

Skills for Chronic Disease Management

Session Two Materials

Newsprints (flip charts) or Overhead Transparencies (3)

We typically refer to materials on flip charts 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"> ▪ Analysis from Tasks to Skills 	<ul style="list-style-type: none"> ▪ Student-Identified Barriers and Challenges ▪ Chronic Disease Management Activities and Tasks

Handouts (5)

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

1. Session Two Objectives and Agenda
2. Analysis from Tasks to Skills
3. Table of Chronic Disease Management Tasks and Underlying Skills
4. Session Two Evaluation Form
5. The Sample Lesson Packet includes the following handouts:
 - Overview of the Sample Lesson Format
 - Lesson Review Sheet (to be completed during Session Two)
 - Post-Teaching Reflection Sheet (to be completed after you have taught a sample lesson between Session Two and Session Three)
 - Nine Sample Lessons

Readings and materials for Session Three for the Optional Expanded Session (6)

Please make copies and distribute these materials to participants even if you do not plan to do the activities for the expanded session.

1. Reading guide for *Math is Healthy* by Martha Merson
2. *Math is Healthy* by Martha Merson
3. A sample math lesson, *Body at Work -- Tables and Rules* (Facilitator’s Guide and the Student’s Lesson), from EMPower Mathematics is also included for review. ¹

¹ EMPower Mathematics, by TERC, is published by Key Curriculum Press, copyrights 2005/2006. Reprinted with permission. For more information, visit: www.keypress.com/empower

4. *Not Just a Number: Critical Numeracy for Adults* by Sandra Kerka ²
5. *Numeracy in the Adult ESL Classroom* by Tom Ciancone ³
6. *How Adults Learn Basic Math* by Ellen McDevitt ⁴

² From the Clearinghouse on Adult, Career, and Vocational Education (ACVE), 1995, ERIC Digest no. 163, available on the Web at www.cete.org/acve/docgen.asp?tbl=archive&ID=A012)

³ From the National Clearinghouse for ESL Literacy Education, February 1996, ERIC Identifier: ED392316, available on the Web at www.tnsh.edu.tw/teach/eng/web/applied%20linguistics/www.cal.org/ncle/Digests/CIANCO NE.html)

⁴ From Fieldnotes for ABLE Staff, 2004. Available on the Web at <http://www.paadulted.org/able/lib/able/fieldnotes04/fn04adultmath.pdf>

Skills for Chronic Disease Management

Session Two

Objectives

During Session Two, participants will:

- Analyze the results of the in-class needs assessments
- Develop a list of specific chronic disease management tasks and underlying skills that can be addressed in ABE/ESOL classes
- Review and modify sample health literacy lessons for adult learners

Session Two Agenda

Introductory Activities (15 minutes)

- Welcome, Session Objectives, and Agenda

Discussion & Analysis Activities (1 hour 30 minutes including the break)

- Review Results of the Needs Assessment Activity
- Examine Chronic Disease Management Tasks
- Identify Skills Needed for Successful Management of Chronic Diseases
- Walk About (includes a 10-Minute Break)
- Discuss and Analyze Tasks and Skills

Planning Activities (55 minutes)

- Review Sample Lessons
- Review the Assignments for Session Three

Closure Activities (20 minutes)

- Session Review
- Session Evaluation and Closing Notes

Small Group - Analysis from Tasks to Skills

Individual Preparation

Consider the range of activities people undertake as they manage any chronic disease. Recall what you learned from your students during the needs assessment and what you know from your own experiences and observations. Factor in the language, literacy, and numeracy skills that can be taught in adult education classes.

Activity

- Choose a recorder to take notes on the group's discussion on a newsprint and a facilitator to pose the various questions and to track the time.
- Focus on one or two activities related to chronic disease management. Discuss and record the tasks and skills needed to accomplish the activities you chose. Be sure to consider the kinds of "materials" people need to use. For example, consider a medicine bottle and a label with directions; a peak flow meter (for asthma); a teaspoon; or tables and charts that people need to fill in.
- On the newsprint, list specific tasks related to one activity.
- Fill in the table by discussing the following questions.
- What literacy, numeracy, and language skills are needed in order to accomplish these tasks?
- What materials or tools are involved?
- How do these skills relate to state standards or curriculum frameworks for ABE/ESOL instruction?

Table of Chronic Disease Management Tasks and Underlying Skills

General Activities with Examples of Tasks	Materials and Tools Adults Are Expected to Use	Skills Adults Need	Lesson Ideas	Related State Standards/ Curriculum Frameworks
Recognize and act on symptoms e.g., make note of changes in or onset of symptoms; make an appointment				
Provide information e.g., describe feelings; talk about changes				
Learn more about your chronic disease e.g., locate information at the library or on the Web				
Develop a treatment plan with a health professional e.g., provide updates; participate in planning				
Take Medicine e.g., follow directions on labels; measure amounts; count pills; plan timing				
Measure and Monitor e.g., use a peak flow meter to determine need for medicine				

