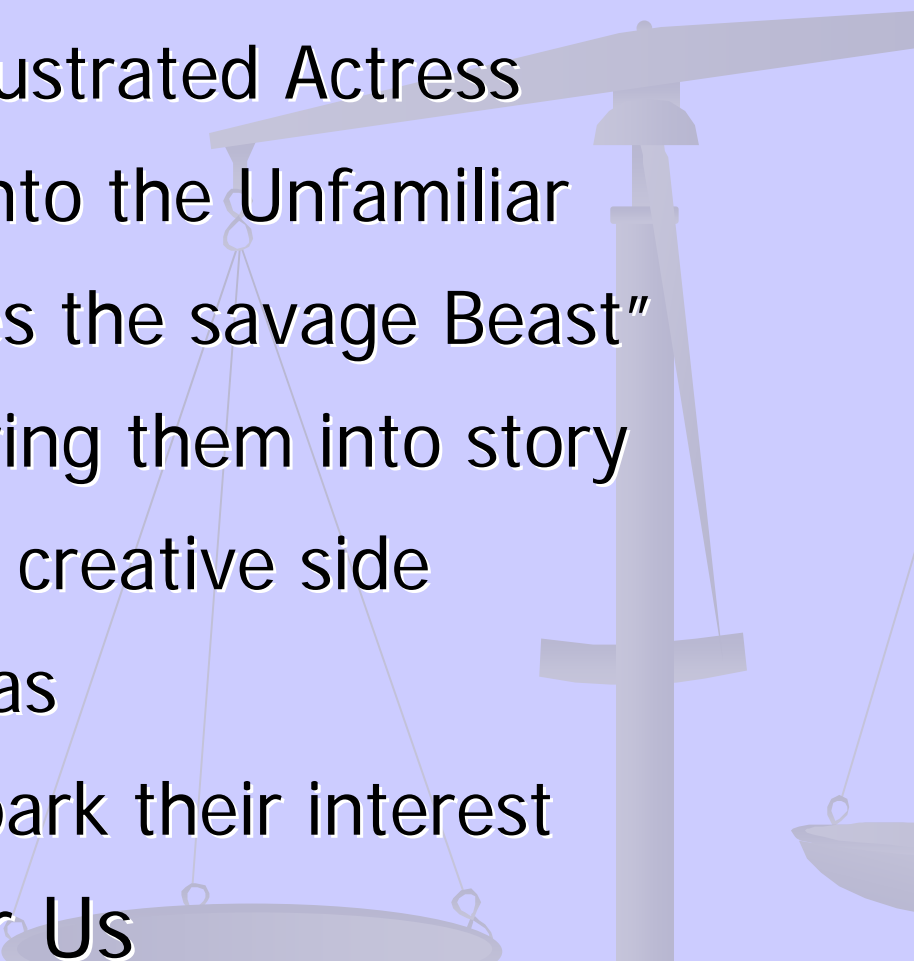


# **INNOVATIVE TEACHING STRATEGIES !**

- **INSPIRE**
- **MOTIVATE**
- **EMPOWER**



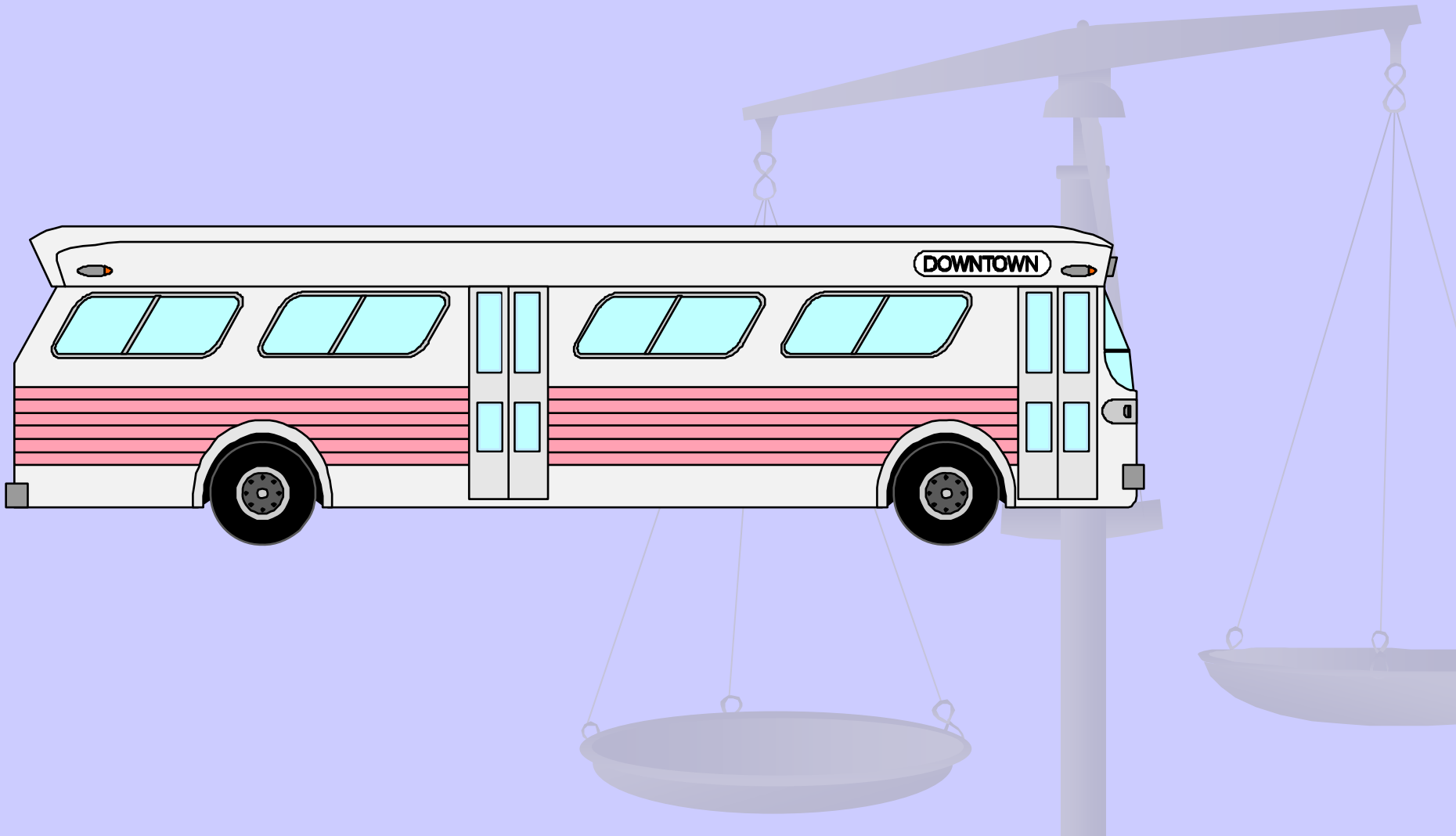
# STRATEGIES

- **STORIES:** Metaphors, Analogies, Acronyms
  - **ROLE PLAY:** Frustrated Actress
  - **TOYS:** Familiar into the Unfamiliar
  - **MUSIC:** "Soothes the savage Beast"
  - **SCENARIO:** Bring them into story
  - **ART:** Explore the creative side
  - **PROPS:** Fun ideas
  - **GRAB BAG:** Spark their interest
  - **GAMES:** Deliver Us
- 

# Story: Childbirth & Mountain Climbing



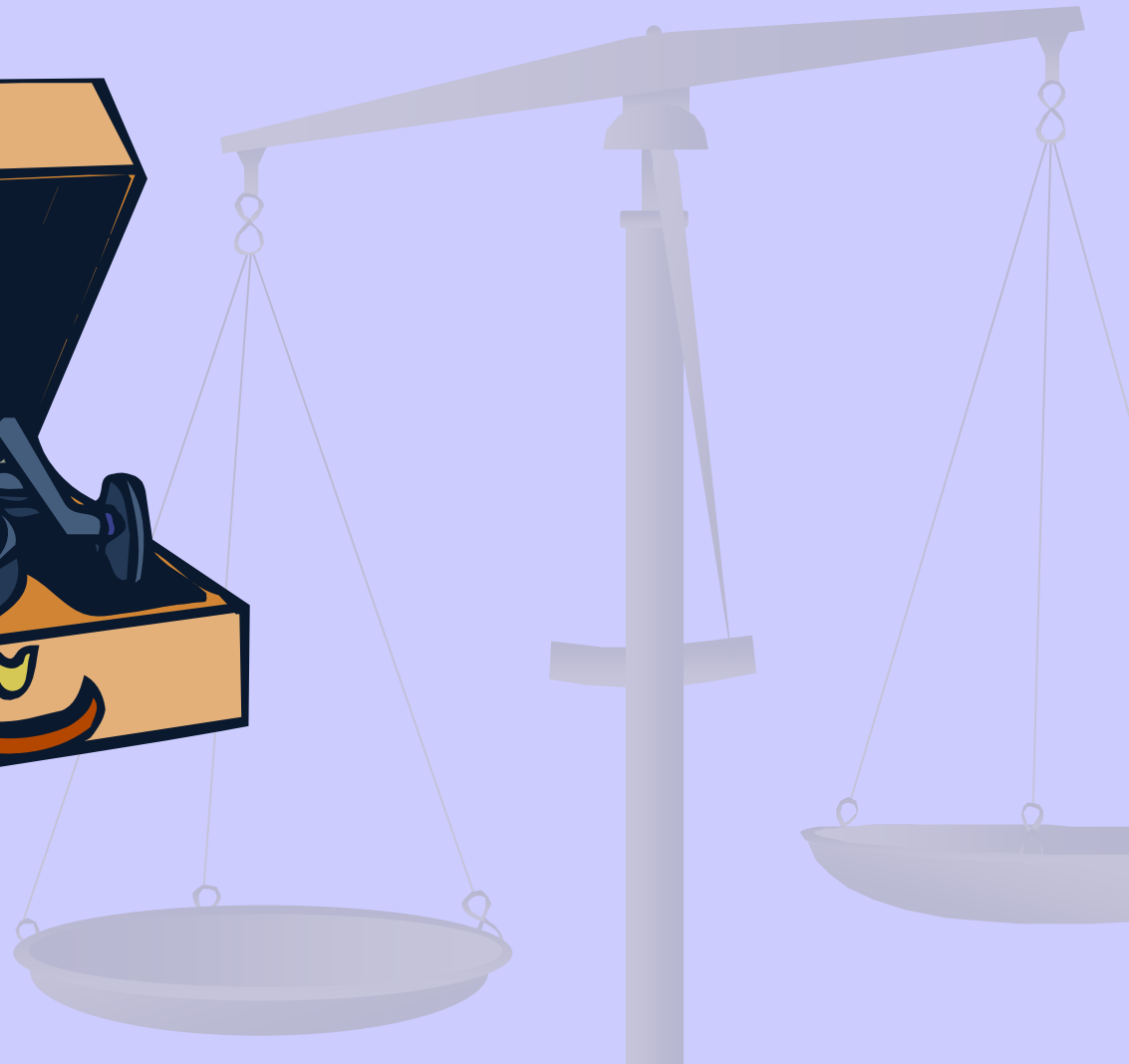
# Role Play




# Toys



# Music



# Scenario

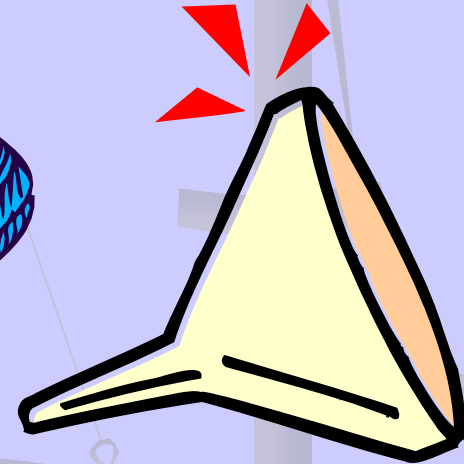
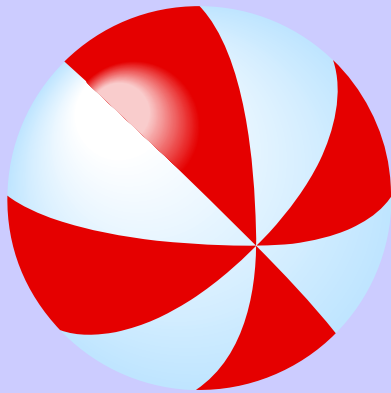
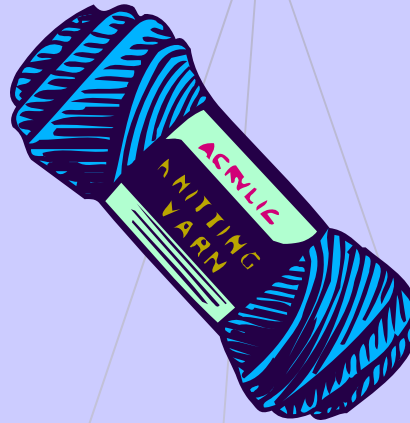
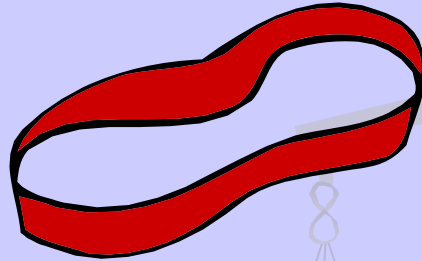


SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6 <small>Hariukah</small>	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 <small>Christmas Day</small>	26	27	28
29	30	31				

# Art



# Props

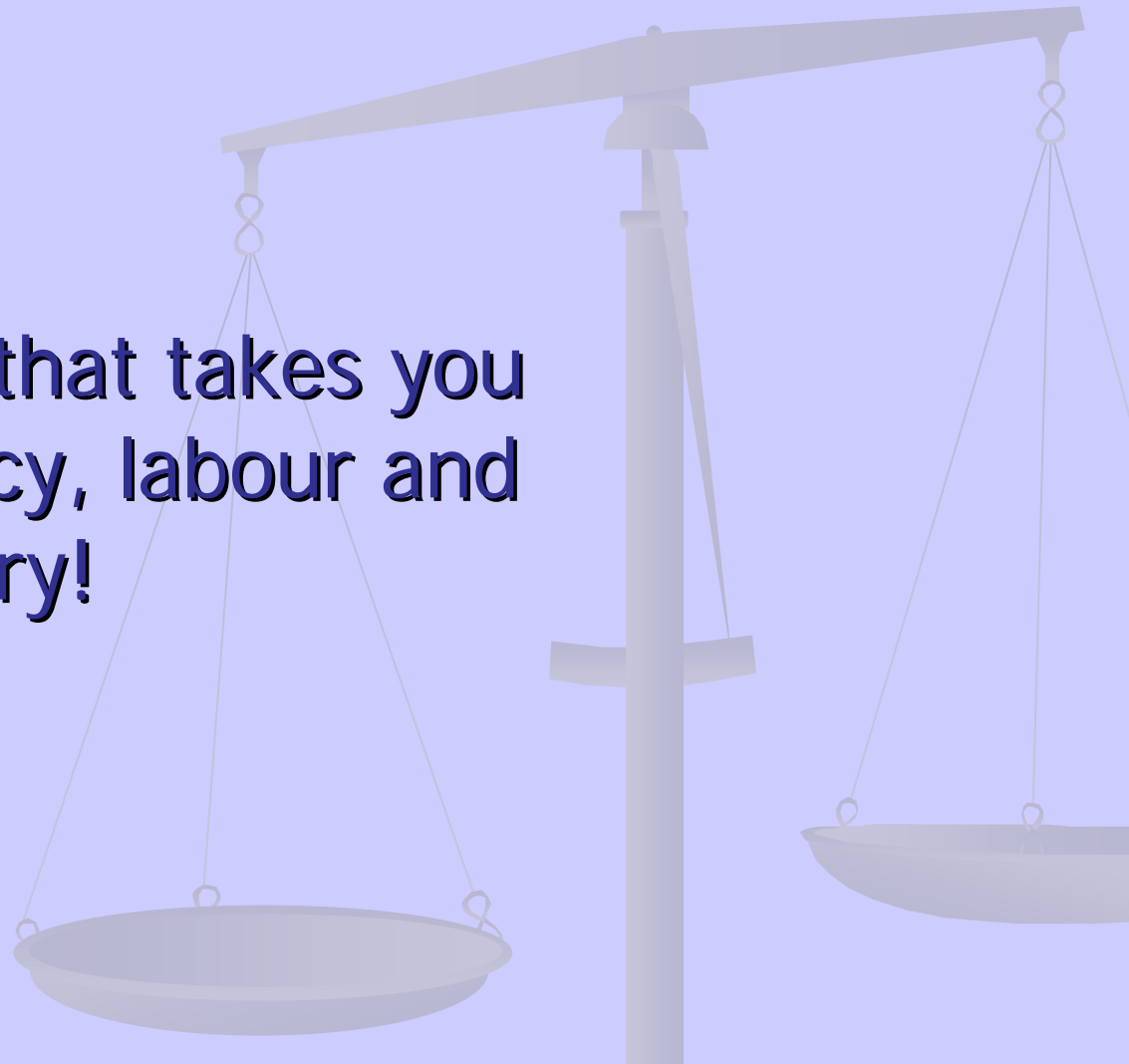


# Grab Bag

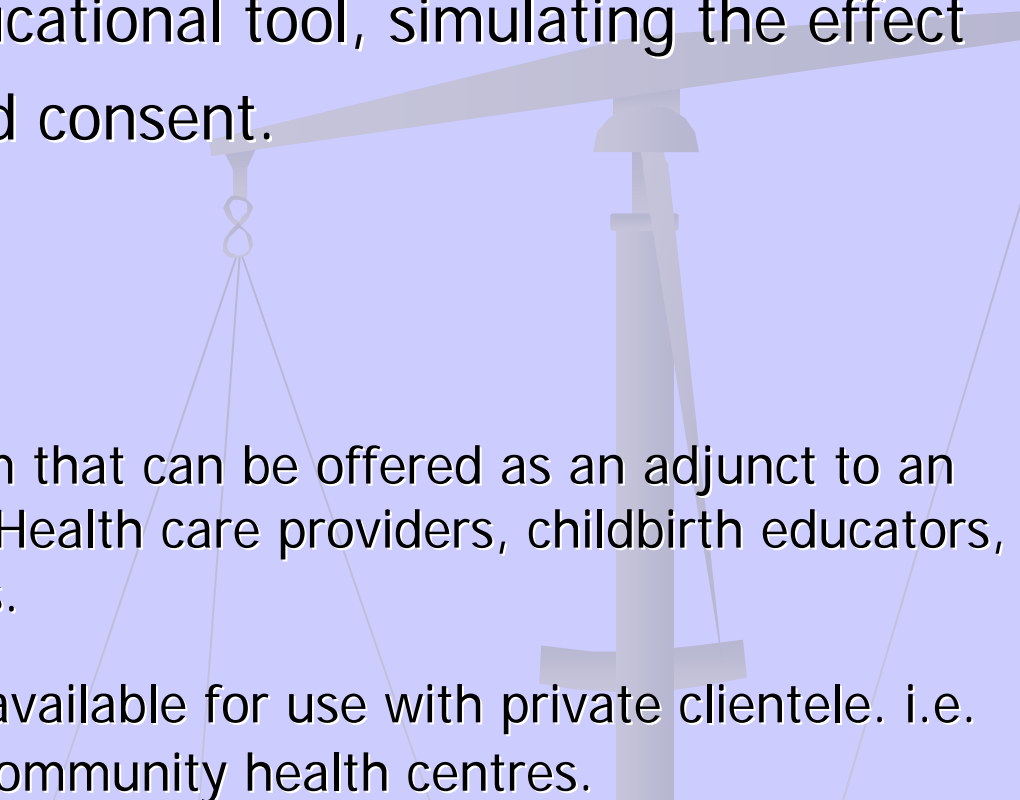


# DELIVER US!

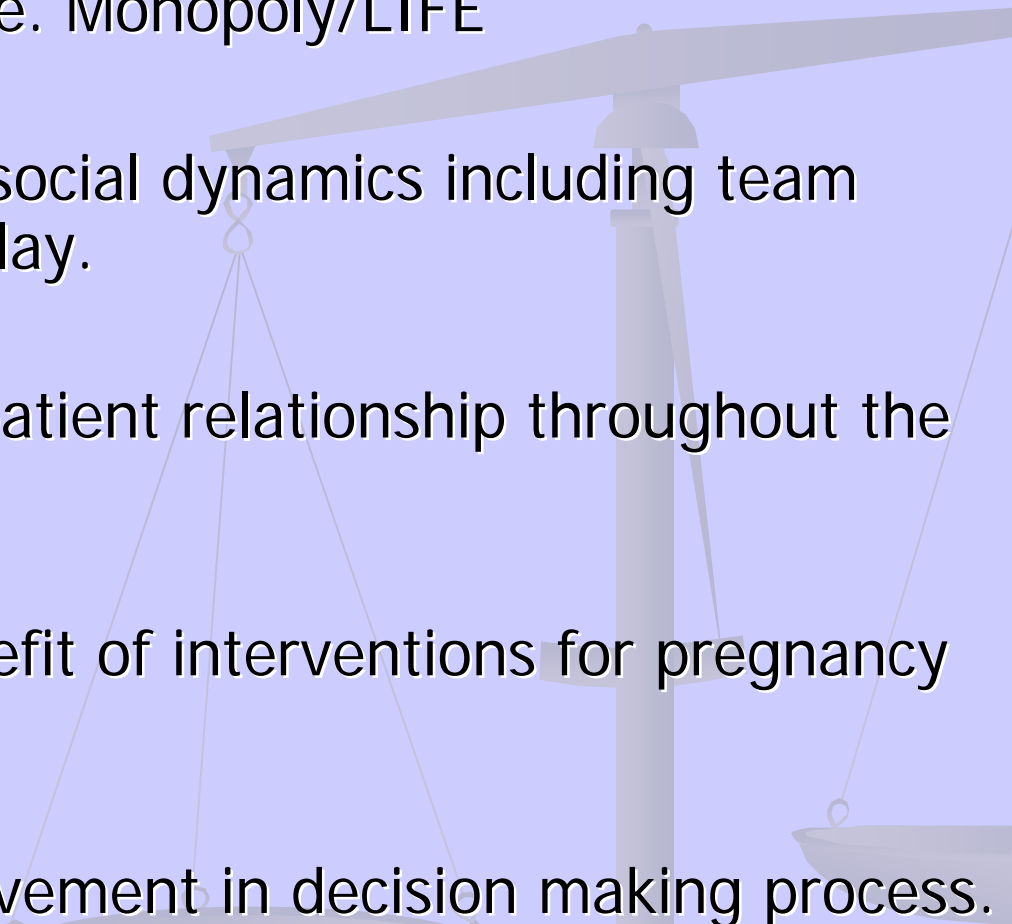
The game of life that takes you through pregnancy, labour and delivery!



# What is it?

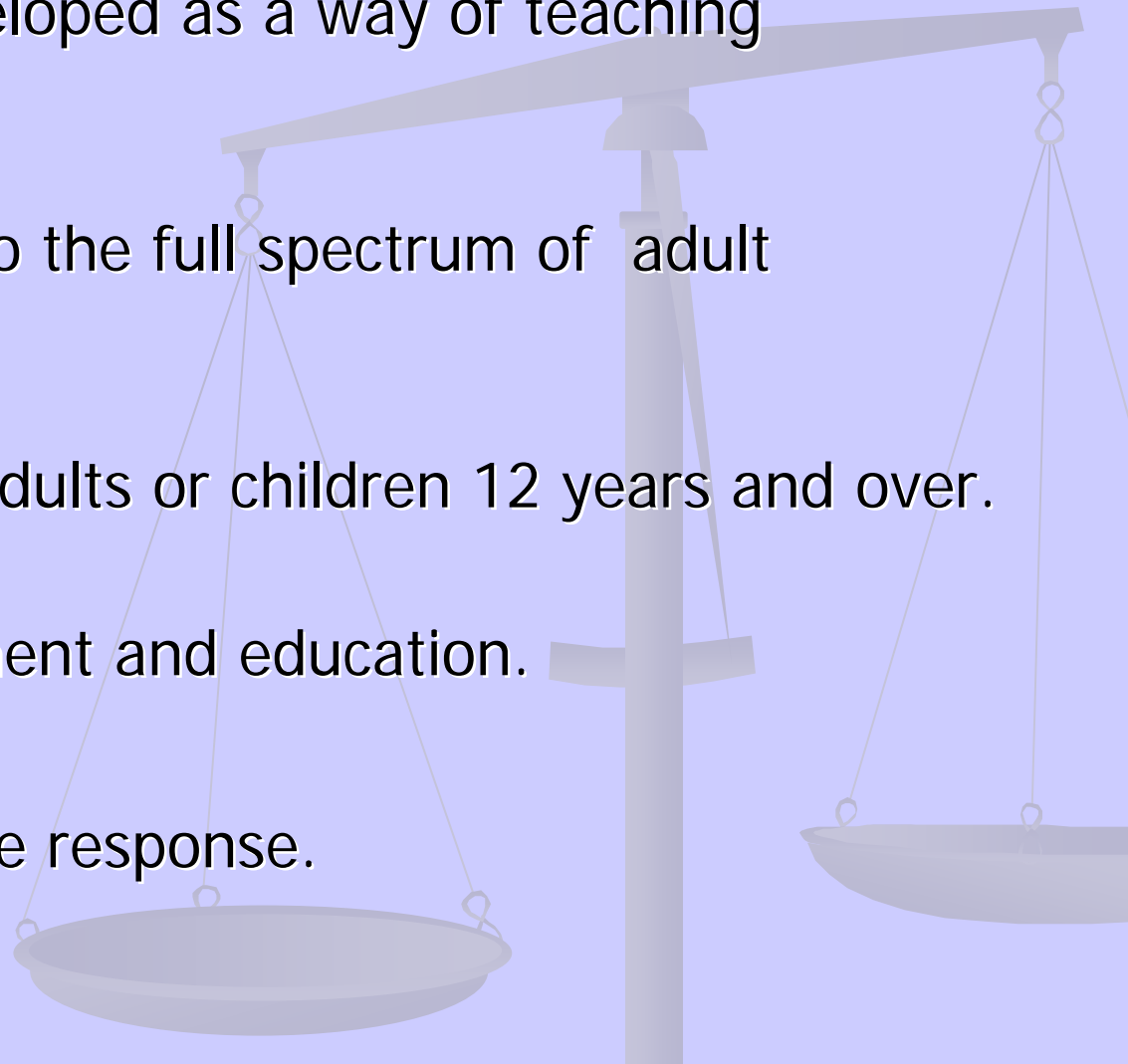
- “Deliver Us” is an educational tool, simulating the effect of exercising informed consent.
  - Offered as:
    - single module program that can be offered as an adjunct to an existing program. i.e. Health care providers, childbirth educators, doula’s, sex ed classes.
    - stand-alone program available for use with private clientele. i.e. parenting centres or community health centres.
- 

# How is this done?

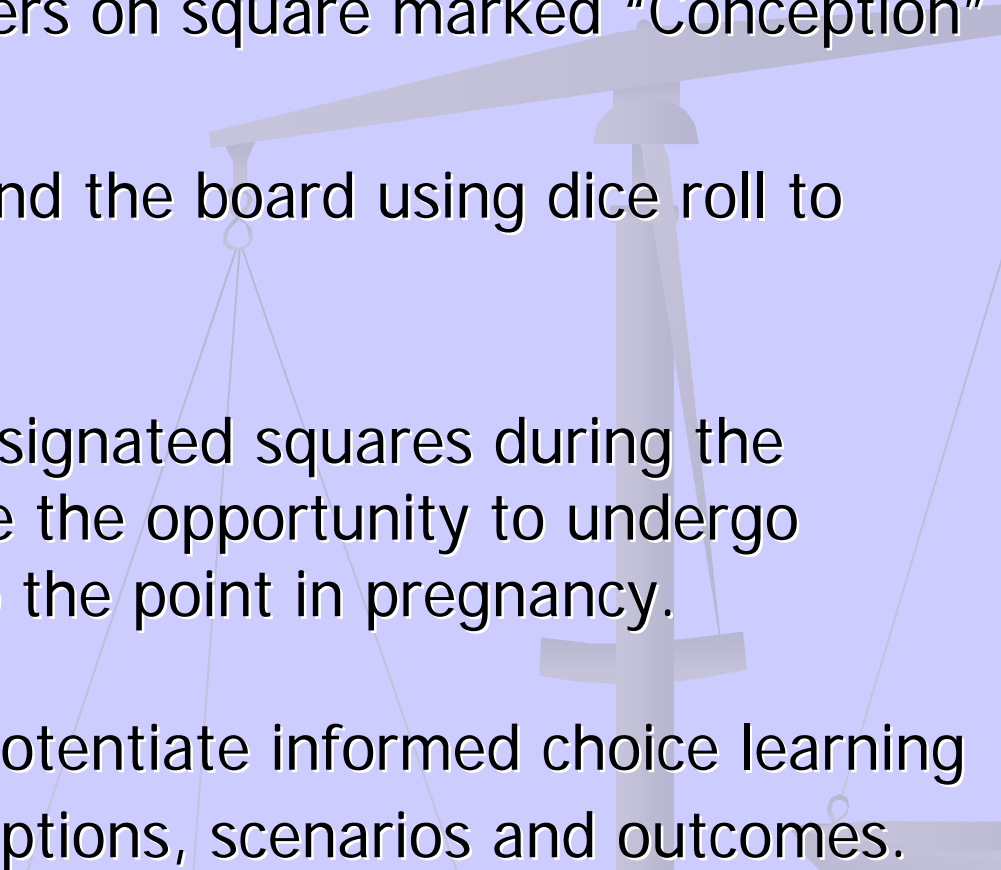
- Board game format i.e. Monopoly/LIFE
  - Employs a variety of social dynamics including team work and individual play.
  - Simulates caregiver/patient relationship throughout the cycle of a pregnancy.
  - Explores the risk/benefit of interventions for pregnancy through birth.
  - Simulates social involvement in decision making process.
- 

# History of the game

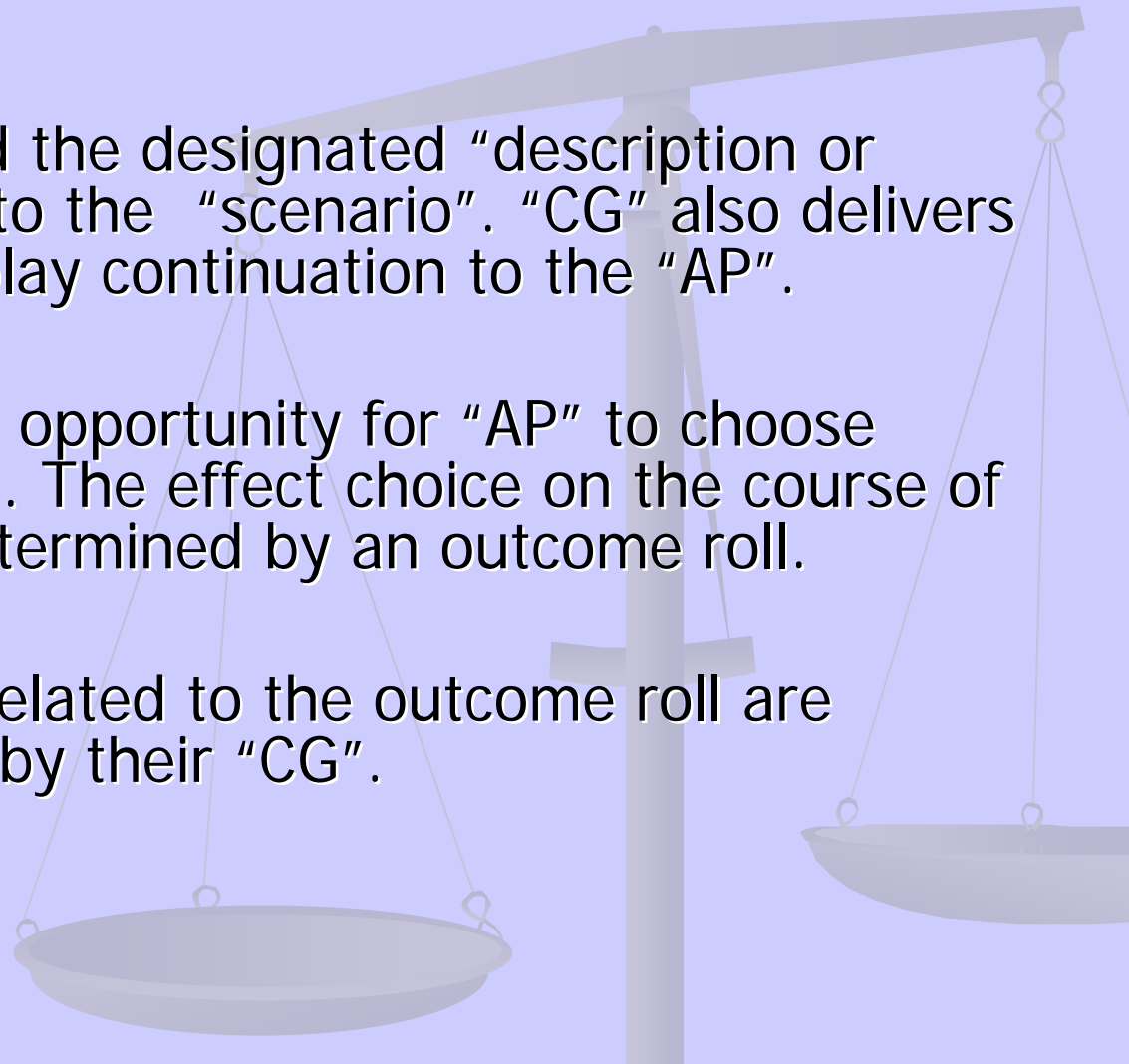
- Educational tool developed as a way of teaching informed consent.
- Designed to appeal to the full spectrum of adult learning styles.
- Can be played with adults or children 12 years and over.
- Combines entertainment and education.
- Play-tested to positive response.



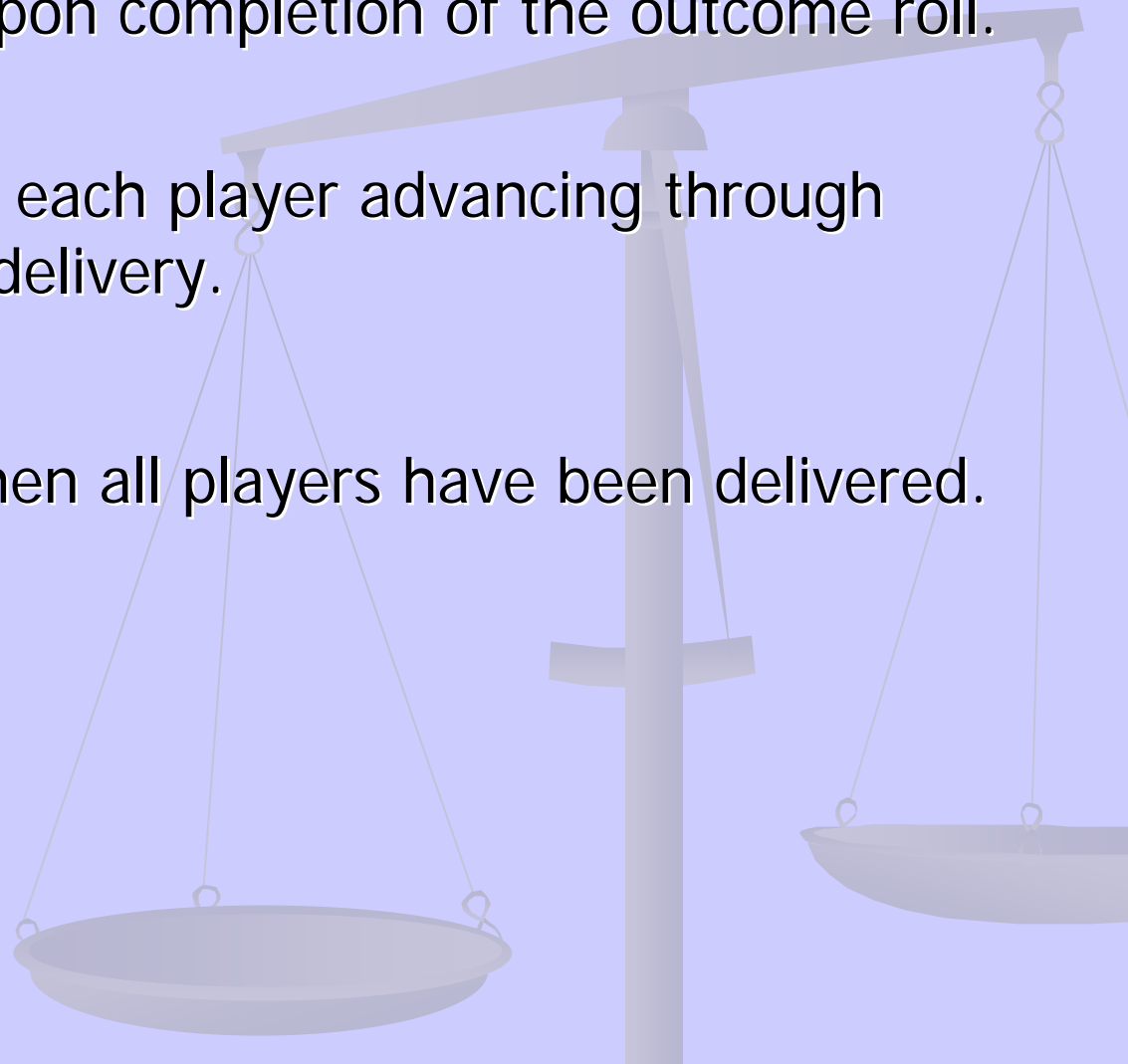
# Course of Play

- Play begins with players on square marked “Conception”
  - Players advance around the board using dice roll to determine progress.
  - Players landing on designated squares during the “prenatal” phase have the opportunity to undergo testing appropriate to the point in pregnancy.
  - Designated squares potentiate informed choice learning opportunity via descriptions, scenarios and outcomes.
- 

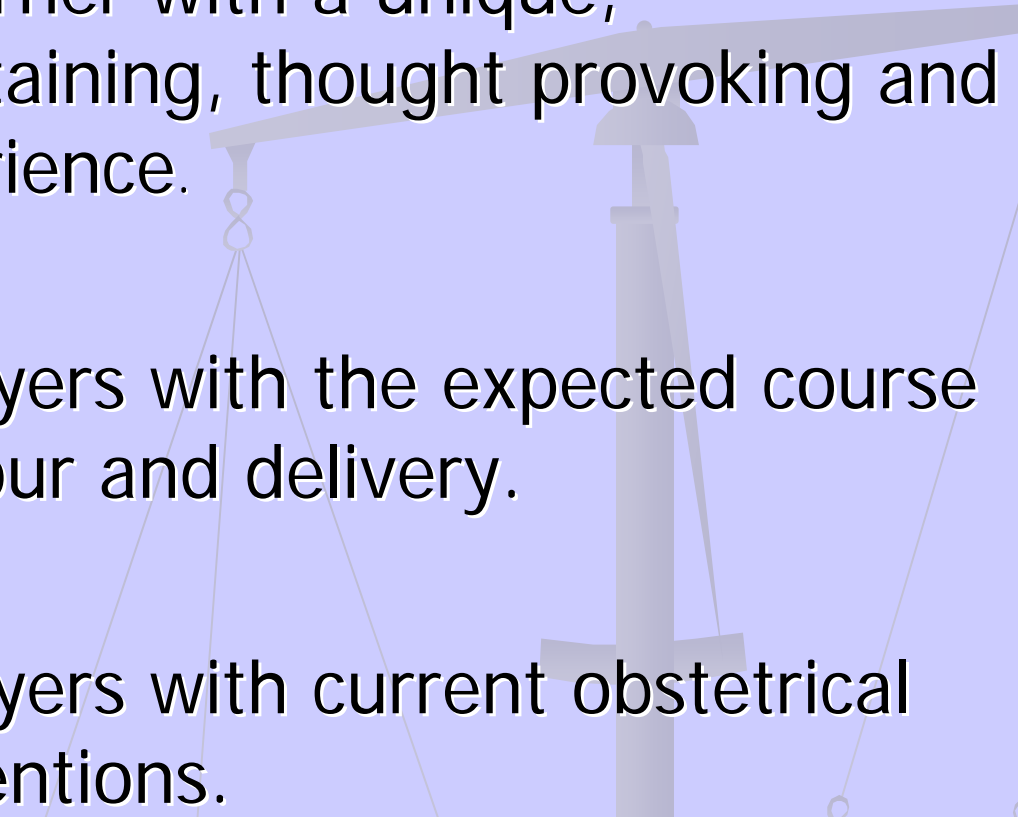
- Participant to the left of the “Active Player” (AP) acts as the “caregiver” (CG) whenever a scenario is encountered.
- The “CG” reads aloud the designated “description or explanation” related to the “scenario”. “CG” also delivers any instructions for play continuation to the “AP”.
- Each scenario has an opportunity for “AP” to choose their course of action. The effect choice on the course of game play is then determined by an outcome roll.
- Further instructions related to the outcome roll are provided to the “AP” by their “CG”.

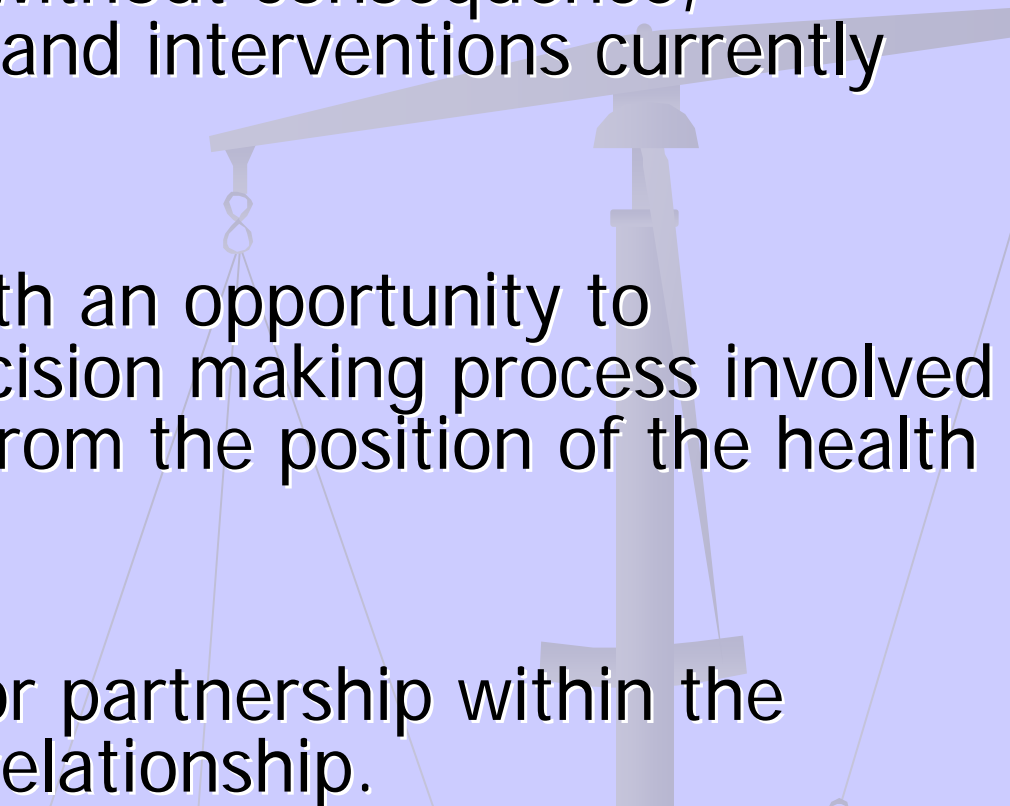


- “AP” turn ends either, upon advancing to the number square determined by the dice roll or in the case of a testing opportunity upon completion of the outcome roll.
- Game continues with each player advancing through pregnancy and onto delivery.
- Game is complete when all players have been delivered.



# Learning Objectives

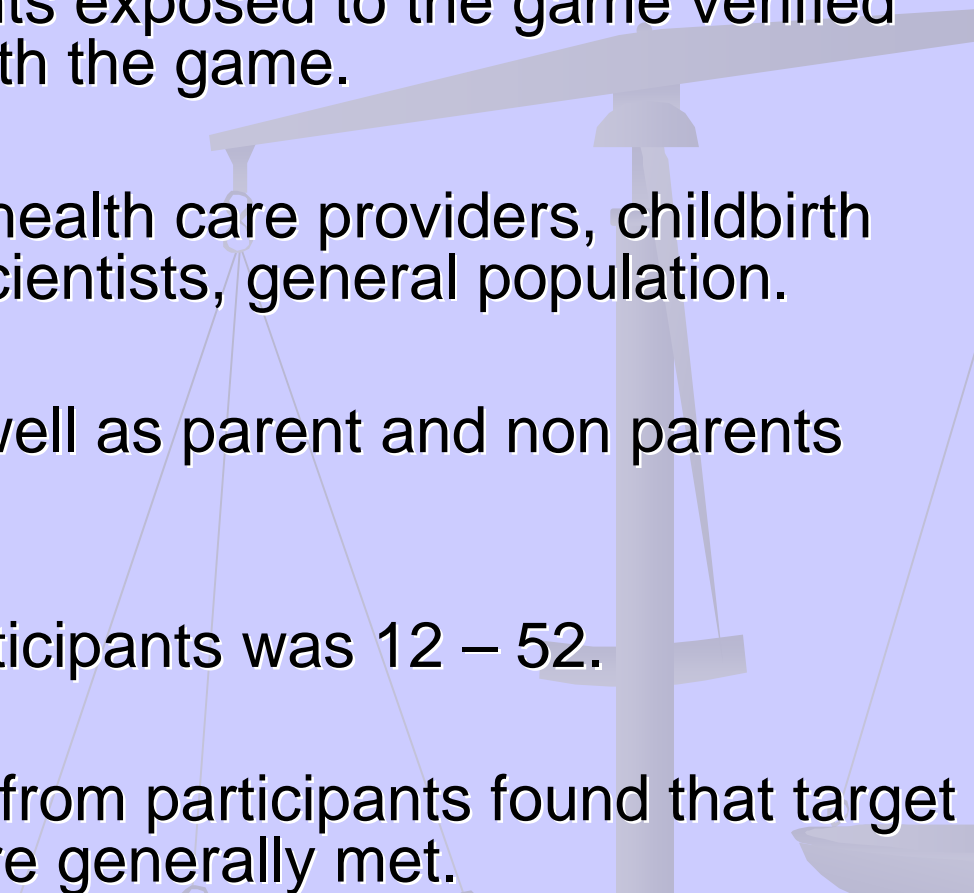
- To provide the learner with a unique, informative, entertaining, thought provoking and empowering experience.
  - Familiarize the players with the expected course of pregnancy, labour and delivery.
  - Familiarize the players with current obstetrical testing and interventions.
- 

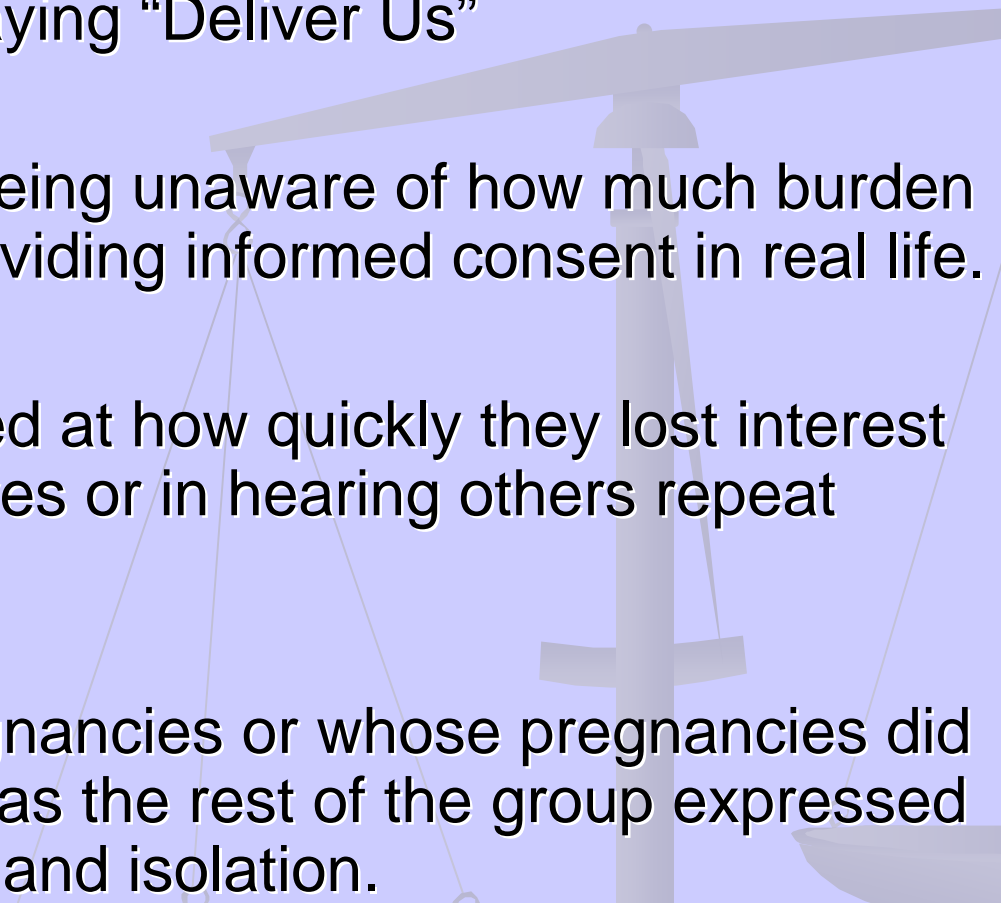
- 
- Provide players with a safe environment in which to explore, without consequence, obstetrical testing and interventions currently available.
  - Provide players with an opportunity to experience the decision making process involved with risk/benefit from the position of the health care provider.
  - Provide a model for partnership within the patient/caregiver relationship.

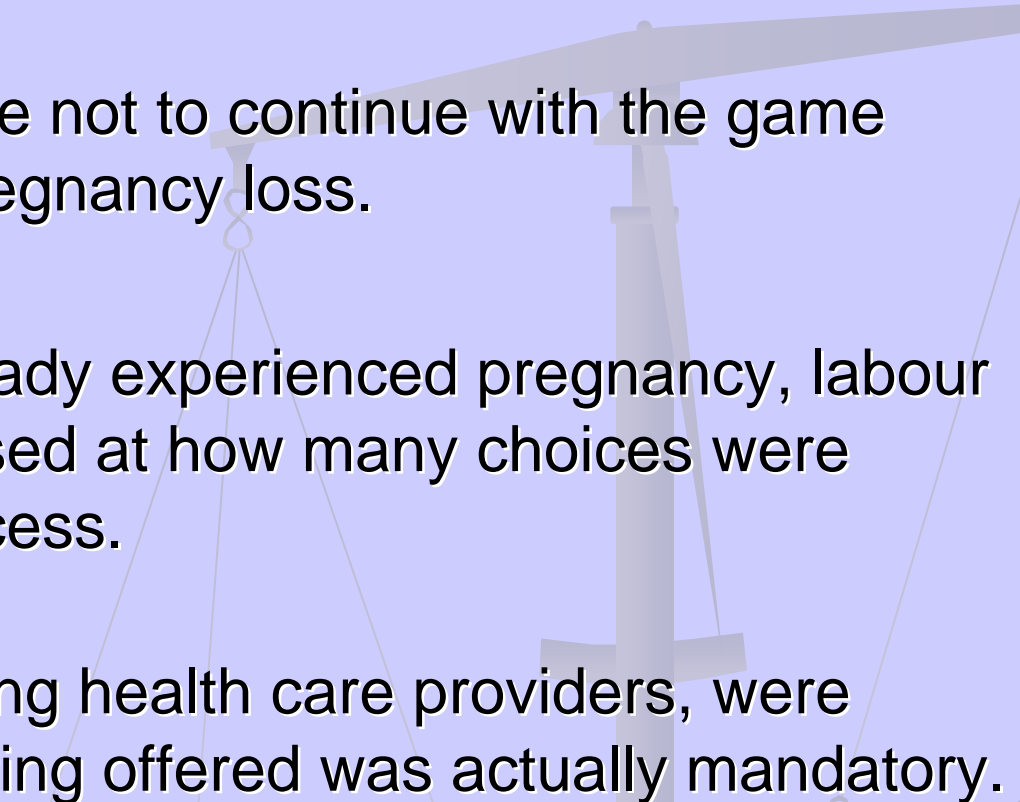
# Game Variables

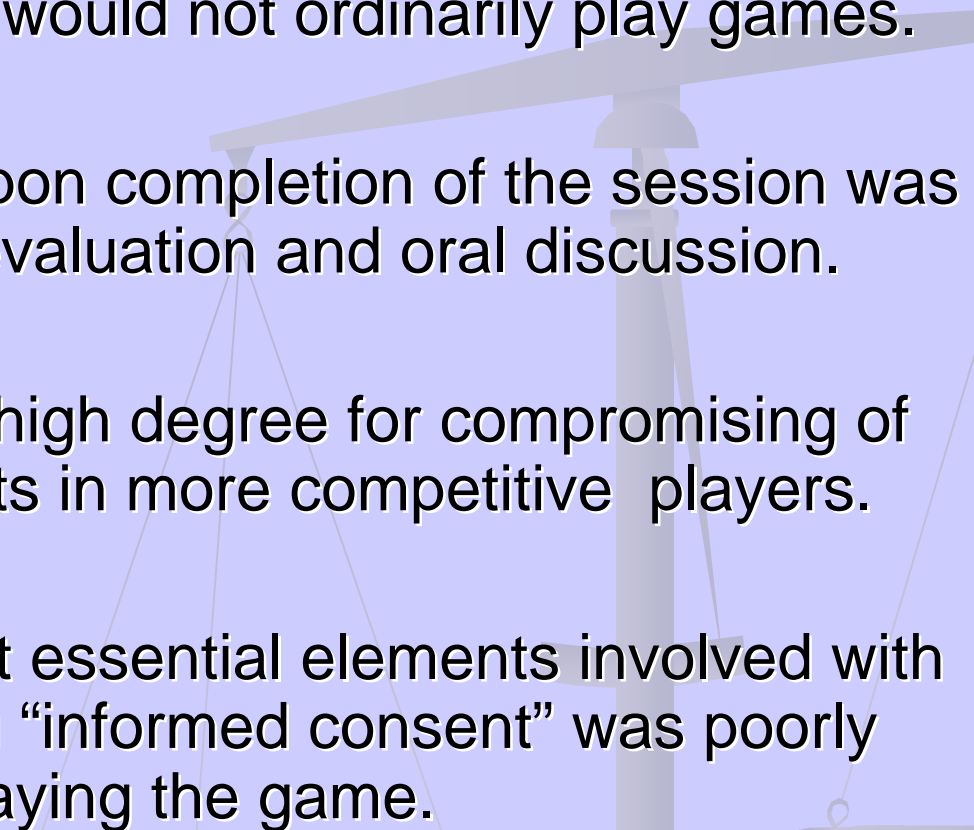
- “Miscarriage” function can be adhered to or not depending on the educators needs.
  - If “Miscarriage” is left as “active” the rate of loss reflects the more realistic to life rate that can occur.
  - Be aware that “Miscarriage” function can frustrate players and create stress for the rest of the table.
- 

# Play Testing

- A variety of participants exposed to the game verified overall satisfaction with the game.
  - Participants include: health care providers, childbirth educators, doula's, scientists, general population.
  - Men and women as well as parent and non parents participated.
  - The age range of participants was 12 – 52.
  - Information gathered from participants found that target aims of the game were generally met.
- 

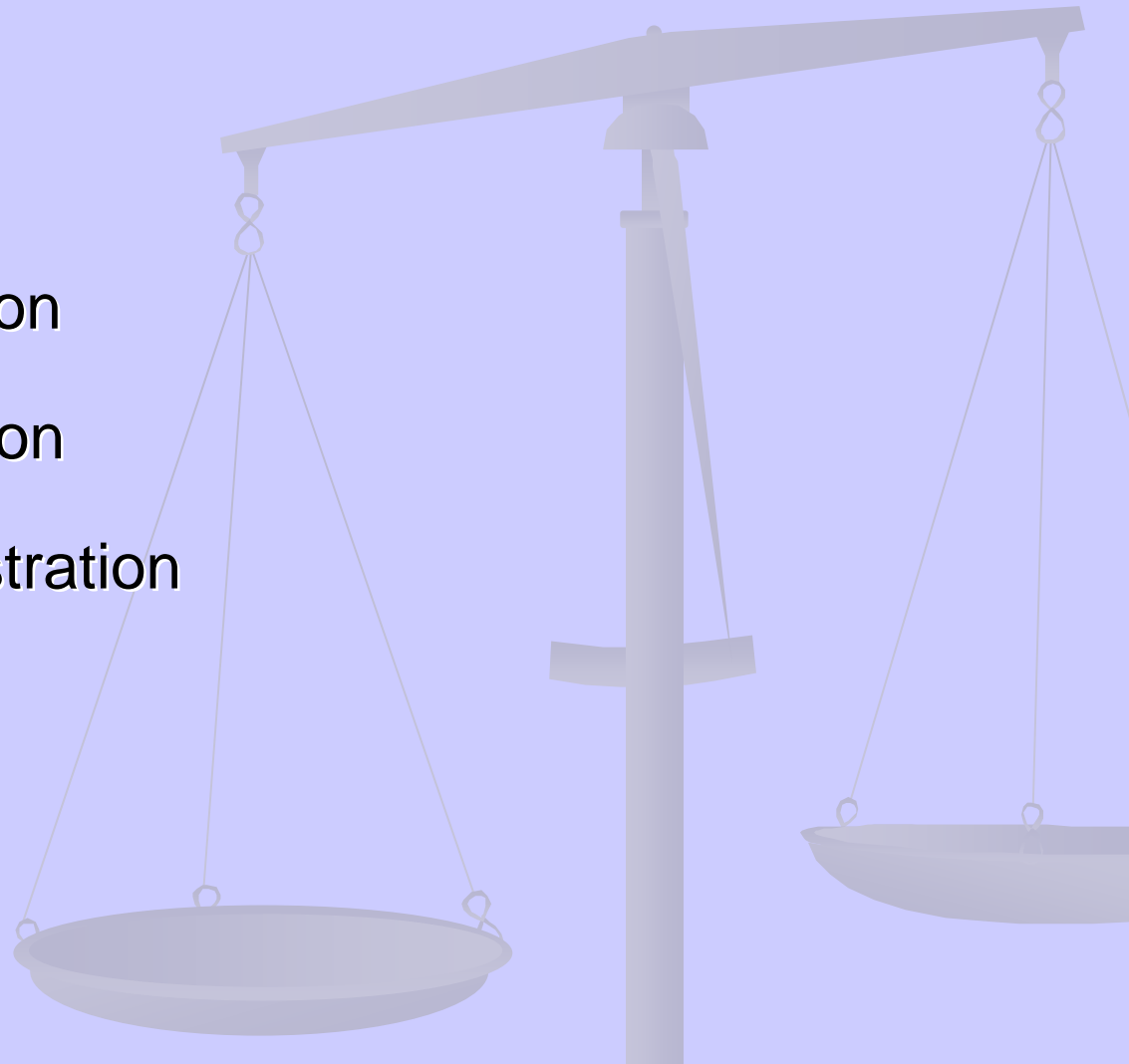
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- Participants indicated that they would change their content and/or time allotted for informed consent dialogue following playing “Deliver Us”
  - Players admitted to being unaware of how much burden was involved with providing informed consent in real life.
  - Players were surprised at how quickly they lost interest in repeating themselves or in hearing others repeat themselves.
  - Players who lost pregnancies or whose pregnancies did not follow same path as the rest of the group expressed feelings of frustration and isolation.

- 
- Compromised or frustrated players found themselves feeling worse when placed in the roll of caregiver.
  - In some players chose not to continue with the game after encountering pregnancy loss.
  - Players who had already experienced pregnancy, labour and birth were surprised at how many choices were involved with the process.
  - Many players, including health care providers, were surprised at what testing offered was actually mandatory.

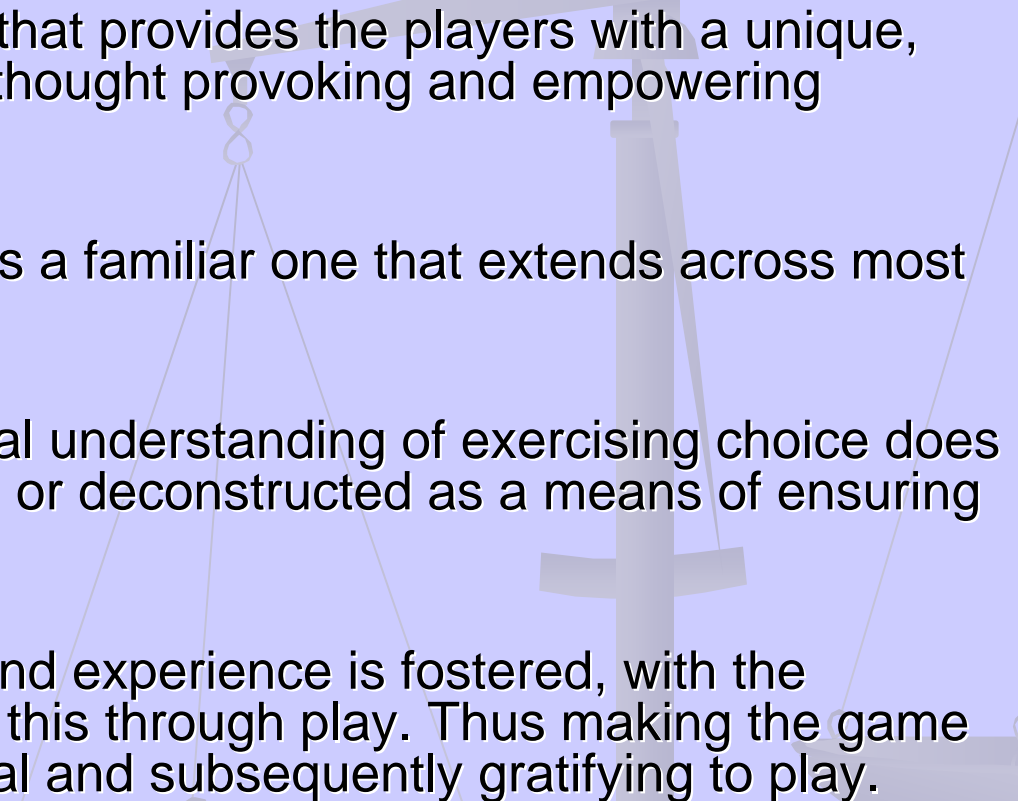
- 
- Some degree of dissatisfaction was expressed from those individuals who would not ordinarily play games.
  - Feedback gathered upon completion of the session was comprised of written evaluation and oral discussion.
  - Play-testing revealed high degree for compromising of game mechanics exists in more competitive players.
  - Participants found that essential elements involved with ensuring or exercising “informed consent” was poorly understood prior to playing the game.

# Teaching Methods

- Experiential Model
- Roll playing
- Small group discussion
- Large group discussion
- Practice and demonstration



# Why is “Deliver Us” different?

- “Deliver Us” is a program that provides the players with a unique, informative, entertaining, thought provoking and empowering experience.
  - The concept of a “game” is a familiar one that extends across most cultures.
  - Players real world personal understanding of exercising choice does not need to be invalidated or deconstructed as a means of ensuring success.
  - Personal understanding and experience is fostered, with the opportunity for expanding this through play. Thus making the game immediately more personal and subsequently gratifying to play.
- 

# INNOVATIVE TEACHING STRATEGIES !



- INSPIRE
- MOTIVATE
- EMPOWER

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