



GAME CHANGERS

GAMING SKILLS AND THE WORKPLACE

FACILITATOR'S GUIDE: TEAMWORK



Literacy Link South Central



Teamwork: Facilitator Guide

This facilitator guide is part of a series created for the course “Game Changers: Gaming Skills and the Workplace.” Built in a modular fashion to allow for maximum flexibility, this course provides training on real-world skills that can be developed and practiced in a game-based environment. Using a combination of facilitated lessons, participatory activities, research, and games, this course will help teach a new generation of job seekers the 21st Century soft skills so critical to Canadian employers. Modules in this course include:



A Youth Advisory Committee played a key role in the development of this course. Literacy Link South Central offers thanks to committee members Cassandra Smith, Colin Todkill, Eleyas Araya, Eric Rice, Jamie Kaill and Taisha Jenee Pinsonneault for their input and guidance.

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This curriculum was developed and formatted by Summer Burton, Project Manager, Literacy Link South Central. For questions about this curriculum, please contact Literacy Link South Central at 519-681-7307 or literacylink@llsc.on.ca

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A note for our Facilitators: The Game Changer curriculum (Facilitator Guides, Learner Playbooks, PowerPoint Presentations and supporting documentation) are available to download from Literacy Link South Central free of charge. We encourage you use these materials, but selling this curriculum or offering this training to clients for a fee is prohibited.

This course was designed for flexibility. It is divided into several modules, and many can be done in the order that suits your personal facilitation style and the timing of each session in your course. Participants also have an opportunity to provide input into the order of modules.


At the start of each module you will find a list of supplies required, along with recommended tasks and activities for facilitators to complete before the session begins. A set of companion playbooks are available for participants and should be used by participants throughout.




Each module also has an estimated time requirement, which may fluctuate depending on your number of participants, how in-depth group discussions become, and how long game-play takes. You may find that the estimated length of time required for a particular module does not align with the time allotted for individual sessions in the course you are facilitating. Please note that every module is separated into a series of lessons, activities, discussions and games, so you can review it in advance, plan for an appropriate time to break, and begin your next session where you left off.


Tip: if you break up modules in this fashion, we recommend you set that expectation with participants in advance, so you do not appear to have run out of time.

Curriculum Legend: Each module includes several key components, meant to keep the workshop moving and provide breaks between lecture-style elements. Please watch for the following symbols to identify each element of the module you are facilitating:

 Facilitator notes (a summary of what should happen during a session. Facilitator notes provide an overview, which the facilitator can customize to reflect the format of their workshop/course)


 Lesson / presentation (facilitator-led teaching opportunities)


 Discussion (facilitator-led conversations, using provided questions. Facilitators are encouraged to respond to the conversation by adding their own questions whenever appropriate)


 Playbook (activities to be completed by participants in their curriculum work book. When a specific “right” answer is expected, an answer key is provided in your facilitator guide.)

 Activity (interactive or independent activities not included in the participant playbook)

 Game (interactive play-based opportunities, often using board games or digital games)

 Video (video presentations to be viewed by the group)

 Debrief (a discussion following an activity, game or video. Includes guiding questions and topics, and key points to cover when applicable)

 Independent work / homework (handouts or activities provided in the playbook, which are intended to be completed by participants independently. Some are reviewed, while others are for the participants personal information.)

Estimated time to complete this module: 1 hour and 45 minutes, not including a break.

Supplies required for this module:

- A whiteboard if available
- Computers with internet access for participants
- 2 or 3 Pieces of flipchart paper
- Markers in at least three colours
- A SmartBoard, or laptop connected to a projector and screen, with internet access
- Speakers connected to either the laptop or projector
- The PowerPoint Presentation “Strong Teams”
- One copy of the article “Five Traits of Effective Teams” for each participant
- The game “Forbidden Island.” Please contact Literacy Link South Central if you need to borrow a copy of this game for your course.

Pre-session preparation:

- Consider any take-away activities or “homework” you may have assigned at the end of the last session, so you can review them before starting this module.
- Write the following quote from Michael Jordan on a whiteboard or flipchart: *“Talent wins games, but teamwork and intelligence wins championships.”*
- Label two flipcharts. One should have the title “Team Players” and the other should have the title “Lone Players.”
- Look at the photograph provided on page 20, and think of a way to describe it. Record your description and keep in handy for when you are facilitating the PowerPoint presentation.
- Review the instructions for the game “Forbidden Island,” and if possible, play a round of the game with coworkers, friends or family to become familiar with it.
- Test the connection between the video game console and the overhead projector so you know which settings are required. The projector will need to be connected to the laptop earlier in the session to display the PowerPoint presentation and a video, but testing the setup will identify any issues and make it easier for the facilitator to switch it quickly when needed.
- Decide how you would like to have the group choose the topic for the next session and prepare any supplies you need.

Optional preparation:

- If you're not familiar with Michael Jordan and want to learn more about him, review the introduction on his Wikipedia page: https://en.wikipedia.org/wiki/Michael_Jordan
- For a deeper look at why diverse teams perform better, read the short study "The Pain is Worth the Gain," which you will reference during this lesson. The study has been included in the supporting documents for this module, and is also available for download through Research Gate using the link below:
https://www.researchgate.net/publication/23679810_Is_the_Pain_Worth_the_Gain_The_Advantages_and_Liabilities_of_Agreeing_With_Socially_Distinct_Newcomers

Introduction:

✍ Begin by welcoming participants and outlining the timing (including any breaks) for the session. Then, share the agenda. Note that the agenda is also in the participant playbooks for reference.

Agenda:

1. Quotable Quotes
2. Being a Team Player
3. Strong Teams
4. Five Traits of Effective Teams
5. Team play: Forbidden Island
6. Selecting the next session's topic
7. Wrap-up and take-away

Before you begin the first item on the agenda, take up or discuss any activities you may have asked participants to do between the last session and this one. They may be sharing observations from their life outside of class, letting you know what they learned from something you asked them to read, or describing an interaction they had with someone else.

Estimated time to complete: 5 minutes



Quotable Quotes

Point out the Michael Jordan quote written on the whiteboard or flipchart. This quote appears here, and in the learner playbook as well.

🗣️ Ask: Has anyone heard this quote before? Who is Michael Jordan, and why would he be talking about teamwork? While some people may have heard the quote, most people know Michael Jordan as a famous basketball player and the winner of numerous awards, including many MVP awards and 6 NBA championships. He's also a celebrity, a businessman, the inspiration for Nike's Air Jordan sneakers, an actor, and a billionaire.



🗣️ Ask: What do you think he means? Answers could include that it takes more than one person to develop a winning streak, that a lot of different things have to be in place to win, or that while an individual person's talent can make them a winner, you need a team around you to succeed in the long-term. Discuss these ideas, asking whether participants agree with Michael Jordan's statement, or whether they think there's a better way to describe teamwork.

✂️ Direct participants to go to online and find a quote about teams or teamwork that they connect to, and write it in the space provided in their playbooks. Ask them to record who said it, and find out why this person would be talking about teamwork. Let them know they have roughly 5 minutes to research before you call them back and ask them to share their quote, and explain why they picked it.

📖 Provide 5 minutes of research time, and then ask for a volunteer to share their quote. Ask them what it was about the quote that they liked, and who said it. Discuss the author of the quote and what they know about teamwork, making a note of when people quoted are well-known for being part of strong or successful teams. Continue this discussion so each participant has an opportunity to share and discuss their quote.

Estimated time to complete: 15 minutes. Time will vary depending on the number of participants.

Being a Team Player

🗨️ Ask: Who here would consider themselves a good team player? Ask them how they know they are. What sort of things do they do that demonstrate their ability to work well in a team? Answers could include that they pay attention to what their coworkers are working on, that they offer to help, that they can divide up responsibilities so more than one person can work on a single task, etc. If it doesn't come up, reinforce that being a good communicator is also an important part of working in a team.

📖 If the group struggles to answer this question, shift the conversation by asking who in the group has played a team sport like baseball or soccer. Repeat the questions, asking about what they did as part of their team.

📖 Record general themes on a flipchart titled "Team Players".



📖 Encourage the group to think about when they're playing games, especially collaborative games where they need to work with a partner or a group to win. Suggest they consider who they really like to play with in those circumstances.

🗨️ Ask: What is it that you makes you want to have them on your team? What do they do that makes them valuable? Answers should be similar to those offered in the first question, and could also include that the player sticks with the game plan instead of working solo, doesn't stab team mates in the back, reacts well in stressful situations, etc.

📖 Add these themes to the "Team Player" flipchart as well.

🗣️ Ask: What have you found difficult when working in a team with other people? Answers related to a work or school environment may include that others haven't pulled their weight, being told what to do by someone who isn't the boss, someone taking credit for work they didn't do, being rude, or that the participant is uncomfortable working with others. In a gaming environment, answers should be similar but could also include not being committed to seeing the game out.

📝 Record general themes on a flipchart titled "Lone Players."

🗣️ Ask the people who identified themselves as good team players how they've dealt with challenging teammates – almost everyone has worked with someone that they don't get along with at some point or another. Encourage people to share what they've tried in the past and what happened as a result.

📝 As suggestions are made, record them on the "Lone Player" flipchart in a new colour.

📝 If you have completed the module "Gaming is Good" with the group, remind them of the Bartle Test, and ask if people who scored high in the "socializer" category consider themselves to be team players?

📝 Wrap up this conversation by suggesting that very few jobs exist where you work in a silo – almost all of them require you to work with other people... a boss, coworkers, and people in other departments at the same organization. And frankly, when multiple people work together toward a common goal, you often achieve success far more quickly than you would alone – if you would be successful at all. That's why you often see Teamwork included in job postings – many employers are looking for it, although they describe it in different ways.

🗣️ Ask: What other ways have could a job ad describe someone who is good at teamwork? Answers could include ads looking for applicants who work well with others, are strong collaborators, are cooperative, or contribute to group projects.

Estimated time to complete: 10 minutes

Strong Teams

🗣️ Facilitate the lesson “Strong Teams.” Facilitator instructions and scripting are both included in this Facilitator Guide, and also in the “notes” section of the PowerPoint presentation.

📖 If you are comfortable with this material, the scripting does not need to be used word-for-word. It is there as a guide and to be referenced to assist you in this lesson as needed.

📖 The participant playbook contains accompanying information and places to record notes for this lesson.

Estimated time to complete: 25 minutes



At the start of our time together today we talked about the individual person in a team – what someone either does, or doesn't do, that makes us think they're a team player... or they're not.

🗣️ Ask: What does a good team look like when they're working or playing together? Answers might include that they all work towards the same goal, that they move as single unit rather than individually, that everyone has a specific role and they perform that role to the best of their abilities, and that they support and encourage one another. Share some of these suggestions if they aren't offered up by the group.

From the outside, a team that works together successfully seems to do so easily, recognizing each other's needs and responding to them without even being asked. It may seem effortless, but it takes a lot of work and some very specific choices in behaviour for a team to be this cohesive. So what is it these effective teams have?



In a strong team (CLICK), people **trust** one another enough to share their thoughts, feelings and ideas. That doesn't mean someone letting loose with a string of swear words to share that they're frustrated mind you... it's about being honest while being work-appropriate and respectful. Trust is knowing that you can ask for help without being judged, suggest a new way of doing things without it being dismissed out-of-hand, and that you can admit you've made a mistake without being ridiculed or seen as weak. It also means that when other members of the team share ideas or feelings, you respond supportively too.

Much of what we just mentioned is rooted in good communication skills, but there's a behavioural element at play here too. Members of a strong team are (CLICK) **dependable** – everyone on the team can rely on everyone else to do the job or complete the task that they've agreed on. As a team, they know that each member can be counted on, takes their work seriously, and won't abandon it to do something they think is more interesting at the time.

Knowing team members can be counted on is also demonstrated in the way they (CLICK) **support** one another. Most teams can accomplish far more together than the members would individually – and not everyone is an expert at everything. We all need a little help sometimes, and strong teams do a lot of that helping... supporting each other as they work towards both individual and shared goals.

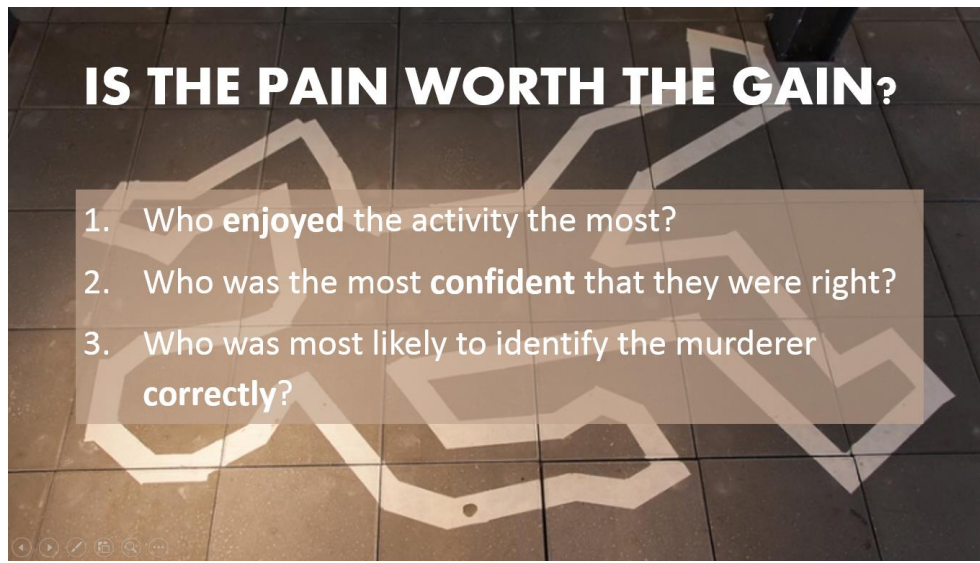
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There's a really big difference between the way an individual sport is played compared to how a team sport is played. Take tennis or squash for example. In either of those sports you're playing one-on-one – just you against another player. While you need to observe your opponent and strategize about the best way to beat them, you're doing it on your own – you win or lose based only on how well you're matched, combined with your own strength and decision-making.

🗣️ Ask: Can someone describe what it would look like if one player on a soccer or basketball team played like they were on their own? If they approached the game as if they were the only person who could earn points – never passing, never assisting, just playing the game independently despite having a team around them? Answers could include that the game would appear unorganized and disjointed, that the team as a whole would suffer, they'd probably end up with a much lower score in the game, and a lot of resentment would build.

🗣️ Ask: Has anyone heard the phrase “the whole is greater than the sum of its parts?” Once participants respond, ask them to tell you what that means in their own words. Answers should refer to the team being able to combine their individual strengths and achieve more than each player could on their own. Mention that this saying comes from a Greek philosopher named Aristotle who lived over 2,000 years ago, so it's an idea that's been relevant for a long time. In modern times, you might also hear people say “together, everyone achieves more,” which conveniently spells out the word T.E.A.M. Point this out to the group, and write it on a flipchart or whiteboard if one is available.

Finally, strong teams (CLICK) **respect** and value their members – not just because of what they can do for the team, but because they're human beings too, and everyone has value. It's important to point out that is especially true when team members are very different from one another. Strong teams not only recognize the differences between the backgrounds, values, lifestyles, experiences and beliefs of their members, but see the value in the new perspective that those differences bring. Interestingly, different opinions within a team can be one of its greatest strengths. Let me give you an example.



There was a really interesting study done through Stanford and Northwestern Universities that asked the question “is the pain worth the gain,” and here’s how it worked. Researchers brought together groups of people and challenged them to complete a task – in this case, solve a murder mystery. What makes the study interesting is how they put the groups (50 groups in total) together.

They were looking at what happens to both groups of people who are similar to one another, and groups where someone who is noticeably different was introduced. Further, they looked at the impact of whether the person who was different from the others agreed with or disagreed with the general opinions of the group. Let’s do some guessing here.

(CLICK)

🗨️ Ask: Who do you think enjoyed the murder mystery activity the most? Who had the most fun participating? Once participants share their answers, let them know that members of groups that had both the most similar people in them, and where the group unanimously agreed on the murderer, reported a higher level of enjoyment.

(CLICK)

🗨️ Ask: Now, consider not just whether it was fun, but how people thought they did in the challenge. Who would you guess felt the most confident that their group had identified the murderer correctly? When participants offer their answers, be sure to ask “Why do you think they felt so confident that they were right?” As part of that discussion, share that it was members of groups that had the most similar, agreeable people in them who finished the game feeling most confident that their group had figured out who the murderer was.

(CLICK)

🗨️ Ask: Finally, let's think about which groups actually did the best? Which groups were most likely to have correctly identified the murderer? Given the theme of this lesson, most participants will likely answer that it was the more diverse groups with different opinions that did better, and that is correct. Let the group know that by far, the groups where someone different was introduced, and that person had a different opinion than others, were more often correct.

We have to ask ourselves why. In part, the issue lies in not being challenged. The longer we go without someone suggesting a different perspective that makes us pause and reconsider, the more likely we are to think our views are the only ones that make sense. We become even more confident that our opinions are right when the people around us offer the same or similar perspectives too. We aren't challenged to stretch, learn, grow, and learn more about the experiences and realities of others. It's a very close-minded place to live.

Having your opinions or beliefs challenged isn't a very comfortable experience though, which is why so many of the people who were involved in groups where there were different types of people introduced who had differing opinions reported that they didn't enjoy the experience as much, nor were they as confident in their group's identification of the murderer. Being pushed outside your comfort zone may not feel great, but as the study showed, the pain is worth the gain.

Credit: Liljenquist, Katie and Williams Phillips, Katherine and Neale, Margaret A., The Pain is Worth the Gain: The Advantages and Liabilities of Agreeing with Socially Distinct Newcomers.



BUILDING RESPECT

So how can we handle that necessary discomfort – recognizing that both diversity and differences of opinion actually makes us a better team overall? Let's start by looking at how we described a strong team earlier... specifically, the part about respect.

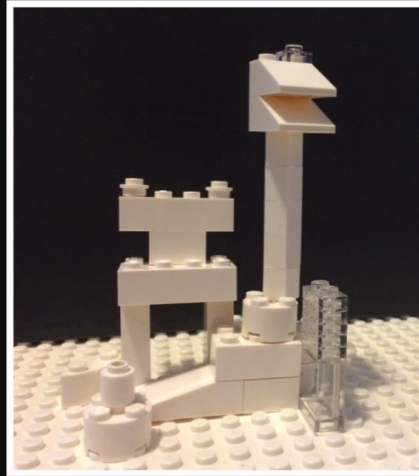
You may have heard the phrase that respect isn't given, it's earned... but I would challenge that it's carefully and deliberately built. You want to be respected and valued, and so does everyone else. So how do you build a culture of respect?

First, learn a bit about your teammates – find out how they are different from and similar to you. Don't necessarily grill them, but be observant and friendly – learn a bit about their backgrounds, what they like and don't like, and what's important to them. This knowledge is incredibly powerful, not only because it shows your teammates that you're interested in who they are, but because it helps you understand why they might see things differently than you do. It also gives you information you can use in casual conversation, and an understanding of what sort of topics to avoid. For example, if a teammate shares that they're a vegetarian you can probably skip talking to them about the best way to cook a steak. In the process of demonstrating that you respect their dietary choices, you're also building trust – another key element of a successful team.


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Second, remember that seeing things differently isn't the same as a disagreement. Everyone sees the world a little bit differently, coloured by their past experiences, their values and beliefs, and their perspectives. Too often when we don't see things the same way someone else does, it seems like an opportunity for debate or a contest to prove who's right. That sounds nothing like the supportive environment we just described. There's nothing wrong with different perspectives, and in fact hearing about them can help us grow and see the world around us differently.

WHAT DO YOU SEE?



In your playbook, you're going to see this picture. Take a moment to look at it, and then describe the object you're looking at in the space provided.

 Give the group two to three minutes to record their thoughts in the playbook.

 Ask: Can I get a volunteer to read what they wrote? When they are done, ask for another volunteer, and then another. There should be several differences in the way people describe it. Encourage conversation by asking participants to help you “*see what they saw*” in the photo. Share your own interpretation of this object as well.

Even though all of us were looking at the same object in this photo, we each described it differently. The photos were identical – they weren't taken from different angles to trick us into seeing different things. We were all looking at the exact same thing yet interpreted what we saw differently. This is a perfect example of having different perspectives, but not a disagreement. No one argued about whether someone else's description of what they saw was right – or pressured someone else in the room to change their description to match their own. We simply listened to what each person had to say, looked at the object to see how their description related to what's there, and then accepted it.

If we can approach other conversations with that same attitude, we can overcome a lot of the stress that comes from having differing opinions.

RESPECTING OUR DIFFERENCES

- Recognize emotional reactions
- Talk about the issue, not the other person
- Ask non-confrontational questions



When those differences of opinion are big, things get more complicated. As we just discussed, we all have different ways of seeing things, but when those differences are about ideas or topics that we value deeply, they can be harder to accept. This kind of difference of opinion is often interpreted as disrespect – and we’re working hard to build respect with our teammates. With that in mind, let’s look at a third way to build respect – it’s in the way we deal with differences.

The first thing to consider is our own emotional reaction. (CLICK) When someone sees things differently than we do, it can upset us, make us angry, hurt our feelings, or feel threatened – depending on the topic. And when we get emotional, we can lose our ability to communicate effectively by lashing out or getting defensive. So the first trick to handling conflicting opinions is to pay attention to how you feel about them, and try to separate those emotions from the issue. Remember, the other person’s emotions may be at play too, so those feelings of anger, threat, or hurt could be part of the conversation even if they’re not coming from you. Take a couple of deep breaths and refocus your attention on the facts. Controlling our emotional reactions can be hard, but recognizing that they can get in the way of communication is a good first step.

(CLICK) Recognizing our emotional response is closely followed by making choices about how we talk to the person we have a difference of opinion with. If someone’s perspective seems really off-base, our gut instinct might be to tell them so – bluntly. But team conflicts don’t get resolved by telling the other person their point of view is stupid. It actually works against us when we attack someone instead of talking about the issue – when we work against each other we’re not working toward a solution. The language we use when faced with differing opinions should focus on the actual topic rather than on the other person.

(CLICK) These issues can sometimes arise from miscommunication, or not understanding the other person's experiences or perspective. Remember what we said about diverse teams being the strongest? That means there's a very good chance that you won't have the same experiences to draw from. So start the conversation by asking questions about your teammate's opinion so you can understand why they have it in the first place.

This is a good place to practice the idea of choosing your words wisely too. Consider ways to ask where the other person is coming from that are non-confrontational, like "can you help me understand that?" instead of "how could you think that?"



RESPECTING OUR DIFFERENCES

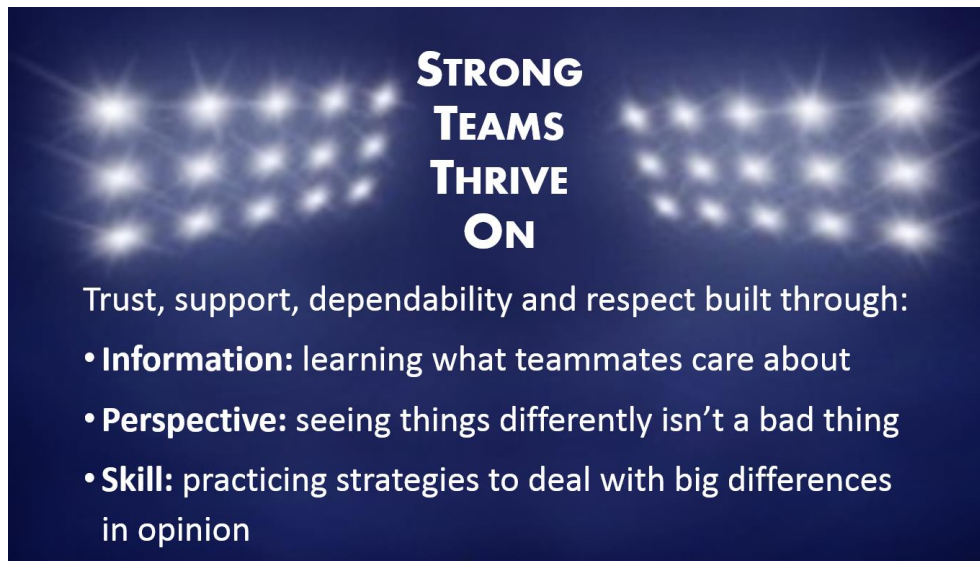
- Listen and think about what you hear
- Focus on “we” instead of “me”
- Think about the impact on the team

(CLICK) An important part of asking questions is listening to, and considering, the answers. Be open to the idea that in fact, you may not come to a place where you agree with your teammates completely – but you can arrive at a place where you understand and respect people’s opinions or beliefs even when they’re different than yours.

(CLICK) Another way words are powerful when you don’t see eye-to-eye with a teammate is that they can emphasize the separation between the people involved (for example, “you always do this” and “I can’t work with you”) or they can reference teamwork instead (for example, “we’re handling this really differently” and “we need to figure out how to get past this.”).

(CLICK) Focusing on the impact these differences have on other people in the team, or on the overall goals you’re trying to accomplish together, is another technique to focus the conversation. Is how you’re handling this difference of opinion disrupting your team’s ability to focus, damaging their reputation, or hurting their business? Often the impact of an internal disagreement is bigger than just the people immediately involved, and that can be an important shift in perspective.

You have the right to your opinion and so do others. And the goal here isn’t necessarily to change someone’s mind or debate until you reach an agreement, but to recognize that everyone has the right to different opinions. In strong, effective teams, people know how to express those opinions respectfully without trying to impose their opinions on others.



Members of strong teams have different perspectives and experiences. They can trust each other, are supportive, can depend on one another, and are respectful. The techniques we just discussed can help you build the skills you need to be part of a strong team. And there are more. Some we will talk about later in today's session, but if you take a look in your learner playbook, you'll see a space to make a note about a specific tool we want to make note of now while we're talking about differences of opinion.


📖 If the group **has** completed the Conflict Resolution module: remind them about the Thomas Kilmann Instrument (TKI), and that they've already learned about the different styles of conflict management. Let them know that since they have a good idea of what their own conflict management style is and how that style interacts with other styles, they have some excellent tools to help manage conflict in a healthy way. Suggest they revisit the tip sheet you provided during the module and consider how they might use it within a team of different types of people.

📖 If the group **hasn't** completed the Conflict Resolution module, let them know that when they do, they'll learn a lot about the different ways that people handle conflict. Tell them that using something called the Thomas Kilmann Instrument (TKI), they'll be able to both recognize their own conflict management style and others, and know how to best approach people with a different style so they can resolve issues successfully. Remind them they can vote for Conflict Resolution to be the next module at the end of this session, if they wish.

📖 If you're using this module as a stand-alone workshop and will not be using any of the other Game Changer modules, suggest participants write the words "Thomas Kilmann Instrument" (or

TKI) in the space provided. Recommend that after this workshop, they look it up on the internet so they can learn about the different styles of conflict management and how they could use them to resolve problems when working with a team of diverse and different people.

At the heart of almost all of what we talked about – from building respect through handling differences in opinion - are communication skills. If communication between team members is poor, the overall team can't be as strong and cohesive. There's been a lot of research into that as well, and I'd like to share some of it with you before we move on to today's game.

 This concludes the lesson.

Five Traits of Effective Teams

✍ Hand a copy of the article “Five Traits of Effective Teams” to each participant and ask them to read it. If you would prefer that participants read this article online, you can provide them with the following URL: <https://www.cnbc.com/2018/07/16/the-5-traits-of-the-most-successful-teams-according-to-google.html>

📖 Direct participants to answer the questions provided in their participant playbook. When they are done, take up the answers (provided below).



1. Over the past 20 years, time spent in collaborative activities at work has grown. By how much? **50% or more**
2. What was the name of Google’s five-year study? **Project Aristotle.**

✍ When taking up this answer, ask participants where they remember Aristotle coming up during today’s session. He was the philosopher credited with the saying “the whole is greater than the sum of its parts.”

3. The researchers found that what really mattered was less about **who is on the team**, and more about **how the team worked together.**
4. Which trait refers to team members not only understanding their own work and expectations, but also what their fellow team members are working on? **Dependability.**
5. What does “psychological safety” mean? **Answers may vary, but should reflect the idea of creating an environment that feels judgment-free, so that everyone can share their thoughts without fear. They may also reference team members feeling valued, as though their thoughts and input matter and contribute to the bigger picture.**
6. Discussing the “big picture” and the team’s direct contribution to and effect on an organization’s larger, long-term goals is an example of which trait? **Impact.**

7. How can you encourage Meaning in a team environment? **Answers may vary, but should include showing gratitude and appreciation for team members, providing positive feedback, offering to help, and saying thank you.**
8. What trait is being demonstrated when by the end of a meeting, the team understands how and what to do to achieve their goals. **Structure & clarity.**
9. Provide an example of how good communication skills are important as part of one of the five traits. Answers will vary, but any of the following could be expected:
 - **Clear communication is needed for team members to understand what's expected of them at work, and also know what their team members are working on (dependability)**
 - **Teams where members can share their thoughts without fear are demonstrating both good teamwork and strong, respectful communication (psychological safety)**
 - **You need good communication skills to discuss the “big picture” and explain how the teams work impacts it (Impact)**
 - **Providing positive feedback, offering to help, and saying thank you are all forms of good, and respectful, communication (Meaning)**
 - **A meeting leader has to be a good communicator for the team to understand what to do to achieve their goals (Structure & clarity)**

Estimated time to complete: 10 minutes

Team play: Forbidden Island

🗣️ Ask: has anyone in the group played the tabletop game “Forbidden Island” before? If they have, ask for their help in explaining the story and rules of the game to the group. Note that the game comes with instructions, and the document “Forbidden Island Game Play” is also available for reference if needed.

📖 Break participants into groups of 4, and provide them with a copy of the tabletop game “Forbidden Island.” If you have only one copy of this game, create teams so that partners or small groups work together as a single character.

🎮 Play the game Forbidden Island, moving between groups of players to provide support if facilitating a larger group, or playing along if working with a smaller group. Watch how game play proceeds, and how participants interact with one another during the game. Make a note of who communicates well with others, who acts as a team player vs. a lone player, and who demonstrates good planning skills.

❓ Debrief: Ask groups to share whether they were able to get off the island with the artifacts or not. If they were successful, ask what they thought made that possible. If they didn’t get off the island, ask what they think prevented them from doing so. Talk how they worked together as a team, provided and accepted feedback from one another, and what impact that had on the success of the game. Ask what skills they thought they demonstrated in the game, and what skills other players demonstrated. Reiterate the importance of the skills they identify, and how they can be used outside the gaming environment.



Estimated time to complete: 45 minutes, but note that this activity offers opportunities for flexibility in terms of timing. Game play may naturally run long, or short – depending in your time requirements, you can have the group(s) play the game more than once to build upon what they learned the first time and see if they are more successful the second time.

Selecting the next session's topic

📝 Thank the group for choosing today's topic, and let them know it's time to pick the focus for the next session. Share the list of remaining topics as shown below.

1. Verbal communication
2. Non-verbal communication
3. Observation skills
4. Decision making
5. Problem solving
6. Teamwork
7. Flexibility and adaptability
8. Work ethic
9. Conflict resolution
10. Resiliency

✂️ Take a poll: which of these topics would the group like to look at next? This poll should be done in the same format as the poll completed in the first session. A full list of possible polling options can be found in the Game Changers Course Facilitator Guide if needed.

📝 When the poll results are in, prepare for the topic chosen by reviewing that module.

Estimated time to complete: 5 minutes



Wrap-up and take-away

✍ Summarize part of today’s lesson. Let the group know that before the next session, you would like them to practice the first rule of building respect, which is to get to know more about someone who is different from them. Remind them of the study that proved “The Pain is Worth The Gain” – that respectful communication between people with different backgrounds, values, lifestyles, experiences and beliefs can not only build respect, but challenge team members to think differently and they often achieve more as a result. Let them know you’ll be asking about what they learned about someone else at the start of the next session.



✍ Ask for questions or comments about today’s session. Thank the group for participating, and remind them of the date and time of the next session. Please make a note of the homework assigned during this session, so you can review it during the session that follows.

Estimated time to complete: 5 minutes

✍ This concludes the module “Teamwork”.