

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:**

**GOAL 2: Apply Core Concepts And Principles**

Academic Expectation 2.33: Students will demonstrate the ability to assess and access health systems, services and resources available in their community which maintain and promote health living for its citizens..

**A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:**

Students will research the role and responsibilities of health care workers, invite health care workers to speak to their class, visit the offices or clinics of health care workers, and create a bulletin board of illustrations and explanations of what they have learned about health care services in their community.

**B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:**

- (1) The student will state the difference between a doctor, nurse, pharmacist and dentist.
- (2) The student will call information to request the telephone numbers of a list of health care providers written by a peer and develop a personal directory of how to access each health care worker.
- (3) The student will show his ID with critical medical information to a health care worker asking his name or medical history.
- (4) The student will draw a picture of his dentist and the dentist's office.
- (5) The student will take public transportation to the local pharmacy to refill the prescription for her medication.
- (6)
- (7)
- (8)
- (9)
- (10)

**C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:**

- (1) The student will independently operate his motorized wheel chair to safely stay with the group of students visiting a medical office, clinic, or center. [TARGETED SKILLS: motor skills, critical community activity] {COACH: COMMUNITY #73}
- (2) The student will demonstrate age-appropriate waiting behavior while having a prescription filled at the pharmacy. [TARGETED SKILLS: social skills, behavior skills, critical community activity] {COACH: SOCIALIZATION #18}
- (3) The student will ask directions to access the X-ray department in the local hospital. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION#3, #4, #12; SOCIALIZATION #13, #14, #19}
- (4)
- (5)

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:**

**GOAL 2: Apply Core Concepts And Principles**

Academic Expectation 2.33: Students will demonstrate the ability to assess and access health systems, services and resources available in their community which maintain and promote health living for its citizens..

**A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:**

Students will research the role of the Food and Drug Administration (FDA) approving new medications? What is the approval, regulation process? How long does it take to get a drug from research, through the approval process, and on the market? What are the current issues related to AIDS treatments? What are the rules about generic drugs?

**B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity**

- (1) The student will name the medications he takes daily
- (2) The student and a peer will interview a local pharmacist about insurance requirements for the use of generic drugs.
- (3) The student and a peer will visit a local pharmacist and request information on the medications that the students take for seizure control.
- (4) The student will visit the health department to monitor her high blood pressure a possible side-effect of her medication.
- (5) The student will answer questions about his perceptions of how he is treated by doctors and nurses he sees at the health center.
- (6)
- (7)
- (8)
- (9)
- (10)

**C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:**

- (1) The student will clearly and concisely ask the pharmacist two questions that he has written on an index card and practiced with a peer. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #12; APPLIED ACADEMICS #48}
- (2) When visiting businesses to gather information, the student will safely cross streets by independently completing each step in a teacher developed task analysis. [TARGETED SKILLS: critical community activity] {COACH: COMMUNITY #73}
- (3) The student will copy a list of medications that he takes daily. { TARGETED SKILLS: functional academic skills] {COACH: APPLIED ACADEMICS #49}
- (4)
- (5)

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:**

**GOAL 2: Apply Core Concepts And Principles**

Academic Expectation 2.33: Students will demonstrate the ability to assess and access health systems, services and resources available in their community which maintain and promote health living for its citizens..

**A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:**

Research end-of life issues, such as - living wills, the cost of end of life treatment, assisted suicide, nursing home care and the Hospice services available in their community. Student will develop a multi-media presentation for adults in their community.

**B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:**

- (1) The student will relate events of the death of a family member or close friend.
- (2) The student will state that when individual get very old they may die at home, in the hospital, or in a nursing home.
- (3) The student and a peer will interview an older individual about their thoughts on death, dying, and the end of life.
- (4) The student will attend to a presentation by a Hospice nurse about Hospice services available in their community.
- (5) Students will volunteer in a nursing home talking with patients, participating in recreational activities, or presenting a musical performance.
- (6)
- (7)
- (8)
- (9)
- (10)

**C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:**

- (1) The student will ask a question of the speaker who talks with the class about Hospice services in their community. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #12}
- (2) The student will thank the speaker for coming to the school and answering their questions. [TARGETED SKILLS: social skills] {COACH: COMMUNICATION #9; SOCIALIZATION #16}
- (3) The student will carry on a caring, nurturing conversation with an elderly individual in a nursing home. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8}
- (4)
- (5)

**MORE IDEAS AND EXAMPLES:**

**GOAL 2: Apply Core Concepts And Principles**

Academic Expectation 2.33: Students will demonstrate the ability to assess and access health systems, services and resources available in their community which maintain and promote health living for its citizens.

**General Demonstrators of this Academic Expectation which May Appropriate for Individuals with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:**

The student will:

- (1) Dial 911 and turn on a recorded message that asks for help, identifies the child, and gives the address.
- (2) Give the name of his primary care physician.
- (3) Identify a picture of the local hospital from a set of picture of various community buildings.
- (4) Give three reasons someone might need to go to the hospital.
- (5) Wait in a physician's waiting room for 20 minutes demonstrating age-appropriate behavior.
- (6) Visit a friend or relative in the hospital.
- (7) Verbally differentiate between, a doctor, a dentist, a nurse, an occupational/physical therapist, and X-ray technician.
- (8) Visit the dentist's office and sit in the dentist's chair in a controlled, age-appropriate manner.
- (9) When asked his name and medical history by a nurse, the student will get his medical I.D. from his wallet.
- (10) Call a cab and give the driver a card with the name and address of his physician.
- (11) Given a card with a picture of his physician and the physician's phone number, the student will dial the physician's phone number, give his name and address, and request assistance.
- (12) Renew a prescription for his medication by phone.
- (13) Role play calling the health department to meet a specific health need.
- (14) Independently travel to the office of the school nurse to take his medication.
- (15) Telephone various opticians' offices with the assistance of a peer to determine the optician nearest his home that honors his medical card or vision insurance.
- (16)
- (17)
- (18)
- (18)
- (19)
- (20)

**If you are using COACH-2,\* the following Activities might fall within this Academic Expectation:**

SELECTED ACADEMICS: #44, Differentiates/discriminates between various things.

\* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education. 2<sup>nd</sup> Edition. Paul H. Brookes: Baltimore.