Rules Part 1:
Group Game Design

1) In groups, draw 1 card from each category's pile. If no one has heard of the "Game" card, redraw that one.

2) Then each group creates a game that could be used in the classroom. (20 minutes). Incorporate each category in some way; the "Lesson" is the most important. You are not aiming for a polished exercise here—this is a creative brainstorm!

Tips: Use paper or the blackboard with colored chalk to visually plan out your ideas

Rules Part 2:
Group Presentation

Walk us through what playing your game would be like for one student, rather than just listing all the rules.

WHAT'S YOUR GAME PLAN?
A GAME FOR GROWING IDEAS INTO GAMES
BY JOE BISZ

FACILITATOR NOTES (Version 1.9)

This first page gives the long, chatty explanation of what you should know before running WHAT'S YOUR GAME PLAN? with more than one group (i.e. more than 8 people). The second page is a "quick summary" to glance at briefly during your actual session. You don't have to follow these notes to a tee, but they are designed to make sure your workshop is as productive as possible.

Number of Decks: Because each group will receive 2 Game cards, you will need a second deck if more than 32 people are in the room. In an emergency, one deck could handle 9 groups of 8 people (so 72 total), but then there will be no redraws (see "Redraws" below), so this is not ideal.

Time to Set Aside: It takes a minimum of 45 minutes to run a session for 4 groups, plus 5 minutes for each group beyond 4 (unless you don't ask those groups to present to the whole room in "Part 2," which is fine), and that's without a Q and A. Plan for an hour, especially your first time. It helps if you have some people to assist you.

Example Card Draw.pdf: This file is just an example draw that I project when I have more than 5 people in the room, otherwise nobody will be able to *see* your example from the physical card deck. You can download this file from http://joebisz.com/whatsyourgameplan. ALWAYS do the example, or your audience will be lost.

> *To display this example pdf, use either Adobe Reader in full screen mode, or Mac's Preview in "Single Page" mode (not Full Screen) which you can access under "View." (Single Page mode allows you to display one page at a time, and Preview sometimes show multiple page spreads in Full screen, which you don't want.)*

Ask for a Lesson: Very importantly, you should explain to the room that drawing a "Lesson" is optional for their group; what works better is if a group member has in mind a lesson he or she would like to teach and wants to see a game created around. This lesson then becomes the Lesson card. Before creating arbitrary groups, poll the room and ask for X volunteers to state their lesson idea aloud, then have people join groups around their interest. Note that the lesson can be ANY objective, so if you have non-faculty present, ask for "any training or instructional exercise." I've found schools like to use WYGP? for professional development workshops where the "lessons" become "learning outcomes."
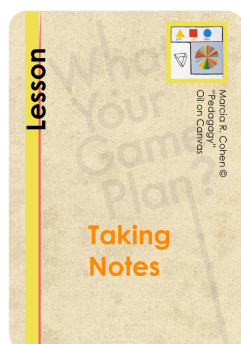
Get Helpers and/or Managers: This is unlikely to happen to you, but this game has been used with an audience of 200 people! If you think you will have 70+ attendees, it really helps to have people handing out the cards. Also, as soon as you are facilitating more than 1 group, it assists you a great deal if you have one person in each group who has thought about game design before. The way to do this is to ask "Has anyone thought about making games for school?" because "I could use one of you in each group." Then make them managers. Managers don't have any duties, but they make the group brainstorming experience better, since you can't be everywhere at once. During brainstorming, you should still try to spend time with inexperienced groups to reassure them they're "doing ok." (As my rules sheet mentions, don't have less than 6 people in a small group unless most of them are highly skilled at game design.)

Deck Size and Redraws: You are distributing only ONE card from each category to each group, plus one additional Game card (in case no one has heard of their first game), for a total of 5 cards. (If a group consists of Game Designers making a non-educational game, they will need at least 2 Mechanic cards--see my rules sheet as to why.) It is NOT a good idea give a second card from a category, because a group will often draw it from curiosity, then try and decide between the two, which causes too much delay and overthinking. However, as my rules mention, if a group has really tried to incorporate a particular card for a few minutes and they're failing, they should call you over so you can give a redraw.

Where Do We Go from Here? - More on GBL: Remember that all this fun is within the context of exposing people to game-based learning (GBL). So I would appreciate it very much if you advanced to the final page of the example card draw.pdf once the workshop ends, and tell them about me and my website (joebisz.com), which hosts Educational Games resources. (If you doing a paid presentation that uses my game, you are *required by law* to show them this page, or give all attendees a hard copy of it.) I also do speaker engagements using this game, other games, and on GBL in general.

Group Size: 6-8 (4 if teachers highly experienced in game design)

Lesson

Taking Notes

Marcia R. Cohen © "Pedagogy" Oil on Canvas.

Game

Trivial Pursuit

Answer one of each category of question to win. Skillfully choose questions you're good at to move again.

Mechanic

Movement/Sport

The classroom, chalkboard, or piece of paper can simulate some aspect of a sport (passing, blocking, scoring, difficult shot).

Action

Investigating

Moving around a room to collect or search for information from clues, installations, or people.

Setup Items for Facilitator to Bring:
(Get a room with a computer & presentation screen, also blackboards if possible)
✎ Colored Chalk; Notebook Paper; Index cards; maybe Markers
✎ Electronic file: "WYGP? Example Card Draw.pdf" *(now the whole room can see the cards)*
✎ What's Your Game Plan? physical deck of cards

Time Game Takes:
45-50 minutes for 4 groups, plus 5 minutes for each additional group.

Directions for Facilitator:
1) *(Show Example Card Draw.pdf, p.1)* Explain purpose of game, it's a brainstorming game, what it looks like (4 categories with 9 random cards each). Put the real cards before you too.
2) **"You draw one card from each category, starting with the Lesson."**
   (Turn to page 2, Lesson and Taking Notes) (Manipulate the real cards too)
"I flip over the Lesson card "Taking Notes." This means my goal is to create a game that will teach my students how to take notes."
   (Turn to page 3, letting them read the drawn cards there, then do the same for page 4 and page 5. End on page 6 which shows all four cards.)
3) **"So I start thinking quickly. I remember that *Trivial Pursuit* has categories of information like History, Sports, etc. What can I add to my lesson "Taking Notes" that involves categories? Maybe the students are trying to assemble categories of information that represent different "methods" for taking notes (like quoting, or commenting in margins). I could assign each team of students a different text (ex. book, video lecture) to take notes on. Not bad; but so far I only incorporated the Game card into my Lesson. What about the Mechanic card "Movement/Sport"? Oh! The class pretends to be a relay team, and like the pie pieces in *Trivial Pursuit*, students have certain colored uniforms, or badges. Every few minutes I'll say "Race!" and one student must run a copy of their most important note to another group, as long as that group has a note in a category that the student still needs. So it's partly a cooperative game; the different student groups are trying to trade for the "best notes," one from each category, and as their teacher, I will score these."**
4) Ask audience for "Lesson" volunteers and possibly divide into groups based on lessons.
   (*Variant:* An interesting option is to give multiple groups the same "Lesson" and discuss the unique results. The other drawn cards would remain random.)
5) Ask for one manager or 'ringer' (experienced in game design) to join each group.
6) Explain once they're in groups, they should introduce selves while you pass out cards. If they have a lesson in mind already, they should NOT draw a Lesson card. Finally, ask them to take good notes since they'll present their game to everyone after 20-25 minutes.
7) Break out for groups brainstorming. Give 4 cards/group, +1 Game card. *(Turn to page 7.)*

During Groups BRAINSTORMING: (20-25 minutes total)
**Spend time with less experienced groups to reassure them. This is important.
   ✂ **"If nobody in your group knows what your Game card is, draw another card."**
   ✂ **"Use your imagination with the cards you drew, it's meant to be creative."**
   ✂ **"3 minutes/1 minute left! Figure out who is presenting on what."** *(Give 2 warnings.)*

During Group PRESENTATIONS: (3-5 minutes per group) (not all groups need to present)
The task (✂) below helps stop the talking. You should also consider asking the deeper questions (⧗) below as needed. Finally, be sure to turn to the last page of the PDF (📖) to give me credit and mention useful takeaway resources.
   ✂ **"While another group presents, your task is to write down a few learning principles you see operating."**
   ⧗ **"What skills is your game intended to teach/practice?"** ⧗ **"How might the teacher assess understanding of the lesson through this game?"** ⧗ **"How could you add <X mechanic>?"** (if it doesn't feel gamey)
   📖 *(Turn to page 8 on WYGP? Example Card Draw.pdf.)* Show info about Joe Bisz and this game.