These two scripts describe how to create playful situations during an RRI Training to provoke reflection among participants and to create stories and scenarios. At the end of this document, you will find a template to print and to create your own dice. You can share the template with your participants and colleagues. Feel free to adapt the scripts and use the dice in your own way, and don't forget to share your experience and feedback with us[1].

ROLLING THE RRI DICE FOR REFLECTION

This game is meant to be a useful tool to trigger reflection at different stages of an RRI training session.

1. **Target audience:** Trainers use the dice with their public.
2. **Possible uses:**
a) At the beginning of the session, with the provoking question:

How familiar am I with RRI?

b) At the middle of the session, with the provoking question:

How much can I relate my practices/ work/ institution with RRI?

c) At the end of the session, with the provoking question:

How comfortable do I feel now with the RRI approach?

3. **How to use the dice?**

As mention before, rolling the dice should have a playful and relaxing effect on a reflexive process among the participants.

A. Everyone in small groups should roll the dice. You can choose to roll the dice one by one or both together.
B. Once you roll them, choose a level you would like to provoke reflection:
a) **individual** b) **institutional** c) **societal/ or national**. You can add an interactional level that refers to the way you interact with your public (or clients, patients, depending on the contexts).

C. Once you have your dice rolled and you have chosen your level, here are your guiding questions:

What can you say these aspects (Dice's drawings) of RRI when you look at your work at an individual/institutional/societal level?

If they are very well developed, can you describe the way they are performed?

If they are at a very early stage or non-existent, what do you think is needed to bring xxxx into your working environment?

4. **Important messages from the trainers**
   o <u>Whatever you get, you will find a connection with your work.</u>
   o <u>There are no wrong answers</u>
   o <u>Every situation is unique and you can adapt the scope of RRI</u>
   o <u>Every combination is a matter of exploration, even if it looks unrelated at the beginning.</u>

5. **Examples for the trainers**
   Here you will find a short story about using the dice during a training.

Middle of a training session: You've gone through the essentials of RRI, and explored the toolkit in a demonstrative way. You want to exercise the comprehension of participants. You invite them to sit in groups of 5, to introduce themselves and choose someone who will write down the ideas. The game is the following: Think of a level (for example: institutional). And now roll the dice. In no more than 3 minutes you have to give some ideas of how your institution is dealing or incorporating that aspect.

"Amanda works at The Brain Eye consultancy group. They support different companies and the government in their strategic vision of research and innovation. She rolls the dice and she gets Public engagement and Openness and Transparency. She reflects that most of the work that they do for their clients is confidential for obvious reasons. But they could definitely move a step forward in discussing with their clients how the potential recipients of their innovations or developments could participate in the brainstorming process or incubation process of new products or strategies. After doing this, there should be space for a feedback process which could match the open and transparent way of doing things."

ROLLING THE RRI DICE FOR STORYTELLING

These dice can be used as a game to create stories or scenarios during RRI trainings. They can be used to stimulate reflection on RRI during the training as well. (See **ROLLING THE DICE FOR REFLECTION**)

1. Target audience: Trainers using the dice before a training session

2. How to use the dice:

The trainer or training team rolls the dice. There are 6x4x3= 72 possible combinations, meaning 72 possible stories to write. These stories are not meant to be long and developed scripts but short teasers, to show your participants how can RRI work in reality.

The 72 stories come from the crossing of the Policy agendas, the Process requirements and the 3 levels of reflection (individual, institutional, global/national).

3. Important messages for the trainers: be creative and loose. Don´t try to fit into the theoretical model but to think on real examples or imagine how things would work considering we are "humans". You will be able to shape your example in a way that perfectly shows an RRI example, but to start writing a short story with the dice, dare to be imaginative. **Don´t think outside the box: there is no box.**

4. Examples for the trainers:

If you want to have stories for every possible combination, then choose the first one and go for each of the 3 levels. If not, do it for one level only and then roll the dice again.
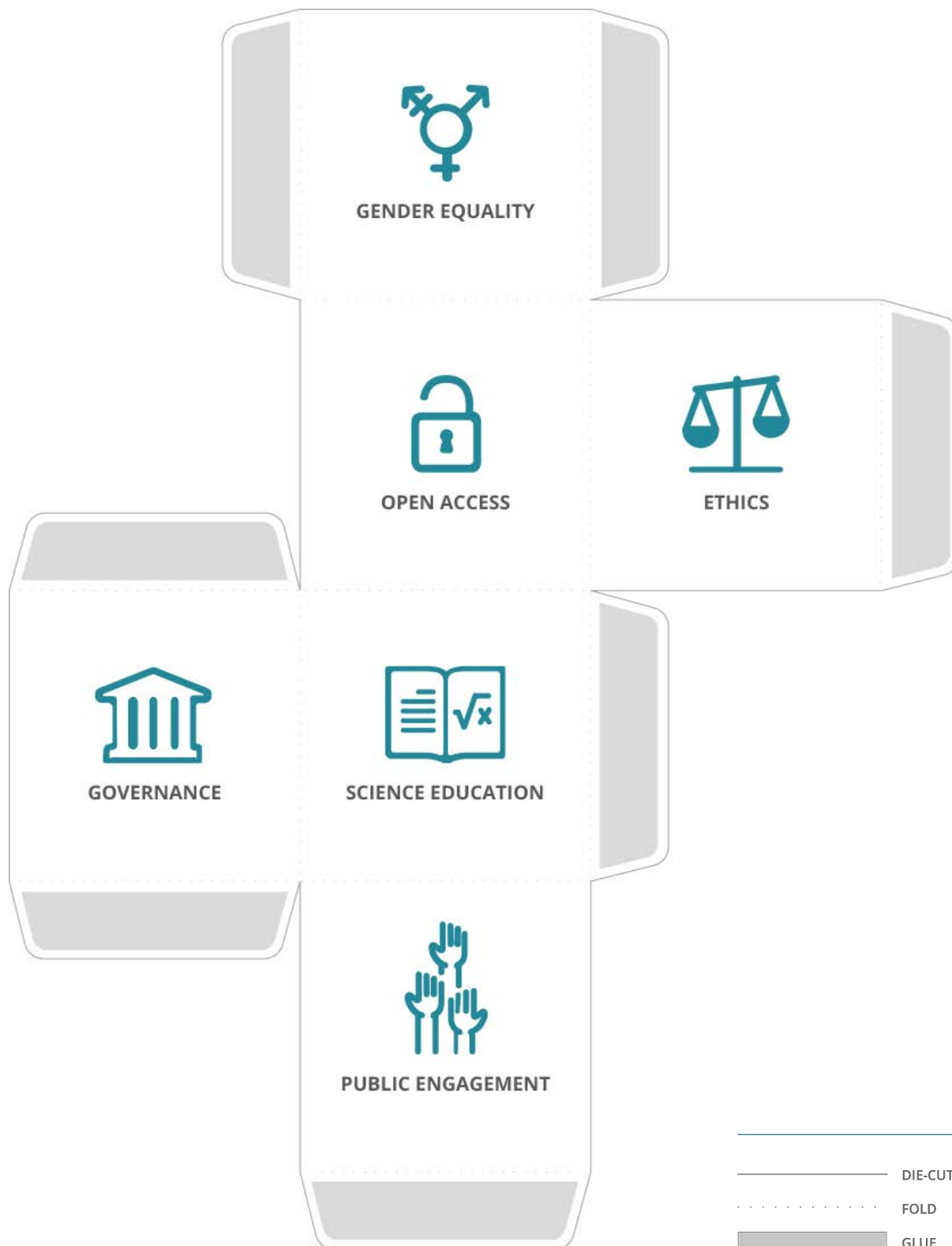
For example: You work in a public service, Ministry of Science and Technology. You roll the dice and get Science Education and Openness & Transparency.

SE&OT at an individual level: As part of your duties, you have to create bi-annual reports of the state of the art of your partnerships. But you share them only with your supervisor. It would be good to share a summary with your team, so they see the progress you are doing as a whole. They can, of course, have access to the whole report if they want.

SE&OT at an institutional level: The ministry releases a series of initiatives that promote science literacy of students and citizens. There is not much of a communication flow with other related ministries: Education, Culture and Economy. Setting a couple of meetings to establish an efficient way of communicating and a suitable workflow to access the results of each institution would be a step forward.

SE&OT at a global level: Who are key stakeholders representing innovation, science & technology and education at the national level? Stop and have a look at key persons. Contact them and try to see at what level of openness are their works and the outcomes of it. How can these outcomes nurture your work or working field is a reflection you can do as a team, and with the stakeholders, hopefully.

POLICY AGENDAS DICE

GENDER EQUALITY

OPEN ACCESS

ETHICS

GOVERNANCE

SCIENCE EDUCATION

PUBLIC ENGAGEMENT

DIE-CUT

FOLD

GLUE

PROCESS REQUIREMENTS DICE

DIVERSITY
AND INCLUSION

ANTICIPATION
AND REFLECTION

OPENNESS
AND TRANSPARENCY

RESPONSIVENESS
AND ADAPTIVE CHANGE

———————— DIE-CUT

· · · · · · · · · · · · FOLD

░░░░░░░░░░ GLUE