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[**WABS ACCESS STEM PBL Post-Hole Problems Lesson Template**](https://docs.google.com/document/u/1/d/1oiI3VCEJYesn_VTafgLiGRbUFEgxZVS5/edit)

**LESSON 5** OVERVIEW

| **Target Grade Levels: 9-12**  **Subjects: Interdisciplinary (AVID, English Language Arts, Healthcare Careers, Social Studies, STEM)**  **Authors: Sheila Burroughs,** Lisa Chen**, Karena Glodowski, Gloria Horne,** Noel Montgomery**, Kyle Scott** |
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| **Lesson Title: Turning Tools into Change** |
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| **Problem Statement:** How can the healthcare system communicate information to a patient in such a way that is clear, concise, and accessible to them to support a positive outcome? |
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| **Lesson Objectives: Students will be able to:**   * **Identify further uses of evaluative tools in the healthcare industry.** * **Create an improved “After-Visit Summary” using the feedback generated in lesson 4.** |
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| **Lesson Standards:**  **21st Century Skills: Information, Media, and Technology**  **Information Literacy: Use and Manage Information**   * **Use information accurately and creatively for the issue or problem at hand** * **Manage the flow of information from a wide variety of sources** * **Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information**   **NGSS ETS1.B: Developing Possible Solutions When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.**  **WA CTE 21st Century Leadership Skills: Demonstrate ability to work effectively and respectfully with diverse teams.** |
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| **Materials:**   * **Whiteboards, markers, and erasers** * **Original AVS from lesson 1** * [**Lesson 5 Presentation**](https://docs.google.com/presentation/d/1tahqf5jLwR4-efpOxtAqYJHbBphGbToR-tavWQTWnec/edit?usp=sharing) * **Elements to Improve AVS worksheet** * **Reflection worksheet options 1 and 2** |
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**If relevant to a single lesson, please include:**

| **Lesson 21st-Century Skills: The lesson integrates the use of different software platforms and requires students to be able to work together live on a shared document. This mirrors how many workplaces operate today.** |
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| **Lesson-Locally and/or Personally Relevant for Students: Students are creating AVS that would speak to their needs as patients. The changes made by each student are informed by that individual's life experiences.** |
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| **Lesson-Connections to Career and Educational Pathways: In almost all fields there is a need for workplace training and development. This lesson has students using a workplace evaluation tool (one that measures how well healthcare providers communicate with patients) that they created, to make changes to documents within an organization. This is the real kind of work managers, supervisors, and workplace trainers do everyday.** |
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**LESSON PREPARATION**

| **Time Required: 1 class period (approximately 55 minutes)** |
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| **Grouping of Students for Instruction: Groups of 4-6 students** |
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| **What is the instruction? (Consider the PBL procedure that is being addressed here):**  **Students are resolving the problem by using the tool they created to improve the AVS.** |
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**Resolving the Problem:**

| **Teacher** | **Student** |
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| **Prompting for student reflection** | **Reflecting on their evaluations from the previous lesson by creating a list of elements from the original AVS that scored high on their own evaluative tool and elements that scored low. Have students work independently before sharing their lists with a peer within the small group. If students have differences between their lists encourage students to explore why they evaluated the AVS differently. (7 mins)** |
| **Modeling with the class how to complete the first column of the Elements to Improve AVS worksheet. (8 mins)** | **Completing the worksheet within their groups, coming to a consensus on each column and row (15 mins)** |
| **Reintroducing students to the original AVS. Asking students to name one element they would have altered and how, and make the change on the original. (5 mins)** | **Working in small groups to make all of the changes they identified in the Elements to Improve AVS worksheet to a copy of the original AVS. (10 mins)** |
|  | **Reflecting on one of two options (chosen based on teacher preference). (10 min)** |

| **Possible Accommodations:**   * **Accessibility: All materials can be uploaded to Canvas. Canvas provides tools that read text to students, change font sizes, translates to different languages, and can provide other accessibility tools.** * **Language: Domain specific vocabulary can be broken down and explained to students using the glossary from lesson 1.** |
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| **Possible Extensions: In a Healthcare Course, what other contact points between healthcare providers and patients could this process could be used? (Pharmacist, X-Ray Technician, Nuclear Medicine, Dentistry, etc.)**  **Other communication in healthcare that could be evaluated and improved:**   * **Signage in medical facilities** * **Insurance Forms (Explanation of Benefits)** * **Contact Tracing** * **Directions to healthcare facilities** |
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| **Possible Assessment: This lesson is the final assessment for the unit** |
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| **References and Resources:** |
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