

# PAMOJA

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**A Learning Activity for the Information Age**

## Facilitator's Guide

by

Gail Wadsworth

and

Wendy D. White

The World Library Partnership, Inc.  
Bahama, North Carolina



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Telephone: 919.479.0163

E-mail: [wlp@rtpnet.org](mailto:wlp@rtpnet.org)

<http://RTPnet.org/wlp>

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Summary: *Pamoja* is a hands-on activity that brings to life the importance of libraries around the world. Participants work together in teams to create countries with their own culture and information resources and negotiate with other countries in a fast-paced effort to improve their resources. Depending on their interests, participants use *Pamoja* to explore many issues and skills such as team building, policy development, negotiation, cultural sensitivity, and the value of information.

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A special thanks goes to Peter Markham who never doubted that we would achieve our goal, and whose confidence and good humor inspired our own.

Finally, we wish to recognize Laura Wendell and The World Library Partnership. She had vision to first play, then facilitate, then help publish Pamoja.



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Pamoja:  
A Learning Activity for the Information Age  
Facilitator's Guide

## Preface

Different cultures value and share knowledge in different ways. Both culture and policy influence access to information. Information resources are not equitably distributed around the world, or even within countries.

Do these sound like important concepts to discuss? The authors agree. We created Pamoja to give librarians, teachers, students, cross-cultural trainers, business people, development workers, and others with an interest in international activities a vehicle for teaching and learning about information resources and cross-cultural relations. In our work and travels, we have observed many cultural differences in the way information is collected, stored, organized, and disseminated. Cross-cultural communication problems can stem from these differences, and Pamoja serves as a tool to help people find common ground with others whose background and experience may differ from their own.

Pamoja is an interactive, people-oriented activity during which participants consider the development of information resources, information sharing, and information gathering in an intercultural context. Following only a few basic guidelines, participants create situations and circumstances that are similar to those they are likely to face in day-to-day life and in cross-cultural situations. Pamoja is played without the use of computers or other high-tech audiovisual devices. Using information and knowledge as a backdrop, it emphasizes team building, cooperation, negotiation, communication, and creativity.

We created Pamoja because we felt there was a need to demonstrate - in a fun and engaging way - the principles of the free flow of information and the need for every culture to develop, preserve, and share its information resources. In Pamoja, participants form teams representing countries and make decisions about their country's culture. They develop and follow a plan for building information resources in their country, while interacting with and learning about the other countries. Pamoja encourages participants to cooperate to build information centers, to seek information in those centers, to develop their negotiating skills, to be team players, and to think about issues of intercultural

understanding. Pamoja is the Swahili word for “together”; it expresses both our philosophy and the unique nature of the activity.

We are aware that information is increasingly global. Answers to our problems depend more and more on international cooperation. Pamoja is an enjoyable way to demonstrate this and to stimulate discussion on the many issues related to cross-cultural interaction. You can use Pamoja as a nonformal, experiential tool to demonstrate these concepts in an interactive way.

In the guide that follows you will first find a brief overview of Pamoja and then a set of detailed, step-by-step instructions. Experience in facilitating training activities such as Pamoja is not necessary -- so relax and enjoy. We believe that you will find Pamoja challenging, interesting, and educational.

Gail Wadsworth  
Wendy D. White

# Introduction

Pamoja stimulates discussion on issues related to global information access and cross-cultural interactions. It encourages participants to be creative, to practice team building, to improve negotiating skills, and to examine the importance of cooperation. As a result of playing Pamoja, participants will gain an awareness of cross-cultural variables that affect the development of information resources. The *Pamoja Facilitator's Guide* gives you instructions on how to prepare the necessary materials, how to brief participants, how to play Pamoja, and how to lead the debriefing. This section provides an overview of Pamoja and gives you some ideas about when and where to play Pamoja and who might participate.

## What Happens in Pamoja?

Pamoja is an experiential learning activity that uses play money (**Mojas**), teams representing countries, and Search and Chance cards. After a general briefing, the participants divide into country teams and create their countries by drawing them on flip chart paper. Alternatives for most supplies, including flip chart paper, are suggested in Chart B on pp. 51-52. Each country has four regions, as detailed in the briefing materials, and the teams draw these regions in their countries. Team members then decide upon one cultural characteristic of their country, which they are encouraged to act out during team interaction and that will be revealed by clues, called InfoFacts, which they also create. Each team develops a plan for building Information Centers, in which InfoFacts are symbolically located. One purpose of creating the countries and writing the InfoFacts is to build team spirit and to activate the imagination. The InfoFacts also become the information being sought by the other players when they conduct their searches. Players choose the roles they will play.

## The Five Roles in Pamoja

The **Ambassador** goes on information searches to other countries and collects InfoFacts by negotiating with **Country Representatives**. The Country Representative stays in the country, acquires and finds sites for Information Centers, and negotiates with Ambassadors coming from other countries. The **Gatekeeper** controls the country's border and determines criteria (if any) for entry, assists the Country Representative, and reports for the team. The **Donor** leaves the team to join the other Donors, establishes criteria for funding projects, and decides upon requests for funding for information resources. The **Storekeeper/Banker** sells Information Centers, validates information searches, and pays Ambassadors for successful searches.

Team interaction revolves around the Ambassadors' drawing Search cards and moving to other countries to obtain InfoFacts. The Search cards, which are provided in this guide, tell the Ambassador where to go to look for information. In Pamoja, the Information Centers in each country are represented generically as public libraries, universities, museums, and community centers -- common places where people go to seek answers to their questions.

Thus, for example, a Search card may say:

Get an InfoFact from  
a Public Library  
in the Lake District  
of Country Green

The Ambassador draws a card, goes to the country specified, and looks for the Information Center in the designated region. If the center is there, then the Ambassador receives an InfoFact from that country and a monetary bonus from the Banker. If the center is *not* there, then the Ambassador and Country Representative can work together to build it. They may share costs, approach the Donors for funds, or work out some other way to cover the cost of the Information Center. Once the center is in place, the Ambassador receives an InfoFact and the monetary reward.

Mixed with the Search cards are Chance cards that represent things -- good and bad -- that happen in real life when dealing with other countries or with information issues. The Ambassador must follow the instructions on the Chance cards carefully and completely before drawing another Search card.

Thus, during Play, the country teams focus on two main activities:

- 1) acquiring information to help them understand the cultures of the other countries, and
- 2) developing information resources

### **Role of the Facilitators**

The facilitators provide the broad context in which Pamoja takes place, but it is up to the participants to create the specific environment in which they will interact with the other teams. This Guide provides a scenario related to information in a cross-cultural context, one that emphasizes the free flow of and equitable access to information. During the orientation, the facilitators describe the structure of Pamoja, explain the rules for interaction, define the roles, and

answer any questions. As the teams create their countries, think up InfoFacts, decide on their building plans, and select roles, the facilitators visit each team and allow team members to roll a die to determine their initial allocation of Mojas and Information Centers. Facilitators also distribute Search and Chance cards to teams, and special supplies to Donors and the Storekeeper/Banker.

During team interaction, facilitators observe participants to develop discussion points for the debriefing in which facilitators guide the participants in processing their experiences. In the debriefing, participants usually start out discussing roles and explaining their cultural characteristics. Then, because Pamoja plays differently every time -- depending on the participants, the setting, the goals of the group, and other variables -- the discussion may go in any of a number of different directions.

Here are several of the most fruitful debriefing topics (see Appendix C, p. 64, for specific questions that might spur discussion of each of these topics):

- Cross-cultural relations
- Cooperation and competition
- Negotiation
- Role categorization and stereotyping
- Teamwork
- Equitable access to information
- Success
- Sustainable library development
- Planning and decision-making
- Diversity

### **Potential Player**

Anyone with an interest in raising awareness of international information-sharing issues or cross-cultural understanding will enjoy Pamoja. Special knowledge and skills are not required, and the emphasis is on cooperation, team building, and intercultural interaction -- not on winning and losing.

Pamoja can be used with the following groups:

- Public, university, school, and special librarians
- High school and college students
- Peace Corps volunteers and other international assistance workers
- Library school students
- Cross-cultural trainers and trainees
- Participants in community programs

- Missionaries
- Foreign student advisors
- International consultants
- Student groups involved in intercultural or global awareness programs
- Representatives of donor organizations
- Those involved with assisting or establishing libraries or resource centers in other countries
- Exchange students and host families
- Communities facing change
- Researchers

### **Basic Requirements**

Pamoja can be used in settings as diverse as professional conferences, training workshops, classrooms, or villages. It requires 12 - 36 participants and three hours for the entire session. You will need a room large enough to allow these participants to form teams and interact with each another. Other necessary items are detailed in this Guide. Pamoja can be used more than once, even with the same participants, because it plays differently every time.

The *Pamoja Facilitator's Guide* is very detailed and is designed to help people who have little or no experience in facilitating simulations and other learning activities. In this Guide you will find step-by-step instructions on how to prepare for and facilitate Pamoja. There are reproducible masters for the handouts. The Search and Chance cards, Mojas, and one die accompany the Guide.

We are confident that Pamoja achieves its goals of being both an entertaining and educational activity. It helps to identify barriers to global information sharing and encourages the search for ways of overcoming them. Ultimately, it demonstrates to the participants just how dependent the peoples of the world are on each other.

# *Pamoja Facilitator's Guide*

## **Step-by-Step Instructions**

### Advance Preparation

#### **Off-site Preparation (1 - 2 hours)**

1. Read through the Guide.

- Materials and activities mentioned in this section are clarified in later instructions; it might be useful to read straight through the entire Guide once and then return to specific sections.
- Pay special attention to the Orientation and Debriefing sections.
- Familiarize yourself with the handouts and the general rules of play.
- You might find it useful to highlight particular parts of the Guide and/or to prepare your own brief outline or notes for use during facilitation.

2. Communicate with the organizers of the session you are going to facilitate, or make the following decisions and arrangements yourself.

- Identify the focus of the group. Find out if this group has a particular goal, for example team building or cross-cultural relations training. Adapt Pamoja accordingly by:

- Selecting a Scenario (Appendix E, p. 93)

**TIP:** Scenarios are optional. In order to provide a specific context for the play of Pamoja, you may want to use a Scenario. For suggested Scenarios, see Appendix E, p. 93.

Scenarios focus on various topics and related information. Choose Handout A2a (health), A2b (peace), A2c (agriculture), or A2d (commerce).

Alternatively, adapt one of the Scenarios provided, or create your own Scenario.

- Selecting Debriefing topics (Appendix C, p. 64)

Familiarize yourself with all the Debriefing topics, but focus on two or three that will meet the probable needs of the group, keeping in mind that actual participant interaction might require you to use topics other than those selected prior to running the activity.

Choose questions to ask.

Alternatively, decide on a debriefing topic (or topics) not included in this Guide and prepare appropriate discussion questions.

- Determine the date, time, location, and materials necessary for the event.

3 hours is the usual total time, but you can play Pamoja in less.

**TIP:** Pamoja is usually a one-session activity, with one brief break, but you can divide it into 2 sessions if necessary. Orientation and Team Preparation will be in the first session and Play and Debriefing in the second session. Eliminate the scheduled break.

Check that appropriate space has been reserved for the scheduled time. You need:

- a room or space large enough for several teams of 4 to 6 people to be somewhat separated from each other
- chairs for all participants
- tables, wall space or flip chart stands for each team
- a table or extra chair for the Store/Bank
- a flip chart stand, wall space or a chalkboard for the facilitator

- Get the estimated number of participants.

This is often difficult to determine ahead of time, but an estimated number is useful, as the number of participants determines the supplies you must obtain and the materials you must prepare.

Emphasize to the organizers that Pamoja requires a minimum of 12 participants. (The maximum number is 36.)

Always prepare for at least a few additional participants, but realize that there may be fewer than the estimated number when the time arrives.

- Determine the probable number of teams required.

Using the number of participants expected, determine how many and which teams to form according to Chart A in Appendix A, p. 50.

Because it is often difficult to determine the exact number of participants ahead of time, prepare materials for one additional team. For example, if the estimated number of participants is 16, you need

## Step-by-Step Instructions

materials for teams Blue, Red, Green, and Yellow. Prepare also for Purple.

The maximum number of participants is 36. For groups larger than 36, consider running parallel, separate activities. Divide the total number of participants so there will be at least three teams in each location. Prepare all necessary materials for the separate groups. You need at least two facilitators. Debriefing could be separate or combined.

### 3. Obtain the following supplies.

If all supplies listed are not available, you may use substitutions. See Chart B in Appendix A, p. 51 for suggested substitutions.

- Felt-tipped markers (preferably non-bleed through) - 1 per team, 1 for the facilitator, plus 1 extra
- File cards (blank, 3" x 5" cards or papers) - 15 per team, 10 for the Storekeeper/Banker, plus some extras
- Flip Chart paper - 1 sheet per team, plus 10 additional sheets
- Glue stick (or transparent tape) - 1 per team, plus 1 additional
- Masking tape - small amount for each team, plus a small amount for the facilitator
- Name tags - 1 per participant, 1 for each facilitator, plus several extras
- Paper clips - 1 per team, plus several extras
- Pens or pencils - 1 per team, plus 3 additional
- Small paper bag - 1 for each facilitator
- Optional supplies:

- Date stamp (or similar stamp) and ink pad - 1
- Stickers (If you choose to use them instead of the Symbols provided in Appendix D) - 40 each of four different stickers, with each representing one type of Information Center
- Large envelopes (8 1/2" x 11") - 1 per team, plus 2 additional
- Boxes with dividers - 2; or several envelopes to hold facilitator and Storekeeper/Banker supplies

4. Photocopy necessary materials.

- Reproduce Handouts (Appendix E, p. 93)
  - Handout A1 - 1 copy per participant
  - Handout A2a, A2b, A2c, or A2d - 1 copy per participant, if you have chosen to use a Scenario
  - Handout A3 - 3 copies
  - Handout A4 - 1 copy
  - Team Handouts - 1 copy of each for the teams expected to participate. For example, if there will be 16 participants, teams Blue, Red, Green and Yellow will participate. (In case extra participants show up, you will also prepare for Purple.) Thus, you will need to make one copy each of Handouts B1-B6, R1-R6, GR1-GR6, Y1-Y5, and P1-P5.

**TIP:** Handouts are normally consumables; optionally you can laminate or print them on heavy paper or card stock and ask participants to return them after use, so you can reuse them in future facilitations.

## Step-by-Step Instructions

- Reproduce Symbols and cut to size. (Appendix D, p. 88)
  - Make 2 copies of each of the 4 Symbols sheets. (Symbols are consumables, but not all will be used during a single facilitation.)
  - You can photocopy Symbols on peel off labels; in this case, glue or tape will not be needed, and Symbols will not need to be cut. (Symbols are formatted for printing on Avery 5167 labels.)

**TIP:** Optionally, use 4 different stickers to represent the 4 types of Information Centers; obtain at least 40 of each sticker, as described above under optional supplies.

### 5. Organize materials into packets for easy distribution.

It is helpful to place packet materials in large envelopes labeled appropriately, e.g., "Blue" or "Donors".

- Team Packet A - 1 per team. Each packet will contain:
  - 6 blank name tags
  - 1 Team Handout 1 (e.g., the packet for Blue Team will have one copy of Handout B1. [Appendix E, p. 93])
  - 1 Handout A2a, A2b, A2c *or* A2d, depending on if you have selected a Scenario
  - 1 felt-tipped marker
  - 15 blank 3" x 5" cards or papers
  - 1 pen or pencil
  - Small amount of masking tape

## Step-by-Step Instructions

- 1 glue stick or roll of transparent tape
- Team Packet B - 1 per team (Paper clip together. Packet Bs do not need to be in envelopes.) Each packet will contain:
  - 1 Team Handout 2 (e.g., the packet for Blue Team will have one copy of Handout B2)
  - Team Role Handouts (e.g., the packet for Blue Team will have one copy each of Handouts B3-B6)
- Donor Representatives Packet - 1 packet, which will contain:
  - Handout A3 - 3 copies
  - 20,000 Mojas in any combination of denominations
- Storekeeper/Banker Packet - (It is helpful, but not necessary, to have a box with dividers or several small envelopes for these supplies.) 1 packet (or box), which will contain:
  - Handout A4 - 1 copy
  - A supply of each of the four different Symbols (or stickers) separated by type
  - A large supply of Mojas in both denominations
  - 1 Pen or pencil
  - Supply of blank 3" x 5" cards or papers
  - 1 Date stamp or other similar ink stamp with stamp pad (optional)

## Step-by-Step Instructions

### 6. Prepare Flip Charts. (Appendix B, p. 54)

- Use felt-tipped markers to print/draw each flip chart.

**TIP:** You may also use Flip Chart Masters to prepare overhead projector slides.

- Print the colors of the teams expected to participate at the top of individual flip charts, one color per sheet. These otherwise blank flip charts will be used by the teams to draw their countries.
- Prepare Flip Charts A - H according to the Flip Chart Masters.

Flip Chart A: copy schedule, adjusting as necessary. Determine the schedule you will use and the approximate times. Decide if a break will be included and, if so, when. If a break will be included, use Flip Chart A1. If there will be no break, use Flip Chart A2.

Flip Chart B: draw a sample country, label the 4 regions, and place one of each of the 4 Symbols (or stickers) on the country.

Flip Charts C-H: copy the wording from Flip Chart Masters onto separate sheets of flip chart paper.

### 7. Organize facilitator supplies and materials.

- It is useful, but not necessary, to place supplies in a box with dividers, or several envelopes.
- Facilitator supplies consist of:
  - This Guide, which you have highlighted for your use, and any additional facilitator notes you have prepared
  - Your name tag, plus a few extra blank name tags

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- Handout A1 - 1 copy per participant, plus a few extras
- 1 standard 6-sided die
- The Search and Chance cards, separated by team
- 1 small paper bag with twenty of each of the four different types of Symbols, or stickers, mixed together inside
- Supply of Moja money in both denominations
- A few blank file cards
- 1 or 2 felt-tipped markers
- 1 or 2 pens or pencils
- Masking tape - small amount
- 1 glue stick or roll of transparent tape
- 2 or 3 sheets of blank flip chart paper

Gather together the facilitator supplies, the prepared packets, and the prepared flip charts. All materials will fit easily in a standard shopping bag.

8. Relax. Remember that Pamoja is fun for the participants *and* the facilitators.

## **On-site Preparation (15 - 30 minutes)**

1. Arrive at least 30 minutes before the scheduled start time.
2. Meet with organizers and finalize logistics. Ask such questions as:
  - Have signs been placed to direct participants to the location?
  - May furniture in the room be moved if necessary?
  - Is it OK to use masking tape on the walls? If not, are there enough tables or flip chart stands for all teams?
  - Will there be refreshments? If so, when and where?
  - Where are the rest rooms? (Participants will want to know.)
  - How many actual participants are expected?
  - By what time must the room be vacated after the activity?
3. Check the space allotted and the equipment requested earlier.

Be sure the area is free of obstructions. Participants will need to be able to move easily around the room.

Determine that there are enough chairs for all expected participants.

Be adaptable. Few spaces provided are ideal, but most are adequate.

4. Make Handout A1 and participant sign-up sheet available.

Place copies (one per participant) on a table or chair near the entrance to the room.

Optionally, ask an early arrival or organizer to welcome participants and pass out Handout A1 to each.

Encourage participants to read through Handout A1 while other participants arrive.

Place a participant sign-up sheet by the entrance to the room near Handout A1, if needed.

5. Put on name tag.

6. Decide on the best location for the Orientation (and Debriefing). This should be an area where all participants can sit together and also see the facilitator.

Place your facilitator supplies in a place where you will be visible to all participants. It is helpful to have a small table or chair for these materials.

Near your supplies and where visible to all participants, hang Flip Charts A-H on top of each other with A on top and H on the bottom.

Place a blank flip chart, or welcoming sign, on top covering Flip Chart A.

Place a blank flip chart between Flip Charts F and G as a divider between parts 1 and 2 of the Orientation.

7. Designate separate locations for each team, the Donors, and the Store/Bank.

- Decide where each team will be located in the room.

Teams can be placed around the room in any order.

Some teams may be closer together than others.

Hang each team flip chart (prepared previously with the team color written at the top) in each designated area.

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**TIP:** If flip charts cannot be attached to walls and flip chart stands are not available, place flip charts flat on tables or even the floor.

*Note: Before attaching flip charts to walls or other surfaces, get permission to do so, and be sure the masking tape or other adhesive you use will not damage the surface. Use felt-tipped or other markers that do not bleed through the paper, or place extra sheets of paper behind the labeled sheet to adequately absorb any ink.*

Place each team's Packet A near the flip chart with the matching color.

- Decide where the Store/Bank will be located.

Select a location accessible to all teams, but not necessarily equally accessible.

Place the Store/Bank supplies here on a table or chair, or wait until the orientation of the Storekeeper/Banker to pass the supplies to the designated participant.

- Decide where the Donors will be located.

Select a central location where the Donors can observe as much of the team interaction as possible.

The space will need to accommodate 2 - 3 chairs. A table might be useful, but is not necessary.

Place the Donor Packet here, or wait until the orientation of the Donors to pass the packet to the designated participants.

8. Alert participants that Pamoja will begin in 5 minutes.

## Orientation and Team Preparation

### Orientation, part 1 (20 minutes)

1. Welcome participants.
2. Introduce yourself briefly.
3. Ask participants to briefly introduce themselves, with name and perhaps affiliation or other ice breaking information appropriate to the group.
4. Give a brief general overview of what Pamoja is and why this group is participating.
  - Target the overview to the particular group. Keep in mind the Scenario, if you are using one, and debriefing topics you select are based on the particular group's focus. For example:
    - If the participants are international student advisers or international aid workers, such as Peace Corps volunteers, assure them that the cross-cultural interaction will receive special attention.
    - If participants are the staff of a public or university library preparing for a visit with librarians from another country, point out that discussion will focus on understanding how different cultures access and use information, as well as interaction among different cultures.
    - If participants are high school students engaged in a social studies activity, emphasize international economic disparities as well as intercultural interaction.
    - If the staff of a donor agency are participating to raise consciousness about their own actions and

## Step-by-Step Instructions

the needs of recipients, tell them that the debriefing will emphasize the role of the Donors.

- If the staff of a marketing company are participating as part of a diversity workshop, choose the concepts of teamwork and planning, along with diversity.

- Explain the following:
  - Pamoja is an experiential activity designed to stimulate discussion and thought about issues of global access to information and about cross-cultural interaction. It simulates certain aspects of the real world and includes role playing. It has some characteristics of a game as the tension between competition and cooperation develops.
  - Although Pamoja focuses on serious topics, it does so in an enjoyable way and participants should relax and have fun as they interact. This will allow them to be more creative and more open to new or different ideas and beliefs.
  - Participants represent different countries and interact to build Information Centers and get and share information.
  - While in real life there are many demands on a country's revenue, in Pamoja focus is solely on the decisions and negotiations surrounding the building of information resources.
  - Pamoja has three parts: Orientation and Team Preparation, Play, and Debriefing.
- Show Flip Chart A1 *or* A2 and explain.

Flip Chart A1: Schedule with break

<p style="text-align: center;"><b>Pamoja Schedule</b> <b>Approximate times</b> <b>Total = 3 hours</b></p> <ol style="list-style-type: none"><li><b>1. General Orientation and Team Formation (20 minutes)</b></li><li><b>2. Country and Culture Creation (20 minutes)</b></li><li><b>3. Role Selection and Orientation (20 minutes)</b></li><li><b>4. Break (15 minutes)</b></li><li><b>5. Play Pamoja (45 minutes)</b></li><li><b>6. End of Play</b></li><li><b>7. Debriefing (60 minutes)</b></li></ol>
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Flip Chart A2: Schedule without break

<p style="text-align: center;"><b>Pamoja Schedule</b> <b>Approximate times</b> <b>Total = 2 hrs 45 min.</b></p> <ol style="list-style-type: none"><li><b>1. General Orientation and Team Formation (20 minutes)</b></li><li><b>2. Country and Culture Creation (20 minutes)</b></li><li><b>3. Role Selection and Orientation (20 minutes)</b></li><li><b>4. Play Pamoja (45 minutes)</b></li><li><b>5. End of Play</b></li><li><b>6. Debriefing (60 minutes)</b></li></ol>
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## Step-by-Step Instructions

State the time frame for the activity, normally three hours. Tell participants if there will be a break and approximately when the break is planned.

If you divide Pamoja into two sessions for this group, explain that Orientation and Team Preparation will be in the first session and Play and Debriefing will be in the second session.

Emphasize that the Debriefing is critical to this experience and everyone should plan to participate in all three parts of Pamoja.

### 5. Refer to Handout A1, p. 94.

Each participant should have a copy of Handout A1 and should have read it.

- Describe and discuss team formation and team goals. Make sure these are clear to everyone.

Point out the designated team locations around the room.

Indicate the team packets in the team locations and explain that additional information is in the packets.

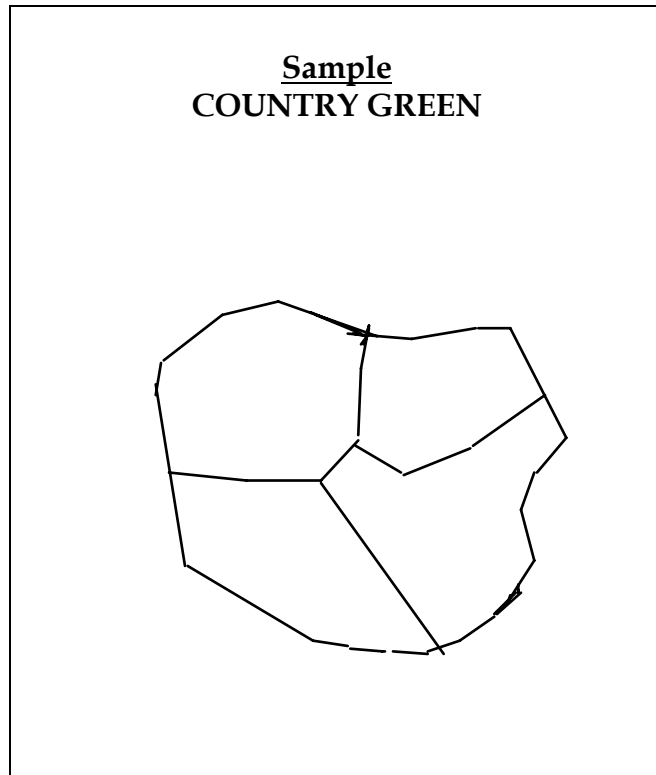
### 6. Explain Country Creation.

- Show Flip Chart B: Sample Country and explain.

Each team will create its own country and may draw it in any shape the team chooses.

Each country has four regions, the names of the regions differ from country to country, and the region names for each country are indicated on the team handouts in the team handout packets.

Flip Chart B



Information Centers are represented by Symbols.  
Describe the Symbols.

Each country will get at least one Information Center and some Moja money at the beginning of Play.

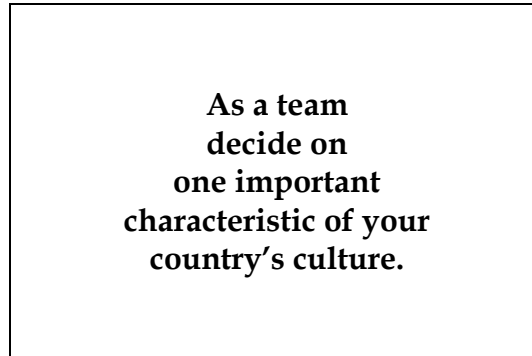
Show the two denominations of Mojas.

Assure participants that they will have opportunities during Play to acquire additional Information Centers and money. How this happens will be explained in the second part of the Orientation and they should concentrate initially on creating their countries.

## Step-by-Step Instructions

- Show Flip Chart C: Teams Create Cultures.

### Flip Chart C



In addition to drawing its country, each team will decide on one important characteristic of its country's culture.

The characteristic decided upon will initially be kept secret from other teams, but as teams interact, cultural characteristics will become more apparent.

Each team will try to guess the characteristics of the other teams; these will be revealed during the Debriefing.

Each team will write 15 clues, called InfoFacts, about its country's cultural characteristic, one InfoFact per file card, and place the cards face down around the country.

One way for teams to learn about each other is by getting InfoFacts from the other teams.

- Show Flip Chart D: Sample Cultural Characteristic and Sample InfoFact.

Flip Chart D

**Sample Cultural Characteristic:**

**The past and traditions  
are very important  
in our culture.**

**Sample InfoFact:**

**All of our children  
learn folk dances.**

Read aloud the cultural characteristic and sample InfoFact and explain.

Be sure participants understand the relationship between the InfoFact and the cultural characteristic. Each team will decide on only one cultural characteristic but will create 15 clues - InfoFacts - to that characteristic.

If participants need more help with understanding, give another example and/or ask participants to suggest another possible InfoFact for the sample cultural characteristic shown on the flip chart. For example, "Every town in our country has an official historian."

## Step-by-Step Instructions

Emphasize that teams may be as creative as they choose.

Point out that some clues may reveal more about the important characteristic of the culture than others.

Explain that all team members are to act out the cultural characteristic selected.

Provide a second example of a possible characteristic, if necessary, and show how this might be acted out. For example, if the cultural characteristic is that formality and reserve are very important, team members would be unsmiling when meeting members of another team for the first time and might be offended if members of other teams smile at them. (An example often helps participants to relax about role playing.)

7. Explain that the third activity for each team will be to decide on a plan for building Information Centers in its country.

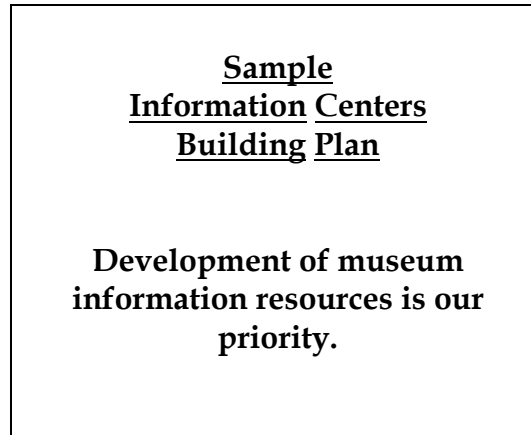
- Refer to Handout A1 and read the last sentence aloud.
- While participants are creating their countries and cultures, a facilitator will come to each country to distribute the country's initial money and Information Centers.

Each country's initial economic "wealth" or "poverty" will be determined by rolls of a die.

Initial Information Centers must be placed in the country before Play begins and may not be moved. Each team will thus need a plan for the building of Information Centers.

- Show Flip Chart E: Sample Information Center Building Plan and explain.

Flip Chart E



The plan could be very simple, e.g., “Development of museum information resources is our priority;” or more complex, e.g., “We plan to build two community centers and one public library in every region of our country and a museum and university in the capital.”

Each team must write down its plan. It may write the plan on the back of a handout.

A team may amend or change its building plan at any time during Play as long as it writes down the changes to the original plan.

***TIP:*** If using a Scenario, introduce it here.

8. Form teams.

Determine how many teams will play by using the Teams Determination Chart A (Appendix A, p. 50).

- Make a final count of participants present to determine the exact number of teams.

## Step-by-Step Instructions

If the number differs from the expected number of participants, refer to the Teams Determination Chart.

If necessary, add or remove team materials and leave only the team flip charts and packets for the teams that will play.

**TIP:** If additional participants arrive after teams have already been formed, assign them to the teams with the least number of participants, or if teams are equal, assign them randomly. Tell these participants that they will be Ambassadors if they arrive after the teams have already selected roles.

- Counting off to form teams is highly effective and efficient, although other methods may be used.

If counting off is used, go around the group with participants counting 1 to     , depending on the number of teams designated to play. Tell participants to remember their numbers. All number ones are on the same team, all number twos are on another team, etc.

**TIP:** *Always* assign number ones to Blue team and number twos to Red team. This assures that a Storekeeper/Banker (Blue Team) and Donor (Red Team) are included. For between 22 and 36 participants, assign number threes to Green team and number fours to Orange team. Orange team provides a Donor and must have four players.

- Point out the team (country) locations.

- Show Flip Chart F: Tasks in Step 1.

Flip Chart F

**Tasks in Step 1**

- 1. Draw your country.**
- 2. Decide on your cultural characteristic.**
- 3. Write 15 InfoFacts that illustrate your cultural characteristic.**
- 4. Develop your Information Centers Building Plan.**

- Direct the teams to go to their countries and:
  - Open the team packet.
  - Write their names and country color on their name tags, leaving space to write their roles later.
  - Read the team handout.
  - Create their country. (Draw it on flip chart paper.)
  - Decide on one important cultural characteristic.
  - Write 15 InfoFacts on blank cards or papers provided in the team packet.
  - Begin thinking about how they will act out the cultural characteristic.

## Step-by-Step Instructions

- Decide on an Information Center building plan and write it down.

- Tell teams that they will have 20 minutes for these activities.
- Answer general questions now, but remind teams that you will be coming to each team later to distribute initial resources and to answer questions.

## **Team Preparation, part 1 (20 minutes)**

1. While teams create their countries and decide on their building plans, distribute initial resources to the teams one at a time and answer any questions. Allow teams several minutes to get started before you go to each country.

Take the following supplies with you:

- One standard die
- Supply of Moja money in both denominations
- Small bag with approximately 20 of each of the four Information Center Symbols inside, mixed together

2. Distribute initial resources to each team.

- Information Centers

Explain that one person on the team will roll the die and this will determine the number of Information Centers with which the country will begin. Ask for a volunteer to roll the die.

The volunteer team member rolls the die once. The number rolled is the number of initial Information Centers they will receive.

The volunteer then reaches into the bag without looking and picks out Symbols, or stickers, equal to the number rolled on the die. For example, if a "3" is rolled on the die, the team member takes three Symbols, or stickers, from the bag.

Tell the team to place (symbolically "build") these Information Centers (Symbols) in the country after they decide on their building plan.

They must place the Information Centers before Play begins and must not move them.

## Step-by-Step Instructions

After Play begins, additional Centers may be purchased according to the prices on Team Handout 1.

- Moja Money

Explain that a similar method will be used to determine the country's initial financial resources. Ask the same volunteer to roll the die, or ask for another volunteer.

The volunteer rolls the die twice.

Give the team double the total of the two rolls of the die in hundreds of Mojas. For example, if a "2" and a "4" are rolled, the total is "6" which doubled is 12 and multiplied by 100 equals 1,200 Mojas.

Tell the team that this is the initial money for the entire team and the team members will decide among themselves how to share the money.

Point out that money may be used to purchase Information Centers and in negotiations with other countries.

More money may be gained during Play. You will explain how this happens in a few minutes.

3. Check on each team's country creation progress and answer any specific questions.

- After distributing resources to all teams, return to any teams that need additional instruction. Keep in mind that this is when team building usually occurs. Leave teams on their own as much as possible during this process unless questions arise, or explanations or interventions become necessary.

## Step-by-Step Instructions

- Check to be sure teams are proceeding with creating their countries. Do the following, if necessary, depending on the team:
  - Check that the team has labeled the regions in its country correctly, using the region names on the team handout.
  - Remind the team that it need only choose *one cultural characteristic* and create its InfoFacts as clues to that characteristic.
  - Encourage the team to write the 15 InfoFacts within the time allowed before Play begins and to tape the InfoFacts, face down, around the edges of the country flip chart.
  - Be sure each team has written the color of its country on each InfoFact card.
  - Remind the team to begin thinking about how it will act out the cultural characteristic.
  - Remind the team to produce the Information Center building plan.
- Alert teams when 5 minutes remain.

## Orientation, part 2 (10 minutes)

### 1. Get participants' attention.

Position yourself where all participants can see you and the flip charts, or ask all participants to return to the orientation area.

If they have not finished writing their InfoFacts and building plan, there will be more time for that during the next part of the preparation. It is now important to focus on roles.

### 2. Briefly explain the roles.

- Refer participants to Handout A1 and the roles listed there.

State that you will briefly explain the roles, but that there are individual handouts detailing each role. You will distribute the handouts after this part of the orientation. Participants will choose their roles within their teams after this brief orientation.

Point out that *all* teams have a Country Representative, an Ambassador, and a Gatekeeper. Only *some* teams have a Donor Representative, and *one* team will provide the Storekeeper/Banker for all teams. Some teams will have more than one Ambassador.

Tell participants to be thinking about which role they would like to play as you explain them.

- Country Representatives

Stay in the home country.

Are responsible for the country's Information Centers.

Represent the country to all who come to get information from their country's Information Centers.

- Ambassadors

Go to other countries.

Get information from other countries, earn money, and share both information and money with the team. Remind participants that they will be trying to guess the cultural characteristic of the other teams, so this information will be important.

- Gatekeepers

Stay at the border of their country.

May establish criteria to allow or refuse entry to their country.

Assist the Country Representative.

Compile InfoFacts from other countries.

Report for the team.

- Donor Representatives

Listen to requests from countries for funding.

Can provide money to countries to build Information Centers.

- Storekeeper/Banker

Sells Information Centers to Country Representatives.

Authenticates information searches.

Issues money from the Bank.

## Step-by-Step Instructions

### 3. Explain why and how teams interact.

- Mention the Goal (Handout A1) and Scenario, if you are using one (Handout A2a, A2b, A2c or A2d, pp. 95-98).

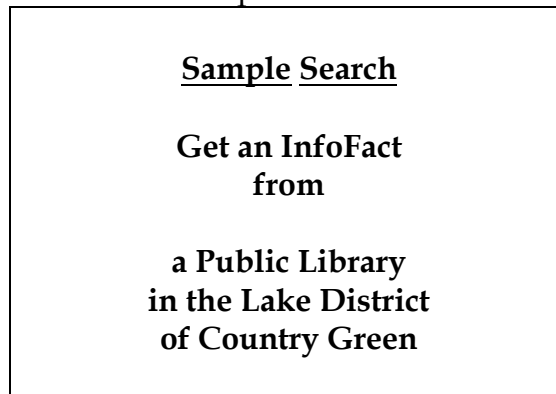
Read the goal aloud.

The team's goal will be to learn about each other's cultures, and each team's InfoFacts contain valuable information about its culture.

The Scenario provides the specific objective for each team's information searches.

- The InfoFacts are symbolically “in” the country’s Information Centers.
- For teams to learn about the other cultures and to earn money, they will need to access the InfoFacts in the Information Centers.
- Show Flip Chart G: Sample Search

Flip Chart G



Explain that Gatekeepers will be given a supply of Search cards and that Ambassadors draw Search cards from their country’s Gatekeeper and go on searches to get InfoFacts from their own and other country’s Information Centers.

Read the sample search and describe how the Ambassador carries out his or her task.

**TIP:** It is often useful to act this out. If there are two facilitators, a very brief role play of the Ambassador and Country Representative interaction is helpful.

Using the example on the flip chart, the Ambassador goes first to Country Green's Gatekeeper.

The Gatekeeper may allow the Ambassador to enter, refuse entry, or negotiate entry.

If entry is refused or negotiations do not result in entry, the Ambassador returns home and draws another Search card.

If entry is allowed, the Ambassador goes to the Country Representative of Country Green.

The Ambassador locates the region indicated on the Search card and looks to see if the Information Center indicated is there. For example, if the Search card says, "Get an InfoFact from a Public Library in the Lake District of Country Green," there must be a Public Library in the Lake District before the Ambassador may get an InfoFact.

If the exact Information Center is there, the Ambassador chooses an InfoFact, takes it to the Banker for authentication, gets 300 Mojas from the Banker, takes the money home to share with the team, draws another Search card, and goes on another search.

Matches must be exact to get InfoFacts.

## Step-by-Step Instructions

Information is valuable and searches that result in InfoFacts also result in money.

The Search card may be to the Ambassador's own country. The above criteria must still be met for the Ambassador to get the 300 Mojas. The earned InfoFact may be used by the Ambassador in negotiations with other countries.

If the exact Information Center is *not* there, the Ambassador and the Country Representative may work together to build it.

To "build" the Information Center, the Ambassador or the Country Representative must purchase it from the Store and place it in the region.

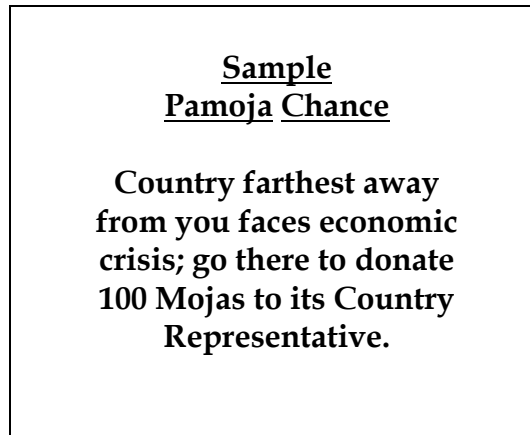
They might, for example, share costs, ask the Donors for funds, agree that one will pay for it, or negotiate in other ways.

If they agree and the Information Center is built, the Ambassador selects an InfoFact and proceeds as above.

If they do not agree and the Information Center is not built, the Ambassador returns home without an InfoFact or money and draws another Search card.

- Show Flip Chart H: Sample Chance.

Flip Chart H



Explain that sometimes, instead of a Search card, an Ambassador will draw a Chance card.

Read the sample Chance.

A Chance card must be completed before another Search card may be drawn.

The Storekeeper/Banker must authenticate that a Chance card has been completed before an Ambassador may begin another search.

4. State that you will bring the individual role handouts to each team and will soon call the Donors and Storekeeper/Banker aside for separate orientations.

5. Ask participants to reconvene as teams and:

- Choose roles.
- Write their role on their name tags.
- Decide how all team members will act out their cultural characteristic in their roles.
- Finish creating their country if they have not yet done so.

6. Participants will have 10 minutes for this part.

## **Team Preparation, part 2 (10 minutes)**

1. Shuffle the Search and Chance cards for the teams that are participating and deal them into equal piles, one set per team.
2. Distribute to each team:
  - Team Packet B containing:
    - Handout A2a, A2b, A2c *or* A2d
    - Team Handout 2
    - Team individual role handouts
  - Set of Search and Chance cards as dealt above. (Give them to the Gatekeepers.)
3. Allow teams a few minutes to select roles and begin discussing how they will act out their cultural characteristics. Then, ask all the Donor Representatives to come to the designated Donor area.

Remind the Donor Representatives that they are now part of the Donor Team and that they will not rejoin their country teams until the end of Play.

Give the Donors the Donor Representatives Packet containing:

- Handout A3 - 3 copies
- 20,000 Mojas

Tell the Donors that:

- They have 20,000 Mojas to distribute any way they choose.
- They are to decide among themselves how to distribute or not distribute the money to the country teams; they may or may not have criteria for distribution.

- Countries use money to purchase Information Centers. Point out the costs of Information Centers (Handout A3).
- Ambassadors, sometimes accompanied by Country Representatives, will come to them with proposals and they may give them Mojas, refuse assistance, or negotiate.
- They may stay together in one area or go to countries, individually or as a group.

Leave the Donors to decide among themselves how they will proceed. Give them approximately five minutes to make decisions, but tell them that they will probably have a little time after Play begins to continue discussion, as Ambassadors usually do not come immediately to Donors.

4. Ask the Storekeeper/Banker to come to the designated Store/Bank.

**TIP:** If there are two facilitators, one facilitator will orient the Storekeeper/Banker at the same time the other facilitator is orienting the Donor Representatives.

- The Blue team provides the only Storekeeper/Banker.
- Give the Storekeeper/Banker the Store/Bank supplies, including:
  - Handout A4
  - Moja money in both denominations
  - Symbols representing each Information Center
  - Pen or pencil
  - Blank 3" x 5" cards or papers - 10
  - Stamp and stamp pad (optional)

## Step-by-Step Instructions

- Explain the Storekeeper/Banker responsibilities.

### (1) Sell Information Centers

Country Representatives may purchase Information Centers, represented by Symbols (or stickers), for the prices indicated on Handout A4.

### (2) Authenticate and issue money for successful searches.

When an Ambassador gets an InfoFact from a successful search, he or she brings the InfoFact, along with the original Search card, to the Banker.

The Banker matches the Ambassador's Search card with the InfoFact to authenticate that the InfoFact is from the country indicated on the Search card.

If the two cards match, the Banker stamps or initials the InfoFact and returns both the Search card and the InfoFact to the Ambassador. The Banker gives the Ambassador 300 Mojas.

If the InfoFact does not match the country indicated on the Search card, the InfoFact is confiscated by the Banker. The Search card is returned to the Ambassador. No Mojas are given to the Ambassador.

The Storekeeper/Banker *may* go to countries to authenticate actual Information Centers in the regions indicated on the Search cards. This is optional and the decision of the Storekeeper/Banker.

- (3) Issue money or Information Centers indicated on some Chance cards.

Chance cards may instruct an Ambassador to collect Mojás or Information Centers from the Store/ Bank or give money to the Bank.

If an Ambassador brings a Chance card, the Storekeeper/ Banker reads the card and authenticates that all instructions were completed. The Storekeeper/ Banker keeps the Chance card and gives the Ambassador a card or paper stating “Chance completed” and initials or stamps the card to take to the Gatekeeper in the Ambassador’s own country.

5. Answer any questions and encourage teams to finish preparations.

6. Alert participants when 3 minutes remain.

7. Schedule a brief break here, if possible. Ask participants to return promptly.

**TIP:** If you divide Pamoja into two sessions, Session One ends here. Remind participants not to reveal their cultural characteristics between sessions. Collect country flip charts and InfoFacts for Session Two.

## Team Interaction

### Play (45 minutes)

**TIP:** If you divided Pamoja into two sessions, reconvene teams, distribute country flip charts, InfoFacts, and other materials, and briefly remind participants of the previous session's activities.

#### 1. Begin Play.

Tell participants that team interaction is about to begin and that they will have approximately 45 minutes to play.

Announce: “**Ambassadors, draw your first Search card and begin your search for information.**”

#### 2. Observe interaction.

Move throughout the area of play, but do not interfere with activity.

Be aware of interactions and activity, especially as discussion points for the Debriefing. Write these down as notes for yourself.

Be alert to incidents requiring facilitator intervention, but keep interventions to a minimum. Some situations possibly justifying intervention include:

- Ambassadors get backed up for an excessively long time waiting to enter a country. (Allow Ambassadors to return home for another Search card if play is being slowed significantly; otherwise allow this to play out and discuss it in the Debriefing.)
- Participants initiate actions not allowed by the rules of Pamoja.

- Participants interact inappropriately, e.g., fighting, running dangerously, verbally attacking each other personally.
- Participants do not understand how to play. Individuals or groups may need special explanations. Attempt to get all participants involved as quickly as possible; understanding and enjoyment usually come with participation.

### 3. Answer Questions.

Be available to answer questions as necessary. Some questions need to be answered briefly and noted down for further discussion during the Debriefing.

Many questions can be answered by the general rule that participants must follow the rules of Pamoja, but may be creative within the guidelines of real actions. If an action would occur in “real life” and does not break a Pamoja rule, then it is probably acceptable. See the list of frequently asked questions below for further guidance.

### 4. End Play.

Periodically announce time remaining for play, specifically when time remaining is 10 minutes, 5 minutes, 3 minutes and 1 minute.

Participants will often say they are having fun and request more time to play. It is best to end the interaction phase while participants are still actively engaged by the event. Depending on the time planned for the total activity, you can be a bit flexible on this point.

## **Frequently Asked Questions (FAQs)**

### **May Donors leave the Donor area during Play?**

Yes. They may go to countries for such activities as fact-finding missions, funds distribution, or to remind countries that funds are available.

**May the Donors establish criteria for funding?**

Yes. They may set whatever criteria they like. Generally, if Donors would do something in real life, then Pamoja Donors may also do it.

**May Country Representatives leave their countries?**

In general, no. They may go to the Store to purchase Information Centers and they may accompany Ambassadors to the Donors. Whenever the Country Representatives leave their countries, the Gatekeepers remain to represent the countries in negotiations with visiting Ambassadors, but the Country Representatives should be in their home countries as much as possible.

**Do Ambassadors have to do every search?**

Yes. They must attempt to do every search given to them by the Gatekeeper. They must go to the country indicated on the Search card and attempt to negotiate. They must follow instructions on any Chance card they are given. If they make a good faith effort to complete a search but find they are making no progress, they may decide negotiations are unsuccessful, return home, and draw another Search card.

**May the participants combine resources to set up a network?**

Yes. This is allowed within the broad rules of Pamoja. Countries can form alliances of many kinds.

**How do we deal with a team member who seems not to understand how to play or who seems unwilling to play?**

You may ask the facilitator to return to your country for another briefing. Try to ask specific questions to identify the source of the confusion. Some people may feel reluctant to play at first, so be patient. Most players participate once activity has begun.

**Can we use InfoFacts in our negotiations?**

Yes. Earned InfoFacts are valuable resources that you may trade, sell, or use in some other way. InfoFacts

still attached to flip charts and not yet earned, however, are not available for use in negotiations.

**What does the team do with the money it gets at the beginning of Play?**

The team decides how to divide the money among the team members. The Country Representative can use money to buy Information Centers for the country and in negotiations with Ambassadors from other countries. The Ambassador can use it to help build Information Centers in other countries. It may also have to be used if a negative Chance card is drawn by the Ambassador.

**What should the Ambassador do with the money received from the Banker for successful searches or from Chance cards?**

The Ambassador can keep the money or share it with the Country Representative or Gatekeeper.

**If the Donors distribute all the funds, may they return to their home countries?**

Yes. They may stay together as Donors, or they may return home. In their own countries they do not, however, have any other assigned tasks.

**May the Storekeeper/Banker leave the designated Store/Bank?**

Yes. The Storekeeper/Banker may make the Store/Bank mobile or may close the Store/Bank. The Storekeeper/Banker may also go to countries to authenticate completed searches and chances.

**May the Storekeeper/Banker establish criteria for pricing Information Centers, lending Mojas, or bartering InfoFacts?**

Yes. The Storekeeper/Banker may establish pricing, lending, and bartering criteria. In general, if a storekeeper or banker would do something in real life, then the Pamoja Storekeeper/Banker may also do it.

**If a team has two Ambassadors, must they go together to other countries, or must they take turns going on searches?**

## Step-by-Step Instructions

The Ambassadors may each draw a Search card and go on searches individually or they may go together.

**Must a country allow an Ambassador from another country to take an InfoFact if the match between the Search card and the country's regional Information Center is exact?**

Yes. The information in the InfoFact is symbolically "in" the Information Center, and an exact match allows the Ambassador to access that information, providing the Gatekeeper has permitted the Ambassador to enter the country.

**May a country give away, sell, or trade its own InfoFacts?**

Yes, but only after the InfoFact has been put in play as a result of a successful search. The InfoFacts placed by each team on its country map symbolically represent the information housed within the Information Centers; therefore, until the Information Center is properly built, the InfoFacts are not available to any player. A successful search allows the Ambassador and Country Representative to have access to the Information Center and to the InfoFacts it contains. An InfoFact gained through a successful search becomes a resource that can be used in negotiations.

**If teams trade InfoFacts, does the Ambassador get 300 Mojas for each InfoFact obtained from the other team?**

No. Countries may trade InfoFacts and thus get more information, but they do not get money, too. Mojas are gained for successfully completed searches, in which case the country gets both information and money.

## Debriefing (45 minutes)

### 1. Team regrouping

- Ask participants to come to the Debriefing area and ask each team to sit together.
- Ask Gatekeepers to bring the flip chart of their country with them, if the country flip charts are not visible from the Debriefing area.
- The next 3 - 5 minutes are for individual team discussion about the interaction that occurred during play and for guessing the cultural characteristics of the other countries.
- Tell teams to use the InfoFacts they have obtained from the other teams, as well as their interactions and observations, to try to guess the cultural characteristic of each of the other countries.
- Tell teams to also discuss their Information Centers building plan and how it developed during play.
- Finalize your selection of Debriefing topics and probable questions based on the teams' actual interaction. Use the Debriefing Topics, Appendix C, p. 64, reconsidering the topics you selected previously, and any notes and questions you have written down during team interaction. Review the questions you expect to ask.
- Keep in mind the time available and that there are 3 parts to the Debriefing (Approximate times):
  - Revelation of cultures (5 - 10 minutes)
  - Discussion of roles and specific topics (30 - 35 minutes)
  - Consideration of lessons learned (5 - 10 minutes)

## **2. Revelation of Cultures (5 - 10 minutes)**

Focusing on one team at a time, ask the other teams what they think the cultural characteristic of the focus team was.

Participants begin processing their Pamoja experience in this section.

Encourage teams to call out guesses.

After all guesses have been offered, ask the Gatekeeper of the focus team to reveal the country's actual cultural characteristic.

Repeat for each team.

Relate this to the Scenario, if you included one. Ask teams how well they would have succeeded in providing the requested information to their government Minister.

Keep discussion to a minimum during this section.

It is important to have adequate time for the following section which focuses discussion on relating roles and topics to real life.

Note any specific issues raised here and refer back to them during the following discussions.

## **3. Discussion of Roles and Specific Topics (30 - 35 minutes)**

- Lead a discussion to help the participants process their Pamoja experience.

Respect each participant's ownership of his or her experience.

Keep in mind that each participant will learn his or her own lessons.

Encourage open discussion, with participants respectful of each other's input.

Monitor the discussion to include all participants who choose to comment.

Guide discussions to help participants consider first what they experienced; second how this relates to real life; and third, how the lessons they have learned from participating might affect their future behavior.

- Consider what happened during team interaction by focusing participants' discussion on their roles, using the questions suggested (Appendix C, Roles, pp. 65-69) and your own notes and questions.

*Note: Monitor time available. You might need to discuss only some of the roles (although, if roles are discussed, it is better to at least touch on all the roles so all participants feel included), or to select only one concept per role.*

**TIP:** Alternatively, you might choose not to address the roles individually, in which case the questions in Roles Overall (Appendix C, p. 64) might be used to cover this topic. Your decision will depend on the participants, the goals of this Pamoja participation, and how Pamoja played out, as well as time available.

- Introduce one or more of the Debriefing Topics (Appendix C, p. 64), or use your own topics and discussion questions. Keep in mind the focus of the group and their reasons for participating as well as what occurred during Play.
- Bring discussion to an appropriate close, relating topics to each other.

*Note for Teachers: Topics not used in group discussion might be appropriate for follow-up written assignments.*

#### 4. Lessons Learned (5 - 10 minutes)

- Note that in Pamoja the teams represent countries. Ask participants what else the countries might represent, e.g., neighborhoods, different offices in an organization, family members, different religious groups.
- Ask each team to write out (on the back of a handout) 1 or 2 lessons they have learned from experiencing Pamoja, lessons which relate to their behavior in the “real” world. Allow 2 or 3 minutes for this.
- Ask participants to form one large circle.

Join the circle yourself.

Ask teams to share the lessons learned with the group.

Remind participants that everyone learns his or her own lessons and this is a nonjudgmental sharing.

Mention that Pamoja proceeds differently every time and that you, too, learn something every time.

Encourage all who want to share lessons to do so.

- Suggest that you hope participants will continue to think about their Pamoja experience in the days and weeks to come.

Point out that often lessons learned will become apparent much further in the future.

Encourage participants to continue the dialogue among themselves, and, if they wish, with the creators of Pamoja, who are always interested in hearing from Pamoja participants and facilitators. The creators may be contacted through The World

Library Partnership. (Refer to the verso of the title page for WLP's address.)

## **5. Conclusion of Pamoja**

Thank the organizers for arranging this Pamoja experience.

Thank participants for coming and participating in Pamoja.

Gather non-consumable materials to take with you for use in future facilitations of Pamoja.

Clean up the area used and recycle any materials possible.

Communicate any ideas or suggestions you may have with the creators of Pamoja.