

MANAGING MEDICAL CONDITIONS

Student/Class Goal

Students will learn more about a medical condition that is of interest to them and write what they have learned about that condition, using the information as a personal resource or to share with others

Outcome *(lesson objective)*

Students will learn more about a medical condition that is of interest to them and write what they have learned about that condition, using the information as a personal resource or to share with others.

Time Frame

2 hours

Standard *Convey Ideas in Writing*

NRS EFL 3-6

Prewriting	Benchmarks	Drafting	Benchmarks	Editing and Revising	Benchmarks
Topic, purpose, & audience	3.1, 4.1, 5.1, 6.1	Organize writing	3.10, 4.11, 5.11, 6.10	Reread & revise	3.18, 4.19, 5.17, 6.14
Writing for purpose	3.2, 4.2, 5.2, 6.2	Sentences/paragraphs	3.11, 4.12, 5.12	Proofread	3.19, 4.20, 5.18, 6.15
Writing for various tasks	3.3, 4.3	Descriptive language	4.13, 5.13, 6.11	Feedback from others	3.20, 4.21
Generate ideas	3.4, 4.4, 5.4, 6.4	Sentence structure	3.13, 4.14, 5.14, 6.12	Checklists & rubrics	3.21, 4.22
Main idea/thesis	3.5, 4.5, 5.5, 6.5	Spelling	3.14, 4.15, 5.15, 6.13	Publishing	Benchmarks
Research	3.6, 4.6, 5.6, 6.6	Punctuation	3.15, 4.16	Technology	
Plagiarism	3.7, 4.7	Capitalization	3.16, 4.17	Publication	
Sources		Parts of speech	3.17, 4.18, 5.16		
Organize ideas	3.8, 4.9, 5.9, 6.9				
Organizational pattern	3.9, 4.10, 5.10				

Materials

Internet Access

Managing Medical Conditions Template

Peer Response Form

Learner Prior Knowledge

Students will have heard about various medical conditions but may need more information to understand them and know what can be done to improve them. A student may have come to class and talked about him- or herself or someone they know who has been diagnosed with an unfamiliar medical condition. They will have been introduced to the writing standard and will be familiar with the writing process. If peer editing has been used previously, little explanation will be needed during the lesson.

Instructional Activities

Step 1 - Engage students in a discussion about medical conditions they have or have heard of that they would like more information about. Using chart paper or the board, list all medical conditions the group would like more information about (backache, colds & flu, allergies, cancer, depression, etc.). Have students work in pairs or triads to talk about what they already know. As the small groups report out, write the information under the appropriate medical condition. A carousel strategy could also be used to collect the information from the students.

Step 2 - Use the template *Managing Medical Conditions* as a possible tool for students to gather information. This template could be saved in a Word document for students to type their findings or, if a paper version is desired, it could be used as a handout.

Have the students search online for information that will help them complete their guides. [Family Doctor](#) is an excellent starting point. *Conditions A to Z* will contain any condition they might want to know about. Students and the teacher can also bring in any

resources they have at home such as a health encyclopedia or visit the public library to find a few accessible books about common medical conditions. Tell the students to choose which conditions are most interesting to or relevant for them. It is not necessary to find information for every ailment.

TEACHER NOTE This might be an appropriate time to teach research skills such as note taking, writing citations, or judging conflicting information.

Step 3 - When students have had an opportunity to do their research, have students who have been researching the same medical conditions share their findings with each other. This will allow the students to discover alternative information they may not have found individually.

Step 4 - Once students have had enough time to share their findings, have them write a short paper about the medical condition they have researched. Before writing, discuss with the students how they might use the paper they are going to write. Pass out the *Peer Response* form so the students can see the things they will be evaluated on; brainstorm with the group any additional criteria that could be added to the list. Have them define the problem they are researching, explain what is recommended to remedy the condition, and what they should do to help this condition in the future.

Step 5 - Have students find partners and switch completed papers. Use the *Peer Response* form as a guide for their suggestions. Students can offer remarks that will aid in future writing assignments.

Assessment/Evidence *(based on outcome)*

The papers should focus on one particular problem and clearly define ways to help relieve or alleviate the ailment. Having the students peer respond to their classmates' papers will also check for comprehension.

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

Technology Integration

Family Doctor <http://familydoctor.org/>

Purposeful/Transparent

Having a medical condition can be a scary experience. This lesson will help students be more proactive about these health concerns and provide the necessary information for them to take the next medical steps to becoming healthy.

Contextual

Once students become aware of this process for doing research, they can find and understand any other medical conditions they may become concerned with.

Building Expertise

Students familiar with the writing standard will offer additional criteria for evaluation. They may want to practice skills presented earlier to build a stronger writing base.

PEER RESPONSE

1. Does the paper focus on one particular topic throughout the entire entry?

Needs Improvement Okay Competent Excellent
1 2 3 4

Remarks:

2. Does the paper offer details and explanations for ways to alleviate the problem?

Needs Improvement Okay Competent Excellent
1 2 3 4

Remarks:

3. Are there many grammatical errors or punctuation errors?

Needs Improvement Okay Competent Excellent
1 2 3 4

Remarks:

4. Is the paper clearly written and organized? Is it confusing at all?

Needs Improvement Okay Competent Excellent
1 2 3 4

Remarks:

**Additional
Comments**

Date ___/___/___ Author_____ Reviewer_____

Managing Medical Conditions

Condition:

Recognizing the Signs:

Making it Better: