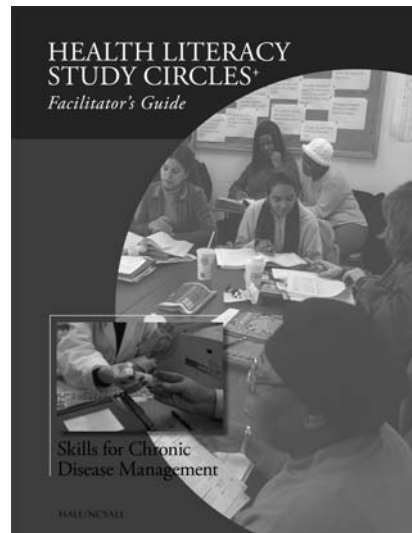


Skills for Chronic Disease Management

SESSION THREE: Integrating Health Literacy Skills into Instruction

**HEALTH LITERACY
STUDY CIRCLES⁺
HALL/NCSALL 2005**

Skills for Chronic Disease Management



SESSION THREE: Integrating Health Literacy Skills into Instruction

HEALTH LITERACY STUDY CIRCLES+
HALL/NCSALL 2005

Rima Rudd, Sc. D.

Lisa Soricone, Ed. D.

Maricel Santos, Ed. D.

Charlotte Nath, R.N., Ed. D.

Janet Smith, Ed. M.

Notes to Facilitator

About this Session

The first two sessions of this Study Circle+ focused on helping participants enrich their understanding of health literacy skills related to chronic disease management. During Session Three, participants will have an opportunity to review the sample lessons they taught and consider other health literacy lessons they can develop. You will be helping the participants think ahead to the broader task of developing health literacy unit plans containing lessons that address their students' needs.

You and the participants may also choose to expand this session to a full day in order to include activities focused on math skills needed for chronic disease management.

Introductory Activities

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

Discussion and Analysis Activities

These activities focus on reviewing and analyzing the participants' experiences teaching the sample lessons. After you introduce the idea of health literacy units, participants begin outlining their own health literacy units. Participants can refer to the newsprints with lists of tasks and literacy skills related to managing chronic diseases that they created during Session Two.

Planning Activities

The planning activities give participants an opportunity to begin developing health literacy lessons. You will ask participants to list the lessons they want to teach in their units and to choose one lesson idea to develop. Working in pairs, participants will 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 assignments.

Closure Activities

You will facilitate activities for participants to review both the content of the session and the discussion methods. Remember to leave time at the end of the session for participants to complete the session evaluation forms. After Session Three, review these forms and consider how to use the feedback.

(Optional) Expanded Session Activities

The optional expanded session activities enables participants to first explore their own feelings about teaching math and then examine some of the math challenges associated with managing a chronic disease. Teachers can use these insights as they develop lessons for their classes.

Note that the optional expanded session is three hours long and includes a one-hour break for lunch and two hours of activities. These activities are described after the Closure Activities in this booklet.

The Group Discussion Methods

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. As you facilitate the Study Circle+ activities, please keep in mind that 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 that they can present to the 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.
- ***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 Session Three, participants will:

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

Time

- 3 hours (or 6 hours including lunch if you have planned to do the expanded session)

Session Three Agenda

Introductory Activities (15 minutes)

- Welcome, Session Objectives, and Agenda

Discussion & Analysis Activities (1 hour, 45 minutes)

- Review and Discuss the Sample Lessons Taught
- Consider Ideas for Health Literacy Units
- Outline Health Literacy Units
- – 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 and Closing Notes

(Optional) Expanded Session Activities (3 hours including lunch)

Materials and Preparations

- Newsprints (flipcharts) and Markers
- Overhead Projector (optional)

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"> ▪ Chronic Disease Management Tasks and Skills (from Session Two) 	<ul style="list-style-type: none"> ▪ Lesson Ideas ▪ Health Literacy Unit Ideas

Handouts (9)

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. Tips for Planning
5. Directions for Planning Lessons
6. Overview and the Lesson Plan Template
7. Lesson Reflection Sheet (to be completed after teaching a lesson)
8. Session Three Evaluation Form
9. Expanded Session Materials (Make enough copies for each small group to have two sets of examples from the list below.)
 - Tables
 - Charts
 - Scales for Measuring Your Health
 - Liquid Measuring Tools for Medicines
 - Planning Tools for Taking Medicines

From Session Two (Sample Lesson Packet)

1. 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, Session Objectives, and Agenda (15 minutes)

Discussion Methods: Presentation by facilitator

Handouts: Session Three Objectives and Agenda

Welcome the group back and briefly review Session Two

Remind participants that, in Session Two, they focused on identifying chronic disease management tasks and specific literacy-related skills needed to accomplish these tasks. Participants had an opportunity to examine sample lessons that address literacy skills needed for managing chronic diseases. Everyone chose a sample lesson to try out with students and (hopefully) taught that lesson in class.

Provide an overview of Session Three

During this session, participants will reflect on their experiences teaching sample lessons. Next, they will consider other lessons they could develop to create 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 question to the full group and ask those who answer to name the lesson they taught.
 1. *What did you learn about teaching health literacy skills from this experience?*
 2. *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 (30 minutes)**Discussion Methods:** Facilitated presentation, walk about, private reflection**Handouts:** Tips for Planning

Developing a Health Literacy Unit

Newsprints: Newsprints from Session Two that list chronic disease management tasks and skills***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 in managing a chronic disease.

- 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 for managing chronic diseases.
- 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 measurement) with lessons using materials from different chronic diseases.

Review tasks and skills (10 minutes)

- Post the newsprints listing chronic disease management tasks and skills that participants completed during small group work in Session Two.
- Ask participants to walk about and review these lists to generate ideas for health literacy units.

Private reflection (10 minutes)

- Distribute the handout titled My Health Literacy Unit Ideas.
- 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.
- Ask participants to work alone and use the next 10 minutes for private reflection and note taking (not to be shared or handed in).

- This activity forms the basis for the next group discussion activity.

Outline Health Literacy Units (35 minutes)

Discussion Methods: Small group and large group discussions

Handouts: Tips for Planning

Newsprints: Health Literacy Unit Ideas

Overview (5 minutes)

- Pass out Tips for Planning and remind participants to keep focused on skills needed for chronic disease management.
- Ask participants to form small groups of three people, preferably with some people they have not had a chance to work with before.

Small group discussions (15 minutes)

- Provide directions for participants.
 - *Share and test out your health literacy unit ideas. Name the focus of your unit and sketch out the lesson ideas to be included in the unit.*
 - *Give everyone a chance to speak.*
- 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 do not need to become experts in asthma, for example, but should instead focus their attention on the kinds of things people who have asthma or any chronic disease need to do.

Large group discussion about math skills (15 minutes)

- Ask if any of the groups considered math lessons.
- Ask individuals to share their thoughts about the math readings. You may want to begin by asking who read what. (Participants had a choice of three readings.) You may need to probe with questions such as: *What did you learn from reading X?*
- Ask participants to consider including math lessons within any unit. Pose the following questions to the group:
 1. *What do you know about your students' math skills?*
 2. *Can you assume that your students can do the following?*
 - *Tell time*
 - *Use the clock to plan events such as taking medicine*
 - *Use a calendar to plan events such as taking medicine or scheduling appointments*

- *Use liquid measures (i.e., teaspoon, tablespoon, 1/4 cup, etc.)*
- *Use a scale*
- *Read a table on a medicine label to determine dosages for adults and children*
- Post the newsprint titled Health Literacy Unit Ideas.
- Ask a volunteer to make notes on the newsprint and encourage participants to take notes on those ideas that are most relevant to their students.
- Pose the following question so that each group can report ideas and the recorder can list items:
 - What are some of your unit ideas that address literacy skills needed to manage a chronic disease?*
- Ask one or two volunteers to describe his or her unit in more detail by listing the focus of several lessons within the unit.

Health Literacy Unit Ideas

Title (Unit X)

- Lesson 1
- Lesson 2 . . .

Title (Unit Y)

- Lesson 1 . . .

- 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 Units and Lessons (15 minutes)

Discussion Methods: Private reflection

Newsprints: 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
(5–10 minutes)

- Tell participants that the assignment for Session Four is to develop and teach a lesson focused on literacy-related skills for managing a chronic disease.
- Ask participants to review their unit outlines (lesson and unit ideas) and choose one lesson that they want to develop and teach before Session Four.
- This activity may take between 5 and 10 minutes. Check on progress and move on to the next activity when most participants appear to have chosen a lesson.

Post lesson ideas (5 minutes)

- Posts the newsprint titled Lesson Ideas, and ask for a volunteer to record the ideas suggested by participants.
- Ask each participant to describe the lesson and summarize the skills addressed in the lesson.

Lesson Ideas	
Participant's Name	Skill Focus

Develop a Lesson Plan (30 minutes)

Discussion Methods: Pair work

Handouts: Directions for Planning Lessons
Lesson Plan Template
Lesson Reflection Sheet

Ask participants to work with their partners (20 minutes)

- Explain that during the next 20 minutes, participants will work with a partner 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, e-mail addresses) and set up a date/time to talk to each other between sessions.
- Distribute three handouts: Directions for Planning Lessons, the Lesson Plan Template, and the Lesson Reflection Sheets.
- 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 everyone good luck with their lessons and encourage them to work with their partners.

CLOSURE ACTIVITIES (15 minutes total)

Session Review (15 minutes)

Discussion Methods: Facilitated 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.

Methods Review

- If needed, remind participants of the *Dance and the Balcony* activity.
- Describe some of the discussion methods used during this session. 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.

Session Three Discussion Methods	Activity Examples
Pair Work	Review and discuss sample lessons taught; plan to teach your own lessons
Private Reflection	Consider ideas for health literacy units
Small and Large Group Work	Outline health literacy units
Walk About	Review small group work on health literacy units
Private Reflection and Posting	Consider and then share ideas for health literacy lessons
The Dance and the Balcony	Reflect on the discussion methods used during this session

Session Evaluation and Closing Notes (5 minutes)

Handouts: Session Three Evaluation Form

Session Evaluation

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

Closing Notes

- Thank the participants for their contributions in this session.
- Address any logistical issues related to Session Four.
- Be sure to post the date, time, and place for Session Four.

(Optional) Expanded Session Three (3 hours total)

The following pages contain a description of the expanded session activities. These activities focus on teaching math-related skills with an emphasis on the application of skills to tasks involved in managing a chronic disease.

Note that the time for the expanded session includes a one-hour break for lunch and then two hours of activities in the afternoon. Please continue to the next page if you and the participants have decided in advance to expand this session to a full day.

(OPTIONAL) EXPANDED SESSION THREE (2 hours total)

Overview: Expanded Session Objectives (10 minutes)

Welcome the participants back from lunch and begin the afternoon session with a brief overview of the next two hours. Explain that the focus will be on teaching math-related skills with an emphasis on the application of skills to tasks involved in managing a chronic disease. The first part of the session will focus on the readings, and the second part on generating math-related lesson and unit ideas.

Reflections (30 minutes)

Discussion Methods: Live Likkert scale, partner discussion

Materials: Two small signs for different parts of the room with this text:
1 - NOT AT ALL COMFORTABLE
10 - VERY COMFORTABLE

Live Likkert Scale (15 Minutes)

Tell participants that they will trigger discussion with a short opening exercise called the Live Likkert Scale.

- Ask participants to envision a scale starting with number 1 and ending with number 10.
- Designate one corner of the room as #1 with the label: **NOT AT ALL COMFORTABLE**. Designate the opposite corner of the room as #10 with the label **VERY COMFORTABLE**.
- Ask participants to consider how comfortable they are teaching basic math.
 - Ask that all members of the group place themselves somewhere on the scale from 1 to 10.
 - Ask for a volunteer from the middle of the scale to explain his or her position.
 - Ask someone closest to #1 to explain his or her position and do the same with someone closest to #10.
 - Ask if anyone wants to move based on what he or she just heard.
 - If someone does change positions, ask him or her explain the reason for the move.
 - Ask a volunteer to step back from the scale to observe the placement of participants and make a *summary statement* about the groups' comfort level with teaching math.

Reading Reflections (15 minutes)

Ask participants to note where they are on the scale from 1 to 10. Then ask them to pair up with someone from the opposite side of the scale.

- Ask each pair group to discuss the readings and to consider the following questions:
 1. *Which of the readings was of most interest to you? Why?*
 2. *Which of the readings provided the strongest argument for integrating math and other literacy skills?*
 3. *What, if anything, did you learn from the readings?*
 4. *What one insight or conclusion from the readings could you share with the group?*
- Bring the discussion to a close after about 10 to 12 minutes (earlier if you observe that groups have generally stopped talking about the readings).
- Ask volunteers to share an insight, observation, or conclusion.
- Provide a transition to the next activity by asking two pairs to come together to form small working groups of four.
- Explain that each group will examine some materials to help them develop ideas for math related lessons or units.

Generating Ideas (1 hour)

Discussion Methods: Small working groups with reports to large group

Handouts: Packets (five sets of materials) containing examples of tables, charts and graphs, scales, liquid measures, and planning tools for taking medicines.

Working group discussions (30 minutes)

- Hand out two different sets of materials to each group of four people. Note that each set contains a brief description with pictures and photographs.
- First, ask each group to examine the handouts.
- Then ask them to consider the difficulties involved in using each of the health related materials and the skills their students would need to use them appropriately.
- Ask the groups to engage in some brainstorming in order to generate ideas about how to develop lessons and units focused on needed skills. Each group may then begin to sketch out ideas for classroom activities.

- Instruct the groups to think about what they want to report to the whole group.

Report back to the larger group (30 minutes)

- Ask each group to report to the full group. Each group should first identify the topics addressed in their materials and then share an idea (e.g., lesson, unit or activity) they developed.
- Be attentive to the time to be sure that each group has a turn.

Closure (20 min)

Discussion Methods: Facilitated group discussion

- Ask the participants to recall the *summary statement* made about the groups' comfort level with teaching math (after the Live Likert scale activity earlier in this session).
- Pose the following questions to the group:
 1. *How might you use chronic disease management tasks to teach math related skills?*
 2. *How might you introduce math skills into your health literacy unit?*
 3. *What particular skills would you focus on? Why?*
- As you bring the session to a close, remind participants that they will develop and teach lessons in their own classes before the next study circle session. Encourage participants to consider developing math related lessons.

Notes



National Center for the Study of Adult Learning and Literacy

NCSALL at World Education
44 Farnsworth Street • Boston, MA 02210
(617) 482-9485
www.ncsall.net

The National Center for the Study of Adult Learning and Literacy (NCSALL) is a collaborative effort between the Harvard Graduate School of Education and World Education. The University of Tennessee, Portland State University, and Rutgers University are NCSALL's partners. NCSALL is funded by the Educational Research and Development Centers program, Award Number R309B60002, as administered by the Institute of Education Sciences (formerly Office of Educational Research and Improvement), U.S. Department of Education. The contents of this publication do not necessarily represent the positions or policies of the Institute of Education Sciences, or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.