

Theme 3 - Preventative Health

Outcomes	Content	Activities/Resources	Assessment
<p>1. Identify local resources for preventative health</p> <p>Target Standards 4.R.RS.10 Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).</p> <p>4.W.WL.5 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>What type of service providers offer preventative health services in your area? What services are provided and who is eligible?</p> <p>Basic online research skills</p> <p>Note-taking & paraphrasing skills</p>	<p>Students research service providers in their local area and identify a location where the public can receive service for each of the following:</p> <ul style="list-style-type: none"> ● Immunizations ● Health screenings ● Wellness visits ● Prenatal care <p>Students create an infographic showing a variety of preventative health service providers in their local area. See sample infographic here</p>	<p>Completed infographic (students can use www.canva.com to prepare infographics)</p> <p>IL IELCE Civics Competency: HW6. Identify community resources for wellness programs including prenatal care, immunizations, and screenings</p>
<p>2. Complete a health information form</p> <p>Target Standards 3.W.RB.2 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; summarize or paraphrase information in notes...</p>	<p>What is generally asked for on a typical health information form?</p> <p>How should you respond to standardized questions about family medical history, current medications, and allergies?</p>	<p>As a whole group, make a list of information and items that students believe would be found on a typical health information form. Compile the list on the board or collaborative document. Then discuss why staff at medical agencies would need this type of information. (Try to brainstorm as many reasons as possible, covering a wide variety of health appointments and scenarios.) Remind students that those who enter the healthcare field will need to be familiar with this type of form and be</p>	<p>Completed health information form</p> <p>IL IELCE Civics Competency: HW3. Complete a health information form, including family medical history, current medications, and allergies.</p>

	<p>ELL Support: This health form is long - consider shortening it or having students complete it in sections or partly in class, partly as homework.</p>	<p>able to read it thoroughly.</p> <p>Use this sample AHIMA health information form or one of your choosing. Ask students to skim through the health information form and identify the pieces of information it requests that match the class brainstorm list.</p> <p>Then ask students to complete the form themselves.</p>	
<p>3. Record and summarize information on sample healthcare forms</p> <p>Target Standards 4.S.CC.6 (a, b, c and h) Identify and evaluate oral information for:</p> <ul style="list-style-type: none"> ● accuracy ● adequacy/sufficiency ● appropriateness/clarity ● relevancy 	<p>What types of healthcare forms are commonly used in medical facilities?</p> <p>What terms and codes are commonly used in physician's orders?</p> <p>Practice listening and summary skills</p> <p>Supplementary lesson material for ELLs - Verbal Instructions lesson on Adultedmed.com (including a video on commands and a short lesson on declarative and imperative sentences) https://www.adultedmed.com/verbalinstructions</p>	<p>Share with students a variety of common healthcare forms used in a variety of situations:</p> <ul style="list-style-type: none"> ● Patient interviews <ul style="list-style-type: none"> ○ Sample here ● Phone messages <ul style="list-style-type: none"> ○ Interactive video here ● Physician's orders <ul style="list-style-type: none"> ○ Instructional video here <p>ELL support: Turn on subtitles/closed captions while playing videos.</p> <p>Students work with a partner to conduct a patient interview and to practice taking phone messages.</p> <p>Teacher conducts a whole-group exercise by showing the YouTube video on interpreting physician orders. Prepare a few other sample orders and ask students to interpret the order.</p>	<p>Completed partner interviews and phone messages checked for accuracy</p> <p>Extension Activity: Introduce students to typical abbreviations found on a medical chart, using the information in "Reading the Medical Chart: Making Sense of Doctor's Orders."</p>

<p>4.Investigate a variety of health screenings available to the public</p> <p>Target Standards</p> <p>4.W.RB.3 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>3.W.TT.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>What type of preventative health screenings are available to the public?</p> <ul style="list-style-type: none"> • Mammograms • Cervical cancer screening • Colonoscopy • Prostate exam • Lung cancer <p>Why are these types of screenings important? (prevention, early detection, and family history)</p>	<p>Students work with a partner. Each selects a health condition they want to investigate from the list of five potential conditions.</p> <p>Students explore the OASH "Get Screened" website to identify the questions they should ask their doctor about their chosen condition. Students should also identify the potential screenings they could request or have ordered for them..</p> <p>Students summarize the information on their health condition, possible screenings, and questions for the doctor in a one paragraph summary.</p>	<p>Completed one paragraph summary</p>
<p>4a. Understand basic information about prediabetes and Type 2 diabetes</p> <p>Target Standards</p> <p>3.R.CI.1 Demonstrate a variety of comprehension strategies to increase understanding of text.</p> <p>4.W.TT.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>4.S.PK.2 Include multimedia components (i.e., graphics,</p>	<p>In what ways can prediabetes and Type 2 diabetes be prevented? H</p> <p>How can lifestyle interventions help reverse prediabetes trends?</p>	<p>Students read the article "How to Reverse Prediabetes and Type 2 Diabetes" from the Center for Science in the Public Interest (<i>readability is grade equivalent 10 - scaffolds may be needed</i>).</p> <p>Working with a partner, students create a slide presentation to persuade an audience of adults at risk of Type 2 diabetes to make lifestyle changes to reverse the trend toward diabetes. The slide show must include facts about diabetes and practical steps that can be taken toward prevention. (<i>An alternative</i></p>	<p>Completed slide presentation</p>

<p>images, music, sound) and visual displays in presentations to clarify information. (<i>if students prepare a visual presentation</i>)</p>		<p><i>assignment is to have students prepare a written summary of the same information and have them create an audio recording of the material.)</i></p>	
<p>5. Learn about basic dental care and annual check-ups</p> <p>Target Standards</p> <p>4.R.RS.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>4.W.TT.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>OR</p> <p>4.S.PK.1 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes...</p> <p>4.S.PK.2 Include multimedia components (i.e., graphics, images, music, sound) and visual displays in presentations to clarify information. (<i>if students prepare a visual presentation</i>)</p>	<p>What type of preventive dental care is available?</p> <p>What at-home activities can help with dental health and wellness?</p> <p>What occurs during a typical annual dental check-up?</p>	<p>Students read the article "What is Preventive Dental Care?" (Grade equivalent 9 - scaffolds may be needed)</p> <p>Administer comprehension questions either as an individual writing activity or as a group discussion:</p> <ol style="list-style-type: none"> According to the article, what dental services are considered preventive? According to the article, what dental services are considered basic or major? What steps can you take at home to help with dental health and wellness? <p>Ask students to imagine they are trying to convince a friend who has never been to the dentist of the importance of getting an annual dental cleaning and check-up. Students will gather information from the Medline Plus article "Dental Exam," the YouTube video "What Happens During a Dental Exam," and their own experience to develop an argument to persuade their friend to get a dental</p>	<p>Completed comprehension questions or accurate group discussion answers</p> <p>Completed presentation (consider having students present these to the class)</p>

		<p>check-up. Their argument can be presented in the form of a written letter, a slide presentation, a video, or an oral presentation.</p> <p>ELL support: Turn on subtitles/closed captions while playing videos.</p>	
<p>6. Learn a variety of birth control options</p> <p>Target Standards</p> <p>3.R.CI.1 Demonstrate a variety of comprehension strategies to increase understanding of text.</p>	<p>What different birth control options are available to the public?</p> <p>What are the key components of each birth control method, the possible side effects, and the rates of effectiveness?</p>	<p>Do a KWL chart with students regarding birth control: what do they already know, what do they want to know, and then after the lesson complete the L column to record what they learned.</p> <p>Students explore the OASH website "Choose the Right Birth Control"</p> <p>Administer comprehension questions either as an individual writing activity or a group discussion:</p> <ol style="list-style-type: none"> 1. According to OASH, how many different types of birth control are available? 2. List each type of birth control and identify 2 options available within each category. 3. Under the TAKE ACTION section of the site, identify additional steps people should take when considering birth control options. What other actions should be taken? 	<p>Completed L column of the KWL chart</p> <p>Completed comprehension questions or accurate group discussion answers</p>

<p>4.W.TT.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>OR</p> <p>4.S.PK.1 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes...</p>		<p>Share with students the Birth Control Methods chart - Reproductive Health National Training Center:</p> <p>In small groups, ask students to identify the top three birth control methods they would recommend for the public. Their recommendations should be based on effectiveness, ease of use, and possible side effects. Results can be shared with the whole class as brief slide presentations, written narratives, or video recordings.</p>	<p>Recommendations for top three birth control methods (presentation type can be left to student choice)</p>
<p>7. Understand the importance of prenatal care during pregnancy and what that care consists of at different stages of pregnancy</p> <p>Target Standards</p> <p>3.R.CI.1 Demonstrate a variety of comprehension strategies to increase understanding of text.</p> <p>4.W.WL.5 Use technology, including the internet, to produce and publish writing and present relationships between information and ideas clearly and efficiently.</p> <p>4.S.PK.2 Include multimedia components (i.e., graphics,</p>	<p>What are the benefits of prenatal care for both the woman and the unborn baby?</p> <p>What occurs during a prenatal check-up?</p>	<p>Students read the March of Dimes article "Prenatal Care Checkups"</p> <p>Administer comprehension questions either as an individual writing activity or a group discussion:</p> <ol style="list-style-type: none"> 1. List the five different types of providers available for prenatal care and identify what distinguishes that type of provider from others. 2. When choosing a provider for prenatal care, what factors should a woman consider, according to the article? 3. The section titled "How can you get ready for your first prenatal care checkup" lists several topics a provider may want to discuss with the 	<p>Completed comprehension questions or accurate group discussion answers</p> <p>IL IELCE Civics Competency: HW6. Identify community resources for wellness programs including prenatal care, immunizations, and screenings</p>

<p>images, music, sound) and visual displays in presentations to clarify information. (<i>if students prepare a visual presentation</i>)</p>		<p>patient. Which of these topics do you think people may have difficulty sharing about with a health provider? Which of these topics do you think is most important to discuss?</p> <p>Ask students to re-read the information about what happens at both the earlier and later prenatal care checkups. Ask students to prepare this information in a format of their choice to share with a potential group of women pregnant for the first time. Consider what information is most important to share and in what way the audience could best absorb that information. (Students could prepare a slide presentation, a video or audio recording, or an infographic.)</p>	<p>Completed slide presentation, video or audio recording, or infographic (students can use www.canva.com to prepare infographics)</p>
--	--	---	---