

# CHAPTER 13 – Female Reproductive System

## *The Language of Gynecology and Obstetrics*

### *Chapter 13 Teaching Overview*

Somewhat like Chapter 4 (The Eye and the Ear), this chapter is almost like teaching two separate subjects, yet a solid foundation of knowledge about gynecology will aid the student in learning about obstetrics. Unlike Chapter 4, however, these two subjects naturally progress and meld into overall knowledge about the female reproductive system. Understanding the birth process and the female disease process requires a good working knowledge of female anatomy and the terminology associated with it. Make sure your students understand the functions of all organs and how the entire system works together to provide monthly periods and the eventual birth of a child. In obstetrics, students must know the stages of development and their time (number of weeks) period and the difference between an embryo and a fetus (this is also marked by time/number of weeks). These are important distinctions for coders and billers alike.

As with all lessons in this Lesson Planning Guide, you can and should modify them to best meet the needs of *your* students, *your* schedule, and *your* curricula.

#### **Teacher to Teacher:**

- One of the problems in dealing with this general subject matter in adolescents is getting them to view these topics seriously. There are always the “giggles” when introducing sexual subjects to this audience. It’s important to allow for some of this, but then turn the discourse into a more serious one as soon as possible. These lesson topics can be a great time to discuss STD prevention and unplanned pregnancies.
- It can be helpful to require students to perform charting of the signs and symptoms of female reproductive system diseases and disorders, as is appropriate to their field of study.

### **Chapter 13: Learning Outcomes**

Upon successful completion of the lessons in this chapter, your students will . . .

- Apply the language of gynecology to the anatomy and physiology of the female reproductive system.
- Apply the language of obstetrics to the changes that occur in the female reproductive system during pregnancy and labor.
- Recognize and pronounce the medical terms of gynecology and obstetrics as they relate to the female reproductive system so they communicate verbally with accuracy and precision in any health care setting.
- Comprehend, analyze, spell, and write the medical terms of gynecology and obstetrics as they relate to the female reproductive system in any health care setting.
- Explain the effects of common gynecologic problems on health.
- Understand the effects of common disorders of pregnancy on the mother and fetus.
- Describe the structure and function of the female breast and the results of disorders of the breast.

**Note:** These lessons are designed with ultimate flexibility in mind. When customizing the lessons for your own class, always choose activities that are most relevant to your curriculum, your students, and your teaching goals—especially if you do not have time to implement all of the provided activities into your class period.

## **Lesson 13.1: External Genitalia and Vagina**



**Total Time:**  
50 Minutes

### **Lesson 13.1 Learning Objectives:**

Your teaching objective for this lesson is to help your students accomplish these learning objectives:

1. Identify the female external genitalia.
2. Describe the anatomy and physiology of the accessory glands.
3. Explain the structure and physiology of the erectile tissues.
4. Detail the anatomy and physiology of the vagina.
5. Apply correct medical terminology to the anatomy and physiology of the external genitalia and vagina.
6. Evaluate the effects of common disorders of the external genitalia and vagina on the health of the female.

### **Prepare Your Materials:**

**Dry erase board** – or chalkboard, butcher's block paper, etc.

**Computers with Internet access**

- **Lesson 13.1 PowerPoint® presentation** – Found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e)

in Lesson 13.1

**Lesson 13.1 Student Note-taking Handout** – Create by selecting the “Handouts” option when printing the PowerPoint presentation; select 3 slides per page to print slides with blank lines to the right where students can take notes





- **Lesson 13.1 Knowledge Web Handout** – Found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e)

in Lesson 13.1





# Instructor Lesson Plan: Chapter 13, Lesson 13.1

## Instructor Lesson Plan Chapter 13—Lesson 13.1

Date: \_\_\_\_\_

	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
<b>Warm-up &amp; Introduction</b>	10 min	<p><b>Activity Description:</b> Introduction to the many aspects of the female reproductive system.</p> <p><b>Step 1:</b> Ask students what functions, body parts, and disorders come to mind when they hear the words “female reproductive system.” (This may be a good time to remind students about the importance of using medical terminology, not slang, to discuss the parts of the body—see Lesson 12.1 for more information.)</p> <p><b>Step 2:</b> Write students’ responses on the dry erase board. Encourage them to think of as many different responses as possible.</p> <p><b>Step 3:</b> Have students access MedLine Plus, a medical information website sponsored by the Department of Health and Human Services (National Institutes of Health [NIH] and the U.S. National Library of Medicine [NLM]). Under “Health Topics,” have them select “Female Reproductive System.” Here is a direct link: <a href="http://www.nlm.nih.gov/medlineplus/femalereproductivesystem.html">http://www.nlm.nih.gov/medlineplus/femalereproductivesystem.html</a>.</p> <p><b>Step 4:</b> Instruct students to spend a few minutes looking at this website to explore the topics associated with the female reproductive system.</p> <p><b>Step 5:</b> Ask students to identify major categories or topics that they did not initially come up with when brainstorming, but that are very important aspects of the female reproductive system. The point of this exercise is for students to realize how far-reaching the female reproductive system is, or in other words, how many health issues are related to this system. Many students do not realize the great overlap of the systems.</p>	<p>Dry erase board</p> <p>Computers with Internet access</p>	<p>LO 1 LO 2 LO 3 LO 4 LO 5 LO 6</p>
<b>Lecture</b>	20 min	<p><b>Lesson 13.1 Lecture/Discussion</b> Reference the Speaker Notes for each slide to assist you in discussing the talking points. You can view or print “Notes Pages” to use during the lecture for easy reference (in</p>	<p>Lesson 13.1 PowerPoint Presentation</p>	<p>LO 1 LO 2 LO 3 LO 4 LO 5</p>

## Instructor Lesson Plan: Chapter 13, Lesson 13.1

	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
		PowerPoint, select "View," then "Notes Page").		LO 6
<b>Active Learning &amp; Practice</b>	15 min	<p><b>Step 1:</b> Distribute the Lesson 13.1 Knowledge Web Handout.</p> <p><b>Step 2:</b> Put students into small groups and give each group one medical term from Lesson 13.1.</p> <p><b>Step 3:</b> Have each group map out a knowledge web that attempts to link the one medical term to other medical terms from the female reproductive system based on their relationship to each other. Groups should attempt to make as many connections as possible, and they should try to branch out with not only categories, but also sub-categories and subdivisions of sub-categories.</p> <p><b>Step 4:</b> When each group is finished, ask them to share their Knowledge Web with the class, explaining the connections and relationships between each item on the map.</p>	Lesson 13.1 Knowledge Web Handout	LO 1 LO 2 LO 3 LO 4 LO 5 LO 6
<b>Review</b>	5 min	<p><b>Step 1:</b> Go through the Lesson 13.1 exercises from the textbook as a group; explain or clarify anything that is difficult for students.</p> <p><b>Step 2:</b> Be aware of students' pronunciation of the terms and help if they struggle. Remaining exercises may be assigned as homework.</p>	Lesson 13.1 exercises (found in textbook)	LO 1 LO 2 LO 3 LO 4 LO 5 LO 6
<b>Homework Assignment</b>		<ul style="list-style-type: none"> <li>• Read Lesson 13.2.</li> <li>• Finish Lesson 13.1 exercises, if needed.</li> </ul>		

### Lesson 13.1 Masters

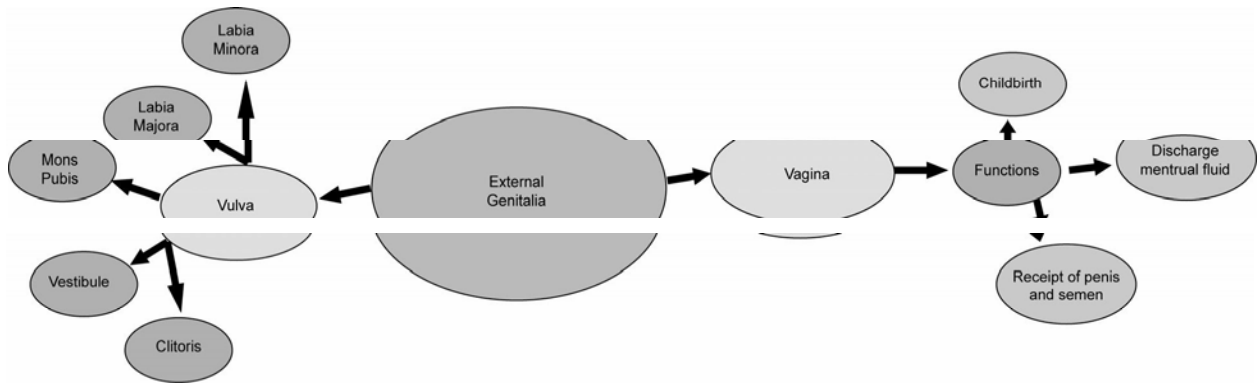
- Lesson 13.1 Knowledge Web Handout

Medical Language for Modern Health Care:

*Lesson 13.1 – External Genitalia and Vagina*

**Directions:**

Use the medical term given to you by your instructor to construct a Knowledge Map that connects and shows the relationship between this term and as many others as you can connect to it. A small example is provided here. (You may need to use the back side of this handout, or a separate piece of paper.)



## **Lesson 13.2: Ovaries, Fallopian (Uterine) Tubes, and Uterus**

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**Total Time:**  
50 Minutes

### **Lesson 13.2 Learning Objectives:**

Your teaching objective for this lesson is to help your students accomplish these learning objectives:

1. Describe the structure of an ovary.
2. Identify the major events of oogenesis.
3. List the functions of estrogen and progesterone.
4. Explain the control of the pituitary gland over the female reproductive system.
5. Detail the anatomy and physiology of the uterus and fallopian (uterine) tubes.
6. Apply correct medical terminology to the anatomy and physiology of the ovaries, fallopian (uterine) tubes, and uterus.
7. Evaluate the effects of common disorders of the ovaries, fallopian (uterine) tubes, and uterus on the health of the female.

### **Prepare Your Materials:**

**10-Question Review Quiz** – Create with McGraw-Hill CONNECT (found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e)) for use at the beginning of Lesson 13.2.

**Prizes**, if desired

**Lesson 13.2 Case Report Handout** – Found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e)

in Lesson 13.2

**Lesson 13.2 PowerPoint® presentation** – Found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e)

in Lesson 13.2

**Lesson 13.2 Student Note-taking Handout** – Create by selecting the “Handouts” option when printing the PowerPoint presentation; select 3 slides per page to print slides with blank lines to the right where students can take notes





**Index cards** – One per student

## Instructor Lesson Plan: Chapter 13, Lesson 13.2





### Instructor Lesson Plan

Date: \_\_\_\_\_

#### Chapter 13—Lesson 13.2





	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
<b>Warm-up &amp; Review</b>	10 min	<p><b>Activity Description:</b> Review concepts related to female external genitalia and vagina.</p> <p><b>Step 1:</b> Pass out the 10-question review quiz. This quiz can be done orally by simply asking each question and calling upon students for the answers; oral review is a great way to help students practice both understanding and pronunciation.</p> <p><b>Step 2:</b> Once the quiz (oral review) is finished, go over the correct answers to be certain students are ready to move on.</p> <p><b>Note:</b> These questions can also be used to play a fun review-type game with students; small prizes could be awarded to students or teams that answer questions correctly.</p>	10-question review quiz	(Review Lesson 13.1 terms)
<b>Introduction</b>	5 min	<p><b>Activity Description:</b> Preview the case report from Lesson 13.2 and its relationship to the ovaries, uterine tubes, and uterus.</p> <p><b>Step 1:</b> Ask a student to read aloud the Case Report for Lesson 13.2 concerning patient Claire Marcos. This can be read from the text or using the Lesson 13.2 Case Report Handout.</p> <p><b>Step 2:</b> Ask students to point out significant parts of the case, if they are aware of any. Encourage students to share anything they may already know about this type of situation and how it relates to the ovaries, uterine tubes, and uterus.</p> <p><b>Step 3:</b> Remind students to listen for some of these terms during today's lecture.</p>	Lesson 13.2 Case Report Handout	LO 6
<b>Lecture</b>	20 min	<p><b>Lesson 13.2 Lecture/Discussion</b> Reference the Speaker Notes for each slide to assist you in discussing the talking points. You can view or print "Notes Pages" to use during the lecture</p>	Lesson 13.2 PowerPoint Presentation	LO 1 LO 2 LO 3 LO 4 LO 5

## Instructor Lesson Plan: Chapter 13, Lesson 13.2

	<b>TIME</b> 	<b>ACTIVITY &amp; INSTRUCTIONS</b> 	<b>MATERIALS</b> 	<b>OBJECTIVES</b> 
		for easy reference (in PowerPoint, select "View," then "Notes Page").		LO 6
<b>Active Learning &amp; Practice</b>	10 min	<p><b>Step 1:</b> Distribute the Lesson 13.2 Case Report Handout.</p> <p><b>Step 2:</b> Arrange students into small groups or partners.</p> <p><b>Step 3:</b> Instruct groups to re-read the Case Report, but this time, they should circle or underline (or highlight with a highlighter) any medical terms they recognize from the lecture/discussion (or previously assigned reading) as related to the ovaries, uterine tubes, and uterus.</p> <p><b>Step 4:</b> Once each group has indicated all of the appropriate terms, have them list the terms at the bottom of the handout and write a brief definition. Encourage students to discuss the terms within their groups to reinforce correct pronunciation.</p> <p><b>Step 5:</b> After the terms have been defined, have students answer the questions on the handout. Tell students that information in the next lesson in the textbook, Lesson 13.3, may be helpful in answering the questions.</p> <p><b>Step 6:</b> Once groups are finished with the handout, bring everyone back together and share answers. Have students share their answers to Claire's questions and examine the different ways in which students worded their responses.</p> <p><b>Note:</b> Answers to the questions in Part 3 of the handout can be found in Lesson 13.3 of the textbook. The information is there, but be sure students phrase their answers in a way the patient will understand.</p> <p><b>Additional Note:</b> The patient questions in this case report make it ideal for use in a role play.</p>	Lesson 13.2 Case Report Handout	LO 1 LO 2 LO 3 LO 4



## Instructor Lesson Plan: Chapter 13, Lesson 13.2

	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
<b>Review</b>	5 min	<p><b>Step 1:</b> As a whole group, go over the Four exercises in Lesson 13.2</p> <p><b>Step 2:</b> Emphasize correct pronunciation, accuracy, and precision as students engage the exercises.</p>	Textbook – Lesson 13.2 exercise	LO 1 LO 2 LO 3 LO 4 LO 5 LO 6
<b>Homework Assignment</b>		<ul style="list-style-type: none"> <li>• Read Lesson 13.3 in the textbook.</li> <li>• Give all students an index card. Ask students to select one disease or disorder of the female reproductive tract that is discussed in Lesson 13.3 and use the Internet or other sources to learn more about it. On their index card, students should write down a definition of the disease and three facts about it that they feel are important for other students in the class to know. Students should bring the index cards to the next class.</li> </ul>		

### Lesson 13.2 Masters

- Lesson 13.2 Case Report Handout



## Case Report Handout: Chapter 13, Lesson 13.2

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**(3) Medical Terms Applied:**

Answer Claire's questions using language that she will understand.

1. Why are my periods so irregular?

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2. Why doesn't my acne respond to all the treatment I've had?

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3. Am I going bald? (Give Claire an explanation for your response.)

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4. Will I be able to have children someday? (Give Claire an explanation for your response.)

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5. Why am I taking birth control pills when I'm not sexually active?

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6. What are all these other health problems they say I'm at risk for?

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## **Lesson 13.3: Disorders of the Female Reproductive Tract**

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**Total Time:**  
50 Minutes

### **Lesson 13.3 Learning Objectives:**

Your teaching objective for this lesson is to help your students accomplish these learning objectives:

1. Describe disorders of the uterus, fallopian (uterine) tubes, and ovaries and their effects on a woman's health.
2. Discuss the etiologies of infertility and modern treatments for the condition.
3. Identify modern methods of contraception and their rates of success.

### **Prepare Your Materials:**





- **10 to 15 questions from Lessons 13.1 and 13.2** (use McGraw-Hill CONNECT (found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e) to generate; select questions from Lessons 13.1 and 13.2)
- **Ball** (e.g., beach ball, stress (“squeezy”) ball, or other “soft” ball that can be thrown safely in class)
- **Index cards with female reproductive tract disease/disorder information brought in by students** – In Lesson 13.2, the homework assignment was for students to write down a definition and three facts about a disease or disorder of the female reproductive tract
- **Lesson 13.3 PowerPoint® presentation** – Found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e)  
in Lesson 13.3
- **Lesson 13.3 Student Note-taking Handout** – Create by selecting the “Handouts” option when printing the PowerPoint presentation; select 3 slides per page to print slides with blank lines to the right where students can take notes
- **Examples of magazine articles on diseases or disorders** – Bring in a variety of articles, from a variety of magazines – these will be used as examples
- **Computers with Internet access**

## Instructor Lesson Plan: Chapter 13, Lesson 13-3





### Instructor Lesson Plan

Date: \_\_\_\_\_





### Chapter 13—Lesson 13.3

	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
<b>Warm-up &amp; Review</b>	10 min	<p><b>Activity Description:</b> Review of Lessons 13.1 and 13.2.</p> <p><b>Step 1:</b> Toss the ball to any student, and then read one of the questions aloud.</p> <p><b>Step 2:</b> If the student caught the ball, then he or she can either answer the question or pass the ball to another student. If the student dropped the ball when you threw it, the student must attempt to answer the question.</p> <p><b>Step 3:</b> If the student answers the question correctly, then he or she gets to toss the ball to a new student to answer a new question. If the student does not answer correctly, he or she must walk the ball back up to the instructor.</p> <p><b>Step 4:</b> The game continues in the same way until all of the questions are answered or all students have had a turn (repeating questions can be a good way to reinforce learning; it's okay if the same question is asked several times to different students.)</p>	Questions from Lessons 13.1 and 13.2	(Review Lessons 13.1 and 13.2 concepts)
<b>Introduction</b>	5 min	<p><b>Activity Description:</b> Share information students gained by researching diseases and disorders of the female reproductive tract.</p> <p><b>Step 1:</b> Ask each student to read his or her index card to the rest of the class.</p> <p><b>Step 2:</b> After each student has read his or her index card, ask students to draw conclusions about what they have just heard; encourage them to share insights concerning diseases and disorders of the female reproductive tract.</p>	Student index cards (assigned in Lesson 13.2)	LO 1 LO 2 LO 3
<b>Lecture</b>	20 min	<p><b>Lesson 13.3 Lecture/Discussion</b> Reference the Speaker Notes for each slide to assist you in discussing the talking points. You can view or print “Notes Pages” to use during the lecture for easy reference (in PowerPoint, select “View,” then “Notes Page”).</p>	Lesson 13.3 PowerPoint Presentation	LO 1 LO 2 LO 3

## Instructor Lesson Plan: Chapter 13, Lesson 13-3

	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
<b>Active Learning &amp; Practice</b>	10 min	<p><b>Activity Description:</b> Students will write a magazine-style article on a disease or disorder of the female reproductive tract.</p> <p><b>Step 1:</b> Explain to students that they have been hired by a women’s magazine to write a brief article in their “Women’s Health” section. The article should highlight one disease or disorder that affects the female reproductive tract. Students may choose to do their article on the same disease or disorder they researched for their index card assignment or they may choose another topic.</p> <p><b>Step 2:</b> Pass out the sample articles from magazines and ask students to identify some of the characteristics of this type of article. Sample responses:</p> <ul style="list-style-type: none"> <li>• Catchy title</li> <li>• Hypothetical example of a person with the disease or disorder to get readers’ attention at the beginning</li> <li>• Facts and statistics from physicians, researchers, and other experts</li> <li>• A “What You Can/Should Do” section with brief suggestions for the reader</li> <li>• A section that tells readers where they can go for additional information</li> </ul> <p><b>Step 3:</b> Give students time in class to research their topic and write their article. Students will probably need to finish their article outside of class.</p> <p><b>Note:</b> It’s a great idea to photocopy students’ articles and create a booklet containing all of the articles.</p>	<p>Examples of magazine articles about diseases and disorders</p> <p>Computers with Internet access – to research diseases and disorders</p>	<p>LO 1 LO 2 LO 3</p>

## Instructor Lesson Plan: Chapter 13, Lesson 13-3

	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
<b>Review</b>	5 min	<p><b>Step 1:</b> As a whole class, go through the Lesson 13.3 exercises in the textbook.</p> <p><b>Step 2:</b> Reinforce correct pronunciation and use of each medical term. In addition, review the female reproductive tract and associated diseases and disorders.</p>	Textbook – Lesson 13.3 Exercises	LO 1 LO 2 LO 3
<b>Homework Assignment</b>		<ul style="list-style-type: none"> <li>• Read Lesson 13.4 in the textbook</li> <li>• Finish female reproductive tract disorder magazine article</li> </ul>		

### Lesson 13.3 Masters

(none)

## **Lesson 13.4: Obstetrics: Pregnancy and Childbirth**

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**Total Time:**  
50 Minutes

### **Lesson 13.4 Learning Objectives:**

Your teaching objective for this lesson is to help your students accomplish these learning objectives:

1. Specify the stages of embryonic development.
2. Describe the implantation of the embryo in the uterus.
3. List the functions of the placenta.
4. Identify the major events of fetal development.
5. Explain the process of childbirth.
6. Discuss some of the most common problems of fetal development and childbirth.
7. Recognize and use appropriately the medical terminology for embryonic and fetal development and childbirth.

### **Prepare Your Materials:**

**Dry Erase Board** – or chalkboard, chart paper, etc.

**Lesson 13.4 PowerPoint® presentation** – Found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e)

in Lesson 13.4

**Lesson 13.4 Student Note-taking Handout** – Create by selecting the “Handouts” option when printing the PowerPoint presentation; select 3 slides per page to print slides with blank lines to the right where students can take notes

**Poster board**

**Markers or crayons**







## Instructor Lesson Plan: Chapter 13, Lesson 13.4





### Instructor Lesson Plan

Date: \_\_\_\_\_

### Chapter 13—Lesson 13.4

	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
<b>Warm-up &amp; Review</b>	5 min	<p><b>Activity Description:</b> Review of Lesson 13.3</p> <p><b>Step 1:</b> Ask each student to write two test questions on medical terms from Lesson 13.3 on a sheet of paper.</p> <p><b>Step 2:</b> When they are finished, have them trade papers with another student. They should answer the questions on the other student's paper and then exchange with another student.</p> <p><b>Step 3:</b> Have students continue exchanging papers until they have answered the questions of at least five different students, and their questions have been answered by at least five different students.</p> <p><b>Step 4:</b> Clarify any confusion and address any questions when finished.</p>		(Review Lesson 13.3 concepts)
<b>Introduction</b>	5 min	<p><b>Step 1:</b> Ask students to share a "birth story." They may have an interesting or exciting birth story of their own, or the story may be of a friend, relative, or something seen on a TV show or movie.</p> <p><b>Step 2:</b> Highlight any aspects of the birth stories that are relevant to this lesson to lay the foundation for the Lesson 13.4 lecture/discussion.</p>		LO 5 LO 6 LO 7
<b>Lecture</b>	20 min	<p><b>Lesson 13.4 Lecture/Discussion</b> Reference the Speaker Notes for each slide to assist you in discussing the talking points. You can view or print "Notes Pages" to use during the lecture for easy reference (in PowerPoint, select "View," then "Notes Page").</p>	Lesson 13.4 PowerPoint Presentation	LO 1 LO 2 LO 3 LO 4 LO 5 LO 6 LO 7
<b>Active Learning &amp; Practice</b>	10 min	<p><b>Activity Description:</b> Students will map out the progression from implantation to postpartum.</p> <p><b>Step 1:</b> Divide students into eight separate groups, one for each of the</p>	Poster board  Markers or crayons	LO 1 LO 2 LO 3 LO 4 LO 5 LO 6

## Instructor Lesson Plan: Chapter 13, Lesson 13.4

	<b>TIME</b> 	<b>ACTIVITY &amp; INSTRUCTIONS</b> 	<b>MATERIALS</b> 	<b>OBJECTIVES</b> 
		<p>developmental aspects discussed in Lesson 13.4:</p> <ul style="list-style-type: none"> <li>• Implantation</li> <li>• Embryonic period (week 2 through week 7)</li> <li>• Fetal period (week 8 through birth)</li> <li>• First stage of childbirth (dilation of the cervix)</li> <li>• Second stage of childbirth (expulsion of the fetus)</li> <li>• Third stage of childbirth (expulsion of the placenta)</li> <li>• Puerperium (6 weeks postpartum)</li> </ul> <p><b>Step 2:</b> Give each group a piece of poster board and instruct them to visually depict what happens to the baby and/or mother during that period of time. In addition, groups should make a list of diseases and/or disorders that affect the baby and/or mother during this period of time.</p> <p><b>Step 3:</b> When the posters are finished, have the groups hang them on the wall in the order in which they would occur in pregnancy and childbirth.</p> <p><b>Note:</b> The stages listed above are very important for coders as well since some codes refer to “#__ weeks of gestation” specifically.</p>		LO 7
<b>Review</b>	5 min	<p><b>Activity Description:</b> Present pregnancy and childbirth posters.</p> <p><b>Step 1:</b> Have each group present their poster to the rest of the class. Encourage groups to explain everything that occurs during that period of time and use the poster to point out events. Finally, the groups should read their list of diseases or disorders that occur during their assigned period of time.</p>		LO 1 LO 2 LO 3 LO 4 LO 5 LO 6 LO 7
<b>Homework Assignment</b>		<ul style="list-style-type: none"> <li>• Complete the Lesson 13.4 exercises from the textbook.</li> <li>• Review the Word Analysis and Definition Tables in all Chapter 13 lessons.</li> </ul>		

## Instructor Lesson Plan: Chapter 13, Lesson 13.4

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### Lesson 13.4 Masters

(none)

## **Lesson 13.5: Breast**



**Total Time:**  
50 Minutes

### **Lesson 13.5 Learning Objectives:**

Your teaching objective for this lesson is to help your students accomplish these learning objectives:

1. Describe the anatomy of the breast.
2. Differentiate the breast from the mammary gland.
3. Explain the physiology and mechanisms of lactation.
4. Discuss common disorders of the breast.

### **Prepare Your Materials:**

**30 (or at least one per student) medical term cards** – Create by writing medical terms on a sheet of poster board with a black marker and then cutting them apart with scissors; make the terms large enough to be seen from several feet away

**Lesson 13-5 PowerPoint® presentation** – Found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e)

in Lesson 13.5





**Lesson 13.5 Student Note-taking Handout** – Create by selecting the “Handouts” option when printing the PowerPoint presentation; select 3 slides per page to print slides with blank lines to the right where students can take notes

# Instructor Lesson Plan: Chapter 13, Lesson 13.5





## Instructor Lesson Plan

Date: \_\_\_\_\_





### Chapter 13—Lesson 13.5

	TIME 	ACTIVITY & INSTRUCTIONS 	MATERIALS 	OBJECTIVES 
<b>Warm-up &amp; Review</b>	10 min	<p><b>Activity Description:</b> Game to review the female reproductive system.</p> <p><b>Step 1:</b> Deal each student one “card,” face down.</p> <p><b>Step 2:</b> Divide the class into two “teams.” Have the teams form two lines, one for each team, facing each other, in front of the room.</p> <p><b>Step 3:</b> On your signal, all students will turn their cards over at the same time, look at their card (and everyone else’s cards), and form a definition in their mind. Have students hold their cards in front of them so everyone can see them.</p> <p><b>Step 4:</b> Each student gets one turn. On their turn, they may either keep their term or “steal” (trade for) someone else’s. Students may steal cards from either line. Some cards may be “stolen” multiple times. If students choose not to steal, they should just say “Pass” and keep their card.</p> <p><b>Step 5:</b> After everyone has had a chance to either steal a card or “pass,” the students will define their terms one at a time.</p> <p><b>Step 6:</b> A team gets 1 point for each correctly defined term, and for incorrect definitions, the team loses 1 point. The line with the most points at the end of the activity wins.</p>	20 – 25 questions from Lessons 13.1 through 13.4	(Review Lessons 13.1 through 13.4 concepts)
<b>Introduction</b>	5 min	<p><b>Activity Description:</b> Introduction to diseases and disorders of the breast.</p> <p><b>Step 1:</b> Ask students if they know the percentage of women who will be affected by breast cancer in their lifetime. (Answer is 12.5%, or 1 in 8 women.)</p> <p><b>Step 2:</b> Tell students that there is a greater awareness of breast cancer now</p>		LO 4

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		<p>than there was just 10 years ago. Ask students to share examples of why this is so. Suggested responses:</p> <ul style="list-style-type: none"> <li>• Susan G. Komen foundation</li> <li>• Pink ribbon campaign</li> <li>• Patient education (monthly self-check)</li> <li>• Celebrity and media involvement</li> </ul> <p><b>Step 3:</b> Tell them that over half of breast cancers are discovered, by the patient herself, as a lump. Emphasize the importance for self-examination and for patients to be made aware of this also.</p>		
<b>Lecture</b>	20 min	<p><b>Lesson 13.5 Lecture/Discussion</b></p> <p>Reference the Speaker Notes for each slide to assist you in discussing the talking points. You can view or print “Notes Pages” to use during the lecture for easy reference (in PowerPoint, select “View,” then “Notes Page”).</p>	Lesson 13.5 PowerPoint Presentation	LO 1 LO 2 LO 3 LO 4
<b>Active Learning &amp; Practice</b>	10 min	<p><b>Activity Description:</b> Students will brainstorm strategies to raise awareness about breast cancer and the importance of early detection.</p> <p><b>Step 1:</b> Tell students they have been hired by a national organization concerned with raising awareness of breast cancer and the importance of early detection.</p> <p><b>Step 2:</b> Have them work in pairs or groups to come up with a new idea or strategy for raising awareness. They may want to consider ways to get more media attention for breast cancer, types of advertising that targets women to educate them about the disease and early detection, ways to involve politicians or lawmakers, ways to get individuals or organizations involved on a local level to raise awareness, or any other method they think would be successful.</p> <p><b>Step 3:</b> The idea or strategy should be written out in enough detail that it can be understood clearly.</p> <p><b>Step 4:</b> Have each group share their idea or strategy with the rest of the class.</p>		LO 1 LO 4

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		Students often become passionately involved in this assignment since many students either know someone affected by this disease or have been directly affected by it themselves. Encourage students to take their ideas and strategies beyond the classroom to raise awareness.		
<b>Review</b>	5 min	<p><b>Step 1:</b> Go through the Lesson 13.5 exercises in the textbook having students read their answers aloud.</p> <p><b>Step 2:</b> Emphasize correct pronunciation and have students spell troublesome terms.</p>	Textbook – Lesson 13.5 exercises	LO 1 LO 2 LO 3 LO 4
<b>Homework Assignment</b>		<ul style="list-style-type: none"> <li>• Complete the Chapter 13 Review Exercises.</li> <li>• Review the Word Analysis and Definition Tables from all Chapter 13 lessons.</li> </ul>		

<p><b>Lesson 13.5 Masters</b></p> <p style="text-align: center;">(none)</p>
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