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*\* This box contains over 35 million possible teaching session permutations.*

### Advanced game

(up to 6 teams with 2-6 players in each team)

**Time to play:** 25-40 minutes

### Materials required:

7 sets of coloured cards, coloured die, Teaching Session Planning Sheet

Appoint a **dealer**. The dealer can also play. Divide group into a maximum of 6 teams of 2-6 players. Teams do not have to be even sizes.

1. Each team appoints a **scribe**.
2. Dealer gives each team one card at random from each of the 7 coloured sets (green, pink, red, blue, purple, yellow, and a multicoloured Joker).
3. Teams turn over all cards EXCEPT THE JOKER CARD. The cards represent your **basic teaching session** (topic, group, room size, group size, length of session, bonus).
4. Stick or swap: The youngest team player then rolls the **coloured die** and is offered a new card of the colour indicated on the die.

Decide in your group whether to keep this new card or stick with the one you already have. The unwanted card should be returned to the bottom of the set - so that sets are kept together in their colours.

5. Your challenge now is to design a **Teaching Session** based around these 6 variables.
6. The scribe will make notes on the '**Teaching Session Planning Sheet**' as each element of the session is discussed and designed.
7. **Start the clock!** You have 20 minutes!
8. After 10 minutes, pick up the JOKER card. Will this affect your session planning? Think quickly and make sure you take this new factor into account.
9. After 20 minutes (or an agreed time) stop writing.
10. Each group takes turns to report their teaching session to the room. What were the challenges? What is good about their session? Why should people attend it? The other teams may ask constructive questions about your plan but *criticism is not allowed*.
11. Vote: take it in turns to vote by a show of hands on each teaching session. The question to vote on is: "*Which session would you most want to attend?*" Everyone in the room can vote for as many sessions as they like, including their own.
12. The winning team is the team whose session gets the most votes. In the case of a draw, the room should vote again. If there is still a tie, each team should congratulate the other on an excellent performance!

### 13. Debrief and discuss the game play.

Questions you might consider as a group:

- What evidence did we use to help us design our session?
- What ideas, thoughts and experience did we bring to our session design?
- What might we do differently now that we have heard the other teams' plans?
- What ideas have we heard of that we would like to try in our own settings?
- What have we learned that could help us with our own teaching?
- What general messages have we learned about education?

### Notes for facilitators

The most effective way of delivering this session is as a facilitated group, divided into teams.

The role of the facilitator is to help the teams have fun while they learn. Here are some ideas you could include to mix up the experience:

- (1) The winning team will be the team that collaborates most effectively to produce a fun, imaginative and thorough teaching session. So emphasise positive language, collegiality and creativity: discourage overtly competitive behaviours such as sabotage or selfishness in voting.
- (2) If the teams do not know each other, we recommend going straight in with the activity and only doing introductions when the game is over. This is to ensure that people do not fall into their usual social hierarchies. Sometimes an unexpected leader will emerge!
- (3) Do not mention the JOKER card until the teams are about halfway through their planning: this will add to the excitement and usually causes laughter and/or panic.
- (4) If you are using a room with projection facilities a really big countdown timer projected onto the wall adds tension. If you do not have a timer, you can call out periodically (e.g. "five minutes left...").
- (5) Be prepared to intervene if a group is taking too long discussing each aspect of the teaching session plan by reminding them that they need to aim to complete it in full before the time is up.
- (6) After the teams have all presented their 'pitch' to the group, go round once more asking each team to say in one sentence why their lesson would be the one people should attend.
- (7) We recommend offering a token reward such as sweets or tiny items of stationery; however, bring enough for the group. Tell the winning group that their prize is NOT the token reward, but the opportunity to share that reward with the whole room.
- (8) If the teams are particularly large, one team member can be an observer whose role is to observe the team interactions and problem-solving skills of the group and feed these observations back during the debrief.
- (9) Depending on the level of the group and the learning objectives, the post-session debrief can include an introduction to some relevant educational theory and models. For example:
  - a. Reflective practice models that allow the groups to maximise what they have learned;
  - b. Simple debrief tools such as Plus-Delta or SHARP (if you want to introduce them) can assist team building and improve learning;
  - c. Social theories of learning
  - d. Team formation and conflict resolution

(10) What other JOKER scenarios can the teams come up with?

(11) For more information on the educational potential of the game, please see our website [www.CARDiph.com](http://www.CARDiph.com)

## Simple Game

(best played solo or in a single group of up to 4 players):

**Time to play:** 20-25 minutes

### Materials required:

*A set of 7 cards, Teaching Session Planning Sheet*

1. Lay the cards face down in 7 sets according to colour (green, pink, red, blue, purple, yellow and the multi-coloured Joker). You do not need the coloured die.
2. Turn over the top card from each pile EXCEPT THE JOKER CARD.
3. The cards represent your **basic teaching session** (topic, group, room size, group size, length of session, bonus).
4. Make sure you have your '**Teaching Session Planning Sheet**' ready.
5. **Start the clock!**

You now have 20 minutes to prepare a teaching session taking all the variables into account. Use the Teaching Session Planning Sheet to record your ideas.

6. After 10 minutes, pick up the JOKER card. Will this affect your session planning? Think quickly and make sure you take this new factor into account.
7. After 20 minutes (or an agreed time) stop writing.
8. Reflect on your session.
  - Have you considered all the variables?
  - What would be the main challenges facilitating this session and how would you overcome them?
  - What would you enjoy about facilitating this session?
  - Do you think the learners would enjoy it?
  - Do you think the learners would engage with the learning?
  - Have you taken equality, diversity and inclusion issues into account? How could you make this session more accessible?
  - What do you think is good about it?
  - How could you improve this session?
  - How could you incorporate ideas from this session into your day-to-day teaching?

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