



THE FISH GAME FACILITATOR'S GUIDE

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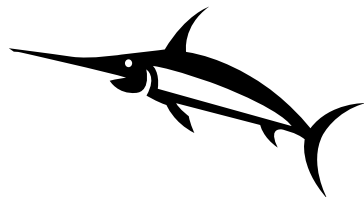
The significant
problems we face
cannot be solved
with the same
level of thinking
we used when we
created them.

— Albert Einstein

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MATERIALS AND ROOM SET UP:

- Tables and chairs, 5-7 people at each table is ideal. 9 Max.
- Materials: One packet of fish per table. There is one double sided page of fish in the handouts section. Photocopy one page of double sided fish for each table of 5 or more participants. You must cut them up and place them in individual envelopes (60 in each envelope) ahead of time. There is also a page of 'Creativity Cards' you should have cut up and ready for use if necessary (see page 4 for details).
- Handout 1: Game Guide. Photocopy of the Game Guide provided. One for each participant.
- Handout 2: Print out of the PowerPoint slides (we print them double sided, three to a page for participant note taking).
- Handout 3: Behaviors and Strategies organized by Enduring Understandings.
- Handout 4: Big Ideas from the Fish Game. We recommend reviewing these before facilitating the game.
- Handout 5 (Optional): Fish Consumption cards can be ordered at: www.blueocean.org (for distribution at the end of the game and debrief)

TIME ALLOWANCE: Approx. ½ hour set up; ½ hour to do introductions (where applicable); and, in order to achieve all of the intended learning outcomes, allow for 2 ½ hours to play and de-brief the game. Modify as needed.

FACILITATOR'S INTRODUCTION:

- Who are you and what brought you here to do this work?

There is no such thing as an expert (no matter how much training any of us gets). Because we don't know what we don't know and we are teaching about something we don't know how to do (live well within the means of nature). So we need everyone's participation and we need to learn together to construct new knowledge and understanding and to create new ways of thinking and being while preserving what works.



PPT SLIDE: WORKSHOP OUTCOMES

The Fish Game is designed for participants to:

- Develop a shared understanding and vocabulary of Sustainability and Education for Sustainability (EfS)
- Generate a personal rationale for educating for sustainability
- Become inspired and hopeful about contributing to the shift toward a sustainable future through education

ASK FOR PERMISSION (OPTIONAL):

You can let the audience know that you need their permission because paradigms are likely to shift (new learning will take place) throughout the day. When people are asked to leave their comfort zone and open their minds in this way, they usually become cranky or tired or uneasy. Asking for permission helps to make participants “comfortable with their discomfort” until the new learning has broken through and they have experienced, and settled in comfortably with the new insights.

PPT SLIDE: WHAT IS A SIMULATION?

ASK: What is a simulation? What instructional value do they have? What can they teach us?

(Note: Answers may include the following):

- Designed to change variables and predict outcomes
- Makes connections to real world
- Experiential, concrete, helps you remember
- Fun
- Deconstruct a complex situation
- Role plays develop perspective consciousness
- Low-risk (except for the perceived risk we take when we leave our comfort zones as we accommodate new knowledge and insights)