

# 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.

| 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%/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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