

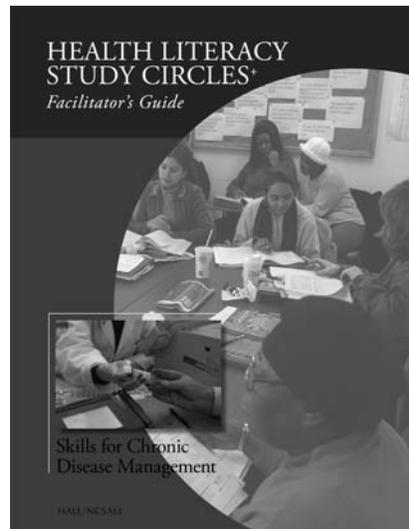
# Skills for Chronic Disease Management

## **SESSION ONE:** Introduction to Health Literacy and Chronic Disease Management

**HEALTH LITERACY  
STUDY CIRCLES<sup>+</sup>  
HALL/NCSALL 2005**



# Skills for Chronic Disease Management



## SESSION ONE: Introduction to Health Literacy and Chronic Disease Management

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

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# Notes to Facilitator

Each session in this guide begins with a note to you, the facilitator. As we wrote these notes, we tried to imagine a face-to-face conversation with you in preparation for each session. We have tried to anticipate your questions and provide you with a sense of the planned flow of the session activities.

Every Study Circle<sup>+</sup> session has four parts: Introductory Activities, Discussion and Analysis Activities, Planning Activities, and Closure Activities. Each of these parts is designed to engage participants in discussions and activities related to health literacy.

The following information will give you a brief description of the session's activities and the methods you will use to facilitate group discussions.

## About this Session

Session One sets the stage for subsequent sessions. The session activities introduce participants to the issue of “health literacy” and help you establish a welcoming atmosphere that encourages reflection, discussion, and action. This session includes a range of activities designed to engage the group and promote a high level of participation.

### **Note: If participants have completed another Health Literacy Study Circle<sup>+</sup>**

The Session One activities are designed for participants who have not yet taken part in a Health Literacy Study Circle<sup>+</sup>. If the participants have completed another Health Literacy Study Circle<sup>+</sup>, you may skip two activities – the Overview of the Study Circles and the DVD, *In Plain Language*. Instead, you may use an alternate activity that is described in the Discussion and Analysis Activities section of this booklet.

## **Introductory Activities**

The introductory activities of Session One are designed to help participants understand the purpose, structure, and content of the Study Circle<sup>+</sup>. The introductory activities include a focus on the larger context of health literacy. You can also clarify expectations and acknowledge the questions and concerns that the participants expressed in their Participant Expectation Sheets.

## **Discussion and Analysis Activities**

The Discussion and Analysis Activities shift to a more specific focus on chronic diseases. The first activity uses the background readings as the basis for discussion. Then the group views the DVD, *In Plain Language*, which features adult learners from an adult education program and illustrates a variety of health literacy issues. It will “trigger” discussion about health literacy and chronic disease management issues.

**Note:** If you are facilitating a study circle for participants who have taken part in another Health Literacy Study Circle<sup>+</sup> and have already viewed this DVD, you may substitute an alternate activity. This alternate activity is described within the Discussion and Analysis section of this booklet, and the materials for this activity (photographs) are located with the materials for the In-Class Needs Assessment.

Participants will then reflect on their own experiences and observations of people managing chronic diseases. As they move from small group discussions to the full group discussion, participants will identify a range of tasks and barriers that they or those they love have faced when managing a chronic disease.

Chronic diseases, such as asthma and arthritis, cannot be cured but can be managed. This means that those with a chronic disease must engage in activities and tasks, such as taking medicine or measurements, most days of their lives. All work for this study circle focuses on tasks related to chronic disease management and skills needed to manage any chronic disease.

Neither you nor the participants are expected to be experts in any particular chronic disease. Participants will start from their own experiences and observations. They will examine what it means to manage a chronic disease by considering needed activities as well as issues and possible barriers to action.

The focus of the work in Session Two will be on skills any adult needs to manage a chronic disease. The participants will consider how such skills can be addressed in the adult education classroom.

### **Planning Activities**

The planning activities are designed to give participants an opportunity to review the needs assessment work they will do in their own classes between Session One and Session Two. During this section, participants will focus on the classroom plans to examine their students' experiences and needs related to managing a chronic disease.

The needs assessment materials include photographs which feature people engaging in activities often related to managing a chronic disease. You will want to point out that the photographs serve as a trigger for discussion. The participants will use the pictures with their students to prompt discussion about their own experiences with chronic disease or about the experiences of people they know.

During Session Two, participants will be asked to discuss the results of their needs assessments and reflect on both the process of using a trigger for a needs assessment as well as on the information provided by their students related to their own experiences and observations.

### **Closure Activities**

At the end of Session One and all sessions, you will facilitate the closure activities. The "Content Review" provides an opportunity for you and the participants to summarize the session, and to reinforce and clarify the concepts discussed. You will also review the methods you used to present information and facilitate discussions. This "Methods Review" is designed to help participants identify methods that they might want to try out in their own classrooms with their students.

Finally, please be sure to leave a few minutes for participants to complete and return their session evaluation forms. After the session, review these forms and make use of the feedback as you see fit.

## 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. Therefore, we ask you to keep in mind that as you facilitate the Study Circle<sup>+</sup> activities, you will be modeling these discussion methods for participants to use in the future.

We have given names to these discussion methods in order to highlight the variety of methods used in different activities. These names are also helpful during the summary and evaluation activities at the end of each session.

The discussion methods used in Session One include:

- **Presentation:** Although you should try to avoid a lecture-like approach, there are times when a presentation from you is very important. You will open the session with a presentation on the goals and objectives of the study circle.
- **Small Group Discussions (Pairs):** Small group discussions enable members of a group to share their thoughts in a comfortable way. Many people, in the company of strangers, are not at ease talking to a large group. The Study Circle<sup>+</sup> begins with small group work so that everyone has an early chance to participate and has an opportunity to work with and meet others.
- **Report Out:** Small groups share some part of their discussions. This format provides a structure for sharing in a large group and eases the way for large group discussions.
- **Expanding Discussion (Small group to large group work):** The expanding discussion is used to establish a comfortable environment and is suitable for participants who may not know one another. This discussion expands by the size of the group (from two to four to whole group) and by the type of content (from personal to more general topics).

The expanding discussion begins with small groups of two people who introduce themselves and share an experience. This offers a comfortable starting point for people who are not at ease speaking in a large group. Next, two pairs come together to form a small discussion group. Then each group prepares a summary of their discussion to present to the larger group.

When all of the groups come together, the smaller groups present their summaries. This enables the entire group to share the same knowledge base. Then, the entire group is prepared for a facilitated discussion with a focus on broader issues.

Depending on the size and layout of the room, the small group summaries can be presented orally or posted on newsprints (flip charts) so the participants can briefly walk about and see the notes from all groups.

- ***A Trigger:*** A discussion trigger may be a picture, a film, a story, or a brief presentation. It is so named because it “triggers” discussion. In addition, a trigger enables participants to have the same starting point for discussion.
- ***The Dance and the Balcony:*** This activity is a metaphor for analyzing the methods used during the session. The purpose of this activity is to highlight the different ways you have structured session activities and to encourage teachers to consider using some of these methods in their own classes.

You will ask participants to think of the activities they just completed as a “dance.” Next, you will ask them to stop the dance and move up to the “balcony” to look down on the dance floor. Thus, they stop “dancing” and view the dance from a distance. From the “balcony,” participants analyze the dance – they comment on and react to the discussion methods used during the session. Note that you will be conducting this activity at the end of each session.

**First meetings can be both daunting and exciting.  
Be prepared, share your enthusiasm, and enjoy!**



# Overview: Session One

## Objectives

One of the principal goals for this study circle is to prepare participants to help their students develop basic skills related to chronic disease management.

During Session One, participants will:

- Develop a shared definition of “health literacy”
- Identify activities people engage in as they manage a chronic disease
- Identify literacy-related barriers and issues faced by those who manage a chronic disease
- Prepare to conduct a student needs assessment

## Time

- 3 hours

## Session One Agenda

*Introductory Activities* (40 minutes)

- Welcome and Introductions
- Overview of the Health Literacy Study Circles<sup>+</sup>
- Review the Study Circle<sup>+</sup> Goals, Objectives, and Agenda

*Discussion & Analysis Activities* (90 minutes including the break)

- Reflect on Health Literacy Readings
- – Take a 10-Minute Break –
- View and Discuss the DVD, *In Plain Language*, or Complete the Alternate Activity with Photographs
- Discuss Experiences and Observations

*Planning Activities* (30 minutes)

- Prepare for the In-Class Needs Assessment Activity

*Closure Activities* (20 minutes)

- Session Review
- Session Evaluation and Closing Notes

## Materials and Preparations

- DVD – *In Plain Language* (located inside the front binder cover)
- DVD player
- Newsprints (flip charts) 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"> <li>▪ Study Circle+ Graphic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why Health Literacy Is Important for ABE/ESOL Students</li> <li>▪ Challenges and Barriers in Managing Chronic Diseases</li> </ul>

## Handouts (3)

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

1. Session One Objectives and Agenda
2. Session One Evaluation Form
3. In-Class Needs Assessment Packet includes:
  - Introduction
  - In-Class Needs Assessment: Identifying Student Challenges and Barriers in Chronic Disease Management
  - Your Notes after Conducting the Needs Assessment
  - Handouts (including photographs for the Alternate Activity)

## Sent out before Session One (5)

1. Skills for Chronic Disease Management: Goals and Objectives
2. Participants’ Definition of Health Literacy
3. Shared Goals but Different Roles in Health Literacy
4. Development of the Guides to the Health Literacy Study Circles+
5. *A Maturing Partnership* by Rima E. Rudd

# Session One: Introduction to Health Literacy and Chronic Disease Management



Photo © Jon Crispin



## **INTRODUCTORY ACTIVITIES (40 minutes)**

### **Welcome and Introductions (15 minutes)**

**Discussion Methods:** Presentation by you, the facilitator

**Handouts:** Study Circle List of Participants

#### *Welcome*

Welcome participants to the first meeting of the Health Literacy Study Circle<sup>+</sup> on Chronic Disease Management. Introduce yourself and state your role as facilitator. Explain how you came to facilitate this study circle and who is sponsoring it.

#### *Introductions*

Ask participants to introduce themselves briefly by giving their names, roles, and programs. Also, ask them to indicate ( $\frac{1}{2}$  minute) whether they have had any experience teaching health topics or health-related skills in adult education programs.

Hand out the list of study circle participants (if you had time to assemble one), or pass around a sheet of paper and ask people to fill in their names, addresses, phone numbers, and e-mail addresses. Explain that you will ask participants to keep in touch between sessions for different assignments.

#### *Comment on Participant Expectations handouts*

- Comment on the responses to the Participant Expectations handouts that were distributed to the participants before Session One and returned to you. (If you did not receive any of the completed forms ahead of time, invite participants to share their expectations now.)
- Identify those expectations that will be met and indicate the sessions in which those things will happen.

### **Overview of the Health Literacy Study Circles<sup>+</sup> (10 minutes)**

**Discussion Methods:** Presentation

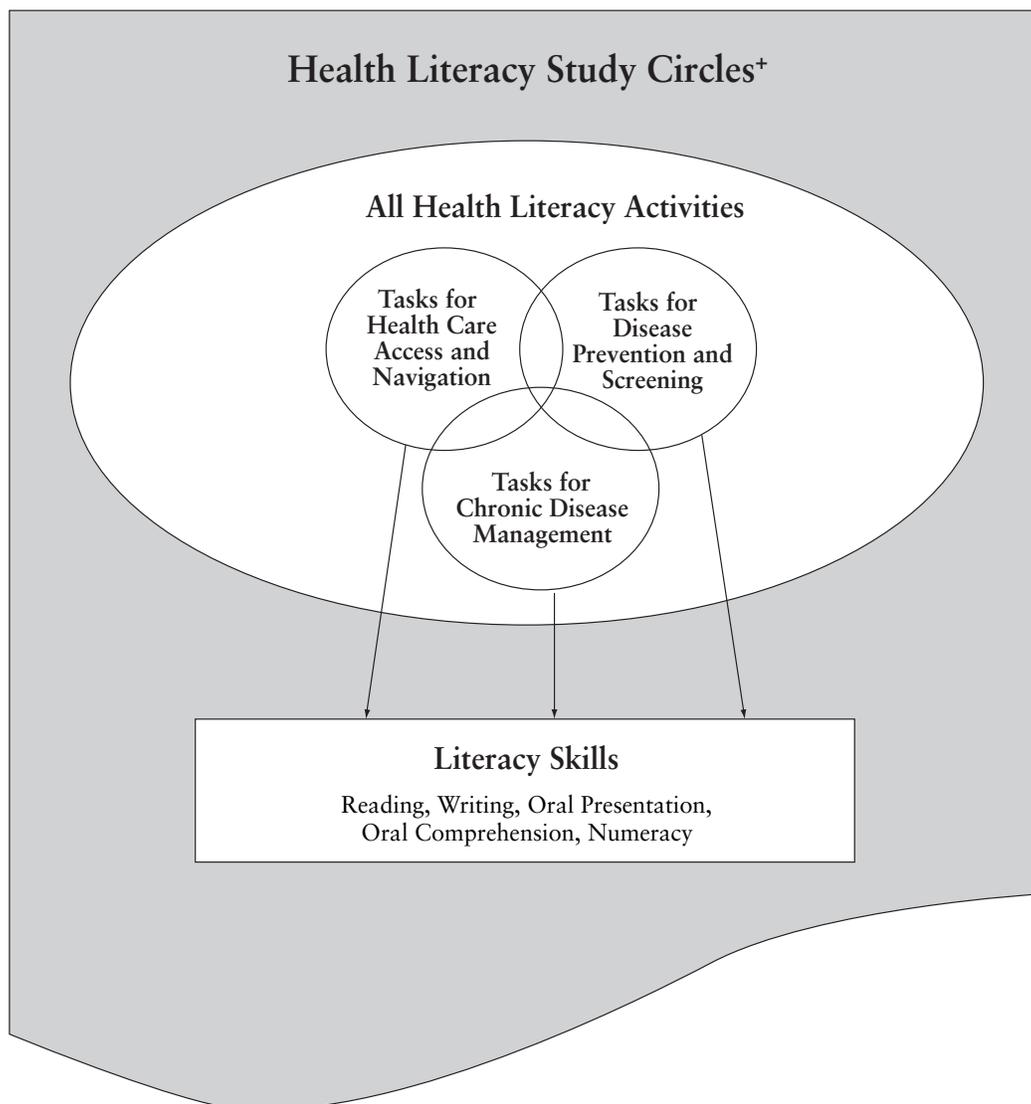
**Handouts:** You might want to refer to the handout titled Shared Goals but Different Roles in Health Literacy (sent out before Session One).

**Newsprints:** Health Literacy Study Circles<sup>+</sup> Graphic

#### *Introduce and discuss the Study Circle<sup>+</sup> Graphic*

- Take a few minutes to explain the rationale behind the development of the Health Literacy Study Circles<sup>+</sup>.
- Explain to participants that this graphic represents an overview of the Health Literacy Study Circles<sup>+</sup>.

- Briefly describe the parts of this graphic.
- **All Health Literacy Activities:** Point out that the larger oval represents a broad array of health literacy activities that take place at home, at work, in the community, and in health care settings. These activities include tasks and skills related to health promotion, health protection, disease prevention, health care and maintenance, and health care system navigation.
- **The Health Literacy Study Circles<sup>+</sup>:** The three smaller circles represent the three areas of critical importance documented in health research.



1. **Tasks for Health Care Access and Navigation** (with a focus on access to care): Poor people have limited access to health care, and minority population groups are more likely to face bias when trying to “navigate” through the health care system.
  2. **Tasks for Chronic Disease Management** (with a focus on care and maintenance): People without high school diplomas are more likely to die from chronic diseases than those with more education.
  3. **Tasks for Disease Prevention and Screening** (with a focus on early detection): Poor people and those from minority groups are less likely to use preventive services and screening programs.
- Note that these study circles could have addressed many different groups of health activities. These three areas were chosen because they have been highlighted as areas of the greatest health disparities in the United States. Improvements in each of these areas can help reduce existing disparities and improve the health of those who are poor, those without high school degrees or GEDs, and those who are from minority populations.
  - **Literacy Skills:** Educators understand and teach skills related to reading, writing, oral communication, and the application of basic math to everyday tasks. Chronic disease management involves tasks such as time management and measurement, and includes reading medicine labels and using charts, scales, calendars, and clocks. Point out that there will be a strong emphasis on using tables, lists, and charts (known as document literacy), and on basic math.
  - **Adult Educators’ Contributions:** Point out that effort is required on the part of both health care professionals and educators to fully address needed improvements in the areas of health care access and navigation, chronic disease management, and disease prevention and screening.
    - Highlight the fact that health professionals often focus on health content and on the actions people need to take, but rarely consider the skills that people need in order to understand health care information and to take appropriate actions.
    - Educators understand and teach skills related to reading, writing, oral communication, and the application of basic math to everyday tasks.

- The Health Literacy Study Circles<sup>+</sup> are designed to enable adult educators to make their contribution to health literacy by focusing on skills that fall within the realm of ABE and ESOL programs and can be applied to the three critical health areas.

***Conclude with the following statement:***

*Adult educators are not expected to become health experts and are certainly not expected to know about specific chronic diseases. However, adult educators are experts in literacy skill development and can teach many of the skills needed to manage any chronic disease.*

**Review the Study Circle<sup>+</sup> Goals, Objectives, and Agenda**  
(15 minutes)

**Discussion Methods:** Presentation by facilitator

**Handouts:** Skills for Chronic Disease Management: Goals and Objectives  
Session One Objectives and Agenda

***Briefly review the Goals and Objectives for this Study Circle<sup>+</sup>***

- Ask participants to review the handout titled Skills for Chronic Disease Management: Goals and Objectives that they received before Session One.
- Explain that this Health Literacy Study Circle<sup>+</sup> includes a practical component that requires participants to engage in classroom work between sessions. Note that the activities in this study circle are designed to support participants as they explore and develop materials that suit their teaching styles and their students' needs.
- During this study circle, participants will explore their students' needs and interests in relation to chronic disease management, teach sample lessons, and reflect on these experiences with peers. Participants will also work with peers to develop their own lessons, units, and strategies for integrating health literacy activities into their classroom programs.
- Ask if anyone has any comments or questions.

***Review the Objectives and Agenda for Session One***

- Distribute and review the Objectives and Agenda for Session One
- Ask if anyone has any comments or questions

## DISCUSSION & ANALYSIS ACTIVITIES

(1 hour, 30 minutes total including a 10-minute break)

**Reflect on Health Literacy Readings** (20 minutes)

**Discussion Methods:** Pair Discussion and Brief Report

**Handouts:** Development of the Guides to the Health Literacy Study Circles<sup>+</sup>

- *A Maturing Partnership* by Rima Rudd
- Participant Definition of Health Literacy

*Explain the process to be used for this first activity*

- Explain that participants will have an opportunity to share their thoughts about the following two readings sent out before Session One:
  - *Development of the Guides to the Health Literacy Study Circles<sup>+</sup>*
  - *A Maturing Partnership*
- Ask participants to pair up with someone they do not know (if possible) for a 5 to 8 minute discussion about the background readings. Highlight the fact that pair work offers a comfortable way for people to begin working together and sharing their thoughts.
- Let participants know that you will offer a one-minute warning before you ask them to stop their discussions.
- Let participants know that groups will be asked to report some insights gained from the readings.

*Give directions for the discussions*

- Begin by introducing yourselves to each other.
- Briefly share your reactions to the reading and focus on two questions:
  - *How did the readings change or support your own definition of health literacy?*
  - *What, if any, new insights did the readings offer?*

*Time the group discussions*

- A quiet room generally signals the end of discussion. Monitor the time and bring the pair discussions to a close within 5 to 8 minutes.

***Ask pairs to report back*** (10 minutes)

- Ask volunteers to report to the whole group and offer definitions of health literacy.
- Ask volunteers to report to the whole group and share insights gained.

***Summarize***

- Provide a brief summary of the comments after all volunteers have reported.
- Then ask participants to consider the implications of the following statement from the Institute of Medicine's report on health literacy:  
*“Health literacy is the intersection of social demands and individuals' skills.”\**
- Ask them to keep this statement in mind as they begin to look at the “demands” of managing a chronic disease.

**TAKE A 10-MINUTE BREAK**

**View and Discuss the DVD, *In Plain Language*, or View and Discuss Photographs (Alternate Activity)** (30 minutes)

**Discussion Methods:** Use a DVD as a trigger for a large group discussion  
**Materials:** The DVD is inside the front binder cover.

***Introduce and view the DVD, In Plain Language*** (20 minutes)

Note: If participants have already seen this DVD, you may want to substitute the alternate activity described on the next page.

- Explain that the DVD is used as a vehicle to set the stage for an expanded discussion of health and literacy. Thus, the DVD triggers discussion and provides a common context. The DVD deals with the topic of health literacy from several perspectives.
- Before you view the DVD, read or post the following questions to guide participants' viewing.
  - *What are some of the literacy-related challenges people face in everyday life?*
  - *What are some of the challenges related to managing a disease?*

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\*Nielsen-Bohlman L., Panzer A.M., Kindig D.A. (Eds). (2004). *Health Literacy: A Prescription to End Confusion*. Institute of Medicine, Washington, DC: The National Academies Press.

- Ask participants to pay particular attention to the brief stories of learners who are managing an illness (one managing her own and the other her daughter's).
- Play the DVD.

*Facilitate full group discussion* (10 minutes)

- First, ask for brief reactions to the DVD. Then pose the following questions for discussion:
  1. *People in the health field would tend to identify those adults in your classes as members of “at risk” population groups. Do you agree? Are they more “vulnerable” in regard to health than are others in our society?*
  2. *What health risks might people with limited literacy and a chronic disease face?*
  3. *If a colleague in your program asked, why would you say that health literacy is important for ABE/ESOL students?*

## **Alternate Activity: View and Discuss Photographs**

Use the following activity *if* study circle participants have attended another Health Literacy Study Circle<sup>+</sup> and seen the DVD, *In Plain Language*. This 30-minute activity replaces the DVD viewing and discussion.

### **View and Discuss Photographs**

(30 minutes)

**Discussion Methods:** Use photographs as a trigger for a large group discussion

**Handouts:** Photographs from the In-Class Needs Assessment Packet

**Newsprints:** Why Health Literacy Is Important for ABE/ESOL Students

*Facilitate small group discussions with a focus on photographs*

(15 minutes)

- Ask participants to form small groups of three (triads) for a discussion of common health-related activities.
- Distribute a packet of five photographs to each group.
- Ask each group to look at the photographs and describe what is taking place, and then answer the following questions:
  - *Have you (or anyone you know) experienced problems with any of these activities? If so, explain.*
  - *What kinds of problems might your students experience with these activities?*

*Facilitate a large group discussion* (15 minutes)

- Ask the following questions:
  - *People in the health field would tend to identify those adults in your classes as members of “at risk” population groups. Do you agree? Are they more “vulnerable” in regard to health than are others in our society?*
  - *What health risks might people with limited literacy and a chronic disease face?*
  - *If a colleague in your program asked, why would you say that health literacy is important for ABE/ESOL students?*
- Note responses on a newsprint.

## **Why Health Literacy is Important for ABE/ESOL Students**

**Discuss Experiences and Observations (30 minutes)****Discussion Methods:** An expanding discussion**Newsprint:** Challenges and Barriers in Managing Chronic Diseases

Explain that in this next activity, participants will explore their own experiences and observations with chronic disease management.

***Introduce the Expanding Discussion Method (5 minutes)***

The expanding discussion activity begins with a brief discussion in pairs (about 7 minutes), moves to a four-person discussion as two pairs come together (10 minutes), and then moves to the larger group. Be sure to offer a one-minute warning before asking participants to move on to the next step.

***Participants work in pairs (~ 7 minutes)***

- Ask participants to assemble in pairs and to choose someone they have not yet worked with.
- Ask each person to begin by listing the names of chronic diseases he or she knows something about. The list might include arthritis, asthma, diabetes, heart disease, HIV/AIDS, or lupus.
- Ask each person to think about someone he or she knows who has a chronic disease, and to briefly describe the kinds of tasks this person needs to do on a regular basis. For example, people with diabetes must look at the sugar content of everything they eat.
- After 3 minutes, remind participants to be sure that the second person has a chance to talk.

***Participants work in small groups of four (~ 8 minutes)***

- Ask each group of two to join with another group to form groups of four.
- Tell each group of four to begin with listing the chronic diseases discussed in pairs, and then briefly name the various tasks they identified (such as taking medicine, monitoring lung capacity, etc.).
- After just a few minutes, ask each group of four to name some barriers and challenges related to these tasks (for example, remembering to take medicine, using a tool such as a peak flow meter, making sense of the jargon in a patient education brochure).

***Report to the full group to generate a list and add to it (10 minutes)***

- **Record:** Ask for a volunteer to record group responses and generate a list on newsprint or on an overhead.

- **Report:** Ask a volunteer from each group of four to list the tasks and possible barriers they noted.
- Ask participants if they can add tasks and/or barriers to this list.
- Ask participants to think about their current students and speculate about which tasks might be difficult for them.
- Note that this study circle addresses many of these issues.

Challenges and Barriers in Managing Chronic Diseases	
Tasks	Challenges and Barriers Faced

***Introduce the In-Class Needs Assessment activity***

- Tell participants that the next activity is designed to help them prepare for work with their students. They will first need to gain some insight into the interests and challenges experienced by their students.
- Point out that, in the next part of this session, you will review a needs assessment activity that facilitates that process.

**PLANNING ACTIVITIES** (30 minutes total)**Prepare for the In-Class Needs Assessment Activity** (30 minutes)**Discussion Methods:** Presentation and full group discussion**Handouts:** In-Class Needs Assessment Packet

These activities will prepare participants to conduct a needs assessment in their classrooms between Sessions One and Two.

***Introduce the In-Class Needs Assessment activity*** (5 minutes)

- Explain that participants are being asked to try out an activity in their classrooms before the next session to learn more about their students' perspectives and experiences with managing chronic diseases.
- Ask participants to look at the handout titled Identifying Student Barriers and Challenges in Chronic Disease Management. This handout includes a cover sheet, some pictures and the accompanying lesson.
- Explain that you would like participants to use this activity in their classrooms as it is described in the lesson plan (or with some modifications if necessary).

***Give participants a few minutes to review the assessment activity*** (15 minutes)

Pose the following questions for discussion:

1. *Is this activity suited to your students' skill level, proficiency level, or level of comfort?*
2. *Where might your students have trouble?*
3. *How might you modify the lesson for your class?*
4. *Are there any barriers that would prevent you from trying out this activity with your students?*
5. *What suggestions do you have for overcoming some of these barriers?*
6. *What are the benefits of doing this activity?*

***Problem solve***

- If a number of participants anticipate difficulties trying out this lesson with their students, ask group members to offer suggestions for other ways to conduct a needs assessment on this topic.

- Remind participants that if their students raise questions that they cannot answer about specific diseases, they should not feel pressured to “read up” on particular diseases. For example, a student may wonder if cancer is considered a chronic or acute disease. The teacher may want to explain that, in general, any disease that you have to deal with over a long period of time is considered a chronic disease.
- Teachers may also want to encourage their students to address their questions about specific diseases by going to the library or searching on the Internet. Note that a list of resources for students is provided in the assessment packet.

***Review the assignment*** (10 minutes)

- Point out that the cover sheet of the In-Class Needs Assessment Packet has a description of the assignment. This assignment asks participants to complete the needs assessment with their students and then reflect on the assessment experience. Ask the participants to summarize their observations in writing and bring their notes to Session Two.
- Tell participants to consider the following things as they make their notes:
  - *The diseases identified by your students*
  - *The chronic disease management tasks identified by your students*
  - *The challenges/difficulties to chronic disease management identified by your students*
  - *Some of the skills that students might need to develop*

***Ask participants to find a partner for this assignment***

- Ask participants to find a partner for this assignment (perhaps someone they worked with in an earlier activity).
- Ask the pairs to exchange names and phone numbers so that they can speak with each other before and after completing the needs assessment with their students.
- Encourage them to:
  - Discuss the assignment and any problems they anticipate
  - Discuss how the assessment went
  - Share their findings and observations

**CLOSURE ACTIVITIES** (20 minutes total)**Session Review** (15 minutes)

**Discussion Methods:** Facilitated full group discussion, The Dance and the Balcony

**Handouts:** Session One Evaluation Form

***Content Review***

You may want to ask if anyone in the group is willing to summarize key content areas or make a statement about insights or new information. You or the volunteer will likely highlight the following:

- Developed our understanding of “health literacy”
- Considered chronic disease management and the challenges people face in this process
- Reviewed the assessment activity to be completed with students to learn about challenges they identify related to managing chronic diseases

***Discussion Methods Review – The Dance and the Balcony***

- Introduce the Dance and the Balcony metaphor. Explain that you would like to take a little time to reflect on the discussion methods – the way in which activities were structured during this session.
- Say to participants:
 

*Imagine that we have been dancing on a large open dance floor with a balcony above it. It is time to stop “dancing” and move from the dance floor to the balcony to look down and comment on our dancing.*
- Describe some of the discussion methods used to facilitate different activities during this session.
- Then ask participants to identify any of the discussion methods that they feel would be effective in their own classrooms. Use the following table to help you facilitate this discussion.

<b>Session One Discussion Methods</b>	<b>Activity Examples</b>
<b>Presentation</b>	Introductions and overview of the Health Literacy Study Circle <sup>+</sup>
<b>Small Group (Pairs) Discussion</b>	Review readings and health literacy definitions
<b>Report Out</b>	Share ideas from the small group discussions on readings and health literacy definitions
<b>Trigger and Facilitated Large Group Discussion</b>	View and discuss DVD or photographs
<b>Expanding Discussion (from small to larger groups)</b>	Discuss experiences and observations about managing chronic diseases
<b>The Dance and the Balcony</b>	Reflect on the discussion methods used during this session

### **Session Evaluation and Closing Notes (5 minutes)**

**Handouts:** Session One Evaluation Form

#### *Session Evaluation*

Distribute the Session One Evaluation Forms and ask participants to complete them. Collect the evaluation forms before the participants leave.

#### *Closing Notes*

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

# Notes

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