**ESSENTIAL LESSON PLAN COMPONENTS - Using Universal Design for Learning**

**(sequencing of components left to discretion of professor)**

**Name**: Megan Patterson, Kaylee Hopkins, Letitia Scafidi, Anne Stack **Subject**:Health Careers

**Grade**: College- 1st year                                               **Time**: 30 mins.

**Date**: 12/4/14                                                             **Title of lesson:** Career Fair

**SUMMARY WITH BIG IDEAS AND ESSENTIAL QUESTIONS** :

In this lesson the students will learn about various careers in the health field. We will begin class by informing the students that we will be attending a career fair. We will have 8 posters/stations set up around the room which the students will rotate through. The posters will contain information regarding job descriptions, education requirements, various job settings available, and populations worked with for each career. Before the career fair begins, each student will receive a scavenger hunt worksheet to complete while they rotate through each station. There will be a teacher presenting each poster who will be available to expand on the information provided on the posters and answer any questions that may arise. We will conclude the lesson with the students returning to their desks and reviewing their answers from the scavenger hunt and answering any additional questions they may have.

Big Idea:

* Students will learn about different health related careers.

Essential Questions:

* What are different health related career options?
* How do you enter a health related career?
* What are different venues where health care professionals are employed?

**MATERIALS AND TECHNOLOGY NEEDED**:

* 8 Poster boards
* Tape
* Therapy Tangle
* Stethoscope
* Blood pressure cuff
* Ankle Brace

**LINKS TO MA CURRICULUM FRAMEWORKS or COMMON CORE STATE STANDARDS**:

* PreK-12 Standard 12: Consumer Health and Resource Management
* 12.1 Identify and describe health careers.

**LESSON OBJECTIVES**:

Content Objectives:

* Students will be able to name and define at least 3 different health related career paths.
* Students will be able to identify educational requirements for at least 2 health related career paths.
* Students will be able to name at least 3 different venues in which health care professionals are employed.

Language Objectives:

* Students will complete the scavenger hunt worksheet answering questions relating to each health related field.

**VOCABULARY**

* *Audiologist (audiólogo)*: A specialist who diagnoses and treats hearing and speech-related problems.
* *Certified Athletic Trainer (entrenador atlético certificado)*: A specialist who works with athletes to maintain fitness and prevent and treat injuries.
* *Clinical Psychologist (psicólogo clínico):* A psychologist who helps people deal with mental disorders, stressors, and life crises; provides individual, group, and family psycholtherapy; and plan behavioral modification programs.
* *Community Health Educator (educador de la salud comunitaria):* A health educator who focuses on education people in a specific community.
* *Dental Hygienist (higienista dental):* A trained dental helath professional who works under the direction of a dentist to provide dental care.
* *Dentist (dentista):* A doctor of dental surgery (DDS) or a doctor of medical dentistry (DMD) who specializes in dental care.
* *Dietitian (dietista):* A specialist who counsels people about diet and nutrition.
* *Emergency Medical Technician (ténico en emergencias médicas):* A health care professional who gives health care to people in emergency situations before they reach the hospital.
* *Guidance Counselor (consejero):* A specialist who assists students with personal, family, education, and career decisions and concerns.
* *Health Education Teacher (professor de educación de salud):* A teacher who specializes in health education.
* *Health Services Manager and Administrator (administrador de servicios de salud):* A professional who manages a health services organization.
* *Licensed Practical Nurse (enfermería de licencia):* A nurse, who under the direction of a registered nurse of physician, provides nursing care for people who are sick or injured.
* *Medical Writer (escritor medico):* A writer who specializes in the areas of medicine and health.
* *Occupational Therapist (terapeuta ocupacional):* A health professional who helps people who have disabilities learn to make adjustments.
* *Pharmacist (farmacéutico):* An allied health professional who dispenses medications that are prescribed by certain licensed health professionals.
* *Pharmacologist (farmacólogo):* A specialist in the composition of drugs and their effects.
* *Physical Therapist (fisioterapeuta):* An allied health professional who helps people rehabilitate physical disabilities and injuries.
* *Physician (medico):* An independent health care provider who is licensed to practice medicine.
* *Radiologic Technologist (tecnólogo radiológico):* An allied health professional who works under the direction of a radiologist.
* *Recreational Therapist (terapeuta recreativo):* A health care professional who plans and directs medically approved recreational activities.
* *Registered Nurse (enfermera registrada):* A nurse who is certified for general practice or for one or more of several nursing specialties.
* *School Psychologist (psicólogo de la escuela):* A psychologist who works with students, parents, school personnel, and teachers to solve learning and behavioral problems.
* *Social Worker (asistente social):* A person who helps people with a wide range of social problems.
* *Speech Pathologist (patólogo del habla):* An allied health professional who helps people overcome speech disorders.

**INSTRUCTIONAL SEQUENCE:**

1. **1-2 minutes: Introduce the topic.** We will introduce the topic by discussing that there are many careers in the health fair. We will explain to the students that they will be participating in a mini career fair.
2. **2-3 minutes: Instructions.** We will instruct the students on how the career fair will work. Teachers will explain that there are 8 different stations and that there will be four groups cycling through. We will pass out the scavenger hunt sheet and explain that they must find the answers by participating in the fair.
3. **3-27 minutes: Career Fair.** Students will be split up into 4 groups. Each group will cycle through each station where they will be introduced to a new career in the health field. Teachers will be presenting information at each station and will answer any questions. Groups will spend approximately 3 minutes at each station before rotating. As they are learning about new health careers, students will answer the questions on their scavenger hunt worksheets by looking at posters, listeners to teachers, or asking questions.
4. **27-30 minutes Closure:** After each group has visited every station, we will come back together as a whole class. We will go over the scavenger hunt worksheet and answer any lingering questions. Lastly, to conclude, we will hand out a vocabulary sheet with all of the health careers. This sheet will include other careers in the health field that were not in the mini fair to show that there are many more health careers, not just 8.

**EVIDENCE OF STUDENT LEARNING/ASSESSMENT:**

* This part of the plan identifies what you have done in the instructional sequence to determine if students have learned specific objective(s) of the lesson. **Consider multiple means of action and expression.** Evidence may be written, oral, observational, performance-based.

**PLANNING FOR LEARNER VARIABILITY:**

* UDL 1.3: Offer alternatives for visual information
* UDL 2.1: Clarify vocabulary and symbols
* UDL 5.1: Use multiple media for communication

    For this lesson, we intend to accommodate all students needs. To our ELL student and our student with the processing delay we will have pictures and use hands-on materials to teach each of our posters. We will have spanish translations on our scavenger hunt worksheet and allow both students to pair up with a buddy to rotate through the stations with. This will allow them extra help in completing the scavenger hunt. By breaking the class up into 4 groups we will be able to decrease the student to teacher ratio, allowing for more 1:1 time with each of the students. The smaller group size will also create a more comfortable and less intimidating learning environment for our ELL and PD students while also allowing for more opportunities for them to interact with the teachers and their classmates.

**IDENTIFY SOURCES**:

Meeks, L., Heit, P. & Page, R. (2013). *Comprehensive school health education : totally awesome strategies for teaching health*. New York, NY: McGraw-Hill