

POOLS COUPON*

– learning by gaming

The aim of the 'Pools Coupon' exercise is to communicate knowledge, for example on recommendations or the effects of exercise and keeping fit or food in a different, fun way, which also gets participants moving. All kinds of knowledge can be inserted in a pools coupon. The exercise focuses on what participants know. More knowledge is communicated when the health care professional gives more details of the right answer. A pools coupon can therefore also be used to refresh information already given. Participants' answers give the educator a sense of what they know about specific areas.



Minimum 30 minutes



A pools coupon for every participant and writing implements

Good floor space

Three markers (cones, chairs, etc.) for the three categories and three sheets marked 1, X and 2, for fixing to the markers. The markers are placed on the floor well away from each other



Individual group



It is important for educators to be prepared to use their professional knowledge in giving answers

There is a "Pools coupon" on food and one on exercise and keeping fit

Educators can make new coupons themselves on the basis of what they have been communicating

* Source: Karin Lykke Iversen; Jeanette Ryan Elbek

STEP BY STEP

1. The educator introduces the aim of the exercise: To use a game to communicate or refresh knowledge.
2. Participants each get a 'Pools coupon'.
3. The educator might possibly say that participants should get up and take the floor. She might say: "This is a pools coupon which deals with what you know about xxx. It is about trying to guess the right answer. When you have answered, move to the marker that shows the option you are going for. The three markers have the same categories as coupons - 1, X and 2".
4. The educator stands in the middle of the floor and reads the first question on the pools coupon aloud. She reads the three options aloud and by moving from marker to marker, shows where individual answers belong.
5. Now it is the participants turn to 'vote with their feet' by moving to the marker they think matches the question category. They justify their choice and discuss things with each other. If they wish, they can mark their answer on the coupon.
6. The educator gives the right answer to the question by going to the right marker. The educator then reads the question and the right answer and gives more details. Participants mark the coupon to show they had given the right or wrong answer.
7. Point 2-4 is then repeated for the other questions on the coupon.
8. Participants are asked whether they have any other questions.
9. If participants so wish, the educator can round off by declaring a winner.