Guess that Motivation

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

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.
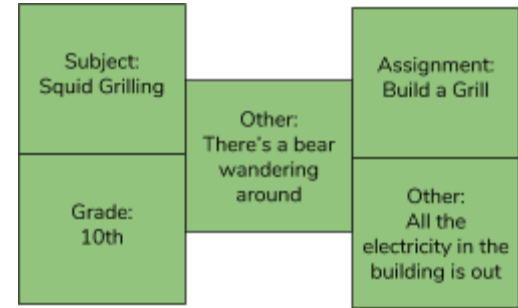
2) Choose 3 random motivation topics to start with. Each player takes a motivation tile with those topics and builds their playing board. **Every player should have the same 3 motivation topics.**
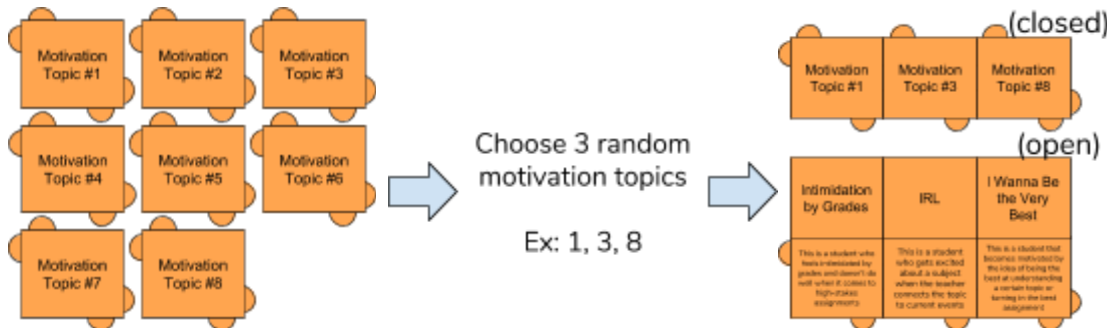
3) Choose **one person to start as the "Student"** and everyone else in the group will be "Guessers." The round begins when **the Student chooses one** of the motivation topics. Do not reveal it yet.
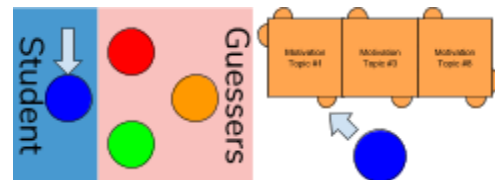

4) The Guessers will now present **a total of 5 situations** that happened in the classroom in order to narrow down which motivation topic the Student chose, taking turns **starting with the person to the Student's left and going in a clockwise direction**. An Asker is **free to skip their turn** and 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.
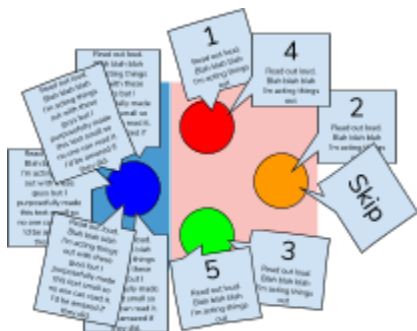
Please see the back for an example.

5) At any point during the acting, an Asker can **call "Pause"** and they will be given an attempt to **guess which motivation topic** the Student chose. **If the Asker guesses wrong, they lose 3 points.**

PAUSE!!!
Do you have "dskjfjhskd"????
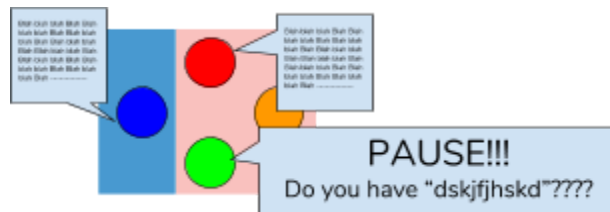
6) The round ends if:

- **One of the Guessers is able to guess correctly:** The **Student gains 3 points** and the **Asker that guessed correctly gains 5 points**. The Asker 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.

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.
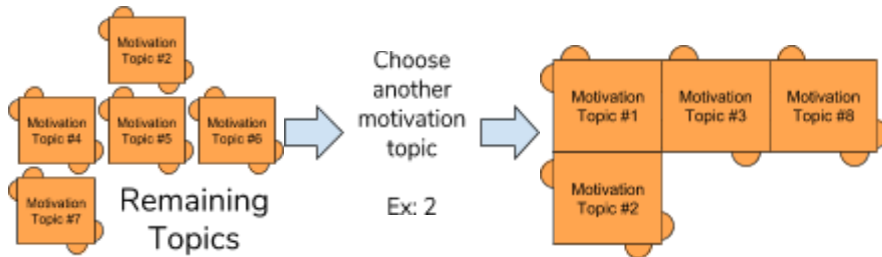
8) **The game ends** once the group has played **2 rounds with all possible motivation topics in their game board.** The winner is determined by who has the **most points at the end** of the game.

FAQ

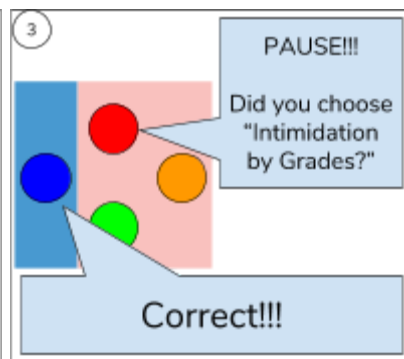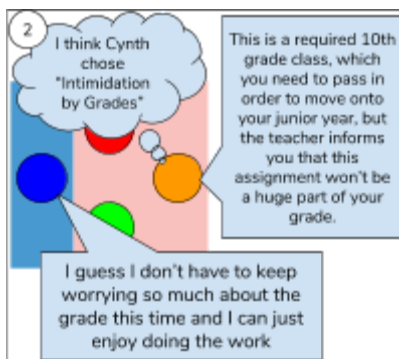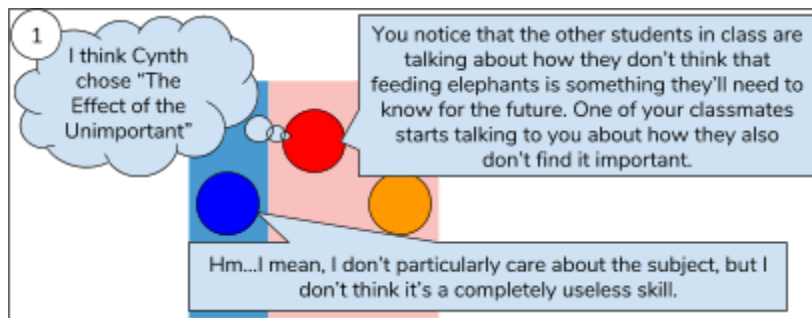|	
How do we "flesh out" the classroom?	**Describe extra situations -** a past game included that a bear was wandering the campus **Add classroom dynamics -** another game included the fact that this was a project-based class **Add a time frame -** perhaps this is the end of the year **You are not limited to just these extra details.** The more details you add, the richer the game play becomes.
Do we have to be realistic when making our classroom?	**Not at all.** Cynth and Nicole, the game creators, actually encourage building classrooms that a bit "out there." However, in the end, it's really the players decision on how they want their game to go.
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 acting**. 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

Subject: Feeding Elephants

Grade: 10th

Other: There's a bear wandering around

Assignment: Create a procedure on how to feed elephants

Other: All the electricity in the building is out
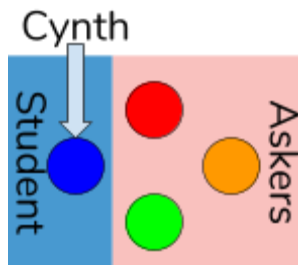
Cynth

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."

1 I think Cynth chose "The Effect of the Unimportant"

You notice that the other students in class are talking about how they don't think that feeding elephants 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.

Hm...I mean, I don't particularly care about the subject, but I don't think it's a completely useless skill.

2 I think Cynth chose "Intimidation by Grades"

This is a required 10th grade class, which you need to pass in order to move onto your junior year, but the teacher informs you that this assignment won't be a huge part of your grade.

I guess I don't have to keep worrying so much about the grade this time and I can just enjoy doing the work

3 PAUSE!!!

Did you choose "Intimidation by Grades?"

Correct!!!

Cynth gains 3 points and Red Asker gains 5. Red Asker becomes the new Student.