



CMSI Children's Resource

Teaching plans,
notes and appendices





Key teaching point + Fairness and fake faith

- * faith lived out in practice
- * Church at the centre of community and life

Session 1
Purple

The *Fair Play* material can be used in whatever order or format works best for you. However, the following suggested outline may prove helpful.



Group Time (PPT slide 1)

Introduce the **Fair Play** Teaching Resource. Briefly explain learning focus across the resource: our faith requires us to care about other people and work towards fairness for everyone.



Memory Verse – Micah 6:8 (PPT slide 2)

“He has told you, O mortal, what is good; and what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?”

This verse has been chosen as a scaffold to structure learning across the 4 sessions. Each session we use same memory verse but explore a different element. In session 1 the focus is on He has told you, O mortal, what is good; and what does the LORD require of you.

To help the young people begin to learn the memory verse, get them up on their feet, walking around the room. As they say the verse aloud, change direction when there is a comma. You can build on this by adding actions such as pointing up when saying 'he/Lord/God'; point at themselves when saying 'you/your'.



Discuss: How do you learn a new skill? (PPT slide 3)

Explore ideas such as following instructions from an adult; 'how to' guide; rules) Learning how to follow God might seem unclear but God gives us an expert guide in the life of Jesus AND 2 simple rules (**Mark 12:29-31** verse on slide 4)



Discuss: Are these 'simple' rules? (PPT slide 5)

Explore how these 'rules' are **not** about our ticket into heaven/being good/going to church but are about how we live in every aspect of our lives

What does vs 30 mean? *Love God with our whole being, whole lives – real faith is a whole life thing not a ticket into heaven or just going to church on Sundays – how we think and how we act.*

How does God want us to behave? *Love neighbour – we need to care when other people are not treated fairly.*

Plant the idea that fairness is sometimes messy and difficult but it's a really important part of living for God in the world. The challenges around issues of fairness and justice will be explored in future sessions.



Craft: origami bookmark (PPT slide 6) Adapted from thatkidscraftsite.com

Use this craft to consolidate these 2 'simple' commands and discuss the implications for our lives.



Materials: [workbook page 1](#); squares of paper; pens

Instructions:

- ★ As the young people make their bookmarks, **discuss:** how we can easily find ourselves focusing on what we get from God or think that faith is just for Sundays. Explore together that God gets really upset about this. Use this to introduce the idea of FAKE FAITH.
- ★ (PPT slide 7) Explore the word fake together. This is a word that young people are very familiar with as the result of growing up in a virtual world.
- ★ Why would 'fake faith' be something that God would not want for us?
- ★ Consider the effect of 'fake' behaviour on ourselves and on other people.
- ★ Consider the effect of 'faith faith' on our relationship with God.



God is really clear about what is NOT okay... God's people were not living as God had told them and so the prophet Amos was sent to tell them what God said. **Read Amos 5:21-24 (PPT slide 8)**

- In what ways might these words from God surprise us?
- What do they tell us about the heart of God?
- Explore the need for God's people to be part of justice / putting things right.

These ideas will be considered further in following sessions.

God helps us see the benefits of deep, whole-life faith in the lives of others. Use this as a bridge into film 1.



Film 1 (6 minutes) : Being part of the global church helps us see things from a different perspective. Watch the ways in which our partners live out real, rich faith in everyday life and how the Church is at the centre of community. *Warning: there is reference to a health clinic burning down and how children with SEN are negatively viewed in other places.*

After the film, ask the group if they have any questions about what they saw.

In the following weeks we will explore what fairness / justice looks like: the challenge and the responsibility AND the beauty of God's fairness/justice for all



Round Up: (PPT slide 9) Ask the young people what things they have learned from today's lesson. Use [workbooks page 2](#) to recap the key elements of the lesson – as Christians we must Love God and love our neighbour – this will have a big impact on how we live our lives.

You may like to wrap up the lesson with the following questions: (PPT slide 10)

- What did you learn from the Bible today? Recap memory verse.
- What did you learn from the CMSI film today?
- What can we share with our friends and family?



Prayer (PPT slide 11)

Finish the session with the suggested prayer in their [workbooks page 2](#)



equipping the church in mission

Key teaching point + Fairness and God's generosity

* God's generosity experienced by and visible in the global church

Session 2
Purple

B4 BEFORE THE SESSION read **teaching notes appendix 2** and place something high up on the board or a shelf.

Group time:

- When was the last time you thought "That's not fair"?
- Exactly what was unfair?
- How could it be put right?
- What might another person involved say?

Worksheet: Use **workbook page 3 (PPT slide 2)** to consider how equality and fairness are not the same thing.

Activity: Privilege walk (PPT slides 3 - 14)
Discuss unfairness in the world. Use **PPT slide 4** to set up the activity and then read statements to go on a 'privilege walk'. Line up and step forward if the blue statement is true **eg. Slide 5**. Stand still if not. Follow each blue statement with a red statement **eg. slide 6**.

Discuss the implications of the privilege walk (**PPT slide 15**)

- **How does this global perspective help us?**
- **What are some of the challenges or dangers in such comparisons?** (explore dangers of negating real struggles here/feeling overwhelmed and ineffective bringing about apathy/can compound unhelpful power hierarchies that position people as lesser/to be reduced to a statistic or merely an object of our pity)

★ Use to set up Matthew 20:16 *last will be first*

Story Time: (appendix 1)
Matthew 20:1-16 *The Workers in the Vineyard*
Jesus told lots of stories to help us learn about God's character / God's way as different from the world's – not the way it's supposed to be. Anticipate some of the ways that we might not like God's way at a glance... As you read the story make it clear that the owner of the vineyard is God – emphasise that this is the kingdom of heaven and tell them to look out for what the story tells us about what God is like.

Discuss: We can very easily be like the people who had the opportunity to work all day, not liking God's generosity. But if we waited and watched everyone else getting opportunities that we needed all day, wanting to work but not getting the chance instead being left with the fear of having nothing to allow us to care for our family, we would feel very different about God's generosity.

After your discussion, reinforce that God shows us what real kindness/fairness/generosity looks like.

Film 2 (5.5 minutes) : God's generosity is a beautiful thing. Discuss how the global church helps us see God's generosity. Discuss how we see God's generosity in our own contexts. *Warning: there is reference to the attempted killing of one of our partners.*

Discuss the word 'justice'. (**PPT slide 16**) What are the associations we have with 'justice'? Law; legal system; retribution; punishment. Tease out ideas of things being right - the way they are meant to be. Justice and righteousness often interchangeable in the Biblical text - both reinforcing the idea of things as God intended, **the way things were meant to be.**

Watch justice bible project video (**PPT slide 17**). This is a helpful overview of a biblical understanding of God's justice. Discuss how it differs from society's

understanding/practice of justice (legal system as retributive justice, quid pro quo, punishment based)
If you are working with GCSE/A Level aged students, use **workbook pages 4 and 5** to guide a fuller discussion of ideas that arise from the Bible Society's video. Split young people into 6 smaller groups. Print out questions and Bible passages from **appendix 3** and give one to each group. You can feedback together using (**see PPT slides 18-24**).

Craft – Prayer Jar. (PPT slide 25) Use this as a visual aid to affirm that all are equally important in the eyes of God. God is generous to every single person, no matter what.

Materials: small, clear jars (with lids); a series of dried foods eg pulses/ lentils/ beans/ peas/ maize/ barley/ corn/ pasta/ cereals/ nuts/ flour/ sugar; scissors; elastic band or string; hole punch; **page 6 of workbooks.**

Instructions:

- ★ Show **slide 25** and **discuss** how each layer is the same size. This represents God's love. As layers are being created, **discuss** how this is a wonderfully affirming thing for all of us but that it can also be difficult for us to accept such a generous God when we see things only from our point of view.
- ★ Once finished, cut out the label, hole punch and attach to the neck of the jar with string/elastic band. Encourage the young people to use this as a prayer aid, to thank God for God's abundant love and generosity, and to help us see other people from God's perspective.

Connect with Micah memory verse element **walk humbly with**
Memory Verse – Micah 6:8 (PPT slide 26)
"He has told you, O mortal, what is good; and what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?"

- We are always learning what God's way is so we must adopt a posture of humility – last will be first;
- Role of the global church is to help us step outside ourselves and see the big picture. **Discuss:** how are we 'first' (unseen privilege)?

Read poem *The Blind Man And The Elephant (PPT slides 27-29 and page 7 of workbooks.)*

Discussion: use the poem to reinforce how we can struggle to see things from other people's perspective - connect with the issues raised in their response to God's generosity in the parable *The Workers in the Vineyard*. Reinforce God's generosity. Use the poem to reinforce how our cultural perspective and privilege can prevent us from seeing the difficulties other people face and how unfair/unjust this is.

Round up: (PPT slides 30 and 31) Perspective – We can only see a tiny bit of the picture but God sees the whole (**Red Panda images**) Use this to emphasise that all matter in God's kingdom; none are left out; God's generosity is so much bigger than we can grasp and can be difficult for us to accept sometimes too!

Prayer (PPT slide 32)
Finish the session with the suggested prayer in their **workbooks page 6**

Key teaching point + Fairness and mere charity

* Partnership and walking together – how this works in practice



Group Time: (PPT slide 2) Thought shower associations with the word 'charity' – discuss negative and positive associations (handouts/getting rid of old stuff; making us feel good about giving; doesn't change the situation vs sharing wealth and resources BUT it does help people to be less selfish/less self-centred/less inward looking; recognises unfair situations like who has access to most of the resources and opportunities)

PPT slide 3 Look at Damien Hirst's 'Charity' sculpture in Yorkshire park which questions outdated ways of depicting disability and seeking charity. **How is this an effective way to challenge the negative aspects of 'charity'?** Unpack issues of pity, focusing on difference as a negative/limiting thing; dehumanising way of highlighting vulnerabilities; reinforces power dynamic between giver and receiver.

PPT slide 4 Antony Njoroge is one of our global partners. READ giving and receiving quotation – **what does this teach us about giving and receiving?**

Recap: Reminder of learning from previous weeks:
1 active and living faithful following AND
2 God's generosity



Memory Verse – Micah 6:8 (PPT slide 5)

"He has told you, O mortal, what is good; and what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?"

Element for this week, 'do justice, love kindness', will help us see what an active, generous living faith looks like in practice; active not passive; requirement not an option.



Discuss: What does real kindness look like?

Explore ways of demonstrating every person being of equal value. To help illustrate how all are equally valuable, use money illustration on PPT slide 6.

All equally valued, loved and important BUT (**remember what God's justice look like...**) not all to be treated the same (link with last lesson and recap Bible project justice video)



Discuss: What does God's justice look like?

Refresh understanding of God's generosity through analogy of a sports race (PPT slide 7)

- all start in the same place but this is clearly unfair - why? Steer discussion towards unequal access to opportunities making 'equality' insufficient.

(PPT slide 8) Introduce idea of equity as an attempt to have a fairer starting point - consider how stacked our boxes are here. Move towards the idea of God's justice as not needing any accommodation because inherent injustice isn't there in the first place.

Explore together the difficulty in trying to be part of God's justice – there is no simple answer – but we are required to try. We can start by trying to see some of the things that might not be immediately visible but contribute to systemic in equity.

(PPT slide 9) **What might this look like** in our daily lives in the playground/ school? How can we 'play fair' in our own lives?

What might this look like in our communities/ country/ world? This is about 'fair play' - having things in place that mean people are given a fairer chance.



Discuss how the Bible helps us see how we can participate in kindness and justice in practice. **workbook page 8 Proverbs 31:9** (PPT slide 10) "Stand up for the rights of those who are suffering and in need"; **Isaiah 1:17** (PPT slide 11) "seek justice, correct oppression". Discuss the words in bold SEEK, CORRECT, BRING, PLEAD - active verbs require us to DO GOOD. Explore each in turn - look for ways to make things right; change situations that keep people down; help vulnerable people; speak out for those who have no one else.

The Bible helps us see how to stand up for others and indeed how to stand up for ourselves too. You can explore this further with GCSE/A Level aged students in **Matthew 5:38-40** (PPT Slide 12) This passage does not advocate being a doormat or allowing people to take advantage without resistance. Instead it is a passive challenge to oppression. (See slides 13-14)



Film 3 (5.5 minutes) : This film shows some of CMSI's partnerships and the ways in which we can walk together – how this works in practice – helps us learn how to do this better too.



Craft: praying hands activity

Materials: see PPT slide 15 for instructions, scissors, blank paper/card, pens/pencils

Instructions:

★ trace hands on card

★ cut out (ensure connected so fold together as 'praying hands')

★ on one palm write 'do justice' inside a heart on the other 'love one another'



Fundraising Focus: Local Mission Partners – connecting with and supporting CMSI's LMPs allows you to share in this action of doing justice and loving kindness. We currently support 4 LMPs (PPT slides 16-20). These are individuals who are living and working in their local communities alongside CMSI and CMSAfrica or AsiaCMS.

As part of awareness raising and as a practical means of challenging unjust structures / systems of oppression, you may wish to consider encouraging your church community to partner with ANM, a local partner of CMSI in Belfast. If you are interested in exploring this further, contact the office on 028 9077 5020 / 01 497 0931 or email our personnel manager, Gillian Maganda: personnel@cmsireland.org



Round up: God's justice/fairness is NOT about simple 'charity' (especially if that's giving our old stuff away) but instead using our lives to effect change in people's minds and behaviour.



Use prayer hands to emphasise that together we can do justice and love one another – pray together the prayer on **workbook page 8/ PPT slide 21.**



Key teaching point + Fair play for all

* Examples of CMSI partners actively pursuing justice for all

Session 4
Purple

B4 **Before the session:** give out sweets at the start of session/ as young people arrive. Some get lots, some a few and some get nothing. Don't let the young people eat the sweets ...yet...

Group Time: Recap Memory Verse **Micah 6: 8** (PPT slide 2) **"He has told you, O mortal, what is good; and what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?"** AND 3 areas of focus from wks 1-3 (fake faith; God's generosity; mere charity)

This week – **fairness for all** – difficult but required **Proverbs 21: 15** (PPT slide 3) an important part of being a Christian – link to first week and authentic faith

Film 4 (5.5 minutes) : Examples of CMSI partners actively pursuing justice for all. *Warning: there is reference to the way in which people with physical disabilities are sometimes viewed in other places.*

Activity: Sweetie share (PPT slide 4)

- Refer to sweets given out earlier.
- Hands up if you didn't get given any; hands up if you got 2 or 3; hands up if you got a huge handful.
- Is this fair?
- How does it feel?
- What would have been a better way?
- How can you put the situation right now? **Do it.**
- How was this difficult? What were the benefits?

Draw parallel to life when we don't have the same access to opportunities or there is an imbalance in access to resources.

(PPT slide 5) Recap 'play fair' and 'fair play' ideas from last session.

(PPT slide 6) Explain that the UN decided on 17 goals for all countries to work together to achieve over a 15 year period (2015-2030). Discuss the implications of some of the goals - the challenges of implementation/ monitoring/ consequences/impact on us. The aim is to make the world a fairer place for everyone. It might be difficult but it's essential!

Activity: The Veil of Ignorance (PPT slide 7) *adapted from roleplaying game created by Miro Aurela*
This activity requires a bit of time and is set to stimulate challenging discussion. The essential idea is to get your young people thinking about the lack of equity that is baked into our social structures. We are often quite happy to ignore this when we benefit from it. However, we might be less content if we were prevented from thriving because of systemic injustices. Use **appendix 4** and **PPT slide 7** to guide the activity.

OR

Activity: Product Procurement (PPT slide 8 and workbook page 10) **This is a research activity which may be better for students to conduct in their own time.**
Each person select a product they bought recently - clothing/device/food. Trace its journey.

- How many hands made it?
- How many people distributed it?
- What was involved in the selling process?
- How were they each treated? Who benefited most from the sale of your product?
- Is this a just process? Explain.

Read: Mimesis poem (PPT slide 9) – learn to see the world and other people differently – God goggles...

Art competition: (PPT slide 10) Work together to make a picture from scrap materials – something that helps visualise 'fair play for all'. As they work together, reinforce the idea that up we need to have a bigger perspective to understand how God's generosity and fairness should look. Close up, the project will look like lots of rubbish but from a distance we can see the beauty and richness of the whole.

Take 2 photographs - one close up and then one that gives the fullest perspective. Add a caption.

OR create a black out poem. This is a technique that uses the words of other people to visually depict an idea. Take a page of text and 'delete' (blackout) any words you don't want to use. You can be visually creative with this too. See **PPT slides 11 and 12** for some examples.

Please submit all entries to info@cmsireland.org by **Thursday 1st May 2025**. The winning entry for this year's 'Fair Play' teaching resource will be shared online and in our summer snippets publication.

Round Up: using **1 Peter 3:8** (PPT slide 13), recap 4 weeks (fake faith; God's generosity; mere charity; fair play for all)
Discuss together how learning from the Fair Play resource and the Micah memory verse map onto this verse. Use **workbook page 10** to capture overview.

Prayer (PPT slide 14) and **workbook page 10**



Session 1

Mark 12:29-31 – ²⁹“The most important one,” answered Jesus, “is this: ‘Hear, O Israel: The Lord our God, the Lord is one. ³⁰Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ ³¹The second is this: ‘Love your neighbour as yourself.’ There is no commandment greater than these.”

Amos 5:21-24 – “I hate, I despise your religious festivals; your assemblies are a stench to me...away with the noise of your songs. I will not listen to the music of your harps. But let justice roll like a river, righteousness like a never-failing stream!”

Session 2

Matthew 20:1-16 *The Workers in the Vineyard* – ¹“**The Kingdom of heaven is like this.** Once there was a man who went out early in the morning to hire some men to work in his vineyard. ²He **agreed to pay them the regular wage**, a silver coin a day, and sent them to work in his vineyard. ³He went out again to the marketplace at nine o'clock and saw some men standing there doing nothing, ⁴so he told them, ‘You also go and work in the vineyard, and **I will pay you a fair wage.**’ ⁵So they went. Then at twelve o'clock and again at three o'clock he **did the same thing.** ⁶It was nearly five o'clock when he went to the marketplace and saw some other men still standing there. ‘Why are you wasting the whole day here doing nothing?’ he asked them. ⁷‘No one hired us,’ they answered. ‘Well, then, you go and work in the vineyard,’ he told them.⁸“When evening came, the owner told his foreman, ‘Call the workers and pay them their wages, starting with those who were hired last and ending with those who were hired first.’ ⁹The men who had begun to work at five o'clock were paid a silver coin each. ¹⁰So when the men who were the first to be hired came to be paid, they thought they would get more; but they too were given a silver coin each. ¹¹They took their money and started grumbling against the employer. ¹²‘These men who were hired last worked only one hour,’ they said, ‘while we put up with a whole day's work in the hot sun—yet you paid them the same as you paid us!’ ¹³‘Listen, friend,’ the owner answered one of them, ‘I have not cheated you. After all, you agreed to do a day's work for one silver coin. ¹⁴Now take your pay and go home. I want to give this man who was hired last as much as I gave you. ¹⁵Don't I have the right to do as I wish with my own money? Or are you jealous because I am generous?’” ¹⁶And Jesus concluded, “**So those who are last will be first, and those who are first will be last.**”

Session 3

Proverbs 31:9 – Open your mouth. Be right and fair in what you decide. **Stand up** for the rights of those who are suffering and in need.

Isaiah 1:17 – Learn to do good; **seek** justice, **correct** oppression; **bring** justice to the fatherless, **plead** the widow's cause.

Matthew 5:38-40 – “You have heard that it was said, ‘An eye for an eye and a tooth for a tooth.’ But I say to you, Do not resist an evildoer. But if anyone strikes you on the right cheek, turn the other also; and if anyone wants to sue you and take your coat, give your cloak as well.”

Session 4

Proverbs 21: 15 – When what is right and fair is done, it is a joy for those who are right with God. But it fills the sinful with fear.

1 Peter 3:8 – Finally, all of you, have unity of mind, sympathy, brotherly love, a tender heart, and a humble mind.



Teaching Notes

Equality and Fairness

(adapted from betterkids.education "That's not fair" blog post)

Before the session place something high up on the board or a shelf.

At the start of the session call on two students to reach for it; specifically call on a **taller** and **smaller** volunteer. When the taller student reaches for the object, they'll get it but when the smaller student makes the attempt, the object will be just out of their reach.

Ask the group for ideas :



Bingo

Use this to begin a **discussion** on fair vs equal.



eg: The two volunteers cannot have equal treatment, because that truly isn't fair or even necessary. The taller person already has an advantage. It's evident to everyone that they don't need a stool or someone to help them reach. The other person, however, requires some accommodation to have an *equal opportunity* at success.

Equality has to do with sameness, just like in math. An equal sign tells us that both sides of the equation are exactly the same ($3 + 2 = 5$).

Fair is different. **Fair means everyone gets what they need**, based on visible gaps in opportunity. Sometimes people will have different needs because we are unique individuals.

For example:

- Some people wear glasses and some don't. That's not equal, but it's fair because not everyone needs glasses to see and learn best.
- Some people may receive a different lunch in school because they have food allergies. That's not equal, but it's fair. It's what that person needs to be healthy and safe.

Get students to work through [workbook page 3](#) to reinforce the difference between equality and fairness.

Genesis 1: 26-27

²⁶ Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground."

²⁷ So God created mankind in his own image, in the image of God he created them; male and female he created them.

Genesis 1: 26-27
If Genesis Ch 1 and 2 describe
God's world where justice
and righteousness re still
intact, what do these verses
reveal to us about identity
and our place in the world?



Genesis 18: 17-18

¹⁷ Then the Lord said, "Shall I hide from Abraham what I am about to do?"

¹⁸ Abraham will surely become a great and powerful nation, and all nations on earth will be blessed through him".

**God called and sent
Abraham to rebuild a
community as a blessing to
the nations. What does
Genesis 18: 17-18 tell us
about how this community
should reveal God to the
nations?**



Deuteronomy 4: 5-7

⁵ See, I have taught you decrees and laws as the Lord my God commanded me, so that you may follow them in the land you are entering to take possession of it. ⁶ Observe them carefully, for this will show your wisdom and understanding to the nations, who will hear about all these decrees and say, "Surely this great nation is a wise and understanding people." ⁷ What other nation is so great as to have their gods near them the way the Lord our God is near us whenever we pray to him?

**As God's missional
people set up
community again after
Egypt, God sets out his
law for them. In
Deuteronomy 4: 5-7,
how is justice linked
with Israel's mission?**



Zechariah 7: 4-10

⁴ Then the word of the Lord Almighty came to me: ⁵ "Ask all the people of the land and the priests, 'When you fasted and mourned in the fifth and seventh months for the past seventy years, was it really for me that you fasted?' ⁶ And when you were eating and drinking, were you not just feasting for yourselves?' ⁷ Are these not the words the Lord proclaimed through the earlier prophets when Jerusalem and its surrounding towns were at rest and prosperous, and the Negev and the western foothills were settled?'" ⁸ And the word of the Lord came again to Zechariah: ⁹ "This is what the Lord Almighty said: 'Administer true justice; show mercy and compassion to one another. ¹⁰ Do not oppress the widow or the fatherless, the foreigner or the poor. Do not plot evil against each other.'

**God sent many prophets to warn
Israel that their religion was
useless without practising justice.
What rebuke does God give Israel
and what is his command to
transform how they live?**

Zechariah 7: 9-10



**Jesus comes to establish
God's Kingdom. What
instances in the life of
Christ demonstrate that he
fulfils the just and
righteous ideal?**



1 Peter 2: 22-25

²² “He committed no sin, and no deceit was found in his mouth.” ²³ When they hurled their insults at him, he did not retaliate; when he suffered, he made no threats. Instead, he entrusted himself to him who judges justly. ²⁴ “He himself bore our sins” in his body on the cross, so that we might die to sins and live for righteousness; “by his wounds you have been healed.” ²⁵ For “you were like sheep going astray,” but now you have returned to the Shepherd and Overseer of your souls.

How is Jesus’ death and resurrection the ultimate act of justice? 1 Peter 2: 22-25





Teaching Notes

The Veil of Ignorance

(adapted from roleplaying game created by Miro Aurela)

RULES

Veil of Ignorance is a roleplaying game inspired by the moral philosopher John Rawls and his reasoning device the “veil of ignorance”.

The game promotes impartial decision making by denying decision makers access to potentially biasing information about who will benefit most or least from the available options.

Players will negotiate laws without knowing who they are.

The game is for 3-5 players and takes around 2 hours.

The game can be started without any previous preparations except printing out the 4 character cards (x2 sided) and ‘Game Master’ instructions.

1) Preparation (15 minutes)

One of the players will play as the Game Master and the rest of the players are given a character. Players may read the side A of their character without showing it to others. Meanwhile, the Game Master may start reading instructions.

2) Negotiation (90 minutes)

- **Time limit:** Negotiation phase has a strict time limit, which the Game Master should enforce. The phase starts with the Game Master acting out the Welcome Speech and ends with the Game Master acting the Goodbye speech after time is up.
- **About Roleplaying:** While negotiating the laws, the players should only speak as their characters and make decisions their characters would do. Ready character descriptions are provided for inspiration but players are free to interpret and enhance them, as long as they keep other rules in mind.
- **Availability of information:** Being under the effect of *Veil of Ignorance*, the characters do not remember their past, their personality, or goals in life. However, they do have instinctive knowledge about the world in general and can understand abstract concepts like ‘society’ and ‘gravity’. Characters do not have any senses except telepathic communication with each other or the Game Master.
- **Making Laws:** Characters can propose new laws to be added or previous laws to be removed, but propositions will only be accepted by *unanimous vote*. The Game Master keeps track of the current version of the law, which should also be visible to all players.

3) Epilogue (15 minutes)

Read side B of the character sheets. In turns, players will narrate how their character will live in the new society and how they feel about the laws?

4) Debrief (15+ minutes)

Players are encouraged to discuss the game experience together afterwards. Everyone should have at least one turn to share anything that they wish about their experience or thoughts the game provoked.



The Veil of Ignorance

Character Cards: values and attributes SIDE A

Character Card values and attributes

SIDE A

Character 1

Curious and used to change.
Has an interest in knowledge
and a readiness for new
perspectives.
Sees possessions as an
unnecessary burden.
Believes that all one needs is
freedom.

Character Card values and attributes

SIDE A

Character 2

Rational.
Selfish.
Risk averse.
Eager to guarantee the
optimal life for themselves
without knowing their place in
society.

Character Card values and attributes

SIDE A

Character 3

Endlessly fights among all and
against all.

Strongly advocates for
responsibility and the right to fight
for one's life.

Sees everyone as a threat.

Believes that freedom is only
limited by the freedom of those
who try to take it away.

Character Card values and attributes

SIDE A

Character 4

Order is the only way – sees
rules as a fixed way of enforcing.

Rules decide the ruler and the
ruler the rules.

Believes that whoever breaks
the rules, breaks the order and
leads the path of chaos and
destruction.



The Veil of Ignorance

Character descriptions: SIDE B

DO NOT READ UNTIL THE END OF THE GAME

Character description

SIDE B

DO NOT READ UNTIL THE END OF THE GAME

Character 1

Young child whose relatives died in the War. Not able to take care of themselves.

Character description

SIDE B

DO NOT READ UNTIL THE END OF THE GAME

Character 2

Researcher who worked in the organisation that developed Veil of Ignorance and planned the emergency escape. Strong opinions on how a society should optimally work (*What opinions?*)

Character description

SIDE B

DO NOT READ UNTIL THE END OF THE GAME

Character 3

Leader who earned their role by hard work. Used to being in charge and used to a high standard of living. Is responsible for starting the war that led to the destruction of Earth.

Character description

SIDE B

DO NOT READ UNTIL THE END OF THE GAME

Character 4

Citizen from a country ruled by a dictator. Was poor and faced discrimination because of not being able to work (*Why?*).



The Veil of Ignorance

Instructions page

The Game Master reads part A to the group at the beginning of the game; part B can be used during the negotiation stage; part C is used to open and close the negotiation stage.

Part A: The Game Master reads part A to the group at the beginning of the game

Tasks of the Game Master

The Game Master acts as the facilitator of the discussion. They don't have opinions on laws but can ask characters to clarify unclear laws or point out uncovered details.

Potential discussion topics: most important values of the society, how to start building the society, how to enforce that laws are followed, changing the law in the future, difference between humans, private property.

Invalid laws: Characters cannot create laws that would only apply to themselves (they don't have any way of writing this kind of laws without knowing e.g. their names!)

Answering questions

The Game Master will answer most questions the characters ask if that will benefit the process without giving too much information.

Part B: The Game Master can use the following answers as background for possible questions.

- **What has happened?** Opinion clashes between cultures, overpopulation and resource crisis eventually led to war which destroyed the last inhabitable areas of Earth. During the last moments, humanity was saved by an independent catastrophe prevention organisation who had prepared an emergency plan.
- **Where are we now?** The few survivors (from all around the world) are now in a long-term sleeping state on a spaceship travelling to a new planet. Some of the survivors were randomly selected to take part in the lawmaking process under the effect of Veil of Ignorance technology.
- **Survival on the planet:** The ship has enough people (with necessary know-how) and resources to build a new society on the destination planet. The process will require a lot of time and effort from the survivors. Survival on the destination planet is possible but it will be difficult in the beginning.
- **Is _____ possible?:** The Game Master player can decide the answer based on what makes sense or decline answering the question.

Part C: The Game Master's speeches

Welcome Speech outline: The Game Master welcomes the characters and explains that they were chosen to unanimously write the law for a new society. To guarantee impartial decisions, the Game Master has erased their memories for the duration of discussion (90 minutes).

Goodbye Speech: The Game Master thanks the characters and tells them that they will be now returned to sleep until the spaceship arrives at the new planet and they will meet again.