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Game Bibliography-Inferencing

**Game Name:** Taboo

**Type:** Board game

**Number of Players:** 4+ Players

**Subject Area/Learning Domain:** Inference Skills

**Link:** [http://en.wikipedia.org/wiki/Taboo\\_\(game\)](http://en.wikipedia.org/wiki/Taboo_(game))

**Summary of Educational Fit:** The game of “unspeakable fun” can be used to understand and practice forming inferences. By forcing the players to think of new ways to explain a word, students can one uses your background knowledge plus the clues from the text (game) to form an inference.

**Game Name:** 221 B. Baker Street

**Type:** Board game

**Number of Players:** 2-6 Players

**Subject Area/Learning Domain:** Deductive Reasoning/Inference Skills

**Link:** [221 B. Baker Street](#)

**Summary of Educational Fit:** This detective game uses the most famous detective, Sherlock Holmes, to solve intriguing cases/crimes using deductive reasoning and inferences. Players will attempt to complete the case narrative using clues gathered from around London (the game board). It is a great way for more advanced students to continue improving their inferences.

**Game Name:** Battle of the Sexes

**Type:** Board game

**Number of Players:** 2+ Players

**Subject Area/Learning Domain:** Gender Inferences/Stereotypes

**Link:** [Battle of the Sexes](#)

**Summary of Educational Fit:** This party game for players 12 and older will illicit great discussion around gender-based knowledge. Although not a game used for direct practice in inferencing, it is a great opportunity for players to discuss genders. What does it say about men/women based on the types of questions asked? What experience have you had with this type of stereotyping?

**Game Name:** Catchphrase

**Type:** Board game

**Number of Players:** 4-16 Players

**Subject Area/Learning Domain:** Inference Skills

**Link:** [Catchphrase](#)

**Summary of Educational Fit:** This fast-paced party game is similar to Taboo, except here, you need to keep talking and giving your team clues until the word is guessed correctly. Then, you pass to the next card. The speed of this game makes great to practice more free-associative thinking. The discussion which follows can tie this to what makes a good textual clue for making an inference.

**Game Name:** Ticket to Ride

**Type:** Board game or Online (Mac/PC)

**Number of Players:** 2-5 Players (board game); 1 versus computer (online)

**Subject Area/Learning Domain:** Inference Skills

**Link:** [Ticket to Ride Board Game](#)    [Ticket to Ride Online](#)

**Summary of Educational Fit:** At first glimpse, this board game has more to do with route design and strategic/tactical decision making. However, I feel this game is a fun alternative to guessing games for inferences. The players must build a continuous train route from one location to another without the other players discovering. One can use the strategies learned in the game in order to try and infer the other players' strategies. I admit, it is a more abstract realization of inferences, but I think the discussion that follows will be rich with board inferences.

**Game Name:** Dixit

**Type:** Party Card Game

**Number of Players:** 3-6

**Subject Area/Learning Domain:** Narrative story-telling using inferences

**Link:** [Dixit](#)

**Summary of Educational Fit:** Using images to tell a story, players must infer which picture best matches the storyteller's sentence/phrase. This game really taps into the creative potential of inferences and combines this with telling a great story. This game can then be used as a follow-up writing activity using both the clues, inferences, and created details to create a story.

**Game Name:** Fauna

**Type:** Board game

**Number of Players:** 2-6

**Subject Area/Learning Domain:** Inference skills

**Link:** [Fauna](#)

**Summary of Educational Fit:** This game is great to play with a small group of students to reinforce inference skills. Players must use clues to guess certain details about a mystery animal, such as its height, weight, habitat, etc.... There is also a Fauna Jr. that can be used in younger grade levels to practice using clues to guess an idea.

**Game Name:** Chess

**Type:** Board game

**Number of Players:** 2

**Subject Area/Learning Domain:** Strategic thinking and inference skills

**Link:** [Chess](#)

**Summary of Educational Fit:** Although this is a very abstract strategy board game, I feel that more advance students can use chess to better understand higher-level inferential thinking. Chess is not just about planning your own moves, even multiple steps ahead. Chess really taps into inferring the other player's thinking and strategy in order to better plan you own strategy. I think a rich discussion on analyzing each other's plans and ideas could result.

**Game Name:** Fresco

**Type:** Board game

**Number of Players:** 2-4

**Subject Area/Learning Domain:** Game can be modified to fit inferential thinking

**Link:** [Fresco](#)

**Summary of Educational Fit:** I understand that Fresco, as the game's rules are designed, does not lend itself to inferential thinking. However, I believe that you could modify this game to make it more relevant to this domain. The idea is to uncover a piece of artwork in the center of the game board. I think that by pausing periodically throughout the game, creating a list of inferences about the center painting, and possibly making any sort of predictions, you would add a very important layer to this game. Students often don't understand how one infers from pictures. I think that picture inferences need to be mastered first before one can move to a more textual medium.

**Game Name:** Guess Who?

**Type:** Board game

**Number of Players:** 2 Players

**Subject Area/Learning Domain:** Inferences

**Link:** [Guess Who?](#)

**Summary of Educational Fit:** Guess Who is a great game for both primary and intermediate students. For primary students, one can focus on the characteristics of each given character in order to guess the correct mystery person. For intermediate students, you can modify the game to add a level of inferential thinking. For example, let's say that you have narrowed down all of your people choices to those wearing hats. You could then begin a dialogue about what other clues are available to uncover a reason for wearing a hat. What does the type of hat tell you about the person? These questions can help students understand how character traits and inferences are closely related.