

# Pictionary Scavenger Hunt

Problem solve through creative communication styles

**TIME**  
10-20 minutes

**MATERIALS**  
White Board or Poster paper/  
markers, Timer (optional), Range of  
objects in the Space

**TEAM STAGE**  
Any Stage

## Learning & Development Outcomes

In this exciting combination of two classic games, participants get to practice creativity and different forms of communication to reach a desired outcome!

Outcomes are focused on developing *21st Century Skills* and the *National Association of Colleges and Employers (NACE) Career Competencies*, including, but not limited to:

- Effectively analyzing and evaluating evidence, arguments, claims and beliefs
- Create new and worthwhile ideas (both incremental and radical concepts)
- Employ active listening, persuasion, and influencing skills.
- Seek out and leverage diverse resources and feedback from others to inform direction.

## Preparation & Logistics



### Set up:

- Set up a drawing space using a pen and poster paper or a marker and whiteboard.
- Create a list of objects that can be found in the space that the activity will be played in.

### Safety:

- Make sure space is equipped for fast paced student movement.
- Make sure to choose items that are appropriate and safe to run with.

### Additional Considerations:

- Set aside additional time for a debrief!
- [Click here to watch it live!](#)

## Instructions

### Summary

In this activity, participants take turns drawing and guessing pictures of items, and then race to find whatever the object is after it has been guessed correctly.

This activity is appropriate for all ages, but to adjust it for younger participants, choose easier objects to draw and find around the room!

### Step 1: Share the Rules

- Have participants volunteer one at a time to be the drawer.
- Explain the rules for the drawer:
  - No speaking while drawing.
  - No gesturing or using actions.
  - No writing words or numbers.

### Step 2: Begin the Activity

- Secretly tell the drawer one of the objects from the list that was created before the start of the activity and tell them to begin drawing that object.
- While they are drawing the object, all other participants should try to guess what the drawer is drawing.
- When a participant correctly guesses the object in the drawing, the drawer or the facilitator will announce it is correct, and reiterate what the object is.
- Once the object has been announced, all participants, except for the drawer, race to find that object and bring it back to the facilitator. The first participant to come back with the object gets a point.
- Once all participants have returned, a new drawer will be picked and the process will repeat with a new object from the list.

### How to end the activity

- The game will come to a conclusion when all participants have had an opportunity to illustrate
- The participant with the most points wins



How many objects should I choose?

"This is dependent on how many are in your group and how many rounds you want to have participants play! You should also pick out a few extra just in case no one guesses correctly and you need an extra object on hand."



## Debrief Questions



These questions are a starting point to guide your debrief. Pick the ones that best match your group's experience and add or change questions as needed!

### What

- What feelings came up while you were the illustrator?
- What feelings came up when you were guessing/retrieving the item?

### So What

- Did you feel more comfortable drawing or guessing/retrieving? Why?
- How did you adjust your communication when the illustrator could not draw?

### Now What

- How can relying on your team allow for more efficient communication and task completion?
- If you were a leader, how could you reduce stress within your team?

## Adjustments for...

### Large Group (20+)

- For large groups with multiple facilitators, have small groups in different rooms or opposite sides of the same room participating in the activity

### Group has prior experience

- Allot extra points to the correct guesser, the first to return with the object, and the illustrator.
- Add in a drawing time limit (ex: 60 seconds)

### Online [\[click here to see the online version!\]](#)

- To facilitate this activity virtually, use a virtual drawing space, such as a Google Jamboard, for participants to draw on. You may also need to use different objects that can be found in a home or wherever the participants will be. For the large group variation, you can utilize breakout rooms.



Each adjustment is its own unique idea for how to facilitate this activity for different groups and situations! Choose any or all that work!