

Healthcare Bridge Semester 1 Lesson Plans for Reading & Writing

(Weeks 1-16 for High Intermediate ABE Classrooms)

Developed by Stephanie Sommers

A collaborative project between City Colleges of Chicago and Women Employed

Based on the *ICCB Statewide Healthcare Bridge Curriculum* and the *Central States
SER Healthcare Bridge Curriculum*

Copyright © 2017 by Women Employed and City Colleges of Chicago and licensed under a
[Creative Commons Attribution- NonCommercial-ShareAlike 3.0 Unported License](https://creativecommons.org/licenses/by-nc-sa/3.0/)

The authors request that appropriate attribution be given when using these lessons.

Thanks to those who provided support for the development and distribution of these lesson plans, including:

The Joyce Foundation
JPMorgan Chase Foundation
Grand Victoria Foundation
The Chicago Community Trust
Chicago Tribune Charities-Holiday Campaign, a McCormick
Foundation fund
Polk Bros Foundation
Lloyd A. Fry Foundation
The Boeing Company
Alphawood Foundation
Crown Family Philanthropies
The Richard H. Driehaus Foundation
Woods Fund of Chicago
Circle of Service Foundation

Table of Contents

7	Introduction to the Healthcare Bridge Semester 1 Reading and Writing Lesson Plans
17	Reading, Writing, and Grammar Strategies Key
19	Week 1, Lesson 1 Theme: Introduction to Writing in the Bridge
23	Handout: Goals for Healthcare Language Arts Bridge Semester 1
25	Handout: Teaching Writing to Adult Education Students
27	Week 1, Lesson 2 Theme: Introduction to Reading in the Bridge
31	Handout: What is Reading?
33	Handout: Annotation Key
35	Handout: First Paragraph of “What is Reading?”
37	Handout: The Health Benefits of Journaling
39	Week 2, Lesson 1 Theme: Reasons for Your Interest in Healthcare
43	Handout: What Influenced You to Go Into Healthcare? Reading #1
45	Handout: What Influenced You to Go Into Healthcare? Reading #2
47	Handout: What Influenced You to Go Into Healthcare? Reading #3
49	Week 2, Lesson 2 Theme: Healthcare Job Market Info
55	Handout: Prediction Guide: Rising and Falling Industries
57	Handout: Total Jobs in Illinois, 2005 and 2015
59	Handout: Description of Industry Sectors
61	Handout: Distribution of Healthcare Jobs in the United States
63	Handout: Healthcare Infographic
65	Week 3, Lesson 1 Theme: The Skills You Bring to the Healthcare Field
69	Handout: Hats You Wear Now and Have Worn in the Past – Identify the Roles
71	Handout: Hats You Wear Now and Have Worn in the Past – Identify the Skills
73	Handout: Skills Identification
75	Handout: Multiple Intelligences Teacher
79	Week 3, Lesson 2 Theme: Writing About Yourself and Healthcare
83	Handout: Organizer Sheets For a First Draft
85	Week 4, Lesson 1 Theme: Peer Review and peer Editing for First Drafts
91	Handout: Reader Comment Page
93	Handout: Fragments Worksheet
95	Week 4, Lesson 2 Theme: Review City Colleges of Chicago Healthcare Career Paths
101	Handout: City Colleges of Chicago: Healthcare Career Paths
105	Handout: Career Narrative Questions
107	Handout: A Typical Day for an EMT
111	Handout: It’s Just Who I Am – A Hospice Nursing Assistant’s Story
113	Handout: On the Job: Community Health Worker
115	Handout: A Day in the Life of a Massage Therapist
117	Handout: Being a Medical Interpreter

- 119 Week 5, Lesson 1 **Theme: Set Up Research Groups and Conduct Research**
 123 Handout: O*NET Research Sheet
 125 Handout: Day-in-the-Life Videos for Healthcare Jobs
 129 Handout: Day-in-the-Life Articles and Readings for Healthcare Jobs
 133 Week 5, Lesson 2 **Theme: Continue Research and Panel Discussions on Findings**
 135 Handout: CCC.EDU Research: Career Finder
- 137 Week 6, Lesson 1 **Theme: Career Exploration in Healthcare - Reading**
 141 Handout: Goals, Challenges, and Strategies
 143 Handout: Peer Interviews For Goals, Challenges, and Strategies
 145 Handout: Busy – how to thrive in a world of too much: Reading Part 1
 147 Handout: Busy – how to thrive in a world of too much: Part 1 Questions
 149 Handout: Busy – how to thrive in a world of too much: Part 1 Answers
 151 Week 6, Lesson 2 **Theme: Career Exploration in Healthcare - Reading**
 155 Handout: Busy – how to thrive in a world of too much: Reading Part 2
 157 Handout: Busy – how to thrive in a world of too much: Part 2 Questions
 159 Handout: Busy – how to thrive in a world of too much: Part 2 Answers
- 161 Week 7, Lesson 1 **Theme: Write Your Career Path Presentation**
 165 Handout: My Healthcare Career Plan
 167 Handout: Presentation Planning Assistant
 169 Handout: And, But, So
 171 Week 7, Lesson 2 **Theme: Write Your Career Path Presentation**
- 173 Week 8, Lesson 1 **Theme: Write Your Career Path Presentation**
 175 Handout: Class Criteria For Effective Presentations
 177 Week 8, Lesson 2 **Theme: Give Your PowerPoint Presentation**
- 179 Week 9, Lesson 1 **Theme: The Importance of Good Nutrition**
 183 Handout: Your Nutrition Diary
 185 Handout: Nutrition Analysis
 187 Handout: Class Questions on Nutrition
 189 Handout: Summary Practice Sheet
 191 Handout: Why Good Nutrition is Important
 195 Week 9, Lesson 2 **Theme: What is Poor Nutrition?**
 199 Handout: Paraphrase Information from a Slide Show
 201 Handout: Sugary Drinks
 203 Handout: Trans fat raises bad cholesterol and lowers good cholesterol, making it a powerful promoter of heart disease
 205 Handout: Avoid These 10 Foods Full of Trans Fats Don't Wait for the FDA ban
 207 Handout: Summary Practice Sheet #2
- 209 Week 10, Lesson 1 **Theme: What is Good Nutrition?**
 213 Handout: Top 10 Nutrition Facts That Everyone Agrees on
 219 Handout: Questions – “Top 10 Nutritional Facts That Everyone Agrees on”
 223 Handout: Answers – “Top 10 Nutritional Facts That Everyone Agrees on”
 227 Handout: Prepare For Question Around
 229 Handout: Summary Practice Sheet #3
 231 Week 10, Lesson 2 **Theme: Good Nutrition and Our Society**

- 235 Handout: Gap in Diet Quality Between Wealthiest and Poorest Americans Doubles, Study Finds
- 239 Handout: Essay Planning Assistant
- 241 Week 11, Lesson 1 **Theme: Writing the Introduction**
- 245 Handout: The Writer/Audience Situation
- 247 Week 11, Lesson 2 **Theme: Writing the Body Paragraphs**
- 251 Week 12, Lesson 1 **Theme: Writing the Conclusion**
- 255 Week 12, Lesson 2 **Theme: Peer Review and Peer Editing**
- 259 Week 13, Lesson 1 **Theme: Food Deserts in Chicago – Part 1**
- 263 Handout: Map of Chicago Communities and Areas
- 265 Handout: Community Health Factors
- 267 Handout: Executive Summary Part 1
- 271 Week 13, Lesson 2 **Theme: Food Deserts in Chicago – Part 2**
- 275 Handout: Executive Summary Part 2
- 279 Week 14, Lesson 1 **Theme: Food Deserts in Chicago Now (2016)**
- 283 Handout: Charting Changes in Chicago’s Food Deserts Over Time
- 285 Handout: Five Year Trend: Food Desert Drilldown
- 287 Handout: Recommendations For Ending Food Deserts in Chicago
- 289 Handout: Emanuel still short on food desert goals, even as Englewood Whole Foods opens
- 293 Handout: Prepare for Question Around
- 295 Week 14, Lesson 2 **Theme: Make Recommendations to End Food Deserts in Chicago**
- 299 Handout: Food Deserts in Chicago
- 303 Handout: Essay Planning Assistant
- 305 Week 15, Lessons 1 **Theme: Writing the Introduction**
- 307 Week 15, Lesson 2 **Theme: Writing the Body Paragraphs**
- 309 Week 16, Lesson 1 **Theme: Writing the Conclusion**
- 311 Week 16, Lessons 2 **Theme: Peer Editing and Celebration**
- 313 Handout: Fragments and Run-ons
- 315 Handout: Course Evaluation
- 317 Condensed High Intermediate ABE Content Standards for Reading, Writing, Language, Vocabulary and Usage, and Speaking and Listening

Page Intentionally Blank

Introduction to the Healthcare Bridge Semester I

Reading and Writing Lessons for High Intermediate Adult Basic Education

Why Bridge Programs?

Adult education programs have long been the places adults come to earn their High School Equivalency or to improve their basic English, reading, writing, and numeracy skills. However, adult education programs are rarely viewed as stepping stones to a pathway that allows adults to attain the post-secondary education and credentials needed to secure employment with family-sustaining wages.

National research on adult education participation show that a student who attends 100 or more hours in an adult education program with support tend to earn their High School Equivalency at a higher rate (36% versus 16% for students with fewer hours) and after several years these students earn a premium of \$10,000 more a year in salary. (Source: <http://sites.ed.gov/octae/2015/03/27/impact-data-on-adult-ed-program-participation/#more-2580>.)

Prior to the introduction of City Colleges of Chicago Bridge and Gateway programs, less than four percent of students transitioned to the post-secondary level. Bridge students transition to college credit at a rate of 63 percent, and Gateway students earned 282 certificates and degrees between 2011 and Spring 2015.

Research from the Community College Research Center has shown that there is an added value to teaching adult learners using contextualized instruction related to students' industry sector of choice. In 2012, City Colleges of Chicago (CCC) developed the Bridge program to provide an accelerated pathway for students to meet their goals, earn their high school equivalency (HSE), improve their workforce outcomes, and/or increase their language skills. The City Colleges of Chicago Healthcare Bridge is designed for these students.

Introduction to Daily Lesson Plans

These lessons are designed to improve the basic reading and writing skills of High Intermediate Adult Basic Education (ABE) students who enter City Colleges at the sixth- to eighth-grade literacy level, while exposing those students to key healthcare issues that are relevant to their lives and the healthcare field. This intensive sixteen-week course will prepare students to:

- Advance to a ninth grade or Adult Secondary Education (ASE) reading level as measured by the Tests of Adult Basic Education (TABE).
- Meet Illinois ABE/ASE Content Standards for Reading, Writing, Language, and Listening and Speaking for the National Reporting System (NRS) Level 4. All skills for this level are correlated with skills on the High School Equivalency (HSE) exam.
- Progress to the Healthcare Bridge Semester 2, which prepares students who have reached the secondary level for the HSE/GED exam, college studies, and the college entrance test.
- Fully articulate a personalized training and employment plan in the healthcare field.

These High Intermediate ABE lesson plans were created through a collaborative project between CCC and Women Employed. The lessons are based on the Illinois Community College Board's *ICCB Healthcare Bridge Curriculum* and the *SER Healthcare Bridge Curriculum* previously used at Richard J. Daley College.

Defining Bridge Programs

The Illinois Community College Board (ICCB) defines bridges as programs that prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in post-secondary education and career-path employment. Bridge programs must include three core elements:

- **Contextualized instruction** that integrates basic reading, math, and language skills and industry/occupation knowledge.
- **Career development** that includes career exploration, career planning, and understanding the world of work.
- **Transition services** that provide students with information and assistance to successfully navigate the process of moving to credit or occupational programs. Services may include academic advising, tutoring, study skills, coaching, and referrals to individual support services.

Bridge Program Student Qualifications

The Healthcare Bridge Semester 1 is designed for:

- High Intermediate Adult Basic Education (ABE) students who score at the 6.0 to 8.9 level on the TABE test in reading and 5.0 to 8.9 in math.
- English as a Second Language (ESL) students in high intermediate ESL or above who score 6.0 to 8.9 on the TABE test.
- Highly motivated students who are interested in entering or advancing in a healthcare career and are able to devote at least 20 hours per week plus homework time for the duration of the program.

Upon enrollment, City Colleges transition specialists or other trained staff members should have already talked to students about any life situations that would interfere with their ability to succeed in a bridge program, such as work schedule, lack of child care, or lack of time to study and do homework outside of class. Other potential barriers include the need to pass background checks for healthcare programs and discharge current debt to the college before entering this course. While these lessons include activities that focus on and reinforce the importance of punctuality, good attendance, homework completion, and team work, instructors are not expected to act as advisors. Should any of these issues arise after classes begin, students should be referred to the transition specialist or a trained staff member who can help address them.

Expectations of Bridge Program Students

Through the recruitment and orientation process, students are made aware of and agree to meet the following expectations:

- Attend all classes. If a student must be absent, they must notify the instructor and request missed work.
- Arrive to class on time and stay until class ends.
- Respect instructor, classmates, and self.
- Complete all assigned work; ask questions when not sure.
- Meet with a transition specialist and college advisor and prepare to eventually transfer into a credit/career program.

Healthcare Bridge Semester 1 Program Benefits to Students and to City Colleges of Chicago

During this Bridge Semester1 Reading and Writing course, students will:

- Improve their basic reading and writing skills using materials related to the healthcare industry.
- Engage in interactive learning, including group activities, giving and getting peer feedback, and utilizing evaluation and editing processes to turn rough drafts into improved rewritten drafts.
- Gain experience using computers, as a number of classes will take place in a computer lab.
- Explore healthcare career options and incorporate them into a personalized career plan that outlines achievable goals to further advance their education and career.
- Learn the skills employers want, such as communication, teamwork, dependability, problem-solving, and technology skills.
- Learn and practice test-taking skills to prepare for future TABE tests, practice HSE tests, future HSE tests, and the college entrance exam.

Because these lessons are not lecture-based, students will need time to become comfortable with the learning activities and contextualized nature of these lessons.

At the conclusion of this course, students will be prepared to enter Healthcare Bridge Semester 2 at the Adult Secondary Education level (literacy level 9.0 to 12.9). When followed by Healthcare Bridge Semester 2, students should be able to pass the Reading and Writing portions of the HSE exam as well as the Social Studies, Science, and Math portions of the test, which is a prerequisite for financial aid for college level courses. Students who are not able to pass all sections for the HSE test, may be eligible to enter the Gateway program where they will receive continued support.

When followed by Healthcare Bridge Semester 2 students may also be able to score high enough on the college entrance exam to enter college-level courses and earn credit towards degrees or certificates without needing additional remediation. This will keep students from using precious tuition and financial aid dollars for additional basic skills remediation classes.

Additional resources available for bridge program students include:

- Free tutoring.
- Transition specialists who will meet with students to work through challenges and make future plans.
- Academic, financial aid, and/or career advisors to help students learn the steps to enroll in college occupational programs and learn about available jobs in their chosen occupation.

The following graphic illustrates the various components of the two-semester healthcare bridge model; the configuration of days and times may vary by campus.

HEALTHCARE BRIDGE: FALL AND SPRING BRIDGE STRUCTURE

Bridge Semester 1- High Intermediate Adult Basic Education*

First 8-Weeks

Second 8-Weeks

Language Arts- Lesson Set #1 Career Exploration	Language Arts- Lesson Set #2 Healthcare Reform
Computer Skills Course Microsoft Office and Career Exploration	Test-Taking Skills Course Take TABE Test/ Take Practice HSE Test
Healthcare Terminology	
Math Data and Graphing, Fractions, Geometry	

Fall

- Computer Skills and Test-Taking courses
- Certifications and/or Terminology

Bridge Semester 2- Adult Secondary Education**

First 8 Weeks

Second 8 Weeks

Language Arts Bridge-Lesson Set #3 Drug Resistance and Shortages			
HSE Prep (4 weeks): Reading	HSE Prep (4 weeks): Writing	HSE Prep (4 weeks): Social Studies	HSE Prep (4weeks): Science
Math Decimals and Percent, Functions, Algebra			HSE Prep: Math
COLLEGE CREDIT COURSE: TBD			

Spring

- 4-week HSE preparation blocks
- College credit course offered, whenever possible

*ABE: TABE of 6.0- 8.9 in Reading and 5.0- 8.9 in Math
 **ASE: TABE of 9.0- 12 in Reading and 8- 12.0 in Math

Healthcare Bridge Semester 1 Correlation with State and National Standards

To ensure that the Bridge Semester 1 lessons meet state and national learning standards, curriculum designers compared the Illinois ABE/ASE Content Standards¹ in Reading, Writing and Language, and Speaking and Listening with the NRS² descriptors for the High Intermediate ABE level (sometimes referred to as Level 4). This comparison was then condensed into a document called the “Condensed NRS Level 4 Standards,” which are contained within these lessons. These condensed standards can be used to:

- Understand the relationship between each lesson and the required standards. To do this, this curriculum document includes a listing of associated standards at the beginning of each lesson.
- Connect classroom activities and assignments to formal standards that describe the skills students are learning.
- Understand the relationship between Bridge Semester 1 skill-building standards and HSE skill requirements.

Specific HSE skills are not explicitly incorporated in the Condensed NRS Level 4 Standards because these students are not yet at the adult secondary skill level. However, this framework is directly tied to HSE skills. What students learn in the Bridge Semester 1 course lays the foundation that they will need for specific HSE learning covered in Bridge Semester 2. At the end of this introduction is a chart of the NRS Level 4 skills covered in these lessons.

¹ The Illinois ABE/ASE Content Standards were created to ensure students receive the same level of preparation that high schools are expected to deliver, and that they are ready for the new GED test and for college-level work.

² As a state and federally-funded program, CCC’s adult education programs must use the National Reporting System in classifying instructional levels and student performance and in demonstrating student progress.

Principles for Lesson Plans

The principles that these lessons are based on include:

- All work must be grounded in students' experiences, decisions, and goals.
- Teachers must ask, not tell. Teachers should avoid having the answers. They should instead set up situations where students can pose questions, find their own answers, and propose ways of discovering additional information. This will help students develop the critical skills they will need to do well on the HSE exam and in college-level courses.
- Classrooms must incorporate visual, auditory, and kinesthetic techniques in each activity or set of activities to make sure all students can be tuned in.
- Activities must encourage students with varying skill levels to bring their thoughts and experience to the table as equals with other students in the classroom.
- Students need to work in pairs and groups to hear, see, and work with material before they present considered answers to the class.
- Students can learn to teach and learn from each other through pair and group work.
- Writing first drafts must be free of worry. Work on penmanship, spelling, and grammar need to be part of the rewriting process, not the initial drafting process.
- Grammar is best learned in the context of a writing project in which students are invested in communicating something that is important to them.

Strategies for Structuring the Course

The strategies for structuring these High Intermediate ABE lessons include:

- Each course includes several, multi-week thematic units.
- A variety of readings are assigned for students to analyze individually, to compare, and to use to draw information and form conclusions.
- Students use the writing workshop pattern of drafting, evaluating, editing, and rewriting for writing assignments. In order for students to become comfortable with writing and this process, work on penmanship, spelling, and grammar should not be part of the initial drafting process.
- Appropriate conventions of Standard English, word usage, vocabulary, and spelling are covered as needed to support the improvement of written drafts. The Bridge does not focus on grammar as a separate area of study.
- At this level, writing assignments build on each other and cover informative and explanatory writing forms.
- Technology research projects are incorporated into the lesson plans. Therefore, some lessons require access to a technology lab. Icons appear at the beginning of each lesson to identify days that should be taught in the technology lab.
- Activities are designed to ensure that students are learning presentation skills that are integrated into both reading and writing activities, as well as a PowerPoint project.
- All HSE standards work is taught in the Bridge Semester 2 course.

Teaching Strategies Embedded in the Curriculum

The approach to reading, writing, and grammar embedded in this curriculum is based on guidelines established by City Colleges of Chicago for all new adult education curricula. The Bridge Lesson Plans are structured around repeating cycles of student-centered activities that help students:

- Comprehend and analyze a variety of reading materials on a high-interest, sector-relevant topic.
- Conduct on-line research and in-class presentations to broaden each other's knowledge of the topic.

- Complete writing assignments that require that students to utilize the information they have learned as the basis for informative written work.
- Go through a peer-review, editing, and re-writing process of their written work so that students can turn in a complete paper they have had the opportunity to think through and refine based on other students' and their teacher's input.

This cycle of classroom activities in the Bridge Lesson Plans has been established to allow students to go deeply into topics that are of high interest in their chosen career field while improving their reading, research, presentation, and writing skills along the way.

Reading strategies: In *Reading Comprehension: What Works*, Fielding and Pearson write: "There is no quick or simple fix for reading difficulties. More than four decades of research have shown that reading is a complex cognitive and social practice. In building reading aptitude, there is no skills-only approach that can substitute for extensive reading. On the contrary, repeated studies have shown that instruction in isolated comprehension, decoding, or grammar skills may have little or no impact on students' activity while actually reading."¹³

Reading Comprehension activities are organized under four primary reading comprehension strategies:

Reading Strategy #1 – Predicting: There are two types of predicting strategies: 1) Students look at the title, author, and sources and predict what they think the text will be about; 2) Students learn to understand and identify key signal words that indicate a shift in the author's thinking and predict how the author's ideas might be shifting whenever these signal words occur in the text.

Reading Strategy #2 – Annotating:

- Annotating: Students use a simple system of five cymbals to mark a text as they read to identify important point, surprising information, questions, and thoughts and ideas that they agree or disagree with.
- Talking-to-the-Text: Students learn to write questions and other comments on the text while reading the text.

Reading Strategy #3: -- Questioning:

- Request: Students work in pairs to come up with a set of questions about the text that they know the answers to. Pairs then take turns asking one of their questions, calling on other students who think they know the answer, and repeating this process for the pair that answers the question correctly.
- Question Around: Students learn to identify the types of question typically asked on multiple choice tests like the HiSET and college placement exams. The four types of questions are: Right there (in the text); Pulling it together (from the text); Author and me: where students use information in the text and his/her knowledge; and On my own: where the answer is not in the text.

Reading Strategy #4 – Summarizing: Students use language and writing to summarize what they read in their own words. While summarizing is fully described in the writing section, verbal summaries are also important after reading and before writing. A primary activity that supports verbal summaries includes: pairs working together to talk about the meaning of the text in preparation for delivering their summaries.

1. ³ L.G. Fielding and D.P. Pearson, "Reading Comprehension: What Works," Educational Leadership, Feb. 1994, pp. 62-68

Delivering the summaries includes discussion about the listeners' ease of understanding and how comprehensive each summary is.

Writing Strategies: Fluency, clarity, and correctness are the three primary writing skills employed in a developmental writing process that emphasizes students' need to learn writing fluency first; to work on clearly communicating their ideas to a reader next; and focuses on correctness last. The relative importance of these skills during different phases of the two-semester program is demonstrated in the chart below:

Semester 1, Weeks 1-8	Semester 1, Weeks 9-16 Semester 2, Weeks 1-8	Semester 2, Weeks 9-16
FLUENCY CLARITY CORRECTNESS	FLUENCY CLARITY CORRECTNESS	FLUENCY CLARITY CORRECTNESS
Focus on getting ideas on the page without worrying about making mistakes.	Focus on making ideas clear to a real reader.	Focus on writing 45-minute essays for the HSE exam.

- **Revision Process:** This curriculum utilizes peer review, editing, and revising processes for each piece of formal writing throughout the two-semester program. Peer review involves students reading other students' work and learning to give feedback on issues of clarity, paragraph development, and effectiveness. Editing focuses on students learning a succession of sentence structure and punctuation skills and applying them to student drafts. Revising includes creating a revision plan based on peer and teacher feedback and writing a final draft.
- **Narrative, Informative, and Persuasive Writing:** These are the three types of writing taught in this program. These types of writing are taught in succession so that students learn to understand how to connect classroom topics to their own experience, learn to write about new information they have learned, and then form and present their own opinions in essays on the topics and issues they have studied.
- **Adopting College-Level Skills:** Students learn the technical writing skills that will prepare them for college level courses. These include: writing summaries and essays with proper citations, taking notes on reading, video, and class discussions, creating outlines to prepare for writing essays, and referencing course readings in essays.

Grammar: CCC intensive programs at the High Intermediate ABE and ASE levels, including the Bridge and the HSE Intensive programs, utilize a trimmed down approach to grammar that adheres to the following principles:

- Grammar should be taught to support the specific writing goals for students at the different developmental levels. This means that grammar should support the development of:
 - Sentences and paragraphs at the first level. The focus is on fluency and basic writing tools.
 - Sentence-level editing skills at the second level. The focus is on writing clarity.
 - The ability to use a full range of punctuation in the editing process, as correctness is the focus at this level.

- Students and teachers should help each other edit only those grammar issues that are appropriate to each level. Mistakes must be tolerated so that students can be fluent and clear first.
- Grammar rules should exclude the use on any specialized grammatical language, as all basic grammar can be taught using a far simpler conceptual framework that will allow students to more easily understand and apply.

Learn signal words to aid reading comprehension and writing sophistication: This type of language development will help students improve their reading comprehension (as in Predicting) and to give them more sophisticated language tools for their own writing. These increased tools will better help students organize their thoughts for complex essays that refer to multiple readings and lay out their own ideas in response.

Recommendations for Program Delivery

The lesson plan activity instructions contain full and detailed descriptions of the activities down to what questions teachers can ask and what information should be recorded on the board. These instructions are intended to help the teacher understand the intention and flow of the activity. However, they are not intended to be a script and in fact have more detail than can be brought into the classroom.

To adapt the lesson plans, we suggest that teachers use the following process for preparing for each day:

- Familiarize yourself with the materials and issues in whole units before teaching them.
- Read all assigned material; view all videos; work through all charts and graphs so that you understand all that is to be presented.
- Go through all the activities to make sure you can answer any study questions or would feel comfortable leading any of the activities presented there.
- Highlight the specific portions of the activity that will help you remember the full flow of the activity.
- Make adjustments to the size or the emphasis of each activity to best fit the needs and interest of your class.
- Bring a highlighted outline or create a separate outline that can remind you of how to implement the activity and will be simple for you to follow.
- Prepare all handouts and projection materials so presentation of each activity can go smoothly.

Although suggested time durations for each activity are included, the time devoted to any given activity in the daily lesson plans may vary. Teachers must decide how to adapt the activities to meet the needs and interests of students in their classrooms.

These guidelines will help teachers make decisions about how to customize the curriculum for their own classrooms:

- Select and use grammar materials as needed to support student essay editing processes in the writing weeks.
- Include short vocabulary quizzes as needed to ensure that students learn new words they select from the readings. Some classes will need more work on vocabulary than others.
- Use these materials in the order they are presented. The activities in this curriculum build on one another and lead to subsequent discussions, readings, and writing assignments. Because the lesson plans have a cumulative structure, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them.
- Make decisions to modify, eliminate, or change lessons carefully. While teachers can adapt these lessons for their own students, they should do so with caution because of the cumulative structure of these lessons. Decisions to modify one activity could result in students being unprepared for later activities. Therefore, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them and before modifying a lesson or activity.








This document begins with the condensed standards for reference. Each section that follows presents the full curriculum for each week, including daily lesson plans that include activities and worksheets as well as list of the standards covered in each lesson.

City Colleges instructors and staff with questions about the design of the bridge program or customization of the lessons should contact Lauren Hooberman, Bridge Director, City Colleges of Chicago, at lhoberman@ccc.edu or Stephanie Sommers, Curriculum Specialist, at ssommers11@gmail.com.

Page Intentionally Blank

Reading, Writing, and Grammar Strategies Key

This key is a guide for teachers as they navigate the strategies used in the curriculum. You will find these symbols next to activities used repeatedly throughout the lesson plans to build student skills.

Strategy	Symbol
Predicting	
Annotate	
Talk to the Text	
Question Around	
Grammar	
Journaling	
Peer Review	

Page Intentionally Blank

Week 1, Lesson 1

Healthcare Bridge Semester 1: High intermediate Adult Basic Education (ABE)

THEME: Introduction to Writing in the Bridge

Students talk about their goals for the first semester of the Bridge and compare them to the course's official goals. Students also look at the process for becoming a good writer by reflecting on the topic, reading and annotating an article, and writing about whether or not they enjoy writing currently and why.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
Goals for Healthcare Language Arts Bridge Semester 1

For Activity #2:

- Handout (attached): Make one copy for each student.
Teaching Writing to Adult Education Students

For Activity #3:

- Classroom Resource: Blank paper for journal writing. Teachers will instruct students that they will need a notebook or notebook section dedicated to journal writing to use throughout this class.

ACTIVITY #1: Introduction - 60 minutes

Articulate Student Goals

- Welcome students to the Healthcare Bridge course.
- Introduce yourself and why you will be a strong and supportive teacher.
- Write the following question on the board:
 - What are the reasons you have decided to take this course? Consider your personal, academic, and career goals.
- Put students into pairs and have them discuss at least three things they want to get out of this course.
- Put students into groups of three or four to come up with a master list with no duplicated reasons. The more reasons the better.
- Set up the board to record reasons in three categories: personal, academic, and career.
- Go from group to group asking for a reason for taking the course, having each group add one reason that is different from what has already been said.
 - Write the reasons on the board in the category the team determines is appropriate.

Compare Student Goals to Formal Course Goals

- Provide an overview of the course.
- Pass out the *Goals for Healthcare Language Arts Bridge Semester 1*).
- Go round robin and have each student read one item.
- For each section, ask:
 - Is this item already on the list of student goals on the board?
 - If yes, check off the item on the board.
 - If no, ask: What category does this item go in?
 - Write all new item in the appropriate category.

- Tell students to write down three things they most want to get out of this course.
 - Have students share their what they wrote down.
-

Break – 15 minutes.

ACTIVITY #2: Introduction to Writing - 80 minutes

Discuss the Writing Process

- Tell students you would like them to understand the writing process that will be used in this class.
- Ask:
 - What kind of writer are you?
 - Suggested answers:
 - I enjoy writing.
 - I am uncomfortable writing.
 - Why do you feel this way about writing?
- Write the following questions on the board:
 - How does someone become a good writer?
 - What is an effective process for improving your writing?
- Put students in pairs to talk through their answers.
- Lead a discussion on the ideas pairs came up with.
 - Take notes of their responses on the board.



Predict What the Article Will Be About

- Tell students they are now going to read about the writing process that is used in this course.
- Pass out the article *Teaching Writing to Adult Education Students*.
- Have a student read the title and ask:
 - What is the title of the reading?
 - Where did this reading come from?
 - Who is the author(s)?
 - Who is the audience for this reading?
 - What do you predict this reading will be about?



Annotation Instructions

- Tell students to annotate while they read.
- Ask:
 - What does annotation mean?
 - Why is it important?
 - Tell them annotation will help with their comprehension and provide a way to 'interact' with the text; they will be practicing different kinds of annotation in this course.
- For this reading, have students read the article and underline one sentence in each paragraph that speaks to them and their experience or is important. If they don't understand something, they can put a question mark next to the sentence they don't understand.
- Have students read and annotate.

Discuss What the Writer Believes

- After students have read and annotated their articles, tell them to refer to the sentences they underlined to answer the following questions
- Ask:

- What are the important messages in the article?
 - Which sentences emphasize the ideas of the authors?
 - Why is fluency so important?
 - What sentence explains this?
 - What is clarity?
 - Which sentences gave this information?
 - What is correctness?
 - Why is correctness the last thing to be concerned about?
 - Which sentences give you this information?
 - Write this question on the board:
 - What is the difference between your ideas about the writing process and these authors' ideas?
 - What parts of the article do you agree with? Why?
 - Are there parts that you disagree with? Why?
 - Tell students that in this class they are going to focus on fluency first, then clarity, then correctness when they write. This approach may be different than what they have done before, but they will get comfortable with this approach and become writers who can write easily about their own ideas. This is important for their high school equivalency exam and beyond.
-

Break – 15 minutes.

ACTIVITY #3: Journal About Writing - 40 minutes

Set up the Writing Situation

- Write the following prompt on the board:
 - Do you enjoy writing? Why or why not? What skills do you want to work on to improve your writing?
- Tell students they will be writing a journal entry in response to these questions during this activity. Students should bring a notebook or journal that they will use through the bridge class or set aside a portion of their notebooks for journaling. They will be doing a lot of journaling, so they will need to bring their journals to class every day.
- Tell students the rules for journaling are:
 - Write without stopping.
 - Don't focus on grammar or penmanship.
 - Focus only on what they have to say.



Practice in Pairs and then Write!

- Put students in pairs and tell them to:
 - Ask each other their responses to the prompt on the board.
 - Ask each other questions to get more information on why their partner does or does not enjoy writing. The more details the better!
- Next, give student 10 minutes to write non-stop about the prompt.

Final Discussion

- Ask:
 - How did the journaling go?
 - Was it easy or difficult? Why?
 - Can journaling help you gain more fluency in writing?
 - How can journaling be used as a way to become a better writer?
-

HOMEWORK



NOTE: Tell student that they will have a journal writing assignment as homework every night. In order to do journal writing they will need to:

- Have a notebook they can write in with standard-sized, lined paper. They should always bring this notebook to class!
- They will need to write at least two pages on the homework journal question.
- Their writing does not need to be composed; they just need to write what comes to their mind naturally. They do NOT need to worry about spelling, vocabulary, or penmanship. They should listen for that voice in their heads and just keep writing.
- No one will read students' journal work. They will be required to show you, however, that they have written the required number of paragraphs or filled up the required number of pages.
- Each journal writing exercise will ask students to write about something that will be needed for in class work later in the week or later in the course. Thus, the thinking students do in their journals will make it easier to do their in-class assignments.
- The point of journal writing is to find out what they have to say on the topics being covered and also to learn to enjoy writing so that they can become independent thinkers – the key to success in these classes, on the High School Equivalency (HSE) exam, and in college.

Journal Writing Prompt: Think of a specific experience you had that taught you some special knowledge or insight that you would like others to know about. Describe that experience and explain what it taught you about how to live your life. Think of a how others could benefit from your insight and describe that as well.

Remind students that they:

- Should write non-stop until they fill up two pages in their journals.
- Are not to worry about correctness: grammar, spelling, or penmanship.



TEACHER PREPARATION: Prior to the next lesson, practice annotating the first paragraph of the “What is Reading?” article so you can demonstrate how students should use the Annotation Key.

Goals for Healthcare Language Arts Bridge Semester 1

Prepare for tests:

- Improve test scores in reading on both the Tests of Adult Basic Education (TABE) and the college placement test.
- Practice skills needed to pass the high school equivalency exam, including selected Science and Social Studies skills as they apply to healthcare.
- Develop a range of strategies for becoming strong active readers who can answer high school equivalency-type test questions.
- Learn to use journals and summaries of readings as the basis for building the kind of essays required for the high school equivalency exam.

Prepare for a Career:

- Become familiar with career options in the healthcare field.
- Understand your skills and learning styles and match them with training for jobs in programs available at the City Colleges of Chicago.
- Create and present a realistic education and career plan in a formal PowerPoint aimed at impressing an employer.
- Understand the basics of nutrition and the impact of food deserts on the health of Chicago residents from different neighborhoods.

Learn Specific Reading Skills:

- Predict what a reading or part of reading might be about from context clues.
- Annotate a reading in a way that will increase your comprehension skills.
- Ask different types of questions about a text that will improve your ability to answer high school equivalency-type questions.
- Improve your vocabulary.

Learn Specific Writing Skills:

- Journal about important topics to find out more about your responses and ideas.
- Summarize what you have read in a way that a reader can easily understand.
- Respond to your peers writing in ways that will help them clarify what they have to say.
- Revise your first draft based on feedback from peers and your teacher.
- Write introduction, body, and conclusion paragraphs for essays.

Learn Specific Grammar Skills:

- Identify what is a complete sentence.
- Correct fragments and run-on sentences.
- Form paragraphs appropriately.
- Join two sentences together with the appropriate words and punctuation.
- Add additional information to sentences using appropriate punctuation.

Other Course Features:

- There will be reading and writing during every class.
- There will be reading or writing homework after every class.
- The reading and writing class assignments all build toward a longer writing assignment.
- There will be required longer writing assignments and a PowerPoint presentation.
- All longer writing assignments will include a first draft, input from your peers and your teacher, and revision.

Teaching Writing to Adult Education Students
Adapted From Learning to Write, Writing to Learn
by John S. Mayer, Nancy Lester, and Gordon M. Pradl

Research shows that the only way one learns to write is by writing. Teachers have too often viewed writing as a skill that can be learned without any actual need to write. This has led to teachers using too many workbook exercises.

But real writing involves a purpose and an audience. The purpose must always be the writer's. Good writers learn to make even the most boring assignment their own. They learn that during the act of writing, they will discover what they want to say. Writing which has a real purpose, whether it is making lists, writing letters, emails, notes, memos, or more formal written work, always has a real audience.

But most school writing has only the teacher as its audience. Student writers think teachers as having all the answers and are more concerned with "getting it right" than students' ideas. Student writers often understand writing is about learning rules, without being too concerned about what they have to say.

Good writing takes time to develop and goes through these three steps: first *fluency*, then *clarity*, then *correctness*. With *fluency*, the goal is to build a sense of comfort, confidence and control in the writer. Writers must feel they have ideas and language in their heads that they can use to fill up blank sheets of paper. Only when words fill the page can we focus on *clarity*: does the writing make sense to others? The final concern is whether the text uses correct written English.

Our reasons for focusing last on correctness are that there's little point in having a "correct" paper without clear meaning and that a fearful writer is generally one who worries constantly about making mistakes.

The problem arises when teachers operate on the mistaken notion that one must know the rules of grammar in order to speak and listen or to read and write. **Research study after research study has shown that knowledge of grammar and usage rules does *not* make students better writers.**

Grammar continues to be taught because of the belief that new grammar rules can be applied while you are writing. Unfortunately, it's this view that causes many of the biggest writing problems. Even fluent writers would become pen-tied if they have to deal with all the rules.

It is false to think that error-free texts are the goal of writing and that such texts can be written on the first try. Teaching too many grammar rules has created many fearful writers. They become very worried about correctness, so worried that by the time they've written three words of a sentence, they're sure they must have made an error already. This correctness anxiety is not useful at all.

There's a story about a teacher who showed a student a number of drafts of Richard Wright's when he was writing *Native Son*. There were lots of changes and cross-outs. The student remarked, "Oh, look at all those cross-outs; he must be a lousy writer," as though correct writing is what happens the first time you write something down. Professional writers write many, many drafts before they call what they are working on finished.

Week 1, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Introduction to Reading in the Bridge

Students read about the process of reading, get a demonstration of how to annotate to improve comprehension, and practice annotating an article before they journal about it.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
What is Reading?
- Handout (attached): Make one copy for each student.
Annotation Key
- Teacher Resource (attached): Make one copy to project overhead.
First Paragraph of "What is Reading?"

For Activity #3:

- Handout (attached): Make one copy for each student.
The Health Benefits of Journaling

*** TEACHER PREPARATION:** Prior to this lesson, practice annotating the first paragraph of the "What is Reading?" article so you can demonstrate how students should use the Annotation Key.

ACTIVITY #1: Introduction to Reading - 40 minutes

Check-In About Journaling

- Ask students:
 - How did their journaling assignment go?
 - Was it easy or difficult to write two pages? Why or why not?
 - Did anything interesting come up? What?
 - Is there anything you wrote that surprised or interested you?
- Make sure you check students' journaling. You are checking for the number of pages they have filled out by sight without reading anything.
- Tell students they are going to be checking each day to make sure that they are journaling. Again, students should see journaling as a good opportunity to write freely and, then, to use the ideas they write about as part of their formal writing projects.

Student's Ideas about Reading

- Tell students they are going to practice annotating using a reading about reading. But first, we want to talk about their opinions.
- Write the following questions on the board:
 - What kinds of reading do you enjoy? Why?
 - What kinds of reading do you not enjoy? Why?
 - Do you have goals around reading? What are they?
- Put students into pairs and have them ask each other these questions.

- As a class, discuss the students' answers to these questions:
 - Record student responses on the board.
 - Review student responses as a class and ask:
 - How would you summarize how this class feels about reading?
 - What is the evidence for your answer?
-

Break – 15 minutes.

ACTIVITY #2: Annotating an Article on Journaling - 80 minutes

* Model Annotation

- Pass out the *What is Reading?* article.
 - Ask:
 - What is the title of the reading?
 - Where did this reading come from?
 - Who wrote this article?
 - Who do you think is the audience for this reading?
 - What do you predict this reading will be about?
- Pass out the *Annotation Key*.
 - Tell students to read the Annotation Key aloud.
- Tell students they are going to use this Annotation Key while they read this article, but first you are going to demonstrate.
- Project the First Paragraph of “*What is Reading?*” overhead.
 - Read each sentence and decide if there is an annotation that you would make for that sentence. Narrate your thinking as you decide on which annotation to use, if any.
 - Write your annotations on the overhead, as you decide.

TEACHER NOTE: Students need to circle words they don't understand as part of their annotation. Make sure you routinely ask for words they don't understand, give the class the chance to define the words in context, and have students use phones, dictionaries, or provide the definition as needed. You can collect these words and post them on a “Word Wall” for reference and use later as a unit unfolds.

* Students Annotate the Article

- Tell students to slowly and carefully go through the reading and to put down each annotation they decide on.

Students Discuss their Annotations

- When students are finished, write the following questions on the board:
 - Of those things you underlined, what were the most important points brought up in the article?
 - What was surprising or interesting?
 - What was hard to understand or was confusing?
 - Include words that students didn't understand.
 - When these come up, write them on the board and ask if students can define them based on the context. If not, give the definition as needed.
 - Were there aspects of this article you agreed with? Disagreed with?
- Put students in pairs to talk about their answers to the questions on the board.
- Come together as a class and ask the questions on the board, allowing the pairs to present their responses to the class.

- Lastly, ask:
 - How would you summarize how this class has responded to this reading on reading?
 - What is the evidence for your answer?
 - Does this article describe the way your read?
-

Break – 15 minutes.

ACTIVITY #3: Journal About Journaling - 60 minutes



Journal about Reading

- Tell students to get out their journals.
- Write this prompt on the board:
 - How does this article describe the way people really read?
 - Does this accurately describe the way you read? Explain what you mean.
- Tell students to:
 - Respond to the questions on the board in their own words.
 - Write without stopping.
 - Don't worry about correctness: grammar, spelling, or penmanship.

Report on the Journal Writing

- Ask students:
 - Who thought the article gave an accurate description of the way you read?
 - Why or why not?
 - Who got clearer about what they had to say by writing their ideas or thoughts?



Read an Article on Journal Writing

- Pass out the *The Health Benefits of Journaling* article.
 - Tell students to use their Annotation Key to annotate this article in full.
-

HOMEWORK



Journal Writing Prompt: Do you agree with the author that journal writing will improve your health? Why or why not? Would you be interested in using journaling for this purpose? Why or why not?

Remind students that they:

- Should write non-stop until they fill up two pages in their journals.
- Are not to worry about correctness: grammar, spelling, or penmanship.

Page Intentionally Blank

What is Reading?

Adapted from: *Reading For Understanding*

By Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy

Reading is not just a basic skill. Many people think that if you teach someone to read once, that should be enough. They think that after you learn to read in primary school you just need more vocabulary and information around new concepts to read something new. Seen this way, reading is a simple process: readers just have to figure out how to pronounce each word in a text and then automatically comprehend the meaning of the words, just as everyone does with everyday spoken language.

This is not our understanding of reading.

About Reading

The need to continue to teach reading as students move on and encounter increasingly complex academic material and tasks is now widely recognized as a very important thing to do. Reading now is seen as having the following set of characteristics:

- Reading is a complex process.
- Reading is problem solving.
- Reading ability can vary for readers in different situations and with different experiences.

Here are descriptions of what we mean.

Reading is a Complex Process

You will notice that often when you are reading a text, it will call to mind voices, memories, knowledge, and experiences from other times and places—some from long ago and some more current. If you are reading a more complex text about complex and unfamiliar ideas, you have to work hard to understand it. Your reading probably included many false starts and frequent backtracking to figure out what the text was trying to say. You were also probably trying to relate what you were reading to your existing knowledge and understanding. You might have stumbled over unfamiliar words and found yourself trying to interpret them by looking around for clues in the text. And you might have found yourself having an internal conversation with the author, silently agreeing or disagreeing with what you read.

While reading a newspaper article on a war in a foreign country, for example, you may have silently disagreed with the author and found yourself thinking about debates you have had with friends on the topic or something you saw on television. Lost in these memories, you may find that even though your eyes have scanned several paragraphs of the article, you have taken nothing in, so you must re-read these paragraphs—this time with more focus to be sure you understand what the author is trying to say.

Reading is Problem Solving

As the example above makes clear, reading is not about simply looking at and trying to understand words on the page, one right after the other. Reading is a complex process of problem solving in which the reader tries to make sense of a text by using their own ideas, memories, and knowledge in relation to the text they are reading. Readers also have to deal with the many views involved when reading a text: the author, the reader, and others the reader has heard, read about, or known during their life.

Reading Fluency

Reading fluency begins to develop when students have frequent opportunities to read texts that are relatively easy for them because the vocabulary, the concepts, or both are (mostly) familiar. However, in order to be comfortable reading more difficult texts, it is important that readers get the opportunities, support, and encouragement they need to understand a wide variety of texts on a variety of topics. Learning to deal with more challenging texts is how reading fluency grows.

As we know, a person who understands one kind of text easily may have difficult reading other types. For example, someone good at reading math texts may have problems understanding poems. Someone comfortable reading novels or magazines might have trouble with a college textbook. Someone who is good at reading motorcycle repair manuals may have trouble understanding his son's chemistry homework.

In other words, reading fluency can vary depending on a reader's particular experience. However, researchers have found that all fluent readers have the same set of characteristics. They found that all fluent readers are:

- Mentally engaged.
- Motivated to read and learn.
- Persistent in the face of challenge.
- Use a variety of comprehension strategies to understand what they read.

* ANNOTATION KEY

Underline or highlight what you think is important.

Circle words you don't understand.

! - Put an exclamation point next to anything surprising or interesting.

? - Put a question mark next to anything you don't understand or is confusing.

* Put an asterisk next to anything you agree with.

NO - Write No next to anything you disagree with.

Page Intentionally Blank

First Paragraph of “What is Reading?”

Reading is not just a basic skill. Many people think that if you teach someone to read once, that should be enough. They think that after you learn to read in primary school you just need more vocabulary and information around new concepts to read something new. Seen this way, reading is a simple process: readers just have to figure out how to pronounce each word in a text and then automatically comprehend the meaning of the words, just as everyone does with everyday spoken language.

This is not our understanding of reading.

Page Intentionally Blank

The Health Benefits of Journaling

Adapted from the original source: <http://psychcentral.com/lib/the-health-benefits-of-journaling/000721>

Original Author: Maud Purcell

I'll bet you write (or word process) daily. If you are like most people, you record only what you must. In an effort to change your mind and your habits, I'll let you in on a well-kept secret: A pen coupled with paper can serve as a powerful life tool.

Journaling (or keeping letters or diaries) is an ancient tradition, one that dates back to at least 10th century Japan. Successful people throughout history have kept journals. Presidents have maintained them to pass on to history; other famous figures for their own purposes. Oscar Wilde, a famous 19th century playwright, said: "I never travel without my diary. One should always have something sensational to read on the train."

Health Benefits

Contrary to popular belief, our forefathers (and mothers) did know a thing or two. There is increasing evidence to support the notion that journaling has a positive impact on physical well-being. University of Texas at Austin psychologist and researcher James Pennebaker contends that regular journaling strengthens immune cells, called T-lymphocytes. Other research indicates that journaling decreases the symptoms of asthma and rheumatoid arthritis. Pennebaker believes that writing about stressful events helps you come to terms with them, thus reducing the impact stress on your physical health.

I know what you're thinking: "So writing a few sentences a day may keep me healthier longer, but so will eating lima beans! Why should I bother journaling when I've already got too much on my plate?" The following facts may convince you.

Scientific evidence supports that journaling provides other unexpected benefits. The act of writing accesses your left brain, which is analytical and rational. While your left brain is occupied, your right brain is free to create, intuit and feel. In sum, writing removes mental blocks and allows you to use all of your brainpower to better understand yourself, others and the world around you. Begin journaling and begin experiencing these benefits:

- a. **Clarify your thoughts and feelings.** Do you ever seem all jumbled up inside, unsure of what you want or feel? Taking a few minutes to jot down your thoughts and emotions (no editing!) will quickly get you in touch with your internal world.
- b. **Know yourself better.** By writing routinely you will get to know what makes you feel happy and confident. You will also become clear about situations and people who are toxic for you — important information for your emotional well-being.
- c. **Reduce stress.** Writing about anger, sadness and other painful emotions helps to

release the intensity of these feelings. By doing so you will feel calmer and better able to stay in the present.

- d. **Solve problems more effectively.** Typically, we problem solve from a left-brained, rational perspective. But sometimes the answer can only be found by engaging right-brained creativity and intuition. Writing unlocks these other capabilities and affords the opportunity for unexpected solutions to seemingly unsolvable problems.
- e. **Resolve disagreements with others.** Writing about misunderstandings rather than stewing over them will help you to understand another's point of view. And you just may come up with a sensible resolution to the conflict.

In addition to all of these wonderful benefits, keeping a journal allows you to track patterns, trends and improvement and growth over time. When current situations appear overwhelming, you will be able to look back on previous problems that you have since resolved.

How To Begin

Your journaling will be most effective if you do it daily for about 20 minutes. Begin anywhere and forget spelling and punctuation. Privacy is key if you are to write freely. Write quickly, as this frees your brain from “shoulds” and other blocks to successful journaling. If it helps, pick a theme for the day, week or month (for example, peace of mind, confusion, change or anger). The most important rule of all is that there are no rules. Through your writing you'll discover that your journal is an all-accepting, nonjudgmental friend. And she may provide the cheapest therapy you will ever get. Best of luck on your journaling journey!

Week 2, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Reasons for Your Interest in Healthcare

Students discuss the reasons they are interested in going into the healthcare field and read three short stories about how others became interested in healthcare. Students will annotate these readings, write questions to the authors for more information, write their own reasons for their interest in healthcare, and then a partner will read their work and ask three questions for more information.

MATERIALS

For Activity #2:

- Handouts (attached): Three Short Readings - make one copy of each reading for each student.
What Influenced You to Go into Healthcare?

ACTIVITY #1: Why did You Get Interested in Healthcare? - 40 minutes

Check-In About Journaling

- Ask students:
 - How did their journaling assignment go?
 - Was it easy or difficult to write for two pages? Why or why not?
 - Did anyone think that journaling would help them with their health?
 - Is there anything you wrote that was a surprise and interested you?

Pair Work on Your Career Interest

- Write the following questions on the board:
 - What personal experiences got you interested in healthcare?
 - Explain in detail how the experience(s) had such an impact.
 - Keep these questions on the board for the whole class.
- Put students in pairs and have them take turns in talking about their experiences.
 - Tell the listener to ask the questions on the board and to ask any additional questions that will help the speaker's story be clearer and more interesting.
- As a class, have students share their experiences.
 - Allow the class to ask questions for more information after the speaker has talked about their experience.

Break – 15 minutes.

ACTIVITY #2: Annotate and Ask Questions of the Authors - 80 minutes

* Annotate One Reading and Ask Questions as a Class

- Tell students they are going to read three pieces of writing that explain why three authors went into healthcare. As they read these articles, they are to decide which of the authors have reasons for their interest in healthcare similar to their own.
- Pass out the first reading to the students.

- Have students get out their Annotation Key and annotate the reading like the class did during the last class.
- When students are finished, ask the following question:
 - Of those things you underlined, what were the most important points brought up in the article?
 - What was surprising or interesting?
 - What was hard to understand or was confusing?
 - Were their aspects of this article you agreed with? Disagreed with?
 - How is this reading different than the readings we have done so far?
- Ask a few technical questions:
 - Why did the writer make separate paragraphs?
 - What is each paragraph about?
 - How do these paragraphs help you, the reader, understand the author better?
- Put students in pairs and tell them to:
 - Come up with three questions for the author about things you want to know more about.
- As a class, have pairs share the questions:
 - List students' questions on the board and add more as you go along to demonstrate how much more detail readers might want to know about.

* **Annotate Two Readings and Ask Questions as a Class**

- Repeat the process described above, only this time have students:
 - Read the other two readings.
 - Annotate both of them using the Annotation Key.
 For each of the two readings:
 - Discuss their annotations for the readings as a class.
 - Ask the questions about paragraphs: What are they about and do they make understanding the author easier?
 - Work in pairs to come up with questions for the author.
 - Share those questions, list them on the board, and add others to demonstrate how much detail readers can ask for.
- Lastly, ask students:
 - Which of the authors has reasons for going into healthcare similar to their own?
 - Who has different reasons not mentioned in these reading? What are they?

Break – 15 minutes.

ACTIVITY #3: Write About Your Reasons for Choosing Healthcare - 60 minutes

Write about Students' Reasons for Choosing Healthcare as Their Career

- Tell students they are going to write about why they have chosen healthcare as their career using the two questions on the board from the beginning of class. Tell students they should:
 - Not focus on grammar, spelling, or penmanship.
 - Focus on what their reader will want to know about their decision.
 - A classmate will be reading their work and asking them questions just like we did with the other three authors.
- Give students 12 minutes to respond to the two questions on the board.
- Put students in pairs to:
 - Read their partner's work.

- Write three questions for more information about their partner's work.
 - Give their partner's work back and discuss the questions, as needed.
 - Tell students to respond to their partner's question in writing.
 - When they have all finished writing questions on their partner's work, ask:
 - Did you think the new information your partner asked for would make your written piece more interesting to any reader? Why or why not?
 - How could you integrate the additional information into your written piece?
 - How else could you revise this piece to make it more detailed and easier for the reader to understand?
 - Lastly, ask:
 - What were the personal experiences that made you choose healthcare as the field you wanted to go into?
 - Tell us some of the details.
-

HOMWORK

READ: Have students find an article in a newspaper, magazine, or on-line that is on some aspect of the healthcare field that you feel interested in and that is comfortable to read. Write down the name of the article, read the article, and then briefly explain to others in your own words what the article is about and what you learned from it. Turn your summary in during the next class.

- You can use resources like the Chicago Tribune or the Sun Times online to find articles.
 - Use each website's search feature and put in the topic you want to know more about to find articles.
 - Pick the one that most interests you.
-

TEACHER PREPARATION

Before the next class, spend some time familiarizing yourself with the graphs and the info-graphic as well as the questions that are used in the next lesson to help students understand how to read them.

Page Intentionally Blank

What Influenced You to Go Into Healthcare? Reading #1

Adapted from Source: <http://allnurses.com/general-nursing-discussion/what-influenced-you-435163.html>

Originally, I wanted nothing to do with the health care industry, especially nursing. After I graduated from high school I took a job as a dietary aide in a small community hospital. I had no plans to go to college for a degree of any kind. I just wanted to work my job and enjoy life and never see the inside of a classroom again.

Then I met some of the wonderful nurses working at this small hospital and that changed everything. I don't know how many times my supervisor had to come drag me out of the dining room and back to work in the kitchen. I just loved sitting with these ladies and listening to their stories. I wanted to be part of their group. I always volunteered to take the food carts up to the floor so that I could soak up whatever bits of the whole patient care environment that I could.

After about a year I switched jobs and started working as a nurse's aide in a nursing home and the rest is history. I loved that job. And soon I was back in college. This was way back in the 70's. To this day, I still think about that handful of nurses that allowed me to sit with them on their lunch break and answered all my questions and started that flicker of interest in this profession.

Page Intentionally Blank

What Influenced You to Go Into Healthcare? Reading #2

Adapted from Source: <http://allnurses.com/general-nursing-discussion/what-influenced-you-435163.html>

My sister was born with something wrong with her kidneys, but no one found out about her condition until she was about 20. Her kidneys were both very small and had not grown properly. They were not functioning well at all and she was in renal failure at 20 years old. She was on peritoneal dialysis and needed a kidney transplant. I was only 9 or 10 when all this was going on. She was frequently in the hospital or going to lots of appointments. My mother and I would go with her to these appointments and we would stay with her a lot while she was on dialysis. All the nurses and equipment mesmerized me, and I so badly wanted my sister to live. I liked visiting the hospital and checking in on her and finding out what new was happening with her.

This made me be the nurse I am today. I went to college and got my LPN at the age of 19. I am 25 now and am currently taking classes to become an RN.

And by the way, my sister received a kidney from my mother and both are doing great! Also, I was tested for the disorder my sister has and I am fine. Praise God for all he does!!!

Page Intentionally Blank

What Influenced You to Go Into Healthcare? Reading #3

Adapted from Source: <http://allnurses.com/general-nursing-discussion/what-influenced-you-435163.html>

I can still remember the day I decided to become a nurse. My mother was a nurse and she worked for a doctor at a private clinic. It was back in the day when parents used to have to bring their children on a particular workday. On one such workday, I went with my mother to work and she got to poke and probe at me when she did my check-up... I even got a cool snoopy bandage. HaHa. I saw how she interacted with patients and I knew that's what I wanted to do.

I want to care for people and make a difference in their life. I'm also very nurturing and love being around babies, so I decided to become a nurse. I'm still in nursing school, and it's still my passion; I can't imagine doing anything else. I know everyone says it's really hard to do and it burns you out, but I really truly believe that if you get in this field for the right reasons and it's something you love to do that you will be great at what you do.

Page Intentionally Blank

Week 2, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Healthcare Job Market Info

Students read graphs on the future growth of the healthcare sector and healthcare jobs between now and 2024 and then look at an info-graphic that describes why the growth in healthcare will be so strong.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
CUNY Career Kit: Prediction Guide, page 21
<https://www.dropbox.com/s/i8di9yqz34otjz7/CUNY-Careerkit-Healthcare-Prediction%20Guide.pdf?dl=0>
- Handout (attached): Make one copy for each student.
Total Jobs in Illinois, 2005 and 2015
- Teacher Resource (attached): Use this to be informed on the industry sectors to be discussed.
CUNY Career Kit: Description of Industry Sectors, page 22
<https://www.dropbox.com/s/jun57inxvn1vpnt/CUNY-Careerkit-Healthcare-Descriptions%20of%20Industry%20Sectors.pdf?dl=0>

For Activity #2:

- Handout (attached): Make one copy for each student.
CUNY Career Kit: Distribution of Healthcare Jobs in the US, page 33
<https://www.dropbox.com/s/jk5oik2es2ktytx/CUNY-Careerkit-Healthcare-Distribution%20of%20Healthcare%20Jobs%20in%20the%20United%20States.pdf?dl=0>

For Activity #3:

- Handout (attached): Make one copy for each student.
CUNY Career Kit: Healthcare Info-graphic, pages 36-37
<https://www.dropbox.com/s/0r0rb9ncrp8i69j/CUNY-Careerkit-Healthcare-%20Infographic.pdf?dl=0>

TEACHER PREPARATION

Be familiar with the graphs and the info-graphic as well as the questions that are used in the lesson to help students understand how to read them.

ACTIVITY #1: Job Gains and Losses Across Industries - 60 minutes

Follow-Up on Reading Homework

- Tell students that they will search for more information in newspapers, magazines, and on-line like they did for homework.
- First, have students write their reference for their article on the board.

- Next, tell students to each choose one important fact or idea they learned from the reading.
 - Go round robin for each student to say what reference they used and their fact.
- Choose two students to give their full summary.



Fill Out the Prediction Guide

- Tell students they are going to look at charts and graphs that compare the healthcare job sector to other sectors in terms of job growth in the near future. Before planning a career, it is important to know which industries are growing, shrinking, and which are staying level.
- But first they will need to do some predicting. Ask and put student answers on the board:
 - What is meant by the term ‘industry’?
 - Answer: *An industry is a collection of related jobs. For example, what industry do an x-ray technician and a medical biller belong to? Healthcare.*
 - If a particular industry is growing, what does that mean for job seekers—people looking for jobs?
 - Answer: *There are jobs that need to be filled.*
 - If it is shrinking, what happens to jobs?
 - Answer: *There are fewer jobs. Some people might lose their jobs and there won’t be many new openings.*
 - Which industries do you think are growing in the US right now? Why do you think so?
 - Write these answers on the board.
 - Which do you think are shrinking? Why do you think so?
 - Write these answers on the board.
- Put students into pairs and distribute the prediction guide, one per pair, and explain that in pairs, students need to:
 - Predict which industries increased in 2014, which decreased, and which remained level.

Read the Job Losses and Gains Graph

- When students are finished, distribute *Job Losses and Gains Graph* and tell them to read it carefully.
- Tell students, before we think about how the data compares to their predictions, let’s discuss how to read this graph.
 - According to the title, what is this graph about?
 - What do the words going down the left side of the page tell you?
 - What do the numbers across the bottom of the page tell you?
 - What do the dark blue and light blue lines represent?
 - What do the heavy black vertical lines represent?
 - What do the fine black vertical lines represent?
 - Where on this graph is the key? What does it tell you?
 - Why are there two years shown on this graph?
 - What does it mean when a dark blue line is longer than its partner light blue line?
 - What does it mean when a light blue line is longer than its partner dark blue line?
 - The heavy black vertical lines represent an increase of 200,000 jobs. How much of an increase does each fine black vertical line represent? How did you arrive at that answer?
 - Tell students to find the corresponding industry sectors from the graph listed on their worksheets and discuss how these numbers compare to their predictions.
- In pairs, write three statements about the graph, two that are true and one that isn’t. When you are finished, share with another pair. Each pair should determine which of the other pair’s statements are true and which is false.
- Lastly, ask students a final set of questions about the graph:
 - Which sector showed the most job growth from 2004 to 2014? How do you know?
 - Which sector showed the least job growth from 2004 to 2014? How do you know?
 - Why are the industries listed in this order?

- How is the information in this graph relevant to a job-seeker?
-

Break – 15 minutes.

ACTIVITY #2: Which Healthcare Careers are On the Rise? - 60 minutes



Predict Which Healthcare Jobs are Growing Fastest

- Tell students they are going to do another prediction and graph reading exercise about job growth in the healthcare sector.
- Ask students:
 - According to the *Job Losses and Gains* graph, healthcare is the fastest growing industry in the US, but which jobs specifically are growing and why?
 - What healthcare careers/jobs can we list?
 - List student answers on the board.
- Put student in pairs, and have them:
 - Discuss which careers in healthcare they think might be increasing and why they might be increasing.
- Tell pairs to report some of their predictions:
 - Take notes on these on the board.

Read a Graph on Healthcare Career Growth

- Tell students that researchers investigated healthcare job growth and collected information on the rate at which various healthcare careers are increasing.
 - What does rate mean?
 - Answer: *The number of times something happens in a particular period of time.*
- Distribute the *Distribution of Healthcare Jobs in the United States* graph and have students read it to see how the current reality matches up with their predictions.
- Ask students the following set of question to help them read the graph:
 - Let's look at an example. The first one, dental hygienist, is increasing by how much?
 - Answer: *Nearly 40%*
 - What does that mean?
 - Answer: *In the future, there will be 40% more jobs as a dental hygienist than there are now.*
 - If there were 100 dental hygienist jobs, and they increased by 40%, how many would there be?
 - Answer: *140*
 - What are some of the fastest growing healthcare careers?
 - Answer: *Personal aide and home health aide?*
 - Which careers do you think are entry-level careers?
 - Answer: *Personal care aides, home health aides.*
 - Which do you think are mid-level careers in healthcare?
 - Answer: *Technicians, Licensed Practical Nurses*
 - Which careers do you think require the greatest amount of education and training?
 - Answer: *Physical Therapist, Physician, Social Worker*
 - Are all of the careers on this chart increasing, or are some decreasing?
 - Answer: *All are increasing.*

Follow-Up Discussion

- Ask students the following set of questions:
 - Were you surprised by any of the statistics?

- What do you think are some of the reasons for the increasing number of jobs in healthcare?
Possible answers could be:
 - *People are living longer than they have in the past and have increased healthcare needs; because of changes in healthcare policies, health insurance is available to more people, so some people who did not previously have regular medical appointments are starting to have them more frequently; family structures have changed, and many older people are no longer cared for by family members.*
 - *The healthcare workforce is aging, and many workers will be retiring, leaving vacancies that need to be filled*
- Among the careers listed, are there any that you are unfamiliar with? Which ones? How can you find out about them?
- What information do you want to know about working in this occupation? What questions would you ask?

Break – 15 minutes.

ACTIVITY #3: What Accounts for Increasing Jobs in Healthcare - 40 minutes

Read an Info-graphic - Page 1

- Tell students they are going to read an info-graphic that will give them information on why healthcare careers are experiencing such strong growth.
- Pass out the first page of *Healthcare Info-Graphic* and give students time to read it.
- Ask a series of questions to make sure students are getting good information:
 - According to the graphic, who are baby boomers?
 - *Answer: People born between 1946 and 1964.*
 - How old are baby boomers now? Do the math.
 - *Answer: 53-71*
 - What do they have to do with healthcare?
 - *Answer: They are aging and have a lot of health concerns.*
 - Approximately how many baby boomers are turning or have already turned 65 and will likely need more healthcare in the coming years?
 - *Answer: Roughly 80 million.*
- Explain that the baby boomer generation was the longest generation of the 20th century (1900s) and so this is the largest amount of aging people our modern healthcare system has ever had to care for. Then ask:
 - What kinds of health concerns do baby boomers have according to the infographic?
 - *Answer: Obesity, arthritis, diabetes.*
- Ask follow-up questions:
 - Do you have any people in your life in this age bracket who have some of these health concerns? What additional health concerns do you think baby boomers have?
 - What are causes of health concerns in baby boomers in your family and community?
 - *Potential Answers: Results of physical strain due to many years working in physically demanding jobs, such as ones in construction, food service, custodial; unhealthy diets; exposure to pollution; lack of preventive care, such as regular check-ups and health screenings; stress, due to financial, family and work concerns.*

? Read an Info-graphic - Page 2

- Distribute the second page telling students to read it and explain in further detail the connections between baby boomers and healthcare.
- Ask the following set of question for page 2:
 - How do you think the aging of baby boomers will affect healthcare employment?

- Answer: *There will be a dramatic increase in healthcare jobs.*
 - What are some of the reasons there are so many new jobs in healthcare?
 - Answer: *People are living longer, and with more health problems.*
 - *There are a lot of tech jobs due to the computerization of the healthcare industry. Healthcare research creates a lot of laboratory jobs.* Which patient care jobs do you think will have openings?
 - Answer: *Nurses, home health aides, physical therapists*
 - Which administrative jobs do you think will be in need?
 - Answer: *Medical coders and billers, medical receptionists*
 - What related jobs could increase due to the healthcare needs of baby boomers?
 - Answer: *Sales of medical and healthcare equipment, such as wheelchairs, walkers, bathroom grab bars and ramps.*
 - For the careers that do not involve working with patients, where do you think this work is conducted and what kind of work is it? What kind of interests do you think someone in these careers should have?
 - Answer: *working in a Laboratory as a Lab Tech, working in an office as a Medical Record Technician*
 - *An interest in machines and computers*
 - *Someone who prefers not to come in contact with patients' personalities, pain, questions, blood, etc.*
-

HOMEWORK



WRITE: Journal Writing Prompt: Does knowing you are going into a field that has many jobs in high demand make you more excited about your future? Explain how this information about job growth makes you feel about your career selection.

Remind students that they:

- Should write non-stop until they fill up two pages in their journals.
- Are not to worry about, spelling, or penmanship.

Page Intentionally Blank



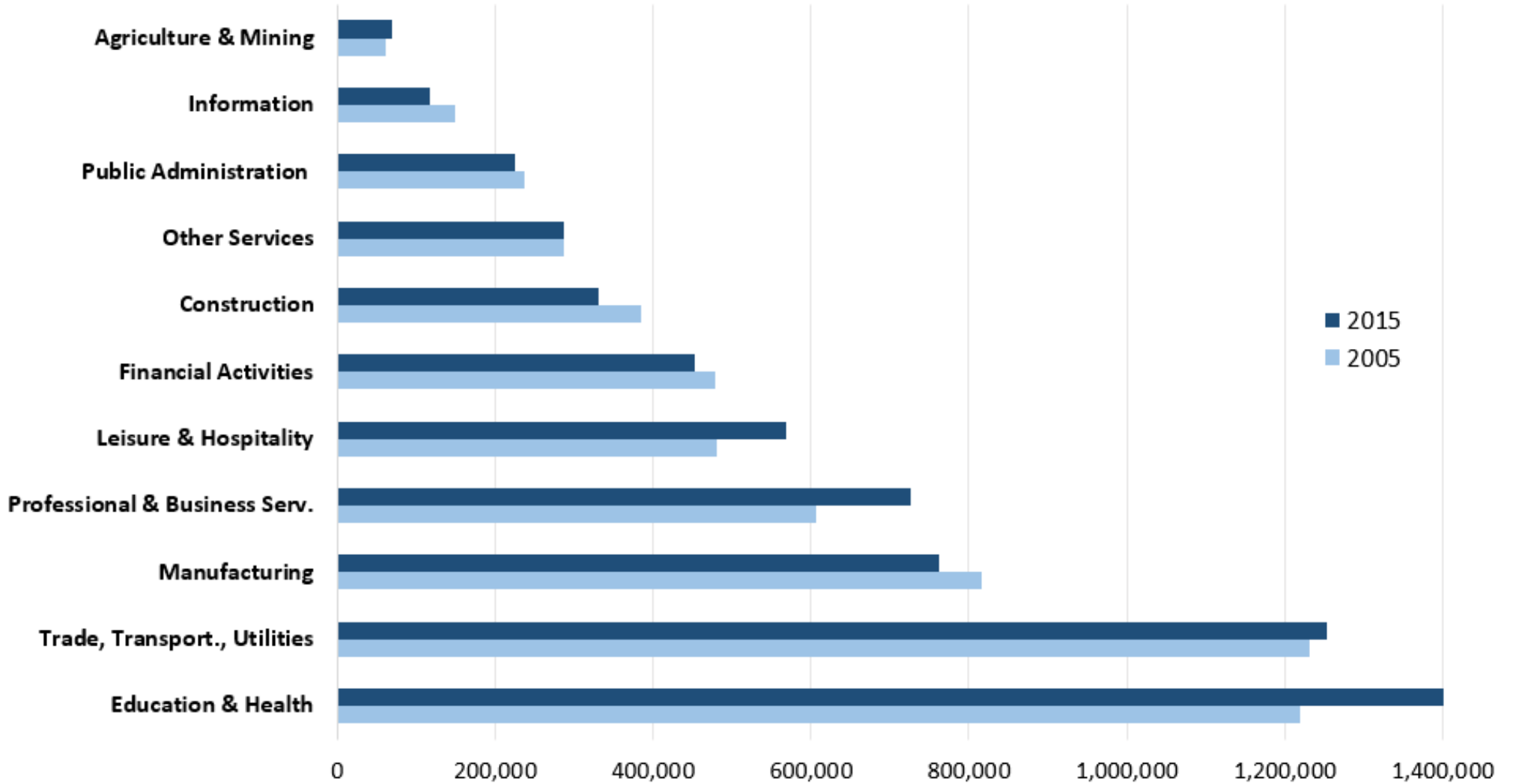
Prediction Guide: Rising and Falling Industries

With a partner, decide whether you think each of the industries below increased, decreased or remained level between 2004 and 2014, marking a check in the corresponding boxes below. Discuss the reasons for your choices.

Industry	Increased	Decreased	Stayed Level
Manufacturing			
Public Administration			
Financial Services			
Information			
Construction			
Other Services			
Trade, Transportation and Utilities			
Professional and Business Services			
Leisure and Hospitality			
Education and Health			

Page Intentionally Blank

Total Jobs in Illinois, 2005 and 2015



Source: U.S. Census Bureau, 2005 and 2015 American Community Survey 1-Year Estimates, for the civilian employed population 16 years and over.

Page Intentionally Blank

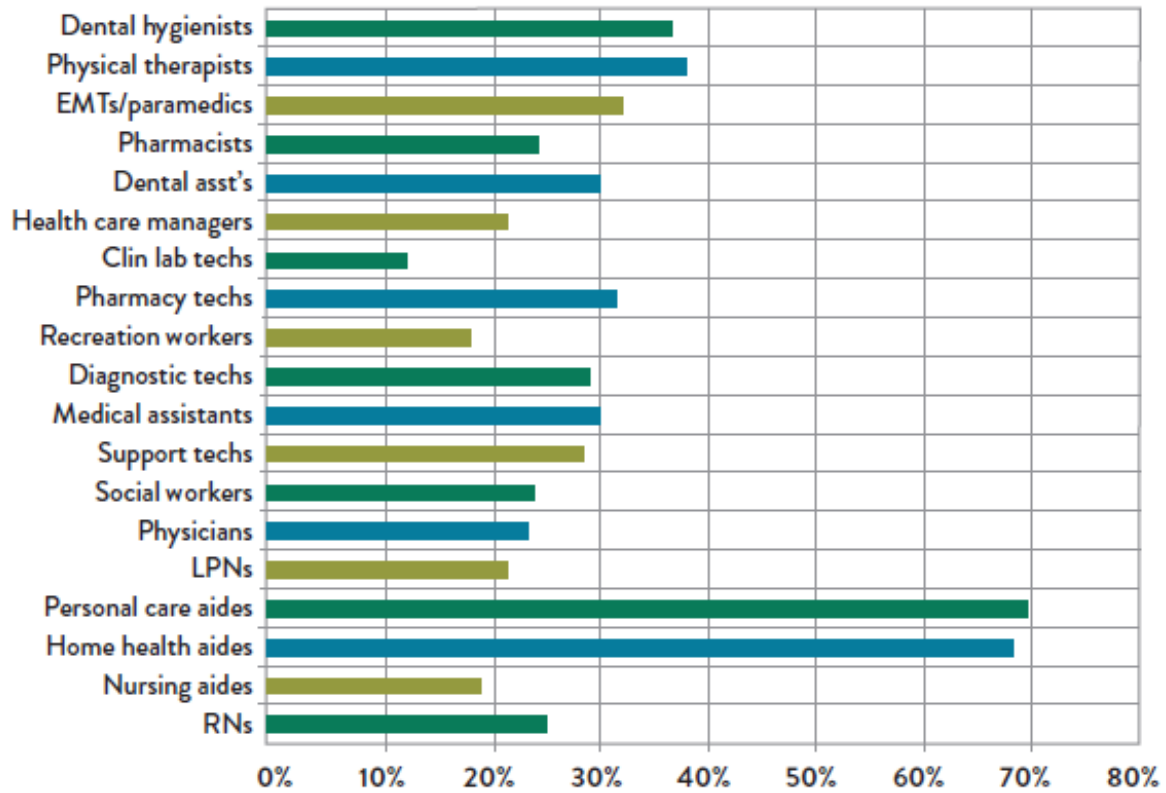
Description of Industry Sectors

Teachers may use the chart below to answer questions about the career composition of the industry sectors on the graph.

SECTOR	ESTABLISHMENTS THAT...
Manufacturing	Make a wide range of products. This includes factories and mills that produce food, drinks, shoes, clothing, chemicals, machines, electronics, cars and more.
Government	Run public-sector systems, funding and services. This includes, for example, government departments and agencies that run the courts, prisons and jails, policing, fire services, public health, housing and schools.
Financial Activities	Deal with money and insurance, such as banks, credit unions, mortgage companies as well as life and medical insurance providers. This sector also includes establishments that rent and lease a wide range of things, such as property, cars, machinery, medical equipment and electronics.
Information	Publish, produce, process or store information and entertainment. This includes establishments that publish newspapers, books, greeting cards and computer software. It also includes establishments that produce movies, music and radio programs and establishments such as libraries and archives.
Construction	Build houses, office buildings, sewer pipes, power lines, highways and bridges. They employ people with general skills such as managing a building project and specialty skills such as carpenters, electricians and plumbers.
Other	Repair and maintain a range of items, such as cars, electronics, machinery and appliance. Provide a range of personal services. It includes nail salons, barber shops and laundromats. This sector also includes funeral parlors, religious and social organizations, parking lots and garages.
Trade, Transportation and Utilities	Sell items to people or businesses, such as groceries, cars, furniture and electronics. Transport people and things from one place to another. This includes airlines, trains and buses, taxis, cargo ships and companies that deliver packages. Store items for people and businesses, including clothing, food and business supplies. Provide electric power, natural gas, steam, water, and sewage removal services. The specific activities associated with providing each of these items varies. For example, providing electric power involves generating, transmitting, and distributing it. Providing natural gas includes distributing. Providing water involves treating and distributing it. Removing sewage involves collecting, treating, and disposing it through sewer systems and sewage treatment facilities.
Professional and Business Services	Provide a really wide range of services to individuals and organizations. This sector includes law, accounting and tax preparation firms, advertising and public relations agencies as well as call centers, travel agents, tour operators, exterminators and trash removal companies.
Leisure and Hospitality	Provide food, fun, art and places to stay overnight. This includes restaurants and bars, hotels and casinos, theaters, dance companies and the artists that perform in them. It also includes museums, parks and bowling alleys.
Education and Health	Provide childcare, education and training, in K-12 schools, colleges, universities, training centers and daycare facilities. This sector also includes establishments that provide medical services to people of all ages in hospitals and outpatient, nursing and rehabilitation facilities. It includes organizations that provide support services, such as food, shelter and counseling, to children, families and communities, including elderly people and people with disabilities.
Natural Resources and Mining	Cut, transport and prepare wood for use. This includes, for example, making wood chips, preparing wood to build things or to burn in fireplaces. It includes establishments that find, extract and prepare naturally occurring minerals (such as coal) and gases for use.

Page Intentionally Blank

Distribution of Healthcare Jobs in the United States

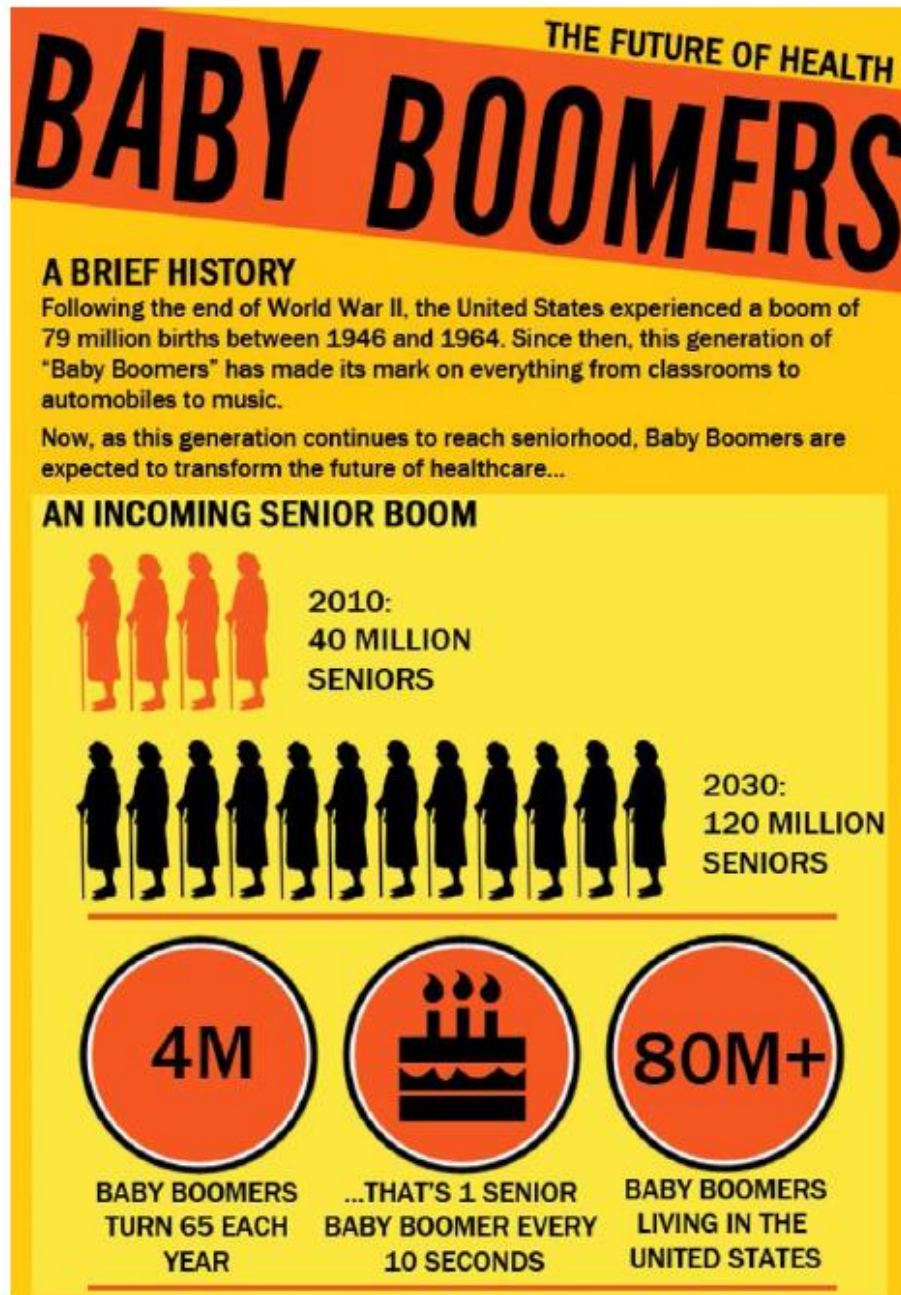


Source: Joint Center for Political and Economic Studies/George Washington University

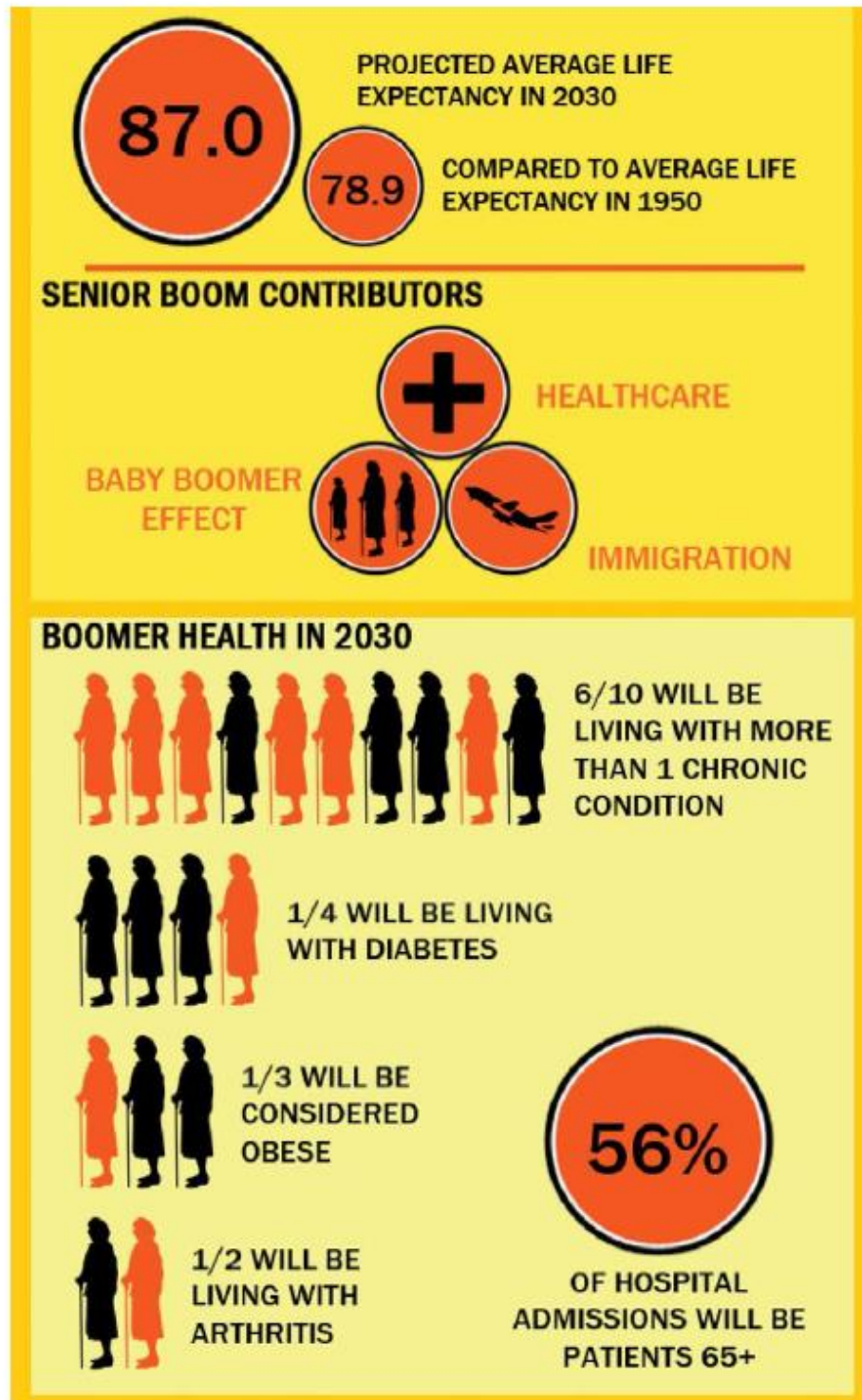
Growth in the Largest Occupations

Page Intentionally Blank

Healthcare Infographic



Source: <http://visual.ly/future-health-baby-boomers>



Week 3, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: The Skills You Bring to the Healthcare Field

Students take two skill inventories and write about how their skills are a good fit in the healthcare field.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
Hats You Wear Now and Have Worn in the Past-Identify the Roles
- Handout (attached): Make one copy for each student.
Hats You Wear Now and Have Worn in the Past-Identify the Skills

For Activity #2:

- Handout (attached): Make one copy for each student.
Skills Identification
- Handout (attached): Make one copy for each student.
Multiple Intelligences Teacher

ACTIVITY #1: Describe Your Skills - 40 minutes

Check-In About Journaling

- Ask students:
 - How did their journaling assignment go?
 - Was it easy or difficult to write for two pages? Why or why not?
- Walk around the room and check that each student has done their journal writing homework assignment.
- Ask:
 - How does the high demand for healthcare jobs make you feel about your career choice?
 - How do you think this growth will influence your future?

List Your Skills

- Tell students they are going to list their skills, take two skill inventories, and then write about how they would fit into the healthcare field. These exercises will get them prepared for their first formal writing assignment they will work on during the next class.
- Write the following questions on the board:
 - What are some of your strengths?
 - What do you really enjoy doing?
 - How did you learn your strongest skills?
- Tell students to get out their journals and take 10 minutes to answer these questions.
- As a class, ask the questions and have students articulate some of their strong skills and how they learned them.

Identify Roles and Skills In Day-to-Day Life

- Tell students they are going to work to make their list of skills even longer. One way is by figuring out all the different hats they wear.
- Ask:
 - What is everything you have to do in a day?
 - How many hats did you wear yesterday?
 - What roles did you have to play (hats you wore)?
 - List some student answers on the board.
 - Possible Answers: *mother, son, chauffeur, cook, dishwasher, student, employee, pedestrian, homework supervisor, counselor, friend.*
- Pass out the first *Hats You Wear Now and Have Worn in the Past* and tell students to think of all the different kinds of people they have to be in a day, in a week and in the past.
 - Ask students for examples of what they came up with and write the answers on the board.
 - Have students complete the handout for themselves.
- Pass out the second *Hats You Wear Now and Have Worn in the Past* and tell students to fill the boxes with the skills they use to do all the things they do in a day, in a week, and in the past.

Pair Work to Identify More Skills

- Put students in pairs to talk about the skills they have and to see if talking about what they do and have done helps them to add more skills to the list.
 - As a class, ask different students:
 - Did this exercise make you think of more skills you use and cultivate on a daily basis?
-

Break – 15 minutes.

ACTIVITY #2: Take Two Skills Inventories - 70 minutes

Take the First Skill Inventory

- Tell students they are going to take two skill inventories to see if they can add more skills to their list.
- Pass out the *Skills Identification* list and tell students to:
 - Check off all skills that pertain to them.
 - Put a star next those skills that are new to their growing list.
 - Count up all the skills in each category and write it down next to the heading.
 - Circle their strongest skills.
- Ask different students:
 - Did you find new skills you did not have already? How many?
 - Which skill categories were you strongest in?
 - Which individual skills were your strongest?

Take the Second Skill Inventory

- Pass out the *Skills Identification* list and tell students to:
 - Check off all skills that pertain to them.
 - Put a star next those skills that are new to their growing list.
 - Count the skills in each category and write the number next to the heading.
 - Circle their strongest skills.
- Ask:
 - In what category did you have a very high score?
 - Which statements in that category describe you best?
 - Who has strengths in a number of areas? Name your top two.

- Write the following seven words on the board: Linguistic, Logical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, and Intrapersonal.
 - Ask:
 - What do the words interpersonal and intrapersonal mean?
 - What do you think the “intra” means?
 - What do you think “inter” means?
 - What do you think the other categories mean?
 - Ask:
 - How does this kind of intelligence impact the kind of job you might want in the future?
-

Break – 15 minutes.

ACTIVITY #3: Write About Your Skills - 70 minutes

Pairs Decide Which Category or Categories From Their Inventories Best Describes Their Skills

- Write the following two questions on the board:
 - Which category or categories of skills best describes you?
 - Which of your strongest skills would make you effective in a healthcare career?
- Put students into pairs and have them take turns asking each other the questions:
 - The listener should ask the speaker for more information or examples to help make what the speaker is saying really clear.



Journal Writing

- Give students at least 15 minutes to respond to the questions on the board.
 - All usual journal writing guidelines apply.
-

HOMEWORK



Journal Writing Prompt: Tell a story from your life that demonstrates one of your strongest skills. How did you learn that skill? How do you use it now?

Important! Students should bring ALL of their reading and writing assignments to the next class.

TEACHER PREPARATION



Write a short one-page journal entry that answers the first question of the writing assignment and prepare to do a demonstration in Activity #1 from the next lesson that shows students how to use the Organizer Sheets.

Page Intentionally Blank

HATS YOU WEAR NOW AND HAVE WORN IN THE PAST— IDENTIFY THE ROLES

TODAY'S HATS: Write down all the roles you have to play today in the appropriate time slot.

	Morning	Noon	Night
Hats you wear during the day.			

THIS WEEK'S HATS: Write down all the different roles you will play this week in the appropriate category.

School	Work	Family	Community

HATS FROM THE PAST: Write down significant roles you have played in the past in the appropriate category.

School	Work	Family	Community

Page Intentionally Blank

HATS YOU WEAR NOW AND HAVE WORN IN THE PAST— IDENTIFY THE SKILLS

TODAY'S HATS: Write down the skills you used for each of the roles you listed on the first sheet.

	Morning	Noon	Night
Hats you wear during the day.			

THIS WEEK'S HATS: Write down the skills you used for each of the roles you listed on the first sheet.

School	Work	Family	Community

HATS FROM THE PAST: Write down the skills you used for each of the roles you listed on the first sheet.

School	Work	Family	Community

Page Intentionally Blank

Skills Identification

Put a checkmark next to each skill that you have. Add up the number of checkmarks for each category, and put the number next to the title of the category

Communication Skills

- reading and following directions
- putting things in alphabetical order
- comparing or cross-checking two lists
- filling out forms
- writing letters and memos correctly
- reading and understanding policies and memos
- writing reports
- speaking to people you don't know
- speaking English *and* another language
- taking notes while someone speaks
- finding information (getting what you need to know out of the phonebook, dictionary, library, etc.)
- using a map
- reading bus, train, and plane schedules
- explaining things to other people
- know when to ask for help or more explanation

Number Skills

- doing arithmetic correctly
- using percentages and decimals
- using a calculator
- rounding off numbers
- typing/keyboarding
- calculating hours worked, money owed, etc.
- estimating costs and/or time needed to complete a job
- using a database program on a computer

Technical Skills

- making, fixing, and repairing things
- operating machinery
- installing things
- building things
- gardening, landscaping, and farming

Business Skills

- operating a computer
- using a business telephone
- filing, sorting, and classifying information
- balancing checkbooks
- working with budgets
- setting up and closing out a cash register

Management and Self-Management Skills

- being patient with others
- keeping a cheerful attitude
- getting interested/excited about the task at hand
- offering to help when it's needed
- knowing how to take directions
- motivating myself to do what needs to get done
- helping motivate others to get the job done
- prioritizing tasks so that the larger goal is met on time
- following the rules
- presenting a neat and professional image
- checking your own work
- working hard without complaining
- using courtesy when dealing with others
- seeking help when needed
- being eager to learn
- speaking up for yourself
- solving problems in a cooperative way

Creative/Artistic

- artistic
- drawing
- expressing
- performing
- presenting artistic ideas
- dancing, body movement
- visualizing shapes
- designing
- model making
- making handicrafts
- writing poetry
- illustrating, sketching
- doing photography
- mechanical drawing

People Skills

- caring for children responsibly
- caring for the sick and elderly
- showing warmth and caring
- calming people down
- helping people complete a task
- teaching someone how to do something
- knowing how to get along with different people/personalities
- leading groups or activities

From: Integrating Career Awareness into the ABE & ESOL Classroom, Section II, Lesson 7: Identifying Skills

MULTIPLE INTELLIGENCES TEACHER

<http://uw.kqed.org/edresources/plan>

(Adapted from the works of Howard Gardner, David Lazeer and Jim Mundell)

Place a check in all boxes that best describe you.

LINGUISTIC

- I really enjoy books.
- I hear words in my head before I write, read or speak them.
- I remember more when I listen to the radio or an audiocassette than when I watch television or films.
- I enjoy word games such as crossword puzzles, Scrabble™, anagrams or Password™.
- I like puns, tongue twisters, nonsense rhymes and double meanings.
- English, social studies and history were easier subjects for me than science and math.
- When I am driving I like to read the billboards and signs, and I notice them more than the scenery along the road.
- I often refer to things I have read or heard in conversations.
- People often ask me the meaning of words.
- I have written something recently that I was proud of or that was published or otherwise recognized.

- Total Linguistic boxes checked

LOGICAL

- I can quickly and easily compute numbers in my head (example: double or triple a cooking recipe or carpentry measurement without having to write it on paper).
- I enjoy math and science in school.
- I like solving brainteasers, logical games and other strategy games such as chess and checkers.
- I like to set up "what if" experiments (example: "What if I fertilized my plants twice as often?").
- I look for structure, patterns, sequences and other logical order.
- I wonder about how some things work and keep up-to-date on new scientific developments and discoveries.
- I believe that there is a rational explanation for almost everything.
- I can think in abstract, clear, imageless concepts.
- I can find logical flows in things people say and do at work and home.
- I feel more comfortable when things have been quantified, measured, categorized or analyzed in some way.

- Total Logical boxes checked

SPATIAL

- When I close my eyes, I can see clear visual images.
- I respond to color.
- I often use a camcorder or camera to record my surroundings.
- I enjoy visual puzzles such as mazes and jigsaw puzzles, and 3-D images.
- I have vivid dreams at night.
- I navigate well in unfamiliar places.
- I often draw or doodle.
- Geometry is easier than algebra.
- I can imagine what something would look like from a bird's eye view.
- I prefer reading publications that have many illustrations.

Total Spatial boxes checked

BODILY-KINESTHETIC

- I take part in at least one sport or physical activity regularly.
- I find it difficult to sit still for long periods of time.
- I like working with my hands (for example, sewing, weaving, carving, carpentry, model building).
- I frequently get insights or ideas when I am involved in physical activities, such as walking, swimming or jogging.
- I enjoy spending my free time outside.
- I tend to use gestures and other body language when engaged in conversations.
- I need to touch or hold objects to learn more about them.
- I enjoy daredevil activities such as parachuting, bungee jumping and thrilling amusement rides.
- I am well coordinated.
- To learn new skills, I need to practice them rather than simply read about them or watch them being performed.

Total Bodily-Kinesthetic boxes checked

MUSICAL

- I have a nice singing voice.
- I know when musical notes are off-key.
- I often listen to music in a variety of formats -- radio, records, tapes, CD and so on.
- I play an instrument.
- My life would be less dynamic without music.
- I often have a tune running through my mind during the day.
- I can keep time to a piece of music.
- I know the melodies of many songs or musical pieces.
- If I hear musical piece once or twice, I can easily repeat it.
- I often tap, whistle, hum or sing when engaged in a task.

Total Musical boxes checked

INTERPERSONAL

- _____ People often come to me to seek advice or counsel.
 - _____ I prefer team and group sports to individual sports.
 - _____ When I have problems, I prefer to seek help from other people rather than work it out alone.
 - _____ I have at least three close friends.
 - _____ I enjoy social pastimes like board games and charades more than individual pastimes such as video games and solitaire.
 - _____ I like the challenge of teaching other people what I know how to do.
 - _____ I have been called a leader and consider myself one.
 - _____ I am comfortable in a crowd of people.
 - _____ I am involved in local school, neighborhood, church and community activities
 - _____ I would rather spend a Saturday night at a party than spend it at home alone
- _____ Total Interpersonal boxes checked

INTRAPERSONAL


- _____ I regularly spend time reflecting, meditating or thinking about important life questions.
 - _____ I have attended classes, seminars and workshops to gain insight about myself and experience personal growth.
 - _____ My opinions and views distinguish me from others.
 - _____ I have a hobby, pastime or special activity that I do alone.
 - _____ I have specific goals in life that I think about regularly.
 - _____ I have a realistic view of my own strengths and weaknesses backed up by accurate feedback from others.
 - _____ I would rather spend a weekend in a cabin or some other hideaway than at a large resort with lots of people.
 - _____ I am independent-minded and -willed.
 - _____ I keep a journal or diary to record the events of my inner life.
 - _____ I am self-employed or have seriously considered starting my own business.
- _____ Total Intrapersonal boxes checked

Page Intentionally Blank

Week 3, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Writing About Yourself and Healthcare

Class to be held in the Technology Lab 

Students prepare to respond to a set of writing prompts for a longer piece, talk through their whole response with a partner, and write their first draft in class.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
Organizer Sheets For the First Draft

- Teacher Resource: Teacher Demonstration Materials
A copy of a journal entry that you, the teacher, have written that answers the first question of the writing assignment.

TEACHER PREPARATION



Write a short one-page journal entry that answers the first question of the writing assignment and prepare to do a demonstration in Activity #1 that shows students how to use the *Organizer Sheets*.

ACTIVITY #1: Present and Prepare for Writing Assignment Prompts - 60 minutes

Check-In About Journaling

- Ask students:
 - How did their journaling assignment go?
 - Was it easy or difficult to write for two pages? Why or why not?
 - What skills did you write about?
 - How did you learn them and how do you use them now?

Present the Writing Prompts and the Organizer Sheet

- Write the following writing prompts on the board:
 - What made you decide to go into the healthcare field?
 - Why is the healthcare field such a good field to go into right now?
 - Describe the strongest skills you bring to the healthcare field?
 - What category of jobs in the healthcare field do you think is a good match for your skills?
What are your reasons for making this match?
- Tell students that they are going to write a first draft of a longer piece of writing that draws from their journal and class readings. In this class, they will be able to prepare for their first draft by talking it through with a partner, and get the writing done today!
- Go over the questions on the board. Ask:
 - Which assignments will help you answer each of these questions?
 - Write the name of the assignment next to each of the questions on the board.

- Pass out the *Organizer Sheets for the First Draft*. Give the following instructions for each assignment question:
 - Review the assignments that will help answer that question.
 - Underline those parts that will be most useful in answering that question.
 - Take notes on what they underlined on page 1 of the Organizer Sheet.
 - When they have collected all the materials they have already written that will help answer the question, read them over to themselves and decide the order they should be in; number each of their notes.
 - Write the ordered notes on page 2.
- Demonstrate how to do complete this task by narrating their thought process through each of these steps:
 - Project the *Organizer Sheet*, page 1.
 - Read the directions out loud.
 - Project the journal entry that you, the teacher, prepared before class and read it through, underlining those parts of the entry that would be useful in answering that question.
 - Project the *Organizer Sheet* and take notes on the points you want to make from your journal entry into the appropriate place on the organizer sheet.
 - Add other ideas that come to mind.
 - Go to page 2 and talk through the order you want to put them in when you write.
 - Fill in the appropriate box in page 2.
- Answer student questions.

Complete the Organizer Sheet

- Work individually with students to help them complete their organizer sheets.

Break – 15 minutes.

ACTIVITY #2: Do a Talk Through of Your First Draft - 60 minutes

Demonstrate a Talk Through of a First Draft Question

- Tell students they will now have the opportunity to read their first draft to a partner and receive feedback—is their reading clear and easy to understand? Are there gaps? As before, their partner asks questions to help make their writing clearer and more detailed. Feel free to make changes to your notes or the order of your notes as a result of this exercise.
- Remember: The most important part of writing is making their good ideas easy for their reader to understand!
- Give some guidelines for a talk through:
 - The writer is not to read the question out loud but give their answer to the listener.
 - The listener is to pretend that he/she does not know anything about the assignment or the subject material and is simply listening to a friend talk to them about something important.
- Ask a student to volunteer to talk through their first paragraph with you as an example.
 - Ask questions that will help them clarify what they have to say.
 - Ask other volunteers to make sure students understand the process.
 - Encourage that students make any changes they want to.

Pairs Do a Full Talk Through

- Put students in pairs to do a talk through, letting one student complete talking through their complete draft before the other begins.
 - Speakers should allow listeners to ask questions after they have finished their response to each question.

Final Talk Through Questions

- When students have completed their talk through, ask:
 - Was this talk through helpful?
 - Did you make changes based on your partner's questions?
 - What kinds of things did you have to change to make what you have to say easy to understand to your listener?
-

Break – 15 minutes.

ACTIVITY #3: Write Your First Draft - 60 minutes

- Tell students they are now going to write their first draft. Provide these guidelines for their writing:
 - Make a new paragraph for the answer to each question, but do not write the question itself in the paragraph.
 - Ask:
 - How do you make a new paragraph?
 - Use their notes and include those ideas in their writing. If other ideas come to them while they are writing, they are welcome use those.
 - They should listen to the voice in their heads and write down what it says, similar to when they are speaking.
 - They are not to worry about grammar, spelling, or penmanship- only what they have to say.
 - They should not worry if there are problems they don't know how to solve today, this is a first draft and they will have time to solve them later.
 - A first draft is a first try!
 - Have students write their drafts.
 - Circulate around the room and provide individual assistance to students who have questions or who are getting stuck.
-

HOMEWORK

COMPLETE: Have student complete their first draft for others to read for next class. Typed up on a computer is best.

TEACHER PREPARATION

Before the next class, create 10 index cards with sentence fragments listed in the material list for Activity #2:

- My house in Chicago
- Is on the desk
- Because I'm tired
- The officer on foot patrol
- Addressing the crowd
- When she was little
- Sick and sad
- Before his game
- My husband on his phone
- Over the top

Page Intentionally Blank

ORGANIZER SHEETS FOR A FIRST DRAFT

Go through your writings and readings and underline those portions that will help you answer these questions. On page 1, copy or take notes on what you have underlined under the appropriate question below. On page 2, put these notes in an order that makes the most sense to you.

1. What made you decide to go into the healthcare field?
Notes:
2. Why is the healthcare field a good field to go into right now?
Notes:
3. Describe the strongest skills you bring to the healthcare field?
Notes:
4. What jobs in the healthcare field do you think are a good match for your skills? What are your reasons for making this match?
Notes:

1. What made you decide to go into the healthcare field?

Ordered Notes:

2. Why is the healthcare field such a good field to go into right now?

Ordered Notes:

3. Describe the strongest skills you bring to the healthcare field?

Ordered Notes:

4. What category of jobs in the healthcare field do you think is a good match for your skills?
What are your reasons for making this match?

Ordered Notes:

Week 4, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Peer Review and Peer Editing for First Drafts

Students review each other's first drafts and come up with a plan for rewriting their first draft. They learn the definition for a sentence and how to find and correct sentence fragments.

MATERIALS

For Activity #1:

- Handout (attached): Make two copies for each student.
Reader Comment Page

For Activity #2:

- Classroom Resource: 10 index cards with one of the following sentence fragments written on each:
 - My house in Chicago
 - Is on the desk
 - Because I'm tired
 - The officer on foot patrol
 - Addressing the crowd
 - When she was little
 - Sick and sad
 - Before his game
 - My husband on his phone
 - Over the top

For Activity #3:

- Handout (attached): Make one copy for each student.
Fragments Worksheet

TEACHER PREPARATION:

- Teacher Resource: Make one copy for the class to sign up for readings to be made available during the next class.

CUNY CareerKit: Career Narrative Sign-Up, page 163

<https://www.dropbox.com/s/x5g8dcjny9ilei/CUNY-Careerkit-Healthcare-Career%20Narrative%20Sign-Up.pdf?dl=0>

<https://bit.ly/2fi3d2x>

TEACHER PREPARATION

Create 10 index cards with sentence fragments listed in the material list for Activity #2.

ACTIVITY #1: Peer Review - 60 minutes



Peer Review

- Students will provide feedback on each other's written work. They should be supportive and offer constructive feedback to make their partner's work clearer and more interesting.

- Put students into groups of three.
- Have students take out their full written piece, including the draft of their conclusion.
- Pass out two copies of the *Reader Comment Page* to each student. Explain that they are going to:
 - Read the paragraphs written by the other two people in their group.
 - Fill out one *Reader Comment Page* for each of the set of written work they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner's work will help them when they have to re-write their written work.
- After students have evaluated the first student's written work, they should pass them to their left and evaluate a new set of paragraphs.
- After students have completed two *Reader Comment Pages*, they should give their evaluations to the writers, and the writers should read the comments.

Talk About the Reader Comments as a Class

- Ask the class as a whole:
 - Did your evaluators say the same or different things?
 - Did your evaluators say things that gave you ideas for how to make your paragraphs better?
 - What are they?
 - Did your evaluators confuse you? Ask for clarification when you are back in your group.
- Put students back in their groups to talk through differences and to get clarification.

TEACHER NOTE: Evaluate the student essays handed in using a copy of the *Reader Comment Page*. You will need to read both the essays, and the student comments on those essays, to see how perceptive the reviewers for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. Additionally, DO NOT correct surface grammar issues in students' drafts. Instead, ask students questions that would help them develop their draft further. In your comments, also indicate a due date for rewrites of these drafts.

Break – 15 minutes.

ACTIVITY #2: Grammar Lesson on Sentences - 60 minutes

e Nouns, Verbs, Adjectives Activity

- Tell students they will discuss different types of words that make up sentences and define what a sentence is.
- To get students limbered up, use the following surprise exercise:
 - Ask: What is a noun?
 - Have students call them out all at once or go around and have each student say one at a time – but fast. Challenge students by saying, “Name 5,000 nouns. Go!”
 - Repeat procedures as above. Ask:
 - What is a verb? “Name 5,000 verbs. Go!”
 - What is an adjective? “Name 5,000 adjectives. Go!”
- Put students in groups of three. Have them each get out a sheet of paper and each write one of these headings at the top of their paper:
 - Nouns
 - Verbs
 - Adjectives

- Tell students they are to pass their papers around as quickly as possible and add a new item on each list that comes around.
 - “One, two, three. Go!”
- After five minutes, say “Stop!” Have the groups tally up the number of words they have for each word type.
- Put three columns on the board for Nouns, Verbs, and Adjectives. Ask groups how many words they have in each category and write the numbers under the appropriate columns.
- Go around the room and have each group read one noun. Write these on the board until you have 10 nouns in the column on the board. Then, repeat for verbs and adjectives.

Proper Nouns Activity

- Ask students:
 - What is a proper noun?
 - Answer: *The formal name of a person place or thing.*
 - What is the rule for proper nouns?
 - Answer: *Capitalize them, even in the middle of a sentence!*
- Have students line up at the board; and each write one proper noun and pass the chalk.
 - Encourage them to write all different kinds of proper nouns.
- Ask:
 - What is the rule for proper nouns?
 - Were all of these proper nouns written correctly?

Break – 15 minutes.

ACTIVITY #3: Fixing Fragments - 60 minutes

Fixing Fragments on Index Cards

- Write the following sentence on the board:
 - Children jump all over the place.
- Write the following on the board as well:
 - What is a sentence?
 - Answer: *The noun is the word that the sentence is about.*
 - What is a subject?
 - Answer: *The rest of a simple sentence; it comes after the subject.*
 - What is always in the predicate?
 - Answer: *A verb.*
 - What are the two requirements to be a sentence?
 - Answer: *A noun and a verb.*
- Ask the questions on the board. Write down only the answers that students give that are correct.
- Ask the questions about the “Children jump...” sentence:
 - What is the subject?
 - Answer: *Children.*
 - What is the predicate?
 - Answer: *Jump all over the place.*
 - What is the basic sentence?
 - Answer: *Children jump.*
- Deal out the 10 index cards to pairs or groups, depending on class size.

- Tell students that all the cards have sentence fragments, meaning they are not full sentences. They are to:
 - Create a full sentence using the sentence fragments on the cards.
 - Decide if they have added a subject or a predicate.
 - Write their fragment and new sentence on the board.
- When students are finished, go from sentence to sentence and have the students:
 - Read their sentence fragment and new sentence.
 - Explain what they added to make it a full sentence.
- Ask:
 - What is a sentence?
 - What is the rule about fixing fragments? (Make sure there is a clear subject and a clear predicate.)

e **Fixing Fragments in a Reading**

- Pass out the Fragments Worksheet. Tell students there are 26 fragments in this reading. Tell students to:
 - Read the article.
 - Underline the first 10 fragments they find.
 - Circle the sentence the fragment should be attached to.
- Put the worksheet on the overhead and demonstrate the instruction on the first fragment in the reading.
- When students are finished with this exercise, put them in pairs to compare notes and make revisions. They should see if they can integrate the fragment with the sentence they circled.

e **Give points for finding and fixing sentence fragments**

- Create a table with a column on the board for each pair and tell them they can earn points for each of the following:
 - Identifying a fragment correctly.
 - Identifying the part of the sentence the fragment should be attached to.
 - Giving a full sentence that includes the fragment they identified.
- Go from pair to pair using this process:
 - Ask the pair:
 - What is the first/next fragment in the reading?
 - What is the sentence it is attached to?
- Give a point for correct answers to each of these questions.
 - Ask the pair:
 - What is your new sentence?
 - Have the pair read their sentence.
 - Ask the class:
 - Is this new sentence correct?
 - If so, give the pair a third point.
 - If not, ask another pair to give their sentence. If they get the answer right, give that pair the third point.
- Repeat this process for the next 16 fragments in the reading.

HOMEWORK

TEACHER NOTE: Have students sign-up on the Career Narrative Sign-Up sheet so you know how many copies of each narrative you need to bring to the next class. Make sure each student signs up for two Narratives: one to complete in class and one for homework.



WRITE: Have students journal using this prompt: Did you find the peer review and editing processes useful? Do you have new ideas for making your first formal written piece better? What are they?

TEACHER PREPARATION

Be sure you are familiar with all the City Colleges of Chicago Healthcare Career Path Charts and the questions that will help students understand how to read and understand them.

Page Intentionally Blank

Page Intentionally Blank

Fragments Worksheet

Source: <https://www.alamancecc.edu/library-site/files/2014/06/FINDING-AND-FIXING-FRAGMENTS-WORKSHEET-SUMMARY-OF-THE-FILM-BELLE.pdf>

Belle is a 2013 British film which I highly recommend. Directed by Amma Asante. It stars Gugu Mbatha-Raw as the illegitimate mixed-race daughter of a Royal Navy officer in Britain. The officer's name is Captain Sir John Lindsay. The movie takes place in the middle of the 18th century. When slaves were still legal in England and the British were conducting a very profitable slave trade between Africa and the New World. Sir John Lindsay has met and fallen in love with a slave. Whom he rescues from a French slave ship. He names their child Dido Belle. After her mother dies, Sir John Lindsay brings the eight-year-old Belle back to Britain. He asks his great uncle William Murray, who is the 1st Earl of Mansfield and the Lord Chief Justice of England, to raise her. Because he must return to the Navy. The Lord Chief Justice is a very wealthy man. With a huge mansion and many servants. He has no children of his own. At first the Lord Chief Justice is reluctant to take the child. Because she is a mulatto. Sir John Lindsay says that Belle is his blood, his daughter and his heir, and has the right to be raised in England.

The Lord Chief Justice and his wife are already raising another grand-niece, Elizabeth Murray. Whose father has put her out of the house because he has re-married. Elizabeth Murray is the same age as Dido. Because Elizabeth needs a companion. The Lord Chief Justice decides to raise Belle as his own. The two nieces grow up to be beautiful young women. Belle has a fortune of her own. While Elizabeth's father won't give her a penny for a dowry.

The two girls are introduced to society. And put on the "marriage market." Each is expected to find a husband of suitable social class and wealth. They are introduced to the Ashfords, who have several sons. The oldest, James, will inherit the estate and wealth of his family, because of the law of primogeniture. Which held that estates cannot be divided, but must be inherited by the oldest son. The younger one, Oliver Ashford, will be a career military officer and can offer his noble name.

Oliver Ashford is fascinated by Dido. Because she is “exotic.” Elizabeth thinks that the older brother, James, is in love with her, because he flirts with her the entire evening. But when Lady Ashford discovers that Elizabeth has no dowry. She absolutely forbids James to have anything to do with her. James agrees. He is a selfish and cruel man, only interested in wealth and power. Oliver proposes to Dido, who hardly knows him. However, she accepts his proposal, because that is what is expected of her.

At a party a week later, Oliver’s brother James physically assaults Belle for “ensnaring” his brother. Belle is shocked and afraid. At the same time, Elizabeth is jealous that Belle is engaged. And heartbroken that she has heard nothing more from James. Belle tries to convince Elizabeth that James is not the man for her. Elizabeth can’t believe that James put his hands on Belle. And assaulted her. They two girls fight. Elizabeth says she is better than Belle because Belle is illegitimate. Belle says that her father did not marry her mother but her father acknowledged Belle and left her all his money. While Elizabeth’s father won’t acknowledge Elizabeth or give her any money. Therefore it is Elizabeth who is inferior. Elizabeth runs away in tears.

The day after being manhandled by James. Dido tells her aunt and uncle that she no longer wants to marry Oliver. Reluctantly her aunt and uncle bring her to the Ashton estate to explain this to Lady Ashton. Lady Ashton is furious. She thinks that her son was already making a sacrifice to marry a half-black girl. And that Belle should be grateful to be admitted into such a noble family who is willing to accept such a half-breed. Belle answers that she doesn’t want to belong to a family that thinks she is lower than they are.

Week 4, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Review City Colleges of Chicago Healthcare Career Paths

Students learn to read the three-page charts of City Colleges of Chicago Healthcare Career Paths and do some reading about different kinds of healthcare professionals.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
City Colleges of Chicago Healthcare Career Pathways chart
<https://www.dropbox.com/l/s/xqtgYwqEZ9fZn8Cqd9lult>
- Handout: Make one copy for each student if needed.
City Colleges of Chicago Healthcare Career Pathways chart (black and white version for printing, if needed)
<https://www.dropbox.com/l/s/xKixoQtBTcRFiZUidhNnRo>

TEACHER NOTE: The healthcare pathway chart is three pages. We recommend that you project the color chart in class. However, if you do not have the capacity to make color copies of this 3-page chart, we have included a link to a version that can be printed in black and white.

For Activity #2:

- Handout (attached): Make one copy for each student.
CUNY Career Kit: Career Narrative Questions, pages 164-165
<https://www.dropbox.com/s/fzbyeojxx95uaqw/CUNY-Careerkit-Healthcare-Career%20Narrative%20Questions.pdf?dl=0>
- Handouts (attached): Bring the correct number for your class based on the Career Narrative Sign-Up you did.
CUNY Career Kit: A Typical Day for an EMT - pages 166-168
<https://www.dropbox.com/s/9rjcb4tcia8d2gq/CUNY-Careerkit-Healthcare-A%20Typical%20Day%20for%20an%20EMT.pdf?dl=0>

CUNY Career Kit: It's Just Who I Am- A Hospice Assistant's Story - pages 169-170
<https://www.dropbox.com/s/ubg8m5klmw7jfc8/CUNY-Careerkit-Healthcare-Hospice%20Nursing%20Assistant.pdf?dl=0>

CUNY Career Kit: On the Job: Community Health Worker - pages 171-172
<https://www.dropbox.com/s/ojgxnz93mprpj93/CUNY-Careerkit-Healthcare-Community%20Health%20Worker.pdf?dl=0>

CUNY Career Kit: A Day in the Life of a Massage Therapist - pages 173-174
<https://www.dropbox.com/s/qelq5ymhr5mjlvw/CUNY-Careerkit-Healthcare-Massage%20Therapist.pdf?dl=0>

CUNY Career Kit: Being a Medical Interpreter - pages 175
<https://www.dropbox.com/s/cdl370p2054p1gx/CUNY-Careerkit-Healthcare-Medical%20Interpreter.pdf?dl=0>

For Activity #3:

- Classroom Resource: Flip chart paper and markers.
-

TEACHER PREPARATION

Be sure you are familiar with all the City Colleges of Chicago Healthcare Career Path Charts and the questions that will help students understand how to read and understand them.

ACTIVITY #1: Review City Colleges of Chicago Healthcare Career Paths - 60 minutes

- Tell students they are now going to learn about the healthcare career pathways at City Colleges of Chicago (CCC). These pathways and programs feature stackable credentials that result in specific healthcare jobs and licenses. Our aim is to get comfortable reading these career pathway charts and to choose readings about people whose jobs you are interested in.

Read the First Page

Opening:

- Before getting started, ask:
 - What is a stackable credential?
 - Answer: *A certificate or degree where the classes students take to earn one credential will be counted towards a higher credential, allowing students to advance more quickly.*
 - If there are a number of stackable credentials in a career path, what kinds of choices do you have?
 - Answer: *They can complete as many stackable credentials as they want and even build on more later.*
- Project the first page of the *City Colleges of Chicago Healthcare Career Pathways* chart. This is the page that features the stackable credentials in healthcare.

Read the Basics in the Chart:

- Call on various students to answer each question regarding City Colleges of Chicago programs:
 - What is the adult education program that prepares you for healthcare college credit programs? Answer: *The healthcare bridge.*
 - How long is it? Answer: *The bridge is 32 weeks.*
 - Why is it important to get a GED before going to college credit programs? Answer: *To qualify for financial aid.*
 - What are the certificates and degrees offered at City Colleges of Chicago? Answer: *Basic Certificate, Advanced Certificate, Associates Degree.*
 - What is the degree that is not offered at City Colleges of Chicago? Answer: *Bachelor's Degree.*
 -

Read the Health Info Management Career Path in Detail:

- For the Health Info Management career path:
 - How many semesters does it take to get a Basic Certificate? Answer: *One semester.*
 - Advance Certificate? Answer: *Three semesters.*
 - Associates Degree? Answer: *Five semesters.*
 - Bachelor's Degree? Answer: *Five semesters at City Colleges of Chicago and two years at a university; roughly four and a half years total if attending full-time.*
 - What is the total amount of time for the whole career path?
 - Answer: *2½ years for an Associate Degree and 4½ years for a Bachelor's Degree.*
- Then, for the Health Info Management career path, also ask:

- What Certifications/Credentials can you get when you have finished the Basic Certificate program? Answer: *Medical Billing Specialist*.
- What jobs can you get with these Certifications/Credentials? Answer: *Medical Secretary, Medical Billing Specialist in a Physician's office are examples*
- How much do they pay? Answer: *\$11-\$23 per hour*.
- Repeat this second set of questions for the Advanced Certificate, Associates Degree and Bachelor's Degree Health Information Management.
- Ask Students To Get Information By Looking At Information on the Whole Page:
- Ask the general set of questions below. After each question, have the student that answered the question come to the board to show how she or he figured out the answer:
 - According to this chart, what job or jobs can you make the most per hour with a Basic Certificate? Answer: *Health Information Management*.
 - Advanced Certificate? Answer: *Paramedic*.
 - Associates Degree? Answer: *RN or Registered Nurse*.
 - Bachelor's Degree? Answer: *Health Information Management*.
 - How long would it take you to be a Registered Nurse? Answer: *Five semesters at City Colleges of Chicago and two years at a university; roughly four and a half years total if attending full-time*.
 - Patient Care Technician? Answer: *Two semesters or roughly one academic year if attending full-time*.
 - Paramedic? Answer: *Four year; one semester to earn a BC, plus two years of work experience, and then three more semesters to earn an AC*.

Which Kinds of Students Fit Different Career Paths and Different Certificates/ Degrees:

- What would be your recommendation to someone who only wants to be in school a short time but wants to make the best hourly wage? Answer: *Get a BC in Health Information Management*.
 - Has all the time in the world for school? Answer: *Go for a Bachelor's Degree*.
 - Doesn't have much time for school? Answer: *Go for a Basic Certificate*.
 - Doesn't like to deal with patients too much? Answer: *Study Health Information Management*.
 - Loves to help people in a hospital setting? Answer: *Study to be a Patient Care Technician or Basic Nursing Assistant, or Nurse*.
 - Loves to help people in emergency situations? Answer: *Become an EMT or Paramedic*.

Read the Second Page

- Pass out all three pages of the healthcare pathway chart; one full set of all three pages to each student.
- Project the second page of the *City Colleges of Chicago Healthcare Career Paths*. Ask students to use the first and second page to answer the following questions:
 - What are the additional Basic Certificate programs on the second page? Answer: *Community Health Care Worker; Personal Fitness Trainer; Sterile Processing; and Phlebotomy*.
 - Which one does not require a Certification or Credential? Answer: *Community Health Care Worker*.
 - What are the jobs you can get with each Basic Certificate?
 - Which one can you get in the shortest amount of time? Answer: *Phlebotomy*.
 - Longest amount of time? Answer: *Community Health Care Worker, Personal Fitness Trainer, and Sterile Processing*.
 - From just the second page, which Basic Certificate pays the most per hour? Answer: *Personal Fitness Trainer*. However, *trainers don't always work full-time if they don't have clients; so be careful when looking at salaries*.

- For both pages, which Basic Certificate pays the most per hour? Answer: *Personal Fitness Trainer.*
- How is the Massage Therapy different from the other jobs on the page in terms of:
 - Length of time needed for training? Answer: *Four semesters; roughly two years full-time?*
 - Certifications/Credentials you can get? Answer: *Massage and Body Work License (MBLEX)?*
 - Wages? Answer: *\$9-\$29 per hour?*
 - What jobs can you get with this Advanced Certificate? Answer: *Massage Therapist in a spa, health club, or clinic for example?*
 - Why might someone want that job?

Read the Third Page

- Put students in pairs and project the third page of the *City Colleges of Chicago Healthcare Career Path* chart.
- Write the following questions on the board and then go through them with the class:
 - What new Advanced Certificates are presented on this page? Answer: *Medical Assistant and Pharmacy Technology.*
 - How do these Advanced Certificates compare with the Advanced Certificates presented on the other two pages? Answer: *They pay less and the Pharmacy Tech is a shorter, three-semester program.*
 - How are the Associates Degrees on this page different than the Associates Degrees on the first page? Answer: *You have to finish the whole program before getting your license or certificate. In other words, they are not stackable.*
 - Which Associates Degree(s) take the longest period of time to complete? Answer: *Occupational Therapy Assistant and Radiology Tech.*
 - Pay the most? Answer: *Occupational Therapy Assistant and Dental Hygienist.*
- Finish the activity by asking:
 - Which of these certificates or degrees might you be interested in pursuing?
 - Why?
 - How does these fit your skills and RIASEC type?

Break – 15 minutes.

ACTIVITY #2: Read Career Narratives - 60 minutes

- Tell students they are now going to read about someone who has one of the jobs you can train for through the healthcare pathways at City Colleges of Chicago. They will read one of the readings as a class and then choose two others they will read on their own.
- Distribute the *Career Narrative Questions* handout based on the sign-up sheet from the class before. Have students complete the first three prompts explaining why they chose the narrative, what they predict it will be about, and what they expect to learn from reading it.
- Discuss student answers to these first three questions.
- Tell students to annotate their reading, marking parts they thought were important, interesting, surprising or confusing.
- Distribute the career narratives, and give students time to read and annotate.
- Ask the following set of annotation questions:
 - Of those things you underlined, what were the most important points brought up in the article?
 - What was surprising or interesting?

- What was hard to understand or was confusing?
 - Were their aspects of this article you agreed with? Disagreed with?
 - How is this reading different than the readings we have done so far?
 - After this discussion, direct students back to the questions page. Here, part of the question is written for them, and part of the question they will have to fill in. Tell students to complete the questions.
-

Break – 15 minutes.

ACTIVITY #3: Give Short Presentations on What You Read - 60 minutes

- Pass out the Career Narratives students choose.
 - Tell them to read the Narrative and fill out the Career Narrative Questions.
 - Put students who read the same Career Narrative in groups.
 - Tell them to prepare a presentation on their Career Narrative using flip chart paper and markers. They must:
 - Talk through the Career Narrative Questions.
 - Identify the most important parts of the narrative the class needs to know about.
 - Use flip chart paper and markers to prepare.
 - Make sure everyone has a role in delivering the presentation.
 - Have groups give their presentations:
 - Have listeners ask the presenters questions for clarity and more information.
-

HOMEWORK

- * **COMPLETE:** Have students read and annotate another Career Narrative you choose and complete the Career Narrative Questions.
-

TEACHER PREPARATION

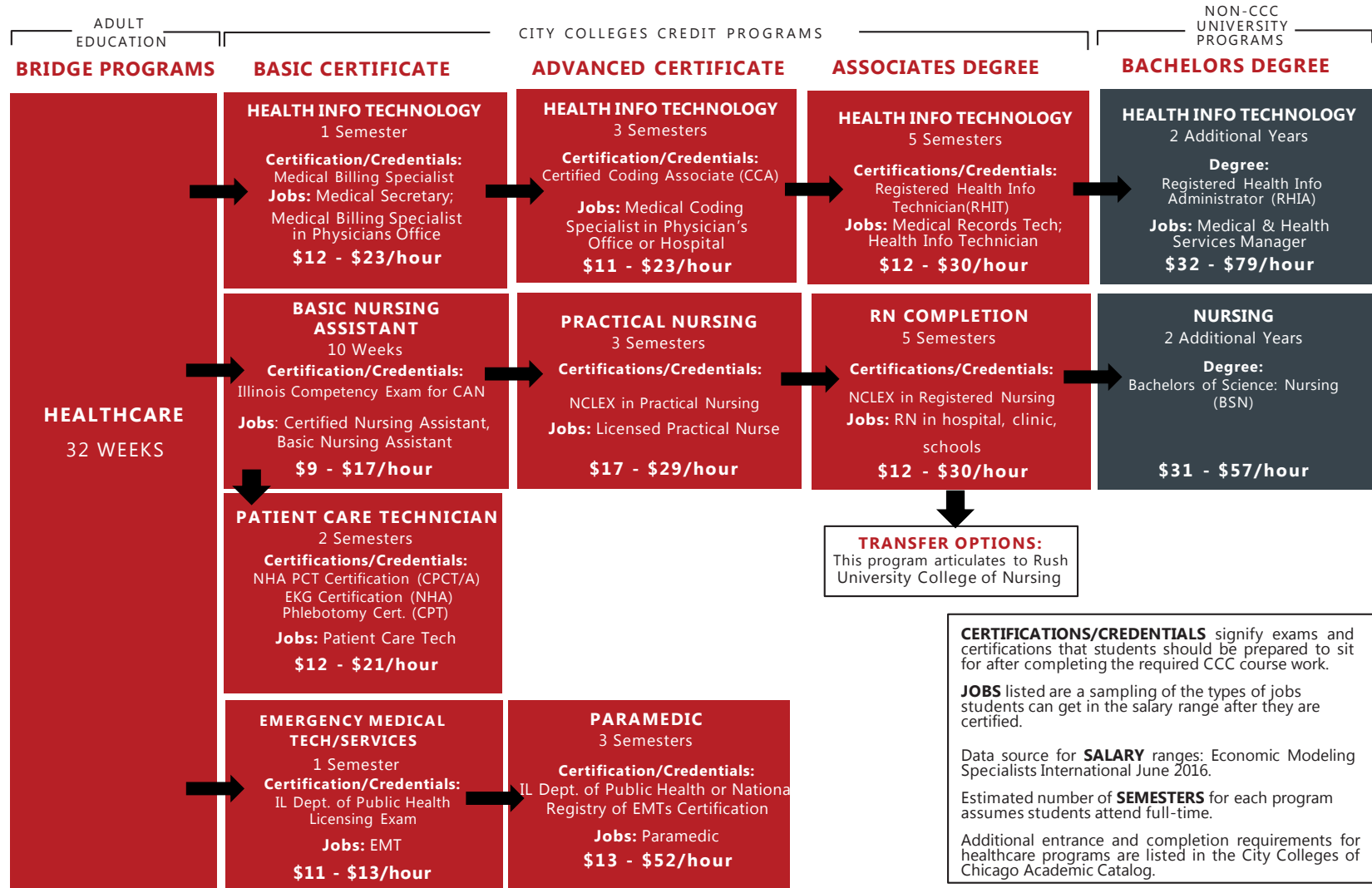
E-mail the “Day-in-the-Life Videos for Healthcare Jobs” and “Day-in-the-Life Articles and Readings for Healthcare Jobs” to students before the next class so they can access the links during this class.

Page Intentionally Blank

CITY COLLEGES OF CHICAGO: HEALTHCARE CAREER PATHS

Programs with Stackable Credentials, Fall 2017

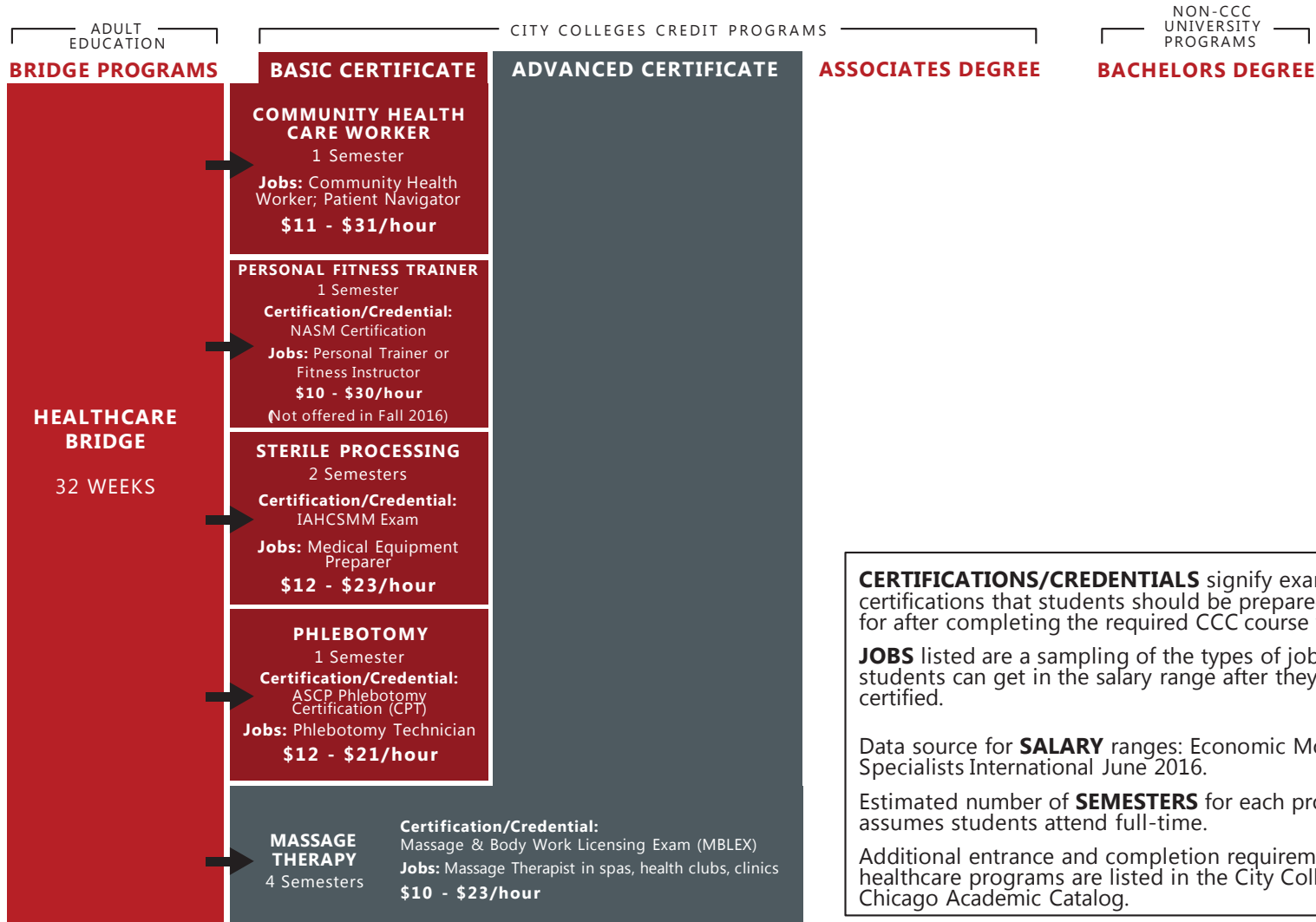
All programs eligible for financial aid with a high school equivalency or high school diploma.



CITY COLLEGES OF CHICAGO: HEALTHCARE CAREER PATHS

Certificates & Degrees (Not Stackable), Fall 2017

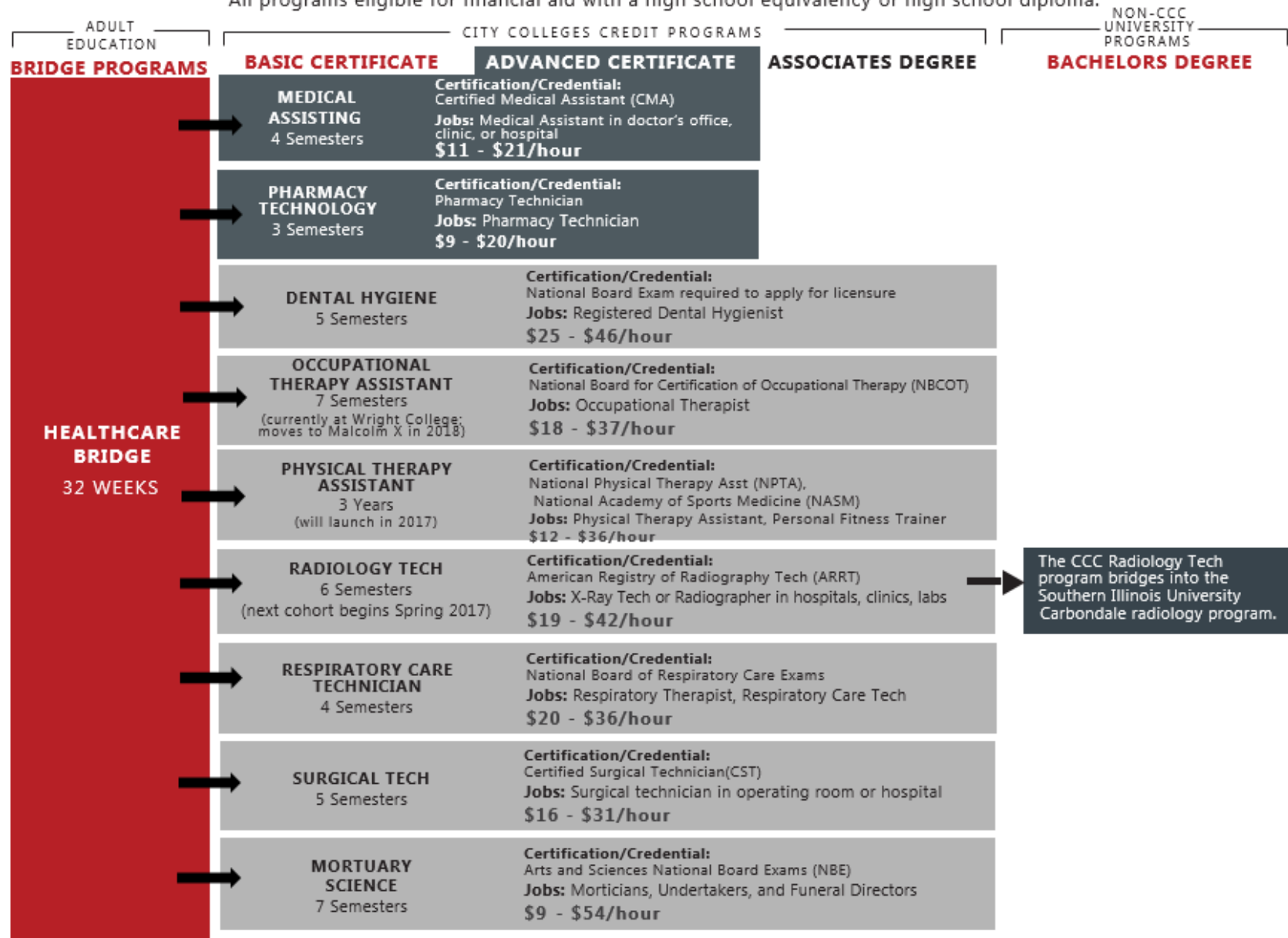
All programs eligible for financial aid with a high school equivalency or high school diploma.



CITY COLLEGES OF CHICAGO: HEALTHCARE CAREER PATHS

Certificates & Degrees (Not Stackable), Fall 2017

All programs eligible for financial aid with a high school equivalency or high school diploma.



Page Intentionally Blank



Career Narrative Questions

Before reading the story, complete the statements below:

1 I chose the story about being a _____ because _____

2 I predict this story is about _____

3 I expect to learn _____

After reading the story, complete and answer the following questions:

1 What does a _____ do every day?

2 What are the best parts of being a _____?



- 3 What are the challenges of being a _____?
- 4 Why did _____ say _____? What does it mean, and why is it important?
- 5 What is one other surprising and/or interesting thing you learned about being a _____?
- 6 What else do you want to find out about being a _____ that's not explained in the article?
- 7 Do you think you would want to be a _____? Why or why not?



A Typical Day for an EMT

Adapted from <http://www.shmoop.com/careers/emt/typical-day.html>

EMT Wendy Cureall starts her 24-hour shift at midnight. The private company that employs her is under contract to cover a suburban community Monday through Friday. Volunteers take over the duty on weekends.

Wendy's partner, Luke Tardy, has not arrived at the ambulance station yet. The ambulance, aka "the rig," needs to be checked at the start of each shift. A written checklist has to be completed to be sure that all medical equipment is working, enough supplies are on hand, and the vehicle itself is ready to drive. It's embarrassing to have to stop for gas on the way to the hospital. The last crew to use this rig was responsible for replacing any supplies they used, but you never know.

Rig check takes about two hours. It's a hassle to do, but you don't want to be on an emergency scene and find out that you don't have something you need. Example: During this rig check, Wendy finds out that one of the portable oxygen tanks is empty. The last crew used it and neglected to refill it. If you need to change tanks on a job and the spare you grab is empty, the patient could end up hurting, i.e. not breathing.

Wendy and Luke finish the rig check at 2:30am and head for the cots in the squad room. With any luck, it will be a quiet night of uninterrupted sleep. At 3:45, Wendy is sleeping deeply when some strange noise intrudes. It's the sound of her radio alarm activated by the 911 dispatcher. She heads out to the ambulance bay where Luke is already starting the rig.

The call is for a collapsed elderly male at a private residence. Luke knows where the street is without asking the dispatcher for directions. One of an EMT's responsibilities is to know the area they cover, including street names. One nice thing about being dispatched at 3:45am is that there isn't much traffic. Luke will not need to use the siren, which is good, because you never know how motorists will react.

Pulling onto the patient's street four minutes later, the house with the patient is identified by the flashing lights of two police cars outside. Wendy is first out of the rig. She grabs the first aid and respiratory kits. Luke brings the oxygen bag and defibrillator.

A police officer at the door directs her upstairs. The patient is sitting on the hallway floor leaning against the wall flanked by a police officer and a younger woman...



his daughter? He is conscious and turns his head to face Wendy, which causes her stress level to fall dramatically. It's always a relief to find your patient alert and breathing. The woman reports that the man, whose name is Hector and is her father, apparently got up to go to the bathroom. She woke up with a loud noise and found him unconscious on the hallway floor.

While Luke takes Hector's health history from the woman, Wendy starts her examination. Talking quietly to the patient while she works, she finds that his vitals are satisfactory, but notices several problems. His speech is slurred and he is leaning to one side. He has trouble formulating answers to her simple questions, like his age. Wendy goes downstairs out of earshot to call in her findings to the ER physician. He agrees with her suspicion that Hector has probably suffered a stroke. The faster a patient is treated after the onset of a stroke, the better the outcome, so Wendy wants to get him to the hospital quickly.

Luke and one of the police officers carefully move Hector to the ground floor using a stair chair. There, they transfer him to the stretcher that Wendy has brought from the rig. The transport to the hospital is uneventful. At this hour, 5am, there is no waiting, so the EMTs can quickly transfer the patient and leave. No one thanks them for their work.

Wendy says it is too late to go back to sleep. Luke offers to buy breakfast. He is still trying to make up for the siren scare back at the station. Wendy is on her second bite of pancakes in the diner when the radio alarm goes off. The 911 dispatcher: "Mountain View nursing home requesting transport for a patient with dehydration." Wendy heads out to start the rig while Luke pays.

The lobby of the nursing home is completely dark and empty as Wendy and Luke enter with the stretcher and first aid kit. They have no idea what room the patient is in. Wendy goes right and Luke goes left as they search for a staff member. Eventually, Wendy spots a maintenance worker at the end of a corridor. He calls for the duty nurse on his walkie talkie. She soon appears and guides Wendy and Luke to the right room.

The smell as they enter is overwhelming. It is obvious why the patient, an elderly woman named Maria, is dehydrated. She has been suffering from diarrhea in her bed. After taking the patient's vital signs, Wendy starts her on an IV as per the ER doctor's orders. The EMTs and nurse carefully lift Maria from the bed to the stretcher for an uneventful run to the hospital. By this hour, the ER has begun to fill up, so the EMTs must stay with their patient for 30 minutes until a bed opens up. After the patient has been moved, they disinfect the stretcher and are ready to leave.



They are scheduled to stand by at a high school football game at 4:00pm. Until then, they spend the time at the ambulance station taking a nap, watching TV, and playing cards. They also spend time on the computer taking online courses for the continuing education credits they will need for re-certification.

When they arrive back at the station, the dispatcher calls them out to an MVA (motor vehicle accident) on Treadway Avenue. Upon arriving at the scene, they find a young female driver behind the wheel of a subcompact. Apparently she didn't see the back of the tractor trailer truck stopped in front of her. (Want to bet she was texting?) Wendy realizes that extrication tools will be needed to get the woman out of the car. She confirms that the police on scene have already dispatched the fire department with its hydraulic tools known as the Jaws of Life. Firefighters live to cut up cars. While waiting for the firefighters, Wendy squeezes into the back seat of the car to stabilize the woman's spinal column while Luke takes her vitals through the window. It seems that the driver is more frightened than injured, but spinal injury is always a possibility in an MVA so Wendy applies a cervical collar. The firefighters arrive to remove the car door and they help the EMTs to put the driver onto a spineboard and move her into the rig.

The rest of the shift is uneventful. The relief crew arrives at 11:45pm and makes small talk with Wendy and Luke. As these two get ready to go home, the radio alarm goes off at 11:58. Technically, Wendy and Luke are still on duty, but the relief crew offers to take the call if they get an IOU for dinner. Wendy and Luke gratefully promise to pay up.

Page Intentionally Blank



It's Just Who I Am – A Hospice Nursing Assistant's Story

*Posted on June 5, 2013 by Celtic Healthcare in Hospice
www.celtichealthcare.com*

After 16 years working with hospice, Connie Marshall, Celtic Hospice CNA (Certified Nursing Assistant) says, "It's just who I am. I have always been the one who takes care of everyone. If someone needs help – I help them. I love what I do, and I would never think of doing anything else."

Even when probed about a bad day or bad experience, Connie is the most positive, warm, caring person you might ever encounter. There is never a day she feels like quitting or doing something different. She is where she is meant to be. And Celtic Healthcare is certainly fortunate to have her!

What does Connie love most about being a Hospice CNA?

"I like both the emotional and physical aspects of my job," says Marshall.

"It makes me happy to go to work when I know I have built a caring and trusting relationship with my patients and their families... to know they are comfortable with me coming in... knowing that they can share those sometimes deep, dark secrets that they can't with anyone else, but need to let go of to attain peace."

Connie shared the story of one of her patients, Veteran Tom*. As a young man, Tom was engaged to be married to his sweetheart when he was drafted to serve his country. After several years of serving his time, Tom lost contact with this young lady. He came home, but he never reconnected with her. Time passed and life moved on. Tom fell in love with someone else, married, and lived a happy life. But Tom was haunted with the shame and guilt of just leaving his first love to hang – never personally talking to her and properly ending the relationship. He never told his wife or family, but finally unburdened the story on Connie during one of her visits with him during his last few days. Connie comforted him, and Tom was released of this ghost he could never share.

"It is such a privilege to be with people who are so comfortable with you that they can tell you these important secrets that need to be unburdened."

Connie also loves the physical care she provides as a hospice nurse's assistant.

"Massaging, bathing my patients, getting them relaxed and comfortable and feeling fresh," comments Marshall, "makes me feel good too." "Seeing them feel good, putting on a brightly colored top, applying lotion to soothe their skin – the physical contact is really important."

When asked about the hardest part of her job, Connie revealed it is losing patients that she has become attached to.



“After they pass, you know you did your job and took care the best you could,” remarks Marshall, “but it is still hard sometimes.”

“Fortunately,” continues Marshall, “we have an amazing support system within our Celtic hospice team. If I am feeling down, I call one of my fellow co-workers – maybe another aide or a nurse, maybe the chaplain or bereavement counselor, or maybe someone in the office. Everyone is so supportive and understanding. We lean on each other for support.”

Connie recalls a particular son of one of her patients from years ago. This son, Jake*, wasn't ready for mom to be terminally ill. He wasn't ready to lose her. So every time Connie visited her patient, she made sure she spent some time talking with Jake too. Little by little, she would explain things to him that were happening, and every time she could see Jake feeling a bit more comfortable. By the time Mom passed, Jake was ready. For years after that, Connie received Christmas cards from Jake.

“Helping families get prepared” is one of Connie's favorite aspects of her job. She will never forget Jake, and Jake will most likely never forget Connie.

Some days are a little harder than others. “It's the little old ladies,” Marshall chuckles, “that can sometimes be a challenge.” Connie has the bruises and scrapes to prove it as she's been hit, kicked, pinched and poked more times than she can count, but Connie calmly states: “You just have to be gentle and calm them down and do the best you can to help them through this difficult time. In their mental state, they don't realize what they are saying or what they are doing. I realize they are sick and just do what I can for them.”

“Hard days are also when the patients are young,” continues Marshall, “I recall one patient who was much younger than I expected when I arrived. He and his wife were just newly married with what should have been a long exciting journey ahead, but it was not meant to be for them. I made it through the visit fine, but after I got to my car, I broke down sobbing and called my husband who comforted me through it. Young people are more challenging because they haven't lived their lives yet, and that makes me sad.”

As if bathing, comforting, being kicked and punched aren't enough to be all in a day's work, Connie also reports to the office two afternoons a week with the responsibility of ordering and inventorying all the hospice supplies.

In her spare time, Connie loves to bake. In fact, she is baking the wedding cake for her son's upcoming wedding in just a few weeks. It's a full life, but Connie Marshall is just where she loves to be – caring for people at work and at home. As Marshall so simply states, “It's just who I am.”

If you would like more information on hospice services or working as a hospice aide, please visit our website at www.celtichealthcare.com.



On the Job: Community Health Worker

Specialized outreach worker reduces barriers to care

By Tara Bannow / *The Bulletin*

Adapted from: <http://www.bendbulletin.com/health/3004536-151/on-the-job-community-health-worker>

Elva Lopez is invaluable to Mosaic Medical. If patients with complicated cases - severe health issues and personal hardships such as homelessness - go off the providers' radar and can't be reached by phone, she goes out and tries to find them. Sometimes that means going to their homes. If they don't have homes, she goes to where they might be. "We'll just go," Lopez said. "We'll meet under a bridge. We'll jump under a couple fences, if need be, to get a hold of the patient."

Lopez is a community health worker. She connects patients with important services and other necessities that are not directly related to the treatment of their physical health conditions. In many cases, it's helping them enroll in health insurance. It's helping them find affordable housing. It's helping them pay for their medications. It's finding a place where they can get dental care.

Asked the full list of things she does, Lopez's eyes widen. "There are so many!"

MANY FACTORS TO HEALTH

The factors that contribute to a person's health extend well beyond treatments and medications. If people lose their homes or jobs, they probably aren't going to be thinking about going to the doctor, said Elaine Knobbs, Mosaic's director of programs and development.

"They have some crisis in their life and all of a sudden they're staying with someone else and their lab work and prescriptions aren't at the top of their minds," she said. "They're thinking, 'What am I going to eat?' But at the same time, we don't want them to get sicker."

Lopez said her job is to remove those social, financial or logistical barriers so people can focus on improving their health. For example, she's working with a patient who wants to start exercising again but has an ostomy, a surgically created opening in the abdomen to allow waste or urine to leave the body. "She needs to start feeling better. She wants to do that," Lopez said. But patients with ostomies have pouches covering the openings that collect the waste but aren't waterproof. Lopez and her team at Mosaic were recently approved funding for a device that will cover the opening and allow the patient to swim.

In another case, Lopez helped secure funding through state and federal programs to fix an electric wheelchair for a patient. The process, however, took two years.

Lopez also helped get dentures for an uninsured patient who suffered from depression because of her bad teeth. She wouldn't smile and often held her hand over her mouth.



Lopez connected the woman with insurance and got her an appointment to have the dentures fitted. “She got her dentures and, my gosh, no more depression, none of that,” Lopez said. “She goes out in the community now and just does for herself. She was going downhill so much, and it was just one little thing: dentures.”

And there’s the patient who brings Lopez nearly to tears to think about: a homeless man who initially came to the clinic very angry. “He felt like everybody was just pushing him away,” she said. It turned out the man had an enlarged heart and had been told he was going to die from the condition, Lopez said. He simply wanted to know that his two children would have a place to live and someone to look after them once he was gone. Lopez secured housing for the kids and the man, in addition to a caregiver who agreed to stay with the kids. She also secured insurance through the state for the man. “He eventually did pass away, but he got better before that actually happened,” she said. “For me, that’s one of the stories that has stayed with me for the longest time. Even if it’s not helping the patient now, it’s helping them somewhere in their lives.”

COMMUNITY NEED

Not everyone can do what Lopez does. It requires an extensive knowledge of the community and a wealth of connections to the various local organizations that provide the services patients need. Lopez was one of Mosaic’s first employees when it opened in 2002, starting as an outreach worker and then transitioning to become a community health worker nine years ago.

Many community colleges have community health worker training programs, after which students can apply for certification through the state. The challenge now is getting the entities that pay for health care to provide reimbursement for community health workers, she said. As a federally funded community health center, Mosaic already gets funding for outreach workers, which it uses to pay community health workers, Knobbs said. But for other clinics, paying for such positions is a challenge, she said.

On a recent Friday, Lopez spent the morning documenting what happened at a home visit the previous day. Then she met with a couple of patients who were transitioning into assisted living facilities to see what help she could offer. She checked in with another patient who needed vision help. She called up some patients to see how they were doing. She did a home visit for a patient her team hadn’t been able to reach.

On a typical day, Lopez said she sees between five and 12 patients, depending on which Mosaic clinic she’s working at. The most important thing about being a community health worker is having a passion for helping people, Lopez said. “We love it,” she said. “We love what we do. This is our calling, and not many people can say that. It’s what we were born to do.”



A Day In The Life of a Massage Therapist

Adapted from: http://dept.clcillinois.edu/biodv/healthlibrary/pdf/life_MessageTherapist.pdf

One of the reasons many get into the career of Massage Therapy is due to its flexibility and possibilities. Whether a person is just entering the work world or leaving a life of 9 to 5 for something completely different, there is something available in this health field for everyone.

It's hard to give just one idea of what a day in the life of a massage therapist looks like because it's different for all therapists. So I'll tell you a couple different experiences I've had in my short, but full, 4 year career as a MT, and how I went about making the choices I have made.

When making my decision to go into this field, I asked myself many questions: Am I looking to massage full time or part time? What environment can I see myself working in? What type of clientele would I enjoy seeing? Do I want to work at one place or multiple? Or do I want to work for myself? There are many questions I had to ask in determining what my day may look like, and the above are just a few to get me started.

When entering MT School I thought I was going to use massage as a way to supplement my income. I wanted something extremely flexible that I could do anywhere, anytime. What I didn't realize was how drastically my life would shift upon seeing all the possibilities available in this career choice. With the bowling industry struggling to stay afloat, and not too many places for a female bowler to compete, I decided to look at other opportunities. Some of the most common employers of Massage Therapists are spas, chiropractic offices, physical therapy offices, health clubs, hotels, and privately owned massage studios. Another option I considered was working for myself. That may mean opening a storefront, traveling to clients' homes, working out of my own home, or renting space from someone.

A month into school, I was completely enthralled. I couldn't get enough of what I was learning. I decided that I wanted to get started right away and learn as much as I possibly could.

I started looking for a job that would allow me to be in the field I was so captivated by, so that when I was licensed, I would have a full working knowledge of the industry. When looking at the above choices, I decided the best bet for me was to work for someone else to learn the ins and outs of all that went into running a massage business. Within weeks I found myself working at a privately owned massage studio. My rationale was I would learn more working for an independent company with many areas that I could take part in.

Prior to finishing school, my day was mostly cleaning and administrative duties, but I also completed my hands-on outreach hours for school while at work. Once licensed, my role was massage therapist and manager of that massage studio. Of course, first



priority was servicing clients needing massages but when there weren't bodies to massage, I was making advertisements, e-newsletters, adding to our client database, and other administrative/advertising/marketing activities.

My day looked something like this:

<i>10:30am</i>	<i>Walk to work</i>
<i>11:00am</i>	<i>Shift started</i>
<i>11:00–12:00pm</i>	<i>If no client, check messages, return calls, start laundry</i>
<i>12:15–1:15pm</i>	<i>Greet client, take history, massage session</i>
<i>1:15–1:30pm</i>	<i>Use restroom, ring up that client, get table ready for next appointment, and switch the laundry</i>
<i>2:30–3:30pm</i>	<i>Greet client, take history, massage session</i>
<i>3:45pm</i>	<i>Lunch</i>
<i>4:45–5:45pm</i>	<i>If no client, create an e-newsletter, add to client database, laundry, etc</i>
<i>5:45–6:45pm</i>	<i>Greet client, take history, massage session</i>
<i>6:45–7:00pm</i>	<i>Use restroom, ring up client, get table ready for next appointment, and switch the laundry</i>
<i>7:00–8:00pm</i>	<i>Last Massage Session of the day – Greet, history, massage</i>
<i>8:00pm</i>	<i>Close up duties: Clean table, fold laundry, etc.</i>
<i>8:30pm</i>	<i>Walk home/dinner</i>

The above was a pretty typical day for my first two years of employment in the Massage Therapy industry. I worked 5 days a week, 11am to 8pm or 12pm to 9pm, and weekends, as this is when most people are free to receive massage. My days off were Monday and Wednesday, or two days during the week. Some days I would have as many as five clients and some days as little as 0 or 1. Days with 5, all I did was massage, laundry, and lunch. Days with very little massage were geared toward getting more people in the door. If I was working for myself, the day would be very similar except I would have leeway to decide if I wanted to leave early, when I want to book clients, maybe I need a full day to work on generating clients etc.

Wages: There are a few different options in payment arrangements. Generally in MT, a therapist is either an employee paid hourly with tips or an independent contractor working on a percentage split, that is unless one is self-employed. The example above, I was an employee at \$14/hour with tips. If working on a percentage split a MT might expect to take home 30% or 40% of what the client paid, while the employer keeps the rest. A good split for a therapist would be 50/50. The benefit of being an employee is making a stable, dependable income. However, as an independent contractor, the benefit is the high earning potential.



Being a Medical Interpreter

by Kristie North

Adapted from: <http://lrc.wfu.edu/careersinlanguages/main/article-north.htm>

A crying child who misses his mother. A woman who ecstatically receives the news that she is pregnant. A couple who has tested positive for a serious STD. These are only a few examples of the situations that I encounter every day.

I am a medical interpreter. I am also a student. I am very thankful that the interpretation certification program came to Wake Forest University during my time here. In May, I will be one of the first two students to graduate with the certificate.

I decided to take the Interpretation and Translation survey class with Dr. Furmanek last year more out of curiosity than any other reason. After discovering that I have an interest in and affinity for the work, I am taking the course in consecutive and simultaneous interpretation and performing a paid internship to complete the requirements.

I have quickly discovered that, while I do not plan to make Spanish/English interpretation my career, it is a growing field which can open doors to other professional opportunities. No matter if a student is interested in business, law, or medicine (like me), interpreting in your chosen field gets you involved in ways that most interns can only imagine.

After volunteering as a medical interpreter for a year and a half, I was offered a job this semester interpreting at a local OB/GYN center. Not only can I make a contribution to patient's medical care, but I also get the invaluable opportunity to observe professionals at work. I am involved and actively consulted as doctors take a medical history, perform a physical exam, and offer a diagnosis and treatment. The people with whom I work know about my aspirations and make a special effort to teach me. They explain symptoms, let me watch procedures, and show me interesting specimens under the microscope.

My best experience as an interpreter, however, was just a couple of weeks ago. A woman for whom I had interpreted came in for her post-partum checkup. She brought her newborn with her to the appointment. His name is Javier. As his mother was examined, and I interpreted, I held Javier and stroked his hair. Every so often his big brown eyes would open to squint at me before falling closed again. It was just so incredible to think that I played a very small part into bringing this healthy, beautiful child into the world. In the field of interpreting, you bring people together; and together, people can do amazing things.

Page Intentionally Blank

Week 5, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Set Up Research Groups and Conduct Research

Class to be held in the Technology Lab



Students report on their Career Narratives, choose a job interests, and organize in groups do more detailed research using O*NET and prepared lists of on-line videos and reading resources.

TEACHER PREPARATION

E-mail the “Day-in-the-Life Videos for Healthcare Jobs” and “Day-in-the-Life Articles and Readings for Healthcare Jobs” to students before this class so they can access them during this class. Also, be prepared to demonstrate how to use the O*NET site.

MATERIALS

For Activity #2:

- Handout (attached): Make two copies for each student.
*O*NET Research Sheet*
- On-line Resource: O*NET <https://www.onetonline.org/>
- Handout (attached): Email students these listings before class
Day-in-the-Life Videos for Healthcare Jobs
Day-in-the-Life Articles and Readings for Healthcare Jobs

ACTIVITY #1: Put Students in Research Groups - 60 minutes

Follow-up on Career Narrative Homework

- Ask students:
 - What Career Narratives did you read?
 - Can you describe their jobs?
 - What surprised you or was useful to find out?
 - What job types are sounding good to you based on your reading and what you have heard from others?
 - What are all the jobs we have read about in the Career Narratives?
 - List the names of the jobs on the board.

Put Students In Research Groups

- Tell students they are going to do research on the possible jobs they could get through CCC Healthcare programs. This research is to have three goals:
 - To find out more information about the jobs you are already interested in.
 - To find more information about the jobs you might be interested in.

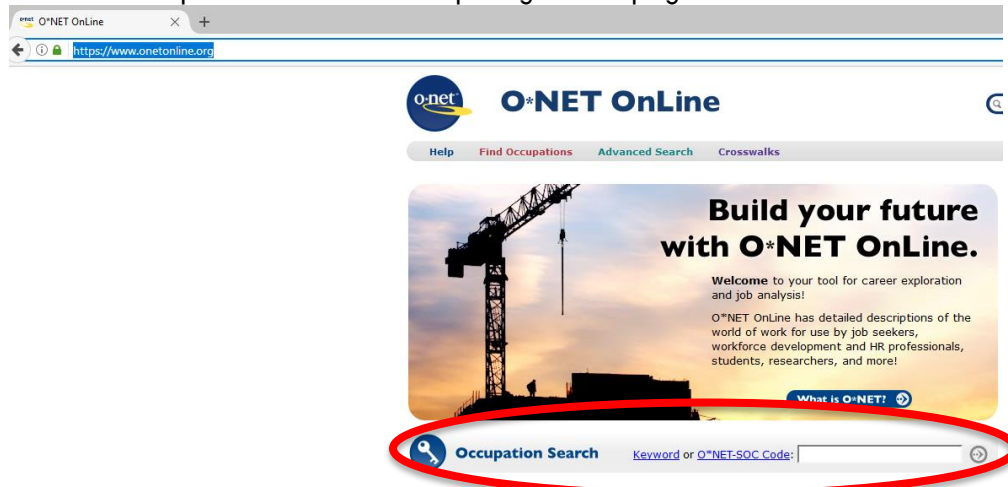
- Provide the whole class with information on most all the jobs available, so everyone can make a well-informed choice.
- Put 4 columns on the board with the following readings: Basic, Advanced, Associates, or Bachelors?
- Ask students to get out their 3-page set of Healthcare Career Paths and locate the jobs they are interested in on the charts.
- Go round robin and ask each student these questions:
 - What job is looking good to you right now?
 - What certificate or degree level do you think you will be aiming for?
 - Write students names in the appropriate category.
 - What are your reasons for making this selection?
 - What is the page number from the Healthcare Career Pathways chart that your job of interest is on?
 - Write the page number next to the student's name.
- Put students into research groups according to the page numbers next to their names on the board.
- Tell the groups you want them to look at their page and:
 - Choose the job that is most interesting to them to research.
 - It is OK if there are many group members working on the same job.
 - Look at the board's list of jobs that have already been reported on (using Career Narratives), and, if some of those jobs are on their Healthcare Career Pathway page, they do NOT have to research them.
 - Distribute the remaining jobs on their page among themselves, so that they each have 2 jobs to research. They do NOT have to do research on all of the jobs on that page.

Break – 15 minutes.

ACTIVITY #2: Do O*NET Research on two Job Types of Interest - 120 minutes.

Demonstrate How to Use O*NET

- Have students use O*NET to complete two Research Sheets - one for each job they select.
- Pass out two O*NET Research Sheets to each student
- Have a student read the instructions aloud
- Teacher should demonstrate how to use O*NET by typing in the URL: www.onetonline.org.
 - Scroll to “Occupation Search” on the opening O*NET page



- Go to the open box and enter: healthcare.

- Look at the list of job types that come up and click on the one you want to research.
- Review the information on the page, go to the sections that match the titles on your O*NET Research Sheet, and take notes on the needed information.
- Tell students they will get information from the website.
- When they have finished their two O*NET sheets, ask:
 - Did you find any surprises? Did you learn important new information?
 - What are the four questions you have about the job type you are most interested in?
 - Have a few students provide responses.

Support Research Activities

- Tell students they are to now answer their four questions for the two jobs they are researching.
- Project the *Day-in-the-Life Videos for Healthcare Jobs* and the *Day-in-the-Life Articles and Readings for Healthcare Jobs* on the overhead so they can see the resources that you e-mailed to them.
- Demonstrate how to access the videos and readings.
 - Students should watch and read to answer their four questions.
 - Students are also welcome to look for other resources on-line.

Break – 15 minutes sometime during this time period.

HOMEWORK

COMPLETE: Have students complete their research for the next class as needed.

TEACHER PREPARATION

Prior to the next class, prepare to give a presentation on how to use the CCC.edu Career Finder using the instructions on the research sheet attached to the next lesson.

Page Intentionally Blank

O*NET RESEARCH SHEET

To complete this worksheet using the O*NET website, you must follow these steps:

1. Enter "ONET" on the subject line and click on the title of the site
2. Scroll to "Occupation Search"
3. Go to the open box and type in "healthcare."
4. Look at the list of types of jobs within healthcare that come up.
5. Click on the job you are looking for and read what is of interest to you.

Go to the sections with the titles in the left-hand column and take notes on what you find there in the right-hand column.

Name of Job Type:

	Take Notes
Detailed Work Activities (Choose the most important ones)	
Work Styles (Choose the most significant ones)	
Median Pay	
Projected Growth	

Write down four additional questions you have about this job type below:

- 1.
- 2.
- 3.
- 4.

Page Intentionally Blank

Day-in-the-Life Videos for Healthcare Jobs

- *I Am a Nursing Assistant* (running time - 1:55)
http://www.youtube.com/watch?v=ho_cY9qoAFw
<https://bit.ly/2JWffcv>
- *What Makes a Great Nursing Assistant* (running time - 1:09)
<http://www.youtube.com/watch?v=pg43mfFBqf4>
<https://bit.ly/2ljqJJ6>
- *Diary of a New CNA* (running time - 10:23)
http://www.youtube.com/watch?v=QtcX713_a4U
<https://bit.ly/2K3sXtO>
- *A Day in the Life of a Medical Assistant* (running time - 3:00)
<http://www.youtube.com/watch?v=6jbS5bLzQoU&feature=related>
• <https://bit.ly/2MBs0HN>
- *A Day in the Life of a Dental Assistant* (running time - 3:29)
<http://www.youtube.com/watch?v=8PgkIWZ-JLE>
<https://bit.ly/2K225uo>
- *Medical Secretary Careers Overview* (running time - 1:18)
<http://www.youtube.com/watch?v=nRqCbQDAwu0>
<https://bit.ly/2llo0yx>
- *A Day in the Life - Medical Technologist* (running time - 1:22)
<http://www.youtube.com/watch?v=-5qTFxMPcil>
<https://bit.ly/2HZGBJH>
- *LPN Career Overview* (running time - 1:31)
<http://www.youtube.com/watch?v=ZT26OVkrhEs>
<https://bit.ly/2K3K1QG>
- *A Day in the Life of an EMT* (running time - 3:16)
<http://vimeo.com/1441660>
<https://bit.ly/2t7XSvC>

- *A Day in the Life - Pharmacist* (running time - 1:47)
<http://www.youtube.com/watch?v=4pXUcxWLA7g>
<https://bit.ly/2M3hFDo>
- *The Many Faces of Occupational Therapists* (running time - 3:16)
<https://www.youtube.com/watch?v=VmAGzESjZal>
<https://bit.ly/2MB5zT7>
- *Surgical Technologist Career Overview* (running time - 2:01)
<http://www.youtube.com/watch?v=wT9MjiLZD4o>
<https://bit.ly/2talS0Y>
- *Respiratory Therapist* (running time - 2:35)
<https://www.youtube.com/watch?v=xDC8XbkubDQ>
<https://bit.ly/2K8UsSM>
- *Work Voices - Dialysis Technician* (running time - 1:30)
http://www.youtube.com/watch?v=9wg3RrFKV0A&playnext=1&list=PL52AC8E86C134A442&feature=results_video
- <https://bit.ly/2lil58O>
- *Jackie Blake - Health Information Technician* (running time - 5:12)
<https://www.youtube.com/watch?v=CD-oCIWpSKI>
<https://bit.ly/2tpHWE8>
- *Patient Care Tech* (running time - 2:18)
<https://www.youtube.com/watch?v=BapvjKlty9Q>
<https://bit.ly/2M7Bf1n>
- *A Day in the Life of a Community Health Worker* (running time - 2:12)
<https://www.youtube.com/watch?v=MXpgGABXfx0>
<https://bit.ly/2tbAZHC>
- *Day in the Life: Personal Trainer* (running time - 3:11)
<https://www.youtube.com/watch?v=rHqfW8C315A>
<https://bit.ly/2JWQePe>

- *Physical Therapy Assistant, Career Video from drkit.org* (running time - 7:55)
<https://www.youtube.com/watch?v=GVnluuSpFv8>
<https://bit.ly/2M9rNdP>
- *Career Options: Massage Therapist - Messina Kerr* (running time - 2:38)
<https://vimeo.com/17770190>
<https://bit.ly/2JTj1Ee>
- *Look Ahead, Explore Your Career: Supervisor, Sterile Processing* (running time - 3:14)
https://www.youtube.com/watch?v=7_k--oSGqEE
<https://bit.ly/2tdsDz2>

Page Intentionally Blank

Day-in-the-Life Articles and Readings for Healthcare Jobs

- *A Day in the Life of a Certified Nursing Assistant (CNA)*
http://dept.clcillinois.edu/biodv/healthlibrary/pdf/life_CNA.pdf
<https://bit.ly/2lIO7pl>
- What is a Typical MA Workday Like? (for a medical assistant)
<http://theemedicalassistants.com/what-is-a-typical-ma-workday-like/>
<https://bit.ly/1p0Ri0j>
- *Career: Pharmacist*
<http://www.princetonreview.com/careers/111/pharmacist>
<https://bit.ly/2l5Clmr>
- *A Day in the Life of an Occupational Therapist*
<http://minoritynurse.com/a-day-in-the-life-of-an-occupational-therapist/>
<https://bit.ly/2l5NPMf>
- *A Day in the Life of a Respiratory Therapist*
<http://minoritynurse.com/a-day-in-the-life-of-a-respiratory-therapist/>
<https://bit.ly/2M8thFi>
- *A Day in the Life of a Surgical Technician*
http://dept.clcillinois.edu/biodv/healthlibrary/pdf/life_SurgicalTech.pdf
<https://bit.ly/2MGDkCz>
- *What Does a Hospital Medical Laboratory Technologist Do?*
<http://purpleone.hubpages.com/hub/Working-in-a-Hospital-Laboratory-Perspectives-from-a-Canadian-Medical-Laboratory-Technologist>
- <https://bit.ly/2M3wDJF>
- *A Day in the Life of an EMT*
<https://www.dropbox.com/s/0kd6tzwy1p6zvup/HC1%2C%203.3%20A%20Day%20in%20the%20Life%20of%20an%20EMT.pdf?dl=0>
<https://bit.ly/2tbCYvy>

- *What is a Renal Dialysis Technician?*
<http://www.wisegeek.com/what-is-a-renal-dialysis-technician.htm>
<https://bit.ly/2l66Vlg>
- *A Day in the Life of a Licensed Practical Nurse*
<https://www.dropbox.com/scl/Zj2JickdNsyXYsYZ9Lnxcu>
<https://bit.ly/2K5rdjY>
- *A Day in the Life of a Dental Assistant*
<http://ezinearticles.com/?A-Day-in-the-Life-of-a-Dental-Assistant&id=4787141>
<https://bit.ly/2tpKRwA>
- *Radiology Technician: A Day in the Life*
<http://www.radiology-technician.com/a-day-in-life/#.VqJDUPkrLcs>
<https://bit.ly/2l6k1ip>
- *Day in the Life Series: Medical Secretary*
<https://www.dropbox.com/scl/SO5K8EJabLFwCgKMBUyyMr>
<https://bit.ly/2l5rGgM>
- *A Day in the Life of a Phlebotomist*
<http://www.womenemployed.org/sites/default/files/DayInLifeOfPhlebotomist.pdf>
- <https://bit.ly/2ljHh3z>
- *Medical Records Technician*
<https://www.sokanu.com/careers/medical-records-technician/>
<https://bit.ly/2yoWeLe>
- *A Day in the Life of Community Health Nurse Emily Williamson*
<http://www.nashp.org/day-life-community-health-nurse-emily-williamson/>
<https://bit.ly/2MEem6F>
- *Medical Records and Health Information Technician Overview*
<https://www.sokanu.com/careers/medical-records-technician/>
<https://bit.ly/2yoWeLe>

- *A Day in the Life of a Patient Care Tech*
<https://blog.ultimatemedical.edu/a-day-in-the-life-of-a-patient-care-technician/>
<https://bit.ly/2MHWOXy>
- *What is it Really Like Being a Community Health Worker?*
<http://www.nashp.org/day-life-community-health-nurse-emily-williamson/>
<https://bit.ly/2MEem6F>
- *Personal Training Careers*
[http://study.com/articles/Personal Trainer Job Description and Requirements for Starting a Career in Personal Training.html](http://study.com/articles/Personal_Trainer_Job_Description_and_Requirements_for_Starting_a_Career_in_Personal_Training.html)
<https://bit.ly/2JQzFnT>
- *A Day in the Life of a Physical Therapist*
<http://minoritynurse.com/a-day-in-the-life-of-a-physical-therapist/>
<https://bit.ly/2JSwiwI>
- *Massage Therapist Job Description*
<http://www.beautyschoolsdirectory.com/faq/massage-therapist.php>
<https://bit.ly/2K2LK5p>
- *Medical Equipment Preparer Job Description*
<http://www.americasjobexchange.com/medical-equipment-preparer-job-description>
<https://bit.ly/2K2LLGv>

Page Intentionally Blank

Week 5, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Continue Research and Panel Discussions on Findings

Class to be held in the Technology Lab



Students do research on the CCC.edu Career Finder and prepare and present their research to the class.

TEACHER PREPARATION

Be prepared to give a presentation on how to use the CCC.edu Career Finder using the instructions on the attached research sheet.

MATERIALS

For Activity #1:

- Handout (attached): Make two copies for each student.
CCC.edu Research: Career Finder

ACTIVITY #1: Continued Research – 100 minutes

Tell students they are going to continue their research on possible jobs through CCC's Healthcare Career Pathway Programs. With this research, they will be able to provide information to their classmates on the basics of all the jobs on their assigned Healthcare Career Pathway page.

Break – 15 minutes.

ACTIVITY #2: Give Reports – 80 minutes

- Tell students they are now going to prepare to give panel discussions on their Healthcare Career Pathway page so they can give basic information on all the jobs they have been working with.

Groups Organize their Panel Discussion

- Write the following questions on the board:
 - What are some of the most important features of the job that is most interesting to you?
 - What does the class need to know about the other jobs on your page?
- Put students back in their groups and ask them to:
 - Each prepare to present a brief presentation on one of the jobs that interests them most.
 - Each group member should choose a different job of interest if possible.
 - These presentations should include selected O*NET and other information.
 - Decide who will talk to the class about each of the other jobs on the page using their notes.
 - These reports should focus on CCC.edu information.

- Make sure everyone in the group has equal responsibility for reporting to the class.
- Organize their research notes in preparation for their talk.

Prepare for Panel Discussions

- Remind students that they are not to just read notes but talk comfortably to their fellow students about what is most attractive to you about this job and what you learned from your research.
- Ask the class:
 - What kinds of information do you most want to hear about the jobs that interests students most?
 - List student answers on the board.

The Panel Discussion

- Ask the first panel to sit facing the rest of the class.
- Ask each student to take turns presenting a job that that interests them.
- When each has talked about a job of interest, ask them each to give quick descriptions of the remaining jobs on their page.
- When the group is finished, ask the class to ask the panel questions about the different jobs they reported on.
- Repeat this process for all the panels.
- Lastly, ask:
 - Did you find out about new jobs that you might want to research further?
 - Which sound good to you? Why?

Break – 15 minutes sometime during this time period.

HOMEWORK



Journal Writing Prompt: From what you have learned from you classmates, what career and job seems most interesting to you? Based on the City Colleges of Chicago Healthcare Career Pathways Chart, what certification or degree do you need for that job? Do you have the time that it takes to earn that certification or degree? What challenges do you expect to encounter along the way? Explain.

TEACHER PREPARATION

In preparation for the next lesson:

- ✓ 1) Prepare a Talk to the Text presentation for the first two paragraphs of the Busy – how to thrive in a world of too much- Reading Part I.
- 2) Watch the videos for Activity #3 and choose the one/ones you want to show.

CCC.EDU RESEARCH: CAREER FINDER

To complete your research, you will be working in Career Finder to look at the two jobs you have already researched and others of interest. Use Career Finder by following the following instructions:

- Go to ccc.edu, and on the home page, click on “Student Tools” and then scroll down to click on “Career Finder”.
- Scroll down to “Explore by Focus Area” and click on “Healthcare”.
- Scroll down to “Explore Healthcare Careers” and pick the one you are researching and click on it.
- Write down the salary and the certificate or degree required.
- Go back to the “Healthcare Focus Area” page and scroll down “Degree and Certificate Programs”. Click on the appropriate certificate or degree in right career pathway you are researching. Write down the total number of credits for that certificate or degree and two classes in the list that look interesting to you.

JOB TITLE #1:			
Certificate or Degree	Salary	Total Credit Hours for Certificate or Degree	2 Interesting Course Titles in the List
JOB TITLE #2:			
Certificate or Degree	Salary	Total Credit Hours for Certificate or Degree	2 Interesting Course Titles in the List
JOB TITLE #3:			
Certificate or Degree	Salary	Total Credit Hours for Certificate or Degree	2 Interesting Course Titles in the List

Page Intentionally Blank

Week 6, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Career Exploration in Healthcare – Reading

Students identify their college goals, as well as challenges they may face and strategies to address those challenges. Students will then read, annotate, and discuss an article on busyness. Next, they will watch videos to identify new strategies for coping with increasing levels of responsibility.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
Goals, Challenges, and Strategies Worksheet
- Handout (attached): Make one copy for each student.
Peer Interview: Goals, Challenges, and Strategies Worksheet

For Activity #2:

- Handout (attached): Make one copy for each student.
Busy – how to thrive in a world of too much- Reading Part I

For Activity #3: Select one of the following videos to show in class:

- Video: *Stress Management: Ways to Unwind* (running time: 05:05 minutes)
<https://www.youtube.com/watch?v=OfL-pn80s-c>
- Video: *7 Simple Tips on Reducing Stress* (running time: 03:04 minutes)
<https://www.youtube.com/watch?v=IDecu0ME1Zo>

Homework:

- Handout (attached): Make one copy for each student.
HSE Questions for Part 1
<https://www.dropbox.com/s/avf6wg3tk7ycod2/Busy%20%E2%80%93%20How%20to%20thrive%20in%20a%20world%20of%20too%20much%20%E2%80%93%20Part%201%20Questions.docx?dl=0>
- Handout (attached): Make one copy for each student.
HSE Questions for Part 1 – Answer Key
<https://www.dropbox.com/s/f9iqv13d7olvf92/Busy%20%E2%80%93%20How%20to%20thrive%20in%20a%20world%20of%20too%20much%20%E2%80%93%20Part%201%20Answers.docx?dl=0>

TEACHER PREPARATION

- ✓ In advance of today's lessons: 1) Prepare a Talk to the Text presentation for the first two paragraphs of the *Busy – how to thrive in a world of too much- Reading Part I*. 2) Watch the videos for Activity #3 and choose the one/ones you want to show.

ACTIVITY #1: Identify Goals and Challenges - Now and in the Future - 60 minutes

Check-In About Journaling

- Ask students:
 - How did their journaling assignment go?
 - Was it easy or difficult to write for two pages? Why or why not?
 - What college goal or college goals did you choose?
 - What were some challenges you expect to encounter along the way?
 - Write these on the board.
 - Explain.

Introduce the Goals, Challenges, and Strategies Worksheet

- Tell students they are going to spend the next two classes reviewing their goals, potential challenges, and strategies to address challenges. They will also identify new challenges they expect to have once they reach the college level. The question is: what strategies will they have to use in order to meet their college-level goals?
- Ask:
 - What is a strategy? What does the word mean?
 - What strategies did you use to get to class today?
 - What strategies do you use to get to class on time?
 - Can you give some examples of strategies you used in doing your job research?
 - List these examples on the board.
 - Look at the list of challenges already on the board. Ask:
 - What strategies would you use to meet this challenge?
 - Write down those strategies next to the challenge.
 - Repeat for other listed challenges.
- Pass out the *Goals, Challenges, and Strategies Worksheet* and have students look at the “Complete the Bridge” section. Ask:
 - What are some challenges a student might have when completing the Bridge?
 - Write down student answers.
 - What are some possible strategies you could use to overcome these challenges?
 - List the possible strategies next to the challenges.
- Tell students to fill in the challenges they have now or expect to have during the two semesters of the Bridge. Tell them the more reflective they are, the more useful this exercise will be.
- Ask a student for an example of something they are struggling with now.
 - Write that on the board.
- Tell students to come up with some specific strategies to meet the student’s challenge.
 - Write these suggestions on the board

Fill in Goals and Challenges Worksheet

- Have a student read the instructions.
- Go round robin and ask students what is a personal goal they have.
 - Tell them to write that goal in the “Personal Goal #1” space.
- Tell students to complete the worksheet independently.

Share List of Challenges and Strategies

- Put students into pairs and have them:
 - Describe how they filled out one goal, set of challenges, and strategies.
 - The listener should ask questions and offer suggestions that the speaker can write down on their worksheet.
 - Take turns describing each goal, set of challenges, and strategies.

- Choose a goal from each of their worksheets they think they worked out particularly well to share with the class.
 - Pass out the *Peer Interview: Goals, Challenges, and Strategies Worksheet*.
 - Have a student read the instructions on the worksheet.
 - Allow students to interview three other students.
 - Come back as a class and ask:
 - What are some examples of challenges and strategies students shared that you think would be particularly effective?
 - Write these examples on the board.
-

Break – 15 minutes.

ACTIVITY #2: Read a Reading on Resilience - 60 minutes



Short Prediction Exercise

- Students will read an article on resilience with strategies on how to address busyness
- Pass out the *Busy – how to thrive in a world of too much- Part 1*.
- Read the title and ask:
 - What do you think this article is about?
 - What does “thrive” mean?
 - What do you think the author means by “world of too much”?
 - What kind of strategies do you think the article might recommend?

✓ Talk to the Text Demonstration

- Project a double-spaced version of the first page of the reading, leaving space to make notes between lines and in the margins.
- Review with students the kind of questions and reading strategies they have practiced so far with Think-Alouds including:
 - Predictions
 - Responses
 - Questions
 - Connections to things outside the text
 - Identification of transition words that show shifts in meaning or clues to how the piece is organized.
 - Clues to the meaning of words from the context
- Explain that Talking to the Text is a written Think Aloud. By practicing Talking to the Text, they will get into the habit of talking to the text *in their heads*, something good readers do to help them stay engaged and interested in the text.
- Model the Think Aloud process. This time, write out your questions and comments on the projected reading.
 - Invite students’ observations and questions as you work through the two paragraphs.
- Tell students to read silently and annotate the rest on their own using the Talk to the Text techniques you demonstrated.

Pair Work

- Put students into pairs to share their Talk to the Text marks and identify in which places their comprehension broke down and what strategies they used.
- Come together as a class, project Part 1 on the overhead and go through it paragraph by paragraph to ask different students:

- What did you write on the text? Questions? Comments? Other?
 - Did you clear up any comprehension roadblocks? How?
 - How did this help your reading?
 - How did working with a partner help?
 - Lastly, ask:
 - Do you think busyness is addictive? In what way(s)?
 - What is good quality thinking?
 - Do you agree with this author's ideas?
-

Break – 15 minutes.

ACTIVITY #3: Watch Videos to Come Up with New Stress Related Strategies and Write a Journal Entry- 60 minutes

Watch Videos to List Out More Coping Strategies

- Have students watch videos that provide scientifically proven strategies to reduce stress. Students should take notes on the new strategies presented in the videos.
- After each video, go round robin and ask:
 - What is one new strategy that was recommended to reduce stress?
 - Write these on the board.



Journal Writing

- Have students get out their journal.
 - Write the following journal prompt on the board:
 - How do you usually keep yourself motivated?
 - Describe a challenge in your life when you used your own strategies to overcome the challenge. Why were these strategies effective?
 - Give students at least 15 minutes to do non-stop journal writing.
-

HOMWORK

COMPLETE: Have students complete HSE Questions for Part 1.

- Choose one question you think you got right and write down the process you went through to get the right answer.

GOALS, CHALLENGES, AND STRATEGIES

Think through the goals you have, the challenges you face to reach those goals, and some strategies you could use overcome the challenges.

GOALS	CHALLENGES	STRATEGIES
Complete the Bridge		
Pass the HSE Exam		
Complete homework.		
Take college-level courses.		

Page Intentionally Blank

PEER INTERVIEWS FOR GOALS, CHALLENGES, AND STRATEGIES

Talk to three classmates and ask them to share a goal. What new information did they include under challenges and strategies? Take notes on this worksheet to capture what you learned.

GOALS	CHALLENGES DISCUSSED	NEW STRATEGIES SUGGESTED
Goal Discussed:		
Goal Discussed:		
Goal Discussed:		

Page Intentionally Blank

Busy – how to thrive in a world of too much: Reading Part 1

Adapted from Source: <http://personalresilience.com/thriving-in-a-busy-world/>

Introduction

Tony Crabbe is a consultant who has written a really useful book “Busy” – how to thrive in a world of too much. It’s become one of the top three leadership books in 2016 and been a best seller in a number of countries. Many people have a clear sense of what we want to do and where we want to go – but things derail us or get in the way and Tony has some really useful insights on this.

Tony became curious about the word “busy” when he was on the train in London and within a few minutes he heard seven different people use that word. Busy has become some sort of brand – when we meet people they may ask how you are, and we respond with this word busy. We try and convince people quite how busy we are.

Busy can mean a few things – a state of constant alertness, constant activity, racing, rushing, cramming and juggling that spans so much of our life. Tony thinks that the opposite of busyness isn’t necessarily relaxation on a beach, but the ability to focus attention onto the people or problems that matter most to you.

IBM estimated that while the complete knowledge of the world used to double every 100 years it will soon be doubling every 11 hrs. If you add that to our daily demands and all the communication demanded of us, we all get really busy. Busy is a natural response to this crazy information overload – but is it the right response? the smart response? is it the only response?

Some Research

There is some great research where scientists put people in a room where they have nothing to do for 50 minutes, apart from being able to give themselves an electric shock. Because we are so used to this world of so much stimulation and activity, most people choose to electrocute themselves even though it was painful, rather than be left alone with their brains.

Being alone with our brain is so important – it is when we reflect on our lives and our values, make sense of the world, and grow. But, for most of us, busyness is easier than the just being with yourself and a form of avoiding more important activities.

Busyness is addictive but we need to remove busyness to focus on deeper, clearer and better-quality thinking.

Busy – How to thrive in a world of too much – Part 1 HSE Questions

1. What does “busy” mean?
 - a. Constant alertness and activity, racing, rushing, cramming and juggling that spans much of our life
 - b. Constantly working without ever taking anytime off and working overtime
 - c. Being constantly overloaded with the crazy amount of information we receive each day without time for anything else
 - d. Pretending to work so you can tell your peers how overwhelmed you are

2. What is “busy” a natural response to?
 - a. The information overload brought on by growing knowledge of the world
 - b. Having too much work to do and not having enough down time
 - c. The internet, news media, and social media
 - d. Being bored and not having enough to do in one’s life

3. What does Tony Crabbe mean by saying “busy has become some sort of brand”?
 - a. It has become a way that we describe ourselves to other people
 - b. Busy is a type of clothing brand for people who work a lot
 - c. People use the word busy to describe their lives so that they don’t seem lazy to others
 - d. People use the busy as a brand so that their lives seem impressive to their peers

4. How quickly is complete knowledge of the world expected to double in the near future?
 - a. Every 100 years
 - b. Every 11 months
 - c. Every 100 hours
 - d. Every 11 hours

5. Why is being alone with our brains important?
 - a. It helps us think about the things we have to do next and how best to get them done
 - b. It helps us become more addicted to being busy
 - c. It helps us reflect, make sense of the world, and grow
 - d. It helps us reflect on our lives and decide if we want to quit our jobs and move

6. What can being busy be an excuse for?
 - a. Avoiding being with yourself and putting off more important activities
 - b. Facing any problems, you might have in your personal life
 - c. Avoiding making time for your family and friends
 - d. Talking to people

7. Why might people not want to be left alone with their brains?
 - a. Because if we are, we might realize we are boring and have no original thoughts
 - b. Because we do not want to face the important things we have been avoiding
 - c. Because spending time on yourself and reflecting on your thoughts is a waste of time
 - d. Because constantly being involved in different tasks helps us grow more as a person

8. What is causing knowledge of the world to double at a such a fast pace?
 - a. Social media and the sharing of breaking news stories
 - b. The constant advancement of technology and the internet
 - c. The amount of research that is being done at universities around the world
 - d. The ease at which the government can now access personal information

9. Why do we try to convince people that we are busy?
 - a. We use it as an excuse to make us seem important
 - b. Because work takes up so much of our live that we do not know how else to describe ourselves
 - c. Because we really are busy
 - d. Because we are overwhelmed with multiple parts of our lives and do not have a clear focus

Busy – How to thrive in a world of too much – Part 1 Answer Key

1. What does “busy” mean? **Right There Question**
 - a. **Constant alertness and activity, racing, rushing, cramming and juggling that spans much of our life**
 - b. Constantly working without ever taking anytime off and working overtime
 - c. Being constantly overloaded with the crazy amount of information we receive each day without time for anything else
 - d. Pretending to work so you can tell your peers how overwhelmed you are

2. What is “busy” a natural response to? **Pulling it together Question**
 - a. **The information overload brought on by growing knowledge of the world**
 - b. Having too much work to do and not having enough down time
 - c. The internet, news media, and social media
 - d. Being bored and not having enough to do in one’s life

3. What does Tony Crabbe mean by saying “busy has become some sort of brand”? **Pulling it together question**
 - a. **It has become a way that we describe ourselves to other people**
 - b. Busy is a type of clothing brand for people who work a lot
 - c. People use the word busy to describe their lives so that they don’t seem lazy to others
 - d. People use the busy as a brand so that their lives seem impressive to their peers

4. How quickly is complete knowledge of the world expected to double in the near future? **Right there question**
 - a. Every 100 years
 - b. Every 11 months
 - c. Every 100 hours
 - d. **Every 11 hours**

5. Why is being alone with our brains important? **Right there question**
 - a. It helps us think about the things we have to do next and how best to get them done
 - b. It helps us become more addicted to being busy
 - c. **It helps us reflect, make sense of the world, and grow**
 - d. It helps us reflect on our lives and decide if we want to quit our jobs and move

6. What can being busy be an excuse for? **Author and me question**
 - a. **Avoiding being with yourself and putting off more important activities**
 - b. Facing any problems, you might have in your personal life
 - c. Avoiding making time for your family and friends
 - d. Talking to people

7. Why might people not want to be left alone with their brains? **On my own question**
 - a. Because if we are, we might realize we are boring and have no original thoughts
 - b. Because we do not want to face the important things we have been avoiding**
 - c. Because spending time on yourself and reflecting on your thoughts is a waste of time
 - d. Because constantly being involved in different tasks helps us grow more as a person

8. What is causing knowledge of the world to double at a such a fast pace? **On my own question**
 - a. Social media and the sharing of breaking news stories
 - b. The constant advancement of technology and the internet**
 - c. The amount of research that is being done at universities around the world
 - d. The ease at which the government can now access personal information

9. Why do we try to convince people that we are busy? **Author and me question**
 - a. We use it as an excuse to make us seem important
 - b. Because work takes up so much of our live that we do not know how else to describe ourselves
 - c. Because we really are busy
 - d. Because we are overwhelmed with multiple parts of our lives and do not have a clear focus**

Week 6, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Career Exploration in Healthcare – Reading

Students read, annotate, and discuss Part 2 of the reading on busyness. Next, they will write a summary and commentary on the piece and review each other's written work.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
Busy – how to thrive in a world of too much – Reading Part 2
- Handout (attached): Make one copy for each student.
Busy – how to thrive in a world of too much- Reading Part 2 – HSE Questions
<https://www.dropbox.com/s/dlq8gl4npadmhes/Busy%20%E2%80%93%20How%20to%20thrive%20in%20a%20world%20of%20too%20much%20%E2%80%93%20Part%202%20Questions.docx?dl=0>
- Handout (attached): Make one copy for each student.
Busy – how to thrive in a world of too much- Reading Part 2 -- Answer Key
<https://www.dropbox.com/s/36amaqqwc7yc39t/Busy%20%E2%80%93%20How%20to%20thrive%20in%20a%20world%20of%20too%20much%20%E2%80%93%20Part%202%20Answers.docx?dl=0>

For Activity #2:

- Handout (attached): Make one copy for each student.
Reader Comment Page

ACTIVITY #1: Talk-the-Text Part 2 - 60 minutes

Check-in on HSE Questions Homework

- Ask students:
 - How were the HiSET-type questions?
 - Number the HiSET-type questions on the board.
 - Ask who wrote about which question.
 - Put the names of who wrote about which question next to the appropriate number.
 - Call on students to talk through how they answered the question.
 - After each explanation, ask the class:
 - Is this the right answer?
 - Was the process they described clear? Useful?
 - Did you use another process for answering this question?
 - For those questions with no student writing, give the answers, and ask:
 - Who got this right?
 - How did you get to this answer?

✓ **Read, Annotate, and Discuss - Part 2**

- Tell students they will be doing another Talk to the Text annotation approach to the Part 2 reading.
 - Pass out *Busy – how to thrive in a world of too much- Reading Part 2*
 - Ask:
 - How do you do a Talk to the Text annotation?
 - Why is this reading double spaced?
 - Have students read and annotate on their own.
 - Put students into pairs to share their Talk to the Text marks and identify which roadblocks they were able to clear up and what strategies they used.
 - Come together as a class. Project Part 2 on the overhead and go paragraph by paragraph to ask different students:
 - What did you write on the text? Questions? Comments? Other?
 - Did you clear up any comprehension roadblocks? How? (You, the teacher, can use this question to identify where students' comprehension broke down and/or things became unclear.)
 - How did this help your understanding of the reading?
 - How did working with a partner go?
 - Lastly, ask:
 - What are the author's strategy recommendations?
 - Do you agree with the author's ideas?
 - Why or why not?
-

Break – 15 minutes.

ACTIVITY #2: Write a Summary and Response – 60 minutes

Plan a Good Summary

- Tell students to write a summary and response to the reading on busyness. Remind them that a good summary:
 - Contains the most important ideas.
 - Is written in their own words.
 - Is shorter than the original article or text.
- Students should pretend that their audience is someone who has not read this article but is interested in the topic. The goal is for students to write a summary in their own words, using language that is clear and concise.
- Put students into pairs to read their summaries to each other and to ask questions for clarity and more information.
 - Have students to get out their journals, put the article away, and then explain to your partner what the article is about. Explain as much as you can so that your partner can understand the meaning of the article.
 - Students should make changes to their summaries based on their partner's suggestions.
- Tell students to read their summaries aloud.
- After each summary, ask:
 - What worked about this summary?
 - Write those comments that help describe what a good summary is on the board.
 - Which summaries worked well overall? Why?
 - Take additional notes on the board based on these comments.

Plan Your Response to the Reading and Write!

- Students will now be writing a response to the reading.

- Write the following questions on the board:
 - Did you agree with the author?
 - What are your reasons?
 - How could the author's suggestions be useful to you?
 - Put students into new pairs to talk through their answers to these questions.
 - Give students time to rewrite their summaries as needed and then write their responses.
 - Tell students to make a new paragraph for each answer to the questions on the board.
-

Break – 15 minutes.

ACTIVITY #3: Peer Review Student Writing - 60 minutes



Peer Review

- Students will provide feedback on each other's written work. They should be supportive and offer constructive feedback to make their partner's work clearer and more interesting.
- Put students into groups of three.
- Have students take out their full written work, including the draft of their conclusion.
- Pass out two copies of the *Reader Comment Page* to each student. Explain that they are going to:
 - Read the paragraphs written by the other two people in their group.
 - Fill out one *Reader Comment Page* for each of written pieces they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They should be encouraging and helpful. Specific and thoughtful comments on their partner's work will help them when they have to re-write their written work.
- After students have evaluated the first student's written work, they should pass them to their left and evaluate a new set of paragraphs.
- After students have completed two *Reader Comment Pages*, they should give their evaluations to the writers, and the writers should read the comments.

Talk About the Reader Comments as a Class

- Ask the class as a whole:
 - Did your evaluators say the same or different things?
 - Did your evaluators say things that gave you ideas for how to make your paragraphs better?
 - What are they?
 - Did your evaluators confuse you? Ask for clarification when you are back in your group.
- Put students back in their groups to talk through differences and to get clarification.

TEACHER NOTE: Evaluate the student essays using a copy of the *Reader Comment Page*. You will need to read both the essays, and the student comments on those essays, to see what the student input was. Your comments should either reflect specific suggestions or offer a different way to evaluate their essays that you think might be more helpful. Additionally, DO NOT correct surface issues in students' drafts. Instead, ask students questions that will help them develop their draft further. In your comments, indicate a due date for rewrites of the drafts.

HOMEWORK

COMPLETE: Have students complete the HSE Questions for the second reading.

- Choose one question you think you got right and write out the process you went through to get the right answer.
-

TEACHER PREPARATION: Before the next class, put together a clear presentation on how to use PowerPoint. Provide students with instruction on the basics they will need to do their presentation (for example, how to add a new slide, how to insert a picture).

Busy – how to thrive in a world of too much: Reading Part 2

Adapted from Source: <http://personalresilience.com/thriving-in-a-busy-world/>

What can we do about it all?

People are busy because there is too much to do – I have to do this, there is nothing I can do about it. But we can focus on our what we can choose- yes there is too much to do and therefore the choices we make become really important. How do I still focus on the stuff that I know is going to make a difference– despite having too much to do?

Part of the trick is to say – I am going to be a bit sloppy in certain areas in order to be really good over here. Perfection and trying to do everything is the enemy of greatness. People often work to a false standard that is far too high for what is required.

Becoming more aware of time actually makes us busier, which is not the solution to busyness. When we focus on time we split it into smaller slices so things get chaotic and disorganized.

Tony feels that it is time for attention. Managing our attention better.

- 1) Decide which of the things coming up is the best use of my attention.
- 2) When people are given the choice of doing a task that is small and dull rather than big/difficult but interesting, they will choose the small and dull. So you go to work with good intentions, check emails and then get caught up in other things. So we need to make better use of our brain at the right times.
- 3) It takes an amount of time to get into a flow state, to really concentrate. Switch e-mail, Facebook, and Twitter off –so you can work temptation free and be focused.

Tony talks of Warren Buffett, who asked a pilot “What are your goals in life?” The

pilot wrote 20 down. Buffett then said – choose your top 5, then look really carefully at your next 15 and do everything you can do to avoid doing those because those are the things that will actually distract you from having the life you want to have. Part of success and satisfaction is being able to choose wisely.

Say NO to great ideas in order to put enormous energy behind the things that we choose – that is the secret.

Busy is the standard response to the environment we are in now – if you are distracted you can only offer shallow thinking. But it's not the only choice. We need to recognize that we are human, and our brains are incredible pieces of kit, but at the same time they are vulnerable. We need to put simple practices in place that allow us to move from being reactive, to more intentional and create environments that allow us to do our best thinking and be creative.

Busy – How to thrive in a world of too much – Part 2 HSE Questions

1. Why are people busy?
 - a. Because there is too much to do and it seems like there is nothing we can do about it
 - b. Because having time for ourselves is overrated, and we should try to fit as many things into one day as possible
 - c. Because work and making money should always be the priority, especially if you have a family to provide for
 - d. Because the fast-paced environment of today's world doesn't include having downtime

2. What is perfection?
 - a. Perfection is achievable and should be the standard to which we all set ourselves to
 - b. A false standard that is the enemy of greatness
 - c. The enemy of greatness that we should try to achieve at all costs
 - d. Greatness that is impossible to achieve

3. What happens when people become more aware of time?
 - a. It becomes easier to manage our schedules
 - b. We tend to waste more time, avoiding doing the important things
 - c. We actually become busier
 - d. We become worried that we will not be able to complete all of our tasks

4. Complete the sentence with the correct answer: "Part of success and satisfaction is being able to _____."
 - a. Make as much money as possible
 - b. Set and achieve as many life goals as possible
 - c. Choose your goals and what you want in life wisely
 - d. Refrain from setting goals so you never actually fail

5. Why should we say no to great ideas?
 - a. Great ideas require a lot of work, and if we say no to them, we won't be as busy
 - b. So we can put enormous energy behind the things and goals we have chosen
 - c. Because great ideas rarely work out, and we would just be wasting our time saying yes
 - d. We shouldn't say no to great ideas. Always saying yes increases our chances of success

6. What is one way we can manage our attention better?
 - a. Evenly divide your attention between your upcoming tasks and activities
 - b. Constantly check your email, but limit the amount of time you spend on Facebook and Twitter
 - c. Make better use of your brain at the right times to avoid getting caught up in other things
 - d. Decide what things coming up could use the best of your attention and save the best for last
7. When given the choice, why will people choose to do small and dull tasks rather than a big/difficult, but interesting task?
 - a. Smaller tasks are easier, and you don't have to put as much deep thought into them
 - b. Small tasks can be done perfectly, and larger tasks are more complex and error prone
 - c. Because it is not as easy to divide our attention between large, interesting tasks
 - d. Because most people are not qualified to do large, interesting tasks
8. What is the benefit of having only five goals in life instead of 20?
 - a. You don't have to put as much time effort into what you set out to do in life
 - b. You have more time to focus on the goals you have deemed most important
 - c. You have more time to complete other, smaller tasks
 - d. Having only five goals allows you to complete them quicker and more efficiently
9. Why does Tony Crabbe mean when he says, "if you are distracted, you can only offer shallow thinking"?
 - a. If your attention is divided, then you cannot put deep thinking into any of your thoughts or decisions
 - b. If you are distracted, you can only offer superficial and smallminded thoughts and feedback
 - c. If you are distracted by other tasks, your thoughts are usually profound and reflective
 - d. Crabbe is wrong, shallow thinking is not the only result of being distracted
10. Why do people often work to a false standard of perfection that is far too high for what is required in the first place?
 - a. Because they want to be the best, and being perfect is the only way to do that
 - b. Because it is engrained in our culture and society has brainwashed people into thinking that perfection is realistic
 - c. Because working toward perfection is proof that you are working hard
 - d. We expect from ourselves, what we expect from others and that is perfection whether we realize it or not

Busy – How to thrive in a world of too much – Part 2 Answer Key

1. Why are people busy? **Right there question**
 - a. **Because there is too much to do and it seems like there is nothing we can do about it**
 - b. Because having time for ourselves is overrated, and we should try to fit as many things into one day as possible
 - c. Because work and making money should always be the priority, especially if you have a family to provide for
 - d. Because the fast-paced environment of today's world doesn't include having downtime

2. What is perfection? **Pulling it together question**
 - a. Perfection is achievable and should be the standard to which we all set ourselves to
 - b. **A false standard that is the enemy of greatness**
 - c. The enemy of greatness that we should try to achieve at all costs
 - d. Greatness that is impossible to achieve

3. What happens when people become more aware of time? **Right there question**
 - a. It becomes easier to manage our schedules
 - b. We tend to waste more time, avoiding doing the important things
 - c. **We actually become busier**
 - d. We become worried that we will not be able to complete all of our tasks

4. Complete the sentence with the correct answer: "Part of success and satisfaction is being able to _____." **Right there question**
 - a. Make as much money as possible
 - b. Set and achieve as many life goals as possible
 - c. **Choose your goals and what you want in life wisely**
 - d. Refrain from setting goals so you never actually fail

5. Why should we say no to great ideas? **Right there question**
 - a. Great ideas require a lot of work, and if we say no to them, we won't be as busy
 - b. **So we can put enormous energy behind the things and goals we have chosen**
 - c. Because great ideas rarely work out, and we would just be wasting our time saying yes
 - d. We shouldn't say no to great ideas. Always saying yes increases our chances of success

6. What is one way we can manage our attention better? **Pulling it together question**
 - a. Evenly divide your attention between your upcoming tasks and activities
 - b. Constantly check your email, but limit the amount of time you spend on Facebook and Twitter
 - c. **Make better use of your brain at the right times to avoid getting caught up in other things**
 - d. Decide what things coming up could use the best of your attention and save the best for last

7. When given the choice, why will people choose to do small and dull tasks rather than a big/difficult, but interesting task? **Author and me question**
- Smaller tasks are easier, and you don't have to put as much deep thought into them
 - Small tasks can be done perfectly, and larger tasks are more complex and error prone
 - Because it is not as easy to divide our attention between large, interesting tasks**
 - Because most people are not qualified to do large, interesting tasks
8. What is the benefit of having only five goals in life instead of 20? **Author and me question**
- You don't have to put as much time effort into what you set out to do in life
 - You have more time to focus on the goals you have deemed most important**
 - You have more time to complete other, smaller tasks
 - Having only five goals allows you to complete them quicker and more efficiently
9. Why does Tony Crabbe mean when he says, "if you are distracted, you can only offer shallow thinking"? **On my own question**
- If your attention is divided, then you cannot put deep thinking into any of your thoughts or decisions**
 - If you are distracted, you can only offer superficial and smallminded thoughts and feedback
 - If you are distracted by other tasks, your thoughts are usually profound and reflective
 - Crabbe is wrong, shallow thinking is not the only result of being distracted
10. Why do people often work to a false standard of perfection that is far too high for what is required in the first place? **On my own question**
- Because they want to be the best, and being perfect is the only way to do that
 - Because it is engrained in our culture and society has brainwashed people into thinking that perfection is realistic**
 - Because working toward perfection is proof that you are working hard
 - We expect from ourselves, what we expect from others and that is perfection whether we realize it or not

Week 7, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Write Your Career Path PowerPoint Presentation

Students focus on a grammar lesson, are introduced to the final PowerPoint assignment, and get a demonstration on how to use PowerPoint.

MATERIALS

For Activity #1:

- Classroom Resource: Six index cards with one of the following sentences written on each:
 - The HiSET test is important for students' futures. They will find better jobs once they pass the test.
 - Students have to juggle many things to fit school schedules into their other schedules. Family and work responsibilities can be very demanding.
 - Homework is not always easy. Students need to put aside more time for doing homework.
 - Many young students live with their parents. They don't have to worry about bills.
 - Michelle Obama didn't mind leaving the White House. She wouldn't mind moving out of Washington either.
 - Not all Republicans love Trump. They voted for Trump anyway.
- Handout (attached): Make one copy for each student.
Practicing with Sentence Structure Packet -And, But, So, page 7
<https://www.dropbox.com/s/yyn2b92k6zuyamy/And%2C%20But%2C%20So%20-%20Practicing%20with%20Sentence%20Structure.docx?dl=0>

For Activity #2:

- Handout (attached): Make one copy for each student.
The PowerPoint Assignment: Your Career Plan
- Handout (attached): Make one copy for each student.
Presentation Planning Assistant

TEACHER PREPARATION

Before class, put together a clear presentation on how to use PowerPoint. Provide students with instruction on the basics they will need to do their presentation (for example, how to add a new slide, how to insert a picture).

e ACTIVITY #1: Combining Two Sentences into One - 60 minutes

- Tell students this comma rule is for when you need to combine two sentences into one.
- Put the following words on the board:
 - And
 - But
 - Yet
 - Or
 - Nor

- For
 - So
 - Write the following sentence on the board:
 - Sometimes students love to do grammar. Sometimes they find grammar boring.
 - Ask:
 - Are both of these statements sentences? Answer: Yes.
 - How do you know? Answer: *They both have subjects and verbs*
 - What is the subject of the first sentence? Answer: *Students.*
 - What is the subject of the second sentence? Answer: *They*
 - Explain how pronouns are substitutes for nouns that have already been mentioned.
 - Ask:
 - Which of the smaller words on the board can connect the two sentences so they make sense?
 - What punctuation is needed between the two sentences? Answer: *A comma.*
 - Where does it go? Answer: *Right after the first sentence and before the word that joins two sentences.*
 - As a reader, what does the comma tell you? Answer: *“This is the end of the first sentence, and here comes another sentence that has been added to it.”*
 - Put students into pairs and distribute the index cards. Tell students to:
 - Discuss the small word or words that will connect the two sentences.
 - Write the new sentence down in their notebooks with the correct punctuation.
 - Next, have the pairs pass their index card to the right and repeat the group work above.
 - Repeat this full process until all the students have written down the six new sentences in their notebooks.
 - Go round robin to have each group read their original sentence. Tell students to:
 - Say “comma” where the comma goes.
 - Say the linking word very loud.
 - Ask:
 - What is the comma rule for joining two sentences together? Answer: *Put a comma after the first sentence before the right joining word.*
 - Pass out the *And, But, So* worksheet for additional practice.
-

Break – 15 minutes.

ACTIVITY #2: Introduce PowerPoint Presentation - 60 minutes

Look at the PowerPoint Assignment

- Students will create a PowerPoint presentation on their career path and will use their readings and writings from the course to put this together. The presentation should address the questions listed on the Healthcare Career Plan handout with at least one slide per question. However, the questions themselves should not be included on the slides.
- Pass out *My Healthcare Career Plan*.
- Read the introductions on the handout.
- Go round robin with each student reading each question aloud.
- Answer students’ questions about the project.
- Tell students to consider:
 - Who is your audience for this PowerPoint presentation? Classmates? Teachers? Staff? Family? Employers? Others?
 - Why is it important to consider your audience when creating a presentation? Why will your audience be interested in your Healthcare Career Path presentation?

- After students understand the assignment, discuss who they want to invite to these presentations, if appropriate.

Learn to Use the Presentation Planning Assistant

- Pass out the *Presentation Planning Assistant*.
 - This is designed to help them answer one question at a time by:
 - Reviewing relevant readings and their written work to get ideas about what they want to present. They can jot down these ideas in the second column.
 - Make a list using bullet points of information they want to include on their slide.
 - As far as pacing, students will have two days when they can work on their assignment in class. They should plan to complete the prep and the PowerPoint slides for four questions on the first class period and five during the second.
-

Break – 15 minutes.

ACTIVITY #3: Demonstrate the Use of PowerPoint - 60 minutes

- Demonstrate how to create a PowerPoint slideshow. Show students how to choose slide types, fill them in, add a slide, subtract a slide, insert a picture from a website into a slide(s).
 - Create a slide for question one: What is your presentation going to be about? Ask:
 - What are suggestions for a title of this slide (other than using the question)?
 - Type in a suggestion for a title slide.
 - Show students how to use bullets.
 - Ask: What is the presentation going to be about?
 - Fill in some of the class's suggestions.
 - Make sure students understand that a PowerPoint contains clear notes that they can talk about, but not all the text they would put in a written paper. Suggestions for students might be:
 - Include at least three visuals as part of the presentation.
 - Include at least one chart or graph.
 - Limit the number of words per slide to 50.
-

HOMEWORK

COMPLETE: Have students complete the first four questions on the *Presentation Planning Assistant*.

TEACHER PREPARATION

Demonstrate for students how to find images online for their presentation and how to insert those images into their PowerPoint slide(s)PowerPoint.

Page Intentionally Blank

My Healthcare Career Plan

This PowerPoint presentation will draw upon the readings and writings from the course up until this point. The presentation should address the questions listed below. Each answer should be on a separate slide, but the questions should not be included in the presentation.

1. What is your PowerPoint presentation going to be about? Think of this like a table of contents in a book—what information will the audience learn about?
2. What kinds of healthcare careers are available through CCC?
3. Which healthcare career path are you most interested in?
4. What is the healthcare career job you are most interested in?
 - Which credential or degree in that Pathway do you want to make your college goal?

What skills and experiences make you a good fit for this career?

5. Do you have other reasons for making this selection?
6. What challenges do you anticipate could get in the way of your achieving your goal?
7. What strategies will you use to keep yourself motivated to overcome these challenges and achieve your goal?

Additional Presentation Requirements:

- Include at least three visuals as part of the presentation
- Include at least one chart or graph
- Limit the number of words per slide to 50

Page Intentionally Blank

PRESENTATION PLANNING ASSISTANT

Use the following set of pages to organize your notes and plan what you want to put on each slide

PowerPoint Question	Notes From your Readings and Writings	Bullet Points for your PowerPoint
1. What is your PowerPoint presentation about?	Not Relevant	
2. What kinds of healthcare careers are available through CCC?		
3. Which healthcare jobs are you most interested in?		
4. Which credential or degree in that Pathway do you want to make your college goal?		

PowerPoint Question	Notes From your Readings and Writings	Bullet Points for your PowerPoint
5. What are your reasons for making this selection?		
6. What challenges do you anticipate could get in the way of achieving your goal?		
7. What strategies will you use to keep yourself motivated to overcome these challenges and achieve your goal?		

And, But, So

- a. Combine the following sentences using *and*, *but*, or *so*. You will have to eliminate some words.
 - b. Look at the sentences you combined using *so*. Rewrite those sentences using *because* instead of *so*. You will have to change the word order.
1. Our friends make us feel happier. Our friends make us feel healthier.
 2. CUNY courses are inexpensive. CUNY courses are not free.
 3. The stock market crashed. Thousands of people lost their jobs.
 4. The mayor is highly intelligent. Unfortunately the mayor is corrupt.
 5. My brother was too ill to go to work. He called in sick.
 6. Michael Jackson was a uniquely talented person. He was very troubled.
 7. Students go to college to prepare for their future careers. They also go to college to open their minds.
 8. People with friends tend to feel better. They also live longer.
 9. She is a fluent speaker of Chinese and Vietnamese. She also speaks English fluently.

Page Intentionally Blank

Week 7, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Write Your Career Path PowerPoint Presentation



Class to be held in the Technology Lab

Students create four PowerPoint slides and incorporate at least one visual into their presentation.

TEACHER PREPARATION

Demonstrate for students how to find images online for their presentation and how to insert those images into their PowerPoint slide(s)PowerPoint.



ACTIVITY #1: Peer Review of the Outline for the First Four Questions - 30 minutes

- Have students get into pairs to review the three questions they outlined and ask each other for clarification and more information, as necessary.

Two Breaks as Needed – each 15 minutes.

ACTIVITY #2: Build Out Four PowerPoint Slides - 90 minutes

- Students need to find at least one visual for their PowerPoint during this class period. Ask:
 - Where can you find visuals?
 - Show students how to do a Google image search. They can scroll through search results, make a selection, click on the slide to copy it, and insert it into their slide(s)PowerPoint.
- Create a group of less confident students with fewer computer skills and walk them through the use of PowerPoint and the writing in their outlines. You can have this group follow your instruction step by step. For example, have everyone go to the first slide and type in the title for the first slide.
- Meanwhile, put more confident students into pairs so they can ask questions as they put their PowerPoint presentations together.

ACTIVITY #3: Complete Four PowerPoint Slides - 60 minutes

- Have students who have completed all four questions and put at least one visual in their presentation begin their outlines for the last five questions on their *Presentation Planning Assistant*.

HOMEWORK

PREPARE: Have student prepare questions 4-9 on the *Presentation Planning Assistant*.

Page Intentionally Blank

Week 8, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Write Your Career Path PowerPoint Presentation

Class to be held in the Technology Lab 

Students define criteria for a good presentation. Then they finish remaining work on their PowerPoint presentations.

MATERIALS

For Activity #1:

- Video: *Bad Presentation* (running time: 4:03)
<https://www.youtube.com/watch?v=W0dT49IG4t4>

Teacher Preparation Sheet For Next Class:

- *Class Criteria for Effective Presentations.*

ACTIVITY #1: Create Criteria for a Good PowerPoint Presentation - 40 minutes

- Tell students that in addition to creating and presenting their own PowerPoint, they are going to provide feedback on their classmates' presentations. It is very important that this feedback really be useful to student presenters.
- Tell students to think of a presentation they have seen that was particularly interesting, memorable or engaging. Ask: What made the presentation so interesting, memorable or engaging? Write students' responses on the board.
- To get new ideas for what makes a good presentation, tell student they will watch a video of an ineffective presentation. They should take notes on what makes this presentation ineffective.
- After the video, ask:
 - Why was this presentation so ineffective? Write the reasons on the board.
 - How can you use these ineffective presentation techniques to define an effective presentation? For example, an effective/interesting/engaging presentation has _____.
 - Create a list of criteria for what makes a presentation strong/engaging/effective.
- Review the list and have students add anything additional that would help the class understand how to prepare to present their PowerPoint slides.
- Lastly, ask students:
 - Of all the criteria on the board, which four do you think are the most important?
 - Why did you select these?
- Come to consensus about the four that will be used as the criteria for their presentations.

Teacher Note: Before the next class, use the attached *Class Criteria for Effective Presentations* and fill in the 4 primary criteria that students list during this exercise. This *Criteria* sheet will be used when students give their presentations during the next class.

Break – 15 minutes.

Activity #2: Complete Five PowerPoint Slides - 140 minutes

- Students need to find two more visuals for their PowerPoint during this class period.
 - Create a group of less confident students with fewer computer skills and walk them through the use of PowerPoint and the writing in their outlines. Have this group do things at the same time with your instruction. For example, have everyone go to the next slide, put in the statement for the first slide, etc.
 - Meanwhile, put more confident students into pairs so they can ask questions as they put their PowerPoint presentations together.
-

Break as Needed – 15 minutes.

HOMEWORK

PREPARE: Have student prepare their final presentation.

CLASS CRITERIA FOR EFFECTIVE PRESENTATIONS

Check off the criteria that you think the presenter met while giving their presentation, then answer the question below.

Class Criteria for Effective Presentations	Check if you think the presenter did well in this area.
1.	
2.	
3.	
4.	

|

Take notes on your answers to these questions in your notebooks.

What was strong about this presentation?

What did the presenter do that worked well?

What was most engaging?

What part of the presentation needs more clarification or more information?

Page Intentionally Blank

Week 8, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Give Your PowerPoint Presentations

Students present their PowerPoint presentations. Their classmates will give presenters feedback based on the class criteria.

MATERIALS

For Activity #1:

- Handout (attached to Week 8, Lesson 1): Make 3 copies of the filled in sheet for each student.
Class Criteria for Effective Presentations

ACTIVITY #1: Students Give Their PowerPoint Presentations - 180 minutes

- Distribute a printed of the *Class Criteria for Effective Presentations* from Week 8, Lesson 1- one to each student.
- Review the instructions on the sheet.
- Tell students you will assign 2-3 students to do written reviews of each presentation.
- After each presentation, conduct a discussion by asking:
 - What questions do you have for the presenter about his/her career?
 - What really worked in the presentation?
 - What needs further clarification or more information?
 - Any additional questions for the presenter?
- Collect the written reviews and give them to each presenter after he/she is finishes.
- Assign the next set of 2-3 students to do written reviews of the next presenter and handout additional *Class Criteria* as needed.
- Repeat this process for each presenter.

Two Breaks as Needed – each 15 minutes.

TEACHER PREPARATION

Before the next class, prepare to present the information in the article on *Why Good Nutrition is Important*.

Page Intentionally Blank

Week 9, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: The Importance of Good Nutrition

Students start this unit on nutrition by examining their own diets and determining what they think is nutritious and non-nutritious. Students then analyze charts and other information to find out how poor diets impact health and the healthcare system. Then they write a summary of what they learned.

MATERIAL

For Activity #1:

- Handout (attached): Make one copy for each student.
Your Nutrition Diary
- Handout (attached): Make one copy for each student. Print double-sided.
Nutrition Analysis
- Handout (attached): Make one copy for each student.
Class Questions on Nutrition

For Activity #2:

- Handout (attached): Make one copy for each student.
Why Good Nutrition is Important

TEACHER PREPARATION

Before class, prepare to present the information in the article on *Why Good Nutrition is Important*.

ACTIVITY #1: Introduction Activity - 60 minutes

- Tell students they are going to study a unit on nutrition and how it impacts health and the healthcare system. In each class, they will write a summary or response to the readings, and those writings will be used to help shape a formal essay that is expected on the HSE exam and in college-level courses.

Complete a Nutrition Diary

- Students will start this unit by looking at their own diets and their own ideas about nutrition, learn more about nutrition, and then come back and see how their ideas have or have not changed.
- Pass out *Your Nutrition Diary*.
- Tell students to write down what they ate over the last three days. The more actual items they put down the more they will have to work with during this unit.

Complete a Nutrition Analysis with a Partner

- Pass out the *Nutrition Analysis*.
- Have students go back over their *Nutrition Diary* and choose the six foods they think are the most nutritious and the six foods that are the least nutritious and list them in the *Nutrition Analysis*.
 - Students then write down why they think these foods are nutritious or not.
- Put students into pairs to share their *Nutrition Analysis*:
 - What were the foods they selected?
 - What were the reasons for thinking that food was nutritious or not?
 - They are also to decide:

- Are their ideas about nutrition the same or different? How?
- Ask the whole class:
 - What are your partner's ideas about nutrition?
 - What are some examples from their *Nutrition Analysis*?
 - How are they the same or different than yours?
 - What are your examples?

Answer a Set of Questions about Nutrition and Health

- Pass out the *Class Questions on Nutrition*.
 - Tell students to write their own answers to the question.
 - Tell students to interview three people they have not talked to about nutrition yet. Take notes on their sheets of what their interviewees said.
 - As a class, ask:
 - Did their interviewees have different or similar ideas to yours?
 - How about from each other?
 - What can we say about this class's approach to nutrition thus far?
 - Tell students it is important that they save these sheets for use later in this unit.
-

Break – 15 minutes.

ACTIVITY #2: Reading Charts and Play Request – 60 minutes



Prediction Activity

- Write the following three questions on the board:
 - What are the factors that contribute to premature death?
 - What are the leading causes of death in the US?
 - What are the diseases related to diet?
- Ask students each question and take notes on their answers for each one.



Read the Article and do the Request Activity

- Pass out *Why Good Nutrition is Important*.
- Tell students to only focus on two kinds of annotation:
 - Underline those facts that surprise them.
 - Circle those words or phrases that confuse them.
- Put students into pairs to:
 - Review the facts that surprised them.
 - Talk about the parts they didn't understand.
 - They should put a question mark next to those parts they can't figure out after they talk.
 - Write two-three questions about facts they found that they know the answers to.
- Ask students: What were the parts you couldn't figure out?
 - See if other students can answer their questions before you give any answers.
- Ask: Who wants to be the first lead? Then tell students to follow this pattern:
 - The lead asks a question he/she knows the answer to.
 - Those who know the answer raise their hands.
 - The lead chooses someone to answer the question.
 - If the answer is correct, that person becomes the new lead and starts this process over again.

- If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
 - Repeat this pattern until students are out of questions.
-

Break – 15 minutes.

ACTIVITY #3: Summarizing the Reading - 60 minutes

Define the Reader

- Tell students that they are going to write a summary of the important information in the article using some new techniques.
- But first, ask:
 - Who is the reader?
 - *Someone who is not in this class and has not read this article.*
 - Why would a reader want to read your summary?
 - *They are interested in the topic and the important facts about it.*
 - How does your reader want you to write your summary?
 - *So it is easy to read and easy to understand.*

How to Use “According To”

- Tell students this is a more difficult article to understand because it is all facts. They need to choose the facts they think are most important and give credit to the author/article because they are the author’s ideas and not the student’s.
- Ask a volunteer student:
 - What is a fact from the article you think is important and want to include in your summary?
 - Write the fact on the board.
- Tell students that because they found this fact in a specific place, they have to make sure they tell the reader where the fact is from.
- Write the following on the board
 - “According to the article _____,”
 - What is the name of the article?
 - Ask a student to make a sentence using the “According to” on and the fact on the board.
- Repeat this process for a few more volunteers.

How to Use Quotation Marks

- Have students find a sentence they think is significant and might want to use in their summary.
- Tell students they can use a whole sentence or a part of sentence or a word from an article but ONLY if they use quotation marks.
- Tell students to read the sentences they may want to include in their summary. They should have used quotations marks with the language from the article.

Prepare for and Write a Summary

- Pass out the *Summary Practice Sheet*.
- Have students fill it out the sheet.
- Put students in pairs to talk through their summaries.
 - Have the listeners ask questions for clarity or more information.
- Allow students to write their summaries.
- Remind them to save their summaries to use in an essay on nutrition.

HOMEWORK

COMPLETE: Have students complete their summaries.

TEACHER PREPARATION

Before the next class, spend some time becoming familiar with the slide show in Activity #1 and the videos in Activity #2 so it is clear how the activities fit together. Also, prepare a Think-Aloud demonstration for the first two paragraphs of the Sugary Drinks article.

YOUR NUTRITION DIARY

Write down everything you ate during the past three days to begin our unit on nutrition.

	Day 1	Day 2	Day 3
Breakfast			
Lunch			
Dinner			
Snacks			

Page Intentionally Blank

NUTRITION ANALYSIS

Review your 3-day diary and select the 6 most nutritious and 6 least nutritious foods you ate and list them below. Then, come up with the reason the food is nutritious or non-nutritious and write these reasons.

6 OF THE MOST NUTRITIOUS ITEMS YOU ATE	WHY ARE THESE ITEMS NUTRITIOUS?

6 OF THE LEAST NUTRITIOUS ITEMS YOU ATE	WHY ARE THESE ITEMS NON-NUTRITIOUS?

Page Intentionally Blank

CLASS QUESTIONS ON NUTRITION

Your answer to these questions:

What is your definition of good nutrition?	
What is your definition of bad nutrition?	
How does eating poorly contribute to poor health?	

Name of the person you interviewed:

What is your definition of good nutrition?	
What is your definition of bad nutrition?	
How does eating poorly contribute to poor health?	

Name of the person you interviewed:

What is your definition of good nutrition?	
What is your definition of bad nutrition?	
How does eating poorly contribute to poor health?	

Name of the person you interviewed:

What is your definition of good nutrition?	
What is your definition of bad nutrition?	
How does eating poorly contribute to poor health?	

SUMMARY PRACTICE SHEET

Follow the directions on the left to fill in the boxes on the right. These notes will help you write your summary.

<p>Write what the article was about in your own words.</p>	
<p>Write “according to” statements to bring in facts to support your summary.</p>	
<p>Choose an important sentence you want to use in your summary and write it here using quotation marks.</p>	

Page Intentionally Blank

Why Good Nutrition is Important

Adapted from Source: <https://cspinet.org/eating-healthy/why-good-nutrition-important>

Unhealthy eating and physical inactivity are leading causes of death in the U.S.

Unhealthy diet contributes to approximately 678,000 deaths each year in the U.S., due to nutrition- and obesity-related diseases, such as heart disease, cancer, and type 2 diabetes.¹ In the last 30 years, obesity rates have **doubled** in adults, **tripled** in children, and **quadrupled** in adolescents.^{2, 3, 4}

Leading Contributors to Premature Death 2010¹

Diet	678,000
Tobacco	465,000
High blood pressure	442,700
High body-mass index	364,000
Physical inactivity	234,000
High total cholesterol	158,400
Alcohol and drug use	111,000
Air pollution	110,000
Sexual abuse and violence	9,300
Occupational carcinogens (e.g., asbestos)	5,900

The typical American diet is too high in calories, unhealthy fats, unhealthy sodium, and added sugars, and does not have enough fruits, vegetables, whole grains, calcium, and fiber. Such a diet contributes to some of the leading causes of death and increases the risk of many diseases⁵, including:

- heart disease;
- diabetes;
- obesity;
- high blood pressure;
- stroke;
- osteoporosis;⁶ and
- [cancers](#), including cervical, colon, gallbladder, kidney, liver, ovarian, uterine, and postmenopausal breast cancers; leukemia; and esophageal cancer (after researchers took smoking into account).⁷

Leading Causes of Death (2012)⁷

1. Heart Disease	599,711
2. Cancer	582,623
3. Chronic lower respiratory disease	143,489
4. Cerebrovascular disease (stroke and related conditions)	128,546
5. Unintentional injuries (accidents)	127,792
6. Alzheimer's disease	83,637
7. Diabetes mellitus	73,932
8. Influenza and pneumonia	50,636
9. Nephritis, nephrotic syndrome and nephrosis (kidney disease)	45,622
10. Intentional self-harm (suicide)	40,600

*Diseases to which poor diet contributes are in bold

Unhealthy eating habits and inactivity affect quality of life and cause disabilities

Few recognize that unhealthy diet is a leading cause of disability. Yet unhealthy eating habits and physical inactivity are leading causes of loss of independence:

- [Diabetes is a leading cause of blindness and amputations](#). Roughly 73,000 people have lower-limb amputations each year due to diabetes.⁸
- Bone injuries due to osteoporosis are most likely to occur in the hips, spine, and wrist. Even just a slight fracture in these areas can result in loss of independence. Twenty percent of seniors who break their hip die within just **one year**. [Those who survive often require long-term \(nursing home\) care](#).^{8,9}
- Heart attack or stroke can result in difficulty with everyday activities—such as walking, bathing, or getting into or out of bed—or cognitive impairment.¹⁰

Number of Americans Living with Diseases Related to Diet and Inactivity

Obesity ¹¹	78,100,000
High Blood Pressure ¹²	66,900,000
Diabetes ¹³	29,100,000
Heart disease ¹⁴	26,600,000
Cancer ¹⁴	20,073,000
Osteoporosis ¹⁵	9,900,000
Stroke ¹⁴	6,400,000

Obesity rates are skyrocketing. [Over two-thirds \(67.5%\) of American adults are overweight or obese.](#)²

Obesity rates in children have [tripled](#) over the last three decades, and one in three children and adolescents 2-19 years old is overweight or obese.^{4, 16}

[Read more about how public policies could help reduce obesity.](#)

It's expensive to ignore prevention

Costs of Diseases Associated with Diet and Inactivity*

Diabetes ⁸	\$245 billion
Cancer ¹⁸	\$216.6 billion
Coronary heart disease ⁹	\$204.4 Billion
Obesity ²⁰	\$190 Billion
High blood pressure ¹⁹	\$46.4 Billion
Stroke ¹⁹	\$36.5 Billion
Osteoporosis ⁹	\$19 Billion

Health care costs \$8,900 per person per year.²¹ According to the Centers for Disease Control and Prevention (CDC), **a 1% reduction in dietary health risks such as weight, blood pressure, glucose, and cholesterol risk factors would save \$83 to \$103 per person per year** in medical costs.²²

[According to the Trust for America's Health](#), if obesity trends were lowered by reducing the average adult body mass index (BMI) by only 5 percent, millions of Americans could be spared serious health problems, and our country could save \$158 billion over the next 10 years.²³

Current investments to promote healthy eating and physical activity are insufficient

- Funding for the [Division of Nutrition and Physical Activity](#) at CDC in FY15: \$47.6 million.
- [The Hershey Company spends 12 times that amount](#) to promote its chocolate and other products (\$562 million).²⁴
- Amount food companies spend on advertising each year: \$33 billion.^{25, 26} Amount the food industry spends on advertising and promotions to children each year: [\\$1.8 billion](#).²⁷

Week 9, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: What is Poor Nutrition?

Students watch a slide show on problems with the American diet, read articles and watch videos on sugary drinks and trans fats, and write a definition of poor nutrition based on what they have read and watched.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
Paraphrase Information from a Slide Show
- Teacher Resource: Slide Show - *How Does Food Impact Health*.
Go to the website and scroll down to the middle of the page to find the slide show.
<https://www.takingcharge.csh.umn.edu/explore-healing-practices/food-medicine/how-does-food-impact-health>
- Handout (attached): Make one copy for each student.
Sugary Drinks
<https://cspinet.org/eating-healthy/foods-avoid/sugary-drinks>
- Video: *Coca Cola Super Bowl Polar Bear Commercial 2013* (running time: 00:30)
<https://www.youtube.com/watch?v=l8-Mr1Vf2iw>
- Video: *The Real Bears* (running time: 3:47)
Go to the website and scroll down to the middle of the page.
<https://cspinet.org/eating-healthy/foods-avoid/sugary-drinks>

For Activity #2:

- Handout (attached): Make one copy for each student
Trans fat raises bad cholesterol and lowers good cholesterol, making it a powerful promoter of heart disease
<https://cspinet.org/eating-healthy/foods-avoid/trans-fats>
- Handout (attached): Make one copy for each student.
Avoid These 10 Foods Full of Trans Fats

For Activity #3:

- Handout (attached): Make one copy for each student.
Summary Practice Sheet #2.

TEACHER PREPARATION

Before class, spend some time becoming familiar with the slide show in Activity #1 and the videos in Activity #2 so it is clear how the activities fit together. Also, prepare a Think-Aloud demonstration for the first two paragraphs of the Sugary Drinks article.

ACTIVITY #1: Reading on the Impact of Sugar on Health - 80 minutes

- Students are going to examine the problems with the current American diet, which include two significant factors- sugar and trans fats- and write their definition of a poor diet based on what they have read.

Paraphrase Information from a Slide Show

- Pass out *Paraphrase Information from a Slide Show*.
- Have a student read the instructions.
- Ask:
 - What does the word paraphrase mean?
 - *Restating the meaning of the text in your own words.*
 - How is this different than using “According to”?
 - *“According to” tells the reader where you got specific facts, meaning the source of the information.*
 - How is this different than quoting?
 - *Using quotation marks lets the reader know you are using the exact words of an author.*
- Project the Slide Show for the class.
- Show the first slide:
 - Read the title out loud.
 - Ask students to write down their paraphrase of the title.
 - Ask volunteer students to read their paraphrases out loud. Ask:
 - Do these paraphrases capture the meaning of the title?
 - Repeat this process for each slide.
- After the slide show ask:
 - What did we just learn about the American diet?
 - How can paraphrasing help you when you write summaries?
 - *If the paraphrases of the parts are in your own words, you can use them to build a summary.*

Reading Sugary Drinks

- Pass out the *Sugary Drinks* article.
- Tell students to get out their Annotation Key and make those markings while they read the article.
- When students are finished, write the following instructions on the board.
 - Of those things you underlined, what were the most important points brought up in the article?
 - What was surprising or interesting?
 - What was hard to understand or was confusing?
 - Were their aspects of this article you agreed with? Disagreed with?
- Put students in pairs to talk about their answers to the questions on the board.
- Come together as a class and ask the questions on the board, allowing the pairs to present their responses to the class.

Videos on Sugary Drinks

- Tell students to think about Coca Cola commercials.
 - How does Coca Cola entice you to drink their product?
 - What are the messages you receive about what Coca Cola can do for you?
 - Write student answers on the board.
- Watch the first short commercial. Ask:
 - How does this commercial sell you Coca Cola?

- How does it sell you the product without words?
 - Watch *The Real Bears* video and have students take notes on the facts they learn from the video.
 - Ask:
 - How is this video similar to the commercial?
 - How is it different?
 - What is the overall message of the video?
 - What are the facts you learned from this video about sugary drinks?
 - Do you think this is an effective way to get you to not believe the Coca Cola commercial?
 - What makes it effective or not?
 - Lastly, ask:
 - Does this information about sugary drinks surprise you?
 - How many of you drink sugary drinks?
 - Do you find this new information on sugary drinks convincing? Why or why not?
-

Break – 15 minutes.

ACTIVITY #2: Reading on the Impact of Trans Fats on Health - 40 minutes

Reading on Trans Fats

- Pass out the Trans Fats reading.
- Ask:
 - Does anyone know what Trans Fats are?
 - Any guesses?
 - Put student answers on the board.
- Have students use the Annotation Key and follow-up questions above to work through the Trans Fats article.

Reading the Avoid these 10 Foods List

- Pass out the *Avoid these 10 Foods* List.
 - Tell students to use their Annotation Key and add the following marks:
 - Put a check next to those items that are in their diets.
 - Put an exclamation point next to those items you thought were healthy but aren't.
 - Use the follow questions related to the Trans Fats article.
 - As a class ask:
 - What items are in your diets?
 - Which ones did you think were healthy but are not?
 - Do you find this new information on trans fats convincing? Why or why not?
-

Break – 15 minutes.

ACTIVITY #3: Write a Summary on Bad Nutrition - 60 minutes

Prepare for and Write a Summary

- Write the following question on the board:
 - Based on the reading, what is your definition of bad nutrition?
 - What is response to this new information?

- Pass out the *Summary Practice Sheet #2*.
 - Tell students to fill out the sheet.
 - Put students in pairs to talk through their summary.
 - Have the listeners ask questions for clarity or more information.
 - Have students to write their summaries.
 - Remind them to save their summaries for use in an essay on nutrition.
-

HOMWORK

PREPARE: Have student prepare their summary for peer review.

READ: Divide up the class into four groups and assign each group a different word to define. This is the assignment:

Find an article in a newspaper, magazine, or on-line that helps define one of the following: fat, protein, carbohydrate, vitamins. Write down the name of the article, read the article, and then write the essential facts you think are most important to bring to the next class.

TEACHER PREPARATION

Ⓟ Prior to the next lesson make sure that you are clear on the Question Around activity, the four types of questions involved, and that you can differentiate between the different types of questions easily.

PARAPHRASE INFORMATION FROM A SLIDE SHOW

Watch a slide show on the problems with the American diet and, after each slide, write a sentence that paraphrases the slide in your own words.

	Paraphrase the Information From Each Slide
SLIDE #1	
SLIDE #2	
SLIDE #3	
SLIDE #4	
SLIDE #5	
SLIDE #6	

Page Intentionally Blank

Sugary Drinks

Adapted from Source: <https://cspinet.org/eating-healthy/foods-avoid/sugary-drinks>

Consumption of soda and other sugar-sweetened beverages – fruit drinks, sports drinks, sweetened teas, and energy drinks – may be on the decline, but sugary drinks are still the number one source of calories and added sugars in the American diet. A typical 12-ounce can of regular cola contains 9 ½ teaspoons of added sugars; a 20-ounce bottle contains 16 teaspoons of sugar.

The Dietary Guidelines for Americans 2015-2020 recommends only 12 teaspoons of added sugar a day. The American Heart Association recommends even less: that men limit themselves to nine teaspoons of added sugars per day, and that women limit themselves to six teaspoons per day. In either case, one sugary drink a day puts you at or over the recommended level.

Health risks of sugar drinks

Consumption of sugar drinks can lead to:

- **Obesity.** Caloric beverages contribute to weight gain more than solid foods because the body doesn't still want the its calories from solid foods even if beverages have a lot of calories. Adults who drink one sugary drink or more per day are 27 percent more likely to be overweight or obese than non-drinkers, regardless of income or ethnicity.
 - **Diabetes.** Persons consuming sugary drinks regularly—one to two cans a day or more—have a 26 percent greater risk of developing type 2 diabetes than people who rarely consume such drinks. The risks are even greater for young adults.
 - **Tooth decay.** Soda consumption leads to nearly twice the risk of cavities in children and increases their likelihood in adults. Untreated cavities can lead to pain, infection, and tooth loss.
 - **Heart disease.** Men who drink one can of a sugary drink per day have a 20 percent higher risk of having a heart attack or dying from a heart attack than men who rarely consume sugary drinks. A related study in women found a similar sugary drink–heart disease link.
-

Marketing

Beverage companies pour a lot of money into making their products' household names.

- **Children and adolescents.** Youth consumption of carbonated beverages increases by almost 10 percent with every 100 additional television ads they viewed.

- **Communities of color.** African-American children and teens saw more than twice as many television ads for sugar drinks than their white peers in 2013. Hispanic Americans are 20 percent more likely to be obese than white Americans and 50 percent more likely to die from diabetes. Unfortunately, the beverage industry intentionally targets its ads to low-income people and people of color.
 - **Low- and middle- income countries.** While soft-drink sales have decreased in wealthier nations, Coca-Cola and PepsiCo have been investing heavily in ads in low- and middle-income countries. And the increased number of cola drinkers is at the expense of people's lives, from Central America to South America, Southeast Asia to South Africa.
-

What can you do?

If you drink soda, cut back or stop. Diet soda is not without its risks, but does not promote diabetes, weight gain, or heart disease in the way that full-calorie sodas do.

Act now to ask restaurants to take soda off kids' menus, support sugary drink warning labels, or urge cities, states and Congress to tax sugar sweetened beverages and invest that money in programs to promote the health of their communities and the nation.

Trans fat raises bad cholesterol and lowers good cholesterol, making it a powerful promoter of heart disease.

Adapted from Source: <https://cspinet.org/eating-healthy/foods-avoid/trans-fats>

Gram-for-gram, trans fat is the most harmful fat of all, causing 50,000 fatal heart attacks annually. In 2016, the Food and Drug Administration finalized its determination that artificial trans fat is no longer generally recognized as safe for use in food.

Artificial trans fat—in cookies, French fries, doughnuts, fried chicken, and many other foods—is the most harmful fat (on a gram-for-gram basis) in the food supply. Some major food manufacturers, and many smaller ones, are eliminating or reducing artificial trans fat in their foods. Unfortunately, many other restaurants and food manufacturers have not switched to healthier oils. Now is the time for cities, states and federal governments to take action to completely eliminate trans fat from our food.

What is trans fat?

Most of the trans fat Americans consume is artificial trans fat that comes from partially hydrogenated oil. Partial hydrogenation is a process in which hydrogen is added to an oil to make it more solid, like margarine or shortening.

Why is trans fat so bad for you?

There are “good” fats and there are “bad” fats in our food supply. Monounsaturated and polyunsaturated fats (such as olive oil) are the “good” ones that help lower the “bad” LDL cholesterol. Trans fat are the “bad” fats that raise LDL cholesterol. Trans fat is so bad because it decreases HDL, the “good” cholesterol. Researchers at the Harvard School of Public Health estimate that trans fat causes 72,000 to 228,000 heart attacks, including roughly 50,000 fatal ones, per year. Trans fat also promotes diabetes. All told, artificial trans fat, on a gram-for gram basis is the most harmful fat of all.

Page Intentionally Blank

Avoid These 10 Foods Full of Trans Fats

Don't wait for the FDA ban

Adapted from the Source: <https://health.clevelandclinic.org/2015/07/avoid-these-10-foods-full-of-trans-fats/>

Original Author: Kristin Kirkpatrick



In three years, you won't find foods with artificial trans fats on your grocery store shelves. The U.S. Food and Drug Administration has stated that manufacturers have to **remove all trans fat** from their products in that time frame.

Cleveland Clinic is a non-profit academic medical center. Advertising on our site helps support our mission. We do not endorse non-Cleveland Clinic products or services. [Policy](#)
Why wait? With a little smart shopping, you can avoid the worst type of fat now. Food makers use trans fats to enhance taste and texture and make foods last longer. Unfortunately, that's not all trans fats do. They also increase your risk for many chronic diseases, such as heart disease, stroke and type 2 diabetes. Your recommended daily intake: 0 grams.

Start by avoiding the offenders below. On top of that, use this shopping tip: Check the label for "partially hydrogenated oils." They're a hidden source of trans fats.

1. Cakes, pies and cookies (especially with frosting)

Most cake and cookie mixes list 0 grams of trans fat on the label. But there's a catch. Manufacturers can list 0 grams if the trans fat content is under 0.5 grams. Those small amounts add up when you eat multiple servings of sweets. If you add frosting, you're in for a whopping dose. An average serving of frosting contains 2 grams of trans fat, plus the same amount of [sugar](#) as one tiny slice of cake.

2. Biscuits

This one surprises a lot of people. Frozen biscuits contain upwards of 3.5 grams of trans fat. Watch out for the word "flaky," a texture trans fat helps produce. In addition, biscuits often contain over half of the daily recommendation for sodium. "If refrigerated or frozen dough produces a texture that seems too good to be true, it probably is."

3. Breakfast sandwiches

Sure, microwavable breakfasts save you time, but they typically contain at least 1 gram of trans fat (more if they come on a biscuit). Take a close look at the ingredients, and you're

likely to find partially hydrogenated oils in the top five. Plus, they're packed with sodium.

4. Margarine (stick or tub)

Most margarine makers have removed trans fat from their ingredients, but you still have to double-check. The few that still contain trans fat have levels as high as 3 grams per serving.

5. Crackers

Many crackers also benefit from the labeling loophole. You may see a "0" on the label and think you're safe, but don't be fooled. Check the ingredients. Here's a tip: If a food can last in your pantry for weeks without going stale, trans fat might be keeping it fresh.

6. Microwave popcorn

Next time you watch a movie, choose your snack carefully. Microwave popcorn is a source of whole grains and antioxidants, but many buttered and flavored varieties have trans fat content as high as 5 grams per serving. Check the labels carefully and opt for popcorn that comes with no trans fat.

7. Cream-filled candies

Bite-sized candies with creamy fillings typically contain 0.5 grams of trans fat per serving. But it's all too easy to eat more than one serving. Before you know it, you've ingested far too much sugar and an alarming amount of trans fat, all without any nutritional benefit.

8. Doughnuts

Many establishments have taken trans fat out of their ingredients but be wary. Even those who make the "0 gram" claim may contain a small amount. That risk rises if you choose frosted or cream-filled doughnuts. And don't forget, [doughnuts offer a sugar bomb](#) with little protein or fiber, which leads to a crash later in the day.

9. Fried fast foods

Trans fat can lurk in your favorite fries (5 grams) and sandwiches (2 grams). Luckily, most fast food companies and restaurants display nutrition and ingredient information on their websites or at the restaurant. Look them up before ordering or ask your server if they use partially hydrogenated oils. Be wary of deep-fried goodies at fairs and carnivals, too.

10. Frozen pizza

Frozen pizzas are another example where convenience isn't worth the damage, with around 1 gram per slice or serving. Frozen pizzas rely on trans fat to give the crust that flaky texture. Think of it like this: If refrigerated or frozen dough produces a texture that seems too good to be true, it probably is.

SUMMARY PRACTICE SHEET #2

Follow the directions on the left to fill in the boxes on the right. These notes will help you write your summary.

<p>Summarize the two articles in your own words.</p> <ul style="list-style-type: none">• Use “According to” statements to bring in facts you need in your summary.• Choose an important sentence you want to use in your summary and write it here using quotation marks.	
<p>Take notes on your definition of poor nutrition.</p>	
<p>Take notes on your response to the impact of sugary drinks and trans fats on health.</p>	

Page Intentionally Blank

Week 10, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: What is Good Nutrition?

Students read an article on what defines good nutrition, participate in Question Around, and write a summary and response to what they read.

MATERIALS

For Activity #1:

- Handout (attached). Make one copy for each student.
Top 10 Nutrition Facts that Everyone Agrees On
<https://authoritynutrition.com/top-10-nutrition-facts/>
- Handout (attached). Make one copy for each student.
Questions - Top 10 Nutritional Facts That Everyone Agrees on Kris Gunnars, BSc
<https://www.dropbox.com/s/6equ51qk5d1dzg8/Questions%20%E2%80%93%20%E2%80%9CTop%2010%20Nutritional%20Facts%20That%20Everyone%20Agrees%20on%20Kris%20Gunnars%2C%20BSc%E2%80%9D.docx?dl=0>
- Handout (attached). Make one copy for each student.
Answers - Top 10 Nutritional Facts That Everyone Agrees on Kris Gunnars, BSc
<https://www.dropbox.com/s/9u3vqdjboovki8x/Answers%20%E2%80%93%20%E2%80%9CTop%2010%20Nutritional%20Facts%20That%20Everyone%20Agrees%20on%20Kris%20Gunnars%2C%20BSc%E2%80%9D.docx?dl=0>

For Activity #2:

- Handout (attached). Make one copy for each student.
Prepare for Question Around

For Activity #3:

- Handout (attached). Make one copy for each student.
Summary Practice Sheet #3

TEACHER PREPARATION

? Prior to today's lesson, make sure that you are clear on the Question Around activity, the four types of questions involved, and that you can differentiate between the different types of questions easily.

ACTIVITY #1: Reading on Good Nutrition - 60 minutes

Check-In on Food Research

- Put students into four groups: fat, protein, carbohydrate, vitamins.
- Have each share the essential facts they wrote down from their article.
- Come up with a definition for their group's word and present it to the class.

- Ask:
 - Why do you think these words are important for understanding nutrition?



Predict the 10 Nutritional Facts

- Students read an article that summarizes the primary nutrition facts that those in the field agree on.
- Ask:
 - What were your ideas about good nutrition when you first started this unit?
 - List student responses on the board.
 - What do you think the 10 Nutritional facts might be?
 - List student suggestions.

*** Read and Annotate the Article**

- Pass out the *Top 10 Nutrition Facts that Everyone Agrees On*.
- Have students use their Annotation Key for their reading.
 - When students are finished, write the following instructions on the board.
 - Of those things you underlined, what were the most important points brought up in the article?
 - What was surprising or interesting?
 - What was hard to understand or was confusing?
 - Were their aspects of this article you agreed with? Disagreed with?
 - Put students in pairs to talk about their answers to the questions on the board.
 - Come together as a class and ask the questions on the board, allowing the different pairs to present their different responses to the class.

Break – 15 minutes.

ACTIVITY #2: Question Around Activity for the Reading - 60 minutes

Introduce the Question Around Activity

- Write the following types of question on the board:
 - Right there: The answer is right there in the text.
 - Pulling-it-together: The answer can be gathered from information in many parts of the text.
 - Author and me: The text has part of the answer, and the reader has part of the answer.
 - On my own: the text raises these questions but does not answer them.
- Tell students that these are the four kinds of questions we are going to focus on and that these four will help to become good at HSE test questions.
- Go through each type of question and ask for some examples that are relevant to this text.
 - Write student answers on the board.
 - Use and explain the following examples, as needed:
 - Right there: What disease does eating lots of sugar contributing to?
 - Pulling it together: Why is eating real foods so important?
 - Author and me: Should people not use sunscreen to get more Vitamin D?
 - On my own: How do you find out which diet is right for you?

Prepare for the Question Around Activity

- Pass out *Prepare for Question Around*.

- Have a student read the instructions.
- Put students in pairs to write their 10 questions.
- When students ask each other their questions, the chosen student must answer:
 - What is the answer to the question?
 - What kind of question is it?

? **Conduct the Question Around Activity**

- Ask: Who wants to be the first lead? Then tell students to follow this pattern:
 - The lead asks a question he/she knows the answer to.
 - Those who know the answer raise their hands.
 - The lead chooses someone to answer two questions:
 - What is the answer to the question that was just asked?
 - What type of question is it?
 - If the answer is correct and the student can identify the kind of question it is, that person becomes the new lead and starts this process over again.
 - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
 - Allow students to discuss the different answers to come to a common understanding, as needed.
- Repeat this pattern until students are out of questions.

Break – 15 minutes.

ACTIVITY #3: Write a Summary- 60 minutes

- Write the following question on the board:
 - Based on the reading, what is your definition of good nutrition?
 - What is your response to this new information?
- Pass out the *Summary Practice Sheet #2*.
- Tell students to fill out the sheet.
- Put students in pairs to talk through their summary.
 - Have the listeners ask questions for clarity or more information.
- Allow students to write their summaries.
- When they are finished, ask volunteer students to read their summary to the class for comment:
 - What works about this summary?
 - Does something need to be clearer?
 - Do you need more information?
- Remind them to save their summaries for use in an essay on nutrition.

HOMEWORK

COMPLETE: Have students complete the HiSET Questions for the *Top 10 Nutrition Facts that Everyone Agrees On*.

- Choose one question you think you got right and write out the process you went through to get the right answer.

Page Intentionally Blank

Top 10 Nutrition Facts That Everyone Agrees on

Adapted from Source: <https://authoritynutrition.com/top-10-nutrition-facts/>

Original Author: Kris Gunnars

There is a lot of controversy in nutrition and it often seems like people can't agree on anything. But there are a few exceptions to this. Here are the top 10 nutrition facts that everyone actually agrees on (well, *almost* everyone...).

1. Added Sugar is a Disaster

We all know that added sugar is bad. Some think sugar is a simple matter of “empty” calories, while others believe it to cause diseases that kill **millions of people** each year. It is definitely true that added sugar (sucrose and high fructose corn syrup) contains empty calories. There are no nutrients in it and if you eat a lot of sugar then you're likely to want to eat more because you aren't getting enough foods that actually have nutrients in them.

But this is just the tip of the iceberg. There are other, **much more serious** dangers of sugar. Sugar, is being named as a leading cause of obesity, cardiovascular disease and type II diabetes. Eating an excess of added sugars sets up a relentless drive in the brain to keep eating sugar, getting fatter, and eating even more sugar.

Bottom Line: Added sugar provides empty calories and is believed to be a leading cause of diseases that kill millions of people each year

2. Omega-3 Fats Are Crucial and Most People Don't Get Enough



Omega-3 fatty acids are extremely important for proper functioning of the human body. For example, DHA, an Omega-3 fatty acid that comes from animals, makes up **about 40%** of the certain fats in the brain (13). Being deficient in **Omega-3** (very common) is associated with a lower IQ, depression, various mental disorders, heart disease and many other serious diseases (14).

There are two main sources of Omega-3 fats... DHA and EPA (from animals).

It is best to get Omega-3 fats from animal sources... including fish, grass-fed meat, Omega-3 enriched or eggs from chickens raised in open pastures, or fish oil.

Bottom Line: A large part of the population is Omega-3 deficient. Avoiding a deficiency in these essential fatty acids can help prevent many diseases.

3. There is no Perfect Diet For Everyone



We are all unique... and subtle differences in genetics, body type, culture and environment can affect which type of diet we should eat. Some people do best on a low-carbohydrate diet while others may do fine on a vegetarian high-carb diet.

The fact is, what works for one person may not work for the next. To figure out what you should do, a little self-experimentation may be needed. Try a few different things until you find something that you enjoy and that you think you can stick to. Different strokes for different folks!

Bottom Line: The best diet for YOU is the one you get results with and that you can stick to in the long term.

4. Artificial Trans Fats Are Very Unhealthy and Should be Avoided



Trans fats are also known as partially hydrogenated oils. They are made by mixing unsaturated fats with hydrogen gas at a high heat to make them resemble saturated fats. This process is **very disgusting**, and it amazes me to think that someone thought these fats would be suitable for human consumption.

Trans fats raise the bad cholesterol and lower the good cholesterol, cause abdominal obesity, inflammation and insulin resistance. In the long term, consumption of trans fats raises the risk of obesity, diabetes, heart disease, Alzheimer's, depression and many more diseases.

I recommend you avoid trans fats as if your life depended on it.

Bottom Line: Trans Fats are chemically processed fats that cause all sorts of damage in the

body. You should avoid them like the plague.

5. Eating Vegetables Will Improve Your Health



Vegetables are good for you. They are rich in vitamins, minerals, fiber, antioxidants and an endless variety of trace nutrients that science has just begun to uncover.

In observational studies, eating vegetables is associated with improved health and a lower risk of disease.

I recommend that you eat a variety of vegetables each day. They are healthy, fulfilling and add variety to the diet.

Bottom Line: Vegetables are rich in all sorts of nutrients. Eating vegetables each day is associated with improved health and a lower risk of disease.

6. It is Critical to Avoid a Vitamin D Deficiency



Vitamin D is a unique vitamin. The skin makes Vitamin D when it is exposed to ultraviolet rays from the sun. Throughout human evolution, this was how we got most of our daily requirement.

However, today a large part of the world is deficient in this critical nutrient. In many places, the sun simply isn't available throughout most of the year. And even where there is sun, people tend to stay inside a lot and use sunscreen when they go out. Unfortunately, sunscreen effectively blocks Vitamin D from being absorbed through the skin.

If you're Vitamin D deficient, then you're actually deficient in a major hormone in the body, and a deficiency is associated with many serious diseases, including diabetes, cancer, osteoporosis and others.

The best way to know is to see a doctor and have your blood levels measured. Unfortunately, it is **extremely difficult** to get enough Vitamin D from the diet. If getting more sun is not an option, taking a [Vitamin D](#) supplement or a tablespoon of cod

fish liver oil each day is the best way to prevent/reverse a deficiency.

Bottom Line: Vitamin D is a crucial hormone in the body and many people are deficient in it. Reversing a deficiency can have powerful health benefits.

7. Refined Carbohydrates Are Bad For You



There are a lot of differing opinions about carbs and fat. Some think fat is the root of all evil, while others believe carbs are the key players in obesity and other chronic diseases. But what pretty much everyone agrees on is that refined carbohydrates are worse than unrefined carbohydrates.

There are some nutrients in high-carb foods like grains that can be beneficial. However, when a grain is processed, most of the nutrients are removed and then there's nothing left but the bad stuff, massive amounts of glucose... or sugar. Basically, refined carbohydrates and sugar effect the body I the same way. Refined carbohydrate foods include: white rice, white bread, white flour, and white pasta.

I personally don't think that grains are necessary at all, the nutrients in them can be acquired from other healthier and more nutritious foods in greater amounts. But it is very clear that whole grains and unrefined carbohydrates are at least **a lot better** than their refined, processed counterparts. Unrefined carbohydrate foods include: brown rice, flours like spelt or other whole grain flour, whole grain bread, etc.

Bottom Line: Refined carbohydrates like processed grains are unhealthy. They are lacking in nutrients and lead to rapid spikes in blood sugar, which can cause all sorts of problems down the line.

8. Supplements Can Never Fully Replace Real Foods



Real foods, those that are natural and not processed, contain a massive variety of nutrients. The vitamins and minerals, the ones you can also get from a cheap multivitamin, are just a small part of the total amount of nutrients you can get from real food. Therefore,

supplements... at least the supplements we have today, are NOT able to replace the nutrients you get from real foods.

Now I will admit that supplements can be beneficial, especially for nutrients that are generally lacking in the diet like Vitamin D and Magnesium. But **no amount** of supplements will ever make up for a bad diet. Not a chance.

Bottom Line: It is much more important to eat real, nutritious foods than to count on supplements to provide the nutrients you need.

9. “Diets” Don’t Work, a Lifestyle Change is Necessary

“Diets” are ineffective. That is a fact. They may lead to short-term results, but as soon as you start eating junk food again you will gain the weight back. And then some.

This is called yo-yo dieting and is extremely common. Most people that lose a lot of weight on a diet end up gaining it back whenever they “stop” the diet. For this reason, the **only thing** that can give you actual long-term results is to adopt a lifestyle change.

Bottom Line: Adopting a healthy lifestyle is the only way to ensure long-term weight loss and a lifetime of improved health.

10. Unprocessed Food is Healthiest



Processed food is unhealthy. As the food system has become more industrialized, the health of the population has deteriorated. During food processing, many of the beneficial nutrients in the food are removed. Not only do they remove healthy nutrients like fiber, but they also add other very harmful ingredients like added sugar, trans fats and refined wheat.

Additionally, processed foods are loaded with all sorts of artificial chemicals that have absolutely NOT been proven safe for long-term human consumption. Basically, processed foods have less of the good stuff and a LOT more of the bad stuff. The most important thing you can do to ensure optimal health is to “eat real food.”

If it looks like it was made in a factory, **don’t eat it!**

Page Intentionally Blank

Questions – “Top 10 Nutritional Facts That Everyone Agrees”

What three things is sugar the leading cause of?

- Acne, headaches, and type II diabetes
- Migraines, type II diabetes, and heart attacks
- Obesity, cardiovascular disease, and type II diabetes
- Cardiovascular disease, obesity, and acne

What is being deficient in Omega-3 fats associated with?

- Lower IQ, depression, migraines, and weight loss
- Various mental disorders, heart disease, loss of appetite
- Lower IQ, heart disease, depression, mental disorders
- Weight gain, heart disease, and obesity

Where can you get Omega-3 fats from?

- Fish, grass, wheat, and eggs
- Fish, grass-fed meat, olive oil, eggs
- Fish, grass-fed meat, eggs, fish oil
- Fish, grass, fish eggs, wheat

What are some reasons that the same diet will not work for everyone?

- Differences in taste, body type, and environment
- Differences in genetics, body type, and will power
- Differences in genetics, body type, culture, and environment
- Differences in body type, culture, and environment

How are trans fats made?

- By mixing saturated fats with hydrogen gas at a high heat
- By mixing fats with hydrogen gas at a low heat
- By mixing unsaturated fats with hydrogen gas at a high heat
- By mixing hydrogenated oils with unsaturated fats at a low heat

What are some foods that contain trans fats?

- Potatoes, potato chips and Twinkies
- Potato chips, soda pop and fruits
- Soda pop, cookies, and carbonated water
- Cookies, potato chips, and soda pop

What are vegetables rich in?

- Vitamins, minerals, saturated fats, nutrients, and water
- Vitamins, minerals, fiber, antioxidants, and nutrients
- Fiber, gluten, antioxidants, and nutrients
- Fiber, sugar, vitamins, and nutrients

Why does the author recommend you eat a variety of vegetables each day?

- a. They are healthy and a variety is recommended so you receive a variety of nutrients, and so you don't sick of the same vegetable
- b. Because eating the same kind of vegetable is not good for you. Everything should be eaten in moderation.
- c. Because you will only improve your health if you eat a variety of vegetables, eating the same vegetables will deprive you of other nutrients
- d. Because they are meant to replace the other food in your diet, and you must make sure to eat enough

What bodily organ makes Vitamin D?

- a. Heart
- b. Lungs
- c. Skin
- d. Kidneys

What are some places that the sun isn't available for much of the year?

- a. Argentina, Chili, Columbia, Brazil
- b. Norway, Sweden, Finland, Alaska
- c. Russia, Germany, Poland, Ukraine
- d. New Zealand, Australia, Indonesia, Philippines

What type of oil can be used as a Vitamin D supplement?

- a. Catfish liver oil
- b. Goldfish liver oil
- c. Cod fish liver oil
- d. Carp fish liver oil

What is a dietary supplement?

- a. A product intended to provide nutrients in order to increase the quantity of their consumption or to provide non-nutrient chemicals that claim to have a beneficial effect
- b. A product intended to provide nutrients and chemicals in order to help body builders gain muscle mass, and in turn, enhance their performance
- c. A product that replaces food so that the person taking it can better supply themselves with nutrients and vitamins without having to worry about gaining weight
- d. A product that is used in addition to all of the food you are eating so that you are able to take in large quantities of the vitamins and nutrients your body needs

Complete the sentence "Refined carbohydrates are _____."

- a. Better than unrefined carbohydrates
- b. Really delicious
- c. Worse than unrefined carbohydrates
- d. Better than whole grains

Why can't supplements replace real food?

- a. Because you are still hungry after you take them
- b. They are just a small part of the total amount of nutrients you can get from real food
- c. If they are taken in large quantities, you can overdose and make yourself sick
- d. Because supplements are only meant to be used under doctor's orders

What is a yo-yo diet?

- a. A diet where you eat a variety of foods from different food groups
- b. A diet where you eat healthy and exercise by using a yo-yo
- c. A diet that leads to short-term results and once it is finished you gain most of the weight you lost back
- d. A diet that leads to short-term results, and once it is finished, you continue with the same practices and maintain your weight

Page Intentionally Blank

Answers – “Top 10 Nutritional Facts That Everyone Agrees on”

What three things is sugar the leading cause of? **Right there question**

- e. Acne, headaches, and type II diabetes
- f. Migraines, type II diabetes, and heart attacks
- g. Obesity, cardiovascular disease, and type II diabetes**
- h. Cardiovascular disease, obesity, and acne

What is being deficient in Omega-3 fats associated with? **Right there question**

- e. Lower IQ, depression, migraines, and weight loss
- f. Various mental disorders, heart disease, loss of appetite
- g. Lower IQ, heart disease, depression, mental disorders**
- h. Weight gain, heart disease, and obesity

Where can you get Omega-3 fats from? **Right there question**

- e. Fish, grass, wheat, and eggs
- f. Fish, grass-fed meat, olive oil, eggs
- g. Fish, grass-fed meat, eggs, fish oil**
- h. Fish, grass, fish eggs, wheat

What are some reasons that the same diet will not work for everyone? **Right there question**

- e. Differences in taste, body type, and environment
- f. Differences in genetics, body type, and will power
- g. Differences in genetics, body type, culture, and environment**
- h. Differences in body type, culture, and environment

How are trans fats made? **Right there question**

- e. By mixing saturated fats with hydrogen gas at a high heat
- f. By mixing fats with hydrogen gas at a low heat
- g. By mixing unsaturated fats with hydrogen gas at a high heat**
- h. By mixing hydrogenated oils with unsaturated fats at a low heat

What are some foods that contain trans fats? **Author and me question**

- e. Potatoes, potato chips and Twinkies
- f. Potato chips, soda pop and fruits
- g. Soda pop, cookies, and carbonated water
- h. Cookies, potato chips, and soda pop**

What are vegetables rich in? **Right there question**

- e. Vitamins, minerals, saturated fats, nutrients, and water
- f. Vitamins, minerals, fiber, antioxidants, and nutrients**
- g. Fiber, gluten, antioxidants, and nutrients
- h. Fiber, sugar, vitamins, and nutrients

Why does the author recommend you eat a variety of vegetables each day? **Author and me question**

- e. They are healthy and a variety is recommended so you receive a variety of nutrients, and so you don't sick of the same vegetable
- f. Because eating the same kind of vegetable is not good for you. Everything should be eaten in moderation.
- g. Because you will only improve your health if you eat a variety of vegetables, eating the same vegetables will deprive you of other nutrients
- h. Because they are meant to replace the other food in your diet, and you must make sure to eat enough

What bodily organ makes Vitamin D? **Right there question**

- e. Heart
- f. Lungs
- g. Skin
- h. Kidneys

What are some places that the sun isn't available for much of the year? **On my own question**

- e. Argentina, Chili, Columbia, Brazil
- f. Norway, Sweden, Finland, Alaska
- g. Russia, Germany, Poland, Ukraine
- h. New Zealand, Australia, Indonesia, Philippines

What type of oil can be used as a Vitamin D supplement? **Right there question**

- e. Catfish liver oil
- f. Goldfish liver oil
- g. Cod fish liver oil
- h. Carp fish liver oil

What is a dietary supplement? **Own my own question**

- e. A product intended to provide nutrients in order to increase the quantity of their consumption or to provide non-nutrient chemicals that claim to have a beneficial effect
- f. A product intended to provide nutrients and chemicals in order to help body builders gain muscle mass, and in turn, enhance their performance
- g. A product that replaces food so that the person taking it can better supply themselves with nutrients and vitamins without having to worry about gaining weight
- h. A product that is used in addition to all of the food you are eating so that you are able to take in large quantities of the vitamins and nutrients your body needs

Complete the sentence "Refined carbohydrates are _____." **Right there question**

- e. Better than unrefined carbohydrates
- f. Really delicious
- g. Worse than unrefined carbohydrates
- h. Better than whole grains

Why can't supplements replace real food? **Right there question**

- e. Because you are still hungry after you take them
- f. **They are just a small part of the total amount of nutrients you can get from real food**
- g. If they are taken in large quantities, you can overdose and make yourself sick
- h. Because supplements are only meant to be used under doctor's orders

What is a yo-yo diet? **Pulling it together question**

- e. A diet where you eat a variety of foods from different food groups
- f. A diet where you eat healthy and exercise by using a yo-yo
- g. **A diet that leads to short-term results and once it is finished you gain most of the weight you lost back**
- h. A diet that leads to short-term results, and once it is finished, you continue with the same practices and maintain your weight

Page Intentionally Blank

PREPARE FOR QUESTION AROUND

Talk to your partner and come up with questions. Make sure you and your partner have at least one question in each category.

THE 4 QUESTION TYPES	YOUR QUESTIONS
<p>Right there is a question whose answer is right there in the text, all the reader has to do is copy it down or repeat it.</p>	
<p>Pulling-it-together is a question whose answer is in the text, but the reader has to pull it together from different parts of the text- he or she cannot simply copy it from one place.</p>	
<p>Author and me is a question whose answer is not in the text. The reader has to use the information in the text and his or her own knowledge to figure out the answer. In other words, the author provides some of the information, but does not provide the answer itself; the reader has infer meaning from the text.</p>	
<p>On my own is a question whose answer is not in the text. The reader has to read the text, however, to make an informed answer on his or her own.</p>	

Page Intentionally Blank

SUMMARY PRACTICE SHEET #3

Follow the directions on the left to fill in the boxes on the right. These notes will help you write your summary.

<p>Write what the article is about in your own words.</p> <ul style="list-style-type: none">• Use “According to” statements to bring in facts you need in your summary.• If you want to, choose an important sentence you read and quote it in your summary using quotation marks.	
<p>Take notes on your definition of good nutrition.</p>	
<p>Take notes on your response to the 10 nutritional suggestions made in the reading.</p>	

Page Intentionally Blank

Week 10, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Good Nutrition and Our Society

Students read, annotate, and discuss an article on good nutrition and our society, do a question around activity, and start preparing for their essay assignment.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
Gap in Diet Quality between Wealthiest and Poorest Americans Doubles
<http://news.nationalgeographic.com/news/2014/09/140901-american-diet-obesity-poor-food-health/>

For Activity #2:

- Handout: Make one copy for each student.
Prepare for Question Around (attached to Week 10, Lesson 1)

For Activity #3:

- Handout (attached): Make one copy for each student.
Essay Writing Assistant

ACTIVITY #1: Read an Article on Society and Nutrition - 60 minutes

Check-In on HiSET Questions Homework

- Ask students:
 - How were the HiSET-type Questions?
 - Number the HiSET-type questions on the board.
 - Ask who wrote about which question.
 - Put the names of who wrote about which question next to the appropriate number.
 - Call on students to talk through how they got to what they think is the right question.
 - After each explanation, ask:
 - Is this student right? What would you change?
 - For those questions with no student writing, give the answers, and ask:
 - Who got this right?
 - How did you get to this answer?

* **Read, Annotate, and Discuss the Article on Society and Nutrition**

- Tell students to get out their Annotation Key and annotate the reading like the class did during the last class.
- When students are finished, ask the following question:
 - Of those things you underlined, what were the most important points brought up in the article?
 - What was surprising or interesting?
 - What was hard to understand or was confusing?
 - What strategies did you use to figure out new information?
 - New words?

- New ideas?
 - Did you re-read, look something up, go back to it later? Something else?
 - Were their aspects of this article you agreed with? Disagreed with?
 - Ask:
 - How is this reading different than the readings we have done so far?
 - Do you have examples from your own experience or knowledge that support what the study is saying about nutrition and income?
 - What additional questions do you have about this topic?
-

Break – 15 minutes.

ACTIVITY #2: Read a Reading and Play Question Around - 60 minutes

Prepare for the Question Around Activity

- Pass out *Prepare for Question Around*.
- Have a volunteer student read the instructions.
- Put students in pairs to write their four questions.
- When students ask each other their questions, the chosen student must answer:
 - What is the answer to the question?
 - What kind of question is it?

? Conduct the Question Around Activity

- Ask: Who wants to be the first lead? Then tell students to follow this pattern:
 - The lead asks a question he/she knows the answer to.
 - Those who know the answer raise their hands.
 - The lead chooses someone to answer two questions:
 - What is the answer to the question student ask?
 - What kind of question is it?
 - If the answers the chosen student gives are correct, that person becomes the new lead and starts this process over again.
 - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
- Repeat this pattern until students are out of questions.

Last Questions

- Project the graph in the article overhead.
 - Ask:
 - What information/conclusion can you get from this graph?
 - What information does the top line show?
 - What information does the bottom line show?
 - What do the two lines show together?
 - This article addresses a significant problem concerning nutrition in our society. Ask:
 - What would you recommend to fix this problem?
 - Take notes on students' recommendations on the board.
-

Break – 15 minutes.

ACTIVITY #3: Introduce the Writing Assignment - 60 minutes

Introduce the Essay Writing Prompt Questions

- Tell students they are now going to prepare for the work they will do over the next two weeks when they will write a full essay on nutrition.
- Write the following essay prompt questions on the board.
 - How does poor nutrition impact our health care system?
 - What is poor nutrition?
 - What is good nutrition?
 - How do you want to improve your own nutrition for better health?
 - How do you think the US should help its citizens improve their nutrition?

Complete Essay Planning Assistant

- Pass out the *Essay Planning Assistant*.
- Have students review their summaries and the readings and take notes on how they want to respond to these questions. They may want to use the most compelling or interesting parts from their summaries when they write their essay, but, for now, they just need to take notes on the things they want include in their essays.
- Have students spend some time reviewing and filling out their handout.

Pairs Do a Full Talk Through

- Put students in pairs to do a talk through, letting one student complete a talk through of their complete draft before the other begins.
 - Speakers should allow listeners to ask questions after they have finished their response to each question.

HOMEWORK

WRITE: Have student write the first paragraph of their essay based on their notes for the first writing prompt question:

- How does poor nutrition impact our health care system?
-

TEACHER PREPARATION

For the next lesson, prepare to coach students through the Writer/Audience Situation in Activity #1 as well as through the role plays dialogues in Activity #2.

Page Intentionally Blank

Gap in Diet Quality Between Wealthiest and Poorest Americans Doubles, Study Finds

Adapted from Source: <http://news.nationalgeographic.com/news/2014/09/140901-american-diet-obesity-poor-food-health/>

Original Author: Tracie McMillan

The study's authors say that healthy fresh food is tough to come by for low-income Americans.

The diets of low-income Americans have worsened in the past decade, even as the diets of the wealthiest Americans have improved, according to a new study that is among the first to measure changes in diet quality over time by socioeconomic status. Overall diet quality in the United States remains poor, said the lead author of the study, published Monday in the *Journal of the American Medical Association Internal Medicine*.

Although the study found that the diet of all Americans improved on average between 2005 and 2010, the study did not show the decline in diet quality among the poor. The result: a doubling of the gap in diet quality between the wealthiest Americans and the poorest.

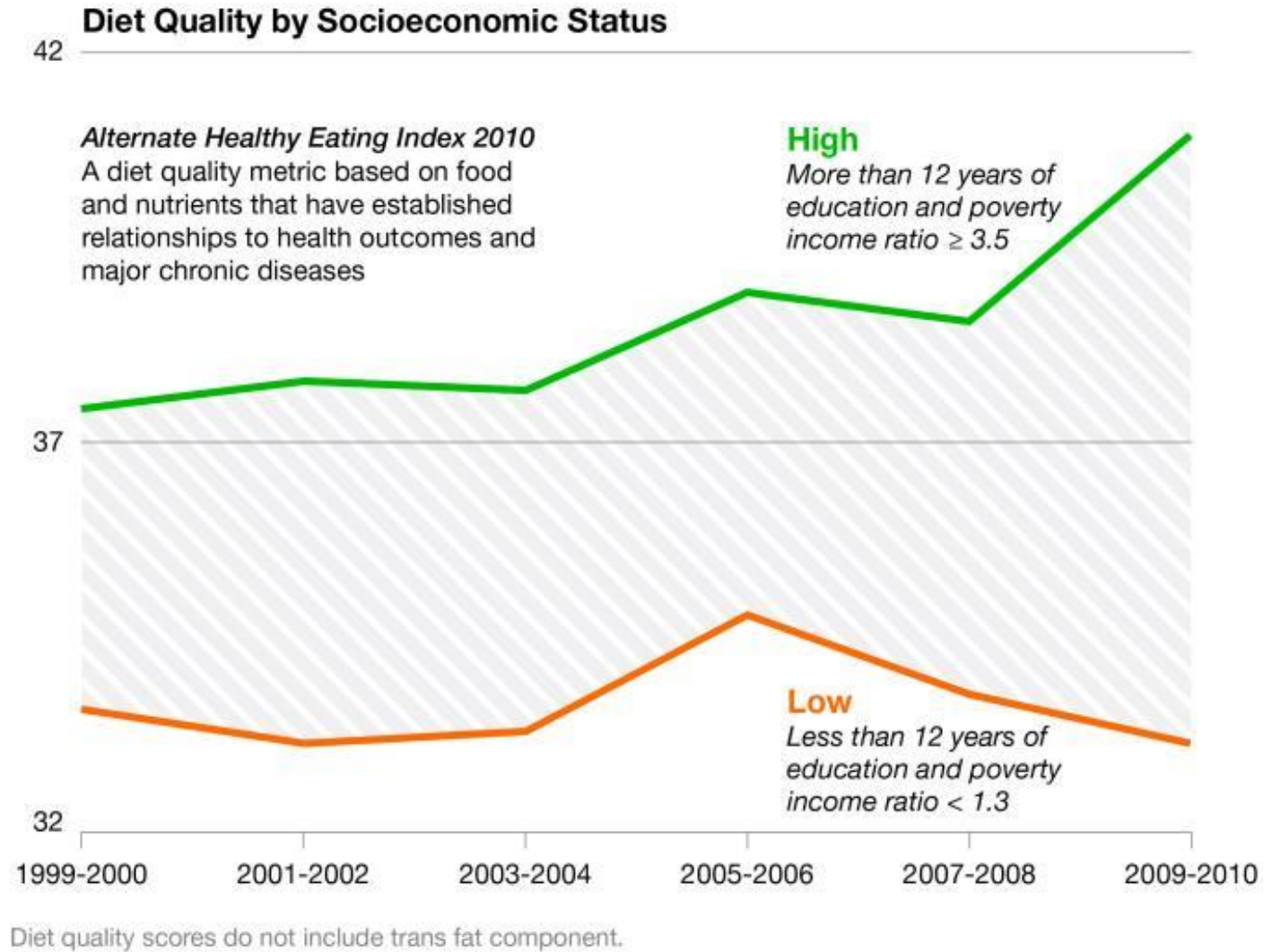
The study attributed the change to the higher cost of convenient and healthy meals, as well as limited access to quality supermarkets in some poorer neighborhoods.

Frank Hu, a study author and co-director of the Program in Obesity Epidemiology and Prevention at the Harvard School of Public Health, cautioned against taking the improvements as a sign that Americans eat well. "This is really almost like an American diet report card," Hu said. "This has the good news that there has been some improvement in overall diet quality, but the report card still doesn't look very good."

The report comes at a time when the food choices of low-income households are in the national spotlight. Legislators and advocates have suggested restricting or limiting what foods can be bought with the federal Supplemental Nutrition Assistance Program (SNAP, also known as food stamps) in an effort to promote health. First Lady Michelle Obama has made healthy diets a central part of her campaign to end childhood obesity. Today two-thirds of Americans of all classes are overweight or obese, with higher rates among the poor.

The diet quality gap

In the U.S., the gap in the quality of diets has widened between the haves and the have-nots.



Even with the improvements, Americans collectively scored under 50 out of 110 on the Alternative Healthy Eating Index (defined in the graph), according to the study.

Most of the improvement in the American diet, researchers said, was due to a steady decline in the consumption of trans fats. Consumption of sugar-sweetened beverages also dropped, giving a minor boost to overall diet scores. American diets otherwise stayed the same, with low scores for fruits, vegetables, and whole grains.

Trans fats have been a target of public policy efforts to improve diet. Last fall the Food and Drug Administration announced it was considering banning the fats in processed foods, a decade after the agency required that trans fats be clearly listed on packaged foods. Government efforts to encourage people to eat fruits, vegetables, and whole grains have largely been limited to education and public service announcements.

The study points to specific efforts that need to be made to improve Americans' diets, particularly among the poor, experts said. "It really speaks to the evidence that if you want to change the American diet, you have to change the policy," said Marlene Schwartz, director for the Rudd Center for Food Policy & Obesity at Yale University.

"Education will only get you so far," she said, noting that education is often most successful for those who can afford to pay for it. Improving diet among the poor, she said, requires "improving the food supply so people can eat what's there and not be exposed to so many dangerous things."

Jessica Caouette, a nutrition and cooking instructor with Cooking Matters—a national nonprofit—who works with low-income families, echoed that reaction. "All parents are interested in feeding their families healthy meals," she said, but "price is a concern for low-income families."

A survey of Cooking Matters students from 2012 found that 85 percent said they wanted to eat healthfully but that only half were able to do so. More recently a survey from the food bank umbrella group Feeding America found that nearly 80 percent of its clients

bought the cheapest food available even though they knew it wasn't healthy.
(Related "Study Sheds Light on Broadening U.S. Hunger Problem.")

The best bet for improving the American diet, Hu said, lies in a broad approach. "Without changing the food environment and food system," he said, "education alone is not going to be very effective."

ESSAY PLANNING ASSISTANT

Use the following set of pages to organize your notes and plan how you want to write your essay.

Essay Prompts	Notes From your Readings and Writings
1. How does poor nutrition impact our health care system?	
2. What is poor nutrition?	
3. What is good nutrition?	

Notes From your Readings and Writings

4. How do you want to improve your eating habits for better health?

5. How do you think the US should encourage its citizens improve their nutrition?

Week 11, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Writing the Introduction

Students are introduced to the writer/audience relationship and role play some ways of getting audiences interested in what the writer has to say. They will re-write their homework paragraph using some of the new audience engagement strategies. Finally, they will peer review each other's work.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
The Writer/Audience Situation
- Classroom Resource: Six index cards with the following on them: A Newspaper Editor, Best Friend, Fellow Student, The Teacher, HSE Test Audience, A Family Member.
- Student Work: Students should bring hard copies of their homework writing assignments.

For Activity #2:

- Handout (attached Week 4, Lesson 1): Make two copies per student.
Reader Comment Page

TEACHER PREPARATION

Before class, prepare to coach students through the Writer/Audience Situation in Activity #1 as well as through the role plays dialogues in Activity #2.

ACTIVITY #1: Introduction to Introductions - 60 minutes

Determine Audiences You Are Comfortable Writing To

- Tell students that today the class will focus on giving students reader or audience feedback on paragraphs they brought in today. Audience feedback will be focused on giving them good ideas for improving their written work.
- But first, ask:
 - Who is your audience when you write? Write student answers on the board.
 - Can different audiences affect the way you write?
- Pass out *The Writer/Audience Situation*.
- Ask:
 - What is going on in this picture?
 - What is the writer trying to do?
 - *The writer is trying to communicate something of interest to an audience.*
 - What is the audience trying to do?
 - *Listen/read and understand.*
 - What kinds of writing situations would make the writer more comfortable than others?
 - *What kinds of writing make you feel comfortable?*
 - What does the reader need from the writer?
 - *Good clear writing that is interesting and informative.*

- Put students in pairs and have them pick one of the prepared index cards.
- Go round robin and have each pair read their cards and write the names of the different audiences on the board.
- Write the following on the board:
 1. Describe the audience in detail.
 2. Describe how writing to this audience would affect their writing.
 - Would this audience be easy or hard to write for?
 - Why or why not?
- Have each pair come up with at least two reasons for their answers and make sure that each member of the pair has at least one reason to report back to the class.
- After each presentation, ask:
 - Is this an audience that would be easy or hard to write for? Why?
 - Note whether presenters say “easy” or “hard” next to the name of the audience type.
- Tell students it is their responsibility to always write to an audience they are comfortable with, even if they are turning the writing into a teacher or a test grader. If they do, their writing will be more relaxed, conversational, and interesting to read.

Come Up With Criteria for Good Introductions

- Write the following questions on the board to solicit the beginnings of a criteria for introductory paragraphs:
 - What would make an audience interested in reading your written work?
 - What would make an audience really not interested in reading your written work?
 - What does an audience need at the beginning of the essay to get involved in reading?
 - Ask the class each of the questions and take notes on their answers on the board.
- Ask each question and put student answers on the board.
- Ask:
 - So, what must a good introductory paragraph do?
 - *Get the audience interested in reading your essay.*
 - What are some ways you can do this?
- Tell students to write these criteria for good introductory paragraphs in their notebooks for use in this class in during other writing assignments.

Break – 15 minutes.

ACTIVITY #2: Role Play Introductions - 60 minutes

- Write the first essay prompt on the board:
 - Based on what you have learned so far, how does poor nutrition impact our health care system?

Teacher Note: Tell students they can choose a couple of statistics or important aspects of the problem as a way to get readers interested in what they have to say.
- Tell students they are going to practice introductory paragraphs by using role-plays.
- Put students into pairs and display the introduction dialogue:

Role Play Dialogue:

Writer: I have to do some written work for my Bridge class on nutrition that I want to tell you about.

Audience: That’s cool, but why should I be interested in hearing about nutrition?

Writer: Well, _____.

- Tell pairs to:
 - Imagine they are the audience.
 - Make a list of questions they would ask this writer to get more needed information for their introductory paragraph.
- Next, tell pairs to imagine they are the writer:
 - What would they have to say in response to the prompt question?
 - Students should practice what they have to say and take some notes on their good points.
- Next tell two people to come up in front of the class. Ask that:
 - One person is to be the writer and to read that part: loud and clearly and with expression!
 - One person is to be the audience and should read the middle line: loud, clear, and with expression!
 - The writer is to answer the audience to get them interested and tell them about the topic.
 - The audience is to ask additional questions to get more information from the writer as needed.
 - Coach students to be supportive and constructive through this process.
 - Coach students to come up with different ways to get their audience interested in what they have to say.
 - After the pair is “finished”, have the class ask different audience questions for clarity or more information.
- Repeat this process with a number of pairs.
 - Encourage new and creative ways to engage with the audience.
 - Take notes on these strategies of audience engagement on the board.

Break – 15 minutes.

ACTIVITY #3: Re-Write and Peer Review of Introductions - 60 minutes

Re-write Your Answer to the First Question Prompt

- Tell students to get out their homework, think about the strategies they have used to open their introductory paragraphs, be creative, and re-write their paragraph for an audience they want to communicate with.



Peer Review

- Tell students they will now provide constructive feedback on each other’s introductory paragraphs. They are to remember they must remain the audience that the writer is happy and comfortable with, meaning that the audience simply wants to understand what the paragraph is trying to say and to offer good suggestions for making the written work more interesting.
- Put students into groups of three.
- Have students take out their first paragraph.
- Pass out two copies of the *Reader Comment Page* to each student. Explain that they are going to:
 - Read the paragraph written by the other two people in their group.
 - Fill out one *Reader Comment Page* for each of the essays they read.
 - They are NOT to comment on grammar or spelling yet. However, if they are not sure what something says, they can ask the writer for clarification.
 - They are to be friendly, encouraging, and genuinely helpful. Good comments on their partner’s work will help them when they have to re-write their paragraphs.
- Have students pass their paragraph to the left.
- After students have evaluated the first paragraph, they should pass the essay they have worked on to their left and evaluate a new essay.

- After students have evaluated two paragraphs from two partners, they should give their evaluations to the writers, and the writers should read the comments.

Writers Get Clarification from their Readers

- Ask the class as a whole:
 - Did your evaluators say the same or different things?
 - Did your evaluators say things that gave you ideas for how to make your paragraph better?
 - Did your evaluators confuse you? Ask for clarification when back in your group.
- Put students back in their groups to talk through differences and to get clarification.

Students Volunteer Examples of Successful Paragraphs

- Have groups decide which paragraph should be read aloud as a good example of an introduction.
 - Have the writers read the selected paragraphs from each group loud and clear and with expression.
 - After each paragraph is read, ask:
 - What worked about the paragraph you just heard?
 - Are you satisfied or do you want to know more?
 - What are your questions?

HOMEWORK

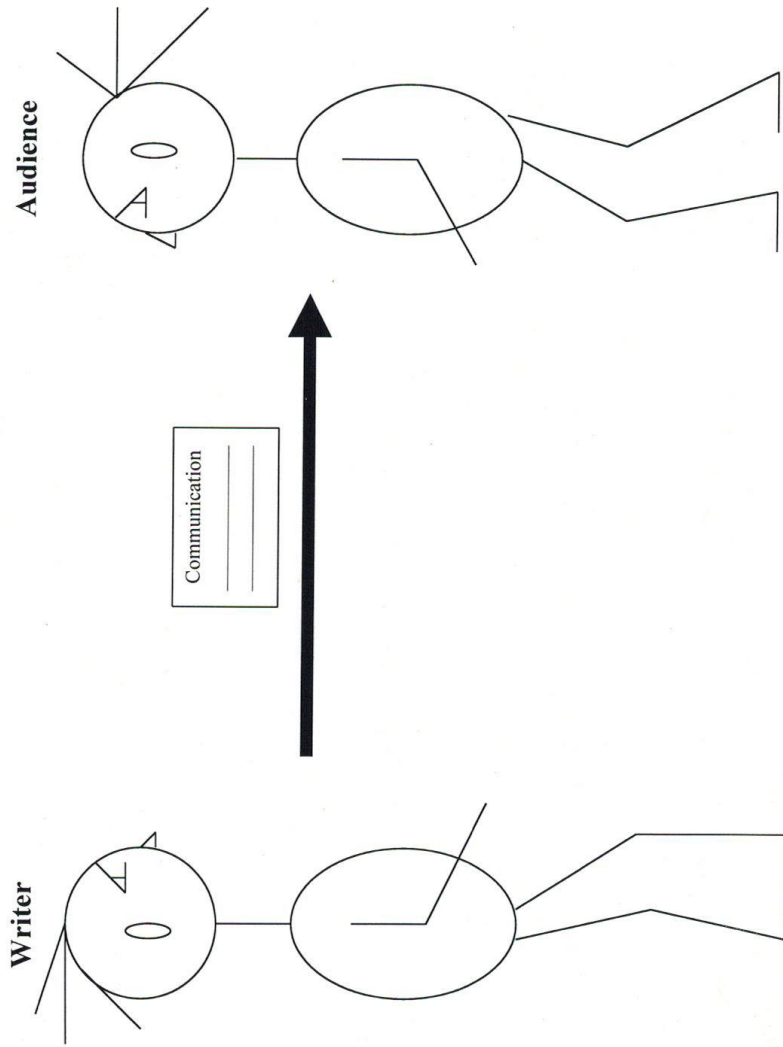
WRITE: Have students write three body paragraphs using clear explanations and paragraphs in each paragraph. Use the following writing prompts for each paragraph:

- What is poor nutrition?
- What is good nutrition?
- How do you want to improve your nutrition to improve your health?

TEACHER PREPARATION

Before the next class, prepare a handout or prepare flip chart paper with the role play dialogue written from Activity #1 of the next lesson.

The Writer/ Audience Situation



Page Intentionally Blank

Week 11, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Writing the Body Paragraphs

Students talk through what makes good body paragraphs, role play three different questions from the writing prompt, re-write their body paragraphs, for a peer review.

MATERIALS

For Activity #1:

- Handout (prepared by teacher before class): Make one copy for each student. Typed role play dialogue written in Activity #1. If you choose, you may also put this dialogue on flip chart paper and post it in the room instead of creating a handout.

For Activity #2:

- Handout (attached Week 4, Lesson 1): Make two copies per student.
Reader Comment Page

TEACHER PREPARATION

Coach and encourage students to use explanations and examples in body paragraphs in the role plays that follow.

ACTIVITY #1: Introduction to Body Paragraphs - 60 minutes

- Write the first essay prompt question on the board:
 - Based on what you have learned so far, how does poor nutrition impact our health care system?
- Write the following questions on the board to solicit the beginnings of a criteria for body paragraphs:
 - What would make an audience interested in reading your writing?
 - What did the audience learn in the introductory paragraph?
 - What is the purpose of introducing the topic of each paragraph?
 - Why are explanations and examples so important to use in your writing??
 - What makes a good explanation?
 - What makes a really good example?

Teacher Note: Get students' ideas and then communicate to them that a good explanation is clear and detailed enough so that it is easy to understand. A good example demonstrates the idea and is clear and specific.
- Put students in pairs to come up with answers to these questions.
- As a class, ask each of the questions and take notes on student answers on the board.
- Tell students to write the criteria for developed body paragraphs in their notebooks for use in this class in during other writing assignments.

Break – 15 minutes.



ACTIVITY #2: Role Play for Body Paragraphs - 60 minutes

- Write the following three essay prompt questions on the board:
 - What is poor nutrition?
 - What is good nutrition?
 - How do you want to improve your own personal nutrition for better health?
- Tell students they are going to practice body paragraphs out loud by role playing. One student will play the role of the writer and one student will play the role of the audience.
- Put students into pairs and pass out or display the introduction dialogue:

Role Play Dialogue:

Writer: Remember we talked about my writing assignment for the Bridge the other day? The one about nutrition? Well now I am supposed to give some explanations and examples about what good nutrition is and isn't.

Audience: Cool! I am confused about how to understand nutrition, there are so many different ideas about good and bad nutrition out there. Can you clear these questions up for me?

Writer: Well, _____.

Start with the First Question

- Tell pairs to:
 - Imagine they are the audience.
 - Make a list of questions they would ask this writer to get more information.
- Next, have pairs imagine they are the writer:
 - What would they have to say in response to the first prompt on the board?
 - Students can discuss and take notes on the strong points.
- Have two people come up in front of the class. Ask that:
 - The audience is to read the part marked "audience" and the "writer" is to read the part marked "writer".
 - After the "writer" reads the last prompt, he/ she is to talk through a whole paragraph in answer to the "audience's" question.
 - After the "writer" has completed his/ her paragraphs, the "audience" is to ask additional questions to get more information from the writer as needed.
 - Coach students to keep asking questions or provide feedback.
 - Applaud clear explanations and examples.
 - After the pair has finished the exercise, ask the class to ask different audience questions for clarity or more information.

Repeat this Role-Play Process For the Second and Third Writing Prompt Questions

Break – 15 minutes.

ACTIVITY #3: Re-Write and Peer Review the Body Paragraphs - 60 minutes

Re-write Their Answers to the Three Question Prompts

- Tell students to get out their homework, consider the strategies for good explorations and/or examples in body paragraphs and re-write their paragraphs while considering their audience.





Peer Review

- Tell students they will now provide constructive feedback on each other's body paragraphs.
- Put students into groups of three.
- Have students take out their three new paragraphs with their introduction.
- Pass out two copies of the *Reader Comment Page* to each student. Explain that students are to focus on what the writer is trying to say and not on other technical issues in the writing.
- Have students pass their paragraphs to the left.
- After students have evaluated the first student's paragraphs, they should pass them to their left and evaluate a new set of paragraphs.
- After students have evaluated two paragraph sets from two partners, they should give their evaluations to the writers, and the writers should read the comments.

Writers Get Clarification from their Readers

- Ask the class as a whole:
 - Did your evaluators say the same or different things?
 - Did your evaluators say things that gave you ideas for how to make your paragraphs better?
 - What are they?
 - Did your evaluators confuse you? Ask for clarification when you are back in your group.
- Put students back in their groups to talk through differences and to get clarification.

Students Volunteer Examples of Successful Paragraphs

- Have groups decide which paragraph should be read aloud; this should be a strong paragraph.
 - Have the writers read the selected paragraphs from each group loud and clear and with expression.
 - After each paragraph is read, ask:
 - What worked about the paragraph you just heard?
 - Are you satisfied with the information presented or do you want to know more?
 - What are your questions?

HOMEWORK

WRITE: Have students write a concluding paragraph that explains an important problem concerning nutrition in the US and your ideas about a possible solution. Use the following writing prompts for each paragraph:

- How do you think the US should help its citizens improve their nutrition?

TEACHER PREPARATION

Before the next class, spend some time deciding how you will encourage and coach students to write different ideas in the conclusion.

Page Intentionally Blank

Week 12, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Writing the Conclusion

Students set criteria for good conclusions, role-play their conclusion ideas, and re-write their conclusions for peer review.

MATERIALS

For Activity #2:

- Handout (attached Week 4, Lesson 1): Make two copies per student.
Reader Comment Page
-

ACTIVITY #1: Introduction to the Conclusion - 60 minutes

- Tell students they are going to get an opportunity to discuss conclusions. Conclusions that tell the reader what they can take away from the experience of reading your written work or leaves the reader with a new idea to consider.
 - Write the following questions on the board to solicit the beginnings of a criteria for a concluding paragraph:
 - What is the problem with nutrition in the US?
 - What are some of your ideas for solving this problem?
 - Based on what you have learned so far, why do you think your ideas would be effective if they were implemented?
 - Put students in pairs to come up with answers to these questions.
 - As a class, ask each of the questions and take notes on student answers on the board.
 - Ask the class and continue to take notes:
 - Do you think the audience would be interested in these ideas in your conclusion?
 - Why?
 - What do you think audiences expect from a conclusion?
 - Why do you think audiences need something to take away from your essay to continue to think about?
 - Why would your thoughts, ideas, or recommendations be interesting to a reader after you have given him/her the facts on the topic?
 - Tell students to write the criteria for good conclusions in their notebooks for use in this class in during other writing assignments.
-

Break – 15 minutes.

ACTIVITY #2: Role Play for Concluding Paragraphs - 60 minutes

- Write the following essay prompt on the board:
 - How do you think the US should encourage its citizens to improve their nutrition? How do you think the US government should help its citizens improve their nutrition?

- What new kinds of education would be necessary to be effective?
- What could the government do to help low-income citizens have better nutrition?
- Tell students they are going to practice concluding paragraphs out loud in role-plays.
- Put students into pairs and display the introduction dialogue:

Role Play Dialogue:

Writer: Remember we talked about my writing assignment for the Bridge the past two days? Well now I want to tell you about a problem concerning nutrition in US and some ideas about what can be done about it.

Audience: Cool! What is the problem and how are you thinking it could be solved?

Writer: Well, _____.

- Tell pairs to:
 - Imagine they are the audience.
 - Make a list of questions they would ask this writer to get more needed information.
- Next, tell pairs to imagine they are the writer:
 - What would they have to say in response to the prompt question?
 - Students should practice what they have to say and take some notes on their good points.
- Have two people come up in front of the class and act out the role play as before.
 - Coach students to keep acting like old friends through this process.
 - Couch the “audience” to ask writers for clarification or more information.
 - Applaud good explanations and examples.
- After the audience in the pair has asked his/her questions, ask other pairs to ask further.

Break – 15 minutes.

ACTIVITY #3: Re-Write and Peer Review the Concluding Paragraphs - 60 minutes

Re-write Their Answers to the Last Writing Prompt Question

- Tell students to get out their homework, consider the strategies for strong conclusions and re-write their paragraph.



Peer Review

- Tell students they will now provide constructive feedback on each other’s concluding paragraphs.
- Put students into groups of three.
- Have students take out their new concluding paragraph.
- Pass out two copies of the *Reader Comment Page* to each student. Explain that students are to focus on what the writer is trying to say and not on other technical issues in the writing.
- Have students pass their paragraphs to the left.
- After students have evaluated the first student’s paragraphs, they should pass them to their left and evaluate a new set of paragraphs.
- After students have evaluated two paragraph sets from two partners, they should give their evaluations to the writers, and the writers should read the comments.

Writers Get Clarification from their Readers

- Ask the class as a whole:
 - Did your evaluators say the same or different things?
 - Did your evaluators say things that gave you ideas for how to make your paragraphs better?
 - What are they?
 - Did your evaluators confuse you? Ask for clarification when they are back in their group.
- Put students back in their groups to talk through differences and to get clarification.

Students Volunteer Examples of Successful Paragraphs

- Have groups decide which paragraph should be read aloud as a strong example for one of the example paragraphs.
 - Tell the writers to read the selected paragraphs from each group loud and clear and with expression.
 - After each paragraph is read, ask:
 - What worked about the paragraph you just heard?
 - Are you satisfied or do you want to know more?
 - What are your questions?
-

HOMEWORK

RE-WRITE: Instruct students to rewrite the entire essay on the computer for final evaluation in the next class.

TEACHER PREPARATION

Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling errors students are making. Type up this paragraph with the mistakes intact. You will need one double-sided copy per student.

Page Intentionally Blank

Week 12, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Peer Review and Peer Editing

Students learn about comma rules for adding information to sentences, practice editing through the grammar game, and do peer review and editing on finished essays.

MATERIALS

For Activity #3:

- Handout: Make two copies per student.
Reader Comment Page (attached Week 4, Lesson 1)

TEACHER PREPARATION

Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling errors students are making. Type up this paragraph with the mistakes intact. You will need one double-sided copy per student.

ACTIVITY #1: Comma Rules for Adding Information to Sentences - 60 minutes

- Ask students:
 - When do you use a comma? What are the rules?
 - Write student answers on the board.
- Explain that, actually, commas most often separate phrases that add information to the main sentence. If students can distinguish main sentences from additional information, they will be good at commas.
- Write, “She fell asleep on the couch” on the board.
- Ask for phrases that add information to the front of the sentence; list them on the board; show where the commas go for each one. Answer: *After the phrase.*
 - Suggest beginning phrases like: “Finally” or “Around midnight” or “Last night”
 - Encourage students to add imaginative phrases to the sentence.
- After there is a healthy list on the board, ask:
 - What is the primary sentence?
 - What is the additional information?
 - Where does the comma go?
 - Why?
 - *To tell the reader that this added information is not necessary to have a sentence.*
- Put another simple sentence on the board: “Gus lives in Chicago.”
- Ask for phrases that add information to the end of the sentence; list them on the board; show where the commas go for each one. Answer: *Before the phrase.*
- Ask:
 - What is the primary sentence?
 - What is the additional information?
 - Where do the commas go?
 - Why?
 - *To tell the reader that this added information is not necessary to have a sentence.*

- Put the following sentences on the board: “The Chicago skyline is full of old and new buildings.” and “The dictator ate a five-course lunch.”
- Put student in pairs and tell them to come up with phrases that would add information to the middle of the sentence and at the end of each sentence. Pairs need to make sure they:
 - Put commas on either side of new information they put in the middle of a sentence.
 - Encourage students to use “which” and “who” in the appropriate sentences.
 - Put a comma before the new information that is put at the end of the sentence.
- Go round robin to have students give one of their new sentences with new information in the middle of the sentence.
- Repeat this process for new information at the end of the sentence.
- Finally, ask: What are the rules about commas we have learned so far?
 - *Separate out additional phrases from the primary sentence with commas, whether the new phrases come at the beginning, middle, or end of the sentence.*

Break – 15 minutes.

ACTIVITY #2: Play the Editing Game - 60 minutes

The First Paragraph

- Pass out typed copies of the two paragraphs of student writing you selected before class with the grammar and spelling mistakes intact.
- Have students read one of the paragraphs and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
- Put students into three or four teams and have them compare the mistakes they have identified and talk about what the problems are for each of the underlined items.
- Choose a member from one team to come up to the board, underline a problem, and correct it.
- Ask the student who made the correction: What is the grammar or spelling rule that you are applying?
- Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
- Go around to all the teams and have a different student come to the board and repeat the process.
- Keep team scores on the board until all the issues in the paragraph have been corrected.

The Second Paragraph

- Use the same process described above.

Break – 15 minutes.

ACTIVITY #3: Peer Review - 60 minutes



Peer Review

- Tell students they will now provide constructive feedback on each other’s essays.
- Put students into groups of three.
- Have students take out their final essay.

- Pass out two copies of the *Reader Comment Page* to each student. Explain that students are to focus on what the writer is trying to say and not on other technical issues in the writing.
- Have students pass their essays to the left.
- After students have evaluated the first student's essay, they should pass them to their left and evaluate a second essay.

Peer Editing

- Ask students: What grammar have we studied so far?
 - Write these answers on the board:
 - What a sentence is.
 - Use of proper nouns.
 - How and why to create new paragraphs
 - How to find and correct sentence fragments.
 - How to combine and punctuate sentences with words like: but, and, so, yet, nor, or, for.
 - How add information to sentences with proper punctuation.
- Put students into pairs and tell them to:
 - Read each other's work.
 - Put a small underline under the word, phrase, or sentence where there is one of the issues listed on the board. Leave any other issues alone.
 - Give the draft back to the writer and have the writer make the changes they can.
- Allow students to ask questions about issues they are not sure of.
- Collect student essays, Reader Comment Pages, and congratulate them on their first formal essay.

TEACHER NOTE: Evaluate the student essays handed in using a copy of the *Reader Comment Page*. You will need to read both the essays, and the student comments on those essays, to see how perceptive the audiences for each essay were. Your comments should either reflect good suggestions or offer a different way to evaluate their essays that you think might be more helpful. Additionally, only correct those errors that have been studied in class and were not picked up in the peer editing session.

TEACHER PREPARATION

Before the next class, become familiar with the maps and the questions to help students get good, clear information from them.

Page Intentionally Blank

Week 13, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Food Deserts in Chicago- Part 1

Students make predictions about health risks in their Chicago Communities, read maps and two sections of food desert study, and write a response to the food desert materials.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
Map of Chicago Communities and Areas
- Handout (attached): Make one copy for each student.
Community Health Factors

For Activity #2:

- Handout (attached): Make one copy for each student.
Examining the Impact of Food Deserts on Public Health in Chicago-Part 1
- Teacher Resource (attached). For projecting overhead.
Residents in Chicago's Food Deserts Are Primarily African-American

For Activity #3:

- Handout: Make two copies per student.
Reader Comment Page (attached Week 4, Lesson 1)

TEACHER PREPARATION

Before class, become familiar with the maps and the questions to help students get good clear information from them.

ACTIVITY #1: Introduction to Food Deserts - 40 minutes

- Tell students they are going to do a unit on neighborhood health risks in Chicago. This unit is a follow-up on the nutrition unit, so they will be able to use everything they learned in that unit to help understand the materials and questions in this unit. First, we will start with the students' own community.

Find Your Community on a Chicago Map and Describe its Health Features

- Pass out and project the *Map of Chicago Communities and Areas*.
- Create two columns on the board with the following headings:
 - Community factors that support good health.
 - Community factors that support poor health.
- Ask:
 - Which community and community area do you live in?
 - Do you think residents in your community are healthy or unhealthy?

- What is your evidence for this?
- Take notes on student response under the appropriate column on the board.
- Pass out the *Community Health Factors* sheet.
- Put students in pairs and tell them to:
 - Take turns answering the different questions on their sheet for their community.
 - Write down additional factors that describe the health of their community to add to the lists on the board.
- Go from pair to pair to have different students describe their community and add a new health factor to one of the lists.
 - Continue this until they have them all recorded.



Make Predictions About Health Risks in Different Community Areas

- Tell students to make predictions about which communities and community areas they think have health factors that result in poor health. They can base their predictions on what they already know about Chicago.
- Project the *Map of Chicago Communities and Areas* again.
- Ask:
 - Which communities and areas do you think face serious health issues?
 - List these on the board.
 - What are the factors in those communities that contribute to these health problems?
 - Encourage students to use the factors listed on the board or add new ones.

Break – 15 minutes.

ACTIVITY #2: Read a Study on Food Deserts in Chicago - 80 minutes



Read, Annotate, and Discuss the First Study Section

- Continue to project the *Map of Chicago Communities and Areas*
- Have students read a portion of a report on food deserts in Chicago.
- Ask students what they think a “Food Desert” is?
 - What is a desert?
 - What is a food desert?
 - Where in Chicago might these food deserts be?
 -
- Pass out the *Examining the Impact of Food Deserts on Public Health in Chicago-Part 1*.
- Have students read and annotate the first page of the report using the annotation symbols
- When students are finished, write the following instructions on the board.
 - What did you underline or highlight? Of those, are any particularly important?
 - What was surprising or interesting?
 - What was hard to understand or was confusing?
 - What strategies did you use to figure out the difficult parts?
 - Were there parts of this article you agreed with? Disagreed with?
- Put students in pairs to discuss.
- Come together and have pairs share their responses.

Read a Food Desert Map of Chicago

- Look at the food desert map in the handout with the community and area map projected overhead.

- Ask pairs to the communities that are in food deserts.
- Go from pair to pair to name the communities: point to these on the map on the overhead as they are named.
- Ask:
 - Were our predictions right?
 - Why or why not?

*** Read, Annotate, and Discuss the First Study Section**

- Have students read and annotate the second section on diabetes.
- Ask the follow-up questions used above.
- Have pairs look at the two maps in the middle about diabetes. What information can you get from studying each of the maps? Take notes.
- Go from pair to pair to state a new fact and list these in separate columns on the board.
- Lastly, project *Residents in Chicago's Food Deserts Are Primarily African-American* overhead and ask:
 - Which map that you have already studied represents the same information as this graphic?
 - Are you surprised by these numbers?
 - Why or why not?

Break – 15 minutes.

ACTIVITY #3: Write a Response to the Reading - 60 minutes

Respond to the Question Prompts

- Write the following prompts on the board:
 - What is a food desert, as defined by this report?
 - Why do you think people living in food deserts are more likely to become diabetic?
 - Do you live in a food desert? Explain.
- Have students respond to these questions each in a separate paragraph.



Peer Review the Responses

- Pass out two copies of the *Reader Comment Page* to each student.
- Put students in groups of three and have them use the peer review process used throughout this semester.
- After students have completed two *Reader Comment Pages*, give students the opportunity to ask their reviewers questions.
- Lastly, tell each group to select a paragraph or two to read to the class.
- Allow students to read their work aloud. After each paragraph, ask:
 - What was strong about that paragraph?
 - Any questions for clarity or more information?

HOMEWORK

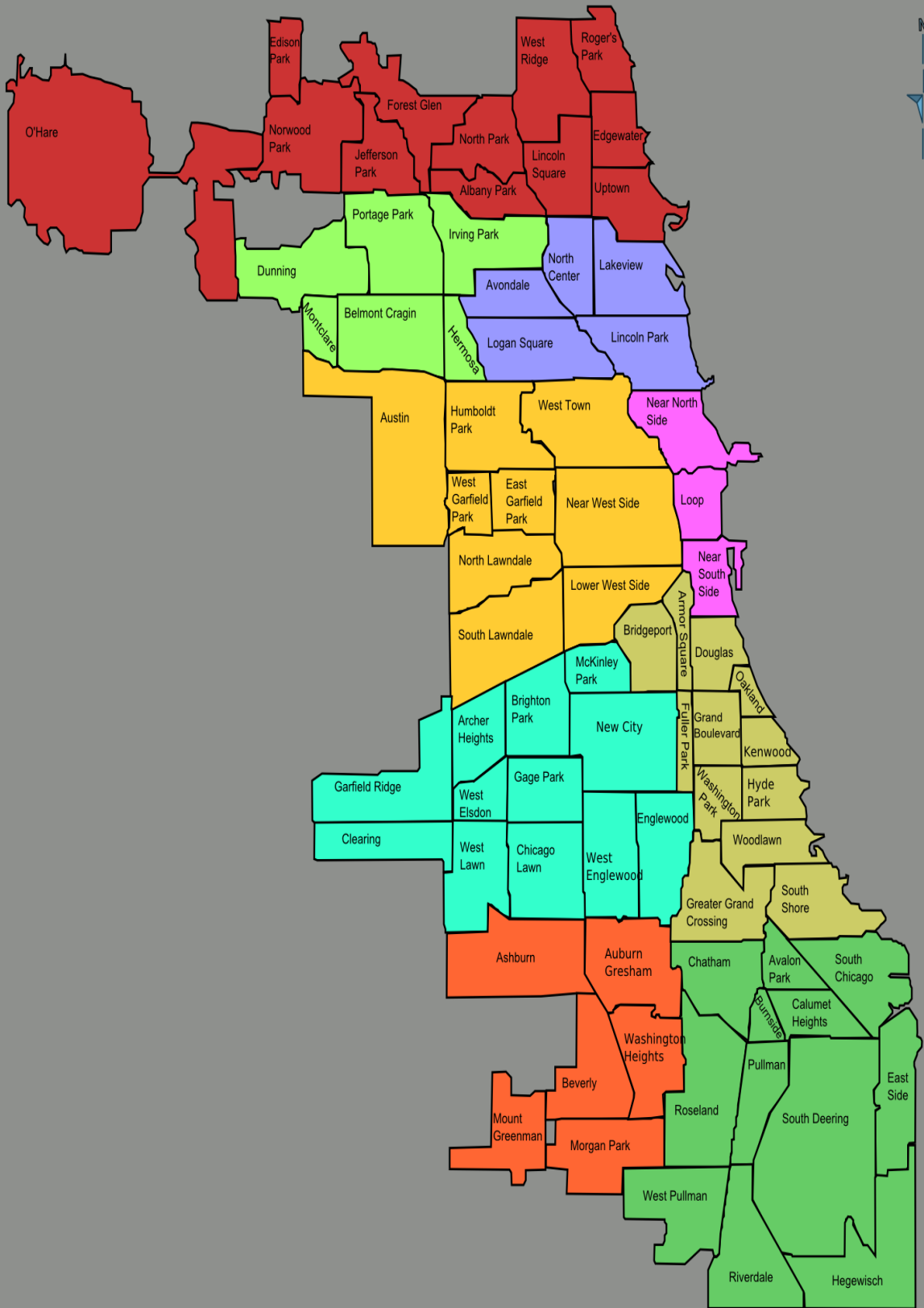
READ: Find an article in a newspaper, magazine, or online that provides current information on the health outcomes in their community. For current information, students should look for articles or information from the last three to five years. Write down the name of the article, the source (where they found it), the date it was published and the author. Read the article and write down three of the facts they think are most important. Bring this to class.

TEACHER PREPARATION

Before the next class, be sure that you are familiar with and understand the charts and maps associated with the reading in order to guide students in understanding them.

Chicago

- Far North Side
- Northwest Side
- North Side
- Central Chicago
- West Side
- Southwest Side
- South Side
- Far Southwest Side
- Far Southeast Side



Page Intentionally Blank

COMMUNITY HEALTH FACTORS

Have your partner ask you these questions, answer them out loud, and then take notes on the most important things you said.

Questions to Ask Your Partner	Your Notes on Your Own Answers
What resources does your community have to support good health?	
What does your community have or not have that promotes poor health?	
What do you think are the health risks for your community?	

Page Intentionally Blank

EXECUTIVE SUMMARY

Part 1

Adapted from Source:

<https://www.agr.state.il.us/marketing/ILOFFTaskForce/ChicagoFoodDesertReportFull.pdf>

Introduction

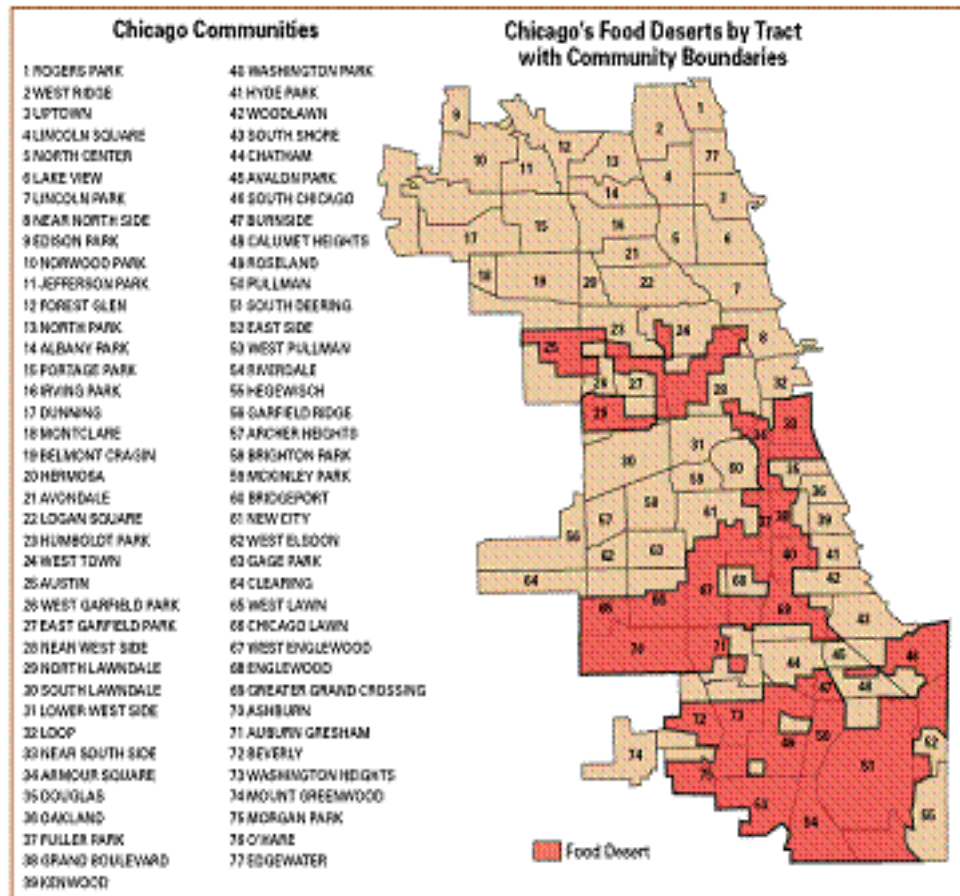
In 1923, long before McDonald's golden arches came into being, this advertisement for beef was posted in the *Bridgeport Telegraph*:

"Ninety percent of the diseases known to man are caused by cheap foodstuffs. You are what you eat."

The phrase "you are what you eat" actually dates all the way back to the 17th Century. Over time, science has repeatedly found that what people eat directly affects their health. That we are what we eat is a medical fact. But to what degree does what we eat and, thus, our health, depend on where we live and the types of food we have access to?

Examining the Impact of Food Deserts on Public Health in Chicago probes this very question. Given our basic idea that the health and vitality of urban communities is a block-by-block reality, our first task was to measure the distance from every City of Chicago block to the nearest grocery store and fast food restaurant. Next, we developed a way to assign a score to the food choices available to residents in each block. Finally, we compared this score directly to health outcomes. Here is what we found:

- Residents of food deserts – large areas with no or distant grocery stores – face real nutritional challenges that effect community health outcomes. Those outcomes worsen when the food desert has high concentrations of nearby fast food alternatives.
- Majority African-American and majority White communities that have out-of-balance food environments will have significantly higher rates of residents dying early from diabetes. As there are far more out-of-balance food environments in African-American communities, these residents were the most likely to experience the greatest total years of life lost from diabetes as a result.



Diabetes

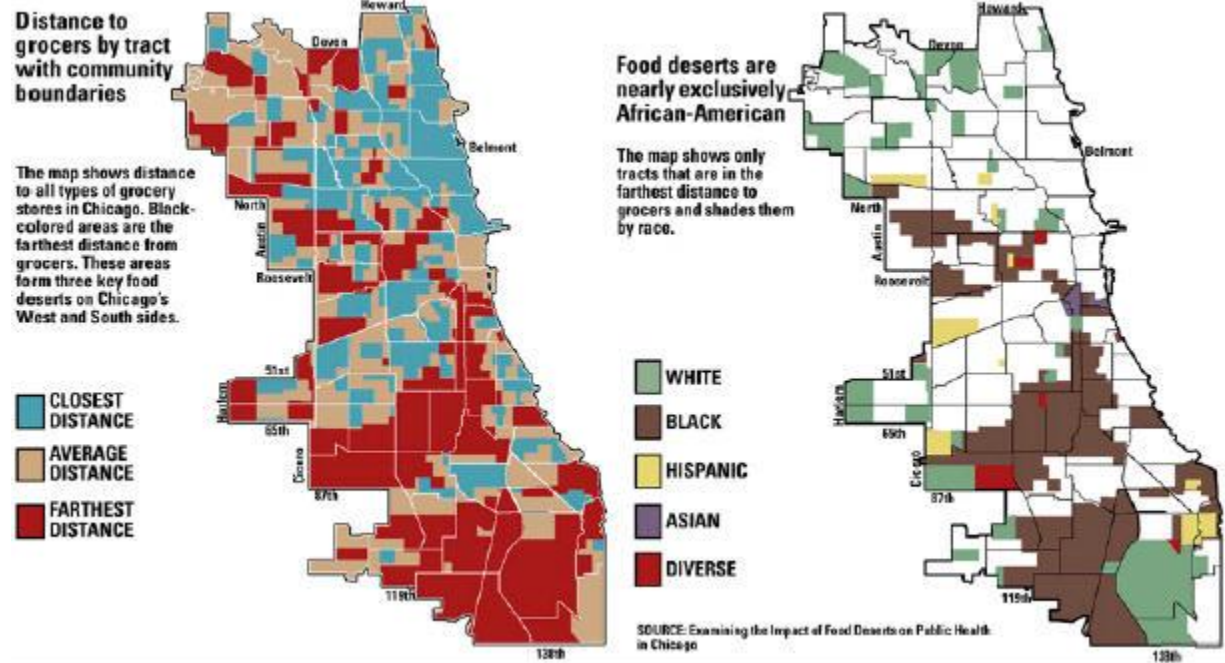
To measure this effect, we developed a Food Balance Score: the distance to the closest grocer divided by the distance to the closest fast food restaurant for each block, tract, and Community Area in the City of Chicago. The more out of balance the community, the higher the life lost to diabetes. Diabetes is also a serious health issue confronting Latino and diverse communities.

Fig. 2 shows the numeric years of potential life lost outcomes along with 2003 death rates for diabetes. The diabetes death rate for the most out-of-balance Chicago communities is more than twice the rate for all other communities.

Figure #2: Diabetes by Chicago Community Areas by Food Balance Scores		
Food Balance Groupings	Years of Potential Life Lost	Death Rate per 1,000
Worst	45.48	1.27
Middle	33.48	1.11
Best	25.36	0.56

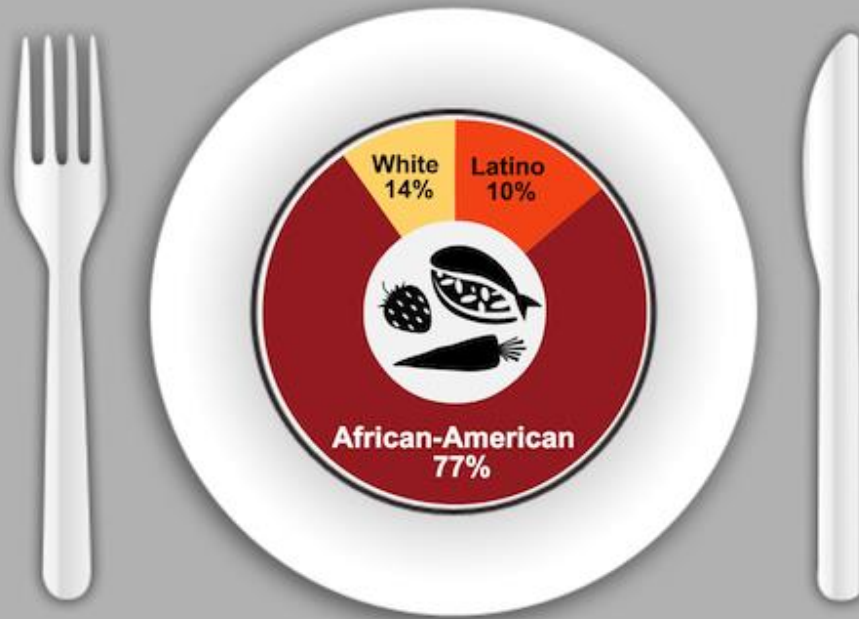
The map in Fig. 3 shows Food Balance Scores by race for the areas that scored the worst. These are areas that have no or distant grocery stores, but nearby fast food restaurants, where the greatest premature death from diabetes will likely continue to occur.

FOOD DESERTS IN CHICAGO



RESIDENTS IN CHICAGO'S FOOD DESERTS ARE PREDOMINANTLY AFRICAN-AMERICAN

CHICAGO'S FOOD DESERT RACE BREAKDOWN



Week 13, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Food Deserts in Chicago - Part 2

Students make predictions about additional health risks in food deserts, read maps and two sections of the food desert study, and write a response to these food desert materials.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
Examining the Impact of Food Deserts on Public Health in Chicago-Part 2
<https://www.agr.state.il.us/marketing/ILOFFTaskForce/ChicagoFoodDesertReportFull.pdf>

For Activity #3:

- Handout: Make two copies per student.
Reader Comment Page (attached Week 4, Lesson 1)

TEACHER PREPARATION

Before class, be sure that you are familiar with and understand the charts and maps associated with the reading in order to guide students in understanding them.

ACTIVITY #1: Examining Cancer and Cardiovascular Disease - 80 minutes

Follow-Up on Homework Research

- Tell students to report on the three health outcomes they found in their research. They are to:
 - Read the name of the article.
 - Use “According to” to report their facts.
- Ask:
 - Does the information from their research change how they think about the health of their neighborhood?



Prediction Exercise

- Tell students they are going to read another two sections of the executive summary of the report on food deserts. The next section is on Cancer and Cardiovascular Disease.
- Ask:
 - What is cancer?
 - What is cardiovascular disease?
 - Which do you think has a higher rate for residents of food deserts? Why?
 - Write these reasons on the board.
 - How do you think diabetes rates compare to cancer and cardiovascular disease? Why?
 - Write their reasons on the board.



Read, Annotate, and Discuss the Next Section

- Pass out *Examining the Impact of Food Deserts on Public Health in Chicago-Part 2*.
- Have students read and annotate the Cancer and Cardiovascular Disease section.

- Ask the follow-up questions that were used in Week 13, Lesson 1.

Get Information From the Maps

- Tell students to focus on the chart in the middle of the page of the Cancer/Cardiovascular section.
 - Put students into pairs and have them list facts they can get from reading the chart. Then ask them to:
 - Write questions they know the answer to.
 - Ask: Who wants to be the first lead? Then tell students to follow this pattern:
 - The lead asks a question he/she knows the answer to.
 - Those who know the answer raise their hands.
 - The lead chooses someone to answer the question.
 - If the answer is correct, that person becomes the new lead and starts this process over again.
 - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
 - Repeat this pattern until students are out of questions.
 - Repeat this entire pattern for the two maps that come after the Cancer/Cardiovascular Disease section.
-

Break – 15 minutes.

ACTIVITY #2: Reading the Conclusion - 40 minutes



Read, Annotate, and Discuss

- Tell students to read the conclusion and annotate it according to the Annotation Key guidelines.
 - Discuss their annotations using the annotation follow-up questions (in Week 13, Lesson 1).
-

Break – 15 minutes.

ACTIVITY #3: Write a Response and Peer Review - 60 minutes

Respond to the Question Prompts

- Use paragraph #3 as a prompt for the writing.
- Write the following five players on the board that can be part of the food desert solution:
 - Grocers, developers, health advocates, educators, and government.
- Tell students to define what each one does and how they could impact the problem of food deserts.
 - Write student ideas on the board.
- Write the following questions on the board:
 - Why is it so important to address the food desert problem?
 - What do you think should be done to address or improve the food desert problem?
- Tell student to write a full response to these two questions.



Peer Review the Responses

- Pass out two copies of the *Reader Comment Page* to each student.
- Put students in groups of three and have them use the peer review process used throughout this semester.

- After students have completed two *Reader Comment Pages*, give students the opportunity to ask their reviewers questions.
 - Lastly, have each group select a paragraph or two to read to the class.
 - Have students read their work aloud. After each paragraph, ask:
 - What was strong about that paragraph?
 - Any questions for clarity or more information?
-

HOMEWORK

READ: Find an article in a newspaper, magazine, or online that provides ideas on how grocers, developers, health advocates, educators, or government can address the problem of food deserts. Write down the name of the article, source, author, date. Read and annotate the article, and then write down three of the facts they think are most important to bring to the next class.

TEACHER NOTE: Make sure students bring their *Chicago's Food Deserts by Tract* from Part 1 of the Food Deserts report to the next class.

TEACHER PREPARATION

Before the next class, be sure that you are familiar with and understand the maps and what information students can glean from them.

Page Intentionally Blank

EXECUTIVE SUMMARY

Part 2

Cancer and Cardiovascular Disease

Premature death due to cancer and cardiovascular disease is also greater for African-American, White, and Latino communities where there is greater imbalance of food choices. As communities become more out-of-balance in terms of food choices, diet-related deaths and premature death increase.

Cancer and Cardiovascular Disease by Chicago Community Areas by Food Balance Scores					
Food Balance Groupings	Cancer		Cardiovascular Disease		Food Balance Score
	YPLL	Death Rate	YPLL	Death Rate	
Worst	314	9.73	345	11.07	2.04
Middle	247	7.42	242	7.41	1.25
Best	204	6.68	185	5.72	0.87

African-Americans are the most disadvantaged when it comes to balanced food choices, although other racial groups do suffer as well. African-Americans, on average, travel the farthest distance to any type of grocery store, and their low access communities are clustered together. Chicago's food deserts, for the most part, are African-American.

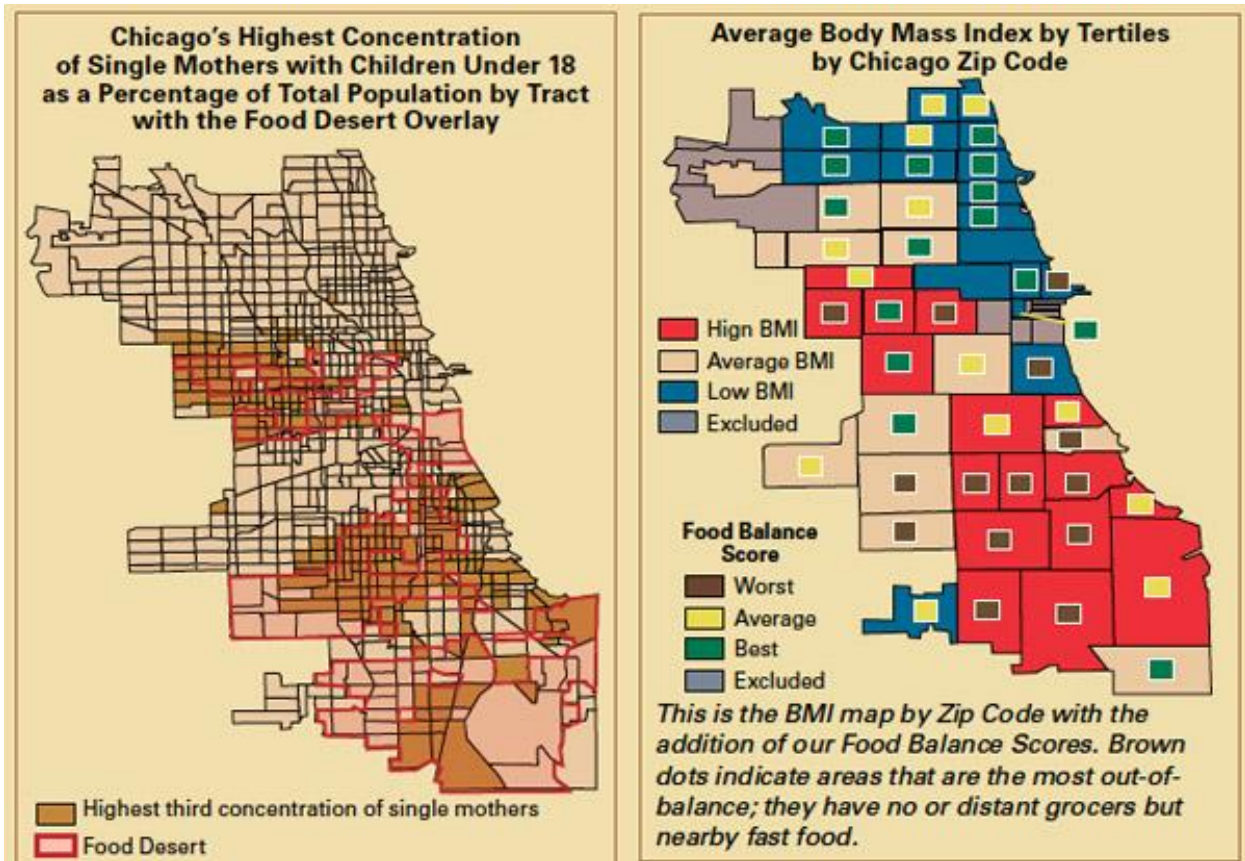
In a typical African-American block, the nearest grocery store is roughly twice as distant as the nearest fast food restaurant. This means that, for African-Americans, it is much easier to access fast food than other types of food. Following a doctor's dietary recommendation is likely very difficult for the half million plus African-Americans who live in the 287 worst grocery-store-access areas.

Obesity

Food balance is a significant contributor to increased rates of obesity, but we see that distance to a grocery store has an even greater impact on obesity. As grocery store access decreases, obesity increases. Since obesity can fuel the onset of other diseases and chronic health conditions, the development of grocery stores in underserved areas likely would contribute positively to community health and wellness of African-Americans and other groups. On the other hand, living in a food desert can mean greater rates of obesity, premature death, and lower quality of life, especially for mothers and children.

In Chicago, body mass index patterns cluster dramatically by race and by place: the North and Northwest sides have the lowest rates of obesity, while the West and South sides have the highest rates of obesity.

All of these findings point to one conclusion: communities that have no or distant grocery stores, or have an imbalance of healthy food options, will likely have increased premature death and chronic health conditions. It is clear that food deserts, especially those with an abundance of fast food options, pose serious health and wellness challenges to the residents who live within them and to the City of Chicago as a whole.



Conclusion

The diet-related health outcomes that we focus on – cancer, cardiovascular disease, diabetes, and obesity– steal time, resources, vitality, and productivity from communities. According to a recent report released by the Centers for Disease Control and Prevention, “obesity can increase the risk of (adult onset) type 2 diabetes by as much as 34-fold, and diabetes is a major risk factor for amputations, blindness, kidney failure, and heart disease.” Obesity alone is estimated to cost the United States health care system \$100 billion per year (Koplan and Fleming, 2000).

Communities and their residents must bear the costs associated with the Food Balance Effect as it relates to the quality and length of life, and indirectly by the health care industry, by employers, by government agencies and by others who take on the financial burden of pre-death treatments. To simply blame the fast food industry for the negative health outcomes associated with the Food Balance Effect would be to miss several key points.

Our society needs to promote access to nutritious foods and healthy food choices for all its people and doing this will require input from the residents of food desert residents themselves as well as from grocers, banks, brokers, developers, planners, health advocates, educators, government, and foundations – ultimately everyone – to achieve even a modest level of success.

We hope that this study provides one small step in the direction of understanding the complex relationship between food balance and community health.

We invite your comments and participation moving forward.

Page Intentionally Blank

Week 14, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Food Deserts in Chicago Now (2016)

Students review two maps and one chart about food deserts in 2006, 2007, 2009, 2010, and 2012. What takeaways can students get from studying the bar charts? They should make inferences as to whether or not food deserts have improved. Before writing a response, students will also watch a video and read an article on what the Mayor is doing to improve food deserts in affected communities.

MATERIALS

For Activity #1:

- Handout (attached): Make one copy for each student.
Charting Changes in Chicago's Food Deserts Over Time
- Teacher resource (attached): Project a copy overhead.
Food Deserts in Chicago: October, 2011, page 8
<http://www.usccr.gov/pubs/IL-FoodDeserts-2011.pdf>
- Teacher resource (attached): Project a copy overhead.
Change in Chicago Food Desert Conditions
- Teacher resource (attached): Project a copy overhead.
Five Year Trend
- Handout (attached): Make one copy for each student.
Recommendations for Ending Food Deserts in Chicago
- Video: *Food Deserts in Chicago (2012)* (running time: 3:54)
<https://www.youtube.com/watch?v=z-MW5AAyybl>
- Handout (attached): Make one copy for each student.
Emanuel still short of food desert goals, even as Englewood Whole Foods Opens
<http://www.chicagotribune.com/news/local/politics/ct-rahm-emanuel-food-deserts-met-0928-20160927-story.html>

For Activity #2:

- Handout (attached). Make one copy for each student.
Prepare for Question Around

TEACHER PREPARATION

Before class, be sure that you are familiar with and understand the maps and what information students can glean from them.

ACTIVITY #1: Read Maps that Compare Changes in Chicago's Food Deserts Over Time - 40 minutes

Follow-Up on Homework Research

- Tell students to read three facts they found about how different players can help to solve the problem of food deserts. Students need to say where they found the information—which source it came from.
 - Take notes of their findings on the board.
- Ask:
 - Which of these players could have the biggest impact on the problem of food deserts?
 - Why?



Prediction Activity

- Tell students they are going to be looking at charts and graphs to get more information about how food deserts have changed in Chicago since 2003, the year the initial food deserts report was published.
- Put two columns on the board with the following headings:
 - There are more and larger Food Deserts in Chicago since 2003.
 - There are fewer Food Deserts in Chicago since 2003.
- Tell students to make a guess.
- Go round robin and ask what their guess is.
- Put students into pairs with someone who has a similar prediction and tell pairs to:
 - Come up with the reasons for their answers.
- Tell pairs to list their reasons in the column.
- Tell students they will read the maps and charts to see which of these predictions is true.

Map Reading Activity

- Pass out *Charting Changes in Chicago's Food Deserts Over Time*.
- Put students in pairs to talk discuss and complete worksheet.
- Have students take out the map of *Chicago's Food Deserts by Tract*. This map is what the food deserts report found in 2003. They will examine two more maps and compare all three maps to make conclusions.
- Project the first map. Ask a series of questions that will help students read the map overhead.
 - What is a legend? What does the legend in this map explain?
 - How can they read the shaded areas on the map?
- Have students compare their map on the overhead with the 2003 map. They should:
 - Discuss the significant changes and take notes.
 - Their answers should be specific; for example, they should identify the areas that are food deserts and those that are not.
- Repeat this process for the second map.

Read the Bar Chart

- Project the bar chart.
- Tell students to read the legend and the bars in the different categories.
 - Tell them to be specific and read the numbers on the left-hand side.
- Tell pairs to discuss the significant changes and take notes on their sheet.

Final Questions

- Ask:
 - What are the trends regarding food deserts in Chicago? Are they increasing or decreasing?
 - What specific information you can give that clearly shows this trend?

Break – 15 minutes.

ACTIVITY #2: Watch a Video and Read an Article with More Current Food Desert Information - 80 minutes

Watch a Video and Write Recommendations to Help End Food Deserts

- Pass out the sheet titled *Recommendations for Ending Food Deserts in Chicago*.
- Students are going to look at a variety of videos and readings that will provide recommendations on how to improve food deserts in Chicago neighborhoods. They are to:
 - Write each source down in the left-hand box (name of the video or article).
 - Take notes on the recommendations presented in the videos or articles.
- Watch the video.
- After the video, ask:
 - What recommendations were presented on how to solve food deserts in Chicago?
 - Write down students' answers.



Read an Article About Food Deserts and Our Mayor

- Students read an article about the Whole Foods in Englewood. Next, they will find out how well the Mayor is doing on his promise to solve the food desert problem.
- Ask:
 - How many of you know about the Whole Foods in Englewood?
What do you know about it?
 - Do you think the Whole Foods in Englewood is a good or bad idea? Why?
- Pass out *Emanuel still short of food desert goals, even as Englewood Whole Foods Opens*.
- Have students read and annotate the article.
- When students are finished, write the following instructions on the board.
 - Of those things you underlined, what were the most important points brought up in the article?
 - What was surprising or interesting?
 - What was hard to understand or was confusing?
 - What strategies did you use to figure out the difficult parts?
 - Were there aspects of this article you agreed with? Disagreed with?
 - On my own: How do you find out which diet is right for you?

Prepare for the Question Around Activity

- Pass out *Prepare for Question Around*.
- Have a volunteer student read the instructions.
- Put students in pairs to write two or three questions that they know the answer to.
- When students ask each other their questions, the chosen student must answer:
 - What is the answer to the question?
 - What type of question is it?



Conduct the Question Around Activity

- Ask: Who wants to be the first lead? Then tell students to follow this pattern:
 - The lead asks a question he/she knows the answer to.
 - Those who know the answer raise their hands.
 - The lead chooses someone to answer two questions:
 - What is the answer to the question student ask?
 - What kind of question is it?

- If the answer is correct and they can identify the question type, that person becomes the new lead.
 - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the correct answer.
 - Repeat this pattern until each student has asked and answered a question.
-

Break – 15 minutes.

ACTIVITY #3: Write a Response to the Article– 60 minutes

Respond to the Question Prompts

- Write the following questions on the board:
 - What is your opinion about the Whole Foods in Englewood?
 - What are the most important things that Mayor Emanuel can do to end food deserts in Chicago?
- Tell student to write a full response to these two questions.



Peer Review the Responses

- Pass out two copies of the *Reader Comment Page* to each student.
 - Put students in groups of three and have them use the peer review process used throughout this semester.
 - After students have completed two *Reader Comment Pages*, give students the opportunity to ask their reviewers questions.
 - Lastly, tell each group to select a paragraph or two to read to the class.
 - Allow students to read their work aloud. After each paragraph, ask:
 - What was strong about that paragraph?
 - Any questions for clarity or more information?
-

HOMEWORK

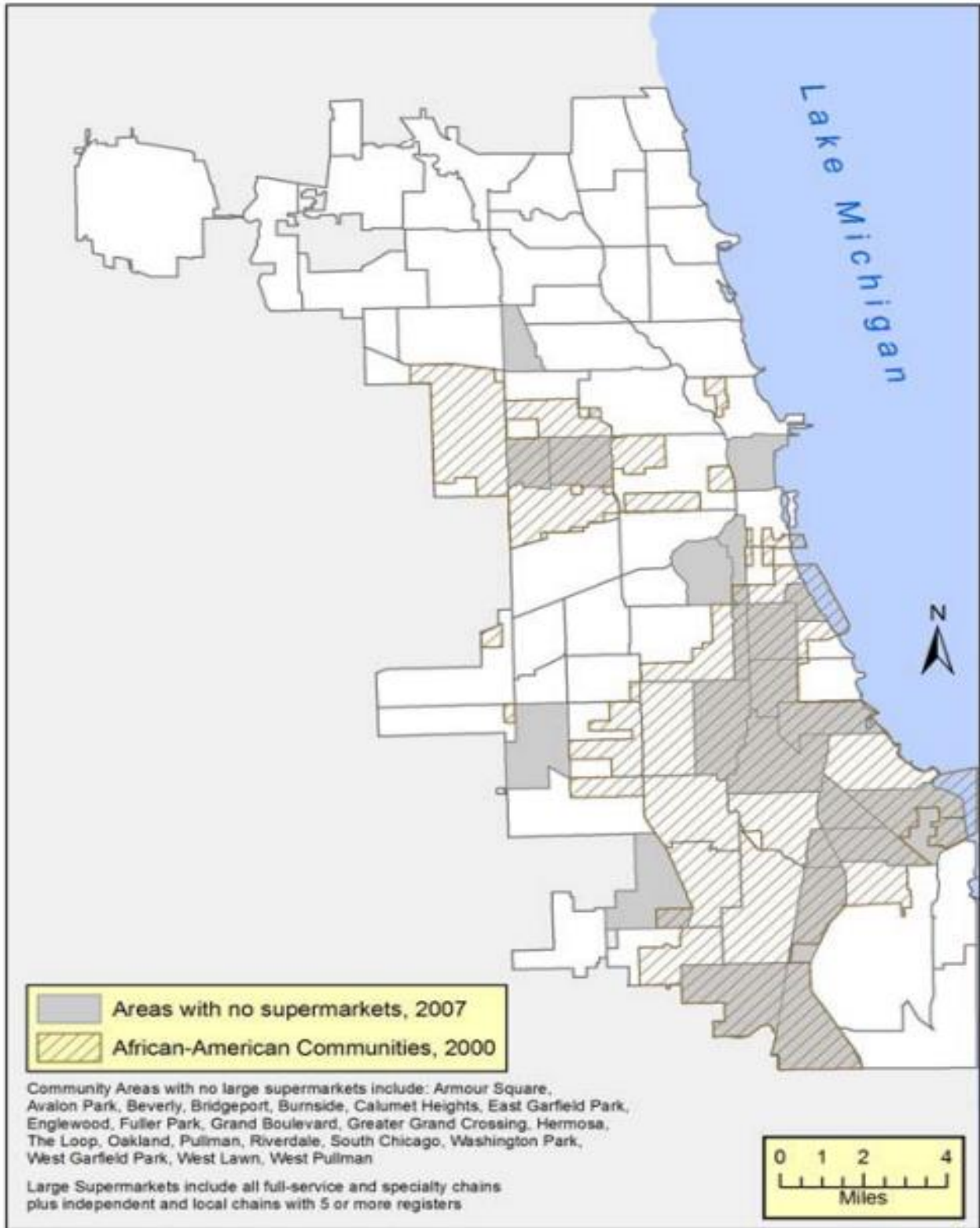
READ: Find an article in a newspaper, magazine, or online that provides information about how African American communities have changed between 2003 and 2017. Write down the name of the article, read the article, and then write down three of the facts you think are most important to bring to the next class.

CHARTING CHANGES IN CHICAGO' S FOOD DESERTS OVER TIME

Work with a partner and look carefully at the maps and the chart. Write down the significant changes you notice for each one, and then discuss and write down the possible reasons for the changes you have discovered.

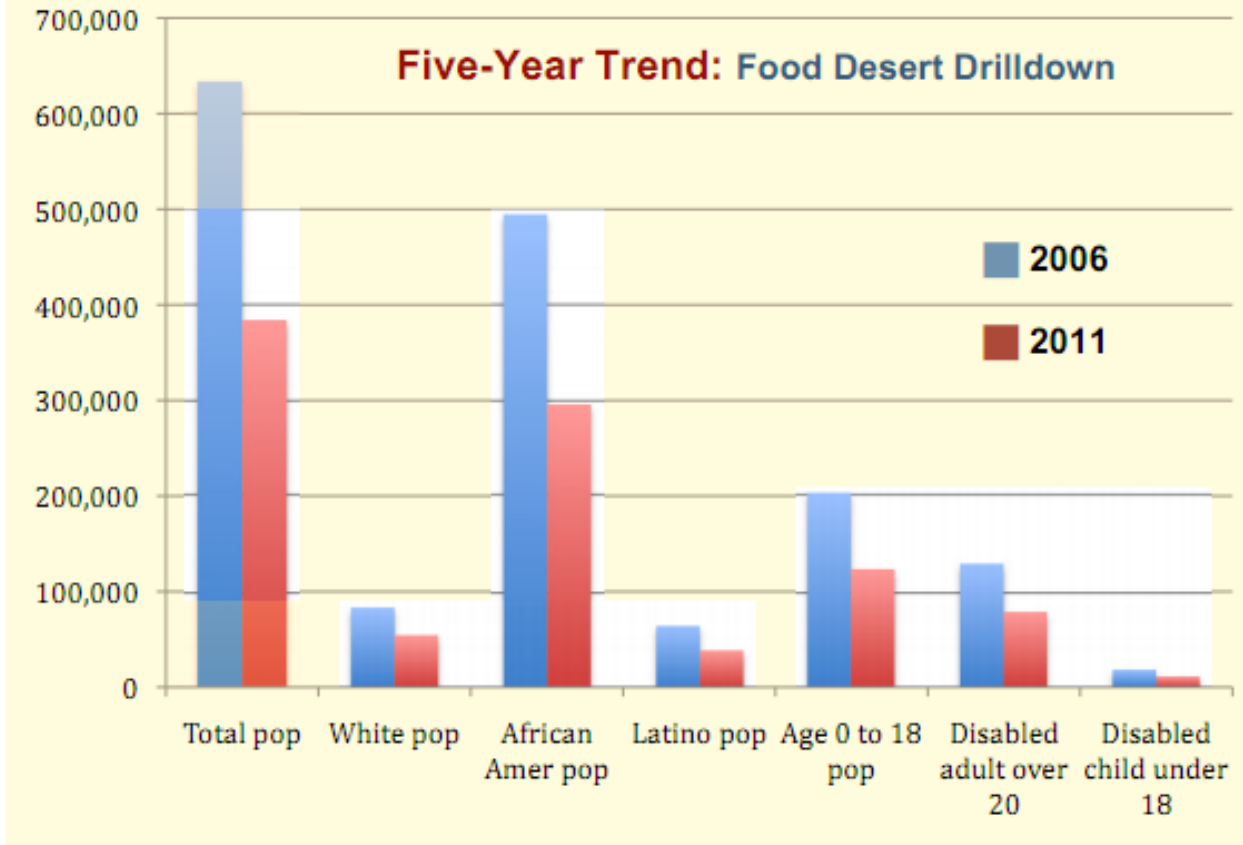
CHARTS AND GRAPHS	SIGNIFICANT CHANGES - Be Specific!!!!!!
Map #1: Changes from 2003 to 2007	
Map #2: Changes from 2009 to 2010	
Bar Chart: Changes from 2006 to 2011	
Possible Reasons for the Changes	

Figure 3: Chicago Community Areas With No Supermarkets, 2007, and African American Communities



Sources:
 Supermarkets: Company Websites and in-person Surveys, Summer, 2007
 Other Map Items: US Census Bureau, 2000; Chicago Metro Agency for Planning, 2001.

Northeastern Illinois Community Food Security Assessment
 Funded by the Searle Funds of the Chicago Community Trust
 Map and Research Completed by
 Chicago State University, Neighborhood Assistance Center
 April 2008



Page Intentionally Blank

RECOMMENDATIONS FOR ENDING FOOD DESERTS IN CHICAGO

Collect the recommendations about how to solve food deserts from the different sources we will use in the class. Write down the source the class is looking at in the left-hand column and the recommendations made in that source in the right-hand column. This collection will help you come up with your own ideas that will, in turn, inform your next essay.

SOURCE	RECOMMENDATIONS
Source #1:	
Source #2:	
Source #3:	
Source #4:	

Page Intentionally Blank

Emanuel still short on food desert goals, even as Englewood Whole Foods opens

Adapted from Source: www.chicagotribune.com/news/local/politics/ct-rahm-emanuel-food-deserts-met-0928-20160927-story.html

Original Author: Bill Ruthhart



Mayor [Rahm Emanuel](#) will cut the ribbon Wednesday on his highest-profile project to combat Chicago's food deserts: a taxpayer-subsidized [Whole Foods Market](#) in Englewood.

But the mayor's much-publicized effort to provide greater access to fresh meat and produce in South Side and West Side neighborhoods lacking grocery stores has fallen short of his goals — even after he changed the definition of what constitutes a food desert to make it easier to show progress.

While Whole Foods will give Englewood shoppers a new quality option, it doesn't get Emanuel any closer to cutting the size of Chicago's food deserts. The new store isn't located in one. For years, an Aldi has been open a couple of blocks away.

Still, the grand opening at the corner of 63rd and Halsted streets serves as an important political moment for the mayor. At a time when he's working to rebuild support among African-American voters, Emanuel can point to having lured a high-end grocer to one of the city's most violent and economically challenged neighborhoods. He can also claim credit for challenging Whole Foods to change its pricing, agree to give shelf space to local vendors, and hire students from City Colleges of Chicago.

The mayor has taken many bites at this particular organic apple, mentioning the project frequently when the issue of creating more private-sector investment in black neighborhoods has come up. That included an appearance nearly two weeks ago with London Mayor Sadiq Khan.

"Food deserts are not only a Chicago problem," Emanuel said. "I think this is going to be an incredible role model for other cities across the country and across the world, who will look at what Whole Foods has done, our community colleges have done, to give people economic opportunity, but also have the opportunity for parents to make sure their kids have access to high-quality food."

The store has been a long time in the making, and Emanuel set aside \$10.7 million to make it happen.

The mayor unveiled the deal three years ago, days after the Chicago Tribune detailed how — despite declaring "great progress" in the war on food deserts — his announcements on building new grocery stores and getting convenience stores to carry fresh produce had fallen short.

Ald. [Leslie Hairston](#) said not much has changed since Emanuel first ran on the issue in 2011. Several areas of the West Side and South Side, including her ward centered in the South Shore neighborhood, still struggle with access to fresh food.

"He's broken his campaign promise. We're still a food desert," said Hairston, 5th. "It's been 5 1/2 years. You can't count the opening of one grocery store on the whole South Side as a victory."

Changing the numbers

Emanuel made reducing the city's food deserts a major piece of his first-term platform, one of the nine top issues facing Chicago that he outlined on his campaign website.

After winning election, Emanuel's transition plan listed "eliminate food deserts in Chicago" as a top initiative, noting the more than 600,000 Chicagoans lacking access to fresh fruits and vegetables — or at least 22 percent of the city's 2.7 million residents.

About a month after taking office in 2011, the number had fallen to 450,000 as the mayor held a "food desert summit" with grocery store executives and unveiled maps illustrating the problem. To reach that figure, the Emanuel administration tallied the number of people living more than a half-mile from a grocery store of at least 2,500 square feet.

But two years later, Emanuel changed the math again as the Tribune inquired about what the mayor had called "great progress" on the issue. Aides acknowledged they had changed how [City Hall](#) measured food deserts: instead of counting everyone, it was now only low-income Chicagoans. Instead of a half-mile, it was now a mile. And instead of a 2,500-square-foot store selling produce, it was now 10,000 square feet.

The practical effect? Emanuel made the size of the food desert problem more than four times smaller — his count of 450,000 people had dropped to just 100,159. Suddenly, instead of shrinking the city's food deserts by only 4 percent, the mayor was able to claim he'd reduced it by more than 20 percent.

It was during that campaign speech that Emanuel mentioned a goal of eliminating the city's food deserts by 2020, but records show he has considerable work to do.

The mayor missed his first-term goal of cutting the size of food deserts in half. Even using his more limited criteria, Emanuel has cut it by 28 percent since he took office, according to figures the Tribune obtained through an open-records request. The number of low-income Chicagoans living in a food desert dropped from 100,159 in 2011 to 72,075.

It's unclear how Emanuel would have fared under his original criteria. The administration no longer will run the numbers using that measurement, the one that three years ago showed the mayor making only minimal gains.

'Cleaning up my neighborhood'

While Emanuel may not have hit his target even after moving the goal posts and the Englewood Whole Foods may not technically rid the city of any food deserts, those statistics often don't translate to the mayor's political stagecraft that is heavy on sound bites and television footage.

Wednesday still presents Emanuel with the opportunity to cut the ribbon on a rarity — one of the nation's high-end grocers building a store in a crime-ridden inner-city neighborhood. And the mayor will have plenty of storylines to point toward.

Whole Foods has committed to more than building a store. It has partnered with Kennedy-King College, a city college across 63rd Street that specializes in food and hospitality, to hire many of the new employees. The grocery chain, known most for its healthful offerings of top-shelf organic food, also has offered coveted display space to local business owners.

The mayor has faced criticism from many African-American activists and community leaders, some of whom say there is a lack of investment in their neighborhoods.

Page Intentionally Blank

PREPARE FOR QUESTION AROUND

Talk to your partner and come up with 10 questions. Make sure you and your partner have at least one question in each category.

THE 4 QUESTION TYPES	YOUR QUESTIONS
<p>Right there is a question whose answer is right there in the text- all the reader has to do is copy it down or repeat it.</p>	
<p>Pulling-it-together is a question whose answer is in the text, but the reader has to pull it together from different parts of the text- he or she cannot simply copy it from one place.</p>	
<p>Author and me is a question whose answer is not in the text. The reader has to use the information in the text and his or her own knowledge to figure out the answer. In other words, the author provides some of the information, but does not provide the answer itself; the reader has infer meaning from the text.</p>	
<p>On my own is a question whose answer is not in the text. The reader has to read the text, however, to make an informed answer on his or her own.</p>	

Page Intentionally Blank

Week 14, Lesson 2

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Make Recommendations to End Food Deserts in Chicago

Students watch a video on food desert solutions and read a set of recommendations for fixing the food desert problem. They then choose the recommendations they would use to fix the problem if they were Mayor. Lastly, they prepare for their writing assignment, which is to write a letter to the Mayor that offers their recommendations.

MATERIALS

For Activity #1:

- Video: *Chicago Couple Aims to End Food Deserts* (running time: 00:54)
<https://www.youtube.com/watch?v=KP7ugBsQqpw>
- Handout (attached): Make one copy for each student.
Food Deserts in Chicago: October, 2011 - Summary of Committee's Findings and Recommendations
<http://www.usccr.gov/pubs/IL-FoodDeserts-2011.pdf>
- Handout (attached): Make one copy for each student
Prepare for Question Around

For Activity #2:

- Handout: Make one copy for each student.
Essay Writing Assistant (attached Week 14, Lesson 1)

ACTIVITY #1: Watch a Video and Read an Article on Ending Food Deserts - 60 minutes

Watch a Video

- Students continue their search for recommendations on how to address the food desert problem.
- Have students take out their *Recommendations for Ending Food Deserts in Chicago*
- Tell students to take notes on the recommendations they find in the video.
- Watch the video.
- Ask:
 - What new recommendations can you add to your list?

* Read, Annotate, and Discuss an Article

- Have students read and annotate the article.
- When students are finished, write the following questions on the board:
 - Of those things you underlined, what were the most important points brought up in the article?
 - What was surprising or interesting?
 - What was hard to understand or was confusing?
 - What strategies did you use to figure out the difficult parts?
 - Were their aspects of this article you agreed with? Disagreed with?

Prepare for the Question Around Activity

- Pass out *Prepare for Question Around*.

- Have a volunteer student read the instructions.
- Put students in pairs to write two or three questions.
- When students ask each other their questions, the chosen student must answer:
 - What is the answer to the question?
 - What kind of question is it?

? **Conduct the Question Around Activity**

- Ask: Who wants to be the first lead? Then tell students to follow this pattern:
 - The lead asks a question he/she knows the answer to.
 - Those who know the answer raise their hands.
 - The lead chooses someone to answer two questions:
 - What is the answer to the question student ask?
 - What type of question is it?
 - If the answer is correct and they can answer the type of question it is, that person becomes the new lead and starts this process over again.
 - If the answer is incorrect, the lead chooses a new student to answer the question until someone gets the answer.
- Repeat this pattern until each student has asked and answered a question.

Break – 15 minutes.

ACTIVITY #2: Choose Strongest Recommendations - 60 minutes

If You Were Mayor Activity

- Students are going to look at *Recommendations for Ending Food Deserts in Chicago* and the article they just read. They will answer the following: if you were the Mayor of Chicago, which of these recommendations would want to implement?
- Tell students to look at their list and underline the three they think would have the most impact.
- Put students in pairs to present their recommendations to their partner and explain why they made these choices.

Discuss Different Approaches to Fixing Food Deserts

- Have a class discussion on students' selections and reasons for their choices.

Break – 15 minutes.

ACTIVITY #3: Present the Writing Assignment– 60 minutes

Introduce the Writing Assignment

- Tell students that their final assignment is to write a letter to the Mayor about food deserts and what they think he should do to fix the problem.
- Pass out the *Essay Writing Assistant*.
- Go over the question prompts for the assignment and answer questions students have.

Work on Filling In the Writing Assignment Preparation Sheet

- Give students time to go over their notes and prepare for a Talk Through of what they will say in their letter.
 - When students have filled this out, tell them to do a talk through of their essays with each other.
 - The writer should address their comments to the Mayor.
 - The listener should stop the writer after each question to ask questions for clarity or more information.
 - The writer should take notes on changes they want to make to their writing plan.
-

HOMEWORK



WRITE: Have students write a two-paragraph introduction to let the Mayor know you are knowledgeable about the food desert problem.

READ: Find an article in a newspaper, magazine, or online that provides information on who Rahm Emmanuel is: what is his history, what is he like as a Mayor, etc. Write down the name of the article, read the article, and then write down three of the facts you think are most important to bring to the next class. As you will be writing a letter to Rahm for your next essay, it will help everyone in the class to have more information about who he is and what he cares about. Knowing a lot about who your reader is will make your essay more effective.

TEACHER PREPARATION

Review Week 11, Lesson 1 to get full instructions for the activities in the next lesson.

Page Intentionally Blank

Summary of Food Deserts in Chicago

Adapted from Source: <http://www.usccr.gov/pubs/IL-FoodDeserts-2011.pdf>

Summary of Committee's Findings and Recommendations

• Address Food Deserts in Chicago as Civil Rights Issue

Food deserts are a public health problem throughout Illinois. Neighborhoods and communities in both urban and rural areas can experience limited access to fresh, nutritious fruits and vegetables. However, the Committee finds the issue of food deserts in Chicago to be a civil rights issue. Food deserts exist mostly in African American neighborhoods within the city. Furthermore, if there weren't family food retailers present in Latino neighborhoods, food deserts would also exist in many Latino neighborhoods.

• Recognize Diversity of Communities

The problem of food deserts must be addressed in a way that recognizes that neighborhoods are different. In Chicago, food deserts are mostly in African American communities, but they also exist in Latino communities. These two communities are generally very different. Furthermore, there are great challenges within African American communities and Latino communities themselves, as each neighborhood has its own issues with access to public transportation, need for car ownership, crime, number of fast food options present, availability of vacant land, quality of existing stores, and many other factors. The Committee concludes that seeking one cure-all or a one-size-fits-all approach to addressing the food desert problem is not a good idea. Each community may need its own solution given the kinds of needs it has.

• Expand Focus Beyond Solely Opening New Stores

Simply opening grocery stores is not enough. Other ways to solve the problem include: increasing food and nutrition education, understanding cultural traditions, and addressing economic challenges to healthy eating. These efforts can be done through communities in partnership with food stores, the public schools, and nonprofit organizations. Further, the Committee recommends the city should consider using Chicago's neighborhood festivals and block parties as opportunities for education about purchasing and preparing fresh vegetables in a healthy manner.

• Improve Community Involvement

Each community must participate fully in any efforts to address nutritious food access in their neighborhoods. For food stores to succeed, residents must support and buy-into those stores. Residents need to decide their own approaches to the problem with the assistance and support of a variety of organization in the City.

• Continue and Widen Current City Efforts

Mayor Emanuel and the City of Chicago have made serious efforts to address the food desert problem. These efforts most clearly consist of reaching out to food store executives to better understand the challenges they face in opening stores in food-desert neighborhoods. This will help the City address food stores' concerns and get more of them interested.

However, Chicago also needs to take steps in other areas to address the problem. First, the city needs a plan to address the crime and poverty problems in the food desert neighborhoods.

Second, the Chicago Public Schools and City Colleges system should be used as a resource for educating community residents about food. Students of these schools need to learn more about raising or buying and preparing healthy foods. These students can then make a difference in their communities.

• **Understand the Importance of Independent Food Retailers**

Both African American communities and Latino communities in Chicago lack access to large grocery stores in Chicago. However, Latino communities are better served by small, independent grocers who primarily serve Latinos; whereas, African American communities do not have the same kinds of independent groceries. The Committee itself should explore why there are more independent stores in Latino communities than African American communities.

APPENDIX A: CHICAGO FOOD DESERT RESOURCE LIST

Federal Resources

Let's Move

<http://www.letsmove.gov/>

Building a Healthier Chicago

<http://healthierchicago.org/>

Center for Disease Control and Prevention

<http://www.cdc.gov/Features/FoodDeserts>

<http://bit.ly/2M42YzZ>

USDA Know Your Farmer, Know Your Food

<http://www.usda.gov/wps/portal/usda/knowyourfarmer?navid=KNOWYOURFARMER>

<http://bit.ly/2MHUhwD>

USDA Farmers Market Promotion Program

<http://www.ams.usda.gov/AMSV1.0/fmpp>

<http://bit.ly/2K61Tug>

USDA Specialty Crop Block Grants

<http://www.ams.usda.gov/AMSV1.0/ams.fetchTemplateData.do?template=TemplateN&navID=SpecialtyCropBlockGrant0Program&rightNav1=SpecialtyCropBlockGrant0Program&topNav=&leftNav=CommodityAreas&page=SCBGP&resultType>

<http://bit.ly/2tmO2Fn>

Page Intentionally Blank

ESSAY PLANNING ASSISTANT

Use the following set of pages to organize your notes and plan how you want to write your essay.

Essay Prompts	Notes From your Readings and Writings
<p>What is a food desert? Where in Chicago are they located?</p> <ul style="list-style-type: none">○ Introduction	
<p>What are the significant health impacts of food deserts? Provide a couple of key pieces of support and evidence</p> <ul style="list-style-type: none">○ Introduction	
<p>What is your first recommendation for addressing the Food Desert problem in Chicago? How will this help?</p> <ul style="list-style-type: none">○ Your 1st recommendation.○ Body paragraph.	

Notes From your Readings and Writings

What is your second recommendation for addressing the Food Desert problem in Chicago? How will this help?

- Your 2nd recommendation.
- Body paragraph.

What is your third recommendation for solving the Food Desert problem in Chicago? How will this help?

- Your 3rd recommendation.
- Body paragraph.

What idea would you like to leave the Mayor with in your concluding paragraph?

Week 15, Lesson 1

Healthcare Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Writing the Introduction

Students will use Rahm Emanuel as their audience and will role play ways of getting him interested in what they have to say. They will re-write their homework paragraphs using some of these new strategies, and peer review each other's work.

MATERIALS

For Activity #2:

- Handout: Make two copies per student.
Reader Comment Page (attached Week 4, Lesson 1)

TEACHER PREPARATION

Review Week 11, Lesson 1 to get full instructions for these activities.

ACTIVITY #1 Introductions - 60 minutes

Describe Your Audience

- Ask students what they learned about Rahm Emanuel from their research.
 - Take notes on the board.
- Put students in pairs and have them answer:
 - What kind of audience are you going to be writing to?
 - How should you address the Mayor?
 - How can you get him to listen to you?
- Come together as a class and answer these questions.

Come Up With Criteria for Good Introductions

- Write the following questions on the board. These questions can be used in crafting an introductory paragraph:
 - What would make Mayor Emanuel interested in reading your letter?
 - Is there anything that would cause the Mayor not to read your letter?
 - How can you get Mayor Emanuel engaged from the very start of your letter?
 - Ask the class each of the questions and take notes on their answers on the board.
- Ask each question and put student answers on the board.

Break – 15 minutes.

ACTIVITY #2: Role Play Introductions - 60 minutes

- Use the process from Week 11, Lesson 1, Activity 2 to do role plays, only use the following script:

Role Play Dialogue:

Writer: Mayor Emanuel, I have done a lot of research on food deserts for my Healthcare Bridge class at _____ College. I wanted to tell you what I've learned and give you my ideas on how to solve the food desert problem in our city.

Audience: I am a very busy man, but if you have some thoughtful ideas on this difficult problem, I would be interested in hearing them.

Writer: Well, _____.

Teacher Note: The introduction is two paragraphs long, so make sure that students address both questions in their responses.

Break – 15 minutes.

ACTIVITY #3: Re-Write and Peer Review of Introductions -60 minutes

Re-write Their Answer to the First Question Prompt

- Tell students they are to rewrite their answers to the first prompt by using the following process:
 - Review the criteria for good introductions.
 - Think about the strategies different people used in their role-plays and select an approach you think will be effective.
 - Allow yourself to think of new ideas of how to address Rahm to get his attention and respect.



Peer Review

- Use the format from Week 11, Lesson 1, Activity 3 for this activity.
-

HOMWORK

WRITE: Have students write three body paragraphs that answer this question:

- What are your recommendations for solving the Food Desert problem in Chicago? How will these help?
 - Write their three recommendations as separate body paragraphs.
-

TEACHER PREPARATION

Review Week 11, Lesson 2 to get full instructions for the activities in the next lesson.

Week 15, Lesson 2

Healthcare Bridge Semester 1 High Intermediate Adult Basic Education (ABE)

Theme: Writing the Body Paragraphs

Students talk through what makes effective body paragraphs. Next, they role play three different questions from the writing prompt; and re-write their body paragraphs for a peer review.

MATERIALS:

For Activity #2:

- Handout: Make two copies per student.
Reader Comment Page (attached Week 4, Lesson 1):

TEACHER PREPARATION

Review Week 11, Lesson 2 to get full instructions for these activities.

ACTIVITY #1: Review of Body Paragraphs – 60 minutes

- Write the following questions on the board:
 - What would make a reader interested in reading your reading?
 - What did the audience learn in the introductory paragraph?
 - Why should you to tell your audience the topic of each paragraph?
 - Why are explanations or examples so important for the audience?
 - What makes a good explanation?
 - What makes a really good example?

Teacher Note: Get students' ideas and then communicate to them that a good explanation is clear and detailed enough so that it is easy to understand. A good example demonstrates the idea and is clear and specific.

- Use the questions above so that students can write more effective body paragraphs:
 - They can use their notes.
 - Write down their suggestions on the board.

Break – 15 minutes.

ACTIVITY #2: Role Play for Body Paragraphs – 60 minutes.

- Write the prompt for body paragraphs on the board:
 - What are your three recommendations for solving the Food Desert problem in Chicago?
 - In what way will each of these be effective?
- Use the process from Week 11, Lesson 2, Activity 2 to do role plays; only use the following script:

Role Play Dialogue:

Writer: Mayor Emanuel, I have three recommendations I would like to talk to you about for solving the food desert problem in Chicago communities.

Audience: If your ideas are thoughtful and have evidence to support them, I will think about implementing your recommendations!

Writer: Well, _____.

Break – 15 minutes.

ACTIVITY #3: Re-Write and Peer Review the Body Paragraphs – 60 minutes.**Re-write Their Answer to the three Prompts**

- Tell students they are to rewrite their answers to the three prompts for body paragraphs by using the following process:
 - Review the criteria for effective body paragraphs.
 - Think about the strategies different people used in their role-plays and select an approach you think will work.
 - Allow yourself to think of new ideas on how to address Rahm to get his attention and respect.

**Peer Review**

- Use the format from Week 11, Lesson 2, Activity 3 for this activity.

HOMEWORK:

WRITE: Have students write a concluding paragraph that answers this question prompt:

- What idea would you like to leave the Mayor with in your concluding paragraph?

TEACHER PREPARATION

Review Week 12, Lesson 1 to get full instructions for the activities in the next lesson.

Week 16, Lesson 1

Healthcare Bridge Semester 1 High Intermediate Adult Basic Education (ABE)

Theme: Writing the Conclusion

Students re-set criteria for effective and strong conclusions, role-play their conclusion ideas, and re-write their conclusions for peer review.

MATERIALS:

For Activity #3:

- Handout: Make two copies per student.
Reader Comment Page (attached Week 4, Lesson 1)

TEACHER PREPARATION

Review Week 12, Lesson 1 to get full instructions for these activities.

ACTIVITY #1: Review Criteria for Conclusions – 60 minutes.

- Tell students to get out their criteria for conclusion from their notebooks.
- Write the following questions on the board.
 - What should you convey to your audience in your conclusion?
 - After reading your letter, what takeaway(s) do you want to leave the Mayor with?
- Put students in pairs to discuss these questions.
- Have students share their answers and take notes on these answers on the board.

Break – 15 minutes.

ACTIVITY #2: Role Play for Concluding Paragraphs – 60 minutes.

- Write the prompt for body paragraphs on the board:
 - What idea would you like to leave the Mayor with in your concluding paragraph?
- Use the process from Week 12, Lesson 1, Activity 2 to do role plays, only use the following script:

Role Play Dialogue:

Writer: Mayor Emanuel, I want you to take my recommendations seriously, so I am going to leave you with an important thing to consider.

Audience: I understand. What is your important idea?

Writer: Well, _____.

Break – 15 minutes.

ACTIVITY #3: Re-Write and Peer Review the Conclusion Paragraph – 60 minutes

Re-write Their Answer to the Last Question Prompt

- Tell students they are to rewrite their answers to the last question prompts for concluding paragraph by using the following process:
 - Review the criteria for effective concluding paragraphs.
 - Think about the strategies different people used in their role-plays and select an approach you think will work.
- Allow yourself to think of new ideas on how to leave Rahm with a final message that will help him know what to do next.



Peer Review

- Use the format from Week 11, Lesson 2, Activity 3 for this activity.
-

Homework:

RE-WRITE: Have students type and print the essay on the computer for final evaluation in the next class.

Week 16, Lesson 2

Healthcare Bridge Semester 1 High Intermediate Adult Basic Education (ABE)

Theme: Peer Editing and Celebration

Students practice correcting fragments and run-on sentences; present their letters to the Mayor; and complete a course evaluation.

MATERIALS:

For Activity #1:

- Handout (attached): Make one copy for each student.
Practicing with Sentence Structure Packet -Fragments and Run-Ons, pages 16-18
<https://www.dropbox.com/s/678gmuggl3dqjvn/Fragments%20and%20Run-Ons%20-%20Practicing%20with%20Sentence%20Structure.docx?dl=0>

For Activity #2:

- Handout (attached): Make one copy for each student.
Course Evaluation
- Classroom resource: One manila envelope.

ACTIVITY #1: Correcting Fragments and Run Ons - 60 minutes

- Pass out the worksheets on sentence fragments and run-ons.
- Put students in pairs and have them rewrite the underlined sentences on the first page.
- Make columns on the board, one for each pair. These columns will be used for keeping score.
- Write the two underlined sentences on the board exactly like they are on the page.

Playing the editing game for sentences on the board:

- Choose a member from one team to come up to the board, underline one problem, and correct it.
- Ask the student who made the correction:
 - Why did you make that change?
- Ask the class:
 - Is the underline in the right place?
 - Is this the right correction?
 - If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
- Go around to all the teams and have a different student come to the board and repeat the process.
- Keep team scores on the board until all the issues in the two sentences have been corrected.
- Repeat this process for the underlined sentences on page 17.

Complete another fragment and run-on worksheet:

- Lastly, tell students to do page 18 independently and then check out their answers with a partner.
- Project the worksheet overhead and write the following questions on the board:
 - Is this sentence a fragment or a run on?
 - What punctuation did you use?

- Why?
 - Go from pair to pair to get a different sentence and ask each of the questions on the board.
 - Correct the sentence on the overhead as instructed.
 - After each pair's sentence is reflected on the overhead, ask:
 - Is this sentence correct?
 - Why or not?
 - Repeat this process for each of the 10 sentences on page 18.
-

Break – 15 minutes.

ACTIVITY #2: Present Your Letters to the Mayor - 60 minutes

- Students present their letters to the Mayor. They should:
 - Talk about the strategies they used to get his attention, what they told the mayor in each paragraph, and some of the examples or explanations they used to get their points across.
 - Read one or two paragraphs they think are strong.
 - Give students time to prepare.
 - After each reading, applaud and ask:
 - What was strong about what they read?
 - Any questions for the writer?
-

Break – 15 minutes.

ACTIVITY #3: Evaluation of The Course - 60 minutes

- Pass out the *Course Evaluation*.
 - Read each of the questions out loud to see if students want to share some of their responses.
 - Tell students they do not have to write their name on the page and that they can say what they feel is true. Show students the manila envelope and tell students they can put their evaluations in the envelope so they can stay anonymous.
 - Allow students to fill it out and pass the envelope around as needed.
-

Fragments and Run-ons

Discussion: Every sentence needs a period and a capital letter. But that is not all. Every sentence *must* have at least one _____ and one _____. If you are *missing* one of them, then you have a **fragment** sentence. And if you have *more than one* _____ and *more than one* _____, then you need to put a _____ or a _____ between them. Otherwise, you have a **run-on sentence**.

Directions: In the underlined sentences, replace the commas with periods where needed. Then, re-write the underlined sentences as complete and correct sentences.

I. "The Whole Truth" Response One

The article discusses a young man's decision to tell a lie in order to get a job. The young man, Bob, lies about his education, telling the boss that he is a high school graduate when in fact he is a high school dropout.

After getting the job Bob behaves like an ideal employee. He is enthusiastic, polite and reliable. He wins his boss's approval, his boss is a good man who wants to support Bob by sending him to college, which makes Bob decide to tell the truth and face the consequences, despite his disappointment, his boss doesn't fire him, but he tells Bob to go to school during the week and continue to work for him on weekends.

Even though I don't think lying is ever a good idea, I believe that there are different kinds of lies, some of which are more serious than others. Some people tell lies to do harm or to take advantage of others, politics is a good example of this, politicians lie to the people in order to maintain their power, in my country, Mexico, the government is run by a wealthy man, the media doesn't deal with the hunger and misery that some people face every day. In my opinion, this kind of lying by the government and the media is a crime. However, if an impoverished mother tells a lie in order to feed her child, or a man lies to get a job that he is the best for, then that's another story.

Re-written and corrected sentences:

Continue on the next page, please.

II. *“The Whole Truth” Response Two*

Honesty is one of the most beautiful qualities a person can have. However, in our society lying is quite common. Some people lie in order to get hired, get a visa, or for other advantages and gains. In “The Whole Truth,” Bob, who has lied about his age and education, excels at his job in a parking lot. Because of his good manners and reliability, he manages to impress his boss so much that the boss wants to help him go to college.

People often lie to others when they think that telling the truth is not a good idea. Like Bob, all of us have been in situations where we’ve felt the necessity to lie, I remember when I got my first job, I lied when I was filling out my application, I knew that not having enough experience in the pharmaceutical field would reduce my chances of getting the job, therefore I lied, saying that I had worked as a pharmacist’s assistant in a drugstore, I got the job.

We have to be very careful when we tell lies. I believe that although lying is necessary in some situations, it can be harmful both to ourselves and to others. People can get hurt emotionally and lose trust in us. I remember a story that my niece told me about her ex-boyfriend, his name was Santiago, they had a good relationship based on trust, Santiago liked to tell my niece that he never lied to her, they were planning to get married, my niece found out that Santiago lied to her about his age, he was sixteen years older than she was, even though she was about to marry him, she changed her mind and refused to see him again.

I believe that it’s sometimes acceptable to lie in order to get something material. However, lying to someone because you want to get a benefit in spite of that person’s feelings is a different matter. In Bob’s case, his boss was able to understand and Bob was forgiven, but when you play with someone’s feelings as Santiago did, you probably won’t be forgiven.

Re-written and corrected sentences:

COURSE EVALUATION

Please use the questions in the left-hand box to stimulate your comments in the right-hand box.

QUESTIONS	YOUR COMMENTS
What was the most interesting part of this course for you? Explain what you mean.	
What activities from this course were most useful to you? Why?	
What skills did you improve as a result of this course? Explain.	
In what way(s) did your writing change during the semester? Explain.	
In what way(s) did your reading change during the semester? Explain.	
In what way(s) did your grammar change and punctuation change during the semester? Explain.	
What suggestions do you have for improvement in this course? Explain.	

Page Intentionally Blank

Condensed High Intermediate ABE Content Standards for Reading, Writing, Language, Vocabulary and Usage, and Speaking and Listening

CONDENSED READING STANDARDS FOR NRS LEVEL 4

TEXT IDEAS AND DETAILS

- 1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.**
 - a. Summarize what has been read.
 - b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c. Identify the implied main idea and supporting details from an instructional level passage.
 - d. Identify cause and effect implied in a paragraph.
 - e. Distinguish among fact, opinion, and reasoned judgment in a text.
 - f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.
 - g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).

CRAFT AND STRUCTURE

- 2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, while considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.**
- 3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.**
 - a. Identify the implied main idea and supporting details from an instructional level passage.
 - b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.
- 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.**
- 5. Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.**

CONDENSED READING STANDARDS FOR NRS LEVEL 4 (cont'd.)

INTEGRATION OF KNOWLEDGE AND IDEAS

6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).

7. Integrate information from texts, charts, and graphs/different media or formats to:

- a. Draw a conclusion
- b. Develop a coherent understanding of a topic or issue.
- c. Apply information sources to solve occupational and educational tasks.
- d. Compare and contrast different portrayals of the subject.
- e. Evaluate the advantages and disadvantages of using different mediums.

CONDENSED WRITING STANDARDS FOR NRS LEVEL 4

TYPES AND PURPOSES

1. Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with clear and logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONDENSED WRITING STANDARDS FOR NRS LEVEL 4 (cont'd.)

PRODUCTION AND DISTRIBUTION OF WRITING

- 4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.**
- 5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.**
- 6. Write internal and external business correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships.**
- 7. Use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others.**
- 8. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.**
 - a. Appropriately link to and cite sources in published written work.
 - b. Write and edit paragraph(s) using a word processing program.
 - c. Create grammatically correct documents with clear, concise meaning that vary from handwritten to word processing.
 - d. Summarize an article obtained from the Internet or a hard copy from a variety of subject matters (e.g., science, geography, economics, and history).

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- 9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related and focused questions that allow for multiple avenues of exploration.**
- 10. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation using word processing to produce a completed professional document.**
 - a. Draw evidence from informational texts to support analysis reflection and research.

CONDENSED WRITING STANDARDS FOR NRS LEVEL 4 (cont'd.)

RANGE OF WRITING

11. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences to include descriptive, narrative, and expository writing while demonstrating the command/mastery of simple, compound, and complex sentences; utilizing all eight parts of speech and correct usage of conventions.

CONDENSED LANGUAGE, VOCABULARY, AND USAGE STANDARDS FOR NRS LEVEL 4

CONVENTIONS OF STANDARD ENGLISH

1. Demonstrate command of the conventions of English grammar and usage when writing.

- a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Explain the function of phrases and clauses in general and in specific sentences.
- d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- e. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- f. Recognize and correct inappropriate shifts in pronoun number and person.
- g. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- h. Recognize variations from Standard English in their own and other's writing and speaking, and identify and use strategies to improve expression in conventional language.
- i. Form and use verbs in the active and passive voice.
- j. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- k. Recognize and correct inappropriate shifts in verb voice and mood.
- l. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements.
- b. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- c. Use punctuation (comma, ellipsis, dash) to indicate pause or break.
- d. Use an ellipsis to indicate an omission.
- e. Spell correctly.

CONDENSED LANGUAGE, VOCABULARY, AND USAGE STANDARDS FOR NRS LEVEL 4 (cont'd.)

KNOWLEDGE OF LANGUAGE

3. Use knowledge of language and its conventions when writing.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- b. Maintain consistency in style and tone.
- c. Vary sentence patterns for meaning, reader/listener interest, and style.
- d. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

VOCABULARY USAGE

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- e. Recognize and understand clipped and shortened words (e.g., exam-examination).

5. Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONDENSED SPEAKING AND LISTENING STANDARDS FOR NRS LEVEL 4

COMPREHENSION AND COLLABORATION

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- g. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

4. Demonstrate active listening skills.

- a. Interpret verbal and non-verbal cues and behaviors to enhance communication.

CONDENSED SPEAKING AND LISTENING STANDARDS FOR NRS LEVEL 4 (cont'd.)

5. Comprehend key elements of oral information for:

- a. Cause and effect.
- b. Compare and contrast.
- c. Conclusions.
- d. Context.
- e. Purpose.
- f. Charts, tables, graphs.
- g. Evaluation/critiques.
- h. Mood.
- i. Persuasive text.
- j. Sequence.
- k. Summaries.
- l. Technical subject matter.

6. Identify and evaluate oral information for:

- a. Accuracy.
- b. Adequacy/sufficiency.
- c. Appropriateness/clarity.
- d. Identify and evaluate oral information for conclusions/solutions.
- e. Fact/opinion.
- f. Assumptions.
- g. Propaganda.
- h. Relevancy.
- i. Validity.
- j. Relationship of ideas.

7. Predict potential outcomes and/or solutions based on oral information regarding trends.

CONDENSED SPEAKING AND LISTENING STANDARDS FOR NRS LEVEL 4 (cont'd.)

PRESENTATION OF KNOWLEDGE AND IDEAS

- 8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.**
- 9. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**
- 10. Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.**
- 11. Adapt speech to a variety of contexts, tasks, audiences, and purposes using formal English when appropriate to task and situation.**