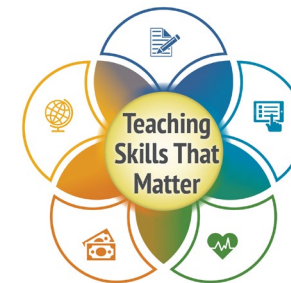


Health Literacy: Project-Based Learning



Field Trip to a Hospital or Health Care Facility

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.

At the conclusion of this lesson, the students in the class 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.

Ideal class: ABE or ESL

Ideal level: Can be used at any level

Steps	Activity/Task Descriptions and Possible Materials	The Skills That Matter Addressed or Evident
Introducing the task	<p>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.</p> <p>The students determine their line of inquiry.</p> <ul style="list-style-type: none"> • 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? 	Start of processing and analyzing information
Determining the final product <i>Will the group create posters and have a gallery walk with others in the school building? Will they create a short video or start a class blog?</i>	<p>The students determine the most suitable products.</p> <ul style="list-style-type: none"> • Teams first generate lists of possible products to develop in order 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. 	Self-awareness



Steps	Activity/Task Descriptions and Possible Materials	The Skills That Matter Addressed or Evident
<p>Investigating</p> <p>Identifying sources of information</p> <p><i>Where can we learn more about the topic? What resources are available? What do we already know, and what do we want to learn?</i></p>	<p>Initial review of possible sources of information.</p> <p>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 to be a guest speaker or lead a tour of the hospital.</p> <p>Brainstorm questions to ask a guest speaker (if one has been invited).</p> <p>Brainstorm questions to ask when students visit the hospital. https://www.ahrq.gov/patients-consumers/patient-involvement/index.html</p> <p>What questions do the students want to add?</p> <p>Questions to ask your doctor</p> <p>The students can get more involved in their health care by asking questions before, during, and after the provision of health care. https://www.ahrq.gov/patients-consumers/patient-involvement/index.html</p> <p>Patient and clinical videos</p> <p>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</p> <p>Tips and tools</p> <p>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</p> <p>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.</p> <p>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</p>	<p>Navigating systems</p>



Steps	Activity/Task Descriptions and Possible Materials	The Skills That Matter Addressed or Evident
<p>Planning and assigning tasks</p> <p><i>Who is responsible for each piece of the project? This is determined by the students.</i></p> <p><i>Learners take on different responsibilities, depending on their interests, strengths, and language abilities.</i></p>	<p>The teacher helps the students determine team roles.</p> <p>The teacher uses a simple interest/skills survey to determine team roles. Items might include the following:</p> <p>I am comfortable with ...</p> <ul style="list-style-type: none"> • finding information online • creative design • writing • inviting speakers to class • contacting people in the community • attending school events • attending school board meetings • creating movies with my phone 	<p>Adaptability</p> <p>Willingness to learn</p>



Steps	Activity/Task Descriptions and Possible Materials	The Skills That Matter Addressed or Evident
<p>Investigating</p> <p><i>Sources of information include guest speakers, interviews with others outside of class, visits to the library, and internet research. The teacher should also encourage learners to leverage all their linguistic resources (translanguaging), reading materials, or collaboration with others in their first language.</i></p> <p><i>The teacher may also provide language supports needed to complete the tasks.</i></p>	<p>The students are involved in introducing project activities or events.</p> <ul style="list-style-type: none"> 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) 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: <ul style="list-style-type: none"> 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? <p>The teacher provides supports such as the following:</p> <ul style="list-style-type: none"> 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). 	<p>Processing and analyzing information</p> <p>Interpersonal skills</p> <p>Adaptability and willingness to learn</p> <p>Communication</p> <p>Respecting differences and diversity</p> <p>Problem solving</p>



Steps	Activity/Task Descriptions and Possible Materials	The Skills That Matter Addressed or Evident
<p>Creating the final product</p> <p><i>What language support is needed to finalize the project? Language development activities with the teacher or volunteer are part of the process. Peer editing and feedback may also be necessary.</i></p>	<p>Possible final products:</p> <ul style="list-style-type: none"> • 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 	<p>Navigating systems</p> <p>Communication</p> <p>Processing and analyzing information</p> <p>Problem solving</p> <p>Adaptability and willingness to learn</p>
<p>Sharing the final product</p> <p><i>Who is the audience for the project? Is there an event in which the end products are shared?</i></p>	<p>Possible audiences: other students, teachers, administrators, family members, and health professionals</p> <ul style="list-style-type: none"> • 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. 	<p>Interpersonal skills</p> <p>Communication</p>



Steps	Activity/Task Descriptions and Possible Materials	The Skills That Matter Addressed or Evident						
<p>Evaluating the process</p> <p><i>How is the success of the project evaluated? Include audience feedback, self-evaluations on personal and group participation, and peer evaluations. Create rubrics that may assess content, language use, numeracy, and cultural understandings, as appropriate.</i></p>	<p>Ultimately, success is measured by changes in the participation of the students in their own health care.</p> <p>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.</p> <p>Provide audience members with a feedback form. Collect and share the forms with the student presenters.</p> <table border="1" data-bbox="474 500 1398 748"> <tr> <td data-bbox="474 500 884 565">What did you learn from the student presenters?</td> <td data-bbox="884 500 1398 565"></td> </tr> <tr> <td data-bbox="474 565 884 630">What questions do you still have for the presenters?</td> <td data-bbox="884 565 1398 630"></td> </tr> <tr> <td data-bbox="474 630 884 748">What could you do to become more engaged in your own health care based on what you learned?</td> <td data-bbox="884 630 1398 748"></td> </tr> </table>	What did you learn from the student presenters?		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?		<p>Self-awareness</p>
What did you learn from the student presenters?								
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. Wrigly, December 1998, *Focus on Basics*, 2(D), 13–18.

