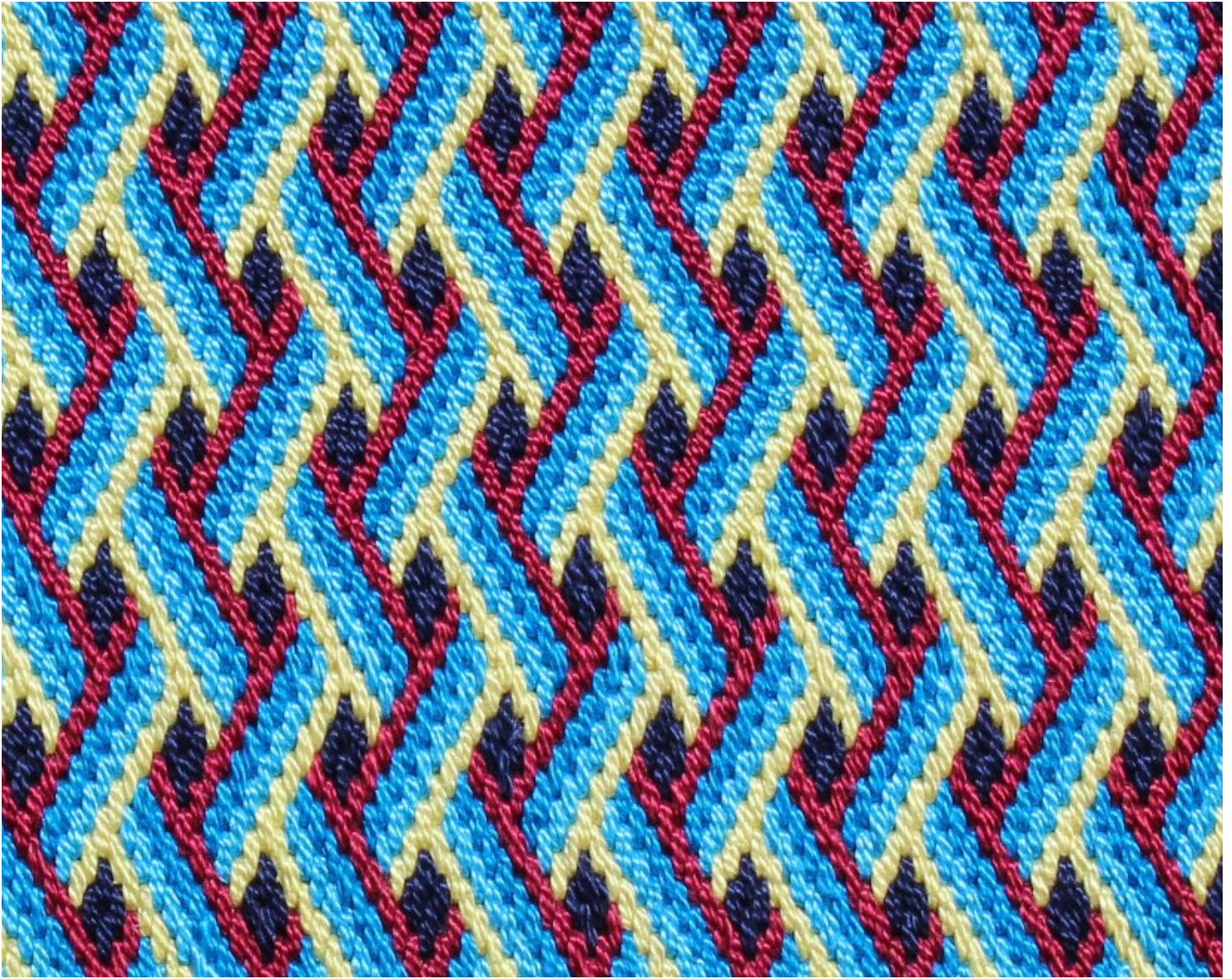


Embroidery by Kevin B. Huang, Artist Living with HIV



Virtual Game Guide

Interactive Exercises for Trainers to Teach
Quality Improvement in HIV Care Online

New York Department of Health AIDS Institute
Health Resources and Services Administration HIV/AIDS Bureau



HRSA Ryan White HIV/AIDS Program

**CENTER FOR QUALITY
IMPROVEMENT & INNOVATION**

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Virtual Game Guide

Interactive Exercises for Trainers to Teach Quality Improvement in HIV Care Online

Developed by the
New York Department of Health AIDS Institute
Center for Quality Improvement & Innovation (CQII)

For Health Resources and Services Administration
HIV/AIDS Bureau

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Introduction to the Virtual Game Guide

Background

Since 2004, the HRSA Ryan White HIV/AIDS Program Center for Quality Improvement & Innovation (CQII), formerly known as the National Quality Center, has been teaching HIV providers and support staff about quality improvement. Our workshops have been most successful when the teaching has interactively engaged the training participants. This experience is consistent with adult learning theories, which remind us that adults learn by doing, not by merely by listening, and that their active participation in trainings translates into stronger engagement and knowledge retention.

Over the years, CQII has integrated a number of games into its in-person trainings that utilize an interactive learning style while building capacity for quality improvement. Some of these interactive exercises are classics in the quality improvement field, some come from other disciplines, while others have been developed by the CQII team. These efforts have resulted in the development of the CQII/NQC *Game Guide — Interactive Exercises for Trainers to Teach Quality Improvement in HIV Care* (August 2006), which is accessible on the CQII website at cqii.org.

In recent years, the need for more virtual quality improvement trainings has dramatically increased as a result of cost effectively reaching wider audiences, nationally and abroad, and the impact of the COVID-19 pandemic, which has forced many to work remotely. In response, CQII has developed this *Virtual Game Guide* as a sequel to the original *Game Guide* to describe a variety of different interactive exercises making your online trainings, staff meetings, and learning sessions more engaging, meaningful, and fun for all involved parties.

Purpose

The Center for Quality Improvement & Innovation (CQII) has designed this resource, *Virtual Game Guide — Interactive Exercises for Trainers to Teach Quality Improvement in HIV Care Online*, to make 26 games and exercises more broadly available and to facilitate their integration into virtual learning settings to more effectively teach quality improvement.

CQII hopes that trainers, teachers, and educators will utilize this Virtual Game Guide to interactively engage clinical or administrative staff, quality improvement team members, people with HIV, and anyone else who is interested in improving the quality of care. The use of these virtual games can make your online meetings livelier and most importantly, teach valuable quality improvement skills.

What You Need

To effectively deliver any of the virtual games, all participants, as well as facilitators, need stable internet connections and access to a virtual communication platform, such as Zoom, WebEx, Microsoft Teams, or equivalent. Some games require additional functionality, such as dividing participants into ‘breakout rooms’ or use of a ‘chat room’ — see detailed game descriptions for the specific requirements and needed functionalities.

CQII has set up a companion website not only to provide the descriptions for each game outlined in this Guide but also to post all game-specific slide sets for facilitators as well as any handouts needed to play the games. To access these resources, which will hopefully facilitate the adoption of these games, please visit the CQII Virtual Game Guide website at targethiv.org/virtual-game-guide.

How the Guide Is Structured

All games described in this Guide have been categorized using six domains to allow you to quickly identify the interactive exercises you need: Icebreakers; Team Building and Cooperation; Quality Improvement Capacity; Data and Measurement; Testing and Making Changes; and Systems Thinking. See the Virtual Game Overview for further details below.

Each individual game description contains the following descriptors:

- **Ratings** — three different ratings describe the level of fun, the ease of playing the game online, as well as its connection to quality improvement; the maximum score for each rating system is 5 stars
- **Type of Game** — a brief description of the virtual game
- **How Long?** — the estimated time to play the game and to debrief with participants
- **Learning Objectives** — this section provides a quick overview of the game’s specific focus as well as key teaching moments participants can gain from playing this game
- **Suggested Audiences** — a listing of participants who can benefit the most from this game
- **History and More Information** — to the best of our knowledge, the information about who developed the game and additional background information
- **Materials** — a listing of all necessary resources to virtually play the game, including virtual communication platform functionalities, participant handouts, answer keys, etc.
- **Preparation** — the necessary steps for the facilitator to set up and prepare the game, and further background information related to the underlying key concepts are provided
- **Playing the Game** — a detailed instruction explaining how to play the game, including how to introduce the game to participants, the proposed agenda, and step-by-step guidance to successfully implement the game; real-world tips are also included based on previous experiences with the game
- **Debrief and Discussion** — key discussion points to help facilitate a meaningful conversation about the main messages of the game and their links to quality improvement and HIV care
- **Feedback and Close** — a list of questions to ask for feedback from participants about this game and to make further adjustments to enhance the game experience

Acknowledgements

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Copyright

The Center for Quality Improvement & Innovation (CQII) developed this Guide and encourages you to use this resource to interactively teach quality improvement. If you choose to share this Guide, distribute individual virtual games, or use them in presentations or workshops, please maintain the citation of the original source of the game and use the following citation:

Virtual Game Guide — Interactive Exercises for Trainers to Teach Quality Improvement in HIV Care Online (2021). Developed by the New York State Department of Health AIDS Institute Center for Quality Improvement & Innovation (CQII). Funded through a cooperative agreement with the Health Resources and Services Administration HIV/AIDS Bureau.

Virtual Game Overview

To identify the most appropriate games for your audience and the quality improvement concepts you want to teach, the table on page 8 categorizes each game across the six organizing domains. Please note that many games fall in more than one domain.

- **Icebreakers** — exercises to introduce participants, foster getting to know each other, and to set a welcoming training environment
- **Team Building and Cooperation** — games to strengthen teams working together and build cooperation among participants
- **Quality Improvement Capacity** — games to teach and reinforce key quality improvement concepts
- **Data and Measurement** — games to better understand underlying data collection strategies, ideally for those who are involved in the performance measurement process

- **Testing and Making Changes** — games to reinforce the concept of iterative learning cycles and of testing out new change ideas
- **Systems Thinking** — games to emphasize the importance of strategic thinking

Based on the collective experiences of CQII staff, all 26 games described in this Guide have been scored using three different rating systems:

- Fun Scale
- Ease of Play Online
- Connection to Quality Improvement

The maximum number of stars for each rating system is 5 stars. These ratings will hopefully help you identify the most appropriate games. The table on page 9 categorizes each game across these three rating systems.

Virtual Games By Domain

	Icebreakers	Team Building/ Cooperation	QI Capacity	Data and Measurement	Testing and Making Changes	Systems Thinking
Four Corners	●		●			
Quotations	●		●			
Parade of Flags	●		●			
No "I" in Team	●		●			
Knot or Not	●	●				
Crossing the Line First	●	●			●	
Survival Games		●		●	●	
Zin Obelisk		●		●	●	●
What Should We do about the Neighbors?	●	●				
How High Will You Bid?		●		●		
Headliner		●				
Poll Everywhere Competition	●		●			
QI Jeopardy			●			
Who Wants To Be A Millionaire?						
Scavenger Hunt		●	●			
Draw the Pig		●	●	●		
Win as Much as you Can		●		●	●	●
Public Goods		●		●		●
Estimation		●	●	●		
Mr. Potato Head		●	●	●	●	
Cash Register		●	●	●	●	
NY Times Problem- Solving Puzzle		●	●	●	●	●
Selling Spread			●		●	●
Candle Problem						●
Peanut Butter and Jelly			●	●		
Think Inside the Box	●	●			●	●

Virtual Games By Rating

	Fun Scale	Ease of Play Online	Connection to Quality Improvement
Four Corners	● ● ○ ○ ○	● ● ● ● ○	● ● ○ ○ ○
Quotations	● ● ● ● ○	● ● ● ● ●	● ● ● ● ●
Parade of Flags	● ● ● ● ○	● ● ● ● ○	● ○ ○ ○ ○
No "I" in Team	● ● ● ● ○	● ● ● ● ○	● ○ ○ ○ ○
Knot or Not	● ● ● ● ○	● ● ● ○ ○	● ● ● ○ ○
Crossing the Line First	● ● ● ● ○	● ● ● ● ●	● ● ● ○ ○
Survival Games	● ● ● ● ●	● ● ● ● ○	● ● ● ● ○
Zin Obelisk	● ● ● ● ○	● ● ● ○ ○	● ● ● ● ○
What Should We do about the Neighbors?	● ● ● ● ●	● ● ● ● ○	● ● ● ○ ○
How High Will You Bid?	● ● ● ● ○	● ● ● ● ●	● ● ● ○ ○
Headliner	● ● ○ ○ ○	● ● ● ○ ○	● ● ● ○ ○
Poll Everywhere Competition	● ● ● ● ●	● ● ● ● ○	● ● ● ● ●
QI Jeopardy	● ● ● ● ●	● ● ● ● ○	● ● ● ● ●
Who Wants To Be A Millionaire?	● ● ● ● ○	● ● ● ○ ○	● ● ● ● ○
Scavenger Hunt	● ● ○ ○ ○	● ● ● ● ○	● ● ● ○ ○
Draw the Pig	● ● ● ● ●	● ● ● ● ●	● ● ● ● ○
Win as Much as you Can	● ● ● ● ●	● ● ● ● ○	● ● ● ● ●
Public Goods	● ● ● ● ●	● ● ● ● ○	● ● ● ● ●
Estimation	● ● ● ● ○	● ● ● ● ○	● ● ● ● ○
Mr. Potato Head	● ● ● ○ ○	● ● ● ● ○	● ● ● ○ ○
Cash Register	● ● ○ ○ ○	● ● ● ○ ○	● ● ● ○ ○
NY Times Problem-Solving Puzzle	● ● ● ○ ○	● ● ● ● ●	● ● ● ● ○
Selling Spread	● ● ○ ○ ○	● ● ● ○ ○	● ● ● ○ ○
Candle Problem	● ● ○ ○ ○	● ● ● ● ○	● ● ● ○ ○
Peanut Butter and Jelly	● ● ● ● ○	● ● ● ● ●	● ● ● ○ ○
Think Inside the Box	● ● ○ ○ ○	● ● ● ● ●	● ● ○ ○ ○

Icebreakers





Four Corners

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ○ ○ ○

Ease of Play Online ● ● ● ● ○

Connection to QI ● ○ ○ ○ ○

Type of Game: An icebreaker that allows participants to get to know each other and to find a group identity

How Long: 10-15 minutes

Learning Objectives

- Engage participants in an interactive icebreaker that allows for conversation
- Familiarize participants with each other and foster an environment that allows participants to be comfortable for future participation
- Get to know fellow participants better
- Demonstrate the importance of listening and networking

Suggested Audiences

Anyone, including clinical or administrative staff, QI team members, managers, people with HIV, etc. This game is geared towards people who are looking to learn or get to know each other.

History and More Information

This game was introduced by the Center for Quality Improvement & Innovation (CQII) in its advanced training program, called Training of Coaching Basics (TCB) in 2010.

Materials

For this game, you will need:

- Set list of 3-4 questions to begin rounds; use questions (targethiv.org/virtual-game-guide) or create own set of questions
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game’s structure
- Establish questions using the set below (targethiv.org/virtual-game-guide) or replace with your own categories
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Four Corners exercise
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Present the first question and the corresponding four answer options to the entire group; ensure that the answer options start with a sequential number (e.g., 1-beginner, 2-intermediate, 3-advanced, etc.)

Step 3: Ask participants to rename their tile to respond to their personal answer (e.g., 1 Zainab)

Step 4: Place all those who choose the same answer (e.g., 1-beginner) in a Zoom breakout room for 5-7 minutes to introduce themselves to everyone in their group and discuss their commonalities

- In addition to introducing themselves, ask each group to respond to specific questions (e.g., what is your favorite food? What is your favorite movie?)

Step 5: Once the allotted time has elapsed, bring participants back to the Zoom main room where the facilitator will ask another question, and repeat the process as time permits

Debrief and Discussion

- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success



Quotations

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ○

Ease of Play Online ● ● ● ● ●

Connection to QI ● ● ● ● ●

Type of Game: A knowledge-testing game that requires collaboration among participants

How Long: 10-20 minutes

Learning Objectives

- Engage participants in group activities and enhance group problem-solving skills
- Familiarize participants with quality improvement key terms
- Get to know fellow participants and team members
- Enhance their problem-solving skills as a group

Suggested Audiences

Anyone, including clinical or administrative staff, QI team members, managers, people with HIV, etc. This game is geared towards people who are looking to learn or get to know each other.

History and More Information

CQII has incorporated this game in its advanced QI training program: Training of Consumers on Quality (TCQPlus).

Materials

For this game, you will need:

- Pre-developed quotations (targethiv.org/virtual-game-guide) or create your own
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game’s structure
- Create quotations to play; you can use quality improvement-related quotations or others related to your quality improvement project
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Quotations game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Inform the group that participants are given individual words that form a meaningful quotation. Participants must work together to place the words in a correct order to create the quotation.

Step 3: Place the words for one quotation randomly in the chat room; allow 5 minutes to solve each quotation

- Play as one large group or play in separate teams by using the Zoom breakout room functionality

Step 4: Present additional quotations as long as time permits

Debrief and Discussion

- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success



Parade of Flags

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ○

Ease of Play Online ● ● ● ● ○

Connection to QI ● ○ ○ ○ ○

Type of Game: An icebreaker that allows participants to get to know each other and to find a group identity

How Long: 15-25 minutes

Learning Objectives

- Engage participants in an interactive icebreaker
- Encourage creativity and self-expression among participants
- Become more familiar with fellow team members

Suggested Audiences

Anyone, whether clinical and administrative staff, QI team members, managers, people with HIV. This game is geared towards people who are looking to learn or get to know each other.

History and More Information

This game was found in the book “Do-It-Yourself Team Building Games, Icebreakers, Energizers, and Closing Activities” which was compiled by David Greenberg.

Materials

For this game, you will need:

- Paper and colorful utensils for each participant
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game’s structure
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Parade of Flags game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play.

Step 2: Instruct participants to grab a paper and colorful pens or pencils. Explain that they all have 4-5 minutes to individually design and draw a flag that depicts who he or she really is — perhaps something that expresses the person's personality, work style, value, and role on the team. The flag should also include a motto or slogan that represents the person. Each person should sign his or her work of art upon completion. Creativity is encouraged.

Step 3: Instruct the entire group (or use smaller groups in Zoom breakout groups) to create one team flag incorporating elements from all the individual flags, as well as one team motto or slogan that team members feel represents the unified team. Ask the group to appoint a spokesperson to present and explain the flag.

Step 4: Once the allotted time has elapsed, ask the spokespersons to explain the flag.

Step 5: Ideally, everyone should sign the collective work of art as a commitment to the team after the virtual meeting and post the completed flag in a place where it can be easily seen.

Debrief and Discussion

- Ask the participants, what did they observe? What did you learn about your team members as a result of their individual flags?
- What did you learn about your team members as a result of their individual flags?
- How was it decided what would be included in the group flag? Was everyone included equally in the group's flag?
- How does this activity remind you of our group's dynamics in the workplace?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success



No “I” In Team

More Game Resources: [CQII.org](https://www.cqi.org)

Fun Scale ● ● ● ● ○

Ease of Play Online ● ● ● ● ○

Connection to QI ● ○ ○ ○ ○

Type of Game: A game to get to know each other and strengthen communication skills

How Long: 10-15 minutes

Learning Objectives

- Engage and familiarize participants with each other in an interactive icebreaker
- Learn how to constrain egos and improve their listening skills by gaining awareness of how often they tend to talk about ourselves
- Foster an environment that promotes participants to be comfortable with each other
- Learn to be conscious of their language and word choice during conversations

Suggested Audiences

Anyone, whether clinical or administrative staff, QI team members, managers, people with HIV, etc. This game is geared towards people who are looking to learn or get to know each other.

History and More Information

This game was found in the book “Do-It-Yourself Team Building Games, Icebreakers, Energizers, and Closing Activities” which was compiled by David Greenberg.

Materials

For this game, you will need:

- Pre-arranged fun conversation topics; use provided examples (targethiv.org/virtual-game-guide) or create your own
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game’s structure
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the No "I" in Team game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Instruct participants to engage in conversations with an assigned partner, but neither of them may utter any of the following words: I, Me, My, Mine. In addition, participants may not pause for more than 3 seconds. The first person to say one of the banned words or to pause for more than 3 seconds will be "out of the game," and the other participant wins the game.

Step 3: The facilitator informs the group, or all pairs, about the first topic of conversation or exclaims an interesting question; post the question in the chat room

Examples:

- If you could be anywhere in the world right now, where would you choose to be?
- Describe to me your dream vacation
- What is your favorite food and why?
- Tell me about a moment in your life that you are most proud of

Step 4: Play this game as one group in the Zoom main room by identifying two participants with everyone listening in or ask participants to work in pairs using the Zoom breakout rooms

- If playing as one large collective group, ask the first question to the first two participants and after this round is completed, identify the next two participants from the group and post the next question in the chat room
- If playing in pairs, bring all participants back into the Zoom main room after 3 minutes

Step 5: Consider playing multiple rounds and advance the 'winners' to the next round and keep track which participants remain in the game. The participants with the most 'wins' are the winners of this game.

Debrief and Discussion

- Ask the participants, what did they observe? What was the hardest part?
- How do you feel when talking to someone who overuses these words? What can we do to focus more on others when communicating? What might that do for our relationships?
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success



Knot or Not

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ○

Ease of Play Online ● ● ● ○ ○

Connection to QI ● ● ● ○ ○

Type of Game: An interactive game to guess the result based on demonstrations

How Long: 10-25 minutes

Learning Objectives

- Engage participants in problem-solving
- Familiarize participants with facing barriers when working in a group, ultimately working to make a decision
- Get to know fellow participants and team members
- Learn how to articulate decisions

Suggested Audiences

Anyone, whether clinical or administrative staff, QI team members, managers, people with HIV, etc. This game is geared towards people who are looking to get to know each other.

History and More Information

While this game is seen on several websites across the internet, no original source was identified.

Materials

For this game, you will need:

- Link to a video for this game that shows a knot: [youtube.com/watch?v=RC03wAIU76c](https://www.youtube.com/watch?v=RC03wAIU76c) (time mark 3:26)
- A string for live demonstrations
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform)
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game's structure
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Knot or Not game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play; participants are shown still pictures of a knot to guess whether — when the two ends of the rope are pulled — it will become a knot or not

Step 2: Inform the group that you will first show a video with a knot in the first round to guess whether it will become a knot or not; in subsequent rounds conduct live demonstrations

Step 3: First, show a still photo of the knot (see video or slide set, but not the solution); afterwards, ask participants to decide if will it become a knot or not

Step 4: Inform everyone that if they believe it is a knot, put “1” in their Zoom profile name. If they think it will not become a knot, put a 2 next to their name. Alternatively, can ask participants to share their answer in the chat room.

Step 5: Once everyone made their decision, reveal the answer by finishing the video (forward to time 3:26)

Step 6: Repeat the guessing game, by tying the knot away from the camera for the live demonstration; show the knot to participants and ask them to guess again

Debrief and Discussion

- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Team Building and Cooperation



Crossing The Line First

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ○

Ease of Play Online ● ● ● ● ●

Connection to QI ● ● ● ○ ○

Type of Game: An icebreaker game to get to know each other and learn about win-win situations

How Long: 5-15 minutes

Learning Objectives

- Understand the power of effective communication and compromise
- Realize that we are more successful working together toward the same objectives rather than standing apart, letting egos get in the way
- Learn how to set up win-win situations and its implications in HIV quality improvement work
- Encourage communication and practice persuasion and diplomacy

Suggested Audiences

Anyone, whether clinical and administrative staff, QI team members, managers, people with HIV, etc. This game is geared towards people who are looking to learn or get to know each other.

History and More Information

This game was found in the book “Do-It-Yourself Team Building Games, Icebreakers, Energizers, and Closing

Activities” which was compiled by David Greenberg. CQII has incorporated this game in its advanced QI training program: Training on Coaching Basics (TCB).

Materials

For this game, you will need:

- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game’s structure
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Crossing the Line First game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Instruct the participants that the premise of this game is to convince the assigned partner to lower their hand first

Step 3: Randomly assign participants into pairs and place them into Zoom breakout rooms for 1 minute

Step 4: Inside the breakout room, each participant must keep their hand raised and visible on their Zoom screen. Participants must quickly convince the other person in their breakout room to put their hand down first. The person who 'convinces' the other person to do so first will win.

Step 5: When the allotted time has elapsed, bring all pairs back to the Zoom main room

Step 6: Ascertain how many pairs have still both hands up versus one person in the pair has their hands up versus both participants in the pair have their hands down. Engage participants in a discussion how they convinced each other to lower their hand.

Debrief and Discussion

- How many of you got the other person to cross the line? How did you do it? What did you try that didn't work?
- How do you feel about the following statement: "Together we'll be considerably more successful reaching for the same objectives rather than standing apart concerned about who will be first."
 - The game was set up to have a winner and a loser, but if both would bring their hands down at the same time, both would win
 - We often believe when a competition is set up that we must have one winner and one loser — create win-win situations in HIV care and quality improvement
- How does this apply to our workplace and team? How does our ego sometimes get in the way of our success? How can we work together to ensure greater collaboration? How can we set this game up so both can win?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Survival Games

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ●

Ease of Play Online ● ● ● ● ○

Connection to QI ● ● ● ● ○

Type of Game: A team problem-solving game that emphasizes prioritization and collaboration

How Long: 20-30 minutes

Learning Objectives

- Learn about how groups outperform individuals when solving complex challenges
- Engage participants in a creative way to demonstrate the importance of team problem-solving
- Demonstrate the importance of collaboration
- Learn how to prioritize and find consensus among team members of a group

Suggested Audiences

Staff, QI team members, people with HIV, and anyone else who are part of an improvement team

History and More Information

Survive on the Moon: This game was cited in NightTimes (July 1999 issue). **Survive at Sea:** Tom Warwick. Survive at Sea: Tom Warwick presented at the 1994 International Conference of the Society of American Value Engineers (SAVE) in New Orleans, LA. **Survive a Plane Crash:** Scoring by Mark Wanvig, a former instructor in survival training for the Reconnaissance School of the 101st

Division of the U.S. Army. CQII has incorporated the 'Survive on the Moon' game in its advanced QI training program: Training of Quality Leaders (TQL).

Materials

For this game, you will need:

- Game scenario and list of items for ranking (targethiv.org/virtual-game-guide)
- Access to individual worksheets for participants (targethiv.org/virtual-game-guide)
- Answer key for ranking of items (targethiv.org/virtual-game-guide)
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Select one of the three available survival games and Familiarize yourself with the game's structure

- Create worksheets to play; can be sent out to participants through email or Zoom chat room; an example is provided
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Survival Games game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Present the scenario and ask participants to rank the importance of a variety of remaining items for survival in their setting (on the moon, at sea, after a plane crash) from most important to least important

Step 3: Distribute the worksheets to each participant, via email or Zoom chat room, and ask each person to individually rank the items by completing the form within 3-5 minutes

Step 4: Set up teams of 4-6 individuals and place them into Zoom breakout rooms; each team is asked to reach a

consensus on the importance of the remaining items in terms of survival, from most important to least important and record the answers on the worksheets

Step 5: Give each team 10 minutes and bring them back to the Zoom main room once the allotted time has elapsed

Step 6: Share the correct answers using the provided slides and ask each individual to record the correct answer on their worksheet. Ask each participant to calculate their survival score (the difference between their individual ranking and the correct answer versus the difference between the group ranking and the correct answer).

Step 7: Share the survival scores across individuals and groups

Debrief and Discussion

- Did you do better individually or as a team? What were the reasons that the individuals or the teams performed better?
- How did your team reach its decisions? Was everyone's input considered?
- How well did the group function as a team? What could be improved?
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Zin Obelisk

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ○

Ease of Play Online ● ● ● ○ ○

Connection to QI ● ● ● ● ○

Type of Game: A competitive game among teams to teach problem-solving and group decision-making

How Long: 20-30 minutes

Learning Objectives

- Understand the strengths and weaknesses of teams as team members work to solve a difficult problem
- Develop strategies for better listening and cooperation within teams
- Show how to develop better knowledge through multiple cycles of hypothesis development and testing
- Help teams understand leadership and facilitation in team problem-solving

Suggested Audiences

Team members and others who work together as a team, as well as organizational leaders who will be overseeing and coaching the work of these teams

History and More Information

The source for this game is: Francis, D., & Young, D. "Improving Work Groups: A Practical Manual for Team Building." San Diego, CA: University Associates, 1979, p. 147—151. This game was previously described in the NQC Game Guide (Interactive Exercises for Trainers to Teach Quality Improvement in HIV Care) developed by

the New York Department of Health in August 2006 ([CQII.org](https://www.cqii.org)). CQII has incorporated this game in its advanced QI training program: Training of Consumers on Quality (TCQPlus).

Materials

For this game, you will need:

- Copies of the Zin Obelisk Participant Handout (targethiv.org/virtual-game-guide)
- Copies of the Zin Obelisk Facilitator Handout (targethiv.org/virtual-game-guide)
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the session's structure and content:
 - Read through the game instructions and key teaching points in its entirety

- Practice the game itself
- Practice presenting the key teaching points
- Prepare the game:
 - Create teams of 5-8 participants using Zoom breakout rooms

The Zin Obelisk is a difficult and, in some ways, absurd puzzle. It uses made-up situations and made-up words, putting everyone on the team in the same position of being unfamiliar with the situation. The members of the team must listen to, and respect, each other — and since the puzzle is difficult and the time to complete it is short, team members tempers may fray. Teams should realize that random stabs at an answer will not help them; they need a systematic approach. The scientific method that underlies the PDSA concept may in fact help the teams sort through the Zin Obelisk. Just as you learned in high school biology, the scientific method involves developing a hypothesis about what may happen, conducting an experiment and seeing if the result confirms your hypothesis. Most health care workers are familiar with this concept and will be open to applying it to problem-solving.

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group. Reassure participants that this is a difficult exercise taking place under time pressure.

Agenda

Provide a brief description of the game's primary components:

1. Background to the Zin Obelisk game
2. The game itself
3. Debrief and discussion on what the game shows, and how its lessons can be applied to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including instructions and premise of the game

Step 2: Divide your group into teams of 5 to 8 participants; ask for one facilitator in each group

Step 3: Review the Zin Obelisk Group instructions and scenario

Step 4: Distribute the Zin Obelisk Facilitator Handout to each facilitator and ask the facilitator to randomly share among the members of each team; you can use the Zoom chat room to reach the facilitator. You need one complete set per team; in other words, you need to distribute all cards randomly within one team. Alternatively, you can share the Zin Obelisk Participant Handout with all participants.

Step 5: Break up the teams into Zoom breakout rooms and routine check with them about their progression to find the solution

Step 6: Allow the team to work on the task in Zoom breakout rooms; stop after 25 minutes if they have not completed the task by then

Debrief and Discussion

- Make sure each participant understands the rationale for the answer, walking through it if necessary. Ask each group to describe its process:
 - What behavior helped the group accomplish the task? What behavior hindered the group in completing the task? How did leadership emerge in the team? What feelings did you experience as the task progressed? What suggestions would you make to improve team performance?
- Ask if groups used the scientific method and, if so, whether it was helpful
- Ask participants about teamwork in their HIV programs:
 - Do they use teams to solve complex problems? If so, how do they work? What works well, and what could be improved? Do any of these teams use the scientific method as an approach? Do they try to develop and test hypotheses about changes that might lead to improvement? If so, how does this work? If not, how could you get them to try this approach?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

What Should We Do About the Neighbors?

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ●

Ease of Play Online ● ● ● ● ○

Connection to QI ● ● ● ○ ○

Type of Game: An icebreaker that fosters problem-solving and strengthens communication skills

How Long: 15-20 minutes

Learning Objectives

- Engage participants in an interactive icebreaker that energizes participants
- Learn how to listen while disagreeing and increase appreciation for each other's views
- Understand how to effectively communicate your point of view and persuade others

Suggested Audiences

Anyone, whether clinical and administrative staff, QI team members, managers, people with HIV, etc. This game is geared towards people who are looking to learn or get to know each other.

History and More Information

This game was found in the book "Do-It-Yourself Team Building Games, Icebreakers, Energizers, and Closing Activities" which was compiled by David Greenberg.

Materials

For this game, you will need:

- Pre-developed scenarios (targethiv.org/virtual-game-guide)
- Paper and pen for each participant
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

- Familiarize yourself with the game's structure
- Create scenarios to play; you can use quality improvement-related scenarios
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the What Should Do About the Neighbors game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Read the scenario on the slide (or one of your own creation) to the group and ask participants to form groups based on the option they select — all the people who choose Option A will form one group, all those who choose Option B will form another group, and so on

Step 3: After groups are formed based on the options selected, say the following:

"It appears that we have different opinions. Working with your group, take four minutes to prepare a presentation that will persuade people from the other groups to reconsider their choices and join your group. One person from your group will act as a spokesperson and will have one minute to make the presentation. Your four minutes start once you are placed into Zoom breakout rooms."

Step 4: Begin the process of placing all the groups into separate Zoom breakout rooms; once four minutes have elapsed, return all participants to the Zoom main room

Step 5: Announce that the four minutes have elapsed and say:

"Let's start with Group A. Your spokesperson has one minute to convince others to reconsider their choices and move to your group."

Repeat this process for each group and check if anyone wishes to change groups — it's more unlikely that anyone will move.

Step 6: Monitor the discussion, and after about five to seven minutes, announce that time is up

Debrief and Discussion

- How successful were you at convincing others to change their minds? How did you demonstrate empathy with the feelings of the other groups—show them that you appreciated their choices even if you didn't agree?
- Is it difficult for people to leave a group even if they change their opinion? What's the danger in that? How does this relate to our workplace?
- How can we avoid "group think" where people tend to think alike in order to not upset the group? How will this help the team?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success



How High Will You Bid?

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ○

Ease of Play Online ● ● ● ● ●

Connection to QI ● ● ● ○ ○

Type of Game: An interactive icebreaker that teaches about taking risks

How Long: 10-15 minutes

Learning Objectives

- Demonstrate the power of taking risks and their implications
- Understand how to balance the gains of individuals versus groups
- Learn more about strategizing and decision-making

Suggested Audiences

Anyone, whether clinical and administrative staff, QI team members, managers, people with HIV

History and More Information

This game was found in the book “Do-It-Yourself Team Building Games, Icebreakers, Energizers, and Closing Activities” which was compiled by David Greenberg.

Materials

For this game, you will need:

- Three or more unlabeled envelopes with different written amounts of money inside
- Paper and pen for each participant
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform)
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game’s structure
- Write a dollar amount from \$1 to \$50 and place it inside each unlabeled envelope
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the How High Will You Bid game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Provide each participant with “virtual” twenty one-dollar bills, and say the following:

“The name of this game is ‘How High Will You Bid?’ You each have twenty “virtual” dollars. I have several envelopes that contain money, ranging from \$1 to \$50. No envelope has less than \$1 in it. I'm going to give the first envelope to the highest bidder. You may bid anywhere from \$1 to \$20, using the money I gave you in \$1 increments. How much do I hear for the first envelope?”

Step 3: Begin the process for the first envelope. Ask each participant to determine their bid and type their amount into the chat room. Award the envelope to the highest bidder. Announce how much money is in the envelope. This money counts towards the participant who bought it. Ask the participants to track their money over time.

Step 4: Begin the bidding process for the second envelope, once the envelope is awarded to the highest bidder, announce how much money is in the envelope. Repeat this process for each envelope until all are bought by the participants.

Step 5: Ask all participants to announce their final dollar amount and congratulate the winner

Debrief and Discussion

- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success



Headliner

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ○ ○ ○

Ease of Play Online ● ● ● ○ ○

Connection to QI ● ● ● ○ ○

Type of Game: An exercise to outline key successes and accomplishments of a team

How Long: 15-30 minutes

Learning Objectives

- Celebrate the accomplishments of a team or teams
- Communicate to others the key milestones and/or successes of a team
- Acknowledge the hard work of the quality improvement team

Suggested Audiences

Teams who have worked on QI projects. Senior leaders can be on-hand when the teams present their results.

History and More Information

This game comes from the Institute for Healthcare Improvement’s Breakthrough Series College and also from Qualis Health, the QIO for Washington State, and its Performance Improvement Support Center. This game was previously described in the NQC Game Guide (Interactive Exercises for Trainers to Teach Quality Improvement in HIV Care) developed by the New York Department of Health in August 2006 ([CQII.org](https://www.cqii.org)).

Materials

For this game, you will need:

- Paper and writing utensils for teams to write down their “headlines”
- Recognition certificates for all teams
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game’s structure:
 - Read through the game instructions and key teaching points in its entirety
 - Put yourself in a festive frame of mind
 - Practice presenting the key teaching points

Your QI projects aim to make changes that will improve the quality of care and services provided by your organization. But each project has a secondary goal: to teach everyone in your organization that change can happen and that teams can be successful in their improvement work. You can only achieve this second goal if you broadcast and ‘brag’ about what QI teams do. The teams work hard and sometimes try risky things. They need a chance to show pride in their work and get recognition from their organization for what they have accomplished.

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game’s primary components:

1. Introduction to the session and the Headliners exercise
2. The game itself, with presentation of results
3. Formal recognition of each team’s work

The Game

Step 1: Provide a brief introduction of the game to participants, including instructions and assigning teams

Step 2: Ask them, as a first step, to work in their teams to create a newspaper headline. The headline should capture the work that the team has done or completed:

- What have you accomplished?
- What were the major successes of your team’s efforts?
- How has working on the project inspired the team?

Step 3: Place teams into breakout rooms and give them 10 minutes to write the headline; encourage the teams to be creative!

Step 4: Bring teams back to the Zoom main room and have each team post and present their headlines (creativity in this presentation is also encouraged)

Step 5: Formally recognize each team’s work; distribute certificates

Debrief and Discussion

- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Quality Improvement Capacity



Poll Everywhere Competition

More Game Resources: [CQII.org](https://www.cqi.org)

Fun Scale ● ● ● ● ●

Ease of Play Online ● ● ● ● ○

Connection to QI ● ● ● ● ●

Type of Game: A timed multiple-choice quiz where everyone participates individually

How Long: 5-10 minutes

Learning Objectives

- Engage participants in an interactive and collaborative learning approach
- Familiarize participants with key concepts or refresh their knowledge on an informational area (e.g., quality improvement, HIV)
- Understand the importance of creating a fun and competitive learning environment
- Interactively learn about concepts that are the focus of the quiz questions

Suggested Audiences

Anyone, whether clinical or administrative staff, QI team members, managers, people with HIV, etc. This game is geared towards people who are looking to learn or get to know each other.

History and More Information

This game was developed by Poll Everywhere and posted on their website at [PollEverywhere.com](https://www.poll-everywhere.com) as a new feature to bring a heightened level of interactivity to classes, meetings, and events of all sizes.

Materials

For this game, you will need:

- A Poll Everywhere account
- Quiz questions for composition; see 'Sample Quiz Categories and Questions' (targethiv.org/virtual-game-guide)
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform)
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

- Familiarize yourself with Poll Everywhere competition's game structure
- Prepare the game:
 - **Step 1:** Open [PollEverywhere.com](https://www.poll-everywhere.com) and log in; set up a free account, if needed
 - **Step 2:** To create a competition, tap the create button at the top left of your 'Activities page'
 - **Step 3:** Select Competitions then enter your question and possible answers; you will only be able to use multiple choice questions in competitions
 - **Step 4:** Designate the correct answer by clicking the circular mark symbol to the left of the answer
 - **Step 5:** Add additional questions to your competition by selecting Multiple Choice in the next question type field
 - **Step 6:** Once you are done adding questions, click the Create button on the bottom right; you will be immediately taken to the competition slide show page; to edit your competition, delete a question, add a question, rearrange questions, or clear responses, click the edit button under the slide preview on the bottom right of the 'Activities page'

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

State that any virtual meeting is more memorable when a little competition is used, since engaged audiences simply learn better. Using interactive games is as old as the art of education itself. The Poll Everywhere game allows you to transform the learning content you want to teach into a compelling, interactive exercise.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Poll Everywhere game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Step 1: Provide a brief introduction of the game to participants, including instructions and premise of the content being quizzed

Step 2: Send the link via the chatroom on Zoom to all participants, then instruct participants to open the link using a different mobile device while remaining on the Zoom

Step 3: Allow participants to individually play the game by answering the multiple-choice questions. The facilitator should not share her/his screen on Zoom

- Give approximately 30 seconds for each question
- Since participants cannot see timing, alert participants of how much time remains

Step 4: Watch the score board stack up; once every participant has finished the quiz in its entirety, announce the winner

Debrief and Discussion

- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success



QI Jeopardy

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ●

Ease of Play Online ● ● ● ● ○

Connection to QI ● ● ● ● ●

Type of Game: An interactive question-and-answer game to learn about key concepts

How Long: 15-25 minutes

Learning Objectives

- Engage participants in a creative way to test their knowledge on a specific subject (HIV, quality improvement, etc.)
- Learn how to utilize a different adult learning approach
- Introduce a competitive learning style
- Get to know fellow participants and team members

Suggested Audiences

Anyone, including clinical or administrative staff, QI team members, managers, people with HIV, etc. This game is geared towards people who are looking to learn or get to know each other.

History and More Information

This game is based off the long-running show “Jeopardy,” hosted by Alex Trebek; the provided slides were adapted from a slide set by Jane Caruso and questions were put together by CQII.

Materials

For this game, you will need:

- Pre-developed slide show with jeopardy questions; use the slide set (targethiv.org/virtual-game-guide) or replace questions/answers with your own
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform)
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

- Familiarize yourself with the game’s structure
- Gain access to the provided slide template with pre-determined questions or replace them with your own; focus on quality improvement-related, HIV-related, etc.
- Make yourself familiar with the slide set and ensure that you are familiar how to best advance the slides; once a question is asked, the amount should disappear
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the QI Jeopardy game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Set up the provided slide set to play this game by sharing the facilitator screen

- Ensure that the sound can be heard when advancing slides; in Zoom, click 'Share Sound' when sharing your screen

Step 3: Randomly choose one participant to start and ask the participant to choose one category and the corresponding amount; provide 15 seconds to submit the final answer. Ensure participants understand the correct answer. If necessary, explain the rationale for the correct answer.

Step 4: After answering the question (regardless of whether it was correct or not), ask the participant to choose the next person to play the next round; play as long as all questions are answered

Debrief and Discussion

- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Who Wants To Be A Millionaire?

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ○

Ease of Play Online ● ● ● ○ ○

Connection to QI ● ● ● ● ○

Type of Game: A multiple-choice knowledge-testing game that requires collaboration

How Long: 15-25 minutes

Learning Objectives

- Engage participants to work as a team
- Familiarize participants with a specific subject (HIV, quality improvement, etc.)
- Find consensus across team members
- Get to know fellow participants

Suggested Audiences

Anyone, including clinical or administrative staff, QI team members, managers, people with HIV, etc.

History and More Information

This game was inspired by the television show “Who Wants to be a Millionaire?” and the corresponding slide set for the game was adopted by CQII.

Materials

For this game, you will need:

- Pre-developed slide show with multiple-choice questions; use the templated slide set (targethiv.org/virtual-game-guide) or replace questions/answers with your own
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

- Familiarize yourself with the game’s structure
- Gain access to the provided slide template with pre-determined questions or replace them with your own; focus on quality improvement-related, HIV-related, etc.
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety

- Practice the game itself
- Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Who Wants To Be A Millionaire? game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Use the provided slide show to ask participants questions and share the screen to facilitate the game; participants send their answers through chat

- Ensure that the sound can be heard when advancing slides; in Zoom, click 'Share Sound' when sharing your screen

Step 3: Decide whether to play as one large group or play in separate teams using Zoom breakout room functionality

- If played in teams,
 - a) divide participants into up to 4 teams; each team must select one recorder in the group to submit the final group answer

- b) Inform each group that they receive 1 helpline (with guaranteed advances) to be submitted at any time by entering the word 'helpline' in the chat room
- c) Ask participant to rename their tile to indicate which team they are part of (team 1, team 2, etc.)

Step 4: Advance to the first question; each question has four possible answers (A,B,C,D). Give participants 15 seconds to submit the final answer via the chat room. Ensure participants understand the correct answer. If necessary, explain the rationale for the correct answer.

- If played in teams, use the Zoom breakout functionality and give each team 30 seconds to submit the final answer via the chat room

Step 5: The participant or group with the highest monetary score wins!

Debrief and Discussion

- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Scavenger Hunt

More Game Resources: [CQII.org](https://cqii.org)

Fun Scale ● ● ○ ○ ○

Ease of Play Online ● ● ● ● ○

Connection to QI ● ● ● ○ ○

Type of Game: A team-based game that emphasizes interaction and teamwork

How Long: 15-30 minutes

Learning Objectives

- Experience that working as a team can be a different experience, even for people who have previously worked together
- Introduce participants or team members to each other
- Help people understand their own team working styles
- Learn more about a specific content area (e.g., quality improvement, HIV)

Suggested Audiences

Anyone, whether clinical or administrative staff, QI team members, managers, people with HIV, etc.

History and More Information

This game comes from “Games Trainers Play, by Edward E. Scannell and John W. Newstrom (“New York: McGrawHill, 1980, p. 51). Sources for additional information about teams include Joiner & Associates The Team Handbook and Meredith R. Belbin’s Management Teams, Why they Succeed or Fail. This game was previously described in the NQC Game Guide (Interactive

Exercises for Trainers to Teach Quality Improvement in HIV Care) developed by the New York Department of Health in August 2006 ([CQII.org](https://cqii.org)).

Materials

For this game, you will need:

- Scavenger hunt instructions and the list of items for each team to hunt for
- A picture, in the form of a slide, where participants much search for hidden items in it; it can be shared through the Zoom share screen feature (targethiv.org/virtual-game-guide)
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the session’s structure and content:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points
- Prepare the picture:
 - Pick a background (can be of any type of scenery, as busy as you’d like)
 - Add in pictures of scavenger hunt items, can make them as big or as tiny as you’d like
 - Save image
- Share the instruction sheet to each participant via email or paste into the Zoom chat room

Teams that work well are like sports teams. The best ones have members with different skills and strengths, and they coordinate these skills and strengths in pursuit of a common goal. Groups of people just forming as teams will have difficulty coordinating their efforts. They will not yet know the skills of their colleagues and may not trust that they can contribute to the task. This game gives a new team experience at working on a task, and this experience will help give the team confidence in their ability to succeed at the upcoming quality improvement work in your HIV program.

Your job as facilitator is to observe how the teams go about the scavenger hunt. Does everyone on the team search for every item together? Does one person go off on his or her own to try to do all the work without consulting others? Chances are, the most successful team will be the one that divides up the tasks, and you should be prepared to point this out and lead a discussion about effective teamwork. In creating the list of items each team must find, aim for some that will be easy and some that will be hard. Try to include

items that will involve collaboration to locate. Encourage teams to be creative (that’s where the fun comes in) but clarify that you will be the judge of whether a “creative” item meets the requirements of the hunt (hint: use this option to reward examples of good collaboration and teamwork). The teams are likely to get very competitive!

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game’s primary components:

1. Background to Scavenger Hunt game
2. The game itself
3. Debrief and discussion on what the game shows, and how this knowledge is essential to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play; each team should find all items in the scavenger hunt picture related to a specific question

Step 2: Convene at least three new teams to participate in the Scavenger Hunt and set up the Zoom breakout rooms; active collaboration among team members is encouraged

Step 3: Share the Scavenger Hunt with all teams to be used in the Zoom breakout room

Step 4: Post a specific question and ask each team to find all relevant pictures on the scavenger hunt picture; give each team 2 minutes

Step 5: Bring all teams back to the Zoom main room and ask each team to share how many items they found related to the specific question

Step 6: Reveal the answers and discuss any items that were missed

Step 7: Proceed to the next question using the same the scavenger hunt picture

Step 8: Identify the winning team!

Debrief and Discussion

- Ask each team to describe its method: how did that team go about carrying out the task? On reflection, did this method work well?
- If the results support it, note that the teams that divided up tasks and coordinated their work had the best result
- Discuss the application of what they have learned to their planned HIV QI work.
 - What did they learn about how they work as a team?
 - How will what they learned affect their work on their next team task?
 - What else would they like to know about team working?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Data and Measurement





Draw the Pig

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ●

Ease of Play Online ● ● ● ● ●

Connection to QI ● ● ● ● ○

Type of Game: An interactive drawing game that teaches standardization

How Long: 10-15 minutes

Learning Objectives

- Engage participants in a creative way to demonstrate the importance of listening
- Learn about how to best document action steps
- Understand how added tools and provisions can encourage standardization
- Demonstrate the importance of following instructions

Suggested Audiences

Staff, QI team members, people with HIV, and anyone else who are part of an improvement team

History and More Information

This game was adopted by the Institute for Healthcare Improvement (IHI) and integrated in their quality improvement trainings.

Materials

For this game, you will need:

- Blank pieces of paper and writing utensils for participants
- Grid-lined paper for each participant (targethiv.org/virtual-game-guide)
- Instructions for drawing a pig (targethiv.org/virtual-game-guide)
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game’s structure
- Share instructions for drawing a pig through the Zoom chat room
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Draw the Pig game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Ask participants to pull out the paper and draw a pig within one minute. Once the allotted time has passed, ask everyone to hold up their pig drawings. There should be quite a variety.

Step 2: Ask participants to pull out a paper with the grid on it or create a grid on a blank page.

Step 3: Share the provided instructions and ask each participant to following along. Once completed, participants hold up their new pigs for all to see. We should see less variety—and more pigs that look alike.

Debrief and Discussion

- Engage audience in a discussion on how to build on this and make standardization even better
 - What tools are needed?
 - Would it help to see the finished product first? Why, why not?
- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Win As Much As You Can

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ●

Ease of Play Online ● ● ● ● ○

Connection to QI ● ● ● ● ●

Type of Game: An interactive team-based game to competitively learn about making group decisions

How Long: 15-25 minutes

Learning Objectives

- Engage participants in an interactive game that requires group problem-solving skills
- Understand the competing interests of individuals versus groups
- Learn how to build consensus among a team
- Understand the importance of strategizing as a team

Suggested Audiences

Staff, team members, people with HIV, and anyone else who will be involved in working together as a team

History and More Information

The source for this game is “The Big Book of Six Sigma Training Games,” by Chris Chen and Hadley Roth, New York: McGraw-Hill, 2005 (pages 91-94). This game was previously described in the NQC Game Guide (Interactive Exercises for Trainers to Teach Quality Improvement in

HIV Care) developed by the New York Department of Health in August 2006 ([CQII.org](https://www.cqii.org)). CQII has incorporated this game in its advanced QI training program: Training of Quality Leaders (TQL).

Materials

For this game, you will need:

- Paper and different colored pens for each team
- One Win As Much As You Can Instruction Sheet for each team (targethiv.org/virtual-game-guide)
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game's structure
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Background to the Win As Much As You Can game
2. The game itself
3. Debrief and Discussion on what the game shows, and how its lessons can be applied to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including instructions and premise of the game

Step 2: Send everyone a copy of the Win As Much As You Can Instruction Sheet via the chatroom on Zoom (targethiv.org/virtual-game-guide)

Step 3: Divide participants randomly into 4 groups and ask each team to relabel their names to indicate their team name (e.g., Blue — Clemens, Red — Zainab); ask each team to determine a recorder

Step 4: Place teams into Zoom breakout rooms for 5-7 minutes and ask each team to choose either an “x” or a “y”; the recorder should write down the choice on a slip of paper

Step 5: After coming back to the Zoom main room, the recorder from each team is asked to display their slip of paper with the choice (“x” or “y”). Points are rewarded by the facilitator according to how many “x” and “y” are seen based on the Win As Much As You Can Instruction Sheet.

Step 6: Repeat the process for six rounds by asking each team to select a “x” or “y” in their breakout rooms and report back in the main room. The facilitator keeps the score.

Step 7: Rounds 3, 5, and 6 respectively are bonus rounds where winnings and losses will be multiplied two times. Before each bonus round, each team selects a team representative to ‘negotiate’ with all other team representatives about their upcoming vote; they are placed in a breakout room for 2-3 min while all other participants remain in the main room. Once representatives are brought back to the main room, assign the teams into their team breakout rooms and give them one minute more to discuss the vote before turning in their ballots.

Step 8: The facilitator selects the winning team after all six rounds

Debrief and Discussion

- Ask the teams to describe their work: how did each team decide on its letter? What was the decision-making process?
- Discuss the application of what they have learned to their own HIV program.
- Was this useful? Why or why not?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success.



Public Goods

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ●

Ease of Play Online ● ● ● ● ○

Connection to QI ● ● ● ● ●

Type of Game: A competitive game of teams to learn about balancing diverse interests

How Long: 20-25 minutes

Learning Objectives

- Learn about balancing competing interests, individual versus group interests
- Understand how to determine consensus among group members
- Engage participants in an interactive game requiring group problem-solving skills
- Learn about working in a team and how to make decisions as a group

Suggested Audiences

Anyone, whether clinical or administrative staff, QI team members, managers, people with HIV, etc., who are looking to learn or get to know each other

History and More Information

This game was developed by Dan Ariely and is found in his book titled “Predictably Irrational” (page 257). CQII has incorporated this game in its advanced QI training program: Training on Coaching Basics (TCB).

Materials

For this game, you will need:

- Paper and pen for each participant and the facilitator
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game’s structure
- Facilitator must keep track of money throughout the game, can be complex at times
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Public Goods game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play. Explain that each team is playing against all other teams to have the most money after five rounds.

Step 2: Divide into teams of 5 to 8 participants. Each team is given \$10 (virtual money), and for every dollar donated to the “group pot,” the “bank” (aka the facilitator) will double the total, and distribute it evenly between all teams like a public good.

- *Example:* If 4 teams each give \$10, each team will receive \$20 back (the bank collects \$40, doubles the amount to \$80, and evenly distributes the amount of \$20 (\$80 divided by four) to each team

Step 3: Teams can contribute as much or as little as they choose. The “value” of each team is recorded after each round. Track the exchange of money and final values of each team carefully. Teams can also track their own progress using their own set of paper and pen.

Step 4: This is repeated for four more rounds; given past experiences, teams will slowly give less and less money each round until no one chooses to donate. The facilitator will announce the final values of each team.

Debrief and Discussion

- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success



Estimation

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ○

Ease of Play Online ● ● ● ● ○

Connection to QI ● ● ● ● ○

Type of Game: A guessing game to learn about the increased accuracy of teams compared to individuals

How Long: 15-25 minutes

Learning Objectives

- Understand that teams are usually much more precise than individuals when conducting estimates
- Demonstrate the power of problem-solving in teams versus individually
- Engage participants in decision-making processes
- Learn to compromise and come to a consensus within groups

Suggested Audiences

Staff, QI team members, people with HIV, and anyone else who work together and make decisions together

History and More Information

CQII has incorporated this game in its advanced QI training program: Training of Consumers on Quality (TCQPlus).

Materials

- For this game, you will need:
- A clear container, such as a mason jar, filled with small items, such as M&Ms, marbles, etc. (for facilitator only)
 - Estimation Game Handout (targethiv.org/virtual-game-guide)
 - Paper and pen for each participant
 - CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
 - Zoom account (or other video conferencing platform) with breakout room access
 - Access to a computer and/or handheld mobile device, and internet connection

Preparation

- To prepare for this session:
- Familiarize yourself with the game’s structure
 - Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Estimation game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play; share the Estimation game Handout with all participants

Step 2: Display the container of items to participants; ensure that all participants have enough time to get a good look. Explain that each participant must first estimate the number of items individually and write down their initial estimate on the provided Estimation Game Handout.

- As an option, ask participants to estimate all items in the container or specific items in the container (e.g., red items, green items)

Step 3: Assign all participants into pairs. Ask the pairs to discuss their estimations and find consensus on how many items they believe are in the jar/jug. Place the pairs into Zoom breakout rooms and give them 3-5 minutes. Document the consensus on the Estimation Game Handout. Bring pairs together again.

Step 4: Assign all participants then into groups of four. Place these groups in Zoom breakout rooms for 3-5 minutes to come to an agreement about the number of items in the jar. Write down the estimates again on the Estimation Game Handout.

Step 5: This process repeats, with the size of the group doubling each time, until the entire audience is one large group, discussing together their estimate of the number of items. The entire group must come to a consensus. Typically, as a group gets larger, the estimations get more accurate.

Step 6: Reveal the exact number amount of the item and thank everyone for their participation

Debrief and Discussion

- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Testing and Making Changes



Mr. Potato Head

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ○ ○

Ease of Play Online ● ● ● ● ○

Connection to QI ● ● ● ○ ○

Type of Game: A team building game to identify key essential elements and to understand team roles

How Long: 10-20 minutes

Learning Objectives

- Understand that dividing up work is more efficient than placing all responsibility on one individual
- Encourage team building and strategizing with team members
- Learn about the importance of effective documentation
- Learn how to strategically think with others

Suggested Audiences

Anyone, whether clinical and administrative staff, QI team members, managers, people with HIV. This game is geared towards team members who are or planning to work together.

History and More Information

Developed by David M. Williams, Ph.D. an improvement advisor at [truesimple.com](https://www.truesimple.com); adapted from Eric W. Dickson, MD, MHCM, FACEP, President of UMASS Memorial Medical Group, who used Mr. Potato Head to show the value of standardized work and lean thinking. The Center

for Quality Improvement & Innovation (CQII) developed this game as part of their advanced training program, called Training of Coaching Basics (TCB).

Materials

For this game, you will need:

- A copy of Mr. Potato Head pictures (targethiv.org/virtual-game-guide)
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game's structure
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Mr. Potato Head game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Divide the group into teams of four or more and set up the Zoom breakout room functionality

Step 3: Introduce the game by explaining that each team will be shown a picture of Mr. Potato Head for 20 seconds and that all groups will be asked specific questions to answer

Step 4: Use the Zoom share screen feature and display a picture of Mr. Potato Head for 20 seconds using the Mr. Potato Head pictures (targethiv.org/virtual-game-guide) and then immediately stop sharing the screen. Ask all groups a specific question regarding the picture.

- *Example:* How many noses did you see on Mr. Potato Head? What color was his shoes?

Step 5: Break the teams into their assigned Zoom breakout rooms and allow them 2 minutes to collaborate and come up with their answer

Step 6: Return the groups to the Zoom main room and ask each team to announce their answers. Show the picture again and announce the final answer. Each team with the correct answer receives one point.

Step 7: Show the next picture for 20 seconds, break them up again for 2 minutes, ask for their answers, and announce the final answer. Repeat as often as you can.

Step 8: Keep a score for all teams; announce the winning team

Debrief and Discussion

- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Cash Register

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ○ ○ ○

Ease of Play Online ● ● ● ○ ○

Connection to QI ● ● ○ ○ ○

Type of Game: A problem-solving game that requires collaboration and sound listening skills

How Long: 10-20 minutes

Learning Objectives

- Gain awareness about jumping to conclusions and making incorrect assumptions based on poor communication
- Allow participants to problem solve as individuals and as a team
- Encourage critical thinking and active listening
- Learn to compromise and reach a consensus with a group of people

Suggested Audiences

Anyone, whether clinical or administrative staff, QI team members, managers, people with HIV, etc., who are looking to get to know each other

History and More Information

This game was found in the book titled “Do-It-Yourself Team Building Games, Icebreakers, Energizers, and Closing Activities” which was compiled by David Greenberg. CQII has incorporated this game in its advanced QI training program: Training on Coaching Basics (TCB).

Materials

For this game, you will need:

- Cash Register story and a worksheet with a series of True/False questions (targethiv.org/virtual-game-guide)
- Answer key for the Cash Register story (targethiv.org/virtual-game-guide)
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game’s structure
- Access to Cash Register story and worksheet with True/False questions (targethiv.org/virtual-game-guide)
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Cash Register game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Read the Cash Register story (targethiv.org/virtual-game-guide) once and ensure that everyone hears the story; do not answer any questions about the story

Step 3: Share the individual worksheet with a series of True/False questions (targethiv.org/virtual-game-guide) with participants (via chat room or email), and give participants 3 minutes to answer the questions and to record their answers

Step 4: Place participants in teams using the Zoom breakout room functionality and ask each team to reach a consensus on each answer and record their final answers

Step 5: After 10-15 minutes, return all teams to the Zoom main room and share the correct answers

Debrief and Discussion

- Why did we have such a variety of answers for the same questions?
- What incorrect assumptions did you make? How can not having all the necessary facts affect a team's effectiveness?
- Where have you seen examples of this in your team environment? How can this be improved?
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

NY Times Problem-Solving Puzzle

More Game Resources: [CQII.org](https://www.cqi.org)

Fun Scale ● ● ● ○ ○

Ease of Play Online ● ● ● ● ●

Connection to QI ● ● ● ● ○

Type of Game: A problem-solving game that requires identifying patterns in numbers to test individual hypotheses

How Long: 10-15 minutes

Learning Objectives

- Learn about the reiterative learning process and the importance of creating a hypothesis
- Understand that we often learn more when our hypothesis fails
- Allow participants to problem solve
- Encourage critical thinking and articulation of a problem

Suggested Audiences

Anyone, whether clinical and administrative staff, QI team members, managers, people with HIV who test out various improvement ideas

History and More Information

This game was found in a *New York Times* article titled “A Quick Puzzle to Test Your Problem-solving” which was written by David Leonhardt on July 2, 2015.

Materials

For this game, you will need:

- The link to the *New York Times* article ([nytimes.com/interactive/2015/07/03/upshot/a-quick-puzzle-to-test-your-problem-solving.html](https://www.nytimes.com/interactive/2015/07/03/upshot/a-quick-puzzle-to-test-your-problem-solving.html))
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game’s structure
- Access the *New York Times* link ([nytimes.com/interactive/2015/07/03/upshot/a-quick-puzzle-to-test-your-problem-solving.html](https://www.nytimes.com/interactive/2015/07/03/upshot/a-quick-puzzle-to-test-your-problem-solving.html))
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the NY Times Problem-solving Puzzle
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play; the premise of the game is to guess the underlying rule by testing out three numbers using the provided website

Step 2: Display the *New York Times* Puzzle ([nytimes.com/interactive/2015/07/03/upshot/a-quick-puzzle-to-test-your-problem-solving.html](https://www.nytimes.com/interactive/2015/07/03/upshot/a-quick-puzzle-to-test-your-problem-solving.html)) using the Zoom share screen functionality; identify one volunteer to share guesses to test out his/her hypotheses

Step 3: Type in the participant guesses and ask what the underlying rules are; continue and encourage participants to learn from past guesses

Step 4: After multiple participants made their guesses or the time elapses, reveal the correct underlying hypothesis and debrief

Debrief and Discussion

- Engage the audience in a discussion on creating a hypothesis
 - Often we learn more when we are proving wrong rather than right; review the findings from the New York Times article on the same web page
 - Reflect on what we are testing and that we are often not thinking outside the box
- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Selling Spread

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ○ ○ ○

Ease of Play Online ● ● ● ○ ○

Connection to QI ● ● ● ○ ○

Type of Game: An interactive demonstration about spreading new innovations and how others adopt new ideas

How Long: 15-25 minutes

Learning Objectives

- Understand the factors that may affect how quickly people will adopt a change
- Understand the realistic challenges in implementing a change
- Learn how to present a change so more people are willing to try it out

Suggested Audiences

Staff and QI team members who are planning to adopt changes or are ready to take changes they have developed to the rest of the organization. You may also involve the people to whom the changes are being “spread.”

History and More Information

Sarah Fraser, a scholar on spreading good practices in healthcare, uses this demonstration in her teaching and led the demonstration at a learning session sponsored by the Institute for Healthcare Improvement. This game was previously described in the NQC Game Guide (Interactive Exercises for Trainers to Teach Quality Improvement in HIV Care) developed by the New York Department of

Health in August 2006 ([CQII.org](https://www.cqii.org)). CQII has incorporated this game in its advanced QI training program: Training on Coaching Basics (TCB).

Materials

For this game, you will need:

- Ideas to be ‘sold’ to participants (see instructions below)
- Paper and a writing utensil to vote
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform)
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the session’s structure and content:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points
 - Determine the ideas that you want to ‘sell;’ see ideas below as a reference

This game is a demonstration to illustrate the research of Everett M. Rogers about how innovation gets transmitted through a population. In very simple terms, Rogers says that people adapt to something new at different rates. Some people are true innovators — those who are most venturesome about taking on a change. They are followed by early adopters, the early majority, the late majority and last by the laggards. The distribution of these groups in a population roughly mimics the bell curve, with most falling into the early majority or late majority categories. As the game is designed to show, many factors about a change affect which category a person will fall into for any given change. Rogers has identified five attributes of a change that may affect how a person feels about change. Explain these briefly to your audience, primarily to help your “sellers” design effective pitches for their ideas.

Rogers introduces each attribute as follows:

1. **Relative advantage of the proposed change:** “the degree to which an innovation is perceived as being better than the idea it supersedes.”
2. **Compatibility with the current system:** “the degree to which an innovation is perceived as consistent with existing values, past experiences, and needs of potential adopters.”
3. **Simplicity of the change and transition:** “the degree to which an innovation is perceived as relatively difficult [or simple] to understand and use.”
4. **Trialability/Testability:** “the degree to which an innovation may be experimented with on a limited basis.”
5. **Observability** [ability to observe the change and its impact]: “the degree to which the results of an innovation are visible to others.”

Research also shows that those in the “early adopter” category are most able and helpful to influence the majority to warm up to a change. As you do your improvement work, think about who might be an “early adopter” on whom you can rely for help.

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game’s primary components:

1. Setting the stage for the interactive exercise
2. Play the Selling Spread game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Prepare ideas that you want to ‘sell’ to the audience; be as creative as possible, potential ideas are:

- A texting program to remind patients of their upcoming appointments that is fully integrated into the medical record system to document all texts
- A subcutaneous ‘ART pump’ that provides continuous ARV medications for one year
- Providing iPads in waiting rooms so patients can update their own medical records
- Allowing patients access to the program’s scheduling system so they can schedule their own visits and email their doctor

Step 2: Instruct participants to prepare five pieces of paper with 1, 2, 3, 4, 5 on it; explain that “1” indicates a high likelihood of adopting the presented idea right away (innovators/early adopters) and along the continuum, “5” indicates that the likelihood of not adopting the idea at all (late adopters)

Step 3: Give the “pitch” to the audience for 5-7 minutes and try them to adopt your idea. Have fun and use an ‘informercial’ approach. Keep Rogers’ attributes of the change that affect the rate of adoption in mind.

Step 4: While listening, ask participants to determine their own level of enthusiasm and likely “adoption” of the proposed idea during the presentation by showing their numbers (from 1-very likely to 5-not likely at all) to indicate their likelihood to adopt the idea. At the beginning of listening to the idea, participants display the number 3 to indicate that they are not likely or unlikely to adopt the idea. Ask participants to change the score whenever new information is presented.

Step 5: After the game, reflect on scores provided during the game; expect a roughly bell-shaped curve. Have people at each end of the distribution explain why they did or did not “buy” the idea. People who scored themselves in the middle of the distribution (numbers 2, 3, or 4) can be asked what it would take for them to adopt the idea.

- Ask participants how they might apply what they learned from this game to their HIV programs.
 - What does this way of thinking about change tell us about how to make change happen in our program?
 - How can we better address Rogers’ attributes of change in what we do?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Debrief and Discussion

- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Key points to elicit from the discussion include:
 - Different changes are easier or harder to sell than others, so we need to tailor our communication about the change accordingly
 - Not everyone will adopt a change quickly (be an “early adopter”)
 - Some people are more likely to accept one type of change versus another; some are innovators or laggards depending on the different type of ideas or changes proposed; it is important not to stereotype people as always being innovative or not

Systems Thinking



Candle Problem

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ○ ○ ○

Ease of Play Online ● ● ● ● ○

Connection to QI ● ● ● ○ ○

Type of Game: A problem-solving game that requires individual creativity

How Long: 10-15 minutes

Learning Objectives

- Allow participants to solve a problem and strategize problem-solving skills
- Encourage critical thinking and active listening skills
- Understanding about the importance of thinking outside the box

Suggested Audiences

Anyone, whether clinical or administrative staff, QI team members, managers, people with HIV, etc., who are looking to get to know each other

History and More Information

Also known as “Duncker’s Candle Problem”, this game is a cognitive performance test created by Gestalt psychologist Karl Duncker and was published in 1945.

Materials

For this game, you will need:

- A picture with a lit candle, a box filled with thumb tacks, and a book of matches (targethiv.org/virtual-game-guide)
- The correct answer key (targethiv.org/virtual-game-guide)
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform)
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game’s structure
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Candle Problem game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Using the facilitator's Zoom screen, share the display of the dripping candle, the box of thumb tacks, and matches using the provided slides. Ask participants to solve the problem of how to fix and light a candle on a wall (a cork board) in a way so the candle wax won't drip onto the table below by using only a book of matches and a box of thumbtacks

Step 3: Allow participants to ponder this individually for 1-2 minutes

Step 4: Time permitting, place participants into teams of 4-5 individuals using the Zoom breakout rooms and allow them to discuss ways to solve the problem. After 5-7 minutes, return them to the Zoom main room and have each team present their ideas.

Step 5: Share the correct answer provided in the slide set (targethiv.org/virtual-game-guide) using the Zoom share screen functionality

Debrief and Discussion

- Reflect on solving a problem
 - when we are fixated using certain tools or interventions in a specific way
 - how to think outside the box when solving problems in HIV care
- Ask the participants, what did they observe? Any trends? Thoughtful comments?
- Ask for their conclusions about this process/game
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Peanut Butter and Jelly

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ○

Ease of Play Online ● ● ● ● ●

Connection to QI ● ● ● ○ ○

Type of Game: A demonstration with everyone participating that teaches proper documentation of process steps

How Long: 10-25 minutes

Learning Objectives

- Show the importance of clearly documenting process steps
- Understand that systems and processes only work as well as they are designed, since a process is a series of steps that turns an input into an output
- Appreciate the importance of error-proofing design and clear documentation of process steps
- Learn about working together as a team

Suggested Audiences

Staff, QI team members, people with HIV, and anyone else who will be involved in creating a new process or altering an existing process

History and More Information

Information about this game comes from Qualis Health, the QIO for Washington State, and its Performance Improvement Support Center. This game was previously described in the NQC Game Guide (Interactive Exercises for Trainers to Teach Quality Improvement in HIV

Care) developed by the New York Department of Health in August 2006 ([CQII.org](https://www.cqii.org)). CQII has incorporated this game in its advanced QI training program: Training of Consumers on Quality (TCQPlus).

Materials

For this game, you will need:

- Ingredients for a peanut butter and jelly sandwich: bread, peanut butter, jelly, and a knife
- A pad of paper and writing utensils for each team to record their action steps
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the session’s structure and content:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself and presenting the key teaching points
- Prepare the necessary materials

“A system is defined as a collection of interdependent elements that interact to achieve a common purpose.” It is the interaction of systems that makes them tricky to manage — something that affects one part of a system may have an unforeseen impact later on another part of the system. In thinking about making improvement, we have to understand that each system is perfectly set up to achieve the results it gets. If we want to change the results, we need to change the system. A system is a group of processes with a common aim. A patient visit is a process. Treating HIV is a system.

The purpose of this game is to teach the link between design and results, and to stress that decisions that make sense when taken in isolation (like how to put peanut butter and jelly on bread) can have an unexpected impact on the result.

As you play your role, stick strictly to the instructions as given, and “play up” the result. Participants will quickly grasp the relationship between clear documentation of the process and the resulting sandwich, but participants may need help from you to make the link to thinking about health care systems.

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game’s primary components:

1. Introduction to the game and background
2. Playing the to the Peanut Butter Jelly game
3. Debrief and discussion on what the game shows and how its lessons can be applied to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Divide participants into small groups; aim for 3 to 4 groups

Step 3: Tell each group to write down the step-by-step process for making a peanut butter and jelly sandwich

Step 4: Send the groups into Zoom breakout rooms for 7-8 minutes and ask them to document the steps

Step 5: Reconvene as one large group in the main Zoom room; ask one group to volunteer to read out their instructions as written to make a peanut butter and jelly sandwich

Step 6: While listening to the first group, demonstrate each set of instructions for making the sandwich. Follow these instructions exactly as written — for example, if the instructions don’t tell you to take the peanut butter out of the jar, don’t take it out of the jar and place the jar on the sandwich.

Step 7: If time permits, try multiple groups or allow for another round to change the instructions

Debrief and Discussion

- Ask the group to describe what happened:
 - Aim for comments that the instructions assumed people would know to do certain things, even if they were not stated
 - Ask if this situation ever occurs in their organization and ask for feedback on your role as a sandwich-maker: Did you follow directions? Did your result reflect what the instructions contained?
 - Aim to get participants to see that the results perfectly matched the instructions.
 - What therefore needed to be changed, to achieve the expected result? The underlying way of doing work — the core instructions for making the sandwich.
- Discuss the application of what they have learned to their own HIV program: What is the link between the current design of their HIV care system and the results it achieves? What about existing process instructions? Are they clear and well understood? Have they made improvements that have had unforeseen consequences? How have they handled these? What might they do differently?
 - This can be a place to bring up the concept of PDSA cycles: testing changes on a small scale can reveal these problems early

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Think Inside the Box

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ○ ○ ○

Ease of Play Online ● ● ● ● ●

Connection to QI ● ● ○ ○ ○

Type of Game: A team-based game to test different problem-solving skills

How Long: 15-20 minutes

Learning Objectives

- Encourage team building and strategizing within a group
- Understand the importance of including different perspectives and problem skills
- Learn more about creativity
- Get to know fellow participants better

Suggested Audiences

Anyone, including clinical or administrative staff, QI team members, managers, people with HIV, etc.

History and More Information

Information about this game comes from Qualis Health, the QIO for Washington State, and its Performance Improvement Support Center. This game was previously described in the NQC Game Guide (Interactive Exercises for Trainers to Teach Quality Improvement in HIV Care) developed by the New York Department of Health in August 2006 ([CQII.org](https://www.cqii.org)).

Materials

For this game, you will need:

- Paper and writing utensils for all participants
- CQII instructional slides and additional resources (targethiv.org/virtual-game-guide)
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

Preparation

To prepare for this session:

- Familiarize yourself with the game's structure
- Prepare the game:
 - Read through the game instructions and key teaching points in its entirety
 - Practice the game itself
 - Practice presenting the key teaching points

Playing the Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Agenda

Provide a brief description of the game's primary components:

1. Setting the stage for the interactive exercise
2. Playing the Think Inside the Box game
3. Debrief and discussion on what lessons are learned and how they apply to HIV care
4. Feedback and close

The Game

Step 1: Provide a brief introduction of the game to participants, including the instructions and rules to play

Step 2: Participants are divided into 3 to 4 teams. Draw a square, divide it into 4 quadrants, and divide each quadrant into 4 more quadrants; see the provided slide deck

Step 3: Ask each team to work together to count the number of squares that result and place them into Zoom breakout rooms for around 10 minutes in order to solve the problem (16 will likely be guessed)

Step 4: Once the allotted time has elapsed, redirect all teams back to the Zoom main room and ask the teams for their answers and (answer is 30) present the solution to the rest of the group (answer is 30)

Debrief and Discussion

- Ask the participants, what did they observe? How did they come to their solution? How about bringing others on the team along?
- How can we look at problems that keep coming up again and again and find different perspectives to solve them?
- What solutions have they tried that are outside the box? Have any of these truly been innovative? How could they develop more creative solutions?
- How does this game apply to HIV care and/or your HIV program?

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success

Notes

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New York State Department of Health AIDS Institute
Health Resources and Services Administration HIV/AIDS Bureau

www.cqii.org