



BRAINSTORMING
REFLECTING
AND BONDING

Activities for Amplifying Thinking

I first learned about *Gamestorming* by Dave Gray, Sunni Brown, and James Macanufo back in 2017 at IntegratED, where Sunni Brown spoke about visual note-taking and creativity, but I didn't buy the book until June of 2020, when I started reading and considering one activity every day. At that time, COVID-19 had stopped training as we knew it and moved training to the virtual space. The challenge became to design virtual training that was engaging and active, while continuing to give participants a voice in the training process.

Inspired by *Gamestorming* and what I know about learning, I began designing virtual activities where participants could actively participate in brainstorming, reflecting, and bonding using the tools available in Zoom. This booklet contains a handful of those activities which I have grown to love using as I develop virtual learning experiences, and they're easily adaptable to the in-person learning environment too!

Happy learning!
Rachel Medeiros

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EISENHOWER MATRIX

Number of Players | 1-5

Duration | 5-15 minutes

OBJECT OF PLAY

The object of this game is to holistically view a task list to decide how to best tackle it.

HOW TO PLAY

Who is responsible for completing each item on your task list? By what date will it need to be completed? Is there anything that can be eliminated? Organizing your tasks with the *Eisenhower Box* will create actionable clarity.

- 1) Begin by writing each one of your tasks on a sticky note.
- 2) Look at all of your tasks. Are there any tasks that can be deleted? Move them to the DELETE section. If necessary, write any additional tasks that are necessary to compensate for their deletion.
- 3) Ask which tasks require your specific knowledge or authority. Move these stickies into one pile, moving those that someone else can do into the DELEGATE section.
- 4) Consider your pile of tasks that require your knowledge. Which tasks will be done today? Move these into the DO section.
- 5) Move the other tasks that require your knowledge into the DECIDE section. Schedule a time on your calendar to complete each of these tasks.
- 6) Review your DELEGATE section. Identify who will do each task, your expectations regarding the task, and the task due date.
- 7) Get started on the items you need to DO today!



STRATEGY

Remove as many tasks as possible from your task list into the DELETE and DELEGATE sections. Consider how you might spend the time mentoring and empowering people today to free up your time in the future. This activity can also be done as a project team to prioritize and identify a project's task list.

ONE & ONE

Number of Players | 1-25

Duration | 2-15 minutes

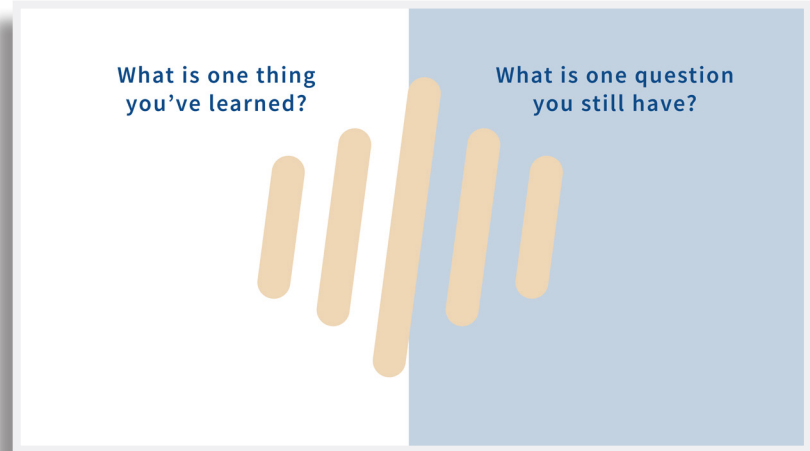
OBJECT OF PLAY

The object of this game is to identify key learnings and further questions for discussion.

HOW TO PLAY

What were the key takeaways of the meeting?
What key questions remain unanswered? Ending the meeting with *One & One* is a great way to recap key learnings and identify questions that need further clarity.

- 1) Create a space either in the room or on a slide where participants can post their responses.
- 2) Give each participant two sticky notes.
- 3) Ask participants to take a sticky note and write one thing they learned during the meeting and to write one question they still have on the other sticky.
- 4) As participants are finishing their stickies, ask them to add their stickies to the collaborative spaces for posting in the correct columns.



- 5) Share out key learnings with the group as a recap of the session.
- 6) Answer questions as needed to close out the session. If needed, compile questions and ensure they are answered in the next meeting.

STRATEGY

Narrowing the meeting into one key learning and one question creates focus on each individual's current standing with the topic. It provides a quick recap of the meeting and allows for clarification as needed.

WHAT'S IN YOUR BUCKET?

Number of Players | 1-4 people

Duration | 5-30 minutes

OBJECT OF PLAY

The object of this game is to reflect on how you are using your time and determine any adjustments that may need to be made.

HOW TO PLAY

How are you spending your time on a daily and weekly basis? Do you find yourself with too much to do? Or do you have room to help others? *What's In Your Bucket?* starts the conversation of how the team can work together to accomplish all its tasks.

- 1) Assign each color a specific category of activity that fills your (group's) time (e.g., emails, planning, home activities, meetings, etc.). It is a good idea to have a catch-all "Other" category as well.
- 2) Assign each participant a bucket and place their name underneath it.
- 3) Ask participants to think about everything that is in their daily or weekly bucket and what percentage of time each category takes.



- 4) Ask participants to take each color and fill in their bucket according to the percentage they identified.
- 5) Debrief the exercise by discussing who has room in their bucket, who is overflowing, and who may benefit by moving things out of, or into their buckets.

STRATEGY

Taking a step back to view everything in one's bucket helps to identify any imbalances that may be present and provides a talking point to discuss what further support may be needed for the team to shift what is filling each member's bucket.

THE OMNIMOVER

Number of Players | 1-5

Duration | 15-30 minutes

OBJECT OF PLAY

The object of this game is to identify the journey the learner will take as they make their way through your course content.

HOW TO PLAY

As a curriculum designer, it's your job to create a smooth learning experience for those taking your course. This involves careful planning of how you will get your learner from Point A to Point B. Much like Disney's famous Omnimover (Haunted Mansion, Little Mermaid, etc.), your job is to immerse your learners in the experience, pointing them to the right resources at the right time. *The Omnimover* will help you plan this learning pathway.

- 1) Take a stack of blue sticky notes, and write one topic on each sticky. Space topics out in a logical order along the learning pathway.
- 2) Take a stack of pink stickies and consider what assessment(s) need to be given to ensure learners meet your goals for each topic. Add these to the correct place on the learning pathway.
- 3) Take a stack of yellow stickies and consider which resources and assignments learners need to view in order to successfully pass the assessment(s) for each topic. Add these to the pathway in a logical order for each topic.
- 4) Step back and consider the learner's journey. Are you creating *The Omnimover* to intentionally move your learner through the journey?
- 5) Go create your curriculum!



STRATEGY

Thinking of the strategy behind curriculum design before jumping in helps create structure and focus for your learner. If you're developing eLearning, consider how you will structure your Learning Management System (LMS) to clearly guide your learner.

FOUR CORNERS

Number of Players | 5-30

Duration | 15-30 minutes

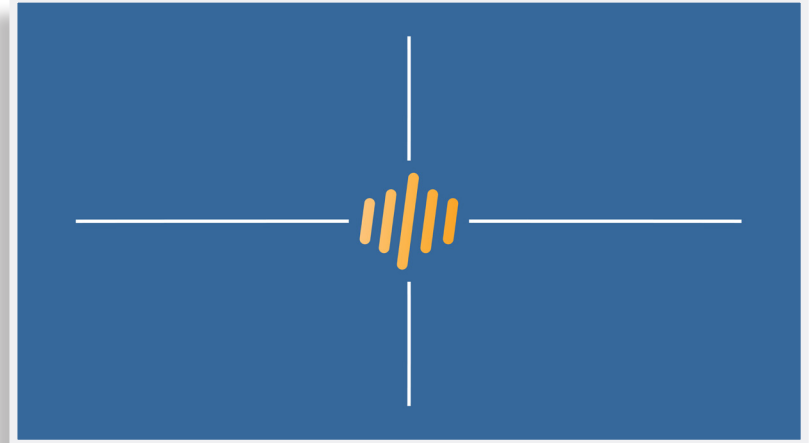
OBJECT OF PLAY

The object of this game is to understand the reasoning behind a set of alternate opinions.

HOW TO PLAY

With so many options, how do you choose the best one? What are the reasons to support each option? *Four Corners* helps the groups identify the positive characteristics of each option in order to narrow in on the best one.

- 1) Determine 4 alternate responses to a question and place them in each of the four corners. For example, if the team is considering the best type of devices to buy, each corner might have one of the following: PC, Mac, Chromebook, and iPad.
- 2) Ask participants to use sticky notes to identify reasons (1 per sticky) to support each of the options in the four corners.



- 3) Add sticky notes to their corresponding corners
- 4) Spend time discussing the different options and their rationale in order to make a group decision on the best route to follow.

STRATEGY

Identifying the reasons to support each option keeps the conversation positively-focused while also bringing to light the strongest option. *Four Corners* provides everyone with a voice to support their perspective.

SLIDING SCALE

Number of Players | 5-50

Duration | 2-10 minutes

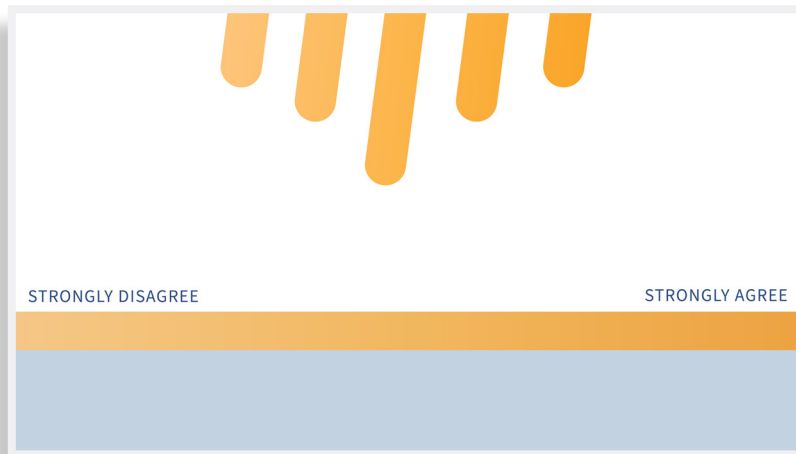
OBJECT OF PLAY

The object of this game is to identify where the group lies on a sliding scale.

HOW TO PLAY

Need a quick pulse on where everyone stands on an issue? *Sliding Scale* asks each participant to plot their perspective on a scale in order to understand the group's opinion overall.

- 1) Determine your question or statement and your labels for each side of the scale and add them to the slide.
- 2) Ask participants to use a marker, sticker, or other marking tool to plot themselves on the scale(s).
- 3) Debrief as necessary, making observations both about clusters and outliers. If appropriate, ask outliers to share more information regarding their perspective.



STRATEGY

This easy activity allows for a brief check-in of the group's perspective. Use it to quickly identify the pulse of a group or to invite outliers to share their perspective on the issue. This also makes a great end of the session survey to see how comfortable participants feel with the material.

PLOT YOUR POINT

Number of Players | 5-50

Duration | 2-10 minutes

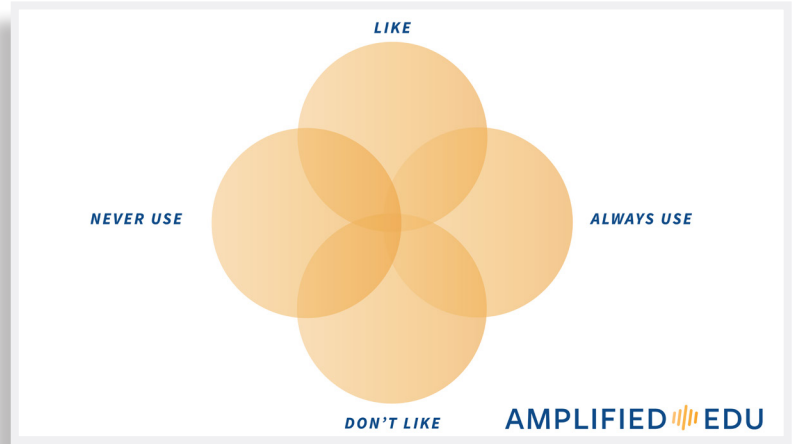
OBJECT OF PLAY

The object of this game is to identify where the individuals within a group lie on a matrix of two variables.

HOW TO PLAY

Is this issue more complex than just a single *Sliding Scale*? Do you need to understand how the group stands on an issue using two variables? *Plot Your Point* asks participants to plot where they stand on a matrix of two variables.

- 1) Determine your question or statement and your labels for each of the scales and add them to the slide(s).
- 2) Ask participants to use a marker, sticker, or other marking tool to plot themselves on the according to the scales.



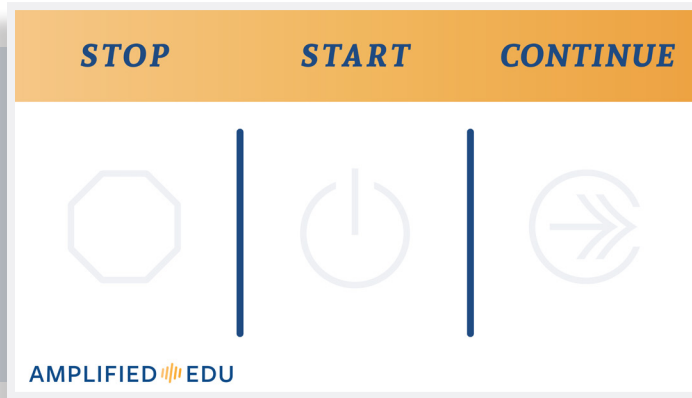
- 3) Debrief as necessary, making observations both about clusters and outliers. If appropriate, ask outliers to share more information regarding their perspective.

STRATEGY

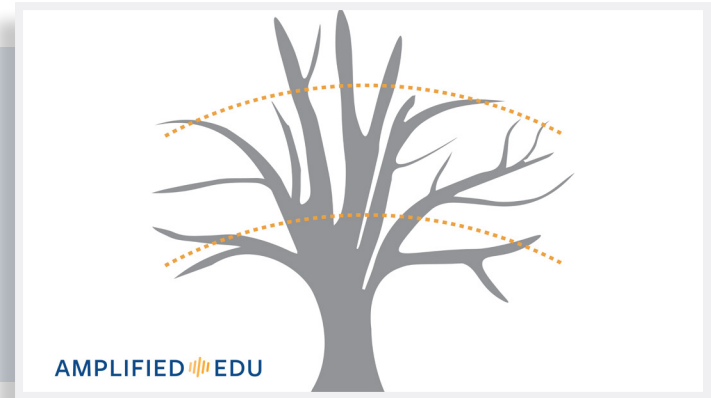
Like *Sliding Scale*, *Plot Your Point* allows for a quick check-in of the group's stance on an issue. Get every participant involved by inviting them into the conversation. Discussing clusters and outliers can give perspective on the varying views of the issue.

WANT MORE ACTIVITIES?

Check out a few of our favorites in *Gamestorming* by Dave Gray, Sunni Brown, and James Macanuso, or at gamestorming.com.



START, STOP, CONTINUE | Page 249



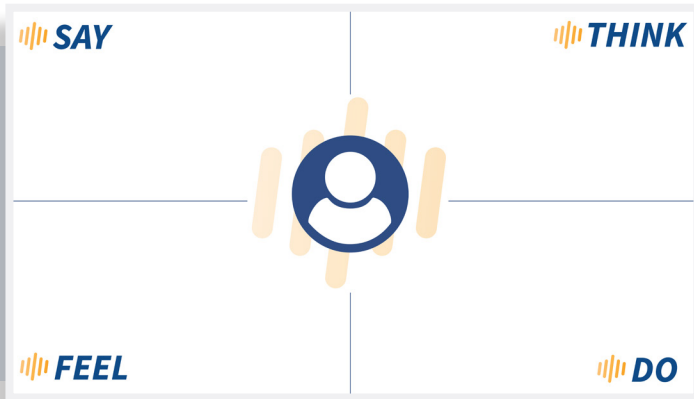
PRUNE THE FUTURE | Page 247



SWOT ANALYSIS | Page 212



THE BLIND SIDE | Page 149



DOWNLOAD ACTIVITIES HERE

Scan the QR Code to download templates which can either be used as a slide, a Jamboard background for virtual learning, or be printed for use in the in-person session.





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