

Section 3: Games



3.1 Game: Create a logo and slogan about teamwork

3.1.1 Content

1. Objectives
2. Keywords
3. Target Audience
4. Group Size
5. Summary
6. Duration of the activity
7. Materials
8. Physical Setting
9. Process
10. References

1. Objectives:

The main objective is to contribute to team building of student work groups, including both within-group and across-group collaboration.

2. Keywords:

IPE, activity, faculty, collaboration, communication, teamwork.

3. Target Audience:

Faculty and pre-licensure students.

4. Group Size:

The participants must be divided into groups of 4. The number of total participants should be at least 10.

5. Summary:

This is an activity to work on communication, collaboration, and teamwork. The participants must create a logo that advertises teamwork, and they also need to create a slogan.

6. Duration of the activity:

- The total duration of this activity is 15 min
- Distribution of supplies and introduction of the activity: 1 min
- Playing time is 10 min
- Presentation time is 5 min

7. Materials:

- Pen/Pencil
- Tape
- Cups (to use as valves)

- Scissors
- Construction paper

8. Physical Setting:

A campus large enough for participants can spread out.

9. Process:

- Divide the group into three to four in each team.*
- Give participants the following instructions after distributing the list of questions: You need to create a logo that advertises teamwork—emphasizing, for example, its value to you.*
- A debriefing will follow:*

Describe your overall strategy for covering the allotted questions:

- What helped your performance most?
- What hindered your performance most?
- How much did you collaborate with other groups?
- In what ways did you collaborate with other groups? (if you did)
- What type of environment is necessary for teams to succeed?
- What type of team is best suited to the participants' real-life work circumstances?



10. References:

Beverly, G., (1994). Let the games begin. *Training Magazine*, p10.

Wolfe, J., Bowen, D., & Roberts, R. (1989). Team-building effects on company performance: a business game-based study. *Simulation & Gaming: An Interdisciplinary Journal*, 20(4), 388-408.

Schwartz, R., & Teach, R., (2002). The congruence game: a team- building exercise for students of entrepreneurship. *Simulation & Gaming: An Interdisciplinary Journal*, 33(1), 94-108.

3.1.2 Game Preparation

To prepare for this game, you need to buy the following materials for each team:

- Pen/Pencil
- Tape
- Cups (to use as valves)
- Scissors
- Construction paper

3.1.3 Game Presentation to Participants

Explain how to play the game by reading the following information:

Objectives:

The main objective is to contribute to team building of student work groups, including both within-group and across-group collaboration.

Summary:

This is an activity to work on communication, collaboration, and teamwork. The participants must create a logo that advertises teamwork, and they also need to create a slogan.

Duration of the activity:

- The total duration of this activity is 15 minutes.
- Playing time is 10 min
- Presentation time is 5 min (with large group)

Process/instruction to participants:

You need to create a logo that advertises teamwork—emphasizing, for example, its value to you.

A debriefing will follow (with large group):

- Describe your overall strategy for covering the allotted questions:
- What helped your performance most?
- What hindered your performance most?
- How much did you collaborate with other groups?
- In what ways did you collaborate with other groups? (if you did)
- What type of environment is necessary for teams to succeed?
- What type of team is best suited to the participants' real-life work circumstances?

3.2 Game: The Getting Consensus game

3.2.1 Content

1. Objectives
2. Keywords
3. Target Audience
4. Group Size
5. Summary
6. Duration of the activity
7. Materials
8. Physical Setting
9. Process
10. References

1. Objectives:

To allow participants to investigate the dynamics involved in decision-making

To help participants experience the way in which they resolve conflict

2. Keywords:

Shared decision-making, IPE, workshop.

3. Target audience:

Faculty staff and pre-licensure students

4. Group Size:

The participants must be divided into groups of 4. The number of total participants should be at least 10.

5. Summary:

This activity is to teach participants about shared decision-making and its principles. The participants must get to a consensus about firing a certain number of employees and keeping others.

6. Duration of the activity:

- The total duration of this activity is 15 minutes.
- Distribution of consensus worksheet and introduction of the activity: 1 minute
- Playing time is 10 minutes
- 5 minutes debriefing

7. Materials:

The Getting Consensus sheet:

GETTING CONSENSUS worksheet- (HANDOUT)

Situation

You are a member of a task force that has been asked to oversee the downsizing of a department. There are ten individuals in the department and jobs for only six people. These six people will be reassigned to other groups, and the remaining four will be out of work. Everyone must agree on the six who will be offered new jobs. Voting is not allowed. You will have thirty minutes to reach an agreement.

The ten people in the department are as follows:

1. A fifty-year-old divorced woman who reentered the workforce three years ago after raising five children.
2. A thirty-five-year-old engineer who is known to be a confirmed racist.
3. A financial officer who left the old company where he used to work under questionable circumstances but who is performing well on the job.
4. A thirty-year-old woman who is putting herself through school.
5. A forty-year-old male whose wife is dying of a very severe disease.
6. An opinionated woman who has a strong track record and has been lobbying for a promotion.
7. A twenty-six-year-old man who is still in a questionable relationship with a competitor company.
8. A woman who works two jobs to support her invalid parents.
9. A man who is outstanding at work but is stressed out all the time, which creates a much-tensed environment among his colleagues.
10. A talented man with several years of service who has psychological problems.



8. Physical Setting:

A room large enough, so participants can form small groups.

9. Process:

- a. *Assemble the participants into subgroups of four members each.*
- b. *Distribute copies of the Getting Consensus worksheet and ask participants to read it.*

After checking for questions about the task, give each subgroup these instructions: Appoint a leader of your subgroup. This person will facilitate the discussion and encourage everyone to work toward consensus. You will have 25 minutes to reach consensus.

c. *After 10 minutes stop the activity and ask the following questions:*

- How many groups reached consensus?
- Was it true consensus or did some people feel pressured to agree?
- How did the group handle conflicting views?
- What attitudes and behaviors helped you reach an agreement?
- What attitudes and behaviors made it difficult to reach an agreement?
- What values surfaced?
- How did these values make it more difficult or less difficult?
- What did you learn about consensus decision-making that you can apply to day-to-day work?

10. References

Payne, V. (2001) *The Team-building Workshop: A Trainer's Guide. Experiential Exercises* (pp. 319-333). New York: AMACOM Books.

3.2.2 Game Preparation

To prepare for this game, you need to print a copy of the handout for each participant.

Getting Consensus Worksheet- (HANDOUT)

Situation

You are a member of a task force that has been asked to oversee the downsizing of a department. There are ten individuals in the department and jobs for only six people. These six people will be reassigned to other groups, and the remaining four will be out of work. Everyone must agree on the six who will be offered new jobs. Voting is not allowed. You will have thirty minutes to reach an agreement.

The ten people in the department are as follows:

1. A fifty-year-old divorced woman who reentered the workforce three years ago after raising five children.
2. A thirty-five-year-old engineer who is known to be a confirmed racist.
3. A financial officer who left the old company where he used to work under questionable circumstances but who is performing well on the job.

4. A thirty-year-old woman who is putting herself through school.
5. A forty-year-old male whose wife is dying of a very severe disease.
6. An opinionated woman who has a strong track record and has been lobbying for a promotion.
7. A twenty-six-year-old man who is still in a questionable relationship with a competitor company.
8. A woman who works two jobs to support her invalid parents.
9. A man who is outstanding at work but is stressed out all the time, which creates a much-tensed environment among his colleagues.
10. A talented man with several years of service who has psychological problems.

3.2.3 Game Presentation to Participants

Explain how to play the game by reading the following information:

Objectives:

- To allow participants to investigate the dynamics involved in decision-making
- To help participants experience the way in which they resolve conflict

Summary:

This activity is to teach participants about shared decision-making and its principles. The participants must get to a consensus about firing a certain number of employees and keeping others.

Duration of the activity:

- The total duration of this activity is 15 minutes.
- Playing time is 10 minutes
- 5 minutes debriefing (with large group)

Materials:

The Getting Consensus sheet

Process/instruction to participants:

- Distribute copies of the Getting Consensus worksheet and ask participants to read it.
- After checking for questions about the task, give each group these instructions:
 Appoint a leader of your group. This person will facilitate the discussion and encourage everyone to work toward consensus. You will have 10 minutes to reach consensus. Voting is NOT allowed.

A debriefing will follow (with large group):

- How many groups reached consensus?
- Was it true consensus or did some people feel pressured to agree?

- How did the group handle conflicting views?
- What attitudes and behaviors helped you reach an agreement?
- What attitudes and behaviors made it difficult to reach an agreement?
- What values surfaced?
- How did these values make it more difficult or less difficult?
- What did you learn about consensus decision-making that you can apply to day-to-day work?

3.3 Game: The Island Game

3.3.1 Content

1. Objectives
2. Keywords
3. Target Audience
4. Group Size
5. Summary
6. Duration of the activity
7. Materials
8. Physical Setting
9. Process
10. References

1. Objectives:

The purpose behind this game is to let participants collaborate and work together to come up with a shared decision-making.

2. Keywords:

Games; activities; teamwork; shared decision making

3. Target audience:

Faculty staff and pre-licensure students

4. Group size:

Each group will have four participants in it.

5. Summary:

This activity is to teach participants about shared decision-making and its principles.

6. Duration of the activity:

Game play time: 5 minutes. Debriefing part: 5 minutes. Total time: 10 minutes.

7. Materials:

Pictures of equipments on cards

8. Physical setting:

Big hall room; where participants can be divided into groups.

9. Process:

You are going to read the following:

Your plane crashed... You are on an island. There is a box of equipment with you. Choose only THREE which you think will help you to survive.

You will provide them with a box that includes pictures of 20 types of equipment. The equipment is the following:

- | | |
|---------------------------------------|---|
| 1. 3 bottles of Water. | 11. Whistle |
| 2. 3 small cans of food. | 12. Metal cup |
| 3. First aid kit. | 13. Pill pack (vitamins, aspirin, pain killers) |
| 4. Flare gun with 2 sticks of flares. | 14. Shovel. |
| 5. Swiss army knife. | 15. Rain gear/coat |
| 6. Matches. | 16. Sleeping bags. |
| 7. Compass. | 17. Fishing hooks. |
| 8. Knife. | 18. Sun block |
| 9. Flashlight. | 19. Mirror |
| 10. 30 ft climbing robe. | 20. gun |



Debrief:

In the debrief session, it is asked from the participants about the reason behind choosing their 3 specific items. They will have to mention how they decided to choose the 3 best ones that they all agreed on.

10. References

<http://www.wilderdom.com/games/InitiativeGames.html>

3.3.2 Game Preparation

To prepare for this game, for each of your team, you need to print the picture of 20 objects below, laminate them and put them in a box.

The Island Game–20 Pictures









Sources: Pictures taken from <http://www.123rf.com/>

3.3.3 Game Presentation to Participants

Explain how to play the game by reading the following information:

Objectives:

The purpose behind this game is to let participants collaborate and work together to come up with a shared decision making.

Summary:

This activity is to teach participants about shared decision-making and its principles.

Duration of the activity:

- The total duration of this activity is 10 minutes.
- Playing time is 5 minutes
- 5 minutes debriefing (with large group)

Materials:

The pictures of the equipment on cards

Process:

You are going to read the following:

- “Your plane crashed... You are on an island. There is a box of equipment with you. Choose only THREE which you think will help you to survive.”

You will provide them with a box that includes pictures of 20 types of equipment.

A debriefing will follow (with large group):

In the debrief session, it is asked from the participants about the reason behind choosing their 3 specific items. They will have to mention how they decided to choose the 3 best ones that they all agreed on.