



OVERVIEW

BIG IDEA

Discovering assets and needs is essential in order to improve health of rural communities.

OBJECTIVE

6.1: Identify a community's assets and needs related to rural health

AGENDA

1. Rural Health Instagram
2. What is Rural Health?
3. Assets & Needs (Vignettes)
4. Letter from the President

HOMEWORK

Identify assets and needs through one of the following options: 1) Take 3 photographs representing rural health OR 2) Interview someone from the community

LESSON 6.1

Rural Health

SUMMARY:

This lesson will engage students in thinking about what rural health is, by examining their own community and health experiences, focusing on both the positive assets of the community as well as the challenges and disparities, and reading a call to action from the leader of our nation. Students will begin with a fun exercise in brainstorming, where they'll design Instagram photo squares representing one aspect of rural health. Next they will get grounded in a few basic definitions, followed by a chance to identify assets and challenges relating to rural health in three vignettes and an opportunity to create their own vignette. Finally, they will read a letter from the President describing more of the assets and challenges common in rural health.

STANDARDS:

NHES 2.12.2: Analyze how culture supports and challenges health beliefs, practices, and behaviors.



MODULE 5: RURAL HEALTH

LESSON 5.1

Rural Health

Obj. 5.1: Identify a community's assets and needs related to rural health.



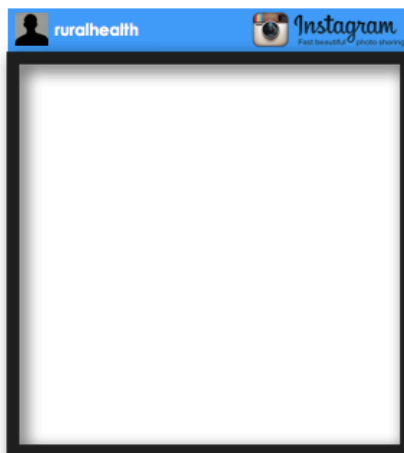
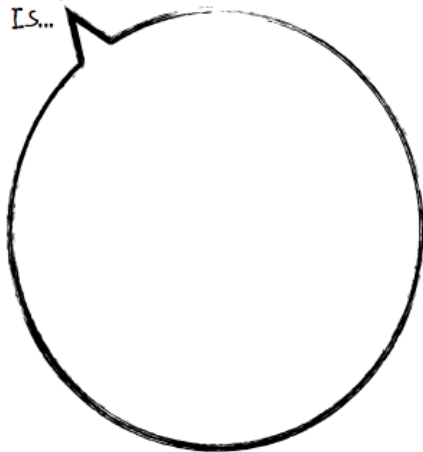
Rural Health Instagram

Goal: Collectively portray rural health using a series of representative images.

Directions:

1. Brainstorm: What is rural health? List your ideas in the bubble below. Aim for quantity with this brainstorm--the more ideas the better!
2. Choose one idea about rural health and imagine that idea as a simple image. Make a quick rough sketch of that image in the Instagram photo square below.
3. Draw the final version of your image on the Instagram square that is passed out.

RURAL
HEALTH
IS...



Present your idea to the class as you hang your Instagram square on the wall. As you listen to your classmates present, think about the following questions:

1. Which ideas were most surprising or unique?
2. What were the most common themes?
3. Do you think any of the ideas presented are stereotypes about rural health?
4. What proportion of the ideas had a positive versus negative association?

MATERIALS NEEDED:

1. Copies of workbook
2. Copies of Instagram squares cut out
3. Space and materials to hang Instagram squares
4. *Optional:* Colored pencils, markers, crayons

DO NOW: Provide specific timeframes and set a timer (some students will want all class period to work on their art!) Suggestion: 3 min. for brainstorming, 1 min. for the rough sketch, and 3-5 min. for the final drawing. Provide colored pencils, crayons or markers if you want students to color their images (note: this may add time).

DISCUSS: Have a spot on the wall prepared for each class, with materials for them to quickly affix their square to the wall prepared.

Questions 1-4 are very important for uncovering students' pre-conceived notions about rural health, and may start some very interesting discussion.



Lesson 6.1 Instructor Guide

MODULE 6: RURAL HEALTH



What is Rural Health?

Rural health does not have a simple, one-size-fits-all definition. This is because no two places have the same characteristics. Differences in geography, population, economy, infrastructure, policies, resources, and ecosystems can all influence health, and these factors make each place that human call home incredibly unique.

In order to improve the health status of all people, we must carefully examine how certain environments influence health. Both urban and rural communities face significant **health disparities**, unmet needs and challenges that affect people's health on a daily basis and over a lifetime. However, there are also a wealth of **assets** in these communities, which can be capitalized upon in order to establish better health outcomes in rural communities.

VOCABULARY:

rural: geographic area located outside of cities and towns; usually having low population density

health disparity: a type of difference in health that is closely linked with social or economic disadvantage

assets: a useful or valuable thing, person, or quality



Challenges and Assets

Goal: Consider the needs and assets in a community that may influence health.

Directions: For each of the following vignettes, list at least one need and one asset in the table.

Vignettes	Rural health...	
	Challenges	Assets
1: During a football game, a young quarterback is knocked unconscious. The trainer is on the field immediately, and assesses the player's head injury. The nearest hospital is 40 minutes away, but luckily an ambulance is on-call at the game. At the hospital, the player's parents are told about dangers of repetitive head injuries from contact sports, but they don't understand the doctor's explanation because of the complex medical language he uses.		

NEW INFO: Tell students that the focus will be on domestic (within the U.S.) rural health in this module, but global rural health has many parallels.

Ask students: What are some health disparities you know about? What are some things that could be considered assets for your family? For our school?

THINK: Instruct students to work individually, in pairs, or teams as appropriate. Each vignette should take approximately 3-5 minutes.

Consider starting a running list of challenges and assets on the board or on butcher paper, by choosing a student recorder. Later, when they read the letter from Obama, they can add to this list.

THINK: Vignette #1 Possible Answers:
asset: youth are getting exercise (through sports); access to trainer and paramedics for sporting events
challenge: distance to hospital; health literacy; health care provider communication



Lesson 6.1 Instructor Guide

MODULE 6: RURAL HEALTH

Vignettes	Rural health...	
	Challenges	Assets
<p>2: June is a single-mother raising two children on a farm. Her husband died four years ago in a farming accident. June provides her children with fresh fruits and vegetables from a small garden she planted years ago for the family. But managing the farm has become difficult without her husband. June does not have health insurance and struggles to pay the bills every month. Despite all her struggles, whenever June gets too stressed, she takes long walks around in the woods surrounding the farm. The clean air, wildlife, and nature have a way of calming her.</p>		
<p>3: Dennis is a single middle-aged man, working as a custodian. He has dealt with mental health issues his whole life, but recently his bouts of depression seem to be coming more often and lasting longer. He has never been diagnosed or treated, but his family and neighbors have long suspected and they tend to help him through his most difficult times with small gestures of kindness. Dennis is also obese. He limits his trips to the grocery store to every six weeks (due to distance) and doesn't have another source for fresh produce.</p>		

DISCUSS

Write another vignette related to your community. Include at least one asset and one challenge. Then exchange vignettes with a partner and have them identify the challenge(s) and asset(s).

Vignette	Challenges	Assets

THINK: Vignette #2 Possible Answers:

asset: healthy diet--produce, clean air and access to outdoor spaces

challenge: poverty, lack of insurance, farm accidents

THINK: Vignette #3 Possible Answers:

asset: close-knit & supportive community,

challenge: lack of mental health care, distance to grocery stores, obesity

DISCUSS: Students can choose to make it personal or generic/random. Ask for a few volunteers to read aloud to the class after partners have exchanged vignettes.



Lesson 6.1 Instructor Guide

MODULE 6: RURAL HEALTH



Letter from Obama

On November 15, 2013, President Obama wrote an open letter in honor of National Rural Health day. As you read the President's words, highlight to indicate the positive factors (assets) and the disparities and challenges (needs) mentioned.



THE WHITE HOUSE
WASHINGTON

November 15, 2013

I send greetings to all those observing National Rural Health Day on November 21.

Rural towns and communities are central to the American way of life. They supply our food, fiber, and energy. They safeguard our natural resources and help drive developments in science and innovation. And the spirit of integrity, community, and self-discipline we associate with small towns reflects the values that built our country and the very best of our national character.

National Rural Health Day provides a special opportunity to celebrate the important role rural America plays in the life of our country. It also helps highlight the unique health challenges faced in rural communities across our country. Americans living in rural areas often suffer from increased rates of disease, disability, and mortality as well as inequities in access to health services, including preventive care.

My Administration remains committed to ensuring all Americans can get the care they need and deserve at a price they can afford, and we have taken important steps to make sure this extends to small towns and rural communities. Through the Improving Rural Health Care Initiative, we have partnered with local leaders to support the health care workforce and expand the use of health information technology. And by assisting Regional Extension Centers, we are addressing barriers facing rural providers and hospitals in implementing these technologies. In 2011, I established the White House Rural Council to strengthen rural communities and promote economic growth, and its efforts include expanding health services for veterans in these areas. Through the Affordable Care Act, we are helping uninsured rural Americans gain unprecedented access to coverage. And we are improving health care for millions across our country—helping ensure they have the security of high-quality, affordable health insurance.

On National Rural Health Day, let us extend our thanks to the health care providers tirelessly serving rural America, reaffirm our commitment to meeting the needs of these communities, and celebrate the lasting contributions they have made to our national life.

READ: Consider having students read twice: 1st read: Teacher (or strong reader) stands and reads letter aloud to the class, but all writing utensils are down and students are just listening. 2nd read: Students in pairs or as individuals can re-read to mark for assets and needs. After they finish, new assets and needs can be added to the board or butcher paper.



Think-PairShare:

1. **THINK:** Choose one asset and one need that you found most compelling and explain why each is significant in rural health.

Asset (positive factor): 	Need (disparity or challenge):
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2. **PAIR SHARE:** Share your answers with a partner.



Instagram or Interview!

Choose one of the options below for your homework assignment:

1. **Instagram:** Your challenge is to take 3 photos that capture the spirit of rural health in your community. They can portray the assets or challenges, and you are encouraged to be creative. For each photo, write a short caption explaining it. Listen carefully for instructions on how to submit your photos.

I should submit my photos in the following way:

2. **Interview:** Your challenge is to interview someone in the community about the assets and challenges they observe related to health in your community. Record the questions you ask and a summary of their responses on a separate paper.

ASSESS: The recall of one asset and one need is the primary form of the assessment, but the added layer is articulating the significance. **WHY** is this an important asset or need? Students may not have evidence on hand (although if time and technology permit, they could be allowed to look up a statistic or fact), but they can use logic or their experiences to rationalize.

HOMEWORK: The purpose of this assignment is to encourage students to consider exploring what rural health is all about in an engaging way.

Instruct students on **HOW** to share photos if they choose the first option. Some ideas:

1. **EMAIL:** have all students email you their 3 photos and captions;
2. **COURSE SITE OR FACEBOOK PAGE:** have them upload to a course site or a facebook page created for the class (excellent option for sharing with their fellow classmates)
3. **HASHTAGS ON INSTAGRAM:** have them add a unique hashtag (ex: #ruralhealthimages) and search through the hashtags for users who uploaded (Warning: this option is also great for sharing, but may make it a bit more cumbersome to grade; also, some students (and you) may be hesitant about connecting on Instagram, so use your discretion or school policies as they apply.)