

- P21.** TOWNEND, RUTH, RORY THOMPSON, ISLA FAY and CECILIA BRASSETT, Human Anatomy Teaching Group, Department of PDN, Cambridge University, Cambridge, United Kingdom. **Designing anatomical activities to engage all ages.**

Public outreach is an important aspect in the promotion of anatomical understanding, however, appealing to a broad demographic can be challenging. Our group recently presented at the Cambridge Science Festival, an annual celebration of science for the general public, where we aimed to engage people across the entire age spectrum. This was achieved through the use of models and games, each of which highlighted a different aspect of the subject. While a visually striking 'Operation' style game was created to engage the youngest children, the objects used within the game were related to the etymology of anatomical words and hence would also be of interest to accompanying adults. For older children, a more realistic anatomical model was created: bones and viscera could be attached to this model in order to teach the location of major anatomical features. Finally, teenagers were introduced to basic neuroanatomy, and the concept of functional specialisation, by constructing paper hats showing the lobes of the brain and their functions. By providing a range of activities appropriate to each age group we received very positive verbal feedback, and we aim to provide a similarly diverse range of activities in subsequent years.

- P22.** PATEL, ARJUN, CRAIG JOHNSON, SURAJ KOHLI, DAISY RYAN, SARAH ALLSOP and LIZ GAZE, Centre for Applied Anatomy, University of Bristol, Bristol, United Kingdom. **Cranial nerve compendium: 'serious games' as an educational resource in the human dissection room.**

'Serious games' are increasingly utilised in medical education – a novel tactic primarily used to stimulate learning rather than task amusement. Returning to tactile gaming, where tangible pieces are employed, is increasingly prevalent in both popular culture and medical education. This drive underpinned our generation of a card-based game supporting teaching anatomy of the cranial nerves – curriculum content noted by students as trying. A card-game was created employing multiple categories relating to the cranial nerves: name, number, foramen, function. The game was played at the University of Bristol. Once cards were correctly matched, students selected 'action' or 'thinking' cards relevant to intended learning outcomes; content/difficulty varied for different years of study. A questionnaire was completed by 79 partaking students: quantitative and qualitative data were collected. All students engaged successfully, providing positive feedback noting scope for deeper learning as question cards became harder. Students who struggled with electronic resources preferred the tactile gaming style of learning. The game's spiral nature allows extrapolation for higher years, ensuring that relevance and continuity of learning is addressed. Utilising tactile gaming as an alternative teaching tool encourages engagement in students who may have struggled if lecture-based, or electronic means alone were employed.

- P23.** JOHNSON, CRAIG, DAISY RYAN, ARJUN PATEL, SURAJ KOHLI and SARAH ALLSOP, Centre for Applied Anatomy, University of Bristol, Bristol, United Kingdom. **Making plexuses accessible: the use of 'tube-map' style schematics in Medical Anatomy.**

An understanding of the major nerve plexuses is essential to the study of anatomy. However, the intricacy of the plexuses can make interpretation difficult. During teaching, they are often misunderstood with students failing to correlate the highly detailed, 3-dimensional cadaveric structures with the 2-dimensional figures found in their texts. The root values of the terminal nerves are important and relevant for medical students to understand. Some illustrations simply list the nerve roots, requiring students to learn by rote. We hypothesised that a simple