

The Sequencing Game

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Purpose: To design a simple instructional game concerned with sequence of steps in a task, process, or operation.

1. Organize in groups of three to five people. Create pairs of groups.
2. Decide on some vocational, domestic, or self-care skill task that involves five to ten steps which must be performed in a particular order. Within a given vocational area, (e.g., food service management or electrical appliance repair), select a particular task, (e.g., clearing restaurant tables or identifying and correcting a shorted toaster). Or if you are concerned about a non-vocational skill, consider a task such as making a bed, brushing your teeth, or washing a window.
3. Write a list showing each of the steps necessary to perform the task. Break the task down into explicit steps. Describe each step carefully but briefly.
4. After the list is refined, print each step on separate 4x6 cards (using different handwriting, if possible, for each step). Do not write a step number on the card.
5. In the lower left corner of each card put a letter, a cue, so that your group will have a record of the correct order of steps. Now shuffle the cards.
6. Exchange your stack of shuffled cards with those written by another group.
7. Try to understand the tasks on the cards you receive from another group and put the cards in proper sequence as you see them. This step is a race to see which group can first identify the sequence of steps designed by the other group.
8. Scoring: The group that correctly completes the sequence first, gets ten points. The other group is allowed one minute to complete their sequence. This group is given eight points.
9. Scoring deductions: Each sequence is checked by the other group. Each card out of order is removed one by one until the remaining cards are representative of the correct sequence. Each card removed takes one point off the team score. Determine the winner. Discuss the errors of sequence.

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10. Each pair of groups will now jointly design one other variant of the game to be played against another pair of groups. For example: shuffle together the cards for two tasks; leave out one step from a task and give opponents a blank card with instructions to find the "gap" and write it out. Be prepared to describe the objectives each variant will serve.
 11. After a new variant of the game is designed, write the instructions, step by step, in the form of the sheet you are now reading (#1 through #9 above).
 12. If time permits, you will be asked to teach your new game to another pair of groups.