FRANKLIN LEARNING CENTER

Learning Activity Packet

Subect: Health Related Technology 1

Course #: 628

Teacher Name: Jessica Way

Lap #1 Title: Human Development I

Commons Core Standards

ELA 1.2 - Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

* CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
* CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PA Standards 10.1.12

Evaluate factors that impact the body systems and apply protective/ preventive strategies:

* fitness level
* environment (e.g., pollutants, available health care)
* health status (e.g., physical, mental, social)
* nutrition
1. Introduction: Human growth and development is a process that begins at birth and does not end until death. During infancy and early childhood a great deal of changes rapidly occur in a child's brain that will greatly affect them for the rest of their life. Healthcare providers must use their knowledge of childhood development to provide more thoughtful care for young patients.

1. Behavioral Objectives
2. Students will demonstrate understanding of the childhood theories of Piaget regarding the four stages of childhood development -- sensorimotor, preoperational, concrete operations and formal operations.
3. Students will accurately assess children ages 0-3 for appropriately physical development. Students will research autism and recognize early warning signs of autism as well as appropriate responses to autistic patients. Students will demonstrate understanding of the need for active screening of children between the ages of 0-3 for achievement of developmental milestones. Students will demonstrate appropriate screening techniques used at the elementary school level to check on appropriate growth and development. Clinical skills assessed will include: height and weight, assessing vision with eye chart, assessing hearing with an audiometer, temperature, pulse, respirations and blood pressure
4. Students will verbalize understanding of our current vaccine schedule and how vaccines are created and why. Students will take part in debate about efficacy and danger of current vaccines considered mandatory for children.
5. Students will identify potential safety hazards for small children and brainstorm ways to prevent childhood accidents. Students will learn appropriate caretaking techniques for small children.
6. Students will verbally demonstrate understanding of what is considered child abuse and when they will be required to report abuse to a state agency.

C. Vocabulary

Asperger's syndrome autism object permanence

sensorimotor operational pre-operational

varicella measles mumps

rubella tetanus diphtheria

pertussis polio Hepatitis

D. Activities/Projects

* Students will receive an interactive presentation on childhood physical and mental development as well as Piaget and will participate in activities to demonstrate the changes in brain development that occur through childhood. (Objective 1)
* **REAL WORLD LEARNING PROJECT #1: Students will be using Ages and Stages developmental screening tools to assess children under the age of 3 in the clinical lab. (Objective 2)**
* Students will each be responsible for researching one common childhood vaccine: Hepatitis B, DTaP, IPV, MMR, varicella, meningococcal vaccine, Hepatitis A, Influenza, Rotovirus and others will all be reviewed. (Objective 3)
* Students will roleplay parts in the court case of the century – “The People vs. the MMR vaccine”. The MMR vaccine is going on trial for its reputed connection to autism. The class will be divided into the defense and the prosecution and see who can make the jury side with them. So, is the MMR vaccine guilty of causing autism? You be the judge! (Objective 3)
* Children will receive instruction on appropriate caretaking of infants and small children and demonstrate understanding of appropriate techniques for holding, comforting, feeding and diapering infants on baby mannequins. Class will watch instructional video, "The Happiest Baby on the Block" for information on soothing babies with colic. (Objective 4)
* Students will be in charge of caring for “Ready or Not” Tots over a 24 hour period. This will include placing children in HRT daycare. (Objective 4)
* Students will receive case studies on infants and small children who ended up requiring treatment for childhood injuries and will review as small groups what steps could be taken to prevent similar injuries in the future. Students will also conduct a safety assessment of their own home environments. (Objective 4)
* Students will receive presentation on what the state of Pennsylvania considers child abuse and their role as a mandated reporter. (Objective 5)
* **REAL WORLD LEARNING PROJECT #2: Students will be demonstrating the following skills in clinical lab:**

**Checking Height and Weight**

**Calculating BMI**

**Checking pediatric and infant vital signs**

**Administering a vision screening**

**Students will then be visiting Fell Elementary School in pairs to assist the school nurse with her yearly physical assessments of all students. The school nurse will also be teaching students how to perform scoliosis screening and hearing tests at her school clinic. (Objective 2)**

* Students will read selected pieces on the causes, symptoms, diagnosis and treatment of autism and watch a documentary entitled, "Autism: The Musical" , about an unusual therapeutic program for autistic children as well as excerpts from the movie “Temple Grandin”. (Objective 2)
* Students will complete four page essay exam in response to instructional content and supplemental readings on Piaget’s theories of childhood development. All essays must be constructed using classroom standards for good writing and answers will be reviewed by peers in class. (Objectives 1-5)

E. Resources

* Medical Dictionary
* Local Community Parents
* New York Times, Teacher Connection Learning Network
* Internet websites including:

 University of Oregon’s Free Ages and Stages Web Tool

 [www.zerotothree.org](http://www.zerotothree.org), a website devoted to early childhood and the importance of the ages zero to three for later learning and development

 [www.cdc.gov](http://www.cdc.gov), wealth of information on early childhood and updated

 information on current vaccine schedules

* Interviews of specific medical professionals including William Tkacs, registered nurse with experience in Pediatric and Neonatal Intensive Care Units
* Textbook, Diversified Health Occupations
* Films, "The Happiest Baby on the Block" and "Autism: The Musical"

F. Assessment

* Final LAP examination -- essay exam! (Objectives 1-5)
* Accurate completion of Ages and Stages Questionnaire on a visiting toddler or baby (Objective 2)
* Completion of vaccine presentation and active participation in MMR court trial (Objective 3)
* Home safety assessment of your own home with all fields filled out COMPLETELY and CORRECTLY(Objective 4)
* 1 page response journal to afternoon spent at Fell Elementary (Objective 2)
* Correct handling of infant for 24 hours as determined by computer analysis of childcare received in your home! (Objective 4)

G. Alternative Assessments/Accommodations

Alternative Assessment 1: Instead of completing the Home Safety assessment you can film a Public Service Announcement alerting parents of the need to ensure that their home is safe for small children, and what to look out for.

Alternative Assessment 2: Instead of taking home the “Ready or Not Tot” you can interview a teen parent and document completely what they were doing every hour for the last 48 hours.

All students with testing difficulties are encouraged to seek assistance in the resource room during quizzes and final exams.

All students having difficulty with reading comprehension will be provided with time afterschool to receive assistance with understanding the complex vocabulary of medicine.

**Checklist for LAP 1**

* **Completion of Ages and Stages Questionnaire on child under three years old**
* **Completion of vaccine presentation/participation in “The people vs. MMR”**
* **One page response to day spent at Fell Elementary including:**
* **What clinical skills did you perform? On how many people?**
* **What did you learn that surprised you?**
* **Were there children that you assessed that you felt required further assessment?**
* **Completed assessment of home safety**
* **FINAL LAP Examination – 50% of your grade!**

**All of your cumulative work MUST total an average of 80% or greater – no exceptions!**