

# APPENDIX

## *Survivor North Carolina*



The Health Literacy Consortium

Challenge Assignments

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# The Health Literacy Consortium

## Background

According to the American Medical Association, low health literacy is “a stronger predictor of a person’s health than age, income, employment status, education level, and race.”<sup>1</sup>

Literacy skills in North Carolina fell below the national average on the 1992 National Assessment of Literacy Survey (NALS) and 2003 update. While no similar measure of health literacy exists, it is safe to expect strong correlation between scores on general adult literacy and on tasks specific to health literacy.

Add low health literacy to the fact that over half the deaths in North Carolina each year are *preventable*, and you have the foundation of this consortium’s work. The five leading causes of death—**heart disease, cancer, stroke, chronic lung disease, and diabetes**—are associated with tobacco use, physical inactivity, and poor nutrition habits.<sup>2</sup>

## Survivor North Carolina

This ESL Health Literacy Consortium will be designing project-based, action oriented lessons on the prevention of chronic health conditions like high blood pressure, high cholesterol, high blood sugar, obesity, diabetes, and chronic obstructive pulmonary disease. The lessons will

- address the lifestyle changes that can prevent, delay, or ameliorate the major chronic health problems in North Carolina
- include illustration and/or demonstration of what the originating teachers and students have done
- include lesson plans that can be replicated by other ESL, CED, and community literacy groups; and
- provide a basic resource for a **North Carolina Health Literacy Toolkit**.

Participating campuses in this ESL consortium will respond to a series of health literacy challenges collectively entitled **Survivor North Carolina**. Your tribe (i.e., your school) will be competing with tribes from other NC community colleges and must survive each challenge assigned to you by using two tools: education and action. Your tribe must do a total of four projects: two on major causes of death, one on prevention strategies, and one reflect-and-write project. It is important for you to form partnerships with your local health professionals/health educators as part of these projects.

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<sup>1</sup> Report on the Council of Scientific Affairs, Ad Hoc Committee on Health Literacy for the Council of Scientific Affairs, American Medical Association, JAMA, Feb 10, 1999

<sup>2</sup>The Health of North Carolinians: A Profile, May 2003, North Carolina Department of Health and Human Services

# Challenge Assignments

## **Tribe 1: Heart Disease**

Write a brochure on heart disease  
Create a crossword puzzle on heart disease  
Replace empty calories with sound nutrition  
Explore prayer and medicine in healing

## **Tribe 2: Cancer**

Write a news article on lung cancer  
Design a highway billboard series about lung cancer  
Write your opinion about smoking in public places  
Trace the progress of medical research since 1776

## **Tribe 3: Stroke**

Create an educational power point about stroke.  
Draw a picture story about stroke  
Add exercise to your life and keep an exercise journal  
Map the United States by food and drink

## **Tribe 4: Chronic Lung Disease**

Write and illustrate a story written by a pair of lungs  
Design a series of postcards on COPD  
Prepare five public service announcements on stopping smoking  
Trace the history of tobacco from peace pipe to smoke-free

## **Tribe 5: Diabetes**

Survey your community on obesity and diabetes  
Create a game on diabetes  
Evaluate vending machine food at school or work  
Assess the probable length of your own life span

# The Challenges

## The Five Leading Causes of Death

### Heart Disease – Tribe 1

Your tribe must survive heart disease. Heart disease is the number one killer in North Carolina. Your survival tools are education and action.

**Challenge 1** Write a brochure on heart disease.

Suggestions for the Instructor:

- See <http://www.sabes.org/health/curriculum.htm> and click on *Read/Write/Now Brochures* (direct access: <http://www.sabes.org/health/brochure.htm>) and explore samples of brochures written by ESL students.
- Explore the websites listed under *Heart Disease* in the **Resources** section of this document.
- Introduce your class to this Survivor challenge.
- Guide your students in developing the questions they want the brochure to answer. Decide as a class (1) the audience this brochure is being designed to reach and (2) what the brochure needs to tell. Having the students assess what they know and do not know about heart disease should be a good point for them to work from in deciding what information they want a brochure to provide. (Among the possible organizational approaches to the brochure information, you may want to consider **Ask Me 3**—see *Tools* in the **Resources** section of this document)
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class and submit work to you, but you cannot use it among the selections that you send in as a part of this consortium project or submit photos that include the non-signers.
- Ask a guest health educator to talk with the class and help to answer the students' pertinent questions. Tell your guest (1) the audience the students decided to write for and (2) the content students think the brochure needs to give. It is desirable for your guest to be able to take the students' blood pressure readings and explain blood cholesterol, since both of these are important measures of heart health. Get your guest to sign a release so you can photograph him/her.
- Guide students in writing, reviewing, and revising their brochure copy.
- Talk with students and determine whether they will draw illustrations or use clip art from <http://office.microsoft.com/en-us/clipart/default.aspx>.

- Test your brochure(s) on teachers or on another ESL class for feedback.
- Evaluate the results and give your work a final editing.
- Test the reading level of your brochure(s). See the *Plain Language and Readability* in the **Resources** section of this document.
- It is intended for each student do a brochure of his/her own for submission. For purposes of this project, please submit your top five choices along with your project plan (lesson plan covering this project) and the signed releases of students, guest, and teacher. If you have a class with such limited English ability that they need to work as a group to produce a single brochure, that is an option.

An alternate to writing a brochure is to contact local health agencies and see if anyone is producing a brochure and would appreciate your class reading and offering feedback on whether the information is clear and helpful for ESL learners like themselves. You will need to document this process and show the various drafts with your project plan submission.

### **Challenge 2 Create crossword puzzles on heart disease.**

Suggestions for the instructor:

- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Introduce your class to this Survivor challenge. Give students an easy crossword puzzle to work, or review one you have used with some previous lesson.
- Have the students develop a list of clues about heart disease. This may be done either as individuals or as a class.
- Check for spelling and accuracy.
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class and submit work to you, but you cannot use it among the selections that you send in as a part of this consortium project or submit photos of the non-signers. If all students submitted a release in Challenge 1, you do not need to repeat this process, but new students who did not sign will need to do so in order for the consortium to use their work and/or photographs.
- Let each student construct a puzzle (so you will have multiple versions, even if they all use the same clues), or go to <http://puzzlemaker.school.discovery.com/> and use puzzlemaker if you all work on a single puzzle. (If you use puzzlemaker, be sure to add the following credit — "Created with Puzzlemaker on DiscoverySchool.com.")
- If you have a mixed-level class, students can make beginning, intermediate, and advanced crosswords, increasing the number of clues at each level—and therefore the overall size and complexity of the puzzle.
- Test the products on other ESL students and teachers, gather feedback, and give the work a final editing.
- Test the reading level of your clues. See *Plain Language and Readability* in the **Resources** section of this document.

- It is intended for each student to design a puzzle of his/her own. Please submit your choice of five puzzles that you scan in, along with your project plan (lesson plan covering this puzzle project) and the signed releases of students and teacher. If you have a class with such limited English ability that they need to work as a group to produce a single puzzle, that approach is an option.

## Cancer – Tribe 2

Your tribe must survive cancer. Cancer is the number two killer in North Carolina. **Lung Cancer** is the leading cause of cancer death in the United States.<sup>1</sup> Your survival tools are education and action.

<sup>1</sup> [http://www.cdc.gov/tobacco/data\\_statistics/sgr/sgr\\_2004/highlights/2.htm](http://www.cdc.gov/tobacco/data_statistics/sgr/sgr_2004/highlights/2.htm) and [http://www.cdc.gov/tobacco/data\\_statistics/sgr/sgr\\_2004/sgranimation/flash/index.html](http://www.cdc.gov/tobacco/data_statistics/sgr/sgr_2004/sgranimation/flash/index.html)

### **Challenge 1** Write a **news article** on lung cancer.

Suggestions for the Instructor:

- See <http://www.breakingnewsenglish.com/health.html>. Explore the activities that accompany different news articles for ideas you might use to develop instruction for your class.
- Explore the websites listed under *Cancer* in the **Resources** section of this document.
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Introduce your class to this Survivor challenge.
- Guide your students in deciding what they would like to tell in a news article. Help them formulate questions they may want to answer in the news article. Compile a list of these.
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class and submit work to you, but you cannot use it among the selections that you send in as a part of this consortium project or submit photos that include the non-signers.
- Ask a guest health educator to talk with the class and help to answer the students' pertinent questions. Give your guest the ideas of questions your students have made. Get your guest to sign a release, so you can photograph him/her.
- Help class members use a graphic organizer to record the information and ideas they have learned. See <http://www.writedesigonline.com/organizers/> Cerebral Chart, Web, KWLH, Problem/Solution Outline.
- Newspaper writers typically answer the 5 W's. Review with the students to see if they have asked about and learned answers to the 5 W's (Who, What, When, Where, Why?) (See <http://www.enchantedlearning.com/graphicorganizers/> and click on 5W's or <http://www.eduplace.com/graphicorganizer/> and click on 5W's chart.)
- Students may now decide on an approach to their story. They may find that they need to use only part of the information they have learned in order to make their story complete.
- Get students to arrange their information in newspaper story format. See [http://www.readwritethink.org/lesson\\_images/lesson249/format.pdf](http://www.readwritethink.org/lesson_images/lesson249/format.pdf)
- Decide on the article's headline.
- Write the story.
- Test the stories on another ESL class or on ESL teachers.

- Revise.
- Test the reading level of your news articles. See the *Plain Language and Readability* in the **Resources** section of this document.
- It is intended that each student will write an article of his/her own. Please submit your choice of five articles, along with your project plan (lesson plan covering this puzzle project). In this challenge, your project plan may be enhanced by scanned copies of work done using or more of the graphic organizers. Also include the signed releases of students, guest, and teacher. If you have a class with such limited English ability that they need to work as a group to produce a single article, perhaps by the Language Experience Approach, such an option is viable. See the following web sites for a brief definition/explanation of LEA.  
[http://www.educationoasis.com/curriculum/Reading/glossary\\_reading\\_terms.htm](http://www.educationoasis.com/curriculum/Reading/glossary_reading_terms.htm).

### **Challenge 2** Design a highway **billboard series** about lung cancer.

Suggestions for the Instructor:

- Study Circles may work with this project.
- See the following websites for concept illustration:  
[http://www.csd99.k12.il.us/jheldmann/geo\\_projects.htm](http://www.csd99.k12.il.us/jheldmann/geo_projects.htm) a billboard series based on the *If . . . then* syllogism.

<http://www.godspeaks.com/AboutTheBillboards.asp> GodSpeaks.com

<http://www.fiftiesweb.com/burma1.htm> Burma Shave Slogans of the Fifties. Also see <http://www.mc.cc.md.us/Departments/hpolscr/mthomas.htm> The Burma Shave Phenomenon

<http://danwildillustrator.blogspot.com/2005/11/billboard-campaign-created-for-12.html> Dan Wild for the Champaign Telephone Company

- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Introduce your class to this Survivor challenge.
- Discuss/demonstrate using a theme in a billboard series to tie everything together.
- As a class, pick a theme and discuss ideas that will convey your message for **five different** billboards. Keep it simple. Remember drivers can read only a few words as they pass.
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class and submit work to you, but you cannot use it among the selections that you send in as a part of this consortium project or submit photos that include the non-signers.
- Design the billboards as storyboards first. (See <http://k-8visual.info/xStoryB.html> and <http://www.ibiblio.org/ism/articles/huffcorzine.html>.) Each student may work individually on one of the five ideas that the class has decided to do. (In a large class, several individuals will have the same topic.) Alternatives are (1) to have each student design five billboards or (2) to have each billboard designed by a small group of students.
- Test the storyboards on another ESL class or on ESL teachers.



- Revise.
- Test the reading level of your billboards. See *Plain Language and Readability* in the **Resources** section of this document.
- For artwork, use student drawings that you can scan in or use clip art from <http://office.microsoft.com/en-us/clipart/default.aspx>. For student drawings, use color and draw on unlined paper.
- Please scan in and submit your choice of five storyboards, along with the scanned student artwork for the billboard and the intended copy. I will put your billboards together, on the computer unless you or your students are willing and able to do so. Also submit your project plan (lesson plan covering this billboard project) and the signed releases of students and teacher.

## Stroke – Tribe 3

Your tribe must survive stroke. Stroke is the number three killer in North Carolina. Your survival tools are education and action.

**Challenge 1** Create an educational **power point** about stroke.



Suggestions for the Instructor:

- See <http://www.nlm.nih.gov/medlineplus/tutorials/> for interactive health tutorials for hypertension, lung cancer, managing cholesterol, diabetes, preventing strokes, and COPD. These may give you some ideas. For direct access go to <http://www.nlm.nih.gov/medlineplus/healthtopics.html> and click on *Easy to Read*.
- Explore the websites listed under *Stroke* in the **Resources** section of this document.
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Introduce your class to this Survivor challenge.
- Discuss with the class what they think may be important to learn and tell others about stroke. Decide as a class (1) the audience this power point is being designed to reach and (2) what the power point needs to tell. Having the students assess what they know and do not know about stroke should be a good point for them to work from in deciding what information they personally would want in an informational power point presentation. Compile a summary list of this discussion to share with a guest health educator.
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class and submit work to you, but you cannot use it to send in as a part of this consortium project or submit photos that include non-signers.
- Ask a guest health educator to talk with the class and help to answer the students' questions. Be sure your guest knows (1) the audience the students decided to write for and (2) the content that students think the power point needs to give. It is desirable for this guest to be able to take the students' blood pressure readings and explain blood cholesterol, since both of these are important measures of potential stroke. Get the guest to sign a release so you can photograph him/her.
- See if your guest educator can use the teach-back method to let students summarize what they glean from his/her presentation. (See *Tools* in the **Resources** section of this document for several online discussions of the teach-back method.)
- In subsequent class discussion, use a graphic organizer to capture the arrangement of information that students think is important for their power point. At <http://www.writedesignonline.com/organizers/>, you will find several kinds of organizers (Cerebral Chart, Web, KWLH, Problem/Solution Outline, and others).
- Storyboard the copy and graphics for the power point. (See <http://k-8visual.info/xStoryB.html> and <http://www.ibiblio.org/ism/articles/huffcorzine.html>.)
- Test the storyboards on another ESL class or on ESL teachers.
- Revise.

- Test the reading level of your power point copy. See *Plain Language and Readability* in the **Resources** section of this document.
- For finished artwork, use student drawings that you can scan in or use clip art from <http://office.microsoft.com/en-us/clipart/default.aspx>. For student drawings, use colors and be sure students use unlined paper. You may also find a use for digital photos that you take during the project.
- Compile the power point and submit it along with your project plan (lesson plan covering this power point project) and the signed releases of students, guest health educator, and teacher. It is anticipated that this challenge will result in a single power point representing the work of the entire class.

## **Challenge 2 Draw a picture story about stroke.**

Suggestions for the Instructor:

- See [http://www.cal.org/caela/esl\\_resources/Health/healthindex.html](http://www.cal.org/caela/esl_resources/Health/healthindex.html), a project on student picture stories, for concept illustration. You may also want to look quickly at these sites for simple drawing techniques:
  - <http://aspenhistory.org/cartoons.html>
  - <http://communicationnation.blogspot.com/2005/12/visual-thinking-practice-draw-stick.html>
- Explore the websites listed under *Stroke* in the **Resources** section of this document.
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Introduce your class to this Survivor challenge.
- Let students practice on writing dialogue on a picture story from [http://www.cal.org/caela/esl\\_resources/Health/healthindex.html](http://www.cal.org/caela/esl_resources/Health/healthindex.html).
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class and submit work to you, but you cannot use it to send in as a part of this consortium project or submit photos that include non-signers.
- Review the important points from students' previous work on the stroke power point. Ask students to suggest how they can show an idea about stroke with a picture(s).
- Ask students to try their hand at drawing a picture story about stroke. At this stage, they should do their drawings without adding any words. You may decide whether to give free creative rein or to set a general story line for their illustrative efforts (like what can happen as a person ages and persists with bad habits, or an artery talking to its owner as the owner keeps eating inappropriately). Ask students to draw in color if a color scanner is available. Otherwise do black and white. Avoid pencil and lined notebook paper. You can let every student draw, or you can pair students for the benefit of idea collaboration and for the accommodation of those who refuse to draw.
- Collect and keep the original drawings clean and unfolded. Xerox the picture stories as many times as you wish.
- Be sure your students understand the representations  and 

- Give each student or pair of students a picture story drawn by another student/pair. See what story the student/pair will write for pictures drawn by classmates. If your class is small, every individual or pair can give voice to all the drawings produced by classmates. A larger class may try only 3-4 drawings per student/pair.
- Test the reading level of your picture stories. See the *Plain Language and Readability* in the **Resources** section of this document.
- Submit your choice of five picture stories (without copy so other who use this resource can give their students these stories to write dialog on), your five choices of five picture stories with dialog, your project plan, any digital photos you took of the process in progress, and the signed releases of students and teacher.

## Chronic Lung Disease – Tribe 4

Your tribe must survive chronic lung disease. Chronic lung disease is the number four killer in North Carolina. Your survival tools are education and action.

**Challenge 1** Write and illustrate a **story** entitled “We are Harry’s Lungs”.

Suggestions for the Instructor:

- The following websites will help with concept illustration, although at a more advanced level. As you think about this project, think about the children’s books with one/two sentences per page accompanied by illustrations.
  - <http://www.strokecenter.org/kids/> When Grandpa Comes Home This story about stroke is very advanced.
  - <http://www.scinfo.org/booksonline.htm> Scroll down and look at Bobby Blood Cell
- Explore the websites listed under *COPD* in the **Resources** section of this document. Tobacco is the primary problem, but other irritants are given at [https://www.healthatoz.com/healthatoz/Atoz/common/standard/transform.jsp?requestURI=/healthatoz/Atoz/ency/lung\\_diseases\\_due\\_to\\_gas\\_or\\_chemical\\_exposure.jsp](https://www.healthatoz.com/healthatoz/Atoz/common/standard/transform.jsp?requestURI=/healthatoz/Atoz/ency/lung_diseases_due_to_gas_or_chemical_exposure.jsp).
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Introduce your class to this Survivor challenge. Determine if your class has ever heard of COPD, chronic bronchitis or emphysema.
- Ask a guest health educator to talk with the class and help students understand this condition. Be sure your guest knows the challenge the students must meet in this Survivor project. It is ideal if your guest can measure students’ respiratory capacity with a spirometer. Another option is breathing through straws, described at <http://www.aai.org/educating/aboutbiology.htm>. Discuss this possibility with your guest health professional. Get the guest to sign a release so you can photograph him/her.
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class and submit work to you, but you cannot use it among the selections that you send in as a part of this consortium project or submit photos that include the non-signers.
- Get students to summarize what they have learned about COPD. You may want to use a graphic organizer. See [http://www.writedesignonline.com/organizers/Cerebral Chart, Web, KWLH, Problem/Solution Outline](http://www.writedesignonline.com/organizers/CerebralChart,Web,KWLH,Problem/SolutionOutline).
- As the teacher, decide whether to ask each student to write a story of his/her own or to work together on a single product. If you have a class with such limited English ability that they need to work as a group to produce a single article, perhaps by the Language Experience Approach, such an option is viable. See the following web sites for a brief definition/explanation of LEA. [http://www.educationoasis.com/curriculum/Reading/glossary\\_reading\\_terms.htm](http://www.educationoasis.com/curriculum/Reading/glossary_reading_terms.htm).
- Talk about the story that Harry’s lungs should tell.
  - **Re-name Harry:** decide if the lungs in your story will belong to a male or a

female.

- You could work on the story in segments. See the lesson entitled Cumulative Composition on the CD of the consortium's last project, *In My Own Words*.  
- Plan for illustration. Do you have artists in the class? Use student drawings (in color and on unlined paper) that you can scan in. Check for clip art at <http://office.microsoft.com/en-us/clipart/default.aspx>. PLEASE DO NOT VIOLATE COPYRIGHT BY COPYING YOUR ILLUSTRATIONS FROM WEBSITES WITHOUT PERMISSION OF THE OWNER!

- Write the story or stories.
- Test the story or stories on another ESL class or on ESL teachers.
- Revise.
- Test the reading level of your work. See the *Plain Language and Readability* in the **Resources** section of this document.
- Add the illustrations
- Submit your choice of five illustrated student stories or the cumulative class story with illustrations (depending on which you decided to do). Also submit your project plan (lesson plan covering this puzzle project) and the signed releases of students, guest, and teacher.

### **Challenge 2** Design a series of “to your health” **postcards** on COPD.

Suggestions for the Instructor:

- See <http://www.preventcancer.org/colorectal/ages/postcard.cfm.htm> for concept illustration.
- Explore the websites listed under *Chronic Lung Diseases* in the **Resources** section of this document.
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Introduce your class to this Survivor challenge.
- Discuss/demonstrate using a theme in a postcard series to tie everything together. Consider that a theme can be conveyed by graphic presentation and/or by wording.
- As a class, pick a theme and then discuss ideas to convey your message for **five different** postcards. Keep it simple. Remember postcards are small: the maximum size (and standard size) is 4.25” x 6”.
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class and submit work to you, but you cannot use it among the selections that you send in as a part of this consortium project or submit photos that include the non-signers.
- Design the postcards as storyboards first. (See <http://k-8visual.info/xStoryB.html> and <http://www.ibiblio.org/ism/articles/huffcorzine.html>.) Each student may work individually on one of the five ideas that the class has decided to do. (In a large class, several individuals will have the same topic.) Alternative approaches are (1) to have each student design five postcards or (2) to have each postcard
- Test the storyboards on another ESL class or on ESL teachers.
- Revise.

- Test the reading level of your postcards. See the Plain Language and Readability in the **Resources** section of this document.
- For finished artwork, use student drawings that you can (1) use a color scanner to scan in student art, (2) use clip art from <http://office.microsoft.com/en-us/clipart/default.aspx>, or (3) use digital photographs. For student drawings, use color and draw on *unlined* paper.
- Submit your choice of five postcards, along with your project plan (lesson plan for this project) and the signed releases of students and teacher.

## Diabetes – Tribe 5

Your tribe must survive diabetes. Diabetes is the number five killer in North Carolina. Your survival tools are education and action.

### Challenge 1 Survey your community on obesity and diabetes.

Suggestions for the Instructor:

- Explore the websites listed under *Diabetes* in the **Resources** section of this document.
- Introduce your class to this Survivor challenge.
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Through class discussion, determine what the class knows/needs to know about diabetes and the relationship between obesity and diabetes
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class and submit work to you, but you cannot use it as a part of this consortium project or submit photos that include the non-signers.
- Ask a guest health educator to talk with the class. Tell your guest that the students will be asked to decide what they think is important for their community to know and then design a survey, administer it, tally their findings, and write what they found the community lacks in diabetes education and physical activity. Get your guest to sign a release so you can photograph him/her.
- Guide students in a discussion of what they learned from their guest. Record the important points that are identified in this discussion.
- Talk about writing questions with answers that can be counted (true/false, multiple choice, yes/no as opposed to open-ended questions like “*What do you think about . . . ?*”
- Have class members design a **survey** instrument of 5-10 interview questions with yes/no, true/false, or multiple-choice answers. Students can contribute questions/suggestions and the group can refine them until they agree that they have identified the key questions to use in their survey.
- Students will conduct their interviews orally in English, so they need to prepare a response sheet they can use to record interview answers.
- Let students test the survey on teachers or on another ESL class for feedback.
- Evaluate the results and give the survey instrument a final editing.
- Test the reading level of your survey. See the *Plain Language and Readability* in the **Resources** section of this document.
- Students may now administer their survey by questioning friends, neighbors, and fellow students in other classes. Each student should get results for 5 people.
- Tally and discuss the findings
- Write about what the survey shows the community needs/lacks in health education and physical activity.
- Submit your choice of five student writings along with (1) your project plan including illustrative materials of the stages of development such as the survey instrument and response sheet, (2) any digital photos you took of the process in progress, and (3) the signed releases of students and teacher.



## **Challenge 2** Create a **game** on diabetes.

### Suggestions for the Instructor:

- For concept illustration, see Sara Gallow's Student Directed Projects on Health at <http://healthliteracy.worlded.org/lessons/gallowprint.htm>. Scroll down and click on the *Safe Sunning Game* and *Instructions*.
- See <http://nc-net.info/ESL/guide.php> and click on Forms for Custom Activities for one game board format.
- Consider designing a game that is more physically active than those described above since increased physical activity is desirable in combating obesity—a risk factor for diabetes.
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Introduce your class to this Survivor challenge.
- Talk about any games that you have played in class or about games students play outside class or with their children.
- Decide on the form of your game (bingo, tic-tac-toe, etc.)
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class and submit work to you, but you cannot use it as a part of this consortium project or submit photos that include the non-signers.
- Make the game board
- Create the game questions. Students can suggest questions and the class can discuss/refine them until they agree that they have a good game question.
- Go over the questions and answers and see if there are items for which students need explanations of why the answer is what it is. In other words, make sure students understand as well as memorize.
- Decide how the game will be played. Write the directions. (For example: Two can play. Each player gets a marker. Players roll one of a pair of dice or flip a coin. A player rolls/flips and then moves the number of spaces on their die or the number of spaces assigned to heads or tails. The player reads the question in that space aloud, answers it. If the answer is correct, he remains on the space. If he misses the answer, the opposing player gets two consecutive turns.)
- Test the game on another ESL class or on ESL teachers.
- Revise as needed.
- Test the reading level of your game. See *Plain Language and Readability* in the **Resources** section of this document.
- Please submit your game along with your project plan, any digital photos you took of the process in progress, and the signed releases of students and teacher.
- As an alternative to a game, consider a puzzle. Draw a picture on white poster board. On the back of the picture, draw puzzle-piece shapes that can be cut apart and that are sufficiently large to accommodate a question. List all questions and their answers. Put a question on the back of each puzzle piece. Cut the puzzle apart; bag it with your answer list. To play, a student must correctly answer the question to get each piece he/she needs to complete the puzzle.

# Prevention Strategies

## Exercise

You can do three things to avoid the main causes of death in North Carolina. You can exercise, eat right, and stop smoking. Your tribe must exercise to survive. Research shows that 90% of adults can prevent weight gain by increasing daily physical activity by just 2,000 steps and eating 100 fewer calories<sup>1</sup>. Losing as little as 5% to 10% of total weight can significantly improve health<sup>2</sup>. As always, your survival tools are education and action.

<sup>1</sup>Hill JO, Wyatt H, et al. Science, vol 299: February 7, 2003.

<sup>2</sup>Diabetes Prevention Research Group. JAMA, vol 346, no 6: February 7,

## Tribe 3

### Challenge 3 Add exercise to your daily routine.

Suggestions for the Instructor:

- Explore the websites listed under *Exercise* in the **Resources** section of this document.
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Introduce your class to this Survivor challenge.
- Ask the students to talk about what kind of exercise they get in their daily lives. Some will have jobs that are physically demanding, others will not. What activities do they like?
- Introduce walking as an effective physical activity: it requires no big equipment; there is not the risk of injury that you have in some sports; it burns calories and reduces body fat; it increases blood circulation that carries oxygen and glucose to your brain; it shapes up your muscles; it lowers blood pressure; it helps the body process glucose. If you prefer, ask a guest physical educator to cover the preceding points, suggest proper footwear, and answer questions. Be sure to get any guest to sign a release so you can photograph him/her.
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class but should not participate in this particular activity. You should be careful that photos you submit should not include the non-signers.
- For this project, Get students to sign a release that absolves you and the school of liability should they injure themselves (model provided).
- Start a class Walking Project. The specifics of your project will need to fit your circumstances. However, some possibilities include:

Map out walking “trails” of a mile each. These “trails” might be through your building, including stair climbing, with the permission of your appropriate administrative personnel.

If you can get pedometers, let your class “walk across North Carolina”: Keep a log over several weeks and try to achieve the mileage (individually or collectively) from Manteo to Murphy or some other agreed-upon goal. Students may walk together on class breaks or before/after class; however, they may choose to walk at times and places away from class with/without accompanying family members. See [http://www.beactivenc.org/for\\_educators.cfm](http://www.beactivenc.org/for_educators.cfm).. You may be able to get pedometers donated by a local sporting goods store (for publicity), or your Parks and Recreation department, or another city/county agency.

Figure how far 10,000 steps will take you. (It will be 5- 5 ½ miles!) Learn the value of walking 10,000 steps a day. Several websites are listed under *Exercise* in the **Resources** section of this document.

Name your walking group (for example, Chapel Hill has Heels for Health.) .

Hold a class contest to do a t-shirt design or walking group logo.

Issue a challenge—students vs. teachers!

- All walkers should **keep walking journals**. Whatever the design of your walking project, have the students keep individual walking journals and write their personal reasons regularly in class. They should track:
  - their distances walked
  - their perceived benefits (feel better)
  - any measurable benefits (weight loss, perhaps)
  - any downside experienced (soreness, time consuming, boring)
  - any expansion of their walking to include family members,
  - any other data deemed pertinent by class members.
- If possible, take digital photos (close-ups and active walking shots),
- Please submit a series of selected comments from your walking journal entries (with student’s names for each comment) along with your project plan, any digital photos you took of the process in progress, and signed releases from students, teacher, and any guest educator you had.

## Eat Right

You can do three things to avoid the main causes of death in North Carolina. You can exercise, eat right, and stop smoking. Your tribe must eat *right* to survive. Research shows that 90% of adults can prevent weight gain by increasing daily physical activity by just 2,000 steps and eating 100 fewer calories<sup>1</sup>. Losing as little as 5% to 10% of total weight can significantly improve health<sup>2</sup>. As always, your survival tools are education and action.

<sup>1</sup>Hill JO, Wyatt H, et al. Science, vol 299: February 7, 2003.

<sup>2</sup>Diabetes Prevention Research Group. JAMA, vol 346, no 6: February 7,

### Tribe 5

#### **Challenge 3** Evaluate **vending machine** food at school or work

Suggestions for the Instructor:

- See <http://www.dhs.ca.gov/ps/cdic/cpns/worksite/FitBusinessKit.htm> and click on *Vending Machine Food and Beverage Standards*. This California Program has food and beverage standards you can use to evaluate vending machine offerings. In addition, note the standards for pricing and placement.
- Explore the other websites listed under *Eat Right* in the **Resources** section of this document.
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Identify a local nutritionist, dietitian, or home economist--perhaps from your agricultural extension office (NC Cooperative Extension Service)—who can help you with this nutrition project
- Share the nature and scope of this challenge with your identified professional and adjust/adapt your project with his/her guidance in order to have students evaluate vending machine items and learn about healthy alternatives they can bring with them to school/work or can purchase from vending machines.
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class and submit work to you, but you cannot use it among the selections that you send in as a part of this consortium project or submit photos that include the non-signers.
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Introduce your class to this Survivor challenge. See <http://www.nc-net.info/ESL/SALSA.php> and scroll through to the *Guess the Sugar* activity. For a good introductory activity to vending machine snacks, show the amount of sugar in a honeybun and a coke.
- Ask students to identify vending machine items they would typically buy/eat.
- Bring in a number of these vending machine items for students to evaluate or have each student bring in one item of their choice.
- Ask your guest professional to lead the class through an evaluation process using these items. Get your guest to sign a release so you can photograph him/her.

- Have students make a chart to (1) document each item (2) tell how it rates nutritionally, (3) identify a more nutritious substitute that they could choose and (4) tell why it is a better choice. (The substitutes may vary from student to student.)
- Then ask students to write about why they choose (or might choose) vending machine foods, how often they do so, and what they will think about when they see a vending machine now.
- Submit your choice of student work from five students, your project plan, any digital photos you took of the process in progress, and the signed releases of students, teacher, and guest health professional.

## Tribe 1

### **Challenge 3** Replace empty calories with **sound nutrition**.

Suggestions for the Instructor:

- See the article at <http://www.ces.ncsu.edu/depts/fcs/pub/diet.html> **Digging Your Grave with a Fork**
- Explore the websites listed under *Eat Right* in the **Resources** section of this document
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Identify a local nutritionist, dietitian, or home economist--perhaps from your agricultural extension office (NC Cooperative Extension Service)—who can help you with nutrition project(s)
- With the professional who will be helping you, decide the exact nature and scope of your project. **Your goal is to replace fat, sugar, salt, and empty calories with sound nutrition.** As you plan your project, *think about how to include student work that will allow your students to show their learning in written form for your submission to this Survivor project.* Combine/add to/customize/change the ideas below to get the project you want to do.
  - Do a serving size and portion control project. Include ways to cut 100 calories out of every meal.
  - Identify ten (or more) ways to improve your diet in small steps (switch white bread to whole grain). You could combine this with the previous suggestion.
  - Let class members bring a Southern-style “pot luck” meal to share. For each food item they should also bring the recipe or the container with the nutrition label. Or you/they can just bring in recipes and box labels for a potluck without the food. Analyze the potluck foods for their contribution (or lack thereof) to a healthy diet. This may be a heart attack on a plate!
  - Evaluate one item from each of several fast-food restaurants. Perhaps do a moveable feast of a burger from one place, fries or onion rings from another, a milkshake/drink from another, a dessert from another—all super-sized, of course!
  - Adapt favorite family recipes to cut fat, sugar, and salt. Use recipes that students bring as their family favorites.
  - Identify a manageable group for whom you can hold a tasting party. Serve only high nutrition, healthy dishes. Allow tasters to vote for a favorite. Include the recipes for all foods in your project submission, along with digital photos of the activity. Design a writing component for the students to complete the project.
  - Put together a cookbook of healthy recipes and nutrient-rich snacks that

students have tested and like. This activity can be combined with the previous idea.

- Introduce your class to this Survivor challenge.
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class and submit work to you, but you cannot use it among the selections that you send in as a part of this consortium project or submit photos that include the non-signers.
- Carry out the project you have decided upon. Get your guest to sign a release so you can photograph him/her.
- Submit your choice of student work, your project plan, digital photos you took of the process in progress, and the signed releases of students, teacher, and guest health professional.

## Stop Smoking

You can do three things to avoid the main causes of death in North Carolina. You can exercise, eat right, and stop smoking. Your tribe must quit smoking to survive. Your survival tools are education and action.

### Tribe 2

#### Challenge 3 Reflection/Writing about Smoking in Public Places

##### Suggestions for the Instructor

- Note that the success of this challenge partially depends on NOT announcing too early that your point is the damaging effects of secondhand smoke.
- Explore the websites listed under *Stop Smoking* in the **Resources** section of this document.
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Identify a local health professional who will help you with educating students about the effects of secondhand smoke. Share the outline of this challenge with him/her and plan together to achieve a thought-provoking study of secondhand smoke.
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class but should not participate in this particular activity. You should be careful that photos you submit should not include the non-signers.
- (**Note:** Make sure your students respond to the following writing questions in a format that can be submitted as an illustrative part of this challenge—clean paper, neat penmanship, complete sentences.)

Introduce your class to this Survivor reflection/writing challenge:

#### **Should you be able to smoke in public buildings if you want to?**

Ask your students to respond *in writing* to each of the following questions. You may tell the students that there will be a series of 8 questions, but give them the questions one-by-one.

- 1) Do you think your workplace (or your go school) should be smoke free? Why or why not?
  - 2) Do you think restaurants should be smoke free? Why or why not?
  - 4) Do you think your child's school should be smoke free? Why or why not?
  - 5) Should landlords be able to restrict apartments to smoke-free? Why or why not?
  - 6) Do you think a hospital should be smoke free? Why or why not?
  - 7) Review your answers to questions 1-6. If some of your answers are "yes" and some are "no," what is the basis for your differences since questions 1-6 all ask about the inside of buildings?
  - 8) Do you smoke?
- Now that students may think they have finished the challenge, ask them if they think it is right to harm another person; if they think it is right to harm another person who has done nothing to you; if they think it is right to harm a child.
  - Ask your guest health professional to explain the effects of secondhand smoke. . Get your guest to sign a release so you can photograph him/her.

- Get students to respond in writing to two more questions:
  - 1) Did you learn anything about secondhand smoke that you did not know?
  - 2) Re-read your answers to the questions about smoking in public buildings and indicate if you might now want to respond differently or amend your answers to any of these questions. (Make sure students do not scratch through their original answers. Rather, they can draft an updated opinion.)
- Submit your choice of student work, your project plan, digital photos you took of the process in progress, and the signed releases of students, teacher, and guest health professional.

## Tribe 4

### **Challenge 3** Prepare five **public service announcements** on stopping smoking.

#### Suggestions for the Instructor:

- Concept illustration: Before you undertake this project, you may want to search online for **Resource Based Learning Activities: Information Literacy for High School Students** by Ann Bleakley. This book includes an activity entitled *Health Related Public Service Announcement*. Note that, under the heading *Buy This Book*, you can also click on *Find this book in a library* to locate the library nearest you. Consult your Learning Resources Center about interlibrary loan.
- Explore the websites listed under *Stop Smoking* in the **Resources** section of this document.
- Plan to make digital photos of the project in progress if you have/can access a digital camera. Check with your school Learning Resources Center.
- Identify a local health professional who can help you with educating students about the physical damages of smoking.
- Introduce your class to this Survivor challenge.
- Get the students to sign releases (model provided) that will allow the consortium to use their work and reproduce their photographs. Anyone who does not want to sign can still come to class but should not participate in this particular activity. You should be careful that photos you submit should not include the non-signers.
- Assess your students with the following questions. Keep their answers to share with a guest health professional (see next suggestion) and to include in your project plan.
  - 1) Do you smoke?
  - 2) Why do you smoke? (Non-smokers do not answer.)
  - 3) Do you live with a smoker?
  - 4) Is smoking allowed inside your home or must a smoker “take it outside”?
  - 5) Give the sex and age of each smoker in your family; of each non-smoker.
  - 6) Choose all correct answers to the following question:
 

Smoking affects

a) the lungs	e) the eyes	i) the bladder
b) the mouth/throat	f) the pancreas	
c) the heart	g) the kidneys	
d) the brain	h) the stomach	

The answer to this last question may be found at

[http://www.cdc.gov/tobacco/data\\_statistics/sgr/sgr\\_2004/sgranimation/html/index.html](http://www.cdc.gov/tobacco/data_statistics/sgr/sgr_2004/sgranimation/html/index.html).

Tally everyone’s answers to get a class profile.



- Share your class profile with your guest health professional. Tell him/her the nature of this Survivor challenge and share the websites listed under *Stop Smoking* in the **Resources** section of this document. Plan together for activities that will enable students to meet this Challenge. Get your guest to sign a release so you can photograph him/her.
- Carry out the educational plan you have decided upon.
- Help class members use a graphic organizer to record the information and ideas they have learned. See <http://www.writedesigonline.com/organizers/> Cerebral Chart, Web, KWLH, Problem/Solution Outline.
- Select the target audience for announcements 30 seconds in length: some possibilities are teens, young parents, men, pregnant mothers, children too young to smoke yet, ordinary people “just like you”.
- Decide what action you want the audience to take.
- Decide how you will persuade the audience to take this action.
- Script and draw a storyboard for each part of the 30-second announcement. You may want to include a source where your audience can get more information on how to stop smoking.
- Test the storyboards on another ESL class or on ESL teachers.
- Revise.
- Test the reading level of your storyboards. See the Plain Language and Readability in the **Resources** section of this document.
- Record your public service announcement. Consult your local Learning Resources Center for help with equipment. You can use DVD, VHS tape, or CD Rom, or contact Alamance Community College with questions and we can work out a viable method.
- Submit your choice of student work, your project plan, digital photos you took of the project in progress, and the signed releases of students, teacher, and guest health professional.

# Survival in North Carolina, *“the Goodliest Land under the Cope of Heaven,”*<sup>1</sup>

## Don't Be a Lost Colonist!<sup>2</sup>

**The final challenge for your tribe is to explore the ways that your survival in North Carolina today is influenced by the history, government, and geography of the United States. Each tribe will be assigned a different focus.**

You are free to design both your approach to your assigned topic and the format for your students' final product. Please submit your students' work along with your project plan (lesson plan covering this project), any art work and/or digital photos, and releases signed by the students, by any guests, and by you.

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<sup>1</sup> At <http://www.scenicflorida.org/kuralt.html> Charles Kuralt explains this reference in his speech at Scenic America's National Conference, May 12, 1997:

In 1584, Sir Walter Raleigh sent Philip Amadas and Arthur Barlowe to scout out a place for a settlement. In a vast sound behind Barrier Islands, the Outer Banks of North Carolina, my home state, they found the green haven of Roanoke Island. They ignored the mosquitoes and the heat and the sand spurs and the possibly hostile Indians. They emphasized the good fishing in the waters and the abundance of grapes on the land. In their report to Queen Elizabeth, they kept coming back to those grapes. They summed up Roanoke Island by mentioning the grapes one more time and concluding, **“It is withal, Madam, the Goodliest Land Under the Cope of Heaven.”**

<sup>2</sup> At <http://www.nationalcenter.org/ColonyofRoanoke.html> The Colony at Roanoke, i.e., the Lost Colony

## Prayer

### Tribe 1

**Challenge 4 Your tribe focus will be on prayer:** How is prayer a part of the history, government, and geography of America? Your survival tools are education, discussion, and writing.

#### For the Instructor

- Duke University Medical Center has done research on the healing power of prayer in major heart surgery. Is it surprising for the scientific community in America to research prayer? Might similar research take place in any country? Would it happen in your students' native countries?
- Show religion in American history from the beginning to the present. (Suggestion: Use a time line.)

## Medical Advances

### Tribe 2

**Challenge 4 Your tribe focus will be on medical advances:** How has/is the history, government, and geography of America affected/affecting medicine? Your survival tools are education, discussion, and writing.

#### For the Instructor

- How is medical research funded in America? (Where does the *government* get its money? Where does *pharmaceutical company* money come from? What is a lobby? What part do *charities* play?)
- Who/What controls the ethics of medical research? Suggestion: look at *government* (laws) and *professional associations* (self-enforcement by the professions)
- What medical advances have come from war? (Consider a medical timeline of discoveries.)

## Food

### Tribe 3

**Challenge 4 Your tribe will focus on food: How is food a part of the history, government, and geography of America? Your survival tools are education, discussion, and writing.**

#### For the Instructor

- Map geographic areas of the USA by food and drink.
- How do traditional dietary favorites of North Carolinians contribute to our primary causes of death today? (fried chicken, sweet tea, country ham, pork barbecue)
- How does fast food contribute to North Carolina's major illnesses and causes of death? (North Carolina is the birthplace of Pepsi-Cola--first produced in 1890 in New Bern--Cheerwine, Krispy Kreme, Hardees, and Bojangles')
- What part of the government deals with the safety of our food supply?

## Tobacco

### Tribe 4

**Challenge 4 Your tribe will focus on tobacco: How is tobacco a part of the history, government, and geography of America? Your survival tools are education, discussion, and writing.**

#### For the Instructor

- How did early settlers encounter tobacco? When was tobacco at its height as a part of American popular culture? When did this start to change? Why? What is the status of tobacco in America today? (Suggestion: Use a time line to trace major tobacco events in American history.)
- What part of the USA raises and processes tobacco? What state has been and remains the largest producer of harvested tobacco acreage? What part of North Carolina's economy is/has been dependent on tobacco?
- Who benefits when you smoke?

## Life Span

Tribe 5

**Challenge 4 Your tribe will focus on life span: How is your life span affected by the history, government, and geography of America? Your survival tools are education, discussion, and writing.**

For the Instructor

- How effective has medical research been in lengthening the lifespan? How long will you survive?
- How is the configuration of population in America changing? Why? What strains do these changes place on the health care system?
- What your life is like in your old age depends on what you do now to keep yourself healthy. How do you need to change your habits?

# Resources for Survivor Projects

## Background Materials

### Plain Language and Readability

[http://www.improvingchroniccare.org/downloads/readabilitytoolkit\\_seconded\\_092606.pdf](http://www.improvingchroniccare.org/downloads/readabilitytoolkit_seconded_092606.pdf)

**The Center for Health Studies Readability Toolkit**, 2<sup>nd</sup> edition. See

- Appendix A (p. 15) for instructions for checking readability using Microsoft word
- Appendix B (p. 17) Alternative Wording Suggestions
- Appendix D (p.39) Key readability and health literacy websites

<http://www.pfizerhealthliteracy.com/media/chc-principles.html> Scroll to the bottom of the first page and click on **Pfizer Principles for Clear Health Communication Handbook**. Also check <http://www.pfizerhealthliteracy.com/media/words-to-watch.html> for *Words to Watch Fact Sheet* (a list of problem words and alternative, simpler words)

[http://en.wikipedia.org/wiki/Flesch-Kincaid\\_Readability\\_Test](http://en.wikipedia.org/wiki/Flesch-Kincaid_Readability_Test) **Flesch-Kincaid Readability Test**, or go to <http://www.wikipedia.org/> and search for Flesch-Kincaid Readability Test

<http://www.chcs.org/index.htm> Click on *Resource Library* in the menu on the left side of screen; type *health literacy* in the keyword search. Choose *download* (right side of screen). See **page 7**, *Tools to Evaluate Patient Education Materials*.

<http://www.cancer.gov/aboutnci/oc/clear-and-simple> Developing Effective Print Materials for Low-Literate Readers

[http://www.massgeneral.org/library/default.asp?page=plain\\_language](http://www.massgeneral.org/library/default.asp?page=plain_language) Treadwell Library. Scroll down and click on **Simply Put** under Articles and booklets online.

<http://www.hsph.harvard.edu/healthliteracy/doak.html> Teaching Patients with Low Literacy Skills

### Cultural Influences on Health Care

<http://uuhsc.utah.edu/ccmr/objectives.html> Scroll to the bottom and click on *Navigating the Maze of Cultural Competence*.

<http://www.agapeclinic.com/> Click on *Refugee Health* (menu on left of screen), then on *Populations and Issues*, then on *Mexican/Hispanic* under the heading Populations (center of screen) to locate Mexicans and Mexican Americans: Health Beliefs and Health Practices by Charles Kemp. For direct access, try [http://www3.baylor.edu/~Charles\\_Kemp/hispanic\\_health.htm](http://www3.baylor.edu/~Charles_Kemp/hispanic_health.htm).

## **Tools**

<http://www.floridatechnet.org/in-service/esol2/literacy5.html> Health Literacy and Adult ESOL. This article addresses **project-based learning** and health literacy.

[http://en.wikipedia.org/wiki/Survivor\\_\(TV\\_series\)](http://en.wikipedia.org/wiki/Survivor_(TV_series)) This site gives information about the reality TV show **Survivor**

[http://www.askme3.org/PFCHC/what\\_is\\_ask.asp](http://www.askme3.org/PFCHC/what_is_ask.asp) **Ask Me 3**

[http://www.servicelearning.org/welcome\\_to\\_service-learning/service-learning\\_is/index.php](http://www.servicelearning.org/welcome_to_service-learning/service-learning_is/index.php) National Serving Learning Clearinghouse. Read "**Service Learning is . . .**" Also see [http://en.wikipedia.org/wiki/Service\\_learning](http://en.wikipedia.org/wiki/Service_learning) , particularly the section entitled *Typology*.

The "**Teach Back**" method

<http://www.pfizerhealthliteracy.com/public-health-professionals/tips-for-providers.html>

<http://webmm.ahrq.gov/case.aspx?caseID=53>

[http://www.fema.gov/pdf/emergency/usr/student\\_teach.pdf](http://www.fema.gov/pdf/emergency/usr/student_teach.pdf)

<http://mediwire.skyscape.com/main/Default.aspx?P=Content&ArticleID=318734>

<http://www.ncsall.net/?id=25> NCSALL Teaching and Training Materials. Scroll down. Under Training Materials, **Study Circle** Guides, and look for Skills for Chronic Disease Management. Continue to scroll down and click on *Session One: Introduction to Health Literacy and Skills for Chronic Disease Management*

## **Other Health Literacy Initiatives and Resources**

<http://www.unctv.org/focuson/health/factsheet.html> North Carolina Health Facts (UNC-TV Online)

<http://cahealthliteracy.org/rc/3.html#nifi> California Health Literacy Initiative (resource list)

<http://connectforhealth.gwu.edu/resources.htm> Health Information Partners (resource list)

[http://www.massgeneral.org/library/default.asp?page=plain\\_language](http://www.massgeneral.org/library/default.asp?page=plain_language) Treadwell Library (resource list)

<http://www.chcs.org/index.htm> Click on *Resource Library* in the menu on the left side of screen; type *health literacy* in the keyword search. Choose *download* (right side of screen). See **page 9**, *Resources for Health Literacy Information and Publications*.

<http://www.unctv.org/healthwise/> Healthwise (a UNC-TV initiative) Click on *Resources*.

# The Leading Causes of Death in North Carolina

## Heart Disease

<http://nhlbisupport.com/chd1/sitemap.htm> Cholesterol and Heart Disease

Heart: <http://www.emc.cmich.edu/BrainBreaks/default.htm> and click on Original Brain Breaks. Scroll down and click on *Heart Beat* under the Science heading.

<http://familydoctor.org/online/famdocen/home.html> familydoctor.org Click on Heart Disease under (1) Women and (2) Men

<http://www.nlm.nih.gov/medlineplus/ency/article/000147.htm> (Medline Plus) Heart disease is any disorder that affects the heart's ability to function normally. The most common cause of heart disease is a narrowing of or blockage in the coronary arteries supplying blood to the heart muscle itself (coronary artery disease). Coronary heart disease (CHD) is the leading cause of death in the United States for men and women.

<http://www.medicalnewstoday.com/medicalnews.php?newsid=61741&nfid=rssfeeds>  
Recipe for a Healthy Heart: Tips for Adults and Kids This article is on the website Medical News Today, Main Category: Cardiovascular / Cardiology News, Article Date: 28 Jan 2007 - 0:00 PDT

<http://www.ces.ncsu.edu/depts/fcs/food/index.html> Give Your Heart a Healthy Beat. This site has information that would be useful in projects on **nutrition** and in projects on **exercise**.

Waist to hip ratio

[http://www.healthgoods.com/Education/Health\\_Information/Healthy\\_Beat\\_Program/getting\\_started.htm](http://www.healthgoods.com/Education/Health_Information/Healthy_Beat_Program/getting_started.htm)

[http://www.consumeraffairs.com/news04/2005/obesity\\_waist.html](http://www.consumeraffairs.com/news04/2005/obesity_waist.html)

[http://www.ehow.com/how\\_4357\\_calculate-waist-hip.html](http://www.ehow.com/how_4357_calculate-waist-hip.html)

<http://ayurveda-foryou.com/treat/WHcalculator.html>

[http://www.bupa.co.uk/health\\_information/html/health\\_news/111105obesitymeasure.html](http://www.bupa.co.uk/health_information/html/health_news/111105obesitymeasure.html)

<http://www.webmd.com/diet/news/20051103/testing-for-obesity-bye-bye-bmi>

<http://www.pfizerhealthsolutions.com/media/index.asp> Pfizer Health Solutions. Click on *Congestive Heart Failure* or *Hypertension* (in the blue square on the right side of the screen) for an appropriate fact sheet.

<http://health.discovery.com/> Discovery Health. Click on the tab for *Diseases and Conditions*. You can find resources on Heart Disease.

## Cancer

**Lung Cancer is the leading cause of cancer death in the United States.<sup>1</sup>**

<sup>1</sup> [http://www.cdc.gov/tobacco/data\\_statistics/sgr/sgr\\_2004/highlights/2.htm](http://www.cdc.gov/tobacco/data_statistics/sgr/sgr_2004/highlights/2.htm) and [http://www.cdc.gov/tobacco/data\\_statistics/sgr/sgr\\_2004/sgranimation/flash/index.html](http://www.cdc.gov/tobacco/data_statistics/sgr/sgr_2004/sgranimation/flash/index.html)



<http://www.cancerinfonet.org/english/index.htm> Cancer Info Net

<http://www.nlm.nih.gov/medlineplus/ency/article/001289.htm> (Medline Plus) Cancer is the uncontrolled growth of abnormal cells in the body.

[http://www.cancer.org/docroot/PED/ped\\_10.asp?sitearea=PED&level=1](http://www.cancer.org/docroot/PED/ped_10.asp?sitearea=PED&level=1) American Cancer Society: Tobacco and Cancer

<http://www.preventcancer.org/colorectal/> The Super Colon exhibit.

<http://www.preventcancer.org/cyio/> Check Your Insides Out. Click on the tab for *Virtual Tour*.

<http://health.discovery.com/> Discovery Health. Click on the tab for *Diseases and Conditions*. You can find resources on Cancer at this site.

## **Stroke**

<http://www.cdc.gov/stroke/prevention.htm> Stroke Prevention

<http://www.americanstroke.org/content/view/17/46/> Risks, symptoms, recognition factors, effects of stroke

<http://www.stroke.org/site/PageServer?pagename=HOME> Click on *What is a Stroke* in the menu bar across the top of the page. Continue to explore the topics across the menu bar. The fact sheets (right of screen) on the *Prevention* menu are thorough. Return to *Home*. Click on *Functions of the Brain* to see what each section of the brain controls.

<http://www.medicinenet.com/stroke/article.htm> A stroke is the sudden death of brain cells due to a problem with blood supply . . .

<http://www.nlm.nih.gov/medlineplus/ency/article/000726.htm> (Medline Plus) A stroke is an interruption of the blood supply to any part of the brain.

<http://nihseniorhealth.gov/stroke/toc.html> National Institute of Neurological Disorders and Stroke. This site is designed for senior citizens, but a good explanation in lay language.

<http://familydoctor.org/online/famdocen/home/common/heartdisease/basics/290.html> Stroke: Warning Signs and Tips for Prevention. Scroll to end for printer-friendly version or Spanish language version.

<http://www.nlm.nih.gov/medlineplus/stroke.html> Stroke. This site has links to other sites covering information on strokes. A number of the links are available in Spanish as well as English.

## **Chronic Lung Diseases (COPD)**

<http://www.pfizerhealthsolutions.com/media/index.asp> Pfizer Health Solutions. Click on *Chronic Obstructive Pulmonary Disease* (in the blue square on the right side of the screen) for an appropriate fact sheet.

<http://www.nlm.nih.gov/medlineplus/ency/article/000091.htm> (Medline Plus) Chronic obstructive pulmonary disease (COPD) is a group of lung diseases that cause swelling of the airways.

[http://www.nhlbi.nih.gov/health/dci/Diseases/Copd/Copd\\_WhatIs.html](http://www.nhlbi.nih.gov/health/dci/Diseases/Copd/Copd_WhatIs.html) COPD

<http://www.lungusa.org/site/pp.asp?c=dvLUK9O0E&b=35020> (American Lung Association) COPD Fact Sheet

<http://school.discovery.com/lessonplans/programs/lungdisease/> Effects of Lung Disease is a Discovery School lesson plan with some suggestions for illustrating how lung disease feels.

<http://www.medicinenet.com/script/main/art.asp?articlekey=81124> or [http://www.nlm.nih.gov/medlineplus/news/fullstory\\_49234.html](http://www.nlm.nih.gov/medlineplus/news/fullstory_49234.html)  
Fruit, Vegetable-Rich Diet Halves Lung Disease Risk

<http://www.nih.gov/news/pr/nov2005/niehs-15.htm> A Meaty, Salty, Starchy Diet May Impact Chronic Lung Disease

[http://www.medicinenet.com/chronic\\_obstructive\\_pulmonary\\_disease\\_copd/article.htm](http://www.medicinenet.com/chronic_obstructive_pulmonary_disease_copd/article.htm)  
COPD. This site has a drawing. For a summary, click on *Chronic Obstructive Pulmonary Disease at a Glance* (last entry in the list on contents before the article begins).

<http://www.touchbriefings.com/pdf/1132/MacIntyre.pdf> Exercise and Education in Chronic Lung Disease The summary paragraph of this document is helpful.

[https://www.healthatoz.com/healthatoz/Atoz/common/standard/transform.jsp?requestURL=/healthatoz/Atoz/ency/lung\\_diseases\\_due\\_to\\_gas\\_or\\_chemical\\_exposure.jsp](https://www.healthatoz.com/healthatoz/Atoz/common/standard/transform.jsp?requestURL=/healthatoz/Atoz/ency/lung_diseases_due_to_gas_or_chemical_exposure.jsp) Health A to Z: Lung diseases due to gas or chemical exposure. Or start with <https://www.healthatoz.com/healthatoz/Atoz/clients/haz/general/custom/default.jsp>, click on *Encyclopedia* in the menu across the top of the screen, click on *L*, scroll down and click on *Lung diseases due to gas or chemical exposure*.

[http://www.lung.ca/diseases-maladies/copd-mpoc\\_e.php](http://www.lung.ca/diseases-maladies/copd-mpoc_e.php) COPD

<http://www.aai.org/educating/aboutbiology.htm> Look for the activity about breathing through straws: first through 10 straws, then through 1.

[www.COPDhelp4.com](http://www.COPDhelp4.com) A 48 page guide from Pfizer and Boehringer Ingelheim. You can view three sections without signing up for the guide.

## **Diabetes**

<http://health.utah.gov/genomics/familyhistory/familyhistory.html>

- Click on *New Fact Sheet from CDC: Does Diabetes Run in Your Family?* (available in English and Spanish).
- Click on *Frequently Asked Questions*, then on *What Chronic Diseases is Family History a Risk Factor For?*

<http://www.nlm.nih.gov/medlineplus/ency/article/001214.htm> (Medline Plus) Diabetes is a life-long disease marked by high levels of sugar in the blood.

<http://www.diabetes.org/home.jsp> is the American Diabetes Association site. Click on *All About Diabetes* in the menu on the left side of the screen and explore the options.

<http://www.s2mw.com/heartofdiabetes/index.html> The Heart of Diabetes

<http://learn.genetics.utah.edu/units/health/> Using Family History to Improve Your Health

<http://www.migeneticsconnection.org/familyhealth.shtm> Family Health History

<http://www.familyhistory.hhs.gov/> Family Health Portrait (online)

<http://www.fda.gov/opacom/lowlit/englow.html> Click on Diabetes

<http://www.learningaboutdiabetes.org/lowLitHandouts.html> Learning About Diabetes, Inc. is a non-profit charity offering diabetes educators and consumers online access to free, low literacy diabetes information.

<http://www.fitnessmagazine.com/> Search for *9 Surprising Diabetes Risks April 2007*.

<http://www.pfizerhealthsolutions.com/media/index.asp> Pfizer Health Solutions. Click on *Diabetes* (in the blue square on the right side of the screen) for an appropriate fact sheet.

# Prevention Strategies

## Exercise

<http://www.americanheart.org/presenter.jhtml?identifier=3047069> Duke Medicine and Quintiles are the proud sponsors of Start! Triangle. "For every hour of regular physical activity, adults gain two hours of life expectancy."

<http://www.my-blood-pressure.com/news.html> Scroll down to 7 September 2006 and the article *A few Walks Daily Helps Blood Pressure. Click on Lowering Your Blood Pressure: take a walk or better, four.* This research study, headed by Janet P. Wallace at Indiana University, found that four ten-minute walks a day was as effective in lowering blood pressure as walking continuously for 40 minutes.

Pedometers: [http://www.beactivenc.org/programs/pedometer\\_how\\_tos.cfm](http://www.beactivenc.org/programs/pedometer_how_tos.cfm) & <http://www.beactivenc.org/store/index.cfm>

Stretching exercises: [http://www.beactivenc.org/for\\_individuals.cfm](http://www.beactivenc.org/for_individuals.cfm) Near the bottom of the screen, click on *Be Active Stretch Program (pdf file)*.

<http://www.cdc.gov/nccdphp/dnpa/bmi/index.htm> An online body mass index calculator for adults

<http://familydoctor.org/online/famdocen/home/tools/bmi.html> Body mass index calculator online.

<http://www.cdc.gov/nccdphp/dnpa/physical/importance/why.htm> Why Should I Be Active?

<http://aspe.hhs.gov/health/reports/physicalactivity/> Physical Activity Fundamental to Preventing Disease. Scroll down to Figure 8 for a BMI Weight Chart.

How often should I exercise? <http://www.beactiveforlife.org/>

Top 10 Benefits of Being Active <http://www.diabetes.org/weightloss-and-exercise/weightloss-getting-active.jsp>

<http://www.fda.gov/opacom/lowlit/englow.html> Click on *Eating for a Healthy Heart* and also on *Losing Weight Safely*

Resources for 10,000 steps

[http://www.shapeup.org/shape/steps\\_getpdf.php](http://www.shapeup.org/shape/steps_getpdf.php)

<http://walking.about.com/od/measure/f/10000steps.htm>

<http://www.pbs.org/americaswalking/health/health20percentboost.html>

<http://www.whi.org.uk/uploads/documents/2335/QuickStartGuide6weeklog.pdf>

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<http://www.eatsmartmovemorenc.com/> Eat Smart Move More NC See especially *Programs and Tools* in the horizontal menu under the pictures, where you will find the

Worksite Wellness Toolkit, which you can reach directly at  
<http://www.eatsmartmovemorenc.com/Resources/wwtoolkit/index.html>

<http://www.cnn.com/SPECIALS/2006/fit.nation/> CNN Special Reports: Fit Nation This site has a number of resources including maps of the top 10 fittest and the top 10 fattest cities in the USA, calorie charts, calculators, an amazing interactive chart on increasing waistlines, and articles.

### **Eat Right**

<http://hp2010.nhlbihin.net/portion/> Portion Distortion

<http://nhlbisupport.com/chd1/visualreality/visualreality.htm> Serving Size  
<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/learn-it/distortion.htm> Click on **NHLBI Serving Size card** in the section entitled What is a serving?

<http://www.mayoclinic.com/health/SlideShowIndex/SlideShowIndex> MayoClinic.com (Health Tools) Scroll down and click on Portion Control for Weight Loss.

<http://www.english-test.net/esl/learn/english/grammar/ai315/esl-test.php> Health and Nutrition Questions Test (1)

<http://www.latinonutrition.org/CaminoMagico.html> Download a supermarket shopping guide targeting the Latino community. It is designed to help Latinos eat healthier based on traditional Latino eating patterns. Recipes are available at this site, too, as is a Latin American food pyramid. Also at <http://www.oldwayspt.org/lnc.html> , scroll down to see *Here are Some Latino Health Facts*.

[http://www.cancer.org/docroot/PED/ped\\_3.asp?sitearea=PED&level=1](http://www.cancer.org/docroot/PED/ped_3.asp?sitearea=PED&level=1) American Cancer Society: Food and Fitness

<http://www.healthierus.gov/dietaryguidelines/> Dietary Guidelines for Americans 2005

<http://www.mypyramid.gov/> My Pyramid

<http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/index.html> American Dietetic Association

<http://www.fda.gov/opacom/lowlit/hlyheart.html> Eating for a Healthy Heart

[http://dsc.discovery.com/news/2007/05/10/fatinside\\_hear\\_print.html](http://dsc.discovery.com/news/2007/05/10/fatinside_hear_print.html) Thin People May Be Fat Inside.

<http://www.eatsmartmovemorenc.com/> Eat Smart Move More NC See especially *Programs and Tools* in the horizontal menu under the pictures, where you will find the Worksite Wellness Toolkit, which you can reach directly at  
<http://www.eatsmartmovemorenc.com/Resources/wwtoolkit/index.html>

<http://www.cnn.com/SPECIALS/2006/fit.nation/> CNN Special Reports: Fit Nation This site has a quiz on portion sizes, an interactive create-a-plate, a chart of healthy foods, and a special report on healthy bodies that includes links to resources.

<http://www.nc5aday.com/documents/5aDayStrategicPlan.pdf> 5 a Day Strategic Plan. Also see <http://www.nc5aday.com/>.

<http://www.eatjustonemore.com/> Eat Just One More: Add just one more daily serving of fruits and vegetables; add just one more weekly serving of lean protein such as tuna; add just one more physical activity a day.

### **Stop Smoking**

<http://www.healthwellinc.com/> Click on *Tru Stories* for personal stories about how tobacco has affected people. Click on *Tru* for resources: follow up with a click on 100 % *Tobacco Free Schools* and then click on *86 and Counting!* to check your county.

[http://www.healthsmart.org/ibreathe/5\\_0\\_smoking/5\\_4\\_smoking\\_health.htm](http://www.healthsmart.org/ibreathe/5_0_smoking/5_4_smoking_health.htm) Smoking & Your Health: How long does it take for your body to mend after your last cigarette?

[http://www.cdc.gov/tobacco/quit\\_smoking/index.htm](http://www.cdc.gov/tobacco/quit_smoking/index.htm) All materials are good.

[http://www.cdc.gov/tobacco/secondhand\\_smoke/index.htm](http://www.cdc.gov/tobacco/secondhand_smoke/index.htm) Secondhand smoke.

<http://learn.genetics.utah.edu/units/health/lifestyle/index.cfm> Scroll down to information on tobacco and the cancer-causing chemicals in cigarettes

<http://www.cdc.gov/tobacco/index.htm> This site has extensive information on smoking and secondhand smoke. Under Resources for Children and Adolescents, click on *DVDs and Videos*. Then click *Media Sharp* or *Health Effects*. Access **Media Sharp** directly at [http://www.cdc.gov/tobacco/youth/educational\\_materials/videos\\_dvds/media\\_literacy/MediaSharp/index.htm](http://www.cdc.gov/tobacco/youth/educational_materials/videos_dvds/media_literacy/MediaSharp/index.htm) and **Smoking Damages Nearly Every Organ in the Human Body** at [http://www.cdc.gov/tobacco/data\\_statistics/sgr/sgr\\_2004/sgranimation/html/index.html](http://www.cdc.gov/tobacco/data_statistics/sgr/sgr_2004/sgranimation/html/index.html)

<http://www.surgeongeneral.gov/library/secondhandsmoke/> The Health Consequences of Involuntary Exposure to Tobacco Smoke: A Report of the Surgeon General (2006). Contains fact sheets, posters, additional resources.

<http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5620a2.htm> Center for Disease Control and Prevention study on secondhand smoke

[http://www.chestnet.org/downloads/patients/guides/lunghealth\\_eng/Chemicals\\_in\\_Cigarettes.pdf](http://www.chestnet.org/downloads/patients/guides/lunghealth_eng/Chemicals_in_Cigarettes.pdf) The chemicals contained in cigarettes

# Surviving in North Carolina, “the Goodliest Land under the Cope of Heaven,”<sup>1</sup>

## Prayer and Medicine

### The Duke Study

<http://www.dukemednews.org/news/article.php?id=5056> Cardiac patients who received intercessory prayer in addition to coronary stenting appear to have better clinical outcomes than those treated with standard stenting therapy alone . . .

<http://abcnews.go.com/Health/story?id=117143> A study in the American Heart Journal says prayer helps the heart when combined with mainstream medical procedures.

<http://www.dukemednews.duke.edu/news/article.php?id=9136> Results of First Multi-center Trial of Intercessory Prayer, Healing Touch in Heart Patients. “. . . with the lowest absolute death rates seen in patients treated with both prayer and bedside MIT. “

### Similar Research

[http://www.officeofprayerresearch.org/opr/opr\\_host\\_agnt.htm](http://www.officeofprayerresearch.org/opr/opr_host_agnt.htm) Office of Prayer Research Workshop at Association for Global New Thought Conference. “. . . people are very interested in what clinical researchers are saying about spirituality.”

[http://www.salon.com/books/int/2006/09/20/newberg/index\\_np.html](http://www.salon.com/books/int/2006/09/20/newberg/index_np.html) Divining the Brain. Using brain scanning technology, researchers have been able to pinpoint which parts of the brain are activated during prayer and meditation.

<http://www.radionetherlands.nl/features/science/030428god.html> The Brain at Prayer. Questions that have driven American scientists to scan the brains of meditating monks and nuns at prayer in the hope of understanding the link between the religious experience and the workings of the brain.

<http://www.andrewnewberg.com/default.asp> In Dr. Newberg's new book, Why We Believe What We Believe, he focuses on the underlying mechanisms which govern our spiritual, social, and individual beliefs, arguing that we are biologically driven to find meaning and wholeness throughout our lives.

[http://www.science-spirit.org/article\\_detail.php?article\\_id=295](http://www.science-spirit.org/article_detail.php?article_id=295) Science and Spirit

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<sup>1</sup> At <http://www.scenicflorida.org/kuralt.html> Charles Kuralt explains this reference in his speech at Scenic America's National Conference, May 12, 1997:

In 1584, Sir Walter Raleigh sent Philip Amadas and Arthur Barlowe to scout out a place for a settlement. In a vast sound behind Barrier Islands, the Outer Banks of North Carolina, my home state, they found the green haven of Roanoke Island. They ignored the mosquitoes and the heat and the sand spurs and the possibly hostile Indians. They emphasized the good fishing in the waters and the abundance of grapes on the land. In their report to Queen Elizabeth, they kept coming back to those grapes. They summed up Roanoke Island by mentioning the grapes one more time and concluding, “**It is withal, Madam, the Goodliest Land Under the Cope of Heaven.**”

### Historical and Cultural Context

[http://en.wikipedia.org/wiki/Freedom\\_of\\_religion](http://en.wikipedia.org/wiki/Freedom_of_religion) Scroll to History of Religion in the United States. Click on *Freedom of Religion In the United States*.

<http://www.house.gov/paul/const-amend.html> Amendments to the Constitution.  
Article I: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

<http://www.pdmusic.org/civilwar2.html> Under 1861, see *God and Our Rights* (*William M. Johnston*), *God Defendeth the Right* (*Mrs. DuBose*), and *God Save the South* (*Earnest Halphin*). Scroll down to 1862 see *The Battle Prayer* or *The Soldier's Prayer Before Battle*. For the music, click on *song title*; for the words click on *author's name*.

<http://www.firstworldwar.com/poetsandprose/kilmer.htm> Scroll down to *Prayer of a Soldier in France* (1918) by Joyce Kilmer, the American author most famous for *Trees*.

<http://www2.wnorton.com/college/history/ralph/workbook/ralprs36b.htm> The "Four Freedoms," Franklin Roosevelt's Address to Congress, January 6, 1941.

[http://www.archives.gov/exhibits/powers\\_of\\_persuasion/four\\_freedoms/four\\_freedoms.html](http://www.archives.gov/exhibits/powers_of_persuasion/four_freedoms/four_freedoms.html) Four Freedoms. See Norman Rockwell's "Freedom of Worship" Double click on the poster to enlarge it.

[http://www.homeofheroes.com/hallofheroes/1st\\_floor/flag/1bfc\\_pledge.html](http://www.homeofheroes.com/hallofheroes/1st_floor/flag/1bfc_pledge.html) Addition of "under God" to the Pledge of Allegiance.

<http://archives.cnn.com/2001/US/09/11/congress.terrorism/> After 9-11 lawmakers gathered on the steps of the Capitol for a symbolic display of unity and an apparently spontaneous chorus of "God Bless America."

<http://archives.cnn.com/2002/LAW/06/26/pledge.allegiance/index.html> Reaction to federal appeals court ruling that reciting the Pledge of Allegiance in public schools is an unconstitutional "endorsement of religion" because of the addition of the phrase "under God" in 1954 by Congress.

<http://www.house.gov/forbes/prayer/prayerincongress.htm> The Congressional Prayer Caucus. See *Prayer in Congress*. You can click on today's prayer for current/past prayers. Note: this site is not updated daily.

[http://www.boosman.com/blog/2006/04/so\\_theres\\_the\\_bible\\_belt.html](http://www.boosman.com/blog/2006/04/so_theres_the_bible_belt.html) Bible Belt

<http://www.texnews.com/religion97/belt091397.html> Where's the Bible Belt?

<http://www.valpo.edu/geomet/geo/courses/geo200/religion.html> Map Gallery of Religion in the United States



## **Medical Research**

### Funding

<http://www.health.gov/> See the section entitled Federal Agencies

<http://www.health.gov/otherhealthagencies.htm> Other Key Government Agencies with Direct Health Responsibilities

<http://www.highbeam.com/doc/1P1-30987097.html> Money and Business: Where Does the U.S. Government Get Money?

[http://www.tnhistoryforkids.org/civics/e\\_2](http://www.tnhistoryforkids.org/civics/e_2) Elementary Civics. Part Two: Where does the government get its money?

[http://www.livingissues.com/index.php?option=com\\_content&task=view&id=349&Itemid=1](http://www.livingissues.com/index.php?option=com_content&task=view&id=349&Itemid=1) Q&A on pharmaceutical patents

Use your favorite search engine to look for *Assessing the Value of America's Investment in Medical Research*. This article by Neen Hunt is posted on Medscape Today.

<http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2007/06/24/EDGONP1JN81.DTL&feed=rss.opinion> Budget Cuts to Medical Research Will Cost Lives

<http://www.reason.com/news/show/36942.html> Can We Ever Spend Too Much on Biomedical Research?

[http://en.wikipedia.org/wiki/Pharmaceutical\\_company](http://en.wikipedia.org/wiki/Pharmaceutical_company) Pharmaceutical Company

[http://www.aetna.com/news/1998/pr\\_19981110.htm](http://www.aetna.com/news/1998/pr_19981110.htm) Aetna and Four Leading Pharmaceutical Companies Fund \$6.8 Million In Outcomes Research Grants

<http://www.apa.org/monitor/julaug03/industry.html> Does Industry Funding Deserve a Bad Rap?

<http://www.ama-assn.org/ama/pub/category/10571.html> Setting Biomedical Research Priorities in the 21<sup>st</sup> Century

<http://www.centerwatch.com/patient/backgrnd.html> Background Information on Clinical Research

<http://www.americanchronicle.com/articles/viewArticle.asp?articleID=2756> The essential need for animals in medical research

### Discovery of Anesthesia

<http://www.answers.com/topic/anesthesia-discovery-of> (scroll down)

<http://www.nbanesth.org/history.html>

<http://www.medmag.org/saied.html>

## War

<http://stanmed.stanford.edu/2007summer/main.html> War's medical legacy

<http://archsurg.ama-assn.org/cgi/content/abstract/123/9/1045> Medical advances during the Civil War

[http://www.historycooperative.org/journals/ahr/110.4/br\\_86.html](http://www.historycooperative.org/journals/ahr/110.4/br_86.html) Spanish American war discoveries about infections disease

<http://www.ralphmag.org/CG/world-war-one1.html> World War I – A New Kind of War

<http://www.answers.com/topic/medical-practice-in-the-military> Medical Practice in the Military

## Geography

<http://www.csiss.org/classics/content/39> Medical Geography and Human Ecology

<http://www.amazon.com/Medical-Geography-Melinda-S-Meade/dp/0898627818> "Medical geography uses the concepts and techniques of the discipline of geography to investigate health-related topics..." Click on *more* to get an introductory description.

## Ethics

<http://www.iom.edu/CMS/3740/4881/10407/10494.aspx> Clinical Research Roundtable Ethics and Guidelines. This site will give you an idea of the many professional organizations and government agencies involved with the ethics of clinical research.

<http://www.libsci.sc.edu/bob/class/clis734/webguides/Medical.htm> Medical Laws and Legislation

[http://findarticles.com/p/articles/mi\\_qa4004/is\\_200704/ai\\_n19198792/pg\\_2](http://findarticles.com/p/articles/mi_qa4004/is_200704/ai_n19198792/pg_2) Embryonic Stem Cell Research: A Legitimate Application of Just-War Theory? This site shows just one argument in the kind of conflict that arises in ethical decision-making.

## The American Health Care System

<http://www.yourdoctorinthefamily.com/grandtheory/index.html> The American Health Care System Explained. See Contents on the left side of screen and work your way through this lengthy group of topics.

## **Food**

### America by Food

<http://www.faqs.org/nutrition/Pre-Sma/Regional-Diet-American.html> See the section on US Regional Cooking

<http://www.digitalhistory.uh.edu/historyonline/food.cfm> Food in America

<http://www.lifeintheusa.com/food/index.html> Life in the USA – America Eats. See American Regional Cuisines.

<http://www.keyingredients.org/> America by Food. See 500 Years of American Food

<http://www.environment.nau.edu/raft/map.htm> Regional map of North America's Place-Based Food Traditions

<http://whatscookingamerica.net/AmericanRegionalFoods/RegionalAmericanIndex.htm> American Recipes and History by Region

### Dining to Death

<http://apps.nccd.cdc.gov/giscvh/> Heart disease and stroke maps.

<http://www.strokecenter.org/patients/stats.htm> US Stroke Statistics in map form.

[http://www.nhlbi.nih.gov/health/prof/heart/other/sb\\_spec.pdf](http://www.nhlbi.nih.gov/health/prof/heart/other/sb_spec.pdf) Stroke Belt Initiative

[http://www.fa-ir.org/ai/fastfood\\_hidden.htm](http://www.fa-ir.org/ai/fastfood_hidden.htm) Fast Food's Hidden Dangers

<http://www.apa.org/monitor/dec01/fastfood.html> Fast-food culture serves up super sized Americans

[http://www.youngwomenshealth.org/fast\\_food.html](http://www.youngwomenshealth.org/fast_food.html) Fast Food Facts

<http://www.organicconsumers.org/foodsafety/fastfood032103.cfm> Fast Food is a Major Public Health Hazard

[www.aldana.byu.edu/fastfood.ppt](http://www.aldana.byu.edu/fastfood.ppt) A fast food power point. Very slow to load, but includes some very good slides.

<http://www.learnnc.org/lessons/LisaPastor5232002911> Fast Food Frolics: a lesson plan for analyzing fast food menus.

### Food Safety

<http://www.foodsafety.gov/> Gateway to Government Food Safety Information

<http://www.fda.gov/default.htm> U.S. Food and Drug Administration

<http://www.cfsan.fda.gov/~lrd/foodteam.html> Food Safety: A Team Approach

<http://www.cnn.com/SPECIALS/2006/fit.nation/> CNN Special Reports: Fit Nation This site has a number of resources including maps of the top 10 fittest and the top 10 fattest cities in the USA.

## **Tobacco**

Spreading like a Weed

[http://www.tobacco.org/History/Tobacco\\_History.html](http://www.tobacco.org/History/Tobacco_History.html) The Tobacco Timeline

<http://academic.udayton.edu/health/syllabi/tobacco/history.htm#begin> History of Tobacco

<http://www.doa.state.nc.us/cia/heritage.htm> Indian Life. The natives taught the newcomers fishing and agricultural techniques, introduced them to corn and tobacco cultivation . . .

<http://www.nps.gov/archive/colo/Jthanout/TobaccoHistory.html> TOBACCO: The Early History of a New World Crop. "Probably the most famous Englishman associated with the introduction of tobacco is Sir Walter Raleigh."

<http://www.connerprairie.org/historyonline/noxiousweed.html> Noxious Weed: The Anti-Tobacco Movement in Early America

<http://store.vintagepaperads.com/servlet/-strse-Cigarettes--fdsh--Tobacco-cln-Camel/Categories> Vintage Paper Ads (Click on picture to enlarge.)

<http://reveries.com/?cat=59> Scroll down to Cigarette Century or start at <http://reveries.com/>, search for Cigarette Century, and click on the title.

## Health

<http://medicolegal.tripod.com/pearl1938.htm> Dr Raymond Pearl's research at Johns Hopkins.

<http://www.tcsq.org/tobacco/spring96/contentss96.htm> Tobacco and the Elderly

<http://www.aacr.org/home/about-us/news.aspx?d=670> Stephen S. Hecht Honored for Ground-Breaking Research on Tobacco and Cancer

[http://www.cdc.gov/tobacco/data\\_statistics/sgr/history.htm](http://www.cdc.gov/tobacco/data_statistics/sgr/history.htm) History of the Surgeon General's Report on Smoking and Health

<http://www.no-smoke.org/getthefacts.php?id=14> Americans for Non-Smokers' Rights. Economic Impact

<http://slati.lungusa.org/appendixa.asp> State laws restricting smoking.

## Economy

<http://sftfc.globalink.org/economy.html> Tobacco's Impact in the Economy

<http://etc.usf.edu/maps/pages/2000/2080/2080.htm> A map of tobacco production in the USA, 1910. You can start at <http://etc.usf.edu/maps/galleries/us/complete/index.htm> and scroll down a l-o-n-g way: follow the dates to 1910.

<http://aic.ucdavis.edu/profiles/Tobacco-2007.pdf> North Carolina has been and remains the largest producing in terms of harvested tobacco acreage . . .

<http://www.unctv.org/ncdependence/history.html> North Carolina's Dependence on Tobacco. "1839 Stephen, a slave on the farm of Captain Abisha Slade in Caswell County, accidentally discovers "Bright" leaf tobacco . . ."

## **Lifespan**

How long will you survive?

[http://moneycentral.msn.com/investor/calcs/n\\_expect/main.asp](http://moneycentral.msn.com/investor/calcs/n_expect/main.asp) Life Expectancy Calculator

[http://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_life\\_expectancy](http://en.wikipedia.org/wiki/List_of_countries_by_life_expectancy) List of Countries by Life Expectancy

<http://gosset.wharton.upenn.edu/mortality/perl/CalcForm.html> How Long Will I Live?

<http://www.nmfn.com/tn/learnctr--lifeevents--longevity> The Longevity Game

<http://www.ssa.gov/OACT/STATS/table4c6.html> Actuarial Life Table

[http://www.msrs.state.mn.us/info/Age\\_Cal.htmls](http://www.msrs.state.mn.us/info/Age_Cal.htmls) Life Expectancy Calculator

## Lifespan

<http://www.imminst.org/forum/index.php?act=ST&f=67&t=680&s> This Wonderful Lengthening Lifespan

[http://www.eurekalert.org/pub\\_releases/2003-08/hms-mdt081903.php](http://www.eurekalert.org/pub_releases/2003-08/hms-mdt081903.php) Molecules Discovered that Extend Life in Yeast, Human Cells

<http://altnet.org/healthwellness/51394/?comments=view&cID=651051&pID=650733> Scientists Have Found the Gene That Decides How Long We Live

<http://www.unitedhealthfoundation.org/AHR2006/commentary/personal.html#Personal> Improving America's Health: Personal and Public Solutions

<http://www.who.int/inf-pr-2000/en/pr2000-life.html> WHO Issues New Health Life Expectancy Rankings

[http://www.cdc.gov/aging/pdf/State\\_of\\_Aging\\_and\\_Health\\_in\\_America\\_2004.pdf](http://www.cdc.gov/aging/pdf/State_of_Aging_and_Health_in_America_2004.pdf) The State of Aging and Health in America 2004

<http://www.joe.org/joe/1987winter/rb3.html> The graying of America

<http://www.pineforge.com/newman4study/resources/graying.htm> The global dynamics of populations: demographic trends

<http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5206a2.htm> Public Health and Aging

#### Healthcare

[http://www.aon.com/about/publications/pdf/healthline/hl\\_workfrce\\_shortage.pdf](http://www.aon.com/about/publications/pdf/healthline/hl_workfrce_shortage.pdf) The Workforce Shortage: A Significant Risk for Our Nation's Healthcare Organizations

<http://www.ncdhhs.gov/ltc/foard.htm> Long Term Care in North Carolina

[www.alliedhealthcouncilnc.org/media/Bowers3-04.ppt](http://www.alliedhealthcouncilnc.org/media/Bowers3-04.ppt) Western North Carolina Health Professional Shortage

<http://www.accelerated-learning-online.com/research/case-diversity-health-care-workforce.asp> The Case for Diversity in the Health Care Workforce

[http://www.doleta.gov/whatsnew/DeRocco\\_Speeches/ASHHRA\\_Take\\_3.cfm](http://www.doleta.gov/whatsnew/DeRocco_Speeches/ASHHRA_Take_3.cfm) U.S. Department of Labor Employment & Training Administration. ASHHRA General Session Speech

#### Changing Demographics

<http://usinfo.state.gov/journals/itsv/0699/ijse/capop.htm> The United States: Population in Transition. From ***Changing America, A Report of the Council of Economic Advisers.***

<http://www.learnframe.com/aboutelearning/page10.asp> Megatrend #1: Changing Demographics

[http://www3.baylor.edu/~Heidi\\_Marcum/changing\\_demo.html](http://www3.baylor.edu/~Heidi_Marcum/changing_demo.html) Activity: Changing Demographics in America (trip to cemetery)

[http://www.americanprogressaction.org/events/2006/unmarried\\_impact.html](http://www.americanprogressaction.org/events/2006/unmarried_impact.html) Unmarried America

<http://www.ncsl.org/programs/press/2005/pr050819Demographics.htm> Changing Demographics: What Lies in Store for States

#### Unhealthy Habits

<http://www.cdc.gov/nccdphp/dnpa/obesity/faq.htm> Overweight and Obesity

Refer to the references listed under the Prevention Strategies *Exercise, Eat Right, and Stop Smoking.*

# Release Form

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