

Game Activity eBook!

V2

WhenPeoplePlay.com

To innovate and create resources for greater possibilities to grow experiential education towards organizational health. Grow yourself, grow your team, grow the community!

Other resources from When People Play

- [\[W\] WhenPeoplePlay YouTube Channel](#)
- [When People Play Store](#)
- [Free Resources page with more tools and activities](#)

(... and much more on the way!)

Sales and Distribution

Hard copy sales of the cards & distribution - Contact Barry through:

www.whenpeopleplay.com/

Or email: barry@whenpeopleplay.com

1st Edition - Copy (c) 2022,
Thompson
All Rights Reserved

International copyright protection is reserved under the Universal Copyright Convention, and bilateral copyright relations of the U.S.A. No part of this eBook may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopied, recorded, or otherwise, without expressed written permission of the authors/publisher.

Cover Graphic by Barry W. Thompson
Photos by Barry W. Thompson

Thanks for your support!
If you have questions, please free to contact me at barry@whenpeopleplay.com
[Return to Table of Contents](#)

Thanks for purchasing the first set of “Wordles: Rebus puzzles for team building!” This short eBook is designed to give you options for various activities or ways to use the deck that you just purchased. Below is a table of contents with quick links to each variation. Also included are links to the supplies you need that can be downloaded off our site.

Downloadable links:

1. [\[Answer cheat sheet for 1-24\]](#)
2. [\[Answer cheat sheet for 25-48\]](#)
3. [\[Printable Wordle Cards in PDF\]](#)
4. [\[Printable Answer Cards in PDF\]](#) For Speed Match and other activities
5. [\[Power Point version of Wordles\]](#) for online activity
6. [\[Racing Rebus Answer Cards\]](#)
7. [\[Consequence Action Sheet\]](#)

Here we have some ways you can use the Wordles in your programs and breakouts.

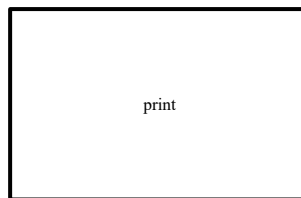
Table of Contents:

What are Wordles or Rebus puzzles?	4
Traditional play	5
Flip and Solve	6
Speed Match	11
Build a Story	16
Take-Two	19
Racing Rebus	21
Wordle Up, Line ‘Em Up	24
Wordle Up, Circle Up	26
Magical Cards	28
Online	32
Soft Start – traditional play, just online	
Competition – Write in or text correct answers	
Reverse Wordles	
Create a Wordle: Processing Wordles	
Thanks and Acknowledgements	35

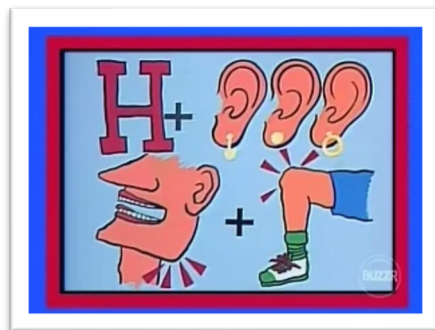
Video Links – Stay tuned with our newsletter. Since we can’t always film clients doing these activities, we will add videos to the eBook when we can. Being subscribed to our newsletter and we will let you know when we add them. And of course... it will be free for you for purchasing the deck. [If not subscribed, you can do so by clicking HERE.](#)

What are Wordles or Rebus puzzles?

As I have studied the differences between Wordles and Rebus puzzles, it has been used interchangeably through recent years going back to the 1980s. The two things that I can distinguish from the two are as follows. Simply, Wordles are just words created as pictures that when you read them, give you clues to how to solve the word or phrase it is depicting. These clues vary by size, font, color, and shape as it is positioned on paper. For example, if someone created a Wordle as shown below, the answer to this puzzle would be "Small Print," or "Fine Print." It is the tiny font and the position of the word as it is centered in the middle of the page to help give you clues to the answer.



Rebus puzzles are more picture-related that when combined with other pictures, graphics, and letters, they form a word phrase for you to solve. Below is an example of a clue from the game show "Concentration" that started back in 1958. Can you guess the answer to this famous late-night host for television?



Answer: "Here's Johnny!"



Statue of Ramses II

Rebus puzzles have come in different forms throughout history. Some can be traced backed to 3400 B.C. Some linguists believe that the Egyptian hieroglyphs sometimes used a similar system. A famous rebus statue of Ramses II was found and uses three hieroglyphs to compose his name. First, Horus (as Ra), for *Ra*. The second hieroglyph, the child, *mes*; and the third, the sedge plant (the stalk held in left the hand), *su*. Thus the name Ra-mes-su is was formed.

In these cards, we will be using them as a form of wordplay. Meaning is a literary technique and a form of wit in which words are used to become the main subject of the work, primarily for intended effect or amusement.

Traditional Play

Puzzles like these are traditionally used as brainteasers. The goal is simple, among the list of the puzzles that are printed on a sheet of paper or a screen, how many can you solve?

In the past, I have seen various ways that this was done and would like to give you a shortlist of those that have never played or used rebus puzzles before. Below are a few ways in which I have seen others traditionally use Wordle puzzles.

1. Individually passed out to everyone in a classroom or training to pass the time as the educator (trainer) is getting ready.
2. Posted on the overhead projector for everyone to see.
3. During a program or training to use as a break or transition from one session to another.
4. As a scavenger hunt. Not only are you to find them as they are hidden around a room or area, but also to see who can solve the most when found. A time limit is usually given for this type of activity.
5. For a small group of people to see how many they can solve in a short length of time. This is usually a competition when doing fun events.
6. As teaching tools for students to stretch their cognitive thinking.
7. For bonus points or awards for solving a certain number of rebus puzzles.

The main reason this eBook was created and provided for you is because of a great friend and facilitator Jennifer Steinmetz. As she and I were evaluating a program that we had just done, for the 100th time, we mentioned how certain groups love to do rebus puzzles. She asked the question, “Besides traditional play, what could we do with these rebus puzzles? There has got to be something else we can do to use this resource to challenge our groups?” A great question. We even brainstormed two or three quick thoughts and outlines.

But as time went on, this question stuck with me, and I have tried and experimented with different ideas and the below eBook is what I came up with. I hope that you enjoy them as much as I have. So, as you play, let me know which is your favorite activity.

Barry [W] Thompson

Flip and Solve



Game Summary: A relay race to solve the rebus puzzles, and how fast the team can place them arrange, and solve the cards into order.

Intended Outcomes: organize management, risk management, communication, and working under pressure.

Numbers: 6 to 24 people. Best played for teams of 8 or less and up to 4 teams at a time.

Supplies:

- A deck of wordle cards.
- One pen per team and one index card for each wordle card. This will be their answer sheet.
- A table or flat surface to play on for each team
- Stopwatch or smartphone for timing.
- A rope or identifying marker for a starting line for each team.

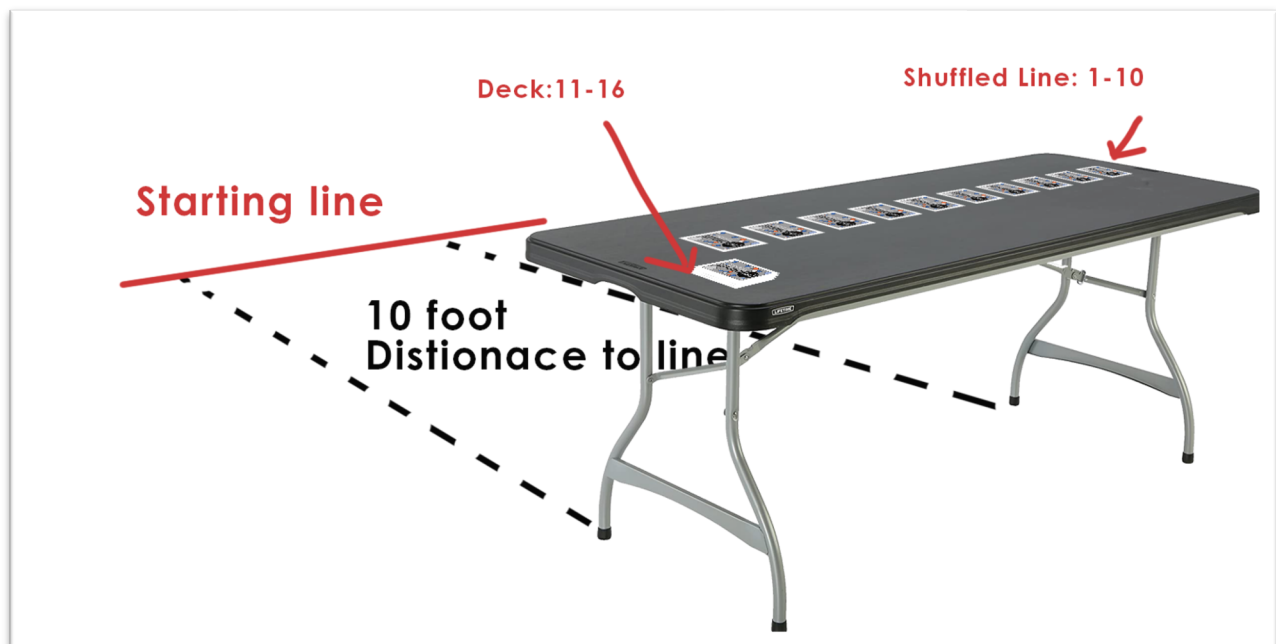
Time: Five to ten minutes for actual play. Give yourself more time if you decide to process the activity.

Activity Prep: You will need a deck of wordle cards. Depending on the number of teams, divide 48 by that number to get the number of cards needed for each team. For example:

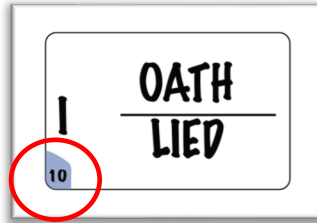
- 4 teams will need 12 cards apiece. All card groupings need to be in sequence by the number on the card.
- 3 teams will need at the most 16 cards.
- 1 or 2 teams, I would only use no more than 16. If, however, you decide to make it harder for the team and you wish to give them a challenge. More challenges will be given in the variations of this activity below.
- Once you have decided on teams and the number of cards, shuffle each grouping. Then lay them face down on the table(s). See Figure A for an example.
- For each team, place a rope or some identifying marker for the starting line.
- You will need a small deck of cards on the side for each team to be the "Skip Deck." For example, if you have 3 teams with 8 people on a team. For the first team, you will need to layout 10 cards face down on the table for team 1. Then place 6 extra cards at the end of the table, stacked in a deck, for each team if they decide to play a "skip." Then repeat the same setup for teams 2 and 3.

The cards do need to be in a sequence for each team. Team one gets 1-16. Team two gets 17-32, and team three gets 33-48. Take out the first ten cards and shuffle them before laying them face down on the table. Cards 11-16 can be grouped or stacked together in a group at the end of the table.

Figure A:



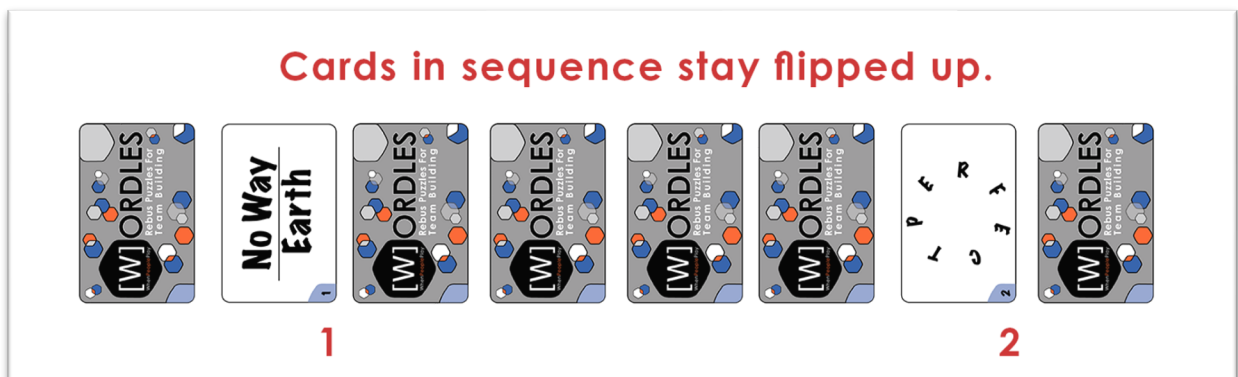
Rules of Play: This is a relay race. Have each team start behind the line as shown above. Show everyone that each card has a number on the bottom corner. Then show an example puzzle.



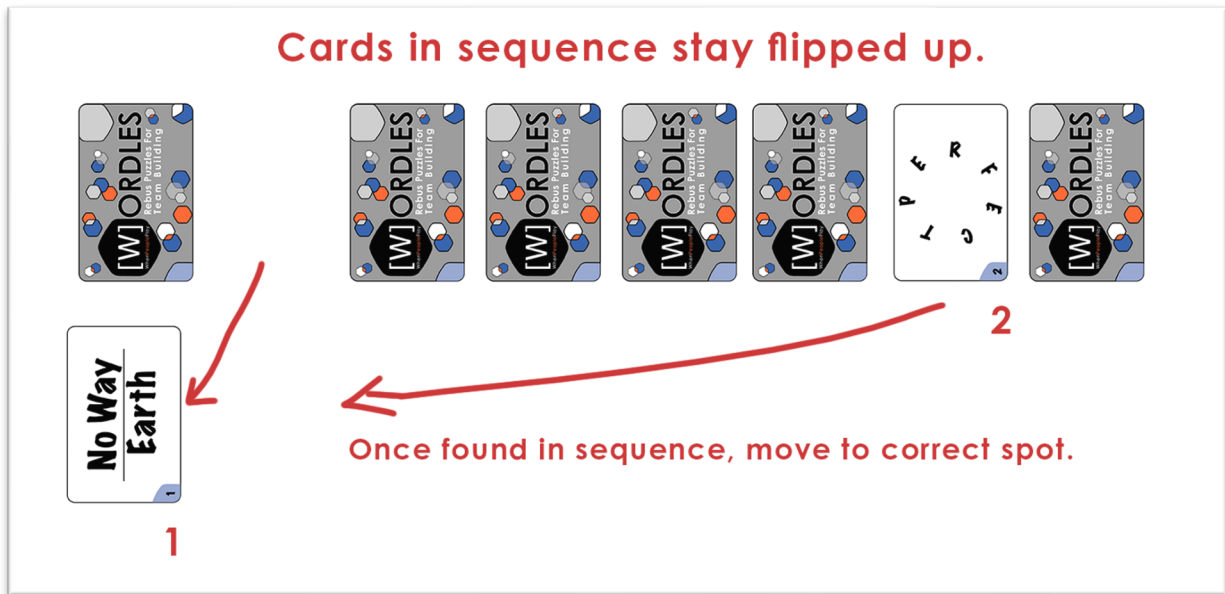
There are two goals. The first goal is to get all the cards in sequential order by using the number circled as shown above. The second goal is that once they are in order, solve each rebus puzzle. Once solved, time stops. Since there are 48 rebus puzzles labeled 1 – 48, each team will need groupings of cards that are in sequence. For example, 1- 16 will be for team one, 17-32 for team two, and so on. However, each grouping of cards will be shuffled out of order and their first task is to put them back into number order before solving the puzzles. Again, let the group know that getting the cards in order is a must before solving the puzzles.

An example relay will look like this:

1. At the sound of “GO,” the first person will run up and flip over a card. If not the first card in sequence, then they have to flip the card back over, facing down.
2. The second runner cannot proceed until they have been tagged by the previous runner. Everyone must take a turn flipping over a card. The relay line stays in the same order until all cards are flipped. Meaning each runner goes to the back of the line after they tag the next person in.
3. Once tagged, each runner will have to flip over a card. If the card is the next in sequence, they can leave it facing up. At this point, they will not physically move the card to a certain spot. This part of the relay is flipping the cards over. See below



4. Once a runner has found the next sequential card, the runner can gather that one card and place them in order by the blue number identifying the card below the rest of the cards.



5. When all the cards are placed in correct sequential order, the **whole team** can come around the table and start solving the rebus puzzles.
6. Once a card is “solved,” someone on the team will need to write down the answer on one index card and place it on the Wordle card facing up.
7. When all the cards have written solved answers, time can stop.
8. Each team will receive 10 seconds added to their time for every incorrect answer.
9. When solving the puzzles, anyone can say “skip!” Skipping a puzzle card allows you to replace the old card you are trying to solve with a card from the top of the deck. The old card will be placed on the discard pile next to the deck. This is to see if they can get an easier card to solve. This can be done if there is a card in the deck.
10. If there are any cards that have been “skipped”, 10 seconds will be added to the team’s time. (Feel free to change this time as a facilitator if needed.)
11. Again, only use the “Skip Deck,” if the team is struggling in solving a puzzle card.
12. Time will stop when all cards in the playing area have an index card with an answer solution on top of each puzzle card.

Round 2: If you wish to do round two, then ask each team to take their index cards with answers and put them in one pile. Then take the index cards with them and use the **back** of the index cards for their next set of answers. (This is just saving money and the planet.)

Have the teams shuffle their small deck and line them up again for another team. Then each team will rotate clockwise to the next table. By doing this you are giving teams a new set of puzzles to work with.

The goal for round two is to see if they can beat their time. To measure rounds with the performance you can do a third or fourth round if you have small teams.

Facilitator's Perspective: Read the behavior of the group about giving extra rounds. These puzzles can be hard for some groups. Let them vote for round three or four. This also gives them buy-in for the activities and you will be surprised how much more involved they will be when you do.

Discovering Participants' Perspective:

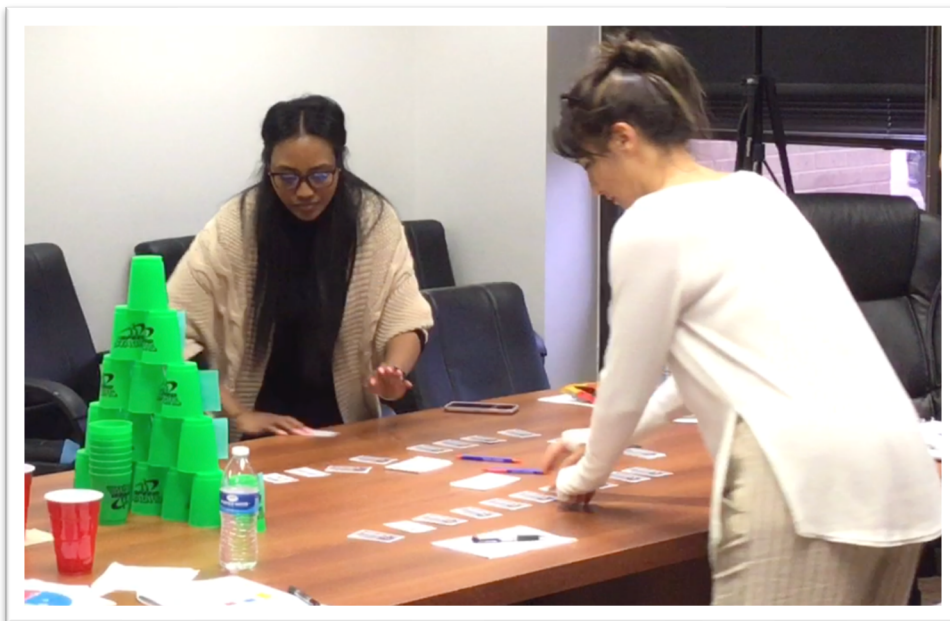
When working with groups, it is always good to get their perspective. I like this game for its competitive nature and its team building. So, ask good questions. Here are some examples.

- What did they experience?
- How was the communication different for the relay and the solving of puzzles?
- Did they use outside resources to help with organization?
- Did it go the way you understood it in your head versus what occurred?
- Where did you see anyone take the lead during this activity? Did the lead shift during play? If so, why?

Don't be afraid to ask follow-up questions like, "Why?" Going deeper helps solve the puzzle of how a dysfunctional team can become a better team.

Other Ways to Play:

1. If you only playing with one or two teams, you can start with a small stack of cards like 8 or 10. Then with each round add one or two cards and see if they can go faster but keep the same time or a better one. The idea is to see if they can develop a process during the relay portion to decrease their time, and giving more room to solve the puzzles. A good question to ask is how the process of working efficiently changes when there is more responsibility.



Thanks for your support!

If you have questions, please free to contact me at barry@whenpeopleplay.com

[Return to Table of Contents](#)

Speed Match



Game Summary: How fast can the team match the puzzle cards to the answer cards? A fast-paced game of communication of sharing information.

Numbers: 6 to 21 people. Depending on the size of the group you can split into smaller teams. Even with 6 players, you can have two teams. I like to have no more than 7 to 8 people on a team.

Supplies:

- Printable Answer Cards in PDF
- 1 deck of Wordle Cards
- A table or flat surface to play on for each team
- Stopwatch or smartphone for timing.

Time: 10 minutes of play, plus add any additional time for processing

Activity Prep:

Separate the deck to be evenly separated, or “cut the deck” to use poker terms, into the number of teams you have. If you want collaborative play, then we suggest calling the teams groups or departments working as one. If you are doing a competitive play, then yes, call each group a team.

Thanks for your support!

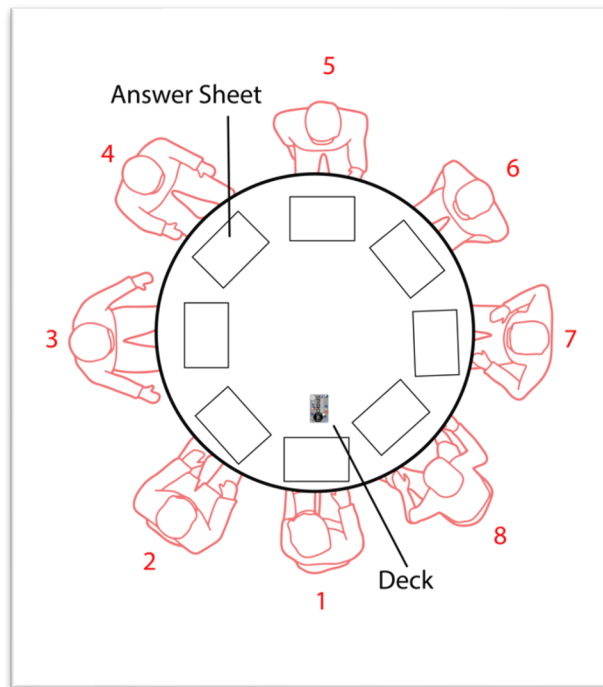
If you have questions, please free to contact me at barry@whenpeopleplay.com

[Return to Table of Contents](#)

Pass out the [\[Printable Answer Cards in PDF\]](#). Give each team or group all the sheets with answers. Some players may have more than one sheet. The answer cards do not have numbers. This makes it a little harder for them to match the puzzle card with the answer card. If you wish to mix the answer cards, don't be afraid to cut the answer card sheet into smaller rows.

Set up a table for each group and or team. You don't have to have a table. They can sit in chairs or on the floor in a circle if needed. Tables just help the older folks like me feel more comfortable.

Place the shuffled deck(s) for each team in the center of the table. See below for the setup.



Rules of Play: These are the basic rules and can be used for competitive play or collaboration.

Have the team number off around the table. Let the team know that this will be timed. How fast can the team flip over the cards, and solve them by placing them on the correct answer card? When you run out of puzzle cards, then time stops.

1. Whoever is the first player will turn over the first card and try to solve the puzzle. They can read it out loud or show the team, but no one else can draw a new puzzle card until the team solves that card.
2. That answer will be on the answer sheet somewhere on the table. Once solved, hand the card to the appropriate player and have them place the puzzle card on top of the matching answer card.

Thanks for your support!

If you have questions, please free to contact me at barry@whenpeopleplay.com

[Return to Table of Contents](#)

3. Then player two will flip over the next card and repeat steps 1 and 2 from above.
4. The rotation of flipping over a card and solving it will rotate in the sequential order in which the team numbered off. When it comes back to player one, continue the process until all the cards are solved from the deck. Depending on how you did the setup from the above setup instructions, there will be more answer cards at the table than puzzle cards in the deck.
5. When all the puzzle cards from the deck have been solved, time stops.

Again, you can have one team or three teams. It is best that you only give each team 16 puzzle cards to start with. If you wish to do around 2, then have the teams switch decks. Or if you only have one small team you can challenge them by playing with another small deck of 16 and see if they can match or beat their first time of 16 puzzle cards.

Another additional twist is to have them see how fast they can do all 48 cards for the second round. But this is only suggested with the right group in mind.

Facilitator's Perspective: I do like this activity because those that do not consider themselves to be puzzle people have the answers in front of them. This allows for listening to what was said and then interpreting it into what they see in front of them. Since this is a little more fast-paced and gets everyone involved, this works well for those like sales teams or sports teams. In the past, the traditional play of wordles didn't work well for those that were faced paced and outspoken.

Giving the team more answers than puzzle cards gives an interesting dynamic. It is interesting to see what they do with information overload. Watch the group and let the group know what you see. Then process it with the group. Some good starting questions and written for you below.

Discovering Participants' Perspective:

Good questions to ask for this activity are:

- What did they experience?
- How was the communication different from calling out the puzzle card to listening for a solution that was on your page?
- Often when the brain switches from solving to matching answers there is a delay in behavior and action. Did you find that here with this group? Why or why not?
- Where did you see anyone take the lead during this activity? Did it always stay the same?
- Did anyone experience information overload? If so, what was your behavior like towards others?

Don't be afraid to ask follow-up questions like, "Why?" Going deeper helps solve the puzzle of how a dysfunctional team can become a better team.

Thanks for your support!

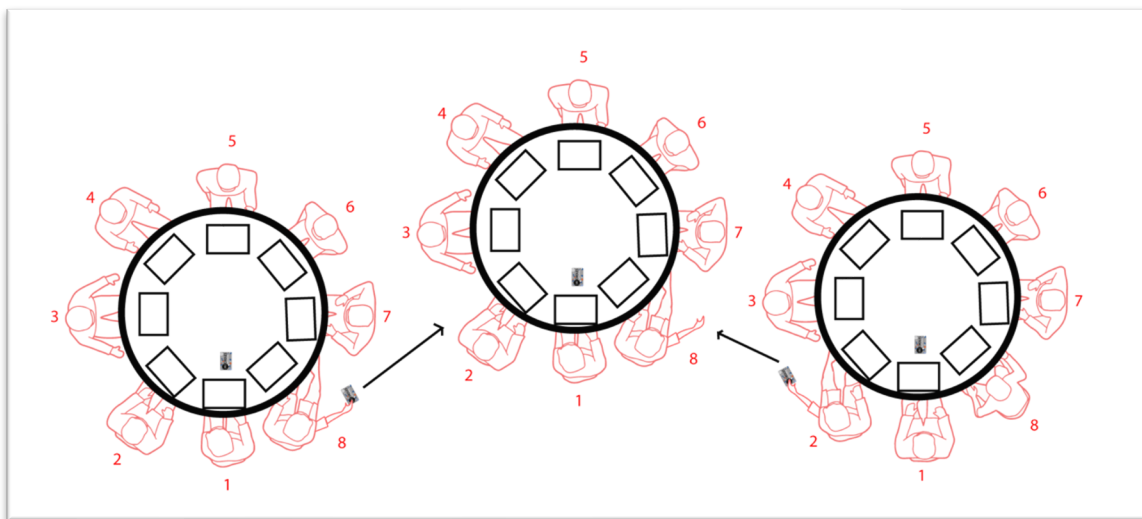
If you have questions, please free to contact me at barry@whenpeopleplay.com

[Return to Table of Contents](#)

Other Ways to Play:

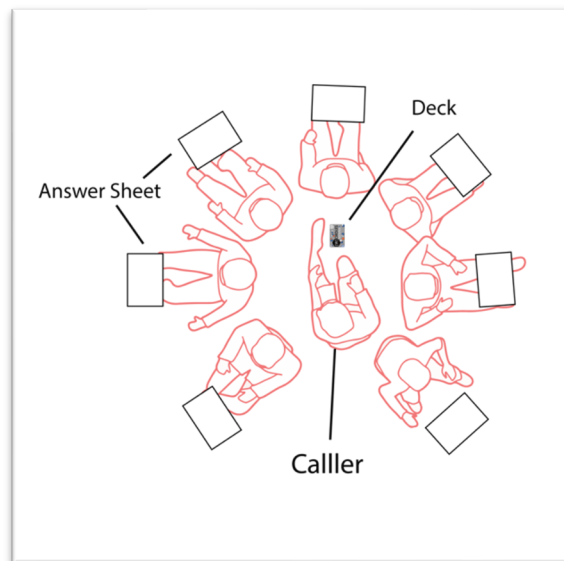
Collaborative Team Variation: This variation is great for larger groups of up to 24 people. This can be designed to be more collaborative when everyone is trying to share information all at once. What is it like to process and make decisions under the stress of time? This can be a timed event to see how many they can do within a set time, like five minutes. Or they can see how fast they can do all 48 cards.

- In this version, you will create multiple groups acting as one team.
- Each group will be at its table.
- Pass only one set of answer sheets and spread them out on each table.
- Use all 48 puzzle cards but split them into equal decks for each table.
- Again, they rotate around the table flipping a card and solving each one, one at a time.
- But in this case, the answer card could be at another table, and they would have to pass that puzzle card to the next table for it to be covered.
- Time does not stop until “ALL” cards from “ALL” tables are solved and matched.



Single Caller with hidden answers: For small teams focusing on communication/collaboration. Great for groups smaller than 10 or less. This can be a timed event to see how many they can do within a set time, like five minutes. Or they can see how fast they can do 16 cards.

- Assign one person to be a permanent caller.
- Give that caller the deck of cards.
- Have everyone else sit in a chair in a circle with their backs to the center of the circle and caller.
- The caller will be the only one to read the card and is NOT allowed to show the card to anyone.
- Once solved, the caller will then hand off the puzzle card to the person with the answer card. Then they can then flip over the next card.
- For all answer cards, people on the outside of the circle MUST always face out.
- Time stops when all cards are flipped, solved, and placed on the correct answer sheet.



Build a Story

Game Summary: The team is challenged to see how many cards they can solve using the cards to make an ongoing story. How many cards can be used to build the story within 5 to 8 minutes?

Intended Outcomes: Creativity, collaboration, cognitive thinking, communication, and silly and fun stories to read at the end.

Numbers: Small groups or teams of 3 -4 people a team. Max 16 people for one full deck.

Supplies:

- 1 deck of Wordle cards.
- 1 paper and pen per group or team.

Time: Depending on the group, 5 to 8 minutes of play for easier and full participation. If in a classroom setting for students, have them build up. Six minutes one day, eight minutes the next. Build up to see if they can do all 48 cards within a classroom period.

Activity Prep:

Preplan how many people you wish to put in a team. You will need a deck of wordle cards. Depending on the number of teams, divide 48 by that number to get the number of cards needed for each team. For example:

- 4 teams will need 12 cards apiece.
- 3 teams will need at the most 16 cards.
- 1 or 2 teams, I would only use no more than 16.
- If, however, the participants have done this before, you can decide to make it harder by having all 48 cards on the table and see if they can collaborate or work independently to create separate stories.
- More challenges will be given in the variations of this activity below. See “other ways to play”, at the end.

Each group or team will need their workspace, table, or flat surface to work on. Provide each group with just one pen and paper. Once you have decided on teams and the number of cards, shuffle each grouping. Then lay them face down on the table(s).

Rules of Play:

The goal is to see how many solved puzzle cards they can get in a story. The basic rules of play are simple. Someone turns over a card from the top of the deck. Solve the puzzle and then start brainstorming on what to write. Once solved they can turn over another card.

Thanks for your support!

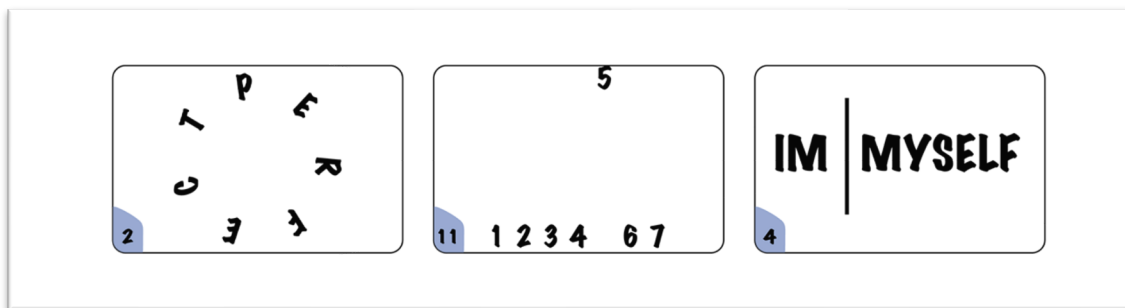
If you have questions, please free to contact me at barry@whenpeopleplay.com

[Return to Table of Contents](#)

The team will have a choice to either solve all the puzzles first, then write the story, or write as they go. Note: The answers to the solved puzzles are what the participants are using to place within their stories.

Give the team(s) "X" amount of time. If it is their first time playing, I like to give about 6 minutes. During that time, again the goal is to see how many solved puzzle cards they can get in a story. When time is up, count the number of cards in each story and then have each group go around and read their stories out loud for all to hear.

How they write the story on a piece of paper is up to you. I have them just lay the cards around the paper and have them the sentence and or story using quotation marks to represent the answers to each puzzle. See the example below.

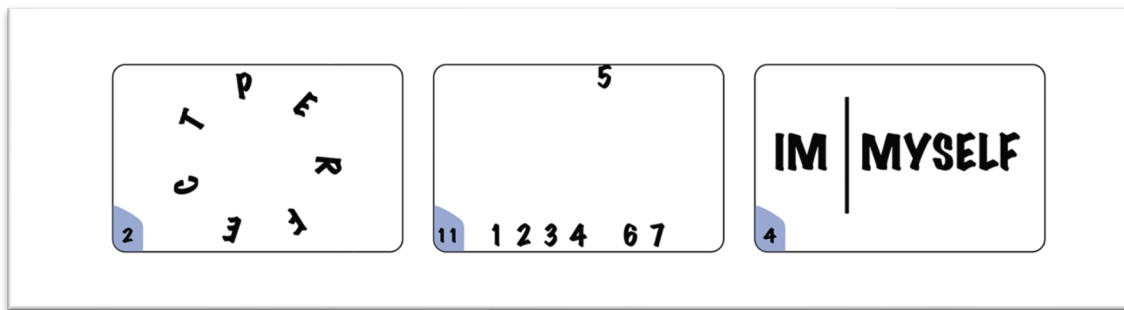


Yesterday, my teacher gave me a "HIGH FIVE" for making a "PERFECT CIRCLE." "I'M JUST BESIDE MYSELF" that it even happened.

Things to Consider: These cards are more designed for teens and up. Also, take into consideration that these puzzles may only represent idioms from the states. So, be aware of working with international clients or students.

Other Ways to Play:

1. Have the group build as they go. This means that every card that is flipped and solved must stay in the order that you solved them to build your story. For example, you see each card in order below, as if it were drawn from the deck. Below is a sample story that would look better compared to the above.



Drawing a “PERFECT CIRCLE” is hard for me. I never get “HIGH FIVES” for them. “I’M JUST BESIDE MYSELF” that I can never get them right.

This is much harder, but what a great way to get students and creatives to challenge themselves and exercise their mental muscles.

Take-Two

Game Summary: This is a variation of “Build a Story.” In this version, every team draws two cards. The first to build a sentence or story yells “Take two!” Then each team has to draw another two. The team with the most completed sentences at the end of time wins.

Intended Outcomes: Creativity, collaboration, cognitive thinking, communication, and odd crazy sentences to laugh over.

Numbers: Two or three per team. Up to 16 people. This seems to work best for one deck.

Supplies:

- 1 deck of Wordle Cards
- 1 pen per team
- Paper or index cards for each team.
- Writing surface for all teams.

Time:

Depending on the group, 5 to 8 minutes of play for easier and full participation. This is also great for a little competition if you wish to go in that direction.

Activity Prep: Shuffle all 48 puzzle cards and lay them face down on the table. Spread them out so that they are mixed and can be reached by all participants. In this scenario, cards will not be squared up into a deck. Just spread throughout the table.

Create teams of 2 or 3 people each team and up to 16 people. Give each team pen and paper.

Rules of Play:

The goal of this activity is to see who can get the most sentences created from all the cards that they solve. As the facilitator, you will need to give them about 5 minutes. When you yell “Take Two,” this is their cue to start the game.

1. Each team will grab two cards and solve them.
2. The team will then write a sentence or two using the answers to the solved puzzle cards drawn.
3. The first team to complete their sentence can then yell, “Take-Two.”
4. This forces all teams to stop writing and draw two more cards.
5. Then repeat steps 1 – 4. Only creating sentences with the two new cards drawn.
6. At the end of time, the team with the most completed sentences wins.
7. All sentences not completed will not count.
8. All sentences with answers that are not correct to the puzzle will not count.

Thanks for your support!

If you have questions, please free to contact me at barry@whenpeopleplay.com

[Return to Table of Contents](#)

Because you are shuffling the cards you can get multiple rounds if you so desire. I find that two is best for most groups to keep them engaged and focused.

Things to Consider: This is not the time for spelling or sentence structure. This activity is designed to be creative under pressure. As a facilitator, I do like to encourage collaboration and participation from the group.

Facilitator's Perspective: To make sure that the teams understand, play a practice round. After the third "Take Two," have them stop and ask if they have questions. Reshuffle the cards then officially start the game.

Discovering Participants' Perspective:

- What was harder, the creation of the sentences or solving the wordle? Why?
- Did pressure play a part in your abilities to create and solve? Why or why not?
- What was the creative collaboration like in your group? Did it go the way you expected?
- Did you develop a system or a process to getting the sentences done? Why or why not?

History:

This is based on a game from [Dr. Chris Cavert's blog](#). In it, he used scramble tiles or banana grams for this activity. At the end of the blog, he also gives a video explaining how he plays this game. Thanks, for the inspiration Chris.

Racing Rebus

Game Summary: Two challengers find each other and flash their puzzle cards. The first one to solve the other challenger's puzzle card and say it out loud wins. Both challengers will then find new opponents determining who is the fastest at solving the puzzles and collect as many cards as possible.

Intended Outcomes: To get the group to mix and mingle, get more comfortable with each other, and get the energy of the room to increase.

Numbers: Great for small groups of 8 - 20

Supplies:

- 1 Deck of Wordle Cards
- **[Racing Rebus Answer Cards]**

Time: 5 minutes

Activity Prep:

Print out the **[Racing Rebus Answer Cards]** available to you online. There are three sets to a page. You can cut them out to hand out to each participant. Each participant will need both answer cards 1-48.

If you would like, to save paper, you can laminate them for future use.

You then hand out the answer cards to each participant then shuffle the Wordle Cards. Keep the cards with you when explaining the rules below.

Rules of Play:

The goal of the game is to win as many puzzle cards as possible. To do so you will face off with a challenger and hand off your card to your opponent. The first one to solve the puzzle and say out loud wins both cards.

To start the game:

- Everyone will find a partner/challenger.
- Each set of challengers will turn and face each other with their cards behind their back. Simultaneously, they will announce out loud, "I declare war."
- The two participants will hand off their cards to their opponent from behind their backs.
- Each will read the card and quickly try to solve the puzzle using their answer card.
- The first one to correctly solve and say the answer out loud wins.
- The winner will collect both cards and find another challenger.

Thanks for your support!

If you have questions, please free to contact me at barry@whenpeopleplay.com

[Return to Table of Contents](#)

- The loser will go find you, the facilitator, and ask for another card, then go and challenge another person.
- When the deck, you are holding, runs out of cards, the game is over.
- The one with the most cards wins!

I give out the answer cards for two reasons. One, so everyone starts with the same resources to learn from. Two, to give accountability if there is a dispute in giving answers. For example, the card seen below is “Double Parking.” But can be answered as “Parallel Parking.” In some activities, I would give it to them but in this game, no.



Inform the group that they can read their card when drawing from the deck. Find the answer and know it before challenging someone. Again, after winning, a clarification to the game is that when you win, you only take one card. If the challenger has three cards in their hand, just take the one that you handed to them to solve. Leaving them two cards to play. When they run out of cards is when they come to see you draw from the deck.

Things to Consider: For social-emotional learning, this might be an activity you need to evaluate your group. If a mature group played, I haven't seen problems. But if you experience bullying in a group or individuals that suffer self-defeating thoughts, this may not be a good game for you. Therefore, I start by giving the answer cards to everyone first. Knowing they all have the same resource to learn from. Which is a great topic of discussion.

Discovering Participants' Perspective:

- Where did you struggle in this activity? The solving, the pressure...? Why?
- What was this experience like for you?
- Do you feel like this is a skilled activity? If yes, then why?
- If you are a teacher then you might explain idioms.

Other Ways to Play: (ways to change the challenge)

1. One way to play is to have the winners **get to keep all the cards**. So, if I only have one card and face off with someone with five, I could win all the cards. This does make the time go faster. But I would only suggest it to those who may like puzzles or if you have done this or other rebus activities in a classroom.
2. Allow them to “Search and Find.” When flashing the card to the other player, just have each participate look for the number on the card and look for the answer without trying to solve it at all.
3. An interesting twist is to hand out only **one answer card to each participant**. For example, if I have answer cards 1-24 and my opponent has 25-48, I may have to try to solve a card I don’t have the answer to.
4. Or try it without giving answer cards at all. This is the right day, the right group activity. It can be frustrating. But for accountability, you can have one answer sheet on the table for each pairing to check. But only allowed to go to the table after a battle.

Thanks for your support!

If you have questions, please free to contact me at barry@whenpeopleplay.com

[Return to Table of Contents](#)

Wordle Up Line 'Em Up



Game Summary: How quickly can you solve the puzzles cards and line them up in sequential order the number listed on each puzzle.

Intended Outcomes: Communication, understanding roles, and collaboration

Numbers: For small groups of 6 – 12 people in a group. You can do multiple rounds using different cards. Or do one round up to 48 people in smaller teams. Then rotate the teams to a different set of cards.

Supplies:

- 1 deck of Wordle Cards. Any set will do.
- A line to stand on. Such as a 15 - 20 foot rope.
- Stopwatch or smartphone to keep time.

Time: 10 minutes, be sure to add more time in the end if you wish to process the activity.

Setup:

For me I like to create small decks of cards for each team from the main deck of cards. For example, if I have 3 teams with 8 on a team, then I will have 8 to 12 cards in a smaller deck to give each team. The puzzle cards are numbered so 1 – 12 can go with one team. Cards 13 – 24 can go with another and so on.

Thanks for your support!
If you have questions, please free to contact me at barry@whenpeopleplay.com
[Return to Table of Contents](#)

If playing the line version, just take a rope and set it down on the floor or ground if playing outside. If you don't have a rope, any area that makes a line will do. Often, I use tape, or they can just touch a wall in the classroom and line up in order. Don't be afraid to use what you have. In the above picture, I used chairs for them to line up on.

Rules of Play:

The goal of this activity is simple. How fast can you line up on the rope in sequential order by number? Shuffle the cards in for the group. While you are shuffling give them the following rules.

1. When I say go, everyone will draw one card from the deck and place it on their forehead facing out so others can read it.
2. You are allowed to read others' cards but not your own.
3. You are allowed to talk in the mingling area (any area off the line.)
4. How fast can you solve the puzzle on someone else's forehead, and line up in numerical order by the number associated on the answer puzzle card?
5. Voices are muted once you step on the line. Or sit in a chair in the case of the picture above.
6. Once you are on the line, you can't step off. Or rearrange yourself in a different order.
7. If talk while on the line, the team will receive a penalty that will add to their time. (It is up to you the facilitator how much to add. I usually do 5 seconds for each penalty.)
8. If there is a card you can't solve, the team may be allowed to skip. The person with the card that is considered "too hard to solve," that person will return that card to the bottom of the deck and replace it with a card from the top of the deck.

Once each group has a time, give them another set of puzzle cards for round two. Sometimes all you need to do is switch the cards from one team to another. Ask if they can do it again for a faster time for round two and three if they are doing well.

Facilitator's Perspective:

If there is talking on the rope, this would be a great way to process between rounds. Ask if there was any talking and what could they change differently to stop it. For low functioning groups, meaning not having done experiential activities before, you may want to omit line 7 of the rules for the first round. Then add it for the second and or third.

The purpose of the talking is to see if they can plan together, solve the problem before sitting down or standing on the line. I have found that some individuals in the group will stand on the line when their card is solved and not think ahead to see if they can help with others to solve their card before going the line. It is fun to watch that last person stand by themselves in the mingling area and no one can talk to them because they didn't think ahead.

Discovering Participants' Perspective:

- What did you discover about yourself or your team during this activity?
- Did anyone get left behind in the mingle area and not have help for solving their puzzle? If yes, then Why?
- Who was the last to leave the mingle area and why? Did they give all the answers?
- Where did the communication seem weakest?
- Where would you score the success of this activity from 1-5?

Other Ways to Play:

1. If you did round two and three, combine all the groups together for a collaborative experience. They share one deck but must go back to their own line. For example, one line will only be used for 1-12, another line 13-24 and so on. Will the teams be willing to help each other and separate to go to another line. Once done, compare the difference between working alone, and then with other teams.
2. You can play it the same way but remove the line and add chairs. Once you sit down you can't move or talk like from above. See below for Wordle Up, Circle up.
3. Have a competition. Which team can solve and sit down first in order? Then rotate decks each round. You can also add seconds to the time for every wordle that got wrong.

Wordle Up, Circle Up



Setup:

The same rules will apply as above. The difference is that you are using chairs placed in a circle and all the chairs will face away from the circle. Each participant will have one chair.

The inside of the circle is now the mingle area and this is where they can talk and solve the puzzle cards. See pic below.



Rules of play:

1. When I say go, everyone will draw one card from the deck and place it on their forehead facing out so others can read it.
2. You are allowed to read others' cards but not your own.
3. You are allowed to talk in the mingling area (any area inside the circle of chairs.)
4. How fast can you solve the puzzle on someone else's forehead, and sit in numerical order printed on each puzzle card?
5. Voices are muted once you sit in a chair.
6. Once you are setting in a chair, you can't get up.
7. If you talk while in the chair, it is a reset, and the cards get shuffled back into the deck and the team starts again. (You can play it as added seconds to the final time for each violation, or have them do a complete reset as mentioned.)

Because it is a circle, they will ask, "Where do A start and Z end?" Great question but let them figure it out.

Discovering Participants' Perspective:

- What did you discover about yourself or your team during this activity?
- Did anyone get left behind in the mingle area and not have help for solving their puzzle? If yes, then Why?
- Who was the last to leave the mingle area and why? Did they give all the answers?
- Where did the communication seem weakest?
- Where would you score the success of this activity from 1-5?

Magical Cards

Summary:

This is not so much an activity as it is a tool to help your facilitation in different ways to encourage the group to find creative ways to involve the group or to solve issues when doing initiatives. Below is a list of ideas to help aid in your facilitation.

Ways To Use Magical Cards:

1. For Helping:

As a facilitator, we often are asked to do an activity that we did not pick. Either from a client or our manager. This activity may not be a good fit for one or two of the participants. Introducing Wordles at the beginning of the day, with a few cards, helps the group to see who is good with cognitive puzzles. All have gifts, so how can we use them?

When doing something physical like Prouty's Landing, a rope swinging activity, and a participant may not have the ability to do the activity. Anyone that has solved a puzzle card now has the ability to _____. You can give suggestions like, magically walking across to the other side.

Another benefit is for groups struggling with activities that may have them stumped and need a little extra help. They can then turn in a card that was solved at the beginning of the day and use it as a "Help Card." I have used these puzzle cards as help cards for solving other puzzles.

2. For Processing:

Use the answer card sheets as a processing tool. Have each person pick one answer card and tie it into what they may have thought about the day. Great for stretching the mind in various ways to connect two things that others may not have put together.

For example, number 48. "There was a '**Downpour**' of appreciations/solutions today as we were able to accomplish that activity."

Two ways this can be done. Just print out the [\[Answer Sheet 1-24\]](#) and [\[Answer Sheet 25-48\]](#). Then tape them to the wall for everyone to see. The second is to print out the [\[Speed Match PDF\]](#) answers and then cut out the answer cards and lay them out on the table or just hand each person one sheet if it is a small group. Once in front of the group have them choose an answer and apply it in a sentence or phrase that they may have seen positively or learned from the activity.

Thanks for your support!

If you have questions, please free to contact me at barry@whenpeopleplay.com

[Return to Table of Contents](#)

3. **As a consequence:**

To clarify a consequence, in the facilitation world, it is when someone breaks a rule that was given during the activity. In the past, a facilitator would then give the one who broke the rule as a consequence. Such as “Banana Speak.” Banana speak is when you say the word banana after every real word. For example, “Today, banana, I, banana, need, banana, too, banana, leave, banana.” Another would be just muting someone.

A good friend of mine Chris Cavert had a great conversation with another facilitator just on muting someone. It is a must-read. To see the conversation, click here to read [“Muting participants in a conversation.”](#)

I did this earlier in my facilitation but I never liked giving consequences. When done correctly, and with the right group at the right time, they can be a good teaching tool. From the above article from Dr. Cavert, here are a few things that you need to do when giving out a consequence.

- a. Front-load with the group at the beginning about what your intentions are. The consequence that will be given is not to attack anyone, but each consequence is a part of the activity and to see how the group will behave towards that consequence.
- b. Use analogy or story to set up the consequence. This gives a soft warning or heads up to nudge the group or individual into a way of behaving. Cavert’s “muting bees” scenario is a great one.
- c. Never assume that a consequence will change behavior. Again, give the group the “why” you give consequences and your intention to point to certain behavior. Examples could be open and listening more to the group. Another is to pause as a group. Slow down to see if there are other possibilities.
- d. Never abuse how much you use a consequence. I love the phrase, “Facilitate. Don’t Frustrate!” I remember as a new facilitator, many years ago, I would think that if I keep applying pressure, they will eventually get it. Not true, for the rest of the day, they will only see you as the emotional enemy and won’t open up to you or the group for various reasons.
- e. For obvious reasons, that I may have been guilty of, don’t use consequences because you like to be entertained. But consequences can also be used on a leader or sponsor doing a lot of the talking, this will limit the amount of communication they give to the group. It is also a good hint they usually pick up on when you give it to them.

Thanks for your support!

If you have questions, please free to contact me at barry@whenpeopleplay.com

[Return to Table of Contents](#)

My intention about consequences is to learn from them. If you lie about things in life, do you get punished or suffer a consequence? Yes. If you lie about things in life, do you get away with some things? Yes. The question is what do you do with that information? As a facilitator (educator) it is nice to have these conversations with not only students, but with adults. I have had great discussions in the corporate world as well. Below is a fun way to introduce a consequence when things go... wrong.

Rules of Consequence:

Each card has a number in a blue box at the bottom of the card. You will need the following numbers. 8, 10, 11, 12, 13, 15, 19, 22, 23, 29, 31, 35, 36, 38, 41, and 47. Shuffle these cards and place them in your hand face down. Tell the group that whenever a consequence is needed, they will have to draw from the deck in your hand.

Once the card is drawn, they have 30 seconds to solve the puzzle. If they don't then they have to do the consequence associated with the **[Action Sheet]** before continuing. This sheet is for only for you to see. It will answer the puzzle and the consequence. If they do solve it before the 30 seconds is over, then they can proceed with the activity without a consequence. Of course, this time can be changed up or down depending on the group.

Download the **[Action Sheet]** [here](#).

Some of the consequences do have positive results. If that is the case, your **[Action Sheet]** will have a black "*" next to it. They can either save it or give it to someone else to use. This is here for those with physical or emotional limitations. "Will the group see the need and be willing to share it with the group?" Since this behavior is what I wish to see during the activity, I do share this question with the group during our front load at the beginning.

If you are doing activities that are timed, be sure to pause the time to give the consequence. The risk in the consequence comes from the card. There is no need to give a hidden second consequence when giving the first one. There are a few cards that give time consequences so please be aware of this with giving the rules to your activity.

Facilitator Warning:

If there is a card that may not be appropriate for your group, take it out of the pile. An example would be number 29 "Shut Up." This may not be good for students. Again, this whole section is the about right time, the right group. We never want to take the group to unintentional behaviors.

Below is a snapshot of your **[Action Sheet]**

Consequence Sheet



8. **One step forward, two steps back**

Choice to send you forward one space and someone else two spaces back. Or vice versa.

10. **I lied under oath**

You are only allowed to say the above phrase for 2 minutes.

11. **High Five ***

Give someone a high five in your group.

12. **Working undercover**

You must close your eyes for 1 minute. Use spotters if needed.

13. **Double parking**

Two people have to be connected at all times.

15. **Three blind mice**

Three people have to be blind for 1 minute.

19. **Walk in the Park ***

You can freely go anywhere for one turn.

22. **I understand**

You are only allowed to say the above phrase for 2 minutes.

23. **Time after Time**

Add 30 seconds to their time or Take it away if giving a time limit.

29. **Shut Up**

No talking for 1 minute

31. **Read between the lines ***

You are able to ask the facilitator for help once or one clue.

35. **Make Up**

They must hold a huge smile for 1 minute even when talking.

36. **Short walk in the park ***

You can freely go anywhere for one turn.

38. **Take a step backwards**

The one who draws this card goes one step backwards or loses a turn.

41. **Excuse Me**

Must say the above phrase after anyone in the group asks a question for the remaining time.

47. **Repeat after me**

Must repeat what others say for 1 minute.

Thanks for your support!

If you have questions, please free to contact me at barry@whenpeopleplay.com

[Return to Table of Contents](#)

For online or Zoom Workshops

Summary:

Covid has challenged the training and education world to bring new ideas and concepts to keep everyone engaged online. For your benefit, we can create the cards in PowerPoint form to help meet this challenge using the Wordle cards. This is a tool to help your facilitation when online. To encourage you, the facilitator (educator) to find creative ways to involve the group when doing online classes or workshops. Below is a list of ideas to help aid in your facilitation.

Ways to use Wordles Online:

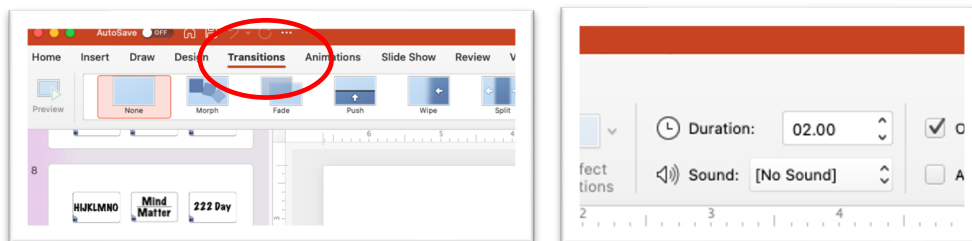
These have already been created for you. Just download the [\[PowerPoint Slides\]](#) here. The slides contain both the puzzle cards and the answers to the cards on separate slides.

1. **Soft Starts** – Quickly, soft starts are a way to transition from one activity or moment in training to another. Soft starts are best used in two ways. At the very beginning when bringing people on the call to have something to do when joining, or after a break or major subject change in the training.

Soft starts are great ways to reset the groups' thoughts away from what they were doing previously to get them to redirect to what is to come. A great way for everyone to engage and focus together on one topic.

To use as a soft start at the beginning of a workshop, just have the slides play automatically on a timer before you start the event. We have not set this for you because everyone has their preference on how fast the next slide should transition. You also will be able to edit the slides so that you can place as many as you want on each slide. I like puzzle cards on one slide at a time, with a 4 to 5 second setting for each slide. Again, feel free to adjust for your needs.

Here is how you adjust the timing. First, go to the menu bar up top and click "Transitions." Second, find the "Duration" and change the number of seconds to your needs. See the illustrations below.



Thanks for your support!

If you have questions, please free to contact me at barry@whenpeopleplay.com

[Return to Table of Contents](#)

2. **Competition** – Competition is great for smaller groups to work together and share ideas. Giving pressure and pace to an activity like Wordles can act as a metaphor for how we communicate during meetings when pressured by issues. Remember, activities can only teach if we follow each activity with a reflection on the process and how we can improve the process. So, be sure to set up the result or learning opportunity by giving the metaphor before playing.

Create a breakout room for each small group of 2 - 4 people. Each break-out room will have the same set of Wordle cards to solve. Google will allow you to open a PowerPoint file or show it. Save the Wordle PowerPoint file the same number of times that you have a breakout room. Label each file as "Wordle 1," "Wordle 2," "Wordle 3," and so on.

The reason behind this is so that each breakout room can work/solve its puzzles without interfering with other rooms.

Let the group know that they will have 5 minutes to solve as many puzzles as possible. Assign one person in each breakout room to be the scribe. Each scribe will have a sheet of paper or a stack of index cards. I do like index cards better because they can flash the answer on the screen at the same time as everyone else.

When everyone comes back to the main room. Let them know that you will be calling out the answers as you go through each one by its number from the bottom of the card. I like them to first display the card on the camera and then give the answer. Have each group keep up with their points and see who wins in the end.

3. **Reverse Wordles** - Another great way to use Wordles is to say or give each group or breakout room the answer, and each group has to create their word picture or puzzle and show it on their screen. I would suggest doing some Wordles first to give them ideas of how size, font, color, and position can give clues.

For example, the answer to number one is "No Way on Earth." Someone could write it on an index card to look like the one below. Then challenge the group. You will be surprised by the creativity.



Thanks for your support!

If you have questions, please free to contact me at barry@whenpeopleplay.com

[Return to Table of Contents](#)

4. Create a Wordle: Processing Wordles

Not only is that great for online but for live in-person sessions as well. Process the end of the training by asking each group or breakout room to create a phrase on what they learned that day. Then take that answer and create a wordle. For example, "Today we learned to TRUST IN OTHERS." So, the breakout rooms wordle may look like this.

othTRUSTers

Now each group will have a takeaway or wordle card. This card can be a reminder of what was learned from the training day. Challenge the group to take the cards to review and share at the next training or meeting.

To best get them to process, have them think of the phrase first. When finished then show them the above example and ask for them to create a Wordle Card on their own.

Thanks and Acknowledgements...

I would like to thank the many folks who over the years have challenged me to create and innovate activities in new and different ways. Especially to Jennifer Steinmetz who challenged me to create the cards, to begin with. All by simply asking. Challenge accepted Jenn... challenge accepted.

Many of these rebus puzzles have been used, changed, and adapted to the benefit of all who have used them and been on the receiving end.

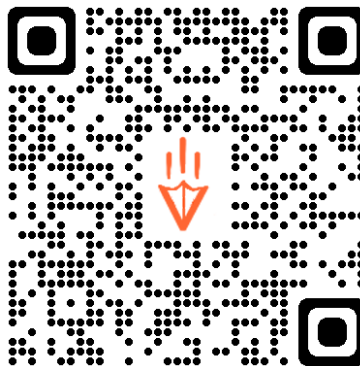
A special thanks go out to the following who have helped play and edit this eBook to get it out to you the educator (facilitator).

Jennifer Steinmetz, Chris Cavert, Michelle Cummings... And for all those that helped me test the cards for game play. You all appreciated more than you know.

An extra-special thanks go to my wife, Lori, who has believed in me and supported me in so many ways. It is through her faith that has proved to me that Ephesians 3:20 is real.

Need more activities? Using different props like cups and fidget beads?

Scan below to discover new ways to reconnect with your group.



If you wish to find other resources that are new and or different to bring exciting new ways to your facilitation, then please visit WhenPeoplePlay.com/store to see what we offer. Coming soon, Team Building with Fidget Beads!