

Family Literacy EL Civics Health Awareness Curriculum of Fairfax County, Virginia, Adult & Community Education (ACE)!

The curriculum was designed for use in adult ESOL family literacy classes.

Content

 Lesson 1: Talking with the Doctor

Lesson 2: Asking Questions About Medicine

Lesson 3: Medication Warning Labels

 Lesson 4: Coping with Stress

Family Literacy Curriculum
Health Module
Medicine and Stress

Purpose:

Learners will practice asking the doctor questions to clarify instructions for taking medicine. They will read medication warning labels and analyze the warning labels they see on medicine at home. They will also explore the effects of stress and ways to manage it.



Lesson 1: Talking with the Doctor

Lesson 2: Asking Questions About Medicine

Lesson 3: Medication Warning Labels



Lesson 4: Coping with Stress



Lesson 1: Talking with the Doctor

Life Skills:

Learners will . . .

- Recognize the importance of asking for clarification at the doctor's office.
- Understand that they have the right as a medical patient to ask for an interpreter.

Technology Skills:

Learners will . . .

- Explore an Internet site with activities for English practice.
- Use pull-down menus to select different pieces of information.
- Practice speaking English with conversation prompts from a Web site.

Language Skills:

Learners will . . .

- Use a sequence of pictures to create a story orally.
- Write a story from a spoken narrative.
- Problem-solve ways that a character with little English can communicate with a doctor.
- Practice describing symptoms to a doctor.

Literacy Skills:

Literacy learners will . . .

- Learn vocabulary.
- Follow the sequence of events in a story.

EFF Skills:

Learners will . . .

- Solve problems.
- Reflect and evaluate.
- Cooperate with others.

Word Bank:

health care provider - general name used in the health care system for **doctor**, **nurse**, **nurse practitioner**, etc.; the person who helps you when you are in the hospital or clinic.

patient - the sick person who goes to the clinic or hospital

interpreter - someone who can change English to your language for you.

responsibility - something you need to do, like taking care of your children or paying your bills.

prescription - when the doctor gives you a paper for medicine. You take it to the pharmacy to buy the medicine.

confused - when you don't understand something or you don't know what to do.

nervous - afraid, scared (you can pantomime chewing your fingernails)

instructions - how to do something, like how many pills to take, and what time to take them.

Materials Needed:

Handouts of the picture story "A Doctor's Appointment" (print these from the Internet, at <http://www.cal.org/ncle/health/pdf/doctor.pdf>)

A board or flip chart

Chalk or markers

Computers with Internet access

Presenting the Concepts:

1. Ask the students if they have been to the doctor in the United States. Did they see a doctor, nurse, or nurse practitioner?
2. If students say that they have been to the doctor, ask if they spoke English with the health care provider. What was it like? Easy? Difficult? Confusing? Ask for examples.
3. Tell the students that today the class is going to write a story about someone who doesn't speak much English. The person is going to the doctor.

Activity 1: Language Experience Approach Story (LEA), "A Doctor's Appointment"



Note

Before you begin this activity, read the suggested procedure for conducting an LEA lesson at <http://www.cal.org/ncle/health/> under "How can the stories be used in class?"; then read the detailed background information lesson ideas for the picture story, "A Doctor's Appointment."

1. Distribute copies of the picture story handout, "A Doctor's Story" (copyright 2001 by Kate Singleton; you can print copies from the NCLE Web site at the URL <http://www.cal.org/ncle/health/pdf/doctor.pdf>). Tell students that they will look at the pictures and tell this story together; then you will write the story on the board.
2. Follow the directions on the NCLE Web page for using the picture story in class (<http://www.cal.org/ncle/health/>).



Extra practice for beginners

Although the Web page gives question prompts for the story that are appropriate for low beginners, a simpler expansion of the discussion for Frame 8 could go as follows:

- *Did this happen to you?*
- *What can the man do? Or, What should he do?*
- *What can someone do at the doctor if they don't speak much English?*

3. As you discuss the picture story, keep in mind the following tips:

- You can give out information about students' rights and what interpreting services there are. For current information, call the local health department or low-cost clinic for accurate information. The Fairfax County Health Department and clinic phone numbers are listed at <http://www.co.fairfax.va.us/service/hd/hdclinicsite.htm>

- You can explain that language banks exist (but some doctors don't want to use them because they cost money for the doctor). It's not easy, but there are options. Examples of explanations:
 - In the United States, the doctor should help you understand in your language. It's the law. The government says the doctor should help you understand.
 - At the [insert name] Clinic, interpreters speak Spanish, Arabic and Vietnamese.
 - Sometimes, the doctor will call an interpreter on the telephone. Maybe yes, maybe no. You need to ask the doctor.

- Ask students if they have other suggestions. Some might suggest taking a friend or family member who speaks more English. This is okay, but a topic for further discussion might be whether or not it is ok for children to interpret about their parents' health (e.g., "Is it okay for children to speak English with the doctor when their mother or father is sick? ") Other students might suggest finding a doctor who speaks their language. This helps some people, but not those with no doctors in the area from their culture. Some students are happy with doctors who speak their language, and others report that doctors they've seen who speak their language see too many patients to give good care.

- There is no perfect answer, but it is important to know the law and present options!

- Ask students, "Is it okay to ask the doctor questions in your country? In the United States?" Mention that in the United States, you should ask the doctor questions. Say, "The doctors work fast and see many patients, so it's important to ask questions to make sure you understand what the problem is and what you should do."

4. After the story is written, give students time to practice reading and pronouncing difficult words. Have the whole class read aloud, allow volunteers to read aloud, and have students read to a partner as you circulate and assist.

Literacy students

Because the LEA activity is beneficial to literacy students, they should participate in the full-class activity. In the final phase of the activity, they can copy the story as it is written on the board. As class members read the story aloud, have the aide point to the corresponding words on the literacy students' paper.

Activity 2: Computer Prompts for Talking to the Doctor

Note

Before you begin this activity, you will need to set Internet browsers to the Web site of "Interesting Things for ESL Students." Go to the Web site

(<http://www.manythings.org>), click "Travel Survival" (under the "Experimental" menu), and then click "Health Care." Or, go directly to the following URL:

<http://www.manythings.org/ts/health.html>

1. Explain to students that you are going to practice talking to the doctor. Have everyone look at the top of the Web page, where it says "Useful Expressions."
2. Ask for some student volunteers to come to the front of the room.
3. Have students take turns reading aloud each sentence in the first pull-down menu (e.g., "I have a headache"). As a student says the sentence, the student volunteers at the front of the room should act out the sentence (e.g., hold their head and moan in pain as they pretend to have a headache). Then the rest of the students should repeat the sentence aloud.
4. When you have gone through the items in the menu, have students work in pairs, taking turns reading and acting out symptoms in the menu (e.g., one partner reads the symptom; the other pantomimes it).



Workout for intermediate students

Intermediate students can take turns reading and acting out the second set of symptoms, which are a little more complex (e.g., "I cut my finger," "I was stung by a bee.")



Parent-Child Activity: Simon Says

To reinforce vocabulary pertaining to body parts, have parents and children play the game "Simon Says."

1. If you have a set of *The Oxford Picture Dictionary*, look at pp. 74-74 and read through the parts of the body.
2. Then have everyone close the dictionary; point to different parts of your body and elicit the corresponding vocabulary terms from students.
3. Explain the rules of the children's game "Simon Says." Play the game with students; the student who wins the game acts as Simon in the next game.



Lesson 2: Asking Questions About Medicine

Life Skills:

Learners will . . .

- Recognize the importance of asking the doctor questions about medicine.
- Understand the concept of "side effects" of medicine.

Language Skills:

Learners will . . .

- Acquire vocabulary related to side effects of medicine.
- Sequence and practice conversations about medication directions.
- Ask the doctor questions about medication.
- Comprehend spoken answers about medication.

Literacy Skills:

Literacy learners will . . .

- Pick out identical words in a series
- Write health-related vocabulary with the initial consonants "f" and "n" and begin to grasp sound-symbol correspondence.

EFF Skills:

Learners will . . .

- Speak so others can understand.
- Listen actively.
- Guide others.

Word Bank:

Side effects (i.e., extra problems you get when you take medicine)

(Note: Most of the side effects listed below are perhaps best demonstrated with pantomime rather than verbal explanation. If you feel there are too many for your students, choose the ones you feel will be most useful for them.)

Upset stomach, diarrhea, vomiting, rash, difficulty breathing, fatigue, headache, shaking

Materials Needed:

Flip chart or board and markers

Handout 1: Important Questions About Your Prescription

Handout 2: Important Questions About Your Prescription (Answer Key)

Handout 3: Question Strips (one copy for each pair; cut the copies into strips)

Handout 4: Answer Strips 1 (one copy for each pair; cut the copies into strips)

Handout 5: Answer Strips 2 (one copy for each pair; cut the copies into strips)

Zip-lock bags; colored paper

Arthur's Chicken Pox (Brown, 1996)

For literacy students:

Handout 6: Matching Terms for Body Parts

Handout 7: Body Parts with "F" and "N"

Presenting the Concepts:

1. Ask students if they have taken a prescription medicine before. Ask what information they needed to know about the medicine before taking it (e.g., how many times a day you take the medicine). On the board, list any questions they come up with.
2. Explain that in the United States, it is important to ask the doctor questions about medicine. Many people who don't speak much English make mistakes when they take medicine, and they can have big problems because they don't know the correct information.
3. Tell students that today they will practice questions and answers about taking medicine.



Literacy students

*As the other student complete the activity that follows, you or the aide can conduct a pullout session to help literacy students recognize by sight the terms for several body parts. Give students **Handout 6: Matching Terms for Body Parts**. Read through the terms at the left, with the students repeating them. Then have students find the word in the series that is identical to the word at the left and circle it. When they have finished, read aloud the words at the left again.*

Activity 1: Learning Questions

1. Give each student a copy of **Handout 1: Important Questions About Your Prescription**. An answer key is included in **Handout 2: Important Questions About Your Prescription (Answer Key)**.
2. Have students look at the questions in small groups to see what they already know or don't know. Encourage students to ask questions in their groups or provide clarification for others.
3. When students have had time to look over the paper, go through the questions one by one with the class.
4. Do choral pronunciation practice and check students' understanding of the questions. Ask students what a good answer for each question would be. (An answer key is provided for the handout.)
5. Write answers on the board for students to copy on their papers.
6. Have students repeat questions and answers after you, as a whole.
7. Have students practice in pairs, playing the roles of doctor and patient.
8. Ask for volunteers to present their dialogue to the class.



Workout for intermediate students

Intermediate students can do a "half-blind" practice of the dialogue; that is, the student playing the patient has to ask the doctor questions without looking at the script of the dialogue. The student playing the doctor can look at the script when saying the answers. Then they should switch roles. Emphasize that this practice is important so that students can remember the questions the next time they visit a doctor.

Literacy students

When literacy students complete the previous activity, they can work on the following exercises with the aide to help develop phonic awareness.

- Give students **Handout 7: Body Parts with "F" and "N"**.
- Look at the "F" words. Say the "F" sound and then say the words on the handout that start with F. As you say each word, point to the body part; have students repeat the word several times.
- Next, students should fill in the missing initial consonant. Then they should copy the word.
- Repeat the previous steps with the "N" words.
- For homework, ask students to copy all of the words in their notebook.

Activity 2: Matching Game

Note

Before you begin this activity, you need to copy each of the three handouts (**Handout 3: Question Strips**; **Handout 4: Answer Strips 1**; **Handout 5: Answer Strips 2**) onto a different color of paper. Then cut each handout copy into strips. Place each set of strips in an envelope or Zip-Lock bag. Each small group or pair needs one set of question strips and two sets of answer strips.

1. Have beginner students work in small groups of three or four; have intermediate students work in pairs.
2. Give each pair or small group a set of **Handout 3: Question Strips** and **Handout 4: Answer Strips 1**. You may want to ask if anyone knows the drug Claritin and what it is for.
3. Have students match questions with appropriate answers. As students finish, they can practice reading the strips aloud and copy the conversation in their notebooks. Then give them a set of **Handout 5: Answer Strips 2**; they should repeat the activity with the new answer strips.
4. When all students have finished, go over the pronunciation and vocabulary of each set of strips.

Workout for intermediate students

Encourage intermediate students working in pairs to ask their partner the questions on the question strips. The student with the answer strips has to listen to the questions (without seeing them on the strips) and read the answers on his strips. Then they can switch roles and repeat the exercise.

Parent-Child Activity: Story Reading, *Arthur's Chicken Pox*

Do a story reading with the children's book *Arthur's Chicken Pox* (Brown, 1996) to talk about what happens when a child is sick.

Activity steps:

1. Have everyone sit in a circle (on the floor if necessary) and explain that you will read a book together about a little boy who gets the chicken pox.
2. Ask the children if any of them have had the chicken pox. What was it like? With the children's help, explain to the parents what the chicken pox is and how you feel when you have it (i.e., itchy!).
3. Go through the illustrations in the book, page by page, and ask parents and children what they see in the pictures. Do not read the book yet; the idea is to elicit language and to model to parents how they can share a book with children without having to read the words.
4. Read the story aloud, page by page, pointing to the words in the pictures as you say them.
5. Ask, "Why does Arthur's sister make fun of his 'polka dots' and pretend to be sick?" If necessary, explain that D.W. is jealous of the attention that Arthur is getting because he is sick. Ask the children if any of them have ever gotten extra attention when they were sick.
6. Tell everyone, "Then something happened to D.W. What happened?" (i.e., then she got sick and couldn't go to the circus with the family -- even though Arthur was better now and could go to the circus).
7. Say, "Let's talk for a few minutes about Arthur. What do his parents do for him when he is sick?" Elicit examples (e.g., give him a bath, let him eat dinner on the couch, rub his back, etc.).
8. Ask the children, "Do your parents do special things for you when you are sick? What do they do?" Discuss the examples. Then ask parents what *their* parents did for them when they were children and they were sick.
9. Explain to parents that it helps their children to look at books and talk about them -- in any language. They can read a book together, or they can look at the pictures and talk about the story.
10. Tell parents that their "homework" is to look at a book with their child.
11. If your site has a lending library of book and cassette sets, introduce parents to it (if you haven't already done so), showing them how to "check out" a set. Invite parents and children to select a set to bring home for the week.

HANDOUT 1: Important Questions About Your Prescription

1. What is this medicine?

2. What is it for?

3. How many should I take?

4. How long do I need to take it?

5. When will I feel better?

6. What are side effects of the medicine?

HANDOUT 2: Important Questions About Your Prescription (Answer Key)

1. What is this medicine?

It is erythromycin (for example).

2. What is it for?

It's for bronchitis. (It's for an infection.)

3. How many should I take?

Take 1 pill every 6 hours. Take 4 a day. Take it 1 hour before you eat.

(Use as much or as little of this information as your students can handle.)

4. How long do I need to take it?

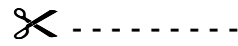
For 2 weeks. Don't stop before 2 weeks.

5. When will I feel better?

You should feel better in 3 days. If you don't feel better, call me.

6. What are side effects of the medicine?

Examples of simple side effects to present through pantomime are: upset stomach, vomiting, rash, difficulty breathing, fatigue, headache, shaking. (Again, you can decide how much your students will understand and absorb.)



What is this medicine?

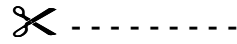
What is it for?

How many should I take?

How long do I need to take it?

When will I feel better?

What are side effects of the medicine?



It's Claritin.

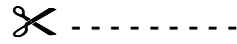
It's for allergies and hay fever.

One a day.

For the spring and summer.

In 3 days.

**Maybe you'll have a headache
or you'll feel sleepy.**



It's Prevacid.

It's for pain in your stomach.

One a day, before you eat.

For one month.

In a week.

**Maybe you'll have vomiting
or diarrhea.**

HANDOUT 6: Matching Terms for Body Parts

foot	flute	font	foot
finger	finder	finger	linger
head	hand	hear	head
hand	hand	sand	hind
neck	make	neck	next
nose	most	nest	nose
back	rack	back	book
leg	leg	let	lad

HANDOUT 7: Body Parts with "F" and "N"

F

___oot

___inger

N

___ose

___eck

Lesson 3: Medication Warning Labels

Life Skills:

Learners will . . .

- Become more aware of medication safety by learning to read and understand warning labels.
- Complete a Medication Warnings Project that calls for them to look at the medications at home and note and analyze the warning labels on them.

Language Skills:

Learners will . . .

- Acquire basic vocabulary needed to understand medicine sticker warnings.
- Read label drug information to understand medication better.
- Practice affirmative and negative forms of imperatives.

Literacy Skills:

Literacy learners will . . .

- Write health-related vocabulary with the initial consonants "h," "b," and "l" and begin to grasp sound-symbol correspondence.

EFF Skills:

Learners will . . .

- Read with understanding.
- Reflect and evaluate.
- Cooperate with others.

Word Bank:

(Note: The use of warning stickers is regulated by individual state governments, so language and mandated content differs from state to state. Virginia Code does not specify what language is to be used. The vocabulary in this lesson has been selected as representative of typical warning labels.)

Chew, crush, swallow, shake, plenty of, pregnant, drowsiness, dizziness, alcoholic beverages, avoid

Materials Needed:

Flip chart or board and markers

(If possible) Ask a pharmacist for warning stickers and/or empty prescription bottles, or bring in empty ones from home with the prescription label removed
(If possible) Empty over-the-counter medication containers

*(Note: You'll need to make sets for **Handout 8 and Handout 9**; each small group or pair of students will need one set of explanation cards and one set of warning cards. To keep the sets together, you can store them in Zip-Lock bags.)*

Handout 8: Warning Stickers

Handout 9: Warning Explanations

Handout 10: Taking Medications 1 (cut each copy in half)

Handout 11: Taking Medications 2 (cut each copy in half)

Handout 12: Medication Warnings (cut each copy in half)

Zip-lock bags

For literacy students:

Handout 13: Body Parts with "H," "B," and "L"

Handout 14: Initial Consonant Review

Presenting the Concepts:

1. Tell students that you will be talking about taking medications today. Ask them what medications they know and list them on the board. Ask what the medications are for (e.g., aspirin is for a headache, fever, etc.)
2. Ask students where you get medications (the pharmacy). Talk briefly about the difference between prescription medications (need to get permission from a doctor before going to the pharmacy to buy it) and "over the counter" medications (can buy at the pharmacy without the doctor's prescription). Write these terms on the board.
3. Ask if anyone ever had a problem from taking medicine. Did a medication ever make someone sick? Say, "Sometimes, if you are not careful, medications can make problems."

Literacy students

As the other students complete the activities that follow, you or the aide can conduct a pullout session to help literacy students recognize by sight and write the terms for body parts beginning with "H," "B," and "L."

- *Review the words students practiced in the last two lessons, with the "F" and "N" initial consonants.*
- *Give students Handout 13: **Body Parts with "H," "B," and "L"**.*
- *Look at the "H" words. Say the "H" sound and then say the words on the handout that start with H. As you say each word, point to the body part; have students repeat the word several times.*
- *Next, have students fill in the missing initial consonant ("H"). Then they should copy the "H" words.*
- *Students should repeat the previous steps with the "B" word and then with the "L" word.*
- *Together or for homework, have students fill in the missing initial consonants on **Handout 14: Initial Consonant Review handout**. You can do this as a dictation, with you reading the words and the student writing the missing letters -- or as a homework exercise, with students looking at their classwork and copying the missing letters.*

Activity 1: Recognizing Warning Stickers

1. Tell students that the class will now talk about warnings on prescription medications. Write "warning" on the board and see if anyone can explain it. If necessary, you can tell them it is the same as "Be careful! "
2. Tell the students that prescriptions have warning stickers on them. Show them examples of labels from the pharmacy or home. If some are familiar with the labels, ask for examples of the warnings. If necessary for your class, introduce the words in the Word Bank. Pantomime may be an effective way for you to demonstrate these words; then students can practice them by acting them out as well.

3. Using **Handout 8: Warning Stickers**, write the warnings on the board, one by one. As you write each one, discuss what it means and ask if anyone has seen it before on a medicine bottle. Help students practice pronunciation of key words.
4. Put intermediate students in pairs; put beginning students in small groups.
5. Give each pair or group a set of sticker cards (made from **Handout 8: Warning Stickers**). Have students read the sticker cards together and discuss what they mean. Then give each pair or group a set of the explanation cards (made from **Handout 9: Warning Explanations**). Have students read the explanation cards together and then match one explanation to one sticker card.
6. When students have matched the cards correctly, they can copy any pairs that they didn't know.

Workout for intermediate students

Partners who finish early can play face-up or face-down concentration with the card sets. Or, one partner can read the warning sticker cards aloud while the other partner looks at the explanation cards and points to the corresponding one.

Activity 2: Pair Listening Dictations

1. Have students form pairs. In each pair, give Partner A **Handout 10: Taking Medications 1**; give Partner B **Handout 11: Taking Medications 2**.
2. Partner A should listen and write the missing words on **Handout 10**. Partner B should read the sentences.

Workout for intermediate students

Intermediate students who act as Partner A can do a full dictation. That is, they should not receive a copy of the handout; instead of filling in the missing words, they should write the full sentences that Partner B reads from the handout.

3. As pairs finish, have them switch roles and do the same exercise with **Handout 11**.

Extra practice for beginners

If beginners need extra pronunciation practice, read through the sentences aloud together, choral style. Next, have volunteers read individual sentences aloud.

Activity 3: Medication Warnings Project

1. Tell students that they have homework they need to complete before the next class.
2. Give everyone a copy of **Handout 12: Medication Warnings**. Explain that students should take look at their medications at home. On the handout, they should copy any warning stickers on the medicine.

3. Reiterate that students should **not** copy the names of medicine, because that is personal information.
4. Remind students to bring the handout to the next class.



Parent-Child Activity: "What Do You Do For . . . ?"

This activity helps reinforce the concepts students practiced in this class and the previous class. It also allows students to share folk remedies from their countries.

1. Write the following on the board:

What do you do for a . . .

headache?

stomachache?

toothache?

backache?

fever?


cold?

2. To make sure that everyone knows the vocabulary, have children pantomime each of the ailments listed on the board.
3. Divide parents and children into six groups. Assign each group one of the ailments listed on the board.
4. Explain that each group has to discuss what you do for the sickness; students can talk about what kind of medicine you take or what other things you do (e.g., stay in bed and rest if you have a fever). Emphasize that any answers are fine, be they traditional cures from students' native cultures (e.g., eating ginger for a stomachache) or mainstream U.S. treatments (e.g., taking aspirin for a headache).
5. Explain that the children in the group will draw a picture illustrating the ailment.
6. After each group has finished talking about the ailment and drawing pictures of it, have a representative from each group present the pictures and the group's treatment ideas. Discuss the ideas as a group and encourage students from other groups to share their home remedies.

HANDOUT 8: Warning Stickers

HANDOUT: Warning Stickers



HANDOUT 9: Warning Explanations



<p>This medicine is for your skin only. Don't eat it!</p>	<p>Do not drink beer with this medicine.</p>
<p>Drink a lot of water with this medicine.</p>	<p>Eat food with this medicine.</p>
<p>Move the medicine fast in your hands to mix it.</p>	<p>Don't take the medicine if you are going to have a baby.</p>
<p>Put the medicine in your eyes only.</p>	<p>Do not break the medicine with your hand or teeth. Eat it all together, in one piece.</p>
<p>Maybe you will feel sleepy when you take this medicine.</p>	<p>Don't eat food when you take this medicine. After you eat, wait 2-3 hours before you take the medicine. Or take the medicine 1 hour before you eat.</p>

HANDOUT 10: Taking Medications 1

Partner A

1. Drink _____ of water.
2. _____ food with this medication.
3. This medication is for your _____.
4. Shake the _____ well.
5. Do not _____ with this medication.



Partner B

1. Drink plenty of water.
2. Eat food with this medication.
3. This medication is for your eye.
4. Shake the medication well.
5. Do not drink with this medication.

HANDOUT 11: Taking Medications 2

Partner A

1. If you are pregnant, don't _____ this medication.
2. Maybe you will feel _____, or drowsy.
3. _____ eat food when you take this medicine.
4. Do not _____ the medication.
5. This medicine is _____ your skin.



Partner B

1. If you are pregnant, don't take this medication.
2. Maybe you will feel sleepy, or drowsy.
3. Don't eat food when you take this medicine.
4. Do not chew the medication.
5. This medicine is for your skin.

HANDOUT 12: Medication Warnings

What warnings are on medications at home? Write them here.



What warnings are on medications at home? Write them here.

HANDOUT 13: Body Parts with "H," "B," and "L"

H

__and

__ead

B

__ack

L

__eg

HANDOUT 14: Initial Consonant Review

_____ oot

_____ inger

_____ ead

_____ and

_____ eck

_____ ose

_____ ack

_____ eg

Lesson 4: Coping with Stress

Life Skills:

Learners will . . .

- Analyze what stress is and how to alleviate it.

Technology Skills:

Learners will . . .

- Open an Internet document and read a picture story on the Web.

Language Skills:

Learners will . . .

- Read a story about a character who is under a lot of stress.
- Discuss ways to alleviate stress.
- Write tips for managing stress.
- Look at a picture story and tell the story, describing the sequence of events.
- Acquire vocabulary related to feelings.

Literacy Skills:

Literacy learners will . . .

- Acquire vocabulary.
- Explore the concept of words as units of a sentence.

EFF Skills:

Learners will . . .

- Speak so others can understand.
- Reflect and evaluate.
- Read with understanding.

Word Bank:

Stress, make time for yourself, Web site, scroll, link, "Back" button

Materials Needed:

Flip chart or board and markers

Handout 12: Medication Warnings (students should bring this completed handout with them; it was distributed in Lesson 3)

A copy of the *Stress* booklet (Gould, 2000) for each student or pair of students

Computers with word-processing and Internet access

Presenting the Concepts:

Note

For this activity, students will need **Handout 12: Medicine Warnings** (from the Lesson 3).

1. Have students look at **Handout 12: Medicine Warnings** (i.e., "What warnings are on medications at home?") distributed in the last class.
2. Ask what warnings students noted on the handout. Make a list on the board, discussing what each warning means.
3. Reiterate the idea that medication can make you sick if you're not careful.
4. Say that today, you're going to talk about something else that can make you sick: stress.

Literacy students

Because the *Stress* booklet (Gould, 2000) has a photo illustration on each page, literacy students can follow the activity. As you read the story aloud, you can have the aide point to each word on the page.

Activity 1: Ann's Story

1. Ask students if they know what stress is. Discuss the concept together, giving examples (e.g., "How do you feel when you have too much work to do?")
2. Tell students that they will now read a story about a woman who has a lot of stress in her life. Give each student or pair of students a copy of the booklet, *Stress* (Gould, 2000).
3. Read the story aloud one time as students listen.
4. Then have five students come to the front of the room. Assign each student one of the following roles:

Ann
Ann's son
Ann's boss
Ann's sister
Kim (Ann's friend)

5. Have the rest of the students read the story aloud together, page by page; after they read each page, have the student actors portray the action on that page.
6. Ask students the following comprehension questions:
 - Why does Ann's son make Ann feel stress?

- Why does Ann's boss make Ann feel stress?
- Why does Ann's sister make Ann feel stress?
- What does Kim say Ann should do about the stress?

Activity 2: Discussion and Writing

1. Ask students, "What do you think about Kim's ideas? Are they good?" Discuss this together. Then ask, "Is there anything else Ann can do about the stress?"

2. Tell students, "Kim tells Ann nine things she can do about stress. What can Ann do?" Write the following prompts on the board:

Ann can make time for herself.

Ann can _____.

3. Give students a few minutes to complete the writing. Then make a list together on the board and read the sentences back aloud together.

Example:

Ann can go for a walk each day.

Ann can take a hot bath.

Ann can spend time with friends.

Ann can learn to say no.

Ann can make time for herself.

Ann can stop eat less junk food.

Ann can drink less coffee, beer, and wine.

Ann can drink more milk, coffee, and juice.

Ann can write her feelings in a book.

Literacy students

Literacy students can copy the sentence written on the board. Have the aide read it aloud several times, pointing to each word; then the aide can write two or three similar sentences and read them aloud, word by word, to help familiarize literacy students with the concept of words as units of a sentence. Then the aide should try and elicit similar sentences (beginning with "Ann can"), writing them down and having students read them back aloud.

Activity 3: Telling a Picture Story, "Stressed Out"

Note

Before you begin this activity, read the suggested procedure for conducting an LEA lesson at <http://www.cal.org/ncle/health/> under "How can the stories be used in class?" Then read the detailed background information lesson ideas for the picture story, "Stressed Out."

1. Bring students to the computer lab. Explain that they are now going to look at pictures of another person who is having a lot of stress. Tell students that they will look at the pictures and then tell the story together.

2. Have students go to the NCLE Web site and access the picture story, "Stressed Out" (copyright 2001 by Kate Singleton). To do so, ask students to double-click on the Internet browser; then they should type the following URL, and hit "Enter":

<http://www.cal.org/ncle/health/pdf/stressed.pdf>

3. Talk about what is happening in each frame of the picture story, using the prompts on the Internet (see <http://www.cal.org/ncle/health/#Stressed>). As you go through the frames, help students to scroll down the screen to see each set of pictures.

4. Discuss the story together, using these prompts that accompany the story:

- What are the woman's problems in the story?
- What can happen if she continues to have too much stress in her life?
(e.g. make mistakes at home and on job, physical illnesses, anger, depression, anxiety)
- What advice can you give the woman to have less stress in her life?
- What are some things that give you stress in your life?
- Can you change anything to feel less stress for yourself? What can you do?



Parent-Child Activity: Expressing Feelings

The following activity allows students to talk about some feelings that are similar to stress.

1. If you have a set of *The Oxford Picture Dictionary* (Shapiro & Adelson-Goldstein, 1998) look at pp. 31-32 and read through the feelings.

2. Have everyone close the dictionary. Write the following terms on the board:

hungry
sleepy
calm

nervous
happy
sad
angry
scared
surprised
tired
embarrassed
thirsty
sick
confused
bored
frustrated

3. Have students copy the terms. As they do so, you should copy each word on a tiny slip of paper. When you finish, put all the slips of paper into a hat or container.
4. Tell students that they are going to pick a feeling and act it out; then the other students have to guess what the feeling is.
5. Have a volunteer draw a slip of paper from the hat and act out the corresponding feeling. The parents and children should try and guess the feeling; the first one who says it correctly should draw another slip of paper from the hat and act out the feeling while the others guess.
6. Repeat the activity until students have pantomimed all of the feelings.