



The Board Game of Regeneration

Player's manual

Brief idea of the game

Gaia is suffering; The once lush lands filled with diverse flora and fauna are on the verge of destruction. Only you can revert this, we need your help!

The Game of Regeneration playfully ignites, transforms and activates young change makers to engage in meaningful pathways towards regenerative communities and livelihoods. This educational game is meant to be played in High Schools and youth camps around the world and it's mainly intended for youth between 12 and 19 years old.

The game uses the concept of **Journey of Regeneration*** to take its players along an adventure where they will, in a playful way, discover more about themselves and their group; learn about the **4 Areas of Regeneration**** and apply that knowledge practically to propose (and even implement) improvements in their school and community.

The Board Game of Regeneration is a reduced version of the Game of Regeneration. While the Game of Regeneration is meant to be played as a facilitated five day event, the Board Game can be played in different forms (a continuous one or two day experience, extending the experience over smaller sessions in many days (only for the completion of the game (SS 8&9) one full day needs to be allocated)) and it does not require a trained facilitator (school teachers can use the Facilitator's manual and this guide to conduct the game).

These are the main learning goals:

- Deepening your Self-awareness
- Getting to know the Areas of Regeneration with the Ecovillage Principles
- Getting to know the Journey of Regeneration with the 9 Stepping Stones
- Getting to know the Leadership Archetypes
- Leadership Development
- Team building - competition to collaboration
- Assessing your own environment (school, community) and exploring how it could be improved and transformed
- Coming up with concrete project ideas / possible future missions





- Developing your presentation skills
- Unleashing your creativity and action

Materials needed

All materials are available digitally and before playing the game you need to print all materials apart from this Player's manual, the Facilitator's manual and the Level 1 Community Impact Assessment.

For the Quality and Challenge Cards we recommend you to print out the documents in A4 format which require you to cut out the cards later. The Stepping Stone Cards and Ecovillage Design Cards, we recommend you to print in A5 format. They are digitally available with their front and back page which would require you to cut and glue them together after printing.

- Facilitator's manual
- Player's manual (this booklet)
- Game board with 9 Stepping Stones
- Ecovillage Design Cards
- Stepping Stone Cards
- Quality Cards
- Challenge Cards
- Leadership Archetypes (only needed for extended version)
- Level 1 Community Impact Assessment (only needed for extended version)

Preparation

In order to play the Board Game of Regeneration, school teachers will need to read through this booklet and familiarize themselves with the Facilitator's manual, as many steps in this game will reference it. At least one teacher per class is required for a smooth running of the game, but we recommend more than one teacher to have a better experience. In order not to have to read the whole Facilitator's manual, this booklet will make explicit references to the necessary chapters when needed.

Furthermore we invite you to print the materials needed before playing for a better experience (Game board, Ecovillage Design Cards, Stepping Stone Cards, Quality/Challenge Cards and Leadership Cards).

The first step after that is to decide the form of the game. Do you want to play it as a **continuous event, or as a series of smaller activities**? There is an estimated time





frame for each step of the Journey of Regeneration, but the game can be adapted to fit different needs easily. If you have the time, ideally all these steps should take as much time as they need. If you decide to play the game as a series of smaller activities, we believe that dedicating two or three hours per week until the main celebration can work really well. By doing so, it also leaves time for the participants to internalize their learnings and build anticipation for the next step.

There is a **short and extended version** of the Board Game. So it should be decided beforehand which one will be played as it will affect the timings.

It is also advisable to define the **physical place where the game will be played**. There are on the one hand main activities that can be done in the classroom, a bigger events hall or in a big space outdoors if the weather allows for it and on the other hand activities that will be linked to the four clans that will be created during the game. It is important that the **clans spaces are physically separate from each other**.

We recommend playing this game with **at least four people per clan**, which amounts to a total of **16 people**. However, if your class is smaller, we invite you to use your imagination to modify the rules accordingly.

Last but not least, the elements of the game can be adapted to different contexts and target groups in different ways. So you may decide e.g. to use the Ecovillage Design Cards to analyze your school or community, or use the Stepping Stones to formulate another kind of journey of transformation, go more in depth with the Leadership Archetypes separately or use the Qualities and Challenges Card in any other context, etc. And even combine all the elements to create your own game!

How to win

The prize of this game is the journey itself. There is no winning or losing condition, and the game ends when you finalize the ninth stepping stone, making yourself ready for the next adventure, as in the fractal nature of life.

Flow of the game

The game is played moving from one stepping stone to the next, and accomplishing smaller missions which will add up to the ultimate goal of designing an improvement in the school/community environment.





You can use the board to keep track of the stepping stone via placing a coin or item of your choice on them so that the class finds itself in (especially if you play the game over the course of several weeks).

All nine stepping stones contain tasks divided into some or all of the four realms of experience, the “I”, the “We”, the “Mission” and the “World”.

1. the way we feel about ourselves (what we call the "I" realm)
2. the way we interact with others (what we call the "We" realm)
3. the concrete change/improvement we want to create in our school/community (what we call the "Mission" realm)
4. the mythical story that connects us to the much bigger picture – the world at large (what we call the "World" realm)

Stepping Stone 1: Answering the call – Igniting the fire



I arrive curious, I leave ready to start playing

World

(~15 min)

Reading of the myth as in the Facilitator’s manual SS1 chapter: A general introduction to Gaia.

This helps to ignite motivation and enthusiasm in each participant, especially as they understand how playing the game aligns with making a change in the world towards the better.

I

(~10 min)

In the **short version** of the game, each participant is invited to draw a quality card and reflect on how this quality is present in their lives and/or how they’d like to improve it. This card describes the personal gift that accompanies the participant during this game.

(~25 min)

In the **extended version** of the game, each participant reads through the Leadership Archetypes list in order to identify their two or three *Core Leadership Archetypes* and keywords. Core Archetypes are those that reflect what I am most proud of.



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We

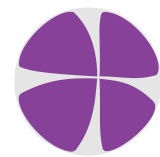
(~15 min)

After having found their quality / core and offstage archetypes, the participant shares with a neighbour.

Mission

There is no activity for the Mission realm in this stepping stone.

Stepping Stone 2: Crossing the threshold – Drawing the Map



I arrive with a sense of my personal gift, I leave with a sense of place

World

(~10 min)

Reading of the myth as in the Facilitator's manual SS2 chapter: A description of the clans.

This section will serve to make participants cross a threshold into the thick of the game and create a sense of belonging to their specific clan.

I

(~10 min)

Each participant finds which Area of Regeneration is their personal gift (**short version**) / their core Leadership Archetypes (**extended version**) linked to.

Either economy (**short version**)/order (**extended version**), ecology/action, culture/creativity, social/relationship or integral design /change?

After that, each participant draws or chooses an Ecovillage Design Principle from that area.

Note: There is a fifth Area of Regeneration called Integral Design Principles. The eight principles within this area must be split into the different areas (2 cards each) in order to be able to conform four clans later on.





We

(~60 min)

The participants find out who else is connected to their same Area of Regeneration. The clans are then formed based on the four Areas and the participants get physically together (the clan's territories).

| Element | Area of Regeneration | Colour | Name |
|---------|----------------------|--------|---------------------------------------|
| Fire | Culture | Purple | The Plains Clan |
| Air | Economy | Blue | The Mountains Clan/ the Metropolis |
| Earth | Ecology | Green | The Woodlands Clan |
| Water | Social | Red | The Riverbanks Clan |

Each participant introduces their Ecovillage Design Principle to their clan (or to the whole group if the amount of players is reduced).

Then each clan takes some time to prepare, then present each of the principles in their area (with words, miming, sounds, etc).

Mission

(~45 min)

In the **short version**, the participants divided into each clan or altogether complete a mapping exercise of strengths and weaknesses within the school/community using different places of the outdoor space or corners of the room to represent the Areas of Regeneration by e.g. placing stones and leaves in the different principles representing potential weaknesses and strengths.

(~60 min)

In the **extended version**, each clan completes a Level 1 Community Impact Assessment for the school/community.

Note: In both versions, it is important not only to identify hot spots of weaknesses and strengths, but also to pay special attention to the blank spots (no weaknesses or strengths explicitly identified). There is plenty of information within the invisible areas. It is also worth identifying the possible leverage points. E.g. what strengths could we use to overcome a weakness, or which weakness could potentially undermine a strength.





Stepping Stone 3: Engaging the circles – Embracing diversity



I arrive with a wish to contribute to place and community, we leave with a sense of team

World

(~10 min)

Reading of the myth as in the Facilitator's manual SS3 chapter: Each clan seems to face a dire problem.

Each clan should only read their clan's problem. This will set the mood for the Tournament to come. In each description the problem is explained, but not its causes. The teacher will explain to each of the clans the importance of their mission and how fulfilling their mission will solve their clans problems. The teacher visits each of the clans in their territory and explains to them about their situation.

I

(~10 min)

After having met the clan, each participant reflects on which specific personal gift or Leadership Archetype can they bring into their clan. It can differ from the picked quality card (**short version**) or core leadership archetype (**long version**).

We

(~60 min)

The participants share their reflections within their clans

After that, each clan explores the interconnections between their personal gifts (**short version**) or leadership archetypes (**long version**).

Additionally, there are some team building exercises in the Facilitator's manual that could be played. Of course you are also invited to come up with team building exercises of your own invention.

Mission

(~30 min)

Each clan is asked to come up with a mission **idea** and **purpose** within their Area of Regeneration. They should base their ideas on the outcomes of the Mapping Exercise done in the previous stepping stone.





Stepping Stone 4: Daring to act - Exploring the landscape



We arrive ready to test and stretch the resilience of our team, we leave with first experiences of success and failure

World

(~10 min)

Reading of the myth as in the Facilitator's manual SS4 chapter: The tournament begins.

The objective of this step is to engage the clans into action, letting them experience their first try at achieving something while increasing the illusion that competition seems to be the only way forward.

I

There is no activity for the I realm in this stepping stone.

We

(~120 min)

A board should also be set up where the scores of each clan are made visible. The tournament is played between the clans. The games proposed in the Facilitator's manual SS4 chapter could be played as they are. Of course you are also invited to come up with competitive games of your own invention.

Mission

(~30 min as part of the time within the Tournament)

As part of the tournament exercises, each clan prepares the **title, subtitle** and a minimum of **3 concrete goals** for their mission in a limited timespan (ideally they would have to prepare this while competing in the other tournament games). Right after all other activities of the tournament have finished, all clans will have to present what they have come up with to a panel who decide on a ranking sequence as part of the tournament as well.





Stepping Stone 5: Facing the dark night – Integrating the shadows

We arrive with our experience of fears, inner blocks & failures, we leave with deepened resilience & commitment



World

(~45 min)

Reading of the myth as in the Facilitator's manual SS5 chapter: The tournament ends.

The winner of the tournament is announced, and the other clans should realise they cannot fulfill their mission. The Metropolis is announced as the winner, even if they did not win in scores through the tournament. The teacher can e.g. appoint a number of advantage points (earned through their historic victory in the game tournaments), making them the highest scoring team. The teacher could then remind the clans about the war 150 years ago and how inequality between the Metropolis and the other clans started.

Each clan decides what to do next: either hand over the two players to the winning clan or wage war. Even if only one clan decides to wage war, war will be upon all clans.

Note: If no clan decided to wage war, it is also fine, as we would end up in a similar scenario where only one clan will be able to fulfil their mission. Basically it is important for the clans to remain in a competitive us against them mindset for the next twist to be possible. Be creative! In case no war is waged, the next myth reading would need to be slightly adapted.

Reading of the myth as in the Facilitator's manual SS5 chapter: Gaia comes in grieving.

Additionally, the teacher can invite the class to reflect on the joy and pain of competition/ privilege/ succeeding and failing in the real world. It is important to do the remaining activities of this stepping stone with a sense of hopelessness.

Note: In the live Game of Regeneration there is a war game that is played between the reading of the two myths. If there is time and the teacher finds it fitting, this game can also be played although its preparation and execution is more complex than the rest of exercises. Use at your own risk :)





The objective of this step is to lead the participants through a fabricated "dark night"; a moment in which the personal journey gets hard and they are facing difficulties on a personal and group level. The participants arrive to this point having experienced what it is to start implementing their missions and to compete and notice fear of failure.

I

(~10 min)

In the **short version**, each participant draws a personal weakness card and is invited to reflect on how this weakness is present in their lives and/or how they'd like to mitigate it.

(~25 min)

In the **long version**, each participant is invited to identify their two or three More Offstage Actors. These would be the archetypes that we least reflect with. Then each participant can proceed to explore the shadows of their core Leadership Archetypes (too much of) and those of their more offstage actors (too little of) .

We

(~30 min)

Each participant shares their insights within their clan.
Additionally it can be reflected with the whole class about how it feels to encounter a weakness in yourself or in others in their team.

Mission

(~30 min)

Each clan is invited to think about **possible challenges** that their mission might face in the real world.

Stepping Stone 6: Manifesting the new - Opening to the unexpected



We arrive with authenticity and openness, we leave with a sense of fulfilment and unexpected gifts

World

(~10 min)



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Reading of the myth as in the Facilitator's manual SS6 chapter: Gaia appears the morning after.

This stepping stone represents an invitation to healing and unification of the clans. There is a focus in understanding interdependence as well.

|

(~10 min)

In the **short version**, each participant draws a second quality card and reflects about how that quality can help them to overcome their weakness.

(~30 min)

In the **long version**, the vector exercise is performed by each participant. The aim of this exercise is the integration of shadow and light aspects with unexpected insights.

The vector exercise is a co-coaching exercise (invite participants to choose someone from another clan as coach): Participants are integrating their core and weakest archetypes into a new whole. They identify which 'failure', recognised during the Game of War and the Dark Night, they wish to work on. They identify what success would look like for them. They walk along two different lines (triangular) towards the point of success, embodying first the core and then the weakest archetype. Then they walk between both and sense into the integration. What proportion of each archetype feels optimal?

We

(~60 min)

The whole class participates in whole group building games. There are some games listed in the Facilitator's manual. But of course you are also invited to come up with team building exercises of your own invention.

Mission

(~120 min)

Each clan is invited to refine their mission **idea**, **name** and **purpose** with the help of members from the other clans. What **tools** and **resources** can everyone manifest as a whole group to complete their missions? Who might be able to support them?





Stepping Stone 7: Maturing on the path - Gathering the harvest



We arrive with a mature mission and sense of mutual support, we leave with a beautiful piece of art

World

(~10 min)

Reading of the myth as in the Facilitator's manual SS7 chapter: Regeneration of Gaia is happening.

The objective of this stepping stone is to also remember to pause to see and express the beauty of how all the missions can help the local/regional/global resilience. It is also very important to remember to reserve some time for what could still be needed.

I

(~20 min)

Each participant is invited to acknowledge their own learnings and successes (e.g. by writing them in a diary).

We

(~30 min)

In couples, the participants share their acknowledgements with another person. After that, as a whole class, everyone is invited to acknowledge other participants in their clan, other clans, the teachers and other people involved in the game.

Mission

(~120 min)

Each clan prepares a **creative presentation** of their mission making sure there is enough time invested in presenting it as a "piece of art" (e.g. poster, props, 'art' installation, flyer, virtual presentation, short video, etc)



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Stepping Stone 8: Sharing the gift – Celebrating with beauty

We arrive with a project to present and celebrate, we leave with new connections and inspiration



World

(~1 day for the whole Stepping Stone 8 and 9)

Preparation and celebration of a bigger event with a larger audience. We invite you to include parts of the myth e.g. as part of the opening ceremony and theme of the event. Some examples for the event could include dancing, nice food, a fundraiser, etc. Everybody participates in the preparation, execution and clean-up of the event.

The objective of this stepping stone is to honor celebration as a key element of each journey.

I

There is no activity for the I realm in this stepping stone.

We

(~1 day for the whole Stepping Stone 8 and 9)

A few of the participants share personal learnings and reflections as part of the event.

Mission

(~1 day for the whole Stepping Stone 8 and 9)

The main element of the event is the **sharing of the missions** by each of the clans using the creative presentations created in the previous stepping stone.

Note: While this specific journey ends with the sharing of the missions with the world, we encourage your school / community to embark into the next journey and think of ways of implementing the missions.



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Stepping Stone 9: Coming home – Listening to the future

I arrive ready to rest and reflect, I leave with a sense of commitment and excitement as I anticipate the process of actually manifesting our projects

World



(~1 day for the whole Stepping Stone 8 and 9)

Closure of the event with a moment of silence, gratitude and invitation for rest, recuperation and resilience. We invite you to include the myth here as well, with the reading of the myth as in the Facilitator's manual SS9 chapter: the Fractal nature of the world.

The objective of this stepping stone is to go back into oneself, interiorize all what has been lived and experienced and get ready for the next adventure in life.

I

(~1 day for the whole Stepping Stone 8 and 9)

Each participant is invited to take rest as they prepare for their next journey of regeneration where their beautiful missions will be manifested.

We

There is no activity for the We realm in this stepping stone.

Mission

There is no activity for the Mission realm in this stepping stone.



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* The **Journey of Regeneration** is a process orientated tool shaped by the 9 Stepping Stones. The 9 Stepping Stones represent different archetypal stages within a process of change or project implementation and deepen our understanding about the process itself and support us in learning how to be personally resilient within for becoming able to embrace challenges and failures alongside the successes.

The **4 Areas of Regeneration and the central path of integral design make up the Ecovillage Map of Regeneration, a road map to the creation of ecovillages – intentional or traditional communities in urban and rural locations, using participatory processes to integrate the ecological, economic, social, and cultural areas in order to regenerate social and natural environments.

The Ecovillage Map of Regeneration is made up of 32 Ecovillage Principles – six in each Area of Regeneration and eight for the central path of integral design. It illustrates and distills years of experimentation and learning within the global network, as well as current research on resilience, sustainability and participatory design.



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