

# PYBC

PLAY YOUR  
BEST CARD

Please refer to the Facilitators' Guide that is in the Play Your Best Card box before you use the resource.

The guide contains the objectives of the game, how it was developed and an explanation of how to play it. It also includes suggestions for setting up the right conditions and environment before playing it, how you might introduce the game to the players, and some questions to ask the players to draw out discussions and develop the young peoples' critical thinking skills. The guide also contains the links to three websites so that you can seek out best practice advice before the session on alcohol, mental health and general youth issues.

**The game is designed to be played with between 3 and 15 players, but can be adapted to work with larger groups, and with the whole class.**

Here are some ideas.

## A CLASS OF RESPONDERS

One small group are Scene Setters and the rest of the class are Responders. Have the Responders form small groups of 3 to 4 students and distribute the 36 Action cards evenly between the groups. Each group of Responders discuss their cards and select one card that is the best response for the scenario. One person from each group presents their action card to the Scene Setters and explains why that is the best response.

## THINK, PAIR, SHARE

This activity does not use the Action cards. One small group of Scene Setters (4 or 5 students) develop a scenario using a Character, Setting, Feels and Disrupter card, and share it with the class. The rest of the students will be the Responders. Ask them to think about their response to that scenario, form a pair with another person, and discuss their response then share it with the larger group (or just discuss and share it in the pair).

### Variations:

1. When the Scene Setters are presenting their story, stop them and ask the Responders to think, pair, and share early assumptions or predictions. The Scene Setters discuss those ideas then continue to tell the story, providing more information about the main character or the situation, or incorporating a twist to the scenario from the ideas that the Responders suggested.
2. At the end of the story telling, ask the Responders to think, pair, and share reflections about all the solutions offered, and to select the most appropriate response (Action) for the character.
3. For a more extended discussion, pairs of Responders match up with another pair of Responders, forming groups of four to compare their preferred responses (Actions).



## HELP SERVICES WIKI WALK

There are nine help services listed on the Action cards. This activity helps your students to get to know these services better. This activity could be done over multiple sessions, looking at a few services each time.

Write each of the help services on separate pieces of A3 (or larger) paper and pin these to walls around the room. Give small groups of students a set amount of time to move from help service to help service together, performing some kind of task or responding to a question. They write their responses onto the paper, and each group adds to or amends the content on the paper when they get to that piece of paper.

For example, ask the students to list what they know about the help service (url, phone or text number, who it is aimed at, and other key facts that they think other students should know about it). Have one person from that group stay there and act as a 'tour guide' giving the next group of students a short explanation of that help service. The 'tour guide' could ask the second group what else would they want to know and that group could then research and add it to the information on the paper. At the direction to move on, a student from the second group stays and acts as 'tour guide' for the third group. For the third group, ask the students to write a wiki description (aimed at students their age) about the service. At the direction to move on, all students in the group move to the fourth help service. Ask the students to read the description written by the third group, critique it, and amend the description, as required.

At the end of this activity all the students should be aware of 4 to 5 services aimed at young people, as well as the class having clear, age-appropriate and relevant descriptions for each of those services as reference for next time Play Your Best Card is played.



## CONTINUUM

After the Responders have presented their Actions to the Scene Setters, and the Scene Setters have chosen the best Action, ask all the students to show how they felt about the winning solution.

Have students place themselves along a continuum based on the strength of their convictions from "Strongly Agree" on one side of the room, all the way to "Strongly Disagree" on the other. Ask for students to explain to the whole group why they placed themselves where they did.

After 3 or 4 viewpoints have been shared ask if anyone wants to move positions. Students may change their minds based on another argument. Ask them to share why they moved.

## DONUTS / CONCENTRIC CIRCLES / SPEED DATING

This is a good activity to build trust and connections with a group of young people who may not know each other that well. This technique is useful for recalling information, sharing anecdotes or offering opinions.

Have a group of Scene Setters develop a story using a Character, Setting, Feels and Disrupter card, and share it with the class. Ask all the students to form two circles – an inner circle and an outer circle. Each person on the inside faces a person on the outer circle. The pairs discuss their responses and solutions to the Scene Setters' story with each other. After one minute, the facilitator signals for the students to rotate – those on the outside circle move one space to the right so they are standing in front of a new person. They could share their same idea with the new person in front of them or the facilitator could ask another question, for example, 'What would the impact of your proposed solution be?' (Allow a bit longer for this one as the students have to share their solution and talk about the consequences). Encourage the students to think about the consequences to the main character, but also who else might be affected by the proposed solution.

### VARIATION

Instead of two circles, the group could also form two straight lines facing one another. Instead of "rotating" to switch partners, one line just slides over one spot, and the person on the end comes around to the beginning of their line.



## SNOWBALL CONSENSUS

A group of Scene Setters (4 to 5 young players) create a story based on the cards they have drawn. They then share it with the Responders. Responders work in pairs, and randomly select two Action cards. Each pair discusses the two cards and selects the best option. The rejected Action card gets put back in the box. Each pair join another pair, and both pairs share their best option, then agree which is the better option of those two Actions. The rejected Action card is put in the box. That group moves to another group of four and continues to discuss and choose the best option until the whole group is joined up in one large discussion. When all the players have joined up, the final solution on the Action card is presented to the Scene Setters.

The facilitator could ask:

- Was this final Action card the best solution for the Scene Setters' scenario? Why? Why not?
- What were the advantages of this snowball consensus method? (ie, players mixing, talking, sharing, reaching agreement)
- What were the disadvantages? (ie, might end up with the best of a bad bunch of Actions, depends what groups you move to as to what option is deemed the best)
- Think about times that you have had to make a decision based on consensus. When you know your idea/option/suggestion is not agreed by the group, and you feel strongly enough, what are your options?



## POST-IT SOLUTION

Have the students generate their own individual responses to the Scene Setters' story by writing their own Action card response on post-it notes (one idea per note). Ask them to place them in no particular arrangement on a wall, whiteboard, or chart paper. Once lots of ideas have been generated, have the students group them into similar categories and then label the categories. The facilitator could ask questions about why the ideas fit within a category, how the categories relate to one another, which categories or solutions are more appropriate/likely to work, whether the categories might work in a particular order (ie, a staged approach to solving the situation) and so on.

### VARIATIONS:

1. Have the Scene Setters join in by writing post-it note solutions too.
2. The facilitator could suggest that the post-its are placed in the following categories:
  - Actions that are help services
  - Actions that involve talking to or telling someone
  - Actions that use a device (eg, telephone, camera, mobile phone)
  - Other

## FISHBOWL

This approach involves a group of students observing the Scene Setters and Responders play the game. Before the game starts, the facilitator should explain what they want the Observers to do, so that they are still involved in the activity, and that there is a purpose to them observing. The Observers form a circle around the Scene Setters and Responders and watch the game being played. Observers might be asked to look at the group interactions, or decision-making techniques, or they may be required to ask follow-up questions, or paraphrase or elaborate on another person's point, or give feedback on what they observed.

This activity is ideal if you have some students who are not ready to participate in playing the game themselves, and who want to see how it is done, before committing to play next time.

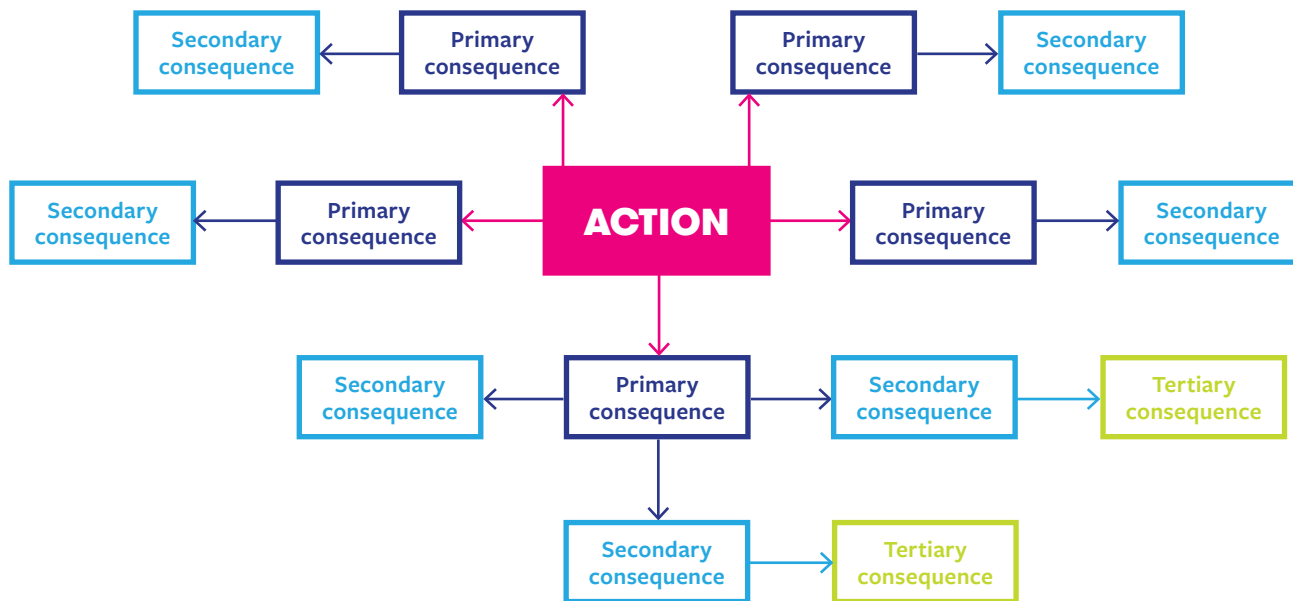
# CAUSE, EFFECT AND CONSEQUENCES

This activity requires students to think about both intended and unintended consequences of an event, action, issue, or problem. The facilitator will need to explain Cause and Effect before the students play the game.

Ask for students to form one small group of Scene Setters and a small group of Responders. Play the game as usual. Each of the Responders presents their 'best' Action card and explains why they think it is the best response for the situation.

## VARIATIONS

1. Search 'cause and effect graphic organisers' on the internet.
2. Select a graphic organiser and one Action and show the students how the effects of the Action on the Character (and any others involved in the scenario) can be shown on the graphic organiser.
3. Select a graphic organiser and print out copies for groups of students to work through using their response to the Scene Setters' story.
4. Introduce Consequence Mapping. Ask the Responders to write the Action they selected in the middle bubble on the graphic organiser (see below), and map the primary, secondary and tertiary consequences of that action.
5. Ask the Scene Setters and Responders to complete the map (individually or in pairs) using the winning Action card, and have them share these with the whole group.



Find out how to play it and order a FREE copy for your organisation at [www.hpa.org.nz/pybc](http://www.hpa.org.nz/pybc) or email Tania at [pybc@hpa.org.nz](mailto:pybc@hpa.org.nz)

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