



## Playing With a Full Deck

By Michelle Cummings M.S.

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### **Michelle Cummings, Presenter**

Michelle Cummings M.S. is the Big Wheel and founder of Training Wheels, a known leader in the Team Development industry. She is an accomplished author and is a sought-after speaker and consultant on leadership, teambuilding, and experiential learning. Michelle has created a wide variety of facilitation, debriefing and teambuilding activities that have collectively changed the way trainers and educators work.

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Michelle is currently working on 4 other titles. Sign up for Michelle's free games newsletter to receive updates on these titles and for free activities online at [www.training-wheels.com](http://www.training-wheels.com).



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# Playing With A Full Deck

## 52 Team Activities Using a Deck of Cards!

### Props needed: Deck of Playing Cards

I use Jumbo cards just so they are easier to see from across a big room. The activities in this handout are a few of my favorites. Please consider signing up for our free games e-newsletter and receive free e-book with 9 complete playing card writeups from the book!

#### Pokerface

There are many playing card activities to deal with inclusion and diversity. Pokerface is one of them. Give each participant a card, ask them not to look at it and put the card to their forehead. Ask participants to treat each other based on the face value of their card. It's amazing to watch the royalty cards get bowed to and the 2 cards get pushed away and treated poorly. Sometimes the 2 cards will form their own 'gang' because they are tired of being treated poorly. Great for discussion on who places value on you. What happens when people feel left out. Isn't the two card sometimes the most valuable card when playing blackjack and you have a 19? Things like that. Great for diversity, people of all abilities can play.

#### Group Blackjack

Another activity using the same cards is actually Group Blackjack. Same as above, Give each participant a card and ask them not to look at it and place it to their forehead. Ask them to play 'Blackjack' but everyone in the group must be included in a group that equals a combined value of 19, 20, or 21. Simple blackjack rules in case you are unfamiliar with it: Aces equal a value of 1 or 11. Royalty cards equal a value of 10. all other number cards are face value. If you give them a range of 19, 20, and 21 they should be able to include EVERYONE in the group no matter how many participants you have. Even groups of 15 should be able to do it as long as there are a few aces thrown in. Throw a Joker card in and make it a 'wild' card, so it can be whatever value they want it to be.

#### Deck of Card Debrief

Directions: Designate a meaning to each suit within the deck of cards. For example hearts could represent successes, spades could represent situations individuals had a difficult time with, diamonds could represent something they noticed about themselves and clubs could represent something they noticed about one of the other group members.

Shuffle the deck and deal each individual a hand (up to 8 cards). For each card, the individual shares with the group an example of what the suit represents. The numbers on the cards and face cards can be involved also. For example, Jacks are wild cards that can be traded for another card in the deck and the numbers on the cards represent how many thoughts that individual may share with the group, etc. You may want to "stack the deck" with specific cards or adapt the rules so that the person who draws a "10" does not have to share 10 items--this could get a bit lengthy!



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## Get 20

Invite your participants to get into groups of 4 or 5. Give each participant one card. Ask them to use any math function (addition, subtraction, multiplication and division) to get their cards into a sequence that would equal the number 20. For example, if one group had a cluster of cards that are these values: a King(10), Ace (1 or 11), 5, 6 and 8, the group would get into a line and explain to the group how they equal 20: a King plus an Ace would be 11, 11 plus 8 equals 19, 19 plus 6 equals 25. 25 minus 5 equals 20. Make sense? Occasionally you will have groups that will not be able to make their cards work for a value of 20. In this case I invite other groups to invite a 'card' to their group and make a new sequence. You can also switch up cards to keep the same group intact but with different cards.

## Medieval Evolution

It has been said that the four suit symbols originally represented the four classes of society in Medieval Europe. Spades represented the Nobles, Hearts the Clergy, diamonds the Merchants, and Clubs the Peasants and Serfs. This ranking (spades, hearts, diamonds, and clubs), from the highest to the lowest, still holds in the popular card game Bridge. For the purpose of this game each class of society will have a different action.

● **Peasants:** Since peasants were often seen cleaning out the pig pen, the action to represent a Peasant will be shoveling of pig manure and tossing over one's shoulder.

≠ **Merchants:** Since merchants were often handling money and self employment is definitely a gamble, the action to represent a Merchant will be to pull down on slot machine handle and say, "Cha-Ching!"

≡ **Clergy:** Clergy were always praying, so the action to represent a Clergy will be to walk with hands in a prayer position and bow to one another.

÷ **Nobles:** Nobles were the royals. So for a royal to find another royal, they must hold one hand up in the air, sash around the group and say, "You're not worthy! You're not worthy!"

**Process:** Each person in the group is dealt one card. Ask them not to look at the card. Everyone in the group will start out as a Peasant. A Peasant will do the Peasant action to find another Peasant. Once they have found one another, they will count to three and show their card to their opponent. The first Peasant to add up the two cards and shout out the correct answer advances to a Merchant. The Peasant who lost that round, remains a Peasant and must find another Peasant to continue play. Then the Merchant will do the Merchant action to find another Merchant. On the count of three they will show their card to their opponent. The first Merchant to add up the two cards and shout out the correct answer advances to a Clergy, The Merchant who lost that round, remains a Merchant, and so on.

When a Noble challenges another Noble, whoever wins becomes a Joker, after all, this is a silly game! Whoever loses remains a Noble. All of the Jokers will congregate together and tell each other bad 'Knock Knock' jokes. This continues until you have many Jokers and you decide to end the game.

Sample Knock Knock Jokes:

"Knock Knock", "Who's there?" "Dwyane" "Dwyane who?" "Dwayne the bathtub I'm ddowning!"  
"Knock Knock", "Who's there?" "Boo." "Boo who?" "Don't cry, it's only a joke!"



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## **War**

Divide the group into even teams. Lay a piece of rope or webbing on the ground. Have one group stand on one side of the line, the other group on the other side of the line. Give each participant a card and ask them not to look at it. Players from each team approach the line and face off against one player from the other team. If there are uneven teams, those without a person to face off against must wait until the next round to play. On the count of three each pair will reveal their card simultaneously to their partner. Whoever has the higher card wins their opponent to their side. If players reveal the same card they declare a tie and both members remain on their own side. Then players exchange cards with at least three people on their side so they do not know what card they have. Then play resumes as stated above. Players from each team approach the line and face off against one player from the other team. Play continues as long as participants are still having fun!

## **Sentence Shuffle**

Divide the team into smaller groups of 5-6. Deal each participant a card. Ask them to keep their card and not trade it with anyone. Each group must compose a sentence using their cards using alphabetical values. Participants must stand in the correct order and present their sentence to the larger group. For example, one group of 6 participants is dealt an ace, three, two, king, four, and a seven. Their sentence might be, "A tiny taupe kangaroo falls softly." Encourage each group to come up with 3 or 4 sentences.

Call or email with any questions on these. Enjoy!



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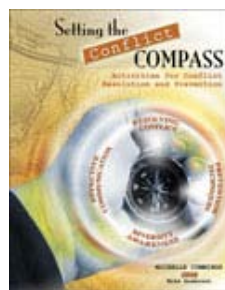
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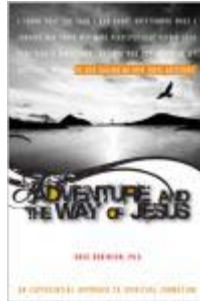
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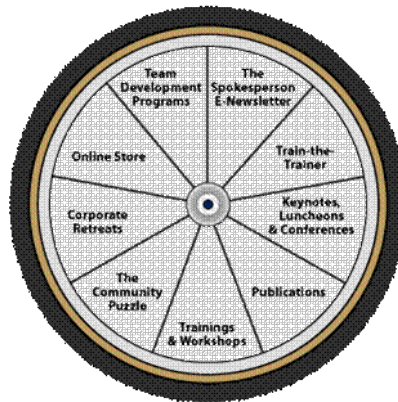


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# Simon Says as a Teaching Tool

There is a free instructional video on the Training Wheels website of Michelle Cummings and Scott Gurst leading this version of Simon Says. Please watch it as many times as needed to become a confident Simon!

## Introduction:

- Rules
  1. No one is out, if you make a mistake just give yourself a point. Everyone will keep track of their own points in their head.
  2. Simon will give commands, only follow the commands if the statement is prefaced by 'Simon Says...'
  3. Flinching totally counts as a point. 😊
  4. The game begins when "Simon says the game has officially begun" and ends when "Simon says the game is officially over." The game will continue the entire time between those two statements.
- Terms (demonstrate the commands/positions you will do in the game, like put your left hand up, etc)
- Make sure everyone in the room knows the basic rules to Simon Says.
- Questions from participants

*"Simon says the game has officially begun."*

## Phase #1: BREAK THE ICE - Keep movements easy

Start movement before you say motion. [Your hands are moving as you start to say "Put your left hand up. Simon Says put your left hand up."]

Usually, I try not to throw any 'tricks' in Phase #1. Phase 1 is the 'warm up phase'. It gets people used to the motions and the actions of the game. Be an encouraging Simon.

Example commands:

Example: "OK, let's get started. Both hands up! (usually there is at least one person that will make this first mistake.) Not yet, that's OK. It's early in the game. Let's try that again. Both hands up! (if no one makes the mistake again, say 'Good job! That's called learning.) Simon says put both hands up. Both hands down. Simon Says put both hands down....It's okay, you're not out. Keep playing. Simon says put your right hand up. Simon says put your right hand down...."

In Phase 1, don't attack. Let them succeed. This phase is where you set up sequences and patterns that will be used later.



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## DISTRACTION PHASES

The Distraction Phases are the two small pauses you do between Phase 1, 2, and 3. It's kind of a 'rest period'. This is a place where people usually let their guard down and you can catch them with a few points. These distraction periods can be fun, but remember the main goal of this version of Simon Says is to use it as a teaching tool, not to humiliate people for making a mistake. Here are a few examples of what you can say during the distraction phase:

Do a few commands and then stop (it will appear that you are stepping out of role as leader and stopping the game.)

Stop and say, *"Ok, that's end of Phase 1, great job everyone! I always like to do a quick check in to see how people are doing. Raise your hand if you still have 0 points?"* [while raising your hand to indicate they should do so too, usually there are a few people who will fall for this.] *Not anymore! **Simon says** raise your hand if you **still** have 0 points?"*

You "get" people because it feels to them like the game is on "hold."

Other ways to 'trick' people: Talk about the day, throw in a random question. Tie the game to a workshop, or goal. *Take a deep breath. Shake out your arms.*

Example: "Today we'll be learning some good Listening skills. Most of us aren't as good listeners as we think we are because we're usually anticipating what we're going to say after the other person stops talking. Does anyone here do that? Anticipate? [raise hand to indicate they should do so too] Simon says... Does anyone here anticipate?"

*Some of you look kind of crowded out there. Why don't you spread out a bit.... Simon SAYS why don't you spread out a bit."*



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## PHASE II      **Actions Don't Match Words**    Adding in fakes

I always like to warn people that Phase 2 is HARD. I frontload this phase by telling them I am going to throw several tricks at them, so they should be very good listeners during this phase. Here are some examples of how to use fakes:

### **FAKE TYPE I** (Emphasis is on the WORDS: saying Simon Says)

Establish a pattern, and then break it. Don't go faster. The slower you go, the more you will "get" people.

Example:

*"Put your arms up. Simon says put your arms up.  
Put your arms down. SS put your arms down.  
Put your Right hand up. SS put your right hand up.  
Put your left hand up. SS put your left hand up.  
It's okay, you haven't done this in a while. Shake it out. SS shake it out."*

### **FAKE TYPE II** (Emphasis is on the MOTION: right vs. left, up vs. down)

Note: Change emphasis so that when you say "up" your voice goes up, and when you say "down" your voice goes down – until the "fake."

Example:

*SS put your right hand up (as you put your right hand up)  
SS put your left hand up (as you put your left hand up)  
SS put your right hand down (as you put your right hand down)  
SS put your left hand down (as you put your right hand up)  
SS put your left hand down (as you put your left hand UP and say the word "down" with the "up" emphasis). Hold a second or two until they "get it."*

After you finish Phase 2, I like to say something like this, *"OK, I'll quit torturing you, that's the end of Phase 2. Great job everyone! Go ahead and shake that out (while you demonstrate shaking it out) Simon says go ahead and shake that one out. (pause for the giggles. Once it's quiet again, continue...) It's really hard to follow a leader who's actions don't match their words, huh?!"* (usually someone says "Ooooooh" Once you hear that say, "Ooooooh, did you hear that? Simon says everyone say "Ooooooh." Then continue with a mini-debrief of what 'teachable moment' you want them to hang onto around leadership and having their actions match their words.



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## PHASE III

Set up a pattern and keep it going longer. Add a move (eg, clapping, marching)

### Tips:

Go slowly

Be sympathetic

Fall back on comfortable sequence to re-center yourself

Give thumbs up when someone (or all) starts to “get it.”

### Basic Motions

Hands up/down (right/left)

Hands out (right/left)

Clap once

Clapping position

Turn a quarter turn Right/Left

Marching in place

Marching forward

Foot up/down (right/left)

### Chanting (good to do while marching in place)

“SS somebody say Ho!”

“Somebody say Ho Ho! SS somebody say Ho Ho”

### Changing back to front

“SS turn a quarter turn to the left”

“SS turn a quarter turn to the left”

“SS turn a quarter turn to the left”

Now the people who were in back are in front. Simon moves to the new front of the group.

### Debriefing Topics

- Assumptions when listening
- Anticipating what someone will say
- Learning styles
- Communication styles
- Leadership
- What’s so complicated about “Simon says put your hands down” when Simon puts his up? How often do managers and leaders say one thing and do another?
- What happens when you don’t do what you say? Walk the talk? Integrity – Do what you say
- Why is something so simple and basic so difficult?
- Lose focus, Anxiety
- Keeping score – distracts people, adds to confusion, it’s really not important. But are you making improvements?



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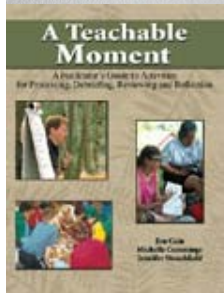
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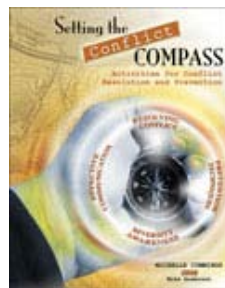
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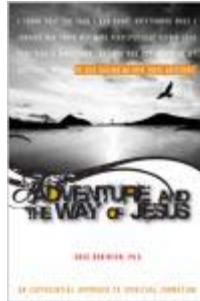
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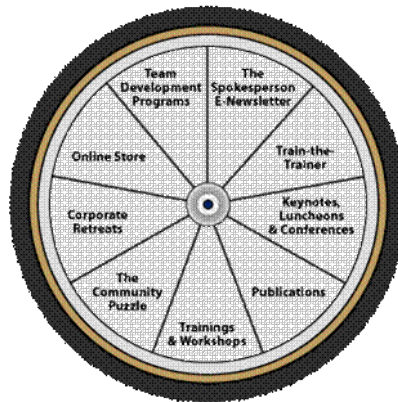


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2. Call our office, 888.553.0147.
3. Enjoy your organization's best-ever professional development event!

### Processing & Debriefing Workshops

Need more to processing than sitting in a circle, asking questions, and talking about what happened? This workshop is designed to introduce you to a multitude of different processing tools that are simple and easy to use. You will learn how to make/do the activities yourself or find out where to get them. You can increase the quality and value of your programs through powerful reflective learning.

### Staff Development & Train the Trainer Programs

We custom design this program to meet your unique needs. You choose the

content that will best suit your group and we arrive onsite to deliver your best-ever professional development workshop.

### Games Workshops

Need new tools for your trainer toolbox? Why not learn from one of the masters. Bring Michelle out to the location of your choice and spend a day filling your brain and your bag of tricks with new and innovative activities.

### Corporate Challenge

We custom design all of our corporate development programs. All programs



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delivered with an experiential philosophy. Please call with questions and pricing information.

### **Bullying and Diversity Workshops**

This workshop is designed to teach you some initiatives that will help participants become aware of the way they treat each other. It will encourage educators to facilitate and work for social awareness and change in their programs, schools, and communities. From bullying to diversity awareness to inclusion--this workshop enhances your ever-expanding bag of tricks.

### **Notes from Today's Workshop:**

### **Keynotes & Conferences**

Bring Michelle to your conference! We offer a lively, interactive approach to kick off or energize your meetings that will engage and invigorate your members! Not only will they enjoy themselves, but they will also learn a number of new tools and activities that they can immediately use in the workplace. All of our material is highly interactive and engaging. Attendees will be involved physically, intellectually, and mentally, with lots of opportunity for laughter and learning.



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