

# Hope Beyond Hype

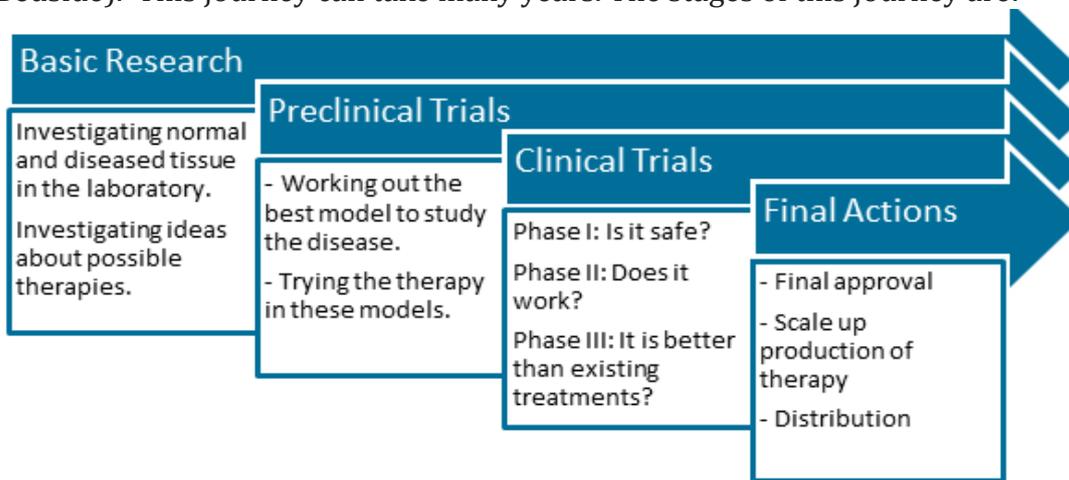
Card games to use with the Hope Beyond Hype comic

## Overview

The following card games can be used to explore the ideas and the characters in the Hope Beyond Hype comic more deeply. Each activity takes about 15 minutes and uses the 'cards' at the end of this document. Select the card game that most meets your needs or use a combination of them. These games are intended to generate free flowing discussion and as such don't always have set right answers. The person running the session should view themselves as a facilitator.

## Key Messages

1. It is long journey from basic stem cell research to a reliable stem cell therapy (Bench to Bedside). This journey can take many years. The stages of this journey are:



More background information about stem cells and clinical trials can be found at: <http://www.eurostemcell.org/clinical-trials>.

2. Many people are closely involved and interested in the process (scientists, clinicians, policy-makers, patients, carers, patient support groups, journalists, biotechnology companies, regulators, ethicists and funders of research). These people are termed stakeholders, they have different roles and are called 'characters' in these activities.

3. These characters are involved at different parts of the pathway. Many people think patients are only involved in the later stages of the pathway, but in an ideal world they would be involved right from the beginning.

4. The characters each have different issues to consider and these differing priorities can sometimes slow the process down or make it more complex.

5. The characters must work together to get a treatment into the clinic.



## The Games

Time: 15 - 20 minutes each

Target Age: 14+ years



### Game 1 - Identifying characters

1. Give the group a selection of the 'character' cards (green cards) that do not have any text on them.
2. Invite the group to write on the card, either on a sticker or with a washable pen, the names of all the different types of people who play a role in the development of a therapy from beginning to end.
3. Compare the answers amongst groups and collate a complete list of 'interested people'.
4. Clarify that everyone knows what each of the 'characters' do.

### Game 2 - Exploring the issues

1. Place the 'issues' cards on the table.
2. Invite the group to rank these issues from most important to least important. It might be helpful to use a 'Diamond Nine' approach to do this.
3. Review their choices.

#### **Example review questions:**

What did the group decide was the most important consideration and why?

What did the group decided was the least important consideration and why?

Might different considerations be important at different parts of the process?

## Game 3 - Discussing who is involved where

1. Give each of the groups a piece of flipchart paper and invite them to draw the 'Bench to Bedside' pathway on it. Each of the stages should be labelled.
2. As a group they must discuss where each of the 'characters' are involved. They might want to put someone in more than one place.
3. Review and comment on their answers. Why have they put particular people in a particular place?
4. Now hand out the 'issues' cards.
5. The students should consider each of the 'issues' cards in turn and match them up with the 'character' who is most concerned with that 'issue'. They might have some characters that are concerned with more than one 'issue' and others might have no responsibilities.
6. Review each group's work.

### **Example review questions:**

Is it the case that one person must take responsibility for one issue or it is the job of several people? Who should take overall responsibility?

Does any one person have to consider everything?

What other 'issues' would you add that aren't on a card?

How do the different priorities of different people affect the 'Bench to Bedside' process.

## Game 4 - Creating a relationship network

1. Give each group a complete set of 'character' cards and a stack of pipe cleaners
2. Invite the group to select the person they are going to put in the middle of the table. This is the person who they think is the most important person in the process.
3. Each person then takes turns to select a character. They place them on the table and use the pipe cleaners to indicate who that person must work and interact with. For example, the scientist must work with the funders and clinicians (and others). As more people are selected the picture gets more complicated.
4. The group should build up the picture with the ethos of "this is how I/we think it is" not how it should be in an ideal world.
5. Once all the people have been placed on the table and linked with the other people, take some time to consider the network.

### **Example review questions:**

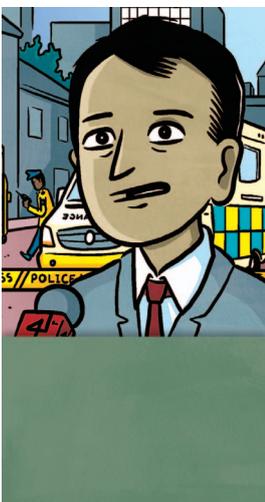
Is the person who you placed first still in the centre of the network or are they off to one side? What might this mean?

You have built up a picture of how it should work in an ideal world, how might it be different in real-life?

In the relationship network how close are the patients to, for example, the scientists, the funders, the biotechnology companies, the regulators?

What might this mean for patients?

# Character Cards - without names



## Character Cards - with names



BIOTECHNOLOGY COMPANIES



CARERS



FUNDERS



PATIENT SUPPORT GROUPS



RESEARCH NURSES



SCIENTISTS



ETHICIST



REGULATORS



JOURNALISTS



PATIENTS



POLICY MAKERS



CLINICIANS

