but on the other, it's way more challenging to manage people in an online environment and maintain their interest for a longer period of time.

We find it helpful to print out some of the materials to make it easier to facilitate. You can also use digital documents - it's always better to save paper. If you have access to another monitor, you might want to use it too. With two or more screens, it will be easier to follow what's going on in the simulation via the teleconference software, and to go through the gameflow document at the same time. You can also use your mobile device in tandem with the computer by logging in your account on both of them.



When doing the introduction in an online workshop, it's helpful to have players join a teleconference so they can hear your voice and see your screen as you lead the introduction. You might want to encourage participants to turn on their cameras. Make sure that you have tested your teleconferencing software and that players have the log-in codes. Teleconferencing software also makes it easier for players to ask general questions about the simulation - they can do it out loud instead of typing in chat.

**(More info about the [recommended software](#) ->)**

Meanwhile, prepare yourself to make the introduction - practice it and, if possible, send the log-in codes to your players ahead of time with instructions for logging in.

#### Materials needed

1 computer (2 screens recommended) with:

- teleconference software of your choice
- **System requirements:**
  - An internet connection – broadband wired or wireless (3G or 4G/LTE)
  - Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth
  - A webcam or HD webcam - built-in or USB plug-in
  - Or, a HD cam or HD camcorder with video capture card
- **Supported browsers:**
  - Windows: Edge 107+, Firefox 100+, Chrome 108+
  - Mac: Safari 16+, Firefox 100+, Chrome 108+
  - Linux: Firefox 100+, Chrome 108+

#### 1 Moderator Package

1. Introduction Script + Introduction presentation
2. Gameflow
3. Tutorial script
4. Printed Instructions for players
5. Debriefing outline
6. Players IDs
7. Evaluation survey

## Recommended software

### Conference software:

- Zoom
- Any software that enables moderator to:
  - Share the screen
  - Divide participants into groups
  - Send messages to all participants at once
  - Send messages to individual participants
- Nice to have:
  - Sending files
  - PowerPoint -> for simulation presentations

### Virtual whiteboard software:

- Miro board
- Mural
- Jam boards

### Other helpful software:

- Mentimeter

### **How to prepare the participants for what is coming?**

Make sure to let players know what they need to prepare and be prepared yourself to support them if there are any problems. Learn how to manage the teleconferencing software, so you can answer any questions participants might have about audio and video connection.

### **For non-formal education - registration**

Make the timezone of the workshop very clear if people will be playing from different locations. Send a link with a timezone converter to help (examples of timezone converters include: <https://www.timeanddate.com/worldclock/converter.html>, <https://www.worldtimebuddy.com>).

The roles can be given randomly, but you can ask people about the preferred role during the registration to the workshop. You can also create an online document where people can assign the roles themselves.

## **2 Days Before Workshop**

Check for the updated version of a browser you will be using

Send an invitation for a meeting on teleconferencing software - players may not call in!

## **1 Day Before Workshop**

Print gameflow and simulation introduction text

Email login codes and link to the simulation to players

## **Day of Workshop**

Log in to the teleconferencing software

Use presentation mode to share the intro presentation

Send login codes via the teleconferencing software if needed

Log into the simulation on a tablet as moderator to use it for running the session

Log into the simulation on a computer as moderator to use it for displaying the map and results

## Example of an email that could be sent to participants of the Up to You! Simulation workshop

Dear Participants,

Welcome to the world of social simulations.

Tomorrow you are going to take part in the Up to You! Simulation that is aimed to provide you with hands-on learning on the UN Sustainable Development Goals. (please find more on:

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>)

or see the learning materials gathered on the [Learning Platform](#).

Please find below a bunch of essential information on the logistics and organization of the session.

### **Schedule**

There are two separate sessions: simulation and reflection. Please find details below:

XX:XX - XX:XX - Introduction

...

### **HOW TO JOIN THE SESSION**

The session will be run on Zoom. In order to join, please click the link below:

Time: dd-mm-yy, hh:mm AM Central European Time

### **Join Zoom Meeting link:**

<https://.....>

Meeting ID: ...

Password: ....

### **Technical requirements for the Zoom**

<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>

### **System requirements:**

- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth

- A webcam or HD webcam - built-in or USB plug-in
- Or, a HD cam or HD camcorder with video capture card

### **Supported browsers:**

- Windows: Edge 107+, Firefox 100+, Chrome 108+
- Mac: Safari 16+, Firefox 100+, Chrome 108+
- Linux: Firefox 100+, Chrome 108+

List of supported operating systems and supported tablet and mobile devices is available on the above website.

How to test a computer or device audio:

<https://support.zoom.us/hc/en-us/articles/201362283-How-Do-I-Join-or-Test-My-Computer-Audio->

Wide list of Frequently Asked Questions is available here (it includes all of the above topics and many other):

<https://support.zoom.us/hc/en-us/articles/206175806-Top-Questions>

### **HOW TO JOIN THE SIMULATION**

To enter the simulation, please enter <https://play.socialsimulations.org/> and then log in as a PLAYER. Finally, please provide the following **LOGIN**: .....

### **Technical requirements for the Simulation**

To access the Up to You! Simulation, you don't have to install any additional software. Simulation requires an up-to-date version of an internet browser (preferably Chrome). We recommend accessing it on PC, MAC or tablets as these screens provide the biggest convenience in using the dashboard of the simulation.

### **Simulation instructions**

Please find below an online repository containing important instructions and guidelines that will be useful during the simulation. We will explain how to use them during the introduction.

### **Learning Platform**

Should you have any questions or technical problems, please let us know by replying to this email.

See you tomorrow at xx:xx on Zoom.

Best regards,

Moderators

## Most common questions about workshop preparations

### **How many emails should I send to players before the workshop?**

It depends on the registration process. If you are opening the registration process more than a month before the workshop, it would be good to send participants reminder messages, and to check if they are really going to participate in the workshop. We've listed some recommendations for sending emails in previous sections.

(More info about the [workshop preparation](#) -> )

### **What teleconference software should I use for online workshops?**

You should use the teleconferencing software you are the most comfortable with. No matter how many preparations you will make beforehand, there are always a few participants who have problems with audio or video. Make sure you know the software enough to be able to quickly guide players through problems during the workshop.

(More info about the [recommended software](#) ->)

(More info about the role of the [facilitator](#) ->)

### **Do I really need at least 30m2 room to organize the face-to-face workshop?**

The size of the room strictly depends on the number of players. You might even need a bigger room! Even though there are no big boards or elements, and everything takes place in the digital environment, players will still be contained to a stuffy room. They need some space to breathe.

(More info about the [workshop preparation for face-to-face workshops](#) ->)

## Interface and elements of the simulation

This section helps you understand what you and players see and what it means. Remember that the simulation world may seem complex at first. Players will be taking on roles and making decisions in a world that is still unknown to them. In the introduction, you begin to reveal some information, but you need to know all the details in order to address any unexpected questions from the players.

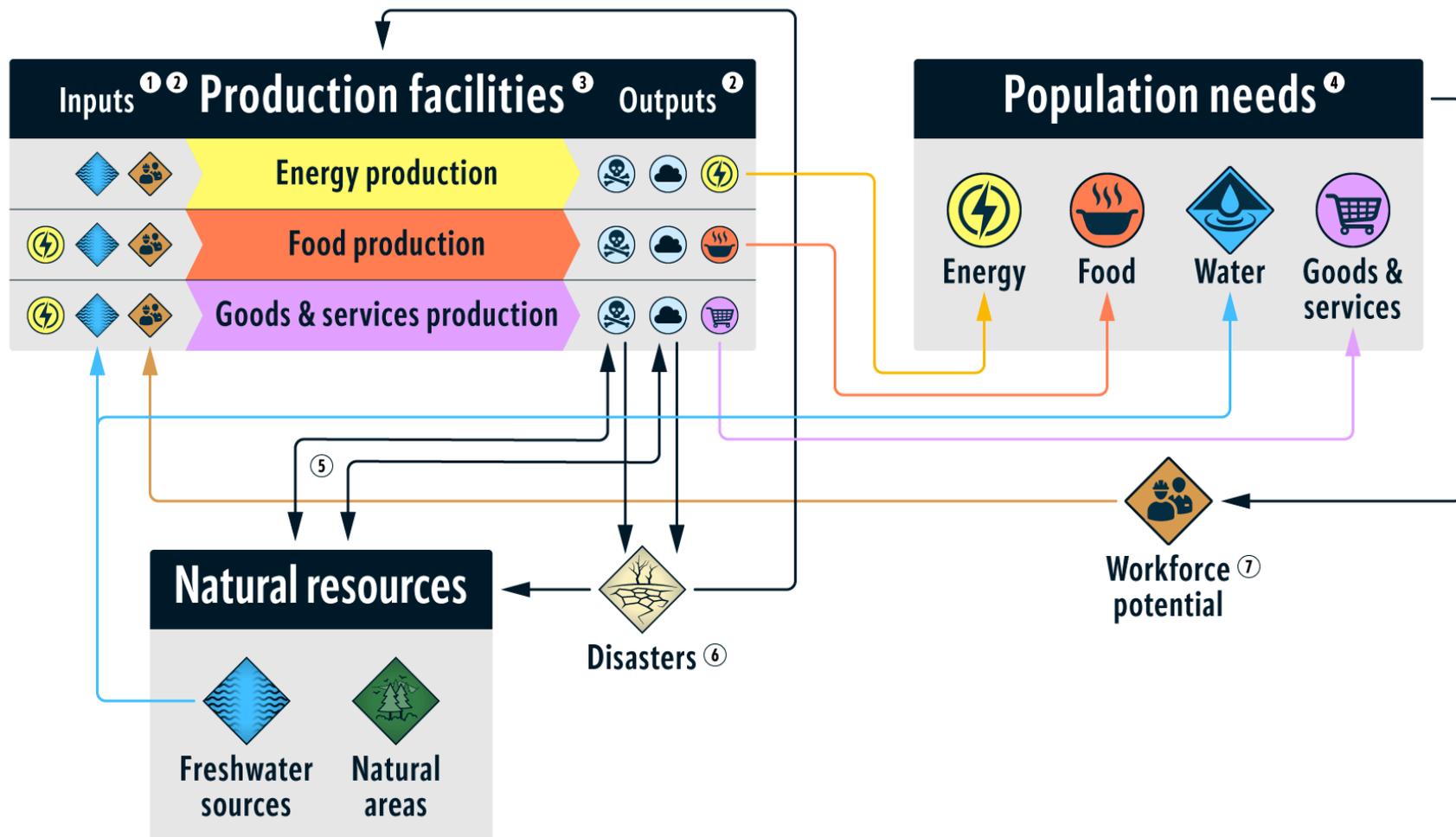
(More info about the [workshop preparation](#) ->)

(More info about the [facilitation](#) ->)

As the moderator you have to know the mechanisms behind the specific elements in the simulation in order to properly facilitate the session. After all, the main questions often relate to what players can and can't do, and what different actions mean in the simulation.

## An Overview of the simulation world

In Up to You!, the governments of the three countries explore various ways of addressing the needs of their growing population. They have to ensure that cities and villages have sufficient access to Freshwater, Food, Energy, as well as other Goods and Services. This depends on multiple factors. Access to freshwater relies upon the state of the natural environment and the level of pollution in the area. Food, energy, goods and services can be produced by the country itself or can be imported from its neighbors. Each department can make decisions and investments that would affect the flow of the resources to the communities. Still, most of the new Facilities require some input to create outputs. Furthermore, some of the outputs, such as pollution or GHG gasses can, in the long term, create problems for the countries in the near future. Information about inputs, outputs and the general flow of the resources in Up to You! should be presented.



① Some resources used for energy production (coal, solar power etc.) are not physically represented in the game, i.e. they are „always provided“ and their cost is included in the investment price of a given facility.

② Values for inputs and outputs depend on the technology used.

③ New projects and investments are financed from taxes gathered from the population. They can affect the availability of natural resources and moderate interactions between various elements of the system.

④ Growing population has growing needs.

⑤ Natural areas, when present, provide ecosystem services - that is, the self-cleaning of the pollution generated by the production. Destruction of the natural areas releases GHG from biomass. Reintroduction of the natural areas captures GHG from the atmosphere.

⑥ Pollution can destroy natural resources or reduce their productivity. High GHG concentration in the atmosphere can also result in climate-change related events that affect natural resources, production facilities and the population.

⑦ Workforce potential is a property of a population.

## Countries

The action of the Up to You! simulation takes place in three countries: Rosa, Triland and Magnolia. Each country starts with a specialization - Food, Energy, or Goods & Services, but they are not limited to development within their specialization. For example, Rosa can build a power plant and Magnolia can build a food production facility.



Triland is an industrial country. At the beginning of the session it concentrates on energy production. Due to climate conditions it only has access to 14 units of Freshwater.

**Triland**



### **Rosa**

Rosa is the main producer of Food in the area. Climate conditions in the country give it access to 20 Freshwater units at the beginning of the session.



### **Magnolia**

Magnolia is the main producer of Goods & Services. Thanks to its climate, the population and industry can be provided with 18 Freshwater units at the beginning of the simulation.

## **Roles & Responsibilities**

There are four departments in Up to You! - Economy & Trade, Society & Workforce, Water & Environment, and Education & Research. Each role has a set of tasks that it can accomplish.

In many cases, actions available in the simulation were intentionally split between roles to provide incentive for cooperation. Whether players cooperate or not is up to them, but there are some clear opportunities for working together built into the roles.

ICONS	ROLE	RESPONSIBILITIES
	Economy & Trade	Building and running Facilities producing Energy, Food, or Goods & Services.
	Society & Workforce	Fulfilling the needs of the Society and developing the country's Workforce Potential.
	Water & Environment	Managing the country's Freshwater supply and investing in environmental projects.
	Education & Research	Managing the country's Education system and investing in innovative research.

Remember that players' budgets come from the actions taken in the Society chart that accumulate as taxes. The country budget is split 4-way, with 40 % going to Society & Workforce, and 20% each to other Ministries.

Understanding who is responsible for what in Up to You! can help you as the moderator to reach out to the right person in case of problems. No matter who plays which role, you're sure to have an interesting session, but we will talk a bit more about strategy for assigning these roles later.

**(More info about your role as a [facilitation](#) -> )**

Players learn about their roles and responsibilities at the beginning of the workshop, just after the introduction in the Tutorial.

**(More info about the [introduction](#) ->)**

**(More info about the [Tutorial](#) ->)**

## Simulation elements

There are many many elements present in the simulation because the Sustainable Development Goals cover every aspect of the Earth system and societal systems. You want to make sure that you understand each of them. It will help you understand not only the mechanisms driving the simulation, but also the larger system. They are all shown on the following pages, within the context of the simulation's user interface.

### Player's interface

**Figure x** shows a player's screen after you start the simulation. The player is from Triland, which is why 's territory is highlighted on the map. The remaining land is slightly grayed out. The player can click plots of land in all countries to learn more about what's there, but they can only act on their own territory within the boundaries of their roles

**Year 2020**  
**00:07:00**  
Operations

**Map**

**Trade & Production**

**Society**

**Research & Projects**

**Fullscreen**

**Help**

**Log out**

**Current time in the simulation**

**Round timer and phase name**

**Map shows Facilities, Natural Areas and Freshwaters in the whole region**

**This tab allows you to Buy resources and to Send resources and money to other players**

**Economy & Trade can also:**

- Build and/or Destroy Facilities, manage Production

**Water & Environment can also:**

- Protect Natural Areas,
- implement Freshwater Projects

**Economy & Trade can also:**

- Sell resources and manage Facilities list

**This tab allows you to check social needs and observe the consequences of players' actions**

**Education & Research can also:**

- Invest in Education System

**Society & Workforce can also:**

- Provide resources for the population
- invest in Health and Law systems

**This tab allows you to fund dedicated Projects and to check the current level of development**

**Education & Research can also:**

- Invest Research Points in research of new technologies

**Role and its budget**

**Economy & Trade** | **129**

**Country's flag and resources:**

- Workforce Potential
- Water
- Energy
- Research Potential
- Food
- Goods & Services

**Country's population with demographic forecast**

**Greenhouse Gases (GHG) accumulation meter**

**Rosa - resources:**

2	17	0
3	4	0

**20M**

**GHG accumulation**



the enlarge / reduce screen buttons to zoom in or out and locate the part of the screen you need.

# Society

To learn more about a selected element in the Society chart, click its icon.

Country's population with demographic forecast. The bigger the population, the bigger it's needs.

Society & Workforce can:

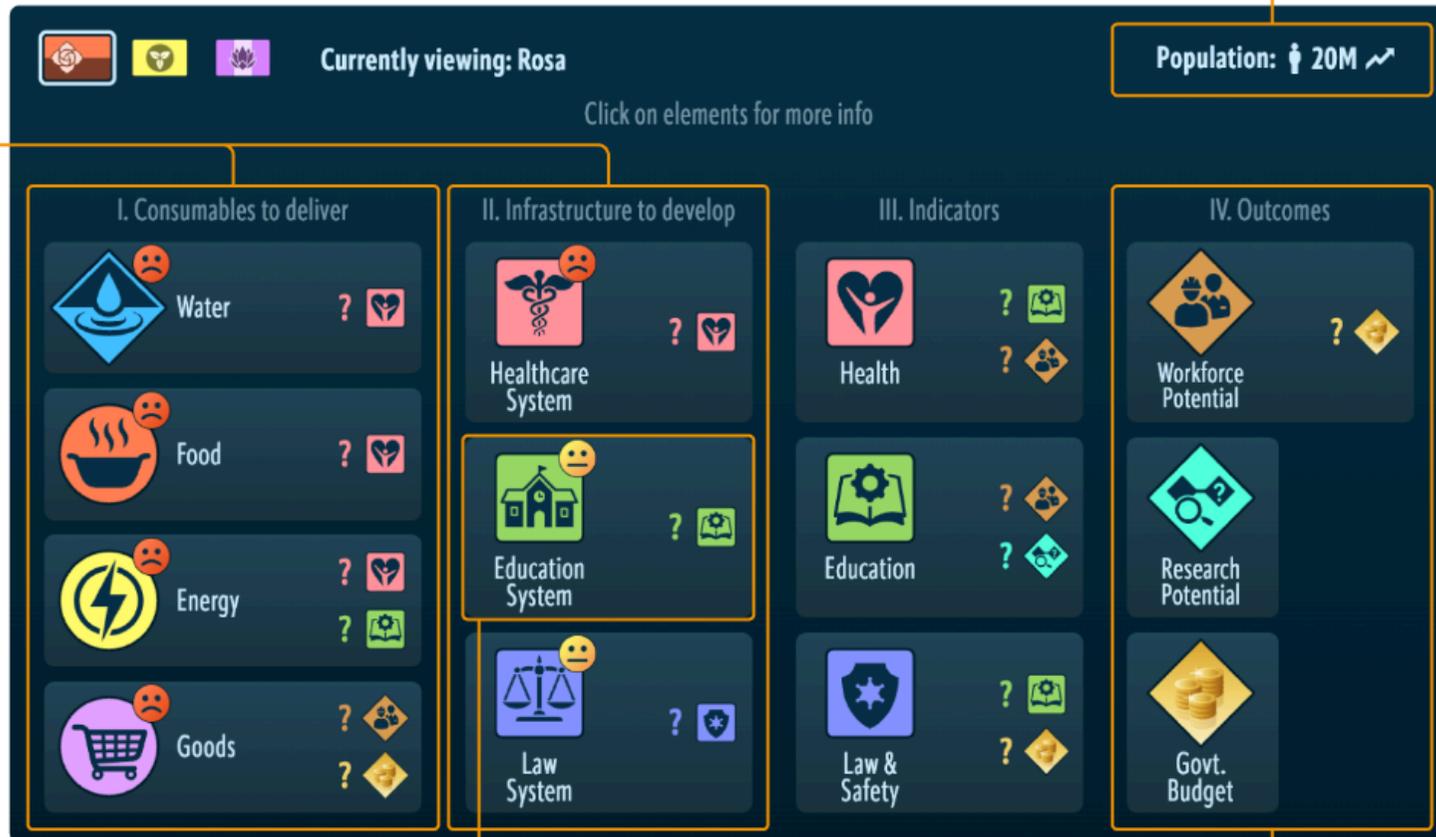
- Provide resources in the **Consumables column**
- invest in **Infrastructures**



Emojis represent how the population of your country feels about the current situation.

Here - the population is not very happy. It may have negative consequences on other elements in the Society chart.

If the society is provided with more than expected, you will see a green happy emoji. These elements that scored such emojis have a positive impact on other elements in the Society chart.



Education & Research can:  
- invest in **Education System**

Outcomes are the sum of your success in meeting society needs. They show resources that you will be able to use in the next round.

## Technologies and Research

Technologies can be used to enhance production in Facilities only by the Department of Economy & Trade. Technologies need to be researched first by the Department of Education & Research.

There are 3 types of Research options and Technologies:



Agricultural

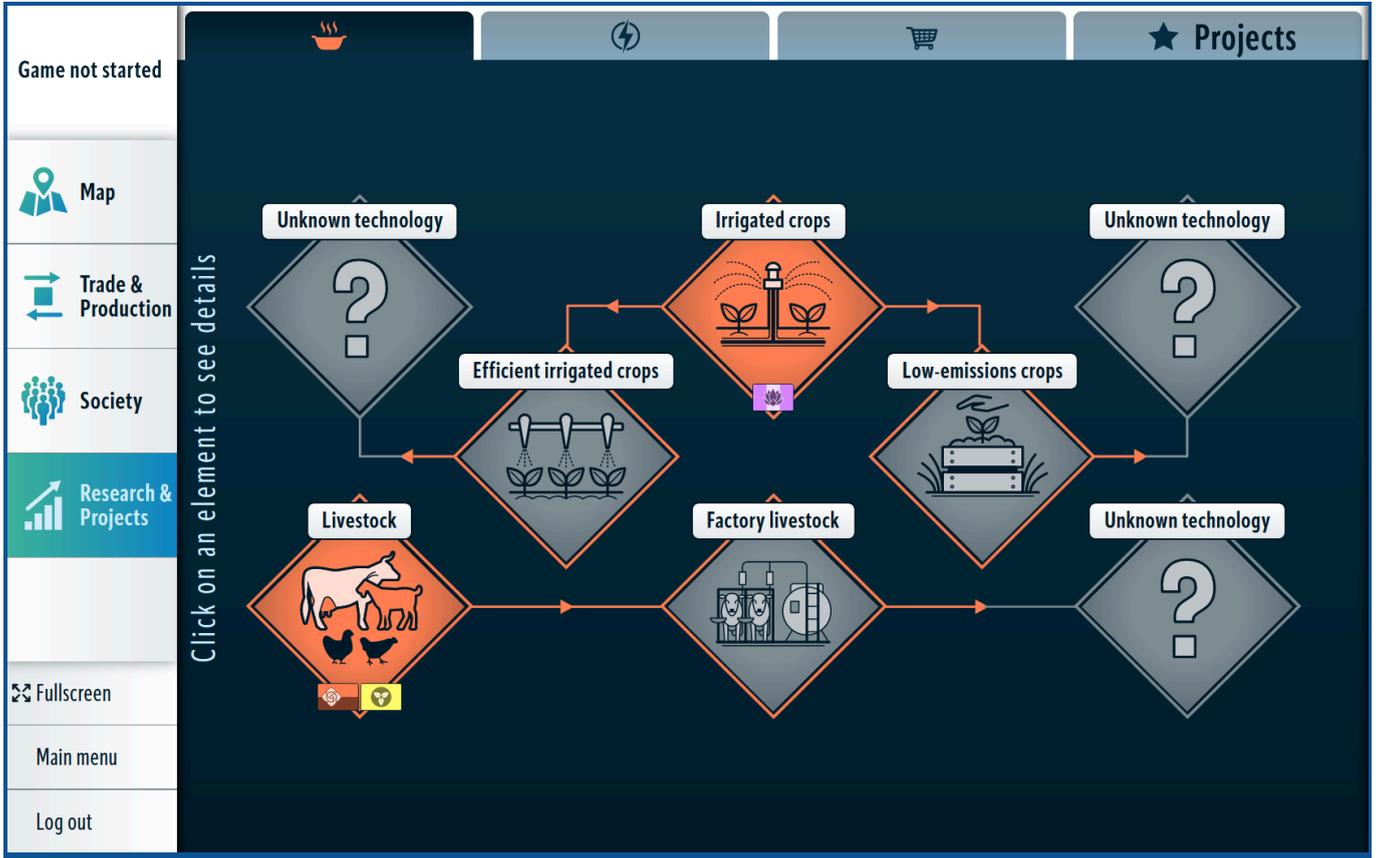


Energy



Goods & Services

As a moderator, you can check the details and costs of each Research and Technology option under “Research and Projects”. Flags under the options indicate who can invest in concrete Technology (Figure x.). Technologies implemented as facilities are directly visible on the map.



The Resources produced or needed for production can be traded in the Trade & Production section (Buy, Sell, Send). Economy & Trade can also manage the production in all Facilities in the same section.

### Possible projects

Each role has access to different projects that acts as a long-term investment for countries.

	Economy & Trade	Water & Environment	Society & Workforce	Education & Research
<i>Wasteland Regeneration</i>		✓		
<i>Gender parity in education programme (stage 1)</i>				✓
<i>Gender equality in a workplace programme (stage 2)</i>			✓	
<i>Anti-discrimination laws (stage 3)</i>			✓	
<i>Establish National Park</i>		✓		

<i>Promote Goods as a Service model</i>				✓
<i>Eco-public transport subsidies</i>	✓			
<i>Rapid transit subsidies</i>	✓			
<i>New recycling policies</i>		✓		
<i>Promote Open science</i>				✓
<i>Public wifi network/ digital inclusion programmes</i>				✓
<i>Improve water distribution (stage 1)</i>		✓		
<i>Improve water distribution (stage 2)</i>		✓		
<i>Improve water purification (stage 1)</i>		✓		
<i>Improve water purification (stage 2)</i>		✓		
<i>Reduce food waste</i>				✓
<i>Reduce energy use</i>				✓
<i>Improve Disaster Risk Management (stage 1)</i>			✓	
<i>Improve Disaster Risk Management (stage 2)</i>			✓	

(More info about [research and development](#) ->)

You can check which Projects were implemented in what country under the “Research & Projects” button (Figure x).

Game not started

Click on a project to read more

Category	Project Name	Description	Cost	Icons
Map	National Park	Turn a selected Forest into a National Park (Protected area).	60	🌳 🏠 🌱
Trade & Production	Clean-up operations	Remove 1 pollution unit from a selected Forest.	60	🌳 🏠 🌱
Society	Wasteland Regeneration	Turn a selected Wasteland into a Nature area.	200	🌳 🏠 🌱
Research & Projects	Gender parity in education programme (stage 1)	Add +1 to Education in every decade when the Education level is higher than 0.	200	🌳 🏠 🌱
	Gender equality in a workplace programme (stage 2)	Add +1 Workforce in every decade when Workforce level is higher than 0.	150	🌳 🏠 🌱
	Anti-discrimination laws (stage 3)	Add +1 to Law & Safety in every decade when the Law & Safety is higher than 0.	100	🌳 🏠 🌱
	Promote Goods as a Service model	Deliver +1 Goods & Services that will serve	80	🌳 🏠 🌱

Map

Trade & Production

Society

Research & Projects

Fullscreen

Main menu

Log out

## Map

Game not started

Map

Trade & Production

Society

Research & Projects

Fullscreen

Help

Log out

Economy & Trade 330

Triland - resources:

🏠	🌳	⚡
6	14	3
🌳	🏠	🛒
3	2	0

↑ 20M

GHG accumulation

## ELEMENTS ON THE MAP



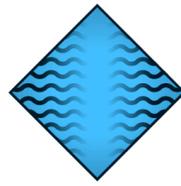
Populated areas



Natural Areas



Protected Areas



Freshwater Sources



Wastelands

Each country has Populated Areas. Their number will change during the simulation due to increase or decrease of population.

Freshwater sources in Up to You! look like lakes, but they are not. This is underground water, even though we have represented it as reservoirs. Each country starts with a different amount of Freshwater. It is shared between all roles within that country. It also cannot be sold or traded between countries.

Each country has some undeveloped Natural Areas. Although there are three countries which span different terrain, we assume they have access to the same basic underground resources, like coal and geothermal energy.

Wastelands are Natural Areas destroyed by pollution, disasters or human activity and are unusable by players.

## Moderator's interface

Game not started

Map

Trade & Production

Society

Research & Projects

Fullscreen

Main menu

Log out

Set Operations Phase timer

Set Results Phase timer

Moderator

Start session

Operations / Results Phase step

Perform next step

Pause / resume session

Players

Finish session

Start game

Results Phase step 1/13

Reset Storages

Pause Game

Players

Finish Game

GHG accumulation

00:15:00

hours minutes seconds

Set

Change the duration of the current phase

When you are ready, start the simulation using the **“Play”** icon. This will automatically open the Tutorials for each Role. To follow the progress in the Tutorial for each role, click the **“Players”** button.

## Most common questions about simulation elements

### **What is the relationship between Technologies, Facilities, and Research Potential?**

Technologies translate 1:1 into possible production facilities. In order to build a new production facility, you need to:

1. Have available technology (Education & Research has to research the technology)
2. You must be a department of the Economy & Trade
3. You must have enough space on the map to build a new facility
4. You must be able to cover the costs of construction

### **How is the budget of the country split?**

The country budget is split 4-way, with 40 % going to Society and Workforce, and 20% each to other Ministries.

**(More info about the [roles](#) ->)**

### **Are Rosa, Triland and Magnolia similar to any existing countries?**

Each country in Up to You! represents one of three stages of development: Rosa is the low-income country; Triland is the middle-income country; and Magnolia is the high income country.

**Which department can invest in what?**

	<b>Economy &amp; Trade</b>	<b>Society &amp; Workforce</b>	<b>Water &amp; Environment</b>	<b>Education &amp; Research</b>
<b>Invest in projects</b>	YES (different than other roles)	YES (different than other roles)	YES (different than other roles)	YES (different than other roles)
<b>Recultivate Wastelands (project)</b>	No	No	YES, on their territory	No
<b>Build Facilities</b>	YES, but only in Natural Areas	No	No	No
<b>Buy Resources</b>	YES	YES	YES	YES
<b>Sell Resources</b>	YES	No	No	No
<b>Send Money</b>	YES, to all countries and roles	YES, to all countries and roles	YES, to all countries and roles	YES, to all countries and roles
<b>Send Resources</b>	YES, to other countries	No	No	No
<b>Use Research potential</b>	No	No	No	YES
<b>Provide for Society in Society chart</b>	No	YES, all Consumables and all Infrastructure but "Education System"	No	YES, but only Education System
<b>Negotiate and strategize</b>	YES!	YES!	YES!	YES!

(More info about the [roles and responsibilities](#) ->)

(More info about the [technologies](#) >)

(More info about the [projects](#) >)

**As a country, can I take a loan from a bank/organization?**

If a country or countries are in a very bad situation and they are not able to help each other, the moderator may act as, for example, an international humanitarian organization which provides financial (or other, for example, food) support to the countries in need.

(More info about your role as [facilitator](#) ->)

If for some reason the country doesn't have a sufficient amount of a given resource (especially water, food or energy), the country's Workforce Potential will likely go down.

This has an impact not only on that country (which cannot run its facilities), but also on the other countries (which need additional resources). The moderator would likely need to make direct transfers to the other countries if this happens.

**Is it possible to transfer the Workforce Potential between the countries?**

No. Workforce Potential is one of three non-transferrable resources. Other resources that cannot be transferred are Research Potential and Water.

## Facilitation

The moderator plays an important role in social simulations. He or she is a simulation master, facilitator, and helper. But moderators have to be careful not to get too involved in the action. Although they are responsible for outlining what's important to know in the simulation, they act more as detached advisers than engaged wizards. Moderators are responsible for ensuring that players don't make critical mistakes in the beginning and for answering technical questions. However, they should try to avoid telling players how to act strategically or what exact steps to take. Our social simulations often have a lot of information packed in. Moderators should not try to share everything at once. As much as possible, they should introduce relevant information only when needed. Providing too much or too little information can result in players feeling overwhelmed or frustrated, which can lead to disengagement. It can be easy to become part of the action and get caught up in emotion - especially when the moderator knows what's coming. Be careful! The goal is to provide the right amount of information at the right time and then let them play.

DOs	DON'Ts
<p>Be confident and assertive</p> <p>Allow them to ask questions</p> <p>Make it fun and engaging</p> <p>Practice your introduction!</p> <p>Be reassuring! "Confusion is normal, you will get it"</p> <p>Organize the introduction in a sensible way - basic information should always communicated to all</p> <p>Focus on the simulation – you can talk about the real world in debriefing</p>	<p>Don't set goals</p> <p>Don't rely too much on notes</p> <p>Don't jump from point to point</p> <p>Don't emphasize winning/losing</p> <p>Don't obsess over keeping an eye on the time during the introduction and debriefing</p>

More information about facilitation, especially in the context of managing groups and using non-violent communication may be found in the Teacher's Handbook.

## Technical overview

The Up to You! simulation takes place over around 90 minutes (or more). The simulation is divided into rounds, described in the simulation as decades. Every decade is divided into 2 phases: 1) Operations, 2) Results. During the Operations phase, players make decisions, and during the Results phase, they discover their consequences. The first decade is a Tutorial that explains more about the simulation. All sessions should be preceded by a short introduction and followed by a debriefing.

# Gameflow

Phase	Time	Action	
Introduction	2 min +	Introduction to the workshop aim	
	3 min	Ground rules	Optional
10 – 13 min	3 min +	Introduction to the Simulation World – general	
	5 min	Log in and distribution of roles & Magic circle	

Round 1	Operations		
	15 min	Tutorial	
25 min	Results		
	10 min	Explanation of the Results phase	
Goals	3 min	What are your goals	

Round 2	Operations		
	10 min	Players make decisions	
15 – 18 min	Results		
	5 min	Results Phase	
	3 min	Reports from players	Optional

Round 3  15 – 30 min	Operations		
	10 min	Players make decisions	
	10 min	The Future Summit	Optional
	5 min	Players make decisions	Optional
	Results		
5 min	Results Phase		

Round 5 – Optional  15 – 30 min	Operations		
	10 min	Players make decisions	
	10 min	The Future Summit	Optional
	5 min	Players make decisions	Optional
	Results		
5 min	Results		
End of the simulation			

Debriefing  15 – 60 min	5 min +	Simulation summary	
	5 min +	Small group discussions – goals, challenges, relationships	Optional
	5 min +	Plenary – takeaways, connection to the real world	
	3 min +	Surveys	

## Making introductions

The introduction is the first chance that players get to familiarize themselves with the new world they're occupying. The introduction should be practiced and contain enough information without giving out too much.

It is not essential that you use exactly what we have attached here – you know your audience best, and you may find that they need more or less information. As you adjust the introduction to your audience, keep in mind that there is a limit to how much new information someone can take up at once. It's OK to move relatively quickly to the Tutorial round, where they can practice and ask questions with context.

When doing your introductions, you will need to mention: the background and rules of social simulations, the setting of Up to You!, and the interface. **The Introduction** Presentation should be projected where everyone can see it and follow along with what you're saying. When you are introducing the simulation at a workshop, you should use the Introduction Script in conjunction with the **Introduction** Presentation, to ensure you don't forget anything.

## Introduction to Social Simulation

<p><b>AIM OF THE WORKSHOP</b></p>	<p><i>Hello! Our aim for today is ....</i></p>
<p><b>GROUND RULES</b></p> <p><b>Optional -</b></p> <p>if you are using it in classroom, or have your own ground rules, you may not need this part</p>	<p><i>We will set some ground rules to ensure that we are operating in a safe environment:</i></p> <ul style="list-style-type: none"> <li>● <i>One person speaks at a time;</i></li> <li>● <i>You may ask questions to clarify ideas;</i></li> <li>● <i>Always criticize others in a careful, respectful and constructive manner;</i></li> <li>● <i>Feelings may be expressed; they should not be rejected or denied;</i></li> <li>● <i>If anyone feels uncomfortable at any point during the simulation, we can stop the session and discuss/solve the issue.</i></li> </ul>
<p><b>NO WINNERS AND LOSERS</b></p>	<p><i>Even though we sometimes call this a game, there are no winners or losers in Up to You. - there is no "ultimate" goal which you need to achieve - the most points, the most money, etc. The main aim is to experience and participate in processes that will challenge you!</i></p>
<p><b>NO SET GOALS</b></p>	<p><i>You as players set your own goals in your roles. There are some general tasks you need to accomplish to keep the world turning. How you are going to do this is <b>up to you</b>.</i></p>
<p><b>DEBRIEFING</b></p>	<p><i>Finally, at the end of the session, we will discuss your experience and your goals. So, what are the rules of the Up to You! simulation?</i></p>

## Rules of Social Simulation

<b>Listen To Announcements</b>	<i>You must listen to my (moderator's) announcements. They can contain information relevant to the action or have other effects.</i>
<b>Feedback</b>	<i>If you have questions about playing the simulation, please ask as you have them. If you have feedback about the simulation, the model, or something that happened, please save it till the debriefing.</i>
<b>Complexity And Uncertainty</b>	<i>Don't worry! There is a lot of information at the beginning, but it will all make sense with time, usually after the first or second round. You'll get information just-in-time - ask questions if you're curious, but don't be surprised if the moderator gives you an answer like "We'll get to that in a moment."</i>

## Up to You! - Introducing the Simulation World

<p><b>Setting</b></p>	<p><i>Up to You! is a simulation about three countries - Rosa, Triland and Magnolia</i></p>
<p><b>Landscape</b></p>	<p><i>In each country, there are natural areas, facilities for food, energy or goods &amp; services production, and there are people living in Populated Areas.</i></p>
<p><b>Roles</b></p>	<p><i>You will be taking on roles in one of three departments: Economy &amp; Trade, Water &amp; Environment, Society &amp; Workforce or Education &amp; Research. What they do in these roles is up to them.</i></p>
<p><b>Magic Circle</b></p> <p>This is the part where we recommend dividing players into different roles.</p>	<p><i>In order to create a safe space, we operate in the so-called “magic circle”. You are entering a magic circle of trust and respect. You will take on a specific role in the simulation. In that role, you may do things which you would normally do, or which you would not. What happens in the simulation is part of the simulation. Once we finish it, we actively step out of the magic circle and go back to being friends.</i></p> <p><i>Now put on your ID / change the name in the Zoom.</i></p>
<p><b>The Future</b></p>	<p><i>The previous governments agreed to aim at making progress on the Sustainable Development Goals. But what this will mean to you, and the future of your countries is UP TO YOU.</i></p>
<p><b>Tutorial</b></p> <p>For Tutorial all players playing one role should log in on one device and go through tutorial together. In an online setting this can be done by enabling the “Share screen” option to one of the participants.</p>	<p><i>Your predecessors left behind some tips for you in the form of a Tutorial. Now, please log in using the link and login provided to you.</i></p>

### **Distributing roles**

Ask who would like to act in which role. This method works better for face-to-face workshops. Be mindful of the tables you have set up for the workshop. For online workshops, we recommend distributing roles beforehand.

(More info about the [setting of the simulation](#) -> )

### **Before you start Tutorial :**

#### 1. Ask if there are any questions

It's a good practice to check with the participants if they understand everything. You may encourage players to ask/write down questions even before the end of the presentation.

When participants ask for elements that will be explained later - be polite but tell them that it will come up later. For some elements, they will need to discover them themselves.

#### 2. Establish communication channels.

Players might be confused about how to communicate with other participants. Should they discuss in-person? Or should they use the teleconference chat (during online workshops?)

It's up to you, but be clear on which channels should be used, when, and how.

Only online workshops:

#### 3. Create breakout rooms

If you have more than one player per role, be prepared to create breakout rooms for each role. This way, you accommodate more players, add an additional level of collaboration, and create a space for internal discussions.

Before you create the breakout rooms, you need to give participants a clear announcement on what will happen next and how it will affect the communication.

#### 4. Prepare to take notes

Prepare to observe and note interesting interactions, reactions, actions, and happenings that will occur during the simulation. You can write down some talking points for the debriefing, to better remember what you need to pay special attention to.

(More -on the topic of [debriefing](#) ->)

## Tutorial round

The main objective of this round is to learn more about the roles and the mechanics of the simulation. This round gives each country and role an opportunity to get familiar with their

responsibilities, by following some simple tutorial steps. Tutorial is necessary for players to know how to navigate the interface. They are slightly different for each role. We recommend you taking a look at the tutorial scenario, as it provides more information about the simulation.

It is impossible for a player to exit the Tutorial on their own, but you as a moderator can stop the Tutorial for all roles or an individual role in case of technical issues, from the “Players” tab (Figure x).

The screenshot shows the 'Players' tab with three columns representing different groups: Rosa, Triland, and Magnolia. Each group has a list of roles and their tutorial progress. The progress is shown as '1 / 58' or '1 / 53' with 'In progress' and an 'Abort tutorial' button. At the bottom, there are buttons for 'Print', 'Abort all tutorials', and 'Close'.

Group	Role	Progress	Action
Rosa	Economy & Trade 6kyxm	1 / 58 In progress	Abort tutorial
	Society & Workforce 75khq	1 / 53 In progress	Abort tutorial
	Water & Environment 2j4yg	1 / 50 In progress	Abort tutorial
	Education & Research tdnbn	1 / 53 In progress	Abort tutorial
	Observer 1 9h8g2		
	Observer 2 5fgrh		
	Observer 3 l8mp9		
Triland	Economy & Trade 44vq3	1 / 58 In progress	Abort tutorial
	Society & Workforce t6feh	1 / 53 In progress	Abort tutorial
	Water & Environment tryrg	1 / 50 In progress	Abort tutorial
	Education & Research xhaq3	1 / 53 In progress	Abort tutorial
	Observer 1 shfds		
	Observer 2 nnhof		
	Observer 3 eigth		
Magnolia	Economy & Trade gukts	1 / 58 In progress	Abort tutorial
	Society & Workforce b8kkw	1 / 53 In progress	Abort tutorial
	Water & Environment yrbc5	1 / 50 In progress	Abort tutorial
	Education & Research nyjiw	1 / 53 In progress	Abort tutorial
	Observer 1 szadq		
	Observer 2 rhjij		
	Observer 3 3ra3o		

You will also see exactly which step Players got stuck on, and consult the Tutorial Scenario document to solve the issue.

**During Tutorial round:**

- Constantly check on players.
- When players are quiet it doesn't necessarily mean they understand everything.

*For face-to-face workshops:*

- Observe the players, if you see that someone is confused - ask if they need help.

*For online workshops:*

- Look out for questions in the teleconference software. If you are working with breakout rooms, visit different groups to check in on their progress. Make sure participants know how to communicate with you if you are not in their group.

The tutorial starts as soon as you click “Start game”.

### **Before you “Start Results Phase”:**

1. Make sure the participants’ attention is on you.

Make sure that everyone is focused on you. Some participants have a tendency to continue operations and negotiations well into the Results Phase.

2. Prepare to ask questions.

Did you observe the players? Great, you can now use your observations to engage players a bit also in the Results phase. The Results is a moment when the energy levels among the participants are quite low - since they are told to focus on you, they are not as engaged as in the Operations. This might affect their understanding of what's going on in the simulation. Try to engage participants by asking questions, e.g. how they feel they are doing, why they have problems and more.

3. Prepare to answer questions.

In the Results, players will often ask: WHY? They might be confused about some of the results. Depending on the question, you might want to answer them yourself or redirect them towards other participants.

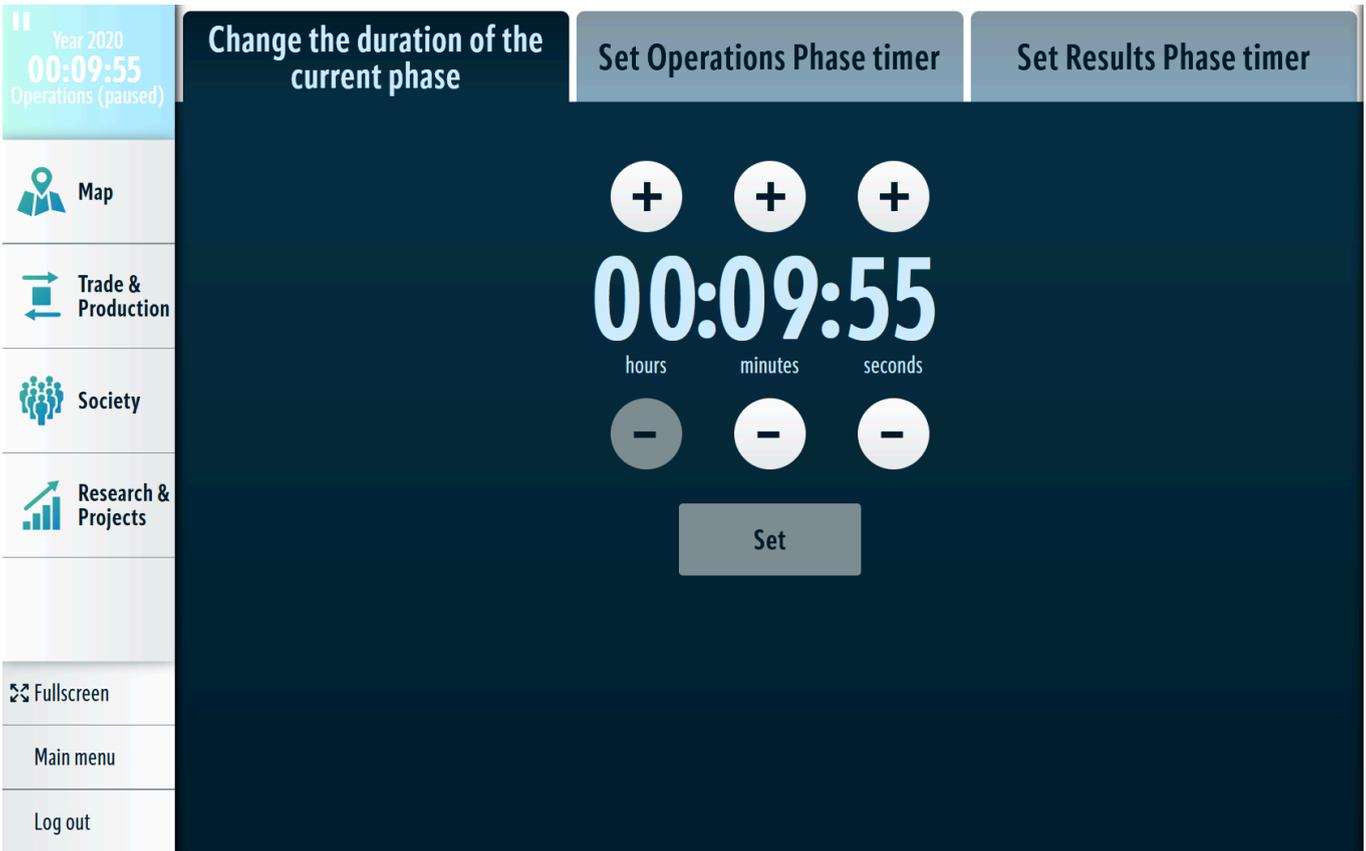
**(More info about your role as [facilitator](#)->)**

## Results Phase

As we have mentioned many times, the power of social simulations does not stem from negotiations – although that is part of the journey. The power comes from being able to see the impacts of your decisions. Using Up to You!, players make decisions and see their consequences in the Results phase. There are many facets of progress and this section will help you understand them.

Although there are no winners and losers in social simulations, there has to be a way to measure your progress. In fact, that’s one of the things that sets our social simulations apart from other simulations and games. In other simulations, you may practice negotiating but you never get to implement your plans and see the results - both expected and unexpected.

During the Operations phase, your screen displays a button saying “Start the Results Phase.” (Fig. x). Even though the timer in the top left corner is set to a specific time, you don’t need to wait that entire time before starting the Results Phase. You can change the duration of the current phase (Figure x.) or force the Results Phase. Remember that when you start the Results phase, no other actions can be taken.



The Results Phase has 13 distinctive steps to show players in detail what happened according to their actions in the Operation Phase. With each step, each role receives a notification with a summary of the results. As a moderator, you will receive summaries on all countries. Depending on the Results Phase step - players may be redirected to different screens in the simulation.

**During each Results Phase step**

Give yourself and players a minute to read the messages. Always check if there are any questions. If necessary pause the Results to give players more time to read.

### Map -> steps 1 - 3

- Reset Storages - Unused resources are removed from each country's Resources space.
- Self-Cleaning - Freshwater self-cleans half of the pollution in the basin. The same happens with each Natural area. The changes on the map are highlighted.

### Society -> steps 4 - 7

- Consumables - Inhabitants of the countries consume the resources provided to them. The first column in the Society displays the impacts on other elements.
- Indicators - The investments on the Infrastructure and impacts from Consumables are summarized in Indicators: Health, Education, Law & Safety.
- Outcomes - The impact from Consumables, Infrastructure, Indicators culminate in Outcomes: Workforce Potential, Research Potential and Governmental Budget.

#### **Society**

This is most likely the most complex part of the simulation. Encourage players, especially those who play the role of the Society & Workforce to click on individual elements to learn more about them. Ask players about the interconnections between these elements. Do they understand them?

The detailed explanation of each element is included in the "Society" tab. You can use them during the first Results Phase to give in-depth explanations if needed. Population's minimum need always comes from the size of the population.

Send coins & more - In this step, each role receives their budgets, and both Workforce Potential and Research Potential are updated for players in their Resources.

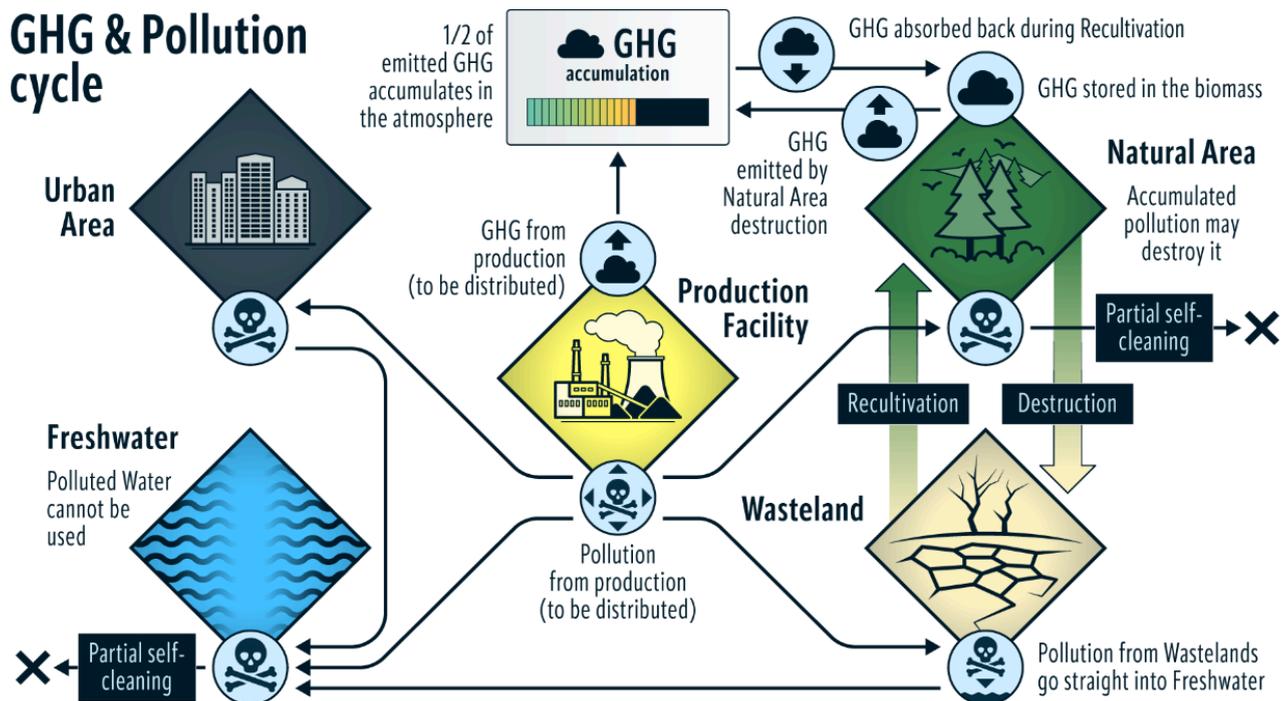
### Map -> steps 8 -12

- Reset Assets - This step summarizes all new Facilities, new Natural Areas and Protected Areas. They are highlighted on the Map.
- Distribute pollution - Pollution from Facilities is distributed around them. New Wastelands are created if Pollution accumulation is high. The changes are highlighted on the Map.
- Wastewater - Pollution is flowing into Freshwater sources in all three countries. Water available for the next decade is updated. Changes are highlighted on the Map.
- Distribute GHG - Greenhouse gasses emitted by destruction of Natural Areas are emitted to the atmosphere. The change is visible on the right sidebar in GHG accumulation.
- Disasters - If GHG accumulation is high, some facilities might get destroyed due to the Climate events, such as wildfires, hurricanes or floods.

## GHG and Pollution

The environmental aspects of the development are an important part of the simulation. During the Tutorial, players will learn some crucial information about these aspects of the Up to You. But it's also important for you to understand how it works in case of any questions.

Producing Food, Energy, and Goods & Services uses Water and often produces Greenhouse gases and Pollution. Pollution is the by-product of running Facilities. It spreads locally to Populated Areas, Natural areas and Freshwater. GHG is also the by-product of running Facilities, but it is also generated whenever a Natural Area is destroyed. It spreads globally to the atmosphere and the ocean.



Wastelands are generated as a result of overly polluted natural areas which can no longer perform essential ecosystem services. They are also generated in cases where a facility or plot of land has suffered from Climate events or when Populated Areas become vacant due to the depopulation. Players can also create Wastelands by directly destroying Facilities. To reuse a Wasteland it has to be recultivated with a project available for Water & Environment. After the GHG accumulation reaches a certain level, the simulation will automatically check which countries implemented the Disaster Risk Management Project and the disasters will be applied.

Market -> step 13

Reset Market -> The prices in the "Buy" and "Sell" sections of "Trade & Production" are updated. Some new resources are available.

### **Prices for resources**

Prices of resources can change throughout the simulation due to changing demand for specific products. If at the end of the decade there are a lot of resources of one kind available to buy, this means that supply is higher than demand. The prices will go down. If the demand is higher than the supply, meaning there are no resources at the end of the decade, the prices will go up.

### Summary

Before the end of results, each role receives a summary of all steps.

### **Discussion, reports, headlines - how to finish result phase with a bang**

We recommend leaving some time at the end of each round for comments from players. Ask players for their opinions on the condition of the countries and their hopes for the future.

## Operation phase

After you've completed the Results Phase, you'll start the next Operations phase. This is the first time that players can make their own decisions.

Since it's their first round with independent decision making, it's OK to monitor them and make sure they're not making any grave mistakes. However, as you cycle through the future Operations Phases, take a more hands-off approach. At the end of the Operations phase, you'll do another Results phase.

### **The Future Summit**

During the Operations Phase, if you have more than 90 minutes for the whole experience, you can organize a so-called Future Summit. The Future Summit is a monitored meeting you can organize between representatives of different roles or / and countries. During some sessions, communication between countries or even within a country, might be challenging for players. Forcing a meeting between them, can encourage participants to state their needs and ask for support from others if needed. Remember to give players more time to make decisions after the summit concludes.

Guiding questions to the participants of the summit:

- What are your needs? Is there anything you can offer to others?
- What are your plans?
- Whose support is needed?

## Running the Debriefing

The debriefing is the most important part of the social simulation. This is because the debriefing is the first formal time players have the opportunity to reflect on what they did, why they did it and what it meant. It also provides time for bridging the gap between the simulation world and reality. The debriefing is the time when we close the experiential learning cycle. Experiential learning requires us to experience a problem, test solutions and see whether or not those solutions work. Without reflection and abstract conceptualization, we are not able to understand why the solution is correct or how it could be modified to be even more effective.

### Ending the simulation

After 4 or 5 rounds, depending on how much time you have, you can click on the “Finish Game” button. You should do it after you go through the Results Phase steps, before the next Operation Phase.

Players will get an automatic thank you message, but might ask you why the simulation ended. Tell players that it's time for the younger generation to take over, as they were ruling for 40-50 years already. This will create a nice segway into first questions of the debriefing.

The debriefing has two parts. First you can ask a few questions while participants are still in their roles. Then, you need to ask players to step out of their roles. If you are at the face-to-face workshop, you can ask them to give back their badges. In the online workshops, you can ask players to change their names back to their own in the teleconference software.

Some participants are eager to share their thoughts and experiences. Make sure that you encourage participation from quiet participants, too. If any participant makes an inaccurate statement about something in the simulation or the real world, feel free to correct it (but do not correct opinions).

Check the Teacher’s Toolkit to get more tips on discussion facilitation.

You’ll use the notes you made about the simulation to provide the summary.

If you are short on time, reduce the time you spend summarizing what happened and let participants begin reflecting on their actions. If you find that conversation is slow, encourage conversation by asking individual participants some of the questions.

Don’t neglect the “Now what?” section. This gives participants time to make connections between what happened in the simulation world and the present reality. This is the time when participants can “build” new connections between their existing knowledge and new experience.

After completing the Debriefing, you can distribute the “Simulation Survey”, either as a hard copy (in a face-to-face workshop) or as a link (in an online workshop), to gather feedback on the simulation. This can be shared with the Centre for Systems Solutions, which will be used to further refine the simulation.

Giving an overview of the results, having players reflect on their individual experiences, discussing and understanding the system and bridging to the real world.

In an ideal world you’d have 1,5 hrs to talk about everything. In the classroom setting , you’ll probably have 15-45 minutes, so please adjust the time accordingly to your needs. Below we present a debriefing outline for 15 minutes with optional parts. Therefore, depending on your needs and those of the group, you can alter the amount of time you spend on the sections below , and you may decide to connect them to an additional planning workshop.

**I. What? -> still in roles**

a. Results overview

Topics and questions to ask participants:

- ⇒ What happened? What did you do?
- ⇒ What are you proud of?
- ⇒ What would be your advice for the next government?

**II. So what? -> ask players to remove their IDs, change their names in the teleconference software. Tell them: we are leaving the magic circle to look at what happened.**

a. Reflection on the simulation experience

Topics and questions to ask participants:

- ⇒ Goals: *Did you set goals for your role and/or your country? If so, what were they? Were you able to achieve them in whole or in part?*
- ⇒ Challenges: *Did you encounter any problems or challenges? What were they? How did you overcome them? Were there barriers you could not overcome?*
- ⇒ Interlinkages within the system: *What did you notice about different actions and their results? What surprised you? What would you do differently?*

**Group work in debriefing**

If you have more time that you would like to spend on the debriefing, we recommend splitting the participants into smaller groups, and let them discuss the So What questions more in-depth between themselves. Mix the groups in this way, where you have at least 1 representative of each country and each role in one group (4 persons). After discussion in groups, have a short summary as a plenary (participants can prepare to present with flip charts or notes).

### III. Now what?

#### a. Bridging with the Real World

Topics and questions to ask participants:

- ⇒ Reality: *What do you think are the hardest Sustainable Development Goals to achieve? Why? What solutions are available in the simulation that are becoming more popular in the real world? Which do you think are difficult or unpopular?*
- ⇒ Collaboration and gain: *How are countries and governments collaborating in real life? ? What were their solutions? Are the solutions working? What goals would you focus on and what actions would you take in the real world, knowing what you know now?*
- ⇒ Learning: *What did you learn? What will you remember from this experience?*

Throughout the debriefing, participants have shared their experiences and reflections on what happened, and reached consensus on what would have happened if they had acted differently. In the end, it's good to also discuss what to do with those conclusions. You want to prompt players to try and achieve consensus on real-life issues, and encourage them to commit to actions that would affect the real-world, even if on a much smaller scale.

Although we have provided a number of questions here to spark thinking, you can also create and provide other questions which you want participants to focus on.

## Summary & Next Steps

The last step of workshops is to distribute surveys. You get better results when you distribute it in person, but participants may find an online survey easier to fill out and send back to us. These surveys help us develop the Up to You! simulation better and understand what aspects are most informative and what could be conveyed better. As you close the workshop, you may decide to introduce some additional steps, but these are up to you. You can, for example, give homework to participants to write down their thoughts on the questions from the debriefing.

## Most common questions about the course of the workshop

### How long does a round last?

By default, the round lasts around 15 minutes. 15 minutes is for operations, 7 minutes for results. We recommend shortening the Operations Phase in the second round to 10 minutes. You can also shorten it by forcing the next phase or next round.

## What to do when players cannot access the simulation/files/teleconference software?

During the workshop, you always have to have Plan B. In the chapter about the workshop preparation we mentioned how to prepare for difficult situations, ideas include, among others, prepared emails with files and instructions.

(More info about the [workshop preparation](#) >)

The important thing about solving such problems: Don't panic. As long as you don't let all players know that something is wrong, it won't hinder the experience of the group. Limit the problem-solving process only to the people it concerns directly. If you have someone helping you during the workshop, great! You can focus on moderating while others will solve the problem for you. If not, wait for a moment when you don't have to address the whole group and take care of the issues discreetly. But let the player(s) know that their issues or concerns will be addressed at some point, so they don't feel left out or alone in the situation.

## Tips and tricks

### Technical Tips

1. *Testing the Simulation*: It's valuable to test the simulation a few times by yourself before leading a workshop to see it from the player's perspective and understand what you can do as moderator. For that, you will need to log in both as the moderator and a player at the same time. There are a few ways to do that. You can use a separate device for each log-in. Alternatively, you can log in on a single device with a different web browser for each log-in, or in a single browser with a separate incognito window for each log-in.

PRO-TIP: Firefox now has an add-on that enables multiple incognito windows. The add-on is called "Firefox Multi-Account Containers", it is developed by Firefox itself, and you can get it under [this link](#).

2. Don't be afraid to time yourself during the introduction or while leading the results round for the first time. Practice makes perfect. It is also a good idea to practice the simulation introduction and the results phase before the actual workshop.
3. *Internet connectivity issues*: Your internet connection needs to be able to support at least 13 devices. If you don't know if your venue will have internet connection, invest in a mobile router with appropriate capacity. If you are still having problems, ask players to disconnect their personal devices from the same network (if they are connected). For the online workshops, make sure that the players understand that they need a good connection to be able to play the simulation.

4. *Updating your Chrome browser:* The best browser to use is Chrome, but it should be the most recent version. Your second choice should be Firefox, also the most recent version. Prior to leading the workshop, check that your and players' devices have the most updated version.
5. *Have a worst-case scenario protocol.* Inevitably, and especially if people are playing in multiple places, there will be someone who logs out or loses a connection for a significant period of time. In this case, have a protocol ready for what you will do - How long will you wait to take action? After that grace period, will someone else play the absentee's role until they log back in or reconnect to the internet? Or will you manage without them altogether? Will other ministers tell you what to do or will you use your strategy?
6. *Beware of screen resolution and screen size.* If players have issues seeing everything on the screen, remind them that they can zoom the main screen in and out, as well as scroll up and down.
7. *Moderator Moves to Results Too Fast:* If you as moderator move to the results round before players have had the chance to do basic operations (like reach safe level needs on the population chart), players won't have any workforce potential in the future round in order to operate their facilities.
8. *Session is Too Long:* If you have been playing a few rounds, you may decide to stop the session and move on to the debriefing.

## Facilitation Tips

1. *Countries don't reach safe levels:* The Safe Levels (smiley face/frowny face in the Society chart) have a big effect if not reached; make sure to call out countries which haven't met Safe Levels as a reminder.
  - a. If for some reason the country doesn't reach safe levels of a resource (especially Water, Food or Energy), it will likely reduce a country's Workforce to zero. This has an impact not only on that country (which cannot run its facilities), but also on the other countries (which will need additional resources). The moderator would likely need to make direct resource transfers to the other countries if this happens.
2. *Note especially the "non-transferrable" resources:* Non-transferrable resources include Water and Workforce potential and Research potential. In the 2nd round, warn players if their workforce potential or clean water levels are low. Starting from Round 3, give gentle reminders, but let players play. You cannot fix a country's Workforce potential or give them more water, but if it's destroying the world, you can make direct transfers of Energy, Food, or Goods & services to the countries in the "Trade & Production" tab.
3. *Timing the Results phase:* Don't hurry the first time. Make sure that players have enough time to read the messages they receive. To learn how to pace the Results phase, run the session by yourself and learn how much time you need for each step. Try to adjust the length of the Results phases in rounds 2-5 to your group - sometimes they will get things more quickly, sometimes it is

worth spending extra 5 minutes on the Results phase to make sure that everybody understands what is happening / is going to happen.

- a. If you skip a step too quickly or don't say anything about it, don't worry too much: You can explain it later.
4. *Decide on your strategy as a moderator:* Depending on who you are playing with, you can be more forgiving or unforgiving about mistakes. It's also good to frame your in-game actions as a part of the session- i.e. if you have to give resources to a country, it's not you, the moderator, but you, the World Bank. This helps maintain the illusion of the magic circle.

## Running Workshops

### *For Live (Face-to-Face) Workshops*

1. Prepare a presentation for the introduction (don't use the live version of the simulation to demonstrate its capability)
2. When showing results, display the Map / Society Chart on a big screen - either with a projector or on a large monitor - but run the results round from your phone or another tablet.
3. The players will receive their country's results directly in their phones
4. Send log-in codes via email or write them on a whiteboard
5. Distribute hard copies of the instructions. Organize them earlier by player and country.
6. Consider assigning someone the role of the Journalist, so they can report on what's happening\*: It can be a player or someone from your team. If you decide to use this role, try to give it to someone who has some journalism experience or at least is a good writer. They should be interviewing players, asking about what's happening and then posting news on a bulletin board or writing it on a whiteboard.

\*For sessions with more than 9 participants.

### *For Online (Networked) Workshops*

1. Prepare a presentation for the introduction or prepare another version of the live session to demonstrate its capability.
2. Use Microsoft Teams, Zoom,, Google Meet, or other Webinar Software to communicate to participants the introductory presentation and debriefing. You can also use it to narrate the results phase.
3. Send log-in codes before the session starts. Send links to missions and instructions to players in the simulation chat. Organize links to missions and instructions earlier in one document for easy access later.

4. Create an open document like etherpads or GoogleDoc and a shareable link to it with access. Send the link to participants so they can use the doc to make notes and write down questions during gameplay (you can mention it during and after the debriefing).