

Taking it a Step Further

1.9 THE DEALER GAME⁽⁹⁾

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Targeted skills

Be sensitive to the needs of others,
help one other,
participate equally.

Objective

Solve a problem using only
non-verbal communication.



9- Based on: Complex Instructions Program, Elizabeth G. Cohen and team, Stanford University, California.

Learning Activity



PREPARATION

Materials for each team

Circles or squares cut into fragments (see pages 63 to 65)
Four envelopes
Four feedback sheets

Cooperative structure

Equal sharing of materials

Group formation

Heterogeneous teams of four students (home groups)



ACTIVITY

Getting started

A Broken Circles session with the teacher is presented to students. The teacher steps out and randomly chooses a student to replace him or her. The students come up with a procedural model for the activity while the others watch. In turn, one student observer replaces one student player.

Procedure

Each team is given all of the fragments. One person ensures that fragments are distributed equally among team members.

The task is to re-assemble the circle through interacting with the other members in a specific way:

- Fragments are never to be taken, only to be given;
- The game is played in complete silence;
- No signs can be made to other players;
- Each person re-assembles his or her own circle;
- Neither give nor accept suggestions from others;
- Never take fragments from another student's set;
- Pass one fragment at a time to another player;
- Do not place a fragment into another's circle, only slide it towards him.

The team succeeds when all members have completed their circles. If one team finishes before the others, inform the facilitator and then try to use other combinations to reform the circles.



FEEDBACK

Feedback on what was learned

Questions to ask:

What actions did you perform that helped to solve the problem?

What actions did you perform that hindered problem-solving?

What actions did other team members perform that helped to solve the problem?

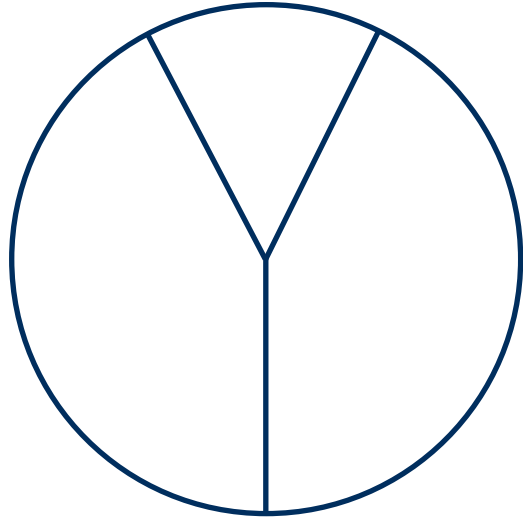
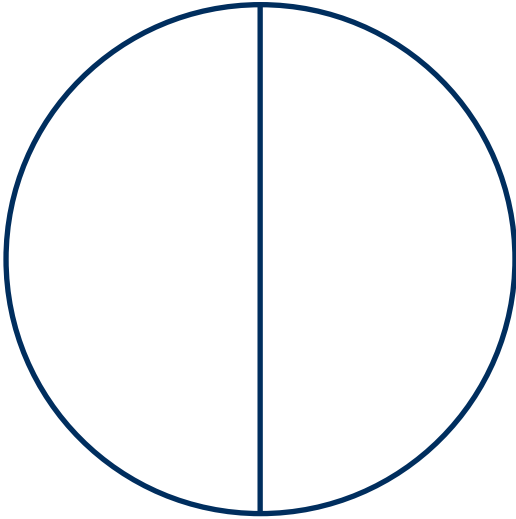
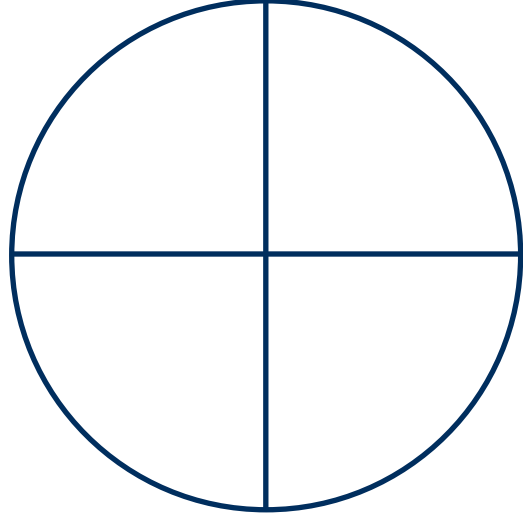
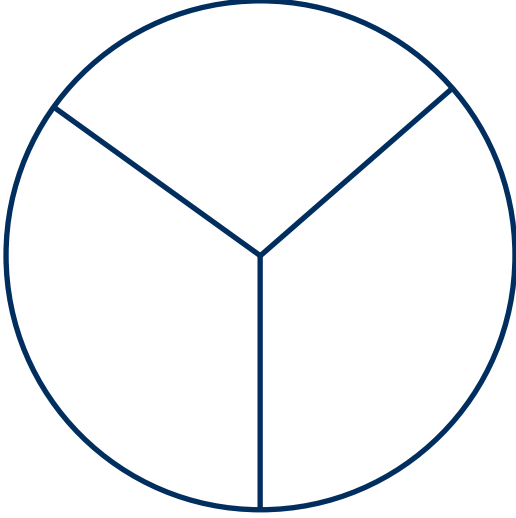
What actions did other team members perform that hindered problem-solving?

Feedback on the cooperative process

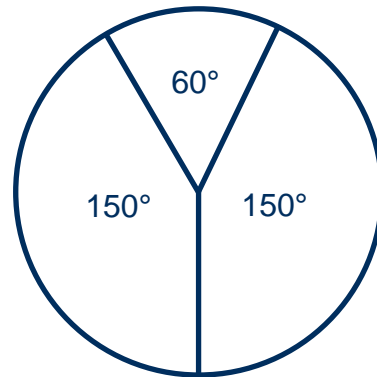
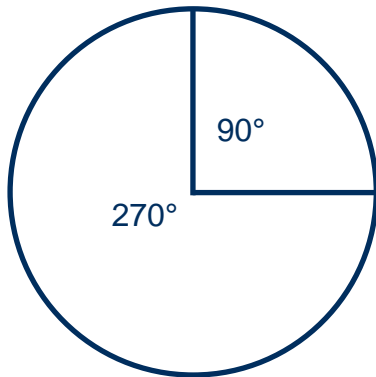
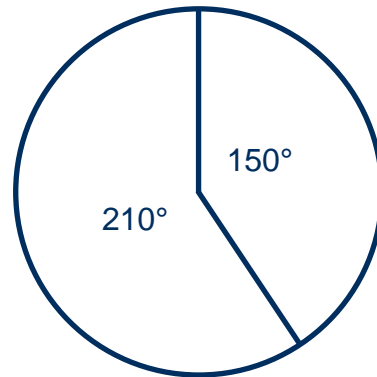
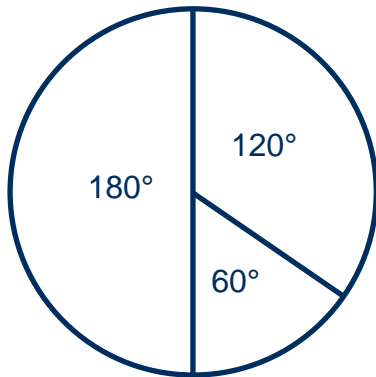
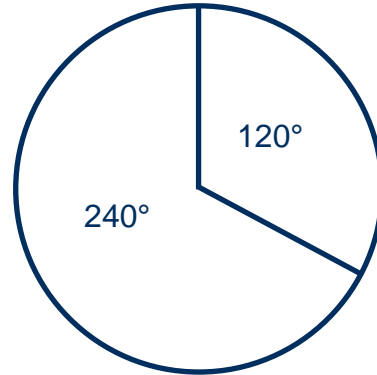
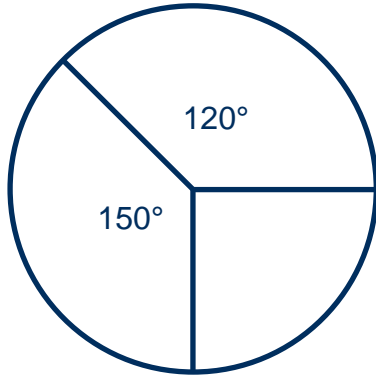
Have the students complete the feedback sheet:

- In general, what was the team's attitude?
- What strategies did your team use to understand you without speaking?

SIMPLE BROKEN CIRCLES

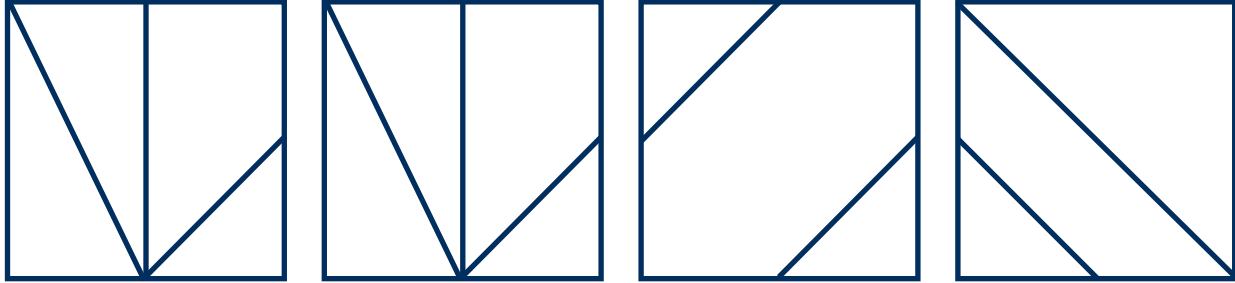


COMPLEX BROKEN CIRCLES

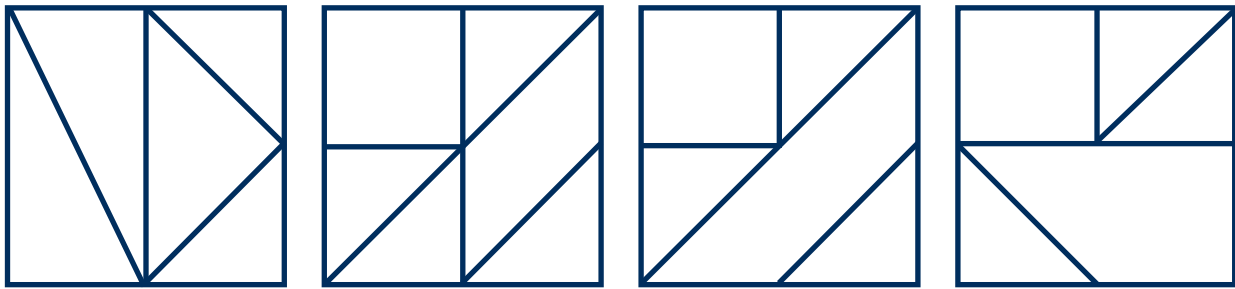


BROKEN SQUARES (3 versions)

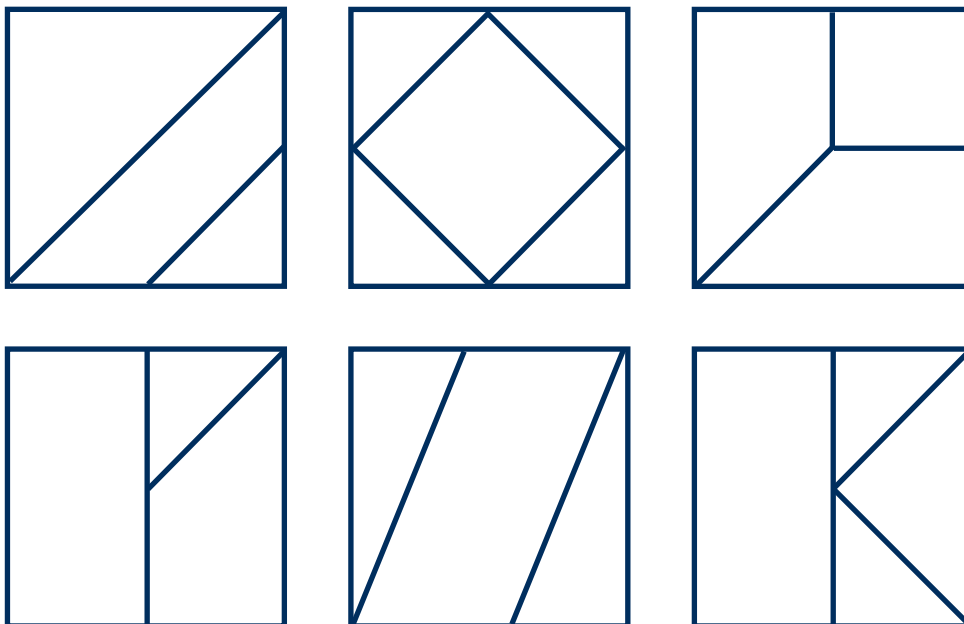
Version 1



Version 2



Version 3



FEEDBACK SHEET



In general, what was the team's attitude?

What strategies did your team use to understand you without speaking?

