

Neat Freak



Overview

Age of the target group	from 15 to 18
Group size/structure	Can be played by several small groups in parallel.
Topic	Types of goods and social dilemmas
Keywords	Consumption Rivalry, Exclusive Consumption, Social Dilemma
Duration	30 - 45 min
Authors	Bernd Remmele

Abstract

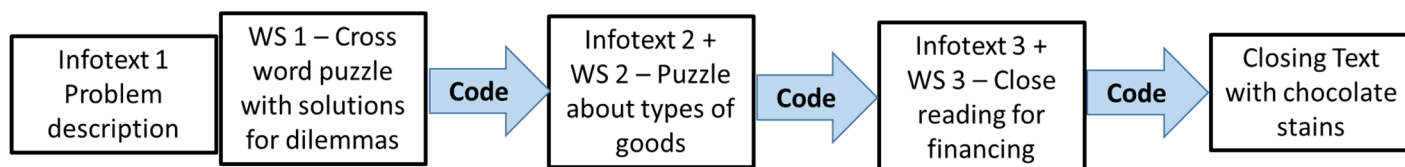
The story is about moving out of a shared flat. The first task is about the cleaning problem in shared flats and ways to deal with this social dilemma. The second task deals with the four types of goods (private, public, club and commons good) and their differentiation. The third and last task differentiates between various financing options for goods that tend to be public.

Learning objectives

1. be able to differentiate types of goods according to rivalry and excludability.
2. Be able to describe the structure of utilisation dilemmas (tragedy of the commons) and suitable approaches to solve them.
3. Be able to explain the contribution dilemma for public goods and financing options for public goods.



Gameplay - Overview



There are several ways in which the game process can be 'technically' implemented. The simplest variant is to the worksheets with the solutions to the game master in order to receive the next information text + task.

Also the solution codes can be used to set locks for boxes containing envelopes with the next information text + task. Representatives of the groups would then have to stand in line to try out their code - and if they are successful, close the box again and turn the lock again - if necessary.

It is also possible to work with several parallel boxes; or if it is simply about the feel, only locks can be distributed and the open locks have to be shown in order to receive the next materials.

If the groups do not make progress in solving individual tasks, help can be given - if it is didactically reasonable.

Solution codes

Code1: 210
Code2: 384
Code3: 432

Setting up and running the Escape Room

Escape Room materials provided

For the players:inside:

Info texts 1 to 3

Tasks 1 to 3

Final text

For the game masters:

Solution sheets 1 and 3



Set up

Texts and worksheets need to be printed out for the expected number of groups playing against each other.

Depending on previous knowledge, letters can be pre-entered into the crossword puzzle (WS 1). The crossword puzzle can be solved even if not all the words have been found.

This task also has a high degree of redundancy built in for finding the code through the threeforms.

For the puzzle (AB 2), the snippets for each group can be cut out beforehand.

If boxes and locks are to be used, at least three boxes with locks are needed - if necessary, of course, several analogously prepared boxes etc. can also be used.

If the Escape Room is to be used several times, it may be useful to laminate information texts and worksheets. This can also be helpful for the players if they want to correct attempted solutions.

Reboot

For a reboot, information texts and worksheets, that have been written on etc., have to be exchanged or the laminated ones have to be wiped off, new snippets might be necessary for the puzzle (AB 2).

Introduction

In the 9th and 10th grade, the Escape Room should rather be used to secure, if necessary to extend the topic of types of goods and social dilemmas. As an introduction, examples previously used in class (prisoner's dilemma, cleanliness in the classroom, teamwork...) can be brought up here.

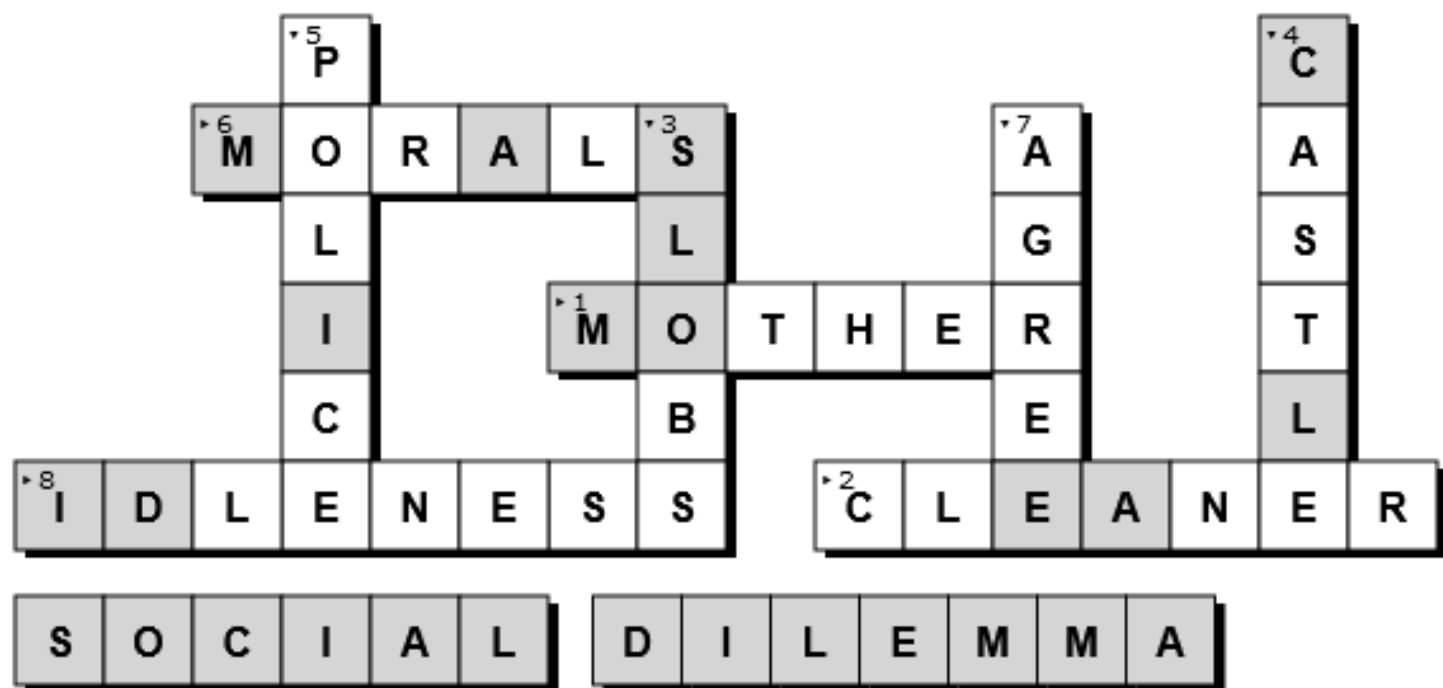
In higher classes, the Escape Room can also be used as an introductory basis for discussion. It can then be started directly with general instructions on how the game is to be carried out, i.e.: building the groups of students, clarifying the general procedure, i.e. especially how the progression is technically organised, as well as giving observation tasks if adequate.

Debriefing

In general, the aim is to make clear the specific variety of the social dilemma structures connected to the types of goods.

The reflection should take up the technical terms (social dilemma, dilemma of contribution and utilisation, rivalry, excludability). A transfer to different levels of social interaction and dilemmas there (personal, social, political) is also possible here.

If the Escape Room is used as an introduction to the topic, the structure of the content field to be dealt with in the following can be worked out from the analysis of the individual aspects. The structure can be found in the most diverse fields: from nuclear deterrence to environmental problems (flying, waste avoidance ...) to complaint management at school.



2

Number of A's in the solution

1

Number of E's in the solution

0

Number of U's in the solution

4

[If you are not satisfied with what you have, you will not be satisfied with what you want.]

9

Things that you can only use once or not at the same time with others.

2

Things that can be used by several people at the same time.

$$4 \times 2 \times 8 \times 6 = 384$$

3

Things that are easy to protect from others wanting to use them.

5

Private good
chocolate
if necessary, clothes horse

7

Club good
Wifi
Netflix (legally)

8

Things that (in an apartment) are largely freely accessible.

1

Common good
Toilet (key missing)
Channel selection key of the common TV set

6

Public good
Heating (even if someone has not paid his ancillary costs);
Roof over your head

Little money from many sources

Incidentally, publishers who want to publish a book in Germany have to hand in deposit copies free of charge to the national – probably it is the same in most countries. They don't need any money to buy books, but they need all the more space to store all the books.

Since public goods are accessible to everyone, the individuals have little motivation to contribute much to their provision. Therefore the financing is a little complicated because all possible sources are tapped:

Motorways are not only financed by **taxes**, but also by the so-called truck toll, a route-dependent usage fee. The judiciary is not dependent on any income other than **taxes** and the costs of the proceedings, so a kind of user fee. Local public transport also lives from a mix of income: monthly and annual tickets, single tickets. Most of the time it doesn't work without **taxes**. And for fare dodging you pay an 'increased transport fee' as a **fine**. Non-profit organisations mostly live on membership fees and **donations**. Social organisations in particular can also receive funds from court **finances**. Cities and municipalities naturally live primarily from **taxes**. Warning **finances** such as the classic parking ticket for wrong parking also flow into the respective city treasury. Some municipal tasks are also supported by **donations**.

The code results from the frequency of the named funding sources:

Tax: 4

Fines: 3

Donation: 2