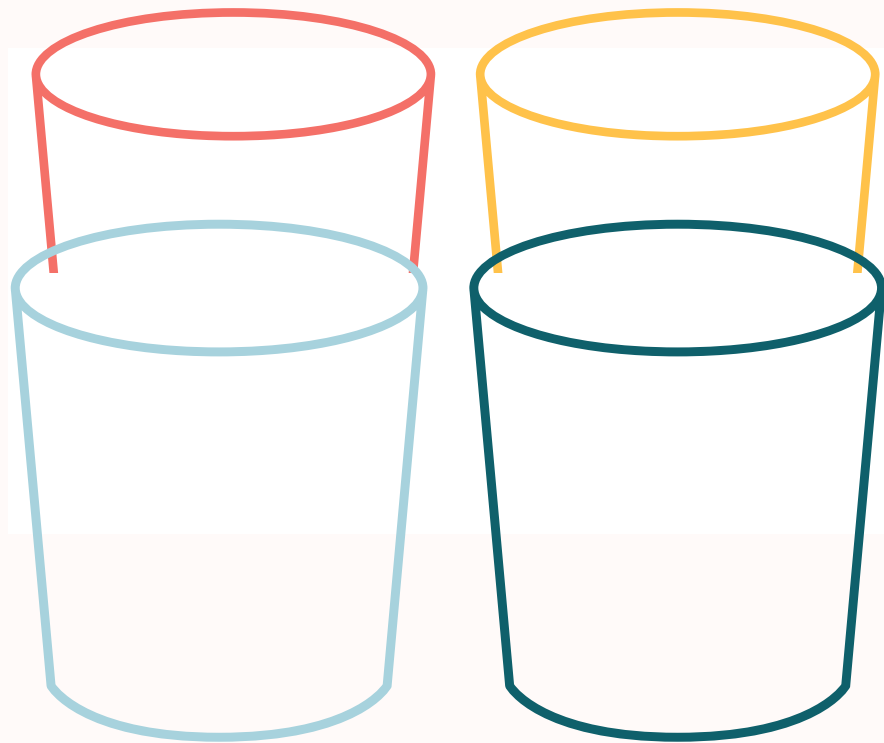




Bucket Toss & Mad Libs

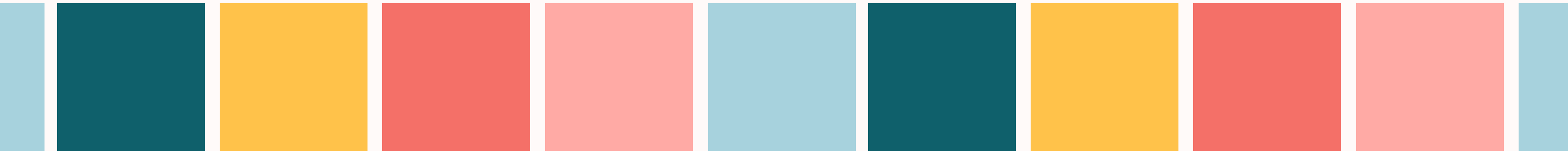
Gamifying Program Input in CQI Processes



Dave Koch, MSW • Marissa Martinez, MSW

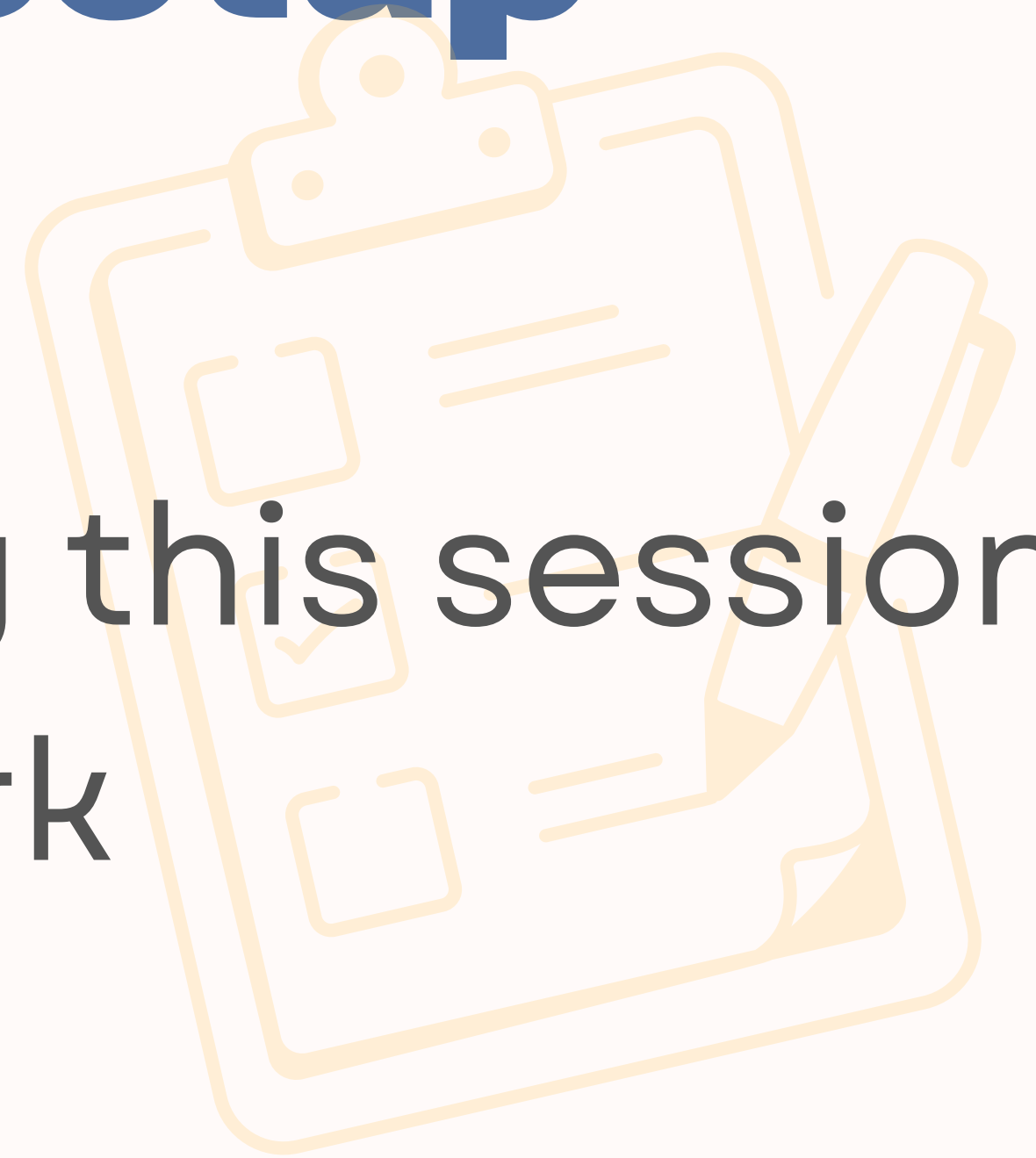
Agenda

- Setup
- Activity – 1st Game
- Activity – 2nd Game
- Notes & Discussion



Session Setup

- **Who** we are
- **Why** we're doing this session
- **How** this will work



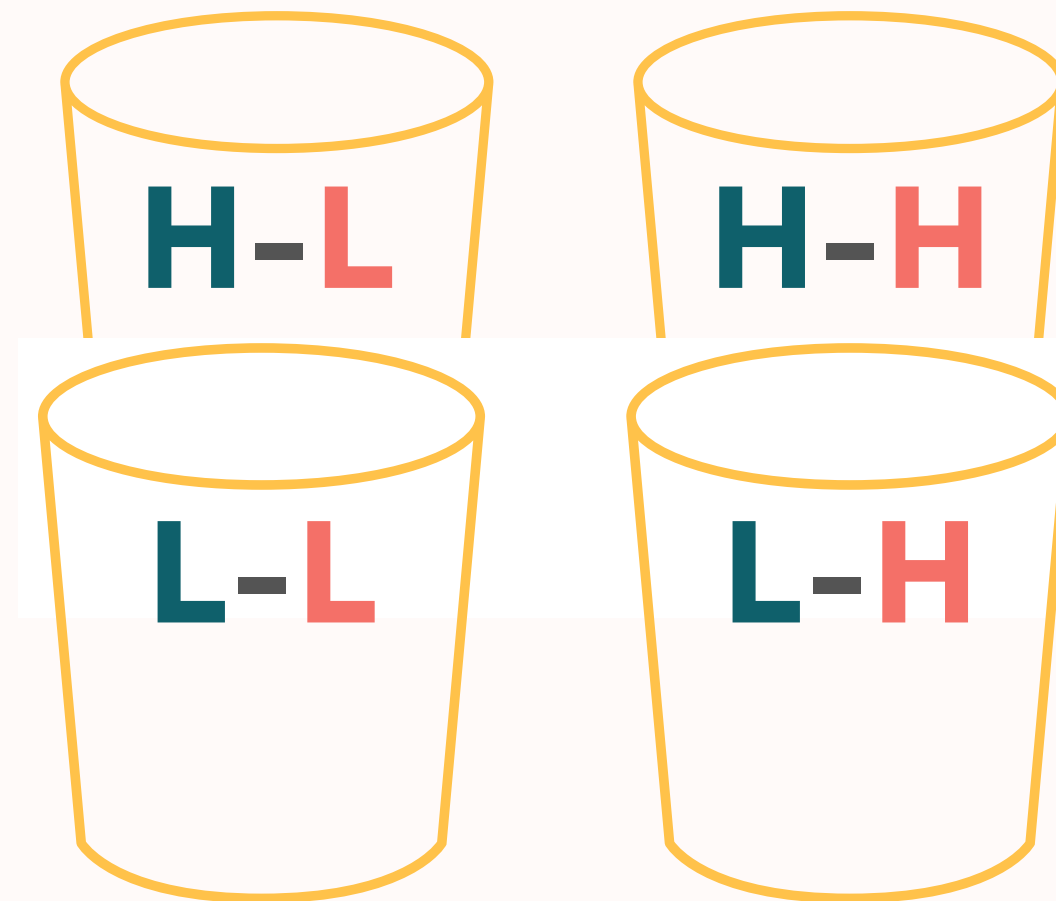
Activity Setup: **Mad Libs**

- Part I: **pair up and take turns** answering the questions
- Part II: (a) use your Part I answers to **fill in the blanks** in the story (1 story per pair), and (b) **share your story** with another pair



Activity Setup: **Bucket Toss**

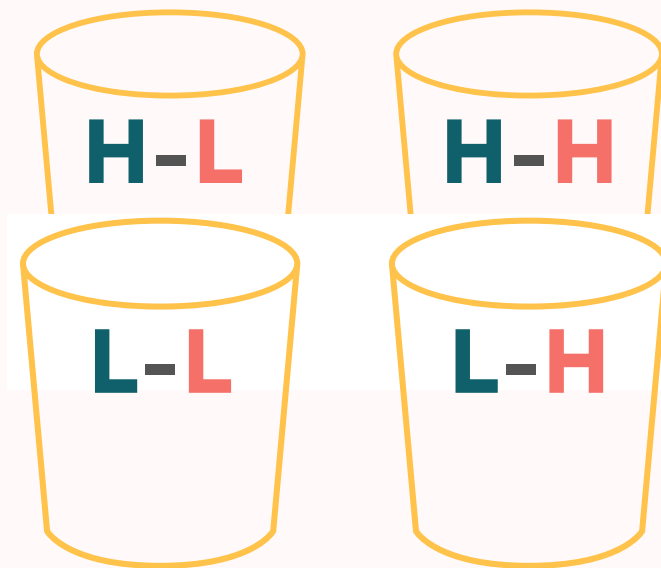
- 3 domains: data **strategy**, **management**, and **use**
- 2 factors: **organization quality** and **role priority**
- 4 buckets (quality-priority)
- 3 throws:
 - 3 pts**: goes in your chosen bucket
 - 1 pt**: goes in another bucket
- Document!



Activity – Game 1

½ the room does **Bucket Toss**

- 3 throws, 1 per domain (strategy, management, use)
- 2 factors, 4 buckets (org quality & role priority)



½ the room does **Mad Libs**

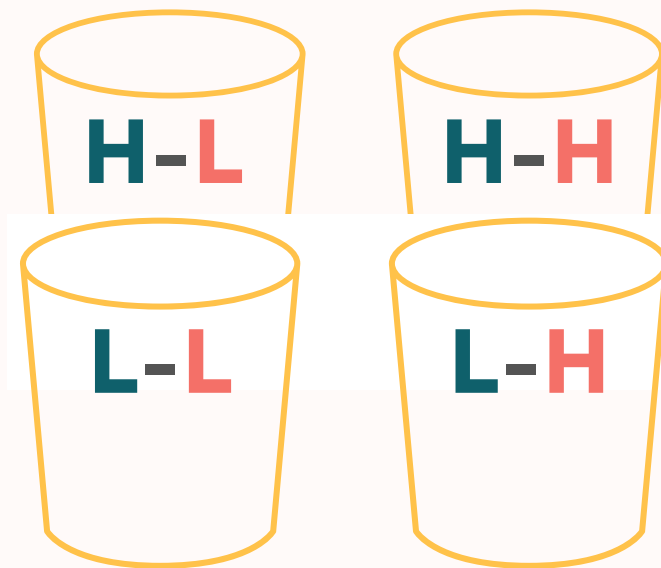
- **Part I:** pair up and take turns answering
- **Part II:** (a) fill in the blanks with Part I answers & (b) share with another pair



Activity – **Game 2** (switch!)

½ the room does **Bucket Toss**

- 3 throws, 1 per domain
(strategy, management, use)
- 2 factors, 4 buckets
(**org quality** & **role priority**)



½ the room does **Mad Libs**

- **Part I:** pair up and take turns answering
- **Part II:** (a) fill in the blanks with Part I answers & (b) share with another pair



Show & Tell Bucket Toss

Connect **Overcome** **Thrive**

Indiv- idual

We build trust and create a safe space with individual clients

We address crises and behavioral, clinical, and legal issues with individuals

We help individuals take next steps toward their long-term goals

Peer/ family

We build trust and create a safe space with client groups or family units

We mediate conflict and other challenges at the peer and family level

We help client groups or family units take steps toward their goals together

Comm- unity

We build trust and positive connections at the community level

We address crises and other challenges at the community level

We help the community take next steps toward its long-term goals

Impact Mad Libs Game – Part I

Answer these questions in pairs. Please write legibly.

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1. **[NOUN] PURPLE** card – your full name: _____
2. **[NOUN] RED** card – your full name: _____
3. **[ADJECTIVE]** What's an adjective describing summer at BUILD?
_____ (like "crazy")
4. **[EXCLAMATION]** What do you say when you touch something hot?
_____ (like "ouch!")
5. **[LOCATION]** Person with the **RED** card answers: Do you provide services* in a **school**? If Yes, check the school(s) where you currently provide services.

<input type="checkbox"/> Al Raby	<input type="checkbox"/> Ericson	<input type="checkbox"/> North Lawndale HS
<input type="checkbox"/> ASA	<input type="checkbox"/> Erie	<input type="checkbox"/> Orr
<input type="checkbox"/> Aspira Pantoja	<input type="checkbox"/> Kelyvn Park	<input type="checkbox"/> Piccolo
<input type="checkbox"/> Austin HS	<input type="checkbox"/> KIPP	<input type="checkbox"/> Rauner
<input type="checkbox"/> Campos	<input type="checkbox"/> Leland	<input type="checkbox"/> Spencer
<input type="checkbox"/> Christ the King	<input type="checkbox"/> Marine Leadership	<input type="checkbox"/> Tilton
<input type="checkbox"/> Clemente	<input type="checkbox"/> Melody	<input type="checkbox"/> West Town HS
<input type="checkbox"/> DePriest	<input type="checkbox"/> Michele Clark	<input type="checkbox"/> N/A – I'm not at a school
<input type="checkbox"/> Ellington	<input type="checkbox"/> Nash	<input type="checkbox"/> Other: _____
6. **[LOCATION]** Person with the **RED** card answers: Do you provide services* **anywhere besides schools**? If yes, check all the places where you currently provide services. (*including 1:1 or groups, events, crisis, pop-ups, etc.)

<input type="checkbox"/> Austin community	<input type="checkbox"/> Fast Lane Auto	<input type="checkbox"/> Police Headquarters
<input type="checkbox"/> Avondale Court	<input type="checkbox"/> Gladys Garden	<input type="checkbox"/> Garfield Park Comm.
<input type="checkbox"/> BUILD 5100	<input type="checkbox"/> HP & Fieldhouse	<input type="checkbox"/> N/A – I'm only at a school
<input type="checkbox"/> BUILD HP Office	<input type="checkbox"/> HP Community	<input type="checkbox"/> Other: _____
7. **[VERB]** What's your favorite way to get around Chicago? I like to...
_____ (like "walk")
8. **[ADJECTIVE]** What's an adjective describing your closest friend?
_____ (like "kind")
9. **[NOUN] RED** card person: What are the 2 main services* you provide clients? (*examples: individual check-ins, group mentoring, case management, community events)
_____ and _____
10. **[VERB]** At the beach, I like to...
_____ (like "swim")
11. **[NOUN]** Favorite summer treat?
_____ (like "s'mores")
12. **[LOCATION]** If you could take a field trip in Chicago, where ~~ya~~ going?

13. **[VERB] RED** card person: of **these** 3, circle your **MAIN** goal for clients:
Connect | Overcome | Thrive
14. **RED** card person: What does it look like when your clients reach that goal?

Show & Tell Mad Libs

Impact Mad Libs Game – Part II

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Use your answers from Part I to fill in the blanks below to create a silly story. No right answers – have fun with it! Once you're done, please **turn in your Part I sheet** and share your story with another pair.

This end-of-summer celebration was supposed to be our best ever — bouncy houses, face painting, **[NOUN]** _____, and hundreds of kids and adults gathered at **[LOCATION]** _____.

Everything was going great until the power went out. When the speakers died mid-song, **[NAME]** _____ shouted, **[EXCLAMATION]** _____! The machines making **[NOUN]** _____ ground to a halt, and the inflatable slide began deflating with kids inside. It was **[ADJECTIVE]** _____!

Staff exchanged panicked looks. No power meant no music, no cold food, no fun. We tried entertaining kids with **[NOUN]** _____, but they weren't having it. Then, just when it seemed all hope was lost, **[NAME]** _____ had a brilliant idea. "What if we forget the power?" they said. They took off **[VERB]** _____ing to their car and grabbed a battery-powered speaker and microphone they had with them from **[LOCATION]** _____.

So we adapted. Some **[ADJECTIVE]** _____ staff started an impromptu talent show, and others got a group of kids and adults to **[VERB]** _____ up and down the street like they were at **[LOCATION]** _____. It wasn't the end-of-summer bash we had planned – it was BETTER. When the lights finally flickered back on near the end, no one even noticed. We had helped the community **[VERB]** _____, and in the end, that's what it's all about.

Game Notes

Gamification in general

- Values: play, curiosity, iteration, dignity
- Novel alternative to surveys
- Genuine engagement improves data quality
- Requires careful planning, execution, and data use

Game Notes

Bucket Toss

- Group competition!
- Difficulty level
- Allows for tracking up to 4 variables (we tracked 3)
- Play requires teaching & learning the model

Mad Libs

- 1:1 connection
- Mix of “fun” and “serious”
- Scalable for an unlimited number of people
- Play does not require instruction or model knowledge

Discussion

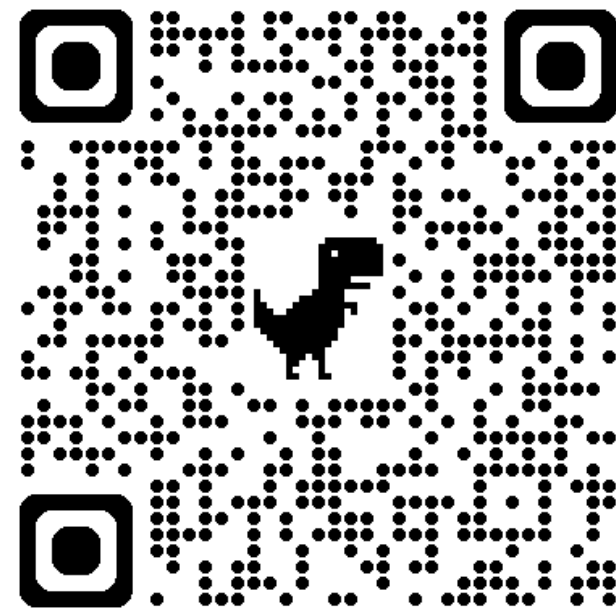
1. What **opportunities and/or challenges** have you experienced trying to get staff input on CQI processes?
2. How could you **adapt one of these activities** within your own CQI context?



Thank you!

Feel free to connect with us:

Dave



[LinkedIn](#)

Marissa



[LinkedIn](#)