



LITERACY
FORWARD

Integrating Health Literacy into Adult ESL Instruction

Webinar Outline

1. What is health literacy?
2. Health literacy themes and topics
3. Instructional strategies for addressing health literacy in your ESL classroom
4. A review of the English Forward Lesson Flow
5. Sample health literacy lesson

Training Handout

Please download the webinar notes that accompany this presentation.

Health Literacy Webinar Notes

A. What specific health literacy needs do you believe exist in your classroom?

<input type="checkbox"/> Parents with young children	<input type="checkbox"/> Complex ailments/need for special care
<input type="checkbox"/> Language/culture barriers	<input type="checkbox"/> Learning about health
<input type="checkbox"/> Difficulty with filling out forms/instructions	<input type="checkbox"/> Making appointments
<input type="checkbox"/> Dental care	<input type="checkbox"/> Insurance/that of a life care

Other:

B. What are some concepts you would like to teach your students about health literacy? What are some topics that really grabbed your interest?

C. Lesson Flow. Are there any parts of the lesson flow with which you need to adjust before you start? Write down any notes or strategies that you want to use later in the English Forward handbook.

What Is Health Literacy?

What is health literacy?

“A two-year old is diagnosed with an inner ear infection and prescribed an antibiotic. Her mother understands that her daughter should take the prescribed medication twice a day. After carefully studying the label on the bottle and deciding that it doesn't tell how to take the medicine, she fills a teaspoon and pours the antibiotic into her daughter's painful ear.”

Parker RM, Ratzan SC, Lurie N. 2003. Health literacy: A policy challenge for advancing high-quality health care. *Health Affairs*. 22(4): 147.

What is health literacy?

“Health literacy is the degree to which individuals have the capacity to obtain, process, and understand the basic health information and services needed to make appropriate health decisions.” - *Healthy People 2020, Health Communication Terminology*

It is the strongest predictor of a person's health status, more so than age, income, education level, employment status, and race.*

*Weiss BD, Hart G, McGee D, D'Estelle S. Health status of illiterate adults: relation between literacy and health status among persons with low literacy skills. *J Am Board Fam Pract*. 1992; 5:257-264.

Who is impacted?

✓ People with difficulty reading due to:

- Illiteracy or low literacy skills
- Learning disabilities
- Education deficits



- ✓ The elderly
- ✓ Non-native English speakers
- ✓ People uncomfortable in a medical setting

Who is impacted?

Nearly half the US adult population (90 million people) has difficulty understanding and using health information.*

- Locating providers and services for specific issues
- Understanding directions
- Reading prescriptions
- Signing consent forms
- Managing chronic health conditions
- Sharing medical history

*Nielsen-Bohlman, Lynn, Allison M. Panzer, and David A. Kindig, eds. Health Literacy: A Prescription to End Confusion. Committee on Health Literacy, Board on Neuroscience and Behavioral Health, Institute of Medicine and the National Academies. The National Academic Press, Washington, D.C. 2004.

Who is impacted?

Most health-related material is written at a tenth grade reading level or higher.

Now imagine that it's not even written in a language you speak.

What does low health literacy feel like?

Your naicisyhp has dednemmoer that you have a ypoesonoloc. Ypoesonoloc is a test for noloc recnac. It sevlovni gnitresni a elbixelf gniweiv epocs into your mutcer. You must drink a laiceps diuqil the thgin erofeb the noitanimaxe to naelc out your noloc.

What are the consequences of low health literacy?

- ✓ Poorer health status
 - People don't access health care preemptively or when they need it.
- ✓ Less adherence and a greater number of medication and treatment errors
 - Misreading or misunderstanding prescription and treatment plans
- ✓ Increased use of emergency services and 29-69% higher hospitalization rates
 - Not knowing where to go or addressing problems early
- ✓ Higher healthcare costs

Low Health Literacy Video



Terry Davis, PhD
Credit to the American College of Physicians Foundation

Issues with Healthy Literacy and ESL

“For most people, medicine is a foreign country, with its own language, customs, and mores. My [learners] are immigrants to this country, and many feel very disoriented. My job, as their [instructor], is to translate this alien world for them, to help them acclimatize and hopefully thrive.” - Danielle Ofri, M.D., Ph.D.

Handout Activity



Please turn to your training handout, pause the webinar, and spend a minute thinking about the students in your classroom. Who are they and what are their health literacy needs?

Health Literacy Themes and Topics

Themes

1. Healthcare Access & Navigation
2. Disease Prevention
3. Chronic Disease Management



Theme: Healthcare Access & Navigation

Did you know?

The mortality rate from preventable diseases among impoverished individuals is much higher than that of wealthier, more health-literate individuals.

Stevens P. Diseases of poverty and the 10/90 gap. 1 edition. Edited by: Network IP. Great Britain: International Policy Network; 2004.

Theme: Healthcare Access & Navigation

Topics

- Making appointments
- Doctor's visits
- Hospital layout and uses
- Emergency services

Activities & Materials

- Practice making phone calls using a calendar/daily planner and schedule of clinic hours
- Practice filling out medical intake forms
- Practice vocabulary using picture cards depicting a variety of doctor/patient scenarios
- Practice giving/receiving directions in a hospital using a hospital navigation map
- Match emergency-related vocabulary with pictures of emergency vehicles

Theme: Disease Prevention

Did you know?

Low income and poorly educated adults engage in fewer disease prevention activities and screenings than individuals of higher income and education levels do.

Institute of Medicine (US) Committee on Health Literacy; Nielsen-Bohman L, Panzer AM, Kindig DA, editors. Health Literacy: A Prescription to End Confusion. Washington (DC): National Academies Press (US); 2004.

Theme: Disease Prevention

Topics

Activities & Materials

- Pediatric recommendations
 - Review a birth through age 18 vaccine schedule for children
 - Practice filling out a family medical history worksheet
- Eating well
 - Construct healthy eating plates using choosemyplate.gov templates
- Exercise
 - Play food plate bingo
 - Visit a park and practice exercise vocabulary while there
- The flu
 - Use a flu prevention poster with pictures to practice vocabulary and preventative actions

Theme: Chronic Disease Management

Did you know?

An estimated 75% of people in the United States with a chronic physical or mental health condition also have limited literacy.

Hsu. The Health Literacy of U.S. Adults Across GED Credential Recipients, High School Graduates, and Non-High School Graduates. American Council on Education. GED Testing Service, 2008.

Theme: Chronic Disease Management

Topics

- Managing chronic illnesses
- Mental health services
- Medical specialties

Activities & Materials

- Put together a medicine schedule for someone with asthma, heart disease or diabetes
- Practice identifying symbols and abbreviations on prescription bottles using Match Up Cards
- Role play talking to a pharmacist about side effects
- Brainstorm who could benefit from mental health care help
- Go over lists of community resources for mental health care
- Match pictures of subfields or specialties to related vocabulary

Deciding What to Teach

- Mindmapping
- Goal Setting Cards



Handout Activity



Please turn to your training handout, pause the webinar, and list health literacy topics you are interested in teaching to your students.

Instructional Strategies for Teaching Health Literacy in the ESL Classroom

Sample Strategies in the Health Literacy Context

- Authentic Materials
- Graphic Organizers
- Brainstorming
- Problem Solving
- Predicting
- Question Asking and Answering
- Role Play
- Signal Cards



Authentic Materials

As often as possible use real life materials in your lessons to draw connections.

For example:

- Prescriptions and medicine bottles
- Thermometers
- Warning Labels
- Hospital Maps
- Health insurance forms
- Common medical tools (stethoscope, tongue depressors, asthma inhalers)



Graphic Organizers

Use Graphic Organizers to help students visualize the relationships between certain words and concepts.



For example:

Create a chart where students connect vocabulary to pictures of medical scenarios, or medical specialty names to images of these professions.

Brainstorming

Use Brainstorming to encourage students to work together to come up with lots of ideas and practice saying them aloud.



For example:

Ask students to think about all the materials they need to take with them when they go to the doctor's office or the hospital. What will they need to show and do? Or, have students brainstorm lists of symptoms associated with certain illnesses.

Problem Solving

Present hypothetical scenarios that require students to solve a problem.



For example:

Have a series of ailments or injuries and ask students to figure out what to do about them. What should you do when you have a headache, a lump in the breast, or a persistently sore toe? What if your child has a fever? Who do you call? What will you need?

English Forward Curriculum Lessons: Calling 9-1-1 & Symptoms and Medications

Predicting

Help students make informed guesses as to the ideas, concepts, or actions in a picture or text.



For example:

Present pictures of a medical scenario and have students collectively discuss what they believe is happening.

Question Asking and Answering

Help students practice the difficult task of forming questions while encouraging engagement and comprehension.



For example:

In pairs hand students medicine bottles and have them role play practicing asking a pharmacist questions about dosage, side effects, and necessary conditions such as refrigeration.

Role Play

Use Role Play to foster spontaneous communication. Build role plays around dialogues students have created and practiced.



For example:

Have your students Role Play interactions with doctors, making a medical appointment the phone, or getting information from the school nurse about a child's injury on the playground.

Signal Cards

Use Signal Cards to check understanding and give learners a way to communicate learning without language.



For example:

Demonstrate the process to fill out a health insurance form and ask students to raise their signal cards as you list relevant vocabulary, e.g. "social security number" or "diabetes".

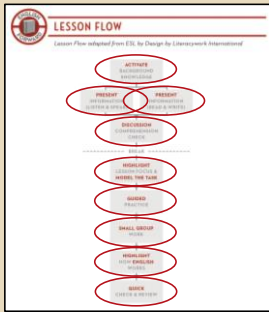
English Forward Curriculum Lessons: Personal Information & At the Hospital

Other General Suggestions

- Activities and lessons that leave learners with tangible materials they can use in the doctor's office
 - Grids, picture worksheets with vocabulary, flash cards, and wallet-sized quick-reference cards with relevant vocabulary
- Revisit and review concepts in future lessons...health literacy is a broad and important issue!

Review of the English Forward Lesson Flow

English Forward Lesson Flow



Handout Activity



Please turn to your training handout, pause the webinar, and note any portions of the English Forward Lesson Flow that you would like to review in more detail in the English Forward Instructor Guide.

Sample ESL Health Literacy Lesson: *Visiting the Pediatrician*

Lesson Overview

Lesson Length: 1.25 hours
Vocabulary & Expressions: Words related to common children's ailments and pediatric visits
Language/Culture Point: Abbreviations for common body and vitals measurements
Objective: Students will be able to understand the vocabulary related to pediatric visits.
Materials: Sets of realia that match the Picture Cards, Picture Cards: Children's Ailments (multiple sets), PPT Presentation: Visiting the Pediatrician (and printed slides), Picture Cards: Visiting the Pediatrician (multiple sets), empty prescription bottles, ball

Step 1: Activate Background Knowledge

Time Frame	Materials	Teaching Strategies
10 minutes	- A variety of realia that match the Children's Ailments Picture Cards - Picture Cards, Children's Ailments	- Authentic Materials - Using Pictures

TEACHING ACTIVITY

- As students enter the room, have children's health realia within view. Choose realia that match the Picture Cards. Examples include: an elastic bandage, a stethoscope, adhesive bandages, a tongue depressor, a thermometer, children's pain reliever.
- As a class, go through each item, holding them up and asking students what they're called and what they're for. Elicit as much information as possible.
- Group students together and give each group a set of the Children's Ailments Picture Cards and a set of matching realia. Have groups work together to match the realia items to the appropriate picture(s).
- Once they've finished sorting, as a class go over each picture, eliciting what's happening and any relevant vocabulary.

Step 2: Mini-Presentation with Prompt

Time Frame	Materials	Teaching Strategies
10 minutes	- PPT Presentation: Visiting the Pediatrician - A variety of realia that match the Children's Ailments Picture Cards and the Visiting the Pediatrician Picture Cards	- Teaching with PowerPoint - Using Pictures - Authentic Materials

TEACHING ACTIVITY

- Using the PPT Presentation: Visiting the Pediatrician, or one that you've created, conduct a short presentation that highlights 4 child-related medical scenarios, where one of the four requires a visit to the doctor, and walk students through a typical visit to the pediatrician. Incorporate realia into your presentation where appropriate.
- Run through the presentation at least twice, the first time with pictures only and the second with pictures and text.

Step 3: Comprehension Check

Time Frame	Materials	Teaching Strategies
10 minutes	- Printed sets of PowerPoint slides	- Using Pictures

TEACHING ACTIVITY

1. Group students together and give each group a set of printed slides.
2. In random order, retell the story slide-by-slide and have the groups work together to decide which slide you're referring to. Once the groups have reached a consensus, have them hold up the picture representing the slide you're referencing.
3. Repeat until you've gone through each slide or until you're sure students have understood the presentation.

Step 4: Highlight Lesson Focus & Model Task

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Cards: Children's Ailments 1 - Picture Cards: Visiting the Pediatrician 1 - Empty prescription bottles	- Using Pictures - Authentic Materials

TEACHING ACTIVITY

1. On the board, write the numbers 1-5 down the side.
2. Choose one ailment from the Children's Ailments Picture Cards and use the Visiting the Pediatrician Picture Cards to demonstrate the following narrative:
My son as a fever. [Hold up the fever card.]
He needs to go to the pediatrician. [Hold up the doctor's office picture.]
First, they measure his weight. He weighs 50 pounds. [Tape the weight card next to #1 on the board.]
Then, they measure his height. He's 48 inches tall. [Tape the height card next to #2 on the board.]
Next, they check his ears and take his temperature. His temperature is 102 degrees. [Tape the appropriate card next to #3.]
After that they listen to his heart. His heart rate is 80 beats per minute. [Tape the appropriate card next to #4.]
Finally, they look at his throat. [Tape the appropriate card next to #5.]
At the end, the doctor gives us a prescription for medicine. [Hold up the medicine bottle.]
3. Repeat the presentation a second time, choosing a new ailment and pointing to each numbered picture as you go. You may need to switch out pictures depending on the ailment, for example inserting the Xray picture if the ailment would require Xrays. Have students follow along by doing both echo, then choral, reading.

Step 5: Guided Practice

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Cards: Children's Ailments 1 - Picture Cards: Visiting the Pediatrician 1 - Empty prescription bottles	- Picture Stories - Authentic Materials

TEACHING ACTIVITY

1. Ask for a student to volunteer to come up to the front of the room. Have the student choose an ailment card.
2. Run through the presentation and have the student point to each numbered picture as you go.
3. If the student is ready, switch roles so that the student is narrating the story while you point to the pictures. If the student is not yet ready to switch roles, run through the presentation again doing first echo, then choral, reading.

Step 6: Small Group Work

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Picture Cards: Children's Ailments  - Picture Cards: Visiting the Pediatrician  - Empty prescription bottles 	<ul style="list-style-type: none"> - Picture Stories - Authentic Materials

TEACHING ACTIVITY

1. In pairs, have students work together to narrate the story. One student chooses an ailment while the other student narrates.
2. Have students switch roles at least once, more if time allows.

Step 7: Highlight How English Works

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Write the words 'height', 'weight', 'heart rate', and 'temperature' on the board.
2. Ask students if they're familiar with how these measurements would be written on a medical chart. If possible, elicit the appropriate abbreviations and symbols from the students. For example:
 Height = " "
 Weight = lbs
 Heart Rate = bpm
 Temperature = °
3. Give students opportunities to work with the abbreviations and symbols, including practice with saying them aloud. Options include:
 - A matching worksheet
 - Giving students a grid with the 4 words written across the top and a baggie full of cut up examples for each one (e.g. 4' 4", 75 bpm, 90 lbs). Students work to fill in the grid by placing the cut outs in the appropriate column.
 - Bingo

Step 8: Quick Check and Review

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Picture Cards: Children's Ailments  - Picture Cards: Visiting the Pediatrician  - Ball 	<ul style="list-style-type: none"> - Using Pictures - Ball Toss

TEACHING ACTIVITY

1. Have students form a circle and give each student a picture card from either set.
2. Stand in the middle of the circle and toss a ball to a student. The student with the ball should say a word, phrase, or sentence related to the picture.
3. Have the student throw the ball back to you so that you can throw it to another student.
4. If time allows and as students get comfortable with the game, pick up the pace and/or do a timed round.

Handout Activity



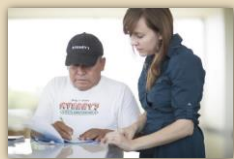
Please turn to your training handout, pause the webinar, and use the Lesson Flow chart to quickly sketch any ideas this sample lesson plan sparked for your own Health Literacy lesson(s).

In Conclusion

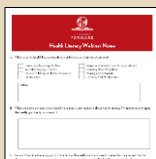
Tools to Empower Your Students

Resources your students can use in the future:

1. Community organizations
 - Health-based nonprofits in your area
 - Health care clinics that have bilingual staff
2. Community publications
3. You



Handout Activity



Please turn to your training handout, pause the webinar, and brainstorm resources in your community that you can share with your students, as well as places you want to contact to learn more about local health issues and concerns.

Strategies to Give Your Students

- ✓ Ask questions!
 - Write them down ahead of time
 - Bring a notebook
 - Ask to slow down
- ✓ Repeat what you believe you heard to confirm
- ✓ Seek help when confused



For More Information

Health Literacy

- Literacy Coalition of Central Texas: www.willread.org/our-services/health-literacy
- National Patient Safety Foundation: www.npsf.org

English Forward, Lesson Flow, Teaching Strategies

- Literacy Forward Web Portal: www.literacyforward.org or email info@literacyforward.org
