

Let's Play Games! Improve Communication and Empathetic Understanding

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Workshop Description

We all think differently. As a neurodivergent educator in a diverse classroom, I know how difficult communication can be. Sometimes understanding each other practically or empathically can be challenging. What seems obvious to one person can be confusing to another. In this event, we will learn games that creatively demonstrate the different ways we communicate and more importantly, the MANY ways we can be misunderstood. I'll teach you games that build skills in clearer and more inclusive communication with interpersonal dynamics. Content includes a focus on how language and images can be interpreted differently. You'll learn each game just like my students but with insider tips. Then, you'll rotate through up to seven playing stations for hands-on experiences. A packet will be included with game directions, variations, reflection questions, etc. Apply these innovative games to the arc of a course, a specific unit, a class period, or a 15-minute exercise. All of these have been successfully integrated into my university courses but can be applied at any level. Pedagogically, these activities promote UDL in conjunction with gamification.

Agenda

1. DEFINITIONS & PEDAGOGY PG 3-8
2. PREPARING TO IMPLEMENT GAMIFICATION & UDL PG 9-21
3. PRACTICAL IMPLEMENTATION EXAMPLES PG 22-50
4. DISCUSSION

1. Definitions & Pedagogy

The following is a quick overview.
An in-depth exploration of the
following pedagogical practices is
part of another full workshop.
Email me to learn more

GAMIFICATION

- “Gamification, or gamified learning, is a way to create immersive, engaging, and student-centered learning environments.”
- “In a gamified classroom, knowledge acquisition can become a collective or competitive adventure.”
- “The application of game dynamics, mechanics, and framework into a non-game setting.”




UNIVERSAL DESIGN LEARNING (UDL)

- [Universal Design for Learning](#) is a framework developed by [CAST](#) to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.
- [The goal of UDL](#) is learner agency that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

UDL is a powerful approach because from the very start of your lesson, it helps you anticipate and plan for all your learners. It can help you make sure that the greatest range of students can access and engage in learning — not just certain students.

The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<p>Design Options for Welcoming Interests & Identities</p> <ul style="list-style-type: none"> Optimize choice and autonomy Optimize relevance, value, and authenticity Nurture joy and play Address biases, threats, and distractions 	<p>Design Options for Perception</p> <ul style="list-style-type: none"> Support opportunities to customize the display of information Support multiple ways to perceive information Represent a diversity of perspectives and identities in authentic ways 	<p>Design Options for Interaction</p> <ul style="list-style-type: none"> Vary and honor the methods for response, navigation, and movement Optimize access to accessible materials and assistive and accessible technologies and tools
Support	<p>Design Options for Sustaining Effort & Persistence</p> <ul style="list-style-type: none"> Clarify the meaning and purpose of goals Optimize challenge and support Foster collaboration, interdependence, and collective learning Foster belonging and community Offer action-oriented feedback 	<p>Design Options for Language & Symbols</p> <ul style="list-style-type: none"> Clarify vocabulary, symbols, and language structures Support decoding of text, mathematical notation, and symbols Cultivate understanding and respect across languages and dialects Address biases in the use of language and symbols Illustrate through multiple media 	<p>Design Options for Expression & Communication</p> <ul style="list-style-type: none"> Use multiple media for communication Use multiple tools for construction, composition, and creativity Build fluencies with graduated support for practice and performance Address biases related to modes of expression and communication
Executive Function	<p>Design Options for Emotional Capacity</p> <ul style="list-style-type: none"> Recognize expectations, beliefs, and motivations Develop awareness of self and others Promote individual and collective reflection Cultivate empathy and restorative practices 	<p>Design Options for Building Knowledge</p> <ul style="list-style-type: none"> Connect prior knowledge to new learning Highlight and explore patterns, critical features, big ideas, and relationships Cultivate multiple ways of knowing and making meaning Maximize transfer and generalization 	<p>Design Options for Strategy Development</p> <ul style="list-style-type: none"> Set meaningful goals Anticipate and plan for challenges Organize information and resources Enhance capacity for monitoring progress Challenge exclusionary practices

<https://www.understood.org/en/articles/understanding-universal-design-for-learning>

● Optimize choice and autonomy

Embedding authentic choices that align with learning goals can be a meaningful way to enhance learner engagement. Depending upon the learning goal, choices can be offered in how the goal can be pursued, such as the context for achieving the goal or the tools or supports available. Offering learners choices can develop agency, pride in accomplishment, and increase connection to their learning. However, it is important to note that individuals differ in how much and what kind of choices they prefer to have. It is therefore not enough to simply provide choice. Options for choice and autonomy must be optimized to ensure engagement.

- Embed choices that align with the learning goal, such as:
 - The content to explore
 - The tools used for exploration or production
 - The type of rewards or recognition available
 - The opportunities for practicing and assessing learning
 - The design or graphics of layouts, etc.
 - The sequence or timing for completion of tasks
- Use a collaborative approach among learners and educators to co-design learning goals, activities, and tasks.

PEDAGOGY

- Gardner's Multiple Intelligences
- Bloom's Taxonomy
- Backwards Course Design
- Liberatory and Resilient Systems
- More type & details at the end of slides

2. Preparing to Implement Gamification & UDL

SET THE VIBE

- In the first week of class, I'm very transparent with my students about my pedagogy which includes customizing the class to **THEM**
- *The more students feel **your** investment in **their** learning, the more likely you are to get investment back*

- Don't just say, DO.

Early in your class make sure to do something that demonstrates your pedagogy and Gamification spirit.

- In higher ed, week 1 is normally when students can add/drop. You want to make sure they get a clear understanding of what to expect in your class and how you teach

Consider things like:

- Community agreements
- Grading & Attendance Policies
- Extra Credit
- Admit you might not know everything, but the magic of teaching this way allows you to learn new things too

GOOD

What makes a collaborator...

- communication
- open to feedback
- attentive
- seek to be understood and to be understood
- commitment
- open to direction
- kindness peace love
- blunt
 - trust
 - reliability
 - honesty

Spring 2026
Collaborative Studies

@Hio JH
 Mawaga
 Chae Anne
 C. Green
 J. Kim
 Caroline Karol
 Tanya
 Taz
 Sophie
 Whell
 Amman LeBalle
 D'ora Wesley

Bad/Challenging

- ignores/misses deadlines
- bias
- close-minded w/out support
- not willing to workshop ideas
- talking over people
- Controlling/micromanaging
- not participating/unresponsive
- lacking awareness
- telling people what to do
- purposely ignorant not willing to learn
- unhelpful
- lack of empathy
- not wanting to leave comfort zone
- leaving work to last minute/over-the-top procrastination

Example of a community agreement regarding group projects



- ★ Open Mind
- ★ Good listener
- ★ Accesable vocab
- ★ respect others ideas
- ★ Ask ?s
- ★ Kind
- ★ Clear explanation
- ★ excited to collab
- ★ Observant
- ★ Timely / organized
- ★ pulls their weight

★ humble

★ ready 2 learn

★ passionate

★ Thinks by speaking

★ helpful

★ Adaptable

★ Willing to admit they were wrong

★ Compromises

Hailey H

Jane Yuking

Steph

Lucia Bartzke

- 1) Narcissist
- 2) Stubborn
- 3) Lazy
- 4) FAKE
- 5) Saying Mean things outside of class!!
- 6) Evil
- 7) NOT responsive
- 8) Apathetic
- 9) Disrespectful
- 10) Lack of communication

11) NO Effort

12) NO Follow through

13)

Rest
Br.

Abby

Diana Jane

GET TO KNOW THEM

- Pre-class survey
- Implementing Best Practices
- Word Cloud/Open ended questions
- Gardner's Multiple Types of Intelligence
- Getting to know you warm up games

Pre-class Survey-Common Questions



Anticipated Graduation



What's your reason for taking the class? What are you hoping to have learned by the end of it?



Do you have specific interests or desired job(s) you're hoping this class may help you prepare for?



Rank certain skillsets and previous knowledge



Is there anything you're particularly excited about/looking forward to?



Is there anything that you're nervous about, intimidated by, or are dreading?



Anything else you'd like to share with me?

“Best and Consent-Based Practices” ASK:

- Are there any people in the class you feel you can not be paired/in a group with? (No questions asked)
- Do any of the options cross your boundaries or are inaccessible in a way they would limit your participation? Are there things I can do to accommodate your needs (share details or not)?
- Give alternatives/radiate openness for your students to ask. Such as, “Instead of acting in a pair or small group, I’d like to propose this independent project for myself instead....”
(Then check to see if that still meets your learning objectives, adjust as needed)
- Other comments/feedback you’d like to share?

According to Theatrical Intimacy Education: “Best Practices must meet two qualifications:

“We can give this task to anyone in the room and get our desired results. It must serve the most vulnerable in the room first...”

“[Learn] tools for developing a consent-based process, setting boundaries...” <https://www.theatricalintimacyed.com/>

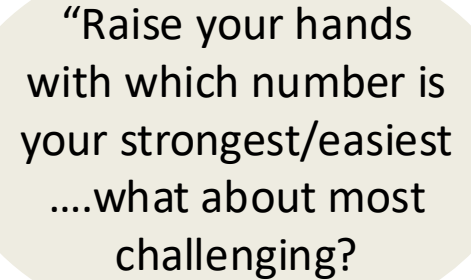
Pre-class Survey Examples

- Lighting Design (Spring 2024)
<https://forms.gle/KacjVXzWc6VSsDqF8>
- Intro to Theatre (Spring 2023)
<https://forms.gle/7sVduN6LH5yhynzs9>
- Collaboration (Fall 2023)
<https://forms.gle/xbudUYpo5bjpggvS6>
- Intro to Design (Fall 2023)
<https://forms.gle/xbudUYpo5bjpggvS6>

Gardner's Multiple Types of Intelligence

(Howard Gardner)

1. Linguistic/Verbal
2. Logical/Mathematical
3. Musical—Sensitivity to melody, rhythm, pitch & tone
4. Spatial—ability to envision & manipulate spatial relationships
5. Bodily/Kinesthetic—ability to use the body & handle objects
6. Interpersonal—ability to understand others & human relationships
7. Intrapersonal—ability to use one's own emotions as a key to understanding oneself & others.
8. Naturalistic—sensitivity to the natural world and ability to interact with it
9. Existential intelligence (sensitivity and capacity to tackle deep questions about human existence)



“Raise your hands with which number is your strongest/easiestwhat about most challenging?”

Getting to Know You

Warm-up Game Examples (Google Search)

13 fail-safe icebreakers to use in class today

<https://teacherblog.ef.com/great-esl-icebreakers-and-warmups/>

16 Fun "Get To Know You" Games for Kids Perfect for School

<https://www.teachstarter.com/us/blog/classroom-getting-to-know-you-icebreaker-games-us/>

3. Practical Implementation Examples

THINGS TO CONSIDER

- Student Population: Demographics, size, Needs
- Prep & Energy: you matter!
- Time: Mini/Warm-up, one class, unit, continuous
- Materials
- Learning Objectives

CURRENT GAMES

<https://docs.google.com/document/d/18EG91znzZv3-3zocOSr13NPujQLZRZen0mHljBx4s9U/edit?usp=sharing>

Mine/Non-commercial:

- I Say, You Do
- Describary
- What Subtext?
- Maya's "Choose Your Own Adventure"
- In Just a Few



Modified Commercial Games:

- My Story, Our Story
using Dixit/Mysterium cards
- TEAM 3 +Discussion
- Hues & Cues + Discussion
- DUDE + Discussion

I SAY, YOU DO

A game about how directions can mean different things.
Where word choice and detail matter

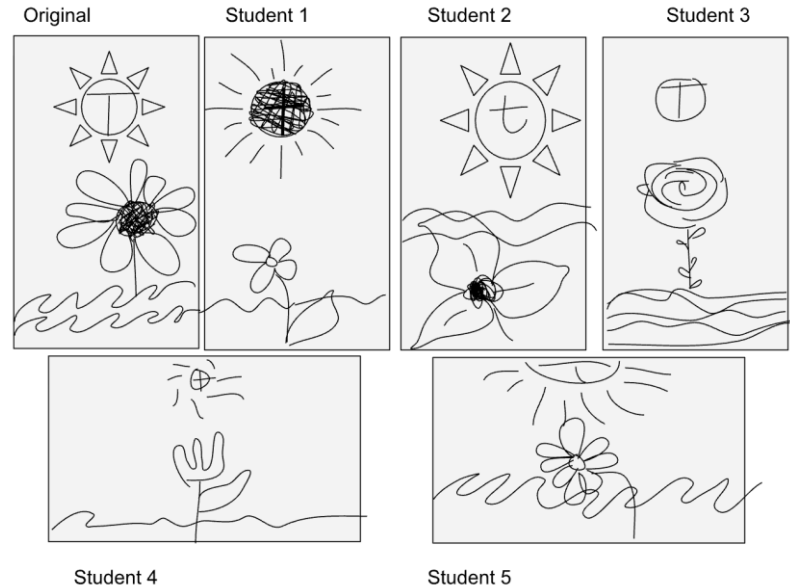
- **Size & Format:** This can be done in pairs, small groups or as a large group. Ideally, students can't see each other's work. For example, a larger circle with their backs to the center of the circle. This also works well online.
- **Time:** Each round is about 5-10 min. It can be a warm-up game, several rounds in a row, or something that continuously added on to over an extended series of classes.
- **Materials:** Blank pieces of paper and pencils. Optional, a large box, cover, DM screen, or something to help the director to hind their work.
- **Prep/Setup/Clean up:** Minimal, less than 5 minutes

I SAY, YOU DO

A game about how directions can mean different things.
Where word choice and detail matter

Directions:

1. Everyone gets pencil and a few pieces of paper
2. Pick who will be “The Director” that gives the directions and the rest will be “The Designers” who try to draw what the director is saying. *I often start as The Director the first time the game is introduced to give students an example of the framework.*
3. Have the director create something on the paper in less than a minute. This could be any combination of abstract shapes, lines, drawing a picture, folding the paper, ripping it, etc.
4. The director will then try to give the designers only verbal instructions on how to change the paper to look like what they’ve created in just a few min. During this time, there should be no talking or questions from designers.
5. Everyone shows what they created.
6. Have a Reflective Discussion. Question Examples: How close were the designers to creating the director’s paper? Why? What was clear? What was confusing? What additional information would have been helpful?

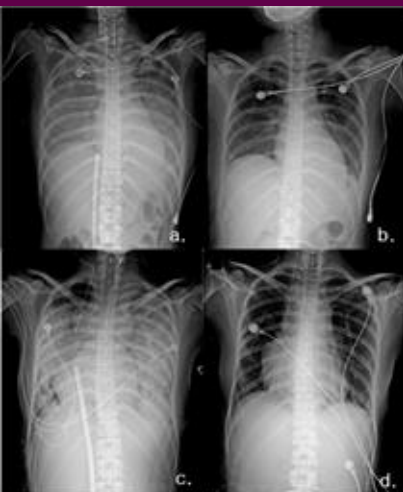


DESCRIPTARY

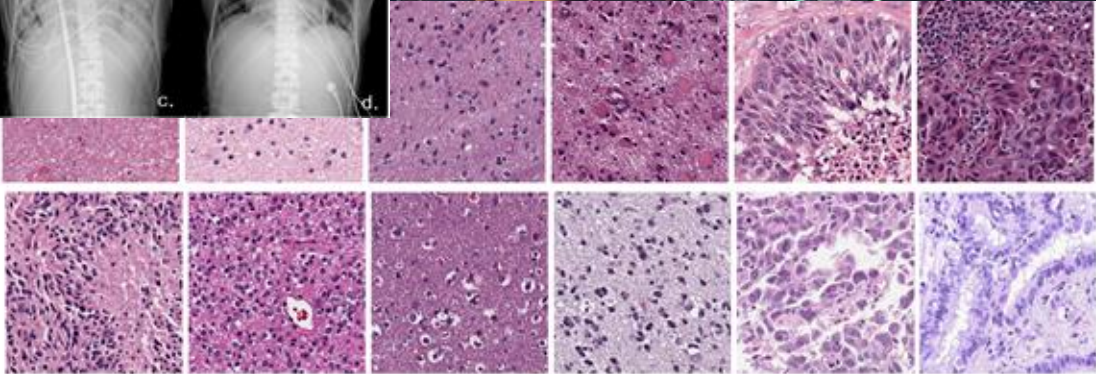
A co-operative game about utilizing vocabulary to describe images.

- **Size & Format:** Large group. Forward facing “presenter-style” to a projector.
- **Time:** Each round is about 5-10 min. It can be a warm-up game or several rounds in a row
- **Materials:** Projector, wifi/cell service, individual technology.
- www.PollEverywhere.com or similar website.
- Optional Category Randomizer: Dice, physical or digital wheel, pulling from hat, etc.
- **Prep/Setup/Clean up:** Before class, it takes me about 10-15 min you create an account and get familiar with the program. Then, 5-10min to prep each poll/round with images. I can add on more later when I have time and reuse in other classes. *I now have about 25 that I rotate with.*

DESCRIPTORY: SUBJECT EXAMPLES



Printable US Presidents Guess Who Cards



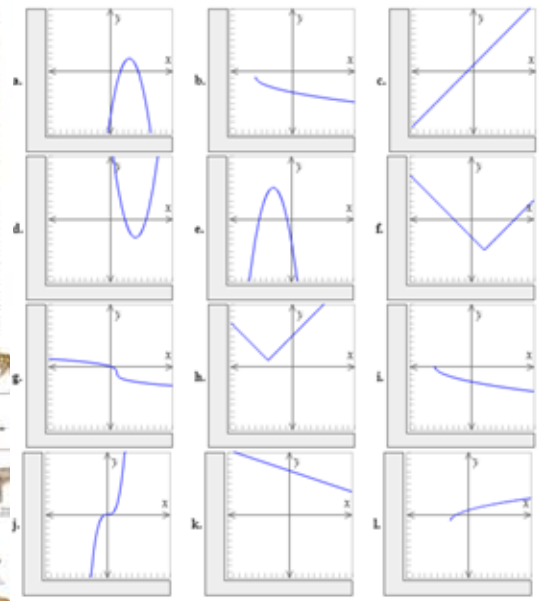
(a) GBM (b) OD (c) OA (d) DA (e) SCC (f) ADC

DESCRIPTORY: SUBJECT EXAMPLES



Use the characteristics of function family to match the given function to its corresponding graph. The graphs are not scaled—make your selection based on a careful comparison.

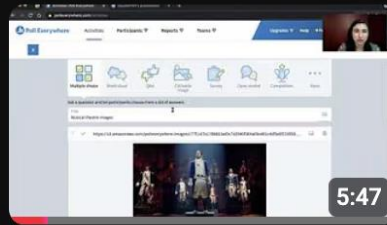
$$f(x) = |x + 3| + 2$$



DESCRIPTORY VIDEOS

(I've been calling this game Describatory for the last 5+ years since I created it. However, I just saw that someone else had created a different game with that name, so I've changed the name on new material)

- Video Tutorial Prep:
<https://youtu.be/mLImcAOklu8?si=xVBjAWopn0SZ8WXO>
- Examples with Students:
https://youtu.be/4HhsOmJzttI?si=B9rAjZd5IU8vUx__
- https://youtu.be/mwkJHel6_jY?si=DBoR7wOYrCDX-rEM
- https://youtu.be/_AIBZZzJqc4?si=OQXnduHE2YXgbpxK



Polleverywhere.com Setup Demo for Describatory

Maya Fein • 4 views • 4 years ago



Describatory Game Demo: Zoë

Maya Fein • 4 views • 4 years ago



Describatory Game Demo: Shayna

Maya Fein • 8 views • 4 years ago



This is part of another full Gamification workshop. Email me to learn more

WHAT SUBTEXT?


A game about (mis)communication.
How subtext is subjective, especially within writing.

- **Size:** Large group of students, recommended 10-30.
- I normally have a group of 15-20 I prefer my students arranged in a big circle for this activity, but you can do it in any arrangement.
- **Time:** The more people, the longer the activity. 30-90 min to complete. This can be down all at once or can be split up into shorter parts over a few days
- **Materials:** Notecards, pen/pencil, blank piece of paper.
- **Prep/Setup/Clean up:** Minimal, less than 15 minutes.

MAYA'S VERSION OF “CHOOSE YOUR OWN ADVENTURE”

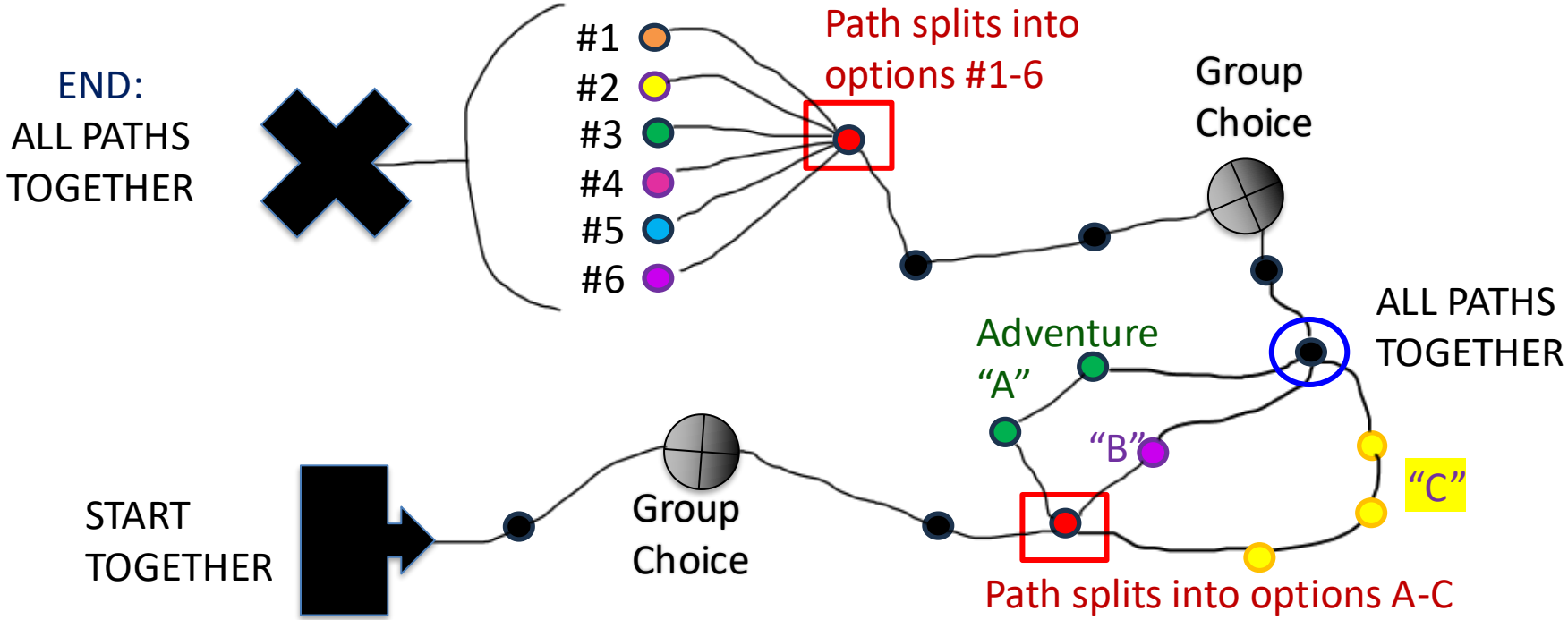
A journey where at points throughout a course options are presented and then the student “adventurers” make choices that lead them on different chosen paths while still meeting the learning objectives

1. À la carte menu
2. Group Consensus/Smaller Groups
 - You choose based on larger collective data
 - *ranked choice +other considerations*
3. Style/Medium to Demonstrate Understanding
4. Assign Based on Individual Preference
5. Student Proposals



This is part of another
full Gamification
workshop.
Email me to learn more

MAYA'S VERSION OF "CHOOSE YOUR OWN ADVENTURE" COURSE ADVENTURE MAP EXAMPLE



MAYA'S VERSION OF “CHOOSE YOUR OWN ADVENTURE”

A journey where at points throughout a course options are presented and then the student “adventurers” make choices that lead them on different chosen paths while still meeting the learning objectives

- This is a full hour-long separate presentation.
- Please inquire for more details

IN JUST A FEW

A discussion game about analysis and trusting your gut response

This game is inspired by the games **Just One** and **Blank Slate**. Both of which are whiteboard-based games where you can only write 1-3 words to explain what you're thinking. In class I give every student a whiteboard and prompts related to the reading material that they've been assigned. (I use it with a theatre script.) It's a quick exercise to tap into their **gut reactions** as I emphasize there is no "right" one answer. I also emphasize that your responses are a representation of your own experiences, previous knowledge, etc. So, I don't expect anyone to produce the same answer.

- **Size & Format:** Full class, positioned in a big circle
- **Time:** ~5 min/prompt. This depends on group size and length of discussion. I often do 8 questions for about 40 min.
- It can be a warm-up game, several rounds in a row, or something that continuously added on to over an extended series of classes.
- **Materials:** White board and dry erase marker per student. I've also used laminated paper or a page protector
- **Prep/Setup/Clean up:** less than 5 min
- **Optional scoring:** award points based on and of the following thoughtfulness, participate, up votes from other students, etc.

IN JUST A FEW



was inspired by the white board word games:

Blank Slate Just One

You do not need the games to play



IN JUST A FEW

A reading reflection and discussion game about analysis and trusting your gut response

Directions:

1. Give each student a white board and dry erase marker
2. Have a list of prompt questions (or be inspired as the discussions progress)
3. Each student writes their answer in a limited number of words (I typically say 1-3) Advise them to write big and clearly, since other students will need to read it from a distance
4. Give them a short set time to write their response. Depending on the complexity of the question, I give 30-90sec. The goal is **a gut/first instinct response** not an overly analyzed “this must be the right answer” response. They should keep their answer secret
5. When everyone is done, have them hold their white boards up at the same time
6. Go around the room and have everyone read their word aloud to promote more accessibility and give everyone a voice
7. Once everyone has read theirs, I follow up with questions that generate a discussion. Students should keep their worlds visible for the whole discussion
8. Repeat for as many prompts/time as desired

MY STORY, OUR STORY

A Using Abstract Illustration Cards from games like Mysterium & DIXIT

- **Size & Format:** This can be done in pairs or small groups. It is co-operative.
-
- **Time:** Each round is about 10-25 min. It can be a warm-up game, several rounds in a row, or something that continuously added on to over an extended series of classes.
-
- **Materials:** Abstract Illustration Cards from games like Mysterium & Dixit, paper, pen/pencil
-
- **Prep/Setup/Clean up:** less than 2min

MY STORY, OUR STORY

A Using Abstract Illustration Cards from games like Mysterium & DIXIT

- **Directions:**
 1. Put students in pairs (quicker) or small groups of 3-5 (Add about 10 min total).
 2. Give each group an abstract illustration card
 3. Have each person in the group individually create a story based on the card. I give them about 5 minutes. It could be bullet points, outline, full paragraphs, or just think about it
 4. Have group members share their interpretations with each other. About 5min
 5. Work together to make a new story that combines aspects of the individual stories
 6. Optional: Grow this by putting two groups together and build on the stories using both cards
 7. Open Discussion. Prompt Examples: What surprised you? What was challenging? Which story did you like better and why? Did a leader emerge?

TEAM 3

**A game about how directions can mean different things.
Where word choice and detail matter**

- **Size & Format:** Groups of 4-8. Each group around a table with chairs. Co-op with additional competitive option
- **Time:** 10-20 min/round. This depends on group size, familiarity/frequency with the game, and familiarity with group members. The first time students play it, a round takes longer, but the more times they play it (especially with the same group members) the faster it gets.
- It can be a warm-up game, several rounds in a row, or something that continuously added on to over an extended series of classes.
- **Materials:** Team 3 game. Stopwatch (phone)
- **Prep/Setup/Clean up:** less than 5 min
- **Optional scoring:** based on time and difficulty level of card



TEAM3™



Alex Cutler, Matt Fantastic

Components



10 Construction Pieces



Architect



Supervisor



Builder

3 Role Cards



70 Blueprint Cards



10 Mind Merge mini expansion Cards



1 Plastic Card Stand

Overview

TEAM3 is a cooperative game for 3–6 players (for a competitive variant, see the end of the rules). Only 3 players play in a single round and work together each round to build the structure shown on their Blueprint Card. Players have special roles based on their Role Cards and must work cooperatively as a team to get the job done. If players succeed in building enough Blueprints, they win! If they fail too many times, they lose!

Rules also on



TEAM 3

**A game about how directions can mean different things.
Where word choice and detail matter**

Directions:

1. Play the game as designed except have at least FOUR people on a team. Teams can go up to eight. *(I have 3 boxes that I use in my classroom at the same time with 5-6 people/game. It doesn't matter which version you use; I have both.*

Team 3 Green Rulebook: <https://cdn.1j1ju.com/medias/4e/60/5f-team3-green-rulebook.pdf>

Team 3 Pink Rulebook: <https://cdn.1j1ju.com/medias/2d/bb/f6-team3-pink-rulebook.pdf>

2. The fourth person: Time how long each blueprint card takes to complete. Move around during the round to see it from each other player's perspective.
3. Play 2 rounds so each group member tries at least 1 role, with none of them repeating a role.
4. Discussion.
5. Repeat right away or later to test their improvement ideas

HUES AND CUES

(With Color Perception Exercise)

Size & Format: Groups of 3-10. Each group around a table with chairs. Co-op with additional competitive option

Time: 30-60min This depends on group size and familiarity/frequency with the game. I typically do this as a one-off game and then have it in my mini-game library so that students can play it outside of class.

Materials: The game HUES AND CUES (~\$18-30), A color blindness simulator app (Simdaltonism-Free) on IOS. Optional: Colored light bulb(s) About \$6-15) and M&M/Skittles (or another type of colored candy)

Prep/Setup/Clean up: less than 5 min

HUES AND CUES

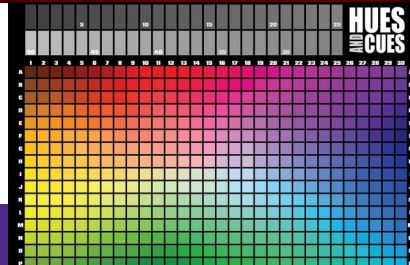
(With Color Perception Exercise)

Directions: Each of the following parts can be done separately or together

PART 1 *(Optional)* Color perspective in colored light (this is extra great for science/biology, color theory, art, theatre, etc.)

- 1) Do your best to make the room as dark as possible with only a colored light bulb shining on the board game. The result, what used to look like a rainbow, will look very different. I recommend using Red, Blue, or Green (primary colors of light).
- 2) Ask for 3-5 volunteers and have them close their eyes
- 3) Give them a few pieces of colored candy and then have them pick one.
- 4) Have them open their eyes and they have 30 sec to place the candy in the square they think will best match the candy they have
- 5) Turn regular white room lights on. Who was close and who wasn't?
- 6) Turn lights off, have students close their eyes and pick a new candy. Then pick new color of light and repeat.

Discussion: Why did the color change? Is color subjective? Does it actually change or does just our perspective of it change?



PART 2: Have all the lights on and (turn off colored light if you did Part 1).

1) Open up a colorblindness simulator app, they turn your camera settings to mimic people with color blindness and deficiencies. I use Sim Daltonism (IOS only), but there are several. I prefer using a tablet since it has a larger screen for people to see more clearly.

2) Have students huddle around and move the camera around the game board.

3) Change the settings to represent different types of vision

4) Discussion: Accessibility-being aware that others might see things differently from a biological standpoint. Contrast is important in visual aids.



From the perspective of a color-blind person, some colors are impossible to distinguish. Sim Daltonism lets you visualize colors as they are perceived with various types of color blindness by just pointing your camera. Use it to improve visual designs by making them more accessible, to understand better strange colors choices on a child's drawing, or simply to get a better understanding of the world from the perspective of a color-blind person.

<https://michelf.ca/projects/sim-daltonism/>

SIMULATED VISION

Normal Vision

Trichromatic: red, green, and blue cones

Choose

SIMULATED VISION

Deuteranopia

No green cones

Choose

SIMULATED VISION

Tritanopia

No blue cones

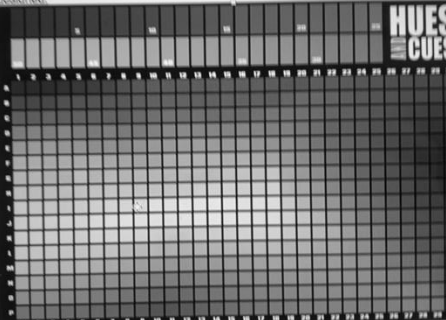
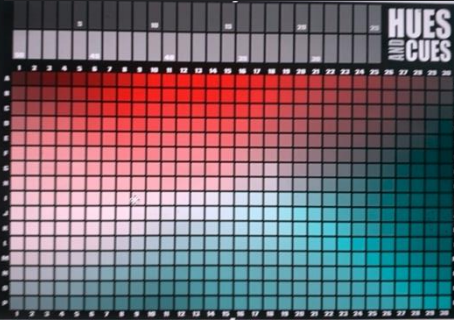
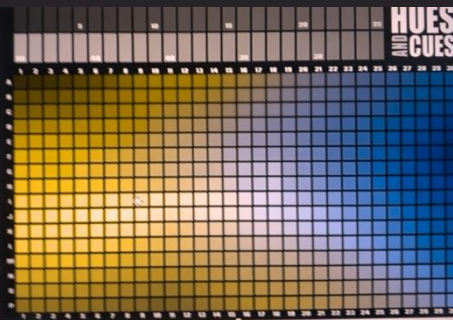
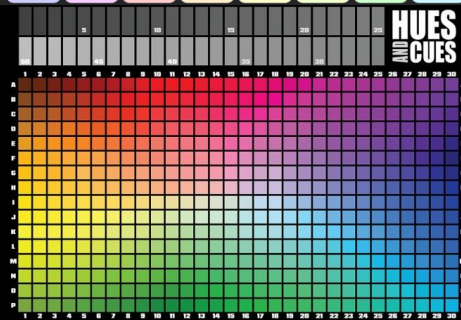
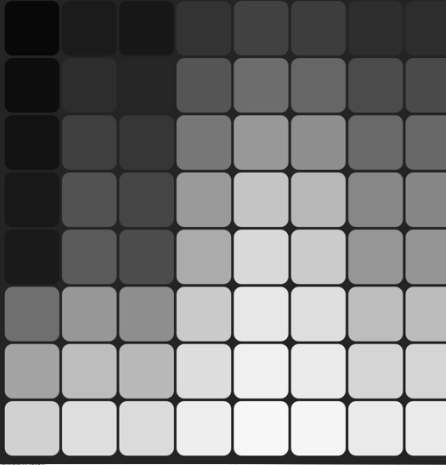
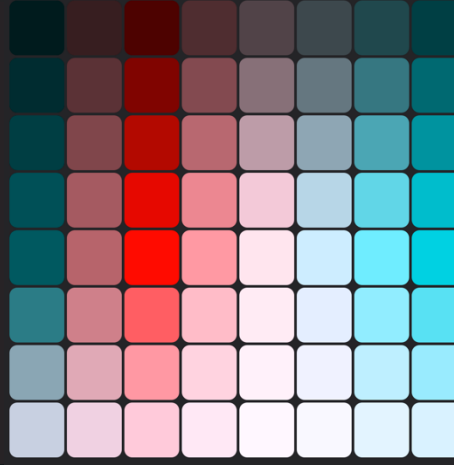
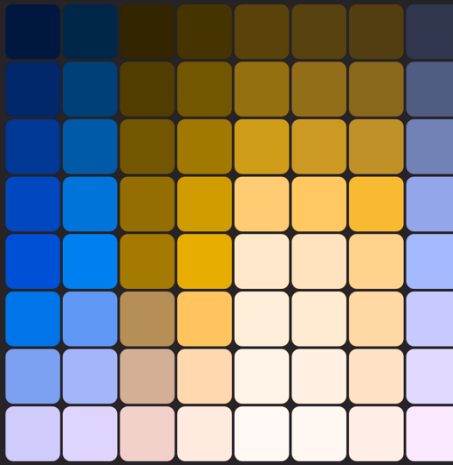
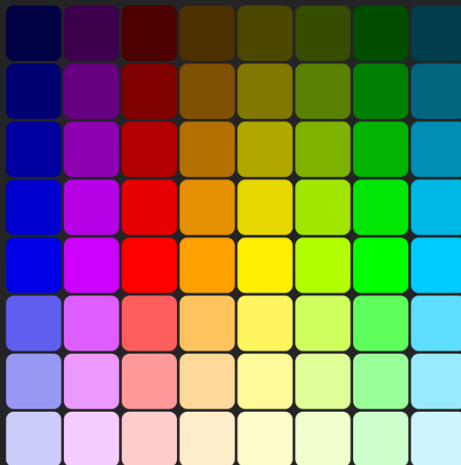
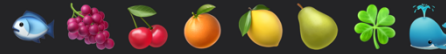
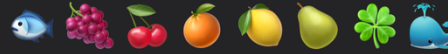
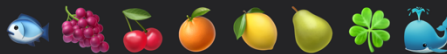
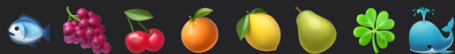
Choose

SIMULATED VISION

Monochromacy

Absent or non-functioning cones

Choose



HUES AND CUES

(With Color Perception Exercise)

PART 3: Play HUES AND CUES as designed but add follow up discussion.



Hues and Cues®

Hues and Cues® is the award-winning vibrant game of colorful communication where players are challenged to make connections to colors with words. Since everyone imagines colors differently, connecting colors and clues has never been this much fun!

 8+  3-10 PLAYERS  30+ MINUTES



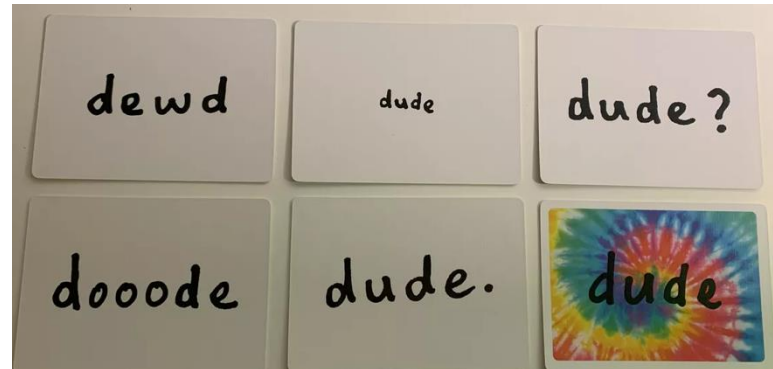
<https://youtu.be/oZSveXpbak?si=ES0dvlOcCy0N23ls>

DUDE

A Game where you say dude. There's lots of different ways to say dude.

The word "dude" appears on each card in one of six different ways, with 12 dooode cards, 12 dewd cards, 12 dude. cards, 12 dude? cards, 12 tiny dude cards, and 12 tie-dyed dude cards. The goal is to quickly find matches for as many of your cards as you can. To play, you say the word "dude" as you think it should be said, based on how it appears on your card. At the same time, listen to how the other players are saying the word "dude". Trying to figure out whether you have the same card as another player is the essence of *dude*.

- **Size & Format:** 3-6 players
- **Time:** 10-25 min
- **Materials:** The game DUDE
- **Prep/Setup/Clean up:** less than 5 min.
Additional time if you're making your own cards



DUDE

A Using Abstract Illustration Cards from games like Mysterium & DIXIT

Directions:

1. Play the game as directed. You can also make your own cards with different words and designs that are more relevant to your subject.
2. Reflective discussion: What worked well? What was challenging? How does saying the same word differently impact it's meaning and your understanding?



Dude. Is a short game for 3-6 players that's all about saying "dude".

[How to Play Video:](#)

https://youtu.be/RGirA194mx4?si=_xZaa9QaTVvLivWS

This is a game where you say dude. There's lots of different ways to say dude.

Contents:

- 12 dude cards
- 12 dude? cards
- 12 dooode cards
- 12 dewd cards
- 12 tiny dude cards
- 12 tie-dyed dude cards
- rules

dooode

dewd

dude?

ages | players
13+ | 3-6

play time: a little while

North
Star
Games™

4. Presentation Discussion

Let's Play Games! Improve Communication and Empathetic Understanding

Prof. Maya Michele Fein, MFA

Associate Professor of Theatre
at Baldwin Wallace University

Contact:

MayaFein@gmail.com

Website:

<https://www.mayafein.com/teaching-portfolio>

