

 Welcome to the
High Beginner EL Civics Health 
Awareness Curriculum of Fairfax
County, Virginia, Adult &
Community Education
(ACE)! 

The curriculum was designed for use in adult ESOL classes.

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Introduction

The **Health Awareness** component of the **Fairfax County EL/Civics Curriculum** is designed to help learners become more aware of how to advocate for themselves in the United States healthcare system. Every student has personal preferences for health care and may prefer traditional or alternative methods of care, and discussion of such is encouraged during health awareness lessons. However, the majority of students at some point seek care within the U.S. mainstream healthcare system and find considerable barriers to accessing care and communicating clearly with health care providers. Such barriers can worsen long-term health or create enormous financial burdens for the student and his family. The lessons in the Health Awareness Module seek to increase students' familiarity with how to navigate the system, what their rights are and what is expected of them as patients, how to access affordable care and necessary information, and how to communicate needs and concerns.

Because of the complexity of health issues and the nature of health care information in the United States, Health Awareness lessons contain a lot of new vocabulary. The instructor is encouraged to stress to learners that complete mastery of the vocabulary is not expected and that health terminology is challenging to native speakers. Increasing familiarity with samples of health care language so that learners can begin to understand health information is sufficient for their stage in the learning process.

Lessons are intended to be flexible, giving instructors the opportunity to pick and choose various activities and tailor them to their students' needs and interests. Lessons invite extensive student participation, problem-solving and sharing of ideas. Instructors are encouraged to tell students that their opinions are valued and welcome in conversation. However, students are not under obligation to share their opinions and experiences if they do not feel comfortable doing so.

Among the suggested activities are computer exercises. If classes that would benefit from using the content of the computer component do not have access to classroom computers, instructors are encouraged to print out materials and adapt them for use in their classrooms.

High Beginner Health Awareness Curriculum

Unit 1: Talking with the Health Care Provider

Purpose: Learners will identify sources of low-cost preventive health care in the community, will begin to understand medical specialties and different sources of care, and will learn important questions to ask the doctor about their treatment.



Lesson 1: Getting Health Care



Lesson 2: Finding a Doctor

High Beginner Health Awareness Curriculum Talking with the Health Care Provider

Lesson 1: Getting Health Care

Life Skills:

Learners will...

- Identify sources of low-cost preventive health care in the community.
- Understand the benefits of preventive health care.

Technology Skills:

Learners will...

- Use the Internet as an information source.

Language Skills:

Learners will...

- Learn new health vocabulary.
- Discuss opinions.
- Give suggestions orally.
- Write a story
- Sequence sentences and words in sentences.

EFF Skills:

Learners will...

- Use technology to locate information.
- Read with purpose and understanding.
- Speak so others can understand.
- Listen actively.
- Observe critically.
- Solve problems and make decisions.
- Cooperate with others.
- Advocate and influence.

Word Bank:

(The following words may or may not come up in the LEA activity. They do not need to be mastered for this lesson.)

preventive care

low-cost

affordable

income

health insurance

ambulance

emergency room

surgery

medication

doctor's bills

Materials Needed:

- Flipchart or chalkboard, markers or chalk
- **Handout 1: Information Grid** (landscape document)
- Website: <http://www.cal.org/ncle/health/>
<http://www.cal.org/ncle/health/story/emergency.html> (make copies of picture story for individual students) and
<http://www.co.fairfax.va.us/service/hd/hdclinicsite.htm>

Presenting the Concepts:

1. Tell the class that they are going to be talking about health care in the United States today.

To begin, say you would like them to interview each other to find out some information. Give students the information grid on **Handout 1**. This grid will help you learn a little about their experiences with US health care: who has insurance, who doesn't, who uses the emergency room for care, what people know about community health resources.

Before students start on the grid, go over the pronunciation of questions and formation of answers with them. Examples of answers are on the grid. Point out that when they speak they use "I," but when they write another person's words they change "I" to he or she. Point out the one past tense question and make sure students understand how to answer it.

Model how to ask and answer the questions with a volunteer or high oral student.

2. Let the class stand up, circulate and complete the grid. You can do the same. When students have finished, ask summarizing questions, like:

How many people have health insurance?

How many people go to the doctor in the United States?

How many people went to the emergency room?

What answers did people say for the last question? Where can we get health care if we don't have insurance?

Write answers for the last question on the board. Take time to give accurate information if students don't have it, such as names of clinics and their addresses. If no one has any suggestions, tell them that's ok. It's a problem for many people in the United States. They will learn ideas about it in the story they are going to talk about in today's class.

Activity 1: Language Experience Approach (LEA) – "Emergency!"

Note: While this story talks primarily about care for the uninsured or underinsured, it can evoke discussion of health care issues that are important to adult ESOL students

who have insurance as well. Many immigrants with and without health insurance express anxiety about accessing health care in the US.

The picture story, detailed background information and lesson ideas can be found at <http://www.cal.org/ncle/health/> . The picture story can be viewed online or printed out and copied for students.

To go directly to the picture story itself, type <http://www.cal.org/ncle/health/story/emergency.html>.

To go directly to a larger PDF version of the picture story, which is better for printing handouts, type <http://www.cal.org/ncle/health/pdf/emergency.pdf>.

1. **BEFORE CLASS**, 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?" on the picture story webpage, and the specific information and ideas for the second story, "Emergency!"
2. In class, either give students a handout of the picture story or have them look at it on the computer. You can set the webpage up in advance if you feel it would take too much time for your students to find.
3. The webpage gives question prompts for the story that are appropriate for high beginners. Be sure to ask questions like "Did this ever happen to you or your family?" to draw students into the story. They don't need to volunteer personal information if they don't want to, but you may find some students are happy for an opportunity to share their experience and ask questions about it. Some students may be relieved to find out about resources that they thought didn't exist.

The Fairfax County Health Department and Clinics' phone numbers are listed at <http://www.co.fairfax.va.us/service/hd/hdclinicsite.htm>. You can check this before class to get accurate, up-to-date information for your students. Some may need help figuring out which clinic is closest to their home. At the time of publication, Fairfax clinics are low-cost, and proof of income is required to qualify for care. They are not for emergencies. People who want to get care in them should make an appointment to register *before they get sick*. Documentation of immigration status is not required.

4. After the story is written, give students time to practice reading and pronunciation of 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.

Activity 2: Reading expansion ideas. (Optional)

Word find race. This works if all students present have basic literacy.

- Write the story on the board.
- Separate the class into two teams.
- Have one member of each team come up and stand in front of the story.
- You say a word in the story, "doctor" for example, and both students try to find the word and point to it. The first student to point to the correct word wins a point for their team.
- When one of the students has found the word, they both sit down and two more come up.
- Play until one team gets 10 points or until each person has had at least one turn.

Sentence strips.

- Write the sentences of the story on sentence strip cards.
- Hold up the cards and have the class read the sentences.
- Then randomly distribute the cards to students around the class. Check to make sure each student can read the card you gave them.
- Then have all students who received a card come up to the front of the room. They should stand in a line in random order.
- Then they read their sentences aloud one by one. Ask the class if the story is correct. When they say no, ask them who needs to move to make the story correct.
- Have the students who are still seated give instructions as well as those who are standing. These may be simple, like "Julio, you go number one," meaning Julio's sentence should be first in the sequence, but they will see the power of their language getting things reorganized.
- As students rearrange their order, have those standing read aloud again occasionally to see if the story sounds better to the class.
- Continue the process until the story is correct.

Word strips.

- You can go directly into this activity from the preceding sentence strip activity.
- Take a sentence strip from the story and cut it into individual words in front of the students.
- Hand out individual words to random students, as with the sentence strips, and check for comprehension.
- Have the students with the word strips come up to the front and have the others tell them where to move to make a correct sentence.
- Repeat with different sentences. Students can get very animated and fast at this activity as they get the hang of it!

**SEE LANDSCAPE PDF DOCUMENT FOR
High Beginner, Unit 1: Talking w/the Health Care Provider,
Lesson 1, Handout 1**

High Beginner Health Awareness Curriculum Talking with the Health Care Provider

Lesson 2: Finding a Doctor

Life Skills:

Learners will...

- Increase familiarity with medical specialists.
- Distinguish between emergency rooms, urgent care clinics, and public clinics.
- Identify types of emergencies.
- Request recommendations for doctors.

Technology Skills:

Learners will...

- Use the Internet as an information source.
- Practice basic keyboarding for word processing.

Language Skills:

Learners will...

- Learn new vocabulary.
- Discuss opinions.
- Ask for and give recommendations.
- Listen for and write down specific information.

EFF Skills:

Learners will...

- Read with purpose and understanding.
- Speak so others can understand.
- Listen actively.
- Observe critically.
- Solve problems and make decisions.
- Cooperate with others.
- Advocate and influence.

Word Bank:

(Presupposes some familiarity with internal and external body parts.)

(New vocabulary for names of medical specialists is presented within the lesson.)

refer

specialist

recommend, recommendation

Materials needed:

- You might want to have a textbook on hand that shows internal and external body part names, such as the Oxford Picture Dictionary, for students to refer to.

- **Handout 1: Specialist Vocabulary.** Since it is a lot of vocabulary, this handout is divided into **Handout 1, Day 1; Handout 1, Day 2; and Handout 1, Day 3.**
- **Handouts 2a, 2b, 2c: Specialist Matching Cards**
- **Handouts 2d, 2e, 2f: Specialist Explanation Matching Cards**
- **Handout 3: Cloze Practice.** Divided into **Handout 3, Day 1; Handout 3, Day 2; and Handout 3, Day 3.**
- **Handout 3: Answer Key**
- **Handout 4: Finding a Doctor Dialogues.**
- **Handout 5 Student: Information Grid on Recommending a Doctor** (landscape document)
- **Handout 5 Teacher Only.** Before the class this handout needs to be cut into strips, each strip being one line of the chart. Each strip should show a doctor's name, location and phone no. One strip will be given to each student participating in the Handout 5 Information Grid activity.
- **Handout 6: Emergency True or False?**

Presenting the Concepts:

Tell students that there are different ways to choose a doctor in the United States if you have health insurance or you can pay. Ask how they chose a doctor in their native country (if they saw a doctor there), e.g. "How did you find your doctor in your country?"

Ask if they can suggest a good way to find a good doctor here. If no one suggests it, say that sometimes we ask other people for a **recommendation**. Explain that this means we ask other people if they know a good doctor. Other times we go to a doctor that works with our insurance company. Other times one doctor refers us to another doctor.

Tell the students that we will practice asking for recommendations for doctors, but first we will practice names of different kinds of doctors, or specialists. For example, a doctor who works with children is a pediatrician. A doctor who examines your heart is a cardiologist. Have them practice pronouncing these names. Ask which one is for the heart. Ask which one is for children.

Activity 1: What Kind of Doctor Do You Need?

Note: If students find themselves in a medical emergency, it is likely that they will need to work with a variety of specialists (not too mention having to figure out bills from each of them). This lesson is meant as introductory exposure to the names. Point out that students do not need to remember all the names, but you want them to learn a little about the *kinds* of doctors they might see in the United States. You can also point out that the names will give them a lot of pronunciation practice for English!

1. See what names of specialists students already know and list them on the board. They may know some from their own or their family's experiences. Go over pronunciation of specialists named. Have students repeat.

Now tell them that they are going to learn some more names for specialists.

2. Give out **Handout 1, Day 1: Specialist Vocabulary**. **Note:** the vocabulary is divided into 3 parts because there are so many new terms. Give Handouts 1, Days 2 and 3 in later classes.

Explain that there are many different kinds of specialists. They can practice the names in class, then keep this handout in case they need it later.

Basic procedure for handout:

- Read the name of the specialist.
 - Have students repeat it after you to practice the pronunciation. Focus on any new letter combinations (e.g. PH in “nephrologist” on Day 1 and “physical therapist” on Day 2, PS in “psychiatrist” and “psychologist”
 - Have students read the definition aloud (chorally is fine), then you repeat it and ask what it means. Students can use gestures to body parts or simple words to explain what the doctor does.
 - Ask comprehension questions, e.g. *What doctor helps you if you have a rash on your skin? What doctor helps you if you are having a baby? What doctor helps you if you have a problem in your lungs? What doctor can your 3 year old child go to?*
3. **Matching.** See Appendix on Using Matching Sets for complete preparation and activity instructions. Give the class cards for the vocabulary that corresponds to that day's Handout 1 vocabulary only. After they have done matching activities for that day's new vocabulary, they can add in the previous class's vocabulary cards to review and make it more challenging.
4. **Handouts 3, Days 1-3: Cloze Practice.** Demonstrate a with the first 2-3 exercises, then have learners complete the rest of the cloze exercises with the correct day's specialist vocabulary. They can work individually or in groups. Go over as a whole group when all are finished.

NOTE: You can select from the following activities for practice after each day's new vocabulary has been covered in the above activities.

Recommending a Doctor:

Handout 4: Finding a Doctor Dialogues

Using some of the dialogue variation instructions below, present and practice the dialogues on **Handout 4** with your students.

- In preparation, elicit from the students who they would ask for a recommendation. Examples: a friend, a neighbor, a classmate, a co-worker, a church member, a doctor (asking for a recommendation for a specialist)
- Clarify if necessary that you should not be embarrassed to use a low-cost clinic. Many people in the United States do not have health insurance and need to go to clinics.
- Clarify that the doctors at the public clinics are regular, professional doctors.

Dialogue Practice Variations

- Backward Build-up. This method helps learners focus on pronunciation, stress, and intonation, especially in longer sentences. First learners listen to the teacher present the dialogue the whole way through. Then, when they are practicing the dialogue, the teacher can choose a sentence to focus on. She says the last word, and the learners repeat it. Then she says the last 2 words, and they repeat them. She continues adding a word each time she speaks, until they have worked back to the beginning of the sentence.
 e.g. T. says: "I like to eat chocolate." Students listen.
 T. says: "Chocolate." Students repeat.
 T. says: "Eat chocolate." Students repeat
 T. says: "To eat chocolate." Students repeat.
 T. says: "Like to eat chocolate." Students repeat.
 T. says: "I like to eat chocolate." Students repeat.
- Focused listening method. This is challenging, so it's better for beginners with some listening skills and vocabulary under their belt. The teacher puts blanks on the board for all the words in the dialogue. The teacher (ideally with a volunteer) then reads the dialogue. Students are not looking at a printed version. After the class has listened to the dialogue once, students call out words to fill in blanks and the teacher writes in what they caught. The process of teacher reading- students listening then filling in is repeated until the written dialogue is complete. After that the class can practice pronunciation, reciting, and copying the dialogue, then move on to substituting vocabulary.
- Disappearing Dialogue. This focuses the learners on memorizing vocabulary and word order in the dialogue. Students are often surprised at how fast they can remember the words. The teacher writes the dialogue on the board. Students are not looking at their book or handout, only at the board. The class listens to the dialogue, and then practices repeating after the teacher. When they've done this a couple times and are a little more familiar with it, the teacher can erase one word from the dialogue and have them

repeat the whole thing, including the missing word. Then the teacher erases another word, and the students recite the whole thing again. She continues erasing words and having students repeat until the board is blank and the students are able to recite it without seeing any of the words.

- Half-blind dialogue. Students practice in pairs. One looks at the words and the other doesn't. The one who looks prompts the other. They switch roles and repeat the dialogue until they are more confident. Then they can practice "full-blind."
- Physical activities. For some learners involving them physically in the dialogue drilling may be helpful. This might help some learners relax and others become more engaged. Learners can toss a nerf ball as they recite the lines. The teacher says a line then tosses it to a student. The student who catches it says the next line in the dialogue, then throws it to another. The dialogue can be repeated until everyone gets a turn.

Handout 5 (Student): Information grid

Have students complete an information grid using the following dialogue. They should use strips you have cut from **Handout 5 Teacher Only** to fill in part B. Give each student one strip. They circulate, practice the dialogue with other students, and fill in the information dictated to them by the other students.

Don't forget to:

- Demonstrate the dialogue with answers inserted.
- Show how to fill out the grid before they do this on their own.
- Make sure they are clear on when to use the different pronoun choices.

Dialogue:

A. Can you recommend a doctor?

B. Sure. You can try _____. He's/ She's/ They're _____
(say where). His/ Her/ Their number is _____ (say number).

Emergency Room or Clinic?

Write the following on the board: **public clinic**, **urgent care clinic**, and **emergency room**. Ask learners if they know where an example of each is located. Ask learners the differences between them. In general:

Public clinic – anyone can go if they qualify (no insurance, low income). You need an appointment. Not for emergencies.

Urgent care center - no appointment necessary; you can go with or without insurance; service is often for profit but it costs less than the emergency room.

Emergency room – no appointment; for real emergencies; can be very expensive, especially if you don't have insurance.

Handout 6: Emergency True or False.

Have learners work in small groups or the whole group discuss and decide on answers. There may be more than one suitable answer. The point is to help learners think critically and begin to express their opinions on the subject.

Computer Expansion Activity: Keyboard and spelling practice

Set computers up in a blank Microsoft Word document. Dictate the following 5 words to them very slowly. Let them try to type the words. If they have difficulty with the spelling after trying it themselves, you can dictate the letters for them to type. If possible, have them print out the correct spellings to study at home.

- You will need to show students how to use the **delete**, **backspace**, **arrow** and **enter** keys to do this activity.
- Have students who are more comfortable with the keyboard help others learn to navigate it.

Spelling list

1. **Emergency**
2. **Clinic**
3. **Doctor**
4. **Health**
5. **Insurance**

Handout 1: Day 1 Specialist Vocabulary

1. **Allergist** - helps people with allergies
2. **Cardiologist** - heart doctor
3. **Dermatologist** - skin doctor
4. **Family doctor / General Practitioner / Primary Care Provider (PCP):**
These are all names for the regular doctor you see for general problems like the flu or a stomachache. They refer you to specialists.
5. **Gastroenterologist** - doctor for digestion (stomach, intestines)
6. **Infectious Disease Specialist** - a doctor for bad illnesses that you can catch from another person, like HIV, TB or hepatitis
7. **Hematologist** - blood doctor
8. **Internist** - a doctor for parts inside your body
9. **Nephrologist** - kidney doctor
10. **Neurologist** - a doctor for the central nervous system (the brain and nerves)

Handout 1, Day 2 Specialist Vocabulary

11. **Nutritionist** - a doctor who helps you choose good foods to eat for your health
12. **Obstetrics and Gynecology (OBGYN)** - a doctor for women's health and for pregnancy
13. **Oncologist** - a cancer doctor
14. **Ophthalmologist** - a doctor for sick eyes. (Maybe you need medicine or surgery for your eyes.)
15. **Optometrist** - checks your eyes for glasses. Helps you see better.
16. **Orthopedist** - a bone doctor
17. **Otorhinolaryngologist (ENT)** - an ear, nose and throat doctor
18. **Pediatrician** - a doctor for children
19. **Physical therapist** - helps you exercise to make your body strong after an accident or illness
20. **Plastic surgeon** - a doctor who helps construct a person's face again (maybe after an accident or fire)

Handout 1, Day 3 Specialist Vocabulary

21. **Podiatrist** - a doctor for feet

22. **Psychiatrist** - a doctor who gives medicine for people who have mental health problems like depression or anxiety.

23. **Psychologist** - a doctor who helps people talk about their mental health. This doctor helps you talk about depression so you can feel better.

24. **Pulmonologist** - a doctor for lungs

25. **Radiologist** - a doctor who looks at x-rays and MRI films to find problems.

26. **Rheumatologist** - a doctor for joint problems like arthritis. Joints are where 2 bones come together. Examples of joints are knees, hips, wrists and elbows.

27. **Surgeon** - a doctor who opens you up to fix inside of you.

Others:

28. **Acupuncturist** - a doctor who does Chinese medicine using needles in the skin.

29. **Chiropractor** - a doctor who moves your bones to make your back and neck feel better

Health Awareness, High Beginner, Unit 1, Lesson 2 - Finding a Doctor
Handout 2a: Matching Sets - Specialists

Allergist	Cardiologist
Dermatologist	Family doctor/ General Practitioner/ Primary Care Provider/ PCP
Gastroenterologist	Infectious Disease Specialist
Hematologist	Internist
Nephrologist	Neurologist
Nutritionist	Obstetrics and Gynecology (OB-GYN)

Health Awareness, High Beginner, Unit 1, Lesson 2 - Finding a Doctor
Handout 2b: Matching Sets - Specialists

Oncologist	Orthopedist
Otolaryngologist (ENT)	Pediatrician
Podiatrist	Psychiatrist
Psychologist	Pulmonologist
Radiologist	Rheumatologist
Acupuncturist	Chiropractor

Health Awareness, High Beginner, Unit 1, Lesson 2 - Finding a Doctor
Handout 2c: Matching Sets - Specialists

Ophthalmologist	Optometrist
Surgeon	Plastic Surgeon
Physical Therapist	

Health Awareness, High Beginner, Unit 1, Lesson 2 - Finding a Doctor
Handout 2d: Matching Sets - Specialist Explanations

<p>A doctor who helps sick eyes</p>	<p>A doctor who helps you get glasses</p>
<p>A doctor who opens you up to fix inside of you.</p>	<p>A doctor who helps construct someone's face after an accident</p>
<p>A specialist who helps your muscles get strong after an accident or illness</p>	

Health Awareness, High Beginner, Unit 1, Lesson 2 - Finding a Doctor
Handout 2e: Matching Sets - Specialist Explanations

helps people with allergies	Heart doctor
Skin doctor	Names for your regular doctor who refers you to specialists
Doctor for your stomach and intestines	A doctor for illnesses you can catch from other people, like TB, hepatitis or HIV
Blood doctor	A doctor for parts inside your body
Kidney doctor	A doctor for your brain and nerves
A specialist who helps you choose good foods to eat	a doctor for women's health and pregnancy

Health Awareness, High Beginner, Unit 1, Lesson 2 - Finding a Doctor
Handout 2f: Matching Sets - Specialist Explanations

A cancer doctor	A bone doctor
An ear, nose and throat doctor	A doctor for children
A foot doctor	A doctor who gives medicine for depression
A doctor who talks with you to help depression	A lung doctor
A doctor who reads x-rays	A doctor for problems in knees, hips, and other joints
A doctor who does Chinese medicine with needles	A doctor who moves bones in your back and neck

Health Awareness, High Beginner, Unit 1, Lesson 2 - Finding a Doctor
Handout 3, Day 1

1. You have a rash on your skin. You need to see a
_____.
2. Your heart is too fast. You should see a
_____.
3. You have a bad flu. You should see your
_____.
4. You have tuberculosis. You need to see an
_____.
5. You sneeze a lot when you go outside. Maybe you should see an
_____.
6. You have a problem with your blood. You need to see a
_____.
7. You have serious problems with your stomach. You should see a
_____.
8. You have very serious headaches. Maybe you should see a
_____.

Health Awareness, High Beginner, Unit 1, Lesson 2 - Finding a Doctor
Handout 3, Day 2

1. You want to eat healthy food. Maybe a _____
can help you.
2. You cannot see the board in the classroom. You should see an
_____.
3. You broke a bone. You need to see an
_____.
4. You had surgery, and now you need to make your muscles stronger.
You should see a _____ for
exercise.
5. You have cancer. You need to see a
_____.
6. You are pregnant. You need to see an
_____.
7. When the baby is born, the baby needs to see a
_____.
8. You want a different nose. You should see a
_____.

Health Awareness, High Beginner, Unit 1, Lesson 2 - Finding a Doctor
Handout 3, Day 3.

1. You want to fix your headache pain without medicine. Maybe an _____ can help.
2. You had an x-ray. Now the _____ is looking at it.
3. You have too much stress and you can't sleep or eat. Maybe you should talk with a _____.
4. Your left foot hurts a lot. Maybe you should see a _____.
5. My grandmother's arthritis in her hip hurts a lot. She should see a _____.
6. Your back hurts a lot. Maybe a _____ can help fix the pain.
7. Your appendix needs to come out. You need to see a _____.
8. You have had a bad cough in your lungs for 3 months. Maybe you should see a _____.

Health Awareness, High Beginner, Unit 1, Lesson 2 - Finding a Doctor

Handout 3: Answer Key

Handout 3, Day 1

1. You have a rash on your skin. You need to see a **dermatologist**.
2. Your heart is too fast. You should see a **cardiologist**.
3. You have a bad flu. You should see your **primary care provider, family doctor, general practitioner**.
4. You have tuberculosis. You need to see an **infectious disease specialist**.
5. You sneeze a lot when you go outside. Maybe you should see an **allergist**.
6. You have a problem with your blood. You need to see a **hematologist**.
7. You have serious problems with your stomach. You should see a **gastroenterologist**.
8. You have very serious headaches. Maybe you should see a **neurologist**.
- 9.

Handout 3, Day 2

1. You want to eat healthy food. Maybe a **nutritionist** can help you.
2. You cannot see the board in the classroom. You should see an **optometrist**.
3. You broke a bone. You need to see an **orthopedist**.
4. You had surgery, and now you need to make your muscles stronger. You should see a **physical therapist** for exercise.
5. You have cancer. You need to see an **oncologist**.
6. You are pregnant. You need to see an **obstetrician, ob-gyn**.
7. When the baby is born, the baby needs to see a **pediatrician**.
8. You want a different nose. You should see a **plastic surgeon**.

Handout 3, Day 3.

1. You want to fix your headache pain without medicine. Maybe an **acupuncturist** can help.
2. You had an x-ray. Now the **radiologist** is looking at it.
3. You have too much stress and you can't sleep. Maybe you should talk with a **psychologist**.
4. Your left foot hurts a lot. Maybe you should see a **podiatrist**.
5. My grandmother's wrists and fingers hurt a lot. She should see a **rheumatologist**.
6. Your back hurts a lot. Maybe a **chiropractor** can help fix the pain.
7. Your appendix needs to come out. You need to see a **surgeon**.
8. You have had a bad cough in your lungs for 3 months. Maybe you should see a **pulmonologist**.

Health Awareness, High Beginner, Unit 1, Lesson 2 - Finding a Doctor
Handout 4: Finding a Doctor Dialogues

A. Hi Julio. Maybe you can help me.

B. What's the problem?

A. I feel sick and I need to see a doctor, but I don't have one.

Can you recommend a doctor?

B. Maybe. Do you have health insurance?

A. Yes, I do.

B. You can try my doctor. She's pretty good. Her name is Doctor Vasquez. Her office is on Route 50. Her number is 703-555-6789.

A. Thanks. I'll try her.

OR

A. Hi Julio. Maybe you can help me.

B. What's the problem?

A. I feel sick and I need to see a doctor, but I don't have one.

Can you recommend a doctor?

B. Maybe. Do you have health insurance?

A. No, I don't. I'm worried about the cost.

B. You can try the low-cost clinic at 7 Corners. The number is 703-555-0123.

A. Thanks. I'll try it.

SEE LANDSCAPE PDF DOCUMENT FOR
High Beginner, Unit 1: Talking w/the Health Care Provider,
Lesson 2, Handout 5 (Student)

Handout 5 teacher only: Strips for grid.

Doctor Williams	In Centreville	703-464-5339
Doctor Cortez	At Tyson's Corner	703-679-5236
Doctor Munsen	On Gallows Road	703-686-1224
South County Health Center	On Route 1	703-704-5333
North County Health Center	In Reston	703-689-2180
Baileys Health Center	On Route 50	703-237-3446
Family Urgent Care	On Route 7	703-422-1957
Doctor Hirokawa	In Annandale	703-363-7279
Springfield Family Practice	On Edsall Road	703-582-5652
Dr. Russo	Near Reston Town Center	703-359-2220
Dr. Akram	On Woodburn Road	703-330-5859
Annandale Pediatric Associates	On Columbia Pike	703-280-6492
Vienna Urgent Care	On Maple Avenue	703-777-1895
Dr. Santiago	In Alexandria	703-658-8375
Dr. Singh	Near Ballston Mall	703-998-5951
Dr. Wayne	In Chantilly	703-742-0414
Dr. Lee	On Town Center Drive	703-220-9743
Dr. Nguyen	On Sleepy Hollow Road	703-560-9800
Dr. Kuperschmit	Near Fairfax Hospital	703-359-4558
Dr. Jafar	In Herndon	703-876-0504

Handout 6: Emergency True or False?

You should go to the emergency room if...

1. You sprained your ankle.
2. You fall down and your head is bleeding.
3. Your baby has a fever of 104 degrees.
4. You have a bad sore throat and cough.
5. You need a refill for your asthma medicine.
6. You burned your legs in a fire.
7. You think you are having a heart attack.
8. Your pregnant wife is unconscious.
9. It is difficult for your child to breathe.
10. You cut your hand with a kitchen knife.
11. You are vomiting.
12. Your daughter's arm is broken.
13. You have a bad headache for 3 days.
14. Your child thinks your medicine is candy and eats some.

High Beginner Health Awareness Curriculum

Unit 2: Staying Healthy: Exercise and Nutrition

Purpose: Learners will review the nutrition pyramid, increase their understanding of nutrition and awareness of what is considered a healthy diet in the U.S., and examine the benefits of regular exercise.



Lesson 1: A Healthy Diet



Lesson 2: Exercise for Health

Background for teachers: *Many immigrants complain (and medical studies support) that they put on weight when they come to the U.S. A possible cause is thought to be the convenience and low cost of U.S. fast food, which replaces higher fiber, lower fat diets of immigrants' native countries. Change in lifestyle and activity levels may also play a part.*

Lesson 1: A Healthy Diet

Life Skills:

Learners will...

- Increase familiarity with basic nutritional components, such as vitamins and protein.
- Practice reading nutrition labeling on foods.

Technology Skills:

Learners will...

- Read information on the Internet.

Language Skills:

Learners will...

- Learn new nutrition vocabulary.
- Discuss opinions.
- Give advice.
- Read a short story and discuss it.
- Read nutrition labels and discuss them.

EFF Skills:

Learners will...

Learners will...

- Use technology to locate information.
- Read with purpose and understanding.
- Speak so others can understand.
- Listen actively.
- Observe critically.
- Solve problems and make decisions.
- Cooperate with others.
- Advocate and influence.

Word Bank:

Serving

Vitamin

Protein

Calorie

Cholesterol

Carbohydrate

Sodium

Fiber

Iron

More

Less

Materials Needed:

- Flipchart or chalkboard, markers or chalk
- Handouts:
 - 1) **Food Guide Pyramid Review and Food Guide Pyramid Review L**
 - 2) **Nutrition Review: How is your nutrition?**
 - 3) **Kim Sook's Story**
 - 4) **Nutrition Vocabulary Matching, cut into matching sets and pasted on index cards**
 - 5) **Nutrition Labels**
 - 6) **A Famous Cheeseburger**
- Computers with Internet Access (optional)
- Websites:
 - <http://www.fda.gov/fdac/foodlabel/cracker.pdf>
 - http://www.welchs.com/healthy/white_nutrition.html
 - <http://www.fda.gov/opacom/backgrounders/foodlabel/newlabel.html>
 - <http://www.aeb.org/food/nutrition.html>
- Food containers from home with nutrition labels intact.

Review of the Food Pyramid

1. If students studied in the Low Beginner class, they may have studied the U.S. Government's Food Guide Pyramid. This review will help to refresh their memory regarding basic elements of nutrition in the U.S., and will get them talking early in the lesson. You can start discussion by asking students the following:

In the Low Beginner class, some of you studied the Food Guide Pyramid. What groups do you remember on the food pyramid? Where does milk go? Where do vegetables go? Etc.

Then, How many servings of fruit should we eat in one day? Etc.

Draw a pyramid on the board and have students give you directions as to what goes where, using simple vocabulary like up, down, top, bottom, right, and left. You can purposely put something in the wrong place so they have to correct you.

2. Handout 1: Food Guide Pyramid Review Handout

Erase pyramid from the board. Give students the handout and have them work in small groups. Tell them to use the information at the bottom of the handout to fill in the pyramid. Demonstrate yourself first. They should write the foods and the number of servings together on the correct line. It can be made into a contest if your students would enjoy it.

Lower literacy variation: Using **Handout Food Guide Pyramid Review L**, you could write simplified group names on a copy of the handout for low lit. students

to copy onto their own paper. Demonstrate yourself first. It would be helpful if you could also put a simple picture of the food next to the word on your copy, so that the learner can associate the picture with the word. (Blackline pictures of foods can be legally copied from the book Basic Vocabulary Builder.) [

3. Handout 2 Nutrition Review: How is Your Nutrition?

Using a student or a volunteer, demonstrate to students how to interview another person and write their answers in the grid. Higher literacy learners can write whole sentences in 3rd person. Lower literacy learners can write single word answers (a food name) and have people spell the answer for them as they write. When most people have completed the grid, ask the whole group general questions, such as:

What is a food many students need to eat less/more?

Presenting New Concepts: Nutrition Labels

1. **Handout 3: Kim Sook's Story.** To help learners focus on the relevance of this lesson, have the class read and discuss the story.

2. Bring in food containers with clear nutrition labels. You might want to photocopy one and enlarge it to fill a letter-size piece of paper so that students can see it more clearly and follow along. Tell students:

- ***What do I have here?*** (Students may answer food, box, bag, etc.)
- ***These are all food packages.***
- ***On every package, something is the same.*** (Point to nutrition labels on various packages.)
- ***What are these?*** (See if anyone can answer.)
- ***These are called "nutrition labels."*** (Write the term on the board.)
- ***Do you look at nutrition labels sometimes?***
- ***The United States government says we should have nutrition labels on all packages of food.***
- ***Do you know what information is on nutrition labels?*** (See if any students can brainstorm words such as fat, vitamin, etc.)
- ***Today we are going to learn some names for things you see on nutrition labels, and we'll learn a little bit about these different nutrients.***

You may want to pass around the containers during or after the above discussion so everyone can get a look at the labels.

3. Either by using computers or by printing copies for students, have them look at one of the large nutrition labels at

<http://www.fda.gov/fdac/foodlabel/cracker.pdf>

http://www.welchs.com/healthy/white_nutrition.html

<http://www.fda.gov/opacom/backgrounders/foodlabel/newlabel.html>

<http://www.aeb.org/food/nutrition.html>

You might prefer to give students a copy of one of these so they can write down definitions or translations. Ask them what words they see on the label. Go over the label, eliciting explanations where possible from learners and explaining new information. Stress that they don't need to know everything; you just want to help them understand a little more today. Conduct this as a conversation, allowing questions and comments, and asking for examples, like which foods have a lot of fat, protein, sugar, etc. Many students probably already have knowledge of basic nutrition in their own language, so this is a chance for them to try expressing what they know in English.

Teacher's guide to simple nutrient explanations:

Nutrition facts: Information about the food we eat

Serving: How much you should eat at one time

Serving size: How big is your serving?

Servings per container: How many servings are in one box, bag, etc.

Calories: How much energy is in your food. (Like gasoline for a car; you can also pantomime strong muscles vs. fatigue to help illustrate) If you eat too little, you need more calories. If you eat too much, you need less (fewer) calories.

Fat: Many may know this one. If not, you could pantomime or pinch an inch. You can say it's like oil or cheese. A little is necessary, but a lot is bad for your body and your heart.

Carbohydrates: These are in bread, rice, flour, etc. We need some for energy. Some people need a little, some people need a lot. If we eat too much carbohydrate, we get fat or diabetes.

Cholesterol: It's in meat, chicken, fish, cheese. Too much is bad for the heart. Some people need to be careful about cholesterol.

Sodium: Salt. A little is ok. A lot is bad for your blood pressure.

Fiber: In fruit, vegetables, rice, brown bread. It's good for your heart and your digestion.

Sugars: A lot is in candy, cake, ice cream, some breakfast cereal for kids, etc. A lot is bad. It can make you fat or get diabetes.

Protein: It is in meat, milk, eggs, cheese, beans, etc. It is important for your muscles.

Vitamins: There are different vitamins A-E. They all help the body with important jobs. It is important to have different vitamins in your foods. Sometimes it is good to take a vitamin pill. It is very good for pregnant women.

Calcium: There is a lot in milk, cheese, yogurt, etc. It is important for your bones. It is important for older women's bones.

Iron: There is a lot in red meat. It is important for your blood. Women need to have a lot of iron.

DV=Daily Value: How much you should have (total) in one day. More than 100% may be bad for you.

Activity 1: Handout 4 – Nutrition Vocabulary Matching.

(**Preparation** – Make enough copies of the handouts so that you can make enough sets for your students to work in groups of 3-4. Cut the vocab and definitions apart. Glue-stick them to different color index cards, one color for vocab and one color for definitions. Store each set in a ziplock bag to keep them in good shape for future semesters.)

Have students work in groups of 3-4. They should work together to match the vocabulary and definitions. When they are done, you can check their work, and they can copy vocabulary and definitions down. They can also read the vocabulary aloud to you to check their pronunciation.

Activity 2: Looking at Labels

(**Preparation:** Bring in a variety of food packages from home, or get some from a realia collection at your teaching site. Cut handout 4 in half to make 2 copies.)

Put a couple items on each table or grouping of desks. Tell students to find the nutrition labels. Tell them to look for vocabulary words that you say.

Give groups multiple copies of **Handout 5**. Have students work together in pairs or small groups to locate information and fill out papers for the different foods.

When students seem to have the hang of this activity, summarize by asking the whole group which foods they think give good nutrition, and which ones don't.

Homework: Have students fill out one copy of Handout 5 about a food in their home. They should turn it in in the next class.

Listening Expansion: Handout 6, A Famous Cheeseburger

Give students the copy of Handout 6 with the blanks. Using the answer key, read sentences to the class about the nutritional content of the cheeseburger and fries. Have students write the numbers on the correct line. For example, say, ***“The cheeseburger has 830 grams of sodium.”*** Students look for sodium and write down 830.

When the dictation is finished, you can ask questions comparing the burger and fries. For example, ***“Which has more fat, the cheeseburger or the french fries?”***

You could also write some sentences on the board with "more" or "less," and then have students write sentences of their own.

**SEE LANDSCAPE DOCUMENT FOR
HIGH BEGINNER HEALTH, STAYING HEALTHY:
NUTRITION, HANDOUT 1**

**SEE LANDSCAPE DOCUMENT FOR
HIGH BEGINNER HEALTH, STAYING HEALTHY:
NUTRITION, HANDOUT 1L**

Handout 2 Nutrition Review: How is your nutrition?

Now think about what you eat, and think about the Food Guide Pyramid. Ask your classmates about their nutrition. Write their answers.

EXAMPLES:

Question: What foods do you need to eat more?

Answer: I need to eat more vegetables.

Question: What foods do you need to eat less?

Answer: I need to eat less meat.

Name	More	Less
<i>Example:</i> <i>Natalia</i>	<i>She needs to eat more fruit.</i>	<i>She needs to eat less bread.</i>

Kim Sook's Story

Read the story with your class.

Kim Sook came to the United States 1 and a half years ago. When she came here, she was felt healthy and good. In the United States she gained 20 lbs. She feels more tired now. She wants more energy. She doesn't know what she can do to feel better.

Comprehension Questions:

- 1. When did Kim Sook come to the United States?**
- 2. How did she feel when she came here?**
- 3. What happened after she came here?**
- 4. How does she feel now?**

Conversation Questions:

- 1. Why do you think Kim Sook is tired now?**
- 2. Why do you think she gained 15 pounds?**
- 3. What do you think she ate in her country?**
- 4. What do you think she eats in the United States?**
- 5. What can she do now to feel better? Write a list with your group:**

Handout 4 – Nutrition Vocabulary Matching

serving	How much of one food you should eat at one time.
Servings per container	How many servings are in one box or bag.
calories	A number that says how much energy is in your food.
fat	It is in oil, butter, and cheese. A little is ok, but a lot is bad for your body and your heart.
carbohydrates	They are in bread, rice, and flour. A little is ok, but a lot can be bad. You can get fat or get diabetes.
cholesterol	It is in meat, chicken, fish and cheese. Too much is bad for your heart.
sodium	Salt. A little is ok, but a lot is bad for you.
vitamins	Their names are letters. They help with different jobs in your body. For example, E helps you see.

protein	It is in meat, eggs, chicken, fish and beans. It is important for your muscles.
calcium	It is in milk and cheese. It helps make your bones and teeth.
iron	It helps make your blood. It is important for women.
daily value	The total you should eat in one day. More than 100% can be bad for you.

Health Awareness, High Beginner, Unit 2, Lesson 1, Handout 4, page 2

Nutrition Labels - Write the information you find on the label.

Name of food _____

Serving Size _____

Calories _____

% (percent) of daily SODIUM _____

% of daily FAT _____

% of daily CHOLESTEROL _____

% of daily CARBOHYDRATES _____

% of daily PROTEIN _____

Does it have fiber? _____

How much iron does it have? _____

What vitamins does it have? _____

Handout 5: Nutrition Labels - Write the information you find on the label.

Name of food _____

Serving Size _____

Calories _____

% (percent) of daily SODIUM _____

% of daily FAT _____

% of daily CHOLESTEROL _____

% of daily CARBOHYDRATES _____

% of daily PROTEIN _____

Does it have fiber? _____

How much iron does it have? _____

What vitamins does it have? _____

Handout 6: A Famous Cheeseburger

45 830 330 36 15 14

Sodium _____mg

Fat _____g

Cholesterol _____mg

Calories _____

Protein _____g

Carbohydrates _____g

Famous French Fries

6 0 22 290 57 450

Sodium _____mg

Fat _____g

Cholesterol _____mg

Calories _____

Protein _____g

Carbohydrates _____g

Handout 6 ANSWER KEY: A Famous Cheeseburger

45 830 330 36 15 14

Sodium ___ 830 ___ mg

Fat ___ 14 ___ g

Cholesterol ___ 45 ___ mg

Calories ___ 330 ___

Protein ___ 15 ___ g

Carbohydrates ___ 36 ___ g

Famous French Fries, medium size

6 0 22 290 57 450

Sodium ___ 290 ___ mg

Fat ___ 22 ___ g

Cholesterol ___ 0 ___ mg

Calories ___ 450 ___

Protein ___ 6 ___ g

Carbohydrates ___ 57 ___ g

High Beginner Health Awareness Curriculum

Unit 2: Staying Healthy: Exercise and Nutrition

Lesson 2: Exercise for Health

Life Skills:

Learners will...

- Increase their familiarity with the health benefits of exercise.
- Contemplate a variety of ways to exercise.

Technology Skills:

Learners will...

- Practice basic keyboarding for word processing.

Language Skills:

Learners will...

- Learn new exercise vocabulary.
- Discuss opinions.
- Give suggestions orally.
- Read a short story and discuss it.
- Create a written product summarizing the information learned.
- Present the written product orally to a group.

EFF Skills:

Learners will...

- Use technology to locate information.
- Read with purpose and understanding.
- Speak so others can understand.
- Listen actively.
- Observe critically.
- Solve problems and make decisions.
- Cooperate with others.
- Advocate and influence.

Word Bank:

Benefits

Selected exercise activity vocabulary (could be student-generated, and/or could be drawn from Handout 2)

Materials Needed:

- Flipchart or chalkboard, markers or chalk
- Handout 1: Exercise Grid
- Handout 2: Exercise Vocabulary Cards (need to be copied and cut into card sets before class.)
- Handout 3: True or False

- **Computers with a word processing program, such as Microsoft Word (optional).**
- **Health-related brochures to show as examples**
- **Unlined white paper and markers, crayons, or colored pencils to make class exercise brochures**

Presenting the Concepts:

Tell the class: *“We have talked a lot about how important good nutrition is for your health. What is another thing that is important for your health?”*

Elicit responses until someone says *“Exercise.”*

Ask if people in the class exercise. Ask what kinds of exercise they do and list them on the board. Ask if they can think of any others.

Ideas: running, jogging, riding a bicycle, walking, swimming, going to the gym; playing soccer, tennis, basketball, volleyball, etc.; skating, rollerblading, etc.

If they don't think of it themselves, mention to students that walking to the store -- or cleaning the house -- are ways to exercise. In fact, walking just 20 minutes a day can help your health. In the grid that follows, some students might not have anything to say for how they exercise; you want to encourage them to include any activity that involves movement.

Handout 1 - Exercise Grid: Tell the class: *“Now we are going to find out more information about your ideas for exercise.”* Demonstrate with a student or volunteer how to ask the questions and record the answers on the grid. Then students can complete the grid, referring to the board for spelling of different activities.

NOTE: **Collect the grids so that you can redistribute them on the day the class will be doing the computer expansion activity for this lesson. The computer activity will involve the sentences generated on the grids.**

Activity 1: Working out with Exercise Vocabulary

Preparation: Make large flashcards of the vocabulary by writing the words on large index cards or plain paper. Use vocabulary words from Handout 2, and other exercise vocabulary your students brought up in the presentation activity. Use all the words or select a smaller group of words according to your students' needs and abilities.

Also cut up multiple copies of Handout 2 into sets. Clip sets of the vocabulary words together. Make enough sets of the cards for groups of 3-4 students to use. (Note: These sets are too small for students to see from a distance, so they are not suitable for Step 1 below.)

Note: In ***The Card Book*** (2000, Alta Book Center Publishers), by A. Tom and H. McKay, you will find legally reproducible pictures of different activities. These may be helpful if your students need pictures to help understand the vocabulary. They can be enlarged on a photocopier to make them visible to the whole class, or cut out in their original size to make small cards for groups to use.

1. Show large vocabulary words to the whole class and help them practice pronunciation. Have a student or students demonstrate the action on the card. Ask if everyone thinks the activity is exercise or not. Some activities are work or home activities that are fairly active. These are included for students who don't have time for recreational exercise. See what students' opinions are about these words. Go through the cards a second time and have everyone demonstrate the action and pronounce it.
2. Give groups of 4 students a set of the cards made from Handout 2. Have them decide which activities they could do alone, and which they need to do with other people. Write the categories on the board: "Exercises you can do alone" and "Exercises you do with other people." Students should speak with each other as they decide how to sort the activities into the 2 groups. They can make a list on flip chart paper to share with the class.
3. Now have students sort the activities into things they can do on a sunny day and things they can do on a rainy day. Again, they should speak with each other as they decide how to sort the activities. They can make a list on flip chart paper to share with the class.

Activity 2: What's true about exercise?

The information in this activity is drawn from newspaper articles and federal health information websites. An answer key with explanations is provided.

Preparation: Be sure to check the vocabulary in the exercise in advance, in case you need to preteach terms like "stretch," "muscle," or "bone."

Read through Handout 3 as a whole group. When you are sure students understand the reading, do the first half of the sentences as a class. Ask who in the class thinks the sentences are true, and who thinks they are false. Let students try to express their opinions about the statements. Tell them what doctors believe (see answer key.). Then let them finish discussing the last 5 sentences in pairs or small groups. Share the doctors' answers from the answer key with the full group and ask students how they did.

Activity 3: Making Brochures

Preparation: Collect brochures on health topics to show students examples of what a brochure is. They can be obtained from the local health department,

clinics and doctor's offices. Once you get them, you can save them for future classes.

1. Show students examples of brochures on health topics. Tell them you would like them to write a brochure about exercise for other students to read. Ask what they can write in the brochure. If they have trouble, you can suggest that they write different kinds of exercise and important things to know about exercise. The latter can come from the true/false activity or their own knowledge. Have students work in small groups (3-5 people). Make sure all contribute ideas, writing or illustrations to the product. Let students choose materials to use, such as unlined white paper and markers, crayons, or colored pencils.
2. Have students share their brochures with the class. You could make multiple copies to display somewhere in the classroom or distribute to other students.

Computer Expansion Activity: Word Processing

Preparation: Before the lesson, bring up a word processing program such as Microsoft Word on the computers.

1. Distribute the students' grids from the beginning of this lesson. Tell them they are going to type some sentences about their classmates.
2. Show students how to use SHIFT for capitalization, the space bar between words, BACKSPACE to erase, and ENTER to move down to the next line after a sentence. Demonstrate several times until students understand.
3. Have students type some of the sentences they wrote on the grid. Some who are new to computers may only finish one sentence. Others with more keyboarding experience can be told to write a story about a classmate with several sentences.

**SEE LANDSCAPE DOCUMENT for
HIGH BEGINNER HEALTH, STAYING HEALTHY:
EXERCISE, HANDOUT 1**

Exercise Vocabulary Cards

Do Sit-ups	Play basketball
Play soccer	Go jogging
Take a walk	Lift weights
Go swimming	Dance
Do aerobics	Play volleyball
Ride a bike	Do push-ups
Walk the dog	Play tennis
Do yoga	Practice judo
Clean your home	Wash your car
Carry groceries	vacuum

Play racquetball	Go in-line skating
Do gardening	Do construction

Health Awareness, High Beginner, Unit 2, Lesson 2, Handout 2

True or False?

Talk about these sentences with your classmates. Decide if they are true or false.

1. Exercise is good for your heart, lungs, muscles and bones.
2. Walking is not a good exercise. It is too slow.
3. You should exercise 3 times a week for ½ hour minimum.
4. Seventy year old people should not exercise.
5. Exercise helps you prevent diabetes, heart problems, osteoporosis and some kinds of cancer.
6. Exercise can make you feel more happy.
7. Exercise can help you feel less pain sometimes. For example, maybe you will not have so many headaches or backaches.
8. Exercise does not help your brain.
9. Lifting weights is not good exercise.
10. It is not important to drink water or stretch when you exercise.

ANSWER KEY: True or False?

Talk about these sentences with your classmates. Decide if they are true or false.

1. Exercise is good for your heart, lungs, muscles and bones. **True. It helps make all of these stronger.**
2. Walking is not a good exercise. It is too slow. **False. It is easy, free, and you can do it any time. It helps your heart, muscle and lungs work better, and it makes your bones stronger. It only helps your lower muscles, so it's good to do other exercises for the top of your body also.**
3. You should exercise 3 times a week for ½ hour minimum. **True. Doctors suggest ½ to 1 hour of exercise, at least 3 times a week. Some doctors say 20 minutes 5 days a week is good, too.**
4. Seventy year old people should not exercise. **False! Exercise can help you at any age! The important thing is to start slowly and not do too much. For example, don't try running 10 miles on your first day. If you want to start jogging, jog for 10 minutes and walk for 20 minutes. After a few weeks, try jogging for 15 minutes and walking for 15 minutes. Keep changing the times until you are jogging for 30 minutes. It is best to ask a doctor what is good for you.**
5. Exercise helps you prevent diabetes, heart problems, osteoporosis and some kinds of cancer. **True.**
6. Exercise can make you feel more happy. **True. Exercise helps fight depression.**
7. Exercise can help you feel less pain sometimes. For example, maybe you will not have so many headaches or backaches. **True. Exercise helps manage some kinds of chronic pain.**
8. Exercise does not help your brain. **False. Exercise helps older people think better and have a better memory. Also, it helps fight depression.**
9. Lifting weights is not good exercise. **False. Doctors say you should do exercise that moves you around like swimming or running (aerobic exercise) and exercise where you move weight to make your muscles strong (anaerobic exercise). Aerobic exercise helps your heart and lungs. Anaerobic exercise helps your muscles and bones.**

10. It is not important to drink water or stretch when you exercise. ***False.***
Your body needs more water when you sweat. Also, if you stretch, your muscles will not hurt as much after exercise.

High Beginner Health Awareness Curriculum

Unit 3: Taking Medications

Purpose: Learners will practice reading information and asking questions about medication safety to increase understanding medication dosing instructions, product warnings and side effects.



Lesson 1: Understanding the Label



Lesson 2: Understanding about Warnings and Side Effects

High Beginner Health Awareness Curriculum Unit 3: Taking Medications

Lesson 1: Understanding the Label

Life Skills:

Learners will...

- Improve comprehension of drug dosing and safety information on medicine labels.

Technology Skills:

Learners will...

- Use the Internet as an information source.

Language Skills:

Learners will...

- Learn new medical vocabulary.
- Read medicine labels.
- Answer questions orally.
- Read a chart and fill in information.
- Discuss opinions.
- Give suggestions orally.
- Tell a story orally and write it.
- Sequence words and sentences.

EFF Skills:

Learners will...

- Use technology to locate information.
- Read with purpose and understanding.
- Speak so others can understand.
- Listen actively.
- Observe critically.
- Solve problems and make decisions.
- Cooperate with others.
- Advocate and influence.

Word Bank:

over-the-counter

prescription

dose

frequency

directions

instructions

overdose

adult

children

**maximum
age
weight
warning
stickers**

Additional words will come up on individual medicine labels.

Materials Needed:

- Flipchart or chalkboard, markers or chalk
 - Handouts 1: Reading the Labels
 - Realia: otc medicine containers with the new Drug Facts labeling
- Websites: <http://www.cal.org/ncle/health/> (or make copies of picture story “The Right Dose” for all students)
<http://www.bemedwise.org/label/label.htm>
http://www.advil.com/children/label_drops.asp
http://www.advil.com/children/label_chew_child.asp
<http://www.advil.com/cs/cslabel.asp>

Presenting the Concepts:

Tell students they will be talking about taking medicines safely.

Introduce the lesson with the picture story “The Right Dose” found at <http://www.cal.org/ncle/health/>. In class, either give students a handout of the picture story (best made from the PDF link on the web site) or have them look at it on the computer. You can set the webpage up in advance if you feel it would take too much time for your students to find.

Activity 1: LEA

Have students compose an LEA. Follow instructions for the Language Experience Approach lesson plan on the web site and read background information and question prompts for the story before class. The webpage gives question prompts for the story that are appropriate for high beginners. Be sure to ask questions like “Did this ever happen to you or your family?” to draw students into the story. They don’t need to volunteer personal information if they don’t want to, but you may find some students are happy for an opportunity to share their experience and ask questions about it. Some students may be relieved to find out about resources that they thought didn’t exist.

After the story is written, have the class copy it down and practice reading it in a whole group and then in pairs.

Reading expansion activities.

Word find race. This works if all students present have basic literacy.

- Write the story on the board.
- Separate the class into two teams.
- Have one member of each team come up and stand in front of the story.

- You say a word in the story, "pill" for example, and both students try to find the word and point to it. The first student to point to the correct word wins a point for their team.
- When one of the students has found the word, they both sit down and two more come up.
- Play until one team gets 10 points or until each person has had at least one turn.

Sentence strips.

- Write the sentences of the story on sentence strip cards.
- Hold up the cards and have the class read the sentences.
- Then randomly distribute the cards to students around the class. Check to make sure each student can read the card you gave them.
- Then have all students who received a card come up to the front of the room. They should stand in a line in random order.
- Then they read their sentences aloud one by one. Ask the class if the story is correct. When they say no, ask them who needs to move to make the story correct.
- Have the students who are still seated give instructions as well as those who are standing. These may be simple, like "Julio, you go number one," meaning Julio's sentence should be first in the sequence, but they will see the power of their language getting things reorganized.
- As students rearrange their order, have those standing read aloud again occasionally to see if the story sounds better to the class.
- Continue the process until the story is correct.

Word strips.

- You can go directly into this activity from the preceding sentence strip activity.
- Take a sentence strip from the story and cut it into individual words in front of the students.
- Hand out individual words to random students, as with the sentence strips, and check for comprehension.
- Have the students with the word strips come up to the front and have the others tell them where to move to make a correct sentence.
- Repeat with different sentences. Students can get very animated and fast at this activity as they get the hang of it!

Activity 2: Reading Over-the-Counter Labels

Explain to students what over-the-counter medicines are, in contrast to prescription medicines. Show students a variety of Over-the-Counter medicine containers with new drug fact labels. You can distribute containers to small groups of students.

For an example, see <http://www.bemedwise.org/label/label.htm> . Print a copy of this page out for students [using the printer-friendly version at the top right] so that they can

follow what you are talking about more easily. Don't try to teach them the whole label at this point. They can do that in low intermediate when it won't be so overwhelming.

Tell them that today they will be looking for information on doses on the drug facts labels. Ask them what *dose* means. If necessary, tell them it means how much medicine you take yourself or give to someone else to take. It is also important to know how often you take the dose, or the *frequency*. They will be looking at the *dose* and *frequency* today.

It's probably a good idea to review forms of medication doses, such as tablet, capsule, caplet, gelcap, drops, spray, etc.

Ask students to look at the label from the bemedwise computer printout. Ask students: *What is the correct dose for a child who is 7 years old?* (Correct answer: 1 tablet every 4-6 hours)

What about for an adult? How much can an adult take? (Correct answer: 2 tablets every 4-6 hours)

What is the most an adult can take in one day? (Correct answer: 12 tablets).

What is the most a child of 7 can take in one day? (Correct answer: 6 tablets).

What about a child of 4? (Correct answer: We don't know. You have to ask a doctor if it's ok.)

Now distribute **Handout 1: Reading the Labels**. Have students collect information for 3 different products and write it on their handout. They can work together and help each other as long as they are speaking in English. Note: some info about children's doses might be expressed in terms of weight. For these products, help students to understand why it weight is an important dosing consideration.

Home Task: Students can take an additional copy of **Handout 1** home and fill it out with information from their medicine cabinet or pharmacy.

Computer Expansion Activity: There are websites for some drug companies with drug fact labels posted. One of the simplest ones to navigate is www.advil.com. Students can look at drug fact labels online to find dosing information.

For children's drops, go to http://www.advil.com/children/label_drops.asp

For children's chewables, go to

http://www.advil.com/children/label_chew_child.asp

For adult Advil, go to <http://www.advil.com/cs/cslabel.asp>

Reading the Labels

Write the correct information from the Drug Fact labels on the medicine containers.

Example:

Name of drug: <i>Example: children's chewable aspirin</i>	2 years old	7 years old	20 years old
1 dose	<i>2 tablets</i>	<i>4 tablets</i>	<i>5-8 tablets every 4 hours</i>
Maximum for 1 day	<i>Ask a doctor</i>	<i>Ask a doctor</i>	<i>5 doses</i>

1.

Name of drug:	2 years old	7 years old	20 years old
1 dose			
Maximum for 1 day			

2.

Name of drug:	2 years old	7 years old	20 years old
1 dose			
Maximum for 1 day			

3.

Name of drug:	2 years old	7 years old	20 years old
1 dose			
Maximum for 1 day			

High Beginner Health Awareness Curriculum

Unit 3: Taking Medications

Lesson 2: Understanding about Warnings and Side Effects

Life Skills:

Learners will...

- Improve comprehension of warnings on medicine containers.
- Learn important questions to ask health care providers on medication safety.

Technology Skills:

Learners will...

- Use the Internet as an information source.

Language Skills:

Learners will...

- Learn new medical vocabulary.
- Read medicine labels.
- Match warnings vocabulary with written explanations.
- Ask and answer questions about safe medication use.
- Practice conversations for health care settings.

EFF Skills:

Learners will...

- Use technology to locate information.
- Read with purpose and understanding.
- Speak so others can understand.
- Listen actively.
- Observe critically.
- Solve problems and make decisions.
- Cooperate with others.
- Advocate and influence.

Word Bank:

Warning

Side effect

Label

External

Alcoholic beverages

Shake

Plenty

Pregnant

Chew

Crush

Drowsiness, drowsy

Dizziness, dizzy
Empty stomach
Meal
Directed (e.g., as directed, unless directed)

Materials Needed:

- Flipchart or chalkboard, markers or chalk
- Prescription medicine containers with warning stickers affixed (if available)
- **Handouts 1a and 1b: Warning Stickers Matching Set**
Handout 2: Important Questions about your Prescription
Handout 2a: Possible Answers for Handout 2
Handouts 3a, 3b, 3c, 3d Dialogue/Matching
- Website: www.vicks.com/products/label_nyquilliq.shtml

Presenting the Concepts:

Students can share results from their home task from the previous lesson on understanding doses on labels.

If available, show students some prescription containers with warning stickers on them. Read the warning stickers aloud and write the warnings on the board. Ask students what the warnings mean. Ask if they remember any other warnings on stickers of prescription drugs.

Activity 1: Prescription Sticker Review

Tell students that important information on prescription labels is found on warning stickers. Review or introduce the warning sticker activity from the low beginner curriculum. Handouts are included here as **Handouts 1a** and **1b**. To make matching sets in advance, make copies of 1a and 1b. Cut a copy of 1a along the lines. Stick the pieces of 1a on index cards. Cut up a copy of 1b. Clip the 1b pieces and the 1a cards together to make a complete matching set. Put individual sets in envelopes or baggies to keep the sets together.

In the class, go over what the stickers mean, and then let students practice the vocabulary with the matching game. Let them copy down any terms and definitions that are new to them. Circulate and check their matching.

Activity 2: Getting the Information You Need on Medicines

Stress to the students that we need to ask questions about medicines. We don't always understand the labels, and the labels don't always tell us what we need to know. Also, sometimes health care providers are in a hurry, so we need to ask questions to make sure we get the best information. Every drug is different, and there are different things we should know about each drug we take.

Distribute **Handout 2**. (Note: Some students might have seen a simpler, shorter version of this handout in a low beginner class.) Tell students that there are some good questions to ask health care providers on this handout. They can take the handout with

them to the doctor's office if it will help them remember to ask questions. Go over the questions together. Sample answers are given on **Handout 2a** (you can distribute this or just use it as a teacher resource.).

Note: Regarding no. 7, alcohol has different effects when mixed with different medicines. Sometimes it can decrease the drug's effectiveness and/or increase risk of dizziness, drowsiness, rapid heart rate, seizure, liver damage, or sudden blood pressure changes.

Note: Regarding no. 8, health care providers ask that patients report any other prescription and non-prescription drugs they are taking, including those from other countries, as well as vitamin and herbal supplements. Many OTC medicines, vitamins and herbs can potentially have a negative interaction with some prescription drugs.

Activity 3: Dialogue Practice

Have students work in pairs. Give each pair a set of Handouts 3a, 3b, 3c, and 3d. (Keep the handouts whole for now. On another day they can be cut up and made into 3 different matching sets for review.) Have partners practice conversations between health care provider and patient. The person with 3a is the patient, and the other person reading from 3b, 3c, or 3d is the health care provider. Pairs should practice the 3 different conversations and be sure to switch roles as they practice. They can present one of the conversations to the whole class.

Computer Expansion Activity (Optional): Over-The-Counter Warnings (whole group reading activity)

Tell students that over-the-counter medicines have some information about side effects and other problems you might have from the medicine. Sometimes this information is listed under "Warnings" on the label, and sometimes it is listed under "When using this product." There is a lot of difficult vocabulary, but the students can take a look at some labels and see what they can understand.

Nyquil Liquid Cold Medicine www.vicks.com/products/label_nyquilliq.shtml Either students can go to this web page, or you can print out copies of these drug facts for them in advance.

Remember, and remind students, that the goal here is not for them to understand everything. It is for them to become aware of kinds of important information that they have not necessarily paid attention to before because they wrote it off as too difficult. The new labels make the reading a little easier and contain a lot of helpful medical vocabulary and information.

Look at the Nyquil information together. Tell the class to find the word "Warnings." Have individual students try to read a sentence at a time. Explain new vocabulary as the class proceeds. You will need to paraphrase to simplify for the students.

You might want to **choose** from the following new vocabulary on the label to recommend some words for students to write down:

Liver damage
rash
nausea
vomiting
consult a doctor
phlegm
chronic cough
trouble urinating
sedative
excitability
drowsiness
alcoholic drinks
motor vehicle
redness, swelling
dizzy
nervous
sleepless
worse
symptoms
pregnant
breast-feeding

Home task: Have students look for 2 or 3 of the new words on their medicines at home or at the pharmacy. What medicines have warnings or side-effects like Nyquil? Students can report back to the class the next day.

 <p>FOR EXTERNAL USE ONLY</p>	 <p>DO NOT DRINK ALCOHOLIC BEVERAGES WHEN TAKING THIS MEDICATION</p>
 <p>MEDICATION SHOULD BE TAKEN WITH PLENTY OF WATER</p>	 <p>TAKE WITH FOOD</p>
 <p>SHAKE WELL</p>	 <p>DO NOT TAKE THIS DRUG IF YOU BECOME PREGNANT</p>
 <p>FOR THE eye</p>	 <p>DO NOT CHEW OR CRUSH, SWALLOW WHOLE.</p>
 <p>MAY CAUSE DROWSINESS OR DIZZINESS</p>	 <p>TAKE MEDICATION ON AN EMPTY STOMACH 1 HOUR BEFORE OR 2 TO 3 HOURS AFTER A MEAL UNLESS OTHERWISE DIRECTED BY YOUR DOCTOR.</p>

<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>

Important Questions about your Prescription

1. What is this medicine?

2. What is it for?

3. How long do I need to take it?

4. When will I feel better?

5. What are side effects of the medicine?

6. What side effects should I call you for?

7. Is it OK to drink alcohol with this medicine?

**8. I also take (name of medicine). Is it OK to take (name of medicine)
and (name of medicine) together?**

Important Questions about your Prescription (Possible Answers)

1. What is this medicine?

It's amoxicillin.

2. What is it for?

It's for killing infections.

3. How long do I need to take it?

For 10 days. Don't stop until you finish every pill.

4. When will I feel better?

In 2 or 3 days.

5. What are side effects of the medicine?

It might give you stomach pains or diarrhea. It might give you a headache.

6. What side effects should I call you for?

If you get a fever, a swollen face, or a rash on your skin call me immediately.

7. Is it OK to drink alcohol with this medicine?

It's not a good idea. Alcohol might change how the medicine works in your body.

8. I also take (e.g. Advil). Is it OK to take (Amoxicillin) and (Advil) together?

Well, Advil and Amoxicillin can both hurt your stomach. If your stomach starts to hurt, don't take the Advil until it feels better.

High Beginner Health Awareness Unit 3: Taking Medications, Lesson 2, Handout 3a
Matching - Cut along the dotted lines to make separate strips.

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?

High Beginner Health Awareness Unit 3: Taking Medications, Lesson 2, Handout 3b.
Matching - Cut along the dotted lines to make separate strips.

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.

Matching - Cut along the dotted lines to make separate strips.

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 a vomiting or diarrhea.

High Beginner Health Awareness Unit 3: Taking Medications, Lesson 2, Handout 3d.
Matching - Cut along the dotted lines to make separate strips.

It's Inderal.

It's for high blood pressure.

One pill two times a day.

For the rest of your life.

In a day or two.

Maybe you'll feel sleepy or dizzy. If it's difficult for
you to breathe, call me immediately.
