

## Tool 6-1: Facilitator Responsibilities Chart

Before the Game	During the Game	After the Game
<p>Introduce the purpose or objective of the game.</p>	<p>Observe behaviors during the game.</p>	<p>Close down game play by tallying points, announcing winners, awarding prizes (optional), and bringing players back to the learning arena.</p>
<p>Explain logistics (the game purpose, rules of play, timing, success factors); distribute game materials; and post rules of play on slides, overhead transparencies, or flipcharts if desired.</p>	<p>Conduct game play, starting and stopping rounds of play; award points; present instruction on the content; present correct responses; assign awards/penalties; resolve questions on game play or content material.</p> <p>When the group gets stuck on a question or problem, resist the urge to solve it for them; allow them some time to figure it out.</p>	
<p>Provide the big picture of how the game relates to your content.</p>	<p>Pay attention to group dynamics—who's participating more than others, how the groups are managing themselves.</p>	<p>Pose the debriefing questions you prepared before the training session. In debriefing the game, focus on what happened, on what was learned, and on what skills and knowledge acquired in the game can be transferred to the real world.</p>
<p>Describe the benefits of playing the game.</p>	<p>Keep the game on track; pay attention to timing and outcome.</p>	<p>Ensure everyone participates in the debriefing.</p>
<p>Provide examples of how the game might be similar to another game to help participants go from "the known" to the "unknown."</p>	<p>Stop the game if the process is breaking down, or if the participants keep trying a solution that doesn't work (in such a case, ask the group "What's happening?" "What might be another way to try this?"); remember not to solve it for them unless there is an unbreakable impasse.</p>	<p>Encourage the sharing of opinions and ideas, and support their diversity.</p>
<p>Seek feedback to ensure that all instructions are understood.</p>	<p>Look for teachable moments that can be discussed after the game.</p>	<p>Focus some of the debriefing time on teachable moments gleaned both from the game content and from player behaviors.</p>
<p>Form teams; explain team roles and provide team instruction sheets (as required).</p>	<p>Keep a neutral presence; don't participate in any of the group discussions or offer your opinion during game play.</p>	<p>Ask for and provide your own examples of how behaviors encountered in the game might apply to real-world experiences.</p>

## Tool 6-2: Applying the Experiential Learning Cycle to Games

Stage	Before the Game	During the Game	After the Game
Concrete experience	Prior to game play, the trainer asks participants to pay attention to what they experience during game play.	Participants are actively engaged in the game.	Trainer debriefs participants on what they have experienced and what they have learned around “the experience.”
Reflective observation	Trainer tells participants to observe what happens during game play.	Participants observe themselves and others— behaviors, reactions, and learning.	Trainer prompts reflection by asking participants to write down what they have observed and then discuss their observations as a large group.
Abstract conceptualization	Trainer asks participants to pay attention to concepts or theories that relate to the topic of the game.	The content of the game reinforces theories or concepts presented prior or after the game.	Trainer asks participants to relate what they have learned during game play to the key concepts of the topic.
Active experimentation	The trainer describes how and why the game relates to actual life experience.	Participants begin to identify how they might apply what they’re learning in the game experience.	Trainer asks participants to describe how they will apply what they have learned in the game to real-life situations.

### Tool 6-3: Typical Behaviors Associated with Learning Styles

<p style="text-align: center;"><b>The Accommodator</b></p> <ul style="list-style-type: none"><li>• Has the ability to learn from hands-on experience</li><li>• Loves to take risks</li><li>• Enjoys looking at things from many perspectives</li><li>• Tends to be adaptable and practical</li><li>• May act on gut feelings</li></ul>	<p style="text-align: center;"><b>The Diverger</b></p> <ul style="list-style-type: none"><li>• Has the ability to view concrete situations from many different points of view</li><li>• Tends to observe rather than take action</li><li>• Enjoys activities that call for generating ideas</li><li>• Often prefers working in groups</li><li>• Is sensitive to feelings</li></ul>
<p style="text-align: center;"><b>The Converger</b></p> <ul style="list-style-type: none"><li>• Is best at finding practical uses for ideas and theories</li><li>• Has the ability to solve problems and make decisions based on finding solutions</li><li>• Likes to deal with technical tasks rather than social or interpersonal issues</li></ul>	<p style="text-align: center;"><b>The Assimilator</b></p> <ul style="list-style-type: none"><li>• Is best at understanding a wide range of information and putting it into a concise logical form</li><li>• Often is interested in abstract ideas and concepts</li><li>• Develops theories</li><li>• Defines problems</li></ul>

## Tool 7-1: Sample Debriefing Questions for Each Stage of the Experiential Learning Cycle

### Initial questions:

- How was it?
- What did you enjoy most?

### Stage 1: Concrete Experience

- What happened?
- How do you feel?
- How did you feel when . . . ?
- What did you experience?
- Who else feels the same way about that? How come?
- When did you feel challenged?

### Stage 2: Reflective Observation

- What did you observe about the game?
- What did you observe about yourself?
- What did you see others doing?
- What did you notice about . . . ?
- What other solutions did you consider?
- When did you really see that you were working as a team?
- When did you observe challenges?

### Stage 3: Abstract Conceptualization

- How does this game relate to some of the concepts presented so far?
- How does all this fit together?
- What new insights do you have?
- What parts of this game seemed similar to what you already know about the topic?

### Stage 4: Active Experimentation

- How can you apply what you've learned from this game to your work situation?
- What will you do differently as a result of playing this game?
- If you were to play this game again, what would you do differently?
- What did you learn about yourself? About the group?
- What might you need to watch out for as you apply these techniques in the future?
- What will really help you apply some of the strategies that you learned in this game?
- When might you apply what you've learned from this game?

## Tool 7-2: Managing Group Dynamics

Situation	Solution
One person dominates the discussion.	Thank the person quickly. Then turn your body slightly toward someone else and ask a question of that player. Use participants' names. Say the name first, then ask the question. For example: "Thanks, John! Sarah, what's your opinion on this?"
The energy of the group seems low.	Tell the group that the energy in the room seems low. Ask what people believe might be causing or contributing to this?
Participation is lacking.	If one or two players seem reluctant to engage, ask them easy yes/no questions, or ask for their opinions. For example: "Ken, do you agree with this?"
There is aggressive, angry behavior, or a difficult participant.	If this happens at any time during the game process, call a break and talk to that person privately. If the person continues to disrupt the group, you may need to ask the person to leave.
Someone provides a wrong answer to a question.	Rephrase and ask the question again. Offer an example and ask again. Redirect the question to the group, and then go back to that individual to see if he or she can give you another answer. Avoid telling players that they're wrong. This may shut down participation, and it could be that the question was unclear or that they misunderstood the original question.

**Tool 8-1: Game Use Matrix**

	<b>Content Application</b>	<b>Creativity</b>	<b>Icebreaker</b>	<b>Interteam play</b>	<b>New content introduction</b>	<b>Problem solving</b>	<b>Content review</b>	<b>Vocabulary review</b>	<b>Risk taking</b>	<b>Team learning</b>
<b>Bingo Hunt</b>		X	X	X		X				X
<b>Board Bingo</b>				X	X		X	X	X	
<b>Card Sort</b>	X			X	X	X	X	X		X
<b>Get-Set</b>		X		X		X				X
<b>Match Point</b>		X	X	X	X	X			X	X
<b>Quiz Challenge</b>	X			X	X		X	X	X	
<b>Review Bingo</b>					X		X	X		
<b>Sand Trap</b>			X	X		X			X	X
<b>Signature Hunt</b>			X							
<b>Tic-Tac-Topic</b>	X				X		X	X		
<b>Toss Up</b>	X			X			X	X	X	X

**Tool 8-2: Sample Bingo Hunt Game Sheet**

*Directions:* Find specific items named or things that fit the descriptions provided in each square.

Newsworthy	Sweet	Toy-like	Minty	International
Plastic	Scratchy	Golden	Flowery	Official document
Silvery	Brand or tattoo	Sandy	Etching	Sticky
Metallic	Purple	Logo	Insect product	Seasonal
Circular	Limerick	Stately	Trashy	Tuneful

**Tool 8-3: Board Bingo Game Board**

<b>1</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>2</b>
<b>2</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>4</b>
<b>3</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>1</b>
<b>4</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>5</b>
<b>5</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>3</b>



**Tool 8-3A: Four-Color Board Bingo Game Board**



**Tool 8-4: Sample Card Sort Chart and Item Cards**

Odds	Evens

\$125 coat on sale  
@ 20% discount =

$75 \times 60\% + 2 =$

$10\% \text{ of } 140 + (2 \times 1.50) =$

## Tool 8-5: Sample Get-Set Game Sheet

**Team** \_\_\_\_\_ **Round No.** \_\_\_\_\_

**Topic: Customer Relations**

1. Many jobs in the service sector require \_\_\_\_\_ skills even more than technical skills.
2. Customer-contact employees need feedback more often than do employees on the production line. True or false?
3. What happens to service “extras” as they are adopted by others in the same industry?
4. The most important skill to use in providing good customer service is:
  - a. smiling
  - b. listening
  - c. product knowledge
5. When customers evaluate coffee service at a conference held in a hotel, what do they find to be most important?

*Answers:*

1. Social or interpersonal
2. True. They often need feedback weekly, even daily.
3. They become the service norm in the industry.
4. Listening
5. Near phones, near restrooms, quick service

**Tool 8-6: Sample Wallchart for Match Point**

**Theme Statement: "New Uses for Existing Products"**

	<b>C</b>	<b>S</b>	<b>W</b>
<b>Cake mix</b>			
<b>Liquid soap</b>			
<b>Plastic bags</b>			

## Tool 8-7: Sample Quiz Challenge Game Sheet

Estimated Correct Responses \_\_\_\_\_

Actual Correct Responses \_\_\_\_\_

1. According to time management expert Alan Lakein, what is the most common denominator among good time managers?
  - a. They take advantage of waiting time.
  - b. They have an established routine.
  - c. They use a to-do list.
2. Experts report that it takes how many days of consistent behavior to establish a new routine?
  - a. 14
  - b. 21
  - c. 35
3. "Batching," a time-saving technique, involves grouping similar tasks in the same time period. Give an example of batching tasks to save time:  
\_\_\_\_\_
4. When forced to interrupt a writing project, which of these techniques helps you get right back into the project flow when you return to it?
  - a. writing in longhand
  - b. stopping in the middle of a sentence
  - c. noting "draft" on the top of the page
5. In ordinary circumstances, what is the maximum number of revisions you should make to the first draft of any document?
  - a. 7
  - b. 5
  - c. 3
6. In business, how frequently is the average worker interrupted?
  - a. every 6 to 9 minutes
  - b. every 11 to 15 minutes
  - c. every 17 to 21 minutes
7. In open offices or study areas, which kind of interruption is more disruptive?
  - a. auditory
  - b. visual

*Answers:*

1. c
2. b
3. batching return phone calls
4. b
5. c
6. a
7. b

**Tool 8-8: Sample Review Bingo Game Sheet:  
Management Textbook Information Search**

Gilbreth	McGregor	Synergy	Hawthorn Studies	Adams
Intrinsic	Weber	Maslow	Systems Theory	Feedback
Parker-Follett	Gantt	Closed System	Barnard	F.W. Taylor
Contingency	Theory Y	Extrinsic	Theory X	Open System
Fayol	Herzberg	Theory Z	McClelland	Blake and Mouton

Text material: *Management* by Richard L. Daft (Harcourt College Publishers, 2002)

## Tool 8-9: Sand Trap Clue-and-Planning Sheet, Level I

### General Information

- ◆ The floor grid contains 25 spaces; 9 spaces are sand traps.
- ◆ **Clues** are in three formats:
  - by **space number**, as labeled in your grid illustration below
  - by **columns** (a vertical line of spaces, such as 1, 6, 11, 16, 21); columns are numbered left to right (first column = 1–21, second column = 2–22, and so forth)
  - by **rows** (a horizontal line of spaces, such as 1, 2, 3, 4, 5); rows are numbered bottom to top (first row = 1–5, second row = 6–10, and so forth).
- ◆ You must **enter the floor grid** through a first-row space—1, 2, 3, 4, or 5.
- ◆ **Entering any sand trap space** immediately disqualifies your team.
- ◆ **No diagonal moves are allowed**—you must cross the grid one **horizontal or vertical** space at a time. For example, to move from space 1 to space 7, you could move horizontally from space 1 to space 2 and then vertically from space 2 to space 7.
- ◆ You must **exit the grid** from a fifth-row space—21, 22, 23, 24, or 25.

←———— FINISH LINE —————→				
21	22	23	24	25
16	17	18	19	20
11	12	13	14	15
6	7	8	9	10
1	2	3	4	5
←———— STARTING LINE —————→				

### Clue List: Low Risk Level

- ◆ There are 2 sand traps in the first row.
- ◆ There is 1 sand trap in the fifth column.
- ◆ The four corner spaces are clear.
- ◆ There are 3 sand traps in the third column.
- ◆ There is 1 sand trap in the second row.
- ◆ Space #2 is clear.
- ◆ There are 2 sand traps in the fourth column.
- ◆ There are 3 sand traps in the fifth row.
- ◆ Space #12 is clear.
- ◆ There are 3 sand traps in the third row.
- ◆ There is 1 sand trap in the first column.
- ◆ Space #14 is clear.
- ◆ There are 2 sand traps in the second column.
- ◆ There are no sand traps in the fourth row.
- ◆ Space #7 is a sand trap.

## Tool 8-10: Sand Trap Clue-and-Planning Sheet, Level 2

### General Information

- ◆ The floor grid contains 25 spaces; 9 spaces are sand traps.
- ◆ **Clues** are in three formats:
  - by **space number**, as labeled in your grid illustration below
  - by **columns** (a vertical line of spaces, such as 1, 6, 11, 16, 21); columns are numbered left to right (first column = 1-21, second column = 2-22, and so forth)
  - by **rows** (a horizontal line of spaces, such as 1, 2, 3, 4, 5); rows are numbered bottom to top (first row = 1-5, second row = 6-10, and so forth).
- ◆ You must **enter the floor grid** through a first-row space—1, 2, 3, 4, or 5.
- ◆ **Entering any sand trap space** immediately disqualifies your team.
- ◆ **No diagonal moves are allowed**—you must cross the grid one **horizontal or vertical** space at a time. For example, to move from space 1 to space 7, you could move horizontally from space 1 to space 2 and then vertically from space 2 to space 7.
- ◆ You must **exit the grid** from a fifth-row space—21, 22, 23, 24, or 25.

← FINISH LINE →				
21	22	23	24	25
16	17	18	19	20
11	12	13	14	15
6	7	8	9	10
1	2	3	4	5
← STARTING LINE →				

### Clue List: Moderate Risk Level

- ◆ There are 2 sand traps in the first row.
- ◆ There is 1 sand trap in the fifth column.
- ◆ There are 3 sand traps in the third column.
- ◆ There is 1 sand trap in the second row.
- ◆ Space #14 is clear.
- ◆ There are 2 sand traps in the fourth column.
- ◆ There are 3 sand traps in the fifth row.
- ◆ Space #7 is a sand trap.
- ◆ There are 3 sand traps in the third row.
- ◆ The four corner spaces are clear.



## Tool 8-1 I: Sand Trap Clue-and-Planning Sheet, Level 3

### General Information

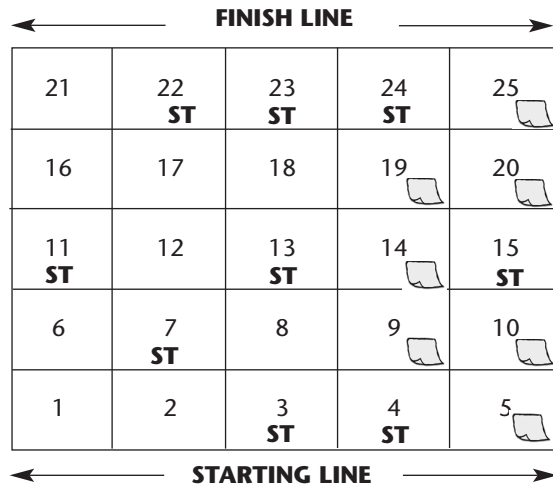
- ◆ The floor grid contains 25 spaces; **9** spaces are sand traps.
- ◆ **Clues** are in three formats:
  - by **space number**, as labeled in your grid illustration below
  - by **columns** (a vertical line of spaces, such as 1, 6, 11, 16, 21); columns are numbered left to right (first column = 1-21, second column = 2-22, and so forth)
  - by **rows** (a horizontal line of spaces, such as 1, 2, 3, 4, 5); rows are numbered bottom to top (first row = 1-5, second row = 6-10, and so forth).
- ◆ You must **enter the floor grid** through a first-row space—1, 2, 3, 4, or 5.
- ◆ **Entering any sand trap space** immediately disqualifies your team.
- ◆ **No diagonal moves are allowed**—you must cross the grid one **horizontal or vertical** space at a time. For example, to move from space 1 to space 7, you could move horizontally from space 1 to space 2 and then vertically from space 2 to space 7.
- ◆ You must **exit the grid** from a fifth-row space—21, 22, 23, 24, or 25.

←———— FINISH LINE —————→				
21	22	23	24	25
16	17	18	19	20
11	12	13	14	15
6	7	8	9	10
1	2	3	4	5
←———— STARTING LINE —————→				

### Clue List: High Risk Level

- There is 1 sand trap in the fifth column.
- The four corner spaces are clear.
- There are 3 sand traps in the third row.
- There are 2 sand traps in the fourth column.
- There are 3 sand traps in the fifth row.
- Spaces #4 and #7 are sand traps.

**Tool 8-12: Facilitator's Sample Sand Trap Solution Sheet**



**ST = Sand trap**

 = **Suggested path**

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**Tool 8-13: Sample Signature Hunt Game Sheet—Find Someone Who . . .**

Has read a book or article on meeting management	Has a sweet-tooth	Jogs or exercises on a regular basis	Usually eats lunch at her or his desk	Is mechanically inclined
Works in human resources	Has taken a workshop in stress management	Has read a book or article on time management	Is artistic	Is a gardener
Has two or more pets	Has a cluttered desk	Goes to school at night or on weekends	Knits, quilts, or weaves	Plays a musical instrument
Is good at multitasking	Has a Website	Was born west of the Mississippi River	Currently uses a to do list	Likes to ski or snowboard
Regularly backs up his or her computer files	Likes to do crossword puzzles	Does financial analysis or budget work	Has run for political office	Regularly takes work home

## Tool 8-14: Sample Toss Up Game Sheet

Team \_\_\_\_\_ Round No. \_\_\_\_\_

### Topic: Stress Management

1. What is the daily amount of water your body needs to function well—four, six, or eight glasses?
2. What is the top source of fat in women's diets—margarine, salad dressing, or cheese?
3. What is the most frequently consumed source of caffeine in the American diet?  
\_\_\_\_\_
4. What is the only way to use the stress hormones once they are released into your body—meditation, deep breathing, or exercise?
5. Rest is the only thing that restores the wear and tear on your body— true or false?

### Answers:

1. Eight glasses. About two quarts is OK for the average person; more if you are overweight.
2. Salad dressing, according to the U.S. Department of Agriculture. Try no-oil or yogurt dressings as an alternative.
3. Coffee. Americans over the age of 14 consume an average of three cups per day.
4. Exercise. The stress hormones put your body in an alert state of readiness. After exercising you will soon be able to relax.
5. True. Whereas a proper diet fuels your body's machine by giving you needed energy, adequate rest rejuvenates you and helps you deal with your day.

## Tool 2-1: Group Size Adaptation Chart

	<b>Small Group (4-8)</b>	<b>Medium Group (9-18)</b>	<b>Large Group (19-36)</b>	<b>X-Large Group (37-100)</b>
<b>Time for...</b>				
Introduction	Normal/shortened	Normal	Extra time may be needed	Extra time needed
Game Play	Normal/expanded	Normal	Extra time may be needed	Extra time needed
Rounds of Play	Normal/expanded	Normal	Normal rounds—expand time Normal time—fewer rounds	Normal rounds—expand time Normal time—fewer rounds
Debriefing	Normal/expanded	Normal	Normal debriefing—expand time Less debriefing—normal time	Normal debriefing—expand time Less debriefing—normal time
<b>Team</b>				
Player Roles	Assign extra roles to each player	Regular assignments	Players may have to share roles	Players share roles or limit number of teams
Teams/Size	One team, small to average size	Two or more teams of average size	Four or more teams of average size	Eight or more teams of average size
Interteam Play	No, in most cases	Yes	Yes, time is limited	Yes; time and play are limited
<b>Content</b>				
Amount	Normal/expanded	Normal	Normal/less content	Less content
Level	Normal/accelerated	Normal	Normal/less demanding	Normal/less demanding
<b>Administration</b>				
Room size	Smaller/normal	Normal	Larger facilities	Much larger facilities
Setup	Less/normal	Normal	Extra materials and prior setup may be required	Extra materials and prior setup required
Audiovisual	Less/normal	Normal	Additional audiovisual equipment and setup	Additional audiovisual equipment and setup
Tracking game play	Easy	Normal	Difficult; may require additional monitors	Very difficult; requires additional monitors
Observation	Easy	Normal	Difficult; may require additional observers	Very difficult; requires additional observers

**Tool 3-1: Game Plan: Working Checklist**

**Title:** \_\_\_\_\_

**Format:** \_\_\_\_\_

**Overview:**

Purpose: \_\_\_\_\_

Use: \_\_\_\_\_

Audience: \_\_\_\_\_

Number of Players: \_\_\_\_\_

Time Needed to Play Game: \_\_\_\_\_

**Game Materials/Props:** \_\_\_\_\_

\_\_\_\_\_

**Equipment:** \_\_\_\_\_

\_\_\_\_\_

**Room Setup:** \_\_\_\_\_

\_\_\_\_\_

**Before Game Play:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**How to Play the Game:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**After Game Play—Debriefing:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_