

Set Up

- I. Separate a deck of cards into two piles by colour and remove all K,Q,J's. Red cards are the *Agenda deck* and Black cards are the *Interruption deck*.
- II. After each player has chosen one *Pillar* (see right), go around the table and take turns introducing them. Add them to the communal sheet along with either one *subject* that is taught here, or one *adjective* that describes the school. After this, Communally decide on the School's name.
- III. By show of hands, vote on the qualities of the school's Director (see right). Then communally decide on the Director's name. Check whether you have the Director's favour.
- IV. Build your character (below). Name them, determine their *Role*, and choose their *False Dichotomies*. Once everyone is finished, go around the table and introduce your characters and their *linked pillar*.
- V. Begin the game using the Turn Structure below.

School's Name:

Pillars of the School

These are the pillars upon which the school is built. Each player contributes one; this Pillar will link to their character's experiences and knowledge. Examples might include: *kindness, legacy, failure, testing, friendship, employability, pride, fairies, debt, craft, petrol*. You choose one, the others choose the rest.

Director's Name:

Qualities of the Director

WISE	or	NAIVE
RUTHLESS	or	RELAXED
SLEEPY	or	SLEEEEEEPY
OLDER	or	YOUNGER
TIMID	or	WILD
HUMAN	or	OTHERWISE

Players should vote by a show of hands on each of the above options. If a tie is reached, the Director is considered to have BOTH qualities.

Do you have the Director's favour?

YES

NO

Flip a coin, if 'heads', you have the Director's favour. If 'tails', you don't...

Character Name:

Linked Pillar:

Role

Roll a die. Your number determines your role within the school.

1 or 2	Administration	◇
3 or 4	Custodial	◇
5 or 6	Teaching	◇

What does your character look like?

False Dichotomies

A series of false dichotomies define each staff member. Choose one of each option below. You may only choose 'neither' and 'both' once.

NEW HERE	or	OLD HERE
RESPECTED	or	DOUBTED
SHY	or	OUT OF TOUCH
STABLE	or	INTERESTING
ENCOURAGING	or	LOUD
DISTRACTED	or	CARING
WOVEN	or	SEWN
AT HOME	or	AT WORK

Choose up to two of your own:

and

Turn Structure

- I. Draw a card from the *Agenda deck*.
- II. Read aloud the associated question from the Question sheet.
- III. Choose another player with a *Linked Pillar* that you feel relates to the question. Then discuss the question with them and answer it together.
- IV. Then, roll a die. If it lands on 1, nothing happens. If it lands on 2, 3, 4, 5, or 6, draw a card from the *Interruption deck*, read it aloud, and answer it.
- V. The next player becomes the active player.

Remember to take notes and draw and write on the communal sheet at the end of your turn.

Notes

Note down what is learned about the school and your character throughout the game.

Agenda Deck

Hearts ♥

1. What is the main ethos of the school? Upon which pillar does it most lean?
2. If a teacher is unhappy, with whom can they speak in the school?
3. What are the entry requirements to join the school? How many students are there per teacher?
4. Describe the school's library. What does it store? What is its oldest object (if it has those)?
5. Does the school have student housing? If so, describe it.
6. Does the school have counselling services for the students? If so, who is, or, who are the counsellors?
7. How is failure treated in the school? What does failure here entail?
8. When do students graduate from the school? Describe the graduation ceremony.
9. What other kinds of institutions does the school collaborate with, if any? Who benefits most from the collaboration?
10. What is the cost of enrolling in the school? Financially or otherwise? Is it a fair price?

Diamonds ♦

1. What impact does the school have on its surrounding neighbourhood? Who can't afford to live there anymore?
2. Is the school well funded? Which form of economy does the world function under?
3. Describe the campus of the school. Are there trees or grass? Sculptures or monuments? Does it float or does it sink?
4. Are the subjects that are taught in the school valued by this world's society, generally speaking?
5. What is the school's approach to discipline? What occurs when a student does something 'wrong'?
6. Which (strange or mundane) subcultures exist among the student body? Describe the 'cool kids'.
7. What activities do students have access to once classes have stopped? Do classes stop? How do students have fun?
8. How are former teachers remembered? How long does a teacher's contract last for?
9. How is success rewarded in the school? What kinds of relationships do the staff have with the students?
10. Among the staff of the school, who has the loudest voice? How is change implemented? How is change remembered?

Interruption Deck

Spades ♠

1. The Director peaks their head in to declare that ghosts have temporarily overthrown the school's administration. Whose ghosts are these, and which change do they make which drastically improves things?
2. The Director interrupts to warn that the canteen's experimental recipe has morphed into a sentient creature. Who does it want vengeance against? What does it look like, and with whom does it seek vengeance?
3. The Director interrupts, frustratedly mumbling something about funding. Did you catch what they said?
4. The Director hastily interrupts to state that a peculiar passage has been found in one of the school's bathrooms which leads into the sewers beneath the school. What lives down there, and what have the students been learning from them?
5. The Director interrupts to declare that there will be a surprise visit from a member of the government in the coming hours. What is the nicest problem the school has and why should it not be hurriedly covered up?
6. The Director interrupts to ask whether anyone could recommend a successful former student who they could invite to speak at the school. You know exactly who it should be. Describe them, what have they done with their life?
7. Over their intercom, The Director's interrupts the conversation without realising they have done so. They're speaking candidly on the phone about their favourite student. Who are they, and why are they The Director's favourite student?
8. The Director interrupts to state that a sensation of overwhelming joy has befallen the entire student body and staff of the school. What has caused this, and will it ever stop?
9. The Director interrupts the conversation by walking into the room alongside a new exchange student who they are bringing on a tour of the school. The exchange student is made of fire. Is there a place for them here?
10. The Director interrupts to declare that the students have broken out in protest. List up to three of their demands.

Clubs ♣

1. The Director interrupts to ask for hasty advice on how to crack down on a (supposedly) harmful new trend which has taken the student body by storm. What is this trend? Should it be cracked down upon?
2. The Director interrupts to worriedly ask whether they should be worried about the growing desire for peer to peer learning among the students. Is there anything that the students can't teach each other? If so, what is it?
3. The Director interrupts over the intercom to assure students that they should ignore the strange animal which has made its way into the school and is patrolling around. Describe this animal. Do they have anything to teach the students?
4. The Director interrupts to ask for help in solving a dispute between two departments who didn't know each other existed. What is this dispute about?
5. The Director interrupts, mumbling about the school's waste disposal system. What here is wasteful? Where is it placed?
6. The Director interrupts, mumbling about either how the students and teachers are communicating together too much or not enough. Which do you think they said? Why?
7. The Director peaks their head in to ask something, which they immediately forget. They're holding a folder with the word 'FRIENDSHIP' on it. A drawing slides out of it and lands in the centre of your table. Describe this drawing.
8. The Director interrupts to declare that an ancient being has been uncovered close to the edge of the school's grounds. It has been teaching seminars to those that wander close enough. What subject does it teach? How old are its sorrows?
9. The Director interrupts to declare that a group of students have gone missing. They were last seen carrying around a large tome with a sigil on its front cover. What does the sigil look like, and what does the book smell like?
10. The Director interrupts to ask whether anyone knows anything about a peculiar new technology which is drastically improving how people learn from one another. What is this new technology?