

[Finding out about the World Peace Game:](#)

[Facilitator Website:](#)

[Parts of the Website:](#)

[Homepage:](#)

[Minigame \(1 hour game\): here](#)

[Video-](#)

[Website Copy-](#)

[Downloadable PDF-](#)

[WPG:](#)

[Video:](#)

[Website Copy:](#)

[Downloadable PDF:](#)

[Email Group:](#)

[WPG Networked:](#)

[Other / FAQs:](#)

## Finding out about the World Peace Game:

At this point we do not envision the need for marketing. In fact we feel that word of mouth, John's Book, John's TedTalk, and/or the feature Doc are the ideal ways for teachers to discover the World Peace Game (WPG). Facilitators that discover the game in one or many of these ways are actively seeking out the game from a place of curiosity, openness, and creativity. All of these are essential characteristics for facilitating the game.

## Facilitator Website:

Once a teacher has discovered the WPG, they can find out more about the game at the Facilitator website. This website is different than the WPG website -where the game is hosted. The Facilitator website is the main tool for helping teachers learn how to run the WPG in their class.

## Parts of the Website:

### Homepage:

The homepage will have a short video explaining the WPG (from the TedTalk or Doc) as well as some copy on the game. Teachers will easily be able to link to and peruse the three different versions of the game so that they can choose which works best for their class.

**Minigame (1 hour game): [here](#)**

This game is utilized to help the teacher learn how to pick leaders (the colors) and the weather god/dess (color guard). The teacher also learns how to release control for the negotiation period (controlled chaos).

Teachers can learn how to use this game through 3 formats:

**Video-**

Describes how the game is played (rules) and shows the game being played by a class.

**Website Copy and Pictures-**

Written rules for how to play the game. Written learning objectives for students and teacher. As well as pictures. These are on the website.

**Downloadable PDF-**

Written rules and the materials necessary for playing the game.

**WPG:**

This game is the digital version of JH's game. Teachers who feel comfortable with the minigame can move onto this.

Teachers can learn to use this game through 4 formats. Each format is given as a weekly syllabus (see below).

**Video:**

12 video segments of what to do each week.

**Website Copy and pictures:**

12 week break down.

### **Downloadable PDF:**

12 week printable syllabus.

### **Email Group:**

Teachers who sign up to play this game will be connected to other teachers that are playing the same version via email. There will be a weekly group email that includes that weeks requirements on the syllabus. Teachers will be able to ask and answer questions with one another. There will also be a person behind the scenes (John or someone at LGN) that can help trouble shoot any real problems that come up.

All of these emails will be databased in a google group / forum and will be searchable.

### **WPG Networked:**

#### **Google Group / Forum:**

A database of all of the email chains.

#### **Other / FAQs:**

- How to approach your administrators.
- Multiple choice survey or game that will help teachers pick students for roles.

#### Assigning Student Roles

As the facilitator your most important duty is picking the team leaders, saboteur, and weather god/dess.

Here are some helpful suggestions from John on picking your leaders for the colors:

- a. Pick a student based on the idea that this role will be beneficial for the growth of the individual.
- b. Sometimes students aren't quite ready to be leaders but your intuition says it's

- there or that they are headed that way. The game can be used to help solidify this.
- c. If the age of your students varies greatly, sometimes, pick younger kids as leaders so they don't get overshadowed by the older kids.

## Facilitator syllabus for 12 week game:

### Week 1

#### Prep work:

- 1) Decide on roles for kids - There should be some guidelines for this as well as an optional multiple choice survey to help on the website.
- 2) Print out Dossiers. Familiarize locations and use of digital dossiers.

#### In class:

- 1) Show Game Intro (Video?) - Something that shows the students the board and gets them excited.
- 2) Map overview (animation or movie of game map). Shows the countries and the 5 screens.
- 3) Declare roles of prime ministers, weather god[ess], and Media. The prime ministers will then draft their cabinets. Then Arms Dealers, U.N., and World Bank. Also tell kids about the roll of the saboteur. Ask Saboteur to be the saboteur before the next game day.
- 4) Hand out Dossiers based on rolls and show how to access Digital Dossier.
- 5) Students design flags (press pass?) and name placards / designate name of countries.

#### Homework:

Go through Dossier and online video (we make these?) to understand their role in the game.

### Week 2

#### Prep Work:

- 1) Print out crises reports.

#### In Class:

- 1) Crises packets are handed out to everyone.
- 2) Crises are explored on the game screens.
- 3) Explain how each game day works. Turn based... poorest to richest country... with negotiation period between each.
- 4) Answer any questions.

#### Homework:

1) Fill out game strategy section of dossier.

### **Week 3**

**Prep Work:**

**In Class:**

1) First turn.

3) Have World Bank Audit all budgets.

**Homework:**

### **Week 4**

**Prep Work:**

**In Class:**

1) Second Turn.

**Homework:**

### **Week 5**

**Prep Work:**

**In Class:**

1) Third turn.

**Homework:**

### **Week 6**

**Prep Work:**

**In Class:**

1) Fourth turn.

2) Have World Bank Audit all budgets.

**Homework:**

### **Week 7**

**Prep Work:**

**In Class:**

1) Fifth turn.

**Homework:**

### **Week 8**

**Prep Work:**

**In Class:**

1) Sixth turn.

**Homework:**

## **Week 9**

**Prep Work:**

**In Class:**

1) Seventh turn.

**Homework:**

## **Week 10**

**Prep Work:**

**In Class:**

1) Eighth turn.

**Homework:**

## **Week 11**

**Prep Work:**

**In Class:**

1) Ninth turn.

**Homework:**

## **Week 12**

**Prep Work:**

**In Class:**

1) Tenth turn.

2) Have World Bank Audit all budgets

**Homework:**

Facilitator syllabus for 12 week networked game:

## **Week 1**

**Prep work:**

1) Decide on roles for kids - There should be some guidelines for this as well as an optional multiple choice survey to help.

2) Print out Dossiers. Familiarize locations and use of digital dossiers.

**In class:**

1) Show Game Intro (Video?) - Something that shows the students the board and gets them excited.

2) Map overview (animation or movie of game map). Shows the countries and the 5 screens.

3) Declare roles of prime ministers, weather god[ess], and Media. The prime ministers will then draft their cabinets. Then Arms Dealers, U.N., and World Bank. Also tell kids about the roll of the

saboteur. Ask Saboteur to be the saboteur before the next game day.

4) Hand out Dossiers based on rolls and show how to access Digital Dossier.

5) Students design flags (press pass?) and name placards / designate name of countries.

### **Homework:**

Go through Dossier and online video (we make these?) to understand their role in the game.

## **Week 2**

### **Prep Work:**

1) Print out crises reports.

### **In Class:**

1) Crises packets are handed out to everyone (excluding pandemic).

2) Crises are explored on the game screens (excluding pandemic).

3) Explain how each game day works. Turn based... poorest to richest country... with negotiation period between each.

4) Answer any questions.

### **Homework:**

1) Fill out game strategy section of dossier.

## **Week 3**

### **Prep Work:**

### **In Class:**

1) First turn.

2) Media learns how to use their tech and interface- takes pictures.

3) Have World Bank Audit all budgets.

### **Homework:**

## **Week 4**

### **Prep Work:**

### **In Class:**

1) Watch Media Videos from other planets.

2) Second turn.

3) Pandemic introduced.

### **Homework:**

## **Week 5**

### **Prep Work:**

### **In Class:**

1) Watch Media Videos from other planets.

2) Third turn.

**Homework:**

## **Week 6**

**Prep Work:**

**In Class:**

1) Watch Media Videos from other planets.

2) Fourth turn.

3) Have World Bank Audit all budgets

**Homework:**

## **Week 7**

**Prep Work:**

**In Class:**

1) Watch Media Videos from other planets.

2) Fifth turn.

**Homework:**

## **Week 8**

**Prep Work:**

**In Class:**

1) Watch Media Videos from other planets.

2) Sixth turn.

**Homework:**

## **Week 9**

**Prep Work:**

**In Class:**

1) Watch Media Videos from other planets.

2) Seventh turn.

3) Have World Bank Audit all budgets

**Homework:**

## **Week 10**

**Prep Work:**

**In Class:**

1) Watch Media Videos from other planets.

2) Eighth turn.

**Homework:**

## **Week 11**

**Prep Work:**

**In Class:**

1) Watch Media Videos from other planets.

2) Ninth turn.

**Homework:**

## **Week 12**



**Prep Work:****In Class:**

- 1) Watch Media Videos from other planets.
- 2) Tenth turn.
- 3) Have World Bank Audit all budgets

**Homework:**