

# Peanut Butter and Jelly

More Game Resources: [CQII.org](https://www.cqii.org)

Fun Scale ● ● ● ● ○

Ease of Play Online ● ● ● ● ●

Connection to QI ● ● ● ○ ○

**Type of Game:** A demonstration with everyone participating that teaches proper documentation of process steps

**How Long:** 10-25 minutes

## Learning Objectives

- Show the importance of clearly documenting process steps
- Understand that systems and processes only work as well as they are designed, since a process is a series of steps that turns an input into an output
- Appreciate the importance of error-proofing design and clear documentation of process steps
- Learn about working together as a team

## Suggested Audiences

Staff, QI team members, people with HIV, and anyone else who will be involved in creating a new process or altering an existing process

## History and More Information

Information about this game comes from Qualis Health, the QIO for Washington State, and its Performance Improvement Support Center. This game was previously described in the NQC Game Guide (Interactive Exercises for Trainers to Teach Quality Improvement in HIV

Care) developed by the New York Department of Health in August 2006 ([CQII.org](https://www.cqii.org)). CQII has incorporated this game in its advanced QI training program: Training of Consumers on Quality (TCQPlus).

## Materials

For this game, you will need:

- Ingredients for a peanut butter and jelly sandwich: bread, peanut butter, jelly, and a knife
- A pad of paper and writing utensils for each team to record their action steps
- CQII instructional slides and additional resources ([targethiv.org/virtual-game-guide](https://targethiv.org/virtual-game-guide))
- Zoom account (or other video conferencing platform) with breakout room access
- Access to a computer and/or handheld mobile device, and internet connection

## Preparation

To prepare for this session:

- Familiarize yourself with the session’s structure and content:
  - Read through the game instructions and key teaching points in its entirety
  - Practice the game itself and presenting the key teaching points
- Prepare the necessary materials

“A system is defined as a collection of interdependent elements that interact to achieve a common purpose.” It is the interaction of systems that makes them tricky to manage — something that affects one part of a system may have an unforeseen impact later on another part of the system. In thinking about making improvement, we have to understand that each system is perfectly set up to achieve the results it gets. If we want to change the results, we need to change the system. A system is a group of processes with a common aim. A patient visit is a process. Treating HIV is a system.

The purpose of this game is to teach the link between design and results, and to stress that decisions that make sense when taken in isolation (like how to put peanut butter and jelly on bread) can have an unexpected impact on the result.

As you play your role, stick strictly to the instructions as given, and “play up” the result. Participants will quickly grasp the relationship between clear documentation of the process and the resulting sandwich, but participants may need help from you to make the link to thinking about health care systems.

## Playing the Game

### *Welcome and Introductions*

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

### *Agenda*

Provide a brief description of the game’s primary components:

1. Introduction to the game and background
2. Playing the to the Peanut Butter Jelly game
3. Debrief and discussion on what the game shows and how its lessons can be applied to HIV care
4. Feedback and close

### *The Game*

**Step 1:** Provide a brief introduction of the game to participants, including the instructions and rules to play

**Step 2:** Divide participants into small groups; aim for 3 to 4 groups

**Step 3:** Tell each group to write down the step-by-step process for making a peanut butter and jelly sandwich

**Step 4:** Send the groups into Zoom breakout rooms for 7-8 minutes and ask them to document the steps

**Step 5:** Reconvene as one large group in the main Zoom room; ask one group to volunteer to read out their instructions as written to make a peanut butter and jelly sandwich

**Step 6:** While listening to the first group, demonstrate each set of instructions for making the sandwich. Follow these instructions exactly as written — for example, if the instructions don’t tell you to take the peanut butter out of the jar, don’t take it out of the jar and place the jar on the sandwich.

**Step 7:** If time permits, try multiple groups or allow for another round to change the instructions

## Debrief and Discussion

- Ask the group to describe what happened:
  - Aim for comments that the instructions assumed people would know to do certain things, even if they were not stated
  - Ask if this situation ever occurs in their organization and ask for feedback on your role as a sandwich-maker: Did you follow directions? Did your result reflect what the instructions contained?
  - Aim to get participants to see that the results perfectly matched the instructions.
  - What therefore needed to be changed, to achieve the expected result? The underlying way of doing work — the core instructions for making the sandwich.
- Discuss the application of what they have learned to their own HIV program: What is the link between the current design of their HIV care system and the results it achieves? What about existing process instructions? Are they clear and well understood? Have they made improvements that have had unforeseen consequences? How have they handled these? What might they do differently?
  - This can be a place to bring up the concept of PDSA cycles: testing changes on a small scale can reveal these problems early

## Feedback and Close

- Ask your audience for feedback on whether this session met its objectives; take note of their responses and keep it for your use in the future
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed
- Thank your audience and congratulate them on their hard work and success