

## **PART 3: A Closer Look at Supplemental Activities**

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**Supplemental Activities** – This material covers a wide range of activities, usually designed to reinforce and give more “hands-on” application of the Core Lesson content. The type of activity is denoted by the following codes:

- **(W)** – indicates a writing activity
- **(O)** – indicates an oral activity
- **(C)** – indicates a comprehension/reading activity
- **(V)** – indicates a vocabulary activity

Supplemental activities vary considerably. Instructors should take a look at the activities for each Section and decide which ones are appropriate for their students. Many involve much more challenging medical terminology which has not been altered or made simpler, in an attempt to simulate “real world” experiences. Instructors and students may find that the Supplemental Activities provide some of the most engaging and worthwhile experiences in the Health Literacy Materials.

**Instructions** for how to conduct each Supplemental Activity appear **in the activity documents themselves**. Often there is an **Instructor Page** in addition to the worksheets and other materials for students.

As you might expect, many beginning students will find writing activities to be very challenging. They may resist activities like keeping a log of their diet and physical exercise, filling in sample medical forms, or writing short answers to questions, particularly because of embarrassment over poor spelling skills. Instructors should put students at ease and let them know that correct spelling is not the focus of these activities.

Since writing can be such an issue for students, we want to highlight two writing activities which are excellent for non-writers and very beginning level writers. Keep an eye out for the activities labeled **(W) Copy the Phrase** and **(W) Picture Sequence**.

### **(W) Copy The Phrase**

Simple phrases which use a combination of high frequency sight words and common decodable words are pulled out of the Beginner Story. Students practice reading the phrases for speed and fluency. They copy one phrase, then fold the paper over and try to write it again from memory. Next they are asked to make up a sentence (orally) using the phrase. Ideally, instructors will print some of the complete sentences on the board, modeling proper capitalization and punctuation.

This activity is a confidence booster for beginning writers. The objective is to build the capacity of students’ auditory and visual memory for words (in other words, remembering a string of words and how they look and are spelled) using phrases that hold some logic and meaning for them. In addition, when they start with a phrase and orally expand it into a complete thought, students are getting the best intuitive lesson ever on the concept of a sentence.

Here are a few examples of typical phrases which students copy and orally expand into sentences:

see the doctor \_\_\_\_\_  
fill out the form \_\_\_\_\_  
every 4-6 hours \_\_\_\_\_  
\$15 a month \_\_\_\_\_

|| To watch a Literacy Solutions' Tutoring Techniques video clip demonstrating a Copy the Phrase writing activity with a beginning level ABE student, [CLICK HERE](#)

**(W) Picture Sequence**

This is a language experience activity. Students are shown a series of picture prompts which illustrate a situation, for instance, getting a tooth knocked out or calling the dentist for an appointment. Students describe what's happening in the pictures and come up with a sentence for each one. The instructor records the students' own words, printing one sentence for each picture. Students copy the story from the board. The story can then be used as an original text, which students practice reading and re-reading for fluency. It becomes a good source for examination of sight words as well as words which illustrate whatever phonics or word analysis lessons have been taught to date.

Note: Larger size graphics for the Picture Sequence Stories can be found in the Graphics Folder (within the "Basic Skills and Vocabulary" folder) of the relevant Section.

The following two tables provide a guide to instructors of all of the Supplemental Activities in the Health Literacy Materials.

<b>Activity Code</b>	<b>Supplemental Activity Name and Description</b>	<b>Health Literacy Section</b>
W	Copy the Phrase <ul style="list-style-type: none"> <li>copy phrases with high frequency words; expand orally into sentences</li> </ul>	1, 13, 17
W	Health Contacts List <ul style="list-style-type: none"> <li>create a personalized contact list of health service providers and emergency numbers</li> </ul>	2
W	Picture Sequence <ul style="list-style-type: none"> <li>use picture prompts to generate language experience stories</li> </ul>	3, 5, 12
W	Label the Body Joints <ul style="list-style-type: none"> <li>a spelling activity</li> </ul>	4
W	Comprehension Check <ul style="list-style-type: none"> <li>requires written short answers based on the Reading Passage</li> </ul>	4
W	Personal Nutrition Logs <ul style="list-style-type: none"> <li>record your diet for 2 days to one week</li> </ul>	6
W	Personal Physical Activity Logs <ul style="list-style-type: none"> <li>record your exercise for 2 days to one week</li> </ul>	6
W	Day, Month, Year, Date and Appointment Times <ul style="list-style-type: none"> <li>practice writing dates and appointment times</li> </ul>	7
W	Beth Jones Patient Forms <ul style="list-style-type: none"> <li>use a sample case history to fill in personal, medical and dental patient forms</li> </ul>	10
W	Jones Family History Chart <ul style="list-style-type: none"> <li>use a sample case history and a Family History Tree to fill in family medical history chart</li> </ul>	10
W	Todd Family History Form <ul style="list-style-type: none"> <li>use a Family History Tree and Chart to fill in family medical history form</li> </ul>	10
W	Personal Patient Forms <ul style="list-style-type: none"> <li>a complete set of medical forms for student to practice filling in at home</li> </ul>	10
W	Alcohol and Drug Use Case History Worksheet <ul style="list-style-type: none"> <li>use a sample case history to fill in form; includes a form for student to fill in at home</li> </ul>	16
W	Getting Healthier Chart <ul style="list-style-type: none"> <li>fill in chart with personal action plan to get healthier</li> </ul>	18

Activity Code	Supplemental Activity Name and Description	Health Literacy Section
V	Multiple Choice Quiz <ul style="list-style-type: none"> <li>• core vocabulary paired with graphics</li> </ul>	3, 5, 8, 14
V	Crossword Puzzle <ul style="list-style-type: none"> <li>• answers are names of body parts</li> </ul>	6
O	Emergency or Not? <ul style="list-style-type: none"> <li>• listen to scenarios; decide if they are emergencies and what action to take; answer key provided</li> </ul>	3
O	Role Play – Answering Questions <ul style="list-style-type: none"> <li>• 4 situational role plays in which patients must answer health providers’ questions regarding their symptoms</li> </ul>	8
O	Asking Questions <ul style="list-style-type: none"> <li>• 6 situational role plays in which patients are given complicated instructions/explanations and must ask for clarification</li> </ul>	9
O	Paraphrasing: What Health Professionals Say - What Patients Hear <ul style="list-style-type: none"> <li>• 10 scenarios in which students paraphrase what they heard</li> </ul>	12
O/C	Nutrition Game <ul style="list-style-type: none"> <li>• students move around a simple board game reading the questions and answering them orally</li> </ul>	6
O/C	Case Studies – Medication Information Sheets <ul style="list-style-type: none"> <li>• students receive 4 sample prescription medication information sheets. Do they understand them? What questions do they ask the pharmacist?</li> </ul>	15
C	Colonoscopy Prep Instructions <ul style="list-style-type: none"> <li>• students read detailed instruction sheet and create a calendar to keep track of what to do and when; also answer critical thinking questions based on instructions</li> </ul>	9
C	Over-the-Counter Medication Labels <ul style="list-style-type: none"> <li>• examine sample labels and try to answer questions about proper use; stress importance of asking for help</li> </ul>	13, 14, 15
C	Prescription Medication Labels <ul style="list-style-type: none"> <li>• examine stickers commonly placed on prescription medicine bottles and try to understand what they mean</li> </ul>	13, 14, 15
C	Expiration Dates Worksheet <ul style="list-style-type: none"> <li>• given a fictional date for “today,” decide whether a list of medications is out of date or not</li> </ul>	14
C	Moderate Alcohol Use Case Studies <ul style="list-style-type: none"> <li>• given the definition of moderate alcohol use, decide whether various individuals’ use of alcohol is moderate</li> </ul>	16

**Beyond the Health Literacy Materials**

What happens if students pose medical or health-related questions that instructors don't feel equipped to answer? This will likely happen. Situations like this present great learning opportunities in which instructors can model for students how to go about finding more information and/or asking for help. Instructors may help students to:

- formulate specific questions
- use the Internet to research a question
- conduct classroom role plays in which students pretend to phone an agency to ask for information or help. (Note: In these role plays, encourage students to ask the speaker on the other end of the phone to repeat information or spell names if they weren't able to write down what was said. Model for them how you repeat back information as a way of checking that you understood correctly.)
- role play asking for help at the reference desk of the local library

Often, a good place to look for additional information is at your state's Health Department, or with your local city or county departments of health.

Most communities have doctors, nurses, med techs, or dentists who would be pleased to be asked to come to your class and discuss health issues and general health access. Ask your local health clinic for help if you do not know of a medical professional whom you could invite. Some health plans provide health related classes that are free for anyone in the community to attend. Many of these are even presented in languages other than English. You may want to help your students to research available, free health resources in your community and encourage them to participate.