**LARP Rules**

**Preparation:**

* Each player has a card with a character description and infographic to be printed out and a prop to either be printed or brought. It can be brought by the player or the teacher.
* Character Props folder - According to which players are playing in the game, props to be printed.
* Infographics - it needs to be adjusted according to the number of players, i.e. delete (or cut out once printed) those characters that will not be in the game. There are two formats for infographics - PDF or PPT. The PDF can be printed, cut to fit the number of characters and given to each player or shared electronically. Instead of printing, the PPT can be projected.
* The teacher is the narrator as well as in the role of the mayor of the village. Our recommendation is to get a prop that you can put on when you are the mayor and take it off when you are the narrator. The prop will serve to better orient the players as to when the teacher is acting as mayor and when s/he is acting as narrator.
* **Introduction**
  + The teacher reads the document The Opening Scene to the players and introduces them to the situation **(3 min)**.
  + The teacher assigns each player a character and hands out a character card, a prop, and an infographic.
  + A minimum of 8 and a maximum of 16 people can play the LARP. The number 1 indicates the base team of 8 players that is required to make the game happen. Additional characters are added sequentially by numbering - 2.1, 2.2, 2.3....
  + Players create and then stick on a name tag with their name and the name of the organization to which their character belongs.
  + Players have **3 minutes** to read their character card and familiarize themselves with the infographic.
* **Scene 1 - Before** departure
  + **Action 1.1** 
    - The teacher divides the players into groups according to their organisations and distributes the organisation cards, writes the names of the organisations on the board and lets the players familiarise themselves with them **(2 min).**
    - Players have **3 minutes** to get acquainted within the organisation.
  + **Action 1.2** 
    - The narrator (teacher) takes the players through the story, and explains why they are meeting at the airport:
    - ***"You all received an email from the Mayor of Oussouye this morning at four o'clock. It said: "URGENT: We must all go to Oussouye! We need to discuss together an urgent matter without which the project will not move forward. We will meet the day after tomorrow at 3pm at Dakar airport, where we will take the Senegalese government’s private jet to Oussouye. I will tell you more at the airport."***
    - ***First thing in the morning, your phones started ringing, the news beeped and you all wondered what had happened. You weren't supposed to meet in Oussouye for another month! You all had already bought your tickets, booked your hotels to see the basics of the Centre's construction together and to officially promote the project with a press conference and a marketing video. This morning's email shocked you all. None of you wanted to change your work plans, but the tone of the email made it clear that you simply had to come to Oussouye.***
    - ***With disgust on your faces, you slowly converge at the departure gate at Dakar airport and meet for the first time members of the project team you've only seen a few times in online meetings. You are afraid to start a conversation and ask what happened."***
    - The teacher instructs the players to gather as if they were standing in front of the departure gate.
    - **The teacher plays a sketch:**

The mayor arrives at the airport and his face shows indignation. He sits down among the group and announces his findings. ***Although the project started 4 months ago, construction work has not yet begun. We have a press conference in a month and we have nothing to present there. Nothing has been built! I have tried to find out why work has not started yet, I have asked in all sorts of places. I found out that the workers who were supposed to start construction have not been paid, and therefore the construction has not moved.*** ***There does not seem to be enough money on the account they are supposed to be paid from.***

***Some money has been spent on architectural designs, legislative proceedings, etc., but the money to pay the people should have been there.***

***Our goal now is to find out where the money has gone and how to get out of this situation so that we have something to promote next month. We have 7 minutes until the plane leaves, what do you think has happened with the money?"***

* + - Players discuss, search for the answer to the question and try to find the culprit who is responsible for not paying the money.
    - The teacher can give the players suggestions to keep the discussion flowing (players can ask questions, blame each other, etc.). E.g. ***"What does Lilly Adams from People in Need say about this? It is them, who are paying the development company... What does Honza say? You pay the construction workers, don't you? What does FIFA say? The local authority?"* (7 min)**
* **Scene 2 - on the plane**
  + The departure gate opens, everyone enters and boards.
  + The stage for the deck is prepared in the form of 4 four seats together with 4 seats behind or across the corridor (as in a train or private aircraft) and so as per the number of players.
  + The plane is taking off.
  + **Action 2.1** 
    - Someone calls the mayor, who picks up a satellite phone and listens quietly. He hangs up the phone and tells them, ***"I got a call from the financial inspection I hired to find out what's going on. The center has not started construction because most of the money for the initial phase of the project has disappeared. I was told that the due diligence revealed a lot of minor deficiencies and that money from the project was disappearing every month into several different foreign accounts that had nothing to do with the project. It has not yet been possible to find out who these accounts belong to and where the money is going."***
    - The teacher hands out Cards II to the players with the point they can gather within the game, hence their motivation to develop the story accordingly.
    - The teacher will explain the scoring system: *"Each of you has a certain number of points on your card. Now we are going to discuss and move the story in a certain direction and our goal is to bring it to an end. It is up to you to agree what happens.*

*At the end of the discussion, when we agree on what happened to the project and how we solved it, we will count the points based on what you were able to accomplish from your motivations on Card II."*

* + - Players have **3 min** to read the new cards.
    - The teacher now sums up the situation, ***"We know that money is disappearing in different directions. We have to figure out where it is going and how we can solve the situation. We will arrive in Oussouye in 20 minutes and during this trip we have to decide what will happen to the project and where we will get the money to finish it. The Financial Controller has told me that the council is waiting in Oussouye demanding answers. They are waiting for us to explain what has happened to the money for the project and what we are going to do about it. If we don't give them enough information, they will stop the project immediately and disciplinary proceedings will be initiated."***
    - By the end of the game, the following questions need to be answered: **will the project continue? If yes, where will we get the money for it?**
    - Possible scenarios: submit a new grant, get more money from a sponsor, call the police to start the official investigation, take money from other phases of the project and use cheaper labour and materials, monetize the project etc..
    - The goal of each player is to bring the game to an end in which they score the most points. It may be necessary to team up with someone to do this, tactics, etc. The teacher, in the role of mayor, can be involved in discussions as he/she sees fit. His/her goal is not to score points, but to get the discussion going, to help if the players are stuck, etc.
  + **Game** - the game is divided into two parts of **10 minutes** each
    - **10 min -** players discuss among themselves as needed. Everyone can address someone, take them aside, or speak as loudly as they want in front of everyone. In this part, each player should be tactical, gathering partners, etc., in order to meet his individual goals (see points on Card II).
    - **10 min -** discussion is held in the whole group, players should agree on one common goal at the end.
  + Players try to move the story along to score as many points as possible. Towards the end, everyone must agree to end the story together. They have **20 minutes** to do so.
  + **End of scene 2** - the plane lands, the project team disembarks and meets at the site where work on the construction of the Centre was due to start 4 months ago.
* **Scene 3 - Evaluation**
  + **The denouement of the game** - the players stand in front of the teacher who represents the council in Oussouye and tell him where the money has gone, whether the project will happen, and if so, where the money will come from.
  + The players look the truth in the eye and each calculates (based on what has been played and revealed in the game) their points achieved.
  + The players sit in a circle and each one reads out their motivations (what they could have gained/lost points for) and at the same time they evaluate what they have done and how many points they have gained in total.
* **Scene 4 - Two Years Later**
  + **"Imagine we have moved back in time and it is two years later. In relation to where we've moved the story within the game, what is the situation now?"**

Players should imagine and share if the center is standing or not, what is happening there, how the project's goals are being met, if another project has been implemented and what effect it has on the well-being of the planet, or how each character is doing (if it was decided not to have the centre, who is on the Bahamas, etc.)