

# Describe

Games and Activities

The Most Versatile  
Conversation Starter

Rules and Instructions

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Presented to help you quickly navigate to your chosen section of the instructions! There are so many different games and activities for *Describe*, it can be difficult to know where to start. If you'd like to know more about *Describe* before starting, be sure to read from the beginning. If you'd prefer to jump right in, head to the *How is Describe Played?* section for tips on where to start!

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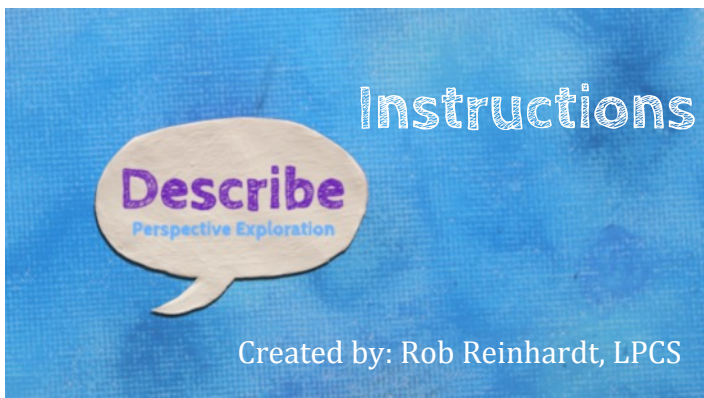
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Describe Cards – Perspective Exploration  
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*Describe* is a creative and fun set of games and activities that spur interesting conversations. Originally conceived as an ice breaker and interactive counseling tool by a Licensed Professional Counselor, *Describe* can also be played/used by therapists & counselors, families, teachers, RPG players, actors, school and camp counselors, life coaches, companies, team builders, or any individual or group wanting to explore how they view themselves, and the world and people around them.

## INTRODUCTION

Adjectives (words that describe people, places, or things) are incredibly important when it comes to understanding how we view our world. We paint the picture of our world through adjectives, and it is through adjectives that we better understand our experiences. For example, when we ask someone to tell us about themselves, we're looking for more than, "I am male and I work in a factory." Facts are useful, though add much less to our understanding of each other than adjectives do. What we really want to know is *what kind of person* this person is. Is he Kind? Unhappy? Creative? Loving? Bored?

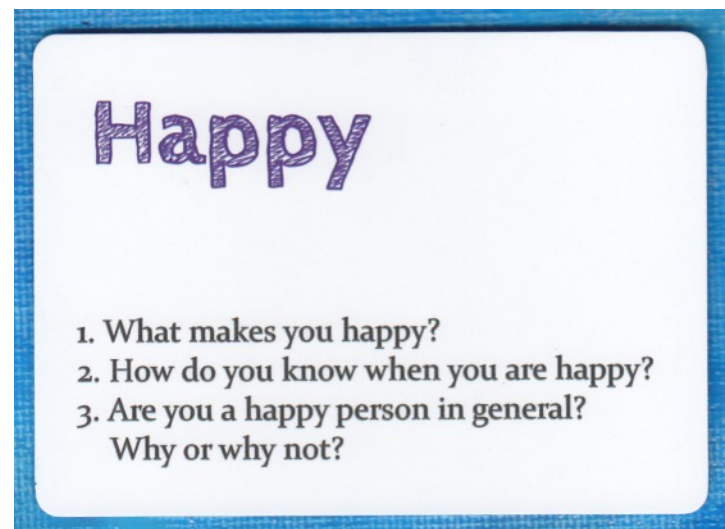
When we explore emotions, adjectives are just as important. It's not enough to know that a person was frightened by an encounter with a dog. We want to know why. Knowing that the dog was big, angry, and aggressive paints a fuller picture of the person's experience. It's also very different from the person that was frightened of a dog that was small, calm, and friendly.

Adjectives are how we understand a person's emotional experience, as well as their perception of the people in their lives, their relationships, their work... everything! Therein lies the power of *Describe*. Through the activities outlined below, perspectives can be explored and understanding of personal experiences increased. It's also possible to develop additional activities using these cards. We'd love to hear about new and interesting ways that people are using *Describe*. Find our contact information at the end of these instructions.

## The Describe Cards

Each of the *Describe* cards contains a specially selected adjective, as well as three intriguing questions related to that adjective. (Additional adjectives and questions can be found in expansion decks.) Below are some of the many activities and games that can be enjoyed with *Describe* cards.

**Note:** *Describe* cards contain adjectives that might be perceived as positive, negative, and in between. Feel free to be selective about which cards you include in an activity or game, based on the participants and desired outcome.



# WHAT'S IN THE BOX?

*Describe* features a growing line of products that support dozens of games and activities. This manual includes instructions for games and activities for all of these products. Most games/activities require only *Deck One*, but may be enhanced by the use of *Deck Two* and/or the *Activity Board*. Some games/activities may require a specific product or combination of products.



**Deck One** *Describe - Deck One* includes 104 Describe cards, plus a small printed instruction booklet in a tuck box. This is the original deck of *Describe* cards and the best place to start. While that instruction booklet is helpful, *Describe* had outgrown it, as we have added many more activities and games. You'll find all the items from the original instruction booklet in this document, plus much more!



**Expanded** *Describe - Expanded* includes the 52 cards of *Deck Two*. The box is sturdy and also has room for the cards from *Deck One* and the future *Deck Three*!

## Activity Board

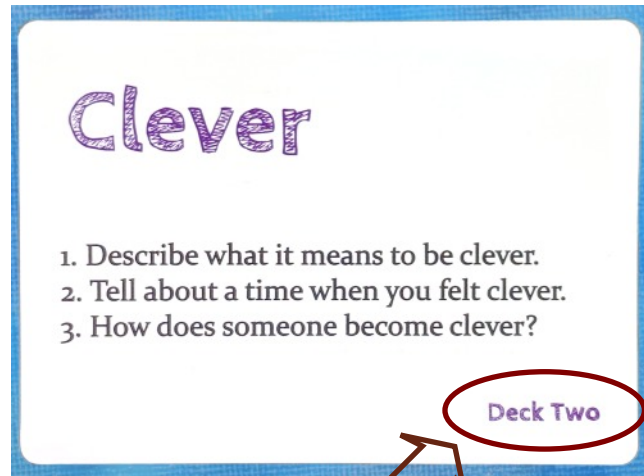
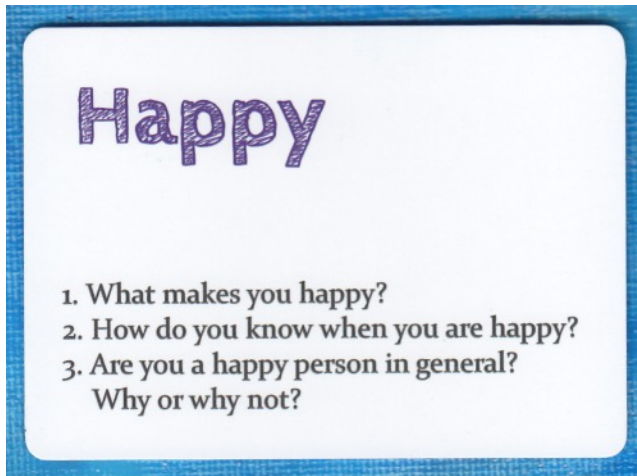


The *Describe - Activity Board* allows you to fully unleash your creativity *Two*. The *Activity Board* can be used with *Describe Cards* for activities found in these instructions and also for the creation of an unlimited number of new activities. The *Activity Board* features a dry erase\* surface, allowing you to write questions, prompts, or anything else to go along with your game or activity!

\* *Dry erase marker may not be supplied with all versions of the activity board. Be sure to test chosen dry erase marker in a corner of the board to ensure it will erase properly. **Only use dry erase markers** (i.e. do not use wet erase, permanent markers, crayons, etc.)*

# The Describe Cards

Each of the *Describe* cards contains a specially selected adjective, as well as three intriguing questions related to that adjective. (Additional adjectives and questions can be found in expansion decks.) Below are some of the many activities and games that can be enjoyed with *Describe* cards.

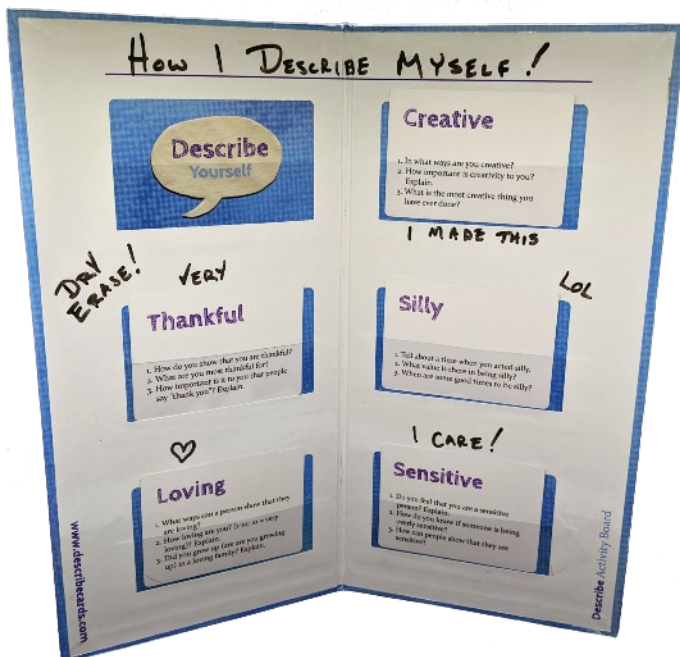


NOTE: It's easy to tell cards from *Deck One* and *Deck Two* apart if you need to. Cards from *Deck Two* have a designation in the lower right, while those from *Deck One* do not. Of course, once you've been using *Describe*, you may be fine with them being all mixed together!

## The Activity Board

The *Activity Board* has a dry erase surface and six card slots. This allows for you to draw, write prompts or thoughts, and to put *Describe Cards* in the slots as part of a game or activity. Some activities/games are even more fun and interesting when using multiple *Activity Boards*. (i.e. one per participant)

**NOTE:** While the card slots were designed to hold one card, it may be possible to slide up to five cards into a slot without damaging it if players are careful/gentle. Being able to slide more than one card into a slot opens up a range of possibilities for activities and games!





## How Is Describe Played?

How *Describe* is played depends on who you are playing it with! There are games and activities for individuals, couples, families and groups. Some are interactive games, while others are ice breakers, introspective, or communication activities. The activities and games are divided according to whether they can be played by “Individuals”, “Couples”, or “Groups/Families”. This allows you to jump to the appropriate section of the instructions. Following are some recommendations and clarifications:

### Therapists/Counselors/Coaches

- *Describe* was developed by a Licensed Professional Counselor so all of the original activities (those presented in the instructions) have been used in that setting.
- Most of the activities mention “participant(s)”. Typically the counselor/therapist will not be a participant, but rather will guide their client(s) through the activity.

### Individuals

- No counselor or coach is required for individuals to gain insights from many of the *Describe* activities. Head to the individual activities and explore your thoughts and feelings about yourself and your relationships.

### Families/Groups/Couples/Teams

- Games - Families or groups looking for a fun game should jump to the Games section and enjoy the Guessing and Charade Games to be found there.
- Conversation - Many families/couples enjoy drawing and answering the questions from a random card over a meal or during family time. This activity can also be a great icebreaker for groups.
- Members of a family, in different configurations can also enjoy all of the other activities in these instructions. Many of the individual activities can also be engaged in as a group.

### Couples

- Deeper Understanding - Couples can head right to the couples section for some activities meant to help them know and understand each other better.

### Teachers / Speech Therapists

- Vocabulary - *Describe* cards contain a large number of regularly used vocabulary words and can be used for various activities in a classroom. Teachers might have a “word of the day”, including a discussion of the questions on the card.
- Discussion - The *Describe* questions and activities can lead to enlightening discussion and help promote emotional intelligence.

### Creatives (RPG Players, Authors, Actors, Lateral Thinkers)

- Adjectives are important in, and often guide, creative endeavors. *Describe* is a great tool for getting creative juices flowing and even providing direction.
- Character Development - One activity authors, actors, and role-playing gamers have used *Describe* for is to flesh out and further understand characters. A character can be created from scratch by drawing a few adjectives to describe the kind of person they are. They, or an established character, can be further fleshed out by exploring what their answers would be to the questions on the *Describe* cards.

# Describe - Perspective Exploration - Instructions - How it's Played

## Icons

Throughout this instruction manual, you will find the following icons to help guide you. Note that a game will typically involve keeping score. Activities may still be fun, but don't involve competition.



# of Players  
(a "?" it means any number of players if you have enough cards and time).



Estimated time to complete the game or activity



Compatible with or designed for the Activity Board

## TYPE



Activity



Game

## Describe Questions (Perspective Exploration)



While the focus of *Describe* cards, and many of the activities and games, are on the adjectives, there is also a lot to be said about the questions on the cards. On each *Describe* card are three questions related to the adjective on the card. These questions are designed to be open-ended and prompt exploration and, when used with more than one person, meaningful discussion. There is no limit to the number of ways these questions might be used. Here are just a few ideas to get you started:

- Draw a random card from the deck and explore one or more of the questions there. This method can be done as a solo activity, or in the context of counseling, family/group discussion or many other situations.
- Use the questions as ice breakers/conversation starters.
- Use a question as a prompt for journaling.
- Take *Describe* when traveling to spur conversation on the road or in the air.
- After engaging in one of the *Describe* activities or games, exploring one of the questions on one of the cards chosen/used in the activity.
- Use the questions as prompts to consider how someone else might answer. Perhaps someone you know, or maybe even someone you don't know at all.
- Use the adjectives and questions as drama/acting/improv prompts.

Don't be afraid to adjust the questions or even come up with your own. The questions can be about the participant that chose the card, or the person they chose the card for. Feel free to expand on all of the possible meanings of the cards (e.g., when talking about "tough", talk about physical, mental, and emotional toughness). The cards can be used in many ways to prompt discussions that increase understanding of each other.

## Individuals

The following activities focus on the perspective of individuals. While that means that they can be solo activities, they don't have to be. They may take place in the context of family conversation, counseling, or a group activity. The focus is on exploring and expressing how the individual feels about themselves and others in their life. When attempting some of these activities with groups, multiple *Describe* decks will provide the best experience.

### Relationships - How Do I View the People in My Life?



1-?



10-15 min./  
participant

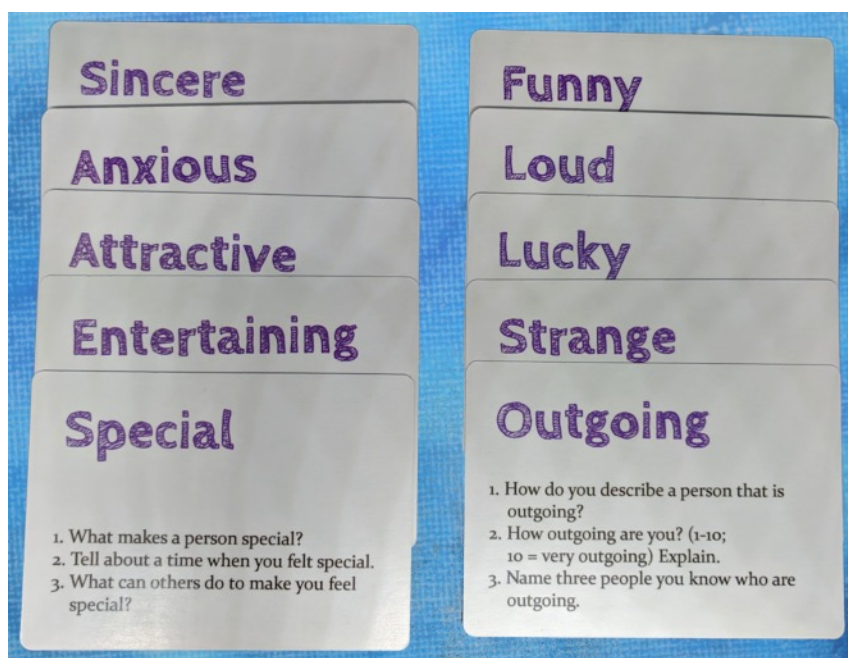


Using the *Activity Board*, you might:

- 1) Complete the activity for one person at a time
- 2) Label each card slot with one person and *gently* place the cards for that person in the slot.

**Purpose** - Understand how the participants feel/think about the most important people in their lives.

1. Participants choose four or five people that play a prominent role in their life. (*Optionally ask them to include specific people like parents, siblings, significant others, the participant*)
2. For each person the participants chose, they create a pile of five adjectives that describe that person.
3. For each pile, the participant reveals the person that pile describes, the adjectives in the pile, and the reason(s) they chose each adjective.



**Step 3 Example** - Each of these piles might represent a spouse, child, sibling, friend, or other significant person that the participant is Describing. Similar piles will be formed in the activities on the following page.



## Work/School - How Do I View My Education/Career?



1-?



5 -15 min./  
participant



Using the *Activity Board*, for activities that call for more than one card per aspect/prompt:

1) Complete the activity for one aspect/prompt at a time

2) Label each card slot with one aspect/prompt and *gently* place the cards for that aspect/prompt in the slot.

**Purpose** - Understand how the participants feel/think about their school/education/work/career.

1. Participants choose one or more of the following aspects of work/school: Environment, Tasks, People, Performance, General
2. For each aspect, have the participants create a pile of five adjectives that describe that aspect.
3. For each pile, have the participants reveal the aspect that pile describes, the adjectives in the pile, and the reason(s) they chose each adjective.

## Self-Image - How Do I View Myself?

**Purpose** - Understand how the participants feel/think about themselves.

1. Participants choose five adjectives that best describe themselves.
2. Participants share each adjective and explain their reason(s) for choosing it.

## Self-Image - How Do I Measure Up?

**Purpose** - Understand the person the participants are striving to be.

1. Participants choose five adjectives that best describe the person they are striving to be (their ideal self).
2. Participants share each adjective and explain their reason(s) for choosing it and how well they are doing at being that kind of person (It may even be useful to rate themselves from 0-5).  
(See page 9 for an expanded version of this activity that addresses self-esteem/self-awareness)

## Relationship Status - How Do I Feel About a Relationship?

**Purpose** - Understand how the participant views a specific relationship.

1. Participants choose five adjectives that describe their current or most recent relationship partner.
2. Participants share each adjective and explain their reason(s) for choosing it.

**Note:** This and the following relationship activities can be focused on friendships or romantic relationships. Decide this before beginning.

## Describe - Perspective Exploration - Instructions - Individuals

*Describe* can be adapted to address many different situations. Sometimes this means a simple adjustment to one of the included activities. This activity expands on the previous *Self-Image - How Do I Measure Up?* activity, helping the participant further explore self-esteem.



1-?



20-30 min./  
participant



The *Activity Board* is great for this! Steps 2-4 can be written on the dry erase surface!

### Self-Esteem - Exploring Self Image and Self Awareness

**Purpose** - Self-esteem and awareness often often involve perceptual challenges, especially in this day and age of social media. Often, a low sense of self-esteem comes from a person feeling that they “don't measure up”, either to others or to the image of who they think they should be. It can also be the case that they haven't been prioritizing their choices well. What I've found to be true quite often, however, is that people don't give themselves proper credit and/or are basing their conclusions on faulty assumptions or perceptions.

This activity allows the participant to form a more solid, evidence-based picture of themselves and their self-esteem and to explore ways to improve, if desired. This activity can be used by anyone wishing to improve their awareness of self.

By completing this activity, a person can increase their self-awareness and become more focused on working toward the person they want to be, instead of comparing themselves to others. I've often found this helps people realize they already are well on the way to being that person and simply haven't been giving themselves credit!

#### Step One - *Who Do You Want To Be?*

Complete the *Self-Image - How Do I Measure Up?* activity from page 6. (For example, someone might choose: Friendly, Strong, Wise, Talented, and Thankful to *Describe* the person they want to be)

#### Step Two - *What Does It Mean To Be That Person?*

Explore (through discussion or writing/journaling) what it means to be this “ideal person”. What does it mean to be “Friendly”? What does one have to do to be “Strong”? What behaviors does a person display to be thought of as “Thankful”? The *Describe* cards themselves contain many questions that can help guide this exploration.

#### Step Three - *How Do You Measure Up?*

Now that you've defined what it means to be your “ideal person”, how do you measure up? (Consider rating yourself on a scale from 0-5 for each adjective) Do you meet your definitions of the words you chose? Are you engaging in the behaviors that make you that kind of person? What are your strengths in these areas? What are your opportunities for improvement?

#### Step Four - *Next Steps or “What Now?”*

Create an action plan based on your conclusions in step three. It can be as simple as continuing to foster your strengths while incrementally improving in other areas. Get specific. For example, What things will you do to be a more Thankful person?

# Describe - Perspective Exploration - Instructions - Individuals



1-?



10-20 min./  
participant



The *Activity Board* is required for this activity.

If there are not enough *Activity Boards* for each participant to have their own, participants can take turns using one.

## Self-Exploration - Unlimited Prompts!

**Purpose** - The *Activity Board* allows players to build on the previous activities by unleashing unlimited creativity! Using the *Activity Board* prompts/questions can be written on the dry erase surface next to the card slots, and *Describe Cards* chosen to answer/address the prompts.

**Step One** - Participants write prompts above or below each card slot on the *Activity Board*. These prompts can be assigned by someone, chosen by individual participants, or agreed upon as a group. You decide!

**Step Two** - Participants choose *Describe Cards* that describe/answer/address each prompt by sliding the appropriate cards into the slot above/below the prompt. Participants can add notes, drawings, or anything else related to the prompt and their choice of *Describe Card*.

**Step Three** - Participants share their activity board(s) and discuss!

Following is just a small sampling of possible prompts. The possibilities are unlimited!

## Describe Your

Self  
Relationship(s)  
Family  
    Spouse  
    Father  
    Mother  
    Sibling(s)  
    etc.  
Dreams  
Goals  
Life  
Job / Career  
Ideal Vacation  
Home / Household  
Co-worker(s)  
Boss  
Teacher(s)

Hero / Role Model  
Best Day Ever  
Worst Day Ever  
Fears  
Hopes  
Friend(s)  
Adversaries(s)  
Favorite Movie  
Favorite Activity

**More to come!**

**Add your own ideas!**



# Describe - Perspective Exploration - Instructions - Individuals

**Note:** These relationship activities can be focused on friendships or romantic relationships. Decide this before beginning.

## Ideal Relationship Partner - What Are the Traits/ Characteristics of My Ideal Relationship Partner?

**Purpose** - Understand what the participant feels an ideal relationship partner is like.

1. Participants choose five adjectives that *Describe* their ideal relationship partner.
2. Participants share each adjective, explain their reason(s) for choosing it, and explore/discuss patterns (both those that might need to be changed, and those that do not).

## Relationship Check - Is My Relationship What I Need It to Be?

**Purpose** - Explore whether a relationship is meeting the participant's expectations and/or needs.

1. Participants should first complete the previous activity ("Ideal Relationship Partner")
2. Participants now rate the relationship partner, on a scale of 0 to 5, for each of the adjectives they chose to *Describe* their ideal partner/friend.
3. Explore/discuss the results.

## Relationship Ideal vs. Reality - How Does a Relationship Compare to My Ideal/Expectations

**Purpose** - Explore how a relationship compares to the ideal.

1. Participants complete the first two relationship activities (*Relationship Status* and *Ideal Relationship Partner*)
2. Participants compare and contrast the two sets of adjectives. How does the ideal compare to the relationship explored?

## Relationship Patterns - Do I Choose The Same/ Similar People for Relationships?

**Purpose** - Explore whether there are similarities in the relationship partners that the participant chooses. (this can be focused on friendships or romantic relationships)

1. Participants choose five adjectives that they feel recent relationship partners have in common.
2. Participants share each adjective, explain their reason(s) for choosing it, and explore/discuss patterns (both those that might need to be changed, and those that do not).



1-?



Each activity on this page takes about 5-10 min./ participant.

These activities can be particularly powerful when completed in sequence/together.



Participants can place their cards in labeled slots and use the dry erase surface for their ratings, comments, questions, and additional information.

This is particularly helpful in providing a visual for the activity.

## Couples / Friends

The following activities are designed to be engaged in by partners in a romantic relationship. They can also be used by friends, two members of a family, or any other two people interested in exploring/discussing their relationship.

These activities can be particularly powerful for couples. Even the most educated/verbal humans sometimes struggle to come up with the right words when talking about someone they are emotionally connected to. *Describe* cards ease the pressure by providing the words!

**Pro Tip** - These activities can go much more quickly if you provide each participant with their own complete deck of *Describe* cards.



2



10-20 min.



Participants can place their cards in labeled slots and use the dry erase surface for their ratings, comments, questions, and additional information.

This is particularly helpful in providing a visual for the activity and makes sharing the adjectives even more interesting!

### Relationship Partners

#### How Do I Feel About My Friend/Partner?

**Purpose** - Understand how the participants feel/think about each other.

1. Divide the *Describe* cards between the two participants.
2. Participants each choose five adjectives that *Describe* their partner. (If participants are sharing one deck, encourage them to look through their half and then pass the cards they didn't pick so their partner can have more choices.)
3. Participants take turns. On their turn, they share one adjective that they chose, and their reason(s) for choosing it.

### Relationship Expectations

#### How Would I Like My Partner to Be?

**Purpose** - Understand what each participant's expectations are of their partner and the relationship.

1. Divide the *Describe* cards between the two participants.
2. Participants each choose five adjectives that *Describe* how they would like their partner to be. They may feel that this is already an accurate description of their partner, or something they would like for them to improve on.
3. Participants take turns. On their turn, they share one adjective that they chose, and their reason(s) for choosing it.
4. Explore/discuss how partners can adjust and/or meet each others' expectations/needs.

**More Relationship activities on the next page...**



1-2



15-20 min.



Participants can place their cards in labeled slots and use the dry erase surface for their ratings, comments, questions, and additional information.

## Relationship Self-Image

### How Does the Relationship Make Me Feel and/or Perceive Myself?

**Purpose** - Understand how the participants feel within the context of the relationship.

1. Divide the *Describe* cards between the two participants.
2. Participants each choose five adjectives that describe how the relationship, or the way their relationship partner treats them, makes them feel, or the type of person they feel they are within the context of the relationship.
3. Participants take turns. On their turn, they share one adjective that they chose, and their reason(s) for choosing it.



2



15-30 min.  
(+ time for previous activities)

## Relationship Status

### How Are We Doing?

**Purpose** - Explore, understand, and discuss the “big picture” status of the relationship.

1. First complete the previous three relationship activities, *Relationship Partners* and *Relationship Expectations*, and *Relationship Self-Image*.
2. Explore/discuss where partners are now versus where they would like to be.
3. Develop a plan for addressing opportunities for improvement and growth in the relationship



## Families / Groups

The following activities are designed for groups of all sizes. While most will be best with four or more participants, some can be adapted for less. Large groups may require the use of more than one *Describe* deck.

These activities facilitate open communication and understanding among the participants and can open the door for meaningful conversation.

**Note** - Substitute “family” for “group” in the instructions below if your family is participating in these activities.

**Also Note** - The games on the following pages are also perfect for families and groups!

### On The Spot - How Does the Family/Group View A Specific Member?



3+



5 min. /  
participant

**Purpose** - Understand how the participants view a specific member of the group.

1. Choose one group member to be the focus of the activity (the “Describee”)
2. Divide the *Describe* card between all participants except for the Describee.
3. Participants each choose two adjectives that describe the Describee. Participants are encouraged to pass along cards they don’t choose so others have more choices.
4. Participants take turns. On their turn, they share the adjectives and the reason(s) they chose them.

### Group Share - How Do Family/Group Members Feel About Each Other?



4+  
(even #  
required)



5 min. /  
pair

**Purpose** - Understand how participants view each other.

1. Divide the group up into “Describers” and “Describees”
2. Match each *Describer* up with a *Describee*. This may be done randomly (e.g. drawing names), group members can be asked to pair up or assigned to each other on purpose, or the group may determine their own way to do this.  
Divide the *Describe* cards between all *Describers*.
3. *Describers* each choose two adjectives that describe their *Describee*.
4. (*Describers* are encouraged to pass along cards they don’t choose so others have more choices.)
5. *Describers* take turns. On their turn, they share their adjectives and the reason(s) they chose them.
6. (Optional) Have *Describers* and *Describees* switch roles and repeat the activity from Step 1!

## Games!

There are a number of games that can be played with *Describe*. While each of these is designed as a competitive activity (i.e. score is kept), they can be just as fun and meaningful if you choose to not keep score. This allows them to readily be used as group activities, or fun and interesting conversation starters at family gatherings.

As with the previous group activities, some of these games may require, or benefit from, additional *Describe* decks if a large number of people are participating.

**Note** - If you are looking for a light/fun game with family members or friends, you might want to remove some of the more “challenging” or “negative” adjectives for some of these games.

## I Know You! - What Do We Think/Feel About Each Other?



3-10



5-10 min. /  
participant



For up to 7 players  
per *Activity Board*.

If using the *Activity Board*, in step 2, place the cards in the board slots. In step 3, the *Describee* writes the name of the person they believe chose each card above the card and then reveals the *Activity Board* to the other players.

**Goal** - Score the most points by correctly guessing what adjectives other players choose to *Describe* you and by choosing adjectives others will guess that you chose for them.

### Setup

1. Shuffle the *Describe* cards and deal 8 to each player.
2. Choose a Starting Player. That player is the *Describee* for round one.

### Play a Round

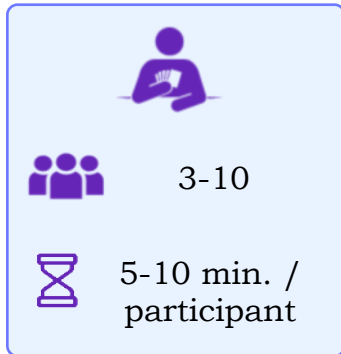
1. Each player (except for the *Describee*) chooses one card from their hand that best *Describes* the *Describee* and plays it face down in front of them.
2. When all players have played a card, shuffle them all together and hand them to the *Describee*.
3. The *Describee* collects and looks at all of the cards played. Next, they place each card, face up, in front of the player they believe chose that adjective to *Describe* them.
4. Players each now reveal what card they played.
5. The *Describee* receives one point for each adjective they correctly matched to the player that played it. Players also receive a point if the *Describee* correctly guessed the adjective they chose).  
(Example: Betty chose the “Thankful” card to describe Joe. Joe correctly hands the “Thankful” card back to Betty. Betty and Joe both score a point)
6. After all points are tallied:
  1. All players but the *Describee* draw a new card.
  2. The person to the left of the current *Describee* becomes the new *Describee*.
  3. Play another round.

### Game End

The game ends when everyone has had a turn as the *Describee*. Winner is the player with the highest score.

*Variant* - Players may optionally choose to play until everyone has had an agreed upon number of turns as the *Describee*.

## I Know You Too! - What Answer Would You Give to a Question?



**Goal** - Score the most points by correctly guessing answers other players give to *Describe* questions by giving answers others will guess that you provided.

### Setup

1. Each Player will need a note pad, several pieces of paper, or very small white board to write on.
2. Shuffle the *Describe* cards and set the deck on the table.
3. Choose a Starting Player. That player is the *Guesser* for round one.

### Play a Round

1. The *Guesser* draw the top *Describe* card, chooses one of the questions, and reads it aloud.
2. All other players write their answer to the question and place it face down on the table.
3. Once players have all written an answer, shuffle the answers together and hand them to the *Guesser*.
4. The *Guesser* collects and looks at all of the answers. Next, they place each answer, face up, in front of the player they believe wrote that answer.
5. Players each now reveal what answer they gave.
6. The *Guesser* receives one point for each answer they correctly match to the player that gave it. Players also receive a point if the *Guesser* correctly guessed the answer they gave).
7. After all points are tallied:
  1. The person to the left of the current *Guesser* becomes the new *Guesser*.
  2. Play another round.

### Game End

The game ends when everyone has had a turn as the *Guesser*. Winner is the player with the highest score.

*Variant* - Players may optionally choose to play until everyone has had an agreed upon number of turns as the *Guesser*.

*Variant* - Players write the answer they believe the **guesser** would give. All other rules remain the same.

### About Handwriting

If you have a group that knows each other's handwriting, you may need to select one person to read the answers aloud to the *Guesser* and then have them verbally match the answers to the participants.



## Describe Charades



**Goal** - Score the most points by correctly guessing the *Describe* words acted out by other players.

### Setup

1. In each round, 2 players will pair up. Players should pair up with a different player each round, until they have paired up with everyone. Decide how you will pair up in the first, and subsequent rounds.
2. Shuffle the Describe deck and place it face down on a flat surface that is readily accessible to all players.

### Play a Round

1. Players each pair up with one other player.
2. Each player takes a card from the *Describe* deck and, **without looking at it**, holds it to their forehead so that the other players can see the adjective on the card.
3. Each player in the pair, without saying any words (sounds are okay), acts out the word they see on other other player's forehead for ten seconds (*use a timer or have one player silently count*).
4. Still holding their card to their forehead, one at a time, players guess what word they are holding to their forehead. Players score a point if they correctly guess the word they are holding to their forehead.
5. After all points are tallied:
  1. Players pair up with someone they haven't paired with yet.
  2. Play another round.

### Game End

The game ends when everyone has paired with each other player. Winner is the player with the highest score.

*Variant - (Slow it Down)* Some find the chaos of both players in a pair giving clues at once to be too much. To make things easier, you can have just one player in each pair have a card on their forehead at a time, with the other player acting it out. Players can then switch roles before making new pairs.

*Variant (Team Play)* - If you'd like a team game, pairs stay the same for the entire game. Players should agree to a specific number of rounds before starting the game. This variant can also be combined with the *Slow it Down* variant above.

## Creatives (RPG Players, Actors, Authors)

Anyone who has watched a movie knows that they will probably be more interested in characters that have more than one dimension, who have a back story, who are relatable. As a Licensed Professional Counselor, Describe has helped me connect with and better understand a diverse range of people. I thought, "Wouldn't it do the same for fictional characters?" Sure enough, I found that, using Describe I could quickly "learn" about characters I generated for Role-Playing Games (RPGs). This same approach has been used by actors and authors to flesh out and better understand the personas they are playing or writing about.

### Getting to Know You - Developing a Character/Persona



**Purpose** - To better understand a person or character you are playing or writing about.



1+



10-15 min.



Participants can place their cards in labeled slots and use the dry erase surface to take notes and make comments about what the adjectives and answers to the questions mean for the character they are developing or portraying.

Historically, RPGs and their players have used random tables to generate traits and descriptors of Characters and Non-Player Characters (NPCs) to stir the creative juices of those playing and provide depth. Much like those tables of traits, this activity can provide a jumping off point for character development and also questions to provide even more depth.

1. Shuffle the deck of *Describe* cards.
2. Draw three to five cards from the top.
3. Note the adjective on each card.
4. Think about how each adjective specifically *Describes* this character.
5. Think about what the combination of those adjectives provide depth to the character. What is the story behind how the character came to be the person they are?
6. For even more depth, answer the questions on the cards from the character's perspective

**Variant** - The selection of cards doesn't have to be random. Sometimes, looking through the deck for *Describe* words that seem appropriate for the character provides the same, or even more effective, result.

# Describe - Perspective Exploration Cards - Instructions

## Disclaimer

The information contained in these instructions, on the [www.describecards.com](http://www.describecards.com) web site, and other materials, is educational in nature and is provided only as general information and is not intended as medical advice, diagnosis nor treatment.

## Learn About New Describe Games and Activities

New games and activities are regularly created for Describe and added to the instructions online. To ensure you find out about new activities as they are released:

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