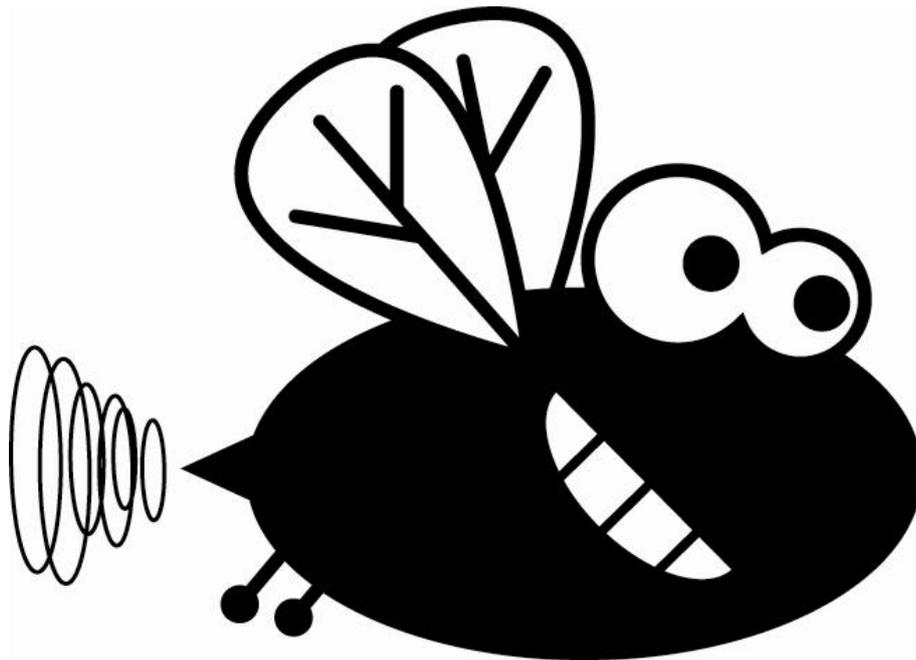


The FlyBox



The Flybox is a reworked translation of the Vliegdoos (a product of CultuurNet Vlaanderen vzw, published in May 2012 by Politeia).

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The Game

Contents:

- organisation cards
- collaboration cards
- family cards
- round yellow stickers
- pens
- 2 game boards: perception analysis & families
- 2 worksheets: perception analysis & families

Who is the game for?

The game is suitable for anyone who is involved in the arts, cultural and leisure sectors, and those involved in a local network. This includes: theatres, galleries, local authority arts centres, museums, libraries etc.

Number of players

The number of players can vary from 3 to 12. With a group of more than 12 players, it is recommended that you split them into two smaller groups and use an additional Flybox.

More important than the number of players, though, is who is playing. If you are looking to achieve long-lasting results and comprehensive activities based on families, you need to think carefully about who is sitting at the table and playing.

Having a shared view of the game is the first step towards achieving a successful outcome. One way of doing this is to set up a working group in your town or local network with people who are interested in making arts, leisure and culture more family-friendly and then playing the game with them.

Time required to play

The time required for each game varies and depends on the players, we recommend at least half a day to play the game itself. This may then generate a process that could take a number of months to complete – and again that depends on the choices made by the players.

Aim of the game

The Flybox enables you to focus on families as part of your local network or in own organisation. Using elements of the game, the concept of 'families' can be analysed, giving you a whole range of tips and tools for making what you have to offer and the way you communicate more family-friendly. You can use this game as a catalyst, to start the process, or as a tool for planning policy.

When formulating policies, taking into account the needs of families is an important step, and we know that many issues can be resolved with simple ideas and limited resources.

This game is for anyone who wants to understand how families' needs can be integrated into your strategic thinking.

We recommend that at least one person prepares the game, proposes a number of objectives and then shares them with the other players. Try to create SMART objectives. SMART = Specific, Measurable, Attainable, Relevant, Time-bound.

Some of these possible objectives are:

- To create a clear picture for our local network of which organisations work with families and how the mutual working relationships between these organisations are organised.
- To have a complete list of the various points of interest relating to families and a score for each of those points.
- To offer a number of possible solutions to each of these points of interest.
- In our local network, there needs to be at least one new collaborative link in place after the process is complete in which families are placed centre-stage.
- By date X we will establish a list of *quick wins* with actual timings and the distribution of tasks. We will then review progress after three months.
- By date X we will draw up an action plan with five priorities based on family; including timing, budget and the distribution of tasks.

Start of the game

The Flybox is structured in such a way that as little preparation as possible is required. However, it is important that at least one of the players goes through the rules in advance. We also strongly recommend reading the Arts Council England's *Family-Friendly Toolkit* beforehand.

Winner of the game

The undisputed winners of the game are the families for whom you are doing this. But everyone who works with this toolkit is also a winner.

How to play the game

The game is played in four rounds.

It is perfectly possible – and even recommended – to spread the rounds over different days or parts of days.

The game will only deliver results once you have been through all of the rounds.

ROUND 1: How family-friendly is our local network/organisation?

In the first round, each participant looks at their organisation and the other organisations in the local network/area. This round will start to look at issues like:

- Where can families go for leisure activities?
- How does information reach families about offers available?
- What organisations provide activities for families?
- Who is already involved in the area of families?
- And who's working with whom?

Materials

- organisation cards
- collaboration cards
- round yellow stickers
- pens (for drawing faces on the stickers)

Step 1: All work together to examine the relative strengths and weaknesses of the organisations within the Network/area

In your opinion, which organisations and associations in the geographical area have appropriate offers for children and families? Think about providers of a wide range of leisure activities.

Empty out all of the organisation cards on to the table. Use the blank cards to add buildings and organisations.

Once the pieces of the puzzle are in place each player adds their yellow stickers and draws smileys on them. Think about your local families and make an assessment of how family orientated these organisations are.

- Which organisation is good in terms of families? Stick a smiling face on it.
- Which ones do you know too little about? In which case stick on a questioning face.
- Finally, place any sad faces in locations where in your opinion not everything is running as well as it could or should be.

Then talk with all of the players about the cards and faces that are on the table.

Discussion tips:

- *Each player is given a minute to explain why they used smiling or questioning faces.*
- *Limit the discussion to those organisations and locations about which there is disagreement. How did the various players come to their assessment?*
- *Is there a difference between the picture that you have yourself about your organisation and how the players assess your organisation?*



Step 2: Who works with whom?

Now think about the various collaborative links. Who works with whom and in what way? Place a collaboration card between these organisations and indicate the nature of the partnership.

Use the blank cards to indicate other types of cooperation.

All collaborative links could be used several times in the game. Describe the current situation, preferably restricting yourself to the past year.

The collaboration cards:

- **Referrals:** Using personal contacts, families are referred from one organisation to the other.
Example: all of the reception staff at your museum are given an annual refresher course about the family offer available in the area and systematically provide information about what other opportunities there are locally for families.
- **Co-production:** Two partners work together on one project.
Example: the library and local orchestra work together for a week on the theme of 'happiness'. The library hosts some small performances, while the concert hall features a mini-library with storybooks on related topics.
- **Joint promotion:** Families can find promotional material (flyers, sheets, information boards, etc.) at one organisation about what's available at other organisations that have a family-oriented offer.
Example: visitors to family films at the cinema are given a flyer featuring the family films scheduled to be screened over the coming months at another venue.
- **Complementary programmes:** Partners make arrangements with each other in plenty of time so that the range of activities for families in the geographical area can be spread across the whole year.
- **Logistics and location:** Various players share their logistics capabilities for a family-friendly initiative.
Example: in return for a small fee, local arts groups can use the venue for family activities.

Each player again places stickers with smileys on the collaboration cards. Think about the possible collaborative links and then make an assessment. Once again follow your intuition, your initial feeling.



Have another discussion with all players about what's on the table.

Discussion Tips:

- *Are there any collaboration cards missing between organisations? But where would you like to have some form of cooperation? Each player has to indicate one blind spot.*
- *How do you assess a collaboration between partners? When is a collaboration 'good'?*
- *Which are the partnerships over which opinions are divided?*

That's the end of Round 1.

Leave the cards with all the smileys on the table so that you can come back to them later in the game.

ROUND 2: What do we mean by ‘family’?

Before we take the next step, we are going to think about “families”. What does the concept mean? It’s a word that probably means something different for everybody – a real “container” concept. The aim of this step is also to break down the term “families” into its various individual facets.

Materials

- “Families” game board
- 1 green and 1 red pen

Step 1: Discovering the individual features

Take the game board with the word “families” in the middle.

- What do we mean when we refer to “families”?
- What exactly does “family-friendly leisure activities” mean?
- What are the different areas in which you can be family-friendly?

As a group, think about which features are important and write them in the boxes around the centre. You can only write down a maximum of eight, but you don’t actually need to find as many as eight.

Step 2: Analysing the individual features

- Break up into groups to analyse the various features.
- Write each feature in the box with the corresponding colour.

Each group then develops one of these further, again in a maximum of eight words.

What are the important issues for families in each of these features? These findings can be highly practical and specific. Make a note of these on a worksheet.

Then discuss as a group what you have noted and write the individual issues on the sheet in the boxes around the relevant feature.

The individual features that score well with all of you can be recorded with the green pen. Write down those features that you want to develop further or which are still lacking using the red pen.

Discussion tips:

- *Each group now writes down a maximum of eight individual features on the poster and gives a brief explanation to the other players.*
- *The other players can make additions.*
- *Go round the table: each person gives one individual feature that he/she had not immediately thought of in terms of families.*
- *You can then use this sheet to produce a definition of “families”.*

If you are working in a group with fewer than five players, you can also do this step together.

ROUND 3: Understanding your audience

Your organisation is trying to reach families through various initiatives with an arts offer tailored for them. But who are these families? In this step, you will try to gain an insight into various sorts of families and their participation in leisure activities.

Materials

- family cards
- 'perception analysis' game board
- 2 pens

Step 1: The families in your local network

Which families live in your local area? Think about families with different backgrounds, interests, compositions, etc. On the various family cards you will find descriptions of the families who may live in your area. The cards feature their composition, the jobs they do and their preferences for how they spend their leisure time.

Choose a number of family types that are likely to be living in your area. If you think of a family type that doesn't feature on the cards, choose a blank card. Then fill in their fictitious details, but in doing so, keep a real family in the back of your mind: the more background information the better.

If you are working in groups, choose one family per group. Make sure that you are working with a minimum of three different families and that these families are different in terms of family composition and interests.

Then go through the various families and explain to one another why you have chosen this family. In the next step, each group will then get to work with that family.

Step 2: Perception analysis

In this phase, you will work in groups on the chosen families. These families may or may not come into contact with the offer in your local network and take part in them.

Start by choosing with the whole group a specific activity that hypothetically all of these families might take part in. Individual organisations playing the game can naturally choose an activity from their own offer. If the game is being played with different partners from the local network, choose just one activity.

Now conduct a perception analysis of the arts activity that you have chosen for the family. Taking part in an activity is a process made up of various steps. All of the steps together constitute the total 'perception'.

- *Attracting attention:* A family discovers the activity. This can happen in many ways: a visual trigger in the streetscape, a poster, an article in a local magazine, a talk with friends, etc.
- *Information:* A family obtains information about the offer. The family discovers exactly what it is, where it's happening, what age group the activity is suitable for and so on.
- *The activity itself:* A family takes part in what's on offer. What is the family's perception of the activity?
- *Perception of the surroundings:* What a family experiences before and after an activity is often just as important as the activity itself. That might mean the availability of parking, toilet facilities, children's menus in the café, the service provided by staff, etc.
- *Maintaining contact:* A family is asked to give its feedback after attending an activity, or can register for a mailing list, etc.

Each group thinks about how the family chosen perceives these five phases and makes notes on a 'perception analysis' worksheet. Give your imagination free rein, but try to be realistic and stay honest. Describe the situation as it is at the time. Make a note of as many details as possible.

Then note on the game board what each family experiences (or not), step by step. That way you can see at a glance what the challenges are for each family.

Now have a brief group discussion about the information collected: which parts go well and where are there still opportunities being missed?

Discussion Tips:

- *Are there any steps that go well for all families with this activity?*
- *Are there steps where this activity falls short for all families?*
- *It makes good sense to do a little role-play in which one player from each group acts as a member of the chosen family and talks about the family outing, taking the five steps into account. This means you hear things, as it were, from the mouth of a mother/father/grandmother, etc. about how they perceive the activity.*

Step 3: Developing the ideal scenario

The perception analysis will have exposed a number of sticking points. Each group now chooses one phase of the perception analysis to develop further.

For example, for one family the challenge lies in finding the right information channels, while for another work needs to be done in particular on environmental factors.

So, start off with the situation as you see it *now* and work on an ideal scenario. What needs to change?

Depending on the time available, you can develop a complete set of specifications for each family. However, if time is limited, it's more advisable to develop one part of each family (i.e. in each group). The scenario will then not be complete (you'll still have blind spots in the various steps), but you will have a clear connection with the various families, their needs and requirements.

Discuss the ideal scenarios that you identified back with the main group.

Discussion Tips:

- *Do the ideal scenarios differ, or are they very similar?*
- *Is it more difficult to work out a scenario for one family than it is for another?*
- *It is valuable to do a small role-play in which one player from each group acts as a member of the selected family and tells the story of the family outing, taking the five steps into account. However, this time, the player starts out with the ideal scenario.*



Step 4: Developing a solution or “product”

Each group continues to work on that ideal scenario and develops a ‘product’. To do this, you could opt to work with the whole group on one idea. This idea is a tool for improving one of the steps in the perception. This can take various different forms, such as:

- a flyer
- signage in the street
- a new offer
- a promotional campaign
- the redecoration or redevelopment of a space

The aim of this round of the game is to develop your rough outlines so that you can continue to refine them after the game is over.

Use the insights of the earlier rounds of the game to think in practical terms about where the various needs and requirements lie and how you could accommodate them.

Take a look back at the organisation cards and the smileys. The game board with the green and red features may also offer inspiration.

The product can be something for your target audience, or an internal work tool (for staff) and can offer all sorts of solutions. The choice is yours.

Develop your solution as comprehensively and practically as possible:

- Set aside sufficient time so that you can make a truly valuable start.
- Be creative in giving shape to your product and develop it as visually as possible.
- When discussing it afterwards, a visual presentation will make your solution more immediately understandable for the other players.

After this exercise, provide plenty of time for an in-depth discussion. You have already discussed the previous two steps in brief. Now limit yourself to discussing the solutions that have been developed.

Discussion Tips:

- *Each group presents its solution. Start by briefly outlining the situation of the family, what steps in their experience are things going wrong and why. Then say in just three points why the solution developed offers a good solution. Why will it be better now?*
- *After the presentation is over (maximum of 15 minutes per group), the other players can discuss whether the product will actually give the family in question a better experience.*
- *Be creative in presenting your product; try to make the other players enthusiastic about it.*
- *You can also score each product at the end (after the presentation). Give marks for feasibility, originality, long-term effect and so on.*



ROUND 4: Towards a family-friendly action plan

The aim in this final round is to summarise the previous rounds. This summary can be used as the basis for establishing an action plan.

Tip: You will find more information about drawing up an action plan in the Arts Council England's Family-Friendly toolkit.

Each player works individually in this round.

Take another look at all the material that has been put together during the game: the organisation card with the smileys, the various types of cooperative links, the exercises about the term 'families', the game board with the perception analysis, the ideal scenarios and the prototypes.

Each player now writes down for himself/herself an answer to the following questions.

1. What am I going to do?

Note down what you got out of the game. What stood out for you? What did you discover? Where were any frustrations? What *quick wins* are there? What will you change in your professional attitude? Will you change anything on your current projects?

This answer is entirely personal.

- What do I want to remember?
- What can I achieve?
- Why do I want to do it?
- What is my personal goal?
- When do I want to achieve it?
- Are these plans and dreams for today or tomorrow? Or for next month or next year?

2. What can't I do alone?

Think about who you want to consult with on the things above. Who do you need for what? From whom do you expect support, practical help, enthusiasm, financial support?

This answer is also entirely personal.

- What am I going to do, what do I want to achieve?
- Why do I need help, why do I need help from that person?
- When do I want to consult?
- When do I want to start an actual programme?

3. What are we going to do together?

What are we going to do with all of the players sitting round the table now?

- What is our common commitment?
- Why are we going to do it?
- What is our aim?
- What is the point of departure we are going to start from?
- When are we going to do it? As part of a phased process? In the short term?
- When will we make an action plan and what will its milestones be?

Congratulations!

You have now reached the end of the game, but hopefully this is just the start of a number of family-friendly actions within your operations.

Perhaps you feel the need to work further on a common action plan? Or do you want to put together your action plans over a year and look to see what has changed?

It may then be of value to play the game once again (quickly) so that you can focus on improvements in the field and identify any new action points.

All the very best of luck!

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Organisation cards:

- Local authorities
- After school clubs
- Library
- School (x3)
- Children & Young people services
- Arts & Leisure
- Social Services
- Youth Clubs
- Local authority Arts & Leisure Centre
- Community Centre
- Museum (x2)
- English Heritage Organisation
- Monument
- Playground
- Cinema
- Local arts group (x2)
- Local crafts group (x2)
- Local sports team (x2)
- Local elder group
- Local reading group
- Local history group
- Theatre (x2)
- Gallery (x2)
- Concert Hall (x2)
- Touring organisations (x2)
- Blank (x2)

Collaboration Cards:

- Referrals
- Co-production
- Joint promotion
- Complementary programmes
- Logistics and location
- Blank (x2)

Family Cards:

- **Thompson family** (mid-life hobbyist)
Fred (aged 33), Luka (aged 5)
Teacher with limited financial means

Like: family visits, finger painting, theme parks, zoos
Dislike: concerts, theatre, musicals
- **McKinrie family** (mid-life hobbyist)
Isabel (aged 43), Veronica (aged 41), Emma (aged 4), Jeff (aged 1)
Police officer & assistant cook with moderate financial means

Like: daytrips to the sea or nature reserves, gardening, drawing
Dislike: cinema, gaming
- **Tallon family** (family & community focussed)
John (aged 33), Katrina (aged 32), Jack & Bob (aged 6)
Copywriter & nurse with average income and moderate financial means

Like: carnival, watching local tv, playtime with friends
Dislike: art workshops, museums
- **Rvashgadi family** (family & community focussed)
Radjoe (aged 44), Indira (aged 35), Tahir (aged 13), Bharati (aged 11),
Gasjra (aged 7)
Marketing manager & housewife with average income and moderate financial means

Like: Indian cultural festivals, cricket, family visits
Dislike: music classes, thrillers, dramas

- **Smith-Millin family** (family & community focussed)
Patrick (aged 43), Laura (aged 11), Alex (aged 6)
& Sophia (aged 42), Tobias (aged 15), Lindsay (aged 14)
Sales manager & administrative assistant with average income and moderate financial means

Like: musicals, theme parks, action movies
Dislike: dancing, guided tours
- **Hadley family** (mature explorer)
Rich (aged 50), Hyacinth (aged 45), Thom (aged 6), Sarah (aged 4)
Doctor & pharmacist; comfortably off

Like: plays, art exhibitions, castles
Dislike: textile crafts, theme parks
- **Deware family** (traditional culture vultures)
Elisabeth (aged 70), Hannah (aged 9)
Retired lawyer; prosperous

Like: opera, ballet, playing violin
Dislike: watching tv, hip-hop
- Blank