Smart Games for Smarter Learning

Game of Throwns

Teams Need Valued, Common Goals

Exploring the experience of not knowing

As a result of participating in this activity, learners will:

1. Use a simple dice game to learn about what happens to teams when agreements have not been reached.
2. Compare the experiences of new team members to those of established teams.
3. Propose strategies for helping new team members integrate as quickly and effectively as possible into their new teams.

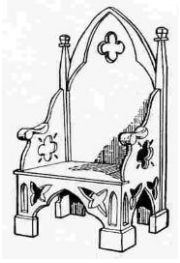


Image of a Kings thrown

Team members sometimes must integrate into new teams or situations that feel unfamiliar to them. In this simple, low-fidelity simulation, team members experience the trials of changing team membership.

Materials:

Plastic cups, counting chips, Instruction sheet, dice (One die is a standard six-sided 1-6 format and the other has six distinct mathematical operation symbols)

Instructions

1. Learners should be in teams of 3-4 members each for maximum effectiveness. Each team member is provided a plastic cup of 15 counting chips. Each team is provided with an instruction sheet for how to play the game, as well as two dice. One die is a standard six-sided 1-6 format and the other has six distinct mathematical operation symbols. You may use other dice with symbols, but will need to adjust the direction sheets to reflect the change.
2. NOTE: Instruction sheets are not the same, and should be distributed such that no two adjacent teams have the same set of instruction.
3. Teams review the rules of the game as indicated on the instruction sheet. They may play several rounds keeping the instructions visible for all to see, to familiarize learners with the game play.
4. After 3-4 rounds, the game sheets are collected, and teams play another 2-3 rounds, but now they may not talk.
5. At a pre-determined time, the facilitator announces that it is time to count chips. The player with the most chips is declared champion, and those players are moved systematically to adjacent tables to defend their title. There is no talking, and game play resumes among all teams. (NOTE: Players that have moved to another team will not be familiar with the rules of the game as it was played. Some of the symbols will have different meanings.)
6. Play continues until called by the facilitator. By now, many teams will have caught on to the fact that the teams members were not all playing by the same set of rules. Debrief.

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Lesson	Debrief Questions	Clinical Application	Bloom's Taxonomy	TeamSTEPPS™ Domain	IPEC Competencies
Team Membership: The definition of a team in TeamSTEPPS™ is that they share a common, valued goal. On some teams, that goal is explicitly stated, while on others it may be assumed. What is it like for individuals and teams when the goals, values, and practices, are not clearly understood by all team members? What is it like to join a team without having that information?	1. What went well? 2. What happens when team members do not all agree on goals, practices, strategies, etc.? 3. What was it like to be a team member when you realized you didn't know the "rules of the game?" 4. How did team members respond to the new player who didn't understand how the game was being played?	1. In healthcare teams particularly, it is essential that everyone understand the goals of patient care. How can teams assure that everyone shares a common understanding? 2. Name TeamSTEPPS™ tools that can be used to increase efficiency and accuracy in team communications. 3.What are potential consequences for patients of poor team communication or differing goals?	Analyze/ Apply Evaluate / Create	Communication Leadership Mutual Support	
Communication and Leadership: The constraint of silence was imposed in this game. With that condition, players needed to find non-verbal ways to communicate, including around issues of conflict. Teams are sometimes constrained by issues of location, communication, and even by leadership itself. Although "winners" were identified on each team, they did not automatically become "leaders" when they travelled to another team.	1. How did your team work its way through conflicts imposed by players joining you who did not understand the game as you did? Were conflicts addressed, or were they overlooked and game proceeded? 2. In what ways do you identify with the challenges this game imposed on other players? 3. Leadership could have been defined as being those who collected the most chips. How did your team identify leadership?	1. How might issues related to diverse providers in diverse locations and the communication problems that can present be avoided or abated? 2. Explain the role of conflict in team development. What makes it productive or non-productive? 3. Discuss how team structure may impact the ability of new team members to seek information. Particularly focus on expectations of present and new team members.	Analyze/ Apply Evaluate / Create	Communication Leadership	
Situation Monitoring/Mutual Support: Players in this game faced different kinds of challenges. How teams explicitly or implicitly responded to conflicts created by learners playing by conflicting sets of rules impacts how engaged team members become. One characteristic of teams is that members work with one another to assure everyone's success to create team successes.	1. At what point did you become aware (if you did at all) that there was conflict about the rules of play on your team? What were the signals of that conflict? 2. How was your team able to provide support to all of its members? 3. Explain to your team members ways that you would personally like to have your errors pointed out to you. Do you like direct confrontation, or would you rather people ignore what is going on in hopes that it will work itself out?	1. Describe strategies that may assist new members to integrate onto a healthcare team. 2. Explain what kinds of information are important in the handoff of patient/client/person care. 3. How would you orient a trauma-team member who just arrived at the scene of an active or on-going patient/client/person trauma? 4. Why would situation monitoring matter when a new member joins the team?	Analyze/ Apply Evaluate / Create	Communication Mutual Support Situation Monitoring	

For additional information about Debriefing, please refer to the ***Rosalind Franklin University of Medicine and Science Smart Games for Smarter Learning Debriefing Guide Supplement.***

References:

Department of Health and Human Services, Agency for Healthcare Research and Quality, & Department of Defense. (Year of publication/last update). *TeamSTEPPS: Team Strategies and Tools to Enhance Performance and Patient Safety.* [Description of material, e.g., Curriculum, Toolkit, Webpage]. Retrieved from https://www.ahrq.gov/teamstepps-program/index.html

Interprofessional Education Collaborative. (2023). *IPEC Core Competencies for Interprofessional Collaborative Practice: Version 3*. Interprofessional Education Collaborative. https://www.ipecollaborative.org/assets/core-competencies/IPEC_Core_Competencies_Version_3_2023.pdf

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