

Guess Who (or What)



Purpose

Use structured questioning to practice concept discrimination, clinical reasoning, and retrieval of key features.

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Setup

1. Each student (or team) receives a game board with 12 concepts (images or text cards).
 2. Each player secretly selects one concept.
 3. Players take turns asking yes/no questions to eliminate possibilities.
 4. Questions must focus on defining characteristics — not simply naming the concept.
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The Goal

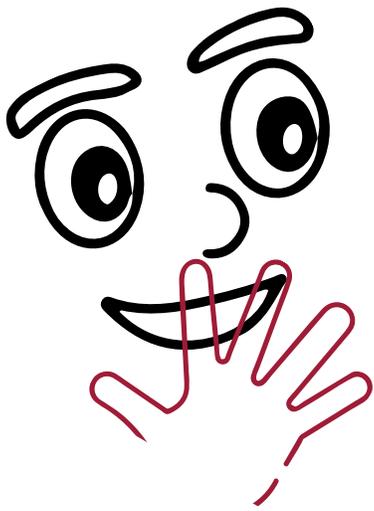
Be the first to correctly identify your opponent's concept by asking thoughtful, discriminating questions.

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Rules

To maintain rigor, questions must:

- Be answerable with “yes” or “no.”
- Focus on meaningful characteristics (mechanism, symptoms, structure, population, etc.).
- Avoid guessing too early without narrowing options.



Taboo

Purpose

Develop deeper understanding by describing concepts without relying on obvious keywords.

Setup

1. Divide participants into teams (2-5 per team).
 2. Prepare Taboo cards with:
 - Target word
 - 3-5 restricted ("taboo") words
 3. Assign one "describer" per round.
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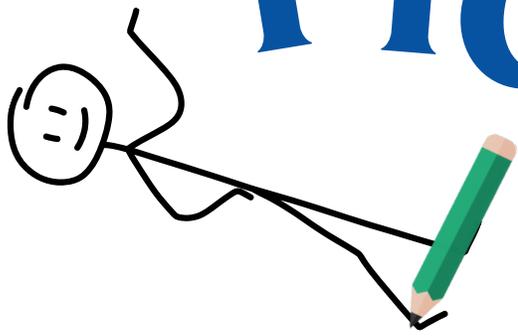
How To

1. The describer selects a card.
 2. They have 30-60 seconds to describe the target word.
 3. They **cannot use any of the taboo words** listed on the card.
 4. Their team attempts to guess the correct term.
 5. If guessed correctly, the team earns a point.
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Rules

- No saying any part of the target word or taboo words.
- No spelling or using abbreviations.
- No gestures (optional, depending on rigor level).

PICTIONARY



Purpose

Use drawing and visual representation to reinforce understanding of concepts, processes, and structures.

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Setup

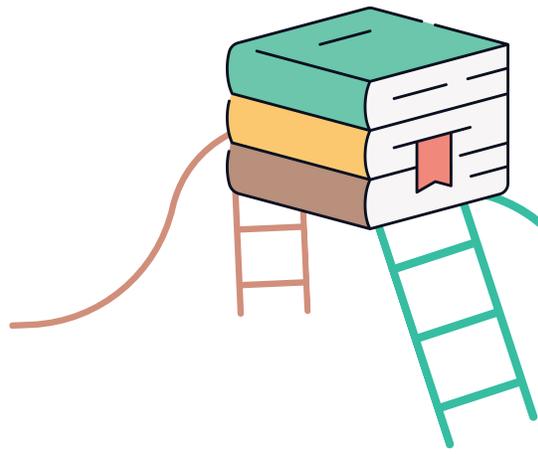
1. Divide participants into small teams (2-5 per team).
 2. Prepare a set of concept cards related to your discipline.
 3. Provide a whiteboard, paper, or digital drawing tool.
 4. Assign one "drawer" per round.
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How To

1. The drawer selects a card (without showing others).
 2. They have 30-60 seconds to draw the concept.
 3. They may not use words, letters, or numbers in their drawing.
 4. Their team tries to guess the correct answer.
 5. If the team guesses correctly within the time limit, they earn a point.
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Rules

- No speaking, writing words, or spelling.
- Only visual cues (symbols, diagrams, stick figures).
- Skip unclear drawings and move on if time runs out.



Books & Ladders

Purpose

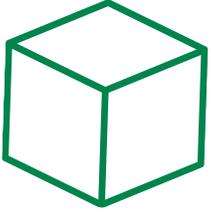
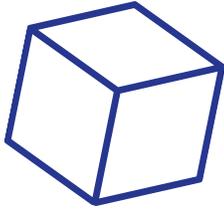
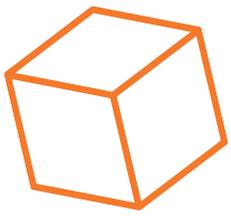
Practice Recall, build progression toward more difficult questions. Object of the game is to be the 1st player to reach square 100

Setup

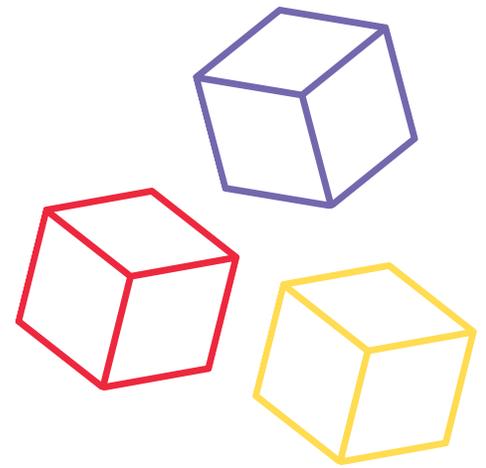
1. Separate the Green, Yellow, and Orange Questions
 2. Each Player chooses a game piece and places it just before square 1.
 3. Players roll the dice, the player with the highest roll goes 1st, players take turns moving clockwise.
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How to

1. The Player rolls the dice and moves their piece the number of squares rolled.
2. For Normal Squares, answer a green (easy) question. if you get it right, stay on the square, if not, go back 1 square.
3. If you land on the bottom of a ladder, answer an orange (hard) question, if you get it right, move up the ladder, if not, stay at that space until your next turn.
4. If you land on the top of a ribbon, answer a yellow (moderate) question. If you get it right stay at that space, if you get it wrong, slide down the ribbon to its lower spot.



ERASABLE *dice*



HOW TO

Write prompts, categories, or roles on each side of the die. Students roll and respond based on what appears.

Roll-a-Question

Each side shows a type of thinking:

- Define it
- Give an example
- Apply it
- Compare it
- Draw it
- Explain why it matters

Review Roulette

Each side shows a topic or unit

Students roll and answer from that category

Misconception Challenge

One side = "Common mistake"

Others = correct responses

Case Builder

Use 2-3 dice:

- Patient/Population
- Condition
- Symptom or complication

Students respond to the generated scenario

Build a Process

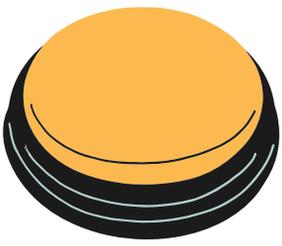
Each roll = next step in a process

Intervention Challenge

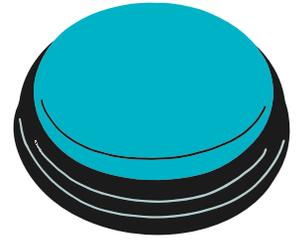
Dice prompts:

- Assess
- Diagnose
- Treat
- Educate
- Prevent
- Refer

Students respond to a case using the selected lens

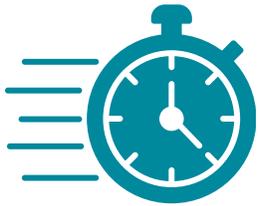


BUZZERS



HOW TO

Ask a question and the first student/team to buzz answers.



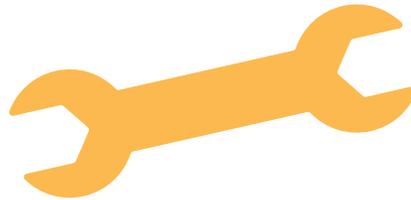
Fastest Response:

Great for quick recall and energy



Priority Ranking:

Students buzz to and justify the best answer. Great for evaluation and reasoning.



Fix It Challenge:

Present an error, students buzz to correct it. Great for higher-order thinking and analysis.



True/False Showdown:

Students buzz to challenge incorrect statements. Best for spotting misconceptions.



Clinical Decision Race:

Present a scenario and the first to buzz answers the diagnosis and next step. Great for real-time decision making.



Purpose

Reinforce key course concepts by having students identify terms based on definitions, examples, or real-world scenarios. Supports recall, understanding of terms, and application of course principles.

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Setup

1. Each student receives a Bingo card with public health terms.
 2. The instructor reads a definition, scenario, or example.
 3. Students identify the correct term on their card and mark the square.
 4. First student to complete a row, column, or diagonal calls “Bingo!”
 5. The student must explain the answers before winning is confirmed.
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Tip

myfreebingocards.com has a free Bingo Card Generator where you can enter a list of terms and up to 30 free unique cards get generated for print. You can also send individual links to students to do this virtually. Each student will get a virtual bingo card to play so no need to print!