

# TOOL 1E The “What Could Possibly Go Wrong?” Game

## INSTRUCTIONS

If the team playing has worked together on an activity in the past, that activity will be the focus of the game. If the team playing is currently or is planning to work on an activity, that activity will be the focus of the game.

Roll the die and move your piece (a coin or any small object) that number of squares.

A) If you land on an orange or green square, note if it is asking your team to discuss contextual, temporal, or interpretive activity scale-up factors for adaptation.

B) If you land on a vertical arrow or horizontal arrow, discuss with your team a vertical or horizontal scale-up issue. Be sure to write down the adaptation or scale-up issue that the team chooses.

## KEY

STABLE UNSTABLE



**CONTEXTUAL:** How a significant programmatic element required/might require adaptation.



**TEMPORAL:** How time required/might require a significant adaptation.



**INTERPRETIVE:** How a significant issue was/might be understood very differently by different stakeholders.



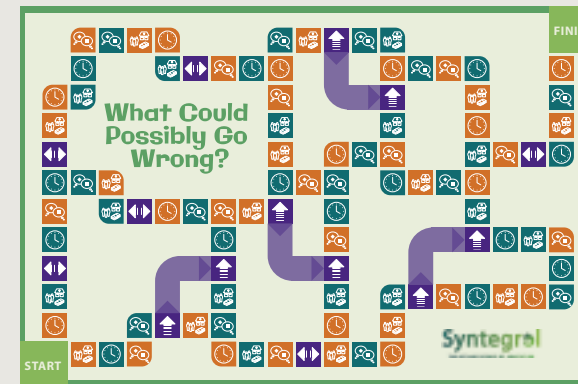
**VERTICAL SCALE UP:** What did we/will we do to integrate activities? How did we/will we do this?



**HORIZONTAL SCALE UP:** What did we/will we do to expand activities to new sites or populations? How did we/will we do this?

## GAME BOARD

Use the game board on the following page.



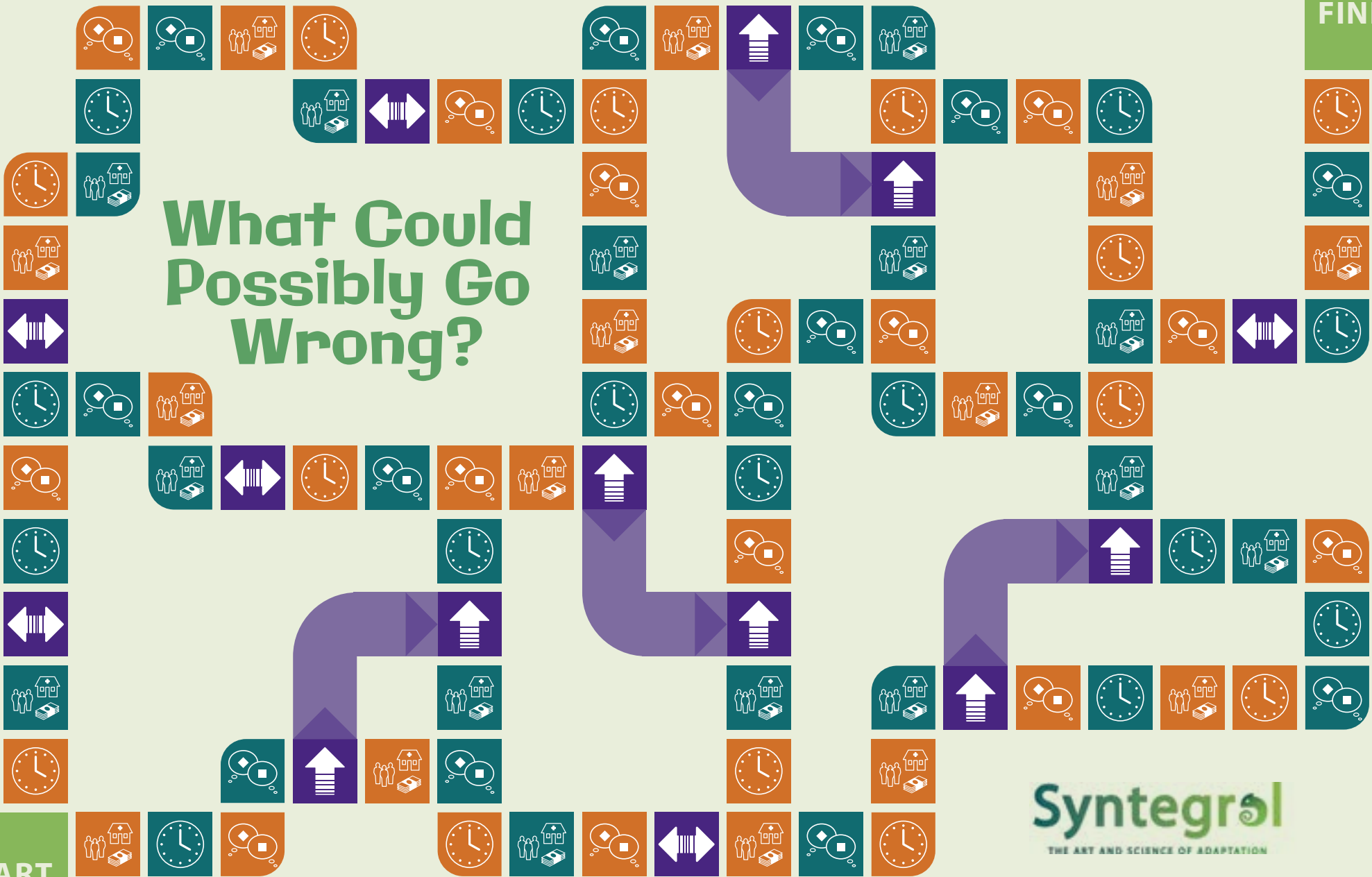
## TAKE AWAYS

After playing the Game, players should review the adaptations they discussed and consider:

- How project teams have adapted or will adapt to changing contexts.
- How and why we deal with changes in program realities, changes over time, and differences in understanding.
- The challenges of vertical scaling (institutionalization of an activity) and horizontal scaling (spreading an activity to new sites). Note: these important types of scale are covered in depth elsewhere in this Guide.
- The fact that team members already possess lots of adaptive capacity—and now it is time to strengthen it!

FINISH

# What Could Possibly Go Wrong?



START

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