

Skills for Disease Prevention and Screening

Session Three Materials

Newsprints (flip charts) or Overhead Transparencies (4)

The following pages should be prepared on newsprint (flip charts) or copied on overhead transparencies. In the session notes, we typically refer to these materials as newsprints, but feel free to use overhead transparencies instead. Examples of most newsprints are included in the session booklet. The set of photos can be posted as they are presented here, or copied and distributed as handouts.

To be prepared ahead	To be completed during the session
<ul style="list-style-type: none">• Work Group Lists of Skills and Concepts (from Session 2)▪ Photos	<ul style="list-style-type: none">▪ Lesson Ideas

Handouts (8)

Make copies of the following handouts before the session begins.

1. Session Three Objectives and Agenda
2. Developing a Health Literacy Unit
3. My Health Literacy Unit Ideas
4. Pair Work Directions
5. Lesson Plan Template
6. Lesson Reflection Sheet (to be completed after teaching a lesson between Sessions Three and Four)
7. Session Three Evaluation Form

From Session Two (Sample Lesson Packet):

8. Post-Teaching Reflection Sheets that participants filled out after teaching a sample lesson

Photos for Disease Prevention and Screening

All Photos © Jon Crispin

These photos are provided as part of the Session 3 Activity, Consider Ideas for Health Literacy Units. You should feel free to post the pictures as they are presented here, or to make photocopies of them to share with each participant.



© Jon Crispin



© Jon Crispin



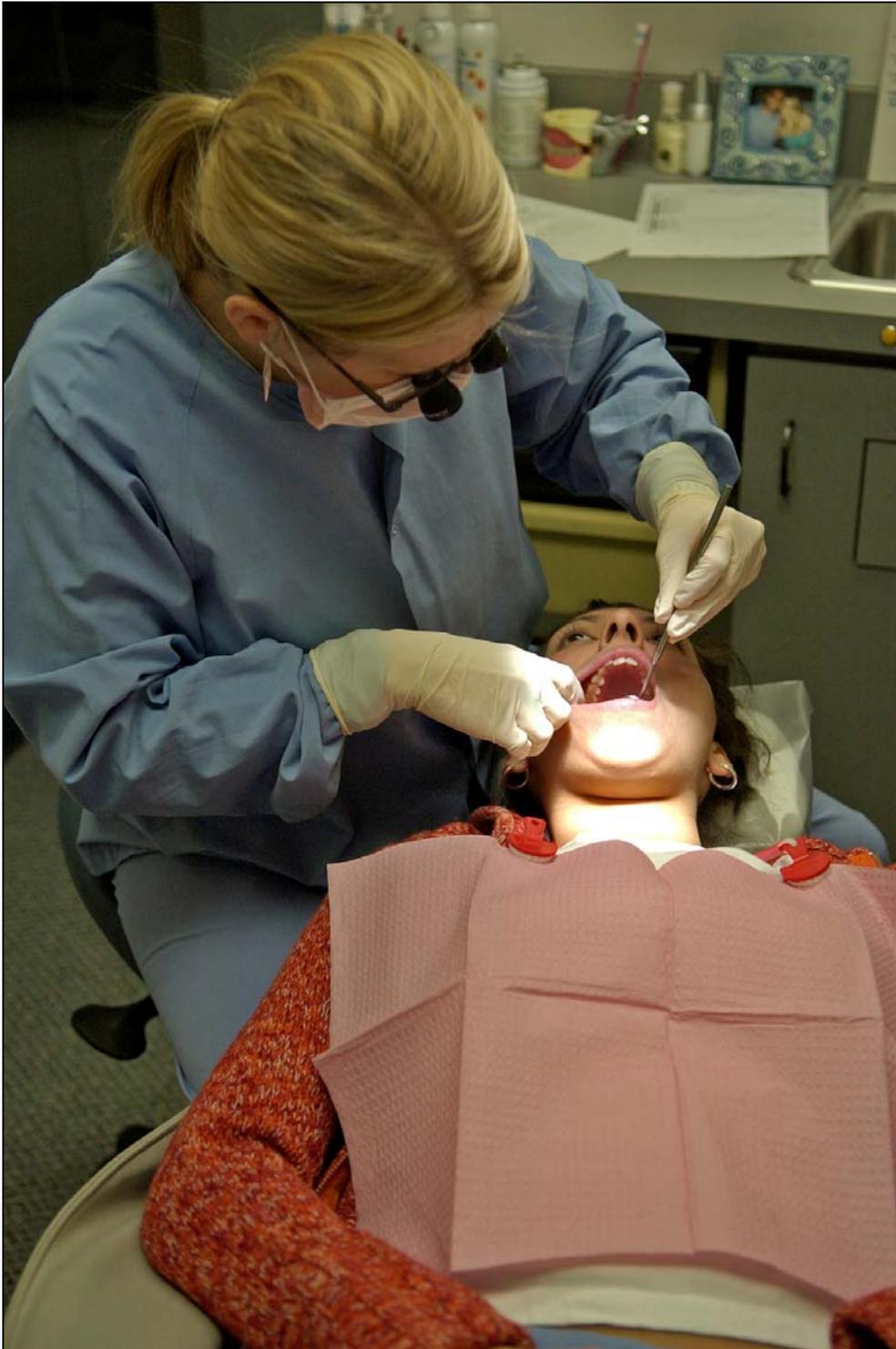
© Jon Crispin



© Jon Crispin



© Jon Crispin



© Jon Crispin

Skills for Disease Prevention and Screening

Session Three

Objectives

During this session, participants will:

- Analyze the experience of teaching a sample health literacy lesson
- Delineate key health literacy skills to be addressed in ABE/ESOL classes
- Develop ideas for health literacy units
- Begin to develop original lesson plans focused on health literacy skills

Session Three Agenda

Introductory Activities (15 minutes)

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

Discussion & Analysis Activities (1 hour, 45 minutes)

- Review and Discuss the Sample Lessons Taught
- Consider Ideas for Health Literacy Units
- Outline a Health Literacy Unit
- ~ Take a 10-Minute Break ~

Planning Activities (45 minutes)

- Consider Units and Lessons
- Develop a Lesson Plan

Closure Activities (15 minutes)

- Session Review
- Session Evaluation

Developing a Health Literacy Unit

During this study circle, you have had opportunities to define and identify specific health literacy skills – those skills your students need in order to understand and participate in health activities related to disease prevention and screening. You have taught a sample health literacy lesson and will now consider how to develop a health literacy unit.

Think of a health literacy unit as...

A set of 6 – 8 separate but related lessons that address a set of skills needed to effectively engage in disease prevention and screening activities.

Consider some different ways you might group lessons to generate unit ideas. For example:

- A unit can focus on an overall concept, such as risk. The lessons in the unit can address various health literacy tasks and skills that relate to risk, such as understanding risk factors, assessing personal disease risk, or interpreting mathematical expressions of risk, such as “1 in 10,” “a 30% chance,” or “three times as likely.”
- A unit can focus on a specific set of health literacy tasks with lessons addressing the skills needed for those tasks. For example, a unit might focus on following directions to prepare for a health screening (e.g., colonoscopy).
- A unit can focus on a specific set of skills (for example, reading charts and tables) with lessons that incorporate materials related to disease prevention and screening.

Pair Work Directions

This Lesson Plan Template was developed and used to create the sample lessons included in this study circle. Please use this template to create your own lessons. This will provide some consistency for shared work and for reviews.

In pairs:

- Review the Lesson Plan Template together.
- Review the Lesson Reflection Sheet.
- Discuss the assignment and write down any problems you anticipate.
- Sketch out your lessons and provide some assistance and/or feedback to your partner.

The Lesson Plan Template *

Overview

The sample lessons in this packet follow an organizational format that you are encouraged to use when developing your own health literacy lessons.

Keep in mind that the health literacy lessons are focused on health-related tasks and skills. Each lesson begins with a statement about the purpose of the lesson, followed by a step-by-step explanation of the lesson. The left-hand column includes a list of specific health literacy tasks and the skills focus of your lesson.

Tasks – Health literacy tasks that people are expected to accomplish include such things as taking preventive action, making a decision about getting a screening test, and taking follow-up action after a screening test.

Skills – In order to accomplish health literacy tasks, people need a variety of skills. Lesson plans should focus on reading, writing, speaking, listening, and math skills, as well as efficacy and advocacy. Some examples include reading a chart or a map of a hospital, filling out medical forms, communicating with medical professionals, or interpreting expressions of health risk.

The left-hand column also includes information about the estimated duration of the lesson, materials needed, and key vocabulary and expressions to be covered.

Finally, the lessons feature additional teaching tools, such as:

Follow-Up Activities – Optional follow-up activities that you can use to extend the ideas and skills learned in the lesson.

Technology Tips – Ideas for integrating the use of the Internet into the lesson and description of valuable health-related resources available on the Internet.

ESOL Teaching Tips – Ideas and suggestions for adapting the lessons for teachers working with ESOL learners.

Advanced ABE/GED Teaching Tips – Ideas and suggestions for adapting the lessons for teachers working with advanced ABE or GED learners.

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

LESSON PLAN TEMPLATE *

~ Please bring two copies of your lesson plan to Session Four ~

Lesson Title: _____

Disease Prevention and Screening Tasks Addressed in this Lesson <ul style="list-style-type: none">•••	Purpose
Skills Focus <ul style="list-style-type: none">•••	Steps <ol style="list-style-type: none">1.2.3.4.5.6.7.8.
ABE/ESOL Level	
Time	
Materials <ul style="list-style-type: none">•••	Follow-Up Activity
Key Vocabulary and Expressions	ESOL Tips
	Technology Tips

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

<p style="text-align: center;">Skills for Disease Prevention and Screening</p> <p style="text-align: center;">Session Three Evaluation Form</p>

Please complete the following evaluation and turn it in before you leave today.

1. What was the most valuable insight, practical idea, or specific information that you gained from today's session?

2. How would you improve this session?

