AOHS Health Careers Exploration

Lesson 16

Project Presentation and Course Closure

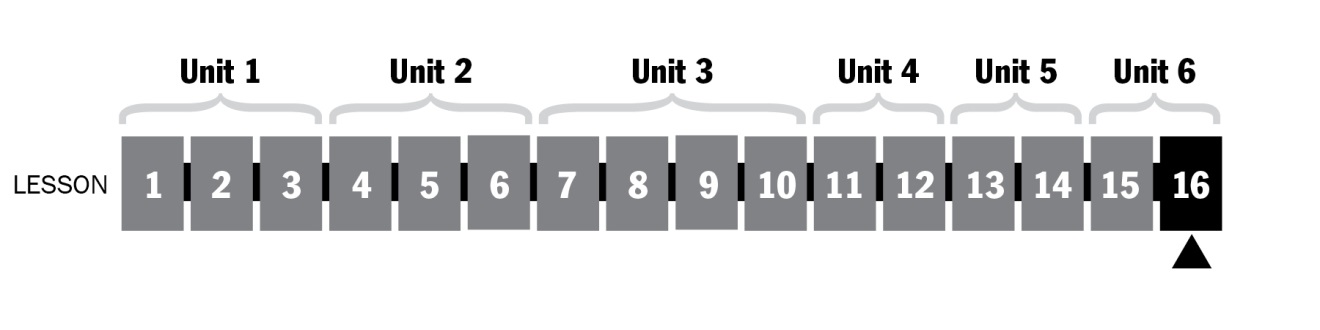
This lesson gives students an opportunity to consider what they’ve learned during the course. It provides time for students to present their culminating projects.

After a brief discussion, students reflect in small groups about their class experience—about what they’ve learned, what they’ve produced, and how their ideas about health careers may have changed during the course. Then, after presenting their projects, students write brief reflective pieces about what they have learned in the course and how it has changed their thinking about health careers.

Advance Preparation

This lesson includes the final presentation of the students’ culminating projects. This should be a major event with an invited audience and possibly a venue other than the classroom. Students pitch their pamphlets to the audience, and then the audience has time to visit with individual groups to view and discuss their pamphlets in detail. See Teacher Resource 16.1, Guide: Public Health Fair, for details of how to prepare for the event.

This lesson is expected to take 5 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Summarize key learning on the range of health career options
* Demonstrate the ability to give a professional pitch
* Evaluate personal experience and performance in the course
* Demonstrate the ability to produce a pamphlet for a patient audience

Academic Standards

The relevant Common Core State Standards are too extensive to list here but are an important basis for this lesson. For details, please refer to the separate document “Correlations to the Common Core Standards” (available in the Course Planning Tools section of the course materials).

* Apply employability skills in healthcare (National Healthcare Foundation Standards 2011, Standard 4.21)
* Develop components of a personal portfolio (National Healthcare Foundation Standards 2011, Standard 4.41)
* Determine the academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career (Common Career Technical Core 2012, HL 1)
* Explain the healthcare worker’s role within their department, their organization, and the overall healthcare system (Common Career Technical Core 2012, HL 2)
* Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care (Common Career Technical Core 2012, HL 4)

Assessment

| Assessment Product | Means of Assessment |
| --- | --- |
| Professional pitch to invited audience (Student Resource 16.1) | Assessment Criteria: Professional Pitch (Teacher Resource 16.2) |
| Final version of culminating project pamphlet | Rubric: Health Professionals Pamphlet (Teacher Resource 16.3) |

Prerequisites

* Understanding of health care theories and trends
* Familiarity with sectors of the health care industry
* Understanding of employment opportunities and career pathways within the health care industry

Instructional Materials

Teacher Resources

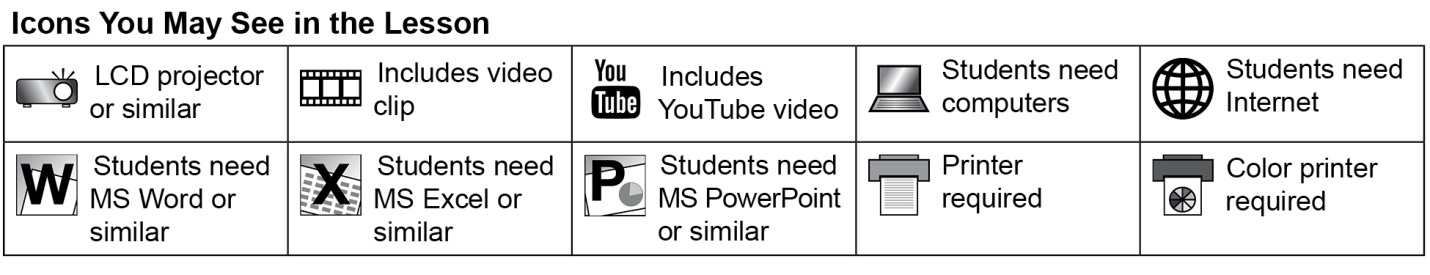
* Teacher Resource 16.1, Guide: Public Health Fair
* Teacher Resource 16.2, Assessment Criteria: Professional Pitch
* Teacher Resource 16.3, Rubric: Health Professionals Pamphlet

Student Resources

* Student Resource 16.1, Assignment: Planning Your Pitch
* Student Resource 16.2, Feedback Form: Culminating Project Pamphlet

Equipment and Supplies

* Whiteboard, blackboard, or flip chart
* Chart paper (at least seven sheets)
* Sticky notes (one pad per two students)



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 20 | Sticky Note Comments: What We Learned  This activity will help students recognize how much they have learned in this course and will also provide you with some informal feedback about the course.  Tell students to get out their notebook, review the table of contents page, and leaf through the pages, reminding themselves of what they did in each unit.  Post sheets of chart paper around the room, each one labeled with the title of a unit the students completed and the major topics in that unit (for example, Unit 5: Dental Services and Health Informatics, included careers in dentistry, how to read a dental chart, and dental terminology)  Divide the class into pairs and give each pair a pad of sticky notes. Ask students to take about 10 minutes to circulate through the room, looking at the titles of the different units. For each unit, students should write down one or more of the following on a sticky note:  Something I learned in this unit was…  In this unit, the best activity or assignment was…  I wish we’d had more time to do...in this unit.  I really had a hard time with…in this unit.  Tell students to stick the notes to the chart paper for the appropriate unit. When students have finished, ask them to return to their seats. Call on a few students, and ask them which topic was their favorite and which one they liked the least. Explain that the chart paper sheets will be used later in this lesson. |
| 2 | 10 | Culminating Project Work: Organization of Public Health Fair  In this activity, students prepare for the public presentation of their culminating projects as part of a public health fair.  Explain that students are going to share their pamphlets with an invited audience at a public health fair. Tell students when the fair will take place, what the venue will be, and how the venue will be set up. Make it clear that students are expected to wear business attire or professional attire (with hair up, nails clean, shoes polished, etc.). Discuss what is appropriate, if necessary. Also inform students about who will be in the audience (including medical professionals and advisory board members) and encourage them to invite professionals who helped them with their interviews and family members to attend.  Describe the procedure for the fair, using Teacher Resource 16.1, Guide: Public Health Fair, for guidance. Point out that students will be expected to pitch their pamphlets to the audience. Explain that students need to develop a pitch, a short explanation of what their pamphlet is and why the pamphlet is a great tool for medical professionals to use. Tell students they will work on developing their pitches later in this lesson.  Ask students:  Why do you think you need to be able to pitch your pamphlet? At what other times might you need to pitch something when you’re pursuing a career in health care?  Guide students to recognize that a busy medical professional may not want to take the time to read their entire pamphlet unless he or she is confident it could be useful in his or her practice. Being able to quickly summarize highlights is a valuable skill; many health care professionals need to be able to give quick explanations to patients about their care options. In addition, point out that the ability to quickly summarize highlights of their strengths or accomplishments can be personally useful to students when they apply for internships or jobs. |
| 3 | 20 | Culminating Project Work: Final Pamphlet Revisions  In this activity students work in their project groups to make final revisions to their pamphlets based on the preliminary teacher assessment.  Ask students to move into their project groups. Return their pamphlet drafts to them (if you have not already done so) along with the rubric you used to assess the draft. Give students time to review your feedback and answer any questions.  Explain that students need to make revisions based on your feedback. Students should divide the work up equally among group members. Tell students that they need to have several copies of the finished version of their pamphlet for the public health fair in Class Period 4. Students need to make a plan for how they will finish up the revisions, compile a revised version of the pamphlet, and make copies in time for the fair.  Before the end of class, check in with each group. Ask them to explain how they have divided up the revision work and how they plan to get multiple copies of their final draft ready by Class Period 4. Provide suggestions and advice as necessary.  Emphasize that this is their last in-class opportunity to make revisions to their pamphlets. The rest of their class time will focus on developing their pitch, so encourage students to use their time wisely and make realistic plans for how to put any finishing touches on the pamphlet and make enough copies before the public health fair. |
|  |  | CLASS PERIOD 2 |
| 4 | 50 | Culminating Project Work: Pitch Prep  In this activity students prepare a two-minute pitch of their health care pamphlet. This activity focuses on the following career skills:  Demonstrating teamwork and collaboration  Utilizing time efficiently when managing complex tasks  Ask students to move into their project groups and refer them to Student Resource 16.1, Assignment: Planning Your Pitch. Remind students that the point of the pitch is to inform public health agents and medical workers about the availability of the pamphlet and to explain why it is important to get the pamphlet into the hands of the intended audience. Students need to identify the highlights or best qualities of their pamphlet and make a case for why a medical practice or public health office should use their brochure with patients.  To get students thinking, ask them to consider different types of pitches they have seen, such as infomercials, TV sales channels, or live demonstrations in stores. Ask them to share in their groups how the pitches they have seen are similar to or different from the pitch they will be making for their culminating project. After students have a minute to share in their groups, ask groups to share their ideas with the class. Make sure students understand that while they are not trying to sell anything with their pitch, they are trying to get professionals to use their pamphlets whenever they may be of value.  First, instruct students to answer the questions on the worksheet, which will help them identify the most important things to say in their pitch. Then students should write out a draft of their pitch in its entirety. Finally, students should divide up the pitch so that each group participates in pitching the pamphlet.  Discuss the assessment criteria with the class and answer any questions. Then give students time to write up their pitches. Circulate through the classroom, answering questions and keeping students on task.  When the period is approximately half over, call on a volunteer from each group to share one thing their group is struggling with. Invite other students to share how their groups handled that problem (for example, how do the groups handle group members who don’t want to speak? What if a group can’t identify what makes their pamphlet unique?).  As the period comes to an end, let students know that they will have an opportunity to practice their pitch in the next class period. If students have not completed a draft of their pitch, instruct them to split up the work and finish it for homework. Reassure students that writing a pitch can be difficult, but remind them that being able to quickly present the key points about something is a valuable skill. |
|  |  | CLASS PERIOD 3 |
| 5 | 15 | Culminating Project Work: Pitch Practice  In this activity students do a dry run of their pitch.  Ask students to move into their project groups. Tell students that this is their chance to practice delivering their pitch in their group so they can see if they need to make any changes.  Give students a few minutes to look over the pitch and review who is going to say what. Post the following questions on the board or on a sheet of chart paper:  Did we leave anything out?  Did we repeat anything?  Did everybody speak?  Did it make sense, or were some parts confusing?  Does it make a strong argument for why someone should use our pamphlet?  Explain that these are the things they should listen for as they deliver their pitch. Then instruct all groups to deliver their pitch within their group. Remind them to listen to the other members of their group as they present and to try to pick up on anything that needs improvement. When the groups finish, direct them to the questions on the board and ask them to discuss those questions in their group and make changes to the pitch as necessary. |
| 6 | 35 | Culminating Project Work: Peer Feedback on Pitches  This activity will allow students to practice their pitches, get feedback from their peers, and then make any final changes or adjustments. It focuses on the following career skills:  Working effectively with a diversity of individuals and perspectives  Demonstrating the ability to speak effectively  Before class begins, make copies of Teacher Resource 16.2, Assessment Criteria: Professional Pitch, so that each student has one or two copies.  Make larger groups consisting of two or three project groups to work together. Distribute the copies of Teacher Resource 16.2 to each student. Instruct students to have each project group take a turn delivering its pitch while the other group(s) serves as the audience. The groups who are the audience should use the assessment criteria (Teacher Resource 16.2) to assess the pitch and write their suggestions on the lines below the assessment criteria.  When all groups have delivered their pitches, students should meet in their project groups to review the assessments they received from their peers and make any final changes to their pitches. Students should also be encouraged to practice their part of the pitch at home before the public health fair.  At the end of class, remind students that the public health fair will be held during the next class period (or at the scheduled time outside of class). Emphasize the importance of appropriate business or professional attire and answer any final questions. Also remind students that they need to bring several printed and assembled copies of their pamphlet to the fair. |
|  |  | class period 4 |
| 7 | 50 | Culminating Project Work: Public Health Fair  In this activity, students present their pamphlets and deliver their pitches to an invited audience.  Before class begins, set up the room with a station for each project group where they can place copies of their pamphlet and talk with audience members. Also make enough copies of the feedback form (Student Resource 16.2, Feedback Form: Culminating Project Pamphlet) for students and invited audience members to provide feedback to all groups.  While the event is getting under way, guests can have a few minutes to go around the room and preview the printed pamphlets. Then invite guests to be seated and have each group give their two-minute pitch. Assess student pitches using Teacher Resource 16.2, Assessment Criteria: Professional Pitch.  Once the pitches are complete, explain that each group will be stationed at a table with copies of their pamphlet. Encourage audience members to visit each station, take time to look through the pamphlet, ask group members pertinent questions, and give input about what is effective in the pamphlet and how it could be improved. Also explain how the feedback forms will work. For example, you may wish to put a stack of feedback forms at each station and provide one or more collection boxes or baskets where people can deposit completed feedback forms. Encourage all audience members to use the feedback forms and emphasize how valuable feedback from adults and industry professionals can be for students.  Give audience members time to visit each station and complete feedback forms for each pamphlet. Tell students they should have at least two group members manning their station at all times, but they should also take time to visit each other's station and fill out feedback forms for their peers.  Have students devote any remaining time to visiting with the audience and making contacts with NAF advisory board members, medical professionals, school administrators, and others who might be able to help students continue with their studies or secure internships in health science professions.  Make sure to end the fair by congratulating students on their hard work. Let them know that they will be able to view their feedback forms in the next class period. Collect one copy of each group's final pamphlet, and assess the pamphlets using Teacher Resource 16.3, Rubric: Health Professionals Pamphlet.  After the fair is over, review the feedback forms to make sure appropriate comments have been given. Then sort the forms by project group for distribution during the next class period. |
|  |  | CLASS PERIOD 5 |
| 8 | 15 | Culminating Project Work: Reviewing Feedback  This activity provides students with an opportunity to review and discuss feedback in their project groups.  Ask students to move into their project groups for one last time. Distribute the completed feedback forms to each group and give them time to review and discuss the comments.  To conclude this activity, ask groups to share any comments that they found particularly encouraging or helpful. Point out the importance of making an effort to encourage others in their work. |
| 9 | 35 | Notebook Reflection: At the End of the Course  This activity provides a final opportunity for students to reflect on, and talk about, what they have learned in this course.  Ask students to write a brief response to two of the following prompts:  What did you expect to learn in this course, and how did the course meet (or fail to meet) those expectations?  What are the most important things you learned in the course?  How has your understanding of health careers changed during this course?  What is your overall evaluation of this course? Explain.  Tell students to look at the comments on the chart papers from the beginning of the lesson to help them think about what to say. After about 10 minutes, ask each student to choose one of his or her answers to share with the class. Encourage the class to write down anything they want to remember from their classmates’ remarks. Allow several minutes to make any final comments you wish to share with your students. |

Extensions

Enrichment

* Ask students to organize their thoughts about the course once more. This time, however, ask them to comment specifically on which parts of the course they liked the most, which they thought were the most difficult, which they wished they had more time to complete, and so on.
* Encourage students to create a list of ideas, recommendations, and improvements they would make if they had to teach the course the following semester, and have them organize these suggestions into categories for presentation.

Cross-Curricular Integration

* All other subjects: Tell students to ask other teachers whether an end-of-term summary and evaluation would be valuable in their courses. Students can write a letter to another teacher that makes the case for such an activity.