

## Intro to HC: lesson plan

Rachel Yeargan	
Course/ Subject: Intro to HC	
Date of Instruction: Mon.	
<p><b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3, 4, 5, 8, 10</b></p>	<p><b>Standard/s:</b> HS-IHS-2 Demonstrate standard safety practices for all classroom, laboratory and field experiences. Understand the existing and potential hazards to clients, co-workers, and self, and prevent injury or illness through safe work practices by following current health and safety policies and procedures. 2.1 Identify safety hazards and reduce risk associated with the</p>
	<p><b>Learning Target:</b> Students be able to identify safety hazards and signs associated with working in a healthcare system</p>
	<p><b>Success Criteria:</b> Students will draw 3 safety signs and explain when they might see them in a healthcare setting at 100% accuracy</p>
	<p><b>Introduction/Connection:</b> Students will complete work posted on the Smart board regarding identified hazard safety signs</p>
	<p><b>DIRECT INSTRUCTION:</b> <b>I DO: Lecture:</b> Safety in the workplace, DHO chapter ____ WITH GUIDED NOTES See powerpoint in Google Classroom Complete terms and draw 3 safety signs to put in notebook</p>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8, 10</b></p>	<p><b>GUIDED PRACTICE:</b> Complete terms and definitions</p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> <b>YOU DO:</b> draw 3 safety signs to put in notebook</p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding. <b>TKES 1, 2, 3, 4, 5, 6, 7, 8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b> Put 3 signs in notebook for class participation grade</p>
<p><b>Assignment(s)</b></p>	<p>Complete definitions and terms</p>

**Supplies: CONSTRUCTION PAPER, SCISSORS, GLUE OR STAPLER,**

<https://www.cdc.gov/niosh/docs/88-119/pdfs/88-119.pdf?id=10.26616/NIOSH-PUB88119>

**Start on page 23- overview of safety**

**Pages 65-55 fire safety back injuries 61 -64**

Rachel Yeargan	
Course/ Subject: Intro to HC	
Date of Instruction: Tues.	
<p><b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3, 4, 5, 8, 10</b></p>	<p><b>Standard/s:</b> <b>HS-IHS-2</b> <b>.3 Analyze the role and the responsibilities of the healthcare provider (student) in the classroom, laboratory, and various workplace settings in an emergency situation. 2.4 Apply basic Emergency procedures and protocol in basic emergency situations and events. 2.5 Explain the following agencies' role in healthcare practice: OSHA, CDCP, CLIA, FDA, and ISO. 2.6 Apply principles of body mechanics</b></p>
	<p><b>Learning Target:</b> Students will be able to identify proper exit routes for healthcare professions in various workplace settings in an emergency situation at 80% using a picture to identify routes and how to move patients on a chart</p>
	<p><b>Success Criteria:</b> Students will be able to identify proper exit routes for healthcare professions in various workplace settings in an emergency situation at 80% using a picture to identify routes and how to move patients on a chart</p>
	<p><b>Introduction/Connection:</b> Students will enter and begin working on work sheets on Safety in the workplace posted in GC and handouts in class.</p>
	<p><b>DIRECT INSTRUCTION:</b> <b>I DO: Lecture:</b> as lecture begins using a PPT students will follow along in their packets and fill in the worksheet answers</p>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8, 10</b></p>	<p><b>GUIDED PRACTICE:</b> <b>WE DO:</b> Show proper body mechanics and practice using them to pick up various items around the room: heavy box, moving patients from a wheelchair and adjustments on beds when caring for a patient.</p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> <b>YOU DO:</b> <i>work to complete worksheets on DHO Chapter and complete terms</i></p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding. <b>TKES 1, 2, 3, 4, 5, 6, 7, 8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b> Have students demonstrate proper body mechanics and moving a patient from a chair to wheelchair</p>
<b>Assignment(s)</b>	Review all material 10 mins tonight

**Supplies: wheelchairs, beds in lab if available, weighted box,**  
<https://www.cdc.gov/niosh/docs/88-119/pdfs/88-119.pdf?id=10.26616/NIOSH/PUB88119>

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## Intro : lesson plan

Rachel Yeargan	
Course/ Subject: Intro to HC	
Date of Instruction: Wed.	
<p><b>Opening (I Do)</b></p> <p>An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.</p> <p><b>TKES 1, 2, 3, 4, 5, 8, 10</b></p>	<p><b>Standard/s:</b></p> <p><b>HS-IHS- 2</b></p> <p><b>.3 Analyze the role and the responsibilities of the healthcare provider (student) in the classroom, laboratory, and various workplace settings in an emergency situation. 2.4 Apply basic Emergency procedures and protocol in basic emergency situations an</b></p>
	<p><b>Learning Target:</b></p> <p><b>Students will learn about fire safety in the workplace and define RACE and PASS acronyms.</b></p> <p><b>Students will be able to comply with fire safety standards according to a healthcare setting</b></p>
	<p><b>Success Criteria:</b></p> <p><b>Students will be able to identify PASS and RACE at 80% accuracy without assistance and 100% with note assistance</b></p>
	<p><b>Introduction/Connection:</b></p> <p><b>Students will enter and begin working on work sheets on fire safety found in DHO Book. also found in Google Classroom</b></p>
	<p><b>DIRECT INSTRUCTION:</b></p> <p><b>I DO: Lecture: PASS and RACE acronyms definition</b></p>
<p><b>Work Period (We Do, You Do)</b></p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p><b>TKES 1, 2, 3, 4, 5, 7, 8, 10</b></p>	<p><b>GUIDED PRACTICE:</b></p> <p><b>WE DO: show students a fire extinguisher, ID parts of extinguisher, types of extinguishers and how to use one using RACE and PASS</b></p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b></p> <p><b>YOU DO: stations 1) worksheets using book 2) computers to research 3 facts on fire safety found on CDC 3) label extinguisher</b></p> <p><b>Review for tests for microorganisms and safety in the workplace</b></p>
<p><b>Closing (We Check)</b></p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p><b>TKES 1, 2, 3, 4, 5, 6, 7, 8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b></p> <p><b>Write on a note card the definitions of RACE, PASS, how to escape a fire, how to evacuate a hospital in a fire</b></p>
<p><b>Assignment(s)</b></p>	<p>Review all material prepare for test: open book</p>

**Supplies: computer links, fire extinguisher with note cards to label the FE, notecards for exit tickets.**

<https://www.cdc.gov/niosh/docs/88-119/pdfs/88-119.pdf?id=10.26616/NIOSH PUB88119>

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## Intro : lesson plan

Rachel Yeargan	
Course/ Subject: Intro to HC	
Date of Instruction: Thurs.	
<p><b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3, 4, 5, 8, 10</b></p>	<p><b>Standard/s:</b> <b>HS-IHS-8.1 applies behaviors that promote health and wellness. 8.2 describe strategies to maintain a healthy lifestyle</b> <b>Standard 9 microorganisms REVIEW</b> <b>Standard 2- safety in the workplace finish</b></p>
	<p><b>Learning Target:</b> Students will review and recall standard 9 microorganisms Students will finish safety in the workplace review</p>
	<p><b>Success Criteria:</b> Students will pass a test and hand in a notebook for standard 9 and standard 2 to complete both units with a passing grade of 80% Create a safety list for their home. Fire escape plan, MSDS notebook, hazard signs,</p>
	<p><b>Introduction/Connection:</b> Walk in and begin reviewing for test and to turn in NOTEBOOK For microorganism unit and safety in the workplace unit</p>
	<p><b>DIRECT INSTRUCTION:</b> <b>I DO: Lecture:</b>review all material</p>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8, 10</b></p>	<p><b>GUIDED PRACTICE:</b> <b>WE DO:</b> use a Kahoot to review all material and practice test</p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> <b>YOU DO</b> <b>Turn in notebooks and complete test for grade</b> <b>Begin working on medical math</b></p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding. <b>TKES 1, 2, 3, 4, 5, 6, 7, 8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b> Review test in class. Turn in for grade</p>
<p><b>Assignment(s)</b></p>	<p>Turn in work for grade. Rest and come ready to work on Friday</p>

**Supplies: kahoot, sheets for students missing work, for students that have completed work help decorate our door for GICCA contest. Post on FB**

## LP to HC: lesson plan Safety Hazards

Rachel Yeargan	
Course/ Subject: Intro to HC	
Date of Instruction: Fri.	
<p><b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3, 4, 5, 8, 10</b></p>	<p><b>Standard/s:</b> HS-IHS-3 Describe how various healthcare roles fit into the office/department, the organization and the overall health care environment. Identify how key systems affect services performed and quality of care.</p>
	<p><b>Learning Target:</b> Students will be introduced to various healthcare roles in different healthcare systems. Students will learn to take a health history and insurance information on a patient</p>
	<p><b>Success Criteria:</b> Students will be able to take a health history on a patient and understand the importance of accurate information.</p>
	<p><b>Introduction/Connection:</b> Students will come in and start to fill out a medical history on themselves that is posted on the smart board and copy on paper</p>
	<p><b>DIRECT INSTRUCTION:</b> <b>I DO: Lecture:</b> Review a health history and an insurance form</p>
<p><b>Work Period (We Do, You Do)</b> Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. <b>TKES 1, 2, 3, 4, 5, 7, 8, 10</b></p>	<p><b>GUIDED PRACTICE:</b> <b>WE DO:</b> Break into a two team group. Work together to collect health information. Take vital signs on your patient using Proper PPE. Fill out an insurance form and see if you can find codes to the work you will perform</p>
	<p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b> <i>If you don't feel comfortable working with a team member due to COVID, use the mock scenarios pre made to complete work. Working from home use the scenario downloaded in GClassroom to perform health hx, fill out insurance forms. Write down how you would take vital signs</i></p>
<p><b>Closing (We Check)</b> Describe the instructional process that will be used to close the lesson and check for student understanding. <b>TKES 1, 2, 3, 4, 5, 6, 7, 8</b></p>	<p><b>SUMMARIZE/CHECK FOR UNDERSTANDING:</b> <b>Write down 2 things you learned today. Put inside your notebook or hand to Mrs. Y before you leave for the weekend.</b></p>
<p><b>Assignment(s)</b></p>	<p>Have a safe and relaxing weekend.</p>

**Supplies: health hx's and insurance information for scenarios for mock patients**