

Instructions

Smoke on the Water

Who is this game meant for?

- This game was designed for middle schoolers and beyond.
- Ideally at students between Grade 6 and Grade 8.
- The game needs a minimum of 6 players and 1 game master.
- Additional players can be added into teams

Where is the game supposed to be played?

- The game has been designed for a classroom or small group setting.
- You can play it with the board placed on the table and players sitting around or with the board pinned to the board/wall with students facing the board.

What all do I need?

1. Character Cards - [Here](#)
2. Game Board - [Here](#)
3. Decision Dice * 6 - Dice with Plus, Minus and Blank - either DIY or find it online
4. 20 minutes to explain the game
5. 1-1.5 hrs to play it

How do I play the game?

- The gameplay is largely based on roleplay and in many ways will be closer in resemblance to a table top role playing game (like Dungeons and Dragons) than a complex board game (like Settlers of Catan).
- When you start the game explain the following situation to the players:
 - There's a huge lake in the middle of a large metropolitan city (Students can choose the name of the city and the lake).
 - In the past, the lake was far from most civilization and had a single fishing tribe at the top right of the map, who used to live and depend entirely on the lake.
 - Over time as the city grew, the government decided to allot some land around the lake to a few Industries.
 - These Industries, in the past, didn't have many environmental regulations to follow and ended up pumping large amounts of pollutants into the lake.
 - As the industry grew, lakeside residential properties grew rapidly equally adding domestic pollution to the lake.
 - All this suddenly came to light in the recent past when the lake began frothing and foaming and subsequently caught fire in a section once.
 - Now things are really bad. Everyone wants a clean lake but people have murky alliances and deceptive motives.
 - We must clean the lake soon or it will catch fire and cause irreparable damage!

How do I play the game?

- This is where the students come in! Each player receives a character card. As the game master you can either let them choose from the characters or give them specific roles you wish for them to use.
- You can also choose to give each card/role to a team of students.
- Allow the students some time to read through the cards and understand the roles.
- Each character has the following attributes:
 - A brief description
 - Relationships to other players
 - Motivation
 - Core Skills
 - Special Ability
 - Weakness
- Once the students have read it you can ask them more questions to fill in missing information or be creative and make it up!

How do I play the game?

- Pick someone to start the game. The character has to introduce themselves to the group briefly and then decide which skill they will use (From the skills list). They can choose to consult their 'Close Friends' on this decision. After they decide, the student(s) must roll their die.
- The die roll decides what the outcome of the skill/move was - it can either be a positive outcome in which case the game progresses as the student desires, a neutral outcome where nothing changes or a negative outcome where the skill actually backfired.
- After this the student's turn is over and they move on the next player. For every successful outcome, Tick/cross/write 1 in one of the boxes at the top right. For negative outcomes, strike-off a 1 in one of the boxes.
- If at the end of 5 complete rounds, the lake has not been saved everyone automatically loses.

How do I play the game?

- Victory of the game is highly subjective to the facilitator. It is recommended that a victory be granted only when the students showcase exemplar collaboration and are thinking and working together to fix the lake. Negative and neutral outcomes make the lake more polluted while positive outcomes clean and improve the lake.
- The students also have special abilities that can be played *once* during an entire game. These typically cause damage or block other players from doing anything in their turns.
- The weaknesses of the student can be used by the game master facilitator to move the game in interesting directions. They are subjective and indicative. The way they come into play will depend on the facilitator.

Example Gameplay

- Lekha, the student playing the politician, at the beginning of a turn reads through her character card and decides to pass a law that guarantees all members of the fishing tribe a job at the Industry. When she rolls the die it shows a negative sign on it. The law was counterproductive. So as a facilitator or game master you can now make up a narrative that says that the Tribe members see this as an insult to their ancient lake goddess and have started talks of starting a protest. Then the next turn goes to the Srishti who is the Leader of the Fishing Tribe. She decides to go ahead with the protest. When she rolls the die it shows a positive sign. Her strike was successful. Both the residents and the industry can't play their next turn. In all of this, the lake issue was not addressed so it has gotten worse and is on the brink of catching fire again!
- As a rule of thumb - if things are unclear, make it up as you go!
Imagination is powerful!

Improvise!

- Do you think these rules aren't working out for you? Do you want to add/subtract/modify things in the game? That's awesome! It means that you are actively thinking about making a tailored, personalized experience for your context and we want to hear about it!
- In the next page are empty cards you can use to make up new rules, conditions etc. Use them or anything you want to make stuff up!
- Tell us how it went!

