

Lesson 1A: (ESOL) Health Screening Tests

Prevention and Screening Tasks Addressed in this Lesson

- Gain familiarity with the variety and purposes of health screening tests
- Identify questions about health screening tests to ask a doctor

Skills Focus

- Students will learn new vocabulary related to health screening tests.
- Students will develop oral communication skills for asking their doctors questions about health screening tests.
- Students will practice skills needed to read informational flyers.
- [optional] Students will learn and practice the initial consonant cluster ‘scr’ and long e consonant blend ‘ee.’

ESOL Level

ESOL Literacy to Beginning ESOL

Time

Approximately 4 hours (or 2-3 class sessions)

Materials

Student handouts

Key Vocabulary

screening test
high blood pressure
cholesterol
vision
hearing

Purpose

This lesson is designed to introduce the concept of “health screening tests” to low-level ESOL students. The focus on screening tests is the basis for a series of activities that include brainstorming, vocabulary practice, phonics instruction, and reading of various text types (informational flyer, chart) similar to those encountered in everyday life. The activities in this lesson are designed to give beginning ESOL readers a variety of opportunities to share what they know and want to know about health screening tests.

Steps

1. **Preparation.** Copy and distribute the packet of student handouts (contains Tasks #1 – 8). Teaching notes for each task are provided below*.
2. **TASK #1. Brainstorm.** Ask students to look at the picture in the handout of the doctor giving an eye exam. Ask, “What do you see?” Give the students time to think individually and then talk about what they see in the picture in small groups of 2-3.. Ask students to share their ideas. Write all ideas on the board.

To facilitate discussion, the teacher may ask some guiding questions. For example:

- Who is this person? (*Point to the doctor, point to the patient, one at a time.*)
- Where are these people?
- What is the doctor doing?
- What do you think the doctor is saying?
- What is this? (*Point to the eye chart.*)
What is it for?
- Do you think the patient is sick?

*You may decide not to carry out Task 3 with your students. If so, remember to omit the relevant pages from the packet you give to students.

The students may say, “The doctor is looking in the man’s eyes,” or, “The doctor is checking the man’s eyes.” When these ideas are mentioned, be sure to repeat the ideas to the class.

After students have shared their ideas about the picture, explain that this is a *vision screening test*. Write “Vision Screening Test” in large letters on the board and tell students, “The doctor is doing a vision screening test.”

Underline or highlight in different-colored chalk the word “screening” on the board. Be sure to provide students with an opportunity to share their own prior experiences with vision screening tests (e.g., those who are parents may have children who get screened at school).

3. **TASK #2. Vocabulary and spelling practice.** Review any new words and phrases that were mentioned during the initial brainstorm about the picture. Say the new word and then ask students to repeat after you. Task #2 provides a list of 5 new words but there may be more words based on the students’ brainstorm in Task #1. Check the students’ understanding of the words by asking them to match the words with parts of the picture or to give a short definition. Students from the same first language backgrounds may also want to check in with each other to get translations of complex words such as “vision” or “screening.”

Ask students to practice writing the new words. More advanced students in the class can be asked to generate original sentences using the new words while the other students are working on their spelling.

4. **(Optional) TASK #3. Phonics.** The exercises included in Task #3 provide students with some phonics practice based on the spelling of “screening.” This phonics instruction can help strengthen ESL literacy students’ ability to recognize the word in texts, such as school flyers about vision screening tests or advertisements about free health screening tests. Note, however, that the exercises in Task #3 may not be appropriate for classrooms that do not normally include instruction in phonics/spelling.

Before passing out the two Task #3 phonics worksheets to the students, point to the word “screening” on the board. Ask the students, “What sound do you hear at the beginning of *screening*?” Pause for a response. Be sure to repeat the word several times, demonstrating the initial consonant cluster **scr-** for the students. Ask, “Do you know other words that start with the **scr-** sound?” You may wish to point out that students can make the **scr-** sound by adding **s** to words that start with **cr-**, e.g., **s** + **cream** = **scream** and **s** + **crum** = **scrum**. Allow ample time for students to think and share their responses. Be sure to write student responses on the board.

Distribute the phonics worksheets and direct the students’ attention to the handout that features several **scr-** words. Read the words aloud and ask the students to repeat after you. Next, ask the students to work in pairs or small groups to match the **scr-** word with the right picture. Repeat this sequence for the words with the long e- **ee** sounds. The double vowel **ee** sound is likely to be more familiar to students so they may be able to work on their own for this worksheet. Encourage

students to add other words that contain the **scr-** or **ee-** sounds and to come up with their own sentences that make use of the new words.

5. **TASK #4. Group Work.** Students work in groups of 3-4 people to talk about the kinds of screening tests they know about already. Students then come together as a whole class and combine their lists. Because of the complexity of this topic, teachers may want to organize the students by L1 background to facilitate the sharing of ideas. Students should also be encouraged to use pictures to describe what they know about screening tests (e.g., draw an ear to indicate that they know about hearing screening tests). The official name of the screening test is not required for this lesson. This task serves as a mini-needs analysis. The information the students generate in this task will give the teacher a working idea of the breadth of students' knowledge base about screening tests.
6. **TASK #5. Read an informational flyer about screening tests.** Ask the students to look at the TASK #5 handout, which features an informational flyer about screening tests. Ask the students, "What do you see?" Allow time for the students to study the flyer and talk about it with their classmates. Invite students to talk about what the flyer is about. Ask, "Have you seen one like this before? Where? Did you read the information? Was it helpful?" Break the class into small groups of 3-4 and ask them to answer the comprehension questions that follow the flyer. More advanced students can help beginning ESL students with reading the questions. The teacher can check the students' understanding of the three types of screening tests by asking them to match the name of the screening test with the appropriate picture on the flyer.
7. **TASK #6. Read about Marco.** This short passage talks about the health and screening behaviors of one person. The teacher may wish to practice reading the text in different ways: choral reading (reading the text aloud together); echo reading (the teacher reads a line and all the students repeat the line back to the teacher); peer reading (students work in pairs to take turns reading the text). Also allow some time for students to read quietly on their own. Students can work in groups to answer the comprehension questions. Ask the students to present their answers to the whole class. *Note:* This passage makes use of some long-e and ee-words, so the teacher may wish to pull out these words for additional phonics instruction.
8. **TASK #7. About you.** The questions in Task #7 are directed at the individual student. Allow time for the student to look over the answer and generate a response. Be sure to circulate to answer any questions students may have. Encourage students to write their answers in complete sentences. If time permits, students can work in pairs and interview one another using the questions in Task #7.
9. **TASK #8. In-class survey.** Task #8 builds on the kinds of questions that were asked in Task #7, except now the students will circulate and ask at least three of their classmates for information about some of the behaviors first mentioned in the reading about Marco. *Note to teacher:* Like Task #4, Task #8 serves as a mini-needs analysis. The information the students generate in this task will give

the teacher a working idea of the different concerns and questions that the students have about health screening tests. The teacher can address these concerns/ questions by developing one or more of the follow-up activities listed below.

Follow-up activities.

- A. Interactive word wall.** Create a word wall with the students. A word wall is an organized collection of words that is displayed in large print on a wall in the classroom. The wall is meant to promote active word learning - in this case, the learning of new words related to disease prevention and screening activities. Each week, add 4-5 new words organized by first letter to the wall (e.g., **V** words: *vision*, *vaccine*). Avoid adding too many new words each week. Students can vote to decide which words should get added to the wall. Ideally, use a word processor to type up the words, and ensure the words are correctly spelled and legible. Verdana font (sans serif) at the 150-point size can be useful for this purpose.
- B. Survey.** Have students identify 2-3 questions about high blood pressure and/or blood pressure screening tests. They can survey family, friends, and health professionals they may know. They can summarize findings and report back to the class.
- C. Guest speaker in class.** Invite a health professional to class to meet with the students and answer their questions about blood pressure.
- D. Field trip.** Arrange a field trip for the students to visit a local community health center that offers information about high blood pressure and/or health screening tests.
- E. Class project on common screening tests.** Students can create a resource guide on common screening tests to share with other adult ESOL students. The guide can explain in English and in translation the different kinds of screening tests commonly offered to patients.

Adaptations for ABE/GED settings

Advanced ESL or ABE students can use the picture prompt to generate their own individual stories about health screening experiences. The students can peer-edit and revise their stories. Students can also work towards publishing their stories in a class anthology.

Students can work together to write a letter to a local patient education center or health organization. They can request health-related materials or a guest speaker to come speak to their class.

Students can research their own questions about health screening tests or high blood pressure on the Internet. Students can then prepare a presentation to share their findings with the class.

Technology Tips

The following Web sites provide information about some common screening tests.

✓ **Your Disease Risk**

This is an educational Web site created by the Harvard Center for Cancer Prevention that provides information about major diseases. It is an interactive tool that enables you to estimate your risk for certain diseases, and suggests strategies for lowering your risk.

Particularly useful for this lesson is the definition of a “screening test” provided on this Web site: www.yourdiseaserisk.harvard.edu/english

What is a Screening Test?

Screening tests are important medical tests that can help protect against certain diseases. Some screening tests find diseases early when they are most treatable, while others can actually play a role in stopping diseases before they start.

To help protect against cancer, heart disease, stroke, diabetes, and osteoporosis, these conditions should be tested for regularly:

- Colon and rectal cancer
- Breast cancer
- Cervical cancer
- High blood pressure
- High blood sugar
- Unhealthy blood cholesterol levels
- Overweight/Obesity
- Low bone density

Tests also exist for prostate cancer. Though, it’s currently not clear that the benefits of such tests outweigh their risks.

Ask a doctor which screening tests are right for you and how often you should have them. Which tests you should have and how often you should have them depends on your age, sex, medical history, family history, and lifestyle choices.[†]

✓ **American Cancer Society**

Every year the American Cancer Society (ACS) publishes its recommendations for early cancer detection, including updated guidelines. The most current guidelines are found at: <http://caonline.amcancersoc.org/cgi/content/full/56/1/11>

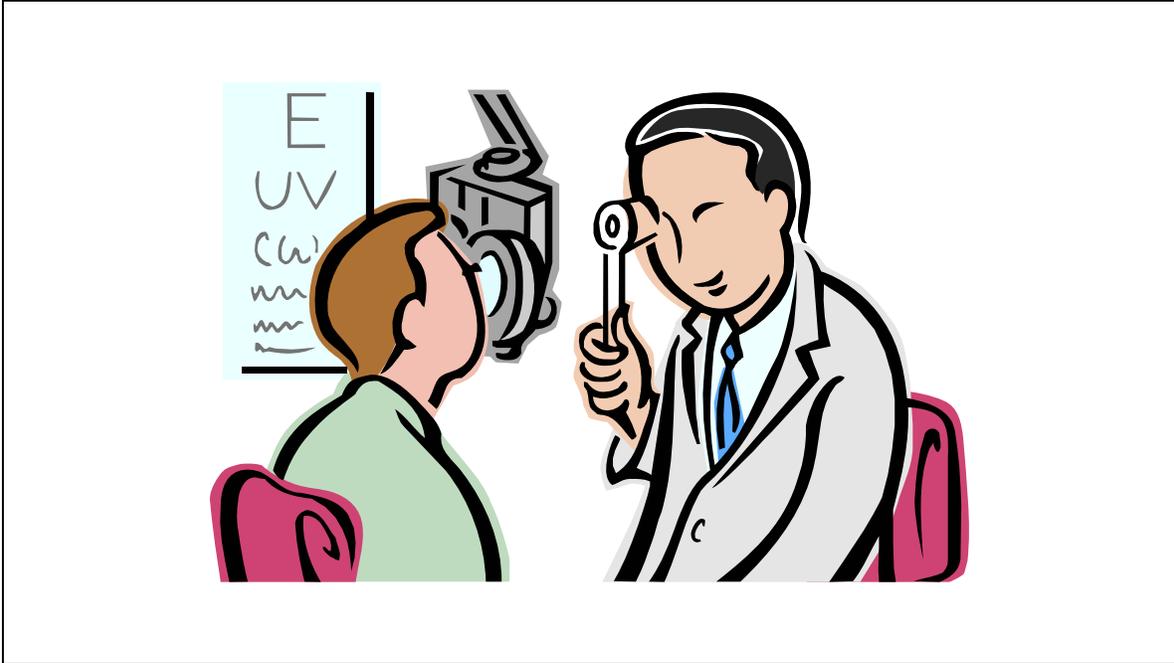
[†] From Your Disease Risk, 2004. www.yourdiseaserisk.harvard.edu/english

✓ Lifetime TV Network

The Lifetime TV network Web site features several links to health resources for women. One useful tool is a series of quizzes that ask users what they know about their own health care and what they do to stay healthy. Follow this link: <http://www.lifetimetv.com/reallife/health/quiz/index.html> (accessed January 11, 2006) to view quizzes such as “Test your Breast Cancer IQ” or “Are you taking care of yourself?” These quizzes provide an effective way of introducing new vocabulary around preventive health care and screening activities. The quizzes also provide teachers with a way to learn about their students’ concerns and questions about preventive health care.

TASK #1

What do you see?



TASK #2

New words

1. doctor
2. patient
3. eye chart
4. check
5. vision screening test

Write the new words.

doctor

patient

eye chart

check

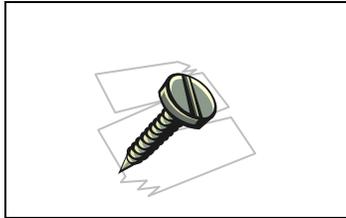
vision screening test

TASK #3

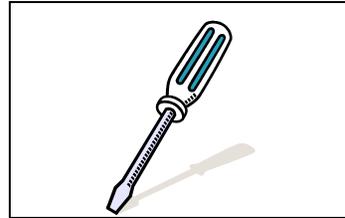
Learn more words that start with /scr/. Listen and repeat.

screw	screwdriver	scroll	scrub
scream	scratch	script	

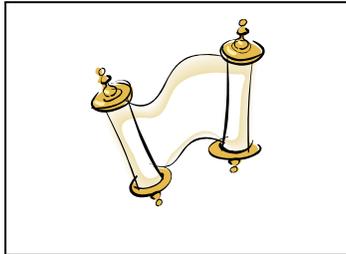
Write.



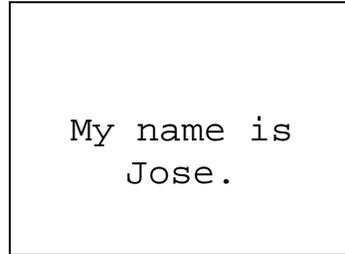
1. _____



2. _____



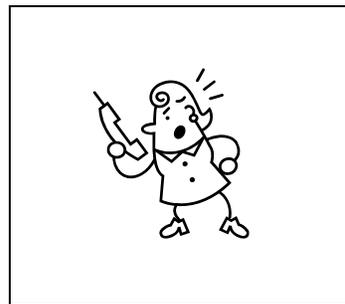
3. _____



4. _____



5. _____



6. _____

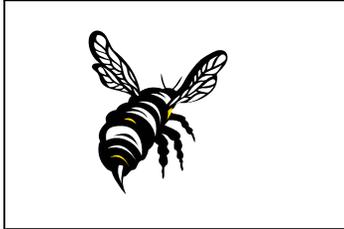


7. _____

Learn more words that have /ee/. Listen and repeat.

bee	tree	teeth
beet	sheet	feet
sleep	sweets	

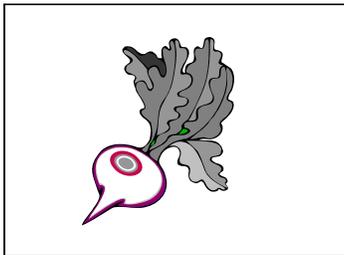
Write.



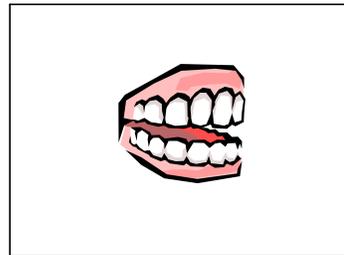
1. _____



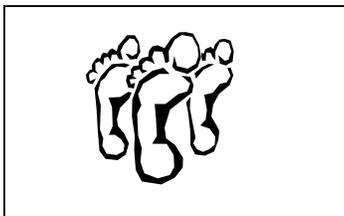
2. _____



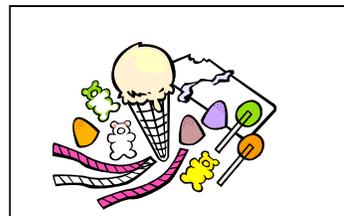
3. _____



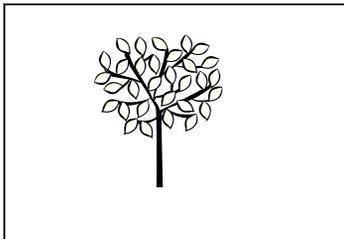
4. _____



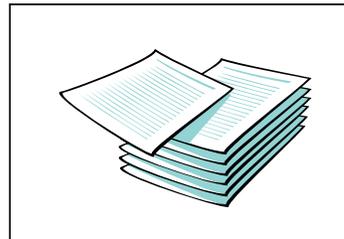
5. _____



6. _____



7. _____



8. _____

TASK #4

Group Work

Work in groups of 3 or 4 people. What health screening tests do you know about?

Make a list. If you do not know the English words, use your first language or draw pictures.

Share your list with another group. Make a class list of screening tests.

TASK #5

Read. What do you see?



HEALTH SCREENING TESTS

- blood pressure
- cholesterol
- hearing and vision

Wednesdays
9:00 a.m. - 1:00 p.m.

East Lake Health Center
123 Main Street
Parkville, CA
456-3333

Read. Write.

1. What health screening tests can you get?

2. On what day can you get the screening tests?

3. When will the screening tests start and end?

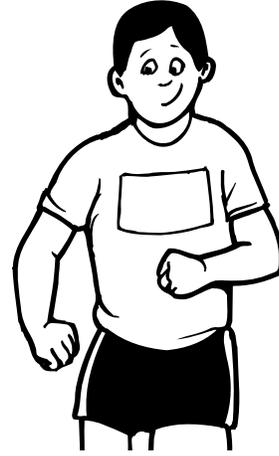
4. What is the name of the health center?

5. Where is the center?

6. Why is this paper important?

TASK #6

- 1 This is Marco.
- 2 He wants to be healthy.
- 3 He eats lean meat.
- 4 He eats a lot of green vegetables.
- 5 He does not eat a lot of sweets.
- 6 He likes to walk and play basketball.
- 7 Marco goes to the dentist. The dentist checks his teeth and gums.
- 8 Marco goes to the doctor. The doctor talks about health screening tests.
- 9 Marco says, "Everyone needs screening tests."
- 10 I had some tests.
- 11 My doctor told me I am in good health.
- 12 I am happy. I have good peace of mind.



Read. Write.

1. What does Marco want?

2. What does Marco eat?

3. What does Marco do for exercise?

4. When does Marco go to the dentist?

5. When does Marco go to his doctor?

6. What do Marco and his doctor talk about?

7. Why does Marco have good peace of mind?

TASK #7

What about you? Write.

1. What kinds of food do you eat?

2. What exercise do you do?

3. Do you go to the dentist?

4. Do you talk to your doctor about health screening tests?

5. Why are health screening tests important?

6. "I have good peace of mind." How do you say this in your native language?

TASK #8

Ask your classmates.

You can say...
<ul style="list-style-type: none"> • Do you like to exercise? • Do you talk to a doctor about health screenings? • Do you want to learn more about health screenings?

Ask 3 classmates. Write *yes* or *no*.

Classmates	<i>Likes to exercise</i>	<i>Talks to a doctor about health screenings</i>	<i>Wants to learn more about health screenings</i>

Lesson 1B: (ESOL) Talking About Health Screening Tests

Prevention and Screening Tasks Addressed in this Lesson

- Understand the purpose of health screening tests

Skills Focus

- Students will use oral language skills and their own ideas to generate a story about a screening test. This story will, in turn, be used to practice literacy skills.

ESOL Level

ESOL Literacy to Beginning ESOL

Time

Approximately 2 hours

Materials

Picture prompts (see lesson handouts)
Whiteboard or larger poster paper
Markers

Key Vocabulary

health screening tests
blood pressure
doctor
nurse
patient

Purpose

The Language Experience Approach (LEA) is an instructional tool that develops students' literacy skills by prompting the students to generate a story, to transcribe this story, and then to use the text as reading material to practice their reading skills. LEA enables the students to connect their oral communication skills with their reading/writing skills. LEA also provides a meaningful opportunity for students to collaborate with one another and learn about others' experiences with health screening tests. In this LEA lesson, students are asked to think about a story in response to a picture prompt featuring a doctor taking a patient's blood pressure. This picture is meant to prompt students to talk about health screening tests, such as blood pressure checks, and discuss any barriers or concerns they have about screening tests.

Teaching notes based on information in:

Taylor, M. (1992). *The Language Experience Approach and Adult Learners*. National Clearinghouse on Literacy Education Washington DC., Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults. ERIC Reproduction Services Document No. ED 350 887.

Steps

1. Distribute copies of the picture prompt (Picture 1) to the students.
2. Ask the students, "What do you see?"
3. Give students time to think individually and then to discuss the picture in small groups. The teacher can ask questions to elicit details or ideas about the story. Some possible questions include:

- Who is this person? (*Point to the doctor, patient, nurse, one at a time.*)
- Where are the people?
- What is the doctor doing?
- What is this? (*Point to the blood pressure cuff.*) What is it for?
- What do you think the doctor is saying?
- Why do you think the patient is having her blood pressure checked?

Note to teacher about the medical content of high blood pressure issues. Students may raise a number of questions as they consider the picture. It may be helpful to have a basic understanding of blood pressure (see Technology Tips for links to informative Web sites on screening tests and high blood pressure). However, you should not feel compelled to be an expert in hypertension in order to use this lesson. You may want to identify the questions students have about blood pressure and invite an expert to the class. You might want to encourage students to look up information or to ask a doctor or nurse.

You might anticipate some of the following questions: *What is blood pressure? What is high blood pressure (i.e., hypertension)? What exactly does the machine - the blood pressure cuff - measure? What do the numbers mean?*

4. After students have had a chance to talk about what is going on in the picture, ask the students to think of a **story** about the picture. You may want to ask the students to think about the first time they had their blood pressure measured. Tell the students that you will write down the story.
5. **Some tips for transcribing the students' story:**
 - Write clearly and in large print (e.g., on the board, poster paper or Overhead Transparency) so that everyone can see.
 - As students add to the story, be sure to re-read from the beginning to help beginning ESL readers remember what has already been written.
 - Avoid editing or redirecting the students' story line while the story is being generated. Do, however, encourage students to edit and revise as they go along.
 - Note that beginning ESL students may only generate a short amount of text (1-2 sentences). This is appropriate. The goal is to get the students' ideas on paper without concern for the amount of text generated.
6. *Reading the story.* After the students have generated the story, the teacher or a student volunteer should read the whole text aloud. You may, instead, consider different options: choral reading (reading the text aloud together), echo reading (the teacher reads a line and all the students repeat the line back to the teacher), peer reading (students work in pairs to take turns reading the text). Also allow some time for students to read on their own. You may want to generate a list of new vocabulary words that are part of the story.

7. *Going beyond the story.* You may consider several options for using the story to explore students' concerns about health screening tests and to further develop their language skills. Here are some possible directions for beginning learners:
- *Reading/writing skills:* Students can copy the text to practice their handwriting skills as well as reinforce their familiarity with the text.
 - *Vocabulary work:* Beginning students can alphabetize the list of new vocabulary words drawn from the text. More advanced students can generate new sentences making use of the new words.
 - *Cloze exercise:* Give the students a version of the text with words missing and ask them to fill in the blanks. You can systematically delete every seventh word or you can delete some key words. You then provide a selection of words that students would draw from to correctly complete the sentences.
 - *Phonics work:* Select a few words to work on sound-symbol correspondence. For example, you can focus on the word “screening” to practice the consonant blend **scr** and the long e-sound in **ee**. See Lesson 2 in the lesson packet for Disease Prevention & Screening for some activities that reinforce **scr** and **ee** patterns.
 - *Syllables:* Ask students to find words in the story that have one syllable, two syllables, and so forth.
 - *Listening dictation:* Dictate the story for the students to write. Beginning learners may need parts of the sentence provided to them.
 - *Vocabulary and grammar:* Students can identify all the verbs (the “doing” words) in the text and other ones that are prompted by the photograph (e.g., *talking, listening, watching, asking, checking, touching*).
 - *Phonics work:* Pick a sound that the class may have been focusing on recently (e.g., short e vowel). Have students listen to words the teacher pulls from the story. The students will repeat each word the teacher says and then say whether the sound is in the word or not. For example, if the target sound is short a vowel, you may provide examples (e.g., test, check) and non-examples (e.g., hand, talk).
9. After students have focused on these skill-building activities, you should provide them with an opportunity to practice reading the entire story. This helps the students appreciate the larger meaningful ‘whole’ that then frames the focus on the less contextualized skill-building exercises.

Follow-up activities

- A. **LEA on immunization** - An additional photograph featuring a woman looking at an immunization chart is included at the end of this lesson. This is for those teachers who would like to use LEA again on a separate but related topic. Immunization is not a prevention activity that people do routinely, and it's also not a screening test. Nonetheless, immunizations are viewed as essential in preventive medicine and can often be difficult to understand. The same instructions for using LEA presented in this lesson can be used with the immunization photograph.
- B. **Needs assessment activity** - Refer to the needs assessment activity in Session One of

the Disease Prevention and Screening Study Circle⁺. This needs assessment activity is designed to identify students' concerns and questions about disease prevention and screening activities, and would build on the classroom discussions likely generated by this lesson.

- C. **Survey** - Students identify 2-3 questions about high blood pressure and/or blood pressure screening tests. They survey family, friends, and health professionals they may know to try to gather more information about these topics and then report any findings back to class.
- D. **Guest speaker in class** - Invite a health professional to class to meet with the students and answer their questions about blood pressure.
- E. **Field trip** - Arrange a field trip for the students to visit a local community health center that distributes health information about high blood pressure and/or health screening tests.

Adaptations for advanced ESL or ABE settings

Advanced ESL or ABE students can use the picture prompt to generate their own individual stories about health screening experiences. The students can peer-edit and revise their stories. Students can also work towards publishing their stories in a class anthology.

Students can also work together to write a letter to a local patient education center or health organization. They can request health-related materials or a guest speaker to come speak to their class.

Students can research their own questions about health screening tests or high blood pressure on the Internet. Students can then prepare a presentation to share their findings with the class.

Technology Tips

✓ **Your Disease Risk**

<http://www.yourdiseaserisk.harvard.edu/english/>

This is an educational web site created by the Harvard Center for Cancer Prevention that provides information about major diseases. It is an interactive tool that enables you to estimate your risk for certain disease, and suggests strategies for lowering your risk. The website also provides some useful, reader-friendly information about high blood pressure:

“Blood pressure is the force created when the heart pumps blood. When a person has high blood pressure (hypertension), the heart has to pump harder and the arteries are under increased pressure, which can lead to injury of the artery walls, atherosclerosis, and coronary heart disease. High blood pressure is also associated with an increased risk of stroke and kidney damage. Some people are able to control their blood pressure with diet and exercise, while others need medication.” (Your Disease Risk, 2004)

Picture 1



© Jon Crispin (2005)

Picture 2



© Jon Crispin (2005)

Lesson 2: (ESOL) Health Care Every Day, Every Month, Every Year

Prevention and Screening Tasks Addressed in this Lesson

- Become familiar with a range of routine health care activities
- Understand the names and purposes of common screening tests and examinations

Skills Focus

- Students will learn the names and purposes of common screening tests and examinations.
- Students will discuss routine tasks they do to take care of their health.
- Students will practice expressions for describing routine health care activities, including:
 - Use of simple present tense (e.g., Every day I *take* a vitamin.)
 - Use of adverbs and adverb phrases (e.g., usually, sometimes, every month, daily)
- Students will learn vocabulary for talking about charts and screening tests.
- Students will practice asking and answering questions.

ABE/ESOL Level

High beginning to intermediate ESOL

Time

3 hours

Materials

2 handouts

Key Vocabulary

screening test

routine

once a month (week, year)

every month (year, two years)

Purpose

This lesson is designed to introduce the idea of preventive care as part of what people do on a routine basis to take care of their health. This lesson is organized around two handouts. In *Part One*, students work in pairs to role-play, read, and discuss what people do every day, every month, and every year to take care of their health. These activities introduce students to the names of common screening tests and useful expressions for talking about screening tests and preventive activities. In *Part Two*, students do an “information gap activity” in pairs to learn the names and purposes of some common screening tests and routine checkups.

Steps

PART ONE

1. **Preparation.** Distribute a copy of Worksheet One, titled *Pairwork: What do you do to take care of your health?*¹ Organize the students into pairs.
2. **Pairwork.** The *Pairwork* handout features five activities for the pairs to complete:
 - *Role-play:* This short conversation introduces the focus on activities that people do routinely to take care of their health—*activities* that they do every day, every month, every year. The role-play is meant to help students learn language for talking about screening tests and other routine checkups.

¹ *Source:* The structure of Worksheet One has been adapted from material in David Nunan’s *Atlas 1: Learning-centered communication* textbook (1995, Heinle & Heinle) series.

Note to instructor: *Please note that this role play enables students to talk about one person's screening behaviors. Neither the lesson nor the role play is intended to be used as medical advice. Some people will need to have screening tests more often or less often than others. Strongly emphasize to your students that they **must** talk to their doctors about what makes sense for their own health care.*

- *Reading:* These two paragraphs focus on activities that people do routinely to take care of their health. One reading is about a woman named Carla. The second reading is about a man named Manny. These readings also introduce a few examples of screening tests and checkups. After students have had a chance to read the short passages, be sure to discuss what *screening tests* are. We offer this definition of *screening tests* from the Harvard Center for Cancer Prevention (see Technology Tips for link).

Screening tests are important tests that can help protect us from diseases. Tests can help find diseases early, before the person gets really sick. Tests can also help stop diseases before they start.

- *Grammar:* The readings about Carla and Manny enable students to practice the simple present tense. Allow ample time for the students to do their own work and then check their answers with a partner.
- *Check your understanding:* This activity asks students to create their own questions about Carla and Manny. This activity enables students to check their understanding of the information presented in the short paragraphs.
- *Your turn:* This activity reinforces the idea that preventive care is a daily, on-going activity. Students do not need to write down the technical name for screening tests they know about or have had done. For example, they can write “breast check” instead of “mammogram.”

Once the pairs have completed all the activities on the *Pairwork* handout, you may wish to ask for volunteers to role-play the conversation for the whole class. Challenge the students to try to do the conversation without looking at their worksheets. Also, invite the students to share their ideas for things they do every day, every month, or every year to take care of their health.

Note to instructor: *Take notes on the kinds of screening tests your students talk about, as well as the range of questions they raise. This information will help you decide on the focus of subsequent lessons.*

PART TWO

- 3. Information Gap Activity.** Organize the class into pairs. Students will become familiar with the names of some common screening tests, the purpose of the tests, and the recommended frequency and timing of such tests.

Note to instructor: Be sure to mention that this activity **only offers general guidelines**. The information here does **not** substitute for a doctor's advice about individual needs. This general information has been reviewed by a medical professional and reflects guidelines put forth by a U.S. government-run task force called the U.S. Preventive Services Task Force (USPSTF). Relevant USPSTF Web sites, as well as other related Web sites, are listed in the Technology Tips below.

Distribute the worksheet handout *Let's Talk About Screening Tests*. This worksheet has two versions, one for Student A and one for Student B. Student A has information about screening tests that Student B does not, and vice versa. The complete instructor's version is below. Both versions have complete information about high blood pressure (hypertension). You will be able to show students how to read the chart. Both versions have partial information about high cholesterol. Here too, you will be able to use this information to demonstrate how to ask and answer questions for the activity before the class breaks up into pairs.

Let's Talk About Screening Tests
Instructor's Version

Disease	Example of a screening test	Who should be tested?	How often?
High blood pressure	Blood pressure test	Men and women who are age 18 and older	Every 2 years
High cholesterol	Blood test for cholesterol	Men and women who are age 20 and over.	Every 5 years
Breast cancer	Mammogram (a special x-ray of the breast)	Women who are age 40 and older	Every year
Colorectal cancer	Colonoscopy (a test that allows a doctor to examine the large intestine)	Men and women who are age 50 and over	Every 10 years

The information in this chart is based on guidelines provided by various medical organizations (please see Technology Tips for the recommended Web sites for current guidelines).

How to carry out the information gap activity:

- a. Review vocabulary that students need as they complete the activity. Review the words in the header row of the chart, such as *screening test* (see definition above) and *disease*. We suggest explaining *disease* this way:

When a person has a *disease*, specific parts of the body are not working normally. People use different words to mean disease, such as *condition*, *problem*, or *long-term illness*.
 - b. Review basic question-answer routines such as, “What is the name of the test?” and, “The name of the test is...”. Students may also need some strategies for clarifying meaning, such as, “Can you say that again?” or, “How do you spell that?” Model how to ask and answer questions with the class by completing the second row on high cholesterol with the students. Ask a volunteer to ask a question about one of the empty boxes (e.g., “Who should get tested?”). Answer by saying “Okay. I look at my chart. It says ‘Men and women who are age 20 or older.’ So, this means that men and women who are age 20 or older should get tested.”
 - c. Teach the students how to read the chart. You may also need to teach chart vocabulary such as *row*, *column*, *first row*, *last column*. Next, review the information on high blood pressure in the first row.
 - d. Ask students to work with a partner. Remind the students that one partner is Student A and the other partner is Student B. Also remind them not to look at each others’ papers while doing the activity. Some students will share their papers with each other, especially if they are not used to information gap activities. Do not be overly concerned about whether students are “peeking.”
 - e. After students have completed their charts, ask volunteers to fill out a master chart posted on the board or on an Overhead Transparency. This will ensure that everyone has a complete chart and will give less proficient students an opportunity to hear the information again.
- 4. Whole class debrief.** Ask students to talk about which of these screening tests they already know about. Ask for the names and associated diseases of other screening tests not on the chart. Students can add additional rows to their chart and write down this information. If you are not sure about the accuracy of the information the students generate, you can always propose a follow-up activity in which the students do their own “research” by talking to doctors or searching the links provided in Technology Tips.

Adapting the lesson for more advanced ESL learners

Ask the students to write a paragraph about their own routine health care activities. Students can also create and act out a role-play between Carla and her doctor or Manny and his doctor.

Follow-up activities

- A. Interview.** Ask students to talk to one family member or friend outside class about their screening experiences. The students can use the questions from the lesson activities in their interviews, such as: *What do you do every day to take care of your health? What do you do every month? What do you do every year?* Students can also work together to think of new questions. Ask students to write down the person's responses and present the information in class.
- B. Survey project.** Each student talks to 5-10 people outside class. Students ask the people what screening tests they know about. Students also ask the people what screening tests they have done on a regular basis. Students can also ask about problems the people have had getting screened. Students summarize their "findings" in sentences, such as:

I talked to six people. Five people know about cholesterol screening. Only two people do a cholesterol screening test every year. Four people said the doctor didn't tell them about the test.

Students can share their summaries in class. These summaries can help the teacher to identify areas on the topic of screening tests that the students want to learn more about.

Technology Tips

Here are some Web sites that provide information about common screening tests. The chart in this lesson represents an adaptation of the information from these Web sites.

✓ **American Cancer Society**

Every year the American Cancer Society (ACS) publishes its recommendations for early cancer detection, including updated guidelines. The most current guidelines are found at:

<http://caonline.amcancersoc.org/cgi/content/full/56/1/11>

✓ **U.S. Preventive Services Task Force (USPSTF)**

The U.S. Preventive Services Task Force (USPSTF) recommends screening mammography every 1-2 years for women aged 40 and older. The current recommendations are found at:

<http://www.ahrq.gov/clinic/3rduspstf/breastcancer/breanrr.htm>

The USPSTF views colonoscopy as one screening option for colorectal cancer. The task force discusses various tests at: <http://www.ahrq.gov/clinic/uspstf/uspscolo.htm>

The USPSTF recommends screening adults aged 18 and over for high blood pressure. See: <http://www.ahrq.gov/clinic/3rduspstf/highbloodsc/hibloodrr.htm>

✓ **National Heart, Lung and Blood Institute (NHLBI)**

The National Heart, Lung and Blood Institute (NHLBI) provides recent guidelines on high blood pressure screening at:

<http://www.nhlbi.nih.gov/guidelines/hypertension/jncintro.htm>

The NHLBI also provides guidelines for screening for high blood cholesterol at:

<http://www.nhlbi.nih.gov/guidelines/cholesterol/atp3full.pdf>

✓ **Lifetime TV Network**

The Lifetime TV network website features several links to health resources for women. One useful tool is a series of quizzes that ask the user what they know about their own health care and what they do to stay healthy.

Follow this link: <http://www.lifetimetv.com/reallife/health/quiz/index.html> (accessed January 11, 2006) to view quizzes such as “Test your Breast Cancer IQ” or “Are you taking care of yourself?” These quizzes provide an effective way of introducing new vocabulary around preventive health care and screening activities. The quizzes also provide teachers with a way to learn about their students’ concerns and questions about preventive health care.

✓ **Your Disease Risk**

The Harvard Center for Cancer Prevention, based at the Harvard School of Public Health, has created a relatively easy to use online tool that enables the user to assess their risk of getting five of the most prevalent diseases in the U.S. Users can also get personalized tips for reducing their risk.

<http://www.yourdiseaserisk.harvard.edu/>



PAIRWORK: What do you do to take care of your health?

I. ROLE-PLAY. Practice this conversation with your partner.

A: What do you do every day to take care of your health?

B: I take a daily vitamin. I try not to eat a lot of fatty foods.

A: What do you do every month?

B: I check my weight.

A: What about every year?

B: I have an eye exam and a cholesterol screening test.

II. READ.

What does Carla do?



Every day Carla eats a good breakfast. Most days she tries to exercise for twenty minutes. Twice a year she goes to the dentist for a checkup. Every five years she has a blood pressure check. Every year she also has a mammogram.

What does Manny do?



Every day Manny wears sunscreen. Once a month he checks his skin for unusual moles. Most days he eats fruit, vegetables, and whole grains. Every year he has a prostate cancer screening test. Every few years he has a cholesterol screening test.

III. GRAMMAR. Read the paragraphs about Carla and Manny again. Some sentences have verb mistakes. Correct the mistakes.

What does Carla do?

Every day Carla eat a good breakfast. Most days she exercises for twenty minutes. Twice a year she goes to the dentist for a check-up. Every five years she has a blood pressure check. Every year she also have a mammogram.

What does Manny do?

Every day Manny wear sunscreen. Once a month he checks his skin for unusual moles. Most days he eats fruit, vegetables, and whole grains. Every year he have a prostate cancer screening test. Every few years he has a cholesterol screening test.

Check your answers with a partner.

IV. TALK ABOUT CARLA AND MANNY. Take turns asking and answering questions about Carla and Manny.

For example:

What does Carla do every day?

Every day she eats a good breakfast.

What does Manny do once a month?

Once a month he checks his skin for unusual moles.

V. ABOUT YOU. What do you do to take care of your health? Think and write.

Every day	Every month	Every year

Share your chart with a partner.

Let's Talk About Screening Tests

Student A

Read the chart. When you see an empty box, ask your partner for help.

Disease	Example of a screening test	Who should be tested?	How often?
High blood pressure	Blood pressure test	Men and women who are age 18 and older	Every 2 years
High cholesterol	Blood test for cholesterol	Men and women who are age 20 and over	
Breast cancer	Mammogram (a special x-ray of the breast)	Women who are age 40 and older	Every year
	Colonoscopy (a test that allows a doctor to examine the large intestine)		Every 10 years

Let's Talk About Screening Tests

Student B

Read the chart. When you see an empty box, ask your partner for help.

Disease	Example of a screening test	Who should be tested?	How often?
High blood pressure	Blood pressure test	Men and women who are age 18 and older	Every 2 years
High cholesterol	Blood test for cholesterol		Every 5 years
Breast cancer	Mammogram (a special x-ray of the breast)		
Colorectal cancer	Colonoscopy (a test that allows a doctor to examine the large intestine)	Men and women who are age 50 and over	Every 10 years

Lesson 3: (ABE) Inquiry-based Project on Preventive Screening Resources in the Community

Prevention and Screening Tasks Addressed in this Lesson

- Be familiar with a range of preventive screening activities
- Identify preventive screening resources in the local community

Skills Focus

- Students will share and discuss personal perspectives on preventive screening activities.
- Students will strengthen problem-solving skills needed to identify and access preventive health care resources in the local community.
- Students will strengthen oral communication skills needed to identify and access preventive health care resources in the local community.
- Students will practice describing and interpreting survey findings.

ABE Level

Intermediate to advanced

Time

In class: 3-4 hours

Outside of class: Varies

Materials

Student handouts #1 and #2

Poster paper

Markers

Key Vocabulary

prevention, preventive screening

testing

community resource

Purpose

This lesson is designed as an inquiry-based project that places students in the role of active problem-solvers to examine their own questions about preventive screening tests and activities. Students will learn about a range of preventive screening activities and identify preventive screening resources in their local community. Asking questions is a hallmark of inquiry-based learning. This inquiry-based lesson is meant to elicit questions about preventive screening resources in the community that students are genuinely interested in and to guide them in working together to find answers.

To start the lesson, the students are given a short reading that presents Gallup Poll survey findings on preventive screening. This reading is meant to prompt discussion about the challenges students face in understanding what screening tests are available, which ones they should have, and how often to have the tests done. This initial discussion is meant to help students arrive at their own questions about preventive screening and plan how they might work together to find answers.

Steps

Note to teacher. There are two sets of handouts for this lesson. Teaching notes for each handout are described on the next several pages.

Student Handout #1: What people think about preventive screening asks the students to complete several exercises, including two pre-reading activities, a reading passage related to peoples' views about preventive screening, and discussion questions. **Student Handout #2: Inquiry-based project on preventive screening** guides students through a series of exercises as part of an inquiry-based project on some aspect of preventive screening that students are interested in learning more about.

**Teaching Notes for Student Handout #1 for Reading
“What people think about preventive screening tests”**

1. Section A. Before you read. Vocabulary work - Match the words with their definitions

This exercise introduces new vocabulary that is used in the reading on preventive health, “What do people think about preventive screening tests?” Ask the students to complete the matching exercise on their own, and then find a partner to go over their answers and check their comprehension of the word meanings. (Answer key: 1-f, 2-d, 3-b, 4-a, 5-c, 6-e)

2. Section B. Sentence completion

This exercise reinforces the students’ comprehension of the new vocabulary words learned in Section A. Some of the sentence prompts (#2, #3, and #6) also get students thinking specifically about their perceptions of preventive health care.

Ask students to complete the sentences on their own, and then ask students to share their sentences with other students. During this exercise, you should encourage students to be *active* listeners, thinking about ways that their responses are the same or different. You may wish to ask the students to write their completed sentences for #2, #3, and #6 on poster paper and display them on the wall for the duration of the lesson. Displaying the students’ ideas will send the message that their ideas and knowledge about preventive health care are important.

3. Section C. Reading

Do a model reading of the text. Read the text again, asking for volunteers to read sections aloud. Ask the students to explain to a partner what the passage is about. This retelling can be useful for students who need the opportunity to practice new vocabulary and build self-confidence in reading fluently. Once students have a working idea of what the reading is about, you may wish to practice reading the text in different ways: choral reading (reading the text aloud together); echo reading (the teacher reads a line and all the students repeat the line back to the teacher); peer reading (students work in pairs to take turns reading the text).

4. Section D. Summarizing: Write Three Sentences

Ask students to work in small groups to write three sentences that summarize the information in the passage. To prompt their thinking, ask the students, “What are the main ideas in this passage?” or, “What ideas are the most important to remember from

this passage?”

5. Section E. Discussion

The discussion questions are meant to help the students review the ideas in the passage and make connections to their own experiences.

Depending on the size of the class, the teacher may want to discuss the questions as a whole class. If the students discuss the passage in small groups, the teacher should invite each group to share its responses with the whole class. The students' responses to question #2 will be useful to record on poster paper as their ideas will reveal the range of health resources the students already know about and use. Question #4 prompts students to talk about their own ideas about barriers to preventive care, and question #5 prompts students to talk about the screening tests they are familiar with. In this way, the discussion of the reading passage serves as a useful information-gathering activity. This information helps set the stage for the next part of this lesson, which is an inquiry-based project on preventive screening.

Teaching Notes for Student Handout #2: Inquiry-based project on preventive screening

The information in the teaching notes has been adapted from:

YouthLearn Initiative at <http://www.youthlearn.org/learning/approach/inquiry.asp>.

1. Section A. Pose a question

A good inquiry-based project begins with good questions. The students are asked to think of one question they have about preventive screening. Here are a couple of tips for helping students with their questions:

- **The question must be answerable with some amount of objective information.** “Why do so many people in the U.S. have high cholesterol?” can be answered if the students search for information on the Web or in a library. However, “Why did God make cancer?” cannot be answered because it is a question based on faith. Both questions are meaningful, but the latter is not a useful question for inquiry-based learning. Opinion- or belief-based questions don’t enable students to make use of the scientific (or quasi-scientific) ways of thinking that are at the heart of inquiry-based learning. “What do people say about why God made cancer?” is a more appropriate question for inquiry.
- **The students can’t already know the answer to the question.** “What is a screening test?” is a bit too straightforward and was already covered in the reading the students discussed earlier in the lesson. The students are not likely to learn much more than they know already. “What are the most important screening tests that women should have?” is a better question because it provides students with more opportunity for exploration.

2. Section B. Discuss

Allot at least 20-30 minutes for students to discuss their questions in groups of 3-4. Each student should read his/her question aloud to the group and say why the question is important to him/her. This discussion may prompt new questions. The group should discuss other questions that are important to them and write down at least one additional question.

3. Section C. Plan

In this activity, students begin planning how they will go about answering their questions. They are asked to answer several questions to guide their planning process:

- What do you think is the best way to answer your questions?

- Where can you find information?
- Who can you call or visit to get answers?
- How would you know the information you get is ‘correct’?
- Is there any other information you need to answer your questions?

Allow at least 40 minutes for the groups to complete this planning activity. This includes preparing a chart on poster paper that summarizes the resources they are thinking of exploring to answer their questions. Each group must also decide which resources to explore first and who will explore which resource. For example, one student might say, “I work near a clinic. I can go and look for brochures about screening tests.” Or, another student might say, “I will search the Internet” or “My sister-in-law was a nurse in Mexico. Maybe she can help us.” Students will choose one of their group’s resources to explore outside of class, for homework. Be sure to set a deadline so the students know how much time they have to explore their resource.

If time allows, you may wish to ask each group to present their poster to the rest of the class. If there is no time for group presentations, ask students to display their posters on the wall so that other students can see the range of questions and planning strategies. Encourage students to walk around the room (e.g., during a break, before or after class) and read other groups’ ideas.

Special note to the teacher: This step in the lesson gives you an important opportunity to practice your listening skills. Listen to the students’ discussions, but resist jumping in to amend their planning choices and decisions. Remember: this project is based on the students’ questions, not the teachers’. Students in lower levels may feel shy or hesitant if they have never done an inquiry-based project. At least initially, you may have to ask a few leading questions or give them a few suggestions for resources. Be patient. The students will likely become more enthusiastic and engaged as they become more comfortable with the process.

4. Section D. Explore your resources

This part of the lesson plan is to be completed individually by the students. This worksheet helps the student to document what they learned (*I learned that...*), assess the quality of the information (*How good is this information?*), and identify any new questions they might have (*My new question is...*). Finding information in a library or on the Internet may be fairly simple for the students (assuming they have some prior experience in using the Web). However, figuring out whether the information is “good” is not so easy. There is a lot of information on the Internet, for example, that may not necessarily be accurate. This individual exercise is meant to help students understand (or better appreciate) the idea that all information has an “author.” As pointed out on the YouthLearn website, “Learners must be taught the skills to collect bits of partial answers and assess their validity. Because all information tends to be biased by the perspective, experience or interest of its author—whether it’s from a book or one’s grandmother—developing critical evaluation skills is key.”

Students need to record the information they find in order to be able to evaluate it later on. The worksheet in section E provides students with a template for doing so.

Be sure to tell students that it is possible that their original questions may change or go in different directions depending on the information they find.

Important note: Students need to remember the deadline for completing their exploration of resources outside of class. The success of the subsequent steps in this lesson plan depends on the students' completion of their outside assignments.

5. Section E. Share your information

Students get in their groups again to share the information they found. Students may identify new questions to explore based on this information.

The students may wish to go back to the chart they created in Step C (on poster paper) to see if there are additional resources they want to explore.

If time permits, allow time during class for students to check out additional resources – i.e., searching the Internet, making phone calls. Or set a new deadline for students to continue their outside exploration.

6. Section F. Present your information

Once each group feels satisfied with the answer to their question, ask them to prepare a short presentation that summarizes what the group's questions were, what resources they explored, and what they learned. Step F provides a sample poster, but students should feel free to present the information differently if necessary.

7. Section G. Create a class resource guide

This inquiry process will likely generate a rich pool of information that is grounded in the students' interests and concerns.

Suggest to the students that they create a book, *A Resource Guide to Preventive Screening in Our Community*, which compiles the information they found. The students should be encouraged to include the information and graphics (e.g., maps, illustrations) that they feel would be useful to other students who read the guide. Step G on the handout offers some suggestions for the kind of information that might be included in the resource guide.

Students should feel free to include information in English and/or in their native languages so that the information can be readily accessible to other students of varying proficiency. Be sure to make this resource guide available to other students in the adult education program.

ESOL Teaching Tips

When working with adult ESOL learners, especially those at the lower levels of proficiency, expect to spend more time working through the reading and the inquiry process.

Inquiry-based learning is a highly cognitively demanding task. Don't be afraid to try out this activity with ESOL students who are still developing their oral communication or literacy skills in English. Place confidence in the fact that this project builds upon those questions and concerns that they want to answer. This motivation may help them strategize to try to overcome language/literacy barriers. For example, they may decide to interview a nurse who is bilingual in English and in their first language.

Follow-up Activities

- A. Guest speaker series.** Ask the students to identify 2-3 topics in their *Resource Guide to Preventive Screening in Our Community* that most interest them. Students can work together to write a letter to a particular doctor, health department, or local clinic inviting someone to come speak to their class. Students can prepare questions in advance. After a guest speaker event, students can summarize what they learned and share their notes with other students in the adult education program.
- B. Personal essay.** Students can write a personal essay in which they talk about the inquiry process, what they enjoyed about the process, and what they found confusing or difficult. Ask students to think about other areas of their life where this kind of process might be useful.
- C. Photo album OR video project.** Students can create a photo album or video to accompany their *Resource Guide to Preventive Screening in Our Community*. The album/video would provide a walking tour of important health services in the local community. The video version could feature adult students giving advice to new residents of the community about how to find information about preventive screenings.

Technology Tips

- ✓ **Harnessing Technology to Serve Adult Literacy by David Rosen, Newsome Associates**
This website represents a goldmine of resources to help teachers integrate Internet use into their classroom instruction. Teachers may also want to look for those links that provide guidance on helping ESL learners use the Internet on their own.
<http://www.alri.org/harness.html>

- ✓ **Focus on Basics, Special issue on Project-based Learning**
This special issue of *Focus on Basics*, a publication from the National Center for the Study of Adult Learning and Literacy, addresses questions such as: What is project based learning? What is the theoretical rationale for using this approach? What are advantages and limitations to the approach?
<http://www.ncsall.net/index.php?id=160>

STUDENT HANDOUT #1 FOR READING
“What people think about preventive screening tests”

A. Before you read: Vocabulary Work. Match the words with their definitions.

- | | |
|-------------------|---|
| 1.____ regular | a. a set of questions that you ask a large number of people in order to find out what they think or do |
| 2.____ researcher | b. the answers that we get from doing a scientific study or test |
| 3.____ results | c. intended to stop something you do not want to happen, such as a disease, from happening |
| 4.____ survey | d. someone who studies a subject in detail, usually in order in order to discover new facts or test new ideas |
| 5.____ preventive | e. to do tests on someone to find out whether she or he has an illness or disease before the person begins to feel sick |
| 6.____ screen | f. happening every hour, every week, every month etc, usually with the same amount of time in between |

Practice. Test yourself. Choose a word. Can you define the word without looking at the page?

More practice! Work with a classmate and ask each other to define the word without looking at the page.

For example: You say, “What does *results* mean?” Your partner says, “*Results* means the answers you get from doing a scientific study or test.”

Source for definitions: Longman Dictionary of Contemporary English Online, Pearson-Longman Publishing, <http://www.longman.com/ldoce/>

B. Sentence Completion. The following sentences use the words you learned in Section A. Complete the sentences with your own ideas.

1. If I carried out my own *survey*, I would ask people what they thought about _____

2. Some *preventive* steps I take to stay healthy are _____

3. Some things that doctors say we should do on a *regular* basis are

4. The *results* of a study are more believable if _____

5. The *researcher* was surprised to find out that _____

6. For adults about my age, doctors usually *screen* for diseases such

as _____



C. Reading.

What people think about preventive screening tests



In 2003, the Gallup Organization carried out a survey of peoples' views on preventive screening tests. The Gallup researchers spoke to 1,498 people over the phone for this survey.

D. Write 3 sentences about the information in this text. Share your sentences with another student.

- 1.
- 2.
- 3.

E. Discussion. Form a group of 3-4 students. Discuss the following questions.

1. The text says that 61% of the survey participants said they know which screenings tests they should have, but they did not know how often they should have the tests. Do you know which screenings to have but don't know how often? Explain your answer.
2. Where do you usually get information about screening tests?
3. Do you believe that "regular screening tests can save people's lives"? Explain your answer.
4. The text talks about three reasons why people don't get regular screening tests. Do you agree with these reasons? Explain why or why not. What are other reasons why people don't get regular screening tests?
5. Which preventive screening tests do you feel are most important for your own health?

STUDENT HANDOUT #2

INQUIRY-BASED PROJECT ON PREVENTIVE SCREENING TESTS

A. Pose a question.

What is one thing you really want to know about preventive screening tests? Write it in the box below

	My question

B. Discuss. Form a group of 3-4 students. Share your questions.

Share your question with your group. Talk with your group and think of other questions about preventive screening tests. Write the questions here.

	Other questions

C. Plan. With your group, think about how you might find answers to your questions.

Think about these questions as you plan where you might find answers:

- What do you think is the best way to answer your questions?
- Where can you find information?
- Who can you call or visit to get answers?
- How would you know if the information you get is "correct"?
- Is there any other information you need to answer your questions?

Make a chart like this one on poster paper with your group's list of possible resources. The chart shows one example.

Question	How do I answer my questions? Where can I go? Who can I ask? Where can I look?	What information do I hope to find?
What are the most important screening tests that women should have?	<ul style="list-style-type: none"> • Ask a doctor. • Search the Internet. • Go to my local clinic and get brochures. 	<ul style="list-style-type: none"> • the names of screening tests • what the tests are for • whether tests will hurt • if tests are free

When you are done, look at your chart. Which resources are the most important to check out first? Place a star ★ next to these resources.

Next, each member in your group will choose ONE of the resources with a ★ to explore outside of class.

Write the names of your classmates next to the resources they will explore.

DEADLINE REMINDER

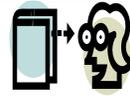
You need to check out your resource by the following date:

D. Explore your resource(s).

Before the deadline, complete your assigned task. Be sure to take notes when you find out any information. This will help later on when you have to share the information with other people in your group.

Fill in the boxes below to help you record the information you learn. If you need to, use more sheets of paper to record the information you learn.

 **My question was...**

 **I learned that...**

 **How good is this information?**

 **My new question is...**

E. Share your information.

Meet with your group members. Talk about what you learned. Share your notes. Are there new questions you want to explore?

Look at the chart of resources you created earlier in Section C. Are there other resources you still want to check out?

Keep exploring until you get the answers you want. You may be able to check out resources during class – for example, searching the Internet – or you may need to spend more time outside of class visiting places or calling people.

F. Present your information.

When your group feels satisfied with your answers, prepare a presentation to show other students in the class. Make a poster summarizing your questions, the resources you explored, and what you learned. Here is an example of what your poster might look like, but it's fine to present the information differently if your group chooses.

We wanted to know...	We explored the following resources...	We learned that...

Pick a member of your group to present the poster to the rest of the class.

G. Create a class resource guide.



Ask the students to design a book called *A Resource Guide to Preventive Screening Tests in Our Community*, which compiles the information they found. The students should be encouraged to include the information and graphics (e.g., maps, illustrations) that they feel would be useful to other students who read the guide.

For example, the class can create a list of the addresses and phone numbers of local agencies and medical professionals that provided them with useful information about screening tests. The class can also design a page that explains the various screening tests in the different native languages spoken by the students. When the guide is complete, share it with other teachers and students in the adult education program.

Lesson 4: (ESOL) Filling Out Health Care Forms

Access and Navigation Task*

Addressed in this Lesson

- Fill out health-related forms

Skills Focus

- Students will discuss the challenges of filling out health-related forms.
- Students will improve their ability to recognize dependent questions (“e.g., If yes, then skip to question 8...”)
- Students will practice scanning for specific information in forms.

ABE/ESOL Level

- High beginning to low intermediate ESOL

Duration

- 2 hours

Materials

- Group Worksheet: *General Information Form*
- Sample health benefits forms and applications (see Appendix A)
- *Improving Forms and Applications* Handout (see Appendix B)

Key Vocabulary

D.O.B.
 next of kin
 emergency contact
 marital status
 primary language
 employment status
 retired, widowed
 HMO
 PPO

Purpose

To address questions and concerns students have about difficulties in filling out health care forms. To familiarize students with some of the skills involved in answering questions on health care-related forms, specifically skills involved in recognizing and responding to questions whose answers depend on answers to previous questions.*

Steps

1. **Getting started.** To begin the lesson, write the following question on the board: *What do you find difficult about filling out forms and applications?* Ask the students to share their experiences filling out forms (e.g., health forms, bank forms) and applications (e.g., job applications). Do not worry if discussion is slow at first, as students may need some time to recall the last time they filled out a form/application. Also, keep sample forms and applications (see Appendix A) on hand to show students who do not recognize the words *form* and *application*.

Use these follow-up questions if students seem to need more prompting: *Do you remember the last time you filled out a form or application? What kind of form (or application) did you fill out? What was easy about filling out the form? What was difficult?* List all ideas generated by the students on the board.

2. **Background information for the teacher.** In 1998, the Canadian Public Health Association asked a group of senior citizens to talk about their difficulties filling out forms. The problems that the seniors identified include:
 - the large amount of text on forms
 - inadequate space for writing their answers
 - inconsistencies in the way the same information is asked across forms
 - large amount of technical vocabulary
 - small text size
 - long sentences
 - use of acronyms.**

* This lesson builds on findings from a U.K.-based study of form-filling behavior that found that many readers encounter difficulties with dependent questions. Source: Frolich, D. (1986). On the organisation of form-filling behaviour. *Information Design Journal*, 5, 43-59.

** Source: Canadian Public Health Association. (1998). *Creating plain language forms for seniors: A guide for the public, private and not-for-profit sectors*. Ontario, Canada: Author.

After your students share their own ideas, you may wish to present the results of this Canadian study; there may be areas of interesting overlap with the students' and seniors' responses, particularly those difficulties related to language. To present these results, write the seniors' comments on the board and read them aloud. This will help the students think about the seniors' comments. Also, it will be *very* important to have some health care forms on hand (see Appendix A) to illustrate the different features identified by the senior citizens.

For example, when you cite the problem of small text sizes, be sure to point to the small text on an actual application. You can also ask the students to work in pairs and distribute a sample form to each pair. As you cite a problem, such as small text size, each pair can work together to see if their form illustrates the problem. Ask each pair to report to the whole class.

Note: The results of the Canadian study can be used to jump start a class discussion if the students are having a hard time generating responses to the initial question, *What do you find difficult about filling out forms and applications?*

3. **Pair activity.** Distribute the **Group Worksheet: General Information Form**. This form asks students to fill out general information that is commonly requested on a range of health care forms, from benefits applications to medical history forms. Before the students begin pair work, go over with the class any unfamiliar terms used on the form. Check whether students are familiar with commonly used terms on forms, such as "D.O.B." for "date of birth". It may also be important to point out that date of birth is sometimes expressed as month/day/year and other times day/month/year. Also, be sure to ask students to identify any unknown vocabulary and write these unknown words along with their definitions on the board. Words such as *widowed*, *retired*, or *next of kin* may not be familiar.
4. **Teaching tip.** Language-minority adults often rely on the help of neighbors, family members, or adult educators to fill out complex forms and applications. In this way, the pair-work approach to the form-filling task may feel familiar to some of your students. However, also note that depending on your class, students may not feel comfortable disclosing personal information with other students. Students should be told that they are free to make up information to practice filling out the form. Alternatively, students can be given the option to work individually rather than in pairs.
5. **Looking at dependent questions.** After students have had an opportunity to fill out the General Information Forms and talk about any unfamiliar vocabulary, direct their attention to items 10A and 10B. Ask students if they had any trouble with these questions, and if so, what gave them trouble? Explain that people often do not respond appropriately to these kinds of questions. These types of questions are sometimes referred to as *dependent questions*, because their answers are dependent on answers to previous questions. Explain that studies have shown that people tend to overlook key instructions that indicate whether a person should complete or skip a

question. As a result, people often end up answering irrelevant questions on forms. This often wastes time and can confuse the person who is filling out the form.

6. **Scanning activity.** Explain that the final part of the lesson will help students learn to recognize dependent questions on forms and applications, and also provide the students with practice with scanning, a useful learning strategy. Distribute sample health benefits forms (see Appendix A) to students in the class. Write on the board *Scanning = searching a text for specific information*. Training your students to recognize the different sections of a form provides them with important scanning skills. This kind of preparation shows them how some questions are topically linked to other questions. You may wish to spend a few minutes talking about scanning as a valuable literacy skill when reading for information. Ask the students, in pairs or small groups, to *scan* the forms for examples of dependent questions. Ask volunteers to share any examples they find with the class.

7. **Discussion questions.** After the class has identified a few examples of dependent questions, ask the students:

What patterns do you see in the way these questions are asked? Or, In what ways are these kinds of questions similar? Or, Do you see similarities in the way these questions are written on these forms?

Write all ideas generated by the students on the board.

Possible responses:

- *Questions are indented.*
- *Questions are written in italic font.*
- *Questions follow a similar sentence pattern: “If yes, go to ...” or, “If yes, explain why” or, “If yes, complete section C” or, “If so, answer the following questions.”*

Have one student role-play explaining how to fill out these kinds of questions to the teacher or have students role-play with each other. This will help you assess whether students understand the general format of dependent questions. More importantly, this prepares the students for helping family members or friends to fill out forms and applications.

8. **Wrap-up.** To close the lesson, remind your students that (1) filling out forms and applications is a very complex skill; and (2) many forms and applications are very poorly written. For these reasons, it is very important to encourage your students to seek out help from office personnel or medical staff if they do not understand the information on a form. To this end, students can learn and practice the following expressions for requesting help:

- *Excuse me. Can you help me fill out this form?*
- *I don’t understand question number 10 on this form. Could you explain the question to me?*
- *Could you tell me what xxx means?*

Follow-up Activities

- A. Group project.** Ask students to work in groups of 2-3 to complete the **Improving Forms and Applications** handout in Appendix B. Student volunteers can present their ideas to the rest of the class.
- B. Creating a class resource file.** Ask students to visit their local Department of Human Services or doctor's office and pick up copies of health benefits applications or medical forms. If no applications are on display, students should ask the office staff for the applications and forms. Explain to students that these documents will be placed in a class "resource file" available to them and other students. Students can use the forms or get help filling out the forms in class. Make sure there is a designated place in the classroom for this file to be stored.
- C. Writing activity.** Students imagine that they are one of the senior citizens who participated in the Canadian Public Health Association study described previously. Students will write a letter to the editor of the local newspaper complaining about the problems senior citizens have when trying to fill out forms and applications. The letter should describe the sources of difficulty and offer a few solutions.

Group Worksheet: General Information Form

Interview your partner and fill in the application below for him or her.

- Example questions: *Where do you live?*
 When were you born?
 Are you married?
 Are you currently working?
 What is your first language?

Section I. General Information			
1A. Name (<i>Last, First, MI</i>)		1B. Other names used	
2. Social Security Number		3. Gender (<i>Check one</i>) M <input type="checkbox"/> F <input type="checkbox"/>	4. DOB (<i>mm/dd/yyyy</i>) ____/____/____
5A. Current Mailing Address (<i>Street, PO Box, RR, include apt. number</i>)		5B. City	5C. State
5E. County		6. Home telephone number ()	7. Work telephone number ()
8. Current marital status (<i>Check one</i>) <input type="checkbox"/> Married <input type="checkbox"/> Never married <input type="checkbox"/> Separated <input type="checkbox"/> Widowed <input type="checkbox"/> Divorced <input type="checkbox"/> Unknown			
9. If your primary language is not English, please list:			
10A. Employment status (<i>Check one</i>) <i>If employed or retired, complete item 10B.</i> <input type="checkbox"/> Not employed <input type="checkbox"/> Employed <input type="checkbox"/> Retired -- Date of retirement mm/dd/yyyy ____/____/____		10B. Company name, address, telephone number	
11A. Name, address, and relationship of next of kin		11B. Next of kin's home telephone number ()	
		11C. Next of kin's work telephone number ()	
12A. Name, address, and relationship of emergency contact		12B. Emergency contact's home telephone number ()	
		12C. Emergency contact's work telephone number ()	

APPENDIX A:

Sample Health Benefits Forms and Applications

For your convenience, two sample benefits applications have been included in this lesson plan.

Sample #1: Allied Health Coverage -- Application for Benefits

Sample #2: Application for Children's Medicaid

To add to this collection and make your examples more relevant to community needs and services, you may find additional forms and applications at local offices including the:

- Library
- Department of Health and Human Services
- Head Start offices
- Regional hospitals and community health centers
- Office of Veterans Affairs
- Women, Infants, and Children (WIC) centers
- Senior centers

The following web sites may also be helpful resources for gathering health benefits forms and applications.

- <http://www.cms.hhs.gov/states/default.asp>
- <http://www.cms.hhs.gov/forms/>
- <http://www.va.gov/onlineapps.htm>

Sample #1:

Allied Health Coverage
Application for Benefits

Part A: PLAN SELECTION

Type of Plan – select a plan type and benefit level

Health Maintenance Organization (HMO): Gold Silver Basic

Point of Service (POS)

Preferred Provider Organization (PPO): Basic Expanded

Part B: SUBSCRIBER INFORMATION *(oldest applicant must be the subscriber)*

1. Last Name		2. First Name		3. MI	4. Social Security Number	
5. Sex <input type="checkbox"/> Male <input type="checkbox"/> Female	6. Date of Birth (month/day/year) / /		7. Marital Status <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/> Other _____		8. Type of Coverage Requested <input type="checkbox"/> Individual <input type="checkbox"/> Family <input type="checkbox"/> Other _____	
9. Mailing Address		10. Apt. #	11. City		12. State	13. Zip Code
14. Home Telephone ()	15. Work Telephone ()		16. Primary Language		17. Name of Primary Care Physician	
18. Are you a previous Allied Health Coverage member? <input type="checkbox"/> No <input type="checkbox"/> Yes Previous ID #: _____			19. Do you currently have any other health insurance? <input type="checkbox"/> No <input type="checkbox"/> Yes <i>If yes:</i> Name of Health Plan: _____ Name of Plan Holder: _____ Health Plan Number: _____			

Part C: DEPENDENT INFORMATION

Full Name (first, middle, last)	Sex (M / F)	Date of Birth (month / day / year)	Social Security Number
Spouse		/ /	
Child/Dependent		/ /	
Child/Dependent		/ /	
Child/Dependent		/ /	

Applicant Signature *(required)*: _____ Date: _____

Sample #2: Application for Children’s Medicaid Free Health Insurance for Children under 19

PART A: Parent’s/Guardian’s Information

Last Name	First Name	M.I.	Phone Number	
Mailing Address	City	State	Zip Code	County

PART B: Family Information. List the parent shown in Part A on the first line below.

Last Name <i>List parent(s) and children</i>	First Name <i>List parent(s) and children</i>	Middle Initial	Sex	Date of Birth	Social Security #	How is this person related to you?
						Self

PART C: Income Information. Enter gross pay, not take home pay. Enter zero (“0”) if you are unemployed.

Your Income from Employment		Other Parent’s Income from Employment (if living in the home)		
Employer Name and Phone Number		Employer Name and Phone Number		
Amount you earn each pay period before taxes: \$ _____ <input type="checkbox"/> Weekly <input type="checkbox"/> Every two weeks <input type="checkbox"/> Twice a month <input type="checkbox"/> Monthly Hours worked each pay period: _____		Amount you earn each pay period before taxes: \$ _____ <input type="checkbox"/> Weekly <input type="checkbox"/> Every two weeks <input type="checkbox"/> Twice a month <input type="checkbox"/> Monthly Hours worked each pay period: _____		
Other Income	Amount	How Often Do You Get This Income?	Which Family Member Gets This Income?	
Child Support	\$			
Alimony	\$			
Social Security Payment	\$			
Unemployed Benefits	\$			
Other (Please explain)	\$			

PART D: Attach Proof of Income. Please indicate what you attached.

- Copies of pay stubs for the last 4 weeks OR a letter from my employer.
- A copy of a letter indicating the amount of any benefits received (Social Security, Unemployment, VA, Workers Compensation, etc.), or a copy of any checks received.
- I am self-employed and I have attached a copy of my most recent federal income tax form.
- Child support check stubs.
- A statement signed by the person who gives my family child support or cash contributions.
- My family has no income.

PART E: Primary Language.

- English Spanish French Portuguese Chinese Vietnamese Russian Somali Other: _____

PART F: Any Health Insurance You Already Have for Your Children. Even if you have health insurance, you can still qualify for Children’s Medicaid.

Insurance Company or Employer	Policy Number	Policyholder’s Name	Policyholder’s SSN

PART G: Signature

I certify that the information I have provided above is true to the best of my knowledge and I give permission for the State to make any necessary contacts to check my statements.

Signature of Applicant: _____ **Date:** _____

APPENDIX B: Improving Forms and Applications

Student handout for follow-up activity

Group work: Work with your classmates and think about the problems that people have when they fill out forms. Suggest possible solutions. Fill in the chart with your ideas. The first one is done for you. After you have completed your chart, compare your list with another group's list.

Problem	What can I do to solve this problem?	What should companies and organizations do to solve this problem?
<i>Too many difficult words</i>	<i>I can use a bilingual dictionary or ask someone for help.</i>	<i>Companies and organizations should use easy English words on their forms.</i>
<i>Not enough space on forms to write answers.</i>		
<i>Print is too small</i>		
<i>Too much information to read</i>		

Lesson 5: (ESOL) Understanding Family Medical History Forms

<p>Prevention and Screening Tasks Addressed in this Lesson</p> <ul style="list-style-type: none"> ▪ Understand what a family medical history is and its role in preventive health care ▪ Know what types of information a patient should provide on a family medical history form <p>Skills Focus</p> <ul style="list-style-type: none"> ▪ Students will discuss and share personal opinions about the value of talking to doctors about one's family medical history. ▪ Students will learn expressions for talking about family medical history with a doctor. ▪ Students will practice completing medical history forms. <p>ABE/ESOL Level High beginning to intermediate ESOL</p> <p>Time 2 - 90-minute lessons</p> <p>Materials Student worksheets</p> <p>Key Vocabulary family medical history disease <i>or</i> illness condition general health operations allergies medications risk or risk factors</p>	<p>Purpose</p> <p>This two-part lesson addresses skills related to the purpose and completion of family medical history forms. In Part One, students are asked to read a short story, <i>What's wrong with Tony?</i>, about a man named Tony who is worried about his father's health. Tony's friend Van suggests that he go to see a doctor to talk about his family medical history. Tony is not sure this is an important step to take. In Part Two, students practice filling out a medical history form.</p> <p>Steps</p> <p>PART ONE: Short story and discussion</p> <ol style="list-style-type: none"> 1. Preparation. Distribute a copy of the short story <i>What's wrong with Tony?</i> and the discussion questions to the students (pages 7-8). Organize the students into small groups of 3-4 students. 2. Reading and discussion of <i>What's wrong with Tony?</i> (Small group work) Read the short story aloud to the whole class. This will provide the students with a model reading. Allow the students to ask questions about any unfamiliar vocabulary. Record new vocabulary words and their definitions on the board. Ask students to re-read the story in their small groups. Encourage students to use their dictionaries or ask the teacher for help with new vocabulary. Ask students to read the story and then answer the discussion questions. <p><i>Note to teacher.</i> The discussion questions are meant to prompt a discussion about the value of sharing one's medical concerns and history with a doctor. Below are listed some possible responses:</p>
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Teacher's Guide

What's wrong with Tony? Possible Responses

1. Why do you think Tony does not feel well?

Possible responses: He is tired and does not sleep well. He works long hours. He is worried about his dad. Stress makes you feel sick. He smokes, so he may not be healthy. His dad had a heart problem so Tony may have some health problems that can also lead to heart problems, like high blood pressure.

2. What do you think Tony should do to feel better?

Possible responses: Stop smoking. Get more rest. Exercise. Make sure he eats a healthy diet. Talk about his stress with his friends. Get his blood pressure checked. Get a physical.

3. Van tells Tony to see a doctor. Do you agree with Van? Why or why not?

Possible responses: I think Van is right. Tony needs to talk to his doctor about his stress and his dad's heart attack. This might help Tony so he does not have a heart attack too.

4. Is it important for Tony to tell a doctor that his father had a heart attack? Why or why not?

Possible responses: Very important. This information is an important part of Tony's family medical history. A doctor needs to know if people in your family (father, mother, sister, brother, grandparents) have had serious diseases. A doctor will also want to know if people in your family have died from these diseases. If someone in your family has had a disease, then the doctor may want to do a test to see if you have the disease too, or to test to see if you have risk factors for the disease.

Note to teacher: This question provides a good opportunity to introduce the phrase **family medical history**, which is a record of the key medical facts in one's family. This information can help a doctor to identify some health risks that may affect the patient in the future and to suggest steps to keep the patient healthy.

5. Do you think Tony will go to the doctor soon? Why or why not?

Possible responses: Maybe, maybe not. Some people are scared to go to a doctor because they don't know how to talk to the doctor. Sometimes people are scared to be tested because they don't want to find out they are sick. Some people are afraid of the tests that the doctor might do. Some people don't go to the doctor if they don't feel really sick.

Note to teacher: This question may prompt students to talk about possible fears and worries that they have about going to a doctor and talking about their health care. You may wish to point out that for some conditions, like high blood pressure, there are no clear symptoms. People also don't act or feel sick when they have high cholesterol. A doctor needs to do a test to find out whether a person has these health problems. This discussion may also prompt class discussion about the different ways people view health conditions. For example, cultural factors may affect how people view 'weight problems.'

PART ONE: Short story and discussion (continued)

- 3. Analysis of *What's wrong with Tony?* (Large group discussion)** Discuss the short story as a whole class. After the small groups have had an opportunity to share their reactions to the story and responses to the questions, continue the discussion by posing the following questions:

- If you were Tony, what would you do?
- Are there medical problems that are common in your family? How did you find this out? What did you do?

Note to teacher: Remind students that they should only share information that they feel comfortable talking about with other students.

- Have you ever had to talk about your family medical history with a doctor? Was this difficult? Why or why not?

Note to teacher: Again, remind students that they should only share information that they feel comfortable talking about with other students.

Invite students to share their thoughts and comments on these questions. (Depending on the size of your class, you may wish to ask the students to keep working in pairs, or join another pair to form a group of four, so that all students have an opportunity to share their ideas.) These questions may raise issues of cultural differences in health care practices and beliefs in the U.S. and in other countries. For example, there may be differences in the way family medical history is viewed. A patient may believe that past diseases are not linked to current diseases, in other words, that a disease has a unique cause and cure. Encourage students to point out ways that health care beliefs in the U.S. differ from health care beliefs in their home countries. As much as possible, use the students' own experiences and concerns to drive the class discussion.

PART TWO: Filling out medical history forms**1. Overview of family medical history forms (Large group discussion)**

Pass out the attached *Personal and Family Medical History Form* (see pages 9-10 for two-page form) to each student. This form is a modified version of a typical family medical history form. The form is adapted from material in the HEAL: Breast and Cervical Cancer curriculum¹ and in *Life Prints 2: ESL for Adults* by Christy Newman, Allene Grognet, and Jodi Crandall and published by New Readers Press.

Ask the students to look at the form and answer the following questions:

¹ *HEAL: Breast and Cervical Cancer Curriculum*, developed by World Education in cooperation with the Centers for Disease Control and Prevention, 2002.

- Have you ever filled out a form like this before?
- Why do doctors ask patients to fill out a form like this?

2. Filling out Tony's family medical history form (Pair work)

Organize the class into pairs. Tell the students that you are going to read aloud a short text about Tony entitled, *Some medical facts about Tony Garcia* (see page 7 of this lesson plan for the teacher script). The students will listen to the text and fill out the family medical history form with the information they hear. Read the text as many times as you feel is necessary for the students to complete the form. After listening to the text, the students will work in pairs to complete the form with the appropriate answers. While students work in pairs, encourage them to use their dictionaries or ask the instructor for help with new vocabulary. Write down new vocabulary words and their meanings on the board.

Note to instructor. This activity is designed as a listening exercise. However, if you prefer to focus on the students' reading skills, you can make copies of the short text and give each pair a copy. The pairs will read the text and use the information to complete the form. If you do use this activity as a listening exercise, you may still wish to eventually distribute the written text to the students so they can check their listening comprehension. Also, you may wish to provide each student with two (2) copies of this form so that after they complete the form with Tony's information, they can practice completing the form with their own information. Please remind the students that they do NOT have to turn in these forms to the instructor. They also do NOT have to share the personal information on their forms with others.

3. Analysis of Tony's medical history form (Large group discussion)

After students have had an opportunity to work on their form in pairs, bring the class together as a whole to check their responses. In addition to checking the students' comprehension of the passage about Tony, you will want to reinforce and extend the students' understanding of the organization (i.e., the structure) of a medical history form. You will also want to help the students think of strategies for requesting help with medical forms whenever they are confused or are unsure what to write down. Pose the following questions to facilitate a discussion about the structure of forms and possible coping strategies for dealing with difficulties:

- a. Test yourself! What kinds of health information do you need to write on a personal and family medical history form? Cover your form and try to think of as many different kinds of information as you can.
- b. What vocabulary on these forms do you find difficult? What vocabulary do you think is important to learn?
- c. Imagine you are in a doctor's office. The nurse gives you a medical history form to fill out, and there are words that you don't understand. What would you do?
- d. Imagine again that you are in a doctor's office. The nurse gives you a medical history form to fill out, and you can't remember the name of the

medication you are taking. You also can't remember whether your grandfather had diabetes or high cholesterol. What would you do?

Follow-up activities

A. Talking to your doctor about your medical history

Ask students to practice the following conversation between a doctor and patient. (This conversation is adapted from *Visting a doctor: Lessons on language and culture*, published by Western Pacific LINCS and available at <http://www.literacynet.org/vtd/>.)

Doctor: Does your family have a history of heart disease?

Patient: My father had a heart attack two years ago.

Doctor: How old was your father when he had the attack?

Patient: He was 53.

Students can practice this conversation and take turns role-playing the doctor and patient. Next, the students can create their own conversations to talk about other family members (e.g., my mother, grandmother, brother, sister) and other medical conditions (e.g., diabetes, stroke, high cholesterol, asthma, and blindness).

B. Creating a family medical history record

Ask students to think about their own family medical history and create a record of all significant diseases and illnesses in their family. Some information to gather might include:

- Names of diseases that family members have had. Some examples are heart disease, stroke, cancer, diabetes, blindness, high blood pressure, high cholesterol
- Approximate dates when the family member learned she/he had the disease (i.e., date of diagnosis)
- Age when family member passed away and cause of death, if known
- Any allergies that family members have had
- Any birth defects or disabilities in the family medical history
- The family's racial and ethnic background.(Some diseases are more common among certain races and ethnicities.)
- Any other information that students think is important and would like to talk to their doctors about

Students can summarize their medical history information in an actual family tree, which looks very much like a family genealogical tree with additional information about the family's health facts. The technology tips in this lesson provide several sites that feature medical history tools for organizing the students' information.

Note to teacher: This activity likely involves a lot of complex, technical medical vocabulary (e.g., names of diseases, birth defects). Encourage your students to make

use of their bilingual dictionaries or to create their medical trees in their native language, if they prefer.

C. Writing Activity: Advice for Tony

Suppose Tony was your best friend. What advice would you give him? Write Tony a letter and tell him about your concerns and suggestions.

Technology Tips

Below are Web sites that feature tools for creating your own medical family tree:

✓ **American Medical Association, Family History Tools**

The Importance of Gathering a Family History

<http://www.ama-assn.org/ama/pub/category/2380.html>

✓ **How to Compile Your Family Medical History**

<http://www.ohiohealth.com/bodymayo.cfm?id=6&action=detail&ref=1835>

✓ **My Family Health Portrait**

<https://familyhistory.hhs.gov/>

Teacher Script

Note to instructor: Say to the students, “I am going to read a paragraph about Tony’s medical history. Please listen and fill out the form with the information you hear.” Read the paragraph several times to give the students a chance to gather all the necessary details.

Some medical facts about Tony Garcia

Tony Garcia is 34 years old. He is 5 feet 11 inches tall and weighs about 175 pounds. Tony says that his overall health is good. He takes aspirin for headaches. He also takes an allergy medicine because he is allergic to pollen and dust. He doesn’t drink coffee but likes to drink beer on Fridays after work with his friends. Five years ago Tony had an operation to remove his appendix.

Lately, Tony has not been sleeping well. He is worried about his father. His father had a heart attack and is in the hospital. Tony also worries about his mother because she has diabetes. Tony is worried about how he will take care of his mother and father. Tony sometimes smokes to deal with stress. Lately he has been smoking one pack a week.

What's wrong with Tony?

Tony and his friend Van were riding the bus home after a long day at work. Tony was very tired and wanted to go home to rest. He was not sleeping very well lately because his father had a serious heart attack a week ago. Tony was spending a lot of time worrying about his father.

When Tony is worried about something he usually smokes. Tony wants to stop smoking. But this week it has been hard to stop. Van saw that Tony did not look right. He asked, "What's wrong, Tony? Are you sick?"

"I don't know what's wrong with me. I don't really feel sick. I guess that I am just worried about my dad. He is only 52! I thought he was too young to have a heart attack," Tony said.

"I know your dad is in the hospital, but maybe you should see a doctor, too," said Van.

"Why? I'm not sick. I just feel tired and a little worried about my dad," said Tony.

"Your life is very stressful right now. Maybe the doctor can help you stop smoking and start feeling better. You never know. You might be at risk for a heart attack too," said Van.

Tony didn't say anything. Then, he said, "I don't know. Maybe I'll call the doctor in a couple of weeks."

Questions to discuss with your group members.

1. Why do you think Tony does not feel well?
2. What do you think Tony should do to feel better?
3. Why does Van tell Tony to go to the doctor? Do you agree with Van? Why or why not?
4. Do you think it is important that Tony tells a doctor that his father had a heart attack? Why or why not?
5. Do you think Tony will go to the doctor soon? Why or why not?

Personal and Family Medical History Form, Page 1

<u>Patient's Name</u>		
Last	First	Middle
		Date
Age: _____ Weight: _____		
<u>Describe your general health.</u>		
<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor		
Check all the diseases or conditions you or a family member has had.		
	You	List family member(s) with this condition.
High blood pressure	<input type="checkbox"/>	
High cholesterol	<input type="checkbox"/>	
Diabetes	<input type="checkbox"/>	
Heart disease	<input type="checkbox"/>	
Asthma	<input type="checkbox"/>	
Arthritis	<input type="checkbox"/>	
Cancer	<input type="checkbox"/>	
Eye conditions	<input type="checkbox"/>	
Kidney disease	<input type="checkbox"/>	
Liver disease	<input type="checkbox"/>	
Tuberculosis	<input type="checkbox"/>	
Depression	<input type="checkbox"/>	
Other:	<input type="checkbox"/>	

Lesson 6: (ABE) Using a Body Mass Index Table *

<p>Prevention and Screening Tasks Addressed in this Lesson</p> <ul style="list-style-type: none"> • Use the Body Mass Index as one kind of tool for evaluating weight • Plan and make decisions related to individual weight status <p>Skills focus</p> <ul style="list-style-type: none"> • Students will learn how to read data presented in a table. • Students will practice recording data in a table. • Students will review units for height and weight. <p>ABE/ESOL Level Intermediate ABE</p> <p>Time 1½ to 2 hours</p> <p>Materials Overhead projector Student Handouts BMI Table on transparency Optional: Rulers Blank paper</p> <p>Key Vocabulary Height Column Weight Row Data Table Body Mass Index Obese/Obesity</p>	<p>Purpose</p> <p>This lesson is designed to: 1) introduce students to the concept of the BMI as one indicator of weight status, 2) teach students to read a table, such as the BMI index table, and (3) use information gathered from the table as the basis for planning/decision making. In analyzing the BMI table, students will develop their document literacy skills. Within the lesson activities, students will have an opportunity to practice recording data in their own tables.</p> <p>The lesson is designed to help students at a pre-GED level learn to read a table. Depending on the level of your students and their familiarity with reading tables, you may wish to spend more or less time on steps in the lesson that pertain to table reading instructions.</p> <p>Connection to GED Skills</p> <p>In introducing this lesson, you may wish to point out that gathering information from a table is a skill that is tested on the GED. See the Harcourt Achieve’s website (www.gedpractice.com) for related sample GED test items.</p> <p>Steps</p> <p>1. Introduction</p> <p>Point out that in this lesson, you will talk about an important health issue, watching our weight.</p> <p>Ask students the following question and record answers on a blackboard or overhead:</p> <p><i>Why is it a problem for people to be overweight?</i> (e.g., can’t move well, can lead to disease, such as diabetes, heart attack, etc.)</p>
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* The structure of this lesson was adapted from Mosenthal, P. B., & Kirsch, I. S. (1989-1991). Understanding documents [monthly column]. Journal of Reading, Newark, DE: International Reading Association.

Point out that medical research shows that being overweight is connected to:

- ✓ Early death
- ✓ Cardiovascular disease (heart attack, stroke)
- ✓ High blood pressure
- ✓ Arthritis
- ✓ Some cancers (including prostate, colon, endometrial, breast, cervical, and ovarian cancer, as well as cancer of the gallbladder, kidney, esophagus, and pancreas)
- ✓ Diabetes
- ✓ Gall bladder disease
- ✓ Sleep apnea

Note that there are different degrees of being overweight. Ask a student to define the term “obese” (very overweight) and point out the related terms “obesity” (noun form) and “morbidly obese” (being obese to the point of being really unhealthy).

Ask the following questions:

How do we know if we are overweight?

(e.g., clothes don’t fit, we look big, scale says so, doctor says so)

Imagine that two people, Fred and Mary, both weigh 200 lbs. Fred is 6 feet tall, while Mary is only 5 feet tall. Which one do you think is overweight? Why?

(e.g., Mary – she’s too short to weigh that much.)

Point out that the same amount of weight is different on different size bodies. In this case, 200 lbs is too much on a 5-foot frame.

Note to teacher: Remember that adult students who were not born in the U.S. may not be familiar with the U.S. measurement system. You may need to present the problem in meters/centimeters. Conversion factors are as follows:

1 inch = 2.54 cm

1 cm = 0.4 inches

1 pound = 454 grams

1 kilo = 2.2 pounds

2. Introduction to the Body Mass Index (Large group activity)

In this part of the lesson, you will introduce the concept of the Body Mass Index (BMI), review the parts of the BMI table, and give students some guided practice using the table. In introducing the concept, try to avoid lecturing and make an effort to elicit as much pre-existing knowledge as possible from students.

Write the term, “Body Mass Index (BMI),” on the board or overhead. Ask students to:

- Indicate whether they’ve seen this term before and where they saw it (*e.g., magazine, doctor’s office*)
- Share what they know about the term (*e.g., It’s something that tells you if you weigh too much. It looks at your height and weight. It’s a number, etc.*)

Note student responses on the board or overhead.

How much you need to say next will depend on how much your students are able to generate themselves. Be sure that the following points are covered:

- In assessing whether or not someone is overweight, doctors want to consider the person’s height as well as weight. One way that doctors now decide if someone is overweight is to use the ***Body Mass Index, or BMI***. The BMI gives doctors a common way of deciding whether or not their patients might have a weight problem. The BMI is presented as a kind of score that is based on height and weight.
- The BMI measurement is a reliable indicator of your total body fat. The score you get is valid for most people over age 18 with the following exceptions¹ :
 - It may *overestimate* body fat in athletes and those people with a muscular build – so that someone might appear to be overweight when, in fact, they are just very muscular. (Muscle weighs more than fat.)
 - It may *underestimate* body fat in older people and others who have lost muscle – so that someone might appear to have a normal BMI but might actually have too much body fat.

Point out that BMI “scores” are related to different categories. You may want to point out that each weight category corresponds to a **range** of BMI scores, rather than one single number. Write the following down on a board or overhead.

<u>BMI</u>	<u>Weight Category</u>
Less than 18.5	Underweight
18.5-24.9	Normal (neither underweight nor overweight)
25 – 29.9	Overweight
30 and higher	Obese

Offer some examples, in which students locate a BMI within the appropriate range:

¹ From WebMD:

http://my.webmd.com/content/tools/1/calc_bmi.htm?z=3628_81000_0000_07_05

*Let's imagine that Maureen is five feet tall and weighs 110 pounds. She has a BMI of 21. In what category does her BMI fall? (answer: normal).
Sheila is also five feet tall and weighs 180 pounds. She has a BMI of 35.
In what category does her BMI fall? (answer: obese)*

Note to teacher: You may want to make the examples more concrete by pointing out how tall five feet is relative to your own height or by asking someone who is close to five feet tall to stand up. Be sensitive to your students and any potential emotional issues related to weight before you call attention to any individuals in your class.

3. Review how to read a table (Large group activity)

Point out to students that in this lesson, you want to help students learn to read tables of information. Before looking at the large table that lists heights, weights and BMIs, you will look at a simple table to review how to go about reading a table.

Distribute the **How to Read a Table** handout and review the questions listed below. If your students have little experience with table reading, you may want to put the BMI Examples table on an overhead so that all students can see it as you work through it.

1. *What is the table about? Read the title.* (BMI Examples)
2. *How is the table organized?*
(If necessary, explain that tables have *rows* and *columns*. Rows run across the page, columns run down the page.)
How many columns do you see in this table? (4)
How many rows? (5 – one row contains headings)

Note that rows and columns have headings. Headings help us understand what it is in each row or column.
What are the column headings in this table? (Name, weight, BMI, category)
What are the row headings? (Antoine, Kayla, Michael, Sheila)

What kind of information can you find in this table? (These 4 peoples' weight, BMI and category)
3. *Which rows and columns will you need to read to find the information you want? We are interested in looking at these peoples' BMI's. Which rows and columns will we need to read to find this information?* (Name and BMI)
4. *Use your finger or a ruler to find the place where a row and a column meet. We find information in a table like this at the place where a row and column meet. How can I find out what Antoine's BMI is by looking at this table?*
(e.g., You use your finger to move across Antoine's row. You use your other

finger to move down the BMI column. The place where your fingers meet gives the answer – 41.)

BMI Examples

Name	Weight	BMI	Category
Antoine	325 lbs.	41	extremely obese
Kayla	110 lbs.	21	normal
Michael	170 lbs.	29	overweight
Sheila	180 lbs.	35	obese

If you feel that students would benefit from more practice in locating information in the table before moving on, ask questions like the following:

How much does Michael weigh? (170 pounds)

What is his BMI? (29)

What is the category for Antoine's weight? (extremely obese)

If you feel that students are ready for more of a challenge, ask questions like the following:

Who weighs the most? (Antoine) the least? (Kayla)

Who has the highest BMI? (Antoine)

Who does not need to lose any weight? (Kayla)

4. Present the Body Mass Index (BMI) Table

Explain that the table that students just reviewed listed some examples of people's weights and BMI's. Students will now have a chance to look at a BMI table to learn how to find someone's BMI if we know their height and weight.

Distribute a **BMI Table** to each student and, if possible, have one available on an overhead.

You may want to acknowledge that the table has so many numbers it seems overwhelming. Reassure students that they will only need to look at a few numbers at a time in order to use the table. Point out that you will first look at the different parts of the table to understand how to read it, and that you will provide some examples for practice as a group.

Ask students to use the first two sets of questions listed on their **How to Read a Table** handout to help them look over the BMI table.

1. *What is the table about? What is its title?*

2. How is it organized? What are the column and row headings?

Give students two minutes to look at the table silently. Then, ask students what pieces of information they see listed in this table (*e.g., heights, weights, BMIs*).

Ask a volunteer to explain how to use the table (*e.g., you find the person's height in the far left column, match it with the weight column, find where they meet*).

If your students have a difficult time navigating the table, “walk” them through the parts of the table, pointing out each part on the overhead version and making certain that students are able to locate the parts on their own copy of the table. Give students an opportunity to identify each part before providing answers. For example, ask questions such as, “What is the title of this table?” and “What does the first row of numbers tell us?” Share additional points as suggested below.

Be sure that you cover each of the following elements of the table.

- The title - “Body Mass Index Table”
- The next line – weight (Point out that this table only represents a portion of a complete BMI table.)
- The titles - pertaining to height and body weight
- The vertical columns – BMI for weight ranges
- The rows – BMI for height ranges

You may also wish to call attention to the shading within the table. Ask students to explain how they think the table is shaded. Be sure that everyone understands that the darkest shading represents normal, healthy weight ranges. The lighter shaded areas represent borderline healthy weight ranges.

5. Provide some examples to practice using the table.

If you have available rulers or blank white sheets of paper, show students how they can use them to look across a row more easily.

Ask everyone to look at the first row only. Point out that this row is for a person who is 5 feet tall. Ask the following questions:

What is the person's BMI if s/he weighs 120 pounds? (Answer: 23/normal).

What is the person's BMI if s/he weighs 160 pounds? (Answer: 31/obese)

Explain that the weights listed represent a range of weights. So, for example, a person who is 5 feet tall will have a BMI of 20 if they weigh 100-104 pounds. They will have a BMI of 24 if they weigh 125-129 pounds.

Now ask students:

*What is the BMI for a person who is 5 feet 7 inches tall and weighs 236 lbs?
(Answer: 37)*

Examples

Work through the following examples as a group. Ask for a volunteer to answer the question and explain how they found the answer. If you're using an overhead, have the volunteer physically show how they found the answer.

- 1) *Rose is 5 feet 2 inches tall and weighs 115 pounds. What is her BMI?*

Sample answers:

Find the row with 5'2" inches.

Read across the weight columns until you come to 115.

Find the place (cell) where the row and column meet - in this case, 21.

Ask if Rose, with a BMI of 21, is overweight? (Answer: no)

- 2) *Tony is 5 feet 4 inches tall and weighs 150 pounds. What is his BMI? Is he overweight?* (Answer: 26 – yes)
- 3) *Marie is 5 feet 6 inches tall and weighs 182 pounds. What's her BMI? (Answer: 29) Is she overweight?* (Answer: Yes)
- 4) *Max is 5 feet 9 inches tall and weighs 202 pounds. What is his BMI?* (Answer: 30 / obese)

6. Using the BMI Table (Pair/small group work)

In this part of the lesson, students will work in pairs to practice using the BMI table to determine individual BMI scores. Students will then record their answers in a simple table. Each pair will join with another pair to compare their answers and then discuss a set of questions.

Distribute the **Using the BMI Table** and **BMI Exercise Answer Table** handouts. Ask students to form pairs to work on the examples listed on the handout and then complete the table. Depending on the level and experience of your students, you may need to provide some demonstration or guidance on how to record their answers in the table. While students are working on this part of the lesson, circulate among pairs to see if students are having any difficulties. Answers are listed in the Teacher's Answer Key – BMI Exercise Answer Table below.

Have pairs form groups of four to review their tables and discuss any differences in answers. Again, the teacher should circulate among groups to see if students have any questions.

Ask small groups to discuss the questions listed on page 2 of the handout.

Teacher's Answer Key -- BMI Exercise Answer Table

Name	Height	Weight	BMI	Status
1. Tamara	5'1"	164	30	obese
2. Lena	5'	168	32	obese
3. Robert	5'7"	191	30	obese
4. Luisa	5'5"	104	17	underweight
5. Chris	5'10"	240	34	obese
6. Joe	5'8"	158	24	normal
7. Mariana	6'	220	30	obese
8. Ramon	6'4"	225	27	overweight
9. Maricel	5'7"	109	16	underweight
10. Stephen	6'2"	186	24	normal

7. Sharing ideas and conclusion (Large group discussion)

In this part of the lesson, small groups have an opportunity to report back on what they discussed.

Ask groups to share responses to the discussion questions. Record answers to questions 2-5 on the board or an overhead. Allow the class to respond to each others' comments and ask any questions about the graph that they may have.

1. *Aside from your weight, what are some other things that a doctor might want to know about you to decide if you are at risk of developing health problems?*
(Possible answers: if you smoke, drink, take drugs, exercise, sleep regularly, lead a stressful life, have a family history of disease, etc.)
2. *What are three things that people who are overweight can do to lose weight?*
(Possible answers: eat less, exercise more, talk to their doctor, avoid sweets, drink less alcohol, eat more fruits and vegetables, etc.)
3. *What are three things that people who have a "normal" weight can do to maintain their weight?*
(Possible answers: exercise regularly, eat moderately, weigh themselves regularly)

4. *If you had a BMI that fell in the “overweight” category, what questions might you want to ask your doctor?*
(Possible answers: How much weight do I need to lose? What can I do to lose weight? Can I take anything to help me lose weight faster? What kind of exercise is it safe for me to do?)

To conclude the lesson, direct students to an appropriate follow-up activity.

Follow-up activities

- A. **Writing exercise: What’s *your* BMI?** Ask students to find their own BMI using the table. In their journals, students should answer the following questions: Is the BMI a good measure of your own health? Why or why not? What other things would you want a doctor to know about you to decide if you are at risk for developing health problems? What are things you currently do to monitor your weight? What things might you do differently to maintain or reach a healthy weight?
- B. **Table-creating exercise: The BMI of friends and family**
Have students gather the heights and weights of friends and family and calculate BMIs. They should then record their findings in a table that lists names, heights, weights, BMIs and a column for evaluating the BMI as a measure for each individual. If students wish to ensure the confidentiality of other individuals’ weight, they can make up names for each person on their table.
- C. **Table-reading practice:** Have students practice finding information in a variety of tables. Some sample health-related tables are listed at the end of the lesson.
- D. **Exploring other tables:** Ask students to look for other examples of tables and prepare to present the tables to others in class by describing what each table is used for, what information is given, etc.

ESOL Tips

You may want to have students practice converting from metric height and weight to feet/inches and pounds.

You may want to have some discussion around how different cultures view weight and/or obesity (e.g., in some cultures being heavier is viewed as a sign of wealth, since poor people tend to be thin; in different cultures good looks are not determined by weight, etc.) You may wish to ask the students to generate a list of some ways that ideas about body weight differ between the U.S. and their home countries.

Technology Tips

✓ **Expanding Beyond the BMI**

The on-line GED 2002 Teacher's Lesson Bank includes a lesson titled *Protect Your Heart*, which puts the BMI in the context of heart health. The lesson includes a discussion of risk factors for heart disease and stroke, and provides students with practice in graphing and planning for healthy actions. Elements of the lesson can be adapted to pre-GED students. The lesson plan and materials are available at:

<http://www.floridatechnet.org/GED/LessonPlans/Science/sciencelesson35.pdf>.

✓ **BMI Calculators**

The following websites provide BMI calculators. You might ask your students to try using one of these to determine their own BMI and to read more about the BMI and what it means.

- BMI - Body Mass Index: BMI Calculator from the Centers for Disease Control (CDC) and Prevention at www.cdc.gov/nccdphp/dnpa/bmi/calc-bmi.htm
This site has a BMI calculator that provides both English and metric calculations. It also provides a brief explanation of what the BMI means, as well as a link to a calculator of the BMI for children.
- Body Mass Index Calculator at www.halls.md/body-mass-index/bmi.htm
This site provides a BMI calculator that compares you to others for your age and indicates what percentile you fall into for your age group.
- The National Institutes of Health at <http://nhlbisupport.com/bmi/>
This site offers a BMI calculator and includes links to the NIH healthy weight home page and a menu planner.

✓ **The BMI for Children**

If you are working with more advanced ABE students, you may wish to discuss percentiles, which are particularly important in understanding children's BMI scores. The interpretation of the BMI score in children is based on their percentile and not on an absolute number, as with adults. Children's BMI measurements are plotted on growth charts rather than using a universal normal range for BMI as is done with adults, and separate charts are used for boys and girls to account for differences in growth rates and amounts of body fat as the two genders mature. ABE students may get confused when they deal with their children's BMI charts, something important these days as many schools have decided to conduct BMI assessments.

- The following website offers an explanation about the BMI in children:
www.kidshealth.org

- This site also contains an article explaining how the BMI chart works for children, along with a BMI calculator, found at:
http://www.kidshealth.org/parent/food/weight/bmi_charts.html

How to Read a Table

1. What is the table about? Read the title.
2. How is the table organized? Read the column and row headings. What kind of information can you find in this table?
3. Which rows and columns will you need to read to find the information you want?
4. Use your finger or a ruler to find the place where a row and column meet.

BMI Examples

Name	Weight	BMI	Category
Antoine	325 lbs.	41	obese
Kayla	110 lbs.	21	normal
Michael	170 lbs.	29	overweight
Sheila	180 lbs.	35	obese

Note: lbs. is the abbreviation for pounds.

Body Mass Index Table

HEIGHT	WEIGHT (lbs.)																												
	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200	205	210	215	220	225	230	235	240
5'0"	20	21	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
5'1"	19	20	21	22	23	24	25	26	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	43	44	45
5'2"	18	19	20	21	22	23	24	25	26	27	27	28	29	30	31	32	33	34	35	36	37	37	38	39	40	41	42	43	44
5'3"	18	19	19	20	21	22	23	24	25	26	27	27	28	29	30	31	32	33	34	35	35	36	37	38	39	40	41	42	43
5'4"	17	18	19	20	21	21	22	23	24	25	26	27	27	28	29	30	31	32	33	33	34	35	36	37	38	39	39	40	41
5'5"	17	17	18	19	20	21	22	22	23	24	25	26	27	27	28	29	30	31	32	32	33	34	35	36	37	37	38	39	40
5'6"	16	17	18	19	19	20	21	22	23	23	24	25	26	27	27	28	29	30	31	31	32	33	34	35	36	36	37	38	39
5'7"	16	16	17	18	19	20	20	21	22	23	23	24	25	26	27	27	28	29	30	31	31	32	33	34	34	35	36	37	38
5'8"	15	16	17	17	18	19	20	21	21	22	23	24	24	25	26	27	27	28	29	30	30	31	32	33	33	34	35	36	36
5'9"	15	16	16	17	18	18	19	20	21	21	22	23	24	24	25	26	27	27	28	29	30	30	31	32	32	33	34	35	35
5'10"	14	15	16	17	17	18	19	19	20	21	22	22	23	24	24	25	26	27	27	28	29	29	30	31	32	32	33	34	34
5'11"	14	15	15	16	17	17	18	19	20	20	21	22	22	23	24	24	25	26	26	27	28	29	29	30	31	31	32	33	33
6'0"	14	14	15	16	16	17	18	18	19	20	20	21	22	22	23	24	24	25	26	26	27	28	28	29	30	31	31	32	33
6'1"	13	14	15	15	16	16	17	18	18	19	20	20	21	22	22	23	24	24	25	26	26	27	28	28	29	30	30	31	32
6'2"	13	13	14	15	15	16	17	17	18	19	19	20	21	21	22	22	23	24	24	25	26	26	27	28	28	29	30	30	31
6'3"	12	13	14	14	15	16	16	17	17	18	19	19	20	21	21	22	22	23	24	24	25	26	26	27	27	28	29	29	30
6'4"	12	13	13	14	15	15	16	16	17	18	18	19	19	20	21	21	22	23	23	24	24	25	26	26	27	27	28	29	29

Adapted from *Body Fat Lab Body Mass Index* <http://www.shapeup.org/bodylab/tools/bmi2.asp>

BMI Ranges

<18.5 = underweight
 18.5 – 24.9 = normal

25 -- 29.9 = overweight
 30 and higher = obese

Using the BMI Table

I. For each example, give the person’s BMI and weight status (normal, overweight, etc).

- 1. Tamara is 5 feet 1 inch tall and weighs 164 pounds 30, obese

- 2. Lena is 5 feet tall and weighs 168 pounds. _____

- 3. Robert is 5 feet 7 inches tall and weighs 191 pounds. _____

- 4. Luisa is 5 feet 5 inches tall and weighs 104 pounds. _____

- 5. Chris is 5 feet 10 inches tall and weighs 240 pounds. _____

- 6. Joe is 5 feet 8 inches and weighs 158 pounds _____

- 7. Mariana is 6 feet tall and weighs 220 pounds. _____

- 8. Ramon is 6 feet 4 inches tall and weighs 225 pounds. _____

- 9. Maricel is 5 feet 7 inches tall and weighs 109 pounds. _____

- 10. Stephen is 6 feet 2 inches tall and weighs 186 pounds. _____

II. Summarize what you found in the BMI Exercise Answer Table on the next page.

BMI Exercise Answer Table

Name	Height	Weight	BMI	Status
1. Tamara	5'1"	164	30	obese
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Discussion Questions

1. Aside from your weight, what are some other things that a doctor might want to know about you to decide if you are at risk of developing health problems?
2. What are three things that people who are overweight can do to lose weight?
3. What are three things that people who have a “normal” weight can do to maintain their weight?
4. If you had a BMI that fell in the “overweight” category, what questions might you want to ask your doctor?