UTI Instructions: Man Who Mistook His Wife For A Hat

**Introduction:**
Students will become familiar with the human brain by analyzing neuropathological case histories. Students read a short excerpt, use their text as a resource to help identify the brain region involved. Frequently, several brain areas are involved in regulating a specific function; students must deliberate with team members during their determination of a potential brain region.

**Procedure:**
The purpose of this activity is to allow students to learn a little bit about the human brain. It is designed in a way that students need not have any previous experience with the brain or nervous system, but they will absolutely need their texts in order to complete the activity. All students should be reminded prior to the discussion section to bring their texts, but at least some will always forget. Thus, when assembling groups, be sure at least one student in each group has a text.

Remind students to use their text and that you do not have correct answers to give them. Wander through the room as students work and listen to students questions. Instead of trying to answer their questions directly, see if you can help the student instead by directing them to pages in their text or to paragraphs in the excerpts.

Whenever you feel it is appropriate, collect student attention and have groups share answers. This can be done periodically throughout the class or at the end. Either way, be sure students not only share their answers, but the evidence and logic they used in their decision process.

Collect student handouts at the end of class.