Activity Analysis of UNO

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Therapeutic Recreation: Professional Practice I

**Activity Analysis: UNO**

Description:

UNO is a leisure activity that involves fun and entertainment. To start off, mix the cards and deal seven cards, face down, to every player. The remainder of the deck is set face down in the center point of the table. Turn over the main card in the Draw pile face up to make a Discard pile. The first player which is typically the individual to the dealer’s left takes a glimpse at his/her cards and attempts to coordinate the card on the top of the Discard pile by color, number or image. If there are unfortunately no matches, the participant needs to draw a card from the Draw pile. If for some reason that the drawn card can be disposed of, they draw again until they can't dispose of a card. At that point play goes to the following player. There are five Actions cards that can change the course of the game. There is the reverse card, which changes direction of the order of play. Then, the skip card, which is when the next player has to skip their turn. The third one id draw two, which the next player has to pick up two cards. Then there is the wild card, which is the card stand for all four colors, and can placed on any card and then the player can choose a new color for the next person’s turn. Lastly, there is the wild draw four, so it is exactly just like the wild card, except the next has to pick up four cards.

Precautions/ Safety Issues:

Some people may want to be mindful about paper cuts from the corners of the cards.

Special Considerations:

This activity is a group activity with two to ten people. This leisure interest is for ages seven and older. Children younger than seven will have a harder time knowing how to play this game and confused their minds.

Demands:

With UNO it uses all the predominant physical, cognitive, social, and emotional demands. Starting of with the physical demands includes balance by the dynamic sitting, fine muscle coordination by picking up the cards, and the active range of motions. Then, with the cognitive demand which is used in this game because of the concentration and decision making, focusing attention, categorization, recognition numbers and colors, taking turns, and sequencing. Plus, the social demands work with the interpersonal interactions, maintaining social space, so there is no cheating by looking at other cards, and regulating behaviors by being able to control if puts an action card by the other player. Lastly, the emotional demands which focuses on not getting upset if you lose and just having fun.

Task Analysis:

1. Open the box of Uno and give all playing cards to designated dealer
2. Each player is dealt seven cards then the remaining cards are designated the “draw” pile
3. A card will be drawn from and placed next to the draw pile which is the discarding pile
4. The person to the left of the dealer will be the first to draw a card
5. The first player will pick the top card from the draw pile and evaluate if the card picked is eligible for play. The picked card must have the same number or color as the top card in the discard pile to be played. There are five action cards.
   1. Wild cards can be played on any color and pick any color to be played for the next participant
   2. Reverse card can switch the direction of game (counterclockwise🡪 clockwise, vice versa)
   3. Skip cards skips the next player’s turn
   4. Draw 2 makes the next player draws two cards and his/her turn is skipped
   5. Wild Draw 4 is the same rules apply as wild card except next player has to draw four cards from the draw pile; you must have no other cards that are eligible to be played
6. If you cannot discard a card, you must draw a card
7. If you are able to play a card then proceed to do so, but if not then it is the next player’s turn
8. Once you have one card left in your hand you must say UNO
9. If a player does not shout “UNO” and is caught, then the player who was caught must draw 2 cards from the pile
10. If not caught by the time it is the next player’s turn the player with one card left does not draw 2 cards
11. Once a player does not have any cards left the round is over and that person is the winner of the round

Adaptations:

If someone has a hard time with confusion, a recreational therapist could only put out a few cards for them to choose that they would be able to use. If there are to many cards to choose from, the participant could have a harder time with their brain to pick which one they want to choose. With giving them only three cards to choose from and make the decision easier. As well as, offering verbal cues as reminders and giving them a "cheat sheet" of what every single action card represents. As well as, reducing the number of participants so it is not as complicated.

If someone has decreased fine motor skills, a recreational therapist could help the participant use a card holder. It can help them seeing what exactly they have and be able to have a better way to grasp a single card during the game. In any case, if the cardholder does not work you can utilize hand over hand help if the cardholder does not work. With this, it will enable the members to have better hand coordination with simply getting one card.

If someone has gone through emotional isolation, a recreational therapist could use music during the game to help calm them down if they are getting stress out. Music can have a great effect on both the emotions and the body. Music can just help release the nervous tension and let you feel soothe. Music is effective for relaxation and stress management. It can help the game be more fun and less competitive.

**Activity Analysis Form**

**RECR 120**

Adapted from Stumbo & Peterson (2004) and Anderson & Heyne (2012)

**Activity: UNO\_\_\_\_\_\_\_\_\_\_**

**PHYSICAL ASPECTS**

1. What is the primary body position required?

\_\_\_Lying Down \_X Sitting \_\_\_Other:\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_Kneeling \_\_ Standing

1. What body parts are required?

\_X\_\_Arms \_\_\_Legs

\_X\_\_Hands \_\_\_Feet

\_X\_\_Head \_X\_\_Neck

1. What types of movement does the activity require?

\_\_\_Bending \_X\_\_Reaching \_\_\_Catching \_\_\_Skipping/Hopping

\_X\_\_Stretching \_\_\_Throwing \_X\_\_Grasping \_\_\_Standing

\_\_\_Walking \_\_\_Running \_\_\_Hitting \_\_\_Other:\_\_\_\_\_\_\_\_\_

1. What are the primary senses required for this activity?

\_X\_\_Sight \_X\_\_Hearing \_\_\_Smell \_\_\_Taste

\_X\_\_Touch

1. How much of the following aspects are required for the activity?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None** | **Little**  **(Less than 25%)** | **Some**  **(25-75%)** | **Much**  **(More than 75%)** |
| **Coordination between body parts & movements** |  |  | x |  |
| **Hand-Eye Coordination** |  |  | x |  |
| **Body Strength** |  | x |  |  |
| **Speed** |  | x |  |  |
| **Endurance** |  |  | x |  |
| **Flexibility** |  | x |  |  |
| **Fine motor manipulation of objects** |  |  |  | x |
| **Gross Motor skill** |  |  | x |  |
| **Degree of cardiovascular activity involved** |  | x |  |  |

**SOCIAL ASPECTS**

1. What is the primary social interactional pattern required in the activity?

\_\_\_\_ Intraindividual \_\_\_Extraindividual \_\_\_\_Interindividual

\_\_\_\_Unilateral \_\_X\_Multilateral \_\_\_\_Intragroup

\_\_\_\_Intergroup

1. What is the minimum (fewest) number or maximum (greatest) number of people required for the activity?

\_\_2\_\_\_Minimum \_10\_\_\_\_Maximum

1. What attire (ex. clothing) is needed to be socially appropriate?\_\_Shirt, Pants and Shoes\_\_\_\_\_\_\_\_\_\_\_\_
2. What are the types of rewards involved in this activity?

\_x\_\_Immediate \_\_\_\_Delayed \_\_\_Extrinsic \_x\_\_Intrinsic

1. How much of the following aspects are required for the activity?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None** | **Little**  **(Less than 25%)** | **Some**  **(25-75%)** | **Much**  **(More than 75%)** |
| **Physical proximity between participants** |  |  | x |  |
| **Physical contact between players** | x |  |  |  |
| **Opportunity for casual conversation** |  | x |  |  |
| **Opportunity for sharing** |  | x |  |  |
| **Turn-taking** |  |  |  | x |
| **Noise level generated by activity** |  |  | x |  |

**COGNITIVE ASPECTS**

1. How many rules are there for the game/activity?\_\_5\_\_\_
2. How complex are the rules to understand?

\_x\_\_\_Simple \_\_\_\_Somewhat complex \_\_\_\_Complex

1. How complex is it to keep score?

\_\_x\_\_Simple \_\_\_\_Somewhat complex \_\_\_\_Complex

1. How much of the following aspects are required for the activity?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None** | **Little**  **(Less than 25%)** | **Some**  **(25-75%)** | **Much**  **(More than 75%)** |
| **Complexity of thought processes (strategy, sequencing, matching, decision-making, problem-solving, planning)** |  |  |  | x |
| **Long-term memory** |  | x |  |  |
|  | **None** | **Little**  **(Less than 25%)** | **Some**  **(25-75%)** | **Much**  **(More than 75%)** |
| **Short-term memory (immediate recall)** |  |  |  | x |
| **Concentration** |  |  | x |  |
| **Academic Skills - Reading** |  |  | x |  |
| **Academic Skills - Math** | x |  |  |  |
| **Academic Skills - Writing** | x |  |  |  |
| **Identification of directionality (up/down, left/right, over/under, etc.)** |  |  | x |  |
| **Identification of numbers** |  |  |  | x |
| **Identification of body parts** |  | x |  |  |
| **Identification of colors** |  |  |  | x |
| **Identification of form & shape** |  |  | x |  |
| **Orientation to person, place, and time** |  |  | x |  |

**EMOTIONAL / AFFECTIVE ASPECTS**

1. Emotions the activity may most likely elicit:

\_x\_\_Joy \_\_\_Gratitude \_\_\_Serenity \_\_x\_Hope \_\_Pride

\_\_\_Amusement \_\_\_Inspiration \_\_\_Love \_\_\_Guilt \_\_\_Pain

\_x\_\_Anger \_x\_\_Fear \_\_x\_Frustration

1. Identify the level of emotional aspects below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None** | **Little**  **(Less than 25%)** | **Some**  **(25-75%)** | **Much**  **(More than 75%)** |
| **Opportunities to express emotions** |  |  | x |  |
| **Need to control emotions Identify the emotions:**  **Frustration and Anger** |  | x |  |  |

**SPIRITUAL ASPECTS**

1. Check off if the opportunity is available during the activity:

\_\_\_\_Opportunity for reflection \_\_x\_\_Quiet spaces can be built into activity

\_\_\_\_Opportunities for aesthetic appreciation \_\_\_\_Proximity to nature

\_\_\_\_Opportunity to share beliefs and values with others

**LEADERSHIP & ADMINISTRATIVE ASPECTS**

1. What type of leadership style is required for the activity?

\_\_\_\_specific activity skill expertise \_\_\_Supervisory

\_\_\_\_General activity skill expertise \_x\_\_No specific leadership style needed

1. List equipment needed:

* 25 cards in each color (red, yellow, green and blue), with each color set comprising of one zero and two of every number from one through nine, plus 'skip', 'draw two' and 'reverse' cards.
* Four 'wild' cards
* Four 'wild draw four' cards
* Card holder

1. What type of facility or environment is required for the activity?

A quite environment with a round table or a clean floor/ carpet.

1. What is the duration of the activity?

\_\_\_Set time \_\_x\_Natural end \_\_\_Continuous

References

*How To Play Uno*, <https://www.gathertogethergames.com/uno>.