

# Group Number Game

**Possible Objectives:** Problem Solving, Verbal Communication, Listening, Inclusion, Consensus Building, Helping, Persistence, Patience, Attention to Task...

**Needs:** Each small group of students will need one copy of the **Group Number Game** handout and something to write with. You also may want to read **The Number Game** activity if you haven't yet. You can find it on page 29.

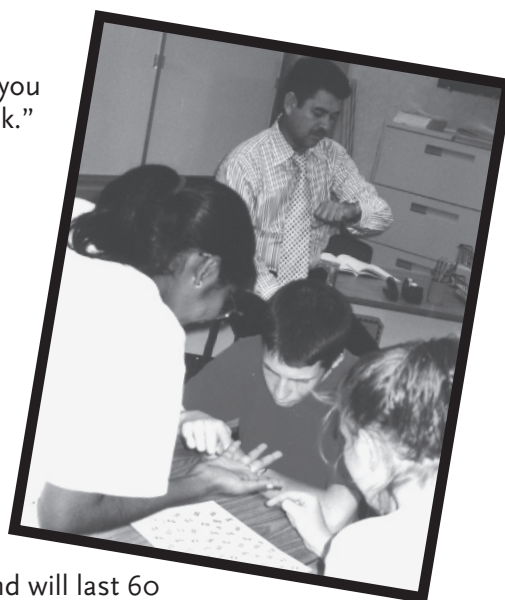
**Procedure:** This activity works very well with groups of three. Pairs would be my next choice, then fours. Each group should find a comfortable place to work—on the floor or at desks. Hand out one “number sheet” face down to each group. They are not to turn the sheets over until instructed to do so. Tell the students:

“This activity is just like **The Number Game**. However, you will be working in small groups to accomplish the same task.”

-or-

“This activity is a hand-eye coordination exercise in which each group will be working as fast as they can to find the numbers on the sheet, in sequential order, within the given time period.”

When you say “Go,” a player in the group will turn the paper over and locate the number “1” (the only number that is circled on the page), and place their index finger on this number. Then they should look for and place their index finger on the number “2,” then find and place their index finger on the number “3” and so on. It is important that they “physically” put their finger on each number before they locate the next number. Continue finding numbers until time is up. Each round will last 60 seconds. When time is up say, “Please stop. Turn your papers over and write this last number you touched on the back of your sheet.”



If you played **The Number Game** and saved the number handout, compare each student's initial number to the group number they obtained. Any difference? I'll bet you know where this is going?

At this point of the game, you have a choice to share numbers with the class. You can do a general sharing: “Who made it above 5, 10, 15, 20...?” or just continue with the next round. In this number game, I give groups a 60 second planning between each round—no planning before the first round. Each round has the same rules—building on known skills. Always start with the number “1,” use the index finger, and count up as high as you can in 60 seconds. Repeat this procedure at least six or seven times.

This game is a great way to emphasize the power of groups or in this case, the power of a group this size. (I tried this activity, as an experiment, with a group of 12. One sheet of paper, 12 people—I think you see the picture). SO, some things for some groups.

NOTE: Before you use this activity, consider whether or not your class is ready to work in groups.

### Observations/Questions:

- What were some overall group feelings about this activity? How did you get along? Are there times in a group when you might feel like this? What can we do to help each other through these feelings?
- Was there any leadership in the group? Who?
- Was there too much leadership in the group? How did it affect the process?
- Was leadership necessary?
- What was difficult about the activity? How can we relate this to the group work we will be getting into?
- Did you discover any limits of your group?
- What are some strategies you might use to be more effective during a group project?
- What was the effect of sharing the numbers with the class?
- How did students react to the sharing?
- Was everyone able to follow the rules?
- Did anyone use both index fingers during the process?
- Did anyone give up? What might be some reasons we give up on something?
- What might be a lesson from this activity?
- Rate the effort of your group. What could you have done to get a higher rating?

(OTHERS)

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### Variations:

- You can also use this activity to work on concentration and relaxation skills. As the time is going down, count off the time remaining every 5 seconds, “55 seconds left, 50 seconds left, 45 seconds left.....10, 9, 8, 7, 6, 5, 4, 3, 2, 1, TIME’S UP!” What skills can be learned to relax more during/in a distracting environment?
- After the planning period, do not allow any talking. How does verbal communication affect the process?

### Other Ideas:

•**The Number Game** is a good lead into the **Group Number Game**.

**Group  
Number  
Game**

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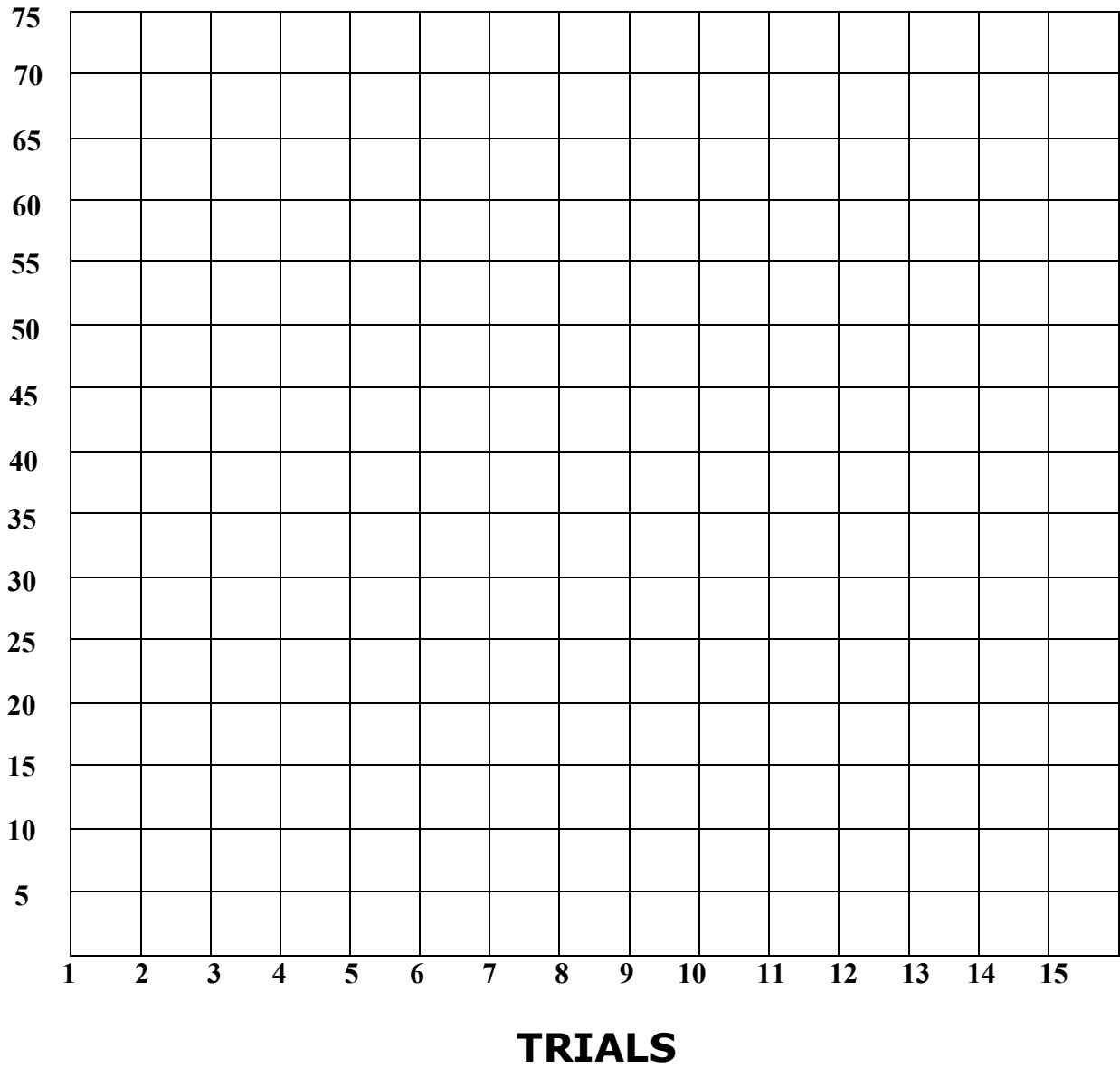
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Newstrom, John W., Scannell, Edward E., Games Trainers Play, 1980, McGraw Hill, Inc.

# The Number Games Graph



Name(s): \_\_\_\_\_