SESSION AT-A-GLANCE	WHO?	HOW LONG?
Introduction	Facilitator	10 minutes
The Game	Facilitator, audience	30 minutes
Debrief and Discussion	Facilitator, audience	20 minutes

Who's Here? Game

Why Use This Game

- To give teams experience in designing indicators and data collection methods.
- To show different ways of graphically displaying data.
- To start a discussion about data stratification, mean and range.

Target Audience

Senior staff, team members, and anyone else who will be involved in collecting and analyzing data. This game works best if it is part of an introduction to data display tools.

Type of Game

A competition among teams.

Key Concepts

- Data should give you the answers to useful questions.
- Displaying these data graphically make them easier to understand.
- A good data tool will also tell you about the distribution of the data you have collected.

Source, History and Resources for 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).

Materials

For this game, you will need:

- Flip chart and different colored marking pens for each team
- One instruction sheet for each team (see Attachment 1)

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.
  - Set up an additional flip chart in the front of the room so you can capture key points of the discussion after the game.

Playing the Who's Here? 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 relationship between collecting data and answering useful questions.
- Have experience creating data display tools.
- Have experience analyzing data displayed in graphs and charts.

Agenda

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

1. Background to the Who's Here? 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

The purpose of this game is to give participants experience in creating and using data displays. Unlike data display exercises that give you a data set and ask you to graph it, this game requires each participating team to, first, create the "indicator" they will use (that is, a question they will ask of their fellow participants) and then display the results graphically. This game illustrates the data collection and analysis process, rather than the mechanics of a particular tool.

You may need to give the participants a quick refresher in creating and using pie charts, histograms, line graphs, etc., although most people in health care settings have some familiarity with these. The authors of the game point out that

some teams may need help to structure a question that will give them data that can then be put into a graph.

The discussion at the end of the game can lead to concrete plans to make data more available in the clinic or program. Most programs have data reporting requirements and some collect additional data that interests the management or staff. Consider making a plan to graph and distribute dental referral rates, for example, if your program is not already doing so.

Key points to explain to your audience:

- Discuss the purpose of collecting data. Remind them that randomly collecting lots of numbers is useless. You want data that lead to information, that give you answers to your questions. Any good data collection activity should begin with the questions you want to answer.
- Review the basic data display tools:
  - Line graphs, showing data change over time.
  - Histograms (frequency distributions) or bar charts that show how many units have a particular characteristic
  - Pie charts, that show the percentage of each contribution to the whole.
  - Scatter diagrams, that show the relationship of one variable to another.
- Review the concept of stratification: will we want to know if the answer to our question varies due to a specific element: day of the week, season of the year, age or sex of the participant, etc.? Talk about how teams should consider how to design their data collection strategy so these questions can be answered, if they are important.

The Game Itself

- Ask participants to divide up into groups of 3 to 6 with the people most like themselves with no more than 6 groups total. If asked what you mean by "most like themselves," provide no more information.
- Give each group a copy of the instructions (Attachment 1).
- Each group gathers around its flip chart and gives itself a name, writing it on the flip chart.
- Each team composes a question it will ask each of the other participants to determine how the groups have been formed.
- After all teams have composed questions, instruct the participants to gather data from all the participants, including their own team. Team members should record each person's name and his/her answer.
- Each team then creates a graphical display of their information.
- Teams then quickly present their findings and show their charts/graphs.
- The facilitator selects the winning team.

Debrief and Discussion

- Review results.
- Ask the teams to describe their work: how did each team decide on its questions?
- Look at the graphs and analyze the data more deeply:
  - What do they show about the make-up of the group of participants?
  - Can you stratify the data in a useful way?
  - What about the mean of the data and the range? What conclusions can you draw about the nature of the participants in this game?
  - How useful are these graphics? How could they be improved?
- Discuss the application of what they have learned to their own HIV program.
  - Do the data they have access to provide answers to useful questions? Why or why not?
  - Do they get any data results in graphical format?
- If so, are these graphs useful?
- If not, what would they like to see? How could they go about getting such graphs?

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

Who's Here? Team Instructions Sheet

- Work only within your group.
- Develop a single question that will be asked of each member of each team, including your own. The purpose of this question is to help your team determine how the other teams formed themselves.
    - The question must ask for information that can be displayed graphically – in a line graph, bar chart, histogram, pie chart or other graph or chart.
    - Use only your visual observation, the team names, and your existing knowledge of the people in the room in developing your question.
    - Do not ask a question that is too personal to be discussed in public.
    - Do not use the team names in your question.
- The purpose of your graphical presentation is to characterize how people decided to form groups "most like themselves."

Sample questions:
- How tall are you in inches?
- How many miles do you drive to work each day?
- What department do you work for?