

## **ACTIVITY 4: How to Provide Easy to Understand Information**

### ***Teacher Instructions***

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The term **health literacy** is defined as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.” One aspect of health literacy is **functional literacy**, or the ability to read and write information to manage everyday health tasks. Health information such as complex medication labels can be challenging for people with low functional health literacy.

There are many ways to present information. For this activity, students will work with a partner to evaluate an existing brochure and design a new brochure that improves on the example provided. Students should think about how they can use images and diagrams and make other edits as identified on the score sheet to create a revised version of the sample document.

The Simply Put resource provides information on how to create easy to understand materials. It is excellent but it is lengthy (44 pages); teachers may use it for more information. The **Simply Put Checklist** on the last page of the student instructions summarizes some of the ideas from this resource.

#### **Simply Put: A guide for creating easy-to-understand materials**

[http://www.cdc.gov/healthliteracy/pdf/Simply\\_Put.pdf](http://www.cdc.gov/healthliteracy/pdf/Simply_Put.pdf)

Once students are done, teachers can set up a gallery walk so that students can view everyone’s work.