

Heart Disease

THE NUMBER ONE KILLER IN NORTH CAROLINA

Your tribe must survive heart disease by using the tools of education and action.

Your challenge is to write an educational brochure on heart disease.

Survival Plan: Be Heart Smart

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Background

Prerequisite

Skills:

Students must be able to read and write simple sentences, understand spoken English, and be able to use a pencil.

Approach:

The number one killer in North Carolina—heart disease—includes any disorder that affects the heart. We limited our class brochure to heart attack for a manageable focus.

Level:

Our class consists of High Beginning and Low Intermediate ESL students. High Intermediate and Advanced students should also do well with this project.

Objectives:

Students will demonstrate their understanding of a heart attack by contributing to an informational brochure that

- identifies common symptoms of a heart attack,
- names risk factors that contribute to causing a heart attack,

- gives examples of preventive measures a person can follow.

Time: Our class meets Monday through Friday for three hours each morning. We used a couple of hours each day on this project, allowing plenty of discussion time. It took approximately nine hours to complete the project.

Special Materials

and Resources: Sample brochures, colored pencils, plain paper

Education and Action

Introduction

We told our high beginner/low intermediate ESL class about this Survivor North Carolina project. Our students were challenged to work together on developing a brochure on Heart Disease. This was a first for many of these students, and they appeared eager to find a creative way of developing something that they felt would benefit others.

Questions

Since work on any new undertaking brings about many questions, we wrote the simple present and simple past syntax on the board and reviewed with the students:

- Question word + do/does/did + subject + simple verb ?
- Question word + is/are/was/were + subject . . . ?

After letting them ask some general questions using this syntax, we began to ask the students questions about our topic. We encouraged them to ask questions of their fellow classmates, too.

- We asked students if they or someone in their family had ever suffered a heart attack. If so, we asked if they would be willing to share their experience/understand of a heart attack with the class.

- Next we asked the students to discuss what they already know about heart disease/heart attack.

As various students talked, we noted their responses on the board, along with a list of the words they had trouble pronouncing or did not know in English.

At the end of this session on asking/answering questions, we reviewed orally the students' responses. Then we concentrated for a time on the words that students had trouble with. We discussed the meaning of these words and pronounced them in unison, repeating as much as necessary. We asked students to copy the words and write the phonetic sound in their native language in parentheses to help them with pronunciation outside of class.

Having summarized our group's personal experience and knowledge, it was time to move ahead into learning more about the heart.

Vocabulary

All of the students in our class are from Central/South America. As we began doing the reading explained in the following sections, they used Spanish/English dictionaries to assist them in understanding the meaning of some of the words. We encouraged their use of the dictionary for independent study. The students wrote down words that they did not understand in preparation for classroom and group discussion, and these words became our vocabulary for this challenge.

Throughout the project, we made sure that students knew the pronunciation and significance of these self-identified vocabulary words. We had to be sure that students understood the differences in some words that had similarities in meaning. We frequently asked the students to use each word of our growing vocabulary by writing a sentence.

Heart Disease Reading Exercise

We distributed a heart disease reading exercise that included the following topics:

1. A Definition of Heart Disease

2. What is a heart attack?
3. Heart Attack at a Glance
4. What are the Symptoms of a Heart Attack?
5. Prevention Measures

To put this classroom handout together, we used segments taken directly from the resources listed below, and for that reason our handout is not included with this project plan. You can use these sites or search for other internet resources with good information for your class to read.

<http://www.nlm.nih.gov/medlineplus/ency/article/000147.htm>

Scroll down to see the many forms of heart disease. Click on *heart attack* for additional information.

http://www.medicinenet.com/heart_attack/index.htm Click on *Heart Attack Main Article* (center screen) or, for direct access, try http://www.medicinenet.com/heart_attack/article.htm. We used heavily from the clickable headings *Heart Attack at a Glance* and *What are the Symptoms of a Heart Attack*.

Heart Attack: A Cleveland Clinic Guide by Curtis Mark Rimmerman, M.D. Cleveland Clinic Press. © 2006, Cleveland Clinic. ISBN 1596240318. (See <http://clevelandclinicpress.org/>.)

FitTogether Health and Wellness literature that came from the program FitTogether sponsored by UNC-TV Outreach. (See http://www.unctv.org/education/teachers_childcare/workshops/fittogether.html and <http://www.fittogethernc.org/>.)

Reading Comprehension Worksheet

Next, we gave the students a two-page reading comprehension worksheet that matched our heart disease reading exercise. (A copy follows this project plan.) We gave students the option of completing the worksheet individually or in small groups. After they completed their work, we reviewed their answers orally.

Additional Research

Our students did additional reading on the anatomy of the human heart using internet material from the Texas Heart Institute at St.

Luke's Episcopal Hospital. Go to <http://texasheart.org/> and click on *English* under *Heart Health* in the center of your screen. Then click on *Anatomy of the Heart and Circulation*.

[The Texas Heart Institute (<http://texasheart.org>) has numerous articles. Readers may choose either English or Spanish. Teachers working with family literacy classes may find a good use for the materials at Texas Heart Institute's **Project Heart** activities for the classroom (<http://texasheart.org/HIC/ProjH/index.cfm>).]

Class Discussion

With the readings completed and our vocabulary identified and clarified, the students summarized orally what they understood from the articles. This oral activity provided for a lot of interaction among the group and led into the decision of what they wanted to present in the brochure.

Writing the Brochure

On the board we put three columns headed by the words *Symptoms*, *Causes*, and *Prevention Measures*. The students spent time brainstorming to identify five items under each of these three topics. As the students shared their ideas, we asked them to identify which topic we should put their idea under. (We could also have asked the student to come to the board and personally write his/her idea under the correct heading.)

Preparing Brochure Illustrations

To illustrate the brochure, we asked the students to draw a picture of a heart. This exercise was assigned as homework after we provided examples from the internet, and helped them find models in encyclopedias, and in science and health books.

The following class, we placed the students' pictures along the board and numbered the drawings. We allowed the class to choose the top three. These appear in our brochure.

We Met Our Challenge!

After the students identified the content they wanted and chose three drawings to use for illustration, we instructors took their materials and prepared a draft for their approval using Microsoft Publisher. We

critiqued the draft as a class, and a copy of our completed brochure is shown at the end of this project plan. The brochure is also included in a separate Microsoft Publisher document for those who have that capability.

Teacher Observations

The opportunities for oral participation provided for a lot of interaction among the group and helped them with decisions on the content for their brochure.

Some Resources for Optional Activities or Follow-Up

Show Me Where the Pain Is, pp. 21-26 in Choices: An ESL Life Skills Series for Adults "In Good Health", Contemporary Books, Unit 4.

Unit 4: *Health: How Do You Feel?*, pp. 61-71 in Everyday English: Book 1, 2nd ed., Barbara Zaffran and David Krulik. National Textbook Company.

Unit 5: *Shape Up*, pp 25-30 and p. 49 in Contemporary English Book 2 by Jeanne Becijos, Mechelle Perrot, and Cecilia Ryan.

Health Care, p. 80 in The Oxford Picture Dictionary. Norma Shapiro and Jayme Adelson-Goldstein. Oxford University Press.

Health Care, p. 80 in The Oxford Picture Dictionary Beginning Workbook. Marjorie Fuchs. Oxford University Press.

<http://www.wikipedia.org/> Enter *heart disease* in the search box and press your enter key to learn more about heart disease.

http://www.mypyramid.gov/professionals/food_tracking_wksht.html (at the <http://www.mypyramid.gov/> website). Choose a daily number of calories and download that worksheet. Let students keep a log of their eating habits for a day to compare it to the recommended goals found on the MyPyramid worksheet.

<http://www.webmd.com/a-to-z-guides/common-topics/h.htm> Click on *heart disease*.

Heart Attack
Reading Comprehension

Student _____

Answer the following questions

1. Name four disorders caused by heart disease

2. What is a heart attack? _____

3. What are coronary arteries? _____

4. What is the most common symptom of heart attack?

5. List some of the most common symptoms of heart attack.

6. List some of the prevention methods

7. What are some examples of exercises helpful for the heart?

Check YES or NO for each of the statements below:

	Yes	No
1. Being overweight puts extra strain on the heart and blood vessels.	___	___
2. Overeating helps to lower the blood pressure.	___	___
3. Most fast food is very low in fat.	___	___
4. A well-balanced diet helps prevent the risk of heart disease.	___	___
5. A well-balanced diet includes pizzas, fats, and sodas.	___	___
6. Everyone can participate in some kind of activity.	___	___
7. A cholesterol level greater than 240 is not dangerous.	___	___
8. Not eating large amounts of fat and cholesterol is a good idea.	___	___
9. Heart attacks are never silent.	___	___
10. One million Americans suffer a heart attack each year.	___	___
11. Diet and medication can help lower cholesterol.	___	___
12. There are two types of cholesterol.	___	___
13. Both are dangerous.	___	___
14. Only one is dangerous.	___	___
15. HDL cholesterol is good for human beings.	___	___
16. HDL cholesterol is dangerous for human beings.	___	___

Prevention:

- Visit your doctor for an annual check-up
- Eat healthy
- Exercise regularly
- Avoid excessive amounts of fried foods, drugs, alcohol and/or tobacco
- Check blood pressure often
- Manage stress



Questions to ask your
doctor

How much should someone
my height weigh?

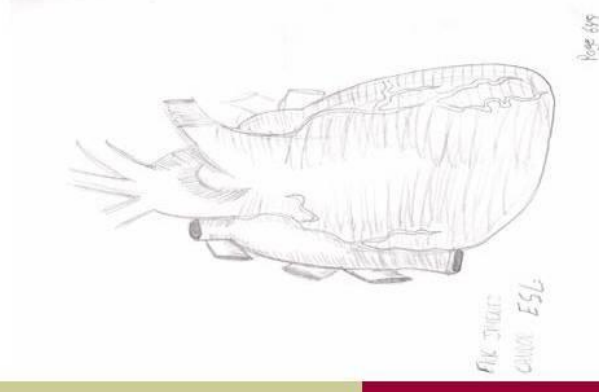
What kind of exercises do
you recommend?

What kind of foods should
I eat?

Where can I find more
information about heart
disease?

Montgomery Community College
English as a Second Language
EMS Bldg. Candor, NC

Survivor
North
Carolina



*Heart Disease:
Heart Attacks
Information you
should be aware of*

Montgomery Community
College
English as a Second
Language

Heart Attacks: Information you should be aware of

A heart attack is health condition

that occurs when arteries that pump blood to the heart get blocked by the fat and cholesterol found in food. A heart attack can

be avoided if one takes the necessary preventive measures in time.

Please

read the following brochure to learn more.

Fabiola Aldana-Perez
ESL Colibr

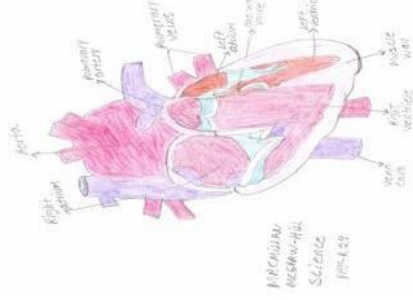


Illustration of a healthy human heart with arrows indicating the different arteries and chambers.

Drawing by:
Fabiola Aldana-Perez
ESL student

Symptoms: The following examples are possible warning signs of a heart attack.**

- A person may have trouble breathing
- A person may feel a sharp pain in their left arm
- A person may feel numbness in their legs and/or jaw
- A person may experience sudden chest pain

- A person may experience extreme dizziness, chills or blurred vision

Eva M. Solis



Mave

An illustration of the human heart by Eva Morales-Solis

* These are not the only warning signs. There are more

Causes: Things that you do/ do not do that may lead to a heart attack

- Lack of exercise
- Being overweight
- Bad eating habits
- High blood pressure
- Excessive use of tobacco, alcohol or drugs
- It can also be hereditary

Survivor North Carolina