



LESSON PLAN

FDA & YOU - ISSUE 12

Improving Health Literacy

Lesson Plan

For Grades 9-12

Adaptable for Grades 6-8

Note: This lesson plan is intended to be used as a guide in planning a classroom activity on health literacy. This is a supplement to *FDA & YOU* issue 12, available at <http://www.fda.gov/cdrh/fdaandyou>.

Goals

The goal of this lesson plan is to help students gain a better understanding of health literacy, and to help improve their health literacy skills.

Objectives

1. Students will have a better understanding of health literacy and how to improve their own health literacy.
2. Students will be able to interpret food, drug, and device labels, and health forms.

Prerequisites

- Prior to beginning the lesson students should read *FDA & YOU* issue 12.
- Students should have a basic understanding of health literacy.
- Students should have basic reading and math skills.

Materials

1. *FDA & YOU* issue 12
2. Overhead transparencies of labels from various products, or ask students to bring in examples of labels from products in their home.

Examples include:

- Medical Devices
(glucose meter test strips, Automatic External Defibrillator (AED), blood pressure cuff, band-aids, etc.)
- Over-the-counter medicine
Note: Some mock-up labels are available at: <http://www.fda.gov/medsinmyhome>
- Nutrition labels
- Health forms

Lesson Procedure

1. At end of class the day prior to this lesson, have an informal classroom discussion about health literacy. Ask students what health literacy means to them, and to provide some examples of how they use health literacy in daily life.
2. Have students read *FDA & You* issue 12 for homework the day prior to the lesson.
3. Using the overhead transparencies or the students' label examples, review the steps for reading and analyzing product labels.
4. For example, ask students to use the nutrition label to determine the nutrition facts for the entire product, rather than for a single serving. This is done by multiplying the nutrition fact by the number of servings. Explain to students that nutrition labels list nutrition facts for a single serving, and that the product may include several servings in a package. Reinforce that it is necessary to pay attention to the serving size for each type of food, and how many servings they are consuming.
5. Continue the lesson by reviewing several different types of labels.
 - a. For the medical device labels and over-the counter medicines have students locate different parts of the label, such as active ingredients, purpose, warnings, and uses. Discuss why it is important to read the labels before each use.
 - b. For the health forms – practice filling out a sample health form as a class. This type of instruction will help prepare students for doctor and dental visits, filling out insurance forms, etc. The “Practice Health Form” can be used as a sample, or you may create your own.
6. Once you have reviewed several types of labels, briefly review what you have discussed and ask if there are any questions.

Closure/Conclusion

As a homework assignment have students complete the homework activity “Health Literacy in My Community”. You can incorporate information from this lesson into future quizzes/tests if you like.



Practice Health Form

Note: This form is intended for practice purposes only. It is not an actual health form and is not intended for medical use.

Name: _____

Date: _____

DOB: _____

Gender: _____ Male _____ Female

Home Address: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Email Address: _____

INSURANCE INFORMATION

Insurance Carrier: _____ Policy/Group Number: _____

Insurance Address: _____

Insurance Phone Number: _____

Name of Policy Holder (if other than self): _____

Address of Policy Holder: _____

IN CASE OF EMERGENCY

Name of Person To Notify: _____ Phone Number: _____

MEDICAL HISTORY**1. Please check any conditions you have, or have had:**

- | | | |
|------------------------------------|--|--|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Heart Condition | <input type="checkbox"/> Seizures |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> High Blood Pressure | <input type="checkbox"/> Tumor |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Jaundice | <input type="checkbox"/> Thyroid Problems |
| <input type="checkbox"/> Emphysema | <input type="checkbox"/> Kidney Disease | <input type="checkbox"/> Urinary Tract Infection |
| <input type="checkbox"/> Fainting | <input type="checkbox"/> Palpitations | <input type="checkbox"/> Other |

2. Please list any medications you are currently taking. Please include any supplements you may be taking.

3. Are you allergic to anything? ___ Yes (please list below) ___ No

4. Are you pregnant or nursing? ___ Yes ___ No**5. Are you currently being treated by another physician? ___ Yes (please list below) ___ No**

6. Please list any surgeries/hospital visits you have had. If possible, list dates of visits.

7. Do you smoke? ___ Yes ___ No Number of pack(s) per day _____**8. Do you drink? ___ Yes ___ No Number of drinks per day _____****9. Do you exercise? ___ Yes ___ No How often/type of exercise _____**

Health Literacy in My Community

Imagine that you are a health educator for the Department of Health and Human Services for the county you live in. Your supervisor has just handed you a recent research study suggesting that health literacy in your community is low. Unfortunately it is the end of the fiscal year and there is only \$500 left in the county budget.

Keeping in mind the \$500 budget, develop the outline for a program to help improve health literacy among residents of your community. How do you think residents will respond to your program? Consider the unique culture, language, and social aspects of the community.