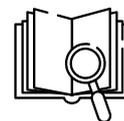


# LEARNING REFLECTION



<b>Artifact Name:</b> Prescription Drug Lesson and Rationale	<b>Standard:</b> 4
<b>Sub-Indicator:</b> 4.a	<b>Class:</b> Health Education Field Experience PBH
<b>Sample and Standard</b>	
<p>This work sample includes a fully developed 10th-grade lesson plan and accompanying written rationale focusing on the safe use of prescription (Rx) and over-the-counter (OTC) medications. The lesson integrates Nearpod instruction, label-analysis practice, decision-making modeling, and assessments that align with the New York State Health Education Standards and CDC National Health Education Standards. This directly aligns with SOPHE TPS Standard 4.a, as it demonstrates my ability to implement a standards-aligned health lesson that promotes real-world application, skill development, and responsible health behaviors.</p>	
<b>Alignment</b>	
<p>I chose to include this artifact because it reflects my growth in delivering health instruction that is both skills-based and grounded in decision-making frameworks. The lesson demonstrates my ability to implement instructional strategies that help students apply functional knowledge—like reading drug labels—while practicing responsible health decision-making, which directly matches TPS Standard 4.a. It also shows my capacity to integrate technology, differentiation, and guided practice to create an engaging and developmentally appropriate learning experience for high-school students.</p>	
<b>Learned</b>	
<p>Through designing and teaching this lesson, I learned how important it is to teach medication safety with a focus on skill development rather than memorized facts. I learned to break down prescription and OTC drug labels into understandable components so students could confidently analyze them on their own. I also realized how powerful real-time feedback tools like Nearpod can be for monitoring comprehension and adjusting instruction. Finally, the lesson strengthened my understanding of how to connect content knowledge to the DECIDE Model, helping students make safer decisions.</p>	
<b>Importance</b>	
<p>This artifact is important to me because it reflects instruction I would confidently teach in a real classroom and directly addresses problems seen locally in the YRBS data about medication misuse. It also represents the type of practical, safety-based instruction that genuinely empowers students to protect their own health. Most importantly, it blends my strengths—clear instruction, meaningful discussion, and interactive learning—into a lesson that students found engaging and relevant.</p>	
<b>Reflect and Explain</b>	
<p>This artifact is exemplary because it demonstrates a full, standards-aligned lesson that integrates functional knowledge, skill practice, and meaningful decision-making. I made intentional choices to ensure the lesson met diverse learners' needs by offering color-coding, large-print labels, vocabulary supports, and collaborative tasks, which strengthened accessibility and engagement. I also improved the assessment structure by incorporating multiple checkpoints—Nearpod quizzes, the labeling activity, and the exit ticket—to make sure students demonstrated understanding before moving forward. If I were to improve this lesson further, I would embed more real-world scenarios involving medication interactions, expired medicines, and pharmacy communication to deepen relevance. I would also add a brief family-engagement component, such as a take-home resource on safe medication storage and disposal. Overall, this lesson shows that I can implement thoughtful, safety-focused instruction grounded in health-literacy skills, and I believe it strongly represents my competency in SOPHE TPS Standard 4.a.</p>	