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Why the World Peace Game

In the words of John Hunter, the World Peace Game (WPG) is a teaching tool:

“It is not an entertainment or a diversion for idle minds, because its main purpose is really as a teaching vehicle: helping kids to develop conceptual plans, design and implement them, push innovative and creative thinking, help them to formulate ideas and be able to express them concisely and persuasively, to be able to ‘deal’ with adults on equal footing in conversation and to the extent possible conceptually and philosophically, to foster regular reflective practice, and of course, to foster compassion.”

Your students will already be using the game to learn the larger concepts that John just pointed out. The WPG is truly incredible, however, because the game also gives you freedom to integrate core curriculum requirements. Think of the game as scaffolding for the teaching objectives that you have. Through play students achieve these objectives in a measurable way. In order to further facilitate your use of this tool as a teacher we have added some suggestions as to how you can augment the WPG with your curriculum and research objectives (see our “Teaching Moment” sections). However, it is really up to you to be creative as a facilitator in how you integrate the game into your curriculum.

Learning Goals of Game/Design Challenges

Students learn to

- communicate, negotiate, and compromise
- make decisions under pressure
- set, enforce, and comply with standards of online behavior
- balance multiple conflicts and motivations
- “chunk” a larger problem into manageable pieces

Getting Started

Number of Players

Minimum players: 22 (4 per country, 1 each of World Bank, Arms Dealers, Weather Goddess, UN representative, Media). We feel this is the bare minimum of players necessary to have an engaging game full of conflict and communication. The game will feel slightly different.

Recommended: 27-33 (5 per country, 1 WG, 3 of the other roles)

Maximum: 37 (5 per country, 1 WG, 4 of other roles) Once you have more than 4 players in the UN, World Bank, Arms Dealers, and Media, there are simply not enough countries to accommodate actions for all the players.

Levels of the Game

We have three different versions of the World Peace Game, with different scales. They run the range from one short session to a massive, networked, multiple-week session.

1. One-hour class session, mini-game, similar goals and challenges but without the massive scale, set in a (slightly) different world. This game type will familiarize you with the game rules and structures. It will also provide a taste of the kinds of discussions the game will generate. This is a good game to play even if you don't quite know the personalities of your students yet, so it can be a good icebreaker. More detailed instructions and rules may be found here:
<https://docs.google.com/document/d/11Yey4MPrcgZirHyp9VsqxMS7DIAeRJEc2v65B7jtKO4/edit?usp=sharing>
2. In-class twelve-week session, basically the original WPG, just using the digitized assets. This game type will create a multifaceted and complex set of problems for your students to solve, generating discussion and conflict. We recommend you play this game with a class you are familiar with, perhaps in the spring.
3. Networked twelve-week session, includes the pandemic and the space station ideas. This game takes the original World Peace Game and explodes it into space. With this game type, your students will juggle worldwide conflict with interplanetary drama. They will have to balance in-class discussions with online communication with other schools.

Materials

- Game board/map - working on interactive implementation
- Media broadcasts - <http://zeega.com/> or google slideshow or youtube video or text document
- Probability generators (dice, spinners, coins) -
<http://www.wizards.com/dnd/dice/dice.htm> or <http://www.random.org/dice/> etc
- Crisis Document - digitized, issues with text formatting, pdf at
<https://docs.google.com/a/learninggamesnetwork.org/file/d/0Byp7JJX9hF97QXFvbGwxaXZRMGs/edit?usp=sharing>.
- Random Crisis cards
- Dossier
 - Blank charts:
<https://docs.google.com/a/learninggamesnetwork.org/spreadsheet/ccc?key=0Aip7JJX9hF97dFdHUS03QIIVNWQyRWxNMmJwSHVUZWc&usp=sharing>
 - Reference Charts:
<https://docs.google.com/a/learninggamesnetwork.org/spreadsheet/ccc?key=0Aip7JJX9hF97dGkweINkSTIPT3JaU242ZkxmbXJuNXc&usp=sharing>
- Reference documents, blank treaties, etc.
- Syllabus -
https://docs.google.com/document/d/1VzmYVbQaL46_vhpPBGkX1Z77KYM-VdGR7UOU9Dq3RI8/edit?usp=sharing
- Facilitator handbook - "Teaching the Facilitator" document:
https://docs.google.com/document/d/1VzmYVbQaL46_vhpPBGkX1Z77KYM-VdGR7UOU9Dq3RI8/edit?usp=sharing
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Setting up the game

Have all of the students sit in a circle or a semi-circle around the classroom. Students should be able to face one another and talk without difficulty. You should also have room for students to walk around and have face-to-face discussions.

Project the game map onto a screen, so that all students can see.

The game map will be connected to a tablet or a pc that controls the screen.

One student can manipulate the map at a time (preserves JH's original stipulation of only PMs being able to move units). The student currently running the map can add units, move units, and create units. This student can also zoom in, pan around, and switch layers, to reveal different pieces of information to the class.

Starting Economies:

ice country poorest= 2-3 billion
desert country = 875 billion

wealthiest country = 997 billion
eco-minded country = 568 billion

Pictures of initial board set up: [Here](#)

Learning to facilitate

If you're unfamiliar with the World Peace Game, we suggest that you start with the mini-game version to learn the basics of facilitating.

About The World Peace Game

Setting

There is a set of planets, interconnected by trade and relative proximity, each with their own global issues and crises (because it is templative, the countries and crises will be almost identical). The planets are close enough to communicate through text, image, and video transmission, but have no real-time communication.

Teaching moment: Research planetary systems and habitable zones to identify appropriate planets and ranges! Try to create your own module for the Interplanetary Space Station! Have each country create a research module, and draw it. Then, collect all these modules and make the full station within the game interface (drag and drop).

Game Roles

- Facilitator - Ensures that students have a productive learning experience, enforces time limits and advises students in understanding conflicts.
- Prime Minister - Serves and speaks for the people of his or her country. Directs major political and social decisions and policy. Writes letters when soldiers are lost. Only player allowed to move troops, based on the direction of the Defense Minister. Approves all treaties and trades.
- Secretary of State - Assists the PM and carries out directives. Signs diplomatic treaties.
- Secretary of Defense - Plans and carries out military defense/offensive strategy under leadership and directives of the PM. Declares attacks. Places orders for weapons to the Arms Dealers, but sale has to be approved by the Comptroller.
- Secretary of Trade and Commerce - Makes trades with other nations and increases business assets of own country. Signs trade agreements. If not enough people per country, takes on tasks of the Comptroller as well.
- Comptroller - Controls and accounts for nation's budget, including asset gain and expenditures. Reports budgets to the World Bank for auditing. Responsible for the financial health of the country.
- Weather Goddess - Determines probability of things happening, has the responsibility of making the game successful and fair. Also manages the weather on the school's planet.

- World Bank - Audit Countries. Makes loans, collects fees, tariffs, debts, fines.
- Chairperson of the World Bank - manages WB budget.
- United Nations - Witnesses and signs off on treaties.
- Secretary General - Peace Planning, Mediation between nations in conflict (Combat option)
- Arms Dealers - Maintains arms and/or forces for sale or rent to any nation or party.
- Saboteur - "Confusion agent," speaks and plans with the facilitator individually - one per planet. Saboteurs don't communicate with one another. The saboteur always has another role in the WPG, and should be able to fulfill both roles.
- Astronaut* - Serves as an ambassador for the planet if requested, in a concurrent session with other astronauts. May also have another role if needed.
- Media* - Each week, create 1-2 minute presentations (using zeega or any other online tool) about the news of that world.

* These roles are specific to the Networked WPG.

Teaching moment: Have students research different governmental structures and present how each defines roles and powers. After this, have students discuss differences between political societies. Use existing countries, if you like, or just define structures.

Narrative

At the start of the game, leaders from each of the planets have decided to create an interplanetary space station, located near a mineral-rich asteroid field. This space station, staffed mostly by scientist-astronauts from each of the planets, also offers neutral ground for meetings between world leaders. On one of these science missions, astronauts discover traces of life in one of the asteroids. They isolate it for further research, but unbeknownst to them, the spore is still active. When the astronauts return to their home planets, they slowly fall ill. The illness spreads throughout the planets, taking a different course on each one. Can the planets band together to stop this deadly pandemic?

Design note: The two options we discussed are in Narrative Choice document: https://docs.google.com/document/d/1Gj0H7rnb9aeoYI0v_6O7kt-46BI-ZGn50Nds_poXwgo/edit?usp=sharing

The document is linked here to show our thought process in coming up with the narrative. We created a survey and passed it around LGN Orange, responses strongly favored the space station (responses visible here):

<https://docs.google.com/a/learninggamesnetwork.org/spreadsheet/ccc?key=0Aip7JJX9hF97dFJUcUJKMXVPWFJSc2M4Y1pVRjlqQ0E&usp=sharing>

Interplanetary Crisis

The pandemic affects all planets slightly differently based on dice roll. As described in the Pandemic Chart, there are six possible courses for the disease, depending on which populations

it affects. It can affect resources, politicians, religious/ethnic minorities, the economy, the military, or have no effect at all. Every week, the tier of effect increases, and the world rolls a die to establish which sector will be affected. The first few weeks of effect are not necessarily negative; they affect different countries differently based on that country's resources and population. The chart below outlines the effects per week by category. After 5 weeks we envision planets being hit by two of these effects.

Tier increases every week, regardless of whether you are affected	Resource depletion	Loses Cabinet member	Hits ethnic/religious minority disproportionately	Economy collapse	Movements of ships / troops / planes cease
	affects miners / affects oil (cumulative)	affects politicians (not cumulative)	affects minority	affects production workers (not cumulative)	affects military (not cumulative)
Tier 1	Oil prices and revenue increase by 5%	Person affected by illness has to stay seated during one negotiations period	Reports come in about members of random country's minority being affected by a mysterious illness.	Minerals / medicines pay 10 million this turn. Software Development Facility pays 240 million this turn. Entertainment Complex pays 145 million this turn.	You must pay 40 million dollars (one time payment) to make any military movements.
Tier 2	Oil prices and revenue decrease by 10%	Person affected by illness has to stay seated during one negotiations period	UN must follow around member of that minority group during the negotiations period	All Universities shut down for today. No payments received from Universities- you still must pay expenses.	For each ground troop-before being able to move ground troops you must win a coin toss.
Tier 3	Oil prices and revenue increase by 15%	Person affected by illness has to stay seated during one negotiations period	Minority begins protesting the government due to perceived oversight, demands medical supplies and efforts towards a cure	All chlorine production shuts down for today. No payments received from these factories-	For each military plane - before being able to move any plane you must win a coin toss

				you still must pay expenses.	
Tier 4	Oil prices and revenue increase by 5%	Must stay seated for 2 negotiation periods.	Members of minority suffer huge losses, but illness is contained mostly to that population. WG identifies casualty rate.	All sulfur production shuts down for today. No payments received from these factories- you still must pay expenses.	For each military ship - before being able to move any military ship you must win a coin toss.
Tier 5	Oil prices and revenue decrease by 15%	Must stay seated for 2 negotiation periods.	Local governments in that minority's country begin enforcing a quarantine and curfew for members of that minority group	All silicon production shuts down for today. No payments received from these factories- you still must pay expenses.	The cost to upkeep your military is double.
Tier 6	Oil prices and revenue decrease by 20%	Must stay seated for 2 negotiation periods.	Demonstrations in one city turn violent, clashes between minority protestors and state police break out. Depending on concentration of forces, and WG, property damage may occur, causing loss of resources.	World Bank shuts down! No loans today.	The cost to upkeep your military is double.
Tier 7	Oil prices and revenue decrease by 25%	Must stay seated for 3 negotiation periods.	If demonstrations are not dealt with, lose one resource from region of minorities due to violence between protesters and the police.	All entertainment complex's shut down for today. No payments received from these- you still must pay expenses.	air force range limited - all jets are grounded
Tier 8	Oil prices and	Must stay	Minority leaders	All software	Military ships

	revenue decrease by 50%	seated for 3 negotiation periods.	bring appeal to UN, claiming that country <random> is engaging in human rights abuses against the minority population. UN has one game day to decide whether to hear the appeal, or deny it.	development facilities shuts down for today. No payments received from these factories- you still must pay expenses.	cannot move.
Tier 9	Oil prices and revenue decrease by 75%	Must stay seated for 3 negotiation periods.	Disease begins to spread to rest of population, hits urban centers hard. WG decides what cities get shut down.	Fear in the markets! You must pay back all loans or take a hefty default fee on your books.	Ground forces disband.
Tier 10	Oil prices and revenue decrease by 100%	Must stay seated for entire game day.	Remaining minority leaders band together with dissatisfied population, stage a coup, disable the country.	World Economy freezes - no revenue or expenses can be paid on this World.	Entire military disbands.

Design Note: Our original brainstorming can be seen in the following document. There is also a list of symptoms that the weather goddess can use to personalize the pandemic, and name symptoms of the disease:
https://docs.google.com/spreadsheets/cc?key=0AikK5D6_s_R2dFdZTUJyRHVvmZmxpeWJtWmYteUtGWkE&usp=sharing

Teaching moment: Independent research in any number of fields related to pandemic, such as public health (research historical epidemics like Black Plague or Cholera), geography (plot spread of disease), medicine (research treatments for symptoms), science (evolution of disease based on different planets). For each of these, it is important to guide the students in developing their own research, because we will not give those details. So for example, you may ask them to research other diseases that disproportionately affect certain groups, and present reasons for such effect (genetics combined with historical smallness of community, or class/economic reasons such as location of housing).

How to Play the World Peace Game

Visual Interfaces

The World Peace Game is played by constant discussion and negotiation, but the ability to parse information from a world map is crucial to making informed decisions. To support this goal, the in-game map is available to all players through projection or a shared screen. This map has four layers, representing the four layers of the original WPG: Undersea, Land/Sea, Air, and Space. On this map, you can see the facilities and troop locations of all the countries, as well as natural resources, disasters, and other events that affect the world of the WPG.

To use the world map, you can pan and zoom. You can also toggle layers on and off to display different categories of information. For example, you can have the map display all energy-producing plants in one nation, or all of the air forces of all nations. The map serves as the central “game board” for the World Peace Game.

Dossier

Blank charts

<https://docs.google.com/a/learninggamesnetwork.org/spreadsheet/ccc?key=0Aip7JJX9hF97dFdHUS03QIIVNWQyRWxNMmJwSHVUZWc&usp=sharing>

Reference charts

<https://docs.google.com/a/learninggamesnetwork.org/spreadsheet/ccc?key=0Aip7JJX9hF97dGkweINkSTIPT3JaU242ZkxmbXJuNXc&usp=sharing>

These two spreadsheet documents, together, describe the contents of the Dossier that are consistent between worlds. Students must fill out the dossier for their country and not lose the documents between play sessions (hard copies, then?).

Teaching moment: If teachers want to integrate statistics/data/math, they can use the blank charts to track data and analyze it. For example, a country's budget must be checked. Why not use the blank charts to fill in the expenses and gains, and then produce line or bar graphs to visualize it?

Gameplay

1. Begin with a thoughtful quote? JH uses *The Art of War* to inspire his students, but feel free to pick something that you identify with or some concept you'd like them to keep in their heads.
2. Watch reports from other schools, if networked - 6 minutes (1.5 minutes each)
3. Declaration phase (one country at a time):
 - a. Turns move East to West (poorest to richest country).
 - b. The prime minister of the country declares: “I am Prime Minister _____, I speak on behalf of the people of _____ and these are our declaration_____.”
The may call the entire cabinet to stand with them, or may designate (by title and

name) another to speak on his/her behalf for the country.

- c. You move this along! 2-3 minutes, keep encouraging them to say what they have planned. This is **not** the time to make plans, "on the fly". This is the time to implement what has been already discussed and decided by the team. They may not have much at first, that is expected, but they develop more as they get the hang of the game.
- 4. Negotiation phase (everyone):
 - a. Free-for-all, with students rising from their seats and talking to one another. Students can consult with Weather Goddess first and facilitator second, if they have questions about whether an action is possible.
- 5. Once each country has taken a Declaration turn, that ends the day's session.