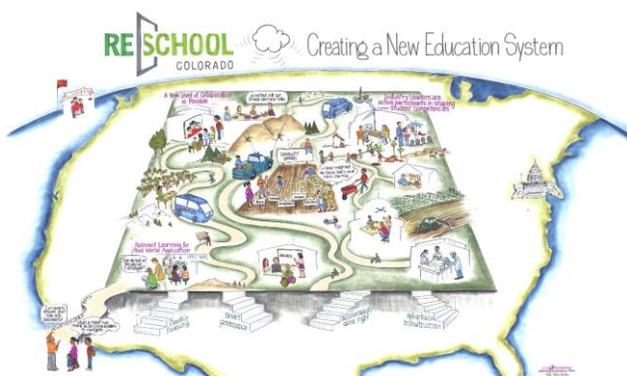# Welcome to the ReSchool Colorado Game
Simple Version

This card-based learning tool is designed to help participants explore the possibilities of unique pathways for learning. In teams of 4 -7 players, each participant takes on the role of a learner, aged 17-21. Based on their goal, a challenge and an interest, learners choose opportunities and resources that match their needs and meet the expectations of a learning framework.

In approximately 30 minutes of play, learners are challenged to build a powerful story of learning that represents one year in a learner's life. Although the game was designed to help others better understand core features of the ReSchool Colorado design such as learner cohorts, the learner advocate, and bundled pathways within a competency-based model, it has triggered reflection and ideas for participants' current work as well. Past sessions have led to conversations about characteristics of effective learner profiles, access to community learning resources, competency-based learning strategies and the coordination of formal/informal learning environments.

In general, the flow of the experience is divided into 3 core phases:

1. The facilitator frames the game and participants discover who they are as a learner (approximately 10 minutes)
2. Participants build a pathway of learning by choosing different resources (approximately 15 minutes)
3. Participants share highlights and next steps of their learning journey (approximately 10 minutes)

Facilitator tips:

✓ Have a timer! Play can get away from you fast and it's tricky to facilitate the game and watch the clock.
✓ Prepare the deck of cards in advance. Keep the situation cards separate and only include six wild cards per game. Make sure to shuffle the resource cards thoroughly.
✓ It's up to you if you want to play *and* facilitate, or just facilitate. We discovered the latter is easier, but when groups playing the game are small, it's helpful to jump in and build another pathway, thereby deepening the conversation.
✓ Allow additional time after play to debrief and share your experience. We've prepared a brief survey of questions designed to prompt reflection and add personal context to the game. Please go to bit.ly/295B4At to capture your thoughts.
✓ If time permits, a practice run of the game before you facilitate is helpful. We do suggest at least reviewing the different cards in advance.
✓ Share your story! Take some photos of play and post on Twitter. Tag @ReSchool_CO and use the hashtag #ReSchoolCO.
✓ Any questions? Feel free to reach out to reschoolcolorado@dkfoundation.org.

Phase 1

The facilitator welcomes everyone to an immersive experience in a learner-centric system.

- **Highlight the goal of the game**: To build a powerful story of learning that aligns to your goal, interest, challenge, and the demands of the learning framework - Participants will be experiencing 1 year as learner.
- **Frame your role as facilitator**: To reflect core attributes of a learner-centric system: ensure quality and appropriate matches, foster connections and cultivate a welcoming environment.

Step 1: Participants build a learner profile by collecting a learner card, a goal card, an interest card and a challenge card. (Simply hold out cards for participants to choose from and ask players to lay all cards facing up so everyone can see them.)

Learner Card	Goal Card	Interest Card	Challenge Card

Step 2: Introductions. Participants go around the table introducing themselves as a learner to the group. Encourage stories to emerge. Participants often provide additional details about their lives.

Step 3: Set up the learning framework. Provide learners with a card for each domain. Define it and the role it plays in the game. The framework helps learners organize their experience in key areas of development that lead to agency and strong sense of self. Brief descriptions for each domain are noted below. You can find more details on the Learning Framework at the ReSchoolColorado.org library in The Future for Learning Framework.

Academically Prepared	Self Manager	Solution Seeker	Socially Intelligent

An academically prepared student demonstrates the skills and content understanding necessary to engage successfully in their next experience of learning

Self-managed learners are able to determine, plan and manage day-to-day tasks and long-term projects in alignment with their goals

The Solution Seeker recognizes and responds to concrete problems by identifying new opportunities to tackle through personal, community or global challenges

A socially-intelligent learner is able to understand and navigate their own and others' emotions in a variety of social interactions

Step 4: Begin to build a pathway. Each learner chooses five resource cards from the deck. You'll notice each resource card describes an activity or support for the learner and is color-coded to a specific learning domain, except for the life cards and wild cards. Life cards, noted in blue, can be aligned to any piece of the learner's profile or any domain. Wild cards are an opportunity for participants to add specific resources they know about in their communities that could serve as a good resource for them as a learner.

Learners review cards and choose the ones that are a match for them, organizing them within each of the domains. Not all the cards will be a match. Participants will hold these cards to discard and share as the game progresses.

(Left: Participants match resources to the unique needs of who they are as a learner by aligning learning experiences with the color-coded framework.)

Step 5: Highlight 3 or 4 matches. Ask the whole group if anyone wants to share and explain a powerful, interesting or exciting match. Use these examples to model and expand people's ideas of how different experiences can hold learning value.

Phase 2

Step 6: Begin play. For the first two to three rounds have participants pull from the deck or the pool (pictured right of the deck), make matches and, if no match, discard cards. Discarded cards go into the pool face up, representing a growing awareness of community resources for the learning cohort. Learners can choose any card from the pool instead of the deck when it's their turn.

This gives learners an opportunity to build a more expansive learning journey. Encourage them to share rationale for matching and guide them towards alignment to the framework.

Step 7: Introduce a situation. After a few rounds of learners choosing from the resource deck or pool of resources, interrupt a player's turn and give them a situation card instead. Have players collaborate to support the learner's situation. Are there cards in the pool or in their own hand of unused resources that can support the learner in addressing the situation? This step is an explicit modeling of the role of a learner advocate.

Step 8: Continue play. Again, allow players to make matches from pulling from the resource deck or pool. Try to time it so each player has had a chance to pull a minimum of 7 resources so they can begin to grapple with the challenges and opportunities of building a unique pathway.

Time Permitting: As the game progresses, teams usually add their own flair to the game. One way to add complexity to play is to open up resource matching to the whole group. For example, a learner chooses a card, and if it is not a match, then they turn to the whole group and offer up the opportunity. This suggests that learners build skills over time to support not only their learning, but also the learning of their peers.

Phase 3

Step 9: Story time. Explain to participants that they will have up to one minute to share where they are in their learning trajectory. You can guide them in highlighting an area of real growth and an area of where they need to continue to focus. Where are they today in relation to their goals and interests? How might things have changed for them? What trends are they noticing in their own learning journey? Where do strengths and gaps emerge in relation to the Learning Framework?

Next Steps and Variations

- ✓ As recommended in the tips for facilitators, the game is most valuable when followed by a debrief exploring observations, questions and insights for implementation. Head to our survey for prompts for reflection and to capture your thinking at bit.ly/295B4At

- ✓ We encourage you to add variations to the game! The team at ReSchool has played a few variations, each time learning more about how to best serve individuals in reaching their potential. Some of our variations have included:

  - o Shuffle situation cards into the resource deck. Although it requires more time to play, this pushed towards greater collaboration across the team and built a deeper understanding of how to serve as an advocate for a learner. This version also highlighted the complexities of a learner's life.

  - o Collectively build out a profile for a single learner, instead of each participant building out a pathway. Give a team the learner profile, including the goal, interest and challenge card -- as well as the whole resource deck. This led to greater exploration of the value of each learning resource.

  - o Partner play. In a version played with students, we matched them with adults in the game. At first students struggled to see how the experiences represented learning opportunities, but with the adults offering suggestions, they quickly saw value in resources and were able to build interesting, powerful stories.

The ReSchool Colorado Game was designed in collaboration with Greater Good Studio.