

Let's Play Games!

Improve Communication and Empathetic Understanding

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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.

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**Need a commercial game to play*

I Say, You Do

A game about how directions can mean different things and the importance of word choice and detail

This is a variation of an activity I learned from another educator

Size & Format: This can be done in pairs, small groups or as a large group. Ideally, students aren't able to see each other's work well. 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: less than 2min

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) Scoring Options:
 - Points: Director awards accuracy points 0-3 to each designer. The designers vote to award the director 0-3 based on how well they communicated how to re-create their paper.
 - Prizes given to the best recreation: tickets, treasure box, bonus points, etc.
 - Non-competitive: Chose not to assign points at all and jump right to discussion
- 7) 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?

Main Takeways: Just because it makes sense to you, doesn't mean it makes sense to everyone else. Using specific and detailed language can make things clearer and more accurate. Sometimes it is better to just show what you mean rather than try to use words.

I Say, You Do: Activity Example

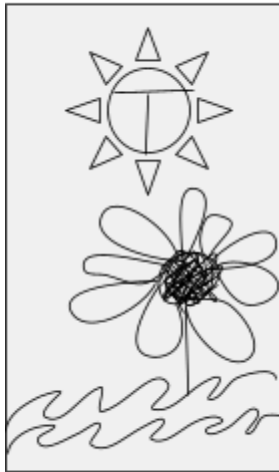
Director says,

- 1) Draw a sun at the top of the page
- 2) draw a flower with a stem below that
- 3) Add ocean waves towards the bottom of the page, touching the flower
- 4) Put the letter "T" inside the sun.

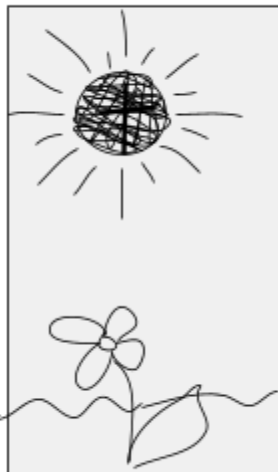
To give more accuracy the director could have said:

- 1) Orientation of paper should be portrait/ vertical so that it's taller instead of wider
- 2) Centered on the top $\frac{1}{3}$ of the page, draw a sun using an open circle and 8 triangular Rays coming off it. The size should take up a majority of the top third
- 3) Filling the whole inside the circle write capital "T"
- 4) In only the center $\frac{1}{3}$ draw a daisy-like flower with 9 petals and a filled in center. Have a short straight line coming out the bottom like a stem. The stem does not have a leaf.
- 5) On the bottom, not touching the flower, put 2 lines of ocean waves, the kind that you draw the curve of the wave curling

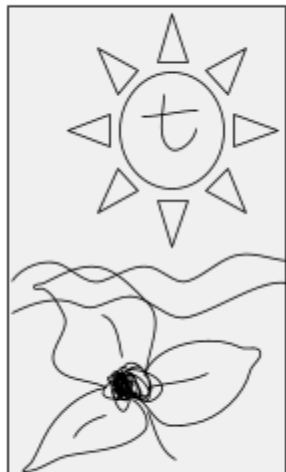
Original



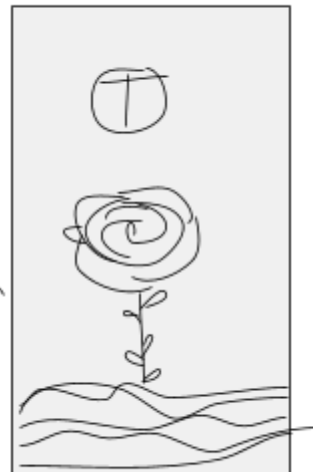
Student 1



Student 2



Student 3



Student 4



Student 5

Describary

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

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

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.

Optional Scoring:

1 point for each first correct answer. 1 point for revise vocab second correct answer

Points for Describer are based on success percentage:

+90%=3 points 75-89%=2 points 50-75%=1 points Under 50%=0 points

Direction on HOW TO PLAY:

(I’ve been calling this game Describary 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)

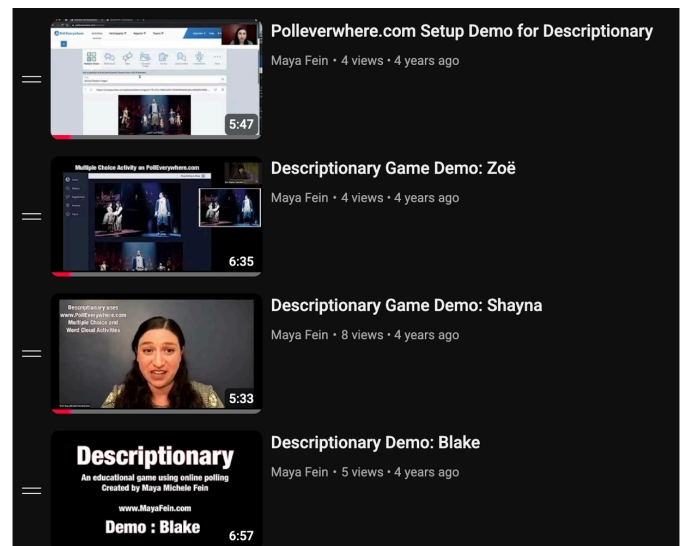
Maya’s Video Tutorial : <https://youtu.be/mLimcAOklu8?si=xVBjAWopn0SZ8WXO>

Examples with Students playing the game:

<https://youtu.be/4HhsOmJzttI?si=B9rAjZd5lU8vUx>

https://youtu.be/mwkjHeI6_jY?si=DBoR7wOYrCDX-rEM

https://youtu.be/_AIBZZzJqc4?si=OOxnduHE2YXgbpxK



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*

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: less than 15 min,

I prefer my students arranged in a big circle for this activity, but you can do it in any arrangement.

Step-by-step guide:

Prep: create a list of words/phrases to fill in the blank to this statement: "Write something that seems neutral, but you **actually are** _____."

Adjust the blank to be appropriate to the student level and course subject. When creating these blanks, make an even balance of what would be generally be categorized as "Positive/good", "Negative/bad", and "Neutral". This will be something that is reflected upon later. You can give a few students the same prompt, or have each one be unique.

Examples of the blank could be:

Feeling: angry, sad, scared, confused, happy, disgusted, excited, hurt, disappointed, annoyed, ecstatic, betrayed, guilty, ashamed, okay, relaxed, unbothered, jealous, stressed, tired, furious, inspired, doubtful, eager

Thinking: that you are unequivocally right, that it's a bad idea, it's a wonderful idea, could be fun, agree, that there could be improvement, that there's more to explore, that a compromise could be found, that's never going to happen, you don't have the capacity to deal with a problem, your opinion is neutral, you've made an honest mistake, you would do their job better, this is on the bottom of your list of things to deal with.

Being: sarcastic, challenging their authority, supportive, encouraging, rude, efficient, transparent, realistic, stand-offish, distracted by something else

PART 1: The Subtextual Prompt (About 10 min)

- 1) Announce to the class that they will be asked to write something legibly on their note card.
Don't mention that it's the same main phrase with only a little adjustment. I sometimes add guidelines like don't use punctuation at the end, ALL CAPS, etc.
- 2) Secretly give each student the prompt, an order number, and a note card:
Write something that seems neutral, but you **actually are** _____." [the blank that you've created]
I've always done this as whispering a secret in their ear, which adds some fun suspense and a build of energy as people line up for it. You could also just have it written and then pass it out.
- 3) Give students time to think and write their statements (about 3-5 min)
My favorite student sentences so far has been: "I'm fine", "Chic-fil-a is the best", "We can try that"
- 4) Collect note cards.

You can choose to do parts 2-4, pick the ones that are most helpful

PART 2: Interpretive Reading (About 10-25 min depending on group size)

- 1) Have students take a blank piece of paper and number it 1-? (however many students/notecards there are)
- 2) Pass out the cards
- 3) Tell students that the secret you gave each of them was "Write something that seems neutral, but you **actually are** _____." Now, they are going to read each note card, and then **WRITE** what THEY think the blank prompt was in accordance with the card number.

PART 3: Interpretive Performance (About 10-25 min depending on group size/student willingness)

- 1) Have students take a blank piece of paper and number it 1-? (however many students/notecards there are)
- 2) Pass out the cards
- 3) Have students **PERFORM** the sentence. *I do this through accepting volunteers.*
- 4) After their performance, have the student give the number that was on the card.
- 5) Have students write down what they think the subtext of the statement based on the performance.

PART 4 (Optional): Categorizing

This is intended for more advanced students and dives deeper into psychology. I use it at a college level.

Have students categorize how they interpreted the sentences into "Positive/good", "Negative/bad", and "Neutral" connotation by putting a +, =, or - next to each number. Have them total for each category and put them at the top of the page.

PART 5: The Results (5-30min) depending on how you've structured it

Starting with one you can either:

- 1) Go number by number and have the class share what they thought it was, then have each student share the prompt they got, what they wrote, and why. *This takes much longer, but I think it's more fun as all the students are reacting to each other and casually discussing the reasoning for their guesses*

OR

- 2) Reveal what the actual secret prompt was by doing any/all of the following:
 - Read your list (a few min)
 - Display your list on screen (a few min)
 - Have students share the prompt they got what they wrote (5-15 min)

PART 6: Reflective Discussion

Some classes might need more structure and clear prompts for this while others might have a more organic open-ended discussion. Adapt this as appropriate to your students and subject.

Some reflective questions might include:

What surprised you?

What was challenging about this?

How is communication different in text, email, and spoken aloud?

If you did part 4: Ask your students to re-categorize, using the original prompt [blank]. Generally, the results will disproportionately show that they interpreted more things as negative/bad than the original. We then discuss the psychology of that. How it's important to give people the benefit of the doubt because you might be reading something in a tone that was more negative than intended, etc.

Some the the key takeaways for overall game are:

Words are subject to interpretation.

Just because you write something with a certain intention, that doesn't mean the person receiving it will know that.

Reading text vs hearing it live can result in miscommunication.

Sometimes a 5 min phone call or chat in person is better than hours of emailing.

Hi,

This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone:

1. Write something that seems neutral, but you are actually feeling angry
2. Write something that seems neutral, but you are actually thinking that you are unequivocally right
3. Write something that seems neutral, but you are actually being sarcastic

Hi,

This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone:

1. Write something that seems neutral, but you are actually feeling sad
2. Write something that seems neutral, but you are actually thinking that it's a bad idea
3. Write something that seems neutral, but you are actually challenging their authority

Hi,

This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone:

1. Write something that seems neutral, but you are actually feeling scared
2. Write something that seems neutral, but you are actually thinking it's a wonderful idea
3. Write something that seems neutral, but you are actually supportive

Hi, This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone:

1. Write something that seems neutral, but you are actually feeling confused
2. Write something that seems neutral, but you are actually thinking could be fun
3. Write something that seems neutral, but you are actually encouraging

Examples:

Combined Feeling, Thinking, and Being

1. Hi, This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone: Write something that seems neutral, but you are actually feeling angry
2. Hi, This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone: Write something that seems neutral, but you are actually feeling sad
3. Hi, This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone: Write something that seems neutral, but you are actually feeling scared
4. Hi, This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone: Write something that seems neutral, but you are actually feeling confused

5. Hi, This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone: Write something that seems neutral, but you are actually feeling happy
6. Hi, This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone: Write something that seems neutral, but you are actually feeling disgusted
7. Hi, This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone: Write something that seems neutral, but you are actually feeling excited
8. Hi, This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone: Write something that seems neutral, but you are actually feeling disappointed
9. Hi, This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone: Write something that seems neutral, but you are actually feeling annoyed
10. Hi, This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone: Write something that seems neutral, but you are actually feeling ecstatic
11. Hi, This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone: Write something that seems neutral, but you are actually feeling betrayed
12. Hi, This is a secret activity for Collab. Follow the directions and don't share your prompt with anyone: Write something that seems neutral, but you are actually feeling guilty

FEELING:

13. Write something that seems neutral, but you are actually feeling angry
14. Write something that seems neutral, but you are actually feeling sad
15. Write something that seems neutral, but you are actually feeling scared
16. Write something that seems neutral, but you are actually feeling confused
17. Write something that seems neutral, but you are actually feeling happy
18. Write something that seems neutral, but you are actually feeling disgusted
19. Write something that seems neutral, but you are actually feeling excited
20. Write something that seems neutral, but you are actually feeling disappointed
21. Write something that seems neutral, but you are actually feeling annoyed
22. Write something that seems neutral, but you are actually feeling ecstatic
23. Write something that seems neutral, but you are actually feeling betrayed
24. Write something that seems neutral, but you are actually feeling guilty
25. Write something that seems neutral, but you are actually feeling ashamed
26. Write something that seems neutral, but you are actually feeling okay
27. Write something that seems neutral, but you are actually feeling relaxed
28. Write something that seems neutral, but you are actually feeling unbothered
29. Write something that seems neutral, but you are actually feeling jealous
30. Write something that seems neutral, but you are actually feeling stressed
31. Write something that seems neutral, but you are actually feeling tired
32. Write something that seems neutral, but you are actually feeling furious
33. Write something that seems neutral, but you are actually feeling inspired
34. Write something that seems neutral, but you are actually feeling doubtful
35. Write something that seems neutral, but you are actually feeling eager

THINKING:

1. Write something that seems neutral, but you are actually thinking that you are unequivocally right
2. Write something that seems neutral, but you are actually thinking that it's a bad idea
3. Write something that seems neutral, but you are actually thinking it's a wonderful idea
4. Write something that seems neutral, but you are actually thinking could be fun

5. Write something that seems neutral, but you are actually thinking you agree even if no one else does
6. Write something that seems neutral, but you are actually thinking that there could be improvement
7. Write something that seems neutral, but you are actually thinking that there's more to explore
Write something that seems neutral, but you are actually thinking that a compromise could be found
8. Write something that seems neutral, but you are actually thinking that's never going to happen
9. Write something that seems neutral, but you are actually thinking you don't have the capacity to deal with a problem
10. Write something that seems neutral, but you are actually thinking it is meh
11. Write something that seems neutral, but you are actually thinking you've made an honest mistake
12. Write something that seems neutral, but you are actually thinking you would do their job better
13. Write something that seems neutral, but you are actually thinking this is on the bottom of your list of things to deal with.

BEING

1. Write something that seems neutral, but you are actually being sarcastic
2. Write something that seems neutral, but you are actually challenging their authority
3. Write something that seems neutral, but you are actually supportive
4. Write something that seems neutral, but you are actually encouraging
5. Write something that seems neutral, but you are actually being rude
6. Write something that seems neutral, but you are actually being efficient
7. Write something that seems neutral, but you are actually being transparent
8. Write something that seems neutral, but you are actually being realistic
9. Write something that seems neutral, but you are actually being stand-offish
10. Write something that seems neutral, but you are actually being distracted by something else

Maya's "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 part of another full Gamification workshop. Email me to learn more

1. À la carte menu

2. Group Consensus/Smaller Groups

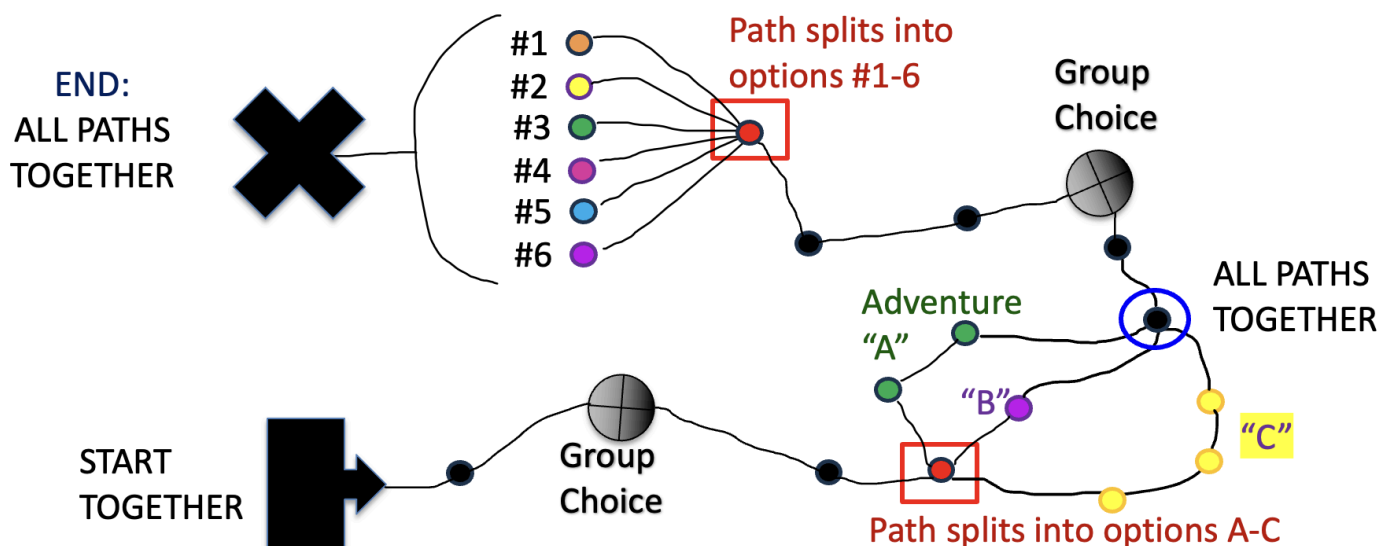
- You choose based on larger collective data
- ranked choice +other considerations*

3. Style/Medium to Demonstrate Understanding

4. Assigned Based on Individual Preference

5. Student Proposals

Example of what a course adventure map might look like:



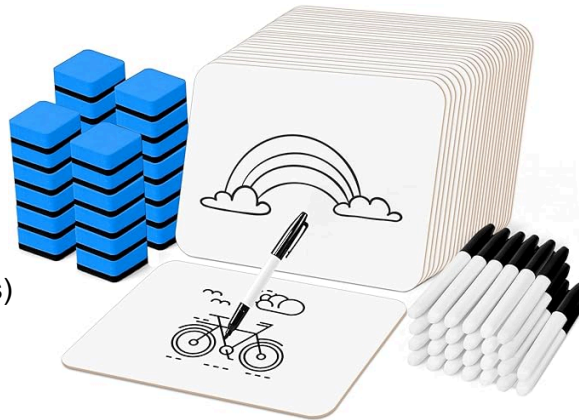
In Just a Few

Size & Format: Whole class (mine are 15-24) or groups forming a circle that allows visibility to all.

Time: 5-10min per prompt. It could be a quick getting a more open-ended discussion started, getting the temp of the room, or take a whole class period (which is what I do)

Materials: Personal white boards(also works with laminated paper and paper in page protectors) and white board markers for each student.

Example of whiteboard classroom set <https://a.co/d/49INmVL>



Prep/Setup/Clean up: less than 5 min
(with an additional 10min if you're making your own whiteboards)
Students should have read something prior to class such as an article, chapter, book, script, etc.

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 to fill in a concept or idea. In class I give every student a whiteboard and prompts related to the reading material that they've read (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 come up with the same thing.

Directions:

- 1) Pass out materials
- 2) Provide **one** prompt. Here are some examples:
"In 1-3 words write..."
 - What is the story really about?
 - What is an important theme?
 - What are symbols or motifs?
 - How did the reading make you feel?

"What one word describes _____"

- Character
- Setting
- Relationship between two characters
- Who/what is the protagonist?
- Who/what is the antagonist

- 3) Give students about a minute to write their answer. Don't go too long, then they will over think. This is also a quick way to identify who has actually done the reading. Sometimes I can notice that some students haven't read the material because they are just being vague or not writing. I have them move to another space to do the reading independently. It's important to me that each student forms their own thoughts and opinions without being influenced/taking the ideas of others.
- 4) Go around the room with students both holding up and saying their response. Visuals and audio help different people (This connects back to Universal Design Learning practices. Students write, read, and say, making time for everyone to process the question.)
- 5) Discussion: After everyone has shared, we continue to hold the boards and I give additional prompts for the discussion. Examples:
 - What correlations do you see?
 - Are there similar answers or very different? What and why?
 - Would anyone like to ask someone to expand on why they choose those word(s)?
 - Is there anyone's interpretation that you'd like to politely debate/discuss your contrasting views?
 - Point to someone else's board that you think is a strong response. Uplift each other by demonstrating how what someone else has written might resonate
- 6) Repeat 2-5 with additional prompt questions. Don't be afraid to discover new questions inspired by the discussion

These games are NOT needed to do the activity, but have inspired it. They're also just fun to play.

JUST ONE



BLANK SLATE



My Story, Our Story

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

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 (with discussion)

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 (~\$25-50/game). Stop watch

Prep/Setup/Clean up: less than 5 min

Directions:

- 1) Play the game as designed with the exception of having 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 Observer" is 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. Note the miscommunication/misunderstandings that happen.
- 3) Play 2 rounds so each group member tries at least 1 role, with none of them repeating a role.

My favorite part of this activity is discussion afterwards (followed closely by watching the funny gestures the students come up with to represent the different shaped pieces).

Discussion. Prompt examples: As the Observer, what were the main things that caused inaccuracy. What would you recommend to improve it in the next round? What was challenging? What made it easier? Did your time decrease after repeating? If so, why? Were certain people better in specific roles? What ways are you using to communicate?

This is designed for students to takeaway the following:

It's super hard working as a team, especially when you don't really know what you're doing and whether you can trust the people you're working with.

1. Students might think they can do better, until they try and realize it's not as easy as it seemed. We all have different strengths in communication, so it's great to find what's best for you, but it's also important to be able to adjust to the people you're working with
2. Establish a common vocabulary. Normally students struggle with this the first time and often get frustrated. Then I let them talk and try again. In that talk, they figured out what was confusing and then made a plan to clarify it next time. The team members who were observing had specific insight into what wasn't working overall and this was a time for them to shine. Each group got faster as they "pre-gamed" more, got to know each other and tried different roles.

- 3. Dealing with changes. Often when we work with the same people, we develop a "shorthand". So, I then mix the students about to work with a mostly new group. They already know the rules, but they have to adapt to find a new common language which can present its own challenges. The way it worked with one person might not work for another. There is no one "right way." One must remain fluid

Note: It is amazing to me how many different ways students have come up with to represent the different shapes. They have helped me to think outside the box. I thought there was an obvious choice to approach the task, nope...90% of groups do it completely differently than I do. And yet, they all still manage to solve the challenge. I'd call that a WIN. Also, I had a team of all stage managers once. On their first try, they solved it in under 3 min (most groups were +10min). It was a clear testament to the skills they've learned in their specialty, and I never paired them together again.



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



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) on phone/lpad. 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®

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

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) 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 lights on. Who was close and who wasn't?
- 6) Turn lights off, pick new color of light and repeat.
- 7) 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 (los 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. Change the settings to represent different types of vision
- 3) Discussion: Accessibility-being aware that others might see things differently from a biological standpoint. Contrast is important in visual aids.

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

How to play Hues and Cues <https://youtu.be/emL0VvBnaMQ?si=o-1CsDhYZVLgO6mv>

Discussion/Takeaway:

This is a great class exercise to make students aware of how language and communication can be challenging. When debriefing after playing I asked students "what's the best way for your collaborators to know exactly what color you're talking about?" Most students responded with ways to use more specific words. I flip the script and shared that the point of visual research (which was an upcoming assignment) is so we don't have to imagine what something looks like, we can just show it and everyone knows exactly what we intend. They first froze in recognition and then laughed. It hadn't occurred to them since they had been so focused on playing the game and didn't think (literally and figuratively) outside the box.



Sim Daltonism

The color blindness simulator.



[IOS/MAC \(Maya used in class\)](https://michelf.ca/projects/sim-daltonism/)--[Chromatic Vision Simulator](https://play.google.com/store/apps/details?id=asada0.android.cvsimulator&hl=en_US)--[Individually colored bulbs](https://a.co/d/iOz4IUU)--[Color Changing bulb](https://a.co/d/73cAshA)

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

https://play.google.com/store/apps/details?id=asada0.android.cvsimulator&hl=en_US

<https://a.co/d/iOz4IUU>

<https://a.co/d/73cAshA>



DUDE

Size & Format: 3-6 players

Time: 10-25 min

Materials: The game DUDE

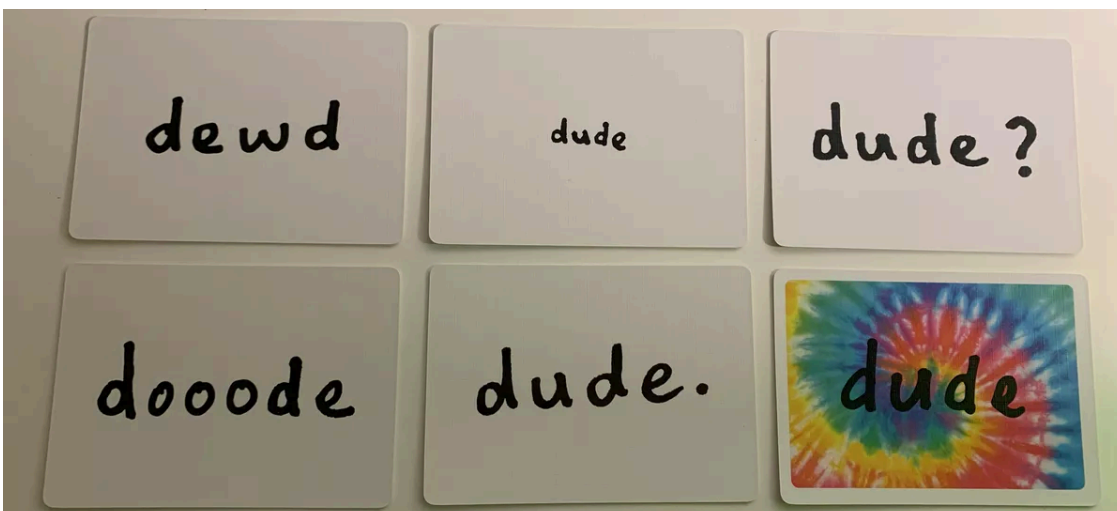
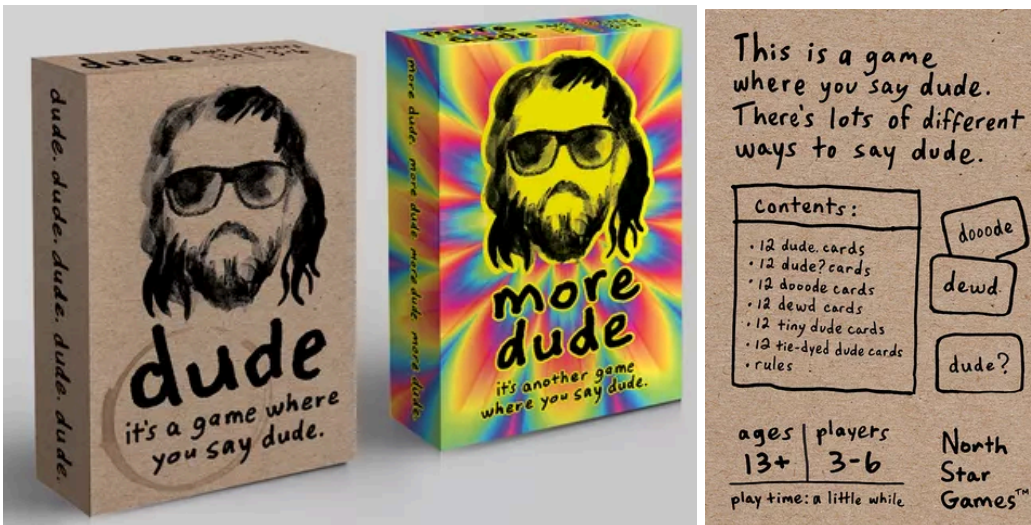
Prep/Setup/Clean up: less than 5 min. Additional time if you're making your own cards

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?

<https://boardgamegeek.com/boardgame/255618/dude:>

Dude is a game where you 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*.



1.