

Integrated Learning Map

Lesson Plan

Career Cluster:

For students who have already selected a career in Health Services & Human Services

Title:

Observational Writing Lesson 1

What **Academic Skills** will the student know and be able to do?

Standard(s):

CCR: SL.3.1	DOK Level 1
CCR: RI.RL.2.1	DOK Level 3
CCR: SL.5.4	DOK Level 4

What **Work Readiness Skills and Social Capital Skills** will the student practice?

Participating in group work/Synthesizing ideas
Asking and answering questions
Reporting out loud on a topic

Academic Learning Tasks

Learning Target: I can define Subjective, Objective, & Observational Writing. Discuss what one can learn from observing a patient.

Learning Steps:

DOK 1: Circle or Quick Write- In the Health & Human Fields, what can you learn from observing a patient? Define Objective, Subjective & Observational Writing
DOK 3: In groups/café time, elaborate on the Objective and Subjective ways to observe a subject.
DOK 4: Synthesize ideas all whole class

Methodology

Circle/quick write, café, report out loud to class
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Resources:

Online dictionary/print dictionary; note paper, pens, markers, butcher block paper, masking tape
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Work Readiness Learning Tasks

Learning Target: I can identify the who, what, why, where, and when in Observational Writing in Health & Human Services

Learning Steps:

DOK 1: In groups/café time, discuss the worksheet on Observational Writing in a career in Health & Human Services. Report back to whole group.
DOK 4: Synthesize ideas of group

Methodology

Café, report out loud to class, teacher input, all class discussion

Resources:

Worksheet on What, Why, Who, Where, & When to use Observational Writing.
Handout on Health & Human Services
Observational Writing

Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

Presentation of café.

Synthesize findings

Presentation of café & completed worksheet
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Synthesize findings

Next Steps:

Homework: Find a subject, age 2-5, to observe

Discover how to write an Observational Report in Lesson 2

Expanded Integrated Learning Map Lesson Plan

Lesson Description

Unit Name: Observational Writing

Lesson Title: The 5 Wh in Observational Writing

CCR (College and Career Readiness) Standards (include full wording):

CCR SL.3.1 and SL.5.4	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)
CCR RI.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Learning Targets (Goals and Objectives)

Academic Target(s): The student can

- define the terms Objective, Subjective and Observational Writing
- discuss what one can learn from observing a patient or client
- synthesize information into one useable document

Work Readiness Target(s): The student can

- identify who, what, why, where, and when to use Observational Writing in a Health Service and/or Human Service career
- work in groups/café
- synthesize the ideas of the group

Materials and Tools (Resources)

1. Dictionary: book or online
2. Paper for note-taking
3. Pens and pencils
4. Butcher block paper for preparing a report to the whole class
5. Markers
6. Masking tape or thumb tacks to put butcher block paper on wall
7. Worksheet: What is Objective Writing in the Health and Human Services Field? (Attached)
8. Handout on Career Cluster Information For Health Services & Human Services

Learning Tasks (Procedures)

Time	Procedure	DOK
5 min	Motivation/Anticipatory Set: Circle or Quick Write Ask: What can you learn from observing a patient or a client in the Health Service or Human Service field? Hint: think medical or social work. Note: these students already identified an interest in these 2 fields. Share Quick Writes out loud after writing time.	1
2 min	Transition: Go back to seats/Finish sharing Quick Writes and thank students for sharing	
15-20 minutes	Activity 1: Groups or Café. SET SMART PHONE ALARM! <ul style="list-style-type: none"> a. Assign leader, note taker, timer (each person talks no more than 3 minutes at a time), and reporter b. Define Observational Writing c. Discuss/Research/Record the meanings of Subjective and Objective d. Recap and Record what one can learn from observing a patient or client in the Health Service and Human Service field. e. Discuss the questions on the Worksheet over Observational Writing in the Health Services and Human Services Fields. (Attached) f. Use Observational Writing in Health Services & Human Services handout if needed (attached) g. Teacher goes around the room to assist when asked h. Have Reporter be prepared to report back to class 	1 3
2 min	Transition: Have an alarm set to go off in allotted time. Pull back as one class.	
10-15 minutes	Activity 2: Reporting Time <ul style="list-style-type: none"> a. Each café reporter shares findings from discussion and worksheet via butcher block paper b. Teacher holds up paper c. Teacher attaches paper to wall 	3
1 min	Transition: Applaud yourselves for a job well done!	
15-20 minutes	Activity 3: Summarizing/Collecting/Combining <ul style="list-style-type: none"> a. Whole class decides what goes in each category of the Wh worksheet 	4
5 min	Reflection: Circle or Quick Write for 5 minutes: What did you learn about Observational Writing? What questions do you have about Observational Writing?	

Demonstration of Mastery:

- How will I know that I have met my objectives? What will students DO to show they have met the objectives?
 - Students will add comments during circle or share a bit of their Quick Writes.
 - Students will participate in group/café by taking a role.
 - Students will assist each other in filling out the 5 Wh worksheet
- Does this assessment really match with my objectives? YES
- Does this assessment match what I TAUGHT? YES

Trouble shooting: Some students may not be able to fill out the Observational Writing worksheet without help. Some students may resist group work. Encourage students to try it because it is an important skill for college and work.

Reflection for Instructor:

- What went well?
- What could I change?
- Would I do this lesson again?

WORKSHEET:

For Observational Writing in Health and Human Service Careers

- ❖ Remember to Assign Roles: Leader/Timer/Note Taker/Reporter
 - ❖ Ask for the Observational Writing Handout in Health & Human Services if needed
1. First, decide on a DEFINITION of Observational Writing:
 2. Next, DEFINE the terms of Objective and Subjective:
 3. What do the terms Objective and Subjective have to do with Observational Writing?
 4. **What** is Observational Writing used for in Health and Human Service Careers?
 5. **Why** use Observational Writing in a Health or Human Service Career?
 6. **Who** uses Observational Writing in these 2 Career Clusters?
 7. **When** is Observational Writing used in these fields?
 8. **Where** is Observational Writing used in Health or Human Service Careers?

BONUS QUESTION: WHAT OTHER CAREERS USE OBSERVATIONAL WRITING?

OBSERVATIONAL WRITING HANDOUT FOR HEALTH SERVICES & HUMAN SERVICES
from careertech.org

HEALTH SERVICE CAREERS: CNA, LPN, RN Nurse, Doctor, EMT, Radiologist, Chiropractor

1. Assess and report patient's/client's health status in order to monitor and document patient progress.
2. Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.
3. Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.
4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

HUMAN SERVICES CAREERS: Social Work, Psychologist, Psychiatrist, Counselors

5. Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.
6. Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.
9. Evaluate client motivation, strengths and weaknesses to develop a client treatment program.
10. Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan.
11. Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.
12. Utilize data and information to make recommendations for personal care services.