



*A Players and  
Facilitators Guide*

# *The 'We Can' Game*

**An Asset Based Community Development**

**Asset Mapping Resource Game**

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# Facilitating the 'We Can' Game

## Purpose:

The purpose of this game is four-fold.

1. It is a fun way for a group to learn something about each other;
2. It provides an actual experience of what a capacity inventory is, and why it is useful;
3. It provides an early portrait of community capacities and of key connectors who are not yet in the room who can connect and bring these capacities in the direction of productive action.
4. It creates an ideal framework for discussing Asset Based Community Development  
[www.abcdinstitute.org](http://www.abcdinstitute.org)

## PRINTING SUGGESTIONS:

\* **Capacity Cards:** The pages of Capacity Cards are preformatted to print on standard business card stock (8.5 X 11) and A4 depending on your location. There are 10 pages (10 per page) of Capacity Cards, and two pages of blanks. Thus, if you purchase a stock of precut business card sheets - they should print to the correct size. It is recommended to print at least one sheet on regular paper first to be sure the cut and print lines match. Adjust as required.

\* **Corner Sorting Cards:** These are formatted to print on card stock or regular paper and be cut to size with scissors. They stand up better if they are printed on heavier stock - or glued to heavier backing.



What does the creative commons mean? This is a copyrighted license which authorized you to print and reprint the WE CAN Game with some guidelines: It is not for commercial use or for sale. You may make modifications, But, since you got this work for free, you are agreeing to give us back a copy of your modifications so we can continue the learning and sharing. This includes translations into other languages.

In addition, you may also wish to explore the “*Domains of People Powered Change*” - developed by Cormac Russell available from this web site:

[http://issuu.com/cormac\\_russell/docs/12\\_domains\\_of\\_people\\_powered\\_change](http://issuu.com/cormac_russell/docs/12_domains_of_people_powered_change)

The ‘We Can’ Game is an asset based community development tool developed by Cormac Russell of the ABCD Institute and is directly based on the Capacity Inventory developed by John P. Kretzmann and John L. McKnight, (pp. 19-25), from *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community’s Assets*, Evanston, IL: Institute for Policy Research (1993). This Game has been developed in direct consultation with John P.Kretzmann and John L. McKnight.

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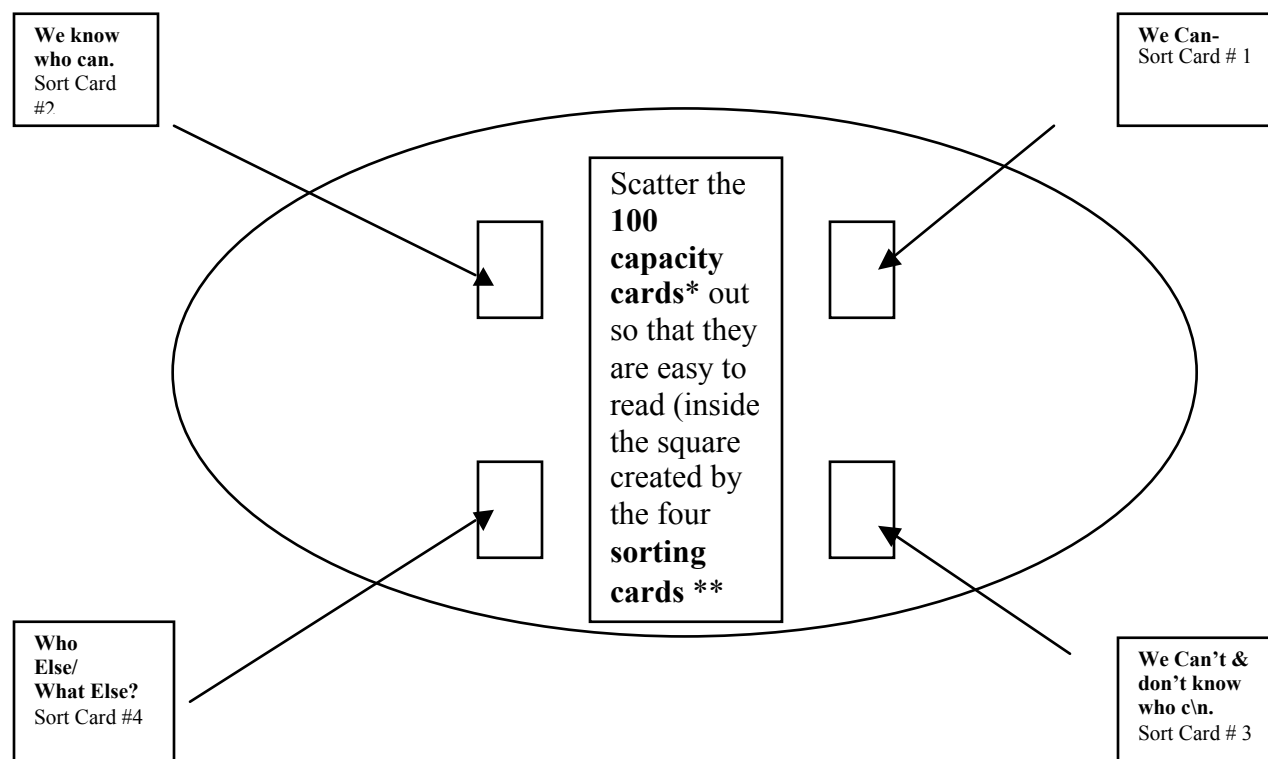
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## Facilitators Guide:

This guide has been developed as a support to facilitators. The steps suggested below were developed after playing the original game with several hundred groups around the world. However, that does not mean you can't play the game in a way that makes sense to you. In fact we encourage you to find new and creative ways to develop and enjoy this game.

- a. **Facilitator invites the larger group to form small groups of about 10.**  
Each group of 10 forms a circle, preferably sitting down either on the floor or in a sit.
- b. **In the middle of the circle place 4 sorting cards.**  
The 'sorting cards' should be used to form the corners of a square:



- c. **\*\*Lay out the four category Sorting Cards as follows:**
  - #1. We can,**
  - #2. We know who can**
  - #3. We can't and we don't know who can.**
  - #4. What else/Who else.**

As you lay out the cards, explain what you are doing outloud.

*"I'm setting out the game; these are the categories we're going to use to think about community capacities. They will help us to identify what community capacities we have close at hand."*

- d. **Scatter the 100 capacity cards on the floor** between the **Sorting Category Cards**; ask people to scan them.

## Facilitating the WE CAN Game

- e. Using a log sheet\* **ask each person in the group** to guess what percentage (how many) of the 100 Capacity Cards will go in the **We Can** pile? If it helps, you can give people a print of the list of capacities below in large print. This can be done in different accessible forms so that people can play the game from their seat with support.

The log sheet will be a simple sheet with space for each group member's name and their individual guess. A facilitator can create this on flip chart paper. Once everyone has made a guess, post the log sheet where everyone can see it.

### \*Log Sheet (Sample)

Name	Guess % 'We Can'

- f. **Invite the group to choose two volunteers who will act as connection spotters:** their job will be to notice if groups of people with similar talents/capacities start to emerge. They will note their observations at the end of the exercise. Their job will be to say: 'did you notice that there were a lot of people in this groups who are gifted at: DIY, Music, Gardening, Food Production?' Your job as facilitator is to create space for them at the end of the session to make such observations and to encourage the group to talk about the opportunities that emerge, when they do.
- g. Going around the group, **ask whoever is willing to read out some cards, to take a random bunch of cards.** The facilitator will need to be clear that each member of the group has a responsibility to the rest of the participants to ensure that everyone is supported to participate in a way that feels right for them. For example, some people will want to play from their seat by reading the capacity list (as mentioned earlier - as they may have difficulty seeing the cards any other way), others may wish to listen as the cards are read out.
- h. Going anti clockwise, invite each person who has taken a bunch of capacity cards, each in turn read one card, then check with the group which category 'sorting card' they should place the capacity cards around. Here the sequence matters. As each card is read the facilitator will ask, 'can anyone in our group do this?' If you don't get a response, try noting that people do not have to be able to do it to a professional standard.

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If after offering this reassurance, still nobody in the group responds with 'I can', then go on to ask, 'Do we know anyone 'locally', who can, and would do it if we asked them?' Another way of asking the question is: 'do you know anyone who can do this and who's good for a favour?'

As participants identify people they know, encourage them to name the person and place their name on one of the blank cards and put the name in the '**Who Else/What Else**' category/sorting pile. When people are placing the category cards down they should place them around the appropriate Sorting Card in a circle so everyone can see exactly for example what the group 'Can Do'.

Here's an example:

**Reader:** 'Baking'...

**Facilitator:** Can anyone do this? Please indicate if you can do this...

**Participant #1:** 'I can bake, I make a mean Vienna roll';

**Participants #2:** 'I can but haven't done it in years. I used to do it when my husband was alive.'

**Facilitator:** 'that's wonderful thank you, is there anybody else who can bake in the group?'

Facilitator then prompts the participant who read the card to place the card around the '**We Can**' sorting Card.

If, however no one in the group can bake, then the facilitator will go on to say: "OK that's fine, we can't. Do we know anyone who can? If no, place in the third category 'We Can't and we don't know who can'.

- i. Once all the capacity cards read out and placed: Ask 3 volunteers to count the capacity cards around each of the sorting cards. One volunteer per category card.
- j. Compare the number cards in the We Can category to the guesses recorded on the log. Facilitate a discussion around the differences....typically there will be a pretty big difference.
- k. Now take out some blank cards and ask people what other gifts people would like to mention that they feel they'd like share to help build up their community. Place in the '**Who Else/What Else**' category.
- l. Now ask participants to name other people they know who can make contributions. Again place the names on the blank cards and around the sorting card '**Who Else/What Else**'.
- m. Then ask are there any agencies, or individual professionals who make important contributions to helping people come together to do things that matter to them.
- n. Now ask where are the encounter spaces, the places where people regularly meet to exchange their capacities at local level, offer some typical examples: farmers market, outside the school etc.
- o. Ask each participants to list the clubs, groups, formal and informal networks they are part of.
- p. Group process discussion: turn to the connection spotters and invite them to comment on any connections they may have noticed.
- q. Lead a general discuss around the question:  
**'What could we do with all of this to build a stronger community?'**

#### **Requested Acknowledgments/Credits:**

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**Cormac Russell of Nurture Development and Inclusion Press.**

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## Appendix I. Capacity Inventory

\*The Capacity Cards are directly based on the work of the ABCD institute, and specifically seek to use 'The Capacity Inventory' developed by John P. Kretzmann and John L. McKnight.

Below is an abridged version which lists the capacities we have focused in on. Reprinted and amended with permission of John P. Kretzmann and John L. McKnight, pp. 19-25, from *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*, Evanston, IL: Institute for Policy Research (1993).

### Part I -- Skills Information

#### Health

1. Care for Older People
2. Care for the Mentally Ill
3. Care for the Sick
4. Care for people with Disabilities
5. Helping first time mothers
6. Breast Feeding Support
7. Preparing Special Diets
8. Exercising and Escorting
9. Fashion advice
10. Visiting a neighbour
11. Put people at their ease

#### Office

12. Typing
13. Filing Papers
14. Taking Phone Messages
15. Receiving Phone Orders
16. Operating Switchboard
17. Keeping Track of Supplies
18. Bookkeeping
19. Computer Skills

#### Construction and Repair

20. Paint a room
21. General house Repairs
22. Knock Out Walls

23. Wall Papering
24. Furniture Repairs
25. Repair Locks
26. Build Sheds
27. Bathroom/Kitchen Modernization
28. Install Insulation
29. Plumbing Repairs
30. Electrical Repairs
31. Bricklaying & Masonry
32. Furniture Making
33. Plastering
34. Soldering & Welding
35. Heating System Installation
36. Install Windows
37. Carpentry Skills
38. Roofing Repair

#### Maintenance

39. Window Washing
40. Floor Waxing or Mopping
41. Washing and Cleaning Carpets/Rugs
42. General Household Cleaning
43. Fix Leaky Taps
44. Mow Lawns
45. Plant & Care for Gardens
46. Prune Trees & Shrubbery
47. Wood Stripping/Refinishing

## Food

- 48. Catering
- 49. Serve Food to Large Numbers
- 50. Prepare Meals for Large Numbers
- 51. Clear/Set Tables for Large Numbers
- 52. Operating Commercial Food Preparation Equipment
- 53. Bartending
- 54. Bake

## Child Care

- 55. Caring for young children
- 56. Caring for older children
- 57. Care for Teenagers

## Transportation

- 58. Drive a Car
- 59. Drive a Van
- 60. Drive a Bus
- 61. Drive a Tractor Trailer
- 62. Drive a Commercial Truck/Lorry
- 63. Drive a Vehicle/Delivering Goods

## Operating Equipment & Repairing Machinery

- 64. Repairing Radios, TVs etc
- 65. Repairing Other Small Appliances
- 66. Car Repairs
- 67. Repairing Trucks/Buses
- 68. Using a Forklift
- 69. Repair Large Household Equipment  
(e.g., refrigerator)
- 70. Fixing Washers/Dryers

## Supervision

- 71. Write Reports
- 72. Fill out Forms
- 73. Plan projects
- 74. Make a Budget

- 75. Keep Records of All Your Activities
- 76. Interview People

## Sales

- 77. Operating a Cash Register
- 78. Selling Products Wholesale
- 79. Selling Products Retail
- 80. Selling Services
- 81. Door to door selling

## Music

- 82. Singing
- 83. Play an Instrument
- 84. Start a band
- 85. Manage a band
- 86. Teach an instrument

## Other

- 87. Needle works
- 88. House Removals
- 89. Manage Property
- 90. Assist in the Classroom
- 91. Hair Dresser

## *Part II -- Community Skills*

- 92. Lead a Boy Scouts/Girl Scouts
- 93. Organise a Fundraiser
- 94. Run a Bingo
- 95. Volunteer for School-Parent Associations
- 96. Manage/Coach a Sports Teams
- 97. Organise Field Trips
- 98. Organise a street party
- 99. Start a Community Garden
- 100. Outreach in Community for inclusion