

DYNAMIC LEARNING EXERCISE

INSTRUCTOR KEY

Making Sentences for Learning

This dynamic exercise is very simple, yet provides deep opportunities for review of trauma topics.

Put the terms below on index cards or post-it notes and have each student pick one. You can also have them work in pairs - sometimes the psychology is better. We've created a one-page document with all the terms in case you want students to work individually.

Instructions for students: Use your word or concept in a clinically appropriate sentence that tells something you learned in class about that word or concept.

The following example is included on the student instruction sheet which shows the detail you want them to give you.

Example: Amputation - You should never submerge an amputated part in water and you should never let the tissue freeze.

The Words:

| | |
|-------------------|---------------------------|
| Cushing's Triad - | Paraplegia - |
| Distal Pulses - | Tenderness to Palpation - |
| Deformity - | Left Upper Quadrant - |
| Unequal Pupils - | Hemothorax - |

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| | |
|--------------------------|-------------------------|
| JVD - | Diaphoresis - |
| Subdural Hematoma - | Crepitus - |
| Ligament - | Arterial Bleeding - |
| Mechanism of Injury - | Avulsion - |
| Partial Thickness Burn - | Subcutaneous Emphysema- |
| Diminished Lung Sounds - | Apex - |

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When the students provide their sentence, take that opportunity to add additional points about that word or concept. The words are chosen to cover much of the trauma module. By the time you have completed the list, you will have had a dynamic and thorough review of trauma.

You will find a couple of different types of responses. Some students will form simple sentences while others will make more of a paragraph or case study. The key is to harness the content and use it for review. Build on the student's concepts and highlight important points. Correct any misunderstandings as necessary.

You can always create your own words to add to these—or create words for different modules. This exercise is great for high school/dual credit classes because creating sentences models other areas of their study.

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Instructions: For each of the following words or concepts, create a detailed sentence using that word or concept that highlights something you learned in class.

Example: Amputation - You should never submerge an amputated part in water and you should never let the tissue freeze.

| | |
|---------------------|---------------------------|
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