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WALKING WHERE MRS X WALKED

SESSION 4

WALKING WHERE MRS X WALKED

Aims

- To enable students to identify with the difficult circumstances of many women in the community and to better appreciate those circumstances.
- To prepare students to provide care with empathy, and motivate them to do so.
- To enable students to select issues of importance in their own community, and share these with the whole group.

Objectives

On completion of Session 4, students will be able to:

- Write a typical story or profile of a woman who has experienced many difficulties in achieving safe motherhood.
- Discuss what would help to promote safe motherhood in the community, and identify which problems can be prevented by community-based midwifery care.

Plan

Learning game, tutorial.

Up to 6 players can play the game at one time, therefore time needed will depend on the number of students and the number of copies of the game available. Allow approximately 1½ hours for one group of six students to play the game.

Resources

Learning game: Walking where Mrs X walked.

Coloured buttons (one for each player).

Provide pens/pencils and paper.

INTRODUCTION

The rules of the game and Instructions for Students are on the following pages. Make sure that the students understand how to play the game, and what to do afterwards.

Help each group start the game and be available for questions.

Students should write down what appears on the cards they collect during the game. They will need a pencil and paper.

After the game, the students will need time to write up their stories or profiles based on the cards they collected during the game, and which they will present by story telling, dance or drama.

Divide the students into tutorial groups of no more than six. The tutorial groups should be the same group who played the game together. Arrange separate study periods for each tutorial group.

PLAYING THE GAME

The game is at the end of this module.

Rules of the game and instructions for learners

The aim of this learning game is:

- *to help students identify with the difficult circumstances of many women in the community; to appreciate the reality of these circumstances; to encourage discussion of factors which influence safe motherhood.*

The game consists of a board and 7 sets of cards. These are:

- Poverty and illiteracy
- Safety pass
- X factor
- Safe motherhood
- Transport and communication
- Maternal death
- Hills of health.

You will also need:

- A small table for the board, and chairs for the players to sit on. (Players may prefer to sit on the floor)

- Dice. (If this is not available, cut 6 pieces of card of equal size. Write down the numbers: 1, 2, 3, 4, 5 and 6 each on a separate card. Place the cards in a bag or envelope. Each player can then pick out one card when it is their turn. This will tell them how many places to move instead of using the dice)
- Coloured buttons. One for each player.

The game is suitable for 3 to 6 players.

Getting ready

1. Place the board in the centre of the table.
2. Place the 7 sets of cards in stacks at the centre of the board. For each set a space is marked with the same picture as on the cards.
3. Each player chooses a different coloured button which they should place on the table in front of them.

Playing the game

1. Players take turns at throwing the dice once. The aim is to throw a 6. No player may place their button on the board until they have thrown a 6 on the dice which means “pregnancy confirmed” so the player now places their button on the corner square marked START.
2. The player who has thrown the 6 now has another throw. They then move their button forward the number of squares shown on the dice.
3. If the player lands on a square marked

Hills of health
Poverty and illiteracy
Transport and communication, or
X factor

 they must pick up a matching card from the centre of the board and keep it.
4. Each card has on it a statement with either a “+” or a “-” sign, indicating a positive or negative card.

The + sign indicates the situation is good.
The – sign indicates it is bad or harmful.
5. A player who has collected 3 positive cards can claim a safety pass.
6. A player who has collected 2 safety passes can claim a safe motherhood card.

The aim of the game is to obtain a safe motherhood card.

7. If a player holds 5 negative cards, they must exchange them for a maternal death card.
8. It is possible to cancel some of the negative cards. This can be done in 2 ways:
 - (a) by using certain positive cards. For instance, “you are severely anaemic” can be cancelled by “severe anaemia corrected” or “blood transfusion available”. Each situation must be discussed by all the players who must agree that it is possible for a negative card to be cancelled by a player.
 - (b) by landing on certain squares on the board. For instance, if a player lands on “maternity waiting home” they may pick up one “safety pass”. If they land on “hospital” they may cancel one of their negative cards. They must act as soon as they land on one of these squares and may not wait until later or change their mind about which card they will cancel.
9. When all players have either achieved Safe Motherhood or reached Maternal Death, they must then copy down what is written on all the cards they are holding. (This includes writing down which cards have been cancelled and why they were cancelled).

WRITING THE STORY

After the game each player should write down her/his own story or profile, according to what happened to them during the game. The stories will be shared with the rest of the group during a tutorial.

If the player achieved Safe Motherhood, the story should be written as if by the woman in the game.

If the player held a Maternal Death card, the story should be written as if by a relative or friend.

Using the information on all the cards they held during the game, each player should write a profile of the Mrs X in the game giving her a name.

Each player should begin as follows:

“I/she (name) lived in (_____).” Then, for example, “I/she was the wife of a poor agricultural labourer. The village was 80 km from the nearest health facility. My/her pregnancy was complicated by iron deficiency anaemia and I/she already suffered with a parasitic infection – malaria ...”.

Each player must include all the facts on the cards they hold at the end of the game. Other information may be added to make the story complete providing they make sense and do not contradict any facts given on the cards. The facts may be challenged by other players if they do not make sense (e.g. if a player states that her anaemia was corrected by blood transfusion but he/she held a card “Health centre has no facility for blood transfusion” which he/she was not able to cancel).

TUTORIAL

How to lead the tutorial.

- 1. Ask each student in turn to tell their story giving their profile of Mrs X. Encourage the rest of the group to listen, showing empathy and understanding. Some students may remember distressing personal experiences. Be ready to support them.*
- 2. Discuss each story and profile respectfully. Try to give students credit for some part they have done well. Remember how important it is to provide encouragement.*
- 3. Discuss what would help to promote safe motherhood in the community.*

Note: Students should keep their cards from the learning game for use in the next session.

SUMMARY AND FOLLOW-UP

Write down the following questions on the blackboard.

- 1. Which of the problems shown in the stories/drama could have been prevented by community-based midwifery care?*
- 2. What actions are needed to ensure that safe motherhood is possible in _____ community?*

Actions depend on decisions. For example, decisions may include:

- “We must speak with community leaders in _____ about setting up maternity waiting homes/family planning/antenatal clinics, etc.”*

- *“We must discuss with elderly women in _____ community how the diet of pregnant women can be improved, and how they can be relieved of heavy physical work during pregnancy, and in the postpartum period.”*
- *“We must approach the hospital management to discuss how we can provide screening tests/agree upon a referral system for high risk cases from _____ community, etc.”.*

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THE PLACE AND VALUE OF WOMEN
