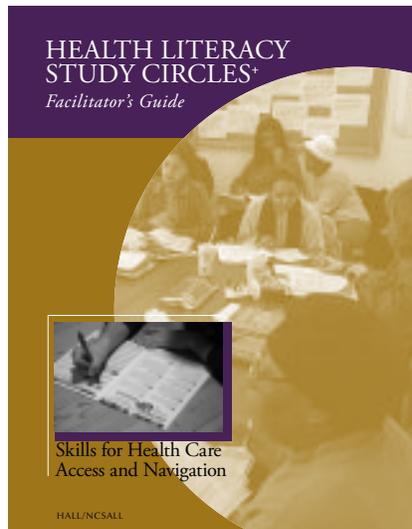


Skills for Health Care Access and Navigation

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

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

Skills for Health Care Access and Navigation



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Notes to Facilitator

About This Session

The first two sessions of this Study Circle⁺ focused on helping participants enrich their understanding of access and navigation issues in the health care system. During this session, you ask participants to review the sample lessons they taught and consider health literacy lessons and units they can develop to address health literacy skills needed by their students.

Introductory Activities

The introductory activities of Session Three are designed to help participants recap the work done in the previous session and introduce the activities for this session.

Discussion and Analysis Activities

The discussion and analysis activities begin with a review and discussion of the participants' experiences teaching sample lessons. After you introduce the idea of health literacy units, participants begin planning their own health literacy units. Their planning begins with considering the lists of health literacy skills related to access and navigation that they identified during Session Two and the needs of their students.

Planning Activities

The planning activities give participants an opportunity to begin developing their own health literacy lessons. With the whole group, you will ask participants to list the lessons they want to teach and choose one lesson idea. Participants then form partnerships to review a lesson plan template and begin developing their own lessons. As in previous sessions, you should encourage participants to continue their work together between sessions.

Closure Activities

At the end of Session Three, as in previous sessions, you will facilitate a review and evaluation activity. During these Closure Activities, 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 Three Evaluation Form and collect these forms before they leave.

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 your role as a 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. Knowing that this writing will not be read by anyone helps participants write freely.
- ***Brainstorm:*** A brainstorm activity stimulates a group to generate ideas or solutions. As the facilitator, you want to help people feel comfortable stating ideas without inhibition and without feeling judged. Therefore, during a brainstorm, you should ask participants *not* to comment on or evaluate the suggested ideas.

After you have listed the ideas on the board or on newsprint, you might ask participants to analyze the list in different ways. For example, they may group similar ideas together under different categories. They may then review the lists and order items in terms of importance, suitability, or difficulty.

- ***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 you have structured activities and encourage teachers to consider using some of these methods in their own classes.

Participants are asked to think of the activities they just completed as a “dance.” This review activity asks that they stop the dance and move up to the balcony to look down on the dance floor. They stop “dancing” and view the dance from a distance. From the “balcony” participants analyze the dance. They comment on and evaluate the discussion methods.

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 programs
- Develop ideas for health literacy units
- Begin to develop original lesson plans focused on health literacy skills

Time

- 3 hours (6 hours including lunch if you have planned for the extended session described on page 11 of the *Overview and Planning for Session One* booklet).

Session Three Agenda

The time suggested for activities is based on a three-hour session. You can expand any activity if you have more time.

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
- – 10-minute break –

Planning Activities (45 minutes)

- Planning to Teach Your Own Lessons

Closure Activities (15 minutes)

- Session Review and Evaluation

Materials and Preparations

- Newsprint (flip charts) and markers
- Overhead projector
- Post-it notes

Newsprints (flip charts) or overhead transparencies (3)

The following pages should be prepared on newsprint (flip charts) or copied on overhead transparencies. In the session notes we typically refer to these materials as newsprints but feel free to use overhead transparencies instead. Examples of newsprints are included within the session notes.

To be prepared ahead	To be completed during the session
<ul style="list-style-type: none"> ▪ Access and Navigation Tasks (from Session Two) 	<ul style="list-style-type: none"> ▪ Lesson Ideas ▪ Health Literacy Unit Ideas

Handouts (8, 9 for extended session)

Make copies of the following handouts before this session begins. Note that handouts are located in the “Materials” section for Session Three.

1. Session Three Objectives and Agenda
2. Developing a Health Literacy Unit
3. My Health Literacy Unit Ideas
4. Lesson Plan Template (2 pages)
5. Lesson Reflection Sheet
6. Session Three Evaluation Form

From Session Two:

7. Post-Teaching Reflection Sheets from the Sample Lesson Packet
8. The handouts titled Access and Navigation Tasks and Underlying Skills (tables completed in a small group activity during Session Two)

If an Extended Session is planned:

9. The handout titled Field Trip to a Local Hospital (from page 15 of the *Overview and Planning for Session One* booklet)

Session Three: Integrating Health Literacy Skills into Instruction



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INTRODUCTORY ACTIVITIES (15 minutes total)

Welcome, Session Objectives, and Agenda (15 minutes)

Discussion Method: Presentation by facilitator

Handout: Session Three Objectives and Agenda

Welcome the group back and review Session Two

Remind participants that in Session Two they focused on identifying access and navigation tasks and the specific skills needed to accomplish these tasks. The group determined which of the many skills identified were most appropriate for the ABE/ESOL classroom. In addition, participants had an opportunity to examine lessons that address access and navigation tasks and the underlying skills.

Provide an overview of Session Three

During this session, participants will reflect on their experiences teaching the sample lesson. Next they will consider other lessons that could be grouped together as a health literacy unit. Then they 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, 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

Handout: 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 (found in 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), teachers 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.
 - *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 (65 minutes)

Discussion Methods: Facilitated presentation, brainstorm, private reflection, small group and large group discussions

Handouts: Developing a Health Literacy Unit

Access and Navigation Tasks and Underlying Skills

(from Session Two)

My Health Literacy Unit Ideas

Provide an overview of the remaining study circle sessions (5 minutes)

Explain that so far during this study circle, participants have had opportunities to define and identify specific health literacy skills – those skills their students need to be more successful with gaining access to and navigating within the health care system.

This session sets the stage for the rest of this study circle. Participants begin to focus on ideas for health literacy units and lessons they can teach. For the rest of this session and the remaining two sessions, participants will begin to develop health literacy lesson and unit plans that they can use in their classrooms to address the needs of their students.

To prepare participants, you will first ask them to consider ideas for health literacy units. Then they will choose a lesson that they want to develop and teach before the next session. This will be one of the lessons in their unit.

Introduce the idea of health literacy units (5 minutes)

- Define a “health literacy unit” as
A set of six to eight separate but related lessons that address a set of skills needed for health care access and/or navigation.
- Distribute the handout titled Developing a Health Literacy Unit. Briefly review the examples of different ways to group lessons and generate unit ideas. Units can focus on:
 - an overall concept
 - a specific health literacy task
 - a specific health literacy skill

Brainstorm ideas for health literacy units (10 minutes)

- Post the newsprint titled Access and Navigation Tasks from Session Two.
- Distribute copies of the handouts titled Access and Navigation Tasks and Underlying Skills that participants completed during Session Two.
- Ask participants to review these lists and brainstorm ideas for units they could develop that focus on these skills.

Provide time for private reflection on health literacy units (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).
- Note that this activity forms the basis for the group discussion work which will follow.

Ask participants to form small groups of three to four people (20 minutes)

- Participants work in small groups to discuss and develop their health literacy unit ideas. Remind participants that their ideas need not be fully developed in order to be shared; it is fine to share tentative or sketchy ideas.
- After 5 minutes, remind groups to give everyone a chance to speak.
- During this time, you should visit different groups to provide support and suggestions. You may need to help people focus on skills and not on health content in their units.

Bring the whole group together (15 minutes)

Health Literacy Unit Ideas

- Post the newsprint titled Health Literacy Unit Ideas
- Ask for a volunteer recorder 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 related to health care access and navigation?*
 - (For example, ideas might include applying for insurance, finding a doctor, getting prescriptions filled).
- Ask one volunteer to describe his or her unit in more detail by listing the focus of several lessons within the unit.
- Explain that after the break, everyone will choose an idea for a lesson they want to develop and teach in their classroom.

TAKE A 10-MINUTE BREAK

PLANNING ACTIVITIES (45 minutes total)

Planning to Teach Your Own Lesson (45 minutes)

Discussion Methods: Large group work and pair work

Handouts: Lesson Plan Template
Lesson Reflection Sheet

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

Introduce the assignment (15 minutes)

The assignment for Session Four is to develop and teach a health literacy lesson focused on skills for health care access and/or navigation.

- Ask participants to take a few minutes to look over their list of lesson and unit ideas and choose one lesson that they want to develop and teach after this session and before the next meeting.
- Post the newsprint titled Lesson Ideas and ask for a volunteer to record names and lesson ideas on the newsprint.
- Ask each participant to name the skill they want to focus on in their lessons.
- Ask participants to find partners to discuss this assignment between sessions.

Health Literacy Unit Ideas	
Participant's Name	Skill Focus

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 begin developing their lessons.

- Ask the partners to exchange contact information (names, phone numbers, e-mail addresses) and set up a date/time to talk to each other between sessions.
- Distribute the handouts: Lesson Plan Template and the Lesson Reflection Sheets.
- Explain that this template was developed and used to create the sample lessons included in this study circle. Request that participants use the Lesson Plan Template to create their own lessons for consistency in our work and reviews.
- Ask partners to:
 - Review the Lesson Plan Template together to make sure they understand how to use the template to create their own lessons.
 - Review the Lesson Reflection Sheet.
 - Discuss the assignment and any problems they anticipate.
 - Note questions for clarification.
- During this time, you should 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)

- 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 and Evaluation (15 minutes)

Discussion Method: Facilitated full group discussion

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.

Methods Review

- If needed, remind participants of the Dance and the Balcony activity.
- Describe some of 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.

Group Discussion Method	Activity Examples
Pair Work	Discuss and analyze the teaching experience
Private Reflection	Reflect on skills and write down lesson ideas
Partners Work	Review the assignment and the Lesson Plan Template

Session Evaluation

Distribute the Session Three 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.
- Address any logistical issues related to Session Four.
- Post the date, time, and place for Session Four.

Note to Facilitator: If you have planned for an expanded session, please refer to page 11 of the *Overview and Planning for Session One* booklet.

Notes



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