

Unit 2 Working Environment

Lesson 2 – Organizing Resident's Unit

Goals:

- Identify and describe equipment and furniture found in a typical resident room
- Understand the descriptions of the kinds of bed
- Learn how to use the verbs needed to perform bed making
- Use correct prepositions of location
- Change simple present tense to present continuous tense to describe doing a process

Activities

1. Review

Use one or more of the following activities (see instructor notes for complete instructions) to review previous lesson's vocabulary and/or verb list.

- | | |
|-----------------------------------|---------------------------------|
| 1. Word Bingo (listening) | 2. Oral cloze exercise |
| 3. Word Bingo (definitions) | 4. I can/ I can't Verb Practice |
| 5. Blackboard Bingo (definitions) | 6. Verb tense practice |

2. Introduction to CNA topic – Organizing Resident's Unit

The potential nurse aide student should be familiar with the typical room of a resident being able to identify and discuss familiar items seen in a room. Bed making is part of CNA training and understanding some of the terminology used will assist the students in the learning process later on.

3. Vocabulary and verb lists

Discuss vocabulary and verbs for the lesson

- **Unit 2 Lesson 2 Vocabulary**
- **Unit 2 Lesson 2 Verb**
- **Unit 2 Lesson 2 My Vocabulary list**
-

4. Kinds of beds

An understanding of the types of beds is important when taking the nurse aide course. This handout provides a visual definition of these important terms.

- **Unit 2 Lesson 2 Kinds of beds**

5. Describing the resident's room

- **Unit 2 Lesson 2 Resident Room Discussion Picture**

Give each student a Resident room discussion picture discuss the items seen in the room and their placement. Introduce the use of prepositions: next to, on top of, beside, under, on, inside, etc. Have student describe where items are located.

6. Discussing the Differences

Have students pair up. Give Picture 1 to one person and Picture 2 to the other in the pair. Explain that they are not to let their partner see their picture. Explain that the pictures are of a resident room but there are differences in the two rooms. Students must ask questions about the pictures and items in the room to determine the differences between the two rooms

- **Unit 2 Lesson 2 Resident Room Picture 1**
- **Unit 2 Lesson 2 Resident Room Picture 2**

Some examples of differences are:

Head of bed is up on Picture 1 and down on Picture 2
Over bed table in Pic 2,
Water pitcher and glass in Pic 2
Bed rails are up in Pic 1, down in Pic 2
Wastebasket/ trashcan in pic 2
Both are occupied beds

7. Understanding the verbs and terminology needed for bed making

Read through the handout as a group activity locating important verbs that describe the bed making process. Clarify any language that is confusing. Be sure to stress that they do NOT have to learn HOW to make a bed using these directions. They are examples of how someone might teach them proper bed making techniques.

- **Unit 2 Lesson 2 Understanding Directions about How to Make a Bed**

Change the bed making directions into present continuous form and have students verbally describe bed making as if they are doing the process while speaking.

For example, instead of "gather your supplies" the student would say: "I am gathering the supplies. I'm putting these items close to the bed."