## Descriptive Writing and SOAP Activity

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<td>skills and applying it to CHW-specific work.</td>
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Step 1
The class is divided into groups and each is assigned a single banana to describe in writing, using as much specific detail as possible.

Banana Observation
Using your observation skills, your senses, and anything else, write a detailed description of your banana below or on a separate sheet of paper. Be as specific as you can.

It's yellow/green
It's curved - crescent shaped
Smells sweet when peeled
Skin smooth
Inside is tinted
Soft
About 6 1/2 inches long
Brown spots/lines
Brown spot at bottom tip
Stem on top
Edible
Seeds
Bitter skin
Step 2
The bananas are placed back on a table and mixed together. Then groups must identify individual bananas, using the descriptive writing they and other groups have completed.
Step 3
Students reflect on the activity: their writing and identification processes, their groups’ collaboration and the possible rationale for the activity.

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**Banana Activity Reflection**

Please answer the following questions:

1. What steps did you take and what considerations did you make in order to write your description?

2. Did you find the description of the other group effective? How could the description be improved to help you to find the banana faster? What would you add, delete, or change in the description?

3. Would you have changed anything about your banana description if you knew another group would be reading it?

4. Why do you think you were asked to complete this activity? How can this exercise help you with filling out the documentation needed for the work of a CHW?
Step 3
Students watch a video of a home visit by a community health worker, consciously applying the same observation skills they used to describe the bananas.
Step 4
Students fill out the SOAP note (Subjective Objective Assessment Plan, a method of documentation used by CHW’s), using their notes from the video and applying the descriptive writing skills they practiced in the banana activity.

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S = Subjective or summary statement by the client. Usually this is a direct quote. The statement chosen should capture the theme of the session.

Deeke is a middle aged man who suffers from asthma attacks. He said, “My lungs are actually like a rubber band. It’s always up really tight. It’s hard for me to breathe.”

O = Objective data or information that matches the subjective statement. Description may include body language and affect.

Deeke appears anxious and in no distress. He seems comfortable with the visit. The examination of his lungs reveals no wheezing. He did not have his serum attack for a week.

A = Assessment of the situation, the session, and the client, regardless of how obvious it might be based on the subjective and/or objective statement.

Deeke’s visits to ER decreased from 15 visits for the previous 6 months to only 2 visits for the last 6 months. He takes his medication regularly. He understands how his house, which is in the bad condition, contributes to his asthma attacks. He is feeling better, but needs further monitoring.

P = Plan for future work. Should reflect interventions specified in treatment plan including homework assignments. Reflect follow-up needed or completed.

#1. Visit back in one month
#2. Work with the insurance company to discuss his medication plan
#3. Find a contractor to fix Deeke’s house
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Where did you see these elements embedded in the lesson just described?

- Career Preparation & Development
- Supporting Key Content
- Developing Academic Skills & Routines
- Assessment & Evaluation
Career Preparation and Development

Students develop observation skills

Students apply learned descriptive writing skills and awareness of audience to filling out a S.O.A.P. note

Students learn how to work cooperatively
Supporting Key Content

Students learn how observation and descriptive writing skills are necessary for CHW work.

The SOAP note activity emphasizes the importance of written communication for CHW.

Students practice negotiating with colleagues and making objective decisions about patients.
Developing Academic Skills and Routines

Banana Observation

Using your observation skills, your senses, and anything else, write a detailed description of your banana below or on a separate sheet of paper. Be as specific as you can.

It's yellow/green
It's curved - crescent shaped
Smells sweet when peeled
Skin smooth
Inside is tender
Green
About 6 1/2 inches long
Brown spots/limes
Brown spot on bottom tip
Stem on top
Edible
Sett
Bitter skin

4. Would you have changed anything about your banana description if you knew another group would be reading it?

I would just add a more detailed description to help another group find the banana much faster.

5. Why do you think you were asked to do this activity?

We were asked to complete this task to help exercise our minds in writing and to use our writing skills to help describe an object.
Assessment & Evaluation

Students reflect on their group’s process.

Students complete metacognitive reflection

Students participate in a final discussion to review key questions about documentation and language use.

The skills instructor provides written feedback for the students’ SOAP notes posters.