Health Literacy

This Brief

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What Does It Mean to Have Health Literacy Skills?

Health literacy skills *means having the knowledge, skills, and ability to ask relevant questions to obtain and apply information, evaluate information for credibility and quality, communicate effectively, and make critical decisions to promote one's own health and well-being and that of one's family and community.*

Issue Brief
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Health literacy is the ability to find, understand, evaluate, communicate, and act on health information (Colman et al., 2011). It is dependent on context, culture, and the ability to communicate. The U.S. Department of Health and Human Services (HHS) defines health literacy as "the degree to which individuals have the capacity to obtain, process, and understand basic health information needed to make appropriate health decisions." (U.S. Department of Health and Human Services, 2010). Many low-literacy adults avoid seeking health care until they find themselves in emergencies, resulting in higher rates of hospitalization and use of emergency services (Baker, et al., 2002). Health literacy is a vitally important topic for adult learners. Addressing health literacy in the classroom enhances general literacy skills and language acquisition, and improves students' ability to evaluate health information, communicate with their health care providers, and make informed health decisions.

Health literacy is also determined by the skills of health professionals to communicate in ways people can understand (Al Sayah et al., 2014). Efforts to improve health literacy among adult learners must be matched by efforts on the part of the health care system to reduce complexity and improve communication (Brach et al., 2012). This is because health literacy is not the responsibility of the individual alone, but a matter of social responsibility.

Ultimately, having health literacy means having the ability to critically analyze and use health information to make decisions that have a significant impact on one's life, a skill best described as "critical" health literacy (Nutbeam, 2001). Health literacy occurs when information and services needed for health match the skills and abilities of those needing them (Parker, 2012). Having improved health literacy empowers adult learners to improve their health, their family's health, and the health of their communities.

Why Is Health Literacy Important?

Many adult learners must manage the health of others, such as young children or older parents, in addition to their own. Adult learners make health-related decisions every day, decisions that draw on their experience and knowledge of how to keep their families healthy, what to do when a family member is sick, and how to access and use health information and health care services. Promoting students' health literacy skills can help them to make these decisions more effectively.

Research shows that students with limited education and literacy skills have more health problems, less access to available health care services, greater difficulty understanding health information, and higher rates of hospitalization. In addition, those who do not speak English as their first language and are unfamiliar with the culture of the U.S. health care system face increased barriers at the intersection of health literacy, language, and culture. The literacy skills required to navigate the U.S. health care system are immense, and increasingly more demands are being placed on patients so that they can participate in making decisions and managing their own care (Durand et al., 2014; Hakami et al., 2018). This makes it even more important to have the skills to communicate clearly with health care providers, ask clarifying questions, evaluate the available information, and make informed decisions.

Only 3% of adults age 65 or older have proficient health literacy. Almost 50% (49%) of adults with less than a high school education have below basic health literacy. One study found 42% of adults with limited literacy skills did not understand instructions to "take medication on an empty stomach" (Davis et al., 2006)

The adult literacy system provides opportunities for adults to gain these critical skills. As adult learners work to build their general literacy, educators can support the development of the other skills that are necessary for their health literacy at the same time.

How Do You Implement the Skills That Matter in Health Literacy?

Regardless of context, the same underlying skills always matter in health literacy. Below are examples of instructional activities to foster development of the skills in the context of the adult literacy.

- **Critical thinking:** Students must have the skills and knowledge necessary to recognize barriers to good health, behavior, and social determinants (environmental conditions). Learners create and conduct a survey of class members' reasons for making choices or engaging in behaviors that are not good for them. Groups analyze data they collect around one health topic (e.g., exercise), create graphs, present findings, and summarize barriers to that behavior.

- **Communication:** Students must have the skills and knowledge necessary to communicate health information in ways people can understand (patient-provider communication; communicating health information to family and community). Learners work in small groups to develop a poster on a topic of their choice related to health and hygiene (e.g., hand washing, avoiding the flu). They also practice writing an email to inform their child's school about an absence due to illness.
- **Processing and analyzing information:** Students must have the skills and knowledge necessary to evaluate the accuracy and reliability of health information in the news and on the Internet. Learners fill out a handout that guides them to compare and contrast the information provided on two health information websites. They determine which of the two they trust more and explain their reasoning.
- **Self-awareness:** Students must have the skills and knowledge necessary to recognize cultural health beliefs and the culture of health care in the United States and to respect differences and diversity. Learners watch video clips describing what health care is like in different countries and share the differences they noticed between what they saw in the video, what they have observed in the United States and, if relevant, what their experience was in their home country.
- **Problem solving:** Students must have the skills and knowledge necessary to differentiate health care needs (prevention versus emergency) and be adaptable to difference health situations (staying healthy versus an emergency). Learners choose a specific illness on which to focus and then investigate what can be done to prevent that illness and what the treatment should be when someone has contracted it. They develop short "cheat sheets" that are compiled into a prevention and treatment booklet for everyone in the class.
- **Navigating systems:** Students must have the skills and knowledge necessary to access the U.S. health care system, including health insurance, and to use the Internet to navigate and access health information and services. Learners read a scenario about someone whose child has suddenly become ill and respond to guided questions about what action to take.

What Are Some Tips for Teaching Health Literacy in Your Classroom?

- **Create a supportive learning environment.** You do not have to be a health educator, imparting knowledge to your students, to effectively integrate health literacy skills into your classroom. Your goal is to create a learning environment that teaches the skills that matter in order to help adult learners find, understand, evaluate, communicate, and use health information for themselves and their families.
- **Draw on learner health beliefs, experiences, and knowledge.** Students sometimes learn best from one another. A learning environment in which students' contributions are valued will make them eager to share what they know and think, to value one another's ideas, and to learn and evaluate new information and incorporate new information into the decisions they make.
- **Collaborate with local health organizations.** Working with a local health organization provides opportunities for real-life experiences such as field trips and speakers. Such connections can improve students' knowledge about available services and build their confidence to move toward using these resources independently.
- **Prepare health professionals before they speak in your class.** Many health professionals and even health educators are not prepared to present information in ways adult learners will understand. Supply presenters with tips for communicating clearly. Use visual aids, define new words, and break information into manageable chunks.

- **Have students share what they learn with others.** The act of presenting health information to others can encourage students to share what they have learned with family and friends. It also gives learners opportunities to use new health information and reinforces what they have learned.

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Best Practices in Health Literacy: A Case Study

What Are Best Practices in Health Literacy?

- **Identify and collaborate with local community health organizations** to enhance your and your student's experience integrating health and literacy education. Working with a local health organization provides opportunities for teaching and learning outside the usual classroom routine, such as planning a field trip to a local hospital or inviting a local health educator to be a guest speaker. These activities provide real-world opportunities for the students to reinforce language acquisition and communication skills and link the students to local health information and services. You can prepare the students for these activities by generating a list of questions for them to consider during the field trip or presentations.
- **Prepare health professionals to work with English language learners at different levels** to ensure that guest speakers communicate clearly and meet learners' needs and interests. Many health professionals are not used to presenting information in ways English language learners can understand and use. You can meet with the speakers ahead of time to describe the literacy and language skills of the class and to give them tips for commutating clearly, such as avoiding medical jargon, defining new terms, and asking for student input during the presentation. To prepare the students, have them prioritize health topics of concern and share that information with your speaker ahead of time, and ask them to think critically about where they find information to help them problem solve health concerns in their families and communities.
- **Work with the students in a computer lab to find health information online.** Teachers are increasingly using the internet as a dynamic and engaging learning tool in the classroom. Students also see computers, e-mail, and the internet as essential tools. The internet is a rich source of health information, but not all the information found on the internet is true. Being able to assess health information on the internet is a critical skill. You can prepare the students for these activities by preteaching key vocabulary, such as defining *accurate* (true) and *reliable* (trustworthy), and by asking them what they would look for on a website that would tell them the information was accurate and reliable (e.g., when was the information last updated and is the website created by a trustworthy organization?).

Implementing Best Practices at Westwood Adult and Family Literacy Center

Westwood Adult and Family Literacy Center began as a literacy program for single parents and grew to be a multiservice program that provides immigrant and refugee families education and job readiness classes as well as immigrant and refugee services.

Westwood eventually merged with the International Institute of Eastfield to collectively serve the needs of immigrants and refugees.

The program offers English language classes all levels. Kelly teaches low intermediate and intermediate ESL classes in the evening. Her students come from all over the world, but most are from South and Central America. The program had received a grant and installed a state-of-the-art computer lab. The director encouraged teachers to use the computer lab and "teach with technology."

The Best Practices in Action

1. **Identify and collaborate with a health educator or librarian.** Kelly learned that a consumer health librarian working with the National Network of Libraries of Medicine was looking for opportunities to teach new immigrants how to find accurate and reliable health information on the internet. Kelly contacted the librarian, who described her desire to increase community access to online health information by teaching people how to use the internet to find accurate, reliable health information. Together they decided the librarian would present a class at Westwood's large new computer lab. Inviting a guest speaker will provide the students with an opportunity to practice **adaptability and willingness to learn and respecting diversity and differences**.

2. **Prepare health professionals to work with English language learners at different levels.** Kelly worked with the librarian before she came to teach. The librarian had a lot of experience teaching and training in the community but had not worked with new immigrants and other beginning level English language learners. Kelly told her about the students (where they were from, what languages they spoke, and what their level of English proficiency was). She also asked the librarian to speak clearly, use ordinary terms instead of medical jargon, define new works, avoid using acronyms, and just talk in plain everyday language. In addition to preparing the librarian, Kelly worked with her students to prepare them to take full advantage of the class time. Kelly began by asking the students what health topics concerned them (food and nutrition was a big one). She then asked the students where they look for information when they have a health question and how do they know the information is accurate and reliable. She said that being able to locate and assess health information on the internet would be the skill they would learn in the next class. As the students prepare for the guest speaker, they practice **critical thinking and communication**.

3. **Work with the students in a computer lab to find health information online.** Offering a lesson on how to find and evaluate health information on the internet gave

the students a great opportunity to use the computer lab and learn about and practice using new vocabulary related to health and computers. Kelly suggested the students work in pairs so there would be two students to a computer to help each other with the technology and language. The librarian introduced the students to websites designed for the public rather than for health professionals, as these websites were not as complicated to read and some had information available in different languages. She used a scavenger hunt activity to get the students to search through each website to find specific information listed on a worksheet, such as information about diabetes or a video showing you how to brush your children's teeth. The more advanced English speakers worked independently in English, while the beginning students helped each other out interpreting what the librarian was saying. At the end of the session, the librarian handed out a list of accurate and reliable websites to each student. Later that week, when Kelly heard students talking about the measles outbreak they heard about in the news, she gave them a homework assignment to use the websites they had learned about to find out more information about vaccine safety and when to have children vaccinated. This activity promotes **processing and analyzing information and navigating systems**.

Reflection Questions

1. How would you prepare a health professional to work with your students as a guest speaker?
2. How would you prepare your students to work with a health professional as a guest speaker (e.g., doctor, nurse, health educator, or consumer health librarian)?
3. How did the teacher manage multiple levels of English language proficiency among the students?
4. Which are the skills that matter you think are being developed in this activity?
5. What local health organizations or health professionals are available in your community, and how might you partner with them?
6. What health-related topics are of interest or concern to your students?

Health Literacy: Health Information and the Internet Lesson Plan

NRS Level(s): Low Intermediate ESL

Lesson Title: Health Information and the Internet	**Approximate Length of Lesson:** 1 hour and 30 minutes
Instructional Objective *(written in teacher language primarily derived from content standards and includes evidence of mastery)*: By the end of this lesson, the students will be able to: • Discuss how to get health information. • Explore websites and evaluate them for accuracy and reliability using a checklist.	**Learning Target Statements** *(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson)* for learners' exit tickets, learning logs, or reflection: • I can share how I get information on health issues. • I can decide if a health website is trustworthy.

ELA/Mathematics/ELP Standard(s) Addressed:	**ELA/Mathematics/ELP:** **CCR Level B:** R1: Ask and answer questions about a text. W6: Use technology to collaborate with others. **ELPS Level 3:** ELPS 2: Exchange information, ideas, and analyses. ELPS 3: Create oral presentations; write informational texts. ELPS 4: Construct a claim and provide reasons. ELPS 5: Research and share findings.

<table>
<tr><td>Central Skills Taught:</td><td>☐ Adaptability and Willingness to Learn
☑ Communication
☑ Critical Thinking
☐ Interpersonal Skills
☐ Navigating Systems</td><td>☐ Problem-Solving
☑ Processing and Analyzing Information
☑ Respecting Differences and Diversity
☑ Self-Awareness</td></tr>
<tr><td>Language Demands:
(Include academic language, language skills, etc.)</td><td colspan="2">Stating an opinion and supporting it with evidence. (I think this website is reliable because …)
Politely disagreeing (I don’t agree that it’s trustworthy for two reasons … I wonder if you’ve considered ...)
Describing confidence/uncertainty and posing questions (I’m not sure about this site. Is there a publication date for this information …? This site appears trustworthy because it is ...)</td></tr>
<tr><td>Assessing Mastery of the Objective(s) and Central Skills:
(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</td><td>Proof of Learning:
☑ Via observation of a team task (e.g., discussion, work on project)
☐ Via team self-assessment
☐ Via individual self-assessment
☑ Via team product
☐ Via individual product
☐ Other_____</td><td>Proof of Learning Tools:
☑ Rubric
☐ Checklist
☐ Quiz
☐ Other_____</td><td>Ongoing Formative Assessment
☐ Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)
☐ Peer-to-peer quizzing
☑ Exit/admit tickets
☐ KWL charts
☐ Other _____</td></tr>
<tr><td>Adaptations and/or Accommodations:
(How will you increase access to the content of the lesson? Identify differentiation strategies.)</td><td colspan="3">This lesson works well with the "Financial Literacy: Lesson Plan Using Project-Based Learning” on eating healthy on a budget, but you may want to make this lesson a little shorter.
Beginner: Work with a classroom volunteer, more advanced learner, or computer lab assistant to offer a prelesson on digital literacy basics and the computer lab.
Advanced: Have the students work more independently and at a faster pace and extend the lesson by having them search the MedlinePlus website for information on a health topic of their choice.</td></tr>
</table>

		Before the lesson: Visit the websites listed on the student handout Health Information Websites (Appendix A) and familiarize yourself with these sites. Display the MedlinePlus website on the screen. On the board, write the words *accurate*, *bias*, and *reliable* for future reference. **When the students arrive:** Have the students sit at a computer station in pairs. Be sure at least one person in the pair is experienced in basic computer use and internet searches. **Warm-up:** Ask the students where they get health information? Do they ask their family and friends? Do they ask their doctors or other health care providers? Do they search the internet? Have the students talk in pairs at first and then elicit several responses in the whole group. Take care to promote an atmosphere of acceptance and respect, as these are culturally bound questions. **Vocabulary:** Emphasize that internet health websites are an important resource for health information. Ask the students how they know the health information they find on the internet is accurate and reliable? Have the students define the terms *accurate* (correct) and *reliable* (trustworthy). Add the word *bias*. Ask student how they know if a website is biased? Have the students define the term *bias* (opinion or point of view). Refer to the words on the board and define them for the students using clear examples.	**CENTRAL SKILLS** • Communication • Critical Thinking • Respecting Differences and Diversity	**MATERIALS**
		Refer the students to the MedlinePlus website. Tell them that this is an example of an accurate and reliable health information website. Walk them through the website, pointing out things that show that it is reliable and accurate (who it is created by, date last updated, the purpose of the website, etc.). Then go to the Natural News website (http://www.naturalnews.com/). Ask the students to point out what they notice is different between it and the first site. Tell them that this is an example of an inaccurate and unreliable health	• Communication • Critical Thinking	• Computer lab with live access to the internet • Computer with projector and screen for teacher demonstrations

	Timing: 30 minutes	information website. Walk them through the website and point out how difficult it is to find answers to the same questions. Ask the students what they should look for on a website to determine if the information is accurate and reliable. Have the pairs of students brainstorm a list, then have each pair share with the group. Write the responses on a whiteboard for all to see. Title the list "Checklist to Evaluate Websites." Place a star next to ideas suggested by more than one group. Add the following questions if no one suggests them: • Who created the website? Do you trust this source? • When was the website last updated? Is the information current? • Is the website user-friendly? Is it easy to read and understand? • What is the purpose of the website? Is the information biased in any way? Connect to the previous vocabulary work defining *bias*, *accurate*, *reliable* to solidify understanding of these terms. Give each student a copy of the student handout Checklist to Evaluate Websites (Appendix B). Compare this list to the list the students brainstormed. In pairs, have the students review this list and compare it to the class-generated list. What's new? What's missing? What's unclear? In the group as a whole, respond to any lingering questions and comments about the website evaluation criteria.		• Checklist to Evaluate Websites handout (Appendix B)
	Guided Practice: *Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or*	Have the students practice what they learned. Have the students go to the MedlinePlus Website https://www.medlineplus.gov. They can either type the URL or name of the website into the search box. Check to be sure everyone is on the correct website before proceeding. Tell the students that although you told them that this website is accurate and reliable, it is important for them to check	• Communication • Critical Thinking • Processing and Analyzing Information	• Computer lab with live access to the internet • Computer with projector and screen for

	other learning activities to support learners' success? **Timing: 20 minutes**	for themselves. Have pairs answer the questions on the Checklist to Evaluate Websites to assess the website's accuracy and reliability and then have them summarize their findings. Have the pairs report their answer to each question to the whole group.		teacher demonstrations • Checklist to Evaluate Websites (Appendix B)
	Application/Extended Practice: *What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?* **Timing: Flexible but at least 10 minutes for pairs to explore one site with checklist**	Provide the students with a list of other health information websites. These might include National Institutes of Health (https://health.nih.gov/), Mayo Clinic (http://www.mayoclinic.com/), WebMD (https://www.webmd.com/), Talk International (http://www.talkinternational.com/), and Doctor Yourself (http://doctoryourself.com/). Working in pairs, the students should navigate to one or more of these sites and assess their accuracy and reliability. Provide a blank checklist to guide their work.	• Communication • Critical Thinking • Processing and Analyzing Information	• Computer lab with live access to the internet • Checklist to Evaluate Websites handout (Appendix B)
	Student Reflection on Learning Targets, Closure, and Connection to Future Learning **Timing: Amount needed to allow each pair to share for 2–3 minutes**	Have student pairs share about one website they looked at. Have them answer these questions: • Did you find a website you trust? What makes you say that? Give 2 or 3 reasons. • What's something that surprised you? • What's something that is confusing?	• Self-Awareness	

Appendix A. Health Information Websites

Use the Checklist to Evaluation Websites to be sure these health information websites are accurate (correct) and reliability (trustworthy).

- **Centers for Disease Control and Prevention**
  www.cdc.gov
  Provides health information on many topics, including diseases and conditions, healthy living, environmental health, and workplace health

- **HealthFinder**
  www.healthfinder.gov
  Includes health information on a large variety of health topics, online tools and quizzes, and advice on where to finding health services and health insurance.

- **KidHealth**
  www.kidshealth.org
  Provides health information for kids, teens, and parents and offers opportunities to learn about basic anatomy, look up specific illnesses, and play health games

- **MedlinePlus**
  www.medlineplus.gov
  Offers easy-to-read health information in English and other languages (full site is available in Spanish)

Appendix B. Checklist to Evaluate Websites

Use this checklist to evaluate health information websites. If you check yes on all of the questions, the website is accurate (correct) and reliable (trustworthy).

□ Yes □ No Is the website easy to read and use?

□ Yes □ No Is the website from an organization you trust?

□ Yes □ No Has the website been updated in the past year?

□ Yes □ No Is the purpose of the website clear?

□ Yes □ No Is the information on the website biased?

□ Yes □ No Is the information correct and error-free?

Health Literacy: What is Good Health? Lesson Plan

NRS Level(s): Low Beginning ESL

Lesson Title: What is Good Health?	**Approximate Length of Lesson:** 2 hours
Instructional Objective *(written in teacher language primarily derived from content standards and includes evidence of mastery)*: By the end of this lesson, the students will be able to: • Identify several healthy activities and less healthy activities. • Talk about ways to stay healthy as well as barriers to good health, using key phrases to clarify meaning and to extend polite conversation. • Write (as time and proficiency allow) about healthy activities. • Begin thinking about healthy living in terms of categories (nutrition, lifestyle, health care, etc.).	**Learning Target Statements** *(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson)* for learners' exit tickets, learning logs, or reflection: • I can talk about healthy and unhealthy activities with my classmates. • I can name something that's good to do "in moderation." • I can name categories of health. • I can write about my healthy activities. • I can find trustworthy health information on the internet.

ELA/Mathematics/ELP Standard(s) Addressed:	**ELA/Mathematics/ELP:** **CCR Level A:** W2: Write text with topic and some facts. SL1: Participate in collaborate conversation, follow rules, build on others' talk, ask questions to avoid confusion. L4: Determine meaning of new words. L6: Use vocabulary acquired through various means. **ELPS Level 1:** ELPS 1: Identify key words and phrases.

	ELPS 2: Actively listen, participate in short conversations, respond to questions. ELPS 7: Notice formal and informal language, recognize meaning of words.		
Central Skills Taught:	☐ Adaptability and Willingness to Learn ☑ Communication ☑ Critical Thinking ☑ Interpersonal Skills ☐ Navigating Systems	☑ Problem-Solving ☐ Processing and Analyzing Information ☑ Respecting Differences and Diversity ☑ Self-Awareness	
Language Demands: *(Include academic language, language skills, etc.)*	Clarification phrases such as these: • I'm sorry, could you say that again? • I didn't understand. • Could you repeat that? Conversational phrases such as these: • Oh, that's interesting. • Is there anything else you'd like to add? • Thank you for talking to me. Vocabulary related to healthy activities, including academic words such as *moderation*, *category*, and *habit.*		
Assessing Mastery of the Objective(s) and Central Skills: *(Indicate when and how assessment—formative and/or summative—will occur during the lesson.)*	**Proof of Learning:** ☑ Via observation of a team task (e.g., discussion, work on project) ☐ Via team self-assessment ☐ Via individual self-assessment ☐ Via team product ☐ Via individual product	**Proof of Learning Tools:** ☐ Rubric ☐ Checklist ☐ Quiz ☑ Other Mingle grid, writing sample	**Ongoing Formative Assessment** ☐ Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) ☐ Peer-to-peer quizzing ☑ Exit/admit tickets ☐ KWL charts ☑ Other Mingle activity, writing sample

	☑ Other_____		
Adaptations and/or Accommodations: *(How will you increase access to the content of the lesson? Identify differentiation strategies.)*	**Students with lower levels of language/print literacy:** Continue to use pictures of activities to help these students generate health-related vocabulary. Maintain a student-created word bank of health-related vocabulary and display the word bank in the classroom or on a "health wall" in a common area. Refer to it often. **To provide more challenge:** Have the students write more complex sentences or a paragraph about what they do to stay healthy. They can add pictures to their final drafts and display them on a "health wall" in a common area.		
Introduction: How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals. **Timing: 20 minutes**	Ask the class: What does it mean to be healthy? Write the word *healthy* on the board. Elicit conversation around healthy activities (such as walking, eating vegetables, drinking water, sleeping, exercise). Use large color photos of healthy activities to help the students remember/learn this health-related vocabulary. Write these words on large cards as they are identified by the students, and show how the word labels the photo to form a match (photo of people walking and *WALKING* written on a card). Show a number of photos of less healthy activities as well and elicit what is happening in the photo (smoking, eating junk food, drinking a lot of alcohol, watching TV, being angry or stressed). With student input, create labels on cards for these activities as well. Talk about the word *moderation*. Explain that it means "a little but not too much." Connect the idea of moderation to eating fast food, drinking alcohol, eating sweets, etc. Ask the students what else should be done in "moderation"? Elicit ideas around moderation, such as "It's ok to have dessert or to get angry sometimes, but all the time can be hard on your body."	**CENTRAL SKILLS** • Communication • Critical Thinking	**MATERIALS** • Large photographs of healthy and unhealthy activities • Cards for making vocabulary matches • White board and markers for instructor • Pencil and paper for each student

		Introduce the unit by saying, “Today and for many classes, we will be learning about how we can stay healthy. It can be difficult to stay healthy when there are so many unhealthy things to eat, so little time for exercise, and life is so stressful! We’ll talk about this problem together: ‘How can I stay healthy, and how can I help keep my family healthy?’”		
	Explanation and Modeling: *What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?* **Timing: 30 minutes**	Conduct a number of interactive vocabulary tasks to practice the health-related words introduced in the previous section. Examples include the following: • Pass out the photos and ask the students to demonstrate comprehension nonverbally: “Show me ‘drinking water,’ show me ‘Go to an exercise class,’ show me ‘Visit the doctor.’” • Pass out the word cards to one half of the room and photos to the other, then have the two groups match words and photos by mingling. Say the vocabulary words to the class and ask whether they do this activity. (Do you exercise? Do you sleep enough? Do you drink alcohol in moderation?) • Use Total Physical Response to practice the new vocabulary (a student must act out one of the words until the class guesses it). Have the students ask each other a follow-up question when they guess the word. “Eat too many sweets!” “Lola, do you sometimes eat too many sweets? Or do you eat sweets in moderation?” • Toss a bean bag to a student and ask a question like, “Ahmed, do you eat vegetables every day?” The student answers and then passes the bean bag to another student and asks another question, and so on. Continue to practice oral language and vocabulary recognition and continually ask the students (and have them ask each other) if/how they take part in the activities used during the various vocabulary tasks. Keep the conversation going by asking, “Do you exercise? How often?” “How much do you sleep?” “Where do you walk?”	• Communication • Self-Awareness	• Large photographs of healthy and unhealthy activities • Cards for making vocabulary matching terms

		NOTE: Frequently model the use of phrases such as these: • Oh, that's interesting. • Is there anything else you'd like to add? What else? • Sorry, I didn't catch that, can you say it again? • I didn't understand. • Thank you for sharing! Post the photos and cards on a wall for a reference.		
	Guided Practice: *Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?* **Timing: 20 minutes**	Show a simple mingle grid (Appendix A) with these questions and space for 3 or 4 people to fill in the following information: • Name • How do you stay healthy? • What is difficult for you about staying healthy? Model filling this in via a projector or on the board (e.g., "I do yoga," "I really like cake!" etc.). Now, pass out copies of the empty grid and have the students fill out the first line about themselves. Circulate to check the students' understanding. In preparation for the mingle, generate and practice together common phrases that might be needed: • I'm sorry, could you say that again? • I didn't understand. • Can you repeat that? • Oh, that's interesting. • Is there anything else you'd like to add? • Thank you for talking to me.	• Communication • Interpersonal Skills	• Mingle grid (Appendix A)

		Write these clarification and interpersonal skills phrases on a poster or board for safekeeping. Model how the mingle will go with a student or volunteer 2 to 3 times. Practice asking the questions for the mingle once more, focusing on pronunciation.		
	Application/Extended Practice: *What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?* **Timing: 30 minutes**	The students now mingle, and each student asks three or four other students these questions, writing down their answers. Circulate and assist the students as needed, listening for common responses. As the students conclude the mingle activity, write the word *health* on the board in a circle or bubble. Tell the students you are going to make a "concept map" of their responses. Elicit some of the common responses to the mingle questions. As students tell you, add bubbles for categories such as nutrition, lifestyle, health care, and environment. Tell the students these are the health categories that are going to be discussed in the coming days and weeks! Have the students repeat the names of the categories to a partner and remember what each means. • Nutrition means food we eat. • Lifestyle means choices we make (like smoking, exercise). • Health care means doctors and medicine. • Environment means the physical parts of our community (like water, parks, and air).	• Communication • Critical Thinking • Interpersonal Skills • Respecting Differences and Diversity	• Mingle grid (Appendix A)
	Student Reflection on Learning Targets, Closure,	**Extended learning with writing:** If time allows, or if the students would like to continue at home, have them write a sentence (or a	• Communication • Problem Solving	

	and Connection to Future Learning **Timing: 20 minutes**	few sentences) about how they stay healthy. Prompts might include these: • What is easy for you to do to stay healthy? • What is difficult? • What do you worry about? • What are you proud of? **Closing:** For each of the following questions, have each student give an answer to you or a volunteer upon leaving the room or write it on an exit ticket (depending on time and literacy level): • What is one healthy thing you can do tonight? • Which health category on the board is the most interesting to you (nutrition, lifestyle, etc.)?		

Appendix A. Mingle Grid

Name:	**Name:**	**Name:**	**Name:**
How do you stay healthy?	**How do you stay healthy?**	**How do you stay healthy?**	**How do you stay healthy?**
What is difficult for you about staying healthy?	**What is difficult for you about staying healthy?**	**What is difficult for you about staying healthy?**	**What is difficult for you about staying healthy?**

Health Literacy: The Cost of Smoking Integrated and Contextualized Learning Lesson

Background: This approach to teaching health literacy is designed to be relevant to students studying for high school equivalence examinations. The lesson integrates information about the harmful effects of smoking with practicing math, specifically solving word problems and interpreting graphs.

NRS Level(s): Low Intermediate Basic Education, Low to High Intermediate ESL

<table>
<tr><td>Lesson Title: The Cost of Smoking</td><td colspan="2">Approximate Length of Lesson: 80 minutes</td></tr>
<tr><td>Instructional Objective (written in teacher language primarily derived from content standards and includes evidence of mastery):
By the end of this lesson, the students will be able to:
• Process and analyze data about the cost of smoking.
• Think critically about smoking as a threat to good health.</td><td colspan="2">Learning Target Statements (written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:
• I can analyze information about costs.
• I can solve word problems using multiplication.
• I can interpret graphs with information and data.
• I can talk about smoking and its impact on health.</td></tr>
<tr><td>ELA/Mathematics/ELP Standard(s) Addressed:</td><td colspan="2">Main Standards Addressed:
CCR Level C:
R7: Evaluate content presented in diverse formats.
Math, Number and Operations, Level C: Use place value understanding and properties of operations to perform multi digit arithmetic.

ELPS Levels 4 and 5:
ELPS 1: Cite specific details and evidence from texts.
ELPS 2: Participate in extended discussions. Express self clearly and persuasively.</td></tr>
</table>

<table>
<tr><td>Central Skills Taught:</td><td>☐ Adaptability and Willingness to Learn
☑ Communication
☑ Critical Thinking
☐ Interpersonal Skills
☐ Navigating Systems</td><td>☐ Problem-Solving
☑ Processing and Analyzing Information
☐ Respecting Differences and Diversity
☑ Self-Awareness</td></tr>
<tr><td>Language Demands:
(Include academic language, language skills, etc.)</td><td colspan="2">Use academic language to talk about health data, such as According to the chart …, The data indicate …, Health experts agree …, It appears that smoking leads to…, Doctors attribute smoking to …, etc.

Use domain-specific academic vocabulary such as coronary, pulmonary, mortality rate, attributed to, etc., to talk about smoking and its impact on health.</td></tr>
<tr><td>Assessing Mastery of the Objective(s) and Central Skills:
(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</td><td>Proof of Learning:
☐ Via observation of a team task (e.g., discussion, work on project)
☐ Via team self-assessment
☐ Via individual self-assessment
☑ Via team product
☑ Via individual product
☐ Other_____</td><td>Proof of Learning Tools:
☐ Rubric
☐ Checklist
☐ Quiz
☑ Other <u>Multiplication Worksheet and Graph Interpretations</u></td><td>Ongoing Formative Assessment
☐ Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)
☐ Peer-to-peer quizzing
☑ Exit/admit tickets
☐ KWL charts
☐ Other _____</td></tr>
<tr><td>Adaptations and/or Accommodations:
(How will you increase access to the content of the lesson? Identify differentiation strategies.)</td><td colspan="3">Support students' academic language with sentence prompts, such as According to the data …, The chart indicates that …, Can you explain how you came to that conclusion? etc.
For lower level students: Use visuals to support vocabulary or adjust the pie chart and follow-up questions to show fewer categories at once to avoid overwhelming the students. Complete one word problem at a time. Read each word problem aloud. Have the students complete the calculation and check their work before moving on to the next problem. Back up and review multiplication as needed.

For more advanced students: Have the students complete the word problem calculations independently. They can also do additional research on smoking-related illnesses as well as rates for</td></tr>
</table>

	smoking and related diseases/deaths in their local area. The teacher can provide the students with the state health department websites or related public health sites, for example, and ask more advanced students to gather and share their findings with the class. Comparisons might be made with other states and/or countries around the frequency of smoking and its impacts on health. Cultural norms regarding smoking (age, gender, where it's okay/not okay) make for an interesting discussion as well!		
Introduction: How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals. **Timing:** 10 minutes	Ask the students if they know how much smoking costs. How would they figure it out? Discuss the different types of costs this might involve (financial, health, social, etc.). Explain to the students that they will be solving word problems while analyzing information about the cost of smoking and that then they will practice interpreting graphs while analyzing information about the health effects of smoking.	**CENTRAL SKILLS** • Critical thinking • Self-awareness	**MATERIALS**
Explanation and Modeling: *What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?* **Timing: 20 minutes**	Give students copies of the Multiplication Practice handout (Appendix A). Students practice multiplication by calculating the weekly, monthly, and annual costs of smoking. Complete the first word problem together as a group. Then have students complete the remaining word problems independently. Have students correct their own answers as you review the correct answers and calculations as a large group.	• Critical thinking	• Multiplication practice (Appendix A)
Guided Practice: *Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or*	When they are done, give the student copies of the Interpreting Graphs handout (Appendix B). The students work in small groups to answer the questions. Discuss the answers to each question with the whole class. Have each small group answer one question and explain where on the graph they found the information.	• Critical thinking • Processing and analyzing information	• Interpreting graphs (Appendix B)

	Application/Extended	Following the activity, ask these questions to promote processing and analyzing of information, communication, critical thinking and self-awareness: • What are the financial costs of smoking? • How much would Julie, Maria, Frankie, and Stan save if they did not smoke? • What could they do with the money they saved? • What are the health costs of smoking? • If someone wanted to quit smoking, where could they go for help?	• Communication • Critical thinking • Processing and analyzing information • Self-awareness	
	Student Reflection on Learning Targets, Closure, and Connection to Future Learning **Timing:** 5 minutes	**Exit cards** Ask each student to write down one thing they learned, one thing that surprised them, and one question they still have on an index card and return it to you as they exit the classroom.	• Self-awareness	• Index cards for exit tickets

Appendix A. Multiplication Practice

Practice multiplication by calculating the cost of buying cigarettes.

1. Julia buys six packs of cigarettes each week. Each pack costs $5.00. How much does Julia spend on cigarettes each week?
   a. $15.00
   b. $24.00
   c. $30.00
   d. $35.00

2. Maria buys six packs of cigarettes each week. Each pack of cigarettes costs $6.50. Calculate how much Brenda spends on cigarettes in 1 month (1 month = 4 weeks).
   a. $38.00
   b. $76.00
   c. $124.00
   d. $156.00

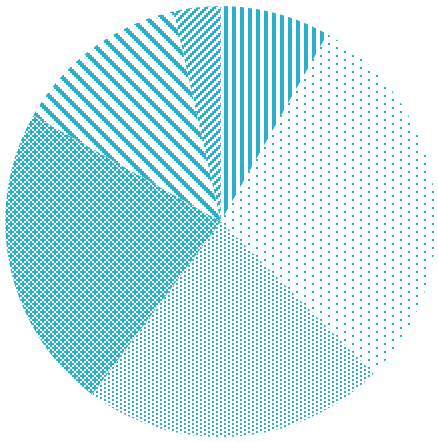
3. Frankie buys seven packs of cigarettes each week. His cigarettes cost $7.25 per pack. Calculate what Frankie spends on cigarettes each year (1 year = 52 weeks).
   a. $50.75
   b. $377.00
   c. $983.50
   d. $2,639.00

4. Stan buys three cartons of cigarettes each week for himself and his wife. Each carton (10 packs of cigarettes) costs $52.00. How much do Stan and his wife spend on cigarettes in 1 year (1 year = 52 weeks)?
   a. $8,112.00
   b. $5,124.00
   c. $2,704.00
   d. $978.00

Appendix B. Interpreting Graphs

Annual Deaths Due to Smoking Cigarettes
United States 2005–2009

Data Source. "Tobacco – Related Mortality," Centers for Disease Control and Prevention, https://www.cdc.gov/tobacco/data_statistics/fact_sheets/health_effects/tobacco_related_mortality/index.htm#diseases, accessed June 21,2019.



Each Year About 480,000 Deaths in the U.S. Are Attributed to Cigarette Smoking

1. Other Cancers – 36,000
2. Lung Cancer – 127,700
3. Coronary Heart Disease – 99,300
4. Chronic Lung Disease – 100,600
5. Other Diseases – 58,100
6. Stroke – 15,300

Smoking harms human health and is the leading preventable cause of death in the United States. Based on the data in the pie chart, answer the questions that follow.

1. **About how many deaths each year are due to smoking-related disease?**

   _____

2. **Which disease kills about 99,300 people who smoke each year?**

   _____

3. **About how many smoking-related deaths each year are due to cancer (lung and other cancers)?**

   _____

4. **About what percentage of smoking-related deaths each year are due to lung cancer?**

   _____

5. **Write a sentence to describe what information this pie chart shows.**

   _____

   _____

   _____

Health Literacy: Barriers to Successful Patient-Doctor Communication Problem-Based Learning Lesson

Background: The Díaz family faces challenges navigating the U.S. health care system, in part because have difficulty communicating with their doctor. The students read the Díaz family story and work in small groups to develop possible solutions.

NRS Level(s): Low to High Intermediate Basic Education, High Beginning ESL

Problem Addressed: Barriers to Successful Patient-Doctor Communication	**Approximate Instruction Time:** 75 minutes
Instructional Objective *(written in teacher language primarily derived from content standards and includes evidence of mastery)*: At the conclusion of this lesson, the students will be able to: • Process and analyze information to identify barriers people face accessing health care and navigating the U.S. health care system. • Think critically about the problems that students face communicating with health professionals and possible ways to overcome those problems. • Strengthen interpersonal communication skills by discussing their ideas and solving problems in collaboration with other students.	**Learning Target Statements** *(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson)* for learners' exit tickets, learning logs, or reflection: Content objectives: • I can identify common communication problems between patients and health care workers. • I can analyze a doctor and patient communication problem (or problems) and pose solutions. • I can use a graphic organizer to categorize solutions and consequences while problem solving. Language objectives: • I can read closely and identify key details in a text. • I can actively participate in team and class discussions using academic or professional language to build consensus. • I can clarify using the teach-back method and other clarification strategies.

ELA/Mathematics/ELP Standard(s) Addressed:	**Main Standards Addressed**: **CCR Level D:** R1: Read closely and identify key details. S/L1: Engage in collaborative discussions. **ELPS Level 3:** ELPS 1: Retell and answer questions about key details. ELPS 2: Participate in conversations and discussions. ELPS 7: Adapt language to audience, purpose, and task.	
Central Skills Taught:	☐ Adaptability and Willingness to Learn ☑ Communication ☑ Critical Thinking ☑ Interpersonal Skills ☑ Navigating Systems	☐ Problem-Solving ☑ Processing and Analyzing Information ☐ Respecting Differences and Diversity ☑ Self-Awareness

<table>
<tr><td>Language Demands:

(Include academic language, language skills, etc.)</td><td colspan="3">Demonstrate comprehension of domain-specific terms and phrases from the reading (preeclampsia, at risk of) as well as additional terminology from the websites if used during instruction.

Academic discourse is required during the problem scenario discussions and while teams build consensus on their solutions and consequences chart. For example, identifying cause and effect: If they ask too many questions, the doctor might/will get annoyed.

Phrases of affirmation:
• That’s an excellent solution.
• I hadn’t thought of that consequence.
• My solution is similar to ...

Phrases of disagreement:
• I don’t see it that way.
• I disagree because …</td></tr>
<tr><td>Assessing Mastery of the Objective(s) and Central Skills:

(Indicate when and how assessment—formative and/or summative—will occur during the lesson.)</td><td>Proof of Learning:
☑ Via observation of a team task (e.g., discussion, work on project)
☐ Via team self-assessment
☑ Via individual self-assessment
☐ Via team product
☐ Via individual product
☐ Other_____</td><td>Proof of Learning Tools:
☑ Rubric
☐ Checklist
☐ Quiz
☐ Other_____</td><td>Ongoing Formative Assessment
☐ Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)
☐ Peer-to-peer quizzing
☐ Exit/admit tickets
☐ KWL charts
☑ Other Graphic organizer</td></tr>
</table>

Adaptations and/or Accommodations: *(How will you increase access to the content of the lesson? Identify differentiation strategies.)*	**For learners with limited language proficiency**: • Create a version of the problem scenario and the first two discussion questions that are level appropriate. Share the scenario orally, first using visual support. • Confirm comprehension of the first two discussion questions and then have partners ask and answer the questions together, finding evidence for their answers in the text. • Distribute a T-chart to learners. Break apart the solution and consequence discussions. Model how to use the T-chart (on the board or poster paper) as the learners brainstorm solutions. Then have learners copy the solutions onto their own T-charts. • Model identifying consequences using a think-aloud about the consequences of the first solution, writing your ideas on the right side of the T-cart across from the first solution. • Conduct a class brainstorm on the consequences of the remaining solutions. • The remaining activities in the lesson can be tackled by adjusting the language level of the exchange between the doctor and patient for the clarification strategy practice. **For more advanced learners**, draw on learners' personal experience of communication barriers in health care settings. Then provide a more sophisticated scenario that employs more medical terminology. Have learners first make use of the website resources to confirm or build their comprehension of the terminology in the scenario, then proceed in teams to carry out the problem-solving process, and finally present their solution and support for their solution to the class.		
Build understanding of problem-based learning. **Warm up to the topic or issue at hand.** <u>Role of the teacher:</u> Preteach. *Make sure the students understand the goals and benefits of a problem-based approach for language. If this is an English language acquisition class, emphasize*	Before beginning this lesson, the teacher explains to the students the benefits of problem-based learning. The teacher asks the students to think of a problem they recently had and the steps they took to solve the problem. The students will practice reading, writing, speaking, and critical thinking skills they might need to solve a real-life problem. Specifically, they will look at the problem that one young family had understanding their doctor. Especially if this is an English language class (although the problem often affects native English speakers), the students will benefit from learning strategies for communicating effectively with their health care providers.	**CENTRAL SKILLS** • Communication • Interpersonal skills	**MATERIALS**

	the areas of English that are developed in problem-solving activities. **Timing: 5 minutes**			
	Meet the problem. <u>Role of the teacher:</u> Introduce problem and vocabulary. *Introduce the students to the problem using pictures, video, or texts. Ask the students about previous personal experiences with the problem. Introduce vocabulary related to the problem. Provide prereading/previewing exercises about the problem.* *These can be preselected problems chosen by the teacher based on learner needs; alternatively, facilitate a process of learner-chosen problems.* **Timing: 5 minutes**	Working in groups of two to four, the students read the case example (Appendix A) silently or take turns reading the story aloud.	• Processing and analyzing information	• Diaz Family Story (Appendix A)
	Explore knowns and unknowns. <u>Role of the teacher:</u>	Working in groups of two to four, the students read the case example (Appendix A) silently or take turns reading the story aloud.	• Communication • Critical thinking	• Diaz Family Story (Appendix A)

	Group students and provide resources. *Make sure that the students understand the problem and what is expected of them. Emphasize that there is no single answer or solution and that they need to choose what appears to be the most viable solution to them and be prepared to explain why they chose that solution. Group the students according to their strengths. As with project-based learning, learners can take on different roles based on their strengths.* *Provide access to resources such as the internet, books, magazines, brochures, newspapers, television, and community experts. Make sure that the students are aware of the range of resources available and know how to use them. Encourage the students to draw on materials in their first language and materials that present different viewpoints.* **Timing: 20 minutes**	The students then use the discussion questions to help them identify the problems raised in the story. • What problems do the Díaz family face? • What does it mean to be "at risk of preeclampsia"? • What should the Díaz family do? • Who might be able to help the Díaz family?	• Navigating systems • Processing and analyzing information	

	Provide language supports for the students. Role of the teacher: Provide language frames the students may need (e.g., frames for stating a problem or proposing a solution). Provide planning tools (e.g., graphic organizers) for working through the problem and coming up with solutions. **Timing: 5 minutes**	Provide the students with a graphic organizer to use when they are identifying solutions and consequences. Ask a set of true/false questions to confirm that the students understand the problem posed and the task they are being asked to complete.	• Critical thinking • Processing and analyzing information	• Graphic organizer for identifying solutions and consequences • Pencils
	Generate possible solutions. **Consider consequences and choose the most viable solution.** Role of the teacher: Observe and support. *Observe the students and provide support as needed, but do not attempt to direct their efforts or control their activity in solving the problem. Observe, take notes, and provide feedback on student participation in the activity and on language used during the activity.*	**Students:** The students identify and discuss possible solutions to the problem and the consequences of the suggested solutions. They may use the recommended websites to define medical terms and answer other questions they may have. They note their solutions and consequences in a graphic organizer. **Teacher:** Observe while the students are working together. Assist as necessary with finding resources. Each group shares its answers to the discussion questions aloud with the whole class. After all groups are heard from, the whole	• Communication • Critical thinking • Interpersonal skills • Processing and analyzing information • Self-awareness	• Whiteboard and markers

<table>
<tr>
<td>Timing: 30 minutes</td>
<td>class discusses the common themes of the solutions and reaches consensus on how best to help the Díaz family.

To assess small-group work, have the students rate themselves on the following self-assessment scale:

<table>
<tr><td>Name: ____</td><td>Emerging</td><td>Developing</td><td>Satisfactory</td><td>Exemplary</td></tr>
<tr><td>Student participated in small-group discussion.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Student can state the problem and recommend solutions.</td><td></td><td></td><td></td><td></td></tr>
</table>
</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow up and assess progress.

<u>Role of the teacher:</u>

Provide the students with opportunities to present and share the results of their work. Provide follow-up activities based on your observations and possibly provide instruction on grammar, academic language,</td>
<td>Ask the students if they ever have trouble understanding their doctor explain a diagnosis or procedure. This is a common problem because doctors often use medical terms most people do not understand.

Ask the students to brainstorm what they can do if they have trouble understanding their doctor. One solution might be to ask the doctor the following questions:

• I don’t understand. Can you say that again?
• I still don’t understand. What does _____ mean?</td>
<td>• Communication
• Navigating systems</td>
<td></td>
</tr>
</table>

	pronunciation, or pragmatic issues. Assess the students' participation in the activity and level of success and provide opportunities for peer assessment. **Timing: 10 minutes**	Another possible solution is to use the teach-back method by saying back to the doctor what you understood, and if your version is not correct, the doctor can explain again. For example, students can say the following: • Let me check to be sure I understand what you said. (Then repeat back in your own words what the doctor said. If it is not correct, your doctor will explain again.) • (Or if you don't speak English as your first language, you can ask for an interpreter!) "Can I please have an interpreter? I speak _____." To assess health literacy content objectives, have the students work in pairs. One student role-plays the doctor, and the other practices asking the clarifying questions.		

The recommended steps for problem posing are adapted from *Problem-Based Learning and Adult English Language Learners,* by J. Mathews-Aydinli, 2007, Center for Adult English Language Acquisition, Washington, D.C. Retrieved from http://www.cal.org/caela/esl_resources/briefs/Problem-based.pdf

Appendix A. The Díaz Family Story

Edith and José Díaz moved to the United States to find work. José found work painting houses. Edith works full time cleaning offices. Through her work, Edith gets health insurance for the family. Both Edith and José have learned some English, but they work long hours and their coworkers all speak Spanish, so their English has not significantly improved.

In the Díaz family's home country, people went to a doctor only when they were very sick. When people went to a clinic, they were not charged fees. Edith and José are young and healthy and have not had to access the health care system in the United States.

That changed, however, when Edith became pregnant with their first child—their daughter, Maria. People kept telling Edith to see a doctor to make sure she and the baby were healthy. During her first examination, when Edith was 6 months into her pregnancy, the doctor saw a problem. Working with a Spanish-speaking interpreter, the doctor explained the problem to the Díaz family. The doctor told Edith that she was at risk of preeclampsia and looked very worried. Edith and José were not sure what their doctor said, but they were very scared. The nurse gave them some papers describing preeclampsia. Although the papers were in Spanish, Edith and Jose still had a hard time understanding the medical terms.

Discussion Questions

1. What problems does the Díaz family face?

2. What does it mean to be "at risk of preeclampsia"?

3. What should the Díaz family do?

4. Who might be able to help the Díaz family?

Resources

- **www.medlineplus.gov**—This website provides health information on many topics. The website is designed for use by patients and caregivers and is in English and Spanish.
- **www.healthfinder.gov**—This website contains health information and information on health services and where to locate nearby services.
- **https://www.nwiglobal.com/blog/hospitals-required-provide-language-access-services/**—Read this article, "Are Hospitals Required to Provide Language Services?"

Health Literacy: Field Trip to a Hospital or Health Care Facility Project-Based Learning Lesson

Background: Health literacy curricula often culminate with a presentation of project-based activities. Such activities provide students with concrete, meaningful experiences that promote learning. They help students acquire and act upon new health knowledge and share that knowledge with others in their family and community.

NRS Level(s): Can be adapted to be used at any level

Project Title: Field Trip to a Hospital or Health Care Facility	**Approximate Instruction Time:** Dedicate an hour to kick off the activity and allow time for teams to tackle the first three or four stages of the project. Thereafter, schedule time over several weeks for team meetings and the final report-out. The students also will complete assigned independent work on their own time.
Instructional Objective *(written in teacher language primarily derived from content standards and includes evidence of mastery)*: At the conclusion of this project, students will be able to: • Process and analyze information to identify health information and services. • Communicate with doctors, nurses, and other health professionals. • Navigate the health care system to locate specific services within a local hospital. • Share what they have learned with others in their community.	**Learning Target Statements** *(written in student-friendly language and helps learners reflect on what they are able to do as a result of the project)* for learners' exit tickets, learning logs, or reflection: Content objectives: • I can find specific services at a local hospital/health care facility. • I can analyze information about a hospital or health care facility. Language objectives: • I can talk about my experiences with hospitals or other health care facilities. • I can communicate with doctors, nurses, and other health care workers during a visit. • I can collaborate with others to complete a project about our health care visit.

	• I can present the results of my health care visit to an audience. • I can adapt the language I use to match my audience.
ELA/Mathematics/ELP Standard(s) Addressed:	**Main Standards Addressed**: **CCR Levels C and D:** S/L1: Engage in collaborative discussions. S/L2: Integrate and evaluate information presented in diverse media and formats. S/L4: Present information using supporting evidence. W7: Conduct short research projects. W8: Gather relevant information from print and digital sources. R1: Read closely and cite evidence to support analysis of text. **ELPS Levels 4 and 5:** ELPS 1: Cite specific evidence in the text to support analysis. ELPS 2: Participate in extended discussions. Express self clearly and persuasively. ELPS 3: Speak and write about text. ELPS 5: Carry out both short and sustained research projects. ELPS 7: Adapt language to audience, purpose, and task. ELPS 9: Create clear and coherent speech and writing.
Central Skills Taught:	☑ Adaptability and Willingness to Learn ☑ Communication ☐ Critical Thinking ☑ Interpersonal Skills ☑ Navigating Systems ☑ Problem Solving ☑ Processing and Analyzing Information ☑ Respecting Differences and Diversity ☑ Self-Awareness
Language Demands: *(Include academic language, language skills, etc.)*	Since this project is a follow-up to a field trip, attention to the simple past is key *(When we saw that department, I didn't understand what the nurse said about … Did you take any notes about the emergency room process? I don't remember what the doctor said about … When I asked the nurse, she told me ...)* When talking with health care professionals and each other and also when reading and gathering additional information for the project, students may need vocabulary support and guidance in discerning reliable and useful information and in understanding the specific vocabulary related to hospitals, health care workers, and

<table>
<tr><td></td><td colspan="3">health care facilities. Examples might include department, wing, ward, ER, intake, lab, visiting hours, ICU, etc., as well as medical terminology (cardiology, pediatrics, neurology, radiology …).
Academic discourse is required while teams coordinate, collaborate, and problem solve to complete and share their final products. For example, expressing the sequence of the process:
• While ____ researches ____ I'll ____.
• The next step will be to … but after we had better ...
• At first, we all … but eventually we …
Sentence frames for requesting support during the process may also be helpful:
• I'm unsure how to …
• I'm struggling with … Can you help me?
• This is new to me. Could you explain how I …?</td></tr>
<tr><td>Assessing Mastery of the Objective(s) and Central Skills:
(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the project.)</td><td>Proof of Learning:
☑ Via observation of a team task (e.g., discussion, work on project)
☐ Via team self-assessment
☐ Via individual self-assessment
☑ Via team product
☐ Via individual product
☐ Other_____</td><td>Proof of Learning Tools:
☐ Rubric
☐ Checklist
☐ Quiz
☑ Other <u>Feedback form</u></td><td>Ongoing Formative Assessment
☐ Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)
☐ Peer-to-peer quizzing
☐ Exit/admit tickets
☐ KWL charts
☑ Other <u>Engagement with own health</u></td></tr>
<tr><td>Adaptations and/or Accommodations:
(How will you increase access to the content of the project? Identify differentiation strategies.)</td><td colspan="3">For lower level learners, use visuals, interactive word practice, and conversation tasks to introduce and practice vocabulary and ideas related to hospitals, health care, and the specific facility to be visited.
Also limit the options for the project to a reasonable choice, perhaps a poster or PowerPoint with a brief presentation. Scaffold intensely by providing a limited number of sources for the research and limiting the scope of the project and showcase. Assist groups in assigning each other more concrete roles, using a graphic organizer or other checklist, and assist with scheduling tasks to accomplish the work at a slower, more supported pace. Create regular "checkpoints" for each group to offer guidance and support.</td></tr>
</table>

	Working collaboratively, the class chooses a topic based on a real-world issue affecting the learners' lives.	Students sometimes need to seek services at the local hospital, whether it be a planned procedure or emergency assistance. The hospital can be an overwhelming place, especially when there is a serious health concern. Also, some students have had a bad experience at a hospital or simply do not trust health professionals. Planning a site visit to a local hospital and reporting back to others in the class or program makes for an excellent health literacy unit and can raise and address concerns many students may have. **The students determine their line of inquiry.** • What might be some obstacles to receiving high-quality, equitable health care? • What are some concrete actions the students can take to access health care services, have voice in their own health care, and see themselves as members of their own health care teams?	**CENTRAL SKILLS** • Processing and analyzing information	**MATERIALS**
	Learners decide what they would like to create as a final product.	**The students determine the most suitable products.** • Teams first generate lists of possible products to develop to share what they learn with others (using a fact sheet, poster, PowerPoint presentation, or short video). Or the teacher can share a list of possible final products that the students then choose from. • Options are posted around the room on cards, and the students walk to the options that most appeal to them. Teams will present what they learned and their final product during a culminating class session that may include only classmates or be open to others in the program.	• Processing and analyzing information	• Notecards • Tape or thumb tacks

	Learners choose their roles and responsibilities for completing their project.	The teacher uses a simple interest/skills survey to determine team roles. Items might include the following: I am comfortable with … • finding information online • creative design • writing • inviting speakers to class • contacting people in the community • creating movies with my phone	• Adaptability and willingness to learn • Self-awareness	
	Learners determine the necessary resources for their project.	**Initial review of possible sources of information.** The students can share any past experiences they have had with the hospital, who was helpful to them, and what was difficult. Another source of information is the hospital's website. Or consider possible guest speakers. The teacher might want to reach out to see if the hospital has a consumer health librarian or a community benefits officer willing be a guest speaker or lead a tour of the hospital. **Brainstorm questions to ask a guest speaker (if one has been invited).** **Brainstorm questions to ask when students visit the hospital.** https://www.ahrq.gov/patients-consumers/patient-involvement/index.html What questions do the students want to add? **Questions to ask your doctor** The students can get more involved in their health care by asking questions before, during, and after the provision of health care.	• Adaptability and willingness to learn • Navigating systems	• Laptops or Chromebooks • Web access • Paper • Pencils

		https://www.ahrq.gov/patients-consumers/patient-involvement/index.html **Patient and clinical videos** The students can watch short videos of patients talking about how simple questions helped them take better care of themselves, feel better, and get the right care at the right time. https://www.ahrq.gov/patients-consumers/patient-involvement/ask-your-doctor/videos/index.html **Tips and tools** This website offers 20 tips to help patients get safer care and prevent medical errors: https://www.ahrq.gov/patients-consumers/care-planning/errors/20tips/index.html This website describes how to be more involved in your health care and suggests questions to ask before, during, and after an appointment: https://www.ahrq.gov/patients-consumers/patient-involvement/ask-your-doctor/tips-and-tools/beinvolved.html. This website has an easy-to-read glossary to help patients understand health care terms: https://www.ahrq.gov/patients-consumers/patient-involvement/ask-your-doctor/tips-and-tools/glossary.html		
	Groups carry out assigned work. Peers provide feedback. The instructor asks guiding questions.	**The students are involved in introducing project activities or events.** • The teacher invites a guest speaker, and the students lead and host the event and invite other classes. They prepare remarks to introduce the speaker as well as questions to ask the speaker. • The students make a site visit. They prepare questions to ask and role-play the questions ahead of time. • The students take photos of public places at the hospital (they should avoid taking photos of people other than themselves)	• Adaptability and willingness to learn • Communication • Interpersonal skills • Navigating systems • Problem solving	• Varies by project

		to include in final products. They practice creating screenshots of online resources that could also be included. Following a tour of the hospital or in place of a tour, the students break up into groups of three and choose three locations within the hospital to go to (the cafeteria, the pharmacy, mammography services, etc.). The groups then report back on how easy or hard it was to find these locations. • The students interview each other upon return from the hospital site visit about their experiences. The students then ask questions based on their concerns or needs: – What are seeming obstacles to receiving high-quality, equitable health care? – How easy or difficult was it to find your way around and why? Were signs easy to follow? – To what extent does the hospital have inclusive practices (e.g., offer interpreter services, have signs in languages other than English)? – How welcomed did you feel at the hospital? What contributed, positively or negatively, to your feeling the way you did? **The teacher provides supports such as the following:** • In-class lessons on the appropriate register for calling or e-mailing a teacher or school principal to request a meeting or to organize a school visit. • Practice accessing and deciphering an online portal with student grades. • Preparation for a visit by developing questions to ask the guest as well as exploring concerns the students want to share; provision of listening tasks at time of the visit (this could be a bilingual exercise depending on the students' language backgrounds).	• Processing and analyzing information • Respecting differences and diversity	

		Possible final products: • Booklet that includes a list of services provided at the hospital and a map for where to find those services • Poster about asking questions before, during, and after any health care appointment, along with possible questions to ask during the appointment • Video showcasing students who have used hospital services, the positive experiences they had, and whom and what they found most helpful • Calendar of events that are offered by the hospital and open to the public (e.g., community health fairs, yoga classes, and free cancer screening events) • PowerPoint presentation on the students' experiences and best ways to overcome obstacles	• Adaptability and willingness to learn • Communication • Navigating systems • Problem solving • Processing and analyzing information	• Varies by project
	Teams share the final products.	**Possible audiences:** other students, teachers, administrators, family members, and health professionals • Host an event to share the final products and invite other classes, teachers, administrators, and family members. • Ask health professionals from the hospital to also come to the event.	• Communication • Interpersonal skills	
	The project ends with self-assessment and assessment by one's peers.	Ultimately, success is measured by changes in the participation of the students in their own health care. Create an action plan based on what the students learned. Commit to two avenues they will explore to become more engaged in their own health care. Provide audience members with a feedback form. Collect and share the forms with the student presenters. What did you learn from the student presenters?	• Self-awareness	• Feedback form

		What questions do you still have for the presenters?				
		What could you do to become more engaged in your own health care based on what you learned?				

The format of this task is adapted from Maximizing the benefits of project work in foreign language classrooms, by B. Alan and F. Stoller, 2005, *English Teaching Forum, 43*(4), 10–21; *Teaching adult English language learners: A practical introduction, by B. Parrish, 2019,* Cambridge University Press, Cambridge, England; Knowledge in action: The promise of project-based learning, by H. Wrigley, December 1998, *Focus on Basics, 2*(D), 13–18.

Health Literacy: Annotated Instructional Resources and References

Instructional Resources

One focus of the Teaching Skills That Matter (TSTM) in Adult Education project is identifying high-quality, evidence-based materials and training to support teachers in integrating transferable skills development in the areas of civics education, digital literacy, health literacy, financial literacy, and workforce preparation skills into adult education and literacy instruction. The following selection of easy-to-use instructional resources have been recommended by subject matter experts in health literacy for teaching the skills that matter. Please note that these only are intended as a starting point to support teachers' important work in this area and exploration of existing instructional resources.

Bell Foundation, Learning & Work Institute, & De Montfort University. (2019). *Improving language, improving lives: Resources for ESOL tutors* (pp. 112–161). Retrieved from LearnerWeb: https://www.bell-foundation.org.uk/research-report/esol-tutor-resource-pack/

Although U.S. educators may be unfamiliar with some of the British context and terminology in this tutor resource pack, this resource provides a range of materials related to health literacy. The resources address topics such as self-care, stress management, first aid, and eating well. The activities for each topic offer multifaceted opportunities for building health literacy skills, including system navigations (i.e., how to access services) and self-awareness (i.e., being able to articulate why advice from others is valuable). The materials enable learners to develop language for talking about their health, so they are better poised to communicate their healthcare needs and decisions to others. This resource includes activities to prompt thinking about the various contexts in which healthcare decisions are made, encouraging students to think of health literacy as more than conventional "survival skills." The materials are written with intermediate language learners in mind, but tips are given for scaling up and down to reach beginning and advanced learners as well.

Florida Literacy Coalition. (2014). Staying healthy: An English learner's guide to health care and healthy living. Retrieved from https://floridaliteracy.org/health_literacy_curriculum.html

This website provides materials for teachers who work in diverse programs and with diverse learner populations to integrate health literacy topics in their instruction. Teachers can use individual activities or units within the curriculum. The activities or units can be used alone, or teachers can work through an entire book. Although this resource was developed by the Florida Literacy Council, the content of the materials is not state specific. These materials are not specifically designed for learners with low levels of literacy, but some activities can support literacy skill development (e.g., sight-

word recognition). With sufficient scaffolding, many components of this resource can be used successfully with lower levels.

Minnesota Literacy Council. (n.d.). Beginning ESL—Transitions skills. Retrieved from https://mnliteracy.org/tools/curriculum-lesson-plans/beginning-esl-transitions-skills

This resource provides teachers with materials targeted to beginning and pre-beginning ESL learners. Less experienced literacy teachers may feel emboldened to use these resources to jump-start a health literacy unit with low literacy-level learners. The health materials encourage teachers to invite speakers from local support agencies. No health literacy expertise is required. The objectives of the beginning and pre-beginning ESL units align with the TSTM skills. They also reflect important views on health literacy (functional, interactive, and critical).

Singleton, K. (2003a). Picture stories for adult ESL health literacy. Retrieved from http://www.cal.org/caela/esl_resources/Health/

These materials present stories that feature dilemmas that adult learners can relate to, often with no clear resolution, inviting learners to problem-solve, share their problem-solving resources, and practice critical health literacy skills with guidance from teachers. The stories can be used to engage beginning-level ESL students in critical dialogue about topics such as mental health and health insurance. The flexible components of this resource (picture stories, Language Experience Approach, etc.) can also be used with higher level proficiency learners.

Singleton, K. (2003b). *Virginia Adult ESOL Health Literacy Toolkit*. Virginia Adult Learning Resource Center. Retrieved from https://valrc.org/toolkit/index.html

This resource gives teachers an overview of health issues and addresses the nature of health literacy instruction and its pedagogical foundation. The toolkit includes many curricular resources that were written with practitioners in mind across language and literacy proficiency levels, and it was designed with ESL students in mind. The overview documents can be used to guide discussions among teachers. The toolkit includes tips for making material accessible to lower level ESL students.

Soricone, L., Rudd, R., Santos, M., & Capistrant, B. (2007). *Health literacy in adult basic education: Designing lessons, units, and evaluation plans for an integrated curriculum*. National Center for the Study of Adult Learning and Literacy and Health and Adult Literacy and Learning Initiative. Retrieved from https://cdn1.sph.harvard.edu/wp-content/uploads/sites/135/2012/09/healthliteracyinadulteducation.pdf

This resource supports teachers in planning curricular units and lessons on health literacy. It also explains how to structure a professional development study circle around this topic. This work is suitable for adult educators of students across all levels of proficiency.

Additional References

The following is a selection of additional resources recommended by subject matter experts in health literacy for adult educators to learn more about the topic area addressed in the *Teaching Skills That Matter* project. Please note that these only are intended as a starting point to support teachers' important work in this area and exploration of existing references resources.

Atkinson, R., Frazier, C., & Atkinson, T. (2009). What to Do for Health books and teacher training manual. La Habra, CA: Institute for Healthcare Advancement. Retrieved from http://www.iha4health.org/our-products/ AND https://www.iha4health.org/our-products/free-materials/

This series of books provides an overview of high-frequency, high-interest health topics. The books are akin to an easy-reader encyclopedia, so they can be used as reading texts or a as reference for the teacher in creating original lessons. Learners can be encouraged to refer to these materials as they come across new topics they would like to explore.

Bennett, I., Feinberg, I., Hohn, M., Kersten, E., Rosen, D., & Santos, M. (2017, April). *Why healthy communities need adult basic skills education*. Open Door Collective. Retrieved from http://www.opendoorcollective.org/why-healthy-communities-need-adult-basic-skills-education.html

This set of papers gives teachers a "big picture" view of why health literacy matters in adult education but also why adult educators play a key role in helping students to develop health literacy competencies.

Mooney, A., & Prins, E. (2013, May). Addressing the health literacy needs of adult education students. Goodling Institute for Research in Family Literacy. Retrieved from https://ed.psu.edu/goodling-institute/professional-development/pracitioner-guide-4

Although family literacy is the focus, this article is relevant to teachers working in other instructional areas. It provides an overview of the role that adult educators play in advancing health literacy. The article includes many familiar concepts related to learner-centered, contextualized learning while providing teachers with new health literacy avenues they can use in their teaching.

Papen, U. (2008). Literacy, learning, and health—A social practices view of health literacy. *Literacy and Numeracy Studies*. Retrieved from https://epress.lib.uts.edu.au/journals/index.php/lnj/article/view/1275

This article explores the implications to society of health literacy as a social practice and as a shared resource.

Santos, M., Handley, M., Omark, K., & Schillinger, D. (2014). ESL participation as a mechanism for advancing health literacy in immigrant communities. *Journal of Health*

Communication, 19(Suppl 2), 89–105. Retrieved from https://www.researchgate.net/publication/266945640_ESL_Participation_as_a_Mechanism_for_Advancing_Health_Literacy_in_Immigrant_Communities

This article gives readers a working set of concepts to talk about the ways the field thinks about health literacy and its integration into adult education, making it a strong starting point for discussion while helping teachers make connections to their classroom contexts as they read. The article focuses on Type 2 diabetes prevention, but the principles and insights can be applied to other health domains. This article will be less relevant to teachers who teach Adult Basic Education learners. In addition, it may be too advanced for teachers who are new to the health literacy field.

Soricone, L., Rudd, R., Santos, M., & Capistrant, B. (2007). Health literacy in adult basic education: Designing lessons, units, and evaluation plans for an integrated curriculum. National Center for the Study of Adult Learning and Literacy and Health and Adult Literacy and Learning Initiative. Retrieved from https://cdn1.sph.harvard.edu/wp-content/uploads/sites/135/2012/09/healthliteracyinadulteducation.pdf

This resource offers guidance on structuring professional development around the health literacy planning process.

U.S. Department of Health & Human Services. (n.d.). *Quick guide to health literacy*.

This resource provides an overview of health literacy for teachers. It can be especially useful for adult educators who seek to partner with a public health organization and want to be well informed before entering conversations with potential partners.

The Teaching Skills That Matter in Adult Education project is managed by the American Institutes for Research under contract with the U.S. Department of Education, Office of Career, Technical, and Adult Education (Contract Number GS-10F-0112J). These materials are examples of resources that may be available. Inclusion of this information does not constitute an official endorsement by the U.S. Department of Education of any products or services offered or views expressed. The hyperlinks and URLs provided in this document were created and are maintained by outside organizations. The Department is not responsible for the accuracy of this information. The opinions expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred. September 2019.

Notes