



Playing With a Full Deck

52 Team Initiatives Using a Deck of Cards!

Free E-Book with 9 sample activities!

By Michelle Cummings M.S



Table of Contents

- ♣ Welcome! A note from Michelle
- ♦ 7 Kinds of Smart information
- ♠ History of playing cards
- ♥ Getting to know a deck of cards
- ♣ Layout of this e-book
- ♦ Card Groupings
- ♠ What You Say
- ♥ Medieval Evolution
- ♣ Get 20
- ♦ Group Blackjack
- ♠ Sentence Shuffle
- ♥ Pokerface
- ♣ Deck of Card Debrief
- ♦ Alliteration Anticipation
- ♠ About Michelle Cummings



Welcome! A note from Michelle:

I've been hanging around Jokers most of my life, so it makes sense that I like playing cards! The first card games I remember playing as a kid were Nerts and Solitaire. Nerts was a competitive version of Solitaire that we played as a family all of the time. I had 5 siblings and a slew of cousins that lived nearby and during those long, cold winter days in Kansas we'd always play cards. Solitaires—There is something very satisfying in starting with disorder—a random arrangement of cards—and watching order restored, as the cards fall into a special pattern, change places according to a plan, or form an ordered sequence from Ace through King. There's a good metaphor there for life and anyone who works with groups.

A simple deck of cards can cover so much ground with any group that you work with. Everything from mixers and get to know you activities, problem solving initiatives, powerful diversity activities and great debriefing activities can all be done with a deck of cards. I like to use a 4"x 6" Jumbo deck of cards for any team activity as they are much easier to see in large groups. Most of the card activities in this book are geared towards groups of 10 or more, but there are some great ones you can do with small groups as well.

Throughout this book I used theories and work around multiple intelligences and the 7 Kinds of Smart work done by Thomas Armstrong and Howard Gardner. It is important that you examine the learning styles of your participants and choose activities that will match their strengths. If you select a wide variety of activities from multiple learning styles, each participant in your group will be engaged at different levels at different times. At the bottom of each activity it will note the learning style that is relevant for each activity.

In a traditional sit-around-a-table card game, your hands, eyes, and mind are all busy. Rules must be remembered and followed. All players are equal, whether adult or child, and there are winners and losers. In card games and solitaire, there is an element of suspense because the outcome is unpredictable. It's the result of skill, luck, or both.

A deck of cards is an amazing invention. Just think about it...Cards from a standard deck can be divided in many ways—into red and black; suits (clubs, diamonds, hearts, and spades); and denominations (aces, twos, threes, etc.). The number cards (ace through ten) can be separated from the face cards, and the face cards, in turn, can be divided into men (jacks and kings) and women (queens). Within the suits the numbers make it possible to order the cards from low to high or high to low.



Also, you can do things with the numbers printed on the cards—add, subtract, or multiply them. A standard deck has 52 cards, plus a couple of jokers. The deck can be handed out and divided in various ways. Hundreds of traditional card games exist because they make use of the many characteristics of cards. In any deck, you may be able to divided face cards into figures facing left and figures facing right. Also, figures may be in profile while others appear full-face. Other figures may have swords and still others battle-axes.

Once you start using a deck of cards with groups you will wonder why you hadn't done it sooner! It is very important that you get all of your cards back at the end of each activity. As soon as you lose one card it can ruin several of the activities described. You also might ask your participants to handle them with care, i.e. no bending or folding the cards during play. If you need additional Jumbo card decks you can purchase them through the Training Wheels online store.

The Jokers in the deck can introduce some interesting dynamics in the group. Some are unsure of how to place a value on the Jokers so those cards sometimes get ignored or treated differently. All of these interactions are great to use in your debriefs after the activity.

When explaining the rules of the different card games in this book to your participants, you'll need to be clear and precise. The successful outcome of each activity is depending on it. You'll find yourself saying cue words like *first, then, before, after, under, over, behind, between, above, or below*. Another key phrase I use often with groups while giving directions is, "In a minute but not yet.....". This lets groups they need to listen closely to the next set of directions, but not to move until they are told to do so. This phrase has helped me immensely with group control.

Card games engage players in classifying, ordering, reasoning, deducing, and devising strategies to solve a problem. These same skills help in science, math, and other studies. They help us concentrate, focus attention, hone motor skills, and become more sociable.

The first card activity I accidentally came up with was the Deck of Card Debrief, included here in this book.



I was working with at a wilderness camp for emotionally disturbed kids when one day a girl in my group decided to run away from camp. I was the staff member that followed her so she would not hurt herself or others. A good wilderness counselor always carries with them a first aid kit and a deck of cards with them. You just never know when you might need either one! When she finally got tired of walking we sat down in the woods. I told her I would wait until she was ready to talk about why she left the group. We waited, and waited, and waited..... I got a little bored so I pulled out my deck of cards and started to play solitaire. She eventually started inching closer and closer to me so she could help me play. Then she asked if she could play a game. I made a deal with her that if she played a 'talking game' with me, then she could play one game of Solitaire before we returned to the group. I told her I would deal her 6 cards. We would each 'play' a card and have to share a story that coincided with the suit that was played. Each suit would have a different category. Diamonds represented positive attributes of herself. Clubs represented things going on at home she wanted to change, Spades were things that were preventing her from returning to the group, and Hearts represented any feelings she was having.

After hearing the categories she informed me (with the right amount of attitude) that she was not going to talk about her feelings if she was dealt any Hearts. I told her she didn't have to talk about her feelings if she was dealt any Diamonds, Clubs, or Spades. I shuffled the deck quite well, and I promise I did not stack the deck. She even cut the deck herself before I dealt out the hands. She was dealt 6 hearts. Now if we would have been playing poker she would have been quite excited, but needless to say, she was quite mad at her fate. She said many choice words and sat fuming for several minutes. Finally in a soft, small voice she said, "Maybe this is a sign that I need to talk about my feelings." Amazing! It was pretty awesome. We sat and talked for another hour before we returned to the group. I saw some pretty significant changes in her over the next few weeks at camp. The right tool at the right time....a deck of cards.

I hope you enjoy playing and facilitating the many games in this book. Also, try to expand your repertoire and knowledge of what cards offer. Ask other kids and adults from other regions or countries to teach you traditional card games. You'll find many similarities in games from around the world. Many of the activities in this book are twists on traditional playing card games.

Have fun out there,

Michelle

Michelle Cummings
Owner/Trainer/Big Wheel
Training Wheels



Playing with a Full Deck with 7 Kinds of Smart

Identifying and Developing Your Multiple Intelligences
By Thomas Armstrong, PH.D.

The activities in this e-book are written purposefully to include real life applications for the 7 Kinds of Smart. Howard Gardner, originator of the theory of “multiple intelligences” suggests that thoughtful and intentional use of “The Seven Kinds of Smart” helps people to discover, unleash, honor and develop their intellectual strengths.

According to Dr. Armstrong these strengths are:

WORD SMART: Expressing your verbal intelligence

PICTURE SMART: Thinking with your mind’s eye

MUSIC SMART: Making the most of your melodic mind

BODY SMART: Using your KINESTHETIC intelligence

LOGIC SMART: Calculating your mathematical and scientific abilities

PEOPLE SMART: Connecting with your SOCIAL SENSE

SELF SMART: Developing your intrapersonal intellect

As you look through this e-book, the specific “kind of smart” being utilized will be noted near the bottom of each Activity page.

Primarily, this information is intended to feed to the premise that we all have differing gifts (smarts) and if we can use them together “our whole will be greater than the sum of our parts.” While participating in these activities, your participants may choose to “play to their strengths” or explore a secondary strength. Whatever they decide. . .

Celebrate your strengths!

Be optimistic about your weaknesses!

Adaptation used with permission from Faith Evans, PlayFully, Inc.
Original resource: Armstrong, Thomas. *The 7 Kinds of Smart*. Plume, 1999.



Some Fun History on Playing Cards

♣ A Little History

The earliest evidence of card playing has been found in China, with Central Asia soon following suit (if you'll pardon the pun). The first cards were simple pepper dominoes found in China. Europe got its first taste of the new craze in the 14th century when Islamic-influenced packs, complete with court cards, appeared in Italy and Spain. We know that card games arrived in Europe at around this time because soon afterwards several courts in Italy and Switzerland outlawed the playing of such heretical games.

♥ US Influence

According to many experts, card players have the United States to thank for refining playing cards. Americans are apparently responsible for rounding the corners of our cards and adding varnish to make them more durable. The US influence is also reputed to be responsible for making the court cards double-headed and inventing jokers (though this is not without some dissent).

♠ Suits

The four suits (spades, clubs, diamonds, and hearts) that are commonly found in British cards are said to have their origins in France. There are many theories about what each of the various suits represents. On fairly persuasive theory says that each corresponds to one of the four classes of medieval society. The spades, which represent swords or spearheads (weapons of knights), are the aristocracy; hearts stand for the church; diamonds are a sign of the wealthy (apparently the rich had diamond-shaped paving stones above their graves; and clubs, which are said to signify clover (the food of pigs), represent the peasantry.

♦ Royal Models

The four Kings have also been said to represent various historical characters. The most popular theory is that the four Kings depicted on the common French-influenced cards are: Charlemagne (hearts), David (spades), Caesar (diamonds), and Alexander (clubs). The Queens are thought to be Judith (hearts), Pallas (spades), Rachel (diamonds) and Argine (clubs). The Knaves (Jacks) are La Hire (hearts), Ogier (spades), Hector (diamonds) and Lancelot (clubs).

♣ The total number of different sequences possible in a 52-card deck is a figure 68 digits long.



Some Fun History on Playing Cards (cont.)

♥ The deck of cards is sometimes likened to an almanac. The 52 cards remind us that there are 52 weeks in a year; 12 face cards suggest the 12 months of the year. Four suits suggest the four seasons of the year. And if we add up all the spots in a deck of cards—one for an Ace, two for a two, three for a three, and so on up to 11 for a Jack, 12 for a Queen, and 13 for a King, and one more for a Joker—then we get the total of 365, the number of days in a year.

♠ When American astronauts orbited Earth, they took special fireproof playing cards with them.

♦ There are playing cards useful for travelers. Each card in the pack teaches a phrase in several foreign languages. In one deck, the Six of Diamonds gives the translation of “Where can I get a taxi?” in Spanish, French, and German: “¿Donde puedo encontrar un taxi?” “Où est-ce que je peux trouver un taxi?” “Wo kann ich hier ein Taxi bekommen bitte?”

♣ In Devonshire, England, you’ll find an inn called the Pack O’ Cards Inn. It was built in the 17th century to celebrate the owner’s luck at gambling. The inn has four floors, 52 windows, and 13 doors.

♥ Card decks that can be used by people with up to 95 percent visual impairment are available. The numbers on them are twice the size of the numbers on conventional playing cards, and two additional colors—blue and green—are used to help players who are unable to distinguish the suit markings.

♠ Some card decks feature useful tips, like cards with first-aid instruction or outdoor survival hints for campers in the wild.

♦ At one time, playing cards were taxed, and you can find tax stamps on the packages of some old decks.

♣ Margie Golick, a writer on cards, states that Ace means “money”, and that the card is traditionally more valuable than the King in card games because the King would be powerless without money. Another account explains that, during the Renaissance, society came to realize that the king exists to serve the people. Therefore, the lowest common man is more powerful than the king, and in cards the ace takes precedence over the King.



Getting to Know a Deck of Cards

♠ Getting to Know the Cards

What's what and who's who in the deck?

♥ There are fifty-two cards in the deck, plus two Jokers. The Jokers are not usually part of normal card playing games, but you will use them often in this book.

♣ Sorting the Cards

You can sort the cards by Color: There are twenty-six red cards and twenty-six black cards in each deck. Hearts and Diamonds are always Red. Clubs and Spades are always black.

♦ You can sort the cards by Suit: There are four suits, Hearts, Clubs, Diamonds, and Spades.

♠ In each suit there are thirteen cards: Thirteen Hearts, Thirteen Diamonds, Thirteen Clubs, and Thirteen Spades.

♥ You can sort the cards by Number or Letter: There are four of each number and letter—one card from each suit. There are four Aces, four 2's, four 3's and so on.

♣ Each card has a number or a letter in the corner. The number cards have a number in the corner. Kings, Queens, and Jacks are called face cards. The Jack has a J. The Queen has a Q. The King has a K. The Ace has an A.

♦ Each number card has the correct number of Hearts, Diamonds, Spades, or Clubs in the middle of the card.

A 2 of Hearts has two Hearts.

A 3 of Diamonds has three Diamonds.

A 5 of Clubs has five Clubs, and so on.



Layout of this E-Book

The Activities in this E-Book are color-coded by category so you can browse through and find the activity that will best suit your desired outcome. Below is the rationale behind each category and what type of activities you can find in each.

Get to Know You

Get to Know You activities are great icebreakers and name games. They help ease the group into your program and get to know the people they are going to be doing activities with. They are usually lower risk activities that are more fun than anything else.

Energizer

The Energizer activities in the kit are designed to do just that....Energize your groups! It is recommended to use Energizers at the beginning of your program to get the group in the right mindset of your program, but also as a 'pick me up' if you need to help change the energy within the group. Most of all, the Energizers are designed for you to have FUN!

Diversity

The collection of Diversity activities in this curriculum are powerful and considered higher risk activities compared to most of the other categories. These activities should be facilitated carefully and seriously. Children and adults need to learn about, appreciate, and experience their own culture and the cultures of others. An effective method of exploring other cultures is through structured activities.

Problem Solving

Get your participants to practice working through problems together in a safe environment is the basis for this category. Some of them are more challenging than others. There is a great collection of problem solvers in this kit.

Trust

Trust takes a long time to earn and only seconds to lose. This section focuses on trust within the group and how participants treat each other. These activities should be facilitated carefully and processed well.

Processing

This section will bring all of the other sections together for your participants. Processing helps make connections between educational experiences, real life and future learning. It helps participants apply the lessons they learn and skills they use in a "contrived environment" (i.e. your program), to real life issues such as resolving a conflict with friends. Processing helps create purpose, meaning and focus of an activity. It helps participants take advantage of teachable moments.

Time Filler

This section is for those games that can fill some down time if you need to throw something in. There is still some good lessons on playing fair, being safe, and following the rules, but for the most part they're just plain fun!

Processing

Problem Solving

Diversity

Trust

Energizer

Get to Know You

Card Groupings

Type of Initiative: Get to Know You

Setting up the Cards:

You'll want to arrange the Cards in order from Aces to Kings with each rank (number) in hearts, Diamonds, Spades and Clubs, for example: the Aces are stacked Ace of Hearts, Ace of Diamonds, Ace of Spades, Ace of Clubs. Stack the twos the same way and the threes and so on through the deck. Best played with 16 or more players.

Playing the Game: Deal out a Card, starting with the Aces, to each player in the group—ask them not to look at the face of the Card (if they accidentally do, have them exchange their Card with someone else in the group that already has a Card). When each player has a Card you will be asking the group to arrange themselves into smaller groups based on what you tell them. Players are not allowed to look at their Card and may not tell another player what his or her Card is in any way—players may not “sign language” another players Card. Here is a suggested order:

1. Arrange yourselves into groups based on the color of your Card.
2. Arrange yourselves into 4 groups based on the suit of your Card.
3. Arrange yourselves into groups of like rank (number or face).
4. Arrange yourselves into pairs based on the like color and rank (use this one only if everyone will end up with a partner) or.....
5. Arrange yourselves in order by suit and rank, Ace being the #1.

By ending with partners or small groups you can move into an activity that requires the resulting size. This is also a great way to break up any ‘cliques’ that may be in the group as the end result is very random. See the activity, **Cut the Deck**, on other ideas of how to split up a group.



Possibilities: You could ask the players to do a blind shuffle with 5 other players, meeting and greeting, before calling the next grouping—this throws off any hint of the Card they have. Also, since you were using the low numbers of the deck, moving into the activity, **What You Say**, works well.

Debriefing Topics:

- Was it hard not to look at your card? Why?
- How did the group help each other?
- What did it feel like once you were ‘placed’ into a group?

Facilitator notes:

~self smart, people smart, picture smart

Playing With a Full Deck, Michelle Cummings
Possiblesbag Activity Manual, Chris Cavert, pg. 21



What You Say

Type of Initiative: Get to Know You

Setting up the Cards:

You'll need the low Cards of the Deck, 6 and below. Plays well with 6-8 players in a group—multiple groups can play.

Playing the Game: (shared at the TERA conference).

Deal one card to every player. You will ask the members of the group to share one thing about themselves for every number on their Card—4 of Hearts, four things about themselves. You could get more specific by asking a question like, "Tell us things you like to do" or "Places you have been outside the state." In between questions have your participants trade cards with 3 people in their small group so they have a different number of items to share each time.



Possibilities: Each player could choose another player in the group to answer a question. For example, if I'm holding the 3 of Clubs, I will ask Steven, "Tell us 3 things about your room." Then Steven gets to ask someone a question—each player will ask and answer one question. So, since I have the 4 of Hearts, I ask you, "tell me four things you really like to plan for on your vacations." (Mine: Beaches, Water, Dancing, and cold drinks!).

Variations: Leave the high cards in the deck! The face cards will have a value of 10 and the Ace can be a 1 or and 11. It's interesting in the real world today how very little we share about ourselves with others. Leaving the high cards in the deck will 'force' someone into sharing more things about themselves.

Debriefing Topics:

- Tell the group something new you learned about your partner.
- Was it difficult to share so many things about yourself?

Facilitator notes:



~self smart, people smart, picture smart, word smart

Playing With a Full Deck, Michelle Cummings
Possiblesbag Activity Manual, Chris Cavert, pg. 22.

Alliteration Anticipation

Playing the Game: Invite your group to stand or sit in a circle. Deal each participant one card and ask them to hold it face down. The participant to the facilitator's left begins by saying, "I went to the department store and I bought....." As soon as he has said "bought", the participant to the facilitator's right shows their card. The participant who is speaking must immediately say the number of the turned-up card and a noun that begins with the same letter as the number of the card.

For example, for a two he might say, "two tangerines"; for a four, "four firecrackers." For an ace, instead of "one," the player uses "an" and so might say, "an avocado." For face cards, no number is used, simply the first letter of the card. So, for a jack, the player might say, "a jellybean"; for a queen, "a quince"; and for a king, "a kite."

Play continues all the way around the circle. The second time around the circle the participants must precede the noun with an adjective. For example: "five fine forks," "ten tiny turnips," "a quaint quilt," etc.

Variations: To encourage further vocabulary building, vary the carrier sentence: "I went to the zoo and saw....." or "I went to the toy store and bought..."

Please feel free to specify the phrase to fit your group. For example:

I went to camp and I took..... Two tarps, three thermometers, four frogs, an air mattress....

I went to school and I took..... Two tablets, three thumbtacks, four fractions, an apple...

I went on a backpack trip and I took..... Two tents, three thermoses, four forks, an ant trap

I went on a corporate retreat and I took.... Two tables, three theories on management, four fur coats, an apprentice...

I went into rehab and I took..... Two tube socks, three therapists, four family photos, an angry attitude....

Continued next page.....



~self smart, people smart, picture smart, word smart, logic smart

Playing With a Full Deck, Michelle Cummings

Alliteration Anticipation

To elicit verbs instead of nouns, use this sentence: “My grandmother told me never to....” This can be made more difficult by requiring players to add two alliterative words—here, a verb and an adverb, or a verb and a noun. Participants will begin to see the differences between verbs that are transitive (requiring an object) and those that are intransitive.

Some examples of sentences produced in this variation of the game follow. Two words finish the sentence. “My grandmother told me never to....”

Ace	act angry
Two	tease turtles
Three	throw tantrums
Four	faint foolishly
Five	fall fast
Six	swallow sardines
Seven	speak sarcastically
Eight	eat eels
Nine	nibble nuts
Ten	terrify tarantulas
Jack	joke jovially
Queen	quit quoting
King	kick kittens

Learning Skills: practice in phonics (initial sounds of words), verbal fluency, understanding of sentence structure and parts of speech, sensitivity to alliteration.

Facilitator notes:




~self smart, people smart, picture smart, word smart, logic smart


Playing With a Full Deck, Michelle Cummings


Medieval Evolution


Type of Initiative: Energizer

Playing the Game: 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, sashet 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!"

Facilitator notes:

~body smart, word smart, logic smart, picture smart, people smart

Playing With a Full Deck, Michelle Cummings

Get 20

Type of Initiative: Problem Solving

Set up: Invite your participants to get into groups of 4 or 5. Give each participant one card. Try not to have two numbers of duplicate value in each group. (i.e. do not have a 10 card and a Jack in the same group as they are both '10' cards.)

Playing the Game: 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.

After each small group has at least one equation that equals 20, challenge them to see how many different equations they can come up with using the exact same cards in a different sequence. The record to date is 16 different equations using the same 5 cards! This allows those groups who have an easier 'hand' to continue working while those groups with more challenging numbers can continue working.

A BIG hint that you can give to groups that are having a hard time or are in the 'challenge' phase, is to remind them that they can go below zero for their equation. For example, if your group has the following cards: **2, 3, 4, 5, and 10**. Your equation could be: **2** minus **5** is negative three, plus **10** is positive eight, multiplied by **3** is twenty-four, subtract **4** and you have 20!

After about 10 minutes of game time has passed, ask the group to pick their favorite equation to stand and share with the group. Each group can go around and be as creative with their equation as they want!

I rarely have groups that will not be able to make their cards work for a value of 20. In this case you can 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 new cards.

Debriefing topics:

- How did your group work together to come up with 20?
- Were you able to come up with more than one solution?
- How did you involve everyone in your group?
- Who was the leader in your group? What leadership qualities did they imitate?

Facilitator notes:

~logic smart, body smart, people smart

Playing With a Full Deck, Michelle Cummings

Group Blackjack Group Jackblack

Playing the game: Invite your participants to get into a large circle. Give each participant a card and ask them not to look at it. (In case someone peeks at their card, have them trade cards with their neighbor.) Inform the group that this is a silent activity and they may not use their voices for the duration of the activity. Ask them to place their card to their forehead so it is visible to the rest of their team. Instruct them to play 'Blackjack' as a large group. Using addition only, each participant must be included in a 'hand' that equals a combined value of 19, 20, or 21.

Simple blackjack rules in case you are unfamiliar with them: Aces equal a value of 1 or 11. Royalty cards equal a value of 10. All other number cards are face value. When given a range of 19, 20, and 21 group members should be able to include EVERYONE in the group no matter how many participants you have. Even groups of 15 should be able to complete the task as long as you deal a few aces.

Suggestion: Throw a Joker card in and make it a 'wild' card, so it can be whatever value they want it to be.

Variation: Group Jackblack! The object of Jackblack is to subtract points, rather than adding them. Instead of trying to get into groups totaling 19, 20, or 21 as in Group Blackjack, participants start with 21 and subtract card totals to get into groups that total 0, 1, or 2.

Debriefing topics:

- How did you get into your groups?
- Did anyone feel left out?
- How did it feel when someone helped you find a partner?

Facilitator notes:

~logic smart, body smart, picture smart, people smart

Playing With a Full Deck, Michelle Cummings



Sentence Shuffle

Type of Initiative: Problem Solving

Object of the Game: The object of Sentence Shuffle is to line up the cards in “sentences.” In this game, cards have an alphabetical value, rather than a numerical one. Each card stands for the first letter of its name.

That means, ace = A, King = K, Queen = Q, Jack = J, Two = T, Three = T, Four = F, etc.

Playing the Game: Divide the team into smaller groups of 6-7. 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.

Sample sentences:

Four—Queen—Two—Six—Seven:
“Father quit the Secret Service.”

Eight—Three—Seven—Five—Six:
“Eat the soup for supper.”

Debriefing Topics:

- What made this activity unique?
- How did your group work together to come up with your sentences?
- Who was the leader in your group?

Facilitator notes:

~word smart, people smart, logic smart

Playing With a Full Deck, Michelle Cummings



Pokerface

Type of Activity: Problem-Solving, Diversity

Props needed: Jumbo Deck of Cards

Purpose: This activity focuses on inclusion and diversity.

Props Needed: A deck of playing cards, preferably jumbo playing cards

Group Size: Plays well with 10 or more

Playing the Game:

- Shuffle your deck of cards and give one to each participant. Ask them not to look at the face of the card. As you explain the directions, ask the participants to hold their card so the face is down towards the floor.
- Tell them that in a moment you are going to ask them to place that card to their forehead. They are not to look at their own card, but everyone else can see their card.
- Instruct them that you are going to be intentionally vague with the directions. Figuring out what to do is a part of the game.
- This activity involves the players mingling around the room, holding their card on their forehead, and treating each other based on the face value of the cards that they see. You can play this game silently or you can allow talking—both ways are powerful. Playing the game silently usually has a more powerful impact. If you choose this option, instruct the group that they do not have the resource of their voice.
- Then ask them to place their card to their forehead and say, “Please treat each other based on the face value of the card that you see. Ready, Go.”
- The mingling begins and there is some slight confusion at first. Some participants are uncertain how to treat others.
 - Some typical behaviors are:
 - The royalty cards are usually bowed down to, given high fives, and generally treated very well. Most cards want to ‘hang out’ with the high cards. Usually royalty cards start grouping together.
 - The middle cards are pretty much ignored. They sometimes get a ‘so-so’ hand motion demonstrated to them or a shrug of the shoulders.
 - The low cards are treated many different ways. Some get a dismissive hand gesture; some get the letter ‘L’ sign on a forehead depicting ‘Loser.’ Some low cards will get a pretend kick their way or dirty looks by others. Some will get a thumbs down motion. These behaviors are obvious and can look somewhat severe to onlookers. Often participants with low cards will form smaller subgroups and begin to back out of the middle of the mingling area.
- After some mingling, ask the players to stop talking and stand still—DON’T LOOK AT THE CARDS YET! Ask the group to separate into what group they think they are in, low cards, middle cards, or high cards. Players place themselves based on how they were treated. When everyone is in a group, ask the participants to look around the room at the order of cards on each player’s forehead, and then look at their own card.



~people smart, picture smart, body smart, self smart

Pokerface continued...

Debriefing Sequence:

Start with the low cards and ask them these questions:

- What were some behaviors that were done towards you that led you to believe you had a low card?
- How quickly did you realize you had a low card?

Then move to the middle cards and ask them these questions:

- What were some behaviors that were demonstrated towards you that led you to believe you had a middle card?
- How long did it take you to realize what value of card you had?

Then move to the high cards and ask these questions:

- What were some behaviors that were demonstrated towards you that led you to believe you had a high card?
- How quickly did you realize you had a high card?

The next round of questioning starts with the high cards, then moves to the middle cards, and then moves to the low cards. Ask each group this question:

- After you realized what value of card you had, did it influence the way you played the game?
- What were some specific behaviors you did towards others because of the value of card you had?

The responses to this question are pretty profound. Typically the royalty cards report that they treated others poorly because they had the power. It's interesting to watch the royalty cards get bowed to and the "2" cards get pushed away and treated poorly. During the activity the participants with the low cards will usually back out of the middle of the mingling area. This can lead to a great discussion on one's willingness to fully participate in a group if they are being treated poorly.

This activity also leads to a great discussion on who places value on you. What happens when people feel left out? Isn't the "2" card sometimes the most valuable card when playing blackjack and you have a 19? How would the activity be played differently if there were no royalty cards in the deck? If you were running a race wouldn't you rather be second than tenth? These are great topics of discussion for diversity, cultural norms, and society in general. People of all abilities can play.

NOTE: This game can bring up some interesting emotions that you may have to deal with. These are the teachable moments! Some teachable moments are more powerful than others for different people. Keep a watchful eye over all your players. Make sure they all leave the activity with their self-esteem intact.



Deck of Card Debrief



Type of Activity: Processing

Props needed: A Jumbo deck of playing cards, Playing cards, primarily non-face cards, and those between one (ace) and five, are best.

Concepts: The benefits of this activity are that it is less threatening for participants to speak to just one person at a time rather than the whole group. Sometimes participants are more open if they aren't speaking to their facilitator. Remember good processing can happen even if the facilitator is not present to hear it! This is a useful activity not only to process a specific experience but is great as a closing activity for a session or program day.

Variation #1: Designate a meaning to each suit within the deck of cards. For example hearts could represent feelings, spades could represent situations individuals had a difficult time with, diamonds could represent successes 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!



Variation #2: At the completion of the activity, the facilitator passes out a playing card to each participant. The suit of each card describes the category of your response, and the number shown on the card identifies the number of ideas you need to share on this subject. For example, a four of spades, suggests mentioning four things related to new thoughts that you dug up during the activity.

- ♥ **Hearts:** generate conversations about something from the heart.
- ♣ **Clubs:** describe things that grow (new ideas, new thoughts, a new point of view)
- ♠ **Spades:** are used to dig in the garden, and describe planting some new ideas or things that you dug up during the activity.
- ♦ **Diamonds:** are gems that last forever. What are some of the gems of wisdom you gathered during this activity.

~logic smart, people smart, picture smart, body smart, word smart

Playing With a Full Deck, Michelle Cummings

A Teachable Moment, Cain, Cummings, Stanchfield, pg 172.

Reflective Learning, Sugerman, Doherty, Garvey, Gass. pg 66.





Some Information about Michelle Cummings M.S.

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.

Michelle has delivered innovative leadership programs for such organizations as The Children's Hospital, Air Force, TIAA-Cref, and Cherry Creek High School. She has also created and facilitated team trainings for Aggregate Industries, Navy Installations Command, On The Border, Institute for Accounts Payable Professionals and Boehringer Vetmedica. She is currently working with Stephen M.R. Covey and his associates at CoveyLink on developing experiential activities for Stephen's most recent book, *The Speed of Trust*.

Michelle received her Bachelor's degree in Psychology from Kansas State University and her Masters degree in Experiential Education from Minnesota State University at Mankato.

Michelle authors a weekly teambuilding e-newsletter called ***The Spokesperson*** that has over 10,000 subscribers in over 53 countries. Michelle Cummings has authored three books, 1. ***A Teachable Moment: A Facilitator's Guide to Activities for Processing, Debriefing, Reviewing, and Reflection***, 2. ***Bouldering Games for Kids, an Educational Guide for Traverse Walls***, 3. ***Playing With a Full Deck, 52 Team Activities Using a Deck of Cards***. And 4. ***Setting the Conflict Compass: A Facilitators Guide to Activities for Conflict Resolution and Prevention***.



Michelle currently lives in Littleton, CO with her husband, Paul, and two sons, Dawson and Dylan.

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Workshops and Training Events

Here is a collection of some of my favorite workshops, conference presentations, and training events. You can request any of these prepared programs or a custom designed program.

Processing Workshop 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. One hour to two day workshops available.

Facilitator Training Join Training Wheels staff and your co-teammates for a facilitator program that will be like none other you have participated in. This experience enhances the foundational skills necessary for facilitators. Most of the training is all hands-on and experiential. Each participant will get the opportunity to facilitate their own activity to receive constructive feedback from the group. 4 day training, 8 person minimum.

Corporate Challenge We custom design all of our corporate development programs. All programs delivered with an experiential philosophy. Please call with questions and pricing information. One hour to multi-day programs available.

Staff Training and Train the Trainer Programs Half day to 3 day programs available. We custom design this program to meet your unique needs. We can teach everything from energizers and ice breakers to engaging problem solving initiatives.

Contents Training If you purchase one of our Teambuilding kits, we offer a Contents Training to teach you how to facilitate the contents of your kit. One to three day programs available.

Bullying and Diversity workshops: This workshop is designed to teach you some initiatives that will help participants become aware of they way they treat each other. It will encourage educators to facilitate and work for social awareness and change in their programs, schools, and communities. This workshop will feature experiential practices of multicultural significance with activities that foster the inclusion of traditionally underrepresented groups. From bullying to diversity awareness to inclusion--this workshop enhance your ever-expanding bag of tricks.

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