

Who is Thiago and what are Framegames?

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This workshop-style presentation introduces the work of Sivasailam Thiagarajan, aka Thiago (<http://www.thiagi.com>) and his performance-based training activities called Framegames. Short overviews of each Framegame (i.e. Classify, Envelopes, Generic Board Games (GBG), Group Grope, Matrix Games and Take Five) are provided and participants are walked through the preparation and implementation phases of two games, Envelopes Group Grope and Classify. The presenter will also describe how these games have been used in his classes, Business English and Studies in Multicultural Economies, for the Faculty of Economics at a private university in west Japan. Participants will go away with some ideas for getting started with their own Framegames and list of references for further study.

Why use framegames?

New content – Off-the-shelf instructional games rarely provide the exact content you need. You can plug your own content into the framegames.

Certainty – Designing a new game is an unpredictable adventure. Framegames are a field-tested procedure that ensure successful outcomes.

Involvement – Players can load their own content into a framegame. This helps them gain an intimate understanding of the content.

Learning task – Most training objectives can be classified into types such as concepts and procedures. Framegames exist for each type of learning.

Definition

A framegame is a game that is deliberately designed to permit the easy switching of content. It is a game that can be applied to a wide variety of topics (Thiagi).

Framegames by Thiagi – CLASSIFY

CLASSIFY games can be used with different types of instructional objectives such as:

- to make fine distinctions among items
- to check an item against required criteria
- to review different steps in a process
- to select the most appropriate solution

Generic Instructions

1. Assemble game materials (e.g. job aids, list of items, Facilitator's Master List, Team Record Sheet)
2. Explain the classification scheme (e.g. what categories will be used).
3. Distribute the items to be classified.
4. Demonstrate the task.
5. Form teams.
6. Explain the rules.
7. Explain the scoring system.
8. Begin the first round.
9. Monitor the teams.
10. Announce the official response.
11. Award points.
12. Continue the game.
13. Coordinate an intermission.
14. Conclude the game.
15. Debrief the players.

Item Classification. This involves placing similar items into different concept categories.

Criteria Check. This involves identifying standards or criteria that are not met by particular items.

Process Review. This involves choosing the step of a process to which various items belong.

Solution Selection. This involves choosing the best solution for various problem situations.

Framegames by Thiagi – ENVELOPES

Two key elements of ENVELOPES are:

- two or more teams solve the same problem
- another team compares and evaluates the different solutions

Generic Instructions

1. Prepare the envelopes.
2. Prepare the rating scale.
3. Organize the participants into groups.
4. Seat the teams.
5. Brief the participants.
6. Distribute the stimulus envelopes and response cards.
7. Conduct the first round.
8. End the first round.
9. Conduct the second round.
10. Repeat the procedure.
11. Ask the teams to evaluate the response cards.
12. Ask the teams to announce the results.
13. Identify the winning team.
14. Debrief the participants.
15. Assign follow-up activities.

Possible objectives for ENVELOPES include:

- ABSTRACTS. Produce standardized summaries of readings.
- USES. Identify creative uses for common objects.
- MEETING MANAGEMENT. Effectively handle disruptive participants.
- TEAM PERFORMANCE. Make creative team presentations.
- COMPLAINTS. Select the most cost-effective response to a customer complaint.
- ANALOGIES. Create graphical analogies to explain complex concepts.
- SALES PITCH. Position different products to appeal to different market segments.
- ASSUMPTIONS. Examine basic assumptions behind different work processes.
- TRAVEL ENGLISH. Write short paragraphs for travel brochures.

Framegames by Thiagi – GBG (Generic Board Game)

GBGs can be used to create instructional games that deal with *processes* (e.g. step-by-step procedures) or *categories* (e.g. concept learning, fact review, solution selection).

Generic Instructions (Categories version)

Materials – Game board, Game cards, Game pieces, Feedback sheet, Die

1. Set up the game board.
2. Select the first dealer.
3. Deal the cards.
4. Determine the category for the round (dealer roles die).
5. Select cards.
6. Begin card display.
7. Move the piece.
8. Encourage objections.
9. Persuade the player.
10. Challenge the card.
11. Continue after the challenge.
12. Continue the first round.
13. Continue the game.
14. Conclude the game.
15. Debrief the players.

GBGs can be played by individuals or in teams. You can set a time limit and the player (or team) that has moved furthest along the game board wins.

Framegames by Thiagi – Group Grope

The GROUP GROPE Framegame is used to elicit responses to some prompt. After brainstorming for as many responses as possible, individuals choose the best responses. Teams are then formed and work together to prepare some graphical representation of their top three responses.

Generic Instructions.

1. Give each participant four blank cards and ask them to write responses to the prompt. After 5 minutes, collect the cards and mix them with your prepared cards.
2. Randomly distribute three cards to each participant. Ask everyone to study the items on the cards and to arrange them in order of personal preference. While participants do this, spread the leftover cards on a large table.
3. Ask participants to exchange the cards they don't like with those on the table. Allow a couple of minutes for this activity.
4. Ask participants to exchange their cards with each other. Every participant should exchange at least one card and may exchange any number. Stop this activity after 3 minutes.
5. Ask participants to form teams. There is no limit to the number of participants who may join the same team, but no team may keep more than three cards.
6. After an appropriate pause for the teams to discuss and discard, instruct each team to prepare a graphic poster (without any text) to reflect its three final cards.
7. After a suitable pause, ask each team to read its three final cards and present its poster. Comment on each presentation. If appropriate, identify the best presentation and give an award to the team that created it.

Framegames by Thiagi – TAKE FIVE

TAKE FIVE games can be used for a variety of purposes, and is well-suited to teamwork, testing and training. Some specific uses in teamwork situations include:

- Problem solving
- Forecasting
- Policy formulation
- Strategic planning
- Change management

Specific uses of TAKE FIVE games in testing situations include:

- Constructing tests and other data-collection instruments
- Collecting information from focus groups
- Conducting a needs analysis
- Operationalizing abstract concepts and soft skills
- Gathering inputs from stakeholders

Two ways in which TAKE FIVE can be used to help players achieve training goals are:

- To structure an activity through which players learn from one another
- To review and reinforce principles and procedures learned through other methods and media

Generic Instructions

1. Brief the players.
2. Begin with individual brainstorming.
3. Form teams.
4. Assign teamwork.
5. Ask the teams to narrow down their lists.
6. Prepare a common list.
7. Ask the teams to select the best idea.
8. Explain the scoring system.
9. Conduct the first round.
10. Award points.
11. Rank the top idea.
12. Continue the game.
13. Break ties.
14. Conclude the game.
15. Award scores for the original lists.
16. Debrief the players.
17. Follow up

TAKE FIVE games can be shortened or lengthened to match the allotted time.

Framegames by Thiagi – MATRIX GAMES

MATRIX GAMES are well-suited to exploring interrelationships among ideas.

Generic Instructions

1. **Get ready.** Prepare a transparency or game board showing the matrix with labels for its columns and rows, as well as examples of different types of statements.
2. **Organize the players.** You will need at least 3 players. This team can also be played in teams. Two individuals (or teams) compete against each other, and the third one acts as a judge. Each team selects a symbol.
3. **Explain the object of the game.** The first team to occupy all the squares on any row, column, or main diagonal wins the game. If neither team can achieve this, the team with the most squares wins.
4. **Specify the statements.**
5. **Begin the game.** Decide which team goes first. Ask this team to select any square and to write down an appropriate statement on a piece of paper. The opposing team also writes down its statement for the same square.
6. **Ask for the judging team's decision.** If there is no challenge, the judging team decides whether the statement is acceptable or not. If the statement is acceptable, place the team's symbol in the selected square. Otherwise, leave blank.
7. **Continue the game.** Alternate between teams, asking them to select squares and to write down appropriate statements.
8. **Conclude the game.** The game ends when one team occupies all the squares in a row, column, or main diagonal.

Why? Training, Testing, Teamwork

When? Before training, during training, after training

What? Concepts, People, Solutions, Events

How? Comparison, Cross impact, Cause-effect relationships, Selection, Perceptions.

Framegames Workshop

- 1 Group Grope (Study Skills/Strategies Advice)
 - 1.1 Warm Welcome (and keep an OPEN mind)
 - 1.2 Four index cards
 - 1.3 Explain, “write four advice for studying a foreign language/in our department”
 - 1.4 Collect opinion cards, mix in prepared cards (appendix 1), shuffle and deal out three cards each.
 - 1.5 Ask to arrange the cards in order of preference (1st choice on top). Put leftover cards on side table.
 - 1.6 Ask to exchange unwanted cards with replacements from table.
 - 1.7 Ask to exchange with other members (mingling).
 - 1.8 Participants organize themselves into teams, select the best three cards for the group, and prepare a graphic poster (no words) that summarizes these three cards.
 - 1.9 Conduct a show-and-tell session where team members try to interpret the other teams’ posters.

Appendix 1 (Replacement Cards)

- Keep a notebook for new words and expressions.
 - Repeat everything you hear as you listen to CDs or the radio (shadowing).
 - Read lots of easy and interesting books.
 - Try to use new words in your original sentences.
 - Practice scanning for specific words and skimming for general meaning (reading sub skills).
 - Try to think in English as you go about your daily life.
 - Read and listen to English every day.
 - Keep a diary or journal for writing your experiences, ideas, opinions, etc. everyday.
 - Use word cards for remembering new words.
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- Keep a notebook and take careful notes.
 - Review your notes with a classmate.
 - Think about how to apply what you learn in new situations.
 - Complete reading assignments soon and review again before the next meeting.

2. Why use framegames? (Look at handout)

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Certainty – Designing a new game is an unpredictable adventure. Framegames are a field-tested procedure that ensure successful outcomes.

Involvement – Players can load their own content into a framegame. This helps them gain an intimate understanding of the content.

Learning task – Most training objectives can be classified into types such as concepts and procedures. Framegames exist for each type of learning.

3. Definition (Look at handout)

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4 Classification (Classification Under Learning Domains)

- 4.1 Explain the criteria. Distribute Learning Domain Glossary (Appendix 2). Confirm that everyone understands each domain.
- 4.2 Distribute items to be classified, List of Instructional Topics (Appendix 3). Ask to review the first few topics and decide how to classify.
- 4.3 Demonstrate the task. Ask players to suggest suitable categories for the first item. Respond and show how this first topic belongs to the P (psychomotor) domain.
- 4.4 Team Formation. Organize the players into 3 or more teams of equal size. Distribute the Team Record Sheet.

5 Flow of the Game

- 5.1 Explain the rules of the game. You will call out the topic number. All teams will review the instructional topic, identify the learning domain it belongs to, and record the initial letters of the domain on the record sheet. If the topic belongs to more than one domain, teams should record only the primary domain.
- 5.2 Explain the scoring system. You will announce the official classification (based on the opinions of a panel of experts) for the topics. Each team that selected this domain will receive one point for choosing the right domain and one additional point for each team that chose a wrong domain.

- 5.3 Begin the first round. Use your Master List to call out the first topic number. Ask the teams to discuss the instructional topic, to select the appropriate learning domain, and to note it down on their Team Record Sheet.
- 5.4 Monitor the teams. Circulate among the teams, clarifying the procedure if necessary. Check to see if the teams have recorded their response. If a team holds up the progress of the game, give it a 10-second time limit. (blow the Thiago horn)
- 5.5 Announce the official response. When all teams have recorded their response, refer to the Master List and announce the official domain.
- 5.6 Award points. Award a point for each team that has recorded the correct domain. Then award additional points equal to the number of teams that missed the domain.
- 5.7 Continue the game. Repeat the same procedure of calling out a topic number, asking the teams to record the primary domain, announcing the experts' classification, and computing the scores.
- 5.8 Coordinate an intermission. At the end of the fifth round, tell the teams to spend the next 3 minutes planning for future rounds. They can use this time to consolidate their learning and to review the handouts. Pause for 3 minutes and then continue the game as before.
- 5.9 Conclude the game. At the end of playing time, announce the conclusion of the game. Ask the teams to add up their scores. Identify and congratulate the winning team.
- 5.10 Debrief the players. Ask the players to discuss what they learned from playing the game. Use a variety of questions to review the learning domains and to relate them to the workplace (classroom). Here are some suggested types of questions.

- Which domain is the most difficult one to understand and to apply?
- Which domain should be split into two (or more) narrower domains? Why?
- Which domains should be combined into a single broader domain? Why?
- Should we add more domains to the system? What additional domains do you suggest? Why?
- Should we remove any domain from the system? Which domain should be removed? Why?
- Which domain occurs more frequently in your workplace? Give some examples of instructional topics that belong to this domain.

Appendix 2 (Learning Domain Glossary)

Appendix 3 (List of Instructional Topics)

Learning Domain Glossary

All learning topics involve an OBJECT that the learner becomes involved with. These objects can be tangible or intangible. Depending on the nature of the primary object, a topic can be classified according one of four learning domains (psychomotor, cognitive, interpersonal and affective).

Psychomotor Domain (P). This domain involves learners interacting with physical objects such equipment or supplies. The psychomotor domain usually involves the use of hands other parts of the body. Sample topics in this domain include *using the mouse on a computer, playing tennis, and dancing.*

Cognitive Domain (C). This domain involves learners interacting with factual information, concepts and principles. The cognitive domain often involves the use of the mind such as memorization, classifying examples, or applying rules. Sample topics in this domain include *memorizing an algebraic formula, identifying a cause-result relationship, calculating the return on an investment.*

Interpersonal Domain (I). This domain involves the learner interacting with other people (individuals and groups). The interpersonal domain usually involves different forms of communication (verbal and non-verbal). Sample topics in this domain include *giving relevant feedback, managing a meeting, negotiating with a customer.*

Affective Domain (A). This domain involves the learner interacting with such things as emotions, feelings, values, beliefs, and attitudes. The affective domain may focus on a person's own feelings or the feelings of others. Sample topics in this area include *motivating co-workers, handling a customer complaint, valuing diversity.*

List of Instructional Topics

1. Accepting feedback
2. Three Letter airport codes
3. Coaching
4. CPR
5. Delegating responsibilities
6. Designing a computer game
7. Fair Play
8. Firing an employee
9. The Heimlich maneuver
10. Honesty
11. Juggling
12. Making a presentation
13. Memorizing a price list
14. Historical events
15. Playing a trivia game
16. Playing chess
17. Problem solving
18. Risk taking
19. Recalling customer information
20. Touch typing

Team Record Sheet

Round Number	Topic Number	Learning Domain	Game Points
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Facilitator's Master List

Sequence	Topic	Domain
1	11. Juggling	P
2	20. Touch typing	P
3	13. Memorizing a price list	C
4	5. Delegating responsibility	I
5	10. Honesty	A
6	4. CPR (Cardiopulmonary Resuscitation)	P
7	19. Recalling customer information	C
8	1. Accepting feedback	I
9	6. Designing a computer game	C
10	9. The Heimlich maneuver	P
11	2. Three-letter airport codes	C
12	3. Coaching	I
13	15. Playing a trivia game	C
14	7. Fair Play	A
15	8. Firing an employee	I
16	12. Making a presentation	I
17	16. Playing chess	C
18	17. Problem solving	C
19	18. Risk taking	A
20	14. Historical events	C