

## EPISODE

# 9

# Medical Mystery

Theme:

## PERSPECTIVES

### EPISODE CONCEPT

**diagnosis**

### STUDENT OBJECTIVE\*

I can define the term *diagnosis* and discuss its real world application.

### EPISODE CHALLENGE

Feza's not feeling well, and it's not clear why. But when Pierre finds that the cause is mold at his Center-run apartment complex, it could mean the temporary relocation of all the residents. Students must consider their options and decide what to do with the apartment's residents while the problem is fixed.

\* Display this objective at start of class and ask a student to read it aloud.

## PREPARE: EPISODE MINI LESSON

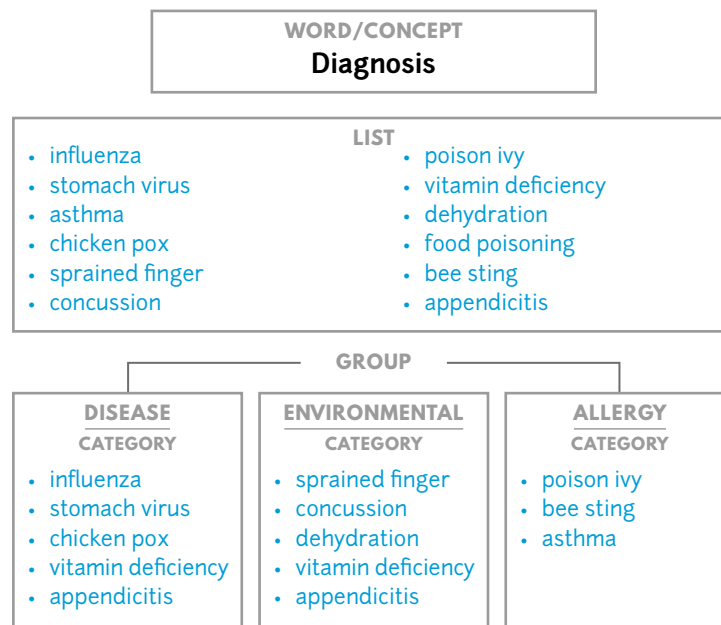
**BEFORE CLASS:** Copy the map below onto the board. Include only the category headings and the term *diagnosis* at the top. Alternatively, you may project the uncompleted map on the next page of this lesson onto a whiteboard. Answers in blue are suggestions only.

Keep the completed map on the board so that students can refer to it as they play Episode 9.

### TAP PRIOR KNOWLEDGE (10-12 MIN)

Refer to the map on the board. Brainstorm with students a list of *diagnoses* a doctor might make after seeing a patient. Write them in the LIST box. (Answers may include *concussion, influenza, poison ivy, etc.*)

When you have a list, work with students to divide the entries into three categories: *Disease, Environmental, and Allergy*. Point out that because some *diagnoses* have more than one cause, some words or phrases may appear in more than one category.



### GET READY TO APPLY (1-2 MIN)

Let students know that in Episode 9 everyone at the Center has an opinion about what's wrong with Feza. Based on what students have learned, what must be done before a patient can be correctly *diagnosed*? (Medical history has to be taken; environment must be checked for contaminants and allergens; test results must be analyzed, etc.)

WORD/CONCEPT

LIST

GROUP

CATEGORY

CATEGORY

CATEGORY