

SESSION AT-A-GLANCE	WHO?	HOW LONG?
Introduction	Facilitator	2 minutes
The Game	Facilitator, audience	15 minutes
Debrief and Discussion	Facilitator, audience	5 minutes

## Many Questions Game

### Why Use This Game

- To teach the idea of team synergy, that each member of a team brings valuable skills and experience to a task and that together, a team can produce a better result than any one individual.

### Target Audience

Senior staff and team members, especially newcomers to QI work and teams that are just forming.

### Type of Game

A competition among teams.

### Key Concepts

- Joint problem-solving and idea-generating methods are valuable.

### Source, History and Resources for More Information

This game comes from “*101 More Training Games*”, by Gary Kroehnert, McGraw-Hill Book Company Australia, Sydney, copyright 1999 (pp. 44-45). Mr. Kroehnert includes permission to reproduce his games for educational purposes or training activities.

Many others have developed games similar to this one. The most famous may be the well-known Lost at Sea simulation, which can be purchased from the publisher Jossey-Bass or large on-line booksellers. Joseph G. Van Matre and Donna J. Slovensky published a version of the Many Questions game that uses a wide variety of music selections rather than trivia questions (Quality Management Journal vol. 7, no. 2, 2000).

### Materials

For this game, you will need:

- A list of varied trivia questions (see Attachment 1, or any list of trivia questions on a wide variety of topics will work): make enough copies of this list for each participant
- Pens for each participant
- Flip chart and markers to demonstrate the game and to record the key points of the discussion

## 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 their entirety.
  - Practice the game itself.
  - Practice presenting the key teaching points.
- Prepare the room
  - Arrange chairs around a table or tables, set up to make it easy for the participants to work in small groups.
  - Distribute paper and pens for each participant.
  - Set up the flip chart so you can give the instructions and capture key points of the discussion after the game.

## Playing the Many Questions 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.

### *Learning Objectives*

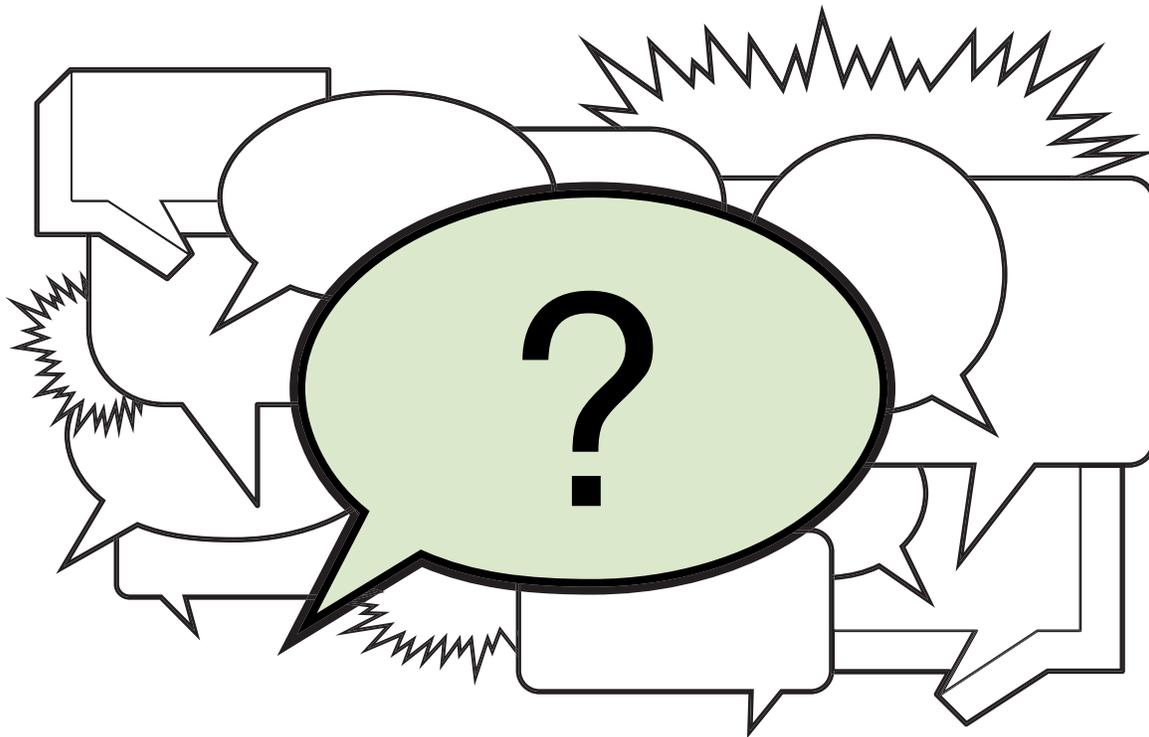
Tell participants that by the end of the session they will:

- Understand the value of working in teams to solve problems and develop solutions.

### *Agenda*

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

1. Background to the Many Questions 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.



## Background to the Game

### *Facilitator's note*

This game works best without a lot of introduction. It is meant to be a quick exercise to show the benefits of teamwork and collaboration.

## The Game Itself (from Kroehnert, p. 44)

- Advise the group that they are going to be given a quick quiz to complete.
- Give each participant a copy of the question sheet and tell them they are to answer as many questions as possible by themselves on the sheet in 2 minutes.
- After the 2 minutes have passed, get the group to form smaller groups of 5-7 people. Give these subgroups 5 minutes to arrive at a set of answers on which everyone agrees.
- The subgroups now give their answers to all of the questions. Keep the pace up during this phase. Give the answers to any questions that the groups have not been able to answer correctly.
- You can summarize the activity simply by saying, “if everyone participates in the upcoming improvement work, you can see from this exercise that we will achieve far better results.” Alternatively, a discussion may be led into problem-solving strategies or synergy.

## Debrief and Discussion

- Review results.
- Ask the participants why the group scores were higher than the original scores.
- Ask, did anyone not learn anything new?
- Discuss the application of what they have learned to their own HIV program.
  - Do we have the right people involved in our HIV improvement work? Do we need to add a different perspective?
  - How can we use joint problem-solving methods in our quality improvement work?
  - In what other ways would joint problem-solving methods help our HIV program?

## Feedback and Close

- Ask your audience for feedback on whether this session met its objectives. Take notes of their response on a flip chart, 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.

## Attachment 1

**Question Sheet**

1. What right does the 2nd Amendment to the U. S. Constitution give?
2. Which color jersey is traditionally worn by the overall leader in a multistage bicycle road race?
3. Which major league ballplayer currently holds the record for the most consecutive games in which he had a hit?
4. Who painted The Night Watch?
5. Who won the first round of Survivor?
6. Who was prime minister of the U.K. in 1981?
7. How do you say the number “one” in Japanese?
8. Which Greek philosopher lived from 470 – 399 B. C.?
9. In what city and state did Britney Spears first wedding take place?
  - a. (extra credit: how long did this marriage last?)
10. What is nephrolepsis?

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## Attachment 2

### Answer Sheet

1. The right to bear arms
2. Yellow
3. Joe DiMaggio
4. Rembrandt
5. Richard Hatch
6. Margaret Thatcher
7. Ichi
8. Socrates
9. Las Vegas
  - a. less than 55 hours
10. A fern