Chapter 14 Teaching Overview

This chapter focuses equilibrium and maintaining homeostasis in the body. The glands and hormones that control body functions “fine tune” that equilibrium. Most students are only familiar with sex hormones like estrogen and testosterone and will be surprised at all of the other functions controlled by hormones. The pancreas is a very important part of the endocrine system, but also functions in the digestive system as an accessory organ as well. Refer students back to Chapter 6 for details on the location and structure of the pancreas. Make the point that the pancreas is an organ (refer to the definition of an organ in Chapter 2), but it is also an exocrine and endocrine gland. Another very important point is the difference between exocrine and endocrine glands—focus on the prefix and have students determine where the secretions go. Students can become frustrated when learning the terms in this chapter due to the sheer number of major organs in this system. Be especially supportive of students and encourage additional practice to help them get through this chapter.

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:

- This chapter lends itself well to giving the students a list of the conditions/diseases and letting them choose one about which they will give a short presentation. The student could also develop an exercise for terminology practice for their classmates. The students should be responsible for making sure to pronounce the terms related to their disease correctly while giving the presentation.
- Ask students for examples of other exocrine glands from previous chapters on body systems (e.g., sweat – Chapter 3, mammary – Chapter 13, mucous and salivary – Chapter 6, and lacrimal – Chapter 4).
- A good discussion question or activity is drawing the comparison between the secretion of hormones and what they do, and the secretion of enzymes and what they do. Have students compile a list of the different body systems and what hormones/enzymes are at work in them.
- Encourage students to create their own study sheet to review the terms in this chapter, and to form a study group outside of class to provide additional practice.

Chapter 14: Learning Outcomes

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

- Apply the language of endocrinology to the anatomy and physiology of the endocrine system.
- Comprehend, analyze, spell, and write the medical terms of endocrinology so that they can communicate and document accurately and precisely in any health care setting.
- Recognize and pronounce the medical terms of endocrinology so that they communicate verbally with accuracy and precision in any health care setting.
- Explain the effects of common endocrine disorders on health.

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 14.1: Endocrine System Overview and Pituitary and Pineal Glands

Lesson 14.1 Learning Objectives:

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

1. Name the glands that comprise the endocrine system.
2. List the hormones produced by the hypothalamus and pituitary gland.
3. Explain the interactions between the hypothalamus and pituitary gland.
4. Identify the controls the hypothalamus and pituitary exert over other endocrine glands.
5. Specify the roles of the pineal gland.
6. Describe the disorders of the hypothalamus, the pituitary gland, and the pineal gland.

Prepare Your Materials:


Lesson 14.1 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

10 to 15 questions on Lesson 14.1 – Create using McGraw-Hill CONNECT (found on Instructor Resources, Online Resource Center, www.mhhe.com/allanmedlanguage2e); select questions from Lesson 14.1

Balloon
**Instructor Lesson Plan: Chapter 14, Lesson 14.1**

**Instructor Lesson Plan**

*Chapter 14—Lesson 14.1*

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY &amp; INSTRUCTIONS</th>
<th>MATERIALS</th>
<th>OBJECTIVES</th>
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</thead>
</table>
| Warm-up & Introduction 10 min | Activity Description:  
Introduction to endocrinology.  

**Step 1:** Ask students if anyone knows what “endocrinology” is, or if they know any of the functions of, or parts within, the endocrine system. Students may not have heard of these terms before or may be vague about their meanings.  

**Step 2:** Clarify student understanding of “endocrinology” and the endocrine system:  
- Endocrinology = Medical specialty concerned with the production and effects of hormones.  
- Endocrine system = Body system that helps to regulate all of the body’s functions. Comprised of major organs and cells that regulate and secrete hormones (pituitary gland, hypothalamus, pineal gland, thyroid gland, adrenal glands, pancreas, etc.). It controls our body temperature, the rate at which we grow, our feelings of hunger and thirst, how awake or alert we are, and even our moods.  

**Step 3:** Ask students if they have ever heard someone say something like, “She’s hormonal” or refer to teenagers with “hormones gone crazy.” Ask them what they think these phrases mean.  

**Step 4:** Tell students the study of hormones and the endocrine system is a fairly new field—it has only been around for a little more than 150 years.  

**Step 5:** Ask students to raise their hands if they tend to feel sleepy in the morning, in the afternoon, or in the evening. After polling students to see how many people are “morning” vs. “afternoon” vs. “evening” people, make the point that our phases of wakefulness are controlled by hormones in our endocrine system.  

**Step 6:** Compare the function of an automatic thermostat in a heating or cooling system to the function of the endocrine system. With an automatic thermostat, when
### Instructor Lesson Plan: Chapter 14, Lesson 14.1

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY &amp; INSTRUCTIONS</th>
<th>MATERIALS</th>
<th>OBJECTIVES</th>
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<tbody>
<tr>
<td></td>
<td>the temperature drops below the set level, the heater automatically comes on. Likewise, when the body needs fuel, the endocrine system sends hunger signals. The endocrine system’s job is to maintain homeostasis in the body by regulating the body’s functions.</td>
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</tbody>
</table>
| Lecture   | **Lesson 14.1 Lecture/Discussion**  
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”). | Lesson 14.1 PowerPoint Presentation | LO 1, LO 2, LO 3, LO 4, LO 5, LO 6 |
| Active Learning & Practice | **Activity Description:** Students will create “job descriptions” for the hypothalamus, the pineal gland, and the pituitary gland.  

**Step 1:** Have students work as individuals or in pairs. Assign each student one of the following topics: hypothalamus, pineal gland, or pituitary gland.  

**Step 2:** Tell students they are to assume the role of Endocrine System Human Resources Manager. It is their job to hire a hypothalamus, pineal gland, and pituitary gland for the body.  

**Step 3:** Each student or group will need to write a thorough job description for their assigned topic.  

**Step 4:** Following are some considerations for students as they complete this activity:  
- What necessary functions are performed by this gland?  
- What are the desirable characteristics of this gland?  
- What is a “typical workday” like for this gland?  
- What other body parts, functions, or systems does this gland “supervise”?  
- To whom does this gland report?  

**Step 5:** When finished, ask students to share their job descriptions.  

**Step 6:** An optional extension of this activity is to have students “vote” on which job description is the most thorough and | LO 1, LO 2, LO 3, LO 4, LO 5, LO 6 |
### Instructor Lesson Plan: Chapter 14, Lesson 14.1

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY &amp; INSTRUCTIONS</th>
<th>MATERIALS</th>
<th>OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>accurate. Ask students why it is important for the gland or glands to be able to do all of the necessary tasks, and what types of diseases and disorders can result if the gland is not performing its job well.</td>
<td>Balloon</td>
<td>LO 1</td>
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<td>LO 2</td>
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<td>LO 3</td>
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<td></td>
<td>LO 6</td>
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<tr>
<td></td>
<td><strong>Review</strong> 5 min</td>
<td><strong>Activity Description:</strong> Balloon review game</td>
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<td></td>
<td><strong>Step 1:</strong> Toss the beach ball or balloon to a student. If the student catches it, he or she has two chances to answer the question. If he or she drops it, only one chance is given.</td>
<td>Balloon 10 to 15 questions from Lesson 14.1</td>
<td></td>
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<tr>
<td></td>
<td><strong>Step 2:</strong> If the student answers correctly, he or she should toss the balloon or beach ball to another student.</td>
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<td><strong>Step 3:</strong> Ask the next student a question and give him or her the appropriate number of guesses (one if he or she drops it; two if he or she catches it.)</td>
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<td><strong>Step 3:</strong> Continue in this manner until all of the questions have been answered or all students have had a turn. (It is not a bad thing to repeat questions—the reinforcement is good for students.)</td>
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<tr>
<td></td>
<td><strong>Homework Assignment</strong></td>
<td>• Read Lesson 14.2.</td>
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<td>• Complete the Lesson 14.1 exercises from the textbook.</td>
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</tbody>
</table>

**Lesson 14.1 Masters**

*(none)*
Lesson 14.2: Thyroid, Parathyroid, and Thymus Glands

Total Time: 50 Minutes

Lesson 14.2 Learning Objectives:

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

1. Describe the location and anatomy of the thyroid gland.
2. Explain how the three thyroid hormones are produced and secreted.
3. Specify the functions of the thyroid hormones.
4. Discuss common disorders of the thyroid gland.
5. Locate the positions of the parathyroid and thymus glands.
6. List the hormones produced by the parathyroid and thymus glands and state their functions.

Prepare Your Materials:

Dry erase board


in Lesson 14.2

Lesson 14.2 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

Lesson 14.2 Sentences Handout – Found on Instructor Resources, Online Resource Center, www.mhhe.com/allanmedlanguage2e

in Lesson 14.2
<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY &amp; INSTRUCTIONS</th>
</tr>
</thead>
</table>
| Warm-up & Review 10 min | Activity Description: Check over answers to Lesson 14.1 textbook exercises.  
Step 1: Students were to complete the Lesson 14.1 exercises as homework. Have them check over/review their own answers or exchange books with another student.  
Step 2: Go over the correct answers with students and make sure everyone understands them. Emphasize correct pronunciation of all of the terms. |
| Introduction 5 min | Step 1: Write the following terms on the dry erase board:  
- Thyroid  
- Parathyroid  
- Thymus  
Step 2: Tell students these are all glands in the endocrine system. Ask students if they see any similarities between the three terms’ word parts. Suggested responses:  
- “Thy” is in thyroid, parathyroid, and thymus  
- “Thyroid” is in thyroid and parathyroid  
Step 3: Ask students whether any or all of the terms share the same root. Students may think that “thy” is the root. Tell students that even though “thymus” and “thyroid” both begin with “thy,” the element “thyr/o” means thyroid gland and “thym” means thymus.  
Step 4: Reiterate the importance of precision and accuracy when using medical language. |
| Lecture 20 min | Lesson 14.2 Lecture/Discussion  
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 |

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook – Lesson 14.1 exercises</td>
<td>(Review Lesson 14.1 concepts)</td>
</tr>
<tr>
<td>Dry erase board</td>
<td>LO 1</td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td>LO 1 LO 2 LO 3 LO 4 LO 5</td>
</tr>
</tbody>
</table>
## TIME

### Active Learning & Practice

10 min

**ACTIVITY & INSTRUCTIONS**

- **Step 1:** Distribute the Lesson 14.2 Sentences Handout.
- **Step 2:** Instruct students to complete this handout as individuals or in pairs.
- **Step 3:** Go over the instructions and the first example with students to ensure they know what to do.
- **Step 4:** When students have completed the Lesson 14.2 Sentences Handout, have them read their sentences aloud to the rest of the class. Answers may vary, but ensure that students are using the medical terms correctly and providing clear, accurate “patient” definitions.

### MATERIALS

- Lesson 14.2 Sentences Handout

### OBJECTIVES

- LO 6

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### Review

5 min

**ACTIVITY & INSTRUCTIONS**

- **Step 1:** As a large group, go through the Lesson 14.2 exercises in the textbook.
- **Step 2:** As students are reading the answers aloud, pay attention to their pronunciation and reinforce the correct pronunciation. Any exercises that are not completed in class may be assigned as homework.

### MATERIALS

- Textbook – Lesson 14.2 exercises

### OBJECTIVES

- LO 1
- LO 2
- LO 3
- LO 4
- LO 5
- LO 6

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### Homework Assignment

- Read Lesson 14.3.
- Instruct students to review the terms in the Word Analysis and Definition Tables from Lessons 14.1 and 14.2 and practice spelling and pronouncing them correctly.

---

**Lesson 14.2 Masters**

- Lesson 14.2 Sentences Handout
Medical Language for Modern Health Care:

Lesson 14.2 – Thyroid, Parathyroid, and Thymus Glands

Directions:
For each medical term listed below, write two sentences:
(a) The first sentence should be a sentence spoken by a health care professional to another health care professional, using the medical term correctly. Note: You may change the form of the word if needed.
(b) The second sentence should be an explanation of the medical term (NOT using the term itself), as if you are a health care professional explaining the term to a patient (as if the patient has asked what it means).

An example has been done for you below (note the change in form from emaciation to emaciated).

1. Emaciation
(a) The patient appeared to be emaciated: she was thin to the point where the outline of her bones could be seen through her skin.
(b) Emaciation is extreme, unusual thinness; it is beyond what would be considered “normal.”

2. Thymoma
(a) ________________________________________________________________________________
(b) ________________________________________________________________________________

3. Thyrotoxicosis
(a) ________________________________________________________________________________
(b) ________________________________________________________________________________

4. Hypothyroidism
(a) ________________________________________________________________________________
(b) ________________________________________________________________________________

5. Hyperparathyroidism
(a) ________________________________________________________________________________
(b) ________________________________________________________________________________

6. Thymectomy
(a) ________________________________________________________________________________
(b) ________________________________________________________________________________
Lesson 14.3 Learning Objectives:

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

1. Locate the adrenal glands.
2. Differentiate between the adrenal cortex and medulla.
3. Identify the functions of the hormones produced by the cortex and medulla.
4. Detail how the body adapts to stress.
5. Explain common disorders of the adrenal glands.

Prepare Your Materials:


Lesson 14.3 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
### Warm-up & Review

**TIME:** 5 min  
**ACTIVITY & INSTRUCTIONS:** Activity Description: Review of Lessons 14.1 and 14.2. 

**Step 1:** Ask each student to write one test question on medical terms from Lesson 14.1 and another test question on medical terms from Lesson 14.2 on a sheet of paper. Have them write their answers to the questions on a second sheet of paper. 

**Step 2:** When they are finished, tell students to trade papers with another student. They should answer the other students’ questions on a third sheet of paper, and then give the questions and their answers back to the student who wrote the questions for grading. Then, they need to grade the student’s answers to their questions. 

**Step 3:** 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. Students should grade other students’ answers before exchanging papers with new students. 

**Step 4:** Clarify any confusion and address any questions when finished. 

### Introduction

**TIME:** 5 min  
**ACTIVITY & INSTRUCTIONS:** Step 1: Review with students the location, structure, and function of the adrenal glands and hormones. 

**Step 2:** Read aloud (or ask a student) the Case Report for Lesson 14.3 concerning President John Fitzgerald Kennedy. This can be read from the text or using the Lesson 14.3 Case Report Handout. 

**Step 2:** 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 disorders, diseases, or injuries of the adrenal glands, or problems with hormone function. 

### MATERIALS

- Lesson 14.3 Case Report Handout

### OBJECTIVES

(Review Lessons 14.1 and 14.2 concepts)

- LO 1
- LO 3
- LO 4
- LO 5
<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY &amp; INSTRUCTIONS</th>
<th>MATERIALS</th>
<th>OBJECTIVES</th>
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<td></td>
<td><strong>Lecture</strong></td>
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</tbody>
</table>
| 20 min | **Lesson 14.3 Lecture/Discussion**  
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”). | Lesson 14.3 Lecture/Discussion  
PowerPoint Presentation | LO 1  
LO 2  
LO 3  
LO 4  
LO 5 |
|      | **Active Learning & Practice** |           |            |
| 10 min | **Step 1:** Distribute the Lesson 14.3 Case Report Handout.  
**Step 2:** Arrange students into small groups or partners.  
**Step 3:** 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 disorders or treatment of disorders of the adrenal glands or hormones.  
**Step 4:** 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.  
**Step 5:** After the terms have been defined, have students answer the questions on the handout.  
**Step 6:** Once groups are finished with the handout, bring everyone back together and share answers. Ask students questions about the importance of these terms to the Case Report. | Lesson 14.3 Case Report Handout | LO 1  
LO 2  
LO 3  
LO 4  
LO 5 |
|      | **Review**                |           |            |
| 5 min  | **Step 1:** As a large group, go through the Lesson 14.3 exercises aloud.  
**Step 2:** Assign any remaining exercises to be completed as homework. | Textbook – Lesson 14.3 exercises | LO 1  
LO 2  
LO 3  
LO 4  
LO 5 |
|      | **Homework Assignment**   |           |            |
|      | • Read Lesson 14.4 in the textbook.  
• Bring one fact or statistic about diabetes to the next class. |           |            |
<table>
<thead>
<tr>
<th>Lesson 14.3 Masters</th>
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</thead>
<tbody>
<tr>
<td>Lesson 14.3 Case Report Handout</td>
</tr>
</tbody>
</table>
Case Report Handout: Chapter 14, Lesson 14.3

Medical Language for Modern Health Care:

Case Report 14.3 – Medical Terms in Documentation

Directions:
(1) Read the Case Report below and underline or circle any medical terms related to disorders or
treatment of disorders of the adrenal glands or hormones.
(2) List and briefly define the identified terms below (use additional paper if needed).
(3) Then, answer the question at the bottom of the page.

(1) Medical Terms in Patient Documentation:

Case Report 14-3:
John Fitzgerald Kennedy (JFK) (1917 – 1963) was elected President of the United States of
America in 1960 at the age of 43, the youngest person elected to that office. Since the age of 13
when he was diagnosed as having colitis, he had had health problems. At age 27, he had low
back pain necessitating low back surgery, and he was then diagnosed as having adrenal gland
insufficiency (Addison’s Disease) with osteoporosis of his lumbar spine. This required low back
surgery on three more occasions. JFK received adrenal hormone replacement therapy for the
rest of his life, together with pain medication for his low back pain, until his assassination in
Dallas, Texas, in 1963.

(2) Medical Terms Identified:

<table>
<thead>
<tr>
<th>Medical Term</th>
<th>Definition</th>
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</table>
(3) Medical Terms Applied:
A patient with Addison’s Disease has asked you to explain it to him in layman’s terms. Write your explanation of this disease on the lines below.

____________________________________________________________________________________
____________________________________________________________________________________

(4) Discussion Questions:
• Addison’s disease is an eponymous disease (its name is an eponym). Look up the meaning of the term “eponym” and write the definition in the blank below.

____________________________________________________________________________________

• Write down and define at least 5 other diseases whose names are eponymous. HINT: There are several eponymous diseases in the Chapter 14 lessons.

<table>
<thead>
<tr>
<th>DISEASE</th>
<th>DEFINITION</th>
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</table>
Lesson 14.4: Pancreas

Lesson 14.4 Learning Objectives:

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

1. Distinguish between the different cells of the pancreas and their secretions.
2. Identify the functions of the hormones produced by the pancreas.
3. Explain common disorders of the pancreatic hormones.

Prepare Your Materials:


Chart or model depicting the location of the pancreas


in Lesson 14.4

Lesson 14.4 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

Computers with PowerPoint or other slide show presentation-type software
## Instructor Lesson Plan: Chapter 14 - Lesson 14.4

### Chapter 14—Lesson 14.4

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY &amp; INSTRUCTIONS</th>
<th>MATERIALS</th>
<th>OBJECTIVES</th>
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</thead>
</table>
| **Warm-up & Review** | 10 min | Activity Description: Review of Lessons 14.1 through 14.3.  
**Step 1:** Pass out the 15-question review quiz (this quiz can be done orally, simply asking each question and calling upon students for the answers; oral review is best for students because it strengthens their pronunciation skills).  
**Step 2:** Once the quiz (oral review) is finished, go over the correct answers to be certain students are ready to move on. | 15-question review quiz | (Review Lessons 14.1 through 14.3 concepts) |
| **Introduction** | 5 min | **Step 1:** Ask students if they know where their pancreas is, and within what body cavity it is located.  
**Step 2:** Once several students have had the chance to say where they think it is, show them the location of the pancreas on a chart or anatomical model.  
**Step 3:** Ask students if they know what the pancreas does. As students give their responses, confirm those that are correct. It is possible that students who know the functions of the pancreas know someone who has diabetes (or have it themselves.)  
**Step 4:** Ask students if they know what diabetes is, and find out if they know anything about the types of diabetes or the causes, effects, or treatments.  
**Step 4:** Remind students to listen for some of these terms during today’s lecture. | Chart or model depicting the location of the pancreas | LO 1  
LO 2  
LO 3 |
| **Lecture** | 20 min | **Lesson 14.4 Lecture/Discussion**  
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”). | Lesson 14.4 PowerPoint Presentation | LO 1  
LO 2  
LO 3 |
| **Active Learning & Practice** | 10 min | **Activity Description:** Students will make patient education presentations to inform patients and their families about diabetes. | Dry erase board  
Computers | LO 6 |
## Instructor Lesson Plan: Chapter 14 - Lesson 14.4

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY &amp; INSTRUCTIONS</th>
<th>MATERIALS</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Step 1:</strong> Arrange students into small groups or partners.</td>
<td>with PowerPoint</td>
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<td></td>
<td><strong>Step 2:</strong> Tell students that a local medical facility has asked them to give a slide show presentation to patients and families with diabetes mellitus. Students are to use PowerPoint, or another type of presentation software, to create a slide show they can use to inform patients and families about this disease. Tell students the slides must be brief and to the point.</td>
<td></td>
<td>LO 1</td>
</tr>
<tr>
<td></td>
<td><strong>Step 3:</strong> Give students time in class to create the presentations. (If time is short, allow students to finish these outside of class.)</td>
<td></td>
<td>LO 2</td>
</tr>
<tr>
<td></td>
<td><strong>Step 4:</strong> Once each group has finished their presentation, have the groups present them to the rest of the class.</td>
<td></td>
<td>LO 3</td>
</tr>
</tbody>
</table>

### Review

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY &amp; INSTRUCTIONS</th>
<th>MATERIALS</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td><strong>Step 1:</strong> Go through the Chapter 14 Review Exercises in the textbook as a large group, or with students working in small groups or as individuals.</td>
<td>Textbook – Chapter 14 Review exercises</td>
<td>LO 1</td>
</tr>
<tr>
<td></td>
<td><strong>Step 2:</strong> Do as many exercises in class as possible, and assign any remaining exercises as homework.</td>
<td></td>
<td>LO 2</td>
</tr>
</tbody>
</table>

### Homework Assignment

- Review Chapter 14.
- Complete remaining Chapter 14 Review Exercises as needed.

### Lesson 14.4 Masters

None