



Mentor Guide:

Extraordinary Ordinary Games

June 2020

By

Jolene Zywica

Shula Ehrlich

Shannon Carey

Kelsey Cain

Sarah Earnest

Jordan Bulger

Contents

Game Basics	4
What is it?	4
Learning Goals	4
Game Goal	4
Game Rules	5
Game #1: Ordinary to Extraordinary - A Card Game	5
Setup	5
How to Play	5
Win State	5
Game #2: A Curious Scavenger Hunt	6
Setup	6
How to Play	6
Win State	6
The Playing Cards	7
How to Score	14
Scoring for the Ordinary to Extraordinary Card Game	14
Scoring for the Curious Scavenger Hunt Game	14
Mentor Resources	14
How to introduce the game to students	14
How to support reflection and curiosity	15
Followup and Supporting Activities	15



Game Basics

What is it?

Every day we perform hundreds of tasks without thinking. Our brains would explode if we had to think about which hand to eat with or how to greet a friend. In this card game, students will “Be Curious” about familiar actions and warm up their brains without exploding them. They will reflect upon their experience and how these practices, and the curiosity they engender, enrich their lives inside and outside of school. They will try old things in new ways.

As a mentor, you will guide students, facilitate game play as needed, provide feedback, and determine whether students have successfully completed activities and reflections.

Learning Goals

Through playing this game, students will cultivate their curiosity about everyday activities and the people they play the game with. Learning goals include:

1. Express curiosity about seemingly familiar or routine activities or objects, and the people in your life.
2. Identify how curiosity can enrich your life inside and outside of school.
3. Collaborate and become inspired by others’ curiosities.
4. Recognize you do not have all the answers.
5. Ask questions about the world.
6. Be resourceful, and seek answers.
7. Step out of your comfort zone, reach beyond what you think you already know, and try new things.

Game Goal

The goal is for students or advisory groups to win by accumulating the most points.



Game Rules

There are two games that can be played using the Extraordinary Ordinary cards:

1. **Ordinary to Extraordinary**, a card game modeled after “Apples to Apples”
2. **A Curious Scavenger Hunt**

Game #1: Ordinary to Extraordinary - A Card Game

Setup

The Ordinary to Extraordinary Card Game is played in groups of 4–6. All cards are laid face down in a pile in the middle of the group. Each student has paper and pen or a dry erase lapboard ([example](#)) and marker.

How to Play

1. The group selects a judge for the first round.
2. The judge draws a card from the pile and places it face up on the table for everybody to see.
3. Each player (except the judge) has 30 seconds to come up with an idea for how to best explore or accomplish the prompt on the card. They write their idea on their dry erase board or a piece of paper.
4. One at a time, each player shows what they wrote and shares their ideas with the group. Each student has the option to make a case for why their idea best accomplishes the goal from the card that has been drawn for the round.
5. After every player has made their case, the judge decides which idea is the best match or just their favorite for the card.
6. At that point, the whole group will do whatever the winning player suggested.
7. The player who submitted the chosen idea wins the round, takes the card to signify the win, and receives the number of points identified on the card.
8. The role of judge passes to the player to the left.

Win State

The player with the most points at the end of the game wins (after all the cards are drawn or after a designated amount of time).



Game #2: A Curious Scavenger Hunt

Setup

The cards are scattered all around the school, in and out of classrooms, in the hallway, in the gym, and in the cafeteria. The game will require at least one set of cards for every advisory group involved in gameplay.

Each advisory group will play as one team, competing against the rest of the advisories. Each advising group will need a Be Curious box (e.g., an old tissue box, plastic bin, or something similar) for storing cards that have been played.

Consider nominating a Record Keeper—one student responsible for tallying points each week and the students that played cards, so the onus isn't on the mentor.

How to Play

1. Scattered cards can be picked up and played by any student. There are two ways to play the card:
 - a. The player must find at least one partner from their advisory group with whom to tackle the prompt or challenge on the card. Once complete, both players report back to their advising group and advisor and put the card into the Be Curious Box. Players get 2 bonus points for providing photo or video evidence of the “play.”
 - b. The player may also hold onto the card and play it with their advisory group at a later date and then add it to their advisory group's Be Curious box. Everyone who plays gets points for completing the activity.
2. At that point, the original player puts the card into their advisory group's Be Curious box to add to their team's score.
3. At the end of each week, points are tallied and shared across the grade or school.
4. Advisory groups get 5 bonus points each week when every member of their team contributes at least one card to the box.

Win State

The winning team is the advisory group who has accumulated the highest number of points at the end of the designated time (a week, for example).



The Playing Cards

There are 15 playing cards in the deck.

Each card is worth a certain number of points and is labeled in the top right corner.

The point system also follows a color pattern. (e.g., all 3-point cards are green)

Express Curiosity

3
POINTS

Basic to Big

We are surrounded by objects that connect to fascinating and important problems.

Identify an everyday object in the room.

Using the object selected by you (scavenger hunt) or the judge (card game):

- 1 Discuss what the material is made from.
- 2 Discuss who you think made it.
- 3 Brainstorm global problems or issues that are connected to this object.

(e.g., A piece of food is connected to global warming, starvation. A plastic bottle is connected to problems with global warming.)

The main prompt is bold and matches the color of the card for easy reading.

Examples are provided for inspiration.



The following table includes the information on each card. It also provides the primary goal for the activity and reflection questions to support deeper thinking and conversations about the experience and curiosity.

Card	Card Text (Instructions)	Goals & Reflection Questions
1	<p>SO SLOW 1 point</p> <p>Slow down and get curious about basic activities.</p> <p>Identify a simple common activity to be performed as slowly as possible (e.g., tie your shoes, close and open your eyes)</p>	<p>Primary Goal: Express curiosity about seemingly familiar or routine activities or objects.</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> • What were you thinking about as you completed this activity? • What were you curious about? • What questions does this raise for you or what do you want to know more about?
2	<p>Non-Dominant Challenge 1 point</p> <p>Come up with an activity to perform with your non-dominant hand (e.g., cut with scissors, brush your hair, throw a ball)</p>	<p>Primary Goal: Express curiosity about seemingly familiar or routine activities or objects.</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> • What were you thinking about as you completed this activity? • What were you curious about? • What questions does this raise for you or what do you want to know more about?
3	<p>Question the Ordinary 3 points</p> <p>Identify an ordinary object in the room. (e.g., a pencil, water bottle)</p> <p>Think you know everything there is to know about it? Think again!</p> <p>Once an object is selected by you (scavenger hunt) or the judge (card game) do the following:</p>	<p>Primary Goals:</p> <ol style="list-style-type: none"> 1. Ask questions about the world. 2. Recognize you don't have all the answers. <p>Reflection Questions:</p> <ul style="list-style-type: none"> • What surprised you about this activity? • What do you want to know more about?



	<ol style="list-style-type: none"> 1. Write down as many questions as possible about the object. 2. Share and discuss your questions. 3. Research to answer a question you're most curious about and share findings. 	
4	<h3>Forgery Friends</h3> <p>1 point</p> <p>Our penmanship forms part of our identity. We can generally recognize our own writing.</p> <p>Write at least three sentences that others will have to copy to a T.</p>	<p>Primary Goal:</p> <p>Express curiosity about seemingly familiar or routine activities or objects.</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> • What were you thinking about as you completed this activity? • What was challenging about this activity? • What were you curious about as you were doing it? • What questions does this raise for you?
5	<h3>Walk this Way!</h3> <p>1 points</p> <p>Most of us don't think twice about walking.</p> <p>Identify a unique or unusual way to walk. (e.g., take two steps with one leg for every one step of the other, walk sideways by crossing one leg in front of the other)</p>	<p>Primary Goal:</p> <p>Express curiosity about seemingly familiar or routine activities or objects.</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> • What were you thinking about as you completed this activity? • What was challenging about this activity? • What were you curious about as you were doing it? • What questions does this raise for you?
6	<h3>No-Look Hello</h3> <p>2 points</p> <p>We greet people all the time. Different people greet each other differently. Some people make eye contact. Some</p>	<p>Primary Goal:</p> <p>Step out of your comfort zone, reach beyond what you think you already know, and regularly try new things.</p> <p>Reflection Questions:</p>



	<p>people do not. Some shake hands, others bow. What other ways do people greet each other?</p> <p>Identify a way a person might introduce themselves to someone else.</p>	<ul style="list-style-type: none"> • What are some of the ways people greet each other? • Why do they do that? • How might this vary across cultures? • What questions does this raise for you?
<p>7</p>	<p>Expert Express</p> <p>3 points</p> <p>Identify a question you have about an everyday complexity.</p> <p>(e.g., How do we get running water? How does a toilet work? Where does my lunch come from?)</p> <p>Spend 2 minutes researching the question selected by you (scavenger hunt) or the judge (card game) and discuss what you learn.</p>	<p>Primary Goals:</p> <ol style="list-style-type: none"> 1. Ask questions about the world. 2. Be resourceful, and seek answers. <p>Reflection Questions:</p> <ul style="list-style-type: none"> • What was most interesting about this activity to you? • Did you discover anything that surprised you? • What do you want to learn more about?
<p>8</p>	<p>Basic to Big</p> <p>3 points</p> <p>We are surrounded by objects that connect to fascinating and important problems.</p> <p>Identify an everyday object in the room.</p> <p>Using the object selected by you (scavenger hunt) or the judge (card game):</p> <ol style="list-style-type: none"> 1. Discuss what the material is made from. 2. Discuss who you think made it. 3. Brainstorm global problems or issues that are connected to this object. 	<p>Primary Goal:</p> <p>Express curiosity about seemingly familiar or routine activities or objects.</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> • What questions did this activity raise for you? • What were you thinking about as you completed this activity? • What other objects are you curious about?



	(e.g., A piece of food is connected to global warming, starvation. A plastic bottle is connected to problems with global warming.)	
9	<p>Teach Me Something Basic</p> <p>2 points</p> <p>Every day we perform hundreds of activities without thinking and in our own special way.</p> <p>Identify something ordinary you do every day.</p> <p>Explain to others how you do this activity or listen to someone else explain their activity if yours isn't selected.</p>	<p>Primary Goal:</p> <p>Express curiosity about seemingly familiar or routine activities or objects.</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> • What was challenging about this activity (for you or the person explaining)? • How did this activity encourage you to be curious about something ordinary?
10	<p>Teach Me Something Hard</p> <p>3 points</p> <p>Your ordinary is someone else's extraordinary.</p> <p>Identify something you do naturally and are good at that might not be as easy for someone else (e.g., dancing, a handstand, a yoga pose).</p> <p>Teach others how you do this activity or have someone else teach you if theirs is selected.</p>	<p>Primary Goal:</p> <p>Collaborate and become inspired by others' curiosities.</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> • What was or would be hard about teaching someone this ordinary activity? • How does this activity encourage you and others to be more curious?



<p>11</p>	<p>Just Admit It! 2 points</p> <p>There are a lot of things we are aware of, but maybe don't know much about.</p> <p>Identify something ordinary you think you should know or understand, but don't (e.g., Who's the secretary of state? Is Canada a state or country?)</p> <p>No need to be embarrassed, as most of us experience this.</p> <p>Then, discuss the answer to the question selected by you (scavenger hunt) or the judge (card game).</p>	<p>Primary Goal: Recognize you do not have all the answers.</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> • Why is it so hard to admit it when we don't know something? • What are the benefits of admitting these kinds of questions?
<p>12</p>	<p>Active Listening 3 points</p> <p>What can you do to show someone that you're actively listening? Identify one strategy you can use to listen more actively. (e.g., Repeat the other person's words mentally as he or she says them or maintain eye contact with the other person throughout.)</p> <p>For the rest of the day, practice using the strategy selected by you (scavenger hunt) or the judge (card game).</p>	<p>Primary Goals:</p> <ol style="list-style-type: none"> 1. Be resourceful, seek answers. 2. Express curiosity about seemingly familiar or routine activities or objects. <p>Reflection Questions:</p> <ul style="list-style-type: none"> • What does active listening have to do with curiosity? • How did you feel as you were practicing active listening? • What did you notice that you might not have noticed before?
<p>13</p>	<p>What's Your Life Like? 2 points</p> <p>Get curious about the people you're playing this game with.</p> <p>Identify 2 questions you'd like to ask others about their lives outside of</p>	<p>Primary Goal: Ask questions about the world and people around you.</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> • How can curiosity help you build positive relationships?



	<p>school. (e.g., What do you do on the weekends? Who do you live with?)</p>	<ul style="list-style-type: none"> • What are other benefits of being curious about the people in your life? • What can you do to be more curious about the people in your life?
14	<p>What Do You Believe? 2 points</p> <p>Get curious about the people you're playing this game with.</p> <p>Identify a philosophical question you'd like to ask others to learn about their beliefs and values. (e.g., What's the purpose of life? What do you value most in life? Do you believe in God? What happens when we die?)</p>	<p>Primary Goal:</p> <p>Ask questions about the world and people around you.</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> • How can curiosity help you build positive relationships? • What are other benefits of being curious about the people in your life? • What can you do to be more curious about the people in your life?
15	<p>I'm an Open Book 2 points</p> <p>Get curious about the people you're playing this game with.</p> <p>Identify 2 questions you'd like to ask others to learn about them. (e.g., What's your favorite movie and why? What's hardest about being 15?)</p>	<p>Primary Goal:</p> <p>Ask questions about the world and people around you.</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> • How can curiosity help you build positive relationships? • What are other benefits of being curious about the people in your life? • What can you do to be more curious about the people in your life?

How to Score

The number listed in the upper right corner of the card is the number of points earned when playing the game.



Scoring for the Ordinary to Extraordinary Card Game

When a player's idea is selected by the judge, they earn the number of points designated on the card. The player with the most points at the end of the game wins (after all the cards are drawn or after a designated amount of time).

Scoring for the Curious Scavenger Hunt Game

When players complete the activity on the card, the points are added to their advising group's total. The group's points are tallied and compared to other advising groups at the end of the week or other designated time.

Mentor Resources

How to introduce the game to students

1. Explain the game to students and why they'll be playing it. This includes explaining the "Extraordinary Ordinary" theme and how this shapes the game and activities. It may be helpful to share the learning goals with students.
2. Review game rules and set up.
3. Set guidelines for play within the context of your classroom. For example, how do you decide who is the record keeper each week? If students are playing the scavenger hunt, when is a good time to share the cards during advising (beginning of advising, at the end after you've taken care of other business, etc.)?
4. Model the first round or two of each game with a few students and with the remaining students watching how the game is played.

How to support reflection and curiosity

As important to playing the game, if not more, is the reflection and debrief that happens during and following game play. There are a number of methods that you can use to support the students in making connections and developing their curiosity. Below is a list of methods that we suggest.

- **Full Group Discussion:** Present questions/prompts to the whole group and open up for a full group discussion.
- **Silent Conversation:** Hang up pieces of chart paper around the room with different reflection prompts. Each student walks around with a pen and responds quietly to the



prompts around the room and/or to what other students have written. After the time is up, students highlight what they saw and wrote.

- **Exit ticket:** Students individually respond to the experience through a short written reflection, which they turn in upon exiting the room.
- **Think, Share:** Allow time for students to reflect and/or journal independently on a given prompt(s) and then open up for a group share out on reflections.
- **Think, Pair, Share:** Allow time for students to reflect and/or journal independently on a given prompt(s). Students then pair up to reflect with a partner. At the end, allow groups to share out what they discussed.

Followup and Supporting Activities

In addition to the game, here are several ways you can support students in being curious. These make for great followup activities or compliments to the game experience.

1. **It's Your Turn.** Create your own challenge to get people curious about ordinary activities. Ask students to identify an activity that would help others be curious and that could be completed in a few minutes. Use the cards in this game as inspiration.
2. **Curiosity Wall.** Students document what they're curious about or have questions about (from readings, class discussions, things outside of school, etc.) and continue to add to the list on the Curiosity Wall. They can also share something they want to teach and something they want to learn and mentors can then organize mini-workshops around common themes.
 - a. I want to teach...
 - b. I want to learn...
3. **Game Modding.** Have students create their own cards for the game and/or mod gameplay. They can also create entirely new games with the cards.
4. **Old Place, New Place.** Go to a place you're really familiar with. Listen and observe for 2 minutes. What do you notice that you've never noticed before?
5. **Passion Poster.** Create a passion poster of interests and activities that you want to explore in greater detail.
6. **I Have No Idea.** For a week, record when you do not understand how certain everyday objects or systems work. How do pens hold ink inside them? How does a water heater work?



7. **It's Only Breathing.** For 30 days straight, breath calmly with your eyes closed each day for 5 minutes.
8. **30-Day Challenge.** Identify something you'll do everyday to practice being more curious. Practice it every day for 30 days. Keep a journal reflecting on your practices.

