

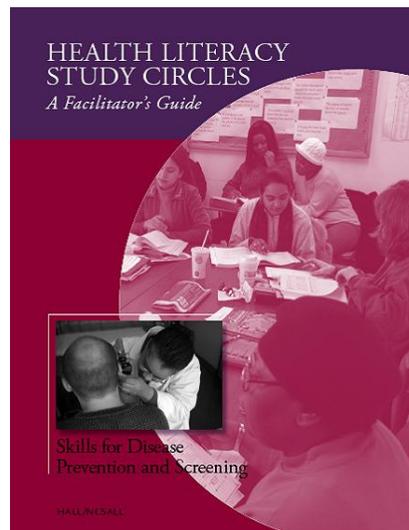
Skills for Disease Prevention and Screening

SESSION FOUR: Planning Lessons, Units, and Evaluations

**HEALTH LITERACY
STUDY CIRCLES⁺
HALL/NCSALL 2007**

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SESSION FOUR: Planning Lessons, Units, and Evaluations

**HEALTH LITERACY STUDY CIRCLES+
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Notes to Facilitator

About this Session

In some respects, the study circle process thus far has put the “cart before the horse,” having participants experiment with teaching lessons before developing an overall plan for integrating health literacy skills into their work.

The activities and follow-up assignment for Session Four will enable participants to move the “cart” back behind the “horse.” You will lead discussions about a health literacy unit – a set of six to eight lessons focused on the literacy skills needed for disease prevention and screening activities. Participants will also consider a variety of ways to measure and document unit success and their students’ skill development.

Introductory Activities

The introductory activities of Session Four are designed to help participants understand the structure and content of the session. Once again, you will begin the session with a welcome and presentation of the objectives and agenda. Be sure to allow a few minutes for any questions or comments from the last session.

Discussion and Analysis Activities

The discussion and analysis activities of Session Four provide opportunities for participants to share their teaching experiences and lesson ideas, and to consider a health literacy unit plan. Participants then step back from the unit they have outlined to think about the results that they hope to achieve. You will help them consider ways to measure success.

Planning Activities

The planning activities prepare participants to outline a unit and an evaluation plan. Participants will develop draft plans between Sessions Four and Five and prepare to share their drafts in the final session of the Study Circle⁺. Once again, you will ask participants to form partnerships to discuss the assignment between sessions.

Closure

During the closure activities, as in previous sessions, you will conduct two summaries. One summary is focused on content and the other is focused on discussion methods. You will also ask participants to complete a written evaluation.

The Group Discussion Methods

The Discussion Methods used in Session Four are designed to establish a relaxed atmosphere for sharing and for discussion. The following discussion methods are used during this session.

- ***Facilitated Small and Large Group Work:*** Participants work in pairs, small groups, and facilitated large groups.
- ***Brainstorming:*** Participants generate ideas and solutions without commentary on individual items so they can freely suggest and then examine a broad range of topics.
- ***The Dance and the Balcony:*** Participants review and analyze the discussion methods used during this session.

Overview: Session Four

Objectives

During Session Four, participants will:

- Analyze the experience of teaching new health literacy lessons
- Discuss lesson plans and unit ideas
- Examine and prepare to use a template as a planning tool
- Generate ideas for measuring success
- Prepare for the assignment between sessions

Time

3 hours

Session Four Agenda

Introductory Activities (15 minutes)

- Welcome and Review of Session Three
- Review Objectives and Agenda

Discussion & Analysis Activities (130 minutes including the break)

- Share Teaching Experiences
- Share Unit Ideas
- ~ Take a 10-Minute Break ~
- Examine the Unit Template
- Develop an Evaluation Plan

Planning Activities (20 minutes)

- Review the Assignment: Outline of Unit Design and Evaluation Plan

Closure Activities (15 minutes)

- Session Review
- Session Evaluation

Materials and Preparations

- Newsprints (flipcharts) and markers
- Overhead Projector (optional)
- Post-It notes

Newsprints (flip charts) or overhead transparencies (2)

The following pages should be prepared on newsprint (flip charts) or copied on overhead transparencies. In these notes, we typically refer to these materials as newsprints, but feel free to use overhead transparencies instead. Examples of most newsprints for this session are included in this booklet.

To be prepared ahead	To be completed during the session
	<ul style="list-style-type: none"> • Unit Ideas • Evaluation Options

Handouts (4)

Make copies of the following handouts before the session begins. The handouts for each session are located after the session booklet.

1. Session Four Objectives and Agenda
2. Unit Plan Packet (16 pages) – contains the following:
 - Unit Plan Packet Cover Sheet
 - Unit and Evaluation Plans: Issues to Consider
 - Overview: The Health Literacy Unit Template
 - Health Literacy Unit Template
 - Sample Health Literacy Unit
 - An Evaluation Plan for Your Health Literacy Unit
 - Evaluation Plan Template
 - Sample Evaluation Plan
3. Session Four Evaluation Form

From Session Three

4. Lesson Reflection Sheet (the handout with notes on teaching a new lesson)

Session Four: Planning Lessons, Units, and Evaluations

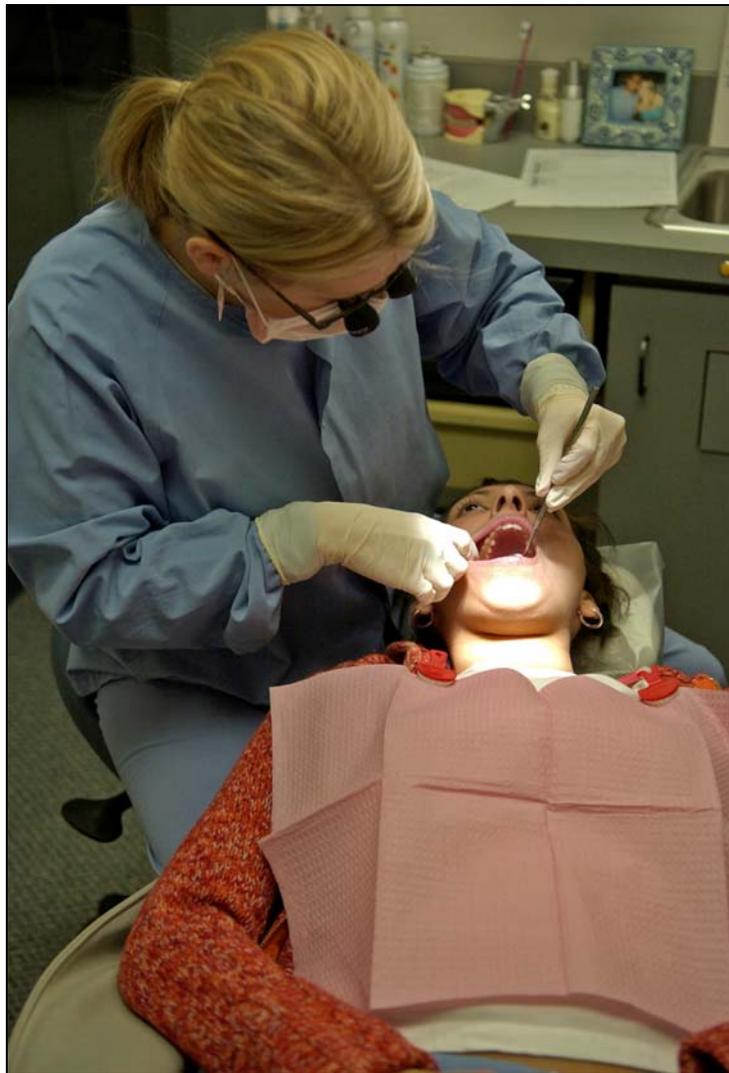


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INTRODUCTORY ACTIVITIES (15 minutes total)

Welcome & Agenda

(15 minutes)

Discussion Methods: Presentation by facilitator

Handouts: Session Four Objectives and Agenda

Welcome the group back to session and briefly review Session Three

Remind participants that during Session Three, they shared their experiences teaching sample health literacy lessons. They identified other skills they could teach in their classrooms and considered ways that related lessons could be grouped into health literacy units. Between Sessions Three and Four, participants worked with partners, developed and taught their own health literacy lessons.

Provide an overview of Session Four

Now, participants will again share their experiences teaching lessons that they created. Participants will then shift their attention to the development of health literacy units focused on skills for disease prevention and screening activities. They will also consider possible ways to evaluate the effectiveness of their units.

Distribute the Session Four Objectives and Agenda

- Review the objectives and agenda and briefly describe the session activities.
- Ask if anyone has additional comments or questions.

DISCUSSION & ANALYSIS ACTIVITIES

(2 hours and 10 minutes total including the break)

Share Teaching Experiences

(30 minutes)

Discussion Methods: Small group work and discussion

Handouts: Lesson Reflection Sheet (handout from Session Three)

Ask participants to work in small groups to discuss their teaching experiences

- Ask participants to form small groups of two to three to share experiences teaching their own health literacy lessons. Ask participants to use the questions on their Lesson Reflection Sheets to guide their discussions.
- Ask participants to take about 5 minutes each to give a brief overview of their lessons and allow time for reactions and questions from other group members. Each overview should include:
 - The focus or theme of the lesson
 - A brief description of the lesson (objective, skill and activity)
 - A brief description of their students' reactions to the lesson
- When people are meeting in small groups, try to sit with each group for a few minutes. Alert the groups when 5 minutes remain.

Note to Facilitator: If you have the time and resources to make copies of lessons, you may want to collect copies of the participants' lessons. Consider making copies of these materials to create a lesson packet for each participant. This can be handed out during Session Five. Alternatively, during Session Five, you might help participants set up a listserv so that they can post lessons and units.

Share Unit Ideas

(15 minutes)

Discussion Methods: Facilitated full group discussion

Facilitate a full group discussion about unit ideas

- Reconvene the full group and ask the participants to consider how their teaching experiences might help them design their health literacy units. You might state:

The needs of your students will likely shape your unit ideas.

And then ask:

How has your classroom profile and your own teaching experience helped you shape your ideas for a unit on literacy skills for disease prevention and screening activities?

- Tell participants that you would like to create a list of their ideas for health literacy units so that everyone can see the range of ideas.
 - Ask a volunteer to record the list on a newsprint or overhead transparency titled Unit Ideas.
 - Ask each participant to name the focus/theme of the health literacy unit he or she is planning.
- Ask a volunteer to comment on any patterns or areas of overlap on the list. For example, several units may focus on communication skills like talking with doctors about prevention and screening.
- You may want to suggest other examples:
 - How to Locate Resources and Information on Disease Prevention and Screening
 - Screening Tests: Ask Questions, Make Decisions, and Understand Results
- If there is time, ask a volunteer to sketch out the sequence of lessons that constitute his or her unit.

Review the Unit Plan Packet

(15 minutes)

Discussion Methods: Facilitated presentation

Handouts: Unit Plan Packet

Distribute and review Unit Plan Packet

- Allow a few minutes for participants to skim through the Unit Packet.
- Explain that these materials were developed as tools to help participants plan and evaluate their units. This packet includes the following materials:
 - Unit Plan Packet Cover Sheet
 - Unit and Evaluation Plans: Issues to Consider
 - Overview: The Health Literacy Unit Template
 - Health Literacy Unit Template

- Sample Health Literacy Unit
- An Evaluation Plan for Your Health Literacy Unit
- Evaluation Plan Template
- Sample Evaluation Plan
- Explain that everyone will draft a health literacy unit using the Unit Template as a guide. Participants should feel free to adapt the template to suit their own teaching needs and styles. They should plan to bring copies of their unit plans to Session Five.
- Allow a few minutes for participants to review the Health Literacy Unit Template and to ask questions for clarification. If participants need more time to review the template, tell them that you will be available during the break to answer any additional questions.
- Explain that, after the 10-minute break, participants will discuss ways that they can measure their students' success in developing health literacy skills.

TAKE A 10-MINUTE BREAK

Develop an Evaluation Plan

(1 hour)

Discussion Methods: Brainstorming, small group discussions, large group summation

Handouts: Sample Health Literacy Unit
Sample Evaluation Plan

Brainstorm ways to measure success (15 minutes)

Facilitate a brief brainstorming activity focused on evaluation activities.

- Begin by asking the participants to think about how they generally determine the success of the lessons and units they currently teach.
- Ask a volunteer to record ideas on a newsprint or overhead transparency entitled Evaluation Options.
- Encourage participants to generate ideas, and remind them that ideas will be listed without critique or commentary. Remind participants to focus on evaluating literacy skills related to disease prevention and screening.
- Anticipate a list that includes many of the following:

Administer a test

Provide practice opportunities and observe

Ask students to role-play

Ask students how confident they feel about trying a particular task (such as making an appointment over the phone).

Give assignments that require students to apply the new skills

Ask students to report back when they have applied new skills

Consider Knowledge, Perceptions, Skills, and Actions (10 minutes)

Tell participants that they will now consider additional ways to measure success for their health literacy units by looking at the Sample Health Literacy Unit. Tell the participants that the unit design may offer a focus on:

- **Knowledge**, such as new vocabulary
- **Perceptions**, such as increased sense of ability to ask questions
- **Skills**, such as the ability to prepare a folder with needed information and evidence
- **Actions**, such as participating in prevention and screening activities

Define and Measure Success (20 minutes)

Introduce small group work focused on the sample unit by asking participants to form working groups of four to five.

- Ask the groups to read the Sample Health Literacy Unit so that they can all use the same example as they consider evaluations.
- Ask the groups to review the Sample Unit Plan and turn to the Sample Evaluation Plan.
- Suggest that the groups focus on three questions:

What will the students be able to do after you teach this unit?

Remind participants to consider the variety of health literacy skills included in the example.

Does the focus on knowledge, perceptions, skills, and actions cover the kinds of changes you hope to see among your students?

What can you do to document that these changes have taken place in students' knowledge, perceptions, skills, and actions?

- Make yourself available to help groups who need assistance thinking of possible strategies and methods for assessing and documenting changes.

You might help them consider the following assessment activities: role-play, paper and pencil tests, demonstration, tutoring others, presentation to another class, use of journals.

Summarize the work completed (15 minutes)

- After the participants have had an opportunity to share their ideas in small groups, reconvene the full group and offer the following summary point:
 - Because of the new lessons and activities used in your classes, your students might experience a number of changes as they build health literacy skills.*
- Ask participants to list examples:
 - One way to measure mastery of a skill
 - One way to measure an action taken outside the classroom

PLANNING ACTIVITIES (20 minutes total)

Review the Assignment: Outline of Unit and Evaluation Plans

(20 minutes)

Discussion Methods: Brief presentation

Materials: Unit Plan Packet

Briefly list accomplishments to date (5 minutes)

- Note that participants have:
 - Conducted a needs assessment with their students
 - Identified skills their students are interested in developing
 - Taught lessons focused on health literacy skills in their classes
 - Considered a unit plan
 - Considered “success” and how to measure it

Review Assignment (15 minutes)

Tell the group that they will now bring all of these elements together to draft a health literacy unit and a plan for evaluating success. Note that the health literacy unit should focus on skills needed for disease prevention and screening activities.

Encourage participants to use the Unit Template and the other materials in the packet distributed earlier to draft their unit and evaluation plans.

- Ask participants to review the Unit Plan Packet in a bit more depth.
- Take time to answer questions and address issues or concerns.
- Ask participants to look specifically at the Unit Template. Suggest that participants do their best to use the template, but note that they may modify it as needed to better suit their individual styles.
- Ask participants to meet or have phone discussions with their previous partners over the next week to discuss any problems, review plans, and share observations.

Remind participants to bring two copies each of their unit and evaluation plans to the next session.

CLOSURE ACTIVITIES (15 minutes total)

Session Review and Evaluation

(15 minutes)

Discussion Methods: Facilitated full group discussion and session evaluations

Handouts: Session Four Evaluation Forms

Content Review

Ask if anyone is willing to summarize key content areas or comment on insights or new information covered during this session. You or the volunteer will likely highlight the following:

- New lessons and teachers' classroom experiences
- Unit template
- Definitions of "success" and measurement issues

Methods Review

- If needed, remind participants about the Dance and the Balcony activity.
- Refer to the following list to help you facilitate a brief discussion and evaluation of the different discussion methods used during this session.

Session Four Discussion Methods	Activity Examples
Facilitated large and small group work	Share teaching experiences, share ideas for health literacy units and measurement options
Brainstorming	Consider ways to measure success
Dance and the Balcony	Review discussion methods used during this session

Session Evaluation

Distribute the Session Four Evaluation Forms and ask the participants to complete and return the evaluations before they leave.

Closing Notes

- Thank the participants for their contributions to this session.
- Take a minute or two to address any logistical issues related to Session Five.
- Be sure to post the date, time, and place for Session Five.
- IF you have decided to do the expanded Session Five, remind participants of the altered schedule. Let them know who the speaker(s) will be and ask them to prepare some questions for the discussion.

Notes

Notes

Notes



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