



# The Whole Brain Game™

*It's not what you think...but how you think it.*

## RULES OF PLAY

**Quick Start:** Determine who will begin the play, and take turns in a clockwise fashion. The first player will shake the die and follow the instructions from the corresponding Instruction Card. After the timer has begun, the player or team gives as many feasible and unique responses as possible. Meanwhile, the number of responses are tracked and counted by the person on the player's right. All other players have the opportunity to judge the feasibility and uniqueness of each response, and it is the opponent's responsibility to remember what they are challenging! If consensus cannot be reached, majority vote or (in the case of 2 players or tie) roll of the die determines whether the challenged response/s will be counted. The first player or team to reach 80 total points, having responded at least one time in each of the eight categories wins; everyone has an equal number of turns.

### Players:

For individuals or teams of two or more.  
Ages 13 and up.

### Contents:

- Instruction cards: Numbered 1-8
- 200 Category cards in boxes
- 30 Second Timer
- Eight-sided die: Each number corresponds to the numbers on the Instruction Cards.
- Score sheets

### Object of the Game:

The winner is the first player or team to reach the highest point total by responding at least once in each of the eight categories after reaching at least 80 accumulated points. All players have an equal number of turns.

### Set Up:

Category cards are placed central to the playing area. If they have not been shuffled since last play, they should be shuffled. The timer should be placed ready to use. All players should have score sheets.

### Game Play:

- Players determine who (or which team) will begin by roll of the die. All other players have the opportunity to judge the uniqueness and feasibility of each response. The player's Right Hand Opponent is in charge of ticking/counting the number of responses for the round.
- The first player rolls the die and reads the corresponding numbered Instruction Card aloud. After the first player reads the Instruction Card, she/he will draw Category Card(s), place on the table face up and read the appropriate selection. Immediately, the player to the right begins the 30 second timer. The first player then calls out as many unique and feasible responses as he/she can think of during the 30 seconds allowed by the timer. Meanwhile, the right-hand opponent records/ticks the number of responses given on their own score sheet in the judging area.

### Counting Points for the Individual Turns:

1. Responses by the player to each instruction card must be unique to this run of the game; responses must not be identical to a response given by any player previously.
  2. After the player's turn is complete, all other players must challenge questionable responses, such as responses that are not feasible or unique to this run of the game.
  3. The challenging players are responsible for remembering what they would like to challenge (and they can take notes!)
  4. The player is challenged to justify the response and convince the opponents of the feasibility and uniqueness of the response (or she/he can agree to throw it out).
  5. If the other players(s) still disagree about the feasibility and uniqueness of the response, then a vote is taken, and ALL players receive one vote per challenged response. If there is a tie vote, then the player and ONE of the challengers shakes the die; high roll of the die determines that side winning, rendering the challenged response being counted or not being counted.
- After the appropriate number of responses are agreed upon, the player counts one point for each unique/feasible response. The player records this total on his/her/their scoring sheet; if this was the first time the player has responded in one of the numbered categories, the player fills in the appropriate numbered "hole in the head" on the score sheet.

### Winning the Game:

When a player or team has reached a total of 80 points, and has responded at least once in each of the 8 categories, that player (or team) has won the game (if all turn numbers are equal.) If more than one player or team has reached 80 points after all players have had equal turns, the highest cumulative point total wins.





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## STRATEGIES

### General Strategy:

Do not explain or justify your responses during your time limit, simply give responses one after the other. It is after the timer is up that you can justify the responses, if necessary. Some cards in each category purposely have more than one meaning. Be sure to use any or all of the word meanings the card holds. You are not bound to one track, in fact Whole Brain Game™ is geared toward generating mental shifts to multiple-track thinking. You are allowed to add grammatical components to any word in any of the categories, for example, if you draw the behavior Rub, you can use the term as “Rub out”, “Rub it in,” etc.

### Instruction Card #1:

Speak as if you are the object depicted. For example, if you draw Couch, you can say, “People sit on me, people move me, people buy me, people design me in various colors and patterns, I smell people’s perfume when they sit on me, people read the newspaper on me, people crowd on me for group photographs, dogs shed on me, I see the coffee table, I hear people talking when they are in the room with me...”

### Instruction Card #2:

Think in terms of what needed to be thought of or invented before the object came into being and/or think of the components of the object/activity depicted on the card face. Become aware of concepts that you take for granted, but that were not common throughout history. For example, if you draw, “home ownership”, one response could be, “the idea that land/property can be owned.” Other responses to this might be, “the exchange of money for goods, the system of mortgage banking, the idea of wanting something and pursuing this want...”

### Instruction Card #3:

Think of how you could use this power to help (or hinder) others, to help yourself, how it could impact the world around you.

### Instruction Card #4:

Remember to “cross over” to multiple meanings of the word depicted on the card face. Use fictitious as well as real. For example, if you draw Bird, you can respond with a list of the birds that you are aware of, and you can also respond: “Big Bird”, an airplane, which is sometimes referred to as a “bird”, and you can use “getting a birdie” as in golf...

### Instruction Card #5:

You can flip back and forth between How are they used together? and How are they the same? Give as many answers as you can without pausing to think about the fact that you are going back and forth. In responding in this category, you are being asked how things are related. For example, if you draw Ice Cream and Porch you can respond, “People sit on a porch and eat ice cream, they make home-made ice-cream on the porch at a family picnic, they both have atoms, they both have an “r” in their names, they both are used in the summer, they both are used for pleasure...”

### Instruction Card #6:

Creative thought is stimulated as you are asked to turn an accepted reality on its head. You cross over from one stream of responses to the next. If you draw Sugar, some responses could be, “There would be no sugar cookies, no sugar in coffee, no pound bags of sugar at the store, no sugar bowls, no sugar spoons, no sugar for ants to eat, no sugar-free soda,...no corresponding pet name ‘Sugar’...”

### Instruction Card #7:

Take your hints from the kind of person depicted, but be sure not to limit yourself to the behavior in only one train of thought. For example if you draw the combination “Why would a Spy Protect”. You could come up with a variety of responses, such as “A spy may protect: secret information, herself from people following her by taking an unusual route, protect himself from harm by wearing a bulletproof vest, protect his identity by wearing a disguise, her family by moving them to Tahiti...”

### Instruction Card #8:

Some say this is the category that can help one accumulate points quickly. It requires linear thinking, but also right-brain thinking as you “cross over” into creative thought, a pattern of responses that is different from your original stream of responses. For example, if you draw Jumping, you could respond, “a jumping dog, a jumping bunny, a jumping rope, jumping nerves, jumping to conclusions, jumping bean, jumping frog...”

### Winning the Game:

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