**Westbury High School**

**Daily Lesson Plan**

**Pharmacy Tech.**

Teacher: Debra Hurt Jan. 06, 2015-Jan. 07, 2015

**Lesson Topic**-Classroom Safety, Rules, Procedures and Expectations.

**Objectives:** 1. Students will distinguish between, classroom, rules, expectations and procedures.

2. Students will compile notes, graded papers, tests, and projects into a binder for teacher and

administrator to review and evaluate lessons for effective student centered-learning.

3. Student will benefit from this activity by sharing their hardships and adversities with peers

to assist with coping skills, gain support in becoming a successful student, and improve

personnel relationships.

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**Lesson** **Activities**:

1. Review classroom procedures, expectations and rules

2. Scavenger Hunt-Based on the Movie “Freedom Riders” to support classroom management and assess learning.

3. Student will share and discuss with the class their experiences based on the scavenger hunt.

4. Review semester exam

**Do Now/Bell-Ringer: Scavenger Hunt**

Scavenger Hunt

(We will have a classroom discussion when your scavenger hunt is completed. Your answers are optional and your privacy is respected).



1. Find someone that have committed a tort or have a friend or family member that committed a tort\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Find someone that visited a family member in jail over the holidays\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Who has a friend or family member in jail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

4. Find a person that does the right thing when no one is watching (This person may have wanted to do something wrong but chose not to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. Find a person that bullied someone to the point it hurt the person deeply\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. A person that would like to be an entrepreneur.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. A person that has been accepted to a college offering a full scholarship\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8. A person that told a friend something confidential and the friend betrayed their trust\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9. A peer who like studying health science\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10. A person that have a family member that received Hospice Care\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

11. A person that can name one government agency \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

12. Someone that can name and spell the father of Pharmacy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

13. A person that can name a movie we watched in class that change their way of thinking toward a family member\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

14. A person that have marched for freedom of speech or for civil rights\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

15. A person that was negligent while baby sitting or while taking care of someone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

16. A person that have experience side effects after taking a medication\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

17. A person that got caught while shop lifting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

18. A person that have been homeless\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

19. A person that regretted what he or she placed on face book\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

20. A person that learned the healthcare pathway he or she wish to work in\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Instructional Method:  Lecture with class discussion  Individual

Written work  Team

Demonstration  Audio/Visual

Work based  Independent Study

Materials Needed: Textbooks: Diversified Health Occupations Sixth Edition - Louise Simmers

Health Care Science Technology-Kathryn Booth

Video -

Worksheet

Other-School Library

Assessment:  Teacher evaluation  Peer/self -evaluation

Employer evaluation  Skills performance

Presentation  Tests

TEKS: 130

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| Knowledge & Skills | Student Expectations |
| 1. The student applies math, science, English language arts, & social sciences in health science. | a. interpret data from various sources to make conclusions  b. compile information from a variety of sources to create a technical report  c. research, write, & present a technical report  d. plan, prepare, & deliver a presentation  e. identify the environmental factors that affect homeostasis  f. observe & relate anatomical structure to physiological functions  g. identify atypical anatomy & physiology  h. use the scientific method to prepare clinical case studies  i. compare & contrast community health issues of the U.S. with other countries  j. compare & contrast various health care reform plans |
| 2. The student used verbal & non-verbal communication skill. | a. accurately describe observations & procedures related to client care  b. demonstrate advanced communication skills to provide quality client care  c. identify barriers to communication & take measures to minimize their effects |
| 3. The student knows the knowledge & skills necessary to maintain employment. | a. monitor & evaluate his/her own performance to ensure continuous improvement  b. adjust career goals based on personal interests & clinical experience    c. describe the steps necessary for entrepreneurship in a free enterprise system  d. identify & follow procedures for advancement, resignation, or relocation  e. transfer knowledge & skills to new situations & apply problem-solving strategies.  f. demonstrate proficiency in medical terminology  g. update skills to enhance employability |
| 4. The student knows ethical behavior standards & legal responsibilities. | a. practice ethical behavior standards  b. comply with industry standards of confidentiality  c. comply with protocol & legal requirements & perform within the designated scope of practice  d. review court cases related to professional liability & ethics |
| 5. The student knows the importance of functioning as a health care team member. | a. participate in team teaching  b. refine consensus-building techniques  c. manage conflicts using peer mediation, problem-solving, & negotiation skills  d. identif6y leadership opportunities in the community |
| 6. The student maintains a safe environment to prevent hazardous situations. | a. comply with standard precautions  b. teach principles of body mechanics to others  c. develop a fire prevention plan  d. respond to emergency situations consistent with level of training  e. participate in a disaster drill  f. comply with regulatory standards & guidelines |
| 7. The student demonstrates multi-competent health care worker knowledge & skills. | a. identify knowledge & skills that are transferable among occupations  b. predict client’s needs for follow-up or alternative care  c. update skills to enhance employability  d. identify emerging technologies in the health care industry |