



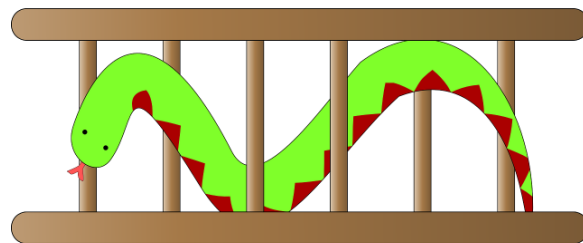
**CUIDAR**  
Cultures of Disaster Resilience  
among children and young people



# Flood Snakes & Ladders

User Guide for Workshops

[www.lancaster.ac.uk/floodsnakesandladders](http://www.lancaster.ac.uk/floodsnakesandladders)



Horizon 2020  
Programme



Please reference as: *Flood Snakes & Ladders*, Lancaster University

# Flood Snakes & Ladders User Guide for Workshops

Flood Snakes & Ladders can be played online, either alone or with one or two others, or it can be used in a workshop setting with 10-20 participants, grouped into 2-3 teams. It is also possible to play with smaller or bigger groups.

This guide tells you everything you need to know to run the game successfully in a workshop setting including:

1. Setting up the game
2. Introducing the game to your audience
3. Playing the game
4. Ideas for after-game discussion

## 1. Setting up the game

### a. Equipment

When playing online, the game requires no additional equipment. When running it in a workshop setting, you can choose to run certain aspects of it in a more participatory way using various props.

To play online, you simply need to open the link to the Workshop/Multi-player game and follow the prompts:

[www.lancaster.ac.uk/floodsnakesandladders](http://www.lancaster.ac.uk/floodsnakesandladders)

To play in a workshop setting, you will need some or all of the following facilities:

- A room that is large enough to lay out 32 floor tiles
- A computer linked to a projector, screen and audio facilities
- A large fuzzy or inflatable dice! [Note: a 'virtual' dice is also available on the game]
- Wifi in order to access the game via the link
- Flood Snakes & Ladders Facilitator Notes
- A print out of the Flood Snakes & Ladders Floor Tiles
- (Optional) Printouts of the Record Sheet (one for each team)
- (Optional) Musical instruments (with 3 different sounds: 1) shaking sound for throwing the dice 2) high-pitched sound for going up the ladder 3) low-pitched sound for going down the snake [Note: these sounds are also available on the game]

### b. Facilitation

Ideally, the game needs two people to lead the session:

- i. Facilitator – to run the game enthusiastically and encourage participation
- ii. Technician – to operate the game (if necessary, this could be one of your participants if you give them a quick briefing)

### c. Room Layout

This can be flexible depending on the space that you have - you want everyone seated around the outside, facing the screen. Ideally, the inner space for the floor tiles should be 4.5m x 5.5m.

Lay out the floor tiles from START 1-30 FINISH in a snake-like pattern in the middle of the floor.

## 2. Introducing the game

While the game instinctively makes sense to anyone who has been involved in longer-term flood recovery, those who do not have much knowledge of this process will need a bit of **extra explanation** to help them get the most out of it. So, once everyone is ready, it is helpful to give a brief introduction of how the game works and what it is designed to show before you start. Here is some suggested text to help you do this - do feel free to adapt your own version of this to make it relevant to your purposes:

*The game that we are about to play is designed to provide you with a personal insight into what it is like for children and their families to experience and recover from a disaster in the months and years that follow. Disasters attract a lot of media attention at the time they happen but when the immediate crisis passes, the news crews depart and we don't hear any more about those whose lives and homes are affected. However, research from Lancaster University has shown that many people find the longer-term process of recovering from a disaster to be difficult and stressful. Playing the game will help us understand why this is the case.*

*'The stories that you will hear during the game are real. Each square that we land on will take us to the words, pictures and models from children and young people who've been affected by flooding in the UK. You'll see that, while most of the squares are straightforward, there are also 'action squares' – the ones with themes on – and these are the squares on which we'll get to make decisions. These decisions may lead to a ladder – in which case we will move forwards – or they may lead to a snake – in which case we will move back. But we don't want to give too much away! The best way to find out is to play it!*

### 3. Playing the game

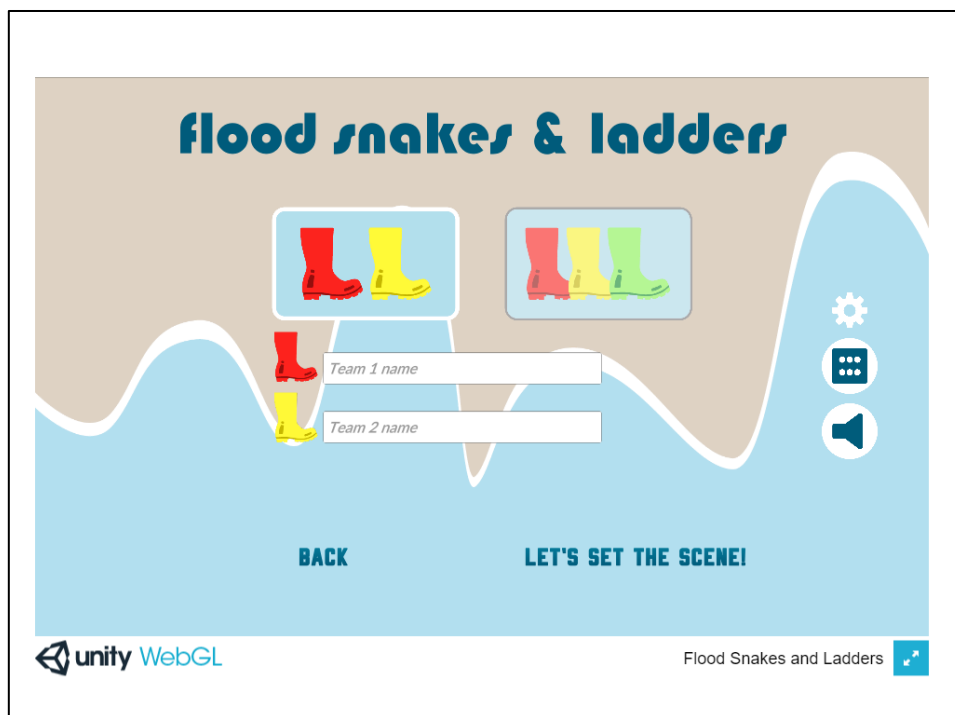
#### a. Assigning roles

You can make the game as simple or complicated as you like – we've found that it helps to involve everyone as much as possible.

The game works best with 2-3 teams. First, ask each team to choose a name with a 'watery' theme. Decide the order the teams will play (perhaps by rolling the dice) and then enter their names when prompted after the 'Play/Quit' screen.

Secondly, ask each team to nominate one person to be their 'Player' who will throw the dice and move around the board, one person to record their 'Player's Flood Story' and one person to be in charge of their team sound effect. It is best to have a practice throwing the dice and making the sound effects before starting the game!

At this point, turn OFF the dice and/or the sound button if you plan to roll your own dice and create your own sound effects. Otherwise, leave them on.



*Team naming screen, where you can choose to enter two or three team names*

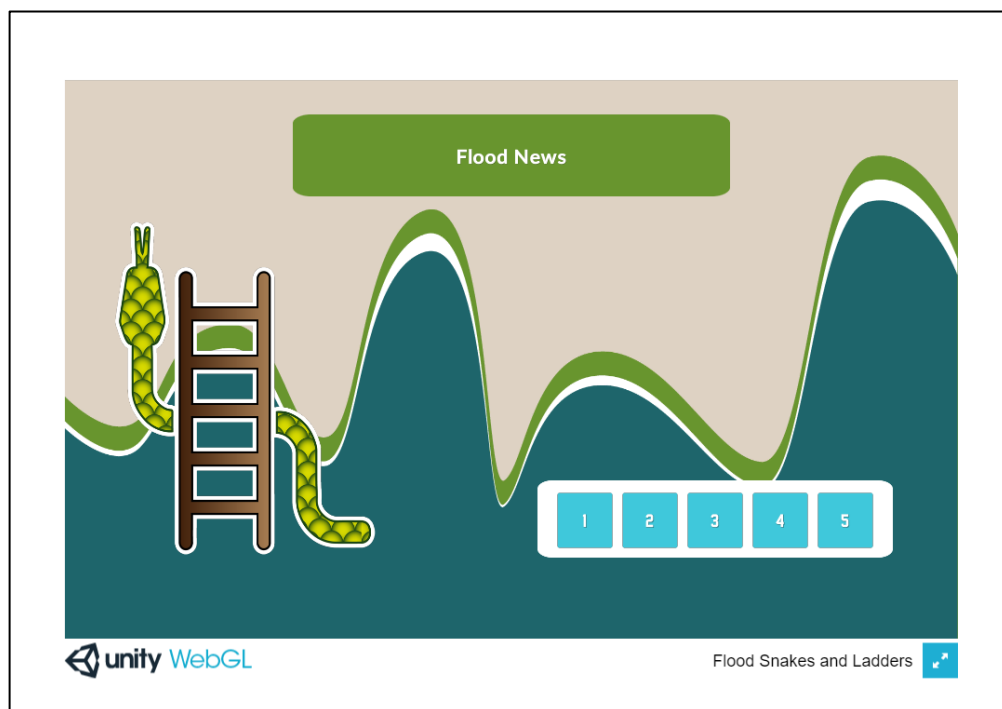
## b. Playing the game

Get the players to line up next to the START on the floor tiles.

Announce that the game is ready to start, with **'Let's set the scene'**... The technician then presses this button on the screen to launch the first audio of the game.

You will then be prompted on the screen to **'Roll the dice'**. The technician clicks on this to make the game board appear.

- At this point, Player 1 rolls the dice and moves forward the correct number of spaces on the floor tiles. The technician enters the number thrown. [If relying on the on-screen dice, the technician clicks on the dice and the player moves accordingly.]
- Everyone listens to the audio clip and then the technician clicks on 'Next' to cue the next player.
- Repeat for each player.
- If the player lands on an 'action' square, the theme of the square will be displayed on screen, along with a number range e.g. 'Flood News 1-5'. Tell the player and their team that they now need to choose a number within this range. The technician clicks on the number they have chosen – this will take you to the quote for their action square. Press 'next' once more and they will get a message telling them to go backwards or forward a particular number of squares.



*Example 'action square' screen, with numbers and Home buttons*





- Continue the game until one team completes the game by reaching the final slide saying THE END!
- To draw the game to a close Click 'PLAY VIDEO' to play the 6 minute film.



*Final screen*

#### 4. After-game discussion

It helps to have a discussion after the game, which you could take in a number of directions. Here are some suggestions.

-  Ask the teams to get together and look at their team Record Sheet. Summarise their Players' Flood Journey. How did they feel as their team Player experienced the 'ups and downs' of this particular Flood Journey? Feed back to the whole group. This is a useful exercise to remind everyone about what happened to the two/three players along the way.
-  What are the difficulties that children experience during and after a disaster? Why do these problems arise? *Think about specific examples raised in the game and the video.*
-  Discuss the ending of the game. How does it feel to be sent back to the start? How does it feel to 'win'? *Discuss what this means in relation to the recovery process. As the game shows, sometimes, just when you think you're reaching the end, something happens that sets you back. In addition, the recovery process never really 'finishes.' Our research findings show that recovery doesn't end just because the children are back in their homes and at school – things are not necessarily back to 'normal' and there is still the worry about it happening again.*
-  Consider the final question raised on the end slide: 'What can we all do to prepare for flooding in future?' What can we learn from the game about how to be better prepared? What things do children find helpful? How could they be better supported? *As part of this, consider the series of calls to action ('In future...') that preceded the end slide.*



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