

Introduction

For each of these activities you will need to choose the words and abbreviations you want to practise with your class. You'll also need to copy the words and abbreviations and cut up into individual cards. Some of the activities require more than one copy, please see individual instructions.

Definitions

Give out all word and abbreviation cards that you have chosen to use and ask the students to write the definition on the back. Collect and shuffle the cards. Divide the group into two teams and deal out the cards to the teams. Keep one card to use as an example of a definition to demonstrate how the game works.

The teams take turns to read out a word and ask the other team to give a definition. If it is correct, the team who gave the definition get a point. If not, the team who asked get a point. Keep score of the points and act as referee making sure the definitions are accurate. Continue to play until all the cards are used up. You could reshuffle the cards, deal out them out again and repeat the activity.

You could also play it in reverse by giving definitions and asking for words.

Get it right

This is the same as *Definitions* except that the teacher asks the questions.

Prepare the words and abbreviations cards that you would like the students to revise. Divide the class into two teams and ask each team to give themselves a name and to decide which team member is going to play first. Shuffle the cards and put them in a pile in front of you. Take a card from the pile and ask the first person in Team (A) to define it / give the full version of an abbreviation. If the player gets it right, mark up one point for the team. If they don't, you can throw it over to the other team for a bonus point (you can decide whether this is a whole point, or just a half point). Next, ask team (B) and continue until all the cards have been used.

Make a sentence

This activity is similar to *Definitions* except that a sentence is required instead of a definition. Divide the group into two teams and deal out the cards to each team. Keep one card to use as an example to demonstrate how the game works.

The teams take turns to read out a word and ask the other team to make a sentence that uses the word or abbreviation on the card correctly. If it is correct, the team who made the sentence get a point. If not, the team who asked get a point. The teacher can be the judge of the correct sentences, if there is any dispute.

Categories

For this activity you will need to select a number of units where the words and abbreviations fall into clearly defined categories. For example,

respiratory problems + wound care + diabetes

Before the lesson, make enough copies of the units that you want to focus on for each group to have a set. Shuffle all the cards for each group together and put into an envelope.

Introduction

Divide the class into small groups. Get each group to sit at a separate table so that they have space to spread out the cards. Give an envelope of cards to each group. Explain that the aim is to sort the words and definitions into categories in the areas of nursing that they are connected with. You can list the categories on the board, or, to make it more challenging, leave this for the students to work out. You could set a time limit for the activity with the winner being the first to sort out all, or most of, their cards correctly. To check the words and categories, you can either elicit the answers and put them on the board or ask the groups to swap tables and check each others' work.

Word circle

Prepare the words and abbreviations cards that you would like the students to revise. Ask the students to sit in a circle and choose a person to start (Student A). Student A takes a card and shows the word/abbreviation to their neighbour (Student B) and asks *What does ... mean?* If Student B answers correctly, (the teacher can confirm this) then Student B takes a new card and asks their neighbour (Student C) *What does ... mean?* Continue until there is an incorrect answer, or a student can't answer. The teacher counts how many cards were defined correctly and records the score. Try the activity again in the next session and see if the class can beat their previous score. If the class lack confidence, be encouraging, you don't have to mention numbers, just say *That's great, you did a lot of cards today, you're starting to learn the words.*

Memory game

Prepare two copies of the set of words you have chosen to use. Place the card face down on the table and play *Pairs*. The students take turn to choose two cards and turn them over, saying what is on each one. If they are a pair, they take them and the next student has a go. If not, they turn the cards back over and move on to the next student.

Team gap fill

This is a gap fill activity using pre-prepared sentences, the word/abbreviation cards and Blu-tak. Prepare gapped sentences for each word/abbreviation and put these on the board. Place the words face down in a pile. Ask a student to take a card and put it into a sentence on the board using Blu-tak. Ask another student to read out the sentence. Ask the group whether this is correct. If it is, the next student takes a card, if not, the word/abbreviation goes back at the bottom of the pile of cards and the next student takes a turn.

You could also do this as a listening activity, either team or individual. For the team version, you'll need to make identical sets of cards for each team. Each member of the team takes a card. For the individual version, you'll need one set of cards. Deal out the word cards so that each student has at least one. Read out the sentences, with a pause for the missing word. The student with the missing word card holds it up. If you're playing in teams, it's the first team to hold up the correct word. For the individual version, it's the student who holds up the correct card.

UNIT 1 Patient admissions

BP	P	qds	MI	GTN
SHO	4°	c/o	sl	O ₂
ECG	ADLs	obs.	Pt	

UNIT 2 Respiratory problems

inspiration	inspiratory rate	respirations	respiratory rate	expiration
expiratory rate	URTI	SOB	RR	CXR
p/f	Pt ed.	apnoea	bradypnoea	eupnoea
tachypnoea	dyspnoea			

UNIT 3 Wound care

CNS	PVD	Doppler	bugs	spike a temperature
IV ABs	VAC	necrosis	eschar	desiccation
inflammation	swab	slough	debridement	cellulitis
well vascularised	viable	necrotic tissue	high bacterial load	exudate
maceration	chronic	skin graft	granulated	sloughy
macerated	inflamed	serous	haemoserous	purulent
odour	NAD	antimicrobial	hydrating	intact wound

UNIT 4 Diabetes care

pancreas	diabetes	diabetic	BSL	hypoglycaemic agent
glycosuria	ketones	DKA	insulin	hypoglycaemia

UNIT 5 Medical specimens

urinalysis	urine	urinal	bed pan	renal
pH	proteinuria	haematuria	specimen	oedema
anuria	nephrons	oliguria	pathology	microbiology
microbes	microscopy	leucocytes	erythrocytes	bacteria
culture	sensitive			

UNIT 6 Medications

tab.	cap.	mg	mcg	po
sc	IM	mane	nocte	

UNIT 7**Intravenous infusions**

cannula	IV fluids	IVC	K	N/S
KCl	nosocomial	phlebitis	infiltration	Staph
IV giving set	erythema	aseptic technique	positional	

UNIT 8 Pre-operative patient assessment

thrombus	anti-embolic	DVT	anticoagulant	coagulation
gall-bladder	laparoscope	anaesthetic	PCA	overdose
lock-out time	venodilation	embolus	embolism	venous stasis
warfarin	pulmonary embolism	INR	subcutaneous	heparin

UNIT 9**Post-operative patient assessment**

RTA	GCS	neuro obs.	SaO ₂	prn
nociceptor	cutaneous	visceral	incision	localised pain
referred pain	pain threshold	pain tolerance	NSAIDs	opioids
endorphins	anti-pyretic	background drug	multimodal	breakthrough dose

UNIT 10 Discharge planning

hemisphere	carotid artery	Circle of Willis	ischaemia	CVA
ischaemic stroke	haemorrhagic stroke	hemiparesis	hemiplegia	hemianopia
aphasia	dysphasia	dysphagia	dysarthria	emotional lability
mechanical transferring aids	parenteral	continent	commode	defecation
incontinent	urination			