



Manual

Concept:

In "Pimp my Port," students design their own port in small groups. By completing tasks, they can collect additional sustainable facilities, workers, and special upgrades, which they use to purchase building blocks for their port. At the end, there is a presentation where each group gets time to present their port to the entire class.

Introduction:

The port is an important supplier of our food, clothing, electronics, and much more. Producing raw materials and transporting products requires a lot of energy and generates significant emissions, which is, of course, not good for the climate. However, we cannot do without it. The port also provides raw materials for products that contribute to energy savings elsewhere, such as insulation materials. As a society, we must think about responsible management. The port and businesses must reconsider their operations. Many efforts have already been made, but technology and knowledge are constantly improving, making even more possible. How do we make the port future-proof? That's exactly what you will be working on today. Add new facilities, earn special upgrades, and ensure you have the right workforce to keep everything running. Good luck!



TIP!

For each "function" in the game, there is a companion card. It contains everything you need to know to successfully fulfill your role. Still have questions? The game leader is available to help!

Game process:

Role distribution

► Students

- Students form groups of 4 and play the game as a team.
- In consultation with teachers, it is determined whether students can form their own groups, whether groups are randomly assigned, or whether the teacher assigns them.

► Teachers

- Teachers supervise two stations in the game: the Market and the Battles.
- Teachers are responsible for the entire group throughout the game. They ensure that the rules are followed and that behavior remains appropriate.
- If there are enough teachers, one can assist the game leader in the Bank.

► Port Center Supervisors

- The port center supervisor welcomes the group, introduces and explains the game. During the game, they take on the role of the "Bank." They also guide the final presentation.
- For larger groups, multiple game leaders can be assigned.



Start of the game

1. The game leader ensures that every supervisor/teacher has the correct materials and instructs them on their role in the game.
2. The port center game leader introduces the game and goes over the rules with the students.
3. The students form teams. Each team receives a layout plan to build their port.

Building blocks



Industry

Chemistry
Refinery



Distribution

Distribution center



Cargo handling

Container depot
Breakbulk-/ Ro-Ro-
Terminal
Silos
Tanks



Transport Network

Marker to draw traffic
network
Locks



Energy

Windturbine
Solar panels
Biomass installation
Combined Heat-Power
Nuclear power plant



Environment

Habitat for meadow
birds
Mud and salt marsh

Game content

- The goal of the game is for students to develop their own port into a future-proof port as a team. They must decide which elements to add and how best to combine them. Placement on the layout plan is also important. Earning money is necessary to purchase additional facilities and workers for their port.

Students can select tasks at the Bank themselves. Tasks cover various themes: Industry, Distribution, Cargo Handling, Transport Network, Energy, and Environment.

- Students complete the task as best as possible. Once finished, they return to the Bank. The supervisor checks the answer and gives students coins.
- With the earned money, students can go to the (Job) Market to buy additional facilities and workers for their port.
- Students can also participate in a Battle. This is a fun way to interact with other groups. They challenge each other, and the winners receive special upgrades for their port.

End of game

- At the end of the game, students place their additional facilities in their port. It is important that they have the right workers to build and operate the facilities. Special upgrades may also be added.
- The game leader gives tips. Through small learning moments, students gain a better understanding of how a port functions. Teachers also assist individual teams.
- Once the group agrees on placement, students finalize their port by drawing it onto the layout plan.

Presentation

The game ends with a grand presentation where all groups showcase their ports.

- Voting slips are distributed to select the three best future-proof ports.
- The votes are counted, and the top three are announced.

Power of positivity

The presentation is not a test but a positive experience. The game leader highlights the strengths of each team.

Conclusion

End the game on a positive note and praise the group for what they have learned. Cleaning up is a team effort.

The game leader is responsible for the proper storage of materials.

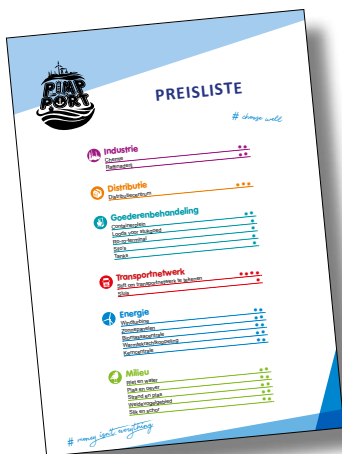
Companion card (Job) Market

Students come to the (Job) Market to use the money they have earned to buy additional facilities and workers. Here's how it works:

! Use the price list to determine how many coins a student has to pay for a specific card.

! Encourage students to make thoughtful choices instead of buying cards at random to build an efficient port. Some examples:

- You already have a lot of industry. Do you have enough energy to keep everything running?
- Oh no, you don't have any nature in your port yet? That will lead to environmental penalties!
- Don't forget to provide workers for all your facilities! Each facility card shows at the bottom which workers are needed in your team to build and maintain it.



If the game is moving too fast or too slow, prices in the shop can be adjusted towards the end. "Discount promotions" such as "2+1 free" offers can be introduced.

- Note: These game adjustments are only introduced after consultation between the shop and the game supervisors.

At the bank, students can earn money. It may happen that the supervisors run out of coins. They can then request new coins from you.

What materials do you need at the (Job) Market?

- Price list
- "Additional Facilities" and "Workers" cards
- Pouch to store received coins

Tip: Besides running the (Job) Market, you remain a supervisor for all students around you. Please keep an eye on them. This is a game, so playing is allowed, but make sure that the agreements made are respected.

Companion Card Battles

The battles bring fun and interaction between the groups. Here, they can compete against each other and win special upgrades. Here's how it works:

- We don't want students to stand in long lines or wait too long. That's why we use a "registration board" where they can place their team token. They choose an opponent and place their tokens next to each other, or put their token on an empty spot and wait for an opponent.
- Battles are played in the order they appear on the registration board. A new battle can only be registered after the previous one is completed.
- Students bet money on their own battle (minimum 1 and maximum 3 coins). Teams do not have to bet the same amount.
- Whoever loses, loses their bet.
- The winner receives all the bets (including from the other team) doubled from the battle supervisor.
- When two teams start their battle, they first place their bets. Then, they roll the color die. The color determines the theme of the battle. Each theme has a battle card with the rules and necessary materials. Read the rules aloud and start the battle. At the end, distribute the winnings and double them with coins from your pouch.
- Are you running low on coins? You can get more from the "shop."
- Battles emphasize fun, but watch out for excessive enthusiasm. As a supervisor, ensure fairness and enjoyment for all.



What materials do you need?

- Box with battle materials
- Color die
- "Special Upgrades" cards for distribution

Tip: Besides your role as a battle supervisor, you also remain responsible for the students around you. The game should be fun, but make sure the rules are followed.

Companion card

Game supervision

At the start of the game

- Introduce the game with enthusiasm. Your energy greatly influences the game's flow.
- Briefly explain the game and the rules. Mention that it's not just about money or port size but about building a sustainable port.
- Clarify where students are allowed to go and ensure there is enough space between teams.
- Assign roles based on group size and number of supervisors.
- Ensure everyone has the correct materials.

• Students

Game board to make a port
Token to participate in Battles

(Job) Market

Pricelist
Port cards (6 boxes)
Bag for coins

Battles supervisor

Box with battle materials
Special upgrade cards

• Game supervisor/Bank

Questions
Solutions

During the game

- Take on (or share) the role of the bank.
- Observe student behavior and remind teachers of their responsibilities.
- Is the game not running smoothly? Give impulses: distribute extra coins, "lose" a few coins near a struggling team, or coordinate special offers with the shop.

End of game

- Regularly update players on the remaining time. Announce the game's end 5–10 minutes in advance so final purchases can be made.
- Visit groups and have short learning discussions to help them optimize their ports.
- Highlight each group's efforts.
- Involve students and teachers in cleaning up to prepare everything for the next round.



Companion Card Bank

At the bank, students can earn money by correctly answering questions. The harder the question and the better the answer, the more points they earn.



- The Game supervisor is always also the bank. In large groups, they may be assisted by a teacher.
- Place the tasks face down on a table (or on the floor) so students can only see the task name and coin value. This adds suspense.
 - Tip: If playing outdoors, make sure the tasks don't blow away!
- Allow only one group at a time to give an answer. If needed, mark a line to keep other groups at a distance so they cannot listen in.
- Use the solution books to check student answers. Sometimes, multiple answers are possible.
 - A completely correct answer earns them the full points of the task card.
 - For creative tasks, award coins based on the quality of the answer. The points on the card are the maximum.
- If students give a wrong answer, they may try again (for fewer points). The important thing is that they learn from the game. Always provide the correct answer and explain it. The game is a means; the goal is learning.
- Groups cannot earn money twice with the same task. They will try, of course!
- To get the game started smoothly, you can randomly assign each group a task (they may not choose for the first round). The mini-quizzes for each theme work particularly well here.
- If you run low on coins, you can get more from the "shop."

What materials do you need?

- Questions
- Solutions
- Bag with coins



Tipp: are you playing outside, and is it very windy? Use stones to make sure nothing flies away!

Not only will you be in charge of the bank, but you'll also be supervising all the students around you. We ask that you keep an eye on the students at all times. It's a game, so playing is allowed, but please make sure the agreements made are adhered to.