

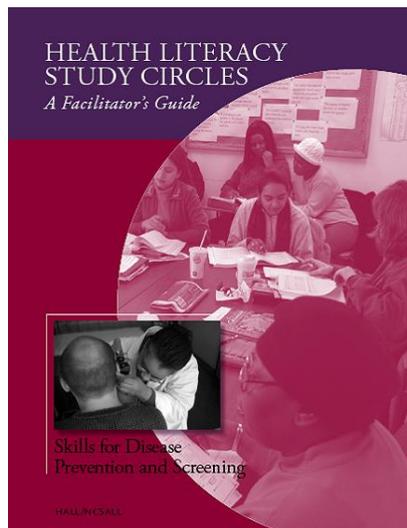
# Skills for Disease Prevention and Screening

## **SESSION THREE:** **Integrating Health Literacy Skills into Instruction**

**HEALTH LITERACY  
STUDY CIRCLES<sup>+</sup>  
HALL/NCSALL 2007**

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# **Skills for Disease Prevention and Screening**



## **SESSION THREE: Integrating Health Literacy Skills Into Instruction**

**HEALTH LITERACY STUDY CIRCLES+  
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# Overview: Session Three

Session Three activities focus on how to address the literacy skills needed for disease prevention and screening activities. During this session, you will help participants define lessons they might develop and then consider the broader task of developing unit plans.

## About this Session

The first two sessions of this Study Circle+ focused on helping participants enrich their understanding of health literacy skills related to disease prevention and screening. During Session Three, participants will have an opportunity to review the sample lessons they taught and consider other health literacy lessons they can develop. They will begin to outline a health literacy unit and consider a set of lessons that fit with the needs of their students.

## Introductory Activities

This session, like others, begins with a welcome and presentation of the session objectives and agenda.

## Discussion and Analysis Activities

The discussion and analysis activities begin with participants' experiences teaching the sample lessons distributed in Session Two. After you introduce the idea of health literacy units, participants begin outlining their own health literacy units by considering the lists of health literacy skills related to disease prevention and screening that they identified during Session Two.

## Planning Activities

You will ask participants to list the lessons they want to teach in their health literacy unit and to choose one lesson idea. Working in pairs, participants review a lesson plan template and outline their own lessons.

As in previous sessions, you should encourage participants to work together between sessions to complete the assignment.

### **Closure Activities**

At the end of Session Three, as in previous sessions, you will facilitate a review and evaluation activity. Participants will review the discussion methods that were used during this study circle and complete a session evaluation. Be sure to give the participants time to complete the session evaluation forms.

## The Group Discussion Methods

Throughout the Study Circle+ you will use a variety of discussion methods to present information and facilitate activities. We hope that participants will find these methods helpful and consider using them in their own classrooms. Therefore we ask you to keep in mind that you serve as a role model. As you facilitate the Study Circle+ activities, you will be modeling these discussion methods for participants to use in the future.

The discussion methods used in Session Three include:

- ***Pair-work followed by large group discussion:*** Participants work together in pairs to share details, often about an experience. Mutual sharing enables the pairs to process or analyze their ideas. They then prepare more general statements for presentation to a larger group. The large group sharing activity follows this more intimate work and enables all participants to hear the key issues discussed.
- ***Private reflection:*** Private reflection provides some time for participants to collect their thoughts and generate ideas on paper about a topic before they share their ideas.
- ***Small Group Work:*** This method is used to foster group collaboration.
- ***Walk-about:*** This activity gives participants an opportunity to view the work completed by small groups.
- ***The Dance and the Balcony:*** This activity is a metaphor for analyzing the group discussion methods used during the session. The purpose of this activity is to highlight the different ways activities were structured during the session and to encourage teachers to consider using some of these methods in their own classes.



# Overview: 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

## Time

- 3 hours

## 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

## Materials and Preparations

- Newsprints (flipcharts) and markers
- Overhead Projector (optional)
- Post-It notes
- Photos related to disease prevention and screening

## Newsprints (flip charts) or overhead transparencies (3)

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.

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

## Handouts (8)

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

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

## Session Three: Integrating Health Literacy Skills Into Instruction



Photo © Jon Crispin



## **INTRODUCTORY ACTIVITIES (15 minutes total)**

### **Welcome & Agenda**

(15 minutes)

**Discussion Methods:** Presentation by facilitator

**Handouts:** Session Three Objectives and Agenda

#### ***Welcome the group and review Session Two***

Remind participants of the focus of Session Two. They engaged in analyses of disease prevention and screening tasks, barriers, and needed skills. Participants had an opportunity to examine sample lessons that address literacy skills needed for disease prevention and screening. Participants chose a sample lesson they wanted to teach and before this meeting (hopefully) taught that lesson with students in their own classrooms.

#### ***Provide an Overview of Session Three***

During this session, participants will reflect on their teaching experience. Next they will consider other lessons for developing a health literacy unit. Finally, they will focus on the assignment to develop one lesson and teach that lesson before Session Four.

#### ***Distribute the Session Three 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

(1 hour and 45 minutes total including a 10-minute break)

### Review and Discuss the Sample Lessons Taught

(30 minutes)

**Discussion Methods:** Pair work and large group discussion

**Handouts:** Post-Teaching Reflection Sheets (from the Sample Lesson Packet)

#### ***Work in pairs to review the Post-Teaching Reflection Sheets (15 minutes)***

Participants will first work in pairs and then move to a full group discussion to identify insights gained from their teaching experiences.

- Ask participants to take out their completed Post-Teaching Reflection Sheet (from the Sample Lesson Packet). Allow a few minutes for participants to complete their reflection sheet if they have not done so.
- Ask participants to work with a partner who teaches in the same area (ESOL, ABE, or GED), works with the same learner level, or taught the same sample lesson.
- Ask pairs to share and discuss their responses to the questions on the Post-Teaching Reflection Sheet.
- Offer a 5-minute notice and ask pairs to take the last 5 minutes to consider the insights they gained – about teaching health literacy skills and/or about their students' needs - as a result of teaching these lessons.

#### ***Bring the full group back together to share highlights of their pair discussions (15 minutes)***

- Pose the following questions to the full group and ask those who answer to name the lesson they taught.  
*What did you learn about teaching health literacy skills from this experience?*  
*What did you learn about your students' needs from this experience?*
- Before you move on to another person, ask for comments from someone else who taught the same lesson.

## **Consider Ideas for Health Literacy Units**

(20 minutes)

**Discussion Methods:** Facilitated presentation, walk-about, private reflection, small group and large group discussions

**Handouts:** Developing a Health Literacy Unit  
My Health Literacy Unit Ideas

**Postings:** Work Group Skill Lists from Session Two (vocabulary and reading, math, planning and oral language)  
Disease Prevention and Screening Photos

### ***Overview of Units (10 minutes)***

Offer an overview of the remaining study circle sessions. Explain that participants have had opportunities to define and identify specific health literacy skills – those skills their students need to be more successful as they engage in disease prevention and screening activities.

- Point out that Session Three begins the work of designing units and planning lessons.
- Define 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.*
- Distribute the handout titled Developing a Health Literacy Unit and briefly review the examples of different ways to group lessons and generate unit ideas:
  - A unit can focus on a specific set of health literacy tasks with lessons addressing the skills needed for those tasks.
  - A unit can focus on a specific set of health literacy skills (such as interpreting statements of risk) with lessons using materials and examples that pertain to prevention and screening.
- Briefly review the handout and the examples of different ways to group lessons and generate unit ideas (by concepts, tasks, or skills).

### ***Walkabout and Reflection (10 minutes)***

- Distribute the handout titled My Health Literacy Unit Ideas.
- Post the newsprints listing disease prevention and screening skills that participants completed during small group work in Session Two.

- Post the series of photos related to prevention and screening activities that are provided in the materials section for Session Three.
- Ask participants to walk about and review these items to generate ideas for health literacy units focused on disease prevention and screening.
- Ask participants to think about the specific health literacy skills their students need to develop and the lessons participants could develop to address those skills.
- Remind participants to consider the readings they did on numerical aspects of prevention and screening.
- Ask participants to work alone and use the next 10 minutes for private reflection and note taking on their handout (not to be shared or handed in).
- Note that this activity forms the basis for the next group discussion activity.

## **Outline Health Literacy Units**

(40 minutes)

**Discussion Methods:** Small and large group discussions

**Handouts:** None

**Overview** (5 minutes)

**Explain that participants will now have an opportunity to exchange their initial ideas for creating health literacy units.**

- Remind participants to keep the focus on skills for disease prevention and screening, not health content.
- Ask if anyone is interested in working on math/probability skills, and form a group or groups of three around this focus.
- Others should form small groups consisting of 3 people who have not had a chance to work together before.

**Small Group Discussions** (15 minutes)

- Provide directions for work:
  - Share and test out your health literacy unit ideas. Name the focus of your unit and sketch out the lessons to be included in the unit.

- Remind participants that their ideas need not be fully developed in order to share them; it is fine to share tentative or sketchy ideas.
- Give everyone a chance to speak.
- Share suggestions for lessons or activities (such as materials, field trips, or guest speakers).
- Visit different groups to provide support and suggestions. You may need to help people focus on skills and not on health content. If needed, remind group members that they need not become experts in preventive or screening measures, but should instead focus their attention on the kinds of things people need to do to prepare to engage in prevention and screening activities.

***Full Group Discussions (20 minutes)***

- Ask each group to share the unit ideas that they discussed.
- If there is time, ask one or two volunteers to describe his/her unit in more detail by listing the focus of several lessons within the unit.
- Explain that after the break, participants will choose ideas for lessons they want to develop and teach in their classrooms.

**TAKE A 10-MINUTE BREAK**

## PLANNING ACTIVITIES (45 minutes total)

### Consider Lessons

(15 minutes)

**Discussion Methods:** Private reflection and large group sharing

**Posting:** Lesson Ideas

During the rest of this session, you will help participants develop and prepare to teach their own health literacy lessons.

### *Introduce the assignment and provide time for private reflection*

(5 minutes)

Tell participants that the assignment to be completed before Session Four is to develop and teach a lesson focused on literacy skills related to disease prevention and screening.

- Ask participants to review their unit outlines (lesson and unit ideas) and choose one lesson that they want to develop and teach before the next meeting.
- Check on progress. This activity may take between 5 and 10 minutes. When most participants appear to have chosen a lesson, move on to the next activity.

### *Post Lesson Ideas (10 minutes)*

- Post a newsprint titled *Lesson Ideas* and ask for a volunteer to be the recorder.
- Ask each participant to briefly name his or her lesson idea and identify the skills the lesson addresses.

<b><i>Lesson Ideas</i></b>		
Participant's Name	Lesson Idea	Skill Focus

## **Develop Lesson Plans**

(30 minutes)

**Discussion Methods:** Pair work

**Handouts:** Pair Work Directions  
Lesson Plan Template  
Lesson Reflection Sheet

### ***Ask participants to work with a partner (20 minutes)***

Explain that during the next 20 minutes, participants will work in pairs to review a lesson plan template and shape the lessons they plan to teach.

- Ask the partners to begin by exchanging contact information (names, phone numbers, email addresses) and set up a date/time to talk to each other between sessions.
- Distribute the three handouts: Pair Work Directions, Lesson Plan Template and the Lesson Reflection Sheets. Ask participants to follow the directions provided.
- Walk around the room and check in with different pairs to see how they are doing. You should also note questions that come up so you can address them in the large group discussion.
- Give a 5-minute warning before you ask people to come back together as a group.

### ***Ask participants to come together for questions and answers about the assignment (10 minutes)***

- Take time to address questions about the assignment and the handouts.
- Remind participants that they need to bring TWO copies of their lesson plans and their completed Lesson Reflection Sheets to Session Four.
- Wish participants good luck with their lessons and encourage them to work with their partners.

## CLOSURE ACTIVITIES (15 minutes total)

### Session Review and Evaluation

(15 minutes)

**Discussion Methods:** Facilitated full group discussion

#### ***Content Review***

- Offer an overview of key content discussed in this session. Alternatively, you may want to ask if anyone in the group is willing to summarize key content areas or comment on insights or new information gained.

#### ***Discussion Method Review***

- If needed, remind participants of the *Dance and the Balcony* activity.
- List the discussion methods used during this session, and invite participants to identify the methods that they feel would be effective in their own classrooms. Use the table below to help you facilitate this discussion.

<b>Session Three Discussion Methods</b>	<b>Activity Examples</b>
<b>Pair Work</b>	Review and discuss the sample lessons taught; review lesson template; plan to teach lessons you have developed
<b>Walk-About</b>	Consider and then share ideas for health literacy units
<b>Private Reflection</b>	Reflect on skills and write down unit ideas; reflect on lesson ideas
<b>Small Group Work</b>	Develop unit ideas

#### ***Session Evaluation and Closing Notes***

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

- **Thank the participants for their contributions in this session.**
- **Take a minute or two to address any logistical issues related to Session Four.**
- **Be sure to post the date, time, and place for Session Four.**

# Notes



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