



Voyage



Voyage is a simulation exercise based on a new inter-generational approach to intercultural learning



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Council of Europe

Directorate of Youth and Sport
European Youth Centre, Strasbourg
30 rue Pierre de Coubertin, 67000 Strasbourg, France
Tel: +33 3 88 41 23 00; Fax: +33 3 88 41 27 77

European Youth Centre, Budapest
Zvatar utca 1-3, 1024 Budapest, Hungary
Tel: +36 1 212 40 78; Fax: +36 1 212 40 76

European Commission

Unit Development of Youth Policies
Rue de la Loi, 170, 1049 Brussels, Belgium
Tel: +32 2 295 11 00; Fax: +32 2 299 41 58

Design & layout
Florin Bedran
Esther Hookway

Spiffy the coyote
The Big Family

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CREDITS

Voyage is a simulation exercise and a product of the Training Course in Intercultural Learning, run at the European Youth Centre in Strasbourg, May/June 1998, where it was created and tested for the first time. The people involved initially were Arjos Vendrig, Frederic Mary, Heidi Schmidt, Ilona Toiviainen, Peter Merry and Vassilios Papadopoulos.

It has since been reworked and tested for a second time at the Partnership Project Training Course for Intercultural Language Learning, November 1998, by Ilona Toiviainen, Peter Merry and Mark Taylor.

Editor for this Coyote supplement: Mark Taylor with assistance from Martin Maw.

WELCOME TO VOYAGE!

For this first Coyote supplement we have chosen to present a "work in progress". Voyage was created in a course on Intercultural Learning at the EYC and tested further in the first training course organised within the Partnership Project.

Voyage is a novel inter-generational approach to intercultural communication. This simulation exercise is designed to be flexible and can be used to explore a variety of issues, such as:

- intercultural learning
- interdependence
- group dynamics
- decision-making processes
- environmental awareness
- perception of disability

Because of the multiple applications of Voyage, facilitators should focus on a limited number of these issues when using it.

Voyage can be used with both young people and adults. We recommend that Voyage be used in the middle of seminars, meetings, training courses, etc., when participants should be relatively comfortable with one another. This would also allow for participants and team to explore further issues during the time remaining.

As usual, it is challenging to judge how much detail to include when introducing a method: the first draft of this exercise was five pages in length, the second draft ran to nearly 20 pages. For this supplement we have tried to find a just compromise.

Help please!

Whatever your reactions to reading and using Voyage, please use the feedback form at the end to send in your suggestions and comments for improvements and changes.

THE STORY

Voyage is based on a story involving time travel between generations. There are two groups: one exists in the Past, and the other in the Present. Each group lives on two islands with extremely different climates. As the seasons change they have to cross the water between the two islands before a great flood comes. They cross the water by using "rocks" to walk on.

The Past group has plenty of rocks, and tends to use them wastefully. The Present group has a very limited supply of rocks, making it more difficult for them to cross the water.

Near the beginning of the story, the Present group is visited by their Future (a facilitator), who brings them sad news about the crossing becoming even more difficult in the Future. The only solution is for the Present to send messengers back through time to convince the Past to waste less rocks, therefore leaving more for the Present, and thus also for the Future. The Present group has three opportunities to travel back through time and meet the Past. There are a number of external influences, which make the communication and decision-making more complex and challenging.

The outcome and the ending of Voyage depends on the decisions and actions of the participants in the Past and the Present.

PREPARATION

Time

The exercise should take place during daytime. As Voyage lasts around three hours, it is a relatively long exercise, and it may involve some emotional stress for participants. Therefore, there should be sufficient time and space for participants to relax afterwards.

Timing depends very much on the group process and you are advised to be flexible where necessary. A suggested time frame is presented in VOYAGE STEP-BY-STEP.

Space

You will need two separate spaces, sufficiently far apart so that the two groups will not be able to hear each other or each other's music.

Each space should be set up with two areas of "land" and an area of "sea" between them. The "islands" should be about 5 metres apart. Be sure to mark clearly the edge of the land (as anyone touching the water will be blindfolded).

Group size

Voyage can be used with young people and adults. Group size can be between 16 to 40 participants.

Material

You will need the following:

- Blindfolds - enough for the total group
- Neckties or scarves to bind ankles - half the number of the total group
- Old paper (A4 sheets) - about 15 for the Present, with 4 or 5 for the crossing and spares in case of tearing; enough for the Past to perceive the supply as unlimited
- Tape - to mark the edges of the land and to fix the Present's paper partly to the floor
- Badges - can be stickers - for each member, to "en-role" and "de-role"
- Music - high energy techno-style for the pressurised Present; soft, relaxing for the Past
- 2 music machines - the capacity for volume needs to be greatest with the Present group
- 1 Bell - to signal any effect by which new behaviour in the Past changes the Present and to end the game
- (Optional - an overhead projector for the message from the Future)

Language considerations

If you are working with an international group, language will need to be taken into account in group formation. Interpretation will add to the time needed for explanations and negotiations.

Physical and emotional needs of participants

It is good practice in the use of simulations to ensure that participants' well-being is paramount. You should be aware that the activity tends to be quite physical and that people with physical disabilities should be made aware of this. You should also recommend that participants come in comfortable clothes (mini-skirts, heavy boots and high heels are not a good idea here!).

Possible emotional stress: You should explain at the beginning that no one is forced to do this activity. Anyone is free to step out once it has started if they wish to do so. You must explain that participants may be blindfolded in the course of Voyage. So those who suffer from vertigo or claustrophobia may wish to withdraw and act as observers. It may be worth running a trust game with the group well before the start of Voyage that involves people being blindfolded - this would allow you to gauge participants' reactions.

VOYAGE: STEP-BY-STEP

This is a suggested time frame. Detailed explanation about each step will be found in the GENERAL BRIEFING and the specific cards for each facilitator.

Minutes	Steps
0	Introduction of Voyage and the facilitators to the whole group
10	Division into two groups, Past and Present
15	Briefing each group
25	Preparation and practice of rituals
45	Crossings begin (at least two times)
60	Future Facilitator visits the Present Present group discusses action
70	Future Facilitator visits the Past
75	Future Facilitator takes Present Messengers to the Past (and brings them back after approx. 5 minutes) Past group discusses action
85	Future Facilitator announces any changes to the Present then takes Present Messengers to the Past
95	Future Facilitator announces any changes to the Present then takes Present Messengers to the Past
110	Future Facilitator brings the Past group to the Present
115	Each group demonstrates their ritual
125	Voyage ends & participants get out of their roles
135	Debriefing



GENERAL BRIEFING FOR FACILITATORS

Voyage needs three Facilitators. Some prior experience of simulation exercises is essential. The three Facilitators are:

The Future

The Present

The Past

The roles of the Facilitators are given on the specific Facilitator task cards, but it is important to emphasise that they discuss the running of the exercise fully before attempting to run it. Below are some general notes applicable to all Facilitators.

Go with the flow!

In this activity, nothing should be completely unexpected. Anything that happens within the framework provided is valid as an experience. So don't panic if something happens you hadn't expected, but improvise and go with it, trying to tie it with the issues you are hoping to explore as a result of the activity. Within this flexibility, it is important to make sure the conditions are always present for the kind of interactions you want to take place. For example, one Past group decided that they would use their rocks to build a wall around their island, or a bridge to cross the water. This would have removed the stressful conditions essential to the activity, and therefore the Facilitator made it clear that the sea was so ferocious, that no defences would work to stop the island being submerged, and any bridge would be sure to be swept away (particularly as global warming gets worse etc.....)

Introducing Voyage to the whole group

The introduction should awaken curiosity about what is going to happen. One of the facilitators explains that the group will be divided into two and that further briefing will occur once the groups are in place. Nothing should be said about time travel or the Past and Present. Briefly introduce that there will be three Facilitators. Specify that the role of one of the Facilitators is to provide outside stimuli to the game, and to observe the participants. Indicate that it is important for the participants always to "stop, look and listen" to receive messages from this Facilitator. Each group should be composed of an even number of participants. If the total number of the participants is an odd number, the group in the "Present" can be an odd number, since in the beginning they are single.

Presentation of instructions

Try to present the instructions to the groups in a dynamic way and bring them to life. This creates a good atmosphere for the activity. Feel free to use your imagination in adapting these instructions to the participants and the situation. The Future Facilitator, in particular, needs a theatrical presence. S/he is, after all, a time traveller!

Enrolling participants

The potential power of this game makes it essential to help participants get into and get out of their roles. There are different ways of doing this. One simple way is to create badges for the participants to put on at the beginning and take off at the end. When putting the badges on, emphasise that they are now players in the game - "Welcome, Voyagers". When the first badge has been handed out Voyage has begun.

Ending Voyage

After the third visit by the Present group to the Past, the Past group decides on its final action. The Future Facilitator reports this decision to the Present Facilitator. The Present Facilitator increases or decreases the number of rocks available to the Present. The Future Facilitator then brings all members of the Past into the Present space to see the results of the Past's behaviour. Past and Present groups show one another their rituals. Finally, the Future Facilitator rings the bell three times to mark the end of Voyage.

Helping participants to get out of their roles

Ask the participants to remove their badges and hold them in their hand for a minute. Ask them to feel all the emotions from the game flow into the badge. Then get them to throw their badges into a box and step out of their role. Finish with a short group game that emphasises participation, equality and fun!

Debriefing after Voyage

The debrief is an important part of the activity and should be handled carefully and sensitively. The debrief process and questions should proceed according to the flow of the game, and from more concrete things to more abstract feelings and emotions. The issues that come up in the debrief should be linked to the theme of the game that was chosen in the beginning. This should lead to more discussions and can be dealt with later in various ways. The debrief can be used to focus on the specific area of interest of the Facilitators, whilst not denying any other issues that participants might bring up. Wherever possible, Voyage should be integrated in the context of the wider work of the group.

Making a change in one's behaviour is always difficult. Voyage demands a group behavioural change to take place under outside influence and pressure. There is no one solution as to the direction in which that change should happen.

The exercise is designed to increase the self-awareness of the participants and to help them understand their own behaviour and attitudes. Debriefing here can concentrate on various questions about the participants' behaviour during the game.

- *How did they form a group culture?*
- *What role or position did they take in the group?*
- *How did they react to the request that they change their behaviour?*
- *How did they react to stress?*
- *Did they change their behaviour or not? And why? What would they do differently?*
- *How was it to see "their own culture" in the Past or Present?*

Self-awareness enhances the intercultural learning experience, by providing enlightenment into one's self. Voyage as a self-awareness exercise can be very emotional, because of the stress factor and thus the debrief has to be handled appropriately.

The broader issues like intercultural learning, interdependence, our influence on the future, or environmental issues should be addressed at the end. Questions from the facilitators could look like this:

- *To what extent does Voyage reflect the issues of our seminar?*
- *What can this experience tell us about how cultures change over time?*
- *What are we doing now to influence future generations' access to natural resources?*
- *How would you improve this simulation game?*

The focus will depend on which of the topics is the main goal of the Facilitators, and the common interest of the participants. The exercise should thus also be linked to the participants' prior experiences, and to the whole theme of the course they are attending. The main objective of the exercise is to provoke the participants to think, analyse and discuss the issues involved based on their experience. Thus there should be enough space and time provided for this to take place.

FACILITATOR TASK CARD: THE PAST

The Background of the Past

The Past has slow soft music playing in the background.

There is an unlimited amount of paper to represent rocks to cross the water.

There is a limited amount of time to cross the water.

The tasks of the Past Facilitator

Introduction

1. Explain that your role is to facilitate this group's work.
2. Explain the group's objectives.
3. Enrol the participants. Hand out badges.
4. Give the group their cultural characteristics, and ask them to create a ritual reflecting these characteristics:

Number 2:

- The number 2 is traditionally very important for reasons no one knows.
- The people are tied into pairs at the ankle.

Nomadic Life:

- The group lives on 2 islands, subject to seasonal changes. These changes force the group to move between the islands. This movement occurs just before a regular violent flood.
- They celebrate the crossing.
- They fear the water, and dry themselves and one another after each crossing.

Running the game

1. Act as timer: The first time the group crosses the water, you should time their crossing. Then make sure the group uses this timing as the limit for further crossings. Timing should not be rigid, rather used as a tool for the facilitator to ensure that the right conditions for the activity are created. It is up to you to use your judgement. If you feel the group is not stressed enough when they use fewer rocks, you should ensure that a couple of them get caught by the water, and therefore blindfolded (regardless of the time). The group may become well organised and have appointed its own timekeeper. In this case, you will have to justify shortening the time due to more rapid seasonal change, eg., the water levels getting ever higher.
2. Announce the flood: After the ritual has been developed, you should announce to the group that the seasons are changing, the flood is coming and that they must change islands. You should supply the group with plenty of rocks and observe closely.
3. Act as the flood: when the flood comes, you remove the pieces of paper from the floor. You need to make it clear that the rocks are getting washed away, but that plenty are left. You may want to put the pieces of paper that you have back into circulation for the participants to use again. However, you must ensure that the participants do not think that these are the same "rocks" returning, but part of the over all plentiful supply.
4. Observe participants' compliance with the rules: You should watch for anyone touching the water when crossing between the islands and for anyone left behind on an island when the flood comes. You blindfold anyone who touches the water or who is left behind on an island. If a blindfolded person crosses the water successfully, you remove their blindfold. Those who can still see are allowed to help those with blindfolds.

Objectives of the Past group

1. The group must be tied in pairs at the ankle.
2. The group should create and perform a ritual, which includes these characteristics,
 - The ritual celebrates crossing the water.
 - Everyone must be involved in the ritual.
 - The ritual should be practised at the beginning of the game and may be developed after each crossing.

3. The group should use the rocks around them (symbolised by pieces of paper) to cross the sea.
4. The group should cross from one island to the other as quickly as possible.

Rules of the Past Group

1. Before the flood comes, the group must have crossed to the other island.
2. Anybody left behind on the old island or on the rocks, when the flood comes, or who touches the water will be blindfolded.
3. If a blindfolded person crosses the water successfully, the blindfold is removed.
4. The stones are always swept away by the flood, but their supply is seemingly endless.

YOUR NOTES

FACILITATOR TASK CARD: THE PRESENT

The Background of the Present

The Present has techno-beat music playing quite loudly in the background.

There is a limited amount of paper (5 pieces) to represent the rocks used to cross the water.

There is a limited amount of time to cross the water.

The tasks of the Present Facilitator

Introduction

1. Explain that your role is to facilitate this group's work.
2. Explain the group's objectives.
3. Enrol the participants. Hand out badges.
4. Give the group their cultural characteristics, and ask them to create a ritual reflecting these characteristics:
Nomadic Life:
 - The group lives on 2 islands, subject to seasonal changes. These changes force the group to move singly between the islands. This movement occurs just before a regular violent flood.
 - They celebrate the crossing.
 - They fear the water and dry themselves and one another after each crossing.
 - The group's survival is dependant on the rocks, which are scarce and therefore valued.
 - Time is also valued.

Running the game

1. Act as timer: The first time the group crosses the water, you should time their crossing. Then make sure the group uses this timing as the limit for further crossings. Given that the original timing is based on the participants crossing individually, the original time should be sufficient for the group to cross between the islands in pairs. If you feel the group is not stressed enough when they cross in pairs, you should ensure that a couple of them get caught by the water and are therefore blindfolded. Timing should not be rigid, rather used as a tool for the Facilitator to ensure that the right conditions for the activity are created.
2. Announce the flood: After the ritual has been developed, you should announce to the group that the seasons are changing, the flood is coming and that they must change islands. You should supply the group with 5 stones and observe closely.
3. Act as the flood: When the flood comes, you remove the pieces of paper from the floor that were acting as rocks. You need to make it clear that the rocks are getting washed away, and that the ones you supply them for the next crossings are new. You tell the group that the number of rocks available before the next flood is unknown as this depends on ecological developments.
4. Observe participants' compliance with the rules: You should watch for anyone touching the water when crossing between the islands and for anyone left behind on an island when the flood comes. You blindfold anyone who touches the water or who is left behind on an island. If a blindfolded person crosses the water successfully, you remove their blindfold. Those who can still see are allowed to help those with blindfolds.

Objectives of the Present group

1. To create and perform a ritual, which includes their characteristics.
 - The ritual celebrates crossing the water.
 - Everyone must be involved in the ritual.
 - The ritual should be practised at the beginning of the game and may be developed after each crossing.
2. To cross from one island to the other as quickly as possible.
3. To use the rocks around them (symbolised by pieces of paper) to cross the sea.
4. To deliver the message from the Future to the Past, and try to persuade the Past group to change its behaviour.
5. To choose Messengers for this duty.

Rules of the Present Group

1. Before the flood comes, the group must have crossed to the other island.
2. Anybody left behind on the old island or on the rocks, when the flood comes, or who touches the water, will be blindfolded.
3. If a blindfolded person crosses the water successfully, the blindfold is removed.
4. The stones are always swept away by the flood, but some new ones will be provided for the next crossing.

YOUR NOTES

FACILITATOR TASK CARD - FUTURE

You need a theatrical presence, as a time traveller from the future. You could even dress up!

The Message of the Future

Remember when you are reciting the Message of the Future that the society of blind and seeing people connected in pairs existed even before the time of the Past group.

Read the following text to the group in the Present. [If you have an overhead projector, you could also project the text onto a wall which will help get the message over.] You can adapt this to your own style, but ensure the relevant information is included:

I come from your future. I bring sad news. We are going blind and our people - your children - are dying. We can no longer cross the sea. However, our wise elders have seen where the problem comes from. And you will need to change.

Many centuries ago, half our people were blind. Out of solidarity, they used to be connected to a person who could see. Very slowly, this led to the blind people regaining their sight, and both members of the couple could see. People forgot the reason why they had come together, and went on living in pairs.

Now, in your generation, you have separated. You have done this so that you can cross the water as quickly as possible with your limited resources. However my generation is going blind quickly. You have to get back together in pairs connected at the ankle to help us.

My generation thinks it is unlikely that you will do this and cross the water in pairs before the flood washes away the rocks... There is only one way to get more rocks. That is by changing the wasteful behaviour of our ancestors. I cannot do this. You must travel into the past and talk to them.

I can help you to travel back through time to meet them.

So, please choose your representatives to travel into the past and tell them of our troubles

Notes

Participants can ask you questions: they may ask you to explain details or repeat things.

The maximum number of people who can travel back in time is three.

Rocks cannot be transported in your time machine.

You cannot force representatives from the Present to visit the Past, only encourage them to do so.

The tasks of the Future Facilitator

1. To go between the Past and Present, keeping the other Facilitators informed of events.
2. To go to the Present and read the story above (or your adapted version). Let them come to their own decision, e.g. to try to cross the river in pairs - or not. If, however, they decide not to join together, then you should emphasise the problems they are having in the Future with their blindness, and the suffering this is causing to their future generations. The joining up should be seen as a key part of their task and responsibility to future generations.
3. To travel to the Past, and introduce yourself. You come from a time centuries in the future. You are experimenting with a Time Machine, and hope to bring other visitors to the Past from the future. Don't allow yourself to get into conversation - you don't have time!
4. To return to the Present. You say you have visited the "wasteful" Past, and have established contact. It is now possible to take "one, two or three" Messengers back to the Past and tell the Past of the need for change.
5. To take the Messengers from the Present back to the Past at a suitable moment - not in the middle of their crossing from one island to another.
6. To introduce the Messengers from the Present to the Past - e.g. "I have brought these people from your future - they have an important message for you - you only have a short time to communicate together before they must return..." etc.

7. To keep time limited for the communication - give the Messengers a good chance to talk. When they have got a key message across, or failed, take them back to the Present - e.g., say "the time machine is running out of energy".
8. To lead the Messengers back to their own group in the Present.
9. To observe any effect the Messengers' visit has had on the Past.
10. If the Past changes its use of "rocks", then you decide what effect that will have on the Present. If the Past becomes less wasteful, the Present gets more rocks. If the Past becomes more wasteful, the Present gets less rocks. You should explain the reason for these changes clearly to the Present group.
11. Whenever a change is made in the Present because of behaviour in the Past, this should be signalled by one ring of the bell when adding or removing rocks.
12. To lead second and third groups of Messengers from the Present to the Past. Visits to the Past are limited to 3.
13. To signal the end of the game with 3 rings of the bell.
14. To take the Past to visit the Present at the end of the game to show the Past the consequences of its actions and to allow both groups to show one another their rituals.
15. To help participants get out of their roles.

YOUR NOTES

VOYAGE FEEDBACK FORM

We hope you have had an interesting time with Voyage. As this is the first time that this simulation game has been published we would welcome your feedback and your suggestions for future Coyote supplements. Thank you for completing this questionnaire, your comments will be read with great attention.

Where did you get your copy of Voyage?

What attracted your attention to it?

How easy was it to understand the description of Voyage?

In what context or situation did you use Voyage?

With which age group(s) did you use it?

What general recommendations do you have for improving Voyage?

What suggestions do you have for future Coyote supplements?

Further comments and suggestions:

Name:

Your address:

**Please return this questionnaire to:
The Editor, Coyote, European Youth Centre, 30 rue Pierre de Coubertin, F-67000 Strasbourg**



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TRAINING-YOUTH

Coyote Supplements

Coyote supplements present new educational methods, especially for international or multicultural training situations, that were created for or during European training events and then further developed, written down and edited for a larger public.

Voyage

Voyage is a simulation exercise based on a new inter-generational approach to intercultural learning. The exercise is designed to be flexible and can be used to explore a variety of issues, such as intercultural learning, group dynamics, decision-making processes, interdependence, environmental awareness, and the perception of disability. Voyage was created and first tried out in a training course on intercultural learning at the European Youth Centre in Strasbourg in 1998. Voyage is also published on the web at <http://www.coe.fr/youth>.

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