Guess that Motivation

Players: 3-4 | Type: Table top | Time: 30 - 45 min

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Guess that Motivation Rules

In this game, you will be acting as students in a classroom setting of your choosing.

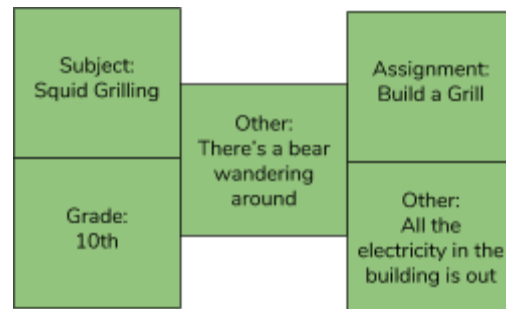## If you have questions, please see the FAQs after the rules.

1) As a group, take 5 - 10 min to decide the context of your game classroom or choose a preset classroom. Answer these questions:

   a) What **subject/topic** is the class learning?
   b) What is the class **assignment**?
   c) What **grade** are the students in?

   Feel free to come up with **more ideas** to flesh out the class.
   Tip: Use Post-It Notes to note down the classroom contexts.

Subject: Squid Grilling		Assignment: Build a Grill
	Other: There's a bear wandering around	
Grade: 10th		Other: All the electricity in the building is out

2) Choose 3 random motivation topics to start with. Each player takes a motivation tile with those topics and builds their playing board. **Every player should have the same 3 motivation topics.**

Choose 3 random motivation topics

Ex: 1, 3, 8
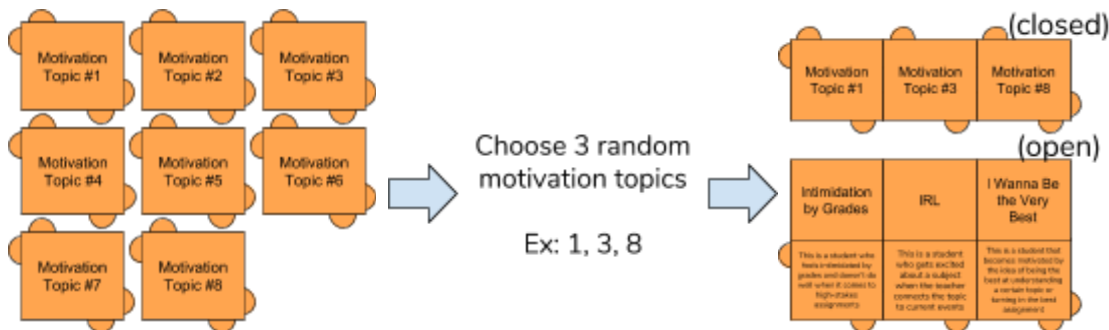
3) Choose **one person to start as the "Student"** and everyone else in the group will be "Guessers." The round begins when **the Student chooses one** of the motivation topics. Do not reveal it yet.


4) The Guessers will now present **a total of 5 situations** that happened in the classroom in order to narrow down which motivation topic the Student chose, taking turns **starting with the person to the Student's left and going in a clockwise direction**. An Asker is **free to skip their turn** and it won't count as a question.

Here's the Format:

The Guesser **presents a situation.** The guessers will describe a situation that may happen in the game classroom the players have designed. The Student must **act out their reaction** to the situation according to the motivation topic they chose. **Read the section called "Situation Presenting" to find out more.**

See the back for an example.

5) At any point during the round, a Guesser can **call "Pause"** and they will be given an attempt to **guess which motivation topic** the Student chose. **If the Guesser guesses wrong, they lose 3 points.**
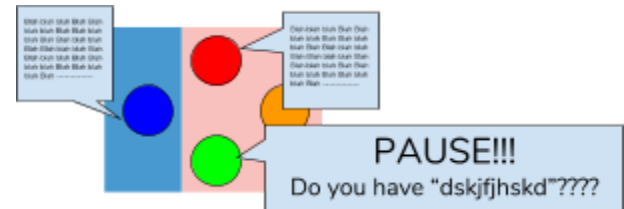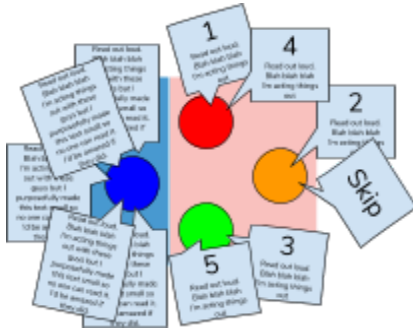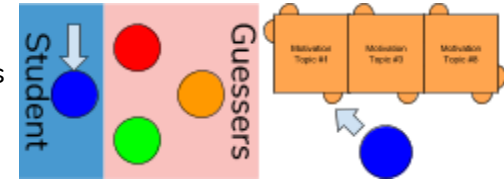
6) The round ends if:
   - **One of the Guessers is able to guess correctly:** The **Student gains 3 points** and the **Guesser that guessed correctly gains 5 points**. The Guesser that guessed correctly now becomes the new Student.
   - **None of the Guessers guess correctly after presenting 5 situations:** **No one gains any points** and the Student remains the Student for the next round of questioning.
   - **All except for one of the motivation topics have been guessed:** **No one gains any points** and the Student remains the Student for the next round of questioning.

7) Before the next round begins, the Student **chooses another motivation topic.** Everyone adds the corresponding motivation tile to their board. The Student now has one more possible motivation topic to choose from.
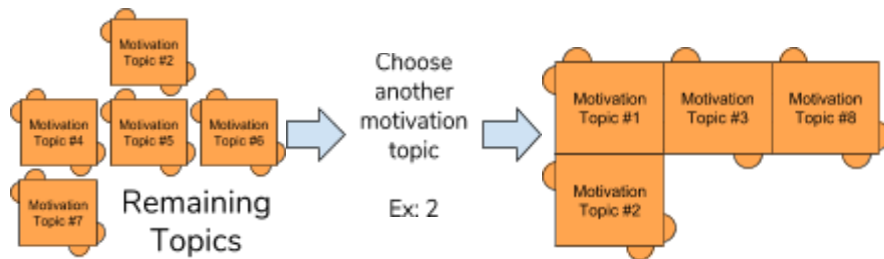
8) **The game ends** once the group has played **2 rounds with all possible motivation topics in their game board.** The winner is determined by who has the **most points at the end** of the game.
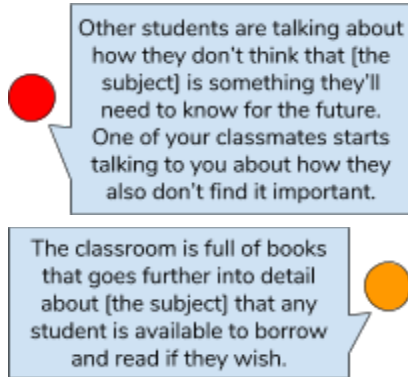
Presenting a Situation

There are 3 ways to **present a situation** in this game: [1] Give a statement about class dynamics, [2] inform about a new system the teacher has implemented, or [3] ask a question as a teacher.

(1) Classroom Observation

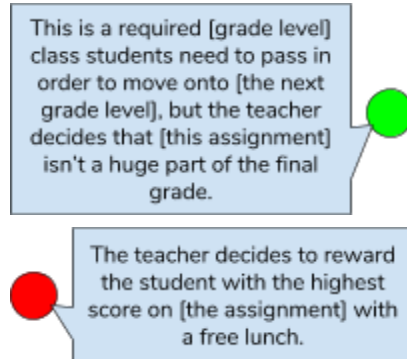The Guesser describes something happening in the classroom.

Examples:

🔴 Other students are talking about how they don't think that [the subject] is something they'll need to know for the future. One of your classmates starts talking to you about how they also don't find it important.

The classroom is full of books that goes further into detail about [the subject] that any student is available to borrow and read if they wish. 🟠

(2) Teacher Intervention

The Guesser describes something a teacher may do to try to motivate their students.

Examples:

This is a required [grade level] class students need to pass in order to move onto [the next grade level], but the teacher decides that [this assignment] isn't a huge part of the final grade. 🟢

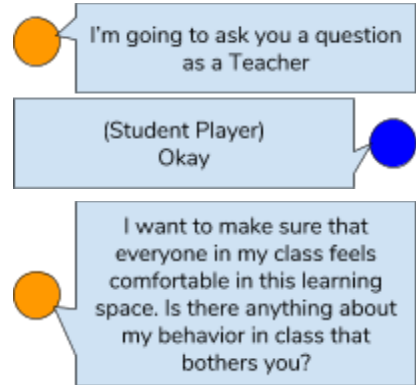🔴 The teacher decides to reward the student with the highest score on [the assignment] with a free lunch.

(3) Stage an Interview

The Guesser decides to act like a Teacher and asks the Student one or two questions.

Example:

🟠 I'm going to ask you a question as a Teacher

(Student Player) Okay 🔵

🟠 I want to make sure that everyone in my class feels comfortable in this learning space. Is there anything about my behavior in class that bothers you?
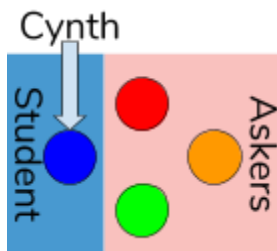
FAQ

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How do we "flesh out" the classroom?	**Describe extra situations -** a past game included that a bear was wandering the campus **Add classroom dynamics -** another game included the fact that this was a project-based class **Add a time frame -** perhaps this is the end of the year **You are not limited to just these extra details.** The more details you add, the richer the game play becomes.
How do I "present a situation" to the Student player?	**See the previous page called "Presenting a Situation."**
When we are choosing random motivation topics, does each player get their own unique set of topics?	**No, everyone should have identical game boards.** This means that if the group chooses topics 1, 3, and 8, everyone should get one motivation tile for each of the topics. Now everyone have tiles for 1, 3, and 8 in front of them.
When can I call "Pause" in a game?	**Any time during the round**. This is includes while either the Guesser or the Student is speaking, in between scenes, and a minute after the last scene .

Example of One Round

Circumstances

The Student, Cynth, chooses "Intimidation by Grades: Some students feel intimidated by grades and don't do well when it comes to high-stakes assignments."
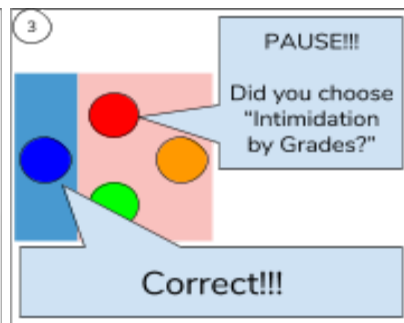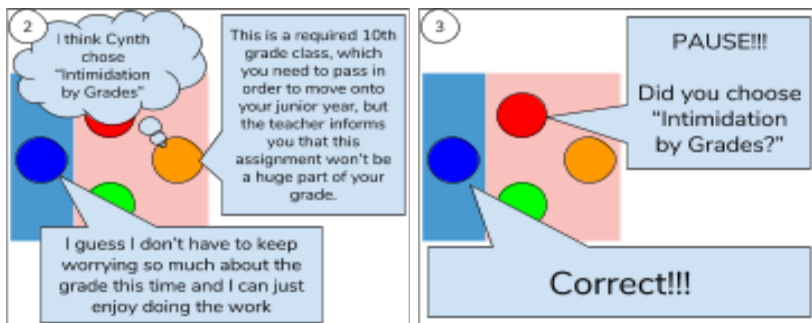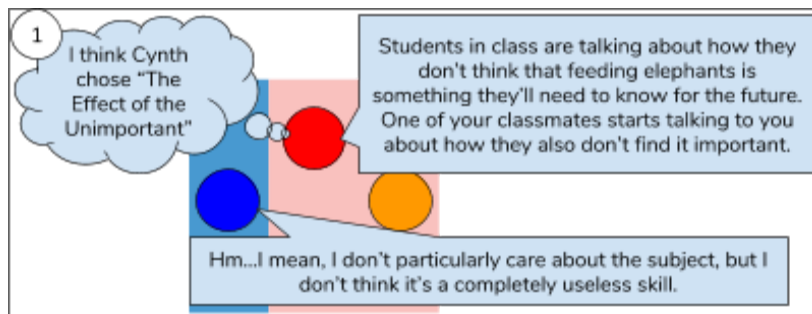
Cynth gains 3 points and Red Asker gains 5. Red Asker becomes the new Student.