# Contextualized Lesson Plan Teacher: Ketsia Nortelus Date: 2/23/22

# Subject Area: RLA Occupation/ Cluster: Health Science NRS Level(s): Level 4 – Level 6

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| **Lesson Topic:** | | **Importance of Following Directions / Multistep Procedures**  Adopted from- Healthcare Worker Importance of Following Directions  https://lessonbank.kyae.ky.gov/lessons/career\_clusters/Health%20Science/Healthcare%20Worker%20Importance%20of%20Following%20Directions/ | | |
| **Basic Skills Competencies:** | | **Anchor Standard(s)**  **RE.ABE.1:** Read closely to determine what the text says explicitly and make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)  **RE.ABE. 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)  **RE.ABE.10:** Read and comprehend complex literary and informational text independently and proficiently.  **SL.ABE.01:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | | |
| **Workforce Training Competencies (PCA):** | | **Anchor Standard(s)**  **07.0** Recognize and practice infection control procedures.   * **Supporting Anchor 07.01**: Define principles of infection control including standard and transmission-based precautions. * **Supporting Anchor 07.01**: Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation. | | |
| **ELPs:** | | **Anchor Standard(s)**   1. An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. 2. An ELL can participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.   **09.0** An ELL can create clear and coherent level-appropriate speech and text. | | |
| **Workplace Preparation**  **Activity:** | |  | Critical Thinking | All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results. |
|  | Teamwork | All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group’s goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts. |
|  | Employment | All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques. |
|  | Self-Management | All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for themselves and others. |
|  | Utilize Resources | All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively. |
|  | Use Information | All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations. |
|  | Understand Systems | All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies. |
| **Length** | 2 Days | **Contextualized Method:** X Content X Process ☐Product | | |
| **Lesson Purpose** | The purpose of this lesson is to teach students how to analyze articles to understand the importance of handwashing and demonstrate the process. | | | |
| **Lesson Objective(s)** | (What key concepts or procedures will be taught? What purposes or objectives will I explicitly communicate to students?)  At the end of this lesson, students will be able to:   * Describe the importance of handwashing for healthcare workers * Describe the importance of closely reading and following directions * Properly demonstrate an act while following directions   Optional: Visual Thinking Strategies and Visual Literacy  THE QUESTION SET   * How does this picture make you feel? * What people, objects, actions and feelings do you see in this picture? * Based on your observations, what’s going on in this picture? How do you know? * What more can you see? * Based on your observations, what can you infer/predict about….? | | | |
| **Student Target/ Scale** | (What will you do to establish learning goals, track student progress and celebrate success for this lesson?)Have students write down their scale score at the beginning of the lesson. Ask students “Do you know how to wash your hands?” Lead discussion around student answers. Make reference to the learning goal and the scale throughout the lesson.  **4**. I can explain the importance of hand-washing/following directions and teach the steps to someone else.  **3. I can describe and demonstrate the importance of hand-washing/ following directions.**  **2**. I can describe or demonstrate the importance of hand-washing/following directions.  **1**. I cannot describe and demonstrate the importance of hand-washing/following directions. | | | |
| **Required Materials** | (What materials will be needed? What advance preparation is needed?)   * CDC Handwashing in Healthcare Interactive Course- https://www.cdc.gov/handhygiene/training/interactiveEducation/ * Paper and markers * An accessible restroom for student use. (optional) * Define hand hygiene and identify when to wash hands Handout * Following Directions Exercise * Projector and student computer use. | | | |
| **Texts / Websites Used** | Define hand hygiene and identify when to wash hands Handout - Nursing Assisting/A Foundation in Caregiving, Ch. 6, Sec.7, pg. 94-96 — ATOS Level: 8.0;  Following Directions Exercise — ATOS Level: 6.9;  Handwashing Instruction Video - from CDC - <https://www.youtube.com/watch?v=1YdfLYhqu4Y> or  Handwashing: Prometric CNA Skill - https://www.youtube.com/watch?v=l7WWtg0TCJ4 | | | |
| **Key Vocabulary** | **hygiene** - conditions and practices that help to maintain health and prevent the spread of diseases;  **hand hygiene -** washing hands with either plain or antiseptic soap and water or using alcohol-based hand rub.  **hand rub -** hand sanitizer  **microorganism** – microbe;  **antimicrobial** agents -describe substances which demonstrate the ability to reduce the presence of microbes (bacteria) such as disinfectants, antibiotics;  **pathogens**-a microorganism that causes infection or disease;  **contamination** -the act of making something impure or unsuitable by contact with something unclean, bad, etc.;  **thoroughly** - completely and carefully;  **lather**-  a foam or froth formed when a detergent (such as soap) is agitated in water;  Optional: Creating a word wall in the classroom for healthcare/workplace terms to be defined as encountered in context. | | | |
| **Anticipatory Set**  **Introduction and Explanation** | (How will I get and hold students’ attention? How will I tie lesson objectives to student interests? What questions might I ask to stimulate student thinking? How will I introduce and explain key skills and concepts?)   * As students enter class, give them the handout above entitled “Following Instructions Exercise.” * Observe student behavior.  Note that the directions say to start by reading the 10 steps below.  Note whether or not you see students completing the exercise, as the final step tells them not to do any of the calculations listed above. * Debrief with students.  Ask, “What was hard about this exercise? How many of you started writing answers in the blanks because you didn’t read the directions?” * Tell students that ALL jobs, particularly those in healthcare, have specific directions that need to be followed. * Ask,” What job do you do now or have done in the past?”; “Did you have to follow directions? Why?”; “Why is it so important to follow procedures step-by-step in healthcare?” Lead discussion around student answers. | | | |
|  | (“I Do”--How will I model this skill or strategy for my students? How will I break complex skills or bodies of information into understandable components?)   * Ask, “Why do we wash our hands? When should we wash our hands? How should we wash our hands?” * Have students, in a group, write down the steps to wash their hands. * Have one student from the group demonstrate the steps. Discuss the importance of including key information when writing out steps to follow. * Give students the “Infection Prevention and Control” handout. * Review material with students, highlighting key vocabulary.   (What will you do to establish or maintain classroom rules and procedures for this lesson?)   * Review expectations regarding rules and procedures to ensure students’ effective execution, remind students of rules and procedures and provides cues or signals when a rule or procedure should be used. | | | |
| **Guided Practice** | (“We Do”--How will students practice using the skill or concept targeted by the standard?) —   * Ask students guided questions: Why do we wash our hands? When should we wash our hands? How should we wash our hands? Lead discussion around student answers. * In groups, students will write down the steps to washing their hands. Have a student or teacher demonstrate the steps outlined. Discuss the importance of including key information when writing out steps to follow. * Use the “Infection Prevention and Control” handout. Have students highlight key vocabulary words in the text. * Preview vocabulary. Explain to students if they don’t know the meaning of the words, we will use context clues to help define them as we encounter the words in the text.   (In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning?)   * Ask students to summarize the text.  Discuss. * Ask students to cite evidence in the reading by annotating the text (underline or circle the answers) when they answer text-dependent questions, and check for accuracy. * Ask students to write down on a sticky note, one reason “Why is it so important to follow procedures step-by-step in healthcare?” Have students share their answers with their peers at their table. | | | |
| **Application and Independent Practice** | (“You Do”--How will I gradually withdraw support as students become capable of independent performance?)  **Step 1: Model:** Explicitly share and demonstrate the steps of the procedure.  **Step 2: Lead:** Guide students in practicing the procedure until they can perform it without errors.  **Step 3: Test:** Have students practice the procedure independently; provide them with feedback.   * Play video demonstrating handwashing procedure. * Have students take turns to simulate how to wash their hands according to the instructions. * Optional: As room allows, send students in pairs to the restroom to wash their hands according to the instructions (may need to be sure restrooms are properly equipped ahead of time). * Optional: Use Glo Germ on the volunteer(s)’ hands and have the student(s) wash their hands according to the instructions. Use a black light to see if the task was completed effectively. * Ask students to note any step they found difficult or confusing.   Optional: If students have smartphones, ask them to video each other washing their hands according to the directions. Review videos as a class as able.   * If time allows, place each student at a computer or assign it as homework. * Have each student complete the CDC Interactive Handwashing course (consider emailing the link to students ahead of time), and note student progress on the questions within the course. | | | |
| **Reflection, Closure, and Connection** | (How will I engage students in reflecting on what they have learned? What will I use to draw ideas together for students at the end? What lessons can I preview for students that will follow as a result of this lesson?)   * Revisit learning goals for this lesson. Have students write down their scale score at the end of the lesson. * Post this question on the board: “Other than it being a procedure in health science occupations, why is handwashing so important?” Ask students to write down their response on the same or new sticky note and post it. Lead discussion around student answers. * Preview the “Donning and Doffing PPE” directions. * Instruct students to share and practice handwashing procedures at home. | | | |
| **Assessing Mastery of the Objective(s)** | (How will I evaluate students’ understanding and their readiness to move forward?)  By the end of this lesson, the students should be able to describe and demonstrate the importance of following directions by following all steps in a handwashing checklist so that they understand why it is so important for healthcare workers to closely follow procedures. Completion of the interactive course and demonstration assess the objectives. | | | |