

AUXILIARY DESCRIPTION SHEETS



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CORPS

INITIAL VALUES

AREA	PROPORTION OF THOSE WHO DO NOT GET ENOUGH (QUALITATIVE) FOOD	PROPORTION OF THOSE WHO DO NOT GET ENOUGH (QUALITATIVE) DRINKING WATER	ENERGY SOURCES (HIGH-CARBON RATIO)	INFRASTRUCTURE
A(1)	0%	5%	75%	ES, AES
A(2)	5%	10%	50%	
A(3)	0%	5%	65%	ES
A(4)	20%	25%	80%	
A(5)	5%	5%	90%	
A(6)	10%	10%	75%	ES
A(7)	5%	10%	70%	

Fundamentally Unity receives 45 GE, but the unpredictability of current changes, economic crises or booms is symbolized by a dice roll, which the SP is obliged to do on the scale after stepping on the marker banknote pictogram.

If the thrown value :

- 1: economic crisis occurs, Unity receives $45 - 6 = 39$ GE,
- 2-5: the economy meets expectations, Unity will receive 45 GE,
- 6: the economy is booming, Unity gets $45 + 6 = 51$ GE.

ARMED CONFLICT

The suffering party (?) must be raffled by rolling a dice. When a value corresponding to the aggressor area is thrown, then it must be thrown again.

Area determination based on thrown values:

- 2- A(2),
- 3- A(3),
- 4- A(4),
- 5- A(5),
- 6- A(6),

- 7- A(7),
- 8- A(1),
- 9- A(2),
- 10- A(3),
- 11- A(4),
- 12- A(5).



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PROBLEM VALUES	WHAT VALUE IS NEEDED TO BE REACHED IN ORDER TO PLACE A PROBLEM INDICATOR ON THE LANE?		
EACH OF THE TABLE SCALES CAN HAVE 3 PROBLEMS. WHICH ARE APPLIED WHEN THE FOLLOWING% SCALE VALUES ARE REACHED OR EXCEEDED.	PROPORTION OF THOSE WHO DO NOT GET ENOUGH (QUALITATIVE) FOOD	PROPORTION OF THOSE WHO DO NOT GET ENOUGH (QUALITATIVE) DRINKING WATER	ENERGY SOURCES (HIGH-CARBON RATIO)
 1.PROBLEM INDICATOR /A'S SCALE VALUE≥	10%	10%	75%
 2.PROBLEM INDICATOR /A'S SCALE VALUE≥	25%	25%	85%
 3.PROBLEM INDICATOR/A'S SCALE VALUE≥	40%	40%	95%
HM bar's problem: +1 problem is caused if the HM bar exactly reaches or exceeds 14 before resetting. ⇒ A HM problem indicator shall be placed in the designated location of the HM problem indicators  , which cannot be removed in any way, see Rulebook: Human Mobility Bar for more information. 15+1 PROBLEM =  END OF THE GAME  If the 16th problem indicator is also to be placed, then the game will end automatically because the world can hold a maximum of 15. At the same time as placing the 15th problem , the danger indicator must be placed in the middle of the game board (North Africa / Mediterranean). If the number of troubles in the world falls below 15, the danger indicator is becoming removable from the game board. The 16 problems that can bring an end to the game in the world must be counted all in one respect. (Unlike the problems to be placed depending on the above scale values.)			

VIRUS PROTOCOL

For cards where the virus protocol takes effect, the following procedure must be performed:

Unity must pay 4 € to research the antidote for the virus, after payment, a roll of the dice decides whether the research was successful or not. For thrown values 1 and 6, the antidote research was unsuccessful, then Unity must re-pay 4 € and be re-roll for the success of the research, this must be repeated until a value of 2, 3, 4 or 5 is rolled. If there are not enough € in Unity's financial department, a debt token corresponding to the amount of € to be paid shall be placed in Unity's financial department for each throw.

UNITY'S DECISION MAKING AUXILIARY DESCRIPTION SHEET

The steps of the action phase and reasoning are performed by the players starting from SP and moving to the left of it. Players first select the card they want to propose to implement from their hand, and then everyone describes their proposal as follows:

ARGUMENT PHASE 1

As soon as possible, the following should be answered in connection with the proposed card:

- ◆ In which area does it act?
- ◆ What is the effect?
- ◆ How much does it cost?
- ◆ Based on the current economic situation, can the cost condition of the card be met?
- ◆ What are the chances of it happening (dice probability calculation)?
- ◆ Does your proposal serve a purpose?
- ◆ What are the aims of your proposal?
- ◆ How many goals does it contribute to achieving?
- ◆ How many problem indicators can you remove by it?
- ◆ How many problem indicators can you avoid by it?
- ◆ Is there an additional condition for the implementation of the proposal, if so, what is it/ are those?

ARGUMENTATION PHASE 2

Would anyone want to step back from making a suggestion because the others suggestions are more suitable for free card slots. Everyone who wants to step back should raise their hand SP says.

ARGUMENTATION PHASE 3

The SP determines which slots are still in competition based on the remaining suggestions, and then determines the helpful questions and criteria on the basis of which it is likely to decide which of the remaining cards will be played. Assistive questions can be selected from the questions in the 1st reasoning phase. You can then form an opinion starting from SP and moving to the left of it according to the topic order. SP again asks if there is anyone else who would like to step back, if there are still more proposals left than could be placed after that, the Board will have to vote, see the Voting section of the Rules.



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TOKENS



TIME MARKER



HUMAN MOBILITY BAR MARKER



CO₂ EQ



WATER SCARCITY BAR MARKER



CELSIUS SCALE



FOOD SCARCITY BAR MARKER



PROBLEM INDICATOR



HM PROBLEM INDICATOR



DANGER INDICATOR



AREA MARKERS



EDUCATIONAL BASE



NUCLEAR
POWER
PLANT I



ADVANCED
EDUCATIONAL
SYSTEM



NUCLEAR
POWER
PLANT II



RESEARCH CENTER



FUSION POWER PLANT



LEGAL CERTAINTY



PAID



MONEY



DEBT

ROUND COUNTER



TEACHER ASSISTANCE SHEET

ARGUMENTATIVE TASK FOR 1 PERSON

PREPARATIONS



1. Draw 4 target places on top of the board / smart board, then the teacher randomly selects 4 cards and writes on the board or writes / floats on the smart board which mode you think is faster or better.

INITIAL VALUES

2. In order to perform the task, several suggested initial value settings are shown below, values of the same color belong to one setting option.

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A(1)	0%/10%/5%	5%/5%/0%	75%/70%/70%	ES, AES
A(2)	5%/15%/5%	10%/5%/5%	50%/45%/60%	
A(3)	0%/0%/5%	5%/0%/0%	65%/60%/50%	ES AES
A(4)	20%/40%/20%	25%/30%/10%	80%/85%/80%	ES, AES
A(5)	5%/10%/15%	5%/0%/10%	90%/60%/70%	
A(6)	10%/5%/0%	10%/0%/10%	75%/60%/70%	ES
A(7)	5%/5%/0%	10%/15%/0%	70%/50%/70%	

POSSIBLE CURRENT ECONOMIC SITUATIONS, FROM WHICH THE TEACHER CHOOSES ONE AND WRITES ON THE BOARD:

- ☐ 7 GE
- ☐ 12 GE
- ☐ 20 GE
- ☐ 32 GE
- ☐ 40 GE
- ☐ 45 GE

UNITY RECEIVES A BUDGET AMOUNT AND CONTRIBUTION EVERY 3 ROUNDS, WHICH IS: 45 GE (15 GE / ROUND)
A teacher more familiar with the game can also compile initial values on their own.



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2. Write initial values on the board.

3. Distribute 2 cards / person from deck 0/1 to students.



← Level 0 action cards

Level 1 action cards →



3.a. version: 1 from deck 0 and 1 from deck 1.

3.b. version: randomly 2 cards of 0/1 mixed from two decks.

4. INSTRUCTION FOR TEACHERS

In the case of the world situation described by the initial values, choose which of their cards can best help the World in eliminating problems, avoiding them, and achieving the goals of the World. At this point, it is important to draw children's attention to the need to make rational decisions here, not the goal of everyone manipulating decision-making to play their own card, because the goal is to make the best possible decision with common decisions. Furthermore, it is also worth emphasizing that it is wise, exemplary and perhaps we can say cool if someone can see that if their own proposal is not the best option to choose.

To select the best card, there are auxiliary questions, which can be read below, in a place where multiple projectors are available, it may be worthwhile to project as well.

• In which area does it act?
• What is the effect?
• How much does it cost?
• Based on the current economic situation, can the cost condition of the card be met?
• What are the chances of it happening (dice probability calculation)?
• Does your proposal serve a purpose?
• What are the aims of your proposal?
• How many goals does it contribute to achieving?
• How many problem indicator can you remove by it?
• How many problem indicator can you avoid by it?
• Is there an additional condition for the implementation of the proposal, if so, what is it/ are those?



5. The teacher then asks each child to tell what they have chosen, ask the questions all the way through, or without questions how, what based on he / she decided.

ARGUMENTATIVE TASK FOR 2 PEOPLE

Up to point 5, it is the same as the 1-person version, during it is not necessary to call all students, the teacher can call 2-3 students to repeat the one-person task, and then the task continues:

+6. The teacher pairs the students.

+7. As described in Section 4, discuss with their mates which of their already selected individual choices may be better for the benefit of the World. The helping questions of point 4 are shared among the members of the pairs to be processed alternately per question or by an other method chosen by the individual pair.

+8. The teacher then asks all parties to say what they have chosen, the teacher can ask all the questions of section 4 or without the questions, the children can mention the questions they decided on. Basically, the first version is recommended, but based on individual professional experience, the second version may be appropriate.

ARGUMENTATIVE TASK FOR 3 PEOPLE

Same as the 2 person version, only the teacher organizes the students into groups of three instead of the pairs and for each part where the pair is referred to there the 3 people are to be understood.

ARGUMENTATIVE TASK FOR 4-7 PEOPLE

This task is recommended when the children have already practiced the reasoning task properly with the previous tasks.

The teacher draws 4 random new target cards then draws them on the board according to point 1, then randomly divides the students into teams of 4-7 people, then draws / projects a new initial value board on the board with new values.

Action cards must be distributed to each member of each group at random 3.a. or 3.b. according to one of the points. Have the groups do the tasks in parallel.

The teacher indicates that the students' decision will be followed by randomly drawing 1-1 cards from Disaster Decks 1 and 2, so they can calculate with the chance of occurring problems as well.

The children have to suggest one of the cards they have based on the criteria in point 4 and then the group votes to decide which three cards to play.

You always have to vote for the option with fewer cards, which means that if, for example, 4 of the remaining proposals can be implemented and 2 are not, you must vote for the two that the player does not want to be implemented if the number of cards that can be implemented is less than those that are not feasible, the players must vote for the ones they want to support. In the event that the number of feasible cards is equal to the number of unfeasible cards, the number of cards wanted to be realized shall be put to the vote.

You can vote openly by show of hands. To do this, you must first select the youngest player (hereinafter: YP). Each proposed card to be voted on is specifically mentioned by LJ and called for voting! YP records the results of the votes separately for each card. In the event of a tie, YP may decide alone. It announces the result at the end of the vote.

Once each group has made the decision, the teacher draws the disaster cards, reads them out, and modifies the values on the board according to their effects.

The teacher then calls a student from each group and asks which cards have been played, whether they have managed to avoid get an another problem indicator and if they have managed or not to help to achieve a goal.



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