

# SPACELEBRITY

---

In this team-based competitive game of three rounds, players allude, gesture, and guess their way to scientific and pedagogical knowledge!

## LET'S PLAY!

- Gather 6–10 players together, and divide into two teams.

### Round One

- Decide which team will go first, and pick a “clue-giver” on the starting team. Give the clue-giver the deck of Solar System trading cards.
- The clue-giver has one minute to get their teammates to guess as many cards from the deck as possible. For this round, the clue-giver may describe the card in as much detail as possible to their team, as long as they do not use the name of the object itself. They may not skip cards. Set aside all correctly guessed cards in that team’s points pile.
- After one minute, pass the remaining cards in the deck to the first clue-giver on the other team. The second team gets a minute to guess as many cards as possible, with the same rules in place.
- The round continues with the teams taking turns until there are no more cards left in the deck. A different player should give clues each turn.

### Round Two: One Word

- The team with the lowest score starts the next round.
- Their clue-giver has one minute to get their teammates to guess as many cards from the deck as possible. This time around, they must choose just one word to guide their team’s guesses.
- After one minute, pass the remaining cards in the deck to the other team. Trade off between teams as before, until there are no more cards left in the deck, and then move on to the final round.

### Round Three: Gestures

- The team with the lowest score starts the next round.
- Their clue-giver has one minute to get their teammates to guess as many cards from the deck as possible. This time around, they may only guide their teammates with gestures, and cannot talk or make sounds. Teammates may ask yes or no questions to help them guess the card.
- After one minute, pass the remaining cards in the deck to the other team. Trade off between teams as before. The game ends when there are no more cards left in the deck!

### **Discuss as a group:**

*Which round was the hardest for your team? Which was the easiest? Why? Which skills and communication strategies did you develop or practice by playing this game? Did being able to ask questions help you to guess correctly during the third round?*

*Did this exercise help you to learn or remember any solar system science content?*

### **Training goals:**

- *Practice novel communication strategies, including targeted body language and developing shared points of reference*
- *Build comfort and confidence engaging and exploring content with a small group*
- *Realize the importance of making science content personally relevant to learners*
- *Use active questioning to obtain information and bring people into the conversation*
- *Work together as a team with other educators and learners*
- *Understand how a facilitator can help to bridge knowledge gaps between content experts and learners*

**Time to implement:** 45 minutes–1 hour

**Ideal number of participants:** 6–10

## **Materials**

- *Solar System and Beyond trading card set (15 cards)*
- Blank card templates
- 1 minute timer

## **Before You Play**

*10–15 minutes*

Although all trainees have likely learned about our solar system at one time or another, depth of knowledge may vary. You can choose to offer a brief content refresher to get everyone on the same page before playing. See the Training Games Overview for a list of suggested resources you can use to review the objects found on the cards.

You may choose to invite participants to add in cards featuring solar system objects using the blank card template. Participants should each add one or two cards to the deck. Offer assistance to anyone having trouble coming up with an Earth or space object not already in the deck. Refer back to the Training Games Overview for a list of additional objects.

## **Game Rules**

*20–30 minutes*

**OBJECTIVE** Earn points by leading teammates to guess the solar system object on a card.

**SET-UP** Divide players into two teams, grouped on either side of the room in earshot and view of one another. Pick which team goes first and give that team the Solar System trading cards deck.

**PLAY!** This game is played in three rounds.

One player on the starting team (the “clue-giver”) draws a card without showing it to their teammates. They must then attempt to give clues that lead their team to determine the Solar System object(s) depicted on the card.

Each round has different restrictions on the types of clues that can be given (outlined below). Once the team accurately determines which card the clue-giver is holding, they may put that card down in their team’s points pile (each card is one point) and repeat the process with another card.

The starting team’s turn continues for 1 minute, during which time the team’s goal is to guess as many cards as possible. Then, the remainder of the deck is passed on to the other team, which also has 1 minute to gain points. The round continues with the teams taking turns until there are no more cards left in the deck.

Once a team finishes the deck, collect all the cards and shuffle them. The team with the lowest score starts the next round. You can keep track of points between rounds, to tally at the end of the game.

Encourage a different player to act as the clue-giver each turn!

Round 1: The clue-giver may describe the card in as much detail as possible to their team, as long as they do not use the name of the object or system itself.

Round 2: The clue-giver must choose just one word to guide their team’s guesses. They may repeat the word using various intonations, but should not use sound effects or gestures.

Round 3: The clue-giver may only guide their teammates with gestures, and cannot talk or make sounds. Gestures cannot include sign language or spelling out the word. Guessers may ask yes or no questions, which the clue-giver can answer by nodding or shaking their head.

## **Debrief Discussion & Key Takeaways**

*15 minutes over the course of the game*

Take a 2–3 minute break in between rounds to reflect together about the communication strategies used during the round. Refer back to these conversations during a larger debrief discussion at the end of the exercise. Ask questions like:

- What cards did clue-givers have the most difficulty explaining? Why was it challenging?
- What cards did clue-givers find easiest to describe? What made it so easy?
- What strategies helped you succeed this round?
- What sorts of information felt the most useful to guessers?
- Were you able to improve on your communication between turns?

Once the game is over, encourage trainees to discuss general observations of their experience and think about how the techniques they used could be applied to support visitors learning about our solar system. Ask which strategies helped their team earn points, which they struggled with, and how this training activity can guide facilitation of the Explore Science: Earth and Space activities? Here are some examples of reflection questions to ask the group:

- During which round did your group achieve the most correct guesses?
- What changed between rounds that impacted players' access to information and ability to communicate?
- What strategies helped you earn points? How can these strategies help with facilitating Earth & space hands-on activities with participants?
- Did guessers use questions to help determine what was on the card? If not, why might this be a good strategy?
- In the first round, were clue-givers able to present everyday examples that helped teammates determine the card?
- In the guesser role, which communication strategies did you most appreciate?
- As a clue-giver, which communication strategies best allowed you to connect with and guide the learners?

### **Key Takeaways**

Facilitators should try a variety of communication strategies for inquiry-based experiences. Not all facilitated interactions will be the same! Some visitors might absorb more through asking questions. Others might learn more through visual explanations: gestures, imagery and body language are important tools for facilitators. It might take a combination of both verbal and visual clues. Facilitators can have some fun with the activities, work to build shared points of reference with learners, and be adaptable!

Like playing the guesser role, being a learner in a stimulating learning environment can be overwhelming! Facilitators (clue-givers) can help to distill information and guide learners toward knowledge and experiences that interest them. This doesn't mean that facilitators need to be content experts. In fact, exploring new or previously learned concepts alongside participants may help you to empathize with their experience, walk through steps without jumping ahead to conclusions, and create meaningful connections. Try asking open-ended questions and find ways to build on prior knowledge and shared understandings.

Finally, this game demonstrates the importance of building rapport and identifying areas of personal relevance with activity participants. In the first round, clue-givers use descriptive language to lay a shared foundation with guessers. In the second and third rounds, they build on this foundation to invoke content. Like in this game, humor can play an important role in educator-learner interactions!

## Facilitation Notes & Possible Adaptations

You may allow clue-givers to skip cards if they are unable to get their team to interpret the clue(s). In this case, the card should be added to the back of the deck to be passed along to the next team at the end of the turn. But it's important to note that you rarely get to "pass" when facilitating an activity or experience for museum guests, so we suggest playing without this option. If this issue comes up, remind trainees that, while facilitating an activity, it is always okay to say "I don't know" in response to a learner's question!

While you may find that fun and learning can emerge from competition, you can also choose to play this game cooperatively as a whole group, with the goal of guessing as many cards as quickly as possible during each round. Try a 3–4 minute time limit before moving to the next round. If you play this way, rotate the clue-giver with each new card to allow everyone a turn.



Developed and distributed by the National Informal STEM Education Network.

Copyright 2020, Sciecenter. Published under a Creative Commons Attribution-Noncommercial-ShareAlike license:  
<http://creativecommons.org/licenses/by-nc-sa/3.0/us/>

This material is based on work supported by NASA under cooperative agreement award number NNX16AC67A and 80NSSC18M0061. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the view of the National Aeronautics and Space Administration (NASA).