Building Just Futures
A WORLD MAKING GAME
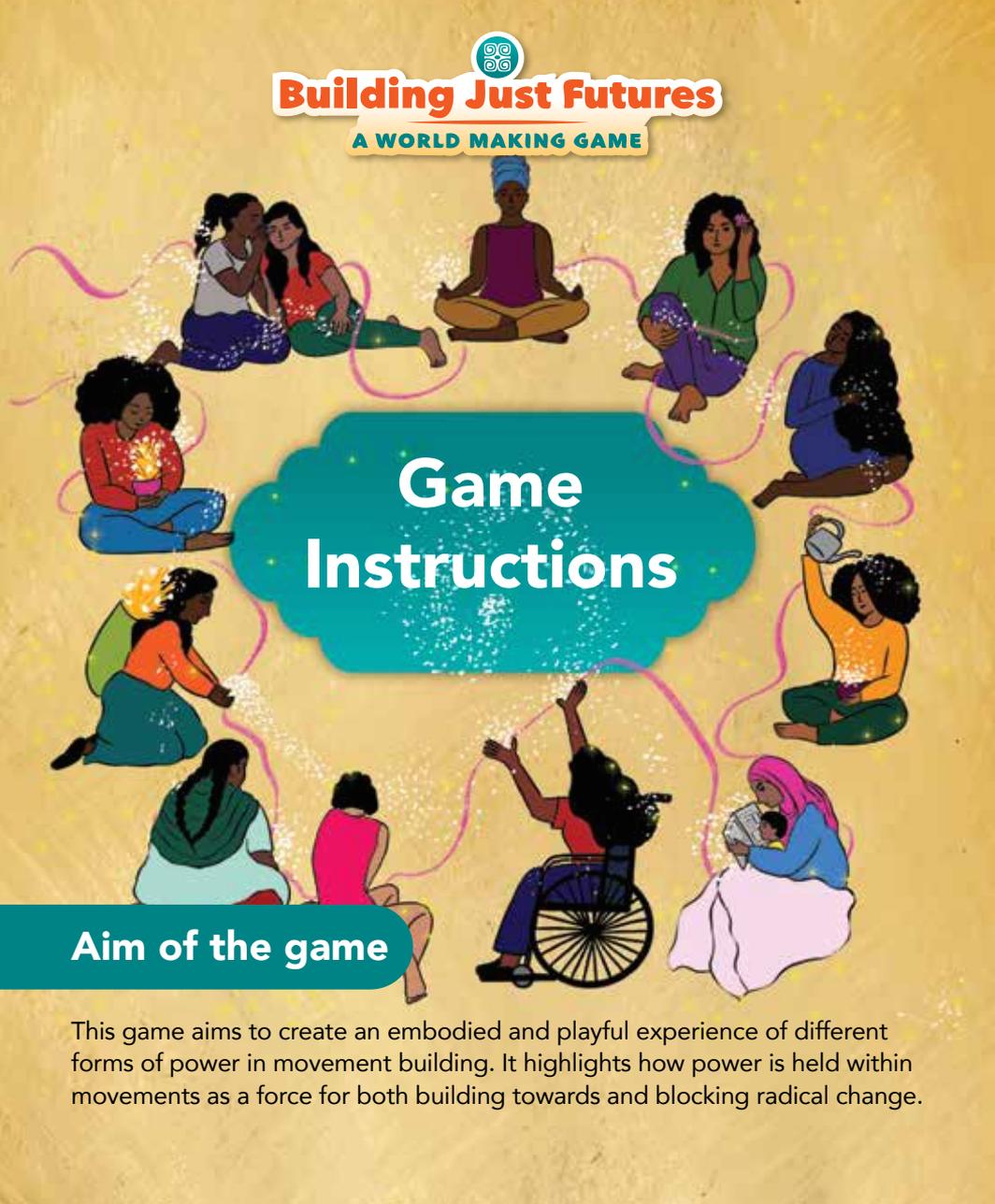
Game Instructions

Aim of the game

This game aims to create an embodied and playful experience of different forms of power in movement building. It highlights how power is held within movements as a force for both building towards and blocking radical change.

The game asks:

- ◗ How does sharing power enable movement growth?
- ◗ How is power used to obstruct and deplete movements?
- ◗ What strategies create impactful and sustainable movements?
- ◗ What forms of power emerge *within* movements?
- ◗ What forms of power imbalances exist between different actors moving towards a shared goal?

The game itself is designed to be simple and flexible in order to translate easily across different contexts. Ideally, players will apply the game to their own context. See 'Step 2: Framing' for how to use the game to think about your movement spaces.

How to play

The aim of the game is for all players to reach the center of the board within the same round of turns.

The Cards:
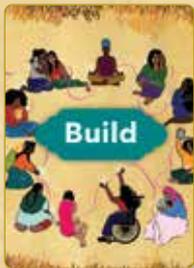
Build cards drive players' movement. They enable players to move pieces around the board. Some allow players to share build cards with other players.

Block cards prevent movement by forcing players to miss turns and lose build cards.

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➡️ Step 1: Allocate Cards

At the start of the game, each player is allocated 10 cards. Each player receives a different number of cards. Players with more Block cards have more power to block players' movement through the board. Players with more Build cards have more power to drive players' movement towards the center of the board.

For games played face to face:

Player 1: 6 Build cards, 4 Block cards

Player 2: 6 Build cards, 4 Block cards

Player 3: 5 Build cards, 5 Block cards

Player 4: 2 Build cards, 8 Block cards

Player 5: 2 Build cards, 8 Block cards

Player 6: 7 Build cards, 3 Block cards

Player 7: 10 Block cards

For games played in online gatherings:

Player 1: 8 Build cards, 2 Block cards

Player 2: 6 Build cards, 4 Block cards

Player 3: 5 Build cards, 5 Block cards

Player 4: 4 Build cards, 6 Block cards

Player 5: 2 Build cards, 8 Block cards

Player 6: 10 Build cards

Player 7: 10 Block cards

If playing in a group larger than 7, all players decide how many cards to allocate additional players.

🌀 Step 2: Frame the Game

Now all the players have been allocated their cards, it is time to set the scene of the game. Decide on a movement building context to apply the game to. Ideally, draw on your own experience. For inspiration, read the story cards provided.

- What is the common goal you are working towards? This will be represented by the center of the board.
- Who are the key actors involved in this process?
- Who is building towards change, and who is blocking it?
- What forms of power does each actor hold?
- What are the possibilities for collaboration and allyship?
- What power dynamics exist between actors?
- What power dynamics are at play *within* movements and organizing groups?
- What outcomes are each of the actors invested in and why?

The aim is for all players to reach the center of the board within the same round of turns. How will you collectively strategise to work towards this shared goal?

🌀 Step 3: Play Cards

Player 1 begins the game. Each player chooses a counter/piece/avatar.

For each play, choose a card and place it in front of your other cards. Read the instructions. Carry out the instructions after discussing possible other options with your teammates. This will involve moving your piece or that of your teammate forward or back, or it may not involve moving.

Then place the card at the bottom of the build or block pile, depending on whether it is a build or block card. Build cards move you around the board. Block cards prevent movement.

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Each player takes a turn to play a card. When you land on a build space, pick up a build card. When you land on a block space, pick up a block card.

Step 4: Game Won or Game Over?

The game ends when either all players have reached the center of the board within one turn, or players have got stuck and can no longer move.

The game can be played as one team working together, or two or more teams playing on separate boards competing to finish first, or against a clock. We recommend that you try the different versions.

Step 5: Reflect

▶ How did it feel to play the game?
▶ What was your role?
▶ How did the number of Build or Block cards impact this?
▶ Which strategies worked and which didn't?
▶ How did you feel at the start of the game?
▶ How did you feel at the end?
▶ How did you feel towards your fellow players?
▶ Did you feel any moments during the game where the dynamics shifted?
▶ Did a player who started with majority block cards find themselves with majority build cards or vice versa?
▶ What kinds of power were at play here?
▶ Did you make it to the center of the board? Did you get stuck? How did this feel?
▶ What parallels can you draw between the game and your experiences of power dynamics in the movements, organizations, institutions, groups you belong to?
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A US-based activist coalition is working to address the climate crisis at the intersection of race and class, fighting for and together with marginalized communities. The environmental justice movement emerged out of and in response to the systems of environmental racism that disproportionately expose communities of color and low-income communities to hazardous pollution and industrial practices. Rooted in the legacies of the Civil Rights movement and in contrast to traditional environmental rights movements, environmental justice organizations center on the voices of those most impacted, emphasize bottom-up organizing, and shared community leadership. Currently, the organization is a collective of over 100 urban and rural frontline communities and organizations that represent locally, tribally, and regionally-based racial and economic justice organizations of indigenous people, black, Latinx, Asian pacific islander, and poor white communities who share legacies of racial and economic oppression and social justice organizing.

Hurricane Maria hit Puerto Rico in 2017, killing thousands of Puerto Rican, destroying existing infrastructure, and exacerbating existing socioeconomic inequalities. The reconstruction process has continued to be slow, with limited financial resources provided to the island. The disproportionate lack of funding and attention to Puerto Rico speak to a much larger legacy of US racism and colonialism. The organizations within the collective are working to ensure a just recovery for Puerto Rico. What forms of power mediate the collective process of organizing?

Actors:

1. A local community led organization + the coalition
2. Puerto Rican Government
3. US Congress and President
4. US Corporations

The Niger Delta region of Nigeria is considered one of the world's most polluted areas. This pollution is mainly a result of multinational oil drilling by Shell and BP. Oil spills have destroyed local environments and resulted in chronic illness and several other disabling effects on the indigenous community. The harm of racist colonialism is embodied in the land and its people. This attunement to impairments demands a shift away from rights to justice.

Disability justice organizers understand that able-bodied supremacy is formed in relation to systems of domination such as racism, imperialism, colonialism, capitalism, and patriarchy. The links between ableism and white supremacy emerge out of colonialist and capitalist legacies. The disability justice movement is centered around notions of collective struggle that are rooted in local and indigenous knowledge. With a keen attunement to intersectionality and prioritization of the voices of those most affected, the disability justice movement recognizes wholeness, emphasizes the importance of sustainability, is committed to cross-disability solidarity, centers interdependence rather than independence, and prioritizes collective action and liberation. A network of organizers in the region, is working at the intersection of climate justice and disability justice to demand adequate and just responses to the environmental degradation in the Niger Delta. What forms of power mediate the collective process of organizing?

Actors:

1. Local community led disability justice organizations
2. Environmental rights/justice groups working in the area
3. Nigerian government
4. Local businesses sponsored by the oil industry

Currently, in the UK, there are over 90,000 people in prisons. Policing and prison perpetuate harmful inequalities across class and race. Even with the growth of prisons, violence continues on an alarming scale. It is clear that prisons do not address the underlying issues causing social harm; they reproduce inequalities, traumatize those incarcerated and their networks, and separate families. Abolitionist groups envision a very different future than what currently exists. Rather than a reliance on the police to fix social issues, direct investments are made to address the social and economic injustices that create harm and violence in the first place. Abolition is about an end to prisons and about dismantling the entire system on which criminal justice has been constructed.

North London Feminist Collective, a grassroots direct action group, is working on the intersection of domestic violence and prison abolition. Holloway Prison was the largest women's prison in Europe. It has recently shut down, and the site has been sold by the local council to a property development company, who are planning to build luxury flats. The feminist collective is campaigning for plans for the site to include affordable housing and a Women's Building holding therapeutic services and community spaces. What forms of power mediate the collective process of organizing?

Actors:
1. Black and Brown feminist collective
2. Local Council
3. Local Residents
4. Property Developers

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