N A S A G A SIMAGES

PART MAGIC PART SCIENCE ALL LEARNING

NASAGA 2007 ATLANTA

Editorial Board
Judee Blohm, Brian Remer, William Wake

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A YEAR FOR STRATEGIC PLANNING

BY DOUG NELSON

I'm thrilled to have the opportunity to serve as the NASAGA Board Chair for this year. I'm a relative newcomer to the organization, having been involved for only the past four years, but they've been four years filled with exciting new ideas, colleagues, and professional growth.

I'm also very pleased to introduce Liliane Lessard as NASAGA's Vice Chair; this position means that Liliane and I will be working together this year, and that she'll become the Board Chair for next year. Liliane is an accomplished professional who also brings years of experience in association management to NASAGA; we're lucky that she's agreed to make such a substantial commitment to the organization.

You can find out more about Liliane and myself in the "Members" section of the NASAGA website (www.nasaga.org).

So, what's the board going to be up to this year? One of the key focus areas for 2007 is the development of a strategic plan for NASAGA as an organization. These are dynamic times in the world of simulations, games, and learning, and we want to be sure that NASAGA continues to keep pace with the trends, and perhaps even develop some new ones.

We've created three teams that are working together to develop a unified plan for NASAGA for the next three to five years:

♦ **Membership**, which is considering how NASAGA can enrich its membership base, and continue to attract the interest and participation of professionals in the academic, corporate, government, and non-profit sectors. The membership team is being lead by board member Judee Blohm.

♦ **Services**, which is looking at the services the organization offers, the ways in which they are offered, and opportunities to increase the value of these services to members. The services team is being lead by board member Brian Remer.

♦ **Management**, which is reviewing how NASAGA is organized and administered, and is developing a set of standard operating procedures to guide the management of the organization. Board member Liliane Lessard is leading the management team.

As the planning process gets underway, we'll also be involving our largest group of stakeholders—you, the NASAGA membership. The NASAGA board is only 15 people, and while it's a diverse and experienced group, it's no match for the collective brainpower of the over 1500 people that NASAGA currently represents. So expect to see some activity on the email list and the website about the strategic plan, and please consider responding to our requests to contribute your voice to the process.

The other main focus for the board this year, the 2007 conference, is shaping up to be a "magical" experience. You'll be able to read more about that in this issue of SIMAGES and, soon, on the NASAGA website. We look forward to seeing you in Atlanta later this year!

Liliane and I are looking forward to an exciting NASAGA year. And we'd like to hear from you if you've got questions about the planning process, suggestions for the organization, or (most importantly) ideas for how you can help NASAGA grow. You can contact me via the NASAGA website, or directly at nasaga.chair@gmail.com. ∎

NASAGA CONFERENCE 2006 "LIGHT THE FIRE"

"Light the Fire" was held in Vancouver, October 11-14th. Registrations were submitted fast and furiously, resulting in all available spaces in both in the certificate program and in the conference as a whole being filled well before the conference. Later registrants had to be turned away! Attendees from Canada and the United States were almost equal in number, with participants also from India, Mexico, England, Taiwan, Thailand, Trinidad, Malaysia, and Denmark. Two of the scholarship winners share their reflections of the conference below.

— *The Editors*

I attended my first NASAGA conference this October; it truly lived up to its theme, "Light the Fire". My passion for using simulations and games for learning has been fully ignited and I am already impatient for next year's conference. I am so appreciative for the scholarship that made my attendance possible.

I wasn't sure what to expect as I approached the conference, but I knew that I wanted to learn how to use and design experiential training more effectively. I was delighted not only to meet those goals, but also to come away with a new toolkit of ideas, resources and games that I have been able to put to use right away. I even have the Certificate in Game Design to put on my wall!

The quality and variety of sessions was fantastic; at every timeslot, I struggled over which workshop to attend. As a masters student in Human Systems, I was excited to discover a number of sessions based on systems thinking. I was also delighted to experience workshops using improv and theatre for learning. One of my favourite workshops, by Yael Schy, combined the two: using improv to teach systems thinking.

Another of my favourite workshops was an evening session with Judee Blohm and Chuck Needlman in which we experienced the Flashlight Game [see page 11]. This frame-game is very simple to set up and run, but it provides deep opportunities for learning about interdependence, communication, cooperation, leadership... the possibilities are extensive. It was such a powerful and effective game that I included it recently in a leadership course that I delivered and I am thrilled with the results. It will now permanently replace the rather volatile (and not nearly as effective) game I was using and I expect I will continue to have happier learners.

I am already seeing a tangible impact from my attendance. I made many connections and have begun to develop my network in a way I hadn't imagined was possible so quickly. I am looking forward to continuing to be part of the NASAGA community and to attending the conference for years to come!

In light and learning,
Shoshana Allice

In general, I loved the conference, the people, and the energy and fun that was always present. Happy campers, a wonderful performance by Moolina at the talent show, and games from early morning to late evening was fun to experience! At the time of the conference I had just turned in my thesis (the day before the conference started, actually), and I was still preoccupied with my paper and the theoretical issues I had dealt with [see page 8]. That is why starting the conference with Bernie DeKoven's Children's Games workshop was absolutely brilliant for me. It was great to let go of big theoretical ideas and be reminded of a central part of gaming: fun!

As I was neither a real student or in a training job at the time of the conference I didn't have specific tasks in mind that I wanted to get tools to solve. Rather I had a general interest in learning more about games (especially simulations) and how they could be used in intercultural training situations. I did know, however, that it would be great to get some ideas for my freelance jobs as an area representative for young exchange students in Denmark and a tour guide for scholars from the developing world. In that respect, Chuck Petranek's "drinking game" was —besides a lot of fun —an eye opener. Danes drink relatively much alcohol and start at an early age. The game showed how peer pressure and the need to fit in make you lose control, and would be interesting to use with young exchange students when they are new in Denmark to prepare them, as well as with Danes who could use some perspective on their drinking habits.

Judee Blohm's and Carla Rieger's sessions gave me great ideas as to how storytelling can be used to gain intercultural insights. While Judee's session focused on storytelling as a means to getting a better understanding of people with other backgrounds, Carla's session gave me ideas on how I could use personal stories in training situations. I thought it was a great idea, especially when working with sensitive topics such as prejudice. My thought is that if I could start a session on the topic by talking about situations where I myself had been prejudiced it would be easier to get participants to cut through political correctness and face the problem.

Finally, I would really like to thank NASAGA for giving me this great chance to gain knowledge and improve competences by spending time with some of the world's most interesting, fun, and creative people. I hope some day to be able to contribute to a new student's scholarship as this is definitely an experience of a lifetime for a student from the other end of the world. See you in Atlanta 2007! Or in Denmark sometime? ∎

All the best,
Rikke Sørensen

PART MAGIC...
PART SCIENCE...
ALL LEARNING

BY DEBORAH THOMAS

Magic is in the air in Georgia! NASAGA 2007 will be in Atlanta.

The conference theme is Magic. We will explore the fascinating world of magic and illusion as it relates to training, games and simulations. Tricks will be revealed. Secrets will be secrets no more. This event is sure to be spellbinding.

In his book *Developing Serious Games,* Bryan Bergeron states that a serious game is a game that, in addition to being fun, is able to impart knowledge, skills, and attitudes from the "magic circle" back into the real world.

At this year's conference you will witness close-up magic where miracles are brought about right under your nose. And it will be difficult to believe what your eyes will see because some amazing sleight-of-hand training tricks will be demonstrated in concurrent sessions.

The answer is, "Yes!" I know that you are asking, (I know because I can read your mind) if we will offer the game certificate program again.

It is gaining popularity since we implemented it 2 years ago. We suggest that you sign up quickly because participation will be limited. Last year, in fact, we had to close registration to the conference prior to the event due to capacity. So, even if you are just thinking of coming you should mark your calendar for October 10–13. And get your checkbooks ready. Registration will begin soon.

As soon as you register, you'll want to book your room in the beautiful Ravinia Hotel in Atlanta. www.cpravinia.com. The conference hotel rate will be $139.

Oh, and for all you treasure hunt addicts. You know who you are. You are code crackers extraordinaire. Last year, we had the Great Vancouver Treasure Hunt. This year, we will have a magic puzzle hunt specific to the conference locale.

Playful methods, serious results. That sums it up. If you have not had the pleasure of attending a NASAGA conference you are in for a big treat.

There are so many wonderful reasons to attend but mostly because you will walk away inspired, with a toolkit full of great ideas to apply immediately. Not to mention, lots of new friends and colleagues.

I still have dreamy thoughts of last year's conference. Campfires. Singing cows. Oh wait, that was not a dream. No, by gosh. There was a dancing, singing cow. What a beautiful cow that was! And there was a campfire right there on the stage. And the camp counselors were so helpful in directing us to our sessions. And I learned so much. So many wonderful sessions and intriguing keynote speakers. I have a lot to live up to but plan to make the Atlanta conference as invigorating and informative as Vancouver's Light the Fire was.

For more information watch for details on the NASAGA website or contact Deborah Thomas at sillymonkey@mindspring.com. ■

NASAGA AWARDS

BY CHRIS SAEGER

Rising Star Award

The Rising Star Award recognizes a first time presenter who has done an outstanding session at a NASAGA conference. It is based on board members' feedback to the award committee and is presented at the banquet at the end of the conference.

2006 Rising Star Award Winners: Dolly R. D. Joseph, Ph.D. and Mable B. Kinzie, Ph.D.

Dolly Joseph currently teaches K-8 children how to use the computer and graduate students how to write research papers. Dolly was honored to receive a student scholarship to the 2004 NASAGA conference and had an extraordinarily good time attending. She received her Ph.D. in May 2005 from the University of Virginia's Curry School of Education. Her dissertation was "Middle School Children's Game Playing Preferences."

Mable Kinzie teaches design--of instruction, research, and educational games--at the University of Virginia. She has produced over 50 instructional/interactive products and 40 publications. She's won awards for development, scholarship, and excellence as a faculty member. Mable thinks it's impossible to have too much fun.

Dolly and Mable's session at the 2006 conference presented a theoretical framework for motivation and game play, involving six modes of play activity that appeal to different learners. Following the presentation participants played a number of different computer and other types of games, each selected for its ability to provide experience with one or more of these activity modes. Participants then brainstormed ways the activity modes might be selectively used to appeal to different types of learners. The session concluded with a brief overview of the results of their research on gender differences in activity mode preferences.

The session was a wonderful blend of research and application with all participants having a great time exploring their own play mode preferences.

Ifill/Raynolds Award

The Ifill/Raynolds Award is a memorial award for outstanding contributions to simulation gaming. At its annual conference, NASAGA recognizes one of its members who develops and/or uses simulation games with joy and serious purpose, in the spirit which NASAGA's dear and longtime friends and colleagues Don Ifill and Gennie Raynolds brought to all their work, and specifically to their work with simulation gaming. Gennie and Don, who died within two months of each other in 1995, were our first active members to die.

The award recipient's work should respect and make use of the power and spiritual richness within practical settings. In an exemplary way, the work should:

♦ Foster a sense of community among those who interact with it.

♦ Deepen understanding of a cultural, organizational, and/or global common good as it provides for interaction with the situation(s) and/or system(s) being modeled.

♦ Enable active, positive listening by participants to themselves and/or those different from themselves, enhancing their understanding of themselves and others.

♦ Contribute to strengthening and/or changing an organization's or group's climate and spirit while building a deeper understanding of its purpose.

Past Ifill/Raynolds Award winners can be found on the NASAGA website: http://nasaga.org/webx/about/ifill.wrp

2006 Ifill/Raynolds Award Winner: Bernie DeKoven

Bernie (Major Fun) DeKoven is the author of *The Well-Played Game* (a book that helped to revolutionize physical education worldwide), and Junksports and the DeepFUN websites. Bernie helps people all over the world learn how to enrich their lives through cooperative, open-ended, spontaneous games. He teaches his lessons from *The Well-Played Game* at the Esalen Institute, and to government, charitable organizations, businesses, and individuals in recovery.

Bernie has developed and implemented "FUN" events involving the cooperation of groups of all ages and sizes, from couples and families to schools and communities. In *The Well-Played Game* he voiced a philosophy of "healthy competition" that formed the core teachings of the New Games Foundation. He became co-director of the foundation, and developed an internationally successful program in facilitating collaborative games and events.

Bernie DeKoven has designed award-winning games for Ideal Toy Company, Children's Television Workshop, CBS Software, and Mattel Toys. Bernie has been around NASAGA since 1976 when he served as a contributing editor to the Simulation and Gaming News. ■

About the Awards Committee

Chris Saeger is the current chairman of the awards committee. He puts out a call for nominations of the Ifill/Raynolds award in the summer each year. However, nominations for the award may submitted at any time to chris_saeger@yahoo.com .

NASAGA 2007 ANNUAL CONFERENCE
CALL FOR PROPOSALS

CROWNE PLAZA HOTEL
ATLANTA RAVINIA (PERIMETER CENTER)
OCTOBER 10-13, 2007
ATLANTA, GEORGIA

Proposals are now being accepted for the North American Simulation and Gaming Association (NASAGA) Annual Conference to be held October 10-13 in Atlanta, Georgia.

NASAGA is a growing network of professionals working on the design, implementation, and evaluation of games and simulations to improve learning results in all types of organizations. Started in North America, NASAGA has members from more than 50 countries from around the globe.

Types of Proposals

♦ Presentations focusing on how to use games, simulations and other interactive activities for learning and training.

♦ Concurrent sessions are 90 minutes, evening workshops are 2 hours.

♦ Submit your proposal by April 30, 2007. Only electronic submissions will be accepted.

♦ See http://www.nasaga.org/webx/conf_2007/2007_Proposals_NASAGA.pdf for detailed submission instructions.

♦ Email proposals to proposals@nasaga.org.

For more information on the NASAGA 2007 Annual Conference, please contact Deborah Thomas at SillyMonkey@mindspring.com.

HURRY!
THE DEADLINE FOR PROPOSALS IS APRIL 30, 2007.

All presenters must register for the full conference and can take advantage of a discounted registration fee.

CONFERENCE SCHOLARSHIP RECIPIENT SHARES SUMMARY OF M.A. THESIS

BY RIKKE SØRENSEN

Entitled *Island Residents and World Citizens. A thesis on the use of the simulation game "The Island" in the intercultural education of students in the world citizens course at the Kalø School of Languages,* this master's thesis attempts to investigate the following questions:

What do participants from the Danish folk high school, Kalø School of Languages, learn on a cognitive and cultural level by playing the simulation game "The Island?" And how do the participants' different cultural backgrounds and experiences of the activity influence their learning?

The Island is from the education pack *All Equal, All Different* (Brander et al. 2004), which is part of the Council of Europe's 2006 – 2007 campaign of the same name (see http://eycb.coe.int/edupack/.) In the game, participants are divided into two groups that play two culturally diverse tribes on a far away island meeting to negotiate. Based on the limited amount of existing research on games as a learning tool in intercultural education, I took an exploratory approach to my investigation, which I based on observation and on qualitative interviews with the participants after the game. Also, I interviewed the teacher of the class, Johann Bang Jensen, in order to get a professional's perspective.

The theoretical framework of the thesis is based on Benjamin S. Bloom's cognitive taxonomy (Bloom 1956), which is a hierarchical model of educational objectives. The taxonomy in its revised form contains the following levels, starting from the bottom: *remember, understand, apply, analyze, evaluate, create* (Krathwohl 2002). I also included Taylor and De Vilder's zone theory (Taylor and De Vilder: Year unknown) according to which participants in experiential education situations such as simulation games are either emotially in the *comfort zone, the stretch zone* or *the panic zone.* The goal of such education is to get people in *the stretch zone,* which is a state of uncomfortability. By training this zone, participants' comfort zone will grow, meaning that they will not feel uncomfortable in a similar situation at another time. My cultural theory was focused on a discussion of the essentialistic approach, represented by Geerd Hofstede (1986), and the constructivist approach, represented by Ma Lin (2003-04), Dennis Day

(1994), Iben Jensen (2003-04) and Gerd Baumann (1996).

During the game at the folk high school on August 23, 2006, interesting observations were noted. While members of tribe Z enjoyed the game very much and thought it was interesting, fun, and educational, members of tribe Y felt that they overstepped personal boundaries and thus were blocked somewhat from learning. This led me to the conclusion that the structure of the game, according to which tribe Z takes a proactive approach in the negotiation situation, indeed fostered a passive and an active group. The passive group, tribe Y, blocked, and did not receive any emotional support from me in the role of the observing game facilitator. That only made matters worse. While the passive tribe Y consisted of three members with little intercultural experience, the other group, tribe Z, included three members with a *dual discoursive competence* (Baumann 1996: 34) and only one member with little experience. This led me to conclude that members of tribe Z had a better starting point, simply because they had more relevant material to remember and understand, in relation to the first two levels of Blooms taxonomy. Due to tribe Z's experience they stretched their *comfort zone.* On the other hand, tribe Y had much less cultural experience and thus did not practice as many cognitive skills as the other tribe. However, participants from both tribes practiced the highest level of the taxonomy in the follow up discussion, where lines were drawn from specific events in the game to complex discussions

from the real world. This led me to question the hierarchical structure of the taxonomy according to which you have to master all other levels before you can practice the highest level of cognitive skills.

While all participants practiced some levels of cognitive skills, the cultural learning was more problematic. The two tribal cultures were created by the participants themselves from pure imagination and stereotypical images of primitive island cultures. In fact, all participants learned on a cultural level was how to adjust to each other's stereotypes. In this respect, the game did more damage than good.

As my investigation merely was a peek through the keyhole of a new area of research, my results can hardly be generalised. Furthermore, my observation of participants while they played and the mere fact that I staged the situation that I was observing means that I was in fact a coproducer of the data I collected. Thus, further research is indeed necessary, especially concerning methodology, the significance of time and the importance of participants' gender, age and power relations to their experiences and learning. Also, more psychological and educational theory is relevant to apply. ■

Note from Rikke

I wrote the thesis in Danish, so NASAGA members can't benefit from it directly. However, if anyone is interested in learning more, they are more than welcome to contact me at rikke.sorensen@gmail.com. As I mentioned in my comments about the conference on page 4, the first thing that I learned relating to my

thesis was to let a bit go of theory and get back to paying attention to the feelings you experience during a game and the fun you have. That was very valuable after months and months by the computer trying to say something wise.

About the author

Rikke Sørensen, 27 years old, MA in culture, communication and globalization, from Århus, Denmark, was awarded one of the scholarships to the NASAGA Conference in Vancouver. Hopefully soon-to-be intercultural trainer, she now works freelance with exchange students and scholars from the developing world while looking for a full time job where she can use her intercultural experience and NASAGA ideas.

MEET LEARNING CONSULTANT SONIA RIBAUX

BY JUDEE BLOHM

JB: What kind of work do you do and what do you love the most about it?

SR: I'm a learning consultant. I develop custom learning solutions for clients. This usually means conducting needs analysis, developing courses and job aids, training trainers, and so on. With each new client I get to dive into a new world. I love learning about new industries, new ways of doing things, work methods, different corporate cultures. Learning is very stimulating for me and in this business you have to learn fast.

JB: What is your philosophy about learning, and thus, about training?

SR: I believe that learners have to be in a state of readiness to learn well. There are different ways to lead the learners to that state. One of them is to develop a relationship of trust between learner and teacher/trainer. Games can have the effect of engaging learners which brings them closer to a state of readiness.

JB: Who or what has been influential in your professional development?

SR: The professor who taught me instructional design at Concordia University (Montreal), Dr. Mariela Tovar, was very influential in engaging my interest for design work. It was also she who first introduced me to simulations via Star Power. Thiagi was also influential, not only because of his immense body of work but also because of his life philosophy. He taught me that work and play can be the same thing.

JB: What is an example of a training activity you designed that you particularly like?

SR: A couple of years ago I developed a simulation for the Canadian International Development Agency. The goal of the simulation was to reduce poverty in Molansa, a fictitious developing country. Each player represented a stakeholder with resources. The players had to work together to invest their resources over a period of 20 years to reduce poverty in Molansa. This simulation helped new development officers understand the complexity of trying to reduce poverty. I hope to present this simulation at the next NASAGA conference.

JB: What is one of your most memorable training assignments and why?

SR: I sometimes teach a gaming and simulation course at Concordia University. I love teaching this class because I can see and sense the students' excitement at being introduced to games and simulation. Some of my most memorable career moments happened in those classes. I was sometimes so stimulated that I couldn't sleep at night!

JB: What advice do you have for presenters or trainers who do not do interactive training?

SR: I try not to give unsolicited advice! Presenters or trainers who do not allow much interaction in their classroom sometimes have issues of control. After all, it's much safer to be the one who does all the talking. I often work with subject matter experts who would much prefer to control the classroom than take chances with the interactive design I'm proposing. I try to coach them by modeling the behaviour (facilitating a part of a course myself) or co-facilitating with them. Once they are reassured that all heck will not break loose, they are usually easy to convert. I've converted a few in my time!

JB: How long have you been a NASAGA member and what have you concentrated on as a board member?

SR: I first attended the NASAGA annual conference when it was in Ottawa in 1996. I remember being so excited by the people I met and the sessions that I attended that I couldn't sleep at night. I've attended every conference since then except for one. Many NASAGANS have become close friends.

My board work has focused on defining and documenting board roles and responsibilities, developing the scholarship program, creating procedures and policies for the conference and hosting the annual conference in Montreal in 2003.

JB: What would you say to someone who does not know about NASAGA?

SR: After I give them a description of our organization I always add "but the best part is the overwhelmingly generous spirit of this community." I haven't seen this in any other group. ∎

About the Interviewee

Sonia Ribaux lives in Montreal, Canada. She is in her sixth year as a board member and will be finishing her second and last mandate in October 2007. She can be reached at ribaux@sympatico.ca.

THE FLASHLIGHT GAME

BY JUDEE BLOHM

Description

"The Flashlight Game" is short-hand for Living in A Global Age: A Simulation of International Trade. With its very simple format and easily obtained materials, it provides a fast-moving and rich group experience.

The simulation has participants in three groups, each with a selection of flashlight parts. The goal is to complete a working flashlight which can only be done through negotiating with the other groups. There are strict negotiating rules, and the short time between negotiations puts pressure on groups to make quick decisions in an environment with ambiguities. Are they each supposed to make one flashlight or one all together? Are there enough parts for more than one? What do some of the parts look like and is it OK to make the flashlight work without some of them? What happens if your group does get a working one? Should you tell anyone or help the other groups or block a group you don't like? Depending upon the decisions of the groups, the game may last from 15 minutes to 45. Debriefing can easily last 45 minutes or longer. It can be played with as few as 9 people, or with groups of up to 8 members each. Larger groups lessen how many group members can really be involved.

Uses

Debriefing possibilities are virtually endless, depending upon the purpose for which the game is used. It is rich for debriefing team development and decision-making. Communication issues that arise are many, both within the groups and between them. Misunderstandings are frequent, and questions of trust arise. Development of stereotypes happens very fast. Getting feedback on how one's group is viewed comes quickly and may be brutal. The debriefing can, of course, focus on issues of international trade and interdependence, unequal distribution of resources, the art of negotiation, and cross-cultural communication.

Availability

Living in a Global Age was created by and is available from SPICE (Stanford Program on International Cross-cultural Education), http://spice.stanford.edu. The booklet that describes the game includes how game pieces are distributed, rules for negotiations, and several excellent debriefing techniques. ∎

About the Reviewer

Judee Blohm is an instructional designer and trainer working in the Washington, DC, area. She is a NASAGA board member and co-editor of *SIMAGES*. She can be reached at judeeblohm@msn.com.

READY TO USE GAMES/TECHNIQUES

CHANGING ATTITUDES

BY HELEN DEWAR

At NASAGA's conference in Vancouver, participants in the Game Design Certificate Program learned the essentials of what makes a good learning activity. They examined several methods for creating games and compared notes with each other as well as with seasoned game designers.

After learning the fundamentals, people worked in teams to design and deliver an interactive learning strategy. At the end of the conference each participant also shared an activity they had created during the conference.

This activity, CHANGING AT-TITUDES, is the product of one group. They used a jolt from *The Systems Thinking Playbook* to help their participants examine how they react to cognitive dissonance, a necessary stage in the attitude change process.

—The Editors

Goal
♦ To create awareness that attitudes are formed by knowledge and experience.

Objectives
♦ To determine whether we can help change attitudes.

Participants
♦ Up to 20

Time
♦ 20-30 minutes

Materials
♦ 1 8 1/2 X 11 sheet of paper for each participant
♦ Flip chart
♦ Markers

Description

Introduce the activity by stating that sometimes in our work as facilitators we are looking to change attitudes. Today we are going to explore some of your attitudes.

Distribute a sheet of 8 ½ x 11 paper to each participant.

Ask participants to fold the paper in half four times.

Ask participants to predict how thick it would be after 29 more folds (assuming that was physically possible).

Record the answers on a flip chart divided into 2 columns titled "Predictions" and "Why?" (they made their prediction.)

Lead a discussion on:
♦ What influences attitudes? On what knowledge or experience did you base your prediction? What assumptions did you make? What social factors influenced you? Did you change your prediction after hearing the prediction of others? In what way did your emotional reaction to the task influence your prediction?
♦ What is required to change attitudes? How certain of your

prediction are you? What would it take to get you to change your prediction? What would be the most compelling reason to change your prediction—mathematical facts, demonstration, word of an authority, other? If someone told you their prediction was a thousand miles thick, what would you say to convince them they were wrong?

Answer: The thickness of the paper would be more than 5,000 kilometers (more than 3,400 miles) because of the effect of exponential doubling. This is the effect with 33 doublings of the paper. The number of 33 doublings was chosen by the authors because "Today's global population is almost 33 doublings from the first person on Earth. More than 6 billion people currently live on the planet."

Realize that if you double your paper a 34th time you will make it another 5,000 km!

Debrief

1. What one word best describes your overall reaction to the activity?
2. What did you learn about your own attitudes during this activity?
3. What attitude changes could take place as a result of the activity?
4. How could you plan to implement this activity in your workplace?
5. What are some reasons that attitudes are so difficult to change?
6. What are some situations where your new insights about what it takes for people to change their attitudes might be important (e.g.

smoking cessation, risky sexual activity, racial differences)?
7. What advice do you have for someone who is attempting to help change attitudes? ■

Reference

The Systems Thinking Playbook by Linda Booth Sweeney & Dennis Meadows, 1995, ISBN: 0-9666127-7-9 (Multi-volume Set).

About the Authors

The activity was written and submitted by Helen Dewar (hdewar@shaw.ca) for her group. Other members of the group included Nadine Duong (nadine@kinection.com), Dave Wisniewski (dcwisniewski@platt.com), and Annie Cousland (annie.cousland@fraserhealth.ca).

PLEASE E-MAIL YOUR IDEAS, ARTICLES, AND TIPS FOR SIMAGES TO:

Brian Remer
brian@thefirefly.org

Bill Wake
william.wake@acm.org

or

Judee Blohm
judeeblohm@msn.com

ABOUT NASAGA:

The North American Simulation and Gaming Association (NASAGA) is a growing network of professionals working on the design, implementation, and evaluation of games and simulations to improve learning results in all types of organizations. We believe games and simulations are extremely useful tools for creating rich learning.

If you would like to join NASAGA or are currently a member and have questions regarding your membership, visit www.nasaga.org.

READY TO USE GAMES/TECHNIQUES

SCRATCH-OFF FUN

BY BILL WAKE

You know those scratch-off lottery cards? The lottery prints them in bulk, but you can make your own scratch-off cards, with a printer and the right kind of stickers. (Just don't try to run your own lottery—your government might object!)

Some possible uses:

♦ Assign people into random groups

♦ Multiple choice questions

♦ Award a prize

Assign People to Random Groups

(This works if you don't care whether you have exactly the same number in each group.)

Suppose you want to assign people to one of three groups: Bees, Butterflies, and Birds. The easiest way to do this would be to make three different types of cards, each with one of the possibilities. The

How to Make Scratch-Offs

♦ **Get some scratch-off stickers.** I've used ones from www.EasyScratchOffs.com. You can get stickers along with a CD of pre-formatted templates at www.TrainersWarehouse.com (though I haven't tried those). I learned of these stickers from Deborah Thomas of SillyMonkey LLC (www.sillymonkeyinternational.com).

♦ **List the possible arrangements.** Make one master template for each possibility.

♦ **Design your cards.**

♦ **Print a test card.** Index card stock and photo paper work well. Business cards will work if your stickers are small enough. Make sure the sticker fully covers any text or symbols that are to be hidden.

♦ **Print the cards and put the stickers on.** Make sure you print an equal number of each item in your list of possibilities.

sticker would cover up the item, and the randomness would come from what card you got.

Another way would be to have all three possibilities on one card, and have people pick one to scratch off. In this case, you want a variety of arrangements. Make three "master" cards, and then an equal number of each:

Bee	Butterfly	Bird
Butterfly	Bird	Bee
Bird	Bee	Butterfly

(Notice how we made this list, by rotating the names.)

Why have three master cards? You might get by with one, but having the different possibilities helps in case everybody tends to pick the same item (e.g., the middle one); the variety of cards will make it less likely that everybody ends up in the same group.

For four groups, you can use the same sort of rotation pattern: ABCD, BCDA, CDAB, DABC.

Multiple Choice Quiz

You can use the format below:

QUESTION: Some Question	
A	A wrong answer
B	The right answer
C	Another wrong answer
D	Yet another wrong answer
Right Answer:	B

You could have one question per card or several questions on one page of card stock. Just as for any multiple choice test, you want to have the right answer be in a random position. ("C" probably shouldn't be the right answer every time!) One master template should suffice.

Award a Prize

You might give a prize to whoever "wins". Your template will depend on what "win rate" you want.

The easiest approach is to have some cards be winners and some be losers. Create a winning template (smiley) and a losing template (frownie). Control the winning ratio by how many winners you mix with the losers (e.g., 2 winning cards with 8 losing cards gives you a 2 in 10 chance). You only need one scratch to find out if your card won.

But you might like it so that each card has an equal chance of winning. Then you'll need more templates—an equal number of each master template below. A consequence of this approach is that it's possible that every card could be a winner, every card a loser, or something in between.

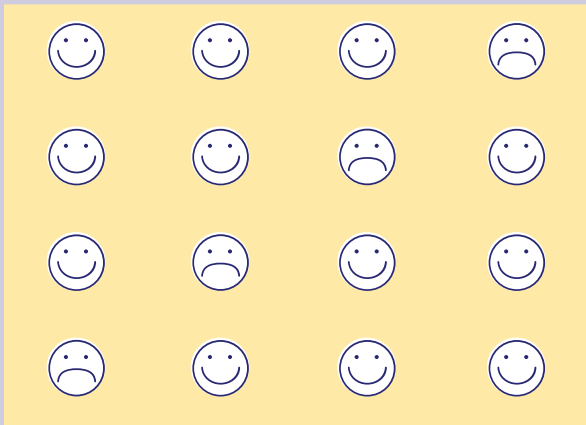*One in 3*: You can say, "Find the smiley in one scratch." You'll need three master templates:
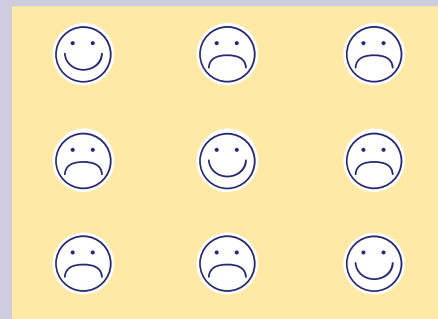
Equivalently, you could say, "Find two smileys without showing a sad face":
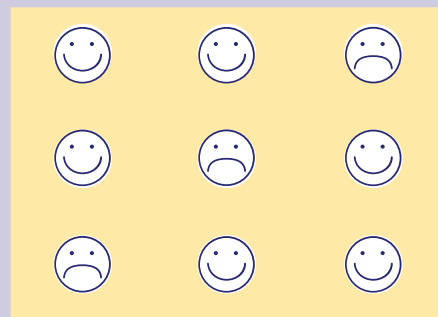
One in 4: "Find the smiley in one scratch."

Or, "Find three smileys in three scratches:"

One in 10: "Find three smileys in three scratches." (See the smileys on the right.) Yes, you need all ten templates for each card to have a "fair" chance.

Note that you'll be spending a fair bit of time putting all those stickers on the cards. You might be better off using the "easy" way—nine losing cards per winning card (with only one sticker needed per card).

Conclusion

This article has just "scratched" the surface of what you can do with this cute little tool. So, get some stickers, put your imagination to work, and you'll come up a winner!

The author wishes to express thanks to Brian Remer and Deborah Thomas for their feedback on this article. ■
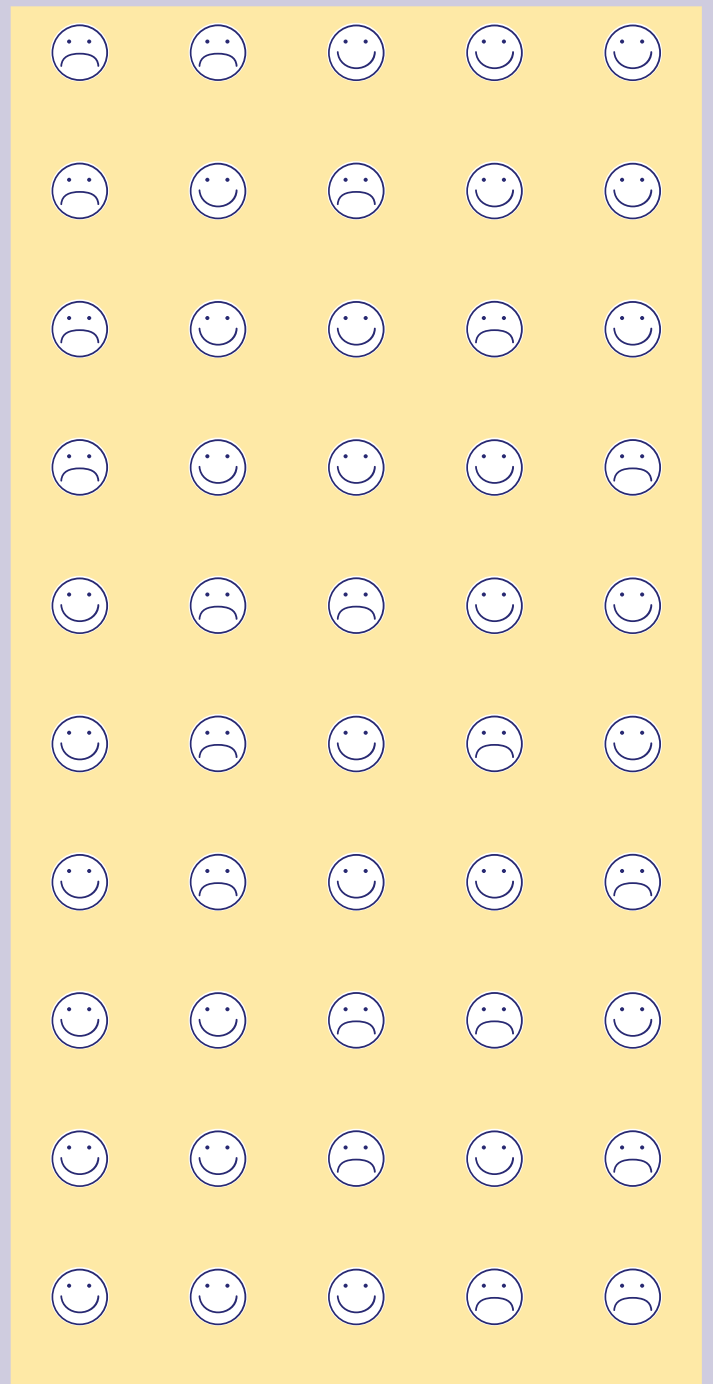
About the Author

Bill Wake is a manager at Gene Codes Forensics, Inc., and is on a quest to find impossible objects. He is also a co-editor of *SIMAGES* and can be reached at william.wake@acm.org.

CONFUCIUS SAYS . . .

BY BRIAN REMER

"It is better to play than do nothing." So said Confucius in what is perhaps one of his lesser known quotes. Here is sage advice for NASAGA members and the readers of *SIMAGES*: Rather than just ending your next workshop by doing nothing, play right up to the last minute!

In this activity, you can capitalize on the playful nature of this well-known Chinese philosopher to help your participants summarize the day's learning, wrap up the workshop, or just end the day on a high note.

Goal:

♦ To generate deeper and more personally relevant connections to the learning concepts

Participants:

♦ Any size group

Time:

♦ Five minutes to 25 minutes depending on your purpose

Materials:

♦ One fortune cookie per person, paper and pens (optional)

Procedure:

Ask people to think of three to five things they learned during the day's meeting or training event. Have them write their ideas on a paper. Either full sentences or a few key phrases are fine.

After a moment, distribute one fortune cookie to each person. Explain that, once people read the fortune inside their cookie, many will be surprised to find that it has special relevance to one of the things they

learned today. Give them a moment to read their fortunes and be alert for anyone who expresses surprise or delight at what they find.

Invite people to share their fortune and explain how it relates to what they learned. Encourage those who did have a strong reaction while reading their fortune to be sure to share. If volunteers are not forthcoming, ask one or two people to read their fortune and invite the whole group to figure out how that fortune relates to the day's session. Applaud the efforts of the group, thank them for their commitment to learning, and close your session.

Discussion:

♦ Which fortune do you find most relevant and why?

- What additional thoughts or comments can you add to the fortunes that were read?
- If you were to write an original fortune that relates to the day's session, what would it be?
- What are some specific ways you can apply the wisdom of these fortunes on the job?

Variations:

- If you are worried that no one will find a fortune that relates to what was learned, relax. Give people plenty of time to consider their fortune and someone will always find one that clicks.
- This activity is especially appropriate for the end of a strategic planning session or any meeting where people leave with specific follow-up assignments.
- Use this activity at the beginning of your session to elicit expectations.
- Have people work with a partner or in small groups to choose a fortune and determine its relevance.
- Ask people to read their fortune adding an extra identifying phrase at the end. Choose a phrase that's relevant to your group such as "…on the shop floor," "…when providing customer service," or "…while leading a team meeting." What new insights can be gained about the topic through this juxtaposition?

Facilitator's Notes:

What makes this activity effective? Well, what makes the words

of Confucius, a philosopher in China 2500 years ago, relevant today?

Confucius used allusion and innuendo to teach his truths. People of his day understood his teaching in the context of their times. For example, it is said that when a horse barn burned, Confucius asked, "Was anyone hurt?" A sensible question in our context but in Confucius' day, horses were worth more than people so Confucius was actually teaching a valuable lesson when he chose not to ask about the animals.

Whether it is the teachings of this famous Chinese philosopher or the words found inside a fortune cookie, people will naturally try to make sense of a short quotation within the context of what is familiar to them. In this activity, participants seek out and create connections that will help them retain information and consider ideas on a deeper level. The random nature and unusual context for the fortunes forces people to go through a series of mental gymnastics that results in the creation of deeper meaning. Because they expend that much energy, people are more likely to use those new ideas back on the job.

After all, as Confucius himself said, "I hear and I forget. I see and I remember. I do and I understand." ∎

About the Author

Brian Remer is a designer of interactive strategies for training, facilitation, and performance improvement with The Firefly Group. He is a past president and current board member of NASAGA. He can be reached at brian@thefirefly.org.

HOW ABOUT SHARING?

Do you have a resource to share? If so, write a description and submit it to one of the co-editors of *SIMAGES*:

Brian Remer
brian@thefirefly.org

Bill Wake
william.wake@acm.org

or
Judee Blohm
judeeblohm@msn.com

MARKETING NASAGA

Adapted by Judee Blohm
from Thiagi's Play for Performance Newsletter, October 2005

The six points below might be what you tell colleagues about NASAGA. They are presented as a twisted-pair puzzle. If you know how to solve twisted-pair puzzles, just do it. If not, read the instructions below.

1. AAAAEGKMNSS HIKNOTUY.

2. CCEEEFINNORSST AEFNRU.

3. EEHLLNNOT CDEHIILNOPSSSSU AEGIILNNORSTV ACDEEEGGHILLNNSS.

4. EEEEHLNRSTTTW AADEEGIMNPSSSX IKLOOORTTUY.

5. ABEEEMMRRS AACDEEINRTV ACDDDEEIOTT AAGGIIIKMNNNRT CEEEEFFIMORTV.

6. ADNOT IOPTT BEEFFHIMMOPRS EEFIRS!

Twisted-Pair Puzzles

Twisted-pair puzzles are made by writing a sentence and putting the words together in pairs. So the first word in each sentence above is actually the first two words of a sentence. The second set of scrambled letters is the third and fourth words in the sentence, and so on. Sometimes the last set of scrambled letters is only one word.

Unscramble each word in the numbered sentences above to create a statement that makes sense as a marketing statement about NASAGA.

To create your own twisted-pair puzzles, (1) write out the sentences. (2) Group the words in each sentence together in pairs, starting with the first two words. (3) Take all the letters in each pair and arrange them in alphabetical order. (4) Print the resulting sets of letters in capital letters.

Check this link for more on twisted-pairs and a tool for creating them.
http://www.thiagi.com/pfp/IE4H/october2005.html#Puzzle

SOME OF THE BEST THINGS IN LIFE ARE FREE...

EXAMPLE: NASAGA MEMBERSHIP

Become a member. You will receive no hassle about having to renew each year. Membership includes full access to the web site, use of the mailing list, and an electronic copy of our newsletter, *SIMAGES*.

If you would like to become a member, please complete the form at:

http://www.nasaga.org/become_member.wrp

If you have any questions concerning memberships, please send an email to:

info@nasaga.org

FREE ONLINE GAMELETTER

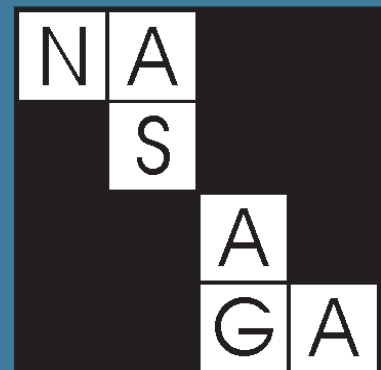As a NASAGA member you are invited to explore hundreds of training games in the current and back issues of Thiagi GameLetter. Point your browser to

http://www.thiagi.com/pfp.html

Read, play, and enjoy!

SIMAGES

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info@nasaga.org