

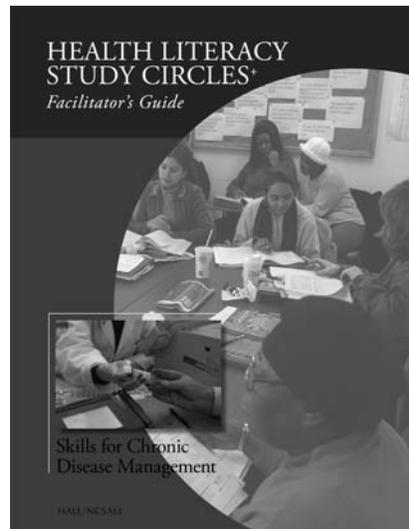
# Skills for Chronic Disease Management

## **SESSION FOUR: Planning Lessons, Units, and Evaluations**

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



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## SESSION FOUR: Planning Lessons, Units, and Evaluations

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**HALL/NCSALL 2005**

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# Notes to Facilitator

## About this Session

In some respects, the study circle process thus far has put the “cart before the horse” by having participants experiment with teaching lessons before developing an overall plan for integrating health literacy skills into their work.

The activities and follow-up assignment for Session Four will enable participants to move the “cart” back behind the “horse.” You will help them clarify their thinking about a health literacy unit – a set of six to eight lessons focused on a group of related skills needed for managing chronic diseases. Participants will also consider different ways to measure and document their students’ success in developing these skills

### Introductory Activities

The introductory activities of Session Four are designed to help participants understand the structure and content of the session. You will begin the session as you have done in prior sessions, with a presentation of the session’s objectives and agenda. Be sure to allow a few minutes for any questions or comments from the last session.

### Discussion and Analysis Activities

The discussion and analysis activities of Session Four provide opportunities for participants to share their teaching experiences and lesson ideas and to consider a health literacy unit plan. Participants then step back from the unit they have outlined to think about the results that they hope to achieve. You will help them consider ways to measure the success of their units.

### Planning Activities

The planning activities prepare participants to outline a unit and evaluation plan. Participants will develop drafts between Sessions Four and Five, and prepare to share their drafts in the final session of the Study Circle<sup>+</sup>. Once again, you will ask participants to form partnerships to discuss the assignment between sessions.

## Closure

You will review the session's activities and the discussion methods used during this session. You will also ask participants to complete an evaluation.

## The Group Discussion Methods

The discussion methods used in Session Four are designed to establish a relaxed atmosphere for sharing and for discussion.

- *Facilitated Small and Large Group Work:* Participants work in pairs, small groups, and facilitated large group activities.
- *Brainstorming:* Participants generate ideas and solutions without commentary so they can examine a broad range of topics.
- *The Dance and the Balcony:* Participants review and analyze the discussion methods used during this session.

# Overview: Session Four

## Objectives

During Session Four, participants will:

- Analyze the experience of creating and teaching a health literacy lesson
- Analyze lesson plans and unit ideas
- Examine and prepare to use a template as a planning tool
- Generate ideas for measuring success
- Prepare for the assignment between sessions

## Time

- 3 hours

## Session Four Agenda

### *Introductory Activities* (15 minutes)

- Welcome, Session Objectives, and Agenda

### *Discussion & Analysis Activities*

(2 hours, 10 minutes including a break)

- Share Teaching Experiences
- Share Unit Ideas
- Review the Unit Plan Packet
- – Take a 10-Minute Break –
- Develop an Evaluation Plan

### *Planning Activities* (20 minutes)

- Review the Assignment: Outline a Unit and Evaluation Plan

### *Closure Activities* (15 minutes)

- Session Review
- Session Evaluation and Closing Notes

## Materials and Preparations

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

### Newsprints (flip charts) or Overhead Transparencies (2)

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>▪ Unit Ideas</li> <li>▪ Evaluation Options</li> </ul>

### Handouts (3)

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

1. Session Four Objectives and Agenda
2. Unit Plan Packet includes the following materials:
  - Unit Plan Packet: List of Materials and the Assignment
  - Unit and Evaluation Plans: Issues to Consider
  - Overview: Health Literacy Unit Template
  - Health Literacy Unit Template
  - Sample Health Literacy Unit
  - An Evaluation Plan for your Health Literacy Unit
  - Evaluation Plan Template
  - Sample Evaluation Plan
  - Discussion Questions
3. Session Four Evaluation Form

### From Session Three

1. Lesson Reflection Sheet (with your notes about teaching your lesson)

## Session Four: Planning Lessons, Units and Evaluations



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

### **Welcome, Session Objectives, and Agenda** (15 minutes)

**Discussion Methods:** Presentation by facilitator

**Handouts:** Session Four Objectives and Agenda

#### *Welcome the group back and briefly review Session Three*

Remind participants that they shared their experiences teaching sample health literacy lessons during Session Three. They identified other skills they could teach in their classroom and considered ways that lessons could be organized into health literacy units. Between Sessions Three and Four, participants developed and taught their own health literacy lessons.

#### *Provide an overview of Session Four*

First, participants will share their experiences teaching lessons that they created. Then they will shift their attention to the development of health literacy units focused on skills needed for managing a chronic disease. They will also consider different ways to evaluate the effectiveness of their unit.

#### *Distribute the Session Four Objectives and Agenda*

- Review the objectives and agenda, and briefly describe the session activities.
- Ask if anyone has any comments or questions.



## DISCUSSION & ANALYSIS ACTIVITIES

(2 hours and 10 minutes total including the break)

### Share Teaching Experiences (30 minutes)

**Discussion Methods:** Small group work and discussion

**Handouts:** Lesson Reflection Sheet (handout from Session Three)

*Ask participants to work in small groups to discuss their teaching experiences*

- Ask participants to form small groups of two or three people to share experiences teaching their own health literacy lessons.
- Ask participants to use the questions from the Lesson Reflection Sheets they filled out after teaching their lessons to guide their discussions.
- Tell participants to take about 5 minutes each to give a brief overview of their lessons and allow time for reactions and questions from their group members. Each overview should include:
  - The focus or theme of the lesson
  - A brief description of the lesson (objectives, skills focus, and activities)
  - A brief description of their students' reactions to the lesson
- When people are meeting in small groups, try to sit with each group for a few minutes. Alert the groups when 5 minutes remain

**Note to Facilitator:** You may want to collect copies of the participants' lessons. If you have the time and resources, consider making copies of these materials to create a lesson packet for each participant that you can hand out during Session Five.

### Share Unit Ideas (30 minutes)

**Discussion Methods:** Facilitated group discussion

**Materials:** Newsprint paper and markers or overhead transparencies

*Facilitate a full group discussion about unit ideas*

- Ask participants to consider how their teaching experiences might help them design a health literacy unit. You might ask:
 

*How has your teaching experience helped you shape or re-shape your ideas about a unit to teach literacy skills needed to manage chronic diseases?*

- Tell participants that you would like to create a list of their ideas for health literacy units so that everyone can see the range of ideas.
  - Ask a volunteer to record the list on a newsprint or overhead transparency.
  - Ask each participant to name the focus/theme of his or her health literacy unit
- Ask a volunteer to comment on any patterns or areas of overlap on the list. For example, several units may focus on communication skills like talking to the doctor. Some units might focus on taking medicine.
- You may want to suggest other unit ideas:
  - Life Change: Adding Medicine to My Daily Routine
  - New Responsibilities: Developing a Partnership with My Doctor
  - Life as a Scientist: Observing and Recording Changes with My Chronic Disease
- Ask one or two volunteers to sketch out the sequence of lessons that make up his or her unit.

**Review the Unit Plan Packet (10 minutes)**

**Discussion Methods:** Facilitated presentation

**Handouts:** Unit Plan Packet

***Distribute and review the Unit Plan Packet***

- Explain that these materials were developed as tools to help participants plan and evaluate their units.
- Quickly review the contents of the Unit Plan Packet.
  1. Unit Plan Packet: List of Materials and the Assignment
  2. Unit and Evaluation Plans: Issues to Consider
  3. Overview: The Health Literacy Unit Template
  4. Health Literacy Unit Template
  5. Sample Health Literacy Unit
  6. An Evaluation Plan for your Health Literacy Unit
  7. Template for Evaluation Plan
  8. Sample Evaluation Plan
  9. Discussion Questions

- Explain that participants will draft their own health literacy units using the Unit Template as a guide. Participants should feel free to adapt the template to suit their own teaching needs and styles. They should also bring two copies of their unit plans to Session Five.
- Allow a few minutes for participants to review the Health Literacy Unit Template and to ask questions for clarification. If people need more time to review the template, tell them that you will be available during the break to answer additional questions.
- Explain that, after the 10-minute break, the group will discuss ways to evaluate their students' success in developing health literacy skills.

### TAKE A 10-MINUTE BREAK

#### **Develop an Evaluation Plan (50 minutes)**

**Discussion Methods:** Brainstorming, small group discussion, large group summation

**Materials:** Newsprint paper and markers or overhead transparencies

**Handouts:** From the Unit Plan Packet:

Sample Health Literacy Unit

Sample Unit Plan

Sample Evaluation Plan

Discussion Questions

#### ***Brainstorm ways to measure success (10 minutes)***

Facilitate a brief brainstorming activity focused on evaluation activities.

- Begin by asking the participants to think about how they generally determine the success of their lessons and units.
- Ask a volunteer to record ideas on a newsprint or overhead transparency.
- Encourage participants to generate ideas, and remind them that ideas will be listed without critique or commentary.
- Anticipate a list that includes many of the following:
  - *Administer a test.*
  - *Provide practice opportunities and observe.*
  - *Ask students to role-play.*
  - *Ask students how confident they feel about specific tasks (such as making an appointment over the phone).*

- *Give assignments that require students to apply new skills.*
- *Ask students to report back when they have used new skills.*

***Consider knowledge, perceptions, skills, and actions (5 minutes)***

- Ask participants to look at the Sample Health Literacy Unit and consider additional ways to measure success for their health literacy units.
- Explain that the unit design offers a focus on:
  - **Knowledge**, such as new vocabulary
  - **Perceptions**, such as increased sense of ability to ask questions
  - **Skills**, such as the ability to prepare a folder with needed information
  - **Actions**, such as completing a medical history or insurance form

***Examine ways to define and measure success (25 minutes)***

- Ask participants to form groups of four or five members to review and discuss the sample unit and evaluation plans.
- Hand out the Discussion Questions and give the following instructions:
  - *Read the Sample Health Literacy Unit so you can use the same example as you consider evaluations.*
  - *Review the Sample Unit Plan and the Sample Evaluation Plan.*
  - *Focus on the discussion questions provided in the handout. Keep in mind the variety of health literacy skills included in the samples as you discuss these questions.*
- Give the groups about 20 minutes for discussion. Make yourself available to help groups who need assistance thinking of possible strategies and methods for assessing and documenting changes.

***Summarize the work completed (10 minutes)***

- After the smaller groups have had an opportunity to share their ideas, offer the following point to the whole group:

*Your students might experience a number of changes as they build health literacy skills.*
- Ask participants to list examples:
  - One way to measure mastery of a skill
  - One way to measure an action taken outside the classroom

## PLANNING ACTIVITIES (20 minutes total)

### Review the Assignment: Outline Unit and Evaluation Plans (20 minutes)

**Discussion Methods:** Facilitated presentation

**Materials:** Unit Plan Packet (handed out earlier in this session)

#### *Briefly list accomplishments to date* (5 minutes)

- Note that participants have:
  - Conducted a needs assessment with their students
  - Identified skills their students are interested in developing
  - Taught lessons focused on health literacy skills in their classes
  - Considered a unit plan
  - Considered “success” and how to measure it

#### *Review assignment* (15 minutes)

- Tell participants that they will now bring all of these elements together to draft a health literacy unit and a plan for evaluating success. The health literacy unit should focus on skills related to managing a chronic disease.
- Ask participants to look at the first page of the Unit Plan Packet to review the assignment.
- Note that the Unit Plan Packet was designed to help participants create a unit plan and an evaluation plan. Encourage participants to use materials in the packet as a guide for the assignment.
- Ask participants to review the Unit Plan Packet now and ask questions or raise any issues or concerns they may have.
- Ask participants to look specifically at the Unit Template. Suggest that participants use the template to develop their units, but note that they may modify it as needed to better suit their individual styles.
- Remind participants to bring two copies of their unit and their evaluation plans to the next session.
- Ask participants to find partners for this assignment. They should plan to meet or have phone discussions as they work on this assignment to discuss any problems, review plans, and share observations.

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

### **Session Review** (15 minutes)

**Discussion Methods:** Facilitated group discussion

#### *Content Review*

Ask if anyone in the group is willing to summarize key content areas, or comment on insights or new information covered during this session. You or the volunteer will likely highlight the following:

- New lessons
- Teachers’ classroom experiences
- The unit template
- Definitions of “success” and measurement issues

#### *Methods Review*

- If needed, remind participants about the Dance and the Balcony activity.
- Refer to the following list to help you facilitate a brief discussion and evaluation of the different discussion methods used during this session.

<b>Session Four Discussion Methods</b>	<b>Activity Examples</b>
<b>Small and Large Group Work</b>	Share teaching experiences; share ideas for health literacy units and measurement options
<b>Brainstorming</b>	Consider ways to measure success
<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 Four Evaluation Forms

### *Session Evaluation*

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

### *Closing Notes*

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



**National Center for the Study of Adult Learning and Literacy**

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