Building a Medical Terminology Foundation 2e Instructor Planning Manual. Kimberlee Carter, Marie Rutherford and Connie Stevens.

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# **Instructions for Use**

This resource is intended to provide sample lesson plans to accompany the [Building a Medical Terminology Foundation 2e](https://ecampusontario.pressbooks.pub/medicalterminology2/) Open Educational Resource. Each section contains a link to the relevant OER chapter, related learning objectives, suggestions for additional learning resources and supplies, as well as guidelines for participatory learning activities and instructor facilitation.

**Participatory Learning Activities**

Participatory learning activities are suggested throughout the resource to support, engage, and enhance the learning environment. A description of these activities is provided for reference and context.

### Activity Example 1: Medical Terminology (MT) Bingo Description

* Prepare a 5X5 bingo board with one medical term in each square
* Have students choose one term at their turn, however, it is only valid if they can tell if it’s part of the respiratory system or not
* Encourage students to use the glossary if they need it
* First student to complete three bingos win

### Activity Example 2: MT Scavenger Hunt Description

* Provide learners with a paragraph detailing a medical scenario related to the chapter
* Have learners locate the medical terms in the paragraph
* Ask learners to highlight the medical terms and look up their meaning using a resource such as an online medical dictionary
* Take up the results with the class

### Activity Example 3: MT Jeopardy

* Prepare an online Jeopardy game using an available platform (jeopardy labs)
* Create five categories related to the chapter learning and five questions for each category with increasing levels of difficulty and value (100, 200, 300) until the game is designed
* Ask for a student volunteer to be the score keeper
* Have learners form teams to compete to answer the questions in the form of a question
* Set a time limit for questions to be answered recommend 20-30 seconds
* Keep going through each team until the game board is completely answered
* The team with the highest score wins

### Activity Example 4: MT Pictionary

* Prepare cards related to the chapter learning
* Each card contains a medical term or phrase related to the chapter learning
* One by one learners will take turns going to the board to draw an image representing the phrase or term on their card
* Classmates will take turns guessing the medical term or phrase
* As an alternative this activity can be completed by forming small groups and learners take turns drawing the image from their card onto a sheet of paper for group members to guess

## **Online Polling and Engagement tools**

Polling and interactive engagement tools are suggested throughout chapter lessons as a method to captivate the learner. These tools serve several benefits such as, real time feedback gathering, enhanced participation, and live polling as a check in approach to learning. Several platforms support this objective. A list is provided as suggested tools. This list is not intended to be comprehensive, nor is it intended to showcase a particular tool.

* [Kahoot](https://create.kahoot.it/auth/login)
* [Quizlet](https://quizlet.com/)
* [Poll Everywhere](https://www.polleverywhere.com/)
* [Slido](https://www.slido.com/)
* [Metimeter](https://www.mentimeter.com/)

## **Additional Resources:**

Accompanying the main text additional resources are available and referenced throughout the chapter planning content. A list descriptive list of these resources is provided below:

[Building a Medical Terminology Foundation 2e - Student Companion Workbook](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/):This workbook accompanies the main text and contains interactive activities for learners to complete for reinforcement of learning concepts and for additional practice. The workbook is arranged in the same chapter order as the main text. Added to the student companion workbook are downloadable Word documents which are listed and referenced as **assets** in each chapter lesson plan.

[Building a Medical Terminology Foundation 2e – Anatomical Colouring Book:](https://mtcolouringbook.openlearningconestoga.ca/)This resource contains some of the images from the main text. The images found in the colouring book encourage students to identify, label, and colour anatomical structures and organs. It is designed for digital integration and can be accessed using the link provided. A downloadable PDF version of the colouring book is also available. Throughout this manual the colouring book is referred to as MT Colouring Book. It is helpful to use the anatomical images when introducing a body system. Recommended to use this workbook as a teaching and learning aid. When introducing a chapter illustration briefly discuss each anatomical structure with a focus on purpose and function.

### Ancillaries

**Chapter Slide Decks:** Each chapter from the main text has a slide deck available for use. The slide deck can be accessed through e-Campus Ontario in a downloadable folder.

**Assignment Documents:** These are Word documents focusing on pronunciation of terms. They are listed as work that can be assigned for evaluation if desired. These documents are also accessed through e-Campus Ontario.

## Accessibility Statement

Building a Medical Terminology Foundation 2e and ancillary resources have been built with accessibility and usability in mind. When possible, textual alternatives to visual activities have been created. Please keep in mind that due to the complex visual nature of anatomy and the diagrams, labeling and colouring used to teach it, some students may still encounter barriers.

Faculty are encouraged to review all resources for accessibility before using and modify worksheets and ancillary resources as needed.

# **Chapter 1**

## **Lesson Topic:**

Introduction to Medical Terms

## **OER Links:**

* Main text: [Chapter 1: Introduction to Medical Terms – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-1-introduction-to-medical-terms/)
* [Student Companion Workbook Chapter 1](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/identifying-word-parts-in-medical-terms/)

## **Learning Objectives:**

* Outline the elements used to build medical terms
* Analyze, identify, and construct medical words using applicable medical language component parts
* Explore medical language rules

## **Resources/Supplies Required:**

* Slide deck prepared with Chapter 1 notes ready
* Scavenger hunt information with medical scenario(s) available
* [Student Companion Workbook Chapter 1](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/identifying-word-parts-in-medical-terms/) and chapter assets:
  + Chapter 1 Worksheet

## **Warm-Up Activity:**

* Ask learners to list 5 medical terms and ask learners to share a term from their list compile the list of terms
* Ask learner to share how many terms they were able to come up with
* This activity highlights how many terms are already known as a starting point

## **Pre-Assessment:**

* Ask learners to share what their learning goals are for this course and ask if they have completed the pre-read for the course

## **Participatory Learning:**

**Activity 1:** Have a [Scavenger Medical Term Hunt](#Scavenger).

* Post or give a short medical scenario incorporating medical terms for the class or have several scenarios and place the learners in groups.
* Ask learners to highlight terms they recognize then have them look up the correct meaning.
* Take up as a class.

## **Instructor Facilitation:**

* Set the stage for learning medical terms
* Cover slide deck content to introduce concepts for learning medical terminology
* Share activities which help in retaining information such as flash cards
* Support the activities selected for warm-up, pre-assessment and participatory learning

## **Post-Assessment:**

* Have learners complete [Worksheet for Chapter 1](https://ecampusontario.pressbooks.pub/app/uploads/sites/3072/2022/01/WS_Intro_Chapter-1.docx)
* Assign learners activities from Chapter 1 from the Student Companion Workbook
* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in OER so that they can do a self-assessment of their understanding
* Ask students if they have any questions
* Quick quiz for wrap-up

## **Summary:**

* Recap the learning from the Introductory lesson

# **Chapter 2**

## **Lesson Topic:**

Medical Language Within the Context of Anatomy and Physiology

## **OER Links:**

* Main Text [Chapter 2: Medical Language Within the Context of Anatomy and Physiology – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-1-introduction-to-medical-terms/)
* [Student Companion Workbook Chapter 2](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/medical-language-related-to-the-body-as-a-whole/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Connect medical language learning to the context of anatomy and physiology
* Introduce the basic architecture and levels of organization of the human body
* Evaluate the anatomical position, regional terms, directional terms, body planes, and body quadrants for anatomical positioning
* Describe body cavities and the functions of associated membranes

## **Resources/Supplies Required:**

* Slide deck with speaker notes for Chapter 2
* Polling tool for checking understanding
* [Student Companion Workbook Chapter 2](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/medical-language-related-to-the-body-as-a-whole/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Warm-Up Activity:**

* Use a method of inquiry and discussion to lead into topic focusing on the organization of the body

## **Pre-Assessment:**

* Check with learners to see if they pre-read chapter
* Invite learners to share one take away from the chapter pre-read
* Use a polling tool (Kahoot, Quizlet, Mentimeter, Slido etc.) to check knowledge from pre-read

## **Participatory Learning:**

Activity 1: [Participatory Learning](#_Participatory_Learning_Activities )

* Select a participatory learning activity from the list or use your own

Activity 2: Colouring and Labelling[MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Select 1-2 images from the MT Colouring Book for completion.
* Explain the significance of each anatomical component

## **Instructor Facilitation:**

* Encourage learners to participate in the selected activity
* Reinforce concepts where possible during the activity

## **Post-Assessment:**

* Have learners work through Chapter 2 from the [Student Companion Workbook](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/medical-language-related-to-the-body-as-a-whole/) Medical Language within the Context of for reinforcement and checking understanding
* Check if students accomplished learning objectives based on the participation in the activity
* Encourage learners to complete activities found in the resource
* Quick quiz for wrap up

## **Summary:**

* Recap the learning from the chapter

# **Chapter 3**

## **Lesson Topic:**

Integumentary System

## **OER Links:**

* [Chapter 3: Integumentary System – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-3-integumentary-system/)
* [Student Companion Workbook Chapter 3](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/integumentary-system/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy and describe the main functions of the integumentary system and accessory structures
* Analyze, translate, and define medical terms and common abbreviations of the integumentary system
* Practice the spelling and pronunciation of integumentary system medical terminology
* Identify the medical specialties associated with the integumentary system and explore common diseases, disorders, diagnostic tests and procedures

## **Resources/Supplies Required:**

* Slide deck with speaker notes for Chapter 3
* Media: The Integumentary System Part 1: Crash Course <https://youtu.be/Orumw-PyNjw>
* Knowledge sprinkle cards or online tool
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)
* [Student Companion Workbook for Chapter 3](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/integumentary-system/) and assets (downloadable Word files)
  + Worksheet Chapter 3
  + Integumentary Abbreviations
  + Integumentary Scenario
  + Integumentary Definitions Using Word Parts

## **Warm-Up Activity:**

* Share a list of the three layers of the skin
* Ask learners to arrange layers in the correct order
* Ask learner to suggest what would happen in the body if the layers were found in a different order
* Show students the video introducing the integumentary system

## **Pre-Assessment:**

* Ask students if they have read the course material prior to attending class
* Invite learners to participate in a knowledge sprinkle
* Learners form groups of 3 or 4
* Each group receives a knowledge card where they take turns listing any terms they know related to integumentary system. Can also be completed using an online word cloud app system
* Activity timed for 5 minutes and take up with class

## **Participatory Learning:**

Activity 1:[MT Jeopardy](#Jeopardy).See list for instructions or select another participatory learning activity

* Invite students to participate in the activity

Activity 2: Worksheet[Student Companion Workbook Chapter 3 Worksheet](https://ecampusontario.pressbooks.pub/app/uploads/sites/3072/2024/06/WS-_Integumentary-Sys_Chapter-3.docx)

Activity 3: Anatomy Colouring and Labelling[MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Assign image(s) from anatomy coloring book to complete

## **Instructor Facilitation:**

Activity 1: [MT Jeopardy](#Jeopardy) or other selected activity

* Encourage students to collaborate with each other to select correct responses
* Encourage students to listen to how other are pronouncing terms when answers are provided
* Correct mistakes where relevant

### Activity 2: Worksheet

* Encourage student to participate in completing the worksheet components, help where needed

### Activity 3: Colouring and Labelling

* Go around the room to see how students are colouring and labelling the structures correctly
* Explain the main functions of the integumentary system as learner work through

## **Post-Assessment:**

* Check to see if student accomplished the learning objectives based on their participation in class
* Invite student to complete the interactive activities and assign additional assets from [Student Companion Workbook Chapter 3](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/integumentary-system/)
* Ask if learners have any questions
* Wrap up quick quiz

## **Summary:**

* Recap the main parts of the chapter learning
* Suggest additional resources to review if learners want to explore the concepts further

# **Chapter 4**

## **Lesson Topic:**

Respiratory System

## **OER Links:**

* [Chapter 4: Respiratory System – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-4-respiratory-system/)
* [Student Companion Workbook Chapter 4](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/respiratory-system/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy and describe the main functions of the respiratory system
* Analyze, translate, and define medical terms and common abbreviations of the respiratory system
* Practice the spelling and pronunciation of respiratory system terminology
* Identify the medical specialties associated with the respiratory system and explore common diseases, disorders, diagnostic testing and procedures related to the respiratory system

## **Resources/Supplies Required:**

* Media: Respiratory System, Part 1: Crash Course A&P #31: <https://www.youtube.com/watch?v=bHZsvBdUC2I>
* <https://www.canada.ca/en/health-canada.html>
* Online activity (Mentimeter, Kahoot, etc.)
* Bingo board printouts (number of students + 10)
* [Student Companion Workbook Chapter 4](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/respiratory-system/) and assets (downloadable Word documents)
  + Worksheet Chapter 4
  + Respiratory Abbreviations
  + Respiratory Definitions Using Word Parts
  + Respiratory Scenario
  + Respiratory Words Not Easily Broken
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)
* Anatomical drawings printouts (two or three for each part or organ depending on the size of the class)

## **Warm-Up Activity:**

* Invite students to hold their breath for ten seconds and to share how it felt
* Ask students how long they think an average person can survive without breathing
* Tell them most people can safely hold their breath for 1 to 2 minutes
* Show students the video about the respiratory system, especially ‘Mechanics of Breathing’ section

## **Pre-Assessment:**

* Ask students if they have read the course material before coming to class
* Invite students to list any medical terms they already know that are related to the respiratory system in an online activity
* If students struggle to list medical terms in an online activity, take the time to cover the basic ones and have them familiarized by doing Participatory Learning Activity 1

## **Participatory Learning:**

Activity 1:[MT Bingo](#Bingo) or other participatory activity

Activity 2: Anatomy Coloring and Labeling [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Select 1-2 diagrams for colouring and labelling

Activity 3: WorksheetStudent Companion Workbook Chapter 4 Worksheet

## **Instructor Facilitation:**

### Activity 1: MT Bingo

* Encourage students to listen to the terms that others chose and see if they identified respiratory ones correctly
* Correct students’ mistakes

Activity 2: Anatomy Coloring and Labeling [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Go around the desks to see if students are coloring and labeling the structures correctly
* Explain what the main functions of the respiratory system are

### Activity 3- Asset Worksheet Chapter 4

* Work through the classroom and see how students are managing the task help where needed.
* Take up results and discuss as a class

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in [Student Companion Workbook Chapter 4](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/respiratory-system/) do a self-assessment of their understanding
* Assign learning to complete additional [Student Companion Workbook Chapter 4](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/respiratory-system/) as selected
* Ask students if they have any questions
* Quick quiz
* Quick presentation of a specific class content

## **Summary:**

* Recap the main parts and organs of the respiratory system

# **Chapter 5**

## **Lesson Topic:**

Urinary System

## **OER Links:**

* [Chapter 5: Urinary System – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-5-urinary-system/)
* [Student Companion Workbook Chapter 5](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/urinary-system/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy and describe the main functions of the urinary system
* Analyze, translate, and define medical terms and common abbreviations of the urinary system
* Practice the spelling and pronunciation of urinary system medical terminology
* Identify the medical specialties associated with the urinary system and explore common diseases, disorders, diagnostic tests and procedures

## **Resources/Supplies Required:**

* Urinary System, Part 2: Crash Course A&P #39 <https://youtu.be/DlqyyyvTI3k>
* Slide deck and prepared speaking notes for Chapter 5 Respiratory system
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)
* [Student Companion Workbook Chapter 5](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/urinary-system/) and assets
  + Worksheet Chapter 5
  + Urinary Abbreviations
  + Urinary Definitions Using Word Parts
  + Urinary Scenario
* Bingo board printouts (number of students + 10)

## **Warm-Up Activity:**

* Engage students by showing them an image of the urinary system and asking them to identify the different organs and structures.

## **Pre-Assessment:**

* Ask students if they have read the course material before coming to class
* Invite students to name as many words as they can related to the act of releasing urine
* Ask them if they have ever heard or encountered any medical terms related to the urinary system
* Show students an image of the urinary system and invite them to identify the organs and structures.

## **Participatory Learning:**

Activity 1: **MT Bingo (this can be skipped if students are familiar with medical terms)**

Activity 2: Asset- Select Urinary System Activit**y** [Student Companion Workbook Chapter 5](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/urinary-system/)

* Using the activity document have learners follow the instructions of the activity-discuss as a class

Activity 3: Asset - Select Urinary System Activity[Student Companion Workbook Chapter 5](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/urinary-system/)

* Using the activity have learners follow the instructions of the activity-discuss as group, highlight any areas of confusion

Activity 4: Anatomy labelling and colouring[MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Invite students to colour and label various illustrations within the MT Colouring book

Activity 5: Scenario (document) Urinary[Student Companion Workbook Chapter 5](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/urinary-system/)

* Using the activity Urinary System Scenario, ask the students to follow the directions provided by recording themselves reading and pronouncing aloud
* Alternatively, have the students break into group of 4 and work through the activities aloud with one another. Ask students to listen to one another, identify needed correction and offer construction

## **Instructor Facilitation:**

Activity 1: MT Bingo or other [Participatory Activity](#_Participatory_Learning:)

* Encourage students to listen to the terms that others chose and see if they identified respiratory ones correctly
* Correct students’ mistakes

Activity 2: Select an Activity [Student Companion Workbook Chapter 5](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/urinary-system/)

* Provide an opportunity for several students to provide their answers on the board and take them up together, correcting any errors and offering alternatives where they exist

Activity 3: Select an Activity [Student Companion Workbook Chapter 5](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/urinary-system/)

* Debrief as a class and take up activity together
* Correct students’ mistakes

Activity 4: Anatomy Coloring and Labeling [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Visit students at their desk or online (screen share) to see if students are coloring and labeling the structures correctly

Activity 5: Scenario document Urinary SystemStudent Companion Workbook Chapter 5

* If the activity is carried out during class, encourage students to listen to the terms that others pronounced, deciphered and defined and see if they identified them correctly
* Correct students’ mistakes

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in OER so that they can do a self-assessment of their understanding
* Invite students to complete additional activities in the student companion for additional reinforcement
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions
* Detect errors in activities, quizzes, assignments that require further instruction and review

## **Summary:**

* Recap the main parts and organs of the urinary system
* Revisit the Pre-Assessment; show students an image of the urinary system and invite them to identify the organs and structures

# **Chapter 6**

## **Lesson Topic:**

Male Reproductive System

## **OER Links:**

* [Chapter 6: Male Reproductive System - Building a Medical Terminology Foundation 2e. (Pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-6-male-reproductive-system/)
* [Student Companion Workbook Chapter 6](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/male-reproductive-system/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy and describe the main functions of the male reproductive system
* Analyze, translate, and define medical terms and common abbreviations of the male reproductive system
* Practice the spelling and pronunciation of male reproductive system medical terminology
* Identify the medical specialties associated with the male reproductive system and explore common diseases, disorders, diagnostic tests and procedures

## **Resources/Supplies Required:**

* Slide deck and prepared speaking notes related to the Male Reproductive system
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)
* Male Reproductive System, Part 2: Crash Course A&P #41 <https://www.youtube.com/watch?v=-XQcnO4iX_U>
* [Student Companion Workbook Chapter 6](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/male-reproductive-system/) and assets
  + Worksheet Chapter 6
  + Male Reproductive Abbreviations
  + Male Reproductive Definitions Using Word Parts
  + Male Reproductive Pronunciation Scenario
* Materials for Scavenger Hunt Medical Terminology

## **Warm-Up Activity:**

* Ask students if they have heard, participated in, or donated to the fund raiser referred to as Movember
* Explain to the students the relevance of Movember as a mechanism to support men’s health in general, including male reproductive health such as research related to prostate and testicular cancer

## **Pre-Assessment:**

* Show students the YouTube video about the male reproductive system, especially Introduction, Testicular Anatomy, External Male Reproductive Anatomy
* Ask students if they have ever heard or encountered any medical terms related to the male reproductive system
* Show students an image of the male reproductive system and invite them to identify the organs and structures.

## **Participatory Learning:**

Activity 1: [Scavenger Medical Terminology Hunt](#Scavenger) or other [Participatory Activity](#_Participatory_Learning_Activities )

Activity 2: Asset - Male Reproductive

* Select an asset document in the [Student Companion Workbook Chapter 6](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/male-reproductive-system/)

Activity 3: Asset -Male Reproductive

* Select from an asset document in the [Student Companion Workbook Chapter 6](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/male-reproductive-system/)

Activity 4: Anatomy Coloring and Labeling

* Invite students to colour and label illustrations within the [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

Activity 5: Scenario documents Male Reproductive[Student Companion Workbook Chapter 6](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/male-reproductive-system/)

* Using the activity Male Reproductive Scenario, ask the students to follow the directions provided by recording themselves reading and pronouncing aloud
* Alternatively, have the students break into groups of 4 and work through the activities aloud with one another. Ask students to listen to one another, identify needed correction and offer feedback

## **Instructor Facilitation:**

### Activity 1: Scavenger Medical Term Hunt

* Encourage students to listen to the terms that others chose and see if they identified them correctly
* Correct students’ mistakes

### Activity 2: Male Reproductive Activity

* Provide an opportunity for several students to provide their answers on the board and take them up together, correcting any errors and offering alternatives where they exist

Activity 3: Male Reproductive Activity[Student Companion Workbook Chapter 6](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/male-reproductive-system/)

* Provide an opportunity for several students to provide their answers on the board and take them up together, correcting any errors and offering alternatives where they exist
* Correct students’ mistakes

Activity 4: Anatomy Coloring and Labeling[MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Visit students at their desk or online (screen share) to see if students are coloring and labeling the structures correctly

Activity 5: Male Reproductive Scenario[Student Companion Workbook Chapter 6](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/male-reproductive-system/)

* If the activity is carried out during class, encourage students to listen to the terms that others pronounced, deciphered and defined and see if they identified them correctly
* Correct students’ mistakes

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in OER so that they can do a self-assessment of their understanding
* Invite students to complete additional activities in student companion workbook
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions

## **Summary:**

* Recap the main parts and organs of the male reproductive system
* Revisit the Pre-Assessment; show students an image of the male reproductive system and invite them to identify the organs and structures.

# **Chapter 7**

## **Lesson Topic:**

Female Reproductive System

## **OER Links:**

* [Chapter 7 Female Reproductive System - Building a Medical Terminology 2e (Pressbooks. pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-7-female-reproductive-system/)
* [Student Companion Workbook Chapter 7](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/female-reproductive-system/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy and describe the main functions of the female reproductive system
* Analyze, translate, and define medical terms and common abbreviations of the female reproductive system
* Practice the spelling and pronunciation of female reproductive system medical terminology
* Identify the medical specialties associated with the female reproductive system and explore common diseases, disorders, diagnostic tests and procedures

## **Resources/Supplies Required:**

* Slide deck and speaker notes for Female Reproductive System Chapter 7
* Online activity (Mentimeter, Kahoot, etc.)
* Online resources:
  + [Health Canada](https://www.canada.ca/en/health-canada.html)
  + [SexandU.ca](https://sogc.org/)
  + [PregnancyInfo.ca](https://sogc.org/)
  + [YourPeriod.ca](https://sogc.org/)
* [Student Companion Workbook Chapter 7](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/female-reproductive-system/) and assets
  + Worksheet Chapter 7
  + Female Reproductive Definitions
  + Female Reproductive Scenario

## **Warm-Up Activity:**

* Invite students to read the information on [Canada Health News - Abortion Regulations Strengthened](https://www.canada.ca/en/health-canada/news/2023/05/government-of-canada-strengthens-access-to-abortion-services.html)

## **Pre-Assessment:**

* Invite students to list any medical terms they already know that are related to the female reproductive system
* Online activity – use an app to support this
* Quick quiz

## **Participatory Learning:**

Activity 1: Select from list of [Participatory Activities](#_INSTRUCTIONS_FOR_USE)

### Activity 2: Group Discussions

* Divide students into small groups to prepare for a quick presentation on female reproductive system terminology

### Activity 3: [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Identify the anatomy and describe the main functions of the female reproductive system
* Practice the spelling and pronunciation of female reproductive system medical terminology
* Invite students to colour and label various illustrations within the MT Colouring book

## **Instructor Facilitation:**

### Activity 1: [Participatory Activities](#_INSTRUCTIONS_FOR_USE)

* Encourage students to listen to the terms that others chose and see if they identified them correctly
* Correct students’ mistakes

### Activity 2: Group Discussions

* Divide students into small groups based on experience/skill level

Activity 3: Additional Anatomy Coloring and Labeling [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Visit students at their desk or online (screen share) to see if students are coloring and labeling the structures correctly

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in OER so that they can do a self-assessment of their understanding
* Invite students to complete additional activities in the [Student Companion Workbook Chapter 7](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/female-reproductive-system/)
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions
* Quick quiz
* Quick group presentation of class content

## **Summary:**

* Recap the main parts and organs of the female reproductive system

# **Chapter 8**

## **Lesson Topic:**

Obstetrics

## **OER Links:**

* [Chapter 8: Obstetrics – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-8-obstetrics/)
* [Student Companion Workbook Chapter 8](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/obstetrics/)

## **Learning Objectives:**

* Identify the common processes in obstetrics and explore procedures, diagnostics tests and common complications related to obstetrics
* Describe the specialty of obstetrics and other medical specialties associated with obstetrics
* Analyze, translate, and define medical terms and common abbreviations of obstetrics
* Practice the spelling and pronunciation of obstetric terminology

## **Resources/Supplies Required:**

* Online activity (Mentimeter, Kahoot, etc.)
* Reproductive System, Part 4 – Pregnancy & Development: Crash Course A&P #43 <https://youtu.be/BtsSbZ85yiQ>
* [Student Companion Workbook Chapter 8](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/obstetrics/) and assets
  + Design Your Own Worksheet
  + Obstetrics Definitions Using Word Parts
  + Obstetrics Pronunciation Scenario

## **Warm-Up Activity:**

* Ask students how long they think a pregnancy lasts (approximately 38.5 weeks)
* Show students the Crash Course Pregnancy and Development video

## **Pre-Assessment:**

* Invite students to any medical terms related to obstetrics that they already know
* If students struggle to list medical terms, take time to cover the basic ones

## **Participatory Learning:**

Activity 1: [Participatory Activities](#_INSTRUCTIONS_FOR_USE) select and activity from the list provided or another gamified activity of choosing

* Invite learning to participate in the activity as outlined

Activity 2: [Obstetrics Pathology Report](https://ecampusontario.pressbooks.pub/medicalterminology2/chapter/introduction-to-obstetrics/)main text

* Have students complete the H5p activity in main text

Activity 3: AssetDesign Worksheet

* Invite students to use the Design Worksheet by going through the chapter and locating and listing the word parts

## **Instructor Facilitation:**

### Activity 1: Participatory Activity

* Encourage students to listen to the terms that others chose and see if they identified them correctly
* Correct students’ mistakes

### Activity 2: Obstetrics Pathology Report

* Take up student answers together, correcting any errors and offering alternatives where they exist

### Activity 3: Asset Design Worksheet

* Take up activity and review with student's word parts for completion

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in [Student Companion Chapter 8](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/obstetrics/) so they can do a self-assessment of their understanding
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions

## **Summary:**

* Recap the main parts and processes related to obstetrics

# **Chapter 9**

## **Lesson Topic:**

Cardiovascular System – Heart

## **OER Link:**

* [Chapter 9: Cardiovascular System – Heart – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-9-cardiovascular-system-heart/)
* [Student Companion Workbook Chapter 9](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/cardiovascular-system-heart/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy and describe the main functions of the heart
* Analyze, translate, and define medical terms and common abbreviations of the heart
* Practice the spelling and pronunciation of heart terminology
* Identify the medical specialties associated with the heart and explore common diseases, disorders, and diagnostic tests and procedures

## **Resources/Supplies Required:**

* Online activity (Mentimeter, Kahoot, etc.)
* The Heart, Part 1 – Under Pressure Crash Course A&P #25 <https://www.youtube.com/watch?v=X9ZZ6tcxArI>
* [Student Companion Workbook Chapter 9](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/cardiovascular-system-heart/) and assets
  + Cardiovascular Heart Definitions
  + Cardiovascular Heart Works Not Easily Broken
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Warm-Up Activity:**

* Invite students to find their pulse and count it
* Ask students if they know the average heart rate
* Tell them the average heart rate is 75 beats per minute and the heart pumps about 5.25 liters of blood per minute
* Show students the Crash Course YouTube video about the heart

## **Pre-Assessment:**

* Invite students to any medical terms related to the heart that they already know
* If students struggle to list medical terms, take time to cover the basic ones

## **Participatory Learning:**

Activity 1: [**Participatory Activity**](#_Participatory_Learning_Activities )or choose another gamification activity

Activity 2: **Asset** Cardiovascular System – Heart Medical Terms

* Have students review the [Heart Medical Terms](https://ecampusontario.pressbooks.pub/medicalterminology2/chapter/9-1-introduction-to-the-heart/) activity from main text H5p

**Activity 3: Asset** Heart Words Not Easily Broken (document)[Student Companion Workbook Chapter 9](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/cardiovascular-system-heart/)

* Invite students to work through the activity and complete all parts

**Activity 4:** **Colouring and Labelling** [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Have learners complete Cardiovascular System - The Heart Anatomy diagram and Conduction System of the Heart

## **Instructor Facilitation:**

**Activity 1:** [Participatory Activity](#_Participatory_Learning_Activities )

* Encourage students to listen to the terms that others chose and see if they identified them correctly
* Correct students’ mistakes

### Activity 2: Cardiovascular System – Heart Medical Terms

* Choose some of the terms from the activity and ask students to pronounce and explain them aloud

### Activity 3: Heart Words Not Easily Broken (document)

* Review document components, encourage completion and debrief on the terms and recommended practices for remembering these terms

Activity 4: Colouring and Labelling[MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Explain the structure and anatomical function of the heart as learners colour the components
* Explain the conduction system of the heart while learners colour the diagram

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in [Student Companion Workbook Chapter 9](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/cardiovascular-system-heart/) so that they can do a self-assessment of their understanding
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions

## **Summary:**

* Recap the main parts and processes related to the heart

# **Chapter 10**

## **Lesson Topic:**

Cardiovascular System – Blood Vessels and Blood

## **OER Links:**

* [Chapter 10: Cardiovascular System –Blood Vessels and Blood – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-10-cardiovascular-system-blood-vessels-and-blood/)
* [Student Companion Chapter 10](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/cardiovascular-system-blood-vessels-and-blood/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy and describe the main functions of blood vessels and the composition of blood
* Analyze, translate, and define medical terms and common abbreviations of blood vessels and the blood system
* Practice the spelling and pronunciation of blood vessel and blood system medical terminology
* Identify the medical specialties associated with the blood vessels and blood and explore common diseases, disorders, diagnostic test and procedures

## **Resources/Supplies Required:**

* Slide deck Chapter 10 with speaker notes
* Online activity (Mentimeter, Kahoot, etc.)
* [Student Companion Workbook Chapter 10](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/cardiovascular-system-blood-vessels-and-blood/) and assets
  + Cardiovascular Worksheet Chapter 9 and 10
  + Cardiovascular Blood Definitions
  + Cardiovascular Blood Scenario
  + Cardiovascular Words Not Easily Broken
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)
* Blood Vessels, Part 1 – Crash Course A&P <https://www.youtube.com/watch?v=v43ej5lCeBo>

## **Warm-Up Activity:**

* Ask students if they know the average amount of the blood found in the human body
* Share with them the average amount is 5 litres
* Ask students if the know the three types of blood vessels found in the human body and to describe what they do
* Share with student the type of blood vessels in the body: arteries, veins, and capillaries
* Show students the Crash Course A&P YouTube video about Blood Vessels

## **Pre-Assessment:**

* Invite students to any medical terms related to the blood they may know already
* If students struggle to list medical terms, take time to cover the basic ones

## **Participatory Learning:**

Activity 1: [Participatory Activity](#_Participatory_Learning_Activities )

Activity 2: Asset **-** Cardiovascular Blood Scenario (document) from Student Companion Workbook

* Have learners go through the scenario following the instructions included with the document

Activity 3**:** [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Select 1-2 diagrams from chapter 10 for learners to complete

## **Instructor Facilitation:**

### Activity 1: Participatory Activity

* Encourage students participate in this activity
* Correct students’ mistakes

### Activity 2: Cardiovascular Blood System – Scenario (document)

* Circulate through the room to encourage complete and assist where needed
* Debrief and take up as a class
* **Activity 3:** [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)
* Discuss the anatomical structures and their function as learners complete the task
* Correct any mistakes

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in [Student Companion Chapter 10](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/cardiovascular-system-blood-vessels-and-blood/) so that they can do a self-assessment of their understanding
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions

## **Summary:**

* Recap the main parts and processes related to the blood vessels

# **Chapter 11**

## **Lesson Topic:**

Lymphatic and Immune Systems

## **OER Links:**

* [Chapter 11: Lymphatic and Immune Systems – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/chapter/introduction-to-the-lymphatic-and-immune-systems/)
* [Student Companion Workbook Chapter 11](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/lymphatic-and-immune-systems/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy and describe the main functions of lymphatic and immune systems
* Identify and describe the organization of the lymphatic system
* Analyze, translate, and define medical terms and common abbreviations of the lymphatic and immune systems
* Practice the spelling and pronunciation of lymphatic and immune system medical terminology medical terms of the lymphatic and immune systems
* Identify the medical specialties associated with lymphatic and immune systems and explore common diseases, disorders, diagnostic tests and procedures

## **Resources/Supplies Required:**

* Chapter 11 slide deck and speaker notes
* Images of lymphatic system and lymph nodes
* Lymphatic System - Crash Course A&P #44 <https://www.youtube.com/embed/I7orwMgTQ5I>
* [Student Companion Workbook Chapter 11](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/lymphatic-and-immune-systems/)
  + Design Your Own Worksheet
  + Lymphatic and Immune Definitions
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Warm-Up Activity:**

* Show the students the two pictures: the Lymphatic System and Lymph Nodes.
* Ask learners to consider a time they were sick with a cold or flu and share how they felt and what do they think they body did to help them to return to health?
* Explain how this directly connects to the lymphatic and immune systems

## **Pre-Assessment:**

* Invite students to any medical terms related to the lymphatic and immune systems that they already know
* Ask them to share facts they may know about this system
* If students struggle to list medical terms, take time to cover the basic ones

## **Participatory Learning:**

Activity 1: [Participatory Activity](#_Participatory_Learning_Activities ) or create your own

Activity 2: Asset - Design Your Own Worksheet

* Have learners work through the main resource and following the document outline populate information in the sections shown

Activity 3: Asset – Lymphatic and Immune Definitions

* Have learners work through the main resource and following the document outline populate information in the sections shown

### Activity 4: [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Select an image(s) for students to complete

## **Instructor Facilitation:**

### Activity 1: Participatory Activity

* Encourage students to listen to the terms that others chose and see if they identified them correctly
* Correct students’ mistakes

### Activity 2: Asset - Design Your Own Worksheet

* Have learners work through the main resource and following the document outline populate information in the sections shown.
* Choose some of the terms from the activity and ask students to pronounce and explain them aloud
* Correct mistakes or missing information

### Activity 3: Asset - Lymphatic and Immune Definitions

* Follow same steps as activity 2

### Activity 4: [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Discuss the anatomical structures and function as students label/colour images

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in OER so that they can do a self-assessment of their understanding
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions

## **Summary:**

* Recap the main parts and processes related to the system

# **Chapter 12**

## **Lesson Topic:**

Digestive System (Gastrointestinal)

## **OER Links:**

* [Chapter 12: Digestive System – Gastrointestinal – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-12-digestive-system-gastrointestinal/)
* [Student Companion Workbook Chapter 12](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/digestive-system/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy and describe the main functions of the digestive system and accessory structures
* Analyze, translate, and define medical terms and common abbreviations of the digestive system
* Practice the spelling and pronunciation of digestive system medical terminology
* Identify the medical specialties associated with the digestive system and explore common diseases, disorders, diagnostic tests and procedures

## **Resources/Supplies Required:**

* Slide deck Chapter 12 with speaker notes
* Online activity (Mentimeter, Kahoot, etc.)
* Digestive System, Part 1: Crash Course Anatomy & Physiology #33 YouTube. <https://www.youtube.com/embed/yIoTRGfcMqM>
* [Student Companion Workbook Chapter 12](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/digestive-system/) and assets
  + Worksheet Chapter 12 (digestive)
  + Digestive Word Parts
  + Digestive Scenarios
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Warm-Up Activity:**

* Ask learners to consider the differences between mechanical digestion and chemical digestive and ask them to suggest which organs are responsible for each type
* Ask learners to consider why our mouth waters when we see something like a nice dessert, and we want to consume it? Describe what is happening when this occurs.

## **Pre-Assessment:**

* Invite students to any medical terms related to the digestive system that they already know
* If students struggle to list medical terms, take time to cover the basic ones

## **Participatory Learning:**

Activity 1: [Participatory Activity](#_Participatory_Learning_Activities )

Activity 2: AssetDigestive System Worksheet (document)

* Have learners work through the main resource and following the document outline populate information in the sections shown

Activity 3: AssetDigestive Definitions (document)

* Have learners work through the main resource and following the document outline populate information in the sections shown

Activity 4: [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Select images for completion

## **Instructor Facilitation:**

### Activity 1: Participatory Activity

* Encourage students to listen to the terms that others chose and see if they identified them correctly
* Correct students’ mistakes

Activity 2: Asset–Digestive System Worksheet (document)

* Choose some of the terms from the activity and ask students to pronounce and explain them aloud

Activity 3: Asset – Digestive Definitions (document)

* Take up activity and choose some of the terms from the activity and ask students to pronounce terms

Activity 4: [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Discuss the anatomical structures and function from the selected image as students colour in the components

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in OER so that they can do a self-assessment of their understanding
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions

## **Summary:**

* Recap the main parts and processes related to the digestive system

# **Chapter 13**

## **Lesson Topic:**

Skeletal System

## **OER Links:**

* [Chapter 13: Skeletal System – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-13-skeletal-system/)
* [Student Companion Workbook Chapter 13](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/skeletal-system/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy of the skeletal system and describe the main functions of the skeletal system
* Analyze, translate, and define medical terms and common abbreviations of the skeletal system
* Practice the spelling and pronunciation of skeletal system terminology
* Identify the medical specialties associated with the skeletal system and explore common diseases, disorders, and procedures

## **Resources/Supplies Required:**

* Slide deck Chapter 13 and speaker notes
* Online activity (Mentimeter, Kahoot, etc.)
* The Skeletal System: Crash Course Anatomy & Physiology #19 [Video]. YouTube. <https://www.youtube.com/embed/rDGqkMHPDqE>
* [Student Companion Workbook Chapter 13](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/skeletal-system/) and assets
  + Skeletal Definitions Using Word Parts
  + Skeletal Scenario
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Warm-Up Activity:**

* Ask students to consider why the bones of the skeletal are one area of the body that responds positively to stress?
* Mention how bones are constantly remodeling to support the body, the stress encourages this positive remodeling
* Show two diagrams one of a leg and one of an arm, and ask learners in groups to name the bones of both diagrams
* Show students the YouTube video about the heart

## **Pre-Assessment:**

* Invite students to any medical terms or facts that they already know about the skeletal system
* If students struggle to list medical terms, take time to cover the basic ones

## **Participatory Learning:**

Activity 1:[Participatory Activity](#_Participatory_Learning_Activities ) or create your own

Activity 2: Asset:Skeletal Definitions (document)

* Have students work through the document and complete the exercise

Activity 3: Asset:Skeletal Scenario (document)

* Have students work through the document and complete the exercise

Activity 4: [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Select an image or two from the colouring book for students to complete

## **Instructor Facilitation:**

### Activity 1: Participatory Activity

* Encourage students to listen to the terms that others chose and see if they identified them correctly
* Correct students’ mistakes

Activity 2: Asset– Skeletal Definitions (document)

* Choose some of the terms from the activity and ask students to pronounce and explain them aloud

Activity 3: Asset – Skeletal Scenario

* Have students work in pairs or teams to work through the document
* Ask groups to share their findings

Activity 4:[MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* As students are colouring the select image(s) explain the structure and function

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in OER so that they can do a self-assessment of their understanding
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions

## **Summary:**

* Recap the main parts and processes related to the skeletal system

# **Chapter 14**

## **Lesson Topic:**

Muscular System

## **OER Links:**

* [Chapter 14: Muscular System – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-14-muscular-system/)
* [Student Companion Workbook Chapter 14](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/muscular-system/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy of the muscular system and describe the main functions of the muscular system
* Analyze, translate, and define medical terms and common abbreviations of the muscular system
* Practice the spelling and pronunciation of muscular system terminology
* Identify the medical specialties associated with the muscular system and explore common diseases, disorders, diagnostic tests and procedures

## **Resources/Supplies Required:**

* Slide deck Chapter 14 and speaker notes
* Online activity (Mentimeter, Kahoot, etc.)
* Muscles, Part 2 – Organismal Level: Crash Course Anatomy & Physiology #22. <https://www.youtube.com/embed/I80Xx7pA9hQ> YouTube
* [Student Companion Workbook Chapter 14](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/muscular-system/) and assets
  + Worksheet for Chapter 13 and 14
  + Muscular Scenario
  + Muscular Definitions Using Word Parts
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Warm-Up Activity:**

* Ask learners to discuss the difference between a voluntary muscle and an involuntary muscle
* Ask students to suggest how muscles change when somebody is relaxing compared to when activity
* Show students the YouTube video about the heart

## **Pre-Assessment:**

* Invite students to any medical terms related to the heart that they already know
* If students struggle to list medical terms, take time to cover the basic ones

## **Participatory Learning:**

Activity 1: [Participatory Activity](#_Participatory_Learning_Activities )

Activity 2: Asset- Muscle Scenario (document)

* Have students work in groups taking turns pronouncing the words in the scenario, working through the activity

Activity 3: Asset **-** Muscular Definitions (document) Student Companion Chapter 14

* Have students work on completing the document

Activity 4: [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Select an image(s) for students to complete
* Discuss the anatomical structures and their function as students are colouring and or labelling the image(s)

## **Instructor Facilitation:**

### Activity 1: Participatory Activity

* Encourage students to listen to the terms that others chose and see if they identified them correctly
* Correct students’ mistakes

Activity 2: Asset- Muscle Scenario

* Visit the groups as they are practicing the terms and help with correct pronunciation where applicable

Activity 3: Asset- Muscular Definitions

* Select some definitions and have students define them and read the out
* Correct any mistakes

Activity 4:[MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in OER so that they can do a self-assessment of their understanding
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions

## **Summary:**

* Recap the main parts and processes related to the muscular system

# **Chapter 15**

## **Lesson Topic:**

Sensory System

## **OER Links:**

* [Chapter 15: Sensory System – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/chapter-15-sensory-systems/)
* [Student Companion Workbook Chapter 15](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/sensory-systems/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy of the sensory systems and describe the main functions of the sensory systems
* Analyze, translate, and define medical terms and common abbreviations of the sensory system
* Practice the spelling and pronunciation of sensory system terminology
* Identify the medical specialties associated with the sensory systems and explore common diseases, disorders, diagnostic tests and procedures related to the sensory systems

## **Resources/Supplies Required:**

* Slide deck for Chapter 15 with speaker notes
* Online activity (Mentimeter, Kahoot, etc.)
* Taste & Smell: Crash Course Anatomy & Physiology #16 [Video]. YouTube. <https://youtu.be/mFm3yA1nslE>
* [Student Companion Workbook Chapter 15](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/sensory-systems/)
  + Chapter 15 Worksheet
  + Sensory Abbreviations
  + Sensory Definitions Using Word Parts
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Warm-Up Activity:**

* Mention learners are aware of the 5 common senses: Taste, smell, sight, touch, and hearing. Ask learner to consider if the human body has more than these 5 senses, challenge them to identify them: sense of proprioception enables spatial awareness, thermosetting is responsible for detecting temperature changes, and nociception is the body's alarm system for pain.
* Show students the YouTube video about Taste and Smell Crash Course

## **Pre-Assessment:**

* Invite students to any medical terms related to senses that they already know
* If students struggle to list medical terms, take time to cover the basic ones

## **Participatory Learning:**

Activity 1: [Participatory Activity](#_Participatory_Learning_Activities ) or create one of your own

* Encourage learners to participate and gain exposure to the medical terms related to the system

Activity 2: Asset– Sensory Abbreviations

* Have learners work through the document to complete all abbreviations

Activity 3: Asset – Sensory Definitions Using Word Parts

* Encourage learners to follow the document outline and complete all components

Activity 4:[MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Select an image(s) for students to complete

## **Instructor Facilitation:**

### Activity 1: Participatory Activity

* Encourage students to listen to the terms that others chose and see if they identified them correctly
* Correct students’ mistakes

Activity 2: Asset–Sensory Abbreviations

* Encourage student to locate all abbreviations and translate them

Activity 3: Asset – Definitions Using Word Parts

* Choose some of the terms from the activity and ask students to pronounce and explain them aloud

Activity 4: [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Discuss the structure and function as learners complete the image(s)

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in OER so that they can do a self-assessment of their understanding
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions

## **Summary:**

* Recap the main learning parts of Chapter 15

# **Chapter 16**

## **Lesson Topic:**

Nervous System

## **OER Links:**

* [Chapter 16: Nervous System – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/chapter-16-nervous-system/)
* [Student Companion Workbook Chapter 16](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/nervous-system/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy of the nervous system and describe the main functions of the nervous system
* Analyse, translate, and define medical terms and common abbreviations of the nervous system and use correct abbreviations
* Practice the spelling and pronunciation of nervous system terminology
* Identify the medical specialties associated with the nervous system and explore common diseases, disorders, and procedures related to the nervous system

## **Resources/Supplies Required:**

* Slide deck for Chapter 16
* Online activity (Mentimeter, Kahoot, etc.)
* The Nervous System, Part 1: Crash Course Anatomy & Physiology #8 YouTube. <https://www.youtube.com/embed/qPix_X-9t7E>
* [Student Companion Workbook Chapter 16](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/nervous-system/) and assets
  + Worksheet Chapter 16
  + Nervous Abbreviations
  + Nervous Scenario
  + Nervous Definitions Using Word Parts
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Warm-Up Activity:**

* Share interesting facts about the brain
  + Right side of the brain controls the left side of the body
  + The brain consumes 20% of the body oxygen
* Ask students to share any other facts they know about the nervous system
* Show students the YouTube video about the nervous system

## **Pre-Assessment:**

* Invite students to share any medical conditions affecting the nervous system that they already know
* If students struggle to list medical terms, take time to cover the basic ones

## **Participatory Learning:**

Activity 1: [Participatory Activity](#_Participatory_Learning_Activities )or create one of your own

* Encourage learners to participate and gain exposure to the medical terms related to the system

Activity 2: Asset– Nervous Abbreviations

* Have learners work through the document to complete all abbreviations

Activity 3: Asset – Nervous Definitions Using Word Parts

* Encourage learners to follow the document outline and complete all components

Activity 4: [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Select an image(s) for students to complete

## **Instructor Facilitation:**

### Activity 1: Participatory Activity

* Encourage students to listen to the terms that others chose and see if they identified them correctly
* Correct students’ mistakes

Activity 2: Asset– Nervous Abbreviations

* Encourage students to locate and translate all abbreviations from chapter
* Explore context of usage with students

Activity 3: Asset **–** Nervous Definitions Using Word Parts

* Choose some of the terms from the activity and ask students to pronounce and explain them aloud

Activity 4: [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Explain the anatomical structures and functions as students complete labelling or colouring diagrams

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in OER so that they can do a self-assessment of their understanding
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions

## **Summary:**

* Recap the main parts and processes related to the nervous system

# **Chapter 17**

## **Lesson Topic:**

Endocrine System

## **OER Links:**

* [Chapter 17: Endocrine System-Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/chapter-17-endocrine-system/)
* [Student Companion Workbook Chapter 17](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/endocrine-system/)
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Learning Objectives:**

* Identify the anatomy of the endocrine system and describe the main functions of the endocrine system
* Analyze, translate, and define medical terms and common abbreviations of the endocrine system
* Practice the spelling and pronunciation of endocrine system terminology
* Identify the medical specialties associated with the endocrine system and explore common diseases, disorders, diagnostic tests and procedures

## **Resources/Supplies Required:**

* Slide deck Chapter 17 and speaker notes
* Online activity (Mentimeter, Kahoot, etc.)
* [Student Companion Workbook Chapter 17](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/endocrine-system/) and assets
  + Design Your Own Worksheet
  + Endocrine Hormones Matching
  + Endocrine Pronunciation Scenario
* [MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Warm-Up Activity:**

* Invite students to consider hormones they may already know
* Ask them to create a list and share
* Show students the YouTube video about the endocrine system Endocrine System, Part 1 – Glands & Hormones: Crash Course Anatomy & Physiology #23 YouTube. <https://www.youtube.com/embed/eWHH9je2zG4>

## **Pre-Assessment:**

* Invite students to any medical terms related to the endocrine system that they already know
* If students struggle to list medical terms, take time to cover the basic ones

## **Participatory Learning:**

Activity 1: MT Bingo(this can be skipped if students are familiar with medical terms)

Activity 2: Asset- Endocrine Matching Terms

Activity 3:[MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

## **Instructor Facilitation:**

### Activity 1: MT Bingo

* Encourage students to listen to the terms that others chose and see if they identified them correctly
* Correct students’ mistakes

Activity 2: Asset-Endocrine Matching Terms

* Encourage learners to follow the document outline and complete all components

Activity 3:[MT Colouring Book](https://mtcolouringbook.openlearningconestoga.ca/)

* Encourage students to complete the illustration(s). Explain each anatomical part as learners are completing the activity

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in OER so that they can do a self-assessment of their understanding
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions

## **Summary:**

* Recapitulate the main parts and processes related the endocrine system

# **Chapter 18**

## **Lesson Topic:**

Oncology

## **OER Links:**

* [Chapter 18: Oncology– Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-18-oncology/)
* [Student Companion Workbook Chapter 18](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/oncology/)

## **Learning Objectives:**

* Describe oncology and explore the physiology and activity of cancerous and non-cancerous growths
* Analyze, translate, and define medical terms and common abbreviations of oncology
* Practice the spelling and pronunciation of oncology terminology
* Identify the medical specialties associated with the oncology and explore common diseases, disorders, diagnostic tests, pharmacology, and procedures

## **Resources/Supplies Required:**

* Online activity (Mentimeter, Kahoot, etc.)
* What is Cancer? What Causes Cancer & How is it Treated? [Video]. YouTube. <https://youtu.be/SGaQ0WwZ_0I?si=N6S0QpG6D9nKqHfl>
* [Student Companion Workbook Chapter 18](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/oncology/) and assets
  + Design Your Own Worksheet
  + Oncology Abbreviations
* [Cancer types | Canadian Cancer Society](https://cancer.ca/en/cancer-information/cancer-types?ccs_id=39184&ccs_campaign=alwaysonsearch2022&s_src=cpc-google-alwaysonsearch2022&s_subsrc=alwaysonsearch2022-ao&msclkid=23045aad861b18edb0ec3c2768fb9963)

## **Warm-Up Activity:**

* Ask learners to suggest what the difference is between a malignant growth and a benign growth
* Ask students if they know what test can detect cancer
* Show students the YouTube video about cancer

## **Pre-Assessment:**

* Invite students to any medical terms related to cancer that they already know
* If students struggle to list medical terms, take time to cover the basic ones

## **Participatory Learning:**

Activity 1:[**Participatory Activity**](#_Participatory_Learning_Activities )or create your own

Activity 2: Asset– Design Your Own Worksheet

* Have learners populate the design template using the resource for locating content

Activity 3: Explore – Visit [Cancer types | Canadian Cancer Society](https://cancer.ca/en/cancer-information/cancer-types?ccs_id=39184&ccs_campaign=alwaysonsearch2022&s_src=cpc-google-alwaysonsearch2022&s_subsrc=alwaysonsearch2022-ao&msclkid=23045aad861b18edb0ec3c2768fb9963)

* Have learners work in groups to explore the link provided
* Have groups explore and focus on any two types of cancer and record information

Activity 4: Asset – Oncology Abbreviations

* Have students work through the list and translate abbreviations from the chapter

## **Instructor Facilitation:**

### Activity 1: Participatory Activity

* Encourage students to listen to the terms that others chose and see if they identified them correctly
* Correct students’ mistakes

Activity 2: Asset– Design Your Own Worksheet

* Have learners share what content they added to their worksheet

Activity 3: Explore – Visit[Cancer types | Canadian Cancer Society](https://cancer.ca/en/cancer-information/cancer-types?ccs_id=39184&ccs_campaign=alwaysonsearch2022&s_src=cpc-google-alwaysonsearch2022&s_subsrc=alwaysonsearch2022-ao&msclkid=23045aad861b18edb0ec3c2768fb9963)

* Have learners share to the two types of cancers explored

Activity 4: Asset – Oncology Abbreviations

* Have students work through the list and translate abbreviations from the chapter
* Correct any mistakes or missing information
* Provide context for the usage of abbreviation and context

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in OER so that they can do a self-assessment of their understanding
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions

## **Summary:**

* Recap the main parts and processes related to oncology

# **Chapter 19**

## **Lesson Topic:**

Mental Health

## **OER Links:**

* [Chapter 19: Mental Health – Building a Medical Terminology Foundation 2e. (pressbooks.pub)](https://ecampusontario.pressbooks.pub/medicalterminology2/part/ch-19-mental-health/)
* [Student Companion Chapter 19](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/mental-health/)

## **Learning Objectives:**

* Define mental health and mental illness
* Analyze, translate, and define medical terms and common abbreviations used with mental health
* Practice the spelling and pronunciation of mental health terminology
* Identify the medical specialties associated with the mental health and explore common diseases, disorders, pharmacology, diagnostic tests and procedures

## **Resources/Supplies Required:**

* Online activity (Mentimeter, Kahoot, etc.)
* Emotion, Stress, and Health: Crash Course Psychology #26. [Video]. YouTube. <https://youtu.be/4KbSRXP0wik?si=PM1uIoRCilg33f6D>
* Psychological Disorders: Crash Course Psychology #28 YouTube. <https://www.youtube.com/watch?v=wuhJ-GkRRQc>
* [Student Companion Workbook Chapter 19](https://ecampusontario.pressbooks.pub/medicalterminology2studentworkbook/chapter/mental-health/) and assets
  + Design Your Own Worksheet
  + Mental Health Abbreviations
* [International Classification of Diseases (ICD) | Psychology Today](https://www.psychologytoday.com/us/basics/international-classification-of-diseases-icd)
* [Mental Health First Aid - Mental Health Commission of Canada](https://mentalhealthcommission.ca/what-we-do/mental-health-first-aid/)

**Warm-Up Activity:**

* Invite students to contrast emotional and physical wellness
* Extend concept of emotional and physical wellness to include social, environmental, creative, and spiritual wellness
* Show students the YouTube video Emotion, Stress and Health

## **Pre-Assessment:**

* Invite students to any medical terms related to the heart that they already know
* If students struggle to list medical terms, take time to cover the basic ones

## **Participatory Learning:**

Activity 1: [Participatory Activity](#_Participatory_Learning_Activities ) or create one of your own

Activity 2: Explore [International Classification of Diseases (ICD) | Psychology Today](https://www.psychologytoday.com/us/basics/international-classification-of-diseases-icd)

* Have students work in groups and visit the [Psychology Today page on ICD](https://www.psychologytoday.com/intl/basics/international-classification-of-diseases-icd) to learn about its significance and purpose
* Discover how the ICD classifies both physical and mental diseases worldwide

Activity 3: Asset – Mental Health Abbreviations

* Have students individually work through the document and translate the abbreviations

Activity 4: Explore [Mental Health First Aid - Mental Health Commission of Canada](https://mentalhealthcommission.ca/what-we-do/mental-health-first-aid/)

* Have students visit the Mental Health Commission of Canada – Mental Health First Aid (MHFA) webpage and learn about MHFA and discover why it is relevant
* Have learners detail two MFHA courses available and what they cover

## **Instructor Facilitation:**

Activity 1: [Participatory Activity](#_Participatory_Learning_Activities ) or create one of your own

Activity 2: Explore [International Classification of Diseases (ICD) | Psychology Today](https://www.psychologytoday.com/us/basics/international-classification-of-diseases-icd)

* Discuss student findings
* Explain mental health conditions, diagnostic testing and treatments involved

Activity 3: Asset – Mental Health Abbreviations

* Review lists created by learners
* Explain relevance and context of usage

Activity 4: Explore [Mental Health First Aid - Mental Health Commission of Canada](https://mentalhealthcommission.ca/what-we-do/mental-health-first-aid/)

* Explain the relevance of this exploration

## **Post-Assessment:**

* Check if students accomplished the learning objectives based on their participation in class
* Invite students to complete activities in OER so that they can do a self-assessment of their understanding
* Include questions developed from the content within the chapter on tests and assignments
* Ask students if they have any questions

## **Summary:**

* Recap the main parts and processes related to mental health