



# The Board Game Body Shop

## Grease Monkey Shop Manual

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# Lift the Hood

## Content

Content refers to the information being taught. David Kolb has written about the cycle of experiential learning. This involves Doing, Reflecting, Theorizing, and Practicing. Information must be grasped and understood by learners. But it must also be transformed by learners to fit their situation and needs.

Lift the Hood on the games at this pit stop! Look for examples of different ways they help learners grasp information or transform it. What types of player involvement are used and how do they promote learning?

### Player Actions

Game	Closed Questions	Open Questions	Categorize or Sequence	Make or Do Something	Grasp or Transform
Family Folklore					
Origins					
The Change Game					
Cranium					
Flip 'Em					

Feel free to add examples of other games that you can think of or that you see at other pit stops.

*Turn the page to find out how the type of game board can affect the learning.*

# The Game Board

## Content (continued)

There are two basic types of game board: simulator or score keeper.

As a simulator, the game board can represent or reflect a real world process with the associated stages and steps. This is like Monopoly or Candy Land. Players advance by throwing dice, turning a spinner, or answering questions.

As a score keeper, a game board helps players see what they have already accomplished as in the case of Trivial Pursuit.

A matrix board (like tic tac toe) is a variation of a score keeper. A matrix can permit participants to occupy a space by providing the best answer that suits the coordinates of the space.

### Game Board

Game	Simulator	Scorekeeper	Matrix
Family Folklore			
Origins			
The Change Game			
Cranium			
Flip 'Em			

Feel free to add examples of other games that you can think of or that you see at other pit stops.

# Assembly Line

## Construction

Construction refers to the making of board games. What materials are used for boards, cards, pieces, and packaging? How are they reproduced? What low cost techniques and tricks can be exploited? What alternatives to traditional board game materials might there be?

Examine the games at the Assembly Line pit stop to see if you can figure out how they were made. What alternative materials and methods can you suggest?

Board Game Materials

Game	Board	Cards	Playing Pieces	Other Props
PowerShift				
Double Exposure				
Black & White & Gray				
Cosmic Questions				

Feel free to add examples of other games that you can think of or that you find at other pit stops.

# Trick Your Ride

## Contrivance

Contrivance refers to the elements of a game that invite play. What makes it fun? Does it have a playful feel? Why? How are elements of story, metaphor, and fantasy employed to make it interesting? Is it competitive or cooperative? How much of a player's success is based on chance or luck as opposed to skill or knowledge?

### Contrivance

Game	Elements of Playfulness	Story Metaphor	Competition / Cooperation	Skill / Luck
Cosmic Questions				
Dream Quest				
Whoonu				
Break the Safe				

Feel free to add examples of other games that you can think of or that you find at other pit stops.

# Design Your Chassis

## Build a Game

This pit stop has materials to inspire your own game invention.

**My Idea:** \_\_\_\_\_

### Content

Determine the performance gap you want to address. What do you want people to do differently? How will people gain information (grasping); how will they practice skills (transforming)? If you wish, use the decision tree on the next page to focus your thinking.

What's the most appropriate type of game board: simulator, scorekeeper, or matrix?

### Contrivance

What is an appropriate story or metaphor for your topic? If you like, choose a Chiji Card or an Expressions Card as a metaphor then run with the idea. How might you stretch that metaphor to make the game playful, engaging, and fun?

Alternatively, play with some of the toys until one inspires a story or fantasy for your game.

Also, what balance do you want between skill and chance?

### Construction

What simple materials can you use for a prototype? (Sometimes the available materials can suggest a story or metaphor.) How elaborate do you want, or need, to get?

## References

Kevin Eikenberry, The Kevin Eikenberry Group, [www.kevineikenberry.com](http://www.kevineikenberry.com). Kevin has several newsletters and a blog focused on leadership, learning, and a playful approach to teamwork.

North American Simulation and Gaming Association, NASAGA, [www.nasaga.org](http://www.nasaga.org). Keep in touch with game designers and users on the list, read *SIMAGES*, the quarterly newsletter.

Brian Remer, The Firefly Group, [www.thefirefly.org](http://www.thefirefly.org). Sign up for the monthly *Firefly News Flash* and get ideas about playful ways to make learning interactive, inclusive, and fun.

Sivasailam Thiagarajan, The Thiagi Group, [www.thiagi.com](http://www.thiagi.com). Search here for game ideas, game theory, game taxonomies, and free downloads including Thiagi's monthly *GameLetter*.

## Resources

Celebrate Express, <http://www.celebrateexpress.com/>. Mostly party supplies but look under party favors for game token ideas.

The Game Store, <http://www.thegamestore.com/>. Supplier for dice and other game-making supplies.

Moo Cards, <http://www.moo.com/>. Create your own deck of cards. Backs can have same or different images. A deck of 50 business size is about \$22.

Oriental Trading Company, <http://www.orientaltrading.com/>. Browse at Oriental Trading for cheap toys in massive quantities.

Trainer's Warehouse, <http://www.trainerswarehouse.com/>. Great source for all kinds of training materials and toys.

**Identify the Performance Gap  
then decide how much of it you want to take on by  
determining the Learning Goal**

<b>For Each Type of Performance Gap ...</b>	<b>Your Game Must ...</b>	<b>With Opportunities ...</b>
<p>Knowledge (e.g. information, facts, statistics)</p>	<p>Provide information (a process of grasping and transforming)</p>	<p>To grasp information: provide an experience, give information, discover, memorize</p> <p>To transform information: categorize, classify, organize, compare, contrast, determine steps of a process, solve a problem</p>
<p>Skills (e.g. active listening skills, computer programming skills, customer service skills)</p>	<p>Provide practice and feedback</p>	<p>To practice in small “bites,” over time, with repetition, experimentation, and just the right challenge</p> <p>To receive feedback that is positive, timely, relevant and includes explaining, modeling, and coaching</p>
<p>Attitudes (e.g. openness to cultural diversity, insight into harassment issues, investment in corporate mission)</p>	<p>Provide an environment for unfreezing, transforming, and refreezing of attitudes.</p> <p>Touch people on an emotional level.</p>	<p>To listen to others with openness and flexibility: what’s right is relative</p> <p>To question one’s own beliefs, attitudes, values, assumptions, social norms</p> <p>To redefine one’s own attitudes: What do I know? How do I know? Why do I believe?</p>
<p>Work Environment (e.g. performance reviews that dovetail with incentive systems, quality reviews that coincide with production quotas)</p>	<p>Correct misalignments between organizational culture, policies, incentives, procedures, benefits, resources, technology, tools, etc. This is controlled by managers with important input from whoever is most affected.</p>	<p>To address in a game, simulation, or learning activity by using an analogy or metaphor to represent the misalignments.</p>

