"Does your project…?" is a storytelling game (bit.ly/ValuesInResearch) that has been adapted from _Kampala Yénkya_ to explore the question "How do we practice values-based research?". It is inspired in part by _Jacques Ellul's 76 Reasonable Questions to Ask About Any Technology_.

THE GAME REQUIRES:
- 3–6 players
- About 15–20 small objects. We call these "story stones."
- A regular deck of cards
- A timer ⌛ (optional)

To get started, someone should be the **Facilitator.** It is the Facilitator's job to keep track of whose turn it is, and timings ⌛, make sure the rules are followed, and oversee Act I and the Final Scene.

- Divide the card deck into its four suits. Shuffle each pile separately.
- Place all four playing card piles face-down.
- Make a note of which is which: **hearts ♥, diamonds ♦, clubs ♣, spades ♠**
- Place all the story stones in a heap. Every player starts with zero story stones.
- Now go to the **PROLOGUE.**

PROLOGUE

THE FACILITATOR ASKS EVERYONE TO IMAGINE A PROJECT THEY ARE IN CHARGE OF

ACT I: PLANT the SEEDS

THE FACILITATOR BEGINS ACT 1 BY:

- Going around in a circle and asking questions from the **hearts ♥ table**.
- If someone cannot think how to respond, they can ask others for ideas.
- When all the heart cards are gone, or earlier if the facilitator decides to, progress to **Act 2.**

ACT 2:
The SEEDS START to SPROUT

THE FACILITATOR BEGINS ACT 2 BY READING THIS OUT LOUD:

- Congratulations, we have the seeds of our study. For the rest of the game, there are three kinds of playing cards.
- If you choose **clubs ♣**, you add problems, pressures, and bad luck.
- If you choose **diamonds ♦,** you ask another player a question.
  If they get it right, they get a story stone.
- If you choose **spades ♠,** you add tools, resources, and good luck.
  BUT: *If you want to draw from this deck, you **must** use a story stone.*

  Keep the cards you draw: they are worth points at the end.

QUICK PREFERENCE

In **Act 2,** on your turn, you can choose from three different piles:

♣	Bad things happen	**Choose a ♣ clubs card.** Look it up and respond to its prompt. This is your *chance* to get a **story stone**.
♦	Knowledge increases	Or: **Choose a ♦ diamond card.** Look up the question and ask another player. *If they are right*, they get a **story stone.**
♠	Good things happen	Or: **Use a story stone** *(return it to the pile)* **to take a ♠ spades card.** Respond to the prompt to tell the story.

The FINAL SCENE

There are four ways to end the game.

1. You don't have the time to play all the cards. That's fine, you can stop early and still have a **Winner**!
2. When all the cards are used up, then it is time for the **Final Scene.**
3. Some **spades ♠** cards give the players the option to trigger the **Final Scene**. When someone draws such a card, players should discuss whether to have the Final Scene now, or continue.
4. If the game **cannot move forward** (for example, there are no more chances of getting a story stone, but some **spades ♠** cards are left unplayed), then it is time for the **Final Scene**.

OPTIONAL: WHEN IT IS TIME FOR THE FINAL SCENE PLAY

▶ **Phoebe Bridgers - I Know the End (Official Video)**
Because few things are as uncertain or as multivalent as endings.

WHO is the CHAMPION?

At the end of the game, players discard all ♥ cards, and count the number of ♣, ♦, and ♠ playing cards in their hands. Then, those players who have more cards than others close their eyes, shuffle their hand, and discard one card at random until all players have an equal number of cards.

Then add up the scores. Whoever has the highest is crowned **Winner**:

- Story stones and ♥ cards are worth 0 points.
- Each ♣ is worth 2 points.
- Each ♦ is worth 3 points.
- Each ♠ is worth 5 points.
- If there is a tie, the player with the highest ♣ card is the Winner. If the tied players don't have any ♣ cards, then the player with the highest ♦ card wins. If there is still a tie, then the person with the highest ♠ wins.

♥ HEARTS ♥

⏳ About 1 minute per card

Ace ♥	**Every player** briefly describes their imagined project. **SUGGESTIONS:** Assessing carbon offsets, preserving cultural heritage in the face of climate change, urban pollution, improving sanitation, food security, water-related, etc.
2 ♥	**Every player** now considers the location and scale of your research project. It can be anywhere! **SUGGESTIONS:** A neighbourhood in London, a forest in Romania, an island in the Pacific.
3 ♥	Which institutions does this research involve? Who is funding it?
4 ♥	Whom does your research project impact? Who are your key stakeholders?
5 ♥	What motivated you to pursue this project?
6 ♥	**Things are not perfect.** Think of some reservations you might have about pursuing this research project.
7 ♥	What data will you be collecting?
8 ♥	Will you publish your findings in an open-source journal?
9 ♥	Is your research involving training? Who is benefiting?
10 ♥	How long is your research project?
Jack ♥	How will you communicate the results to a wider audience?
Queen ♥	**It was not easy to get here.** What obstacles did you face to get this project off the ground?
King ♥	What impact do you hope your research will achieve?

♠ SPADES ♠

USE ONE STORY STONE

⌛ About 2 minutes per card

Ace ♠	**You have a brilliant and progressive student in one of your classes.** They ask how can research challenge dominant narratives. **All players** give an example based on their research project.
2 ♠	**You've received an invitation to be a keynote speaker!** What is the conference? The conference is in Oslo and charges a large fee for people to attend. Do you go?
3 ♠	**One of your papers received a 100th citation.** Your department mentions your outstanding achievement. Your colleague from Tanzania asked you to be a coauthor on their paper. You don't have that much to contribute but you both know that their paper is more likely to be noted if your name is on it, do you accept?
4 ♠	Choose another player. You decide to work together to involve participants from the same marginalised communities that your research affects. What one outreach strategy will you use?
5 ♠	You and another player join an **activist group.** Choose another player, and decide together what your group is doing. What positive changes do you bring to your research institution?
6 ♠	**Detective and sidekick!** Choose a location and another player. Why do you team up to investigate a problem? How does this interdisciplinary collaboration help you reflect on your own biases and assumptions?
7 ♠	**Nobody is completely evil.** Reviewer No 2 rejected your recent paper because it questioned its motivation and framing, what one criticism do you think was valid?
8 ♠	**An amazing find!** You made a real once-in-a-lifetime discovery! What are the implications for the world? As a group, choose either the **Final Scene** or to keep playing.
9 ♠	**Your former supervisor, now retired, is in a jolly mood**. He speaks freely of his past academic exploits, and how things have changed. You feel that some things have not changed enough. Which?
10 ♠	**Transformation!** The community comes together and finds a novel application for your research. What is it, and how does it serve the community's needs? As a group, choose either the **Final Scene** or to keep playing.
Jack ♠	**A sign.** Someone wrote on a bathroom door 'Decolonisation is not a metaphor'. It gives you one idea to improve your project. What is it?
Queen ♠	**"Patience cooks a stone."** After years of debate, the staff at your research institution have agreed on a big plan to completely transform, abolish or replace—what? How does it change things? As a group, choose either the **Final Scene** or to keep playing.
King ♠	**Wealth.** Your research has the potential to generate capital. Is it in a monetary form? How will this wealth be used or shared?

♣ FLOWERS ♣

⏳ 2 minutes per card

Ace ♣	Your project is struck by a **major natural disaster.** What is it? An earthquake, a flood, a wildfire, a landslide, a volcano eruption, heavy hailstorms, locust swarms, or something else? Decide what the disaster is, and reflect on how it affects the project's stakeholders.
2 ♣	You think you discovered a **strange new phenomenon.** Is this natural, economic, social, cultural or something else entirely?
3 ♣	A **new technology** you have used has a **dangerous side effect**. What is the side effect? After you have told this part of the story, collect a **story stone**.
4 ♣	Many years ago, **colonialism** affected the area you study. What are the repercussions for your project?
5 ♣	After all the effort you've put in, someone accuses your project of **"decolonisationwashing".** What do they mean? How do you respond?
6 ♣	You suspect your project might be contributing to **greenwashing**. An activity that appears environmentally sustainable is secretly damaging. What is it? After you have told this part of the story, collect a **story stone.**
7 ♣	**Gender** is one of the funding evaluation criteria but your collaborators in [X] are almost all male. Do you switch collaborators or do something else? After you have told this part of the story, collect a **story stone.**
8 ♣	**Travel problems.** Your collaborators would really benefit from more in-person meetings but your department is concerned about its carbon budget. What do you do?
9 ♣	**Zibbs.** Something has a negative consequence that endangers your character's reputation. What is it?
10 ♣	Today started out well, until—what?—**big problems!** **CHOOSE ONE:** Riots, war, escaped science experiments, toxic spillage, heatwave, pandemic, kidnapping, land eviction, cyber attack, economic crash.
Jack ♣	Someone is up to some **villainy.** Choose someone or a group that wishes your project would fail. After you have told this part of the story, collect a **story stone.**
Queen ♣	**A democratic process is under threat.** What is it—an election, a referendum, a citizens' assembly, a stakeholder engagement forum, a workers' council? What danger looms? Will you lose your funding? Will you be cut off from your collaborators?
King ♣	**Troubled pasts.** You realise your project is a continued form of **exploitation** or is indirectly or directly benefiting from exploitations in the past**.** Describe what happened, and how the effects are still being felt. After you have told this part of the story, collect a **story stone.**

♦ DIAMONDS QUESTIONS ♦

If the group is convinced by their affirmative answer, they get a story stone.

⏳ 3 minutes per card

Ace ♦	Does your research practice 'citational justice'?
2 ♦	Does your research embody intersectionality, reflecting on biases and assumptions and positionality (e.g. class or race) of its researchers? Does it encourage participation?
3 ♦	Does your project build on, or contribute to, the renewal of traditional forms of knowledge?
4 ♦	Does your project benefit the least advantaged in society?
5 ♦	Do the researchers you supervise assume personal, or communal responsibility for its effects?
6 ♦	Does it enhance human creativity?
7 ♦	Does it democratise the power of institutionalised knowledge?
8 ♦	Does it preserve or enhance cultural diversity?
9 ♦	Does it strengthen and renew the bond between humans and nature?
10 ♦	Does it make the world more beautiful?
Jack ♦	Does it benefit the people who are affected by the research project?
Queen ♦	Does it help decolonise science?
King ♦	Does it contribute to climate justice?