



(Quino, 1992)

GAMES FOR LEARNING



Haarlem, The Netherlands, 1999

1. GAMES PEOPLE CAN PLAY FOR LEARNING

What is it?

Games as learning techniques are characterised by the creation of a fictitious situation, in which the participants get involved, act and react, create, and play within the limits set by the rules of the game. Whereas the role-play is used mainly to develop insight in the nature of certain "real life" roles (simulated in the play), in educational games the roles and rules just create an attractive and challenging situation that facilitates learning; in this case it is (not the nature of) the role itself we are interested in, but the (content of) the discussions generated by the game.

Educational games can be derived from round games, children's games, traditional folk games, or can be based on certain cultural practices and customs, well-known ways of behaviour and procedures in social institutions (a palaver, a court room, etcetera), or other 'typical' situations.

A side effect of the use of games that are based on the local culture may be that training may become a way of revitalizing old cultural traditions.

Trainers should know that with a little bit of creativity they can make their session plan a lot more attractive by changing slightly the technique used.

An example:

plan 1: a lecture followed by a discussion of some pre formulated questions in sub-groups; sub-groups are expected to report back their results to the plenary session as a basis for further analysis and discussion.

plan 2: participants are invited to participate in a public auction. The auctioneer will put up for auction some valuable ideas (the lecture). Several institutional buyers (the sub-groups) are interested in the ideas and will do the bidding through some selected brokers (the representatives of the groups). Before they bring out their bid, they have to assess whether the idea put forward is genuine and assess the value (the sub-discussion on each of the key points of the lecture). Subsequently they bring out their bid (mark 1 to 10) which has to be explained. The group that has the best explanation of their bidding (best arguments) will win the bidding on that item (and gets one point).

It is basically the same session plan but the whole dynamic has been changed through the game element which might change the learning atmosphere completely and effect participation and learning results positively.

Another alternative plan might be just to change the reporting procedure: instead of an oral report presented by the group representatives, and/or a summary of findings on paper, one may ask the groups to report in the form of a little drama or a song or a poem or other creative way to express their viewpoint.

Main educational function

We will find people very active and creative in these kinds of games: attention of all participants will be very high, participants can digest some newly acquired knowledge by playing a game in which they have to use this knowledge, gaming may also develop their opinions.

By participating in educational games participants meanwhile develop skills like explaining and defending a point of view, to interpret and evaluate information.

Each type of game has its own educational effects (depending on the mode and context of application). Some of the games have a very specific and restricted function (e.g. games specifically designed to activate the participants). Others may be used to realize various functions.

Some of the possible functions of games are:

- a. to facilitate the process of getting acquainted (e.g.: making a gallery of photos; drawing "the journey of my life", storytelling)
- b. to facilitate the exchange of views on a certain situation or the diagnosis of participants' working practices (e.g., making a poster, a sociodrama)
- c. to increase the motivation or concentration (e.g., "the world")
- d. to introduce new information (e.g., puzzles, a forum)
- e. to deepen and integrate new knowledge, insights and to develop opinions and attitudes (e.g., "looking for the treasure", "the court of justice", a ministers meeting, a debate)
- f. to develop skills like interpretation, non-verbal communication (e.g., pantomime, "mirroring")
- g. to facilitate the maintenance of a good group climate and create opportunities for non-obtrusive interpersonal feed-back (a theatre play, write a letter)

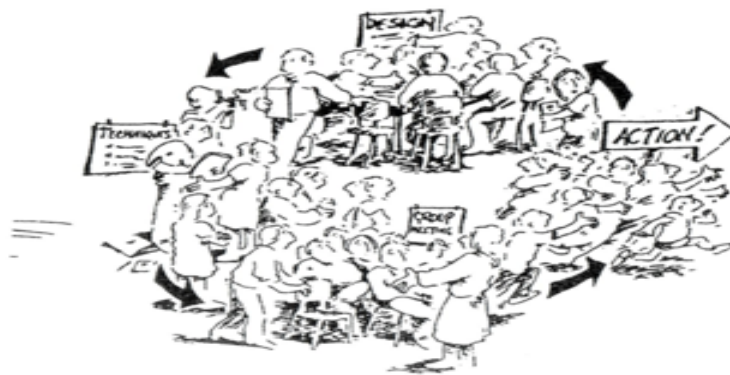
As said before games may also promote creativity and cultural awareness.

Modalities

No general procedure for gaming can be given, but mostly the procedure consists of an introduction of the subject and learning objective and explanation of the procedure and group task. This will be followed by the implementation of the game and rounded off by a plenary session during which the results are discussed and main lessons are drawn.

Modalities of the standard form are related to:

- the complexity of the game, which may range from a simple short game to a complex simulation game with different roles and aspects to be taken into account. In the second case the game may take a day or more and can be used in different situations with different objectives in mind.
- the way the task is organised: individually, in pairs, in small groups.
- the nature of the task: only gaming/discussion, or will it be combined with e.g., problem solving and/or action planning.



(Wadsworth , 1997)

Resource requirements

Resource requirements vary with the type of game one is dealing with. Preparation time will vary from very low (simple games prepared on the spot) to very high.

Material requirements are generally low. No expensive utilities or means are necessary. Most games are developed making use of the creative capacity of the participants and the direct possibilities on the spot.

2. SOME EXAMPLES OF ANIMATION AND PRESENTATION TECHNIQUES¹

The objective of these techniques in participative learning is to develop the participation as much as possible and to create a fraternal and confident atmosphere. They can be used in training events at the beginning of the working day to allow the integration of the participants. They can also be used after intensive moments or when participants are tired. In these circumstances they will serve as a means to integrate and to relax the participants.

It is important not to abuse the animation techniques; this might influence the seriousness of the training event. For this reason the trainer has to be very clear about the objective for which the technique is being used.

THE SPIDERWEB



(Vargas & Bustillo, 1984)

Objective: Presentation, integration

Materials: A knot of wool ('knotje wol')

Development: Participants are standing in a circle. One person receives the knot of wool. He/she says the name that prefers to be called during the course, type of profession, country of origin and interest for course. Then the person takes the beginning of the wool cord and throws the knot of wool to another person in the circle, holding the end of the string in the hand.

1 Vargas & Bustillo (1984) as part of the Central American network of popular education Alforja, have brought together many of the games mentioned here in a book called *Participatory Techniques of Popular Education [Técnicas participativas para la educación popular]*.

This person presents his/herself on the same way and proceeds consequently, by throwing the knot of wool to a next person in the circle, while keeping the string in his/her hand. This continues until all are connected with the wool string like a kind of **spiderweb**.

Now the person that received the last part of the wool knot will send this back to the person that send it to him/her before by saying name, type of profession, country of origin and interest for course. So now in the same way each person is giving the information from the former person in the circle which is connected with the string.

Make sure at the start that each person is very attentive on the different presentations, because at forehand the persons in the circle do not know from they are going to receive the wool knot.

FRUIT SALAD

Objective: Animation, presentation

Development: All participants are standing in a circle. The facilitator is standing in the centre of the circle, and he/she explains the game. 'The person standing at your right side is called 'your' pineapple. The person standing at your left side is called 'your' banana. Each of you has to know the real names of the persons standing at your site.

If the facilitator points at any person in the circle saying: **Pineapple!** this person should respond with the real name of the person on his/her right. The same for: **Banana!** The person who was pointed shall answer with the name of the person on the left-hand side. If the facilitator says: **Fruit salad!** All the persons in the circle should change their places and with new neighbours the game starts all over again until the participants can quickly remember most of the names of their fellow participants. If a person takes too much time to respond or makes a mistake, he/she should go the centre and takes the role of the facilitator, while the facilitator takes his/her seat.

Recommendations: This game should be played rather quick, to keep attention. Each round of names should take at least 3 or 4 times questioning before going to 'Fruit salad!' This game is very useful in the beginning to become familiar with the names of the participants, but it should not be the first presentation game. Useful on the second day!

THE POSTMEN

Objective: animation

Material: enough chairs for all participants

Development: A circle is formed with all the chairs, one for every participant. One chair is taken out and this person will have to stand in the middle. This person will now start the game.

He/she says for example: "I have got a letter for everybody wearing glasses". Then everybody that has got glasses will have to change chairs. Also, the person in the middle will try to sit on a chair. The one who cannot find a chair empty will go to the middle and will continue the game, for example in the following way: " I have got a letter for everybody with a moustache" etc.

This dynamic can also be used to identify different characteristics like for example kind of work or origin etc.

For example:

" I have got a letter for all villagers that breed chickens"

" I have got a letter for everybody that is a farmer"

" I have got a letter for all extension workers"

" I have got a letter for everybody that uses case-studies"

THE WORLD

Objective: Animation, concentration

Materials: a ball of paper

Development: Number of participants is unrestricted. A circle is formed, and coordinator explains that he/she will throw a ball saying one of the following elements: **AIR, WATER or LAND**. The person who receives the ball has to say the word of an animal that belongs to the indicated element in less than five seconds. Then he throws the ball back to the coordinator. If the coordinator will shout **WORLD** everybody has to change from chair.

The person is losing who is not quick enough or indicates the wrong animal (for example Swordfish, after indicating **LAND**).

It is possible that each receiver of ball, throws it to another person saying one of the tree elements.



(Vargas & Bustillo, 1984)

3. SOME EXAMPLES OF GAMES FOR ANALYSIS AND EVALUATION

The objective of these techniques in participative learning is to get a better understanding of complex realities or concepts, which are often used but difficultly understood, through a participatory and vivid experience. They help to start discussion on a certain topic or to get an overview of what has been understood of certain topics. Some games allow for an in-depth analysis of a theme, that has been treated during some time; they permit to consolidate concepts, that have been developed during the process. All these games deal with complex relations, and they all allow for a systematic reflection on the 'essence of the phenomenon experienced'. These games usually take place in the middle of a process of learning and theorising. Often quite some time for preparation is needed. However, at the same time they support further integrating and relaxing of the participants.



(Wadsworth, 1997)

THE OBJECTIVE: EXPERIENCING POWER PLAY

Objectives

- To understand and evaluate the importance of community participation.
- To enhance awareness, through experience, of conflicting goals and interests and the impact these have on the powerless.
- To reflect on the role of the outsider in such conflictual situations.

Setting

The game 'Objective' can be played with groups of 12 to 20 persons. Ample time is needed for reflecting on what the participants experienced during the game.

Materials

Four blindfolds, pieces of rope to tie hands and feet of two times four persons, a longer rope of about 10 meters.

Development

Introduce the game 'Objective'. A minimum of nine to twelve persons are asked to volunteer and they are divided into 3 or preferably four groups of three to four people each.

In each group, one person is blindfolded, the hands of another person are tied, and the feet of a third person are tied. Eventually one fourth person can stay without any tie. Groups will stand in three or four corners of a circle, around which there is a rope connecting the hand-tied persons. Observers stand around the circle. Four objects are placed outside the circle. The assignment is for each group to reach the object nearest to them.

In the first round of some five minutes to talking is allowed. After one group reaches the objective a

second round is played with the possibility to talk. In the third round some of the observers may come into help as facilitators. There can be a fourth round, with a deliberate participative intervention.

Subsequent reflection in the plenum can follow several steps:

- How did each person feel: blind, hand-tied, foot-tied, not tied at all, during each round.
- What did each person and each group actually do during each round? What was the objective? What significance had each object?
- How did the observers intervene? Evaluate their intervention in relation to people's participation? What differences were there between the rounds?

Summarise jointly the main lessons from the experience: e.g. with reference to communities, different interests, different capacities, ways of intervention, the importance of free communication.

NUTS GAME²

Objective

- To understand the concept of sustainability in land use patterns

Playing Time

45 minutes

Group size

Six up to twenty-four participants

Development

The group is divided in subgroups of five to six participants each.

Each subgroup of six will get a bowl containing twenty-five (25) nuts and a score matrix. With smaller groups less nuts are in the bowl, for example four participants with 17 nuts.

Each subgroup must take into account the following rules and goal (one set of papers on each table):

GOAL OF THE NUTS GAME:

The player's goal is to get as many nuts as possible during the game

RULE 1

Upon the organizer's signal, players take out nuts from the bowl all at the same time, using only one hand.

This makes a **round**.

RULE 2

The balance left in the bowl is doubled after each round by the organizer, up to a maximum of 25 nuts (or the original amount when starting the game)

RULE 3

The game is over when the bowl is empty, or after 10 rounds.

No more than 10 **games** can be played.

After finalizing the 10 games in all the subgroups, the scores are compared in a plenary using the following matrix:

2 See also: Veldhuizen et al., 1997, p.34.

	Group 1	Group 2	Group 3	Group 4
Number of games				
Number of rounds: - first game - last game				
Total nut harvest per group per: - game 1 - game 2 - game 3 - game last				
In first game: - average harvest pp. - highest harvest pp. - lowest harvest pp.				
In last game: - average harvest pp. - highest harvest pp. - lowest harvest pp.				

Discussion after results is noted:

- What happened?
- What did you feel?
- What are principal elements?
- What do we think about what happened?
- What relation with reality?
- How do we face such situations in our reality?
- What conclusions can we take?
- How can we resume, what we discussed?
- What did you learn during the nuts game?

Summary after the discussion of facilitator:

In a nutshell: sustainability is an outcome of an interaction between characteristics of resource base and the pattern and method of its utilization.

COURT OF JUSTICE

Objectives

- To analyse and defend different opinions on for example existing forestry approach and practice or rural extension approaches

Development

This court integrates the same participants as in an official one: the judge, (eventually a jury), an accuser, an upholder, witnesses for the prosecution and for the defence, the accused, secretaries. The same mechanic is implemented as well.

First: Coordinators/or participants prepare an **Act of Accusation** (Why? and How?) the accused is on trial. The accused is the problem to be dealt with (i.e., Traditional approaches towards training).

Second: The following roles are distributed among the participants: a judge, (two) secretaries of act at the service of the judge (and the jury), 5-7 members of jury, who will give a verdict based on the accusation and the notes taken by the secretaries.

The rest of participants are divided into two groups, one will be the prosecutor council (upholder of the accused) and the other will be the defence council.

The number of jury members, witnesses, upholders, and accusers can vary according to the number of participants.

The group that will be in favour of the accused has:

- to appoint the Defending Counsel (one or two advocates)
- to find evidence and witnesses; these will represent the role which the group thinks important to uphold their position; the role that they represent must be based on real facts (5 witnesses).

The group that will be on the prosecutor side (the one that will be accusing) has:

- to appoint the Prosecutor (one or two prosecutors)
- to prepare their witnesses and (documental) evidence. The witnesses equally have to prepare their roles (5 witnesses)

The groups join to discuss and prepare their participation in court; they must take into account both written documents, visual, or auditive aids, that permit them to prepare and have elements of analysis for the discussion for the case.

The judge and eventual jury must review the accusation act in detail.

When the different roles are sufficiently prepared (coordinator defines available time) the court of justice will start. The room is arranged in the following way:



(adapted from: Vargas & Bustillo, 1984)

Then the court is started:

- a) The judge reads the **Act of Accusation** and the **Rules and codes of conduct**.

Example of Act of Accusation:

Taking into account that men impede the total development of women in society, he is the guilty person for the cult of masculinity. This accusation is based on the following facts:

1. In most homes the man is the one who is ordering, the woman has a role on the second place.
2. The man has the right to come home on whatever hour he likes or does not come home at all; the woman is punished if she does the same.
3. Women have to deal with the education of the children, and this is considered as their work.
4. She does not have rights because she is not the one who brings home the money.
5. Manbla, bla, bla...

Therefor we ask the jury to elaborate a thorough investigation and pass a final verdict based on these items.

Example of Rules and codes of conduct:

Both the Prosecutor and the Defending Council will have ten minutes for their first exposure (statement), and five minutes for their second one; they can use less time but no more.

First the Prosecutor speaks, then the Defending Council.

The examination of the witnesses must be done in an alternated way. They have five minutes to examine each of their own witnesses and five minutes to examine the witnesses of the other

part (cross-examination).

When all witnesses have been examined, a recess of five minutes will be given so that each of the parties can prepare their final argument and five minutes to expose these arguments.

After the exposition of the final arguments, the jury (or judge) will have ten minutes to discuss and to come to a verdict (to find accused guilty or not and based on which arguments).

The judge will decide if he/she accepts or not the protests that can be presented occasionally by the Prosecutor or Defending Council.

On any other variation, in time, in the recess, in additional time will be decided by the judge.

The verdict will be red by one member of the jury.

The judge will make a summary of the judgement, the central elements, will retake the decision of the jury and based on this decision will pronounce sentence.

- b) After the verdict has been given, there will be a plenary discussion about the debates being held and these elements will be related to reality to precise the conclusions.

Recommendations:

- Everything should be prepared beforehand taking into account the group, their level and time available.
- It is convenient to use the different materials, that has been worked during former sessions.
- It is possible to perform various meetings, with recesses in between, to find more information on the theme and prepare with more precaution responses and evidence, depending on how the discussion is developing.
- The coordinators can prepare written material, books, audio-visuals, witnesses or visits to places, that can facilitate a process of research about the theme.
- The coordinator must be very attentive to annotate the important aspects of the discussion, to retake them in the final reflection, or to help the judge if the discussions go beyond the theme.

Note:

It is convenient to use this technique to an in-depth analysis of a theme, that has been treated during some time; it permits to consolidate concepts, that have been developed during the process.

It is useful to evaluate the command of a theme by a whole group

ALL KINDS OF PUZZLES

Objective

- To evaluate the understanding of any topic that has been developed
- To clarify doubts and reaffirm the handling of a topic

Material

Different aspects of opposing concepts or ideas, that have been discussed throughout a learning process, are printed on separate cards. For example: the Banking Approach and Discovery Approach to learning are elaborated on ten cards each.

Development

The group is standing in a circle. The game is explained. Each person will receive a separate card with aspects of a concept on it. Two groups of opposing concepts can be identified. The facilitator explains that no rushing or quick solving of the puzzle is the issue but solving it in such a way that everybody can agree.

Then through explanation and discussion one member after the other of the group is allowed to place his or her card on the appropriate place in front of the group on the ground. If one member of the group does not agree with the positioning, the person who has placed the card or others will explain and defend why this is appropriate until everyone agrees on the right positioning.

When the puzzle is finished according to the group and each card has been placed in the appropriate matrix place the group discusses the outcome.



(Vargas & Bustillo, 1984)

Eight statements about rural people and tree planting	
Traditional foresters	Social foresters
1. Rural people have little or no knowledge of tree planting.	1. Rural people have much knowledge about the utilization and management of trees and shrubs.
2. Rural people tend to exploit the natural vegetation beyond the limits of sustainability.	2. Rural people are able to manage woody biomass in a sustainable manner but are often forced, by factors beyond their control to over-exploit the resource.
3. Efforts should be made to educate rural people about the importance of trees and shrubs for their daily lives and the environment.	3. Rural people are clearly aware of the importance of shrubs in the local environment.
4. Since rural people lack adequate knowledge, they should be taught and instructed how to plant and manage trees.	4. Rural people need encouragement and technical assistance to enable them to do what they think is best.
5. If properly motivated, rural people will be willing to plant trees.	5. Planting trees is just one of the possibilities of woody biomass management; people might have very good reasons not to plant trees.
6. If they can be motivated, and the right incentives are given, rural people can participate effectively in tree planting programmes.	6. Rural people should be assisted to identify and design the most suitable tree management activities themselves.
7. Rural people tend to look at woody vegetation as a component that competes with other agricultural land use and, therefore, woody vegetation should be separated as much as possible from other crops.	7. Rural people, in principle, consider trees to be an integrated part of land use. Modern agricultural practices ignore the role of trees and thus cause the complete separation of trees from the rest of the agricultural land use system.
8. If people plant trees, the benefits will be distributed in the community according to needs.	8. The issue of who will benefit from tree planting depends very much on the ownership, user rights and control over woody vegetation.

(Van Gelder & O'Keefe, 1995)

	Option 1	Option 2	Option 3
Step 1	Make a tour through Sylvania and have informal talks with officials, foresters, agricultural staff, village leaders and farmers for a general orientation.	Make a plan of action which indicates all steps to take and the people and institutions that will be involved in data analysis, development of interventions and implementation.	Carry out a reconnaissance survey on the basis of aerial photographs and existing information on land-use, demography, physical environment and socio-economics.
Step 2	Make an inventory of tree and forest resources in the district and investigate local tree planting and tree management practices and the utilization of trees and forest.	Study available information on forestry in Sylvania, identify the main problems and the regions where these problems are most severe.	Identify and describe the main land-use systems and make a preliminary assessment of their constraints and problems as far as these are related to forestry.
Step 3	Select a few representative pilot-villages and convene meetings with farmers and village elders to identify the main problems in the area.	Conduct interviews with some individual farmers to determine priority needs and attitudes towards social forestry activities.	Conduct interviews with some key persons to determine the main forestry problems of Sylvania e.g. District Forest Officer, District Agricultural Officer, District Comm.Dev.Off.
Step 4	Set up a multi-disciplinary working group and have discussions with different groups of rural people: men, women, leaders; analyze the causes of, and possible remedies for the major forestry related problems.	Identify target categories of farmers on which forestry extension activities should focus.	Carry out a District-wide survey to obtain insight to what extent forestry problems affect people in the different zones.
Step 5	Discuss with a cross-section of each pilot village which problems should be tackled, which relevant knowledge is already available and which information is still lacking.	Organize a seminar for innovative farmers and discuss possible solutions for the key problems; assess what they can do themselves and what support they would require from outside.	Identify possible solutions for the main problems with a multi-disciplinary team consisting of: foresters, crop, livestock, and community development specialists.
Step 6	Make a plan, together with the village, how possible interventions can be tested; come to an agreement which options should be tested, on what scale, by whom, which procedure to follow and what support is required from Govt. Departments.	Select a number of innovative farmers and set up on-farm trials which are designed by a team of researchers and implemented by the farmers themselves.	Test a number of options under controlled conditions on an experimental station; organize visits of village leaders and farmers and discuss the applicability of the tested options under farmers' conditions.
Step 7	Monitor and evaluate the performance of the tested options together with villages. Organize exchange of experience between villages; reject, test again or adopt the option for large-scale dissemination.	Monitor and evaluate on-farm trials with the farmers who implemented the trials; select those options that are suitable for the extension programme, modify or reject unsuitable options.	Monitor and evaluate the success of the on-station trials and start testing of promising options on a limited number of farms; for good comparison these trials should be designed and closely monitored by researchers.
Step 8	Training of village-based research and extension workers who can guide farmers to implement new options and carry out further on-farm research.	Training of forestry extension workers to implement a village extension programme; this programme is centred around contact farmers, who have successfully implemented innovations.	Training of extension officers to incorporate forestry messages in their programme and to act as intermediary between farmers and researchers.
Step 9	Set up a District-wide programme of training Government extension staff; this programme includes the training of local people as village research and extension officers and the implementation of village based research and extension programmes.		

(Van Gelder & Lammerink, 1993)

THE LABYRINTH

Objective

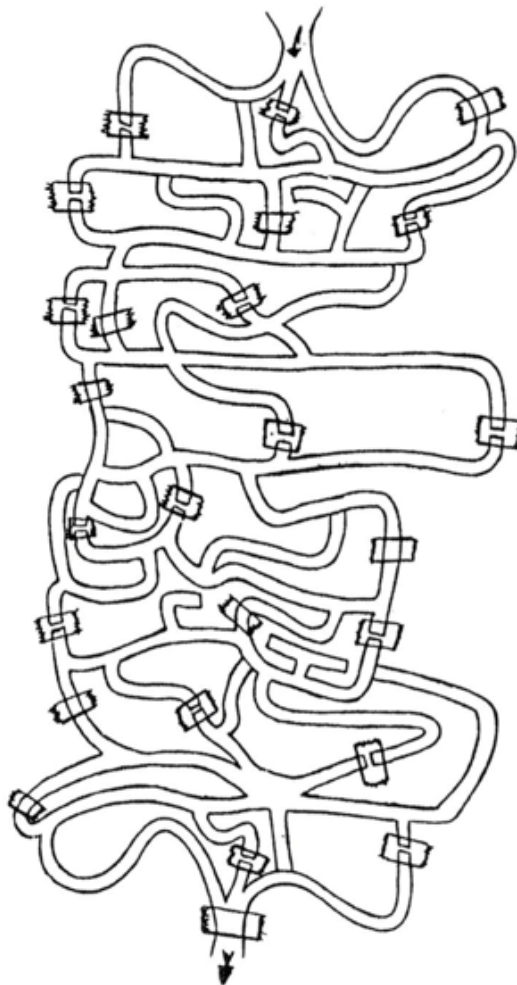
The objective of this technique is to learn to know possibilities, limitations and constraints of a certain strategy. It is a practical exercise with a newly developed participatory strategy for data analysis and planning of interventions.

Development

Participants are asked to follow a stepwise strategy for data analysis and intervention planning and choose during each step which of three given possibilities is the most appropriate. Before continuing to the next step each choice has to be motivated and agreed upon by the group.

In advance the participants are given the following information:

The path that must be found should aim at the identification of appropriate solutions for forestry related problems of small farmers and the dissemination of these solutions through the district. Given the urgency of the problems quick results are necessary. Fortunately, the awareness among farmers about the importance of trees and forest is high, and farmers have developed a considerable body of experience in tree planting and management.



(Van Gelder & Lammerink, 1993)

4. SOME GUIDELINES FOR THE PREPARATION AND IMPLEMENTATION OF GAMES

The development of a game

To develop new techniques of the game type we need a creative atmosphere.

We suggest the following steps in the development of a technique:

- First answer the following questions: What is *the objective* that we are aiming at? What effect do we want to realise with the game: do we want to facilitate the development of a good learning climate, to develop skills in cooperation, to promote the integration of earlier learning? Clarification of the purpose in mind maybe half the work. It is also important to have a good picture of the type of *participants* that will be involved in the game.
- Brainstorm and make a *list of cultural uses, children's games, round games*, that are common in the country or region where the participants live. For more complex games brainstorm on the uses in social institutions (e.g., court of justice), cultural uses or codes (e.g., tea ceremony), and other well-known customs in your society. Such situations may provide an excellent basis for a good technique.
- assess for each of the games on your list whether you can use this game or situation for the purpose you have in mind: *which of these situations is most appropriate* for reaching the objective with this type participants?
- *define the precise "rules" of the game*: select from the "real" situation or game only those roles and rules we need to create the type of experiences we need for the attainment of our aim. Define the rules of the game and the different roles (in the case of the "court of Justice: the judge, the lawyer, etc). All the rules and roles should be very clearly defined.
- prepare the *materials* needed for the game, like papers, cards, symbols, etc.
- Finally, the game should be played at least once to *test* whether it works and to detect the difficulties that might occur.

The preparation of a session using a game

The following steps may be used:

1. Define the topic and the *objective* that we are aiming at; Who are the participants who are going to work with the technique?
2. *Select the game* that is most appropriate to develop the theme and will realise the objectives set with this type of participants
3. Specify how to implement the technique: the *procedure* that will be followed taking into account the time. How to introduce the theme and the working procedure; how to guide the implementation of the game and the final discussion, with what concepts and/or models at hand?

Suggestions for the implementation

Each game used for certain objective needs its own procedure. However, in general the following steps and questions may be applied to develop the session:

1. Orientation and motivation: Introduction of the theme and the objective so that participants do know what they are expected to learn and become motivated.
2. Explication of the procedures of the game, preparation of participants if required and warming up
3. Development of the game (experiencing)
4. Description of the experiences. We start asking questions like:
" What did we hear? What did we see? What did we feel? What did we read or present? What happened? This to stimulate participants to express their experiences.
5. Analysis: we ask participants to analyse their experiences and to look for its meaning: what does it tell us? To what thoughts does it lead? What do we think about what we have seen, heard, or felt?
6. Generalization: the game itself is left aside now and we try to make the connection with reality, by asking questions like: does this occur in your situation too; Can we apply this in your work too?
7. Conclusion or summary: the last step is to ask participants to draw conclusions and to summarize the main findings. What conclusions can be drawn? What can we learn from these experiences?

Text inspired by, adapted from and translated to English

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Further Reading

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Images taken from:

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