

Intro to HC: Daily lesson plan

Rachel Yeargan	
Course/ Subject: Intro to HC	
Date of Instruction: Mon.	
Opening (I Do) 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. TKES 1, 2, 3, 4, 5, 8, 10	Standard/s: HS-IHS-9 Analyze different types of microorganisms and their defining characteristics to reduce the risk of infection or illness. Demonstrate physicochemical methods and the use of PPE in preventing and controlling the spread of microbial growth
	Learning Target: Students will define and describe the need for asepsis and infection prevention in the classroom, laboratory, and in the healthcare environment
	Success Criteria: Students will define asepsis at 100% accuracy in a multiple-choice question. Students will be able to write the definition of asepsis at 90% accuracy with no assistance.
	Introduction/Connection: First Five- Pre-test on Google Forms on Chain of Infection.
	DIRECT INSTRUCTION: We will quickly review the material on the pretest and acknowledge where we need to focus on learning in this unit. Practice writing out the definition of asepsis
Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8, 10	GUIDED PRACTICE: Mrs. Yeargan will introduce the classes of microorganisms on ppt and with a guided hand out Infection Control (will use all week) PowerPoint https://docs.google.com/presentation/d/1XuL6lGYisuWEOWmBJcfkSXU4y_yVSxRjbXBilkp6RI/edit#
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: <ul style="list-style-type: none"> Students will draw and write a description of three types of bacteria: cocci bacteria- round or spherical, Bacilli- rod shaped, Spirilla bacteria - cork screw shaped. DHO pg. 365-366 Show video link of types of bacteria Sizes of microorganisms Make sure you get to 4.19 mins of this video to see e.coli Sizes of microorganisms under a microscope
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES 1, 2, 3, 4, 5, 6, 7, 8	SUMMARIZE/CHECK FOR UNDERSTANDING: Students will write down with no assistance with the definition of asepsis on a notecard before leaving the class. Wipe down tables.
Assignment(s)	Complete any work not completed in class. Review material for 10 mins.

Supplies: sheets of paper with the square on top and lined paper under. Colored pencils, crayons, markers.

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Date of Instruction: Tues.	
Opening (I Do) 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. TKES 1, 2, 3, 4, 5, 8, 10	Standard/s: 9.4 Analyze ways microorganisms are spread using the chain of infection model. 9.6 Describe the methods of controlling the spread and growth of microorganisms.
	Learning Target: Students will recall five classes of microorganisms. Students will list the six components of the chain of infection. Students will demonstrate proper hand washing following the aseptic technique and don
	Success Criteria: Students will recall three out of five classes of microorganisms with no assistance at 100% Students will list the six components of the chain of infection with assistance if necessary at 100% Students will demonstrate proper hand washing following aseptic technique and donning and doffing of gloves using a rubric at 90% accuracy
	Introduction/Connection: Students will complete work posted on the Smartboard of turning to page 374 in DHO book and write 8 essentials times for handwashing FIRST FIVE
	DIRECT INSTRUCTION: I DO: Lecture: CHAIN OF INFECTION, WITH GUIDED NOTES See powerpoint downloaded on Mon lesson plans as we will use it all week.
Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8, 10	GUIDED PRACTICE: WE DO: CREATE A CHAIN OF INFECTION USING CONSTRUCTION PAPER, SCISSORS, NUMBER THE COMPONENTS IN THE CHAIN AND LIST WAYS IN WHICH THE CHAIN CAN BE BROKEN P. 370
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: YOU DO: VIDEO OF DONNING AND DOFFING INICAL CHECK OFF OF HAND WASHING, PPE AND GLOVE DONNING. CLINICAL CHECK OFF
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES 1, 2, 3, 4, 5, 6, 7, 8	SUMMARIZE/CHECK FOR UNDERSTANDING: WRITE DOWN 3 OUT OF THE 5 CLASSES OF MICROORGANISMS WE STUDIED YESTERDAY REVIEW THE 6 COMPONENTS IN THE CHAIN OF INFECTION, PUT CHAIN IN YOUR NOTEBOOK TO BE CHECKED, AND REVIEW PUT CLINICAL CHECK OFF IN YOUR NOTEBOOK FOR CLASS PERFORMANCE GRADE
Assignment(s)	REVIEW ALL MATERIAL FROM YESTERDAY AND TODAY FOR 10 MINS TONIGHT, ENJOY YOUR DAY OFF TOMORROW.

Supplies: CONSTRUCTION PAPER, SCISSORS, GLUE OR STAPLER, PPE, CLINICAL CHECK OFFS,

INTRO to HC: Daily lesson plan

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Date of Instruction: Thursday,	
Opening (I Do) 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. TKES 1, 2, 3, 4, 5, 8, 10	Standard/s: HS-IHS-2.7 UTILIZE PPE AND OSHA AND CDCP procedures HS-IHS-9.5 Utilize personal protective equipment and apply personal safety procedures for Disease Control and Prevention (CDCP)
	Learning Target: Students will learn to prevent the spread of pathogens and disease, break the chain of infection by learning about standard precautions, Airborne Precautions, droplet precautions, contact precautions. Students will be able to define clean, asepsis, disinfect, sterile.
	Success Criteria: Students will know the difference and definitions of standard precautions, Airborne Precautions, droplet precautions, contact precautions. And define them on a multiple-choice test at 80% accuracy
	Introduction/Connection: First Five: given a scenario which precaution would you follow? First five: complete scenarios and put into your NB for class performance grade.
	DIRECT INSTRUCTION: We will quickly review the material on the pretest and acknowledge where we need to focus on learning in this unit. Practice writing out the definition of asepsis
Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8, 10	GUIDED PRACTICE: Mrs. Yeargan will introduce the classes of microorganisms on ppt and with a guided hand out. Lecture on the definitions of Standard, airborne, bloodborne, universal precautions, PowerPoint https://docs.google.com/presentation/d/1XuL6lGYisuWEOwmBJcfkSXU4y_yVSxRjbXBilkp6RI/edit#
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: Watch video A word without Microbes and complete the questions in the power point Break into groups and complete a sign, have pictures of your equipment needed, and write definitions to present to class about your precaution. You may dress to illustrate as well. Pages 408 I have included a few examples for you to follow to make your own poster to post on a patient door or in a hallway. Standard pg. 379 Airborne pg. 409 Droplet pg. 411 Contact pg. 412
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES 1, 2, 3, 4, 5, 6, 7, 8	SUMMARIZE/CHECK FOR UNDERSTANDING: Students will write down with no assistance with the definition of asepsis on a notecard before leaving the class. Wipe down tables.
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	Learning Target: Students will be able to differentiate between cleaning, disinfection, and sterilization methods in healthcare.
	Success Criteria: Students will demonstrate operating an autoclave, chemical disinfection, and cleaning products after exposure and operate at 100% under standard precautions guidelines.
	Introduction/Connection: Students will complete any work that is incomplete for the week. If finished go into Google classroom and practice the pretest given on Monday.
	DIRECT INSTRUCTION: I DO: Lecture: CHAIN OF INFECTION, WITH GUIDED NOTES
Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8, 10	GUIDED PRACTICE: Read pages 385-396 and look at the figures. Follow along with the textbook pictures as we watch the video posted in Google classroom.
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: <i>You Do: We will go to the lab (all dressed appropriately) to work on PPE, hand washing, cleaning a patient's room, disinfecting with chemicals, and wrapping to use an autoclave. I will demonstrate and then students will practice independently. A clinical checklist will be used to confirm the student is following standard precautions, peer check.</i>
Closing (We Check) <small>Describe the instructional process that will be used to close the lesson and check for student understanding.</small> TKES 1, 2, 3, 4, 5, 6, 7, 8	SUMMARIZE/CHECK FOR UNDERSTANDING: Continue practicing until skills are passing at a 100% accuracy rate. Once finished clean lab and return to classroom.
Assignment(s)	REVIEW ALL MATERIAL FROM YESTERDAY AND TODAY FOR 10 MINS TONIGHT, ENJOY YOUR weekend.

Supplies: autoclave, autoclave wraps and tape, chemical solutions, instruments with “pathogens”, bed linens clean and soiled, PPE, CLINICAL CHECK OFFS,