

The Florida Health Literacy Initiative: Helping English Language Learners to Make Healthy Choices

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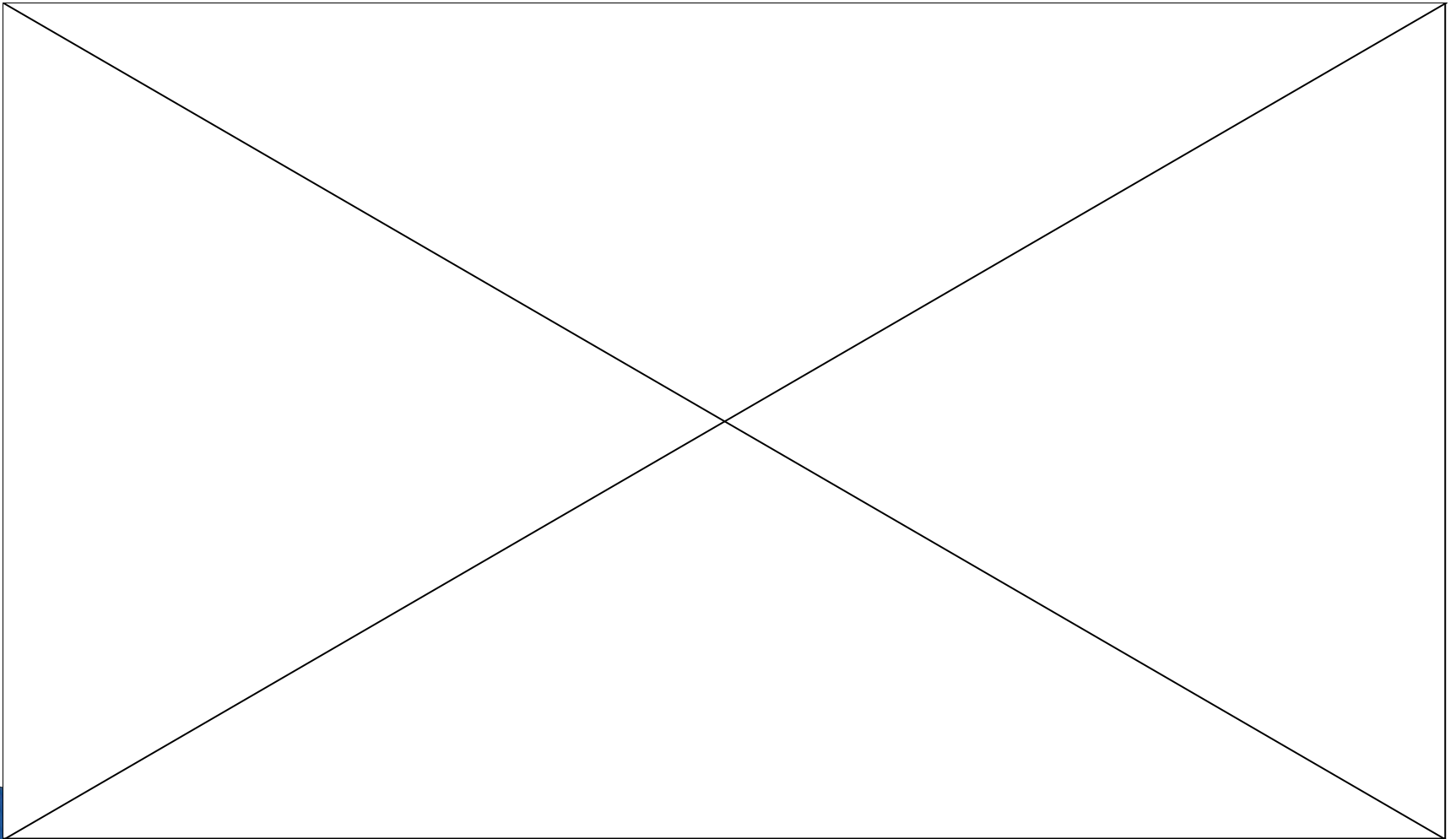
Florida Literacy Coalition

Established in 1985, The Florida Literacy Coalition (FLC) promotes, supports and advocates for the effective delivery of quality adult and family literacy services in the state of Florida.

FLC provides a range of services to support more than 250 adult education, literacy and family literacy providers throughout Florida.



American Medical Association



An example in our backyard....

70% of students in an Adult ESOL* class in Apopka, Florida thought that

“Take a tablet twice daily”

meant

“Take one tablet, cut it in half and take one half in the morning and one in the evening.”

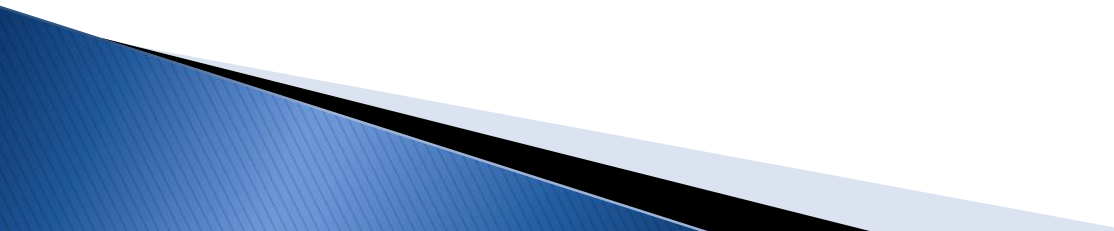
*ESOL: English for Speakers of Other Languages

The Health Literacy of America's Adults

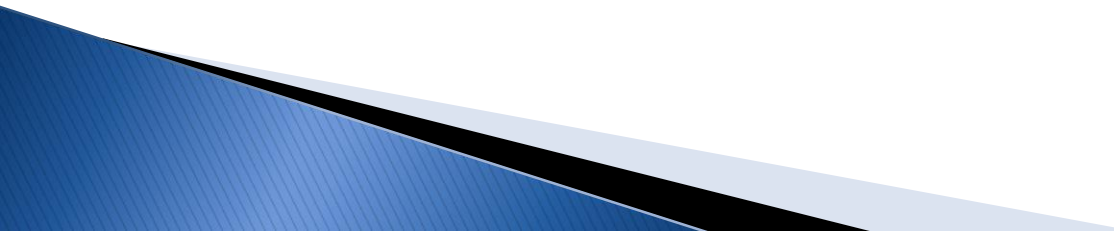
National Assessment of Adult Literacy

Definition: The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.

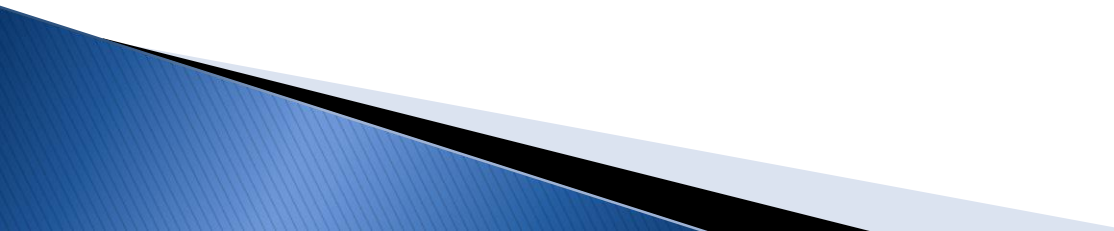
	Literacy	Health Literacy
▶ Below basic	14%	14%
▶ Basic	29%	22%
▶ Intermediate	44%	53%
▶ Proficient	13%	12%

- ▶ Forty nine percent of adults who did not complete high school have below basic health literacy.
 - ▶ Adults 65 and older have lower health literacy than younger age groups.
 - ▶ Hispanic adults have lower health literacy than people in any other ethnic/racial group, with 41% having below basic health literacy.
- 

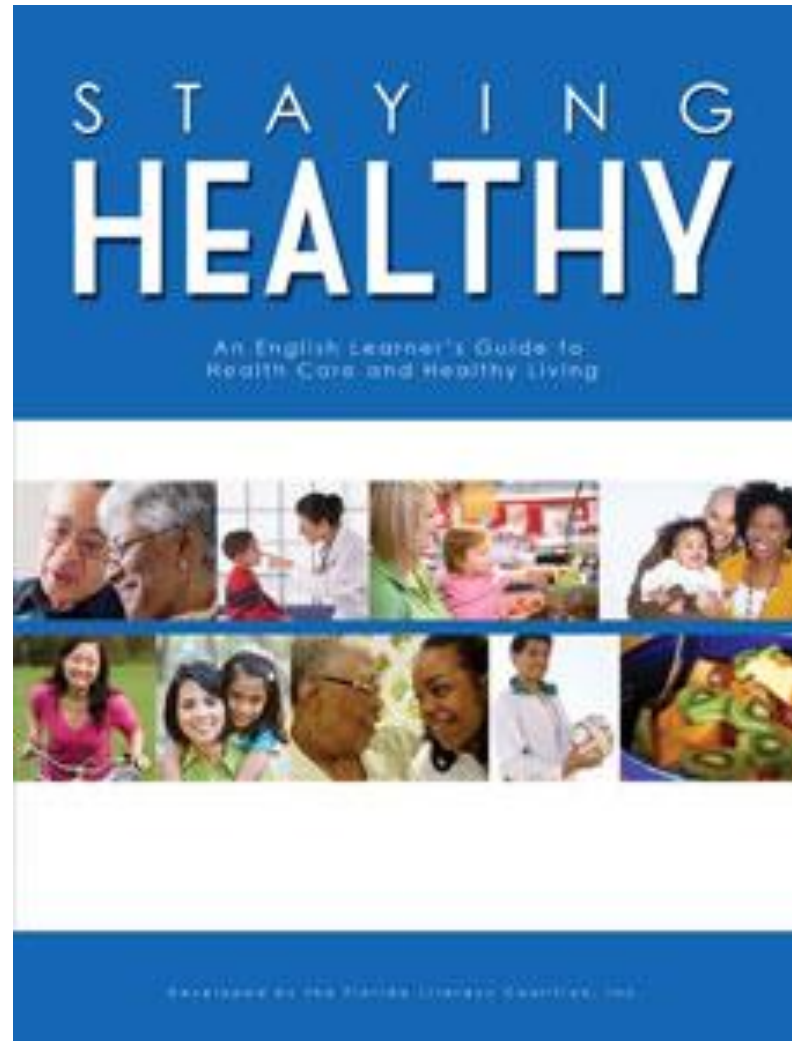
People with Poor Health Literacy

1. Are more likely to have a chronic disease
 2. Less likely to get the health care they need
 3. Have an average of three times as many prescriptions filled as adults with higher literacy
 4. Are twice as likely to be hospitalized as those with higher literacy
 5. Don't live as long
- 

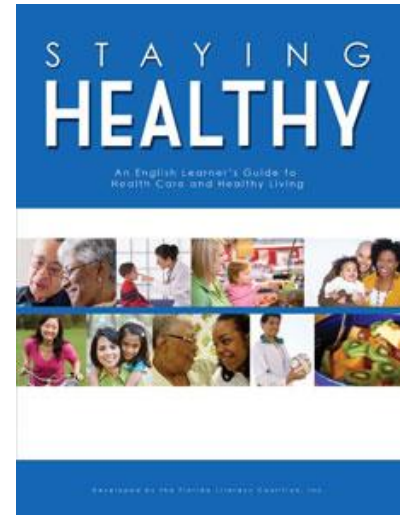
Importance of Health Literacy

- ▶ Keep appointments
 - ▶ To identify signs
 - ▶ To understand insurance and consent forms
 - ▶ Patient information and family history form
 - ▶ Discharge instructions
 - ▶ Understand health-related instructions
 - ▶ Read maps and signs
 - ▶ To take medication appropriately
 - ▶ To stay healthy
- 

**Staying Healthy
An English Learner's
Guide to Health Care
and Healthy Living**



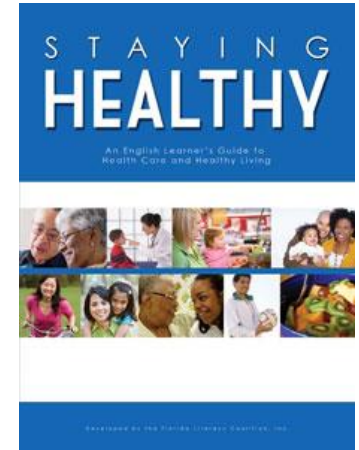
Staying Healthy



- ▶ Student resource book & teacher's guide
 - > Hard copies distributed to 125+ programs
 - > Downloaded over 165,000 times in 2013
- ▶ Evidence Based and written at the about the level
- ▶ For low-intermediate level ESOL learners and above
- ▶ Simple, concrete, practical, with lots of images
- ▶ Correlated to CASAS and Florida ESOL Course Standards
- ▶ Pilot tested by 3 programs, 150 students
- ▶ Funded by the Florida Department of Education

Chapter Topics

- ▶ Chapter 1: Health Care
- ▶ Chapter 2: Your Doctor
- ▶ Chapter 3: Medicines
- ▶ Chapter 4: Nutrition
- ▶ Chapter 5: Chronic Diseases
- ▶ Chapter 6: Staying Healthy



Your Doctor



Medicines



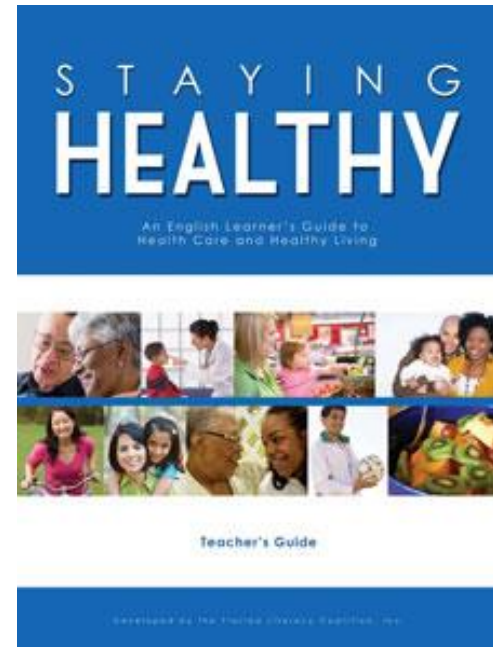
Nutrition



Chronic Diseases

Teacher's Guide

- ▶ Learning objectives
- ▶ CASAS competencies
- **Section 1:** Discussing & Reading about Health Care
- **Section 2:** Activities
- **Section 3:** Dialogs
- **Section 4:** Check Your Learning
- **Section 5:** Additional Resources
- **Section 6:** Student Worksheet



Women's Health



Women's Health

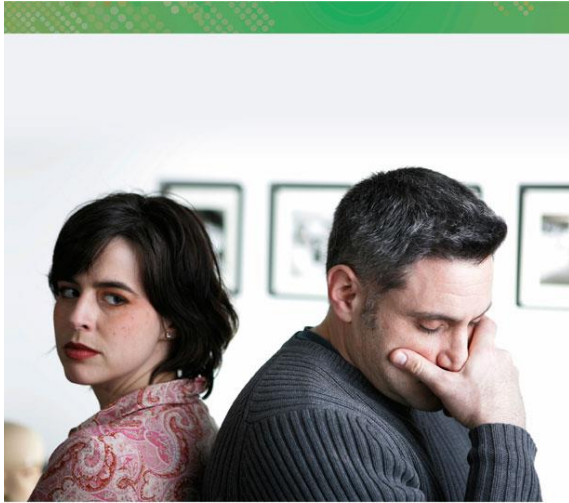
A Special Addition to Staying Healthy: An English Learner's Guide to Health Care and Healthy Living

Topics covered include

- Menstruation
- Menopause
- Breast/female reproductive cancers
- Pregnancy
- Sexually Transmitted Infections
- Domestic abuse

2010: Received the Reads Easy Award from Health Literacy Innovators

Coping with Stress



Coping with Stress

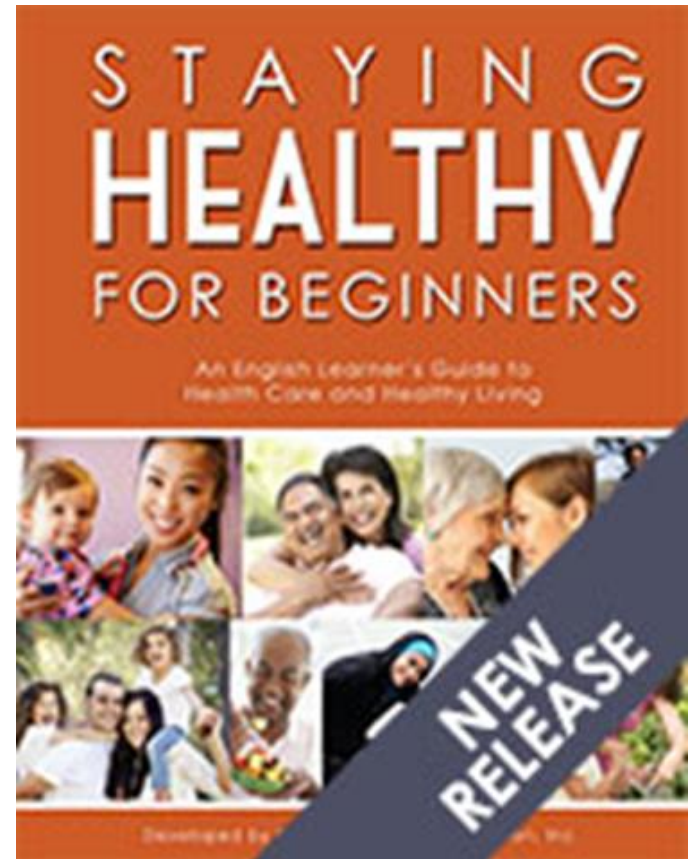
A Special Addition to *Staying Healthy: An English Learner's Guide to Health Care and Healthy Living*

Topics covered include:

- Body's reaction to stress
- Different types of stress
- Effects of stress on the body
- Ways to cope with stress
- Positive self-talk
- Importance of therapy

Staying Healthy For Beginners

Supported by: US Dept of Education,
LINCS, Florida Dept of Education









Student Guide

For high beginning level ESOL students
Freely Available

- ▶ Chapter 1: Health Care
- ▶ Chapter 2: Doctors
- ▶ Chapter 3: Medicine
- ▶ Chapter 4: Healthy Foods
- ▶ Chapter 5: Staying Healthy
- ▶ Glossary and Index: Words and Definitions

Table of Contents

Chapter 1		Health Care	Page 1
Chapter 2		Doctors	Page 8
Chapter 3		Medicine	Page 16
Chapter 4		Healthy Food	Page 23
Chapter 5		Staying Healthy	Page 30
Glossary and Index		Words and Definitions	Page 34

Sections



- ▶ Theme Picture: Pictures and questions related to the chapter topic to use as a discussion starter
- ▶ Word List: A “picture dictionary” presentation of key words and phrases related to the chapter topic
- ▶ Reading: Health information reading
- ▶ Story: Reading a story of a real health situation and writing answers to questions about it
- ▶ Speaking: Practicing a scripted dialogue with a partner related to the content of the chapter
- ▶ Practice: : Reviewing key words through participatory activities (i.e. word search, crossword puzzle, matching question and answer)
- ▶ Action: Performing an action step the student can take related to health care
- ▶ Websites: Resources for further reading

Sections: Theme Picture

▶ Chapter 1: Health Care



Picture Story

What is happening in these pictures?

Emergency Room

- What is an emergency room?
- Where do you go for an emergency?

Primary Care

- Where do you go for basic health care?
- When was your last checkup?

Sections: Word List & Reading

Word List

LOOK AT THE PICTURE. READ THE WORD. SAY THE WORD. READ WHAT IT MEANS.			
Picture	Word	How do I say it?	What does it mean?
	Appointment	uh POINT ment	A time to meet or agree to see someone
	Checkup	CHECK up	A visit to the doctor when you are not sick, also called a well visit
	Co-pay	CO paa	When you pay a set fee every time you go to the doctor and your health insurance pays the rest
	Emergency	ee MER gen see	When there is a serious problem and you need help right away
	Health insurance	In SHER uns	A program where you pay each month and then the program pays for your health care
	Medical interpreter	in TERP ret er	A person who is trained to translate for doctors and patients
	Primary care center		A place you go for basic health care needs. It could be a health center, clinic or doctor's office

Reading

Where do I go for health care?

- When you are well, see your doctor for a **checkup**. Your doctor will look for problems you do not see or feel. Finding a health problem early may save your life.
- When you are sick, go to your **primary care center**. Your primary care center is the place you go for all your basic health care needs. Call your primary care center to make an **appointment**.
- When you have an **emergency**, go to the hospital emergency room or call 911. An emergency is when you have a serious medical problem that needs to be addressed right away.



The best way to pay for health care is to have health insurance.

To learn how you can get health insurance and how to get help paying for it, call
1-800-318-2596
 or go to the Health Insurance Market Place,
www.healthcare.gov

Sections: Story and Writing

Maria's Story

Read the story and answer the questions.

- 1 Last year, Maria was sick. She did not go to the doctor. One night she could not breathe. Her husband took her to the **emergency** room. She stayed in the hospital for three days.
- 2 Maria is sick again. She has a bad cough. She does not want the cough to get worse. She does not want to go to the emergency room. She calls the health center to make an **appointment**. She also asks for an interpreter.
- 3 At the health center they ask Maria, "What is your name?" They ask, "Do you have **health insurance**?" Maria gives them her health insurance card.
- 4 They give her a form to fill out. The form is in English only. Maria asks if they have the form in Spanish. Maria asks for an **interpreter**.

THIS IS MARIA.



Writing

1. Why did Maria go to the emergency room?
2. Why does she make an appointment at the health center?
3. What do they ask Maria when she arrives at the health center?
4. Why does she ask for an interpreter?

Sections: Speaking & Practice

Speaking

Practice this dialogue with a partner.

Dialogue

Health Center: Hello, health center. How may I help you?

Patient: Hello, this is Fatima Tuma. I want to make an appointment.

Health Center: How do you spell your name?

Patient: T U M A

Health Center: What is the problem?

Patient: I have a **headache** and **sore throat**.

Health Center: Do you have a fever?

Patient: No, I don't.

Health Center: Okay, come in tomorrow at 10 am.

Patient: Thank you.



Dialogue

Health Center: Hello, health center. How may I help you?

Patient: Hello, this is _____, I want to make an appointment.

Health Center: How do you spell your name?

Patient: _____.

Health Center: What is the problem?

Patient: I have _____ and _____.

Health Center: Do you have a fever?

Patient: _____.

Health Center: Okay, come in _____ at 10 am.

Patient: Thank you.



Practice

1. What is your name? _____
2. What is your address? _____
3. What is your phone number? _____
4. What is your email address? _____
5. Where do you go for health care? _____
6. What health insurance do you have? _____

Find these words in the word search puzzle.

- Appointment
- Copay
- Insurance
- Breathe
- Cough
- Interpreter
- Checkup
- Emergency
- Patient

U	D	C	G	I	E	J	A	Z	V	A	N	C	I	G
R	F	K	K	T	U	B	D	M	L	S	I	D	P	X
Q	B	S	U	R	Y	C	V	I	C	V	N	E	D	I
G	R	P	Y	C	Z	I	K	T	K	O	T	G	V	G
J	E	E	A	O	W	U	R	I	V	W	E	E	P	N
D	A	I	H	U	R	O	O	N	G	M	R	M	A	F
F	T	P	Z	G	D	F	C	S	K	P	P	E	T	N
P	H	N	C	H	E	C	K	U	P	L	R	R	I	J
E	E	G	R	K	F	A	R	R	H	R	E	G	E	G
V	X	T	B	D	C	O	P	A	Y	P	T	E	N	Q
D	V	U	A	P	P	O	I	N	T	M	E	N	T	J
X	F	Z	L	U	O	Y	G	C	Y	D	R	C	N	E
V	X	K	V	P	R	N	W	E	N	L	P	Y	O	O

Sections: Action & Websites

Action

Find a local health center. Make an appointment.

Step 1: Use a phone book, call 211, or use the internet.

Step 2: Search for a health center near you.

- Health center name _____
- Health center phone number _____
- Health center address _____

Step 3: Call the health center to make an appointment for a checkup.

What is 211?

211 is a phone service that tells you information about free and low-cost services near you. To learn more, call 211 now.

Websites

Center for Medicaid and Medicare
<http://www.cms.hhs.gov/apps/contacts>

Health Insurance Market Place
<http://www.healthcare.gov>

MedlinePlus: Recognizing Medical Emergencies
<http://www.nlm.nih.gov/medlineplus/ency/article/001927.htm>

Teacher Guide

- ▶ Learning objectives
- ▶ Language focus
- ▶ CASAS competencies
- ▶ Activities using the Student Guide
- ▶ Practice, Action and Technology Extension
- ▶ Cultural Notes
- ▶ Additional Practice Worksheets

STAYING HEALTHY FOR BEGINNERS

An English Learner's Guide to
Health Care and Healthy Living

Teacher Guide
August 2014

LINCS

Literacy Information and Communication System

Developed by Kratos Learning and the Florida Literacy Coalition, Inc. for the
U.S. Department of Education, Office of Career, Technical, and Adult Education

Chapter Resources

- Learning Objectives
- Language Focus
- CASAS Objectives

CHAPTER 1: HEALTH CARE

This chapter is an introduction to where to go for basic health care and where to go in an emergency. It reviews making an appointment for a checkup, requesting an interpreter, discussing health insurance, and the importance of having a primary care facility.

Learning Objectives

After completing this lesson, students will be able to:

- Interpret health care options
- Identify a primary care center
- Make a medical appointment
- Call 911 in case of an emergency
- Request an interpreter

Language Focus

- Give personal information to a health care provider
- Identify and describe an emergency
- Identify and appropriately use key vocabulary for making a medical appointment
- Pronounce key vocabulary related to accessing health care

CASAS Objectives

- 2.1.2 Identify emergency numbers and place emergency calls
- 2.5.3 Locate medical and health facilities in the community
- 3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with local providers
- 4.9.3 Identify sources of information and assistance, and access resources within a system
- 7.4.4 Identify or utilize appropriate informational resources, including the Internet

Chapter Resources: Activities



Picture Story

What is happening in these pictures?

Emergency Room

- What is an emergency room?
- Where do you go for an emergency?

Primary Care

- Where do you go for basic health care?
- When was your last checkup?

Activities Using the Student Guide

Activities for the Picture Story

(Student Guide, Page 1)

The Picture Story can be used as an introduction or class warm-up to encourage discussion and promote student thinking around the concepts presented in this chapter.

- Direct students to the two photos on Page 1 and ask:
 - “What do you see?”
 - “Where are they?”
 - “What are they doing?”
- Have students discuss the questions at the bottom of Page 1 based on the pictures. Talk with students about what they think is happening, what has happened, or what will happen in the picture(s). They may or may not know the answers at this point. Students’ answers can reveal gaps in knowledge and help you tailor further instruction around this topic.
- Ask students to reflect on personal experiences related to the picture(s).

Chapter Resources: Activities

Maria's Story

Read the story and answer the questions.

1 Last year, Maria was sick. She did not go to the doctor. One night she could not breathe. Her husband took her to the **emergency room**. She stayed in the hospital for three days.

2 Maria is sick again. She has a bad cough. She does not want the cough to get worse. She does not want to go to the emergency room. She calls the health center to make an **appointment**. She also asks for an interpreter.

3 At the health center they ask Maria, "What is your name?" They ask, "Do you have **health insurance**?" Maria gives them her health insurance card.

4 They give her a form to fill out. The form is in English only. Maria asks if they have the form in Spanish. Maria asks for an **interpreter**.

THIS IS MARIA.



Writing

1. Why did Maria go to the emergency room?
2. Why does she make an appointment at the health center?
3. What do they ask Maria when she arrives at the health center?
4. Why does she ask for an interpreter?

Reading: Maria's Story (Student Guide, Page 4)

- Have students read the story silently and write down any words or phrases they do not understand or cannot pronounce.
- Read each paragraph aloud and discuss any words they don't understand.

First paragraph:

- Have a student demonstrate the word 'breathe.'
- Ask: "Is it an emergency if you cannot breathe? Why or why not?"

Second paragraph:

- Have a student demonstrate the word 'cough.'
- Ask: "Is it an emergency if you have a cough? Why or why not?"

Third paragraph:

- Ask: "What information is usually on an insurance card?"

Fourth paragraph:

- Ask: "Has anyone ever requested an interpreter?"
- Allow students to share an experience using an interpreter.

Chapter Resources: Activities

Speaking

Practice this dialogue with a partner.

Dialogue

Health Center: Hello, health center. How may I help you?

Patient: Hello, this is Fatima Tuma. I want to make an appointment.

Health Center: How do you spell your name?

Patient: T U M A

Health Center: What is the problem?

Patient: I have a headache and sore throat.

Health Center: Do you have a fever?

Patient: No, I don't.

Health Center: Okay, come in tomorrow at 10 am.

Patient: Thank you.



Dialogue

Health Center: Hello, health center. How may I help you?

Patient: Hello, this is _____, I want to make an appointment.

Health Center: How do you spell your name?

Patient: _____.

Health Center: What is the problem?

Patient: I have _____ and _____.

Health Center: Do you have a fever?

Patient: _____.

Health Center: Okay, come in _____ at 10 am.

Patient: Thank you.



Activities for Speaking

(Student Guide, Page 5)

Dialogues are practice for listening and speaking. When introducing a dialogue, read it aloud so students can hear the correct pronunciation, stress, intonation and reduction. After students are familiar with a conversation, they can change the dialogue, substitute other appropriate words, or develop their own conversation.

Having students work in pairs can be less intimidating; therefore, they are more likely to practice speaking. It also lets students practice new words and phrases while following the listening and speaking of a conversation.

Dialogue 1

- Read the first line and have students repeat. Continue reading the lines with students repeating the conversation.
- Divide class into two groups. Assign one group to be the first speaker in the conversation and the other group to be the second speaker. Go through the dialogue again.
- Reverse the groups - group one is now the second speaker and group two is the first speaker.
- Next have students practice in pairs. Student A is the first speaker and Student B is the second speaker. Then have students reverse roles so they practice all parts of the dialogue.

Dialogue 2

- Have students work in pairs and fill in the second dialogue with words from the first dialogue. Have volunteers share the new dialogue with the class.
- Encourage students to read their lines silently, then cover their paper and say the lines without reading. Encourage a conversation with pronunciation and intonation and not the rote memory of the lines.

Chapter Resources: Practice, Action, and Technology Extension

Action

Find a local health center. Make an appointment.

Step 1: Use a phone book, call 211, or use the internet.

Step 2: Search for a health center near you.

- Health center name _____
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- Health center address _____

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<http://www.healthcare.gov>

MedlinePlus: Recognizing Medical Emergencies
<http://www.nlm.nih.gov/medlineplus/ency/article/001927.htm>

Activities for Taking Action

(Student Guide, Page 7)

The Action sections encourage students to apply their learning in their own lives.

- Using the website for 2-1-1 (<http://www.211us.org/>), have students look up the health care agencies available in your area. Make a list of the local health agencies that are close to you.
- Have students write the name and phone number of each agency they may need to access for health care as a future reference list.

Activities for Technology Extension

If you or your students are interested in learning more about the topics covered in this chapter, the websites listed below may be a good place to start.

- **Patient Centered Medical Home Resource Center:** information about establishing a medical home as part of patient-centered health care. <http://pcmh.ahrq.gov/page/defining-pcmh>
- **Centers for Medicare and Medicaid Services:** information to find a local representative to contact regarding Medicare and Medicaid. <http://www.cms.hhs.gov/apps/contacts>
- **Health Insurance Marketplace:** information on the Affordable Care Act and insurance coverage. Call 1-800-318-2596 or visit <http://www.healthcare.gov>
- **Health Resources and Services Administration:** information on local health centers and clinics. http://findahealthcenter.hrsa.gov/Search_HCC.aspx

Chapter Resources

- Cultural Notes

Cultural Notes - Exploring Students' Perceptions

Discuss: Checkups and going to the doctor when you are well may be a new concept for some students. In many cultures, people go to the doctor only when they are sick. Explore with students when people in their family go to the doctor and why. Talk about how doctors in the U.S. expect their patients to see them for checkups - or *well visits* - regularly for young children and about once a year for adults. Since the concept of health insurance and options for coverage vary greatly across countries, compare how medical care is provided in their home countries and the U.S.

- Good to Know

Good to Know

- Students should be aware of the different types of facilities that offer medical care, such as a hospital emergency room, a health clinic, or a physician's office, and should know when to go to the appropriate health care facility. They should also locate a primary care center, where all medical records are kept together and they can establish a relationship by going to the same place and being taken care of by the same people.
- If needed, students should request an interpreter when making an appointment. Upon arriving at the medical facility, they should remind the receptionist that an interpreter has been requested.

Chapter Resources

▶ Additional Worksheets

HEALTH CARE: Student Worksheet 1

A Have students unscramble the following sentences:

happened / you / what / ? / to

accident / was / I / in / car / a

emergency / went / the / room / I / to

glad / okay / am / you / I / are / now

B Have students write the correct word under each column using the words from the Word Bank.

Word Bank

sore finger light sunburn heart attack can't breathe headache drowning

When to go to the Emergency Room	When to go to a Health Care Facility

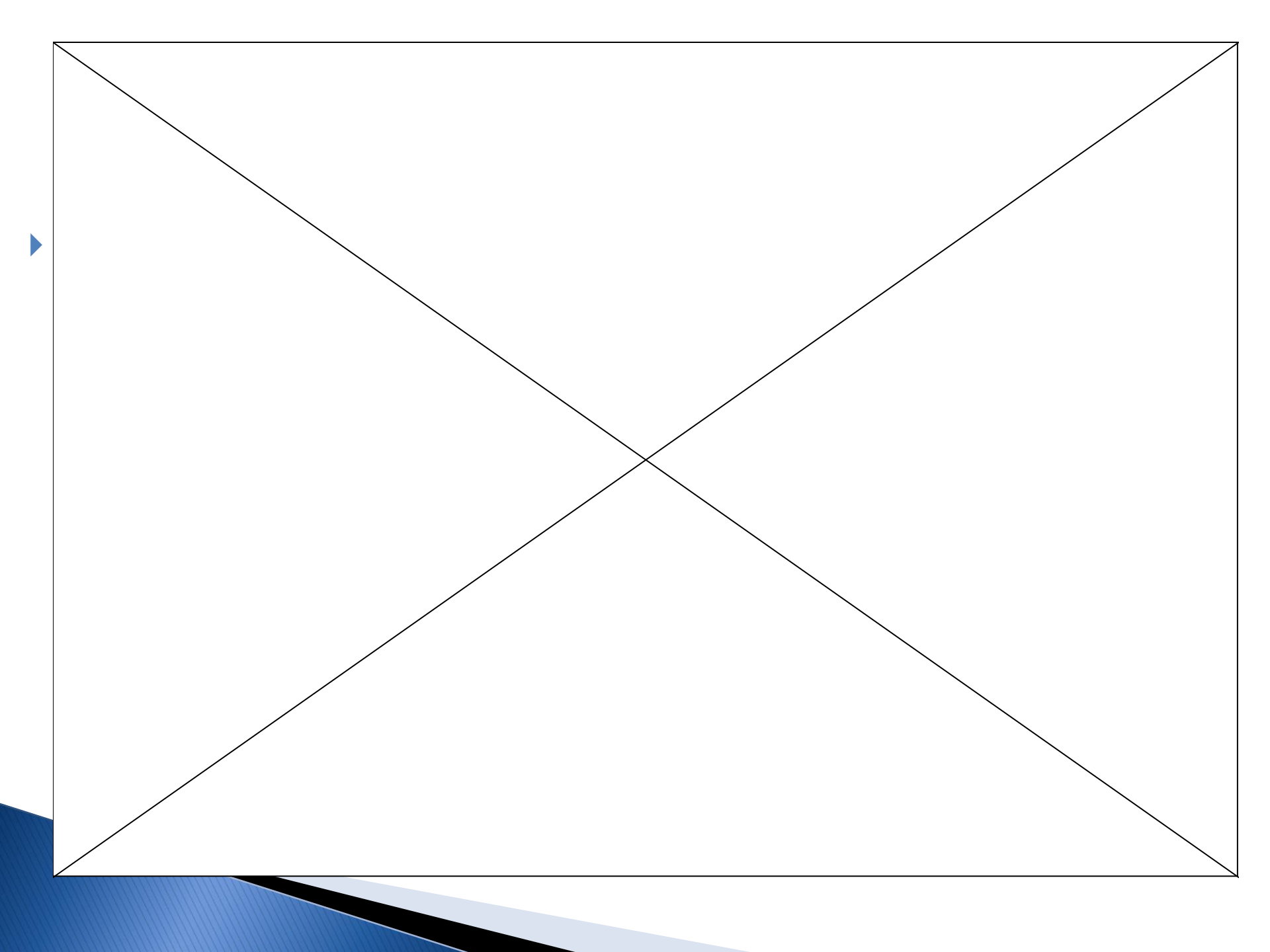


Florida Health Literacy Initiative

**Recipient of the 2011 Award for
Program Innovation and
Collaboration**

**United States Conference on Adult
Literacy**





Results

- 6 years of grant support - \$700,000
- Grants of up to \$5,000
- 11,000+ students and families served
- Average improvement in HL assessment scores: 18%

- ▶ Better prepared to address health concerns with doctor: 90%
- ▶ Applied for at least one type of medical insurance
(Medicare, Marketplace, Medicaid, Florida KidCare, etc) 33%
- ▶ Began exercising regularly: 33%
- ▶ Changed their eating habits to be more healthful: 43%
- ▶ Recommend program 96%

2014 Grant Recipients

- ▶ Family Literacy Academy of Immokalee
- ▶ DeSoto County Education Foundation
- ▶ East & West Area Adult Schools
- ▶ Echo
- ▶ El Sol
- ▶ Family Literacy Academy of Lake Wales
- ▶ Help of Ft. Meade
- ▶ Lake Worth West Resident Planning Group
- ▶ Literacy Council of Sarasota
- ▶ Literacy Volunteers of America-Monroe County
- ▶ Literacy Volunteers of Gadsden County, Inc.
- ▶ Manatee Technical Institute
- ▶ New Beginnings Family Literacy Program
- ▶ Parent Academy of St. Lucie County
- ▶ Pensacola State College
- ▶ Sarasota YMCA
- ▶ Tallahassee Community College



Partnerships are Key

- ▶ Pediatric Care Institution
- ▶ All Faiths Food Bank
- ▶ American Diabetes Association
- ▶ American Lung Association
- ▶ America's Urgent Care
- ▶ Center for Drug Free Living
- ▶ Central Florida Sports & Physical Therapy
- ▶ Community AIDS Network
- ▶ East Lake Chiropractic
- ▶ Fisherman's Hospital
- ▶ Florida Blood Centers
- ▶ Florida Hospital
- ▶ Hardee County Health Department
- ▶ Mariner's Hospital
- ▶ Florida KidCare
- ▶ Highlands County Soil and Water Conservation District office.
- ▶ Hispanic Health Initiatives, Inc
- ▶ Manatee Technical Institute's nursing and dental departments
- ▶ Mariner's Hospital
- ▶ FI State College Nursing Program
- ▶ Osceola County Extension Services
- ▶ Osceola County Fire and Rescue
- ▶ Pinellas Cooperative Extension Agency,
- ▶ Poison Control Center-Tampa
- ▶ South Florida Community College's nursing and dental departments
- ▶ University of Florida
- ▶ Vision is Priceless-
- ▶ Immokalee Fire Department

Field Trips and Classroom Visitors

- ▶ Clinic and hospital guided tours
- ▶ Presentations on ACA and Florida KidCare
- ▶ UF/IFAS County extension services
- ▶ Poison control
- ▶ Doctors, nurses
- ▶ Fire department
- ▶ Exercise class
- ▶ Grocery stores
- ▶ Mock clinic at community health centers
- ▶ Well water testing
- ▶ Medical, nursing, dental schools



Project Based Learning



[Doctor Song](#)

Examples of Student Projects

- ▶ Health fair, block party, or community bazaar
- ▶ Organize and take Red Cross CPR Class
- ▶ Publish “Now We Know: All About our Health” booklet
- ▶ Partner with a children’s hospital and the fire dept. to educate about car seats and fire safety
- ▶ Take a trip to the local vocational center to learn about health-related career programs
- ▶ Sponsor a “Biggest Loser” nutrition and weight loss contest
- ▶ Create videos on hand washing and reading medicine label
- ▶ Partner with a local gym to offer free short-term memberships
- ▶ Research project - Health Benefits of Red Wine and Grapes, and Preventing High blood Pressure
- ▶ Organize a walk to raise funds for cancer research

Resources

- ▶ Florida Health Literacy Initiative
www.floridaliteracy.org
- ▶ MedlinePlus
www.medlineplus.gov
- ▶ Ask Me 3 www.npsf.org/askme3
- ▶ Health & Literacy Special Collection
<http://healthliteracy.worlded.org>
- ▶ Lessons for Living Well: Nutrition Education for Adult ESOL
www.lessonsforlivingwell.org
- ▶ Health Literacy Wisconsin
<http://healthliteracywisconsin.org>