The Minnesota Literacy Council created this curriculum in partnership with ECHO (Emergency, Community, Health, and Outreach), MNHPC (Minnesota Network of Hospice & Palliative Care), and SoLaHmo. The goal of the curriculum is for learners to become familiar with the importance of having conversations about end of life care plans with their medical providers. This unit supports the College and Career Readiness Standards for Adult Education in English Language Arts and Literacy. We invite you to adapt it for your own classrooms.

www.echominnesota.org or www.tpt.org/ECHO

www.mnhpc.org

SoLaHmc
Communicating End of Life Care Preferences: 1 Week Unit

Unit Overview
Unit Overview: In this 1-week unit (4 days, 12 hours) learners will understand the importance of having conversations about end of life care plans with their medical providers. Learners will have time to reflect on their values and beliefs surrounding what matters most regarding their health care wishes and learn about why it is important for medical providers to make cultural considerations. Resources will be shared with learners and teachers to help them access support to begin these important conversations. This unit will have daily scaffolded writing opportunities to create a safe space for students to reflect on this important and highly personal subject. ESL learners will use a template to write a health care directive to begin to develop skills in producing clear and coherent writing in which the organization and style are appropriate to task, purpose and audience, in this case, their health care wishes with their medical provider. This unit will support the College and Career Readiness Standards for Adult Education in English Language Arts and Literacy.

Learners will work to answer the overarching unit question- Why plan and communicate about the end of life?

Focus Questions for the Week

- Day 1: What is end of life care planning? Why is it important for medical providers to make cultural considerations?
- Day 2: Why is it important to communicate with medical providers about end of life care preferences in the United States? What kinds of supports and services are available when planning and communicating about the end of life?
- Day 3: How do I identify my preferences for end of life care?
- Day 4: How can I communicate my end of life preferences to my medical provider?
**ECHO Communicating End of Life Care, Teacher Guidelines for Unit**

We recognize that this unit addresses an emotional topic. In order to best serve your learners, we recommend that instructors read this guide prior to introducing the unit. It includes tips for introducing difficult topics in the classroom, resources for grief counseling in Minnesota, and contacts for end of life support services. Additionally, we have included a short cultural reference guide for our Somali, Latino and Hmong adult learners.* Please note that these guidelines will not apply to all of your students.*  For more information please contact ECHO Minnesota at info@echominnesota.org or the Minnesota Literacy Council email@mnliteracy.org

---

**Tips for Introducing Difficult Topics in the Adult Classroom**

Think carefully about the importance of introducing this difficult topic to your students. Besides learning this essential unit content, learners will also be challenged to think critically, listen and learn from their peers and respect cultural differences in the classroom. In addition to helping your students access resources and begin communicating about end of life planning, this unit can work to foster a stronger classroom community!

1) **Set the tone!** Before you start the unit, work with your students to establish ground rules for respectful discussion. Post the rules in your classroom. Be sure to include sentence frames to help students meet these guidelines. Example of guidelines and sentence frames include:
   - Listen to each other. Do not interrupt.
   - Disagree respectfully. For example, use language I hear you are saying that________, but I have a different opinion to share. OR I heard what ________ said, I disagree because __________.
   - Ask questions when you do not understand. For example, use language ‘I’m sorry. I do not understand. Could you please repeat that? OR Could you please say that again in another way? OR Could you please give an example?’

2) **Know your learners.** One of the best ways to create a safe classroom community to learn about this emotional topic is to ASK your students how they would like you to support them if they become upset by material during class. One way to do this is to…..

   Ask students to complete the following sentence by circling their answer/s. Reference their answers when needed.

   *When I am feeling sad or angry it is helpful if my teacher……*
   - leaves me alone to think.
   - asks me to talk about what is wrong in the classroom.
   - asks me to talk about what is wrong after class.
   - asks me to write about what is wrong.

3) **Be intentional.** Have a plan to address moments of heightened emotion during the lessons.
   - When an emotional moment erupts in the classroom, have everyone take a moment to write about what they’re feeling. You can provide a quick and supportive sentence frame on the board “I feel ________ about this because __________.”
   - Alternatively, have everyone take a few quiet moments to reflect before continuing.
   - Refer back to your classroom ground rules, when necessary.
   - Be prepared to refer students to services, if needed.
4) **Monitor your responses.** When planning for your class, identify topics that may be emotional triggers for you. Consider how a certain topic makes you feel. Being aware of your feelings on this topic can help you monitor reaction while teaching, and prevent your emotions from driving your responses during class.

5) **Statements about cultures are not true for everyone.** Some people and families think, act and feel differently. Be careful that cultural generalities are not used as cultural stereotypes.

MN Network of Hospice and Palliative Care The mission of the Network of Hospice and Palliative Care is to promote quality of life in our communities through education around advance care planning, palliative care and hospice. Our goal is to increase awareness and accessibility across all Minnesota communities.  

Helpline: 800-214-9597  
http://mnhpc.org/

Note: Undocumented individuals face barriers to accessing hospice services. The MN Network of Hospice and Palliative Care (above) is a great resource to contact with questions. They can help connect undocumented residents with appropriate hospice providers and grief counseling services.

SoLaHmo West Side Community Health Services (WSCHS), the largest community health center in Minnesota, provides culturally and linguistically appropriate medical, dental, and mental health services to almost 36,000 unique patients annually.  
www.westsideochs.org

Center for Grief, Loss and Transition maintains a detailed resource page of grief support services and other resources you can find out more here:  
http://www.griefloss.org/community-resources.html

Jake’s Hope maintains a detailed list of grief resources available in the Twin Cities:  

Honoring Choices Minnesota is a collaborative, community-based Advance Care Planning initiative that provides resources for advance care planning in multiple languages.  
www.honoringchoices.org

Healing Resources for Refugees a service of the Minnesota Council of Churches: provides a directory of services  
http://www.mnchurches.org/refugee/healing/

United Way. Call 2-1-1 and an operator can help you find grief counseling services near you, in multiple languages.
## Cultural Reference Guide to End of Life of Beliefs and Preferences

<table>
<thead>
<tr>
<th>Somali Cultures</th>
<th>Latino Cultures</th>
<th>Hmong Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Allah (God) controls destiny, not doctors</td>
<td>• Cultural variation — by country of origin, years in US</td>
<td>• Cultural variations — religion, age</td>
</tr>
<tr>
<td>• Not taboo to talk about death/ dying</td>
<td>• Don’t talk about death/ dying, as talking about it might bring on death</td>
<td>• Don’t talk about death/ dying, as talking might bring on death</td>
</tr>
<tr>
<td>• People want aggressive treatments— to live, have hope, have a miracle</td>
<td>• Some families/patients don’t want others to know facing terminal illness</td>
<td>• Some families do not want patients to know diagnosis/prognosis</td>
</tr>
<tr>
<td>• Concerns about poor care— mistrust of health care system/insurers</td>
<td>• Some families don’t want providers to tell patients, to prevent despair</td>
<td>• Want to treat, to cure. Even when all medical options exhausted, families try other options (religious, traditional, other traditions)</td>
</tr>
<tr>
<td>• Family members may have limited medical literacy in English</td>
<td>• Conversations don’t always happen in time to plan final days</td>
<td>• Family members may have limited medical literacy in English</td>
</tr>
<tr>
<td>• Family makes decisions on what they think the patient wants</td>
<td>• Don’t want to die alone- want to be close to family and loved ones</td>
<td>• Decision making is family-based, not individual-driven</td>
</tr>
<tr>
<td>• At some point okay to “give in”, as opposed to “give up”</td>
<td>• High expectations that people come and pay respects</td>
<td>• Conflicts about caring for dying person:</td>
</tr>
<tr>
<td>• Religious preparation, not material preparation, is important</td>
<td>• Distance/ legal status are barriers for families to visit</td>
<td>• Family vs. health care professionals</td>
</tr>
<tr>
<td>• Repairing relationships and resolving debt are important</td>
<td>• Important to have someone of faith present</td>
<td>• Family members vs. family members (genders/generations)</td>
</tr>
<tr>
<td>• Need to ensure patient’s dignity, comfort and peace</td>
<td>• Prefer to die at home than hospital</td>
<td>• Families do not always know what patient wants</td>
</tr>
<tr>
<td>• Family and friends are encouraged to visit because of religious practices (Islam)</td>
<td>• Large family system can make roles confusing (default to oldest)</td>
<td>• Prefer to die at home than hospital</td>
</tr>
<tr>
<td>• Want Imam present</td>
<td>• Role of Padrinos (Godparents) complicated -</td>
<td>• Families, friends, community leaders visit and touch the sick person</td>
</tr>
<tr>
<td>• Want to face towards Mecca</td>
<td></td>
<td>• People want to be alert, to give final blessings and messages to family</td>
</tr>
</tbody>
</table>
**ECHO Communicating End of Life Care Preferences: Day 1**

Day 1: What is end of life care planning? Why is it important for medical providers to make cultural considerations?

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners will be able to...</strong></td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><strong>Literacy/Critical Thinking:</strong> Find definitions of essential unit vocabulary by using a glossary and clues in the text.</td>
<td>• Handout: Student Copy Pretest</td>
</tr>
<tr>
<td><strong>Literacy/Speaking/Writing/English Language Arts College and Career Readiness Standard (ELA, CCRS) (RI/RL.2.1)</strong></td>
<td>• Handout: “End of Life Care Planning and Hospice” article (only using Page 1 and Page 3, Glossary today!)</td>
</tr>
<tr>
<td>(RI/RL.4.1): Examine end of life preferences from a few cultural traditions by reading closely and answering wh-questions AND demonstrate understanding of similarities and differences across cultures by drawing inferences.</td>
<td>• Handout: Categorizing Vocabulary</td>
</tr>
<tr>
<td><strong>Critical Thinking/Discussion/Writing/English Language Arts College and Career Readiness Standard (ELA, CCRS) (RI/RL.2.1) (RI/RL.4.1) (W.3.1):</strong> Recognize that preferences for end of life vary by individuals and cultural groups and agree to be respectful of those preferences while following the class guidelines outlined by the teacher.</td>
<td>• Handout: Making Inferences Worksheet</td>
</tr>
<tr>
<td><strong>Supported Writing Reflection For Day 1:</strong></td>
<td>• Handout: Supported Writing Reflection Day 1, cut half-sheets</td>
</tr>
<tr>
<td><strong>Literacy/Speaking/English Language Arts College and Career Readiness Standard (ELA, CCRS) (RI/RL.4.1) (W.3.1):</strong></td>
<td>Make Single Copies or Reference</td>
</tr>
<tr>
<td>Explain in writing why it is important for medical providers to make cultural considerations in a health care setting using evidence from the reading.</td>
<td>• Teacher Reference: ECHO Communicating End of Life Care, Teacher Guidelines for Unit</td>
</tr>
<tr>
<td><strong>Make Prop, Technology and Other Resources</strong></td>
<td>• Teacher References: Teacher Copy Pretest &amp; Post Test Answer Key-only for reference-- do not give students answers to test</td>
</tr>
<tr>
<td>• Notebooks or lined paper for students</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Plan**

**Pretest:**
*Description:* Ss will complete the Pretest for the unit.
*Materials/Prep:* make copies of the Pretest.

**Activity 1:** Literacy/Critical thinking
*Description:* Ss will categorize new vocabulary and learn definitions for words that are new for them using a glossary.
*Materials/Prep:* make copies of the “End of Life Care Planning and Hospice” article *today they will only use pages 1 AND 3*; Make copies of the Categorizing Vocabulary handout

**Activity 2:** Literacy/Speaking/Writing/ English Language Arts College and Career Readiness Standard (ELA, CCRS) (RI/RL.2.1) (RI/RL.4.1)
*Description:* Ss will read closely to find details on 3 different cultures’ end of life preferences and make inferences to answer wh-questions.
*Materials/Prep:* “End of Life Care Planning and Hospice” article, Making Inferences worksheet

**Activity 3:** Critical Thinking/Discussion/Writing(ELA, CCRS) (RI/RL.2.1) (RI/RL.4.1) (W.3.1)
*Description:* Ss will continue to use evidence to answer wh-questions from the text to write and discuss using sentence frames.
Materials/Prep: “End of Life Care Planning and Hospice” article, lined paper for writing

Activity 4: Supported Writing Reflection For Day 1: Literacy/Speaking/English Language Arts College and Career Readiness Standard (ELA, CCRS) (RI/RL.4.1) (W.3.1)
Description: Ss will write using sentence frames as a support to explain why it is important for medical providers to make cultural considerations in health care.
Materials/Prep: Support Writing Reflection Day 1, cut half-sheets, “End of Life Care Planning and Hospice” article
Wrap Up:
Description: Ss will answer True/False questions about what they have learned in class today.
Materials/Prep: none
Note to Teachers: Before beginning this unit, please read ECHO Communicating End of Life Care, Teacher Guidelines for Unit, located at the beginning of this unit. It is suggested that you spend time establishing guidelines for a respectful and supportive classroom before studying this unit topic. The guide offers instructions and support for preparing your class for this unit of study.

Teacher Directions: Pretest

- Materials: Pretest

Step 1:
Tell students that this week they will be learning about Communicating End of Life Care Preferences. Take some time to define the following terms: communicate, end of life, and preferences. End of life may be defined as the time of death and dying.

Establish and post guidelines for respectful discussion in your classroom. Also, be sure that you have read ECHO Communicating End of Life Care, Teacher Guidelines for Unit.

Pass out the Pretest. Make sure each student writes his/her name on the test. Explain that they will take this test today and at the end of the unit and that this will help them know what they learned.

Remember to Collect & Send the Pre and Post tests to tpt | ECHO!

Teacher Directions: Activity 1: Literacy/Critical thinking

- Materials: “End of Life Care Planning and Hospice” article pages 1 and 3 ONLY, Categorizing Vocabulary

Step 1: Setting the Context
Write the following questions on the board: What is end of life care planning? Why is it important for medical providers to make cultural considerations? Tell Ss that we will be thinking about these questions during class today and learning the answers to them. Ss and Teacher DO NOT have to answer the question now.

Pass out the “End of Life Care Planning and Hospice” article. Ask Ss to find the title.

Give Ss a few minutes to page through it. Tell them that this article will be a resource that they can learn from throughout this unit. Now, ask them to flip the article over before you move on to the next activity.
Step 2: Categorizing Vocabulary

Write the vocabulary words on the board from page 3 of “End of Life Care and Hospice” article, the glossary of the article. Say the vocabulary words aloud for pronunciation. Then, ask Ss to say the words along with you as you tap out syllables to aid with pronunciation. Do not go over definitions at this time.

Pass out the **Categorizing Vocabulary** graphic organizer. Ask students to work in pairs to consider which column they should write each word in, based on their familiarity with the word.

After a few minutes, assess what words students are still unfamiliar with.

Then, ask students to refer back to the article. Ask them, *where can you find definitions for the words that you only know a little or don’t know?*

Everyone turns to page 3 of the article, the glossary. Guide students to find the meaning of unfamiliar words using the glossary.

**Check for Understanding**

Now, Ss explain what a glossary is and how it can help you when you are reading.

---

**Teacher Directions:** Activity 2: Literacy/Speaking/Writing

- **Materials:** “End of Life Care Planning and Hospice” article, Making Inferences worksheet

**Step 1: Before Reading**

Ask Ss to define “end of life.” Now, ask Ss to explain what “planning” means. Write the following questions on the board and give Ss a few moments to write their answers to make prediction before reading. Do not ask Ss to share aloud. *What is end of life care planning? Is end of life planning the same in every culture?*

**Note to teacher:** please refer to the ECHO Communicating End of Life Care, Teacher Guidelines for Unit to best navigate Ss reactions to questions.
Step 2: During Reading
Tell Ss that they are going to read the text, ONLY page 1, two times. Write these instructions on the board.

The 1st read: Read page 1, Just read through one time. Try not to stop.

The 2nd read: Read again. This time, circle words you don’t understand.

Note for Teachers:
How can I support students to read independently? What if they get stuck?

Don’t give them the answer.
Instead, encourage your Ss to try to find the answers on their own! Tell them to read like a detective!

Here are a few additional tips and prompts to support your Ss. Ask Ss to:

Read the text.
“Read page ___ one more time. Then, see if you can answer the question.”

Refer back to a part of the text.
“Look at the 3rd paragraph”
“What section could you look at to find your answer?”

While Ss are reading, encourage them to use the glossary and clues in the text to find definitions. Instruct them to read one paragraph at a time. Ask them to focus on getting the main idea of that paragraph as they read.

Step 3: Model How to Infer Meaning
Read the Stop and Think question 1 aloud: 1) How does each culture feel talking about death?

Tell Ss: To answer these questions we need to INFER. Inferring is finding a deeper meaning in what we are reading, it helps us understand what we are reading. When you INFER something you do not see, hear, smell, feel or taste it. You make sense of something from what you already know AND what you are reading. You already INFER things every day! Here is an example, let’s practice inferring:

Ask Ss: Can you infer where I am? I am walking through many aisles, in my cart I have apples, oranges, milk and meat. Can you infer where I am?

Ss answer: You are in a grocery store!

Teacher, asks Ss: What did I say that helped you infer where I was?

Possible Ss answer: I know that there are lots of aisles in a grocery store and that’s where you buy things like milk.

Teacher asks: What do you already know that helped you infer where I was?

Possible Ss answer: I know that there are lots of aisles in a grocery store and that’s where you buy things like milk.

So, we can use clues in what we read or hear to understand MORE.

Pass out the Making Inferences worksheet

Now, define inference again for Ss tell Ss: will use inference: what we read and what we know to help us answer the Stop and Think questions. We can answer these questions by finding sentences and ideas in the text to support what we know.

Note for Teachers:
What is Close Reading?
When we ask Ss to read a text closely we are asking them to think like a detective and write like a reporter. Our goal is to get Ss to slow down, engage with the text in different ways, and reflect as they read. Ss read the text with a purpose and goal.

For example, students may be asked to analyze the text more thoroughly and provide evidence from the text to support their answers to questions from the teacher.


Turn and Talk Teaching Strategy:
When you ask students to Turn and Talk to a partner, it allows ALL students share their ideas aloud in a low-risk setting. Also, it gives students more time to think, process and practice their language before sharing with the whole group.


Note for Teachers: How can I support students to read independently? What if they get stuck?

Don’t give them the answer.
Instead, encourage your Ss to try to find the answers on their own! Tell them to read like a detective!

Here are a few additional tips and prompts to support your Ss. Ask Ss to:

Read the text.
“Read page ___ one more time. Then, see if you can answer the question.”

Refer back to a part of the text.
“Look at the 3rd paragraph”
“What section could you look at to find your answer?”

While Ss are reading, encourage them to use the glossary and clues in the text to find definitions. Instruct them to read one paragraph at a time. Ask them to focus on getting the main idea of that paragraph as they read.

Step 3: Model How to Infer Meaning
Read the Stop and Think question 1 aloud: 1) How does each culture feel talking about death?

Tell Ss: To answer these questions we need to INFER. Inferring is finding a deeper meaning in what we are reading, it helps us understand what we are reading. When you INFER something you do not see, hear, smell, feel or taste it. You make sense of something from what you already know AND what you are reading. You already INFER things every day! Here is an example, let’s practice inferring:

Ask Ss: Can you infer where I am? I am walking through many aisles, in my cart I have apples, oranges, milk and meat. Can you infer where I am?

Ss answer: You are in a grocery store!

Teacher, asks Ss: What did I say that helped you infer where I was?

Possible Ss answer: I know that there are lots of aisles in a grocery store and that’s where you buy things like milk.

Teacher asks: What do you already know that helped you infer where I was?

Possible Ss answer: I know that there are lots of aisles in a grocery store and that’s where you buy things like milk.

So, we can use clues in what we read or hear to understand MORE.

Pass out the Making Inferences worksheet

Now, define inference again for Ss tell Ss: will use inference: what we read and what we know to help us answer the Stop and Think questions. We can answer these questions by finding sentences and ideas in the text to support what we know.
Model how to complete the first sentence frame on the **Making Inferences worksheet** using evidence from the text. Next, have students complete a 3rd reading of page 1.

**The 3rd read: Read the text aloud with a partner.**

Then, Ss turn and talk to a partner about how they would complete the rest of the **Making Inferences worksheet** sentence frames using evidence from the text. Have students write to complete the sentences. Share answers as a class. You can also ask Ss to highlight parts of text that help to answer the questions.

**Possible answers to the sentence frames on the Making Inferences worksheet, for teacher reference:**

| In Latino cultures, talking about death is **difficult.**  
I know this because in the text it says **sometimes a struggle for Latino cultures to talk about death.** |
|---|
| In Hmong culture, talking about death is **not something they want to do.**  
I know this because in the text it says **traditional Hmong beliefs say that even talking about death can bring death, especially when someone is already sick.** |
| In Somali culture, talking about death is **ok to do.**  
I know this because in the text it says **it is ok to talk about death or dying for many Somalis.** |

**Teacher Directions: Activity 3: Critical Thinking/Discussion/Writing**

- **Materials:** “End of Life Care Planning and Hospice” article, lined paper

**Step 1: After Reading, Supported Discussion**

Refer back to your classroom guidelines that you outlined for this unit.

Repeat the second Stop and Think question: **2) Do these cultures view death and dying in a similar way?**

Define the word **view** for Ss.

Have a class discussion. Ask Ss to refer back to the article to support their answer to the question. Write the following sentence frames on the board to support the discussion.

**Ideas for supportive discussion sentence frames:**

- **________ and ________ cultures view death and dying in a similar way.** I know this because in the article it says ____________.

- **________ and ________ cultures view death and dying in a different way.** I know this because in the article it says ____________.

- **It is important to respect other cultures views on death and dying because __________.** I think this because in the article it says ____________. 
Step 2: After Reading, Supported Writing

Now, ask Ss to take out their notebooks. Ask them to WRITE their answers to the questions: Do these cultures view death and dying in a similar way? AND How do you view talking about death and dying?

Keeping the above sentence frames on the board to support Ss and add this one:

- In my culture, talking about death and dying is ____________________________.

Then, give Ss time to write their answers. Remind them to use evidence from the article to support their answers, where appropriate.

Walk around to support Ss and check their answers for comprehension. However, do not ask Ss to share their viewpoints on talking about death and dying—unless they offer to do so. Perhaps ask Ss Does anyone want to share what they wrote?

Teacher Directions: Activity 4: Supported Writing Reflection Day 1

- Materials: “Writing Reflection Question Day 1” half sheets, “End of Life Care Planning and Hospice” article

Step 1: Pass out the “Writing Reflection Question Day 1” half sheets. Read the question aloud to Ss. Define new words as necessary to be sure of Ss’ comprehension.

Step 2: Ask Ss to turn and talk to a partner to answer the question. They can use the sentence frames at the bottom of the sheet.

Step 3: Finally, have Ss write their answers using the sentence frames.

Suggested Scaffolds for Support of Ss Writing:

If Ss need more support to complete the sentence frames, complete them together as a class on the board referencing page 1 of the article.

Alternatively—depending on the level of your Ss, you could write the following answers, out of order, on the board and ask Ss to complete the sentence frames using these answers, or something similar.

then they can help people and respect other culture’s needs.

that some cultures do not feel comfortable talking about death and dying.

they could make someone feel uncomfortable if they do not understand their culture.

Teacher Directions: Wrap-Up
Check for Understanding, True or False:
Remind Ss that individuals from other cultures may feel differently than they do about talking about death and dying.

Therefore, it is important to respect others’ views on this subject and follow the class guidelines to create a safe space to learn about this subject.

As a final check write the following on the board. Have Ss tell you if each statement is True or False.

Talking about death and dying is the same in every culture.
It is important to respect other people’s views on death and dying.
Medical providers should try to understand other cultural views.
Read each statement. Circle True or False.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) You should tell your doctor about your wants and needs for medical care if you become very sick or hurt.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>2) You have the right to an interpreter when talking to your doctor.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>3) There are places that can help you at the end of your life.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>4) End of life care should respect your culture, needs and wants.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>5) End of life care is the same in every culture and country.</td>
<td>True</td>
<td>False</td>
</tr>
</tbody>
</table>

Choose one answer. Circle your answer.

6) What is **terminal illness**?
   - a) being sick and then getting better
   - b) having an illness that cannot be cured and that will soon lead to death
   - c) a place to get better from an illness
   - d) having a cold or flu

7) What is **hospice**?
a) helps to keep a terminally ill person comfortable  
b) helps family members take care of the person with a terminal illness.  
c) care that can happen in your home or another place  
\[ \text{d) all of the above} \]

d) all of the above

8) Who are medical providers?

a) People who help take care of your health.  
b) People who help you when you, or your family are sick.  
c) Doctors, nurses, social workers, home health aides, grief counselors and therapists.  
\[ \text{d) all of the above} \]

d) all of the above

9) What is grief?

a) People who help take care of your health.  
b) Deep sadness caused by someone’s death or sickness.  
c) A person who is trained to help you if you are sad.

Read the questions. Write your answers.

10) Why should you plan for care at the end of life?

Answers may include:

- You should plan for end of life care so your loved ones and medical providers can honor your wishes.
- You should plan for end of life care so your culture, wants, and needs are respected and met.
- You should plan for end of life care so you can be comfortable if you become seriously ill or injured.
- You should plan for end of life care because medical providers in the United States expect you to communicate your preferences.
- You should plan for end of life care so you and your family have support and care if you become seriously ill or injured.

11) Where can you get help to plan for end of life care? Answers may include: hospice, social workers, doctors, spiritual leaders, case managers, loved ones, and names of specific resources/contacts that will be provided throughout the unit.
## ECHO Communicating End of Life Care Preferences: Pretest & Post Test

Name: ___________________  Date: _______________  School Name: ___________________  Score: ________/11

### Read each statement. Circle True or False.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) You should tell your doctor about your wants and needs for medical care if you become very sick or hurt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) You have the right to an interpreter when talking to your doctor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) There are places that can help you at the end of your life.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) End of life care should respect your culture, needs and wants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) End of life care is the same in every culture and country.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Choose one answer. Circle your answer.

6) What is **terminal illness**?

a) being sick and then getting better  
b) having an illness that cannot be cured and that will soon lead to death  
c) a place to get better from an illness  
d) having a cold or flu

More Questions on the Next Page
7) What is hospice?
   a) helps to keep a terminally ill person comfortable
   b) helps family members take care of the person with a terminal illness
   c) care that can happen in your home or another place
   d) all of the above

8) Who are medical providers?
   a) People who help take care of your health.
   b) People who help you when you, or your family are sick.
   c) Doctors, nurses, social workers, home health aides, grief counselors and therapists.
   d) all of the above

9) What is grief?
   a) People who help take care of your health.
   b) Deep sadness caused by someone's death or sickness.
   c) A person who is trained to help you if you are sad.

Read the questions. Write your answers.

10) Why should you plan for care at the end of life?

11) Where can you get help to plan for end of life care?
<table>
<thead>
<tr>
<th>Stop and Think</th>
<th>What does the article say?</th>
<th>What do I know?</th>
<th>My Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 1:</strong> How does each culture feel about death and dying?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Latino Culture</strong></td>
<td>Sometimes it is a <strong>struggle</strong> for people from Latino cultures to talk about death</td>
<td>struggle means: to try very hard to do something difficult</td>
<td>In Latino cultures, talking about death is __________.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>I know this because in the text it says ______________________.</em></td>
</tr>
</tbody>
</table>
| **Hmong Culture** |  |  | In Hmong culture, talking about death is _________________.
|  |  |  | *I know this because in the text it says ______________________.* |
| **Somali Culture** |  |  | In Somali culture, talking about death is _________________.
|  |  |  | *I know this because in the text it says ______________________.* |
## Categorizing Vocabulary

<table>
<thead>
<tr>
<th>I do not understand this word.</th>
<th>I understand this a little.</th>
<th>I know this word.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
</tbody>
</table>

[Pick the date]
Supported Writing Reflection Question Day 1

Name: ________________________________

Directions: Read the statement below. Then, write your answer by finishing the sentences.

Read:
Medical providers in the United States are trained to think about other people’s cultural views on end of life care. Most medical providers are trained to make cultural considerations. “Cultural consideration” means that you think about someone’s culture. You think about the way someone else understands something. Use what we learned today to describe why this is important. Use sentences from the article to support your answer.

Write:
It is important for medical providers to understand other people’s cultural views about death and dying because _________________________.

In the article we read I learned ________________________________.

So, I think it is important for doctors to learn about other people’s cultural views because ________________________________.
ECHO Communicating End of Life Care Preferences: Day 2

**Objectives** Learners will be able to...

<table>
<thead>
<tr>
<th>Literacy/Critical Thinking: Review and show understanding of essential unit vocabulary by sorting words into meaningful groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy/Speaking/Writing/ English Language Arts College and Career Readiness Standard (ELA, CCRS) (RI/RL.2.1) (RI/RL.4.1): Read closely and draw inferences answer questions about the supports and services available in Minnesota for planning end of life care, including language supports and cultural specific supports.</td>
</tr>
<tr>
<td>Critical Thinking/Discussion/Writing (ELA, CCRS) (RI/RL.2.1) (RI/RL.4.1) (W.3.1): After watching ECHO Honoring Values in End of Life Care video, explore and summarize resources and supports available for planning end of life care in Minnesota using academic verbs.</td>
</tr>
<tr>
<td>Critical Thinking/Writing(ELA,CCRS)(RI/RL.2.1) (RI/RL.4.1) (W.3.1): Choose the support and/or service that will best help their end of life planning and support their choice with evidence from the video, article or graphic.</td>
</tr>
</tbody>
</table>

**Supported Writing Reflection Day 2:**

**Literacy (ELA, CCRS) (RI/RL.4.1): Explain why it is important in the United States to communicate preferences for end of life with medical providers referring to details and examples from the text and video.**

**Materials**

<table>
<thead>
<tr>
<th>Make Student Copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handout: “End of Life Care Planning and Hospice” article (only using Pages 2-4 today)</td>
</tr>
<tr>
<td>Handout: Making Inferences Worksheet</td>
</tr>
<tr>
<td>Handout: “Academic Verb Synonyms” sheet</td>
</tr>
<tr>
<td>Handout: Supported Writing Reflection Day 2 sheet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Make Single Copies or Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Reference: TEACHER COPY Making Inferences Work Sheet</td>
</tr>
<tr>
<td>Additional Resource: <a href="http://www.mnhpc.org/resources/">www.mnhpc.org/resources/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Props, Technology, or Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHO Video: <a href="http://www.echominnesota.org/sites/default/files/HonoringValuesInEndOfLifeCare.pdf">Honoring Values in End of Life Care</a></td>
</tr>
<tr>
<td>Computer with Internet Access OR TV &amp; DVD player</td>
</tr>
<tr>
<td>scissors or index cards</td>
</tr>
</tbody>
</table>

**Lesson Plan**

**Review:** Literacy/Critical Thinking

**Description:** Ss will review unit vocabulary by identifying words as nouns or verbs.

**Materials/Prep:** “End of Life Care Planning and Hospice” article

**Activity 1:** Literacy/Speaking/Writing/ English Language Arts College and Career Readiness Standard (ELA, CCRS) (RI/RL.2.1) (RI/RL.4.1)

**Description:** Ss will read closely and draw inferences in order to answer the stop and think questions in the video.
Activity 2: Critical Thinking/Discussion/Writing (ELA, CCRS) (RI/RL.2.1) (RI/RL.4.1) (W.3.1)  
Description: Ss will watch the Honoring Choices ECHO video and summarize resources and supports using academic verbs.  
Materials/Prep: “End of Life Care Planning and Hospice” article; Making Inferences worksheet; TEACHER COPY Making Inferences Work Sheet

Activity 3: Supported Writing Reflection For Day 2  
Critical Thinking/Writing (ELA, CCRS) (RI/RL.2.1) & Literacy (ELA, CCRS) (RI/RL.4.1) (W.3.1)  
Description: Ss will use sentence frames to identify and write a service that will best assist their end of life planning and explain why it is important in the United States to communicate preferences for end of life with medical providers. They will cite details and examples from the text and video.  
Materials/Prep: Supported Writing Reflection Day 2 sheet; “End of Life Care Planning and Hospice” article; Honoring Values in End of Life Care ECHO video

Wrap Up:  
Description: Ss will answer multiple choice questions about what they have learned in class today.  
Materials/Prep: none
Teacher Directions: Review

- **Materials:** “End of Life Care Planning and Hospice” article

**Step 1: Introduce Review Activity**
Tell Ss that they are going to review the meanings of their vocab for this week by sorting the words into groups. Define verb and noun for your students.

**Step 2: Model Sorting Words into Meaningful Groups**
Write the vocab words from the glossary page 3 in the “End of Life Care Planning and Hospice” article on the board. Ask Ss to create a T-chart in the notebooks (below.) Model this on the board. Then, show Ss how to read a word and decide which column it should go in. Think aloud to model for Ss. Example: Communicate, I know that this word means to give information to someone, to talk. That is an action. So, I am going to write “communicate” in the verb column of my chart.

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>communicate</td>
<td></td>
</tr>
</tbody>
</table>

**Step 3: Sorting Words with a Partner**
Now, ask Ss to write the words into the two columns VERBS & NOUNS. Have them work in pairs and encourage them to think aloud, as you modeled, to share with each other their reasoning for sorting each word.

**Step 4: Check for Understanding**
Finally, have Ss refer to the glossary page in their “End of Life Care Planning and Hospice” article to check their answers. Observe what words Ss struggled sorting and go over these as a class.

Teacher Directions: Activity 1: Literacy/Speaking/Writing/ English Language Arts College and Career Readiness Standard (ELA, CCRS) (RI/RL.2.1) (RI/RL.4.1)

- **Materials:** “End of Life Care Planning and Hospice” article; Making Inferences Worksheet; TEACHER COPY Making Inferences Work Sheet

**Step 1: Before Reading**
Write the following question on the board, read it aloud and give Ss a few moments to write their answers to a make a prediction before reading. Do not ask Ss to share aloud. What kinds of supports and services are available when planning and communicating about the end of life?
Step 2: During Reading

Tell Ss that they are going to read the text, ONLY on page 2, two times. Write these instructions on the board.

The 1st read: Read page 2, Just read through one time. Try not to stop.

The 2nd read: Read again. This time, circle words you don’t understand.

While Ss are reading, encourage them to use the glossary and clues in the text to find definitions. Instruct them to reread the sentences with unfamiliar words to look for clues.

Step 3: Model Inferring Meaning, Answering Questions Using Evidence from the Text

Read the Stop and Think questions from page 2 of the “End of Life Care Planning and Hospice” article:

- How can an interpreter help you?
- What are reasons to have a “health care directive?”
- How can hospice help patients at the end of their life?
- Find the term caregivers in the text. Use clues in the text to define caregivers (don’t look at the glossary).

Tell Ss: To answer these questions we need to INFER. Remind Ss that Inferring helps you to be a better reader. When you infer you understand that writers often tell more than they actually say with words. They give you hints or clues that allow you to add to what you already know to understand more. Using these clues, plus what you already know, can help you reach a deeper understanding of the message, this is called inferring. So, we can use clues in what we read or hear to understand MORE.

Tell Ss that we are going to be inferring information from the text to answer one of the big questions of today’s lesson: What kinds of support and services are available when planning and communicating about the end of life?

Pass out the Making Inferences worksheet

Now, tell Ss that we will make inferences to help us answer the Stop and Think questions. Tell Ss that we can answer these questions by finding sentences and ideas in the text to support what we think we know.

Model how to complete the first sentence frame on the Making Inferences worksheet using evidence from the text. Next, have students complete a 3rd reading of page 1.

The 3rd read: Read the text aloud with a partner.

Then, Ss turn and talk to a partner about how they would complete the rest of the Making Inferences worksheet sentence frames using evidence from the text. Have students write to complete the sentences. Share answers as a class. You can also ask Ss to highlight parts of text that help to answer the questions.
Refer to the Teacher Copy of the Making Inference Worksheet for possible answers.

Note: you can choose to complete some or all of the sections of the Making Inference worksheet as a class to scaffold learning for Ss.

Teacher Directions: Activity 2: Critical Thinking/Discussion/Writing (ELA, CCRS) (RI/RL.2.1) (RI/RL.4.1) (W.3.1)

- Materials: “End of Life Care Planning and Hospice” article; Honoring Values in End of Life Care ECHO Video; “Academic Verb Synonyms” sheet; scissors or index cards

Part 1: Watching the Video

Step 1: Setting the Context
Tell Ss that they’ll be watching a video called “Honoring Choices at the End of Life.” Explain the word “honoring.” Tell Ss that we will be watching the video to continue to answer the question, write this on the board:

What types of supports and services are available to care for people at the end of life? What services could you plan to use at the end of life?

Define: “support” AND “services”

Step 2: Before Watching
Write the following sentence frames on the board:

_________________ is a service that people can use at the end of life.

_________________ is helpful because ________________________________.

Tell Ss that they will watch the video and then use what they learn in the video AND what they have read today to complete the sentence frames.

Step 3: While Watching the Video
Ask Ss to watch the video and listen for things that could be helpful to them and their families in end of life planning. Have them watch the video at least twice.

Supporting Undocumented Learners

Undocumented individuals face barriers to accessing hospice services. The MN Network of Hospice and Palliative Care is a great resource to contact with questions. They can help connect undocumented residents with appropriate hospice providers and grief counseling services.

MN Network of Hospice and Palliative Care

The mission of the Network of Hospice and Palliative Care is to promote quality of life in our communities through advance care planning, palliative care and hospice. Services are available in various language and faith-based healing in various faiths is also available. Helpline: 800-214-9597 http://mnhpc.org/
Step 4: After Watching, Summarizing with a Partner

Now, ask Ss to summarize what they have learned about supports available when planning for and communicating about end of life care by completing the sentence frames you wrote on the board.

Give Ss the opportunity to fill in the frames in their notebook, if they haven’t already. Then, ask them to share with a partner.

Here is a possible answer for Teacher reference:

**Hospice is a service that people can use at the end of life.**

**Hospice is helpful because it supports my culture, needs and wants.**

---

**Part 2: Identifying What Members of a Hospice Support Team Do**

**Step 1: Introduce Hospice Care Team Diagram**

Tell Ss that, as the video and article both mentioned, there are many kinds of caregivers that can help at the end of life. Ask Ss to recall caregivers listed in the article or video. Answers may include: doctor, nurse, social worker, grief counselor, therapists, volunteer, medical director, spiritual leader, home health aide, loved ones.

Once Ss have come up with several answers, have them take out their “End of Life Care Planning and Hospice” article and turn to page 4. You can also find this graphic on page 5 of the “Choosing Hospice, A Consumer’s Guide” here:


Give Ss a few minutes to look over the graphic.

**Step 2: Identify Academic Verbs**

Read the descriptions for each member of the hospice care team. Give examples.

Now, ask Ss to underline the verbs they find in the definitions for each hospice team member. Ask Ss to tell you the verbs they identify and list them on the board:

*assist, coordinate, direct, manage, oversee, provide*

Tell Ss that these are academic verbs often used in writing. They are important to practice because you will see them again and again.

**Step 3: Define Academic Verbs Using Synonyms**

Define “synonym.” Give short synonyms for each verb to aid in Ss comprehension of what each hospice team member does. Refer to the “Academic Verb Synonyms” sheet.
Now, have Ss cut out the verbs and their synonyms from the top half of the “Academic Verb Synonyms” sheet. Have Ss match the academic verb with its synonym. Alternatively, T or Ss can write academic verbs and their synonyms on index cards and have Ss match them.

**Step 4: Summarize Resources and Supports Using Academic Verbs**

Ask Ss to complete the sentence frames at the bottom of the “Academic Verb Synonyms” sheet to summarize resources and supports available at the end of life, referencing the “End of Life Care Planning and Hospice” article pg. 4

Note to teachers: multiple answers are possible.

**Teacher Directions: Activity 3: Supported Writing Reflection Day 2**

- **Materials:** Supported Writing Reflection Day 2 sheet; “End of Life Care Planning and Hospice” article; Honoring Values in End of Life Care ECHO Video

  **Step 1:** Pass out the “Writing Reflection Question Day 2” sheet. Read the questions aloud to Ss. Define new words as necessary to be sure of Ss comprehension.

  **Step 2:** Ask Ss to turn and talk to partner to answer the question. They can use the sentence frames.

  **Step 3:** Finally, have Ss write their answers using the sentence frames.

  **Suggested Scaffolds to Support Writing:**
  If Ss need more support to complete the sentence frames, complete them together as a class on the board, referencing the article and video.

  Alternatively—depending on the level of your Ss, you could write example answers, out of order, on the board and ask Ss to complete the sentences frames using these answers, or something similar. Here are some sample answers:

  **First section:**
  
  I think that a **health care directive** will support me to plan and communicate about end of life care.

  In the article and video I learned **one way to communicate with your doctor about your preferences at the end of life is to use a health care directive.**

  So, I think that a **health care directive** will support me to plan for end of life care because **I will be able to write and tell my doctor all my wants and needs.**

  **Teacher Note about Health Care Directives:**

  Though it is not a requirement to have a health care directive, it can be helpful to communicate your wants and needs if you cannot communicate them yourself because you are too ill to speak.

  It is important to share your health care directive with your medical providers before you are sick.
Second section:

It is important in the United States to communicate your preferences for end of life care with your doctor and caregivers because **then they will know your wants and needs.**

I know this because the video and article said that **in the U.S. doctors expect patients to communicate their needs and wants for end of life care.**

**Teacher Directions: Wrap-Up**

**Check for Understanding, Multiple Choice:**
Remind Ss there are many kinds of medical providers or caregivers that may help people at the end of life. That’s why it is important to tell your doctor your needs and wants for end of life. Your doctor will direct your care and communicate your wants and needs to other caregivers on your team.

As a final check for understanding, write the following question and answers on the board. Ask Ss to choose the correct answer.

**Who are medical providers?**

- a) People who help manage your health.
- b) People who assist you when you, or your family, are sick.
- c) Doctors, nurses, social workers, home health aides, grief counselors and therapists.
- d) all of the above
### TEACHER COPY Making Inferences Work Sheet

<table>
<thead>
<tr>
<th>Stop and Think questions</th>
<th>What does the article say? <em>Direct quotes from Article</em></th>
<th>What do I know? What is ________?</th>
<th>My Inference: What kinds of support and services are available when planning and communicating about the end of life?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can an interpreter help you?</strong></td>
<td>Remember, you have the right to an interpreter when talking to your doctor.</td>
<td>An interpreter can translate for me when I am talking to my doctor.</td>
<td>If you need one, an interpreter is helpful to plan end of life care because <strong>they can help you communicate your needs and wants to your doctor.</strong></td>
</tr>
<tr>
<td><strong>What are reasons to have a “health care directive?”</strong></td>
<td>One way to communicate with your doctor about your preferences at the end of life is to use a <strong>health care directive.</strong></td>
<td>A health care directive is a letter to your doctor that tells your wishes when you are dying.</td>
<td>A health care directive is helpful to plan end of life care because <strong>it can help you communicate your needs and wants to your doctor.</strong></td>
</tr>
<tr>
<td><strong>How can hospice help patients at the end of their life?</strong></td>
<td>In the United States, there is a special way to care for people who are dying. It is called “<strong>hospice</strong>”.</td>
<td>Hospice is care that keeps the sick person comfortable and free from pain, with family members there to help.</td>
<td>Hospice is helpful for people who are dying because <strong>it can help to keep you comfortable at the end of your life and help your family.</strong></td>
</tr>
<tr>
<td><strong>Find the term “caregivers” in the text. Use clues in the text to define caregivers (don’t look at the glossary).</strong></td>
<td>Hospice involves many caregivers, including doctors, nurses, spiritual leaders, social workers, home health aides, grief counselors, therapists and loved ones.</td>
<td>A caregiver is a person who takes care of and helps someone who is sick.</td>
<td>Caregivers are helpful for people who are dying because <strong>they can help take care of you if you are sick or dying and they can also help your family care for you.</strong></td>
</tr>
</tbody>
</table>

---

Stop and Think questions:

- What does the article say?
- What do I know? What is ________?

My Inference: What kinds of support and services are available when planning and communicating about the end of life?
<table>
<thead>
<tr>
<th>Stop and Think questions</th>
<th>What does the article say?</th>
<th>What do I know? What is ________?</th>
<th>My Inference: What kinds of support and services are available when planning and communicating about the end of life?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can an interpreter help you?</td>
<td>Remember, you have the right to an interpreter when talking to your doctor.</td>
<td>An interpreter can translate for me when I am talking to my doctor.</td>
<td>If you need one, an interpreter is helpful to plan end of life care because they can help you communicate your needs and wants to your doctor.</td>
</tr>
<tr>
<td>What are reasons to have a “health care directive?”</td>
<td>A health care directive is ________</td>
<td>A health care directive is helpful to plan end of life care because _________________________________________________.</td>
<td></td>
</tr>
<tr>
<td>How can hospice help patients at the end of their life?</td>
<td>Hospice is ________</td>
<td>Hospice is helpful for people who are dying because __________________________________________________________.</td>
<td></td>
</tr>
<tr>
<td>Find the term “caregivers” in the text. Use clues in the text to define caregivers (don’t look at the glossary).</td>
<td>A caregiver is ________</td>
<td>Caregivers are helpful for people who are dying because _______________________________________________________.</td>
<td></td>
</tr>
</tbody>
</table>
### Academic Verb Synonyms

<table>
<thead>
<tr>
<th>Academic Verb</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>assist</td>
<td>help</td>
</tr>
<tr>
<td>coordinate</td>
<td>plan</td>
</tr>
<tr>
<td>direct</td>
<td>lead</td>
</tr>
<tr>
<td>manage</td>
<td>take care of</td>
</tr>
<tr>
<td>oversee</td>
<td>watch</td>
</tr>
<tr>
<td>provide</td>
<td>give</td>
</tr>
</tbody>
</table>

**What kinds of support and services are available when planning and communicating about the end of life?**

**Directions:** Use academic verbs OR their synonyms to complete the sentences about 3 members of the hospice team and what they do to help patients at the end of their life.

Example: A doctor *directs the care of a patient who is very sick or dying.*

1) A nurse ____________________________________________________________.

2) A home health aide ___________________________________________.

3) A grief counselor ____________________________________________.

4) A spiritual leader ____________________________________________.

5) A medical direct ____________________________________________.

6) A volunteer ____________________________________________________.

7) A social worker ________________________________________________.

8) You and your loved ones __________________________________________.
Supported Writing Reflection Question Day 2

Name: __________________________________________

Directions: Read the statements below. Then, write your answers by finishing the sentences.

Read:
What support or service that you learned about today will help you plan and communicate about end of life care. Give examples from the article or video to support your answer.

Write:
I think that ____________ will support me to plan and communicate about end of life care.

In the article and video I learned ________________________________.

So, I think that ____________ will support me to plan for end of life care because ___________________________________________________________________.

Read:
Why is it important in the United States to communicate your preferences for end of life care with your doctor and caregivers? Give examples from the article or video to support your answer.

Write:
It is important in the United States to communicate your preferences for end of life care with your doctor and caregivers because ____________________________________________________________________.

I know this because in the video and article it said ____________________________________________________________________.
## ECHO Communicating End of Life Care Preferences: Day 3

Day 3: How do I identify my preferences for end of life care?

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will be able to...</td>
<td>Make Student Copies</td>
</tr>
<tr>
<td>Literacy/Critical Thinking: Review and show understanding of essential unit vocabulary by summarizing what they have learned about supports and services when planning for end of life.</td>
<td>Handout: Supported Writing Reflection Day 3 sheet</td>
</tr>
<tr>
<td>Listening/Critical Thinking/Discussion/Writing (ELA, CCRS) (RI/RL.2.1) (RI/RL.4.1) (W.3.1): Listen to other families’ experiences with hospice care at the end of life in order to infer the importance of planning and communicating about end of life care, referencing evidence from the Radio Stories to support their answers.</td>
<td>Handout: Making Inferences Worksheet</td>
</tr>
<tr>
<td>Supported Writing Reflection Day 3: Literacy (ELA, CCRS) (RI/RL.3.1): Recognize and explain their own preferences for care in the case of a serious illness or injury.</td>
<td></td>
</tr>
</tbody>
</table>

### Lesson Plan

#### Review/Literacy:
**Description:** Ss will review vocabulary learned this week by playing “Around the Room Definition Search” and writing a summary to show what they have learned.

**Materials/Prep:** “End of Life Care Planning and Hospice” article; “Academic Verb Synonyms” sheet; index cards; tape

#### Activity 1: Listening/Critical Thinking/Discussion/Writing (ELA, CCRS) (RI/RL.2.1) (RI/RL.4.1) (W.3.1)
**Description:** Ss will listen to teacher selected radio stories to reflect on families’ experiences with hospice care. Then they will infer why it is important to plan and communicate about end of life plans, referencing evidence from the Radio Stories.

**Materials/Prep:** ECHO Hospice Radio Stories; Making Inferences Worksheet

#### Activity 2: Supported Writing Reflection Day 3: Literacy (ELA, CCRS) (RI/RL.3.1)
**Description:** Ss will write using sentence frames as a support to explain their own preferences for care at the end of life.

**Materials/Prep:** Support Writing Reflection Day 3; Making Inferences Worksheet

#### Wrap Up:
**Description:** Ss will practice answering a short answer question today in pairs.

**Materials/Prep:** none
Teacher Directions: Review/Literacy

- Materials: “End of Life Care Planning and Hospice” article; index cards; Academic Verbs Synonyms sheet

Step 1: Create Definition Cards
Choose vocabulary words that Ss need to review from the glossary on page 3 of the “End of Life Care Planning and Hospice” article and from the Academic Verbs Synonyms sheet, learned yesterday. Choose 10-15 words total from these lists. Write ONLY the definitions on index cards. Number each card and tape them around the room.

Example:

1) The beliefs and traditions of a group of people.

Step 2: Review, Around the Room Definition Search
Have Ss number a piece of paper with the total number of definitions you chose to review. Then, ask Ss to walk around the room, read the definitions and write the vocabulary word on their papers that matches each definition. If they need more support- you could list the vocabulary words you chose on the board.

Step 3: Check for Understanding
Check for accuracy and understanding of definitions by reading each index card in order while Ss check their papers.

Finally, ask Ss to summarize what they have learned about supports and services available when planning for end of life care. Write this question on the board and have Ss write their answers in a notebook. Then, share as a class. If Ss need more support, give them the following sentence frame to complete.

Where can you get help to plan for the end of life?

You can get help to plan for end of life from ________________________________.
**Teacher Directions: Activity 1: Listening/Critical Thinking/Discussion/Writing (ELA, CCRS) (RI/RL.2.1) (RI/RL.4.1) (W.3.1)**

- **Materials/Prep:** ECHO Hospice Radio Stories; Making Inferences Worksheet

**Step 1: Listening Activity Teacher Prep**

Choose the Radio Story from ECHO Hospice Radio Stories, that best reflects the make-up of your class.

Alternatively, you could have Ss work in small groups and listen to different stories that reflect each group’s cultural background. The radio stories are available in English, Hmong, Spanish and Somali.

As support, you could have Ss listen to the radio stories in their first language BEFORE listening to the same story in English.

**Step 2: Setting the Context**

Tell Ss that you will be listening to families’ stories about hospice care and today we are thinking about the question *How do I identify my preferences for end of life care?* So, we want to think about OUR own preferences for OUR end of life care.

Explain that we can learn a lot from others’ stories. Hopefully, the stories that we listen to today will help us think about our own needs and wants when we come to the end of life.

**Step 3: While Listening**

Tell Ss that they will use what they know and what they hear in the story to INFER why it is important to plan and communicate about end of life.

While Ss are listening to the story ask them to complete the first 2 questions on the Making Inferences sheet.

*Why was it important for the family to plan and communicate about end of life care?*

*What did you hear in the story that helps you know this?*

Have Ss listen to the story 2-3 times.
Step 4: Using Inference
Ss retell the Radio story they listened to in small groups or as a class, to summarize and check for comprehension. Then, check Ss answers to the first two questions on the “Making Inferences” Worksheet.

If Ss need additional support to answer the questions have them work in pairs or complete it together as a class.

Next, have Ss complete the final column of the sheet for the story you listened to by completing the sentence frame:

*From this story I learned that it is important to plan and communicate about end of life because ___________________*.

Ask Ss to share their completed sentence frames with the class.

**Teacher Directions:** Activity 2: Supported Writing Reflection Day 3: Literacy (ELA, CCRS) (RI/RL.3.1)
- Materials: Support Writing Reflection Day 3; Making Inferences Worksheet

**Step 1:** Pass out the Writing Reflection Question Day 3 sheet. Read the questions aloud to Ss. Define new words as necessary to be sure of Ss comprehension.

**Step 2:** As a support, you could brainstorm possible answers to the questions with Ss by referencing the radio story you listened to. Then, write these possible answers on the board. Then, Ss can choose the phrases that best help them complete their sentences.

For example:

My preferences at the end of my life are **being comfortable and not in pain**.

My preferences at the end of my life are **having my religion respected and following my traditions**.

My preferences at the end of my life are **being in my own home and being with my family**.

I think it is important to tell my doctor that **I do not want to be in pain at the end of my life**.

I think it is important to tell my doctor that **I want to follow my cultural traditions at the end of my life**.

I think it is important to tell my doctor that **I want to die at home**.
Tell Ss that it is ok if they do not want to share their answers with other students. They can also change the words in the sentence frame a bit, if desired.

**Step 3:** Finally, have Ss write their answers using the sentence frames. *NOTE* Due to the sensitive nature of this writing question, T should NOT ask Ss to share their answers to this writing prompt aloud. Instead, ask if anyone wants to share. If no one offers to share move on.

**Teacher Directions: Wrap-up**

Write the following questions on the board:

*Why should people plan for care at the end of life? What advice would you give to someone else?*

Give Ss a few minutes to think or quick write. Then, have Ss turn and talk to a partner about their answers. Finally, ask a few pairs to share their answers with the whole group.

To support Ss you could write the following sentence frame on the board:

*You should plan for end of life care because ________________________________________________.*

**Answers may include:**

You should plan for end of life care because your loved ones and medical providers can honor your wishes.

You should plan for end of life care because your culture, wants, and needs will be respected and met.

You should plan for end of life care because you will be comfortable if you become seriously ill or injured.

You should plan for end of life care because medical providers in the United States expect you to communicate your preferences.

You should plan for end of life care because you and your family will have support and care if you become seriously ill or injured.
### Somali Culture—Layla’s Story

**The Story of Her Mother—Hoyo**

It was important because Layla’s family disagreed and they did not support hospice at first.

<table>
<thead>
<tr>
<th>Why was it important for the family to plan and communicate about end of life care?</th>
<th>What did you hear in the story that helps you know this?</th>
<th>My Inference: From this story I learned that it is important to plan and communicate about end of life because ___________________.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The mother told her family she didn’t want any drugs.</strong></td>
<td><strong>In the story, I heard Layla’s mother say she didn’t want any drugs.</strong></td>
<td><strong>In Layla’s family, it was important for her mother to communicate about her end of life care preferences because her family needed to understand her needs and wants.</strong></td>
</tr>
<tr>
<td><strong>She wanted to die peacefully.</strong></td>
<td><strong>From this story, I learned that it is important to plan and communicate about end of life care because it helps your family and doctors know your needs and wants about medicine.</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Latino Culture—Lucinda’s Story

**The Story of Her Husband—Pedro**

It was important because Pedro’s family wanted him to stay at home during his last days of life and Pedro did not want to make his family’s lives more difficult.

<table>
<thead>
<tr>
<th>Why was it important for the family to plan and communicate about end of life care?</th>
<th>What did you hear in the story that helps you know this?</th>
<th>My Inference: From this story I learned that it is important to plan and communicate about end of life care because ___________________.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lucinda said that she wanted to take care of her husband at home while he was dying. Lucinda’s son wanted him to stay home, too.</strong></td>
<td><strong>In the story, I heard Pedro say that he didn’t want to make his family’s life difficult.</strong></td>
<td><strong>In Lucinda’s family, it was important for her husband to communicate about his end of life care preferences because it helped his family choose hospice care to help him spend his last days at home with his family.</strong></td>
</tr>
<tr>
<td><strong>From this story, I learned that it is important to plan and communicate about end of life care because your family will know if you want to die in a hospital or at home.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Hmong Culture—Pa’s Story

**The story of Her Father—Cha Kou**

It was important because Pa’s dad did not want to be in a hospital or nursing home. He wanted his family to take care of him.

<table>
<thead>
<tr>
<th>Why was it important for the family to plan and communicate about end of life care?</th>
<th>What did you hear in the story that helps you know this?</th>
<th>My Inference: From this story I learned that it is important to plan and communicate about end of life care because ___________________.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pa’s father was very sad. He cried and said he didn’t want to be alone in a nursing home or hospital.</strong></td>
<td><strong>In the story, I heard Pa’s father say that he didn’t want to be in a hospital or nursing home.</strong></td>
<td><strong>In Pa’s family, it was important for her father to communicate about his end of life care preferences because her father didn’t want to be in the nursing home or hospital.</strong></td>
</tr>
<tr>
<td><strong>From this story, I learned that it is important to plan and communicate about end of life care because it can help your family know what you need to feel happy at the end of your life.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio Story</td>
<td>Why was it important for the family to plan and communicate about end of life care?</td>
<td>What did you hear in the story that helps you know this?</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Somali Culture-Layla’s Story The Story of Her Mother-Hoyo</td>
<td>It was important because________________.</td>
<td>In the story, I heard________________________________________.</td>
</tr>
<tr>
<td>Latino Culture-Lucinda’s Story The Story of Her Husband-Pedro</td>
<td>It was important because________________.</td>
<td>In the story, I heard________________________________________.</td>
</tr>
<tr>
<td>Hmong Culture-Pa’s Story The story of Her Father-Cha Kou</td>
<td>It was important because________________.</td>
<td>In the story, I heard________________________________________.</td>
</tr>
</tbody>
</table>
Supported Writing Reflection Question Day 3

Directions: Read the statement below. Then, write your answer by finishing the sentences.

Read:
Think about the radio story that you listened to. All of the families learned that it is important to communicate about their wants and needs for the end of life care. This way, your doctors and loved ones can follow your wishes.

What are your preferences at the end of life? What things do you think are important to communicate to your doctor?

Write:

My preferences at the end of my life are
____________________________________________________ and
____________________________________________________.

I think it is important to tell my doctor that
____________________________________________________.
ECHO Communicating End of Life Care Preferences: Day 4

Day 4: How can I communicate my end of life preferences to my medical provider?

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Obtectives</strong> <em>Learners will be able to...</em></td>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td><strong>Literacy/Critical Thinking:</strong> Review and show understanding of essential unit vocabulary by matching definitions with vocabulary words.</td>
<td>Make Student Copies</td>
</tr>
</tbody>
</table>
| **Literacy/Writing (ELA, CCRS) (RI/RL.2.1):** Identify important topics to discuss with a medical provider about end of life care by completing a survey. | • Handout: *What’s most important to you at the end of your life? Survey*
| **Supported Writing Day 4:** **Literacy (ELA, CCRS) (W.3.4) (RI/RL.2.1):** Complete a level appropriate health care directive to explain their end of life care preferences to a medical provider. | • Handout: *Conversation Practice*
| **Speaking/Critical Thinking/Writing:** Describe their cultural traditions and wishes to a medical provider by practicing a conversation template. | • Handout: *Health Care Directive Worksheet*
| | • Handout: *Student Copy Post Test*
| | **Make Single Copies or Reference:** |
| | • Handout: “End of Life Care Planning and Hospice” article |
| | • Handout: “Academic Verb Synonyms” sheet (from Day 2) |
| | • Teacher References: Teacher Copy Pretest & Post Test Answer Key-only for reference, do not go over answers to test |
| **Props, Technology, or Other Resources** | **Props, Technology, or Other Resources** |
| | • Index cards |

Lesson Plan

**Review:**
Description: Ss will review vocabulary words from the unit by matching definitions with vocab words.
Materials/Prep: Create vocabulary matching cards by writing definition and words on separate index cards. *Use the glossary from “End of Life Care Planning and Hospice” article AND “Academic Verb Synonyms” sheet (from Day 2) as a reference to create matching cards.*

**Activity 1:** Literacy/Writing (ELA, CCRS) (RI/RL.2.1)
Description: Ss will complete a survey to identify important topics to talk to their doctors about.
Materials/Prep: *What’s most important to you at the end of your life? Survey*

**Activity 2:** Supported Writing Day 4, Literacy (ELA, CCRS) (W.3.4) (RI/RL.2.1)
Description: Ss will complete a health care directive to explain their end of life care preferences to their medical providers.
Materials/Prep: *Health Care Directive Worksheet; What’s most important to you at the end of your life? Survey*

**Activity 3:** Speaking/Critical Thinking/Writing
Description: Ss will practice speaking with their doctor about their cultural traditions and wishes at the end of life using a conversation template.
Materials/Prep: *Conversation Practice*

**Post Test (15mins)**
Make copies of the *Post Test* and give them to Ss. *Make sure they write their names on their tests.* Collect the tests afterwards and send to ECHO.
Teacher Directions: Review

- Materials: index cards; glossary from End of Life Care Planning and Hospice; Academic Verb Synonyms sheet

Step 1: Prep
Create vocabulary matching cards by writing definition and words on separate index cards. Use the glossary from *End of Life Care Planning and Hospice* article and *Academic Verb Synonyms sheet* (from Day 2) as a reference to create matching cards.

Choose words that Ss still need practice with. Choose 10-15 words to practice.

Step 2: Introduce Review Activity
Tell Ss that they will review vocabulary learned this week by matching words with their definitions.

Step 3: Matching
Have Ss work in pairs to match words with their definitions. Alternatively, you could pass out one card to each student and have them mingle to find their match.

Step 4: Check for Understanding
Have Ss share their definitions for each word. You could also have them give definitions of vocabulary in their own words.

Teacher Directions: Activity 1: Literacy/Writing (ELA, CCRS) (RI/RL.2.1)

- Materials: What’s Most Important to You at the End of your Life Survey

Step 1: Setting the Context
Tell Ss that today we are going to think about how to answer the question *How can I communicate my end of life preferences to my medical provider?* To review, ask Ss *Why it is important to communicate their end of life preferences?* Ask them to reference what they have learned so far in this unit.

Now, tell Ss that we are going to think about OUR preference for end of life care. It is important to think about your wants and needs at the end of life in order to be able to communicate them with your medical provider.

Step 2: Completing a Survey
Pass out the *What’s Most Important to You at the End of your Life*
Survey to Ss. Go over the instructions as a class. Model how you would complete each statement to be sure Ss understand.

Tell Ss that if they do not agree with number 1 OR number 3- they can choose number 2. If Ss find their answers fall between 1 and 3 on a survey question, help them write an answer for number 2 that best describes how they feel about that statement.

Students should complete the survey on their own with the support of the teacher, not in pairs.

Step 3: Check For Understanding
Check in with each student individually about their answers to the survey. Finally, ask Ss to identify the TWO most important topics they would like to discuss with their doctor by answering: What do you feel are the TWO most important things that you want your doctor to understand about your wishes and preferences for end of life care? at the end of the survey.

They can copy statements from the survey for this last question-- or write their own ideas depending on level.

Teacher Directions: Activity 2: Supported Writing Day 4, Literacy (ELA, CCRS) (W.3.4) (RI/RL.2.1)

- Materials: Health Care Directive Worksheet; What’s Most Important to you at the End of your Life Survey

Step 1: Before Writing
Now that Ss have identified the most important things to discuss with their doctors, they will practice completing a health care directive. Ask Ss to define health care directive. Remember to emphasize that a health care directive is written ahead of time, to help medical providers and loved ones, in case the sick person is not able to communicate.

Tell Ss that today they will complete a health care directive that they can share with their doctors. Pass out the Health Care Directive Worksheet and go over each section with Ss. Model how you would complete each section, referencing your answers on the What’s Most Important to you at the End of your Life Survey.

Step 2: Writing
Ask Ss to complete the Health Care Directive Worksheet. They should use their answers from the What’s Most Important to you at the End of your Life Survey to complete the worksheet. Support Ss individually as much as possible.
Step 3: After Writing
Ask Ss if they would like to share their health care directives with a partner. If not, that’s fine. Alternatively, T can collect them and give feedback and corrections for a new draft.

Teacher Directions: Activity 3: Speaking/Critical Thinking/Writing
- Materials: Conversation Practice

Step 1: Setting the Context
Congratulate Ss on completing a health care directive! This is an important step in communicating your wants and needs to your medical provider. Now, tell Ss that the next step is to practice talking to your doctor about your preferences at the end of life. Tell Ss that we are going to practice that now.

Step 2: Conversation Practice, Part 1
Pass out the Conversation Practice handout. Role play speaking with your doctor about your preferences. Model the conversation with a volunteer student first. Then, have Ss practice the conversation model in partners. Finally, ask pairs to share their conversations aloud to the whole group.

Step 3: Conversation Practice, Part 2
Now, have Ss complete part 2 by writing their needs and wants into the conversation. Have Ss work independently. Model this and support, as needed.

Step 3: Checking for Understanding
Finally, have Ss practice Part 2 of the conversation using their own ideas with a partner. Listen and check to be sure Ss are able to share their cultural traditions and wishes to a medical provider.

Teacher Directions: Post Test
- Materials: Post Test

Step 1: Post Test
Pass out the Post Test. Make sure each student writes his/her name on the test. Explain that they will take the test again today to show what they have learned.

Remember to Collect & Send the Pre and Post tests to ECHO Minnesota
### Survey: What’s most important to you at the end of life?

**Directions:** Read the statement. Think about how you feel. Do you agree with the first statement, the third statement OR are you somewhere in the middle?

1. If I am a patient, I want to know...
   - 1: only a little about my sickness and my treatment
   - 2: everything about my sickness and my treatment
   - 3: 

2. If doctors treat me, I want...
   - 1: my doctors to do what they think is best
   - 2: to help make every decision
   - 3: 

3. If I have a terminal illness I want...
   - 1: not to know how long I have to live
   - 2: to know my doctor’s estimate for how I long I may live
   - 3: 

4. What are your concerns about treatment and medicine?
   - 1: I am worried that I will not get enough treatment.
   - 2: 
   - 3: I am worried that I will get too much treatment.
5. What are your preferences for where you want to be when you die?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I want to be at a hospital</td>
<td>I want to be at home</td>
<td></td>
</tr>
</tbody>
</table>

6. How do you feel about sharing information about your health with your loved ones?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I do not want my loved ones to know everything about my health.</td>
<td>I want my loved ones to know everything about my health.</td>
<td></td>
</tr>
</tbody>
</table>

What do you feel are the TWO most important things you want your doctor to understand about your wishes for end of life care?

1.

2.
**Conversation Practice**
Describing cultural traditions and wishes to a medical provider.

**Part 1:**

**Directions:** Practice the Conversation.

**Patient:** I want to have a conversation about my wants and needs for end of life care.

**Doctor:** Ok. It is a good idea to plan and communicate about end of life care. What are some of the most important things to you at the end of your life?

**Patient:** In my culture, people want to die at home with their loved ones. It is important to me to die at home.

**Doctor:** What other things are important to you at the end of your life?

**Patient:** In my culture, it is important to have our spiritual leader with us when we die.

**Doctor:** I understand. I will communicate with your health care team about your wants and needs. Anything else?

**Patient:** Yes, I want to share my health care directive with you. I wrote things that are important to me at the end of my life.

**Doctor:** Thank you. Let’s read this together.
Part 2:

**Directions:** Now, complete with your own ideas and practice again.

**Patient:** I want to have a conversation about my wants and needs for end of life care.

**Doctor:** Ok. It is a good idea to plan and communicate about end of life care. What are some of the most important things to you at the end of your life?

**Patient:** In my culture, people want ___________________________________________________________.

It is important to me to ___________________________________________________________.

**Doctor:** What other things are important to you at the end of your life?

**Patient:** In my culture, it is important to ___________________________________________________________.

**Doctor:** I understand. I will communicate with your health care team about your wants and needs. Anything else?

**Patient:** Yes, I want to share my health care directive with you. I wrote things that are important to me at the end of my life.

**Doctor:** Thank you. Let’s read this together.

# Health Care Directive Worksheet

Communicating your health care wants and needs about end of life care can help your doctors and loved ones know how to follow your wishes if you have a terminal illness and cannot communicate.

**Directions:** Read each statement below and write your answers. Share this paper with your doctor and other medical providers.

| My Full Name: ____________________________________________________________________ |
| My Date of Birth: ____________________________________________________________________ |
| Today’s Date: ____________________________________________________________________ |

1) If I am a patient, I want to know ____________________________________________________________________.

2) If doctors treat me, I want ____________________________________________________________________.

3) If I have a terminal illness, I want to ____________________________________________________________________.

4) What are your concerns about treatment/medicine?

5) What are your preferences about where you want to be when you die?

6) How do you feel about sharing information about your health with your loved ones?
# Health Care Directive Worksheet

I want my doctors to know these are the TWO most important things for me at the end of my life:

1)  

2)  

My religious beliefs and cultural traditions are important to me.

I want my doctor to know that:

My Religion is __________________________________________________________.

I want my spiritual leader to be with me at the end of my life. YES  NO

My signature: __________________________________________________________

Today’s Date: __________________________________________________________

Adapted from:


### ECHO Communicating End of Life Care Preferences: Pretest & PostTest

**Name:** _______________  **Date:** _______________  **School Name:** _______________  **Score:** ________/11

#### Read each statement. **Circle** True or False.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) You should tell your doctor about your wants and needs for medical care if you become very sick or hurt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) You have the right to an interpreter when talking to your doctor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) There are places that can help you at the end of your life.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) End of life care should respect your culture, needs and wants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) End of life care is the same in every culture and country.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Choose one answer. **Circle** your answer.

6) What is **terminal illness**?
   - a) being sick and then getting better
   - b) having an illness that cannot be cured and that will soon lead to death
   - c) a place to get better from an illness
   - d) having a cold or flu

7) What is **hospice**?
   - a) helps to keep a terminally ill person comfortable
   - b) helps family members take care of the person with a terminal illness
   - c) care that can happen in your home or another place
   - d) all of the above
8) Who are medical providers?
   a) People who help take care of your health.
   b) People who help you when you, or your family are sick.
   c) Doctors, nurses, social workers, home health aides, grief counselors and therapists.
   d) all of the above

9) What is grief?
   a) People who help take care of your health.
   b) Deep sadness caused by someone's death or sickness.
   c) A person who is trained to help you if you are sad.

Read the questions. Write your answers.

10) Why should you plan for care at the end of life?

   Answers may include:
   - You should plan for end of life care so your loved ones and medical providers can honor your wishes.
   - You should plan for end of life care so your culture, wants, and needs are respected and met.
   - You should plan for end of life care so you can be comfortable if you become seriously ill or injured.
   - You should plan for end of life care because medical providers in the United States expect you to communicate your preferences.
   - You should plan for end of life care so you and your family have support and care if you become seriously ill or injured.

11) Where can you get help to plan for end of life care?

   Answers may include: hospice, social workers, doctors, spiritual leaders, case managers, loved ones, and names of specific resources/contacts that will be provided throughout the unit.
Read each statement. Circle True or False.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) You should tell your doctor about your wants and needs for medical care if you become very sick or hurt.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>2) You have the right to an interpreter when talking to your doctor.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>3) There are places that can help you at the end of your life.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>4) End of life care should respect your culture, needs and wants.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>5) End of life care is the same in every culture and country.</td>
<td>True</td>
<td>False</td>
</tr>
</tbody>
</table>

Choose one answer. Circle your answer.

6) What is **terminal illness**?
   - a) being sick and then getting better
   - b) having an illness that cannot be cured and that will soon lead to death
   - c) a place to get better from an illness
   - d) having a cold or flu

7) What is **hospice**?
   - a) helps to keep a terminally ill person comfortable
   - b) helps family members take care of the person with a terminal illness
   - c) care that can happen in your home or another place
   - d) all of the above
8) Who are medical providers?
   a) People who help take care of your health.
   b) People who help you when you, or your family are sick.
   c) Doctors, nurses, social workers, home health aides, grief counselors and therapists.
   d) all of the above

9) What is grief?
   a) People who help take care of your health.
   b) Deep sadness caused by someone's death or sickness.
   c) A person who is trained to help you if you are sad.

Read the questions. Write your answers.

10) Why should you plan for care at the end of life?

11) Where can you get help to plan for end of life care?