

NASAGA 2011 CONFERENCE PROGRAM



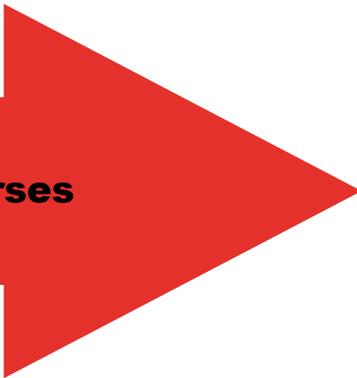
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**The Spirit of the Past, Present, and Future of Learning
*Where Experience, OD, and Leadership Intersect***

N A S A G A

**PHILADELPHIA AREA - VALLEY FORGE, PA
OCTOBER 5-8, 2011**

WWW.NASAGA.ORG



Wednesday October 5, 2011
Preconference Workshops and Certificate Courses
9:00am—12:00pm and 1:00pm—4:30pm

DESIGN Certificate Program

This certificate program provides an opportunity for participants to gain professional credibility in the area of design of games, activities, and simulations for education and training. Previous participants reported real value in working and learning with experienced game designers to focus their conference experience on the specific skills they wanted to build.

There are four parts to this certificate program:

- 1. *Workshop on the design of games, activities, and simulations***
 - a. Enroll and attend the workshop described above.
- 2. *Five selected sessions***
 - a. During the rest of the conference, participants will attend at least five concurrent sessions to acquire experiences and techniques to more effectively complete their design project.
 - b. There will also be opportunities to meet with others in the program as well as session presenters throughout the conference to share daily insights.
- 3. *Presentation of design plan***
 - a. During the last day of the conference, participants will present their projects and plans in a wrap-up session.
- 4. *Optional follow-up activity***
 - a. As a design certificate program participant, you are strongly encouraged to write up your game, activity, or simulation for publication in *SIMAGES* (or some other professional journal). The workshop team and the *SIMAGES* editorial board will assist you with their editorial feedback.

FACILITATION Certificate Program

This certificate program provides an opportunity for participants to gain professional credibility in the area of **facilitation** of games, activities, and simulations for education and training. Offered exclusively at NASAGA, this certificate program will complement the *Design Certificate Program* as well as provide the principles and procedures for participants who are interested in conducting training and educational activities that are more interactive, enjoyable, and effective. People enrolled in this certificate program will have the unique opportunity to work with and learn from experienced facilitators to focus their conference experience on the specific skills they wish to build.

There are four parts to this certificate program:

- 1. *Workshop on the design of games, activities, and simulations***
 - a. Enroll and attend the workshop described above.
- 2. *Five selected sessions***
 - a. During the rest of the conference, participants will attend at least five concurrent sessions to acquire more experiences and techniques to increase and improve their facilitation skills. In addition to

participating in these concurrent sessions, they will also record facilitator behaviors on a systematic observation form.

- b. There will be opportunities to meet with others in the program as well as session facilitators throughout the conference to share daily insights.

3. **Presentation of facilitation plan**

- a. During the last day of the conference, participants will present their personal action plans in a wrap-up session.

4. **Optional follow-up activity**

- a. As a certificate program participant, you are strongly encouraged to submit a proposal for the **NASAGA 2012** conference (or some other professional conference). The workshop team and the *NASAGA 2011* conference committee will assist you with suitable feedback.

Note: There are **two** certificate programs. One on the **design** and one on the **facilitation** of games, activities, and simulations for education and training. You **cannot** take both certification programs simultaneously.



Workshop on the design of games, activities, and simulations

Coordinated by Tracy Tagliati, Brian Remer, Raja Thiagarajan, and The Thiagi Group (www.thiagi.com)

At this workshop, participants will explore basic concepts related to the design of educational and training activities. They will have hands-on experience in the design and development of games, activities, and simulations. At the end of the workshop, each participant enrolled in the design certificate program (described below) will identify a specific design project to focus her or his work for the rest of the conference.

All participants will receive a copy of *Design Your Own Games and Activities* (published by Jossey Bass). They will also have access to the resources at the NASAGA website and to another website with hundreds of training games and thousands of pages of materials on the design of learning activities.

Objectives

By the end of the session, participants will:

1. Define games, activities, and simulations, specify their advantages and limitations in corporate training and education, and differentiate among simulation and non-simulation activities.
2. Briefly explore and experience different “frames” (templates) for designing non-simulation activities (such as board games, card games, improv games, online games, interactive lectures, and textra games) and different types of simulation activities (such as production simulations, interactive storytelling, cash games, and jolts).
3. Select the most appropriate frame (or type) of activity to suit your specific learning objectives and participant characteristics.
4. Prepare a plan for the design, development, evaluation, and revision of the selected type of activity during the conference.

Workshop on the facilitation of games, activities, and simulations

Coordinated by Sivasailam “Thiagi” Thiagarajan and The Thiagi Group (www.thiagi.com)

At this workshop, participants will explore basic concepts related to instructional facilitation, handling different types of participants, and conducting debriefing discussions. They will gain hands-on experience in agile

techniques for getting their participants ready for interactive learning, improvising just-in-time adjustments to the activities to increase their instructional and motivational effectiveness, and conduct after-activity reviews to encourage participants to reflect, gain insights, and share them. At the end of the workshop, each participant will develop a specific plan to improve her or his facilitation style and skills.

All participants will receive a copy of the book, *The Instructional Facilitator's Toolkit*. They will also have access to the resources at the NASAGA website and to another website with hundreds of training games and practical articles on facilitation skills.

Objectives

By the end of the workshop, participants will:

1. Differentiate among training, “pure” facilitation, and instructional facilitation. Specify the advantages and limitations of instructional facilitation.
2. Identify critical dimensions of activities-based training (including pace, intensity, competition, and playfulness). Select, maintain, and balance appropriate intensities of these dimensions. Also make appropriate adjustments along these dimensions while facilitating a group.
3. Create instant training activities that incorporate existing sources of training content.
4. Recognize disruptive behavior patterns among participants. Reduce and eliminate these behaviors by transforming hostile participants into active collaborators.
5. Recognize the importance of the debriefing process for linking the training game or activity to the workplace reality. Apply a powerful six-phase model for maximizing learning from experience.

The Consultant as Witness: An experiential session applying the Lens of Authentic Movement to Sustain Systems Change

Martha Isobel Lask and Ellen Greenberg

This workshop is based on a provocative assumption: that *how people are seen* strongly influences the outcomes of a consulting intervention. From this perspective, a foundational competency for effective consulting is the ability to focus and maintain attention—*in a special way* when observing a human system “in action.” With this special combination of precision, vigilance, and care, a consultant consciously assumes a powerful role—as a *witness*. If a person or group wishes to initiate and sustain long-lasting change, someone is needed to **witness** that process. As **consultant-witnesses**, when we choose to pay attention *in a special way*, we are doing so with a sense of curiosity and compassion, without judgment, and with a sense of personal authenticity. This session incorporates the work of three pioneers, *John and Joyce Weir*, who guided laboratories for self-differentiation, and *Mary Starks Whitehouse*, who created Authentic Movement. Join Martha Lask and Ellen Greenberg, for this provocative, experiential and intriguing session on the consultant as witness to authentic change.

Using Improvisation to Enhance Learning: Where Experience and Momentum Collide

Without A Cue Productions, LLC

Improvisation is the skill of comedic geniuses such as Red Skeleton, Lucille Ball, Steve Martin, or Mike Myers. Or is it? Improvisation is the ability to create something out of what is given to you when working with others. As a consultant, trainer, facilitator, educator, or coach you vigorously spend time planning based on needs and future goals. But what happens when in the middle of a well-planned session something goes awry? Adaptation is the key, right?

During this interactive experience explore and practice how the principles of improvisation can be the foundation for adapting to audience's needs, whether solo or within a group of other trainers. Led by

professional actors from Without A Cue Productions, LLC, participants will discuss and practice how to enhance learning by applying improvisation techniques to their workshops.

Objectives

After attending participants will have:

1. Identified and practiced the 10 key principles of improvisation and how they relate to consulting and training.
2. Created their own improv toolbox of activities to use with clients and groups.
3. Practiced how to be comfortable with failure.
4. Challenged stagnant behaviors and attitudes.
5. Generated new ideas.
6. Thought outside the boundaries.
7. Developed a strategy to 'get-to-the-point' quicker, faster, and easier with audiences.



Thursday October 6, 2011
Concurrent Sessions
10:30am—12:00pm and 1:30pm—5:00pm

101 An Adventure in Emergency Preparedness Training: From Board Games to Virtual World

Room: Adams

Time: 10:30am – 12:00pm

Presenter: Andrew Boyarsky

In 2010 the CUNY School of Professional Studies developed a virtual world (VW) simulation for emergency shelter training for the NYC Office of Emergency Management. This VW simulation was based on a board game designed as the culmination of work from the presenter's participation in the 2009 NASAGA Certificate in Game Design. The course recently took second place in the 2011 Federal Virtual Worlds Challenge (see <http://www.fvwc.army.mil/>). Participants will get a chance to demonstrate the VW simulation and then analyze both the relationship between the board game and VW simulation mechanics.

Objectives

By the end of the session participants will

1. Analyze the emergency shelter VW simulation and board game design.
2. Identify ideas and ways to implement similar games or designs on their own.

Audience

Instructors/Researchers/Consultants/Facilitators; all levels

102 Organization Constellations: Understanding the Hidden Dynamics Driving Systems

Room: Jefferson

Time: 10:30am – 12:00pm

Presenters: Karen Porterfield and Harrison Snow

This session will provide an experiential introduction to constellation work, particularly as it is used to address organizational challenges. Developed by the German-born Bert Hellinger, Organizational Constellations provides a method to reveal the hidden dynamics in system that impair high performance and functions and develop solutions that bring the system back to a state of balance.

Objectives

Participants will

1. Experience a dynamic tool for understanding and appreciating organizational and performance issues.
2. Gain insights into and possible solutions for an organizational or performance issue the participant is currently working on.
3. Increase ability to view organizational issues from a systemic perspective and uncover hidden causes.

4. Develop greater capacity to coach one's peers or clients in the context of complex systems

Audience

Open to and appropriate for all job functions and all levels

103 Kinect It Up: Bodystorming

Room: Ross

Time: 10:30am – 12:00pm

Presenter: Julia Feng

We are all innately creative. Yet, traditional education tends to make us forget this. Sometimes we even become convinced we are *not* creative. This session will focus on *bodystorming*, a brainstorming method that uses the body. Although it was first introduced by Colin Burns at CHI '94, this highly informative method – of figuring things out and solving problems using iterative observation, trial and experience – remains underutilized.

Sometimes inhibition, fear or ingrained habits get in the way of a successful bodystorm. No worries. There is no prerequisite for this session, and we will make it fun and engaging!

Objectives

Participants will

1. Learn a kinesthetic ideation method.
2. Use games to create insight and generate empathy.
3. Reconnect with and experience our creative selves.
4. Break out of inhibition and tunnel vision.
5. Become a designer and builder (yes, you can be one!)

Audience

Trainers, facilitators, consultant, curious minds... everyone is welcome to discover this underutilized brainstorming method

201 Rebuilding A Country: Leading a Project to Overhaul the Skills of the Iraq Government

Room: Adams

Time: 1:30pm – 3:00pm

Presenter: Marc Shiman

In the middle of the 20th century, Iraq was the gold standard in the Middle East for public administration, education, and training. Fast forward to 2005. The country was descending into civil war, the middle class was fleeing in droves, and government was unable to begin the long process of rebuilding. In this session, participants will play the role of project manager of an urgent, high-stakes U.S. Government-led effort to rebuild Iraq's public administration over 5 very volatile years. Participants will consider how this experience might have lessons for the work they do in organizations or companies.

Objectives

Participants will

1. Design large scale "capacity building" programs for people to learn under highly dangerous and adverse conditions.
2. Respond to a dynamic environment within a politically charged environment.

3. Encounter the difficulties of managing employees from 33 different nations who need to interact with what was a closed culture.
4. Brainstorm how to reverse a culture of “training as a reward” to one where training is seen as a tool to improve performance.

Audience

All participants are welcome

202 Event-based Alternate Reality Games

Room: Jefferson

Time: 1:30pm – 3:00pm

Presenters: Andy Petroski and Charles Palmer

Alternate Reality Games (ARGs) combine real-world experience with fictional clues, puzzles and communication in a collaborative game format. The story-based and problem-based experience promotes the use of online resources, collaboration among game players and critical thinking related to the storyline and problem-based activities. The ARG format works well with events to provide pre-event activity, introduce resource sharing and networking during the event and differentiating the event from others. Join this session to learn how an ARG can enhance any customer, employee, student or community event and some considerations for successful event-based alternate reality games.

Objectives

Participants will

1. Define components of the ARG format
2. Identify opportunities for using ARGs to enhance marketing, sales and education events
3. Consider best practices from ARG case studies

Audience

Trainers, facilitators and consultants; beginner and intermediate levels

203 C'mon & Zoon: Interactive Problem-solving

Room: Ross

Time: 1:30pm – 3:00pm

Presenters: Adriana Medina-Lopez Portillo

The session will primarily consist of an activity called Zoom, a sequence of images that create a narrative. The participants have to put the story together. They are encouraged to pay attention to their communication and problem-solving styles, and to their emotions and thoughts as they go about accomplishing the task. At the end of the session, participants will be encouraged to talk about the ease or difficulty of the task and will reflect on effective ways of working as a group.

Objectives

Participants will

1. Become mindful of their communication and problem-solving styles.
2. Reflect on possible ways to improve their communication strategies.
3. Become aware of how they position themselves within a group during a challenging task that requires teamwork.

Audience

Trainers and facilitators; beginner and intermediate levels

204 Who Can You Trust? Exploring *Werewolf* as a Framegame

Room: Mt. Davis

Time: 1:30pm – 3:00pm

Presenter: Scott Nicholson

Werewolf is a public domain game where players are villagers working together as a group to discover the hidden identity of werewolves who are acting like normal villagers. The players accuse, vote, and lynch suspected werewolves during the day, and the werewolves head out at night and devour innocent villagers. As the game goes on, the number of living players dwindles until all of the werewolves are discovered or they outnumber the remaining villagers. It is a game of negotiation, trust, and group dynamics. During this session, participants will play variants of *Werewolf* and brainstorm how the game may apply to their own domains as a training or classroom activity.

Objectives

Participants will

1. Become familiar with different variations of *Werewolf* as a player and learn how to facilitate the game.
2. Explore how the *Werewolf* framework can be used as a framegame upon which to develop games for their own domains.

Audience

All job functions; all levels

301 Designing Games for Ethics

Room: Adams

Time: 3:30pm – 5:00pm

Presenter: Karen Schrier

How do we design games to foster ethical thinking in schools, workplaces or everyday situations? This question motivates this interactive workshop, where we will prototype and test paper-based games to support ethical thinking and play. We will also do some creative and collaborative exercises to help us brainstorm new ways to think about ethics and play. Participants will also gain an understanding of best practices for designing games for ethics.

Objectives

Participants will

1. Gain new ways to think about games and ethics.
2. Discuss guidelines and recommendations for designing games for ethics.
3. Have hands-on practice designing games for ethics

Audience

Trainer, educator, consultant, facilitator, researcher, anyone; beginner level

302 No Carrots? No Sticks?

Room: Jefferson

Time: 3:30pm – 5:00pm

Presenter: Kate Koski

We've all seen them in action – people who do amazing work with no promise of reward or threat of punishment. How does it happen? And how do we, as trainers, parents, managers and teachers capture “it” to create the stimulus for others to do their best? In this practical and interactive workshop, participants will learn

simple and effective principles of universal and intrinsic motivation that can be applied in any work and learning situation. Participants will walk away with the knowledge of how to create an environment in which trainees, employees, kids or students will do their very best work and learning.

Objectives

Participants will

1. Discover principles of universal and intrinsic motivation.
2. Analyze situations where principles are there – or not.
3. Reconstruct a personal real life situation to reflect an intrinsically motivated environment.
4. Be able to use these principles in their own work and to teach them to others.

Audience

All are welcome – the more the merrier!

303 Lilliputian ARG Design at the Zoo

Room: Ross

Time: 3:30pm – 5:00pm

Presenter: Melissa Peterson

This session will look closely at an alternate reality game which was developed for, and tested by, daily member use at a small zoo in Norristown, PA, and the lessons learned from this project. The design and development process will be unpacked, and a demo of the game will be played as part of the session. Attendees will brainstorm how they might use small-scale ARGs in their own work and play, as well as some initial ideas for their own games.

Objectives

Participants will

1. Experience a small-scale zoo-based ARG.
2. Gain an understanding of the design process for a small-scale ARG
3. Brainstorm ARGs they would like to develop, as well as the next steps they need to take

Audience

Researchers, developers, and educators; intermediate level



Friday October 7, 2011
Concurrent Sessions
10:30am—12:00pm and 1:30pm—5:00pm

401 Why Are You Imposing Your Values on Me? Teaching Business Ethics Globally

Room: Adams

Time: 10:30am – 12:00pm

Presenter: Kurt Nemes

How do you get people from 182 countries to work together for the same organizational goals? Do values differ from one country to another? Why are there so many ethical scandals these days when there are so many rules? How can an ethics program make a difference? How can you make dry, abstract or compliance-based topics lively and relevant? Based on real world experience teaching and living abroad, Kurt Nemes will involve you in a number of activities that you can employ with any audience tomorrow.

Objectives

Participants will

1. Participate in fun ways of learning what is often presented in a dull, boring way.
2. Design their own code of conduct.
3. Learn techniques for handling workplace and interpersonal issues.

Audience

Trainer, facilitator, subject matter experts; beginning level

402 What's Your Take Away?

Room: Jefferson

Time: 10:30am – 12:00pm

Presenter: Brian Remer

Quick: Where will the participants of your last workshop keep their handouts? If you answered, "In a file cabinet," or, worse, "In the trash," something's wrong. That material is not being used and the value of your training has been diminished. What if there was a way to increase the likelihood that people would remember and use all your critical information?

This session will highlight the creation of take-away handouts that are hard to throw away. Learn what makes a handout memorable and play with several three dimensional designs that you can easily adapt to your own content and uses.

Objectives

Participants will

1. Describe the five key elements of memorable learning "handouts"
2. Experiment with 3 to 5 types of alternative takeaway objects

3. Modify at least one takeaway for their own use

Audience

Designers, trainers, facilitators, consultants, coaches; appropriate for all levels of experience.

403 Thinking Beyond Gamification for Learning

Room: Ross

Time: 10:30am – 12:00pm

Presenter: Anastasia Salter

Applied games and gamification are hot topics in education right now—but often, the creators of these new experiments in playful learning are unaware of the troubled history of games and learning. We'll take a look at how these new buzzwords and the debates surrounding them echo the controversy surrounding edutainment and the ongoing tension surrounding the question: should learning games try to instruct or to delight? We'll work on rapid paper prototyping of possible solutions to extending game mechanics to address subject-based learning challenges while considering the pitfalls of reliance on poorly-disguised drills and reward systems.

Objectives

Participants will

1. Expand concepts for applying game mechanics to subject learning
2. Prototype a game for a meaningful and playful learning experience

Audience

Educators, researchers, trainers

404 Beyond Storytelling: An New Approach to Story-learning Design

Room: Mt Davis

Time: 10:30am – 12:00pm

Presenter: Jan Sage

Story is a hot topic. But how do you turn your content into stories that engage learners, evoke the emotions you want, and integrate with your direct instruction, games/activities, and debriefing? Bring your own course content and participate in developing a new story-learning model based on Nancy Duarte's "Sparklines" mashed up with David Merrill's *First Principles of Instruction* and a dose of Joseph Campbell's *Hero's Journey*. This could be an epic session!

Objectives

Participants will

1. Add new story-design tools to their toolkits.
2. Participate in developing a new story-based course design template.
3. Take home starter ideas for transforming their content into relevant and powerful story-based learning.

Audience

Designers, facilitators and trainers; appropriate for all levels

501 Quick Teambuilding for Busy Managers

Room: Adams

Time: 1:30pm – 3:00pm

Presenters: Matt DeMarco and Margee Wolff

We all want effective teams, but we don't often have a full day to devote to an off-site retreat. Join us to explore essential elements of an effective team and experience quick, easy activities you can use to help create a culture of effective teamwork. Whether you are a busy manager or a resource to busy managers, you'll walk away from this session with activities that are easy to implement yet will yield lasting results.

Objectives

Participants will

1. Explain foundational elements of effective teams.
2. Facilitate four quick activities that will improve the effectiveness of any work team.

Audience

Managers, facilitators, consultants; beginner, intermediate or advanced levels

502 Choosing Between Traditional and Virtual Sim-gaming Environments for Language Learning

Room: Jefferson

Time: 1:30pm – 3:00pm

Presenter: Douglas Coleman

Language learning (LL) sim-games may be designed with traditional or virtual environments. Traditional environments are those using various props in physical settings, including documents or object representations. Participants effect changes in props or generate new documents to simulate events. Virtual environments use computer representations; participants effect changes through a keyboard or other input device. An LL sim-game will be demonstrated and analyzed to show that subject matter by itself does not determine the most effective sim-game mode (traditional vs. virtual). Rather, a key factor is the need to control the participant's point of view.

Objectives

Participants will

1. Learn how the choice of a virtual or traditional environment in a sim-game affects learning.
2. Experience how participant point of view is identified as a critical design factor in sim-games for learning.

Audience

Anyone involved in sim-game design for learning; any level

503 Recognizing the Elephant in the Room

Room: Ross

Time: 1:30pm – 3:00pm

Presenters: Judee Blohm and Chuck Needlman

Participants will be immersed in a highly compelling organizational saga. Through several interactive techniques, they will reveal thoughts and emotions of staff that are not solicited and usually never honored.

Objectives

Participants will

1. Explore the power of what doesn't get said when things need to be said at critical junctures in organizations.
2. Gain three new techniques to surface underlying issues and concerns.

Audience

Trainers, facilitators at all levels

504 Using Improvisation to Enhance Learning: Where Experience and Momentum Collide

Room: Mt. Davis Room

Time: 1:30pm – 3:00pm

Presenters: David Piltz and Kevin Hall

601 Games to Bring Campus History to Life

Room: Adams

Time: 3:30pm – 5:00pm

Presenter: Mary Snyder Broussard

Many students find campus history boring, feeling no connection to the black and white images of buildings and people long gone. Casual and big games offer a way to make archival materials fun and bring campus history to life. For Lycoming College's bicentennial, a casual online game called *Snapshot Savant* was made to share with students and alumni. Players must match labels to images before the images disappear. Additionally, in the spring of 2012, the Scholar's Program will be playing a big game using archival materials to explore the campus as it has developed over the past 200 years. This session will explore these games and use of archival materials in games.

Objectives

Participants will

1. Identify several ways in which archival materials can be used for games.
2. Demonstrate an understanding of the game mechanics of the online and real-world game in order to adapt them to their own institutions

Audience

Teachers, librarians, professionals who teach institutional history; all levels

602 Design on the Fly

Room: Jefferson

Time: 3:30pm – 5:00pm

Presenter: Chris Saeger

Training design and delivery is always a challenge for many reasons. Challenges may relate to the client, the audience, the workplace, or a whole host of other issues. Even the best designed plans never seem to go the way we hope. The ability to create and modify activities in the moment is an important skill. In this session we explore the essential components of quickly creating learning activities for immediate use in the classroom. The session will provide you with hands on experience creating, adapting, facilitating, and debriefing learning activities just in time with little to no "additional" props.

Objectives

Participants will

1. Quickly develop learning activities with minimal props.
2. Adapt learning activities on the fly to meet the needs of the group.
3. Facilitate and debrief learning activities effectively to meet the goals of the program and the needs of the group.

Audience

Trainers, facilitators, consultants; all levels

603 Dilemmas of Human Relations and Transformational Thinking in a Climate Changing Environment

Room: Ross

Time: 3:30pm – 5:00pm

Presenters: Brian Morrissey and Nancy Omaha Boy

When confronting dilemmas in a super-charged emotional environment, can simulations be used effectively to enable individuals to let go of old mores, norms and habits involving seemingly disparate themes such as climate change and racial slurs? In this session, simulations are used to enable people to think beyond their own self-interests for the betterment of all with responsibility to a stronger society and a tighter value system. Leaky values among caring people are just as detrimental as non-caring and selfishness. With this transformational simulated approach, an appeal to a higher consciousness can be made without relying exclusively on faith. We can also rely on reason and logic: awakening to how society has historically conditioned us. Come get involved and find out what you can learn about yourself as well as others!

Objective

Participants will

1. Learn how to use a simulation exercise to give individuals the opportunity to test, practice, acquire and refine new critical thinking, problem-solving and human relations skills that resound with big picture transformation
2. Participants will experience the inevitability of the internal shift in getting people to work for the common good, transcending personal self-interest and compromise behaviors

Audience

All job functions, including trainer, facilitator, consultant, or researcher; Any level that wants to think outside the box in solutions and has an interest in solving complex problems. Does not require specialized knowledge.

604 Popular Party Games for Corporate Learning

Room: Mt Davis

Time: 3:30pm – 5:00pm

Presenter: Greg Koeser

The new board game revolution has been accompanied by a new party game revolution, many of which have potential to incorporate your learning content or easy to convert to electric media and run remotely. We'll look at the mechanics of Telestrations, Wits and Wager, and other new party games and apply these to your learning topics.

Objectives

Participants will

1. Experience new party game mechanics
2. Learn how to farm the question development from participants
3. Create memorabilia from the party game creations
4. Debrief party game experiences with incorporated content

Audience

Trainers, facilitators, consultants, anyone! No prior experience needed.