

MODEL DIDACTIC LETTER FOR MODULES

INSTITUTION: Centro Escolar Insa

ACADEMIC YEAR: Second-year

High school: Technical Vocational
Bachillerato in Primary Health Care

OPTION: Primary Health Care

SECTION “A”


MODULE: 2.6

TIME: 54 hours

TEACHERS: Wilson Alexander Arias Silva, Karina Jasmin Argueta Argueta, Kevin Alexis Cabrera, Nelson Emilio Aldana Perez, Jose Alexander Candelario

OBJECTIVE: Develop reading skills in English that facilitate the interpretation and application of terminology used in the field of application of terminology used in the field of community health.

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PHASES	ACTIVITIES	METHODOLOGIES	TIME	RESOURCES
Inform This phase focuses on building foundational knowledge. Students will learn key concepts, terminology, and basic principles of community	Session 1 (3 hours) Warm-up: matching game vocabulary	<ul style="list-style-type: none">• Introduction: the teacher Prepares a digital matching game with basic health terms and definitions• Divide class into pairs and distribute tablets or ask	15 minutes	matching game link:  <i>SCAN ME</i>

health and related technologies. The emphasis is on understanding the landscape of community health and the role of technology in this field.

Presentation:
interactive
slideshow on
community health
concept

- students to use their cellphones during this activity
- Instruct students to complete the game by discussing terms with their partner
 - Prepare a multimedia presentation covering key community health concepts
 - Present slides, encouraging student questions and discussion
 - have some students share

25 minutes

<https://appurl.io/KI9jQOCjUj>



<https://appurl.io/pTVJDGSE>
[Nt](#)

**Language
Notes:**

Health Idioms and
Collocations

their thoughts

- Prepare a list of common health-related idioms and collocations e.g., "under the weather", "catch a cold", "run a fever"
- Explain the meanings and contexts of these phrases
- In pairs, students create short dialogues using the new phrases

20 minutes



[https://appurl.io/DJpg7Y13M
Y](https://appurl.io/DJpg7Y13MY)

Practice:

Virtual hospital tour
with terminology
identification

- Use a 360° video of a hospital and have students watch it on their devices
- Guide students through different departments
- Ask students to identify and note down health-related terms they encounter
- Discuss findings as a class, explaining unfamiliar terms

30 minutes



<https://appurl.io/IX2vv2ymXg>

Production:
Community Health
Campaign
Presentation

Divide the class into small groups

Assign each group a community health issue (e.g., obesity, smoking, mental health)

Groups use Canva or Google Slides to create a 3-slide mini-presentation on their assigned topic

40 minutes



<https://appurl.io/HuVkUe2GWm>

Assessment

Health

Terminology

Application Quiz

- Introduce the assessment activity
- Students complete a multiple-choice quiz on Google Forms or a similar platform

35 minutes



<https://appurl.io/JRNqPVpVv>

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wrap-up :

Medical Terminology
Charades

- Divide the class into two teams
- Each team chooses a name related to medical terminology
- One student from Team A comes to the front
- Show them a medical term or short phrase in English
- The student must act out the term without speaking or writing
- Their team tries to guess the term in English
- If correct, the team must provide the Spanish translation

10 minutes



terms that can be used:
<https://appurl.io/F3DO0ivwzC>

**Homework
Assignment**

unknown terms
research

- students look for any kind of noun seen during the whole time
- they bring them to the following day to discuss meaning and

5 minutes

Session 2 (3 hours)

Warm-up:

Health news headlines discussion

usage

- Display recent health-related news headlines on the board
- Ask students to discuss in small groups what they think the articles are about
- Briefly review actual content, introducing relevant vocabulary

15 minutes



<https://appurl.io/rJf95iJ7Nm>

Presentation:

Health Technology
Flashcard Game

- Prepare digital flashcards with images of common health technologies on one side and their names/brief descriptions on the other
- Display the image side of each flashcard on the main screen
- Ask students to guess what each technology is and its purpose
- Reveal the answer side, discussing each technology briefly

25 minutes



<https://appurl.io/xheF8hpOzc>

**Language
Notes:**

Technical health
vocabulary

- Introduce a list of technical health terms related to technology
- Explain meanings, pronunciations, and usage
- Prepare a list of health technology terms or concepts
- Divide the class into small teams
- Students draw the term on the board while their team tries to guess

20 minutes



SCAN ME

<https://appurl.io/A2GGX3bGhg>

Practice:

Health Technology
Pictionary

- Click on the link provided to access the activity.
- Once on the page, carefully read the instructions for the “Health Technology Pictionary” activity.
- Make sure you have a virtual whiteboard platform (such as Google Jamboard or Miro) open and ready.
- Divide into Teams:
- Divide the students into two teams.
- Take Turns Drawing:

30 minutes



<https://appurl.io/6zY3ROfSEp>

Production:

Health Tech

Innovation Pitch

using Gamma AI

- Divide the class into small groups
- Introduce Gamma AI and its basic functions for creating slides
- Each group brainstorms a new health technology idea
- Groups use Gamma AI to create a 3-slide presentation for their innovation

40 minutes

<https://appurl.io/-rkWfrFnjN>**Assessment:**

Health Technology

Application

Scenarios

- students will use Gamma AI to generate scenarios and Google Docs to write their responses
- Have students open a shared Google Doc
- Provide a link to Gamma AI
- Instruct students to use Gamma

35 minutes



slide sample:

<https://appurl.io/tewY37-68e>

Wrap-up:
Health Tech
Reflection

- AI to generate three health technology scenarios:
- Explaining a health technology to a patient
 - Troubleshooting a common issue with a health device
 - Describing the benefits of a specific health app
 - Students copy the generated scenarios into their Google Doc
-
- Students write a brief reflection on how health technology might impact their future careers

10 minutes

document sample:
<https://appurl.io/Oa3tRQ8Dj4>



<https://appurl.io/W6-LOB60tz>

**Homework
Assignment:**

Write a blog post about a health technology trend, using at least 5 new technical terms learned today.

5 minutes

<https://appurl.io/id8jfrV0wW>

**Session 3 (3
hours)**

Warm-up:

Health Myth Busters

- Prepare a list of common health myths and facts
- Read out each statement to the class
- Students stand up if they think the statement is true, or remain seated if they think it's false
- After each statement, reveal the correct answer

15 minutes



<https://appurl.io/5R2Z8YtP3W>

Presentation:
Public Health
Heroes

- Briefly discuss the truth behind each myth or fact, introducing relevant vocabulary
- Keep a tally of how many students got each one right
- Prepare short biographies of 5-6 public health heroes (e.g., Edward Jenner, Florence Nightingale, Jonas Salk, Margaret Chan, Paul Farmer).
- Create a simple slideshow with pictures of these individuals.
- Present each hero briefly, highlighting their contributions to public health
- After each presentation, ask

25 minutes



SCAN ME

https://appurl.io/zNTBAx0_MU

	<p>language notes : Health-related Vocabulary and Expressions</p>	<p>students to discuss in pairs</p> <ul style="list-style-type: none"> • Present a list of 10-15 key health-related terms on the board or slides. • Include words like: epidemic, prevention, vaccination, symptoms, diagnosis, treatment, hygiene, nutrition, etc. • Briefly explain each term and provide a simple example of its use. • Sentence Formation: ask students work in pairs and have them create a sentence 	<p>20 minutes</p>	<div data-bbox="1783 489 2067 775" data-label="Image"> </div> <p>SCAN ME</p> <p>https://appurl.io/P_4XL3QdpE</p>
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Practice: Health
Survey Creation and
Role-play

- for each vocabulary word
- Encourage them to relate the sentences to public health issues if possible
- Introduce the concept of health surveys and their importance
- Divide the class into pairs
- Each pair creates a simple 5-question health survey on a topic of their choice (e.g., sleep habits, exercise routines)
- Pairs exchange their surveys with another pair
- Students role-play conducting the survey, taking turns being the interviewer and interviewee

30 minutes



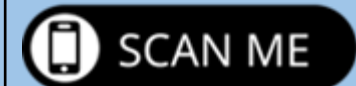
<https://appurl.io/Zi8BZxXCIO>

Production:

Health Poster
Design

- Introduce the concept of health awareness posters
- Show a few examples of effective health posters
- Divide the class into small groups
- Assign each group a public health topic (e.g., vaccination, mental health, nutrition)
- Provide paper and colored markers
- Groups design a simple poster to raise awareness about their topic
- Each group presents their


40 minutes



<https://appurl.io/yD9d8xCJK>
[A](#)

further instructions (only for teachers)

<https://appurl.io/jHfPtnVtW>
[m](#)

	<p>Assessment:</p> <p>Health Vocabulary Relay Race</p>	<p>poster to the class</p> <ul style="list-style-type: none"> • Divide the class into teams • Create a list of health terms covered in the Inform Phase • One student from each team comes to the front • Teacher shows or reads a definition • First student to correctly say the corresponding term wins a point for their team 	<p>35 minutes</p>	 <p>SCAN ME</p> <p>https://appurl.io/tEiOecVjOm</p> <p>https://appurl.io/FRFKP7yuzW</p>
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Wrap-up

- Reflection and goal-setting for next phase
- Lead a brief discussion on what students found most interesting/challenging





10 minutes





Homework Assignment:

- Research and write a short report on a current community health issue, incorporating terminology and concepts from all three sessions

5 minutes

<p>Plan</p> <p>During this phase, students will explore the preparation and organization of community health projects. The emphasis will be on comprehending the terminology and procedures related to data collection, survey creation, project planning, and resource management within healthcare settings.</p>	<p>Session 1 (3 hours)</p> <p>Warm-up:</p> <p>Kahoot quiz on basic community health</p> <p>Presentation:</p> <p>Basic medical vocabulary. Use Gamma slides to introduce common medical terms (e.g., fever, cough, pain).</p>	<ul style="list-style-type: none"> • Prepare a Kahoot quiz with 5 questions on community health basics. • Have students log in to Kahoot using their smartphones. • Project the quiz on the classroom screen and conduct the activity. • Discuss the answers, clarifying any misconceptions. <p>Contingency plan: CONTINGENCY PLAN </p> <ul style="list-style-type: none"> • Present the slides explaining each term with examples of its usage in a healthcare context. • Encourage students to take notes 	<p>20 minutes</p> <p>35 minutes.</p>	<div data-bbox="1720 236 2116 590">  </div> <div data-bbox="1720 603 2116 695">  </div> <p>https://t.ly/0hrnq</p> <div data-bbox="1720 1082 2116 1477">  </div> <p>https://rb.gy/sp9cbq</p>
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	<p>Provide clear examples and pictures.</p> <p>Language Notes:</p> <p>Write common medical terms (e.g., fever, cough, pain) on the board. Students match them to the correct Spanish translation. Discuss as a class.</p> <p>Practice:</p> <p>Role-playing scenarios in healthcare settings.</p>	<p>and ask questions throughout the presentation.</p> <ul style="list-style-type: none"> ● Provide a handout with key terms and their definitions. ● Go through each term, explaining its meaning and usage. ● Have students create sentences using these terms. ● Correct and discuss the sentences as a class. ● Assign students roles (e.g., patient, nurse, doctor) and scenarios (e.g., patient intake, medical consultation). ● Have them role-play interactions using technical English vocabulary. 	<p>20 minutes</p> <p>45 minutes</p>	 <p>https://rb.gy/ncdooe</p> <p>Scenarios:</p>  <p>Healthcare Communication Scenarios</p>
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Production:

Group project -
Creating healthcare
communication
guides

- Provide feedback on language use and communication skills.
- Creating healthcare communication guides Divide the class into groups.
- Assign each group a healthcare communication scenario (e.g., explaining a procedure, giving instructions for medication).
- Have groups create a communication guide using technical English.
- Present guides to the class and discuss feedback

30 minutes



<https://t.ly/FSgPH>

Assessment 1:

Basic Medical
Vocabulary Quizizz

- Create a Quizizz with 10 questions covering basic medical terms seen in the first session.
- Include multiple-choice and matching

15 minutes



	<p>Wrap-up:</p>	<p>questions.</p> <ul style="list-style-type: none"> ● Write the Quizizz join code on the board.Students join using smartphones or tablets (pair those without devices) ● Recap of key points learned. ● Summarize the main concepts covered in the session. ● Ask students to share one new thing they learned. Preview the next session's topics. 	<p>10 minutes</p>	<p>https://t.ly/YJg2j</p> <p>Materials: Whiteboard, and marker</p>
	<p>Homework Assignment:</p> <p>Search and draw</p>	<ul style="list-style-type: none"> ● Prepare a list of essential healthcare terms (e.g., “stethoscope,” “diagnose,” “immunization,” “anemia,” etc.). ● Create a worksheet with three columns: one for the terms, the second for their definitions, and the third for the draw of the term. 	<p>5 minutes</p>	<p>Link to the worksheet.</p> <p>Homework Assignment</p>

Session 2 (3 hours)

Warm-up:


Gamma presentation on telemedicine basics


- Ask your students to match each term with its correct definition.
- Create a Gamma presentation with interactive elements on telemedicine.
- Have students join the Gamma presentation using their devices.
- Guide students through the presentation, encouraging participation.
- Discuss any questions that arise during the activity.

15 minutes



<https://t.ly/r4lvk>

	<p>Practice:</p> <p>Technical health vocabulary fill In the blank exercise:</p>	<ul style="list-style-type: none"> • Prepare a passage about basic hospital vocabulary, and hospital related words. • Provide a word bank. Have students work individually to complete the passage using computers or cellphones. • Review as a class, discussing the correct usage of each term 	<p>45 minutes</p>	 <p>https://rb.gy/46l037</p> <p>Health Conditions in Healthcare1</p>
	<p>Production:</p> <p>Group work</p>	<ul style="list-style-type: none"> • Divide the class into small groups. • Assign each group a specific health condition. • Have groups use computers to create an informative brochure about the condition, using appropriate medical terminology. • Encourage use of free design tools like Canva. • Ensure they include sections on symptoms, diagnosis, and 	<p>40 minutes</p>	

	<p>Assessment 2:</p> <p>Medical Phrases and Instruments.</p>	<p>treatment, using technical language correctly.</p> <ul style="list-style-type: none"> • Create a Quizzis with 10 questions about medical phrases and instruments covered in the language notes and practice sessions. • Include true/false and multiple-choice questions • Display Quizzis join code on board or the link. • Students join using smartphones or class computers • Note any areas where students struggled for future review 	<p>15 minutes</p>	<p>Assessment 2 link:</p>  <p>https://quizizz.com/admin/quiz/6696957d10247144703b9352?source=quiz_share</p> <p>Materials for the wrap-up: Marker, Whiteboard or Virtual Whiteboard</p>
	<p>Wrap-up:</p>	<ul style="list-style-type: none"> • Quick review of session highlights. Recap the main points covered in the session. 	<p>10 minutes</p>	

	<p>Homework Assignment:</p> <p>Health Poster</p>	<ul style="list-style-type: none"> • Ask students to share their biggest takeaway. Preview the next session's focus. • Students have to create a simple poster promoting hand washing. Use basic phrases like "Wash your hands" and "Stay healthy." Include a drawing of hands under running water. • Students should color the poster and practice saying the phrases out loud • Students have to presenting the draw in the next class 	5 minutes	<p>Materials for the homework assignment:</p> <p>Paper, pencil, colors, dictionary.</p>
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Session 3 (3 hours)

Warm-up:

Common illness matching. Provide a list of common illnesses and their meaning in Spanish. Students match them. Review together.

Presentation:

Introduce simple terms related to medication (e.g., pill, dose, prescription). Use visual aids or a presentation with pictures

- Create two columns on the board: one with common illnesses, one with the meaning in Spanish.
- Divide the class into two teams.
- One member from each team comes to the board to match an illness with its Spanish translation.

- Prepare slides with terms related to medication (e.g., pill, dose, prescription, tablet, ointment).
- Show each term with a clear image.
- Provide a simple definition and example sentence for each term.
- Have students repeat each term

20 minutes

20 minutes

Illness matching words:



<https://rebrand.ly/dig0c3a>



<https://rebrand.ly/f4szkwg>

Language Notes:

Medication instructions Show simple medication instructions. Discuss key vocabulary and phrases used

Practice:

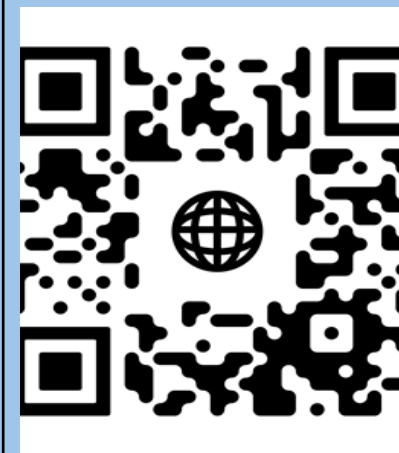
Translate simple health texts Provide very short, simple health-related texts in students' native language. They translate to English. Review as a class

for pronunciation practice.

- Display simple medication instructions on the board or screen.
- Highlight key vocabulary and phrases (e.g., "take with food", "twice daily").
- Explain the meaning of each highlighted term or phrase.
- Have students create their own simple instructions using the learned phrases.

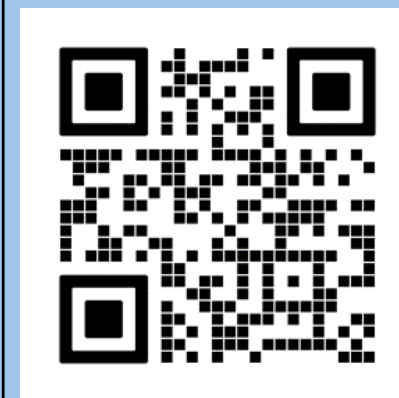
- Prepare very short health-related texts (2-3 sentences) in Spanish
- Divide students into pairs and give each pair a text.
- Pairs work together to translate the text into English.

25 minutes



<https://qrco.de/bfE7Pu>

45 minutes



<https://qrco.de/bfE7Sx>

	<p>Production:</p> <p>Create a basic health advice poster In small groups, students make a simple poster with health advice using learned vocabulary. Present to class</p>	<ul style="list-style-type: none"> ● Collect translations and display them on the board or screen. ● Review and correct translations as a class, discussing vocabulary choices. ● Create a basic health advice poster (e.g "Stay hydrated: Drink plenty of water throughout the day. ● "Divide the class into groups of 3-4 students. ● Assign each group a simple health topic (e.g., hand washing, healthy eating). ● Provide large paper and markers. ● Groups create a poster with simple health advice using learned vocabulary. 	35 minutes	<p>Materials:</p> <ul style="list-style-type: none"> ● Print out the Spanish texts for each pair of students. ● You can either print them or share your screen on the board. <p>Materials needed:</p> <ul style="list-style-type: none"> ● Materials: Large sheets of paper or poster boards. ● Markers, colored pencils, or crayons ● Glue and scissors. ● Tape or adhesive for mounting the posters.
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Assessment:

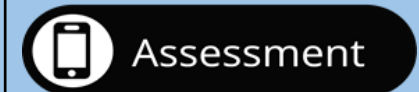
Kahoot game and conclusion

Wrap-up:

- Each group presents their poster to the class, explaining their advice.
- Create a Kahoot quiz covering key concepts from all sessions.
- Have students use their smartphones or computers to join and complete the quiz.
- Review answers after each question, providing explanations for correct responses. Discuss any areas of confusion.
- Reflection on the entire Plan Phase.
- Facilitate a class discussion on key learnings from the phase.

15 minutes


15 minutes



<https://t.ly/mdQCt>

[Summary of the class](#)

	<p>Homework Assignment:</p> <p>My Health Vocabulary Book</p>	<ul style="list-style-type: none"> • Have students share how they plan to apply these skills. • Provide an overview of how this phase connects to the next • Instruct students to create a small "Health Vocabulary Book" using 2-3 sheets of paper stapled together. • The book should include: a. 10 important medical words they've learned, with the translation in English, and Spanish. b. A labeled drawing of the human body with at least 10 parts labeled in English. c. A list of 5 common illnesses. Also add pictures. 	5 minutes	<p>Materials Needed for the homework:</p> <ul style="list-style-type: none"> • Paper: 2-3 sheets of blank paper per student. • Stapler: To staple the sheets together into a booklet. • Writing and Drawing Tools • Pens and Pencils • Colored Pencils or Markers • Erasers • Scissors: • Glue or Tape
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<p>Decide</p> <p>This phase concentrates on decision-making processes in community health. Students will learn terminology related to data analysis, risk assessment, and ethical considerations. The focus is on understanding how health professionals use information to make informed choices about interventions and priorities.</p>	<p>Session 1 (3 hours)</p> <p>Warm-up:</p> <p>Risk Factor Brainstorm</p>	<ul style="list-style-type: none"> • The teacher will create a Nearpod lesson with a collaborative board activity. • Set the question: " What are the most common health risk factors you know of in your community?" • Students join the Nearpod session and add virtual sticky notes with their ideas to the collaborative board. • As a class, group similar ideas and discuss the variety of health risks identified. • Use this as a springboard to introduce the concept of risk factors in community health. 	<p>15 minutes</p>	<p>QR code for the Brainstorm activity:</p> 
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	<p>Presentation</p> <p>Introduction to Risk factors Terminology</p>	<ul style="list-style-type: none"> • The teacher creates his own presentation using PowerPoint, Google Slides, or any preferred presentation software. • Include slides on key risk assessment terms such as "hazard," "vulnerability," "exposure," "probability," and "impact." • Add relevant images, diagrams, or charts to illustrate concepts. • Include real-world examples of risk assessments in community health to make the content more relatable. 	<p>30 minutes</p>	<p>Link of the Gamma presentation:</p> <p>https://gamma.app/docs/Introduction-to-Risk-Factors-in-Community-Health-scd7tdmzgt1ersy</p>
	<p>Language notes</p> <p>Key risk factors terms and</p>	<ul style="list-style-type: none"> • The teacher creates a shared Google Doc titled "Risk factor Glossary." • Pre-populate the document with 	<p>30 minutes</p>	<p><u>Risk factor Glossary:</u></p> <p>https://docs.google.com/document/d/184LB3BxqPDCrbY76uT8GmadGL38PHJcOFtIK1MfhYL4/edit?usp=sharing</p>

	<p>definitions</p> <p>Practice</p> <p>Risk Scenario Analysis</p>	<p>important risk assessment terms and their definitions.</p> <ul style="list-style-type: none"> ● Guide students through the glossary, explaining each term in detail. ● The students will be divided into small groups and type the members of the group in a google document.. ● The teacher will use a google doc to post different community health risk factors. ● Groups analyze their assigned scenario, identifying and defining risk factors, and possible solutions using the new vocabulary. ● Groups present their analysis to 	<p>45 minutes</p>	<p>Link of the scenarios</p> <p>https://docs.google.com/document/d/1osfRH8mbXz7tc0tNsCjHIYS-nnAXJ6BrHrHgvWY48GU/edit?usp=sharing</p> <p>List of the teams:</p> <p>https://docs.google.com/document/d/1gKE4r8sUTCQ0AGpIgBx8m8yboaDgdrekH4Y1K0lpq2M/edit?usp=sharing</p>
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Production

Create a Risk Assessment Infographic

the class, emphasizing correct use of terminology.

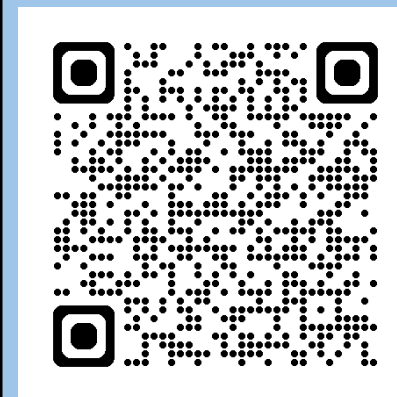
- The teacher will introduce Canva, or any other infographic editor and provide a quick tutorial.
- Students create an infographic about a specific health risk in their community.
- The student's Infographics must include at least 5 new risk factors terms

Contingency plan 💡

In case there is no internet connection, The teacher will provide

30 minutes

Code of the video:



Link of the Health risk to create the infographic: [5 Specific Health Risks in the Community](#)

	<p>Assessment</p> <p>Vocabulary Quiz of risk factor terminology</p>	<p>a guide on Google docs before the class. Additionally if there is a problem with the computers, the students can create their infographic using paper, pencil and colors.</p> <p>Link Cómo crear infografías en Canva</p> <ul style="list-style-type: none"> • The teacher uses Nearpod to create a fun, competitive quiz on the new vocabulary. • Students complete the quiz individually on their devices. • Review the answers as a class, clarifying any misunderstandings. 	15 minutes	<p>Nearpod quiz activity:</p> <p>https://app.nearpod.com/?pin=EL9QV</p>
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	<p>Wrap-up</p>	<ul style="list-style-type: none"> • The teacher recap key risk assessment concepts and terms. • Preview the next session's topic (Decision-making Models in Healthcare). 	<p>10 minutes</p>	<p>Whiteboard or Witeboard Shareable Online Whiteboard</p> <p>Preview of the next topic:</p> <p>https://docs.google.com/document/d/1WliKVwhc-fcWzCSWeSU6n2nBhFIRT3X2tiTjEfuLdIA/edit?usp=sharing</p>
	<p>Homework Assignment:</p> <p>Risk factors report</p>	<ul style="list-style-type: none"> • Students create a shared Google Doc for their report. • They identify and assess three potential health risks in their daily lives. • For each risk, they must use at least 3 new vocabulary terms in their assessment. • Students have to write between 100–150-word report and submit on the Google Drive 	<p>5 minutes</p>	<p>Google Drive folder</p> <p>https://drive.google.com/drive/folders/1lrcnNAW84vq8ov4rRPhYD5vRv5HJVrZW?usp=sharing</p>

Session 2 (3 hours)

Warm-up:

Decision model in health-care introductory vocabulary


folder

- The teacher will create a decision model introductory flashcards on Quizlet.
- Students use their devices to participate and learn the new vocabulary.
- Discuss the results as a class, and solve the doubts of the new terms.
- The teacher presents different

10 minutes

Code QR of the quiz



	<p>Presentation:</p> <p>Decision-making Models in Healthcare</p>	<p>decision-making models using Gamma.</p> <ul style="list-style-type: none"> • Show different point of views of healthcare professionals explaining their decision processes. • Discuss the pros and cons of each model 	<p>30 minutes</p>	<p>Code QR for the presentation:</p>  <p>Link of word bank:</p> <p>https://docs.google.com/document/d/1SQxXM9ENi1JQQH2v97t8KX1qQNZzpnYeXHeXJUXY9jc/edit?usp=sharing</p> <p>Video about terminology of Decision-making in healthcare</p>
	<p>Language Notes:</p> <p>Decision-making vocabulary</p>	<ul style="list-style-type: none"> • The teacher will introduce a word bank on google docs. • Students practice pronunciation using YouTube videos for Decision-making terminology and watch real examples of the topic. • Students reviewed vocabulary sharing opinions about their thoughts of the video. 	<p>30 minutes</p>	

Practice:
Healthcare
Decision
Simulation

- The teacher will create text-based scenarios in a shared Google Doc.
- Students work in pairs to make decisions based on given scenarios.
- Debrief after each scenario, The students present possible solutions using the terminology learned in class

30 minutes

https://ai.invideo.io/watch/O_zpwhKOGRb

[Link of the script in spanish:](#)

<https://docs.google.com/document/d/1aU6r2jxKuKCDmTjB9miotsZVoRlpX3AQTaSz4fbptMk/edit?usp=sharing>

Link of the situations the students are going to discuss:

<https://wheelofnames.com/5cv-ws5>

Link of the situations:

[Healthcare Decision Simulation](#)

Production:**Create a Decision Tree**

- The teacher will explain decision trees using a basic example on the board
- Provide a health scenario: "Choosing an intervention to reduce smoking in your community."
- Students create in groups a decision tree using Google Drawings, Microsoft Paint, or pen and paper.
- Students share their work by uploading images in a google folder.
- Encourage use of appropriate terminology.

35 minutes

Guide of decision tree creation

<https://docs.google.com/document/d/1PVYV2j4-zICjyhziUoCd5aJD1SfDGO9hq9PJ0IVDeFA/edit?usp=sharing>

Websites to create it:


<https://docs.google.com/drawings/>

[Crear un árbol de decisiones online gratis | Canva](#)

Paint.

Link of Google folder:

https://drive.google.com/drive/folders/1wLYheNQ_L86XOB73wCbTilOtPA

	<p>Assessment</p> <p>Kahoot quiz about Decision-Making in community health.</p>	<p>Contingency plan 💡</p> <p>If it is not possible to use the internet, or computers, students have the option to do it on paper and pencil and present it to classmates.</p> <ul style="list-style-type: none"> • Teacher has to administer a comprehensive quiz using Kahoot based on Decision-Making topic. • Include multiple-choice, matching, and short answer questions. • Students has to enter using the link and solve the quiz. The teacher should provide 	<p>30 minutes</p>	<p>NpvqXp?usp=sharing</p> <p>Kahoot code for the activity:</p>  <p>Kahoot link:</p>
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		<p>feedback on results.</p> <ul style="list-style-type: none"> • The teacher will review key decision-making concepts using a question on quizizz • Solve the doubts or misunderstandings students could have. 		<p>https://create.kahoot.it/share/comprehensive-decision-making-quiz/ed0093ed-3000-4480-b5a7-e1f2e5d73e04</p>
	<p>Wrap-up</p>		10 minutes	<p>Link of quizizz https://quizizz.com/join?gc=69280454</p> <p>https://app.whiteboard.microsoft.com</p> <p>https://docs.google.com/drawings/</p>
	<p>Homework Assignment:</p> <p>Decision-Making Model Application</p>	<ul style="list-style-type: none"> • Students research a recent community health decision made in their local area or country. • In a Google Doc, they analyze this decision using one of the 		<p>Homework Assignment Decision-Making Model Application</p>

		<p>decision-making models discussed in class.</p> <ul style="list-style-type: none"> • The analysis should be 100-150 words and include at least 3 key terms from the lesson. • The documents should be submitted to the shared Google Drive folder before the next class. 	5 minutes	
	<p>Session 3 (3 hours)</p> <p>Warm-up:</p> <p>Ethical Dilemma Discussion</p>	<ul style="list-style-type: none"> • Present an ethical scenario in community health. • Students discuss in small groups and share opinions using Padlet • Highlight key ethical terms as 	10 minutes	<p>Link for the scenario and paddle discussion:</p> <p>https://padlet.com/wilsonarias1798/context-el-salvador-s-healthcare-syste</p>

Presentation:

Ethical Principles
in Community
Health

they come up.

- The teacher uses Gamma to present key ethical principles (e.g., autonomy, beneficence, non-maleficence, justice).
- Provide real-world examples of each principle in community health contexts.
- Discuss how these principles influence decision-making in healthcare.

- The teacher will provide a digital glossary of terms using

30 minutes

m-in-el-salvador-there-qm9m8mep80lxavcx

Code QR for the presentation :



	<p>Language Notes:</p> <p>Ethical principles terminology healthcare</p>	<p>Google Docs.</p> <ul style="list-style-type: none"> Students create their own examples using each term. Peer review examples using the comment feature in Google Docs. 	<p>35 minutes</p>	<p>Link of the Glossary:</p> <p>Glossary of ethical terminology and technology in healthcare:</p> <p>Documentos de Google</p>
	<p>Practice:</p> <p>Ethical Case Study Analysis</p>	<ul style="list-style-type: none"> The teacher will Divide the class into groups. Provide each group with a different ethical case study in community health. Groups analyze the case using online resources and prepare a response. Each group presents their analysis, encouraging use of learned terminology 	<p>35 minutes</p>	<p>Link for the groups:</p> <p>Teamwork</p> <p>Link of the Ethical case studies:</p> <p>Ethical case studies</p>

Production:

Mind Map
Creation

- Students have go to MindMeister.com and create a free account
- Students create a mind map with "Healthcare Ethics" as the central topic
- They add the main ethical principles as primary branches
- For each principle, they add: a) A brief definition b) One example of its application in healthcare c) One potential challenge in applying this principle
- They upload these to a shared class folder or platform

25 minutes

[Crea tus Mapas Mentales en Línea y en Cualquier Dispositivo | MindMeister](#)

Link google folder:

https://drive.google.com/drive/folders/1aKALMCXYPkOFp440FX1ma3IR89DRs2u_?usp=sharing

	<p>Assessment:</p> <p>Ethics principles in Healthcare Quiz</p>	<ul style="list-style-type: none"> • The teacher will administer a comprehensive quiz using Google Forms. • Include multiple-choice, matching, and short answer questions on ethical considerations in healthcare. • Provide feedback on results and solve doubts of the questions. 	30 minutes	<p>Link of the quiz</p> <p>https://forms.gle/T6xsS3fDn8owcT4u7</p>
	<p>Wrap-up:</p>	<ul style="list-style-type: none"> • The teacher will recap main ethical principles and their application in community health. • Address any final questions. • Discuss how ethical considerations integrate with other aspects of decision-making covered in 	10 minutes	<p>https://app.whiteboard.microsoft.com/board,or/nomarl Whiteboard</p> <p>Document to close the phase: Ethical Considerations in Community Health Decision-Making</p>

	<p>Homework Assignment:</p> <p>Create an Ethical Decision-Making Video</p>	<p>previous sessions.</p> <ul style="list-style-type: none"> • Students choose two community health ethical principles. • They created a 3-minute video explaining what they understood of these ethical principles. • Students upload videos to a shared Google Drive folder. 	5 minutes	<p>Google Drive folder link: Homework Assignment Ethical Decision-Making Video</p> <p>Google meet,Zoom,Internet,Computer</p>
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The execute phase is about putting knowledge into practice. Students will focus on implementing various digital health strategies and using technological tools to address community health challenges directly.

Warm-up:

Health Tech Brainstorm

Presentation:

Introduction to Health Education Apps

- Divide the class into small groups.
- Give each group a large piece of paper and markers.
- Ask groups to brainstorm and list all the health technologies they know.
- Have groups present their lists to the class.
- Compile a master list on the board or a shared digital document.

- Research and select a suitable health education app (e.g., Quizlet, Kahoot, or a specific health education app).
- Prepare a presentation showcasing the app's features and how it can be used for health education.
- Demonstrate how to create a health-related quiz using the chosen app.
- Discuss potential applications of the app in community health

20 minutes

35 minutes


laptop, projector,
whiteboard, marker, a
piece of paper

Health Tech Brainstorm Ideas

Presentation for the class:

<https://gamma.app/docs/Introduction-to-Health-Education-Apps-kaz22k81qee9zcq>

laptop, internet connection,
projector, whiteboard,
marker

		education.		
	Language Notes: Digital Health Vocabulary	<ul style="list-style-type: none"> • Create an online glossary (e.g., using Google Sheets) of key digital health terms. • Share the glossary with students and go through each term, providing definitions and examples. • Encourage students to add to the glossary throughout the course. 	20 minutes	GOOGLE SHEET LINK: https://docs.google.com/spreadsheets/d/1z4ISGDceckuiqWKDX-8A8b5CQgKT5NdcpAADW9TILKY/edit?gid=0#gid=0
	Production: Create a Digital Health Infographic	<ul style="list-style-type: none"> • Divide the class into small groups of 3-4 students. • Assign each group a specific health topic related to community health (e.g.vaccination, nutrition, mental health, etc.). • Have students use free online design tools (like Canva or Piktochart) to create an 	30 minutes	QR code of the topics:  www.canva.com Laptop,

		<p>informative and visually appealing infographic on their assigned topic.</p> <ul style="list-style-type: none"> ● Guide students to include key statistics, prevention tips, and reliable sources. ● Have each group present their infographic to the class, explaining their design choices and key messages. ● Encourage peer feedback and discussion on effective visual communication in health education 		<p>chart, a book, markers</p>
	<p>Practice: Digital Health App Evaluation</p>	<ul style="list-style-type: none"> ● Divide the class into pairs. Provide each pair with a list of 3-4 popular health apps (e.g., MyFitnessPal, Headspace, Sleep Cycle, WebMD). ● Have each pair choose one app to evaluate. Guide students to download the app (if possible) 	<p>30 minutes</p>	<p>Laptop, projector, whiteboard, markers</p>

or thoroughly explore its website.

- Instruct pairs to evaluate the app based on criteria such as user-friendliness, features, potential impact on community health, and privacy considerations.
- Have students create a short digital presentation (using tools like Google Slides or Canva) summarizing their evaluation.
- Each pair presents their findings to the class, followed by a brief discussion on the potential uses and limitations of the app in community health initiatives.
- Conclude with a class vote on which app seems most promising for community health

	<p>Assessment:</p> <p>Health Monitoring Tools and Terminology</p>	<p>applications.</p> <ul style="list-style-type: none"> • Create a google doc quiz focusing on health monitoring tools, terminology, and data analysis concepts. • Include questions about specific monitoring devices, interpretation of health data, and application of monitoring in community health. • Share the link. Conduct the quiz, encouraging friendly competition. • At the conclusion, review the leaderboard and discuss any challenging questions. • Use the quiz results to assess students' grasp of health monitoring concepts and identify topics that may require further explanation. • Set up a simple online 	<p>30 minutes</p>	<p>link</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSeoeZyMa2tNzcnrCv6S26IDB98_gZv6OAA5ENueh--nzn7LoQ/viewform?usp=sf_link</p>
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	Wrap-up: Online Discussion Board	discussion board (e.g., using Google Classroom or a shared document). <ul style="list-style-type: none"> Ask students to post one thing they learned and one question they still have about digital health education. 	10 minutes	google doc: https://docs.google.com/document/d/1MGGxGktL9ACskourjpjnDD_6byqyPty_LW3dWQmePz0/edit
	Homework: Explore Health Websites	<ul style="list-style-type: none"> Assign students to explore reputable health websites (e.g., WHO, CDC) and prepare a short presentation on a health topic of their choice. 	5 minutes	N/A

	<p>Session 2 (3 hours)</p> <p>Warm-up:</p> <p>Health Website Show and Tell</p> <p>Presentation:</p> <p>Virtual Health Monitoring</p>	<ul style="list-style-type: none"> • Have students briefly present the health websites they explored, sharing interesting features or information they found. <ul style="list-style-type: none"> • Create a presentation on various online health monitoring tools and apps. • Use screenshots and videos to demonstrate features. • Discuss how these tools can be used for personal and community health monitoring. 	<p>15 minutes</p> <p>30 minutes</p>	<p>warm up activity link: https://docs.google.com/document/d/1MGGxGktL9ACskouripjnDD_6byqyPty_LW3dWQmePz0/edit?pli=1</p> <p>video Introductory:</p> <p>https://www.youtube.com/watch?v=6gFtPZjocgY</p> <p>Link of the presentation: https://gamma.app/docs/Revolutionizing-Community-Health-with-Online-Monitoring-dci265m93l2jfcfcb</p>
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	<p>Language Notes: Health Monitoring Terminology</p>	<ul style="list-style-type: none"> • Create a glossary with key health monitoring terms. • Display the glossary and ask students to choose 5 terms they're unfamiliar with. Have students research these terms using reliable online health resources. • Create small groups where students teach each other about the terms they researched. • Conclude with a class discussion, clarifying any misunderstandings and highlighting the importance of these terms in health monitoring. 	25 minutes	<p>Link of the glossary</p> <p>Glossary of Health Monitoring Terminology in Community Health</p> <p>laptop, a book, pen or pencil, whiteboard, markers,</p>
	<p>Practice:</p> <p>Online Health Data Analysis</p>	<ul style="list-style-type: none"> • Provide students with sample health data sets (available from open data sources). • Guide students in using free online tools (e.g., Google 	45 minutes	<p>whiteboard, pillow, ppp presentation,</p> <p>Link of the data sets: Datadot (who.int)</p>

	<p>Production:</p> <p>Health Monitoring Terminology Explainer Videos</p>	<p>Sheets) to create simple graphs and charts of the data.</p> <ul style="list-style-type: none"> • Divide the class into small groups of 3-4 students. Assign each group a set of related health monitoring terms (e.g., vital signs, biometrics, wearable devices). • Have students use free online video creation tools (like Powtoon or Animaker) to create short explainer videos (1-2 minutes) about their assigned health monitoring terms. • Guide students to include clear definitions, examples of use in health monitoring, and how these terms relate to digital health. • Encourage creativity in presenting the information, such as using scenarios or analogies. 	30 minutes	<p>List of the terms:</p> <p>Terms of Health Monitoring</p> <p>laptop, internet connection Video Maker Make Videos and Animations Online Powtoon</p>
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	<p>Assessment:</p> <p>Digital Health Basics</p>	<ul style="list-style-type: none"> • Have each group present their video to the class, followed by a brief Q&A session. Compile all videos into a class "Health Monitoring Terminology" video dictionary for future reference. • Prepare a Kahoot quiz covering the key concepts learned on day one, including digital health tools, basic terminology, and applications in community health. • Include a mix of multiple-choice, true/false, and fill-in-the-blank questions. • Launch the Kahoot quiz and have students join using their devices. • Play the quiz, pausing after each question to discuss correct answers and clarify any misunderstandings. • At the end, review the overall 	20 minutes	<p>Link for the quiz</p> <p>https://create.kahoot.it/details/55a7f736-8cb5-44d4-b547-c72e0a7d37d0</p>
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	<p>Wrap-up:</p> <p>Online Question</p>	<p>results and address any common mistakes or misconceptions.</p> <ul style="list-style-type: none"> • Use the results to gauge overall class understanding and identify areas that may need reinforcement. • Use a free online tool (e.g., Google forms) to assess understanding of the day's content. • Review results as a class. 	<p>10 minutes</p>	<p>link: https://quizizz.com/admin/quiz/669344a16908645698553d7d?source=quiz_share </p>
	<p>Homework:</p> <p>Virtual Health Fair Research</p>	<ul style="list-style-type: none"> • Assign topics for a virtual health fair. • Instruct students to research their topics online and prepare digital presentations. 	<p>5 minutes</p>	<p>N/A</p>

	<p>Session 3 (3 hours)</p> <p>Warm-up:</p> <p>Online Health Communication</p> <p>Presentation:</p> <p>Introduction to Telehealth</p>	<ul style="list-style-type: none"> • Have students explore health communication examples on social media platforms. • Discuss effective strategies for online health communication. • Use online resources to create a presentation on telehealth concepts and platforms. • Discuss benefits and limitations of telehealth for community health. 	<p>10 minutes</p> <p>30 minutes</p>	<p>Links of some websites:</p> <p>The role of social media on health communication Share4Rare</p> <p>NHS England » Social media</p> <p>Link of the presentation: https://gamma.app/docs/Introduction-to-Telehealth-ih9rk4ck85qmhc0</p> <p>whiteboard, pillow, laptop, ppp presentation, sheets of paper</p>
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	<p>Language Notes:</p> <p>Telehealth Communication</p>	<ul style="list-style-type: none"> ● Create a shared online document with phrases and vocabulary specific to telehealth. ● Practice using these phrases in the context of online health communication. 	30 minutes	<p>google form document:</p> <p>https://docs.google.com/document/d/1igfKnLM8-c5E6PRoG59lk5bvglycaNMhPiKRosyGxG0/edit?usp=sharing</p>
	<p>Practice:</p> <p>Virtual Health Consultations</p>	<ul style="list-style-type: none"> ● Use free video conferencing tools (e.g., Zoom, Google Meet) to set up mock telehealth consultations. ● Provide scenarios and have students practice in pairs. 	30 minutes	<p>link:</p> <p>https://docs.google.com/document/d/1HkqYZStm43BbwDdzneRE85PVQf_yFfTOJHnK3jCfhac/edit?usp=sharing</p>
	<p>Production:</p> <p>Virtual Health Fair</p>	<ul style="list-style-type: none"> ● Use a video conferencing platform with breakout rooms to create a virtual health fair. ● Have students present their prepared health topics in 	30 minutes	<p>activity:</p> <p>video conferencing link: https://meet.google.com/sah-aycf-emr</p>

	<p>Assessment:</p> <p>Online Peer Feedback</p>	<p>different "rooms"</p> <ul style="list-style-type: none"> • Rotate students through rooms to learn from peers. 	35 minutes	<p>google form : https://docs.google.com/forms/d/e/1FAIpQLSfYszsSVyQpFcUQlicioZM4qoSDroSRKLQzFH3BF9yPt9UTng/viewform?usp=sf_link</p>
	<p>Wrap-up:</p> <p>Virtual Reflection Wall</p>	<ul style="list-style-type: none"> • Create a simple online form (e.g., Google Forms) for students to provide feedback on their peers' virtual health fair presentations • Review some of their feedback and clarify the issues or terms that most confused them during the activity. 	10 minutes	<p>activity: https://padlet.com/ap14015/c-mo-ha-afectado-la-salud-virtual-tu-bienestar-f-sico-y-ment-bqwa4pom8wb78b6y</p>

	Homework: Digital Health reflection	<ul style="list-style-type: none"> Assign students to write a short essay in a shared online document, reflecting on their experience with digital health technologies and potential applications in their community. 	5 minutes	computer, internet connection
Control In this phase, students focus on managing and overseeing community health projects. They will learn about quality control, data security, and ongoing monitoring of health interventions. The emphasis is on understanding	Session 1 (3 hours) Warm-up Activity: Health Data Security Quiz	<ul style="list-style-type: none"> Go to the link in quizizz Students have to answer some questions about basic data security concepts. Discuss the correct answers with the class. 	10 minutes	Materials: quizizz, smarphone Link: https://quizizz.com/join?gc=96047657

<p>how to ensure the effectiveness and integrity of community health programs.</p>	<p>Presentation</p> <p>Developing a Continuous Performance Improvement Plan</p>	<ul style="list-style-type: none"> • The teacher will explain the concept of continuous performance improvement. • The teacher will present the activity objectives • students have to work in group of 4 • Students have to create a brainstorming regarding the topic. • Prepare a brief presentation of their improvement plan • Each group will present their plan in 2 minutes. 	<p>40 minutes</p>	<p>Materials: Whiteboard, notebook</p> <p>https://gamma.app/docs/Continuous-Performance-Improvement-in-Community-Healthcare-o72gzovnf954b83</p>
	<p>Language Notes</p> <p>Focus: Key terminology related to quality control and data security</p>	<ul style="list-style-type: none"> • Go through each term, providing context and examples. • Have students create their own sentences using the terms. 	<p>30 minutes</p>	<p>https://gamma.app/docs/Quality-Control-Measures-in-Healthcare-ljoa0d73exx8q51</p> <p>Vocabulary and definitions https://gamma.app/docs/h</p>

	<p>Practice</p> <p>Quality Control in Healthcare Delivery</p>	<ul style="list-style-type: none"> Discuss the concepts in the class and the case studies. 	30 minutes	ealthcare-in-comunity-6sic yagcbzwfzqs
	<p>Production:</p> <p>Activity: Quality Control Simulation</p>	<ul style="list-style-type: none"> Click on the random wheel Students can look for information about the questions Students have to give an answer to the question Students have to choose one question of the random wheel and record a 5 minute video sharing their personal ideas. 	30 minutes	<p>random wheel</p> <p>https://wordwall.net/play/75596/816/604</p> <p>Smartphones, computers</p> <p>Choose one question</p> <p>https://wordwall.net/play/75596/816/604</p>
	<p>Assessment:</p> <p>Guess word quiz</p>	<ul style="list-style-type: none"> Students have to guess the correct phrase from the vocabulary (terminology related to quality control and data security) 	25 minutes	<p>Guess the phrase</p> <p>https://wordwall.net/play/75597/370/237</p>

	Wrap up	<ul style="list-style-type: none">● Recap key points from the session.● Preview the next session's topics.	10 minutes	
	Homework assessment	<ul style="list-style-type: none">● The Teacher will read out scenarios related to data● "A nurse discusses a patient's condition with the doctor."● "A receptionist confirms an appointment over the phone."● "A pharmacist fills a prescription."● Students will give their opinion on the actions they take in these scenarios.	5 minutes	

	<p>Session 2 (3 hours)</p> <p>Data Privacy Warm up activity</p> <p>Presentation Health Information Privacy and Security</p>	<ul style="list-style-type: none"> • Students have to go to the link . • Students have to work in pairs and discuss the terms and definitions of data privacy. • Give a short presentation of your ideas. • Go through each term, providing context and examples. • Have students create mind maps using the terms. 	<p>15 minutes</p> <p>20 minutes</p>	<p>https://gamma.app/docs/Health-Information-Privacy-and-Security-2w4yte038ddqcq6</p> <p>https://gamma.app/docs/technical-terms-related-to-health-information-privacy-0erw0w5dxsn4xci</p>
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	Language Notes Legal and technical terms related to health information privacy	<ul style="list-style-type: none"> Students have to go to the hypothetical data breach scenario Students have to work in group Debrief and discuss best practices 	30 minutes	https://gamma.app/docs/Data-Management-Plan-Template-ybfh4qzfdje01f5
	Practice Activity: Data Breach Response Roleplay	<ul style="list-style-type: none"> Have students work in pairs to create a plan for a hypothetical health project. They have to use online resources for research. 	35 minutes	Recommended app https://nearpod.com/library/
	Production Creating a Data Management Plan	<ul style="list-style-type: none"> Work in pairs and present their plans to the class. 	40 minutes	Notebooks, notes

	Assessment Matching quiz	<ul style="list-style-type: none"> Match the word with the correct definitions. 	20 minutes	Matching game https://wordwall.net/play/75568/532/831
	Wrap up	<ul style="list-style-type: none"> The teacher summarizes key learnings from the session, and opens a question space in case there is a question of the topic. 	15 minutes	Google docs.
	Homework assessment	<ul style="list-style-type: none"> Show the video and have students discuss potential communication. 	5 minutes	Youtube video explanation: SITUATIONAL CRISIS COMMUNICATION THEORY - Timothy Coombs

	<p>Session 3 (3 hours)</p> <p>Warm up</p> <p>Crisis communication scenarios</p>	<ul style="list-style-type: none"> • Students have to study the crisis communication terms. • Demonstrate various digital monitoring and evaluation tools. • Explain their applications in community health projects 	15 minutes	https://gamma.app/docs/crisis-comunication-e6xjv6gsv6ap4y3
	<p>Presentation</p> <p>Introduction to Monitoring tools</p>	<ul style="list-style-type: none"> • The teacher will present a presentation on Gamma about an instruction to the topic of the seccion. 	20 minutes	https://gamma.app/docs/Introduction-to-Monitoring-and-Evaluation-in-Community-Health-5xcenz6tojife3v
	<p>Language notes</p> <p>Monitoring and Evaluation Tools in Community Health</p>	<ul style="list-style-type: none"> • Have students to download and explore the apps on their devices, and takes note of the characteristic of the apps 	25 minutes	<p>Apps:</p> https://gamma.app/docs/tools-healthcare-r2f2jkb0mtm2vkf

	Practice Using Health Monitoring	<ul style="list-style-type: none"> Have groups present their findings and discuss the pros and cons of each type. 	35 minutes	https://gamma.app/docs/
	Production Designing a Community Health Monitoring Dashboard	<ul style="list-style-type: none"> Study the basic principles of dashboard design. Encourage students to think about user experience and data visualization best practices. 	40 minutes	https://gamma.app/docs/Understanding-Health-Data-hy6xb69wq937lky
	Assessment online quiz covering all topics from the control phase	<ul style="list-style-type: none"> Students have to go to the link and answer the questions. Students have to work individually 	30 minutes	Online quiz https://quizizz.com/join?gc=79486837

	<p>Wrap up</p>	<ul style="list-style-type: none"> Summarize key learnings from the entire Control Phase. Preview the next phase (Evaluate Phase) of the module. 	10 minutes	
	<p>Homework Assignment:</p> <p>Create a crisis communication plan for a hypothetical community health emergency.</p>	<ul style="list-style-type: none"> Instructions: Students should use digital tools to create a one-page infographic outlining key communication strategies, channels, and messages. They should submit their work electronically before the next class. Divide the class into small groups. Give each group a large piece of paper and markers. Ask groups to brainstorm and list all the health technologies they 	5 minutes	<p>Materials</p> <p>A piece of paper, marker, whiteboard</p> <p>Recommended app: https://nearpod.com/library/ </p>

**Activity control
phase (35%)**

**Class presentation
activity**

know.

- Have groups present their lists to the class.
- Compile a master list on the board or a shared digital document.

step-by-step guide for the in-class presentation activity:

- Topic Selection:

Students draw numbers to determine their presentation order.

When called, each student comes to the front and randomly selects a topic from a container.

- Preparation Time:

After selecting their topic, students are given 10 minutes to prepare their presentation.

They can use provided resources (e.g., textbooks, approved websites)

code and links to list of topics



or their own knowledge.
Students are encouraged to create a simple outline or visual aid during this time

- Presentation:

Each student presents their topic for 3-5 minutes.

They should define key terms, explain main concepts, and provide at least one real-world example

- Q&A Session:

After each presentation, allow 2-3 minutes for questions from the audience.

The presenter should address these questions to the best of their ability

- Peer Feedback:

Following the Q&A, students in the audience provide brief written feedback on a standardized form. This feedback should include one strength and one area for improvement.

<https://appurl.io/RthY7DJ1su>

code containing rubrics for teacher and students:



<https://appurl.io/V5Fr25ZrXN>

The final phase concentrates on assessment and improvement in community health programs. Students will focus on terminology related to impact measurement, statistical analysis, and reporting. They will also learn about continuous improvement strategies and emerging trends in community health technology.

Warm-up:

Health Outcome Word Association

Presentation:

Key Terminology in Community Health Outcomes

- The teacher has to Write key health outcome terms on nearpod presentation
- Students call out associated words or phrases and give an answer they understand of the word
- Discuss the connections between terms
- Present slides defining terms like "morbidity," "mortality," "quality of life"
- Explain how these terms are used in community health contexts

15 minutes

30 minutes

Link Nearpod presentation:

<https://app.nearpod.com/?pin=ALZEK>

Code of the gamma presentation:



**Language
Notes:**

Building a
Community
Health outcomes
Vocabulary

- Provide real-world examples of each term's application
- The teacher will distribute a glossary of 15 essential community health outcomes terms
- Review each term, providing context and usage examples
- Students create their own sentences using the terms

30 minutes

Glossary of terms:

[Glossary of Essential Community Health Outcomes Terms](#)

	<p>Practice:</p> <p>Scenario Analysis in Community Health Outcomes</p>	<ul style="list-style-type: none"> ● Present 5 community health scenarios, each with multiple possible outcomes. ● Distribute scenarios to students or groups. ● Students choose one outcome for their scenario and prepare an explanation. ● Students present their chosen outcome and explain why, using key terminology. 	30 minutes	<p>Link of the scenarios: https://docs.google.com/document/d/1u1vpMvt_TqtrPicirdtNBYDsoC2LxmUbUFdELChrEtQ/edit?usp=sharing</p>
	<p>Production:</p> <p>Create a Community Health Outcomes Poster</p>	<ul style="list-style-type: none"> ● The teacher is going to divide the class into small groups (3-4 students each) ● Assign each group a specific area of community health (e.g., maternal health, chronic diseases, mental health) 	30 minutes	<p>Link of the community health areas 5 Areas of Community Health</p> <p>Websites for creating posters:</p>

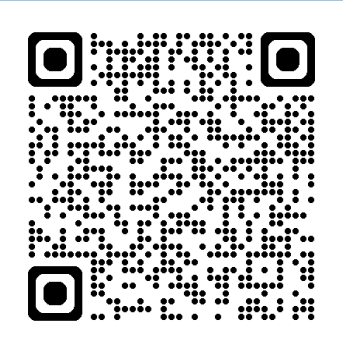
- Groups create an informative poster about their assigned area, focusing on:
Key health outcome terms relevant to their topic
Definitions of these terms in simple language
Examples of how these outcomes are measured
Visual representations of the terms or concepts (drawings, diagrams)
- The teacher will present alternatives to use of digital tools if available
- Groups present their posters to the class, explaining their chosen terms and representations





<https://piktochart.com/es/>

[Home - Canva](#)

<https://www.picmonkey.com/>

Google Slides

	<p>Assessment:</p> <p>Community Health outcomes Terms Quick Quiz</p>	<ul style="list-style-type: none"> • Prepare a short quiz covering the terms discussed • Include multiple-choice and fill-in-the-blank questions • Students complete the quiz individually • Review answers as a class, addressing any misconceptions 	<p>30 minutes</p>	<p>Code for the quiz:</p>  <p>Question for the activity:</p> <p>https://quizizz.com/admin/quiz/669344a16908645698553d7d?source=quiz_share</p> <p>Pencil, notebook, laptop, colors, paper, whiteboard.</p>
	<p>Wrap-up</p> <p>One-Minute Paper</p>	<ul style="list-style-type: none"> • Students write for one minute on "Why is understanding health outcome terminology important?" on quizizz • Teacher select them randomly • Share and discuss responses 	<p>10 minutes</p>	

	<p>Presentation:</p> <p>Expressing Health Intervention Results</p>	<p>each benefit</p> <ul style="list-style-type: none"> • Present on how to describe health intervention outcomes • Cover terms like "efficacy," "effectiveness," "impact" • Provide examples of well-expressed health results 	<p>40 minutes</p>	<p>aQK</p>   <p>https://appurl.io/vNRDM5Xhac</p>  
	<p>Language notes:</p> <p>Health Benefit terminology</p>	<ul style="list-style-type: none"> • Provide a handout with phrases for accurately expressing health results (e.g., "statistically significant decrease," "clinically meaningful improvement") • Explain the context and appropriate use of each phrase • Students practice using these phrases in sample result statements 	<p>30 minutes</p>	

Production:

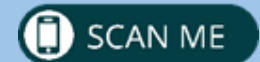
Creating a Health
Benefit
Infographic

- Discuss the importance of precision in health communication
- Provide students with data on a community health intervention
- Students create simple infographics expressing the benefits
- Share and discuss the infographics, focusing on clarity of expression

30 minutes

Infographic sample:

<https://appurl.io/zHnqaCgDkL>



Practice:

Health result
scenario cards

- Prepare cards with health intervention scenarios
- Groups draw cards and formulate how to express the results
- Groups present their expressions to the class
- Class discusses and refines the expressions

30 minutes



<https://appurl.io/uPpzfpqL LA>

Assessment:

Health Benefits
Expression
Evaluation

- Present students with poorly expressed health benefits
- Students rewrite these expressions using appropriate terminology
- Class reviews and discusses the improved expressions

15 minutes



<https://appurl.io/ltuu1Yhy HD>

<https://appurl.io/j7KhrfW>

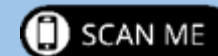
Wrap-up:

Exit Ticket - Key Takeaways

- Students write down three key things they learned about expressing health benefits
- Collect and briefly review some responses with the class

15 minutes

[evk](#)

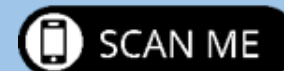
**Homework Assignment:**

Health Intervention Result Analysis

- -Provide students with a set of raw data from a fictional community health intervention
- -Students must:
 - Analyze the data to identify key results
 - Write a short report (1-2 pages) expressing the results using appropriate terminology
 - Create one visual

5 minutes

Sample homework containing further instructions: https://appurl.io/J_x7wRkRnt



**Session 3
(3 hours)**

Warm-up:

Health Care
Vocabulary
Translation

representation of a key result
(graph, chart, or infographic)

-Prepare a brief verbal
summary of the findings using
precise health terminology

- Reports and visuals to be
submitted before the next class,
verbal summaries to be
presented at the start of the
next session

- Prepare a list of 20 basic health
care terms in English (e.g.,
doctor, nurse, hospital, patient,
medicine)
- Display terms one by one on
the projector, or share a



<https://rb.gy/cet8tn>

Presentation:

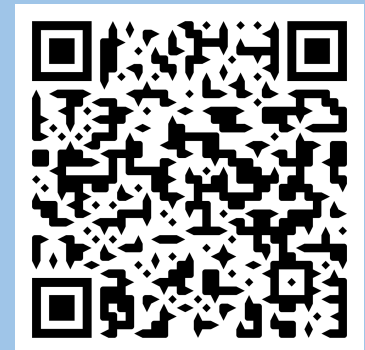
Basic Medical
Instruments and
Their Uses

- handout with students.
- Students write the Spanish translation on their cellphones or notebooks.
- After all terms are shown, go through each word as a class.
- Students volunteer to provide translations
- Discuss any variations or misconceptions in translations.

15 minutes

- Prepare a simple PowerPoint with images of common medical instruments.
- Show each image, say the name in English, and provide Spanish translation.
- Explain the use of each instrument in simple English.
- Ask students to match the instrument to its use in English.
- Practice pronunciation of each term as a class.

45 minutes



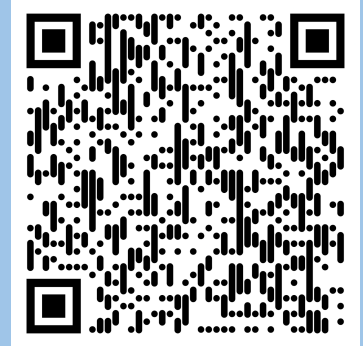
<https://shorturl.at/TZTJG>

Language Notes:

Medical Phrases Translation

- Present a list of 10 common medical phrases in Spanish (e.g., "Me duele la cabeza", "Tengo fiebre")
- Ask students to attempt translating each phrase to English
- Provide the correct English translation for each phrase
- Practice pronunciation of the English phrases
- Have students work in pairs to practice saying these phrases in English

30 minutes



<https://shorturl.at/aLY0o>

Practice:

Medical Role-Play Scenarios with Flashcards

- Create flashcards with simple medical scenarios. On one side, write a patient's complaint. On the other side, list key vocabulary or phrases. For example: Front: "You have a headache and fever." Back: "headache, fever, temperature,

25 minutes

Materials Needed:

- Flashcards with medical scenarios
- A timer or stopwatch
- List of medical vocabulary and phrases covered in the lesson.

pain, medication"

- Tell students they will work in pairs to act out patient-doctor scenarios using flashcards.
- One student will be the patient, reading the scenario from the front of the card.
- The other will be the healthcare provider, using the vocabulary hints from the back of the card.
- Divide the class into pairs.
- Give each pair a set of flashcards.
- Each pair takes turns performing their role-plays using the flashcards.
- The "patient" reads the front of the flashcard to begin the dialogue.
- The "healthcare provider" uses the vocabulary hints on the back to ask questions and provide advice.



<https://t.ly/JZtHw>

	<p>Production:</p> <p>Create and Present a Basic Health Poster</p>	<ul style="list-style-type: none"> • Divide the class into small groups of 3-4 students • Provide each group with a large sheet of paper and colored markers • Assign each group a basic health topic (e.g., hand hygiene, healthy eating, exercise, sleep habits) • Instruct groups to create a simple health poster in English with: <ol style="list-style-type: none"> a. A catchy title b. 3-4 key points about their topic c. Simple illustrations or symbols • Encourage use of newly learned vocabulary • Circulate to assist with English phrasing and spelling • Give groups 20 minutes to create their posters • Each group presents their poster to the class in English (2-3 minutes each) 	<p>35 minutes</p>	<p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Large sheets of paper (one per group) 2. Colored markers 3. Reference materials (books, articles, internet access for research) 4. Examples of health posters for inspiration 5. Tape or pushpins for displaying posters <p>Assign Health Topics:</p> <p>Assign each group a basic health topic. Some examples include:</p> <ul style="list-style-type: none"> • Hand hygiene • Healthy eating • Exercise • Sleep habits • Hydration • Mental health
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Assessment:

Medical
Terminology
Quizizz

- After each presentation, ask the presenting group to translate one key point into Spanish
- Class provides constructive feedback and asks questions in English
- Display posters around the classroom
- Prior to class, create a Quizizz with 15 questions covering the day's vocabulary and phrases. Include: Multiple choice questions
- At the start of the assessment, write the Quizizz join code on the board
- Instruct students to use their smartphones or tablets to join the quiz
- For students without devices, pair them with those who have devices
- Explain how to navigate the Quizizz interface (if needed)
- Set the quiz to "Classic" mode

15 minutes

- Personal hygiene



<https://shorturl.at/ErNBq>

		<p>so all students answer at their own pace</p> <ul style="list-style-type: none"> • Allow 15 minutes for quiz completion • Monitor the class, assisting with any technical issues • As students finish, encourage them to review their answers • Once all students complete the quiz, display the leaderboard • Go through each question, discussing correct answers and addressing any confusion • Save the results for later analysis of areas needing reinforcement 		
	<p>Wrap-up:</p> <p>Bilingual Medical Term Categories</p>	<ul style="list-style-type: none"> • Draw three columns on the board: Body Parts, Symptoms, Medical Staff. • Students come to the board and write a term in English in the appropriate column • For each English term, ask 	10 minutes	<p>Materials:</p> <p>Whiteboard: To draw the three columns and for students to write on.</p> <p>Markers: For writing on the board.</p> <p>Eraser: To correct any</p>

		<p>another student to provide the Spanish translation</p> <ul style="list-style-type: none"> • Correct any mistakes and discuss challenging translations • Ensure each student participates at least once. 		<p>mistakes.</p> <p>List of Terms: A prepared list of body parts, symptoms, and medical staff terms in both English and Spanish to reference.</p> <p>Paper and Pens/Pencils: For students to take notes if necessary.</p> <p>Dictionary or Translation App: For checking translations if there are any disputes or uncertainties.</p> <p>Resources:</p> <p>List of Medical Terms for Homework Assignment</p> <p>Materials:</p> <p>Paper and Pens/Pencils: For students to write their lists.</p> <p>Dictionaries or Translation Apps: To help students find the correct translations.</p> <p>Handouts: With a sample list of medical terms and their translations.</p> <p>Whiteboard/Chalkboard: For writing instructions</p>
	Homework Assignment:	<ul style="list-style-type: none"> • Assign students to create a bilingual list of 20 medical terms. • Instruct them to include English term, Spanish translation, and a simple English definition • Explain that work should be handwritten and brought to next class 	5 minutes	

	<p>Activity</p> <p>Evaluated Phase</p> <p>(35%)</p> <p>Blog Activity</p>	<ul style="list-style-type: none"> ● Provide an example of how the list should be formatted ● Answer any questions about the assignment <p>A. Prepare and present the activity:</p> <p>a. Create a detailed rubric outlining expectations for each section of the blog.</p> <p>b. Develop a comprehensive guide for the activity, including:</p> <ul style="list-style-type: none"> ● Purpose of the blog ● Required sections and word counts ● Expectations for content and language use ● Deadline for submission c. Prepare a step-by-step guide on how to create a blog using a free platform (e.g., Wordpress or Blogger), including: ● How to sign up for an account 	<p>and examples.</p> <p>Markers/Chalk: For writing on the board.</p> <p>Laptops/Tablets: (Optional) For looking up translations and additional information online.</p> <p>Rubric of the Blog Activity</p> <p>https://docs.google.com/document/d/1z3CTrICW8LF3-1GajZHrs-3GONdqG2XWoiBTuQ8KXz4/edit?usp=sharing</p>
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- Choosing a blog theme
- Creating and formatting posts
- Adding images or other media

d. Present the rubric, activity guide, and blog creation guide to students at the beginning of the module.

e. Explain how the blog activity relates to the module's learning objectives.

Introduce the activity:

a. Explain the purpose and value of the blog activity to students.

b. Go through each section of the blog and clarify expectations.

c. Demonstrate how to set up a blog using the chosen platform.

d. Show examples of well-structured blog posts related to healthcare terminology.

Provide ongoing support:

[QR code of the Student's guide for the activity](#)



[Guide for learn how to use Blogger.](#)

<https://docs.google.com/document/d/1zLdO4cW9bq2jRA7IUbZYj6CWqqLu64S9ZDCS685W0QM/edit?usp=sharing>

[Link of the folder to the share links of the blog.](#)

<https://drive.google.com/drive/folders/1x3AiRA1r7>

		<ul style="list-style-type: none">a. Encourage students to start their blogs early and work on them throughout the module.b. Offer technical support for blog creation and management.c. Dedicate some time periodically for students to ask questions about the blog activity.d. Remind students to collect materials and reflect on their learning throughout the module. <p>· Final submission and assessment:</p> <ul style="list-style-type: none">a. Remind students of the final deadline for blog completion (at the end of the module).b. Review each blog thoroughly using the rubric.c. Provide detailed feedback on content, language use, and overall presentation.		3_ApvyBI9W_aDKI_nATlZKu?usp=sharing
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	<p>Activity Evaluate Phase (30%)</p> <p>Final writing test</p>	<p>d. Calculate and assign the final grade (30% of the module grade) based on the rubric.</p> <ul style="list-style-type: none"> · Introduce the test <ul style="list-style-type: none"> ● Explain that this is the final terminology writing test, worth 30% of the total grade ● Outline the test format: conducted via Google Forms, focusing on defining and applying course-specific terminology ● Describe question types: multiple choice, short answer, and true and false. · Detail access and time limit <ul style="list-style-type: none"> ● Provide instructions on how 		<p>Link Google form final exam:</p> <p>https://forms.gle/xJMDpyW2dnM6BVKU6</p> <p>Link to the physical exam to print:</p> <p>https://docs.google.com/document/d/1ys_iDI EhoKV1PM5P7-vPLC2wgjtof_3fC005hO_LfI4/edit?usp=sharing</p>
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		<p>students will receive the Google Forms link</p> <ul style="list-style-type: none">● Specify the time limit for completing the test● Explain technical requirements (device with internet access, recommended browser) <p>· Explain grading and academic integrity</p> <ul style="list-style-type: none">● Detail the grading criteria, emphasizing correct terminology use● Address the importance of individual work and consequences of cheating● Clarify rules on permitted resources during the test <p>· Outline submission process</p>		
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- Describe how to properly complete and submit the Google Form
- Advise students to review all answers before final submission
- Explain what to do in case of technical issues

Contingency plan



In case there is any impediment of the internet or technological device, the teacher can use the physical test for its printing in order to evaluate the students' knowledge.

Link of the appendices of Module 2.6 English for Healthcare:

https://drive.google.com/file/d/1oBavPnZvqPtNpOGCuKzZ_yQZ3uPAJb11/view?usp=drive_link

Link of the lesson Plan Spanish Version:

https://docs.google.com/document/d/1IBq753BCQf_klMyJvZCDD_yjUBGS31je/edit?usp=sharing&ouid=115357498316649232540&rtpof=true&sd=true