

The Health Science classroom is the BEST place for high school students to explore the opportunities available in the health professions. Make it fun and rewarding! What they learn in your classroom today they will use for a lifetime, personally and professionally.

NEW YEAR'S NEW GAMES

For Health Science Education

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NEW YEAR'S NEW GAMES: For Health Science Education

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INTRODUCTION

Learning Games started as a labor of love. After 32 years of teaching, curriculum development, workshops and HOSA, it felt like a good time to start giving back.

When I began teaching in 1981, resources for Health Science (or back then, Health Occupations) teachers were nonexistent. Come to think of it – my teaching area was practically an unknown. I spent years trying to explain to friends and family exactly what I was teaching.

Times have changed, and Health Science teachers are in most of the schools across the country. You make a difference for every student who dreams of being a doctor and is unaware of the wide variety of opportunities available to them in health care. For those who actually do become “a doctor”- you helped make that dream a reality as well.

Why *Learning Games*?

One of the most successful tools I had when I began teaching was HOSA. HOSA competitive events are effective classroom activities. There was something about the motivation and engagement of a HOSA event that encouraged students to step up and learn, and inspired me to study the relationship between active learning and student achievement.

Active Learning and Neuroscience

You don't need to be a neuroscientist to know that students who are sleeping, daydreaming, or texting are not learning. In order to learn, they need to be engaged. In order to remember, they need to make neural associations.

Learning Games promotes active learning and teamwork. The goal of a *Learning Game* is to apply course content in an active format so that it is learned AND converted by the hippocampus to long term memory. The engagement and excitement of playing a game influences memory directly, at the cellular level, by improving the brain's ability to log in and process new information.

When should you use a *Learning Game*?

Learning Games are not designed to replace good classroom instruction. The best use of a *Learning Game* is to APPLY course content. Our favorite uses include:

- Five minutes at the start of class as a review of yesterday's lesson
- The last 5-10 minutes of class to reinforce today's lesson
- As a review activity before a test

We hope you find this free 2015 New Year's gift to be fun and useful. We look forward to serving the instructional needs of Health Science teachers now, and in the future. Visit us on Facebook at <https://www.facebook.com/creativedservices> or at www.HeadsUpTeaching.com, and let us know how we can be helpful.

Make 2015 your best year ever!

Kim

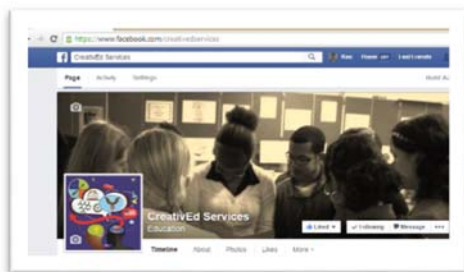


If you previously purchased any of our products – **THANK YOU!** You are making it possible for us to continue to develop new instructional tools for teachers. We invite you to go to www.amazon.com and search “CreativEd Services” to add a customer review.

We currently provide two books and four bingo games for Health Science teachers. They can be purchased from Amazon.com or www.creativedservices.com

We have an educational blog!

HEADS UP TEACHING is a place where we can talk with teachers and share ideas. The focus of *Heads Up Teaching* is on creative instruction and active learning. Our hope is that teachers from all content areas will come to *Heads Up Teaching* to share their best practices and instructional insights with others. At the same time, we will be sharing research, resources, and new ideas with you.




YOU CAN LIKE US ON FACEBOOK AT
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If you wish to receive the games in this special e-book via email in Word to enable you to modify the contents, please send us a request via email (creatived@cfl.rr.com) and we will be happy to forward those pages as an email attachment in Word.



ALPHABET CHALLENGE

Application	<ul style="list-style-type: none"> • Review of any unit before a test.
Description  <p>10 mins</p>	<ol style="list-style-type: none"> 1. Divide the class into 2-4 teams. 2. The teacher will have a set of index cards with one letter per card from A to Z. 3. Starting with the first team, one team member should stand. The teacher will randomly shuffle the cards, select a card, and show it to the class. 4. The standing student will have 15 seconds to name a term from the unit being reviewed that begins with that letter, and then define or explain the word. 5. One point is awarded for a correct term, and another point for a correct definition/explanation. 6. The teacher serves in the role of judge by scoring the accuracy of each students' answer and announcing the points. 7. Play proceeds to a student from the next team, and so on. If the letter cards are returned to the deck and a letter is repeated, a different term from the unit must be selected by the student.
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher-prepared index cards from A to Z <input type="checkbox"/> Scorekeeper and Timekeeper
Notes	<ul style="list-style-type: none"> • This game can move very quickly and can be played for as short or long an amount of time as you like. • Before the game begins, the teacher can choose to remove any letters that he/she believes would not work for that unit. • Optional: have students walk to the front of the room and draw a letter. • Students will get a little creative with this game. For example, drawing the letter "A" when reviewing health careers, the student might say "anesthetist" and then explain the job of a nurse anesthetist. The teacher will be the final judge on how much flexibility/creativity to allow in this game. • Alternative play – Have one member from each team stand before the letter is drawn. After the first team member names and defines a term, give the standing member from the next team an opportunity to name and define another term with that same letter for double the points.

FAST FIVE

<p>Application</p>	<ul style="list-style-type: none"> • Review game for previous day's lesson. • Review the day before a test. • Sample questions provided for Health Care Systems.
<p>Description</p> 	<ol style="list-style-type: none"> 1. Start by dividing the class into 4 teams. 2. For Round One, send two members of teams B, C and D out of the room. The two team members from Team A will stay in the room and will go first. 3. Either the teacher can determine the pairing, or the teams can choose. One team member will describe the term by giving a definition, example, etc., while the other team member will guess the term. 4. RULES <ul style="list-style-type: none"> • The teacher will give the clue-giver the list of terms for that round, and announce "Get ready...go!" and will start the stopwatch. • The clue giver will define or describe the term WITHOUT using any parts of the word in the term he/she is describing. • The guesser can give as many answers as necessary. As soon as the guesser says the right term, the teacher will announce correct and the clue giver will begin giving clues to the next term. • As soon as the guesser has a chance to answer all five terms, the teacher will stop time and write the Team One time on the board. • All four teams will each have a turn with the same five terms, and points will be awarded as follows: 5 points for the team with the shortest total time, 3 points for the next fastest team, and 1 point for the 3rd place team. • If a clue giver does not know the term, he/she can say "pass" and move to the next term. A 20-second penalty will be assessed. • If the clue giver violates a rule (such as saying a part of the answer) a 20-second penalty will be assessed. • If the guesser does not know what term is being described, he/she can say "pass" and move to the next term. A 20-second penalty will be assessed. 5. The teacher is the final judge for the correctness of answers and game rule enforcement. 6. If desired, a student can serve as the timekeeper and/or scorekeeper. 7. For Round Two, two different students from each team should give the clues and guess the term. 8. Play continues until all questions have been asked or time is called.

Fast Five (continued)

Materials	<ul style="list-style-type: none"><input type="checkbox"/> Lists of 5 questions<input type="checkbox"/> Stopwatch<input type="checkbox"/> Dry erase board or flip chart for keeping score
Notes	<ul style="list-style-type: none">• You may provide a reward for the winning team.• Have the two team members who are giving the clues and guessing the term stand in the front of the room, facing the teacher and not the team members in the audience. This is to prevent audience members from helping their teammates.• This game provides good content review for students who are sitting and watching the game.• You may not have time for every member of every team to be a clue-giver or guesser. That's OK. There are times when a teacher decides to take the pressure off selected students for good reason.• An option would be to have students who are watching a round and not giving the clues or guessing write down the terms as they are guessed in an effort to keep them engaged in the game and as a content review.








HEALTH CARE SYSTEMS

Round One	Medicaid	clinics	Preferred provider organization (OR PPO)	Food and Drug Admin. (OR FDA)	Patient Protection and Affordable Care Act
Round Two	HIPAA	Mental health facility	Medicare	hospice	Occupational Safety and Health Admin. (OR OSHA)
Round Three	World Health Organization	Dental office	CDC	Home health care	Medigap
Round Four	Health departments	TRICARE	hospitals	HIMOs	Rehabilitation facility

IN 20 SECONDS

Application	<ul style="list-style-type: none"> This activity works well as a review at the beginning of class.
Description 	<ol style="list-style-type: none"> 1. Divide the class into teams with an equal number of players on each team. 2. Ask students to get out a blank sheet of paper. (Or scratch paper.) 3. Ask a teacher prepared question from the prior day's learning in which there are multiple correct answers. <div style="display: flex; align-items: center; justify-content: center; margin: 20px 0;">  <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; background-color: #4a90e2; color: white; margin-left: 10px;"> <p style="text-align: center; margin: 0;">In 20 seconds, list as many muscles as you can that begin with the letter T.</p> </div> </div> <ol style="list-style-type: none"> 4. When time is called, share the possible correct answers and have each student score their own responses. 5. Have all team members add up their scores, and announce the winning team.
Materials	<input type="checkbox"/> One question for which there are multiple correct answers.
Notes	<ul style="list-style-type: none"> This may be the fastest and easiest review game of all. It requires students to search their brains for information they learned the day before. While the goal is to remember specific items of previous learning, the brain will actually need to process everything it can remember in order to find the information it is looking for. For example, if you previously studied diseases and disorders of the skin, and you ask students to “write down all skin eruptions or lesions that end in “le”, their brains will still need to go through the entire list of skin lesions in their heads to pick out the right ones. The reason for limiting the number of correct answers (muscles that begin with the letter T rather than all the muscles) is because they only have 20 seconds, which is not enough time to write down more than 5 or 6 responses. AND, you want to be able to score the game quickly so that you can move on to the day's lesson. An important part of this game is that every student counts. While they may be writing down their responses as individuals, the scores are added together to determine the winning team. This challenge is easily adapted to all content areas.

ON A SCALE OF 1 TO 10

Application	<ul style="list-style-type: none"> • Review of instruction. Works well before a test. • Sample questions from “Listening Skills” are provided.
Description 	<ol style="list-style-type: none"> 1. Before the game, make a list of questions from the lesson content to be reviewed. Each question should be something that was discussed in class with the teacher AND for which students can rank the importance on a scale of 1 to 10. 2. Print numbers from 1 through 10 on card stock and post them on the walls around the room. 3. Create teams. This game works well in boy vs. girl teams if there is a fairly equal balance in the classroom. Another option is to divide the class down the center of the room and call them the “right” team vs. the “left” team. 4. Begin by reading the first question and asking students to guess what you (their teacher) thinks about the issue posed in the question on a scale of 1 (strongly disagree) to 10 (strongly agree.) 5. Students are then to go stand under the sign that they think accurately reflects the level of importance that the teacher attributed to the content in the question. 6. Every student standing under the correct number earns two points for his/her team. Students who are one number higher or lower earn one point. 7. Ask any number of questions. The winning team is the team with the most points when the game ends.
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Numbers from 1 through 10 placed on the walls around the room. <input type="checkbox"/> List of questions
Notes	<ul style="list-style-type: none"> • Debrief each question – You may explain why you gave it the importance score that you did in order to help improve student understanding. Allow students to argue, and use facts to support their arguments. • A “game” element exists because students are trying to earn points for their team. • The teacher may have a set up index cards in front of him/her and can hold up his/her number after each question. • This game encourages active involvement by students because they need to get up and move around the room.



On a Scale of 1 to 10


LISTENING SKILLS

Note to the teacher: This content (listening skills) lends itself to a variation. We recommend playing the game as an introduction to the topic with the following steps:


- Write your position number BEFORE you begin asking questions.
- This game has two parts. First, read the statement (listening behavior) and ask students to stand under the sign that represents their usual listening behavior when communicating with a parent/guardian, using a range of 10 (always) to 1 (never).
- Next, ask students to move to the number, on a scale of 10 (extremely important) to 1 (not important) that they think you chose when rating the importance of that specific listening skill when providing health care.
- After all students have decided, share your number.
- If you want to keep score, award 2 points for getting it right, and 1 point for being one number higher or lower.
- Discussion: Students should be able to compare their “parent” behavior to the desired listening behavior. (Which should be both funny and insightful.) As each listening skill is presented, call on a student to explain why that behavior would be important.

Teacher's Number	What is your usual listening behavior for each of the following statements? AND THEN, what should it be when providing health care services?
	1. Maintain eye contact with the speaker.
	2. Avoid interrupting the speaker.
	3. Avoid thinking about how you are going to respond.
	4. Ask for clarification if you don't understand something.
	5. Reflect statements back to the speaker. (Repeat what the speaker just said in the form of a question.)
	6. Focus on the speaker's facial expression and body language.
	7. Move the conversation to a quiet/private area to minimize distractions.
	8. Turn off your cell phone.
	9. Position yourself at eye-level with the speaker.
	10. Maintain a positive, friendly attitude.

ONE MINUTE DRILL

Application	<ul style="list-style-type: none"> • Team test review strategy. Can be used before any test.
Description 	<ol style="list-style-type: none"> 1. PREPARATION - On the day before a test, assign students to teams of 4 or 5. IF POSSIBLE, use the scores on the previous test to create teams that all have a similar average. 2. Explain that on tomorrow’s test, in addition to the individual grade they earn on the test, the test score from all team members will be averaged and the highest scoring team will earn a reward, AND... 3. Explain that each team member will have one minute before the test to share, discuss and explain concepts that he/she believes will be included on the test – WITHOUT using any notes or written materials. (Each team member can only talk about information in his/her head.) 4. TEST DAY – Get out your stopwatch. Allow teams to huddle. On your signal, the first team member has one minute to talk about whatever he/she wishes to talk about that might be on the test. 5. Call “time” at one minute, and then the next team member can talk for one minute, and so on. 6. Then have students take the test, and reward the team with the highest average.
Materials	<input type="checkbox"/> Teams assigned by the teacher.
Notes	<ul style="list-style-type: none"> • This activity gives the teacher a chance to evaluate if students are motivated to “study” when subjected to peer pressure. Did the class test average improve when they played the one minute drill? • Team formation is very important. The ability of each team should be balanced so that each team member feels like he/she can win. • The explanation by the teacher is critical to the success of this game. Students need to understand that they will have one minute to share key concepts from the unit being tested. The hope is that students will study and prepare for their one minute review, which will in turn improve learning and recall of important content by all team members. • Ideally, ALL students will prepare for the one minute drill or they will let down the other members of their team.

PASS THE WHY

Application	<ul style="list-style-type: none"> • This game works well with a variety of topics. • An example for Professional Qualities/Teamwork is provided.
Description 	<ol style="list-style-type: none"> 1. The night before the game, tell students the content they need to know to be successful in playing the game. 2. Write some important facts from the unit on separate 3x5 cards. 3. Divide the class into 2 teams with an even number of team members. If you have an odd member or two, the extra student(s) may act as a scorekeeper. 4. The teacher hands a card to the member of the first team. That team member has 30 seconds to explain “why” that fact is true. 5. If the answer is acceptable (judged by the teacher) the student passes the card to the next person on his her team, and that person must explain why the previous team member’s answer was correct. 6. Play continues until a team member is stumped or does not have a successful explanation of “why.” Then the number of successful answers is added up and becomes the team’s score for that round. 7. A different card (fact) is given to a member of the opposing team, and the process is repeated and their score is totaled. 8. Teams go back and forth, passing the why, until time is called.
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Cards with broad statements or facts from the unit. <input type="checkbox"/> White board or flip chart for keeping score.
Notes	<ul style="list-style-type: none"> • This game really causes students to think. • The teacher needs to be the judge for which “why” explanations are substantive and which are too much of a stretch. • Thinking about and understanding “why” helps strengthen the neural connection for that information in the brain, improving retention and recall.



Pass the Why

PROFESSIONAL QUALITIES

Here is an example from the study of personal and professional qualities of a health care worker.

It is important for health care workers to function effectively as a member of a team.

Why?

Because teamwork improves patient care.



Why?

Because when everyone works together and does their part while caring for the patient, then nothing is missed.



Why?

Because communication is improved when people work with each other so that each person knows what the other team members are doing.



Why?

Because that's the only way to know if the goals for the patient's care are being met.




Why?

Because...it just is.



Team Score for this Round = 4 points

SORT IT OUT

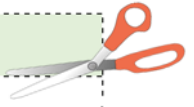
Application	<ul style="list-style-type: none"> • This activity works well for a unit review or as a semester or end-of-year review. • A sample is given for a unit of study on cultural diversity.
Description 	<ol style="list-style-type: none"> 1. Divide the class into 3 - 6 teams. You will need one set of game pieces for each team. 2. Explain to the class that each envelope includes slips of paper that include a term, a definition, an explanation, and an example for different aspects of cultural diversity. They are to place the slips of paper in a row with the term first, then the definition, then the explanation and finally the example. 3. As an added challenge, you may put four blank slips of paper in the envelope and have the teams choose a term from the unit being reviewed and then figure out the “definition, explanation and an example” for the term they select. 4. When the game begins, the teacher (or a timekeeper) should use a stopwatch to time the activity. When a team completes the task, have them raise their hands and the timekeeper should write down their time. 5. Once all teams have finished, check to see if the team who finished first correctly sorted it out.
Materials	<input type="checkbox"/> One envelope per team with slips of paper that include the term, definition, explanation and example.
Notes	<ul style="list-style-type: none"> • This challenge is easily adapted to a wide variety of content. • The <i>DHO</i> textbook (Simmers) includes charts that can be copied and adapted for this game. See Table 9-1 Health Care Beliefs and Table 9-2, Major Religious Beliefs, as well as 11-2 Vitamins and 11-3 Minerals.




Sort it Out

SAMPLE: CULTURAL DIVERSITY

Term	Definition	Explanation	Example
Culture	Beliefs, symbols, behaviors, and customs unique to a group of people and passed to the next generation.	It is learned, shared, social in nature, dynamic, and constantly changing.	Preference for spicy food, matriarchal family, comfortable standing very close
Ethnicity	Classification based on national origin.	Members share common heritage, geographic location and language.	African American, Asian American, Hispanic American, Middle Eastern American, Native American
Race	Classification based on physical or biological characteristics.	Color of skin, hair and eyes, facial features or bone structure.	There are white and black Hispanics, white and black Africans and Caribbeans
Cultural assimilation	Absorption of many cultures into the dominant culture.	United States used to be a melting pot, now it is more of a salad bowl.	Second generation of Chinese immigrant parents wears blue jeans, speaks English, and acts like an "American."
Ethnocentrism	The belief in the supremacy of one's own ethnic group.	May antagonize and alienate people from other cultures.	Rich people are superior to poor people.
Stereotyping	The belief that everyone in a particular group is the same.	Ignores individual characteristics and "labels" an individual.	You are very tall, therefore, you must enjoy playing basketball.



SPEED WRITING

Application	<ul style="list-style-type: none"> • Any content. • Sample questions are provided for Legal Responsibilities.
Description 	<ol style="list-style-type: none"> 1. This game provides a great deal of flexibility in how the game is played and scored. 2. The difference with this game, compared to most of the others, is that the responses are in writing instead of being verbal responses. 3. Our favorite format involves assigning teams and then putting desks in a circle. Another option is to go to a location in the school with tables. 4. One game (sheet of paper) is placed in front of one team member from each team, face down. When the teacher makes the announcement to begin, the timer (stopwatch) is started. 5. The first student turns the paper over and writes the correct word (answer) for one of the questions, and then passes the paper to the next person. 6. Each team member MUST answer a question, even if the answer is a guess. 7. As soon as all blanks have been filled, the team raises their hands and the timekeeper writes down the time. All teams are allowed to finish in this fashion. 8. Then the papers are exchanged and graded. All incorrect answers earn a 5-second penalty to be added to the total time. If the answer is correct but misspelled, the team gets a 2-second penalty. 9. Penalty points are added to the total time it took to complete the speed writing game, and the team with the shortest amount of time wins.
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Paper with speed writing questions <input type="checkbox"/> Stopwatch
Notes	<ul style="list-style-type: none"> • If you have more than one non-playing student (one who was absent a day or two before the game) you may assign one or two students to monitor the teams and be sure they follow the rules. • An option is to do this game in pairs, or as an individual game. • Be sure you encourage students to study the night before this game for optimal success.



Speed Writing

LEGAL RESPONSIBILITIES

Follow your teacher's instructions for playing this paper/pencil game.

Total Time _____

Question	Answer	Score
1.	What is a wrongful act that does not involve a contract?	
2.	A person who has this does not have the legal capacity to form a contract. For example, minors and individuals under the influence of drugs that alter their mental state have this.	
3.	Health care records are considered _____ communications.	
4.	The failure of a professional to use the degree of skill and learning commonly expected in that individual's profession, resulting in injury, loss or damage to the person receiving care is:	
5.	Restraining an individual's freedom without authorization.	
6.	Speaking harshly, swearing, shouting, or using inappropriate words to describe a person's race or nationality are all examples of what type of abuse?	
7.	The unlawful touching of another person without their consent is:	
8.	A former patient writes critical, untrue things about a physical therapist on Facebook, causing the therapist to be ridiculed in public and to lose clients. The former patient could be found guilty of:	
9.	A dentist clearly explains a procedure to a patient who is of sound mind and can understand the explanation. This is an example of:	
10.	A housekeeper in a long term care facility leaves a bucket of water in the middle of a patient's room. The patient who is visually impaired does not see the bucket, trips over it, and is injured. The housekeeper could be charged with:	
11.	A phlebotomist invites a patient to sit and extend her arm. The patient complies with the instructions. This is an example of _____ consent.	
12.	Sending information regarding a patient to a family member without the patient's permission is an example of:	



LEGAL RESPONSIBILITIES

Question	Answer	Score
1. What is a wrongful act that does not involve a contract?	tort	
2. A person who has this does not have the legal capacity to form a contract. For example, minors and individuals under the influence of drugs that alter their mental state have this.	Legal disability	
3. Health care records are considered _____ communications.	privileged	
4. The failure of a professional to use the degree of skill and learning commonly expected in that individual's profession, resulting in injury, loss or damage to the person receiving care is:	Malpractice.	
5. Restraining an individual's freedom without authorization.	False imprisonment	
6. Speaking harshly, swearing, shouting, or using inappropriate words to describe a person's race or nationality are all examples of what type of abuse?	Verbal abuse	
7. The unlawful touching of another person without their consent is:	Battery.	
8. A former patient writes critical, untrue things about a physical therapist on Facebook, causing the therapist to be ridiculed in public and to lose clients. The former patient could be found guilty of:	Libel (or defamation)	
9. A dentist clearly explains a procedure to a patient who is of sound mind and can understand the explanation. This is an example of:	Informed consent.	
10. A housekeeper in a long term care facility leaves a bucket of water in the middle of a patient's room. The patient who is visually impaired does not see the bucket, trips over it, and is injured. The housekeeper could be charged with:	Negligence.	
11. A phlebotomist invites a patient to sit and extend her arm. The patient complies with the instructions. This is an example of _____ consent.	implied	
12. Sending information regarding a patient to a family member without the patient's permission is an example of:	Invasion of privacy.	